

LANGUAGE OVERVIEW • UNIT 4

Key Words

duck, cat, cow, frog, pony, dog, butterfly, mouse
black, white, brown

Word Revision

one, two, three, four, five, six, seven, eight, nine, ten
eyes, nose, mouth, ears
happy, sad, angry, scared, sleepy
red, green, blue, yellow, orange, pink, purple
big, small

Receptive Language

I've got / I have (AmE) a (little) (duck).
Quack! Meow! Moo! Croak/Rabbit (AmE)! Neigh!
Woof!
Go outside.
You see a cat.
The cat is sad.
Stroke it. / Pet it (AmE).
There's a dog. Woof, woof!
The cat runs away.
A beautiful butterfly is sitting on my nose/flying up
and down.
It's (black and white).
Come with me to my little farm.
Look at the animals on my little farm.
Go and get the (pony), please.
OK.
Come quickly.
Pull!
We can't pull the carrot out.
Can I help?
You're too small.
Hooray!
Thank you, Mouse.

Classroom Language

What is it? / What's this?
No, it's a (cow).
Trace the (animals).
Join the numbers.
Draw a line from (one) to (two).
Colour the (farm).
Point to the (cat).
Is it the (pony)?
Cut out the cards.
Show me the (frog)/a (pink) cat.
What is (seven)?
How many dots?
Draw the dot(s). / Write the number.
What's my/Rosie's favourite animal/picture?
Let's find out.
Choose a colour.
Pick up (black).

Take (blue).
Colour the (duck) (yellow).
Pass the (pony).
Here you are. / Here you go (AmE).
I'm a (happy) (pony).
Is it big or small?
Listen and circle.
Who's this?
Look, stickers. Stick in the animals.
Simon says you're a (happy) (mouse).
Close/Open your eyes.
What's missing?
Which animal?
Look and match.
What colour is the (pony)?

Productive Language

Do you like (dogs)?
Yes, I like (dogs). / No, I don't like (dogs).

Objectives

Children learn:

- to recognise and name some more animals
- to recognise and name the colours black, brown and white
- about the noises that animals make in English and to use these in songs and games
- about the language for asking someone if they like an animal
- to listen to and act out an action story and order the pictures which tell the story
- to watch and listen to a DVD story, and to mime along when the story is told using the CD or by the teacher

Competences

Children can:

- identify colours including black, brown and white
- identify animals using mime, pointing and gestures, etc.
- participate in games, songs, chants and TPR based action stories
- describe animals using simple adjectives, such as big, small, happy, etc.
- talk about the colours of different animals and say which animals they like

Values

- to develop appreciation for the value of cooperating and working together

Thinking Skills

- paying attention to details and recognising animals from their body parts

LESSON 1 • CHANT



Main Objective

To introduce the animals using a chant.

Key Words

duck, cat, cow, frog, pony, dog

Receptive Language

I've got / I have (AmE) a (little) (duck).
Quack! Meow! Moo! Croak/Ribbit (AmE)! Neigh!
Woof!

Classroom Language

What is it?
No, it's a (cow).
Trace the animals.
Join the numbers.
Draw a line from (one) to (two).
Colour the farm.
Point to the (cat).

Activities

Sing the *I'm the happy rabbit song*.
Introduce the animals.
Say the *Animals chant*.
Trace the animals and join the numbers. Colour the farm.
Play *Point to...*

Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 1/29–30, CD 2/2
- flashcards 53–58 (*duck, cat, cow, frog, pony, dog*)
- Student's Book, p. 47
- pencils, coloured pencils or crayons
- If there is time: flashcards 1–4 (*Peter, Rosie, Tom, Connie*) (optional)

Warm-up and Revision

1. **Sing the *Hello song*.** CD 1/2
 - Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter. Also make Peter ask **How are you today?** Children reply with a feeling word.
 - Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).
2. **Sing the *I'm the happy rabbit song*.** CD 1/29–30
 - Play the song and encourage the children to sing along and join in with the actions (See Unit 3, Lesson 3 for the lyrics and suggested actions).
 - If there is time, repeat the song using the karaoke version (CD 1/30).

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* (See Introduction, p. 19).
4. **Introduce the animals.**
 - Show the children the *duck* flashcard and say **Duck**. Mime waddling like a duck and make the duck sound **Quack!**
 - Show the children the *cat* flashcard and say **Cat**. Mime stretching or licking your paws like a cat and make the cat sound **Meow!**
 - Point to the flashcard for *duck*, look at Peter and say **What is it, Peter?** Make Peter say **It's a cat**. Encourage the children to say **No!** to Peter and then you say **No, Peter. It's a duck**. and mime waddling like a duck again.
 - Continue to show the children the other animal flashcards. Say the animals and show the children an action as you name each animal again and say the sound it makes.
Suggested actions:
cow – lift your head up and look up towards the ceiling as you make the sound **Moo!**
frog – squat down with your hands on the ground between your knees and mime jumping like a frog as you make the sound **Croak/Ribbit (AmE)!**
pony – mime riding a pony as you shake your head and make the sound **Neigh!**
dog – hold your arm behind you and mime wagging a tail as you make the sound **Woof!**
 - Point to a flashcard and ask Peter **What is it, Peter?** Make Peter say different animals, then encourage the children to tell Peter if he is correct or not.

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

- Show the children each of the animal flashcards in the order of the chant and name the animals.
- Put the flashcards on the floor with the picture facing up.
- Play the chant and point to the appropriate animals as you say or hear 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)

- Repeat the chant and encourage the children to join in doing the action for each animal.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Trace the animals and join the numbers.

Colour the farm. SB 47 CD 2/2

- Hold up your Student's Book so the children can see the page. Play the *Animals chant* and point to each animal as you hear it.
- Give the children their Student's Books open to the correct page. Repeat the chant and encourage the children to point to each of the animals.
- Say **Trace the animals.** and demonstrate by starting to trace the duck's head. Monitor the children as they trace the animals on their pages and ask them to name the animals.
- Then say **Join the numbers. Draw a line from (one) to (two).** Demonstrate by drawing a line from one to two on the farm and repeat the numbers as you join them. Continue like this until the farm is completed and have the children do the same.
- Once the children have finished the task, say **Colour the farm.** Praise the children for neat colouring.

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 or playing the *Tidy up song* / *Clean up song* (AmE) (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Point to...*

- Put the six animal flashcards on the floor. Say **Point to the cat.** Mime licking your paws like a cat, and make Peter point to the *cat* flashcard.
- Encourage the children to do the action and point to the flashcard with Peter.
- Repeat with the other animals, encouraging the children to do the action for the animal and then point to the correct flashcard.

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

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play *Where's the cow?*

Teaching Tip!

You can include the character flashcards in this game to revise the animals children already know – panda, rabbit, turtle and crocodile.

- Show the children each of the animal flashcards. Name the animals as you show each card and then place the cards face down on the floor.
- Mix the cards up by sliding them around the floor. Then say **Which one, Peter?** Make Peter say **Cow, please.** and mime the action for cow.
- Choose one of the children and say **Where's the cow?** Encourage the child to turn over a card.
- If the child turns over the cow flashcard, say **Yes.** and allow the child to give the card to Peter. Peter should say **Thank you.** The children can then also act out the animal.
- If the card is not the cow, say **No, sorry.** and choose a new child to turn over a card.
- The cards that the children have found can be put on the floor near Peter, or to make the game harder they can be put back in the game.
- Repeat the activity with a different animal each time.

