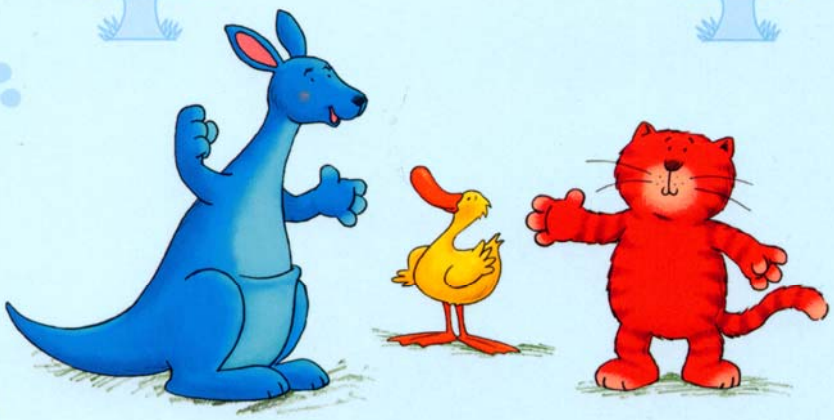
Cookie and friends

Teacher's Book A

Vanessa Reilly



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Syllabus summary Cookie and friends A

Unit	Language	Aims	Curricular areas
Starter unit Hello	**Core vocabulary** *Cookie, Densel, Lulu, hello, bye-bye, cat, one, two, three, four, five, six* **Classroom language** *duck, kangaroo, Come here! Sit down! In a circle, everyone. Listen to me. You need colours. Colour … Worksheets in your folders. Thank you.*	To introduce Cookie, Lulu, and Densel. To teach *Hello* and *Bye-bye*. To teach numbers 1–6. To encourage the children to co-operate by singing the **Numbers song**. To set up a routine for the English class. To give the children opportunities to communicate with the characters and the teacher.	1 • Fine motor skills co-ordination and control • Acceptance of the unwritten rules in games and role-play 2 • Early social groups: family and school • Appreciation and respect for the rules of behaviour within the child's social group 3 • Comprehension of stories, narratives, and spoken messages • Individual and group participation in oral communication related to the child's needs, feelings, and desires, through stories, chants, songs, and puzzles 4 • Properties of objects: size and shape • First ordinal numbers 5 • Participation in nursery rhymes, songs, dance, and listening activities • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Unit 1 Colours	**Core vocabulary** *red, pink, yellow, purple, green, blue* **(Revision)** Numbers 1–6 **Classroom language** *hello, bye-bye, pencils, cut out, happy, zig-zag book* *What have you got in your pouch? Turn around, What's missing? Let's see … Trace the balloons. Storytime for you and me. Bring me the (blue) … Point to something (red).*	To get the children used to the routine for the English class. To recognize six colours in English and start to name them. To encourage the children to co-operate by singing the **Colours song**. To listen for specific information. To develop pencil control and fine motor skills by tracing, colouring, matching and drawing. To develop pre-reading skills by identifying a sequence in a series of coloured objects. To develop creative skills by making a zig-zag book.	1 • Fine motor skills co-ordination and control • Evidence of co-operative and helpful behaviour in games and everyday life 2 • Early social groups: family and school • Appreciation and respect for the rules of behaviour within the child's social group 3 • Comprehension of stories, narratives, and spoken messages • Interest and initiative in oral communication and respect for the social rules governing verbal exchanges 4 • Properties of objects: size and shape • First ordinal numbers 5 • Participation in nursery rhymes, songs, dance, and listening activities • Primary colours and their combinations • Basic techniques in art: their use in furthering creativity
Unit 2 Toys	**Core vocabulary** *ball, car, teddy, dolly, train, scooter* **(Revision)** Numbers 1–6, colours **Classroom language** *hello, bye-bye, triangle, circle, square, rectangle* *My name's … Colour the toys. What is (red)? Can you see? I can see … Point with me. Trace the … Go and touch the … Where's the dolly/teddy/scooter?*	To recognize and name the toys in English. To encourage the children to co-operate by singing the **Toys song**. To listen to a song and a story in order to extract meaning and gather specific information. To develop gross motor skills through miming actions in the song and the story. To develop pencil control and fine motor skills by tracing and colouring. To develop observational skills by finding toys in a picture.	1 • Fine motor skills co-ordination and control • Evidence of co-operative and helpful behaviour in games and everyday life 2 • Early social groups: family and school • Appreciation and respect for the rules of behaviour within the child's social group 3 • Comprehension of stories, narratives, and spoken messages • Individual and group participation in oral communication related to the child's needs, feelings, and desires through stories, chants, songs, and puzzles 4 • First ordinal numbers • Two-dimensional shapes: circle, square, rectangle, triangle 5 • Participation in nursery rhymes, songs, dance, and listening activities • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity

Unit	Language	Aims	Curricular areas
Unit 3 Body	**Core vocabulary** *head, arms, tummy, fingers, legs, feet* **(Revision)** Numbers 1–6, colours, toys **Classroom language** *shake, wave, pat, stamp, hand, sick, robot, thumbs* *Cookie is sad/happy. Shake your … . Can I have …? What number is it?*	To recognize and name the parts of the body in English. To maintain routine in the classroom. To listen to the **Body song** and a story for meaning and for specific information. To develop gross motor skills through miming actions in a song and a story. To develop pencil control and fine motor skills by matching, circling, and drawing.	1 • Fine motor skills co-ordination and control • Properties of the human body: differentiating characteristics • Awareness of feelings and sensations • Acceptance of the unwritten rules in games and role-play 2 • Early social groups: family and school • Appreciation and respect for the rules of behaviour within the child's social group 3 • Comprehension of stories, narratives, and spoken messages • Acceptance of the social conventions for initiating, maintaining, and ending a conversation 4 • Properties of objects: size and shape • First ordinal numbers 5 • Participation in nursery rhymes, songs, dance, and listening activities • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Unit 4 Clothes	**Core vocabulary** *T-shirt, trousers, socks, shoes, jacket, hat* **(Revision)** Numbers 1–6, colours, toys, body **Classroom language** *What colour is/are the …? Pass the bag, everyone. Take off/Put on your shoes/jacket. What have you got in your pouch?*	To recognize and name clothes in English. To revise parts of the body. To revise colours and numbers 1–6. To develop fine motor skills by tracing, matching, colouring, and drawing. To develop gross motor skills through doing actions to the **Clothes song** and the story. To develop observational skills through matching activities.	1 • Fine motor skills co-ordination and control • Properties of the human body: differentiating characteristics • Awareness of feelings and sensations • Evidence of co-operative and helpful behaviour in games and everyday life 2 • Early social groups: family and school • Appreciation and respect for the rules of behaviour within the child's social group 3 • Comprehension of stories, narratives, and spoken messages • Individual and group participation in oral communication related to the child's needs, feelings, and desires through stories, chants, songs, and puzzles • Acceptance of the social conventions for initiating, maintaining, and ending a conversation 4 • Properties of objects: size and shape • First ordinal numbers 5 • Participation in nursery rhymes, songs, dance, and listening activities • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Unit 5 Pets	**Core vocabulary** *bird, spider, fish, turtle, rabbit, elephant* **(Revision)** Numbers 1–6, colours, body **Classroom language** *Move your arms. Do you like …? Yes, I do/No, I don't. Can I have a …?*	To recognize and name pets in English. To revise the numbers 1–6 and colours. To improve fine motor skills by tracing, colouring, and matching. To improve gross motor skills through doing actions to the **Pets song** and the story.	1 • Fine motor skills co-ordination and control • Awareness of feelings and sensations • Evidence of co-operative and helpful behaviour in games and in everyday life 2 • Early social groups: family and school • Basic recognition of animals • Appreciation and respect for the rules of behaviour within the child's social group 3 • Comprehension of stories, narratives, and spoken messages • Individual and group participation in oral communication related to the child's needs, feelings, and desires through stories, chants, songs, and puzzles • Acceptance of the social conventions for initiating, maintaining, and ending a conversation 4 • Properties of objects: size and shape • First ordinal numbers 5 • Participation in nursery rhymes, songs, dance, and listening activities • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity

Unit	Language	Aims	Curricular areas
Unit 6 Food	**Core vocabulary** *chocolate, ice-cream, cake, apples, fish, bananas* **(Revision)** Numbers 1–6, colours, toys, clothes, animals **Classroom language** *Pass the bag, everyone.* *I like … I don't like …*	To recognize and name six food items in English. To listen to the **Food chant** for specific information and to find what is missing. To improve fine motor skills through matching, circling, colouring, and drawing. To improve gross motor skills through doing actions to the song and the story. To improve observational skills by finding what is missing, matching identical objects or objects from the same category.	1 • Fine motor skills co-ordination and control • Actions to ensure health: healthy eating • Evidence of co-operative and helpful behaviour in games and in everyday life 2 • Early social groups: family and school • Appreciation and respect for the rules of behaviour within the child's social group 3 • Comprehension of stories, narratives, and spoken messages • Individual and group participation in oral communication related to the child's needs, feelings, and desires through stories, chants, songs, and puzzles • Acceptance of the social conventions for initiating, maintaining, and ending a conversation 4 • Properties of objects: size and shape • First ordinal numbers 5 • Participation in nursery rhymes, songs, dance, and listening activities • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Festivals **Birthdays**	**Core vocabulary** *Happy birthday* **(Revision)** Numbers 1–6, colours **Classroom language** *Hat, socks, shoes, T-shirt, ball, teddy, candles, cake*	To learn a song to celebrate others' birthdays. To establish how old they are. To listen for information.	1 • Fine motor skills co-ordination and control • Awareness of physical abilities and limitations 2 • Early social groups: family and school • Appreciation and respect for the rules of behaviour within the child's social group 3 • Comprehension of stories, narratives, and spoken messages 4 • First ordinal numbers 5 • Participation in nursery rhymes, songs, dance, and listening activities • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Christmas	**Core vocabulary** *Christmas tree, present* **(Revision)** Numbers 1–6, colours **Classroom language** *Pass the Christmas card.*	To learn about Christmas in another culture. To learn a Christmas song. To make a Christmas card.	
Easter	**Core vocabulary** *Easter Bunny, Easter eggs* **(Revision)** Colours	To learn about the Easter Bunny and to sing an Easter song. To learn a Christmas song. To make a Christmas card.	
Mother's Day	**Core vocabulary** *Happy Mother's Day* **(Revision)** Numbers 1–6	To learn a song to sing to mummy. To make a present for mummy. To improve fine motor skills through colouring and cutting.	
Holidays	**Core vocabulary** *shorts, swimsuit, bag, fat, pat, flop, hop, hands, ears, run*	To revise relevant vocabulary and learn new words related to summer. To learn a chant about packing appropriate items in a holiday bag. To listen to the chant for specific information about holiday clothes and toys.	

Introduction

Who is the book for?

Cookie and friends is a practical course for young children starting English in all pre-school classrooms no matter what the length of the class is or the number of hours per week. The course follows the principal objectives of all pre-school education.

Components

The **Class Book** has colourful tear-out worksheets to be removed before the class, so children work with a worksheet as in other pre-school subjects. Children should each have a folder and get into a routine of putting away their worksheets, ready to be taken home to show their parents.

The worksheets provide practice in motor skills as well as practising the language. The children improve their eye-to-hand co-ordination and develop the basic skills necessary for pre-writing with mazes and colouring activities. They improve their awareness and basic pre-reading skills with counting, sequencing, 'Spot the difference' or 'What's missing?' type activities.

The **Teacher's Book** has detailed lesson plans which concentrate on setting up a routine and guiding the children through a fun, attractive, and communicative learning programme. There are *Extra activities* in every lesson and optional reinforcement and extension lessons in each unit for teachers with more hours. However, for those with less time, the notes indicate which activities could be left out without changing the lesson structure or significantly altering the amount of language practice.

There is a *Materials checklist* at the start of each lesson plan to make it easy to assemble everything needed for that lesson.

The **Cookie puppet** brings Cookie the cat to life. Cookie should always speak in English. He 'starts' every class (in *Cookie's circle time*), he is the teacher's helper throughout the course and can be used for many activities (see the *Puppet activity bank* on page 11).

The **Lulu poster** is used together with the flashcards to present and revise language. Lulu the kangaroo is the 'Mummy' figure in the book, and (in *Poster time*), Cookie discovers new words or revises words by taking flashcards from Lulu's pouch.

The **Flashcards** present all the active language from the course. (See the *Flashcard list* on page 13 and the *Poster and flashcard activity bank* on page 11).

The **Class CD** and **cassette** contain all the songs, chants, and stories from the course. They also include examples of classroom management rhymes as models for the teacher. These can be played in class. However, as each one has an instrumental version, it is advisable to listen to the models on the recording first, and learn to say them without the backing track, so they become a natural part of the lesson.

The **Story cards**. Each unit has a story, depicted on large Story cards and recorded on the CD and cassette. The Story cards are easy to use; they have the story text on the back, allowing the teacher to disclose the story bit by bit. When children act out the stories, these can be attached to the wall so that the teacher has his/her hands free to show the children the actions.

A Photocopiable Masters book (**PMB**) contains extra materials such as finger puppets and masks of the three characters, *Festivals* materials, and two photocopiable activities per unit – a zig-zag book in level A and a creative development activity in level B and sets of cards to practise the active vocabulary.

In Lesson 8 of each unit, the children complete a worksheet personalizing the vocabulary for the unit. They then keep these worksheets in a **Portfolio**. To make the portfolios, photocopy PMB page 26 and glue the photocopies onto a folder made from a folded sheet of A3 card.

Stickers. The pack also contains stickers for the teacher to reward children's work, behaviour, and progress as appropriate.

Aims of *Cookie and friends*

The children following this course are at the initial stage of their education, and the main aim is to teach English while focusing on the development of the whole child. This is achieved through involving them wherever possible and through activities that improve eye-to-hand co-ordination, gross and fine motor skills, as well as spatial, personal, and social and emotional skills.

Revision and repetition are very important for children of this age, and recycling is fundamental to *Cookie and friends*. Language and concepts are systematically revised and built on throughout the course by communicative interaction within the group.

Linguistic and content aims

- to develop the children's receptive skills
- to introduce them to spoken English
- to take advantage of young children's innate ability to copy spoken language in order to develop their pronunciation and intonation
- to introduce and provide constant recycling of language items
- to expose the children to useful sentences and expressions to enable them to communicate in class
- to make use of children's love of songs, chants, stories, playing, acting, drawing, cutting, sticking, and colouring
- to provide a classroom routine to make the children feel safe and emotionally secure
- to use a variety of whole-class, pair, and group activities to allow the children to develop social skills through different patterns of interaction
- to present activities that challenge but also provide opportunities for individual and group success.

Attitude aims

- to introduce children to English and motivate them through attractive and enjoyable activities
- to enhance their confidence with attainable goals and to encourage personal effort
- to provide them with a situation where they will need or want to try to communicate in English.

Integration into a pre-school syllabus

Cookie and friends works on the physical, intellectual, personal, social, and moral development of the children across five curricular areas.

1 Awareness and control of their own body and self
2 Discovery of their environment and co-operation with others
3 Language development and communication skills
4 Numeracy development
5 Artistic expression and creativity.

1 Awareness and control of their own body

Familiarity and ease with their own bodies is very important for children in pre-school and is an integral part of *Cookie and friends*. With this course, the children learn to use their body for expression and learn actions to make English easier to understand and remember. Through movement and discovery, they learn the English for parts of the body (level A) and parts of the face (level B). They also look at actions and sounds they can make; how to get ready in the morning; what clothes they need for certain weather conditions; where to wear different clothes, and how to put them on.

In order to help them understand how people feel in different situations, the children are encouraged to think about the stories they hear and decide how the characters feel. They also learn to express feeling unwell and identify what is wrong, thus encouraging emotional development.

The children develop their gross motor skills through actions and movement throughout the course. These activities should in turn enhance their fine motor skills. Worksheets develop the children's fine motor skills, which are important for general co-ordination and for writing.

2 Discovery of their environment and co-operation with others

Through varied activities, the children learn how to work in a big group, in small groups, and individually. They learn about the family (level B) and looking after others. The children learn routines in the classroom environment, including turn-taking and sharing. They are encouraged to look after their own things and help you with giving out and collecting classroom materials. They study weather conditions (level B), what weather feels like and what clothes they need to wear. In both levels they learn about animals and their characteristics: in level A, pets (the animals closest to them) and in level B, jungle animals.

3 Language development and communication skills

Listening and communication are paramount in *Cookie and friends* and the children are encouraged to join in whenever possible. They work on listening, speaking, and pronunciation at a time when they are skilled in learning their L1 (First Language) this way. They are exposed to new language in much the same way as in their L1 classes, through stories, songs, rhymes, set phrases, drama, and role play.

Cookie and friends does not work on the written form of English, as the children are only at the very initial stages of it in their L1 learning. However they will discover that pictures hold meaning in much the same way as words. They will also do activities that work on gross motor skills, such as action songs and games, and move on to fine motor skills through worksheets that develop pencil-control and basic pre-writing and pre-reading skills.

4 Numeracy development

The children learn to count from one to six in English and practise this in meaningful, contextualized activities, i.e. counting and classifying objects around them, talking about birthdays and ages, and turn-taking. They also work on other important skills for basic maths such as sequencing, spotting the difference, looking at geometric shapes, and working out what is missing.

5 Creativity and artistic expression

Art

The children learn colours in English and use them in the context of the classroom to identify them in their environment. The children will also do art and craft activities in which they use different tools and materials to make objects to practise English. They work on eye-to-hand co-ordination as they learn to draw, colour, cut, glue, and fold. They then start to understand the English language instructions involved in art and craft activities.

The activities are adapted to the cognitive and physical development of the child: they learn to use scissors, a hole punch, and glue; and enhance their spatial awareness through colouring in shapes.

Each level has a project which introduces children to art – level A Unit 6 has an Arcimboldo project and level B Unit 5 has a Henri Rousseau project.

Music

Music is a very important in *Cookie and friends* and the children are encouraged to sing and join in at all times. They also learn how to use their voices to show their mood by speaking loudly, quietly, and whispering.

Music, songs, and chants are also used for the presentation of language, for setting up a classroom routine, for giving instructions, and as background while the children work.

Movement

The children will learn actions to go with the songs and chants to make the English words transparent. Many of the stories have actions, to make them easier to understand and act out. The children are encouraged to move about to music and to dramatize songs and stories they have learnt.

Evaluation

Although the main function of *Cookie and friends* is to motivate the children and not put too much emphasis on achievement, it is important to keep a record of the children's progress in order to support each individual's learning.

A progress report needs to be an ongoing task. On PMB page 46, there is a record sheet. It can be completed at any time, with a few questions after story time, constant monitoring during table time, and observation of children's involvement in whole-class activities. It will also help when liaising with the class teacher. To report back to the parents, use PMB page 47.

Different learning styles

Cookie and friends takes into account that children learn at different rates and in different ways. In every classroom there is diversity, not just academically but also in the children's basic skills and needs. *Cookie and friends* lessons are designed to provide a rewarding learning environment for all children, regardless of their abilities, by including varied activities which benefit children at different levels. A TPR (Total Physical Response) song, for example, caters for all learning styles. Combining actions and words, it allows everyone to be involved at their own level.

Unit structure

The same basic elements occur in every unit:

- *Cookie's circle time*
- a language presentation/revision song
- a story presented with **Story cards**, retold and acted out
- *Poster time* and **Flashcard** activities for presentation and consolidation of vocabulary
- classroom routine through classroom management songs and chants to improve the children's autonomy
- action activities and games to work on gross motor skills
- exercises to improve eye-to-hand co-ordination, manual dexterity, and fine motor skills
- photocopiable activities – a zig-zag book and a creative development activity per unit
- reinforcement and extension lessons for any teachers who need them.

Each unit is organized in a similar way. However the activities within each lesson are varied to make learning exciting:

Lesson 1 presents the new vocabulary with flashcards, the Lulu poster, and the unit song and practises it with a worksheet for *Table time*.

Lesson 2 revises the vocabulary and unit song. In *Table time* there is a photocopiable zig-zag book or games cards, so the children can practise and play games with the active language.

Lesson 3 tells the unit story. The children see and listen to a story and do a follow-up worksheet in *Table time*.

Lesson 4 retells the story and revises language through activities and games.

Lesson 5 is a worksheet lesson where the children work on vocabulary and basic skills.

Lesson 6 is a chance for the children to act out the story, as well as doing activities to consolidate the language.

Lesson 7 always has *Singalong time*. The children revise the songs and vocabulary they have learnt so far in the course, which helps them see how much English they know.

Lesson 8 consolidates the unit language by asking the children to categorize vocabulary, and do a worksheet to consolidate and personalize the language from the unit.

A **Reinforcement lesson** provides more revision of the language. This is optional, and is intended for classes that need more support, or classes with more hours.

An **Extension lesson** extends the content of the unit and teaches the children more about the unit topic. This is optional, and is intended for faster learners, and those classes with more hours.

Lesson structure

Cookie and friends lessons are based on routine and the course aims to provide the teacher with the means of conducting a large proportion of the class in English. The classroom language is provided through classroom management songs (see **Class CD** and **cassette** above).

To establish the routine, each lesson has a similar format:

The lesson always starts with *Cookie's circle time*. This is a time to bring the class together to greet each other, to interact with Cookie, to teach or revise the vocabulary, sing a song, and play games.

From this the children have a *Transition marker* to send them back to their seats ready for *Table time*. A transition marker is an instantly recognizable sign that signals a change in the lesson, i.e. from *Circle time* to *Table time*. You should choose your own transition marker and repeat it many times, so it becomes an instantly recognizable routine. If you are going to change it, you must make it very clear to the children. Some ideas for transition markers:

- Signal with a bell or by beating a drum.
- Quickly count the children back to their seats saying *One, two, three* and then *Four, five, six*. The advantage of this is that only a small number of children are moving at once instead of a whole class racing back to their seats.
- Go round the circle giving the children an item of vocabulary (for example, colours – say *Red, green, yellow,* around the group until each child has a colour). Then when you call out *Green*, all the children with green go back to their desks.

In *Table time*, the children do worksheets, make things from the **Photocopiable Masters** or play games. You are provided with Classroom management rhymes as part of the routine (CD A track 1 and cassette). These combine language and actions to make the instructions transparent, and easier to understand and remember.

The class always finishes with *Bye-bye time*, so that you can mark the end of the English lesson.

At the end of each lesson, there are *Extra activities* designed for longer classes, or further consolidation of the language.

Setting up the *Cookie and friends* classroom

Cookie's circle

Set up an area of the class where the children can sit in a circle for *Cookie's circle time*. Place a large mat or blanket for the children to sit on (a circular mat will provide a line to help the children make a circle). Depending where they are when you start the lesson, you will need to get them sitting for circle time. Set this up as a routine. At first the children may need help, so encourage them to come and hold hands or walk round the classroom in a 'snake', picking them up along the way. Sing *Come here everyone. Tra-la-la-la-la ... or Hold hands everyone. Tra-la-la-la-la* ... and lead them to the circle time area.

Setting the scene

You could set the scene for *Cookie and friends* by making a wall display (use the front cover of the book and *Worksheet 1* for reference). Make the background with four or six pieces of blue A2 card. Draw a tree about the height of one of the children. Make the trunk by scrunching up brown paper and sticking it to the card. Photocopy the leaves on **PMB** page 7 onto green paper or card, and attach them above the trunk in the shape of the tree. Once the children have made the leaf name-tags in *Lesson 1* of the *Starter unit*, they can finish off the tree. You could colour-code the leaves according to the months, so that children with birthdays in January have one colour, children with birthdays in February have another, etc. This will help you to remember throughout the year (see *Birthdays*, page 130). You could also make a pond with aluminium foil.

Category boxes

In *Lesson 8* of each unit the children do a sorting activity to categorize vocabulary they have learnt. If possible, collect and make category-boxes to make the activity more memorable and fun. You need seven boxes – numbers, colours, toys, parts of the body, clothes, pets, and food. These will be used in levels A and B. You could use any boxes big enough to hold the flashcards. If possible, cover them with coloured paper or gift wrap. Label each box with pictures to represent the category taken from the **PMB**. Categorizing vocabulary flashcards is an activity that can be done any time after Unit 1.

Cookie's favourite song poster

It is a good idea to have a visual reference for the songs that the children have learnt. Make a poster using a large piece of card, big enough to hold seven flashcards. As the children learn a new song, attach one of the flashcards of the vocabulary from that song to the poster. In class, Cookie can then decide he wants to sing a song. You can take him to the poster, remove the flashcard of the song he wants to sing and show it to the children. Or the children could also choose the song they want to sing, pointing to the flashcard on the poster.

Feelings faces

The children are encouraged to interact with the stories and think about how the characters feel. Make five faces from some paper plates or circles of card, and draw faces to represent these emotions: happy, sad, angry, shocked/surprised, frightened. In class, refer the children to these faces (when they appear in the teaching notes).

Collecting materials

The *Materials checklist* lists what is needed at the start of every lesson. As well as the basic materials that will be available in the classroom, it is useful to collect the following items:

Make ***feely bags*** from cloth or paper that can be filled with real or toy objects so the children guess the object by touch. Collect real or toy items for as much of the vocabulary in the book as possible (see *Flashcard list* page 13).

Children can use ***Plasticine®*** to make characters or objects they have learnt. This form of creative development reaches children of all abilities and is helpful in developing gross motor skills.

Parents can be involved in collecting ***junk materials*** for art and craft activities if you give them a list of things to collect at the beginning of the year, for example:

- aluminium foil
- cardboard
- cardboard tubes
- catalogues, newspapers, old magazines
- clean sponges
- clear plastic bottles with caps
- food jars
- ice-lolly sticks
- glitter
- large and small boxes with lids
- milk cartons
- paper cups
- paper plates

coloured tissue paper
cotton wool balls
drinking straws
empty matchboxes
felt or fabric pieces
pasta shapes
plastic containers
wool, ribbon, string
wrapping paper and wallpaper

Puppet activity bank

Cookie for classroom management

Cookie is useful in many ways:

- He demonstrates what the children have to do.
- He can quieten the class down, as he doesn't like a lot of noise.
- He chooses children to come out from all the volunteers, and picks who is going to speak in a game.
- He comforts any children who are upset, by giving them a kiss or a hug.

Circle time activities

- *Pass the puppet* – pass Cookie to music and when you stop the music, the child holding him greets him and gives him a hug/kiss.
- *Cookie says* ... (like the game 'Simon says ...').
- *Where's Cookie?* Hide Cookie in the classroom and send individuals to look for him: *Under the table? In the bag? Behind the door? On the desk?*
- *Correct Cookie* – Cookie makes a mistake and the children correct him.
- *Wake Cookie up* – Cookie is asleep and the children have to wake him up either saying *Good morning!* loudly, or singing him a song.
- Cookie chooses a song from the *Favourite song* poster.

Cookie helps with English

- He looks at what Lulu has in her pouch.
- Cookie shows words to the children, using the flashcards.
- Children repeat words after Cookie.
- He thinks of a flashcard and the children guess it.
- He says the wrong word for the flashcard and the children have to correct him.
- He gets embarrassed and the children have to help him.

Poster and flashcard activity bank

Yes/No board game

You will need a selection of flashcards in Lulu's pouch of words you want to practise. Divide the board vertically into two and draw a smiley face for *Yes* on one side and a sad face for *No* on the other. Stand the children in a line from the front to the back of the classroom, facing the board. Take a flashcard from Lulu and say a word. If the word and the flashcard are the same, the first child in the line goes to the *Yes* side, and if not, to the *No* side. If the child gets it right, say *Very good*. If the child gets it wrong, show the flashcard and repeat what you said before, then say *No*. The child then goes to the end of the line and the game continues.

Stand up! Sit down!

Divide the class into six groups. They can stay at their desks for this game. Give each group a colour. Check that each group knows their colour by saying a colour and getting the group to wave to you. Choose some flashcards and stick them up around the classroom. Say that you are going to say a colour and give that group an instruction, for example, *Blues. Stand up! Point to the teddy. Sit down!* Repeat the activity with each group, choosing a different flashcard for each group to point to.

Kim's game

Choose five flashcards. Put the cards on the board in a line where the children can see them. Chant the words in order. Chant the words through twice with the children. Turn all the flashcards over to face the board. Turn over four of the flashcards and see if the children can tell you which one is still facing down. Repeat a number of times. After a while leave two facing the board. Continue the procedure until all the flashcards are facing down and see if the children can remember them.

Chinese whispers

Line the children up from the board to the back of the classroom and place six flashcards on the board. Whisper the word on one of the flashcards to the child furthest from the board. The child whispers the word to the next, and so on. The child nearest the board has to go to the flashcard they think they have heard. He/she then joins the end of the line, so that you whisper the new word to them. Repeat the same procedure.

Flashcard/Numbers board game

Place the number flashcards one to six on the board. Attach any six flashcards of words you want to revise below each number, saying what is on each one and encouraging the children to repeat. Say one of the words and see if the children can say which number it is. Alternatively, you could say a number and ask the children to say what is on the corresponding flashcard. Make it a memory game by turning over the flashcards. Say a number and the children have to remember the flashcard below it.

Point with me

Put up some flashcards around the room. Mouth one of the words and encourage the children to point to the flashcard. Say *Point with me*. Encourage the children to point and say the word you just mouthed. Repeat a number of times. If the children are enjoying the game, you could choose a child to be the teacher and mouth the words.

What have I got?

Put a selection of flashcards of words you want to practise in Lulu's pouch. Bring them out one at a time, show the children the flashcards, and elicit the words. Shuffle them in an exaggerated way so it is clear that you are changing the order of the flashcards. Hold the pack to you, take a peek at the top card, and then hold it to you again. Ask the children *What have I got?* Go round the class eliciting possible answers. When a child guesses correctly, give them the flashcard. Continue until all the flashcards have been given out. If the children are enjoying the game, you could follow it with 'Who's got it?' (see below).

Who's got it?

Let individual children take one flashcard each from Lulu's pouch. Tell the children with flashcards to show them to the class. Say one of the words. The class have to say the name of the child holding the flashcard. Make this more difficult after a while by getting the children holding cards to turn them over, so that the class has to remember who has what. Vary it by naming one of the children holding a flashcard and asking the class to say what is on the card.

Stand up!

Choose a selection of flashcards, making sure you have an even number so that each team gets the same number. Divide the class into two groups, making sure the children know which team they are in. Divide the board into two and assign one side of the board to each group. Attach the flashcards to each side of the board and tell the children that you are going to say words at random and they have to stand up if they hear a word from their side of the board.

Note You could change the action to *Hands up* or *Hands on your head* if you prefer.

Musical cards

With the children in *Cookie's circle*, give out some flashcards at random. Point to each flashcard and say what is on each one. Encourage the six children holding the flashcards to say which one they are holding. Play some music and indicate that you want them to pass the cards in one direction. (Remind the children to pass them carefully or Lulu will be upset!) Then pause the music. Get each child holding a flashcard to say what it is. Restart the music, then pause it again and repeat the previous procedure. Make sure that the same children don't always get the flashcards.

Lucky dip

Sit the children in *Cookie's circle*. Choose some flashcards to revise, and put them in Lulu's pouch. Let the children come out one by one and take a flashcard. Once they all have one, see if each child can say the word on their flashcard. When all the children are sure of their word, start in one part of the circle and encourage them to lift up their flashcard and say what is on it. They do this all the way round the circle, back to the beginning.

No-lose musical chairs

You will need chairs, some music, and flashcards of any words you would like to revise. Line the chairs up back to back. Use the same number of chairs as you have children in the class. Attach a flashcard to the back of the seat. Play some songs the children have learnt in the course. The children walk around the outside of the chairs until you stop the music. As with the traditional 'Musical chairs', when the music stops, the children sit down on the nearest chair. Name a few children and ask them to look and say which flashcard is attached to their chair. Play the music again and continue. This is 'No-lose musical chairs' because it is non-competitive – you do not remove chairs each time you stop the music, so everyone has somewhere to sit.

Throw the dice

You will need six flashcards and dice. Put the flashcards on the board face down. Number the cards from one to six. Invite children one by one to come out and throw the dice. When a child has thrown the dice, he/she says the number. The rest of the class count along the line of flashcards until they reach the corresponding flashcard, then call out the word. If they get it right, the flashcard stays face up, and the child at the front throws again. If they get it wrong, say the word and get the class to repeat it. Then turn the flashcard face down and bring another child out to throw the dice. The object of the game is for the children to turn over and name all six cards correctly.

Jumpity jump

Choose a selection of flashcards of words you want to revise and put them in Lulu's pouch. Say *Listen. Jumpity jump* and jump up and down. Tell the children that this is the action Lulu makes and encourage them to copy you. Tell them that whenever they hear the words *Jumpity jump* they have to get up and jump until you tell them to sit back down. Take the flashcards one by one from Lulu's pouch and elicit the words. Then suddenly say *Jumpity jump*. The children have to jump up and down. Let them do this a couple of times and then say *Sit down!* Repeat the procedure.

Flashcard list

Characters
Cookie
Densel
Lulu
tree
pond
flower

Numbers
1
2
3
4
5
6

Colours
red
pink
yellow
purple
green
blue

Toys
scooter
dolly
teddy
ball
car
train

Body
head
arm
tummy
fingers
leg
feet

Clothes
T-shirt
trousers
socks
shoes
jacket
hat

Pets
bird
spider
fish
turtle
rabbit
elephant

Food
chocolate
ice-cream
cake
apples
bananas
fish

Festivals
Christmas tree
Easter eggs
shorts
swimsuit

Family
brother
daddy
sister
mummy
baby
family

Noisy toys
boat
robot
plane
trumpet
drum
phone

Face
ears
nose
hair
face
mouth
eyes

Weather
rainy
umbrella
cold
windy
sunny
hot

Jungle animals
crocodile
parrot
monkey
snake
tiger
lion

Picnic
melon
cherries
chicken
sandwiches
yoghurt
milkshake

Starter Hello

Lesson 1

Language

New

hello, Cookie, Lulu, Densel, cat, duck, kangaroo, one, two, three, bye-bye

Passive

Come here! Sit down! Listen to me. Very good. You need colours. Colour the leaves. Who's missing?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Character flashcards
- ☐ CD A/cassette
- ☐ PMB page 7 name-tags for each child
- ☐ Coloured pencils/crayons
- ☐ Blu-Tack®
- ☐ Extra activities: Three character flashcards

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle (see page 9 of the Introduction). When they are all sitting in the circle, sing the **Hello song**.

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

As you sing, make Cookie wave to the children. Once the song is finished, go round with the puppet saying *Hello* to every child. Make Cookie kiss them on the cheek or shake hands. Say *Hello*, (name) and encourage the children to say *Hello, Cookie. Hello,* (your name).

2 Poster time

Put up the Lulu poster and place the Densel flashcard in her pouch. (If possible, do this before the class.) Make the Cookie puppet say *Hello, Lulu* to the poster. Make Lulu say *Hello, Cookie*. Then make Cookie say *Lulu, what have you got in your pouch?* Take out Densel and say *Hello, Densel.*
Now point to the Cookie puppet, the Lulu poster, and then Densel and say *Hello* to each of them, encouraging the children to copy you.

3 Characters chant Track 5

Now play the **Characters chant**. When the children have to say *Hello* to Cookie, hold up the puppet and count the three hellos on your free hand. Repeat the same procedure for Densel, using the flashcard, and for Lulu, pointing to the poster.
Repeat the chant a number of times, encouraging all the children to join in with *Hello, Hello, Hello.*

Characters chant

I'm Cookie, Cookie the cat.
Say hello to Cookie!
Hello. Hello. Hello.
I'm Densel, Densel the duck.
Say hello to Densel!
Hello. Hello. Hello.
I'm Lulu the kangaroo.
Say hello to Lulu!
Hello. Hello. Hello.

Transition marker

Send the children back to their seats, using your special Transition marker (see page 9 of the Introduction).

Table time

4 Leaf name-tags – PMB page 7

Track 1

Once the children are sitting down, take out the PMB leaf name-tags you prepared with their names. Make Cookie give the leaves out by reading the child's name on each one and saying *Hello*, (child's name). Encourage the children to say *Hello.*
Now give out the coloured pencils, saying the following **Table time chant** and doing the actions:

Everyone.	(Point with both index fingers and scan the class.)
Listen to me.	(Pull both ears.)
You need colours.	(Hold up coloured pencils.)
1, 2, 3.	(Count to three on your free hand.)

Try to involve the children in the giving out process. Cookie could choose volunteers (or a child from each table to give out the materials), while you repeat the rhyme and do the actions.

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Now say this version of the rhyme, doing the actions:

Everyone.	(As before.)
Listen to me.	(As before.)
Colour the leaves.	(Pretend to colour.)
1, 2, 3.	(As before.)

Go round monitoring the children's progress. Take Cookie round with you and make him say *Hello* and give hugs and kisses. He can also praise the children, saying *Very good*, (child's name) and pointing to the name written on the leaf.
Once the children have finished, Cookie chooses children to go and stick their leaves on the tree. He gives them Blu-Tack® and shows them how to use it. When all the children have attached their leaves, Cookie says *Thank you, everyone.*

Follow-up
Make some leaves 'fall' off the tree every day (hence the Blu-Tack®). Cookie can read out the names. Once the children recognize the written form, they come out and collect their name and stick it back on the tree.

Note
This is not intended as a reading activity for the children, but is to help them recognize the written form of their own name. Some children might not know what their name looks like and will need to see it many times before they can recognize or write it. It is very important for children to understand that words have written forms and that written words carry meaning.
Getting the children to identify their written names will help you and Cookie to remember them! You will use this as a way of choosing volunteers, for example, to come out to Lulu's poster in the second session of Poster time (see Lesson 3).
As the leaf name-tags are used so frequently in the course, it might be a good idea to laminate them.

5 Bye-bye Track 6

Now make Cookie wave goodbye. Play the **Bye-bye song**.

Bye-bye song
Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone Tra-la-la-la-la.
Bye-bye, everyone.

Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

Guess who's saying Hello
Get one of the children to cover his/her eyes. Now choose another child to come and say *Hello*. The first child tries to guess who it is. Include yourself and Cookie sometimes to make it slightly easier.
If the children do not mind being blindfolded, they could feel the other child's face as well as listening to them say *Hello*.

Who's missing?
You need the three character flashcards. Show the children the flashcards and elicit their names. Then stick the flashcards face down on the board and turn over two of them. Point to the flashcard facing down and see if they can say who it is. Now turn it over and say *Very good*. Repeat this procedure a number of times, leaving a different character face down each time.

Lesson 2

Language

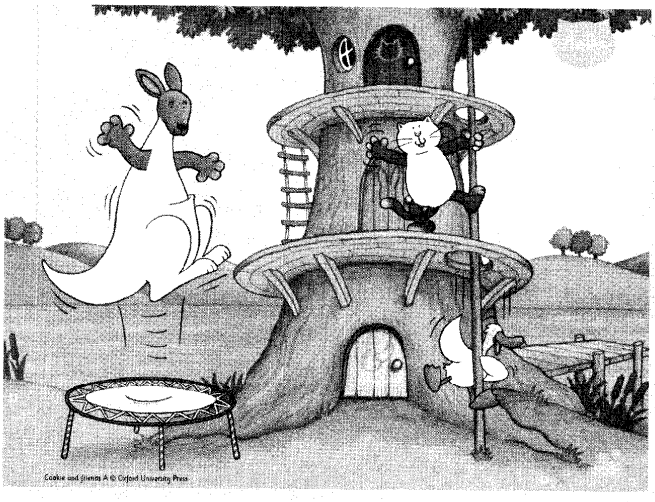
New
Cookie the cat, Densel the duck, Lulu the kangaroo, four, five, six

Recycled
hello, bye-bye, one, two, three

Passive
What have you got in your pouch? Sit down! Do you know your numbers? Can you count from one to six? What is it, everyone? Worksheets in your folders.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Numbers 1–6 flashcards
- ☐ CD A/cassette
- ☐ Worksheet 1
- ☐ Coloured pencils/crayons/felt pens



☐ Extra activities: Cookie puppet; number flashcards; drinking straws; extra sets of number cards

Cookie's circle time

1 Hello, everyone (A) Track 4

Just before, or at the beginning of the class, make three or four of the children's leaves 'fall' off the tree.

As in Lesson 1, sit the children in Cookie's circle and sing the **Hello song**.
Hello, everyone. Tra-la-la-la-la.
Encourage the children to join in waving and saying *Hello* to everyone.

Now make Cookie go and pick up the leaf name-tags that have fallen off the tree. Cookie holds up the leaves one by one, reading the child's name and saying *Hello, (Anna)* and encouraging the whole class to greet the child. The child then goes and puts her name back on the tree and Cookie says *Thank you, (Anna)*. Repeat the procedure with the other fallen leaves.

2 Poster time

Set up the Lulu poster and put the number flashcards in her pouch in numerical order. Put the poster somewhere where the children can see it.
Now make the Cookie puppet say *Hello, Lulu* to the poster and encourage the children to join in.
Say *Lulu, what have you got in your pouch?* Take out the flashcards one at a time, saying the numbers and attaching them to the wall or board.

Now chant the numbers, encouraging the children to count with you.

3 Unit song (A) Track 7

Play the **Numbers song** and point to the flashcards.

Numbers song
Tune: If you're happy and you know it ...

One, two, three, four, five, six. (Count on your fingers.)
One, two, three, four, five, six.
Do you know your numbers?
Can you count to six?
One, two, three, four, five, six.

Now play the song again and encourage the children to join in, counting on their fingers.
Repeat the song a number of times, encouraging the children to join in with the singing when they are ready.

4 Train chant (A) Track 8/2

Put the character flashcards where the children can see them. Count the flashcards: *One, two, three.*
Now get the children to stand up in Cookie's circle.
Sing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la.
Stand up, everyone. Tra-la-la-la-la-la.
In a circle, everyone.

Show the children that you want them to all look in the same direction and to hold on to the waist of the child in front of them. Start walking round in the circle and play the **Train chant** as if it were a train building up momentum. Chant:

Cookie the cat.
Cookie the cat.
Densel the duck. Densel the duck.
Densel the duck. Densel the duck.
Lulu the kangaroo. Lulu the kangaroo. Lulu the kangaroooo!
Lulu the kangaroo. Lulu the kangaroo. Lulu the kangaroooo!

Now repeat the chant and encourage the children to join in.
Go straight from the train activity to Transition time, dropping the children off from the train.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

5 Pre-worksheet activity

(If you are short of time, miss out this activity.)
Show the children Worksheet 1. Point to the different characters, saying *Hello* and try and elicit their names.
Let Cookie choose volunteers to give out the coloured pencils, crayons, or felt pens. Say this version of the **Table time chant** and do the actions as in Lesson 1.
Everyone. Listen to me.
You need colours.
1, 2, 3.

6 Worksheet 1

Now give out Worksheet 1, and say:
Everyone. Listen to me.
Colour the pictures. (Mime the action
1, 2, 3. of colouring in.)
Go round monitoring the children's progress.
Working with individual children, point to the different characters and say *Hello ...?* and try and elicit the name.
When the children have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders. (Show the children
1, 2, 3. what to do.)

Note

In the **Table time chants**, you will have to show the children what you want them to do at first, but once they get used to the routine it will become automatic for them.

7 Bye-bye Track 6

Put away the character flashcards in Lulu's pouch as you sing:

Bye-bye, Cookie. Tra-la-la-la-la.
Bye-bye, Lulu. Tra-la-la-la-la-la.
Bye-bye, Densel. Tra-la-la-la-la.
Bye-bye, everyone.

Now put away the number flashcards saying each number as you do.
Finally say *Bye-bye* to the children and encourage them to wave and say *Bye-bye* to you.

Extra activities

Guess who's got Cookie

You will need the Cookie puppet.
Sit the children in Cookie's circle with a child in the middle. This child covers his/her eyes while you give the puppet to one of the children in the circle. All the children in the circle sit with their hands behind their backs.

The child in the middle looks at different children and says *Hello, Cookie.* Once he/she identifies the child with the puppet, this child says *Hello* and comes into the middle, gives the second child the puppet and covers his/her eyes. The child who was in the middle gives Cookie to someone else and sits in the circle. The game starts all over again.

Gone fishing

You will need drinking straws and the number flashcards. Spread out a set of cards on the floor. Show the children that you can 'fish' the cards by putting the straw on a card and sucking on it to lift the card.

Now divide the class into groups of six and give each child in that group a number. Give each group a set of number cards and a straw. The children lay the cards face up in the middle of their table. Now say *Number one.* All the number ones from each group try to 'fish' a number. You can either let them fish any of the six numbers or alternatively, you could say a number which they have to 'fish'.
Then continue the game with the other numbers.

