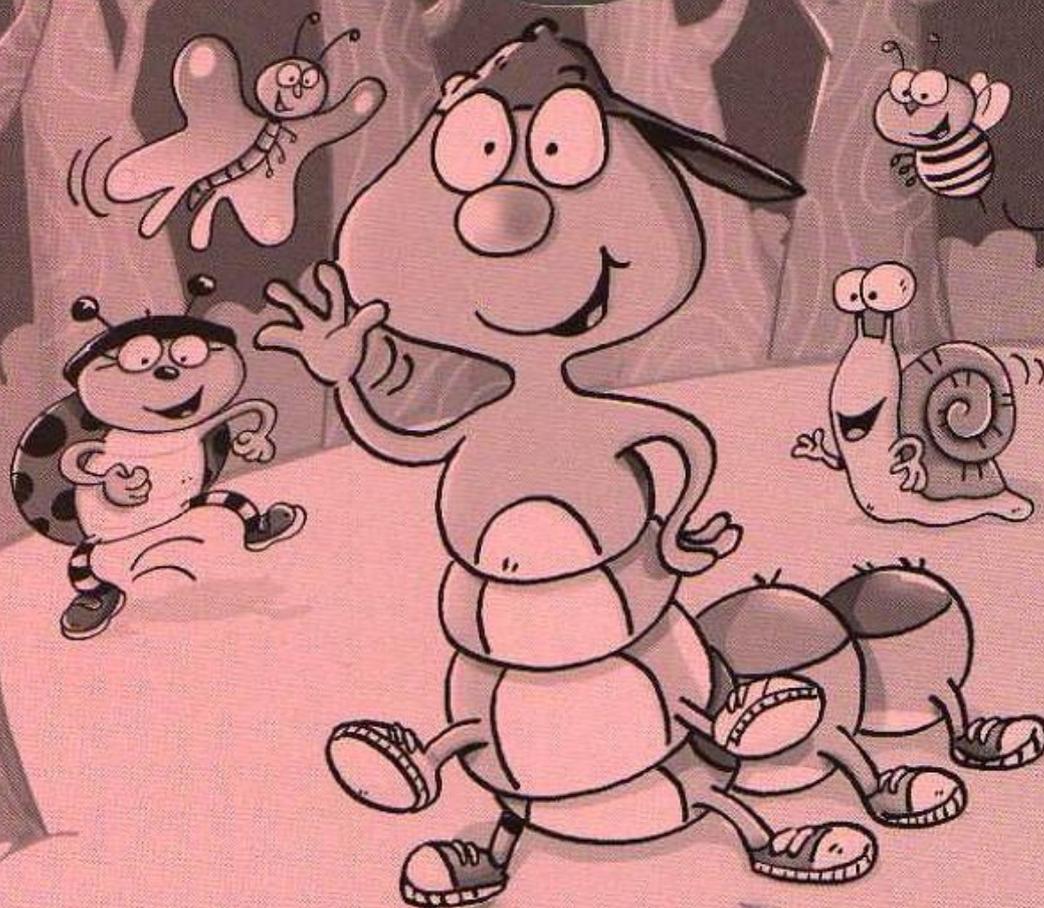


Little BUGS 1



Carol Read and Ana Soberón


MACMILLAN

Teacher's Book

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Carol Read and Ana Soberón

 MACMILLAN

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Little Bugs 1 - Syllabus

Unit	Communicative skills and language functions	Main language children use	Recycled language
Unit 1 Hide and seek	Greeting people and saying goodbye Identifying Colin the caterpillar and his friends Listening to and understanding the story Re-telling the story Singing and acting out the story song Saying and acting out the rhyme and chant Counting to five Asking and saying where people are Identifying who you can see Ordering the life of a caterpillar Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>hello, goodbye</i> <i>yes, no</i> <i>Let's play!</i> <i>Hurray!</i> <i>Are you ready?</i> <i>I can see ...</i> <i>Where's ...?</i> <i>I don't know.</i> <i>Here!</i> <i>caterpillar, snail, bee, ladybird, butterfly</i> <i>little, boy, girl</i> <i>Numbers 1-5</i>	<i>(For children who have already started learning English, some language in the column 'Main language children use' may be recycled rather than new.)</i>
Unit 2 The magic elf	Identifying toys Asking for and giving toys Listening to and understanding the story Re-telling the story Singing and acting out the songs Saying the colour rap Identifying colours in the classroom Saying your favourite colour Mixing and making new colours Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>Can I have a ... , please?</i> <i>Here you are. Thank you.</i> <i>Jump! Turn around! Close your eyes!</i> <i>Surprise!</i> <i>ball, bike, car, robot, doll, scooter</i> <i>green, yellow, red, brown, purple, blue, orange</i> <i>favourite</i>	<i>hello, goodbye</i> <i>yes, no</i> <i>Let's play!</i> <i>Hurray!</i> <i>Numbers 1-3</i>
Unit 3 Touch your toes!	Identifying parts of the body Saying and acting out a rhyme Listening to and understanding the story Re-telling the story Singing and acting out the story song Asking and saying what you want Counting to ten Singing and acting out a counting song Relating parts of the body to your senses Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>First one to touch your ... Me!</i> <i>nose, eyes, ears, mouth, fingers, toes</i> <i>Do you want ...?</i> <i>chocolate cake</i> <i>monster</i> <i>Numbers 6-10</i>	<i>yes, no</i> <i>Jump!</i> <i>Turn around!</i> <i>Close your eyes!</i> <i>Please, thank you</i> <i>Let's play!</i> <i>Are you ready?</i> <i>Numbers 1-5</i> <i>little</i>
Unit 4 Run, run, run!	Identifying the animals in the story Saying and acting out a chant Listening to and understanding the story Re-telling the story Singing and acting out the story song Making and responding to a request Following instructions Associating pictures and meaning Listening and identifying colours Saying what you can do Saying what animals can do Reviewing and reflecting on learning Recognising and writing over key words	<i>Here's the ...</i> <i>giraffe, elephant, mouse, zebra, parrot, lion</i> <i>stop</i> <i>The ... is coming.</i> <i>Please tell ...</i> <i>Of course.</i> <i>Oh, dear ... can't hear.</i> <i>I can ...</i> <i>fly, run, swim, sing</i>	<i>hello, goodbye</i> <i>yes, no</i> <i>thank you</i> <i>jump, touch my toes</i> <i>red, yellow, green, purple, brown, orange, blue</i>



Receptive language	Socio-cultural aspects	Link to other area of learning
<p><i>What's your name?</i> <i>How are you?</i> <i>Stand up! Sit down! Turn around!</i> <i>Clap your hands!</i> <i>hide and seek</i> <i>hot, sunny</i> <i>big, egg, asleep</i> <i>friends</i> <i>Close your eyes.</i></p>	<ul style="list-style-type: none"> - Interest in learning English - Willingness to follow routines - Pleasure in greeting people and saying goodbye - Pleasure in a story about a familiar game in English - Positive attitude towards own ability to participate in class activities - Curiosity in learning about the life of a caterpillar in English - Enjoyment in completing activities in the book - Willingness to review and reflect on own learning 	<p><i>Natural science:</i> The life of a caterpillar</p>
<p><i>Point to ...</i> <i>window, door, board, floor</i> <i>magic elf, toy</i> <i>old, new</i> <i>No problem.</i> <i>Oh, dear.</i> <i>What about you?</i> <i>happy</i> <i>mix</i></p>	<ul style="list-style-type: none"> - Empathy with the child in the story - Pleasure in using 'please' and 'thank you' to be polite - Recognition of the personal value of things you own - Interest in experimenting with colour in English - Pleasure in expressing personal opinions - Enjoyment in group participation - Care in completing activities in the book - Willingness to review and reflect on learning 	<p><i>Art and science:</i> Mixing colours to make new colours</p>
<p><i>Pick up ...</i> <i>Show, pencil, rubber</i> <i>There's ... on the plate.</i> <i>Not you.</i> <i>And they all ... together!</i> <i>Alfie, the dog, eats the cake.</i> <i>see, smell, eat, listen</i> <i>How many ... has ... got?</i></p>	<ul style="list-style-type: none"> - Appreciation of humour in the story - Enjoyment in playing the action games in the story - Pleasure in using 'please' and 'thank you' to be polite - Willingness to take turns - Interest in relating parts of the body to our five senses in English - Confidence in own ability to use English in context - Willingness to review and reflect on learning 	<p><i>Science (human biology):</i> Our five senses</p>
<p><i>Is it raining, sunny, cloudy?</i> <i>... is eating leaves from a tall tree.</i> <i>Maybe he can help.</i> <i>That's easy!</i> <i>... flies to the top of the tree.</i> <i>just in time</i> <i>penguin, ostrich, kiwi, duck</i></p>	<ul style="list-style-type: none"> - Pleasure in an animal story in English - Confidence and enjoyment in mime and drama - Interest in identifying what animals can do in English - Willingness to take turns - Respect for others in the group - Care in completing work in the book - Willingness to review and reflect on learning 	<p><i>Natural science:</i> Animal actions</p>



Unit	Communicative skills and language functions	Main language children use	Recycled language
Unit 5 The enormous sandwich	Identifying food Asking and saying food you like Listening to and understanding the story Re-telling the story Singing and acting out the story song Counting to ten Identifying food that grows Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>ham, cheese, tomatoes, eggs, chicken, lettuce</i> <i>I like ...</i> <i>Do you like...?</i> <i>I'm hungry.</i> <i>sandwich, spell</i> <i>apple, banana, orange, pear</i> <i>enormous, delicious, as well</i>	<i>please, thank you</i> <i>I can ...</i> <i>Let's ...</i> <i>eat</i> <i>Numbers 1-10</i>
Unit 6 The three bears	Identifying the three bears Recognising the difference between big, small and tiny Saying and acting out a chant Listening to and understanding the story Re-telling the story Singing and acting out the story song Responding to things that are great or horrible Identifying members of your family Listening and identifying bears that go to sleep in winter Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>daddy, mummy, baby bear</i> <i>bowl, chair, bed</i> <i>soup, house</i> <i>big, small, tiny</i> <i>This / My ... is ...</i> <i>great, horrible</i> <i>Goldilocks, brother, sister, family</i>	<i>hello, goodbye</i> <i>yes, no</i> <i>thank you</i> <i>Hurray!</i> <i>I'm ...</i> <i>It's ...</i> <i>hungry, happy</i> <i>Let's ...</i> <i>look, see, count</i> <i>Numbers 1-3</i>
Christmas	Listening to and understanding a story Acting out the story Singing and acting out a song Saying <i>Happy Christmas!</i> in a game	<i>Santa, Rudolph</i> <i>present, sleigh</i> <i>reindeer, nose</i> <i>Happy Christmas!</i>	<i>hello</i> <i>Where's ...?</i> <i>here</i> <i>thank you</i> <i>red</i>
Easter	Singing and acting out a song Identifying the colours of Easter eggs Counting Easter eggs	<i>Easter bunny</i> <i>Easter egg</i> <i>friend</i> <i>Happy Easter!</i>	<i>red, yellow, blue, orange, purple, green, brown</i> <i>I like ...</i>



Receptive language	Socio-cultural aspects	Link to other area of learning
<p><i>tired, sad, happy</i> <i>go to ... school for witches</i> <i>All the children put out their hands.</i> <i>The sandwich disappears.</i> <i>brilliant</i></p>	<ul style="list-style-type: none"> - Pleasure in a story with magic in English - Enjoyment in expressing personal opinions in English - Interest in identifying where food comes from in English - Willingness to listen to and interact with others - Willingness to take turns - Pride in completing the book - Willingness to review and reflect on learning 	<p><i>Natural science:</i> Food from trees and plants</p>
<p><i>Everybody listen / look / touch ...</i> <i>... go for a walk</i> <i>... go to sleep</i> <i>... runs away</i> <i>Wake up!</i> <i>Wait!</i> <i>stay, play</i> <i>in winter</i> <i>Colours</i> <i>Parts of the body</i></p>	<ul style="list-style-type: none"> - Pleasure in a traditional story in English - Enjoyment in mime and drama - Curiosity and interest in learning about bears through English - Awareness of the value of family - Pleasure in expressing feelings in English - Respect for families which are different from your own - Confidence and pleasure in your own ability to participate in English 	<p><i>Natural science:</i> Bears that go to sleep in winter</p>
<p><i>old, new</i> <i>sad, antlers</i></p>	<ul style="list-style-type: none"> - Pleasure in celebrating Christmas in English - Enjoyment in becoming familiar with traditional Christmas characters 	
<p><i>How many ...?</i> <i>What colour is ...?</i> <i>This egg is ...</i></p>	<ul style="list-style-type: none"> - Pleasure in celebrating Easter in English - Enjoyment in singing and acting out a song for Easter 	



1 Introduction

1.1 Who *Little Bugs* is for

Little Bugs is a two-level, story-based course for children who have initial or no previous knowledge of English. It is designed to develop confidence and competence in using English at a young age and to provide solid foundations in language skills to equip children for future study. *Little Bugs* can be followed by four levels of *Big Bugs* to comprise a full six-level course.

1.2 The main aims of *Little Bugs*

- to develop interest and enjoyment in learning English
- to promote an active desire in children to communicate in English
- to reflect the interests, ages and stages of development of children appropriately in each level of the course
- to develop language skills in a systematic, appropriate and fully integrated way over the six levels
- to link learning English with other areas of learning at primary school, including new technologies and multi-media
- to promote responsible, independent, reflective learning
- to foster appreciation, interest, curiosity and respect towards the target language, its peoples and cultures
- to provide a solid foundation for future studies in terms of the development of language skills, vocabulary, pronunciation and grammar
- to combine a clear and lively methodological approach with materials which are interesting, enjoyable and motivating at each level
- to pay particular attention to the introduction and gradual, systematic development of reading and writing skills

1.3 The main objectives of *Little Bugs 1*

Within the overall aims of *Little Bugs*, the main objectives of *Little Bugs 1* are:

- to provide a motivating starting point for children who are either learning English for the first time or who have done an initial course;
- to use stories to develop communicative skills and to foster pleasure and confidence in learning English;
- to introduce children gradually to reading and writing in English by developing visual literacy, recognition of key vocabulary and initial writing skills;
- to encourage children to be actively constructive in their learning;

- to contribute to the development of the whole child (physical, social, emotional, psychological, cognitive);
- to foster positive attitudes towards the foreign language and to children's beliefs in their own ability to learn.

1.4 Components of *Little Bugs 1*

Pupil's Book 80 full-colour pages containing six story-based units, material for two festivals (Christmas and Easter), twelve cut-outs and a double page (*Colin's Crazy Page*) which provides a record of the main vocabulary learnt in each unit. The Pupil's Book also includes a double page of stickers. Each unit comprises eight pages, which include a double page story and six pages of activities. There are two activities on each page with simple instructions for the children before each activity, accompanied by picture symbols, and more detailed instructions for teachers at the bottom of each page.

Class CDs/Cassettes The class CDs/cassettes contain recordings of all the stories, songs, rhymes, chants, dances, musical games and other listening activities that are included in *Little Bugs 1*. All the songs are followed by instrumental 'karaoke' versions to be used when children are familiar with the words. The class CDs/cassettes also include recordings for the Unit Tests and End of Year Test which form part of the course.

Story cards A pack of 48 full-colour story cards (eight per story) is included for telling the stories to the whole class. The story cards have an enlarged version of the illustrations for each story in the Pupil's Book on one side and the story text for each picture on the reverse.

Flashcards A pack of 64 full-colour flashcards illustrating key vocabulary is included to support children's learning. Detailed instructions for using the flashcards are given in the teaching notes for each unit.

Teacher's Book This aims to provide detailed and comprehensive support for teachers using *Little Bugs 1*. The inclusion of facsimile pages of the Pupil's Book makes it very convenient and easy to use in class. The Teacher's Book includes:

Little Bugs 1 Syllabus

- **Introduction**
- **Teaching notes** These contain a Unit Map with the syllabus objectives for each unit followed by detailed stage-by stage guidelines for teaching all lessons, including lesson aims, routines for starting and ending lessons, suggested language to use, tapescripts, optional extra activities and material to use.



- **Letter to parents/carers** A suggested example of a letter which you can send to parents and/or carers at the start of the course outlining the approach in *Little Bugs 1* and suggesting ways to support children's learning.
- **Photocopiable cut-outs** These include photocopiable cut-outs to accompany the Pupil's Book materials for Christmas and Easter, *Bugs bingo* cover pieces (to use in the *Bugs bingo* game in Lesson 1 of each unit), a minibook cover (to use to cover the minibooks children make in Lesson 7 of Units 1, 3 and 5) and picture cards (for the *Colin's favourite word* activities where there is no picture card cut-out in the Pupil's Book).
- **Learning Routines Resource Bank** A section with suggestions for basic classroom routines and fifteen additional, optional ideas for other learning routines which can be used to focus attention and develop language at the start of lessons.
- **Ideas for extra picture card games** A section with twenty additional activities and games to use with the picture cards that children make in Lesson 3 of each unit.
- **Tests** Unit Tests (one per unit) and an End of Year Test, with Answer Key and Tapescripts.
- **Busy Book** This is an optional, 48-page activity book designed to develop initial reading and writing skills which can be used in addition to the *Little Bugs 1* Pupil's Book, if this is appropriate in your context. The *Busy Book* contains a range of lively, varied activities which extend learning by putting children on a faster track in the development of reading and writing skills than if they use the Pupil's Book alone. Each unit comprises seven pages and includes activities related to the story, activities based on the lyrics of selected songs and chants and an evaluation page. The *Busy Book* also contains additional material for the festivals in *Little Bugs 1* (Christmas and Easter) and a picture dictionary. The material in the *Busy Book* is suitable for children working largely independently of the teacher and at their own pace. It is recommended that children complete the activities in the *Busy Book* at the same time as they work through the units in the Pupil's Book.

2 Description of the course materials

2.1 The stories

The stories in *Little Bugs 1* provide the context for the main learning input in each unit. All the stories are original, apart from the story in Unit 6, *The three bears*, which is based on a well-known traditional story. They are 'real stories' in the sense that they draw on well-established genres and traditions in

children's literature and have been specially written with the needs and interests of young learners of English in mind. There is a balance and variety in the stories in terms of:

- the kinds of stories, e.g. whether based on humour or fantasy or a traditional story, or whether closely related to children's everyday experience;
- the kinds of narrative structure, e.g. whether cumulative or with a repeated pattern;
- the kinds of story characters, e.g. whether bugs, children, animals or fantasy characters such as the magic elf in Unit 2;
- what children learn from the story, e.g. whether this relates to their experience and knowledge of the world or to areas such as positive self-esteem, empathy, cooperation and sharing.

In *Little Bugs 1*, the stories are short and contain a high proportion of direct speech which facilitates the transfer of language to other communicative contexts. The stories are focussed on a particular setting and have a clear, easily understood story line. Great importance is placed on the visual context of the stories in order to support children's comprehension, develop initial literacy skills and promote confidence and self-esteem in learning English. The stories in *Little Bugs 1* aim to:

- capture the interest and imagination of children;
- contextualise useful, everyday language and provide opportunities for transfer to other situations;
- promote the development of communicative skills and natural language use;
- personalise language learning;
- provide a relevant context for introducing initial reading and writing skills in a supported and motivating way.

2.2 The syllabus

The *Little Bugs* course syllabus is organised cyclically in order to provide opportunities to use, rehearse and extend language and learning skills in a range of different contexts.

In *Little Bugs 1*, the content of the syllabus derives directly from the stories. The syllabus is designed to take into account the development of the whole child (cognitive, social, emotional, physical, psychological) and reflects the gradual, systematic development of language skills throughout the course. The syllabus content in *Little Bugs 1* comprises a judicious balance of lexis and functional language, which combines progressive vocabulary expansion with the development of discourse skills in an integrated way. The content of the *Little Bugs 1* syllabus has been selected taking into account the following criteria: i) useful, natural language which is generative and can be easily transferred to other contexts:



ii) immediacy of need (i.e. language for the classroom); iii) ease of learning. Care is taken to ensure that there is adequate recycling of language both within *Little Bugs 1*, and between *Little Bugs 1* and 2 and *Big Bugs*.

In *Little Bugs 1*, children learn a range of core lexis and whole-language chunks through responding to and using language in a range of clearly-defined and highly-supported contexts. Although the main focus is on oral/aural work, the initiation of reading and writing skills in English also forms part of the *Little Bugs 1* syllabus. This aspect is further developed if children also do *Busy Book 1* as part of the course.

2.3 The teaching programme

The number of teaching hours in *Little Bugs 1* is designed to be flexible to suit all teaching situations and can be extended to between 70 and 80 hours when supplemented by the extra activities provided in *Busy Book 1*.

A suggested plan for teaching *Little Bugs 1* during the school year is:

Units 1 and 2, Christmas

Units 3 and 4, Easter

Units 5 and 6

2.4 The organisation of the units

The units are divided into eight lessons and follow the same general pattern. Children are led from an initial introduction, to comprehension of the story and practice of key language it contains. They then move to building on their knowledge of the world through content related to the story, and then to acting out or re-telling the story. Finally, they review and evaluate what they have learnt.

Over the series of eight lessons, children participate in a wide variety of enjoyable activities such as games, mime, drama, chants, songs, puzzles, mazes and other activities involving, e.g. visual observation, logical deductive skills or a personal response. These activities relate to the theme of the story and familiarise children with key language as well as develop a range of social, thinking and motor skills. Throughout each unit there is a careful balance in activities designed to appeal to children's different emerging learning styles and multiple intelligences (as identified by Howard Gardner): verbal, visual-spatial, kinesthetic, musical, logical-deductive, interpersonal, intrapersonal and naturalist. This balance and variety in activity types gives the materials wide appeal and ensures that individual children have an opportunity to develop their own personal learning styles and strengths.

The framework for developing lessons in each unit of *Little Bugs 1* is as follows:

Lesson 1 - Introduction to the theme, characters and key vocabulary related to the story. This lesson prepares and motivates children before the story. It is based around listening to and saying a rhyme or chant or singing a song. Children also play *Bugs bingo*, a lively version of the traditional game which focusses attention, develops memory and ensures active recognition of key vocabulary from the start.

Lesson 2 - Listening to the story. In this lesson children listen to the story twice. The first time they look at the story cards and either listen to you telling the story or to the CD/cassette. This is followed by a general comprehension check. Children then open the Pupil's Book at the story pages in Units 2 – 6, and the first task is to find and count the 'hidden' caterpillars in the story pictures. This focusses attention and motivates children to look at the story sequence in detail. Children then make their index finger into a caterpillar and use this to listen to and follow the story in the Pupil's Book. This is followed by two further story-related activities in the Pupil's Book.

Lesson 3 - Listening to and singing the story song / Making and playing with the picture cards. In this lesson children are introduced to the story song or chant which is specially designed to reinforce key functional language from the story. The story song is also often interactive, e.g. with a question and answer pattern, which helps to promote turn-taking between children in a communicative context. In this lesson children also make and play with the cut-out picture cards. This provides an enjoyable framework for activating key language from the story.

Lesson 4 - Developing familiarity and understanding of the story. In this lesson children act out the story song and play another game with the picture cards in which they rehearse key language in the story. They then listen to the whole story again, this time miming and joining in and saying key parts of the story, at the level at which they are ready to do so. This is followed by two further activities in the Pupil's Book.

Lesson 5 - Working on a related vocabulary set. In this lesson children are introduced to another rhyme, chant or song and do a range of lively activities and games to develop a second vocabulary set related to the story, such as numbers, colours, actions or members of the family. They also complete two activities to consolidate learning in the Pupil's Book.

Lesson 6 - Content linked to another area of learning. Children do a content-based lesson which derives from the theme of the story and links learning English to another area of learning such as science or nature. This lesson implicitly conveys to children the value of using English as a vehicle to build on their knowledge of the world and to discover and find things out. Children complete two content-related activities in the Pupil's Book.



Lesson 7 - Making a minibook or other cut-out and re-telling the story. This lesson represents the final outcome of the unit. Children make either a minibook of the story (Units 1, 3 and 5) or another cut-out, e.g. pencil puppets, finger puppets or story characters (Units 2, 4 and 6) and join in re-telling the story using their minibooks or cut-outs. The minibooks and cut-outs are designed to promote ownership and maximise participation in re-telling the story. In the units with a minibook, children can also make a cover for their books (see the cut-out on page 149). At the end of units, children can take their minibooks or cut-outs home and use these to tell the story to their parents or carers.

Lesson 8 - Reviewing and evaluating learning. In this lesson children do a series of activities to review and evaluate their learning in the unit. The lesson begins with a *Bugs team game* which is an enjoyable vocabulary revision game using flashcards. This is followed by two activities in the Pupil's Book. In the first, children listen to key vocabulary in context and put the unit stickers on the body of Colin the caterpillar. In the second, children demonstrate recognition of the second vocabulary set (introduced in Lesson 5). At the end of the lesson, children put on a Colin the caterpillar sticker to show that they have successfully completed the unit. They then turn to *Colin's Crazy Page* where they find, colour and trace over the words for the key vocabulary items they have learnt in the unit.

At the end of each unit, children can also do the corresponding Unit Test (pages 150-156).

2.5 The organisation of lessons

All the lessons in *Little Bugs 1* use a range of carefully sequenced procedures and techniques to develop language and learning skills in a systematic, varied and enjoyable way. At the start of each lesson in the teaching notes, details of the two main aims of the lesson, the main language children use, the main activities and the materials that you will need to teach the lesson are highlighted.

In order to facilitate classroom management and establish familiar patterns for learning, each lesson is organised into three parts:

1 Starting the lesson routine

Say hello and sing the *Hello song* together

Lessons begin with greetings between you and the children and/or using the flashcard of Colin the caterpillar. This is followed by singing the *Hello song* and/or another favourite song the children know.

Listen and respond This is a short learning routine activity which allows children to respond to language at the start of the class in a natural and personalised

way. If, however, you wish to use a different learning routine from the one suggested, you can choose another activity from Section 2 of the Learning Routines Resource Bank (see page 145) which is full of ideas for starting the lesson routines.

Colin's favourite word This is a routine activity which takes place at the beginning and end of lessons. At the start of lessons, it is suggested that you announce *Today Colin's favourite word is ...* and hide the relevant picture card from the cut-out pages in the Pupil's Book (or one of the extra cards on page 143) in an envelope, without the children seeing, and stick this high up on the board. The card you hide represents a word used in the lesson (details of which card to hide in each lesson are given in the teaching notes). Explain that children will find out Colin's favourite word at the end of the lesson and be ready to come back to this in your *Ending the lesson routine* (see below).

2 Developing the lesson

This part of the lesson includes a carefully staged sequence of between six and eight main activities designed to develop language and skills. Depending on the lesson and stage of learning in the unit, activities include things such as flashcard games, action games, card games, listening to and/or acting out songs, rhymes and chants, listening to the story, mime and drama. Recycling and review of language and vocabulary is naturally built in as an integral part of the sequence of activities, both within and between lessons. For example, vocabulary recognition games always precede production. Whenever a song is introduced, e.g. through listening and singing in one lesson, it is always recycled and extended, e.g. through acting it out, in the next and/or a subsequent lesson.

In lessons where there are activities for children to complete in the Pupil's Book, these are always the last two activities in the *Developing the lesson* sequence. This sets up a familiar teaching-learning pattern and allows you to settle the children after more lively, oral/aural activities. The written activities in the Pupil's Book give children the opportunity to work independently at their own pace and to develop concentration skills as well as care and pride in the presentation of their work. In addition to reinforcing and consolidating language and skills practised earlier in the lesson, the Pupil's Book activities develop a range of other skills, e.g. visual observation and association, logical deduction, prediction, hypothesising, fantasy, the imagination and fine motor skills.

3 Ending the lesson routine

Colin's favourite word Take the envelope with the hidden picture card inside off the board and ask



children to guess Colin's favourite word. This encourages the children to think back to the words they have used during the lesson and is an implicit way of conducting a round-up and review. You can then play *Colin's favourite word jingle* on the CD/cassette and either open the envelope yourself and announce Colin's favourite word, or ask a child to do this. The children who guessed the word correctly stand up and everyone claps. Once children are familiar with the *Colin's favourite word* routine, you will find that this is a positive, motivating and cohesive way to start and end lessons, which actively focusses children's attention and encourages them to remember what they have done.

Sing the Goodbye song If possible, always leave time for children to clear up the class and put their books away. End lessons with goodbyes between you and the children and/or using the flashcard of Colin the caterpillar and singing the *Goodbye song*.

Extra activity At the end of each lesson an optional extra activity is suggested in the teaching notes for teachers who have more time. In addition to classroom games, drama and other activities that require little or no preparation, the extra activities also include ideas for art and craft as well as for more energetic games and activities that are suitable for the playground or gym.

2.6 The organisation of the *Busy Book*

The *Busy Book* is an optional component designed to develop children's initial reading and writing skills. The *Busy Book* contains six units (following the Pupil's Book), as well as activities for Christmas and Easter and a picture dictionary. The materials in the *Busy Book* are based on language which children have practised orally/aurally in the Pupil's Book. There are eight activities in each unit which are designed to be integrated into lessons in a flexible way, depending on the time you have available and the way children are progressing. The activities in each unit of the *Busy Book* have the following general pattern:

Activity 1: focus on reading/writing key vocabulary.

Activity 2: reading/writing key vocabulary in the context of a short sentence. Activities 1 and 2 can be done at any time which is suitable as you teach Lessons 1–4 of the unit in the Pupil's Book.

Activity 3: reading/writing the second vocabulary set of the unit. This activity can be done at any time which is suitable after children have been introduced to the second vocabulary set in Lesson 5 of the Pupil's Book.

Activity 4: reading/writing activity which links to the cross-curricular content of the unit. This activity can be done at any time which is suitable after children have done Lesson 6 in the Pupil's Book.

Activities 5 and 6: reading and/or writing activities which are linked to songs, rhymes and/or chants in

the unit. These activities provide children with a written record of songs, rhymes and chants they learn during the unit. They can be done at any suitable point after children have done the lessons in the Pupil's Book in which these are first introduced.

Activity 7: evaluation of reading/writing of key and second vocabulary sets in the unit.

Activity 8: self-assessment activity which focusses on what children can now read and write as a result of completing the unit in the *Busy Book*. Activities 7 and 8 should be done after children have finished the unit in the Pupil's Book.

Picture dictionary: At the end of each unit in the *Busy Book*, children colour the pictures of key vocabulary in the picture dictionary. They then use the picture dictionary to do an enjoyable, self-testing and self-checking activity which encourages spelling practice and promotes learning autonomy.

As an additional visual observation activity, there is a 'hidden' *busy bug* on every page of the units in the *Busy Book*. As children do the activities in each unit, they also find and circle the 'hidden' *busy bugs*. At the end of the unit, they look back and count the *busy bugs* they have circled. This encourages children to look again at work they have done related to the unit and also gives them additional counting practice.

3 Key features in the approach of *Little Bugs 1*

3.1 The needs and characteristics of young children

In *Little Bugs 1* the stage of emotional, physical, psychological, social and cognitive development of young children is taken as the starting point for learning and is reflected in the lesson procedures, stories, activities and tasks that are used. The main underlying principle is the recognition that children are actively constructive in their own learning and that it is through activities and tasks which engage their interest and progressively build up skills that they are able to internalise language and make it their own. The materials in *Little Bugs 1* take into account that young children need to be active, to discover things for themselves, to experiment and to play. At the same time, it is recognised that classroom activities need to be organised within clearly defined parameters which maximise language practice, foster the development of social skills and promote feelings of security and confidence in the children's belief in their own ability to learn.

3.2 The value of learning routines

The creation of familiar learning routines is a vital factor in effective classroom management with



children. As well as establishing a non-threatening learning environment, routines also help to promote increasingly responsible and independent learning. The use of routines plays a vital role in creating a positive affective atmosphere at the start of lessons. Through the *Listen and respond* activities at the start of lessons in *Little Bugs 1*, children are given natural opportunities to process and internalise language, thereby making it their own. Through the routine of *Colin's favourite word*, children are motivated to focus actively on the content of lessons and to review what they have practised at the end.

In *Little Bugs 1* it is recognised that there are many different appropriate learning routines which you can establish in lessons with young children. For this reason, the Learning Routines Resource Bank is included as a separate section in the Teacher's Book (see page 145). It is divided into two parts. In the first part, there are ten suggestions for creating basic lesson routines which will help you manage your classes effectively. These include, for example, routines for taking the register, getting into pairs and/or groups, going to the toilet and tidying up the class. In the second part, there are fifteen suggestions for other optional language-learning routines which you can select and use as alternatives to the suggestions in the teaching notes as and when appropriate. The emphasis in these routines is on simple activities which create moments for personalised, individual contact at the outset of lessons in order to engage children and establish a positive and happy learning atmosphere. In some cases, they also enable you to build up recognition and understanding of language which goes beyond the target language that is specified in the syllabus.

3.3 Catering for different individual learners and groups

In *Little Bugs 1* it is recognised that not all children learn in the same way or at the same rate. It is also recognised that in some contexts, it may be appropriate to extend the development of children's initial reading and writing skills. In *Little Bugs 1* the issue of differentiation in learning is addressed in a number of ways:

- **Realisation of activities at different levels** The course materials provide learning frameworks which allow for multi-level participation and success. For example, in some activities children's responses may vary from non-verbal, to a single word or phrase, to a complete sentence. Equally, when re-telling the stories, which is the final outcome of each unit, all the children can participate successfully, although the level of response may vary from producing key words and phrases to telling the whole story.

- **Appeal to different multiple intelligences and learning styles** Each unit provides language input and practice in a variety of ways designed to appeal to different multiple intelligences and learning styles.
- **Extra activities** At the end of every lesson in the teaching notes an extra activity is included for optional use with groups who work faster or who have more time.
- **Ideas for extra picture card games** A section of extra ideas for using the picture cards which children make in Lesson 3 of each unit is given on page 147. The card games are intended to be used for extra practice, for revision or for fast finishers to play in pairs.
- **Busy Book 1** The *Busy Book* (see description on page 12) is designed for optional use in contexts where it is appropriate to extend the development of initial reading and writing skills with groups of children at this age and level.

3.4 Learning how to learn

One of the aims of *Little Bugs* is to help children become responsible, independent, reflective learners. This is important not only during the primary years, but for children's future studies and lives. In order to do this, it is important to develop children's awareness not only of what they learn, but also how they learn. In general terms, it is helpful, for example, to elicit or make explicit reasons for doing activities in class (e.g. Why did we play a game with the flashcards? / To help us remember the names of the animals.) and to model out loud procedures or thinking processes that children need to go through in order to carry out tasks (e.g. in a sequencing task - mouse, lion, lion, mouse ... one mouse, one, two lions, one mouse ... so now it's a lion). By supporting children's learning in this way, you can help to encourage behaviour and attitudes towards learning which, in time, will allow children to develop their own learning strategies and become increasingly autonomous and responsible in the way they learn.

In *Little Bugs 1* there are a number of ways in which learning how to learn is integrated into the course:

- **Learning routines** Through the clear organisation of lessons and learning routines, children feel secure and confident in the way they approach their learning.
- **Colin's favourite word** This activity provides a framework for children actively to focus on and regularly review the content of lessons by guessing Colin's favourite word. If you like, the review element at the end of lessons can be highlighted as part of the activity.



- **Instructions and picture symbols** Through the use of simple instructions accompanied by picture symbols in the Pupil's Book, children become increasingly autonomous in understanding what is required of them in order to complete tasks.
- **Colin the caterpillar sticker** On completing a review and evaluation of learning in Lesson 8 at the end of each unit, children put on a sticker of Colin the caterpillar to show that they have successfully completed the unit. This promotes a sense of achievement and positive attitudes towards children's beliefs in their own ability to learn.
- **Colin's Crazy Page** Children work independently to find, colour and trace over the key words they have learnt in each unit on *Colin's Crazy Page*. This encourages children to reflect on what they have learnt and to be aware of their own progress, as the page gradually gets completed over the school year.
- **Fast finishers, reading and writing activities and Busy Book** Through the use of the extra materials which are provided in the *Busy Book* for optional use as an integral part of *Little Bugs 1*, children are encouraged to work independently and to adopt a positive, responsible attitude towards their own learning.

3.5 Links to other areas of learning

One of the aims of *Little Bugs* is to link learning English with other areas of learning at primary school, including new technologies and multi-media. This ensures that through English children learn a wide range of skills which contribute to their overall development and education. In *Little Bugs 1* learning English is linked to other areas of learning in four main ways:

- through activities or procedures which draw on topics or concepts covered in other disciplines or subject areas, e.g. music, physical education, maths, science;
- through the development of skills which form part of the broader curriculum and have an inherent educational value, e.g. thinking skills, such as predicting, hypothesising, making logical deductions, etc. and social skills, such as listening to others, cooperating, turn-taking etc.;
- through the inclusion of a content-based lesson in every unit (Lesson 6) which builds on children's knowledge of the world in a cross-curricular area related to the theme of the story. This also potentially offers opportunities for further investigation and fact-finding using, e.g. children's reference books or the Internet.

3.6 The integration of socio-cultural aspects

The integration of socio-cultural aspects of learning is an integral part of the *Little Bugs* syllabus at both levels. In *Little Bugs 1* one of the main socio-cultural objectives is to foster interest, curiosity and positive attitudes towards a language, peoples and culture which is different to the children's own. A second major objective is to foster children's positive beliefs in their own ability to learn a foreign language. Through stories in English which relate to their own interests and experience, or which draw on familiar elements of traditional children's culture, such as the story of *The three bears*, children are drawn into using English in a naturally contextualised and enjoyable way. As they transfer language from the stories to the communicative context of the classroom, they also learn to use basic formulas for social relationships, such as greetings, goodbyes and saying please and thank you in a confident way. In the content-based lessons in each unit (Lesson 6) children learn about some aspect of the world related to the story through English. This increases children's interest, curiosity and enjoyment in learning the language and makes them aware of the positive value of English as a communicative tool which they can use to do things and to find out about the world.

3.7 The development of communicative skills

In *Little Bugs* communicative skills are built up gradually and systematically in a way which is appropriate at each age and level. In *Little Bugs 1* key features are as outlined below.

Listening

Through listening, children become familiar with the sounds, rhythm and intonation of English and listening activities allow children to recognise, understand and respond to language before they produce it themselves. In *Little Bugs 1*, songs, rhymes and chants provide a varied source for children initially listening and responding to key vocabulary and language. Other listening activities, such as short exchanges between characters, are also used to develop specific listening skills. The main listening input in each unit is the story. Although children are initially exposed to some language that is beyond their productive competence, support through preparation (in Lesson 1), the context, the illustrations and the sound effects on the CD/cassette facilitate general comprehension before language is worked on in more detail. From the start, children are



encouraged to predict, hypothesise and make active guesses while listening, and to develop confidence in their own ability to listen both for global understanding and for the recognition of specific items.

Speaking and talking to others

In *Little Bugs 1*, children develop speaking skills as, for example, in saying rhymes and chants or re-telling the story, and initial interactive skills, for example, when they respond to and take turns with the teacher or others in the class in games and drama activities. The main focus in oral activities is to provide frameworks which motivate children to use English for purposes which they can relate to and understand and which they find motivating and enjoyable. Through a wide range of teacher-directed, multi-sensory activities, children develop confidence in their own ability to respond and interact in English in the classroom. Optional suggestions are given in the teaching notes for extending activities to pair and/or group work, if this is appropriate for the classes you teach. In *Little Bugs 1* the emphasis is on learning whole chunks of language rather than just isolated vocabulary. This promotes the development of discourse skills from the start, and lays the foundation for systematic language development.

Pronunciation

In *Little Bugs 1* familiarity with key aspects of pronunciation such as rhythm, stress and intonation is built up in a natural, global way through exposure to a wide range of songs, stories, rhymes, chants and other exchanges in English. The main overall aim is to facilitate natural imitation and to lay foundations which will help children perceive and recognise sounds of English, and speak in an intelligible way from the start.

Vocabulary

In *Little Bugs 1*, children learn vocabulary in lexical sets which relate to their interests, experience and immediate world. The introduction of vocabulary is always linked to the learning of simple functional language in order to ensure that communication can take place. The flashcard pack for *Little Bugs 1* supports children's learning of vocabulary, and a wide range of ideas for games and other activities for developing vocabulary are given in the teaching notes. Key vocabulary which children learn is reviewed and evaluated in Lesson 8 of each unit using the double page of stickers in the Pupil's Book. As well as having great appeal, the evaluation activity using stickers gives children a strong sense of their own achievement and progress as they work through the Pupil's Book.

Reading and writing

The development of reading and writing skills in English is built up gradually and systematically across both levels of *Little Bugs*.

In *Little Bugs 1* it is recognised that a differentiated approach to reading and writing is needed, as the appropriacy of developing these skills with young children varies in different contexts, depending on such things as the children's previous knowledge of English, their first language(s) and their level of literacy in their mother tongue. For this reason, *Little Bugs 1* offers a flexible approach to the development of reading and writing skills which allows you to place a suitable emphasis on their development in your context. A description of the way each component develops reading and writing skills will help you to make a suitable selection of the *Little Bugs 1* materials which you may wish to use in addition to the Pupil's Book:

- **Pupil's Book** In the Pupil's Book a global approach towards children's emerging literacy is adopted. In Lesson 8 of each unit, children are given an opportunity to recognise the written forms of key vocabulary which they have learnt orally/aurally. As they complete *Colin's Crazy Page* at the end of this lesson, children find and identify key vocabulary items they have learnt and associate these with the written form by tracing over the words. They are also encouraged to associate key vocabulary items with their written forms by first reading and then, optionally, tracing over the words in the *Listen and put on the Stickers* activity in Lesson 8. In the Pupil's Book initial (or pre-) reading skills are also developed through children 'reading' and interpreting the story illustrations in Lesson 2 and following the story in the minibooks (visual literacy) in Lesson 7. Initial (or pre-) writing and fine motor skills are developed in activities which require children to, e.g. follow mazes with a pencil line or to join dotted lines to create a picture. In addition to the above, children are naturally encouraged to develop phonological awareness through the wide range of songs, rhymes and chants included in the materials and this is widely recognised to be of proven help when they go on to learn to read and write more formally.
- **Busy Book 1** The *Busy Book* is suitable for use in contexts where it is appropriate to extend the development of children's reading and writing skills beyond what they do in the Pupil's Book. In addition to word recognition and initial writing skills, children do a wide range of motivating and enjoyable activities in *Busy Book 1* which require them to, e.g. read at sentence level, select simple information, order letters to



make words, do simple puzzles, respond to written questions and complete very short texts.

- **Macmillan Children's Readers Level 1** of this published series has three readers, which can be used as an attractive additional resource for developing reading and writing skills during the school year or during the holidays. Using readers with children at this level introduces them to more extensive reading skills and fosters an interest in reading from a young age.

3.8 Evaluation

Evaluation is an important integral component of *Little Bugs* and is developed in a way which is appropriate for each level.

In *Little Bugs 1*, the main emphasis is on informal, formative assessment through observation and the collection of data and evidence in order to measure and monitor children's progress against specified objectives. Children are also gradually introduced to formal, summative assessment through the use of short progress tests at the end of each unit and at the end of the year.

4 Classroom management

4.1 Organising learning

With young children, successful classroom management is most effectively achieved through the organisation of routines which establish parameters for learning and behaviour and allow children to feel happy and secure and to learn with confidence. In *Little Bugs 1* a clear framework for learning is provided through basic lesson routines and other optional routines in the Learning Routines Resource Bank, in the structure of lessons and units and in the variety and balance of activities used.

As part of organising learning, it is also important to develop a system for the organisation and storage of course materials which is appropriate for your context. For example, when children make the cut-outs in Lesson 3 (picture cards) and Lesson 7 (minibook or story character puppets), it is important always to get them to write their name or their initials on the reverse side so that the owners can easily be identified. At the end of lessons, you can either collect in the cut-outs and store them all together ready to use another time, or you may like to get the children to stick an A5 size envelope on the inside back cover of their Pupil's Books, in which to store all the cut-outs, including the *Bugs bingo* cover pieces if they also make these (see page 149 and Lesson 1 of each unit).

4.2 Classroom language

Since the classroom is likely to be the only context in which young children come into contact with English, the main way of working with the course materials is in English. Clear guidance on instructional and classroom language is included in the teaching notes for each unit. Through the creation of learning routines, children will quickly learn to expect that lesson time is predominantly in English. Although you will find that children will also often spontaneously make contributions in their mother tongue, you can then use techniques such as re-modelling, re-formulating or expanding children's language in order to ensure that as much of the lesson as possible takes place in English.

While the importance of building up English as the main medium of communication in class cannot be overestimated, it is also important that children should never feel threatened by the imposition of a foreign language, and there are times when the use of the children's mother tongue may be a judicious choice. This may be, for example, when checking or explaining concepts, asking children their personal opinions, getting them to carry out self-assessment of their learning, or relating the content of lessons to other areas of learning. Guidelines for where you may find it appropriate or necessary to use the children's mother tongue are given in the teaching notes.

5 Involving parents or carers

Parents or carers can provide an invaluable source of support, self-esteem, pride and motivation for young children's progress at school. It is vital not only to keep them informed, but also to give them an opportunity to help and become involved in the way their child is starting to learn English.

Some ways you can involve parents or carers of young children include:

- Send out an introductory, informative letter at the beginning of the year (see example letter to parents on page 144).
- Encourage parents to support children's learning, e.g. by getting children to tell them the stories using the minibooks or cut-outs at the end of each unit.
- Invite parents into the class regularly to look at children's work. Make it clear that the important thing at this stage is for parents to encourage their children to feel proud of what they know in English and to foster their interest and enjoyment.
- Make videos of children singing songs, saying rhymes/chants or acting out stories from the course and let children take turns to take them home to show their parents or carers.



- Organise informal shows in the classroom and invite parents to watch the children singing songs, saying rhymes/chants or acting out stories.
- Be ready to meet and talk to parents in an atmosphere of openness, honesty and mutual respect whenever there are issues they wish to discuss with you.

1 Hide and seek



Main language children use

- *hello, goodbye, yes, no, fine*
- *Let's play!*
- *Hurray!*
- *Are you ready?*
- *I can see ...*
- *Where's ...?*
- *I don't know.*
- *Here!*
- *caterpillar, snail, bee, ladybird, butterfly*
- *little, boy, girl*
- *Numbers 1-5*

Recycled language

(For children who have already started learning English, some of the above language may be recycled rather than new.)

Receptive language

- *What's your name? / How are you?*
- *Stand up! Sit down! Turn around! Clap your hands!*
- *hide and seek*
- *hot, sunny*
- *friends, bugs*
- *Close your eyes.*

Link to other area of learning

Natural science: The life of a caterpillar

Communicative skills and language functions

- Greeting people and saying goodbye
- Identifying Colin the caterpillar and his friends
- Listening to and understanding the story
- Re-telling the story
- Singing and acting out the story song
- Counting to five
- Saying and acting out a counting rhyme
- Asking and saying where people are
- Identifying who you can see
- Following instructions
- Associating pictures and meaning
- Making logical deductions
- Reviewing and reflecting on learning
- Recognising and writing over key words

Socio-cultural aspects

- Interest in learning English
- Willingness to follow routines
- Pleasure in the story
- Positive attitude towards own ability to participate in class activities
- Curiosity in learning about the life of a caterpillar
- Willingness to review and reflect on learning
- Enjoyment in completing activities in the book



1 Hide and seek

Lesson 1

Aims

- To greet Colin the caterpillar and his friends
- To sing the song *Hello, Colin*

Main language children use

hello, goodbye, ladybird, bee, snail, butterfly

Main activities

- Meet Colin the caterpillar's friends
- Say hello to Colin's friends
- Listen to the song *Hello, Colin*
- Sing the song and point to the pictures
- Play Bugs Bingo

Materials

- Flashcards (Colin the caterpillar, Snail, Bee, Butterfly, Ladybird)
- CD/Cassette
- snail picture card and an envelope
- Pupil's Book page 3
- bingo cover pieces (optional, see page 149)

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children. Say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.* If you don't know them, say *Hello, I'm ... What's your name?* and get them to tell you their names.
- Hold up the flashcard of Colin. Say *Look! This is Colin. Colin is a caterpillar! Colin the caterpillar is our friend. He is going to help you learn English.* Use L1 to explain what you mean if necessary.
- Encourage the children to say *Hello, Colin* in chorus and individually.
- Play the *Hello song* (CD 1 track 2). Children listen and do the actions.



Hello song

Hello, hello, hello, (wave to different people)
It's time for English now. (march on the spot)
Hello, hello, hello, hello, (wave to different people)
It's time for English now. (march on the spot)

Listen and respond

- Say the following instructions in a rhythmic way, doing the actions at the same time:
Stand up! (stand up)
Clap your hands! (clap twice)
Turn around! (turn around)
Clap your hands! (clap twice)
Sit down! (sit down)
Clap your hands! (clap twice)

Lesson 1
Listen, sing and point.

Play Bugs Bingo.

• Sing the song *Hello, Colin* and point to the pictures.
• Play Bugs Bingo, outside, on a sunny day, if possible.

Let's begin! (stretch your arms in the air).

- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin the caterpillar. Use L1 to explain that in every lesson Colin the caterpillar has a favourite word.
- Say *Today Colin's favourite word is ...* and put the picture card of the snail in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Use L1 to explain that at the end of the lesson you will ask the children to guess Colin's favourite word which is hidden inside the envelope.

Developing the lesson

1 Meet Colin the caterpillar's friends

- Say *Colin is a caterpillar. And his friends? Can you guess?* Listen to the children's guesses in L1 or English. Respond by saying, e.g. *Maybe!* / *Yes, good guess!* / *Lovely idea!*
- Say *Here are Colin the caterpillar's friends!* Hold a piece of paper over the bugs flashcards (*Bee, Snail, Butterfly, Ladybird*) in turn and gradually reveal the picture. As children recognise each bug, say the



name in English and stick the flashcards on different walls round the classroom.

- Make circles in the air with your index finger and get the children to do the same. Say *Let's point to Colin's friends! Are you ready?... Bee!* Point to the flashcard of the bee and get the children to do the same.
- Repeat once or twice, getting the children to make circles in the air and point to all the flashcards in turn as you name them.
- Once the children can do this confidently, encourage them to repeat the names with you as they point to the flashcards each time.

2 Say hello to Colin's friends

- Hold the flashcard of Colin the caterpillar by each bug in turn and say, e.g. *Hello, Butterfly!* / *Hello, Ladybird!*, etc. Children wave and say hello to all the bugs with you.
- Give the flashcards to five children and get them to stand in a line. Point to each child in turn. The child you point to holds up the flashcard and the rest of the class wave and say with you, e.g. *Hello, Bee!*
- Collect the flashcards and put them face down in a pile. Show one to the class without looking at it yourself. Get the children to say in chorus *Hello, ...* and name the bug. Look and check if they are right and say, e.g. *Very good!* / *Fantastic!* Repeat with all the flashcards.

3 Listen to the song Hello, Colin

- Stick the flashcards on the board in the order of the song.
- Say *Listen to the song.* Play CD 1 track 5/the cassette. Demonstrate waving hello to the bugs in turn and waving your arms in the air in the last line.
- Repeat. Children join in doing the actions and singing the song.



Hello, Colin

Hello, Colin. Hello, Butterfly.
Hello, Hello. Hello, Hello.
Hello, Snail. Hello, Ladybird.
Hello, Hello. Hello, Hello.
Hello, Bee. Yoo-hoo! Yippee! Hurray!
Hello, Hello.

4 Listen, sing and point (PB page 3)

- Say *Open your books* and hold up page 3. Say *Point to Colin the caterpillar* and demonstrate this. Repeat for all the bugs.
- Play CD 1 track 5/the cassette. Children point to the bugs in their books, sing the song and wave their hands in the air in the last line.

5 Play Bugs Bingo (PB page 3)

- Say *Let's play Bugs Bingo!* Give each child six bingo pieces, if you have prepared these, or get them to tear six small pieces of paper to cover the bingo segments.

- Say *Choose three bugs and cover them like this and demonstrate what you mean.* Give the children time to do this.
- Say the names of the bugs in random order. Children cover the remaining bingo segments as they hear the names of the bugs. When they have covered all the segments, they call *Bingo!*
- Repeat once or twice. If you like, invite one or two children to come to the front and say the names of the bugs with you.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?* Use L1 to explain what you mean if necessary.
- Listen to the children's guesses, e.g. *bee, snail* and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your finger into Colin the caterpillar like this.* Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Play *Colin's favourite word jingle* (CD 1 track 3). Demonstrate moving your index finger like a caterpillar to the rhythm of the jingle and get the children to do the same.



Colin's favourite word jingle

- Colin's favourite word today*
Colin's favourite word today
Colin's favourite word today is ...!
- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... snail!* Stand up if you said 'snail!' Very good! Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now.* Use gesture to show what you mean. *Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.



Goodbye song

- It's time to finish now and say goodbye – GOODBYE!*
(Wave goodbye. Repeat throughout.)
It's time to finish now and say goodbye – GOODBYE!
It's time to finish now, it's time to finish now,
It's time to finish now and say goodbye – GOODBYE!

Extra activity

Game – Hello, Bugs! Give the bugs flashcards to five children. Demonstrate that they should hold them up and walk round the classroom saying *Hello* to different children in turn and getting them to respond, e.g. *Hello, Marta!* / *Hello, Bee!* Repeat with five different children.



1 Hide and seek

Lesson 2

Aims

- To listen to the story for global understanding
- To ask and say where the bugs are

Main language children use

hello, ladybird, bee, butterfly, snail
Where's ...? Here!

Main activities

- Act out the song *Hello, Colin*
- Listen to the story
- Check understanding of the story
- Listen and follow the story
- Play *Where's Colin?*
- Colour and find the bugs
- Draw your favourite bug in the story

Materials

- Flashcards (Colin the caterpillar, Snail, Bee, Butterfly, Ladybird)
- CD/Cassette
- ladybird picture card and an envelope
- Story cards for story 1
- Pupil's Book pages 4, 5 and 6
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children. Say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Hold up the flashcard of Colin. Say *Look. Here's Colin. Colin is a caterpillar.* Encourage the children to say *Hello, Colin.*
- If you are not yet familiar with the children's names, use the flashcard to ask *What's your name?* As the children answer say *Hello, (name)* and get them to respond *Hello, Colin.*
- Play the *Hello song.* Children join in singing and doing the actions.



Hello song

Hello, hello, hello, (wave to different people)
It's time for English now. (march on the spot)
Hello, hello, hello, hello, (wave to different people)
It's time for English now. (march on the spot)

Listen and respond

- Say the following instructions in a rhythmic way, doing the actions at the same time:
Stand up! (stand up)
Clap your hands! (clap twice)
Turn around! (turn around)

Lesson 2
Listen to the story.

• Tell the story with the story cards. Tell the story again and the children follow in their books.

Clap your hands! (clap twice)

Sit down! (sit down)

Clap your hands! (clap twice)

Let's begin! (stretch your arms in the air).

Children listen and do the actions with you.

- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

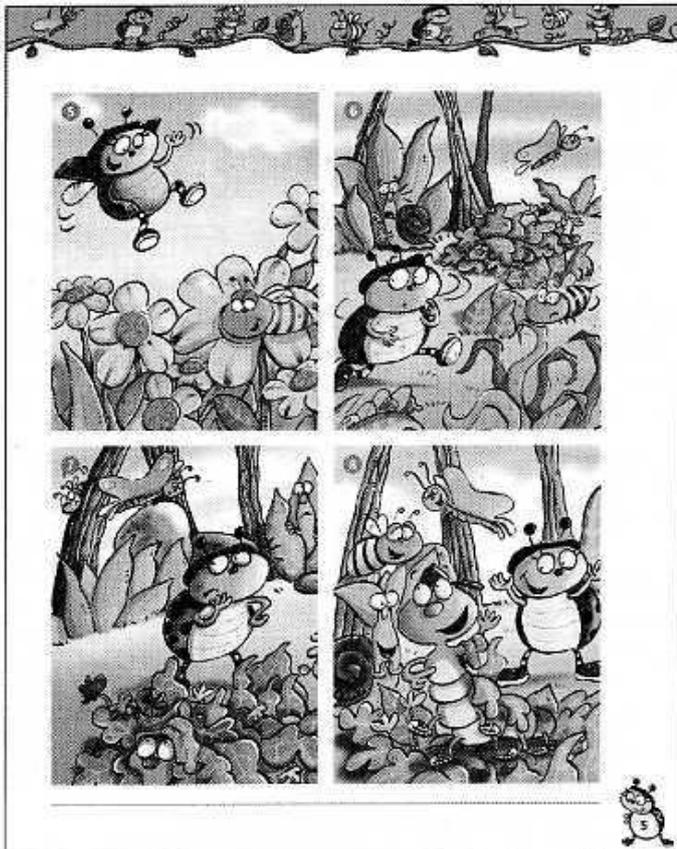
- Hold up the flashcard of Colin the caterpillar. Say *Today Colin's favourite word is ...* and put the picture card of the ladybird in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Act out the song *Hello, Colin*

- Say *Stand up.* Divide the class into five groups: *Colin the caterpillar, Snail, Bee, Butterfly, Ladybird.*
- Stick the flashcards on different walls and get each group to stand by their flashcard.
- Say, e.g. *You're Colin the caterpillar ... like this!* and teach the following actions to each group: *Colin*





(wiggling body like a caterpillar); *Butterfly* (arms out like wings); *Ladybird* (hands out like little wings); *Bee* (hands out like wings and saying 'zzzzzz'); *Snail* (crouch down, hands on top of head like antennae).

- Say *Listen and act out the song*. Demonstrate this by getting the other four groups to wave to the *Colin the caterpillar* group and sing *Hello, Colin*. The *Colin the caterpillar* group should respond *Hello, Hello* doing their action. Then get the other four groups to wave to the *snail* group and sing *Hello, Snail*. The *snail* group should respond *Hello, Hello* doing their action. Repeat for all the groups.
- Play CD 1 track 5/the cassette. Children sing and act out the chant. If you prefer, children can remain seated and do the actions with their hands at their desks.



Hello, Colin

Hello, Colin. (All except Colin group)
Hello, Hello. (Colin the caterpillar group)
Hello, Snail. (All except Snail group)
Hello, Hello. (Snail group)
Hello, Bee. (All except Bee group)
Hello, Hello. (Bee group)
Hello, Butterfly. (All except Butterfly group)
Hello, Hello. (Butterfly group)
Hello, Ladybird. (All except Ladybird group)
Hello, Hello. (Ladybird group)

Yoo-hoo! Yippee! Hurray! (All the class together; wave hands in the air)

2 Listen to the story

- Say *It's time for a story about Colin the caterpillar and his friends!* Open your hands like a book to convey the meaning of *story*.
- Hold up the flashcards in turn and ask, e.g. *Is Ladybird in the story? Is Bee in the story?* and encourage the children to guess *Yes* or *No*.
- Say *Colin the caterpillar and his friends play hide and seek in the story.* Use mime to explain *hide and seek*, e.g. pretending to hide and then putting your hand above your eyes to demonstrate searching, or say the name in L1. Ask *What happens, do you think?* Listen to the children's predictions and guesses in L1.
- Say rhythmically *Are you ready? / One, two, three. / Here's a story. / Listen to me!* and wait for the children to be quiet before you begin.
- Either tell the story yourself, or play CD 1 track 6/ the cassette, using the story cards.



Story 1: Hide and seek

STORY CARD 1

Storyteller: *It's hot and sunny. Colin the caterpillar sees his friends.*

Colin: *Hello, Ladybird ... Hello, Butterfly ... Hello, Snail ... Hello, Bee.*

All: *Hello, Colin!*

Ladybird: *Let's play hide and seek!*

Colin: *Good idea!*

All: *Yes. Hurray!*

STORY CARD 2

Colin: *Close your eyes, Ladybird!*

Ladybird: *Yes. One ... two ... three ... four ... five. Are you ready?*

All: *No! No!*

Ladybird: *One ... two ... three ... four ... five. Are you ready now?*

All: *Yes!*

STORY CARD 3

Ladybird: *I can see you, Snail!*

STORY CARD 4

Ladybird: *I can see you, Butterfly!*

STORY CARD 5

Ladybird: *I can see you, Bee!*

STORY CARD 6

Ladybird: *Where's Colin?*

Snail: *I don't know.*

Ladybird: *Where's Colin?*

Butterfly: *I don't know.*



Ladybird: *Where's Colin?*
Bee: *I don't know.*

STORY CARD 7

Ladybird: *Colin!*
Bee: *Colin!*
Butterfly: *Colin!*
Snail: *Colin!*
Ladybird: *Where's Colin?*

STORY CARD 8

Colin: *Here!*

3 Check understanding of the story

- Hold up the story cards again. Ask questions to check understanding using mime, gesture and the pictures to clarify meaning, e.g. (story card 1) *Who's playing hide and seek?* (Colin the caterpillar, Ladybird, Bee, Butterfly, Snail)
(story card 2) *Who closes their eyes?* (Ladybird)
(story cards 3, 4, 5) *Can Ladybird see Butterfly / Snail / Bee?* (Yes)
(story card 6) *Can Ladybird see Colin the caterpillar?* (No)
(story card 7) *Who helps Ladybird look for Colin the caterpillar?* (Bee, Snail, Butterfly)
(story card 8) *Where's Colin the caterpillar?* (Here!)

4 Listen and follow the story (PB pages 4 and 5)

- Say *Find page 4* and write the number on the board.
- Say *Make your finger into Colin the caterpillar like this*. Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Say *Listen and follow the story with Colin!* and demonstrate following the pictures in the book with your finger moving like a caterpillar.
- Play CD 1 track 6/the cassette. Children listen and follow the story in their books.
- Ask *Do you like the story?* and listen to the children's responses.

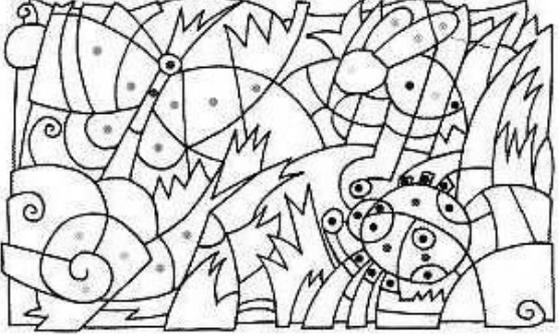
5 Play *Where's Colin?*

- Ask five pairs of children to come to the front of the class. Give each pair one of the flashcards without the other children seeing which one it is. Tell them not to show anyone their flashcard and get them to stand in different parts of the classroom.
- Get the rest of the class to ask with you in chorus, e.g. *Where's Colin?* and invite them to guess which pair of children have got the flashcard.
- Children ask the question in chorus again and the pair with the flashcard of Colin the caterpillar hold it up and call out *Here!* Repeat for all the bugs. Play again with different pairs of children.

6 Find and Colour (PB page 6)

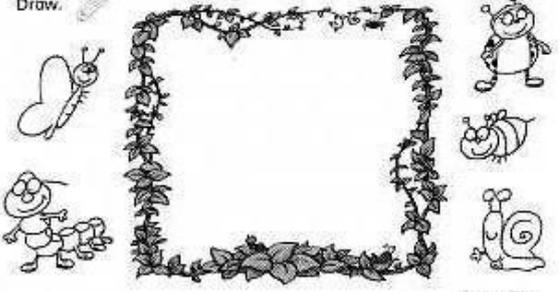
- Say *Find page 6* and write the number on the board.
- Say *Colour and find the bugs* and demonstrate what you mean. Children colour the shapes in the same colour as the dots to reveal the bugs.

Lesson 2
Find and colour.



Lesson 3
Make the cards on page 57. Sing the song.

Draw.



• Find and colour the bugs. Ask *Where's Colin the caterpillar?*
• Draw your favourite bug in the story. Sing your favourite song.

- When the children are ready, ask, e.g. *Where's Snail?* Children respond *Here!* and point to the completed pictures in their books. They can then colour the background in the colour(s) of their choice.

Option: In pairs, children take turns to ask *Where's...? / Here!* and point to the pictures in each other's books.

7 Draw (PB page 6)

- Say *Draw your favourite bug in the story* and use L1 to explain what you mean if necessary. Children copy their favourite bug into the frame. They can also colour their pictures.
- Invite individual children to name their favourite bug in the story.

Option: Find out the most popular bug in the story by saying the names in turn and getting children to raise their hands if they have drawn a picture of that bug.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*



- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your finger into Colin the caterpillar like this.* Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Play *Colin's favourite word jingle* (CD 1 track 3). Demonstrate moving your index finger like a caterpillar to the rhythm of the jingle and get the children to do the same.



Colin's favourite word jingle

Colin's favourite word today

Colin's favourite word today

Colin's favourite word today is ...!

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... ladybird! Stand up if you said ladybird! Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.



Goodbye song

It's time to finish now and say goodbye – GOODBYE!
(Wave goodbye. Repeat throughout.)

It's time to finish now and say goodbye – GOODBYE!

It's time to finish now, it's time to finish now

It's time to finish now and say goodbye – GOODBYE!

Extra activity

Chant: Do a version of the chant *Hello, Colin* using the children's names. Click your fingers or use a maracas or tambourine to keep the rhythm. Wave to a child in the class, say rhythmically, e.g. *Hello, Jeni* and demonstrate that they should respond *Hello, Hello* as in the chant. Repeat with different children. Once children have got the idea, invite one child to wave and say *Hello ...* to someone of their choice. That child responds *Hello, Hello* and then chooses someone else to say hello to, and so on around the class.



1 Hide and seek

Lesson 3

Aims

- To sing the story song *Where's Colin?*
- To ask and say where the bugs are

Main language children use

hello, ladybird, bee, butterfly, snail
Where's ...? Here! I don't know.

Main activities

- Play a guessing game
- Sing the story song *Where's Colin?*
- Make the bug cards
- Sing and hold up the bug cards
- Play with the bug cards

Materials

- Flashcards (Colin the caterpillar, Snail, Bee, Butterfly, Ladybird)
- CD/Cassette
- bee picture card and an envelope
- Pupil's Book page 57 (bug picture cards)
- scissors

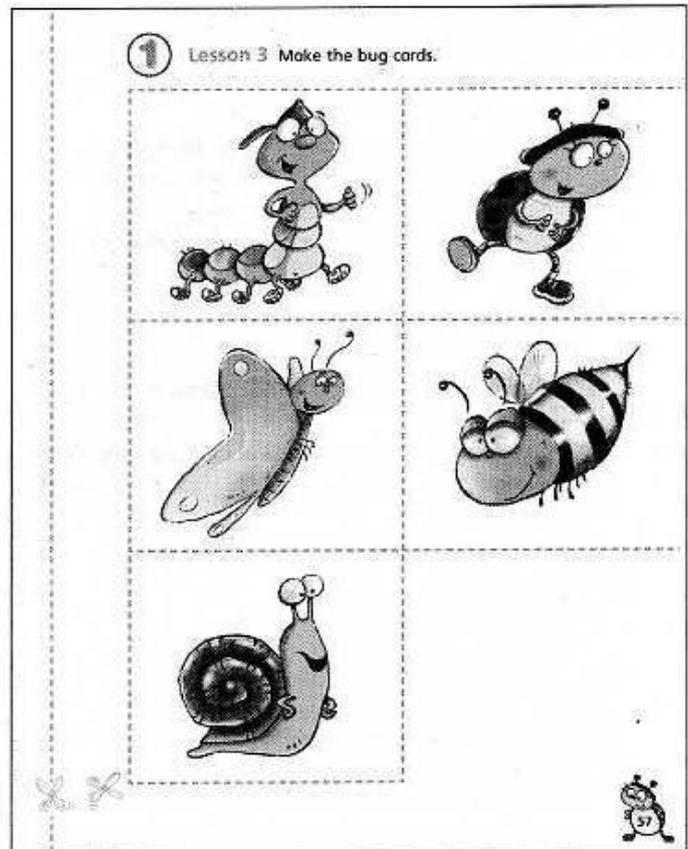
Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children. Say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Hold up the flashcard of Colin the caterpillar. Ask, e.g. *Is Colin a bee? (No) Is Colin a snail? (No) Is Colin a caterpillar? (Yes).* Say *Very good! Colin is a caterpillar.* Encourage the children to say *Hello, Colin.* If you are not yet familiar with the children's names, use the flashcard to ask *What's your name?* As the children answer say *Hello, (name)* and get them to respond *Hello, Colin.*
- Play the *Hello song* (CD 1 track 2). Children join in singing and doing the actions.

Listen and respond

- Say the following instructions in a rhythmic way, doing the actions at the same time:
Stand up! (stand up)
Clap your hands! (clap twice)
Turn around! (turn around)
Clap your hands! (clap twice)
Sit down! (sit down)
Clap your hands! (clap twice)
Let's begin! (stretch your arms in the air). Children listen and do the actions.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin the caterpillar. Say *Today Colin's favourite word is ...* and put the picture card of the bee in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Play a guessing game

- Stick the flashcards face down on the board in random order at the children's height.
- Ask *Where's Colin the caterpillar?* and invite a child to come and guess a flashcard and say *Here!*
- Turn over the flashcard and ask the rest of the class *Is (name) right? (Yes / No).* If the answer is *No*, continue asking *Where's Colin the caterpillar?* and inviting different children to come and guess a flashcard. If the answer is *Yes*, help the child mix up the flashcards and start another round of the game, this time with the child as leader asking *Where's Colin?* and inviting other children to the board to guess.



2 Sing the story song *Where's Colin?*

- Say *Let's listen to the song Where's Colin? Do the actions with me* and demonstrate what you mean by doing the action for line 1.
- Play CD 1 track 7/the cassette, do the actions (holding up the flashcard for each verse) and encourage the children to join in.
- Play the CD/cassette again. Children join in singing and doing the actions.



Where's Colin?

Where's Colin? (put your hand to your head and look everywhere)

I don't know. (hold out hands and shrug shoulders)

Where's Colin? (put your hand to your head and look everywhere)

Here! Hello! (point to flashcard and wave)

Where's Bee? ...

Where's Snail? ...

Where's Butterfly? ...

Where's Ladybird? ...

3 Make the bug cards (PB page 57)

- Say *Find page 57* and write the number on the board. Make sure the children have scissors.
- Say *Cut out the page. Then cut out the bug cards* and demonstrate what you mean.
- Children work individually and make the bug cards. Get them to write their names or initials on the reverse side of each one.
- When the children are ready, say the names in turn, e.g. *Bee! Snail!* and children respond by holding up the correct cards.

4 Sing and hold up the bug cards

- Say *Put the cards on your desk like this* and demonstrate laying out the cards face up in any order.
- Say *Let's sing Where's Colin? again. When you sing 'Here! Hello!', hold up the bug card* and demonstrate what you mean.
- Play CD 1 track 7/the cassette. Children sing, do the actions and hold up the correct bug card in line 4 of each verse.

Option: Play the karaoke version of the song (CD 1 track 42). Children sing and hold up the correct bug card for each verse.

5 Play with the bug cards

- Say *Turn your cards over* and demonstrate that children should lay out the bug cards face down on their desks.
- Ask, e.g. *Where's Butterfly? Where's Colin the caterpillar?* Demonstrate that children should choose one card to turn over. The first child (or one of the first children) to hold up the butterfly card and say

Here! has the next turn at asking the class a question.

- Repeat the game several times.
- Collect the bug cards and keep them safe or ask children to put their set of cards in the envelope in the back of their Pupil's Book.

Option: Children play with the cards in pairs. One child turns all their cards face down and asks, e.g. *Where's Bee?* The other child points to a card and says *Here!* As soon as the child guesses correctly and the bee is found, they have the next turn.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your finger into Colin the caterpillar like this.* Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Play *Colin's favourite word jingle* (CD 1 track 3). Demonstrate moving your index finger like a caterpillar to the rhythm of the jingle and get the children to do the same.



Colin's favourite word jingle

Colin's favourite word today

Colin's favourite word today

Colin's favourite word today is ...!

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'bee'!* Stand up if you said 'bee'! Very good! Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Card game - Bug row: Divide the class into pairs and get them to put a screen, e.g. an open book, between them. Demonstrate that one child in each pair should lay their cards in a row and then give instructions, e.g. *butterfly, bee*, etc. to their partner to order their cards in the same way. At the end children check that their cards are in the same order and then change roles.



1 Hide and seek

Lesson 4

Aims

- To develop understanding of the story
- To mime and say key parts of the story

Main language children use

hello, ladybird, bee, butterfly, snail
Where's ...? Here! I don't know. I can see you ...

Main activities

- Sing and act out the story song *Where's Colin?*
- Play *I can see you!*
- Listen, mime and say key parts of the story
- Draw and colour
- Find and match the children

Materials

- Flashcards (Colin the caterpillar, Bee, Ladybird, Butterfly, Snail)
- CD/Cassette
- Colin the caterpillar picture card and an envelope
- Story cards for story 1
- Pupil's Book page 7
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 25.

Listen and respond

- Follow the routine as described on page 25.



Colin's favourite word

- Follow the Colin's favourite word routine as described on page 25. Today's word is *caterpillar*.

Developing the lesson

1 Sing and act out the story song *Where's Colin?*

- Say *Close your eyes!* and demonstrate this. Tap five different children on the shoulder and give them one of the flashcards each to hold under their desk.
- Say *Open your eyes! Let's sing Where's Colin?* Play CD 1 track 7/the cassette. Children sing and do the actions. The child with the flashcard for each verse holds it up in the last line and everyone points and waves.

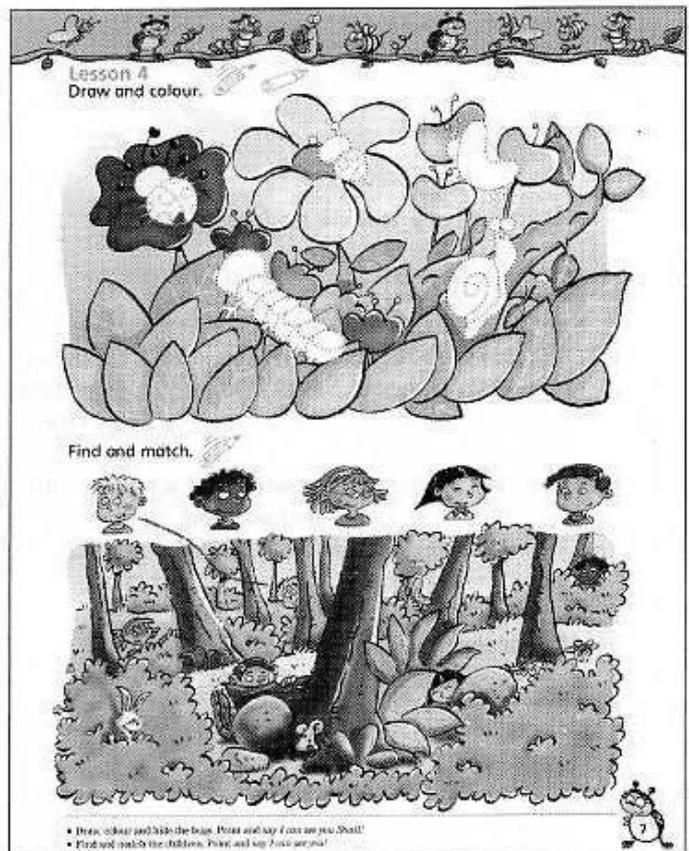


Where's Colin?

Where's Colin? (put your hand to your head and look everywhere)

I don't know. (hold out hands and shrug shoulders)

Where's Colin? (put your hand to your head and look everywhere)



Here! Hello! (point to flashcard and wave)

Where's Bee? ...

Where's Snail? ...

Where's Butterfly? ...

Where's Ladybird? ...

2 Play *I can see you!*

- Hold up a book with one of the bug flashcards behind it. Say *Look!* and gradually move the flashcard up. As soon as children recognise the bug in the picture, encourage them to call out with you, e.g. *I can see you, Snail!*
- Repeat with all the bug flashcards.
- Give out the bug flashcards to the children.
- Invite individual children to take turns to hold up their books with one of the bug flashcards behind and move the picture up in the same way. The rest of the class calls out, e.g. *I can see you, Colin!* as soon as they recognise the picture.

Option: Children play the game in pairs with their bug picture cards.

3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story?* and invite two children to come and help you stick them in order on the board.
- Say *Stand up, please.* Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*



- Play CD 1 track 6/the cassette or tell the story yourself. Do the actions with the children and encourage them to join in, saying or repeating key parts of the story.



Story 1: Hide and seek

STORY CARD 1

Storyteller: *It's hot and sunny.* (wipe your brow)
 Colin the caterpillar sees his friends. (give a big smile)
 Colin: *Hello, Ladybird ... Hello, Butterfly ... Hello, Snail ... Hello, Bee.* (wave as to different creatures in turn from right to left)
 All: *Hello, Colin!* (change position and wave to Colin)
 Ladybird: *Let's play hide and seek!* (put your hands over your head to demonstrate hiding, then one hand above your eyes to demonstrate seeking)
 Colin: *Good idea!* (smile and hold out your arms)
 All: *Yes. Hurray!* (wave your arms in the air)

STORY CARD 2

Colin: *Close your eyes, Ladybird!* (cover your eyes with your hands)
 Ladybird: *Yes. One ... two ... three ... four ... five.* (keep your eyes covered) *Are you ready?* (peep out)
 All: *No! No!* (wave your index finger)
 Ladybird: *One ... two ... three ... four ... five.* (cover your eyes again) *Are you ready now?* (peep out)
 All: *Yes!* (put your arms out and then cover your head with your hands)

STORY CARD 3

Ladybird: *I can see you, Snail!* (point to your right and give a big smile)

STORY CARD 4

Ladybird: *I can see you, Butterfly!* (point straight ahead and give a big smile)

STORY CARD 5

Ladybird: *I can see you, Bee!* (point to your left and give a big smile)

STORY CARD 6

Ladybird: *Where's Colin?* (hold out your arms and look around with puzzled expression)
 Snail: *I don't know.* (shrug your shoulders and shake your head)
 Ladybird: *Where's Colin?* (repeat as above)
 Butterfly: *I don't know.* (repeat as above)
 Ladybird: *Where's Colin?* (repeat as above)
 Bee: *I don't know.* (repeat as above)

STORY CARD 7

Ladybird: *Colin!* (put your hand to your mouth and pretend to call)
 Bee: *Colin!* (look in another direction and repeat)
 Butterfly: *Colin!* (as above)

Snail: *Colin!* (as above)

Ladybird: *Where's Colin?* (hold out your arms and make a very puzzled expression)

STORY CARD 8

Colin: *Here!* (wiggle your body like a caterpillar and jump in the air)

4 Draw and colour (PB page 7)

- Say *Find page 7* and write the number on the board.
- Say *Look! Colin the caterpillar and his friends are playing hide and seek. Colour and hide the bugs and demonstrate drawing and colouring them so that they are 'hidden' in their surroundings.*
- Children draw and colour the bugs.
- When the children are ready, say, e.g. *I can see you, Snail!* Children repeat the sentences and point to the completed pictures in their books.

5 Find and match (PB page 7)

- Say *Look at the children playing Hide and seek. Find and match the children.* Demonstrate what you mean by following the line in the example with your finger, pointing at that child hidden in the picture and saying *I can see you!*
- Children work individually and match the children and their hiding places.
- When they are ready, get them to follow the lines from the children to their hiding places in turn and say with you *I can see you!*

Option: Children draw a picture of themselves 'hiding' somewhere in the picture. In pairs, they then look for each other in their pictures, point and say *I can see you!*

Ending the lesson routine



Colin's favourite word

- Follow the routine as described on page 26. Reveal the word is *caterpillar*.

Sing the Goodbye song

- Follow the routine as described on page 26.

Extra activity

Card game – Hurray! In pairs, children play a game with the bug picture cards. Each child puts their cards face down in a pile. They take turns to turn over one card at a time and say, e.g. *I can see you, Bee!* As soon as they have a picture the same, they say *Hurray!*



1 Hide and seek

Lesson 5

Aims

- To count from 1 to 5
- To say and act out the rhyme *One little boy / One little girl*

Main language children use

hello, boy, girl, one, two, three, four, five
Let's play. Are you ready? Hurray!

Main activities

- Play *Boys do this! / Girls do this!*
- Count boys and girls
- Listen to the rhyme *One little boy / One little girl*
- Say and act out the rhyme
- Match and colour the numbers
- Draw and make a group of five boys and five girls

Materials

- Flashcards (Colin the caterpillar, one, two, three, four, five)
- CD/Cassette
- number five cut-out (see page 143) and an envelope
- Pupil's Book page 8
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2). Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 25.
- You may also wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out number five in an envelope without the children seeing.
- Stick the envelope with the number inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Lesson 5
Match and colour.

Draw.

Count the boys and girls. Match them with the numbers. Colour the numbers one, two, three, four, five.
Count the boys and girls. Draw and make a group of five boys and five girls.

Developing the lesson

1 Play *Boys do this! / Girls do this!*

- Go round the classroom placing your hand on the children's heads and saying *boy / girl* as appropriate. Encourage the children to join in saying the words with you. Check they understand the meaning.
- Say *Stand up, please!* Say alternately *Boys, do this! / Girls, do this!* and do different actions, e.g. wave your hands in the air, fold your arms, hop, run on the spot, stand on tiptoe, etc. Make the actions as comic as you like. Children listen and respond to the instructions.
- Invite a boy and a girl to the front of the class to choose and demonstrate actions that the rest of the class should do when you say *Boys do this! / Girls do this!*
- Repeat with different boys and girls.

Option: Play the game in the same way but using different familiar language to give instructions, e.g. *Boys, close your eyes! / Girls, turn around!* etc.

2 Count boys and girls

- Ask five boys to come and stand at the front of the classroom. Point to them and say rhythmically *One... two... three... four... five little boys!* and get the rest of the class to join in counting them with you.
- Give the boys the number flashcards in sequence. Demonstrate that the boys should crouch down and



then jump up and hold up the flashcards in turn. Get the rest of the class to count them as they do this.

- Repeat the procedure with five girls.

3 Listen to the rhyme *One little boy / One little girl*

- Say *Let's listen to the rhyme One little boy / One little girl*. Ask *How many boys in the rhyme? One, two, three, four or five? How many girls in the rhyme? One, two, three, four or five?* Use L1 if necessary to check children understand the question.
- Play CD 1 track 8/the cassette. Hold up your fingers in turn as you hear each number in the rhyme to focus attention and support children's listening.



One little boy / One little girl

One little boy

Says 'Let's play!'

Are you ready?

Yes, Hurray!

Two little boys ...

Three little boys ...

Four little boys ...

Five little boys ...

One little girl ... etc.

- Check the answers by asking *How many boys / girls? (five)*.
- Say *Let's listen again*. Count the boys and girls on your fingers and demonstrate what you mean.
- Play the CD/the cassette again. Children count the boys and girls in each verse using their fingers.

4 Say and act out the rhyme

- Invite five boys to stand in a line on one side of the classroom.
- Get the first boy in the line to stand apart from the rest.
- Say *Let's act out the rhyme with the boys*. Demonstrate the actions as below.
- Play the CD/the cassette. The five boys act out the rhyme and the rest of the class count them and join in saying the rhyme with you.
- Invite five girls to stand in a line on the other side of the classroom and repeat as with the boys.



One little boy / One little girl

One little boy

Says 'Let's play!' (beckons to next child in line)

Are you ready? (holds hands up as if asking a question)

Yes, Hurray! (next boy/girl runs to join the first child; both wave arms in air)

Two little boys ...

Three little boys ...

Four little boys ...

Five little boys ...

One little girl ... etc.

5 Match and colour (PB page 8)

- Say *Find page 8* and write the number on the board.
- Say *Let's count the boys and girls*. Children point to the boys and girls in each row and count them with you.
- Say *Now match the boys and girls and numbers*. Then colour the numbers and show children the partially coloured number one to demonstrate what you mean.
- Children match the pictures and numbers. They then colour the numbers using any crayons of their choice.

6 Draw (PB page 8)

- Ask *How many boys? (one, two, three) How many girls? (one, two)*.
- Say *Draw and make a group of five boys and five girls* and demonstrate what you mean.
- Children draw two boys and three girls to make two groups of five. They can also colour their pictures.
- When they are ready, say *Let's count the boys / girls* and children point to their completed pictures and count the boys and girls in each group.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 26.
- Play *Colin's favourite word jingle* (CD 1 track 3), and reveal the word is *five*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song*. Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Musical game: Play any music on the CD/cassette and children dance. Pause the music, hold up the flashcard and call a number, e.g. *Three!* Children get into groups of the number you call as fast as they can. Repeat for all the numbers. Then play again without holding up the flashcards when you call the numbers.



1 Hide and seek

Lesson 6

Aims

- To find out about the life of a caterpillar
- To mime and order the stages in the life of a caterpillar

Main language children use

boy, girl, caterpillar, one, two, three, four, five
Let's play. Are you ready? Hurray!

Main activities

- Say and act out the rhyme *One little boy / One little girl*
- Identify stages in the life of a caterpillar
- Listen and mime the life of a caterpillar
- Draw the missing pictures
- Number the photos in order

Materials

- Flashcards (Colin the caterpillar, one, two, three, four, five)
- CD/Cassette
- Pupil's Book page 9
- number three cut-out (see page 143) and an envelope
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children. Say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Play the *Hello song* (CD 1 track 2). Children sing and do the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 25.
- You may also wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out number three in an envelope without the children seeing.
- Stick the envelope with the number inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Lesson 6
Draw.

Look and number.

Lesson 7 Make the minibook of the story on page 59.

• Draw the missing pictures in the life of a caterpillar.
• Look at the life of a caterpillar. Number the photos in order.

Developing the lesson

1 Say and act out the rhyme *One little boy / One little girl*

- Hold up the number flashcards in sequence and children say the numbers.
- Say *Let's say and act out the rhyme One little boy / One little girl.*
- Invite five boys to stand in a line on one side of the classroom and five girls on the other. If possible, choose different children from the previous lesson.
- Get the first boy and girl in each line to stand apart from the rest. Remind the children of the actions as below if necessary.
- Play CD 1 track 8/the cassette. The five boys and girls act out the rhyme and the rest of the class count them and say the rhyme.



One little boy / One little girl

One little boy

Says 'Let's play!' (beckons to next child in line)

Are you ready? (holds hands up as if asking a question)

Yes. Hurray! (next boy/girl runs to join the first child; both wave arms in air)

Two little boys ...

Three little boys ...

Four little boys ...

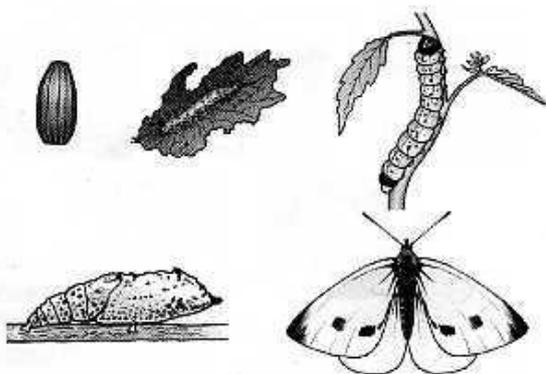
Five little boys ...

One little girl ... etc.



2 Identify stages in the life of a caterpillar

- Hold up the flashcard of Colin. Ask *Is Colin a girl? (No) Is Colin a boy? (No) Is Colin a caterpillar? (Yes)*.
- Say, e.g. *Very good. Colin's a caterpillar. Caterpillars have a very interesting life* and use L1 to explain what you mean.
- Stick the number flashcards on the board in sequence. Draw a simple picture below, under or by the side of each one as you explain the life of a caterpillar, e.g. *Number one. It's a little egg.* (Check children understand the meaning of 'egg'.) / *Number two. It's a little caterpillar.* / *Number three. It's a big caterpillar.* / *Number four. It's asleep.* (Use mime to convey meaning.) / *Number five. It's a butterfly!*



- Point to each picture in order. Say, e.g. *Little egg!* and children call out the numbers e.g. *One!*
- Repeat, pointing to the pictures in random order and children call out the numbers.

3 Listen and mime the life of a caterpillar

- Say *Stand up, please. Listen and mime the life of a caterpillar.*
- Say *Number one. You're a little egg!* Point to the egg on the board and crouch down small to demonstrate what you mean.
- Play CD 1 track 9/the cassette. Mime the actions with the children. Repeat once.



The life of a caterpillar

Number one: You're a little egg. (crouch down, small and round)

Number two: You're a little caterpillar: (kneel, wiggle body and look around)

Number three: You're a big caterpillar: (stand up, wiggle body and sway on the spot)

Number four: You go to sleep. (hands under head, close your eyes)

Number five: You're a beautiful butterfly! (arms as wings, fly on the spot)

4 Draw (PB page 9)

- Say *Open your books. Find this page* and write the number on the board.

- Point to the pictures at the top and ask *What's this? (a butterfly) What's this? (a caterpillar).*
- Say *Look at the life of a caterpillar. Number one, a little egg. Number two, a little ... (caterpillar). Number three, a big ... (caterpillar). Number four, the caterpillar goes to sleep.* (Use mime to convey meaning.) *Number five, a beautiful ... (butterfly).*
- Say *Draw the missing pictures* and demonstrate what you mean.
- Children draw the missing pictures. They can also colour their pictures.

Answers: 2 little caterpillar, 5 butterfly

5 Look and number (PB page 9)

- Say *Look at the life of a caterpillar. Point to the little egg! Point to the little caterpillar!*, etc. Children point to the photos in turn.
- Say *Number the photos in order* and draw their attention to the example.
- Children number the photos in their books.
- Check the answers. Hold up your book, point to the pictures in turn saying, e.g. *Little egg!* and children call out the numbers.

Option: Use L1 to talk to the children in more detail about the life of a caterpillar.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 26.
- Play *Colin's favourite word jingle* (CD 1 track 3), and reveal the word is *three*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Art and craft: Prepare a simple outline shape of a butterfly with a fold line down the middle. Give a copy to each child. Children put finger paints on one half of the butterfly using any colours of their choice. They then fold the butterfly in half to make a colourful, symmetrical pattern on the butterfly's wings.



1 Hide and seek

Lesson 7

Aims

- To recall the story
- To make the minibook
- To tell the story using the minibook

Main language children use

ladybird, caterpillar, bee, butterfly, snail
Where's ...? Here! I don't know.

Are you ready?

I can see ...

one, two, three, four, five

Main activities

- Recall the story
- Make the minibook
- Listen and tell the story
- Sing the story song *Where's Colin?*
- Colour the pictures in the minibook

Materials

- Flashcards (Colin the caterpillar, Butterfly, Bee, Snail, Ladybird)
- CD/Cassette
- butterfly picture card and an envelope
- Story cards for story 1
- Pupil's Book pages 59 and 60 (minibook)
- a minibook you have prepared
- scissors, stapler and staples, crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2). Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 25.



Colin's favourite word

- Follow the Colin's favourite word routine as described on page 31. Today's word is *butterfly*.

Developing the lesson

1 Recall the story

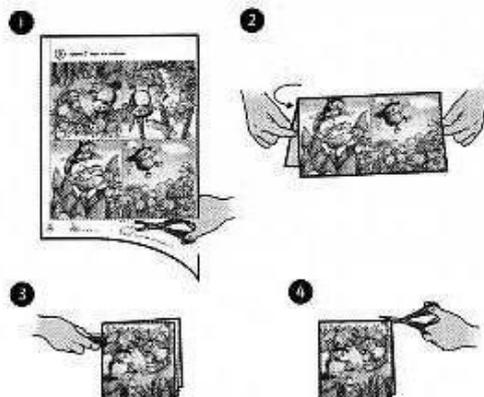
- Ask *Can you remember the story about Colin and his friends?* Invite eight children to the front of the class. Give them one of the story cards each in random order. Ask them to make a line in the order of the story. Encourage the rest of the class to help as they do this.



- Ask the children at the front to hold up the story cards in turn and prompt the rest of the class to recall briefly the story, e.g. (story card 1) *Here's ... (Colin) and his friends ... (Ladybird, Snail, Bee, Butterfly)* (story card 2) *Ladybird says ... (One, two, three, four, five)* (story card 3) *Ladybird says 'I can see you ... (Snail), etc.*

2 Make the minibook of the story (PB pages 59 and 60)

- Say *Find page 59* and write the number on the board. Make sure the children have scissors.
- Show the children the minibook you have prepared. Say *Let's make a book of the story. Cut and fold the pages like this* and demonstrate what you mean.
- Staple the children's books together as soon as they have folded the pages correctly. Then say *Now cut here* and demonstrate cutting along the dotted line at the top to separate the pages.



- When the children are ready, say, e.g. *Look at page 1. Find Colin. Now turn the page. Demonstrate this. Say Look at page 2. Find the ladybird, etc.*

3 Listen and tell the story

- Say *Listen and tell the story with the minibooks. Point to the pictures. Demonstrate this. Look at the next page when you hear ...* (imitate the signal). Use L1 to clarify what you mean if necessary.
- Play CD 1 track 10/the cassette. Children follow the story in their minibooks and join in saying the characters' parts with you as much as they can.



Story 1: Hide and seek

STORY CARD 1

Storyteller: *It's hot and sunny. Colin the caterpillar sees his friends.*

Colin: *Hello, Ladybird ... Hello, Butterfly ... Hello, Snail ... Hello, Bee.*

All: *Hello, Colin!*

Ladybird: *Let's play hide and seek!*

Colin: *Good idea!*

All: *Yes. Hurray!*

STORY CARD 2

Colin: *Close your eyes, Ladybird!*

Ladybird: *Yes. One ... two ... three ... four ... five. Are you ready?*

All: *No! No!*

Ladybird: *One ... two ... three ... four ... five. Are you ready now?*

All: *Yes!*

STORY CARD 3

Ladybird: *I can see you, Snail!*

STORY CARD 4

Ladybird: *I can see you, Butterfly!*

STORY CARD 5

Ladybird: *I can see you, Bee!*

STORY CARD 6

Ladybird: *Where's Colin?*

Snail: *I don't know.*

Ladybird: *Where's Colin?*

Butterfly: *I don't know.*

Ladybird: *Where's Colin?*

Bee: *I don't know.*

STORY CARD 7

Ladybird: *Colin!*

Bee: *Colin!*

Butterfly: *Colin!*

Snail: *Colin!*

Ladybird: *Where's Colin?*

STORY CARD 8

Colin: *Here!*

4 Sing the story song *Where's Colin?*

- Say *Look at this page and hold up the last page of the minibook. Say Let's sing Where's Colin?*
- Play CD 1 track 7/the cassette. Children sing the song and do the actions.



Where's Colin?

Where's Colin? (put your hand to your head and look everywhere)

I don't know. (hold out hands and shrug shoulders)

Where's Colin? (put your hand to your head and look everywhere)

Here! Hello! (point to Colin in their minibooks and wave)

Where's Bee? ...

Where's Snail? ...

Where's Butterfly? ...

Where's Ladybird? ...

5 Colour the pictures in the minibook

- Say *Colour the pictures in the minibook. Look. On page two, colour ... (Ladybird). On page four, colour ... (Butterfly). On page six, colour ... (Bee). On page eight, colour ... (Colin the caterpillar).*
- Children colour the pictures in their minibooks.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 26.
- Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *butterfly*.

Sing the *Goodbye song*

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Minibook cover: Give each child a copy of the photocopiable minibook cover on page 142. If you like, write the title of the story in the space provided before photocopying. Children draw and colour an illustration for the cover of their books and write their names in the space provided. When they are ready, staple the covers onto their books.



1 Hide and seek

Lesson 8

Aims

- To review and evaluate learning
- To help children assess and reflect on their learning

Main language children use

ladybird, bee, butterfly, snail, caterpillar
Where's ...? Here!
one, two, three, four, five

Main activities

- Play the *Bugs team game*
- Play *Bugs hide and seek*
- Listen and put on the stickers
- Listen and write the numbers
- Say *Well done!* and put on the sticker of Colin
- Colour and trace over the words on Colin's Crazy Page

Materials

- Flashcards (Colin the caterpillar, Butterfly, Bee, Snail, Ladybird)
- CD/Cassette
- Unit 1 stickers
- Pupil's Book pages 10 and 52-3
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2). Children join in singing and doing the actions.

Listen and respond

- Say the Listen and respond routine for this unit as described on page 25.
- You may also wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Use L1 to explain that Colin hasn't got a favourite word today. In this lesson children are going to review all Colin's favourite words from the unit.

Developing the lesson

1 Play the *Bugs team game*

- Divide the class into two or three teams. Get each team to choose the name of a bug for their team e.g. *caterpillars, bees, etc.*

Lesson 8
Listen and put on the stickers.

Listen and write.

Colour and trace over the words on Colin's Crazy Page (pages 52-53).

- Listen and put on the Unit 1 stickers. Read and trace over the words.
- Listen and write the numbers.
- Say *Well done!* You've finished Unit 1. Put on the sticker of Colin.

- Draw a simple picture of the bug chosen by each team on the board. Draw a circle with smiling facial features and antennae to be the head of a caterpillar (no segments yet) to use for scoring under each one.
- Have ready all the flashcards which have been used in the unit in jumbled order in a pile.
- Show the flashcards to each team in turn. Children raise their hands if they can say the word. Choose different children to answer each time. If they say the word correctly, they score a point for their team and you draw one segment on their team's caterpillar on the board (i.e. you add another circle next to the caterpillar's head). If they can't remember the word, a child from the next team has a turn. Make it clear that the teams lose segments from their caterpillar if they call out. The team with the most segments on their caterpillar at the end of the game is the winner.

2 Play *Bugs hide and seek*

- Say *Close your eyes and put your head on your desk like this!* Demonstrate closing your eyes and covering your head with your hands.
- While the children have got their eyes closed, stick the flashcards in different places round the room so that they are only partially visible.
- Say *Open your eyes!* Ask, e.g. *Where's Bee?* Children look round for the flashcard of the bee, point and say *Here!*
- Repeat with all the flashcards.



Option: Ask two children to go out of the classroom for a moment. Get other children to help you hide the flashcards in different places. Ask the two children to come back in. Everyone asks, e.g. *Where's Colin the caterpillar?* The two children look for the flashcards in turn and say *Here!*

3 Listen and put on the stickers (PB page 13)

- Hold up the stickers and say *Find the stickers for Unit 1.*
- Point to the stickers in turn and children say the names.
- Hold up the book and say *Now Find this page* and give the children time to do this.
- Say *Listen and put the stickers on Colin the caterpillar!* Demonstrate what you mean.
- Play CD 1 track 11/the cassette. Pause to give the children time to put on the stickers.



Number one: I can see you, Bee!
Number two: I can see you, Butterfly!
Number three: I can see you, Snail!
Number four: I can see you, Ladybird!
Number five: I can see you, Colin the caterpillar!

- Check answers by saying, e.g. *Number one* and children say the sentences or name the bugs.
- Have children read the words around the picture of Colin.
- If you wish to give the children some writing practice, they can also trace over the words

4 Listen and write (PB page 10)

- Say *Look at Colin, Snail, Ladybird, Bee and Butterfly. Listen and write the number they say.*
- Demonstrate the activity by saying *Colin says 'Two'* and draw the children's attention to the example.
- Play CD 1 track 12/the cassette. Use the pause button to give the children time to write the numbers.



Colin says: Two! / Snail says: One! / Ladybird says: Five! / Bee says: Three! / Butterfly says: Four!

- Check the answers by saying, e.g. *Colin says ...* and children call out the numbers.

5 Put on the sticker of Colin

- Say *Find the stickers* and hold up the page of stickers.
- Say *You've finished Unit 1. Well done!* Ask questions, e.g. *What have you learnt in English?* / *Are you happy with your work?* using L1 to explain what you mean. As the children respond say, e.g. *Colin is very happy with your work!* Put a sticker of Colin here! and point to the place on the Pupil's Book page.

- Children put a sticker of Colin in their books to show that they have completed the unit successfully.

6 Colour Colin's Crazy Page (PB pages 52 and 53)

- Say *Find this page.* Write the number on the board and hold up the page.
- Use L1 to explain that at the end of every unit, children find and trace over the words they have learnt on *Colin's Crazy Page.* They then colour the corresponding pictures. By the end of the year the whole page will be coloured!
- Children find and colour all the key vocabulary for Unit 1 (*caterpillar, bee, snail, ladybird, butterfly*).

Ending the lesson routine



Colin's favourite word

- Ask the children to name all Colin's favourite words for this unit (*snail, ladybird, bee, caterpillar, five, three, butterfly*).
- Praise the children, e.g. *Very good! Fantastic!* and give the whole class a big clap (let them also join in) and say *Hurray!* for all the work they have done.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Drama: Children act out a version of the story, using their real names rather than the names of the bugs in the story. Invite five children to the front of the class to act the story while you and the rest of the class tell it together. Repeat the procedure with five more children, or get the children to act out the story simultaneously, in the same way, in groups.



2 The magic elf



Main language children use

- *Can I have a ... , please?*
- *Here you are.*
- *Thank you.*
- *Jump! / Turn around! / Close your eyes!*
- *Surprise!*
- *ball, bike, car, robot, doll, scooter*
- *green, yellow, red, brown, purple, blue, orange*
- *favourite*

Recycled language

- *hello / goodbye*
- *yes / no*
- *Numbers 1-3*
- *Let's play.*
- *Hurray!*

Receptive language

- *Point to ...*
- *window, door, board, floor*
- *toy, magic elf, happy, mix*
- *old / new*
- *No problem. / Oh, dear.*
- *What about you?*

Link to other area of learning

- *Art and science: Mixing colours to make new colours*

Communicative skills and language functions

- Identifying toys
- Asking for and giving toys
- Listening to and understanding the story
- Re-telling the story
- Singing and acting out the songs
- Saying the colour rap
- Identifying colours in the classroom
- Saying your favourite colour
- Following instructions
- Associating pictures and meaning
- Mixing colours to make new colours
- Reviewing and reflecting on learning
- Recognising and writing over key words

Socio-cultural aspects

- Empathy with the child in the story
- Recognition of the personal value of things you own
- Pleasure in creativity
- Interest in experimenting with colour
- Pleasure in expressing personal opinions
- Enjoyment in group participation
- Care in completing activities in the book
- Willingness to review and reflect on learning

2 The magic elf

Lesson 1

Aims

- To identify toys
- To sing the *Toy song*

Main language children use

hello, goodbye, ball, car, bike, robot, doll, scooter
Let's play.
Hurray!

Main activities

- Mime and name the toys
- Play *Magic eyes*
- Listen to the *Toy song*
- Sing the song and point to the toys
- Play Bugs Bingo

Materials

- Flashcards (Colin the caterpillar, ball, car, doll, scooter, bike, robot)
- CD/Cassette
- ball picture card and an envelope
- Pupil's Book page 11
- bingo cover pieces (optional, see page 142)

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say *Point to the window!* / *Point to the door!* / *Point to the board!* / *Point to the floor!* in a rhythmic way as you do the actions. Children listen and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

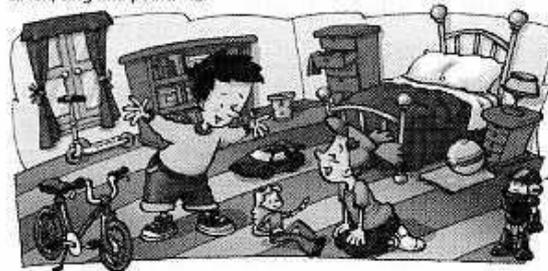
- Hold up the flashcard of Colin the caterpillar. Say *Today Colin's favourite word is ...* and put the picture card of the ball in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.



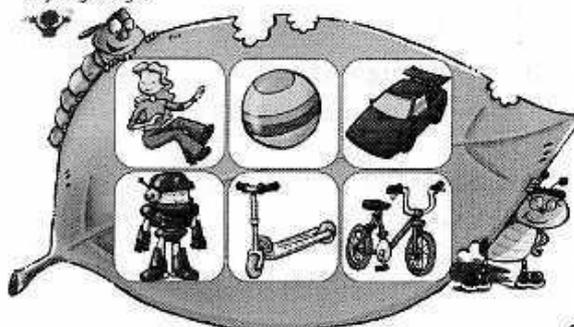
The magic elf

Lesson 1

Listen, sing and point.



Play Bugs Bingo.



• Sing: The elf sing and point to the pictures.
• Play Bugs Bingo: doll, ball, car, robot, scooter, bike.



Developing the lesson

1 Mime and name the toys

- Either show the children pictures of toys, or examples of toys in the classroom, or use L1 to explain the meaning of *toys*.
- Say *Look. Can you guess the toys?* Mime holding a doll. As soon as children guess the word (in English or L1), say *Very good! A doll!* and stick the flashcard on the board.
- Repeat for all the toys (in the same order as the *Toy song*) doing the following mimes: bouncing a ball / riding a scooter / riding a bike / driving a car / walking like a robot.
- Point to the flashcards and say the words in turn. Children do the mimes with you.
- Repeat the procedure. Children repeat the words and do the mimes.

2 Play *Magic eyes*

- Point to the flashcards in turn and children say the words with you.
- Turn the flashcard of the doll over. Point to the flashcards and children say all the words again.
- Repeat the procedure turning over one flashcard each time, until the children are naming all the toys from memory.



3 Listen to the Toy song

- Say *Let's listen to the Toy song*. Mime the toys and demonstrate what you mean.
- Play CD 1 track 13/the cassette. Children listen and do a mime for each toy with you as in stage 1. Demonstrate that they should also make a beckoning gesture when they hear *Let's play* and wave their arms in the air when they hear *Hurray!*
- Play the CD/cassette again. Children join in, miming the toys, doing the actions and singing the song.



Toy song

A ball, a ball, a ball. Let's play. (mime bouncing a ball, beckon)

A scooter and a bike. Hurray! (mime riding a scooter and a bike, wave arms in the air)

A car, a car, a car. Let's play. (mime driving a car, beckon)

A robot and a doll. Hurray! (mime walking like a robot and holding a doll, wave arms in the air)

4 Listen, sing and point (PB page 11)

- Say *Open your books* and hold up page 11. Say *Find the ball* and demonstrate this. Repeat for all the toys.
- Say *Sing the Toy song. Point to the pictures.* Demonstrate this. Play the CD/cassette again. Children point to the pictures in their books and sing the song.

5 Play Bugs Bingo (PB page 11)

- Say *Let's play Bugs Bingo!* Give each child six bingo pieces, if you have prepared these, or get them to tear six small pieces of paper to cover the bingo segments.
- Say *Choose three toys and cover them like this* and demonstrate what you mean. Give the children time to do this.
- Say the names of the toys in random order. Children cover the remaining bingo segments as they hear the names of the toys. When they have covered all the segments, they call *Bingo!*
- Repeat once or twice. If you like, invite one or two children to come to the front and say the names of the toys with you.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

Colin's favourite word today

Colin's favourite word today

Colin's favourite word today is ... !

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'ball!'* *Stand up if you said 'ball!'* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, children sing and wave goodbye.

Extra activity

Game - Guess the toy: Invite two children to the front of the class and whisper the name of a toy to them. The children do a mime and the rest of the class guess the toy. Repeat several times with different children.



2 The magic elf

Lesson 2

Aims

- To listen to the story for global understanding
- To respond to the rhyme in the story

Main language children use

hello, doll, ball, bike, car, robot, scooter

Main activities

- Sing the *Toy song*
- Listen to the story
- Check understanding of the story
- Find and count the caterpillars
- Listen and follow the story
- Play *Tripilee!*
- Number the toys in the order of the story
- Draw the toy you want

Materials

- Flashcards (Colin the caterpillar, doll, ball, car, bike, robot, scooter)
- CD/Cassette
- robot picture card and an envelope
- Story cards for story 2
- Pupil's Book pages 12, 13 and 14
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say *Point to the window!* / *Point to the door!* / *Point to the board!* / *Point to the floor!* in a rhythmic way as you do the actions. Children listen and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the robot in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Lesson 2
Listen to the story.

12 • Tell the story with the story cards. Tell the story again and the children listen to their books.

Developing the lesson

1 Sing the *Toy song*

- Cover the flashcard of the ball with a piece of paper. Gradually reveal the picture and children name the toy as soon as they see what it is. Stick the flashcard on the board.
- Repeat with all the flashcards.
- Ask *Can you remember the Toy song?* and hum the tune.
- Play CD 1 track 13/the cassette. Children sing the song and do a mime for each toy. They make a beckoning gesture when they hear *Let's play* and wave their arms in the air when they hear *Hurray!*



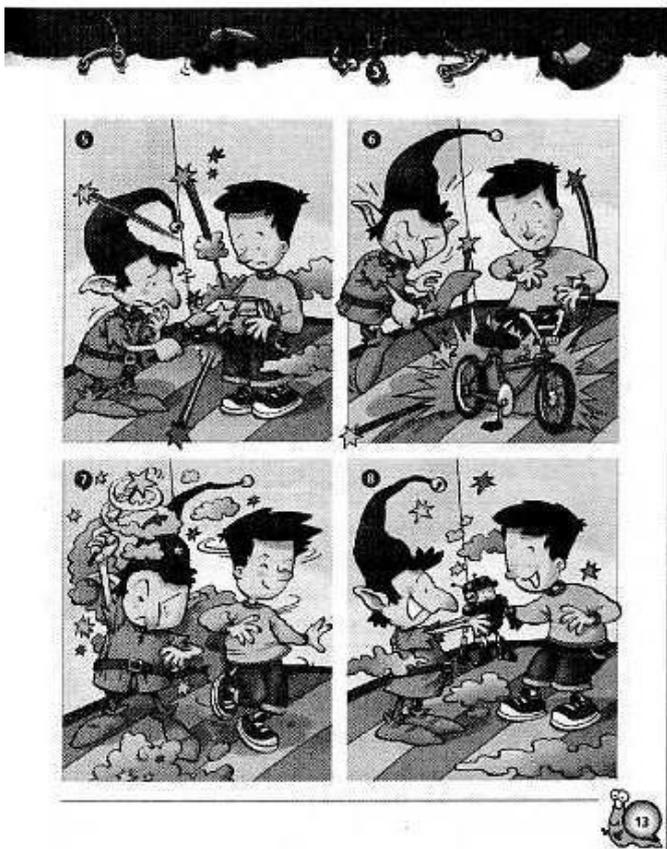
Toy song

A ball, a ball, a ball. Let's play. (mime bouncing a ball, beckon)

A scooter and a bike. Hurray! (mime riding a scooter and a bike, wave arms in the air)

A car, a car, a car. Let's play. (mime driving a car, beckon)

A robot and a doll. Hurray! (mime walking like a robot and holding a doll, wave arms in the air)



2 Listen to the story

- Say *It's time for a story!* Open your hands like a book to convey the meaning of *story*.
- Point to the pictures on story card 1 and say *This story is about a boy, Danny, and his robot.*
- Ask *Is Danny happy? (No) / Is his robot old? (Use mime or L1 to explain what you mean.) (Yes) / What happens in the story, do you think?* Listen to the children's predictions and guesses in L1.
- Say rhythmically *Are you ready? / One, two, three. / Here's a story. / Listen to me!* and wait for the children to be quiet before you begin.
- Either tell the story yourself, or play CD 1 track 14/the cassette, using the story cards.



