

Herbert Puchta & Günter Gerngross

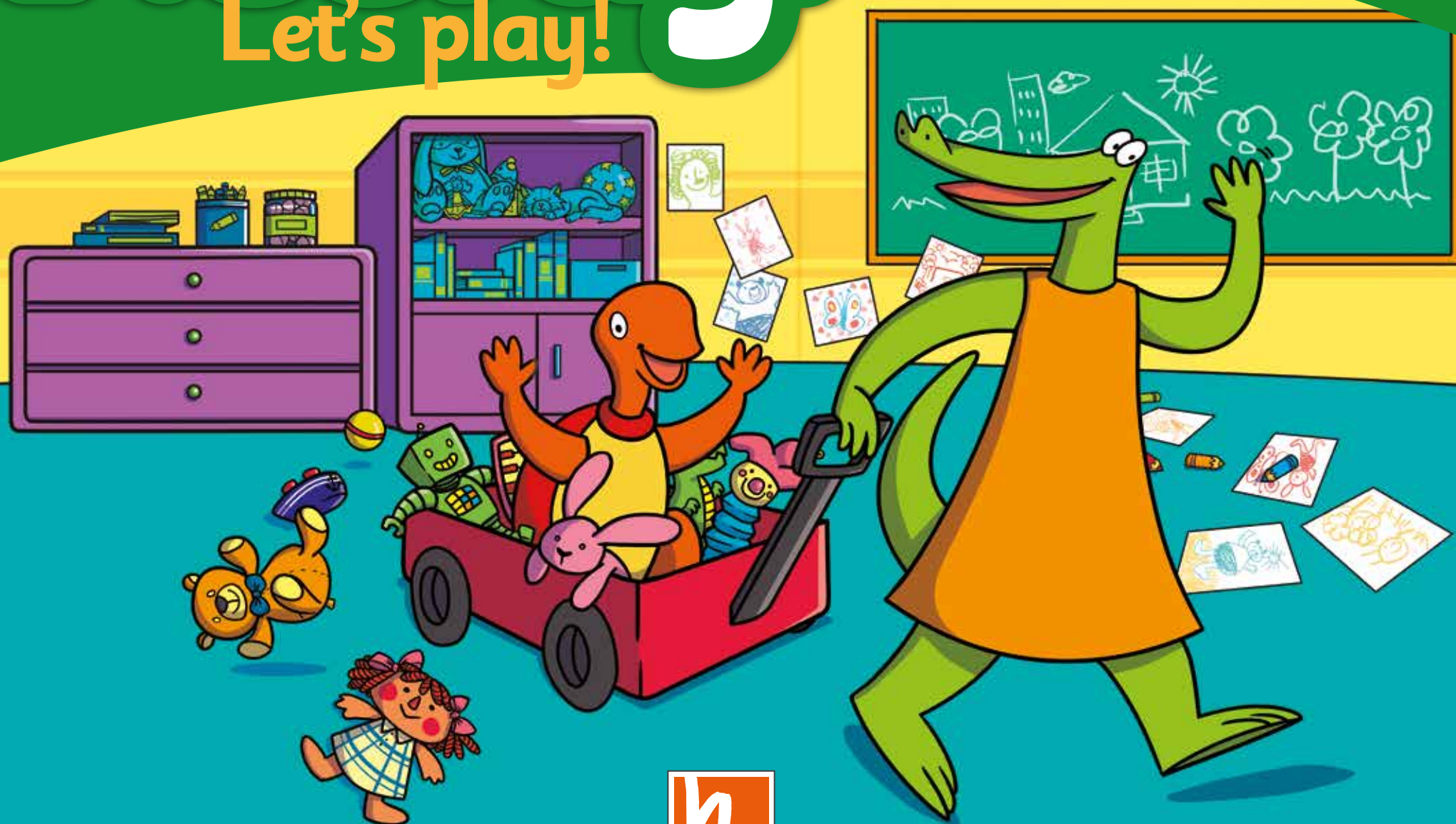
Student's Book

A

Hooray!

Let's play!

Second Edition



Contents

Unit Welcome 3

Unit 1 Colours 13

Unit 2 Numbers 29

Review 1 Units 1 & 2 45

Unit 3 Move your body 47

Unit 4 Toys 63

Review 2 Units 3 & 4 79

Unit 5 Clothes 81

Unit 6 Party 97

Review 3 Units 5 & 6 113

Extra Unit Birthday party 115

Extra Unit Love our planet .. 117

Unit

Lesson 1

Welcome



Listen, find and circle.

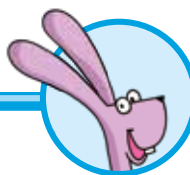
- Play the *Welcome chant*. 
- Point to each animal as you say or hear them in the chant.
- Demonstrate the actions for the animals and encourage the children to join in.
- Ask the children to find the four animals and circle them.

Welcome chant

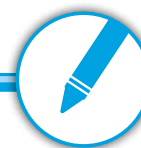
Panda, panda,
Turtle, turtle,
Rabbit, rabbit,
Crocodile.

Panda, panda,
Turtle, turtle,
Rabbit, rabbit,
Crocodile.

For
early
finishers



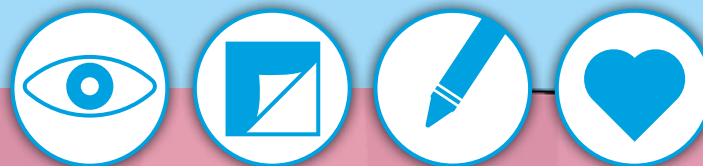
Colour.



Unit

Lesson 2

Welcome



Watch, stick in and colour.

- Watch the *Hello* video.  
- Ask the children to stick the stickers in the correct place and to colour Rosie's shirt and Connie's dress.
- ♥ **Value: Friendship.** Ask the children about their friends, reminding them that Rosie, Peter, Connie and Tom are friends. What are their friends' names? Do they sing songs with their friends? Is having friends good?



Worksheets 3 a-b

Fold and cut. Colour the mini storybook.

Hello (a story)

Peter: Hello, I'm Peter. I'm a panda.

Rosie: Hello, I'm Rosie. I'm a rabbit.

Tom: Hello, I'm Tom. I'm a turtle.

Connie: Hello, I'm Connie. I'm a crocodile.

All: Now let's sing a song. Hooray!

(All characters singing)

Peter: Hello, I'm Peter. I'm a panda, a panda.

Rosie: Hello, I'm Rosie. I'm a rabbit, a rabbit.

Tom: Hello, I'm Tom. I'm a turtle, a turtle.

Connie: Hello, I'm Connie. I'm a crocodile, a crocodile.

All: Hello, hello, hey, hooray.

Hey, hey, hey, hey, hey, hey.

Hello, hello, hey, hooray.

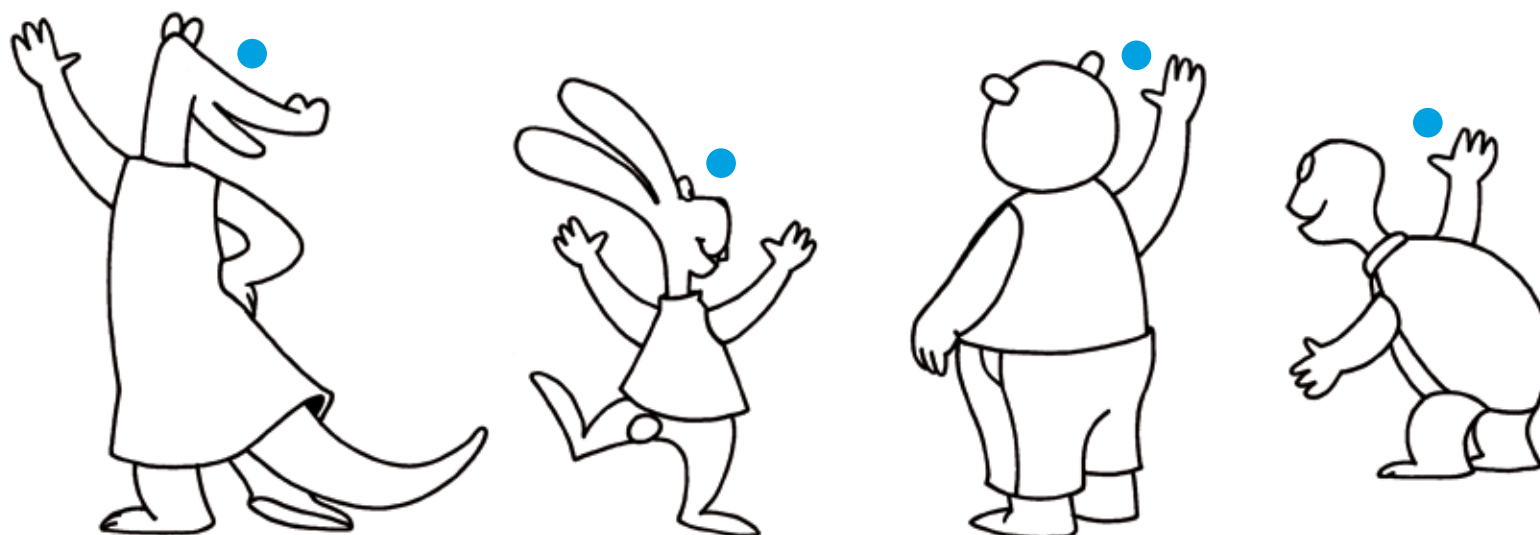
Hey, hey, hey, hooray, hooray!



Unit

Lesson 3

Welcome



Sing, match and colour.

- Play the *Hello, I'm Peter* song. 
- Ask the children to listen to the song, watch you doing the actions, then join in with the actions.
- Ask the children to match and colour the pictures.

Hello, I'm Peter (a song)

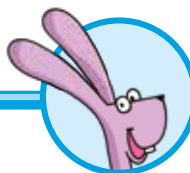
Hello, I'm Peter. I'm a panda, a panda. Hello, I'm Tom. I'm a turtle, a turtle.
Hello, I'm Rosie. I'm a rabbit, a rabbit. Hello, I'm Connie. I'm a crocodile, a crocodile.

Chorus:

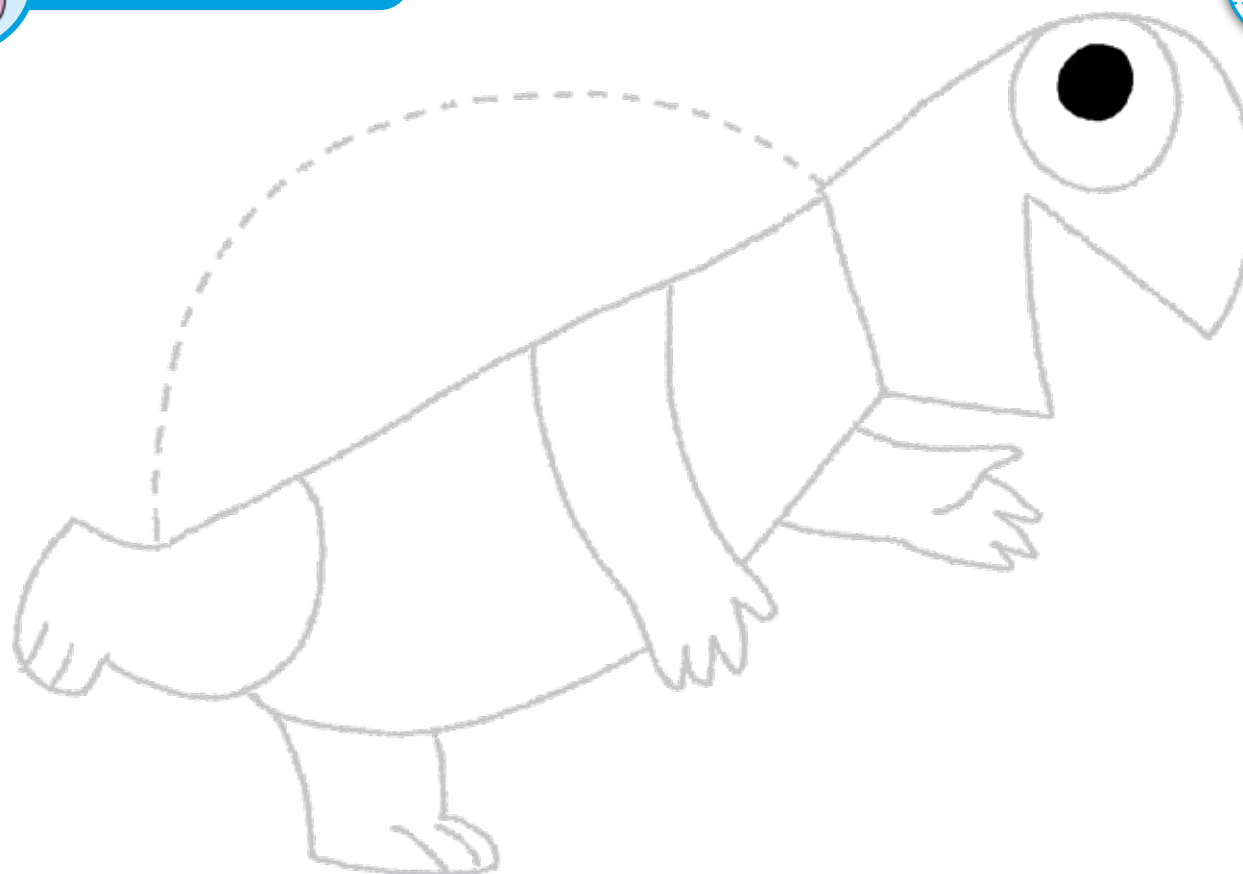
*Hello, hello, hey, hooray.
Hey, hey, hey, hey, hey, hey.
Hello, hello, hey, hooray.
Hey, hey, hey, hooray, hooray!*

Chorus

For
early
finishers



Trace. Colour.

