

LANGUAGE OVERVIEW • UNIT 4

Key Words

hands
teeth
eyes
nose
mouth
robot

Receptive Language

Come and see the happy (cats).
Meow, woof, moo.
Which body part, Peter?
The (nose), please.
Wash your hands.
Splish, splash.
Brush your teeth.
Round and round.
Touch your eyes.
Blink.
Touch your nose.
Tap.
Peter's washing his hands.
Rosie's brushing her teeth.
Touch your teeth.
There's a spider on your nose. Eek!
Let's make a robot.
Great idea. / Good idea.
Let's make the (hands).
Let's draw the (eyes).
Yes, a big mouth.
And now the nose.
Lovely. / Great (AmE).
Oh, no! Let's start again.
Let's have some fun.

Classroom Language

Look, (hands).
Close/Open your eyes.
Yes. / No, sorry.
Thank you.
Point to (Peter)'s (nose).
Red, blue, yellow or green?
Touch your (nose).
Look, it's Peter and Rosie.
Colour the towels.
What is it?
Wash your hands.

Simon says...
Point to a body part, please.
Is it (teeth)?
Stand up, everyone.
Listen.
Stick in the robot's (eyes).
Trace the lines.
Are the robot's eyes here?
Where are the robot's eyes?
Draw a line from the (eyes) to the robot.
Cut out Peter.
Where does it go?
Stick on the (nose).
Colour / Cut out the robot.

Objectives

Children learn:

- to recognise and name some body parts in English
- a game called *Simon says* to practise following instructions in English
- to name some actions in English that involve body parts, for example 'wash your hands' and 'brush your teeth'
- to work together with the other children in the class to play games such as *Memory*

Competences

Children can:

- recognise and point to body parts on different animals, teddies/teddy bears (AmE), dolls and robots
- follow simple instructions in English and carry out various actions
- act out a three part action story, and join in with the songs and games during the lesson
- show an interest in a story read by the teacher or played on the CD
- show their understanding using gestures and mimes, as well as through participation in the games and activities

Values

- to develop appreciation for the value of being creative

Thinking Skills

- matching parts of a picture to the same part within the picture

LESSON 1 • BODY VOCABULARY

Main Objective

To introduce the vocabulary for some body parts.

Key Words

hands, teeth, eyes, nose

Receptive Language

Come and see the happy (cats).

Meow, woof, moo.

Which body part, Peter?

The (nose), please.

Classroom Language

Look, (hands).

Close/Open your eyes.

Yes. / No, sorry.

Thank you.

Point to (Peter)'s (nose).

Red, blue, yellow or green?

Activities

Sing *The happy animals* song.

Introduce the body vocabulary.

Play *Where's the nose?*, *Point to Peter's nose* and *Red, blue, yellow or green?*

Materials Checklist

- Peter hand puppet
- CD 2–3, 8 (routine songs), CD 25
- flashcards 3–4, 13, 20, 22–25 (*red, blue, yellow, green, hands, teeth, eyes, nose*)
- dolls and/or teddies/teddy bears (AmE) (optional)

Notes

Warm-up

1. Welcome the children. CD 2–3

- When the children are all in the classroom, encourage them to sit in a circle. While you are making a circle, you can sing or play the *Circle song* (See Introduction, p. 17).
- 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. 17).

2. Sing *The happy animals* song. CD 25

- Play the song from *The baby cats* story in Unit 3 and encourage the children to join in with the song and the actions for the animals (See Unit 3, Lesson 6 for the song lyrics).

Carpet Time

3. Introduce the body vocabulary.

- Show the children the flashcard for *hands*, show them your own hands and say **Look, hands.**
- Say **Hands.** again and mime washing your hands.
- Then show the children the flashcard for *teeth*, point at your own teeth and say **Look, teeth.**
- Say **Teeth.** again and mime brushing your teeth. Encourage the children to mime brushing their teeth with you.
- Continue to name the body parts on the flashcards, point to the body part on your body and encourage the children to copy the actions which you show them.
Suggested actions:
hands – wash your hands
teeth – brush your teeth
eyes – blink your eyes
nose – touch or rub your nose

4. Play *Where's the nose?*

- Show the children each of the body part flashcards. Say **Look, (a nose).**, then place the card face down on the floor.
- Mix up the cards by sliding them around the floor. Then look at Peter and say **Which body part, Peter?** Make Peter say **The nose, please.** and point to your own or Peter's nose.
- Invite one of the children to turn over a card and try to find the *nose* flashcard. If the child turns over the correct card, say **Yes.** and 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 nose, then say **No, sorry.** and choose a new child to turn over a card.
- Continue playing the game until each child has had at least one turn to look for a body part for Peter.

5. Play *Point to Peter's nose*.

Teaching Tip!

If you have a large class, you could use teddies/teddy bears (AmE) and dolls that are in the classroom as well as the Peter hand puppet. Try to let all the children have a turn at pointing to one of Peter's body parts or they can point to the body part you name on their teddy/teddy bear (AmE) or doll.

- Put the body part flashcards on the floor in front of the children.
- Hold up the Peter hand puppet and invite individual children to come and point to Peter's eyes, hands and nose.
- Say **(Marie), point to Peter's nose.** and encourage the child to come and point to Peter's nose.
- If the children are unsure which body part you have named, you can point to the flashcard as well as giving the instruction to the children again.
- Continue asking children to point to Peter's body parts until all the children have had a turn.
- Alternatively, you can play *Point to...* using just the flashcards (See Introduction, p. 8 for information about how to play).