Lesson 3

Language

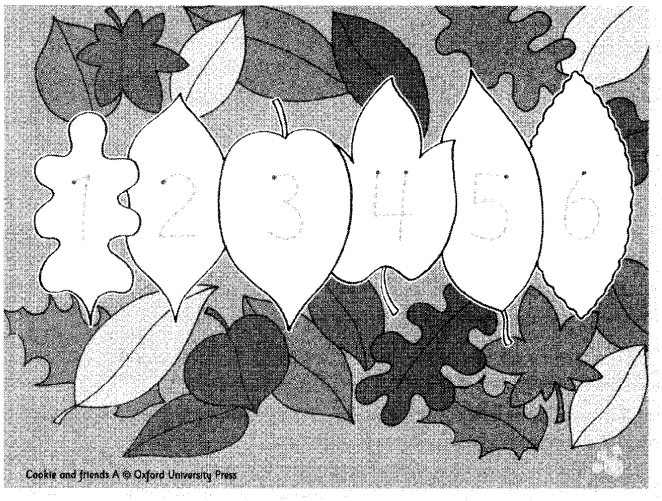
New
one, two, three, four, five, six

Recycled
hello, one, two, three

Passive
In a circle, everyone. Thank you.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Number flashcards
- ☐ CD A/cassette
- ☐ Worksheet 2
- ☐ Pencils/coloured pencils
- ☐ Extra activities: a copy of PMB page 8 for each child; coloured pencils; scissors; glue; number flashcards



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**, encouraging them to say *Hello* to Cookie, you, and their classmates.
Make six of the children's leaf name-tags fall to the floor. Choose different children from the ones you chose in Lesson 2. It may be a good idea to include some more confident children.
Now make Cookie pick up the name-tags and say *Hello* to their owners. The six children come out to the front. Tell them that Cookie needs their help.

2 Poster time

Put up the poster of Lulu with the number flashcards in her pouch at a height where the children can reach. One by one, let the six children take out a number flashcard from Lulu's pouch. Say each number and stand the children in numerical order. If the children are confident with the numbers in English, they may be able to put themselves in order.

3 Unit song (A) Track 7

Divide the class into six groups. Put a child with a number flashcard into each group and tell the group that this is their 'captain'. Now play the **Numbers song** and encourage the children with flashcards to lift them in the air when they hear their number. Tell the rest of the class to copy their captain and lift their arms when they hear their number. Repeat this a number of times.
Make Cookie say *Thank you* to the children and take back the number flashcards.

4 Pre-worksheet activity

(If you are short of time, miss out this activity.)
Tell children to stand up in a circle and sing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la.
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone.
Put the number flashcards on the board where the children can see them. Now ask the children to turn so that everyone is facing the same direction in the circle. Say *One*, draw a number 1 in the air, and encourage the children to copy you. Repeat the procedure for the other numbers. Now say a number and draw it on the back of the child in front of you. Encourage the children to do the same.

Leave the circle and get all the children to face the middle. Go round to different children and draw a number on their back to see if they can say which one it is. Let some of the children draw a number on your back for you to guess.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

5 Worksheet 2

Give out Worksheet 2 and count to 6 with the children. Now encourage the children to trace over the numbers on the leaves with their index finger. Give out the pencils. Say and act out:
Everyone. Listen to me.
You need a pencil.
1, 2, 3.
Everyone. Listen to me.
Trace the numbers.
1, 2, 3.
If the children finish quickly they can then colour the leaves.

Feedback
Say *Point to number …* The children lift up their worksheet and point to the number.

Finally, give out the folders, saying the chant and miming putting away their folders, waving the worksheet, and then putting it in a folder:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

Note
Although the children are fairly new to English, the **Table time chants** are to get the children into a routine. With clear actions, the language becomes transparent and after a while the routine should become second nature.

6 Bye-bye (A) Track 6

Cookie now takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Character puppets
You will need coloured pencils and a copy of PMB page 8 for each child. Make the character finger puppets before the class.
Alternatively, you could divide the class into character groups and each group could make their character's puppet. If the children in your class are not yet using scissors, put a number of worksheets together and cut them out before the class or while the children are working on Worksheet 2.
Show the children PMB page 8 and the puppets you made before the class. Hold up each puppet and say *Hello, Cookie/Lulu/Densel,* encouraging the children to join in.

Give out the photocopies and crayons and as you are doing so, say:
Everyone. Listen to me.
Colour Cookie.
1, 2, 3.
Everyone. Listen to me.
Colour Densel.
1, 2, 3.
Everyone. Listen to me.
Colour Lulu.
1, 2, 3.
Show the children how to make one of the puppets. Cut one of the strips and say *Cut.* Then fold the strip and say *Fold.* Finally, say *Glue* and put glue down the two sides of the puppet. Now give out the scissors and glue, saying:
Everyone. Listen to me.
Scissors and glue./Cut and glue.
1, 2, 3.
You could follow up with the next activity.

Puppet play
Say *Hello,* (name of one of the characters), and encourage the children to put on the finger puppet of that character and say *Hello.* Go round checking that everyone is holding up the right puppet.
Now take one of your finger puppets, put it on, and hide it behind your back. Say *Hello* and tell the children to guess which character you have behind your back. Then show them the puppet you have hidden, say *Hello,* (character's name), and see if they guessed correctly. Repeat this a number of times.
As an optional extra, divide the class into three groups, one character puppet per group. Chant *Cookie the cat, Densel the duck,* or *Lulu the kangaroo.* Each group has to chant with you when it is their puppet's turn.

Numbers board game (A) Track 7
You will need the number flashcards and the recording.
Put the flashcards on the board in order. Sing the **Numbers song** as you do so. Now chant the numbers *One, two, three, four, five, six* and encourage the children to copy you. Turn the number six face down but continue to chant all the numbers. Then turn number five face down and continue to chant all the numbers. Continue turning over the flashcards and chanting the numbers until all the numbers are face down, but the children are still able to chant them.

Lesson 4

Language

New

one, two, three, four, five, six

Passive

Thank you, How many fingers?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Numbers 1–6 flashcards
- ☐ CD A/cassette
- ☐ A drum (optional)
- ☐ Extra activities: a copy of PMB page 9 for each child; Cookie puppet

Cookie's circle time

1 Hello, everyone (A) Track 4

Take the leaf name-tags of six different children and the number flashcards and put them in Lulu's pouch. Sit the children in Cookie's circle and sing the **Hello song**.

2 Poster time

Go up to Lulu's poster with Cookie and say *Hello, Lulu. What have you got in your pouch?* Take out the children's leaves. Cookie reads out the children's names, saying *Hello*, (child's name) and encourages them to come out and stand by Lulu's poster and say *Hello*. Cookie puts the six leaves back on the tree to save time.

One by one, the six children take out a number flashcard from Lulu's pouch. The children hold up their numbers. Say the numbers and encourage the class to repeat them.

3 Unit song (A) Track 7

Now tell the six children that you are going to play the **Numbers song** and that by the time it finishes, you would like them to be in numerical order.

When the song has finished, count the six children. If any are out of place, turn to the class and say *One. Two. Five?* Encourage the class to say *One, two, three* and help number three get into place.

Once the children are in order, sing the **Numbers song**. The six children with the flashcards lift them up as they hear their number. Encourage the rest of the class to count the numbers on their fingers.

Cookie now takes the flashcards from the children and says *Thank you.* Let Cookie give the flashcards back to Lulu, counting them into her pouch, saying *Here you are, Lulu. One, two, three, four, five, six. Thank you.*

Note

If you notice that the flashcards get bent as the children handle them in a game or during Poster time, you could tell them these are Lulu's cards. Ask the children to be careful not to bend them, as Lulu will get upset. If the children continue, make Lulu 'cry'.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

If you have time, make the Zig-zag numbers book from the Extra activities section (see page 21).

4 Numbers beat game

(If you are short of time, miss out this or the next activity.) Take the flashcards from Lulu's pouch and put them on the board to give the children some visual support.

Using a drum or the desk, beat out a number and count each beat *One, two, three.* Encourage the children to copy you.

Now invite different children to come out to the front. Beat out a number while the class count. The child at the front tries to point to the correct flashcard on the board according to the number you beat.

5 Who's got it?

Give out the six number flashcards to six children. The children can either stand at their desks or come to the front. Each child holds up a flashcard and you say the number.

Now say a number and encourage the class to say the name of the child holding it. Repeat this a number of times. If the children are enjoying the game, you can make this more difficult after a while by getting the children with the cards to turn them over, so that the class has to remember who has what.

6 Bye-bye (A) Track 6

Cookie now takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Zig-zag numbers book

You will need to prepare a zig-zag book and the copies of PMB page 9. Fold the copies in half, landscape.
Show the children your zig-zag book. Point to the numbers and try and elicit them.
With the copy already folded in half, landscape, show the children the 2, 3, and 4. Fold along the first line between 2 and 3 to make 1 the front cover. Then fold along the second dotted line to fold 4 behind. Now count through the book from one to six.

Show the children that the cover is number 1 and that you can make a 'Z' with the book. Unfold the book and repeat the procedure again.
Give out the photocopies, putting them in front of each child with the 2, 3, and 4 side facing up.
Now show them how to make the first fold and say:
Everyone. Listen to me.
Fold here. (Point to the line between 2 and 3.)
1, 2, 3.
Then do the second fold, saying:
Everyone. Listen to me.
Fold here. (Point to the line between 3 and 4 and fold
1, 2, 3. the 4 behind.)
Go round helping the children. If any finish quickly, they could go and help others.

Although this activity may take some time, again it is just a question of setting up the routine. The other zig-zag books in the PMB are all constructed in the same way. It is worth persevering with the activity, as folding is a useful skill in itself and also provides a book for language practice.

Zig-zag numbers activity

You will need the Cookie puppet.
Put on the puppet. Tell the children that Cookie is thinking of one of the numbers in the zig-zag book and they have to guess what it is. Let the children guess by either holding up the page of their book or pointing to the number in their book and saying it.

How many fingers?

Count the numbers from one to six on your fingers, using both hands. Do this so the children can see clearly.
Now put your hands behind your back in a exaggerated gesture to show that you are hiding your hand. Ask the children *How many fingers?* The children have to guess how many fingers you are holding behind your back. When someone guesses correctly, make your hands appear again and say *Yes. Very good! 1, 2, 3,* counting on your fingers. Repeat this a number of times until the children get the hang of the game.

Unit 1 Colours

Lesson 1

Language

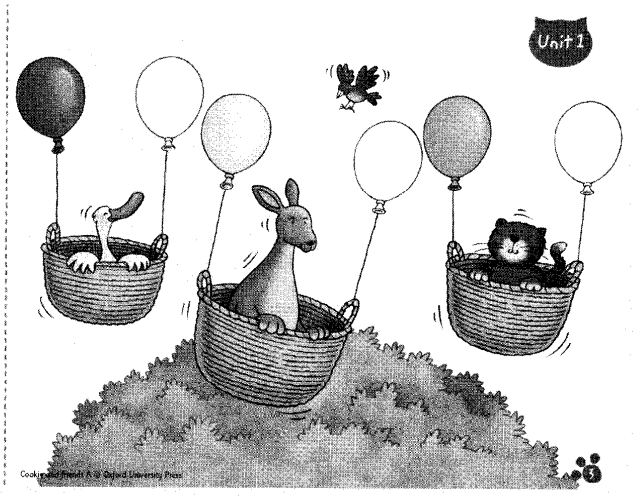
New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1–6, *Cookie the cat, Densel the duck, Lulu the kangaroo, hello, bye-bye*

Passive
What's your favourite colour? What have you got in your pouch? What's missing? Colour the balloons.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Character flashcards
- ☐ Colour flashcards
- ☐ CD A/cassette
- ☐ Worksheet 3
- ☐ Coloured pencils/crayons/felt pens
- ☐ Extra activities: coloured pencils; colour flashcards; coloured paper/card; glue; boxes/bags of magazine cuttings, sweet wrappers and tissue paper



Cookie's circle time

1 Hello, everyone (A) Track 4

As in the Starter Unit, start Circle time with the Cookie puppet and sing the **Hello song**:

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Go round making the puppet say *Hello*, shaking hands, hugging, or kissing the children.
Now show the children the character flashcards. Say *Hello, Cookie. Hello, Densel. Hello, Lulu,* encouraging the children to join in.

2 Character echo

(If you are short of time, miss out this activity.)
Put the character flashcards where the children can see them. Say the names of the characters again and get the children to repeat them after you. Now echo the names. Say the phrase *Cookie the cat* three times, getting quieter each time like an echo. Now get the children to copy you. Do the same for all three characters. Chant:
Cookie the cat (x 3)
Densel the duck (x 3)
Lulu the kangaroo (x 3)

3 Poster time

Set up the Lulu poster and put the six colour flashcards in her pouch.
Make the Cookie puppet say *Hello, Lulu* and encourage the children to join in. Ask *Lulu, what have you got in your pouch?* Take out the flashcards one at a time, naming each colour.

Now repeat the echo activity from activity 2, saying the colours one by one, echoing them three times, getting quieter each time. Encourage the children to join in.

4 Unit song (A) Track 9

Put the colour flashcards on the board in the order of the **Colours song**. Play the song and point to the colours as they are sung.

Colours song
Tune: Ten green bottles

Red, pink, yellow, purple, green, or blue?
Red, pink, yellow, purple, green, or blue?
What's your favourite colour?
Please tell me, do.
Is it red, pink, yellow, purple, green, or blue?

Repeat the song, still pointing to the flashcards.
Put on the puppet and go round asking the children what their favourite colour is. Sing the last three lines of the song to prompt them: *What's your favourite colour? Please tell me, do. Is it red, pink, yellow, purple, green, or blue?*

If you feel the children are too shy to speak, let them come out and point to the flashcards.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

5 Worksheet 3

Show the children Worksheet 3 and sing the first line of the **Colours song**, pointing to the balloons on the worksheet as you sing the colours.
Now ask the children *What's missing?* Point to the coloured balloons and say *pink, purple,* and *blue.* Try and establish that the children need to colour the other balloons pink, purple, and blue.

Note
As suggested in the Starter Unit, you may want to get helpers to give out the worksheets, colours, and to give out and collect the folders. This would leave you free to say the chant and act out what the children have to do, using the Cookie puppet.
Give out the colours, saying:
Everyone. Listen to me.
Pink, purple, blue.
1, 2, 3.
Now give out the worksheets, saying:
Everyone. Listen to me.
Colour the balloons.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them children to sing.
Go round monitoring the children's progress.
Finally, give out their folders. Say the **Table time chant** and act it out:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 6

Now go to the Lulu poster and put away the colour flashcards, saying *Thank you, Lulu. Red, pink, yellow, purple, green, blue. Bye-bye.* Make Cookie wave goodbye. Put Cookie away and play the **Bye-bye song**:

Bye-bye song
Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Finally, sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

Guess who's saying Hello
Get one of the children to cover his/her eyes. Now choose another child to come and say *Hello.* The first child tries to guess who it is. Include yourself and Cookie sometimes to make it slightly easier.
If the children do not mind being blindfolded, they could feel the other child's face as well as listening to them say *Hello.*

Favourite colour collages Track 9
You will need coloured card or paper, glue sticks, and boxes or bags of magazine/catalogue cuttings, sweet wrappers, and tissue paper.
Put the colour flashcards on the board. Sing the **Colours song**. Ask individual children their favourite colour, singing the question from the song. When the children say their favourite colour, give them a piece of card or paper of that colour. Once every child has a piece of paper or card of their favourite colour, put the box of magazine cuttings you prepared earlier on each table. Tell the children to find pictures in their favourite colour and stick them onto their card.
Finally, write their names on their favourite colour posters and display them somewhere in the classroom.

Unit 1 Colours

Lesson 2

Language

New

red, pink, yellow, purple, green, blue

Recycled

Numbers 1–6, *hello, bye-bye*

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Colour flashcards
- ☐ Character flashcards
- ☐ CD A/cassette
- ☐ Extra activities: a copy of PMB page 10 for each child; pencils/crayons/felt pens

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Once the song is finished go round with the puppet, saying *Hello* to each child and making Cookie kiss them on the cheek, hug them, or shake hands. Say *Hello,* (name) and encourage the children to say *Hello, Cookie. Hello,* (your name).

2 Poster time

At the beginning of the class, put six leaf name-tags and the six colour flashcards in Lulu's pouch. Go up to Lulu's poster with Cookie and say *Hello, Lulu. What have you got in your pouch?* Take out the children's leaf name-tags. Cookie reads out the names, saying *Hello,* (child's name) and invites them to come out and stand by Lulu's poster and say *Hello.* (You could read out the names slowly to make it more exciting, so that the children get a surprise when their name is read out.) Cookie sticks the six leaves back on the tree.

One by one, the six children take out a colour flashcard from Lulu's pouch. The children hold up their colours. Say the colours and encourage the class to repeat them.

3 Unit song (A) Track 9

Now say or sing the first line of the **Colours song** and help the six children at the front to line up according to the song (see page 22).

Sing the **Colours song**. The children with the flashcards hold them up when they hear their colour. Encourage the rest of the class to point to the different flashcards as they are mentioned in the song.

Now ask different children their favourite colour. Finally, ask for the flashcards, saying, for example, *Can I have the blue, please?* until you have all the flashcards. Then thank the six children and let them join their classmates in the circle.

4 Train chant (A) Track 8

(If you are short of time, miss out this activity.) Repeat the procedure from Starter Unit Lesson 2. Get the children to stand up in Cookie's circle. Sing:

Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la....

Show the children that you want them to all look in the same direction and to hold on to the waist of the child in front of them. Start walking round in the circle and play the **Train chant**.

Train chant

Cookie the cat.
Cookie the cat.
Densel the duck. Densel the duck.
Densel the duck. Densel the duck.
Lulu the kangaroo. Lulu the kangaroo. Lulu the kangaroooo!
Lulu the kangaroo. Lulu the kangaroo. Lulu the kangaroooo!

Now repeat the chant and encourage the children to copy each part.

Repeat this a number of times before Transition time.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have time, make the Zig-zag colours book from the Extra activities section (see page 25).

5 Clapping chant

Put up the flashcards in the following order: red, pink, blue, green, yellow, purple.

Now say *Red* and clap once as you say it. Repeat the same procedure for *pink, blue,* and *green.* Now say *Yellow* and clap on each syllable. Repeat the procedure, clapping quicker so that you are saying the word with natural rhythm. Do the same for *purple.* Repeat and encourage the children to join in with the clapping.

Note
This activity is to improve the children's stress and pronunciation in English and to develop their fine motor skills, not to teach the syllables in the word.

6 Bye-bye (A) Track 6

Go to the Lulu poster and put away the colour flashcards, saying *Thank you, Lulu. Red, pink, yellow, purple, green, and blue. Bye-bye.* Encourage the children to join in as you are saying this.
Now make Cookie wave goodbye. Play the **Bye-bye song**. Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

Zig-zag colours book
You will need a copy of PMB page 10 for each child.
Give out the photocopies and the colours. You can do this activity in two ways. Either do a Listen and colour activity, telling the children which colour to make each balloon and saying *One, blue. Two, red.* Alternatively, you could write the numbers 1–6 on the board and attach a colour flashcard next to each number. If you simply let the children colour, they may use colours they have not yet learnt in English and then they won't be able to join in with the follow-up activities.
Once the children have finished colouring, show them how to make the first fold and say:
Everyone. Listen to me.
Fold here. (Point to the line between balloons 2 and 3.)
1, 2, 3.
Then do the second fold, saying:
Everyone. Listen to me.
Fold here. (Point to the line between balloons 3 and 4
1, 2, 3. and fold balloon 4 behind.)
Go round helping the children. If any finish quickly, they could go and help others.
The more the children do this activity, the easier it gets and it will eventually become routine.

Show me – Zig-zag book activity
Using the zig-zag books, say either *Show me number ...* or *Show me something (blue).* Once the children are confident with this activity, they could play it in pairs.

What am I thinking about? – Zig-zag book activity
Tell the children that you are thinking about something in your zig-zag book, either a number or a colour. They have to guess what it is.
Again, once the children are confident with this, they could play it in pairs.

Pretend to blow up a balloon
Tell the children that they are going to pretend to blow up a balloon. Tell them to follow you. Pretend to pull the balloon and then hold the mouthpiece to your mouth. Puff out your cheeks and start to blow. Say *Bigger, and bigger, and bigger* as you blow up the 'balloon'. Then say *BANG!* Ask different children *What's your favourite colour?* and pretend to blow up a balloon of that colour. Say *A blue balloon. Bigger, and bigger, and bigger, and bigger, and bigger. BANG!*
Repeat this a number of times. You can make it more fun by changing the number of times you say *bigger*, so that the children don't know when you are going to say *BANG!*

Unit 1 Colours

Lesson 3

Language

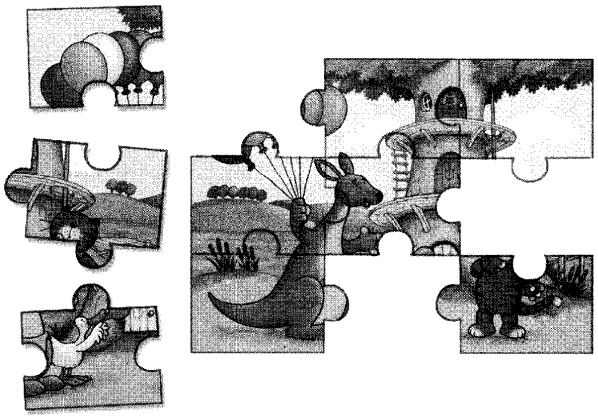
New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1–6, *bye-bye*

Passive
What's Cookie's favourite colour? Let's see ..., still asleep, jigsaw, pencils, cut out, balloon

Materials checklist

- ☐ Cookie puppet in box/bag
- ☐ Lulu poster
- ☐ Colour flashcards
- ☐ CD A/cassette
- ☐ Story cards A 1
- ☐ Worksheet 4
- ☐ Pencils
- ☐ A4 paper
- ☐ Scissors
- ☐ Glue sticks



- ☐ Extra activities: a bag of coloured objects; CD A/cassette

Cookie's circle time

1 Hello, everyone (A) Track 4

Before the class, make a box for Cookie. Cut a hole in the bottom of a shoe box, large enough for your hand with the puppet on. If you do not have a box, have Cookie sleeping in your bag. Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit song (A) Track 9

Take Cookie over to the Lulu poster. Say *Hello, Lulu.* Take out the colour flashcards and say *Thank you.* Make Cookie put them up where the children can reach them but in a different order from the song. Now make Cookie sing the **Colours song**, pointing along the row to the flashcards one by one. Look puzzled. Tell the children that Cookie has done something wrong. Sing the first line of the song and let Cookie invite six children out to change the order of the flashcards. He then sings the first line slowly to let each child put up the colour in the correct order. Cookie thanks the six children, who sit down in the circle.

Now sing the **Colours song** a number of times with the children, stopping each time to ask different children their favourite colour.

3 Storytime (A) Track 3/10

Teach the children the following rhyme. This is to mark storytime and you can use it in your classroom management routine so that the children know what's coming in each unit. Say:

One, two, three. (Count on your fingers.)
Storytime for you and me. (Point to the first story card, point to the children and then to yourself.)

Show the children the first Story card. Point to the characters and elicit the names. Now point to the balloons and elicit the colours. Ask them what they think is happening. Tell them that Lulu is asking Cookie *What's your favourite colour?* and sing the line of the song.

❶ Play the recording. Point to each colour as it is named. Encourage the children to point.

Narrator: *Look at Lulu. Look at all the balloons. Red, pink, yellow, purple, green, and blue.*
Lulu: *Cookie. What's your favourite colour? Red, pink, yellow, purple, green, or blue?*

Ask the children what they think Cookie's favourite colour is. If they reply in L1, repeat it in English *Oh, red!* If they don't want to speak they can point and you say the colour in English.

Now tell them to listen to see who was right and say *Let's see.*

2. Slowly uncover Card 2 so that they gradually see the red balloon.
   Cookie: *It's red.*
   Narrator: *Lulu gives Cookie the red balloon.*
3. Slowly uncover Card 3 so that they gradually see the blue balloon.
   Cookie: *No, it's blue.*
   Narrator: *So Lulu gives Cookie the blue balloon.*
4. Peek at Card 4 and look a little worried. Slowly uncover the card so that they gradually see the yellow balloon. Draw the children's attention to the fact that Cookie is being lifted off the ground.
   Cookie: *No, it's yellow.*
   Narrator: *Lulu gives Cookie the yellow balloon. Oh! Look at Cookie!*
5. Peek at Card 5 and look more worried, as Cookie takes off.
   Cookie: *No, it's greeeen!*
   Narrator: *Lulu gives Cookie the green balloon. Oh, no!*
6. Peek at Card 6 and look even more worried, maybe biting your lip.
   Lulu: *Cookie! Look out!*
   Narrator: *Yes, Cookie. Look out! Oh, dear! Poor Cookie!*
7. Play the recording for Card 7 and cup your hand behind your ear to show that the children must listen. Repeat *Ahhhh!* again and then show them Card 7.
   Cookie: *Ahhhh!*
8. Show the children Card 8 and, like Densel, breathe a sigh of relief.
   Cookie: *My favourite colour is blue!*
   Lulu: *My favourite colour is blue, too!*
   Ask the children to put their hands up if their favourite colour is blue.
   If you have time, repeat the story. Stop before revealing each card and see if the children can remember which colour comes next.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 4 (A)

Show the children Story card 1 and Worksheet 4. Show them that they are the same but that Worksheet 4 is a jigsaw with pieces missing. Point to the missing pieces and say *Cookie, Densel, and the balloons.* Give out the worksheets and say:

Everyone. Listen to me.
Match the pieces. (Pretend to link the pieces with the jigsaw, drawing an arrow.)
1, 2, 3.

Then give out the pencils, saying:
Everyone. Listen to me.
You need pencils. (Hold up a pencil.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing along. Finally, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye (A) Track 6

Take down the colour flashcards and put them in Lulu's pouch, saying *Bye-bye, Lulu. Thank you.* Now make Cookie wave goodbye. Put him back in his box. Then sing *Bye-bye, everyone. Tra-la-la-la-la* and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

What number is it?

Draw dot-to-dot numbers at random on the board where the children can reach them. Do some big ones and smaller ones to make them look different. Now point to different numbers and get the children to say what they are. Let Cookie choose who answers. If the children guess correctly, Cookie hands them a piece of chalk and they come and trace over the number.

Colours bag (A) Track 9

You will need the recording and a bag of objects in the six colours of the unit. The children take it in turns to come to the front to pull an object out of the bag you prepared and say the colour.

Alternatively, you could sit the children in Cookie's circle and play the **Colours song**, passing the bag round the circle. Pause the recording. The child holding the bag takes something out and says what colour it is. Then restart the music. The children carry on passing the bag.

Lesson 4

Language

New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1–6

Passive
Storytime for you and me. Lulu gives Cookie a balloon.

Materials checklist
- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Colour flashcards
- ☐ Number flashcards
- ☐ CD A/cassette
- ☐ Story cards A 1
- ☐ Extra activities: number/colour flashcards; six pieces of A2 card; PVA glue; brushes; jars of pasta shapes, beans, lentils, chick peas, sand, rice

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the class in Cookie's circle and sing the **Hello song**. Make Cookie go round greeting the children.

2 Unit song (A) Track 9

Divide the class into six groups and give each group the name of one of the six colours. Show each group the corresponding flashcard as you give them their name.
Now sing the **Colours song** and encourage each group to wave when they hear their colour.

3 Storytime (A) Track 10

Say the **Storytime rhyme**.
Put up the Story cards where the children can see them.
Put on the Cookie puppet, but make him hide by turning his face towards you. Say to the children that you want to tell the story but Cookie is feeling shy today and will need some help. Encourage the children to say *Hello, Cookie*. Try this three times and then make Cookie appear and wave to the children.

1. Play the recording.
Point to each colour as it is named. Encourage the children to point.
Narrator: *Look at Lulu. Look at all the balloons. Red, pink, yellow, purple, green, and blue.*
Lulu: *Cookie. What's your favourite colour? Red, pink, yellow, purple, green, or blue?*

2. Stop the recording before Cookie says *red* and make Cookie hide. Encourage the children to say *red*. Point to the Story card if they need prompting. Then play the Narrator's part.
Cookie: *It's ... (pause) red.*
Narrator: *Lulu gives Cookie the red balloon.*

3. Repeat for Card 3, encouraging the children to say *blue*.
Cookie: *No, it's ... (pause) blue.*
Narrator: *So Lulu gives Cookie the blue balloon.*

4. Repeat the previous procedure, encouraging the children to say *yellow*.
Cookie: *No, it's... (pause) yellow.*
Narrator: *Lulu gives Cookie the yellow balloon.*

5. Repeat the procedure, encouraging the children to say *greeeen!*
Cookie: *No, it's ... (pause) green!*
Narrator: *Lulu gives Cookie the green balloon. Oh, no!*

6. Point to Card 6 and look worried.
Lulu: *Cookie, look out!*
(Bang! Bang! Bang!)
Narrator: *Yes, Cookie. Look out! Oh, dear! Poor Cookie!*

7. Cookie: *Ahhhh!*
Encourage the children to say *Ahhhh!* for Cookie.

8. Point to Card 8 and breathe a sigh of relief.
Cookie: *My favourite colour is blue!*
Lulu: *My favourite colour is blue, too!*
Tell the children that Cookie wants to thank them for helping him. Go round saying *Thank you!* and giving the children a kiss on the cheek.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Counting colours (A) Track 7

(If you are short of time, miss out this activity.) Put up the number flashcards on the board and sing the **Numbers song**. Using a drum or the desk, beat out a number and count each beat. Encourage the children to copy you.

Now put the colour flashcards on the board one by one, saying the name of the colours and encouraging the children to repeat after you.

Then count the colours, encouraging them to count with you. Repeat this a number of times.

Now tell them that you are going to say a number. They have to say the colour below it. Repeat this procedure a number of times until you feel the children are comfortable with it.
To make the activity more fun, you can beat out the number and the children tell you which colour it corresponds to.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Yes/No board game

You will need the number and colour flashcards.
Divide the board into two vertically and draw a smiley face for *Yes* on one side and a sad face for *No* on the other.
Now stand the children in a line from front to back of the classroom, facing the board. Tell them that you are going to show them some flashcards and say a word. If the word and the flashcard are the same, the first child in the line goes to the *Yes* side and if not, the child goes to the *No* side.
Do this once. If the child gets it right, say *Very good.* If the child gets it wrong, show the flashcard and then repeat what you said before. Then say *No.*
The child goes to the end of the line and the game continues.

Feely numbers

These posters could be made during an Art and Craft lesson. The children could then play the feely game during an English lesson.
You will need six pieces of A2 card, PVA glue, brushes, jars of pasta shapes, beans, lentils, chick peas, sand, or rice.
Make posters of the numbers 1–6 on the A2 paper or card, drawing only the double outlines in black and white.

Sit the children in Cookie's circle. Put a number poster, some glue, and brushes on separate tables. Now put a jar of one of the other materials on each table.
Divide the class into six groups and give each group a number from one to six. Stand by the table with the 1 poster and say *Group one. Come here* and beckon for them to come. Do the same with the other groups. Show the children that they need to put glue inside the number and to stick the materials onto the number.
When the children have finished, put the numbers somewhere to dry.
When they are dry, hang them on the wall where the children can reach them.

Follow-up

In a later class, cover different children's eyes, lead them to the numbers posters, and let them feel and guess the numbers.

Lesson 5

Language

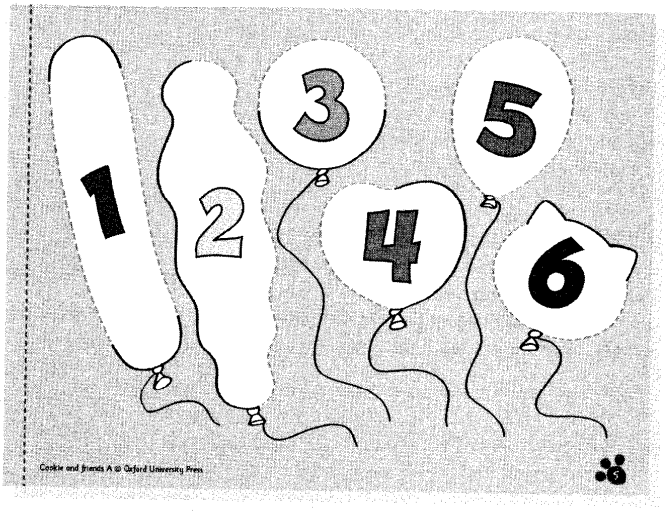
New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1–6

Passive
Trace the balloons, good, happy

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Number/colour flashcards
- ☐ CD A/cassette
- ☐ Worksheet 5
- ☐ Pencils/coloured pencils/crayons/felt pens
- ☐ Extra activities: number flashcards; a bag of coloured sweets



Cookie's circle time

1 Hello, everyone (A) Track 4

Put on the Cookie puppet and sing the **Hello song**. Give a big smile and say *Cookie is happy*. Point to the puppet and then smile again. Say happy and encourage the children to smile. Then pretend that Cookie is whispering to you and say *The Colours song?* and make Cookie nod. Then say to the children that Cookie is so *happy* he wants to sing the **Colours song**.

2 Unit song (A) Track 9

Put the colour flashcards on the board in the order of the song. Play the **Colours song** and point to the colours as they are sung.
Now go up to the tree display and let Cookie choose some leaf name-tags (choose some of the more confident students).
Read the name on the first leaf and give this child the Cookie puppet. Encourage him/her to go to another child while you ask the question *What's your favourite colour?* If the child is confident enough, you could encourage him/her to ask the question.
Then read the name on the next leaf and give the puppet to this child, who goes and asks someone else their favourite colour. Repeat this a number of times. Once the children have got the hang of it, let Cookie take the leaves of other children from the tree and let them be Cookie.
Now put the leaves back on the tree.

3 How many colours?

(If you are short of time, miss out this activity). Hold up Worksheet 5, show the children the balloons on the page, and count the balloons. Then say *One* and elicit the colour (*red*). Repeat the procedure for the rest of the balloons. Draw the children's attention to the fact that the balloon outlines are unfinished.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 5 (A)

Show the children Worksheet 5 again. Point to the outline of balloon 1. Take a pencil and complete the outline. Say *Finish the balloons*. Now point to the number and say *What colour is number 1?* and elicit *red*. Now say *Colour number 1 red*. Do the same with the other numbers.
Now give out the pencils and worksheets. Say to the children:
Everyone. Listen to me.
Trace the balloons.
1, 2, 3.
Then give out the colours, saying:
Everyone. Listen to me.
Colour the balloons.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round monitoring the children's progress and asking them *What colour is number 3?*
Don't put away the worksheets yet, as they need them for the next activity.

5 Post-worksheet activity Track 9

Now sing the **Colours song** and point to the balloons on Worksheet 5. Encourage the children to answer and to point to their favourite colour balloon on the worksheet.
Finally, give out the folders, saying:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Number clap
You will need the number flashcards.
Put up the number flashcards to give the children some visual support. Now clap twice and see if the children can say the number *two*. If they get it right say *Very good.* Then say *One* (one clap). *Two* (two claps). Repeat with different numbers.

Sweet/balloon game
You will need a bag of sweets/balloons in the six colours of this unit. Tell the children that you have a sweet/balloon in your hand and whoever guesses the colour can keep it. Go round the class systematically asking each child what colour they think the sweet is. Once a child guesses the colour and wins the sweet/balloon, ask the next child who has not yet had a turn.

Unit 1 Colours

Lesson 6

Language

New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1–6

Passive
What's my favourite colour? Bring me the (blue). Point to something (red). What's your favourite number?

Materials checklist
- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Number/colour flashcards
- ☐ Story cards A 1
- ☐ CD A/cassette
- ☐ Character masks (PMB pages 4, 5, and 6)
- ☐ Six balloons in Unit 1 colours (optional)
- ☐ Card
- ☐ Extra activities; CD A/cassette

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the class in Cookie's circle and sing the **Hello song**.

2 Poster time

Make Cookie take a flashcard out of Lulu's pouch, but don't show it to the class. Encourage the children to guess which colour it is by making the puppet peek at the flashcard and then hold it tightly to him. Whoever first guesses correctly gets the colour and goes to stand somewhere in the classroom.
Now make the puppet repeat the procedure until the children have guessed all the cards and there are six children standing around the class. The children need to be spaced out, not grouped in a huddle.

3 Unit song (A) Track 9

Now sing the **Colours song** slowly and encourage the children to look for and point to the colours as they are sung.
Collect in the flashcards saying, for example, *Anna, bring me the blue. Peter, bring me the yellow*, etc.

4 What's my favourite colour?

(If you are short of time, miss out this activity.) Put the flashcards up on the board and put on the puppet. Point to Cookie and say *What's Cookie's favourite colour?* See if they can remember that it's blue. Now point to yourself and say *What's my favourite colour?* See if the children can guess your favourite colour. Now ask some of the children their favourite colour. If some have the same as you, repeat what Lulu says at the end of the story saying, for example, *Green is my favourite colour, too!*

5 Storytime (A) Track 10

Say the **Storytime** rhyme.

Put the Story cards up in the wrong order. Now play the story, pausing after each sequence to see if the children can identify which card it is. As you play the story, put the cards in the right order with the help of the children.

Show the children Story card 1. Say the names of the characters one by one and encourage the children to point to them. Do the same for the colours.
Now ask for three volunteers to be Cookie, Lulu, and Densel. Give each child a character mask and give Lulu the six balloons (you could use real balloons or the flashcards). Leave the Story cards on the board as a point of reference for the three children. Let them have a quick look so they can see what the characters are doing in each card.

Play the recording for Card 1, demonstrating to the actors what they need to do. Now play the sequence again and give Lulu time to choose and hand the appropriate coloured balloon (or flashcard) to Cookie. Point to the Story card to show Densel what he/she is doing.

Repeat the procedure for each card, playing the recording and demonstrating what the actors have to do. Then play it again for the children to act it out. Keep referring the children to the Story cards on the board.

At the end of the story, get the class to applaud the three children and say *Very good,* (*Carla*). *Very good,* (*Ernest and Cathy*).
Now go through the story again. You may want to keep the same children as they will now know what to do. Alternatively, give a turn to three other children who are eager to come out and be actors. Finally, tell the children that in a later class, three more will get a chance to act out the story.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

6 Guess my colour

Make Cookie choose three children to wear the character masks. Bring them out to the front.

Show the colour flashcards and try and elicit the words. Then shuffle the cards to make it obvious that you are changing the order.

Give each of the three characters a flashcard. Encourage the children to peek at their flashcard and then hold it so that the rest of the class cannot see. Ask the class to guess which colour one of the characters is holding. Say *Densel?* and try and elicit a colour.

If the class guess correctly, Densel has to say *Yes* and show the flashcard. If not, he keeps the card hidden.

Repeat this until the class have guessed all the flashcards. You could repeat this activity with three new children.

7 Bye-bye (A) Track 6

Put the colour flashcards back in Lulu's pouch. Say *Bye-bye, Lulu. Thank you.* Now make Cookie wave goodbye and put him away. Then sing the **Bye-bye song** and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

Stand up! Sit down!

This is a team game. Divide the class into six groups. The children can stay at their desks for this game. Give each group a colour. Check that each group knows their colour by saying a colour and getting the group to wave to you.
Now say that you are going to say a colour and give that group an instruction, for example, *Blues. Stand up! Point to something (red). Sit down!* Repeat the activity with each group.

What's your favourite number? (A) Track 9

You could sing the following song to the tune of the **Colours song**.
Put up the number flashcards and sing:
One, two, three, four, five, six.
One, two, three, four, five, six.
What's your favourite number?
Please tell me, do.
Is it one, two, three, four, five, six?
Repeat the song and then go round asking the children what their favourite number is.

Unit 1 Colours

Lesson 7

Language

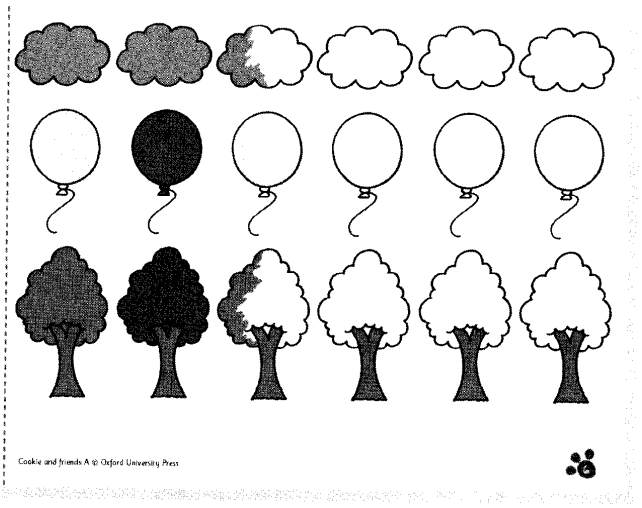
New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1–6

Passive
What a good idea! Point to ..., cloud, tree, seven

Materials checklist

- ☐ Cookie puppet in box
- ☐ Lulu poster
- ☐ Number/colour flashcards
- ☐ CD A/cassette
- ☐ Cookie's favourite song poster
- ☐ Worksheet 6
- ☐ Coloured pencils/crayons/felt pens
- ☐ Extra activities: A copy of the grid for each child; Story cards A 1; character masks



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**, but without the puppet. Ask the children *Where's Cookie?* and shrug your shoulders. Repeat this.
Now take out the box and say *Cookie's asleep.* Point to the box and then act out asleep, resting the side of your face on the palm of your hand and closing your eyes.
Put your hand through the hole in the base of the box and put on the puppet.
Now sing this version of the **Hello song**:
Hello, Cookie. Tra-la-la-la-la.
Hello, Cookie. Tra-la-la-la-la-la.
Hello, Cookie. Tra-la-la-la-la.
Hello, Co-o-kie.
Peek inside the box and say *No! Cookie's STILL asleep!* Tell the children you need their help. Sing the Cookie version of the **Hello song** and encourage the children to help you by joining in.
Once the song has finished, take the lid off the box. Make Cookie wave and say *Hello, everyone.* Then take Cookie out of the box.

2 Singalong time (A) Tracks 7/9

One of our main aims is to motivate the children, so it is a good idea to make them aware of how much they have learnt up to now.
Take Cookie to his favourite song poster (see page 10 of the Introduction) and put up a number flashcard in one space and a colour flashcard in the other. Now make Cookie whisper in your ear. Smile and say *Yes. What a good idea!*
Tell the children that Cookie says they know so much English it would be a good idea to sing the songs they know.
Sing the **Numbers song** and the **Colours song**. You do not need to do anything else with the songs as this is a confidence-boosting activity to show the children just how much they have learnt already.

Follow-up
Ask the children to tell you some of the words they know in English. As they say each word, put up the corresponding flashcard. Remind the children of any words they have forgotten by showing them the remaining flashcard and eliciting the word.
When you have finished, make Cookie clap and congratulate the children on how much English they know.

3 Listen and point

(If you are short of time, miss out this activity.)
Choose five or six flashcards from the colour and number sets. Stick them up around the classroom. Explain to the children what *Point to ...* means. Now tell them to point to a few colours or numbers. You could also make this more fun by giving the instructions quickly or by pausing before you say the colour, for example, *Point to* (wait, then say the colour quickly) *purple. Point to number ...* (wait, then say the number quickly). If the children are enjoying

the activity, you could mouth the colour or number so that the children have to pay particular attention to what you are saying.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 6

Show the children Worksheet 6. Count the items in each line *Look! One, two, three, four, five, six clouds, six balloons, and six trees.*
Now say *One blue cloud, one pink cloud, one blue cloud* and see if they can see the sequence. Repeat with the colour sequence for the balloons and the trees.
Now give out the coloured pencils, saying:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Then give out the worksheets and say:
Everyone. Listen to me.
Colour the worksheet.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round helping any children who need it.
Once the children have finished, give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Colour graph of favourite colours

You will need a small square of card for each child.
Draw a grid like the one below using different colours for the smiley faces.

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
?	☺	☺		☺	☺	☺

Make Cookie go round the class asking *What's your favourite colour?*
Now give each child a small square of card and tell them to colour it their favourite colour. Once they have finished, they go and stick their square in the grid, as in the illustration.
Now count the squares for each colour, saying *Red, one, two, three. Pink, one, two, three, four, five, six.*

Acting out the story again

You will need Story cards A 1 and the character masks.
As you may have said in Lesson 6 that more children could come and act out the characters in the story, it might be a good idea to repeat it here, while it is still fresh in the children's minds.
Follow the procedure used in Lesson 6 activity 5.

Unit 1 Colours

Lesson 8

Language

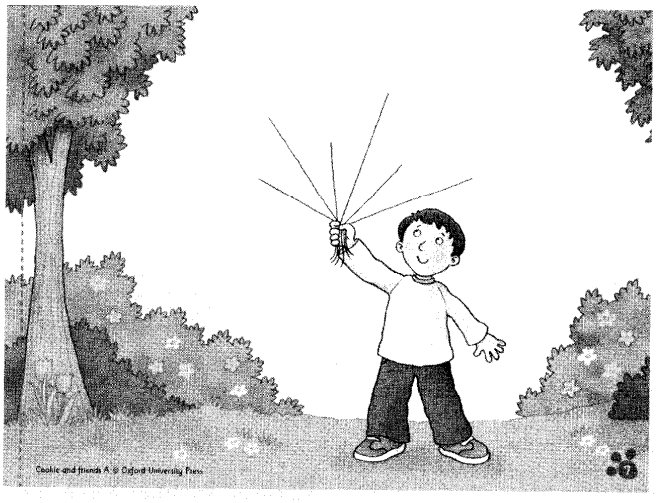
New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1 6

Passive
Sorry! Number or colour?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ CD A/cassette
- ☐ Worksheet 7
- ☐ Pencils/coloured pencils
- ☐ Number/colour flashcards
- ☐ Category boxes
- ☐ Extra activities: coloured paper/coloured pencils; bags of coloured beads or wooden blocks



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Take Cookie round the circle, kissing and hugging the children and saying *Hello, (Manny)*. Make Cookie say the wrong name and encourage the children to correct him saying the right one. Cookie then says *Sorry, (Daniel)*.