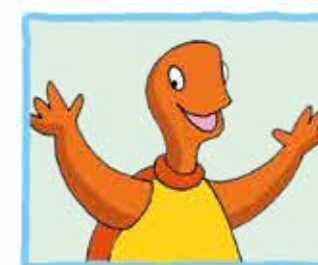
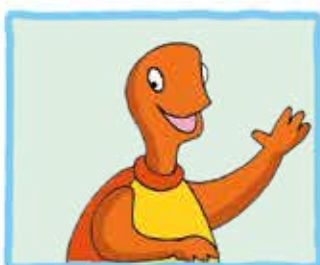


Unit

Lesson 4

Welcome

Thinking Skills



Find and circle.

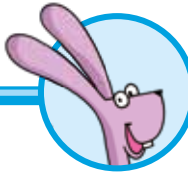
- Ask the children to look and circle the same picture.



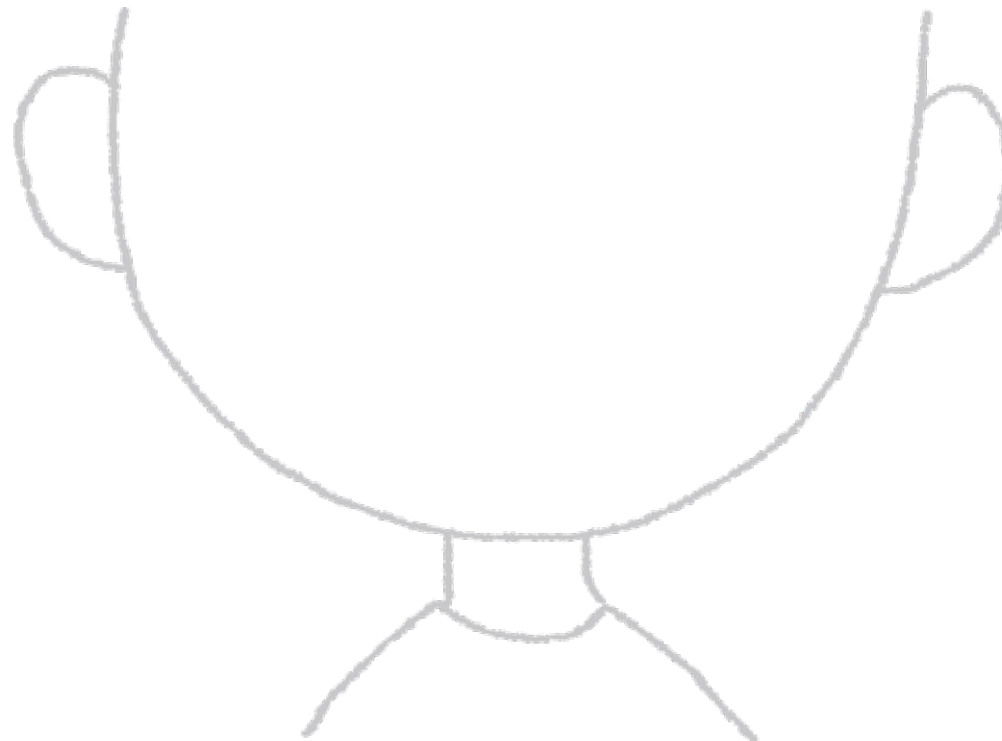
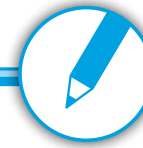
Worksheet 4

Colour the bits to make a picture of Rosie and Peter.

For
early
finishers



Draw yourself.

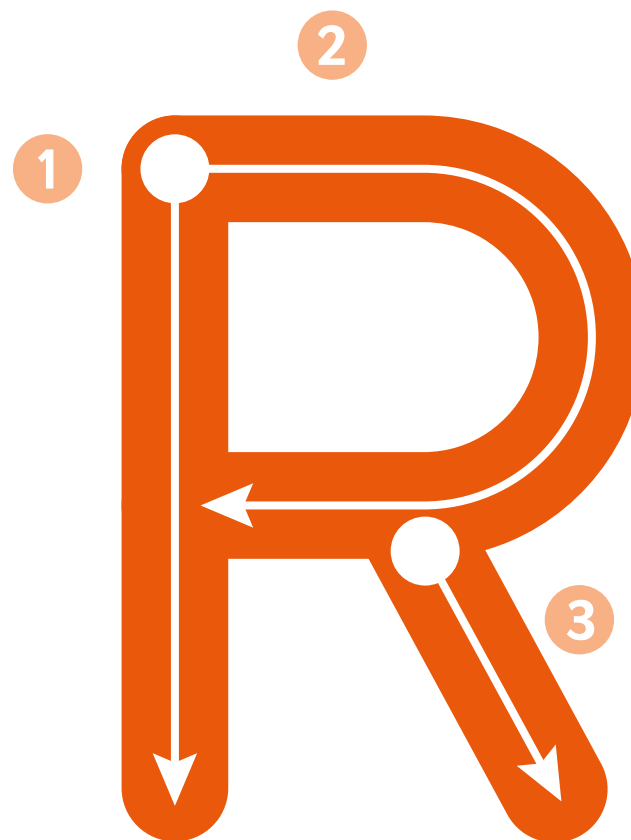


Unit

Lesson 5

Welcome

Phonics



Introduce the /r/ sound and the letter 'R'

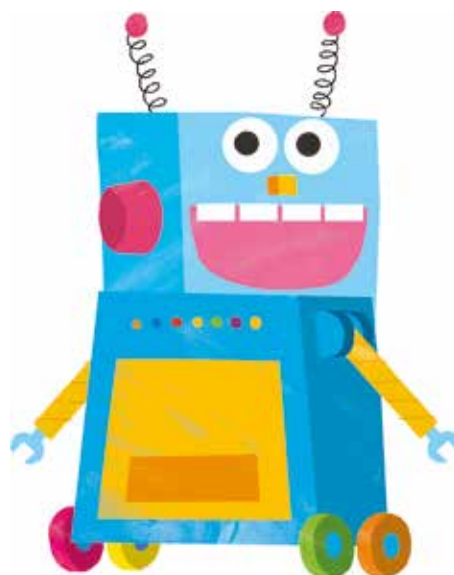
- Listen and repeat. Listen and point. 
- Use your finger to trace the letter.

Unit

Lesson 5

Welcome

Phonics



Introduce the grapheme 'R'

- Listen and point. Listen and circle.  14

Unit 1 Colours

Lesson 1



Listen and colour.

- Play the *Colours chant*. (15)
- Point to each of the crayons on the page as you say or hear the colours.
- Repeat the chant and encourage the children to join in and point at the colours.
- Ask the children to colour the crayons.



Worksheet 5

Colour the mini flashcards.

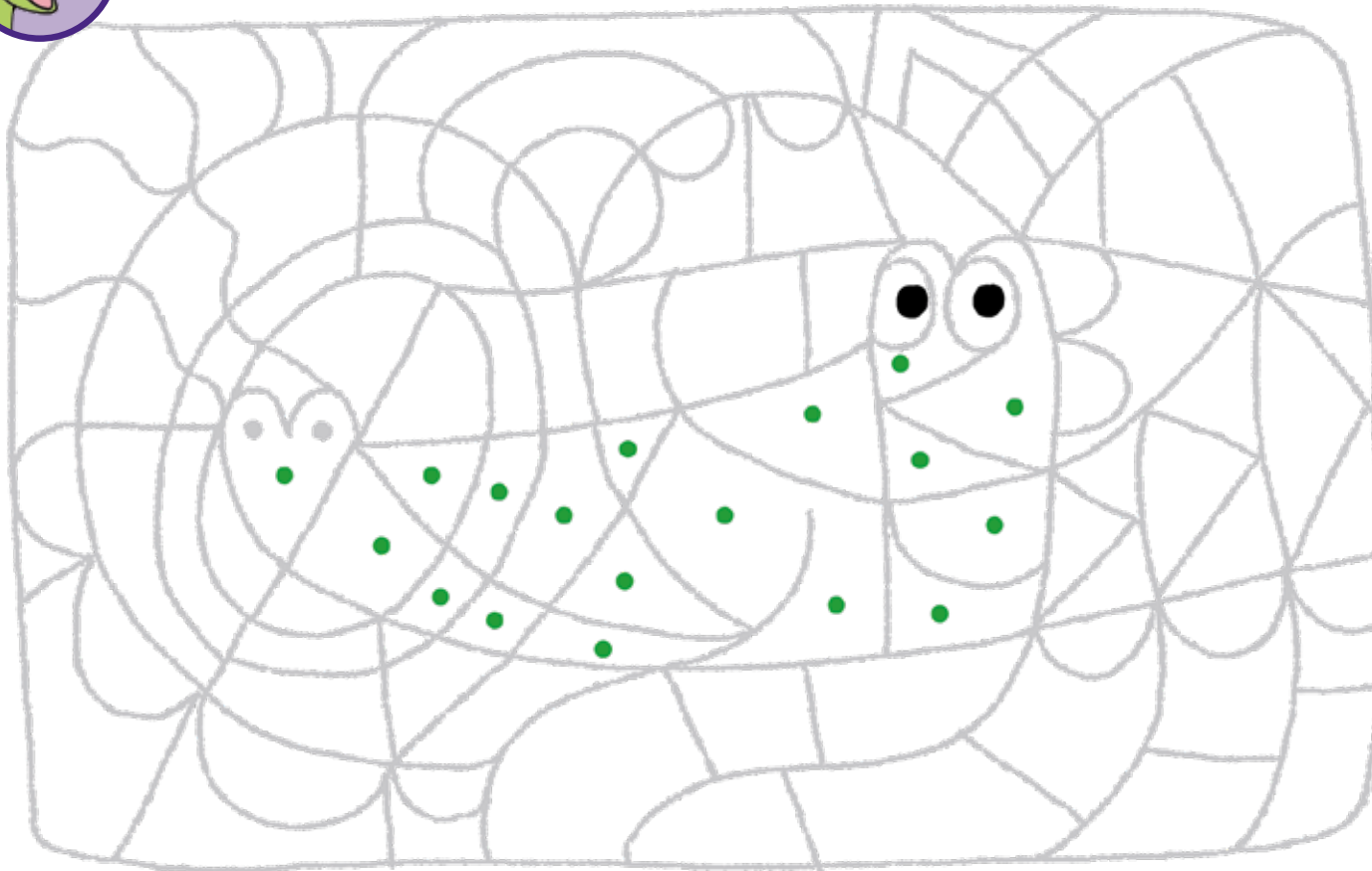
Colours chant

Red, green, blue,
Yellow, orange, pink for you.