6. Play *Red, blue, yellow or green?*

- Show the children the *red, blue, yellow* and *green* flashcards and elicit the colours.
- Say **Close your eyes.** and demonstrate by holding your hands over your eyes, then peek to check the children have copied you.
- Once all the children have covered their eyes, put one of the colour flashcards on the board or in the centre of the circle.
- Say **Open your eyes.** and encourage the children to open their eyes.
- Say **Red, blue, yellow or green?** and point to the flashcard on the board or in the centre of the circle. Encourage the children to name the card you are pointing to.
- Repeat this a few times changing the flashcard each time.

Rounding Off

7. Sing the *Bye-bye song*. CD 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 to Peter.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 17).

If there is time...

Play *Pass the flashcards*.

- Ask the children to sit in a circle.
- Select some of the body part flashcards and give each card to a different child in the circle.
- Play some music. You could use some of the songs the children have learnt so far in *Hooray! Starter* or other English songs which the children know.
- While the music is playing, encourage the children to pass the flashcards around the circle.
- After a short time stop the music. Encourage the children who are holding flashcards when the music stops to name the picture on their card.
- Play the music again and try to stop it so different children are holding the flashcards each time.
- You could also revise some of the vocabulary from previous units by giving children some other flashcards that the children can name in English.

LESSON 2 • SONG



Main Objective

To sing a song about different body parts.

Key Words

hands, teeth, eyes, nose

Receptive Language

Wash your hands.
 Splish, splash.
 Brush your teeth.
 Round and round.
 Touch your eyes.
 Blink.
 Touch your nose.
 Tap.
 Peter's washing his hands.
 Rosie's brushing her teeth.

Classroom Language

Look, (hands).
 Touch your (nose).
 Look, it's Peter and Rosie.
 Point to (Peter)'s (nose).
 Colour the towels.

Activities

Revise the body vocabulary.
 Play *Touch your nose*.
 Listen to the *Wash your hands* song.
 Colour the picture.

Materials Checklist

- Peter hand puppet
- CD 2–5, 8 (routine songs), CD 27
- flashcards 22–25 (*hands, teeth, eyes, nose*)
- Student's Book, p. 27
- coloured pencils or crayons
- If there is time: body part mini flashcards (Worksheet 18)

Warm-up

1. Welcome the children. CD 2–3

- When the children are all in the classroom, encourage them to sit in a circle. While you are making a circle, you can sing or play the *Circle song* (See Introduction, p. 17).
- 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. 17).

Carpet Time

2. Revise the body vocabulary.

- Show the children the flashcard for *hands*, point at one of your own hands and say **Look, hands**.
- Say **Hands**. again and mime washing your hands.
- Then show the children the flashcard for *teeth*, point at your own teeth and say **Look, teeth**.
- Say **Teeth**. again and mime brushing your teeth. Encourage the children to mime brushing their teeth with you.
- Continue to name the body parts on the flashcards, point to the body part on your body and encourage the children to copy the actions which you show them.

Suggested actions:

hands – wash your hands

teeth – brush your teeth

eyes – blink your eyes

nose – touch or rub your nose

3. Play *Touch your nose*.

- Put the body part flashcards on the floor in front of the children.
- Say **Touch your nose**. and encourage the children to point to their own nose.
- If the children are unsure which body part you have named, you can point to the flashcard as well as giving the instruction to the children.
- Continue asking the children to point to different body parts.

4. Listen to the *Wash your hands* song.

CD 27

- Attach the body part flashcards to the board or put them in the centre of the circle where all the children can see them in the order of the song.
- Play the song and point to each body part as you hear it in the song. You can also mime the actions that are described in the song.

Wash your hands

Wash your hands, wash your hands.

Splish, splash, splish, splash.

Wash your hands, wash your hands.

Splish, splish, splash.

Brush your teeth, brush your teeth.
Round and round, round and round.
Brush your teeth, brush your teeth.
Round and round and round.

Touch your eyes, touch your eyes.
Blink, blink, blink, blink.
Touch your eyes, touch your eyes.
Blink, blink, blink.

Touch your nose, touch your nose.
Tap, tap, tap, tap.
Touch your nose, touch your nose.
Tap, tap, tap.

- Play the song again and encourage the children to join in with the actions for each body part as they hear it in the song.

Pencil and Paper

5. Sing the *Table song*. CD 4

- Say ***It's time to sit at the table.*** and indicate to the children that you would like them to go and sit down at the tables.
- While the children are moving to the table, sing or play the *Table song* (See Introduction, p. 17).

6. Colour the picture. SB 27 CD 27

- Give the children their Student's Books open to the correct page and say ***Look, it's Peter and Rosie.***
- Ask the children to point to Peter. Say ***Point to Peter.*** and check the children are pointing to the correct part of the picture.
- Then ask the children to point to Rosie.
- Say ***Look, Peter's washing his hands.*** and mime washing your hands. Then point to Rosie and say ***Rosie's brushing her teeth.*** and mime brushing your teeth.
- Ask the children to point to different body parts in the picture, for example say ***Point to Peter's nose.***
- Continue to ask the children to point to body parts until they have pointed to most of those that can be seen in the picture.
- Then say ***Colour the towels.*** and point to the parts in the picture which need colouring.
- Allow the children to choose which colours they would like to use. Play the *Wash your hands* song while they are colouring.

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

- If you would like the children to tidy away their crayons and other materials, say ***It's time to tidy up / clean up (AmE).***
- Start to collect the materials and encourage the children to help you.
- While you are picking things up, sing or play the *Tidy up song / Clean up song (AmE)* (See Introduction, p. 17).

