



Playtime

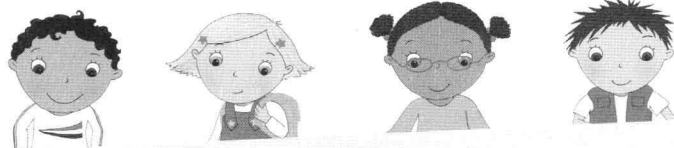
Starter

Teacher's Book



Claire Selby

OXFORD



Playtime

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Contents

Introduction

- About Playtime 1
- Tips for using the Playtime DVD 3
- Tips for story-telling with Playtime 4
- The components of Playtime 6
- Syllabus of Playtime Starter 8
- Tour of a unit of Playtime 13

Starter Unit: *Hello Rocket! Hello Star!* 18

Unit 1: *It's raining* 26

Unit 2: *Wash, wash, wash!* 46

Unit 3: *The blue balloon* 66

Unit 4: *Rocket's car* 86

Unit 5: *Twig's rabbit* 106

Unit 6: *Get ready!* 126

Festival Units

Happy Christmas 146

Springtime 150

Round up 154

Games bank 156

Wordlist 160



About Playtime

Playtime is a three-level course for children at preschool, between the ages of 3 and 5. In developing the course, great attention has been paid to the needs and abilities of children at this age.

The aim of this series is to offer young children an attractive and stimulating introduction to English. This is achieved through a bank of materials encompassing all the different media for language learning that children and their teachers love. The children learn through an attractive combination of activities with Big Story Books, posters, flashcards, Class Books, audio CDs and stickers. Their learning is further enhanced with the special *Playtime* DVD, which is fully integrated with the rest of the course. The key feature of the DVD is the use of animated cartoon versions of the stories in the course. The course has a unique characteristic which is fundamental to getting the most out of teaching and learning with the series. Each unit has two songs: the story song and the unit vocabulary song. The story song is an integral part of the story itself, allowing the children to concentrate on a key point of the story and to join in with actions and simple music early on in the unit.

Playtime has been conceived as a complete package with a wide variety of resources that can be adapted flexibly to different teaching contexts. The units are carefully structured and include optional reinforcement and extension lessons with further material and practice to consolidate the language. In addition, the cross-curricular lessons extend the unit theme to relate English to other subjects on the curriculum. An optional Workbook has extra lessons to extend the learning for those with more teaching hours per week.

The characters

Playtime revolves around four children and their playschool. The children can easily relate to the context of the course as it reflects their own situation and the adventures and activities are therefore bound to be familiar and relevant to them.

The characters are friends called Rocket, Star, Melody and Twig. They each have different personalities and interests with which the children in the class can identify. In the Starter level, the characters are introduced gradually. Rocket, Monkey and Star appear first and we meet Twig and Melody in the last two units.

Rocket is a very active and inquisitive child. He loves learning and throws himself into things, always in a well-meaning way. However, things don't always turn out quite how he intended and so his friends end up helping him out when things go wrong. For Rocket, the best way of learning is by doing.

Monkey is Rocket's cuddly toy, who he always carries with him. As well as appearing in the stories, Monkey is

a soft toy that can be used in class. He has velcro on his paws so that the children can put him round their neck or hug him. He is also a puppet as his mouth can be moved to look as if he is speaking.

Star is also adventurous, but she prefers to plan things first. She is good at organising and learns by listening and watching, so she is a good complement for Rocket, who is more impetuous. Star is the one who says what they should do in any given situation, unlike Rocket, who dives into things.

Twig, whom we meet in Unit 5, likes finding out how things work and what they are made of, and he shows lots of interest in anything to do with nature. Sometimes, he creates problems for himself with his curiosity. He is quite timid compared with Rocket, but Rocket likes him because he doesn't mind getting dirty and is as inquisitive as he is. Star and Melody like him too because he knows a lot, which he finds out by observing everything.

Melody, whom we meet in Unit 6, is very creative and is a bit of a dreamer. She's often distracted, humming a tune or sketching things with the crayons that she always has to hand. Her contributions to the group are the brilliant ideas she has to resolve situations where a creative solution is needed rather than Star's common sense, Rocket's energy or Twig's knowledge.

The stories

It is widely acknowledged that stories play an important role in child development and language acquisition, whether in the children's mother tongue or in a second language. Stories not only help to create an interest in reading, but also offer a coherent context for new language, through which children are exposed to language in a natural way. They also often contain repeated key phrases or vocabulary. Stories offer a wide variety of contexts and facts with which the children are already familiar and can also touch on a whole range of interests, civic values and activities which make them attractive and help the children to learn things that go far beyond just language acquisition.

Playtime is a story-based course, in which the story is the pivotal point of the unit. The stories are presented in Big Story Books and also as cartoons on the DVD. These two media are integrated to vary the story-telling. The stories focus on the *Playtime* characters, Rocket, Star, Melody and Twig, and each story features one or two of them as the protagonist. In the Starter level, Rocket, Star and Monkey appear together in the first story and the following stories are all about them. Twig appears in Unit 5 and Melody in Unit 6.

Each story has an integrated song and there are animated cartoon versions of these on the DVD.

The songs

Songs are another medium through which children absorb language easily. In general, young children love singing and this is a great way for them to participate in class at the same time as learning new language. There are two songs per unit. One is the story song and the other is a song or chant practising the unit vocabulary. As the story song is an integral part of the story, the children are joining in the story-telling by singing and doing actions with this simple music from the beginning of every unit, which is highly motivating.

There are also routine songs and a song in each of the festival units, which have been included to give the children many different opportunities to be in contact with English. The routine songs will help you to manage the class and to divide up different stages of the lesson so that the children know what to do at different times. The *Hello* and *Bye bye* songs signal the start and end of every lesson. The *Tidy up* song is suggested in every lesson when the children have to put books and pencils away after a Class Book or craft activity. Listening to a song while the children tidy up helps to make it fun and turns it into another enjoyable classroom routine. Children love singing so much that they often sing these songs outside the class. All the songs are on the Playtime website, which both parents and teachers can access, so the children can practise the songs at home with their families as often as they like.

Vocabulary

In each unit of the Starter level, there are four new key words and one or two key phrases which are repeated several times in the story so that the children become familiar with them. Generally, these have been included as passive language for the children simply to understand, but as they hear the story several times, they will often end up saying them too.

Playtime places a particular importance on consolidating as much language as possible by recycling it at every opportunity without it becoming unnatural. Core language from the unit is recycled in different ways in the six lessons. Numbers and colours are frequently revised in later units. At the end of each unit, there are two additional lessons: one for reinforcement, which recycles the key vocabulary, and one for extension, which introduces a little more new vocabulary.

The Big Story Books have more text per page than the children will absorb. Most of this is passive language for comprehension only and is always illustrated so that the children will understand it easily.

Cross-curricular focus

Playtime provides the opportunity to develop the language of the unit by transferring it to a real-life context, giving a cross-curricular dimension to the children's learning. Each unit includes a cross-curricular lesson. These lessons develop the theme of the unit to include other areas of the curriculum such as the sciences, art and maths, etc. The teaching notes explain

how to present and develop the themes step by step so that the children gain self-confidence and have as much chance as possible to participate in the lesson. Both the change of context for these stories and the cross-curricular focus of *Playtime* allow for greater variety in English classes, which is important in situations where there are more than the average number of hours a week.

Classroom management

Classroom language

The more the children are exposed to English, the easier they will find it to learn and the more able they will be to produce the language. Most children have no contact with English outside school, so it is important to make the most of the classroom opportunities to speak English. This is not always practical, of course, and sometimes the use of the children's mother tongue is necessary, especially with children at such a young age. However, *Playtime* advises using as much English in the class as possible. If the children get used to hearing the teacher and Monkey speak in English all the time, they will soon find spoken English very natural. Monkey only speaks English, and if you ensure the children understand this, they will be motivated to try to speak it too.

Routines

It is important that the children get used to certain class routines as they not only make their learning easier but they also contribute to better classroom management and discipline. *Playtime* has many ideas for establishing routines that help create a special atmosphere to signal that the children are now in their English lesson. These include the routines with the Monkey puppet, the Pocket Poster and the Routine Poster.

The Routine Poster is designed to make learning basic concepts easy and fun. It presents the numbers 1–4, three types of weather, four colours and a special place to record birthdays in the class, all in the very eye-catching context of typical playschool objects on a wooden tray. The main aim of the Routine Poster is to establish a daily routine at the start of every lesson, but it can be used for reference at any point in the lesson when these concepts are relevant, for example in a game or if the weather changes.

The focus of the Unit 3 story is Star's birthday and the story song is a birthday song. Once the children know the song, you can use the karaoke version with the Routine Poster whenever there is a birthday in the class.

Transition rhymes

The lesson notes in *Playtime* suggest the use of rhymes that mark a change of activity and the transition from one part of the lesson to another. The children will soon get used to these rhymes and what they mean. This will motivate them to respond each time they hear them, which will make the class easier to manage. *Playtime* suggests using these rhymes as part of every lesson. For example, you can play or say the *Walk with me* chant

every time the children go back to their tables to do a quiet activity. There is also a *Settling song* to calm the children down after a very active part of the lesson. Using these transition rhymes shows the children what type of activity is coming next, because it is essential that they can let off steam when you are singing songs or doing TPR activities together, but that they should sit quietly for a while when working at their desks and before they leave the class.

Parental participation

Parental support and encouragement is crucial for a child's success. *Playtime* gives parents many ways to take part in their children's learning experience. There is a letter that you can give out to parents on the website. This explains the importance of their involvement and gives examples of how they can help and motivate their children. In every unit, the children make a pop-out based on the story and they can take this home at the end of the unit to use while they tell the story to their parents. The Class Book activity pages are perforated so you can take them out and give them to the children to take home. On the website there is also an optional Picture Dictionary for each unit and a template for a 'Congratulations' certificate that you can use whenever you wish for the children to show their parents. They can also encourage their children to listen to the *Playtime* songs at home and, if they are able to, they could read simple stories in English to their children. In addition, on the *Playtime* website there are games and simple activities with notes for parents who would like to help their children at home.

Tips for using the Playtime DVD

Before using the animated stories on the DVD

- If the children are to get the most out of the *Playtime* story-telling experience, it is recommended that the animation of each story is used at the specific points in the unit as described in the teaching notes.
- The animation of each story is played for the first time in Lesson 2 of each unit. This follows two previous tellings of the story with the Big Story Book, the first with the audio CD and the second read by the teacher. This means that by the time the children come to watch the story, they have a good understanding of what the story is about.
- They will also be familiar with the key words and phrases used, and will have developed an expectancy of how events will unfold. This will give them confidence while they watch, so they can relax and enjoy the animated story in English.
- Just as story-telling with the Big Story Book should be a special time in the English class, story-telling with the DVD should also be special. If possible, sit the children in the same way for the animated stories as they sit for the stories with the Big Story Book. This will help to signal that it is story time and the

conventions of story time apply, i.e. that it is time to pay attention for a set amount of time without interruption.

- Make sure the children are sitting comfortably. If they are uncomfortable, e.g. too close together, they may become restless. They also need to be able to see and hear the DVD well in order to concentrate.
- Before you press *Play*, check that the children know what they are expected to do while watching the story on the DVD. In the teaching notes it is suggested that they have a simple task to do while they watch, e.g. copying actions or holding up pop-outs when they hear a key word.
- If you intend the children to sing along with the story song during the viewing, or if you want them to stand up and act out the story song or parts of the story, tell them in advance. If they are not in the mood for sitting still, they can look forward to the opportunity to move about.

While using the animated stories on the DVD

- The first time the children see the animated story, they are likely to want to watch it all the way through without any interruption. They may well find it frustrating if the teacher pauses the DVD or interrupts the viewing for any reason. However, when the children have seen the animation all the way through, there is scope for the teacher to focus on certain scenes to exploit key language or to review words that the children know. To do this, the teacher can simply pause the DVD and point to images to ask questions or to elicit vocabulary. In addition, you can pause the DVD and encourage the children to remember what happens next or which item in a sequence of colours, actions, animals, etc. comes next.
- With children of this age group, it is important to change activity frequently in order to keep their attention. They may ask to see the animation again and again, but it is advisable to give them a simple task for a second or third viewing, so that they have a purpose for watching and don't become distracted. The teaching notes suggest ways to vary the task.
- Remember that watching the DVD does not need to be a passive activity. Young children often do not sit still while watching children's programmes at home. Instead they often join in with the action, standing up and moving about, as well as talking or singing with the characters. Providing an opportunity for the children to do this in their English class is likely to make the use of the DVD stories pleasurable and successful.
- No matter how much the children are enjoying the DVD, don't be tempted to let it play on into the story for the next unit. The children will not get the most from the animated version of the story without having heard it first, and a preview will detract from the magic of using the Big Story Book to tell the story in Lesson 1 of the following unit.

After using the animated stories on the DVD

- Use the *Walk with me* transition rhyme to move from one dynamic to the next after showing the animation. This will help the children to settle back into a quiet Class Book activity at their tables after lively singing or TPR activities using the DVD.
- It's important also to make the link between what the children have seen on the DVD and what they are going to do in their Class Book activity, e.g. by going over the key vocabulary that they have seen in the animation which also appears on the Class Book page. This is to help them see the relationship between different stages of their English lesson.

Cross-curricular DVD material

- The cross-curricular material on the DVD represents a moment when English steps out of the classroom into an everyday environment. If we can make English relevant to the children and their home, hobbies, family life or classroom at this young age, it will continue to feel a natural part of their lives for longer.
- The aim of the cross-curricular sections on the DVD in each unit is to support the theme of that unit, in a wider context and a real world that the pupils recognize as similar to their own. The activities are chosen to parallel the kind of general knowledge topics the pupils would be learning in their home language at this age. This makes the topics familiar and relevant.
- When you use the cross-curricular DVD it is important that you prepare the class beforehand. The DVDs are filmed in real situations in a school or home, so the children viewing may be fascinated by watching the people on the screen and not focus on the content. It will be helpful if you can guide them to watch what the people are doing too.
- The pupils will certainly gain more from the DVD if they know what to look out for or have a particular item to spot and remember.
- If you do prepare the pupils before playing the DVD, make sure you ask the pupils about it once the DVD has finished. This not only helps them to remember what they have just learnt, but also keeps them interested and alert.
- The resource pack can help you to do this. The flashcards can be used to support your preparation and follow-up of the DVD viewing time.

Tips for story-telling with Playtime

Make story time a special time

- Outside the classroom, story-telling is a social activity; it is something which people share during moments of relaxation. Young children are often read to by older family members at bedtime, for example. Story-telling in the classroom, therefore, needs to have its own separate role, setting itself apart from other classroom activities. It should be a time when the

children and the teacher feel relaxed, comfortable and companionable.

- The opening of the Big Story Book already signals the change from one classroom dynamic to another. Even the youngest of children bring knowledge of the conventions of story-telling from their home lives to the classroom and they know what to expect when a story book is opened. It is, therefore, extremely important to make the most of this initial opening of the story book, infusing the moment with an element of wonder and fascination. The *Playtime* teaching notes for the story-telling process take this into consideration and include a Big Story Book rhyme for use just before the story is told.
- In order to make story-telling a special time in the English class, the teacher can mark the occasion in lots of different ways. The children can sit in an area used only for story-telling, for example. They may sit on a mat on the floor for story-telling, whereas they sit at their tables for other classroom activities. You can change your usual routines too: you could sit down if you normally stand, you could have a special chair for story-telling or even wear a special story hat.

Bring the story alive and vary the means of story-telling

- Holding young children's attention at story time is a crucial concern for pre-school teachers. One important way of engaging the children is to make sure that we are bringing the story alive for them. We need to awaken their imagination in such a way that they find themselves actually there with the characters in the story world.
- For this reason, all the *Playtime* stories are recorded professionally on audio CD and include sound effects and music to heighten the story-telling experience. It is recommended that the CD is used for the first telling of the story.
- However, varying the means of telling the story on different occasions will also help to keep the children's interest. *Playtime* offers a complete suite of story materials, including animations of all the course stories on the DVD as well as on the CD.
- Hearing the teacher telling the story will also be very enjoyable for the children. There is, of course, a big difference between just reading a story aloud and telling a story, and this shouldn't be underestimated. The audio recording provides a good model of both English pronunciation and story-telling technique, aiming to give teachers confidence in story-telling in English in the classroom.
- It's a good idea to practise telling a story before the lesson so you are able to vary the tone and volume of your voice where appropriate and can make the most of natural rhythms. You can even create different voices for characters if you wish.
- Effective telling of the stories will give the children lots of clues about their meaning, as well as developing an early understanding of what real English sounds like and how it compares to their own first language.

Maximize visual support

- Story-telling is an ideal means of providing rich comprehensible input for children who are at a very receptive age for language learning. For this reason, meaning is paramount and it's important to make sure that the children are given as much visual support as possible during story-telling.
- All the *Playtime* stories have been carefully crafted to ensure that the meaning of every element of the text is depicted in the illustration.
- The teacher can also give the children additional support by using mime and gesture to highlight key points in the story, as well as pointing to core vocabulary in the pictures where appropriate.

Keep eye contact

- Another important factor in keeping young children engaged during story-telling is having as much eye contact with them as possible. If the teacher looks at the class during the telling and makes eye contact with individuals, the children are more involved because it makes the story-telling more personal.
- In addition, maintaining eye contact with the children helps to avoid or pre-empt misbehaviour, which might lead to disruption.

Don't break the spell

- Once a story has truly captured the children's attention, it's a little like magic and the last thing we want to do is break the spell. For this reason, especially during the first telling, it's a good idea to tell the story all the way through from beginning to end without stopping or pausing for questions.
- In addition, it is important to set a precedent from the very first story-telling, that (short of an emergency, of course) the story will not be broken off for any reason and that nothing should interrupt it. In order to do this, continue telling the story even if somebody comes into the room and avoid breaking off to ask a child to sit down or to stop talking, etc. Sometimes discipline is needed during story-telling, but this can often be dealt with by a 'look'. The teacher can even get up and take a child who is misbehaving by the hand to come and sit beside them, while still telling the story.
- As the children learn that you don't want to break the story spell, they won't either.

Make story-telling interactive

- Just as the means of story-telling can vary, the children's role in story-telling can vary too.
- If the children are restless, trying to keep them sitting quietly to listen to a story may prove impossible for even the most experienced and skilled pre-school teacher! On these occasions, allowing the children to participate in the story is likely to be the best course of action and the extent of their participation can vary too.
- The *Playtime* story-telling process begins by focusing the children on the cover of the Big Story Book. During this initial cover presentation, the children

are offered a hook, i.e. a key sound or phrase and accompanying action from the story, often related to the title. This means that the children can, from the outset, join in every time this sound or phrase is heard, either by just doing the action or repeating the sound or phrase as well.

- Similarly, soon after the first telling, suggested phrases and actions are highlighted for children to participate at their own level.
- The story songs are a very special feature of the *Playtime* series and the song is another point during the story-telling at which the children can be encouraged to join in. This can involve them standing up, moving around and singing noisily, giving story time a useful change of dynamic for times when their concentration spans are shorter.





The components of Playtime Starter

The Class Book contains:

- a Starter Unit
- 6 units with core teaching material
- colour stickers for each unit
- 2 festival and holiday units
- 6 pages of miniflashcards (smaller versions of the flashcards)
- 6 pop-outs

The Workbook contains:

- 30 optional worksheets to supplement the core teaching materials

The DVD contains:

- animated versions of all the stories

The Teacher's Book contains:

- a Contents list
- an introduction explaining the course methodology, the syllabus and offering tips for how to tell stories with the Big Story Books and the DVD
- clear teaching notes for each unit
- clear teaching notes for each optional Workbook lesson
- extra reinforcement and extension lessons
- a Games bank
- a Wordlist

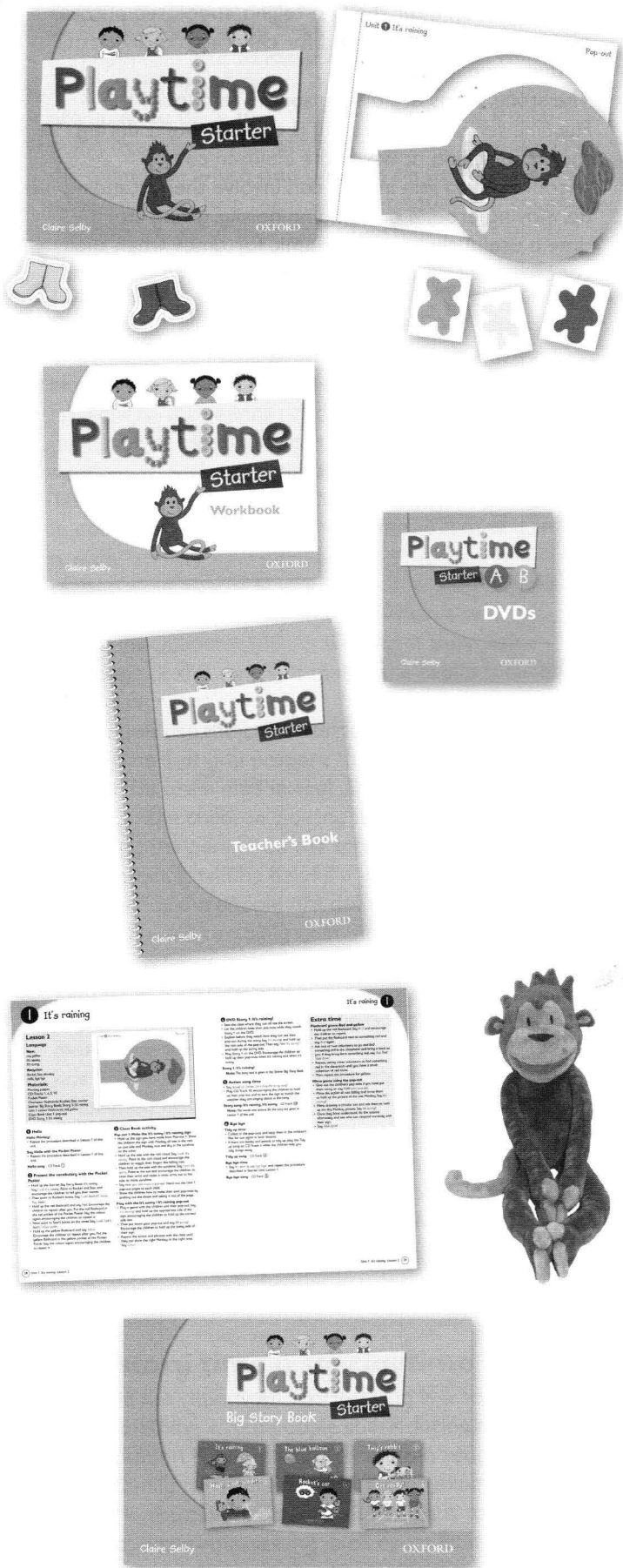
Teacher's Resource Pack:

Monkey

- Monkey is both a puppet and a cuddly toy. He only 'speaks' English; he can hug the children with his velcro paws and pick up flashcards in his mouth.

Starter Big Story Book that contains:

- all 6 stories from the Starter level in Big Story Book format in full colour



2 audio CDs that contain:

- recordings of all the songs and stories
- karaoke versions of all the songs
- core vocabulary lists

Flashcards

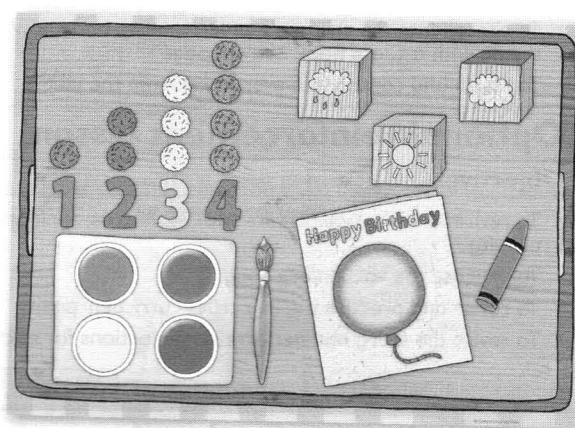
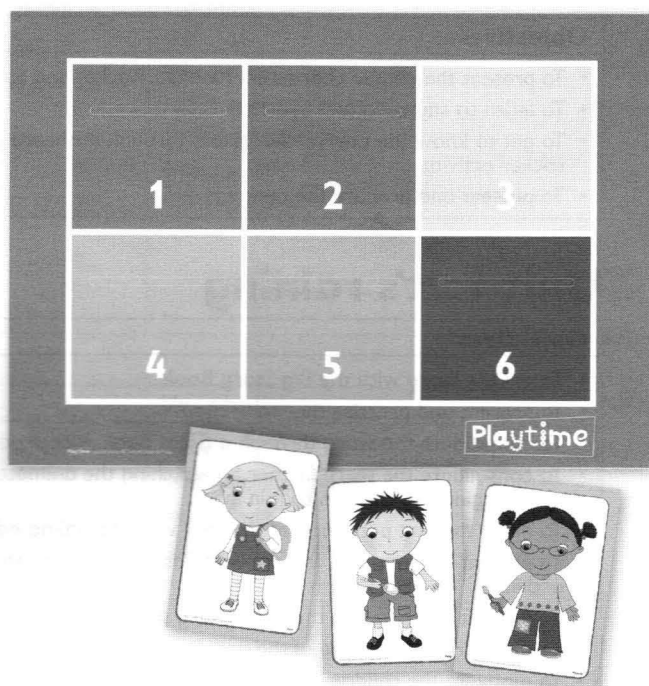
- 6 flashcards of the course characters (including the teacher and Monkey)
- 32 flashcards to present the core vocabulary in each unit
- 4 flashcards to present the numbers 1–4
- 2 flashcards for the festival units

Posters

- a Routine Poster for the beginning of each lesson
- a Pocket Poster to present and practise vocabulary with the flashcards

The website contains:

- all the songs to download or listen to online
- simple activities to do at home or in class
- interactive games for the children to practise English at home or in class
- notes for parents on how they can help their children with English at home
- a list of core vocabulary from the course together with a translation
- the syllabus of the course
- a congratulations certificate
- a letter for parents
- downloadable worksheets including extra material for Lesson 3 in each unit
- a Picture Dictionary template for Lesson 6 in each unit
- extra material for the festival and holiday lessons





Syllabus of Playtime Starter

Starter Unit: Hello Rocket! Hello Star!

Objectives	Vocabulary
<ul style="list-style-type: none">To present the course characters Monkey, Rocket and StarTo learn to say hello and bye byeTo get to know the course characters through flashcard games and a Class Book sticker activityTo present and practise the numbers 1–4	New <i>hello, bye bye</i> <i>Rocket, Star, Monkey</i> <i>one, two, three, four</i>

Unit 1: It's raining

Objectives	Vocabulary
<ul style="list-style-type: none">To tell the story with the Big Story BookTo present and practise the story songTo consolidate the story through a Class Book sticker activityTo consolidate the story further by watching the animated version on the DVD and encouraging the children to join inTo make the unit pop-out and to use it with the animated version of the storyTo present and practise colours with flashcards, miniflashcards and Class Book activitiesTo present and practise the vocabulary songTo transfer the language of the unit to a real-life contextTo motivate the children through a link with another area of the curriculum, to develop their knowledge of the world through EnglishTo consolidate the children's understanding and knowledge of the cross-curricular theme with a Class Book activity pageTo revise and consolidate everything from the unit	New <i>red, yellow, green, blue</i> <i>boots, hat</i> <i>It's raining.</i> <i>It's sunny.</i> Recycled <i>Rocket, Star, Monkey</i> <i>hello, bye bye</i> <i>Numbers 1–4</i>

Optional reinforcement lesson

Objectives	Vocabulary
<ul style="list-style-type: none">To revise and practise colours with flashcards, miniflashcards and a personalization activityTo practise the vocabulary songTo revise and practise the key cross-curricular pointsTo revise the story and perform simple actions for each stage of the story	New <i>red, yellow, green, blue</i> <i>boots</i> Recycled <i>Rocket, Star, Monkey</i> <i>hello, bye bye</i>

Optional extension lessons

Objectives	Vocabulary
<ul style="list-style-type: none">To extend the topic of weather with a craft activityTo motivate the children with a simple projectTo revise colours and numbers relating to the unit topicTo revise and practise the topic of weather with a Workbook activity	New <i>It's cloudy.</i> Recycled <i>Rocket, Star, Monkey</i> <i>hello, bye bye</i> <i>red, yellow, green, blue</i> <i>It's raining. It's sunny.</i> <i>boots, hat</i>

Unit 2: Wash, wash, wash!

Objectives	Vocabulary
<ul style="list-style-type: none"> To tell the story with the Big Story Book To present and practise the story song To consolidate the story through a Class Book sticker activity To consolidate the story further by watching the animated version on the DVD and encouraging the children to join in To make the unit pop-out and to use it with the animated version of the story To present and practise face vocabulary with flashcards, miniflashcards and Class Book activities To present and practise the vocabulary song To transfer the language of the unit to a real-life context To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English To consolidate the children's understanding and knowledge of the cross-curricular theme with a Class Book activity page To revise and consolidate everything from the unit 	<p>New <i>face, eyes, nose, mouth</i> <i>Wash, wash, wash!</i> <i>I'm happy.</i> <i>big</i></p> <p>Recycled <i>red, blue, yellow, green</i> <i>Rocket, Star, Monkey</i> <i>hello, bye bye</i> <i>Numbers 1–4</i></p>
Optional reinforcement lesson	
Objectives	Vocabulary
<ul style="list-style-type: none"> To revise and practise face vocabulary with flashcards, miniflashcards and a personalization activity To practise the vocabulary song To revise and practise the key cross-curricular points To revise the story and perform simple actions for each stage of the story 	<p>New <i>face, eyes, nose, mouth</i></p> <p>Recycled <i>Rocket, Star, Monkey</i> <i>hello, bye bye</i></p>
Optional extension lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To extend the topic of the face with a craft activity To motivate the children with a simple project To revise and practise the unit vocabulary with flashcards and a Workbook activity To extend the topic of the face with a Workbook activity 	<p>New <i>lion</i></p> <p>Recycled <i>hello, bye bye</i> <i>Numbers 1–4</i> <i>red, blue, green, yellow</i> <i>face, eyes, nose, mouth</i> <i>big</i></p>

Unit 3: The blue balloon

Objectives	Vocabulary
<ul style="list-style-type: none"> To tell the story with the Big Story Book To present and practise the story song To consolidate the story through a Class Book sticker activity To consolidate the story further by watching the animated version on the DVD and encouraging the children to join in To make the unit pop-out and to use it with the animated version of the story To present and practise food vocabulary with flashcards, miniflashcards and Class Book activities To present and practise the vocabulary song To transfer the language of the unit to a real-life context To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English To consolidate the children's understanding and knowledge of the cross-curricular theme with a Class Book activity page To revise and consolidate everything from the unit 	<p>New <i>grapes, juice, ice cream, cake</i> <i>balloon, candles</i> <i>up, down</i> <i>Happy Birthday!</i> <i>orange, orange juice, tree, blossom</i></p> <p>Recycled <i>hello, bye bye</i> <i>blue, green, yellow</i> <i>Numbers 1–4</i></p>

Optional reinforcement lesson	
Objectives	Vocabulary
<ul style="list-style-type: none"> To revise and practise food vocabulary with flashcards, miniflashcards and a personalization activity To practise the vocabulary song To revise and practise the key cross-curricular points To revise the story and perform simple actions for each stage of the story 	New <i>grapes, juice, ice cream, cake</i> Recycled <i>hello, bye bye</i>
Optional extension lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To extend the balloon topic with a craft activity To motivate the children with a simple project To revise and practise the cross-curricular content To revise the song actions with the unit pop-out To extend the story topic with a Workbook activity 	New <i>feet</i> Recycled <i>hello, bye bye</i> <i>red, blue, yellow, green</i> <i>face, eyes, nose, mouth</i> <i>balloon</i>

Unit 4: Rocket's car

Objectives	Vocabulary
<ul style="list-style-type: none"> To tell the story with the Big Story Book To present and practise the vocabulary song To consolidate the story through a Class Book sticker activity To consolidate the story further by watching the animated version on the DVD and encouraging the children to join in To make the unit pop-out and to use it with the animated version of the story To present and practise the story song To present and practise toy vocabulary with flashcards, miniflashcards and Class Book activities To transfer the language of the unit to a real-life context To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English To consolidate the children's understanding and knowledge of the cross-curricular theme with a Class Book activity page To revise and consolidate everything from the unit 	New <i>car, teddy, scooter, book</i> <i>sand</i> <i>I like the red car best.</i> <i>circle</i> Recycled <i>hello, bye bye</i> Numbers 1–4 <i>blue, green, red, yellow, orange</i> <i>eyes, nose</i>
Optional reinforcement lesson	
Objectives	Vocabulary
<ul style="list-style-type: none"> To revise and practise toy vocabulary with flashcards, miniflashcards and a personalization activity To practise the vocabulary song To revise and practise the key cross-curricular points To revise the story and perform simple actions for each stage of the story 	New <i>car, teddy, scooter, book</i> Recycled <i>hello, bye bye</i> Numbers 1–4 <i>blue, green, red</i>
Optional extension lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To extend the topic of toys with a craft activity To motivate the children with a simple project To revise and practise the topic of toys with a Workbook activity To extend the topic of toys by linking it to the Unit 2 topic 	Recycled <i>hello, bye bye</i> Numbers 1–4 <i>blue, green, red</i> <i>eyes, nose</i> <i>car, teddy, scooter, book</i> <i>circle</i>

Unit 5: Twig's rabbit

Objectives	Vocabulary
<ul style="list-style-type: none"> To tell the story with the Big Story Book To present and practise the story song To consolidate the story through a Class Book sticker activity To consolidate the story further by watching the animated version on the DVD and encouraging the children to join in To make the unit pop-out and to use it with the animated version of the story To present and practise pet vocabulary with flashcards, miniflashcards and Class Book activities To present and practise the vocabulary song To transfer the language of the unit to a real-life context To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English To consolidate the children's understanding and knowledge of the cross-curricular theme with a Class Book activity page To revise and consolidate everything from the unit 	<p>New</p> <p>bird, cat, dog, rabbit carrot I've got a (cat). food, water</p> <p>Recycled</p> <p>hello, bye bye Numbers 1–4 red, yellow, green, blue, orange teacher</p>

Optional reinforcement lesson

Objectives	Vocabulary
<ul style="list-style-type: none"> To revise and practise pet vocabulary with flashcards, miniflashcards and a personalization activity To practise the vocabulary song To revise and practise the key cross-curricular points To revise the story and perform simple actions for each stage of the story 	<p>New</p> <p>bird, cat, dog, rabbit</p> <p>Recycled</p> <p>hello, bye bye red, yellow, green, blue, orange Numbers 1–4</p>

Optional extension lessons

Objectives	Vocabulary
<ul style="list-style-type: none"> To extend the topic of pets with a craft activity To motivate the children with a simple project To revise and practise the topic of pets with a Workbook activity To revise the song actions with the unit pop-out 	<p>New</p> <p>ears</p> <p>Recycled</p> <p>hello, bye bye eyes, nose, mouth bird, cat, dog, rabbit</p>

Unit 6: Get ready!

Objectives	Vocabulary
<ul style="list-style-type: none"> To tell the story with the Big Story Book To present and practise the story song To consolidate the story through a Class Book sticker activity To consolidate the story further by watching the animated version on the DVD and encouraging the children to join in To make the unit pop-out and to use it with the animated version of the story To present and practise family vocabulary with flashcards, miniflashcards and Class Book activities To present and practise the vocabulary song To transfer the language of the unit to a real-life context To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English To consolidate the children's understanding and knowledge of the cross-curricular theme with a Class Book activity page To revise and consolidate everything from the unit 	<p>New</p> <p>daddy, mummy, baby, family egg, spoon lion, duck</p> <p>Recycled</p> <p>hello, bye bye red, yellow, green, blue Numbers 1–3</p>

Optional reinforcement lesson	
Objectives	Vocabulary
<ul style="list-style-type: none"> To revise and practise family vocabulary with flashcards, miniflashcards and a personalization activity To practise the vocabulary song To revise and practise the key cross-curricular points To revise the story and perform simple actions for each stage of the story 	New <i>daddy, mummy, baby, family</i> Recycled <i>hello, bye bye</i> <i>blue, red, yellow, green</i>
Optional extension lessons	
Objectives	Vocabulary
<ul style="list-style-type: none"> To extend the family theme to animal families with a craft activity To motivate the children with a simple project To revise and practise numbers relating to the unit topic To extend the unit topic with a Workbook activity 	New <i>duck</i> Recycled <i>hello, bye bye</i> <i>little</i> <i>daddy, mummy, baby, family</i> Numbers 1–3

Festival Units

Happy Christmas	
Objectives	Vocabulary
<ul style="list-style-type: none"> To celebrate Christmas in English To present and practise the Christmas song To consolidate the language through Class Book activities including a sticker activity 	New <i>star, tree, Happy Christmas</i> Recycled <i>red, blue, yellow, green</i> Numbers 1–4
Springtime	
Objectives	Vocabulary
<ul style="list-style-type: none"> To celebrate the arrival of springtime in English To present and practise the Springtime song To consolidate the language through a Class Book sticker activity 	New <i>flowers, rabbits, birds</i> Recycled <i>red, blue, yellow, green, orange</i> Numbers 1–4

Round up

Objectives	Vocabulary
<ul style="list-style-type: none"> To revise the topics of face, colour, numbers and animals To revise the course characters and greetings To mark the end of the course with party vocabulary 	Recycled <i>red, blue, yellow, green, orange</i> <i>cake, duck, face, happy</i> Numbers 1–4



Tour of a unit of Playtime

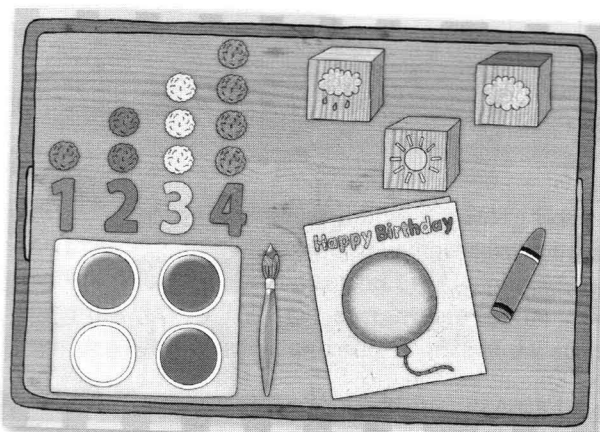
Playtime at a glance

Playtime Starter consists of six units, with an additional Starter Unit and two festival and holiday units. Each unit is divided into six lessons, together with a Reinforcement lesson and an Extension lesson. Users of the optional Workbook have an extra 4 lessons per unit. Each lesson starts with the beginning the lesson routine which includes singing the *Hello*

song, the use of the Routine Poster and the use of the Monkey puppet. Then at the end of each lesson, the children help you to tidy the classroom while they listen to the *Tidy up* song and you then all listen and sing the *Bye bye* song together. At the end of each lesson in the notes, there are also suggestions for 'Extra time' activities.

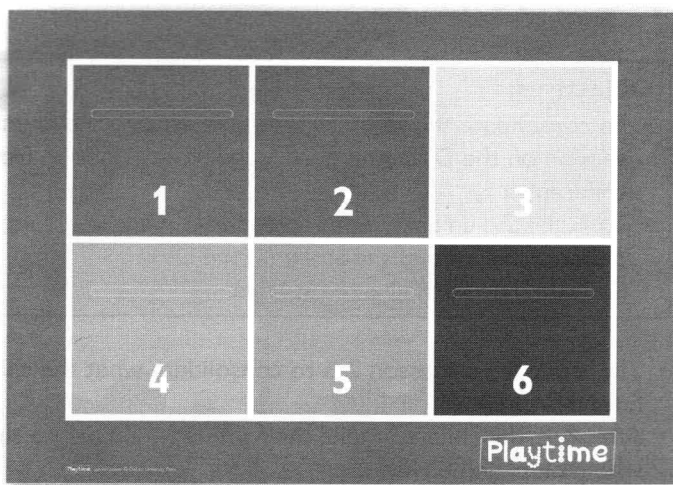
Monkey

The Monkey puppet is used at the beginning of every lesson, in the beginning the lesson routine. There are many different ideas in the teaching notes for how to use Monkey and how to create an English-speaking atmosphere in the class on the premise that Monkey only speaks English.



Routine Poster

The Routine Poster is also used at the beginning of every lesson from Unit 2, in the beginning the lesson routine. This is an important stage of every lesson, as it establishes a routine for the beginning of every English lesson. This, combined with the Monkey routine and singing the *Hello* song, ensures that the children are all absorbed in the world of English.



Pocket Poster

The Pocket Poster is a playschool-shaped poster with six pockets. This poster can be used for a whole variety of activities to practise colours, numbers and all the vocabulary taught through flashcards throughout the book. It is used in every lesson in Unit 1 to learn and revise the names of the characters and in Lessons 2, 3 and 4 of every unit to present and practise vocabulary.

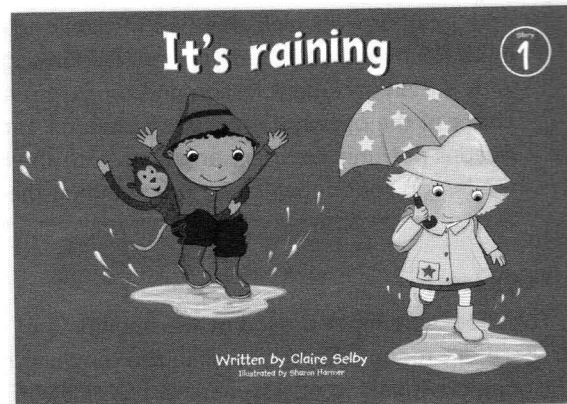
Lesson 1

Objectives:

- To tell the story for the first time with the Big Story Book
- To present and practise the story song
- To consolidate the story through a Class Book sticker activity

- In Lesson 1, the story is presented for the first time with the audio CD and the Starter Big Story Book. When you show the children the Big Story Book and play the Big Story Book rhyme, the children will immediately know that it's story time and it will get them excited about hearing the story.
- Through the story we introduce the children to new language, which is reinforced by the illustrations in the Starter Big Story Book. At the end of the *Playtime* audio CD there is a recording of all the core vocabulary from each unit as a pronunciation guide for teachers.
- Each story has an integrated story song, which is a key part of the story itself. In the stories there are core actions as well as words or simple phrases for the children to join in with. Each time they experience the story in different ways throughout the unit, they will be able to join in with more of the language and more of the song.
- Each lesson has a 'Go to your tables' section, which prepares the children for doing a quiet Class Book activity. In Lesson 1, this is always a story consolidation activity in which the children complete a picture by sticking on the unit stickers.

Optional: There are always two extra activities at the end of each Lesson 1. The first reviews the vocabulary from the previous unit and the second consolidates the story from this lesson.



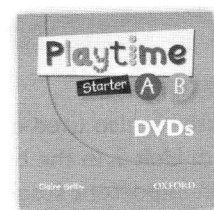
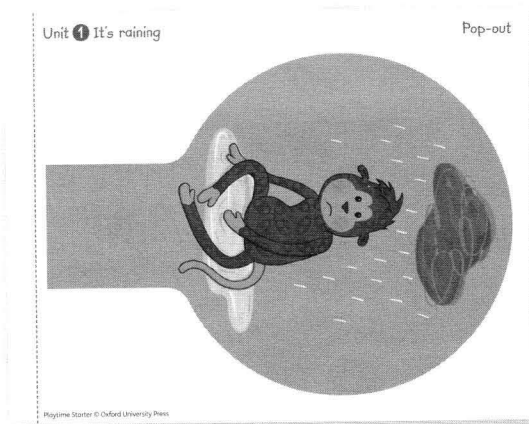
Lesson 2

Objectives:

- To consolidate the story further by watching the animated version on the DVD and encouraging participation from the children
- To make the unit pop-out and to use it while watching the animated version of the story on the DVD
- To review and practise the story song

- The main aim of Lesson 2 is to consolidate what the children have learnt in Lesson 1.
- After this, the children make their pop-out and play a simple whole-class game with it.
- The children then see the story for the second time, this time watching the animated version on the DVD. While they watch, you can invite them to hold up their pop-out at the appropriate points and to stand up and do the actions for the story song.

Optional: In Lesson 2 there are extra games and activities with the pop-out to consolidate the story.



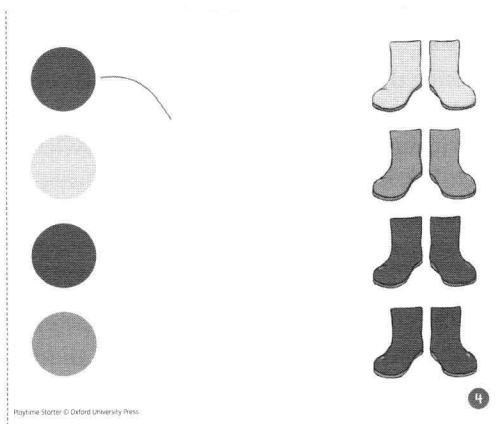
Lesson 3

Objectives:

- To present and practise the key vocabulary and to practise it with flashcards and a Class Book activity
- To present and practise the vocabulary song

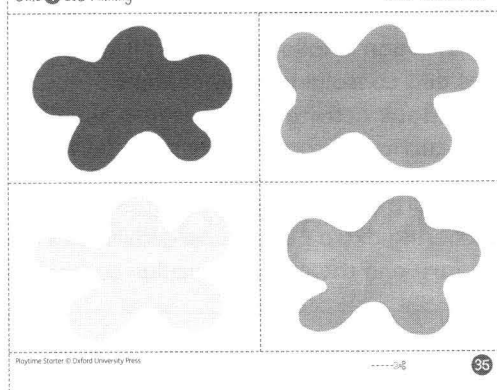
- In this lesson, the main vocabulary of the unit is presented and practised using the flashcards and the Pocket Poster. This is then supported by a vocabulary song. The children are encouraged to join in with the actions the first time they work with the song. The second time, the whole class join in and play a Ring-around game with the song.
- In this lesson the Class Book activity focuses on the key vocabulary.

Optional: Each Lesson 3 offers extra games and activities to review the vocabulary. One of the extra activities in this lesson uses a Photocopy Master.



Unit 1 It's raining

Mini flashcards



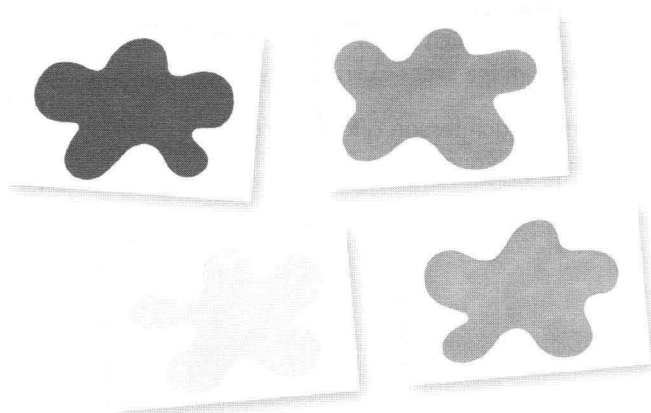
Lesson 4

Objectives:

- To revise and practise the key vocabulary with flashcards and miniflashcards
- To revise and practise the vocabulary song

- The children practise the vocabulary using their own miniflashcards, which are at the back of their Class Books. They then sing the vocabulary song once again, holding up the appropriate miniflashcard as they hear the vocabulary in the song.
- They then hear the story from the Big Story Book and join in by holding up their miniflashcards at the appropriate point, and by saying the key phrases and doing the actions. They are encouraged to join in with the story song which is an integral part of the story.

Optional: There are two extra activities in each Lesson 4, offering extra games and activities to review the vocabulary and the story with the miniflashcards.



Lesson 5

Objectives:

- To transfer the language of the unit to a real-life context
- To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English
- To consolidate the children's understanding of the cross-curricular theme with an activity sheet in the Class Book

- First the children review the unit vocabulary by singing one of the unit songs.
- This lesson then focuses on a cross-curricular theme related to the lexical set and unit topic. The theme is introduced by the teacher using the Class Book page or cross-curricular materials. The teaching notes give full guidance on how to present the topic step by step.
- The presentation is followed by a TPR activity which practises and consolidates the content of the lesson.
- The Class Book activity for this lesson consolidates the cross-curricular content.

Optional: There are two extra activities in each Lesson 5, offering extra games and activities to review the vocabulary and the cross-curricular content of the lesson.



Workbook lesson A

Objectives:

- To revise and practise the key cross-curricular points from Lesson 5
- The children sing the story song and join in with the actions. They revise the meaning of the vocabulary and actions.
- They then carry out a quiet Workbook activity at their tables which revises the key points of Lesson 5, to allow more cross-curricular work.

Optional: Each lesson offers extra games and activities to review the vocabulary.

Lesson 6

Objectives:

- To review and practise the main language of the unit
- To allow the children one more chance to enjoy the story on the DVD
- To consolidate the key language of the unit with a Class Book activity page
- To reward the children for the work done in the unit

- This lesson begins by revising the unit vocabulary song.
- The children then watch the animated version of the story one more time on the DVD and join in by saying the key phrases and doing the actions.
- The Class Book activity in this lesson consolidates the key language that the children have learnt.
- To end the unit, children are praised for their work.

Optional: There are two extra activities in each Lesson 6, offering games and activities to review the vocabulary. In one of the extra activities in this lesson, the children create their own Picture Dictionary using the Photocopy Masters Book template. They stick on their miniflashcards to create their dictionary for the unit.

Workbook lesson B

Objectives:

- To revise and practise the unit story
- To perform simple actions for each stage of the story

- The children sing the story song and join in with the actions.
- Then the Big Story Book is used to retell the story. This time, the children stand to listen to it. Each page has suggested actions, which the children can learn and then do at the relevant points.
- They then carry out a quiet Workbook activity at their tables which revises the key points of the story.
- At the end of each lesson, there is a chance for a pupil to choose a song for the class to sing together.

Optional: Each lesson offers extra games and activities to review the story and the unit songs.

Optional reinforcement lesson

This lesson is for use at any point during the unit, following Lesson 3 or 4.

Objectives:

- To revise and practise the key vocabulary with the flashcards, miniflashcards and a personalization activity
- To practise the vocabulary song

- This lesson offers an opportunity to reinforce the language that the children have learnt so far. It reviews the vocabulary through activities using the Pocket Poster, the miniflashcards and the vocabulary song. The lesson also includes a quiet drawing activity that the children do at their tables. This consolidates the key vocabulary and also offers an opportunity for personalization.

Workbook lesson C

Objectives:

- To revise and practise the key vocabulary of the unit with the flashcards and miniflashcards
- To practise the vocabulary song

- The children sing the vocabulary song and join in with the actions.
- Then the flashcards and miniflashcards are used in a group activity to check comprehension.
- They then carry out a quiet Workbook activity at their tables which revises the key vocabulary of Lessons 3 and 4.