For
early
finishers



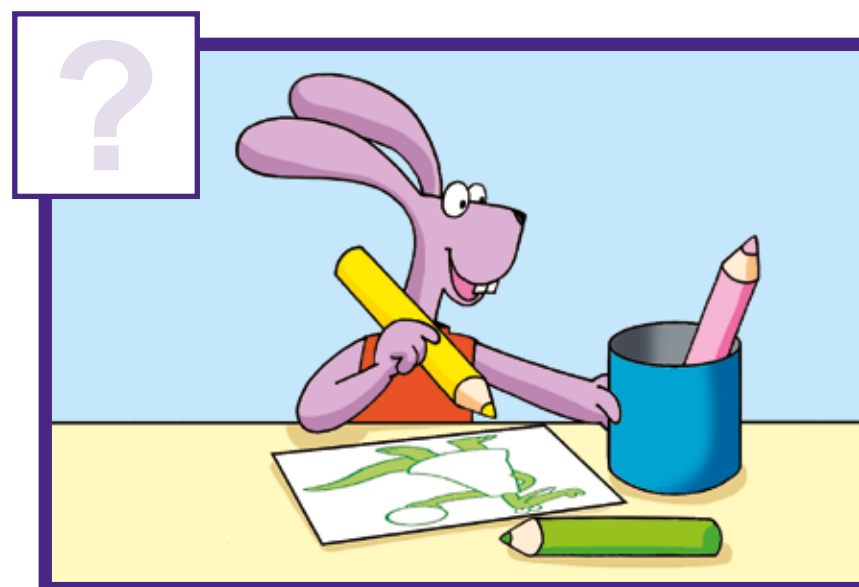
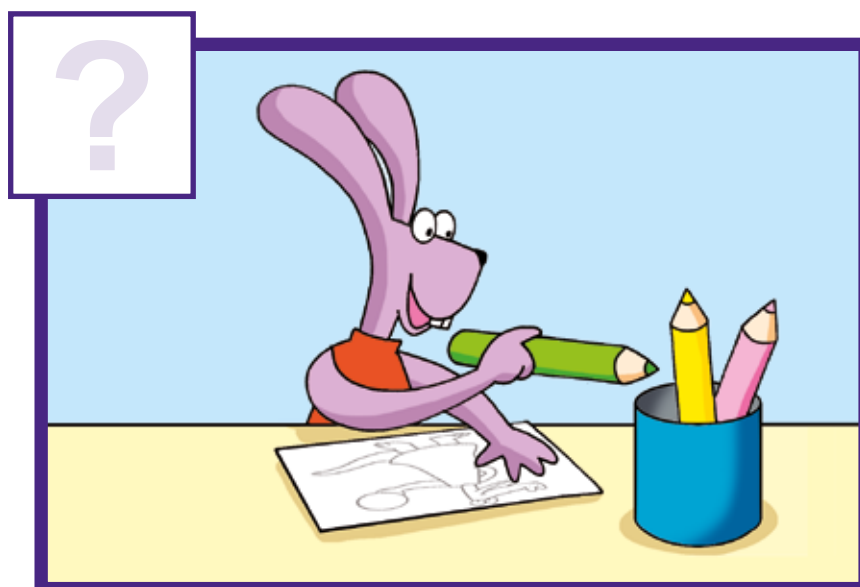
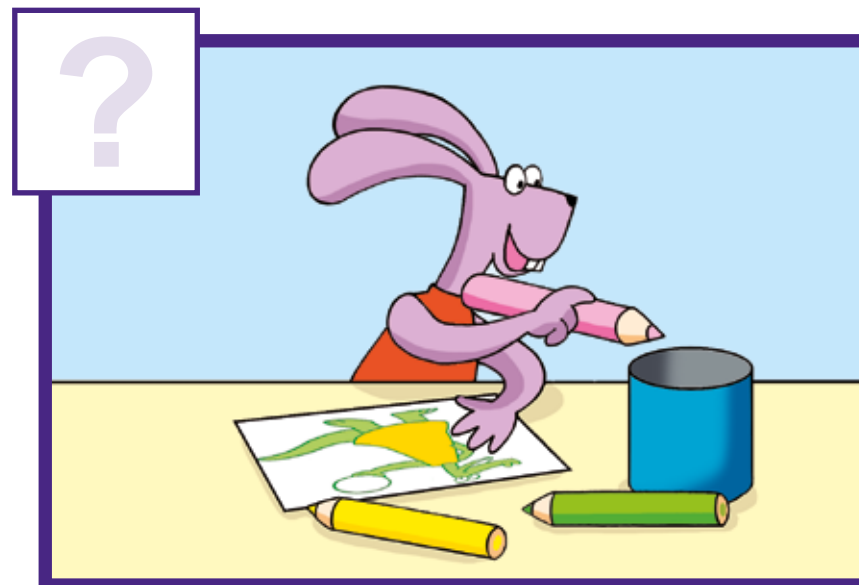
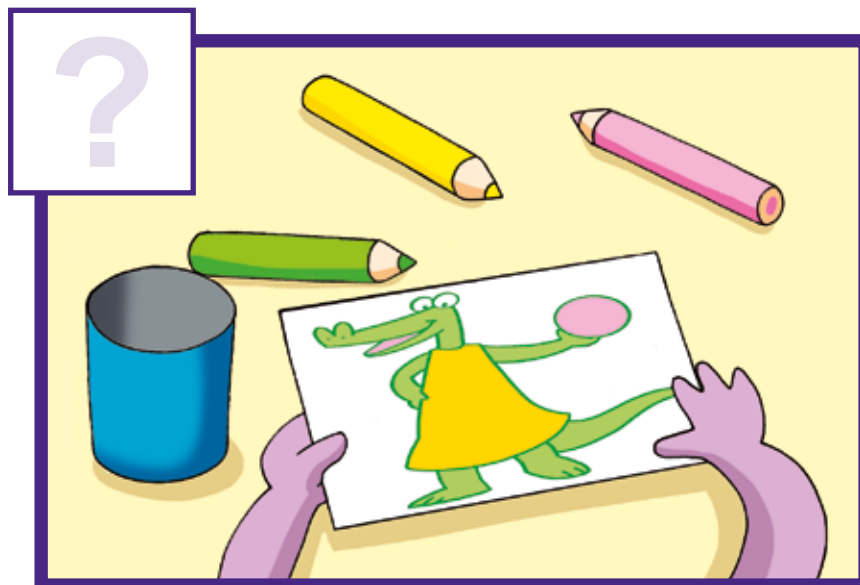
Colour.



Unit 1

Lesson 2

Colours



Listen, act out, then number.

- Play the *Colours action story* and act it out.  16
- Encourage the children to listen and join in with the actions.
- Play the action story again and ask the children to draw the correct number of dots / write the correct number in the square next to each picture.



Worksheet 6 Colour Connie.

Colours action story

Take a green pencil.

Take a yellow pencil.

Take a pink pencil.

Colour the picture. It's Connie.

For
early
finishers



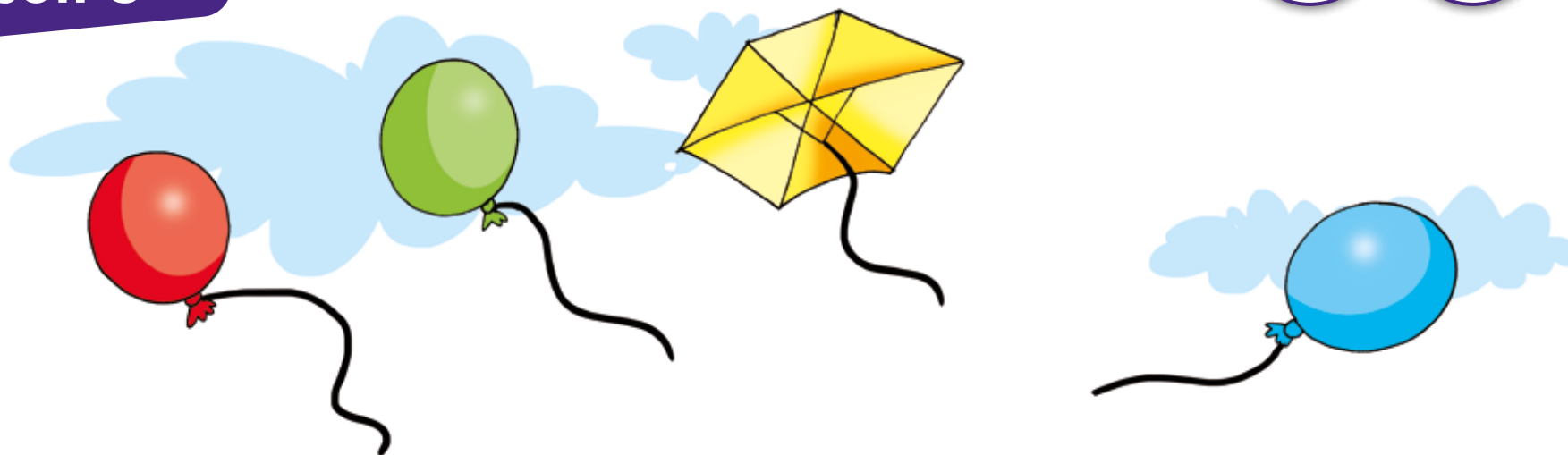
Trace.



Unit 1

Lesson 3

Colours



Sing, match and draw.

- Play the *A blue balloon for Rosie* song.  17
- Let the children listen to the song, watch you doing the actions, then join in with the actions.
- Ask the children to match the characters to the balloons and encourage them to draw themselves.



Worksheets 7 a-b

Make a mini kite.

A blue balloon for Rosie (a song)

A blue balloon for Rosie,
A blue balloon for Rosie.

A green balloon for Connie,
A green balloon for Connie.

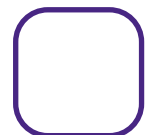
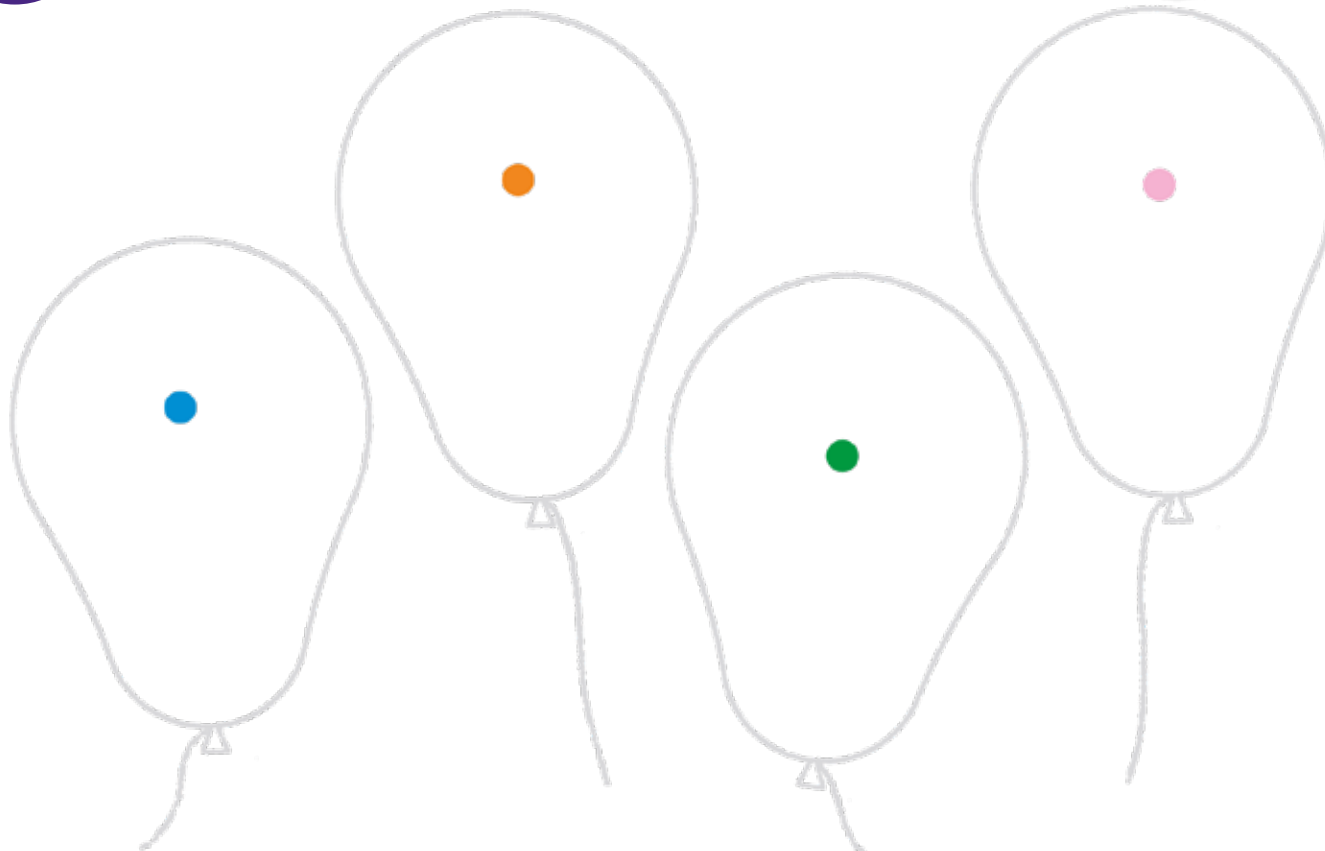
A red balloon for Tom,
A red balloon for Tom.

A yellow kite for me,
A yellow kite for me.