2 Sorting activity

Take out the two category boxes for numbers and colours and put them in the middle of the circle (see page 10 of the Introduction). If you have not yet made the boxes, you could put the flashcards in category piles on the floor.
Go round the classroom with Cookie, putting the colour and number flashcards in different places, low enough for the children to reach.
Now cover Cookie's eyes and let him choose twelve leaf name-tags from the tree. Read out the names one at a time and say to that child *(Anna), look for number six. Bring me number six.* Show the child that you want her to go and get the flashcard. When the child comes back, point to each of the boxes in turn, saying *Number or colour?* You may need to repeat this several times. If a child needs help, encourage the class to point to the box he or she needs.
Repeat the procedure until the children have collected all the flashcards and categorized them correctly.

3 Pre-worksheet activity

(If you are short of time, miss out this activity.) Pick up the colour category box. Point to it and ask individuals *What's your favourite colour?* When a child gives you an answer, he/she can take out the flashcard of their favourite colour from the box. If a child says their favourite colour and it has already been chosen, use Lulu's line from the story, but say *(Peter's) favourite colour is red, too!* and point to the child already holding the flashcard.
You could repeat the activity with numbers, asking the children *What's your favourite number?*
Collect the flashcards from the children.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 7 (A)

Show the children the round-up worksheet. Count the balloon strings with the children. Ask them what is wrong with the picture (the balloons are missing).
Now give out coloured pencils.

Say the **Table time chant**:
Everyone. Listen to me.
You need colours. (Hold up coloured pencils.)
1, 2, 3.
Encourage the children to choose the six unit colours from their packs of coloured pencils or crayons. Say the chant to give the children time to select the colours and count them with you.
Everyone. Listen to me.
Red. Pink. Yellow. (Hold up each colour.)
1, 2, 3. (Count the three pencils.)
Everyone. Listen to me.
Purple. Green. Blue. (Action as before.)
1, 2, 3. (Action as before.)
Now give out the worksheets and pencils and say:
Everyone. Listen to me.
Draw six balloons. (Pretend to draw.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round monitoring their work. Ask individuals *What's your favourite colour?*
Finally, give out the folders, saying:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Friendship chain

Cut each piece of A4 coloured paper into four strips, landscape.
Give each child a strip of paper with his/her name on it and some coloured pencils. Let them decorate their strips. Now take each strip and make a chain. First make one loop and staple it. Then thread another strip through the loop and staple that. Repeat until you have a chain.
Explain to the children that the chain is like them holding hands in Cookie's circle. Use the chain to decorate the area you use for Cookie's circle time.

Categorizing blocks/beads

You will need to ask the class teacher for sets of coloured beads or blocks.
Show the class a set of blocks or beads. Collect all the red ones, saying *Red, one, two, three* ... . Put all the red ones in a pile. Now ask a few children to come out and make a pile of yellow ones. You could create a third colour pile to make it absolutely clear what you want them to do.

Divide the children into six groups and give each a box or bag of beads or blocks to sort into different colour categories. Go round praising their efforts and encouraging them to say the colour and count the blocks or beads.

Note
Only give them colours they know. If you want them to count, the children can only have six of each colour, as they cannot count higher.

Unit 1 Colours

Extra reinforcement lesson

Language

New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1–6

Passive
Turn to the right/left.
Point to the door/window.
Big smile.

Materials checklist

- ☐ Cookie puppet
- ☐ Number/colour flashcards
- ☐ CD A/cassette
- ☐ Extra activities: a piece of A4 paper for each child; cut out paper circles 10cm diameter

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Make Cookie whisper in your ear and say that Cookie wants to hear everyone's favourite colour.

2 Unit song Track 9

Divide the class into two groups. Encourage Group 1 to sing the **Colours song** to Group 2. Each member of Group 2 then says their favourite colour one by one. The easiest way is for Cookie to point quickly to each child in the group in turn, so they know who has to speak next. Then repeat the procedure so that Group 2 is doing the asking.

3 Flashcard games

(If you are short of time, limit the number of games you play.) Choose six flashcards (three colours and three numbers) and elicit what is on the flashcards. Now shuffle them in an exaggerated way so the children can see that you are changing the order of the flashcards. Hold the pack facing you, peek at the top card and then hold it to you again. Ask the children *What have I got?* Go round the class eliciting possible answers. When a child guesses correctly, give him/her the flashcard. Continue this procedure until all the flashcards have been given out. If the children are enjoying the game, you could play one of the games from the Flashcard activity bank on page 11 of the Introduction.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Kim's game

Choose five flashcards from the numbers and colours. Put the cards on the board in a line where the children can see them. Chant the words in order. Now chant the words through twice with the children.
Turn all the flashcards over to face the board. Now turn over four of the flashcards and see if the children can tell you which one is still facing down. Repeat a number of times. After a while leave two facing the board. Continue until all the flashcards are facing down and see if the children can remember them.

5 Bye-bye Track 6

Now finish with the **Bye-bye song**, waving to the children and putting Cookie away.

Extra activities

Acting out instructions Track 4

Give the children some instructions to act out, using the tune of the **Hello song**.
Sing the instructions slowly and do the actions for the children to copy. Sing each verse twice, the first time showing the actions and the second time inviting the children to join in.
Stand up, everyone. Tra-la-la-la-la.
Turn to the right, everyone. Tra-la-la-la-la-la.
Turn to the left, everyone. Tra-la-la-la-la.
Sit down, everyone.

Stand up, everyone. Tra-la-la-la-la.
Big smile, everyone. Tra-la-la-la-la-la.
Turn around, everyone. Tra-la-la-la-la.
Sit down, everyone.

Character drawing

You will need a piece of A4 paper for each child. Put up the character flashcards. Chant *Cookie the cat. Densel the duck. Lulu the kangaroo.* Give each child a piece of A4 paper and tell them to draw their favourite character. Say that they can draw them carrying a balloon.

Unit 1 Colours

Extra extension lesson

Language

New
red, pink, yellow, purple, green, blue

Recycled
Numbers 1–6

Passive
Again! balloon, pond, tree, flower

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Character flashcards; purple balloon, pond, tree, flower
- ☐ Cookie's favourite song poster
- ☐ CD A/cassette
- ☐ A copy of PMB page 11
- ☐ Coloured pencils/crayons
- ☐ Extra activities: a copy of PMB page 11 for each child; paper circles; coloured pencils; flower stems and leaves

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Poster time

At the beginning of the lesson, put the following flashcards in Lulu's pouch: Cookie, Densel. Lulu, balloon, tree, pond, and flower. Make Cookie take the flashcards from Lulu's pouch one at a time. Elicit the names of the three characters. Then say the other words, *balloon, tree, pond,* and *flower* and get the children to repeat them after you.

3 Unit song Track 9

Now put up the flashcards in the order of the song – *Cookie (red), flower (pink), Densel (yellow), balloon (purple), tree (green), Lulu (blue),* spaced out along the wall. Point to the different flashcards and say the colours. Now ask the children their favourite colour and when they answer, show them that you want them to go and stand next to the flashcard of that colour. Once everyone has answered and the children are standing in the different colour groups, sing the **Colours song**, encouraging the children to join in.

Transition marker

Send the children back to their seats, by calling out their colour groups, *Greens/Blues/Reds. Sit down!*

Table time

4 Zig-zag *Cookie and friends* book – PMB page 11

Show the children a copy of PMB page 11. Point to each picture in turn and say *1, tree. 2, Cookie. 3, Densel. 4, Lulu. 5 and 6, flowers. Balloon.*
Now give out PMB page 11. Fold the book as you do with the other zig-zag books and say:
Everyone. Listen to me.
Fold here. (Point to the line between Cookie and Densel.)
1, 2, 3.
Now give out the coloured pencils and give the following instructions:
Number one. A green tree. Colour the tree green.
Number two. Colour Cookie ... (Try to elicit *red.*)
Number three. Colour Densel ... (Try to elicit *yellow.*)
Number four. Colour Lulu ... (Try to elicit *blue.*)
Number five. A pink flower. Colour the flower pink.
Number six. A purple flower. Colour the flower purple.
Finally, point to the balloon on the last page and ask *What's your favourite colour?*
The children can choose the colour for their balloon.

5 Bye-bye Track 6

Now finish with the **Bye-bye song**, waving to the children and putting Cookie away.

Extra activities

Zig zag Cookie and friends book activity

You will need a copy of PMB page 11 for each child.
Encourage the children to show their zig-zag book, saying:
Everyone. Listen to me.
Show me (the tree/the balloon/red/yellow).
1, 2, 3.
One child could then be teacher. You say the **Table time chant** and the child decides what he/she wants the class to show.
Everyone. Listen to me.
Show me ... (The child decides and says what.)
1, 2, 3.

Circle flowers for a Cookie and friends display

Give out the sets of six coloured pencils and ask *What's your favourite colour?*
Then show them the cut-out paper circles you prepared earlier and say:
Everyone. Listen to me.
Colour the circles.
1, 2, 3.
Collect the finished circles and build up flower heads on the stems you prepared earlier.
Use the display to revise *tree, pond, flowers,* and the colours.

Unit 2 Toys

Lesson 1

Language

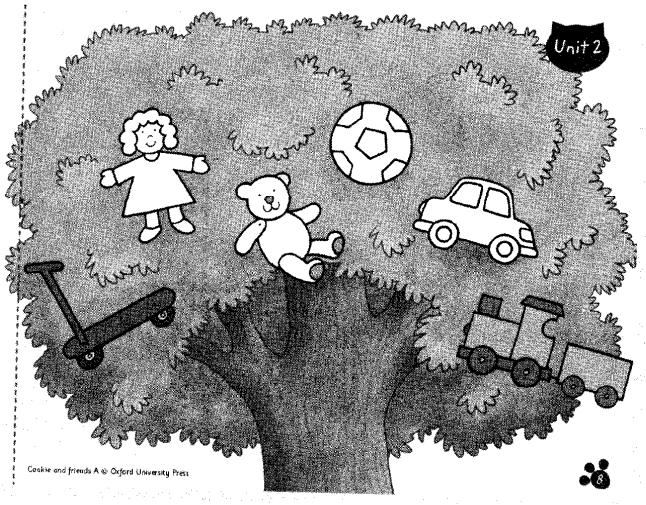
New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, *red, pink, yellow, purple, green, blue, Densel, Lulu, Cookie, hello, bye-bye*

Passive
What have you got in your pouch? Colour the toys. You need colours. What's your favourite colour? What is (red)? Can you see? I can see ... Point with me. Listen to me. Sit down!

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with six toy flashcards
- ☐ Leaf name-tags
- ☐ Character flashcards
- ☐ CD A/cassette
- ☐ Worksheet 8
- ☐ Coloured pencils/crayons/felt pens
- ☐ Extra activities: colour/toy flashcards; Story Cards 1 A



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**:

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Take Cookie up to the tree and make him choose three leaf name-tags without looking.

2 Turn round and say Hello

(If you are short of time, miss out this activity.)
Read out the names on the three leaves and give out the character flashcards to the three children. Elicit the names of the three characters.
Now ask the three children to turn their backs to the class. When they hear *Hello* and the name of the character they are holding, they turn round and say *Hello, everyone*. Say *Hello*, (character's name) and encourage the class to copy you. The three children may need some help at first so that they know when to turn round. Repeat this procedure a number of times and then choose three more volunteers, taking their leaf name-tags from the tree.
Let Cookie put back the leaf name-tags at the end of the game. Alternatively, lay them out and see if the children can identify their leaf name-tag and put it back on the tree.

3 Poster time

Set up the Lulu poster and put the six toy flashcards in her pouch. If possible, do this before the class. Make the Cookie puppet say *Hello, Lulu* and encourage the children to join in. Say *Lulu, what have you got in your pouch?* Take out the flashcards one at a time, naming each toy.

Now say the following and do the actions:
Ball – jump up and down.
Car – pretend to turn a steering wheel and make a car noise, like *Brm! Brm!*
Teddy – pretend to cuddle a teddy.
Dolly – walk rigidly with your arms moving with your legs.
Train – move your arms at your sides like the wheels of a train and say *Choo! Choo!*
Scooter – pretend to ride a scooter, pushing away with your foot.

Now get the children to stand up in a circle, singing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la. ...
Repeat the toy actions, saying the toys and encouraging the children to join in with the actions. Keep the children standing so that they can do the actions for the **Toys song**.

4 Unit song (A) Track 11

Put up the toy flashcards. Say the colour of one of the toys and see if the children can do the corresponding action for the toy.
Repeat this a number of times. Reverse the process, saying a toy and eliciting the colour.
Now play the **Toys song**, pointing to the flashcards as they appear in the song and doing the actions from activity 3. Encourage the children to join in with the toy actions.

Toys song
Tune: Frère Jacques

What is red? (Shrug shoulders.)
What is red?
Can you see? (Shade eyes with hand.)
Can you see?
I can see a scooter. (Do scooter action.)
I can see a scooter.
Point with me. (Point to the scooter flashcard.)
Point with me.

What is pink?...
I can see a dolly....

What is yellow?...
I can see a teddy....

What is purple?...
I can see a ball....

What is green?...
I can see a car....

What is blue?...
I can see a train....

Play the song again. If the children are tired, they could sit down and point to the toy flashcards. If not, they can continue to stand and do the actions.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

5 Worksheet 8 (A) Track 11

Put up the colour flashcards. Show the children Worksheet 8 and ask them *What is red/yellow/blue?* Point to the scooter, teddy, and train and place the toys next to their colours on the board.
Draw the children's attention to the fact that the doll, ball, and car are not coloured. Tell them that the **Toys song** is going to tell them what colour each of the toys are. Play the song and ask the children *What is pink/purple/green?* Put the doll, ball, and car flashcards next to their colours with the help of the children.

Now give out the coloured pencils, crayons, or felt pens, saying:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Then give out the worksheets, and say:
Everyone. Listen to me.
Colour the toys.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Once the children have coloured the toys, give out the folders, saying:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song**:

Bye-bye song
Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Extra activities

Odd one out
You will need the colour and toy flashcards.
Choose four flashcards, three from the same category and another from a different one, for example, three toys and one colour. Attach the four flashcards to the board and ask the children either to name or come out and point to the odd one out. Repeat this a number of times, taking down the flashcards and changing the category of the odd one out.

Revision of Story A 1 (A) Track 10
You will need Story cards A 1 and the recording.
As well as learning new things, it is also very valid to do activities the children have done before. There are many reasons for this, but the main ones are for revision and motivation. Children need to hear something repeatedly in order to remember it. They also feel more confident when they understand everything they hear.
Retell or play Story A 1 to the children, but pause each time before Cookie says which colour is his favourite. Try and elicit the colour from the children as they look at the Story cards. At the end, ask the children whose favourite colour is blue and encourage them to repeat after Lulu *My favourite colour is blue, too!* Say *My favourite colour is green.* Encourage the children with the same favourite colour to say *My favourite colour is green, too!*

Unit 2 Toys

Lesson 2

Language

New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Passive
Bring me ..., Stop! window, door

Materials checklist
- ☐ Cookie puppet
- ☐ Lulu poster with six leaf name-tags
- ☐ Number/colour/toy flashcards
- ☐ CD A/cassette
- ☐ Extra activities: enlarged copies of PMB page 12; a copy of PMB page 12 for each child

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Give the children some instructions to follow, as in Unit 1 page 38, using the **Hello song** tune. Sing:

Stand up, everyone. Tra-la-la-la-la.
Point to the tree, everyone. Tra-la-la-la-la-la.
Point to the pond, everyone. Tra-la-la-la-la.
Sit down, everyone.

Stand up, everyone. Tra-la-la-la-la.
Big smile, everyone. Tra-la-la-la-la-la.
Turn around, everyone. Tra-la-la-la-la.
Sit down, everyone.

Stand up, everyone. Tra-la-la-la-la.
Point to the door, everyone. Tra-la-la-la-la-la.
Point to the window, everyone. Tra-la-la-la-la.
Sit down, everyone.

2 Poster time

Set up the Lulu poster and put six leaf name-tags and the six toy flashcards in her pocket. Take Cookie to Lulu's poster and take out the six leaf name-tags. Read out the names on the leaves and call the children out to the poster.
Make Cookie say *Hello, Lulu. What have you got in your pouch?* Encourage the six children to take out one toy flashcard each. Once the children have taken out the flashcards, say the vocabulary and encourage the class to do the corresponding toy action.
Ask the children holding the flashcards to give you back the flashcards ready for the next activity.

3 Pass the word and action

Now stand the children in a circle, singing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la.
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone.

Stand in the circle with the children. Hold up a flashcard. Say which toy is on it, do the corresponding action, and then touch the child's shoulder next to you to pass on the action. Say *Teddy* and pretend to cuddle a teddy. Encourage the child to say the word and do the action, then touch the next child and carry on the action. The children continue to pass the word and action until you say *Stop!* Then show them a new word for them to pass.

Transition marker

Send the children back to their seats, using your usual Transition marker.
While the children are going to their places, position the toy flashcards around the room, where the children can see them.

Table time

If you have time, make the Zig-zag toys book from the Extra activities section (see page 43).

4 Unit song Track 11

Now play or sing the **Toys song**, stopping to point to the flashcard of the object in the song. Repeat this for all the toys. Go round encouraging the children to point, when you sing *Point with me.*

5 Numbers/toys board game Track 7

(If you are short of time, miss out this activity.)
Attach the number flashcards across the board and sing the **Numbers song**.
Place one toy flashcard below each number, saying the name of the toy and encouraging the children to repeat it.
Now say the name of one of the toys. The children have to say which number it is. Alternatively, you could say a number and the children say the name of the toy.
If you have some extra time you could play a memory game. Turn over the toy flashcards. Tell the children that you are going to say a number and they have to try and remember the toy below it.

6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Count the toys

To make toy cards, you will need to make three or more enlarged copies of PMB page 12.
Attach the toy cards all over the board. Say the name of one toy, for example, *teddy*. Say *One, two, three teddies.* Collect the three pictures and repeat with the children *One, two, three teddies.* Attach the three cards to the board in a group and write the number 3 next to them. Repeat the procedure with the other toys.
Finally, rub out the numbers and invite individuals to come out and count and then write them in again.

Zig-zag toys book

You will need a copy of PMB page 12 for each child.
Give out the PMB copies folded lengthways, with the dolly, teddy, and ball face up.
Show the children how to make the first fold and say to the children:
Everyone. Listen to me.
Fold here. (Point to the line between the dolly and the teddy.)
1, 2, 3.
Then do the second fold, saying:
Everyone. Listen to me.
Fold here. (Point to the line between the teddy and the ball.)
1, 2, 3.
Go round helping the children. Any who finish quickly can go and help others. The more often the children do this activity, the easier it gets and will eventually become routine.

Show me – Zig-zag book activity

Using the zig-zag books, say either *Show me the car ...* or *Show me something (blue).* Once the children are confident with this activity, they could play it in pairs.

Unit 2 Toys

Lesson 3

Language

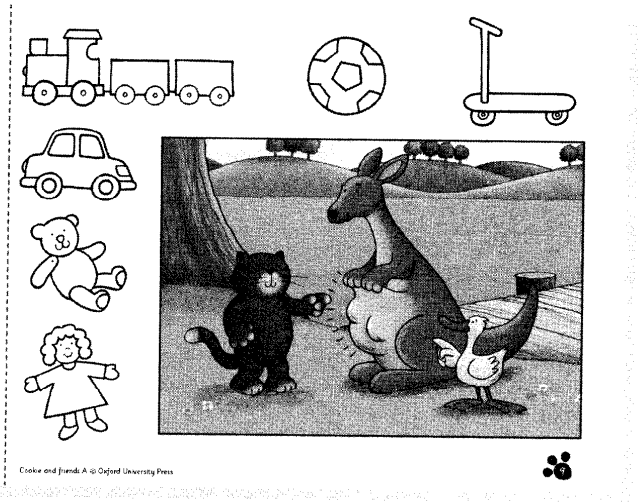
New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Passive
Hold hands, everyone. Not a ball. Not a teddy.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Toy flashcards
- ☐ Story cards A 2
- ☐ CD A/cassette
- ☐ Worksheet 9
- ☐ Pencils/coloured pencils/felt pens
- ☐ Extra activities: number/toy flashcards; a drum; a bag of toys



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit song (A) Track 11

Show the children the toy flashcards and elicit the words. Put them on the board face down and number under each one from 1 to 6. Invite the children to say a number and guess the toy. Peek at the toy. If the child was right, sing the **Toys song**. At the point when you sing *I can see ...* turn over the flashcard and say *Point with me*, encouraging the children to point to the flashcard. If the child doesn't guess correctly, the class carry on guessing. Repeat this until the children have found all or most of the toys. Go round encouraging the children to point, when you sing *Point with me.*

3 Storytime (A) Track 12

Say the **Storytime** rhyme:

One, two, three. (Count on your fingers.)
Storytime for you and me. (Point to the first Story card, point to the children, and then to yourself.)

Show the children the first Story card. Point to the characters and elicit the names. Tell them that Cookie is asking Lulu what she has got in her pouch. Say *What have you got in your pouch?*

1. Play the recording.
   Cookie: *Hello, Lulu. What have you got in your pouch?*
   Point to the bump in her pouch and encourage the children to guess. If they are reluctant to speak, let them point to the toy flashcards. Now tell them to listen to see who was right.
   Uncover the ball slowly, using Story card 1 to do this bit by bit. Say *A ball.* If any children guessed this say *Very good, (Jamie).*
2. Play the recording.
   Lulu: *Well, I've got a ball.*
   Narrator: *But does Cookie want a ball? No.*
   Now repeat *But does Cookie want a ball?*
   Shake your head, encouraging the children to copy you.
3. Play the recording and point to Cookie throwing away the ball.
   Cookie: *A ball! What else have you got?*
4. Play the recording and point to the teddy.
   Lulu: *Well, I've got a teddy ...*
   Narrator: *But does Cookie want a teddy? No.*
5. Play the recording and show the children Story card 5. Point to Cookie throwing away the teddy. Ask the children to guess what else Lulu has got in her pouch.
   Cookie: *A teddy? What else have you got?*

6 Peek at Card 6 and look worried. Then show the children the card and play the recording. Point to the scooter coming out of Lulu's pouch.
Lulu: *Well, I've got a ... Aaaah!*
Narrator: *Careful, Cookie! Careful, Lulu!*

7 Peek at Card 7 and look even more worried. Then show the children the card and play the recording.
(Splash!)
Lulu and Cookie: *Aaaah!*
Narrator: *Oh, dear! Look at Lulu! Look at Cookie!*

8 Point to Cookie as he is speaking and then to Densel whizzing off on the scooter.
Cookie: *Sorry, Lulu!*
Densel: *Wheeeee!*

4 Pre-worksheet activity Track 12

Put up the toy flashcards and elicit the words. Now play or retell the story, showing the children the Story cards. As you go through the story, elicit and circle each toy. Get the children to stand up by singing *Stand up, everyone. Tra-la-la-la-la. ...*

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Worksheet 9

Show the children Worksheet 9 and repeat the question *Lulu, what have you got in your pouch?* Point to Lulu's pouch and to the flashcards circled on the board. Indicate that you want the children to circle the toys from the story on the worksheet. Show them what you want to do by taking a pencil and miming circling the toys.
Now give out the pencils and say:
Everyone. Listen to me.
You need a pencil.
1, 2, 3.
Now give out the worksheets, saying and miming:
Everyone. Listen to me.
Circle the toys.
1, 2, 3.
Tell the story again. Ask the children to listen and circle the toys they hear.
Once the children have finished, give out the colours, saying:
Colour the toys.
1, 2, 3.
While the children are working, play any songs they have learnt and encourage them to sing.
When the children have circled and coloured the three toys from the story, give out the folders, saying:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Numbers beat
You will need the number and toy flashcards.
Put up the flashcards on the board. Beat out a number on a drum or your desk, counting each beat. Encourage the children to copy you.
Now put a toy flashcard next to each number flashcard. Beat out a number and see if the children can tell you which toy that number is next to. Repeat this several times.
Repeat the same activity but with colours instead of toys.

Feely bag
You will need a bag of toys with a teddy, dolly, ball, car and train.
Show the children the toys and say the name of each one as you put them all in a bag. Put your hand inside and say what you can feel. Then take out the toy to see if you were right. Say *Yes! A dolly.* Now invite a few children to dip their hand in the bag and guess what they can feel. If they can't remember the English, let them point to the flashcards, and provide them with the word in English.
Now sit the children in Cookie's circle and sing these words to the tune of the **Hello song** while the children pass the bag.
Pass the bag, everyone. Tra-la-la-la-la.
Pass the bag, everyone. Tra-la-la-la-la-la.
Pass the bag, everyone. Tra-la-la-la-la.
Pass the bag, everyone.
When the song ends, the child holding the bag has to feel and guess the toy, and then check. If the children don't guess correctly, just give them the right word. Then start singing again so they pass the bag.

Unit 2 Toys

Lesson 4

Language

New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Passive
Cookie is asleep. Sorry! else

Materials checklist
- ☐ Cookie puppet in box
- ☐ Lulu poster
- ☐ Toy flashcards
- ☐ Story cards A 2
- ☐ CD A/cassette
- ☐ Extra activities: number/toy flashcards/ colours

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle without Cookie and sing the **Hello song**. Show the children the box you made in Unit 1 for Cookie to sleep in.
Say *Cookie is asleep.* Rest the side of you face on the palm of your hand and close your eyes. Sing:
Hello, Cookie. Tra-la-la-la-la.
Hello, Cookie. Tra-la-la-la-la-la.
Hello, Cookie. Tra-la-la-la-la.
Hello, Co-o-kie.
Pause after the first line and peek in the box and then shake your head to show he's not waking up. Then sing the second line more loudly and repeat the action of peeking in the box and shaking your head. Then sing the third line even louder. Sing the last line and look fed up after looking in the box. Say *Cookie is STILL asleep!* and tell the children you will need their help. Repeat the procedure as before singing louder and louder. When you peek inside the box after the last line, smile and make Cookie appear from the box. Make Cookie say *Hello, everyone.*

2 Quick draw

(If you are short of time, miss out this activity or activity 5.) Put up the toy flashcards. Say the words and elicit the actions that go with them.
Make Cookie whisper to you, as if telling you what to draw. Start to draw a toy and encourage the children to guess which one before you complete it. Start to draw the dolly, drawing the parts of the body, one by one, until the children guess.
When someone guesses say *Very good.* Then try and elicit the action for the dolly and get all the class to act it out.

Repeat the procedure drawing the car. First draw a circle for one of the wheels, which may make the children think Cookie is drawing a ball. Then carry on drawing the second wheel and then the body.

You could let children who guess correctly come and draw for the rest of the class. This could be fun as their pictures might be a bit more difficult to guess. Make sure you only ask children who are confident at drawing.

3 Unit song Track 11

Now make Cookie give out the toys cards to six children. He can choose the children by taking the leaf name-tags from the tree. Tell the six children to go and stand in different places around the classroom. Tell the rest of the class that as they sing they are going to point to the children holding the toys. Sing the **Toys song**.
To make the activity more difficult, you could encourage the children holding the flashcards to move about between singing the different verses. Encourage the class to look round and find the new location of their classmates, so that they can point when you sing *Point with me.*

4 Storytime Track 12

Say the **Storytime** rhyme:
Put up the Story cards where the children can see them and prepare the Lulu poster with the ball, teddy, and scooter flashcards.
Put on the Cookie puppet and re-enact the story using the puppet and the poster.

1 Play the recording.
Cookie: *Hello, Lulu. What have you got in your pouch?*
Make the puppet speak to the poster. Stop the recording and elicit the first toy.

2 Lulu: *Well, I've got a ball.*
Take out the ball flashcard and give it to the puppet.
Narrator: *But does Cookie want a ball? No.*
Encourage the children to join in with *No.*

3 Cookie: *A ball! What else have you got?*
Make the puppet throw away the ball flashcard and advance towards the poster. Try and elicit what the next flashcard out of her pouch will be.

4 Lulu: *Well, I've got a teddy ...*
Take out the teddy flashcard and give it to the puppet.
Narrator: *But does Cookie want a teddy? No.*
Encourage the children to join in with *No.*

5 Cookie: *A teddy? What else have you got?*
Make the puppet throw away the teddy flashcard and advance towards the poster. Try and elicit what the next flashcard out of her pouch will be.

6 Lulu: *Well, I've got a ... Aaah!*
Encourage the children to say *Aaah!*
Narrator: *Careful, Cookie! Careful, Lulu!*

7 Lulu/Cookie: *Aaah!*
Narrator: *Oh, dear! Look at Lulu! Look at Cookie!*

8 Cookie: *Sorry, Lulu!*
Encourage the children to repeat after Cookie.
Densel: *Wheeeee!*
Thank the children for their help.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 In a flash

Show the children the toy flashcards and say what is on each one, encouraging the children to repeat after you. Now choose one of the flashcards and show it very quickly to the children. Do this a number of times until they can tell you what it is. Now repeat this with the other toys.

6 Bye-bye Track 6

Cookie puts the flashcards in Lulu's pouch saying *Thank, you Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Stand up

You will need the toy/number/colour flashcards.
Divide the class into two groups, making sure the children know which team they are in. Divide the board into two and assign one side of the board to each group. Now choose flashcards from the three sets – toys, numbers, and colours. You will need an equal number of flashcards for each group. Attach the flashcards to the board and tell the children that you are going to say words at random and they have to stand up if they hear a word from their side of the board.

Note

You could change the action to *Hands up* or *Hands on your head* if you prefer.

Point with me Track 11

You will need the number and toy flashcards and the recording. Tell the children that you are going to sing the **Toys song** and that they have to point to the things you say. Place the number and toy flashcards around the room.
Sing the **Toys song**.
What is yellow?
What is yellow?
Can you see?
Can you see?
Number 1 is yellow. (Point to number 1 with one hand.)
Teddy is yellow. (Point to Teddy with the other hand.)
Point with me.
Point with me.

Unit 2 Toys

Lesson 5

Language

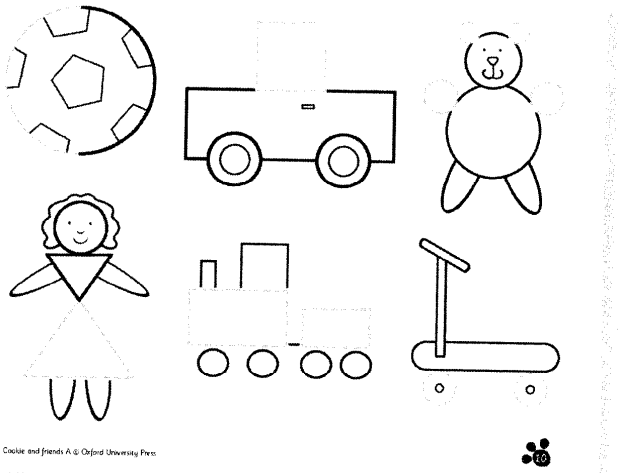
New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Passive
triangle, circle, square, rectangle, trace the ...

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with toy flashcards
- ☐ Leaf name-tags
- ☐ Toy/colour flashcards
- ☐ CD A/cassette
- ☐ Worksheet 10
- ☐ Pencils/coloured pencils
- ☐ Extra activities: number/colour/toy flashcards; a duplicate set of toy flashcards



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Take Cookie up to the tree to choose six leaf name-tags.

2 Poster time

Set up the Lulu poster and put the six toy flashcards in her pouch. Read out the names on the leaves and let each of the six children come out and take a flashcard from Lulu's pouch. The children keep their flashcard hidden from their classmates. Encourage each child to do the action for the toy on their card to help the rest of the class to guess. Get the children to raise their hands to guess and let Cookie choose who gets a turn.
When someone guesses correctly, the child with the flashcard has to hold it up facing the class. Repeat until all the flashcards are visible.

3 Unit song (A) Track 11

Now sing the **Toys song** and encourage everyone to point to the flashcards when you sing *Point with me*. Sing the song again. When you get to *I can see a ...*, encourage the children to join in with the action for that toy.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity

(If you are short of time, miss out this activity.) Draw a triangle, a circle, a square, and a rectangle on the board so that the children are familiar with the four shapes when they come to do Worksheet 10.
Number each shape. Say the names of the shapes as you draw them, so that the children get used to hearing, but not saying them. Later, if you feel the children are confident enough, you could teach them the names of some of the shapes in English.
Now say one of the numbers. Point to the shape corresponding to that number and indicate to the children that you want them to draw the shape in the air. Repeat the procedure for the four shapes. You can draw big ones, small ones, and tiny ones.

5 Worksheet 10 (A)

Show the children Worksheet 10. Point to each of the toys and try elicit what each one is. The children have to complete the pictures. Point to the outline of the drawings and take a pencil and say *Trace the ball*. Repeat for the other toys.

Give out the pencils, saying:
Everyone. Listen to me.
You need pencils.
1, 2, 3.
Then give out the worksheets, saying:
Everyone. Listen to me.
Trace the toys.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
If some of the children finish quickly, you could give out the coloured pencils and give them instructions such as *Colour the ball green. A green ball.*
When everyone has finished, give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

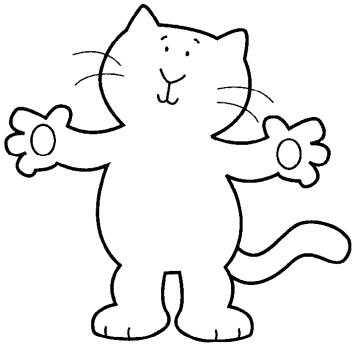
6 Bye-bye (A) Track 6

Cookie takes the flashcards and puts them back in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Draw Cookie

This is a board game along the lines of Hangman. You will need some toy, colour, and number flashcards.
Show the flashcards to the children and elicit the words.
Tell the children that you are going to play a game to draw Cookie. Divide the class into two groups and draw a line down the centre of the board. You are going to draw a simple picture of Cookie, bit by bit, on each side of the board. You draw a bit of Cookie each time they guess a word correctly. Use the drawing below as a model.



Put the flashcards face down on your desk and peek at the top card. Ask each team in turn what they think the top card is. When a team guesses correctly, draw a part of Cookie's body on their side of the board. Return the card to the bottom of the pile. The game continues with the children guessing the top card and adding parts of Cookie's body. Make sure every child gets a chance to answer. The team to complete him first wins. If you are short of time, draw both eyes at once. Do the same for the arms/legs.

Board pelmanism

You will need to make copies of the toy flashcards, so that you have two sets of toys. Alternatively you could cut out pictures from a magazine.

Divide the board into two equal parts, drawing a line vertically down the middle. Show the children the toy flashcards and elicit the names. Now shuffle the cards and stick them face down on one side of the board. Do the same with the cards you have made so the children can see that there are two of each picture. Stick these to the other side of the board. In chalk, number each set of cards from 1–6.

Now ask the children to give you two numbers and turn over the corresponding cards to see if they are a pair. Ask the children to name the flashcards as you turn them over. If the class get a pair they win a point. If they don't, you get a point.

Unit 2 Toys

Lesson 6

Language

New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Passive
But does Cookie want a ball? Shake hands, everyone. Wave your hands, everyone. You're a ball/car/scooter ...

Materials checklist
- ☐ Cookie puppet
- ☐ Toy/colour flashcards
- ☐ CD A/cassette
- ☐ Story cards A 2
- ☐ Character masks
- ☐ Extra activities: toy flashcards

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 You're a ball Track 11

Now put all the toy flashcards on the board. Stand up with the children in Cookie's circle and point to the flashcards. Remind the children of the actions for the toys.
Ball – jump up and down.
Car – pretend to turn a steering wheel and make a car noise, like *Brm! Brm!*
Teddy – pretend to cuddle a teddy.
Dolly – walk rigidly with your arms moving with your legs.
Train – move your arms at your sides like the wheels of a train and say *Choo! Choo!*
Scooter – pretend to ride a scooter, pushing away with your foot.

Now point to one toy flashcard and tell them that you are going to play some music. While it is playing, they have to do the action for the toy on the flashcard. Tell them that when you stop the music, they have to stand very still.
Point to the flashcard again and say the name of the toy. Then play the music and do the action with the children. Stop the music and stand completely still and encourage the children to copy you. Now repeat a number of times, pointing to different toys.
Bring a child into the middle of the circle and whisper what you want them to mime. Encourage the others to guess and say *ball*.

3 Unit song Track 11/9

Put up the colour flashcards. Then mix up the toy flashcards and put them up so they are not next to colours they go with in the song.

Now play the **Toys song** and invite different children out to put the colours with the toys in the order of the song.
Play the **Colours song** and encourage the children to join in. Give Cookie a pencil to act as a baton and let him conduct the singing, pointing to the flashcards to help the children.
It is not important for the children to sing everything. They can just join in with the colours and the toys in the song or just the actions.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Storytime Track 12

Say the **Storytime** rhyme.
Play the story, pointing to the characters as they speak. When you get to the line *But does Cookie want a ball?* do an exaggerated action, shaking your head and your index finger. Encourage the children copy your actions and say *No!* Repeat the procedure for teddy.

At the end of the story, choose three volunteers to be Cookie, Lulu, and Densel (Densel is just an acting part until the end, when he says *Wheee!*). Make sure you choose different children from the ones who did this activity in Unit 1. If any of the children are very eager to act out the parts, tell them they may have a chance in the next lesson.

Give each child a character mask and give Lulu the ball, teddy, and scooter flashcards. Put up the Story cards on the board as a point of reference for the three children. Let them have a quick look so they can see what the characters are doing in each card. Play the recording and stop it to give Lulu time to choose and hand the appropriate toy to Cookie. Show Densel what he/she is doing. The rest of the

class can join in with *No!* after the narrator's line *But does Cookie want a ...?*
At the end of the story, get the class to applaud the three children and say *Very good, (Martha). Very good, (George).*

5 Hello/Bye-bye

(If you are short of time, miss out this activity.) Show the children one of the toy flashcards and say *Hello, ball.* Now put the flashcard away in Lulu's pouch on the poster and say *Bye-bye, ball.* Repeat with another flashcard. Now show the children a third flashcard and try and elicit *Hello, teddy/Bye-bye, teddy.* Repeat this procedure until you have put away all the flashcards. Say, *Thank you, Lulu.*

6 Bye-bye Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Kim's board game

You will need the toy flashcards.
Attach the flashcards face up in a line on the board. Chant the words in order. Now chant the words through twice with the children.
Turn all the flashcards face down on the board. Turn over four of them and see if the children can tell you which ones are still facing down. Repeat a number of times.

Guess who's got it

You will need the toy flashcards.
The children sit in a circle with a child in the middle. The child in the middle covers his/her eyes while you give a flashcard to one of the other children. The class sit with their hands behind their backs. The child in the middle then looks up. Say *The ball. Guess who's got the ball* and look around the group saying *(Anna)? No! (Lucy)? No! (Alfie)? No!* The child in the middle continues guessing, looking at different classmates and saying their names.

Encourage the children named to say *No!* until the child in the middle discovers who has the flashcard. The child with the flashcard says *Yes* and gives you the flashcard. He/she then comes into the middle and covers his/her eyes and the other child goes and sits back in the circle. Start the game over again, giving another child a new flashcard. When you are ready, the child in the middle uncovers his/her eyes and you say *The teddy. Guess who's got the teddy.* Repeat the procedure several times.

Unit 2 Toys

Lesson 7

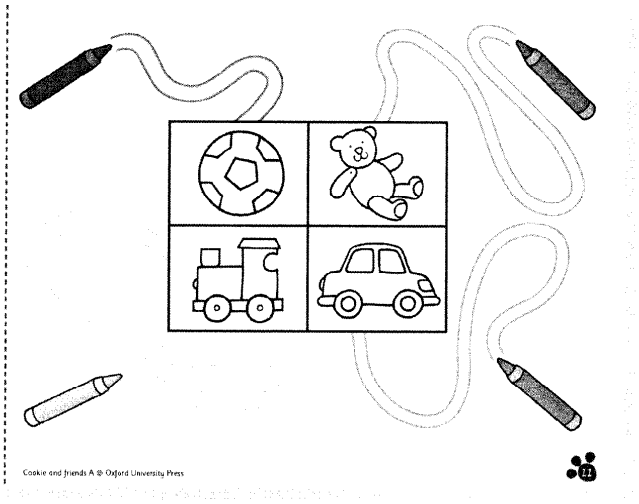
Language

New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Materials checklist

- ☐ Cookie puppet
- ☐ Toy flashcards
- ☐ CD A/cassette
- ☐ Cookie's favourite song poster
- ☐ Worksheet 11
- ☐ Pencils/coloured pencils
- ☐ Extra activities: toy flashcards; dice; Story cards A 2, characters masks



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Singalong time (A) Tracks 7/9/11

One of our main aims is to motivate the children, so it is a good idea to make them aware of everything they have learnt up to now.
Take Cookie to his favourite song poster (see page 10 of the Introduction) and put up a number flashcard in one space, a colour flashcard in another, and a toy flashcard in a third one. Now make Cookie whisper in your ear. Smile and say *Yes. What a good idea!*

Tell the children that Cookie says they know so much English, it would be a good idea to sing the songs they know.
Sing the **Numbers song**, the **Colours song**, and the **Toys song**. You do not need to do anything else with the songs, as this is a confidence-boosting activity to show the children just how much they have learnt already.

Follow-up
Ask the children to tell you some of the words they know in English. As they say you each word, put the corresponding flashcard up. Remind the children of any words they have forgotten by showing them the flashcard and eliciting the word.

When you have finished, make Cookie clap and congratulate the children on how much English they know.

3 Watch my lips

(If you are short of time, miss out this activity.) Put up the toy flashcards round the room. Now mouth one of the words and encourage the children to point to the flashcard. Say *Point with me.* Encourage the children to point and say the word you just mouthed. Repeat this a number of times. If the children are enjoying the game, you could choose a child to be the teacher and mouth the words.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity (A) Track 11

Show the children Worksheet 11. Take a red pencil and pretend to trace along the line to the ball. Sing this version of the **Toys song**:

What is red?
What is red?
Can you see?
Can you see?
The ball is red.
The ball is red.
Point with me.
Point with me.

5 Worksheet 11 A

Now give out the colours, saying:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Give out the worksheets and say:
Everyone. Listen to me.
Trace and colour. (Trace your finger along the maze.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Feedback
Sing to the tune of the **Colours song**:
What is red? (x 2)
Can you see? (x 2)
The ball is red. (x 2)
Point with me. (x 2)
What is green? (x 2)
Can you see? (x 2)
The teddy is green. (x 2)
Point with me. (x 2)
What is yellow? (x 2)
Can you see? (x 2)
The train is yellow. (x 2)
Point with me. (x 2)
What is blue? (x 2)
Can you see? (x 2)
The car is blue. (x 2)
Point with me. (x 2)
When everyone has finished, give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye A Track 6

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Roll the dice
You will need the toy flashcards and dice.
Put the flashcards on the board face down. Number the cards from 1–6. Sing the **Numbers song** as you put them up.
Now invite children one by one to come out and throw the dice. When a child has thrown the dice, he/she says the number. The rest of the class count along the line of flashcards until they reach the corresponding flashcard. Try and elicit what is on the flashcard. If the children get it right, the flashcard stays face up and the child at the front throws again. If they get it wrong, say the word and get the class to repeat it. Then turn the flashcard face down and bring another child out to throw the dice.
The object of the game is for the children to turn over and name all six cards correctly before the class finishes.

Acting out the story again
You will need Story cards A 2 and the character masks.
As you may have promised in Lesson 6 that more children could come out and be the characters in the story, it might be a good idea to repeat the story here, while it is still fresh in their minds.
Follow the procedure used in Lesson 6 activity 4.

Unit 2 Toys

Lesson 8

Language

New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Passive
Where's the dolly/teddy/scooter?

Materials checklist

- ☐ Cookie puppet
- ☐ Number/colour/toy flashcards
- ☐ Category boxes for number/colour/toy flashcards
- ☐ Leaf name-tags
- ☐ CD A/cassette
- ☐ Worksheet 12
- ☐ Extra activities: a teddy; some plasticine®

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Now give the toy flashcards to six different children and ask them to position themselves around the room and sing to the tune of the **Hello song**:
Point to the teddy/ball/dolly/train/car/scooter, everyone. Tra-la-la-la-la.

2 Sorting activity

Take out the three category boxes (see page 10 of the Introduction) for numbers, colours, and toys. Put them in the middle of the circle. Go round the class with Cookie, placing the colour, number, and toy flashcards low enough for the children to reach.

Now cover Cookie's eyes and let him choose eighteen leaf name-tags from the tree. Read out the names one at a time and say to each child *(Anna), look for the (scooter). Bring me the (scooter).* Show the child that you want him/her to go and get the flashcard. When the child comes back, point to each of the boxes in turn saying *Number, colour, or toy?* You may need to repeat this a number of times. If a child needs help, encourage the class to point to the box he or she needs.
Repeat the procedure until the children have collected all the flashcards and categorized them.

3 Hello, dolly

(If you are short of time, miss out this activity.)
Take the toy flashcards and put them face down on your desk. Pick up the first flashcard and say *Hello, dolly.* The children repeat *Hello, dolly.* Repeat this a number of times with different toys. Now take Cookie to the tree to choose the leaf name-tags of six children to come out to the front. The six take it in turns to pick up a flashcard and say *Hello,* (toy).