EXTRA LESSON 1 (OPTIONAL)

Main Objective

To use the animals in a chant.

Key Words

duck, cat, cow, frog, pony, dog

Receptive Language

I've got / I have (AmE) a (little) (duck).
Quack! Meow! Moo! Croak/Ribbit (AmE)! Neigh!
Woof!

Classroom Language

Is it the (pony)?
Yes. / No, sorry.
Shh!
Colour the animals.
Cut out the cards.
Show me the (frog).
Snap!

Activities

Say the *Animals chant*.
Play the *Yes or no game* and *Say it louder!*
Colour the mini flashcards.
Play *Snap!*

Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/2
- flashcards 53–58 (*duck, cat, cow, frog, pony, dog*)
- animal mini flashcards (Worksheet 20)
- coloured pencils or crayons
- scissors (optional)

Notes

Warm-up and Revision

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

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

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

- Show the children each of the animal flashcards and name the animals.
- Put the flashcards on the floor where the children can easily see them.
- Play the chant and point to the appropriate animals as you say or hear 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)

- Repeat the chant and encourage the children to join in doing the action for each animal (as described in Lesson 1).

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* (See Introduction, p. 19).

4. Play the *Yes or no game*.

- Show the children the animal flashcards and elicit the words. Then show the children that you are mixing the cards in your hands so neither you nor the children know the order of the cards.
- Take one of the flashcards and hold it above your head so that the children can see which animal flashcard you are holding but you can't.
- With your other hand point to the flashcard and say, for example, **Is it the pony?** Encourage the children to say **Yes.** and mime the animal if you are holding up the *pony* flashcard and **No, sorry.** if not. If the answer was **No, sorry.,** keep guessing until the children say **Yes.**
- Repeat this with some of the other flashcards.

5. Play *Say it louder!*

- Show the children the flashcard for *duck*. Elicit the animal from the children and encourage them to mime quacking and waddling like a duck.
- Make Peter say **Shh!** and whisper **Duck.** Encourage the children to whisper it with you.
- Say **Duck.** repeatedly, each time a little louder, until the last time you shout it and then say **Shh!** and whisper **Duck.** again.
- Repeat this with some of the other animals.
- You can also try different voices, for example, try singing the word, or saying it with a high squeaky voice and then a deep low voice. Or try saying the animal while you are holding your nose or wobbling your lips using your finger.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Colour the mini flashcards.

 WS 20  CD 2/2

Preparation Tip!

You might find it easier to cut the mini flashcards out before the lesson and let the children just colour them in.

- Hold up the page with the mini flashcards so the children can see. Say the *Animals chant* and point to the correct mini flashcards.
- Give each child a copy of the mini flashcards. Say **Colour the animals**, and demonstrate by colouring one of the animals.
- While the children are working, praise their work and say the animal they are colouring. You can also ask the children about the colours they are using.
- When the children have coloured the cards, say **Cut out the cards**, and demonstrate by cutting out a card.
- You could play the *Animals chant* in the background quietly while the children are working, or play other songs and chants the children know from earlier units.
- When the children have finished, ask them to show you some of their animal cards, for example, say **Show me the frog**, and encourage the children to hold up their *frog* mini flashcard.

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 or playing the *Tidy up song* / *Clean up song (AmE)* (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Snap!* WS 20

- Help the children to move so that they have a space in front of them and help them to put their animal mini flashcards on the floor with the picture facing up.
- Hold the normal animal flashcards in a fan. Make Peter select one of the cards and hold it so the children can't see which one has been chosen.
- Encourage the children to choose one of their mini flashcards and hold it up in the air so you can see which card they have selected.
- Make Peter show the card which he selected and name the animal for the children. Then make Peter hug, kiss or high five the children who hold up the same animal and say **Snap!**
- Put all the cards back to the starting position and repeat the activity with Peter and the children selecting a different card.

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

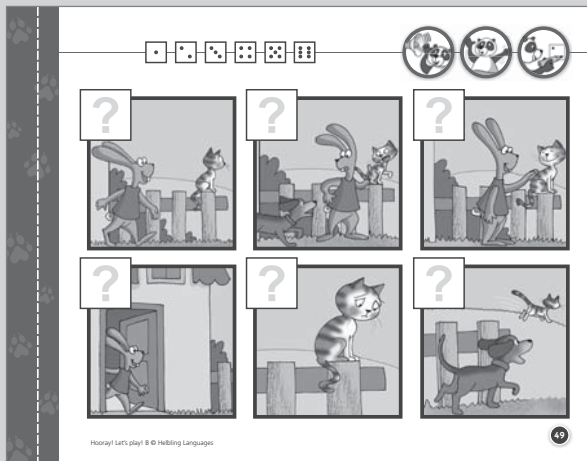
- Look at Peter and say **It's time to go, Peter**.
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play Swap places

- Ask the children to sit in a circle. Go round the circle tapping each child on the head and giving them the name of an animal, e.g. **Cat, pony, frog, cat, cow**, etc. Children remember the name they've been given. Alternatively give each child a mini flashcard of one of the animals.
- Call out one of the animal names, e.g. **Cat**. All children given the word **cat** stand up and swap places.
- Repeat, using different words.

LESSON 2 • ACTION STORY



Main Objective

To listen to and join in with an action story.

Key Words

duck, cat, cow, frog, pony, dog

Word Revision

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

Receptive Language

Go outside.
You see a cat.
The cat is sad.
Stroke/Pet (AmE) it.
There's a dog. Woof, woof!
The cat runs away.

Classroom Language

What is (seven)?
How many dots?
Draw the dot(s). / Write the number.

Activities

Play *What number?*
Listen to and mime the *Animals action story*.
Listen and draw the dots / write the numbers.
Play *Uncover the flashcard*.

Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/3
- flashcards 1–4, 22–27, 37–40, 53–58 (*Peter, Rosie, Tom, Connie, one, two, three, four, five, six, seven, eight, nine, ten, duck, cat, cow, frog, pony, dog*)
- Student's Book, p. 49
- coloured pencils or crayons
- a piece of paper or card (big enough to cover a flashcard)

Warm-up and Revision

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

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter. Also make Peter ask different children **How are you today?** Children respond with a feeling word from Unit 3.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

2. Play *What number?*

- Use the number flashcards to revise the numbers one to ten. Attach the flashcards to the board or put them on the floor in order from one to ten. Point to each of the cards and elicit the numbers.
- Use the animal and character flashcards to revise the animal words. Attach these flashcards to the board or put them on the floor below the number flashcards, point to each picture and elicit the animal word.
- Say **What is seven?** Clap seven times and point to the flashcard for number seven. Then point to the flashcard that is below number seven and elicit the animal word.
- Continue to say numbers and encourage the children to tell you the animal that is below that number. Alternatively, call out the animal words and ask the children to tell you the number.
- Once the children seem confident with the game, try turning over the vocabulary flashcards so the children have to remember where they are.

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* (See Introduction, p. 19).

4. Listen to the *Animals action story*.

Teaching Tip!

To make these actions different from the vocabulary mimes, do them standing up.

- Say the action story in the correct order and act it out. As you say each line, mime doing each action.

Animals action story

Go outside. – Mime opening a door and stepping through it.

You see a cat. – Mime licking your paws like a cat.

The cat is sad. – Make a sad face.

Stroke/Pet (AmE) it. – Mime stroking a cat.