Story 2: The magic elf

STORY CARD 1

Storyteller: *This is Danny. And this is Danny's robot. Danny's robot is old. Danny is sad.*
 Danny: *I want a new robot.*

STORY CARD 2

Storyteller: *Suddenly a magic elf appears. Tripilee!*
 Elf: *I can help!*
 Danny: *Oh, great! Can I have a new robot, please?*
 Elf: *Oh, yes. No problem!*

STORY CARD 3

Elf: *Jump. Turn around. Close your eyes. One, two, three. Surprise, surprise! Tripilee!*

STORY CARD 4

Elf: *Here you are! Oh, dear.*
 Danny: *It's a ball, not a robot. Can I have a robot, please?*
 Elf: *Oh, yes. No problem!*

STORY CARD 5

Elf: *Jump. Turn around. Close your eyes. One, two, three. Surprise, surprise! Tripilee!*
 Here you are! *Oh, dear.*
 Danny: *It's a car, not a robot. Can I have a robot, please?*
 Elf: *Oh, yes. No problem!*

STORY CARD 6

Elf: *Jump. Turn around. Close your eyes. One, two, three. Surprise, surprise! Tripilee!*
 Here you are! *Oh, dear.*
 Danny: *Oh, it's a bike, not a robot. I want my old robot. Oh, can I have my old robot, please?*
 Elf: *Oh, yes. No problem!*

STORY CARD 7

Elf: *Jump. Turn around. Close your eyes. One, two, three. Surprise, surprise! Tripilee!*

STORY CARD 8

Elf: *Oh, yes! Phew! Here you are!*
 Danny: *Oh, great! It's my robot! My fantastic old robot! Hello, robot. Oh, thank you!*
 Storyteller: *Danny is very happy now. And the elf is very happy too.*

3 Check understanding of the story

- Hold up the story cards again. Ask questions to check understanding using mime, gesture and the pictures to clarify meaning, e.g. (story card 1) *Is Danny sad? (Yes) Is his robot old? (Yes)* (story card 2) *Who says he can help? (the elf)* (story card 3) *Can the elf do magic? (Yes)* (story card 4) *Does the magic work? (No) Is it a new robot? (No) What is it? (a ball)*



(story card 5) *Does the magic work? (No) Is it a new robot? (No) What is it? (a car)*
 (story card 6) *Does the magic work? (No) Is it a new robot? (No) What is it? (a bike)*
 (story cards 7 and 8) *Does the magic work? (Yes) Is it a new robot? (No) Is it Danny's old robot? (Yes) Is Danny happy? (Yes) Is the elf happy? (Yes).*

4 Find and count the caterpillars (PB pages 12 and 13)

- Say *Find page 12* and write the number on the board.
- Hold up the flashcard of Colin and say, e.g. *Hmm. I think there's a caterpillar in the story. Where's the caterpillar?*
- Children look for the caterpillar in the story, point to him (in picture 6) and say *Here!*

5 Listen and follow the story (PB pages 12 and 13)

- Say *Make your finger into Colin the caterpillar like this*. Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Say *Listen and follow the story with Colin!* and demonstrate following the pictures in the book with your finger moving like a caterpillar.
- Play CD 1 track 14/the cassette. Children listen and follow the story in their books.
- Ask *Do you like the story?* and listen to the children's responses.

6 Play Tripilee!

- Say *Stand up, please*. Children put their chairs under their desks and stand behind them.
- Say the *Tripilee* spell from the story (*Jump. / Turn around. / Close your eyes. / One, two, three. / Surprise, surprise!*). Get children to do the actions (with you at first). Then say *Tripilee! Here you are! It's a ... (ball)*. Hold up the flashcard and children name the toy.
- Repeat the game with the flashcards of the toys in the same order as the story.

7 Look and number (PB page 14)

- Say *Open your books* and hold up page 14.
- Say *Number the toys*. Draw children's attention to the example.
- Children number the toys in the order of the story.
- Check the answers, e.g. *What's number one?* and children name the toys.

8 Draw the toy you want (PB page 14)

- Ask the children to name toys they know. Stick the flashcards on the board as they do this and draw any other toys they may know, e.g. *teddy bear*.
- Say *Draw the toy you want*. Use L1 to clarify meaning and demonstrate this. Children can also colour the toy they draw.
- Invite individual children to hold up their pictures and name the toy they want.

Lesson 2
Look and number.

Lesson 3 Make the cards on page 61. Sing the song.

14

Number the toys in the order of the story. Say the words.
Draw and say the toy you want.

Option: Find the most popular toy by asking, e.g. *Who wants a scooter?* and counting the children who raise their hands (and say *Me!*) in response.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle*. Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

*Colin's favourite word today
 Colin's favourite word today
 Colin's favourite word today is ...!*

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'robot!' Stand up if you said 'robot!' Very good!* Encourage everyone to clap the children who guessed the word correctly.



Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Toy song: Put the ball flashcard in one corner of the classroom, the scooter and the bike flashcards in another corner, the car in another corner and the robot and the doll in the other corner. Divide the class into four groups (one for each line of the song). Get each group to stand by their flashcard(s) in a different corner of the classroom. Play CD 1 track 13/the cassette. Get each group to sing, mime and do the action for their line of the song in turn. After each verse, get the groups to move round the classroom clockwise to new flashcard(s) and repeat the procedure. Once the children are very familiar with the words, use the karaoke version of the song (CD 1 track 43) to do the activity.



2 The magic elf

Lesson 3

Aims

- To sing the story song *Can I have a robot, please?*
- To give and ask for toys

Main language children use

hello, ball, robot, bike, car, scooter, doll
Can I have a robot, please?
Here you are. Thank you.

Main activities

- Guess the toy
- Sing the story song *Can I have a robot, please?*
- Make the toy cards
- Sing and hold up the toy cards
- Play with the toy cards

Materials

- Flashcards (Colin the caterpillar, bike, robot, car, doll, scooter, ball)
- CD/Cassette
- scooter picture card and an envelope
- Pupil's Book page 61 (toy picture cards)
- scissors

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

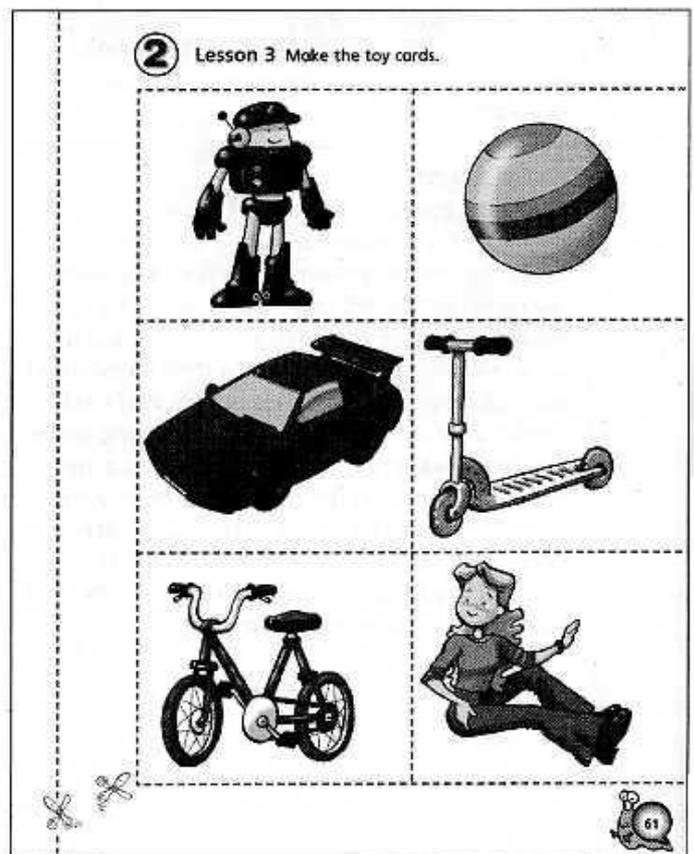
- Say *Point to the window! / Point to the door! / Point to the board! / Point to the floor!* in a rhythmic way as you do the actions. Children listen and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the scooter in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

2 Lesson 3 Make the toy cards.



Developing the lesson

1 Guess the toy

- Show the toy flashcards very quickly in turn and children say the names. Stick the flashcards on the board.
- Say *Look* and move your lips silently saying the name of one of the toys. Children read your lips and name the toy.
- Repeat the procedure with all the toys.

2 Sing the story song *Can I have a robot, please?*

- Leave the flashcards on the board. Say *Let's listen to the story song. Which toys are in the song?*, using gesture or L1 to convey meaning.
- Play CD 1 track 15/the cassette and check the answer (*robot, scooter, doll*).
- Divide the class into two groups. Demonstrate that Group 1 should mime asking for a toy and sing lines 1, 2, 5 and 6 and Group 2 should mime giving the toy and sing lines 3 and 4.
- Play the CD/the cassette again. Children sing and do the actions. They change roles after each verse.



Can I have a robot, please?

Group 1: *Can I have a robot, please? Can I have a robot, please?*

Group 2: *Here you are! Here you are!*

Group 1: *Hey, that's great! Thank you.*

Group 2: *Can I have a scooter, please? ...*

Group 1: *Can I have a doll, please? ...*

3 Make the toy cards (PB page 61)

- Say *Find page 61* and write the number on the board. Make sure the children have scissors.
- Show the children the toy cards you have prepared. Say *Cut out the page. Then cut out the toy cards* and demonstrate what you mean.
- Children work individually and make the toy cards. Get them to write their name or initials on the reverse side of each one.
- When the children are ready, name the toys in turn, e.g. *Robot! Scooter!* and children respond by holding up the correct cards.

4 Sing and hold up the toy cards

- Say *Put the cards on your desk like this* and demonstrate laying out the cards face up in any order.
- Say *Let's sing Can I have a robot, please? again. Point to the toy in each verse and hold it up when you sing 'Here you are!'* Demonstrate this.
- Play CD 1 track 15/the cassette. Children sing, point to the toys and hold up the cards in lines 3 and 4 of each verse.

Option: Play the karaoke version of the song (CD 1 track 43). Children sing verses of the song for the ball, the car and the bike using the cards in the same way.

5 Play with the toy cards

- Say *Put your cards on the desk like this* and demonstrate that children should lay out the toy cards face up on their desks.
- Ask, e.g. *Can I have a ball, please?* Demonstrate that the children should hold up the picture of the ball and say *Here you are!* Respond by saying *Thank you.*
- Repeat the procedure with all the toys.
- Get the children to ask you for your toy cards in chorus in the same way. Prompt them by very quickly showing them the flashcard of the toy you want them to ask for. Respond by holding out the corresponding toy card and saying *Here you are!* Encourage the children to say *Thank you!*
- Invite a child to ask a question of their choice, e.g. *Can I have a bike, please (name)?* and name another child. The named child holds up and pretends to give the

correct toy card to the first child and says *Here you are!* The original child responds *Thank you* and has the next turn asking a question. Repeat several times.

- Collect the toy cards and keep them safe or ask children to put their set of cards in the envelope in the back of their Pupil's Book.

Option: Children take turns to ask for and give each other their toy cards in pairs.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

*Colin's favourite word today
Colin's favourite word today
Colin's favourite word today is ...!*

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'scooter'!* Stand up if you said 'scooter'! *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Card game – Happy Families: In groups of four, children play a version of the card game *Happy Families* using the toy cards. Shuffle and deal four sets of cards. The aim of the game is to collect sets of four toys which are the same. Children take turns to say *Can I have a ... , please?* to any member of the group, who responds either *Here you are* or *No, sorry* and then has the next turn. As soon as children have a set of four cards, they say the name and put the set on the table. The child with most sets at the end of the game is the winner.



2 The magic elf

Lesson 4

Aims

- To develop understanding of the story
- To mime and say key parts of the story

Main language children use

hello, goodbye, robot, scooter, doll, bike, car, ball
Can I have a ... , please? Here you are. Thank you.
Jump. Turn around. Close your eyes. One, two,
three. Surprise!

Main activities

- Sing and act out the story song *Can I have a robot, please?*
- Play a circle game
- Listen, mime and say key parts of the story
- Listen and number the *Triplee* spell
- Draw and colour the magic elf

Materials

- Flashcards (Colin the caterpillar, car, ball, bike, doll, scooter, robot)
- CD/Cassette
- doll picture card and an envelope
- Story cards for story 2
- Pupil's Book page 15
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 44.

Listen and respond

- Say the routine as described on page 44.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 44. Today's word is *doll*.

Developing the lesson

1 Sing and act out the story song *Can I have a robot, please?*

- Divide the class into three groups. Give Group 1 the scooter flashcard, Group 2 the doll flashcard and Group 3 the robot flashcard.
- Demonstrate that Groups 1 and 2 should sing lines 1 and 3 of the song to Group 3, as if they are asking for the robot. Group 3 should sing line 2 of the song and pretend to give the other groups the toy they are asking for. The groups change roles for each verse of the song.
- Play CD 1 track 15/the cassette. Children sing and do the actions.

Lesson 4
Listen and number.

Draw and colour.

• Listen to the *Triplee* rhyme. Number the pictures in order.
• Imagine and colour the magic elf. Ask the elf for a toy. *Can I have a (doll, please?)*



Can I have a robot, please?

Groups 1 and 2: *Can I have a robot, please? Can I have a robot, please?*

Group 3: *Here you are! Here you are!*

Groups 1 and 2: *Hey, that's great! Thank you.*

Groups 2 and 3: *Can I have a scooter, please?*

Groups 1 and 3: *Can I have a doll, please? ...*

Option: Play the karaoke version of the song (CD 1 track 43). Children sing and act out additional verses for *ball, car* and *bike* in the same way.

2 Play a circle game

- Have the toy flashcards ready.
- Say *Stand in a circle* and show what you mean.
- Hold up a flashcard. Demonstrate that the child on your left should ask you for it, e.g. *Can I have the (bike), please?* Say *Here you are*, give them the flashcard and get them to say *Thank you*. Demonstrate that the next child should then ask for the card in the same way, and so on, round the circle.
- Once the card has passed to three or four children, start the process again with another flashcard.
- Continue the game until all the flashcards have been passed round the circle.



3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story?* and invite two children to come and help you stick them in order on the board.
- Say *Stand up, please*. Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*
- Play CD 1 track 14/the cassette or tell the story yourself. Mime the actions with the children and encourage them to join in saying, or repeating, key parts of the story.



Story 2: The magic elf

STORY CARD 1

Storyteller: *This is Danny*. (walk on the spot)
And this is Danny's robot. (make robot movements with your arms)
Danny's robot is old. Danny is sad. (make a sad expression)
Danny: *I want a new robot*. (put your hands together and look up)

STORY CARD 2

Storyteller: *Suddenly a magic elf appears. Tripilee!* (spin round fast and wave hands in the air)
Elf: *I can help!* (smile and open your arms wide)
Danny: *Oh, great! Can I have a new robot, please?* (pretend to hold out old robot)
Elf: *Oh, yes. No problem!* (smile and prepare your imaginary magic wand)

STORY CARD 3

Elf: *Jump. Turn around*. (jump and turn around)
Close your eyes. (close your eyes)
One, two, three. (wave your wand three times)
Surprise, surprise! (make a big circle with your arms)
Tripilee! (spin round fast and wave hands in the air)

STORY CARD 4

Elf: *Here you are!* (mime giving something) *Oh, dear*. (look crestfallen)
Danny: (pretend to take and hold ball; look very sad) *It's a ball, not a robot. Can I have a robot, please?* (pretend to give back ball)
Elf: *Oh, yes. No problem!* (smile, prepare your wand)

STORY CARD 5

Elf: *Jump. Turn around*. (jump and turn around)
Close your eyes. (close your eyes)
One, two, three. (wave your wand three times)
Surprise, surprise! (make a big circle with your arms)
Tripilee! (spin round fast and wave hands in the air)
Here you are! (mime giving something) *Oh, dear*. (look crestfallen)
Danny: (pretend to take and hold a toy car; look very sad) *It's a car, not a robot. Can I have a robot, please?* (pretend to give back car)
Elf: *Oh, yes. No problem!* (smile, prepare your wand)

STORY CARD 6

Elf: *Jump. Turn around*. (jump and turn around)
Close your eyes. (close your eyes)

One, two, three. (wave your wand three times)
Surprise, surprise! (make a big circle with your arms)
Tripilee! (spin round fast and wave hands in the air)
Here you are! (mime giving something) *Oh, dear*. (look crestfallen)
Danny: (pretend to take and hold bike; look very sad) *Oh, it's a bike, not a robot. I want my old robot. Oh, can I have my old robot please?* (give back bike)
Elf: *Oh, yes. No problem!* (smile, prepare your wand)

STORY CARD 7

Elf: *Jump. Turn around*. (jump and turn around)
Close your eyes. (close your eyes)
One, two, three. (wave your wand three times)
Surprise, surprise! (make a big circle with your arms)
Tripilee! (spin round fast and wave hands in the air)

STORY CARD 8

Elf: *Oh, yes! Phew!* (smile and put your hand to your forehead to show relief that the magic has worked)
Here you are! (mime giving something)
Danny: (pretend to take and hold robot; look very happy) *Oh, great! It's my robot! My fantastic old robot! Hello, robot. Oh, thank you!*
Storyteller: *Danny is very happy now*. (hold up the robot and give a big smile) *And the elf is very happy too*. (wave wand and give a big smile)

4 Listen and number (PB page 15)

- Say *Find page 15* and write the number on the board.
- Say *Listen and point to the pictures*. Say the *Tripilee* spell. Pause after each line to check children are pointing to the pictures correctly.
- Say *Now number the pictures*. Draw the children's attention to the example.
- Check the answers. Say *Jump. / Turn around.*, etc. Children point to the pictures and say the numbers.

5 Draw and colour (PB page 15)

- Hold up the book and say *Look. Here's the magic elf!*
- Say *Draw and colour the magic elf* and demonstrate what you mean.
- When the children have finished, get them to ask their completed elf for a toy they want, e.g. *Can I have a bike, please?*

Ending the lesson routine



Colin's favourite word

- Follow the routine as described on page 45. Reveal the word is *doll*.

Sing the Goodbye song

- Follow the routine as described on page 45.

Extra activity

Art and craft: Give each child half a piece of A4 paper (cut in half lengthwise). They fold their paper in a concertina shape and trace or copy the picture of half the elf on page 15 in their books on the front. They cut round it and open up the paper to make a chain of elves. They colour and count them.



2 The magic elf

Lesson 5

Aims

- To recognise and identify colours
- To say the *Colour rap*

Main language children use

red, yellow, green, purple, brown, orange, blue
car, bike, ball, scooter, doll, robot

Main activities

- Play *Tripilee* with colours
- Identify colours in the classroom
- Say the *Colour rap*
- Say your favourite colour
- Listen and colour the toys
- Draw lines to find the bugs' favourite colours

Materials

- Flashcards (Colin the caterpillar, red, yellow, blue, purple, brown, orange, green)
- CD/Cassette
- Cut-out coloured red (see page 150) and an envelope
- Pupil's Book page 16
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 44.



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out coloured red in an envelope without the children seeing the colour.
- Follow the *Colin's favourite word* routine as described on page 44.

Developing the lesson

1 Play *Tripilee* with colours

- Say the *Tripilee* spell *Jump. / Turn around. / Close your eyes. / One, two, three. / Surprise, surprise!* and children do the actions. Say *Tripilee!* and show the flashcard of red. Say *Look. It's ... red!* Say the colour, or elicit this if the children are already familiar with colours, and stick the flashcard on the board.

Lesson 5
Listen and colour.

Draw.

16

- Listen and colour the toys. Say the colours: red, orange, yellow, blue, green, purple, brown.
- Draw lines to find the bugs' favourite colours. Say the bugs' favourite colours.

- Repeat the procedure with all the colour flashcards (following the order of the *Colour rap* in stage 3: red, yellow, green, purple, brown, orange, blue). Encourage the children to guess the colour, in English or L1, before you produce the flashcard each time. Stick the flashcards as wide apart as possible on the board, so that the children can point to individual colours clearly in stage 3.
- Point to the flashcards in turn and children say the colours with you.

2 Identify colours in the classroom

- Say *Touch something ... red!* and demonstrate touching something red in the classroom and saying the word *Red!*
- Repeat the procedure with all the colours in random order. Point to the flashcards on the board to help children at first if necessary. Children respond by touching the colour you name and saying the word.

Option: Invite individual children to take turns to name a colour and get the rest of the class to respond in the same way.

3 Say the *Colour rap*

- Say *Listen to the Colour rap*. Play CD 1 track 16/the cassette. Point to the flashcards on the board as the children listen.



3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story?* and invite two children to come and help you stick them in order on the board.
- Say *Stand up, please*. Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*
- Play CD 1 track 14/the cassette or tell the story yourself. Mime the actions with the children and encourage them to join in saying, or repeating, key parts of the story.



Story 2: The magic elf

STORY CARD 1

Storyteller: *This is Danny*. (walk on the spot)
And this is Danny's robot. (make robot movements with your arms)
Danny's robot is old. Danny is sad. (make a sad expression)
Danny: *I want a new robot*. (put your hands together and look up)

STORY CARD 2

Storyteller: *Suddenly a magic elf appears. Tripilee!* (spin round fast and wave hands in the air)
Elf: *I can help!* (smile and open your arms wide)
Danny: *Oh, great! Can I have a new robot, please?* (pretend to hold out old robot)
Elf: *Oh, yes. No problem!* (smile and prepare your imaginary magic wand)

STORY CARD 3

Elf: *Jump. Turn around*. (jump and turn around)
Close your eyes. (close your eyes)
One, two, three. (wave your wand three times)
Surprise, surprise! (make a big circle with your arms)
Tripilee! (spin round fast and wave hands in the air)

STORY CARD 4

Elf: *Here you are!* (mime giving something) *Oh, dear!* (look crestfallen)
Danny: (pretend to take and hold ball; look very sad) *It's a ball, not a robot. Can I have a robot, please?* (pretend to give back ball)
Elf: *Oh, yes. No problem!* (smile, prepare your wand)

STORY CARD 5

Elf: *Jump. Turn around*. (jump and turn around)
Close your eyes. (close your eyes)
One, two, three. (wave your wand three times)
Surprise, surprise! (make a big circle with your arms)
Tripilee! (spin round fast and wave hands in the air)
Here you are! (mime giving something) *Oh, dear!* (look crestfallen)
Danny: (pretend to take and hold a toy car; look very sad) *It's a car, not a robot. Can I have a robot, please?* (pretend to give back car)
Elf: *Oh, yes. No problem!* (smile, prepare your wand)

STORY CARD 6

Elf: *Jump. Turn around*. (jump and turn around)
Close your eyes. (close your eyes)

One, two, three. (wave your wand three times)
Surprise, surprise! (make a big circle with your arms)
Tripilee! (spin round fast and wave hands in the air)
Here you are! (mime giving something) *Oh, dear!* (look crestfallen)
Danny: (pretend to take and hold bike; look very sad) *Oh, it's a bike, not a robot. I want my old robot. Oh, can I have my old robot please?* (give back bike)
Elf: *Oh, yes. No problem!* (smile, prepare your wand)

STORY CARD 7

Elf: *Jump. Turn around*. (jump and turn around)
Close your eyes. (close your eyes)
One, two, three. (wave your wand three times)
Surprise, surprise! (make a big circle with your arms)
Tripilee! (spin round fast and wave hands in the air)

STORY CARD 8

Elf: *Oh, yes! Phew!* (smile and put your hand to your forehead to show relief that the magic has worked)
Here you are! (mime giving something)
Danny: (pretend to take and hold robot; look very happy) *Oh, great! It's my robot! My fantastic old robot! Hello, robot. Oh, thank you!*
Storyteller: *Danny is very happy now*. (hold up the robot and give a big smile) *And the elf is very happy too*. (wave wand and give a big smile)

4 Listen and number (PB page 15)

- Say *Find page 15* and write the number on the board.
- Say *Listen and point to the pictures*. Say the *Tripilee* spell. Pause after each line to check children are pointing to the pictures correctly.
- Say *Now number the pictures*. Draw the children's attention to the example.
- Check the answers. Say *Jump. / Turn around.*, etc. Children point to the pictures and say the numbers.

5 Draw and colour (PB page 15)

- Hold up the book and say *Look. Here's the magic elf!*
- Say *Draw and colour the magic elf* and demonstrate what you mean.
- When the children have finished, get them to ask their completed elf for a toy they want, e.g. *Can I have a bike, please?*

Ending the lesson routine



Colin's favourite word

- Follow the routine as described on page 45. Reveal the word is *doll*.

Sing the Goodbye song

- Follow the routine as described on page 45.

Extra activity

Art and craft: Give each child half a piece of A4 paper (cut in half lengthwise). They fold their paper in a concertina shape and trace or copy the picture of half the elf on page 15 in their books on the front. They cut round it and open up the paper to make a chain of elves. They colour and count them.



2 The magic elf

Lesson 5

Aims

- To recognise and identify colours
- To say the *Colour rap*

Main language children use

red, yellow, green, purple, brown, orange, blue
car, bike, ball, scooter, doll, robot

Main activities

- Play *Tripilee* with colours
- Identify colours in the classroom
- Say the *Colour rap*
- Say your favourite colour
- Listen and colour the toys
- Draw lines to find the bugs' favourite colours

Materials

- Flashcards (Colin the caterpillar, red, yellow, blue, purple, brown, orange, green)
- CD/Cassette
- Cut-out coloured red (see page 150) and an envelope
- Pupil's Book page 16
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 44.



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out coloured red in an envelope without the children seeing the colour.
- Follow the *Colin's favourite word* routine as described on page 44.

Developing the lesson

1 Play *Tripilee* with colours

- Say the *Tripilee* spell *Jump. / Turn around. / Close your eyes. / One, two, three. / Surprise, surprise!* and children do the actions. Say *Tripilee!* and show the flashcard of red. Say *Look. It's ... red!* Say the colour, or elicit this if the children are already familiar with colours, and stick the flashcard on the board.

Lesson 5
Listen and colour.

Draw.

16

- Listen and colour the toys. Say the colours: red, orange, yellow, blue, green, purple, brown.
- Draw lines to find the bugs' favourite colours. Say the bugs' favourite colours.

- Repeat the procedure with all the colour flashcards (following the order of the *Colour rap* in stage 3: red, yellow, green, purple, brown, orange, blue). Encourage the children to guess the colour, in English or L1, before you produce the flashcard each time. Stick the flashcards as wide apart as possible on the board, so that the children can point to individual colours clearly in stage 3.
- Point to the flashcards in turn and children say the colours with you.

2 Identify colours in the classroom

- Say *Touch something ... red!* and demonstrate touching something red in the classroom and saying the word *Red!*
- Repeat the procedure with all the colours in random order. Point to the flashcards on the board to help children at first if necessary. Children respond by touching the colour you name and saying the word.

Option: Invite individual children to take turns to name a colour and get the rest of the class to respond in the same way.

3 Say the *Colour rap*

- Say *Listen to the Colour rap*. Play CD 1 track 16/the cassette. Point to the flashcards on the board as the children listen.

- Say *Let's say the Colour rap. Point to the colours.* Play the CD/cassette again. Children point to the colours and say the rap.



Colour rap

*Red, yellow, green, purple, brown, orange, blue
Red, yellow, green, purple, brown, orange, blue
Red, yellow, green, purple, brown, orange, blue
Red's my favourite, what about you?*

4 Say your favourite colour

- Point to the flashcards on the board. Say, e.g. *Red's my favourite colour. What about you?* Use L1 to explain if necessary.
- Invite children round the class to tell you their favourite colour. As children tell you, put a line under the flashcard of the colour they say.
- Count the lines to find the most popular colour in the class.

5 Listen and colour (PB page 16)

- Say *Find page 16* and write the number on the board.
- Say, e.g. *Find the car.* Children identify the toys and say the words.
- Say *Listen and colour the toys.* Use L1 to explain that the children should just put a spot of colour on each toy as they listen and finish colouring afterwards. Draw their attention to the example. Play CD 1 track 17/the cassette.



*The car is blue. / The bike is red. /
The ball is orange and green. / The robot is purple. /
The doll is brown. / The scooter is yellow.*

- Children finish colouring the toys.
- Say, e.g. *The car is ...* and children point to the toys in their books and name the colours.

6 Draw (PB page 16)

- Point to the bugs on the left of the page and elicit or say the names, e.g. *Here's ... (Ladybird) / Here's ... (Butterfly), etc.*
- Say *Find the bugs' favourite colours* and demonstrate following the path from the ladybird to the colour green with your finger.
- Children draw lines from the bugs to the colours with a pencil.
- Check the answers by asking, e.g. *What's Ladybird's favourite colour? (Green).*

Answers: Ladybird (green) / Snail (purple) / Colin the caterpillar (orange) / Bee (blue) / Butterfly (yellow)

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 45. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *red*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Musical game: Play any music on the CD/cassette and children dance. Pause the music and say the name of a colour, e.g. *Blue!* Children sit on the floor if they are wearing something blue and stand still and fold their arms if they are not. Children on the floor point to and say the colour of the things they are wearing before continuing the game.



2 The magic elf

Lesson 6

Aims

- To name the colours of toys
- To mix colours and identify new colours

Main language children use

*red, yellow, orange, green, blue, purple, brown
robot, scooter, car, ball, robot, bike*

Main activities

- Act out the *Colour rap*
- Play a memory game in teams
- Guess the colours
- Look and colour
- Colour the colour wheel

Materials

- Flashcards (Colin the caterpillar, robot, scooter, car, robot, bike, ball)
- CD/Cassette
- bike picture card and an envelope
- Pupil's Book page 17
- scrap paper or paints and red, yellow and blue crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 44.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 44. Today's word is *bike*.

Developing the lesson

1 Act out the *Colour rap*

- Invite seven children to the front of the class and give them each one of the colour flashcards. Say, e.g. *Red for you. Here you are!* and encourage them to respond *Thank you*.
- Ask the children to stand in a line in the order of the *Colour rap*. Encourage the rest of the class to help if necessary as they do this.
- Play the CD/the cassette. Children at the front hold up the flashcards in turn and the rest of the class point to the colours and say the rap.

Lesson 6
Look and colour.

Lesson 7 Make the pencil puppets on page 63.

• Do the colour rap. See the answer.
• Copy the colours. Complete the colour wheel.



Colour rap

*Red, yellow, green, purple, brown, orange, blue
Red, yellow, green, purple, brown, orange, blue
Red, yellow, green, purple, brown, orange, blue
Red's my favourite, what about you?*

2 Play a memory game in teams

- Say *Can you remember the toys?* Demonstrate giving a colour clue, e.g. *It's (red) and (blue)* and as the children name the toy, e.g. *robot*, hold up the flashcard to confirm their answer.
- Repeat the procedure for all the toys.
- Divide the class into two teams. Ask questions to each team in turn, e.g. *What colour's the bike?* Children score a point for every correct answer. Keep a score on the board. The team with the most points at the end of the game is the winner.

3 Guess the colours

- Make sure the children have red, yellow and blue crayons (or paints) and scrap paper available.
- Hold up the flashcards of red, yellow and blue in turn and children say the words.
- Say *Red, yellow and blue are very important colours. We can mix red, yellow and blue to make new colours.* Use mime to explain what you mean by *mix*.
- Hold up the red and yellow flashcards. Ask *What's the colour when we mix red and yellow?* Use L1 if



necessary to explain what you mean. Listen to the children's ideas.

- Say *Now mix red and yellow to find out if you are right* and demonstrate this. Children mix red and yellow crayons (or paints) on scrap paper and tell you the answer (orange).
- Repeat the procedure with the blue and yellow flashcards (to make green), the red and blue flashcards (to make purple) and the red, yellow and blue flashcards (to make brown).

4 Look and colour (PB page 17)

- Say *Open your books. Find this page* and write the number on the board.
- Say *Look at the colour sums. Let's do number one. Red and ... (yellow) make... (orange).*
- Elicit the colours for numbers 2-4 in the same way. (2=green, 3=purple, 4=brown)
- Say *Now do the colour sums* and demonstrate what you mean.
- Children colour the answers to each sum. They can do this either by mixing the colours or using single crayons of each colour.
- Check the answers by asking, e.g. *What's number one? (orange), etc.*

5 Colour (PB page 17)

- Say *Look. This is a colour wheel.* Use L1 to explain that it shows how three colours (red, yellow and blue) mix to make new colours (orange, green and purple). Explain that brown is made when all three colours are mixed.
- Point to the segments on the wheel in turn and children name the colours.
- Point to the colour wheel with missing segments. Demonstrate how to complete it by pointing at the segments of the wheel the children have to colour and the corresponding segments of the complete colour wheel individually, clockwise. Say *Look. This is ... (red). This is ... (orange), etc.*
- Say *Now complete the colour wheel* and demonstrate what you mean.
- Children colour the segments using the colour wheel as a model.
- Say *Point to red* and encourage the children to point to the segment they coloured red. Say *Point to yellow* and encourage the children to point to their yellow segment. Then point to the segment the children have coloured orange and say *Red and yellow make ... (orange).* Repeat the procedure for green (which goes between blue and yellow) and purple (which goes between red and blue).

Option: Use L1 to talk to the children in more detail about colours. For example: red, yellow and blue are primary colours and we use them to make secondary colours such as orange, green, purple and brown.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 45. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *bike*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Art and craft: *Either* children make a large poster of the colour wheel to display on the class noticeboard (e.g. by painting one segment of the wheel in groups) *or* children use finger paints to experiment mixing and making other colours and tones, including using black and white. In this case, children will enjoy learning the names of new colours, such as *pink* and *grey*.



2 The magic elf

Lesson 7

Aims

- To recall the story
- To make pencil puppets of the story characters
- To tell the story using the pencil puppets and picture cards

Main language children use

bike, robot, car, ball

Jump. Turn around. Close your eyes. One, two, three. Surprise!

Can I have a ..., please? Here you are. happy, sad

Main activities

- Recall the story
- Make the pencil puppets
- Listen and tell the story
- Sing the story song *Can I have a robot, please?*
- Play *Magic elf*

Materials

- Flashcards (Colin the caterpillar)
- CD/Cassette
- car picture card and an envelope
- Pupil's Book page 63 (pencil puppets)
- pencil puppets you have prepared
- Story cards for story 2
- toy picture cards
- scissors, blu-tac or sellotape, straws (optional)

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 50.

Listen and respond

- Say the routine as described on page 44.



Colin's favourite word

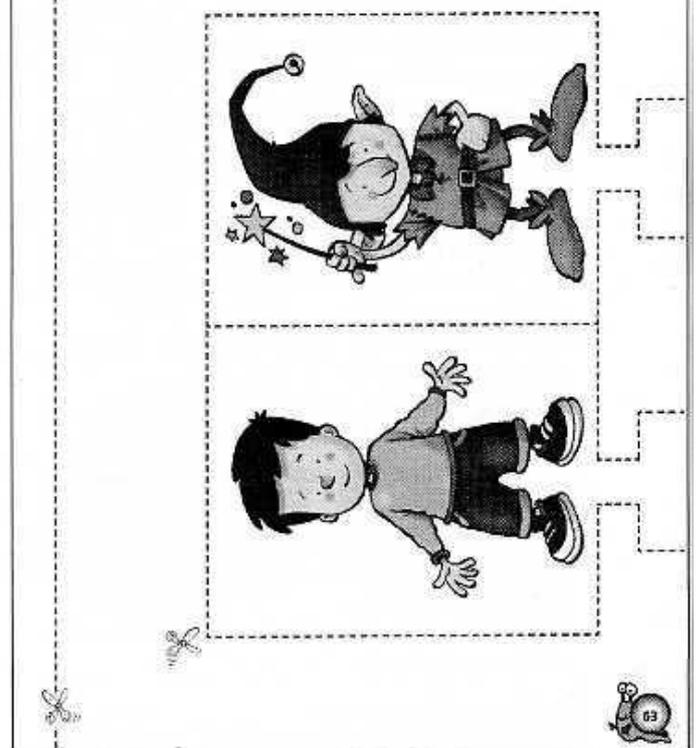
- Follow the *Colin's favourite word* routine as described on page 44. Today's word is *car*.

Developing the lesson

1 Recall the story

- Ask *Can you remember the story about Danny and the magic elf?* Invite eight children to the front of the class. Give them one of the story cards each in random order. Ask them to make a line in the order of the story. Encourage the rest of the class to help as they do this.
- Ask the children at the front to hold up the story cards in turn and prompt the rest of the class to

2 Lesson 7 Make the pencil puppets.



recall briefly the story, e.g. (story card 1) *Here's ... (Danny) and his old ... (robot). Is Danny happy? ... (No) He's ... (sad).* (story card 2) *Who appears? (a magic elf) Danny asks for a new ... (robot) (story card 3) The elf says ... (Jump. Turn around., etc.) (story card 4) Is it a robot? (No. A ball), etc.*

2 Make the pencil puppets (PB page 63)

- Say *Find page 63* and write the number on the board.
- Show the children the pencil puppets you have prepared. Say *Let's make Danny and the elf. Cut out the puppets and stick them on pencils (or straws) like this and demonstrate what you mean.*
- While the children are cutting out the puppets, give out a small piece of blu-tac (or sellotape) to each child, so that they can stick them on pencils. (If you want the children to stick the puppets on straws instead of pencils, then give two to each child.)
- When the children are ready, say, e.g. *Show me the elf! / Show me Danny!* and children respond by holding up the pencil puppets.

3 Listen and tell the story

- Give out a set of toy cards to each child. Get the children to lay out the cards of the robot, the ball, the car and the bike face up on their desks.
- Say *Listen and tell the story. Hold up the puppets and toy cards and demonstrate this.*

- Play CD 1 track 18/the cassette. Children hold up the pencil puppets and toy cards and join in telling the story and saying the characters' parts with you as much as they can.



Story 2: The magic elf

STORY CARD 1

Storyteller: *This is Danny. And this is Danny's robot.
Danny's robot is old. Danny is sad.*
Danny: *I want a new robot.*

STORY CARD 2

Storyteller: *Suddenly a magic elf appears. Tripilee!*
Elf: *I can help!*
Danny: *Oh, great! Can I have a new robot, please?*
Elf: *Oh, yes. No problem!*

STORY CARD 3

Elf: *Jump. Turn around. Close your eyes. One, two, three. Surprise, surprise! Tripilee!*

STORY CARD 4

Elf: *Here you are! Oh, dear.*
Danny: *It's a ball, not a robot. Can I have a robot, please?*
Elf: *Oh, yes. No problem!*

STORY CARD 5

Elf: *Jump. Turn around. Close your eyes. One, two, three. Surprise, surprise! Tripilee!*
Here you are! Oh, dear.
Danny: *It's a car, not a robot. Can I have a robot, please?*
Elf: *Oh, yes. No problem!*

STORY CARD 6

Elf: *Jump. Turn around. Close your eyes. One, two, three. Surprise, surprise! Tripilee!*
Here you are! Oh, dear.
Danny: *Oh, it's a bike, not a robot. I want my old robot.
Oh, can I have my old robot, please?*
Elf: *Oh, yes. No problem!*

STORY CARD 7

Elf: *Jump. Turn around. Close your eyes. One, two, three. Surprise, surprise! Tripilee!*

STORY CARD 8

Elf: *Oh, yes! Phew! Here you are!*
Danny: *Oh, great! It's my robot! My fantastic old robot!
Hello, robot. Oh, thank you!*
Storyteller: *Danny is very happy now. And the elf is very happy too.*

4 Sing the story song *Can I have a robot, please?*

- Say *Let's sing Can I have a robot, please? Sing to the elf and hold up the toys and demonstrate what you mean.*

- Play CD 1 track 15/the cassette. Children sing the song and hold up the elf and the toy card for each verse.



Can I have a robot, please?

*Can I have a robot, please?
Can I have a robot, please?
Here you are!
Here you are!
Hey, that's great!
Thank you.
Can I have a scooter, please? ...
Can I have a doll, please? ...*

Option: Play the karaoke version of the song (CD 1 track 43) and children sing verses for the remaining three toys.

5 Play *Magic elf*

- Stick the flashcards (or a set of the toy cards) face down in jumbled order on the board.
- Hold up the pencil puppet of the magic elf and invite a child to ask you, e.g. *Can I have a scooter, please?* Say *Tripilee!* Wave the puppet in the air and turn over one of the cards. If it's the toy the child has asked for say *Here you are!* Give it to the child and get them to respond *Thank you.* If not, say, e.g. *No* and look disappointed as if the elf's magic hasn't worked.
- Repeat the game several times inviting different children to ask you questions each time.
- Invite individual children to take turns to come to the front of the class and take over the role as elf.

Option: Children play the game in pairs with their toy cards laid out face down on their desks and taking turns to be the magic elf.

Ending the lesson routine



Colin's favourite word

- Follow the routine as described on page 45. Play *Colin's favourite word jingle* (CD1 track 3) and reveal the word is *car*.

Sing the *Goodbye song*

- Follow the routine as described on page 51.

Extra activity

Drama: Children act out the story in pairs. One child has the pencil puppet of Danny and the other the elf. They then change roles.



2 The magic elf

Lesson 8

Aims

- To review and evaluate learning
- To help children assess and reflect on their learning

Main language children use

*doll, scooter, car, ball, bike, robot
green, orange, purple, brown, blue, red, yellow*

Main activities

- Play the *Bugs team game*
- Listen and put on the stickers
- Listen and colour
- Say *Well done!* and put on the sticker of Colin
- Colour and trace over the words on Colin's Crazy Page

Materials

- Flashcards (Colin the caterpillar)
- CD/Cassette
- Unit 2 stickers
- Pupil's Book pages 18 and 52-3
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 44.



Colin's favourite word

- Use L1 to explain that Colin hasn't got a favourite word today. In this lesson children are going to review all Colin's favourite words from the unit.

Developing the lesson

1 Play the *Bugs team game*

- Divide the class into two or three teams. Get each team to choose the name of a bug for their team e.g. *caterpillars, bees, etc.*
- Draw a simple picture of the bug chosen by each team on the board. Draw a circle with smiling facial features and antennae to be the head of a caterpillar (no segments yet) to use for scoring under each one.
- Have ready all the flashcards which have been used in the unit in jumbled order in a pile.

Lesson 8
Listen and put on the stickers.

Listen and colour.

Colour and trace over the words on Colin's Crazy Page (pages 52-53).

18

- Listen and put on the Unit 2 stickers. Read and trace over the words.
- Listen and colour the bugs.
- Say 'Well done!' to the children. Place the sticker of Colin.

- Show the flashcards to each team in turn. Children raise their hands if they can say the word. Choose different children to answer each time. If they say the word correctly, they score a point for their team and you draw one segment on their team's caterpillar on the board (i.e. you add another circle next to the caterpillar's head). If they can't remember the word, a child from the next team has a turn. Make it clear that the teams lose segments from their caterpillar if they call out. The team with the most segments on their caterpillar at the end of the game is the winner.

2 Listen and put on the stickers (PB page 18)

- Hold up the stickers and say *Find the stickers for Unit 2.*
- Point to the stickers in turn and children name the toys.
- Hold up the book and say *Now find this page* and give the children time to do this.
- Say *Listen and put the stickers on Colin!* Demonstrate what you mean.
- Play CD 1 track 19/the cassette. Pause to give the children time to put on the stickers.



Number one: *Can I have a scooter, please? / Here you are! / Thank you.*

Number two: *Can I have a doll, please? / Here you are! / Thank you.*



Number three: *Can I have a robot, please? / Here you are! / Thank you.*

Number four: *Can I have a ball, please? / Here you are! / Thank you.*

Number five: *Can I have a bike, please? / Here you are! / Thank you.*

Number six: *Can I have a car, please? / Here you are! / Thank you.*

- Check answers by saying, e.g. *Number one* and children name the toys.
- Have children read the words around the picture of Colin.
- If you want to give the children some writing practice, they can also trace over the words.

3 Listen and colour (PB page 18)

- Say *Look at Colin, Snail, Ladybird, Bee and Butterfly. Listen and colour the balls.*
- Demonstrate the activity by saying *Colin's ball is red* and draw the children's attention to the example.
- Play CD 1 track 20/the cassette. Use the pause button to give the children time to colour the balls.



Colin's ball is red! / Snail's ball is blue! / Ladybird's ball is green and orange! / Bee's ball is yellow and purple! / Butterfly's ball is brown!

- Check the answers by saying, e.g. *Colin's ball is ...* and children call out the colours.

4 Put on the sticker of Colin

- Say *Find the stickers* and hold up the page of stickers.
- Say *You've finished Unit 2. Well done! Ask questions, e.g. What have you learnt in English? / Are you happy with your work?*, using L1 to explain what you mean. As the children respond say, e.g. *Colin is very happy with your work! Put a sticker of Colin here!* and point to the place on the Pupil's Book page.
- Children put a sticker of Colin in their books to show that they have completed the unit successfully.

5 Colour Colin's Crazy Page (PB pages 52 and 53)

- Say *Find this page*. Write the number on the board and hold up the page.
- Use L1 if necessary to remind the children that at the end of every unit, they find and trace over the words they have learnt on *Colin's Crazy Page*. They then colour the corresponding pictures. By the end of the year the whole page will be coloured!
- Children find and colour all the key vocabulary for Unit 2 (*ball, scooter, doll, bike, car, robot*).

Ending the lesson routine



Colin's favourite word

- Ask the children to name all Colin's favourite words for this unit (*ball, robot, scooter, doll, red, bike, car*).
- Praise the children, e.g. *Very good! Fantastic!* and give the whole class a big clap (let them also join in) and say *Hurray!* for all the work they have done.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song*. Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Colin's Crazy Page Quiz: Divide the class into two teams. Do a quiz based on the pictures completed so far on *Colin's Crazy Page*. In the first round ask, e.g. *Where's the scooter?* and children identify the pictures and say *Here!* In the second round, point to the pictures and ask, e.g. *What's this?* and children say the words. Keep a score of the points on the board. The team with most points at the end of the quiz is the winner.



3 Touch your toes!



Main language children use

- *First one to touch your ... / Me!*
- *nose, eyes, ears, mouth, fingers, toes*
- *Do you want ... ?*
- *chocolate cake, monster*
- *Numbers 6-10*

Recycled language

- *yes / no*
- *Jump! / Turn around! / Close your eyes!*
- *please / thank you*
- *Let's play.*
- *Are you ready?*
- *Numbers 1-5*
- *little*

Receptive language

- *Pick up ... / Show ...*
- *pencil, rubber*
- *There's ... on the plate.*
- *Not you.*
- *And they all ... together!*
- *Alfie, the dog, eats the cake.*
- *see, smell, eat, listen*
- *How many ... has ... got?*

Link to other areas of learning

- *Science (human biology): Our five senses*

Communicative skills and language functions

- Identifying parts of the body
- Saying and acting out a rhyme
- Listening to and understanding the story
- Re-telling the story
- Singing and acting out the story song
- Counting to ten
- Singing and acting out a counting song
- Following instructions
- Relating our five senses to parts of the body
- Associating pictures and meaning
- Reviewing and reflecting on learning
- Recognising and writing over key words

Socio-cultural aspects

- Appreciation of humour in the story
- Enjoyment in playing the action games in the story
- Pleasure in using 'please' and 'thank you' to be polite
- Willingness to take turns
- Interest in our five senses
- Confidence in own ability to use English in context
- Willingness to review and reflect on learning

3 Touch your toes!

Lesson 1

Aims

- To recognise and identify parts of the body
- To say the rhyme *Touch your ears*

Main language children use

hello, goodbye

ears, eyes, nose, mouth, fingers, toes

Main activities

- Listen and do
- Play *Colin says ...*
- Listen to the rhyme *Touch your ears*
- Listen, say the rhyme and point to the pictures
- Play Bugs Bingo

Materials

- Flashcards (Colin the caterpillar, ears, eyes, nose, mouth, fingers, toes)
- CD/Cassette
- nose picture card and an envelope
- Pupil's Book page 19
- bingo cover pieces (optional, see p.142)
- pencil and rubber

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Hold up a pencil and a rubber. Say *Look! A pencil and a rubber!*
- Hold up the items in turn as you say *Pick up your pencil! / One, two, three! / Pick up your rubber! / And show it to me!* in a rhythmic way. Children listen and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the nose in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.



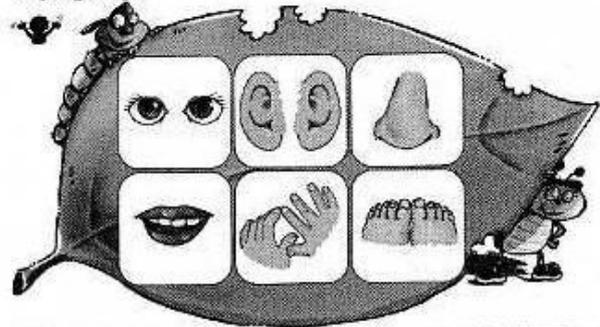
Touch your toes!

Lesson 1

Listen, say and point.



Play Bugs Bingo.



• Say the rhyme *Touch your ears and point to the pictures*
• Play Bugs Bingo: eyes, ears, nose, mouth, fingers, etc.

- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Listen and do

- Touch your ears, eyes, nose, mouth, fingers and toes in turn and say the words.
- Repeat twice, saying the words in the same order each time and getting the children to do the actions with you.
- Hold up the flashcards in turn and say the words again. Children respond by touching the part of the body you name.

2 Play *Colin says ...*

- Hold up the flashcard of Colin. Say *Colin says, 'Touch your ears'* and demonstrate that children should do the action. Then put the flashcard behind your back and say *Touch your mouth*. Demonstrate that children should fold their arms and do nothing.
- Play the game several times giving instructions to touch different parts of the body. Children do the action when you say *Colin says ...* and fold their arms when you don't.



3 Listen to the rhyme *Touch your ears*

- Stick the flashcards on the board in the order of the rhyme. Say the words again as you do this.
- Say *Listen to the rhyme Touch your ears. Do the actions.* Demonstrate what you mean. Play CD 1 track 21/the cassette. Children listen and do the actions with you.
- Play the CD/cassette again. Children do the actions and join in saying the rhyme.



Touch your ears

Touch your ears!
Touch your eyes!
Touch your nose!
Touch your mouth!
Touch your fingers!
Touch your toes!

4 Listen, say and point (PB page 19)

- Say *Open your books* and hold up page 19. Say, e.g. *Find the girl touching her toes. / Find the boy touching his nose.* Demonstrate this. Children point to the pictures of children doing the actions in their books.
- Say *Now listen and say the rhyme. Point to the pictures* and demonstrate this.
- Play CD 1 track 21/the cassette again. Children say the rhyme and point to the pictures of the children doing the actions.

5 Play Bugs Bingo (PB page 19)

- Say *Let's play Bugs Bingo!* Give each child six bingo pieces, if you have prepared these, or get them to tear six small pieces of paper to cover the bingo squares.
- Say *Choose three parts of the body and cover them like this* and demonstrate what you mean. Give the children time to do this.
- Say the parts of the body in random order. Children cover the remaining bingo squares as they hear the words. When they have covered all the squares, they call *Bingo!*
- Repeat once or twice. If you like, invite one or two children to come to the front and name the parts of the body with you.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

Colin's favourite word today
Colin's favourite word today
Colin's favourite word today is ...!

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'nose'!* *Stand up if you said 'nose'!* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Game – Colin says: Play *Colin says ...* using other language children know, e.g. *Touch something red / blue / yellow, etc.* or *Stand up. / Turn around. / Jump, etc.*

3 Touch your toes!

Lesson 1

Aims

- To recognise and identify parts of the body
- To say the rhyme *Touch your ears*

Main language children use

*hello, goodbye
ears, eyes, nose, mouth, fingers, toes
touch*

Main activities

- Listen and do
- Play *Colin says ...*
- Listen to the rhyme *Touch your ears*
- Listen, say the rhyme and point to the pictures
- Play Bugs Bingo

Materials

- Flashcards (Colin the caterpillar, ears, eyes, nose, mouth, fingers, toes)
- CD/Cassette
- nose picture card and an envelope
- Pupil's Book page 19
- bingo cover pieces (optional, see p.142)
- pencil and rubber

3 Touch your toes!

Lesson 1
Listen, say and point.

Play Bugs Bingo.

• Say the rhyme *Touch your ears* and point to the pictures.
• Play Bugs Bingo: ears, nose, mouth, fingers, toes.

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Hold up a pencil and a rubber. Say *Look! A pencil and a rubber!*
- Hold up the items in turn as you say *Pick up your pencil! / One, two, three! / Pick up your rubber! / And show it to me!* in a rhythmic way. Children listen and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the nose in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.

- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Listen and do

- Touch your ears, eyes, nose, mouth, fingers and toes in turn and say the words.
- Repeat twice, saying the words in the same order each time and getting the children to do the actions with you.
- Hold up the flashcards in turn and say the words again. Children respond by touching the part of the body you name.

2 Play *Colin says ...*

- Hold up the flashcard of Colin. Say *Colin says, 'Touch your ears'* and demonstrate that children should do the action. Then put the flashcard behind your back and say *Touch your mouth*. Demonstrate that children should fold their arms and do nothing.
- Play the game several times giving instructions to touch different parts of the body. Children do the action when you say *Colin says ...* and fold their arms when you don't.

3 Listen to the rhyme *Touch your ears*

- Stick the flashcards on the board in the order of the rhyme. Say the words again as you do this.
- Say *Listen to the rhyme Touch your ears. Do the actions.* Demonstrate what you mean. Play CD 1 track 21/the cassette. Children listen and do the actions with you.
- Play the CD/cassette again. Children do the actions and join in saying the rhyme.



Touch your ears

Touch your ears!
Touch your eyes!
Touch your nose!
Touch your mouth!
Touch your fingers!
Touch your toes!

4 Listen, say and point (PB page 19)

- Say *Open your books* and hold up page 19. Say, e.g. *Find the girl touching her toes. / Find the boy touching his nose.* Demonstrate this. Children point to the pictures of children doing the actions in their books.
- Say *Now listen and say the rhyme. Point to the pictures* and demonstrate this.
- Play CD 1 track 21/the cassette again. Children say the rhyme and point to the pictures of the children doing the actions.

5 Play Bugs Bingo (PB page 19)

- Say *Let's play Bugs Bingo!* Give each child six bingo pieces, if you have prepared these, or get them to tear six small pieces of paper to cover the bingo squares.
- Say *Choose three parts of the body and cover them like this* and demonstrate what you mean. Give the children time to do this.
- Say the parts of the body in random order. Children cover the remaining bingo squares as they hear the words. When they have covered all the squares, they call *Bingo!*
- Repeat once or twice. If you like, invite one or two children to come to the front and name the parts of the body with you.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

Colin's favourite word today
Colin's favourite word today
Colin's favourite word today is ...!

