

Andrea Turner

AMANDA and friends



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Contents

Welcome

Hello

- To name colours.
- To identify numbers 1-3.
- To recognise and name the characters.
- To greet people.
- To actively participate in a song.

Language

- What colour is it?
- Who's this?
- What's this?
- What number is it?
- How many (apples)?

Vocabulary

Review blue, green, orange, red, yellow; numbers 1-3; apple; ball; book

Unit 1

School

The squeaky chair



- To name classroom vocabulary.
- To review classroom vocabulary.
- To identify the colours *brown, pink, purple*.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **D**.

- What's this?
- Is this a (table)?
- What colour is it/the dog?

Key chair, door, table, window; brown, pink, purple; flower

Review bag, book, crayon, pencil; dog; orange

Story Thank you! Oh, what a squeaky chair!

Unit 2

Family

A new cousin



- To name family members.
- To review numbers 1-3.
- To identify numbers 4 and 5.
- To count up to five objects.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **G**.

- This is my (mummy).
- Who's this?
- Is this (granny)?
- What number is it?

Key auntie, cousin, grandad, granny; numbers 4, 5

Review brother, daddy, mummy, sister; numbers 1-3

Story Where are they going?

Unit 3

Body

The square dance



- To name parts of the body.
- To review parts of the face.
- To identify which parts of the body we have one or two of.
- To identify the colours *black* and *white*.
- To review the circle shape.
- To identify a square.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **H**.

- What's this?
- Do we have one or two (arms)?
- What colour is the (zebra)?
- Square or circle?

Key arms, hands, head, leg; black, white; square

Review ears, eyes, mouth, nose; big; numbers 1, 2; circle; blue, brown, green, orange, pink, purple, red, yellow

Story Clap your hands. Kick your legs.

Unit
4

Clothes



Amanda goes on holiday

Objectives

- To name clothes.
- To review colours.
- To identify the adjectives *hot* and *cold*.
- To classify things as *hot* or *cold*.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **C**.

Language

- What's this?
- What colour is it / are they?
- Is it hot or cold?

Vocabulary

Key coat, dress, hat, jumper, shoes, trousers; cold, hot; fire, ice cream, snow, sun

Review black, brown, green, pink, purple, red, white, yellow

Story No, thank you! Yes, please!

Unit
5

Animals



A trip to the farm

- To name farm animals.
- To recognise animal noises.
- To review animals, numbers and shapes.
- To identify number 6.
- To count up to six objects.
- To identify a triangle.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **M**.

- Is this a (cow)?
- What number is this?
- How many (triangles)?
- What colour is number (5)?

Key cow, horse, pig, sheep; number 6; triangle

Review cat, dog, fish; numbers 1-5; black, brown, green, orange, pink, purple, red, white, yellow; circle, square

Story baa, meow, moo, neigh, oink, woof; Bye bye; cats, cows, dog, horses, pigs, sheep

Unit
6

Transport



The merry-go-round

- To name forms of transport.
- To recognise where vehicles travel.
- To identify the adjectives *happy* and *sad*.
- To identify emotional states by physical cues.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **P**.

- What's this?
- What number is the (car)?
- What is number (2)?
- What's Amanda in?
- Happy or sad?

Key bike, boat, bus, car, plane, train; happy, sad

Review numbers 1-6; circle, square, star, triangle; black, blue, brown, green, orange, pink, purple, white

Story Round in a circle, round and round. Round and round, on the merry-go-round!

Festivals



Halloween

- To identify Halloween vocabulary.
- To actively participate in a song.

- What is (George)?
- Who's this?

Key bat, monster

Review spider, witch



Christmas

- To identify Christmas vocabulary.
- To actively participate in a song.

- Is it a star?
- What's this?
- Merry Christmas!

Key bell, presents

Review Santa, star, tree



Easter

- To identify Easter vocabulary.
- To review counting up to 5.
- To actively participate in a song.

- How many eggs?

Key hunt

Review bunny, chocolate, egg; numbers 1-5

Unit 3 Body

	Theme	Learning objectives	Vocabulary
Lesson 1	<ul style="list-style-type: none"> Vocabulary: Body 	<ul style="list-style-type: none"> To name parts of the body. To review parts of the face. To identify which parts of the body we have one or two of. To actively participate in a song. 	<p>Key <i>arms, hands, head, legs</i></p> <p>Review <i>big; ears, eyes, mouth, nose; numbers 1 and 2</i></p>
Lesson 2	<ul style="list-style-type: none"> Concepts: <i>black and white; square</i> 	<ul style="list-style-type: none"> To review colours. To identify the colours <i>black</i> and <i>white</i>. To identify common black and white items. To review the circle shape. To identify a square. To actively participate in a song. 	<p>Key <i>black, white; square</i></p> <p>Review <i>circle; blue, brown, green, orange, pink, purple, red, yellow</i></p>
Lesson 3	<ul style="list-style-type: none"> Story: <i>The square dance</i> 	<ul style="list-style-type: none"> To listen to and follow a story. To recognise body vocabulary. To identify that a square has four sides. 	<p>Key <i>arms, hands, head, legs; square</i></p> <p>Story <i>Clap your hands. Kick your legs.</i></p>
Lesson 4	<ul style="list-style-type: none"> Consolidation: Review of body vocabulary, colours and the square shape 	<ul style="list-style-type: none"> To review body vocabulary. To review the colours <i>black</i> and <i>white</i>. To review the square shape. To develop listening skills. 	<p>Key <i>arms, hands, head, legs; black, white; square</i></p> <p>Review <i>circle; blue, brown, green, pink, purple, yellow</i></p>