When they have finished, thank the volunteers, who go back to sit in the circle.
Finally, continue the activity without volunteers. This time Cookie makes a 'mistake' by saying *Hello, ball* when he picks up the scooter, for example. Encourage the children to correct him, saying *No. Hello, scooter.*

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 12 (A)

Show the children Worksheet 12. Ask *Where's the dolly?* and encourage one of them to find it. Tell them they have to find all the toys in the picture and circle them. Then take a pencil and say *Circle the dolly,* miming the action.

Give out the pencils, saying:
Everyone. Listen to me.
You need pencils.
1, 2, 3.
Now give out the worksheets, saying:
Everyone. Listen to me.
Circle the toys. (Mime the action.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Feedback
Ask *Where's the (teddy)?* and then say *Point with me* to encourage any children who are not yet pointing to the toy to do so.
Repeat this for all the toys. Then give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Toys chant (A) Track 13

Cookie attaches the toy flashcards to the board in the following order: ball, train, car, dolly, teddy, scooter.
Now play the **Toys chant**:

Ball, train, car, dolly, teddy, scooter.
Ball, **train**, car, dolly, teddy, scooter.
Ball, train, **car**, dolly, teddy, scooter.
Ball, train, car, **dolly**, teddy, scooter.
Ball, train, car, dolly, **teddy**, scooter.
Ball, train, car, dolly, teddy, **scooter**.

As you hear the words, point to them on the board and knock when you get to the word you are going to stress. Repeat the chant with the class. To vary the chant, you could chant the lines in different ways, for example loudly, softly, happily.

6 Bye-bye (A) Track 6

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Where's teddy?
You will need a teddy.
Show the children the teddy. Make the Cookie puppet interact with the teddy, saying *Hello, teddy. What's your favourite colour/number?*
Now draw some traffic lights on the board and elicit what each colour means:
red = stop
yellow = slow down
green = go (if the way is clear)

Tell the children that one of them is going to cover his/her eyes while you hide the teddy. You and the rest of the class are going to help the child to find the teddy by giving instructions, using the traffic light colours. For example, when you say *green*, it means 'Continue looking', *yellow* means 'Slow down, almost there', and *red* means 'Stop'. When the child finds the teddy, he/she has to say *Hello, teddy*. This child then hides the teddy for the next child.
Repeat the game as long as the children are enjoying it.

What's your favourite colour/toy?
You will need some plasticine®.
Ask individuals *What's you favourite colour? What's your favourite toy?* Show the children the plasticine®. Give them a piece in their favourite colour and tell them to make their favourite toy. Repeat this a number of times.
Then give out the plasticine® to the whole class to work with. Encourage other children to say, for example, *a blue car*, so that you can give them the colour they want.
Once the children have made their toys, display them somewhere in the classroom.
This activity could also be done in an Art and Craft lesson.

Extra reinforcement lesson

Language

New
ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Passive
Go and touch the ...

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Number/colour/toy flashcards
- ☐ CD A/cassette
- ☐ Extra activity: CD A/cassette; toys wheel made from PMB page 13; a copy of PMB page 13 for each child; a pointer cut from card for each child; paper fasteners; scissors

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Put up the toy flashcards round the room and say *Point to the teddy/ball/dolly/train/car/scooter, everyone.*

2 Go and touch

Explain to the class what *Go and touch the ...* means. Give instructions to an individual child, for example, *Billy, go and touch the scooter*. This is a good evaluation activity, since it helps you to identify the children who are having problems understanding. You could also include some numbers or colours for the children to go and touch.
Finally, Cookie goes round and collects up the flashcards.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Toys wheel – PMB page 13

Show the children the toys wheel you made. Point to the different toys and see if the children can name them. Now turn the wheel over and hold it towards you, move the pointer and then encourage the children to guess which toy it is pointing to.
Give out the copies of PMB page 13. You could let the children colour the wheel as a listening activity. You might say *A red car. A purple dolly.*
Alternatively, the children can just colour the toys in any of the six colours from the unit.
The children then tear round the circle. Show them how to do it carefully. Say:
Everyone. Listen to me.
Tear the circle.
1, 2, 3.

Note
If the children are now using scissors, they could cut out the circle to make a neater edge.

As the children are finishing, go round helping them to attach the pointers you prepared in the middle of their toys wheels with a paper fastener.

4 Toys wheel game

Play the game they tried at the start of activity 3, turning the wheel over and encouraging the children to guess which toy the pointer is on. Now bring different children out to be teacher and let them decide where the pointer is on their toys wheel. Finally, the children can play this in pairs or groups, changing the pointer on their wheel and getting the others in their group to guess which toy it is pointing to.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activity

Correct Cookie
You will need the toy flashcards.
Put them on the board in order. Make Cookie point to a toy, but say the wrong one. Encourage the children to correct him. Repeat a number of times, sometimes getting it right, sometimes getting it wrong. Practise *Yes* and *No* with the children, so that they can correct Cookie.

Pass the toys wheel (A) Track 11
You will need a toys wheel and the recording.
Sit the children in Cookie's circle. Play the **Toys song** and let the children pass the word wheel round the circle. Stop the music. Say to the child holding the toys wheel *Show us the* (one of the toys). The child has to move the pointer onto that toy and show everyone. If the child gets it right, encourage the group to say *Very good, (Rosie)*. If the child is having problems, let the children next to him/her help and again, praise the child when he or she holds up the word wheel.

Extra extension lesson

Language

New
My name's ..., ball, car, teddy, dolly, train, scooter

Recycled
Numbers, colours

Passive
Touch the ground. Walk up stairs. Say your prayers. Turn off the light. Say goodnight.

Materials checklist

- ☐ Cookie puppet
- ☐ Toy/number/colour flashcards
- ☐ CD A/cassette
- ☐ A teddy bear
- ☐ A4 paper for each child
- ☐ Pencils
- ☐ Extra activities: a set of toys; classical music e.g:

Delibes – Coppelia (dolly)
Debussy – Golliwog's Cake-walk (teddy)
Handel – The Arrival of the Queen of Sheba (train)
Vivaldi – Allegro (Concerto in B minor) (scooter)
Stravinsky – Voices of Spring (toys)
Mozart – Piano Sonata K331 (car)

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Hello. My name's Cookie

Let the children get out their teddies and cuddly toys. Make Cookie say to the children *My name's Cookie*. You say *My name's (Sophie)*. Now encourage the children to make their teddy or cuddly toy speak, saying *My name's Bonbon*, then their own name.

3 Teddy bear, Teddy bear (A) Track 14

Show the children your teddy and say *Hello. My name's* (your teddy's name).
Say the following rhyme, and make your teddy do the actions:

Teddy bear, Teddy bear. Turn around.
(Make the teddy turn around.)
Teddy bear, Teddy bear. Touch the ground.
(Stand the teddy on the floor and make him touch the floor.)
Teddy bear, Teddy bear. Walk upstairs.
(Make the teddy climb.)
Teddy bear, Teddy bear. Say your prayers.
(Make the teddy put his hands together.)
Teddy bear, Teddy bear. Turn off the light.
(Pretend to switch off the light.)
Teddy bear, Teddy bear. Say goodnight.
(Wave and then rest his head on his hand.)

4 Acting out the rhyme (A) Track 14

Tell the children they are teddy bears. Play the rhyme and do the actions with them.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Observational drawing

Draw a simple picture of your teddy on the board. Now give out the paper, pencils, and colours, saying:
Everyone. Listen to me.
Draw your toy/Colour your teddy.
1, 2, 3.
While the children are working, play any songs they have learnt and encourage them to sing.
Go round commenting on the children's work, saying *Very good, (Johnny). What a lovely teddy!*

6 Bye-bye (A) Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Little ball go quickly
You will need a ball, a teddy, a dolly, a car, and a train. Get the children to stand in Cookie's circle. Give one child a ball to pass (gently) and say the following rhyme:
Little ball go quickly.
Little ball don't stop.
If you end up in my hands.
Down I have to drop.
At the end of the rhyme, tell the child with the ball to drop down and give the ball to the next child. Repeat the rhyme a number of times, then change the ball for another toy.

Toy dancing
You will need to find some classical music for the children to dance to, one piece for each toy (see Materials checklist). Take the children to an open space in the classroom or to the school hall. Show them the toy flashcards and elicit the words. Say the name of a toy and play the corresponding piece of classical music. Encourage the children to dance around to the music like that toy. Repeat this for all the toys. Finally, play *Voices of Spring* and let the children be their favourite toy.

Unit 3 Body

Lesson 1

Language

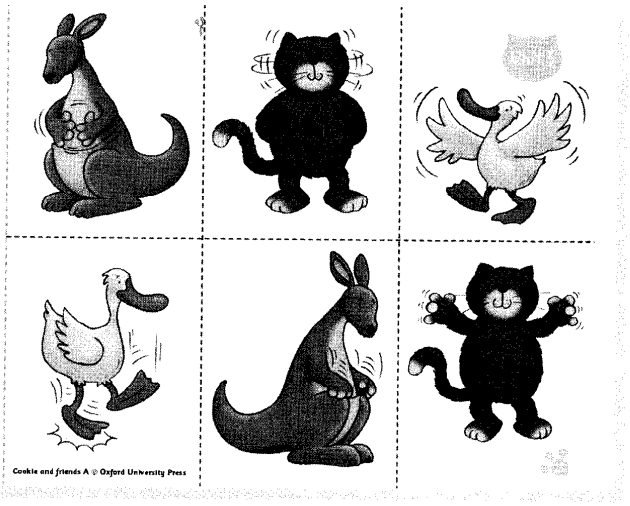
New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers, colours, toys

Passive
Cookie is sad/happy, shake, wave, pat, stamp, hand

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Cookie's favourite song poster
- ☐ CD A/cassette
- ☐ Toy/body flashcards
- ☐ Worksheet 13
- ☐ A4 paper and glue for each child
- ☐ Scissors
- ☐ Extra activities: body flashcards; Story cards A 2; CD A/cassette; plasticine®



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**:

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Tell the children that Cookie is sad. Say *Cookie is sad.* Point to the puppet and pull a sad face. Say that he will only cheer up if they sing him a song.

2 Cookie wants to sing (A) Track 9/11

Take Cookie over to his favourite song poster. Make him whisper in your ear and point to the colour flashcard. Sing the **Colours song**:
Encourage the children to join in and let Cookie conduct the singing. You could give him a pencil as a baton. When you have finished, make Cookie clap.
Now make Cookie point to the scooter. Sing the first verse of the **Toys song**, stopping to point to the scooter on the poster.
Make Cookie take the other toy flashcards and choose some toys for everyone to sing about. You do not need to sing all the verses.

Cookie gives the children a clap at the end and says *Thank you, everyone.* Say to the children, *Cookie is happy* and give a big smile.

3 Poster time

Set up the Lulu poster and put the six body flashcards in her pouch. Now make the Cookie puppet say *Hello, Lulu* and encourage the children to join in. Say *Lulu, what have you got in your pouch?*
Cookie takes out the flashcards one at a time, naming each part of the body.
Tell the children you are going to say the parts of the body one by one and you want the children to touch the part you say. Say the parts of the body and do the actions, encouraging the children to copy you.
Repeat the words again, changing the mood to make it more amusing – slowly, quickly, loudly, and quietly.

4 Unit song (A) Track 15

Put up the body flashcards on the board in the order of the song – head, arms, tummy, fingers, legs, feet.
Say *Shake your head/wave your arms/pat your tummy/wave your fingers/pat your legs/stamp your feet,* doing the song actions and encouraging the children to join in.
Now play the **Body song** and do the actions.

Body song
Tune: Row, row, row your boat

Shake, shake, shake your head.
Shake your head with me.
Shake, shake, shake your head.
Shake your head with me.

Wave, wave, wave your arms ...
Pat, pat, pat your tummy ...
Wave, wave, wave your fingers ...
Pat, pat, pat your legs ...
Stamp, stamp, stamp your feet ...

When you have listened to the song, ask the children to stand up, singing *Stand up, everyone. Tra-la-la-la-la.* Before you play each verse, show the children the action they have to do. Listen to the song, encouraging the children to join in.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

5 Worksheet 13 (A) Track 15

Show the children Worksheet 13. Point to the first picture. Say *Shake your head?* to demonstrate that the pictures are not in the order of the song. Make sure the children can find the correct picture for *shake your head*. Repeat the same procedure for the second verse.
Point to the dotted lines on the picture and show the children some scissors. Mime cutting along the lines. Give out the scissors and say:
Everyone. Listen to me.
You need scissors. (Show a pair of scissors.)
1, 2, 3
Now give out the worksheets and say:
Everyone. Listen to me.
Cut the pictures. (Mime the action of scissors
1, 2, 3. with your fingers.)
If the children are not yet using scissors, show them how to tear carefully along the lines.
Now play the **Body song** and encourage the children to put the cards in the right order.
Feedback
Say *Card 1. Shake your head. Card 2. Wave your arms.*
Finally, give everyone a glue stick and a piece of A4 paper so that they can glue the pictures in the right order. Play the recording and encourage the children to sing as they are working.

6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song**:

Bye-bye song
Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Make Cookie wave goodbye before putting him away.

Extra activities

Plasticine® Cookie
Tell the children how to make a plasticine® Cookie, for example, *Cookie needs a tummy and a head, two arms ...*
This activity could also be done in an Art and Craft lesson.

Revision of Story A 2 (A) Track 12
You will need Story cards A 2 and the recording.
As mentioned in previous units, it is highly beneficial for the children to revise previous activities as well as working with new and challenging material.
Our aim in retelling this story is not just to revise the English, but to do an activity the children are confident and familiar with.
Remind the children of the actions for the toys.
Ball – jump up and down.
Teddy – pretend to cuddle a teddy.
Dolly – walk rigidly with your arms moving with your legs.
Car – pretend to turn a steering wheel and make a car noise, like *Brm! Brm!*
Train – move your arms at your sides like the wheels of a train and say *Choo! Choo!*
Scooter – pretend to ride a scooter, pushing away with your foot.
Retell or play Story A 2, showing the children the Story cards one at a time. Then get the children to stand up. Play the story again and when a toy is mentioned, encourage the children to join in with the action.

Unit 3 Body

Lesson 2

Language

New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers, colours

Passive
Shake/pat/wave/stamp your ... .
Can I have ...?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with the body flashcards
- ☐ Leaf name-tags
- ☐ Number/colour/toy/body flashcards
- ☐ CD A/cassette
- ☐ Extra activities: body flashcards; a copy of PMB page 14 for each child; Cookie puppet

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Poster time

Set up the Lulu poster with six leaf name-tags and the six body flashcards in her pouch. Take Cookie to Lulu and encourage the class to say *Hello, Lulu.* Cookie asks Lulu *What have you got in your pouch?* Cookie takes the six leaf name-tags and calls the children out. The children take out the flashcards one at a time. Say the parts of the body on each flashcard and encourage the children to repeat the words after you. Repeat the words, saying each one in a different way, for example, happily, sadly, quietly, loudly, quickly, slowly. Encourage the children to repeat the words in exactly the same way as you say them.

Now make Cookie take back the flashcards from the six children. But first they have to do what he says, before he accepts the card. Give the children instructions from the song, depending on the flashcard they are holding *Shake your head/Wave your arms/Pat your tummy/Wave your fingers/Pat your legs/Stamp your feet.*
When you take back the flashcards, each child has to sit down before you give an instruction to the next child.

3 Unit song (A) Track 15

(If you are short of time, miss out this or the next activity.) Put up the body flashcards on the board. Count them as you do this and encourage the children to count with you.
Put on the Cookie puppet and tell the children that Cookie is going to choose one of the flashcards and do the action. They have to copy Cookie. Sing the appropriate verse of the **Body song** for the body part flashcard Cookie has chosen (*Shake your head/Wave your arms/Pat your tummy/Wave your fingers/Pat your legs/Stamp your feet*).

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have time, make the Zig-zag body book from the Extra activities section (see page 61).

4 Yes/No flashcard game

Show the children all the body flashcards, eliciting the names. Now say the name of one of the parts of the body. Show the children the flashcards again, one by one. The children have to say *No* until you show them the flashcard of the word you said, when they say *Yes.* Repeat this procedure for other flashcards.

5 Flashcard columns

Now show the children the body flashcards and remind them of the actions from the song (*Shake your head/Wave your arms/Pat your tummy/Wave your fingers/Pat your legs/Stamp your feet*).

Divide the class into two groups and draw a line down the middle of the board, one half for each group. Now stick three body flashcards on one side of the board in a column and three on the other. Tell each group that the three flashcards on their side of the board belong to them. Then say one of the lines from the song at random. When the groups hear one of their words, they have to stand up and do the action that goes with that body part word. Check to see if the children are standing up when they are supposed to be.

6 Bye-bye (A) Track 6

Cookie takes down the flashcards one by one, encouraging the whole class to do the action for each one and then puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

'Cookie says'

You will need the body flashcards and the Cookie puppet. Attach the body flashcards to the board to give the children visual support.

Put on the Cookie puppet. Tell the children that you are going to play a game similar to activity 5 in this lesson, but explain that when Cookie gives them an instruction you will say: *Cookie says 'Stamp your feet'* and they have to stamp their feet. However, if they hear just *Stamp your feet* they must do nothing.

Repeat a number of times, reminding the children not to do the action unless they hear *Cookie says*.

Note

This game is the same as 'Simon says' but it is not a competitive version, as you cannot expect children in *pre-school* to sit out of the game if they do the action when they were not meant to (they would just continue to join in anyway!).

Zig-zag body book

You will need a copy of PMB page 14 for each child.

Give out the folded photocopies of the PMB worksheet with the arms, tummy, and fingers face up.

Show the children how to make the first fold and say:

Everyone. Listen to me.
Fold here. (Point to the line between the arms
1, 2, 3. and the tummy.)

Then do the second fold, saying:

Everyone. Listen to me.
Fold here. (Point to the line between the tummy
1, 2, 3. and the fingers.)

Go round helping the children. Any who finish quickly can go and help others. The more the children do this activity, the easier it gets for them and the quicker they'll finish.

Pat your tummy – Zig-zag activity

Using the zig-zag books, say *Pat your (tummy/legs)*. The children have to do the action and show you the right page in their book. Once the children are confident with this activity, they could play it in pairs.

Unit 3 Body

Lesson 3

Language

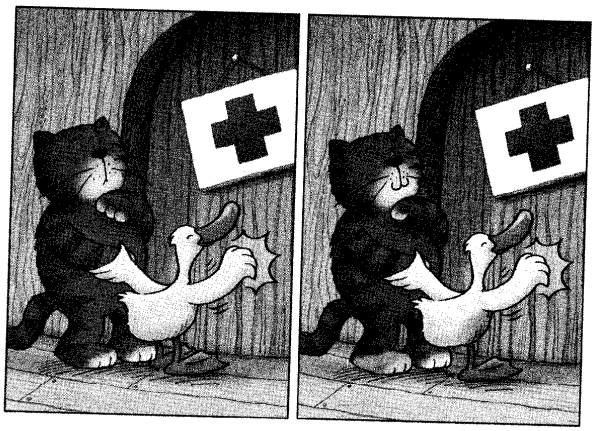
New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers, toys

Passive
Cookie is at the doctor's. What's the matter Cookie? My (head) hurts!

Materials checklist

- ☐ Cookie puppet
- ☐ A mirror
- ☐ Toy/body flashcards
- ☐ CD A/cassette
- ☐ Pencils
- ☐ Story cards A 3
- ☐ Worksheet 14



Cookie and friends A © Oxford University Press

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Unit song (A) Track 15

(If you are short of time, miss out this activity.)
You will need a mirror for this activity.
Give the children some instructions, using the **Body song**. Sing:

Shake, shake, shake your head.
Shake your head with me.
Shake, shake, shake your head.
Shake your head with me.

Sing the song through, encouraging the children to join in with the actions.
Take out the mirror and let a few children look in it and tell you what they see, trying to elicit *head*. Then use the mirror to revise the other body parts.

Now tell the children that you are going to do an action. They have to copy it as though they are your reflection in a mirror. Give the instructions *Wave your arms. Pat your tummy. Wave your fingers. Pat your legs. Stamp your feet* one at a time, doing the action and encouraging all the children to join in.

3 Storytime (A) Track 16

Say the **Storytime** rhyme:
One, two, three. (Count on your fingers.)
Storytime for you and me. (Point to the first Story card, point to the children, and then to yourself.)

1. Show the children the first Story card. Point to the characters and elicit the names. Try to establish that there is something wrong with Cookie and that Densel has brought him to the doctor's. Say *Cookie is at the doctor's. What's the matter Cookie?* and check that the children know what this means.
Play the recording.
Narrator: *Cookie is at the doctor's. What's the matter Cookie?*
[Knock! Knock!]
Encourage the children to join in with *Knock! Knock!* on the floor beside them.

2. Show the children Card 2. Play the recording.
Cookie: *Hello, Doctor Lulu.*
Lulu: *Hello, Cookie. What's the matter?*

3. Show the children Card 3 and play the recording.
Narrator: *Cookie points to his head.*
Cookie: *It hurts here! Ouch! Miaow!*
Then do the actions, pointing to your head and crying *Ouch! Miaow!* and encourage the children to copy you.

Before showing Card 4 or playing the recording, try to get the children to guess in English what hurts Cookie next. Use the body flashcards as a prompt. If they say the word in L1, repeat it in English.

4 Then show them Card 4 and play the recording. Congratulate any children who got it right, saying *Very good, (Gloria).*
Narrator: *Cookie points to his tummy.*
Cookie: *And it hurts here! Ouch! Miaow!*
(Cookie points to his tummy.)
Repeat the procedure, pointing to your tummy this time, and crying *Ouch! Miaow!*
Before showing Card 5 or playing the recording, repeat the guessing procedure.

5 Narrator: *Cookie points to his arm.*
Cookie: *It hurts here! Ouch! Miaow!*
Repeat, pointing to your arm this time, and crying *Ouch! Miaow!*
Again, before showing Card 6 or playing the recording, repeat the guessing procedure.

6 Narrator: *Cookie points to his foot.*
Cookie: *And it hurts here! Ouch! Miaow!*
Repeat the procedure, pointing to your foot, and crying *Ouch! Miaow!*

7 Show the children Card 7 and play the recording. As Lulu is speaking, shake your head and point to the different parts of the body, to reinforce the fact that none of those is troubling Cookie. Scratch your head and look puzzled when Cookie says *Mmm?*
Lulu: *Well, it's not your head. It's not your tummy. It's not your arm, and it's not your foot.*
Cookie: *Mmm?*

8 Finally, reveal Card 8 to the children and play the recording.
Lulu: *It's your finger! Ha! Ha!*
Establish with the children what has happened. Cookie thought the parts he pointed to were hurting. In fact, his finger was hurting and pointing made it worse!

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 14 (A)

Show the children Worksheet 14 and point to the first picture. Set the scene by asking where they are and reminding them that Cookie has a problem: *Ouch! Miaow!*

Point to the second picture and ask if they can see anything different. Take a pencil and draw a circle round the difference they spot.
Tell the children there are five differences.
Give out the pencils, saying:
Everyone. Listen to me.
You need a pencil.
1, 2, 3.
Now give out the worksheets, saying:
Everyone. Listen to me.
Circle the difference. (Act out the action of circling.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Feedback
Point to the differences and say in English:
Look! Densel's tummy is yellow. Look! Densel's tummy is ...(pink).
Look! Cookie's foot is red. Look! Cookie's foot is ...(blue).
Look! Cookie is sad. Look! Cookie is ...(happy).
Look! Cookie has three fingers. Look! Cookie has ... (one) finger .
Look! Densel has two legs. Look! Densel has ... (one) leg.

Now give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye (A) Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Shake your head
Tell the children that you are going to say a rhyme. Ask them to listen carefully and to do the action after you count to three. Say:
Everyone. Listen to me.
Shake your head.
1, 2, 3.
Repeat the rhyme with the other body parts from the unit:
Wave your arms/fingers. 1, 2, 3.
Pat your legs/tummy. 1, 2, 3.

How many fingers?
Count the numbers from 1–6 on your fingers, using both hands.
Now put one hand behind your back in an exaggerated gesture to show that you are hiding your hand. Now ask the children *How many fingers?* Encourage the children to guess how many fingers you are holding up behind your back. Repeat a number of times until the children get the hang of the game.

Unit 3 Body

Lesson 4

Language

New
head, arms, tummy, fingers, legs, feet
Ouch! Miaow!

Recycled
Numbers, colours

Passive
Does your tummy/head/foot hurt?
sick, hand

Materials checklist

- ☐ Cookie puppet
- ☐ Body flashcards
- ☐ CD A/cassette
- ☐ Story cards A 3
- ☐ Lulu mask
- ☐ Extra activities: body flashcards

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit song (A) Track 15

Place the body flashcards on the board. Count the flashcards as you do this and encourage the children to count with you.
Let Cookie choose a volunteer to come to the board. Tell the volunteer that he/she is going to choose one of the flashcards. The class has to sing the corresponding verse of the **Body song** and do the actions with Cookie. At the end of the verse, tell the volunteer to sit down and choose another child to come out.

3 Ouch! Miaow!

(If you are short of time, miss out this activity or activity 5.) Put on the Cookie puppet. Tell the children that Cookie is going to say which part of him hurts. They have to copy him and rub that part of their body better.
Say *Ouch! Miaow! My tummy!* Check to see that everyone is rubbing their tummy. Show the children they were right by making the puppet rub its tummy. Repeat the procedure and encourage the children to join in with *Ouch! Miaow!*

4 Storytime (A) Track 16

Say the **Storytime** rhyme.
Tell the children that Cookie is not feeling very well at all and that they will have to be Cookie when you tell the story.

1. Show the children Card 1.
Play the recording.
Narrator: *Cookie is at the doctor's. What's the matter Cookie?*

2. Show the children Card 2. Ask them if they remember what Cookie said and play the recording. Get the children to repeat Cookie's line.
Cookie: *Hello, Doctor Lulu.*
Lulu: *Hello, Cookie. What's the matter?*

3. Show the children Card 3.
Narrator: *Cookie points to his head.*
Cookie: *It hurts here! Ouch! Miaow!*
(Points to his head.)
Make the puppet rub his head and tell them *Look, Cookie is sick.* Play the recording for Card 3. Stop it again and show the children that they should say *Here! Ouch! Miaow!* (the children point to their head).Tell the children that Cookie says *It hurts here! Ouch! Miaow!*

4. Play the recording again. Then pause it and encourage the children to repeat Cookie's part. Repeat the same procedure as for Card 3 but with the children pointing to their tummy.
Narrator: *Cookie points to his tummy.*
Cookie: *And it hurts here! Ouch! Miaow!* (Cookie points to his tummy.)

5. Repeat the same procedure as for Card 4 but with the children pointing to their arm.
Narrator: *Cookie points to his arm.*
Cookie: *It hurts here! Ouch! Miaow!*
(Cookie points to his arm.)

6. Repeat the same procedure as for Card 5 but with the children pointing to their foot.
Narrator: *Cookie points to his foot.*
Cookie: *And it hurts here! Ouch! Miaow!* (Cookie points to his foot.)

7. Repeat the same procedure as for Card 6. Encourage the children to point to the different parts as they are mentioned.
Lulu: *Well, it's not your head, It's not your tummy. It's not your arm, and it's not your foot.*
Cookie: *Mmm?*

8 Finally, reveal the last Story card to the children and play the recording.
Lulu: *It's your finger! Ha! Ha!*
Tell the children that Cookie is feeling much better and make him go round and thank them for helping him.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Drama activity

Put on the Lulu mask. Point to yourself and say *Doctor Lulu*. Now hold up the Cookie mask and choose a child to come out to play Cookie.
Tell Cookie that he/she must decide which part is sore but not to tell you. Encourage 'Cookie' to say *Ouch! Miaow!* Now pretend to be the doctor. Point to a part of the child playing Cookie and say *Does your tummy/head/foot hurt?* until you guess which part the child has chosen. Repeat several times. Now invite more children to play Cookie.

6 Bye-bye (A) Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Slap/clap/snap/tap

Do this action activity with the children to improve their motor skills, at the same time as practising the new vocabulary.

Note

This is the first time the children will have met the word *hand*. Say the rhyme and do the actions. Encourage the children to join in with the actions.

Say:

Slap your legs. 1, 2.	(Slap your thighs twice.)
Clap your hands. 1, 2.	(Clap your hands twice.)
Snap your fingers 1, 2.	(Click your fingers twice.)
Tap your feet. 1, 2.	(Tap your feet on the floor twice.)

Now repeat the activity, encouraging all the children to join in with the actions while you say the rhyme.
You could also practise just the actions, saying *Slap. Clap. Snap. Tap,* starting off slowly and getting quicker and quicker. Snapping their fingers may be difficult for some children. Practise it with them.

Save Cookie!

You will need the body flashcards.
Draw a big picture of Cookie on the left-hand side of the board. Tell the children that you are going to play a game against them.
Put the body flashcards face down on the right-hand side of the board and number each one from 1–6. Tell the children that they are going to guess where the parts of the body are by saying a number and a word. When the children want to guess, encourage them to put up their hand. Cookie then chooses which one of the children with their hands up is going to answer.
If the child is right, you turn the flashcard face up. If they are wrong you rub out a part of Cookie. Let them choose in English which part you rub out. The game finishes when either they win by discovering all the flashcards or you win by rubbing out Cookie. If you want to give the children more opportunities to guess, you could include the parts of the face and rub out the fingers one by one.
Alternatively, you could make this into a team game by having two teams with their own Cookie. The winner is the one whose Cookie is the most complete at the end.

Unit 3 Body

Lesson 5

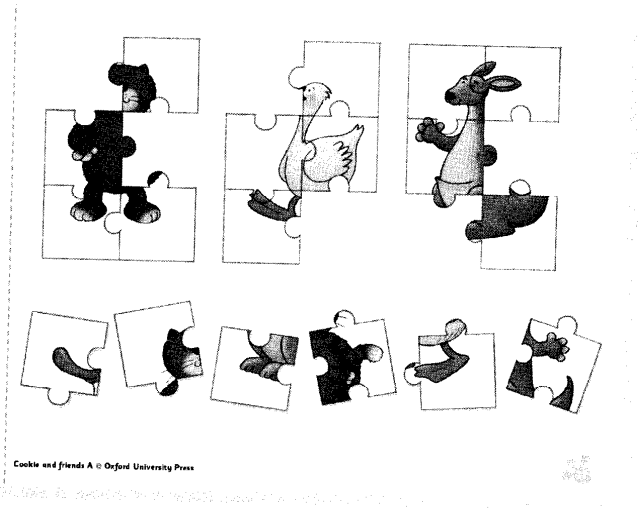
Language

New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers, colours

Materials checklist

- ☐ Cookie puppet in box
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Character/toy flashcards
- ☐ CD A/cassette
- ☐ Worksheet 15
- ☐ Pencils
- ☐ Extra activities: number/body flashcards; a bag of objects in Unit 1 colours; A3 coloured card



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle without Cookie and sing the **Hello song**. Then show the children Cookie's box. Tell the children *Cookie's asleep* and rest your cheek on your hand and close your eyes. Say *Hello, Cookie* and encourage the children to join in. Look inside the box and then shake your head. Now repeat the greeting, getting louder and louder until Cookie wakes up.
Make Cookie appear from the box holding the leaf name-tags. Read out the children's names and bring them out. Stand the children in a line at the front.

2 Poster time

Put up the Lulu poster at a height where children can point to different parts of her body.
Now say to the first child in the line *Point to Lulu's tummy*. Repeat so that each child has pointed to a different part of the body.
If you have enough time you could choose another set of children to repeat the activity.

3 Unit song (A) Track 15

Choose six different children to come out and choose the order for the class to sing the **Body song**. Tell child one to point to a part of Lulu's body on the poster. Sing the verse the child chooses, for example, *Pat, pat, pat your tummy.*

4 Chain movements

(If you are short of time, miss out this activity.)
Put the children in a circle. You could sing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la.
Stand in the circle with the children and give the child to your right an instruction *Stamp your feet.* Encourage the child to do the action and to pass it on. At times you can change the instruction by saying *Stop!* Say a different action and do the action for the next child to pass on.
Do the Transition marker with the children still standing in the circle.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Characters chant (A) Track 5

Put up the three character flashcards on the board and revise the chant from the Starter Unit in preparation for Worksheet 15.

Characters chant

I'm Cookie, Cookie the cat.
Say hello to Cookie!
Hello. Hello. Hello.
I'm Densel, Densel the duck.
Say hello to Densel!
Hello. Hello. Hello.
I'm Lulu the kangaroo.
Say hello to Lulu!
Hello. Hello. Hello.

6 Worksheet 15 A

Now take one of the character flashcards and point to parts of the character's body, eliciting the word. To make this more fun, start to speed up the process by pointing quickly to the next body part.
Show the children Worksheet 15. Point to the characters and elicit their names.
Now point to the first jigsaw piece at the bottom of the page. Ask the children who it is and establish that it is Densel. Point to the piece and to the part of the jigsaw where the piece is missing. Take a pencil and join the two.
Give out the pencils, saying:
Everyone. Listen to me.
You need pencils.
1, 2, 3.
Now give out the worksheets and say:
Everyone. Listen to me.
Match the pieces. (Point from the jigsaw to the pieces.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Feedback
Say *Densel's ...* and elicit *head.*
Cookie's ... head.
Lulu's ... arm.
Cookie's ... arm.
Densel's ... foot/leg.
Lulu's ... foot/leg.
Now give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

7 Bye-bye A Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Wave your arms
You will need the body and the number flashcards.
Put up the body flashcards and stick a number flashcard next to each one:
Head 1
Arms 2
Tummy 3
Fingers 4
Legs 5
Feet 6
Now play a movement game. Point to the head flashcard and say *Shake your head. One.* Then shake your head once and encourage the children to copy you. Then point to the arms flashcard and say *Wave your arms. Two* and wave your arms twice. Repeat the procedure for the other parts of the body, patting your tummy three times, waving your fingers four times, your legs five times, and stamping your feet six times. Now repeat the activity, quickening the pace to make it into an action dance.

Categorizing coloured objects
You will need six pieces of coloured card and a big bag of objects in the six colours.
Sit the children in Cookie's circle.
Show them the six pieces of coloured card and revise the colours by eliciting the names. Lay the cards out on the floor in the middle of the circle.
Invite a child to take an object out of the bag. Ask *What colour is it?* Hold the object over a piece of coloured card. Ask the children if you are putting it on the right one. Say *Good! The red ball on red.*
Make a few mistakes so that the children can correct you. Continue until you have put all the objects on the right colours.
Now collect all the objects and put them back in the bag. Invite different children to come out and take an object, say the colour, and put it on the correct piece of card.
Finally, the children can look for other objects in the classroom to categorize into different colours.
Follow-up
If there is space in the classroom, you could make a colour table display and encourage the children to bring things in to add to the display.

Unit 3 Body

Lesson 6

Language

New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers

Passive
What number is it? Go! robot

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Body flashcards
- ☐ CD A/cassette
- ☐ Character masks
- ☐ TV remote control (optional)
- ☐ Storycards A 3
- ☐ Extra activity: body/number flashcards

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**. Now sing *Stand up, everyone. Tra-la-la-la-la.*

2 Unit song (A) Track 15

Attach the body flashcards to the board in the following order: head, arms, tummy, fingers, legs, feet. With the children all standing in Cookie's circle, sing the **Body song** with the actions.

Body song
Tune: Row, row, row your boat

Shake, shake, shake your head.
Shake your head with me.
Shake, shake, shake your head.
Shake your head with me.

Wave, wave, wave your arms ...
Pat, pat, pat your tummy ...
Wave, wave, wave your fingers ...
Pat, pat, pat your legs ...
Stamp, stamp, stamp your feet ...

3 You're a robot

With the children still standing in Cookie's circle, ask them if they know what a robot is. Tell them that it does what it is told to do. Tell the children that they are going to be robots and that you are going to control them by giving them instructions. Give them instructions from the song: *Shake your head. Wave your arms. Pat your tummy. Wave your fingers. Pat your legs. Stamp your feet.*
You could use the remote control from a TV as the controls for your 'robots'.
Now the children are confident with the robot activity, bring a child to the front and whisper what you want them to mime. Encourage the others to guess and say *Stamp your feet.* Repeat the procedure allowing other children to come out and be the robot.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Storytime (A) Track 16

Say the **Storytime** rhyme.
Choose three volunteers to be Cookie, Lulu, and Densel. Make sure you choose different children from the ones who acted in Units 1 and 2. Give each child a character mask. Put up the Story cards on the board as a point of reference for the three children. Let them have a quick look so they can see what the characters are doing in each card.
Play the recording and demonstrate what the characters have to do. Then stop the recording and play it again, giving the characters time to do the actions. Encourage Cookie to say *Ouch! Miaow!* The rest of the class can join in to help Cookie.
At the end of the story, get the class to applaud the three children, saying *Very good, (Michael). Very good, (Angela).*
Tell the children that in a later class three more can come up and act out the story.

5 Kim's board game

(If you are short of time, miss out this activity.) Attach the body flashcards face up in a line on the board. Chant the words in order. Chant the words through twice with the children.
Then turn all the flashcards over to face the board. Turn five up and see if the children can tell you which one is still face down. Repeat a number of times.

6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Chinese whispers

You will need the body flashcards.
Line the class up from the board to the back of the classroom. Attach the body flashcards to the board. Tell the children that you are going to whisper a body part to the child at the back of the line, furthest from the board. When you say *Go*, that child has to whisper it to the next child, and so on up the line. The child nearest the board has to point to the flashcard of the word he/she thinks was whispered and do the action that goes with it, for example, *Stamp you feet.* This child then goes to the back of line and the game continues.

Back writing

You will need the number flashcards.
Show the children the flashcards in order and elicit the numbers. Now show them randomly, still eliciting the numbers.
Choose a child to come out. Draw a numeral on his/her back and ask the child *What number is it?* Elicit an answer. Call out a second child and repeat the procedure. This time the first child writes the number on the second child's back. Continue a number of times with different children each time.

Unit 3 Body

Lesson 7

Language

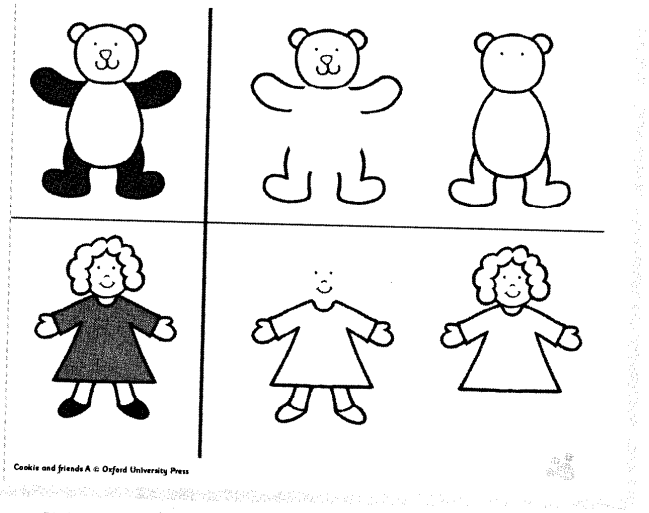
New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers, colours

Passive
What's wrong? No tummy/arms. Finish the teddy/dolly.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Number/colour/toy/body flashcards
- ☐ Cookie's favourite song poster
- ☐ CD A/cassette
- ☐ A teddy and a dolly (optional)
- ☐ Worksheet 16
- ☐ Pencils/coloured pencils
- ☐ Extra activities: an enlarged copy of PMB page 15; coloured pencils; Story cards A 3; the character masks



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Shake your fingers!

(If you are short of time, miss out this activity.)
Ask six children to come to the front of the class. Stand them in a line and whisper to each of them one of the six instructions from the song. Show them the body flashcard to remind them. Each child performs their action. Ask the rest of the class who is doing what. Ask *Shake your fingers?* The children answer, for example, *Anna*. If you think the children can manage it, change the direction of the question, eliciting just the name of the body part. Ask *Johnny?* and the children answer *Tummy*.

3 Singalong time (A) Tracks 7/9/11/15

One of our main aims is to motivate the children, so it is a good idea to make them aware of everything they have learnt up to now.
Take Cookie to Cookie's favourite song poster. Now make Cookie whisper in your ear. Smile and say *Yes. What a good idea!*
Tell the children that Cookie says they know so much English it would be a good idea to sing the songs they know.
Sing the **Numbers song**, the **Colours song**, the **Toys song**, and the **Body song**. You do not need to do anything else with the songs, as this is a confidence-boosting activity to show the children just how much they have learnt already. With the **Toys song** and the **Body song**, you could just sing a few verses.

Follow-up
Ask the children to tell you some of the words they know in English. As they say each word, put the corresponding flashcard up. Remind the children of any words they have forgotten by showing them the flashcard and eliciting the word.
When you have finished, make Cookie clap and congratulate the children on how much English they know.

Transition marker

Send the children back to their seats, using your usual Transition marker

Table time

4 Toy bodies

Either bring a real teddy and a dolly to class or use the toy flashcards. Place the teddy and the dolly somewhere in the classroom. Sing the verses of the **Toys song** for the teddy and dolly:
What is yellow/pink?
Can you see?

The teddy/dolly is yellow/pink.
Point with me.
Show the children the teddy or the flashcard and point to different parts of his body, eliciting the English for it. Now repeat this with the dolly.

5 Worksheet 16

Show the children Worksheet 16. Point to the first teddy and elicit some body parts. Now point to the second one and ask *What's wrong?* Try and establish that it has no tummy. Then say *No tummy*. Repeat this, asking *What's wrong?* for both the teddy and the dolly pictures.
Now give out the pencils, saying:
Everyone. Listen to me.
You need pencils.
1, 2, 3.
Give out the worksheets and say:
Everyone. Listen to me.
Finish the teddy/Finish the dolly.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round helping any children who need it.
Once the children have finished, give out the colours, saying:
Colour the toys.
1, 2, 3.
Then give out the folders, saying:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 6

Cookie takes the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Put Cookie together
You will need to cut up an enlarged photocopy of PMB page 15 into the different pieces.
Attach Cookie's body to the board and put the other body parts to one side.
Now ask different children to come to the board one by one and put Cookie together. Say a part of the body, for example, *Head* and indicate that you want the child to go and find the part of the body and attach it to Cookie's body. Repeat until Cookie is complete.
Now take Cookie to pieces again and repeat the activity, asking different children to put him back together.

Acting out the story Track 16
You will need the character masks, Story cards A 3, and the recording.
As agreed in Lesson 6, choose three different children to come up and act out the story.
Follow the same procedure as before.

Unit 3 Body

Lesson 8

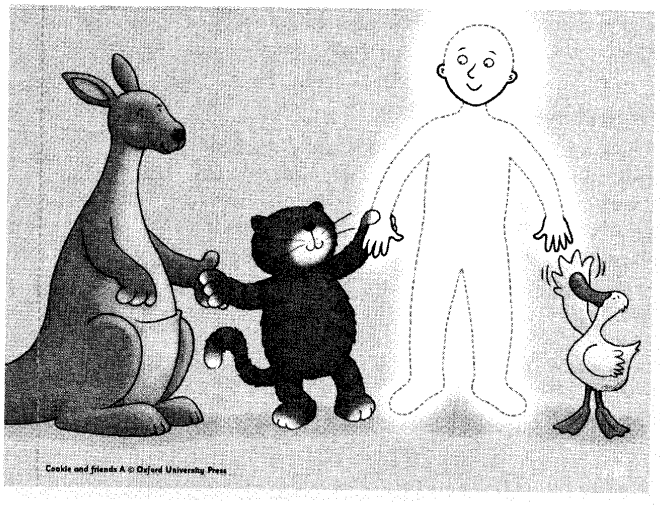
Language

New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers, colours, toys

Materials checklist

- ☐ Cookie puppet
- ☐ Number/colour/toy/body flashcards
- ☐ CD A/cassette
- ☐ Leaf name-tags
- ☐ Category boxes for numbers/colours/toys/parts of the body
- ☐ Worksheet 17
- ☐ Pencils/coloured pencils
- ☐ Extra activities: body flashcards and a set of photocopies; a long roll of paper, pencils, crayons



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Body chant (A) Track 17

(If you are short of time, miss out this activity.) Attach the body flashcards to the board in the following order: head, arms, tummy, legs, fingers, feet.
Now chant the words, stressing a different one each time:

Body chant

Head, arms, tummy, legs, fingers, feet.
Head, ***arms***, tummy, legs, fingers, feet.
Head, arms, ***tummy***, legs, fingers, feet.
Head, arms, tummy, ***legs***, fingers, feet.
Head, arms, tummy, legs, ***fingers***, feet.
Head, arms, tummy, legs, fingers, ***feet***.

As you chant the words, touch the part of the body you stress and encourage the children to do the same.

3 Sorting activity

Take out the category boxes (see page 10 of the Introduction) for numbers, colours, toys, and body and put them in the middle of the circle.
If you have 24 or fewer children, give each child a flashcard.
Then show the children the category boxes and encourage them to come out one by one, say the word and put it in the correct box.

If you have more than 24 children, you will need to choose which children get a flashcard. Cover Cookie's eyes and let him choose six leaf name-tags from the tree. Read out the names. Give the six children a flashcard and let them say what is on their card and put it in the correct category box.
Repeat this with new groups of six children.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 17 (A)

Show the children Worksheet 17. Establish that they need to draw themselves between Cookie and Densel.
Give out the pencils and colours, saying:
Everyone. Listen to me.
You need a pencil/You need colours.
1, 2, 3.
Now give out the worksheets and go round monitoring the children's progress.