Optional extension lesson

Objectives:

- To extend the topic of the unit with a craft activity
- To motivate the children with a simple project

- This lesson offers suggestions for extending the unit topic further by introducing more ambitious activities such as craft work and a simple project.

Workbook lesson D

Objectives:

- To review the story and story song
- To extend the story topic with a Workbook activity

- The children sing the story song and join in with the actions.
- They then carry out a quiet Workbook activity at their tables which focuses on a key element of the story.



Starter Unit: Hello Rocket! Hello Star!

Lesson 1

Language

New:

Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5
Pocket Poster
Character flashcards: Rocket, Star, Monkey
Class Book activity page 1
Starter Unit stickers

Extra time: Photocopy Master 1,
website: enough copies for one each



1 Hello

Hello Monkey!

- Before the lesson, hide Monkey inside a clean and empty cloth bag.
- Take Monkey out of the bag slowly and let him peep out first. Say *Hello, hello* gently and take him fully out. Say happily *Hello Monkey!*
- Invite the children to wave hello to the Monkey puppet too and let them stroke him.

Say Hello with the Pocket Poster

- Now let Monkey hold up the character flashcards of Rocket and Star, in turn.
- Point to the Rocket flashcard and say *Look! Rocket! Say Hello Rocket!*
- Let Monkey take the Rocket flashcard and place it in the Pocket Poster.
- Present the Star flashcard in the same way and let Monkey add her flashcard to the Pocket Poster.
- Invite the class to greet the characters by waving to them. Wave to each character with Monkey as you say *Hello Rocket! Hello Star!*
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song. Do the actions, encouraging the children to join in.

Hello song CD Track ①

Hello Rocket! (Wave to the Rocket flashcard)
Hello Star! (Wave to the Star flashcard)
Hello Monkey too! (Wave to Monkey)
Hello Rocket! (Wave to the Rocket flashcard)
Hello Star! (Wave to the Star flashcard)
Hello Monkey too! (Wave to Monkey)
(Repeat)

2 Flashcard game

- Sit in a circle holding the two character flashcards and the Monkey puppet. Play the *Hello* song on CD Track 1 and pass the Rocket flashcard around the circle to the music.
- When it arrives back with you, hold it up and say *Hello Rocket!* Invite the class to wave to Rocket.
- Repeat the procedure with the Star flashcard and then with the Monkey puppet.

Hello Song CD Track ①

3 Class Book activity

Go to your tables

- Ask the children to stand up where they are. Invite them to walk on the spot as you say the following rhyme.
Note: The rhyme is recorded on CD Track 2 for reference.
1, 2, 3.
Walk with me.
Walk with me.
Walk with me.
1, 2, 3!
(Repeat)
- Ask the pupils to move to their tables in single file. Tell them to walk in time to the rhythm and show them how to do this.

Class Book activity page 1

- Hold up Class Book activity page 1.
- Point to the picture and say *Look! It's playschool. Oh dear! No Rocket and no Star.*
- Hold up a sticker page detached from the back of the Class Book. Point to the sticker of Rocket and say *Rocket*. Point to the sticker of Star and say *Star*. Mime



sticking the stickers of the two characters onto the sheet to show the children what to do. Say *Stick on Rocket. Stick on Star.*

- Give out Class Book activity page 1 and the Starter Unit stickers to the children.
- Encourage them to complete the activity sheet by sticking on the stickers.

Checking the activity

- Hold up the Class Book activity page again with the stickers in place. Point to Rocket and Star, one by one, and repeat their names together.
- Say hello to each of them again: *Hello Rocket! Hello Star!*
- Say *Great! That's right!*

4 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Let's tidy up!

Let's tidy up together.

Let's tidy up!

Let's tidy up together.

(Repeat 3 times)

Bye bye time

- Say *It's time to say bye bye!*
- Hold up the flashcards of Rocket and Star or point to the flashcards in the Pocket Poster. Say *Bye bye Rocket!* and wave to Rocket. Say *Bye bye Star!* and wave to Star. Encourage the children to join in with you.
- Ask *But where's Monkey?* and gesture looking around. Let the class point out to you where he is and pick him up. Say *Bye bye Monkey!* and encourage the children to say *Bye bye* and to wave to him too.
- Play the *Bye bye* song on CD Track 5, waving to the characters and encouraging the children to join in doing the actions.
- Let Monkey wave goodbye and invite the children to wave to Monkey as you gently put him away.

Bye bye song CD Track ⑤

Bye bye! Bye bye! (Wave bye bye)

Bye bye Rocket. (Wave bye bye to Rocket)

Bye bye. Bye bye. (Wave bye bye)

Bye bye Star. (Wave bye bye to Star)

Bye bye! Bye bye! (Wave bye bye)

Bye bye Monkey. (Wave bye bye to Monkey)

Bye bye! Bye bye! (Wave bye bye)

Bye bye! (Wave bye bye)

(Repeat)

Extra time

Flashcard game: Rocket or Star?

- Take out the flashcards of Rocket and Star. Hold them to your chest, so the class can't see the pictures.
- Hold up the first one without showing the picture. Say *Rocket or Star?* Invite the children to guess who it is. Then turn the card around to reveal the character. Say hello to the character, e.g. *Hello Star!* and encourage the class to repeat.
- Shuffle the cards and start again.
- **Optional:** If you like, play with the Monkey flashcard too. Encourage the class to guess if you are holding Rocket, Star or Monkey.

Photocopy Master 1: Draw your face and colour.

- Before the lesson, download and print enough copies of Photocopy Master 1 for each child, and one example.
- Hold up the Monkey puppet and say *Here's Monkey.* Then ask a child to come to the front. Put Monkey around him / her in the same way as Monkey is shown in the picture on Photocopy Master 1. Say *Look! It's Monkey and (child's name).*
- Greet the child and Monkey by waving and saying *Hello!* Encourage the other children to join in.
- Repeat with a few more children.
- Then hold up a copy of Photocopy Master 1. Point to the picture of Monkey and say his name with the class. Say *Look! Monkey. Hello Monkey!*
- Point to the blank face and then point to the children. Explain that they have to draw their own face and then colour the picture.
- Demonstrate colouring in the picture and say *Then colour in Monkey. Colour in the picture of you and Monkey.*
- Give out a copy of Photocopy Master 1 and coloured pencils or crayons to each child. Encourage them to draw their face and to colour the picture.
- As you walk around, ask *Where's Monkey?* and encourage the children to point to Monkey on their sheet. Say *Great!*

Workbook users – now go to page 24 for Workbook lesson A.



Starter Unit: Hello Rocket! Hello Star!

Lesson 2

Language

New:

one, two, three, four
Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 7
Pocket Poster
Character flashcards: Rocket, Star
Number flashcards: one, two, three, four
Class Book activity page 2
Extra time: four chairs, hats, scarves, etc,
Photocopy Master 2, website: enough copies
for one each, glue (or sticky tape or
a stapler)



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CDTrack ①

2 Present the vocabulary with the Pocket Poster

- Hold up Monkey and have him holding the number flashcards. Say *Look! What's Monkey got?*
- Take the flashcards from Monkey. Hold up each number in order, one at a time, saying the numbers.
- Put the puppet down. Show and say the numbers again in the same way, but this time holding up 1, 2, 3, and 4 fingers as you say the corresponding number.
- Repeat the procedure encouraging the children to hold up 1, 2, 3 and 4 fingers as you count.
- Let Monkey take the number 1 flashcard and place it in pocket number 1 of the Pocket Poster. Repeat for all the number flashcards.
- Once the numbers are in place, say them again, pointing to them and encouraging the children to repeat.
- Optional:** Some small children of this age find it difficult to open their fingers enough to hold them up while counting. As an alternative, you might like to ask them to tap their fingers on their nose to count, i.e. beginning with their index finger, then second and third and finally little finger. They can also use this action during 'Action song time' below.

3 Action song time

- Say *Stand up, please. Say Now let's listen to a song about numbers!*
- Play CD Track 7. Do the actions and encourage the children to join in.

Numbers song CDTrack ⑦

- | | |
|----------------|-------------------------------|
| 1, 2, 3, 4. | (Count on fingers) |
| 1, 2, 3. | (Count on fingers) |
| 1, 2, 3, 4. | (Count on fingers) |
| Count with me! | (Beckon to others to join in) |
| (Repeat) | |

4 Class Book activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' in Lesson 1 of this unit. Encourage the children to go back to their desks in time to the rhyme.

Class Book activity page 2

- Hold up Class Book activity page 2, which has Star at the painting table. Point to her and ask *Who's this?* Help them to understand and reply *Star!*
- Point to the stars on the page and say *Let's count!* 1, 2, 3, 4. Demonstrate by colouring one of the stars.
- Give out Class Book activity page 2 and coloured pencils or crayons to the children. Say *Colour.*
- Encourage them to complete the sheet by colouring the stars.



Checking the activity

- Hold up the Class Book activity page again and point to the stars. Say *Let's count! 1, 2, 3, 4!* Encourage the children to count with you, pointing to the stars they coloured.
- Say *Great!*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Lesson 1 of this unit.

Bye bye song CD Track ⑤

Extra time

Adding game

- Sit in a horse-shoe shape, leaving space at the top.
- Place a small (pupil's) chair in the space at one end and say *One*. Prop the number 1 flashcard up on it so that it can be seen easily and repeat *One*.
- Add a second chair and repeat the process, presenting the number 2, *Two*.
- Repeat the sequence for 3 and 4: *Three* and *Four*.
- Now ask a child to come to you. Beckon and say *Please come here*. Take the number flashcard off the first chair and say *Please sit down*.
- Turn to the class and say *One*. Hand the child the number 1 flashcard to hold up and repeat *One* with the class.
- Invite a child to sit on each of the chairs holding the corresponding number. Say the numbers together again.
- Do this several times.
- **Optional:** You can then add any number of identical items without naming them, just counting them e.g. give each child a scarf or hat one by one to wear, then a book one by one to hold.

Photocopy Master 2: Make a hello / bye bye puppet.

- Before the lesson, download and print enough copies of Photocopy Master 2 for each child, and one example.
- Before the class, make a hand puppet from Photocopy Master 2 by colouring the pictures, folding the sheet in half and then either stapling or sticking the top and side edges together with glue or sticky tape.
- Put on your hand puppet with the side showing Rocket and Monkey saying *Hello* facing the class. Say *Hello children!* and encourage the children to reply *Hello!*
- Then turn your hand around for the children to see Star saying *bye bye*, and pretend to go to the door. Say *Bye bye children!* and encourage the children to reply *Bye bye!*
- For the class to make their own puppet, first ask them to colour the picture. Say *Colour Rocket, Star and Monkey*.
- Help the children to fold the sheet correctly and then stick it together.
- Then play a game. Ask the children to put their hand puppets on. Say *Hello!* and encourage the children to hold up the side of their puppets with Rocket and Star waving hello. Prompt them to reply *Hello!*
- Then say *Bye bye!* and encourage the children to hold up the side of their puppets with Star waving *bye bye*. Prompt them to reply *Bye bye!*
- The children can take their puppets home to show their parents and say *Hello* and *Bye bye* to them.



Starter Unit: Hello Rocket! Hello Star!

Lesson 3

Language

New:

one, two, three, four
Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 7
Pocket Poster
Character flashcards: Rocket, Star
Number flashcards: one, two, three, four
Extra time: Photocopy Master 3, website:
enough copies for one each

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Review the vocabulary with the Pocket Poster

- Hold up each of the number flashcards in order and say the numbers clearly, encouraging the children to hold up the correct number of fingers as they hear each one.
- Then hold Monkey and let him take the number flashcards excitedly.
- Let Monkey seem to hurry to the Pocket Poster and back to place each number card in a pocket. Say the numbers as you do this. However, let Monkey put numbers two and four upside-down.
- Look at the Pocket Poster and say *Oh dear!*
- Invite the class to help Monkey. Say *Let's help Monkey!*
- Look at number 1 together. Say *Number one: Yes!*
- Then say *Number two: No!* and shake your head and Monkey's head too.
- Say *Please help Monkey!* Encourage a child to turn the flashcard the right way round.
- Once the number 2 is the right way round, say *Number 2: Yes!*
- Do the same for number 4.
- Once all the numbers are in place correctly, say them together again.

3 Practise the vocabulary

- Say *Let's count! Let's count with Monkey!*
- Let Monkey hold up the number 1 flashcard and say *One. Number one.*
- Let Monkey put number 1 back down and pick up number 2.
- Repeat the procedure for all the numbers.
- Let Monkey pick up all the numbers at once, but drop them on the table. Say *Oh dear! Let's count again!* Start the counting again.
- If the class is small and learning is fast, let Monkey drop the cards and pick them up in a different order, so that the class has to think harder about which number to say. This checks that they are looking and thinking, rather than just repeating the words in order.

4 Action song time

- Say *Now let's listen to the Numbers song.*
- Put the number flashcards in the first four pockets of the Pocket Poster in order. Explain that they should listen to the song and point to the correct flashcard whenever they hear the number.
- Play CD Track 7. Point to the corresponding flashcard when each number is sung, and encourage the children to point to the poster too.
- Then say *Stand up, please.* Play CD Track 7 again. Sing the song and do the actions, encouraging the children to join in.

Numbers song CD Track ⑦

5 Lucky dip game

- Place all four number flashcards and the character cards for Rocket, Star and Monkey in a clean and empty cloth bag. Invite the pupils to take a card and show the class. Elicit the number or name on the card and praise the class. Keep that card out of the bag.
- Variation:** Replace the card each time so that there are always seven cards in the bag. This makes it less likely that Monkey will be found, so make that a special event. If Monkey is pulled out of the bag, invite the class to call out *Hello Monkey!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Lesson 1 of this unit.

Bye bye song CD Track ⑤



Extra time

Say Hello game

- Ask the class to stand in a circle.
- Ask for a volunteer to help you. Hold out the number flashcards in a fan shape towards this pupil, and invite him / her to pick a card. Show the class and repeat the number together, e.g. *Two*.
- **Variation:** Count two pupils round the circle from where the volunteer was standing. Say *One, two*. Invite the volunteer to shake hands with the pupil they are now facing or just say *Hello (child's name)!*
- Invite the class to join in and say *Hello*, then let the volunteer return to their place.
- Repeat for other volunteers so that the class has to count round the circle up to four pupils before they say *Hello*.

Photocopy Master 3: Colour and count the blocks.

- Before the lesson, download and print enough copies of Photocopy Master 3 for each child, and one example.
- Hold up a copy of Photocopy Master 3.
- Point to the characters and revise their names. Point to the teacher and then to yourself and say *Teacher!*
- Point to Monkey and say *Look! Monkey's got a block. One block*. Then point to Star and her blocks and ask *How many?* Encourage the children to count with you.
- Repeat for Rocket and the teacher.
- Then point to the blocks and say *Colour*.
- Once they have finished colouring the sheet, count the blocks together again.



Workbook users – now go to page 25 for Workbook lesson B.



Starter Unit: Hello Rocket! Hello Star!

Workbook lesson A

Language

New:

one, two, three, four
Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 7
Pocket Poster
Character flashcards: Rocket, Star, Monkey
Number flashcards: 1, 2, 3, 4
Workbook activity page 1
Starter Unit stickers

Extra time: pencils

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Flashcard time

Count with the number flashcards

- Hold up the four flashcards or stand them on a table where everyone can see them.
- Say *One* and hold up one finger. Say *Find one* and invite a child to come and point to the card showing number one.
- Say *Well done!* Repeat the exercise with the rest of the number flashcards.
- Invite the class to sing the *Numbers* song and to point to the numbers on the cards as they count.

Numbers song CD Track ⑦

3 Workbook activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' in Lesson 1 of this unit. Encourage the children to go back to their desks in time to the rhyme.

Workbook activity page 1

- Hold up Workbook activity page 1.
- Point to the picture of Rocket and ask *Who's this?* Elicit *Rocket*. Wave like the picture and say *Hello, Rocket!*
- Point to Star and Monkey and ask *Who's this?* Elicit *Star* and *Monkey*. Say *Hello* to them too.

- Give out Workbook activity page 1 and the pencils to the children. Say *Match*.
- Encourage them to complete the activity sheet by linking the characters saying hello with the backs of the characters.

Checking the activity

- Hold up a completed and correct Workbook page. Say *Hello* to all the images saying hello and *Bye bye* to the backs of the characters.
- Say *Great! That's right*.

4 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!*
- Hold up the flashcards of Rocket and Star. Say *Bye bye Rocket!* and wave to Rocket. Say *Bye bye Star!* and wave to Star. Encourage the children to join in.
- Use the Monkey puppet. Say *Bye bye Monkey!* and encourage the children to say *Bye bye* and to wave.
- Play the *Bye bye* song on CD Track 5. As you all sing and wave bye bye, put the cards away.
- Let Monkey wave goodbye and invite the children to wave to Monkey as you gently put him away.

Bye bye song CD Track ⑤

Extra time

Flashcard game: How many pencils?

- Take out the flashcards of the numbers and some pencils. Choose one, two, three or four pencils and hold them up fanned out so that the class can clearly see how many there are.
- Ask *How many are there?* Invite the children to count the pencils and say the answer. Then invite the pupil that gives the right answer to come and point to the matching number flashcard. Say *Well done!* All count the pencils together.
- Repeat the activity so that all four numbers are practised.

Counting extension

- Hold up some pencils. Invite a volunteer to come and take one pencil and show the class.
- Praise them and then ask for another volunteer to come and take two pencils and show the class.
- Repeat with a few more children to practise linking the word with the quantity as well as with the number image.



Starter Unit: Hello Rocket! Hello Star!

Workbook lesson B

Language

New:

one, two, three, four
Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 7
Pocket Poster
Character flashcards: Rocket, Star, Monkey
Number flashcards: one, two, three, four
Workbook activity page 2
Extra time: Character flashcards: Rocket, Star, Monkey, Number flashcards

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CDTrack ①

2 Present the vocabulary with the Pocket Poster

- Hold up Monkey and have him holding the number flashcards. Say *Look! What's Monkey got?*
- Take the flashcards from Monkey. Hold up each number in order, one at a time, saying the numbers.
- Ask the class to help Monkey put the number flashcards in the Pocket Poster in the right order.
- Invite a volunteer to choose the first number and help them choose number one.
- Let Monkey take the number one flashcard and place it in pocket one of the Pocket Poster. Repeat for all the number flashcards.
- Once the numbers are in place, say them again, pointing to them and encouraging the children to repeat.
- Ask the children to stand up and do an action as you repeat the number together. First, bob up and down the right number of times to match the number. Then say each of the numbers again and clap to match the number. Finally, count them on your fingers.

3 Action song time

- Say *Stand up, please. Say Now let's listen to a song about numbers!*
- Play CD Track 7. Do the actions and encourage the children to join in.

The Number song CDTrack ⑦

4 Workbook activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' in Lesson 1 of this unit. Encourage the children to go back to their desks in time to the rhyme.

Workbook activity page 2

- Hold up Workbook activity page 2. Point to each of the character images at the bottom of the page in turn and ask *Who's this?* Help them to understand and reply *Star, Monkey, Rocket!*
- Invite the class to find Rocket, Star and Monkey who are hiding in the classroom picture. Show them how to begin drawing a matching line.
- Give out Workbook activity page 2 and pencils or crayons to the children. Say *Find and match.*
- Encourage them to complete the sheet by matching the character images with the hidden characters.

Checking the activity

- Hold up the Workbook activity page again and point to the hidden characters. Encourage the children to point to their sheets and repeat the character names.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CDTrack ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Lesson 1 of this unit.

Bye bye song CDTrack ⑤

Extra time

Who's got Monkey?

- All stand in a circle. Place the character flashcards on the floor. Place the monkey flashcard under one of the character cards without the pupils seeing.
- Invite a volunteer to look for Monkey by turning over a card.
- Use the phrases *Is it Monkey? Yes / No. It's Rocket.* When Monkey is found, encourage all the class to join in and say *Hurray!*

Turn and point

- Place the four number flashcards around the room in four different directions but where the pupils can see them clearly.
- Ask the class to stand up. Say an instruction, such as *Point to 1* and show the class how to turn and point to the number one flashcard. Repeat for the other numbers in sequence.

1 It's raining

Lesson 1

Language

New:

red, yellow
boots
It's raining.
It's sunny.

Recycled:

Rocket, Star, Monkey
hello, bye bye
Numbers 1–4

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 9, 10
Pocket Poster
Character flashcards: Rocket, Star, teacher
Starter Big Story Book, Story 1: *It's raining*
Class Book activity page 3
Unit 1 stickers



Extra time: Starter Unit number flashcards: one, two, three, four

1 Hello

Hello Monkey!

- Before the lesson, attach Monkey's arms around your neck.
- Turn to the class and say *Hello!*
- Look around and ask *Where's Monkey?* If you have an empty cloth bag, look in it and say *No! He's not here!*
- Turn round on the spot saying *Where's Monkey?* again.
- Let the children help you by pointing and finally pretend that you've just found Monkey on your back.
- Take him off and show him to the class. Repeat together *Hello Monkey!*
- Invite the children to wave hello to the Monkey puppet too and let them stroke him.

Say Hello with the Pocket Poster

- Now let Monkey hold up the character flashcards from the Starter Unit (Rocket and Star) in turn.
- See if the class can remember their names. Ask *Who's this? It's ... (Rocket, Star).*
- Now show the teacher flashcard and say *Look! Teacher!* Then say *Hello teacher!*
- Put the character flashcards in the Pocket Poster. Wave to each character as you say *Hello Rocket! Hello Star!* Invite the class to greet the characters by waving.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions.

Hello song CD Track ①

2 Starter Big Story Book

- Ask the pupils to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Starter Big Story Book and present it like a special treat. Set the story time scene with this rhyme.

Note: The rhyme is recorded on CD Track 6 for reference.
Big Story Book! (Point to the book)
Let's take a look! (Point to your eye)

Story focus

- Hold up the cover of Story 1 in the Starter Big Story Book: *It's raining* which shows the key characters of this story, Rocket and Star.
- Ask the class *Who can you see?* Point to Rocket and say *Rocket!* Point to Star and say *Star!* Encourage the children to repeat the names. Say *It's Rocket and Star's story.*
- Point to the rain on the story cover. Say *It's raining!* Wiggle your fingers like raindrops falling.
- Say the story phrase *It's raining!* again. Invite the class to repeat this and to join in wiggling their fingers like raindrops falling.

Listen to the story on the CD

- Say *Now listen to the story It's raining.*
- Open the Starter Big Story Book and play Story 1 on CD Track 9.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 1: It's raining CD Track ⑨

Note: The story text is given in the Starter Big Story Book.

Listen to the story again and do the actions

- Now read the story again, this time without the CD.
- If you like, ask the children to stand up for this activity.
- As you read the story, encourage the children to join in with the following actions: wiggle their fingers for the rain falling and raise their arms and form a circle, arms out to each side, for the sun shining.
- If the children are standing for this activity, they can also stamp their feet for *Splash, splash, splash!*

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 10 encouraging the children to join in with the actions.

Story song: It's raining, it's sunny CD Track ⑩

Pitter patter! Pitter patter! (Move your fingers like drops of rain falling)

It's raining. It's raining. (Move your fingers like drops of rain falling)

Pitter patter! Pitter patter! (Move your fingers like drops of rain falling)

It's raining. It's raining. (Move your fingers like drops of rain falling)

Now it's sunny! La, la, la. (Lift your arms up in a circle)
(Move your head from side to side)

Now it's sunny! La, la, la. (Lift your arms up in a circle)
(Move your head from side to side)

Now it's sunny! La, la, la. (Lift your arms up in a circle)
(Move your head from side to side)

Now it's sunny! La, la, la. (Lift your arms up in a circle)
(Move your head from side to side)

4 Class Book activity**Go to your tables**

- Begin clapping and saying the rhyme from 'Go to your tables' from Starter Unit Lesson 1. Encourage the children to go back to their desks in time to the rhyme.

Class Book activity page 3

- Hold up Class Book activity page 3.
- Point to the picture of Rocket without boots and say *Oh dear! No boots!*
- Hold up a sticker page detached from the back of the Class Book. Point to the red and yellow boots. Ask *What colour are Rocket's boots?* Point to the red boots and ask *Red?* Point to the yellow boots and say *Yellow?* Encourage the children to answer *Red boots* or to point to the red ones.

- Point to the sticker of the red boots and say *Red. Red boots.* Encourage the class to repeat *Red. Say Good.*
- Mime sticking the red boots onto Rocket's feet on the sheet to show the children what to do.
- Repeat for Star's yellow boots.
- Give out Class Book activity page 3 and the Unit 1 stickers to the children. Say *Stick the boots on Rocket and Star.*
- Encourage them to complete the sheet by sticking on the stickers in the correct place.

Checking the activity

- Hold up the Class Book activity sheet again with the stickers now stuck on. Point to Rocket's boots and ask *What colour are the boots?* Say *Red!* Encourage the children to point to the sticker of the red boots that they have stuck on Rocket's feet.
- Then point to Star's boots and ask *What colour are the boots?* Say *Yellow!* Encourage the children to point to the sticker of the yellow boots that they have stuck on Star's feet.

5 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in 'Bye bye time' in Starter Unit Lesson 1.

Bye bye song CD Track ⑤**Extra time****Review of Starter Unit**

- Place the number flashcards face up on the board.
- Clap four times and ask *Which number?* Invite a volunteer to come and point to the correct number. Clap four times again and repeat *Four.*
- Repeat. Clap once, twice, three times or four times and encourage the children to call out the number or to point to the correct number flashcard.

Story consolidation activity

- Ask the children to stand in a circle. Pretend to hold up an open umbrella. Say *I'm Star. Copy me!*
- Walk round in a circle, leading the class all holding up imaginary umbrellas.
- Come back to the start and put down your imaginary umbrella. Lift your feet high and bring them down saying *Splash! Splash! Splash!* Say *I'm Rocket. Copy me!*
- Walk round in a circle, leading the class all lifting their feet high and pretending to splash in puddles.



It's raining

Lesson 2

Language

New:

red, yellow

It's raining.

It's sunny.

Recycled:

Rocket, Star, Monkey

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 10

Pocket Poster

Character flashcards: Rocket, Star, teacher

Starter Big Story Book, Story 1: *It's raining*

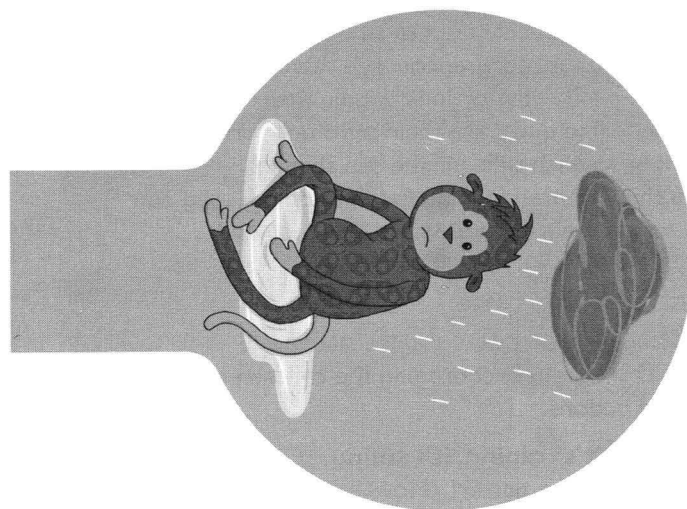
Unit 1 colour flashcards: red, yellow

Class Book Unit 1 pop-out

DVD Story 1: *It's raining*

Unit 1 It's raining

Pop-out



Playtime Starter © Oxford University Press

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Present the vocabulary with the Pocket Poster

- Hold up the Starter Big Story Book: *It's raining*. Say *Look! It's raining*. Point to Rocket and Star and encourage the children to tell you their names.
- Then point to Rocket's boots. Say *Look! Rocket's boots! Red boots*.
- Hold up the red flashcard and say *Red*. Encourage the children to repeat after you. Put the red flashcard in the red pocket of the Pocket Poster. Say the colour again, encouraging the children to repeat it.
- Now point to Star's boots on the cover. Say *Look! Star's boots! Yellow boots*.
- Hold up the yellow flashcard and say *Yellow*. Encourage the children to repeat after you. Put the yellow flashcard in the yellow pocket of the Pocket Poster. Say the colour again, encouraging the children to repeat it.

3 Class Book activity

Pop-out 1: Make the It's sunny / It's raining sign

- Hold up the sign you have made from Pop-out 1. Show the children the sign with Monkey all wet in the rain on one side and Monkey nice and dry in the sunshine on the other.
- Hold up the side with the rain cloud. Say *Look! It's raining*. Point at the rain cloud and encourage the children to wiggle their fingers like falling rain.
- Then hold up the side with the sunshine. Say *Look! It's sunny*. Point at the sun and encourage the children to raise their arms and make a circle, arms out to the side, to mime sunshine.
- Say *Now you can make a pop-out!* Hand out the Unit 1 pop-out pages to each child.
- Show the children how to make their own pop-outs by pushing out the shape and taking it out of the page.

Play with the It's sunny / It's raining pop-out

- Play a game with the children and their pop-out. Say *It's raining!* and hold up the appropriate side of the sign, encouraging the children to hold up the correct side too.
- Then put down your pop-out and say *It's sunny!* Encourage the children to hold up the sunny side of their sign.
- Repeat the action and phrases with the class until they can show the right Monkey at the right time. Say *Great!*

4 DVD Story 1: It's raining!

- Seat the class where they can all see the screen.
- Let the children keep their pop-outs while they watch Story 1 on the DVD.
- Explain before they watch how they can use their pop-out during the story. Say *It's raining!* and hold up the rain side of the pop-out. Then say *Now it's sunny!* and hold up the sunny side.
- Play Story 1 on the DVD. Encourage the children to hold up their pop-outs when it's raining and when it's sunny.

Story 1: It's raining!

Note: The story text is given in the Starter Big Story Book.

5 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 10, encouraging the children to hold up their pop-out and to turn the sign to match the weather they are singing about in the song.

Story song: It's raining, it's sunny CD Track 10

Note: The words and actions for the song are given in Lesson 1 of this unit.

6 Bye bye**Tidy up time**

- Collect in the pop-outs and keep them in the children's files for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5**Extra time****Flashcard game: Red and yellow**

- Hold up the red flashcard. Say *Red* and encourage the children to repeat.
- Then put the flashcard next to something red and say *Red* again.
- Ask one or two volunteers to go and find something red in the classroom and bring it back to you. If they bring back something red, say *Yes! Red! Well done!*
- Repeat, asking other volunteers to find something red in the classroom until you have a small collection of red items.
- Then repeat the procedure for yellow.

Mime game using the pop-out

- Give out the children's pop-outs if you have put them away, or say *Hold your pop-out.*
- Mime the action of rain falling and invite them to hold up the picture of the wet Monkey. Say *It's raining!*
- Mime drawing a circular sun and ask them to hold up the dry Monkey picture. Say *It's sunny!*
- Once they have understood, do the actions alternately and see who can respond correctly with their sign.
- Say *Well done!*

1 It's raining

Lesson 3

Language

New:

red, yellow, green, blue

boots

It's raining.

It's sunny.

Recycled:

Rocket, Star, Monkey

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 12

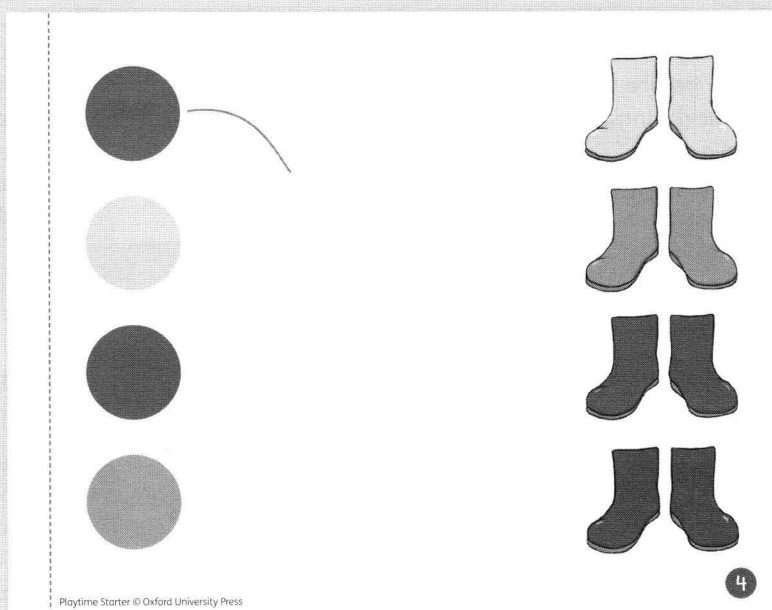
Pocket Poster

Character flashcards: Rocket, Star, teacher

Unit 1 colour flashcards: red, yellow, green, blue

Class Book activity page 4

Extra time: large puddle shapes cut from coloured paper (or coloured chalk to draw them), CD Track 13,



Photocopy Master 4, website: enough copies for one each, glue, wool or string

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Present the vocabulary with the Pocket Poster

- Ask the children to sit down. Take out the colour flashcards from the last lesson: red and yellow.
- Show the red flashcard and ask *What colour's this?* Try to elicit *Red*. Repeat for yellow.
- Now show the class the new colour flashcards. Say *Look! More colours!* Hold up the blue flashcard and say *Blue*. Hold up the green flashcard and say *Green*.
- Take the red card and put it in the red pocket of the Pocket Poster. Say *Red* and encourage the children to repeat.
- Follow the procedure for the other colours.

3 Practise the vocabulary with the Pocket Poster

- Point to all the coloured flashcards in the Pocket Poster again, one by one. Say the words as you point and encourage the children to repeat them. Then take the flashcards out of the Pocket Poster.

- Hold up the red flashcard and look around the class for a child wearing red. Take the flashcard and hold it next to them, matching it to their red item of clothing.
- Say *Red* and show all the class the card and the matching clothes colour again. Repeat *Red* and invite the class to join in. Say *Good*.
- Ask the child wearing red to take the card and put it in the red pocket of the Pocket Poster. Say *Put it in the red pocket*.
- Repeat the action for the other colours.
- Go to the Pocket Poster and revise all the colours, encouraging the children to repeat the words *Red, yellow, green, blue*.

4 Action song time

- Ask the class to stand in a circle where they can still see the Pocket Poster. Say *Now let's listen to a song about colours!*
- Play CD Track 12. Do the following actions and encourage the children to copy you. As the colours are mentioned, point to the corresponding flashcard in the Pocket Poster.

Splash! Splash! Splosh! CD Track ⑫

- Splash! Splash! Splosh! (Stamp with alternate feet)
- I've got red boots. (Point to your feet)
- Splash! Splash! Splosh! (Stamp with alternate feet)
- I've got red boots. (Point to your feet)
- Splash! Splash! Splosh! (Stamp with alternate feet)
- I've got red boots. (Point to your feet)
- I've got red boots today. (Point to your feet)

I've got yellow boots ...
 I've got green boots ...
 I've got blue boots ...

- Now explain that you are going to sing the song again, this time playing a Ring-around game.
- Place the red flashcard in the middle of the circle.
- Play the first verse of the song and show the children how to walk around in a circle in single file in time to the music. Walk with big steps as if wearing big boots. Each time you hear the colour red in the verse, all point to the colour flashcard in the centre and then carry on.
- Then put the yellow flashcard in the centre of the circle and play the second verse. Continue with the next colours for the whole song.

5 Class Book activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' from Starter Unit Lesson 1. Encourage the children to go back to their desks in time to the rhyme.

Class Book activity page 4

- Hold up Class Book activity page 4.
- Point to the colours down the left-hand side of the page and say each one, encouraging the children to repeat.
- Then point to the red circle. Say *Red!* Shrug and ask *Where are the red boots?* Point to the first pair of boots and ask *Is this red?* Encourage the children to shake their heads and to say *No!* Repeat with the green and blue boots.
- Finally, point to the red boots. Encourage the children to nod their heads and to answer *Yes!* Draw a pencil matching line from the red circle to the red boots.
- Repeat for all the colours and boots.
- Give out Class Book activity page 4 and pencils to the children. Say *Match the colours and the boots.*
- Encourage the children to complete the sheet by matching the colours and the same coloured boots with a line.

Checking the activity

- Hold up Class Book activity page 4 again. Point to each of the colours in turn and say or elicit their names: *Red, yellow, blue, green.*
- Ask *Where are the yellow boots?* and encourage the children to trace the matching line that they drew from the yellow circle to the yellow boots.
- Repeat for all the colours.
- Link the page with the vocabulary song. Point to each of the pairs of coloured boots and repeat the line from the song, substituting the new colour each time, e.g. *Splish! Splash! Splosh! I've got red boots.*
- Encourage the class to join in with the name of the colour each time.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Colour puddles

- Make four very large puddles from paper in the colours from the unit: red, yellow, blue and green and spread them out on the floor of the classroom or the playground. Alternatively, draw them in chalk.
- Play some music, e.g. the karaoke version of the *Splish! Splash! Splosh!* song on CD Track 13 and ask the children to walk around the puddles.
- Suddenly stop the music and say a colour, e.g. *Go to red!* All the children have to go and stand on the red puddle.
- Repeat for all the colours.

Photocopy Master 4: Make a weather sign

- Before the lesson, download and print enough copies of Photocopy Master 4 for each child, and one example.
- Make a weather sign of your own. First colour the sun and the rain cloud. Then fold the page in half along the fold line, putting a piece of string or wool inside the fold and sticking the two sides of the sign together with glue. Tie a knot in the wool or string, so you can hang the sign up.
- If it's sunny or raining, point outside the window and say *What's the weather like?* Say the weather and hold up the corresponding side of the weather sign.
- Give each child a copy of Photocopy Master 4. Show the children how to make their own weather sign.
- Once they have finished, play with the sign. Say either *It's sunny* or *It's raining* and encourage them to hold up the correct side.
- The children can take the sign home to show their parents that they have been learning about the weather.



It's raining

Lesson 4

Language

New:

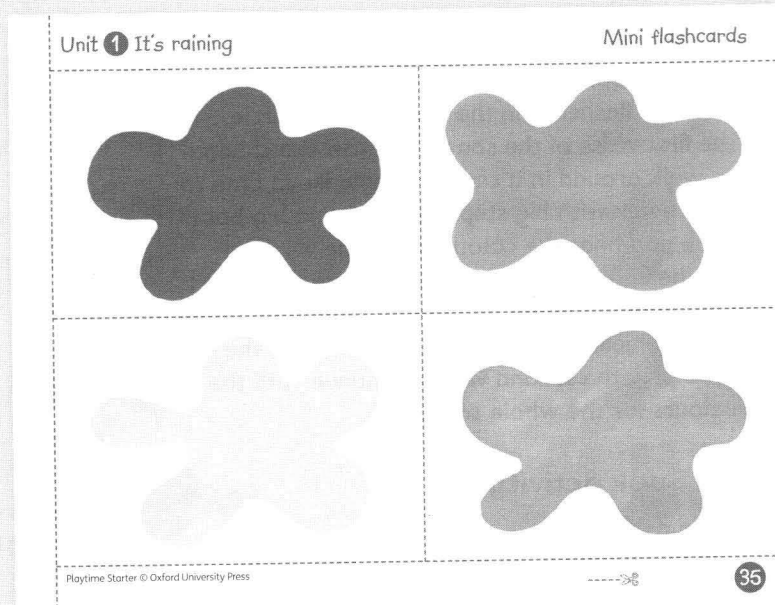
red, yellow, green, blue
boots
It's raining.
It's sunny.

Recycled:

Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD Tracks 1, 4, 5, 9, 12
Pocket Poster
Character flashcards: Rocket, Star, teacher
Unit 1 colour flashcards: red, yellow, green, blue
Unit 1 colour miniflashcards: red, yellow, green, blue
(Class Book page 35)



Starter Big Story Book, Story 1: It's raining

Note: Prepare the miniflashcards on page 35 of the Class Book by cutting them out and keeping them in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CDTrack ①

2 Review the vocabulary with the Pocket Poster

- Take the colour flashcards, hold them up one by one and say the colour clearly, encouraging the children to repeat.
- Hold up the red flashcard and say *Red!* Ask a child to come to the front. Say *Put the red flashcard in the red pocket!* Encourage him / her to put the flashcard in the correct pocket.
- Repeat for all the colours, inviting different children to the front.
- Then ask a new volunteer to come to the front. Say *Please bring me the green flashcard.* Encourage him / her to take the card out of the pocket and bring it to you.
- Repeat for all the colours, inviting different children to the front.

3 Practise the vocabulary with the miniflashcards

- Give each child a set of the colour miniflashcards that you prepared earlier.
- Hold up the colour flashcards one by one. Point and say the colour. Encourage the children to hold up their matching card too. Say *Hold up green!* Encourage them to repeat *Green.*
- Hold up the other cards one by one in the same way. Say *Well done!*

4 Action song time

- Say *Now let's listen to the Splish! Splash! Splosh! song.*
- Explain to the children that they should listen to the song and hold up a colour miniflashcard whenever they hear the colour word.
- Play CD Track 12. Hold up the corresponding flashcard when each colour word is said and encourage the children to hold up their matching miniflashcards.
- Then play the song again, this time asking the children to stand up and do the song actions from the previous lesson.

Splish! Splash! Splosh! CDTrack ⑫

5 The Starter Big Story Book

- Ask the pupils to come and sit in a circle with you where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Lesson 1 of this unit.

Story focus

- Show the class the cover of the Starter Big Story Book Story 1: *It's raining* which shows the key characters of this story, Rocket and Star.
- Ask the class *Who can you see?* Point to Rocket and say *Rocket!* Point to Star and say *Star!* Encourage the children to repeat the names. Say *It's Rocket and Star's story.*
- Point to the rain on the story cover. Say *It's raining!* Wiggle your fingers like raindrops falling.
- Say the story phrase *It's raining!* again. Invite the class to repeat and join in wiggling their fingers like raindrops falling.

Listen to the story on the CD

- Say *Now listen to the story It's raining.*
- Hold up the red and yellow miniflashcards and explain to the children that they should show them when they hear the colour words mentioned in the story.
- Open the Starter Big Story Book and play Story 1 on CD Track 9.
- As key vocabulary is heard, point to it in the pictures.
- Prompt the class to hold up the two colour miniflashcards at the appropriate time. During the song, do the actions and encourage them to join in as much as possible.

Story 1: It's raining CD Track ⑨

Note: The story text is given in the Starter Big Story Book.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Which colour?

- Give out a set of miniflashcards to each child.
- Take the colour flashcards and hold them in a pile to your chest, so the first one can't be seen.
- Look at the first colour without showing the children. Ask *Which colour have I got?* Encourage them to take a guess by holding up a colour miniflashcard.
- Reveal the flashcard, so they can check if they were right. Say the colour word. Give the children who guessed correctly a clap.
- Repeat, choosing a different colour flashcard each time.

Coloured tables game

- Make four groups and ask each group to sit around a table.
- Give all the children at one table a miniflashcard of the same colour, and repeat for the other tables and colours.
- Say the name of one of the colours and ask the table with that colour to put their hands up. Say e.g. *Blue. Well done.*
- Repeat, saying all the colours in random order and encouraging the corresponding groups to put up their hands.
- To make the game more fun, say the colours faster and faster so the children have to respond very quickly.
- Then change round the colours on the tables and do the activity again to keep them thinking!

1 It's raining

Lesson 5

Language

New:

red, yellow, green, blue
boots, hat
It's raining.
It's sunny.

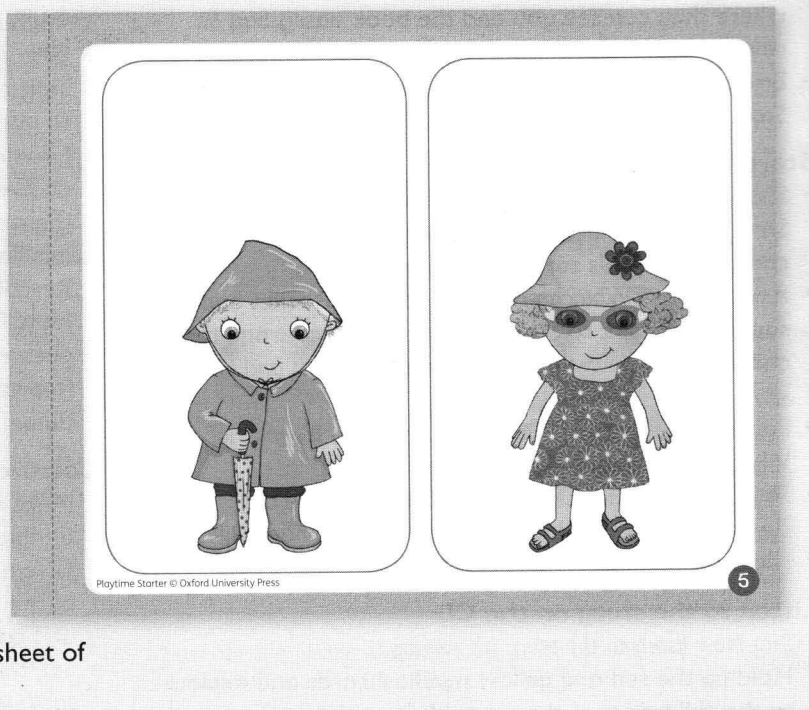
Recycled:

Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 10
Pocket Poster
Character flashcards: Rocket, Star, teacher
Class Book activity page 5

Extra time: Unit 1 pop-out, paints, a large sheet of paper e.g. newspaper



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CDTrack ⑩

2 Action song time

- Ask the class to stand up.
- Say *Let's sing the story song 'It's raining. It's sunny!'*
- Play CD Track 10. Sing along and encourage the children to join in where they can with the words and the actions from Lesson 1 of this unit.

Story song: It's raining, it's sunny CDTrack ⑩

Note: The words and actions for the song are given in Lesson 1 of this unit.

3 Class Book activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' from Starter Unit Lesson 1. Encourage the children to go back to their desks in time to the rhyme.

Class Book activity page 5

- Hold up Class Book activity page 5.
- Point to the first picture. Point to the boy's rain clothes. Ask *Is it raining or is it sunny?* Elicit or say *It's*

raining. Draw a rain cloud above the boy with a pencil as an example.

- Then point to the second picture and the girl's summer clothes. Ask *Is it raining or is it sunny?* Elicit or say *It's sunny.* Draw a sun above the girl with a pencil as an example.
- Give out Class Book activity page 5 and coloured pencils to the children. Say *Draw the rain and the sun.*
- Encourage the children to complete the sheet by drawing in the rain and the sun in the right place to complete the weather pictures.

Checking the activity

- Hold up the Class Book activity page again. Point to each of the pictures in turn and say the weather associated with it, e.g. *It's raining. It's sunny.*
- Encourage the children to point to their own pictures and to join in with the phrases if they can.

4 Cross-curricular activity

Note: In this activity, the aim is to focus on the weather. You can choose to present and practise all the names of the types of clothes if you wish, but this is not essential. Only *boots* and *hat* are the intended core vocabulary.

- Hold up Class Book activity page 5 so that all the class can see it. Invite them to check what they can see on their own book.
- Ask a child to come to the front of the class. Say *It's raining* and encourage the child to point to the picture showing the rainy day.
- Then say *It's sunny* and encourage him / her to point to the picture showing the sunny day. Then ask the volunteer to sit down.

- Now draw the children's attention to one image at a time.

Image one: Boy in rainwear

- Point to the rain cloud that has been drawn in and say *It's raining*. Encourage the children to repeat and wiggle their fingers like raindrops.
- Point to the boy and say *Look! He's wearing rain clothes. What's he wearing? Let's see!* Point to his boots and say *Boots!* Ask *What colour are his boots?* Elicit *green*.
- Point to his raincoat, hat and umbrella and elicit the colours, or point to each item and ask *What colour is this?*

Image two: girl in a sundress

- Now point to the sunshine that has been drawn in and say *It's sunny*. Encourage the children to repeat and to lift up their arms to draw a circle for the sun in the air.
- Point to the girl and say *Look! She's wearing clothes for the sun. What's she wearing? Let's see!* Point to her hat and say *Hat! A hat!* Ask *What colour's her hat?* Elicit *blue*.
- Point to the sun and elicit the colour *yellow*.

5 Action time

- Ask the children to all stand up in a circle with you.
- All join hands and walk around in a circle. Then stop and say *It's raining!* Encourage the children to wiggle their fingers like falling rain and to whisper *It's raining! It's raining!*
- Say *Put on your boots!* Mime putting on a pair of Wellington boots and encourage the children to copy you.
- **Optional:** Repeat for all the rainy day clothes.
- Then all join hands and walk around in a circle again. Stop and say *It's sunny!* Encourage the children to raise their arms and form a circle, arms out to each side. Say *It's sunny! It's sunny!* loudly and happily.
- Say *Put on your hat!* Mime putting on a hat and encourage the children to join in with you.
- **Optional:** Repeat for all the sunny day clothes.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 40 for Workbook lesson A.

Extra time

Pop-out game

- Give out the Unit 1 pop-out to each child. Revise the words for each picture together by holding up the sunny side and saying *It's sunny!* and then the rainy side and saying *It's raining!*
- Then do the raining action by wiggling your fingers. Encourage the class to hold up the raining side of the pop-out as quickly as they can.
- Now change your action to mime the sun. The class should turn their pop-outs around as quickly as they can.
- Keep doing the two actions and once the class is familiar with the movements, do the same action twice in a row to keep them thinking.

Make a hat

- Before the lesson, you will need to make a hat as an example to show the children.
- To do this, take a large sheet of paper (e.g. newspaper) and fold it in half.
- Then fold the top corners down towards the centre of the page.
- Lift the front bottom flap and fold it up.
- Flip the paper over, then lift the bottom flap and fold it up.
- Paint the hat red, yellow, green or blue.
- Give out a sheet of paper to each child and help them fold it to make a hat.
- Encourage the children to paint their hat with their favourite of the four colours that they have learnt.

1 It's raining

Lesson 6

Language

New:

red, yellow, green, blue

boots

It's raining.

It's sunny.

Recycled:

Rocket, Star, Monkey

hello, bye bye

Numbers 1–4

Materials:

Monkey puppet

CD Tracks 1, 4, 5, 12

Pocket Poster

Character flashcards: Rocket, Star, teacher

DVD Story 1: *It's raining*

Class Book activity page 6

Optional: Unit 1 colour miniflashcards: red, yellow, green, blue, paper stars for each child to use as rewards



Extra time: Photocopy Masters 10 and 11: website, enough copies for one each, Unit 1 colour miniflashcards: red, yellow, green, blue, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Action song time

- Say *Stand up please! Now let's sing the Splish! Splash! Splish! song.* Explain that you are going to play the Ring-around game from Lesson 3 of this unit.
- Follow the procedure described in activity 4 in Lesson 3.