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'nose'!* *Stand up if you said 'nose'!* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Game – Colin says: Play *Colin says ...* using other language children know, e.g. *Touch something red / blue / yellow, etc.* or *Stand up. / Turn around. / Jump, etc.*

3 Touch your toes!

Lesson 2

Aims

- To listen to the story for global understanding
- To play the game in the story

Main language children use

hello, goodbye, ears, eyes, mouth, nose, fingers, toes, touch, me

Main activities

- Say and act out the rhyme *Touch your ears*
- Play *First one to ...!*
- Listen to the story
- Check understanding of the story
- Find and count the caterpillars
- Listen and follow the story
- Look and colour
- Draw

Materials

- Flashcards (Colin the caterpillar, ears, eyes, nose, mouth, fingers, toes)
- CD/Cassette
- eyes picture card and an envelope
- Story cards for story 3
- Pupil's Book pages 20, 21 and 22
- rubbers, pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

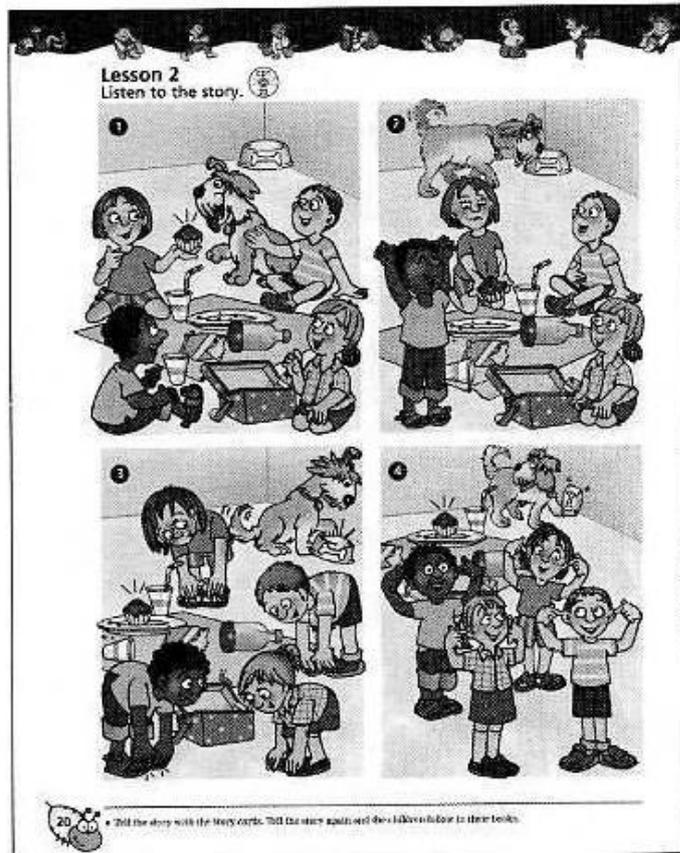
Listen and respond

- Say *Pick up your pencil! / One, two, three! / Pick up your rubber! / And show it to me!* in a rhythmic way. Children listen and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of eyes in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.



Developing the lesson

1 Say and act out the rhyme *Touch your ears*

- Give the children instructions as in the rhyme, e.g. *Touch your ... (ears)*. Do the action first and encourage the children to say the words.
- Divide the class into two groups. Stick the flashcards for verse 1 on one side of the board by Group 1 and the flashcards for verse 2 on the other side of the board by Group 2.
- Demonstrate that Group 1 should say verse 1 and Group 2 should do the actions. Then Group 2 should say verse 2 and Group 1 should do the actions.
- Play CD 1 track 21/the cassette. Children say and do the actions for their verses.
- Play the CD/the cassette again and the groups change roles.



Touch your ears

Group 1: *Touch your ears!*

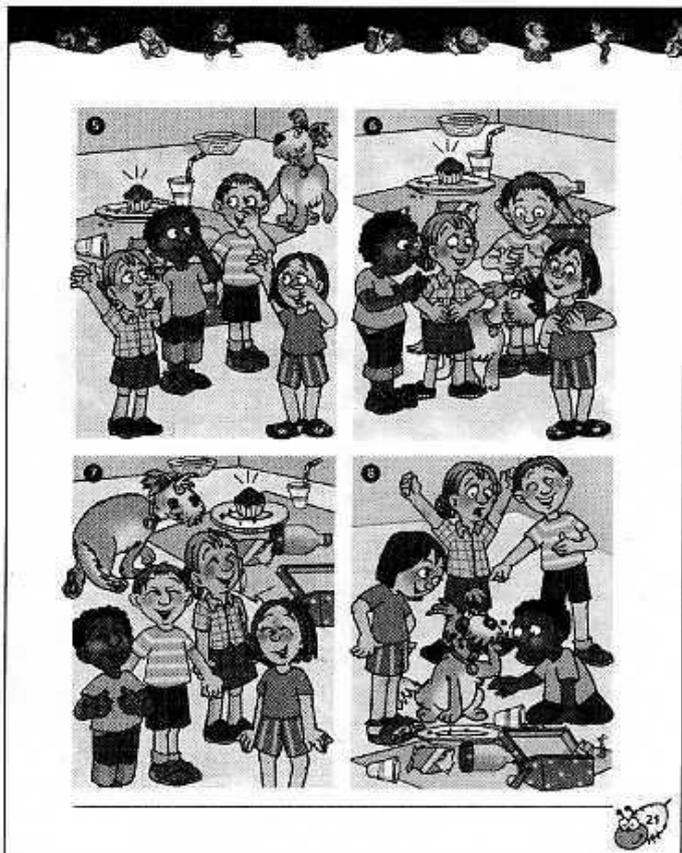
Group 1: *Touch your eyes!*

Group 1: *Touch your nose!*

Group 2: *Touch your mouth!*

Group 2: *Touch your fingers!*

Group 2: *Touch your toes!*



Story 3: Touch your toes!

STORY CARD 1

Storyteller: *Alex, Ben and Emma are at Katy's house. Alfie, the dog, is at Katy's house too. There's one chocolate cake on the plate.*

Katy: *Do you want the chocolate cake?*

Alex: *Yes, please. Oh, not you, Alfie!*

Katy: *Do you want the chocolate cake?*

Ben and Emma: *Mmm. Yes, please. Oh, not you, Alfie!*

STORY CARD 2

Katy: *Oh, dear. Everyone wants the cake!*

Alex: *I know. Let's play a game. The winner eats the cake. Are you ready?*

Ben, Emma and Katy: *Yes!*

STORY CARD 3

Alex: *First one to touch your toes!*

All: *Me!*

Storyteller: *And they all touch their toes together.*

STORY CARD 4

Ben: *First one to touch your ears!*

All: *Me!*

Storyteller: *And they all touch their ears together.*

STORY CARD 5

Katy: *First one to touch your nose!*

All: *Me!*

Storyteller: *And they all touch their nose together.*

STORY CARD 6

Emma: *First one to count to five!*

All: *One, two, three, four, five. Me!*

Storyteller: *And they all count to five together.*

STORY CARD 7

Alex: *First one to close your eyes!*

All: *Me!*

Storyteller: *And they all close their eyes together.*

STORY CARD 8

Storyteller: *And Alfie, the dog, eats the cake!*

Ben: *The cake!*

Alex and Emma: *Oh, no!*

Katy: *Oh, Alfie!*

Alfie: *Woof, woof.*

4 Check understanding of the story

- Hold up the story cards again. Ask questions to check understanding using mime, gesture and the pictures to clarify meaning, e.g. (story card 1) *Who's at Katy's house? (Alex, Ben, Emma, Alfie, the dog) How many chocolate cakes are on the plate? (One)* (story card 2) *Does Ben / Alex / Emma / Katy want*

2 Play First one to ... !

- Say *Let's play a game!* Hold up the flashcard of the nose. Say, e.g. *First one to touch your nose!* Explain the meaning in L1 and demonstrate that the children should respond as fast as they can and say *Me!*
- Play the game several times using all the flashcards in turn. Identify one, two or more winners each time by naming the children who respond first and saying, e.g. *Excellent! Very good! Well done!*

3 Listen to the story

- Say *It's time for a story!* Open your hands like a book to convey the meaning of *story*.
- Point to the pictures on story card 1 in turn and say *The story is about two boys – Alex and Ben, two girls – Emma and Katy, a chocolate cake and a dog, Alfie.*
- Point to the cake and say *Mmm, delicious chocolate cake!* (use mime and facial expression to convey meaning). Point to the children in turn and ask them to speculate about the story, e.g. *Does Emma eat the cake?* (use mime or L1 to convey meaning). Encourage the children to guess *Yes* or *No*. Ask *Who eats the cake?* and listen to the children's predictions and guesses in L1.
- Say rhythmically *Are you ready? / One, two, three. / Here's a story. / Listen to me!* and wait for the children to be quiet before you begin.
- Either tell the story yourself, or play CD 1 track 22/the cassette using the story cards.

the chocolate cake? (Yes) Does Alfie, the dog, want the cake? (Yes)

(story card 3) What's the game? First one to ... ? (touch your toes) Do they all touch their toes together? (Yes)

(story card 4) What's the game? First one to ... ? (touch your ears) Do they all touch their ears together? (Yes)

(story card 5) What's the game? First one to ... ? (touch your nose) Do they all touch their nose together? (Yes)

(story card 6) What's the game? First one to count to ... ? (five) Do they all count to five together? (Yes)

(story card 7) What's the game? First one to close ... ? (your eyes) Do they all close their eyes together? (Yes)

(story card 8) Who eats the cake? (Alfie, the dog).

5 Find and count the caterpillars (PB pages 20 and 21)

- Say *Find page 20* and write the number on the board.
- Hold up the flashcard of Colin and say, e.g. *Hmm. I think there are caterpillars in the story. There are two caterpillars. Hold up two fingers. Where are the caterpillars?*
- Children look for the caterpillars in the story, point to them (in pictures 3 and 8) and say *Here!*

6 Listen and follow the story (PB pages 20 and 21)

- Say *Make your finger into Colin the caterpillar like this. Hold up and bend your index finger to look like a caterpillar and get the children to do the same.*
- Say *Listen and follow the story with Colin!* and demonstrate following the pictures in the book with your finger moving like a caterpillar.
- Play the CD/cassette. Children listen and follow the story in their books.
- Ask *Do you like the story?* and listen to the children's responses.

7 Look and colour (PB page 22)

- Say *Find page 22* and write the number on the board.
- Point to the pictures and ask questions about all the games in turn, e.g. *In the story do Alex, Katy, Ben and Emma play 'First one to touch your ears'? (Yes) / Do they play 'First one to touch your mouth'? (No).*
- Say *Now colour the frames of the games in the story.* Demonstrate what you mean and draw the children's attention to the example.
- Children colour the frames of the games in the story using any crayons of their choice.
- When they have finished, children compare the frames they have coloured in pairs. They can also look on pages 20 and 21 to check their answers.

8 Draw (PB page 22)

- Hold up page 22 and point to the second activity.
- Say, e.g. *Look at the picture of Alex. What's missing? /*

Lesson 2 Look and colour.

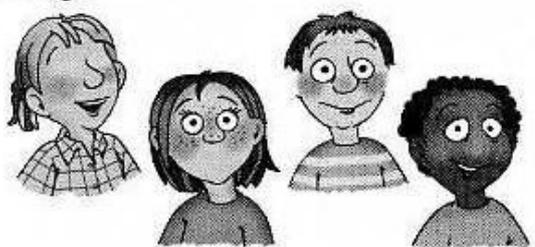








Lesson 3 Draw.



Lesson 3 Make the cards on page 65. Sing the song.

22 • Colour the frames of the games in the story.
• Draw and see what's missing in each picture.

- His ... nose.* Repeat with the pictures of Emma, Katy and Ben.
- Say *Now draw what's missing in each picture* and demonstrate what you mean. Children draw the missing feature on each picture.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

- Colin's favourite word today*
Colin's favourite word today
Colin's favourite word today is ...
- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'eyes'!* Stand up if you said 'eyes'! Very good! Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Game – *First one to ...!* Play the game as in stage 2 of the lesson and the story, using any language the children know, e.g. *First one to stand up!* / *First one to jump!* / *First one to point to the door!* / *First one to touch something red!* / *First one to pick up a pencil!*, etc.

3 Touch your toes!

Lesson 3

Aims

- To sing the story song *Are you ready?*
- To play *First one to ...!* with the body cards

Main language children use

hello, goodbye, play, hurray, me
First one to touch your ...
eyes, ears, mouth, nose, fingers, toes
Are you ready?

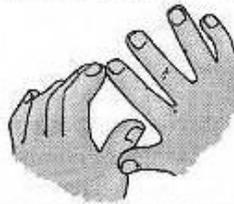
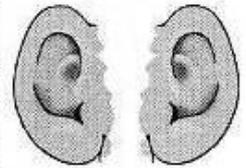
Main activities

- Play *Nose! Nose! Nose!*
- Sing the story song *Are you ready?*
- Make the body cards
- Sing and hold up the body cards
- Play with the body cards

Materials

- Flashcards (Colin the caterpillar, eyes, ears, fingers, toes, nose, mouth)
- CD/Cassette
- fingers picture card and an envelope
- Pupil's Book page 65 (body picture cards)
- scissors, pencil, rubber

3 Lesson 3 Make the body cards.



Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say *Pick up your pencil! / One, two, three! / Pick up your rubber! / And show it to me!* in a rhythmic way. Children listen and do the actions.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of fingers in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Play *Nose! Nose! Nose!*

- Show the children the flashcards very quickly in turn. Children say the words as soon as they identify the part of the body on each flashcard.
- Stick the flashcards in a row on the board.
- Scratch your head as if you're feeling forgetful.
- Point to one of the flashcards and say, e.g. *Ears? Mouth? Nose?* Demonstrate that if the word you say isn't correct, children should fold their arms, shake their heads and stay silent. If the word is correct they should touch the corresponding part of their body and repeat the word three times, e.g. *Nose! Nose! Nose!*
- Play the game several times with all the flashcards.

2 Listen to the story song *Are you ready?*

- Say *Let's listen to the song.* Point to the flashcards on the board and ask *Which parts of the body can you hear in the song?*
- Play CD 1 track 23/the cassette and check the answers (*nose, ears and toes*).
- Ask the children *Are you ready?* and check they understand the meaning.
- Say *Now listen and do the actions.* Play the CD/cassette again. Children listen and do the actions with you.





Are you ready?

Are you ready? Are you ready? (hold out your arms)

Yes, I'm ready to play! (put your arms in the air)

First one to touch your nose, your nose! (touch your nose twice)

Me, me, me! (point to yourself three times)

Yeah, yeah, hurray! (move your hips from side to side; open your hands either side of your face)

Are you ready? Are you ready?

Yes, I'm ready to play!

First one to touch your ears, your ears!

Me, me, me!

Yeah, yeah, hurray!

Are you ready? Are you ready?

Yes, I'm ready to play!

First one to touch your toes, your toes!

Me, me, me!

Yeah, yeah, hurray!

3 Make the body cards (PB page 65)

- Say *Find page 65* and write the number on the board. Make sure the children have scissors.
- Show the children the body cards you have prepared. Say *Cut out the page. Then cut out the body cards* and demonstrate what you mean.
- Children work individually and make the body cards. Get them to write their name or initials on the reverse side of each one.
- When the children are ready, name the parts of the body in turn, e.g. *Eyes! Fingers!* and children respond by holding up the correct cards.

4 Sing and hold up the body cards

- Say *Put the cards on your desk like this* and demonstrate laying out the cards face up in any order.
- Say *Let's sing Are you ready? again. Touch the part of the body in each verse and hold it up when you sing Me, me, me!* and demonstrate this.
- Play CD 1 track 23/the cassette. Children sing, touch and hold up the body card for each verse.

Option: Play the karaoke version of the song (CD 1 track 44). Children sing verses of the song for the eyes, mouth and fingers using the cards in the same way.

5 Play with the body cards

- Say *Put your cards on the desk like this* and demonstrate that children should lay out the body cards face up on their desks.
- Say, e.g. *First one to touch ... fingers!* Demonstrate that the children should touch the correct body card as fast as they can and say *Me!*
- Play the game several times with all the cards.

Identify one, two or more winners each time and walk round to check they are touching the correct cards saying, e.g. *Very good! / Excellent! / Well done!*

- Invite individual children to take turns to come to the front of the class and give instructions for the game with you or instead of you.
- Collect the body cards and keep them safe or ask children to put their set of cards in the envelope in the back of their Pupil's Book.

Option: Divide the class into groups of four. Appoint one child to be the leader in each group and give instructions. (They can just say the body parts, e.g. *Toes! Ears!*, etc.) Children play the game in the same way. After three turns, another child has a turn at being the leader.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

Colin's favourite word today

Colin's favourite word today

Colin's favourite word today is ...!

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'fingers'! Stand up if you said 'fingers'! Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Card game - Snap! Divide the class into pairs. Get the children to put their body cards in a pile face down on the table. Demonstrate that they should turn them over one at a time at the same time and say the words. If they have the same picture, the child who says the word followed by *Snap!* first keeps the cards. The child with most cards at the end of the game is the winner.



3 Touch your toes!

Lesson 4

Aims

- To develop understanding of the story
- To mime and say key parts of the story

Main language children use

hello, goodbye

Do you want the chocolate cake?

Yes, please. / No, thank you.

Touch your ears, toes, nose

Close your eyes.

Main activities

- Sing and act out the story song *Are you ready?*
- Play *Pass the cake*
- Listen, mime and say key parts of the story
- Listen and tick
- Colour the cake

Materials

- Flashcards (Colin the caterpillar, chocolate cake)
- CD/Cassette
- Story cards for story 3
- ears picture card and an envelope
- Pupil's Book page 23
- rubbers, pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 63.

Listen and respond

- Say the routine as described on page 63.



Colin's favourite word

- Follow the routine as described on page 63. Today's word is *ears*.

Developing the lesson

1 Sing and act out the story song *Are you ready?*

- Say *Stand up, please*. Divide the class into two groups: Group 1 should sing and do actions for lines 1 and 3 and Group 2 should sing and do actions for lines 2 and 4. Everybody touches the parts of the body named in each verse and everybody sings and does the actions for the last line of each verse.
- Go through the first verse demonstrating which group should sing each line and reminding them of the actions.
- Play CD 1 track 23/the cassette. Children sing and do the actions with their group for each verse.
- The groups change roles. Play the CD/cassette again.

Lesson 4
Listen and tick (✓).

Colour.

• Listen and tick the bugs that want the cake. See the bees.
• Colour the cake you want. Say: Yes, please. / No, thank you.



Are you ready?

Group 1: *Are you ready? Are you ready?* (hold out your arms)

Group 2: *Yes, I'm ready to play!* (put your arms in the air)

Group 1: *First one to touch your nose, your nose!* (touch your nose twice)

Group 2: *Me, me, me!* (point to yourself three times)

All: *Yeah, yeah, hurray!* (move your hips from side to side; open your hands either side of your face)

Verse 2: Repeat with *ears*.

Verse 3: Repeat with *toes*.

2 Play *Pass the cake*

- Cover the flashcard of the chocolate cake with a piece of paper. Ask *What's this?* and gradually reveal the picture. As the children answer in L1 say, e.g. *Yes, very good. It's a chocolate cake.*
- Offer the flashcard of the cake to one or two children in the class. Ask *Do you want the chocolate cake?* and demonstrate that they should respond *Yes, please* or *No, thank you*.
- Get the rest of the class to join in asking the question with you, e.g. *Let's ask (Juan). Do you want the chocolate cake? Yes, please / No, thank you.*
- Once the children are confident about asking the question, say *Stand (or sit) in a circle* and show what you mean.
- Play CD 1 track 24/the cassette. Demonstrate that children should pass the flashcard round the circle.



Pause the music. Demonstrate that the child with the flashcard should choose another child and ask *Do you want the chocolate cake?* If the child they ask says *Yes, please*, they give them the flashcard and the game starts again. If the child they ask says *No, thank you*, they continue asking different children until someone says *Yes, please* and the game starts again.



Pass the cake music

3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story?* and invite two children to come and help you stick them in order on the board.
- Say *Stand up, please*. Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*
- Play CD 1 track 22/the cassette or tell the story yourself. Mime the actions with the children and encourage them to join in saying, or repeating, key parts of the story.



Story 3: Touch your toes!

STORY CARD 1

Storyteller: *Alex, Ben and Emma are at Katy's house. Alfie, the dog, is at Katy's house too.* (hold your hands like a dog's paws). *There's one chocolate cake on the plate.* (mime holding a plate and showing there's one chocolate cake on it)

Katy: *Do you want the chocolate cake?* (offer the cake)
 Alex: *Yes, please.* (rub your tummy and look enthusiastic)
Oh, not you, Alfie! (pretend to push the dog away gently)
 Katy: *Do you want the chocolate cake?* (offer the cake)
 Ben and Emma: *Mmm. Yes, please.* (rub your tummy and look enthusiastic)
Oh, not you, Alfie! (pretend to push the dog away gently)

STORY CARD 2

Katy: *Oh, dear. Everyone wants the cake!* (shrug your shoulders; use gesture to show everyone)
 Alex: *I know. Let's play a game.* (tap your head as if you've had an idea) *The winner eats the cake.* (raise your hands to show winner, then mime eating a cake)
Are you ready? (hold your arms out questioningly)
 Ben, Emma, Katy: *Yes!* (look ready to respond)

STORY CARD 3

Alex: *First one to touch your toes!* (do the action as if playing the game)
 All: *Me!* (point to yourself)
 Storyteller: *And they all touch their toes together.* (gesture to include the whole group)

STORY CARD 4

Ben: *First one to touch your ears!* (repeat as above)
 All: *Me!*
 Storyteller: *And they all touch their ears together.*

STORY CARD 5

Katy: *First one to touch your nose!* (repeat as above)
 All: *Me!*
 Storyteller: *And they all touch their nose together.*

STORY CARD 6

Emma: *First one to count to five!* (repeat as above)
 All: *One, two, three, four, five.* (hold up your fingers in turn) *Me!*
 Storyteller: *And they all count to five together.*

STORY CARD 7

Alex: *First one to close your eyes!* (repeat as above)
 All: *Me!*
 Storyteller: *And they all close their eyes together.* (repeat as above; then pretend to be the dog creeping towards the cake)

STORY CARD 8

Storyteller: *And Alfie, the dog, eats the cake!* (pretend to be a dog eating the cake)
 Ben: *The cake!* (look shocked and point)
 Alex and Emma: *Oh, no!* (look surprised and amused)
 Katy: *Oh, Alfie!* (smile and pretend to pat the dog)
 Alfie: *Woof, woof!* (hold your hands like a dog's paws and pretend to bark)

4 Listen and tick (✓) (PB page 23)

- Hold up the book and say *Find this page.*
- Say, e.g. *Find (Colin the caterpillar).* Draw their attention to the tick.
- Say *Listen and tick.* Use L1 to explain that the children should put a tick in the box next to the bugs who want the cake. Play CD 1 track 25/the cassette.



Do you want the chocolate cake, Colin? Yes, please.
Do you want the chocolate cake, Ladybird? Yes, please.
Do you want the chocolate cake, Snail? No, thank you.
Do you want the chocolate cake, Bee? Yes, please.
Do you want the chocolate cake, Butterfly? No, thank you.

- Check the answer by asking *Who wants the chocolate cake? (Colin, Ladybird, Bee)*

5 Colour (PB page 23)

- Say *Mmm. Look at the cakes. Colour the cake you want* and use L1 to explain what you mean if necessary.
- When they have finished, point to each cake and ask, e.g. *Who wants this cake?* and children who have coloured that cake raise their hands and respond *Yes, please!*

Ending the lesson routine



Colin's favourite word

- Follow the routine as described on page 64. Reveal the word is *ears*.

Sing the Goodbye song

- Follow the routine as described on page 64.



3 Touch your toes!

Lesson 5

Aims

- To count from 1 to 10
- To sing the song *Ten little monsters*

Main language children use

one, two, three, four, five, six, seven, eight, nine, ten, little, monster(s)

Main activities

- Identify numbers 6-10
- Count the monsters
- Sing *Ten little monsters*
- Complete, count and sing
- Listen, draw and colour

Materials

- Flashcards (Colin the caterpillar, one, two, three, four, five, six, seven, eight, nine, ten, monsters, (optional) parts of the body)
- CD/Cassette
- number ten cut-out (see page 143) and an envelope
- Pupil's Book page 24
- rubbers, pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 63.



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out number ten in an envelope without the children seeing.
- Follow the *Colin's favourite word* routine as described on page 63.

Developing the lesson

1 Identify numbers 6 to 10

- Ask the children if they can remember the games in the story and elicit these: *First one to ... touch your toes / touch your ears / touch your nose / close your eyes*. Be ready to help with the name of the remaining game: *First one to count to five*.

Lesson 5
Complete, count and sing.

Listen, draw and colour.

24 • Complete and count the monsters. Sing the song *Ten little monsters*.
• Listen, draw and colour. Say how many eyes, ears, noses, fingers and toes the monster has got.

- Ask *Can you count to five? (Yes)*. Get the children to show you they can do this and count to five in chorus.
- Say *Very good. Let's learn more numbers now*. Hold up the flashcards of 6 to 10 in turn and say the numbers.
- Stick the flashcards on different walls around the classroom. Say the numbers again as you do this.
- Say, e.g. *Six ... Seven ...*, etc. and get the children to point to the numbers in turn.
- Get the children to point to the numbers again. This time they say the numbers with you as they point to the flashcards.
- Give instructions to pairs of children in turn, e.g. *Touch number six, please, (name) and (name)!* Children go and touch the flashcard you say and repeat the number. Everyone claps if they do this correctly.

2 Count the monsters

- Hold up the flashcard with the ten monsters covered with a piece of paper. Say, e.g. *Look. Here are ten ...* and encourage the children to guess what they are, e.g. *cakes, caterpillars, boys, girls, etc.* Then say, e.g. *No! Look. They're monsters!*
- Point to the monsters in turn and count them with the children.
- Give ten children the number flashcards and get them to stand in order in a line and pretend to be monsters.



- Count the monsters with the rest of the class.
- Repeat and ensure that all the 'monsters' know their number.

3 Sing *Ten little monsters*

- Say *Let's listen to the song Ten little monsters.* Demonstrate that the children pretending to be monsters should take a step forward as they are counted in the song. At the end of each line they should make a pouncing gesture and pretend to roar.
- Play CD 1 track 26/the cassette. The children who are monsters act out the song. The rest of the class point to them in turn as they listen and join in singing.
- Repeat the procedure with ten different children pretending to be monsters.



Ten little monsters

*One little, two little, three little monsters,
Four little, five little, six little monsters,
Seven little, eight little, nine little monsters,
Ten little monsters say Hello.*

4 Complete, count and sing (PB page 24)

- Say *Find page 24* and write the number on the board.
- Say *Draw and colour the monsters* and demonstrate what you mean.
- When the children are ready, say *Let's count the monsters* and get the children to point to the pictures in their books and count them with you.
- Say *Point to the pictures and sing Ten little monsters.* Play CD 1 track 26/the cassette again. Children point to the monsters in their books and sing the song.

5 Listen, draw and colour (PB page 24)

- Remind children of the parts of the body (*nose, ears, eyes, mouth, toes, fingers*). Use the parts of the body flashcards or point to parts of your body.
- Say *Listen and draw the monster* and demonstrate what you mean.
- Play CD 1 track 27/the cassette. Pause after each instruction to give the children time to draw. Check the children's drawings and draw the number of features on a simple outline of a monster on the board before continuing each time.



*Draw six eyes. / Draw two noses. /
Draw four fingers. / Draw three toes.*

- Ask questions, e.g. *How many ears has the monster got? / How many toes has the monster got?* Use gesture to convey meaning and invite individual children to respond.
- Say *Now colour your monster* and demonstrate what you mean.
- Children colour their monsters using any crayons of their choice.

Option: Ask children about the colours of their monster, e.g. *What colour are your monster's eyes? (Purple).*

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 63. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *ten*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Musical game: Play any music on the CD/cassette and children dance. Pause the music and say, e.g. *Six monsters!* Children get into groups of six and pretend to be monsters. Repeat several times, calling out different numbers each time.

3 Touch your toes!

Lesson 6

Aims

- To recognise that we have five senses
- To relate parts of the body to our five senses

Main language children use

one, two, three, four, five, six, seven, eight, nine, ten

little, monster

nose, eyes, mouth, ears, toes, fingers

Main activities

- Sing and act out the song *Ten little monsters*
- Talk about parts of the body
- Listen, mime and say
- Listen and number
- Draw parts of the body in relation to senses

Materials

- Flashcards (Colin the caterpillar, nose, ears, eyes, mouth, toes, fingers)
- CD/Cassette
- Pupil's Book page 25
- mouth picture card and an envelope
- rubbers, pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 63.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 63. Today's word is *mouth*.

Developing the lesson

1 Sing and act out *Ten little monsters*

- Invite ten children to the front of the class to stand in a line to be the monsters.
- Play CD 1 track 26/the cassette. Children at the front act out the song (as in Lesson 5, stage 3) and the rest of the class count them and sing the song.



Ten little monsters

One little, two little, three little monsters,
Four little, five little, six little monsters,

Lesson 6
Listen and number.

1

Draw.

Lesson 7 Make the minibook of the story on page 67.

• Listen and number the pictures. Say: I see with my eyes, etc.
• Draw pictures of things you see, touch, smell, listen to and eat.

Seven little, eight little, nine little monsters,
Ten little monsters say Hello.

2 Talk about parts of the body

- Use mime and point to your nose as you say *A monster smells with his nose. Do you smell with your nose? (Yes).*
- Repeat the procedure for all the senses, i.e. *A monster sees with his eyes. Do you see with your eyes? (Yes) / A monster listens with his ears. Do you listen with your ears? (Yes) / A monster eats with his mouth. Do you eat with your mouth? (Yes) / A monster touches with his fingers. Do you touch with your fingers? (Yes).*

3 Listen, mime and say

- Say *Now listen and look*. Play CD 1 track 28/the cassette or say the sentences and do a mime to accompany each one.



I listen with my ears. / I see with my eyes. / I smell with my nose. / I eat with my mouth. / I touch with my fingers.

- Repeat the procedure getting the children to do the mimes with you.
- Say the first part of each sentence or play the CD/cassette again and use the pause button, e.g.



I listen with my ... (ears). Children respond by doing the mimes and saying the key words.

4 Listen and number (PB page 25)

- Say *Open your books. Find this page* and write the number on the board.
- Hold up the book. Say *Look at the photos*. Use L1 if necessary to explain that in each photo the children are using a different sense. Get the children to identify the parts of the body in each photograph.
- Say *Listen and number the photos*. Demonstrate the activity by saying *I smell with my nose* and draw the children's attention to the example answer.
- Play CD 1 track 29/the cassette. Use the pause button to give the children time to write the numbers.



Number one: I smell with my nose.

Number two: I touch with my fingers.

Number three: I eat with my mouth.

Number four: I see with my eyes.

Number five: I listen with my ears.

- Check the answers by saying e.g. *Number one...* and children say the parts of the body or sentences.
- Use L1 to ask the children how many senses we have. If necessary, get them to count the photos and tell you the answer (five).

5 Draw (PB page 25)

- Say *Look at the picture*. Hold up the book and point to the child's nose in the picture. Say *I smell with my nose*, follow the line with your finger and point to the space where the children should draw something which they like the smell of, e.g. a flower, a fruit, etc. Elicit some ideas from the children in L1. Repeat for all the senses.
- Say *Now draw the things you like*. Children draw and colour their pictures.
- When they are ready, say, e.g. *I listen with my ears*, etc. and children point to their corresponding pictures.

Option: Children compare their pictures.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 63. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *mouth*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song*. Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Art and craft: Prepare and give children the outline shape of a face. Children make a collage picture of a funny face by using a mixture of different facial features which they cut out of old magazines.

3 Touch your toes!

Lesson 7

Aims

- To recall the story
- To make the minibook
- To tell the story using the minibook

Main language children use

First one to touch your ... /count to ... /close your ... ears, nose, toes, eyes

Do you want the chocolate cake? Yes, please.

Are you ready?

Numbers 1 to 10

Main activities

- Recall the story
- Make the minibook
- Listen and tell the story
- Sing the story song *Are you ready?*
- Colour the pictures in the minibook

Materials

- Flashcard (Colin the caterpillar)
- CD/Cassette
- toes picture card and an envelope
- Story cards for story 3
- Pupil's Book pages 67 and 68 (minibook)
- a minibook you have prepared
- pencil, rubbers, scissors, stapler and staples, crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 69.

Listen and respond

- Say the routine as described on page 63.



Colin's favourite word

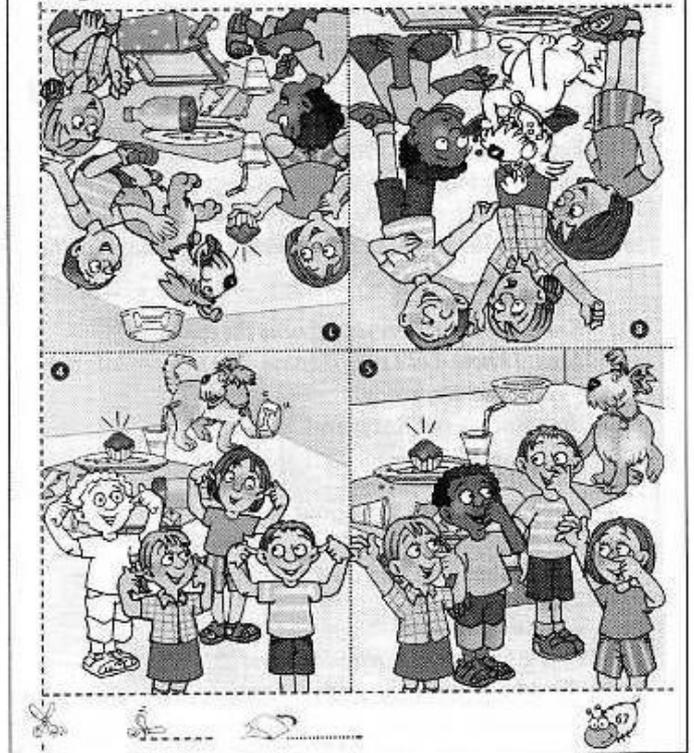
- Follow the *Colin's favourite word* routine as described on page 63. Today's word is *toes*.

Developing the lesson

1 Recall the story

- Ask *Can you remember the story about Alfie, the dog and the chocolate cake?* Invite eight children to the front of the class. Give them one of the story cards each in random order. Ask them to make a line in the order of the story. Encourage the rest of the class to help as they do this.
- Ask the children at the front to hold up the story cards in turn and prompt the rest of the class to recall briefly the story, e.g. (story card 1) *Who's in the story? ... (Alex, Ben, Katy, Emma and Alfie, the dog) What's this? (pointing to the plate) (A chocolate cake)* (story card 2) *Does Alex / Katy / Emma / Ben /*

3 Lesson 7 Make the minibook.



Alfie want the cake? (Yes) (story card 3) What's the game? First one to ... (touch your toes), etc.

2 Make the minibook of the story (PB pages 67 and 68)

- See Unit 3 Lesson 7 for illustration.
- Say *Find page 67* and write the number on the board. Make sure the children have scissors.
- Show the children the minibook you have prepared. Say *Let's make a book of the story. Cut and fold the pages in like this* and demonstrate what you mean.
- Staple the children's books together as soon as they have folded the pages correctly. Then say *Now cut here* and demonstrate cutting along the dotted line at the top to separate the pages.
- When the children are ready say, e.g. *Look at page 1. Find the chocolate cake. Now turn the page. Demonstrate this. Say Look at page 2. What's the game?, etc.*

3 Listen and tell the story

- Say *Listen and tell the story with the minibooks. Point to the pictures. Demonstrate this. Look at the next page when you hear ... (imitate the signal). Use LI to clarify what you mean if necessary.*
- Play CD 1 track 30/the cassette. Children follow the story in their minibooks and join in saying the characters' parts with you as much as they can.





Story 3: Touch your toes!

STORY CARD 1

Storyteller: *Alex, Ben and Emma are at Katy's house.*

Alfie, the dog, is at Katy's house too. There's one chocolate cake on the plate.

Katy: *Do you want the chocolate cake?*

Alex: *Yes, please. Oh, not you, Alfie!*

Katy: *Do you want the chocolate cake?*

Ben and Emma: *Mmm. Yes, please. Oh, not you, Alfie!*

STORY CARD 2

Katy: *Oh, dear. Everyone wants the cake!*

Alex: *I know. Let's play a game. The winner eats the cake. Are you ready?*

Ben, Emma and Katy: *Yes!*

STORY CARD 3

Alex: *First one to touch your toes!*

All: *Me!*

Storyteller: *And they all touch their toes together.*

STORY CARD 4

Ben: *First one to touch your ears!*

All: *Me!*

Storyteller: *And they all touch their ears together.*

STORY CARD 5

Katy: *First one to touch your nose!*

All: *Me!*

Storyteller: *And they all touch their nose together.*

STORY CARD 6

Emma: *First one to count to five!*

All: *One, two, three, four, five. Me!*

Storyteller: *And they all count to five together.*

STORY CARD 7

Alex: *First one to close your eyes!*

All: *Me!*

Storyteller: *And they all close their eyes together.*

STORY CARD 8

Storyteller: *And Alfie, the dog, eats the cake!*

Ben: *The cake!*

Alex and Emma: *Oh, no!*

Katy: *Oh, Alfie!*

Alfie: *Woof, woof.*

4 Sing the story song *Are you ready?*

- Say *Let's sing the story song Are you ready?*
- Play CD 1 track 23/the cassette. Children sing the song and do the actions.



Are you ready?

Are you ready? Are you ready? (hold out your arms)

Yes, I'm ready to play! (put your arms in the air)

First one to touch your nose, your nose! (touch your nose twice)

Me, me, me! (point to yourself three times)

Yeah, yeah, hurray! (move your hips from side to side; open your hands either side of your face)

Are you ready? Are you ready?

Yes, I'm ready to play!

First one to touch your ears, your ears!

Me, me, me!

Yeah, yeah, hurray!

Are you ready? Are you ready?

Yes, I'm ready to play!

First one to touch your toes, your toes!

Me, me, me!

Yeah, yeah, hurray!

5 Colour the pictures in the minibook

- Say *Colour the pictures in the minibook. Look. On page two, colour the ... (chocolate cake); on page four; colour ... (Alex); on page six, colour ... (Emma); on page eight, colour ... (Alfie, the dog).*
- Children colour the pictures in their minibooks.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 63. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *toes*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Minibook cover: Give each child a copy of the photocopiable minibook cover on page 142. If you like, write the title of the story in the space provided before photocopying. Children draw and colour an illustration for the cover of their books and write their name in the space provided. When they are ready, staple the covers onto their books.



3 Touch your toes!

Lesson 8

Aims

- To review and evaluate learning
- To help children assess and reflect on their learning

Main language children use

First one to touch your ... nose, ears, eyes, mouth, fingers, toes

Do you want the chocolate cake? Yes, please.

Numbers 1 to 10

Main activities

- Play the *Bugs team game*
- Listen and put on the stickers
- Listen and write the numbers
- Say *Well done!* and put on the sticker of Colin
- Colour and trace over the words on Colin's Crazy Page

Materials

- Flashcard (Colin the caterpillar)
- CD/Cassette
- Unit 3 stickers
- Pupil's Book pages 26 and 52-53
- rubbers, pencils and crayons

Lesson 8
Listen and put on the stickers.

Listen and write.

Colour and trace over the words on Colin's Crazy Page (pages 52-53).

26

- Listen and put on the Unit 3 stickers. Read and trace over the words.
- Listen and write the numbers.
- Say 'Well done!' You've helped Colin! Put on the sticker of Colin.

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 63.



Colin's favourite word

- Use L1 to explain that Colin hasn't got a favourite word today. In this lesson, children are going to review all Colin's favourite words from the unit.

Developing the lesson

1 Play the *Bugs team game*

- Divide the class into two or three teams. Get each team to choose the name of a bug for their team e.g. *caterpillars, bees, etc.*
- Draw a simple picture of the bug chosen by each team on the board. Draw a circle with smiling facial features and antennae to be the head of a caterpillar (no segments yet) to use for scoring under each one.

- Have ready all the flashcards which have been used in the unit in jumbled order in a pile.
- Show the flashcards to each team in turn. Children raise their hands if they can say the word. Choose different children to answer each time. If they say the word correctly, they score a point for their team and you draw one segment on their team's caterpillar on the board (i.e. you add another circle next to the caterpillar's head). If they can't remember the word, a child from the next team has a turn. Make it clear that the teams lose segments from their caterpillar if they call out. The team with the most segments on their caterpillar at the end of the game is the winner.

2 Listen and put on the stickers (PB page 26)

- Hold up the stickers and say *Find the stickers for Unit 3.*
- Point to the stickers in turn and children name the parts of the body.
- Hold up the book and say *Now find this page* and give the children time to do this.
- Say *Listen and put the stickers on Colin!* Demonstrate what you mean.
- Play CD 1 track 31/the cassette. Pause to give the children time to put on the stickers.



Number one: Touch your nose.

Number two: Touch your eyes.

Number three: Touch your ears.



Number four: Touch your toes.
Number five: Touch your mouth.
Number six: Touch your fingers.

- Check answers by saying, e.g. *Number one* and eliciting the parts of the body.

3 Listen and write (PB page 26)

- Say *Look at Colin, Snail, Ladybird, Bee and Butterfly. Listen and write the number they say.*
- Demonstrate the activity by saying *Colin says 'Seven!'* and draw the children's attention to the example.
- Play CD 1 track 32/the cassette. Use the pause button to give the children time to write the numbers.



Colin says: Seven! / Snail says: Nine! / Ladybird says: Eight! / Bee says: Ten! / Butterfly says: Six!

- Have children read the words around the picture of Colin.
- If you want to give the children some writing practice, they can also trace over the words.
- Check the answers by saying, e.g. *Colin says ...* and children call out the numbers.

4 Put on the sticker of Colin

- Say *Find the stickers* and hold up the page of stickers.
- Say *You've finished Unit 3. Well done!* You ask questions, e.g. *What have you learnt in English? / Are you happy with your work?*, using L1 to explain what you mean. As the children respond say, e.g. *Colin is very happy with your work! Put a sticker of Colin here!* and point to the place on the Pupil's Book page.
- Children put a sticker of Colin in their books to show that they have completed the unit successfully.

5 Colour Colin's Crazy Page (PB pages 52 and 53)

- Say *Find this page.* Write the number on the board and hold up the page.
- Use L1 if necessary to remind the children that, at the end of every unit, they find and trace over the words they have learnt on *Colin's Crazy Page.* They then colour the corresponding pictures. By the end of the year the whole page will be coloured!
- Children find and colour all the key vocabulary for Unit 3 (*eyes, nose, mouth, ears, fingers, toes*).

Ending the lesson routine



Colin's favourite word

- Ask the children to name all Colin's favourite words for this unit (*nose, eyes, fingers, ears, ten, mouth, toes*).
- Praise the children, e.g. *Very good! Fantastic!* and give the whole class a big clap (let them also join in) and say *Hurray!* for all the work they have done.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Drama: Children act out a version of the story, using their real names and a prop (or the flashcard) for the cake. Invite five children to the front of the class (four children and Alfie, the dog) to act the story while you and the rest of the class tell it together. Repeat the procedure with five more children, or get the children to act out the story simultaneously in the same way in groups.

4 Run, run, run!



Main language children use

- *Here's the ...*
- *giraffe, elephant, mouse, zebra, parrot, lion*
- *stop*
- *The ... is coming.*
- *Please tell ...*
- *Of course.*
- *Oh, dear, ... can't hear.*
- *I can ...*
- *fly, run, swim, sing*

Recycled language

- *hello, goodbye, yes, no, thank you*
- *jump, touch, toes*
- *red, yellow, green, purple, brown, orange, blue*

Receptive language

- *Is it raining / sunny / cloudy?*
- *... is eating leaves from a tall tree.*
- *Maybe he can help.*
- *That's easy!*
- *... flies to the top of the tree.*
- *just in time*
- *penguin, ostrich, kiwi, duck*

Link to other area of learning

- *Natural science: Animal actions*

Communicative skills and language functions

- Identifying the animals in the story
- Saying and acting out a chant
- Listening to and understanding the story
- Re-telling the story
- Singing and acting out the story song
- Making and responding to a request
- Following instructions
- Associating pictures and meaning
- Listening and identifying colours
- Saying what animals can do
- Saying what you can do
- Reviewing and reflecting on learning
- Recognising and writing over key words

Socio-cultural aspects

- Interest in wild animals
- Pleasure in the story
- Confidence and enjoyment in mime and drama
- Willingness to take turns
- Respect for others in the group
- Care in completing activities in the book
- Willingness to review and reflect on learning



4 Run, run, run!

Lesson 1

Aims

- To recognise and identify the animals in the story
- To say the chant *Here's the giraffe*

Main language children use

Here's the ...

giraffe, elephant, lion, mouse, zebra, parrot

Main activities

- Mime and name the animals
- Guess the animal
- Listen to the chant *Here's the giraffe*
- Listen, say the chant and point to the pictures
- Play Bugs Bingo

Materials

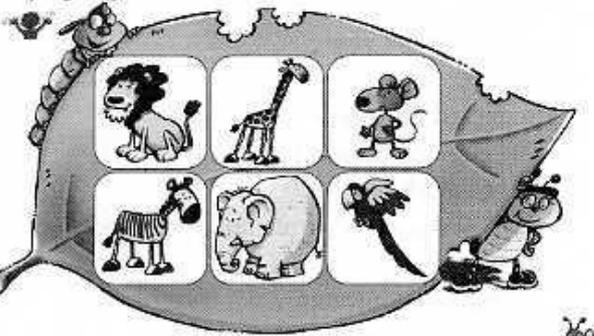
- Flashcards (Colin the caterpillar, mouse, giraffe, elephant, lion, zebra, parrot)
- three simple, hand-drawn pictures of sun, rain and cloud
- CD/Cassette
- giraffe picture card and an envelope
- Pupil's Book page 27
- bingo cover pieces (optional, see page 142)



4 Run, run, run!

Lesson 1
Listen, say and point.

Play Bugs Bingo.



• Say the chant *Here's the giraffe!* and point to the picture.
• Play Bugs Bingo: lion, giraffe, mouse, zebra, elephant, parrot.

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Have ready three simple pictures of the sun, rain and a cloud. Look out of the window and say *What's the weather like today?* Hold up the pictures in turn (leaving today's weather till last). Ask *Is it raining / sunny / cloudy?* and children respond *Yes* or *No*.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the giraffe in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Mime and name the animals

- Say *This unit is about animals. Look. What animal am I?* and mime being a giraffe by standing as tall as you can and pretending to eat leaves from a tree. Encourage the children to guess the animal. Re-model their answers, e.g. *Yes. Very good. A giraffe!* and stick the flashcard on the board.
- Repeat the procedure for all the animals, e.g. wiggle the fingers of both hands by your mouth (mouse); swing one arm in front of you like a trunk (elephant); put your hands on the side of your head as ears and pretend to gallop and indicate the stripes on your back (zebra); pretend to roar and make your hands into the shape of claws (lion); flap your arms and indicate your beak (parrot).
- Say *Stand up, please.* Point to one of the flashcards and say, e.g. *You're a mouse!* Demonstrate that children should mime the animal you name and freeze in position when you say *Stop!* Repeat for all the animals.
- Point to the flashcards in turn and say the words. Children repeat the words and do a mime for each one.

2 Guess the animal

- Mime one of the animals, e.g. *lion* and children call out the name.
- Repeat several times with different animals.



- Invite two children to the front of the class and whisper the name of an animal to them, e.g. *elephant*. The children mime being elephants and the rest of the class guesses the animal.
- Repeat the procedure, inviting different children to be different animals each time.

Option: Children take turns to mime and guess the animals in pairs.

3 Listen to the chant *Here's the giraffe*

- Take the flashcards off the board and have them ready to hold up to the class in the same order as the chant.
- Play CD 1 track 33/the cassette. Encourage the children to wave and say *hello* to the animals in turn as they listen to the chant. In the last line, demonstrate that they should look scared and use their arms to pretend to run away.
- Play the CD/cassette again. Children listen, say hello to the animals and do the actions.



Here's the giraffe

Here's the giraffe. Hello, Giraffe!
Here's the mouse. Hello, Mouse!
Here's the zebra. Hello, Zebra!
Here's the elephant. Hello, Elephant!
Here's the parrot. Hello, Parrot!
Here's the lion. Oh, no! Run! Run! Run!

4 Listen, say and point (PB page 27)

- Say *Open your books. Find this page.* Hold up page 27 and write the number on the board.
- Ask, e.g. *Is the giraffe here?* Children say *Yes* and point to the picture in their books.
- Repeat for all the animals.
- Say *Now listen and say the chant. Point to the animals* and demonstrate this.
- Play the CD/cassette again. Children point to the pictures and say the chant.

5 Play Bugs Bingo (PB page 27)

- Say *Let's play Bugs Bingo!* Give each child six bingo pieces, if you have prepared these, or get them to tear six small pieces of paper to cover the bingo squares.
- Say *Choose three animals and cover them like this* and demonstrate what you mean. Give the children time to do this.
- Say the names of the animals in random order. Children cover the remaining bingo squares as they hear the words. When they have covered all the squares, they call *Bingo!*
- Repeat once or twice. If you like, invite one or two children to come to the front and name the animals with you.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

Colin's favourite word today
Colin's favourite word today
Colin's favourite word today is ...!

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'giraffe'! Stand up if you said 'giraffe'! Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Circle game – Mystery animal: Secretly put one of the animal flashcards in an envelope. Children stand or sit in a circle. Give the envelope to a child in the circle. Play any music on the CD/cassette. Children pass the envelope clockwise round the circle. When you pause the music, the child who has the envelope takes out the mystery animal, holds it up and says, e.g. *Here's the ...*. The rest of the class name the animal, wave and say, e.g. *Hello, Giraffe!* Repeat several times, hiding a different mystery animal in the envelope each time.



4 Run, run, run!

Lesson 2

Aims

- To listen to the story for global understanding
- To make and respond to a request

Main language children use

Here's the ... lion, mouse, zebra, elephant, parrot
run, stop

Please tell giraffe. Yes, of course.

Main activities

- Say and act out the chant *Here's the giraffe*
- Whisper the words
- Listen to the story
- Check understanding of the story
- Find and count the caterpillars
- Listen and follow the story
- Number the pictures and colour the animals
- Look and draw

Materials

- Flashcards (Colin the caterpillar, giraffe, lion, elephant, mouse, zebra, parrot)
- three simple, hand-drawn pictures of sun, rain and cloud
- lion picture card and an envelope
- CD/Cassette
- Story cards for story 4
- Pupil's Book pages 28, 29 and 30
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

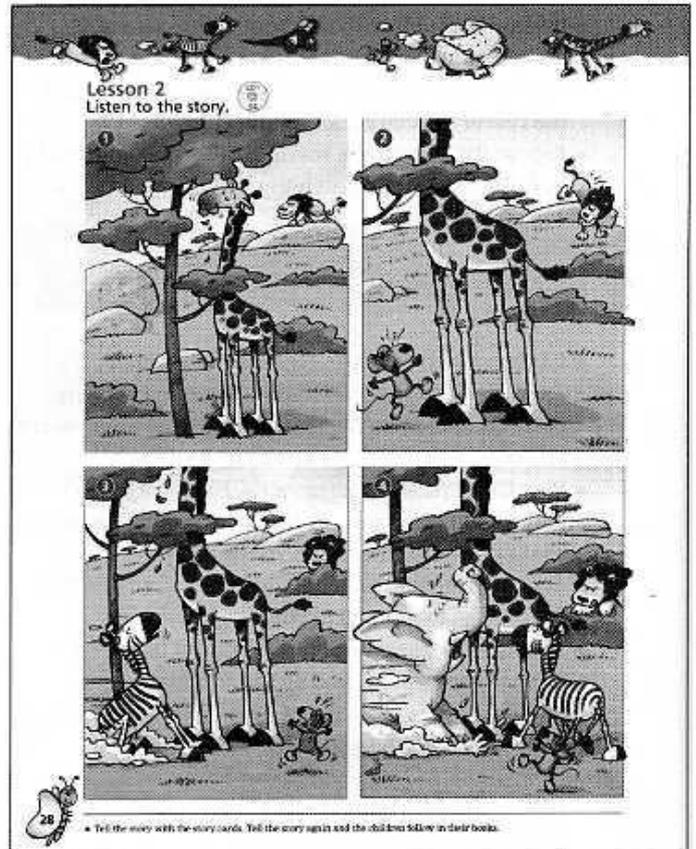
Listen and respond

- Have ready three simple pictures of the sun, rain and a cloud. Look out of the window and say *What's the weather like today?* Hold up the pictures in turn (leaving today's weather till last). Ask *Is it raining / sunny / cloudy?* and children respond *Yes* or *No*.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the lion in an envelope without the children seeing the picture.



- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

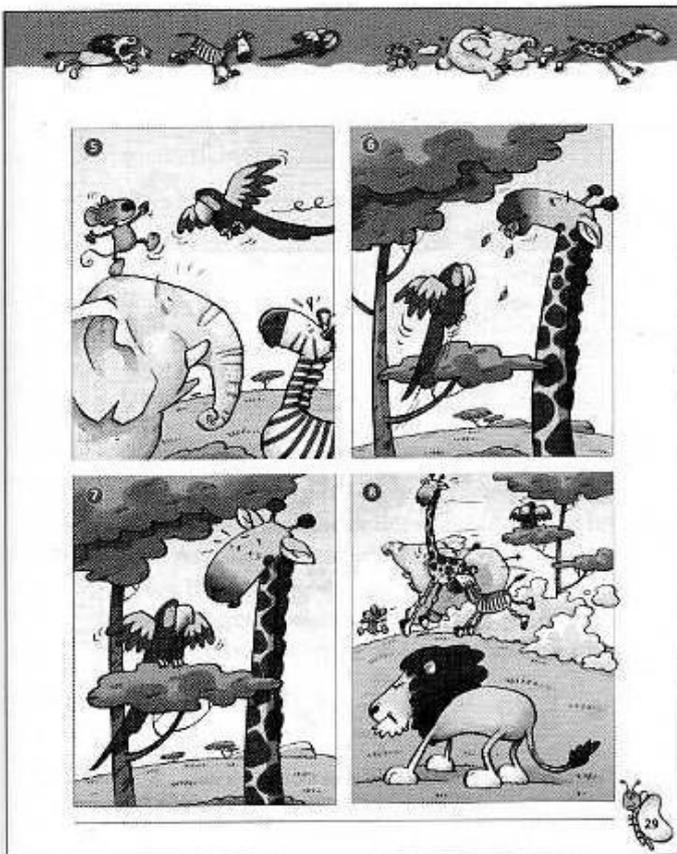
1 Say and act out the chant *Here's the giraffe*

- Invite six children to the front of the class. Give each of them one of the animal flashcards (in the same order as the chant) and get them to stand with their backs to the rest of the class.
- Tap one child on the shoulder and say *Here's the ...* As the child turns round and holds up the flashcard, the rest of the class call out, e.g. *Mouse! Hello, Mouse!*
- Repeat with all the flashcards.
- Say *Let's say the chant Here's the giraffe.* Demonstrate that the children at the front should hold up their flashcards in turn while the rest of the class say and act out the chant.
- Play CD 1 track 33/the cassette. Children say and act out the chant.
- Choose six different children to come and hold up the flashcards at the front of the class. Play the CD/cassette again.



