

Herbert Puchta & Günter Gerngross

Starter

Hooray!

Let's play!



Second Edition

Teacher's Book



APP with Songs
and Chants



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Syllabus Hooray! Let's play! Starter

Unit	Aims	Vocabulary and phrases	Activities and skills	Activity Book
Unit 1 Hello	- to identify the two characters in <i>Hooray! Let's play! Starter</i> - to say <i>Hello</i> and <i>Bye-bye</i> - to count to three - to recognise and name the colours red and blue - to follow some simple instructions and lesson routines in English Phonics: to identify and learn sound /p/ and letter P	Key Words - Peter the panda, Rosie the rabbit - one, two, three - red, blue - butterfly	Song: <i>How are you?</i> - Colouring activity. Action story: <i>Hello</i> - Acting out and putting the story in order. Story and song: <i>The butterfly story</i> and the <i>It's red and blue song</i> - Value: friendship - Tracing and colouring. Thinking Skills: - Matching and adding a sticker.	<i>Hello chant</i> - Saying <i>Hello</i> and <i>Bye-bye</i> - Reviewing numbers 1-3 - reviewing red and blue - practising <i>similar</i> and <i>different</i>
Unit 2 My toys	- to recognise and name some toys - to recognise and name the colour yellow - to find the odd one out in a group of similar items - to join in with actions and mimes for playing with toys and use these in the action story and the songs Phonics: to identify and learn sound /d/ and letter D	Key Words - teddy, doll, plane, train - yellow - old, new	Song: <i>Look at the teddy</i> - Colouring activity. Action story: <i>My toys</i> - Acting out and putting the story in order. Story and song: <i>The toy shop story</i> and the <i>Look at the toy shop song</i> - Value: appreciating what you have - Adding stickers and colouring. Thinking Skills: - Finding and circling the odd one out.	<i>Toy chant</i> - Reviewing vocabulary: toys, colours - numbers 1-3 - Broken toys
Review 1	to review content in Units 1 and 2	Key Words - train, teddy, doll, plane, Rosie, Peter - blue, red, yellow - one, two, three	- Listen and circle. - Say and colour. - Look and match.	
Unit 3 Animals	- to recognise and name some animals - to recognise and name the colour green - to count to four - to join in with some actions miming different animals in the action story and the songs - to learn noises that animals make in English and use these in songs Phonics: to identify and learn sound /c/ and letter C	Key Words - dog, cat, cow, spider - green - four - big, small	Song: <i>One dog, two dogs</i> - Counting and circling. Action story: <i>Animals</i> - Acting out and putting the story in order. Story and song: <i>The baby cats story</i> and <i>The happy animals song</i> - Value: caring for animals - Adding stickers and circling. Thinking Skills: - Finding and matching.	<i>Animal chant</i> - Reviewing vocabulary: animals, colours - Numbers 1-4 - Tracing vertical lines - Animals' beds
Unit 4 My body	- to recognise and name some body parts - to play a game called <i>Simon says</i> to practise following instructions in English - to join in with some actions 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 Phonics: to identify and learn letter N and sound /n/	Key Words - hands, teeth, eyes, nose, mouth - robot	Song: <i>Wash your hands</i> - Colouring activity. Action story: <i>My body</i> - Acting out and putting the story in order. Story and song: <i>The robot story</i> and the <i>Let's make a robot song</i> - Value: being creative - Adding stickers and tracing the lines. Thinking Skills: - Finding and matching.	<i>Body chant</i> - Reviewing Vocabulary: the body - Numbers 1-4 - Routines: washing hands, brushing teeth - Making toys with recycled materials