Phonics



The sound **H**



Teacher's i-solutions

All the teaching and learning materials organised into **step-by-step lesson plans** including:

- ✦ Quick lesson guides and tips
- ✦ i-posters
- ✦ i-flashcards
- ✦ i-story cards
- ✦ Animated songs
- ✦ Animated story
- ✦ Interactive games

Game Generator to create your own interactive games for consolidation, revision or just for fun.

My Worksheets section to edit or create your own **personalised worksheets** using any of the photocopiable material from the unit.



Multiple intelligences

- ✦ Visual-spatial
- ✦ Bodily-kinaesthetic
- ✦ Musical
- ✦ Interpersonal
- ✦ Linguistic
- ✦ Logical-mathematical

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- ✦ Visual-spatial
- ✦ Musical
- ✦ Interpersonal
- ✦ Intrapersonal
- ✦ Linguistic
- ✦ Logical-mathematical

Evaluation 'Check if the children can...'

- ✦ identify and point to parts of the body.
- ✦ name parts of the body.
- ✦ identify which parts of the body we have one or two of.
- ✦ join in with the song.
- ✦ complete the worksheet appropriately.
- ✦ do the interactive game on the IWB.

- ✦ identify the colours *black* and *white*.
- ✦ identify and name a square.
- ✦ respond to the question: *What colour is it?*
- ✦ join in with the song's actions.
- ✦ join in with the song's lyrics.
- ✦ complete the worksheet appropriately.
- ✦ do the interactive game on the IWB.

- ✦ listen attentively to the story.
- ✦ answer simple questions.
- ✦ join in with the repetitive words.
- ✦ follow the animated story.
- ✦ complete the worksheet appropriately.

- ✦ identify and name body vocabulary, the colours *black* and *white* and the square shape.
- ✦ develop listening skills.
- ✦ manipulate the pop-outs.
- ✦ understand the audio to complete the worksheet appropriately.
- ✦ do the interactive game on the IWB.

Key competences

Lesson 1



Lesson 2



Lesson 3



Lesson 4



Unit 3 Body

Lesson 1 Overview

Vocabulary

Quick lesson plan

Learning objectives

- To name parts of the body.
- To review parts of the face.
- To identify which parts of the body we have one or two of.
- To actively participate in a song.

Vocabulary

arms, hands, head, legs

big; ears, eyes, mouth, nose; numbers 1 and 2

Resources and Materials

Teacher's i-solutions

Amanda Panda puppet

CD 1

CD 3

Flashcards: *arms, hands, head, legs; ears, eyes, mouth, nose*
(Amanda and Friends 1*)

Flashcard cube

Poster Side A

Poster pop-outs



Student's Book

Stickers 3.1



Optional: Teacher's Resource Book Worksheet 3.1 (1 per child)

* All the flashcards available to print or project on the **Teacher's i-solutions**.


Key competences

-  The children gain further understanding of the English language and learn to use it in a natural way.
-  The children use their initiative to decide where is a logical place to put the **stickers**.

Introduction

-  **1.1-1.4**  Choose a routine song to begin the class.
Greet the Amanda Panda puppet and introduce *The days of the week* song.

Vocabulary presentation

- Use the **flashcards** of the body parts to present the new vocabulary.
Work with **Poster Side A** and **poster pop-outs**.
-  **1.41** Do the listening activity.





Vocabulary practice

- Play a game with the **flashcard cube**.
Identify which parts of the body we have one or two of.



Song

-  **1.42**  Sing *My body*.



Table time

-  **1.8**  Sing *It's time to work!*
Work with **Student's Book Worksheet 3.1** and **Stickers 3.1**.
-  **1.9**  Sing *Tidy up!*

Optional extras

- Play **Match it!** on the **Teacher's i-solutions**.
Work with **Teacher's Resource Book Worksheet 3.1**, page 13.
Play **Amanda says**.
-  **3.13-3.14**  Traditional action songs: *Head, shoulders, knees and toes* and *The hokey cokey*

Bye bye!

