

## LANGUAGE OVERVIEW • UNIT 4

### Key Words

puppy, kitten, duckling, lamb, kid, calf, dog, cat, duck, sheep, goat, cow, caterpillar

### Word Revision

colours  
shapes  
numbers 1–6  
butterfly  
pony  
frog

### Receptive Language

Look, a baby (dog). It's a (puppy).  
Is it a (kitten)?  
I can see a (puppy).  
What animal can you hear?  
What is it?  
Where is the mummy/mommy (AmE)?  
Which animal would you like, Peter?  
The (brown) kitten, please.  
What's in the bag?  
No, not that one.  
The mummy/mommy (AmE) duck wants to find all her babies.  
Are you my mummy/mommy (AmE)?  
I'm a (puppy).  
Are you a (duckling)?  
Yes, well done.  
No, sorry.  
Peter, close your eyes.  
What's missing?  
It's a (kid).  
You are mummy/mommy (AmE) animals.  
You are baby animals.  
What animal can I see?  
I can't see a (puppy).  
What is on the other side?  
This is a baby butterfly. It is a caterpillar.  
Look, what can you see?  
What are the children doing?

### Classroom Language

Can you find all the (ducklings)?  
Circle the (ducklings) using a (blue) pencil.

Write the number / Draw the dots next to the (duckling).  
Can you go and get the (brown) (kitten) for Peter, please?  
Colour the (duckling) (yellow).  
Cut out the cards.  
Show me a (calf).  
Yes, touch the (kitten).  
Help the mummy/mommy (AmE) duck find all her ducklings.  
Trace the path.  
Open your eyes.  
Find the card.  
Find your mummy/mommy (AmE).  
Join (Connie) with the number (three) and the (kid).  
Trace the numbers and stick in the stickers.  
Paint the plate green.  
Make some flowers.

### Productive Language

What animal can you see?  
I can see a (kid).

### Objectives

Children learn:

- some vocabulary for describing baby animals on the farm
- to listen to and join in with a chant
- to develop their motor skills through tracing and drawing lines to join objects together
- that some animals change shape and colour as they grow bigger
- that not all baby animals look the same as the mother animals

### Competences

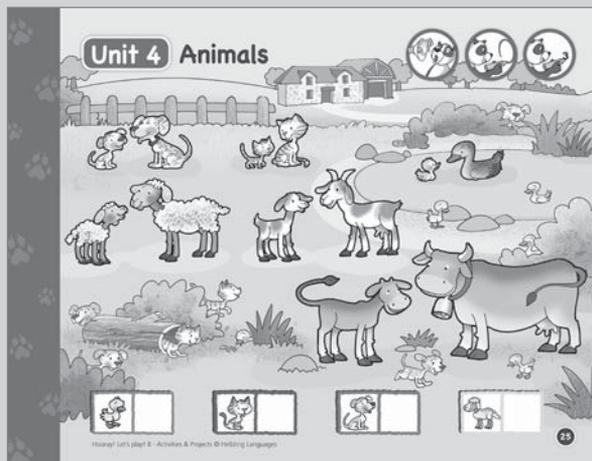
Children can:

- identify and name some baby animals
- match the baby animals to their mummies/mommies (AmE)
- ask and answer questions about which animals they can see, and how many

### Thinking Skills

- matching baby animals to their mummies/mommies (AmE)
- finding a path through a maze using picture clues

## LESSON 1 • VOCABULARY



### Main Objective

To introduce the baby animal vocabulary using a chant.

### Key Words

puppy, kitten, duckling, lamb, kid, calf  
dog, cat, duck, sheep, goat, cow

### Receptive Language

Look, a baby (dog). It's a (puppy).  
Is it a (kitten)?  
I can see a (puppy).

### Classroom Language

Can you find all the (ducklings)?  
Circle the (ducklings) using a (blue) pencil.  
Write the number / Draw the dots next to the (duckling).

### Activities

Sing the *My little farm* song.  
Introduce the baby animal vocabulary.  
Say the *Baby animals* chant.  
Find, circle and count the baby animals and write the numbers.  
Play *Move towards the flashcard*.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/6, A&P CD 8/20
- mother and baby animal mini flashcards (MF 4a+b)
- Activities & Projects, p. 25
- coloured pencils or crayons

## Warm-up and Revision

### 1. Sing the *Hello* song. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello* song.

### 2. Sing the *My little farm* song. CD 2/6

- Play the *My little farm* song and encourage the children to join in with the sounds and actions for each of the animals.

#### *My little farm*

Come with me, come with me  
To my little farm.

Look at the animals, look at the animals  
On my little farm.

A duck, a cow, a cat, meow!

A pony and a mouse, squeak, squeak!

A dog, woof, woof, and a frog, croak, croak /  
rabbit, ribbit (AmE)!

A frog, croak / rabbit (AmE) and a dog, woof,  
woof!

## Carpet Time

### 3. Sing the *Circle* song. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle* song.

### 4. Introduce the baby animal vocabulary.



- Show the children the mini flashcards for the (mother) animals the children already know. Elicit the name of each animal from the children.
- Then introduce the new animal words *sheep* and *goat*. Make Peter point to the new mini flashcards and say the words making some mistakes, and encourage the children to correct him.
- Then use the baby animal mini flashcards. Show the mini flashcard for *puppy* and say **Look, a baby dog. It's a puppy.** Then put the flashcard on the floor in front of the children.
- Show the children the other baby animal mini flashcards for the baby animals and name each baby animal.
- Point to the card for one of the animals or baby animals and ask **Is it a (kitten)?** and encourage the children to say **Yes, it is.** or **No, it isn't.** as appropriate for each question. Always say the correct word as well.

### 5. Say the *Baby animals* chant.



#### Teaching Tip!

Try to make the baby animal mimes look different to the mimes for the adult animals to help the children remember them. You can either use the same mime but do a smaller action, or you could make an action for 'baby' before doing the mime for the baby animal.

- Show the children each of the mother and baby animal mini flashcards in the order from the chant.
- Ask the children to match the babies with the mother animals and then put the cards on the floor in pairs where the children can easily see them.
- Play the chant and make Peter point to each of the mothers and babies as you say or hear them in the chant.

**Baby animals chant**

*A puppy and a dog.*

*A kitten and a cat.*

*A duckling and a duck.*

*A lamb and a sheep.*

*A kid and a goat.*

*A calf and a cow.*

*Oh, wow!*

- Repeat the chant and encourage the children to join in and point to or mime each of the mother and baby animals as they hear them in the chant.

**Pencil and Paper**

**6. Sing the Table song.**  **CD 1/4**

- Ask the children to move to the tables and sit down by singing the *Table song*.