Review 2	to review content in Units 3 and 4	Key Words - dog, spider, robot, nose, teeth, eyes, mouth - big, small - one, two, three, four	- Listen and circle. - Say and colour. - Look and match.	
Unit 5 My clothes	- to recognise and name some clothes - to follow instructions about putting on some clothes - to compliment some of their classmates' clothes and how they look - to work together with other children in the class to play games and create a collage (optional activity) Phonics: to identify and learn sound /t/ and letter T	Key Words T-shirt, trousers, shoes, skirt	Song: <i>Look at my T-shirt</i> - Colouring activity. Action story: <i>My clothes</i> - Acting out and putting the story in order. Story and song: <i>The You look great story and the What a lovely T-shirt song</i> - Value: complimenting others - Adding stickers and colouring. Thinking Skills: - Colouring the puzzle pieces.	<i>Clothes chant</i> - Reviewing vocabulary: clothes - Colours - Numbers 1-4 - Puzzles - Practising complementing others on their looks
Unit 6 Food	- to recognise and name some foods - to listen to and join in with a song about food - to name the foods the children like eating using 'I like...' and 'Yummy' - to work together with other children in the class to play games - to continue a colour sequence Phonics: to identify and learn sound /s/ and letter S	Key Words pizza, salad, soup, milk, spaghetti	Song: <i>I'm so hungry</i> - Colouring and adding stickers. Action story: <i>Food</i> - Acting out and putting the story in order. Story and song: <i>The dinner story and the Yummy song</i> - Value: eating together - Circling and colouring. Thinking Skills: - Continuing a colour sequence.	<i>Food chant</i> - Reviewing vocabulary: food - Use of cutlery - Tracing circles
Review 3	to review content in Units 5 and 6	Key Words - shoes, T-shirt, skirt, trousers - salad, pizza, soup, spaghetti - red, green, blue, yellow	- Listen and colour. - Say and colour. - Listen and circle.	
Extra Unit Birthday party	- to recognise and name some birthday party vocabulary - to sing the Happy Birthday song - to count birthday candles - to make a birthday card	Key Words - Birthday party, hat, balloon, candles - Happy birthday!	Song: <i>Happy Birthday</i> Reviewing: numbers 1-4, colours, clothes - Colouring and folding. Thinking Skills: - Focusing on details in a picture. - Finding and circling. Value: - appreciating celebrating special days together	
Extra Unit Love our planet	- to talk about recycling - to think about taking care of the planet - to use the correct recycling bins	Key Words rubbish, planet, recycle	Reviewing: colours, clothes - Making a recycling poster Thinking Skills: - Finding and circling. - Focusing on details in a picture. - Completing a maze. Value: - taking care of the planet	

LANGUAGE OVERVIEW • UNIT 1

Key Words

Peter
Rosie
red
blue
one
two
three
butterfly

Receptive Language

It's nice to see you.
Look, it's Peter/Rosie.
Is it Peter or Rosie?
Where are you, Peter?
It's time to go.
How are you?
I'm fine.
Sit in a circle.
Clap your hands.
Hello, Peter/Rosie.
Look. It's red and blue.
Wonderful.
One, two, three.
Dear Rosie, it's for you.
Thank you.
Bye-bye, Peter/Rosie.
Red or blue?
What/Who is it?
What colour is it?

Classroom Language

Hello! / Bye-bye!
Look.
Freeze!
Close/Open your eyes.
Point to (Peter).
Colour them blue.
Listen.
Hold up (two).
Stand up / Sit down, everyone.

Where's (one)?
Look, it's a butterfly.
Trace/Draw the line.
Stick in the butterfly.
Cut out (Peter).
What's missing?

Objectives

Children learn:

- to identify the two characters from *Hooray! Let's play! Starter*
- to count to three in English
- to recognise and name the colours red and blue in English
- to say hello and bye-bye in English
- to follow some simple instructions and lesson routines in English

Competences

Children can:

- recognise the characters from *Hooray! Let's play! Starter*
- act out a three part action story
- join in with a song
- show interest in a story read by the teacher or using the story audio.
- show their understanding using gestures and mimes, as well as through participation in the games and activities

Value

- to develop appreciation for friendships

Thinking Skills

- focusing on details and matching a coloured picture to the appropriate silhouette

Phonics

- to learn the /p/ sound as well as letter P, and practise recognising and saying words that begin with /p/

LESSON 1 • NEW CHARACTERS

Main Objective

To introduce the characters from *Hooray! Let's play! Starter*

Key Words

Peter, Rosie

Receptive Language

It's nice to see you.
Look, it's Peter/Rosie.
Is it Peter or Rosie?
Where are you, Peter?
It's time to go.

Classroom Language

Hello! / Bye-bye!
Look.
Freeze!