There's a dog. Woof, woof! – Mime pointing to a dog with a scared look on your face.

The cat runs away. – Mime running on the spot.

5. Mime the action story.

- Encourage the children to join in with the actions. The children should copy your actions as much as they can.
- After a few turns, just give the instructions from the action story and only show the actions if the children don't do them on their own.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Listen and draw the dots / write the numbers. 49 CD 2/3

- Play the *Animals action story* and do the actions as you hear them on the CD.
- Hold up your Student's Book so the children can see. Play the action story again and point at the correct pictures on the page as you listen.
- Give the children their Student's Books open to the correct page.
- Play or tell the action story pausing after each line and encouraging the children to point at the correct pictures on their page.
- Point to the dice at the top of the page and encourage the children to help you count the dots on the dice.
- Play or tell the action story again. After the first line encourage the children to point to the correct picture. Say **How many dots?** and elicit the number **One**. from the children. Then say **Draw the dot(s)**. or, if the children are able to, say **Write the number**. Demonstrate by drawing one dot or writing the number one in the square in the top left corner of the picture.
- Repeat for the rest of the action story so that the squares next to each picture show the correct number.
- Monitor the class and praise the children as they put the action story in order.

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 or playing the *Tidy up song* / *Clean up song (AmE)* (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Uncover the flashcard*.

- Show the children the animal flashcards and elicit the names for each of the animals.
- Hold the flashcards so the pictures are all face down and show the children that you are mixing the flashcards so neither you nor the children know the order of the cards.
- Take a piece of paper or card and cover the animal picture on one of the flashcards. Hold it so the children can see it.
- Gradually move the paper or card up or down the flashcard to reveal the picture of the animal.
- Encourage the children to guess which animal is hidden as the animal is being revealed. Peter can reward the children who guess correctly first by giving them a kiss, hug or high-five.
- Repeat the activity, covering a different flashcard with the piece of paper or card for the children to guess.

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

- Look at Peter and say **It's time to go, Peter**.
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play *I'm a frog*.

- Use the animal and the character flashcards for this game. Put the flashcards in a pile face down.
- Make Peter take the first card from the pile and hand it to you. Look at the card and then say, e.g. **I'm a (frog)**. and move around the circle hopping like a frog.
- Encourage the children to join in hopping like a frog with you.
- Ask a child to choose the next flashcard to give to you and repeat the activity.
- Continue the activity until the children are confident, then ask them to choose and give the flashcards to another child in the class. That child looks at the top card, says the name of the animal and makes the mime for the rest of the class to copy.

EXTRA LESSON 2 (OPTIONAL)

Main Objective

To listen to and perform an action story.

Key Words

duck, cat, cow, frog, pony, dog

Word Revision

sad

Receptive Language

Go outside.
You see a cat.
The cat is sad.
Stroke/Pet (AmE) it.
There's a dog. Woof, woof!
The cat runs away.

Classroom Language

What's Rosie's favourite animal?
Let's find out.
Point to the dots.
Choose a colour.
Colour the dots.
What is it?
Look and trace.

Activities

Say the *Animals chant*.
Listen to and mime the *Animals action story*.
Play *Mix up the action story*.
Look and colour then trace.
Perform the action story.

Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/2, 3
- flashcards 2, 53–58 (*Rosie, duck, cat, cow, frog, pony, dog*)
- coloured pencils or crayons
- puzzle picture (Worksheet 21)

Notes

Warm-up and Revision

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

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

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

- Show the children each of the animal flashcards in the order of the chant and say the name for each animal. Put the 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 flashcard or doing the action for each animal as you say it 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* (See Introduction, p. 19).

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

- Play the action story. As you hear each line, carry out the appropriate action (as described in Lesson 2).

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.

- Encourage the children to stand up and join in with the actions as you listen or tell the action story.

5. Play *Mix up the action story*.

- Give the instructions from the action story in a random order. Say **You see a cat**, mime licking your paws like a cat and encourage the children to join in.
- Repeat with other actions showing the children the action each time and encouraging them to join in.
- After a few turns just give the instruction, e.g. **Stroke/Pet (AmE) it**, and only show the action if the children don't do it on their own.
- If the children are confident with the actions, then choose two children. Tell them to stand in the circle and say a line from the action story for the two children to mime.
- Praise the children when they do it correctly.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Look and colour then trace. WS 21

- Show the children a copy of the worksheet, point to Rosie and ask **What's Rosie's favourite animal?** Encourage the children to guess and accept all their guesses.
- Say **Let's find out.** Give the children their copy of the worksheet and say **Point to the dots.** Demonstrate by pointing to all the sections in your own puzzle picture that have a spot in them.
- Then say **Choose a colour. Colour the dots.** Demonstrate by choosing a coloured pencil yourself, e.g. blue, and starting to colour the sections in your own puzzle picture that have a spot in them. Make sure the children realise they should only colour the areas marked with a spot.
- Monitor the class and praise them for neat colouring.
- When the children have finished colouring, hold up the completed puzzle picture and ask **What is it? What's Rosie's favourite animal?** Children name the cat they can see in the puzzle picture.
- Then draw children's attention to the tracing pattern on the picture frame in the worksheet. Encourage them to trace the curved pattern at the top and bottom of the frame with their fingers.
- Say **Look and trace.** Demonstrate by tracing the curved pattern from left to right first. Make sure the children are holding their pencils correctly and monitor and help them while tracing the lines.

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 or playing the *Tidy up song* / *Clean up song (AmE)* (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Perform the action story. CD 2/3

- Play or tell the *Animals action story*. Encourage the children to show you and Peter the actions from the story.
- Repeat the story, but this time encourage the children to join in telling as much of the story as they can.
- If the children seem confident, split the class into two groups. One group can perform the action story while the other group watches and then groups can swap.

Note:

If parents collect their children at the end of the class, you might want to invite them into the classroom after the children have practised the action story a couple of times. The children can then perform the action story for their parents to watch.

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

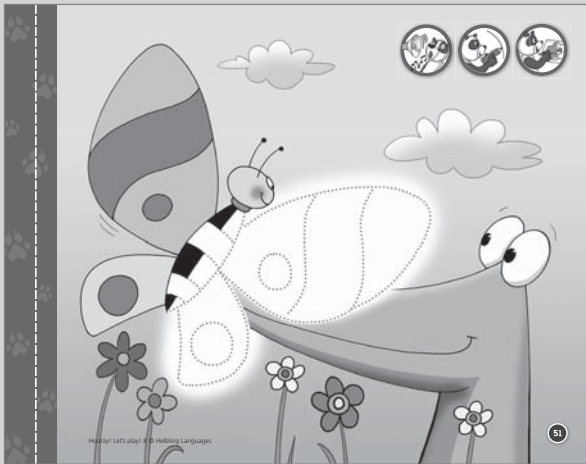
- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play *Stand up and sit down*. WS 21

- Children use the coloured cats from Worksheet 21 for this activity.
- Choose a colour that some of the children have used for their cat worksheet and say, e.g. **Green cats, stand up.** Then indicate to any children who have coloured their cats green that they should stand up.
- Say **Blue cats, stand up.** and **Green cats, sit down.** Indicate to the children with green cats that they should sit down and encourage the children with blue cats to stand up.
- Repeat saying a different coloured cat each time and ensuring the children with the correctly coloured cats are standing up and sitting down.