Splash! Splash! Splish! CD Track ⑫

3 DVD Story 1: It's raining!

- Seat the class where they can all see the screen.
- Play Story 1 on the DVD all the way through without stopping, for the children to enjoy the first viewing.
- As the children watch for a second time, encourage them to do the actions from Lesson 1, e.g. wiggle their fingers for the rain falling and raise their arms and form a circle, arms out to each side, for the sun shining. If you like, you can ask the children to stand up for this activity. They can then also stamp their feet for *Splash! Splash! Splash!*

- Optional:** If you like, ask the children to hold up their colour miniflashcards when they hear the colour words in the story.

Story 1: It's raining!

Note: The story text is given in the Starter Big Story Book. The song words are given in Lesson 1 of this unit.

4 Class Book activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' from Starter Unit Lesson 1. Encourage the children to go back to their desks in time to the rhyme.

Class Book activity page 6

- Hold up Class Book activity page 6. Point to Monkey and ask *Who's this?* Encourage the children to answer *Monkey!* Point to Monkey's clothes and say *It's raining. Monkey's wearing rain clothes.* Point to his boots and ask *What colour are his boots?* Elicit *Red.* If necessary, point out the red splodge on them.
- Repeat for all Monkey's rain clothes, eliciting the other three colours.
- Demonstrate colouring in Monkey's raincoat with a blue pencil or crayon.
- Give out Class Book activity page 6 and coloured pencils or crayons to the children. Say *Colour Monkey's rain clothes.*
- Encourage them to complete the sheet by colouring Monkey's clothes.

Checking the activity

- Hold up the Class Book activity page again. Point to each of the items of clothing in turn and ask *What colour is it?*
- Prompt the class by saying e.g. *It's green* and repeating *Green* with them. Repeat for all the clothes and colours.

5 Reward time

- Say *Well done!* to each pupil to congratulate them for their work for the first unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 42 for Workbook lesson B.

Extra time**Acting out**

- All stand in a circle. Say *It's raining!*
- Mime holding up an umbrella like Star. Say *Copy me! Let's go to Playschool!*
- Mime walking round in a circle holding up an umbrella. Say *Walk like Star!*
- Stop and face the middle again. Say *Very good. Now let's go to Playschool like Rocket!*
- Jump round in a circle as if in the puddles. Stop and say *Stop!*
- Mime being wet Monkey with arms hanging down and head drooping. Say *Oh dear! It's raining. Look at Monkey! Copy me!*
- Walk round in the circle like a dripping Monkey.
- Stop and face the middle again. Stand up straight and say *Now it's sunny! That's better!* Put one arm behind your head and pretend to be sunning yourself like Monkey in the story. Say *Look at Monkey! Copy me!*
- Walk round in the circle with your arm up like Monkey. Say *Well done!*

Photocopy Masters 10 and 11: Picture Dictionary

- Before the lesson, download and print enough copies of Photocopy Master 10 and 11 for each child, and one example.
- Stick the bottom of Photocopy Master 10 onto Photocopy Master 11 in the space shown. Write the number of the unit in the box at the bottom of the big sheet and the name of each child in the space on the roof, under the title. Give the photocopies out to the class together with a set of miniflashcards from the unit.
- Explain that they are going to make a Picture Dictionary with the miniflashcards from the unit. They have to stick each miniflashcard in the correct space on the photocopy.
- Either say the numbers yourself or ask the children to count up to four. As you or the children do this, write the numbers on the board. Then hold up the unit flashcards one by one and elicit the vocabulary. Put each flashcard beside a number and ask the children to put this miniflashcard in the correct place on the photocopy. Check that they have all done it correctly and say *Well done!* Then help them to stick them onto the sheet.
- Let the children take the Photocopy Master home to show their family what they have learnt in the unit. If you prefer, you could keep these completed photocopies until the children have done all the units and, at the end of the year, staple them together and make a cover so that each child has their own Picture Dictionary.

1 It's raining

Reinforcement lesson

Language

New:

red, yellow, green, blue
boots

Recycled:

Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD Tracks 1, 4, 5, 12
Pocket Poster
Character flashcards: Rocket, Star, teacher
Unit 1 colour flashcards and miniflashcards:
red, yellow, green, blue
A piece of paper per child (or a prepared
template with a pair of boots), coloured pencils

Note: This lesson is for use after Lesson 3 or Lesson 4 of the unit.

Take out the miniflashcards in sets before the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Practise the vocabulary with the miniflashcards

- Give out a set of colour miniflashcards to each child. Then take the large flashcards. Hold each one up in turn and say the word. Encourage the children to repeat and to hold up the correct miniflashcard.

3 Practise the vocabulary with the Pocket Poster

- Shuffle the large flashcards and put each one with the back facing outwards into the Pocket Poster, so the children can't see which colour is which.
- Turn three of the flashcards back round to face the class until only one is facing away from the children.
- Point to the back of the reversed flashcard and ask *Which colour's this?* Encourage the children to guess which colour they think is shown on the other side of the flashcard by holding up a miniflashcard. Nominate some of the children to say (or repeat after you) the colour of the miniflashcard that they are holding.

- Take the flashcard out and reveal the colour.
- Repeat the activity, hiding a different colour flashcard each time.

4 Action song time

- Say *Stand up please! Now let's sing the Splish! Splash! Splosh! song.*
- Put all the colour flashcards up on the board in the order of the song. Explain to the children that they should try to join in with the actions to the song.
- Play CD Track 12 and encourage the children to join in the actions from Lesson 3 of this unit. When each new verse begins, point to the correct colour flashcard on the board to provide visual support.

Splish! Splash! Splosh! CD Track ⑫

5 Personalization activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Draw your favourite colour boots

- Give a sheet of plain paper to each child and pencils in the four colours red, blue, yellow, green.
- Ask them to draw boots like the ones in the story and to choose a colour to colour them in.
- **Optional:** If you like, before the lesson, draw a pair of Wellington boots on a piece of paper and photocopy it to make a template for each child to colour in.
- Go round the class and ask the children *What colour are they?* Help them to answer in English.

Checking the activity

- When the children have finished, say e.g. *Red boots!* All the children who drew red boots hold up their picture. Repeat for all the colours.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

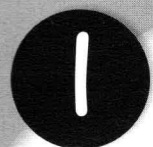
Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 44 for Workbook lesson C.



It's raining

Extension lesson

Language

New:

It's cloudy.

Recycled:

Rocket, Star, Monkey

hello, bye bye

red, yellow, green, blue

It's raining.

It's sunny.

Materials:

Monkey puppet

CD Tracks 1, 4, 5, 10

Pocket Poster

Character flashcards: Rocket, Star, teacher

Routine Poster

Craft materials: sheet of card with a cloud drawn at the top and cut-out raindrops, grey paint and glue, large circle cut out of card with pieces of orange and yellow cellophane, large cloud shape cut out of card, white cotton wool balls

Note: This lesson is for use after Lesson 6 of the unit.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Action song time

- Say *Stand up please!*
- Say *Let's sing the story song It's raining, it's sunny!*
- Play CD Track 10 encouraging the children to join in with the actions from Lesson 1.

Story song: It's raining, it's sunny CD Track ⑩

Note: The words and actions for the song are given in Lesson 1 of this unit.

3 Present the theme

- Put up the Routine Poster where all the children can see it.
- Point to the picture of the rain cloud and say or elicit *It's raining!*

- Point to the picture of the sunshine and say or elicit *It's sunny!*
- Point to the picture of the cloud and say *It's cloudy.*
- Point outside the window and ask *What's the weather like today?* Encourage the children to tell you what the weather is like by coming and pointing to the most appropriate symbol on the poster.
- Draw the most appropriate symbol in the space provided.

4 Craft activity: It's sunny! It's raining! It's cloudy!

- Make the usual preparations for craft activities, e.g. ask the children to put on a painting overall, cover the tables and gather together the material that you need.
- Divide the class into three groups to work around three tables.
- Give the first table a large sheet with the outline of a cloud drawn on the top half of it and some cut-out raindrops. Ask some of the children to paint the cloud grey while the others stick on the raindrops below the cloud with glue. Say *It's raining!*
- Give the second table a large circle of card and some pieces of bright yellow and orange cellophane to stick on it to make a collage sun. Say *It's sunny!*
- Give the third table a large cloud shape cut out of card and enough cotton wool pulled into small pieces to stick on to decorate it. Say *It's cloudy!*
- When the pictures are finished, make a display on the classroom wall and point to the pictures whenever you want to review the weather phrases.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 45 for Workbook lesson D.

1 It's raining

Workbook lesson A

Language

New:

red, yellow, green, blue
boots, hat
It's raining.
It's sunny.

Recycled:

Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 10
Pocket Poster
Character flashcards: Rocket, Star, teacher
Unit 1 colour flashcards: red, yellow, green, blue
Class Book activity page 5
Workbook activity page 3
Extra time: colour miniflashcards, a large sheet of blue paper cut into the shape of a puddle for each table, coloured paper cut into boot shapes for each pupil, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Action song time

- Say *Stand up please!*
- Say *Let's sing the story song It's raining, it's sunny!*
- Play CD Track 10. Sing along and encourage the children to join in where they can with the words and the actions from Lesson 1 of this unit.

Story song: It's raining, it's sunny CD Track ⑩

Note: The words and actions for the song are given in Lesson 1 of this unit

3 Routine poster

- Use the actions from the song to follow a miming and responding activity. Display the Routine Poster and point to the weather symbols. Invite the class to do the right action to match the sun picture. Praise them all, then repeat the action for the rain and rain cloud.

- Now say each phrase. Check that the children respond with the correct action and say *Well done!*

Activity sequence

- Show the hat on Class Book activity page 5, and mime putting on a hat with the class. Show the boots and mime putting on boots together. Now say *hat* and ask the class to mime the right action. Praise them, then say *boots* and check that they all mime correctly.
- Point to the sun picture on the completed Class Book page 5. Say *It's sunny* and watch the action the class does, then say *Put on your hat!* See if they mime putting a hat on, then confirm the action by miming yourself.
- Now point to the rain cloud picture. Say *It's raining* and watch the action the class does, then say *Put on your boots!* See if they mime putting boots on, then confirm the action by miming yourself.
- Praise the class.

4 Colour time

- Ask the children to all stand in a circle with you.
- Hold up the yellow colour flashcard and say *My boots are yellow.*
- Show the red flashcard and say *My boots are...* and point to the card. Encourage the class to complete the phrase.
- Repeat for the other colours, then invite a volunteer to come and point to a colour flashcard of their choice and to say the phrase with the right colour word.

5 Workbook activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' from Starter Unit Lesson 1. Encourage the children to go back to their desks in time to the rhyme.

Workbook activity page 3

- Hold up Workbook activity page 3.
- Point to the sun. Ask *Is it blue?* Elicit or say *No, it's yellow.* Say *Colour the sun yellow.*
- Then point to the puddle. Ask *Is it blue?* Elicit or say *Yes, it's blue.* Say *Colour it blue.*
- Give out Workbook activity page 3 and coloured pencils to the children. Say *Colour in yellow and blue.*
- Encourage the children to complete the sheet by colouring in the items according to the suggested colour on the images.

Checking the activity

- Hold up the Workbook activity page again. Point to each of the pictures in turn and say the colour it should be, e.g. *It's blue. It's yellow.*
- Encourage the children to point to their own pictures and to join in with the phrases if they can.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Miniflashcard game

- Give out the Unit 1 colour miniflashcards to each child. Revise the words for each colour together by holding up the colours one by one and inviting the class to hold up the matching card and say the colour name.
- Then say the sentences and invite the class to hold up the correct colour miniflashcard.
- Say *My boots are...red* or *My hat is...red* and so on.
- Use this as a checking activity to make sure all the children are responding successfully and showing that they know the colour words.

Make a rainy day wall decoration

- Before the lesson, you will need to cut a large sheet of blue paper roughly into a puddle shape for each table, and enough boot shapes in coloured paper for each pupil to have a pair.
- Cover the tables with newspaper or protective cloths. Give each table a puddle shape and glue sticks.
- Give each pupil a pair of boots and show them how to glue them onto the puddle.
- Invite the class to stick all the boots on.
- Stick the puddles up on the wall as a display, perhaps with the heading *It's raining*.

Workbook lesson B

Language

New:

red, yellow, green, blue
boots
It's raining.
It's sunny.

Recycled:

Rocket, Star, Monkey
hello, bye bye
Numbers 1–4

Materials:

Monkey puppet
CD Tracks 1, 4, 5, 9, 10, 12
Pocket Poster
Character flashcards: Rocket, Star, teacher
Starter Big Story Book, Story 1: *It's raining*
Workbook activity page 4
Extra time: Unit 1 pop-outs

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Action song time

- Ask the class to stand up.
- Say *Let's sing the story song It's raining, it's sunny!*
- Play CD Track 10. Sing along and encourage the children to join in where they can with the words and the actions from Lesson 1 of this unit.

Story song: *It's raining, it's sunny* CD Track ⑩

Note: The words and actions for the song are given in Lesson 1 of this unit.

3 The Starter Big Story Book

- Ask the pupils to come and stand in a circle with you, or where they can see you and the book easily. Say *Stand in a circle, please.*
- Bring out the Starter Big Story Book and present it like a special treat. Set the story time scene with the story time rhyme.

Note: The rhyme is recorded on CD Track 6 for reference.

- Ask the children to pretend to be Monkey in the story. Point to Monkey in each picture and give them an action to follow: wave in pictures 1 and 2; wobble in pictures 3 and 4; splash gently down in picture 5; sit in the sun in pictures 6 and 7 and stand up again, ready to leave in picture 8.
- Read the story or listen to the story on CD Track 9. Remind the children to follow Monkey's actions. Invite them all to join in and say *Hurray!* at the end.

Story 1: *It's raining!* CD Track ⑨

Note: The story text is given in the Starter Big Story Book.

4 Workbook activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' from Starter Unit Lesson 1. Encourage the children to go back to their desks in time to the rhyme.

Workbook activity page 4

- Hold up Workbook activity page 4. The activity page helps the pupils to follow the story in sequence. The key point is to note that Monkey moves from wet to dry. By following the path, the pupils develop the early stages of pencil control.
- Point to the first picture and say *Look at Monkey!* Wobble like Monkey. Point to the next picture and repeat *Look at Monkey!* Then say *Splash! Monkey is wet!* Point to the next picture and say *Look at Monkey!* *Monkey is in the sun!* Point to the last picture and say *Look at Monkey! Monkey is dry!*
- Demonstrate following the path from picture to picture with a pencil or tracing with your finger.
- Give out Workbook activity page 4 and pencils or crayons to the children. Say *Follow the path.*
- Encourage them to complete the sheet by following the path until Monkey is dry again.

Checking the activity

- Hold up Workbook activity page 4 again. Trace the completed path with your finger.
- Prompt the class by repeating the phrases for each image, beginning each time with *Look at Monkey!*

5 Action song time

- Ask the class to stand up.
- Say *Let's sing the Splish, splash, splosh! song.*
- Play CD Track 12. Sing along and encourage the children to join in where they can with the words and the actions from Lesson 3 of this unit.

Splish, splash, splosh! CD Track ⑫

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Matching Monkey with the pop-out

- All sit with the pop-outs for Unit 1. Say *It's raining!*
- Hold up the image of the pop-out with wet Monkey and say *Look at Monkey! Monkey's wet!* Repeat *wet*.
- Turn the pop-out round to show the sun. Say *It's sunny!* Add *Look at Monkey! Monkey's dry!* Repeat *dry*.
- Repeat the action several times, encouraging the class to turn their pop-out with you and to repeat the phrases.
- After a couple of repeats, try letting the class add *wet* or *dry* by themselves first and then confirm the words. Say *Well done!*

Sounds and actions playtime

- All stand in a circle. Remind the class of the sounds and actions they have met in the unit so far: *Pitter patter* with wiggling fingers; *La, la, la* rocking their head; *splish, splash, splosh* stamping their feet as if in puddles.
- Repeat the sounds in this order and repeat the actions and sounds together.

Note: Once the class is confident, change the order and see how quickly they can change their actions and speech to match it. This will be quite slow and they may giggle a lot! That is just what we want to see as they start to have fun with the sounds of English right from Unit 1!



It's raining

Workbook lesson C

Language

New:

red, yellow, green, blue
boots, hat
It's raining.
It's sunny.

Recycled:

Rocket, Star, Monkey
hello, bye bye
Numbers 1–4

Materials:

Monkey puppet
A small hat or paper hat made in this unit
CD: Tracks 1, 4, 5, 12
Pocket Poster
Unit 1 colour miniflashcards
Character flashcards: Rocket, Star, teacher
Workbook activity page 5

Note: Take out the miniflashcards in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit, or, if possible, bring in a hat for Monkey. Point to it and revise *hat*. Go round the class with Monkey wearing the hat. Lift the hat slightly as you say hello to each pupil and encourage each one to say hello to Monkey.
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song with the actions.

Hello song CD Track ①

2 Action song time

- Say *Now let's sing Splish, splash, splosh!*
- Play CD Track 12. Sing along and encourage the children to join in where they can with the words and the actions from Lesson 3 of this unit.

Splish, splash, splosh CD Track ⑫

3 Practise the vocabulary with the miniflashcards

Flashcard action with the song

- Give out the colour miniflashcards to each pupil. Hold up each one and elicit its name to check that all the children are familiar with the colours now.

- Play the song again and ask them to hold up the correct colour miniflashcard to match the colour of the boots in each verse. Say *Well done!*

4 Workbook activity

Go to your tables

- Begin clapping and saying the rhyme from 'Go to your tables' from Starter Unit Lesson 1. Encourage the children to go back to their desks in time to the rhyme.

Workbook activity page 5

- Hold up Workbook activity page 5.
- Point to the number 1 on the left and say 1. Point to the colour next to it and ask *Is it blue?* Elicit or say *Yes, it's blue*. Point to the hat and say *hat*. Now point from left to right, using the line of images to build the phrase *One blue hat!* Say *Colour the hat blue*.
- Repeat this approach to 'read' the other lines.
- Give out Workbook activity page 5 and coloured pencils to the children. Say *Colour the boots and hats*.
- Encourage the children to complete the sheet by colouring in the items.

Checking the activity

- Hold up the Workbook activity page again. Point to each of the pictures in turn and say the phrases to match the images e.g. *One blue hat. Two yellow boots*.
- Encourage the children to point to their own pictures and to join in if they can.

5 Hat or boots?

- Ask the children to all stand up in a circle with you. Hide the hat and boots flashcards behind your back.
- Explain that you are all going to count to three, and then you will show a card. The class should call out as fast as they can *hat* or *boots*.
- If the class is very good at this, you can add the character cards and the teacher card for variety.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤



It's raining

Workbook lesson D

Language

New:

red, yellow, green, blue
boots, hat
It's raining.
It's sunny.

Recycled:

Rocket, Star, Monkey
hello, bye bye
Numbers 1–4

Materials:

Monkey puppet
CD Tracks 1, 4, 5, 9, 10
Pocket Poster
Routine Poster
Character flashcards: Rocket, Star, teacher
Starter Big Story Book, Story 1: *It's raining*
Workbook activity page 6
Craft materials: Sun and cloud cut-out for each pupil and butterfly clips

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Say Hello with the Pocket Poster

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

2 Routine poster

- Display the Routine Poster where all the children can see it.
- Say *It's sunny* and ask a volunteer to point to the *It's sunny* image on the poster. Praise them and ask another volunteer to find *It's raining*. Point to the third image and see if anyone remembers what this is. Confirm that it means *It's cloudy*.
- Look out of the window with the class and ask *Is it sunny? Is it raining? Is it cloudy?* Help them to choose the right reply and repeat it together.

3 The Starter Big Story Book

- Ask the pupils to sit in a circle, or where they can see you and the book easily. Say *Sit down, please*.
- Bring out the Starter Big Story Book. Set the story time scene with the story time rhyme.

Note: The rhyme is recorded on CD Track 6 for reference.

- Read the story or listen to the story on CD Track 9. Ask the children to join in with the story song.

Story 1: It's raining! CD Track ⑨

Note: The story text is given in the Starter Big Story Book.

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 10 encouraging the children to join in with the actions.

Story song: It's raining, it's sunny. CD Track ⑩

Note: The words and actions for the song are given in Lesson 1 of this unit.

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Workbook activity page 6

- Hold up Workbook activity page 6. Point to the pictures of the sun and the rain cloud. Point to the pictures of Star ready for the rain, dry Monkey, Monkey in the rain and Rocket in clothes for dry weather.
- Demonstrate matching the sun to the picture of dry Monkey with a pencil, or tracing the link with your finger.
- Give out Workbook activity page 6 and pencils or crayons to the children. Say *Match*.
- Encourage them to complete the sheet by matching the sun and rain to the correct pictures.

Checking the activity

- Hold up the Workbook activity page again. Trace the correct links with your finger.
- Say the phrase *It's sunny* when you match to the sun and *It's raining* when you match to the rain cloud.

5 Sunny or cloudy? Craft activity

It's sunny, it's cloudy weather changer

- Before the lesson, prepare simple circular sun shapes with a tab at the top, and curvy cloud shapes in white paper with a tab at the top.
- The activity is to ask the pupils to colour or paint the sun yellow and the cloud grey. Help them clip the two shapes together with the butterfly clips through the tabs, with the cloud in front. The pupils can then twist the cloud to cover the sun or reveal the sun. You can all say *It's sunny* or *It's cloudy* together.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Lesson 1

Language

New:

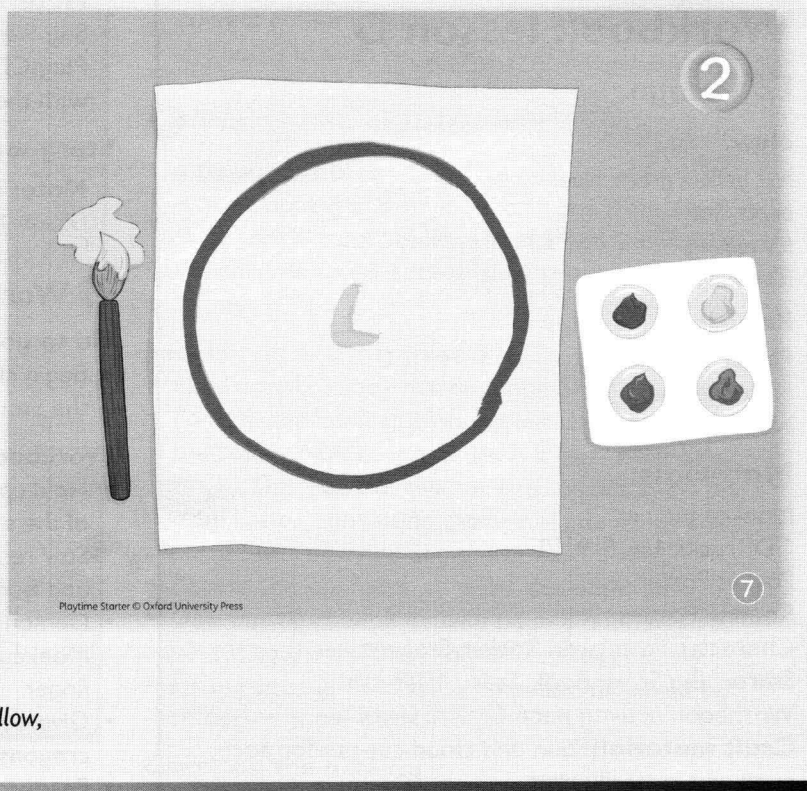
face, eyes, nose, mouth
Wash, wash, wash!

Recycled:

Numbers 1–4
red, blue, green, yellow
Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 14, 15
Routine Poster
Starter Big Story Book, Story 2:
Wash, wash, wash!
Class Book activity page 7
Unit 2 stickers
Extra time: Unit 1 colour flashcards: red, yellow,
blue, green



1 Hello

Hello Monkey!

- Before the lesson, put Monkey inside a clean and empty cloth bag.
- Open the bag and let Monkey appear to jump out and say *Hello children!* brightly.
- Say *Hello Monkey!* and invite the children to say *Hello* to Monkey too.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in. If you like, help Monkey join in with the actions to the song too.

Hello song CD Track ①

Routine Poster

- Before the lesson, put up the Routine Poster and then at the start of the lesson, take Monkey over to it.
- Point at the weather symbols on the poster one by one and ask *What's the weather like?* Point to the sun and ask *Is it sunny?* Then point to the rain cloud and ask *Is it raining?* Point to the picture of the clouds and ask *Is it cloudy?*
- Then let Monkey point through the window to the weather outside and say either *It's raining, It's sunny* or *It's cloudy* according to the weather. Encourage the children to repeat.
- Point to the numbers on the poster in turn and encourage the children to count with you.
- Next point to the colours on the poster in turn and encourage the children to name them or repeat them after you.

- Finally, if it's somebody's birthday in the class, say *It's (Name's) birthday!* Draw the face of the child whose birthday it is in the space provided.
- For further activities using the Routine Poster, see the Games Bank in this Teacher's Book.

2 The Starter Big Story Book

- Ask the children to come and sit in a circle with you, or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Note: The rhyme is recorded on CD Track 6 for reference.

Story focus

- Hold up the cover of Starter Big Story Book, Story 2: *Wash, wash, wash!* which shows the key character of this story, Rocket.
- Ask the class *Who can you see?* Point to Rocket and say *Rocket!* Encourage the children to repeat the name. Say *It's Rocket's story.*
- Point to Rocket's face on the story cover and say *Here's Rocket's face.*
- Say the story title *Wash, wash, wash!* and mime washing your face. Invite the class to repeat the phrase and join in with the mime of washing their faces.

Listen to the story on the CD

- Say *Now listen to the story Wash, wash, wash!*
- Open the Starter Big Story Book and play Story 2 on CD Track 14.
- As key vocabulary is heard, point to it in the pictures.

- During the song, do the actions, encouraging the children to join in as much as possible.

Story 2: Wash, wash, wash! CD Track ⑭

Note: The story text is given in the Starter Big Story Book.

Listen to the story again and do the actions

- Now read the story again, this time without the CD.
- As you read the story, encourage the children to join in with the following actions: move their hand up and down as if painting during the painting pictures and mime washing their face for *Wash, wash, wash!*

③ Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 15 encouraging the children to join in with the actions.

Story song: Wash, wash, wash! CD Track ⑮

Wash, wash, wash! Wash off red!	(Mime washing your whole face)
Wash, wash, wash! Wash off blue!	(Mime washing your eyes)
Wash, wash, wash! Wash off green!	(Mime washing your mouth)
Wash, wash, wash off yellow too!	(Mime washing your nose)
Wash, wash, wash! Wash off red!	(Mime washing your whole face)
Wash, wash, wash! Wash off blue!	(Mime washing your eyes)
Wash, wash, wash! Wash off green!	(Mime washing your mouth)
Wash, wash, wash off yellow too!	(Mime washing your nose)

④ Class Book activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Class Book activity page 7

- Hold up Class Book activity page 7.
- Point to the picture of Rocket's face and say *Look! Here's Rocket's picture. It's Rocket's face.* Point to his nose and say *Here's the nose.* Then shrug and say *Oh dear! No eyes and no mouth!* Point to your own eyes and mouth to illustrate what you mean.
- Hold up a sticker page detached from the back of the Class Book. Point to the sticker of the eyes and say *Eyes.* Encourage the class to repeat. Say *Good.*
- Mime sticking the eyes onto Rocket's face on the sheet to show the children what to do.
- Then point to the sticker of the mouth and say *Mouth.* Encourage the class to repeat. Say *Good.*
- Mime sticking the mouth onto Rocket's face on the sheet to show the children what to do.
- Give out Class Book activity page 7 and the Unit 2 stickers. Say *Stick on the eyes and the mouth.*

- Encourage the children to complete the sheet by sticking on the stickers.

Checking the activity

- Hold up the Class Book activity page with the stickers in place. Point to Rocket's face and say *Face.* Encourage the children to point to Rocket's face on their sheet.
- Point to the sticker of the eyes and say *Eyes.* Invite the class to point to the eyes that they have stuck on.
- Point to the nose on the picture and say *Nose.* Invite the class to touch the nose on their activity sheet.
- Finally point to the sticker of the mouth and say *Mouth.* Encourage the class to point to the mouth that they have stuck on. Say *Well done!*

⑤ Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Review of Unit 1

- Place the colour flashcards where all the class can see them.
- Mime painting by moving an imaginary brush up and down. Say *I'm painting. I'm painting...red.* Pick up the red flashcard and show the class. Repeat with the class *Red.*
- Do the same with the other colours.
- Invite the class to listen again and this time ask one of the children to bring you the right colour flashcard.
- Say *I'm painting. I'm painting...red.* Choose a volunteer to come and bring you the red flashcard.
- Check that the class agrees that he / she has brought the correct colour and say *Great!*

Story consolidation activity

- Ask the class to stand in a circle.
- Then ask one child to come and stand in the centre of the circle to be Rocket.
- The rest of the class are all Star and they point to Rocket and say *Wash your face!* Encourage them to do the face-washing action.
- The child in the centre repeats the action and the words *Wash, wash, wash!*
- Choose a new volunteer and repeat.

Lesson 2

Language

New:

face, eyes, nose, mouth
Wash, wash, wash!

Recycled:

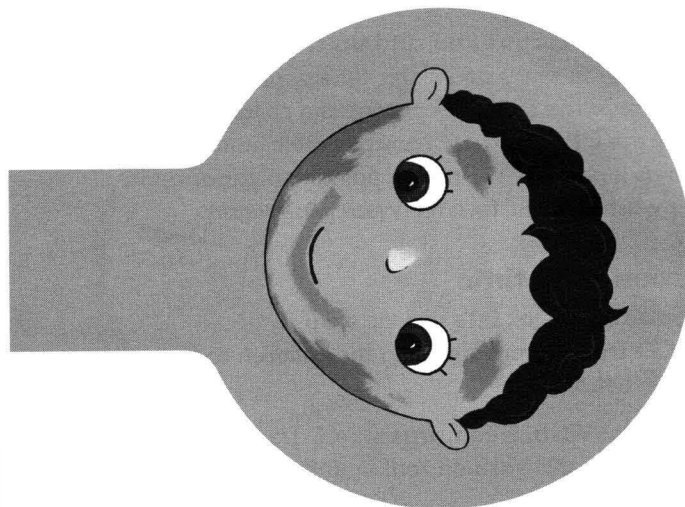
red, blue, green, yellow
Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 15
Routine Poster
Pocket Poster
Starter Big Story Book, Story 2:
Wash, wash, wash! (page 6)
Unit 2 face flashcards: face, eyes, nose, mouth
Class Book Unit 2 pop-out

Unit 2 Wash, wash, wash!

Pop-out



Playtime Starter © Oxford University Press

DVD Story 2: Wash, wash, wash!

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Present the vocabulary with the Pocket Poster

- Hold up Starter Big Story Book, Story 2: Wash, wash, wash! Point to Rocket's face on the cover page and ask *Who's this?* Encourage the children to answer *Rocket!*
- Point to the red paint on Rocket's face on page 2 and ask *What colour's this?* Encourage the children to answer *Red!*
- Circle Rocket's face with your finger and say *Face!* Then hold up the face flashcard and repeat the word clearly.
- Now point to the blue paint above Rocket's eyes on page 3 of the Starter Big Story Book. Ask *What colour's this?* Encourage the children to answer *Blue!*
- Point to Rocket's eyes with your finger and say *Eyes!* Then hold up the eyes flashcard and repeat the word clearly.
- Repeat the procedure for yellow / nose and green / mouth.
- Hold up all the face flashcards again in turn. Say the face words clearly and encourage the children to repeat after you.
- Put each flashcard in a pocket of the Pocket Poster each time. If you like, put the face in the red pocket,

the eyes in the blue pocket, the nose in the yellow pocket and the mouth in the green pocket to match the colours of Rocket's painted face in the story.

3 Class Book activity

Pop-out 2: Make the painted face / clean face sign

- Hold up the sign that you have made from Pop-out 2. Show the children Rocket's face covered in paint on one side and clean on the other.
- Hold up the side with Rocket's painted face. Say *Oh dear! Look at Rocket!* Turn the sign around, mime washing Rocket's face and say *Wash, wash, wash!* Then point at his clean face and say *Look! That's better!*
- Say *Now you can make a pop-out!* Hand out the Unit 2 pop-out pages to each child.
- Show the children how to make their own pop-outs by pushing out the shape and taking it out of the page.

Play with the clean face / painted face pop-out

- Hold up the picture of Rocket with paint on his face. Point to each part of the face and say *Look at Rocket! Rocket's got a red face, blue eyes, a yellow nose and a green mouth too!*
- Tell the children to look at the side of their pop-out with Rocket's painted face too. Explain that you are going to say a part of the face and they have to listen and point to the same face part on their own pop-out. When you say *Wash your face!* they have to turn their pop-out around very quickly, do the washing action, and say *Wash, wash, wash!*
- Start by saying each face part very slowly, e.g. *Nose! Mouth! Face! Eyes!*

- Point to the corresponding face part on your pop-out, so the children can see, and encourage them to point to their own pop-out. Then say suddenly *Wash your face!* Turn your pop-out around, mime washing Rocket's face and say *Wash, wash, wash!* encouraging the children to do the same with their own pop-outs. Repeat.

4 DVD Story 2: Wash, wash, wash!

- Seat the class where they can all see the screen.
- Let the children keep their pop-outs while they watch Story 2 on the DVD.
- Explain before they watch how they can use their pop-out during the story. Say e.g. *Two blue eyes!* and encourage the children to point to the eyes on their pop-out. Then say *Look at Rocket! Rocket's got a red face, a yellow nose and a green mouth too!* and encourage the children to point to each face part. Then say *That's better!* and hold up the clean face side, gesturing to the children to do the same.
- Play Story 2 on the DVD. Encourage the children to hold up their pop-outs and point to the face parts when they hear them. During the story song, encourage them to mime washing Rocket's face and then hold up the clean face side of the pop-out for the end of the story.

Story 2: Wash, wash, wash!

Note: The story text is given in the Starter Big Story Book.

5 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 15 encouraging the children to hold up their pop-out and mime washing the colours off Rocket's face. At the end of the song, they should turn around the pop-out to show Rocket's clean face.

Story song: Wash, wash, wash! CD Track 15

Note: The words and actions for the song are given in Lesson 1 of this unit.

6 Bye bye

Tidy up time

- Collect in the pop-outs and keep them in the children's files for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Flashcard game: Build a face

- Use temporary adhesive to put the flashcards up on the board and move them around.
- Explain that you are going to make a face with the flashcards of the eyes, the nose and the mouth.
- Start by holding up the eyes flashcard and asking *What are these?* Encourage the children to answer *Eyes!* Stick the eyes on the board high up.
- Then show the nose flashcard and ask *What's this?* Encourage the children to answer *Nose!* Place the nose flashcard under the eyes on the board.
- Show the mouth and ask *What's this?* Encourage the children to answer *Mouth!* Put the flashcard under the nose on the board. Finish by adding the face at the side and saying *Look! A face!*
- Muddle up the face flashcards again and then ask one child at a time to come and position one of the flashcards on the board to build a face.

Mime game using the pop-out

- Glve out the pop-outs if you have put them away, and ask the class to stand in a circle and hold their pop-outs ready. Say *Hold your pop-out.*
- Divide the class into pairs: Rocket and Star.
- Ask the children playing Rocket to hold their pop-out in front of their face (showing the painted side).
- Encourage the children playing Star to say *Wash your face! Wash, wash, wash!*
- Ask the children playing Rocket to turn around their pop-outs to show the clean face. Then everyone says together *That's better!*

Lesson 3

Language

New:

face, eyes, nose, mouth

Wash, wash, wash!

I'm happy.

Recycled:

red, blue, green, yellow

Rocket, Star, Monkey

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 17

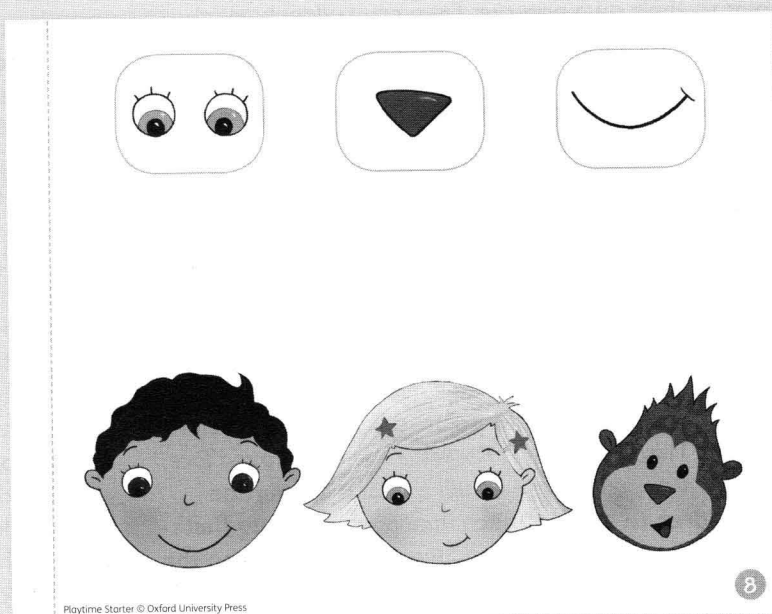
Routine Poster

Pocket Poster

Unit 2 face flashcards: face, eyes, nose, mouth

Class Book activity page 8

Extra time: Photocopy Master 5: website, enough copies for one each



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Present the vocabulary with the Pocket Poster

- Ask the children to sit down.
- Put the face flashcards in four of the pockets of the Pocket Poster with the backs of the cards facing outwards so the pictures can't be seen.
- Let Monkey turn the first one round. Point to it and say the face word clearly. Then touch the corresponding part of Monkey's face. Say the word again, encouraging the children to touch the corresponding part of their own faces and to repeat the word.
- Repeat for all the face flashcards. Then take them out of the poster.

3 Practise the vocabulary with the Pocket Poster

- Now lay the flashcards out in front of the children or hold them out like a fan, face up.
- Say *Mouth. Where's the mouth?* Invite a volunteer to come and find it. If you like, give the child a clue by humming, for example.

- When they have found the flashcard, say *Put it in a pocket please* and encourage the children to put the flashcard in the Pocket Poster.
- Repeat for all the words. If you like, use clues such as blinking your eyes, sniffing and circling your face to help the children find the right card.
- Point to all the flashcards in the Pocket Poster one by one and say the words again.
- Point to the face flashcard and the smile and say *Look! A happy face!*

4 Action song time

- Ask the class to stand in a circle. Say *Now let's listen to a song about a happy face!*
- Play CD Track 17. Point to the parts of your face as they are mentioned and do the actions. Encourage the children to join in by pointing to their own faces.

Happy face CD Track ①7

I've got eyes.	(Point to your eyes)
I've got a nose.	(Point to your nose)
And I've got a mouth.	(Point to your mouth)
I'm happy! I'm happy!	(Trace your smile with your finger)
I've got a happy face!	(Circle your face with your finger)

(Repeat)

- Play CD Track 17 again and invite the class to join in the Ring-around game with the song as follows.
- Stand in a circle. Play the song and point to each of the face parts on your own face for 'I've got eyes,

I've got a nose, And I've got a mouth', encouraging the children to join in with the actions.

- Then all hold hands and walk round in a circle for 'I'm happy, I'm happy, I've got a happy face!' Stop at the end to point to your own smiling face, encouraging the children to do the same.
- Do the actions again for the repeat of the verse, but walk back the other way in the circle this time so that at the end of the song the children are back where they started.

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Class Book activity page 8

- Hold up Class Book activity page 8.
- Point to the pictures of the characters at the bottom of the page, asking *Who's this?* and eliciting the names.
- Then point to the eyes and say *What are these?* Say or elicit *Eyes!* Point to Rocket and ask *Are they Rocket's eyes?* Encourage the children to answer *No!* Point to Monkey and ask *Are they Monkey's eyes?* Encourage the children to answer *No!* Point to Star and ask *Are they Star's eyes?* Encourage the children to answer *Yes!* Draw a pencil matching line from the eyes to Star.
- Repeat for the nose and the mouth.
- Give out Class Book activity page 8 and pencils to the children. Say *Match*.
- Encourage the children to complete the sheet by matching the face parts and the characters with a line.

Checking the activity

- Hold up the Class Book activity page again. Point to each of the face parts in turn and say or elicit the words.
- Trace a matching line with your finger to the correct character and encourage the children to trace the line they drew on their activity sheet.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Double ring song time

- Arrange the class to stand in two circles, one inside the other. The inside circle faces outwards and the outside circle faces inwards.
- Ask each child to stand opposite a partner and point to the features on their own face as they hear them in the song.
- During the music between the verses, ask them to walk in single file in their circles. Each circle should walk in the opposite direction so that when they stop, they are facing a new partner.
- When the verse starts again encourage them to point to their own features a second time.
- Play the *Happy face* song on CD Track 17 and encourage the children to point to their own features as they hear the words in the song.

Photocopy Master 5: Complete and colour Monkey's face.

- Before the lesson, download and print enough copies of Photocopy Master 5 for each child and one example.
- Hold up a copy of Photocopy Master 5. Circle Monkey's face with your finger and ask *What's this?* Say or elicit *Face!* Repeat for nose.
- Then ask *What's missing?* Point to the space where Monkey's eyes should be. Try to elicit *Eyes!* Repeat for mouth.
- Give each child a copy of Photocopy Master 5 and say *Draw Monkey's eyes and mouth.*
- When the children have finished completing the face, practise the vocabulary by pointing to the parts of Monkey's face and saying together *Monkey's eyes! Monkey's nose! Monkey's mouth! Monkey's face! Ooh Ooh Ooh!*
- The children can take their picture home to show their parents that they know the parts of the face in English.

Lesson 4

Language

New:

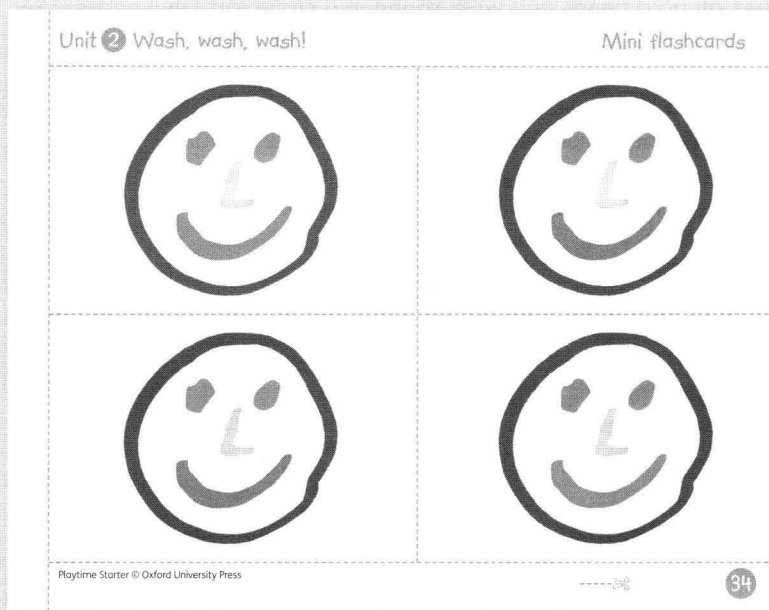
face, eyes, nose, mouth
Wash, wash, wash!
I'm happy.

Recycled:

red, blue, green, yellow
Rocket, Star, Monkey
hello, bye bye
Numbers 1–4

Materials:

Monkey puppet
CD Tracks 1, 4, 5, 14, 17
Routine Poster
Pocket Poster
Unit 2 face flashcards: face, eyes, nose, mouth
Unit 2 face miniflashcards: face, eyes, nose, mouth
(Class Book page 34)



Starter Big Story Book, Story 2: Wash, wash, wash!

Extra time: CD:Track 17

Note: Prepare the miniflashcards on page 34 of the Class Book by cutting them out and keeping them in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Review the vocabulary with the Pocket Poster

- Take the face flashcards, hold them up one by one and say the face word clearly, encouraging the children to repeat and touch the corresponding parts of their own faces.
- Then point to the first four pockets on the Pocket Poster, 1–4, and invite the children to count with you.
- Hold up the nose flashcard and say *Nose!* Ask a child to come to the front. Say *Put the nose flashcard in pocket number 1!* Encourage him / her to put the flashcard in the correct pocket.
- Repeat for all the face parts, inviting different children to the front to put the flashcard in the next numbered pocket.
- Ask a new volunteer to come to the front. Say *Please bring me the nose flashcard.* Encourage him / her to take the card out of the pocket and to bring it to you.
- Repeat for all the parts of the face, inviting different children to the front.

3 Practise the vocabulary with the miniflashcards

- Give each child a set of the face miniflashcards that you prepared earlier.
- Hold up the face flashcards one by one. Point and say the face word. Encourage the children to hold up their matching miniflashcard too. Say e.g. *Hold up the nose* and invite them to repeat *Nose*.
- Hold up the other cards one by one in the same way.
- Say *Well done!*

4 Action song time

- Say *Now let's listen to the Happy Face song!*
- Explain to the children that they should listen to the song and hold up a face miniflashcard whenever they hear the matching face word.
- Play CD Track 17. Hold up the corresponding flashcard when each face part is said and encourage the children to hold up their matching miniflashcards.
- Then play the song again, this time asking the children to stand up and do the song actions from the previous lesson.

Happy face CD Track ⑰

5 The Starter Big Story Book

- Ask the children to come and sit in a circle with you where they can see you and the book easily. Say *Sit down, please.*
- Let the children keep their miniflashcards ready so that they can use them to hold up when they hear the face words mentioned in the story.
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover of Starter Big Story Book, Story 2: *Wash, wash, wash!* which shows the key character of this story, Rocket.
- Ask the class *Who can you see?* Point to Rocket and say *Rocket!* Encourage the children to repeat the name. Say *It's Rocket's story.*
- Point to Rocket's face on the story cover and say *Here's Rocket's face.*
- Say the story title *Wash, wash, wash!* and mime washing your (or Rocket's) face. Invite the class to repeat the phrase and join in miming washing their faces.

Listen to the story on the CD

- Say *Now listen to the story!*
- Hold up the face miniflashcards and explain to the children that they should show them when they hear the words mentioned in the story.
- Open the Starter Big Story Book and play Story 2 on CD Track 14.
- As key vocabulary is heard, point to it in the pictures.
- Prompt the class to hold up the miniflashcards at the appropriate time. During the song, do the actions and encourage them to join in as much as possible.

Story 2: Wash, wash, wash! CD Track 14

Note: The story text is given in the Starter Big Story Book. The words and actions for the song are given in Lesson 1 of this unit.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Miniflashcard snap

- Stick one of the face flashcards, e.g. the eyes, on the board with temporary adhesive.
- Take one of the sets of face miniflashcards to the board. Say *Match the eyes!* Say *Snap!*
- Hold up the first face miniflashcard, making sure that it isn't the eyes.
- Elicit the name of the face part on it, e.g. *Mouth.*
- Hold up all the miniflashcards in turn. When you show the eyes miniflashcard, encourage the class to shout *Snap!*
- Hold the miniflashcard next to the big flashcard to make sure everyone understands that it is a match.
- Shuffle the miniflashcards and place a different face flashcard on the board.
- Repeat the activity.

Monkey's nose game

- Ask the children to come and sit in a circle with you.
- Give each child a set of face miniflashcards and ask them to place them in front of them. Put Monkey on your knee.
- Play some music, e.g. the karaoke version of the *Happy face* song on CD Track 17. As the music is played, pass Monkey around the circle.
- Stop the music suddenly and say a face word, e.g. *Nose!* The child holding Monkey at the time points to Monkey's nose and all the other children hold up their nose miniflashcard. Encourage the children to say the word too.
- Play the music again and continue. Say different face words each time you stop the music.

Lesson 5

Language

New:

face, eyes, nose, mouth

I'm happy.

big

Recycled:

red, blue, green, yellow

Rocket, Star, Monkey

hello, bye bye

Materials:

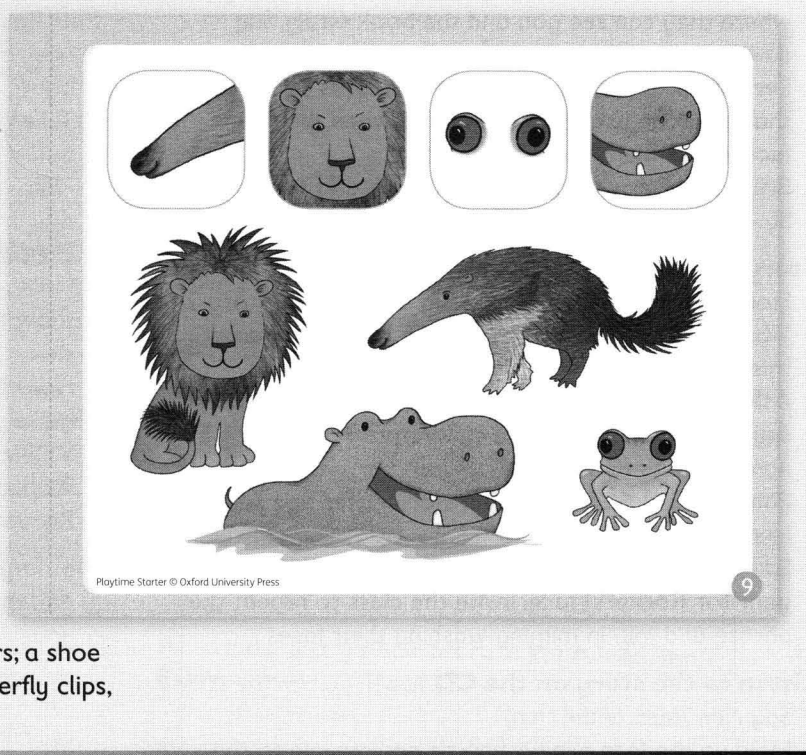
Monkey puppet

CD: Tracks 1, 4, 5, 17

Routine Poster

Class Book activity page 9

Extra time: Nature books with animal photos or story books with animal characters; a shoe box or similar box, paints, sticky tape or butterfly clips, an egg box, white paper, glue



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Action song time

- Say *Stand up please! Let's sing the Happy face song!*
- Play CD Track 17 and encourage the children to join in with the actions.

Happy face CD Track ⑰

3 Cross-curricular activity

Note: In this activity, the aim is to focus on the parts of the animals' faces. You can also choose to present and practise the names of the animals if you wish, but this is not essential as the purpose is just to show the facial features in a new context, not to present new animals.

- Hold up Class Book activity page 9.
- Say *Look! Lots of animals!*
- Now draw the children's attention to one image at a time.

Image 1

- First point to the lion on the left of the page. Say *Look! A lion! What's a lion got?* Point to the close-up image of the lion's face. Circle the face with your finger

and elicit *Face*. Say *It's got a big face!* Use gesture to illustrate the meaning of *big*.

Image 2

- Now point to the anteater on the right of the page. Say *Look! An anteater. What's an anteater got?* Point to the close-up image of the anteater's nose. Point to the nose and elicit *Nose*. Say *It's got a big nose!* Use gesture to illustrate the meaning of *big*.

Image 3

- Now point to the frog in the bottom right of the page. Say *Look! A frog. What's a frog got?* Point to the close-up image of the frog's eyes. Point to the eyes and elicit *Eyes*. Say *It's got big eyes!* Use gesture to illustrate the meaning of *big*.