- Say *bye bye* to the Amanda Panda puppet.
-  **1.10**  Sing *Bye bye!*



3.1



Unit 3 Body


Lesson 1 Notes

Vocabulary

1.1-1.4 Introduction

- ✦ Sing the *Hello!, Good morning! or Good afternoon!* song.
- ✦ Greet the children with the Amanda Panda puppet.
- ✦ Use Amanda to introduce a new routine song: *The days of the week.*

Vocabulary presentation

- ✦ Use Amanda to review the parts of the face *ears, eyes, mouth* and *nose* by pointing to her own face and saying: *What's this?* Then say a part of the face and the children touch theirs.
- ✦ Show the **flashcards** of the body parts one by one and each time say the word. Get the children to repeat the words as they touch the corresponding part on their own body.
- ✦ **Poster Side A:** Display the **poster** and the **poster pop-outs**.
- ✦ Get the children to identify the body part **poster pop-outs**.
- ✦  1.41 Play the poster audio. Pause after each sentence and ask a volunteer to find the correct **poster pop-out** and put it on the **poster** in the correct place.

Transcript

*Give monster one a big head.
Give monster two red hands.
Give monster one two more legs.*

Vocabulary practice

- ✦ Put the body and two face **flashcards** into the **flashcard cube**. Give the children turns to throw the **cube** and name the picture it lands on.
- ✦ Say the name of a body part and ask the children: *Do we have one or two (arms)?* Repeat with all the body parts they know. Then point to a body part and get the children to shout out *One* or *Two*.

1.42 Song: My body

- ✦ Go through the lyrics of the song slowly. Hold up one arm and say: *One arm*. Then hold up the other arm and say: *Two arms. I can wave my arms*, as you wave them. Encourage the children to copy your actions. Then continue with: *kick my legs, clap my hands* and *nod my head*.
- ✦ Play the song. Lift up each part of the body as it is mentioned and do the actions for each one.

Transcript

*One arm, two arms.
I can wave my arms.
One arm, two arms.
I can wave my arms.*





*One leg, two legs.
I can kick my legs.
One leg, two legs.
I can kick my legs.*

*One hand, two hands.
I can clap my hands.
One hand, two hands.
I can clap my hands.*



*One head, one head.
I can nod my head.
One head, one head.
I can nod my head.*

- ✦ Play the song again and get the children to join in.

Table time

- ✦  1.8  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.1:** Point to the boy and get the children to point to his arms, legs, hands and head.
- ✦ Then point to his arms and ask: *One or two?* Repeat with his legs, hands and head.
- ✦ Point to the doll and say: *Oh dear, only one arm and one leg.*
- ✦ Show the **stickers** and get a child to put them on the doll in the correct place. The rest of the class says the words.
- ✦ Hand out the worksheets and **stickers**. The children put the body part **stickers** on the doll.
- ✦ Encourage them to say the names of the body parts as they place the **stickers**.
- ✦  1.9  Sing *Tidy up!*

Bye bye!

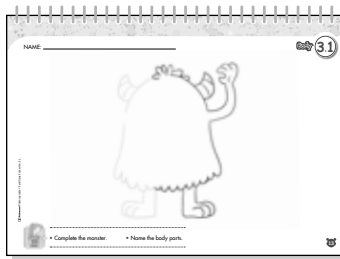
- ✦ Let the children say *bye bye* to the Amanda Panda puppet.
- ✦  1.10  Sing *Bye bye!*

Choose activities according to your timetable

Interactive game

- Play **Match it!** on the **Teacher's i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

Table time



- 1.8 Sing *It's time to work!*

- Teacher's Resource Book Worksheet 3.1** (1 per child)
Tell the children that it is a monster. Get them to identify the body parts they can see and also what is missing. Show the children that they have to complete the drawing.

Games

- Dance routine:** 1.42 Review the unit song with the children. Get them to wave their arms, kick their legs, clap their hands and nod their heads. Then show them how they can put these together to make a simple dance routine, e.g., *wave, wave – clap, clap – kick, kick – clap, clap – nod, nod – clap, clap*. In groups, if they are able to, get them to invent a short routine.
- Amanda says:** This is the game *Simon says* but using the Amanda Panda puppet. Explain to the children that they must only do the action when Amanda says it. If you say it, then they stand still and if they do it, then they are eliminated. Use Amanda to give instructions such as: *Amanda says... nod your head, touch your nose/ears/mouth, kick your leg, etc.*

Traditional action songs

- 3.13 *Head, shoulders, knees and toes:* A lively way to learn some new body parts and develop coordination.
- 3.14 *The hokey cokey:* A fun way to learn the body vocabulary and develop gross motor skills.

Unit 3 Body

Lesson 2 Overview

Concepts

Quick lesson plan

Learning objectives

- To review colours.
- To identify the colours *black* and *white*.
- To identify common black and white items.
- To review the circle shape.
- To identify a square.
- To actively participate in a song.

Vocabulary

black, white; square
circle; blue, brown, green, orange, pink, purple, red, yellow



Resources and Materials

Teacher's i-solutions



- CD 1
- Flashcards: *Kelly; black, brown, pink, purple, white; square; blue, green, orange, red, yellow* (Amanda and Friends 1*)
- Poster Side B
- Poster pop-outs
- Realia: lots of coloured objects (crayons, toy bricks...), including black and white ones
- Student's Book
- Optional:** Teacher's Resource Book Worksheet 3.2 (1 per child)

* All the flashcards available to print or project on the **Teacher's i-solutions**.


Key competences

-  The children develop their listening and speaking skills, responding to questions in English.
-  The children appreciate colours and recognise that certain objects are certain colours.