Rounding Off

8. Sing the *Bye-bye song*. CD 8

- While the children are still at the table, 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 to Peter.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 17).

If there is time...

Play Memory. WS 18

Preparation Tip!

You will need enough body part mini flashcards (Worksheet 18) for each child to have one set. If you have extra time available, the children can colour and make the mini flashcards during a lesson, or you can colour and make them yourself before the lesson.

- 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 name the pictures on the cards they turn over.
- If the cards match, the children can keep the cards, 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 3 • A NEW GAME

Main Objective

To play a game called *Simon says* to practise actions with different body parts.

Key Words

hands, teeth, eyes, nose

Receptive Language

Wash your hands.
 Splish, splash.
 Brush your teeth.
 Round and round.
 Touch your eyes.
 Blink.
 Touch your nose.
 Tap.

Classroom Language

What is it?
 Touch your (nose).
 Wash your hands.
 Simon says...
 Point to a body part, please.
 Is it (teeth)?

Activities

Sing the *Wash your hands* song.
 Play *Whispered words*, *Simon says*, *What are you pointing at?* and *What's missing?*

Materials Checklist

- Peter hand puppet
- CD 2–3, 8 (routine songs), CD 27–28
- flashcards 22–25 (*hands, teeth, eyes, nose*)
- If there is time: body part mini flashcards (Worksheet 18)

Notes

Warm-up

1. Welcome the children. CD 2–3

- When the children are all in the classroom, encourage them to sit in a circle. While you are making a circle, you can sing or play the *Circle song* (See Introduction, p. 17).
- 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. 17).

2. Sing the *Wash your hands* song. CD 27–28

- Play the song and encourage the children to do the action for each body part as they hear it in the song (See Lesson 2 for the song lyrics and suggested actions).
- Alternatively, use the karaoke version of the song and have the children join in.

Carpet Time

3. Play *Whispered words*.

- Put the body part flashcards on the floor in the centre of the circle. Point to each of the cards and elicit the word from the children.
- Say **Shh!** and then whisper or silently mouth one of the body words from the flashcards, for example say **Nose.** and point to your mouth as you say it to indicate that the children should read from your lips.
- In a normal voice say **What is it?** and again whisper or silently say **Nose.**
- 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 or silently saying different body words for the children to guess.

4. Play *Simon says*.

- Say **Touch your nose.** and encourage the children to point to their own nose.
- If the children are unsure which body part you have named, you can point to the flashcard as well as giving the instruction to the children.
- Also ask the children to do some of the actions from the *Wash your hands* song, for example, say **Wash your hands.** and encourage the children to mime washing their hands.
- Once the children seem confident and are doing the correct actions when asked, you can introduce *Simon says*.
- Explain the game to the children by demonstration (and using their first language if necessary).

- If an instruction is given after saying **Simon says...**, then the children should do the action. If you do not say **Simon says...**, then the children should not do the action.
- Continue to play the game sometimes saying **Simon says...** and sometimes just giving an instruction.
- Praise the children who are listening carefully and only do the action when you say **Simon says...**

5. Play **What are you pointing at?**

- Attach some of the body part flashcards to the board or put them in the centre of the circle.
- Choose one child to stand near the flashcards.
- Stand with your back to the flashcards on the board or in the circle.
- Ask the child to point to one of the flashcards and say **Point to a body part, please.**
- Then try to guess which body part the child is pointing at. Ask **Is it (teeth)?** and encourage all the children to join in answering your questions.
- Continue to guess the body part until the children tell you that you are correct.
- Repeat the game asking a different child to choose one of the flashcards to point to.
- Alternatively, you could invite confident children to take your place and guess which body part another child is pointing at.
- Or, if the children seem confident with the body vocabulary, you could add a few flashcards from previous units in *Hooray! Starter*.

6. Play **What's missing?**

- Show the children the body part flashcards from this unit and elicit the vocabulary from the children.
- Put the cards on the floor face down so the picture can't be seen.
- Turn the cards over one at a time and elicit the name of the picture on the card until only one card remains face down.
- Encourage the children to name the card which is missing (and is face down). Ask **What's missing?**, then turn the card over to check if the children are correct.
- If the children are interested, play the game again and leave a different card face down.

Rounding Off

7. Sing the **Bye-bye song.** **CD 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 to Peter.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 17).

If there is time...

Play **Musical chairs.** **WS 18**

Preparation Tip!

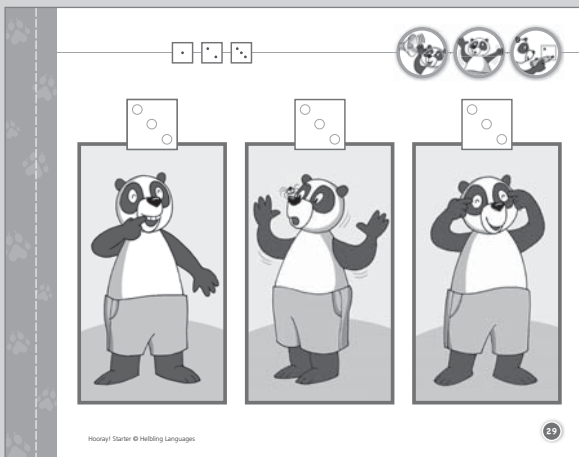
Before the lesson, copy and cut up at least one set of the body part mini flashcards. You need enough sets to have one mini flashcard per child. If you have extra time available, the children can colour and make the mini flashcards during the lesson, or you can colour and make them yourself.