Image 4

- Finally, point to the hippo at the bottom of the page. Say *Look! A hippo. What's a hippo got?* Point to the close-up image of the hippo's mouth. Point to the mouth and elicit *Mouth*. Say *It's got a big mouth!* Use gesture to illustrate the meaning of *big*.
- Point to each of the pictures again and encourage the class to join in with the *big* actions and to point to the correct part of the face with you.

4 Action time

- Ask the children to all stand up in a circle with you.
- Mime the special face part of each animal, e.g. say *Big mouth!* Open your mouth wide and hold your hands

far apart to indicate a hippo's big mouth. Encourage the children to copy you.

- Then say *Big eyes!* Open your eyes wide and hold your hands far apart to indicate a frog's big eyes. Encourage the children to copy you.
- Then say *Big nose!* Point to your nose and then draw a long nose in the air like the anteater's. Encourage the children to copy you.
- Finally, say *Big face!* Draw a circle around your face like a big lion's face. Encourage the children to copy you.
- Now just say the phrases and see if the class can respond with the right action. Prompt them if necessary.
- Say *Great!*

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Class Book activity page 9

- Hold up Class Book activity page 9.
- Point to the pictures of face parts at the top of the page. Say or elicit *Big nose / face / eyes / mouth*.
- Point to the big nose in the picture at the top and then the animals in the main picture. Ask *Who's got a big nose?* Point to the anteater's big nose and say *Here's the big nose*. Draw a matching line from the anteater's nose picture to the anteater in the main illustration. Repeat for all the face parts and animals.
- Give out Class Book activity page 9 and pencils to the children. Say *Match* and encourage them to complete the sheet by matching the face parts with the corresponding animal pictures.

Checking the activity

- Hold up the Class Book activity page again. Point to each of the face part pictures in turn and say or elicit the word. Trace a line with your finger to the matching animal in the centre and use the corresponding phrase from this lesson e.g. *Big nose!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Looking at animal faces

- Encourage the class to think about the features of animal faces.
- Bring a book of animal photos to the class and look for other animals with big eyes, noses, mouths and faces together.
- Look in some of the classroom story books too and encourage them to relate the features in the unit to their favourite animal characters.
- Additional animals can include, for example, the elephant with its long nose and big ears (you will need to teach the word *ears*), the crocodile with its large mouth and the rabbit also with big ears.

Make a hippo's mouth

- Make a hippo's face with a big mouth with the children using a shoe-box with a lid, or another similar box.
- Help a small group of children to paint the box grey all over.
- Hinge the lid at one of the shorter ends with sticky tape or butterfly clips.
- Stick two cut-out egg box cups for the eyes on top of the head.
- Stick short square strips of white paper around the top inside edge of the box, to be the teeth.
- Show the children how to flip the box lid up and down to open and close the hippo's mouth.
- Say *Big mouth!*



Workbook users – now go to page 60 for Workbook lesson A.

Lesson 6

Language

New:

face, eyes, nose, mouth
Wash, wash, wash!
I'm happy.

Recycled:

red, blue, green, yellow
Rocket, Star, Monkey
hello, bye bye
Numbers 1–4

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 17
Routine Poster
DVD Story 2: Wash, wash, wash!
Class Book activity page 10

Optional: Unit 2 face miniflashcards: face, eyes, nose, mouth, paper stars for each child to use as rewards



Extra time: Photocopy Masters 10 and 11: website: enough copies for one each, Unit 2 face miniflashcards: face, eyes, nose, mouth, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Action song time

- Say *Stand up please! Now let's sing the Happy face song!* Ask the children to stand in a circle and explain that you are going to play the Ring-around game from Lesson 3 of this unit.
- Play CD Track 17 and encourage the children to join in with the actions.

Happy face CD Track ⑰

3 DVD Story 2: Wash, wash, wash!

- Seat the class where they can all see the screen.
- Play Story 2 on the DVD all the way through without stopping the first time for the children to enjoy.
- The second time through, encourage the children to do the action from Lesson 1, e.g. mime washing their face when they hear *Wash, wash, wash!* Ask them also to point to each part of their face when they hear the face words.

- Optional:** As an alternative, ask the children to hold up their face miniflashcards when they hear the face words in the story.

Story 2: Wash, wash, wash!

Note: The story text is given in the Starter Big Story Book.

4 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Class Book activity page 10

- Hold up Class Book activity page 10.
- Point to the picture and say *Who's this?* Encourage the children to answer *It's Rocket.* Then point to Rocket's painting. Point to each of the face parts and elicit the face word.
- Then point to each face part again and encourage the children to remember what colour it was in Rocket's painting in the story. Ask *What colour is the face / nose / mouth? What colour are the eyes?* Elicit the colours from the children.
- Give out Class Book activity page 10 and coloured pencils or crayons to the children. Say *Colour the face.*
- Encourage them to complete the sheet by colouring the face to match Rocket's picture in the story.

Checking the activity

- Hold up the Class Book activity page again. Point to each of the parts of the face. Point to the eyes and say or elicit *Eyes*. Say *Here are the eyes. What colour are they?* Prompt the class by saying e.g. *Blue* and repeating *Blue* with them.
- Repeat for all the face parts.

5 Reward time

- Say *Well done!* to each pupil to congratulate them for their work in this second unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

**Workbook users – now go to
page 62 for Workbook lesson B.**

Extra time**Acting out**

- Invite all the boys to be Rocket and all the girls to be Star.
- Sit in a circle with the Stars on one side and the Rockets on the other.
- Stand with the Rockets. Let the Rockets pretend to paint. Hold up Class Book activity page 10 and say *A red face, blue eyes, a yellow nose and a green mouth* while the Rockets pretend to paint.
- Then stand with the Stars. Invite all the Stars to point at the Rockets and say *Oh dear! Rocket, wash your face!*
- Now stand with the Rockets, mime washing your face with your hands and say *Wash, wash, wash!* together.
- Go back to the Stars and all look at the Rockets. Say together *That's better!*
- All clap together. Say *Well done!*

Photocopy Masters 10 and 11: Picture Dictionary

- Follow the procedure described in 'Extra time' in Unit 1 Lesson 6, this time using the face miniflashcards.

2 Wash, wash, wash!

Reinforcement lesson

Language

New:

face, eyes, nose, mouth

Recycled:

Rocket, Star, Monkey

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 17

Routine Poster

Pocket Poster

Unit 2 face flashcards and miniflashcards: face, eyes, nose, mouth

A piece of paper per child and coloured pencils

Note: This lesson is for use after Lesson 3 or Lesson 4 of the unit.

Take out the miniflashcards in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out a set of face miniflashcards to each child.
- Then take the large flashcards. Hold each one up in turn and say the word. Encourage the children to repeat and to hold up their corresponding miniflashcard.

3 Practise the vocabulary with the Pocket Poster

- Shuffle the large flashcards and put each one with the back facing outwards into the Pocket Poster, so the children can't see which face part is which.
- Turn around three of the flashcards until only one is facing away from the children.
- Point to the back of the reversed flashcard. Ask *Which face part is this?* Encourage the children to guess which part of the face they think is shown on the other side of the flashcard by holding up a miniflashcard.

Nominate some of the children and encourage them to say (or repeat after you) the part of the face on the miniflashcard that they are holding.

- Then take the flashcard out of the Pocket Poster and reveal the picture. Give the children who guessed correctly a clap.
- Repeat the activity, hiding a different face flashcard each time.

4 Action song time

- Say *Stand up please! Now let's sing the Happy face song!*
- Ask the children to stand in a circle and explain that you are going to play the Ring-around game from Lesson 3 of this unit.
- Play CD Track 17 and encourage the children to join in with the actions.

Happy face CD Track ⑰

5 Personalization activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Draw your best friend's face

- Give each child a sheet of plain paper and coloured pencils.
- Ask them to draw the face of their best friend or a member of their family.
- Go round the class and point to the parts of the face that they are drawing. Ask the children *What's this?* Help them to answer in English.

Checking the activity

- When the children have finished, take in the pictures. Hold one up and point to each face part, eliciting the words from the children. Then encourage them to guess who is in the picture.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 64 for Workbook lesson C.

2 Wash, wash, wash!

Extension lesson

Language

New:

lion

Recycled:

hello, bye bye

Numbers 1–4

red, blue, green, yellow

face, eyes, nose, mouth

big

Materials:

Monkey puppet

CD Tracks 1, 4, 5, 17

Routine Poster

Class Book activity page 9

Craft materials: paper plate for each child, paints and brushes, the eyes, nose and mouth of a lion cut out of black paper, glue, yellow, orange and brown wool

Note: This lesson is for use after Lesson 6 of the unit.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Action song time

- Say *Stand up please! Now let's sing the Happy face song!*
- Play CD Track 17 encouraging the children to join in with the actions from Lesson 3.

Happy face CD Track ①⑦

3 Present the theme

- Hold up Class Book page 9 so all the children can see it.
- Point to the picture of each animal and then its special feature. Say *Big face! Big nose! Big eyes! Big mouth!*
- Point to the lion's face again and explain to the children that they are going to make a picture of a big lion's face like this one.

4 Craft activity: Make a big face

- Before the lesson, make a lion's face to show the children by painting the centre of a paper plate yellow and sticking on facial features cut out of paper and wool around the outside for a mane.
- Hold up your lion's face and say *Look! A big face!* Point to the lion's eyes, nose and mouth and elicit the words.
- Then say *Now you can make a lion's big face!*
- Give each child a paper plate. Then give each table some yellow paint and invite the children to paint their plate.
- Then give each table some glue and black paper shapes for the eyes, nose and mouth. Show the children how to stick on the shapes.
- Finally, give the children some pieces of yellow, orange and brown wool for the lion's mane and show them how to glue it around the outside of the plate. If you like, they can also stick on whiskers.
- When the children have finished, display the lion faces on the wall.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 65 for Workbook lesson D.

Workbook lesson A

Language

New:

face, eyes, nose, mouth
big

Recycled:

red, blue, green, yellow
Rocket, Star, Monkey
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 17
Routine Poster
Workbook activity page 7
Unit 2 face flashcards and miniflashcards: face, eyes, nose, mouth

Extra time: A sheet of A4 plain white paper for each child, folded like a triptych.

Checking the activity

- Hold up the Workbook activity page again. Point to each part of the lion's face in turn and say or elicit the word. Trace a circle round each part with your finger.

4 Miniflashcard matching

- While the children are at the tables, hand out the face miniflashcards.
- Show the lion face from the Workbook and point to its nose. Elicit *nose*. Then say *The lion's got a big...nose!* Repeat this with the class and invite them to hold up their nose flashcards.
- Point to the eyes, elicit *eyes* and invite them to hold up their eyes flashcard. Say together *The lion's got big...eyes!*
- Repeat for mouth and mime taking big bites.
- Say *Well done!*

5 Action time

- Ask the children to all sit in a circle with you.
- Place the flashcards for eyes, nose and mouth randomly on the floor inside the circle. Hold up the face flashcard. Point to the scattered face parts flashcards and say *Oh dear*. Point to the face flashcard and say *Let's make a face*. On the card, indicate the eyes.
- Invite a volunteer to 'make a face' with help from the class. Say *Bring me the eyes, please*. Help the pupil put the eyes in the middle of the circle. Repeat for nose and mouth, guiding a volunteer to place the nose under the eyes and the mouth below the nose.
- Use the circle of children as the shape for the face and ask the children to say *Yes* or *No* if the eyes, mouth and nose are in the right place.
- Repeat twice with different volunteers.
- Say *Great!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Action song time

- Say *Stand up please! Let's sing the Happy face song!*
- Play CD Track 17 and encourage the children to join in with the actions.

Happy face CD Track ⑪

3 Workbook Activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Workbook activity page 7

- Hold up Workbook activity page 7.
- Point to the main picture of the lion's face and say or elicit *eyes / nose / mouth / face*.
- Point to the key of features on the left of the page and repeat the words for the parts of the face.
- Give out Workbook activity page 7 and pencils to the children. Say *Circle*.
- Encourage them to complete the sheet by circling the face parts that are in the key.

Extra time

I'm a lion!

- Stand in a circle.
- Explain that you are all lions and encourage the children to say *I'm a lion!*
- Point to your nose and say *Nose*. Then say and repeat with the class *I'm a lion. I've got a big nose!*
- Point to the other parts of your face and repeat the adapted phrases. Then, to make it a kind of game, speed up your actions and encourage the children to try to keep up.

Make a happy face surprise!

- Before the lesson, take a sheet of white A4 paper for each child. Lay it down in landscape direction and fold the right edge to the middle and then the left edge to the middle, so that it opens like a cupboard with two doors, or like a triptych.
- Open the sheets out flat again ready to hand one to each child. Invite the children to sit at the tables. Hand out coloured pencils or crayons.
- Ask the children to draw a happy face in the middle section.
- Show them how to fold the outside flaps over the face and then open them to hide and reveal a happy face.
- Open and close the sheets and say *Hello!* together.
- Say *Great! A happy face!*

Workbook lesson B

Language

New:

face, eyes, nose, mouth

Wash, wash, wash!

I'm happy.

Recycled:

red, blue, green, yellow

Rocket, Star, Monkey

hello, bye bye

Numbers 1–4

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 14, 15, 17

Routine Poster

Starter Big Story Book, Story 2: Wash, wash, wash!

Workbook activity page 8

Extra time: Unit 1 colour miniflashcards red, yellow, green, blue, glue

- Ask the children to mime the actions in the story. Point to each picture and give them an action to follow: mime painting for 1, 2, 3 and 4; look shocked in pictures 5 and 6; mime washing their face in 7 and all smile in picture 8.
- Read the story or listen to the story on CD Track 14. Remind the children to join in with the actions in the story. Invite them all to say *Hurray!* at the end.

Story 2: Wash, wash, wash! CD Track ⑭

Note: The story text is given in the Starter Big Story Book.

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Workbook activity page 8

- Hold up Workbook activity page 8. Point to the first picture and say *Look at Rocket! He's painting a face.* Point to the second picture and say *Look at Rocket! He's got a red face, a yellow nose and a green mouth!* Point to the third picture and say *Wash your face!* *Wash, wash, wash!* Point to the last picture and say *Look at Rocket! Rocket's got a happy face! That's better!*
- Demonstrate following the path from picture to picture with a pencil or tracing with your finger.
- Give out Workbook activity page 8 and pencils or crayons to the children. Say *Follow the path.*
- Encourage them to complete the sheet by following the path until Rocket is clean and happy again.

Checking the activity

- Hold up the Workbook activity page again. Trace the completed path with your finger.
- Prompt the class by repeating the phrases for each image, beginning each time with *Look at Rocket!*

5 Action song time

- Ask the class to stand up.
- Say *Let's sing the Happy Face song!*
- Play CD Track 17. Sing along and encourage the children to join in where they can with the words and actions from Lesson 3 of this unit.

Happy face CD Track ⑰

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Action song time

- Say *Stand up please! Now let's sing the story song!* Ask the children to stand in a circle.
- Play CD Track 15 and encourage the children to join in with the actions.

Wash, wash, wash! CD Track ⑮

3 The Starter Big Story Book

- Ask the children to come and sit in a circle with you, or where they can see you and the book easily. Say *Stand in a circle, please.*
- Bring out the Starter Big Story Book and present it like a special treat. Set the story time scene with the story time rhyme.

Note: The rhyme is recorded on CD Track 6 for reference.

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤**Extra time****Star says...**

- Invite all the children to stand up and look at you.
- Hold the Star flashcard and say *Star says, 'Wash your face!'* All mime washing your face. Repeat for nose and mouth.

Note: *If you would like to practise Wash your eyes, be careful to show a safe gesture such as wiping the full hand across the eyes to avoid fingers going in!*

- Repeat the activity, saying the face parts in a different order.
- All clap together. Say *Well done!*

Colour match

- Invite volunteers to place the colour flashcards in the Pocket Poster.
- Ask the children to sit at their tables, and hand out the colour miniflashcards. Repeat the phrases from the *Wash, wash, wash!* song and ask the children to respond when you say *Wash off red* by holding up the right colour flashcard. If they have forgotten the colours, ask a volunteer to point to the right colour in the Pocket Poster to remind them.
- Finish the activity by revising the phrase *That's better!*

Workbook lesson C

Language

New:

face, eyes, nose, mouth

Recycled:

Rocket, Star, Monkey

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 17

Routine Poster

Pocket Poster

Workbook activity page 9

Unit 2 face flashcards and miniflashcards: face, eyes, nose, mouth

A piece of paper for each child and coloured pencils

Note: Take out the miniflashcards in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out a set of face miniflashcards to each child.
- Then take the large flashcards. Hold them up in turn and practise the sentences together: *I've got eyes...I've got a nose...I've got a mouth...I've got a happy face!*

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.
- Hold up Workbook page 9.
- Point to Star's face and say *Look at Star!* Point to Star's eyes and say *Star's got happy eyes!* Point to the nose and say *Star's got a happy nose!* Then point to the dotted mouth line and say *Look! Draw a happy mouth!* Trace the smile line with your finger from left to right to show the children what to do.
- Give out Workbook activity page 9 and pencils or crayons to the children. Say *Trace the mouths!*

- Encourage them to complete the sheet by completing the mouths on all the faces to make them happy faces.

Note: This activity represents an early opportunity to practise pencil control ready for first writing. Encourage the children to draw the lines from left to right, starting at the dot.

Checking the activity

- Hold up the Workbook activity page again. Trace the completed smile lines with your finger. Prompt the class by repeating the phrases for each image, beginning each time with *Look! He's / She's got a happy face!*

4 Flashcard activity

Go to your tables

- If you have time, hand out the miniflashcards again. Play a quick response game where you point to a part of your face and say the word for it. Ask the class to hold up the matching miniflashcard.
- Next, say the words for the parts of the face but do not point to your face. Check that the class can still hold up the right cards.

5 Action song time

- Say *Stand up please! Now let's sing the Happy face song!*
- Ask the children to stand in a circle and explain that you are going to play the Ring-around game from Lesson 3 of this unit.
- Play CD Track 17 and encourage the children to join in with the actions.

Happy face CD Track ①⑦

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

2 Wash, wash, wash!

Workbook lesson D

Language

New:

face, eyes, nose, mouth
Wash, wash, wash!

Recycled:

hello, bye bye
Numbers 1–4
red, blue, green, yellow
teacher

Materials:

Monkey puppet
CD Tracks 1, 4, 5, 15
Routine Poster
Unit 2 pop-outs
Workbook activity page 10
Character flashcards: Rocket, Star, Monkey, teacher

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 1 of this unit.

2 Action song time

- Say *Stand up please! Now let's sing the story song!*
- Hand out the Unit 2 pop-outs. Play CD Track 15, encouraging the children to hold up the painted face at the start of the song and turn it around to show Rocket's clean face at the end.

Wash, wash, wash! CD Track ⑮

Note: The words and actions for the song are given in Lesson 1 of this unit.

3 Routine Poster

- Put up the Routine Poster where all the children can see it.
- Point to the paints on the poster and elicit the colours.
- Invite the class to count them with you. Say *Count green with me, 1. Count red with me, 1, 2 and so on.*
- Say *Well done!*

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.
- Hold up Workbook activity page 10.
- Point to the colours in the key on the left. Elicit their names. Point to each of the animals and say *The frog's got red eyes and a green face. The lion's got a yellow face. The hippo's got a blue face.*
- Give out Workbook activity page 10 and pencils or crayons to the children. Say *Colour the faces!*
- Encourage them to complete the sheet by colouring the faces.

Checking the activity

- Hold up the Workbook activity page again. Repeat the phrases with the class: *The frog's got red eyes and a green face. The lion's got a yellow face. The hippo's got a blue face.*

5 Flashcard activity

Hello and bye bye

- Place the character flashcards for Rocket, Star, Monkey and teacher in a bag.
- Invite children at random to pick a card from the bag to show the class. Ask the class to say *hello* to the character – including *hello* to the teacher. When the teacher card is picked, say *Hello! I'm the teacher!*
- Repeat, saying *bye bye* to each character, as part of closing the lesson.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Lesson 1

Language

New:

grapes, juice, ice cream, cake
balloon
up, down
Happy Birthday!

Recycled:

hello, bye bye
Numbers 1–4
blue

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 19, 20
Routine Poster
Starter Big Story Book, Story 3:
The blue balloon
Class Book activity page 11
Unit 3 stickers
Extra time: Unit 2 face flashcards: face, eyes, nose, mouth



1 Hello

Hello Monkey!

- Before the lesson, hide Monkey somewhere in the classroom.
- Ask *Where's Monkey?*
- Look around the class and say *Let's look for Monkey!*
If you have a large class and it is not practical to ask the children to go and look, either nominate three children to look or go around the class yourself and move items to look behind. Use the phrase *Is he here?*
- When you find Monkey say *Hello Monkey!* and ask the children to say *Hello* too.
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello song* with the actions, encouraging the children to join in. If you like, help Monkey join in with the actions to the song too.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 The Starter Big Story Book

- Ask the pupils to come and sit in a circle with you or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Note: The rhyme is recorded on CD Track 6 for reference.

Story focus

- Hold up the cover of the Starter Big Story Book, Story 3: *The blue balloon* which shows the key character of this story, Star.
- Ask the class *Who can you see?* Point to Star and say *Star! It's Star's story!*
- Point to the balloon on the story cover. Say *Balloon!* Use a gesture to accompany the phrase, e.g. trace a balloon shape in the air with your fingers or pretend to hold up a balloon and look at it above your head. Encourage the children to do the action and repeat the word *Balloon!*
- Point to the balloon again and ask *What colour is it?* Elicit *Blue!*
- Say the story phrase *The blue balloon!* and do the balloon action.
- Invite the class to repeat the phrase and join in with the action.

Listen to the story on the CD

- Say *Now listen to the story The blue balloon!*
- Open the Starter Big Story Book and play Story 3 on CD Track 19.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 3: The blue balloon CD Track ⑱

Note: The story text is given in the Starter Big Story Book.

Listen to the story again and do the actions

- Now read the story again, this time without the CD.
- If you like, ask the children to stand up for this activity.
- As you read the story, encourage the children to join in with the following actions: draw a balloon shape in the air for *balloon*; put both hands up for *up* and both hands down for *down*.

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Put the flashcard of Star on the board, so the children can point to it during the song.
- Play CD Track 20, encouraging the children to join in with the actions.

Story song: Happy Birthday, Star! CD Track 20

Happy Birthday, (Clap in time to the music)
 Star of the day. (Clap in time to the music)
 Happy Birthday, dear Star! (Point to Star on the last page of the story in the Starter Big Story Book)
 Happy Birthday, (Clap in time to the music)
 Star of the day. (Clap in time to the music)
 Happy Birthday to you! (Point to Star on the last page of the story in the Starter Big Story Book)

(Repeat)

- **Optional:** If somebody in the class has a birthday today, play CD Track 20 and substitute Star's name in line 3 with the child's name. In later lessons when the children are more familiar with the song, you may like to use the karaoke version of the song on CD Track 21 instead.

4 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Class Book activity page 11

- Hold up Class Book activity page 11.
- Point to Star and ask *Who's this?* Encourage the children to say *Star*. Then say *Yes! Happy Birthday, Star!*
- Point to the cake and say *Cake. Here's Star's cake.*
- Encourage the children to count the candles with you. Point to them and say *Let's count, one, two, three.*
- Then hold up the sticker page detached from the back of the Class Book and point to the fourth candle. Say *Four!* Draw the children's attention to the space for the candle sticker on the cake. Say *Stick on the candle!*
- Then hold up the balloon sticker. Say *Look! A balloon!* Encourage the children to say what colour it is: *Blue!* Say *Stick on the blue balloon.*
- Give out Class Book activity page 11 and the stickers to the children.
- Encourage them to complete the activity sheet by sticking on the stickers.

Checking the activity

- Hold up Class Book activity page 11 again with the stickers in place. Point to the balloon and ask *What colour is the balloon?* Encourage them to say *Blue*. Say *Yes! It's a blue balloon.*
- Point to Star's cake and say *Cake*. Point to the candles and say *Let's count the candles*. Count together *One, two, three, four.*

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Review of Unit 2

- Hold up page 8 of Starter Big Story Book, Story 2: *Wash, wash, wash!* Point to Star's face and say *Look! Star's got a happy face!*
- Hold up each of the face flashcards in turn.
- Hold up the flashcard of eyes and say *Eyes*. Point to the story page and say *What's Star got? Star's got eyes!* Encourage the class to join in and say *Eyes* with you.
- Use all the face flashcards alongside the story book to describe Star's face and finish by repeating *Star's got a happy face!*

Story consolidation activity

- Stand in a circle.
- Do the action together of drawing a balloon in the air and say *Balloon!*
- Turn to one side and say *Follow me!* Walk round in a circle, or around the classroom, and do the actions of the balloon from the story.
- Lift your arms up in the air when you say *Up! Up!* Then lower your arms as you carry on walking and stoop forward when you say *Down! Down!* After a few turns, say *Stop!*

3 The blue balloon

Lesson 2

Language

New:

grapes, juice, ice cream, cake
balloon
up, down
Happy Birthday!

Recycled:

hello, bye bye
blue

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 20

Optional: CD: Track 21

Routine Poster

Pocket Poster

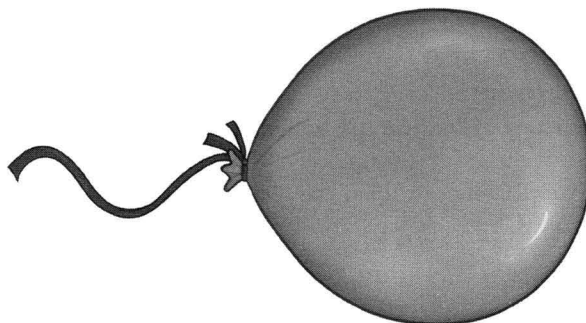
Starter Big Story Book, Story 3: *The blue balloon*

Unit 3 food flashcards: grapes, juice, ice cream, cake

Class Book Unit 3 pop-out

Unit 3 The blue balloon

Pop-out



Playtime Starter © Oxford University Press

DVD Story 3: *The blue balloon*

Extra time: CD: Track 21

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.
- If it's someone's birthday, you may like to sing the *Happy Birthday* story song to them. Play the karaoke version on CD Track 21, replacing Star with the child's name in line 3.

2 Present the vocabulary with the Pocket Poster

- Ask the children to sit down. Hold up Starter Big Story Book, Story 3: *The blue balloon*. Point to Star and ask *Who's this?* Encourage the children to answer *Star!* Say *Happy Birthday, Star!* encouraging the children to join in.
- Now draw the children's attention to the food on the birthday table. Point to each item in turn and say *Grapes! Mmm! Juice! Mmm! Ice cream! Mmm! Cake! Mmmmm!*
- Then show the class each of the food flashcards in turn, saying the words clearly and encouraging the children to repeat or just to say *Mmm!* and rub their tummies. Put the flashcard in a pocket of the Pocket Poster each time.

- Go to the Pocket Poster and revise all the food, encouraging the children to repeat the words or just the *Mmm!* sounds with you.

3 Class Book activity

Pop-out 3: Make the blue balloon

- Hold up the balloon you have made from Pop-out 3. Show the children the blue balloon and make it float up and down by holding the picture of the string and moving it around.
- Say *Look! A balloon!* Ask *What colour is it?* Elicit *Blue*. Say *That's right!*
- Say *Now you can make a pop-out too!* Hand out the Unit 3 pop-out pages to each child.
- Show the children how to make their pop-outs by pushing out the balloon shape from the sheet.

Play with the pop-out

- Hold the balloon pop-out and raise it slowly in the air. Say *The blue balloon goes up, up, up!* Encourage the class to join in saying *Up, up up!* if they can.
- Now lower the pop-out and say *The blue balloon goes down, down, down!* Encourage the class to join in saying *Down, down, down!* if they can.
- Repeat the action and phrases with the class until they go the right way with their balloon at the right time. Say *Great!*

4 DVD Story 3: The blue balloon

- Seat the class where they can all see the screen.
- Let the children keep their pop-outs while they watch Story 3 on the DVD.
- Explain before they watch how they can use their pop-out during the story. Remind them to hold up their balloon by the string when they hear the word *balloon* in the story and to move it up and down when they hear the words *up* and *down* in the story.
- Play Story 3 on the DVD. Encourage the children to move their pop-outs as appropriate.

Story 3: The blue balloon

Note: The story text is given in the Starter Big Story Book.

5 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 20 encouraging the children to hold up and wave their balloon pop-out during the song. They could perhaps all hold out their balloons at the end as if offering them to the birthday girl, Star.

Story song: Happy Birthday, Star CD Track 20

Note: The words and actions for the song are given in Lesson 1 of this unit.

6 Bye bye**Tidy up time**

- Collect in the pop-outs and keep them in the children's files for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5**Extra time****Flashcard game: Find the party food**

- Hide the food flashcards around the room.
- Invite the children, perhaps in groups of four if the class is large, to go and find them. Say *Find the cake / grapes / juice / ice cream, please!*
- As the children bring the cards back to you, hold them up for all the class to see and repeat the words with the class. Say e.g. *Look! Here's the juice! Thank you!*

Statues game using the pop-out

- Ask all the children to stand up holding their balloon pop-out up in the air with the string.
- Play the karaoke version of the story song on CD Track 21 and ask them to walk about the classroom.
- Explain that, when the music stops, they have to stop walking and be very still, like statues holding up a balloon. Stop the music at random.
- Instead of making this an elimination game, perhaps praise the best statues, i.e. the children that stand very still, and play the music again, encouraging the others to do as well.

Lesson 3

Language

New:

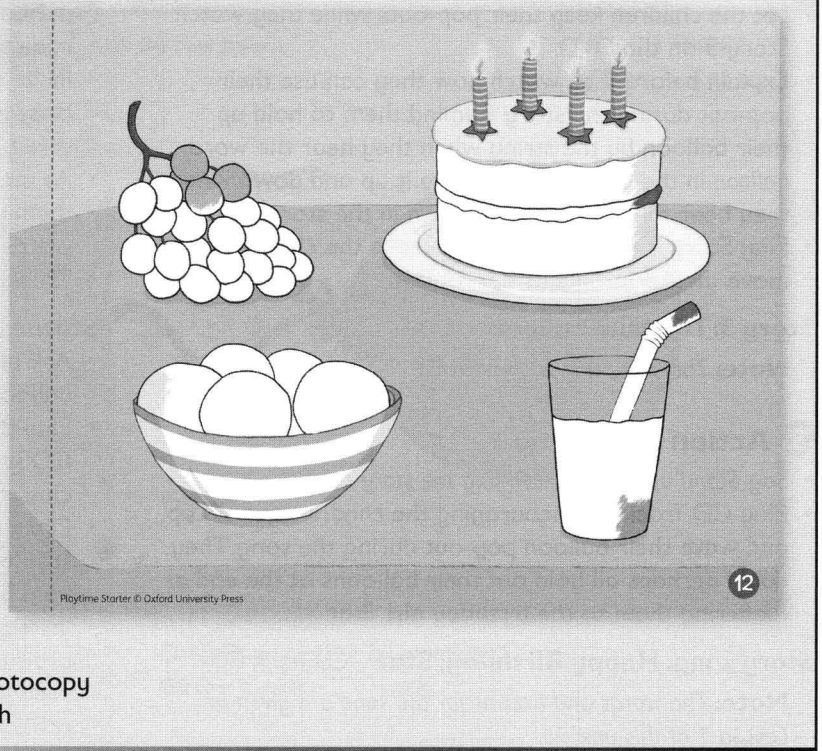
grapes, juice, ice cream, cake
orange
Happy Birthday!

Recycled:

hello, bye bye
red, blue, yellow, green

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 22
Routine Poster
Pocket Poster
Unit 3 food flashcards: *grapes, juice, ice cream, cake*
Class Book activity page 12
Extra time: Plasticine or modelling clay, Photocopy Master 6, website: enough copies for one each



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 2 of this unit.

2 Present the vocabulary with the Pocket Poster

- Ask the children to sit down in a circle with you. Take out the food flashcards.
- Hold up the grapes flashcard and say *Grapes!* Mime taking a grape from the picture and eating it. Say *Mmm!* Pass the grapes flashcard around the circle and let the children mime eating from it.
- Repeat with the other food flashcards.
- Once you have completed the circle each time, put the card in the middle of the circle.
- Hold up the juice flashcard again. Use it to introduce the new colour, *orange*. Say *Juice. This is juice.* Point to the colour of the juice and say *Orange. The juice is orange.*

3 Practise the vocabulary with the Pocket Poster

- Once all the cards are in the middle of the circle, bring Monkey out and let him pretend to whisper to you.
- Say *Monkey says, please bring me the cake. Cake!*

- Encourage a child to bring the cake flashcard to Monkey.
- Repeat the procedure for all the food flashcards.
- When Monkey has all the food, say the food words again, helping Monkey to rub his tummy and say *Mmm!* with the class.
- Then help Monkey put the flashcards in the Pocket Poster in the following order: *grapes, ice cream, cake, juice.*

4 Action song time

- Make sure the Pocket Poster, with the food flashcards in it, is where the children can all see it.
- Ask the class to stand in a circle. Say *Now let's sing a song about food!*
- Play CD Track 22. Sing along and do the actions, encouraging the children to join in.

My party CD Track ②②

It's my party	(Twist from side to side as if dancing)
And I love grapes!	(Point to the grapes)
I love ice cream too.	(Point to the ice cream)
It's my party	(Twist from side to side as if dancing)
And I love cake,	(Point to the cake)
And I love juice too!	(Point to the juice)
(Repeat)	

- Play CD Track 22 again.
- Ask the class to stand in a circle with you. Ask the two children on the left of you and the two children on the right of you to hold one of the food flashcards each.

Tell them to be ready to hold it up when the word is sung in the song.

- Play the music and invite the children in the rest of the circle to dance and then to point to the food flashcard when they hear the word in the song.
- Play the song again, this time inviting four new volunteers to hold the cards.

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 12

- Hold up Class Book activity page 12. Point to the grapes and say *Grapes!* Ask *What colour are they?* and elicit *Green!* Mime colouring the rest of the grapes with a green pencil or crayon.
- Repeat the procedure for the other food and colours.
- Give out Class Book activity page 12 and coloured pencils to the children. Say *Colour the party food.*
- Encourage them to complete the sheet by colouring the food items.

Checking the activity

- Hold up the Class Book activity page again. Point to each of the food items in turn and say the words with the class.
- Point to each of the foods in turn and elicit the colour. Encourage the children to point at their own pictures as they tell you the colours.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Plasticine party

- Give each child some plasticine or modelling clay. Say *Let's make food!*
- Show the children how to make little grapes and roll balls of ice cream, make a round, flat cake and, if you like, make a simple drinking cup by pressing a finger into a ball of clay to make it hollow.
- Go round the class and ask each child what they are making. Point to their models and ask *What is it?* Encourage them to try to answer in English.

Photocopy Master 6: Make a birthday card.

- Before the lesson, download and print enough copies of Photocopy Master 6 for each child and one example.
- Make a birthday card of your own using Photocopy Master 6. First colour the two sides of the balloon. Then turn the sheet over and fold the two outside edges forward so the sides of the balloon meet in the middle. You can also write a birthday message in the middle, e.g.
Dear Alicia
Happy Birthday!
from
Your teacher
- Show the children your card. If it's somebody's birthday in the class, you might like to give it to them. You could also play the karaoke version of the *Happy Birthday* song on CD Track 21 and complete the birthday section of the Routine Poster.
- Give each child a copy of Photocopy Master 6. Encourage them to colour the balloon whichever colour they like. Then help them fold the sheet to make the card.
- Practise opening and closing the card and saying *Happy Birthday!*
- The children can take it home to show their parents that they know *Happy Birthday!* Alternatively, you can save the birthday cards and let the children use them when somebody has a birthday, either at school or in their family.

Lesson 4

Language

New:

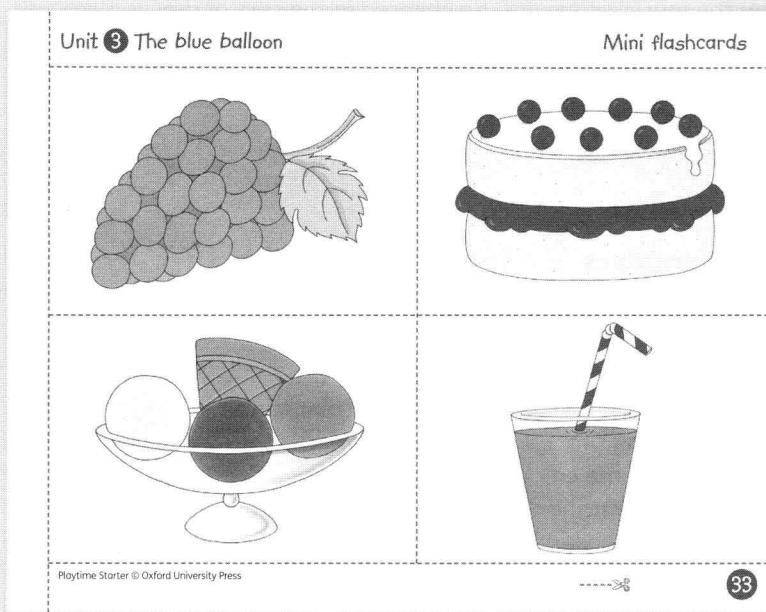
grapes, juice, ice cream, cake
 balloon
 up, down
 Happy Birthday!

Recycled:

hello, bye bye
 Numbers 1–4
 blue

Materials:

Monkey puppet
 CD: Tracks 1, 4, 5, 19, 22
 Routine Poster
 Pocket Poster
 Unit 3 food flashcards: grapes, juice, ice cream, cake
 Unit 3 food miniflashcards: grapes, juice, ice cream, cake
 (Class Book page 33)



Starter Big Story Book, Story 3: The blue balloon

Note: Prepare the miniflashcards on page 33 of the Class Book by cutting them out and keeping them in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 2 of this unit.

2 Review the vocabulary with the Pocket Poster

- Take the food flashcards, hold them up one by one, and say the food word clearly, encouraging the children to repeat.
- Then point to the first four pockets on the Pocket Poster and encourage the children to count with you.
- Hold up the grapes flashcard and say *Grapes!* Ask a child to come to the front. Say *Put the grapes flashcard in pocket number 1!* Encourage him / her to put the flashcard in the correct pocket.
- Repeat for all the food, inviting different children to the front to put the flashcard in the next numbered pocket.
- Then ask a new volunteer to come to the front. Say *Please bring me the grapes flashcard.* Encourage him / her to take the card out of the pocket and to bring it to you.

- Repeat for all the food, inviting different children to the front.

3 Practise the vocabulary with the miniflashcards

- Now give each child a set of the food miniflashcards that you prepared earlier.
- Hold up the food flashcards one by one. Point and say the food word.
- Encourage the children to hold up their matching card too. Say e.g. *Hold up the ice cream.* Encourage them to repeat *Ice cream.*
- Hold up the other cards one by one in the same way. Say *Well done!*
- Optional:** As the children are now getting to know this routine, you could try for a quicker response. Put the flashcards in the Pocket Poster, use Monkey to point to one of the foods and encourage the class to hold up their matching card quickly. Let Monkey speed up in his pointing to the flashcards.
- Praise them highly so that they feel very successful. Say *That's fantastic!*

4 Action song time

- Say *Now let's listen to the My party song!*
- Explain to the children that they should listen to the song and hold up a food miniflashcard whenever they hear the food word.

- Play CD Track 22. Hold up the corresponding flashcard when each food word is said and encourage the children to hold up their matching miniflashcards.
- Then play the song again, this time asking the children to stand up and do the song actions from the previous lesson.

My party CD Track 22

5 The Starter Big Story Book

- Ask the pupils to come and sit in a circle with you or where they can see you and the book easily. Say *Sit down, please.*
- Let the children keep their miniflashcards ready so that they can hold them up when they hear the food words mentioned in the story.
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover of Starter Big Story Book, Story 3: *The blue balloon* which shows the key character of this story, Star.
- Ask the class *Who can you see?* Point to Star and say *Star! It's Star's story!*
- Point to the balloon on the story cover. Say *Balloon!* Use the gesture from Lesson 1. Encourage the children to do the action and to repeat the word *Balloon!*
- Ask *What colour is it?* Elicit *Blue!*
- Say the story title: *The blue balloon!* and do the balloon action.
- Invite the class to repeat the phrase and to join in with the action.

Listen to the story on the CD

- Say *Now listen to the story!*
- Hold up the food miniflashcards and explain to the children that they should show them when they hear the food words mentioned in the story.
- Open the Starter Big Story Book and play Story 3 on CD Track 19.
- As key vocabulary is heard, point to it in the pictures.
- Prompt the class to hold up the miniflashcards at the appropriate time. During the song, do the actions and encourage them to join in as much as possible.

Story 3: The blue balloon CD Track 19

Note: The story text is given in the Starter Big Story Book. The words and actions for the song are given in Lesson 1 of this unit.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Miniflashcard game: It's a party!

- Sit the children at the tables. Each table should have a set of four miniflashcards in a pile.
- Stand by the board with the unit flashcards and some reusable adhesive to stick the flashcards to the board.
- Say *It's a party. I love cake. Find the cake miniflashcard.*
- Find your own cake flashcard but stick it to the board face down, so the children can't see the picture.
- Repeat the phrases using the other food words until you have stuck all four food cards face down on the board. The children should put their miniflashcards on the table one by one in the order that you say the words.
- Turn the food flashcards back over, say the food words together and check that the children have put the cards in the same order on their tables. Say *Well done!*

Miniflashcard game: I love cake!

- Divide the class into groups of four and ask them to sit down. Give each child a miniflashcard, making sure not to repeat any cards in the same group.
- Stand at the front of the class and say *I love cake! Please bring me some cake!*
- Invite all the children with a cake miniflashcard to bring it to you.
- Say *Great!* Hold up the cake flashcard to confirm that the children with the matching miniflashcard brought you cake.
- Repeat the phrase with the other food words and collect them all in.

Lesson 5

Language

New:

orange, orange juice
tree, blossom

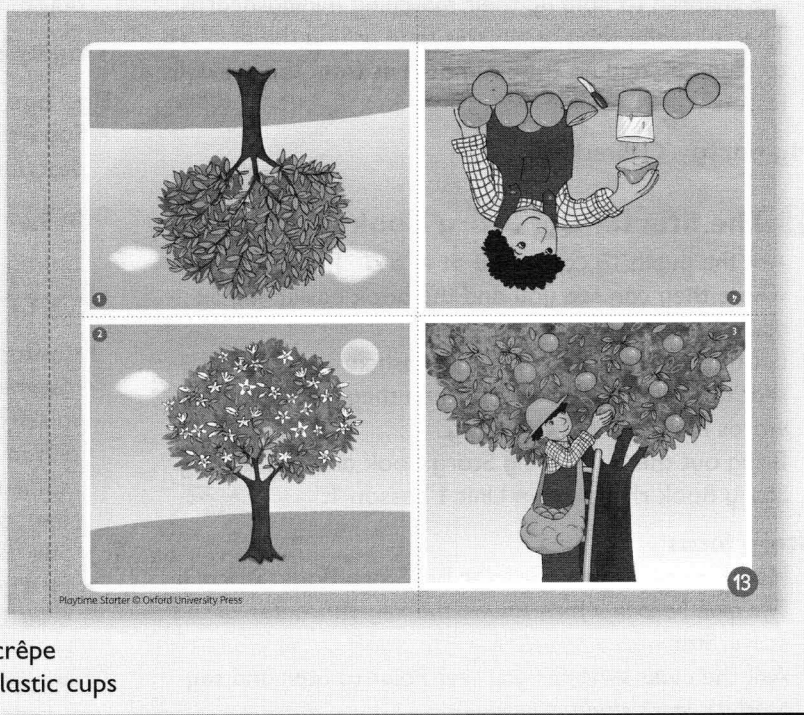
Recycled:

hello, bye bye
green, yellow

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 22
Routine Poster
Unit 3 food flashcard: juice
Class Book activity page 13

Extra time: A picture of a bare tree on a big sheet of paper, circles and paper leaves, glue, orange and green paints, paintbrushes, crêpe paper (optional); oranges, orange squeezer, plastic cups



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 2 of this unit.

2 Action song time

- Ask the class to stand up. Put the food flashcards in the Pocket Poster in the following order: *grapes, ice cream, cake, juice*.
- Say *Let's sing the My party song!*
- Play CD Track 22. Sing along and encourage the children to join in where they can with the actions and to point to the food flashcards when they hear the words.

My party CD Track ②②

3 Cross-curricular activity

- Show the class the juice flashcard. Say *Juice. This is juice. It's orange juice.*
- Before the lesson, make a mini book from Class Book activity page 13. Fold the page in half along the horizontal fold and then in half again vertically.
- Show the children the book page by page. Draw the children's attention to one image at a time.

Page 1

- Point to the first picture and say *A tree! An orange tree.*
- Draw the children's attention to the leaves. Say *The tree's got leaves. Ask What colour are they? Elicit Green! Say That's right! Green leaves.*

Page 2

- Now point to the second picture. Say *Here's the tree again!*
- Point to the blossom and say *Now the tree's got blossom! Blossom!*

Page 3

- Now point to the third picture. Say *Look! Now the tree's got fruit.*
- Point to the oranges and say *What colour is the fruit? Elicit Orange! Say Yes.*
- Explain that the fruit is called *Orange* too. Point to the oranges and say *Oranges!*
- Say *Look! Somebody's picking the oranges.* Mime picking the oranges from the tree.
- Point to the oranges in the basket and say *Oranges!*

Page 4

- Hold up the last page, which shows someone squeezing juice from an orange. First, point to the orange and say *Orange!* Then point to the juice and say *Look, juice! Orange juice! Orange juice from oranges!*
- Encourage the class to join in and say *Orange! Orange juice!*

4 Action time

- Ask the children to all stand up in a circle with you. Say *Copy me!*
- Stand up straight like a tree but with your arms bent up, hands at your shoulders and just your fingers pointing out like stubby winter twigs. Encourage the children to copy. Say *Here's an orange tree.*
- Gradually make the branches grow by stretching your arms out and up. Encourage the children to copy. Say *Now the tree's got green leaves.*
- Open and close your fingers all around you to suggest blossom growing on the tree. Encourage the children to copy. Say *Now the tree's got blossom.*
- Now cup your hands as if there were oranges at the ends of the branches and say *Oranges!*
- Stand up straight again and mime picking oranges from a tree, reaching up high. Encourage the children to copy. Say *Look! Somebody's picking the oranges!*
- Finally pretend to squeeze an orange. Say *Orange juice!* Mime drinking from a glass. Say *Mmm! Orange juice!* Say *Well done!*

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 13

- Hold up Class Book activity page 13. Say *Look, it's the orange tree!*
- Demonstrate folding the pictures to make a mini book.
- Give out Class Book activity page 13 to the children. Say *Make a mini book.* Help them to fold the sheet to make their own book.

Checking the activity

- When the children have finished, tell them to look at their books while you tell the story of the orange tree.
- Hold up your own mini book and point to the pictures on each page as you tell the story: Page 1: *Here's the orange tree! Look! Green leaves.* Page 2: *Here's the orange tree! Look! Blossom!* Page 3: *Here's the orange tree! Look! Oranges.* Page 4: *Look! Orange juice! Mmm!*
- Encourage the children to point to their own pictures while they listen and to join in with the phrases if they can, or just *Oranges* and *orange juice*.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 80 for Workbook lesson A.

Extra time

Orange tree poster

- In advance, draw the outline of a bare tree on a large piece of paper. If your class is large, use one A3 piece of paper for each table. Cut out circles of paper and leaf shapes too.
- Prepare the tables for painting. Give each table orange and green paint, water and brushes.
- Ask the children to paint the leaves green and the circles orange.
- When they are dry, let the children stick them onto the branches to complete the orange tree.
- **Optional:** If you want to show more stages, you could make orange blossom flowers, using scrunched up white and yellow crêpe paper.

Make orange juice

- Bring in one or two oranges, an orange squeezer and plastic cups.
- Show the children the outside of the orange and then cut it in half and show the inside of the orange. Then show them how juice is squeezed out. If you like, let the children take a turn at squeezing an orange half.
- Let them taste some of the fresh juice.

Note: Check with the school office that none of the children has a fruit allergy.

Lesson 6

Language

New:

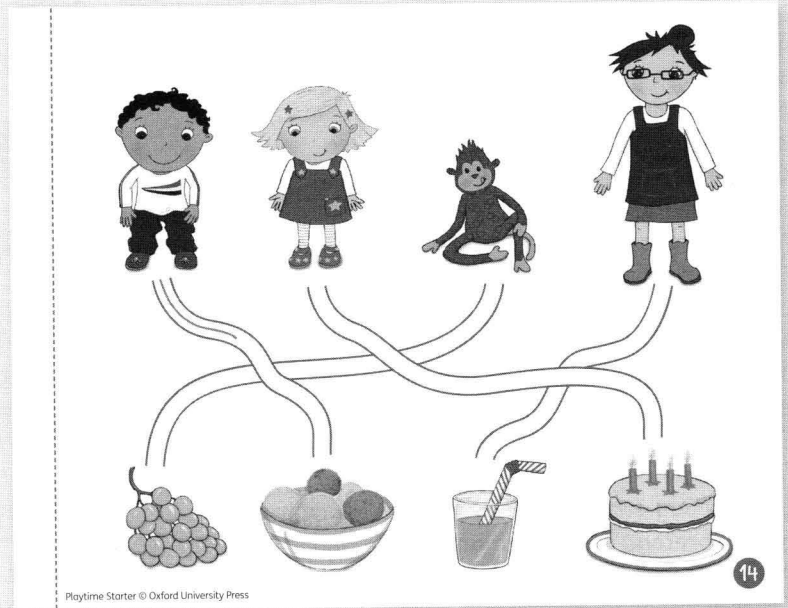
grapes, juice, ice cream, cake
balloon
up, down
Happy Birthday!

Recycled:

hello, bye bye
Numbers 1–4
blue

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 22
Routine Poster
Unit 3 food flashcards: grapes, juice, ice cream, cake
DVD Story 3: *The blue balloon*
Class Book activity page 14
Optional: Unit 3 food miniflashcards: grapes, juice, ice cream, cake, paper stars for each child to use as rewards



Extra time: Photocopy Masters 10 and 11, website: enough copies for one each, Unit 3 food miniflashcards: grapes, juice, ice cream, cake, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 2 of this unit.

2 Action song time

- Say *Stand up please! Now let's sing the My party song!* Explain that you are going to do the song activity from Lesson 3 of this unit. Ask four children to come to the front and give each one a food flashcard.
- Play CD Track 22 and encourage the children with the flashcards to hold them up when a food word is mentioned.

My party CD Track ②②

3 DVD Story 3: The blue balloon

- Seat the class where they can all see the screen.
- Play Story 3 on the DVD all the way through. As you watch, encourage the children to do the actions from Lesson 1, i.e. to rub their tummies when they hear the food words.