Introduction

-  **1.1-1.4**  Choose a routine song to begin the class.
Sing *The days of the week*.
Greet the **Kelly flashcard** and review colours and the circle shape.

Concepts presentation

- Use the **flashcards** to present *black, white* and *square*.
Work with **Poster Side B** and **poster pop-outs**.
 **1.43** Do the listening activity.

Concepts practice

- Use real objects in a colour identifying activity.
Have a shape hunt.

Songs







- Use the **flashcards** to point to during the songs.
 **1.44-1.46**  Sing *Square, Show me black* and *Show me white*.



Table time

-  **1.8**  Sing *It's time to work!*
Work with **Student's Book Worksheet 3.2**.
 **1.9**  Sing *Tidy up!*

Optional extras

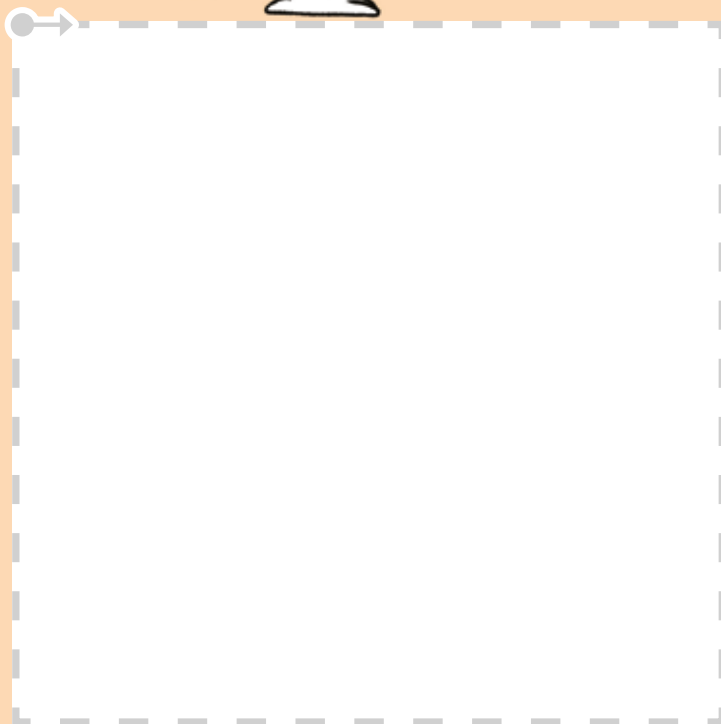
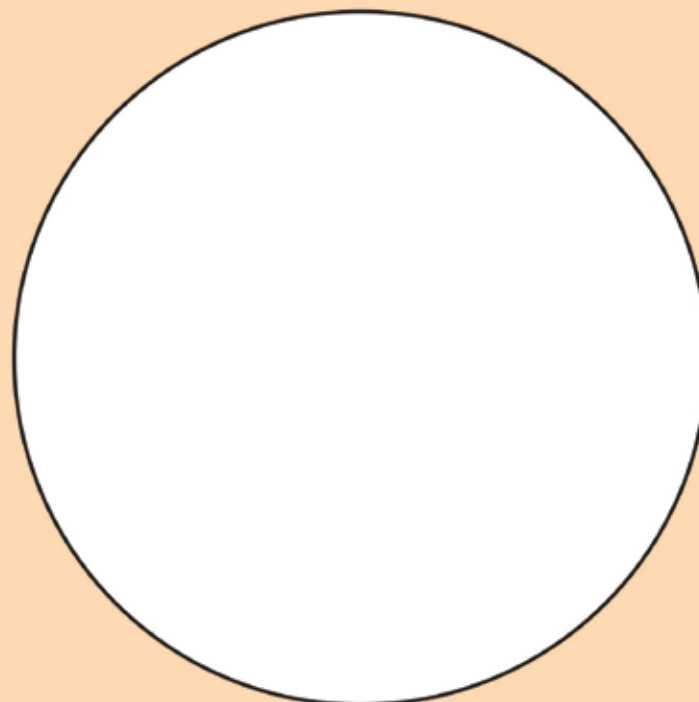
- Play **Memory** on the **Teacher's i-solutions**.
Work with **Teacher's Resource Book Worksheet 3.2**, page 14.
Play the **Playground game**.
Arts and crafts: Make a black and white display.

Bye bye!





- Say *bye bye* to the **Kelly flashcard**.
 **1.10**  Sing *Bye bye!*



3.2




1.1-1.4 Introduction

- ✦ Sing the *Hello!*, *Good morning!* or *Good afternoon!* song.
- ✦ Sing *The days of the week* song and establish today's day.
- ✦ Greet the children with the *Kelly* **flashcard**.
- ✦ Remind the children of all the colours they already know. Point to objects or the **flashcards** and ask: *What colour is it?*
- ✦  1.11-1.15, 1.23-1.25  Play the colour songs and encourage the children to hold up or point to something of the correct colour.
- ✦ Remind the children of the circle shape. Get them to draw a large circle in the air.
- ✦  1.19  Play the *Circle* song and get the children to draw a large circle in the air with their hands.