Here's the giraffe

Here's the giraffe. Hello, Giraffe!



Here's the mouse. Hello, Mouse!
 Here's the zebra. Hello, Zebra!
 Here's the elephant. Hello, Elephant!
 Here's the parrot. Hello, Parrot!
 Here's the lion. Oh, no! Run! Run! Run!

2 Whisper the words

- Stick the flashcards on the board.
- Point to one of the flashcards and whisper the name, e.g. *parrot*. Get the children to whisper the word after you. Then put one hand to your ear and say rhythmically *Oh, dear! I can't hear!* and get the children to say the word louder. Repeat for all the animals.
- Invite individual children to whisper the name of one of the animals. Respond *Oh, dear! I can't hear!* and get the children to say the word louder. Point to different flashcards and children identify the one they said, e.g. *Mouse? No. Lion? No. Zebra? Yes.*

3 Listen to the story

- Say *It's time for a story!* Open your hands like a book to convey the meaning of *story*.
- Point to the pictures on story card 1 in turn and say *The story is about a giraffe and a lion.*
- Ask *Are there other animals in the story?* and listen to the children's ideas, e.g. *mouse, parrot, etc.* Then

ask *What happens in the story, do you think?* (using mime to convey meaning) and listen to the children's ideas in L1.

- Say rhythmically *Are you ready? / One, two, three. / Here's a story. / Listen to me!* and wait for the children to be quiet before you begin.
- Either tell the story yourself, or play CD 1 track 34/the cassette, using the story cards.



Story 4: Run, run, run!

STORY CARD 1

Storyteller: *The giraffe is eating leaves from a tall tree. Munch, munch, munch. But look ... the lion is coming!*

STORY CARD 2

Mouse: *Giraffe! The lion is coming. Run, run, run!*
 Giraffe: *Munch, munch, munch.*
 Mouse: *Oh, dear. Giraffe can't hear.*

STORY CARD 3

Storyteller: *Here's the zebra. Maybe he can help.*
 Mouse: *Hello, Zebra. Stop! The lion is coming. Please tell Giraffe.*
 Zebra: *Yes, of course. Giraffe! The lion is coming. Run, run, run!*
 Giraffe: *Munch, munch, munch.*
 Zebra: *Oh, dear. Giraffe can't hear.*

STORY CARD 4

Storyteller: *Here's the elephant. Maybe he can help.*
 Zebra: *Hello, Elephant. Stop! The lion is coming. Please tell Giraffe.*
 Elephant: *Yes, of course. Giraffe! The lion is coming. Run, run, run!*
 Giraffe: *Munch, munch, munch.*
 Elephant: *Oh, dear. Giraffe can't hear.*

STORY CARD 5

Storyteller: *Here's the parrot. Maybe he can help.*
 Elephant: *Hello, Parrot. Stop! The lion is coming. Please tell Giraffe.*
 Parrot: *Yes, of course. That's easy! I can fly!*

STORY CARD 6

Storyteller: *The parrot flies to the top of the tree.*

STORY CARD 7

Parrot: *Giraffe! The lion is coming. Run, run, run!*
 Storyteller: *The giraffe can hear now.*
 Giraffe: *Oh, thank you, Parrot.*

STORY CARD 8

Storyteller: *Here's the lion. And all the animals run – just in time!*



4 Check understanding of the story

- Hold up the story cards again. Ask questions to check understanding using mime, gesture and the pictures to clarify meaning, e.g. (story card 1) *Who's eating? (The giraffe) Who's coming? (The lion)* (story card 2) *Can the giraffe hear the mouse? (No)* (story card 3) *Can the giraffe hear the zebra? (No)* (story card 4) *Can the giraffe hear the elephant? (No)* (story cards 5 and 6) *Can the parrot help? (Yes) Why? He can ... (fly)* (story card 7) *Can the giraffe hear the parrot? (Yes)* (story card 8) *Do the animals run? (Yes) Just in time!* (and shake your hand in a gesture to show it's a near escape).

5 Find and count the caterpillars (PB pages 28 and 29)

- Say *Find page 28* and write the number on the board.
- Hold up the flashcard of Colin and say, e.g. *Hmm. I think there are caterpillars in the story. There are three caterpillars. Hold up three fingers. Where are the caterpillars?*
- Children look for the caterpillars in the story, point to them (in pictures 1, 4 and 8) and say *Here!*

6 Listen and follow the story (PB pages 28 and 29)

- Say *Make your finger into Colin the caterpillar like this. Hold up and bend your index finger to look like a caterpillar and get the children to do the same.*
- Say *Listen and follow the story with Colin!* and demonstrate following the pictures in the book with your finger moving like a caterpillar.
- Play CD 1 track 34/the cassette. Children listen and follow the story in their books.
- Ask *Do you like the story?* and listen to the children's responses.

6 Number and colour (PB page 30)

- Say *Find page 30* and write the number on the board.
- Say, e.g. *Point to the picture of the giraffe and the parrot. / Point to the picture of the zebra and the elephant and children point to the pictures in their books.*
- Say *Number the pictures in the order of the story and draw their attention to the example. Say Then colour the animals and demonstrate what you mean.*
- When children have finished, check the order by saying, e.g. *Number one is the ... (giraffe) and the ... (mouse)* and children name the animals in each picture.

8 Look and draw (PB page 30)

- Say *Point to the pictures and name the animals and demonstrate this. Children name the animals and predict the next two in each sequence.*



Lesson 2
Number and colour.

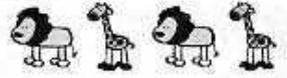








Look and draw.

①


②


③


Lesson 3 Make the cards on page 69. Sing the song.

- Number the pictures in the order of the story. Colour and cut up the animals in each picture.
- Point to each of the animals. Enter two pictures to complete each sequence.

- Say *Now draw the animals and demonstrate what you mean. Children can also colour their pictures.*
- When children are ready, they point to the completed sequences and name the animals.

Option: Children take turns to point to and name the animals in each sequence in pairs.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

*Colin's favourite word today
Colin's favourite word today
Colin's favourite word today is ... !*



- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'lion'!* Stand up if you said 'lion'! Very good! Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Drama game - Abracadabra! Say *Stand up, please. Hold up your magic wand.* This can be, e.g. a ruler or a pencil. Turn away from the children and say, e.g. *Abracadabra! You're a lion!* Explain or demonstrate that the children should mime being a lion. Ask *Are you ready?* and turn round suddenly to see if the 'magic' has worked. Repeat several times naming different animals. You can also invite individual children to say a 'spell' with you or instead of you.



4 Run, run, run!

Lesson 3

Aims

- To sing the story song *The lion is coming*
- To play *The parrot is coming* with the animal cards

Main language children use

The ... is coming.
giraffe, lion, elephant, mouse, zebra, parrot, run
Oh, dear. ... can't hear.

Main activities

- Play *The lion is coming*
- Sing the story song *The lion is coming*
- Make the animal cards
- Sing and hold up the animal cards
- Play with the animal cards

Materials

- Flashcards (Colin the caterpillar, mouse, zebra, elephant, parrot, giraffe, lion)
- three simple pictures of rain, cloud and sun
- zebra picture card and an envelope
- CD/Cassette
- Pupil's Book page 69 (animal picture cards)
- scissors

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children sing and do the actions.

Listen and respond

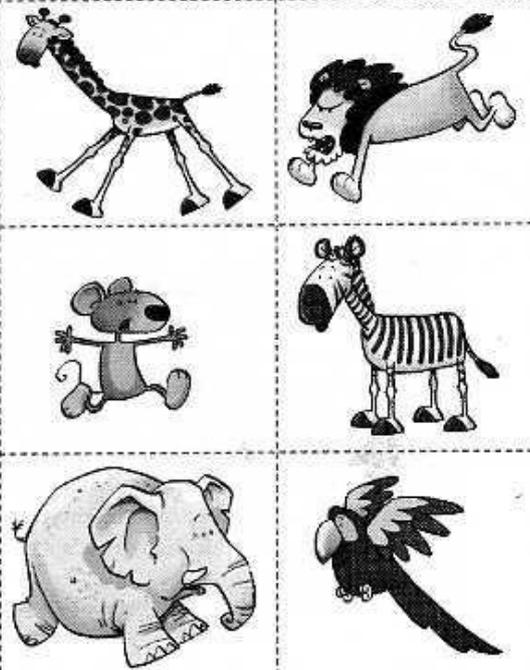
- Have ready three simple pictures of a sun, rain and a cloud. Look out of the window and say *What's the weather like today?* Hold up the pictures in turn (leaving today's weather till last). Ask *Is it raining / sunny / cloudy?* and children respond *Yes* or *No*.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the zebra in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.

4 Lesson 3 Make the animal cards.



- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Play *The lion is coming*

- Say *Stand up, please*. Stand as far away from the children as you can.
- Hold up the animal flashcards (elephant, parrot, mouse, zebra, giraffe) in turn and walk towards the children moving the flashcard nearer and nearer and saying, e.g. *The elephant is coming. The elephant is coming*, etc. Demonstrate that as soon as you are near them, the children should respond, e.g. *Hello, Elephant!*
- Hold up the flashcard of the lion and walk towards the children, moving the flashcard nearer and saying *The lion is coming. The lion is coming* etc. Demonstrate that as soon as you are near them, the children should turn round, pretend to run away on the spot and say *Run, run, run!* Repeat once or twice.
- Repeat the activity several times, alternating the lion and the other animals.
- Invite four children to the front of the class and whisper to them the name of an animal, e.g. *zebra*. The children mime being zebras and walk towards the rest of the class who say with you *The zebra is coming! The zebra is coming! ... Hello, Zebra!*



- Repeat with different groups of children, asking them to be different animals each time.

2 Sing the story song *The lion is coming*

- Stick the flashcards of the lion and the giraffe on either side of the classroom. Say *Let's listen to the song The lion is coming. Point to the lion and giraffe when you hear the words in the song and demonstrate what you mean.*
- Play CD 1 track 35/the cassette. Children listen and point to the flashcards when they hear the words *lion and giraffe* in the song.
- Say *Now let's sing and do actions.* Play the CD/cassette again. Children sing the song and do the actions with you.



The lion is coming

The lion is coming. Run! (pounce like a lion; pretend to run)

The lion is coming. Run! (pounce like a lion; pretend to run)

Run, Giraffe! Run, Giraffe! (pretend to call up to the giraffe)

Run! Run! Run! (pretend to run)

Oh, dear, dear (hold out your arms sadly)

Giraffe can't hear. (point to your ears)

Oh, dear. Oh, dear. (hold out your arms sadly)

Giraffe can't hear. (point to your ears)

3 Make the animal cards (PB page 69)

- Say *Find page 69* and write the number on the board. Make sure the children have scissors.
- Show the children the animal cards you have prepared. Say *Cut out the page. Then cut out the animal cards* and demonstrate what you mean.
- Children work individually and make the animal cards. Get them to write their name or initials on the reverse side of each one.
- When the children are ready, name the animals in turn, e.g. *Parrot! Mouse!* and children respond by holding up the correct cards.

4 Sing and hold up the animal cards

- Say *Hold up the cards of the lion and the giraffe* and demonstrate this.
- Say *Let's sing The lion is coming again. Move your cards like this* and demonstrate moving the lion nearer the giraffe in verse 1, and holding the giraffe up high to show he can't hear in verse 2.
- Play CD 1 track 35/the cassette. Children sing and hold up the animal cards.

Option: Play the karaoke version of the song (CD 1 track 45). Children hold up a different card, e.g. the elephant with the giraffe and sing the song as if they are that animal telling the giraffe.

5 Play with the animal cards

- Say *Put your cards on the desk like this* and demonstrate that children should put the animal cards face down in a pile on their desks.
- Pretend to think very hard and say, e.g. *I think ... the parrot is coming.* Demonstrate that children should turn over the first animal card in the pile. If it's the parrot, they should say *Yes!* and put the card face up on the desk. If it isn't the parrot, they should say *No!* and put the card at the bottom of their pile.
- Play several rounds of the game in the same way, naming different animals and getting children to turn over the next card in the pile each time.
- Invite individual children to take turns to come to the front of the class and say sentences for the game with you or instead of you. Demonstrate that children should say *Hurray!* as soon as they have all their cards face up on the desk.
- Collect the animal cards and keep them safe or ask children to put their set of cards in the envelope in the back of their Pupil's Book.

Option: Children play the game in pairs. They take turns to say a sentence and turn over their cards in the same way.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Follow the *Colin's favourite word* routine as described on page 80. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *zebra*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Card game – Find your partner: Explain and demonstrate that children choose one of the animal cards secretly and hold it to their chest so no one else can see. They then walk round the class asking other children, e.g. *Elephant? (No) Mouse? (Yes)* until they find a partner with the same card as themselves.



4 Run, run, run!

Lesson 4

Aims

- To develop understanding of the story
- To mime and say key parts of the story

Main language children use

run, stop

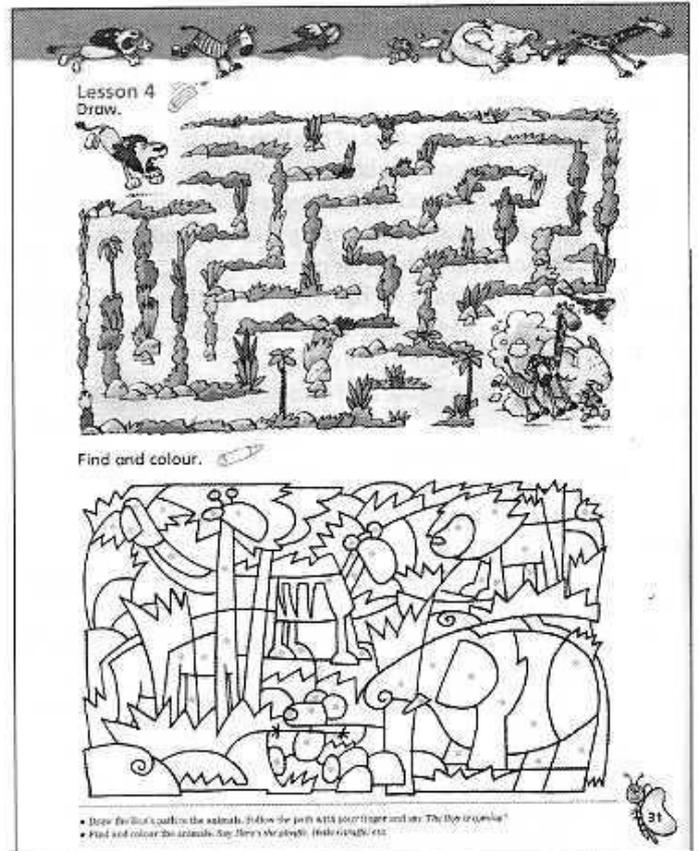
mouse, zebra, elephant, parrot, giraffe, lion
The ... is coming. Please tell ... Yes, of course.
Oh, dear. ... can't hear.

Main activities

- Sing and act out the story song *The lion is coming*
- Play *Please tell Giraffe*
- Listen, mime and say key parts of the story
- Draw the lion's path to the animals
- Find and colour the animals

Materials

- Flashcards (Colin the caterpillar, giraffe, parrot, elephant, zebra)
- simple pictures of sun, rain and cloud
- CD/Cassette
- mouse picture card and an envelope
- Story cards for story 4
- Pupil's Book page 31
- pencils and crayons



Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 82.

Listen and respond

- Say the routine as described on page 82.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 82. Today's word is *mouse*.

Developing the lesson

1 Sing and act out the story song *The lion is coming*

- Say *Stand up, please*. Divide the class into two groups: *lions* and *giraffes*. Get the *giraffes* to make themselves tall and pretend to eat leaves from a tree and the *lions* to look fierce with their hands as claws.
- Say *Let's sing The lion is coming*. Demonstrate that the *lions* should walk on the spot and the *giraffes* stand as tall as they can. If you prefer, children can remain seated to sing the song.
- Play CD 1 track 35/the cassette. Children sing and act out the song.
- Children change roles. Play the CD/cassette again.



The lion is coming

The lion is coming. Run!

Oh, dear, dear.

The lion is coming. Run!

Giraffe can't hear.

Run, Giraffe! Run, Giraffe!

Oh, dear. Oh, dear.

Run! Run! Run!

Giraffe can't hear.

2 Play *Please tell Giraffe*

- Stick the following animal flashcards on the board in this order from left to right: giraffe, parrot, elephant, zebra.
- Divide the class into three groups: *zebras*, *elephants* and *parrots*. Get each group to stand under the flashcard of their animal, holding up the corresponding picture cards.
- Hold up the flashcard of the mouse. Use a mouse-like voice to say to the *zebra* group *Hello, Zebra. The lion is coming. Please tell Giraffe*. Demonstrate that they should respond *Yes, of course*.
- Hold up the flashcard of the zebra. Stand with the *zebra* group. Imitate the voice of the zebra, and encourage the children to join in as you say to the *elephant* group *Hello, Elephant. The lion is coming. Please tell Giraffe*. Demonstrate that the *elephant* group should respond *Yes, of course*.
- Repeat with the *elephant* and *parrot* groups.
- Get the groups to change roles and repeat the activity.



3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story?* and invite two children to come and help you stick them in order on the board.
- Say *Stand up, please*. Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*
- Play CD 1 track 34/the cassette or tell the story yourself. Mime the actions with the children and encourage them to join in saying, or repeating, key parts of the story.



Story 4: Run, run run!

STORY CARD 1

Storyteller: *The giraffe is eating leaves from a tall tree. Munch, munch, munch.* (mime giraffe eating)
But look ... the lion is coming! (mime lion stalking prey)

STORY CARD 2

Mouse: *Giraffe! The lion is coming. Run, run, run!*
(look up worriedly; put your hands to your mouth as if calling as loudly as possible; mime running)

Giraffe: *Munch, munch, munch.* (mime giraffe eating)

Mouse: *Oh, dear. Giraffe can't hear.* (hold your hands to your ears)

STORY CARD 3

Storyteller: *Here's the zebra.* (make ears with your hands)
Maybe he can help. (put your arms out hopefully)

Mouse: *Hello, Zebra. Stop!* (wave and then put up your hand) *The lion is coming. Please tell Giraffe.* (point as if to the lion and then up as if to the giraffe)

Zebra: *Yes, of course. Giraffe! The lion is coming. Run, run, run!* (look up worriedly; put your hands to your mouth as if calling; mime running)

Giraffe: *Munch, munch, munch.* (mime giraffe eating)

Zebra: *Oh, dear. Giraffe can't hear.* (hold your hands to your ears to show this)

STORY CARD 4

Storyteller: *Here's the elephant.* (use one arm to swing like a trunk)

Maybe he can help. (put your arms out hopefully)

Zebra: *Hello, Elephant. Stop!* (wave and then put up your hand) *The lion is coming. Please tell Giraffe.*
(point as if to the lion and then up as if to the giraffe)

Elephant: *Yes, of course. Giraffe! The lion is coming. Run, run, run!* (look up worriedly; put your hands to your mouth as if calling mime running)

Giraffe: *Munch, munch, munch.* (mime giraffe eating)

Elephant: *Oh, dear. Giraffe can't hear.* (put your hands to your ears to show this)

STORY CARD 5

Storyteller: *Here's the parrot.* (make flying movements)
Maybe he can help. (put your arms out hopefully)

Elephant: *Hello, Parrot. Stop!* (wave and then put up your hand) *The lion is coming. Please tell Giraffe.*
(point as if to the lion and then up as if to the giraffe)

Parrot: *Yes, of course. That's easy! I can fly!* (make flying movements with your arms)

STORY CARD 6

Storyteller: *The parrot flies to the top of the tree.* (look up and pretend to fly)

STORY CARD 7

Parrot: *Giraffe! The lion is coming. Run, run, run!*
(pretend to whisper in the giraffe's ear)

Storyteller: *The giraffe can hear now.* (point to your ears, smile)

Giraffe: *Oh, thank you, Parrot.* (look grateful)

STORY CARD 8

Storyteller: *Here's the lion.* (mime being a fierce lion)
And all the animals run – just in time! (turn and pretend to run away)

4 Draw (PB page 31)

- Hold up the book and say *Find this page.*
- Say *Look. The lion is coming. Draw the path of the lion to the animals* and demonstrate what you mean.
- Children draw the path of the lion to the animals.
- When they are ready, get children to follow the path they have drawn with their finger and say with you in a rhythmic way *The lion is coming. The lion is coming. The lion is coming.* etc. (and when they reach the animals) *Run! Run! Run!*

5 Find and colour (PB page 31)

- Say *Look. The animals are hiding from the lion* and use gesture to convey what you mean.
- Point to the dots in the puzzle. Say *Colour here and find the animals* and demonstrate what you mean.
- Children colour the puzzle picture and point to the completed pictures in turn and say with you, e.g. *Here's the giraffe. Hello, Giraffe.*

Ending the lesson routine



Colin's favourite word

- Follow the routine as described on page 80. Reveal the word is *mouse*.

Sing the Goodbye song

- Follow the routine as described on page 83.

Extra activity

Song: Use the karaoke version (CD 1 track 45) to sing *The lion is coming* again. This time, instead of singing the word *lion*, children mime it, e.g. *The (lion actions) is coming. Run!* Repeat omitting the words *giraffe* and *run*.



4 Run, run, run!

Lesson 5

Aims

- To sing the *Parrot song* and identify the colours
- To say what you can do

Main language children use

purple, red, orange, yellow, brown, green, blue parrot

I'm (the parrot). I can ... fly, jump, run, sing, touch my toes, swim

Main activities

- Play *Magic eyes*
- Sing the *Parrot song*
- Repeat if it's true
- Listen and colour the parrot
- Sing the *Parrot song* and point to the colours
- Tick what you can do

Materials

- Flashcards (Colin the caterpillar, parrot, red, yellow, orange, green, blue, brown, purple)
- simple pictures of sun, rain and cloud
- CD/Cassette
- Cut-out coloured blue (see page 143) and an envelope
- Pupil's Book page 32
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 82.



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out coloured blue in an envelope without the children seeing the colour.
- Follow the *Colin's favourite word* routine as described on page 82.

Lesson 5
Listen and colour.

1 2 3 4 5 6

Tick (✓) what you can do.

32

• Listen and colour the parrot. Use the key to colour the parrot. Say the colours. Sing the parrot's song.
• Tick and say what you can do: run, jump, fly, sing, swim, touch your toes.

Developing the lesson

1 Play *Magic eyes*

- Show children the colour flashcards in turn very quickly. Elicit or remind children of the colours.
- Stick the colour flashcards in a row on the board. Point to the flashcards in turn and children say the words.
- Turn the first flashcard over. Point to all the flashcards and children say the words again.
- Repeat the procedure, turning one flashcard over each time, until the children are saying the names of all the colours from memory.

2 Sing the *Parrot song*

- Point to the flashcards on the board. Ask *Which animal in the story is many colours? (the parrot).*
- Say *Let's listen to the parrot's song. Which colours can you hear in the song?* and use L1 to explain what you mean if necessary. Play CD 1 track 36/the cassette.
- Check the answers (*red, yellow, blue, purple, orange, green*) and arrange the cards in this order on the board as far apart as possible.
- Ask *Which colour isn't in the song? (brown)* and remove this flashcard.
- Say *Let's listen again. Point to the colours and fly like the parrot* and demonstrate what you mean. Play the CD/cassette again. Children point to the flashcards, do the actions and sing the song.





The parrot song

I'm the parrot. Look at me. (point to your chest)
I'm red, yellow, blue, purple, orange and green. (point to the flashcards)
I can fly. I can fly. (pretend to fly)
I can fly in the sky. (pretend to fly)

3 Repeat if it's true

- Say *The parrot says 'I can fly'* and demonstrate the action. Ask *Does the mouse say 'I can fly'?* (No). Use L1 to clarify the meaning that the parrot knows how to fly.
- Say *Stand up, please. Look. I can run* and run on the spot. Explain that children should do the action with you, if it is true for them, and fold their arms and stand still, if not.
- Say the following sentences and do actions in turn, e.g. *I can run / jump / fly / sing / touch my toes / swim*. Children do the actions, if it's true for them, and fold their arms and stand still, if not.
- Repeat the procedure. This time children repeat the sentences and do the actions if they're true for them and fold their arms, stand still and stay silent if not.

Option: Invite individual children to take turns to say a sentence and the rest of the class responds in the same way.

4 Listen and colour (PB page 32)

- Say *Find page 32* and write the number on the board.
- Say *Listen and find out the colours of the parrot*. Demonstrate and/or explain that children should listen and colour the shapes by each number only. They can then colour the parrot afterwards.
- Play CD 1 track 37/the cassette. Use the pause button to give the children time to colour the shapes.



Number one: blue
Number two: yellow
Number three: red
Number four: orange
Number five: green
Number six: purple

- Check the answers by saying *Number one is ...* and children say the colours.
- Say *Now colour the parrot*. Children colour the picture following the key.

5 Sing the Parrot song and point to the colours

- Say *Let's sing the Parrot song. Point to the colours* and demonstrate what you mean.
- Play the CD/cassette. Children sing the song and point to the colours on their completed parrots in their books.

6 Tick (✓) what you can do (PB page 32)

- Say *Look at the pictures*. Say a sentence for things you can do, e.g. *I can run*. Ask *Can I fly?* (No) using gesture and facial expression to show what you mean.
- Say *Tick what you can do* and demonstrate this.
- Children tick the pictures of things they can do.
- Ask individual children to say what they can do, e.g. *I can sing*.

Option: Children compare the pictures they have ticked and say what they can do in pairs.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 80. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *blue*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song*. Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Art and craft: Prepare an outline of the parrot and give a copy to each child. Children paint the head and body of the parrot any colours of their choice. They then make hand prints in paint to be the wings and tail of the parrot.



4 Run, run, run!

Lesson 6

Aims

- To recognise that animals have different abilities
- To identify what animals can do

Main language children use

jump, run, sing, swim, touch my toes, fly, parrot, elephant, giraffe, mouse, zebra, lion

Main activities

- Sing and act out the *Parrot song*
- Play an action game
- Play *An elephant can fly!*
- Circle the animals that can fly / swim / jump
- Listen and colour

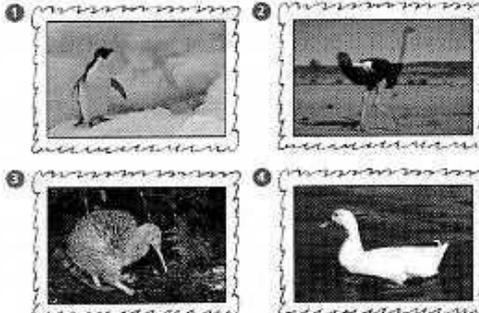
Materials

- Flashcards (Colin the caterpillar, parrot, mouse, elephant, zebra, giraffe, lion)
- simple pictures of sun, rain and cloud
- CD/Cassette
- elephant picture card and an envelope
- Pupil's Book page 33
- crayons

Lesson 6
Look and circle.



Listen and colour.



Lesson 7 Make the finger puppets on page 71.

• Circle the animals that can fly in red. Those that can jump in green and those that can swim in blue.
• Colour the bird that can fly. Listen and colour the frame of the bird that can fly.

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children sing and do the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 82.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 82. The word today is *elephant*.

Developing the lesson

1 Sing and act out the *Parrot song*

- Hold up the flashcard of the parrot. Say *Look. The parrot's ...* and children name the colours.
- Say *Stand up, please. Let's sing and act out the Parrot song.* Play CD 1 track 36/the cassette. Children sing and act out the song pretending to be the parrot. If you prefer, children can remain seated to do the activity.



The parrot song

I'm the parrot, look at me. (point to your chest)
I'm red, yellow, blue, purple, orange and green.
I can fly, I can fly. (pretend to fly)
I can fly in the sky. (pretend to fly)

2 Play an action game

- If the children are seated, say *Stand up, please.* Say *Fly!* Demonstrate pretending to fly and get the children to join in. Then say *Stop!* and get the children to freeze.
- Repeat with different instructions: *run* (children run on the spot), *swim, sing, jump, touch your toes.*
- Once the children are familiar with the game, invite individual children to take turns to give an instruction instead of you.

3 Play *An elephant can fly!*

- Hold up the flashcard of the elephant and say *An elephant can fly.* Demonstrate that children should put their hands on their heads and call out *No!*
- Hold up the flashcard of the parrot and say *A parrot can fly.* Demonstrate that children should make flying movements with their arms and call out *Yes!*
- Hold up flashcards of the animals in the story in turn. Say *A ... can fly / jump / swim* using a mixture of true sentences, e.g. *A mouse can jump* and false sentences, e.g. *A parrot can swim.* Children say *Yes!*



and do the actions if the sentence is true and *No!* and put their hands on their heads if the sentence is false.

- Repeat the game, this time without holding up the flashcards to accompany each sentence.

4 Look and circle (PB page 33)

- Say *Open your books. Find this page* and write the number on the board.
- Say *Look at the photos. Find the elephant / parrot / mouse, etc.* and children point to the photos and say the words.
- Say *Circle the animal that can fly in red.* Hold up a red crayon and demonstrate what you mean.
- Children circle the animal that can fly, using a red crayon.
- Check the answer (*parrot*).
- Say *Circle the animals that can jump in green.* Hold up a green crayon and demonstrate what you mean.
- Children circle the animals that can jump, using a green crayon.
- Check the answers (*zebra, mouse, lion, giraffe, parrot*).
- Say *Circle the animals that can swim in blue.* Hold up a blue crayon and demonstrate what you mean.
- Children circle the animals that can swim, using a blue crayon.
- Check the answers (*zebra, mouse, lion, elephant*).
- Remind children of the colour code. *What colour is fly? (red) What colour is jump? (green) What colour is swim? (blue)*
- Children point to the pictures in turn and say sentences with you following the colour code, e.g. *A parrot can fly. / A lion can jump.*
- Ask *Can any of the animals jump, swim and fly? (No)*

5 Listen and colour (PB page 33)

- Say *Look at the photos. One of the animals can fly. Which one is it?*
- Say *Look at number one. Can a penguin fly?* and children respond *Yes* or *No*.
- Repeat for all the photos (2 an ostrich 3 a kiwi 4 a duck). If you like, count how many children answer yes for each photo. Note: a kiwi is a flightless bird from New Zealand.
- Say *Let's listen and find out the answer.* Play CD 1 track 38/the cassette.



Number one: Can a penguin fly? No.

Number two: Can an ostrich fly? No.

Number three: Can a kiwi fly? No.

Number four: Can a duck fly? Yes.

- Check the answer (Number 4. A duck is the only one that can fly).

- Say *Now colour the frame* and demonstrate what you mean.
- Children colour the frame using any colour of their choice.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 80. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *elephant*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Action posters: In groups children choose an action, e.g. *run, jump, swim, fly*. They then cut out pictures from old magazines to make a collage of animals and people doing the action they have chosen. The posters can then be displayed.



4 Run, run, run!

Lesson 7

Aims

- To recall the story
- To make the animal finger puppets
- To tell the story using the finger puppets

Main language children use

hello, stop, run, fly

The lion is coming. Please tell ... , Yes, of course.

Thank you. Oh, dear ... can't hear.

giraffe, mouse, zebra, elephant, parrot

Main activities

- Recall the story
- Make the finger puppets
- Listen and tell the story
- Sing the story song *The lion is coming*.
- Play with the finger puppets

Materials

- Flashcards (Colin the caterpillar, lion, giraffe)
- simple pictures of sun, rain and cloud
- parrot picture card and an envelope
- CD/Cassette
- Story cards for story 4
- Pupil's Book page 71 (finger puppets)
- finger puppets you have prepared
- scissors, glue, staples (optional)

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 82.



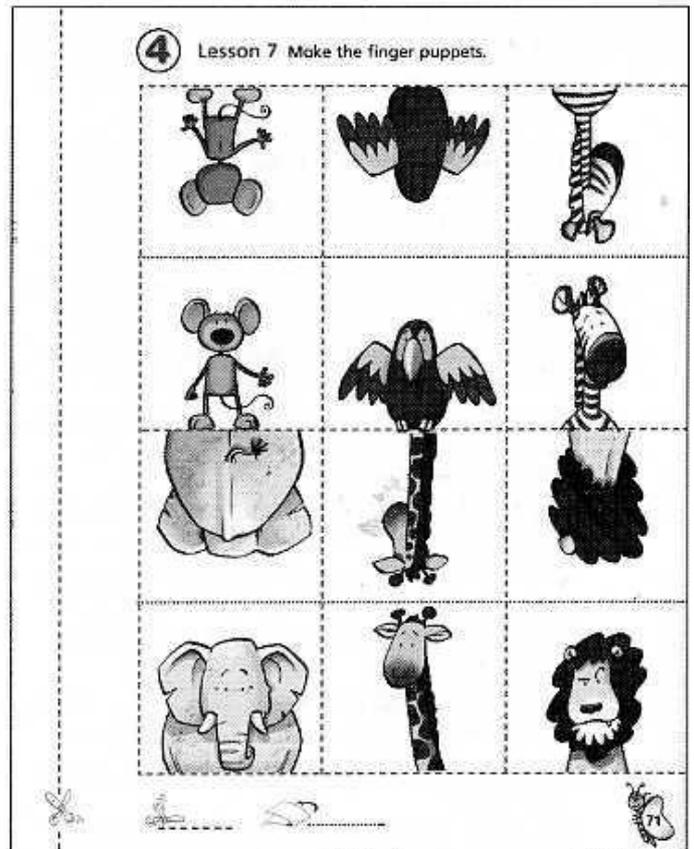
Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 82. The word today is *parrot*.

Developing the lesson

1 Recall the story

- Ask *Can you remember the story about the giraffe and the lion?* Invite eight children to the front of the class. Give them one of the story cards each in random order. Ask them to make a line in the order of the story. Encourage the rest of the class to help as they do this.



- Ask the children at the front to hold up the story cards in turn and prompt the rest of the class to recall briefly the story, e.g. (story card 1) *Who's eating? (the giraffe) Who's coming? (the lion)* (story card 2) *Who tries to help Giraffe? (the mouse) Can the giraffe hear the mouse? (No)* (story card 3) *Can the giraffe hear the zebra? (No)*, etc.

2 Make the finger puppets (PB page 71)

- Say *Find page 71* and write the number on the board. Make sure the children have scissors and glue available. Staples could be used instead of or in addition to glue, to secure the sides.
- Show the children the finger puppets you have prepared. Say *Let's make finger puppets of the animals in the story. Cut, fold and stick the puppets like this* and demonstrate what you mean.
- When the children are ready say, e.g. *Show me the lion!* / *Show me the giraffe!* / *Show me the mouse!* and children respond by holding up their fingers with the puppets.

3 Listen and tell the story

- Say *Listen and tell the story. Put the animals on your fingers and move them like this* and demonstrate what you mean.
- Play CD 1 track 39/the cassette. Children put on the finger puppets and join in telling the story and saying the characters' parts with you as much as they can.





Story 4: Run, run, run!

STORY CARD 1

Storyteller: *The giraffe is eating leaves from a tall tree.
Munch, munch, munch.
But look ... the lion is coming!*

STORY CARD 2

Mouse: *Giraffe! The lion is coming. Run, run, run!*
Giraffe: *Munch, munch, munch.*
Mouse: *Oh, dear. Giraffe can't hear.*

STORY CARD 3

Storyteller: *Here's the zebra. Maybe he can help.*
Mouse: *Hello, Zebra. Stop! The lion is coming. Please tell Giraffe.*
Zebra: *Yes, of course. Giraffe! The lion is coming. Run, run, run!*
Giraffe: *Munch, munch, munch.*
Zebra: *Oh, dear. Giraffe can't hear.*

STORY CARD 4

Storyteller: *Here's the elephant. Maybe he can help.*
Zebra: *Hello, Elephant. Stop! The lion is coming. Please tell Giraffe.*
Elephant: *Yes, of course. Giraffe! The lion is coming. Run, run, run!*
Giraffe: *Munch, munch, munch.*
Elephant: *Oh, dear. Giraffe can't hear.*

STORY CARD 5

Storyteller: *Here's the parrot. Maybe he can help.*
Elephant: *Hello Parrot. Stop! The lion is coming. Please tell Giraffe.*
Parrot: *Yes, of course. That's easy! I can fly!*

STORY CARD 6

Storyteller: *The parrot flies to the top of the tree.*

STORY CARD 7

Parrot: *Giraffe! The lion is coming. Run, run, run!*
Storyteller: *The giraffe can hear now.*
Giraffe: *Oh, thank you, Parrot.*

STORY CARD 8

Storyteller: *Here's the lion. And all the animals run – just in time!*

5 Sing the story song *The lion is coming*

- Put on the finger puppets of the lion and the giraffe. Say *Let's sing The lion is coming. Move the lion and the giraffe.* Demonstrate this.
- Play CD 1 track 35/the cassette. Children sing the song with their finger puppets.



The lion is coming.

*The lion is coming. Run!
The lion is coming. Run!
Run, Giraffe! Run, Giraffe!
Run! Run! Run!
Oh dear, dear.
Giraffe can't hear.
Oh, dear. Oh, dear.
Giraffe can't hear.*

6 Play with the finger puppets

- Tell the children to put on any two of the finger puppets apart from the lion.
- Put on the finger puppet of one of the animals. Move it towards the children and say, e.g. *The elephant is coming!* Children move their finger puppets and say *Hello, Elephant!*
- Repeat with the other animals. When you say *The lion is coming*, the children say *Run, run, run!* and make their finger puppets run away.
- Invite individual children to choose an animal and say, e.g. *The zebra is coming* as they move the finger puppet towards the rest of the class. Children respond *Hello ...* or *Run, run, run!*

Option: Children play with their animal finger puppets in the same way in pairs.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 80. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *parrot*.

Sing the *Goodbye song*

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Drama: Children act out a version of the story using their real names. Choose one child to be the giraffe and, if appropriate/safe, allow them to stand on a chair or desk and pretend to eat leaves from a tree. Say *The lion is coming. Here's ...* (name a child). *Maybe he/she can help* and involve different children in turn in acting out the story. Get the last child you ask to pretend to climb to the top of the tree.



4 Run, run, run!

Lesson 8

Aims

- To review and evaluate learning
- To help children assess and reflect on their learning

Main language children use

lion, mouse, giraffe, zebra, elephant, parrot
I can ... run, jump, sing, fly, touch my toes

Main activities

- Play the *Bugs team game*
- Listen and put on the stickers
- Listen and number
- Say *well done!* and put on the sticker of Colin
- Colour and trace over the words on Colin's Crazy Page

Materials

- Flashcards (Colin the caterpillar)
- simple pictures of sun, rain and cloud
- CD/Cassette
- Unit 4 stickers
- Pupil's Book pages 34 and 52-53
- pencils and crayons

Lesson 8
Listen and put on the stickers.

Listen and number.

Colour and trace over the words on Colin's Crazy Page (pages 52-53).

• Listen and put on the Unit 4 stickers. Read each team your words.
 • Listen and number the pictures.
 • Say 'Well done!' to the children that put on the sticker of Colin.

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 82.



Colin's favourite word

- Use L1 to explain that Colin hasn't got a favourite word today. In this lesson children are going to review all Colin's favourite words from the unit.

Developing the lesson

1 Play the *Bugs team game*

- Divide the class into two or three teams. Get each team to choose the name of a bug for their team e.g. *caterpillars, bees, etc.*
- Draw a simple picture of the bug chosen by each team on the board. Draw a circle with smiling facial features and antennae to be the head of a caterpillar (no segments yet) to use for scoring under each one.

- Have ready all the flashcards which have been used in the unit in jumbled order in a pile.
- Show the flashcards to each team in turn. Children raise their hands if they can say the word. Choose different children to answer each time. If they say the word correctly, they score a point for their team and you draw one segment on their team's caterpillar on the board (i.e. you add another circle next to the caterpillar's head). If they can't remember the word, a child from the next team has a turn. Make it clear that the teams lose segments from their caterpillar if they call out. The team with the most segments on their caterpillar at the end of the game is the winner.

2 Listen and put on the stickers (PB page 34)

- Hold up the stickers and say *Find the stickers for Unit 4.*
- Point to the stickers in turn and children name the animals.
- Hold up the book and say *Now find this page* and give the children time to do this.
- Say *Listen and put the stickers on Colin!* Demonstrate what you mean.
- Play CD 1 track 40/the cassette. Pause to give the children time to put on the stickers.





Number one: Here's the parrot. Hello, Parrot.
Number two: Here's the elephant. Hello, Elephant.
Number three: Here's the mouse. Hello, Mouse.
Number four: Here's the zebra. Hello, Zebra.
Number five: Here's the giraffe. Hello, Giraffe.
Number six: Here's the lion. Run!

- Check answers by saying, e.g. *Number one ...* and eliciting the names of the animals.
- Have children read the words around the picture of Colin.
- If you want to give the children some writing practice, they can also trace over the words.

3 Listen and number (PB page 34)

- Say *Look at the pictures. Listen and number the pictures.*
- Demonstrate the activity by saying *I can jump* and draw the children's attention to the example.
- Play CD 1 track 4/the cassette. Use the pause button to give the children time to write the numbers.



Number one: I can jump.
Number two: I can swim.
Number three: I can touch my toes.
Number four: I can run.
Number five: I can sing.

- Check the answers by saying, e.g. *Number one ...* and children say the sentences.

4 Put on the sticker of Colin

- Say *Find the stickers* and hold up the page of stickers.
- Say *You've finished Unit 4. Well done! Ask questions, e.g. What have you learnt in English? / Are you happy with your work?* using L1 to explain what you mean. As the children respond say, e.g. *Colin is very happy with your work! Put a sticker of Colin here!* and point to the place on the Pupil's Book page.
- Children put a sticker of Colin in their books to show that they have completed the unit successfully.

5 Colour Colin's Crazy Page (PB pages 52 and 53)

- Say *Find this page.* Write the number on the board and hold up the page.
- Use L1 if necessary to remind the children that at the end of every unit, they find and trace over the words they have learnt on *Colin's Crazy Page*. They then colour the corresponding pictures. By the end of the year the whole page will be coloured!
- Children find and colour all the key vocabulary for Unit 4 (*parrot, lion, giraffe, elephant, mouse, zebra*).

Ending the lesson routine



Colin's favourite word

- Ask the children to name all Colin's favourite words for this unit (*giraffe, lion, zebra, mouse, blue, elephant, parrot*).
- Praise the children, e.g. *Very good! Fantastic!* and give the whole class a big clap (let them also join in) and say *Hurray!* for all the work they have done.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Colin's Crazy Page Quiz: Divide the class into two teams. Do a quiz based on the pictures completed so far on *Colin's Crazy Page*. In the first round ask, e.g. *Where's the lion?* and children identify the pictures and say *Here!* In the second round, point to the pictures and ask, e.g. *What's this?* and children say the words. Keep a score of the points on the board. The team with most points at the end of the quiz is the winner.



5 The enormous sandwich



Main language children use

- *ham, cheese, tomatoes, eggs, chicken, lettuce*
- *I like ...*
- *Do you like ...?*
- *I'm hungry.*
- *apple, banana, orange, pear*
- *enormous, delicious, as well, sandwich, spell*

Recycled language

- *please / thank you*
- *I can ...*
- *Let's ...*
- *eat*
- *Numbers 1-10*

Receptive language

- *tired, sad, happy*
- *... go to the Wonder School for Witches*
- *incredible*
- *All the children put out their hands.*
- *The sandwich disappears.*
- *brilliant.*

Link to other area of learning

- *Natural science: Food from trees and plants*

Communicative skills and language functions

- Identifying food
- Saying food you like
- Listening to and understanding the story
- Re-telling the story
- Singing and acting out the story song
- Counting to ten
- Following instructions
- Identifying food that grows
- Associating pictures and meaning
- Reviewing and reflecting on learning
- Recognising and writing over key words

Socio-cultural aspects

- Pleasure in the story
- Enjoyment in expressing personal opinions
- Interest in identifying where food comes from
- Willingness to interact with others
- Pride in completing the book
- Willingness to review and reflect on learning
- Willingness to take turns

5 The enormous sandwich

Lesson 1

Aims

- To recognise and identify food
- To sing the *Food song*

Main language children use

ham, cheese, tomatoes, chicken, eggs, lettuce delicious

Main activities

- Play *I'm hungry*
- Play *What's missing?*
- Listen to the *Food song*
- Listen, sing and point to the pictures
- Play Bugs Bingo

Materials

- Flashcards (Colin the caterpillar, cheese, ham, tomatoes, eggs, lettuce, chicken)
- tomato picture card and an envelope
- CD/Cassette
- Pupil's Book page 35
- bingo cover pieces (optional, see p.142)

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Do exaggerated mimes as you say in turn *I'm hungry!* / *I'm tired!* / *I'm sad!* / *I'm happy!* Finish by waving your arms in the air and giving a big smile.
- Repeat the procedure. Children listen and do the mimes with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the tomato in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.



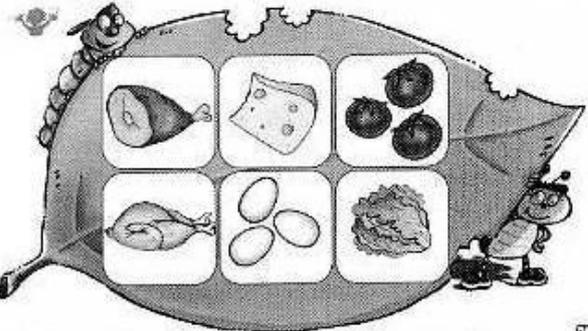
The enormous sandwich

Lesson 1

Listen, sing and point.



Play Bugs Bingo.



• Sing the song *I'm Hungry* and point to the pictures.
• Play Bugs Bingo: ham, cheese, tomatoes, chicken, eggs, lettuce.



Developing the lesson

1 Play *I'm hungry*

- Mime and say *I'm hungry*.
- Hold the flashcards in a pile. Say *Can you guess the food I've got here?* using gesture to convey meaning. As children guess food in L1, say either *Good idea! But no!* or *Yes! Very good!* Hold up the flashcards, say the words and stick them on the board.
- Say *I'm hungry* again. Point to and say the words as you mime being hungry. Use voice and expression to make the food sound more and more delicious, e.g. *Ham. Mmm. / Cheese. Mmm. / Chicken. Mmm, etc.*
- Repeat once or twice getting the children to mime being hungry and say the words with you as if they sound more and more delicious.

2 Play *What's missing?*

- Say *Close your eyes!* and remove one of the flashcards. Say *Open your eyes!* and children identify the missing flashcard.
- Repeat once or twice, removing different flashcards each time.
- Play the game again. This time remove two flashcards at a time instead of one. Children identify the missing flashcards in the same way.
- Play the game again. This time remove three flashcards at a time.



- Continue playing in the same way until the last round of the game when you remove all the flashcards and children identify the food from memory (with a little help from you if necessary).

3 Listen to the *Food song*

- Stick the following pairs of flashcards on different walls around the classroom: tomatoes and cheese, lettuce and eggs, chicken and ham.
- Say *Let's listen to the Food song. Point to the food.* Demonstrate this. Play CD 2 track 1/the cassette. Children listen and point to the pairs of flashcards in turn.
- Play the CD/cassette again. Children listen, point to the pairs of flashcards and join in singing the song.



The Food song

Tomatoes and cheese – oh, delicious.

Lettuce and eggs – oh, delicious.

Chicken and ham – oh, delicious.

Yum, yum, yummy for me!

4 Listen, sing and point (PB page 35)

- Say *Open your books* and hold up page 35. Say, e.g. *Find the ham. Find the cheese.* Demonstrate this. Children point to the pictures in their books.
- Say *Let's sing the Food song. Point to the pictures.* Demonstrate this.
- Play CD 2 track 1/the cassette again. Children point to the food in their books and sing the song.

5 Play Bugs Bingo (PB page 35)

- Say *Let's play Bugs Bingo!* Give each child six bingo pieces, if you have prepared these, or get them to tear six small pieces of paper to cover the bingo squares.
- Say *Choose three foods and cover them like this.* Demonstrate what you mean. Give the children time to do this.
- Say the food words in random order. Children cover the remaining bingo squares as they hear the words. When they have covered all the squares, they call *Bingo!*
- Repeat once or twice. If you like, invite one or two children to come to the front and say the food words with you or instead of you.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*

- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index finger like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

Colin's favourite word today

Colin's favourite word today

Colin's favourite word today is ... !

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'tomato'!* Stand up if you said 'tomato'! Very good! Encourage everyone to clap the children who guessed the word correctly.

Sing the *Goodbye song*

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Circle game: Children stand or sit in a circle.

Assign each child a word round the circle, e.g. *ham, cheese, tomato, chicken, lettuce, egg.* Say the words in random order and children change places as fast as they can. Alternatively, just say two words and the two children with those words change places as quickly as they can.

5 The enormous sandwich

Lesson 2

Aims

- To listen to the story for global understanding

Main language children use

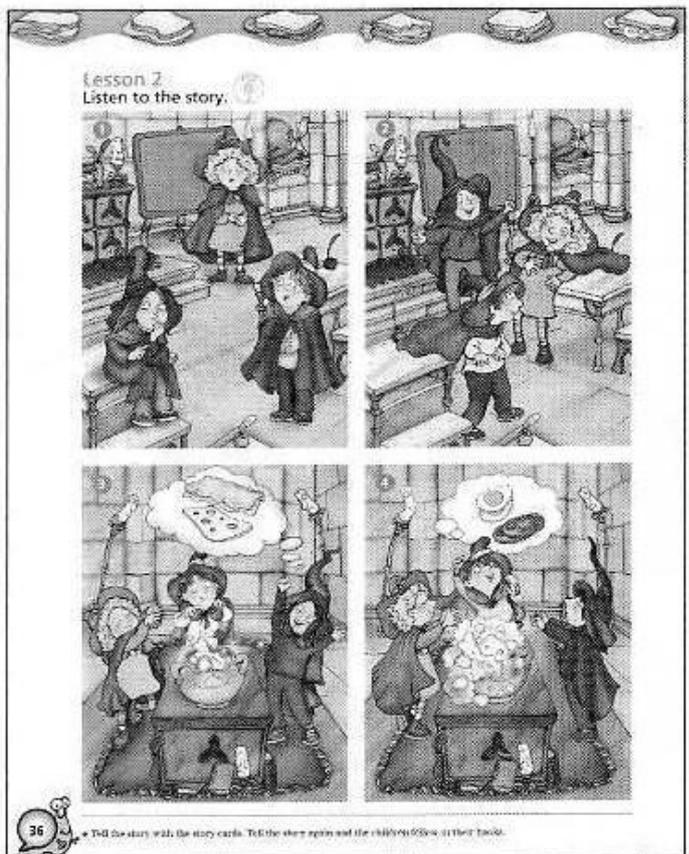
ham, cheese, tomatoes, eggs, chicken, lettuce sandwich, delicious

Main activities

- Sing and dance to the *Food song*
- Guess the food
- Listen to the story
- Check understanding of the story
- Find and count the caterpillars
- Listen and follow the story
- Colour the plate of the sandwich in the story
- Look and draw

Materials

- Flashcards (Colin the caterpillar, cheese, ham, chicken, lettuce, eggs, tomatoes)
- CD/Cassette
- ham picture card and an envelope
- Story cards for story 5
- Pupil's Book pages 36, 37 and 38
- pencils and crayons



Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say *I'm hungry!* / *I'm tired!* / *I'm sad!* / *I'm happy!* in turn. Do an exaggerated mime to accompany each sentence. Finish with a big smile and waving your hands in the air. Children listen and do the mimes with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of ham in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Sing and dance to the *Food song*

- Hold up the flashcards quickly in turn and children say the food.
- Stick the flashcards on the board in the order of the song.
- Say *Stand up, please! Let's sing the Food song and dance like this.* Demonstrate the dance for one verse of the song (see below) and get the children to do this with you.
- Play CD 2 track 1/the cassette once or twice. Children dance and sing the song.



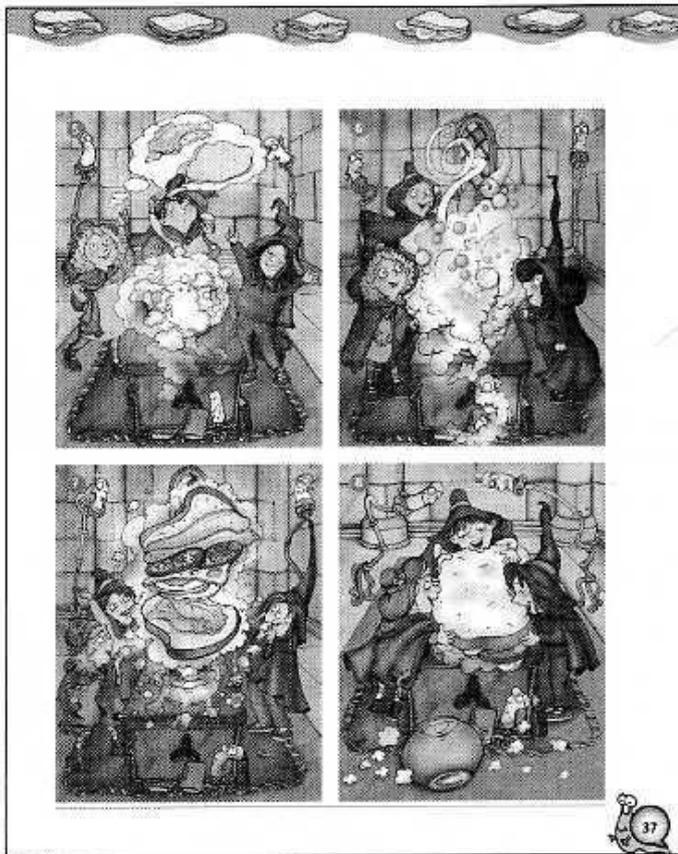
The Food song

Tomatoes and cheese – oh, delicious. (hands to right and left, then circle in the air)

Lettuce and eggs – oh, delicious. (hands in the air twice, then circle in the air)

Chicken and ham – oh, delicious. (hands to right and left, then circle in the air)

Yum, yum, yummy for me! (right hand to left shoulder, left hand to right shoulder, repeat with hip, stretch arms in the air)



Story 5: The enormous sandwich

STORY CARD 1

Storyteller: *Jenny, Sam and Kim go to the Wonder School for Witches.*

Jenny: *I'm hungry!*

Sam: *I'm hungry!*

Kim: *Me, too!*

STORY CARD 2

Jenny: *I know! Let's make a sandwich!*

Sam and Kim: *Yes! The sandwich spell!*

Jenny: *Do you like cheese?*

Sam and Kim: *Yes!*

Jenny: *Do you like ham?*

Sam and Kim: *Yes!*

Jenny: *Are you ready? One ... two ... three ...*

STORY CARD 3

Jenny, Sam and Kim: *Abracadabra! Sandwich spell.*

Jenny: *I like cheese and ham as well.*

Sam and Kim: *Mmm. Delicious!*

STORY CARD 4

Jenny, Sam and Kim: *Abracadabra! Sandwich spell.*

Sam: *I like eggs and tomatoes as well.*

Jenny and Kim: *Mmm. Delicious!*

STORY CARD 5

Jenny, Sam and Kim: *Abracadabra! Sandwich spell.*

Kim: *I like chicken and lettuce as well.*

Jenny and Sam: *Mmm. Delicious!*

STORY CARD 6

Jenny: *Look!*

Kim: *Wow!*

Sam: *Fantastic!*

Jenny, Sam and Kim: *Incredible!*

STORY CARD 7

Sam: *Look at the sandwich!*

Kim: *It's enormous.*

Jenny: *I'm hungry.*

Sam: *I'm hungry, too.*

Kim: *Me, too!*

STORY CARD 8

Jenny: *Let's eat the sandwich now!*

Sam: *Yes. Come on.*

Jenny: *Mmm, cheese ... Mmm, ham ...*

Sam: *Mmm, eggs ... Mmm, tomatoes ...*

Kim: *Mmm, chicken ... Mmm, lettuce ...*

Jenny, Sam and Kim: *Mmm. Delicious!*

4 Check understanding of the story

- Hold up the story cards again. Ask questions to check understanding using mime, gesture and the pictures to clarify meaning, e.g. (story card 1)

2 Guess the food

- Hold up the food flashcards very quickly in turn and children say the food. Stick the flashcards on the board.
- Say *Look* and move your lips silently saying the name of one of the foods. Children read your lips and name the food.
- Repeat the procedure with all the foods.