- Optional:** As an alternative, ask the children to hold up their food miniflashcards when they hear the food words in the story.

Story 3: The blue balloon

Note: The story text is given in the Starter Big Story Book.

4 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 14

- Hold up Class Book activity page 14.
- Point to each of the characters and elicit their names. Then point to each of the food items and say the word clearly.
- Point to one of the paths. Demonstrate tracing the path with a pencil e.g. the path from Rocket to the ice cream.
- Use the words from the song and say *Rocket loves ice cream. Help Rocket find the ice cream!*
- Repeat for the other characters and foods.
- Give out Class Book activity page 14 and pencils or crayons to the children. Say *Follow the paths and find the food each character likes best.*
- Encourage them to complete the sheet by following the lines to find the foods.

Checking the activity

- Hold up Class Book activity page 14 again. Point to each of the items of food in turn and ask *What is it?* Prompt the class by saying e.g. *It's juice* and repeating *Juice* with them.
- Then point to each of the characters in turn, say their name and follow their path to find the food they like. Say e.g. *The teacher loves juice* as you follow that path with your finger.
- Encourage them to join in and trace along the lines they drew on their own sheet with their finger.

5 Reward time

- Say *Well done!* to each pupil to congratulate them for their work in this unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

**Workbook users – now go to
page 82 for Workbook lesson B.**

Extra time**Acting out**

- Ask the class to sit in a circle with the miniflashcards.
- Say *It's a party! Let's have some juice!* Hold up the juice flashcard. Invite the class to repeat *Juice* with you and to place their card in front of them. Repeat the action for the other food.
- Split the class into Rockets and Stars and arrange them so that the Rockets are on one side and the Stars are on the other.
- Ask all the Stars to join in and say *It's a party!*
- Ask all the Rockets to join in and say *Happy Birthday, Star!*
- If you like, sing the *Happy Birthday* song all together.

Photocopy Masters 10 and 11: Picture Dictionary

- Follow the procedure described in 'Extra time' in Unit 1 Lesson 6, this time using the food miniflashcards.

Reinforcement lesson

Language

New:

grapes, juice, ice cream, cake

Recycled:

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 22

Routine Poster

Pocket Poster

Unit 3 food flashcards and miniflashcards: *grapes, juice, ice cream, cake*

A piece of paper per child and coloured pencils

Note: This lesson is for use after Lesson 3 or Lesson 4 of the unit.

Take out the miniflashcards in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 2 of this unit.

2 Practise the vocabulary with the miniflashcards

- Give out a set of food miniflashcards to each child.
- Then take the large flashcards. Hold each one up in turn and say the word. Encourage the children to repeat and to hold up the correct miniflashcard.

3 Practise the vocabulary with the Pocket Poster

- Hold up the food flashcards in a fan shape with the pictures showing. Say *It's a party. Let's have...juice!*
- Invite a child to collect the juice flashcard and to put it in the poster. Encourage the other children to hold up their *juice* miniflashcards.
- Now say *It's a party. Let's have...* The children choose the next item by putting up their hands and then holding up a miniflashcard. Nominate a child and ask them to say the food on their chosen miniflashcard.
- Encourage the class to repeat the word they chose. Then ask the child who chose the food item to place it in the Pocket Poster.
- Repeat this for all the food cards.

4 Action song time

- Say *Stand up please! Now let's sing the My party song.*
- Put the food flashcards in the Pocket Poster in the order of the song. Explain to the children that they should try to join in with the actions to the song and point to the food items when they hear them.
- Play CD Track 22 and encourage the children to join in with the actions.

My party CD Track ②

5 Personalization activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Draw your favourite party food

- Point to one of the flashcards in the Pocket Poster and say, e.g. *Mmm! My favourite party food is ... cake!* Ask other children at random which is their favourite of the four food items.
- Say *Now draw your favourite party food.*
- Hand out paper and coloured pencils.
- Go round the class and ask the children *What's this?* pointing to the food they have drawn. Help them to answer in English.

Checking the activity

- When the children have finished, ask e.g. *Who loves grapes?* Encourage the children who drew grapes to hold up their picture. Repeat for all the food items.
- **Optional:** Give Monkey a food flashcard with the picture facing towards him, so the children can't see it. Challenge the class to guess Monkey's favourite party food by saying e.g. *Cake! Juice!*

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 84 for Workbook lesson C.

Extension lesson

Language

New:

feet

Recycled:

red, blue, yellow, green

hello, bye bye

face, eyes, nose, mouth

balloon

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 17

Routine Poster

Starter Big Story Book, Story 3: *The blue balloon*

Craft materials: A balloon and a pair of cardboard feet for each child, parts of the face made out of paper or felt tips / markers to draw them on, sticky tape, coins

Note: This lesson is for use after Lesson 6 of the unit.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Lesson 2 of this unit.

2 Present the theme

- Before the lesson, make a balloon person yourself to show to the class. To do this, blow up a balloon and then decorate it to make it into a balloon person, e.g. stick on eyes, nose and a mouth made from coloured paper or draw them on with a permanent marker pen. Make feet for your balloon person by cutting out a pair of feet from card and decorating them so that they look like shoes seen from above. Make a hole between the feet and push the end of the balloon through the hole. To help the balloon person balance and stand up, you can also stick a coin underneath the feet. Hide the balloon at the beginning of the lesson.
- First hold up the cover of Starter Big Story 3: *The blue balloon*. Point to the balloon and ask *What's this?* Elicit *Balloon*. Ask *What colour is it?* and elicit *Blue*.
- Then show the class your balloon person. Say *Here's another balloon!* Ask the children to tell you what colour it is and then point at each of the parts of the

face and elicit the words and the colours. Point to the feet and say *Feet*. Ask the children to repeat and to point to their own feet.

- Explain to the children that they are going to make a balloon person like this one.

3 Craft activity: Balloon people

- Give each child a pair of feet cut from card and encourage them to decorate them like shoes or socks while you blow up the balloon for each child.
- When they have finished, give each child parts of the face made out of paper, or felt tips / markers, to transform the balloon into a face.
- As you monitor, encourage them to tell you the words for the parts of the face that they are putting on their balloon.
- Make a hole in the centre of the feet while the children are decorating their balloon.
- When they have finished, push the tied end of the balloon through the hole in the feet, and tape a coin under the feet to balance it.

4 Action song time

- Say *Stand up please! Now let's sing the Happy face song!*
- Explain to the children that they should hold their balloon and point to each of the parts of its face when they hear it in the song.
- Play CD Track 17 and encourage the children to join in the actions.

Happy face CD Track ⑰

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 85 for Workbook lesson D.

3 The blue balloon

Workbook lesson A

Language

New:

grapes, ice cream, cake, juice
orange, orange juice, tree, blossom

Recycled:

hello, bye bye
green, yellow, red, blue

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 22
Routine Poster
Pocket Poster
Unit 3 food flashcards: juice, grapes
Workbook activity page 11

Optional: a real orange

Extra time: Orange paper cut into segments for the children to make flowers; green paper to make stalks

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Action song time

- Ask the class to stand up. Put the food flashcards in the Pocket Poster in the following order: *grapes, ice cream, cake, juice*.
- Say *Let's sing the My party song!*
- Play CD Track 22. Sing along and encourage the children to join in where they can with the actions and to point to the food flashcards when they hear the words.

My party CD Track ②②

3 Pocket Poster

- Revise the new colour *orange* using the juice flashcard. If you are able to bring a real orange into the lesson, show it and say *Orange. The orange is orange!*
- Show the class the juice flashcard. Say *Juice. This is juice*. Point to the colour of the juice and say *Orange. It's orange juice*.

- Take out the flashcards for red, yellow, green and blue. Invite volunteers to place the cards in the Pocket Poster. Then hold up the juice flashcard and say *The juice is orange*. Invite volunteer to place it in the Pocket Poster.

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 11

- Hold up Workbook activity page 11.
- Point to the picture. Say *Look, it's a tree!* Point to the colour orange and ask *What colour is it?* Elicit the reply *Orange*. Point to one of the fruit shapes on the tree and ask *What is this?* Elicit the reply *An orange*.
- Praise the pupils. Demonstrate colouring an orange with the new colour, orange.
- Give out Workbook activity page 11 to the children. Say *Colour and count the oranges*.

Checking the activity

- When the children have finished, hold up the Workbook page and point to the oranges on the tree. Say *Here's the orange tree. Look! Oranges*.
- Encourage the children to point to their own oranges and repeat *Oranges*. Ask *How many oranges are there?* Count them again together.

5 Action time

- Ask the class to stand in a circle.
- Show the children the actions of holding their hands together in a ball to represent an orange, holding their arms out to the sides like branches to represent a tree, closing and opening their fingers around them as in Lesson 5 to represent blossom, and tipping a cup to their mouth with both hands to represent juice.
- All start with hands together like an orange. Say *Orange...* then add one of the other words: *tree, blossom or juice* and ask the pupils to change to the new action as fast as possible. Pause after you say *Orange...* to build suspense.
- Demonstrate the different actions for *Orange...tree; Orange...blossom; Orange...juice* as you say them.
- Repeat some actions twice so the pupils have to concentrate and cannot anticipate the next action.
- Praise everyone.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Orange segment flowers

- Before the lesson, prepare cut-out orange segment shapes from orange paper, and a few stalks and leaves from green paper.
- Cover the tables with newspaper or protective covers to prepare the class for sticking. Give each table orange paper segments, glue and a large sheet with stalks and leaves already stuck on.
- Bring in a real orange. Peel it in front of the pupils and show how it breaks down into segments.
- Demonstrate how to lay out the segments in a flat circle like a flower.
- Invite the class to make their own flowers by sticking on the segment shapes provided.

Grape juice or orange juice?

- Stand in a circle. Show the grape flashcard and explain that grapes can also be squeezed to give us grape juice.
- Invite a volunteer to walk around the outside of the circle, while the class repeats the phrase *Grape juice, orange juice*.
- When the pupil returns to his or her place, ask *Do you like grape juice or orange juice?* Show the food flashcards so that shy pupils can reply by pointing if necessary, but encourage them to say the juice they prefer. Repeat for the next volunteer.

Note: Check with the school office that none of the children has a fruit allergy.

Workbook lesson B

Language

New:

grapes, juice, ice cream, cake
balloon, candles
up, down
Happy Birthday!

Recycled:

hello, bye bye
Numbers 1–4
blue

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 19, 22
Routine Poster
Unit 3 food flashcards: grapes, juice, ice cream, cake
Starter Big Story Book, Story 3: *The blue balloon*
Workbook activity page 12
Extra time: Unit 3 food miniflashcards: grapes, juice, ice cream, cake, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Action song time

- Say *Stand up please! Now let's sing the My party song!* Explain that you are going to do the song activity from Lesson 3 of this unit. Ask four children to come to the front and give each one a food flashcard.
- Play CD Track 22 and encourage the children with the flashcards to hold them up when a food word is mentioned.

My party CD Track ②②

3 The Starter Big Story Book

- Ask the pupils to come and stand in a circle with you, or where they can see you and the book easily. Say *Stand in a circle, please.*
- Bring out the Big Story Book and present it like a special treat. Set the story time scene with the story time rhyme.

Note: The rhyme is recorded on CD Track 6 for reference.

- Ask the children to mime the actions in the story. Point to each picture and give them an action to follow: mime running on the spot for 1 and 2, bending their knees and saying *Wheeee!* going down the slide in 3 and 4; jumping like a bouncing balloon in 5, pointing at the lovely foods in pictures 6 and 7 and joining in to say *Happy Birthday, Star!* in picture 8.
- Read the story or listen to the story on CD Track 19. Remind the pupils to join in with the actions in the song.

Story 3: The blue balloon CD Track ①⑨

Note: The story text is given in the Starter Big Story Book. The song words are given in Lesson 1 of this unit.

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Workbook activity page 12

- Hold up Workbook activity page 12.
- Point to each of the numbers and elicit their names. Then point to each of the party items and say the word clearly. Teach the word *candles* and say or elicit that we put the same number of candles on a cake as the birthday we are celebrating.
- Count the items in their groups.
- Give out Workbook activity page 12 and pencils or crayons to the children. Say *Count and match.*
- Encourage the children to complete the sheet by counting the party items again and linking each numeral to the right group.

Checking the activity

- Hold up Workbook activity page 12 again. Point to each of the items in turn and ask *How many are there?* Prompt the class by saying e.g. *There's one balloon* and repeating *balloon* with them.
- Trace a line from the number one to the balloon to confirm the answer. Repeat for the other items.
- Encourage them to join in and trace along the lines they drew on their own sheet with their finger.

5 Reward song time

- Say *Well done!* to each pupil to congratulate them for their work on orange trees.
- Choose a pupil who has worked particularly well and invite them to choose a favourite song with actions for the whole class to sing.
- Sing the song with actions together.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Party time wall chart

- Prepare the tables for a craft activity. Before you begin the craft, show each of the flashcards to remind the pupils what each food word is: *cake, ice-cream, juice and grapes*. Add *oranges* if you wish.
- Give each pupil a small square of white paper on which to draw and colour an item of party food.
- Stick a large piece of coloured paper on the wall, preferably with a shaped edge like a tablecloth.
- Play the *My party* song in the background while each pupil brings you their party food drawing to stick onto the party wall.

Miniflashcard game

- Invite the pupils to sit at the tables. Give out the food miniflashcards.
- Use the language *Let's have a party, let's have...cake!* Encourage the pupils to hold up the matching card for the party food you say each time. Confirm their choice by holding up the big flashcard. Repeat for the other foods, and speak a little faster each time so that the activity becomes more challenging.

Workbook lesson C

Language

New:

grapes, juice, ice cream, cake

Recycled:

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 20

Routine Poster

Pocket Poster

Workbook activity page 13

Unit 3 food flashcards: grapes, juice, ice cream, cake

A balloon pop-out from Unit 3

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Pocket Poster

Is that right?

- Invite a volunteer to help you. Now that the words are familiar, test the pupils with an *Is that right?* game. Offer the volunteer the cake flashcard and say *Please put the juice in the Pocket Poster*. The pupil will probably look confused, so add *Is that right? It is juice?* Encourage the pupil to say *cake* instead and encourage the class to help. Look at the card and say *No! It's cake! Please put the cake in the Pocket Poster!*
- Repeat for all the other items, making a mistake and letting the class help the volunteer to correct it.

Note: If the class enjoys this, extend the activity with other flashcards such as colours, numbers and parts of the face.

3 Action song time

- Say *Stand up please!* Stand in a circle. Say *Now let's sing the story song*.
- Get a blue balloon pop-out ready. Ask the class to mime being a balloon that is being inflated. Crouch down small and low, then grow taller and wider, spreading your arms out, with each new puff of air you pretend to blow in.
- Now they are ready to be Birthday balloons. Give a volunteer the blue balloon pop-out. Play the music and invite them to walk around the circle while the

class sings the *Happy Birthday, Star* song. Invite another volunteer to join in as Star and follow the blue balloon around the circle. Finally ask another volunteer to follow Star and be Rocket following the balloon.

- Play CD Track 20 and encourage the children to join in singing and clapping.

Happy Birthday, Star CD Track ②⑩

Note: The words and actions for the song are given in Lesson 1 of this unit.

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Workbook activity page 13

- Hold up Workbook activity page 13.
- Point to the numbers on the left and repeat them with the class. Next, point to the colours in the second column and repeat them with the class. Then point to the picture and say *balloon!* together.
- Point across the page from left to right along the first row. Say *one...blue...balloon*. Repeat this 'reading' of the pictures with the class for the other rows.
- Hand out paper and coloured pencils to the children. Say *Count and colour the balloons*.
- Encourage the children to complete the sheet by colouring the balloons in the correct colour.
- Go round the class and ask the children to say a line with you. Help them to point to the three pictures as they speak (number, colour, items). Help them to say the phrase in English.

Checking the activity

- Hold up a completed Workbook page. Follow the rows and say the phrases together.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

3 The blue balloon

Workbook lesson D

Language

New:

grapes, juice, ice cream, cake

balloon

Happy Birthday!

Recycled:

red, blue, yellow, green

hello, bye bye

face, eyes, nose, mouth

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 17

Routine Poster

Unit 3 food miniflashcards

Workbook activity page 14

Unit 3 pop-outs

- Point to the party items in each of the circles and ask *What's this?* Elicit the names.
- Say that it is Star's birthday and all the items are for her, so we must trace a path from the item to Star.
- Demonstrate tracing the paths with your finger.
- Encourage the children to complete the sheet by tracing all the paths.

Checking the activity

- Hold up a completed Workbook page. Trace over the completed lines with a finger.

4 Action song time with the pop-outs

- Say *Stand up please! Now let's sing the story song!*
- Hand out the balloon pop-outs and encourage the class to hold them up each time they sing *Happy Birthday* in the song.
- Play CD Track 20 and encourage the children to join in with the actions.

Happy Birthday, Star CD Track 20

Note: The words and actions for the song are given in Lesson 1 of this unit.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track 1

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the miniflashcards and Monkey

- Give out a set of food miniflashcards to each child.
- Hold up Monkey and make him wave hello. Say that it is Monkey's birthday and invite the class to say *Happy Birthday, Monkey!* Explain that Monkey also likes party food. Ask the class to hold up their food flashcards for Monkey as you say what he likes. Use the phrase *Monkey likes...grapes.* Encourage the children to repeat this and to hold up their corresponding miniflashcard. Repeat for each food item.

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Workbook activity page 14

- Hold up Workbook activity page 14 and point to the face in the middle. Ask *Who's this?* Elicit *Star!*



Lesson 1

Language

New:

car, teddy, scooter, book
sand
I like the red car best!

Recycled:

hello, bye bye
blue, green, red

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 24, 25
Routine Poster
Starter Big Story Book, Story 4: *Rocket's car*
Class Book activity page 15
Extra time: Unit 3 food flashcards: *grapes, juice, ice cream, cake*, three toy cars: one red, one green and one blue, and three pots to hide them in, e.g. margarine tubs, numbered 1–3



1 Hello

Hello Monkey!

- Before the lesson, put Monkey inside a clean and empty cloth bag.
- Take him out and put him somewhere high in the classroom, either on a high shelf or on your head.
- Say *Look at Monkey!* Bring Monkey down as if he were climbing down, like a Monkey. Say *Down, down, down!*
- Once he is down, hold him up to the class and say *Hello Monkey!*
- Take Monkey around the class and let the children say hello to him.
- **Optional:** You can vary this by placing Monkey down on a bottom shelf and letting him climb up as you say *Up! Up! Up!*

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 The Starter Big Story Book

- Ask the pupils to come and sit in a circle with you or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Note: The rhyme is recorded on CD Track 6 for reference.

Story focus

- Hold up the cover of Starter Big Story Book, Story 4: *Rocket's car* which shows the key character of this story, Rocket.
- Ask the class *Who can you see?* Point to Rocket and elicit *Rocket!* Say *It's Rocket's story!*
- Point to the red car and say *Look! A car!* Ask *What colour is it?* Elicit *Red.* Say *It's Rocket's car!* Mime making a little car run along the ground and make a car sound *Brmmm!*
- Say *Rocket's car!* again and encourage the children to join in with the action and car sound.

Listen to the story on the CD

- Say *Now listen to the story Rocket's car!*
- Open the Starter Big Story Book and play Story 4 on CD Track 24.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 4: *Rocket's car* CD Track ②④

Note: The story text is given in the Starter Big Story Book.

Listen to the story again and do the actions

- Read the story again, this time without the CD.
- If you like, ask the children to stand up for this activity.
- As you read the story, encourage the children to join in with the following actions: mime making a little car move along the ground when the toy cars are mentioned and lifting up the teddy, scooter and book to look underneath.

3 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 25, encouraging the children to join in with the actions.

Story song: The red car CD Track 25

The red car! The red car! (Mime driving a car)
I like the red car best. (Hold your hands on your heart)

The red car! The red car! (Mime driving a car)
I like the red car best. (Hold your hands on your heart)

The red car! The red car! (Mime driving a car)
I like the red car best. (Hold your hands on your heart)

The red car! The red car! (Mime driving a car)
I like the red car best. (Hold your hands on your heart)

(Repeat)

4 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 15

- Hold up Class Book activity page 15.
- Point to the green car and say *Here's the green car!* Ask *Where's the blue car?* Then say *Oh dear! Where's the red car?*
- Hold up a sticker page detached from the back of the Class Book. Point to the blue and red cars. Say *Here's the blue car! Here's the red car!*
- Ask the children where Star found the red car in the story. Point to two different places in the picture and ask *Is the red car here?* Encourage the children to answer *No!* Then point to the sand and ask *Is the red car here?* Encourage the children to answer *Yes!*
- Mime sticking the red car onto the sandpit on the activity sheet to show the children what to do. Mime sticking the blue car next to the green car in the picture.
- Say *Stick on the blue car and the red car.*
- Give out Class Book activity page 15 and the stickers to the children.
- Encourage them to complete the activity sheet by sticking on the stickers.

Checking the activity

- Hold up the Class Book activity page again, now with the stickers in place. Point to the cars and count them together: *One, two, three.*
- Point to each of the cars in turn again and ask *What colour is it?*
- Encourage the children to say *Blue, green, red* with you as you point to them. Say *Yes! Well done.*

- **Optional:** When you come to the red car, sing the story song, *The red car*, encouraging the children to join in with the actions.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Review of Unit 3

- All sit in a circle with Monkey. Say *It's a party. Help Monkey find the food.*
- Place the food cards around the classroom and ask children in pairs to go and find the food for the party.
- Collect all four cards and place them in the circle.
- Mime eating / drinking and name each item. Say *Mmmmm! Grapes!* etc.

Story consolidation activity

- Place a car under each numbered margarine tub without the children seeing and then challenge volunteers to find e.g. the red car by trying to guess the number of the tub where it is.
- Say *Find the red car.* Encourage the children to call out numbers, e.g. *Two! One! Three!*
- The winner can hide the red car next.

Lesson 2

Language

New:

car, teddy, scooter, book
sand

I like the red car best!

Recycled:

hello, bye bye
blue, green, red

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 25
Routine Poster
Pocket Poster
Starter Big Story Book, Story 4: *Rocket's car*
Unit 4 toy flashcards: *car, teddy, scooter, book*
Class Book Unit 4 pop-out
DVD Story 4: *Rocket's car*

Unit 4 Rocket's car

Pop-out



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1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Present the vocabulary with the Pocket Poster

- Hold up the cover of Starter Big Story Book, Story 4: *Rocket's car* and point to the red car. Say *The red car!*
- Take the red car flashcard and put it in the red pocket of the Pocket Poster. Say *Car. Red car. Let's put the red car in the red pocket!*
- Take out the other toy flashcards: teddy, scooter and book.
- Show the class each of the toy flashcards in turn. Say one by one *Teddy, scooter, book.*
- Follow the same procedure as the car, choosing other colours e.g. *Let's put the scooter in the yellow pocket! Let's put the teddy in the green pocket! Let's put the book in the blue pocket!*
- Then go to the Pocket Poster and revise all the toys with the children. Encourage the children to repeat the words *Car, teddy, scooter, book* with you if they can.

3 Class Book activity

Pop-out 4: Make the toys game

- Hold up the toys game you have made from Pop-out 4. Keep all the toys folded over.
- Point to each of the toys in turn. Say *Look! A teddy! A scooter! A book and sand!*
- Then say *Where's the red car? Rocket looks under the teddy.* Lift up the teddy flap and show the children there is nothing underneath. Say *No, the red car isn't here!*
- Say *Rocket looks under the scooter.* Lift up the scooter flap and show the children there is nothing underneath. Say *No, the red car isn't here!*
- Say *Rocket looks under the book.* Lift up the book flap and show the children there is nothing underneath. Say *No, the red car isn't here!*
- Finally say *Rocket and Star look in the sand.* Lift up the sand flap and show the children the red car. Say *Here's the red car! Hurray!*
- Say *Now you can make a pop-out!* Hand out the Unit 4 pop-out pages to each child.
- Show the children how to make their own pop-outs by pushing out the shape and folding the toys over.

Play with the pop-out

- Play a game with the children and their pop-outs.
- First, say the names of all the toys shown on the pop-out and encourage the children to point to them when they hear them. When you say *Red car!* they have to lift the flap and point to the red car. Say the toy names more than once in random order.

- Then repeat the procedure, saying the lines from the story and this time encouraging the children to lift up the toy flaps one by one on their own pop-outs to reveal what's underneath.

4 DVD Story 4: Rocket's car

- Seat the class where they can all see the screen.
- Let the children keep their pop-outs while they watch Story 4 on the DVD.
- Explain before they watch how they can use their pop-out during the story. Tell them to look under each of the toys on their pop-out when Rocket looks under the toys in the story and to find the red car with Rocket.
- Play Story 4 on the DVD. Encourage the children to point to the toys on their pop-outs when they hear them and fold back the flaps as Rocket looks underneath them. During the story song, encourage them to point to the red car on their pop-out.

Story 4: Rocket's car

Note: The story text is given in the Starter Big Story Book.

5 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 25 encouraging the children to join in with the actions from the previous lesson.

Story song: The red car CD Track 30

Note: The words and actions for the song are given in Lesson 1 of this unit.

6 Bye bye

Tidy up time

- Collect in the pop-outs and keep them in the children's files for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Flashcard game: Where's the scooter?

- Put the toy flashcards in the red, blue, yellow and green pockets, facing inwards so that the pictures can't be seen.
- Ask the children to guess where the scooter is by saying the colour of the pocket. Say e.g. *Where's the scooter?*
- Repeat this for all the toys and all four colours.

Mime game using the pop-out

- Ask the class to hold their pop-outs ready. Say *Hold your pop-out.*
- Do a mime for each toy: being on a scooter, driving a car, hugging a teddy and opening a book. Ask the class to point to the correct toy on their pop-out each time.
- Once they show that they have understood by pointing to the pop-out pictures correctly, do the actions in a different order and see who can respond correctly. Say *Well done!*
- **Optional:** Ask volunteers to come to the front to mime one of the toys for the others to guess.

Lesson 3

Language

New:

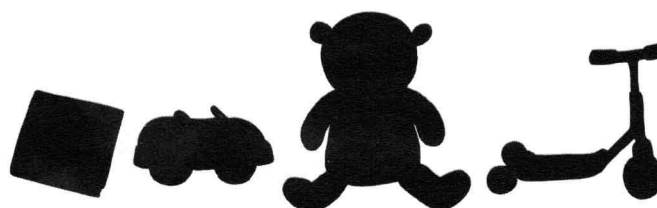
car, teddy, scooter, book
I like the red car best!

Recycled:

hello, bye bye
blue, green, red

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 27
Routine Poster
Pocket Poster
Unit 4 toy flashcards: car, teddy, scooter, book
Class Book activity page 16
Extra time: Photocopy Master 7,
website: enough copies for one each



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16

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Present the vocabulary with the Pocket Poster

- Put each of the four toy flashcards in a different pocket of the Pocket Poster.
- Point to the first flashcard and say the word, e.g. *Car!* Mime driving a car. Encourage the children to repeat and join in with the action.
- Repeat with the other toy flashcards, using the actions from the previous lesson.

3 Practise the vocabulary with the Pocket Poster

- Take the flashcards out of the Pocket Poster and ask the children to sit in a circle with you.
- Shuffle them and place them face down on the floor.
- Let one of the children choose a card to show the class. Encourage the children to say the word with you and to do the toy action.
- The child who chose the card should then put it into the Pocket Poster.
- Repeat the procedure for all the toy flashcards.
- Go to the Pocket Poster and revise all the toys again, encouraging the children to repeat the words.

4 Action song time

- Ask the class to stand in a circle. Say *Now let's sing a song about toys!*
- Play CD Track 27. Sing along and encourage the children to join in with the toy actions.

Look! Look! Look! CD Track ②⑦

A scooter!	(Mime riding a scooter)
A teddy!	(Mime hugging a teddy bear)
A car	(Mime rolling a car along)
And a book!	(Mime opening a book to read)
Lots of toys,	(Open your hands and turn around in a circle)

Look! Look! Look! (Mime pointing three times)
(Repeat)

- Play CD Track 27 again and invite the class to join in the Ring-around game. First do the actions on the spot and then hold hands and move around in a circle between the verses.

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 16

- Hold up Class Book activity page 16.
- Point to the pictures of each of the toys in turn and say the name. Say *Look! Lots of toys!* Encourage the children to repeat the words. Then point to the silhouettes. Point to the teddy in the top row and draw a pencil line from this picture to the teddy

silhouette in the row below as an example. Say *Here's the teddy!*

- Give out Class Book activity page 16 and pencils to the children.
- Say *Match*. Encourage the children to complete the sheet by matching the toys and the corresponding toy silhouettes with a pencil line.

Checking the activity

- Hold up the Class Book activity page again. Point to each of the toys in turn and say the words.
- Point along the line of silhouettes. Ask *Where's the car?* Invite the class to point to the car silhouette in their books. Confirm which is correct.
- Repeat for all the toy silhouettes.
- Say *Great! Well done!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Go to the toy you like best game

- Before the activity, place the toy flashcards in four separate points around the room, clearly visible and with space around them.
- Ask the children *Which toy does Rocket like best?* If you like, use the pictures from Story 4 to illustrate what you mean. Elicit *Car. The red car.*
- Then invite the children one at a time to say which toy they like best. Ask *Which toy do you like best?* and encourage them to tell you *car, teddy, scooter or book*. If necessary, prompt them by saying the words, e.g. *Car? Teddy? Scooter? Book?* and doing the action.
- Then ask *Who likes the car best?* Encourage all the children who like the car best to stand up. Then say *Go to the car, please!* Encourage them to go and stand next to the car flashcard.
- Repeat for all the toys.
- When all the children are standing by a flashcard, say the name of each toy in random order and encourage the children to respond to their favourite toy by doing the action. Repeat, saying the toys in a different order each time.

Photocopy Master 7: Colour. Make and do the jigsaw.

- Before the lesson, download and print enough copies of Photocopy Master 7 for each child and one example.
- Colour the car on a copy of Photocopy Master 7. Colour it one of the colours which the children know. Fold the children's photocopies down the dotted lines and score them well with your nail or a flat object so that the children will be able to tear them easily.
- Hold up your picture and say e.g. *A blue car! I like blue cars best!* Ask *Which colour car do you like best?* and ask some children at random to tell you a colour.
- Give each child a copy of Photocopy Master 7 and some coloured pencils or crayons.
- Encourage them to colour the car their favourite colour.
- When they have finished, ask them to put their pencils and crayons down on the desk.
- Cut or rip your picture into four pieces and show them how it has become a jigsaw by putting the pieces together again on the board correctly.
- Help the children rip their pictures down the dotted lines to make their own jigsaws. Then encourage them to shuffle the pieces and make their picture again.
- **Optional:** If you like, ask pairs of children to swap jigsaws and make each other's picture.
- The children can take their jigsaw home.

Lesson 4

Language

New:

car, teddy, scooter, book
sand

I like the red car best!

Recycled:

hello, bye bye
Numbers 1–4
blue, green, red

Materials:

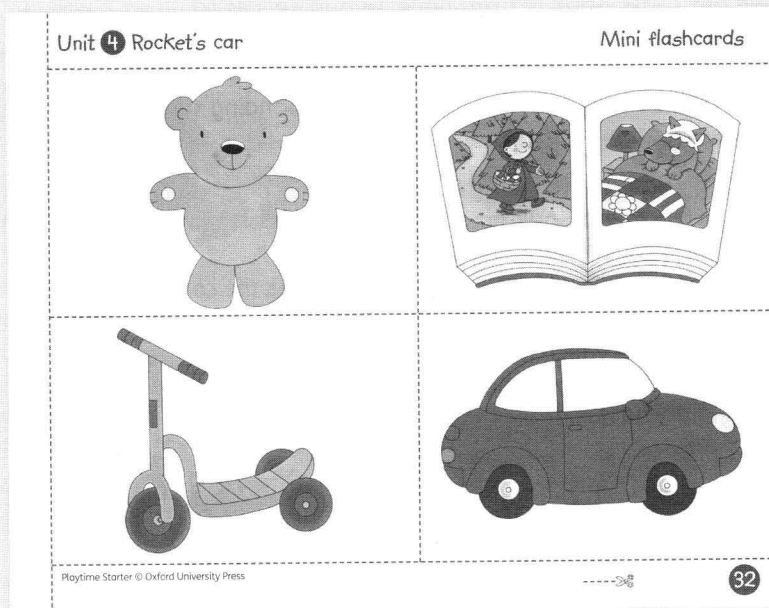
Monkey puppet
CD: Tracks 1, 4, 5, 24, 27

Routine Poster

Pocket Poster

Unit 4 toy flashcards: car, teddy, scooter, book

Unit 4 toy miniflashcards: car, teddy, scooter, book
(Class Book page 32)



Starter Big Story Book, Story 4: Rocket's car

Extra time: Two plastic containers, CD: Track 25

Note: Prepare the miniflashcards on page 32 of the Class Book by cutting them out and keeping them in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Review the vocabulary with the Pocket Poster

- Take the toy flashcards, hold them up one by one and say the toy word clearly, encouraging the children to repeat.
- Then point to the first four pockets on the Pocket Poster and encourage the children to count with you.
- Hold up the teddy flashcard and say *Teddy!* Ask a child to come to the front. Say *Put the teddy flashcard in pocket number 1!* Encourage him / her to put the flashcard in the correct pocket.
- Repeat for all the toys, inviting different children to the front to put the flashcard in the next numbered pocket.
- Then ask a new volunteer to come to the front. Say *Please bring me the teddy flashcard.* Encourage him / her to take the card out of the pocket and bring it to you.
- Repeat for all the toys, inviting different children to the front.

3 Practise the vocabulary with the miniflashcards

- Now give each child a set of the toy miniflashcards that you prepared earlier.
- Hold up the toy flashcards one by one. Point and say the toy. Encourage the children to hold up their matching miniflashcard too.
- Say *Well done!*

4 Action song time

- Say *Now let's listen to the song Look! Look! Look!*
- Explain to the children that they should listen to the song and hold up a toy miniflashcard whenever they hear each toy word.
- Play CD Track 27. Hold up the corresponding flashcard when each toy word is said and encourage the children to hold up their matching miniflashcards too.
- Then play the song again, this time asking the children to stand up and do the song actions from the previous lesson.

Look! Look! Look! CD Track ②⑦

5 The Starter Big Story Book

- Ask the pupils to come and sit in a circle with you or where they can see you and the book easily. Say *Sit down, please.*

- Let the children keep their miniflashcards ready so that they can hold them up when they hear the toy words mentioned in the story.
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover of Starter Big Story Book, Story 4: *Rocket's car* which shows the key character of this story, Rocket.
- Ask the class *Who can you see?* Point to Rocket and elicit *Rocket!* Say *It's Rocket's story!*
- Point to the red car and say *Look! A car!* Ask *What colour is it?* Elicit *Red.* Say *It's Rocket's car!* Mime making a little car run along the ground and make a car sound *Brrmm!*
- Say *Rocket's car!* again and encourage the children to join in with the action and car sound.

Listen to the story on the CD

- Say *Now listen to the story!*
- Hold up the toy miniflashcards and explain to the children that they should show them when they hear the toy words mentioned in the story.
- Open the Starter Big Story Book and play Story 4 on CD Track 24.
- As key vocabulary is heard, point to it in the pictures.
- Prompt the class to hold up the miniflashcards. During the song, signal to the children to stand up and do the actions from Lesson 1.

Story 4: Rocket's car CD Track ②④

Note: The story text is given in the Starter Big Story Book.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Tidy up!

- Divide the class into two teams and ask each team to line up in single file. Draw a chalk line on the floor as a starting line.
- Place a pot or container at the start for each team.
- A few metres away, place a chair with sets of toy miniflashcards on (one card for each child in each team).
- The teams have to tidy the toys one by one into their team toy pot.
- When you say *Go!* the first children of each team should walk to the chair, take a toy miniflashcard and then come and put it in the pot as quickly as possible. They then stand at the back of the line of children in their team.
- As soon as the first team member returns, the next can go and take another miniflashcard to put in the pot.
- The winning team is the team that has all the toy miniflashcards in their pot first.
- **Optional:** Play the *Tidy up* song on CD Track 4 while the children play the game.

Musical cushions

- Ask the children to sit in a circle, facing outwards, either on chairs or cushions.
- Explain that when the music plays, they have to stand up and move around the circle, pretending to drive a car. When the music stops, they have to sit down.
- Play some music, e.g. *The red car* on CD Track 25 and while the children are driving, take away one chair or cushion.
- Stop the music and encourage the children to sit down. The child left with no chair or cushion, comes to stand with you.
- Repeat until there is one winner, or two or three if you prefer.

Lesson 5

Language

New:

car, teddy, scooter, book
circle

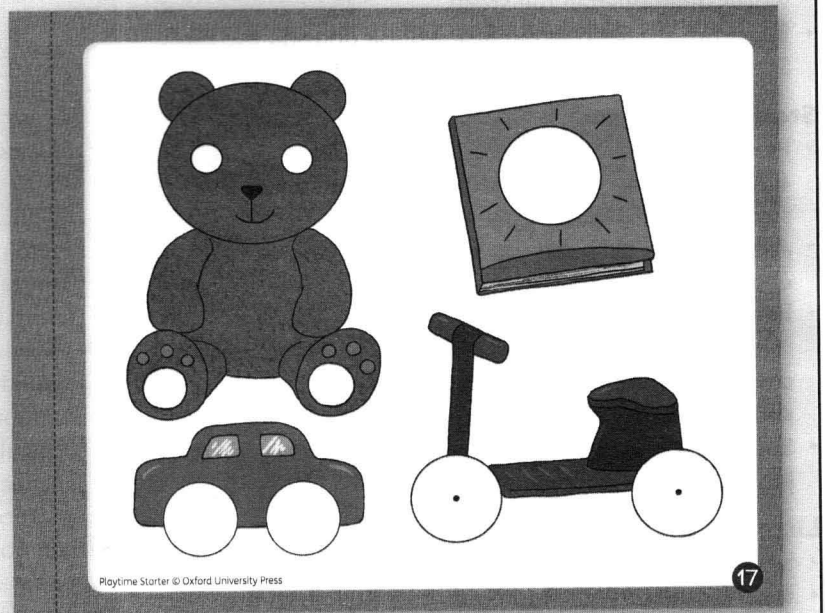
Recycled:

hello, bye bye
Numbers 1–4
blue, green, red, yellow, orange
eyes, nose

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 27
Routine Poster
Class Book activity page 17
Toys with circle shapes, e.g. a car with wheels, a doll with round eyes

Extra time: Coloured paint, paper and circle-shaped



sponges or potatoes and carrots cut in half, ingredients for making circle biscuits, plastic cutters, rolling pins

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Ask the class to stand in a circle.
- Say *Let's sing the song Look! Look! Look!*
- Play CD Track 27. Sing along and encourage the children to join in with the actions.

Look! Look! Look! CD Track ②⑦

3 Cross-curricular activity

- If you can, bring in toys that can demonstrate the circle shapes, or borrow some from the school toy box.
- Point to the toys and say *Look, lots of toys!*
- Say *Lots of toys and lots of circles!*
- Now draw the children's attention to one toy at a time. Trace around the circles with your finger and say *Circle*.
- Hold up Class Book activity page 17.
- Point to each toy and elicit its name. Then point to the teddy and say *I can see circles!* Ask *How many circles?* Encourage the children to count the white circles of the teddy's eyes and paws with you: *One, two, three, four!* Trace a circle shape around your eyes and on

each hand with your finger, to represent the teddy's eyes and paws.

- Point to the book and ask *What's this?* Elicit *Book!*
- Ask *Can you see any circles?* Point to the sun and say *Yes!* Ask *How many circles?* Elicit *One*. Draw a circle shape above your head to represent the sun in the sky. Encourage the children to copy you.
- Point to the car and ask *What's this?* Elicit *Car!* Point to the different parts of the car and elicit the colours *green, blue*.
- Then say *I can see some circles*. Circle each of the car's wheels with your finger. Count the circles. Say *One, two. Two circles!* Encourage the children to pretend to hold up steering wheels and drive a car.
- Point to the scooter and ask *What's this?* Elicit *Scooter!* Elicit the colours of the scooter: *red, blue*.
- Ask *Can you see any circles?* Encourage a child to point to the wheels. Say *Yes! That's right!*
- Count the wheels with the children. Say *One, two. Two circles!*
- Encourage the children to make circles with the index finger of each hand at the same time, like two wheels turning.

4 Action time

- Hold up Class Book activity page 17. Point to each of the pictures again in turn and remind the children of the circle action for each toy.
- Then say the name of a toy and point to the corresponding picture and encourage the children to do the action. Repeat for all the toys in random order.

- Ask a volunteer to come to the front and point to one of the pictures for the rest of the class to mime. Repeat, choosing different children each time.
- Say *Good work!*

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 17

- Hold up Class Book activity page 17.
- Point to each toy and elicit its name. Then mime colouring in the circles on the teddy as an example.
- Give out Class Book activity page 17 and coloured pencils to the children. Say *Colour the circles on each toy.*
- Encourage the children to complete the activity sheet by colouring in the circles.

Checking the activity

- Hold up Class Book activity page 17 again. Point to each of the pictures in turn and say the toy words. Count the circles on each toy together. Say *Let's count!*
- Encourage them to point to their own pictures and to join in counting the circles.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 100 for Workbook lesson A.

Extra time

Circle prints

- Prepare the tables and the children for painting. The children will need either circle-shaped sponges to print with, or you can make circle shapes by cutting potatoes or carrots in half. Put some ready-made paint into dishes on each table for the children to dip their shapes into.
- Show the children how to dip their sponges or vegetables into different coloured paint and print circles on a piece of paper.

Circle biscuits

Note: Please check beforehand that none of the children has a wheat or egg allergy.

- Make some biscuit dough. You might like to do this in advance of the class. First mix together 100g sugar and 100g margarine or butter until it's smooth. Then whisk the egg and stir it slowly into the mixture. Finally sieve in 200g plain flour and fold it into the mixture with a metal spoon.
- Prepare floured boards for the children and show them how to roll out the biscuit dough.
- Give out simple circular, plastic cutters and let the children cut out the biscuits.
- Bake the circle biscuits in the top of the oven for 10 minutes at 200°C.
- Let the biscuits cool on a wire tray. If you like, the children can decorate the biscuits with icing made from food colours the children know.

Lesson 6

Language

New:

car, teddy, scooter, book
sand

I like the red car best!

Recycled:

hello, bye bye

blue, green, red, yellow, orange

Materials:

Monkey puppet

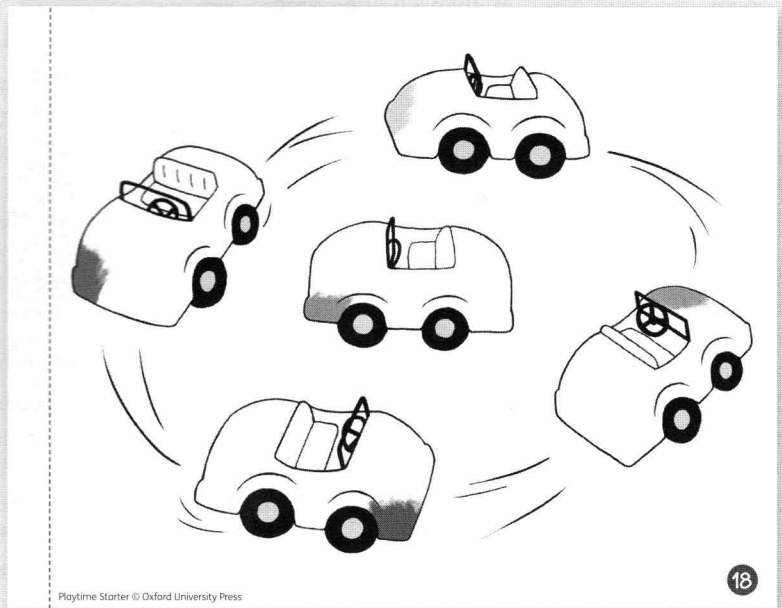
CD: Tracks 1, 4, 5, 27

Routine Poster

DVD Story 4: *Rocket's car*

Class Book activity page 18

Optional: Unit 4 toy miniflashcards: car, teddy, scooter, book, paper stars for each child to use as rewards



Extra time: Photocopy Masters 10 and 11, website: enough copies for one each, Unit 4 toy miniflashcards: car, teddy, scooter, book, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Say *Stand up please! Now let's sing the song Look! Look! Look!* Explain that you are going to play the Ring-around game from Lesson 3 in this unit.
- Ask the children to stand in a circle and then follow the procedure described in Lesson 3 of this unit.
- Play CD Track 27 and encourage the children to join in with the actions and the game.

Look! Look! Look! CD Track ②⑦

3 DVD Story 4: Rocket's car

- Seat the class where they can all see the screen.
- Play Story 4 on the DVD all the way through.
- The second time through, encourage the children to do the car action from Lesson 1 and to mime picking up the teddy, scooter and book and looking underneath them with Rocket.
- Optional:** Ask the children to hold up their toy miniflashcards when they hear the toy words.

Story 4: Rocket's car

Note: The story text is given in the Starter Big Story Book.

4 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 18

- Hold up Class Book activity page 18.
- Point to the picture and say *Look! Cars!* Encourage the children to count the cars with you.
- Then point to the coloured patch on each of the cars. Ask *What colour is it?* and elicit *Red, yellow, green, blue, and orange.*
- Point to the red car and say *The red car!* Mime colouring in the red car with a red pencil or crayon to show the children what to do.
- Give out Class Book activity page 18 and coloured pencils or crayons to the children. Say *Colour the cars.*
- Encourage them to complete the activity sheet by colouring the toy cars.

Checking the activity

- Hold up Class Book activity page 18 again. Point to each of the cars in turn and ask *What colour is it?* eliciting the colours.
- Optional:** Play a game. Say e.g. *The green car!* and encourage the children to point to the green car on their activity sheet. Repeat for all the different coloured cars. When you say *The red car!* the children point to the red car and then sing back to you *The red car! The red car! I like the red car best.*

5 Reward time

- Say *Well done!* to each pupil to congratulate them for their work in this unit.
- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.

6 Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 102 for Workbook lesson B.

Extra time**Acting out**

- Invite the children to choose to be either Rocket or Star.
- The Stars hold their car miniflashcards.
- Say *Where's the red car?* to begin the acting out activity.
- Repeat these phrases from the story: *Rocket looks under the teddy. Rocket looks under the scooter. Rocket looks under the book* and encourage the Rockets to mime lifting each toy and looking underneath it.
- Now go to the Stars and encourage them to hold up the red car miniflashcard. Say *Here's the red car!*
- All together say *Hurray!*

Photocopy Masters 10 and 11: Picture Dictionary

- Follow the procedure described in 'Extra time' in Unit 1 Lesson 6, this time using the toy miniflashcards.

Reinforcement lesson

Language

New:

car, teddy, scooter, book

Recycled:

hello, bye bye

Numbers 1–4

blue, green, red

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 27

Routine Poster

Pocket Poster

Unit 4 toy flashcards and miniflashcards: car, teddy, scooter, book

Starter Big Story Book: Story 4: Rocket's car (cover)

A piece of paper per child and colouring pencils

Note: This lesson is for use after Lesson 3 or Lesson 4 of the unit.

Take out the miniflashcards in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Practise the vocabulary with the miniflashcards

- Give out a set of toy miniflashcards to each child.
- Take out Monkey and the toy flashcards. Say *What's Monkey got? Monkey's got lots of toys!*
- Let Monkey choose a card and hold it up. Ask the class to copy Monkey by holding up their matching miniflashcard. Say e.g. *Copy Monkey! Hold up the teddy too!* Repeat the word together.
- Repeat with a different flashcard.

3 Practise the vocabulary with the Pocket Poster

- Say *We've got lots of toys!* and show the four toy flashcards as a set in your hand.
- Ask *How many have we got?* Put each of the toys into a poster pocket and count with the class up to four: *One, two, three, four.*

- Then shuffle the toy flashcards and put three back into the pockets of the poster with the pictures facing inwards. Hide the fourth somewhere else, where the children can't see it.
- Turn the flashcards in the poster back over and ask *What's missing?* Encourage the children to tell you the missing toy.

4 Action song time

- Say *Stand up please! Now let's sing the song Look! Look! Look!*
- Explain to the children that they should join in with the actions to the song. Play CD Track 27 and encourage the children to join in with the actions.

Look! Look! Look! CD Track ②⑦

5 Personalization activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Draw your favourite toy

- Show the children the cover of Starter Big Story Book, Story 4: *Rocket's car*. Ask the children which toy Rocket likes best and encourage them to tell you that he likes the red car best.
- Ask children at random which of the four toys they like best and encourage them to tell you their favourite.
- Give each table a sheet of plain paper per child and coloured pencils. Ask them to draw their favourite toy and choose a colour to colour it in.

Checking the activity

- When the children have finished, ask e.g. *Who likes the scooter best?* The children who drew a scooter hold up their picture. Repeat for all the toys.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 104 for Workbook lesson C.

Extension lesson

Language

New:

circle

Recycled:

hello, bye bye

Numbers 1–4

blue, green, red

eyes, nose

car, teddy, scooter, book

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 27

Routine Poster

Class Book activity page 17

Craft materials: Different sized circles of yellow, orange or brown paper, a teddy template on white paper for each child, glue

- To do this, cut a circle head, body, four paws and two ears out of yellow, orange or brown paper and stick them to a piece of paper to form a teddy bear. Then draw two circle eyes and a circle nose on the teddy's face with coloured pen.
- Show the class the example teddy you have made. Point to all the circles and repeat *Circles* with the class. Count them together by first counting the four paws: *One, two, three, four* and then counting the two eyes, the nose, body and head.
- Give each child a selection of coloured circles of different sizes with which to create their teddy. They will also need some glue and a sheet of paper showing the outline of the body and the head, drawn in circle shapes, and the line of the nose and mouth, to provide a guide.
- Explain that to complete the bear, they need to stick on the body and the head, two ears and four round paws.
- When they have finished, encourage them to draw three more circles on the face to represent the teddy's eyes and nose.
- When the children have finished, display the teddies on the wall.

Note: This lesson is for use after Lesson 6 of the unit.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Say *Stand up please! Now let's sing the Look! Look! Look! song!*
- Play CD Track 27 encouraging the children to join in with the actions from Lesson 3.

Look! Look! Look! CD Track ②⑦

3 Present the theme

- Hold up Class Book activity page 17 so all the children can see it.
- Point to the photo of each toy and encourage the children to come and show you the circles, tell you what colour they are, and count them with you.
- Point to the teddy last. Count the circles of the teddy's eyes and paws, then say *Now let's make a teddy with circles.*

4 Craft activity: Make a teddy

- Before the class make an example teddy out of circles to show the children.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 105 for Workbook lesson D.