Concepts presentation

- ✦ Have *Kelly* show the *black* **flashcard** and say: *Black!* Encourage the children to repeat the word.
- ✦ Do the same with the *white* **flashcard**.
- ✦ Then show the *square* **flashcard** and introduce the word. The children draw a large square in the air. Draw a circle and a square on the board. Point to one and ask: *Square or circle?* Then call out one of the words and get children to come and touch the correct shape.
- ✦ **Poster Side B:** Display the **poster** and help the children say what they can see in each section. *A zebra, Amanda, a football.*
- ✦ Ask questions: *What colour is the (zebra)?*

- ✦ Show the **poster pop-outs** and get the children to identify each thing and say its colour: *black/white (square/circle/Kelly)*.
- ✦  1.43 Play the poster audio. The children place the objects with Blu-tack.

Transcript

*Put black Kelly with the zebra.
Put the white square with Amanda.
Put the black circle with the football.*

Concepts practice

- ✦ Give the children lots of coloured objects. Let them work in groups to sort and name the colours.
- ✦ Call out a colour and encourage the children to find and hold up or point to something.
- ✦ Look around the classroom or wider school and have a shape hunt. Look out for circles and squares.

1.44-1.46 Songs: *Square, Show me black, Show me white*

- ✦ Put the *square, black* and *white* **flashcards** on the board. Point and let the children call out the words.
- ✦ Play the *Square* song through and get the children to draw a square in the air.

Transcript

*I can draw a square,
Square, square.
I can draw a square,
Yes, I can!*

- ✦ Play the song and get the children to join in.
- ✦ Then play the *Show me black* and *Show me white* songs through. Get the children to point to the colours as they hear them.





Transcript

*Black, black, show me black!
Black, black, show me black!
Black, black, show me black!
Show me black!*



Transcript

*White, white, show me white!
White, white, show me white!
White, white, show me white!
Show me white!*

Table time

- ✦  1.8  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.2:** Point to each *Kelly* and ask *What colour is Kelly? What shape has she got?*
- ✦ Hand out the worksheets and crayons. The children trace the square and colour the circle black.
- ✦ Encourage them to say the names of the colours and the shapes as they work.
- ✦  1.9  Sing *Tidy up!*

Bye bye!

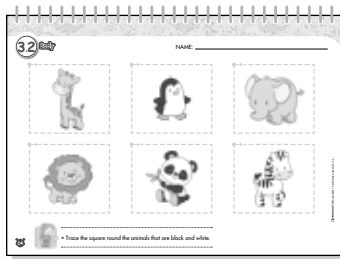
- ✦ Let the children say *bye bye* to the *Kelly* **flashcard**.
- ✦  1.10  Sing *Bye bye!*

Choose activities according to your timetable

Interactive game

- Play **Memory** on the **Teacher's i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

Table time



- 1.8 Sing *It's time to work!*

- Teacher's Resource Book Worksheet 3.2** (1 per child)

Help the children to name all the animals.

Ask them to identify which ones are naturally black and white.

They trace the squares around the black and white animals: penguin, panda, zebra.

Games

- Playground game:** Take the children to the playground or a large space. Draw large circles and squares in chalk on the floor. Stand with all the children in the middle of the space. Call out a shape and the children run and stand in one. Give the children time to walk around the shapes to give them a physical feel for a circle and square shape.
- Sort colours:** Get boxes covered in the appropriate coloured paper (black, white). Give the children lots of coloured objects (crayons, blocks, toys, buttons...) and ask them to sort the colours.

Arts and crafts

- Make a black display and a white display. Let the children stick small objects or pictures from magazines onto each display.
- Make a black and white display. Find pictures of black and white things (zebra, panda, football, Dalmatian, penguin, chess board, magpie, orca, barcode, cow, dice, etc.) and stick them on the display.
- Make large plasticine circles and squares. Cover them in liquid glue and let them dry. This way the children can feel the shapes and this will help them to learn about their properties better. They can trace the shapes with their fingers and say their names.

Unit 3 Body

Lesson 3 Overview

Story

Quick lesson plan

Learning objectives

- To listen to and follow a story.
- To recognise body vocabulary.
- To identify that a square has four sides.

Vocabulary



arms, hands, head, legs; square
Clap your hands. Kick your legs.

Resources and Materials



Teacher's i-solutions

- CD 1
- Flashcard: George
- Story cards
- Student's Book
- Optional:** Teacher's Resource Book Worksheet 3.3 (1 per child)



Key competences

-  The children actively participate in a story.
-  The children recognise the basic movements of a traditional dance.

Introduction

-  1.1-1.4  Choose a routine song to begin the class.
Sing *The days of the week*.
Greet the **George flashcard**.
Review the square shape and identify how many sides it has.

Story presentation

- Show **story card 3** and explain that the children are learning a square dance.
-  1.47  Sing the *Story chant*.

Story






-  1.48 Listen and show the **story cards**.
Listen again so the children can join in.
Ask questions to check understanding.
Watch the **animated story**.