**7. Find, circle and count the baby animals and write the numbers.** 

 **A&P CD 8/20**

- Hold up your book so all the children can see.
- Play the *Baby animals chant* and point to the appropriate animals and babies on the page as you hear them in the chant (use the babies that are standing next to the adult animals for the chant).
- Give the children their books open to the correct page. Repeat the chant and encourage the children to point to the animals and the babies as they listen.
- Say **Can you find all the ducklings?** and encourage the children to find and count all the ducklings (six) on the page.
- Say **Circle the ducklings using a blue pencil.** Help the children to find all the ducklings in the picture if necessary and draw a blue circle around each duckling.
- Encourage the children to find and count all the different baby animals on the page pointing to each baby as they are counting.
- Count the baby ducklings one more time and then say **Write the number / Draw the dots next to the duckling.** and encourage the children to write the number / draw the dots next to the duckling in the blue box.
- Repeat for the other animals in boxes at the bottom of the page (three kittens circled in red, five puppies circled in green, one lamb circled in yellow).

**8. Sing the Tidy up song / Clean up song (AmE).**  **CD 1/5**

- Ask the children to tidy away the materials by singing the *Tidy up song / Clean up song (AmE)*.

**Rounding Off**

**9. Sing the Circle song.**  **CD 1/3**

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

**10. Play Move towards the flashcard.** 

- If there is a board in the classroom, attach the mother and baby animal mini flashcards so that half of the cards are on the left side of the board and half are on the right. If there is no board, put the mini flashcards to the left and right of a space on the floor.
- Make Peter point to each of the flashcards and elicit the names of the mother and baby animals.
- Use Peter to nominate up to four children, depending on the space and the number of children in the class. These children should stand in front of the board or in the space between the cards if they are on the floor.
- Make Peter say **I can see a puppy.** and then encourage the children to move to the left or right towards the *puppy* mini flashcard.
- Make Peter praise the children who moved in the correct direction, then ask these children to sit down again.
- Repeat the activity with different children and a different mother or baby animal each time.

**11. Sing the Bye-bye song.**  **CD 1/8**

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

**If there is time...**

**Play I'm a kitten.**

- Encourage the children to stand in a line behind you. Say **Stand in a line.**
- Say **I'm a kitten.** and start to move around the classroom pretending to be a kitten and making kitten noises. Encourage the children to follow you and copy you.
- After a short time, say **I'm a (calf).** and change the movements and sounds that you are making as you move around. Encourage the children to follow you and change their movement and noises too.
- Once the children are comfortable with the movements and noises for the different animals, you can invite a confident child to be the leader of the line, and choose which animal to pretend to be.

## EXTRA LESSON 1 (OPTIONAL)

### Main Objective

To use the baby animal vocabulary in different activities.

### Key Words

puppy, kitten, duckling, lamb, kid, calf  
dog, cat, duck, sheep, goat, cow

### Receptive Language

Listen. What animal can you hear?  
What is it?  
Where is the mummy/mommy (AmE)?  
Which animal would you like, Peter?  
The (brown) kitten, please.  
Is it a (lamb)?

### Classroom Language

Can you go and get the (brown) (kitten) for Peter, please?  
Colour the (duckling) (yellow).  
Cut out the cards.  
Show me a (calf).

### Activities

Play *What animal can you hear?*  
Play *Flash the flashcard* and *Go and get the...*  
Colour the mini flashcards.  
Play *Keep the cards in order.*

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs)
- mother and baby animal mini flashcards (MF 4a+b)
- coloured pencils or crayons
- scissors

### Notes

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## Warm-up and Revision

1. **Sing the Hello song.**  **CD 1/2**
  - Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
  - Sing or play the *Hello song*.

2. **Play What animal can you hear?**  **MF 4b**

- Show the children each of the baby animal mini flashcards, elicit the names and ask the children what noise each baby animal makes.
- Select one of the mini flashcards and look at the picture without showing the children which baby animal it is.
- Say **Listen. What animal can you hear?** and make the appropriate noise for the baby animal on the card you selected.
- Encourage the children to try and tell you which baby animal card you have.
- Praise the children who guess the correct animal, then take a new card and repeat the activity.
- Once the children are comfortable with the activity, you can ask some of the confident children to make the animal sounds for the rest of the class to guess.

## Carpet Time

3. **Sing the Circle song.**  **CD 1/3**

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

4. **Play Flash the flashcard.**  **MF 4a+b**

- Show the children the mother animal mini flashcards, elicit the names of the animals and put the cards in the centre of the circle where all the children can see them.
- Show the children the baby animal mini flashcards and elicit the names of the babies from the children.
- Mix the baby animal flashcards in your hands so the children don't know the order of the cards.
- Hold the cards so that you can see the first card but the children can't.
- Quickly rotate or fan the cards so the children get a look at the first flashcard and ask **What is it?**
- Gradually rotate or fan the mini flashcards more slowly until the children can correctly name the baby animal on the card.
- Then ask **Where is the mummy/mommy (AmE)?** and encourage the children to point to and/or name the mother animal.

5. **Play Go and get the...**  **MF 4b**

### Preparation Tip!

You will need at least one mini flashcard for each child in the class. If you have more than six children in your class, either print sets of the mini flashcards on different coloured pieces of paper, or colour sets of the mini flashcards different colours.

Before the lesson, stick the mini flashcards around the classroom. Make sure the flashcards can be seen easily and it is possible for the children to reach the cards.

- Point to some of the baby animal mini flashcards around the classroom and elicit the names of the baby animals from the children. (You can also elicit the colour of some of the cards if you have used different coloured cards.)
- Say to Peter **Which animal would you like, Peter?** and make Peter say **The (brown) kitten, please.**
- Then choose one of the children and say **Can you go and get the (brown) kitten for Peter, please?**
- Let the children select which card to bring back. If the card is correct, let them give the card to Peter, otherwise encourage the child to take the card back and choose a new card to bring to Peter.
- Continue to ask different children to bring a card to Peter until all the children have taken a turn or all the cards have been collected.

### Pencil and Paper

#### 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

#### 7. Colour the mini flashcards. MF 4a+b

##### Teaching Tip!

You could ask some of the children to colour the mother animal mini flashcards and some children to colour the baby animal mini flashcards.

- Give each child a copy of the mother and baby animal mini flashcards.
- Point to each of the cards and elicit the correct names from the children.
- Either tell the children which colour they should use for each animal, e.g. **Colour the duckling yellow.**, or allow the children to choose their own colours.
- While they are working, monitor the class, praise the children's work and ask **Is it a (lamb)?**
- When the children have coloured the cards, say **Cut out the cards.** and demonstrate by cutting out one of the mini flashcards.
- When some of the children have finished, ask them to show you some of their baby animal cards, for example say **Show me a calf.** and encourage the children to hold up their mini flashcard with a calf.