Stick the mini flashcards on the children's chairs so that the children can easily see them. If there aren't enough chairs available in the classroom, then you could use cushions or laminated copies of the mini flashcards instead.

When the worksheet is used for the first time, only use the mini flashcards for the body parts the children have learnt so far.

- Put the chairs (cushions or laminated flashcards) in a place where the children can easily walk around them and sit on them.
- Play some music for the children to move around to. You could use some of the songs that the children have learnt so far in *Hooray! Starter*.
- Then stop the music and say **Sit down.** and encourage the children to sit down on the nearest seat that is available.
- Randomly select one of the normal body part flashcards and show and name the body part. All the children sitting on a chair with a mini flashcard of the same body part are 'out'. Ask these children to stand near you for the next round and then allow them to join back in the game the round after.
- Play the music again and allow the remaining children to move around the chairs and repeat the activity.

LESSON 4 • ACTION STORY



Main Objective

To listen to and join in with a simple action story.

Key Words

hands, teeth, eyes, nose
spider

Receptive Language

Touch your eyes.
Touch your teeth.
There's a spider on your nose. Eek!

Classroom Language

Listen.
Stand up, everyone.

Activities

Introduce and mime the *My body action story*.
Play *Touch the flashcard*.
Order the action story.

Materials Checklist

- Peter hand puppet
- CD 2–5, 8 (routine songs), CD 29
- Student's Book, p. 29
- coloured pencils or crayons
- action story cut-outs (Worksheet 19) (optional)
- scissors, glue and spare paper (optional)
- body part mini flashcards (Worksheet 18)
- If there is time: number or colour mini flashcards (Worksheets 2, 4) (optional)

Notes

Warm-up

1. Welcome the children. CD 2–3

- When the children are all in the classroom, encourage them to sit in a circle. While you are making a circle, you can sing or play the *Circle song* (See Introduction, p. 17).
- 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. 17).

Carpet Time

2. Introduce the *My body action story*.

- Say **Listen**, and then stand where all the children can clearly see you.
- Say the lines from the action story and show the correct action as you say the line.

My body action story

Touch your eyes.

Touch your teeth.

There's a spider on your nose. Eek!

- Repeat the story so the children watch you do it twice.

3. Mime the action story.

- Ask the children to stand up. Say **Stand up, everyone**, and encourage the children to stand up in the circle.
- Repeat the action story and encourage the children to join in and copy your actions as you say each line.
- Do this a couple of times, telling the story in the correct order.
- If the children seem confident with the action story, you can mix up the order of the lines and check they still do the correct actions.

4. Play *Touch the flashcard*. WS 18

Preparation Tip!

If you have extra time available, the children can colour and make the body part mini flashcards (Worksheet 18) during a lesson, or you can colour and make them yourself before the lesson.

If you don't want to use the mini flashcards, you could draw some extra pictures of hands, eyes, etc. on the board around the normal flashcards instead.

- Attach the body part mini flashcards to the board or put them in the centre of the circle. It is best to use two or three sets of mini flashcards so that there is more than one of each card.
- Choose between two and four children to stand in front of the board or in the centre of the circle.

- Select one of the normal flashcards and name the body part for the children as you show them the picture, or you can elicit the name of the body part from the children.
- The children in front of the board or in the centre of the circle should touch all the mini flashcards (or drawings) with the same body part.
- Repeat the game with a different group of children each time.
- As the children become confident with the game, you can name the body part without showing them the picture on the flashcard.

Pencil and Paper

5. Sing the *Table song*. CD 4

- Say ***It's time to sit at the table.*** and indicate to the children that you would like them to go and sit down at the tables.
- While the children are moving to the table, sing or play the *Table song* (See Introduction, p. 17).

6. Order the action story.



Teaching Tip!

If you think the children will find it difficult to order the pictures in the Student's Book, you can use the action story cut-outs (Worksheet 19) instead. You can cut out the pictures on the worksheet before the lesson or help the children with cutting if they are not able to use scissors yet.

- Hold up your copy of the Student's Book open to the correct page and show the children the pictures from the action story.
- Point to each of the pictures and say the actions. You can also encourage the children to do the actions at the table.
- Give the children their Student's Books open to the correct page. Say the actions from the action story again and encourage the children to point to the correct picture.
- Say ***Listen.*** and play the action story on the CD. Encourage the children to point to the correct picture of each action again.
- Help the children to draw one spot in the square for the first picture in the story, two spots for the second picture and three for the third.
- If you are using the action story cut-outs (Worksheet 19), give each child a copy of the worksheet.
- The children can then move the pictures around and put them in the correct order on the table in front of them. You can also repeat the actions from the action story and ask the children to hold up the correct picture for each action.
- Once the children have ordered the cut up pictures, they can use these to help them number the pictures in the Student's Book.

- If there is time, the children could stick the cut up pictures in the correct order on a clean sheet of paper. This paper could be taken home to show the parents.

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

- If you would like the children to tidy away their crayons and other materials, say ***It's time to tidy up / clean up (AmE).***
- Start to collect the materials and encourage the children to help you.
- While you are picking things up, sing or play the *Tidy up song / Clean up song (AmE)* (See Introduction, p. 17).

Rounding Off

8. Sing the *Bye-bye song*. CD 8

- While at the table, 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 to Peter.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 17).

If there is time...