Table time

-  1.8  Sing *It's time to work!*
Work with **Student's Book Worksheet 3.3**.
-  1.9  Sing *Tidy up!*

Optional extras

- Play **Which story card?** on the **Teacher's i-solutions**.
- Work with **Teacher's Resource Book Worksheet 3.3**, page 15.
- Play **Choose a story card**.
- Literacy: Make a class book with photocopies of the **story cards**.

Bye bye!

- Say *bye bye* to the **George flashcard**.
-  1.10  Sing *Bye bye!*



3.3



Unit 3 Body



Lesson 3 Notes

Story

1.1-1.4 Introduction

- ✦ Sing the *Hello!, Good morning! or Good afternoon!* song.
- ✦ Sing *The days of the week* song and establish today's day.
- ✦ Greet the children with the **George flashcard**.
- ✦ Draw a square slowly on the board and get the children to help you count the sides. Ask: *How many sides has a square got?*
- ✦ Get George to tell the children that today's story is about a dance called a *square dance*.

Story presentation

- ✦ Show **story card 3**, point and ask questions:
*Who is this? What shape is the blue mat?
How many children are dancing?*
- ✦  1.47  Sing the *Story chant*.

1.48 **Story: The square dance**

- ✦ Play the audio and show the **story cards**.

Transcript

Narrator: Today, the children are learning a dance. It's called a square dance.

Teacher: Children, stand in a square.

Narrator: Oh dear! That's only three sides. A square has four sides.

Teacher: Otto, do you want to dance?

Otto: Me? I can't dance.

Amanda: Please, Otto! It's a square dance!

Otto: Ok. But, I can't dance.

Narrator: Oh good. Now there are four sides for the square dance.

Narrator: The teacher is showing the children the dance.

Teacher: Clap your hands three times. Amanda and Alfie, go three steps forward. Clap hands. Now three steps back. George and Otto, go three steps forward. Clap hands. Now three steps back.

Teacher: Put your arm in the middle and touch hands.

Narrator: No Otto, not five arms!

Amanda: One arm in the middle, Otto!

Otto: Ok, one arm.

Teacher: Very good! Clap your hands three times. Amanda and Alfie, go three steps forward and kick your legs. Now three steps back.

Amanda and Alfie: One, two, three!

Teacher: Otto and George, go three steps forward and kick your legs.

Narrator: No Otto, not four legs!

Amanda: One leg, Otto!

Otto: Oh ok, one leg.

Teacher: Let's do the dance again!

Amanda, Alfie and George: Yes!

Otto: No!

Teacher: Clap your hands three times. Go three steps forward, clap... and three steps back. Arms in the middle, clap your hands three times. Go three steps forward, kick your legs, now three steps back.

Narrator: Oh dear! Poor Otto!

Otto: Help!

Alfie: Otto, I can see your arms and legs... but where is your head?

Otto: It's in here!

Narrator: The children help Otto.

All: Mmm, mmmph, errr!





Otto: Wow! I like the square dance!

- ✦ Check: Look at each **story card** one at a time to review the story and for the children to join in. Point to the appropriate pictures:



1. *How many children are there? (Three.)
How many sides has a square got? (Four.)*
2. *Otto says, 'I... (can't dance).'*
3. *The teacher says, 'Amanda and Alfie, go... (three) steps forward.'*
4. *The teacher says, 'Put your... (arm) in the middle and touch... (hands).'*
5. *The teacher says, 'Amanda and Alfie, kick your... (legs).'*
6. *How many legs does Otto kick? (Four.)*
7. *The teacher says, 'Let's do the dance again.'
Amanda says,... ('Yes!') and Otto says,... ('No!')*
8. *Alfie says, 'Otto, I can see your... (arms and legs), but where is your... (head)?'*

- ✦ Watch the **animated story**.

Table time

- ✦  1.8  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.3:** Point to each picture and ask *Are they doing the dance?*
- ✦ Ask the children to identify the picture where the characters are clapping hands, and then when they are kicking their legs.
- ✦ Hand out the worksheets and crayons. The children circle the characters doing the dance.
- ✦  1.9  Sing *Tidy up!*

Bye bye!

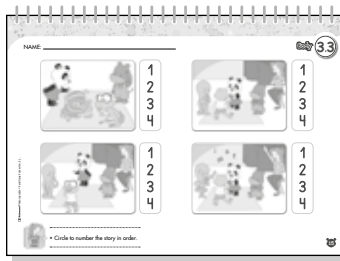
- ✦ Let the children say *bye bye* to the **George flashcard**.
- ✦  1.10  Sing *Bye bye!*

Choose activities according to your timetable

Interactive game

- Play **Which story card?** on the **Teacher's i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

Table time



- 1.8 Sing *It's time to work!*

- Teacher's Resource Book Worksheet 3.3** (1 per child)

Give the children time to look at the four scenes from the story.

Ask the children to identify the scene which is first from these four. Show them that they circle the number 1.

Then ask which is next. They circle the number 2.

They do the same for the number 3.

Finally, they see the last picture and circle the number 4.