For
early
finishers



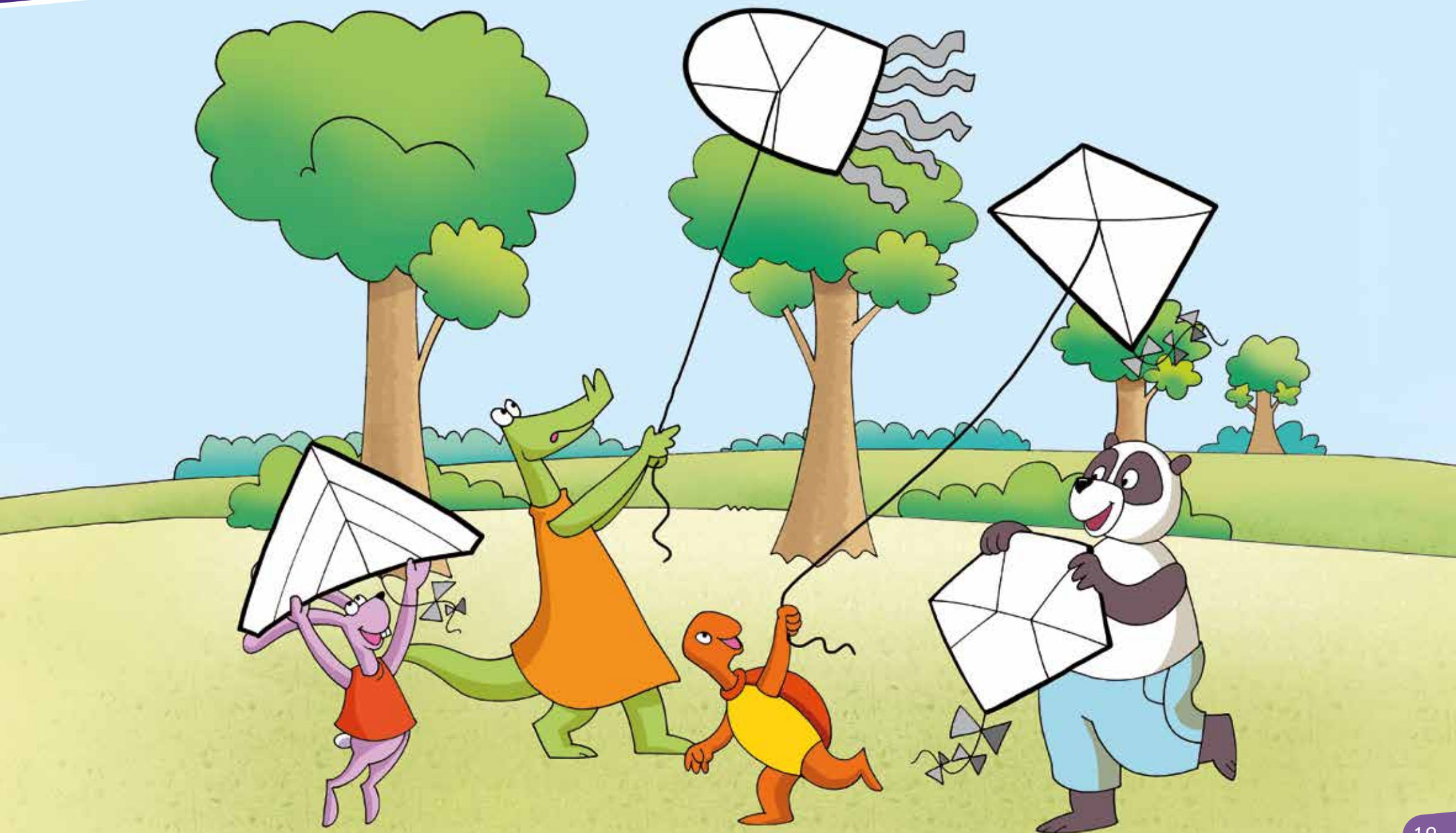
Count. Colour.



Unit 1

Lesson 4

Colours



Listen and colour.

- Play the *Colours listening activity*.  19
- Ask the children to listen and colour the kites.



Worksheet 8



Listen and colour the balloons.

Colours listening activity

Colour Peter's kite orange.

Colour Rosie's kite blue.

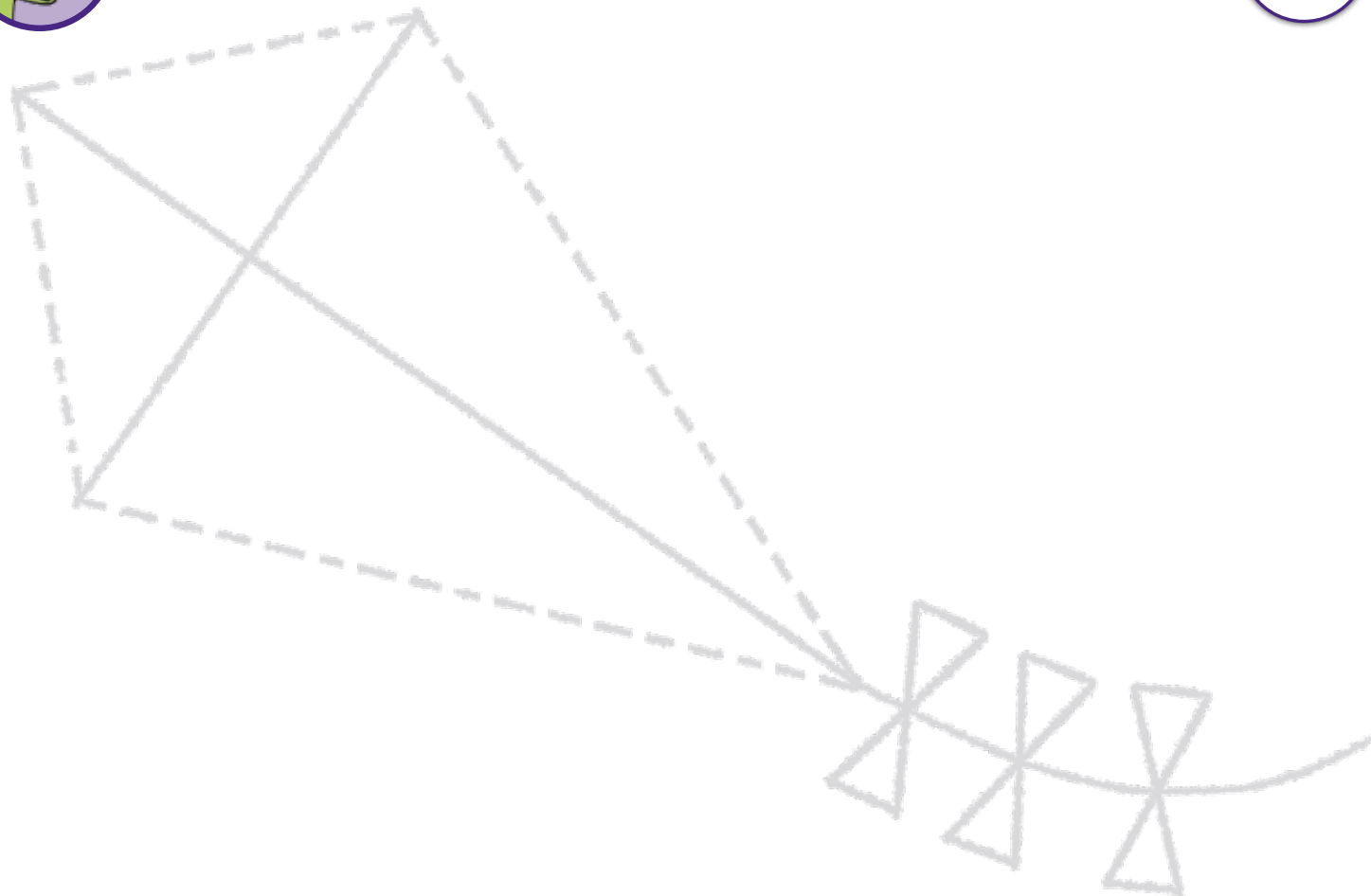
Colour Tom's kite green.

Colour Connie's kite pink.

For
early
finishers



Trace. Colour.



Unit 1

Lesson 5

Colours



Watch, stick in and colour.

- Watch *The kites* video.   21

- Ask the children to stick the stickers in the correct place and colour the tree.

♥ **Value: Working together.** Remind children of the story and how the characters solved the problem with the kites by working together.

Ask the children if they like working together with others. Is it good to help each other?

Do they like helping others? Can they think of a time they solved a problem by working together?



Worksheets 9 a-b

Fold and cut. Colour the mini storybook.

The kites (a story)

*Tom, Peter
& Connie:*

Hello, Rosie.

Rosie:

Hello, Connie. Hello, Peter.
Hello, Tom.

Tom:

What's the matter?

Rosie:

Look, my yellow kite.

Tom:

I've got an idea.

Rosie:

Great.

Tom:

Look, Rosie.

Rosie:

Great idea.

Peter:

Go, Tom, go.

Tom:

Oh, no. My blue kite.

Rosie:

And my yellow kite.

Connie:

I've got an idea.

Rosie & Tom:

Great.

Connie:

Look, Rosie. Look, Tom.

Rosie & Tom:

Great idea.

Peter:

Go, Connie, go.

Rosie:

Thank you, Connie.

Tom:

Thank you.

Connie:

Oh, no. My red ball.

Peter:

Look, Connie.

Rosie:

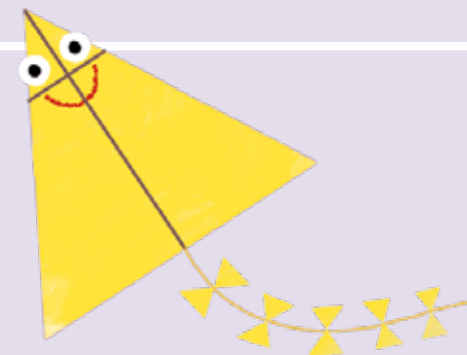
Great idea.

Tom:

Go, Peter, go.

All:

Hooray!

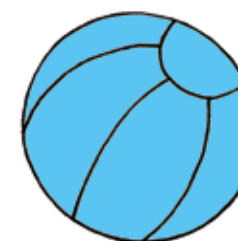
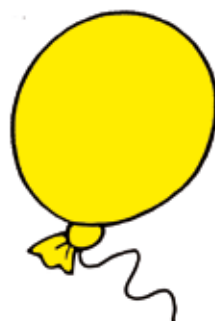
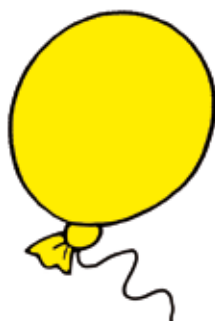


Unit 1

Lesson 6

Colours

Thinking Skills



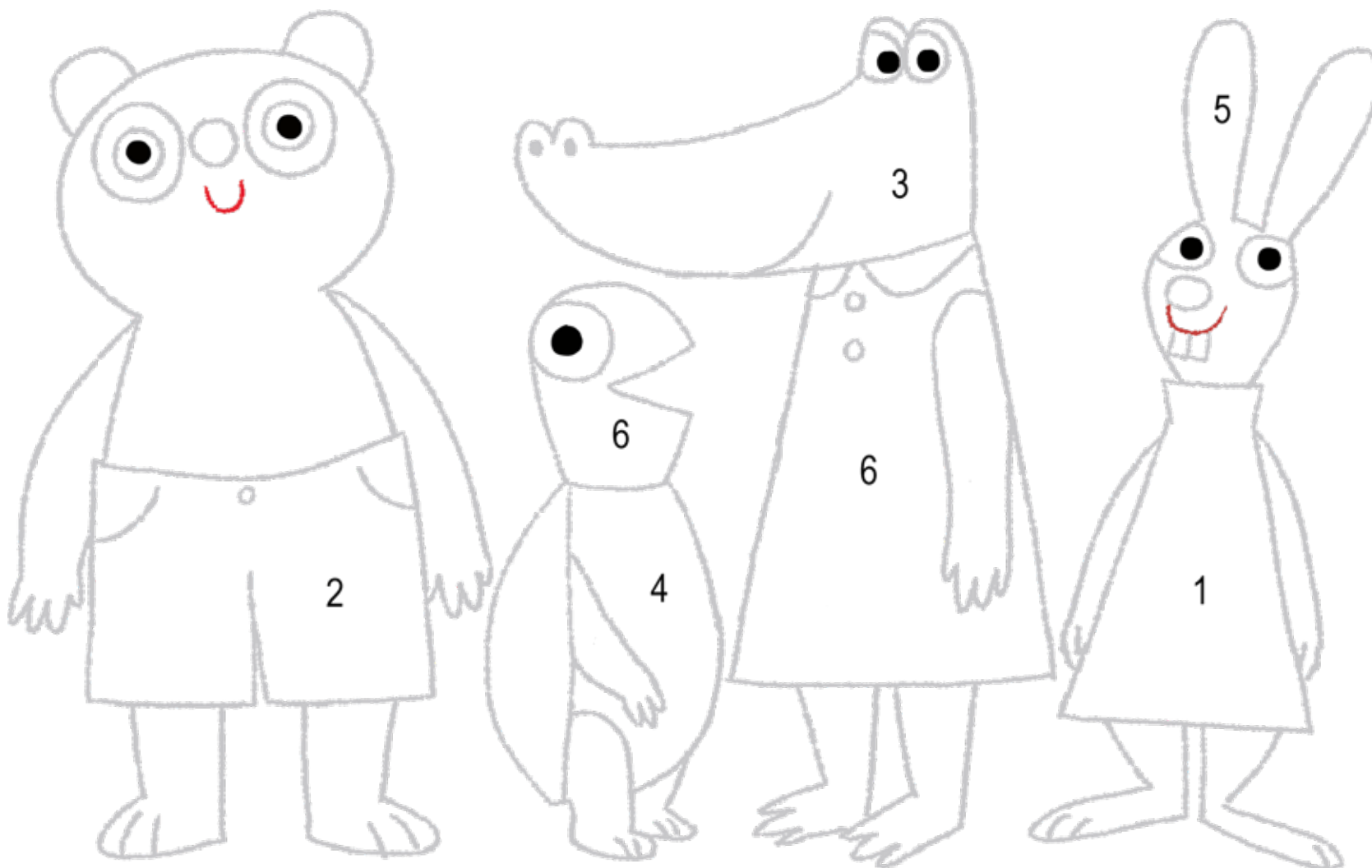
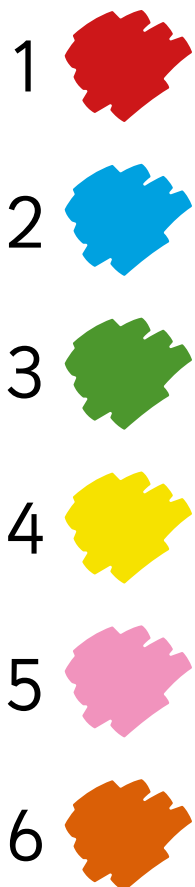
Look and colour.