While the children are working, play any songs they have learnt and encourage them to sing.
Finally, let the children show each other their pictures.
Give out the folders, saying:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Touch your head, 1, 2, 3

Sing *Stand up, everyone. Tra-la-la-la-la.*
Get the children to stand away from their desks. Tell them you are going to give them instructions to touch different parts of their bodies. Mime 'touch'. Say they have to do it as quickly as possible after you say *1, 2, 3.*
Repeat variations of the following rhyme a number of times, getting quicker each time:
Everyone. Listen to me.
Touch your head/legs/arms/fingers/tummy/feet.
1, 2, 3.

6 Bye-bye (A) Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Board pelmanism
You will need the body flashcards and photocopies or tracings to make up a second set. Alternatively you could cut out pictures from a magazine.
Divide the board into two equal parts. Show the children the body flashcards and elicit the names. Now shuffle the cards and stick them face down on one side of the board. Do the same with the cards you made, so the children can see that there are two of each picture. Stick these to the other side of the board. In chalk, number each set of cards from 1–6.
Now ask the children to give you two numbers. Turn over the corresponding cards to see if they are a pair. Ask the children to name the flashcards as you turn them over. If the class get a pair they win a point. If they don't, you get a point.
This can be made into a team game by getting the class to guess in groups.

Drawing life-size posters
You will need a large roll of paper, some pencils, and crayons.
Divide the class into groups of about four or five. Give each group a piece of paper big enough to draw one of the children on. Choose one child in each group to lie down on the paper and another child to draw round them. You will need to go round supervising the drawing.
When they have finished tracing round the child in their group, everyone decorates the body, drawing in the clothes, hair, face.
Display their pictures on the wall or decorate the corridor outside the class with them.
Follow-up
Use the poster for a Listen and point activity. In the same or a later lesson, give individual children instructions to go and point to a part of the body on the posters.

Unit 3 Body

Extra reinforcement lesson

Language

New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Body flashcards
- ☐ Cookie's favourite song poster
- ☐ CD A/cassette
- ☐ A copy of PMB page 15 for each child; coloured pencils; dice
- ☐ Extra activities: colour flashcards; CD A/cassette; a duplicate set of cards from PMB page 15; drinking straws

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit song (A) Track 15

Divide the class into six groups. Put the body flashcards up where the children can see them and assign a part of the body to each group. Tell the children that you are going to point to a flashcard. The group with that body part has to sing their verse of the **Body song** and do the actions. Play the recording for the children to join in.

Transition marker

Send the children back to their seats, using your usual Transition marker.

3 Pre-game activity

(If you are short of time, miss out this activity.)
Show the children the photocopy of Cookie. Point to the different parts of the body and say *One. Head.* Show the children the dice. Throw the dice and say the number. Point to the picture and say *Five*, encouraging the children to name the part of the body on the picture. Take a coloured pencil and start to colour the corresponding part of the body.

Table time

4 Colour Cookie – PMB page 15

Divide the class into small groups of about four children and give out the dice to each group, saying:
Everyone. Listen to me.
You need a dice.
1, 2, 3.

Give the dice to one child in each group. Say *Number one.* Then give the other children in each group a number. Tell the children that number one throws the dice first, then number two.

Give each child in the group a photocopy of Cookie's body and the colours. Say:
Everyone. Listen to me.
You need colours.
1, 2, 3.

The children take it in turns to throw the dice and say the number and the part of the body it corresponds to. The children then choose a colour and colour the corresponding part of the body. They continue throwing the dice and colouring Cookie.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

What's your favourite colour? (A) Track 9

Choose six children and ask them to come to the front. Give them a colour flashcard each but tell them to keep it hidden. They have to pretend this is their favourite colour.
Now sing the **Colours song** with the whole class. Tell the class that the six children have a new favourite colour and the class have to guess what the colours are.
The class guess by saying the child's name plus the colour they think is now their favourite colour. If the class guesses correctly, the child says *Yes* and shows their flashcard. If the class guesses incorrectly, the child says *No*.

Gone fishing

You will need the duplicate cards from PMB page 15 and the drinking straws.
The object of the game is to complete a picture of Cookie on the board. The children can only draw a part of the body when they have 'fished' that card from the pile, using the drinking straws to pick it up by sucking through it.
Divide the class into two. Let Cookie choose a member of each group to come out. The first child of the two to fish a body part draws it on the board. If they fish an arm, leg or feet, they draw both. If they get the fingers, they draw them all. Then both children sit down and the next two children come out.
The game finishes when one team has drawn a complete figure.

Extra extension lesson

Language

New
head, arms, tummy, fingers, legs, feet

Recycled
Numbers, colours

Passive
fat, thumbs, eight, little, ten, toes, round, nodding, eyes, peeping, tiny, nose, monster,

Materials checklist

- ☐ Cookie puppet
- ☐ CD A/cassette
- ☐ A4 paper for each child
- ☐ Pencils
- ☐ Crayons
- ☐ Extra activities: bubble mixture; a wand; six coloured fish (cardboard)

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Two clean hands (A) Track 18

Now say the following rhyme and do the actions, encouraging the children to join in with the actions.

Two clean hands

Two clean hands and two fat thumbs,	(Hold out your hands, then stick up your thumbs.)
Eight little fingers,	(Tuck your thumb into the palm of your hands and wiggle your fingers.)
Ten little toes,	(Point to your feet and wiggle your fingers.)
One round head goes nod, nod, nodding,	(Draw a circle in front of your face with your index finger, then nod your head.)
Two eyes peeping,	(Point to both eyes and then shade your eyes with your hand and peep through your fingers.)
One tiny nose.	(Point to your nose.)

Repeat the rhyme and encourage all the children to join in with the actions. You could then divide the class into groups. Get each group to stand up in turns and act out the rhyme, while the others listen to the recording and try and join in with the words.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Drawing activity

Use this desk-based time to do some consolidation of this unit and the previous one.

Give each child a piece of paper and some coloured pencils/crayons.
Tell the children they are going to draw a monster. Show the children a red pencil and say *Draw a red body*. Repeat with the other colours. As they are drawing the monster, you could also incorporate numbers, for example, say *Draw four yellow arms, five green heads, three purple legs, six pink feet, and two blue fingers.*
Once the children have finished, you could give them a second piece of paper for them to draw a new monster they create themselves.

4 Bye-bye (A) Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Burst the bubble
You will need bubble liquid and a wand.
The children stand in a circle. Turn to the child next to you and say *Tummy*. Then blow some bubbles and encourage him/her to burst the bubble with their tummy. Once the child has done this, repeat the procedure for the next child, naming a different part of the body and blowing the bubbles. Repeat this until every child has had a turn. Other children can make suggestions by saying the part of the body the child has to use to burst the bubbles. If the children point to a part of the body they have not yet learnt, you could provide the English.

Feed Cookie
You will need the Cookie puppet and six coloured cardboard fish prepared before the lesson.
Call out the colours of the fish as you stick them to the board. Divide the class into two groups. Now bring two children out to the board, one from each group. Tell the children that Cookie will say the colour fish he wants and the first one of them to reach it wins a point for their team. The winning child stays at the board and a child from the other team joins him/her.

Unit 4 Clothes

Lesson 1

Language

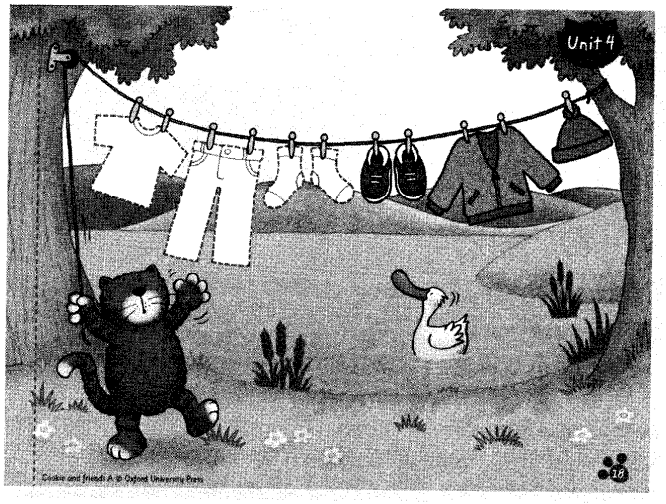
New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Colours, toys, body

Passive
What colour is/are the ...? some

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Clothes, body flashcards
- ☐ CD A/cassette
- ☐ Two copies of feet/tummy flashcards
- ☐ Washing line/pegs
- ☐ Worksheet 18
- ☐ Pencils/coloured pencils/crayons/felt pens
- ☐ Extra activities: toy/clothes flashcards; Story cards A 3; CD A/cassette



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**:

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, every one.

2 Poster time

Set up the Lulu poster and put the clothes flashcards in her pouch. Take Cookie to Lulu's poster. Cookie says *Hello, Lulu. What have you got in your pouch?* Take out the flashcards one by one saying the name of the item of clothing and encouraging the children to repeat it: T-shirt, trousers, socks, shoes, jacket, hat.

3 Washing line chant

(If you are short of time, miss out this activity.)
Set up a washing line with pegs. You could attach one end to the tree display.
Now peg the clothes flashcards on the line in the following order: T-shirt, trousers, socks, shoes, jacket, hat and chant the words with the children.

Alternatively, you could draw a washing line on the board and attach the flashcards to that.
Say:
T-shirt and the children repeat *T-shirt.*
Trousers and the children repeat *Trousers.*
Socks and the children repeat *Socks.*
Shoes and the children repeat *Shoes.*
Jacket and the children repeat *Jacket.*
Hat and the children repeat *Hat.*
Do this again pretending to put on the clothes.

4 Revision

With the children standing in Cookie's circle, sing the **Body song** and do the actions. The children need to revise parts of the body before moving on to the **Clothes song**.

5 Unit song (A) Track 19

Leave the clothes flashcards on the washing line. Point to the T-shirt and ask the children *What colour is the T-shirt?* Repeat the same question for the rest of the clothes.

Note
The question changes to *What colour are the socks/shoes?* in the plural but this is just incidental language and not for the children to learn.

Show the children the body flashcards. Ask the children where you put each item of clothing. Say *T-shirt. Where?* and try to elicit *Tummy*.
Now play the first verse of the song, pointing to the T-shirt on the washing line and holding up the tummy flashcard. Play the verse again, encouraging the children to join in with the actions.
Repeat the same procedure for the rest of the verses, first playing the recording and pointing to the flashcards, then playing it a second time and doing the actions.

Clothes song
Tune: The farmer's in his den

Your T-shirt over your tummy. Your T-shirt over your tummy. Ee-ai-adio. Your T-shirt over your tummy.	(At the end of each line pretend to pull your T-shirt over your tummy, using both hands.)
Your trousers on your legs. Your trousers on your legs. Ee-ai-adio. Your trousers on your legs.	(At the end of each line pretend to pull your trousers up over your thighs, using both hands.)
Your socks on your feet. Your socks on your feet. Ee-ai-adio. Your socks on your feet.	(At the end of each line pretend to pull your socks on.)
Your shoes on your feet. Your shoes on your feet. Ee-ai-adio. Your shoes on your feet.	(At the end of each line pretend to tie your laces.)
Your jacket over your tummy. Your jacket over your tummy. Ee-ai-adio. Your jacket over your tummy.	(At the end of each line pretend to close your jacket over your tummy.)
Your hat on your head. Your hat on your head. Ee-ai-adio. Your hat on your head.	(At the end of each line pretend to pull a hat onto your head.)

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

6 Worksheet 18

Show the children Worksheet 18. Point to the different clothes and elicit the words. Establish that Cookie's T-shirt, trousers, and socks need finishing and colouring. Point to the unfinished clothes, take a pencil and show that you want the children to trace round them. Then take some coloured pencils, crayons, or felt pens and show the children that you want them to colour the unfinished items.

Give out the pencils and colours, saying:
Everyone. Listen to me.
Pencils and colours.
1, 2, 3.
Then give out the worksheets and say:
Everyone. Listen to me.
Finish the worksheet.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
When they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

7 Bye-bye Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

What is red? Track 11

You will need the toy and clothes flashcards and the recording.
Show the children the flashcards and revise the **Toys song**.
Now sing the song with the new clothes vocabulary. Place the clothes flashcards round the class. Sing the new version of the song while the children point to the clothes.

What is red? (x 2)
Can you see? (x 2)
I can see some shoes (x 2)
Point with me. (x 2)
What is yellow? – some socks
What is pink? – a T-shirt
What is green? – a jacket
What is purple? – a hat
What is blue? – some trousers

Revision of Story 3 Track 16

You will need Story cards A 3 and the recording.
As mentioned in previous units, it is highly beneficial for the children to revise previous activities as well as working with new and challenging material. It is particularly important in this unit, as the unit song also includes vocabulary from Unit 3.
Play the recording and show the children the Story cards. Encourage the children to join in with Cookie's actions, pointing to the different parts of the body he thinks are hurting.

Unit 4 Clothes

Lesson 2

Language

New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Numbers, colours, body

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Body/clothes flashcards
- ☐ Duplicate feet and tummy flashcards
- ☐ CD A/cassette
- ☐ Washing line/pegs (optional)
- ☐ Extra activities: a copy of PMB page 16 for each child; coloured pencils; clothes flashcards

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Once Cookie has greeted the children, take him up to the tree to choose six leaf name-tags and read out the names. Choose children who haven't been out very much so far.

2 Poster time

Put up the following body flashcards in this order: tummy, legs, feet, feet (the copy you made), tummy (the copy you made), head. Leave a space big enough for another flashcard in front of each one.
Take Cookie over to Lulu and encourage the class to say *Hello, Lulu*. Cookie then asks Lulu *What have you got in your pouch?*
Now invite the six children to come to the front and take out the clothes flashcards from Lulu's pouch, one at a time. As the children take them out say *T-shirt. Your T-shirt over your tummy* and indicate to the children that you want them to stick the flashcard in front of the tummy card. Repeat this procedure with all six cards.
Cookie then kisses and thanks the children and they sit back in the circle.

3 Unit song (A) Track 19

Draw a washing line and some pegs above the flashcards.
Now sing or play the **Clothes song**, encouraging the children to join in with the actions.
Get the children to stand up, singing:
Stand up, everyone. Tra-la-la-la-la.
Stand up, everyone. Tra-la-la-la-la-la.
Stand up, everyone. Tra-la-la-la-la.
Stand up, everyone.
Now play the song again and the children do the actions standing up.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have time, make the Zig-zag clothes book from the Extra activities section (see page 79).

4 Board pelmanism

(If you are short of time, miss out this activity.)
Divide the board into two equal parts, drawing a line down the middle. Show the children the clothes flashcards and elicit the names. Now shuffle the cards and stick them face down on one side of the board. Do the same with the body cards. Stick these on the other side of the board. In chalk, number each set of cards from 1–6.
Now ask the children to give you two numbers. Turn over the corresponding cards, eliciting the words as you turn them over. See if they go together. Say *You put your hat on your tummy? Yes or no?* Try to get the children to answer one or the other. If the class get a pair they win a point. If they don't, you get a point. Repeat until all the clothes are matched with the part of the body they go with.
If you feel the children can cope with a competitive game, this can be made into a team game by getting the class to guess in groups.
Alternatively, if you want to play another round, you could play this with colours instead of parts of the body, so the children have to find the colour matching the item of clothing.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Zig-zag clothes book

You will need a copy of PMB page 16 for each child. Fold the photocopies in half, landscape.
Give out the folded photocopies with the trousers, socks, and shoes face up.
Show the children how to make the first fold and say to the children:
Everyone. Listen to me.
Fold here. (Point to the line between the trousers
1, 2, 3. and the socks.)
Then do the second fold, saying:
Everyone. Listen to me.
Fold here. (Point to the line between the socks and
1, 2, 3. the shoes.)
Go round helping the children. Any who finish quickly can go and help others.
The children should be used to doing this activity by now, so they may do it quite quickly. You may be able to do one or both of the following zig-zag activities.

Your ... on your head – Zig-zag book activity

With the children holding their finished zig-zag books say *Your (...) on your head* and indicate that you want them to open their book and show you the hat. Repeat for all the clothes.

Listen and colour – Zig-zag book activity

Give out the colours and give the children instructions about how to colour the clothes. Change the colour combinations from the flashcards so that there is an information gap, for example, *A red hat. Colour the hat red. Green shoes. Colour the shoes green.*

What's your favourite colour?

You will need the clothes flashcards.
Children need constant recycling of concepts and language. If you have some spare time, place the clothes flashcards on the board in the following order: shoes (red), T-shirt (pink), socks (yellow), hat (purple), jacket (green), trousers (blue). Ask *What's your favourite colour?* When you find six children whose favourite colours are red, pink, yellow, purple, green, and blue, give them each the clothes flashcard with their favourite colour.

Then ask them to come to the front and to hold up the flashcard. Go over the clothes vocabulary, saying *Peter has got a hat – a purple hat. Anna has got shoes – red shoes.* Now say an item of clothing and try to elicit the name of the child holding that flashcard. Repeat this for all the words, so that the children recognize the sound of the English word. If you want them to say the clothes vocabulary, you could say the child's name and the class have to say what that child is holding.

Unit 4 Clothes

Lesson 3

Language

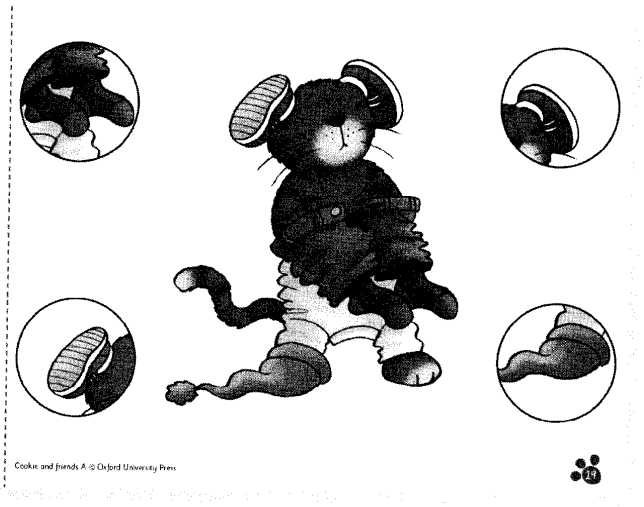
New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Body

Passive
Pass the bag, everyone. Take off/Put on your shoes/jacket.

Materials checklist

- ☐ Cookie puppet
- ☐ Clothes flashcards/bag of real clothes
- ☐ Washing line/clothes pegs (optional)
- ☐ Story cards A 4
- ☐ CD A/cassette
- ☐ Worksheet 19
- ☐ Extra activities: Children's jackets and shoes; clothes flashcards



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit song (A) Track 19

Set up the washing line or draw a line on the board as in the previous lessons. Make sure it is low enough for the children to reach.
Now show the children the bag with the clothes or flashcards in. Pass the bag round the circle, singing *Pass the bag, everyone. Tra-la-la-la-la.*

When the music stops, the child holding the bag puts his/her hand in and takes out an item of clothing. Now sing the verse of the **Clothes song** that corresponds to that item, for example, *Your hat on your head.* The child has to put the hat on his/her head or pretend to, if you're using flashcards. Repeat the procedure until all the items have been given out.

Now say the name of one of the items of clothing. The child with that item comes out and hangs it on the line.
(If you do this activity with the flashcards and draw a washing line on the board the child who picks the flashcard out mimes putting that item on.)

3 Storytime (A) Track 20

Say the **Storytime** rhyme:
One, two, three. (Count on your fingers.)
Storytime for you and me. (Point to the first Story card, point to the children and then to yourself.)

1. Show the children the first Story card. Point to the characters and elicit the names.
Ask them what is wrong in Card 1 and why Lulu is laughing at Cookie. Try and establish that Cookie has got the items of clothing on the wrong part of his body.
Lulu: *Cookie! Look at you! What a mess! Ha! Ha!*
Narrator: *Look at Cookie. Cookie looks funny! Ha! Ha!*

2. Show the children Card 2 and play the recording, pointing to the clothes as they are mentioned.
Lulu: *You don't put your trousers on your arms. You put your trousers on your legs.*

3. Hold your hand cupped behind your ear and show the children Card 3, pointing to Lulu's ripped trousers.
Lulu: *Look! Like this.*

4. Hold your hand cupped behind your ear and show the children Card 4, pointing to Lulu's ripped T-shirt. Play the recording. Then point to the clothes as they are mentioned.
Lulu: *You don't put your T-shirt on your legs. You pull your T-shirt over your tummy.*

5 Hold your hand cupped behind your ear and show the children Card 5, pointing to Lulu's ripped socks. Play the recording. Then point to the clothes as they are mentioned.
Lulu: *You don't put your socks on your hands. You put your socks on your feet.*

6 Hold your hand cupped behind your ear and show the children Card 6, pointing to Lulu's ripped shoes. Play the recording. Then point to the clothes as they are mentioned.
Lulu: *You don't put your shoes on your head. You put your shoes on your feet.*

7 Hold your hand cupped behind your ear and show the children Card 7, pointing to Lulu's torn hat.
Lulu: *You don't put your hat on your foot. You put your hat on your head.*

8 Cookie: *Lulu! Look at you! What a mess! Ha! Ha!*
Say to the children *Look at Lulu! What a mess!* Laugh and encourage the children to start laughing like Cookie and Densel.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 19

Show the children Worksheet 19. Point to Cookie and then to the four picture extracts on the worksheet. Say *I can see two hats. Point with me.* Invite some children to come out and point to the two hats in the picture. Draw the children's attention to the fact that the pictures on the outside are from the main picture of Cookie.
Take a pencil and draw a line from the hat picture to main picture with the hat on Cookie's foot.

Now say the **Table time chant** and give out the pencils.
Everyone. Listen to me.
You need a pencil.
1, 2, 3.
Then give out the worksheets, saying:
Everyone. Listen to me.
Match the pictures.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Let the children finish the worksheets while you go round checking their progress.
When they have finished, give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Put on your hat
You will need the clothes flashcards.
Give the children instructions to follow. Say *Put on your jacket* and mime exactly what they would do to put this on, putting their arms through the sleeves and doing up the buttons.
Repeat the activity with other items of clothing.

Put on your shoes, put on your jacket
You will need the children's jackets and shoes.
Tell the children to take off their shoes. Say *Take off your shoes.* Now they practise putting them on again, either doing up buckles/laces or slipping their shoes on. Go round helping those who need it.
Now do the same with the children's coats or jackets, encouraging them to close them over their tummies and do up their zips, buttons, or press studs.
Alternatively, the children could pretend to put on their jackets and do up the buttons.

Unit 4 Clothes

Lesson 4

Language

New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Body

Passive
Hands

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Clothes/body flashcards
- ☐ A copy of tummy and feet flashcards
- ☐ Story cards A 4
- ☐ CD A/cassette
- ☐ Extra activities: CD A/cassette; four enlarged copies of PMB page 16; clothes flashcards

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Bit by bit

Put the clothes flashcards in Lulu's pouch. Take one out at a time. Reveal it bit by bit, until the children can guess what it is. When the children guess, attach it to the board.
Repeat the procedure for all the other items of clothing and leave the flashcards up on the board for the next activity.

3 Unit song Track 19

Cookie now goes round the classroom, attaching the following body flashcards to the walls: head, feet (x 2), tummy (x 2), legs, arms.
Sing the first verse of the **Clothes song**. Ask one of the children *Where's the tummy? Bring me the tummy.* When the child has brought you the tummy flashcard, indicate to the child that he or she must attach it to the board next to the T-shirt, saying *Your T-shirt over your tummy*. Sing the next verse, encouraging the children to join in with the actions. Ask another child to go and get the legs. Try and elicit where the child should stick the flashcard, saying *Your (...) on your legs*. Repeat this until all the clothes flashcards are on the board next to the correct part of the body.
Now sing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la, ...

4 Storytime Track 20

Say the **Storytime** rhyme.
Now tell the children that you are going to tell the story, but you want them to help you with the actions.

1. Put up Story card 1. Play the recording and do the actions. Then play it again and ask the children to copy you.
   Lulu: *Cookie! Look at you! What a mess! Ha! Ha!*
   (Point with one hand and cover your mouth with the other as if trying not to laugh. Then start laughing, holding your tummy.)
   Narrator: *Look at Cookie! Cookie looks funny! Ha! Ha!*

2. Put up Story card 2. Play the recording and do the actions. Then play it again and ask the children to copy you.
   Lulu: *You don't put your trousers on your arms. You put your trousers on your legs.*
   (Point to your arm and shake your head. Then point to your legs and nod.)

3. Put up Story card 3. Play the recording and do the actions. Then play it again and ask the children to copy you.
   Lulu: *Look! Like this.*
   (Pretend to put on and fasten some trousers.)

4. Put up Story card 4. Play the recording and do the actions. Then play it again and ask the children to copy you.
   Lulu: *You don't put your T-shirt on your legs. You pull your T-shirt over your tummy.*
   (Point to your legs and shake your head. Then pretend to pull a T-shirt over your tummy and nod.)

5. Put up Story card 5. Play the recording and do the actions. Then play it again and ask the children to copy you.
   Lulu: *You don't put your socks on your hands. You put your socks on your feet.*
   (Point to your hands and shake your head. Then point to your feet and nod.)

6. Put up Story card 6. Play the recording and do the actions. Then play it again and ask the children to copy you.

Lulu: *You don't put your shoes on your head. You put your shoes on your feet.*
(Point to your head and shake your head. Then point to your feet and nod.)

7 Put up Story card 7. Play the recording and do the actions. Then play it again and ask the children to copy you.
Lulu: *You don't put your hat on your foot. You put your hat on your head!*
(Point to your foot and shake your head. Then point to your head and nod.)

8 Put up Story card 8. Play the recording and do the actions. Then play it again and ask the children to copy you.
Cookie: *Lulu! Look at you! What a mess! Ha! Ha!*
(Point with one hand and cover your mouth with the other as if trying not to laugh. Then start laughing, holding your tummy.)
Now say *Very good, everyone!*

5 Musical cards Track 19

(If you are short of time, miss out this activity.)
With the children standing in the circle, Cookie randomly gives out the clothes flashcards. Now point to each flashcard and say the word.
Play the **Clothes song** and indicate that you want the children to pass the cards in one direction. (Remind the children to pass them carefully or Lulu will be upset.) Pause the song. Elicit the vocabulary from the children with the flashcards. Repeat the procedure a number of times.
The object of the game is for the vocabulary to be changing position in the circle and for different children to get the opportunity to say the words, so you will need to make sure that the children don't always get the same flashcards. If the children are passing the flashcards carefully, this should be easy to control.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

6 Bye-bye Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

How many socks?
You will need the clothes flashcards and four enlarged copies of PMB page 16. There should be six shoes, five hats, four socks, three jackets, two T-shirts, and one pair of trousers. Divide the board into two. Attach the clothes flashcards down the left-hand side of the board and leave a space next to each one.
Then attach the copies of the clothes all over the board in any order so that the children have to find similar objects. The children take it in turns to come out and find a group of words, for example, all the socks. Then they count them up *One, two, three, four (socks)* and you write a number 4 next to the socks flashcard on the left-hand side of the board. Repeat this for all the clothes.

Musical movements Tracks 7/9/11/15
You will need CD A/cassette tracks. Stand the children in Cookie's circle. Play some music from the first four units for them to dance to. When you stop the music, give the children an instruction such as:

Bounce like a ball.	(Jump up and down.)
Put on your hat.	(Do the action.)
You're a train.	(Move your arms at your sides like the wheels of a train and say *Choo! Choo!*)
Touch your legs.	(Do the action.)
Put on your T-shirt.	(Do the action.)
You're a car.	(Pretend to turn a steering wheel and make a car noise, like *Brm! Brm!*)
Ride a scooter.	(Pretend to ride a scooter, pushing away with your foot.)

Hat day preparation (for next lesson)
Tell the children to bring a hat for the next class.
Send a note home about hat day and suggest these as possible hat options: a sun hat/baseball cap/cycling helmet/a hat borrowed from another member of the family (such as grandpa's cap). The children really enjoy this and think it is very funny to see their teacher wearing a hat. Yes, you have to wear one too!

Unit 4 Clothes

Lesson 5

Language

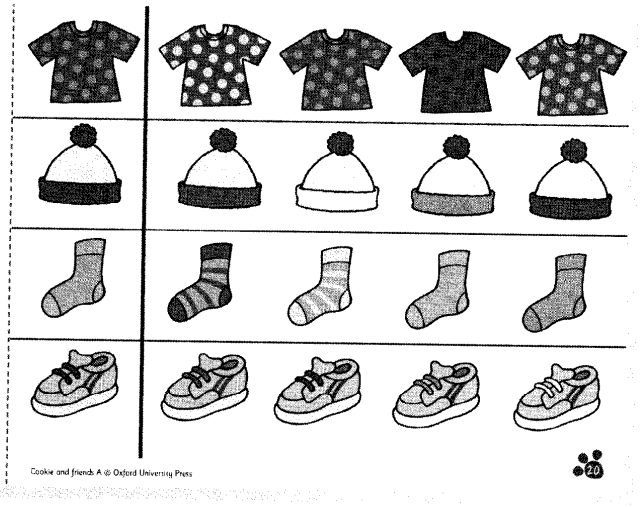
New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Colours, body

Passive
Green spots

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ CD A/cassette
- ☐ Story cards A 4
- ☐ Clothes flashcards
- ☐ Worksheet 20
- ☐ Pencils
- ☐ Extra activities: hats; a newspaper; A4 card in six colours; washing line, pegs; a copy of PMB page 16



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Shake your head

(If you are short of time, miss out this activity.)
Standing in Cookie's circle, revise the parts of the body for Storytime by singing some verses of the **Body song** from Unit 3. First sing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la.
Then sing:
Shake, shake, shake your head.
Shake your head with me.

3 Storytime (A) Track 20

As small children take great delight in standing up and moving about, it is a good idea to repeat the TPR version of the story from Lesson 4 as much as possible. All the children are able to join in and the actions make the language more memorable.
Follow the Storytime procedure on pages 82 and 83.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity

Show the children the clothes flashcards. Ask them *What colour is the jacket/T-shirt/hat? What colour are the socks/shoes/trousers?*
Sing the **Toys song**, substituting the words for clothes the children are wearing in class, encouraging them to point to the child who is wearing the item of clothing you are singing about.

What is red?
What is red?
Can you see?
Can you see?
I can see a T-shirt.
I can see a T-shirt.
Point with me.
Point with me.

What is yellow? – some socks ...
What is pink? – a T-shirt ...
What is green? – a jacket ...
What is purple? – a hat ...
What is blue? – some trousers ...

Note
You could also do the Extra activity (Matching socks) as a Pre-worksheet activity.

5 Worksheet 20 (A)

Give out Worksheet 20. Point to the T-shirt on the top row. Ask the children *What colour is the T-shirt?* Elicit the colour and then point to the four T-shirts on the other side of the line and ask *Can you see a red*

T-shirt with green spots? Encourage the children to point to the same T-shirt and sing *Point with me* from the **Toys song**, checking that the children are all pointing to the right T-shirt.

Say the **Table time chant** and give out the pencils.
Everyone. Listen to me.
You need a pencil.
1, 2, 3.
Say *Take your pencil and draw a circle round the T-shirt*, using a pencil to circle the T-shirt to show the children exactly what they have to do. Tell the children to finish the rest of the worksheet.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round helping any children who need it.
When they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye (A) Track 6

Cookie takes the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Hat day

You will need hats for everybody.
If any child comes to class without a hat you could quickly make a newspaper hat.
Sit the children in Cookie's circle. Sing the following verse of the **Clothes song**:

Your hat on your head.	(Lift your hat above your head with both hands and put it on when you sing *head*.)
Your hat on your head.	(As above.)
Ee-ai-adio.	(Wave your hat above your head.)
Your hat on your head.	(As above.)

Encourage the children join in and do the actions.
Point to your hat and say *My favourite hat* and then point to Cookie and make him say *My favourite hat.*
Children can volunteer to stand in the circle and you can describe their hat. Say *Look at (Lisa's) favourite hat! It's (blue and pink).*

Matching socks

You will need A4 card in six colours, pegs, and a washing line. Copy the sock picture from PMB page 16 onto coloured card. Make two socks in each colour the children know.
Peg one sock from each pair to the washing line and attach the others around the class. Or put one sock from each pair onto the washing line drawn on the board.
Now show the children the first sock on the line and ask *What colour is the sock? Can you see another (blue) sock?* Ask for a volunteer to go and find the other one of the pair. When the child has found it, he/she comes back and pegs it on the line to make a pair. Say *One. Two. (Blue) socks. Very good!* Repeat this for all the socks.

Note
If you have more time, you could include different patterned socks made from gift paper and use this activity as a lead-in to Worksheet 20.

Unit 4 Clothes

Lesson 6

Language

New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Colours, body

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Clothes/body flashcards
- ☐ CD A/cassette
- ☐ Storycards A 4
- ☐ Character masks
- ☐ Extra activities: a copy of PMB page 16; straws; a white sheet and a lamp (optional); clothes flashcards

Cookie's circle time

1 Hello, everyone (A) Track 4

Stand the children in Cookie's circle and sing the **Hello song**.
Sing a version of the song incorporating the new vocabulary, encouraging the children to join in with the actions.
Jacket on, everyone. Tra-la-la-la-la.
Shoes on, everyone. Tra-la-la-la-la-la.
When they have finished singing, keep the children standing.

2 Unit song (A) Track 19

Show the children the body flashcards. Put them up where the children can see them and elicit the words. Repeat with the clothes flashcards but hold them in your hand.
Show the children the hat and say *Your hat on your tummy?* Go and stick the hat near the tummy. Look at the class, shake your head and say *No! Your hat on your ...* and wait for the children to provide *head*. Repeat the procedure until you have matched up all the clothes flashcards with the correct part of the body.

Now play the **Clothes song** and encourage the children to dance about. Pause the recording and give the children an instruction to follow.
Put on your T-shirt/trousers/socks/shoes/jacket/hat.
Pat your legs/tummy.
Nod your head.
Wave your arms/fingers.
Stamp your feet.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Clothes chant (A) Track 21

Put the clothes flashcards on the board in the following order: T-shirt, trousers, shoes, socks, jacket, hat.
Now play the recording and chant the words, stressing a different one each time:

Clothes chant
T-shirt, trousers, shoes, socks, jacket, hat.
T-shirt, **trousers**, shoes, socks, jacket, hat.
T-shirt, trousers, **shoes**, socks, jacket, hat.
T-shirt, trousers, shoes, **socks**, jacket, hat.
T-shirt, trousers shoes, socks, **jacket**, hat.
T-shirt, trousers, shoes, socks, jacket, **hat**.

As you chant the words, point to them on the board and knock when you get to the word you are going to stress. Repeat the chant a second time and then play Kim's board game.

4 Kim's board game

(If you are short of time, miss out this activity.) Turn all the flashcards over to face the board. Turn five up and see if the children can tell you which one is still facing down. Repeat the procedure a number of times. To make this more difficult, leave more flashcards facing down each time so the children have to remember more words.

5 Acting out the story (A) Track 20

Say the **Storytime** rhyme.
Put up the Story cards where the children can see them. Choose a child to be Cookie and another one to be Lulu, using the character masks. Dress 'Cookie' as in Story card 1.
Play the recording.

(1) Lulu: *Cookie! Look at you! What a mess! Ha! Ha!*
Narrator: *Look at Cookie. Cookie looks funny! Ha! Ha!*

2 Lulu: *You don't put your trousers on your arms.*
You put your trousers on your legs.
Lulu takes the trousers off Cookie's arms.

3 Lulu: *Look! Like this.*
Lulu puts the trousers on.
The class can make the ripping sound.

4 Lulu: *You don't put your T-shirt on your legs.*
You pull your T-shirt over your tummy.
Cookie takes the T-shirt off and Lulu puts it on.
The class can make the ripping sound.

5 Lulu: *You don't put your socks on your hands.*
You put your socks on your feet.
Cookie takes the socks off and Lulu puts them on.
The class can make the ripping sound.

6 Lulu: *You don't put your shoes on your head.*
You put your shoes on your feet.
Cookie takes the shoes off and Lulu puts them on.
The class can make the ripping sound.

7 Lulu: *You don't put your hat on your foot.*
You put your hat on your head.
Cookie takes the hat off and Lulu puts it on.
The class can make the ripping sound.

8 Cookie: *Lulu! Look at you! What a mess! Ha! Ha!*
Encourage Cookie to laugh and Lulu to look worried. Thank the two children for coming out. You may need to act this out again in a later class to give other children a chance to perform.

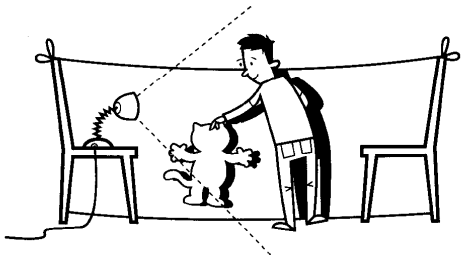
6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Clothes silhouettes

You will need to copy PMB page 16 and colour the clothes black. Cut them out and glue them on straws to make silhouettes. If you want to make a shadow theatre, you will need two chairs, a sheet, and a desk lamp.



You could simply show the children the silhouettes of the clothes and see if they can tell you the name of each item. An optional and more fun activity is to make a shadow theatre. Set up a white sheet as a screen. (You could tie it to the backs of two chairs, attach it to the walls or ask two children to hold it up. If you ask two children you'll need to swap them when they get tired.) Put a study lamp on the seat of one of the chairs with the light directed at the white sheet. Sit the children so they can see the shadow when you put the silhouette between the sheet and the lamp.
Now show the children the shadows of the clothes and ask them to guess what they are. After a while, let individual children come out and choose a silhouette for their friends to guess.

Dress Cookie board game

You will need the clothes flashcards.
This is a game along the lines of Hangman, but dressing Cookie. Tell the children that you are going to play a game to dress Cookie. Draw a simple picture of Cookie on the board. Show the children the clothes flashcards and elicit the names. Now put the flashcards face up on the board. Tell the children that Cookie is thinking of one of the flashcards and they must guess which one.

Cookie goes round the class choosing volunteers to answer. The children just say the item of clothing. When someone guesses correctly, draw the item of clothing on Cookie. The game continues with the children guessing the next card Cookie is thinking of and you drawing the clothes on Cookie.

Note

Cookie will need to 'think' in a natural order, putting the T-shirt before the jacket and the trousers and socks before the shoes, or it will be difficult for you to draw. The object of the game is for the children to dress Cookie before the class ends.

Unit 4 Clothes

Lesson 7

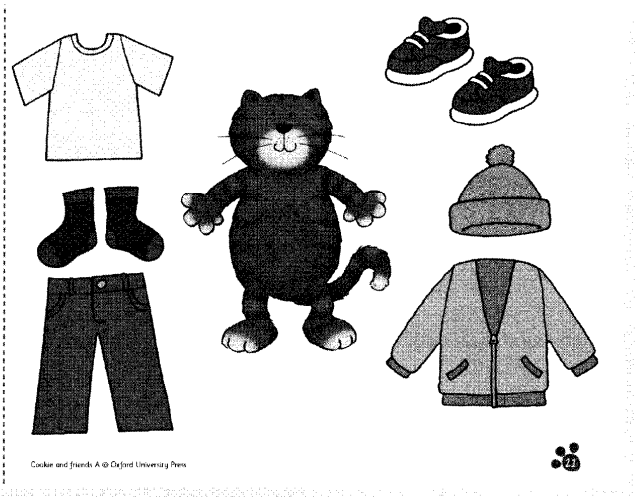
Language

New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Colours, body

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Clothes flashcards
- ☐ CD A/cassette
- ☐ Cookie's favourite song poster
- ☐ Worksheet 21
- ☐ Pencils/coloured pencils
- ☐ Extra activities: Story cards A 4; Lulu and Cookie masks; clothes flashcards



Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Singalong time Tracks 7/9/11/15/19

One of our main aims is to motivate the children, so it is a good idea to make them aware of everything they have learnt up to now.
Take Cookie to his favourite song poster. Now make Cookie whisper in your ear. Smile and say *Yes. What a good idea!*
Tell the children that Cookie says they know so much English it would be a good idea to sing all the songs they know.
Sing the **Numbers song**, the **Colours song**, the **Toys song**, the **Body song**, and the **Clothes song**. You do not need to do anything else with the songs, as this is a confidence-boosting activity to show the children just how much they have learnt already. With some of the longer songs like the **Toys**, **Body**, and **Clothes** songs, you could choose just a few verses to sing.
Follow-up
Ask the children to tell you some of the words they know in English. As they tell you each word, put the corresponding flashcard up. Remind the children of any words they have forgotten by showing them the flashcard and eliciting the word.
When you have finished, make Cookie clap and congratulate the children on how much English they know.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Find your partner

Show the children the clothes flashcards and elicit the words. Now attach the cards to one side of the board. Repeat this procedure with the body flashcards, including the extra ones you made for Lesson 1, so you have two each of the feet and tummy flashcards.

Ask different pairs of children to come out and match one item of clothing with the part of the body it goes on. Reinforce the language at the same time as giving the children praise for their efforts, saying *Very good, (Anna and Finn). Yes, your hat on your head.*
Now take down the flashcards and mix them up. Make Cookie give the flashcards to twelve children in the class.
Bring the twelve children out to the front with their flashcards and ask them to find their partners. The children hold up their flashcards so the others can see. To help them, you and rest of the class could sing lines from the **Clothes song**, for example, *Your jacket over your tummy. Your shoes on your feet.*
When the children have found their partners, take the flashcards from them saying *Very good, (Anna and Lucy). Yes, your socks on your feet* and attach the flashcard pairs to the board. Repeat this procedure

for the other five sets of clothes and send the children back to their seats.
Once all the children are sitting down, go straight on to Worksheet 21.

4 Worksheet 21

Show the children Worksheet 21. Point to Cookie and say *Hello, Cookie* encouraging the children to copy you. Now say *Your hat on your ...* and try to elicit *head*, pointing to Cookie's head and to the hat.

Say this version of the **Table time chant** and give out the pencils and colours.
Everyone. Listen to me.
You need pencils.
1, 2, 3.
Then give out the worksheets and say:
Everyone. Listen to me.
Match the clothes. (Point from the hat to Cookie's head.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round monitoring the children's progress. Help any children who are having difficulties, saying *Your shoes on your ...*
Once they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Acting out the story again
You will need Story cards A 4 and the Lulu and Cookie masks. As you may have suggested in Lesson 6 that more children could come and act out the story, this would be a good time to repeat it, while it is still fresh in their minds.
Follow the procedure in Lesson 5 activity 3.

What have I got?
You will need the clothes flashcards.
Show the children the clothes flashcards and elicit the names. Now shuffle them in an exaggerated way so the children can see that you are changing the order. Hold the pack to you, peek at the top card, and then hold it to you again. Ask the children *What have I got?* Go round the class eliciting possible answers. When a child guesses correctly, give him/her the flashcard. Continue until all the flashcards have been given out.
If the children are enjoying the game, you could play the versions below.

Who's got it?
Now tell the children with flashcards to come to the front. Say one of the clothes words. The class have to say the name of the child holding the flashcard. Make this more difficult after a while by getting the children holding cards to turn them over, so that the class has to remember who has what.
If the children are enjoying the game, you could play a third round.

What's Anna got?
Tell the children that this time, you are going to say the name of one of the children holding a flashcard and they have to say what is on the card. Again, you can make this more difficult after a while by getting the children holding cards to turn them over, so that the class has to remember who has what.

Unit 4 Clothes

Lesson 8

Language

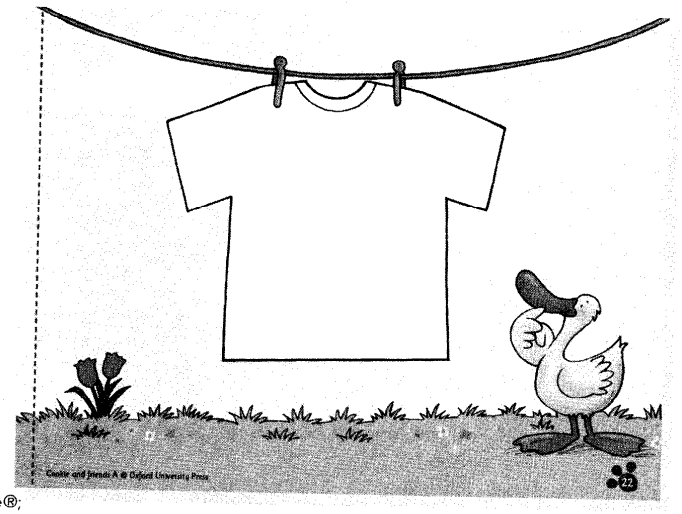
New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Colours, body

Passive
What is it?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Category boxes
- ☐ Number/colour/toy/body/clothes flashcards
- ☐ CD A/cassette
- ☐ Worksheet 22
- ☐ Pencils/coloured pencils
- ☐ Extra activities: clothes flashcards; plasticine®; cut-out clothes to fit Lulu poster; coloured pencils



Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Sorting activity

From the sets of number, colour, toy, body, and clothes flashcards, choose as many as you have children in the class. Now place them in a pile in the centre of the circle with the category boxes (see page 10 of the Introduction). Point to the category on each box.

The children take it in turns around the circle to pick up a flashcard from the pile and say what is on it. They then need to decide which box they should put the flashcard in. This continues until everyone has had a turn.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity

(If you are short of time, miss out this activity.) Choose some flashcards you think will give the children ideas of things they want to draw on their T-shirt on Worksheet 22, for example, Densel, Lulu, Cookie, the colours, the toys, a head (face). Now put the flashcards on the board. Mouth the word for one of the flashcards and get the children to guess what it is. Repeat this a number of times. Go straight into the worksheet activity.