#### 8. Sing the *Tidy up song* / *Clean up song (AmE)*. CD 1/5

- Ask the children to tidy away the materials by singing the *Tidy up song* / *Clean up song (AmE)*.

### Rounding Off

#### 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

#### 10. Play *Keep the cards in order*. MF 4a+b

- Encourage the children to sit in a space and put their baby animal flashcards on the floor in front of them.
- Say **Listen.** and then name some of the baby animals, e.g. **Calf, kid, puppy, lamb.**
- Encourage the children to listen, select the correct mini flashcards and put them in the order they heard the words.
- Repeat the baby animals in the same order until all the children have their cards in the correct order.
- Then change the order of the list, or change one or two of the animals in the list.
- Encourage the children to listen and change their cards to match the new list.
- Once the children are confident making a list of four animals, try making a list of five or six animals, or use the mother animals in the list as well.
- Alternatively, you can ask one child to choose the order of the cards and tell their order to the rest of the class for the other children to copy.

#### 11. Sing the *Bye-bye song*. CD 1/8

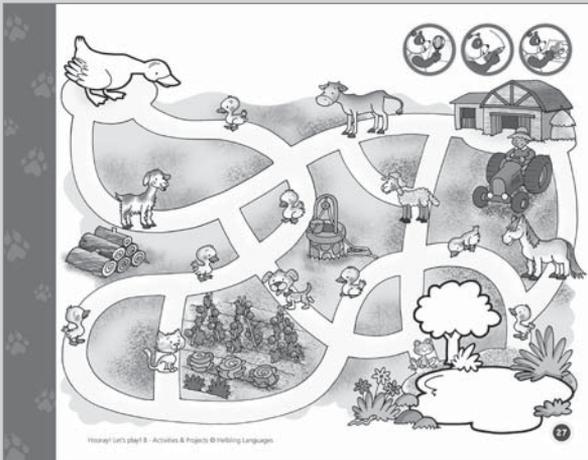
- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

#### If there is time...

##### Play *Animal exercises*.

- Play some music for the children to dance to.
- While the music is playing, encourage the children to move around the room and listen for your directions.
- Say **Move like a (puppy).** and encourage the children to follow your directions, then after a short time ask the children to move like a different animal.
- Continue asking the children to move like different animals until the music stops, then encourage the children to freeze in position without moving.
- Play the music again and give the children more instructions for how to move around the room.

## LESSON 2 • THINKING SKILLS



### Main Objective

To recognise the baby animals that are the same.

### Key Words

puppy, kitten, duckling, lamb, kid, calf  
dog, cat, duck, sheep, goat, cow

### Receptive Language

What's in the bag?  
No, not that one.  
Look. What is it?  
The mummy/mommy (AmE) duck wants to find all her babies.  
Are you my mummy/mommy (AmE)?  
I'm a (puppy).

### Classroom Language

Yes, touch the (kitten).  
Help the mummy/mommy (AmE) duck find all her ducklings.  
Trace the path.  
Colour the mummy/mommy (AmE) duck/pond/tree.

### Activities

Say the *Baby animals chant*.  
Play *What's in the bag?* and *Touch the...*  
Draw the path to collect the ducklings and colour the duck, pond and tree.  
Play *Are you my mummy/mommy (AmE)?*

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), A&P CD 8/20
- mother and baby animal mini flashcards (MF 4a+b)
- a bag filled with toy animals and toy baby animals
- Activities & Projects, p. 27
- coloured pencils or crayons
- sticky tape
- If there is time: a bean bag or a small ball, six containers/boxes

## Warm-up and Revision

1. **Sing the *Hello song*.** CD 1/2
  - Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
  - Sing or play the *Hello song*.
2. **Say the *Baby animals chant*.** A&P CD 8/20 MF 4a+b
  - Show the children each of the mother and baby animal flashcards and elicit the words.
  - Put the mini flashcards on the floor where the children can easily see them.
  - Play the chant and encourage the children to join in, pointing to the appropriate animal flashcards or doing the mime for each of the animals as they say them in the chant. See Lesson 1, page 67 for lyrics.

## Carpet Time

3. **Sing the *Circle song*.** CD 1/3
  - If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.
4. **Play *What's in the bag?*** (MF 4a+b)

### Preparation Tip!

Before the lesson, put some toy animals and toy baby animals into a bag that is not see-through.

- Show the children the bag full of items.
  - Invite each child to put their hand into the bag and try to feel and guess what is in the bag. Ask ***What's in the bag?***
  - You can have the mini flashcards available so the children can point to a flashcard and mime the animal if they are not sure of the name.
  - Once all the children have had a chance to feel and guess, take the animals out of the bag.
  - Take one animal out at a time and encourage the children to name each animal as you take it from the bag.
  - You can then help the children count the number of each animal, match the babies with their mothers, and count how many legs each animal has.
5. **Play *Touch the...*** MF 4a+b
    - Show the children the baby animal mini flashcards and elicit the names of the babies.
    - Spread the cards out in the centre of the circle. If it is safe to move across the classroom, you can put the cards at one side of the classroom and sit the children at the other side.
    - Use Peter to nominate up to four children, depending on the space and the number of children in the class. These children should stand up so it is clear which children are going to touch the cards.

- Encourage one of the other children to name one of the baby animals and say **No, not that one.** then invite another child to name a different animal.
- After a few suggestions, say **Yes, touch the (kitten).** and encourage the children who are standing to move to the mini flashcards and touch the correct card.
- Praise the children who touched the correct card, then invite a new group of children to stand, ready to touch a card.
- You can also include the mother animal mini flashcards to make the game more difficult.

### Pencil and Paper

#### 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

#### 7. Draw the path to collect the ducklings and colour the duck, pond and tree. AP 27

- Hold up your book so all the children can see. Point to some of the (baby) animals and say **What is it?** and encourage the children to name the (baby) animal.
- Point to the mother duck at the top of the page and say **Look. What is it?**
- Then say **The mummy/mommy (AmE) duck wants to find all her babies.** and invite some children to trace the path from the mother duck to the pond using their finger. Count the baby ducklings as you go past each one.
- Give the children their books open to the correct page.
- Say **Help the mummy/mommy (AmE) duck find all her ducklings. Trace the path.** and encourage the children to trace the path with their finger before drawing the path from the duck to the pond without crossing any other animals.
- When the children have drawn the path, say **Colour the mummy/mommy (AmE) duck, pond and tree.**
- While the children are colouring, monitor them and ask them about the colours they are using, as well as asking questions about the baby animals they can see on the page.