Workbook lesson A

Language

New:

car, teddy, scooter, book
circle

Recycled:

hello, bye bye
blue, green, red, yellow, orange

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 25
Routine Poster
Workbook activity page 15
Unit 4 toy flashcards and miniflashcards: car, teddy, scooter, book

Extra time: images from magazines or books of things with circles, strips of coloured paper about 12–15 cm long

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Ask the class to stand in a circle.
- Say *Let's sing The red car song.*
- Play CD Track 25. Ask the class to draw a circle in the air. Now point out that they are standing in a circle shape. Ask them to turn and walk around in a circle during the song. For extra emphasis, they can still pretend to hold a steering wheel as they go, because a steering wheel is also a circle.

The red car CD Track ②⑤

Note: The words and actions for the song are given in Lesson 1 of this unit.

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 15

- Hold up Workbook activity page 15.
- Point to the first scooter and elicit its name. Point to each one and ask *What colour is it?* Elicit *green, yellow*

and *blue*. Then point to the wheels and repeat the language from Lesson 5 to remind them. Point to the centres of the wheels. Say *I can see circles!* Count three circles on each wheel. Say *Let's draw the circles.* Trace a circle inside the wheel outline with your finger.

- Give out Workbook activity page 15 and coloured pencils to the children. Say *Draw the circles on each scooter.*
- Encourage the children to complete the activity sheet by drawing the circles.

Checking the activity

- Hold up Workbook activity page 15 again. Trace the circles on each scooter together. Say *Well done!*
- Encourage the children to point to their own pictures and to join in tracing the circles.

4 Action time

- Take out the toy flashcards, and ask the class to stand in a circle.
- First, show the children an action for each toy. For *book* hold open hands together. For *scooter* stand with hands up as if on handlebars and one foot forward. For *teddy* cuddle yourself, sway from side to side and say *ah!* For *car* pretend to steer and go around in a circle on the spot.
- Repeat the actions, showing the flashcards first. Then do a comprehension activity. Say the word for the toy and check if the class does the right action. Change the order and sometimes repeat the same toy, so that they have to concentrate.
- Say *Good work!*

5 Flashcard game

- Stand in a circle and place the toy flashcards and one set of toy miniflashcards face down on the ground. Invite a volunteer to pick up one big card and one small card and show these to the class. If they match, the whole class can do the action outlined above. If they do not match, the pupil puts them down again.
- Encourage the children to match up all four cards.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Circles around us

- Hold up some images of things with circles in. Trace around the circle shapes with your finger.
- Ask the class to look for other circles around the classroom. If possible, take the children around the playground to look for more circles.

Circle bracelet / armbands

- Prepare strips of coloured paper 12–15 cm long and 2–3 cm wide. Give each pupil a strip to decorate with circles, dots or another design, such as footballs.
- Loop the strip around and stick it into a circle with sticky tape.
- The pupils can either wear them or take them home to show their family.

Note: *You can use the strips to revise the colours and the word circle too.*

Workbook lesson B

Language

New:

car, teddy, scooter, book
sand
I like the red car best!

Recycled:

hello, bye bye
blue, green, red, yellow, orange

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 24, 27
Routine Poster
Starter Big Story Book, Story 4: *Rocket's car*
Workbook activity page 16
Extra time: Pocket Poster, Unit 1 colour flashcards,
Unit 4 toy flashcards, Unit 4 pop-outs

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Say *Stand up please! Now let's sing the song Look! Look! Look!* Explain that you are going to play the Ring-around game from Lesson 3 in this unit.
- Ask the children to stand in a circle and then follow the procedure described in Lesson 3 of this unit.
- Play CD Track 27 and encourage the children to join in with the actions and the game.

Look! Look! Look! CD Track ②⑦

3 The Starter Big Story Book

- Ask the pupils to come and stand in a circle with you, or where they can see you and the book easily. Say *Stand in a circle, please.*
 - Bring out the Starter Big Story Book and present it like a special treat. Set the story time scene with the story time rhyme.
- Note:** *The rhyme is recorded on CD Track 6 for reference.*
- Ask the children to mime the actions in the story. Point to each picture and give them an action to follow: mime running a toy car along for 1 and 2, shrugging their shoulders in 3, mime picking something

up and shaking their head for 4, 5 and 6; mime looking sad in 7 and joining in to say *Hurray!* in picture 8.

- Read the story or listen to the story on CD Track 24. Remind the pupils to join in with the actions in the story.

Story 4: Rocket's car CD Track ②④

Note: *The story text is given in the Starter Big Story Book.*

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 16

- Hold up Workbook activity page 16.
- Point to the picture and say *Look! Toys!* Point to each toy and elicit its name. The activity follows the storyline. The pupils trace a line from one toy to another to try to find the red car.
- Trace along the path with your finger from toy to toy to return the red car to the garage. Trace the path to the garage to show the children what to do.
- Point to the red car and say *The red car!*
- Give out Workbook activity page 16 and coloured pencils or crayons to the children. Say *Follow the path.*
- Encourage them to complete the sheet by following the path.

Checking the activity

- Hold up Workbook activity page 16 again. Point to each of the toys in turn and ask *What colour is it?*

5 Reward song time

- Say *Well done!* to each pupil to congratulate them for their work in the lessons.
- Choose a pupil who has worked particularly hard and invite them to choose a song for the class to sing.
- Sing the song with actions together.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Pocket Poster: Where's the red car?

- Invite volunteers to place the colour flashcards in the pockets of the Pocket Poster.
- Hide the red car flashcard behind one of the colour flashcards.
- Say *Where's the red car?* Invite a volunteer to take out a flashcard and look for the red car.
- Repeat the activity if the car is found very quickly, this time hiding another toy flashcard and asking e.g. *Where's the book?*
- Say *Here's the red car!* or *Here's the book!* each time the item is found. All say *Hurray!* together.

Pop-out time

- Repeat the game from Lesson 2 with the children and their pop-outs.
- First, say the names of all the toys shown on the pop-out and encourage the children to point to them as they hear them. When you say *Red car!* they have to lift the flap and point to the red car. Say the toy names more than once in random order.
- Then repeat the procedure, saying the lines from the story and this time encouraging the children to lift up the toy flaps on their own pop-outs one by one, to reveal the picture underneath.

Workbook lesson C

Language

New:

car, teddy, scooter, book

Recycled:

hello, bye bye
 Numbers 1–4
 blue, green, red

Materials:

Monkey puppet
 CD: Tracks 1, 4, 5, 27
 Routine Poster
 Pocket Poster
 Workbook activity page 17
 Unit 4 toy miniflashcards: car, teddy, scooter, book
 Units 1–4 flashcards

Note: Take out the miniflashcards in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Practise the vocabulary with the miniflashcards

- Hand out the toy miniflashcards.
- Use the Monkey puppet to lead a simplified Simple Simon game.
- Say *Monkey says... Hold up the scooter!* Make Monkey hold up the scooter flashcard. If the pupils struggle, take Monkey over to help them find and hold up the matching toy miniflashcard. Say *Well done!*
- Say *Hold up the book!* This time children shouldn't hold up the matching miniflashcard, because you didn't say *Monkey says*.
- Repeat the activity, varying the instructions, so the children understand what they have to do.
- Use Monkey to revise all the toy vocabulary.

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 17

- Hold up Workbook activity page 17.
- Point to the key of toys at the bottom of the page. Point to each toy and elicit its name.
- Ask *Where is the red car? Where is the scooter? Where is the book? Where is the teddy?*
- Give out Workbook activity page 17 and coloured pencils or crayons to the children. Say *Find and match*.
- Encourage them to complete the sheet by finding the toys hidden in the classroom and matching them to the key of toys at the bottom of the page.

Checking the activity

- Hold up Workbook activity page 17 again. Point to each of the hidden toys in turn and trace a link to the key below.

4 Action song time

- Say *Stand up please! Now let's sing the song Look! Look! Look!*
- Place the toy flashcards at four points around the room, so they are easy to see. Ask the pupils to sing the song and turn to point to each toy as they say the word in the song.
- Say *Well done!*

Look! Look! Look! CD Track ②7

5 Extension of 'I like' with flashcards

- Prepare a selection of noun flashcards from all four units in the course so far.
- Use the structure of the unit phrase *I like the red car best* and apply it to other nouns the children now know.
- Give an example to follow. Show the food flashcards, spread out like a fan. Slowly pick out the ice-cream card and say *I like the ice cream best!*
- Invite volunteers to choose their favourite food from the cards in the same way and say *I like... best*.
- Introduce other flashcards such as toys and colours.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook lesson D

Language

New:

car, teddy, scooter, book
circle

Recycled:

hello, bye bye
Numbers 1–4
blue, green, red
face, eyes, nose, mouth, ears

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 27
Routine Poster
Workbook activity page 18

Extra materials: If possible, bring in a toy teddy, borrow one from the school or draw one on the board

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Say *Stand up please! Now let's sing the Look! Look! Look! song!*
- Play CD Track 27 encouraging the children to join in with the actions from Lesson 3.

Look! Look! Look! CD Track ②⑦

3 Teddy's face

- Link this unit with the Unit 2, the face.
- Invite a volunteer to hold up a teddy and another to hold up Monkey. Alternatively, draw a teddy's face on the board and hold Monkey's face up next to it.
- Point to the ears on teddy and say *Teddy's got ears* then point to Monkey and say *Monkey's got ears!* Repeat for all the face parts, pointing very clearly each time. Repeat the process, inviting the class to complete the last word each time.

Optional: To add some fun, invite a volunteer to stand next to the teddy or Monkey and repeat the process, inviting the class to join in with the last word each time again. Say *Teddy's got ears... Monkey's got ears and... (child's name) has got ears!*

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 18

- Hold up Workbook activity page 18.
- Point to the teddy on the left. Point to the parts of its face and elicit: *eyes, ears, nose, mouth, face*. Then elicit *feet and circles*.
- Point to the red bow on the teddy on the right, and the blue bow on the teddy on the left. Say *Look! Red! Look! Blue!* Trace a circling movement around the difference.
- Give out Workbook activity page 18 and coloured pencils or crayons to the children. Say *Circle the differences*.
- Encourage them to complete the sheet by finding the differences and circling them.

Checking the activity

- Hold up Workbook activity page 18 again. Point to each of the differences and where possible, say the words for them, e.g. *book, no book, blue not red*.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Lesson 1

Language

New:

bird, cat, dog, rabbit
carrot

Recycled:

teacher
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 29, 30
Routine Poster
Pocket Poster
Character flashcards: Monkey, Rocket, Star, Twig, teacher
Starter Big Story Book, Story 5: *Twig's rabbit*
Class Book activity page 19
Unit 5 stickers



Extra time: Unit 4 toy flashcards: teddy, scooter, car, book, Pocket Poster

1 Hello

Hello Monkey!

- Before the lesson, put Monkey inside a clean and empty cloth bag.
- Put your hand into the bag to get Monkey out. Just let his head peep out of the top and ask the class *Is it Rocket?* Help them to reply *No!* Ask *Is it Star?* *No!* *Is it a teddy?* *No!*
- Ask *Who is it?* and elicit *It's Monkey!* Take Monkey completely out of the bag and hand him round to let the class stroke him and say *Hello Monkey!*
- Say *Stand up, please.* Play CD Track 1 and sing the *Hello* song with the actions, encouraging the children to join in.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Say Hello with the Pocket Poster

- Hold up each of the flashcards of the characters that the children know well (Monkey, Rocket, Star and teacher) and ask *Who's this?* Encourage the children to tell you the characters' names.
- Then put each character in a pocket of the Pocket Poster. Encourage the children to wave and say hello to each character.
- Then say *But who's this?* Hold up the flashcard of Twig. Say *It's Twig! Twig is at playschool with Rocket and Star.*
- Put Twig in the Pocket Poster with Rocket and Star. Say *Hello Twig!* Encourage the children to wave and say hello to the new character.

3 The Starter Big Story Book

- Ask the children to come and sit in a circle with you or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover of Starter Big Story Book, Story 5: *Twig's rabbit*, which shows the key character of this story, Twig.
- Point to Twig and say *Here's Twig. Hello Twig!* Say and repeat with the class, *Twig. It's Twig's story.*
- Point to the rabbit on the story cover and say *Rabbit.* Repeat together *It's Twig's rabbit!*
- Say the story phrase *Hop! Hop! Hop!* Invite the class to copy the phrase and to join in with a rabbit action. You could do little jumps with your hands on your head like rabbit's ears.

Listen to the story on the CD

- Say *Now listen to the story Twig's rabbit!*
- Open the Starter Big Story Book and play Story 5 on CD Track 29.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 5: *Twig's rabbit* CD Track ②9

Note: The story text is given in the Starter Big Story Book.

Listen to the story again and do the actions

- Now read the story again, this time without the CD.
- If you like, ask the children to stand up for this activity.

- As you read the story, encourage the children to join in with the following pet actions: flap both arms like a bird's wings when you see the bird photo, use your hands as paws to mime cleaning your face like a cat when you see the cat photo, pant like an excited puppy when you see the dog photo and place your hands on your head like long rabbit ears when you see the rabbit photo.
- **Optional:** If you like, you can also do the rabbit hopping action whenever you hear *Hop! Hop! Hop!*

4 Action song time

- Say *Stand up, please. Let's sing the story song.*
- Play CD Track 30 encouraging the children to join in with the actions as above.

Story song: Hop away! CD Track 30

Hop! Hop! Hop! (Crouch and take three little jumps forward)

Hop away! (Turn round and take three jumps back again)

The little rabbit wants to play! (Stand up and lower one hand, then the other, like a rabbit's paws)

Hop! Hop! Hop! (Crouch and take three little jumps forward)

Hop away! (Turn round and take three jumps back again)

The little rabbit wants to play! (Stand up and lower one hand, then the other, like a rabbit's paws)

(Repeat)

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 19

- Hold up Class Book activity page 19.
- Point to the picture of Twig and ask *Who's this?* Encourage them to answer *Twig!* Then ask *What's Twig got?* Hold up a sticker page detached from the back of the Class Book. Point to the rabbit. Say *A rabbit!* Mime sticking on the rabbit.
- Then say *Oh dear! No carrot!* Point to the sticker of the carrot and say *Here's the carrot.* Mime sticking the carrot on the page to show the children what to do.
- Give out Class Book activity page 19 and the stickers to the children. Say *Stick on the rabbit and the carrot.*
- Encourage them to complete the sheet by sticking on the stickers.

Checking the activity

- Hold up Class Book activity page 19 again. Ask questions about the picture and encourage the children to point to their pictures and to try to answer where they can. You can point to the teacher

and Twig and ask *Who's this?* Ask *What's Twig got?* (A rabbit.) *What's the rabbit got?* (A carrot.)

- Say *Good work!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Review of Unit 4

- Put the character flashcards in the first four pockets of the Pocket Poster in the following order: Rocket, Star, the teacher and Monkey.
- Without the children seeing, choose a favourite toy for each of the characters (e.g. car for Rocket, scooter for Star, book for the teacher and teddy for Monkey). Hide the corresponding toy flashcard behind each character.
- Then point to Rocket. Ask *What's Rocket's favourite toy?* Encourage the children to tell you that it's the car. Take the car flashcard from behind Rocket and show them. Say *Yes! That's right. Rocket likes the car best.*
- Then say *But what about Star?* Encourage the children to guess Star's favourite toy and show them the flashcard when they guess correctly. Repeat for the teacher and Monkey.

Story consolidation activity

- Sit in a circle. Invite a child on one side of the circle to stand up and be Twig.
- Ask a child on the other side of the circle to be the rabbit. He / She hops around the circle to Twig while the rest say *Hop! Hop! Hop!*
- When the rabbit arrives at Twig, Twig pretends to give him / her a carrot and the rabbit goes back to his / her place.
- Invite another two children on opposite sides of the circle to stand up and pretend to be the rabbit and Twig.

Lesson 2

Language

New:

bird, cat, dog, rabbit
carrot

Recycled:

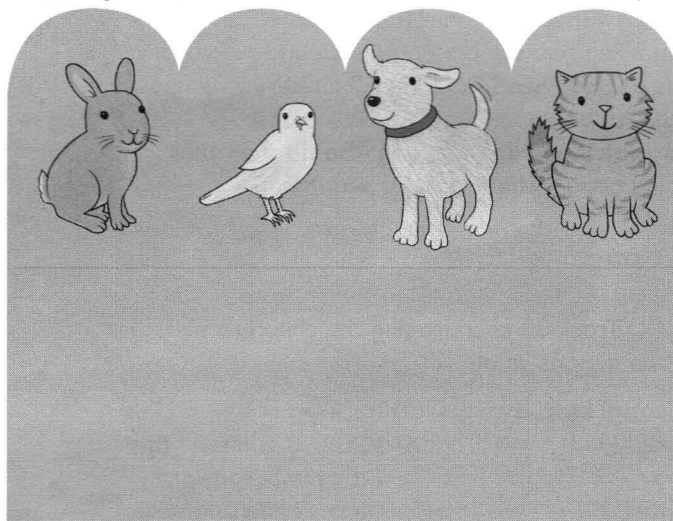
hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 30
Routine Poster
Pocket Poster
Starter Big Story Book, Story 5: *Twig's rabbit*
Unit 5 pet flashcards: *rabbit, bird, cat, dog*
Class Book Unit 5 pop-out
DVD Story 5: *Twig's rabbit*
Extra time: Unit 4 toy flashcards: *car, book, teddy, scooter*

Unit 5 Twig's rabbit

Pop-out



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1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Present the vocabulary with the Pocket Poster

- Hold up Starter Big Story Book: Story 5: *Twig's rabbit*. Point to the rabbit on the cover and ask *What's Twig got?* Encourage the children to answer *Rabbit!* Say *That's right, a rabbit!* Take the rabbit flashcard and hold it up.
- Then challenge the children to remember the pets the other characters have. Say *Twig's got a rabbit. What's the teacher got?* Encourage the children to remember and if necessary prompt them by suggesting the remaining three pets in turn and doing the actions from the previous lesson. Then show the children page 1 of the story. Point to the bird and say *Yes! The teacher's got a bird.* Hold up the bird flashcard.
- Repeat for Star's cat and Rocket's dog on pages 2 and 3 of the Starter Big Story Book.
- Put the Big Story Book down and take the pet flashcards. Take the bird card and put it in the first pocket of the Pocket Poster. Say *Bird*. Do the action of flapping your arms like a bird's wings with the class and repeat *Bird* together.

- Take the cat card and put it in the next pocket of the Pocket Poster. Say *Cat*. Do the action of using your hands as paws and washing your face with the class and repeat *Cat* together.
- Now take the dog card and put it in the next pocket of the Pocket Poster. Say *Dog*. Do the action of panting excitedly with the class and repeat *Dog* together.
- Finally take the rabbit card and put it in the next pocket of the Pocket Poster. Say *Rabbit*. Do the action of placing your hands on either side of your head like long rabbit ears with the class and repeat *Rabbit* together.
- Optional:** Ask the children if they have a pet at home and, if so, which pet they have.

3 Class Book activity

Pop-out 5: Make the pets game

- Hold up the pets game you have made from Pop-out 5. Keep all the pets folded over so that they are hidden.
- Ask *What's Twig got?* Encourage the children to answer *Rabbit!* or do the rabbit action. Then fold up the section of the pop-out with the rabbit to reveal it.
- Repeat for all the pets.
- Say *Now you can make a pop-out!* Hand out the Unit 5 pop-out pages to each child.
- Show the children how to make their own pop-outs by pushing out the shape and folding the pets over.

Play with the pop-out

- Associate each animal in the game with its sound and action.

- Point to the bird and say *Bird. Tweet! Tweet! Tweet!*
- Then point to the cat and say *Cat. Miaow! Miaow! Miaow!*
- Point to the dog and say *Dog. Woof! Woof! Woof!*
- Finally point to the rabbit and say *Rabbit. Hop! Hop! Hop!*
- Then explain to the children that you are going to say an animal and a sound and that they should hold up and point to the corresponding animal on their pop-out.
- Say e.g. *Dog. Woof! Woof! Woof!* Encourage the children to hold up their pop-out and point to the dog.
- Repeat for all the animals in random order.

4 DVD Story 5: Twig's rabbit

- Seat the class where they can all see the screen.
- Let the children keep their pet pop-outs while they watch Story 5 on the DVD. Make sure they fold down the pets before they begin.
- Explain before they watch that they should fold up each of the flaps when the pet is mentioned in the story.
- Play Story 5 on the DVD. Encourage the children to fold up the pets on their pop-outs as each of the characters' pets is introduced.

Story 5: Twig's rabbit

Note: The story text is given in the Starter Big Story Book.

5 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 30 encouraging the children to join in with the actions from the previous lesson.
- **Optional:** If you like, the children can stay seated and hold up their pop-out with just the rabbit picture folded up and visible. Let them jog the pop-out up and down as if the rabbit were hopping along.

Story song: Hop away! CD Track 30

Note: The words and actions for the song are given in Lesson 1 of this unit.

6 Bye bye

Tidy up time

- Collect in the pop-outs and keep them in the children's files for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Flashcard game: Pets and toys

- Place the toy flashcards: *car, book, scooter* and *teddy* in four pockets of the Pocket Poster.
- Hide the rabbit flashcard behind one of them.
- Point to each of the toys in turn and repeat the words together. Then ask *Where's the rabbit?*
- Ask e.g. *Is it with the car?* Look behind the car and say *No!* Ask *Is it with the teddy?* Check and say *No!* *Is it with the scooter?* Check there too and say *Yes! Here's the rabbit!* Take it out and show the class.
- Then make the rabbit hop away and say *Hop! Hop! Hop!* Turn away from the class and hide the rabbit behind another toy card.
- Turn back to the class and start the search again.
- **Optional:** Once they have found the rabbit behind each toy, you could extend the activity and hide the other pets one by one.

Mime game using the pop-out

- Ask the children to fold down all the pets on their pop-out. Then ask them to choose one pet secretly and fold it up. They should then put their pop-outs behind their back or out of sight where no one else can see.
- Explain that you are going to hold up a pet flashcard. The children who have folded up the same pet should then hold up their pop-out and repeat the pet word after you.
- Hold up a pet flashcard and say the word, e.g. *Cat!* Encourage all the children who folded up the cat on their pop-out to hold it up and repeat *Cat!*
- Clap the children who guessed the same animal and say *Well done!*
- Repeat, choosing a different animal each time.

Lesson 3

Language

New:

bird, cat, dog, rabbit
carrot
I've got a (cat).

Recycled:

hello, bye bye
red, yellow, green, blue, orange
teacher

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 32
Routine Poster
Pocket Poster
Unit 5 pet flashcards: bird, cat, dog, rabbit
Character flashcards: Rocket, Star, Twig, teacher
Class Book activity page 20



Extra time: Photocopy Master 8, website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Present the vocabulary with the Pocket Poster

- Ask the children to sit down. Take out the four pet flashcards.
- First pick up the bird card, as if it is trying to fly away. Hold it up and say *Bird!* Encourage the children to repeat. Then say *Tweet! Tweet! Tweet!* and flap your arms like wings. Encourage the children to join in with the sound and the action. Put the bird flashcard in the Pocket Poster.
- Then pick up the cat flashcard very gently, as if the cat is asleep. Hold it up and say *Cat!* Encourage the children to repeat. Then say *Miaow! Miaow! Miaow!* and mime cleaning your ears with your paws like a cat. Encourage the children to join in with the sound and the action. Put the cat flashcard in the Pocket Poster.
- Then pick up the dog flashcard as if the dog is jumping around and pulling on a lead. Hold it up and say *Dog!* Encourage the children to repeat. Then say *Woof! Woof! Woof!* and mime panting like a puppy with your paws out in front. Encourage the children to join in

with the sound and the action. Put the dog flashcard in the Pocket Poster.

- Finally put the rabbit flashcard inside your jacket or under your arm and make it appear to hop out. Hold it up and say *Rabbit!* Encourage the children to repeat. Then say *Hop! Hop! Hop!* and put your hands on either side of your head like a rabbit's ears. Encourage the children to join in with the sound and the action. Put the rabbit flashcard in the Pocket Poster.

3 Practise the vocabulary with the Pocket Poster

- Take all the pet flashcards out of the Pocket Poster again.
- Then take the character flashcards and invite one of the children to take each one and place it in a pocket of the Pocket Poster. Say e.g. *Please put the teacher in the blue pocket. Please put Twig in the green pocket, etc.*
- When all the character flashcards are in the Pocket Poster, point to the teacher and ask *What's the teacher got?* Encourage a child to come and take the bird flashcard from you and to put it in the same pocket as the teacher flashcard.
- Repeat for all the characters and pets.
- When all the pets are in the Pocket Poster, mime taking a photo of the bird. Point to the bird and then mime looking at it through a camera. Say *Click! Bird!* Encourage the children to copy you.
- Repeat for all the pets.

4 Action song time

- Ask the class to stand in a circle. Say *Now let's sing a song about pets!*
- Play CD Track 32. Sing the song and encourage the children to join in with the pet actions.

My Pet CD Track 32

I've got a cat. (Mime washing ears with paws, like a cat)
 Miaow! Miaow!
 I've got a dog. (Mime panting like a puppy with paws out in front)
 Woof! Woof!
 I've got a bird. (Mime flapping wings like a bird)
 Tweet! Tweet!
 I've got a rabbit. (Do a small jump forward and one back, like a rabbit)
 Hop! Hop!
 (Repeat)

- Play CD Track 32 again and invite the class to play a Ring-around game. Place the pet flashcards in the middle of the circle where the class can see them.
- Act out all the pet actions above together as each pet is mentioned in the song and then hop around in a circle when it's the rabbit's turn.

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 20

- Hold up Class Book activity page 20.
- Point to each of the characters in turn and elicit their names.
- Point to the teacher and ask *What's the teacher got?* Point to the dog and ask *A dog?* Encourage the children to answer *No!* Repeat for all the pets until you get to the bird. Then say *Yes! The teacher's got a bird.* Draw a pencil line from the teacher to the bird as an example.
- Give out Class Book activity page 20 and pencils to the children. Say *Match the teacher and children to their pets.*
- Encourage the children to complete the sheet by matching the characters and the corresponding pets with a line.

Checking the activity

- Hold up Class Book activity page 20 again.
- Point to each of the characters and ask the class to name them.
- Ask *What's Star got?* and encourage the children to answer *Cat!* Repeat for all the characters and their pets, encouraging the children to trace the matching lines that they drew on their activity page.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Walk like a cat, fly like a bird! game

- Divide the class into four groups and assign a pet to each group. Ask them to stand in four lines, single file.
- Place each pet flashcard near the corresponding line.
- Ask the first child in each line to walk to the pet flashcard like the pet itself. Demonstrate flapping your arms like a bird's wings, walking slowing and swaggering like a cat, walking bouncily like a dog and hopping like a rabbit.
- When each child reaches the flashcard, they turn around and walk to the back of their group's line.
- Repeat until everyone has had a turn.

Photocopy Master 8: Draw and colour your favourite pet.

- Before the lesson, download and print enough copies of Photocopy Master 8 for each child and one example.
- Hold up a copy of Photocopy Master 8. Point to each of the pets and elicit the word.
- Then ask children at random *What's your favourite pet? Bird? Cat? Dog? Rabbit?* Encourage them to tell you.
- Then explain that they have to draw their favourite of the four pets in the space on the sheet.
- Give each child a copy of Photocopy Master 8 and colouring pencils.
- The children can take their completed pictures home to show their parents that they know some words for pets in English.

Lesson 4

Language

New:

bird, cat, dog, rabbit

carrot

I've got a (cat).

Recycled:

Numbers 1–4

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 29, 32

Routine Poster

Pocket Poster

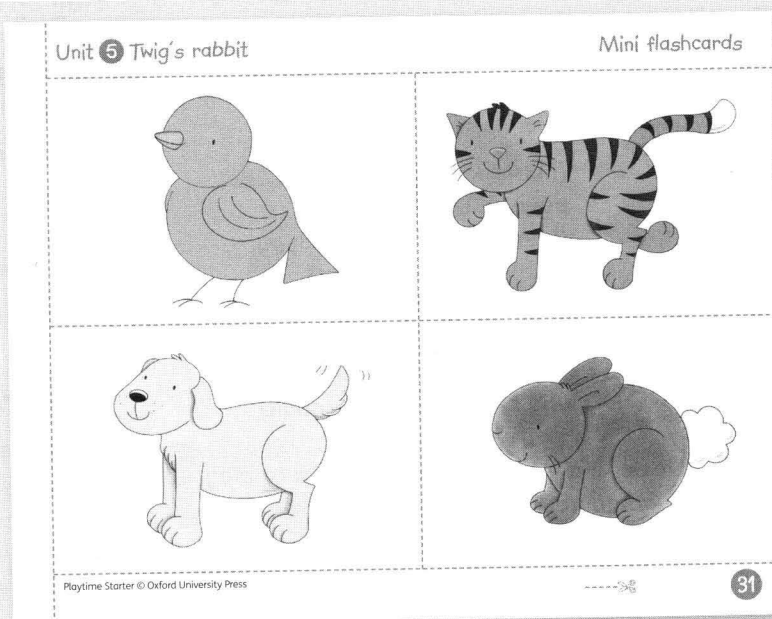
Starter Big Story Book, Story 5: Twig's rabbit

Unit 5 pet flashcards: bird, cat, dog, rabbit

Unit 5 pet miniflashcards: bird, cat, dog, rabbit

(Class Book page 31)

Extra time: Character flashcards: Rocket, Star, Twig, teacher, four large envelopes



Note: Prepare the miniflashcards on page 31 of the Class Book by cutting them out and keeping them in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Review the vocabulary with the Pocket Poster

- Take out Monkey and the pet flashcards.
- Let Monkey pick a card and look surprised and a little afraid. Let him show it to the class and say *Ooh! What's this?*
- Encourage the children to say the name of the pet. If they need prompting, whisper the pet to Monkey so he can say it aloud for the children to repeat.
- Then help Monkey put the flashcard in the Pocket Poster.
- Let Monkey choose another card and repeat for all the pets.

3 Practise the vocabulary with the miniflashcards

- Give each child a set of the pet miniflashcards that you prepared earlier.

- Let Monkey point to the pet flashcards in the Pocket Poster one by one. Say the pets and encourage the children to repeat the words and to hold up the corresponding miniflashcards.
- Let Monkey speed up, pointing at different pets in random order, and encourage the children to hold up their matching miniflashcards and to repeat as quickly as they can.
- Say *Well done!*

4 Action song time

- Say *Now let's listen to the My Pet song!*
- Explain to the children that they should listen to the song and hold up their pet miniflashcards whenever they hear the pet words.
- Play CD Track 32. Hold up the corresponding flashcard when each pet word is said in the song and encourage the children to hold up their matching miniflashcards.

My Pet CD Track ③②

- Play the song again, this time asking the children to stand up and do the pet actions from the previous lesson.

5 The Starter Big Story Book

- Ask the children to come and sit in a circle with you or where they can see you and the book easily. Say *Sit down, please.*

- Let the children keep their miniflashcards and tell them to have them ready to hold up when they hear the pet words mentioned in the story.
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover of Story 5: *Twig's rabbit*, which shows the key character of this story, Twig.
- Point to Twig and say *Here's Twig. Hello Twig!* Say and repeat with the class, *Twig. It's Twig's story.*
- Point to the rabbit on the cover. Say *Rabbit*. Repeat together *It's Twig's rabbit!*
- Say the story phrase *Hop! Hop! Hop!* Invite the class to copy the phrase and to join in with a rabbit action. Do little jumps with your hands on either side of your head like rabbit's ears.

Listen to the story on the CD

- Say *Now listen to the story!*
- Show the class the pet miniflashcards and explain to the children that they should hold them up when they hear the pet words mentioned in the story.
- Open the Starter Big Story Book and play Story 5 on CD Track 29.
- As key vocabulary is heard, point to it in the pictures.
- Prompt the class to hold up the miniflashcards at the right time. During the song, signal to the children to stand up and do the actions from Lesson 1.

Story 5: Twig's rabbit CD Track 29

Note: The story text is given in the Starter Big Story Book. The song words are given in Lesson 1 of this unit.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Envelope game with the miniflashcards

- Put the four character flashcards, the teacher, Rocket, Star and Twig, on different walls of the classroom.
- Next to each character, attach a large envelope low enough for the children to reach.
- Divide the class into small groups. Give each group a set of miniflashcards. Explain that they have to go and put the pet which belongs to each character in the envelope next to the character flashcard, e.g. the bird miniflashcard should go in the teacher's envelope.
- Say *One, two, three, go!* and encourage the children to go and put all their miniflashcards in the envelopes.
- When they have finished, take the teacher's envelope and say *What's the teacher got?* Take the miniflashcards out of the envelope and show them to the children one by one. Each time the miniflashcard is a bird, say *Yes! Bird! That's right.* Invite the children to tell you every time whether the pet is correct or not.
- Repeat with the envelopes of all the other characters.

Action song game

- Divide the class into four groups: the cats, the dogs, the birds and the rabbits.
- Explain to the children that each group should do the action for the pet you have given them when they hear the appropriate part of the song.
- Play the *My Pet* song on CD Track 32 and encourage each group to do just the actions for their pet when they hear the corresponding lines in the song.

Lesson 5

Language

New:

bird, cat, dog, rabbit

carrot

food, water

Recycled:

hello, bye bye

Materials:

Monkey puppet

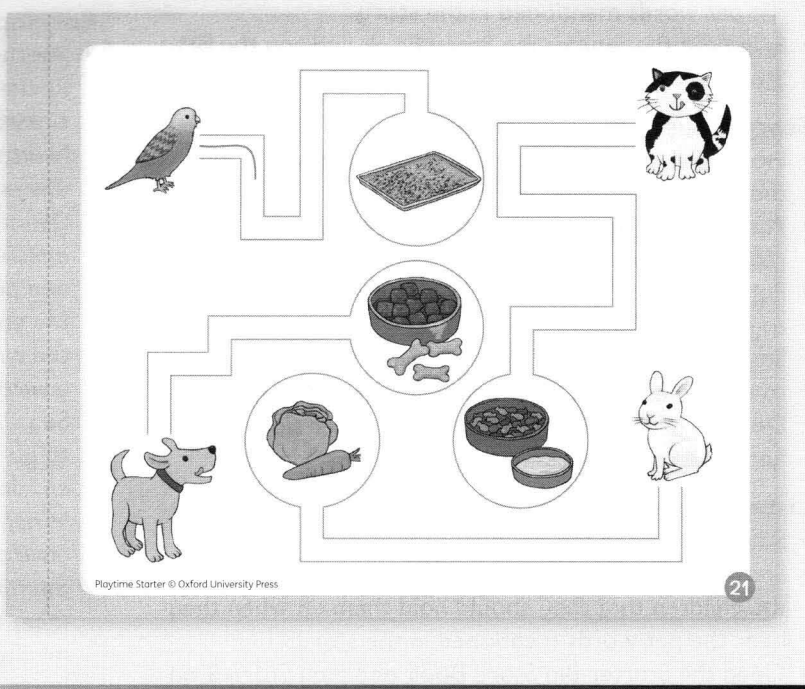
CD: Tracks 1, 4, 5, 32

Routine Poster

Class Book activity page 21

Optional: toy animals; cat, dog, bird, rabbit

Extra time: Food pictures from magazines, two paper plates; paper, colouring pencils, pumpkin seeds or lentils, glue



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Ask the class to stand in a circle.
- Say *Let's sing the My Pet song!*
- Play CD Track 32. Sing the song and encourage the children to join in where they can with the actions.

My Pet CD Track ③②

3 Cross-curricular activity

- Bring in or borrow from the school toy box a cat, a dog, a bird and a rabbit toy.
- Say *Look! Pets! Which pets can you see?* Say or elicit the pet words.
- Now hold up Class Book page 21 and draw the children's attention to one picture at a time. You can use the toy animals again here if you prefer.
- Point to or hold up the bird and ask *What's this?* Encourage the children to tell you that it's a bird.
- Then point to the picture of the bird seed and say *Look! Here's the bird's food.*
- Point to or hold up the cat and ask *What's this?* Invite the children to tell you that it's a cat.

- Then point to the picture of the cat biscuits and say *Look! Here's the cat's food.* Point to the water, in the other dish, and say *Here's the cat's water.*
- Point to or hold up the dog and ask *What's this?* Encourage the children to tell you that it's a dog.
- Then point to the picture of the dog food and say *Look! Here's the dog's food.*
- Finally, point to or hold up the rabbit and ask *What's this?* Encourage the children to tell you that it's a rabbit.
- Then point to the photo next to the rabbit. Point to the vegetables and say *Look! Here's the rabbit's...* Prompt the children to complete the sentence with the word *food* if they can. Point to the carrot and ask *What's this?* to see if the children can remember the word *carrot*. Say *Yes! Rabbits eat carrots.*

4 Action time

- Mime eating like one of the pets on the Class Book page. For the bird, hold your arms straight by your sides but slightly angled behind you like folded wings and pretend to peck; for the cat, hold both hands in front of you, one on top of the other, and pretend to eat; for the dog, place your arms in front of you, slightly bent with hands turned inwards and pretend to eat; for the rabbit, put your hands on either side of your head like rabbit's ears and mime nibbling and looking around quickly.
- Encourage the children to put up their hands to try and guess the animal that you are imitating. If they guess correctly, say e.g. *Yes! Well done! I'm a bird* and point to the bird on the poster and then the bird's food.

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 21

- Hold up Class Book activity page 21.
- Say *Here are the pets!* Point to the bird and ask *Where's the bird's food?*
- Trace over the path from the bird with your finger until you reach the bird seed. Say *Here's the bird's food!* Mime eating like a bird.
- Repeat for all the pets and their food and water.
- Give out Class Book activity page 21 and pencils to the children. Say *Follow the paths and find the pets' food.*
- Encourage the children to draw a line through the maze from each pet to its food.

Checking the activity

- Hold up Class Book activity page 21 again. Point to each of the pet pictures in turn and elicit the words.
- Ask *Where's the cat's food?* and encourage the children to trace the path that they have drawn to the cat's food and then to mime eating.
- Repeat for all the pets.
- Say *Well done!* to the children.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 120 for Workbook lesson A.

Extra time

Meat or vegetables?

- Before the lesson, make visuals by sticking some magazine pictures of meat and fish on one paper plate, and magazine pictures of vegetables and plants on another.
- Put the pet flashcards where all the children can see them.
- Hold up the meat and fish plate and say *Look! Here's some food. Which pets eat this food?*
- Encourage the children to say the word for a pet that they think eats meat or fish.
- Establish that the dog and cat eat this kind of food.
- Then hold up the vegetables and plants plate and say *Look! Here's some food. Then ask Which pets eat this food?*
- Encourage the children to say the word for a pet that they think eats vegetables or plants.
- Establish that the rabbit and the bird don't eat meat, but instead they eat vegetables and plants.

Feed the bird craft activity

- Before the lesson, make a feeding bird. To do this, take a piece of A4 paper and make a fold line about 11 cm down from the top. Fold this top section over forwards along the fold line and draw a little bird on the flap. This will work best if the bird appears to be feeding, with its beak at the bottom of the fold.
- At this point, open the paper out again and photocopy it for each child.
- With the flap folded over again, colour the bird and then stick some seeds at the bottom of the sheet for the bird to eat.
- Show the class your example of the bird feeding, first with the flap unfolded. Point to the food and say *Food for the bird.* Then fold down the flap with the bird on it and show how the bird flies down to the food.
- Give each child a photocopy of the template that you have made, folded correctly, and ask them to colour in the picture of the bird and to stick on some seeds or lentils.
- When they have finished, ask them to hold up their bird feeders and to fold the flap down to bring the bird flying down to its food.

Lesson 6

Language

New:

bird, cat, dog, rabbit
carrot
I've got a (cat).

Recycled:

hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 32
Routine Poster
DVD Story 5: *Twig's rabbit*
Class Book activity page 22

Optional: Unit 5 pet miniflashcards: *bird, cat, dog, rabbit*, paper stars for each child to use as rewards

Extra time: Character flashcards: Monkey, Rocket, Star, Twig; Photocopy Masters 10 and 11, website:



enough copies for one each, Unit 5 pet miniflashcards: *bird, cat, dog, rabbit*, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Say *Stand up please! Now let's sing the My Pet song!*
- Explain to the children that you are all going to do the actions for the song.
- Play CD Track 32 and encourage the children to join in with the actions.

My Pet CD Track ③②

3 DVD Story 5: Twig's rabbit

- Seat the class where they can all see the screen.
- Play Story 5 on the DVD all the way through. As you watch the story, encourage the children to do the pet actions from Lesson 1. They should also stand up and hop during the story song.
- **Optional:** As an alternative, ask the children to hold up their pet miniflashcards when they hear the pet words in the story.

Story 5: Twig's rabbit

Note: The story text is given on the Big Story Book pages. The song words and actions are given in Lesson 1 of this unit.

4 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 22

- Hold up Class Book activity page 22.
- Point to the rabbit silhouette and ask *What's this?* Encourage the children to tell you that it's a rabbit and to say *Rabbit!* Draw a pencil line around the coloured rabbit picture and the rabbit silhouette to link them together.
- Repeat for all the pets.
- Give out Class Book activity page 22 and pencils to the children.
- Say *Find the same pets and group.*
- Encourage them to complete the activity by matching and circling each pet with its silhouette to link them together.

Checking the activity

- Hold up Class Book activity page 22 again. Point to each of the silhouettes of the pets in turn and ask *What's this?* Encourage the children to tell you the pets and to do the actions.
- Circle each colour picture and its corresponding silhouette with your finger.

5 Reward time

- Say *Well done!* to each pupil to congratulate them for their work in the unit.

- You could prepare paper stars to give out as rewards, to be stuck on a 'praise wall' in the classroom.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 122 for Workbook lesson B.

Extra time

Acting out

Option 1:

- Divide the class into three groups, one group for each character: Rocket, Star and Twig. You can take the role of the teacher or make this a fourth group if you wish.
- Give a dog miniflashcard to each child in the Rocket group, a cat miniflashcard to each child in the Star group and a rabbit miniflashcard to each child in the Twig group.
- Use the phrases from the story to ask each group to hold up their pet miniflashcard.
- Say *The teacher's got a bird* and hold up the bird flashcard.
- Say *Star's got a cat* and invite the Star group to hold up their cat miniflashcards.
- Say *Rocket's got a dog* and invite the Rocket group to hold up their dog miniflashcards.
- Say *Twig's got a rabbit* and invite the Twig group to hold up their rabbit miniflashcards.
- Mime taking a photo of the Twig group and say *Click! I've got a photo too!*
- Say *Well done!* to the children.

Option 2:

- Focus on the search for the rabbit in the story. Ask the class to cover or close their eyes.
- Hide the rabbit flashcard in the classroom so that it is not visible and say to a group of four children *Find the rabbit!* Let them know if they are getting closer to finding it or going away from it using language that they know: say *Yes! Good! Very good!* as they get closer and *No! Oh dear! Come back!* as they get further away.
- Let the first child to find the rabbit hide it for the next group.

Photocopy Masters 10 and 11: Picture Dictionary

- Follow the procedure described in 'Extra time' in Unit 1 Lesson 6, this time using the pet miniflashcards.

5 Twig's rabbit

Reinforcement lesson

Language

New:

bird, cat, dog, rabbit

Recycled:

hello, bye bye

Numbers 1–4

red, yellow, green, blue, orange

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 32

Routine Poster

Pocket Poster

Unit 5 pet flashcards and miniflashcards: *bird, cat, dog, rabbit*

A piece of paper per child and colouring pencils

Note: This lesson is for use after Lesson 3 or Lesson 4 of the unit.

Take out the miniflashcards in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Practise the vocabulary with the miniflashcards

- Hold up each of the pet flashcards one by one. Try to elicit the animals from the children or say each word yourself and encourage the children to repeat.
- Give out the miniflashcards.
- Let Monkey pick an animal flashcard to hold up and show the class. Ask *What's Monkey got?*
- Say the pet word together and ask the class to hold up the corresponding miniflashcard. Say e.g. *Hold up the cat too!* Repeat for all the pets.

3 Practise the vocabulary with the Pocket Poster

- Place all the pets in the Pocket Poster one by one. You could ask the children to help you by saying the number or colour of a pocket to put each pet in.
- Then ask the children to sit in a circle with you. Invite one of the children to come into the middle and to do the action for one of the pets.

- Ask another child to point to the flashcard of the pet in the Pocket Poster that they think it is, or to say the word. The child miming can then say *Yes* or *No* depending on whether their classmate has guessed correctly or not.
- Repeat with different children coming out to mime.

4 Action song time

- Say *Stand up please! Now let's sing the My Pet song!*
- Explain to the children that you are all going to do the actions for the song.
- Play CD Track 32 and encourage the children to join in with the actions.

My Pet CD Track ③②

5 Personalization activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Draw you and your pet

- Ask the children *Have you got a pet?* Encourage them to tell you what kind of pets they have.
- Ask the children who haven't got a pet what kind of pet they would like. Ask *What's your favourite pet?*
- Give each child a piece of paper and colouring pencils.
- Encourage them to draw themselves with their pet, or with a pet that they would like to have. Walk around the class asking the children what pet they have drawn. If their pet isn't one of the animals in the unit, give them the word in English, e.g. *hamster, turtle, mouse*.

Checking the activity

- When the children have finished, ask e.g. *Whose favourite pet is a cat?* All the children who drew a cat should hold up their picture. Repeat for all the pets that the children have drawn.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 124 for Workbook lesson C.

Extension lesson

Language

New:

ears

Recycled:

hello, bye bye

Numbers 1–4

eyes, nose, mouth

bird, cat, dog, rabbit

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 29, 32

Routine Poster

Starter Big Story Book: Story 5: *Twig's rabbit*

Craft materials: Two cardboard rabbit ears for each child, pink paint or colouring pencils, wool or cotton wool, strips of card

Note: This lesson is for use after Lesson 6 of the unit.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time!

- Say *Stand up please! Now let's sing the My Pet song!*
- Explain to the children that you are all going to do the actions to the song.
- Play CD Track 32 and encourage the children to join in with the actions.

My Pet CD Track ③②

3 Present the theme

- Hold up the cover of Starter Big Story Book Story 5: *Twig's rabbit*.
- Point to the rabbit and ask *What's Twig got?* Elicit *Rabbit*.
- Point to the rabbit's eyes and ask *What are these?* Elicit *Eyes*. Repeat for nose and mouth.
- Then point to the rabbit's ears. Put your hands on either side of your head to represent a rabbit's long ears. Say *Ears*. Encourage the children to join in with the action and to repeat the word.
- Point to the rabbit and the rabbit's ears again and explain to the children that they are going to make some ears like these to wear.

4 Craft activity: Rabbit's ears

- Before the lesson, make some rabbit's ears to show the children. To do this, cut a strip of white card which will fit around your head and two long oval shapes, like rabbit's ears.
- Draw inner ovals on the rabbit's ears and paint or colour these pink. Either leave the rest of the card white or paint it another appropriate colour for a rabbit and, if you like, you could also stick on wool or cotton wool to make textured rabbit fur.
- Stick the ears to the outside of the headband, put it around your head and say *Look! Ears! Rabbit's ears! Say Now you can make some rabbit's ears too.*
- Give each child two oval shapes of card, with inner ovals for them to paint pink, and get them to decorate the outside with wool or cotton wool.
- Help them to stick the ears to a strip of card and then fasten the ends together to form a headband.
- Ask the class to put on their rabbit's ears and assemble the children for story time.

5 Listen to the story on the CD

- Say *Now let's listen to the story Twig's rabbit!*
- Open the Starter Big Story Book and play Story 5 on CD Track 29.
- Encourage the children to hold up their paws like a rabbit as they hear the word in the story.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 5: Twig's rabbit CD Track ②⑨

Note: The story text is given in the Starter Big Story Book. The song words and actions are given in Lesson 1 of this unit.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 125 for Workbook lesson D.

Workbook lesson A

Language

New:

bird, cat, dog, rabbit
food, water

Recycled:

hello, bye bye
Star likes the grapes best!

Materials:

Monkey puppet
Routine Poster
Pocket Poster
CD: Tracks 1, 4, 5, 32
Unit 5 pet flashcards
Unit 3 food flashcards
Character flashcards: Rocket, Star, Twig, teacher
Class Book activity page 21
Workbook activity page 19
Extra time: Plain sheet of paper for each pupil,
Class Book activity page 9, CD: Track 10

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Ask the class to stand in a circle.
- Say *Let's sing the My Pet song!*
- Play CD Track 32. Sing the song and encourage the children to join in where they can with the actions.

My Pet CD Track ③②

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 19

- Before you prepare the Workbook activity, you may like to use the Class Book page from Lesson 5 to revise the key words for the animals and *food* and *water*. If so, hold up Class Book activity page 21.
- Point to each of the animals and elicit the word for them: *bird, dog, cat, rabbit*. Point to the pots of food and say *food*. Point to the bird and then the tray of seed

and say *bird...food*. Repeat for the other foods and say it with the class. Finally, point to the pot of water and say *water*. Say *Well done!*

- Hold up Workbook activity page 19 and point to Twig and the cat in turn. Point to all the food types below and elicit the names for them.
- Trace a line with your finger from Twig to the cake and say *Twig likes...cake* to illustrate what to do.
- Give out Workbook activity page 19. Give out pencils or crayons to the children. Say *Match*.
- Encourage the children to complete the sheet by matching Twig to the foods he likes and the cat to the animal food and water.

Checking the activity

- Hold up Workbook activity page 19 again. Trace the matching lines from the characters to the correct foods. You can use the language *Twig likes...* or *Twig eats...*. Say *Well done!*
- Encourage the children to point to their own pictures and to join in tracing the lines.

4 Action time

- Invite the class to stand in a circle. Place the flashcards for the characters Twig, Rocket and Star together with the four pet flashcards, face up on the floor in the middle of the circle.
- Say a food type and ask for a volunteer to pick up and bring you a flashcard of who or what can eat it. Use the vocabulary from Unit 3 and *food* and *water*. Say *cake* and encourage a pupil to bring you the Rocket character card. Confirm the choice is correct using the language *Yes, Rocket eats cake!* Repeat for different combinations so lots of children can take part.

5 Pocket Poster activity

- At the end of Action time, invite volunteers to bring you each of the pet flashcards in turn and to put them in the Pocket Poster. Then ask volunteers to place the three character flashcards in the Pocket Poster and add the *teacher* flashcard in the last space.
- Present the food flashcards from Unit 3. Invite volunteers to choose which character likes which food best and use the phrase from Unit 4 *Star likes the grapes best!* Invite the volunteer to place the food flashcard in the pocket behind the character card, so that they are together.
- **Tip:** If you still have a little time left, pretend to forget which character likes what best and ask *Who likes juice best?* Invite volunteers to go and find the hidden food flashcards and show you which character they are with.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Water and rain

- Invite the class to sit in a circle.
- Show each of the pet and character flashcards and ask *Does the cat like water?* and so on.
- Show Class Book activity page 9, with the images of the lion, hippo, frog and anteater. Ask *Does the lion like water?* and so on.
- Encourage the children to think about water and ask them what rain is made of.
- Confirm that rain is important because all the pets and animals and people like to drink it.
- Ask the class to stand up and sing the song *It's raining, it's sunny* (CD Track 10) with the actions.
- Praise them all.