3 Listen to the story

- Say *It's time for a story!* Open your hands like a book to convey the meaning of *story*.
- Point to the children on story card 1 in turn and say *The story is about a girl, Jenny, and her friends, Sam and Kim.*
- Point to the pictures and say *Jenny, Sam and Kim go to a school for witches* and elicit or explain what you mean in L1.
- Ask, e.g. *What do you think Jenny, Sam and Kim learn at the school for witches?* Use L1 to clarify meaning. Listen to the children's ideas in L1 and use their responses to introduce the word *spell*.
- Say rhythmically *Are you ready? / One, two, three. / Here's a story. / Listen to me!* and wait for the children to be quiet before you begin.
- Either tell the story yourself, or play CD 2 track 2/the cassette, using the story cards.



Who's hungry? (Jenny, Sam and Kim)

(story card 2) Who can make a sandwich? (Jenny, Sam and Kim)

(story card 3) Abracadabra. What appears? (ham and cheese) Do Jenny, Sam and Kim like ham and cheese? (Yes)

(story card 4) Abracadabra. What appears? (eggs and tomatoes) Do Jenny, Sam and Kim like eggs and tomatoes? (Yes)

(story card 5) Abracadabra. What appears? (chicken and lettuce) Do Jenny, Sam and Kim like chicken and lettuce? (Yes)

(story card 6) Are Jenny, Sam and Kim happy? (Yes)

(story card 7) Is the sandwich big? (Yes. It's enormous).

Are Jenny, Sam and Kim hungry? (Yes)

(story card 8) Do Jenny, Sam and Kim eat the sandwich? (Yes).

5 Find and count the caterpillars (PB pages 36 and 37)

- Say *Find page 36* and write the number on the board.
- Hold up the flashcard of Colin and say, e.g. *Hmm. I think there are caterpillars in the story. There are four caterpillars. Hold up four fingers. Where are the caterpillars?*
- Children look for the caterpillars in the story, point to them (in pictures 2, 4, 5 and 7) and say *Here!*

6 Listen and follow the story (PB pages 36 and 37)

- Say *Make your finger into Colin the caterpillar like this.* Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Say *Listen and follow the story with Colin!* and demonstrate following the pictures in the book with your finger moving like a caterpillar.
- Play CD 2 track 2/the cassette. Children listen and follow the story in their books.
- Ask *Do you like the story?* and listen to the children's responses.

7 Look and colour (PB page 38)

- Say *Find page 38* and write the number on the board.
- Say *Look at the sandwiches. What's in sandwich number one?* and children identify the food. Repeat for sandwiches 2-4.
- Say *Now colour the plate of the sandwich in the story.* Demonstrate what you mean.
- The children colour the plate of the sandwich in the story (number 3) using any colour of their choice.
- When they have finished, the children compare their pictures in pairs. They can also look on pages 36 and 37 to check that the sandwich is the same as the one in the story.

8 Look and draw (PB page 38)

- Say *Point to the pictures and name the food.* Demonstrate this. The children name the foods and predict the next two in each sequence.

Lesson 2
Look and colour.

Look and draw.

Lesson 3
Make the cards on page 73. Sing the song.

• Look at my plate to see what's in the sandwich. Colour the plate of the enormous sandwich in the story.
• Point to and say the food. Draw two pictures to complete each sequence.

- Say *Now draw the food.* Demonstrate what you mean. The children can also colour their pictures.
- When the children are ready, they point to the completed sequences and name the foods.

Option: The children take turns to point to and name the foods in each sequence in pairs.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). The children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

*Colin's favourite word today
Colin's favourite word today
Colin's favourite word today is ...!*

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'ham'!*



Stand up if you said 'ham'! Very good! Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Ball game – *Mmm, delicious!* Stick the food flashcards on the board. Children sit in a circle. Say, e.g. *Chicken* and roll a ball to a child in the circle. If the child likes chicken, they respond *Mmm. Delicious!* They then say a different food, e.g. *Eggs* and roll the ball to another child in the circle. If the child doesn't like chicken, they say *No* and roll the ball back to you. You then repeat the word and roll the ball to someone else.



5 The enormous sandwich

Lesson 3

Aims

- To sing the story song *The sandwich spell*
- To play *I like cheese* with the food cards

Main language children use

tomatoes, ham, cheese, eggs, chicken, lettuce sandwich

I like ... , please, thank you, abracadabra, spell

Main activities

- Play *I like cheese*
- Listen to the story song *The sandwich spell*
- Make the food cards
- Sing and hold up the food cards
- Play with the food cards

Materials

- Flashcards (Colin the caterpillar, cheese, eggs, tomatoes, ham, chicken, lettuce)
- CD/Cassette
- egg picture card and an envelope
- Pupil's Book page 73 (food picture cards)
- scissors

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say *I'm hungry!* / *I'm tired!* / *I'm sad!* / *I'm happy!* in turn. Do an exaggerated mime to accompany each sentence. Finish with a big smile and waving your hands in the air. Children listen and do the mimes with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).

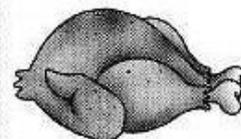
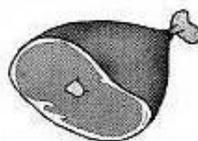
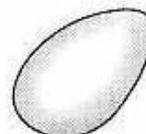
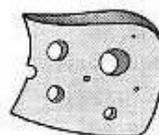


Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture card of the egg in an envelope without the children seeing the picture.
- Stick the envelope with the picture inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

5

Lesson 3 Make the food cards.



Developing the lesson

1 Play *I like cheese*

- Stick the food flashcards on the board.
- Point to one of the flashcards on the board, mime and say *I like (cheese)*. Demonstrate that the children should wave their hands in the air if they agree and fold their arms if they don't.
- Say sentences for all the flashcards in turn and the children respond by doing the actions.
- Play the game again. This time the children wave their hands in the air and repeat the sentences if they agree, and fold their arms and say nothing if they don't.
- Invite individual children to take turns to say *I like ...* and the rest of the class listens and responds in the same way.

2 Listen to the story song *The sandwich spell*

- Say *Let's listen to the song The sandwich spell*. Ask *How many times can you hear Abracadabra in the song?*, using L1 to clarify meaning if necessary.
- Play CD 2 track 3 / the cassette and check the answer (three).
- Say *Now listen and do the actions*. Play the CD/cassette again. The children listen and do the actions with you.





The sandwich spell

Abracadabra! The sandwich spell.

(move your hands rhythmically as if doing the spell over a cauldron)

I like cheese and ham as well. (increase the size of your gestures)

Ha, ha, ha, ha, ha, ha, ha, ha! (hold your hands out and laugh in a witch-like way)

Abracadabra! The sandwich spell (as for verse 1)

I like eggs and tomatoes as well.

Ha, ha, ha, ha, ha, ha, ha, ha!

Abracadabra! The sandwich spell. (as for verse 1)

I like chicken and lettuce as well.

Ha, ha, ha, ha, ha, ha, ha, ha!

3 Make the food cards (PB page 73)

- Say *Find page 73* and write the number on the board. Make sure the children have scissors.
- Say *Cut out the page. Cut out the food cards* and demonstrate what you mean.
- Children work individually and make the food cards. Get them to write their name or initials on the reverse side of each one.
- When the children are ready, say the words in turn, e.g. *Cheese!* / *Tomato!* and children respond by holding up the correct cards.

4 Sing and hold up the food cards

- Say *Put the cards on your desk like this* and demonstrate laying out the cards face up in any order.
- Say *Let's sing The sandwich spell again. Hold up the cards when you hear the words.* Demonstrate this.
- Play CD 2 track 3 / the cassette. Children sing and hold up the food cards for each verse.

Option: Play the karaoke version of the song (CD 2 track 40). Children sing verses of the song with different combinations of food using the cards in the same way.

5 Play with the food cards

- Say *Put your cards on the desk like this.* Demonstrate that children should lay out the food cards face up on their desks.
- Say rhythmically, e.g. *Abracadabra! The sandwich spell. / I like lettuce and ham as well.* Demonstrate that the children should respond by holding up the correct cards. Repeat several times.
- Invite pairs of children to take turns to come to the front, say the spell with you and choose the food words (one each) in the spell each time. Children hold up the cards in the same way. Repeat several times.
- Say *Turn over your cards. Mix them up like this.* Demonstrate this.

- Repeat the spell as previously. This time children randomly choose any two cards to turn over. If they have one or both the foods you name they hold the card(s) up and are the winners of that round of the game. Say, e.g. *Very good! What (a) brilliant witch(es)!*

Option: Children play the game in pairs. They take turns to say the spell (or they can just say *Abracadabra!* and name two foods) and choose the cards.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

Colin's favourite word today

Colin's favourite word today

Colin's favourite word today is ... !

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'egg'!* *Stand up if you said 'egg'!* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Card game – Snap! Divide the class into pairs. Get the children to put their food cards in a pile face down on the table in front of them. Demonstrate that they should turn them over one at a time at the same time and say the words. If they have the same picture, the child who says the word followed by *Snap!* first keeps the cards. The child with most cards at the end of the game is the winner.



5 The enormous sandwich

Lesson 4

Aims

- To develop understanding of the story
- To mime and say key parts of the story

Main language children use

Do you like ... ? Yes. / No.

I like ... , ham, cheese, tomato, chicken, lettuce, egg

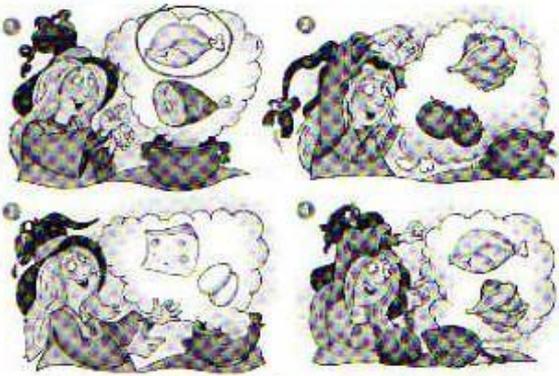
Main activities

- Sing and act out the story song *The sandwich spell*
- Play a guessing game
- Listen, mime and say key parts of the story
- Listen and circle
- Draw the sandwich you like

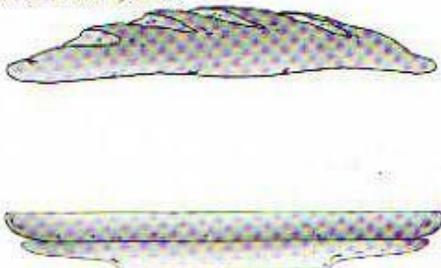
Materials

- Flashcards (Colin the caterpillar, cheese, ham, tomatoes, lettuce, eggs, chicken)
- CD/Cassette
- cheese picture card and an envelope
- Story cards for story 5
- Pupil's Book page 39
- a set of food picture cards for each child
- pencils and crayons

Lesson 4
Listen and circle.



Draw the sandwich you like.



• Listen and circle the food in each panel. Say the name.
• Draw and write what food you like in your sandwich.



Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 101.

Listen and respond

- Say the routine as described on page 101.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 101. Today's word is *cheese*.

Developing the lesson

1 Sing and act out the story song *The sandwich spell*

- Say *Stand in a circle, please*. Show the children what you mean.
- Put, e.g. a waste paper basket in the centre of the circle to be the cauldron. Say *Imagine we're at the Wonder School for Witches! Let's sing and act out The sandwich spell*.
- Play CD 2 track 3/ the cassette. Children walk around the waste paper basket in a circle, singing the song and doing the actions.
- Play the CD/cassette again. Children walk around the circle the other way. If you prefer, children can remain seated to sing the song.



The sandwich spell

Abracadabra! The sandwich spell. (move your hands rhythmically as if doing the spell over a cauldron)
I like cheese and ham as well. (increase the size of your gestures)

Ha, ha, ha, ha, ha, ha, ha, ha, ha! (hold your hands out and laugh in a witch-like way)

Abracadabra! The sandwich spell (as verse 1)

I like eggs and tomatoes as well.

Ha, ha, ha, ha, ha, ha, ha, ha, ha!

Abracadabra! The sandwich spell. (as verse 1)

I like chicken and lettuce as well.

Ha, ha, ha, ha, ha, ha, ha, ha, ha!

2 Play a guessing game

- Invite a child to the front of the class and secretly let them choose one of the flashcards (a food they like).
- Say *Let's guess what ... likes!* Get the whole class to ask questions with you, e.g. *Do you like ham?* and the child responds *No* until the class guesses the food on the flashcard and they respond *Yes. I like ...*
- Repeat with one or two different children.
- Give out a set of the food cards to each child.
- Each child secretly chooses a food card they like.
- Say *Let's guess what ... likes!* and invite individual children to ask questions to the child as previously. The child who guesses correctly has the next turn at being asked. Repeat the game several times.



3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story?* and invite two children to come and help you stick them in order on the board.
- Say *Stand up, please*. Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*
- Play the CD/cassette or tell the story yourself. Mime the actions with the children and encourage them to join in saying, or repeating, key parts of the story.



Story 5: The enormous sandwich

STORY CARD 1

Storyteller: *Jenny, Sam and Kim go to the Wonder School for Witches.*

Jenny: *I'm hungry!* (mime being hungry)

Sam: *I'm hungry!* (mime being hungry)

Kim: *Me, too!* (mime being hungry)

STORY CARD 2

Jenny: *I know! Let's make a sandwich!* (put up your index finger with pleased expression)

Sam and Kim: *Yes! The sandwich spell!* (raise your arms to show pleasure)

Jenny: *Do you like cheese?*

Sam and Kim: *Yes!*

Jenny: *Do you like ham?*

Sam and Kim: *Yes!*

Jenny: *Are you ready? One ... two ... three ...*

STORY CARD 3

Jenny, Sam and Kim: *Abracadabra! Sandwich spell.* (pretend to move hands over bubbling cauldron)

Jenny: *I like cheese and ham as well.* (give a big smile)

Sam and Kim: *Mmm. Delicious!* (rub your tummy)

STORY CARD 4

Jenny, Sam and Kim: *Abracadabra! Sandwich spell.* (pretend to move hands over bubbling cauldron)

Sam: *I like eggs and tomatoes as well.* (give a big smile)

Jenny and Kim: *Mmm. Delicious!* (rub your tummy)

STORY CARD 5

Jenny, Sam and Kim: *Abracadabra! Sandwich spell.* (pretend to move hands over bubbling cauldron)

Kim: *I like chicken and lettuce as well.* (big smile)

Jenny and Sam: *Mmm. Delicious!* (rub your tummy)

STORY CARD 6

Jenny: *Look!* (point at cauldron)

Kim: *Wow!* (look amazed)

Sam: *Fantastic!* (look surprised and delighted)

Jenny, Sam and Kim: *Incredible!* (raise your arms to show pleasure and excitement)

STORY CARD 7

Sam: *Look at the sandwich!* (point to sandwich)

Kim: *It's enormous!* (use gesture to show this)

Jenny: *I'm hungry.* (mime being hungry)

Sam: *I'm hungry, too* (mime being hungry)

Kim: *Me, too!* (mime being hungry)

STORY CARD 8

Jenny: *Let's eat the sandwich now!* (hold your hands out to reach for the sandwich)

Sam: *Yes! Come on.* (nod your head vigorously)

Jenny: *Mmm, cheese ... Mmm, ham ...* (rub your tummy and lick your lips)

Sam: *Mmm, eggs ... Mmm, tomatoes ...* (rub your tummy and lick your lips)

Kim: *Mmm, chicken ... Mmm, lettuce ...* (rub your tummy and lick your lips)

Jenny, Sam and Kim: *Mmm. Delicious!* (mime eating the sandwich)

4 Listen and circle (PB page 39)

- Hold up the book and say *Find this page.*
- Say, e.g. *Listen to the sandwich spell and circle the food.* Demonstrate what you mean and draw the children's attention to the example.
- Play CD 2 track 4/the cassette. Use the pause button to give them time to circle the food that they hear in each spell.



1 *Abracadabra! The sandwich spell. I like chicken.*

2 *Abracadabra! The sandwich spell. I like tomatoes.*

3 *Abracadabra! The sandwich spell. I like eggs.*

4 *Abracadabra! The sandwich spell. I like lettuce.*

- Check the answers by saying, e.g. *Number one. I like ...* and children name the food they have circled.

5 Draw the sandwich you like (PB page 39)

- Say *Now draw the sandwich you like.* Demonstrate that the children should draw (and colour) pictures of slices of ham, cheese, tomatoes, etc. between the two slices of bread to make a sandwich they like.
- Children take turns to say *I like ...* and name the foods they have drawn.

Ending the lesson routine

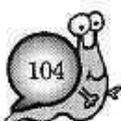


Colin's favourite word

- Follow the routine as described on page 102. Reveal the word is *cheese*.

Sing the Goodbye song

- Follow the routine as described on page 102.



5 The enormous sandwich

Lesson 5

Aims

- To ask and say fruit you like
- To say the chant *Do you like apples?*
- To count to ten

Main language children use

Do you like ...? Yes. / No.

apples, oranges, pears, bananas

Numbers 1-10

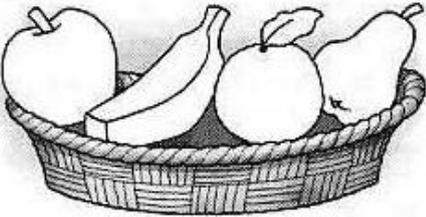
Main activities

- Play *Apples, do this!*
- Play *Yes / No*
- Say the chant *Do you like apples?*
- Colour the fruit you like
- Count the food and write the numbers

Materials

- Flashcards (Colin the caterpillar, apples, oranges, bananas, pears)
- CD/Cassette
- banana cut-out (see page 143) and an envelope
- Pupil's Book page 40
- pencils and crayons

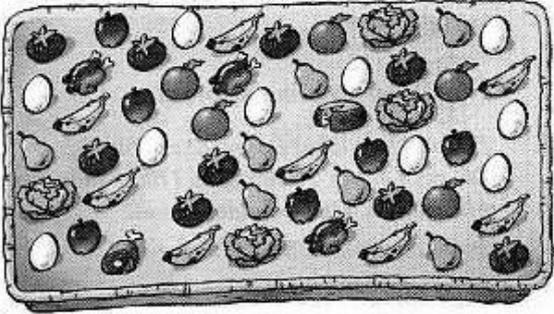
Lesson 5
Colour.



Count and write.



1



40

• Colour the fruit you like. Say the fruit you like: apple, banana, orange, pear.
• Count the fruit and write the numbers. Say how many of each fruit.

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine as described on page 101.



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the picture of the banana in an envelope without the children seeing.
- Follow the *Colin's favourite word* routine as described on page 101.

Developing the lesson

1 Play *Apples, do this!*

- Say *What's this?* and mime eating a banana. As children guess in L1, say *Yes! Very good! It's a banana!* and stick the flashcard on the board.
- Repeat with the flashcards of the apple, orange and pear.

- Divide the class into four groups: *apples, bananas, oranges* and *pears*.
- Check the children know their group by pointing to the flashcards, saying the words and children raise their hands.
- Give instructions using familiar language, e.g. *Apples, stand up!* / *Bananas, touch your nose!* / *Oranges, point to the window!* / *Pears, touch something blue!*, etc. and children respond in their groups.

2 Play *Yes / No*

- Draw a large smiley face on a piece of paper and stick it on one side of the classroom. Draw a large sad face on another piece of paper and stick it on the other side of the classroom.
- Hold up the flashcard of bananas and ask *Do you like bananas?* Demonstrate that the children should say *Yes* and go to the side of the classroom with the smiley face if they like bananas and say *No* and go to the other side if they don't like bananas.
- Play the game, asking questions about all the fruit (and then the other food) in turn. If all the children answer the same, you score a point and if their answers are mixed, they score a point. Keep a record of the points on the board. At the end of the game count up the scores to find the winner.
- If you prefer, children can remain seated to play the game and, e.g. put their hands on their heads if the answer is *Yes* and fold their arms if it is *No*.



Option: Play the game again asking two children to the front of the class to ask the questions instead of you.

3 Say the chant *Do you like apples?*

- Point to the fruit flashcards on the board and say the words.
- Say *Let's listen to a chant. Ask Can you hear apples, bananas, pears and oranges in the chant?* using gesture to convey what you mean.
- Play CD 2 track 5/the cassette and check the answer (yes).
- Play the CD/cassette again. Point to the flashcards on the board. Children listen and join in saying the chant.



Do you like apples?

*Do you like apples? Do you like apples?
Oh, yes. Oh, yes. I like apples. I like bananas as well.
I like apples. I like bananas as well.*

*Do you like pears? Do you like pears?
Oh, yes. Oh, yes. I like pears. I like oranges as well.
I like pears. I like oranges as well.*

- Ask individual children, e.g. *Do you like oranges?* and get them to respond *Yes* or *No*.
- Invite individual children to ask you and other children questions and respond in the same way.

4 Colour (PB page 40)

- Say *Find page 40* and write the number on the board.
- Say *Look at the apple, banana, orange and pear. Colour the fruits you like.* Children colour any of the fruits they like.
- Ask individual children, e.g. *Do you like apples?*, etc. and encourage them to respond according to the fruit they have coloured. Then invite a child to come to the front and ask a question to other children in the class.
- Repeat, inviting a different child to come to the front of the class.

Option: In pairs, children take turns to ask questions and find out the pictures their partner has coloured, e.g. *Do you like apples?* / *No.* / *Do you like bananas?* / *Yes.*

5 Count and write (PB page 40).

- Point to the pictures at the top of the illustration and children name the foods.
- Say, e.g. *Let's count the hams!* / *Let's count the eggs!* Children point to the pictures and count them out loud with you.

- Say *Now count and write the numbers.* Draw their attention to the example.
- Children count the food on their own and write the numbers in the boxes at the top of the activity.
- Check the answers by asking, e.g. *How many lettuces?* / *How many apples?* and writing the numbers on the board.
- Answers: one ham, ten eggs, four lettuces, nine tomatoes, three chickens, one cheese, six apples, five oranges, eight bananas, seven pears

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 102. Play the *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *banana*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Tasting game: Prepare real fruit (apple, banana, pear, orange) cut up into small pieces. Invite pairs of children to the front of the class in turn and blindfold them. Give them each a piece of fruit to try and they guess what it is. The rest of the class calls out *Yes* or *No*, depending on whether or not they guess correctly.

5 The enormous sandwich

Lesson 6

Aims

- To identify food which comes from trees or plants
- To listen and identify trees and plants

Main language children use

*Do you like ... ? Yes. / No. I like ...
cheese, tomato, lettuce, egg, chicken, ham,
apples, oranges, pears, bananas*

Main activities

- Say and act out the chant *Do you like apples?*
- Guess the difference
- Play an action game
- Listen and number the photos
- Draw and colour your imaginary garden

Materials

- Flashcards (Colin the caterpillar, cheese, ham, tomatoes, lettuce, eggs, chicken, apples, oranges, pears, bananas)
- CD/Cassette
- lettuce picture card and an envelope
- Pupil's Book page 41
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine as described on page 101.



Colin's favourite word

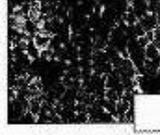
- Follow the *Colin's favourite word* routine as described on page 101. Today's word is *lettuce*.

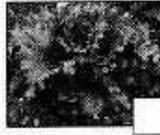
Developing the lesson

1 Say and act out the chant *Do you like apples?*

- Divide the class into two groups. Say *Let's say and act out the chant Do you like apples?* Explain and demonstrate that Group 1 should ask the questions (line 1) and Group 2 should respond (lines 2 and 3).
- Play CD 2 track 5/the cassette. Children say and act out the chant in their groups.
- Get the groups to change roles. Play the CD/cassette again.

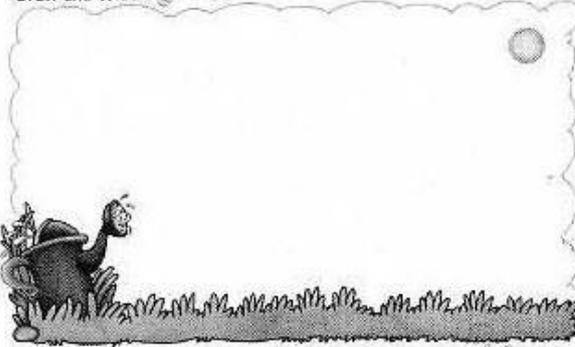
Lesson 6
Listen and number.



Draw and colour.



Lesson 7 Make the minibook of the story on page 75.

• Listen and number the photos. Say the food to each photo.
• Draw and colour your imaginary garden. Say what's in your garden.



Do you like apples?

Group 1: *Do you like apples? Do you like apples?* (open arms questioningly)

Group 2: *Oh, yes. Oh, yes. I like apples. I like bananas as well.* (mime holding apple and then opening banana)

Group 2: *I like apples. I like bananas as well.* (repeat as above)

Group 1: *Do you like pears? Do you like pears?* (open arms questioningly)

Group 2: *Oh, yes. Oh, yes. I like pears. I like oranges as well.* (mime cutting a pear and then peeling an orange)

Group 2: *I like pears. I like oranges as well.* (repeat as above)

2 Guess the difference

- Ask *What's this?* and show the children the food flashcards in turn very quickly. As children say the words, stick the flashcards of the tomatoes, apples, bananas, pears, oranges and lettuce on one side of the board and the flashcards of the ham, cheese, chicken, eggs on the other side of the board.
- Point to the two sets of flashcards and ask *What's the difference?* using L1 to explain what you mean if necessary. Listen to the children's answers re-modelling key ideas in English. Establish that tomatoes, apples, bananas, pears, oranges and lettuces come from plants and trees that grow on the land.



3 Play an action game

- Say *Stand up, please. Look. Let's be a plant or a tree!* Stand with your heels together and feet apart to be roots and wave your arms around like the branches of a tree or stalks of a plant. Get the children to do the same.
- Say the names of the food in turn. Demonstrate that when you say a food which is from a plant or a tree, e.g. *Apples!* children should pretend to be trees and when you say a food which is not from a plant or a tree, e.g. *Ham!* they should crouch down on the floor as fast as they can.
- Play the game several times. Increase the speed as children become confident at responding.
- Invite individual children to take turns to come and say words with you or instead of you.

4 Listen and number (PB page 41)

- Say *Look at the photos* and get the children to identify the tree or plant in each picture, e.g. *apple, lettuce, etc.*
- Say *Now listen and number the photos* and draw their attention to the example.
- Play CD 2 track 6/the cassette. Use the pause button to give the children time to write the numbers.



Number one: It's an apple tree.

Number two: It's a banana tree.

Number three: It's a lettuce.

Number four: It's an orange tree.

Number five: It's a tomato plant.

Number six: It's a pear tree.

- Check the answers by saying, e.g. *Number one. It's an ...* and children name the trees or plants.
- Ask, e.g. *What do trees and plants need to grow?* Use mime or L1 to clarify what you mean. Listen to the children's answers and re-model them in English (*sun, air, water, earth*).

Option: Use L1 to ask the children if they have seen the trees or plants in the photos in real life. Do any of them grow near where they live? Can they think of other food we eat that grows on trees or plants?

5 Draw and colour (PB page 41)

- Children choose three trees or plants from the photos and draw and colour a picture of their imaginary garden.
- Ask, e.g. *Who's got an apple tree in their garden?* and children raise their hands if they've got the tree or plant you name.

Option: In pairs, children play a guessing game to find out what's in each other's garden, e.g. *Apple tree? / No. / Banana tree? / Yes.*

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 102. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *lettuce*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Art and craft: Children make a life-size poster of a fruit tree. Some children paint an outline of the trunk and branches which you have previously prepared while others cut out and paint fruit and leaves to stick on the tree.

5 The enormous sandwich

Lesson 7

Aims

- To recall the story
- To make the minibook
- To tell the story using the minibook

Main language children use

*I like ... , Do you like ...? Yes. / No.
I'm hungry, delicious, cheese, tomatoes, lettuce,
ham, chicken, eggs*

Main activities

- Recall the story
- Make the minibook
- Listen and tell the story
- Sing the story song *The sandwich spell*
- Colour the pictures in the minibook

Materials

- Flashcard (Colin the caterpillar)
- CD/Cassette
- chicken picture card and an envelope
- Story cards for story 5
- Pupil's Book page 75 (minibook)
- a minibook you have prepared
- scissors, stapler and staples, crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine as described on page 101.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 101. Today's word is *chicken*.

Developing the lesson

1 Recall the story

- Ask *Can you remember the story about the enormous sandwich?* Invite eight children to the front of the class. Give them one of the story cards each in random order. Ask them to make a line in the order of the story. Encourage the rest of the class to help as they do this.
- Ask the children at the front to hold up the story cards in turn and prompt the rest of the class to

5

Lesson 7 Make the minibook.



recall briefly the story, e.g (story card 1) *Who's in the story? (Jenny, Sam and Kim) Who's hungry? (Jenny, Sam and Kim)* (story card 2) *Who can make a sandwich? (Jenny, Sam and Kim)* (story card 3) *Abacadabra. What appears? (cheese and ham) Do Jenny, Sam and Kim like cheese? (Yes)* (story card 4) *Abacadabra. What appears? (eggs and tomatoes) Do Jenny, Sam and Kim like eggs and tomatoes? (Yes), etc.*

2 Make the minibook of the story (PB pages 75 and 76)

See Unit 3 Lesson 7 for illustration.

- Say *Find page 75* and write the number on the board. Make sure the children have scissors.
- Show the children the minibook you have prepared. Say *Let's make a book of the story. Cut and fold the pages like this* and demonstrate what you mean.
- Staple the children's books together as soon as they have folded the pages correctly. Then say *Now cut here*. Demonstrate cutting along the dotted line at the top to separate the pages.
- When the children are ready, say, e.g. *Look at page 1. Find Jenny. Now turn the page. Demonstrate this. Look at page 2. Find Sam. Look at page 3. Find the cheese, etc.*

3 Listen and tell the story

- Say *Listen and tell the story with the minibooks. Point to the pictures. Demonstrate this. Look at the*



next page when you hear ... (imitate the signal). Use L1 to clarify what you mean if necessary.

- Play CD 2 track 7/the cassette. Children follow the story in their minibooks and join in saying the characters' parts with you as much as they can.



Story 5: The enormous sandwich

STORY CARD 1

Storyteller: *Jenny, Sam and Kim go to the Wonder School for Witches.*

Jenny: *I'm hungry!*

Sam: *I'm hungry!*

Kim: *Me, too!*

STORY CARD 2

Jenny: *I know! Let's make a sandwich!*

Sam and Kim: *Yes! The sandwich spell!*

Jenny: *Do you like cheese?*

Sam and Kim: *Yes!*

Jenny: *Do you like ham?*

Sam and Kim: *Yes!*

Jenny: *Are you ready? One ... two ... three ...*

STORY CARD 3

Jenny, Sam and Kim: *Abacadabra! Sandwich spell.*

Jenny: *I like cheese and ham as well.*

Sam and Kim: *Mmm. Delicious!*

STORY CARD 4

Jenny, Sam and Kim: *Abacadabra! Sandwich spell.*

Sam: *I like eggs and tomatoes as well.*

Jenny and Kim: *Mmm. Delicious!*

STORY CARD 5

Jenny, Sam and Kim: *Abacadabra! Sandwich spell.*

Kim: *I like chicken and lettuce as well.*

Jenny and Sam: *Mmm. Delicious!*

STORY CARD 6

Jenny: *Look!*

Kim: *Wow!*

Sam: *Fantastic!*

Jenny, Sam and Kim: *Incredible!*

STORY CARD 7

Sam: *Look at the sandwich!*

Kim: *It's enormous.*

Jenny: *I'm hungry.*

Sam: *I'm hungry, too.*

Kim: *Me, too!*

STORY CARD 8

Jenny: *Let's eat the sandwich now!*

Sam: *Yes. Come on.*

Jenny: *Mmm, cheese ... Mmm, ham ...*

Sam: *Mmm, eggs ... Mmm, tomatoes ...*

Kim: *Mmm, chicken ... Mmm, lettuce ...*

Jenny, Sam and Kim: *Mmm. Delicious!*

4 Sing the story song *The sandwich spell*

- Say *Let's sing the story song The sandwich spell.*
- Play the CD/cassette. Children sing the song and do the actions.



The sandwich spell

Abacadabra! The sandwich spell. (move your hands rhythmically as if doing the spell over a cauldron)

I like cheese and ham as well. (increase the size of your gestures)

Ha, ha, ha, ha, ha, ha, ha, ha, ha! (hold your hands out and laugh in a witch-like way)

Abacadabra! The sandwich spell (as verse 1)

I like eggs and tomatoes as well.

Ha, ha, ha, ha, ha, ha, ha, ha, ha!

Abacadabra! The sandwich spell. (as verse 1)

I like chicken and lettuce as well.

Ha, ha, ha, ha, ha, ha, ha, ha, ha!

5 Colour the pictures in the minibook

- Say *Colour the pictures in the minibook. Look. On page three, colour the ... (cheese); on page four, colour the ... (tomatoes); on page five, colour the ... (lettuce); on page seven, colour the ... (sandwich).*
- Children colour the pictures in their minibooks.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 102. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *chicken*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Minibook cover: Give each child a copy of the photocopiable minibook cover on page 142. If you like, write the title of the story in the space provided before photocopying. Children draw and colour an illustration for the cover of their books and write their names in the space provided. When they are ready, staple the covers onto their books.



5 The enormous sandwich

Lesson 8

Aims

- To review and evaluate learning
- To help children assess and reflect on their learning

Main language children use

ham, eggs, tomatoes, cheese, lettuce, chicken I like ...

Main activities

- play the *Bugs team game*
- Listen and put on the stickers
- Listen and match
- Say *Well done!* and put on the sticker of Colin
- Colour and trace over the words on Colin's Crazy Page

Materials

- Flashcard (Colin the caterpillar)
- Unit 5 stickers
- CD/Cassette
- Pupil's Book pages 42 and 52-53
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine as described on page 101.



Colin's favourite word

- Use L1 to explain that Colin hasn't got a favourite word today. In this lesson children are going to review all Colin's favourite words from the unit.

Developing the lesson

1 Play the *Bugs team game*

- Divide the class into two or three teams. Get each team to choose the name of a bug for their team e.g. *caterpillars, bees, etc.*
- Draw a simple picture of the bug chosen by each team on the board. Draw a circle with smiling facial features and antennae to be the head of a caterpillar (no segments yet) to use for scoring under each one.

Lesson 8
Listen and put on the stickers.

Listen and match.

Colour and trace over the words on Colin's Crazy Page. (pages 52-53)

42

- Colour and put on the Unit 5 stickers. Read and trace over the words.
- Listen and match the bugs with the food.
- Say 'Well done!' to the children of Unit 5. Put on the sticker of Colin.

- Have ready all the flashcards which have been used in the unit in jumbled order in a pile.
- Show the flashcards to each team in turn. Children raise their hands if they can say the word. Choose different children to answer each time. If they say the word correctly, they score a point for their team and you draw one segment on their team's caterpillar on the board (i.e. you add another circle next to the caterpillar's head). If they can't remember the word, a child from the next team has a turn. Make it clear that the teams lose segments from their caterpillar if they call out. The team with the most segments on their caterpillar at the end of the game is the winner.

2 Listen and put on the stickers (PB page 42)

- Hold up the stickers and say *Find the stickers for Unit 5.*
- Point to the stickers in turn and children name the food.
- Hold up the book and say *Now find this page* and give the children time to do this.
- Say *Listen and put the stickers on Colin!* Demonstrate what you mean.
- Play CD 2 track 8/the cassette. Pause to give the children time to put on the stickers.





Number one: *Abracadabra! I like ham.*
 Number two: *Abracadabra! I like eggs.*
 Number three: *Abracadabra! I like tomatoes.*
 Number four: *Abracadabra! I like chicken.*
 Number five: *Abracadabra! I like cheese*
 Number six: *Abracadabra! I like lettuce.*

- Check answers by saying, e.g. *Number one. I like ...* and children name the food.
- Have children read the words around the picture of Colin.
- If you want to give the children some writing practice, they can also trace over the words.

3 Listen and match (PB page 42)

- Say *Look at Colin the caterpillar, Snail, Ladybird, Bee and Butterfly. Listen and match what they say.*
- Demonstrate the activity by saying *Do you like apples, Colin? Yes! I like apples.* Draw the children's attention to the example.
- Play CD 2 track 9/the cassette. Use the pause button to give the children time to match the bugs with the foods.



Do you like apples Colin? Yes! I like apples.
Do you like lettuce, Snail? Yes! I like lettuce.
Do you like pears, Ladybird? Yes! I like pears.
Do you like bananas, Bee? Yes! I like bananas.
Do you like oranges, Butterfly? Yes! I like oranges.

- Check the answers by saying, e.g. *Colin says I like ...* and children say the food.

4 Put on the sticker of Colin

- Say *Find the stickers* and hold up the page of stickers.
- Say *You've finished Unit 5. Well done! Ask questions, e.g. What have you learnt in English? / Are you happy with your work?* using L1 to explain what you mean. As the children respond say, e.g. *Colin is very happy with your work! Put a sticker of Colin here!* and point to the place on the Pupil's Book page.
- Children put a sticker of Colin in their books to show that they have completed the unit successfully.

5 Colour Colin's Crazy Page (PB pages 52 and 53)

- Say *Find this page.* Write the number on the board and hold up the page.
- Use L1 to explain that at the end of every unit, children find and trace over the words they have learnt on *Colin's Crazy Page.* They then colour the corresponding pictures. By the end of the year the whole page will be coloured!
- Children find and colour all the key vocabulary for Unit 5 (*cheese, ham, lettuce, tomatoes, chicken, eggs*).

Ending the lesson routine



Colin's favourite word

- Ask the children to name all Colin's favourite words for this unit (*tomato, ham, egg, cheese, banana, lettuce, chicken*).
- Praise the children, e.g. *Very good! Fantastic!* and give the whole class a big clap (let them also join in) and say *Hurray!* for all the work they have done.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Drama: Invite three children to the front to act out the story while you and the rest of the class tell it together. Repeat the procedure with three more children or get the children to act out the story simultaneously in the same way in groups.



6 The three bears



Main language children use

- *Daddy / Mummy / Baby bear*
- *bowl, chair, bed, soup, house*
- *big, small, tiny*
- *This/My ... is ...*
- *great, horrible*
- *Goldilocks, brother, sister, family*

Recycled language

- *hello, goodbye, yes, no, thank you*
- *Hurray!*
- *I'm ... / It's ...*
- *hungry, happy*
- *Let's ... look / see / count*
- *Numbers 1-3*

Receptive language

- *Everybody listen / look / touch ...*
- *... go for a walk*
- *... go to sleep*
- *Wake up! / Wait!*
- *stay, play, runs away*
- *in winter*
- *Colours*
- *Parts of the body*

Link to other area of learning

- *Natural science: Bears that go to sleep in winter*

Communicative skills and language functions

- Identifying the three bears
- Recognising the difference between *big, small* and *tiny*
- Saying and acting out a chant
- Listening to and understanding the story
- Re-telling the story
- Singing and acting out the story song
- Responding to things that are great or horrible
- Identifying members of your family
- Following instructions
- Associating pictures and meaning
- Listening and identifying bears that go to sleep in winter
- Reviewing and reflecting on learning
- Recognising and writing over key words

Socio-cultural aspects

- Pleasure in a traditional story in English
- Confidence and enjoyment in mime and drama
- Curiosity and interest in learning about bears
- Awareness of the value of family
- Respect for families which are different from your own
- Confidence and pleasure in your own ability to participate in English



6 The three bears

Lesson 1

Aims

- To recognise and identify the bears and key items in the story
- To say the *Three bears* chant

Main language children use

*I'm ... , Daddy bear, Mummy bear, Baby bear
bowl, chair, bed, big, small, tiny
My ... is ...
hello, goodbye*

Main activities

- Say hello to the bears
- Look and mime
- Listen and act the *Three bears* chant
- Say the chant and point to the pictures
- Play Bugs Bingo

Materials

- Flashcards (Colin the caterpillar, Daddy bear, Mummy bear, Baby bear)
- CD/Cassette
- cut-out of Daddy bear (Pupil's Book page 79) and an envelope
- Pupil's Book page 43
- bingo cover pieces (optional, see page 142)

Starting the lesson routine

Say hello and sing the *Hello* song together

- Follow the routine as described on page 111.

Listen and respond

- Say the following rhyme with rhythm *Everybody listen. / Look at me. / Touch something... red! / One! Two! Three!* Demonstrate that everyone should touch something red as soon as you say *Three!* Repeat once or twice, naming different colours the children know.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the *Daddy bear* cut-out in an envelope without the children seeing.
- Follow the *Colin's favourite word* routine as described on page 101.

Developing the lesson

1 Say hello to the bears

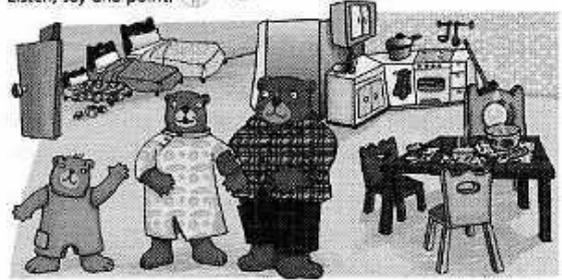
- Hold up the flashcard of *Daddy bear* and say. *Look, Here's Daddy bear.* Repeat with the flashcards of *Mummy bear* and *Baby bear*.



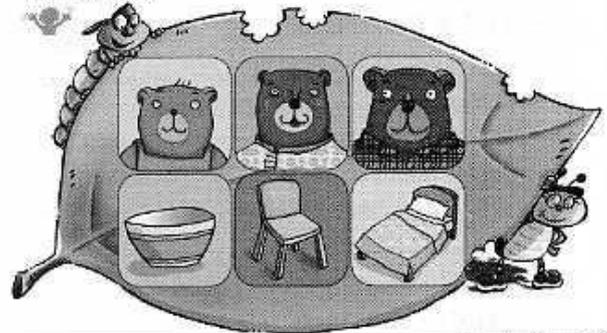
The three bears

Lesson 1

Listen, say and point.



Play Bugs Bingo.



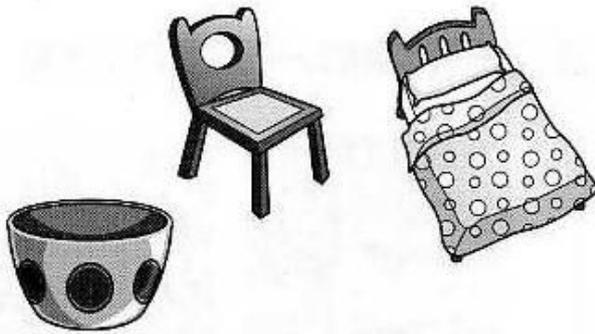
• See the chant. The three bears and point to the pictures.
• Play Bugs Bingo. Baby has Mummy bear. Daddy has bowl, chair, bed.



- Hold up the flashcards in turn again. Encourage the children to wave and say with you *Hello, (Daddy) bear!*
- Stick the flashcards on different walls in the classroom. Point to them in turn and get the children to respond by waving and saying *Hello, (Baby) bear!* Repeat several times.
- Give instructions to pairs of children in turn, e.g. *Say hello to Mummy bear; (name) and (name).* Demonstrate that the children should go to the flashcard, pretend to shake hands and say *Hello, Mummy bear!* They should then say *Goodbye, Mummy bear!* and wave as they go and sit down again. Repeat several times with different children. Leave the flashcards on the walls for the next activity.

2 Look and mime

- Point to the bears and then draw three simple pictures on the board of a bowl, a chair and a bed as you say *Daddy bear, Mummy Bear and Baby bear have got a bowl, a chair and a bed.* Children who know the traditional story will immediately make the connection (if they haven't already) as you introduce these words, so be ready to respond positively, e.g. *Very good! That's right! We're going to do the story of The three bears.*
- Go and stand by the flashcard of *Daddy bear*. Say *Daddy bear says* (use a deep voice) *My bowl is big* (make a big bowl with your arms). *My chair is big* (raise one arm in the air and stretch the other one out to show this). *My*



bed is big (hold your arms out sideways with your hands up to show the ends of the bed).

- Repeat and get the children to do the actions too.
- Go and stand by the flashcard of *Mummy bear*. Say *Mummy bear says* (use a normal voice) *My bowl is small* (cup your hands to make a small bowl). *My chair is small* (raise one arm and stretch the other one out from the elbow to show this). *My bed is small* (hold your arms out sideways, but keep your elbows in, with your hands up to show the ends of the bed).
- Repeat and get the children to do the actions too.
- Go and stand by the flashcard of *Baby bear*. Say *Baby bear says* (use a high-pitched voice) *My bowl is tiny* (overlap your hands to make a tiny bowl). *My chair is tiny* (raise one hand and stretch the other one out to show this). *My bed is tiny* (stretch out your thumbs so they are touching and raise your index fingers to show this).
- Repeat and get the children to do the actions too.
- Check children understand the difference between *big*, *small* and *tiny* and if necessary use L1 to clarify.
- Stand by the pictures on the board. Say, e.g. *My bowl is big*. Do the action as previously and use the voice of *Daddy bear*. Demonstrate that the children should respond by doing the action with you and naming the bear, e.g. *Daddy bear!* Repeat several times, doing the actions and naming different items of the three bears each time.

3 Listen and act the *Three bears chant*

- Say *Let's listen to the Three bears chant and do the actions*. Demonstrate what you mean.
- Play CD 2 track 10/the cassette. Stand by the flashcard of the bear in each verse. Children listen and join in doing the actions with you as in stage 2. In the last line of each verse, they make themselves *big*, *small* or *tiny*.
- Play the CD/cassette again. Children listen, do the actions and join in saying the chant.



The Three bears chant

I'm Daddy bear:

My bowl is big. (make a big bowl with your arms)

My chair is big. (raise one arm in the air and stretch the other one out)

My bed is big. (hold your arms out sideways)

Big, big, yeah!

I'm Mummy bear:

My bowl is small. (cup your hands to make a small bowl)

My chair is small. (raise one arm and stretch the other one out from elbow)

My bed is small. (hold your arms out sideways keeping elbows in)

Small, small, yeah!

I'm Baby bear:

My bowl is tiny. (overlap your hands to make a tiny bowl)

My chair is tiny. (raise one hand and stretch other one out)

My bed is tiny. (stretch out your thumbs so they are touching, raise index fingers)

Tiny, tiny, yeah!

4 Listen, say and point (PB page 43)

- Say *Open your books. Find this page.* Hold up page 43 and write the number on the board.
- Say, e.g. *Point to Daddy bear.* / *Point to the big bowl,* etc. Children point to the pictures in their books.
- Say *Now listen and say the chant. Point to the pictures.* Demonstrate this.
- Play CD 2 track 10/the cassette again. Children point to the pictures and say the chant.

5 Play Bugs Bingo (PB page 43)

- Follow the procedure for playing Bugs Bingo as described on page 96.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lessons described on page 102. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *Daddy Bear*.

Sing the *Goodbye song*

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Drama game: Invite pairs or groups of children to the front of the class. Whisper the name of one of the bears to them, e.g. *You're Baby bear!* Children do a mime and the rest of the class guess which bear they are. Repeat several times with different children.



6 The three bears

Lesson 2

Aims

- To listen to the story for global understanding
- To respond to the things Goldilocks tries in the story

Main language children use

*I'm ... , Daddy bear, Mummy bear, Baby bear
bowl, chair, bed, big, small, tiny, great, horrible*

Main activities

- Say and act out the *Three bears chant*
- Listen to the story
- Check understanding of the story
- Find and count the caterpillars
- Listen and follow the story
- Play *Great! or Horrible!*
- Look and number
- Draw Goldilocks' mouth

Materials

- Flashcards (Colin the caterpillar, Daddy bear, Mummy bear, Baby bear)
- CD/Cassette
- cut-out of Baby bear (Pupil's Book page 79) and an envelope
- Story cards for story 6
- Pupil's Book pages 44, 45 and 46
- pencils

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the following rhyme with rhythm *Everybody listen. / Look at me. / Touch something ... red! / One! Two! Three!* Demonstrate that everyone should touch something red as soon as you say *Three!* Repeat once or twice, naming different colours the children know.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out of *Baby bear* in an envelope without the children seeing.

Lesson 2
Listen to the story.

44 • Tell the story with the story cards. Tell the story again and the children follow in their books.

- Stick the envelope with the cut-out inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Say and act out the *Three bears chant*

- Cover the flashcard of *Daddy bear* with a piece of paper. Ask *Who's this?* and gradually reveal the picture. Children say the name as soon as they see the picture.
- Repeat with the flashcards of *Mummy bear* and *Baby bear*.
- Do the actions from Lesson 1 as you say, e.g. *Here's Daddy bear's ...* and children identify the items: *bowl, chair, bed*.
- Divide the class into three groups: *Daddy bear, Mummy bear* and *Baby bear*.
- Say *Let's say and act out the Three bears chant*. Demonstrate that the children in each group should say and do actions for their verse as in Lesson 1.
- Play CD 2 track 10/the cassette. Children say and act out the chant.
- Get the groups to change roles. Play the CD/cassette again.



2 Listen to the story

- Say *It's time for a story!* Open your hands like a book to convey the meaning of *story*.
- Point to the pictures on story card 1 in turn and say *The story is about the three bears.*
- Ask *What happens in the story, do you think?* Use mime to convey meaning and listen to the children's ideas in L1. If they are familiar with the story, introduce the name of the girl in the story, *Goldilocks.*
- Say rhythmically *Are you ready? / One, two, three. / Here's a story. / Listen to me!* and wait for the children to be quiet before you begin.
- Either tell the story yourself, or play CD 2 track 11/the cassette, using the story cards.



Story 6: The three bears

STORY CARD 1

Storyteller: *This is the house of the three bears.*

Mummy bear: *Here's your soup, Baby bear!*

Baby bear: *Ooh. It's very hot!*

Daddy bear: *Let's go for a walk!*

Mummy bear: *Good idea!*

STORY CARD 2

Storyteller: *Daddy bear, Mummy bear and Baby bear go for a walk.*

Baby bear: *Hurray! This is great.*

Daddy bear: *Come on, Baby bear.*

Baby bear: *Yes.*

STORY CARD 3

Storyteller: *This is Goldilocks. Goldilocks goes to the house of the bears.*

Goldilocks: *Oh, what a beautiful house! Mmm, soup! I'm hungry!*

STORY CARD 4

Goldilocks: *This bowl is big. Yuk. The soup is horrible!*

This bowl is small. Yuk. The soup is horrible!

This bowl is tiny. Mmm. The soup is great!

STORY CARD 5

Goldilocks: *This chair is big. It's horrible!*

This chair is small. It's horrible!

This chair is tiny. Mmm. It's great!

STORY CARD 6

Goldilocks: *I'm sleepy. This bed is big. It's horrible!*

This bed is small. It's horrible!

This bed is tiny. Mmm. It's great!

STORY CARD 7

Storyteller: *Goldilocks goes to sleep. The three bears come back to their house.*

Baby bear: *Ohhh! Look, Mummy! Look, Daddy!*

Mummy bear and Baby bear: *It's Goldilocks!*

Baby bear: *Wake up, Goldilocks!*



Three bears chant

I'm Daddy bear.

My bowl is big. (make a big bowl with your arms)

My chair is big. (raise one arm in the air and stretch the other one out)

My bed is big. (hold your arms out sideways)

Big, big, yeah!

I'm Mummy bear.

My bowl is small. (cup your hands to make a small bowl)

My chair is small. (raise one arm and stretch the other one out from elbow)

My bed is small. (hold your arms out sideways keep elbows in)

Small, small, yeah!

I'm Baby bear.

My bowl is tiny. (overlap your hands to make a tiny bowl)

My chair is tiny. (raise one hand and stretch other one out)

My bed is tiny. (stretch out your thumbs so they are touching, raise index fingers)

Tiny, tiny, yeah!



STORY CARD 8

Goldilocks: *Oh, no!*

Storyteller: *Goldilocks runs and runs and runs.*

Baby bear: *Wait Goldilocks! Please stay and play!*

Storyteller: *But Goldilocks runs away.*

3 Check understanding of the story

- Hold up the story cards again. Ask questions to check understanding using mime, gesture and the pictures to clarify meaning, e.g. (story card 1) *Is the soup cold? (No) Is the soup very hot? (Yes)* (story card 2) *The three bears go for a ... (walk) / Does Baby bear like the walk? (Yes)* (story card 3) *Who goes to the bears' house? (Goldilocks)* (story card 4) *Does Goldilocks like Daddy bear's soup? (No) / Does Goldilocks like Mummy bear's soup? (No) / Does Goldilocks like Baby bear's soup? (Yes)* (story card 5) *Does Goldilocks like Daddy bear's chair? (No) / Does Goldilocks like Mummy bear's chair? (No) / Does Goldilocks like Baby bear's chair? (Yes)* (story card 6) *Does Goldilocks like Daddy bear's bed? (No) / Does Goldilocks like Mummy bear's bed? (No) / Does Goldilocks like Baby bear's bed? (Yes) And she goes to sleep* (story card 7) *Who comes back to the house? (Daddy bear, Mummy bear and Baby bear)* (story card 8) *What does Goldilocks do? (run).*

4 Find and count the caterpillars (PB pages 44 and 45)

- Say *Find page 44* and write the number on the board.
- Hold up the flashcard of Colin the caterpillar and say, e.g. *Hmm. I think there are caterpillars in the story. There are five caterpillars.* Hold up five fingers. *Where are the caterpillars?*
- Children look for the caterpillars in the story, point to them (in pictures 2, 3, 5, 6 and 8) and say *Here!*

5 Listen and follow the story (PB pages 44 and 45)

- Say *Make your finger into Colin the caterpillar like this.* Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Say *Listen and follow the story with Colin!* and demonstrate following the pictures in the book with your finger moving like a caterpillar.
- Play CD 2 track 11/the cassette. Children listen and follow the story in their books.
- Ask *Do you like the story?* and listen to the children's responses.