#### 8. Sing the *Tidy up song* / *Clean up song* (AmE). CD 1/5

- Ask the children to tidy away the materials by singing the *Tidy up song* / *Clean up song* (AmE).

### Rounding Off

#### 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

#### 10. Play *Are you my mummy/mommy* (AmE)?

 MF 4a+b

#### Preparation Tip!

You will need enough mother animal flashcards to give one to each child in the circle.

- Choose a confident child and ask them to stand near you, then attach one of the baby animal mini flashcards to the child's back.
- Encourage the rest of the class to look at the card on the child's back but keep the baby animal a secret.
- Give all the children sitting in the circle one mother animal mini flashcard, and encourage them to put their card on the floor in front of them so everyone can see which animal they have.
- The child with a card on their back should choose a child in the circle and ask **Are you my mummy/mommy (AmE)?** Encourage the other child to answer with **Yes, I am.** or **No, sorry.** according to the animal on their card in front of them.
- When the child with the baby animal card gets the answer **Yes,** then encourage the child to say which baby animal they are, e.g. **I'm a (puppy).**
- Then choose a new child to be the baby animal and find their mother.

#### 11. Sing the *Bye-bye song*. CD 1/8

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

#### If there is time...

#### Play *Throw it in the box*. MF 4b

#### Preparation Tip!

Before the lesson, choose six containers for the children to throw a bean bag / small ball into. Stick one of the baby animal mini flashcards to the front of each container. If you have a large class, you might want to have more than one set of containers so more children can play at the same time.

- Show the children each of the containers and elicit the name of the baby animal on each one.
- Encourage the children to stand in a line in front of the containers.
- Name one of the baby animals and encourage the first child in the line to try and throw their bean bag or ball into the correct container. If you have a few bean bags or balls, they could have more than one attempt.
- Alternatively, you can let the children throw the bean bag into any container and then ask them to name the animal on the corresponding flashcard.
- Then ask the child to collect all the bean bags / balls.
- If the containers are bigger, it might be possible to have more than one child throwing at the same time.

## EXTRA LESSON 2 (OPTIONAL)

### Main Objective

To revise the vocabulary for baby animals in different activities.

### Key Words

puppy, kitten, duckling, lamb, kid, calf  
dog, cat, duck, sheep, goat, cow

### Word Revision

colours  
shapes

### Receptive Language

Are you a (duckling)?  
Yes, well done.  
No, sorry.  
Peter, close/open your eyes.  
What's missing, Peter?  
It's a (kid).  
What is it?

### Classroom Language

Open your eyes.  
Find the card.  
Colour your bag.

### Activities

Play *Guess the animal*.  
Play *Read my lips* and *What's missing?*  
Make a paper bag baby animal.  
Play *Baby animal stepping stones*.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs)
- mother and baby animal mini flashcards (MF 4a+b)
- paper sandwich bags
- different coloured paper shapes
- paint and paint brushes (optional)
- glue
- coloured pencils or crayons

### Notes

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## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

### 2. Play *Guess the animal*. MF 4b

- Ask a pair or small group of children to close their eyes while you show the other children one of the baby animal mini flashcards.
- Then ask the children with their eyes closed to **Open your eyes**.
- Encourage the children who saw the flashcard to pretend to be the baby animal – without making a noise, if possible.
- The children watching try to guess the animal by saying **Are you a (duckling)?** When they guess correctly, show the children the mini flashcard and say **Well done!**
- Repeat the activity with another group or pair of children.

## Carpet Time

### 3. Sing the *Circle song*. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

### 4. Play *Read my lips*. MF 4b

- Put the baby animal mini flashcards on the floor in front of the children, make Peter point to the cards and elicit the names of the baby animals.
- Point to your mouth to indicate that the children should read from your lips and mouth one of the baby animal words for the children, e.g. **Lamb**.
- Encourage the children to watch your mouth and try to guess what you've said. Then, in a normal voice, say **Find the card** and mouth the word again.
- Choose one child and encourage them to pick up the correct card. If they guess correctly, say **Yes, well done** and repeat the word at a normal volume.
- If they choose the wrong card, say **No, sorry** and mouth the word again before allowing the children to continue guessing.
- Repeat the activity mouthing a different word each time.

### 5. Play *What's missing?* MF 4b

- Show the children the baby animal mini flashcards and put them on the floor so that everyone can see them.
- Turn to Peter and say **Peter, close your eyes**. Make Peter close his eyes by putting his hands or your hand over his eyes.
- Ask a child to choose a card and sit on it so the card can't be seen. Then say **Open your eyes, Peter**.
- Say **What's missing, Peter?** and point to the place where the missing card was.
- Make Peter name some of the baby animals. Encourage the children to say **Yes** if Peter says the missing animal, and **No, sorry** if Peter is wrong. When Peter says the correct baby animal, the children can mime it.

- Repeat the activity, allowing a different child to choose a card, or, if the children are confident, Peter can hide a flashcard (you can sit on it for Peter) and the children can guess which card is missing.

## Pencil and Paper

### 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

### 7. Make a paper bag baby animal.

#### Preparation Tip!

Before the lesson, cut out shapes (e.g. circles, squares, triangles) from different coloured paper for the children to use. If the head of the animal is made on the bottom of the bag, it can be a puppet. If it is used the other way up, the bag will stand up to show the animal.

- Encourage the children to colour their paper bag. Say **Colour your bag**. If you have time, you could let them paint the bag but it will need to dry before you can stick or draw any details.
- Provide the children with different coloured paper shapes. Show the children some of the shapes and encourage the children to name the colour and the shape.
- Encourage the children to choose some of the coloured shapes and stick them onto their bag to make the details of the baby animals. Triangles could make wings for the ducklings and could be used for the puppy or kitten ears, circles could be used for eyes, rectangles for legs etc.
- Once the children have stuck the shapes onto their bag, the children can use coloured pencils or crayons to draw any extra details on their animals.
- While the children are working, ask them what animal they are making and talk to them about the colours and shapes they are using.
- The finished paper bag baby animals can then be displayed in the classroom.

### 8. Sing the *Tidy up song* / *Clean up Song (AmE)*. CD 1/5

- Ask the children to tidy away the crayons and other materials by singing the *Tidy up song* / *Clean up song (AmE)*.