LESSON 3 • SONG



Main Objective

To listen to and sing a song about a butterfly.

Key Words

duck, cat, cow, frog, pony, dog, butterfly
black, white, brown

Word Revision

eyes, nose, mouth, ears
red, green, blue, yellow, orange, pink, purple

Receptive Language

A beautiful butterfly is sitting on my nose.
It's (black and white).

A beautiful butterfly is flying up and down.

Classroom Language

What's my favourite picture? It isn't (ears).

Pick up (black).

Trace and colour the butterfly.

What colour?

Take (blue).

Yes. / No, sorry.

Activities

Play *What's my favourite picture?*

Introduce *black, white* and *brown*.

Listen to *The butterfly song*.

Trace and colour the butterfly.

Play *Take blue*.

Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/4
- flashcards 15–21, 49–62 (*red, green, blue, yellow, orange, pink, purple, eyes, nose, mouth, ears, duck, cat, cow, frog, pony, dog, black, white, brown, butterfly*)
- Student's Book, p. 51
- coloured pencils or crayons
- a blindfold

Warm-up and Revision

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

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

2. Play *What's my favourite picture?*

- Put the body part flashcards in the centre of the circle and revise the names of each of the body parts with the children.
- Choose one of the cards for the children to guess and say **Listen carefully. What's my favourite picture? It isn't ears. It isn't eyes. It isn't mouth. What is it?**
- Encourage the children to name the correct picture.
- If the children are finding it hard, you can point to each flashcard as you say it and indicate with an appropriate gesture that these are not your favourite pictures. Then point to the last flashcard, smile and encourage the children to name the body part.

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* (See Introduction, p. 19).

4. Introduce *black, white* and *brown*.

- Revise the colours children already know using the colour flashcards. Show the children the flashcards and elicit the colour on each card.
- Then use new flashcards to introduce the colours *black, white* and *brown*.
- Shuffle the cards and put them on the floor so all the children can see them. Say **Pick up black.** and ask one child to pick up the *black* flashcard. Make Peter praise the child for choosing the correct card.
- Then ask the children to point to other black things around the classroom.
- Repeat with other colours and different children.

5. Listen to *The butterfly song*. CD 2/4

- Show the children the *butterfly* flashcard. Say **Look, a butterfly.** then mime fluttering your arms like a butterfly. The children copy the action and repeat the word.
- Play *The butterfly song*. Let the children listen to the song and watch you doing the actions. Mime fluttering your arms for the *A beautiful, beautiful butterfly* lines. Then point to the tip of your nose and look towards it as the song mentions the butterfly landing on your nose. Use the colour flashcards and point to each of the colours as you hear them in the song.

The butterfly

A beautiful, beautiful butterfly

Is sitting on my nose.

It's black and white,

And green and blue,

And pink and yellow, too.

It's black and white, ...

A beautiful, beautiful butterfly

Is flying up and down.

It's black and white,

And green and blue,

And pink and yellow, too.

It's black and white, ...

- Repeat the song and this time encourage the children to join in with the actions.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Trace and colour the butterfly.

 SB 51  CD 2/4

- Hold up your Student's Book so the children can see the page. Play *The butterfly* song and point to the different colours on the butterfly as you hear them in the song.
- Give the children their Student's Books open to the correct page.
- Play the song again and encourage the children to point to the different colours on the butterfly as they hear them in the song.
- Then point to the half of the butterfly that is in dotted outline only. Trace over the lines with your finger first. Then say **Trace the butterfly**. Demonstrate by tracing the lines on your own Student's Book page.
- When children have finished tracing, say **Colour the butterfly**. Point to one coloured section of the left side of the butterfly and then to the matching uncoloured section on the right side of the butterfly. Ask **What colour?** Prompt the children with the correct colour and demonstrate that they should colour the right side of the butterfly in colours that mirror the left side.
- Monitor the class and praise the children for good work.

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 or playing the *Tidy up song* / *Clean up song* (AmE) (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Take blue*.

- Place the colour flashcards on the floor so the children can easily see them. Point to each card and elicit the colour from the children.
- Ask a more confident child to stand up near the flashcards and put a blindfold on this child.
- Say to the child **Take blue**. The blindfolded child should try to remember where the *blue* flashcard was and pick it up.
- If the blindfolded child is not close to the *blue* flashcard, then let the other children help by whispering **Yes**, as he or she gets closer to the card and **No**, as he or she gets further away.
- Once the child has picked up a card, take off the blindfold and let the child look at the card he or she picked up. If it was the blue card, praise the child, and if it wasn't, say **No, sorry**.
- Continue the game inviting different children to be blindfolded and ask them to take a different colour each time.

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

- Look at Peter and say **It's time to go, Peter**.
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play *Find something blue*.

- Divide the class into two teams and ask each team to sit together.
- Ask the children to look for something of a certain colour, e.g. **Find something blue**. One member of each team should stand up and look around the classroom until they can touch or pick up something blue. If it is something they can pick up, they can bring it back to the team. They then sit down again.
- Repeat with different colours and with different children finding items in the colours.
- You can make this game competitive by awarding each team a point for every colour item they find first.

EXTRA LESSON 3 (OPTIONAL)

Main Objective

To sing a song about a butterfly.

Key Words

duck, cat, cow, frog, pony, dog, butterfly
black, white

Word Revision

red, green, blue, yellow, orange, pink, purple
eyes, nose, mouth, ears

Receptive Language

A beautiful butterfly is sitting on my nose.
It's (black and white).
A beautiful butterfly is flying up and down.

Classroom Language

What is it?
Look, a butterfly!
Colour / Cut out the butterfly.

Activities

Say the *Animals chant*.
Sing *The butterfly song*.
Play *What's in the window?*
Make a butterfly puppet.
Sing the songs you remember.

Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/4–5
- flashcards 1–4, 49–58, 62 (*Peter, Rosie, Tom, Connie, eyes, nose, mouth, ears, duck, cat, cow, frog, pony, dog, butterfly*)
- an A4 piece of thick paper
- butterfly puppet (Worksheet 22)
- coloured pencils or crayons
- glitter, small pieces of material, tissue paper (optional)
- scissors
- one pencil per puppet, sticky tape
- If there is time: a (big) dice

Warm-up and Revision

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

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

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

- 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.

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* (See Introduction, p. 19).

4. Sing *The butterfly song*. CD 2/4–5

- Play the song and encourage the children to sing along and join in with the actions.

The butterfly

A beautiful, beautiful butterfly
Is sitting on my nose.
It's black and white,
And green and blue,
And pink and yellow, too.
It's black and white, ...

A beautiful, beautiful butterfly
Is flying up and down.
It's black and white,
And green and blue,
And pink and yellow, too.
It's black and white, ...

- Once the children are confident singing the song, you can repeat the song using the karaoke track (CD 2/5) or without music. You could also use the body part flashcards and show the children how to change the *Is sitting on my nose* line so that the butterfly lands on different body parts each time.

5. Play *What's in the window?*

Preparation Tip!

Before the lesson, cut a small window in a piece of thick paper. The hole needs to be big enough to see only a small part of the animals on the flashcards, but you should be able to identify them through the hole. You can also include the character flashcards and the *butterfly* flashcard in this game.

- Put one of the animal flashcards behind the thick paper and move the window around the card showing small parts of the picture.
- While you are moving the window around, say **What is it?** and elicit the animal from the children.
- Repeat the activity with the other animal or character flashcards.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Make a butterfly puppet.