4 Worksheet 22

Show the children Worksheet 22. Ask them *What is it?* Tell the children that they have to decorate the T-shirt. Tell them they can draw anything on it, but it must be a T-shirt they would like to wear. Ask them *What's your favourite colour/toy? Who's your favourite – Densel, Cookie, or Lulu?* pointing to the flashcards from the previous activity.

Give out the worksheets, saying:
Everyone. Listen to me.
Decorate the worksheet.
1, 2, 3.
Now say this version of the **Table time chant** and give out the pencil and colours.
Everyone. Listen to me.
Pencil and colours.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round monitoring the children's progress. Help any children who are having difficulties.
When the children have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Realia activity

(If you are short of time, miss out this activity.)
This is an optional activity. Choose two children to come out to the front. The first child plays Cookie. Dress this child with legs through the T-shirt, arms in the trousers, hat on a foot, a shoe on the head, and socks on hands.
Say *Your trousers on your legs and your T-shirt over your tummy. Your shoes and socks on your feet. Your hat on your head.* The second child plays Lulu and takes the clothes from the first and gets dressed properly. Thank the two children and say *Very good, (Liz).*

6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Plasticine® clothes

You will need the clothes flashcards and some plasticine®.
Put up the clothes flashcards to provide something for the children to copy.
Ask individuals *What's your favourite colour?* Show the children the plasticine®. Give them a piece in their favourite colour and tell them to make some clothes. Repeat this a number of times.
As you give out the plasticine®, encourage other children to say, for example, *A yellow hat,* so that you can give them the colour they want.
Once the children have made their clothes, display them somewhere in the classroom.

Dress Lulu

You will need the Lulu poster and cut-out clothes. The easiest way to do this is to put a large piece of paper over the poster and trace round the outline of the kangaroo. Then draw on clothes and cut them out. You will need to trace her tummy and feet twice to make the T-shirt, jacket, shoes, and socks. Put up the Lulu poster and attach her clothes. Show the class the poster.

Divide the class into six groups and send the groups to six different tables. It is best if they remain standing.
Now take down the clothes and give out one item to each group. As you do so, hold it up and elicit the word in English.

Give out the colours, saying the **Table time chant**:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Everyone. Listen to me.
Colour Lulu's clothes.
1, 2, 3.

Tell the children they can decorate Lulu's clothes any way they like, with spots, stripes, and flowers.
When the groups have finished, assemble them round the poster with their coloured clothes items. Mix them up and let Cookie give out items to individuals, with instructions to dress Lulu. *Put the trousers on her legs.* Try to follow a logical order for putting the clothes on, the socks before the shoes and the T-shirt before the jacket.

Unit 4 Clothes

Extra reinforcement lesson

Language

New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Body

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Clothes flashcards
- ☐ CD A/cassette
- ☐ A4 paper for each child (optional)
- ☐ Coloured pencils
- ☐ Extra activities: colour/toy/clothes flashcards; magazines and catalogues; A3 coloured card or paper; glue; CD A/cassette; scissors

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**. Make Cookie whisper in your ear. Say *Your hat on your head* and look at the puppet in surprise. Make Cookie nod. Then say *Again?* and make Cookie nod enthusiastically.

2 Unit song (A) Track 15

Now tell the children that Cookie is going to point to a part of his body and you want them to sing the corresponding verse of the **Clothes song**.
Make Cookie point to other parts of his body and encourage the children to sing the corresponding verses.

3 'Cookie says'

Attach the clothes flashcards to the board.
Put on the Cookie puppet. Tell the children that you are going to play '*Cookie says*' Cookie gives them an instruction and they have to do it. Tell them that you will say, for example, *Cookie says 'Put your hat on your head'*. They pretend to put a hat on their head. However, if they hear just *Put your hat on your head* they must do nothing.
Repeat a number of times, reminding them to do only what *Cookie says*.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Today I'm wearing ...

Tell the children that you are going to describe what one of them is wearing today and they have to name the child you are describing. Say *Blue trousers* and let them suggest some names. Then give some more details *A pink T-shirt*.

Once the children have guessed correctly, bring the child to the front and repeat the description. If you did not get time to describe everything before the class guessed, elicit more information.
Repeat the procedure a number of times.

Now give out a piece of A4 paper to each child and let the children draw themselves with what they have on today.
You can use the **Table time chant** to give instructions.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Clothes collages (A)

You will need the recording, A3 coloured card, glue, magazines, and the clothes flashcards.
Put up the flashcards on the board and divide the class into six groups. Assign an item of clothes to each group.
Give each group pages from catalogues and magazines. Tell them to find and cut out several pictures of their clothes item.
While the children are cutting out, play songs they know.
Finally, give each group a piece of A3 coloured card/paper and some glue sticks and tell them to make a poster.
Display the clothes posters on the wall.
This activity could also be done in an Art and Craft lesson.

Flashcard game

You will need the toy, colour, and clothes flashcards.
Choose a activity from the Flashcard activity bank (see page 11 of the Introduction) to revise the four vocabulary groups.

Unit 4 Clothes

Extra extension lesson

Language

New
T-shirt, trousers, socks, shoes, jacket, hat

Recycled
Numbers, colours, body

Passive
It's hot. It's cold. Fashion show

Materials checklist

- ☐ Cookie puppet and doll's or baby clothes for Cookie
- ☐ Lulu poster
- ☐ Clothes flashcards
- ☐ CD A/cassette
- ☐ A copy of PMB page 17 for each child
- ☐ Coloured pencils
- ☐ Extra activities: pictures of sun and snow or rain; some pop music

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Unit song (A) Track 19

Sing the **Clothes song**. Sing one verse, missing out words and encourage the children to sing them, for example, *Your trousers on your (...)*. Repeat the procedure for other verses.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Lulu puppet – PMB page 17

Show the children PMB page 17.
Say the **Table time chant** to give out the PMB worksheets.
Everyone. Listen to me.
Listen and colour.
1, 2, 3.
Now give out the colours and repeat.
Everyone. Listen to me.
Listen and colour.
1, 2, 3.

Say *A purple T-shirt. A pink hat. A green jacket. Red trousers. Blue socks and yellow shoes.* Say each item slowly to give the children time to colour.
When they have finished colouring, show the children how to fold and glue the puppet.
Follow-up
Tell the children to turn their puppet over, so that the undressed side is face up. The children have to dress Lulu and colour in the clothes they like. Put up both sets of flashcards on the board for them to refer to. Once they have finished, name coloured items of clothing, for example, *A red jacket*, and any child who has drawn a red jacket holds up their puppet. Repeat with other items.

4 Flashcard game

Point to the clothes flashcards on the board and elicit the words. Turn them face down and number each one from 1–6.
Now encourage the children to call out the position of the flashcards, for example *Jacket. One.* Peek at the card and say *Yes* or *No*. Turn up the card if they were correct.
Repeat until all the cards are face up.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

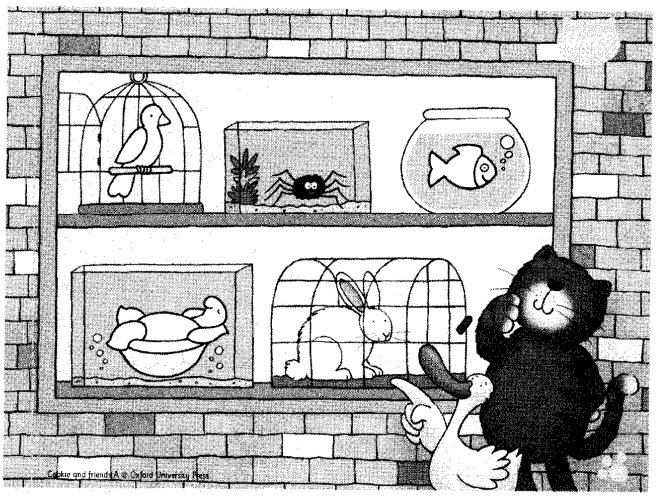
Extra activities

It's hot. It's cold.
You need pictures of the sun and of snow or rain.
Show the children the picture of the sun and say *It's hot*, pretending to wipe sweat from your forehead. Now show the children the snow picture and say *It's cold*, pretending to shiver. Now hold up the T-shirt flashcard and say *It's hot*. The children do the action. Then hold up the jacket and say *It's cold*. Repeat with all the clothes.

Fashion show
You will need some pop music and a clear space in the class for a catwalk, with chairs down both sides.
Sit the children on both sides of the catwalk. Ask them if they have ever seen a fashion show on TV. Tell them that the model walks up and down the catwalk while people sit and watch. Ask for a volunteer model. Walk down the catwalk with this child so that he/she knows what to do. Play some pop music in the background and tell the model to stop at the end. Describe what he/she is wearing and encourage the children to point to the clothes as you say them. Once you have finished, say *Thank you, (Johnny)* and encourage everyone to clap as he/she goes back down the catwalk.
Ask for more volunteers and repeat the procedure a number of times.

Unit 5 Pets

Lesson 1



Language

New
bird, spider, fish, turtle, rabbit
Note *Elephant* is also taught in this unit but it is essential not to teach it before Lesson 3 or it will give away the end of the story.

Recycled
fingers, arms, head

Passive
Move your arms. What am I? Do you like ...? Yes, I do/No, I don't.

Materials checklist

- ☐ Cookie puppet in box
- ☐ Lulu poster
- ☐ Pet flashcards without elephant
- ☐ CD A/cassette
- ☐ Worksheet 23
- ☐ Pencils/coloured pencils
- ☐ Extra activities: pet flashcards without elephant; CD A/cassette; Story cards A 4

Cookie's circle time

1 Hello, everyone (A) Track 4/19

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Cookie is hiding in his box dressed wrongly. Make him appear, then start laughing at him. Say to the children *Look at Cookie! What a mess! You don't put your hat on your foot! You put your hat on your head!* Invite the children to come out and remove Cookie's clothes and put them on properly, encouraging the children to act out the song. Alternatively, if you don't have Cookie's clothes, you could just take Cookie up to his favourite song poster and he can choose to sing the **Clothes song**.
Now sing the **Clothes song**.

2 Poster time

Set up the Lulu poster and put the pet flashcards in her pouch. Encourage the children to join in with Cookie, saying *Hello, Lulu. What have you got in your pouch?* Cookie takes out the flashcards saying *bird, spider, fish, turtle, rabbit* and encourages the children to repeat them.
Now do the pets' actions. Say:

Bird. Move your arms.	(Wave your arms by your sides like wings.)
Spider. Move your fingers.	(Make a spider shape with your palm facing down to make the body and wave your fingers like legs.)
Fish. Move your fingers.	(Make your hand into a fish and wiggle your fingers like a fish moving through water.)
Turtle. Move your head.	(Put your hands on the back of your neck so that your arms look like the front of the shell and move your head slowly from side to side.)
Rabbit. Move your fingers.	(With the index and middle fingers of each hand, make two ears above your head and wiggle your fingers.)

3 Unit song Track 22

Now put up the pet flashcards in the order of the song: bird, spider, fish, turtle, rabbit. Play the recording and join in with the pet actions, using the ones from the last activity. Encourage the children to join in with the actions. When the song says *Yes, I do*, nod your head.

Pets song
Tune: She'll be coming round the mountain

Do you like birds?
Yes, I do.
Do you like birds?
Yes, I do.
Do you like birds? Do you like birds?
Do you like birds?
Yes, I do.

Do you like spiders?
Yes, I do.
Do you like spiders?
Yes, I do.
Do you like spiders? Do you like spiders?
Do you like spiders?
Yes, I do.

Do you like fish?
Yes, I do ...

Do you like turtles?
Yes, I do ...

Do you like rabbits?
Yes, I do ...

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

4 Worksheet 23

Show the children Worksheet 23. Point to the bird and then to the flashcard on the board. Ask the children *What colour is the bird?* Try and elicit *Blue*. Repeat this for the fish and the turtle.
Alternatively you could do this without the flashcard lead-in, as a Listen and colour activity. Say *A blue bird. A yellow fish. A green turtle.*

Give out the colours, saying:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Then give out the worksheets, and say:
Everyone. Listen to me.
Colour the pets.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing. When they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 What am I?

(If you are short of time, miss out this activity.) Play a simple miming game. Move your hand like a fish and ask the children *What am I?* Encourage the children to guess what you are. Put up the pet flashcards for the children to point to if they cannot remember the word.
Repeat the same procedure for the other pets.
After a while, any child who guesses correctly can come out and do the next action.

6 Bye-bye Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Yes/No flashcard game
You will need the pet flashcards (without the elephant). Show the children the flashcards and elicit the words. Without looking, hold one of the flashcards above your head where you cannot see it but the children can. Say *Spider?* Tell the children to answer *Yes* if you are holding up the flashcard of the spider and *No* if not. Repeat with different flashcards.

Revision of Story A 4 Track 20
You will need Story cards A 4 and the recording. Play it and show the children the Story cards. Encourage the children to join in with the actions as they appear in the story, pointing to the part of the body where Cookie has the clothes and then to the part of the body where they should be.

Lesson 2

Language

New
bird, spider, fish, turtle, rabbit

Recycled
Colours, body

Passive
Can I have a ...?

Materials checklist
- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Pet flashcards without elephant
- ☐ CD A/cassette
- ☐ Extra activities: CD A/cassette; colour/pet flashcards; a mirror

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Make Cookie put up the pet flashcards to remind the children of the vocabulary. Now give instructions for the new vocabulary using the **Hello song** tune:
Be a bird, everyone. Tra-la-la-la-la.
Be a bird, everyone. Tra-la-la-la-la-la.
Be a bird, everyone. Tra-la-la-la-la.
Be a bird, everyone.
Be a spider/fish/turtle/rabbit, everyone.
Tra-la-la-la-la. ...
and encourage the children to do the pet actions from Lesson 1. Sing the song while the children do the actions.

2 Poster time

Set up the Lulu poster and put the five pet flashcards and five leaf name-tags in her pouch. Now take Cookie to Lulu's poster and take out the leaf name-tags. Read out the names on the leaves and call the children out to the poster. Make Cookie say *Hello, Lulu. What have you got in your pouch?* Ask the five children to take out a pet flashcard. First say the word on the child's flashcard. Encourage the child to repeat it. Then get the whole class to join in with the word and do the pet action from Lesson 1. Repeat the same procedure for all the words.
Cookie asks for the flashcards back one by one, saying *Can I have a ...?* You can make this more challenging by not asking for the flashcards in the order the children are standing.

3 Pet march

Tell the children to stand up in a circle, singing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la. ...
Now turn so that you are all facing in one direction. Start marching round in the circle. Chant the pet vocabulary and do the action for each pet.
Encourage the children to join in. Vary the chant by saying some pets more than once or by changing your tone of voice.
For example say the following, doing the action for that pet each time you say its name.

Bird	(loudly)
Fish	(softly)
Spider	(loudly)
Spider	(softly) The children repeat.
Turtle	(loudly) The children repeat.
Rabbit	(loudly) The children repeat.
Rabbit	(softly) The children repeat.

Repeat the procedure until you feel the children are more confident with the new vocabulary.

4 Unit song (A) Track 22

Put up the pet flashcards in the order of the song: bird, spider, fish, turtle, rabbit.
Divide the class into five groups. Assign a pet to each group. Say the name of a pet and encourage the group to do the action for their pet.
Now play the **Pets song** again (see page 95) and tell the children to do their action when it is their turn in the song and to nod their heads.

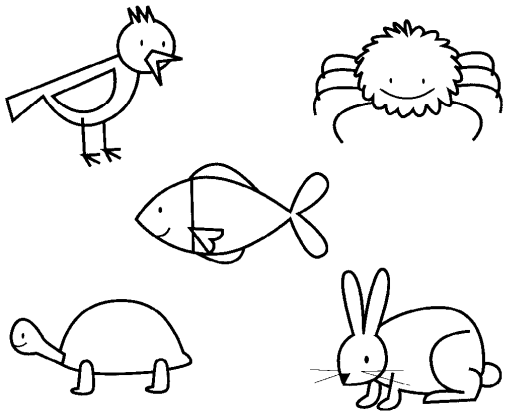
Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Drawing line by line

(If you are short of time, miss out this activity.)
Draw a pet line by line on the board, following the drawings below. After each line, see if the children can guess what you are drawing. As there are only five possibilities, they can only have one guess each time you draw a line.
Repeat the procedure for all the pets. You can also let some of the children come out and draw on the board.



6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

What's your favourite pet? Please tell me, do (A) Track 9
You will need the colour and pet flashcards and the recording.
Put the colour flashcards on the board in the order of the song.
Sing the **Colours song**.
Now show the children the pet flashcards and attach them to the board.
Sing lines three and four of the **Colours song**, but use the words *What's your favourite pet? Please tell me, do* and encourage the children to tell you the name of their favourite.
Children who are a bit nervous can come and point to their favourite pet and you can say *A spider.*

In the mirror
You will need a large mirror and the pet flashcards.
If you work in a class with a large wall mirror, sit the class in rows facing the mirror.
Now stand behind the children and do the action for one of the pets. Encourage the children to copy your action in the mirror and then say the name of the pet.
You could use this activity to revise any vocabulary by showing the children a flashcard in the mirror and eliciting the word.

Unit 5 Pets

Lesson 3

Language

New
bird, spider, fish, turtle, rabbit, elephant

Recycled
Body

Passive
Can I have a pet? Let's see! How about a spider? Wait a minute. What has Lulu got? Good!

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Pet flashcards
- ☐ Story cards A 5
- ☐ CD A/cassette
- ☐ Worksheet 24
- ☐ Pencils

☐ Extra activities: pet flashcards; CD A/cassette

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Now let Cookie choose five leaf names-tags of children who did not come out in Lesson 2 during the last Poster time.

2 Poster time

Set up the Lulu poster and put the pet flashcards in her pouch, without the elephant. Cookie reads out the names on the leaves and calls the five children out to the poster. Then make Cookie say *Hello, Lulu. What have you got in your pouch?*
The children take out a pet flashcard from Lulu's pouch, keeping it secret.
Now say the name of one of the five children and encourage the class to guess what is on his/her card. When the children guess correctly, the child attaches the flashcard to the board face up and sits down. Repeat the procedure for all the flashcards.

3 Guessing game

Put up the pet flashcards and put on the Cookie puppet. Tell the children that Cookie wants a pet. Make Cookie say *Can I have a pet?*
Tell the children that Cookie is thinking of a pet and they have to guess which one.
Elicit answers from the children and say *No* each time and make Cookie shake his head. When you have elicited the names of all five pets, tell them they will learn what he wants in the story.
Leave the pet flashcards on the wall where the children can see them.

4 Storytime (A) Track 3/23

Say the **Storytime** rhyme:

One, two, three.	(Count on your fingers.)
Storytime for you and me.	(Point to the first Story card, point to the children and then to yourself.)

❶ Show the children the first Story card. Point to the characters to elicit their names.
Ask the children where Densel and Cookie are (in a pet shop). Ask *Can you see a bird?* and encourage the children to show you, saying *Point with me.*
Repeat this procedure for the other pets. Ask them what Lulu is doing and try and establish that she is the shopkeeper.
Now play the recording for Card 1.
Narrator: *Cookie wants a pet.*
Cookie: *Good morning. Can I have a pet?*

❷ Show the children Card 2. Point to Cookie and ask the children what he is saying. Draw attention to his head. Say *Look! He's shaking his head.* Shake your head and say *No!* Encourage the children to copy you. Then point to Cookie's arms and say *Look at Cookie's arms.* Establish that he is holding them out and that he wants something bigger.
Play the recording and point to the characters as they speak.

Lulu: *How about a spider?*
Cookie: *No, not a spider. I want a big pet.*
Narrator: *Cookie wants a big pet.*
Repeat *Cookie wants a big pet* and hold out your arms like Cookie in the picture. Ask the children which pet Lulu will show Cookie next and elicit the word in English. Refer the children to the flashcards if they need any help.

3 Say *Let's see!* and show them Story card 3. Play the recording and point to characters as they speak.
Lulu: *How about a fish?*
Cookie: *No, not a fish. I want a big pet.*
Narrator: *Cookie wants a big pet.*
Sounding fed up, repeat *Cookie wants a big pet* and hold out your arms like Cookie in the picture.
Elicit which pet will be next. Now play the recording and point to characters as they speak.

4 Lulu: *How about a bird?*
Cookie: *No, not a bird. I want a big pet.*
Narrator: *Cookie wants a big pet.*
Repeat *Cookie wants a big pet*, hold out your arms and look fed up. Elicit which pet will be next.

5 Lulu: *How about a turtle?*
Cookie: *No, not a turtle. I want a big pet.*
Narrator: *Cookie wants a big pet.*
Sounding very fed up, repeat *Cookie wants a big pet* and hold out your arms. Elicit which pet will be next.

6 Lulu: *How about a rabbit?*
Cookie: *No, not a rabbit. I WANT A BIG PET!*
Narrator: *Cookie wants a BIG pet.*
Sounding angry, repeat *Cookie wants a BIG pet* and hold out your arms. Looking at the pet flashcards, say *Cookie doesn't want a spider, a fish, a bird, a turtle, or a rabbit.* Then play the recording.

7 Lulu: *Wait a minute! Let me see!*
Narrator: *What has Lulu got?*
Ask them what animal is bigger than a spider, fish, bird, turtle, and rabbit. Uncover the last Story card bit by bit to reveal the elephant. Then play the recording.

8 Cookie: *An elephant! Yes! Yes! Yes!*
Narrator: *Now that's a big pet!*
Repeat *Now that's a big pet!* and do the action to show very big, holding your arms out wide.
Encourage the children to repeat the action after you.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Worksheet 24 (A)

Give out the worksheets and point to the blank space on the right of the picture. Say *What's missing?* Elicit *Elephant.*
Say the **Table time chant** and give out the pencils.
Everyone. Listen to me.
You need a pencil.
1, 2, 3.
Then say:
Everyone. Listen to me.
Draw an elephant. (Try and elicit *Elephant.*)
1, 2, 3.
You could draw a simple elephant on the board for the children to copy. While the children are working, play any songs they have learnt and encourage them to sing.
If there is time, the children colour the elephant.
Now give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Pet chant

Put up the pet flashcards. Chant the pet vocabulary and encourage the children to do the actions. Say:
Bird, bird, bird.
Spider, spider, spider.
Fish, fish, fish.
Divide the class into pet groups. Hold up a card and tell that group to stand up and chant their word three times, doing the action. Repeat in a different order.

Peter and Paul (A) Track 24

The children could act out the traditional rhyme, 'Peter and Paul' in pairs. Use the index fingers of both hands and say the rhyme. The children join in with the actions:

Two little dickie birds,	(Put both index fingers out in
sitting on a wall.	front of you.)
One named Peter.	
One named Paul.	(Lift one finger, then the other.)
Fly away Peter.	(Make one finger disappear
Fly away Paul.	behind your back, then the other.)
Come back Peter.	(Make both fingers fly back.)
Come back Paul.	

Repeat a number of times.
You could choose two children to come out and be Peter and Paul, flying off to the side and then flying back again.

Unit 5 Pets

Lesson 4

Language

New
bird, spider, fish, turtle, rabbit, elephant

Recycled
Numbers

Passive
How about a spider? Wait a minute! No, not a ...

Materials checklist
- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Pet flashcards
- ☐ CD A/cassette
- ☐ Story cards A 5
- ☐ Extra activities: a copy of PMB page 18 for each child; pet flashcards

Cookie's circle time

1 Hello, everyone Track 4/7

Sit the children in Cookie's circle and sing the **Hello song**.
Take Cookie to the tree and choose six leaf name-tags. Sing the **Numbers song** to count the leaves off the tree and encourage the children to join in.

2 Poster time

Set up the Lulu poster and put the six pet flashcards in her pouch. Cookie calls the six children out to Lulu's poster and they each take out a pet flashcard. Draw a sad and a happy face on the board.
Ask Cookie: *How about a spider?* and encourage the child holding the flashcard to come forward and offer it to the puppet. Make Cookie shake his head and say *No, not a spider. I want a big pet.* Show the child that you want him/her to attach the flashcard below the sad face. Then repeat the same procedure for the other pets, attaching the flashcards under the sad face. When you get to the elephant, say *Wait a minute! Let me see... How about an elephant?* and make Cookie jump up and down and say *An elephant! Yes! Yes! Yes!*
The last child then attaches the flashcard under the happy face.
Thank the six children and let them go back and sit in Cookie's circle.

3 Unit song Track 22

Refer the children to the flashcards and the faces on the board. Sing Cookie's version of the **Pets song** and make Cookie shake his head and sing *No, I don't*, singing the verses for the flashcards under the sad face. Encourage the children to sing *No, I don't* with Cookie. Sing the rest of the **Pets song** with Cookie singing *No, I don't* for all the pets until you get to *Do you like elephants?* and Cookie and the children sing *Yes, I do.*

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have time, make the Zig-zag pets book from the Extra activities section (see page 101).

4 Storytime Track 23

Say the **Storytime** rhyme.
Teach the children the following actions to act out the story: *No, not a* (name of pet). Shake your head and then do the actions for each pet, as before.
Then follow on with *I want a big pet*, pointing to yourself and holding your hands out like Cookie.
Finally act *An elephant! Yes! Yes! Yes!* Make a trunk with your arm and then hold your hands up triumphantly.

1. Play the recording for Story card 1.
   Narrator: Cookie wants a pet.
   Cookie: *Good morning. Can I have a pet?*

2. Show the children Card 2.
   Now play the recording and do the actions with the children. Do the spider action whenever you hear the word.
   Lulu: *What about a spider?*
   Cookie: *No, not a spider. I want a big pet.*
   Narrator: *Cookie wants a big pet.*
   Repeat *Cookie wants a big pet* and hold out your arms like Cookie in the picture.

3. Show the children Card 3. Repeat the same procedure as for Card 2.
   Now play the recording and do the actions with the children.
   Lulu: *How about a fish?*
   Cookie: *No, not a fish. I want a big pet.*
   Narrator: *Cookie wants a big pet.*
   Sounding fed up, repeat *Cookie wants a big pet* and hold out your arms.

4 Show the children Card 4. Repeat the same procedure as for Card 2.
Now play the recording and do the actions.
Lulu: *How about a bird?*
Cookie: *No, not a bird. I want a big pet.*
Narrator: *Cookie wants a big pet.*
As before, repeat *Cookie wants a big pet* and hold out your arms and look fed up like Cookie does in the picture.
The children should now have got the hang of this, so play the recording and do the actions, encouraging all the children to join in.

5 Lulu: *How about a turtle?*
Cookie: *No, not a turtle. I want a big pet.*
Narrator: *Cookie wants a big pet.*
Play the recording and do the actions with the children.

6 Lulu: *How about a rabbit?*
Cookie: *No, not a rabbit. I WANT A BIG PET.*
Narrator: *Cookie wants a BIG pet.*
Say *Cookie doesn't want a spider, a fish, a bird, a turtle, or a rabbit* and do the actions you practised with the children in Lesson 1 activity 2. Play the recording.

7 Lulu: *Wait a minute! Let me see!*
Narrator: *What has Lulu got?*
Finally, play the recording and do the actions.

8 Cookie: *An elephant! Yes! Yes! Yes!*
Narrator: *Now that's a big pet!* (Hold up your thumb in an OK gesture.)

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Zig-zag pets book

You will need a photocopy of PMB page 18 for each child.
Fold the photocopies in half landscape.
Give out the folded photocopies of the PMB worksheets with the fish, turtle, and rabbit face up.
Show the children how to make the first fold and say:
Everyone. Listen to me.
Fold here. (Point to the line between the fish and
1, 2, 3. the turtle.)
Then do the second fold, saying:
Everyone. Listen to me.
Fold here. (Point to the line between the turtle
1, 2, 3. and the rabbit.)
Go round helping the children. Any who finish quickly can go and help others. The more the children do this activity, the easier it gets, and eventually become routine.

I like ... – Zig-zag book activity

The children hold their finished zig-zag books, while you say *I like spiders.* Encourage the children to hold up the page with the spider on it. Repeat for the other animals.

Guess the action – Zig-zag book activity

Now do one of the pet actions from Lesson 1 activity 2. Encourage the children to open the zig-zag pets book on the page which goes with the action and say the pet in English. Repeat this for all the pets.

Flashcard activity

You will need the pet flashcards.
Stick the pet flashcards round the classroom. Remind the children what *Can I have ..., please?* means.
Now say to different children *Can I have a spider, please?* The child has to go and get the flashcard and bring it to you.

Unit 5 Pets

Lesson 5

Language

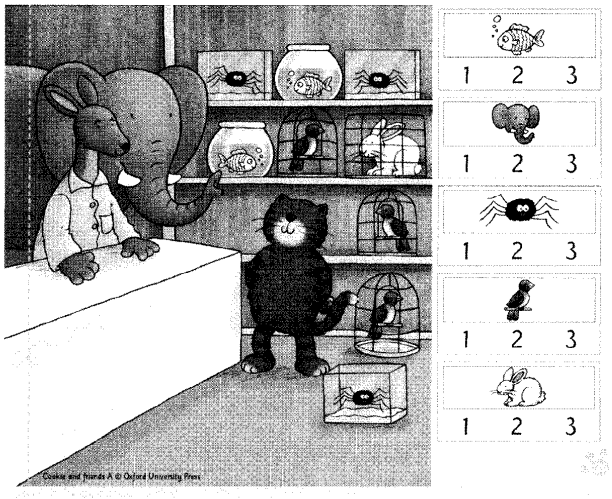
New
bird, spider, fish, turtle, rabbit, elephant

Recycled
Colours, body

Passive
Do you know your numbers?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Pet flashcards
- ☐ CD A/cassette
- ☐ Story cards A 5
- ☐ Worksheet 25
- ☐ Pencils
- ☐ Extra activities: pet/other flashcards for revision; pencils; one paper/plastic/polystyrene cup for each child; scissors; sewing cotton; clear sticky tape



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Sing *Stand up, everyone. Tra-la-la-la-la.*

2 Unit song (A) Track 22

Using the Cookie puppet to draw an imaginary line, divide the class into two groups.
Now show the children the pet flashcards and elicit the words. Attach three cards to the wall for one group and three for the other group.
Tell the groups that those are the pets their group likes. Say that you are going to sing a verse of the song with one of the pets and that the group with that flashcard has to sing the *Yes, I do* part.
When you have finished go straight into the Transition marker, keeping the children standing.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity (A) Track 7

(If you are short of time, miss out this activity.) Put up the pet flashcards, counting each one as you do and singing the **Numbers song**.
Write the numbers 1, 2, 3 on the board.
Now draw two spiders next to the numbers. Count the spiders and encourage the children to join in.
Then circle the number 2.

4 Worksheet 25 (A)

Show the children Worksheet 25.
Point to the fish with the numbers on the right side of the page and then point to the main picture. Count *One. Two.* Repeat this procedure for the elephant.
Give out the worksheets.
Say *Count. How many fish?* Give the children enough time to find them and count.
Then look at the right side of the page and say *One. Two. Now circle 2.* Point to the number 2 and pretend to circle it with a pencil.

Now say the **Table time chant** and give out the pencils.
Everyone. Listen to me.
You need a pencil.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.

Go round helping any children who need it.

Feedback

Check that the children have circled the 2 under the fish, the 1 under the elephant, the 3 under the spiders, the 3 under the birds, and the 1 under the rabbit.

When they have finished, give out their folders and say:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye (A) Track 6

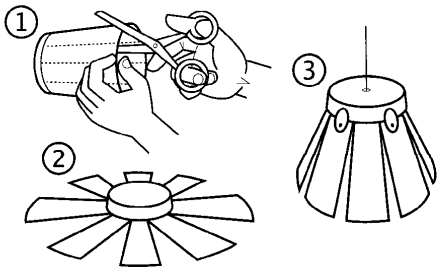
Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Paper cup spiders

You will need scissors, sewing cotton, sticky tape, and a paper/plastic/polystyrene cup for each child. (Polystyrene may be easier as the children can fold and tear it, whereas they will need to use scissors with paper or plastic cups.)

Before the class, make a spider by folding the cup in half and cutting down the folds. Now fold it in half the opposite way and cut down those folds. Finally, cut each of the four parts in two to make eight legs. Now attach a piece of string to what was the base of the cup so that you can make the spider move about on his 'thread'.



Show the children your finished spider. Then show the children exactly how you made it, using a new cup.
Give out some cups and scissors and go through the instructions, making sure everyone can follow you.
Say *Fold and cut,* acting out each step until they have eight legs.
Then go round taping a piece of cotton to the body of every child's spider. Sing *Do you like spiders?* and the children dangle their spiders and sing *Yes, I do.* You could then hang the spiders around the room or use them to make a display.

Clapping game

You will need the pet flashcards or flashcards of any other words you want to revise.
Put the flashcards on the board in the following order:
Bird – Clap
Fish – Clap
Spi-der – Clap, clap
Rab-bit – Clap, clap
Tur-tle – Clap, clap
El-e-phant – Clap, clap, clap

Say the vocabulary and clap the syllables. Start off slowly but get quicker so that the stress on the words of more than one syllable becomes more natural.
Repeat the procedure for any sets of vocabulary or individual words you want to revise.

(From Unit 1)
Red – Clap
Pink – Clap
Blue – Clap
Green – Clap
Yel-low – Clap, clap
Pur-ple – Clap, clap

(From Unit 2)
Ball – Clap
Car – Clap
Train – Clap
Ted-dy – Clap, clap
Dol-ly – Clap, clap
Scoo-ter – Clap, clap

(From Unit 3)
Head – Clap
Arms – Clap
Legs – Clap
Feet – Clap
Tum-my – Clap, clap
Fin-gers – Clap, clap

(From Unit 4)
Hat – Clap
Shoes – Clap
Socks – Clap, clap
Trou-sers – Clap, clap
Ja-cket – Clap, clap
T-shirt – Clap, clap

Unit 5 Pets

Lesson 6

Language

New
bird, spider, fish, turtle, rabbit, elephant

Recycled
Colours, body

Passive
Sorry!

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Storycards A 5
- ☐ Toy/pet/other flashcards
- ☐ CD A/cassette
- ☐ Character masks
- ☐ Extra activities: pet flashcards; a copy of PMB page 18; straws; a small sqaure of card for each child

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Now sing:
Stand up, everyone. Tra-la-la-la-la ... in preparation for the next activity.

2 Be an elephant (A)

Tell the children they are going to dance to some music. When the music stops, you will give them an instruction and they have to do the action.
Now play a selection of the songs they know. Pause the music and give the children an instruction for them to follow. At first, you will need to do the action for them to copy. Say *Be an elephant/spider/fish/rabbit/turtle/bird.*
You could also include instructions to revise the language from other units: *Point to something red/blue/pink/purple/green/yellow. Be a ball/teddy/dolly. Ride a car/scooter/train. Touch your head/legs/arms/fingers/tummy/feet. Put on your hat/trousers/shoes/jacket/socks/T-shirt.*
As the children are standing up, go straight into the Transition marker.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Storytime (A) Track 23

Say the **Storytime** rhyme.
Revise the TPR actions from Lesson 4 activity 4 with the whole class. Let Cookie choose the leaf name-tags from the tree to select the nine children to come out and act.

Now choose three children to be Densel, Cookie, and Lulu. Give them the characters masks. You also need to choose six children to be the pets. Give these children the pet flashcards.

Note
The children will often need prompting by you to know when to join in. Position Lulu behind your desk, with Densel and Cookie in front of it. The pets hide under the desk until they hear their name being said, when they come out and do their action.

1. Play the script for Story card 1.
   Narrator: *Cookie wants a pet.*
   Cookie: *Good morning. Can I have a pet?*

2. Lulu: *How about a spider?*
   Lulu brings out the spider and the spider does his/her action.
   Cookie: *No, not a spider. I want a big pet.*
   Cookie shakes his head and indicates he wants a bigger pet.
   Narrator: *Cookie wants a big pet.*
   Repeat *Cookie wants a big pet.* The whole class acts out this one.

3. Now play the recording and the actors do the actions.
   Lulu: *How about a fish?*
   Lulu brings out the fish, who does the action.
   Cookie: *No, not a fish. I want a big pet.*
   (As for Card 2 but with fish action.)
   Narrator: *Cookie wants a big pet.*
   Sounding fed up, repeat *Cookie wants a big pet.*
   Again the whole class acts out this one.

4. Now play the recording and the actors do the actions.
   Lulu: *How about a bird?*
   (Lulu brings out the bird.)
   Cookie: *No, not a bird. I want a big pet.*
   (As for Card 3 but with bird action.)
   Narrator: *Cookie wants a big pet.*
   As before, repeat: *Cookie wants a big pet.* Again the whole class acts out this one.

5 Now play the recording and the actors do the actions.
Lulu: *How about a turtle?*
(Lulu brings out the turtle.)
Cookie: *No, not a turtle. I want a big pet.*
(As for Card 4 but with turtle action.)
Narrator: *Cookie wants a big pet.* Again the whole class acts out this one.

6 Play the recording and do the actions with the children.
Lulu: *How about a rabbit?*
(Lulu brings out the rabbit).
Cookie: *No, not a rabbit. I WANT A BIG PET.*
(As for Card 5 but with rabbit action.)
Narrator: *Cookie wants a BIG pet.*
Again the whole class acts out this one.
Say *Cookie doesn't want a spider, a fish, a bird, a turtle, or a rabbit.* The actors do their actions.

7 Then play the recording.
Lulu: *Wait a minute! Let me see ...*
Narrator: *What has Lulu got?*

8 Now Lulu brings out the elephant.
Cookie: *An elephant! Yes! Yes! Yes!*
Cookie does the actions for elephant and then shakes his hands triumphantly in the air.
Narrator: *Now that's a big pet!*
Repeat *Now that's a big pet!* and do the action to show very big, holding your arms out wide.
Encourage the children to repeat it after you.
Congratulate all the children, saying *Very good, everyone.*

4 The numbers game

(If you are short of time, miss out this activity.)
Take the pet flashcards and show them to the children one by one. Then attach them face down on the board. Number each one with chalk, encouraging the children to join in with the counting. Now tell the children that they have to say a number and guess where the pet is, saying *One. Elephant?* Peek at card number 1. If they guessed correctly, say *Very good. Yes* and turn it face up. If not, say *No. Sorry!* and leave it face down.

5 Bye-bye Track 6

Cookie collects the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Pet silhouettes

You will need to copy PMB page 18 and make silhouettes. Colour the outlines black and then enlarge on a photocopier. Cut out the silhouettes.
Attach the silhouettes to straws so you can hold them up against a white background and the children can see the complete outline of the pet.
Encourage the children to guess the pets by doing the pet action. When you have revised all the pets that way, do the activity a second time, eliciting the words.
An optional and fun variation is to do a shadow theatre performance as in Unit 4, Lesson 6.
Show the children the shadows of the pets and elicit what they are. After a while, let individuals choose a silhouette for their friends to guess.

Pet survey

Draw a grid on the board like the one below. Attach the pet flashcards along the bottom row and write the numbers down the side.

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
?	bird	spider	fish	turtle	rabbit	elephant

Make Cookie go round the class asking *What's your favourite pet?*
Now give each child a small square of card and tell them to draw their favourite pet. When they have finished, they go and stick their pet in the space on the grid. Now count the squares for each pet, saying *One, two, three rabbits! One, two, three, four, five, six, seven fish!*

Unit 5 Pets

Lesson 7

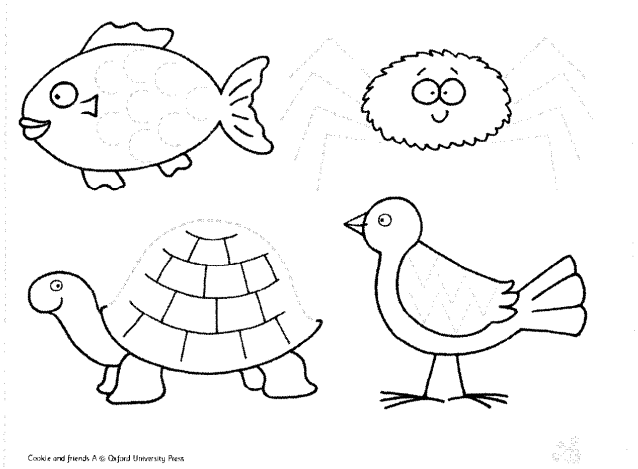
Language

New
bird, spider, fish, turtle, rabbit, elephant

Recycled
Colours, body

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Pet flashcards
- ☐ CD A/cassette
- ☐ Cookie's favourite song poster
- ☐ Worksheet 26
- ☐ Pencils/coloured pencils
- ☐ Extra activities: Story cards A 5; character masks; pet flashcards; a small square of card for each child



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Singalong time (A) Tracks 7/9/11/15/19/22

One of our main aims is to motivate the children, so it is a good idea to make them aware of everything they have learnt up to now.
Take Cookie to his favourite song poster. Now make Cookie whisper in your ear. Smile and say *Yes. What a good idea!*
Sing a selection of the songs the children know. As some of the songs have many verses, you may choose to sing just a few. You do not need to do anything else with the songs as this is a confidence-boosting activity to show the children just how much they have learnt already.

Follow-up
Ask the children to tell you some of the words they know in English. As they say each word, put the corresponding flashcard up. Remind the children of any words they have forgotten by showing them the flashcard and eliciting the word.
When you have finished, make Cookie clap and congratulate the children on how much English they know.

3 Chain instructions

Holding the pet flashcards up one at a time, elicit the words.
Then sing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la. ...

Stand in the circle with them. Turn to the child next to you and say *Spider* and hold up the flashcard. The child has to do the action for a spider. Hold up a new flashcard and indicate that the child has say what is on the new flashcard to the next child in the circle, who in turn has to do the action. The next child mimes the new pet and then looks at the next flashcard you are holding to pass on the instruction. When the chain has been started off, stand in the middle and hold the flashcards above your head so that the children can see them.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 26 (A)

Show the children Worksheet 26. Point to each pet and elicit the name of each one.
Take a pencil and show them that they have to follow the dotted lines to complete the animals.

Say this version of the **Table time chant** and give out the pencils:
Everyone. Listen to me.
You need a pencil.
1, 2, 3.
Then give out the worksheets and say:
Everyone. Listen to me.
Draw the animals.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round monitoring the children's progress. Help any children having difficulties. Those who finish fast could colour their drawings as they want.
Alternatively, you could give out the colours and use this for further revision by making it into a Listen and colour activity, saying, for example, *A blue fish. A yellow bird. A purple turtle.*
When they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye (A) Track 6

Cookie puts the flashcards in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Acting out the story again

You will need Story cards A 5, the character masks, and the pet flashcards.
As you may have suggested in Lesson 6 that more children could come out and be the characters in the story, it might be a good idea to repeat it here, while the procedure is still fresh in the children's minds. Choose nine actors – three to be the characters and six to be the pets. Follow the procedure in Lesson 6 activity 3.

Jumpity jump

You will need the pet flashcards or flashcards of any other vocabulary items you want to revise.
Say *Listen. Jumpity jump* and jump up and down. Now encourage the children to copy you. Tell the children that whenever they hear the words *Jumpity jump* they have to get up and jump until you tell them to sit back down.
Show the pet flashcards to the children one at a time and elicit the names. Then suddenly say *Jumpity jump*, and the children jump up and down. Let them do this a couple of times and then say *Sit down!*
Repeat the previous procedure of showing the children the flashcards and getting them to repeat after you, before you say *Jumpity jump* again.
This activity it is a good way to get youngsters moving about if they seem restless, and it is also a fun way to reinforce language they need to revise.

Unit 5 Pets

Lesson 8

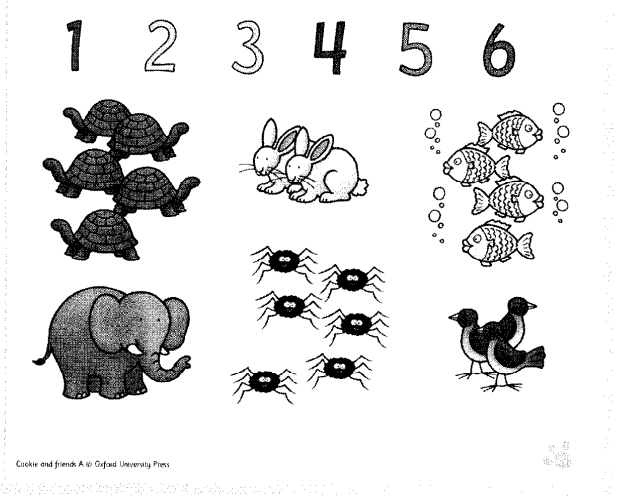
Language

New
bird, spider, fish, turtle, rabbit, elephant

Recycled
All the vocabulary from the book

Materials checklist

- ☐ Cookie puppet
- ☐ Pet/number/colour/toy/body/clothes flashcards
- ☐ CD A/cassette
- ☐ Worksheet 27
- ☐ Pencils
- ☐ Category boxes
- ☐ Extra activities: CD A/cassette; A4 paper for each child; coloured pencils; plastic/rubber/soft toy animals; craft materials – see Extra activities



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Sorting activity

From the sets of number, colour, toy, body, clothes, and pet flashcards, choose as many as you have children in the class. Now place the flashcards in a pile in the centre of the circle. Put the category boxes (see page 10 of the Introduction) next to the flashcards. Point to the category on each box.