## Rounding Off

### 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Play *Baby animal stepping stones*.

#### MF 4a+b

- Show the children the baby animal mini flashcards and elicit the name of the animal on each card.
- Put the mini flashcards on the floor in a line like stepping stones across one area of the classroom.
- In turns, allow each child to walk over the flashcards like stepping stones and name the baby animal as they step on or over the card. Encourage more confident children to say **It's a (kid)**.
- If the children are unsure, prompt them by saying **What is it?** and whispering the start of the word.
- If you have a larger class, you might want to use more than one set of the mini flashcards and have two or three lines crossing (part of) the classroom.
- To add more interest, you could include some of the mother animal mini flashcards.
- You could also include a simple obstacle course for the children to complete when they walk back to the line (for example, crawl under a chair, walk around a table or jump over a small cushion).

### 11. Sing the *Bye-bye song*. CD 1/8

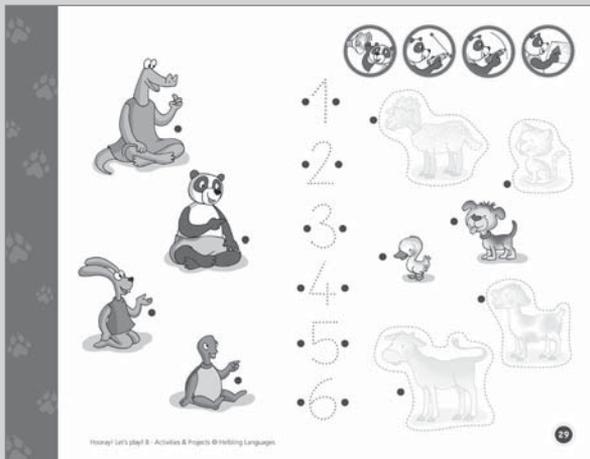
- Look at Peter and say **It's time to go, Peter**.
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

#### If there is time...

#### Play *Move like a puppy*. MF 4b

- Show the children the baby animal mini flashcards and elicit the name of each of the babies.
- Pick up one of the cards and say **Look, it's a (calf)**. **Can you move like a (calf)?** and encourage the children to move around the classroom pretending to be a calf.
- Then select another mini flashcard and show it to the children. Ask **What is it?** When the children have named the baby animal, encourage them to move around the classroom pretending to be that animal. They could also make animal noises.
- Continue letting the children name the baby animals and allowing the children to pretend to be each animal as they name them.

## LESSON 3 • LISTENING ACTIVITY



### Main Objective

To complete a listening exercise.

### Key Words

puppy, kitten, duckling, lamb, kid, calf  
dog, cat, duck, sheep, goat, cow

### Word Revision

numbers 1–6

### Receptive Language

You are mummy/mommy (AmE) animals.  
You are baby animals.  
Are you my mummy/mommy (AmE)?  
I'm a (puppy).

### Classroom Language

Find your mummy/mommy (AmE).  
Join (Connie) with the number (three) and the (kid).  
Trace the numbers and stick in the stickers.

### Activities

Say the *Animals chant*.  
Play *Cross the river – mummy/mommy (AmE) or baby?* and *Are you my mummy/mommy (AmE)?*  
Listen and match, then trace the numbers and stick in the stickers.  
Play *Memory*.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/2, A&P CD 9/2 1
- flashcards 53–58 (animals) (optional)
- mother and baby animal mini flashcards (MF 4a+b)
- chalk, a rope or a piece of string
- sticky tape
- Activities & Projects, p. 29
- coloured pencils or crayons
- stickers from the centre of the Activities & Projects book (four baby animals)

## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

### 2. Say the *Animals chant*. CD 2/2

- Play the chant and encourage the children to join in, pointing to the appropriate animal flashcard or doing the mime for each of the animals as they say them in the chant.

#### *Animals chant*

*I've got / I have (AmE) a little duck. Quack, quack!*  
*I've got / I have (AmE) a little cat. Meow!*  
*I've got / I have (AmE) a little cow. Moo, moo!*  
*I've got / I have (AmE) a little frog,*  
*A pony and a dog.*  
*Woof, woof!*  
(Repeat)

## Carpet Time

### 3. Sing the *Circle song*. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

### 4. Play *Cross the river – mummy/mommy (AmE) or baby?* MF 4a+b

- Draw a chalk line on the classroom floor, or place a skipping rope or line of string to mark a dividing line on the floor. This is the 'river'.
- Tell the children that one side of the river is for mother animals, and the other side is for baby animals. Stand on one side and show and name the baby animal mini flashcards, then stand on the other side and show and name the mother animals.
- Say the name of one of the animals or baby animals, e.g. **Calf**. then encourage all the children to stand on the appropriate side of the 'river'.
- Repeat the activity, saying a different mother or baby animal each time. You can also show the mini flashcards if necessary. The children should continue to cross from one side of the 'river' and back as they decide if each item is a mother or a baby animal.

### 5. Play *Are you my mummy/mommy (AmE)?* MF 4a+b

#### Preparation Tip!

You will need enough mother and baby animal mini flashcards to give half the class a baby animal card and the other half a mother animal card. Make sure that there are pairs of babies and mummies and no odd cards. If there is an odd number of children, make the extra child a baby animal and tell the appropriate mother animal to find one extra baby.

- Split the class into two groups. Say to one group **You are mummy/mommy (AmE) animals.** and to the other group say **You are baby animals.**
- Attach a baby animal mini flashcard to the back of each child in the baby animal group, and attach a mother animal card to the front of each child in the mother animal group.
- Say to the baby animal group **Find your mummy/mommy (AmE).** and encourage these children to talk to each mother animal and ask **Are you my mummy/mommy (AmE)?**
- The mother animal children should look at the card on the back of the other child and answer with **Yes, I am.** or **No, sorry.** as appropriate.
- When a child with the baby animal card gets the answer **Yes.**, encourage them to say which baby animal they are, e.g. **I'm a (puppy).**
- Once all the children are in pairs, give the children new cards so they have a go at both asking and answering the questions.

### Pencil and Paper

- 6. Sing the Table song.**  **CD 1/4**
- Ask the children to move to the tables and sit down by singing the *Table song*.
- 7. Listen and match, then trace the numbers and stick in the stickers.**  **A&P CD 9/21**
- Give the children their books open to the correct page and name the characters, numbers and baby animals and check that the children are pointing to the correct picture.
  - Say **Listen.** and play the first sentence from the listening activity. Then pause the CD, point to Connie, the number three and then the picture of the kid (baby goat) on the page. Say **Join Connie with the number three and the kid.** and encourage the children to first trace the lines with their finger and then draw lines to join the pictures together.
  - Play the rest of the listening activity and do the same for the other characters.
 

**Baby animals listening activity**  
*Connie can see three kids.*  
*Peter can see one calf.*  
*Rosie can see six puppies.*  
*Tom can see four lambs.*
  - If you are not able to pause the CD after each sentence, play the whole listening twice. The first time you listen, ask the children to trace the lines to join the three items with their fingers and the second time have them draw the lines.
  - When the children have completed the listening activity, say **Trace the numbers and stick in the stickers.** and encourage the children to trace the numbers one to six and then stick the baby animals in the correct place.