WS 22



CD 2/4

Preparation Tip!

Make your own butterfly puppet before the lesson to show the children what they are going to make.

- Show the children the butterfly puppet you have made before the lesson and say **Look, a butterfly!** Make the butterfly 'fly' by moving the pencil up and down so that the paper wings move up and down.
- Give the children a copy of the worksheet and say **Colour the butterfly**. Children can use their own choice of colours, or you can tell them which colours to use. You can also provide the children with glitter or small pieces of material and tissue paper to stick on.
- Monitor the class while the children are colouring and decorating their butterflies. Praise the children for neat work and talk to them about the colours they are using.
- When the children have finished colouring their butterfly, say **Cut out the butterfly**, and show them how to cut around the butterfly outline. Praise the children for careful and neat cutting.
- Help the children finish their puppets by folding the central part of each puppet around a pencil and taping it on.
- When the children's puppets are finished, ask them to hold them up and show the children how to make them 'fly' by moving the pencil up and down.
- You can then play *The butterfly song* again. The children act out the song using their butterfly puppets. You can also use the karaoke version of the song and encourage the children to let their puppets gently land on different body parts.

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 or playing the *Tidy up song* / *Clean up song* (AmE) (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Sing the songs you remember.

- Ask the children which songs they remember from the lessons so far and allow them to choose which songs they would like to sing.

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

- Look at Peter and say **It's time to go, Peter**.
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play *Roll the dice*.

- Get a few children to roll the dice and encourage the class to count the number it lands on.
- Attach the animal flashcards to the board (or put them on the floor) in a line with the pictures facing down.
- Ask a child to roll the dice, say **Roll the dice**, and count the dots on the dice with the children.
- Start with the first flashcard and encourage the children to count along the cards with you until you reach the number on the dice.
- Turn that flashcard over and encourage the children to tell you the animal on the card. If the children can tell you the animal, the card stays face up. If not, say the correct word and turn it back face down.
- Ask another child to roll the dice and count on from the card which you have just looked at. Only count the flashcards which still have their picture hidden and, once you get to the last flashcard, continue from the first flashcard.
- Turn over the flashcard you end on and encourage the children to tell you the animal on this card.
- Continue throwing the dice and counting along the flashcards which are face down until all the flashcards show a picture of an animal.

LESSON 4 • LISTENING ACTIVITY



Main Objective

To complete a listening exercise.

Key Words

duck, cat, cow, frog, pony, dog, butterfly, mouse

Receptive Language

Come with me to my little farm.
Look at the animals on my little farm.
I've got / I have (AmE) a (cat).

Classroom Language

Listen and colour the animals.
Colour the (duck) (yellow).
Pass the (pony).
Here you are. / Here you go (AmE).

Activities

Sing *The butterfly song* and the *My little farm* song.
Play *Last one standing*.
Listen and colour the animals.
Play *Give Peter the pony*.

Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/4–6, 8
- flashcards 53–58, 62–63 (*duck, cat, cow, frog, pony, dog, butterfly, mouse*)
- Student's Book, p. 53
- coloured pencils or crayons
- animal mini flashcards (Worksheet 20)

Warm-up and Revision

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

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

2. Sing *The butterfly song*. CD 2/4–5

- Play the song and encourage the children to sing along and join in with the actions from Lesson 3.

The butterfly

*A beautiful, beautiful butterfly
Is sitting on my nose.
It's black and white,
And green and blue,
And pink and yellow, too.
It's black and white, ...*

*A beautiful, beautiful butterfly
Is flying up and down.
It's black and white,
And green and blue,
And pink and yellow, too.
It's black and white, ...*

- Once the children are confident singing the song, you can also use the karaoke version (CD 2/5).

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* (See Introduction, p. 19).

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

- Put the animal flashcards in the centre of the circle so the children can see them. Show the children the *mouse* flashcard to reintroduce the word. Say **Look, a mouse.** and show the children an action, for example, hold your hands up near your face as if they are little paws and screw up your nose.
- Then play the *My little farm* song. Let the children listen to the song and watch you doing the actions for 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/ribbit (AmE), and a dog, woof, woof!

Come with me...

- Repeat the song and this time encourage the children to join in with the sounds and actions for the animals.

5. Play *Last one standing*. WS 20

Preparation Tip!

Each child needs their own set of animal mini flashcards (Worksheet 20).

- Children each choose one mini flashcard. The children start the activity standing up. Make sentences with animals, e.g. ***I've got / I have (AmE) a cat.***
- The children who have chosen the *cat* mini flashcard show it to you and sit down. The other children remain standing.
- Continue the activity until one or only a few children are left standing up. They are the winners.
- Repeat the game with children choosing different cards and saying the sentences in a different order.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Listen and colour the animals.

 SB 53  CD 2/8

- Hold up your Student's Book so the children can see the page. Point to each of the animals and elicit the words from the children.
- Give the children their Student's Books open to the correct page. Make sure each child has a pencil or crayon of each colour.
- Say ***Listen and colour the animals.*** and play the listening from the CD. If possible, pause the CD after each line to give the children time to point to the correct animal, select the correct colour, and colour the animal.

Animals listening activity

Colour the duck yellow.

Colour the cat black.

Colour the cow brown.

Colour the frog green.

- Alternatively, if you are not able to pause the CD between each sentence, you may need to play the whole listening twice. Encourage the children to point to the animals first and the second time to colour the animals.
- The children may take longer than the listening to colour but don't let this worry them. Allow them to colour at an appropriate speed and repeat the information to the children as they need it.
- Monitor the class and praise the children's work.

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 or playing the *Tidy up song / Clean up song (AmE)* (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Give Peter the pony*.

- Show the children the animal flashcards and elicit the words.
- Hide Peter behind your back and choose one of the animal flashcards, for example the *pony*.
- Choose one child to start the activity and say to the child ***Pass the pony.*** and then give this child the *pony* flashcard.
- Encourage the children to pass the sentence and the *pony* flashcard around the circle until all the children have said the sentence.
- The last child should give the *pony* flashcard to Peter. Stand next to the last child in the circle. Show Peter to the children and whisper to the child next to you ***Here you are / Here you go (AmE), Peter.***
- Repeat the activity choosing a different child to give the sentence to and using a different 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 wave and say ***Bye-bye!*** and encourage the children to wave and say ***Bye-bye!*** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play Statues.

- Choose up to eight confident children to stand at the front of the class.
- Secretly show each child an animal flashcard and encourage each child to keep their animal a secret.
- Say ***Go!*** and encourage the children who were shown animal flashcards to repeatedly do the action for their animal.
- Say ***Freeze!*** and encourage the children who were shown animal flashcards to freeze in position for their animal.
- Stand near each 'frozen' child in turn and invite the rest of the class to guess which animal they think the child has. Encourage the 'frozen' child to answer with ***Yes.*** or ***No, sorry.***
- Continue with the other 'frozen' children until the class have guessed all of the animals.
- If there is time, repeat the activity with different children standing at the front of the class.

EXTRA LESSON 4 (OPTIONAL)

Main Objective

To complete a listening exercise.

Key Words

duck, cat, cow, frog, pony, dog, butterfly, mouse

Word Revision

happy, sad, angry, scared, sleepy
big, small

Receptive Language

Come with me to my little farm.
Look at the animals on my little farm.
It's a (big) (cat).