- Ask the children to look and colour the balloons, kites and balls accordingly.

For
early
finishers



Colour by number.



Unit 1

Lesson 7

Colours

Our World



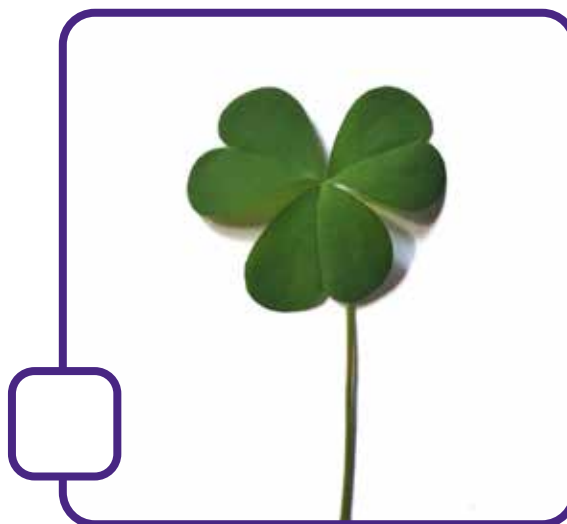
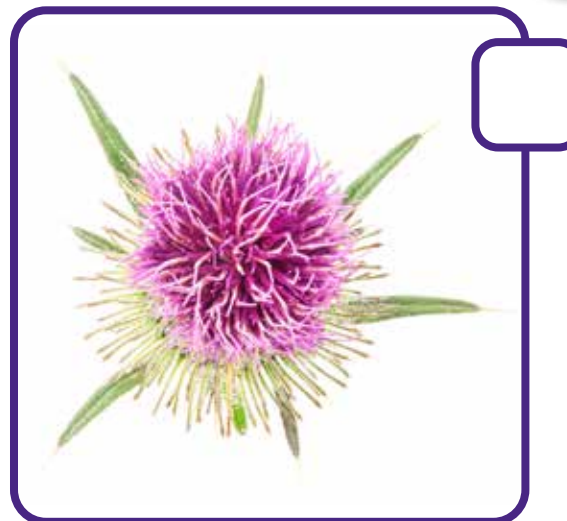
- Listen and number. 

Unit 1

Lesson 7

Colours

Our World



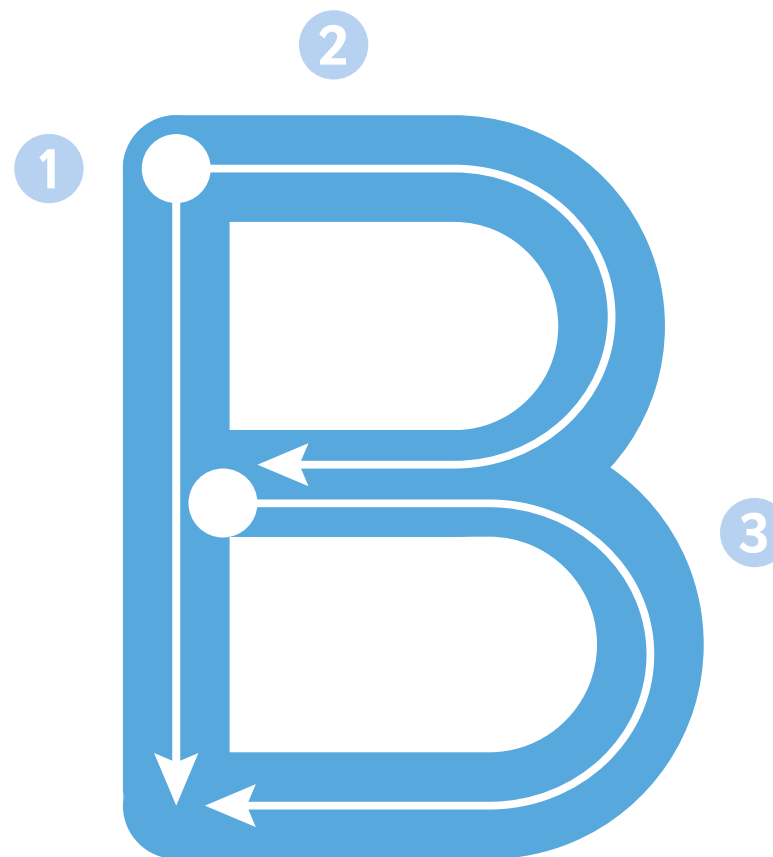
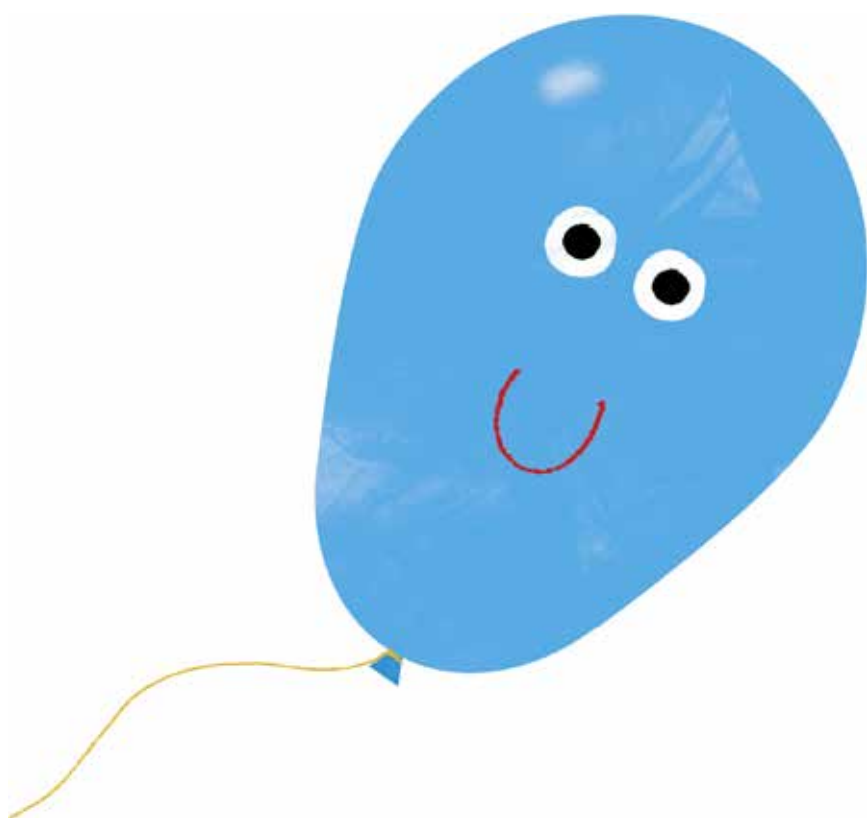
- Listen and number. 

Unit 1

Lesson 8

Colours

Phonics



Introduce the /b/ sound and the letter 'B'

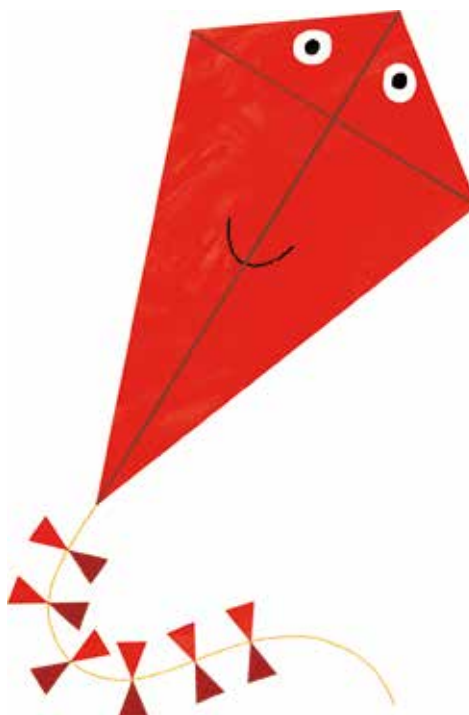
- Listen and repeat. Listen and point. 
- Use your finger to trace the letter.

Unit 1

Lesson 8

Colours

Phonics

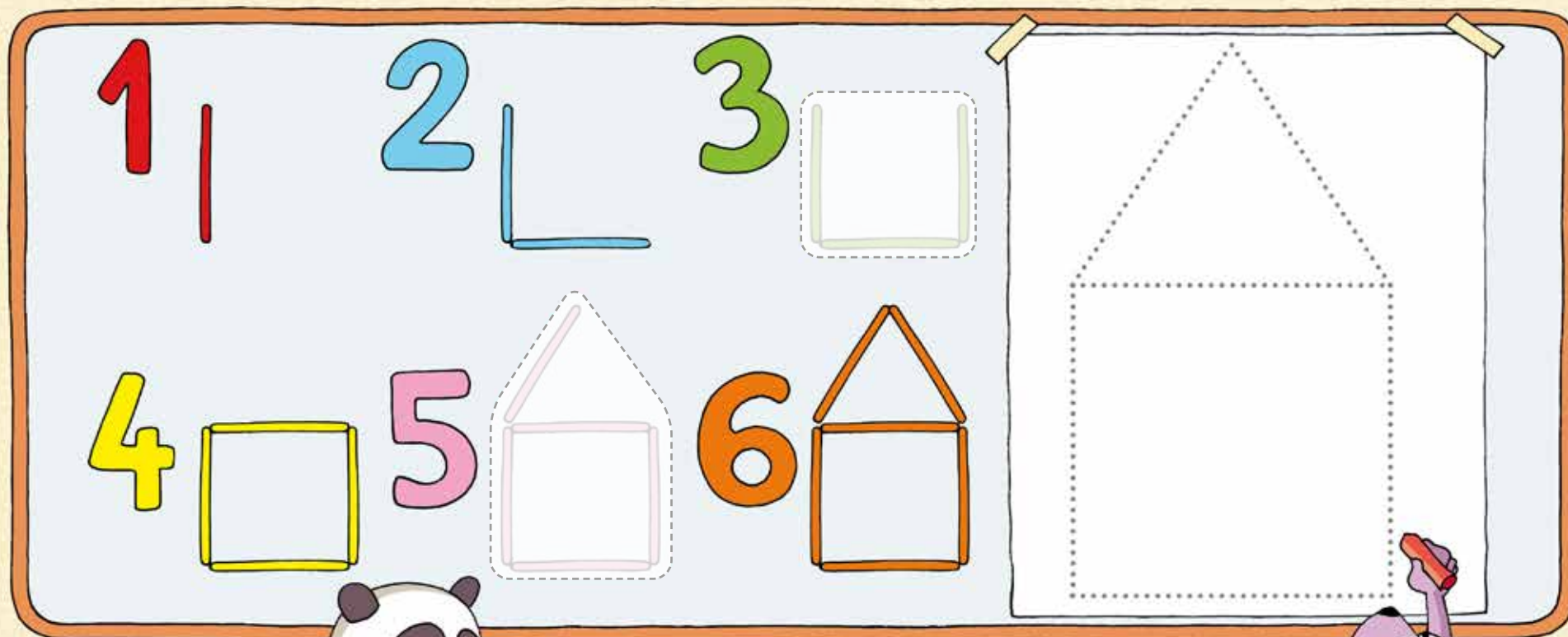


Introduce the grapheme 'B'

- Listen and point. Listen and circle.  (25)

Unit 2 Numbers

Lesson 1



Listen, stick in and trace.

- Play the *Numbers chant*. 🎧 (28)
- Point to each of the numbers as you say them in the chant.
- Repeat the chant and encourage the children to join in and point at the numbers.
- Ask the children to stick in the missing pictures and trace the house.



Worksheets 10 a-b

Colour the mini flashcards.