- 8. Sing the Tidy up song / Clean up song (AmE).**  **CD 1/5**
- Ask the children to tidy away the materials by singing the *Tidy up song / Clean up song (AmE)*.

### Rounding Off

- 9. Sing the Circle song.**  **CD 1/3**
- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.
- 10. Play Memory.**  **MF 4a+b**

#### Preparation Tip!

If you want the children to play in pairs or small groups instead of the whole class, you will need one set of the mother animal and baby animal mini flashcards for each group.

- Mix up the mini flashcards and spread both sets of cards (mother animals and baby animals) on the floor in front of the children with the pictures facing down. For a shorter game keep the baby animal cards separate from the mother animals.
  - The children should take it in turns to turn over two cards and name the animals on the cards.
  - If the cards make a mother and baby animal pair, e.g. a dog and a puppy, the child can keep the cards. Otherwise the child should put the cards back face down and let another child take a turn.
  - The children should continue the game until all their cards are in pairs.
- 11. Sing the Bye-bye song.**  **CD 1/8**
- Look at Peter and say **It's time to go, Peter.**
  - Make Peter and the children say **Bye-bye!**
  - Sing the *Bye-bye song*.

#### If there is time...

##### Play Sleeping animals.

 **MF 4b**

- Show the children the baby animal mini flashcards and elicit the name of each of the babies.
- Pick up one of the cards and say **Look, it's a calf. Can you move like a calf?** and encourage the children to move around the classroom pretending to be a calf.
- Continue calling out names of animals and encourage the children to pretend to be that animal.
- After a short time call out **Night time. Go to sleep.** and encourage the children to curl up on the floor and pretend to go to sleep.
- When you call out the next animal or baby animal name, the children get up and start moving again.

## EXTRA LESSON 3 (OPTIONAL)

### Main Objective

To ask and answer questions about which baby animal(s) the children can see.

### Key Words

puppy, kitten, duckling, lamb, kid, calf  
dog, cat, duck, sheep, goat, cow

### Receptive Language

What animal can I see?  
I can't see a (puppy).  
What is on the other side?

### Classroom Language

Listen carefully.  
Walk like a (cat).  
Colour the baby and the mummy/mommy (AmE) animal.

### Productive Language

What animal can you see?  
I can see a (kid).

### Activities

Make an animal sound obstacle course.  
Play *What animal can I see?*  
Using productive language: 'What animal can you see?'  
Make a mother and baby animal puppet.  
Play *What is on the other side?*

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs)
- mother and baby animal mini flashcards (MF 4a+b)
- toy baby animals (optional)
- coloured pencils or crayons
- lollipop sticks
- glue

### Notes

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## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

### 2. Make an animal sound obstacle course.



- Set up a simple obstacle course for the children to complete around the classroom (for example, crawl under a chair, walk around a table or jump over a small cushion).
- In spaces between the obstacles place one of the baby animal mini flashcards, or a toy baby animal if you have some.
- Show the children how to move around the obstacle course, telling the children that they need to name and make the appropriate sound for any baby animals they meet on the obstacle course.
- If the children are trying to run around the obstacle course, you can slow them down by asking them to **Walk like a cat**. or another animal.

## Carpet Time

### 3. Sing the *Circle song*. CD 1/3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

### 4. Play *What animal can I see?* MF 4b

- Put the baby animal mini flashcards in the centre of the circle where all the children can see them clearly and elicit the names of the animals from the children.
- Choose one of the cards for the children to guess and say, for example, **Listen carefully. What animal can I see? I can't see a puppy. I can't see a lamb. I can't see a calf. I can't see a kid. I can't see a duckling. What animal can I see?**
- Then encourage the children to name the baby animal they think you can see.
- If the children are finding it hard, you can point to each flashcard as you say it and use a gesture to show that this is not the correct baby animal. Then point to the last flashcard, smile and encourage the children to name the picture on this flashcard.

### 5. Using productive language: 'What animal can you see?' MF 4a+b

- Make Peter ask **What animal can you see?**, hold up one of the mother or baby animal mini flashcards and say **I can see a (kid)**.
- Say **What animal can you see?** to a confident child in the class, show them one of the mini flashcards and encourage them to reply, e.g. **I can see a (lamb)**.
- Continue around the class asking each child **What animal can you see?** and encourage each child to answer naming the animal on the mini flashcard you show them.
- Repeat the question using different voices, for example sing or whisper it until the children seem confident asking the question.

- Encourage each child to choose a mini flashcard then ask another child in the class **What animal can you see?** and show their card. The other child should answer **I can see a (calf).**

## Pencil and Paper

### 6. Sing the *Table song*. CD 1/4

- Ask the children to move to the tables and sit down by singing the *Table song*.

### 7. Make a mother and baby animal puppet.



#### Preparation Tip!

Cut up the mother and baby animal mini flashcards before the lesson so the children can take only the flashcards they need. You will need enough cards for each child to have one baby and the corresponding mother mini flashcard.

You might want to make a mother and baby animal puppet before the lesson to show the children.

- Encourage each child to choose a baby mini flashcard and then find the mother flashcard for the baby.
- Say **Colour the baby and the mummy/mommy (AmE) animal.** and encourage the children to colour both of their mini flashcards.
- While the children are colouring, talk to them about the animal they have chosen and the colours they are using.
- Once the children have finished colouring the mini flashcards, give each child a lollipop stick and help the children stick the mini flashcards back to back, so that on one side they can see the baby animal and on the other side they can see the mother animal.
- If there is time and you have enough materials, you could let the children make more than one mother and baby puppet.

### 8. Sing the *Tidy up song* / *Clean up song (AmE)*. CD 1/5

- Ask the children to tidy away the materials by singing the *Tidy up song* / *Clean up song (AmE)*.

## Rounding Off

### 9. Sing the *Circle song*. CD 1/3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Play *What is on the other side?*

- Using one of the mother and baby animal puppets, show the children the mother animal side, name the animal and ask **What is on the other side?**

- Encourage the children to name the baby animal on the other side of the stick, then show the children the picture on the other side.
- Encourage the children to show one side of their own puppet to a classmate. The classmate should try to name the animal on the other side.
- Let the children move around the class showing their mother and baby puppets to different children and encouraging the other children to name the baby or mother on the side they can't see.

### 11. Sing the *Bye-bye song*. CD 1/8

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

#### If there is time...

### Play *Musical chairs*. MF 4b

#### Preparation Tip!

You need enough sets of the baby animal mini flashcards to have one mini flashcard per child. Stick the mini flashcards on the children's chairs so the children can see them easily. If there aren't enough chairs available, use cushions or laminated copies instead.