Classroom Language

I'm a (happy) (pony).
Is it big or small?
Listen and circle.
What is it?

Activities

Listen to and mime the *Animals action story*.
Play *I'm a happy pony*.
Sing the *My little farm* song.
Listen and circle the animals.
Play *Quick draw*.

Materials Checklist

- Peter hand puppet
- CD 1/2–5, 8 (routine songs), CD 2/3, 6–7, 9
- flashcards 44–48, 53–58, 62–63 (*happy, sad, angry, scared, sleepy, duck, cat, cow, frog, pony, dog, butterfly, mouse*)
- extra listening activity (Worksheet 23)
- board pens, or a piece of paper and marker pens
- If there is time: animal mini flashcards (Worksheet 20)

Notes

Warm-up and Revision

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

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

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

- Play the action story and act it out with the children (See Lesson 2 for suggested actions).

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.
- If the children seem confident with this action story, then you could use an action story from an earlier unit instead.

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* (See Introduction, p. 19).

4. Play *I'm a happy pony*.

- Use the animal flashcards to revise animal words.
- Then use the feeling flashcards to revise feelings. Also show the children actions for *big* and *small*.
- 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 *pony*.
- Make a sentence that combines these words, e.g. ***I'm a happy pony***. Then mime being a pony in a very happy way. Encourage children to copy you.
- Repeat the activity asking children to choose different pairs of cards.

5. Sing the *My little farm* song. CD 2/6–7

- Play the song. Let the children listen to the song and join in with the sounds and actions.

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

Come with me, come with me ...

- Once the children are confident singing the song, you can use the karaoke track (CD 2/7).

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Listen and circle the animals.

 WS 23  CD 2/9

- Hold up a copy of the worksheet so all the children can see. Point to each of the animals on the page and ask **What is it?** to elicit the animal names from the children.
- Then ask **Is it big or small?** When children reply with a size word, confirm their choice, saying, e.g. **Yes. It's a big (cat).**
- Give each of the children their copy of the worksheet and make sure each child has a pencil.
- Say **Listen and circle.** Play the listening from the CD. After the first line stop the CD and demonstrate finding and circling the picture of the big dog out of the three pictures illustrated.
- Repeat for the other animals.

Animals extra listening activity

Look! It's a big dog.

Look! It's a small frog.

Look! It's a big pony.

Look! It's a small butterfly.

- Alternatively, if you are not able to pause the CD between each sentence, play the whole listening twice.
- While the children are circling the animals, praise them and name the animals and sizes with them.

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

- Ask the children to tidy away the crayons and their worksheets by singing or playing the *Tidy up song* / *Clean up song* (AmE) (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Quick draw*.

- Make sure the children can see the board in the classroom, or if there is no board, use a piece of paper that all the children can see.
- Hold the animal flashcards in a fan with the pictures facing down and make Peter choose one card, but don't show it to the children.
- Draw the animal from the card, one line at a time. Ask **What is it?** to encourage the children to try and guess what you are drawing after each line you draw.

- Once the children guess the animal correctly, show them the picture on the flashcard to confirm that they are correct. Peter can also praise the children who guessed correctly by kissing, hugging or high-fiving with them.
- If you have time, repeat the activity with a different animal flashcard.

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

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

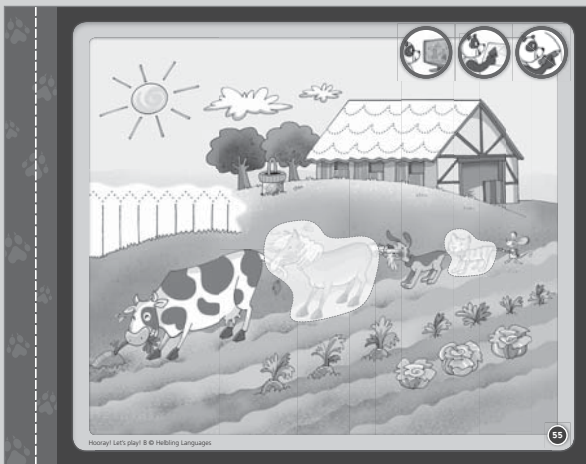
Play Memory. WS 20

Preparation Tip!

The children need a set of the animal mini flashcards (Worksheet 20) each.

- Put the children in pairs and help them move so that they have a space in front of them to put both their sets of mini flashcards on the floor.
- Encourage each pair of children to mix their sets of mini flashcards and spread the cards on the floor in front of them with the picture facing down.
- The children should take it in turns to turn over two cards, and they should name the pictures on the cards they turn over.
- If the cards match, the child can keep them, otherwise they should put the cards back face down and the other child takes a turn.
- The children should continue the game until all their cards are in pairs.

LESSON 5 • DVD STORY



Main Objective

To follow a DVD story.

Key Words

cat, cow, pony, dog, butterfly, mouse, carrot

Word Revision

happy, sad, angry, scared, sleepy

Receptive Language

Go and get the (pony), please. / Come quickly.
Pull! We can't pull the carrot out.
Can I help? You're too small.
Hooray! Thank you, Mouse.

Classroom Language

Go and get the (cow), please.
Who's this? Is it the (pony)?
Stick in the animals. Trace the lines.
Simon says you're a (happy) (mouse).

Values

To develop appreciation for the value of cooperating and working together.

Activities

Sing *The butterfly song*.
Play *Go and get the...*
Watch *The very big carrot* DVD story.
Stick in the animals then trace.
Play *Simon says*.

Materials Checklist

- Peter hand puppet
- CD 1/2–6, 8 (routine songs), CD 2/4–5, (10)
- flashcards 44–48, 53–58, 62–64 (*happy, sad, angry, scared, sleepy, duck, cat, cow, frog, pony, dog, butterfly, mouse, carrot*)
- Student's Book, p. 55
- DVD (*The very big carrot*)
- stickers from the appendix (*pony, cat*)
- Story cards 34–41 (*The very big carrot*) (optional)

Warm-up and Revision

1. Sing the *Hello song*. (CD 1/2)

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

2. Sing *The butterfly song*. (CD 2/4–5)

- Play the song and encourage the children to sing along and join in with the actions (See Lesson 3 for the lyrics and suggested actions).
- If the children are confident singing the song, you can use the karaoke version (CD 2/5).

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* (See Introduction, p. 19).

4. Play *Go and get the...*

- Use the animal flashcards to revise the words.
- Attach the flashcards to the board, or prop them up on chairs or cushions so that children can see them but aren't too close to them.
- Make Peter say to you **Go and get the (cow), please**. Stand up and fetch the cow flashcard, and give it to Peter. Make him say **Thank you**.
- Then make Peter ask a confident child **Go and get the (dog), please**. Make Peter praise or high five the child if they collect the correct flashcard.
- Repeat the activity asking different children to collect the cards until you have them all with you.

5. Watch *The very big carrot* DVD story.

(CD 1/6) (CD 2/10)

- If you want to use a transition marker to tell the children that the next activity is a story, then sing or play the *Story song* (See Introduction, p. 19).
- Use the *carrot* flashcard to introduce the new word.
- Play the DVD story and allow the children to watch. If you don't have access to a DVD player, then you can use the Story cards with the Audio CD or read the story to the children. The script is on the back of the cards.
- If there is time, let the children watch or listen to the story more than once.