The children take it in turns to go and pick up a flashcard from the pile and say what is on it. They then decide in which box they should put the flashcard. This continues until everyone has had a turn.

Now get the children to stand up for the next activity, singing:
Stand up, everyone. Tra-la-la-la-la.

3 Pet action game

(If you are short of time, miss out this activity.)
Divide the children in the circle into six pet groups. Check that the children know their groups by getting each group to do the action from Lesson 1 for their pet.

Tell the groups that you are going to give different animals an instruction to carry out, so they must listen very carefully. Say the instructions slowly and check to see if the animal group is doing the action. Say, for example, *Fish. Shake your head. Spiders. Point to something blue. Turtles. Point to your feet. Elephants. Pat your tummy. Rabbits. Pat your head. Birds. Wave your fingers.*
Repeat the procedure giving the different groups instructions to carry out.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity

Draw six spiders on the board. Count them one by one with the children until you get to six. Now write a number 6 on the board and draw an arrow to the six spiders.

5 Worksheet 27 (A)

Show the children Worksheet 27. Point to the numbers across the top and count, as you sing the **Numbers song**.

Choose one of the pets, for example, rabbits. Count the rabbits, encouraging the children to help you. *One. Two.* Point to the number again and ask the children *Can you see 2?* Encourage one of the children to point to the number 2. Now take a pencil and draw a line between the rabbits and the number 2.
Say this version of the **Table time chant** and give out the pencils:
Everyone. Listen to me.
You need pencils.
1, 2, 3.
Now give out the worksheets, saying:
Everyone. Listen to me.
Count and match. (Act out.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round monitoring the children's progress. Help any children having difficulties.
Feedback
Remind the children what *How many ...?* means. Then ask *How many birds/spiders/fish/turtles/rabbits/elephants?*
When they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

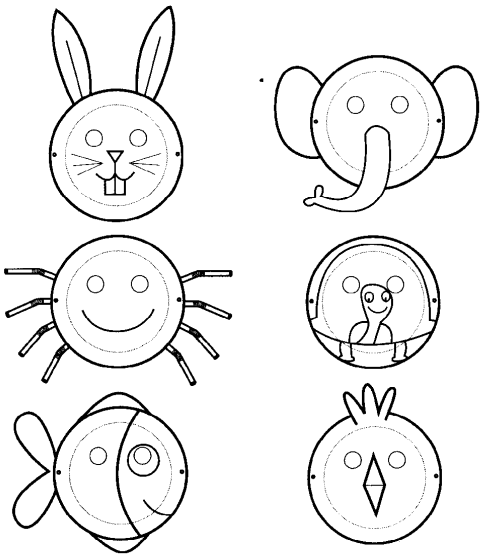
6 Bye-bye (A) Track 6

Cookie takes the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Feely bag (A) Track 22
You will need the recording, A4 coloured paper for each child, pencils, and a bag of soft toys.
Sit the children in Cookie's circle. Take the toys out of the bag one by one and elicit the names. Let the children have a good look at the toys. Put the toys back in the bag.
Now play the **Pets song** and pass the bag around the circle. Pause the song and let the child holding the bag take out one of the toys and say what it is. Repeat this a number of times.
Follow-up
Vary the activity. The children pass the bag round, but when the music stops, they have to put their hand in the bag and feel the pet. They try to identify it before taking it out of the bag to see if they were right.
Finally, take the bag and lay out five of the toy pets in front of the children. Shake the bag to show there is still one inside. See if the children can guess what it is. When someone guesses, put everything back in the bag and start again.

Paper plate masks
You will need the following materials: paper plates, poster paint, bendy drinking straws for the spiders' legs, ears for the rabbit, two paper plates for the elephant's head, legs for the turtle, a beak for the bird, and a tail for the fish to make some plate masks like the ones illustrated below.



You could do a survey in class and just make the most popular pet.
The children make the masks in groups. They can then act out the story, wearing their masks.
At the end, the masks can be displayed in the classroom.

Extra reinforcement lesson

Language

New
bird, spider, fish, turtle, rabbit, elephant

Recycled
Body

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Toy/body/clothes/pet flashcards
- ☐ CD A/cassette
- ☐ A copy of PMB page 19 for each child and one for you
- ☐ Glue
- ☐ Coloured pencils
- ☐ Extra activities: pet flashcards

Cookie's circle time

1 Hello, everyone (A) Track 4

Put the children in Cookie's circle. Sing the **Hello song**.

2 Vocabulary revision

If the children need revision of vocabulary from this or other units, you could do one of the flashcard activities from the Poster and Flashcard activity bank (see page 11 of the Introduction).

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Yes/No puppet – PMB page 19

Show the children your *Yes/No* puppet. Sing the first line of the **Pets song** and show them the happy face. Now sing *Do you like spiders? No, I don't* and show them the sad face.
Show the children your puppet, saying:
Everyone. Listen to me.
Let's make a puppet. (Hold up your *Yes/No* puppet.)
1, 2, 3.
Then give out the PMB photocopies and glue, saying:
Everyone. Listen to me.
Fold and glue. (Do the actions for this.)
1, 2, 3.

When everyone has finished, sing the **Pets song**, encouraging the children to show either the *Yes* or *No* face, depending on their own personal likes or dislikes.

4 No, not a spider. I want a big pet.

The children still need their *Yes/No* puppets. Tell them that they are going to be Cookie.
Show the spider flashcard and say *How about a spider?* The children show the *No* face on their puppet. Say *No, not a spider. I want a big pet* and to do the actions. The children repeat after you. Repeat with the other flashcards.

Finally, show them the elephant. They show the *Yes* face of their puppet. Say *An elephant! Yes! Yes! Yes!* and encourage the children to join in.
Give out the colours. The children could then colour their *Yes/No* puppet.
You will want these puppets for other lessons and in Unit 6, so don't let them go home yet!

5 Bye-bye (A) Track 6

Cookie takes the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activity

Action round the circle

Hold up the pet flashcards one at a time and elicit the words. Now elicit the pet action a number of times. Tell the children to stand in a circle, and stand in the circle with them. Turn to the children and say *Elephant.* Tell the children to do the action, moving round in a circle. Walk around in the circle like a herd of elephants. Repeat the procedure with other pets.

Unit 5 Pets

Extra extension lesson

Language

New
bird, spider, fish, turtle, rabbit, elephant white, grey, black

Recycled
Colours, body

Passive
What colour is the elephant? The elephant is grey. Zero, seven, eight.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Cookie's favourite song poster
- ☐ Colour/pet flashcards
- ☐ Colour flashcards for grey, white, and black
- ☐ CD A/cassette
- ☐ Extra activities: pet flashcards; drawing of a pet shop; CD A/cassette; A4 coloured poster

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 You choose (A) Track 22

(If you are short of time, miss out this activity or activity 5.) Sing the **Pets song**. Refer the children to Cookie's favourite song poster and let them choose another song to sing.

3 Pet colours

Put the colour flashcards in Lulu's pouch. Take Cookie over to Lulu's poster and say *Hello, Lulu. What have you got in your pouch?* Make Cookie take out the flashcards.

Put up the colours the children are familiar with first: blue, green, and yellow. Elicit the colours. Teach them the other colours, pointing to the flashcards and saying *White. Grey. Black.*

Now show the children the elephant flashcard and ask *What colour is the elephant? Grey.* Repeat this for all the pets, encouraging the children to repeat the colour.

4 Matching colours

Now give out the colour and pet flashcards to the children. Repeat the procedure from activity 3, saying *What colour is the fish? The fish is* (try and elicit *yellow*). The children holding the yellow and fish flashcards come and attach them next to each other on the board. Repeat for the rest of the pets.

5 What is green?

Now sing the following version of the **Toys song**. Point to the flashcards as you sing and encourage the children to sing the colours and pets.

What is green? What is green?
Can you see? Can you see?
I can see a turtle. I can see a turtle.
Point with me. Point with me.

What is grey? – an elephant ...
What is white? – a rabbit ...
What is yellow? – a fish ...
What is black? – a spider ...
What is blue? – a bird ...

6 Bye-bye (A) Track 6

Cookie takes the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activity

How many legs?

You will need the pet flashcards. Write the numbers 1– 6 across the board. Revise the numbers. Tell the children that you are going to count the pets' legs, so they need to know three new numbers. Write 0, 7, and 8 in the line of numbers on the board. Say *Zero* and make a 0 with your index finger and thumb. Then say *Seven. Eight* and hold up first seven and then eight fingers. Chant the numbers and get the children to count them on their fingers. *Zero. One. Two. Three. Four. Five. Six. Seven. Eight.*

Show the children the spider flashcard. Say *How many legs?* and count *One. Two. Three. Four. Five. Six. Seven. Eight.* Attach the spider flashcard under the number 8 on the board. Repeat the same procedure for all the pets.

Finish off the activity by pointing to the pets and eliciting the numbers.

Unit 6 Food

Lesson 1

Language

New
chocolate, ice-cream, cake, apples, bananas

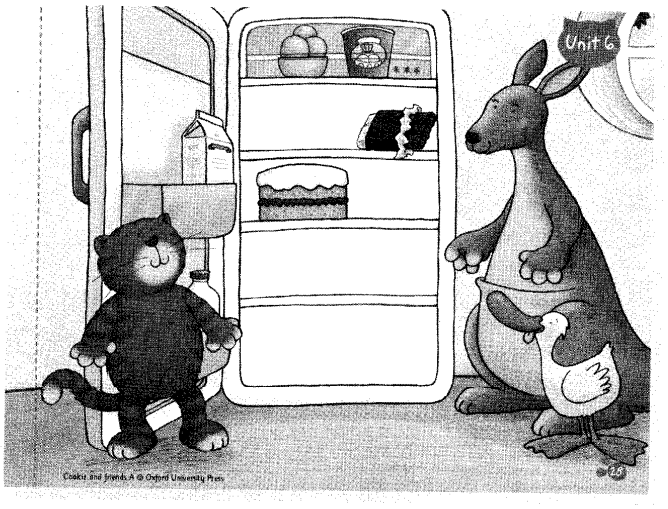
Note *Fish* is also in the vocabulary for this unit but it is better not to point it out before Lesson 3 or it will give away the end of the story.

Recycled
Numbers, colours

Passive
chocolate, ice-cream, cake, apples, bananas in the fridge. Eat it/them all up. What's missing?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Food flashcards
- ☐ Cookie's favourite song poster
- ☐ CD A/cassette
- ☐ Worksheet 28



- ☐ Pencils/coloured pencils
- ☐ Extra activities: CD A/cassette; Story cards A 5; food flashcards

Cookie's circle time

1 Hello, everyone (A) Track 4/9

Sit the children in Cookie's circle and sing the **Hello song**:

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Now take Cookie up to his song poster and make him point to the colour flashcard. Turn to Cookie with a surprised look on your face and say *Again?* Make Cookie nod and clap in delight. Now sing the **Colours song**.
Spend a few minutes asking different children their favourite colour. You could make Cookie try and guess some children's favourite colour and encourage them to answer *Yes* or *No*.

2 Poster time

Set up the Lulu poster and put the food flashcards in her pouch, without the fish. Take Cookie to Lulu's poster and encourage the children to join in with Cookie and greet Lulu, saying *Hello, Lulu*. Cookie asks Lulu *What have you got in your pouch?* Take out the flashcards, saying the food words and encouraging the children to repeat them: *chocolate, ice-cream, cake, apples*, and *bananas*.
Put the flashcards up and act out eating the different food in the order below. Make big, exaggerated gestures and encourage the children to join in.
Chocolate – take the bar, break off a piece, and eat it.
Ice-cream – lick an ice-cream.
Cake – cut a big slice of cake and eat it.
Apples – pick up an apple and rub it on your opposite sleeve and take a bite.
Bananas – peel and eat one.
Now point to an item of food and say the word. Encourage all the children to do the actions.

3 Pre-chant activity (A) Track 25

(If you are short of time, miss out this activity). Draw a fridge on the board and put the food flashcards in it. Now say the first line of each verse of the **Food chant**, and do the actions from activity 2.
Chocolate in the fridge.
Ice-cream in the fridge.
Cake in the fridge.
Apples in the fridge.
Bananas in the fridge.
As you chant the words, point to them in the fridge and encourage the children to join in with the actions.

4 Unit chant Track 25

Put the flashcards on the board as they were in activity 2.
Play the recording and do the actions, encouraging the children to join in.

Food chant
Chant rhythm: Jelly on a plate

Chocolate in the fridge. Chocolate in the fridge.	(Pretend to take the bar and break off a piece.)
Eat it up. Eat it up. Chocolate in the fridge.	(Pretend to eat it.)
Ice-cream in the fridge. Ice-cream in the fridge.	(Pretend to lick an ice-cream.)
Eat it up. Eat it up. Ice-cream in the fridge.	(Pretend to bite it.)
Cake in the fridge ...	(Pretend to cut a big slice of cake.)
Eat it up ...	(Pretend to bite it.)
Apples in the fridge.	(Pretend to pick up an apple and rub it on your opposite sleeve.)
Eat them up ...	(Pretend to bite it).
Bananas in the fridge ...	(Pretend to peel a banana.)
Eat them up ...	(Pretend to eat it.)

Now sing *Stand up, everyone. Tra-la-la-la-la* and go straight into the Transition marker.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

5 Worksheet 28

Show the children Worksheet 28. Point to the empty spaces in the fridge and ask *What's missing?* Try and elicit *bananas* and *apples* from the children by letting them get up and point to the flashcards. These are the food items they have to draw. If they are having problems, refer them to the flashcards on the board.
Give out the pencils and colours, saying:
Everyone. Listen to me.
Pencil and colours.
1, 2, 3.
Now give out the worksheets, and say:
Everyone. Listen to me.
Draw and colour.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round helping the children.

Once they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song**:

Bye-bye song
Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Make Cookie wave goodbye before putting him away.

Extra activities

What's missing?
You will need the food flashcards.
Put the food flashcards on the board as they were for activity 4, point to the cards, and say the vocabulary. Chant the vocabulary through twice. Now turn all the flashcards over to face the board. Turn over four and see if the children can tell you which one is still face down. Say *What's missing?* pointing to the flashcard which is face down. Repeat a number of times.
To make this more difficult, leave more flashcards face down each time so the children have to remember more words.

Revision of Story A 5 Track 23
You will need Story cards A 5 and the recording.
As mentioned in previous units, it is highly beneficial for the children to revise activities as well as meeting new and challenging material.
Play the recording and show the children the Story cards. Encourage the children to join in with the pet actions they learnt in Unit 5.

Unit 6 Food

Lesson 2

Language

New
chocolate, ice-cream, cake, apples, bananas

Recycled
Colours, toys

Passive
What do they like? some, an

Materials checklist

- ☐ Cookie puppet in box
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Toy/pet (without fish)/character/food flashcards
- ☐ CD A/cassette
- ☐ A4 paper for each child
- ☐ Extra activities: CD A/cassette; food/toy/clothes flashcards

Cookie's circle time

1 Hello, everyone (A) Track 4/11

Sit the children in Cookie's circle and sing the **Hello song**.
Hide Cookie in his box with the toy flashcards and say *Cookie is sad* and pull a sad face. Make Cookie appear holding the toy flashcards. Make Cookie whisper something and tell the children that he will feel much better if they sing the **Toys song**. Make Cookie put up the toy flashcards round the room and sing the **Toys song**, encouraging the children to sing and point.

2 Poster time

Set up the Lulu poster and put the food flashcards (without the fish) and the five leaf name-tags in her pouch. Take Cookie over to Lulu and encourage the class to say *Hello, Lulu*. Cookie then asks Lulu *What have you got in your pouch?* Cookie takes out the five leaf name-tags and calls out the children's names.
The five children take it in turns to take the flashcards from Lulu's pouch. Point to each flashcard in turn, saying the word and encouraging the class to join in with the action.

3 Unit chant (A) Track 25

Divide the class into five groups and make the children with flashcards captains of each group. Remind the children of the actions for their group. Now play the recording and tell the children to do their action when it is their group's turn in the chant.

Food chant
Chocolate in the fridge.
Chocolate in the fridge.
Eat it up.
Eat it up.
Eat it up.
Chocolate in the fridge.
Ice-cream in the fridge ...
Cake in the fridge ...
Apples in the fridge ...
Bananas in the fridge ...

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Drawing line by line

(If you are short of time, miss out this activity.) Tell the children you are going to draw some food. Draw part of an ice-cream ball to see if the children can guess what you are drawing. Continue drawing the ball and stop again to see if they can guess. Once they have guessed, do the same again with the other foods. As there are only five possibilities, they can only have one guess each time you draw a line.
Let some of the children come out and draw.

5 What do they like?

Show the children the Densel, Cookie, and Lulu flashcards. Attach the flashcards to the board with the pictures face up.
Now show the children the five food flashcards and say what is on each one, getting the children to repeat the words. Now choose three food flashcards and attach them face down, one under each character.

Tell the children that the characters each have a food which they like. The children have to guess who has what. The children guess by saying a character and then the item of food. Peek at the flashcard under the character. If the children get it right, say *Very good! Cookie likes bananas.* If not, say *No. Sorry!* and let the children continue guessing. The children carry on until they discover what each character has.
You could repeat the same activity, changing the three food flashcards.

6 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

What is red? (A) Track 9

You will need the food flashcards, the recording, and the toy and clothes flashcards.
Put the food flashcards on the board in the order of the **Colours song**.
Sing:
What is red?
What is red?
Can you see?
Can you see?
I can see some apples.
I can see some apples.
Point with me.
Point with me.

What is pink? – an ice-cream …
What is yellow? – bananas …
Ask the children what other things they know that are red, pink, and yellow.
Now ask them what things they know that are purple, green, and blue.

Initial sounds

You will need the food flashcards.
Show the children the food flashcards and say each item of food as you attach it to the board. Now say *Can I have some ba …, please?* Ask individual children to come and find which flashcards you are referring to.
Repeat the procedure with the other food words.
Apples – 'ap' /ˈæplz/
Cake – 'kei' /keɪk/
Chocolate – 'ch' /ˈtʃɒklət/
Ice-cream – 'ai' /aɪs kriːm/

Unit 6 Food

Lesson 3

Language

New
chocolate, ice-cream, cake, apples, bananas

Recycled
fish

Passive
Pass the bag everyone. Yum! Yum!

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Food flashcards
- ☐ Story cards A 6
- ☐ CD A/cassette
- ☐ Worksheet 29
- ☐ Pencils/coloured pencils
- ☐ Extra activities: food flashcards; Lulu poster; Cookie puppet; chopped fruit, fairy cakes, and chocolate

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Make a cake

(If you are short of time, miss out this activity.) Draw a layer of a cake on the board and say *Let's make a cake.*

Put the flashcards of the bananas, apples, chocolate, and ice-cream on the board next to the cake you have drawn.

Make Cookie remove the flashcard of the bananas and say *How about bananas?* Take the flashcard and place it on the first layer. Say *Bananas. Yum! Yum!* and then say a slightly different version of the chant:

Bananas on the cake.
Bananas on the cake.
Eat them up.
Yum! Yum!
Bananas on the cake.

Now draw another layer above the bananas and repeat the procedure with the other ingredients in the order the children want. Leave the cake on the board.

3 Storytime (A) Track 26

Say the **Storytime** rhyme:
One, two, three. (Count on your fingers.)
Storytime for you and me. (Point to the first Story card, point to the children and then to yourself.)
Point to the plain layer of cake and establish with the children that the characters are going to make a cake.

❶ Now play recording for Card 1.
Lulu: *Let's make a cake! Now, let me see ...*
Ask the children what Cookie and Densel will choose first. Point to the flashcards and let different children come out and point.
Say *Let's see!*

❷ Show them Card 2 and play the recording, pointing to the characters as they speak. Say *Very good,* (Susan and Eli) to the children who guessed correctly.
Lulu: *How about apples?*
Cookie/Densel: *Yes! Yes! We like apples.*
Narrator: *Yum! Yum! A cake with apples.*
Again, encourage the children to guess what will come next. Say *Let's see!*

❸ Show them Card 3 and play the recording, pointing to the characters as they speak. Say *Very good,* (Olivia, Charlie) to the children who guessed correctly.
Lulu: *How about chocolate?*
Cookie/Densel: *Yes! Yes! We like chocolate.*
Narrator: *Yum! Yum! A cake with apples and chocolate.*

4 Repeat the same procedure for Card 4.
Lulu: *How about bananas?*
Cookie/Densel: *Yes! Yes! We like bananas.*
Narrator: *Yum! Yum! A cake with apples, chocolate, and bananas.*

5 Repeat the same procedure for Card 5.
Lulu: *How about ice-cream?*
Cookie/Densel: *Yes! Yes! We like ice-cream.*
Narrator: *Yum! Yum! A cake with apples, chocolate, bananas, and ice-cream.*

6 Show the children Card 6 and ask them what they think Cookie is doing. Establish that he is looking for something else. Say *What else have we got?*
Cookie: *What else have we got?*

7 Peek at Card 7 from under Card 6 and put you hand to your forehead as if saying *Oh, dear!* or *Oh, no!* Now show them Card 7 and play the recording. Point to the big fish on top of the cake.
Cookie: *How about fish! I like fish. Yum! Yum! A cake with apples, chocolate, bananas, ice-cream, and fish!*

8 Play the recording and point to Lulu and Densel looking ill.
Lulu/Densel: *Fish! Yuk! Yuk! No, thanks.*
Ask the children why Lulu and Densel feel sick. Establish that they don't like fish.
Make the Cookie puppet say *I like fish!* Put the fish flashcard on top of the cake on the board.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 29 (A)

Look at Worksheet 29. Point to the different layers of the cake and elicit what is in each one. Now point to the top of the cake.
Say *Fish?* and encourage the children to answer *Yes/No*. Refer the children to the flashcard cake you have built up on the board.
Tell the children to draw what they like on the top.

Give out the pencils and colours, saying:
Everyone. Listen to me.
Pencil and colours.
1, 2, 3.
Now give out the worksheets and say:
Everyone. Listen to me.
Draw and colour.
1, 2, 3.

While the children are working, play any songs they have learned and encourage them to sing.
Go round helping the children. Any who finish quickly can go and help others.
Finally, the children can hold up their worksheet and say, for example, *Chocolate*, so their classmates can see what they chose.
Once they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Do you like chocolate?
You will need the food flashcards, the Cookie puppet, and the Lulu poster.
Put up the Lulu poster. Now put on the puppet and sing the **Pets song**, but using the new vocabulary. Do it as though Cookie is singing the question and Lulu is singing the answer.
Cookie: *Do you like chocolate?*
Lulu: *Yes, I do.*
Cookie: *Do you like chocolate?*
Lulu: *Yes, I do.*
Cookie: *Do you like chocolate? Do you like chocolate?*
Lulu: *Yes, I do.*
Cookie: *Do you like chocolate?*
Do you like apples ... Yes, I do.
Do you like bananas ... Yes, I do.
Do you like ice-cream ... Yes, I do.
Cookie: *Do you like fish?*
Lulu: *No, I don't.*

Smelling and tasting
You will need to bring in some of the ingredients from the story – not the fish! Chop up the fruit and break up the chocolate (alternatively, you could use a chocolate dessert) and put them in identical containers, for example, paper cups. Use some broken fairy cakes to look like pieces of cake.
Sit the children in Cookie's circle. Show them the food and get them to name it.
Now ask different children to cover their eyes and let them smell the food and then taste it. See if they can guess what it is. Repeat the activity, letting all the children have a turn.

Unit 6 Food

Lesson 4

Language

New
chocolate, ice-cream, cake, apples, bananas, fish

Recycled
I like/don't like ...; Toys, pets

Passive
Yum! Yuk!

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Food flashcards
- ☐ Story cards A 6
- ☐ CD A/cassette
- ☐ Extra activities: character/toy/pet/food flashcards; a copy of PMB page 20 for each child

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit chant (A) Track 25

Draw a layer of a cake. Show the children the chocolate, bananas, apples, ice-cream, and fish flashcards. Ask them what Cookie wanted on his cake.
Put on the Cookie puppet and say this version of the **Food chant** with the children, adding to the layers with each verse. The children can do the actions for the food.

Note
The fish action is the same as the one in Unit 5.

Chocolate on a cake.
Chocolate on a cake.
Eat it up.
Yum! Yum!
Chocolate on a cake.

Ice-cream on a cake ...
Eat it up.
Yum! Yum! ...

Apples on a cake ...
Eat them up.
Yum! Yum! ...

Bananas on a cake ...
Eat them up.
Yum! Yum! ...

Fish on a cake ...
Eat it up.
Yum! Yum! ...

Finally say the last verse for Lulu and Densel.
Fish on a cake.
Fish on a cake.
Yuk! Yuk!
No thanks!
Fish on a cake.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have time, make the Zig-zag food book from the Extra activities section (see page 119).

3 Storytime (A) Track 26

Say the **Storytime** rhyme.
Show the children the food flashcards, including the fish. Point to the items of food, say the word and tell the children to do the actions of eating them. Make the activity more fun by speeding up your pointing, so that the children have to change mime fast.

Note
These mimes prepare for the story, which repeats the actions for each Story card. Mime each food when it is mentioned.

1. Put up Card 1 on the board and play the recording.
   Lulu: *Let's make a cake! Now, let me see ...*
   (Mime cake and encourage the children to say *Cake* when they do the action.)

2. Put up Card 2 on the board and play the recording.
   Lulu: *How about apples?*
   Cookie/Densel: *Yes! Yes! We like apples.*
   (Nod and do the action for apples.)
   Narrator: *Yum! Yum! A cake with apples.*
   (Rub your tummy for the *Yum! Yum!* bit and repeat the action for apples.)

3. Put up Card 3 on the board and play the recording.
   Lulu: *How about chocolate?*
   Cookie/Densel: *Yes! Yes! We like chocolate.*
   (Nod and do the action for chocolate.)
   Narrator: *Yum! Yum! A cake with apples and chocolate.*
   (Rub your tummy for *Yum! Yum!* and repeat the food actions.)

4 Repeat the same procedure as before.
Lulu: *How about bananas?*
(Nod and do the action for bananas.)
Cookie/Densel: *Yes! Yes! We like bananas.*
Narrator: *Yum! Yum! A cake with apples, chocolate, and bananas.*
(Rub your tummy for *Yum! Yum!* and repeat the food actions.)

5 Repeat the procedure as before.
Lulu: *How about ice-cream?*
(Nod and do the action for ice-cream.)
Cookie/Densel: *Yes! Yes! We like ice-cream.*
Narrator: *Yum! Yum! A cake with apples, chocolate, bananas, and ice-cream.*
(Rub your tummy for *Yum! Yum!* and repeat the food actions.)

6 Repeat the procedure as before.
Cookie: *What else have we got?*

7 Repeat the procedure as before.
Put you hand to your forehead as if saying *Oh, dear!* or *Oh, no!* Point to the fish and encourage the children to join in.
Cookie: *How about fish! I like fish. Yum! Yum! A cake with apples, chocolate, bananas, ice-cream, and fish!*
(Do the action for fish, rub your tummy for *Yum! Yum!* and repeat the food actions.)

8 Repeat the procedure as before.
Cookie/Densel: *Fish! Yuk! Yuk! No, thanks.*
(Do the action for fish. Put your hand to your stomach and look ill. Say *No!*) Congratulate the children, saying *Very good, everyone.*

4 Flashcard food riddle

(If you are short of time, miss out this activity.)
Draw a smiley and a sad face on the board and remind the children what *I like ...* and *I don't like ...* mean.
Put the following flashcards on the board: apples, fish, bananas, and cake. Say this riddle to the children:
I don't like apples.
I don't like cake.
I don't like bananas.
So I like ...
Try and elicit the name of the food card left over. If the children need some help, repeat the riddle and point to the flashcards as you say them.
Repeat with another set of four food flashcards. You could reverse the activity, saying:
I like .../I like .../I like .../So I don't like ...

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Do you like apples?
You will need the flashcards of Densel, Cookie, and Lulu, the toy, pet, and food flashcards.
Divide the class into Densel's group, Cookie's group and Lulu's group and put up the character flashcards across the top of the board. Now mix up the flashcards and distribute them evenly for the three characters, sticking them under their flashcard. Tell the children that the flashcards with their character are what their character likes.
Now ask the groups questions, for example, *Densel, do you like teddies?* If Densel's group has this flashcard, encourage them to say *Yes, I do.* If they don't, they say *No, I don't.*
Note
It may be easier for the children to remember the language if you use the **Pets song** to ask the questions.

Zig-zag food book
You will need the copies of PMB page 20.
Give out the folded worksheets with the ice-cream, cake, and apple face up.
Show the children how to make the first fold and say:
Everyone. Listen to me.
Fold here. (Point to the line between the ice-cream and the cake.)
1, 2, 3.
Then do the second fold, saying:
Everyone. Listen to me.
Fold here. (Point to the line between the cake and the apples.)
1, 2, 3.
Go round helping the children. Any who finish quickly can go and help others.
The children are used to doing this activity and so they may do it quite quickly. You may also be able to do one or both of the following activities.

Let's make a cake – Zig-zag book activity
Revise the language from the story. Say *Let's make a cake. How about apples?* Reply *Yum! Yum!* Encourage the children to show you the picture in their books and repeat *Yum! Yum! We like apples.* Then continue, saying *Let's make a cake. How about chocolate/bananas/ice-cream?* Encourage the children to show you each picture in their zig-zag book and reply *Yum! Yum!*
Finally, say *How about fish? I like fish* and encourage the children to show you the picture of the fish and say *Fish. Yuk! Yuk! No, thanks!*

Guess the mime – Zig-zag book activity
With the children holding their finished zig-zag books, mime eating one of the food items. Encourage the children to open their books and show you which item of food you were eating and say the word in English. Repeat for the rest of the foods.

Unit 6 Food

Lesson 5

Language

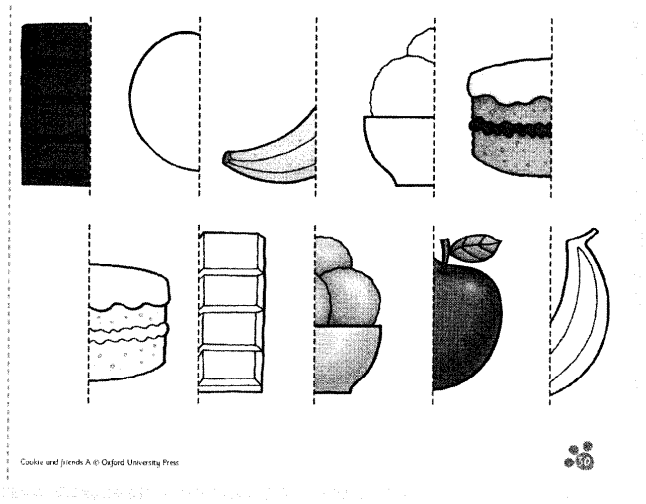
New
chocolate, ice-cream, cake, apples, bananas, fish

Recycled
Colours, pets

Passive
some

Materials checklist

- ☐ Cookie puppet
- ☐ Food flashcards
- ☐ CD A/cassette
- ☐ Story cards A 6
- ☐ Worksheet 30
- ☐ Pencils/coloured pencils
- ☐ Extra activities: a copy of PMB page 20. Colour the pictures black and enlarge to make silhouettes; food flashcards



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Storytime (A) Track 26

As all children have a lot of fun doing TPR stories, repeat the story procedure from Lesson 4.
Say the **Storytime** rhyme.
Show the children the food flashcards, including the fish.
Point to the items of food, say the words, and tell the children to do the actions of eating them. To make the activity more fun, speed up your pointing, so that the children have to change quickly.

1. Put up Card 1 on the board and play the recording.
   Lulu: *Let's make a cake! Now, let me see …*
   (Mime cake and encourage the children to say *Cake* when they do the action.)

2. Put up Card 2 on the board and play the recording.
   Lulu: *How about apples?*
   Cookie/Densel: *Yes! Yes! We like apples.*
   (Nod and do the action for apples.)
   Narrator: *Yum! Yum! A cake with apples.*
   (Rub your tummy for the *Yum! Yum!* bit and repeat the action for apples.)

3. Put up Card 3 on the board and play the recording.
   Lulu: *How about chocolate?*
   Cookie/Densel: *Yes! Yes! We like chocolate.* (Nod and do the action for chocolate.)
   Narrator: *Yum! Yum! A cake with apples and chocolate.*
   (Rub your tummy for *Yum! Yum!* and repeat the food actions.)

4. Repeat the same procedure as before.
   Lulu: *How about bananas?*
   (Nod and do the action for bananas.)
   Cookie/Densel: *Yes! Yes! We like bananas.*
   Narrator: *Yum! Yum! A cake with apples, chocolate, and bananas.*
   (Rub your tummy for *Yum! Yum!* and repeat the food actions.)

5. Repeat the procedure as before.
   Lulu: *How about ice-cream?*
   (Nod and do the action for ice-cream.)
   Cookie/Densel: *Yes! Yes! We like ice-cream.*
   Narrator: *Yum! Yum! A cake with apples, chocolate, bananas, and ice-cream.*
   (Rub your tummy for *Yum! Yum!* and repeat the food actions.)

6. Repeat the procedure as before.
   Cookie: *What else have we got?*

7. Repeat the procedure as before.
   Put you hand to your forehead as if saying *Oh, dear!* or *Oh, no!* Point to the fish and encourage the children to join in.

Cookie: *How about fish! I like fish. Yum! Yum! A cake with apples, chocolate, bananas, ice-cream, and fish!*
(Do the action for fish, rub your tummy for *Yum! Yum!* and repeat the food actions.)

8 Repeat the procedure as before.
Cookie/Densel: *Fish! Yuk! Yuk! No, thanks.*
(Do the action for fish. Put your hand to your stomach and look ill. Shake the index finger of your other hand to indicate *No!*)
Congratulate the children, saying *Very good, everyone.*

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity

(If you are short of time, miss out this activity.) Show the children Worksheet 30. Point to the different food items on the top row, one by one, and say the **Food chant** in the following order:
Chocolate in the fridge.
Chocolate in the fridge.
Eat it up.
Eat it up.
Chocolate in the fridge.

Apples in the fridge ...
Bananas in the fridge ...
Ice-cream in the fridge ...
Cake in the fridge ...

4 Worksheet 30

Still looking at Worksheet 30, point to the chocolate bar on the top row. Now run your finger along the bottom row of food and ask *Can you see some chocolate?* Say *Point with me* and see if the children can point to the chocolate on the bottom row.
Give out Worksheet 30. Ask *Can you see an apple/a banana/ice-cream/a cake?* and show the children that you want them to point to the items on the bottom row. Again say *Point with me.*
Take a pencil and pretend to join the two pictures of chocolate.

Give out the pencils and say:
Everyone. Listen to me.
Match the pictures.
1, 2, 3.

When the children have finished matching the food halves, give out the colours, saying:
Everyone. Listen to me.
Colour the food.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round helping any children who need it.
When they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Food silhouettes

You will need a copy of PMB page 20 to make silhouettes. Show the children the silhouettes against a white background and see if they can tell you the name of each item.
An optional and more fun activity is to do a shadow theatre performance as before (see page 87).
Set up the chairs, the lamp, and the sheet and show the children the shadows of the food. Ask them to say what they are. After a while, let individual children come out and choose a silhouette for their friends to guess.

Action round the circle

You will need the food flashcards.
Hold up the food flashcards one at a time and elicit the words. Now elicit the action the children know for eating each item of food. Tell the children to stand in a circle. Stand in the circle with them and remind them of the actions. Then turn to children and say *Apples.* Tell the children they have to do the action, moving round in a circle. Repeat the procedure with the other food items. Once the children are confident with the activity, you could let individual children choose the food.

Unit 6 Food

Lesson 6

Language

New
chocolate, ice-cream, cake, apples, bananas, fish

Recycled
Toys, clothes, pets

Materials checklist
- ☐ Cookie puppet
- ☐ Toy/clothes/pet/food flashcards
- ☐ Story cards A 6
- ☐ CD A/cassette
- ☐ Character masks
- ☐ A4 paper for each child
- ☐ Pencils/coloured pencils
- ☐ Extra activities: plasticine®; food flashcards

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Now sing *Stand up, everyone. Tra-la-la-la-la* in preparation for the next activity.

2 Drawing in the air

Put up the food flashcards. Trace round the edge of one of the apples with your finger and say *Apple*. Hold out your finger like a pencil. Draw an apple in the air, using big strokes. Encourage the children to copy you. Repeat for all the items of food.
Tell the children that they have to guess what you are drawing in the air. The child who guesses correctly can come to the front and draw the next thing for the class to guess.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Acting out the story (A) Track 26

Say the **Storytime** rhyme.
Now choose three children to come out and be Cookie, Lulu, and Densel. Give the children their character masks.
You may need to support the actors by doing the actions and letting them copy you.

Put up Card 1 on the board and play the recording.
1 Lulu: *Let's make a cake! Now, let me see ...*
(Pause the recording. Lulu mimes cake. Encourage the rest of the class to chorus *cake*.)

Put up Card 2 on the board and play the recording.
2 Lulu: *How about apples?*
(Lulu mimes apples and the class chorus *apples*).
Cookie/Densel: *Yes! Yes! We like apples.*
(Cookie and Densel nod enthusiastically and mime apples. Encourage the class to chorus *apples*.)
(The whole class join in with the actions for the narrator's part.)
Narrator: *Yum! Yum! A cake with apples.*
(Rub your tummy for *Yum! Yum!* and repeat the action for apples).

3 Put up Card 3 on the board and play the recording.
Lulu: *How about chocolate?*
(Lulu mimes chocolate.)
Cookie/Densel: *Yes! Yes! We like chocolate.*
(Cookie and Densel nod enthusiastically and mime chocolate. Encourage the class to chorus *chocolate* and then to join in with the actions for the narrator's part.)
Narrator: *Yum! Yum! A cake with apples and chocolate.*
(Rub your tummy for *Yum! Yum!* and repeat the food action.)

4 Repeat the procedure as before.
Lulu: *How about bananas?*
(Lulu mimes bananas.)
Cookie/Densel: *Yes! Yes! We like bananas.*
(Cookie and Densel nod enthusiastically and mime bananas. The class chorus *bananas*, and then join in with the actions for the narrator's part.)
Narrator: *Yum! Yum! A cake with apples, chocolate, and bananas.*
(Rub your tummy for *Yum! Yum!* and repeat the food action.)

5 Repeat the procedure as before.
Lulu: *How about ice-cream?*
(Lulu mimes ice-cream.)
Cookie/Densel: *Yes! Yes! We like ice-cream.*
(Cookie and Densel nod enthusiastically and mime ice-cream. The class chorus *ice-cream*, and to join in with the actions for the narrator's part.)
Narrator: *Yum! Yum! A cake with apples, chocolate, bananas, and ice-cream.*

(Rub your tummy for *Yum! Yum!* and repeat the food action.)

6 Repeat the procedure as before.
Cookie: *What else have we got?*
(Cookie shrugs for *What else ....*)

7 Repeat the procedure as before.
Cookie: *How about fish! I like fish. Yum! Yum! A cake with apples, chocolate, bananas, ice-cream and fish!*
(Cookie mimes fish and rubs his tummy. Encourage the whole class to join in with the actions.)

8 Repeat the procedure as before.
Lulu/Densel: *Fish! Yuk! Yuk! No thanks.*
(Lulu and Densel mime fish and then put their hands to their stomachs and look ill. Then shake the index finger of your other hand to indicate *No.*)
Congratulate the children, saying *Very good* and thank the actors.

4 Vocabulary book

Revise some vocabulary by showing the children the toy, clothes, pet, and food flashcards.
Give out a piece of A4 paper to each child and say:
Everyone. Listen to me.
Let's make a book.
1, 2, 3.
Now fold the paper in half (landscape) and then again, so it looks like a greeting card. The children have four pages to draw on.

Give out the pencils and colours.
Everyone. Listen to me.
Draw and colour. (Do the actions for this.)
1, 2, 3.
First, tell the children what to draw. Once they have done this, tell them what colour the items are. Finally, repeat for the children to check their picture.

1 *Draw one ice-cream. Colour it pink. One pink ice cream.*
2 *Draw two turtles. Colour them purple. Two purple turtles.*
3 *Draw three cars. Colour them green. Three green cars.*
4 *Draw four T-shirts. Colour them yellow. Four yellow T-shirts.*

If you wanted to concentrate more on the vocabulary from this unit, just give instructions for food.
Feedback
Describe one of the pages and get the children to show it to you.
Finally, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye (A) Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Clapping game
You will need the food flashcards.
Put the food flashcards on the board in the following order:
Fish – Clap
Cake – Clap
A-pples – Clap, clap
Ice-cream – Clap, clap
Ba-na-nas – Clap, clap, clap
Cho-co-late – Clap, clap, clap
Say the vocabulary and clap the syllables. Start off slowly but get faster so that the stress on the words of more than one syllable becomes more natural.

Plasticine® cakes
You will need some plasticine®.
Give out the plasticine® and say to the children. *Let's make a cake. How about ...?* and name things for the children to make.
Go round praising their work, saying *Very good, (Len). That's a good banana.*
Once they have finished, display their cakes somewhere in the classroom.
This activity could also be done in an Art and Craft class.

Lesson 7

Language

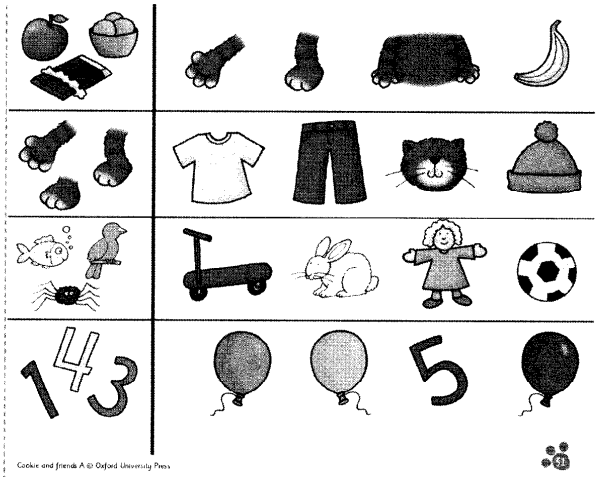
New
chocolate, ice-cream, cake, apples, bananas, fish

Recycled
Toys, clothes, pets

Passive
Find and circle.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Cookie's favourite song poster
- ☐ Toy/clothes/pet/food flashcards
- ☐ CD A/cassette
- ☐ Worksheet 31
- ☐ Pencils
- ☐ Extra activities: Story cards A 6; character masks; pet/food flashcards



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Singalong time (A)

Tracks 7/9/11/15/19/22/25

One of our main aims is to motivate the children, so it is a good idea to make them aware of everything they have learnt up to now.
Take Cookie to his favourite song poster. Now make Cookie whisper in your ear. Smile and say *Yes. What a good idea!*

Sing a selection of the songs the children know. As some of the songs have many verses, you may choose to sing just a few. You do not need to do anything else with the songs, as this is a confidence-boosting activity to show the children just how much they have learnt already.

Follow-up
Ask the children to tell you some of the words they know in English. As they say each word, put the corresponding flashcard up. Remind the children of any words they have forgotten, by showing them the flashcard and eliciting the word.
When you have finished, make Cookie clap and congratulate the children on the English they know.

3 Back drawing

(If you are short of time, miss out this activity.)
Put the food flashcards up so that the children have something to refer to.
Bring out the children one at a time. Make a pencil with your finger and say *Pencil.* Now draw one of the items of food on the child's back and he/she has to guess what it is.

Note
Draw slowly so that the child can picture the shape of the item.
Repeat this procedure with other children.
Then move directly from the circle into the Transition marker.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity

Choose one card from each set of toy, clothes, pet, and food flashcards and attach them face up in a column on the left-hand side of the board. Now attach the rest of the flashcard sets face up on the right hand side of the board in any order.
Point to the flashcards on the left and elicit the words. Now point to the first one and ask a few children to come out and find other flashcards they think go with it from the right side of the board. Repeat this procedure for the other three cards on the left.
Now go straight into the following activity.

5 Worksheet 31

Show the children Worksheet 31. Point to the first category (food) and elicit the words in the category. Now point to the rest of the line and see if the children can see a word that goes in that category. If they need help, say *I can see a banana. Point with me.*
Tell everyone to hold out their index fingers and draw a circle in the air, copying you. Point to the banana on the worksheet and draw a circle round it. If you think the children need more help, do the next category with them.

Now give out the pencils and say:
Everyone. Listen to me.
You need pencils.
1, 2, 3.
Then say this version of the **Table time chant** while you give out Worksheet 31:
Everyone. Listen to me.
Find and circle. (Point to the banana in the first row and circle it with your finger.)
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round monitoring the children's progress. Help any children who are having difficulties. Say all the words in each category, pointing to them as you do so. Then point and say the different words in the row, to see if they recognize the category from the sound of the word.
Feedback
Get the children to hold up their worksheets. They then point and say the matching word.
Once they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye

Track 6

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Acting out the story
You will need Story cards A 6, the character masks, and the food flashcards.
As you may have suggested in Lesson 6 that more children could come out and act the characters in the story, it might be a good idea to repeat it here, while it is still fresh in their minds. Follow the procedure from Lesson 6 activity 3.

Chinese whispers
You will need the food flashcards.
Line the children up from the board to the back of the classroom and place the six food flashcards on the board. Now say *How about ...?* and whisper a food item to the child furthest from the board. The child whispers the word to the next and so on. The child nearest the board has to go to the flashcard they think they have heard. He/she then joins the end of the line, so that you whisper the new word to them. Repeat the same procedure until there are no flashcards left on the board.