Numbers chant

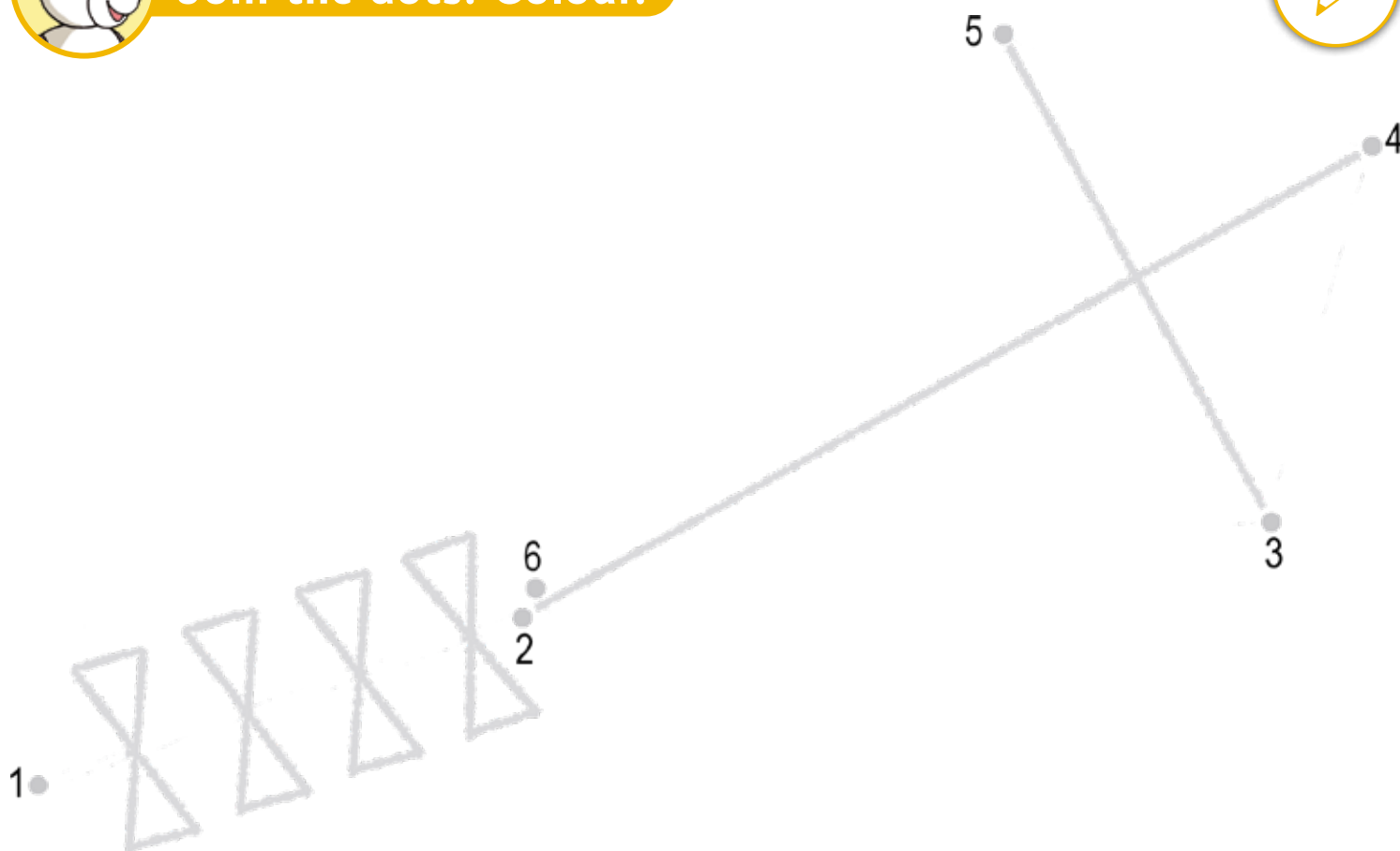
One, two, three,
One, two, three.
Count with me.
One, two, three.

Four, five, six,
Four, five, six.
Lots of sticks.
Four, five, six.

For
early
finishers



Join the dots. Colour.



Unit 2

Lesson 2

Numbers



Listen, act out, then number.

- Play the *Numbers action story* and act it out. 
- Encourage the children to listen and join in with the actions.
- Play the action story again and ask the children to draw the correct number of dots / write the correct number in the square next to each picture.



Worksheet 11

Colour the balloons green.

Numbers action story

One green balloon.

Two green balloons.

Three green balloons.

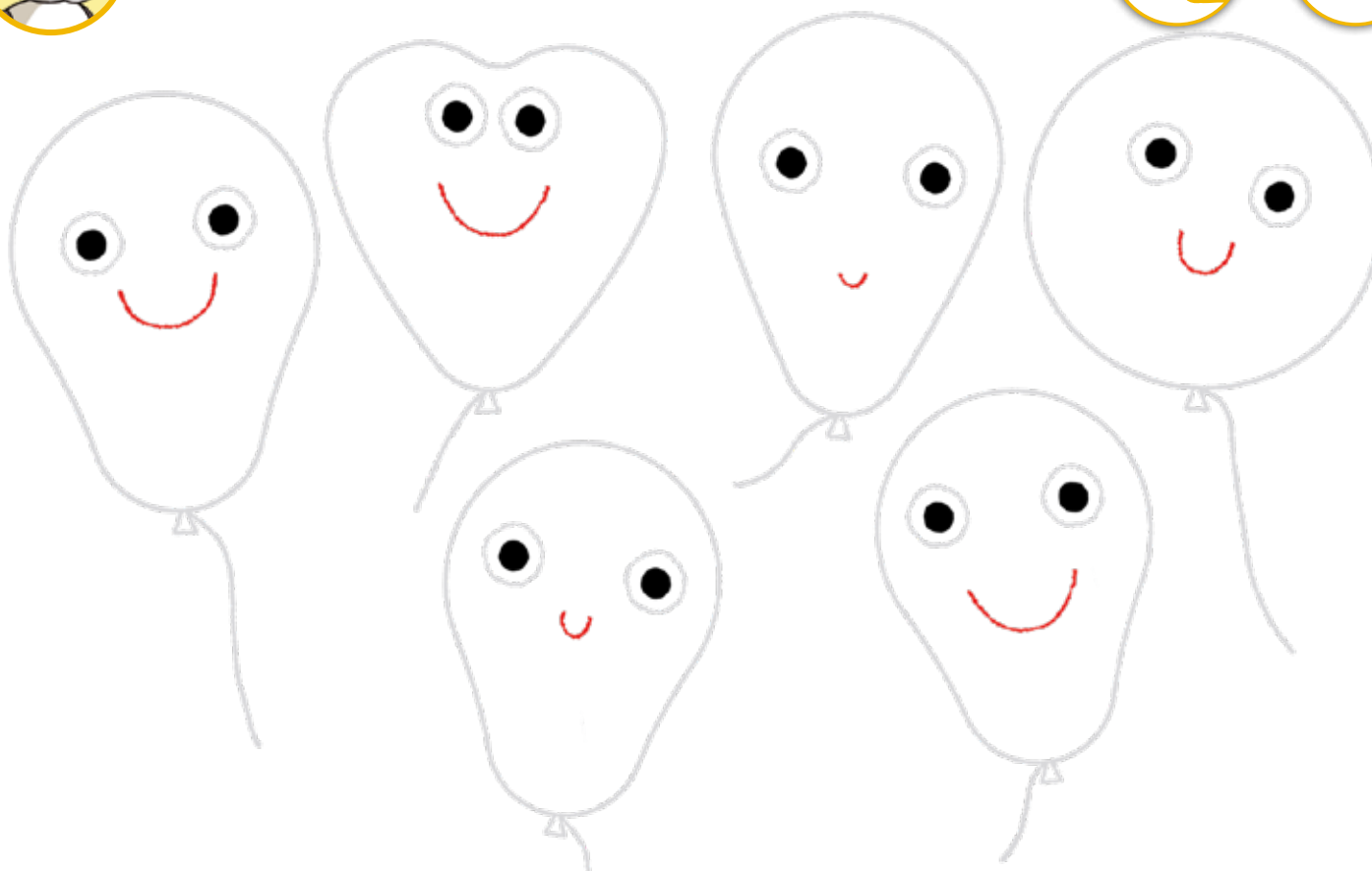
POP! POP! POP!

No green balloons.

For
early
finishers



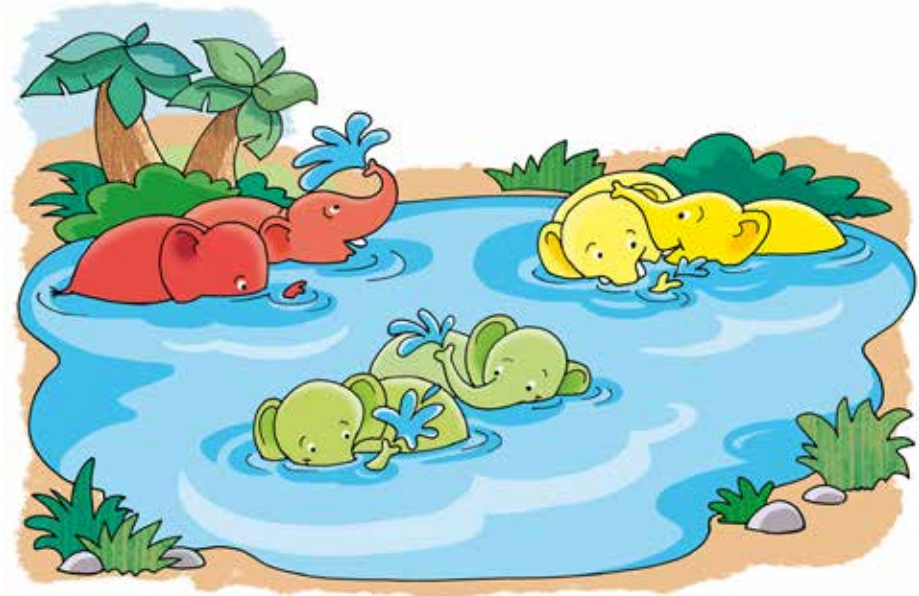
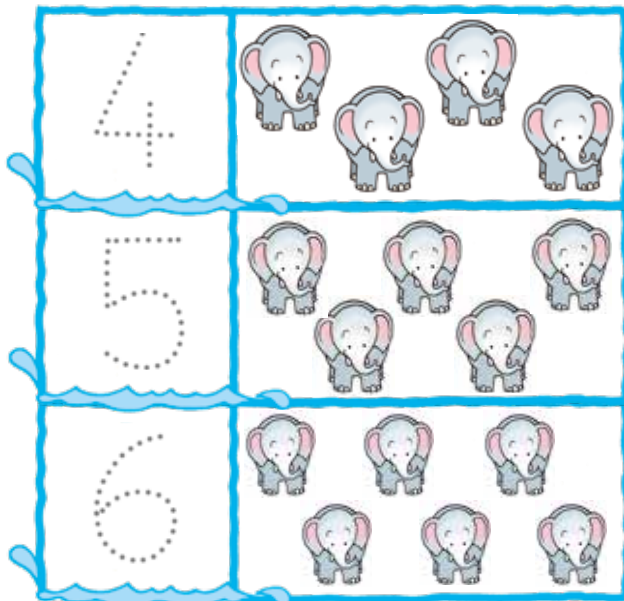
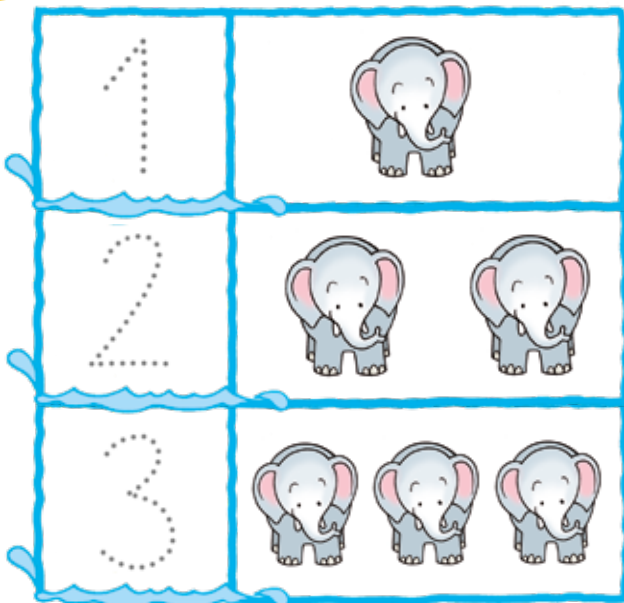
Count. Colour.



Unit 2

Lesson 3

Numbers



Sing, trace and colour.

- Play the *Six little elephants* song. 
- Let the children listen to the song, watch you doing the actions, then join in.
- Ask the children to count the elephants, trace the numbers and colour the elephants.



Worksheet 12

Make an elephant mask.

Six little elephants (a song)

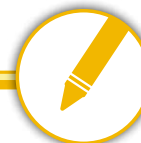
One little, two little, three little elephants,
Four little, five little, six little elephants.
Four little, five little, six little elephants
Are swimming in a lake,
Are swimming in a lake.

One little, two little, three little elephants,
Four little, five little, six little elephants.
Four little, five little, six little elephants
Are drinking all the water,
Are drinking all the water.