The very big carrot

Cow:	Mouse, go and get the pony, please.
Mouse:	Yes, Cow.
Mouse:	Pony, come quickly.
Pony:	OK.
Cow:	Pull.
Pony:	OK.
Cow:	We can't pull the carrot out.
Pony:	Mouse, go and get the dog, please.
Mouse:	OK.
Mouse:	Dog, come quickly.
Dog:	OK.
Cow:	Pull.
Pony & Dog:	OK.
Cow:	We can't pull the carrot out.
Dog:	Mouse, go and get the cat, please.
Mouse:	OK.
Cat:	Meow, meow!
Mouse:	Cat, come quickly.
Cat:	OK.
Cow:	Pull.
Cat, Dog & Pony:	OK.
Cow:	We can't pull the carrot out.
Mouse:	Can I help?
Pony:	You're too small.
Mouse:	Please.
Cow:	OK.
Mouse:	Hooray!
Cow, Pony, Dog & Cat:	Thank you, Mouse.

audio CD
only

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Stick in the animals then trace. SB 55

- Hold up your Student's Book so the children can see the page. Point to the cow and the carrot and ask **Who's this? What's this?** Elicit the correct answers from the children.
- Give the children their Student's Books open to the correct page. Point to the animals behind the cow and ask **Who's this?** The children name the animals.
- Show the children the stickers of the pony and the cat from the appendix of the Student's Book and say **Look, stickers. Stick in the animals.** Monitor and help the children stick the stickers in the correct place.
- Draw the children's attention to the dotted lines on the fence and the roof. Say **Look! Trace the lines.** and encourage the children to draw over the dotted lines to complete the picture. Monitor and help them while they are tracing the lines.

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 or playing the *Tidy up song* / *Clean up song* (AmE) (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Simon says*.

- Use the animal and feeling flashcards to revise the words.
- Give instructions for animal mimes, e.g. **You're a sad mouse.** or **You're a happy butterfly.**
- Start some instructions with **Simon says...** which the children should do, and some instructions without **Simon says...** which they shouldn't do.
- Praise the children who are listening carefully and only do the action when Simon says to.
- You can demonstrate actions for the children to mime, or you can allow the class to make their own actions up.

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

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play *Musical flashcards*.

- Put the animal flashcards around the classroom in a place where they can easily be seen by the children and the children can safely move between the cards (attached to a wall or something that won't move is best).
- Point to each of the cards around the room and elicit the animal words from the children.
- Play some music for the children to move around to.
- Stop the music and encourage the children to stand near one of the animal flashcards.
- Make Peter choose one of the animal words. All the children standing next to that flashcard 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 repeat the activity.

EXTRA LESSON 5 (OPTIONAL)

Main Objective

To listen to and join in telling a story.

Key Words

duck, cat, cow, frog, pony, dog, butterfly, mouse

Receptive Language

Go and get the (pony), please.

Come quickly.

Pull!

We can't pull the carrot out.

Can I help?

You're too small.

Hooray!

Thank you, Mouse.

Classroom Language

Close/Open your eyes.

What's missing?

Yes. / No, sorry.

Let's put the story together.

Here you are. / Here you go (AmE).

This is your Story card.

Listen to the story.

Go! Freeze!

Activities

Listen to and mime the *Animals action story*.

Play *What's missing?*

Tell *The very big carrot* story.

Fold and cut. Colour the mini storybook.

Play *Statues*.

Materials Checklist

- Peter hand puppet
- CD 1/2–6, 8 (routine songs), CD 2/3, 8
- flashcards 53–58, 62–63 (*duck, cat, cow, frog, pony, dog, butterfly, mouse*)
- Story cards 34–41 (*The very big carrot*)
- The very big carrot* mini storybook (Worksheet 24a+b)
- coloured pencils or crayons
- scissors
- glue, stapler or sticky tape
- If there is time: a soft ball or bean bag, animal mini flashcards (Worksheet 20)

Warm-up and Revision

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

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

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

- Play the action story and act it out with the children (See Lesson 2 for suggested actions).
- If the children seem confident with the *Animals action story*, then you could use an action story from an earlier unit instead.

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* (See Introduction, p. 19).

4. Play *What's missing?*

- Show the children the animal flashcards and put them on the floor.
- Turn to Peter and say **Peter, close your eyes**. Make Peter close his eyes by putting his hands over his eyes or holding your hand over Peter's eyes.
- Ask a child to choose a flashcard and sit on it so the card can't be seen. Then say **Open your eyes, Peter** and uncover Peter's eyes.
- Say **What's missing, Peter?** and point to the place where the missing flashcard was.
- Make Peter say different animals. Encourage the children to say **Yes** if Peter says the missing animal and **No, sorry** if Peter is wrong.
- Once the children seem confident with the game, try turning over the animal flashcards so the children have to remember where they are.

5. Tell *The very big carrot* story.

 CD 1/6  CD 2/10

- If you want to use a transition marker to tell the children that the next activity is a story, then sing or play the *Story song* (See Introduction, p. 19).
- Tell the story using the Story cards with CD 2/10 or read the script from the back of the cards. Encourage the children to join in and name the animals and mime the action *pull* as they do so.
- Hand out the Story cards in a random order to different children. Play or tell the story and encourage the children with Story cards to make a line so they are in the correct order. Say, for example, **Now let's put the story together. Here you are / Here you go (AmE), (Grace). This is your Story card, (Ricky). Listen to the story.**
- If there is time, you could play or tell the story again and the children can try to mime some of the actions from the story as they listen.
- However, don't expect the children to do more than mime some of the actions from the story and join in with a few words.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Fold and cut. Colour the mini storybook.

 WS 24a+b

Preparation Tip!

You might want to cut and fold the children's mini storybooks before the lesson so that the children do not need to do this themselves.

You might also want to make a mini storybook before the lesson so that you can show the children what they are going to make (See Introduction, p. 13).

- Show the children a copy of *The very big carrot* mini storybook.
- Look at each of the pictures and tell the children what is happening using the lines from the story (See video script, p. 123).
- Give each of the children a photocopy of Worksheet 24a+b copied onto one A4 sheet (front and back). Follow the instructions on page 13 of the Introduction to make the mini storybooks. You may need to help the children with the cutting and folding.
- Encourage the children to colour the pictures in the mini storybook.
- Monitor the children's work. Praise them for neat colouring and ask them about the colours they are using and the animals in the story.
- If you are short of time, the children can finish colouring their mini storybooks at home with their parents.

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

- Ask the children to tidy away the crayons and their mini storybooks by singing or playing the *Tidy up song* / *Clean up song* (AmE) (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Statuses*.

- Choose up to eight confident children to stand at the front of the class.
- Show each child a different animal flashcard and encourage them to keep their animal a secret.
- Say **Go!** and encourage the children who were shown the animal flashcards to mime an action for their animal.
- Say **Freeze!** and encourage the children to freeze in a position for their animal.
- Stand near each 'frozen' child in turn and invite the rest of the class to guess which animal they think the child has. Encourage the 'frozen' child to answer with **Yes.** or **No, sorry.**
- Continue with the other 'frozen' children until the class have guessed all the animals.
- If there is time, repeat the activity with different children standing at the front of the class.