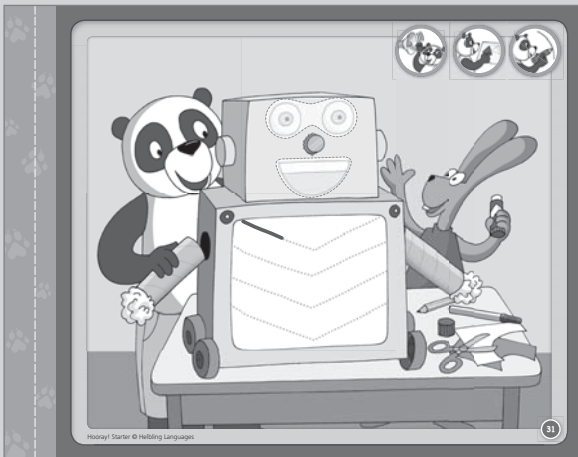
Play *Bingo!* WS 18

Preparation Tip!

You will need enough body part mini flashcards (Worksheet 18) for each child to have one set. If you have extra time available, the children can colour and make the mini flashcards during a lesson, or you can colour and make them yourself before the lesson.

- Put the body part flashcards face down on the floor in front of Peter.
- Help the children to move so that they have a space in front of them and help them to choose three of their mini flashcards to put on the floor with the picture showing.
- Make Peter turn over one of the body part flashcards from his set, and show and say the body part to the children. Then encourage the children to turn over the mini flashcard with the same body part so the picture can't be seen.
- Repeat this until some of the children have turned over all of their mini flashcards and encourage them to shout ***Bingo!*** Peter can then kiss, hug or high-five with the children who have 'Bingo'.
- Turn all the cards back over and repeat the activity, or you could use other sets of cards, for example the number or the colour cards.

LESSON 5 • STORY AND SONG



Main Objective

To listen to a story about making a robot.

Key Words

hands, teeth, eyes, nose, mouth, robot

Receptive Language

Let's make a robot.
Great idea. / Good idea.
Let's make the (hands). Let's draw the (eyes).
Yes, a big mouth. And now the nose.
Lovely. / Great (AmE).
Oh, no! Let's start again.
Let's have some fun.

Classroom Language

Look, a mouth/robot.
Point to (Rosie) / the robot's (eyes).
Stick in the robot's (eyes).
Trace the lines.

Value

To appreciate the value of being creative.

Activities

Introduce *mouth* and *robot*.
Introduce *The robot* story.
Play *What is it?*
Draw the lines on the robot.

Materials Checklist

- Peter hand puppet
- CD 2–6, 8 (routine songs), CD 30
- flashcards 22–27 (*hands, teeth, eyes, nose, mouth, robot*)
- Story cards 19–24 (*The robot*)
- Student's Book, p. 31
- coloured pencils or crayons
- stickers from the appendix of the Student's Book (*robot's eyes and mouth*)
- The robot* mini storybook (Worksheet 20a+b) (optional)

Warm-up

1. Welcome the children. CD 2–3

- When the children are all in the classroom, encourage them to sit in a circle. While you are making a circle, you can sing or play the *Circle song* (See Introduction, p. 17).
- 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. 17).

Carpet Time

2. Introduce *mouth* and *robot*.

- Show the children the flashcard for *mouth*, and say **Look, a mouth.** Then point to your own mouth.
- Say **Mouth.** again and move your mouth while you are pointing at it. Encourage the children to move their mouths with you.
- Then show the children the flashcard for *robot* and say **Look, a robot.** You can also pretend to be a robot and walk around in a circle using robotic movements.
- Say **Robot.** again and pretend to be a robot again.

3. Introduce *The robot* story. CD 6, 30

- If you want to use a transition marker to tell the children that the next activity is a story, then sing or play:

Story song

It's time for a story.

Listen and look.

(Repeat)

- Either read the story from the back of the Story cards, or play the CD 30 and show the Story cards.

The robot

Peter: *Let's make a robot.*

Rosie: *Great idea.*

Let's make the hands.

Peter: *Yes.*

Let's draw the eyes.

Rosie: *Good idea.*

Peter: *Let's draw the mouth.*

Rosie: *Yes, a big mouth.*

Peter: *And now the nose.*

Rosie: *Lovely. / Great (AmE).*

Peter: *Oh, no!*

Rosie: *Let's start again!*

Rosie & Peter (singing):

Let's have some fun.

Let's have some fun.

Let's make a robot.

Let's have some fun.

- If there is time and the children are interested, allow them to listen to the story more than once.

4. Play *What is it?*

- Show the children the body part flashcards. Elicit the body part on each flashcard and show the children the appropriate actions.
- Encourage the children to join in doing the actions for each of the body parts.
- Shuffle the cards and put them in a pile on the floor in the middle of the circle with the pictures facing down.
- Invite one confident child to take the top card without showing it to the others and encourage the child to mime the action for the body part on the flashcard.
- Ask **What is it?** and encourage the other children to tell you what body part the child is miming.
- Continue the game, allowing different children to come to the centre of the circle and take a flashcard.

Pencil and Paper

5. Sing the *Table song*. CD 4

- Say **It's time to sit at the table.** and indicate to the children that you would like them to go and sit down at the tables.
- While the children are moving to the table, sing or play the *Table song* (See Introduction, p. 17).

6. Draw the lines on the robot. SB 31

- Hold up your copy of the Student's Book so all the children can see it clearly.
- Point to the robot in the picture. Ask the children **What is it?** and elicit the word from them.
- Give the children their Student's Books open to the correct page.
- Say **Point to Peter/Rosie.**, then ask the children to point to the body parts on the robot and check they are pointing to the correct area of the picture.
- For the robot's eyes and mouth, say **Point to the robot's (eyes).** and check the children are pointing to the place for the eyes and mouth stickers. Say **Stick in the robot's (eyes).**, monitor the children and help them to stick the stickers in the correct place.
- After the children have finished putting the stickers on the page, say **Trace the lines.** Encourage the children to trace the lines with their fingers first. Then demonstrate tracing the lines on the robot with a pencil.
- Monitor the class while the children trace the lines and praise them for accurate tracing.