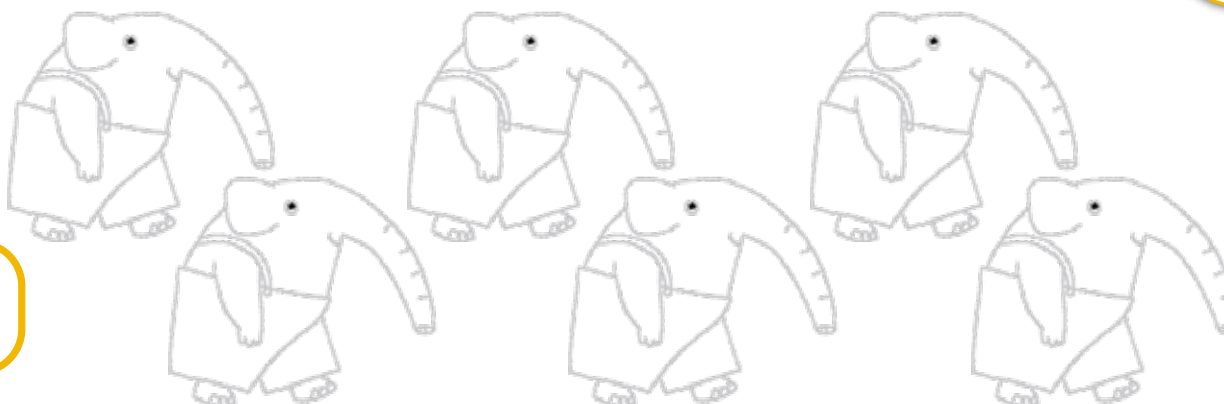
For
early
finishers



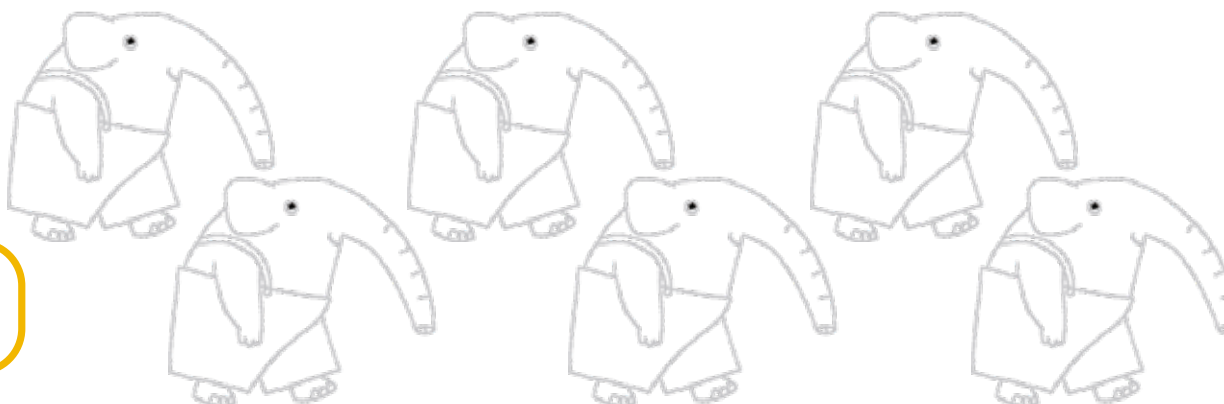
Count. Colour.



3



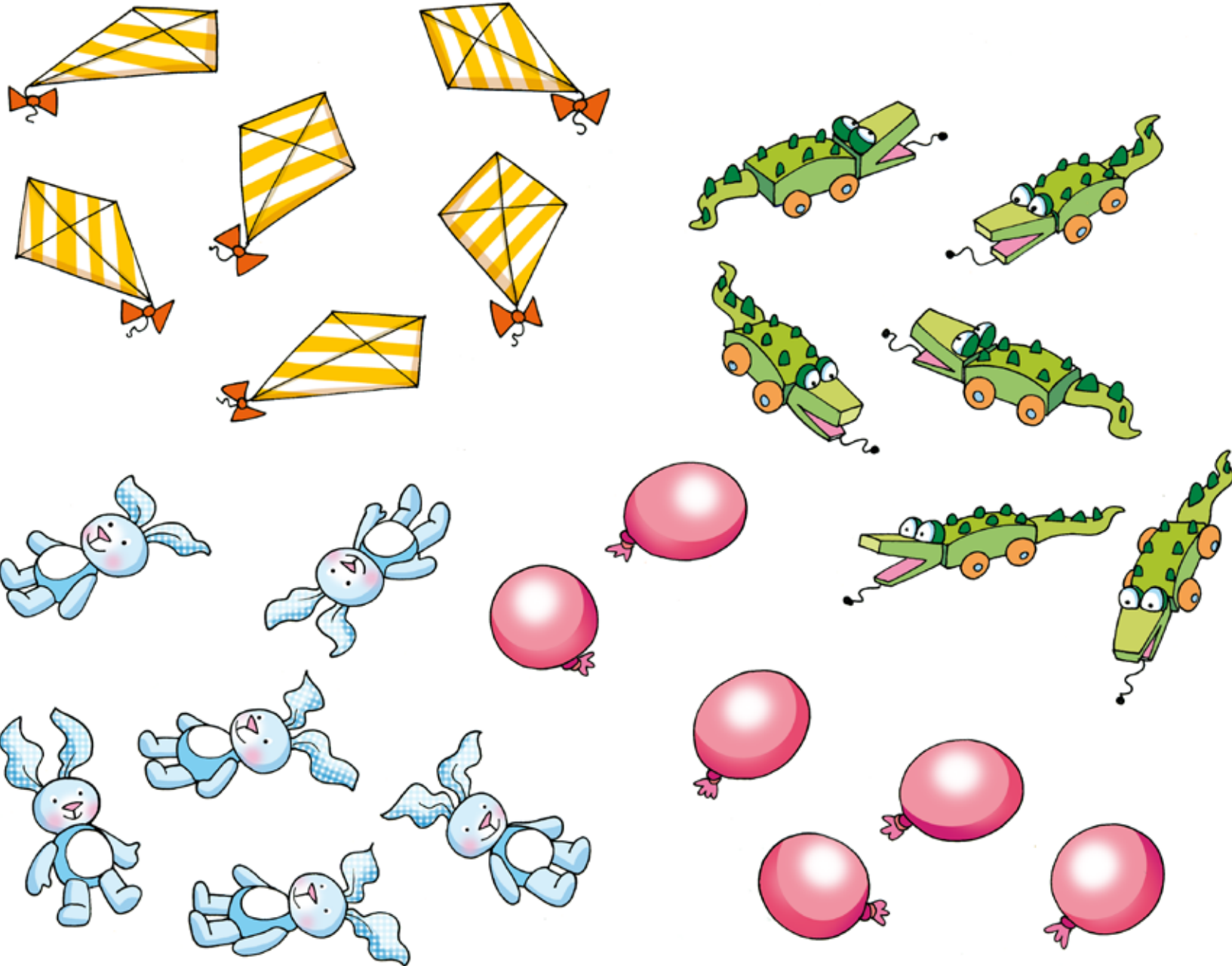
6



Unit 2

Lesson 4

Numbers



Listen and circle.

- Play the *Numbers listening activity*. (32)
- Ask the children to listen and circle the toys.



(33) Listen and circle the toys.

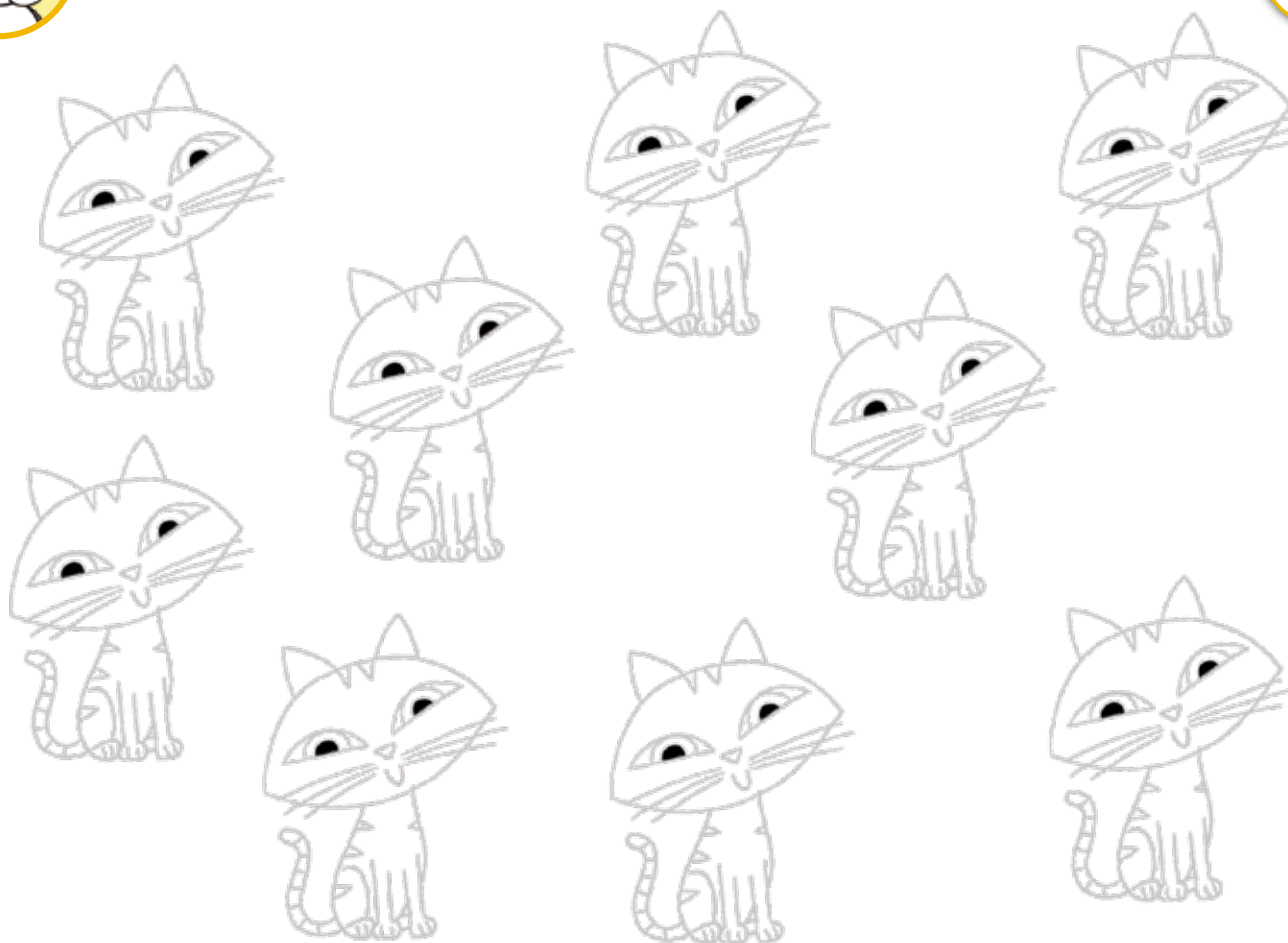
Numbers listening activity

Look at the kites. Circle three kites.
Look at the crocodiles. Circle six crocodiles.
Look at the rabbits. Circle five rabbits.
Look at the balloons. Circle four balloons.

For
early
finishers



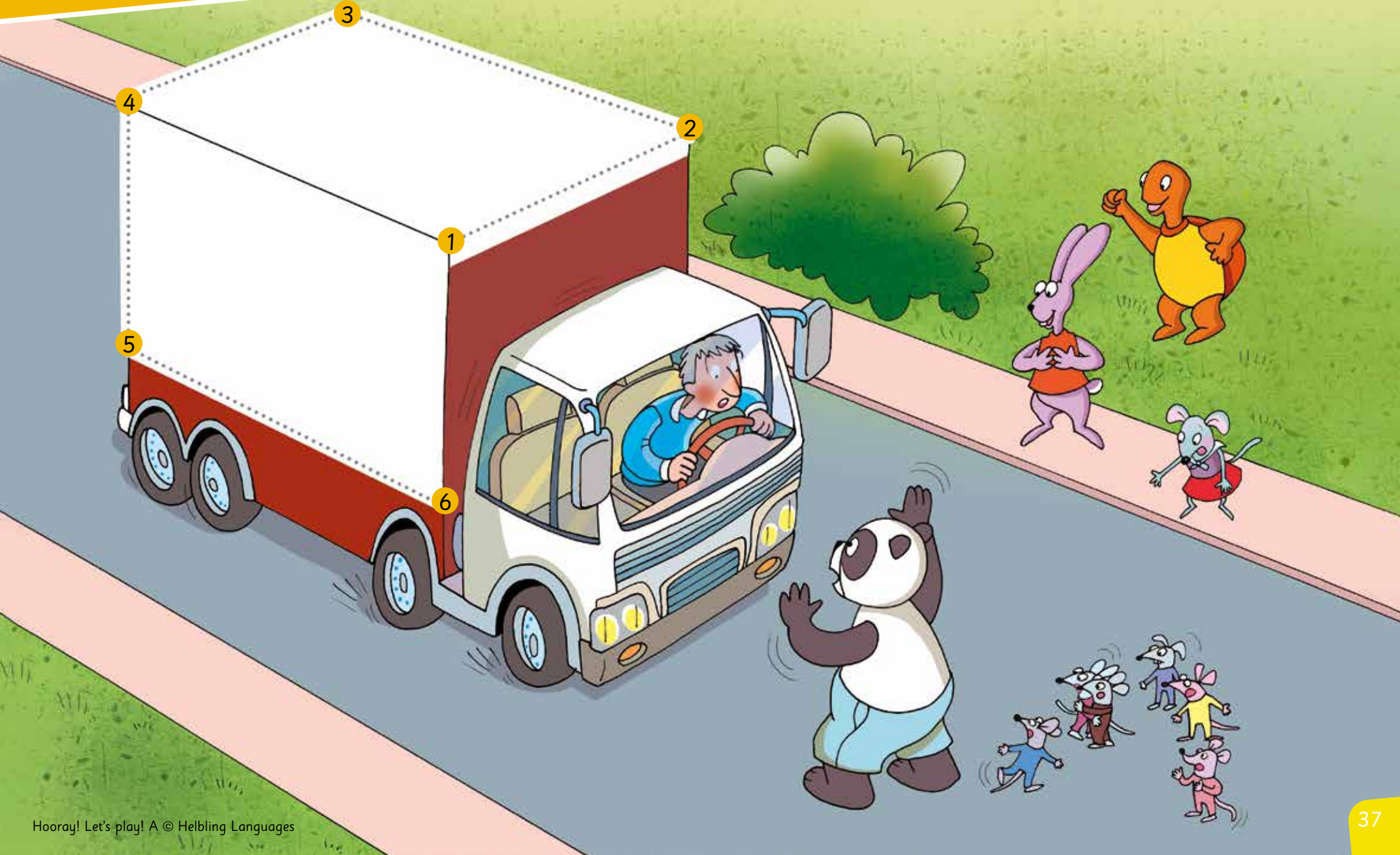
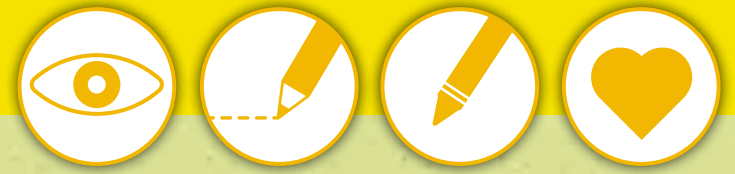
Circle 6 cats. Colour.