- Put the chairs in a place where the children can easily walk around them and sit on them.
- Play some music for the children to move around to. You could use some of the songs that the children have learnt so far in *Hooray! Let's play!*
- As the children move around the chairs, you can ask the children to walk like an animal, e.g. **Walk like a (kitten).**
- Then stop the music, say **Sit down.** and encourage the children to sit down on the nearest seat that is available.
- Randomly select one of the baby animals and name the animal (and show the mini flashcard if necessary).
- All the children sitting on a chair with a mini flashcard showing the same baby animal are 'out'. Ask these children to stand near you for the next round and then allow them to join back in the game the round after.
- Play the music again and allow the remaining children to move around the chairs and repeat the activity.

## LESSON 4 • PROJECT



### Main Objective

To understand how a butterfly changes and grows.

### Word Revision

mother and baby animals, butterfly

### Receptive Language

Look, (butterflies).

This is a baby butterfly. It is a caterpillar.

Look, what can you see? What are the children doing?  
Also see "Useful phrases" sections.

### Classroom Language

Trace/Colour the butterfly and caterpillar.  
Also see "Useful phrases" sections.

### Activities

Listen to and mime the *Animals action story*.

Introduce the butterfly activities.

Make a butterfly, a caterpillar and a mobile to show the life cycle of a butterfly.

Discuss the activities and trace and colour the butterfly and caterpillar.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/3
- Activities & Projects, p. 31
- coloured pencils or crayons
- coffee filters and wooden clothes pegs
- spray bottle with water
- paints and paint brushes and ink (marker pens)
- pipe cleaners
- egg boxes
- glue and scissors
- strips of paper and coloured and white paper
- cotton wool (optional)
- small brown paper bags or tea bags
- paper plates
- string
- If there is time: baby animal mini flashcards (MF 4b)

## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

### 2. Listen to and mime the *Animals action story*. CD 2/3

- Play the *Animals action story* and act it out with the children.

#### *Animals action story*

Go outside.

You see a cat.

The cat is sad.

Stroke/Pet (AmE) it.

There's a dog. Woof, woof!

The cat runs away.

- If you have time, you could invite confident children to perform the action story for the rest of the class to watch.

## Carpet Time

### 3. Sing the *Circle/Table song*. CD 1/3 or 4

- If you want to move the children from another area of the classroom to sit or stand in a circle or at the table, you can sing or play the *Circle/Table song*.

#### Teaching Tip!

If your class are not used to working on different tasks at the same time, you might want to do each activity in a whole class group first and gradually introduce others that the children can try on their own.

### 4. Introduce the butterfly activities. AP 31

- Hold up your book so all the children can see.
- Point to some of the butterflies on the page and say **Look, butterflies**. Then point to some of the caterpillars and say **This is a baby butterfly. It is a caterpillar**.
- Tell the children they are going to try the same activities as the children on the page. Say **Look, what can you see? What are the children doing?**
- Demonstrate the three activities to the children before you let them try the activities on their own.

### 5. Make a butterfly.

#### Preparation Tip!

You need enough coffee filters and wooden clothes pegs to give one to each child.  
You may want to make a butterfly before the lesson to show the children

#### Useful phrases

What colours/shapes can you see?  
Did the colours change when you sprayed them?  
What new colours can you see?

- Make sure the coffee filter is on a flat surface and then let the children decorate the coffee filter using water colour paints or marker pens.
- Once the children have finished decorating the coffee filter, help them to spray water over the filter, then leave it to dry.
- Once the filter is dry, encourage the children to gather it in the centre and clip a clothes peg on it to make the body of the butterfly.
- Then help the children to attach a small piece of pipe cleaner in the top of the clothes peg to make antennae.
- If there is time, the children could decorate the clothes pegs using paint or marker pens before attaching them to the butterflies.

## 6. Make a caterpillar.

### Preparation Tip!

You will need to cut egg boxes into strips before the lesson.

### Useful phrases

*What colour is your caterpillar?  
What colour are the antennae?  
How many bumps/circles does your caterpillar have?*

- Let the children paint the strip of egg box for their caterpillar. Once the paint has dried, they can also draw eyes, a mouth, and patterns onto the caterpillar.
- Help the children make two small holes or slits in one end of the caterpillar and thread half a pipe cleaner through the holes to make antennae.
- If you don't have egg boxes, the children can make caterpillars using strips of paper. Encourage the children to glue the strips of paper to make a ring, then glue the rings together to make a chain. Then help the children cut a circle or oval shape for the head and stick this to the front of the chain.

## 7. Make a mobile to show the life cycle of a butterfly.

### Preparation Tip!

Cut out leaf-shaped pieces of paper before the lesson. The children should use the butterfly and caterpillar they have made in the previous activities for their mobile.

### Useful phrases

*Where is the caterpillar/butterfly/egg/leaf/chrysalis?  
Which is first? Which is last?*

- Provide the children with leaf-shaped pieces of paper and a small white paper circle or a small piece of cotton wool.
- Encourage the children to draw the veins on the leaf and then stick the white paper circles or cotton wool on the leaf to look like an egg.

- Then help the children make a chrysalis by tying a string around the top of a very small brown paper bag or tea bag or by scrunching up brown paper to make a chrysalis shape.
- Let the children decorate a paper plate for the top of their mobile and then help the children attach their butterfly, caterpillar, leaf and chrysalis to the paper plate using lengths of string.

## Pencil and Paper

### 8. Discuss the activities and trace and colour the butterfly and caterpillar.

- Give the children their books open to the correct page. Point to the butterfly and caterpillar on the board in the picture and say **Trace the butterfly and caterpillar.**
- Then say **Colour the butterfly and caterpillar.** and let the children choose which colours to use.
- Once the children have finished, you might want to talk about the butterfly life cycle in the children's first language.

### 9. Sing the *Tidy up song* / *Clean up song* (AmE).

- Ask the children to tidy away the materials by singing the *Tidy up song* / *Clean up song* (AmE).

## Rounding Off

### 10. Sing the *Bye-bye song*.

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song*.

### If there is time...

#### Play *Duck, duck, duckling*.

- Choose one of the baby animal mini flashcards, show the card to the children and elicit the name.
- Then ask the children **What is the mummy/mommy (AmE) animal called?**
- Walk around the circle of children and gently tap each child on the head as you pass them. Each time you tap a child on the head, name the mother animal, e.g. **Duck, duck, duck, duck...**
- After a short time, name the baby animal instead of the mother animal, e.g. **Duckling.**
- The child who is tapped as you say the baby animal should stand up and run around the circle, back to their place. You could also ask them to move around the circle like the named animal instead of running.
- Continue the game, choosing a different baby animal to listen for each time.
- Once the children are comfortable with the game, you can ask more confident children to walk around the circle tapping their classmates' heads.