Lesson 8

Language

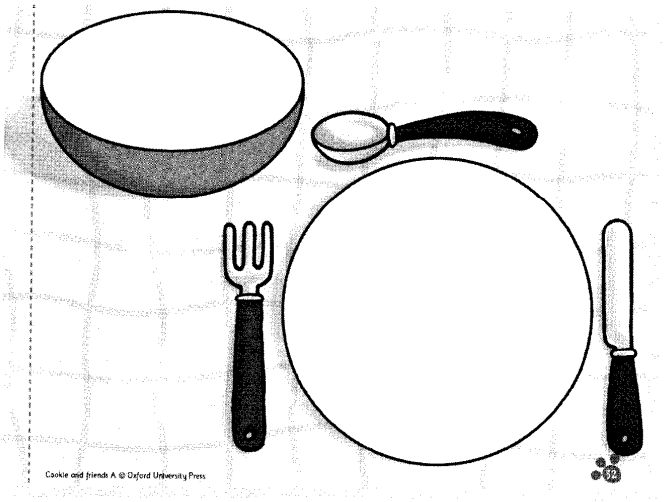
New
chocolate, ice-cream, cake, apples, bananas, fish

Recycled
Numbers, colours, body, toys, clothes, pets

Passive
Can I have ...?

Materials checklist

- ☐ Cookie puppet
- ☐ Number/colours/toy/body/clothes/pet/food flashcards
- ☐ CD A/cassette
- ☐ Worksheet 32
- ☐ Pencils/coloured pencils
- ☐ Category boxes for all units
- ☐ Extra activities: number/colours/toy/clothes/body/pet flashcards; an enlarged copy of PMB page 21; red, brown, yellow, and pink tissue paper for each group



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Can I have ...?

(If you are short of time, miss out this activity.) Place the toy, colours, clothes, pet, and food flashcards around the room, low enough for the children to reach. Say:
I can see something green and elicit the possibilities until someone guesses correctly. Say *Very good, Christina* and indicate to the child that you want her to go and get the flashcard. Also remind the children what *Can I have ...?* means from the pet story, when Cookie says *Can I have a pet?* Now say to different children, for example, *Anna, can I have an elephant, please?* and indicate that you want her to go and get the flashcard. Say *Stand up! Can I have an elephant, please? Can you see an elephant?* Once the child has brought you the flashcard say *Very good, (Anna). Now, sit down, please!*

Continue until you have collected in all the cards. You could just do the actions for some of the items and let the children guess what you want.

Note
This a good time to assess how much previous vocabulary the children remember and whether they need more revision. If so, use a similar activity to practise vocabulary from the other categories. Then move straight on to the next activity.

3 Sorting activity

From the sets of number, colour, toy, body, clothes, pet, and food flashcards, choose as many as you have children in the class. Now place the flashcards in a pile in the centre of the circle. Put the category boxes (see page 10 of the Introduction) next to the flashcards. Point to the category on each box.

The children take it in turns to go and pick up a flashcard from the pile and say what is on it. They then need to decide in which box they should put the flashcard. This continues until everyone has had a turn. Now get the rest of the children to stand up for the next activity, singing *Stand up, everyone. Tra-la-la-la-la.*

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 32

Give out Worksheet 32.
Ask the children *What's your favourite food?* Tell the children that it doesn't have to be one of the words they have learnt in English. Point to the plate and ask what they would put on it (for their main meal) and what they would put in the bowl (perhaps some soup or a dessert, such as ice-cream or cake)?

Now say this version of the **Table time chant** and give out the pencil and colours.
Everyone. Listen to me.
Pencil and colours.
1, 2, 3.
Everyone. Listen to me.
Draw and colour.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Go round monitoring the children's progress. Help any children who are having difficulties.
Once they have finished, give out their folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Flashcard game

You will need the number, colour, toy, clothes, body and pet flashcards. Choose a game from the Poster and Flashcard activity bank (see page 11 of the Introduction) to revise all the words the children know.

Food mobile

You will need coloured pencils, pieces of string, and an enlarged copy of PMB page 21, and some red, brown, yellow, and pink tissue paper.
Cut the page in half, so that the cake is on one side and the fillings on the other.
Sit the children in Cookie's circle to explain what to do. Show the children the enlarged version of PMB page 21. Now show them the tissue paper, holding up each colour, saying *Red. Apples. Brown. Chocolate. Yellow. Banana. Pink. Ice-cream.* Tear a small piece of the green paper and put it on the drawing of the apple filling. Do the same for the chocolate, banana, and ice-cream fillings.

Now put the children into groups. Sit each group around a table and give each group a copy of the fillings and some tissue paper. Show the children how to tear the tissue paper into small pieces first. Then give the groups glue and let them stick the coloured tissue paper to the corresponding fillings. Once the children have finished this, give the children the cake layer to colour in.

It is best if you make up the mobiles rather than the children. To make the mobile, place the cake layers and the fillings face down on the desk, leaving a space between each layer. Lay a piece of string down the middle, leaving a length of string at the top of the cake to hang it. Now put glue on another cake and fillings and glue them to the ones lying face down on the desk, making sure that the fillings correspond.
Once the glue has dried, you can hang the mobiles up to decorate the classroom.

Extra reinforcement lesson

Language

New
chocolate, ice-cream, cake, apples, bananas, fish

Recycled
Classroom language

Passive
What's your favourite cake?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Food flashcards
- ☐ CD A/cassette
- ☐ A copy of PMB page 21, A4 paper, glue, pencils, and scissors for each child
- ☐ Extra activities: CD A/cassette; flashcards for all units; colours; a cloth bag of toys

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**. Now sing *Sit down, everyone. Tra-la-la-la-la.*

2 Unit chant (A) Track 25

Get the children to say the **Food chant**.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Make a cake – PMB page 21

Show the children the food flashcards and ask individual children *Do you like ...?* Encourage them to answer *Yes, I do* or *No, I don't.*
Show the children PMB page 21. Point to and elicit the different fillings. Show them the favourite cake you made from the PMB page. Say, for example, *My favourite cake is chocolate, banana, and ice-cream.* Now ask *What's your favourite cake?* and elicit answers.
Give out the worksheets and scissors, saying:
Everyone. Listen to me.
Cut out the cake. (Mime cutting with your fingers.)
1, 2, 3.

When the children have cut out the cake, give out a piece of A4 paper and some glue to each child. Let the children choose the fillings they want and stick them on their cake.
Go round praising them, saying *A chocolate and banana cake! Yum! Yum! Very good, [George].*
Once the children have put together their cakes, give out the colours, saying:
Everyone. Listen to me.
Colour your cake.
1, 2, 3.

At the end, the children could hold up their cakes and point to the different layers, saying what is in them. When they have finished, give out the children's folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

4 Bye-bye (A) Track 6

Cookie takes the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Feely bag (A) Track 2

You will need the recording and flashcards for all units.
Show the children the flashcards, elicit their names in English, putting them one by one in the bag.
Sit the children in a circle. Sing *Pass the bag, everyone.* Indicate that you want the children to pass the bag. When the music stops, take the bag and open it. Ask the child holding it to pick a flashcard and ask the others to guess what it is. The child then takes it out to see if they were right. The activity then continues. Stop the game at the end of the verse for the children to open the bag and pick a flashcard. The game is over when all the objects have been named.

Lucky dip

You will need all the flashcards from the book.
Sit the children in Cookie's circle. Put all the flashcards in a bag or a box. Let the children come out one by one and take a flashcard. Once all the children have a flashcard, see if they can say the word. When all the children are sure of their word, start in one part of the circle and encourage them to lift up their flashcard and say what is on it. The children do this all the way round the circle.
Now say the name of a child and see if the rest of the class can say what is on that child's flashcard.

Unit 6 Food

Extra extension lesson

Language

New
chocolate, ice-cream, cake, apples, bananas, fish

Recycled
Colours, body

Passive
Bring me ..., hair

Materials checklist

- ☐ Cookie puppet
- ☐ Food flashcards
- ☐ CD A/cassette
- ☐ Arcimboldo picture – summer. http://www.ortcyclopedia.com/artists/arcimboldo.guiseppe.html
- ☐ Food pictures from magazines
- ☐ A4 paper for each child, glue,
- ☐ Extra activity: number/colour/toy/body/clothes/pet/food flashcards

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Arcimboldo project

Show the children one of the *Summer* faces by Arcimboldo. Point out that the face is made up of fruit and food. Tell the children that Arcimboldo was a famous Italian painter and that he painted a lot of pictures using food for parts of the face. Tell the children that the picture is called *Summer*.

Before the lesson, make a similar face from the food pictures you cut from magazines. Show the children the face you made. Point to the different parts of the face and say the food items you used. Count the food items.
Point to the eyes and say *One. Two. Apples.*
Tell the children that they are going to do the same as you. Show them the cut-out pictures and hold up the food flashcards to elicit the food vocabulary. Try to find pictures of the food they know.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Food face portraits

Put up the food face you made where the children can see it. Give the children a piece of A4 paper, a selection of food pictures, and a glue stick. Now let the children choose some food pictures for the eyes, nose, mouth, hair, and ears. Point to your face and try and elicit what they could use, for example, *Hair? Bananas? Ice-cream?*

Note
As the children don't yet know the words for facial features, use them passively by pointing to your own face as you say the words.

While the children are working, play any songs they have learnt and encourage them to sing.
This activity could also be done in an Art and Craft lesson. Display the food faces as if they were in a portrait gallery.

4 Which face?

Describe one of the children's food faces by pointing to your own facial features and saying the food that the child has used for the different parts. Point to your eyes and say *Apples*. Point to your nose and say *Cake*. Point to your mouth and say *Banana*. Point to your hair and say *Bananas*. Point to your ears and say *Ice-cream*.
See if the children can point to the face or faces you are describing. Now repeat the same procedure for more of the food face portraits.

5 Bye-bye Track 6

Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activity

Bring me ...
Select flashcards of words you want to revise. The number of cards will depend on the time you have for this activity. With two flashcards from each set this activity should take about five minutes.
Stick the flashcards you have chosen round the classroom. Remind the children what *Bring me ...* means. Ask individuals: *(Maria), bring me the cake.* The child has to get the flashcard and bring it to you. Say *Very good, (Maria).* Continue until all the flashcards have been collected.

Festivals Birthdays

Lesson 1

Language

New
Happy birthday

Recycled
Numbers 1–6, *red, pink, yellow, purple, green, blue*

Passive
How many candles on the cake? How many candles does that make?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Leaf name-tags
- ☐ Flashcards: numbers 1–6
- ☐ Coloured pencils/crayons
- ☐ Worksheet 33
- ☐ CD A/cassette
- ☐ Birthday crown made in advance from PMB page 22

- ☐ Extra activities: a chair for each child; a large manila envelope; some music; assorted flashcards

Birthdays

You can do this lesson after the Starter unit and a few lessons of Unit 1, when you have done numbers and colours. You can also use some of the activities any time a child has a birthday. If you have made the tree display, photocopy the leaves on PMB page 7 onto different-coloured card. Make a birthday leaf for each child and write the child's name and birth date on it. Hang the leaves on the tree to remind you of their birthdays. You can make this easier for yourself by writing the January birthdays in one colour, for example, light green, the February ones in yellow.

Note
You will need to remember the children's birthdays, as they often don't. Also, since birthdays come up all year round, you do not need to do the following two lessons consecutively. You can do them separately.

A birthday in the class (A) Track 27

When there is a birthday in the class, make Cookie go and take the child's birthday leaf from the tree. Photocopy PMB page 22 onto card and make a birthday crown. The child with the birthday wears the crown in Circle time.

Then play the first part of the **Birthday song**, inserting the child's name, and encouraging the children to wish that child *Happy birthday.*

It's (Johnny's) birthday today.
Let's all say Happy birthday!

Say *(Johnny) is five today.* Hold up five fingers. Then sing the next part of the song, counting the candles and singing up to five.

How many candles on the cake?
How many candles does that make?
1, 2, 3, 4, 5.

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Now play some music and let the children pass the puppet. Pause the recording and encourage the child holding the puppet to put it on and say *Hello.* Start the music again and repeat the procedure, pausing it from time to time to let individual children say *Hello.*

2 Poster time (A) Track 7

Set up the Lulu poster and put the six number flashcards in her pouch. Now take the puppet to Lulu's poster. Get Cookie to ask *Lulu, what have you*

got in your pouch? Make Cookie take out the flashcards and say the numbers, encouraging the children to repeat them. You could sing the **Numbers song** to revise the numbers.

3 Birthday song (A) Track 27

Tell the children it's Cookie's birthday. Say *It's Cookie's birthday today. Let's all say Happy birthday.* Encourage the children to say *Happy birthday*. Now point to the numbers and ask the children to guess how old Cookie is. Show the children Worksheet 33 and play the **Birthday song**, pointing to the worksheet as the things are mentioned.

Birthday song

It's Cookie's birthday today.
Let's all say Happy birthday.
How many candles on the cake?
How many candles does that make?
1, 2, 3, 4, 5, 6.

Finally, sing the song and get the children to count the candles. Now say *Happy birthday, Cookie.*

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

4 Pre-worksheet activity

Show the children Worksheet 33 and sing:
How many candles on the cake?
How many candles does that make?
1, 2, 3, 4, 5, 6.
Encourage the children to repeat the numbers and point to the candles as you sing.

5 Worksheet 33

Now show the children a pack of coloured pencils or crayons. Say the colours the children know: *red, pink, yellow, purple, green, blue* and hold up the colours.

Give out the worksheets and coloured pencils or crayons, saying:
Everyone. Listen to me.
Listen and colour.
1, 2, 3.
Now do a Listen and colour activity, saying, for example, *One – pink. Two – purple. Three – blue. Four – yellow. Five – red. Six – green.*
Alternatively, you could let the children colour the candles, choosing from the six colours they know.

While the children are working, play any songs they have learnt in level A and encourage them to sing. Go round helping any children who need it.

6 Bye-bye (A) Track 6

Now make Cookie wave goodbye. Play the **Bye-bye song**.

Bye-bye song
Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

No-lose musical chairs (A)

You will need chairs, some music, and flashcards of any words you would like to revise.
Line the chairs up back to back, one chair for each child. Attach a flashcard to the backrest of the seat. Now play some of the songs the children know.
The children walk around the outside of the chairs until you stop the music. As with traditional *Musical chairs*, when the music stops, the children sit down on the chair nearest them. Now name a few children and ask them to look and say which flashcard is attached to their chair. Play the music again and continue the procedure.
It is called *No-lose musical chairs* because it is non-competitive. You do not remove chairs each time you stop the music, so everyone has somewhere to sit.

Pass the parcel (A)

You will need a selection of flashcards of words the children have learnt, an opaque envelope big enough to hold one of the flashcards, and some music.
Sit the children in a circle. Let them see you put one of the flashcards in the envelope but don't show them which card. Give the envelope to one of the children. Play the music and indicate that that you want them to pass the envelope round. Pause the music. The child holding the envelope opens it, takes out the flashcard, and says what's on it. If the child can name the flashcard, he/she keeps it and you put a new flashcard in the envelope. Give it back to the same child and start the music again.
The children repeat the activity with the new flashcard (or the same one if they couldn't name it).

Follow-up

Start the music again. The children repeat the procedure and the next child tries to name the flashcard. Ask all the children who won cards to hold them up. Say what's on one of the flashcards and encourage the children to say the name of the child holding it.

Festivals Birthdays

Lesson 2

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Number/colour flashcards/Densel
- ☐ CD A/cassette
- ☐ Birthday hat made in advance from PMB page 23
- ☐ A copy of PMB page 23 for each child
- ☐ Coloured pencils/crayons/felt pens
- ☐ Decoration for hats
- ☐ Extra activities: number/colour flashcards; CD A/cassette

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Check to see if there is a birthday in the class. If there is, encourage the children to say *Happy birthday* to the birthday child. If there is no birthday, pretend it's Densel's birthday.

2 Birthday song (A) Track 27

If anyone has a birthday, sing the **Birthday song**, replacing Cookie's name with the child's name.

It's (Jean)'s birthday today.
Let's all say Happy birthday.

Stop when you get to this part and tell the class how old the child is. Now sing the rest of the song, counting up to five.

How many candles on the cake?
How many candles does that make?
1, 2, 3, 4, 5.

Show the children the number flashcards and elicit the words. Now point to the Cookie puppet and see if they can remember how old Cookie is. Show them the flashcard of Densel and encourage them to guess how old he is. (Densel is the baby figure and so is about one or two.) Now sing the song for Densel.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Colours revision (A) Track 9

Show the children the colour flashcards and sing the **Colours song** from Unit 1.
Give out the flashcards to individual children.
Sing the song again and encourage the children with the flashcards to come out and attach them to the board in the order of the song. Finally, ask several children *What's your favourite colour?*

4 Birthday hat – PMB page 23 (A)

Cut the copies of PMB page 23 in half, landscape, and glue them together. Make and colour a birthday hat for yourself with the colours the children have learnt. Show the children the hat you made and put it on. Point to some of the colours on the hat and elicit them. Now show them the bands you made from PMB page 23.

Give out the bands and the colours, saying:
Everyone. Listen to me.
Colour the hat.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
As the children finish, go round measuring the hats and stapling them together.

Note
Staple the hats with the flat part of the staple on the inside and the sharp ends on the outside, so they don't get caught in the children's hair.

Once they have finished, the children put on their hats. Sing the **Birthday song** for the birthday child or the characters, encouraging the children to join in. The children can either take the party hats home or put them away in their folders for the next birthday.

5 Bye-bye (A) Track 6

Now make Cookie wave goodbye. Play the **Bye-bye song**. Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

How many candles on the cake? Track 27

You will need the recording and a selection of flashcards of words the children know.
Divide the board in two and draw a birthday cake with six candles on one side. Sing the second part of the **Birthday song**:

How many candles on the cake?
How many candles does that make?
1, 2, 3, 4, 5, 6.

Draw a similar cake on the other side but without candles. Show the children the selection of flashcards and encourage them to say what is on each one. Shuffle the flashcards.
If the children can guess the top flashcard, they can have a candle on their cake. Let Cookie choose children to answer. Once someone guesses, draw a candle on the second cake. Continue until the children have six candles.
Then sing the second part of the **Birthday song** again and count the candles at the end.
If the children do not get all six candles, just sing the song, counting the candles up to the number the children have got.

Party dance

You will need a selection of songs the children have learnt.
Take the children to an open space. Play the music and let the children dance. If the song has actions, encourage the children to do them in time to the music.

Festivals Christmas

Lesson 1

Language

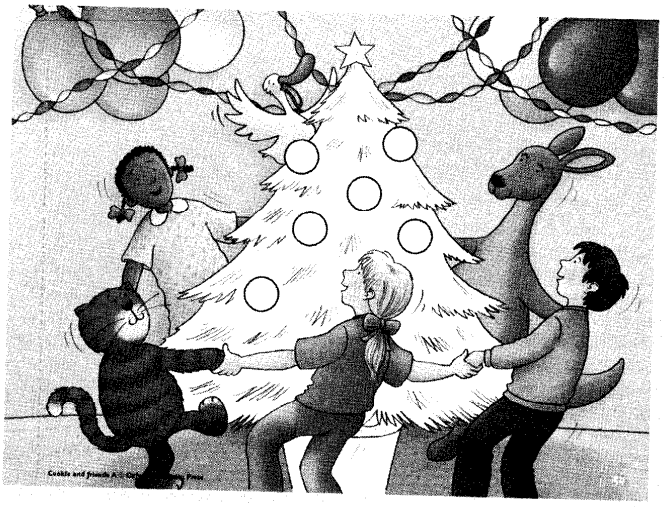
New
Christmas tree, present

Recycled
Numbers 1–6, *red, green, yellow, purple, pink, blue*

Passive
Here we go round the Christmas tree. On Christmas day in the morning. This is the way we open our presents.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Christmas tree flashcard
- ☐ Worksheet 34
- ☐ Pencils/coloured pencils
- ☐ CD A/cassette
- ☐ Extra activities: assorted craft materials – see Extra activities



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

2 Poster time

Set up the Lulu poster and put the Christmas tree flashcard in her pouch. Cookie asks Lulu *Lulu, what have you got in your pouch?* Make Cookie take out the flashcard and say *A Christmas tree* and encourage the children to repeat the word.

Say that at Christmas in Britain and other countries, many people have Christmas trees in their homes. It is like having a Nativity scene in some countries – every house has one. There are Christmas trees in the shops, streets, and even in schools.

Now draw a picture of a present on the board. Say *A present* and encourage the children to repeat. Tell the children that people leave their presents under the Christmas tree ready to open on Christmas day in the morning. Explain what *Christmas day in the morning* means, ready for the Christmas song.

3 Christmas song (A) Track 28

Put the children in a circle and get them to hold hands. Sing:
In a circle, everyone. Tra-la-la-la-la.
Hold hands, everyone. Tra-la-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la.
Hold hands, everyone.

Put up the Christmas tree flashcard with the 'present' under it.
Now play the song and walk round in a circle. In the second verse, mime opening a present and look happy.

Christmas song
Tune: Here we go round the mulberry bush

Here we go round the Christmas tree,
The Christmas tree, the Christmas tree.
Here we go round the Christmas tree,
On Christmas day in the morning.

This is the way we open our presents,
Open our presents, open our presents.
This is the way we open our presents,
On Christmas day in the morning.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 34

Show the children Worksheet 34. Give out the colours, saying:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Then give out the worksheets and say:
Everyone. Listen to me.
Colour the Christmas tree.
1, 2, 3.
Go round monitoring the children's progress. Once the children have finished, write their names on the pictures and display them to decorate the classroom.

5 Find the colour

Draw a simple Christmas tree on the board and attach the colour flashcards face down on the board. (If you are working on or have finished Unit 2, you could also use the toy flashcards.) Draw some bows on each flashcard to make them into presents. Now number them.
Ask the children to guess what is in each present by saying a number and a colour (or toy). Repeat the procedure until they have guessed all the presents.

6 Bye-bye (A) Track 6

Now make Cookie wave goodbye. Play the **Bye-bye song**.

Bye-bye song
Tune: Brown girl in the ring
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

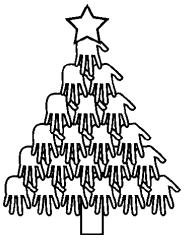
Extra activities

A hand print Christmas tree

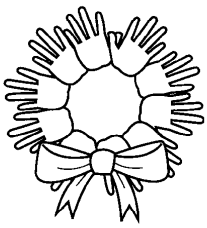
You will need some green paper or card, enough for one piece of A4 between two children. Cut the paper/card into two A5 pieces. You will also need a box or large piece of paper, scissors, coloured crayons, and glue sticks.
Make a tree from a supermarket box or large piece of paper and make a yellow star to go on top.
Stick a piece of green paper to the board with some Blu-tack®. Now put your hand on the paper and draw round it with a pencil, so the children can see what they have to do.

Give out the pencils, saying:
Everyone. Listen to me.
You need pencils.
1, 2, 3.

Now give out the green card/paper and point to the hand you drew to show the children that you want them to do the same.
Go round writing the children's names on the hands. Write them across the wrist, with the fingers pointing down.
Colour the nails of your hand with coloured crayons/pencils.
Give out the colours, saying:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Once the children have finished, either give out scissors for them to cut around their hand or collect in the hands and cut them out to put on display.
Note
If the children are going to cut them out, this may take some time. Some children may have difficulty with this, while others will be able to do it without any help.
Finish the tree by sticking on the hands, as in the illustration below.



Note
If you have a large class and have any hands left over or if you have some fast finishers who want to do another hand, you could do the following activity.



Cut out a circle of card and stick the green hands around the outside, overlapping them as in the picture. Now decorate the wreath with a bow or other Christmas decorations.

Making baubles for the tree

You will need egg boxes, coloured tissue paper, and ribbon or wool for decoration. Cut up the empty egg boxes so each child has one of the little cups. Hand out the decoration materials.
The children colour the egg cups with felt pens and then decorate them with glitter, tissue paper balls, or bits of ribbon or wool.
Finally, stick a loop of ribbon to the top and attach them to the hand-print Christmas tree.
It is a good idea to write the children's initials inside the decoration.

A traditional rhyme (adapted for Christmas)

Say the following rhyme and do the actions.
Here is the tree with leaves so green. (Make a triangle above your head, joining your hands.)
Here are the baubles that hang between. (Make your hands into fists.)
When Christmas is over the baubles with fall. (Make your fists drop down.)
Here is a box to gather them all. (Join your hands in front of your and pretend to catch the baubles.)
Now say the rhyme again and do the actions with the children.

Lesson 2

Language

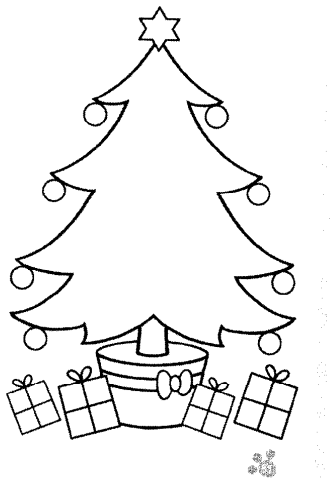
New
Christmas tree, present

Recycled
Numbers, colours

Passive
Pass the Christmas card, baubles

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Christmas tree flashcard
- ☐ Worksheet 35
- ☐ CD A/cassette
- ☐ Pencils/coloured pencils
- ☐ Extra activities: some Christmas songs; an enlarged copy of PMB page 12; card



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.
Now put the children in a circle holding hands and singing:
In a circle, everyone. Tra-la-la-la-la.
Hold hands, everyone. Tra-la-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la.
Hold hands, everyone.

2 Christmas song (A) Track 28

If you have already made the hand print Christmas tree from the Extra activities section, put the tree in the middle for the children to dance round.
Play the **Christmas song**, walking or dancing round in a circle.
Now sit the children back in the circle, singing:
Sit down, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la.
Sit down, everyone. Tra-la-la-la-la.
In a circle, everyone.

3 Pre-worksheet activity (A) Track 28

Show the children the finished Worksheet 35 Christmas card. Say *Christmas card* and ask the children if they know what it is. Explain to them that it is like a letter that people send to each other at Christmas to wish their friends and family a Happy Christmas. Say *Happy Christmas* and encourage the children to repeat this after you.
Now play a short game. Play the **Christmas song** and let the children pass the Christmas card around. Say *Pass the Christmas card.* Then pause the recording and encourage the child holding the card to say *Happy Christmas.* Encourage the rest of the class to reply *Happy Christmas, (Jean).* Repeat the procedure a number of times until the children are confident with the greeting *Happy Christmas.*

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 35

Show the children Worksheet 35. Point to the words inside the card and explain that this says *Happy Christmas.* We are not encouraging the children to read, we are showing them that words carry meaning and that the words they are learning have a written form.

Now give out the colours, saying:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Give out the worksheets and say:
Colour the Christmas card.
1, 2, 3.

Once the children have finished colouring, give out the pencils and show the children how to fold the card and where to write their names. Go round helping those who aren't yet able to write their names.
Now encourage the children to hold up their cards and say *Happy Christmas*.
Tell the children to give their card to someone they love, such as their mummy, daddy, or grandparents.

5 Bye-bye (A) Track 6

Now make Cookie wave goodbye. Play the **Bye-bye song**. Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

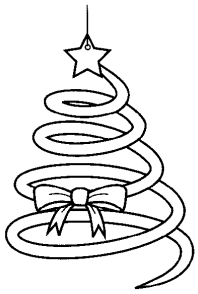
Songs

On the theme of trees, you could also sing the traditional song *O Christmas tree*, which you will find on *Super Songs*, Oxford University Press, 1997.

Guess the present

(If you have already done or are working on Unit 2.)
You will need to enlarge the toy pictures on PMB page 12.
Back them with wrapping paper and cut them out.
Show the children the present silhouettes one by one, eliciting what the children think is inside.

Christmas tree mobile



You will need to draw a circular spiral, similar to the traditional spiral snake, and make a copy for each child.
This is a fine motor skills activity, so rather than ask the children to colour the spiral, it is better to photocopy the spiral onto green card and let the children cut out the spiral.
Attach some ribbon to the middle. Stick a star on the top of the tree. Tell the children that you are going to hang up the mobiles to decorate the class but that they will later take them home as a present for their parents to decorate their home.

Lesson 1

Language

New
Easter Bunny, Easter eggs

Recycled
red, pink, yellow, purple, green, blue

Passive
fat, pat, flop, hop, hands, ears, run

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Rabbit/Easter egg flashcards
- ☐ Worksheet 36
- ☐ Pencils
- ☐ CD A/cassette
- ☐ Extra activities: Easter egg flashcards; CD A/cassette; assorted craft materials – see Extra activities

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Now take Cookie to Lulu.

2 Poster time

Set up the Lulu poster and put the easter Bunny and Easter egg flashcards in her pouch. Cookie asks Lulu *Lulu, what have you got in your pouch?* Make Cookie take out the rabbit flashcard and say *the Easter Bunny* and encourage the children to repeat this. Show the flashcard again and say *the Easter Bunny.* Tell the children that like Santa Claus or the Three Kings at Christmas time, the Easter Bunny comes at Easter and brings chocolate eggs.
Now take out the Easter egg flashcard and say *an Easter egg* and encourage the children to repeat this. Say that the Easter Bunny hides the eggs in the garden or the house and the children have to find them. Tell them they are chocolate eggs.

3 Easter song (A) Track 29

Put the children standing in a circle. Sing:
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la.
Put up the Easter Bunny flashcard. Now play the **Easter song** and do the actions in a circle.

Easter song
Tune: Five currant buns

The Easter Bunny is fat, fat, fat.	(Pat your tummy.)
His soft little hands go pat, pat, pat.	(Pat one hand with the other.)
His soft little ears go flop, flop, flop.	(Hold your hands above your head and move your fingers.)
And when he runs, he goes hop, hop, hop.	(Jump up and down.)

Repeat the song and encourage all the children to join in with the actions.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 36

Give out the worksheets and sing this version of the **Toys song** encouraging the children to point to the red Easter egg:
What is red?
What is red?
Can you see?
Can you see?
I can see an Easter egg.
I can see an Easter egg.
Point with me.
Now give out the pencils and say:
Everyone. Listen to me.
Circle the Easter eggs. (Pretend to circle the red egg with a pencil.)
1, 2, 3.
Tell the children that there are six Easter eggs:
A green egg, a yellow egg, a red egg, a blue egg, a pink egg, and a purple egg.
Go round monitoring the children's progress and checking that they have found all six eggs.
Feedback
To make sure that the children know where each egg is, say:
I can see a (yellow) egg. Point with me.
The children keep their worksheets out for the next activity.

5 Post-worksheet activity

Hold up your index and middle finger for ears and make your hand jump like a bunny. Encourage the children to copy you. Now tell the children to pretend their fingers are the Easter Bunny. (See Extra activity for an alternative using a finger puppet.)
Give the children instructions to indicate where the Easter Bunny is jumping on their worksheets. Say *Hop, hop, hop – the blue Easter egg. Hop, hop, hop – the yellow Easter egg.*
Now give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye (A) Track 6

Now make Cookie wave goodbye. Play the **Bye-bye song**.

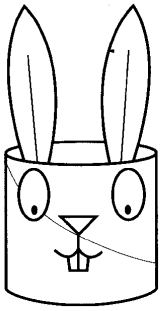
Bye-bye song
Tune: Brown girl in the ring
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

Pass the egg (A) Track 29
You will need the Easter egg flashcard and the CD/cassette. Sit the children in Cookie's circle. Play the **Easter song** and let the children pass the Easter egg card. Say *Pass the Easter egg.* Pause the recording every so often and encourage the class to say *Happy Easter (Pippa)* to the child holding the Easter egg. Encourage the child to say *Happy Easter.* Repeat the procedure a number of times until the children are confident with the greeting *Happy Easter.*

Easter Bunny finger puppet
You will need a kitchen roll holder for every four children, bunny ears, felt pens, and glue sticks. Make a finger puppet before the class. Cut a toilet-roll holder in two and draw its eyes, nose, a mouth, and bunny teeth. Finally, cut out some bunny ears big enough to fit the roll.
The children need a kitchen-towel holder cut into four, or a toilet-roll holder cut into two. Make ears out of paper or card, putting a number of sheets together to cut out about six ears at a time. The easiest ears to cut are triangles as in the illustration.

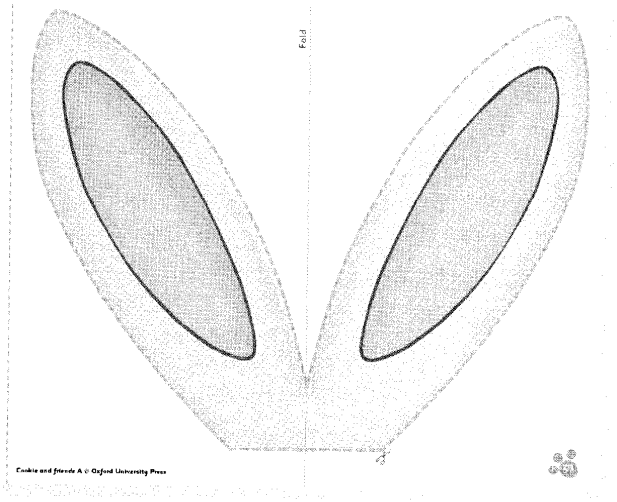


Put your fingers inside the finger puppet and make him hop. Say *The Easter Bunny goes hop, hop, hop* and encourage the children to hold up their index and middle finger and make them hop up and down.
Now give out the rolls and felt pens for the children to decorate their rolls. Then give out the glue sticks and ears. The children finish off their finger puppet. Finally, they put their index and middle finger in the puppet and join in with the **Easter song**.

Lesson 2

Materials checklist

- ☐ Cookie puppet in box/bag
- ☐ Lulu poster
- ☐ Ears from Worksheet 37
- ☐ Worksheet 37
- ☐ CD A/cassette
- ☐ Glue
- ☐ Extra activities: assorted flashcards; scissors; glue sticks; paper, glitter, and felt pens; craft materials – see Extra activities



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Put the rabbit ears from Worksheet 37 on Cookie and hide him in a bag or his box. Tell the children that he doesn't want to come out.

Say that it is Easter and we greet people saying *Happy Easter*. Remind the children about *Happy Christmas*. Now say *Happy Easter* with a big smile on your face. Encourage the children to join in and help you to make Cookie come out of the bag. Repeat the greeting a number of times. Tell the children that they have to make a happy face when they say it.

Now make Cookie come out of the bag and show the children that he is dressed as the Easter Bunny. Point to his ears and say *Bunny ears*.

2 Easter song (A) Track 29

Play the **Easter song** and make Cookie do the actions with the children.

Repeat the song, encouraging the children to join in with *fat*, *pat*, *flop*, and *hop*.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Worksheet 37

You will need to make the bunny ears to show the children. Make the head band fit the Cookie puppet. Cut some strips of card to make a head band for each child to stick their bunny ears on. Show the children Worksheet 37 and point to Cookie's new ears. The children can either tear or cut out the ears. As the children are working, go round with the strips of card you cut earlier and measure each child, stapling the card or sticking it with sticky tape. Finally, give out the glue sticks and let the children stick the ears on the head band you have prepared.

Note

Staple the bands with the flat part of the staple on the inside and the sharp ends on the outside, so they don't get caught in the children's hair.

4 Act out the song (A) Track 29

Say to the children *Your bunny ears on you head* and show the children what you want them to do.

Bring the children back into Cookie's circle or get them to stand up in their places. Act out the **Easter song**.

Once they have finished, congratulate them on their performance, saying *Very good* and send them back to their places, saying *Easter bunnies hop, hop, hop* and show them back to their places.

If you want to do a third lesson on Easter, give out the folders and let the children put their bunny ears away. Alternatively, they can take them home.

5 Bye-bye A Track 6

Now make Cookie wave goodbye. Play the **Bye-bye song**. Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

Hop to the ...

With the children all wearing their bunny ears, clear a space in the classroom or take the children to the school hall. Put up some flashcards, one in each corner of the room. Now give the children instructions, saying *Hop to the scooter. Hop to blue.* The children have to hop like bunnies to the corners you mention.

Find the egg

One child closes his/her eyes. Another child, wearing bunny ears, is the Easter Bunny and has to hide the egg flashcard. The rest of the class help the child to find the egg saying *No. No. No* until the child finds the egg, when the class say *Happy Easter.*
Repeat, choosing a new Easter Bunny and a new child to look for the egg.

Easter baskets or egg cups

You will need small chocolate eggs or sweets and empty egg boxes.
Cut out the cups, one for each child. To make the egg cup, decorate the cup with tissue paper, glitter, and felt pens.
To make the basket, do the same, but attach a small handle made from a strip of card or ribbon. Scrunch up some tissue paper and put it in the basket. The children make the cups or baskets.
If you want the Easter Bunny to come, let the children leave the baskets or egg cups in a 'special' place in the class, for example, near Cookie's circle.
When the children have left, leave small chocolate eggs or sweets for them to find next lesson.

Festivals Mother's Day

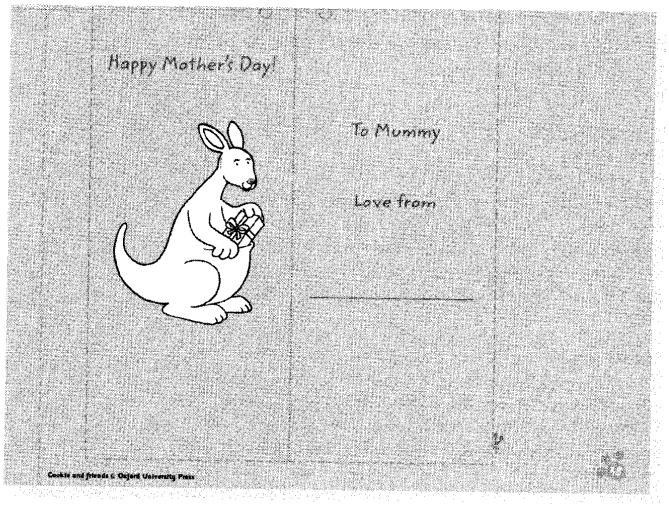
Language

New
Happy Mother's Day, present

Recycled
Numbers

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ A finished bookmark from Worksheet 38
- ☐ Worksheet 38
- ☐ CD A/cassette
- ☐ Coloured crayons or pencils; glue sticks
- ☐ Ribbons for the worksheets
- ☐ Extra activities: number flashcards, a copy of PMB page 24 for each child; CD A/cassette



Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song
Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Now take Cookie to Lulu.

2 Poster time

Make the Mother's Day bookmark before the class. Set up the Lulu poster and put the bookmark in her pouch. Cookie asks Lulu, *Lulu, what have you got in your pouch?* Make Cookie take out the bookmark. Point to Lulu on the bookmark and ask the children who it is. Explain to the children that it is a bookmark and show that it goes in a book to mark the page. Tell the children that it says *Happy Mother's Day*. Establish what this means and ask the children why they think Lulu has this in her pouch. Tell the children that it is Mother's Day on Sunday and that they are going to make a present and learn a song to sing to their mothers on Mother's Day.

3 Mother's Day song (A) Track 30

Now play the **Mother's Day song** and do actions for *Hello* and *I love you*. Encourage the children to join in with the actions.

Mother's Day
Tune: Old MacDonald had a farm

Hello, Happy Mother's Day.
Happy Mother's day.
Hello, Happy Mother's Day.
Happy Mother's Day.
Hello, Mummy. I love you.
And I know you love me, too.
Hello, Happy Mother's Day.
Happy Mother's Day.

Now say *Happy Mother's Day* and encourage the children to repeat the greeting. Play the song and encourage the children to join in with *Happy Mother's Day*. You may need to signal to the children to say the greeting. You could tell the children that when you do a big smile, they have to sing *Happy Mother's Day*.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 38

Fold the worksheets if you are short of time. Give out the coloured crayons or pencils, saying:
Everyone. Listen to me.
You need colours.
1, 2, 3.
Then give out Worksheet 38, saying:
Everyone. Listen to me.
Colour the Mother's Day present.
1, 2, 3.
When they have finished colouring, show the children where to put the glue inside the bookmark in order to finish it. Give out the glue sticks. While the children are pressing down the bookmark, go round punching holes and help the children to attach the ribbons.

5 Happy Mother's Day (A) Track 30

This activity is to give the children practice in using the greeting, so that when they give their mother their present, they will be able to say *Happy Mother's Day* with confidence.

Sit the children in Cookie's circle, each with the bookmark for their mother.
Play the **Mother's Day song**. When you get to the greeting part of the song, pause the recording. The class then say *Happy Mother's Day* and pretend to give the bookmark to their mother.
The children take the bookmarks home, so they need to put them in their bags.

6 Bye-bye (A) Track 6

Now make Cookie wave goodbye. Play the **Bye-bye song**.

Bye-bye song
Tune: Brown girl in the ring
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Put Cookie away. Then sing the song yourself and wave goodbye. Encourage the children to wave and join in with the song.

Extra activities

How many children? (A) Track 7
You will need a copy of PMB page 24 and the number flashcards.
Put up the flashcards in numerical order. Count the numbers with the children and sing the **Numbers song**.
Now show the children PMB page 24. Point to picture 1. Point to the mummy and say *Mummy*. Now count the kittens the cat has. Repeat the procedure and encourage the children to count. See if one of the children will come out and point to the flashcard of number 5. Point to the box and write 5 in it. Repeat for picture 2 if you feel the children need more practice.

Give out the PMB worksheets, saying:
Everyone. Listen to me.
Count the children.
1, 2, 3.
Now give out the pencils and say:
Everyone. Listen to me.
Write the numbers.
1, 2, 3.

While the children are working, play any songs they have learnt and encourage them to sing.
Once the children have finished, point to the pictures and ask how many babies there are in each one (Picture 1 – five, Picture 2 – one, Picture 3 – six, Picture 4 – two, Picture 5 – four, Picture 6 – three).
Now give out the folders, saying:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

Act out the song (A) Track 30
If you have a class just before Mother's Day, the children could act out the song for their mothers when they come to pick them up.
Practise in class getting the children in a line. Then play the recording and encourage the children to join in with the actions and the greeting.

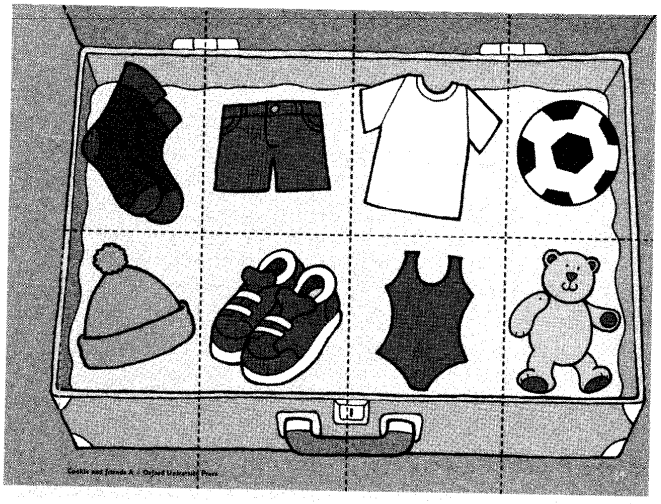
Festivals Holidays

Language

New
shorts, swimsuit, bag

Recycled
hat, socks, shoes, T-shirt, ball, teddy

Passive
What do you put in your bag?



Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Flashcards of hat, socks, shoes, T-shirt, ball, teddy, shorts, swimsuit, bag
- ☐ Worksheet 39
- ☐ CD A/cassette
- ☐ A4 paper for each child; glue; scissors
- ☐ Extra activities: holiday flashcards; a piece of A4 paper and PMB page 25 for each child; pencils/coloured pencils

Cookie's circle time

1 Hello, everyone (A) Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Poster time

Put the flashcards in Lulu's pouch. Cookie asks her *Lulu, what have you got in your pouch?*
Cookie then takes out the flashcards one by one. Start with the words the children already know and try and elicit them. Then show the children the three new words (shorts, swimsuit, bag). Point out that these are things they usually take on their holidays.

3 Holiday chant (A) Track 31

Play the **Holiday chant** and point to the flashcards as the vocabulary is named.

Holiday chant
Rhyme: What do you put on your head?

What do you put in your bag? A hat.
What do you put in your bag? Shorts.
What do you put in your bag? Socks.
Shoes and socks, shoes and socks.
What do you put in your bag? A T-shirt.
What do you put in your bag? A swimsuit.
What do you put in your bag? A ball.
Teddy and ball, teddy and ball.

Now play the chant again and pause it after each question, point to the item, and encourage the children to chant the word.

Transition marker

Send the children back to their seats as usual.

Table time

4 Worksheet 39 (A) Track 31

Give out the scissors and worksheets, saying:
Everyone. Listen to me.
You need scissors. Cut up the worksheet. 1, 2, 3.
Then play a few games with them, for example, *In order*, dictating the order to put the cards in and *Show me*, saying the different items you want the children to hold up. Play the **Holiday chant** and get the children to hold up or point to the pictures in the order of the chant. Now play the chant again, pausing it to let the children put the pictures in the right order. Then give out a piece of A4 paper and glue to each child to stick the items down so the picture is complete.

5 Bye-bye (A) Track 6

Play the **Bye-bye song** and wave goodbye.

Extra activity

Holiday bag
Show the children the bag on PMB page 25. Ask them *What do you put in your bag?* and show them the holiday items flashcards. Tell the children to draw what they want in their bag, then show the others what they chose.