I like...best

- Ask the pupils to return to the tables and hand out a sheet of plain paper to each child.
- Give each table a pot of pencils and invite the class to draw the pet they like best.
- When they have finished, invite them to say the phrase *I like the (rabbit) best.*
- Praise everyone.

Workbook lesson B

Language

New:

bird, cat, dog, rabbit
carrot

Recycled:

hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 29, 30, 32
Routine Poster
Starter Big Story Book, Story 5: *Twig's rabbit*
Workbook activity page 20
Extra time: Starter Unit number flashcards

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Say *Stand up please! Now let's sing the My Pet song!*
- Explain to the children that you are all going to do the actions for the song.
- Play CD Track 32 and encourage the children to join in with the actions.

My Pet CD Track ③②

3 The Starter Big Story Book

- Ask the pupils to come and stand in a circle with you, or where they can see you and the book easily. Say *Stand in a circle, please.*
- Bring out the Starter Big Story Book and present it like a special treat. Set the story time scene with the story time rhyme.

Note: The rhyme is recorded on CD Track 6 for reference.

- Ask the children to mime the actions in the story. Point to each picture and give them an action to follow: mime holding up a photo in 1, 2 and 3. Mime hiding a rabbit in their arms for 4, mime holding a wriggling rabbit in 5, mime looking in 6, holding up a carrot in 7 and then pose for a photo for picture 8.
- Read the story or listen to the story on CD Track 29. Remind the pupils to join in with the actions in the story.

Story 5: Twig's rabbit CD Track ②⑨

Note: The story text is given in the Starter Big Story Book. The song words and actions are given in Lesson 1 of this unit.

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 20

- Hold up Workbook activity page 20.
- Point to the groups of rabbits. Count the rabbits in each group together. Encourage them to repeat the noun so they remember that it is *One rabbit, two rabbits* and so on. Point to the boxes with the carrots in and the numbers above them. Point to the numbers and say them together. Say *Count and match*. Trace a line from the single carrot in the box to the single rabbit to link them together.
- Give out Workbook page 20. Hand out pencils or crayons to the children.
- Encourage them to complete the activity by matching the numbered boxes with the rabbits.

Checking the activity

- Hold up Workbook page 20 again. Encourage the children to trace the matching lines again with you.

5 Reward song time

- Say *Well done!* to each pupil to congratulate them for their work on pets.
- Choose a pupil who has worked particularly hard and invite them to choose a favourite song with actions from all the units studied so far for the whole class to sing.
- Sing the song together with actions.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Rabbits in a ring

- Ask the class to stand in a circle.
- Tell them that they are all rabbits, and encourage them to mime holding their hands up on their heads like floppy ears and showing their strong teeth.
- Hold up a number flashcard and ask them to say the number.
- Choose that number of children and invite them to jump / hop into the middle of the ring. Count them together.
- Give them a clap and ask them to hop / jump back to their places. Show a new number and repeat with different children.
- Say *Well done!* to the children.

Hop and stop

- Invite the children to stand in a ring. Play the *Hop away* song on CD Track 30 and invite them to hop or jump like rabbits. Warn them that there may be a hunter nearby, so if the music stops, they must stand very still so that the hunter can't hear them.
- Play the track but stop it suddenly now and again. Wait a few seconds, then reassure them that the hunter has gone and they can move again.
- Repeat the song, then say that the rabbits are tired. Let the class lie down for a moment like sleepy rabbits to recover and calm down before the end of the lesson.

Workbook lesson C

Language

New:

bird, cat, dog, rabbit
ears

Recycled:

hello, bye bye
Numbers 1–4
red, yellow, green, blue, orange
I like the...best

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 30
Routine Poster
Pocket Poster
Unit 5 pet flashcards: bird, cat, dog, rabbit
Workbook activity page 21

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the flashcards

- Invite four volunteers to come and hold up each of the pet flashcards (or place them in the Pocket Poster). Invite the class to stand up and join in. This activity builds on the phrase *I like...best*.
- Present the phrase *I like the bird best* and help the class to repeat it in rhythm so that their speech begins to flow.
- Point to each picture in turn so that the phrases repeat without a break and the rhythm flows. This will help them to get into the pattern of saying a complete phrase by the end of phrase four, even if they were struggling at the start: *I like the bird best, I like the cat best, I like the dog best, I like the rabbit best*.
- Repeat the exercise once, then repeat it again, changing the order of the pets you point to so the children have to think about which word to insert.

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 21

- Hold up Workbook activity page 21.
- Point to the animals and elicit their names. Point to the dotted ears and see if anyone remembers the word *ears*. Repeat the words together. Point to the rabbit and say *The rabbit's got big ears!* Invite the children to mime a rabbit's ears, then mime the ears for the other animals. This will help them think about the shape of the ears and if they are large or small, but without using language to express this. Say *Trace the ears*. Trace round the rabbit's ear shapes with your finger to show them what to do.
- Hand out Workbook page 21. Give out pencils or crayons to the children. Say *Trace the ears*.
- Encourage them to complete the activity by completing the ears on the different animals.

Checking the activity

- Hold up Workbook page 21 again. Encourage the children to trace the ear shapes again with you.

4 Action song time

- Say *Stand up please! Now let's sing the story song!*
- Explain to the children that you are all going to stand in a circle and follow each other round.
- Play CD Track 30 and encourage the children to join in. All stop to mime eating a carrot, then hop again.

Hop away! CD Track ③⑩

Note: The words and actions for the song are given in Lesson 1 of this unit.

5 What am I?

Stay in the circle

- Invite a volunteer to mime being one of the pets from the unit, or Monkey, and invite the rest of the class to guess it in English.
- Repeat until all the pets and Monkey have been guessed. Say *Well done!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook lesson D

Language

New:

bird, cat, dog, rabbit

Recycled:

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 30

Routine Poster

Unit 5 pet flashcards: bird, cat, dog, rabbit

Unit 5 pop-outs or pet miniflashcards: bird, cat, dog, rabbit
Workbook activity page 22

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Ask the children to sit in a circle. Ask them to choose one hand to be a rabbit.
- Explain to the children that the rabbit hand is going to do the actions to the song.
- Play CD Track 30 and encourage the children to make their hands hop around the floor like rabbits as they sing. Encourage them to 'hop' three times with their fingers in time to the three hops in the song.

Hop away! CD Track ③⑩

Note: The words and actions for the song are given in Lesson 1 of this unit.

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 22

- Hold up Workbook activity page 22.
- Point to the first pet on each line and elicit its name. Then point to the line of birds and count them from 1 to 4. Point at the hen and say *Oh dear! It's not the same* or *It's the odd-one-out* or shake your head. Say *Circle* and trace a circle around the hen with your finger to show them what to do.

- Give out Workbook page 22. Hand out pencils or crayons to the children. Say *Circle the odd-one-out*.
- Encourage them to complete the activity by finding and circling the different animals.

Checking the activity

- Hold up Workbook page 22 again. Encourage the children to point to the odd-one-out on each line. Count the lines of pets together and make sure that everyone understands which pet they needed to circle and why.

4 Activity with the pop-out

- Hand out the pop-outs. (You can use the miniflashcards for this activity if you prefer.)
- Play a 'listen and match' game.
- Ask the children to point to or hold up the pet that matches the one you say.
- Say the pet names in different orders and ask the children to hold up or point to the matching image on the pop-out.
- Say *Bye bye* to a pet and ask the class to fold that image down on the pop-out.
- Repeat until all the pets are folded away.

5 The runaway pets

- Hide the pet flashcards in four different places around the room.
- Explain that not only has the rabbit in the story hopped away, but that all the pets are missing.
- Put the children into four groups. Ask one group at a time to stand up and find one of the flashcards.
- When they find one, they bring it to the front and say its name. Encourage the whole class to repeat its name.
- Say *Well done!* and ask the group to sit down. The next group can then go to find a flashcard.
- Repeat until all the pets have been found.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Lesson 1

Language

New:

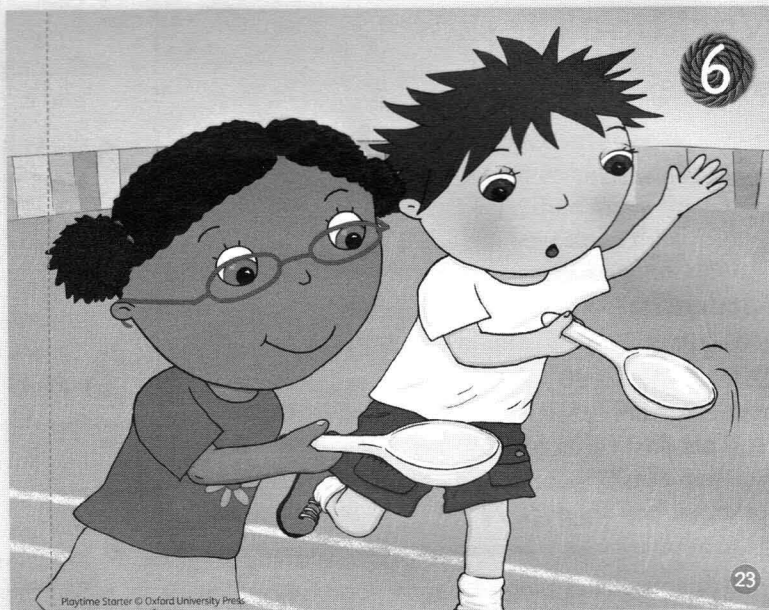
daddy, mummy, family
egg, spoon

Recycled:

hello, bye bye
Numbers 1–3

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 34, 35
Routine Poster
Pocket Poster
Character flashcards: Monkey, Rocket, Star,
Twig, Melody, teacher
Starter Big Story Book, Story 6: *Get ready!*
Class Book activity page 23
Unit 6 stickers
Extra time: Unit 5 pet flashcards: *bird, cat, dog, rabbit*



1 Hello

Hello Monkey!

- Before the lesson, put Monkey inside a clean and empty cloth bag.
- Look in the bag for Monkey. Then look up and say *Ssh! Monkey's asleep!* Mime being asleep by resting your head on your hand.
- Say *Let's wake Monkey up! Let's sing!* Sing the *Hello* song on CD Track 1.
- At the end, let Monkey's face come up out of the bag and help him wave hello to the class.
- Take Monkey out of the bag and invite the class to say *Hello Monkey!*

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Say Hello with the Pocket Poster

- Hold up the flashcards of the characters Monkey, Rocket, Star, Twig and teacher and ask *Who's this?* Encourage the children to tell you their names.
- Then put each character in a pocket of the Pocket Poster. Encourage the children to wave and say hello to each character.
- Then say *But who's this?* Hold up the flashcard of Melody. Say *It's Melody! Melody is at playschool with Rocket, Star and Twig.*
- Put Melody in the Pocket Poster with the other characters. Say *Hello Melody!* Encourage the children to wave and say hello to the new character.

3 The Starter Big Story Book

- Ask the pupils to come and sit in a circle with you or where they can see you and the book easily. Say *Sit down, please.*
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Hold up the cover of Story 6: *Get ready!*, which shows the new key character of this story, Melody.
- Point to Melody and say *Here's Melody. Hello, Melody!* Say and repeat with the class, *Melody. It's Melody's story.*
- Point to the other characters and elicit their names. Then draw the children's attention to the egg and spoon in each of the characters' hands. Say *Look! An egg! A spoon!* Ask the children what they think the characters are going to do and encourage them to give you their ideas. Establish that the characters are going to have a race called an *Egg and spoon race*. Explain that children in England have egg and spoon races on sports day at school and that the aim is to run to the finish line balancing an egg on a spoon without dropping it.
- Point to Rocket, Star, Twig and Melody and explain that the race is just about to start.
- Ask the class to stand up. Imitate Melody's stance on the story cover.
- Say the story phrase *Get ready!* Invite the class to repeat the phrase and to take up the starting position with you.

Listen to the story on the CD

- Say *Now listen to the story Get ready!*
- Open the Starter Big Story Book and play Story 6 on CD Track 34.
- As key vocabulary is heard, point to it in the pictures.
- During the song, do the actions, encouraging the children to join in as much as possible.

Story 6: Get ready! CD Track ③④

Note: The story text is given in the Starter Big Story Book.

Listen to the story again and do the actions

- Now read the story again, this time without the CD.
- Ask the children to stand up.
- As you read, encourage the children to join in with the following actions: mime holding a spoon with an egg on it and run on the spot when the characters start running; then pretend the egg has fallen down and hold your face in your hands when Rocket, Star and Twig all drop their eggs.

④ Action song time

- Say *Stand up, please. Let's sing the story song!*
- Play CD Track 35 encouraging the children to join in with the actions.

Story song: Don't stop! CD Track ③⑤

Run, run, run (Run on the spot)
 With your egg! (Mime holding a spoon with an egg on it)
 Run, run, run! (Run on the spot)
 Don't stop! (Wag your finger to mean 'no'. Then hold up your hand to mean 'stop')
 Run, run, run (Run on the spot)
 With your egg! (Mime holding a spoon with an egg on it)
 Oh! Oh! Plop! (Mime dropping the egg)
 (Repeat twice)

⑤ Class Book activity**Go to your tables**

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 23

- Hold up Class Book activity page 23.
- Point to the picture of Melody. Ask *Who's this?* Say or elicit *Melody!* Repeat for Twig.
- Point to Melody's spoon and say *Oh dear! No egg!*
- Hold up a sticker page detached from the back of the Class Book. Point to one of the eggs. Mime sticking the egg onto Melody's spoon on the sheet to show the children what to do.
- Point to Twig's spoon and the expression on his face. Say *Oh! Oh! Plop!* and pretend to stick the other egg outside the spoon because he has dropped it.

- Give out Class Book activity page 23 and the Unit 6 stickers to the children. Say *Stick on the eggs.*
- Encourage them to complete the sheet by sticking on the stickers.

Checking the activity

- Hold up Class Book activity page 23 again with the stickers correctly placed. Point to Melody's egg in her spoon and ask *What's Melody got?* Help the class to reply *Spoon and Egg.*
- Point to Twig's spoon and then the fallen egg and ask *What's Twig got?* Help the class to reply *Spoon and Egg.*

⑥ Bye bye**Tidy up time**

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤**Extra time****Review of Unit 5**

- Mime the action for one of the pets from Unit 5: bird, cat, dog or rabbit.
- Encourage the class to say the correct pet word.
- When a child guesses correctly, show the pet flashcard and then all mime and say the word.
- Let the child that guessed correctly first put the flashcard in the Pocket Poster. Repeat the word with the class and say *Well done!*
- Repeat for all the pets.

Story consolidation activity

- Ask the children to come and stand in a circle.
- Demonstrate the game by saying *Get ready! One, two, three, go!* On go, run on the spot. Puff and pant, say *Stop!* and stop.
- Repeat the action a couple more times, once saying *Stop!* very soon and once letting the children run on the spot for longer so that they are waiting for you to say *Stop!*

Lesson 2

Language

New:

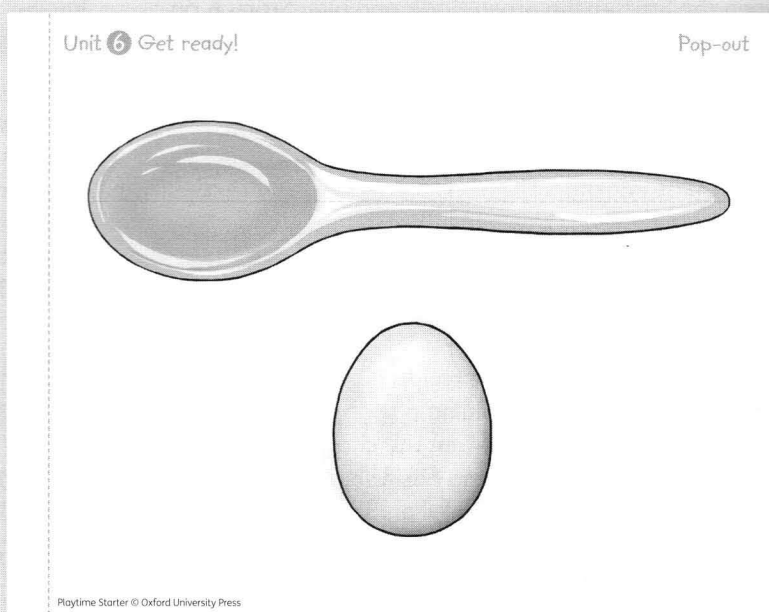
daddy, mummy, baby, family
egg, spoon

Recycled:

hello, bye bye
Numbers 1–3

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 35
Routine Poster
Starter Big Story Book: Story 6: *Get ready!*
Class Book Unit 6 pop-out
DVD Story 6: *Get ready!*
Extra time: CD: Track 36; character
flashcards: Rocket, Star, Twig, Melody



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Present the vocabulary

- Hold up page 1 of Story 6: *Get ready!* in the Starter Big Story Book. Point to Melody and invite the class to join in saying hello to her.
- Then point to Melody's daddy and say *Daddy. It's Melody's daddy!*
- Wave to the daddy in the picture with your free hand and say *Hello Daddy!* Ask the class to wave and say hello too.
- Then point to Melody's mummy and say *Mummy. It's Melody's mummy!*
- Wave to the mummy and say *Hello Mummy!* Ask the class to wave and say hello too.
- Then point to the baby and say *Baby. Here's Baby!*
- Wave to the baby and say *Hello Baby!* Ask the class to wave and say hello too.
- Point again to each of the pictures in turn and encourage the class to join in and say *Hello Melody! Hello Daddy! Hello Mummy! Hello Baby!* with you.
- Then circle all Melody's family with your finger and say *Family. It's Melody's family.*

3 Class Book activity

Pop-out 6: Make the egg and spoon

- Show the cover of Story 6 and point to Melody. Point to her hand and ask *What's Melody got?* Point to the egg and say *An egg!* Point to the spoon and say *A spoon!* Say *An egg and spoon!*
- Hold up the egg and spoon you have made from Pop-out 6.
- Hold up the egg and say *Here's the egg!* Hold up the spoon and say *Here's the spoon!* Show the children how the spoon folds and put the egg inside.
- Say *Now you can make a pop-out too!* Hand out the Unit 6 pop-out pages to each child.
- Show the children how to make their own pop-outs by pushing out the pieces, folding the spoon and sitting the egg in the fold.

Play with the pop-out egg and spoon

- Stand in a circle with the pop-outs.
- Invite the children to stand as if they are about to start the egg and spoon race. Say *Get ready! One, two, three ... go!*
- Say *Run, run, run!* and encourage the children to run on the spot, trying to keep the egg balanced in the spoon.
- When you say *Stop!* the children have to stop immediately and keep still.
- Repeat the activity.
- Optional:** If you like, add *Oh! Oh! Plop!* for the children to tip their spoons and drop their eggs. Ask them to put them back in their spoons to play again.
- Say *Great! Well done!*

4 DVD Story 6: Get ready!

- Seat the class where they can all see the screen.
- Let the children keep their pop-outs while they watch Story 6 on the DVD.
- Explain before they watch that they should hold up their egg and spoon pop-out each time they hear the word *egg* in the story.
- Play Story 6 on the DVD. Encourage the children to hold up their pop-outs to take part in the story.

Story 6: Get ready!

Note: The story text is given in the Starter Big Story Book.

5 Action song time

- Say *Stand up, please. Let's sing the story song!*
- Explain to the children that they should run on the spot holding their egg in the spoon and then tip the egg off on the line *Oh! Oh! Plop!*
- Play CD Track 35 encouraging the children to balance their eggs in their spoons until the last line of the first verse. After the first verse, encourage them to pick up the egg quickly and put it back on their spoon for the second verse.

Story song: Don't stop! CD Track 35

Note: The words and actions for the song are given in Lesson 1 of this unit.

6 Bye bye**Tidy up time**

- Collect in the pop-outs and keep them in the children's files for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4**Bye bye time**

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5**Extra time****Circle game: Winner!**

- Ask the children to stand in a circle with their pop-outs. Explain that the aim of this game is that the egg shouldn't fall off the spoon.
- Play the karaoke version of the story song on CD Track 36 and invite a child to walk, rather than run, round the outside of the circle, holding their egg and spoon. The aim is to return to their place without dropping the egg.
- When this child gets back to his / her place, the class can all join in saying *Winner!* together.
- Then invite another child to go round the circle. Repeat the activity until everyone has had a chance to be a winner.

Character flashcard game

- Play a game with the character flashcards: Rocket, Star, Twig and Melody.
- Place the four flashcards in the Pocket Poster.
- Invite one of the children to come to the Pocket Poster and let them hold Monkey.
- Ask the child to find Rocket with Monkey. Say *Help Monkey find Rocket!* Encourage him / her to point to Rocket and to say *Rocket*.
- Repeat *Rocket* with the class. Say *Great! Thank you!* Take Monkey back and ask the child to sit down.
- Now invite another child to come up. Give him / her Monkey and say that he / she has to help Monkey find Star.
- Ask *Where's Star?* and ask the child to find Star with Monkey. Say *Help Monkey find Star!*
- Repeat for all four characters.
- **Optional:** To extend the game, let Monkey look along the flashcards in the poster and make him point to a character and say the wrong name. Ask the class to help Monkey say the names correctly.

Lesson 3

Language

New:

daddy, mummy, baby, family
egg, spoon

Recycled:

hello, bye bye
Numbers 1–3

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 37
Routine Poster
Pocket Poster
Starter Big Story Book, Story 6: *Get ready!*
(page 1)
Unit 6 family flashcards: daddy, mummy, baby,
family
Class Book activity page 24



Extra time: Unit 6 pop-out, Photocopy Master 9,
website: enough copies for one each

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Present the vocabulary with the Pocket Poster

- First hold up page 1 of Story 6: *Get ready!* in the Starter Big Story Book. Circle Melody's family with your finger and say *Here's Melody's family*. Point to each of the family members in turn and say their names, e.g. *Here's Melody's daddy*. *Here's Melody's mummy*. *Here's Baby*.
- Then put down the book and hold up the family flashcard. Say *Here's the family!* Encourage the children to repeat *Family!*
- Hold up the daddy flashcard and say *Look! Daddy!* *Hello Daddy!* Invite the class to repeat and to wave.
- Then ask a child to take the flashcard and put it in the Pocket Poster.
- Repeat the procedure for mummy and baby.
- Optional:** When you pick up the baby flashcard, say *Shhhhh!* and put a finger up to your mouth to ask for silence. Encourage the children to copy you. Turn the card around to show the class very slowly, as if not wanting to wake the baby. Encourage the child who takes it to the Pocket Poster to carry it very carefully.

- Go over to the Pocket Poster, point to all the three cards together and say *Family*. Hold up the family flashcard and encourage the children to repeat *Family*.

3 Practise the vocabulary with the Pocket Poster

- Take the cards out of the Pocket Poster and start with the family card this time.
- Place the family card in a pocket to focus the children's attention on it. Say *Family*.
- Look at the card with the class and say *Hmm* as if you are thinking out loud, trying to remember. Point to the daddy and say *It's ...* leaving a pause to see if the class can remember the word. Then hold up the daddy flashcard and say *Yes! Daddy!*
- Invite a child to put the daddy card into the poster.
- Repeat until the family is complete.

4 Action song time

- Make sure the Pocket Poster with the family flashcards in it is where the children can all see it.
- Ask the class to stand in a circle. Say *Now let's listen to a song about a family!*
- Play CD Track 37. Do the following actions, i.e. pointing to the corresponding flashcard in the Pocket Poster as the family members are mentioned, and encourage the children to do the same.

The family song CD Track ③⑦

- It's Mummy! (Point to the Mummy flashcard in the Pocket Poster)
- It's Daddy! (Point to the Daddy flashcard in the Pocket Poster)
- It's Baby (Point to the Baby flashcard in the Pocket Poster)
- And me! (Point to yourself)
- It's Mummy! (Point to the Mummy flashcard in the Pocket Poster)
- It's Daddy! (Point to the Daddy flashcard in the Pocket Poster)
- It's me and (Point to yourself)
- My family. (Point to the row of family flashcards together)

(Repeat)

- Play CD Track 37 again and invite the class to join in the Ring-around game with the song.
- For *It's Mummy* point upwards with your right hand. For *It's Daddy*, point upwards with your left hand. For *It's Baby*, mime rocking a baby in your arms and for *It's me*, point to yourself.
- Repeat the actions for *It's Mummy* and *It's Daddy*, but join hands and walk round in a circle for the two last lines *It's me and my family*.

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 24

- Hold up Class Book activity page 24.
- Point to the picture of the family and say *It's Melody's family! Look! Here's Melody!* Point to each family member and say or elicit the family words.
- Then show that the T-shirts have not been coloured in. Point to the patch of colour on each T-shirt and elicit the colours.
- Give out Class Book activity page 24 and coloured pencils or crayons to the children. Say *Colour the T-shirts*.
- Encourage the children to complete the activity page by colouring in all the family's T-shirts.

Checking the activity

- Hold up Class Book activity page 24 again. Point to Daddy and ask *What colour's Daddy's T-shirt?* Encourage the children to answer *Blue!*
- Repeat for all the family members, inviting the children to tell you the different colours of their T-shirts.
- **Optional:** If you like, elicit the colours of the T-shirts that children in the class are wearing too.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Go to Mummy and Daddy using the pop-out

- Ask the class to stand in two lines, in single file, with their pop-out egg and spoons.
- Place the mummy and daddy flashcards on the wall far away from where the children are.
- Say *Go to Mummy and Daddy* and invite the first child in each line to walk as fast as possible with their pop-outs, without dropping the egg.
- Congratulate both children when they have reached the flashcards and then ask them to return to the end of their line.
- The next two children can then walk to the flashcards with their pop-outs.
- Allow each child at least one turn.

Photocopy Master 9: Follow the paths and find the families.

- Before the lesson, download and print enough copies of Photocopy Master 9 for each child and one example.
- Show the children a copy of Photocopy Master 9. Point to the baby animals on the left and say *These are the babies*. Point to each animal and revise *cat, dog, bird, rabbit*.
- Point to each of the groups of animals on the right and say *These are the families*.
- Point to the kitten and say *Let's help the baby find its family*. Trace the path from the kitten to the cat family with your finger or a pencil. Say *Here's the family! Hurray!* Repeat for the other baby animals.
- Give out a copy of Photocopy Master 9 and pencils to each child. Say *Follow the paths and find the families*.
- Encourage the children to follow the paths.
- When they have finished, the children can take their completed sheets home to show their parents what they have been learning about the family and pets.

Lesson 4

Language

New:

daddy, mummy, baby, family
egg, spoon

Recycled:

hello, bye bye
Numbers 1–3
red, blue, yellow, green

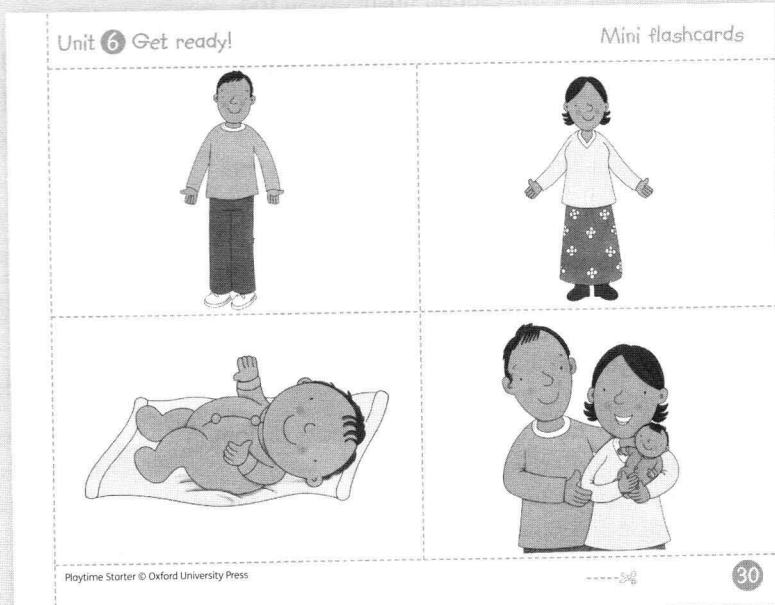
Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 34, 37
Routine Poster

Pocket Poster

Unit 6 family flashcards: daddy, mummy, baby, family

Unit 6 family miniflashcards: daddy, mummy, baby, family (Class Book page 30)



Starter Big Story Book, Story 6: Get ready!

Extra time: Chair or cushion for each child

Note: Prepare the miniflashcards on page 30 of the Class Book by cutting them out and keeping them in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Review the vocabulary with the Pocket Poster

- Put the family flashcards in the first four pockets of the Pocket Poster with the picture facing inwards, so the children can't see who is who.
- Ask *Where's Mummy?* Encourage the children to try to guess by saying the colour of a pocket, e.g. *Green!* Turn over the card in the green pocket.
- If it's Mummy, say *Yes! It's Mummy! Well done!* Show the flashcard to the children and invite them to say the word. If it is another family member, say *No! It isn't Mummy!* and return the card to the pocket, with the picture facing inwards.
- Repeat for all the family members.
- When all the flashcards have been turned over, point to each one in turn and elicit the words.

3 Practise the vocabulary with the miniflashcards

- Give each child a set of the family miniflashcards that you prepared earlier.
- Let Monkey point to the family flashcards in the Pocket Poster one by one. Say the family words and encourage the children to repeat and to hold up the corresponding miniflashcards.
- Let Monkey speed up, pointing at different flashcards in random order, and invite the children to hold up their matching miniflashcards and repeat the words as quickly as they can.

4 Action song time

- Say *Stand up please! Now let's listen to The family song!*
- Explain to the children that they should listen to the song and hold up the family miniflashcards whenever they hear the matching word.
- Play CD Track 37. Hold up the corresponding flashcard when each family word is heard in the song and encourage the children to hold up their corresponding miniflashcards.

The family song CD Track ③7

- Play the song again, this time asking the children to stand up and to do the family actions from the previous lesson.

5 The Starter Big Story Book

- Ask the pupils to come and sit in a circle with you or where they can see you and the book easily. Say *Sit down, please.*
- Let the children keep their miniflashcards ready so that they can hold them up when they hear the family words mentioned in the story.
- Bring out the Starter Big Story Book and say the Big Story Book rhyme from Unit 1 Lesson 1.

Story focus

- Show the children the cover of Story 6: *Get ready!* which shows the new key character of this story, Melody.
- Point to Melody and say *Here's Melody. Hello Melody! It's Melody's story.* Repeat with the class.
- Point to the other characters one by one and elicit their names. Then draw the children's attention to the egg and spoon in each of the characters' hands. Say *Look! An egg! A spoon!*
- Ask the class to stand up. Imitate Melody's stance on the story cover.
- Say the story phrase *Get ready!* Invite the class to repeat the phrase and to get into the starting position, like you.

Listen to the story on the CD

- Say *Now listen to the story!*
- Show the children the family miniflashcards and explain that they should hold them up when they hear the family words mentioned in the story.
- Open the Starter Big Story Book and play Story 6 on CD Track 34.
- As key vocabulary is heard, point to it in the pictures.
- Prompt the class to hold up the miniflashcards when they hear the key words. During the song, signal to the children to stand up and do the actions from Lesson 1.

Story 6: *Get ready!* CD Track 34

Note: The story text is given in the Starter Big Story Book. The song words and actions are given in Lesson 1 of this unit.

6 Bye bye

Tidy up time

- Remember to collect in the sets of miniflashcards at the end of this lesson and keep them in sets for use again in later lessons.
- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

Circle game

- Arrange the classroom chairs (or cushions) for each child in a circle and ask the children to sit down facing inwards. Make the circle as big as you can.
- Then give each child a family miniflashcard, so that some children have daddy, some have mummy and some have baby. Don't use the family card.
- Explain that when you say a member of the family, the children with that family member on their miniflashcard must stand up and change seats with any other child who has also stood up. They can't return to their own seat.
- Then explain that when you say *Family!* Everyone should stand up and swap places.
- Start by saying each family member slowly and then call *Family!* very quickly.
- Repeat, saying the family words in a different order and speeding up suddenly, to keep the children's attention.

Find the baby!

- Before the activity, secretly hide some of the baby miniflashcards around the classroom (ideally enough for one per group of four children, although you can stop the game when the first group find a miniflashcard).
- Divide the children into groups of four. Sit each group at a table and give them three miniflashcards: mummy, daddy and family.
- Hold up each miniflashcard and elicit the family word. Then say *Oh dear! No baby!*
- Explain to the children that they have to go and find a baby for their family. Say *Find Baby, please!*
- Say *Get ready! One, two, three...go!*
- Let the children go and look for the baby miniflashcards and bring them back to their tables.
- The groups return to their place as they find a baby miniflashcard. The first group to find one are the winners.

Lesson 5

Language

New:

daddy, mummy, baby, family
lion, duck

Recycled:

hello, bye bye

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 37

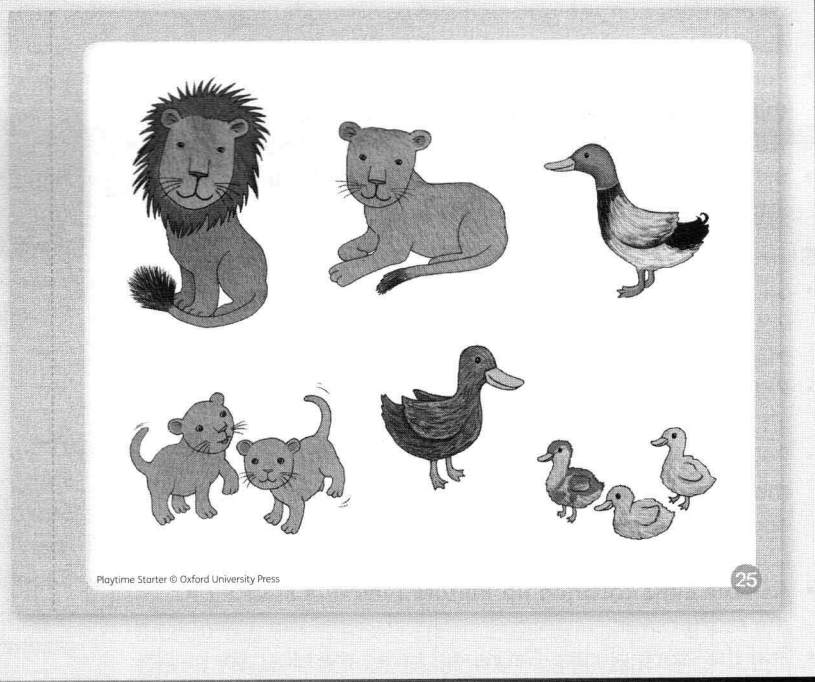
Routine Poster

Pocket Poster

Unit 6 family flashcards: *daddy, mummy, baby, family*

Class Book activity page 25

Extra time: Photos or toys of other animal families



1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Put the family flashcards in the Pocket Poster where the children can all see them.
- Ask the class to stand in a circle.
- Say *Let's sing The family song!*
- Play CD Track 37. Sing along and encourage the children to join in with the actions.

The family song CD Track ③⑦

3 Cross-curricular activity

- Hold up Class Book activity page 25 so all the class can see it.
- Say *Look! Animals!* Point to the lions and say *Lions!* Roar like a lion and encourage the children to copy you. Point to the ducks and say *Ducks! Quack! Quack!* Encourage the children to repeat the duck sound.
- Then draw the children's attention to one picture at a time.
- First point to the daddy duck and say *Here's a duck.*
- Ask *Is it Baby?* Encourage the children to answer *No!*
- Ask *Is it Mummy?* and lead the children in saying *No!*
- Ask *Who is it?* and encourage the children to answer *Daddy!*
- Say *That's right. This duck is the daddy.*

- Then point to the other duck photos. Ask *Where are the babies?*
- Encourage a child to come and point to the ducklings.
- Ask the rest of the class if he / she is right. If so, say *Yes! Here they are! Well done!* Count the ducklings with the children.
- Then ask *Where's Mummy?*
- Help a child to come and point to the mummy duck.
- Ask the rest of the class if he / she is right. If so, say *Yes! Here she is! Well done!*
- Point to all the duck pictures again in turn and elicit the family words: *Daddy, Mummy* and *babies*.
- Then circle all the duck pictures with your finger and say *A duck family! Family!* Invite the children to repeat.
- Point to the daddy lion and say *Here's a lion.*
- Ask *Is it Baby?* Encourage the children to answer *No!*
- Ask *Is it Mummy?* and lead the children in saying *No!*
- Ask *Who is it?* and encourage the children to answer *Daddy!*
- Say *That's right. This lion is the daddy.*
- Then point to the other lion pictures. Ask *Where are the babies?*
- Encourage a child to come and point to the lion cubs.
- Ask the rest of the class if he / she is right. If so, say *Yes! Here they are! Well done!* Count the lion cubs with the children.
- Then ask *Where's Mummy?*
- Ask a child to come and point to the lioness.
- Ask the rest of the class if they are right. If so, say *Yes! Here she is! Well done!*
- Point to all the lion pictures again in turn and elicit the family words *Daddy, Mummy* and *babies*.

- Then circle all the lion pictures with your finger and say *A lion family! Family!* Invite the children to repeat.

4 Action time

- Ask the children to stand in a large circle. Say *Daddy duck!* to one of the children and invite him / her to walk around the outside of the circle, waddling like a duck.
- Then say *Mummy duck!* to another child. Encourage both the Daddy and Mummy ducks to walk around the outside of the circle together like ducks.
- Then say *Baby ducks!* to two or three more children. Invite the whole duck family to walk around the outside of the circle together like ducks.
- Bring everyone back to the circle again and then repeat the procedure, this time for lions.

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 25

- Hold up Class Book activity page 25.
- Point to the daddy lion and say *Look! A lion! Is it Mummy?* Encourage the children to answer *No!* Ask *Who is it?* Elicit *Daddy!*
- Then point to the lion cubs and ask *Is Mummy here?* Encourage the children to answer *No!* Point to one cub and ask *Who is it?* Elicit *Baby!*
- Then point to the lioness and ask *Who is it?* Elicit *Mummy.*
- Demonstrate drawing a line around all the lion family with your finger or a pencil. Say *A lion family!*
- Give out Class Book activity page 25 and pencils to the children. Say *Group the lion family and the duck family.*
- Encourage them to complete the activity page by circling the lion family and the duck family.

Checking the activity

- Hold up Class Book activity page 25 again.
- Point to each member of the duck family. Encourage the children to trace the line that they drew around the duck family and say *Family!* with you.
- Repeat for the lions.
- Say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 140 for Workbook lesson A.

Extra time

Matching families game

- Take the family flashcards and link them with Class Book activity page 25.
- Point to the daddy lion on the class book page. Hold up the family flashcards and go through asking *Is it Baby?* etc. to see if the class can answer correctly. Hold up the daddy flashcard and say *Yes! It's Daddy!*
- Repeat the parallels for the other family members and then move on to the duck family.

Grouping animal families

- Extend the children's knowledge of animal families by bringing magazine pictures of other kinds of families or plastic farm animals, for example, to the class. Try to use animal families in which members look noticeably different from one another, e.g. deer, gorillas, peacocks, etc.
- Ask the children to identify which family member is which.
- Then, where the animals are not in the same photo already, encourage the children to group them into families.

Lesson 6

Language

New:

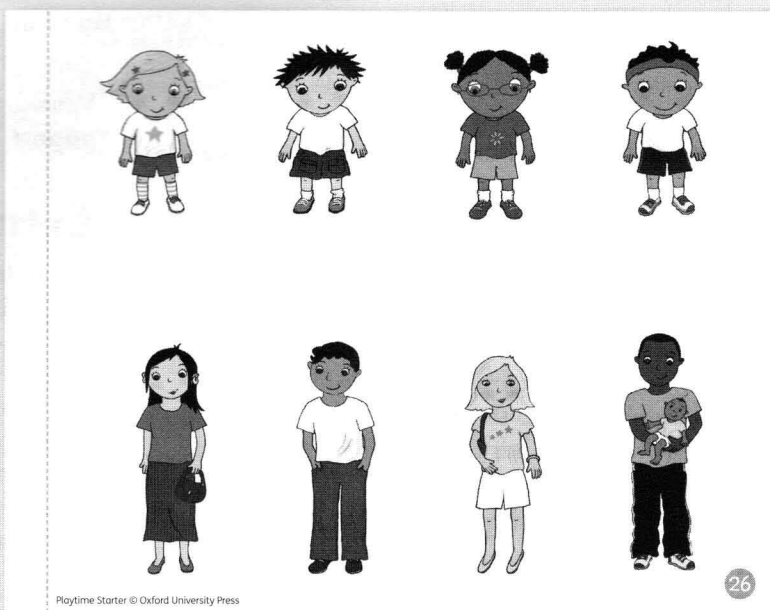
daddy, mummy, baby, family
egg, spoon

Recycled:

hello, bye bye
Numbers 1–3

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 37
Routine Poster
DVD Story 6: *Get ready!*
Starter Big Story Book: Story 6: *Get ready!*
(page 4)
Class Book activity page 26
Photocopy Master 16, website: enough copies for one each
Optional: Unit 6 family miniflashcards: *daddy, mummy, baby, family*



Extra time: Unit 6 pop-out, Photocopy Masters 10 and 11, website: enough copies for one each, Unit 6 family miniflashcards: *daddy, mummy, baby, family*, glue

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Say *Stand up please! Now let's sing The family song!*
Explain that you are going to play the Ring-Around game from Lesson 3 of this unit.

The family song CD Track ③7

3 DVD Story 6: Get ready!

- Seat the class where they can all see the screen.
- Play Story 6 on the DVD all the way through. The second time you watch, encourage the children to mime holding an egg and spoon and to stand up and join in with the story song, doing the actions from Lesson 1.
- Optional:** As an alternative, ask the children to hold up their family miniflashcards when they hear the family words in the story.

Story 6: Get ready!

Note: The story text is given in the Starter Big Story Book. The song words and actions are given in Lesson 1 of this unit.

4 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 26

- Show the children Starter Big Story Book, Story 6 and open it at page 4. Point to Rocket and elicit his name. Point to Rocket's daddy, facing him in the foreground of the picture, and ask *Who's this?* Encourage the children to tell you that it's Rocket's daddy. Do the same with Star and Twig and their mummies and with Melody and her daddy.
- Now show the children Class Book activity page 26.
- Point to the pictures of the characters one by one and elicit their names: *Rocket, Star, Twig, Melody*.
- Point to the first parent in the bottom row. Ask *Mummy or Daddy?* Elicit *Mummy*. Then ask *Whose Mummy is it?* Encourage the children to tell you that it's Twig's mummy.
- Demonstrate tracing a line from Twig to his mummy.
- Repeat for all the characters.
- Give out Class Book activity page 26 and pencils to the children. Say *Match*.
- Encourage the children to complete the activity page by matching the characters with their mummy or daddy.

Checking the activity

- Hold up Class Book activity page 26 again.

- Point to each of the parents in turn and elicit the family word and the name of the character who is their son or daughter. Encourage the children to trace the matching lines that they have drawn between the characters and their parents.

5 Certificate time

- Before the lesson, download and print enough copies of Photocopy Master 16 (the end of year certificate) for each child.
- As the children have reached the end of the course, hand these out to everyone. Say *Well done!* to each pupil to congratulate them on their work.
- Encourage the children to say *Thank you!* as they receive their certificate.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 142 for Workbook lesson B.

Extra time

Acting out

- If possible, take the children to an area where there is plenty of space, e.g. the school playground or sports hall. In this activity, the children will stage an egg and spoon race.
- Ask four children to be the characters with their pop-out eggs and spoons. Stand them in a line, at the start of the race.
- Ask four more children to be parents and stand each one on the finish line opposite a child with a pop-out.
- Ask the rest of the class to be other mummies and daddies or other family members, cheering on from the side of the track.
- Start the race by saying *Get ready! One, two, three ... go!*
- Encourage the children to race to the finish without dropping their egg from their spoon.
- Give the winner a clap and say e.g. *Blanca is the winner!* Encourage the children to shout *Hurray!*
- Then change around the characters, giving other children the opportunity to race with the egg and spoon.
- **Optional:** Instead of using the pop-outs, you can have a real (or plastic) egg and spoon race. If you use real eggs, it's better to boil the eggs, so that when they fall off the spoons, they don't make too much of a mess and can be used again.

Photocopy Masters 10 and 11: Picture Dictionary

- Follow the procedure described in Unit 1 Lesson 6, Extra time, this time using the family miniflashcards.

Reinforcement lesson

Language

New:

daddy, mummy, baby, family

Recycled:

hello, bye bye

blue, red, yellow, green

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 37

Routine Poster

Pocket Poster

Unit 6 family flashcards and miniflashcards: *daddy, mummy, baby, family*

A piece of paper per child and colouring pencils

Optional: A photo or drawing of yourself with your family

Note: This lesson is for use after Lesson 3 or Lesson 4 of the unit.

Take out the miniflashcards in sets before the start of the lesson.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Practise the vocabulary with the miniflashcards

- Give out a set of family miniflashcards to each child.
- Then take the large flashcards. Hold each one up in turn and say the word. Encourage the children to repeat and to hold up their corresponding miniflashcard.

3 Practise the vocabulary with the Pocket Poster

- Hold the family flashcards to your chest, so the children can't see the pictures. Look at the first flashcard without showing the class and ask *Who is it?*
- Encourage the children to guess who you are looking at by saying the family word and holding up one of their miniflashcards.
- When a child guesses correctly, say e.g. *Yes! It's Baby!*

- Ask the child who guessed to come and take the flashcard and put it in one of the pockets of the Pocket Poster. Say *Put Baby in the blue pocket.*
- Repeat for all the family flashcards.

4 Action song time

- Say *Stand up please! Now let's sing The family song!*
- Explain to the children that you are all going to do the actions to the song.
- Play CD Track 37 and encourage the children to join in and do the actions with you.

The family song CD Track ③⑦

5 Personalization activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Draw your family

- If you like, begin the activity by showing the children either a photo or a picture that you have drawn of yourself with your family. Point to the members of your family and tell the children who they are.
- Then say *Now draw your family!*
- Give each child a piece of paper and coloured pencils.
- Invite them to draw themselves with one or more members of their family. As you walk around, ask the children who they are drawing and encourage them to tell you in English. If they have drawn a different family member that the class haven't learned in English, e.g. *brother, sister, cousin, granny, grandad*, give them the word in English.

Checking the activity

- When they have finished, ask several children to come to the front to hold up their picture and point to their family members. Help them name each one and elicit the colours that they have used in their picture.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 144 for Workbook lesson C.

Extension lesson

Language

New:

duck

Recycled:

hello, bye bye

Numbers 1–4

little, big

daddy, mummy, baby, family

Materials:

Monkey puppet

CD: Tracks 1, 4, 5

Routine Poster

Class Book activity page 25

Craft materials: A duck template for each child, sticky tape or glue, a drinking straw or lolly stick for each child and collage material: scraps of material or paper, feathers, buttons

Note: This lesson is for use after Lesson 6 of the unit.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Present the theme

- Hold up Class Book activity page 25 so all the children can see it.
- Point to the duck family. Point to the daddy duck and ask *Who's this?* Try to elicit *Daddy*. Repeat for *Mummy* and *Baby*.
- Then point to one of the ducklings and ask *Is it big or little?* Encourage the children to say that it's little. Say *Yes! It's a little duck. Now we're going to make little ducks.*

3 Craft activity: Little duck puppets

- Before the lesson, make a little duck puppet to show the children as an example.
- To do this, cut a simple duck shape out of card. Decorate the shape with collage materials. Give the duckling an eye by sticking on a button or painting it on.
- Make the duck shape into a puppet by attaching a drinking straw or lolly stick to the back.
- Show the duckling to the children and say *Quack! Quack! Here's a little duck! Now you can make a little duck too.*

- Give each child a piece of card cut into the shape of a duck, glue and collage materials. Help them to decorate the duckling and then to stick on an eye and the drinking straw or lolly stick.

4 Little duck counting rhyme

- When the children have finished making the duck puppets, take the little duck puppet that you made and bring three children to the front of the class with their puppets and ask them to sit down.
- Hold up your puppet and say the first three lines of the first verse below. On the third line, walk your duck over to the first child and then encourage him / her to stand up with his / her duck puppet.
- Say the second verse of the rhyme and on the third line of this verse, walk with the first child over to the second child and encourage him / her to stand up with his / her duck puppet.
- Carry on until there are four little duck puppets.
- Repeat with different children. Then, if you like, divide the class into groups of four little ducks and encourage them to stand up one at a time with their puppets to join in with the rhyme.

Duck Counting Rhyme

One little duck

Goes Quack! Quack! Quack!

He walks away

And two come back!

Two little ducks

Go Quack! Quack! Quack!

They walk away

And three come back!

Three little ducks

Go Quack! Quack! Quack!

They walk away

And four come back!

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 145 for Workbook lesson D.

Workbook lesson A

Language

New:

daddy, mummy, baby, family
lion, duck, egg

Recycled:

hello, bye bye

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 37
Routine Poster
Pocket Poster
Unit 6 family flashcards: *daddy, mummy, baby, family*
Class Book activity page 25
Workbook activity page 23
Unit 6 family miniflashcards: *daddy, mummy, baby, family*

Extra time: Plain sheet of paper for each child, folded and cut into an oval shape like a locket, potato or sponge cut-outs like duck's feet in different sizes, paper and paint.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Put the family flashcards in the Pocket Poster where all the children can see them.
- Ask the class to stand in a circle. Say *Let's sing The family song!*
- Play CD Track 37. Sing along and encourage the children to join in with the actions.

The family song CD Track ③⑦

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 23

- Before you prepare the Workbook activity, you may like to use the Class Book page from Lesson 5 to revise the key words for the animal families. If so, hold up Class Book activity page 25.
- First, point to the daddy duck and say *Here's a duck.*

- Ask *Is it Baby?* and encourage the children to answer *No!*
- Ask *Is it Mummy?* and lead the children in saying *No!*
- Ask *Who is it?* and encourage the children to answer *Daddy!*
- Say *That's right. This duck is the daddy.* Say *Well done!* Then ask *Where's Mummy?*
- Help a child to come and point to the mummy duck. Ask *Where are the babies?*
- Invite a volunteer to point to the babies. Say *Good!*
- Now hold up Workbook activity page 23 and point to the mummy duck on her nest. Elicit *duck* and *mummy duck* in turn using the question forms above. Trace a line with your finger from the duck to the next image. Point to each item and elicit *mummy, baby* and *egg*. (*Egg* was in the unit story song, so is a known word). Follow the path along and point to the baby duck in the third picture. Say *It's a big baby duck!*
- Finally trace along the path and point to the last picture. Say *Duck and Duck. 1, 2. Two ducks!*
- Give out Workbook activity page 23. Hand out pencils or crayons to the children. Say *Follow the duck's path.*
- Encourage them to complete the activity by following the path from the mummy to the two ducks.

Checking the activity

- Hold up Workbook activity page 23 again. Trace the paths from picture to picture.
- Encourage the children to point to their own pictures and to join in tracing the paths.