## EXTRA LESSON 4 (OPTIONAL)

### Main Objective

To understand how a frog changes as it grows.

### Word Revision

frog

### Receptive Language

See "Useful phrases" sections.

### Classroom Language

Paint the plate green.

Make some flowers.

Also see "Useful phrases" sections.

### Activities

Play *Bean bag toss*.

Introduce the frog activities.

Make a pond with frogs' eggs and tadpoles.

Make a frog.

Make lily pads.

### Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs)
- mother and baby animal mini flashcards (MF 4a+b)
- a bean bag or a soft ball
- flashcard 56 (frog)
- blue paper
- black, white and green paint
- paint brushes
- coloured pencils or crayons
- black marker pens
- paper plates
- coloured and white pieces of paper
- scissors
- strips of red paper
- glue
- coloured tissue paper
- coffee filters
- felt tip pens
- If there is time: flashcards 44–48 (feelings)

### Notes

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## Warm-up and Revision

### 1. Sing the *Hello song*. CD 1/2

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** back.
- Sing or play the *Hello song*.

### 2. Play *Bean bag toss*. MF 4a+b

- Ask the children to sit in a circle. Show the children the mother and baby animal mini flashcards, elicit the names of the animals and put the cards in the centre of the circle where the children can see them.
- Pass the bean bag to one of the children in the circle and name one of the mother animals as you pass the bean bag.
- As the child takes the bean bag, encourage the child to name the baby of the animal you named. Point to the correct flashcard and give the child the first sounds if they need some help.
- The child should then pass the bean bag to another child and name a different mother animal as they pass it.
- The children should continue passing the bean bag, naming a mother animal as they give the bean bag and the baby animal as they get the bean bag.

## Project Time

### 3. Sing the *Circle/Table song*. CD 1/3 or 4

- If you want to move the children from another area of the classroom to sit or stand in a circle or at the table, you can sing or play the *Circle/Table song*.

#### Teaching Tip!

If your class are not used to working on different tasks at the same time, you might want to do each activity in a whole class group first and gradually introduce others that the children can try on their own.

### 4. Introduce the frog activities.

- Show the children the *frog* flashcard and elicit the name of the animal.
- Ask the children **What does a baby frog look like?** and quickly draw a picture of a tadpole for the children if necessary.
- Demonstrate the three activities to the children before you let them try the activities on their own.

### 5. Make a pond with frogs' eggs and tadpoles.

#### Preparation Tip!

Before the lesson, cut out some pond shapes from blue paper for the children to use. You can either use small ponds and let the children have one each or make one or two bigger ponds for the children to share.

#### Useful phrases

*What are these?*

*Do they have legs?*

*How many frogs' eggs / tadpoles can you see?*

- Show the children the blue pond shapes and tell the children that baby frogs live in the ponds.

- Encourage the children to use black and white paint to make finger prints on the blue ponds. If possible, try to make the children leave a space around the black finger prints, but the white ones can be close together.
- Once the paint is dry, show the children how to draw black spots in the white prints to make frogs' eggs.
- Then help the children draw black tails on the black prints to make tadpoles. They could also draw some small legs on some of the tadpoles.

## 6. Make a frog.

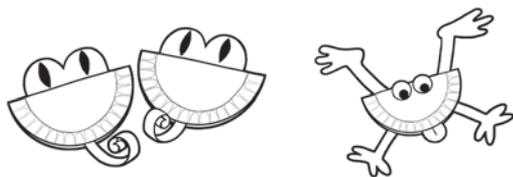
### Preparation Tip!

Before the lesson, cut some paper plates in half so there are enough halves to give one to each child.

### Useful phrases

*What colour is your frog?  
What does a frog do?  
What is in the frog's mouth? What does he use this for?*

- Encourage the children to paint their paper plate half green (they could use some brown too).
- Help the children make eyes from circles of coloured or white paper.
- Cut strips of red paper and help the children roll up the paper to make the frog's tongue.
- Once the paint is dry, help the children stick the eyes and tongue onto the plate.
- Alternatively, if you have enough paper plates, fold the plates in half. Attach the tongue to the inside of the plate and the eyes on top.
- Then help the children make frog legs to stick to the front and back of the plate.



## 7. Make lily pads. MF 4b

### Useful phrases

*What's on your lily pad?  
Stand on your lily pad.  
Jump forward/backward three lily pads.  
What is under your lily pad?*

- Give each child a paper plate to colour and say **Paint the plate green.**
- Once the paint is dry, help the children to cut a small triangular piece (like a slice of pizza) from the edge of their plate to make it look like a lily pad.

- Then say **Make some flowers.** The children can draw around a paper plate onto coloured tissue paper and cut it out to make a circle or they can use a coffee filter (which can be decorated using felt tip pens or paint).
- Help the children pinch the centre of the circle and twist to make a stem for the flower. Then encourage the children to stick the flowers onto the lily pad.
- While the children are working, talk to them about the colours they are using and the number of flowers on their lily pad.
- Spread the lily pads out in a circle on the floor and hide a baby animal mini flashcard under each lily pad.
- Ask all the children to stand on or next to their lily pad and then say **Jump forward three lily pads.** and count as all the children move around the circle three lily pads. The children could also use their frogs to jump from lily pad to lily pad.
- Encourage the children to look under the lily pad they are standing on to see which mini flashcard is hidden underneath.
- Ask some of the children to name the baby animal under their lily pad, then ask the children to move around the lily pads again.
- You could also use some of the mother animal mini flashcards, or other mini flashcards for revision if the children are still interested.

## 8. Sing the Tidy up song /

### Clean up song (AmE). CD 1/5

- Ask the children to tidy away the materials by singing the *Tidy up song / Clean up song (AmE).*

## Rounding Off

### 9. Sing the Bye-bye song. CD 1/8

- Look at Peter and say **It's time to go, Peter.**
- Make Peter and the children say **Bye-bye!**
- Sing the *Bye-bye song.*

### If there is time...

#### Play I'm a happy calf. MF 4a+b

- Use the mother and baby animal mini flashcards to revise the words.
- Then use the feeling flashcards to revise feelings.
- Put the flashcards into two piles, one for animals and one for feelings. Take a card from each pile and show them to the class, e.g. *happy* and *calf*.
- Make a sentence that combines these two words, e.g. **I'm a happy calf.** Then mime being a calf in a very happy way. Encourage the children to copy you.
- Repeat the activity asking children to choose different pairs of cards.