6 Play *Great! or Horrible!*

- Mime eating a bowl of soup and make a face of disgust. Say *Horrible!* Mime eating a bowl of soup and make a face as if it's delicious. Say *Great!*
- Mime sitting in a chair and lying in a bed (put your head to one side and your hands flat together

Lesson 2
Look and number.

Draw or

Lesson 3 Make the cards on page 77. Sing the song.

46 • Number the pictures in the order of the story.
• Draw Goldilocks' mouth 'No Great! or Horrible!'

underneath), make exaggerated facial expressions and say the words in the same way.

- Do different mimes in random order and encourage the children to call out *Great!* or *Horrible!* depending on your facial expression.
- Invite pairs of children to the front of the class to do a mime in turns. The rest of the class look at their facial expressions and respond in the same way.

Option: Children take turns to do mimes and guess *Great!* or *Horrible!* in pairs.

7 Look and number (PB page 46)

- Say *Find page 46* and write the number on the board.
- Say, e.g. *Point to the big bowl. / Point to the small chair. / Point to the tiny bed.* Children point to the pictures in their books.
- Say *In the story, Goldilocks tries number one, the big ... (bowl), number two, the small... (bowl), number three, the tiny ... (bowl), number four, the big ... (chair), etc.* and elicit the order of the pictures in the story.
- Say *Number the pictures in the order of the story* and draw the children's attention to the example.
- When they have finished, check the order by saying, e.g. *The big bowl is number ...!* and children call out the numbers.

8 Draw  or  (PB page 46)

- Hold up the book and point to picture 1. Say *When Goldilocks tries the big bowl she says ... (Horrible!)*
- Repeat for the other pictures.
- Say *Now draw Goldilocks' mouth in the pictures* and demonstrate what you mean.
- When children are ready, get them to point to the expressions they have drawn in each picture and say *Great!* or *Horrible!*

Ending the lesson routine



Colin's favourite word

- Take the envelope with the *Baby bear* cut-out off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Play *Colin's favourite word jingle* (CD 1 track 3). Children move their index fingers like a caterpillar to the rhythm of the jingle.



Colin's favourite word jingle

*Colin's favourite word today
Colin's favourite word today
Colin's favourite word today is ... !*

- Take the cut-out out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'Baby bear'!* *Stand up if you said 'Baby bear'!* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Game –big, small or tiny: Say the words of animals and other items children know. Children respond by doing a mime to show the size and saying big, small or tiny, e.g. *Elephant! (Big!) Mouse! (Small!) Ladybird! (Tiny!).*

6 The three bears

Lesson 3

Aims

- To sing the story song *Goldilocks*
- To play *Memory* with the bowl, chair and bed cards

Main language children use

Goldilocks, goes to ...

Let's ... , This (bowl) is (big)

bowl, chair, bed, big, small, house, bears, tiny, one, two, three

Main activities

- Mime *Goldilocks*
- Sing and act the story song *Goldilocks*
- Make the bowl, chair and bed cards
- Sing and hold up the cards
- Play *Memory*

Materials

- Flashcard (Colin the caterpillar)
- CD/Cassette
- one of the bowl picture cards and an envelope
- Pupil's Book page 77 (bowl, chair and bed picture cards)
- scissors

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 116.

Listen and respond

- Follow the routine as described on page 116.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 116. Today's word is *bowl*.

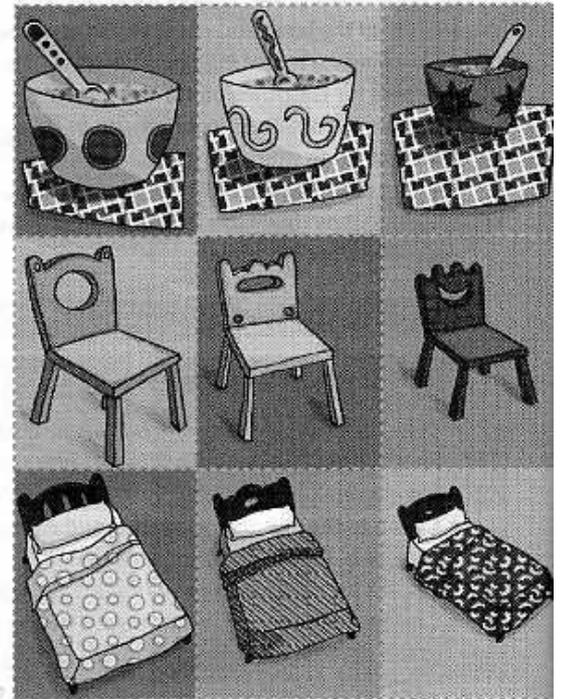
Developing the lesson

1 Mime *Goldilocks*

- Say *Stand up, please. Say Let's be Goldilocks!* and use L1 to explain what you mean if necessary.
- Get the children to mime with you as you say *Goldilocks goes to the house of the bears* (walk on the spot, then mime opening the door and going inside). Say *I'm hungry* (rub your tummy). Say *This bowl is big* (point to an imaginary bowl, then pretend to eat) *The soup is horrible!* Say *This bowl is small* (repeat mime) *The soup is horrible!* Say *This bowl is tiny* (repeat mime) *The soup is great.*
- Continue getting the children to mime Goldilocks trying the bears' chairs and beds in the same way as you say, e.g. *This chair is big. It's horrible!* / *This*

6

Lesson 3 Make the bowl, chair and bed cards.



chair is small. It's horrible. / *This chair is tiny. It's great!*, etc.

- At the end ask, e.g. *How many bowls / chairs / beds does Goldilocks try?*, using gesture or L1 to convey meaning and elicit the answers (three).

2 Sing and act out the story song *Goldilocks*

- Say *Let's listen to the song Goldilocks. Do the actions with me* and demonstrate what you mean.
- Play CD 2 track 12/the cassette. Children listen and do the actions with you.
- Say *Now let's sing and do actions.* Play the CD/cassette again. Children sing the song and do the actions with you.



Goldilocks

Goldilocks goes to the house of the bears. (walk on the spot)

Let's look in and see. (mime opening a door and look in)

This bowl is big. (make a big bowl with your hands)

This bowl is small. (make a small bowl with your hands)

This bowl is tiny. (make a tiny bowl with your hands)

And that is all. (open out your hands)

Let's count them - One, two, three! (point to three imaginary bowls)

Goldilocks goes to the house of the bears. (as before)

Let's look in and see. (as before)

This chair is big. (make a big chair with your arms)
This chair is small. (etc.)
This chair is tiny. (etc.)
And that is all. (open out your hands)
Let's count them – One, two three! (as before)

Goldilocks goes to the house of the bears. (as before)
Let's look in and see. (as before)
This bed is big. (make a big bed with your hands)
This bed is small. (etc.)
This bed is tiny. (etc.)
And that is all. (open out your hands)
Let's count them – One, two, three! (as before)

3 Make the bowl, chair and bed cards (PB page 77)

- Say *Find page 77* and write the number on the board. Make sure the children have scissors.
- Say *Cut out the page. Cut out the cards and demonstrate what you mean.*
- Children work individually and make the cards. Get them to write their name or initials on the reverse side of each one.
- When the children are ready say, e.g. *Show me the big bed!* / *Show me the tiny bed!* and children respond by holding up the correct cards.

4 Sing and hold up the cards

- Say *Put your cards on the desk like this* and demonstrate laying the cards out face up in sets, i.e. bowls together, chairs together and beds together.
- Say *Let's sing Goldilocks again. Hold up the cards when you hear them in the song.* Demonstrate what you mean by singing (or saying) three lines from the song, e.g. *This bowl is big / This bowl is small / This bowl is tiny* and holding up the correct cards in turn.
- Play CD 2 track 12/the cassette. Children sing and hold up the cards.

Option: Play the karaoke version of the song (CD 2 track 41). Children sing verses of the song for the small and tiny bowls, chairs and beds using the cards in the same way.

5 Play Memory

- Stick two sets of the cards in random order face down on the board at a height the children can reach.
- Say *Let's play Memory!* and use gesture or L1 to explain that you are going to play versus the whole class.
- Demonstrate the game by turning over one of the cards, holding it up and saying, e.g. *This bed is small.* Then turn over another card and say a sentence in the same way. If the two cards you turn

over are the same, take them off the board and keep them. If they are not the same, put them back face down where they were.

- Invite a child to the front to represent the class. Get the child to choose a card and hold it up to the class. Demonstrate that everyone should say the sentence together (with you at first), e.g. *This bed is big.* The child then chooses a second card and the class says the sentence in the same way. If the cards are the same, the class keeps them. If not, put them back on the board.
- Continue the game, alternating turns with different children, until there are no cards on the board. Count up your cards and the class's cards and the one with the most wins.
- Divide the class into two teams. Repeat the game, inviting different children from each team to have a turn each time.

Option: Children lay their cards face down on their desks and play the game in pairs.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 119.
- Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *bowl*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Card game – Noughts and crosses: Draw a noughts and crosses grid on the board. Stick one of the vocabulary cards face down in each space. Divide the class into two teams: one to play with noughts and one with crosses. Children in each team take turns to choose a card. If they can identify the object, e.g. *bed* and size, e.g. *small*, turn over the card and write a nought or cross in the square. The first team to complete a row of three wins the game.



6 The three bears

Lesson 4

Aims

- To develop understanding of the story
- To mime and say key parts of the story

Main language children use

*I'm ... , Daddy bear, Mummy bear, Baby bear
bowl, chair, bed, big, small, tiny, great, horrible
This (bowl) is (big)*

Main activities

- Sing and act out the story song *Goldilocks*
- Play *Goldilocks says ...*
- Listen, mime and say key parts of the story
- Listen and draw
- Colour

Materials

- Flashcard (Colin the caterpillar)
- CD/Cassette
- Story cards for story 6
- one of the bed picture cards and an envelope
- bowl, chair and bed picture cards
- Pupil's Book page 47
- pencils and crayons

Lesson 4
Listen and draw.

Colour.

• Listen and join the dots. Say what it is.
• Colour and say your favourite character from the story.

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 116.

Listen and respond

- Follow the routine as described on page 116.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 116. The word today is *bed*.

Developing the lesson

1 Sing and act out the story song *Goldilocks*

- Say *Stand up, please*. Divide the class into three groups: one for *big*, one for *small* and one for *tiny*.
- Remind each group in turn of their actions. For example, say to the *big* group *This bowl is big / This chair is big / This bed is big* and get them to do the actions with you.
- Say *Let's sing Goldilocks*. Demonstrate that each group should sing their line and do the corresponding action in each verse and that everyone should sing and do the actions for the first two lines and the last two lines of each verse.
- Play CD 2 track 12/the cassette. Children sing and act out the song. If you prefer, children can remain seated to do this.
- Children change roles. Play the CD/cassette again.



Goldilocks

Goldilocks goes to the house of the bears. (all: walk on the spot)

Let's look in and see. (all: open a door and look in)

This bowl is big. ('big' group: mime a big bowl)

This bowl is small. ('small' group: mime a small bowl)

This bowl is tiny. ('tiny' group: mime a tiny bowl)

And that is all. (all: open out hands)

Let's count them – One, two, three! (all: point to the three groups' bowls)

Goldilocks goes to the house of the bears. (all: as before)

Let's look in and see. (all: as before)

This chair is big. ('big' group: mime a big chair)

This chair is small. ('small' group: mime a small chair)

This chair is tiny. ('tiny' group: mime a tiny chair)

And that is all. (all: open out hands)

Let's count them – One, two, three! (all: as before)

Goldilocks goes to the house of the bears. (all: as before)

Let's look in and see. (all: as before)

This bed is big. ('big' group: mime a big bed)

This bed is small. (all: as before)

This bed is tiny. (all: as before)

And that is all. (all: as before)

Let's count them – One, two, three! (all: as before)

2 Play *Goldilocks says ...*

- Shuffle a set of bowl, chair and bed cards.
- Say *Let's play Goldilocks says ...*. Hold up the cards



in turn and demonstrate that the children should respond *It's great!* if it's a card Goldilocks likes (i.e. Baby bear's tiny bowl, chair or bed) and *It's horrible!* if it's a card she doesn't like (i.e. all the rest). Every time children say *It's great!* they get a point. Keep a score of points on the board.

- Play the game holding up the cards in random order. Increase the speed as children become more confident at responding. Add up their points at the end.

3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story?* and invite two children to come and help you stick them in order on the board.
- Say *Stand up, please.* Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*
- Play CD 2 track 11/the cassette or tell the story yourself. Mime the actions with the children and encourage them to join in saying, or repeating, key parts of the story.



Story 6: The three bears

STORY CARD 1

Storyteller: *This is the house of the three bears.* (put the tips of your fingers together to make a roof)

MB: *Here's your soup, Baby bear!* (give a bowl of soup)

BB: *Ooh. It's very hot!* (pretend to taste the soup and burn your tongue)

DB: *Let's go for a walk!* (put your index finger up to show you've had an idea)

MB: *Good idea!* (nod in agreement)

STORY CARD 2

Storyteller: *Daddy bear, Mummy bear and Baby bear go for a walk.* (walk on the spot)

BB: *Hurray! This is great.* (wave your arms)

DB: *Come on, Baby bear!* (make a beckoning gesture)

BB: *Yes.* (run on the spot)

STORY CARD 3

Storyteller: *This is Goldilocks. Goldilocks goes to the house of the bears.* (walk on the spot)

Goldilocks: *Oh, what a beautiful house!* (look admiringly, open the door and go in) *Mmm, soup! I'm hungry!* (rub your tummy)

STORY CARD 4

Goldilocks: *This bowl is big.* (taste the soup)

Yuk. The soup is horrible! (make a face)

This bowl is small. (taste the soup)

Yuk. The soup is horrible! (make a face)

This bowl is tiny (taste the soup) *Mmm. The soup is great!* (smile, lick your lips and eat all the soup)

STORY CARD 5

Goldilocks: *This chair is big.* (try the chair)

It's horrible! (make a face)

This chair is small. (try the chair)

It's horrible! (make a face)

This chair is tiny. (try the chair) *Mmm. It's great!* (smile and look comfortable)

STORY CARD 6

Goldilocks. (yawn) *I'm sleepy. This bed is big.* (try the bed) *It's horrible!* (make a face)

This bed is small (try the bed)

It's horrible! (make a face)

This bed is tiny. (try the bed) *Mmm. It's great!* (smile, put your head on one side on your hands)

STORY CARD 7

Storyteller: *Goldilocks goes to sleep.* (go to sleep) *The three bears come back to their house.* (walk on the spot)

BB: *Ohhh! Look, Mummy! Look, Daddy!* (point to a bed)

MB and BB: *It's Goldilocks!* (look surprised)

BB: *Wake up, Goldilocks!* (pretend to call)

STORY CARD 8

Goldilocks: *Oh, no!* (put your hands to your mouth)

Storyteller: *Goldilocks runs and runs and runs.* (run on the spot)

BB: *Wait, Goldilocks! Please stay and play!* (call after Goldilocks)

Storyteller: *But Goldilocks runs away.* (run on the spot)

4 Listen and draw (PB page 47)

- Stick a set of bed, chair and bowl cards on the board. Say *How many beds?* and get the children to count them with you. Then say *How many all together? Let's count!* and get them to count with you.
- Hold up the book and say *Find this page.*
- Point to the numbers in order and encourage the children to count with you.
- Say *Now listen and join the numbers* and draw the children's attention to the example.
- Play CD 2 track 13/the cassette. Use the pause button to give the children time to find and join the numbers.



6 2 9 4 10 3 8 1 5 7

- When they are ready say, *What is it? (a bed) Is it Daddy bear's bed? (No) Is it Mummy bear's bed? (No) Is it Baby bear's bed? (Yes)*

5 Colour (PB page 47)

- Say *Now colour your favourite character.*
- Ask individual children to name their favourite character.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 119. Reveal the word is *bed*.

Sing the Goodbye song

- Follow the routine as described on page 119.



6 The three bears

Lesson 5

Aims

- To identify members of the family
- To sing the song *A happy family*

Main language children use

*Mummy, Daddy, brother, sister
baby, bear, my (sister), happy, family*

Main activities

- Identify members of Baby bear's family
- Play *Who's missing?*
- Sing *A happy family*
- Draw and sing
- Draw your family

Materials

- Flashcards (Colin the caterpillar, Daddy bear, Mummy bear, Baby bear, brother, sister)
- CD/Cassette
- cut-out of Goldilocks (Pupil's Book page 79) and an envelope
- Pupil's Book page 48
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Follow the routine as described on page 116.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 116. The word today is *Goldilocks*.

Developing the lesson

1 Identify members of Baby bear's family

- Hold up the flashcard of *Baby bear*. Ask *Who's this? (Baby bear)*. Repeat with the flashcards of *Mummy bear* and *Daddy bear*.
- Elicit the other members of the family. Ask *Who else is in Baby bear's family?* using gesture or L1 to convey meaning. Listen to the children's answers in L1. When they say the family members say, e.g. *Yes. Very good. Baby bear has a brother and a sister* and show them the flashcards.
- Hold up the flashcards in turn and say, e.g. *This is Baby bear's brother. / This is Baby bear's sister. Get*

Lesson 5
Draw and sing.

Draw:

48 • Draw Goldilocks with her family. Sing the song *A happy family* and point to the pictures. Mummy, Daddy, brother, sister.
• Draw a picture of your family. Say who's in your picture.

the children to wave and say *Hello!* to each one as you do this.

- Stick the flashcards on the board in the following order: *Daddy, Mummy, brother, sister*. Say the words as you do this.
- Point to and say the words in turn. Use gesture to show that the children should repeat and echo what you say. Build up a chant-like rhythm as you do this.
- Point to and say the words once or twice again using different voices, e.g. pretending to call, using a whisper. Children echo what you say.

2 Play *Who's missing?*

- Say *Close your eyes!* and demonstrate what you mean.
- Remove one of the flashcards from the board.
- Say *Open your eyes!* Children open their eyes and identify the flashcard that's missing, e.g. *Mummy!*
- Repeat several times removing different flashcards. If you like, you can invite individual children to come and do this with you each time.

3 Sing *A happy family*

- Say *Let's listen to the song A happy family*. Point to the flashcards on the board in turn and ask, e.g. *Is Daddy in the song?*
- Play CD 2 track 14/the cassette.
- Check the answers by pointing to the flashcards, asking the questions again and eliciting the answers (*yes*).

- Stick the flashcards on different walls round the classroom.
- Say *Let's listen again. Wave at Baby bear's family when you hear the words in the song* and demonstrate what you mean. Play the CD/cassette again. Children wave to the flashcards when they hear the words and join in singing the song.



A happy family

*My daddy and my mummy,
My brother, my sister and me,
We're happy, happy, happy,
A happy family!*

4 Draw and sing (PB page 48)

- Say *Find page 48* and write the number on the board.
- Say *Look at the picture. Whose family is it? (Goldilocks' family)*.
- Point to the pictures in turn and elicit the words.
- Say *Now draw a picture of Goldilocks and her family*.
- Children draw and colour a picture of Goldilocks in the space provided.
- When the children are ready, say *Let's sing A happy family. Point to the pictures*. Demonstrate what you mean.
- Play CD 2 track 14/the cassette again. Children sing the song and point to the completed pictures of Goldilocks and her family in their books.

5 Draw (PB page 48)

- Say *Draw a picture of your family*. Use L1 to explain that as our families are different, the children's pictures will be different. They can draw one, two, three or more people, depending on what is relevant for them.
- Children draw a picture of their family.
- Invite individual children to hold up their pictures and name the members of their family.

Option: Children compare their pictures in pairs and point to and name the members of their family.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 119. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *Goldilocks*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song*. Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Family photos: Ask the children to bring in a family photo. Sit in a circle with the children and look at their photos in turn. Encourage children to identify different members of each other's families. Say, e.g. *Look. This is (Juan's) ... (brother) and this is his ... (sister), etc.*



6 The three bears

Lesson 6

Aims

- To recognise true and false facts about bears
- To listen and identify bears that go to sleep in winter

Main language children use

*Daddy, Mummy, brother, sister
jump, run, swim, fly, yes, no, can, like*

Main activities

- Sing and act out *A happy family*
- Play *Yes! or No!*
- Play *Go to sleep, bears!*
- Listen and tick the bears that go to sleep in winter
- Draw the bears' eyes

Materials

- Flashcards (Colin the caterpillar, Daddy bear, Mummy bear, Baby bear, brother, sister)
- CD/Cassette
- cut-out of Mummy bear (Pupil's Book page 79) and an envelope
- Pupil's Book page 49
- pencils

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the routine as described on page 116.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 116. The word today is *Mummy bear*.

Developing the lesson

1 Sing and act out *A happy family*

- Ask *Who's in Baby bear's family?* Hold up the flashcards very quickly in turn and children call out the names.
- Stick the flashcards on different walls around the classroom.
- Say *Stand up, please. Let's be Baby bear. Let's sing and act out A happy family. Jump to the pictures when you hear the words in the song.* Demonstrate crouching down and pretending to be Baby bear and

Lesson 6
Listen and tick (✓).

1

2

3

4

5

6

Look and draw or

1 2 3 4 5

Lesson 7 Make the story characters on page 79.

- Listen and tick the bears that go to sleep in winter.
- Look at your answers to the first activity. Draw a picture about them on the bears.

jumping to face the different flashcards. If you prefer, children can remain seated to do the activity. In this case they turn to face the flashcards each time rather than jump.

- Play CD 2 track 14/the cassette. Children sing and act out the song pretending to be Baby bear.



A happy family

*My daddy and my mummy,
My brother, my sister and me,
We're happy, happy, happy,
A happy family!*

2 Play *Yes! or No!*

- Collect the flashcards from the walls. As you do this say *Daddy, Mummy, the brother and sister are all ... (bears)*.
- Say a false sentence about bears, e.g. *Bears can fly!* Use mime to remind children of the meaning. Demonstrate that children should put their hands on their heads and call out *No!*
- Say a true sentence about bears, e.g. *Bears can swim!* Again, use mime to remind children of the meaning. Demonstrate that children should raise their arms in the air and call out *Yes!*
- Say different sentences about bears using a mixture of true and false sentences and accompanying these with mime to clarify meaning where necessary.

Children say *Yes!* and raise their arms in the air if the sentence is true and *No!* and put their hands on their heads if the sentence is false. Some examples of sentences you can use are: *Bears can jump. (Yes) / Bears can sing. (No) / Bears can run. (Yes) / Bears can speak English. (No) / Bears like cheese. (Yes) / Bears like ham. (Yes)*, etc.

- Finish the game by saying *Bears go to sleep in winter*. Use mime and explain the meaning of *winter* in L1. Encourage the children to guess whether the answer is *Yes* or *No*.
- Say, e.g. *Very good! Yes is correct. No is correct! Some bears go to sleep in winter (using mime) and some bears don't* (shaking your finger to convey this).

3 Play *Go to sleep, bears!*

- Say *Let's be bears!* and get the children to pretend to be bears.
- Say *It's winter! Go to sleep, bears!* Demonstrate that the children should put their heads on their desks, close their eyes and pretend to go to sleep.
- Say *Wake up, bears!* and demonstrate that the children should open their eyes, stretch and pretend to wake up.
- Repeat the procedure several times. If you like, invite individual children to come and give the instructions with you or instead of you.

4 Listen and tick (✓)(PB page 49)

- Say *Open your books. Find this page* and write the number on the board.
- Say *Look at the bears. How many can you see? (Six)*
- Point to the pictures in turn and say *Does this bear go to sleep in winter?* Encourage the children to guess *Yes!* or *No!*
- Repeat the procedure for all the photos.
- Say *Now listen and tick the bears that go to sleep in winter. Put a cross next to the bears that don't go to sleep in winter.* Demonstrate what you mean and draw the children's attention to the example.
- Play CD 2 track 15/the cassette. Use the pause button to give the children time to write ticks.



Number one: Does this bear go to sleep in winter? Yes
Number two: Does this bear go to sleep in winter? No
Number three: Does this bear go to sleep in winter? Yes
Number four: Does this bear go to sleep in winter? No
Number five: Does this bear go to sleep in winter? No
Number six: Does this bear go to sleep in winter? No

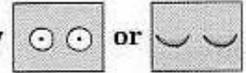
- Check the answers by asking the questions again and children respond *Yes* or *No*.
- Ask *How many of the bears sleep in winter? (Two)*

Option: Children talk about the sizes of the bears, e.g. *This bear is big. / This bear is small.*

Bears are omnivores, so they like all foods. The names of the bears in the photos are: 1 Brown (or Grizzly) bear; 2 Giant panda; 3 Black bear; 4 Koala bear; 5 Polar bear; 6 Spectacled bear.

The koala bear is from the marsupial family and not strictly speaking a bear at all. However, it is included in the activity as it is one of the best known and loved by children.

5 Look and draw



(PB page 49)

- Hold up the book and point to the panda. Say *Does this bear sleep in winter?* (No)
- Repeat for the other pictures.
- Say *Now draw the bears' eyes.* Demonstrate what you mean and draw the children's attention to the example.
- Children draw open eyes for bears which don't go to sleep in winter and closed eyes for bears which do.

Ending the lesson routine

Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 119. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *Mummy bear*.

Sing the *Goodbye song*

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Game - *Yes! or No!* Play a version of the game in Stage 2 using another animal. This can be either an animal the children know, e.g. lion, elephant, or one that you think they will be interested in finding out about, e.g. kangaroo, crocodile.



6 The three bears

Lesson 7

Aims

- To recall the story
- To make the story characters
- To tell the story using the story characters

Main language children use

hello, goodbye, I'm ... , Daddy bear, Mummy bear, Baby bear

bowl, chair, bed, big, small, tiny

This ... is ... , great, horrible, hungry

Main activities

- Recall the story
- Make the story characters
- Listen and tell the story
- Sing the story song *Goldilocks*
- Do a role play

Materials

- Flashcards (Colin the caterpillar, Daddy bear, Mummy bear, Baby bear)
- CD/Cassette
- one of the chair picture cards and an envelope
- Story cards for story 6
- Pupil's Book page 79 (story characters)
- bowl, chair and bed picture cards
- scissors

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 126.

Listen and respond

- Say the routine as described on page 116.



Colin's favourite word

- Follow the *Colin's favourite word* routine as described on page 116. The word today is *chair*.

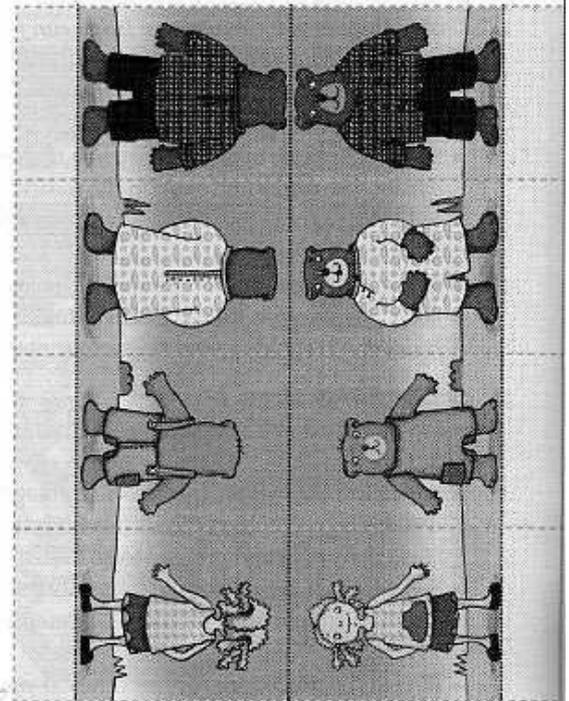
Developing the lesson

1 Recall the story

- Ask *Can you remember the story about the three bears?* Invite eight children to the front of the class. Give them one of the story cards each in random order. Ask them to make a line in the order of the story. Encourage the rest of the class to help as they do this.
- Ask the children at the front to hold up the story cards in turn and prompt the rest of the class to briefly recall the story, e.g. (story card 1) *Who's this? (Daddy bear, Mummy bear, Baby bear) Is the soup cold? (No) Is it very hot? (Yes) (story card 2) The three bears go for a ... (walk) Does Baby bear like the walk?*

6

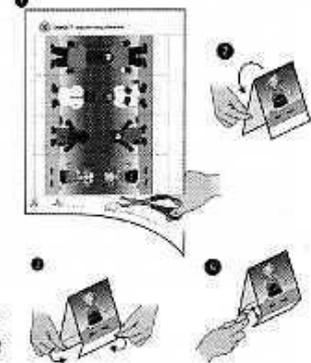
Lesson 7 Make the story characters.



(Yes) (story card 3) *Who goes to the bears' house? (Goldilocks), etc.*

2 Make the story characters (PB page 79)

- Say *Find page 79* and write the number on the board. Make sure the children have scissors.
- Say *Let's make the story characters. Cut out and stick them like this* and demonstrate what you mean.
- When the children are ready say, e.g. *Show me Daddy bear! / Show me Goldilocks!* and children respond by holding up the story characters.



3 Listen and tell the story

- Give out a set of the bowl, chair and bed cards to each child. Get the children to lay out the cards face up on their desks.
- Say *Listen and tell the story. Move the story characters and cards like this* and demonstrate what you mean.
- Play CD 2 track 16/the cassette. Children move the story characters and cards and join in telling the story and saying the characters' parts with you as much as they can.



Story 6: The three bears

STORY CARD 1

Storyteller: *This is the house of the three bears.*

Mummy bear: *Here's your soup, Baby bear!*

Baby bear: *Ooh. It's very hot!*

Daddy bear: *Let's go for a walk!*

Mummy bear: *Good idea!*

STORY CARD 2

Storyteller: *Daddy bear, Mummy bear and Baby bear go for a walk.*

Baby bear: *Hurray! This is great.*

Daddy bear: *Come on, Baby bear.*

Baby bear: *Yes.*

STORY CARD 3

Storyteller: *This is Goldilocks. Goldilocks goes to the house of the bears.*

Goldilocks: *Oh, what a beautiful house! Mmm, soup! I'm hungry!*

STORY CARD 4

Goldilocks: *This bowl is big. Yuk. The soup is horrible!*

This bowl is small. Yuk. The soup is horrible!

This bowl is tiny. Mmm. The soup is great!

STORY CARD 5

Goldilocks: *This chair is big. It's horrible!*

This chair is small. It's horrible!

This chair is tiny. Mmm. It's great!

STORY CARD 6

Goldilocks: *I'm sleepy. This bed is big. It's horrible!*

This bed is small. It's horrible!

This bed is tiny. Mmm. It's great!

STORY CARD 7

Storyteller: *Goldilocks goes to sleep. The three bears come back to their house.*

Baby bear: *Ohhh! Look, Mummy! Look, Daddy!*

Mummy bear and Baby bear: *It's Goldilocks!*

Baby bear: *Wake up, Goldilocks!*

STORY CARD 8

Goldilocks: *Oh, no!*

Storyteller: *Goldilocks runs and runs and runs.*

Baby bear: *Wait, Goldilocks! Please stay and play!*

Storyteller: *But Goldilocks runs away.*

5 Sing the story song *Goldilocks*

- Say *Let's sing Goldilocks. Move Goldilocks and the cards.* Demonstrate this.
- Play CD 2 track 12/the cassette. Children sing the song moving Goldilocks and the cards.



Goldilocks

Goldilocks goes to the house of the bears.

Let's look in and see.

This bowl is big.

This bowl is small.

This bowl is tiny.

And that is all.

Let's count them - One, two, three!

Goldilocks goes to the house of the bears.

Let's look in and see.

This chair is big.

This chair is small.

This chair is tiny.

And that's all.

Let's count them - One, two, three!

Goldilocks goes to the house of the bears.

Let's look in and see.

This bed is big.

This bed is small.

This bed is tiny.

And that's all.

Let's count them - One, two, three!

6 Do a role play

- Hold up the story character cut-outs of *Goldilocks* and *Baby bear*. Say *Imagine Goldilocks and Baby bear meet.* Act out a very simple role play using the story characters, e.g. *Hello, Goldilocks. / Hello, Baby bear. / Let's play. / Yes. Hurray! / Goodbye! / Goodbye!*
- Say *Now you're Goldilocks and I'm Baby bear.* Get the children to hold up the story character cut-out of *Goldilocks*. Act out the role play again getting the children to say *Goldilocks' part* with you in chorus.
- Change roles and repeat the procedure.
- Children act out the role play in pairs.

Option: Extend the role play using other language children know, e.g. *I can swim. / And I can touch my toes. / I like ham. / And I like cheese, etc.*

Ending the lesson routine



Colin's favourite word

- Follow the routine for ending the lesson as described on page 119. Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *chair*.

Sing the *Goodbye song*

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Drama: Invite four children to the front to act out the story while you and the rest of the class tell it together. Repeat the procedure with four more children or get the children to act out the story simultaneously in the same way in groups.



6 The three bears

Lesson 8

Aims

- To review and evaluate learning
- To help children assess and reflect on their learning

Main language children use

*owl, chair, bed, big, small, tiny
Daddy bear, Mummy bear, Baby bear, brother, sister*

Main activities

- Play the *Bugs team game*
- Listen and put on the stickers
- Listen and number
- Say *Well done!* and put on the sticker of Colin
- Colour and trace over the words on Colin's Crazy Page

Materials

- Flashcard (Colin the caterpillar)
- CD/Cassette
- Unit 6 stickers
- Pupil's Book pages 50 and 52-53
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2) and/or another favourite song the children know. Children join in singing and doing the actions.

Listen and respond

- Say the routine as described on page 116.



Colin's favourite word

- Use L1 to explain that Colin hasn't got a favourite word today. In this lesson, children are going to review all Colin's favourite words from the unit.

Developing the lesson

1 Play the *Bugs team game*

- Divide the class into two or three teams. Get each team to choose the name of a bug for their team e.g. *caterpillars, bees, etc.*
- Draw a simple picture of the bug chosen by each team on the board. Draw a circle with smiling facial features and antennae to be the head of a caterpillar (no segments yet) to use for scoring under each one.
- Have ready all the flashcards which have been used in the unit in jumbled order in a pile.

Lesson 8
Listen and put on the stickers.

Listen and number.

Colour and trace over the words on Colin's Crazy Page (pages 52-53).

50 • Listen and put on the Unit 6 stickers. Read and trace over the words.
• Listen and number Godfather and his family.
• Say 'Well done!' He's finished that is. Put on the sticker of Colin.

- Show the flashcards to each team in turn. Children raise their hands if they can say the word. Choose different children to answer each time. If they say the word correctly, they score a point for their team and you draw one segment on their team's caterpillar on the board (i.e. you add another circle next to the caterpillar's head). If they can't remember the word, a child from the next team has a turn. Make it clear that the teams lose segments from their caterpillar if they call out. The team with the most segments on their caterpillar at the end of the game is the winner.

2 Listen and put on the stickers (PB page 50)

- Hold up the stickers and say *Find the stickers for Unit 6.*
- Point to the stickers in turn and children name items and their size.
- Hold up the book and say *Now find this page* and give the children time to do this.
- Say *Listen and put the stickers on Colin!* Demonstrate what you mean.
- Play CD 2 track 17/the cassette. Pause to give the children time to put on the stickers.



Number one: I'm Daddy bear
Number two: I'm Mummy bear
Number three: I'm Baby bear
Number four: This bowl is big.



Number five: This chair is small.

Number six: This bed is tiny.

- Check answers by saying, e.g. *Number one...* and eliciting the items and the sizes.
- Have children read the words around the picture of Colin.
- If you want to give the children some writing practice, they can also trace over the words.

3 Listen and number (PB page 50)

- Say *Look at the pictures of Goldilocks' family. Listen and number the pictures.*
- Demonstrate the activity by saying *This is Goldilocks' mummy* and draw the children's attention to the example.
- Play CD 2 track 18/the cassette. Use the pause button to give the children time to write the numbers.



Number one: This is Goldilocks.

Number two: This is Goldilocks' mummy.

Number three: This is Goldilocks' daddy.

Number four: This is Goldilocks' brother.

Number five: This is Goldilocks' sister.

- Check the answers by saying, e.g. *Number two ...* and children name the members of Goldilocks' family.

4 Put on the sticker of Colin

- Say *Find the stickers* and hold up the page of stickers.
- Say *You've finished Unit 6. Well done! Ask questions, e.g. What have you learnt in English? / Are you happy with your work?*, using L1 to explain what you mean. As the children respond say, e.g. *Colin is very happy with your work! Put a sticker of Colin here!* and point to the place on the Pupil's Book page.
- Children put a sticker of Colin in their books to show that they have completed the unit successfully.

5 Colour Colin's Crazy Page (PB pages 52 and 53)

- Say *Find this page.* Write the number on the board and hold up the page.
- Use L1 to explain that at the end of every unit, children find and trace over the words they have learnt on *Colin's Crazy Page*. They then colour the corresponding pictures. By the end of the year the whole page will be coloured!
- Children find and colour all the key vocabulary for Story Unit 6 (*bowl, bed, chair, Daddy bear, Mummy bear, Baby bear*).

Ending the lesson routine



Colin's favourite word

- Ask the children to name all Colin's favourite words for this unit (*Daddy bear, Baby bear, bowl, bed, Goldilocks, Mummy bear, chair*).
- Praise the children, e.g. *Very good! Fantastic!* and give the whole class a big clap (let them also join in) and say *Hurray!* for all the work they have done.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette. Children sing and wave goodbye.

Extra activity

Colin's Crazy Page Quiz: Divide the class into two teams. Do a quiz based on *Colin's Crazy Page* which the children will have completed colouring. In the first round, ask, e.g. *Where's Baby bear?* and children identify the pictures and say *Here!* In the second round, point to the pictures and ask, e.g. *What's this?* and children say the words. Keep a score of the points on the board. The team with most points at the end of the quiz is the winner.



Christmas



Main language children use

- *Santa, Rudolph*
- *present, sleigh*
- *reindeer, nose*
- *Happy Christmas!*

Recycled language

- *hello*
- *Where's...?*
- *Here!*
- *thank you*
- *red*

Receptive language

- *old / new*
- *sad, antlers*

Communicative skills and language functions

- Listening to and understanding the story
- Acting out the story
- Singing and acting out a song
- Saying *Happy Christmas!* in a game

Socio-cultural aspects

- Pleasure in celebrating Christmas in English
- Enjoyment in becoming familiar with traditional Christmas characters

Christmas

Lesson 1

Aims

- To listen and follow a Christmas story
- To listen and sing *Rudolph the red nose reindeer*

Main language children use

Santa, present, sleigh, reindeer, red nose, happy

Activities

- Play *Christmas change!*
- Listen and follow the story
- Check understanding of the story
- Sing *Rudolph the red nose reindeer*
- Listen, colour and sing
- Draw Santa's path to the children

Materials

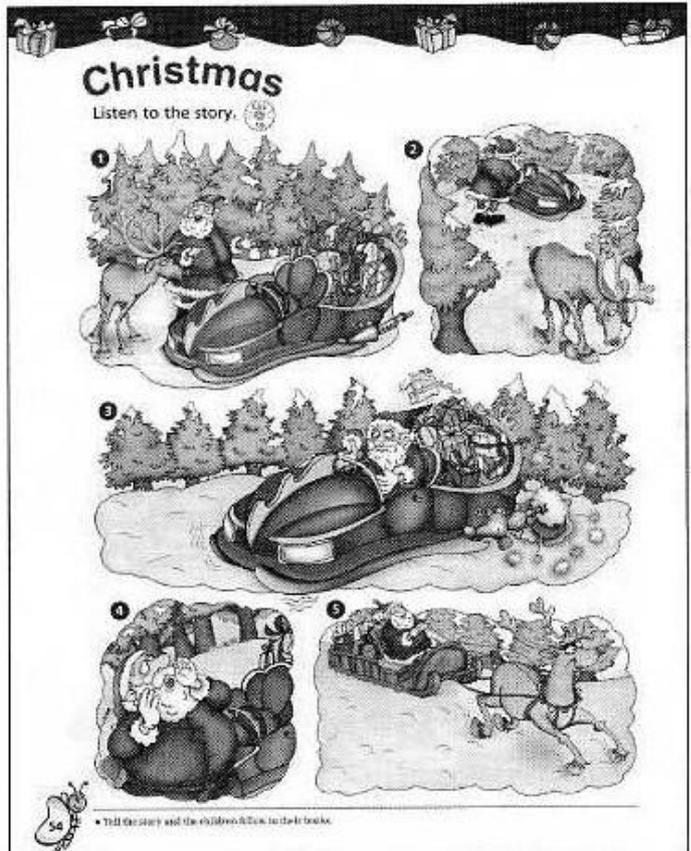
- Flashcards (Santa, Rudolph, sleigh, present)
- CD/Cassette
- Pupil's Book pages 54 and 55
- pencils and crayons

Introduction

- Say *It's nearly Christmas!* and use L1 to explain what you mean if necessary.
- Ask *Are you happy it's Christmas?* and listen to the children's response.
- Use L1 to find out what the children do at Christmas, e.g. who brings presents and when. Explain that for many British and American children *Father Christmas*, or *Santa Claus*, brings presents for children on *Christmas Day* (25 December).

1 Play *Christmas change!*

- Hold up the flashcard of Santa Claus and say *Look! Here's Santa Claus. We can call him Santa.*
- Mime Santa by pretending to have a big tummy and stroking your beard. Encourage the children to do the same.
- Hold up the flashcards in turn and introduce *Rudolph* (mime horns), *sleigh* (mime leaning back and holding the reins) and *present* (outline a box shape with your hands) in the same way.
- Stick the flashcards in the four corners of the classroom. Point to them in turn, say the words and children mime.
- Divide the class into four groups: *Santa, Rudolph, sleigh, present*. Get each group to stand by their flashcard.
- Point to the groups in turn and they say their word and mime. Keep up a rhythm and pace as you do this.
- Say *Christmas change!* and demonstrate that the children should go to the next corner (clockwise round the room).



- Point to the groups in turn again and they say their new word and mime.
- Repeat the game until the groups have been to all four corners of the classroom.

2 Listen to the story (PB page 54)

- Hold up the flashcards of *Santa* and *Rudolph* and say *Let's listen to a story about Santa and Rudolph.* Ask *Can Rudolph help Santa?* Use L1 to explain meaning if necessary and children guess *Yes* or *No*.
- Say *Open your books. Find this page.* Write the number on the board.
- Say *Look at the pictures. Can Rudolph help Santa? (Yes).*
- Say *Let's listen to the story.* Play CD 2 track 19/the cassette, or tell the story yourself, while children follow in their books.



Santa's new sleigh

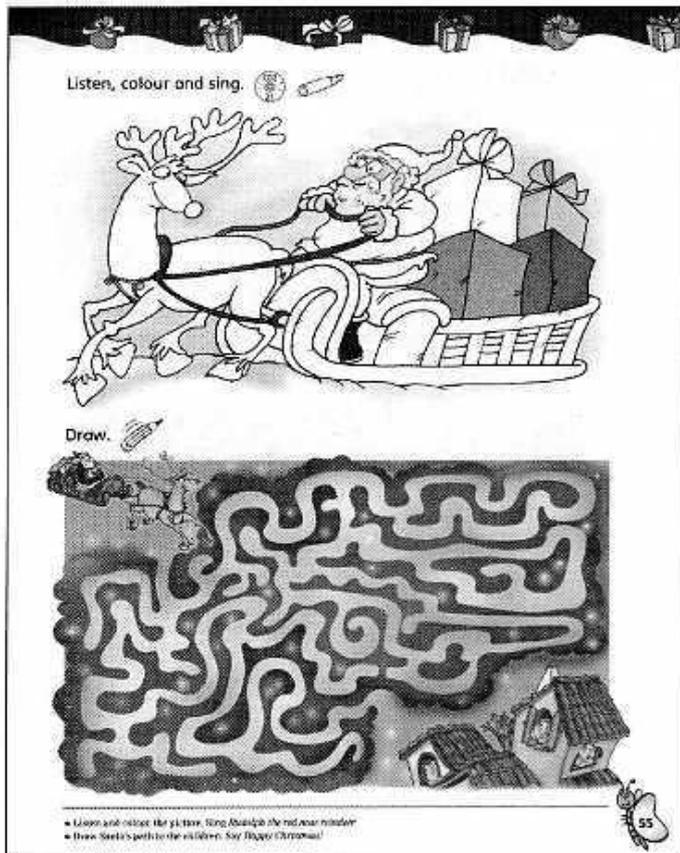
PICTURE 1

Storyteller: *It's Christmas.*
 Rudolph: *Hello, Santa!*
 Santa: *Hello, Rudolph! Look. Here are some presents. And here's my new sleigh! It's fantastic! Listen!*
 Rudolph: *Oh, oh yes ...*

PICTURE 2

Storyteller: *Rudolph is very sad.*





Rudolph: *Oh, dear. Santa has a new sleigh. I can't help him now.*

PICTURE 3

Storyteller: *Santa is ready to go.*

Santa: *Oh, dear! ... Oh, dear! ... Oh, dear!*

PICTURE 4

Santa: *Rudolph! Rudolph! Rudolph! ... Where's Rudolph?*

PICTURE 5

Rudolph: *I'm here, Santa!*

Santa: *Oh, thank you, Rudolph. Let's go!*

Rudolph: *I can help Santa now!*

Storyteller: *Rudolph is very happy.*

3 Check understanding of the story

- Ask questions to check understanding of the story, e.g. (picture 1) *Is Santa happy? (Yes) Is his sleigh old? (No) It's new.* (picture 2) *Is Rudolph happy? (No)* (picture 3) *Does Santa's new sleigh go? (Use mime to convey meaning.) (No)* (picture 4) *Who does Santa call? (Use mime to convey meaning.) Rudolph.* (picture 5) *Can Rudolph help? (Yes) Is Rudolph happy now? (Yes).*

4 Sing Rudolph the red nose reindeer

- Hold up the flashcard of Rudolph. Say *Rudolph is a reindeer and he has a red nose* (pointing to this).

- Say *Let's listen to the song Rudolph the red nose reindeer!* Play CD 2 track 20/the cassette, do the actions and encourage children to join in.
- Play the CD/cassette again. Children sing the song and do the actions.



Rudolph the red nose reindeer

Rudolph the red nose reindeer (make horns with your hands)

He can help with Santa's sleigh (trot on the spot as if pulling the sleigh)

Rudolph the red nose reindeer (make horns with your hands)

He's happy, happy, happy today (move head from side to side with big smile)

Option: Play the karaoke version of the song (CD 2 track 42). Children sing and mime the actions.

5 Listen, colour and sing (PB page 55)

- Say *Find this page* and hold up page 55.
- Say, e.g. *Find the sleigh* and children identify the sleigh, Rudolph the reindeer, Rudolph's nose, Santa and the presents. Encourage children to say the words.
- Say *Listen and colour the pictures*. Use L1 to explain that the children should just put a spot of colour on each picture as they listen, and finish colouring afterwards. Play CD 2 track 21/the cassette.



Colour the sleigh blue.

Colour the present purple.

Colour Santa red.

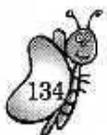
Colour Rudolph brown.

Colour Rudolph's nose red.

- Children finish colouring the pictures.
- Say, e.g. *The sleigh is ...* and the children point to the items in their books and name the colours.
- Say *Let's sing Rudolph the red nose reindeer!* Play CD 2 track 20/the cassette again. Children sing the song and point to the picture in their books.

6 Draw (PB page 55)

- Say *Look* and demonstrate drawing the path from Santa and Rudolph to the children with your finger. When you get to the end say *Happy Christmas!*
- Repeat the procedure, getting the children to do the same and to join in saying *Happy Christmas!* with you.
- Say *Now draw Santa's path* and demonstrate what you mean.
- Children draw the path from Santa to the children.



Christmas

Lesson 2

Aims

- To listen and act out the Christmas story
- To sing and act out *Rudolph the red nose reindeer*

Main language children use

Santa, present, sleigh, reindeer, red nose, sad
Where's ...? Here. Oh, dear. Thank you.
Happy Christmas!

Activities

- Play *Christmas hide and seek*
- Make Rudolph's antlers
- Listen and act out the story
- Sing and act out *Rudolph the red nose reindeer*
- Do a Christmas dance

Materials

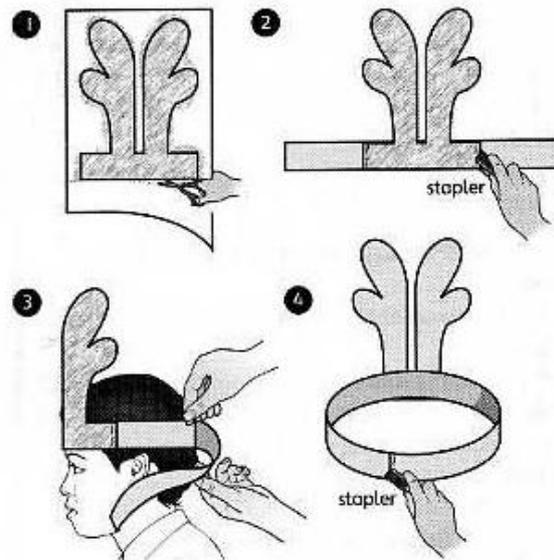
- Flashcards (Santa, Rudolph, sleigh, present)
- CD/Cassette
- Pupil's Book pages 54 and 55
- Teacher's Book page 137 for each child (antlers) and strips of card for a headband
- scissors, stapler and staples, crayons

1 Play *Christmas hide and seek*

- Ask the children if they can remember the Christmas words and listen to their response. Hold up the flashcards and say *Very good!* as they say the words. If they can't remember all of them, show them the flashcards quickly and remodel their responses by saying the words.
- Say, *Let's play Christmas Hide and Seek!* Ask two children to stand in a corner of the room with their eyes closed or, preferably, to go outside the door for a few moments.
- Say, e.g. *Let's hide Rudolph here!* and involve the rest of the class in helping you to hide one of the flashcards anywhere in the classroom (but where it is visible without moving anything).
- Ask the two children to turn round or to come back into the classroom.
- Get everyone to ask with you, e.g. *Where's Rudolph?* As the two children look for the flashcard, demonstrate that the rest of the class should say *Happy, happy, happy!* in a happy voice if they are close to finding the flashcard and *Sad, sad, sad!* in a sad voice if they are far away. When the children find Rudolph, they should point and say *Here!* and everyone responds *Hurray!*
- Repeat the game several times with different children and flashcards.

2 Make Rudolph's antlers

- Put on the antlers you have prepared and say *Let's make Rudolph's antlers!*
- Give out a copy of the antler template (Teacher's Book page 137) to each child.
- Say *Colour Rudolph's antlers. Then cut them out like this* and demonstrate what you mean.
- Children colour and cut out the antlers.
- When they are ready, help the children staple the antlers to a strip of card. Adjust and staple the headband so that it is the right size for their heads.



3 Listen and act out the story

- Say *Stand up, please. Put on your antlers!* and demonstrate what you mean.
- Say *Let's listen and act out the story about Santa's new sleigh. Let's be Rudolph!*
- Play the CD/cassette or tell the story yourself. Mime being Rudolph with the children and encourage them to join in saying his part as much as they can.



Santa's new sleigh

PICTURE 1

Storyteller: *It's Christmas.*

Rudolph: *Hello, Santa!* (look happy; trot on the spot)

Santa: *Hello, Rudolph! Look. Here are some presents.*

And here's my new sleigh! It's fantastic! Listen!

Rudolph: *Oh, oh yes ...* (look more and more disappointed)

PICTURE 2

Storyteller: *Rudolph is very sad.* (pretend to wipe away a tear)

Rudolph: *Oh, dear. Santa has a new sleigh. I can't help him now.* (turn round and walk away sadly on the spot)



PICTURE 3

Storyteller: *Santa is ready to go.* (stay turned round and still looking sad)

Santa: *Oh, dear! ... Oh, dear! ... Oh, dear!*

PICTURE 4

Santa: *Rudolph! Rudolph! Rudolph!* (pretend to listen as you hear Santa call)

Where's Rudolph? (listen more acutely)

PICTURE 5

Rudolph: (turn round and trot happily and proudly back on the spot) *I'm here, Santa!* (give a big smile)

Santa: (relieved and grateful) *Oh, thank you, Rudolph. Let's go!* (trot happily on the spot)

Rudolph: *I can help Santa now!* (give a big smile and shake your antlers)

Storyteller: *Rudolph is very happy.* (trot on the spot happily and then stop)

4 Sing and act out *Rudolph the red nose reindeer*

- Say *Keep your antlers on!* and demonstrate what you mean.
- Say *Let's sing and act out Rudolph's song!* Play CD 2 track 20/the cassette once or twice. Children sing and act out the song wearing their antlers and pretending to be Rudolph.



Rudolph the red nose reindeer

Rudolph the red nose reindeer (shake antlers from side to side)

He can help with Santa's sleigh (trot on the spot as if pulling the sleigh)

Rudolph the red nose reindeer (shake antlers from side to side)

He's happy, happy, happy today (trot on the spot with higher and higher steps)

5 Do a Christmas dance

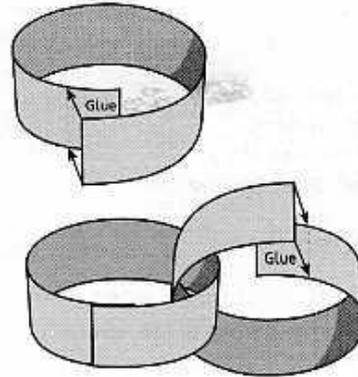
- Say *Let's do a Christmas dance!* Demonstrate that children should dance around freely. Every time there's a pause in the music they clap their hands together and say *Happy Christmas!* to a child who is near them.
- Play CD 2 track 22/the cassette. Children dance freely and say *Happy Christmas!* in the pauses.