4 Action time

- Invite the class to stand in a circle. Ask one volunteer to crouch down in the middle of the circle and be the baby duck still in its shell. Invite the rest of the class to be mummy ducks and join in saying *Where's Baby duck?* All clap three times and count 1, 2, 3 to let the egg hatch. Ask the Baby duck to stand up and all say *Hello, Baby duck!*
- You can repeat this a few times if the class enjoys this. Then ask a volunteer to be Mummy duck. They can waddle around inside the circle. All say *Hello, Mummy duck!* Repeat the process to find a Daddy duck and then all repeat together *Hello duck family!*

5 Miniflashcard activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.
- Hand out the family miniflashcards.
- Hold up the mummy flashcard and ask *Where's Mummy?* Invite the class to hold up the correct miniflashcard. Repeat for *Daddy* and *Baby*.
- Then pick up two flashcards, one in each hand and ask *Where are Mummy and Baby?* Invite the class to find both miniflashcards and to hold them up.

- Then ask *Where are Daddy and Baby?* Invite the class to find both miniflashcards and to hold them up.
- Then ask *Where are Mummy and Daddy?* Invite the class to find both miniflashcards and to hold them up.
- Say *Well done! Very good!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Family locket

- Give each child a sheet of plain white A4 paper, folded and cut into an oval locket shape. Leave the centre fold as long as possible so that the sides stay joined, and if possible so that the oval can stand up like a greeting card.
- Ask the class to sit at their tables and give them coloured crayons or pencils. Invite them to decorate the front and back sections of the sheet, and to draw members of their family on the two inside ovals. They can take this home.

Note: *If there are family problems which make this upsetting for any individual, you could do this activity using best friends, pet or children in the class instead.*

Grouping animal families: make a collage

- If you used the activity in Lesson 5 for grouping animal families, ask the class to stick them in groups on a large sheet of paper and make a family collage to put on the wall.

Duck's feet footprints

- Prepare the tables and children for painting.
- Give each child a duck's foot cut-out, made from sponge of a potato and a strip of paper. Invite them to press a line of duck footprints using saucers of coloured paint. Revise the word *feet* from Unit 3.
- If they find it hard to make prints that look like a pair of feet walking, give each child a thinner strip of paper and then match up pairs of strips of similar sized duck footprints to look like feet walking. Stick them on the wall in diagonals to look as if ducks have been walking up and down across the walls!



Workbook lesson B

Language

New:

daddy, mummy, baby, family
egg, spoon

Recycled:

hello, bye bye
Numbers 1–4

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 7, 34, 37
Routine Poster
Starter Big Story Book, Story 6: *Get ready!*
Unit 6 pop-outs
Workbook activity page 24
Number flashcards: *one, two, three, four*
Extra time: Colour flashcards: *red, yellow, blue, green*, a sheet of plain paper for each child, folded so that the two outer edges meet in the middle, and cut into an egg shape so that the two flaps cover the contents.

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Action song time

- Say *Stand up please! Now let's sing The family song!* Explain that you are going to play the Ring-around game from Lesson 3 of this unit.

The family song CD Track ③⑦

3 The Starter Big Story Book

- Ask the pupils to come and stand in a circle with you, or where they can see you and the book easily. Say *Stand in a circle, please.*
- Bring out the Starter Big Story Book and present it like a special treat. Set the story time scene with the story time rhyme.

Note: The rhyme is recorded on CD Track 6 for reference.

- Ask the children to act out the story with the pop-outs. If some children like to take on the role of a character, invite them to be Rocket, Star, Twig or the new character Melody.

- If they are taking roles, remind them to drop their pop-out egg and sit on the floor at the right point in the story. All give the Melody characters a clap at the end.
- Read the text or listen to the text on CD Track 34. Remind the pupils to join in and say *Hurray!* at the end.

Story 6: Get ready! CD Track ③④

Note: The story text is given in the Starter Big Story Book. The song words and actions are given in Lesson 1 of this unit.

4 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 24

- Hold up Workbook activity page 24.
- Point to the stripes on the ribbon. Point to the numbers then point to the colour and number code at the side of the page. This may be the first time they have seen a colour code used in this way, as this unit is preparing the class for the next school year. Take some extra time to explain it if necessary. Read the numbers and match them to the colours together. Point to the medallion and ask *What colour is this?* Elicit *yellow.*
- Give out Workbook activity page 24. Hand out coloured pencils or crayons to the children. Say *Match and colour.*
- Encourage them to complete the activity by matching the colours and colouring in the ribbon on the winner's medallion.

Checking the activity

- Hold up Workbook activity page 24 again. Encourage the children to repeat the colour names with you.

5 Sing the Number song

- Invite the class to stand up and sing *The Number song.*
- It may be useful to remind the children of the numbers before you sing, so ask four volunteers to come to the front and hold up a number flashcard each.
- Ask them to hold the flashcard high in the air when they hear their number in the song.

The Number song CD Track ⑦

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤**Extra time****Quick response activity**

- Ask the class to stand up, so that everyone can see you easily.
- Hold up the colour flashcards one at a time, but at first turn them to face away from the class.
- Say *Get ready!* Then turn the card and encourage an answer as quickly as possible.

In the egg!

- Give each child a triptych white egg shape and coloured pencils.
- Invite the children to draw a simple baby bird inside the egg. They can take the egg home to show their family how you open the doors like the egg hatching to see the baby inside.

Workbook lesson C

Language

New:

daddy, mummy, baby, family
egg, spoon

Recycled:

hello, bye bye
Numbers 1–4

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 35
Workbook activity page 25
Routine Poster
Pocket Poster
Unit 6 family flashcards: daddy, mummy, baby, family
A spoon and a small potato or ball

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 2 Lesson 1.

2 Practise the vocabulary with the flashcards

- Hold out the family flashcards face-down.
- Invite a pupil to take a card. Ask *Who is it?* Invite the pupil to show the card to the class. Elicit *mummy, daddy, family* or *baby*. Say *Well done!*
- Repeat the offer to as many pupils as possible.

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 25

- Hold up Workbook activity page 25.
- Point to the eggs across the top of the page. Point to the numbers and count the eggs together. Point to the spoons and to the numbers on them. Ask *What number is this?* for each one. Say the numbers together. Trace the line from number one egg to number one spoon to show the class what to do. Say *Match and count*.
- Give out Workbook activity page 25. Hand out pencils or crayons to the children. Say *Match and count*.

- Encourage them to complete the activity by matching the eggs and spoons correctly according to the number on them.

Checking the activity

- Hold up Workbook activity page 25 again. Encourage the children to trace the correct lines with you.

4 Action song time

- Say *Stand up please! Now let's sing the story song!*
- Explain to the children that you are all going to do the actions to the song.
- Play CD Track 35 and encourage the children to join in and do the actions with you.

Don't stop! CD Track ③⑤

Note: The words and actions for the story are given in Lesson 1 of this unit.

5 Egg and spoon activity

- Divide the class into two groups. Ask each group to stand at opposite ends of the classroom, in single file if possible. You may need to move the chairs for this activity.
- Invite a child to balance the small potato or ball on the spoon and carry it in one hand to the child at the front of the opposite line. Say that it is not a race, it is about not dropping the ball or potato that represents the egg.
- Invite the class to chant *Don't stop!* as the child walks. They hand over the 'egg' and spoon and the next child walks back up the line.
- Give each child who manages it a clap and say *Well done!*

Note: if you can't bring in a spoon and 'egg', play a *miniflashcard activity*. Say a family word from the set and invite the class to hold up the matching card.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook lesson D

Language

New:

daddy, mummy, baby, family

Recycled:

hello, bye bye

Numbers 1–4

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 37

Routine Poster

Workbook activity page 26

Starter Big Story Book

1 Hello

Hello Monkey!

- Repeat the procedure described in Lesson 1 of this unit.

Hello song CD Track ①

Routine Poster

- Repeat the procedure described in Unit 3 Lesson 2.

2 Action song time

- Say *Stand up please! Now let's sing The family song!*
Explain that you are going to play the Ring-around game from Lesson 3 of this unit.

The family song CD Track ③⑦

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 26

- Hold up Workbook activity page 26.
- Point to the family on the left of the page. Point to the characters. Ask *Who is this?* Elicit *Melody, Daddy, Mummy, Baby*. Point to the family image on the right of the page. Ask *Who is it?* Elicit the same words. Point to the mummy on the left and say *Look, no flower*. Then point to the picture on the right and say *Look! A flower!* Trace a circle around the flower and say *Circle!*
- Give out Workbook activity page 26. Hand out pencils and crayons to the children. Say *Circle five differences!*
- Encourage them to complete the activity by circling five differences between the pictures.

Checking the activity

- Hold up Workbook activity page 26 again. Encourage the children to point to the differences with you.

4 Favourite story time: acting out

- Invite the class to choose their favourite story from the year.
- Return to the Starter Big Story Book, and to the instructions for acting out the story in the extension lesson of that unit.
- Act out the story and sing the unit song together.
- If they can't agree on a favourite, help them make a decision fairly.
- Invite a member of staff from Reception or the staff room to come and listen. It is a great motivator to have even an audience of one!

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤



Festival Unit: Happy Christmas

Lesson 1

Language

New:

star, tree
Happy Christmas

Recycled:

red, blue, yellow, green
Numbers 1–4

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 39
Happy Christmas flashcard: star
Optional: character flashcard: Star
Class Book activity page 27
Happy Christmas sticker
Coloured pencils

Extra time: Photocopy Master 12, website: enough copies for one each, coloured pencils, paint, craft materials such as glitter, shiny paper and glue



1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children*. Encourage the children to wave and say *Hello* to Monkey.
- Explain to the children that it's Christmas. Then make Monkey whisper to you. Say *Monkey says Happy Christmas!*
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song. Do the actions and encourage the children to join in.

Hello song CD Track ①

2 Present the vocabulary with the flashcard

- Draw a simple Christmas tree on the board and explain that it's a Christmas tree. Point to the top of the tree and tell the children you need something for the top of your Christmas tree.
- Pretend to think for a minute and then hold up the star flashcard and say *A star! A star for Christmas*.
- Say *Star* and encourage the children to repeat.
- **Optional:** If you like, point out to the children that the word *star* is also one of the characters' names. Hold up the character flashcard of Star to explain this.

3 Action song time

- Say *Now let's sing a Christmas song about a star and a tree*. Ask the children to stand in a circle.

- Play CD Track 39 and do the actions, encouraging the children to join in with you.

The star song CD Track ③⑨

- | | |
|---------------------|--|
| I'm a little star | (Stand with arms out and legs apart like a 5-pointed star) |
| On top of the tree. | (Point up with both arms) |
| I'm a little star. | (Stand with arms out and legs apart like a 5-pointed star) |
| Twinkle with me! | (Bring your hands down and bring fingertips together and out, like a twinkling star) |
| I'm a little star | (Stand with arms out and legs apart like a 5-pointed star) |
| On top of the tree. | (Point up with both arms) |
| I wish you | (Point out in front of you with both arms) |
| A happy Christmas! | (Wave both hands out in front of you in greeting) |
| (Repeat) | |

4 Ring-around game

- Divide the class into two groups.
- Ask the first group to stand in a circle facing outwards.
- Ask the other group to stand around the edge of this circle facing inwards, so that each child is opposite another. If you have an odd number of children, join in to make up the numbers.
- Explain that you are going to sing *The star* song again with actions, but this time facing a partner. When the



first verse finishes, the inside circle stays still and the outside circle moves around, so that everyone has a new partner for the second verse.

- Play CD Track 39 again and encourage the children to do the actions and the outer circle to move around between verses.

The star song CD Track 39

5 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Class Book activity page 27

- Hold up Class Book activity page 27.
- Point to the picture of Rocket, Monkey and Star and elicit their names. Point to the tree and say *Look. A tree!*
- Point to the top of the tree and say *Oh dear! No star!*
- Hold up a sticker page detached from the back of the Class Book. Point to the star. Say *Star. Stick on the Star.* Mime sticking the star onto the tree on the sheet to show the children what to do.
- Point to the outlines of the trees and trace them with your finger or a pencil. Say *Trace and colour the trees.*
- Give out Class Book activity page 27, the star sticker and coloured pencils to the children.
- Encourage them to complete the sheet by sticking on the sticker in the correct place, then tracing round and colouring in the trees.

Checking the activity

- Hold up the Class Book activity page again.
- Ask *Where's the star?* and encourage the children to point to the star sticker that they stuck on their page.
- Then ask *How many trees are there?* and encourage the children to count the three trees with you.
- Point to the trees again and ask *What colour are the trees?* Elicit *Green.*
- Say *Great! That's right!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track 4

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track 5

Extra time

TPR activity: I'm a tree!

- Ask the children to come and stand in a circle with you. Crouch down low and ask the class to copy you. Say *I'm a tree.*
- Gradually stand up with your hands together above your head, making a point like the top of a tree.
- When you reach full stretch, repeat *I'm a tree!*
- Bring your hands down and put them on your head. Then bring your fingertips together and out. Say *I'm a star on top of the tree!*

Photocopy Master 12: Decorate the star.

- Before the lesson, download and print enough copies of Photocopy Master 12 for each child and one example.
- Make a colourful star from Photocopy Master 12 to show the children. Hold it up and say *Look! It's a star!*
- Give a copy of Photocopy Master 12 and coloured pencils or craft materials to each child. Say *Decorate the star!*
- When the children have finished, hold up the stars and ask the class what colour they are.
- **Optional:** If you like, you can make a star headband, by attaching the star the children decorated to a strip of paper to fit around the children's heads. Once the children have a star headband, they can wear them to dance a special Star dance. Divide the class into groups of five and show them how to stand in a circle and put one hand into the middle of the circle. Let them hold the other arm outstretched. Play *The star* song on CD Track 39 and ask them to walk round in their circles. Each group is a dancing star!



Festival Unit: Happy Christmas

Lesson 2

Language

New:

star, tree
Happy Christmas

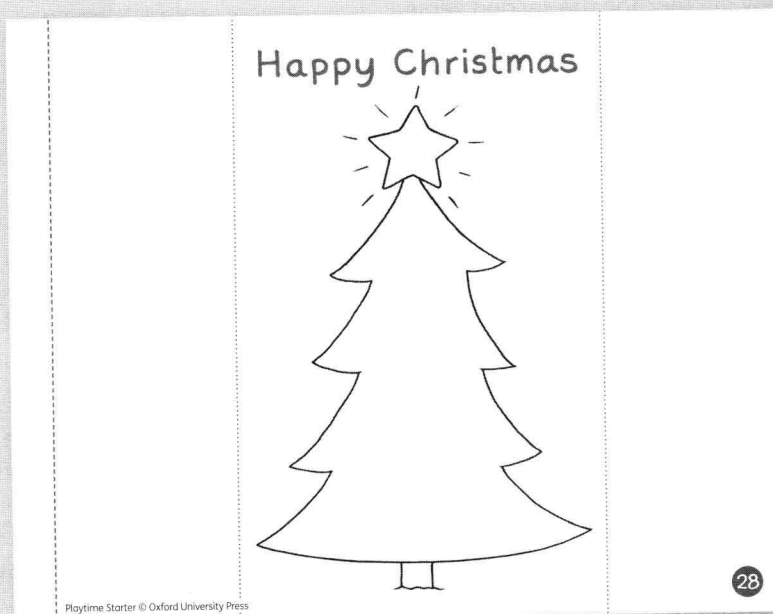
Recycled:

red, blue, yellow, green
Numbers 1–4

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 39, 40
Happy Christmas flashcard: star
Class Book activity page 28
Coloured pencils

Extra time: A ready-made star from Photocopy 12 (see Lesson 1), Photocopy Master 13, website: enough copies for one each, paints (optional)



1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children*. Encourage the children to wave and say *Hello* to Monkey.
- Explain to the children that it's Christmas. Then make Monkey whisper to you. Say *Monkey says Happy Christmas!*
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song. Do the actions and encourage the children to join in.

Hello song CD Track ①

2 Practise the vocabulary with the flashcard

- Hold up the flashcard of the star and ask *What's this?* Say or elicit *Star!*
- Then say *Now let's play a game!*
- Ask the children to come and sit in a circle with you. Play the karaoke version of the *Star* song on CD Track 40.

The star song (karaoke version) CD Track ④⑩

- Pass the star flashcard around the circle while the music plays. Stop the music at random. Then ask the child with the star to stand up and hold the star up high. Say *Star! I'm a little star!*
- Invite the rest of the class to hold their arms up too and say *Star!*
- Ask the 'Star' to sit down and start the music again.
- Repeat the game so that lots of children can be stars.

3 Action song time

- Say *Stand up, please. Now let's sing The star song!*
- Play CD Track 39 and do the actions, encouraging the children to join in with you.
- **Optional:** If you like, play the Ring-around game from Happy Christmas Lesson 1.

The star song CD Track ③⑨

4 Class Book activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Class Book activity page 28

- Before the class, make a Christmas card from Class Book activity page 28 by folding in the sides showing Monkey with the present and colouring in the Christmas tree inside.
- Hold up the Christmas card that you have made. Point to Monkey and say *Look! Who's this?* Encourage the children to tell you that it's Monkey. Point to the present and tell the children that Monkey has a Christmas present.
- Then open up the card and say *Happy Christmas!* Point to the Christmas tree and say *Look! A Christmas tree.* Point to the star and ask *What's this?* Elicit *Star.* Then elicit the colours you have used to colour the tree and the star.
- Say *Now you can make a Christmas card.* Hold up Class Book activity page 28. Point to the tree and the star and say *Colour the tree and the star.*



- Give out Class Book activity page 28 and coloured pencils to each child.
- When they have finished colouring, show them how to fold the sides of the page inwards to make the card.

Checking the activity

- Ask the children to hold up their Christmas cards and to open them.
- Ask each child *What colour is your star? What colour is your tree?* and elicit the colours.
- Say *Great! Happy Christmas!*
- Let the children take their Christmas cards home. The words of *The star* song are on the back of the card and may be of interest to the parents, who can ask the children to try and sing the song to them.

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Extra time

Happy Christmas Monkey!

- Make a star headband from Photocopy Master 12 for the Monkey puppet. Practise saying *Happy Christmas* to Monkey with the children.
- Take Monkey around the class with his star headband on and ask the children to wear theirs too, if they have made them.
- Let Monkey say *Happy Christmas* to each child and shake their hand.

Note: *The children may not be able to say Happy Christmas, as these are hard words for children this age, but they will like greeting Monkey and shaking his paw.*

Photocopy Master 13: Match the trees. Match the stars.

- Before the lesson, download and print enough copies of Photocopy Master 13 for each child and one example.
- Hold up Photocopy Master 13. Point to the stars first and then to the trees. Encourage the children to count both the trees and the stars with you.
- Point to the tree in the top left-hand corner and ask *Which tree is the same as this one?* Point to different trees and encourage the children to answer if it's the same or not by saying *Yes!* or *No!*
- When you have found two that match, demonstrate linking them with a line. Say *Match the trees. Match the stars.*
- Give each child a copy of Photocopy Master 13 and encourage them to link the matching trees and stars with a line.
- Early finishers can colour in the outline pictures too.

Workbook users – now go to page 152 for Workbook lesson A.



Festival Unit: Springtime

Lesson 1

Language

New:

flowers, rabbits, birds

Recycled:

red, blue, yellow, green, orange

Numbers 1–4

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 41

Springtime flashcard: flowers

Unit 5 pet flashcards: bird, rabbit

Class Book activity page 29

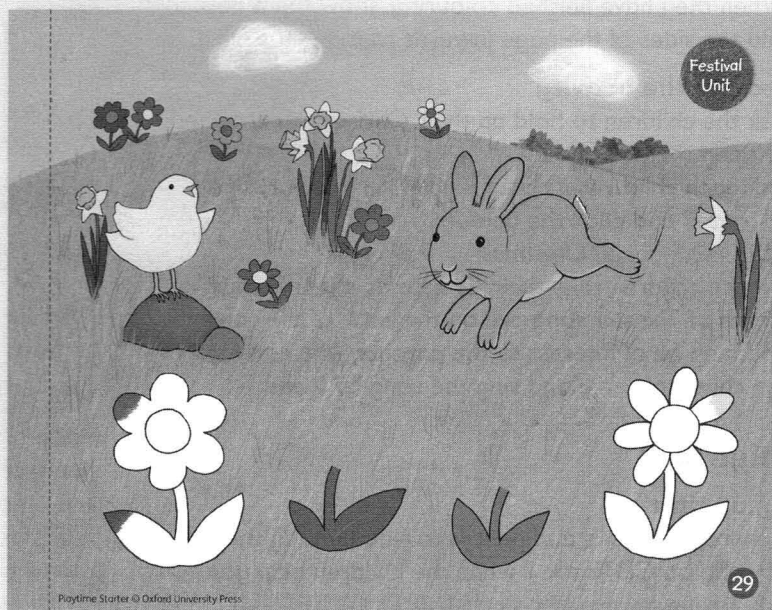
Springtime stickers

Coloured pencils

Extra time: Photocopy Master 14,

Photocopy Master 15, website: enough copies for one

each, cotton wool



1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children*. Encourage the children to wave and say *Hello* to Monkey.
- Make Monkey whisper to you. Say *Monkey says It's Springtime!* Explain to the children what Springtime means.
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song. Do the actions and encourage the children to join in.

Hello song CD Track ①

2 Present the vocabulary with the flashcards

- Hold up the flowers flashcard and say *Look! Flowers for Springtime*. Say *Flowers* and encourage the children to repeat.
- Then ask *What colour are the flowers?* Review the colours the children know by pointing to the flowers and eliciting the colours.
- Explain to the children that baby animals are born in the springtime. Hold up the flashcard of the bird. Say *Bird!* Flap your wings and say *Tweet! Tweet! Tweet!* Encourage the children to join in with the sound and action and to repeat *Bird!* if they can.
- Hold up the flashcard of the rabbit. Say *Rabbit!* Mime hopping like a rabbit and say *Hop! Hop! Hop!* Encourage the children to join in with the sound and action and to repeat *Rabbit!*

3 Action song time

- Say *Now let's sing a Springtime song about rabbits, flowers and birds*. Ask the children to stand in a circle.
- Play CD Track 41. Do the following actions, encouraging the children to join in with you and to move around the circle in time to the music between verses.

The Springtime song

Springtime! Springtime!

The rabbits go hop!

Springtime! Springtime!

Hop! Hop! Hop!

Springtime! Springtime!

The flowers go pop!

Springtime! Springtime!

Pop! Pop! Pop!

Springtime! Springtime!

The birds go tweet!

Springtime! Springtime!

Tweet! Tweet! Tweet!

CD Track ④1

(Hold up your hands, fingers splayed and sway to and fro)
(Hop and put your hands on your head palms out, like ears)
(Repeat the Springtime action)
(Hop three times and make rabbit ears, as above.)
(Repeat the Springtime action)
(Hold up closed fists and then splay your fingers like flowers)
(Repeat the Springtime action)
(Close and splay your fingers three times)
(Repeat the Springtime action)
(Make a beak with your hands and open it once to tweet)
(Repeat the Springtime action)
(Make a beak with your hands and tweet three times)

4 Springtime game

- Divide the class into three groups: the rabbits, the flowers and the birds.



- Explain that when they hear their verse in the song, the children should all do the action they have learnt. All the class should join in with the action for the *Springtime! Springtime!* lines.
- Play CD Track 41. Signal to the groups when to do their action. Encourage everyone to join in with the actions for *Springtime! Springtime!*

The Springtime song CD Track ④①

⑤ Class Book activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Class Book activity page 29

- Hold up Class Book activity page 29.
- Point to the bird and ask *What's this?* Say or elicit *Bird!* Repeat for the rabbit.
- Then point to the flowers and say *Look! Flowers!* Ask *How many flowers are there?* Count the big flowers at the bottom of the page and say *One, two...* Then point to the stalks without flowers and hold up a sticker page detached from the centre of the Class Book. Point to the flower stickers and say *Three, four!*
- Mime taking the sticker to put on the Class Book page to show the children what to do. Say *Stick on the flowers.*
- Then point to the first flower with the patch of red colouring and ask *What colour is it?* Elicit *Red!*
- Repeat for the yellow flower and the green leaves. Say *Colour the flowers.*
- Give out Class Book activity page 29, the Festival *Springtime* stickers and coloured pencils to the children.
- Encourage them to complete the sheet by sticking on the stickers in the correct place and colouring the flowers and leaves.

Checking the activity

- Hold up the Class Book activity page again. Point to the flowers and ask *What are they?* Help the class to answer *Flowers!*
- Ask *How many flowers are there?* Encourage the children to count the four big flowers on their Class Book page with you, including the stickers they stuck on.
- Point to the green leaves and ask *What colour are they?* Elicit *Green.*
- Repeat for all the colours of the flowers.

⑥ Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤

Workbook users – now go to page 153 for Workbook lesson A.

Extra time

Photocopy Master 14: Find, circle and count the birds and rabbits.

- Before the lesson, download and print enough copies of Photocopy Master 14 for each child and one example.
- Hold up Photocopy Master 14. Point to the flowers and ask *What can you see?* Elicit or say *Flowers!*
- Then say *I can see a rabbit!* Point to one of the rabbits and circle it with a pencil.
- Then say *I can see a bird!* Point to one of the birds and circle it with a pencil.
- Explain to the children that they have to find all the birds and rabbits in the picture and circle them.
- Give each child a copy of Photocopy Master 14. Say *Find and circle the birds and rabbits.*
- When the children have finished, encourage them to count the four rabbits and four birds with you, pointing at the animals they have circled on the page.
- They can then colour the picture.

Photocopy Master 15: Colour the rabbit. Stick on a tail.

- Before the lesson, download and print enough copies of Photocopy Master 15 for each child and one example.
- Make a copy of Photocopy Master 15. Colour the picture of the rabbit and stick on a ball of white cotton wool to form a tail.
- Hold up the rabbit you prepared. Ask *What is it?* Encourage the children to answer *Rabbit!*
- Give out a copy of Photocopy Master 15 and colouring pencils to each child.
- Encourage them to colour the picture and then give out cotton wool and show them how to stick it on to make a fluffy tail.



Festival Unit: Happy Christmas

Workbook lesson A

Language

New:

star, tree

Happy Christmas

Recycled:

red, blue, yellow, green

Numbers 1–4

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 39

Happy Christmas flashcard: star

Character flashcard: Star, Rocket

Workbook activity page 27

Coloured pencils

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children*. Encourage the children to wave and say *Hello* to Monkey.
- Explain to the children that it's Christmas. Then make Monkey whisper to you. Say *Monkey says Happy Christmas!*
- Let Monkey whisper to you again. Reply *Yes, Monkey*. Invite two pupils to hold up the flashcards for Star and Rocket. Say *Let's say Happy Christmas to Star and Rocket! Happy Christmas, Star! Happy Christmas, Rocket!* Then continue as usual, saying *Stand up, please*. Play CD Track 1 and sing the *Hello* song. Do the actions and encourage the children to join in.

Hello song CD Track ①

2 Review the vocabulary with the flashcard

- Ask the children to say standing up. Repeat the activity from Happy Christmas lesson 1, stretching up to be a tall tree. Say and repeat together *I'm a Christmas tree!*
- Now ask them to keep their arms out and stand with their feet apart to make a star shape. Ask them to turn their hands from side to side as if they were sparkling and say *I'm a Christmas star!*
- Say *Great!*

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 27

- Hold up Workbook activity page 27.
- Point to the picture of Rocket and Star and elicit their names. Point to the decorations that Star and Rocket have made. Point to a star and ask *What's this?* Elicit *star* and repeat for the trees. Say *Good*. Colour the stars and trees.
- Point to the keys at the side. Ask *How many stars?* *How many trees?*
- Mime drawing a circle on the sheet to show the children what to do. Say *Count and circle*.
- Give out Workbook activity page 27 and coloured pencils to the children.
- Encourage them to complete the sheet by colouring in the trees and stars before counting them and circling the correct number at the side.

Checking the activity

- Hold up Workbook activity page 27 again.
- Ask *How many stars are there?* and encourage the children reply with the correct number in English (4).
- Then ask *How many trees are there?* and encourage the children to count the trees again with you (3).
- Point to the trees again and ask *What colour are the trees?* Elicit *Green*. Point to the stars and repeat.
- Say *Great! That's right!*

4 Action song time

- Say *Stand up, please. Now let's sing The star song!*
- Play CD Track 39 and do the actions, encouraging the children to join in with you.
- **Optional:** If you like, play the Ring-around game from Happy Christmas Lesson 1.

The star song CD Track ③⑨

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤



Festival Unit: Springtime

Workbook lesson A

Language

New:

flowers, rabbits, birds

Recycled:

red, blue, yellow, green, orange

Numbers 1–4

Materials:

Monkey puppet

CD: Tracks 1, 4, 5, 41

Springtime flashcard: flowers

Unit 5 pet flashcards: bird, rabbit

Workbook activity page 28

Coloured pencils

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children*. Encourage the children to wave and say *Hello to Monkey*.
- Make Monkey whisper to you. Say *Monkey says It's Springtime!* Explain to the children what Springtime means.
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song. Do the actions and encourage the children to join in.

Hello song CD Track ①

2 Revise the vocabulary with the flashcards

- Ask the class to stay standing up. Place the Springtime flashcards in a bag. Invite a pupil to pick a card and show the class. Elicit the words *flower*, *rabbit*, *bird*.
- See who can tell you what sound they make or what action they do. For *flower* point to the colour and ask *What colour is it?* You can also put your hands together like a closed bud and then open them and say *flower!*
- For *bird* flap your wings and say *Tweet! Tweet! Tweet!* Encourage the children to join in with the sound and action and to repeat *Bird!* if they can.
- For *rabbit*, say *Rabbit!* Mime hopping like a rabbit and say *Hop! Hop! Hop!* Encourage the children to join in with the sound and action and to try to repeat *Rabbit!*

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure from the Starter Unit.

Workbook activity page 28

- Hold up Workbook activity page 28.
- Point to the bird and ask *What's this?* Say or elicit *Bird!* Repeat for the rabbit, tree and flowers.
- Then point to the bird again and ask *How many birds are there?* Mime circling a bird to show the class what to do.
- Say *Circle and count the birds*.
- Point to a flower. Say *Colour the flowers*.
- Give out Workbook activity page 28 and coloured pencils or crayons to the children.
- Encourage them to complete the sheet by finding and circling the birds and counting them, then colouring the flowers.

Checking the activity

- Hold up the Workbook activity page again.
- Ask *How many flowers are there?* Encourage the children to count the four big flowers on their Workbook page with you.
- Repeat for the rabbits and birds.

4 Action song time

- Say *Now let's sing a Springtime song about rabbits, flowers and birds*. Ask the children to stand in a circle.
- Play CD Track 41. Do the actions, encouraging the children to join in with you and to move around the circle in time to the music between verses.

The Springtime song CD Track ④①

5 Action time

- If you have time, ask the class to stand in a circle. Place the *rabbit*, *flower* and *bird* flashcards on the floor face-down and cover them with a sheet of plain paper. Invite a pupil to find the flower by turning over a card. Say either *Yes! Hurray!* Or *No, never mind* depending on the result and invite a new volunteer to look for another Springtime card.

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤



Round up

Workbook lesson A

Language

Recycled:

face, happy, cake, duck
red, blue, yellow, green, orange
Numbers 1–4

Materials:

Monkey puppet
CD: Tracks 1, 4, 5, 18, 25
Unit 1 colour flashcards, Unit 2 face flashcards
Workbook activity page 29
Class Book activity page 18

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children*. Encourage the children to wave and say *Hello* to Monkey.
- Make Monkey nod his head excitedly. Ask *Are you happy, Monkey?* Let Monkey nod. Interpret this for the class and say *Monkey says, I'm happy!*
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song. Do the actions and encourage the children to join in.

Hello song CD Track ①

2 Action song time

- Ask the class to stay standing up. Show them the flashcard of a happy face from Unit 2. Let Monkey smile at the face too.
- Take Monkey around the class to individuals and then to the class as a whole and say *Monkey says, Are you happy?* Help them to reply *I'm happy!*
- Play the *Happy face* song as you do this.

Happy face (karaoke version) CD Track ⑱

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Workbook activity page 29

- Hold up Workbook activity page 29. Point to the top line of faces. Say *Look! Faces!* Point to each face in turn and ask *Is this a happy face?* When you get to the smiling face say *Yes!* and trace a circle round it and revise the phrase *Circle the odd-one-out*.
- Revise the vocabulary, pointing to each part of the happy face. Say *Look! Happy eyes, a happy nose and a happy mouth. A happy face!*

- Point to the images on the next line and ask *What's this?* Elicit *car*. Revise the colours and revise the phrase *I like...the red car best*. Then extend it to the other colours. *I like the...green car best*. Trace a circle around the green car and revise the phrase *Circle the odd-one-out*.
- Point to the first cake on the next line. Elicit the word *cake*. Count the candles together 1, 2, 3, 4. Say *Count and circle the odd-one-out*.
- Point to the ducks on the next line and elicit *duck*. Say *Circle the odd-one-out*.
- Give out Workbook activity page 29 and pencils to each child.
- Encourage them to complete the activity by circling the odd-one-out.

Checking the activity

- Hold up the Workbook activity page and ask the children to point to their page to check it with you.
- Trace around the odd-one-out on each line.
- Say *Great! Well done!*

4 Action song time

- Show the colour flashcards and revise the colours. Turn to Class Book activity page 18 and apply the phrase *I like...best* to all the car colours.
- Say *Stand up, please. Now let's sing The red car song!*
- Play CD Track 25 and do the actions, encouraging the children to join in with you.

The red car CD Track ②⑤

5 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤



Round up

Workbook lesson B

Language

Recycled:

cake, juice, ice cream, grapes, red, blue, yellow, green
Numbers 1–4

Materials:

Monkey puppet
Pocket Poster
CD: Tracks 1, 4, 5, 8, 22
Character flashcards: Rocket, Star, Twig, Melody
Unit 3 food flashcards and miniflashcards
Starter Unit Number flashcards
Workbook activity page 30

1 Hello

Hello Monkey!

- Pick up Monkey and say *Hello children*. Encourage the children to wave and say *Hello* to Monkey.
- Hold up the flashcard of Star and ask *Who's this?* Say or elicit *Star!* Invite a volunteer to place the flashcard of Star in the Pocket Poster. Repeat for the other characters so that all four characters are in the Pocket Poster.
- Say *Stand up, please*. Play CD Track 1 and sing the *Hello* song. Encourage the children to point to each of the characters and say hello to them as they sing the song.

Hello song CD Track ①

2 Practise the vocabulary with the Pocket Poster

- Take out the numbers flashcards and invite volunteers to add these to the next layer of pockets in the Pocket Poster.
- Now point to the numbers and sing The Number song.

The Number song (karaoke version) CD Track ⑧

3 Workbook activity

Go to your tables

- Begin clapping and repeat the procedure described in the Starter Unit.

Workbook activity page 30

- Hold up Workbook activity page 30. Point to Star and say *Look! Who's this?* Encourage the children to tell you that it's Star. Now point to the line of shadows below and ask *Where's Star?* Invite a volunteer to come and point out her silhouette to you, then point to this and

show the whole class. Trace a line from the visible Star to the shadow of Star with your finger to show the pupils what to do.

- Give out Workbook activity page 30 and pencils to each child. Say *Match Star, Rocket, Melody and Twig*.
- Encourage them to complete the activity by matching the characters.

Checking the activity

- Hold up Workbook activity page 30 again.
- Trace the links with the pupils and invite them to trace over their own lines with their finger too.
- Say *Hello* to each of the characters once they have been found on the page. Say *Great work!*

4 Action song time

- Explain that the class has now finished the Starter Book so there is something to celebrate!
- Say *Let's have a party!* Show the food flashcards and elicit the words for *cake, juice, ice cream* and *grapes*. Invite the class to sing the party song. Say *Stand up, please. Now let's sing the My Party song!*
- Play CD Track 22 and do the actions, encouraging the children to join in with you.

My Party CD Track ②②

5 Sharing game with the food miniflashcards

- If you have time, hand out the food miniflashcards. Invite the children to choose another child to give an item to. Encourage them to use the words from Unit 3 *I love cake! Let's have some cake!*

6 Bye bye

Tidy up time

- If there are books and pencils to tidy up, play the *Tidy up* song on CD Track 4 while the children help you tidy things away.

Tidy up song CD Track ④

Bye bye time

- Say *It's time to say bye bye!* and repeat the procedure described in Starter Unit Lesson 1.

Bye bye song CD Track ⑤



Games bank

Flashcard games

Touch Stick six flashcards around the classroom. Say to the class e.g. *Touch the teddy!* The children should find the correct flashcard and touch it.

Yes / No game Hold a flashcard above your head so that the children can see it but you can't. Ask the children e.g. *Is it a rabbit?* If it is, the children should say *Yes*. If it isn't, they should say *No*.

Stop! Say a word and then show each flashcard from a set one after the other. When the children see the flashcard that matches the word you said, they must shout *Stop!*

Lucky dip Sit the children in a circle. Put a set of flashcards into a bag and pass it round. Each child must pick out a flashcard and say the word. If they don't know the word, they must return the flashcard to the bag. If they do, they can keep the flashcard. Continue the game until there are no flashcards left in the bag.

Kim's game Place four flashcards on the board in a line. Point to each flashcard and say the word encouraging the children to join in with you. Turn over all the flashcards, and then turn three of them back again. See if the children can tell you which one is still facing down. Repeat a few times. To make this more challenging, leave more than one flashcard still facing down each time.

Shuffled cards Take a set of flashcards and show them one by one to the class saying the word each time. Shuffle the cards in an exaggerated manner so that they can see the order has changed. Pick the first flashcard and ask *What have I got?* Encourage the children to guess until they guess the correct word.

Odd-one-out Stick four flashcards on the board, or in the Pocket Poster. Make sure three of the six cards are from one 'group' (for example, food: *juice, ice cream and cake*) with one card that is from a different vocabulary set (for example, *dog*). Ask *What's different?* The children identify the card that does not belong and say the word if they can.

Bit by bit Pick a set of flashcards that you want to revise. Take one of the flashcards and cover the front of it with a book or a sheet of paper. Hold it up to the class so the class can see it and gradually reveal the flashcard so the children can guess what it is.

Charades Pick three or four flashcards that are easy to 'act out', e.g. *scooter, cat, baby*. One child comes to the front of the room. Secretly show the child the flashcard. He or she acts out the card while the others try to guess what it is. Say the word and encourage all of the children to do the action and say the word.

Pass the flashcards The children sit in a circle. Play a song from the CD and pass three or four flashcards around the circle. When the music stops, ask the children with flashcards *What have you got?* and elicit the words or ask them to hold up the card and to repeat the word with you.

Who's got it? Ask four volunteers to come to the front of the class. Give them a flashcard each and ask them to show them to the class. Say one of the words and encourage the class to say the name of the person holding that flashcard. To make this more challenging, ask the volunteers to turn their flashcard over once they've shown it so the rest of the class has to remember what it was.

Flower flashcard game Hold up a set of flashcards spread out like a flower, with the pictures facing you. Hold them out for a child to take one. Say, e.g. *Take yellow!* If the child doesn't take the correct card, say *No! Never mind!* and then say the colour of the card that he / she has taken. If he / she takes the correct card, say *Yes! Well done!* Show the flashcard to the class and repeat together *Yellow*. Make sure that as many children as possible have a chance to play.

Miniflashcard games

Patterns Stick a series of miniflashcards on the board, for example, *red, yellow, red, yellow*. Hold up the red flashcard and the yellow flashcard. Encourage the children to identify which card is next in the series.

Show me Ask the children to take out a set of miniflashcards. Say *Show me a (face)*. The children must find the matching miniflashcard and hold it up, repeating the word if they can.

Silent words Hand out a set of miniflashcards to each child. Sit where all the children can see you and mouth in an exaggerated manner one of the words on the miniflashcards. Encourage the children to hold up the corresponding miniflashcard and say the word with you.

Group snap Ask each child to pick a miniflashcard from the vocabulary that you want to revise. Hold up a flashcard from this set so they can all see it and say the word. The children with a matching miniflashcard should hold them up and say *Snap!*

In order Make sure each child has the same set of miniflashcards. Explain that you will say various words from the set and they must put their miniflashcards in that order.

Which word is it? Pronounce the first sound of a word from a specific lexical set and encourage the children to guess which word it is and hold up the corresponding miniflashcard.

Guess the flashcard Give the children a set of miniflashcards each, e.g. colours. Take the same set of large flashcards and hold one with the picture facing you. Ask the children to guess which colour you have by holding up one of their (colour) miniflashcards. Then show your flashcard and say e.g. *Yes! Blue!* Encourage the class to clap all the children who held up that miniflashcard.

Games with the Pocket Poster

Colour and number pockets Show a set of flashcards one by one, saying the words. Encourage the children to listen and repeat. Place the cards in the pockets one by one. Ask questions, for example *Where's the (book)?* The children call out the colour or the number of the pocket where the card is. Alternatively, say the colour or number and ask the children to say which flashcard is in that pocket.

What's missing? Put four flashcards in the pockets and tell the children to try to remember the cards. Say *Close your eyes* and take away one of the cards. The children open their eyes and say which card is missing.

Memory game Place four flashcards in the pockets one by one, saying the words and encouraging the children to repeat. Turn the first card over (face down) in the pocket and encourage the children to say the series. Repeat until all the cards are face down.

Find it! Place four flashcards on the walls around the classroom. Explain that you will say a word and the name of one or two children who must find the correct flashcard and place it in one of the pockets on the Pocket Poster as quickly as possible.

Games with the Routine Poster

Numbers and colours

Which number? Point to the first pompom and say *One!* and encourage the children to repeat. Then point to the second column of pompoms, count them and invite the children to repeat the numbers. Continue with the third and fourth columns of pompoms. Then ask a volunteer out to the board to point one by one to the pompoms while you and the rest of the class count aloud.

As the children become more familiar with the numbers, encourage them to count the pompoms and to say the numbers without your help. To increase the challenge, cover the numbers with sticky notes, point to a column of pompoms and ask a volunteer to come up and take the flashcard that matches the number of pompoms in that column, to see if they can count them without seeing the number. Repeat with different numbers.

Which colour? Point to one of the paints or the orange wax crayon and ask *What colour is it?* Encourage the children to say the colour or say it yourself and invite them to repeat. Alternatively you could say a colour and ask one of the children to come up to the poster and point to the correct paint or wax crayon.

What's missing? Cover a number or a colour with a sticky note and ask the children to try and remember which number or colour is missing.

Something red. Point to the poster and say *I can see something (red)!* Encourage the children either to guess an item or to come to the poster to point to something. The child who finds the correct item can then have a turn at choosing an item on the poster of a different colour for the rest of the class to guess.

Special colour days Choose one particular colour and focus on it for the day or for a week of English classes, e.g. tell the children *It's Green day / Green week.* Ask them to wear an item of clothing which is green and bring in something green from home. Make a green display table and focus on things which are green in the classroom, in nature and in our everyday lives, etc. The children can also do craft activities using green paint, green plasticine, green wool etc.

Special number days On special number days, write the number on the board and count classroom items up to that number. Encourage the children to find the number in various types of print, e.g. in magazines or on food packets. The children can focus on the form of the number by making the number shape with plasticine. They could also draw it on paper and punch holes around the outline or fill it with pasta, balls of tissue paper, etc.

How many are there? For this activity, you need objects that are the same, e.g. pencils or wooden blocks. Ask the children to sit in a circle with you. Place three identical things on the carpet in the middle of the circle. Point to the numbers and the pompoms on the poster and ask a child to come out and point to the number of objects there on the carpet. Alternatively you could ask the class to count the objects and then point to the numbers on the poster one by one for them to say *Yes!* when you reach the correct number. Change the number of objects and repeat the activity, counting and finding the corresponding number on the poster.

Weather

What's the weather like? Point to each of the weather symbols on the poster and elicit the weather. Then ask the children to look outside. Ask *What's the weather like today?* Encourage the children to tell you. You can ask a volunteer to come and draw a circle round the wooden block with the appropriate weather symbol.

Sticky notes game Cover the wooden blocks with sticky notes and then take two away. Ask the children which weather is missing. Repeat several times, leaving a different cube covered up each time.

Weather forecast At the end of the lesson, ask the children to guess what they think the weather will be like for the next English class. Draw a circle round the appropriate symbol on the poster. In the next class, point to the symbol and ask them if they were right according to the day's weather.

Birthdays

The blue balloon Ask the children to stand up in a circle. Play a version of the story reinforcement game in Unit 3 Lesson 1 'Extra time'. Point to the birthday balloon on the poster and say *A balloon! A red balloon!* All join in miming drawing a balloon in the air with your fingers and say *Balloon!* Stand next to the circle, facing anti-clockwise, and say *Follow me!* Go round the class miming the balloon in the story. Lift your arms up when you say *The blue balloon goes up, up, up!* but carry on walking. Lower your arms and bend forwards when you say *The blue balloon goes down, down, down!* Do this several times and then say *Stop!* Turn round and come back the other way to stop the children getting dizzy.

Blowing out the candles Sit down in a circle. Show the class page 8 of Story 3: *The blue balloon*. Point to Star's birthday cake and say, or elicit, *Cake*. Point to the candles on the cake and say *Look! Candles!* Count them together. Say *Let's count 1, 2, 3, 4.* Ask the children to hold up four fingers as if they were candles. They will find it easier to hold up two fingers on each hand. Count up to four again. To make this more fun, pretend that the 'candles' on your hands are lit and blow them out one by one with a short puff of breath. Repeat with a different number of candles to practise counting.

Guess the birthday boy / girl Before you tell the children who has a birthday, draw the child in the balloon on the card on the poster. Then encourage the class to guess whose birthday it is.

Draw yourself Once the class has wished him / her Happy Birthday, the birthday child can draw himself / herself in the balloon on the card on the poster.

Draw your present Instead of drawing their own face, the birthday child could draw a present they have had for their birthday in the balloon on the card on the poster.

Sing Happy Birthday Encourage the class to join in singing the traditional song *Happy Birthday* to the birthday boy / girl. Alternatively, sing the *Happy Birthday, Star!* song from Unit 3.

Games with Monkey

Monkey speaks English To encourage the children to speak English, explain to them that Monkey only speaks English and wants to be their friend. Encourage them to say *Hello* to Monkey and to cuddle him.

Monkey's sleeping If the children are overexcited, cradle the Monkey puppet in your arms and say *Shhh! Monkey's sleeping* and explain that they have to quieten down so that they don't wake him up.

Monkey can't hear you! If the children are a bit tired and unwilling to participate, especially in singing songs, say to the children *Monkey can't hear you!* to encourage them to sing louder.

Where's Monkey? Before the lesson, hide Monkey somewhere in the classroom. When the children arrive, ask *Where's Monkey?* Choose a volunteer or two volunteers to go and look for Monkey. When he is found, encourage them to say *Here's Monkey!*

What's Monkey got? Bring one item from the unit core vocabulary set to each lesson to give to Monkey: a different coloured crayon each day for Unit 1, a toy e.g. a teddy, a car, a story book or a drawing or photo of a scooter for Unit 4, a drawing or photo of a pet or a toy animal (which should be a dog, a cat, a rabbit or a bird) for Unit 5, etc. Put Monkey and the object out of sight before the lesson. Ask the children *What's Monkey got?* and encourage them to guess before you bring out Monkey. Then elicit what he's got once they can see it.

Correct Monkey Give instructions to the Monkey puppet, e.g. *Point to blue, Monkey* and make Monkey point to the wrong colour. Encourage the children to correct Monkey by saying *Is Monkey right?*

Pass Monkey Sit the children in the circle and play a song from the course. Pass Monkey round the circle and then pause the song. The child holding Monkey at that point should hug Monkey and say either *Hello* or *Bye bye* depending on the stage in the lesson.

High five! Go round the class with Monkey giving a high five to each child with Monkey's paw. Each child should say *Hello Monkey!*

Who can Monkey see? Ask the children to stand in a circle. Put the four character flashcards, Rocket, Star, Twig and Melody, face down in the middle of the circle. Ask the children to hold each other's hand and put Monkey in the circle as well so that you and the child next to you are holding him between you. Walk round in a circle with the children and say rhythmically *Monkey's going for a walk. Who can Monkey see?* Stop and turn over the first flashcard in the middle of the circle. Say e.g.

Rocket! Hello Rocket! Come with me! Leave the flashcard face up and walk round in the circle again with the children. Say rhythmically *Monkey and Rocket are going for a walk. Who can they see?* Stop and turn the next card over in the middle of the circle. Continue until all four character flashcards are face up.

Other games

Hello Bring one child to the front of the class and ask them to turn and face the board. Signal to another child in the class to say *Hello!* Ask the child at the board to turn around and guess who spoke. Repeat, bringing a different child to the board and asking another child to say *Hello!*

Bye bye pets For this activity, you need the Unit 5 pop-out. Give the children the pet pop-outs and revise the words with them.

Explain that the pets are very sleepy and fold the flaps over one by one until they are all down. Ask the children to copy you. Say *Bye bye pets* and put the pop-out away. If you have time, you can wake them up again and say *Hello* to each one.

Go to the colours Ask the children get into groups of three. Place different big coloured circles on the floor: red, blue, green and yellow, or draw them with chalk. Say one of the colours, e.g. *Red. Go to red.* Ask several groups of three children to go to this colour circle. Alternatively you could place one of the four colour flashcards in each corner of the room to make colour corners. Ask groups of three children to go to a particular colour corner.

Colour commands Divide the children into groups of four or five. Assign each group a colour. Give instructions preceded by a colour, for example *Red. Clap your hands. Blue. Point to the door.* The group whose colour is mentioned follow the instructions. When they have understood the idea, add more colours, for example, *Yellow, blue and green. Stand up!*

Air drawing Say different words that the children know in English. Encourage them to 'draw' a picture of the object in the air. Alternatively, 'draw' a picture of an object they know in the air and encourage the children to say the word or hold up the corresponding miniflashcard.

No peeking Secretly place some common objects children are familiar with in a bag (for example, *teddy, book, car*). Blindfold a child and ask him or her to put their hand in and take out an item. He or she holds it up for the class to see. The child tries to guess what it is. If they don't know, the rest of the class can help them. Repeat with a new volunteer.



Wordlist



Baby
Balloon
Big
Bird
Blossom
Blue
Book
Boots
Bye

Cake
Car
Carrot
Cat
Christmas
Circle

Daddy
Dog
Down, down, down!
Duck

Ears
Egg
Eyes

Face
Family
Feet
Flowers
Food
Four
Frog

Grapes
Green

Happy
Happy Birthday!
Hat
Hello
Hurray!

Ice cream
It's cloudy
It's raining
It's sunny
I like (the red car) best
I've got (a cat)
It's Mummy
It's my balloon!

Juice

Little
Lion
Look!

Monkey
Mouth
Mummy

No
Nose

One
Orange (color y fruta)
Orange juice

Rabbit
Red

Sand
Sea
Scooter
Spoon
Springtime
Star
Stop

Teacher
Teddy
Thank you
Three
Tree
Two

Up, up, up!

Wash
Water
Where?

Yellow
Yes