Preparation Tip!

You can also print a copy of the mini storybook (Worksheet 20a+b) for each of the children to take home at the end of the lesson. If there is time, the children could colour one of the pages in the lesson, or they can colour it at home with their parents. You will need to cut and fold the mini storybooks for the children before the lesson (See Introduction, p. 11).

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

- If you would like the children to tidy away their crayons and other materials, say **It's time to tidy up / clean up (AmE).**
- Start to collect the materials and encourage the children to help you.
- While you are picking things up, sing or play the *Tidy up song / Clean up song (AmE)* (See Introduction, p. 17).

Rounding Off

8. Sing the *Bye-bye song*. CD 8

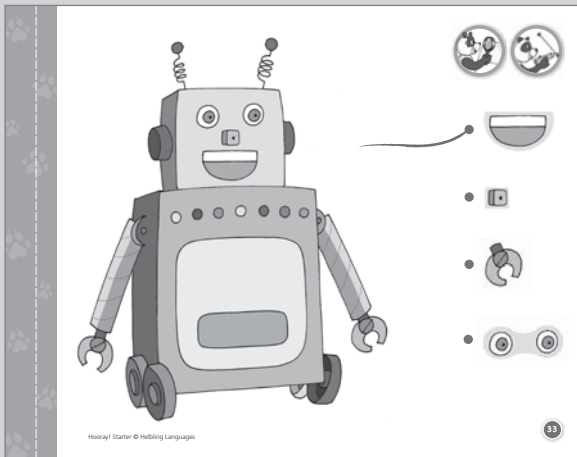
- While at the table, look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back to Peter.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 17).

If there is time...

Play *Pass the flashcards*.

- Ask the children to sit in a circle.
- Select some of the body part flashcards and give each card to a different child in the circle.
- Play some music. You could use some of the songs the children have learnt so far in *Hooray! Starter* or other English songs which the children know.
- While the music is playing encourage the children to pass the flashcards around the circle.
- After a short time stop the music. Encourage the children who are holding flashcards when the music stops to name the picture on their card.
- Play the music again and try to stop it so different children are holding the flashcards each time.
- You could also revise some of the vocabulary from previous units by giving children some other flashcards that the children can name in English.

LESSON 6 • THINKING SKILLS



Main Objective

To match pictures of body parts to the correct place in a picture.

Key Words

hands, teeth, eyes, nose, mouth, robot

Receptive Language

Let's make a robot.
Let's have some fun.
Let's make the (hands).

Classroom Language

Simon says...
Touch your (nose).
Wash your hands.
Are the robot's eyes here?
Where are the robot's eyes?
Draw a line from the (eyes) to the robot.

Thinking Skills

Matching parts of a picture to the same part within the picture.

Activities

Play *Simon says*.
Sing the *Let's make a robot* song.
Play *Touch the flashcards*.
Match the body part to the correct part of the robot.

Materials Checklist

- Peter hand puppet
- CD 2–5, 8 (routine songs), CD 31
- Student's Book, p. 33
- body part mini flashcards (Worksheet 18)
- coloured pencils or crayons

Warm-up

1. Welcome the children. CD 2–3

- When the children are all in the classroom, encourage them to sit in a circle. While you are making a circle, you can sing or play the *Circle song* (See Introduction, p. 17).
- 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. 17).

Carpet Time

2. Play *Simon says*.

- Say **Touch your nose**, and encourage the children to point to their own nose.
- If the children are unsure which body part you have named, you can point to the flashcard as well as giving the instruction to the children.
- Also ask the children to do some of the actions from the *Wash your hands* song, for example, say **Wash your hands**, and encourage the children to mime washing their hands.
- Once the children seem confident and are doing the correct actions when asked, you can start playing *Simon says*.
- Explain the game to the children by demonstration (and using their first language if necessary).
- If an instruction is given after saying **Simon says...**, then the children should do the action. If you do not say **Simon says...**, then the children should not do the action.
- Continue to play the game sometimes saying **Simon says...** and sometimes just giving an instruction.
- Praise the children who are listening carefully and only do the action when you say **Simon says...**

3. Sing the *Let's make a robot* song.



- Play the song from the story and encourage the children to join in.

Let's make a robot

Chorus:
Let's have some fun, let's have some fun.
Let's make a robot, let's have some fun.

Let's make the hands for a robot.
Let's make the hands for a robot.

Chorus

Let's make the eyes for a robot.
Let's make the eyes for a robot.

Chorus

*Let's make the mouth for a robot.
Let's make the mouth for a robot.*

Chorus

*Let's make the nose for a robot.
Let's make the nose for a robot.*

Chorus

- Play the song again and encourage the children to join in with you.

4. Play **Touch the flashcard**. **WS 18**

Teaching Tip!

If you have extra time available, the children can colour and make the mini flashcards during a lesson, or you can colour and make them yourself before the lesson.

If you don't want to use the body part mini flashcards (Worksheet 18), you could draw some extra pictures of hands, eyes, etc. on the board around the normal flashcards instead.