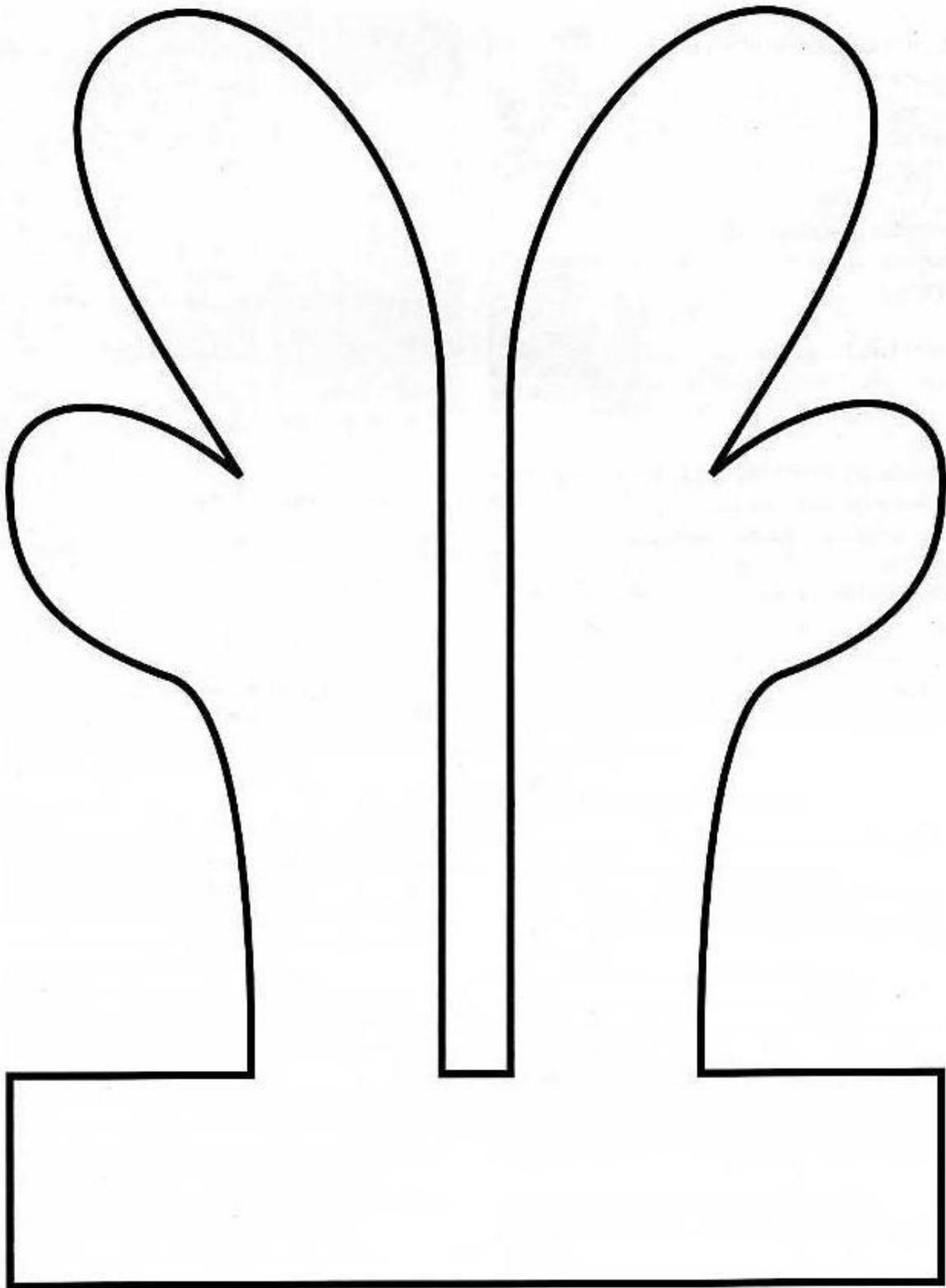
Christmas dance music

Extra activity

Art and craft – Christmas paper chain: Prepare strips of coloured paper to make the chain. Make sure the children have glue available. Children make the chain using coloured paper of their choice in any order or following your instructions, e.g. *Number one is blue, number two is yellow,* etc. At the end, join the chains the children have made together and use them to decorate the classroom.



Antler cut-out



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Easter



Main language children use

- *Easter bunny*
- *Easter egg*
- *friend*
- *Happy Easter!*

Recycled language

- *red, yellow, blue, orange, purple, green, brown*
- *I like ...*

Receptive language

- *How many ... ?*
- *What colour is ... ?*

Communicative skills and language functions

- Singing and acting out a song
- Colouring and counting Easter eggs

Socio-cultural aspects

- Pleasure in celebrating Easter in English
- Enjoyment in singing and acting out a song for Easter

Easter

Aims

- To sing the *Easter bunny rock*
- To colour and count Easter eggs

Main language children use

*hello, goodbye, Easter bunny, egg, friend
I like Happy Easter!
red, yellow, orange, blue, purple, green, brown
Numbers 1-10*

Activities

- Play *Easter ...!*
- Sing and act out *the Easter bunny rock*
- Find, colour and count the Easter eggs
- Sing *The Easter bunny rock* and pat the Easter bunny
- Make a pop-up Easter card

Materials

- Flashcards (Easter bunny, Easter egg)
- CD/Cassette
- Pupil's Book page 56
- Teacher's Book page 141 for each child (Easter card)
- pencils and crayons

Introduction

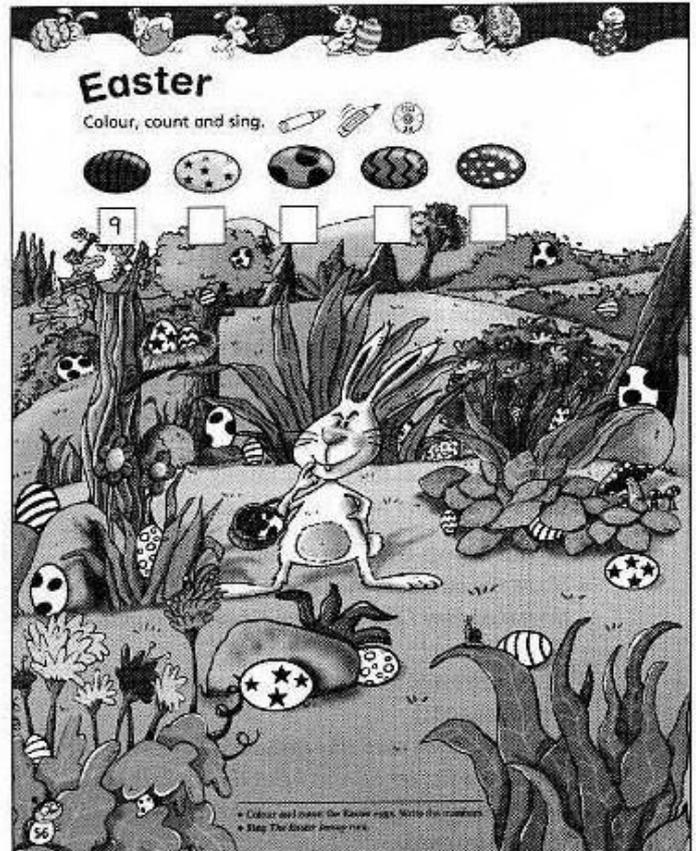
- Say *It's nearly Easter!* and use L1 to explain what you mean if necessary.
- Use L1 to ask the children what they think of at Easter and listen to their response. Explain that in many countries, including Britain and America, children eat chocolate Easter eggs.

1 Play *Easter ...!*

- Hold up the flashcard of the Easter bunny and say *Look. Here's the Easter bunny!* Get the children to make rabbit ears with their hands.
- Hold up the flashcard of the Easter egg and say *And here's an Easter egg!* Get the children to make the shape of an egg with their hands.
- Alternate saying the words and holding up the flashcards. Children repeat *Easter bunny!* and make ears with their hands or *Easter egg!* and make an egg shape with their hands.
- Divide the class into two groups: *Easter egg* and *Easter bunny*. Hold the flashcards behind your back. Demonstrate that the whole class should say *Easter ...* and you then suddenly hold up one of the flashcards, and the group whose word it is responds by saying the word and doing the action.
- Repeat several times and then change roles.

2 Sing and act out the *Easter bunny rock*

- Point to the flashcard of the Easter bunny and say *Let's sing The Easter bunny rock.*



- Play CD 2 track 23/the cassette. Do the actions and encourage the children to join in.
- Say *Stand up, please. Let's sing and act out the song.* Play the CD/cassette again. Children sing, dance and act out the song.



The Easter bunny rock

Easter bunny (make rabbit ears with your hands)
Be my friend (make a hugging gesture)
Easter bunny (make rabbit ears with your hands)
I like Easter eggs (make a beckoning gesture with both arms)
Happy Easter! (wave your arms in the air)
Happy Easter! (wave your arms in the air)
Easter bunny! (make rabbit ears with your hands)

Option: Once the children are familiar with the song, do the actions for each line in turn and children respond by singing the song.

3 Colour, count and sing (PB page 56)

- Say *Open your books. Find this page* and hold up page 56.
- Say *Look at the Easter bunny! Look at the Easter eggs!* Point to the Easter eggs at the top of the page in turn and say *This egg is ...* and elicit or name the colours.



- Say *Now find the eggs which are the same. Colour the eggs.* Draw the children's attention to the example.
- Children colour the Easter eggs following the code at the top of the page.
- When they are ready, say *Let's count the red Easter eggs!* and get the children to point to the eggs in their books and count them with you. (9 eggs)
- Ask questions about all the eggs in turn, e.g. *How many blue eggs can you see?* and children count and tell you the answers.
(Answers: five yellow eggs, nine red eggs, two orange eggs, eight blue eggs and three brown eggs)
- Say *Now let's sing the Easter bunny rock!*
- Play CD 2 track 23/the cassette again. Children sing the song and pat the Easter bunny in their books twice when they hear *Easter bunny*.

- Children make and colour the card. They can then take it home to give to their parents or carers.

Extra activity

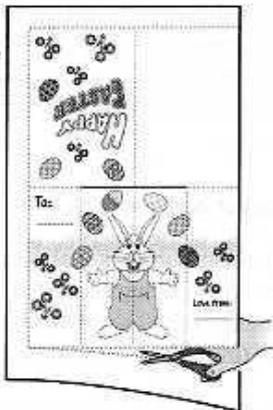
Cookery: Make simple, Easter bunny-shaped biscuits with the children. Get the children to make the eyes, nose and mouth of their Easter bunny with edible cake decorations.

4 Make a pop-up Easter card

- Show the children the pop-up Easter card you have prepared. Say *Let's make an Easter card with the Easter bunny!*
- Give each child a copy of the Easter card (Teacher's Book page 141).
- Say *Cut out the card like this. Fold the card like this. / Colour the Easter bunny. / Cut the card like this. / Stick the card like this* and demonstrate how to make the pop-up card.

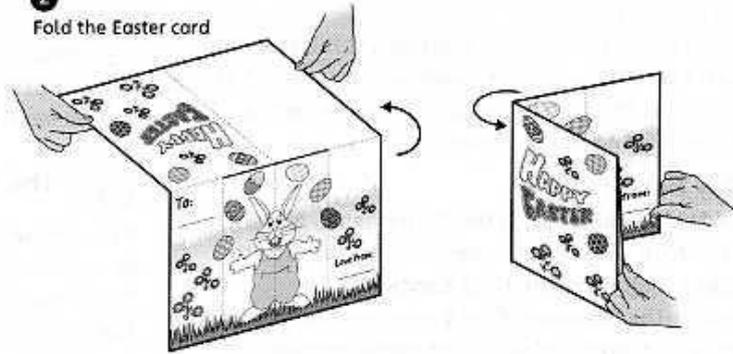
1

Cut out the Easter card



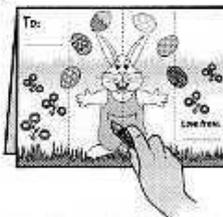
2

Fold the Easter card



3

Colour the Easter bunny



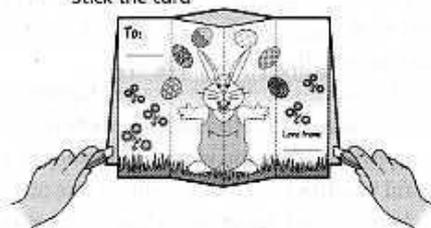
4

Cut the card

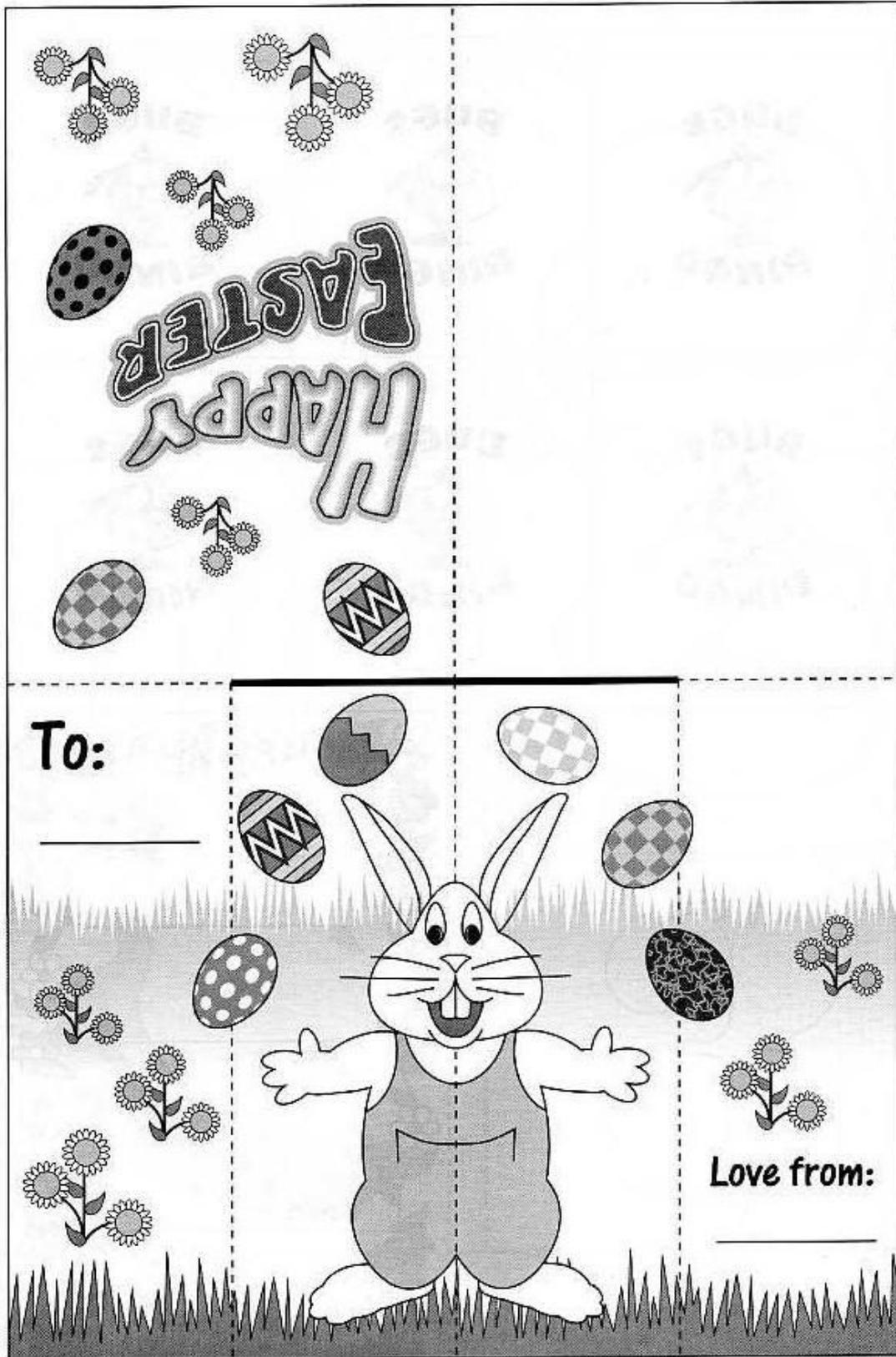


5

Stick the card



Easter Make the Easter card

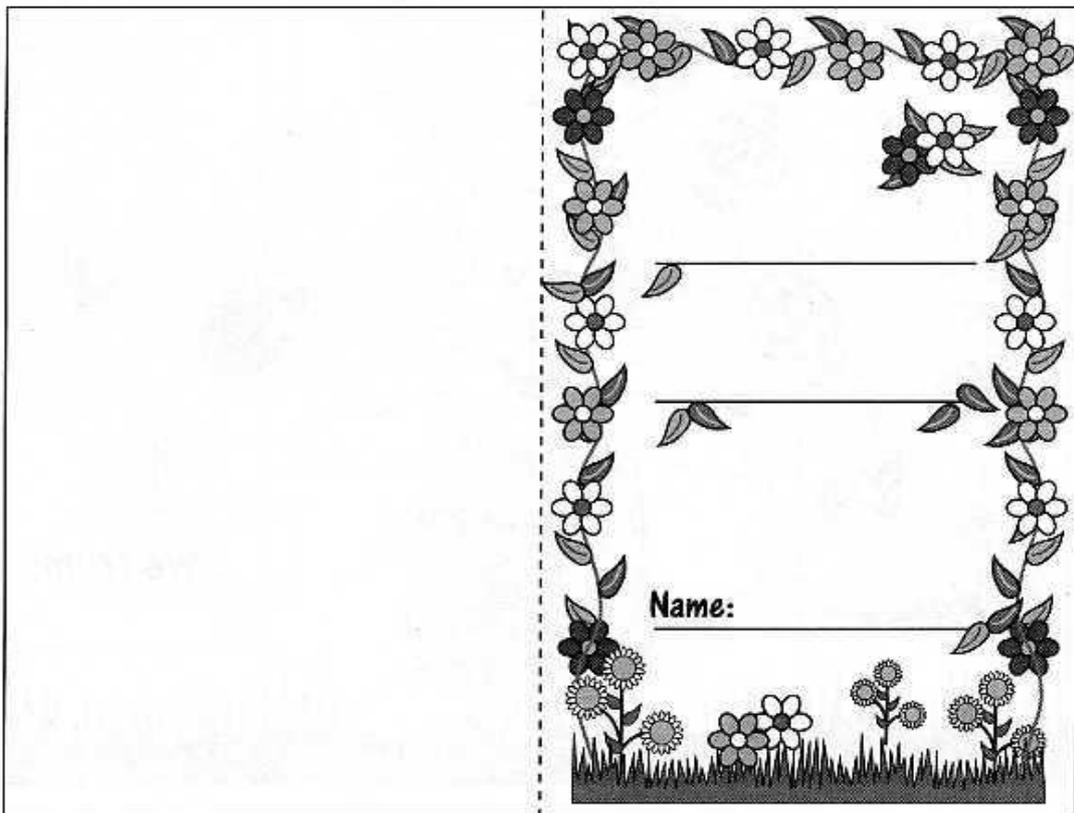
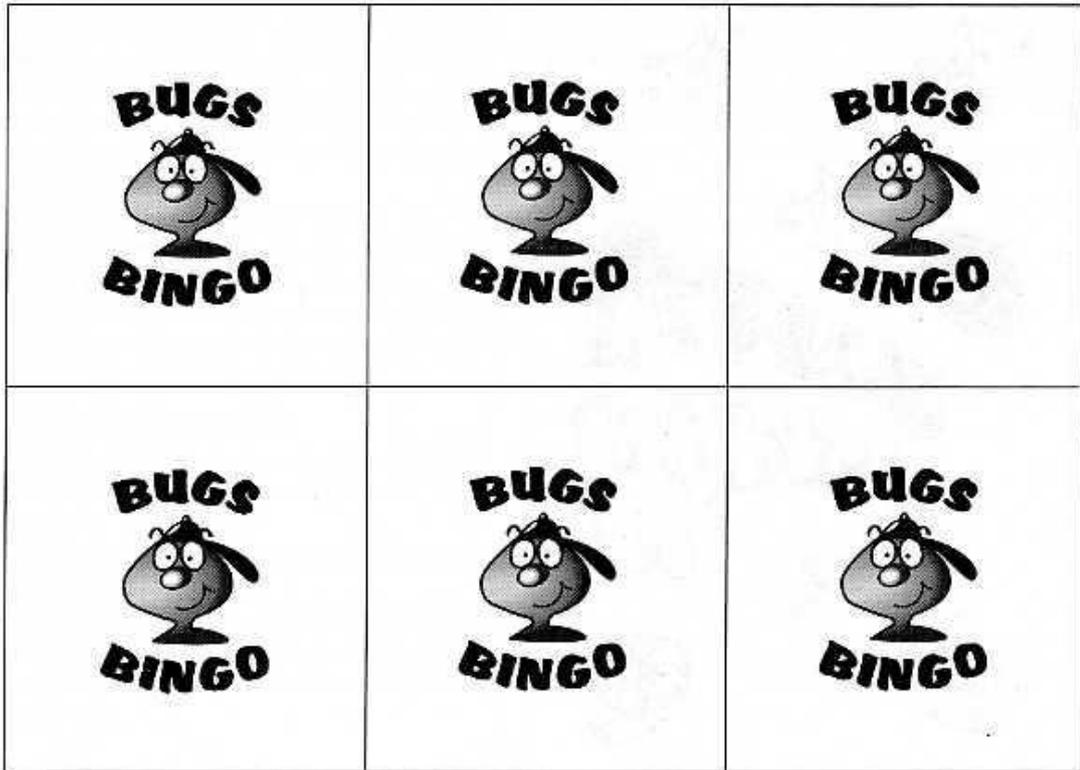


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Bingo pieces Bingo cover pieces



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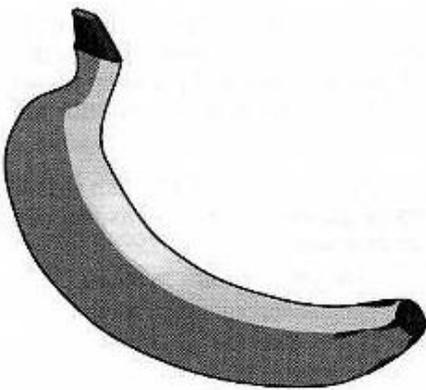
Colin's favourite words

5

red

10

blue



3



Letter to parents or carers

Dear ...

This year your child will be learning English using the coursebook *Little Bugs 1*. *Little Bugs 1* is the first level of a two-level course. As well as making the process of learning English highly motivating and enjoyable, *Little Bugs* provides for systematic progression in the development of communicative language skills and a solid foundation in vocabulary, pronunciation and understanding language which will lead to successful learning, not only during this school year, but in your child's future studies.

In *Little Bugs 1*, there are six units of work and we will be doing two each term. Each unit is organised around a story with a variety of engaging characters, situations and events designed to capture the interest and imagination of children of this age. Through the context of the story your child will become familiar with natural, useful, everyday English which they will learn to personalise and use in basic, real-life communicative situations in the classroom.

During the course of each unit, your child will do a wide variety of stimulating activities to promote active language use, such as playing vocabulary and communication games, singing and acting out songs, saying rhymes and chants, doing mime and drama activities and re-telling the stories, using the cut-out puppets or minibook. Among the key objectives of *Little Bugs 1* are to foster your child's interest and curiosity towards English as well as pleasure and confidence in their own ability to learn.

Although the main emphasis in *Little Bugs 1* is on the development of oral/aural skills, your child will also be introduced to initial reading and writing skills in English. This will involve recognition and writing key words. (*In addition to the Pupil's Book, your child will also complete *Busy Book 1* as part of this year's course. The *Busy Book* will engage your child in doing lively and motivating initial reading and writing activities related to the units in *Little Bugs 1* and will give him or her a head start in developing these skills.)

A fundamental factor in your child's enthusiasm and success in learning English this year lies in your interest and support. This does not mean that you need to be a speaker of English yourself, although this is obviously an advantage and will enable you to fully appreciate how much your child knows. Some suggestions of what you can do to support your child's learning are:

- Show an interest in your child's English lessons and any anecdotes they may tell you, either about what they did or what they learnt, or things that may have happened in class.
- Praise any and all progress, however small.
- Find regular, quiet, relaxed times to look at and admire your child's book(s) and other work and encourage them to tell you about it.
- When your child brings home a minibook or cut-out of characters from the story, encourage (but do not oblige) them to tell you the story, or key words and phrases from the story, in English. If you do not speak English yourself, do not ask your child to translate the story; either just listen and use the pictures to understand the story or get your child to 'teach' you some of the words and phrases.

Thank you in advance for collaborating in your child's progress and success in English this year. Please do come and talk to me if ever you have any comments or queries about any aspect of our English programme or if you think I can be of further help in any way.

Yours sincerely

Class English Teacher

* Include this sentence in your letter only if the children are doing the Busy Book.

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Learning Routines Resource Bank

1 Basic lesson routines

1 Greeting children and saying goodbye

Greet the children, e.g. *T: Hello, children! / PP: Hello, ... / T: How are you today? / PP: Fine.* Use the flashcard of Colin to say hello to the children. Sing the *Hello song*. At the end of lessons, use the flashcard of Colin to say goodbye to the children. Sing the *Goodbye song*. Say, e.g. *T: Goodbye, children! PP: Goodbye, ... T: See you on (day)!*

2 Taking the register

Call the children's names. Children say *Yes!* and jump up or wave their hands in the air when they hear their name. The whole class says *No!* when you call the name of a child who is absent.

3 Getting attention

Establish a routine for getting silence, e.g. use a special gesture and/or say a special phrase, e.g. say *Ssh! Quiet now, please!* and mime zipping up your mouth; stand in a special place, e.g. inside a chalk circle; put on a special hat; use a tambourine, maracas or bell; put your hands on your head and, as soon as they see you do this, children become quiet and do the same.

4 Speaking in turn

Establish a routine of children raising their hands and not calling out if they wish to speak.

5 Getting into pairs and groups

Establish a routine for working in pairs and groups which works best in the classroom space you've got, e.g. children work with the child next to them; children turn their chairs to work with the child behind them; children move their chairs to form a group around one desk; etc.

6 Activities with movement

Establish a routine so that when you say *Stand up, please!* to do an activity involving movement, children stand up and quietly put their chairs under their desks and then stand behind them. This gives space to move and avoids problems with chairs.

7 Giving out and collecting in materials

Use class or table monitors for giving out and collecting in materials. Change the monitors on a regular basis.

8 Looking at and/or correcting children's work

Either children bring their work to your desk to be corrected or they stay seated and you go to them or you collect in books to correct at the end of lessons. Use a routine system for responding to and correcting children's work, e.g. a system of ticks, smiley faces or stars and simple comments, e.g. *Very good! / Excellent!* which children will quickly become familiar with.

9 Going to the toilet

Establish as a routine that children should go to the toilet, get drinks of water, wash their hands, knees and faces, etc. as far as possible in break times or between lessons, rather than during lessons. Use your discretion at other times. Encourage children to ask, e.g. *Can I go to the toilet, please?* if they need to go during lessons.

10 Tidying up and putting things away

As part of your basic lesson routine, ensure that you leave time for tidying up and putting things away before saying goodbye to the children at the end of lessons. Involve everyone in helping and make it fun, e.g. by saying a simple rhythmic chant *Let's tidy up! Let's tidy up! Hurry! Hurry!* as they work.

2 Other optional routines

1 Colin's favourite word

At the beginning of the lesson, hide *Colin's favourite word*, i.e. a picture card or picture of something relevant to the lesson, in an envelope and stick this on the board. At the end of the lesson, encourage the children to guess the word. Play *Colin's favourite word jingle* (CD 1 track 3), open the envelope and tell children the word. Children who guessed the word correctly stand up and everyone claps. (See Unit 1, Lesson 1 for full details).

2 A favourite song or chant

Keep a simple picture card index of songs and chants the children learn, e.g. a picture of Colin with a speech bubble saying *Hello* for the song *Hello, Colin* in Unit 1, Lesson 1. At the start or end of lessons, invite a child to choose one of the cards, either randomly or one they particularly like, and everyone sings the song or says the chant which has been selected.



3 What's your name?

This is a useful initial routine to learn the children's names. Ask *What's your name?* and individual children answer. Once children are familiar with the question, pass a soft ball or bean bag to a child and ask *What's your name?* That child says their name, then chooses another child to pass the ball or bean bag to and asks *What's your name?* and so on, for several turns round the class.

4 How are you?

Clap your hands and say in a rhythmic way *Hello, children. How are you?* Children continue clapping their hands and answer in chorus, also in a rhythmic way, *Fine, thank you. How are you?* Once the children are familiar with the language, clap and name individual children and they respond in the same way.

5 Action chant

Say in a rhythmic way *Stand up! / Clap your hands!* (give two claps) *Turn around! Clap your hands!* (give two claps) / *Sit down! Clap your hands!* (give two claps) / *Let's begin!* (stretch your arms in the air). Children listen and do the actions with you. If you like, add or substitute other actions in the chant, e.g. *Jump!, Run!, Walk!*.

6 Point to ...!

Say *Point to the window! / Point to the door! / Point to the board! / Point to the floor!* in a rhythmic way. Children listen and do the actions. If you like, add or substitute words in the rhyme with other things in the classroom, e.g. *the clock, the cupboard, etc.*

7 Classroom object rhyme

Say *Pick up your pencil! / One, two, three! / Pick up your rubber! / And show it to me!* in a rhythmic way. Children listen and do the actions. If you like, add or substitute other classroom objects in the rhyme, e.g. *ruler, pencil sharpener, crayons.*

8 What's the weather like?

Have ready three simple pictures of the sun, rain and a cloud. Look out of the window and say *What's the weather like today?* Hold up the pictures in turn (leaving today's weather till last). Ask *Is it raining / sunny / cloudy?* and children respond *Yes* or *No*. If you like, add other weather pictures, e.g. *snowy, windy.*

9 Mime the feelings

Say *I'm hungry! / I'm tired! / I'm sad! / I'm happy!* in turn. Do an exaggerated mime to accompany each sentence. Finish with a big smile and waving your

hands in the air. Children listen and do the mimes with you. If you like, you can add other feelings, e.g. *I'm scared! / I'm angry!*

10 Touch ...!

Say the following rhyme with rhythm *Everybody listen. / Look at me. / Touch something ... red! / One! Two! Three!* Demonstrate that everyone should touch something red as soon as you say *Three!* Repeat once or twice naming different colours the children know. You can also change the instructions in the rhyme to, e.g. parts of the body or classroom objects.

12 Boys and girls

Ask *Are you ready?* and children answer in chorus *Yes!* Give instructions to the boys and the girls in turn, e.g. *Girls stand up! / Boys stand up! / Girls say Hello! / Boys say Hello! / Girls sit down! / Boys sit down! / Girls and boys, let's begin!* You can also vary the instructions, e.g. *Boys touch your nose! / Girls close your eyes!* etc.

13 Echo

Invite the children to be your echo and repeat everything you say, e.g. *Good morning. / How are you today? / I'm fine. / It's sunny. / I'm happy. / Let's begin!* You can vary what you say depending on the content of your lesson and what the children are currently learning.

14 Stand up if ...!

Say, e.g. *Stand up if you're wearing ... red! / Stand up if you're wearing ... green!*, using gesture to convey meaning initially. When all the children are standing up say, e.g. *Turn around if you're wearing red ... green ... (naming all the colours you called) sit down and let's begin!* You can also vary your instructions, e.g. *Stand up if you've got blue / green / brown eyes!*

15 Let's pretend!

Say commonly used classroom language instructions and do an exaggerated mime for each one, e.g. *Listen!* (put your hands to your ears) *Look!* (shade your eyes with your hand and look around) *Point!* (point with your index finger) *Sing!* (pretend to sing) *Cut!* (pretend to cut) *Colour!* (pretend to colour) *Tick!* (pretend to tick) etc. Children listen and respond by doing a mime for each one.



Ideas for extra picture card games

The card games below give you extra ideas for using the picture cards which children make in Lesson 3 of each unit (see Pupil's Book cut-outs). The games are intended to be used for extra practice, for revision or for fast finishers to play in pairs.

1 Guess where

Children play in pairs. Child A turns all their cards face down and asks, e.g. *Where's the car?* Child B points to a card and says *Here!* Child A turns the card over and says *Yes* if it is the car, or *No* if it isn't. As soon as Child B guesses correctly and the car is found, they have the next turn.

2 Arrange the cards

Play with the whole class, with you giving instructions, and/or children play in pairs with a screen, e.g. an open book, between them. Child A lays their cards in a row and then gives instructions, e.g. *cheese, ham, chicken*, etc. to their partner to order their cards in the same way. At the end, children check that their cards are in the same order and then change roles.

3 Hurray!

Children play in pairs. Each child puts their cards face down in a pile. They turn over the top card in their pile at the same time and say, e.g. *I can see the ... mouse!* As soon as they have a picture the same, they say *Hurray!* and take that pair of cards out of the game. The game ends when there are no more cards left.

4 I can see ...!

Play with the whole class and/or children play in pairs. Child A holds up a book with one of the picture cards behind it. Child A says *Look!* and gradually moves the card up. As soon as Child B recognises the picture, they say, e.g. *I can see the ... robot!* After three turns the children change roles.

5 Can I have ...?

Children play in pairs. They each choose three cards from two sets of picture cards and hold them in a fan so their partner can't see the pictures. Child A asks, e.g. *Can I have the lion, please?* If Child B doesn't have the card of the lion, they say *No, sorry*. If they do have the card of the lion, they say *Here you are!* and give it to Child A, who says *Thank you*. Child B then has the next turn asking a question. The game ends when the children have discovered all each other's cards.

6 Happy sets

Children play in groups of four. The aim of the game is to collect a set of four cards which are the same. Child A shuffles and deals four sets of cards. They hold their cards in a fan so the others can't see them. Children take turns to say *Can I have a ..., please?* to any member of the group who responds either *Here you are* or *No, sorry* depending on whether or not they have the card asked for. The child asked then has the next turn. As soon as any child has a set of four cards, they name the set, e.g. *Tomatoes!* and put it on the table. The child with most sets at the end of the game is the winner.

7 Pass the card

Play with the whole class. Children stand or sit with you in a circle. Show the first card to the child on your left who names what's in the picture, e.g. *Cheese!* This child then shows the card to the child next to them, who names what's on the card and passes it on round the circle in the same way. Once the card has passed to three or four children, start the process again with another card. Continue the game in the same way with all the picture cards.

8 Musical cards

Play with the whole class. Children stand or sit in a circle. Give out the picture cards from one set to different children in the circle. Play any music and children pass the cards clockwise round the circle. Pause the music. Children with the picture cards hold them up and name what's on their card in turn. Everyone claps and says, e.g. *Fantastic!*

9 First one to touch ...!

Play with the whole class, with you giving instructions, and/or children play in groups of four. Children lay out their set of cards face up on their desks. Child A says, e.g. *(First one to touch) ... lettuce!* Demonstrate that the children should touch the correct card as fast as they can and say *Me!* After three turns another child has a turn at giving the instructions.

10 Snap!

Children play in pairs. Each child puts their cards face down in a pile. They turn over their cards one at a time at the same time and say the words, e.g. *Giraffe!* If they have the same picture, the child who says the word followed by *Snap!* first keeps the cards. The child with most cards at the end of the game is the winner.



11 Do you want ...?

Play with the whole class. Children sit or stand in a circle. Play any music on the CD/cassette. Children pass a picture card clockwise round the circle. Pause the music. The child with the card should choose another child and ask, e.g. *Do you want the bike?* If the child they ask says *Yes, please*, they give them the card and the game starts again. If the child they ask says *No, thank you*, they continue asking different children until someone says *Yes, please* and the game starts again. Change the picture card every few turns.

12 Abracadabra!

Children play in pairs. Each child lays their cards face down in a row on their desks. Child A points to Child B's first card, pretends to wave a wand and says, e.g. *Abracadabra! Butterfly!* Child B turns over the card. If it's the butterfly, they say *Yes!* and leave the card face up. If it isn't the butterfly, they should say *No!* and leave the card face down. Child B then has the next turn. The winner is the one who guesses all the cards first.

13 Find your partner

Play with the whole class. Children choose a picture card secretly and hold it to their chest so no one else can see. They then walk round the class asking other children, e.g. *Chicken? / No. / Ham? / Yes.* until they find a partner with the same card as themselves.

14 Find your group

Play with the whole class using enough of the same set for each child to have a card. Children keep the picture secret. They walk round the class saying, e.g. *(I'm a ...) lion. / Yes. Me, too! / No, (I'm a ...) parrot* and organise themselves into groups with the same card.

15 Guessing game

Play with the whole class and/or children play in pairs. Child A secretly chooses a card. Child B asks up to three questions, e.g. *Do you like eggs?* and Child A responds *Yes* or *No* depending what's on the card. If Child B guesses correctly, they keep the card. Child B then has the next turn. The child with most cards at the end of the game is the winner.

16 Memory

Children play in pairs. They lay out two sets of picture cards in random order face down on the desk. Child A turns over one of the cards and names what's in the picture, e.g. *Ball!* or says a sentence, e.g. *I like cheese!* They then turn over another card and repeat the procedure. If the two cards are the same, Child A keeps them. If they are not the same, Child A puts

them back face down exactly where they were. Child B then has the next turn. The child with most cards at the end of the game is the winner.

17 Noughts and crosses

Play with the whole class. Draw a noughts and crosses grid on the board. Stick a picture card face down in each space. Divide the class into two teams, one to play with noughts and one with crosses. Children in each team take turns to choose a card. If they can identify what's in the picture, e.g. *mouth*, turn over the card and write a nought or cross in the square. The first team to complete a row of three wins the game.

18 Yes or No

Play with the whole class and/or children play in pairs. Children place the picture cards face down in a pile in front of them. Child A turns over the first card, holds it up to Child B and says, e.g. *Scooter?* Child B says *Yes* or, e.g. *No, bike* depending on the picture. If Child B responds correctly, they keep the card. Child B then has the next turn. The child with most cards at the end of the game wins.

19 Find the card

Play with the whole class. Ask two children to wait outside the classroom door for a moment. While they are outside the door, stick one of the picture cards somewhere in the classroom, where it is 'hidden' but nevertheless visible without moving anything. Involve the rest of the class in helping you to do this. Ask the two children back into the classroom and everyone asks, e.g. *Where's the lion?* The two children look for the picture card of the lion and the rest of the class helps by saying *Hot! Hot! Hot!* if the children move near to where the card is hidden and *Cold! Cold! Cold!* if they move away. When they find the card, the two children say, e.g. *Here's the lion!* and everyone claps and says *Hurray!* Repeat several times with different children.

20 Card swap

Play with the whole class. Give each child a picture card (from a mixture of different sets). Check the children know how to say the word on their card. Children walk around the classroom. They take turns to show another child their card. If both children can identify what is on each other's cards, they swap cards and the game continues in the same way. If a child can't identify what's on a card, the other child 'teaches' them the word. They then swap cards and the game continues in the same way. At the end, children report back on how many times they swapped cards and identify the pictures on all the cards.





Unit 1

Page 2, Exercise 1

1b 2d 3a 4c

Page 3, Exercise 2

2 ladybird 3 butterfly 4 caterpillar 5 snail

Page 4, Exercise 3

b5 c4 d3 e1

Page 5, Exercise 4

2e 3b 4a 5c

Page 7, Exercise 6

2 three 3 four 4 two 5 four

Page 8, Exercise 7

1 butterfly 2 bee 3 three 4 one 5 two 6 ladybird
7 snail 8 four 9 five 10 caterpillar

Unit 2

Page 10, Exercise 2

2 car 3 ball 4 scooter 5 bike 6 doll

Page 12, Exercise 4

2 green 3 purple

Page 14, Exercise 6

red, yellow, green, purple, brown, orange, blue

Page 15, Exercise 7

1 doll 3 scooter 5 ball 8 car 9 bike 10 robot

Unit 3

Page 17, Exercise 2

2 eyes 3 toes 4 fingers 5 ears 6 mouth

Page 18, Exercise 3

a: 4 fingers 10 toes

b: 7 fingers 10 toes

c: 9 fingers 3 toes

d: 8 fingers 5 toes

Page 19, Exercise 4

2e 3b 4a 5c

Page 20, Exercise 5

Touch your eyes: d

Touch your nose: f

Touch your mouth: a

Touch your fingers: b

Page 22, Exercise 7

1 toes 2 six 3 fingers 4 eight 5 eyes 6 seven 7 nine
8 nose 9 ears 10 mouth 11 ten

Unit 4

Page 23, Exercise 1

2 mouse 3 zebra 4 parrot 5 lion 6 penguin 7 duck
8 elephant

Page 24, Exercise 2

2 giraffe 3 parrot 4 lion 5 elephant 6 zebra

Page 25, Exercise 3

2 jump 3 swim 4 read 5 write 6 sing

Page 25, Exercise 4

butterfly, parrot, bee

Page 28, Exercise 6

yellow, blue, purple, orange, green

Page 29, Exercise 7

1 elephant 2 swim 3 zebra 4 write 5 parrot 6 run
7 mouse 8 sing 9 jump 10 giraffe 11 read 12 lion

Unit 5

Page 30, Exercise 1

2 egg and lettuce 3 ham and cheese

4 chicken and tomato

Page 31, Exercise 2

2 ham 3 tomatoes 4 chicken 5 eggs 6 lettuce

Page 32, Exercise 3

2 five oranges 3 ten apples 4 four lettuces

5 two chickens 6 eight pears 7 one ham

8 nine bananas 9 three cheeses 10 seven tomatoes

Page 34, Exercise 5

cheese, tomatoes

eggs, lettuce, chicken

Page 34, Exercise 7

1 oranges 2 chicken 3 pears 4 tomatoes 5 cheese

6 bananas 7 ham 8 apples 9 eggs 10 lettuce

Unit 6

Page 37, Exercise 1

2 bowl 3 chair 4 bed 5 bear 6 chair

Page 38, Exercise 2

2 horrible 3 great 4 horrible 5 horrible 6 great

Page 39, Exercise 3

1: Daddy Bear, tiny bowl, big bed

2: Mummy Bear, small bowl, tiny bed

Page 40, Exercise 4

It's a panda bear.

Page 41, Exercise 5

bowl, chair, bed

Page 42, Exercise 6

Mummy, brother, sister

Page 43, Exercise 7

1 tiny chair 2 Mummy 3 brother 4 sister 5 small bed

6 Daddy 7 Daddy Bear 8 Mummy Bear 9 Baby Bear

10 big bowl



Unit 1 Test

Listen and circle.



1



2



3



4



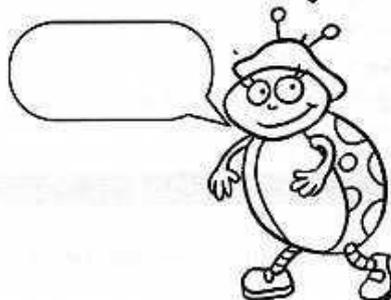
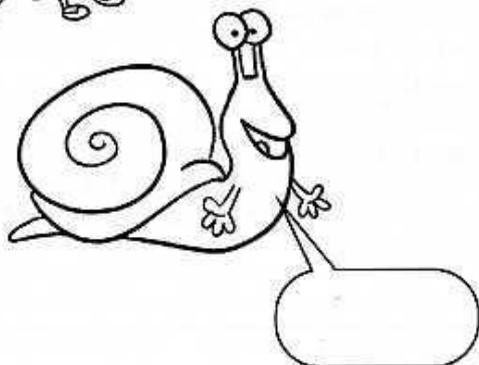
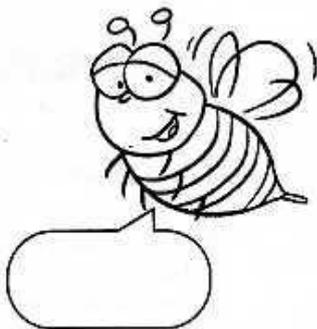
5



Listen and write the numbers.



4



Unit 2 Test

Listen and circle.



<p>1</p>	<p>2</p>	<p>3</p>
<p>4</p>	<p>5</p>	<p>6</p>

Listen and colour the toys.



<p>1</p>	<p>2</p>	<p>3</p>
<p>4</p>	<p>5</p>	<p>6</p>

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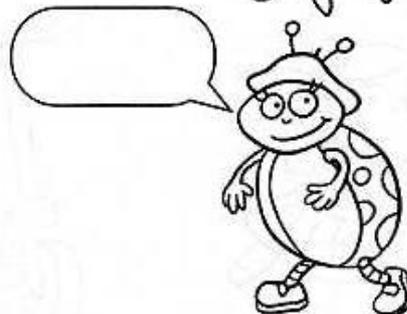
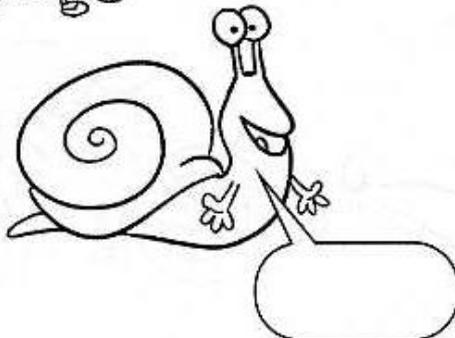
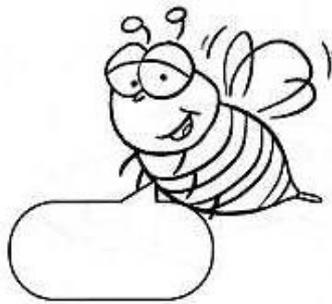


Unit 3 Test

Listen and number.



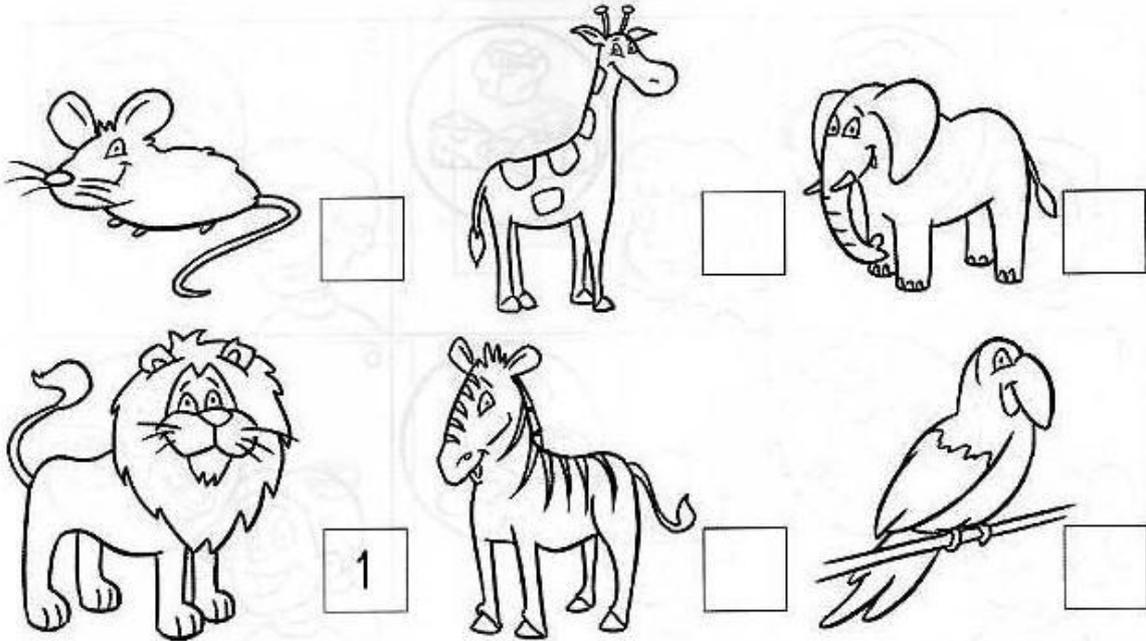
Listen and write the numbers.



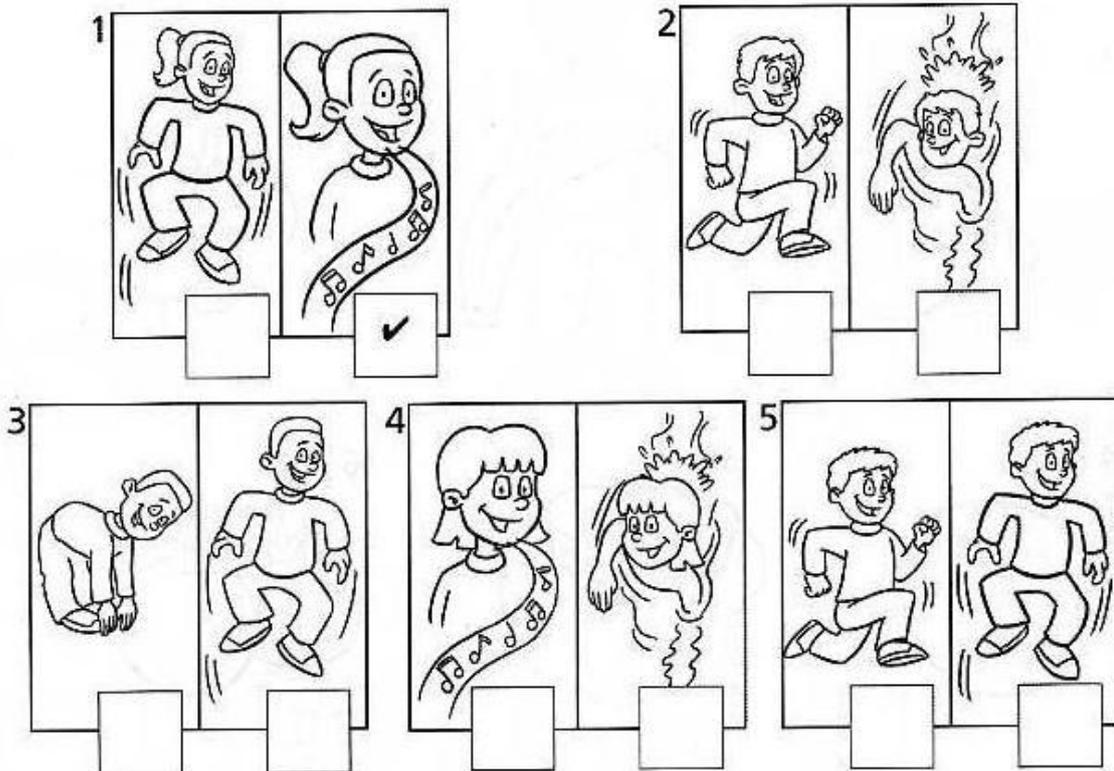
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Unit 4 Test

Listen and number.



Listen and tick (✓).



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Unit 5 Test

Listen and circle.



<p>1</p>	<p>2</p>	<p>3</p>
<p>4</p>	<p>5</p>	<p>6</p>

Listen and write (✓) or (X).



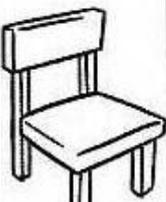
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Unit 6 Test

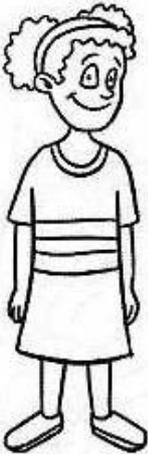
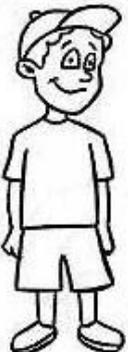
Listen and tick (✓).



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2	 <input type="checkbox"/>	 <input type="checkbox"/>
3	 <input type="checkbox"/>	 <input type="checkbox"/>
4	 <input type="checkbox"/>	 <input type="checkbox"/>
5	 <input type="checkbox"/>	 <input type="checkbox"/>
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Listen and number.



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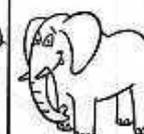
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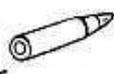
End of Year Test

Listen and tick (✓).



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3	 <input type="checkbox"/>	 <input type="checkbox"/>
4	 <input type="checkbox"/>	 <input type="checkbox"/>
5	 <input type="checkbox"/>	 <input type="checkbox"/>
6	 <input type="checkbox"/>	 <input type="checkbox"/>

Listen and colour.



Listen, count and circle.



1

2

3

4

5

Listen and number.



1

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Tests Answer Key and Tapescripts

Unit 1 Test

Listen and circle: see tapescript

Tapescript

- Number 1: Hello, Colin the caterpillar!
- Number 2: Hello, Snail!
- Number 3: Hello, Ladybird!
- Number 4: Hello, Bee!
- Number 5: Hello, Butterfly!

Listen and write the numbers:
see tapescript

Tapescript

- Colin the caterpillar says: Four!
- Bee says: Two!
- Butterfly says: Five!
- Snail says: One!
- Ladybird says: Three!

Unit 2 Test

Listen and circle: see tapescript

Tapescript

- Number 1: Can I have a ball, please?
- Number 2: Can I have a car, please?
- Number 3: Can I have a robot, please?
- Number 4: Can I have a scooter, please?
- Number 5: Can I have a bike, please?
- Number 6: Can I have a doll, please?

Listen and colour the toys: see tapescript

Tapescript

- Number 1: The robot is blue.
- Number 2: The car is red.
- Number 3: The ball is yellow and green.
- Number 4: The doll is purple.
- Number 5: The scooter is brown.
- Number 6: The bike is orange.

Unit 3 Test

Listen and number: see tapescript

Tapescript

- Number 1: Touch your nose.
- Number 2: Touch your mouth.
- Number 3: Touch your eyes.
- Number 4: Touch your fingers.
- Number 5: Touch your ears.
- Number 6: Touch your toes.

Listen and write the numbers:
see tapescript

Tapescript

- Colin says: Eight!
- Snail says: Ten!
- Ladybird says: Nine!
- Bee says: Seven!
- Butterfly says: Six!

Unit 4 Test

Listen and number: see tapescript

Tapescript

- Number 1: Here's the lion!
- Number 2: Here's the giraffe!
- Number 3: Here's the zebra!
- Number 4: Here's the mouse!
- Number 5: Here's the parrot!
- Number 6: Here's the elephant!

Listen and write (✓): see tapescript

Tapescript

- Number 1: I can sing.
- Number 2: I can run.
- Number 3: I can touch my toes.
- Number 4: I can swim.
- Number 5: I can jump.

Unit 5 Test

Listen and circle: see tapescript

Tapescript

- Number 1: I like eggs.
- Number 2: I like tomatoes.
- Number 3: I like cheese.
- Number 4: I like lettuce.
- Number 5: I like chicken.
- Number 6: I like ham.

Listen and write (✓) or (X): 3 (✓) 4 (X)
5 (✓) 6 (X)

Tapescript

- Number 1
Adult: Do you like pears?
Colin: Yes.
- Number 2
Adult: Do you like bananas?
Colin: No.
- Number 3
Adult: Do you like apples?
Colin: Yes.
- Number 4
Adult: Do you like oranges?
Colin: No.
- Number 5
Adult: Do you like lettuce?
Colin: Yes.
- Number 6
Adult: Do you like tomatoes?
Colin: No.

Unit 6 Test

Listen and write (✓): see tapescript

Tapescript

- Number 1: This bowl is big.
- Number 2: This bed is tiny.
- Number 3: This chair is small.
- Number 4: This bowl is tiny.



Number 5: This bed is small.
Number 6: This chair is big.

Listen and number: see tapescript

Tapescript

Number 1: This is Goldilocks.
Number 2: This is Goldilocks' brother.
Number 3: This is Goldilocks' mummy.
Number 4: This is Goldilocks' sister.
Number 5: This is Goldilocks' daddy.

End of Year Test

Listen and write (✓): see tapescript

Tapescript

Number 1
Adult: Here's the butterfly.
Colin: Hello, Butterfly!
Number 2
Adult: Here's the giraffe!
Colin: Hello, Giraffe.
Number 3
Adult: Here's Baby bear.
Colin: Hello, Baby Bear!
Number 4
Adult: Here's the ladybird.
Colin: Hello, Ladybird!
Number 5
Adult: Here's the elephant.
Colin: Hello, Elephant!
Number 6
Adult: Here's Mummy bear.
Colin: Hello, Mummy bear!

Listen and colour: see tapescript

Tapescript

Find the bike. The bike is blue.
Find the apple. The apple is green.
Find the scooter. The scooter is purple.
Find the cheese. The cheese is orange.
Find the sandwich. The sandwich is brown.
Find the ball. The ball is yellow.
Find the doll. The doll is red.

Listen, count and circle: see tapescript

Tapescript

Number 1
Adult: Six bananas.
Child: How many?
Adult: Six.
Number 2
Adult: Three cars.
Child: How many?
Adult: Three.
Number 3
Adult: Eight tomatoes.
Child: How many?
Adult: Eight.
Number 4
Adult: Ten robots.

Child: How many?

Adult: Ten.

Number 5

Adult: Seven chairs.

Child: How many?

Adult: Seven.

Listen and number: see tapescript

Tapescript

Number 1: Run!
Number 2: Jump!
Number 3: Touch your nose!
Number 4: Turn around!
Number 5: Touch your toes!
Number 6: Sing!

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