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

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play *Bean bag toss*. WS 20

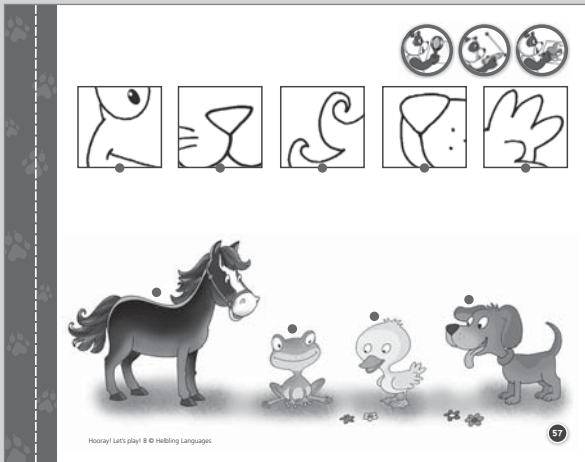
Preparation Tip!

You will need enough animal mini flashcards to be able to give one mini flashcard to each child.

If you have a large class, you might want only half the children to play. The other children can stand behind a friend and swap places after a short time. You will also need a soft ball or a bean bag.

- Ask the children to sit in a circle and put an animal mini flashcard on the floor in front of each child, or, if the children are sat on chairs, you can put the mini flashcards under each chair.
- You should stand in the middle of the circle and say one of the animals, then pass the bean bag to a child with a mini flashcard with a picture of that animal.
- Say another animal and encourage the child to pass the bean bag to a child who has an appropriate animal mini flashcard.
- If the children seem confident with the game, a confident child can stand in the middle of the circle and name the animals to pass the bean bag to.

LESSON 6 • THINKING SKILLS



Main Objective

To match details from pictures with the complete pictures.

Key Words

duck, cat, cow, frog, pony, dog, butterfly, mouse

Classroom Language

What is it? / Which animal?
Is it the (pony)?
Look and match. Draw a line.
What colour is the (pony)?
Colour the (pony) (black).

Productive Language

Do you like (dogs)?
Yes, I like (dogs). / No, I don't like (dogs).

Thinking Skills

Paying attention to details and recognising animals from their body parts.

Activities

Using productive language: 'Do you like (dogs)?'
Tell *The very big carrot story*.
Play *Whispered words*.
Match the pictures. Draw a line and colour the body parts of the animals.
Play *Where's the cow?*

Materials Checklist

- Peter hand puppet
- CD 1/2–6, 8 (routine songs), CD 2/10
- flashcards 53–58, 62–63 (*duck, cat, cow, frog, pony, dog, butterfly, mouse*)
- Student's Book, p. 57
- Story cards 34–41 (*The very big carrot*)
- coloured pencils or crayons
- If there is time: a simple outline of a pony with no tail on a large piece of paper, a separate tail made of wool, Blu-Tack, blindfold

Warm-up and Revision

1. **Sing the *Hello song*.** CD 1/2
 - Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back to Peter.
 - Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 19).

2. **Using productive language: 'Do you like (dogs)?'**
 - Make Peter ask you **Do you like dogs?** Show the action for dog or point to the *dog* flashcard. Then smile and say **Yes, I like dogs.** Then ask Peter **Do you like dogs?** Make Peter say **No, I don't like dogs.**
 - Say **Do you like dogs?** to a confident child in the class and encourage them to say **Yes.** or **No.** If they say **Yes.**, then help them to say **Yes, I like dogs.** If they say **No.**, then help them to say **No, I don't like dogs.**
 - Continue around the class asking each child **Do you like dogs?** and encourage each child to give their answer, then help the children to give a full answer with **I like...** or **I don't like...**
 - Repeat the question using different voices, for example sing, whisper or shout it until the children seem confident asking the question.
 - Encourage each child to ask another child in the class **Do you like dogs?** and encourage them to answer with **Yes.** or **No.**
 - You can then encourage the children to ask about some of the other animals.

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* (See Introduction, p. 19).

4. **Tell *The very big carrot story*.** CD 1/6 CD 2/10
 - If you want to use a transition marker to tell the children that the next activity is a story, then sing or play the *Story song* (See Introduction, p. 19).
 - Using the Story cards, tell *The very big carrot story*. The script is on the back of the cards. Encourage the children to join in and name the animals.
 - If there is time, hand out the cards randomly to different children and encourage them to make a line in the correct order as they listen to the story.

5. **Play *Whispered words*.**
 - Put the animal flashcards on the floor in the centre of the circle. Point to each of the cards and elicit the words from the children.
 - Say **Shh!** and then whisper one of the animals from the flashcards, e.g. **Butterfly.**

- In a normal voice ask **What is it?** and again whisper **Butterfly**.
- Encourage the children to try and guess which flashcard you were naming. Peter can praise the children who guess correctly by giving them a kiss, hug or high-five.
- Repeat the activity by whispering different animals for the children to guess.

Pencil and Paper

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

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 19).

7. Match the pictures. Draw a line and colour the body parts of the animals. SB 57

- Hold up your Student's Book so the children can see the page. Point to each animal at the bottom and elicit the names asking **What is it?**
- Then point to the picture at the top left corner of the page and ask **Which animal?** Point to the animals on the bottom again, one by one, asking **Is it the (pony)?** Elicit the correct answer from the children.
- Make sure the children realise that there is one picture of a detail too many, e.g. by counting the animals and the details.
- Give the children their Student's Books open to the correct page. Say **Look and match. Draw a line.** Demonstrate by connecting the matching pictures using a pencil. Once the children have connected all the pictures, point to the pictures on the bottom again and ask **What colour is the (pony)?** Elicit the colour. Follow the line to the picture at the top with your finger and say **Colour the (pony) (black).** Repeat with the other animals.
- Monitor the children and praise them for neat colouring.

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 or playing the *Tidy up song* / *Clean up song* (AmE) (See Introduction, p. 19).

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 (See Introduction, p. 19).

10. Play *Where's the cow?*

- Show the children each of the animal flashcards. Say the animal word as you show each card and then place the card face down on the floor.

- Mix the cards up by sliding them around the floor. Then look at Peter and say **Which animal, Peter?** Make Peter say **A cow, please.**
- Choose one of the children and say **Where's the cow?** Encourage the child to turn over a card.
- If the child turns over the cow flashcard, say **Yes, it's a cow.** and encourage the children to mime an action with you.
- Allow the child to give the card to Peter. Peter should say **Thank you.** and can reward the child by giving a kiss, hug or high-five.
- If the card is not the cow, then say **No, sorry.** and choose a new child to turn over a card.
- The flashcards that children have found can be put on the floor near Peter, or to make the game harder, they can be put back in the game with the other cards.

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

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 19).

If there is time...

Play *Pin the tail on the pony.*

Preparation Tip!

For this activity, you will need to draw the outline of a pony on a large piece of paper. Leave the tail off the drawing. Attach the drawing to a wall where children can easily reach it. Alternatively, draw the pony on the board.

You will also need to make a tail out of wool. Put a small piece of Blu-Tack on the back of the tail, so that it can be attached to the picture of the pony.

- Invite a confident child to be blindfolded.
- Check the child can't see and then gently turn him or her around three times, counting **One, two, three.**
- Give the child the pony's tail and guide them to the picture of the pony. Say **Stick the tail on.**
- Let the child feel the picture and then stick the tail where they think it should be placed. Once the child has placed the tail, you might need to help them press the tail onto the paper so the Blu-Tack sticks.
- Allow the child to see where they have put the tail.
- When you take the tail off the paper, mark where the tail stuck and write the child's name or initials next to it you can see where each child put the tail.
- Let other children take turns to be blindfolded and stick the tail on the pony. See who guesses the best position.