- Attach the body part mini flashcards to the board or put them in the centre of the circle. It is best to use two or three sets of mini flashcards so that there is more than one of each card.
- Choose between two and four children to stand in front of the board or in the centre of the circle.
- Select one of the normal flashcards and name the body part for the children as you show them the picture, or you can elicit the name of the body part from the children.
- The children in front of the board or in the centre of the circle should touch all the mini flashcards (or drawings) with the same body part.
- Repeat the game with a different group of children each time.
- As the children become confident with the game, you can name the body part without showing them the picture on the flashcard.

Pencil and Paper

5. Sing the **Table song**. **CD 4**

- Say **It's time to sit at the table**. and indicate to the children that you would like them to go and sit down at the tables.
- While the children are moving to the table, sing or play the *Table song* (See Introduction, p. 17).

6. Match the body part to the correct part of the robot. **SB 33**

- Hold up your Student's Book open to the correct page so all the children can see it clearly.
- Point to each of the body parts on the right side of the page in turn and ask the children **What is it?**
- Point to the robot's tummy and say **Are the robot's eyes here?** When the children say **No!** invite one of the children to point to the eyes on the robot. Say **Where are the robot's eyes?**
- Give the children their Student's Book open to the correct page.
- Say **Draw a line from the (eyes) to the robot**. and demonstrate by drawing a line from the eyes on the right side of the page to the correct place on the robot picture.
- Monitor the children while they are working and encourage them to join all the body parts on the right side of the page to the picture of the robot. Praise the children for good work.

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

- If you would like the children to tidy away their crayons and Student's Books, say **It's time to tidy up / clean up (AmE)**.
- Start to collect the materials and encourage the children to help you.
- While you are picking things up, sing or play the *Tidy up song / Clean up song (AmE)* (See Introduction, p. 17).

Rounding Off

8. Sing the **Bye-bye song**. **CD 8**

- While at the table, 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 to Peter.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 17).

If there is time...

Sing the songs you remember.

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

EXTRA LESSON 1 (OPTIONAL)

(Can be used after the action story has been introduced in Lesson 4)

Main Objective

To sing a song about body parts and join in with an action story.

Key Words

hands, teeth, eyes, nose

Receptive Language

Wash your hands.
 Splish, splash.
 Brush your teeth.
 Round and round.
 Touch your eyes.
 Blink.
 Touch your nose.
 Tap.

Classroom Language

Who is it?
 What is it?
 Cut out Peter.
 Where does it go?
 Stick on the (nose).

Activities

Sing the *Wash your hands* song.
 Mix up the *My body action story*.
 Play *What is it?*
 Cut and stick Peter's face.

Materials Checklist

- Peter hand puppet
- CD 2–5, 8 (routine songs), CD 27–28
- flashcards 22–26 (*hands, teeth, eyes, nose, mouth*)
- Peter face outline and body parts (Worksheet 21)
- scissors and glue

Notes

Warm-up

1. Welcome the children. CD 2–3

- When the children are all in the classroom, encourage them to sit in a circle. While you are making a circle, you can sing or play the *Circle song* (See Introduction, p. 17).
- 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. 17).

Carpet Time

2. Sing the *Wash your hands* song. CD 27–28

- Play the song and encourage the children to do the action for each body part as they hear it in the song (See Lesson 2 for the song lyrics and suggested actions).
- Alternatively, use the karaoke version of the song (CD 28).

3. Mix up the *My body action story*.

- Tell the children the three actions from the action story and do the actions as you name each one.
- Encourage the children to join in with the actions as you name them.
- Then say the actions, but in a different order from the action story. Encourage the children to try and do the correct action when they hear it.
- Continue asking the children to do different actions while they are interested.
- If they become confident with the actions, you can say them quicker or encourage some of the children to join in saying some of the actions with you.

4. Play *What is it?*

- Show the children the body part flashcards. Elicit the body part on each flashcard and show the children the appropriate actions.
- Encourage the children to join in doing the actions for each of the body parts.
- Shuffle the cards and put them in a pile on the floor in the middle of the circle with the pictures facing down.
- Invite one confident child to take the top card without showing it to the others and encourage the child to mime the action for the body part on the flashcard.
- Ask **What is it?** and encourage the other children to tell you what body part the child is miming.
- Continue the game, allowing different children to come to the centre of the circle and take a flashcard.

Pencil and Paper

5. Sing the *Table song*. CD 4

- Say ***It's time to sit at the table.*** and indicate to the children that you would like them to go and sit down at the tables.
- While the children are moving to the table, sing or play the *Table song* (See Introduction, p. 17).

6. Cut and stick Peter's face. WS 21

Preparation Tip!

If the children are not able to use scissors yet, you might need to cut out the face outline and the body parts before the lesson.

- Hold up the worksheet so all the children can see it clearly. Point to the outline of Peter's face and ask the children ***Who is it?***
- Then point to the nose, mouth and eyes and ask ***What is it?*** and elicit the correct body words from the children.
- Give each of the children a copy of the worksheet and say ***Cut out Peter.*** Demonstrate by cutting around Peter's face outline. Then ask the children to cut out the body parts.
- Monitor the children and praise them for neat and careful cutting.
- When the children have cut out all of the pieces, hold up the outline of Peter's face and one of the cut out body parts (for example the nose).
- Say ***Where does it go?*** and encourage the children to show you where you should stick each of the body parts.
- Then say ***Stick on the (nose).*** and monitor the children while they stick the body parts on the face.
- When the children have finished, you can collect and display the faces in the classroom, or the children can take them home to show to their parents.

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

- If you would like the children to tidy away their materials, say ***It's time to tidy up / clean up (AmE).***
- Start to collect the materials and encourage the children to help you.
- While you are picking things up, sing or play the *Tidy up song / Clean up song (AmE)* (See Introduction, p. 17).