Unit 2

Lesson 5

Numbers



Watch, trace lines and colour.

- Watch the *Crossing the road* video. 📺 34
- Ask the children to point to each of the numbers one to six in the correct order.
- Encourage them to trace the lines and colour the truck.

♥ **Value: Helping each other and paying attention to road safety.** Remind the children of the story and the family of mice. Did they pay attention to road safety? Did they need help? Is it important to pay attention when crossing the road? Ask the children if they are respectful of road safety.



Worksheets 14 a-b

Fold and cut. Colour the mini storybook.

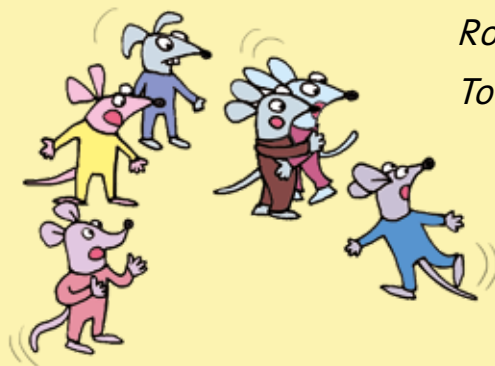
Crossing the road (a story)

Rosie: Look, a mouse with her babies.
Tom: One, two, three, four babies!
Rosie: No, look! There are six babies.
Tom: Yes, one, two, three, four, five, six babies!
Mother mouse: Come on.

Rosie: Look, there's a truck.
Tom: Peter, help!

Rosie: There's a mouse with six babies!
Peter: OK!
Peter: Stop! Stop!
Tom: Great, Peter.
Rosie: Thank you, Peter.

Rosie: Are all the babies there?
Tom: One, two, three... Oh, no!
Rosie: Look. One, two, three...
Tom: ...four, five, and six. Hooray!

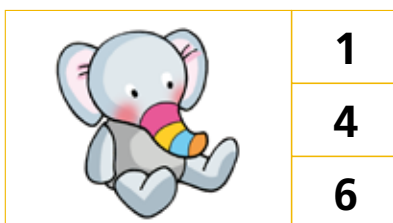
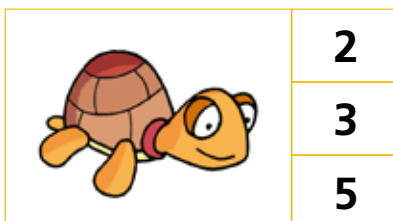
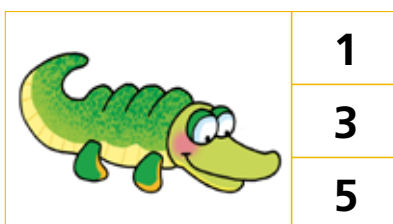


Unit 2

Lesson 6

Numbers

Thinking Skills



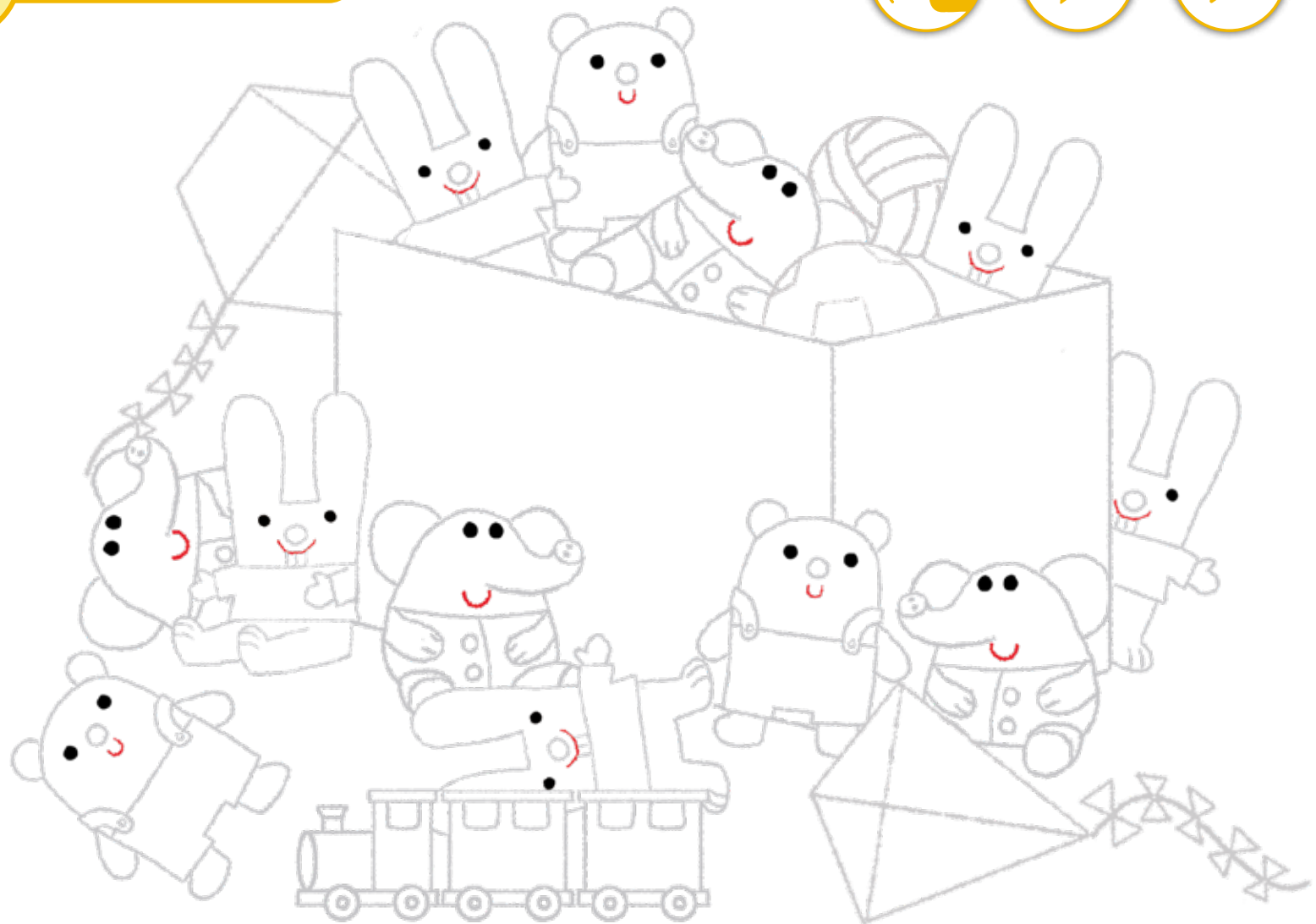
Find, count and circle.

- Encourage the children to look and count the toys.
- Ask them to circle the correct number.

For
early
finishers



Count. Colour.



Unit 2

Lesson 7

Numbers

Our World



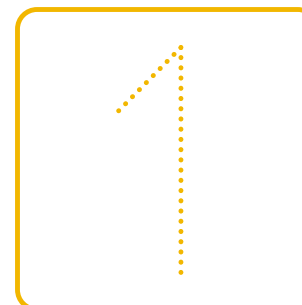
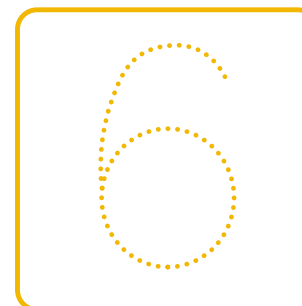
- Listen and number. 

Unit 2

Lesson 7

Numbers

Our World



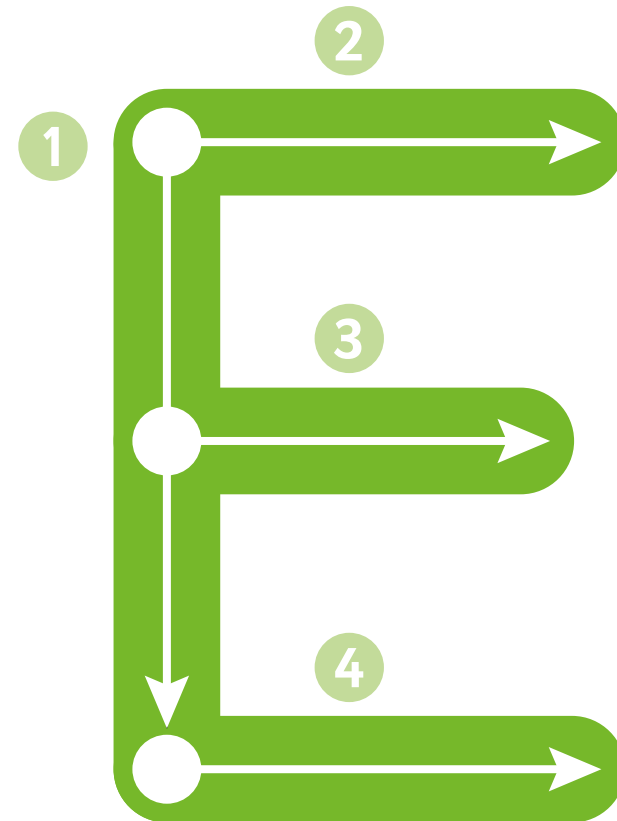
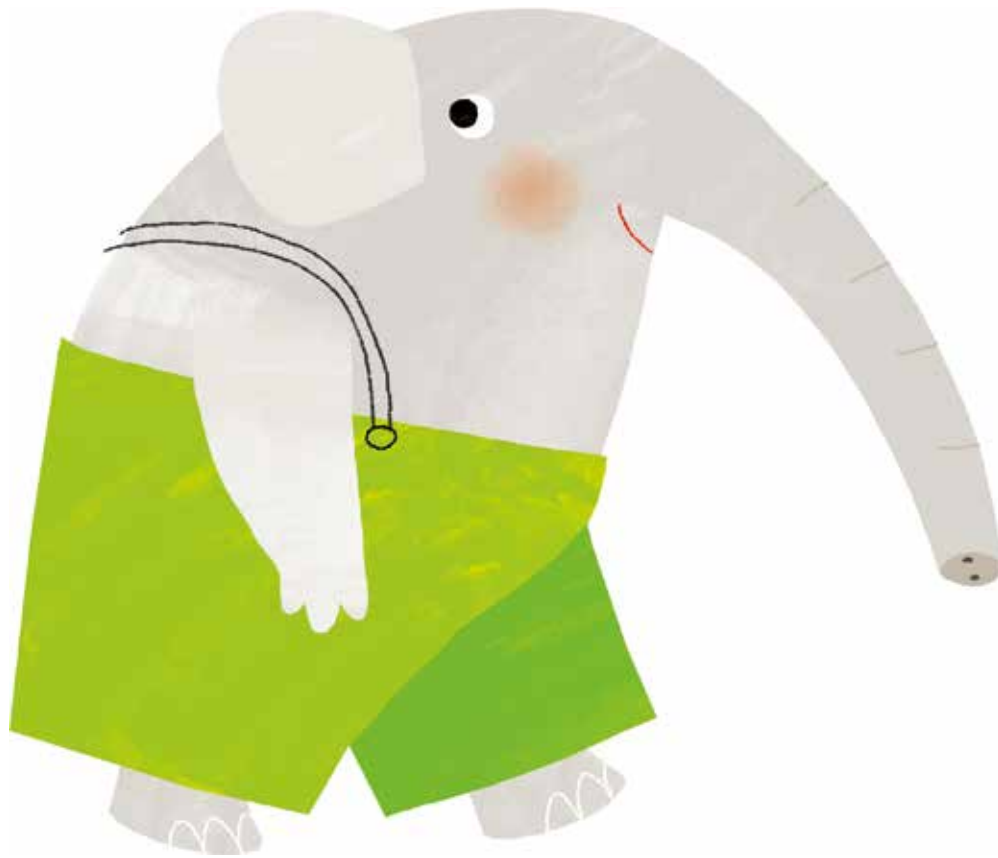
- Count and match. Trace.

Unit 2

Lesson 8

Numbers

Phonics



Introduce the /e/ sound and the letter 'E'

- Listen and repeat. Listen and point. 🎧 (36)
- Use your finger to trace the letter.

Unit 2

Lesson 8

Numbers

Phonics



T

E



Introduce the grapheme 'E' and revise 'T'

- Listen and point. Listen and match. 

Review 1

Units 1 & 2



2

3

5

I can...



1 2 3 4 5 6



• Look and match. Trace.



• Say. Colour.



Review 1

Units 1 & 2



• Listen and colour. 



• Retell the *The kites* story at home.