Games

- Choose a story card:** Put two **story cards** on the board. Say: *Show me only three dancers.* The children point out the correct card.
- Which story card?:** Put three **story cards** on the board and describe one of them. Say: *I can see Otto's arms and legs but not his head.* The children point to the correct card.
- Dance a square dance:** Put the children into groups of four or eight and teach them some simple dance steps, as in the story. Play some music and create a simple square dance.

Literacy

- Make a class book: Photocopy the **story cards** and staple them together to make a book. Leave it in the class so the children can read the story and say the words they know.

Unit 3 Body

Lesson 4 Overview

Consolidation

Quick lesson plan

Learning objectives

- To review body vocabulary.
- To review the colours *black* and *white*.
- To review the square shape.
- To develop listening skills.

Vocabulary



arms, hands, head, legs; black, white; square circle; blue, brown, green, pink, purple, yellow

Resources and Materials



Teacher's i-solutions

- Amanda Panda puppet
- CD 1
- CD 3
- Flashcards: *arms, hands, head, legs; black, white*
- Flashcard cube
- Poster Side B
- Poster pop-outs
- Pop-outs
- Student's Book
- Stickers 3.4
- Optional:** Teacher's Resource Book Worksheet 3.4 (1 per child)
- Coloured stickers
- Phonics Big Book: *Happy horses and hippos*
- Teacher's Resource Book Worksheet **H** (1 per child)

Key competences

-  The children review the new language they have learnt.
-  The children use the IWB.

Introduction

-  **1.1-1.4**  Choose a routine song to begin the class.
Sing *The days of the week*.
Greet the Amanda Panda puppet.

Vocabulary and Concepts consolidation

- Use the **flashcards** to review parts of the body.
Work with **Poster Side B** and **poster pop-outs** to review shapes and colours.






Vocabulary and Concepts practice

- Play a game with the **flashcard cube**.



Pop-outs

- Use the **pop-outs** to practise parts of the body.



Table time

-  **1.8**  Sing *It's time to work!*
Work with **Student's Book Worksheet 3.4** and **Stickers 3.4**.
-  **1.49** Do the listening activity.
-  **1.9**  Sing *Tidy up!*

Optional extras

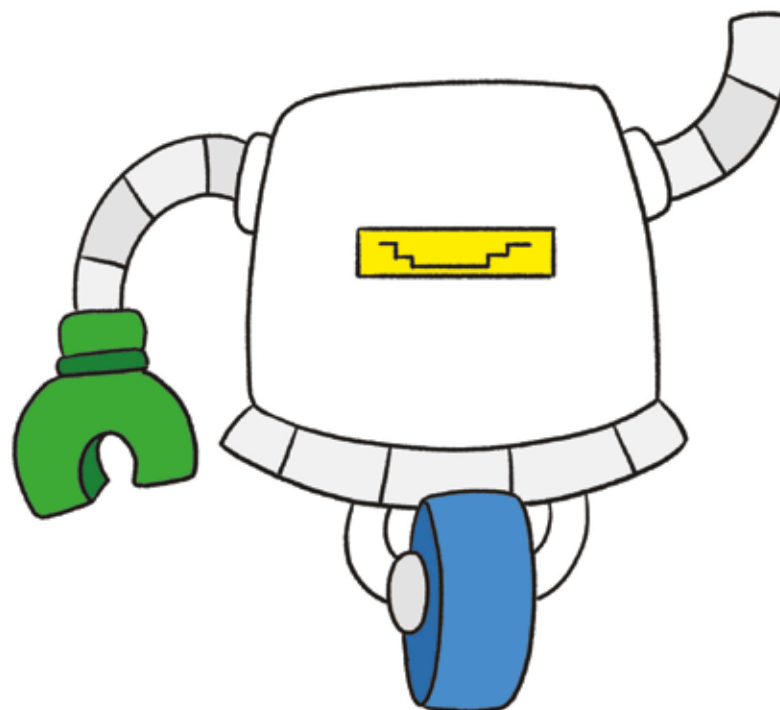
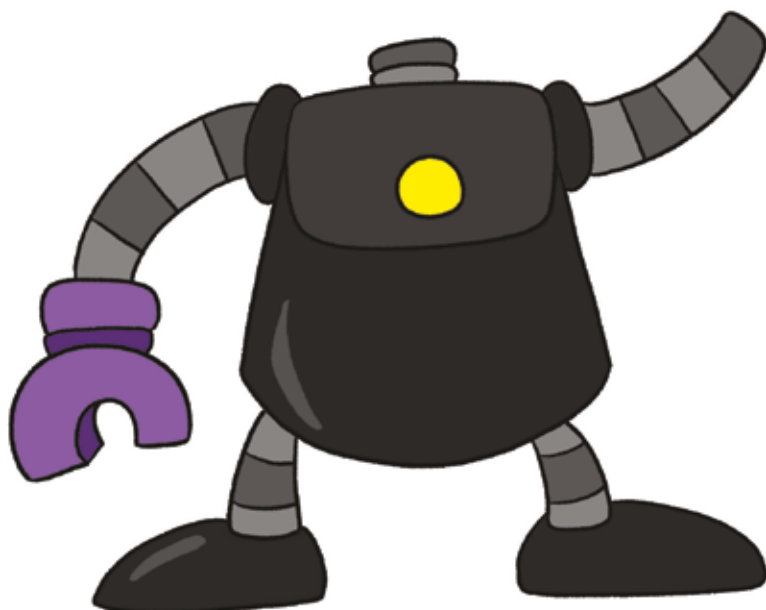
- Play **What's missing?** on the **Teacher's i-solutions**.
Work with **Teacher's Resource Book Worksheet 3.4**, page 16.
Play **Pass the flashcard**.
 **3.13-3.14**  Traditional action songs: *Head, shoulders, knees and toes* and *The hokey cokey*
Work with **Phonics Big Book: Happy horses and hippos**, page 12.
Work with **Teacher's Resource Book Worksheet H**, page 35.