Rounding Off

5. Sing the *Bye-bye song*. CD 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 to Peter.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 17).

If there is time...

Play *Musical flashcards*.

- Place all the body part 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 can't move is best).
- Point to each of the cards around the room and elicit the body part from the children.
- Play some music for the children to move around to. You could use some of the songs that the children have learnt so far.
- Stop the music and encourage the children to choose a body part and stand near the flashcard.
- Once all the children are by a flashcard say a body part. All the children standing by 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 move around the room and repeat the activity.

EXTRA LESSON 2 (OPTIONAL)

(Can be used after the story has been introduced in Lesson 5)

Main Objective

To sing a song about making a robot.

Key Words

hands, teeth, eyes, nose, mouth, robot

Receptive Language

Let's have some fun.
Let's make a robot.
Let's make the (hands).

Classroom Language

What is it?
Colour / Cut out the robot.

Activities

Tell *The robot* story again.
Sing the *Let's make a robot* song.
Play *Flash the flashcard*.
Make a robot.

Materials Checklist

- Peter hand puppet
- CD 2–6, 8 (routine songs), CD 30–32
- flashcards 22–26 (*hands, teeth, eyes, nose, mouth*)
- Story cards 19–24 (*The robot*)
- robot outline (Worksheet 22)
- coloured pencils or crayons
- scissors and glue
- If there is time: body part mini flashcards (Worksheet 18)

Notes

Warm-up

1. Welcome the children. CD 2–3

- When the children are all in the classroom, encourage them to sit in a circle. While you are making a circle, you can sing or play the *Circle song* (See Introduction, p. 17).
- 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. 17).

Carpet Time

2. Tell *The robot* story again. CD 6, 30

- If you want to use a transition marker to tell the children that the next activity is a story, then sing or play:

Story song

*It's time for a story.
Listen and look.
(Repeat)*

- Either read the story from the back of the Story cards, or play the CD 30 and show the Story cards.
- Encourage the children to join in with some parts of the story, for example, they can copy some of your facial expressions or movements.
- You can also point to the characters or the robot and elicit the correct words from the children.
- If there is time and the children are interested, allow them to listen to the story more than once.

3. Sing the *Let's make a robot* song.

 CD 31–32

- Play the song from the story and mime doing the actions that are described in the song.

Let's make a robot

Chorus:
*Let's have some fun, let's have some fun.
Let's make a robot, let's have some fun.*

*Let's make the hands for a robot.
Let's make the hands for a robot.*

Chorus

*Let's make the eyes for a robot.
Let's make the eyes for a robot.*

Chorus

*Let's make the mouth for a robot.
Let's make the mouth for a robot.*

Chorus

*Let's make the nose for a robot.
Let's make the nose for a robot.*

Chorus

- Play the song again and encourage the children to join in with you.
- Once the children are confident singing the song, you can also use the karaoke version (CD 32).

4. Play **Flash the flashcard**.

- Show the children the body part flashcards and elicit the body parts.
- Mix the cards in your hands so neither you nor the children know the order of the cards.
- Make Peter hold the flashcards so you can see the first card but the children can't. Quickly rotate or fan the cards so the children get a quick glimpse of which flashcard is on top and say **What is it?**
- Encourage the children to name the body part they think they can see. Gradually slow down the speed with which you rotate or fan the card until the children can correctly name the body part.
- Repeat this with different body parts or to make it harder, add some flashcards from other units as well.

Pencil and Paper

5. Sing the **Table song**. CD 4

- Say **It's time to sit at the table**, and indicate to the children that you would like them to go and sit down at the tables.
- While the children are moving to the table, sing or play the *Table song* (See Introduction, p. 17).

6. Make a robot. WS 22

- Hold up the worksheet so all the children can see it clearly. Point to the outline of the robot and ask the children **What is it?**
- Then point to the nose, mouth, eyes and hands and elicit the words from the children.
- Say **Colour the robot** and demonstrate by starting to colour your copy of the robot worksheet.
- Give each of the children a copy of the worksheet and allow them to colour the robot.
- If the children can use scissors, say **Cut out the robot**, and demonstrate by cutting out the robot on your worksheet. The children will need to cut out the arms and then glue them to the robot.
- Help the children to fold along the dotted lines, glue the robot's body and stick the arms to the sides.
- At the end of the Pencil and Paper activity, collect the robots from the children and display them in the classroom, or let the children take the robots home to show to their parents.

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

- If you would like the children to tidy away their crayons and other materials, say **It's time to tidy up / clean up (AmE)**.
- Start to collect the materials and encourage the children to help you.
- While you are picking things up, sing or play the *Tidy up song / Clean up song (AmE)* (See Introduction, p. 17).

Rounding Off

5. Sing the **Bye-bye song**. CD 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 to Peter.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 17).

If there is time...

Play **Treasure hunt**. WS 18

Preparation Tip!

Before the lesson, prepare several copies of the body part flashcards or body part mini flashcards and hide them around the classroom. If you have extra time available, the children can colour and make the mini flashcards during a lesson, or you can colour and make them yourself.

Make sure it is possible for the children to find and reach the cards. If it is nice weather and you have a safe area to use outside, you might want to hide the mini flashcards outside for the children to find.

- Tell the children which body part they are looking for, for example say **Can you find the nose?** and show the children the flashcard for *nose*.
- Encourage the children to search the classroom or the outside area and bring you any *nose* flashcards that they find.
- When the children have found all the copies, then ask them to look for other body parts and bring you these.
- If there is time, you can encourage the children to close their eyes and hide the cards for them to find again.