Bye bye!

- Say *bye bye* to the Amanda Panda puppet.
 **1.10**  Sing *Bye bye!*



3.4



Unit 3 Body

Lesson 4 Notes

Consolidation

1.1-1.4 Introduction

- ✦ Sing the *Hello!, Good morning! or Good afternoon!* song.
- ✦ Sing *The days of the week* song and establish today's day.
- ✦ Greet the children with the Amanda Panda puppet.
- ✦ Amanda tells the children that they are going to practise everything they have learnt in this unit.

Vocabulary and Concepts consolidation

- ✦ Put the four body **flashcards** on the board.
- ✦ Use Amanda to point to one and get the children to call out the word and move their own corresponding body part.
- ✦ Point to the **flashcards** in random order, each time going a little bit faster.
- ✦ **Poster Side B:** Ask a volunteer to point to each picture. Say: *Point to (the football)*. Then ask: *What colour is it?*
- ✦ Show the **poster pop-outs** and get the children to identify them as you hold them up. Say: *It's a...*
- ✦ Give instructions to the children. Say: *Put the (white circle) with (the zebra)*.



Vocabulary and Concepts practice


- ✦ Put the colour and body **flashcards** in the **flashcard cube**. The children take turns to throw it and say the word.
- ✦ Point to different colours or shapes around the classroom and ask the children: *What colour/ shape is it? Is it a circle or a square? Is it red?*

Pop-outs

- ✦ Give the children the **pop-outs**.
- ✦ Show them how to attach the arms and legs to the doll either with split pins so they move or with glue so they are fixed.
- ✦ Give them time to play with it.
- ✦ Call out a part of the body or face and get the children to point to it on their doll.

Table time

- ✦  1.8  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.4:** Point to the robots and say *Look at the robots. What colour is this one? Oh dear, no head! And no hand!*
- ✦ Show the **stickers** of the heads and ask: *What shape is this head?*
- ✦ Show the **stickers** of the hands and ask: *What colour is this hand?*
- ✦ Hand out the worksheets and **stickers**.

- ✦  1.49 Play the audio line by line and help the children to follow the instructions and place the **stickers** on the correct robot. Encourage them to name all the body parts they know.



Transcript

Give the black robot a circle head.
Give the white robot a square head.
Give the black robot a brown hand.
Give the white robot a pink hand.

- ✦ Optional activity: The children complete and colour the robot.

- ✦  1.9  Sing *Tidy up!*

Bye bye!

- ✦ Let the children say *bye bye* to the Amanda Panda puppet.
- ✦  1.10  Sing *Bye bye!*

Choose activities according to your timetable

Interactive game

- Play **What's missing?** on the **Teacher's i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

Table time



- 1.8 Sing *It's time to work!*
- Teacher's Resource Book Worksheet 3.4** (1 per child)
Get the children to name all the body parts that they know.
Make sure they all have two white and two black coloured stickers.
- 1.50 Play the audio. Pause after each sentence so the children can place the coloured stickers.
In order to evaluate, ask the children individually: *What's this? What colour sticker is it?*

Games

- Pass the flashcard:** Put the body and colour **flashcards** in a bag. Sit the children in a circle. Play some music and show the children how to pass the bag around. When the music stops, whoever has the bag, takes out a **flashcard**, shows it and everyone says what it is.
- How many legs?:** Point to yourself and ask the children *How many legs? Two!* Clap two times. Then ask the same about other animals and show pictures to help the children, e.g., a dog, bird, cat, fish, mouse, snake.

Traditional action songs

- 3.13 *Head, shoulders, knees and toes:* A great action song for learning and extending body vocabulary whilst practising coordination and having fun.
- 3.14 *The hokey cokey:* A fun way to learn the body vocabulary and develop gross motor skills.

Phonics: the sound H

- 3.31 Play the audio to present the sound **H** and the words beginning with **H**.
- Encourage the children to repeat the sound and words.
- 3.32 Show the story in the **Phonics Big Book** and play the audio.
- Point to a picture and ask what the word is.
- Say a word and ask a child to come and point to the picture.
- Help the children to identify the objects on the **Teacher's Resource Book Worksheet H**.
- They then say at least three words starting with **H**.