Activities

Introduce Peter and Rosie.
Play *Peter or Rosie?* and *Where are you, Peter?*

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2, 8 (routine songs)
- ☐ flashcards 1–2 (*Peter, Rosie*)
- ☐ If there is time: character mini flashcards (Worksheet 1); Character cut-outs (Worksheets 6 a-b); coloured pencils or crayons (optional)

Notes

Warm-up

1. Welcome the children and make a circle.

- Hold the Peter puppet on your hand and, as the children enter the classroom, say **Hello!** and make Peter say **Hello!** to each child.
- Encourage the children to sit in a circle or a semi-circle with you.
- When all the children are sitting, make Peter say **Hello, I'm Peter.**
- Then make Peter say **Hello!** to each child again using their name.
- Allow each child to stroke, shake hands with or pat Peter. More confident children should be encouraged to say **Hello!** back.

2. Sing the *Hello song*.

- Play the song and make Peter look like he is singing too.

Hello song

*Hello, hello,
It's nice to see you.
Hello, hello,
It's nice to see you.*

Carpet Time

3. Introduce Peter and Rosie.

- Show the children the flashcard for *Peter the panda* and say **Look, it's Peter.**
- Stand up and pretend to walk around in a small circle like a bear (big heavy steps) and encourage the children to join in and copy your movements.
- When you want the children to stop moving say **Freeze!** and encourage the children to freeze with you.
- Hold up the flashcard for *Rosie the rabbit* so all the children can see and say **Look, it's Rosie.**
- Hop around in a small circle like a bunny rabbit and encourage the children to join in and copy your movements.
- Repeat the activity until the children seem confident with copying your movements.

4. Play *Peter or Rosie?*

- Take one of the flashcards (either *Peter* or *Rosie*) and, without showing the children the card, mime the action for the character.
- Say **Is it Peter or Rosie?** and mime the action again.
- Encourage the children to tell you which character you are miming.
- You can ask more confident children to mime the character for the other children to guess.

5. Play *Where are you, Peter?*

- Hold the Peter puppet on your hand and put it behind your back.
- Look around the group of children, as if you are looking for Peter and say ***Where are you, Peter?***
- Pretend to search around the group a little, perhaps even look under children's legs.
- Make Peter jump out from behind your back and make him say ***Here I am! Hello, everyone!***
- Repeat the activity and encourage the children to join in asking ***Where are you, Peter?*** and saying ***Hello, Peter.*** when they find him.

Rounding Off

6. Say bye-bye to the children.

- Look at Peter and say ***It's time to go, Peter.***
- Make Peter wave and say ***Bye-bye!*** to each child using their name.
- Allow each child to stroke, shake hands with or pat Peter. More confident children should be encouraged to say ***Bye-bye!*** back to Peter.

7. Sing the *Bye-bye song*.

- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song*:

Bye-bye song
Bye-bye, bye-bye,
It's time to go.
Bye-bye, bye-bye,
It's time to go.
Bye-bye!

If there is time...

Play the *Peter and Rosie treasure hunt*.



Preparation Tip!

Before the lesson, prepare several copies of the *Peter* and *Rosie* flashcards or 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 flashcards outside for the children to find.

- Tell the children which character they are looking for, for example say ***Can you find Rosie?***
- Encourage the children to search the classroom or the outside area and bring you any pictures of Rosie which they find.
- When the children have found all the copies of Rosie, then ask them to look for Peter and bring you these pictures.
- If there is time, you can encourage the children to close their eyes and hide the pictures for the children to find again.

Make a Rosie or Peter puppet. WS 6a-b

Preparation Tip!

If the children are not able to cut, or if you don't have much time in the lesson, you might want to cut out the puppets before the lesson. The puppets need to be printed or stuck onto thick paper or card.

- Hold up the worksheets so all the children can see them clearly.
- Point to the front of Rosie or Peter on the worksheet and ask the children ***Who is it?*** and elicit the name ***Rosie.*** or ***Peter.***
- Give each child a copy of the worksheet and say ***Colour (Peter).*** Demonstrate by starting to colour the front of the puppet.
- Monitor the class and praise the children for neat colouring.
- Once the children have coloured the front of the puppet, encourage them to colour the back of the puppet.
- Then say ***Cut out (Peter).*** and demonstrate by showing the children how to cut out the front of the puppet.
- Once the children have cut out their puppets, help the children stick the front and back piece together with a straw or lollipop stick in the middle for the children to hold the puppet.

LESSON 2 • SONG



Main Objective

To sing a song asking 'How are you?'

Key Words

Peter, Rosie
red, blue

Receptive Language

It's nice to see you.
Look, it's Peter/Rosie.
How are you?
I'm fine.
It's time to go.

Classroom Language

Hello! / Bye-bye!
Look.
Freeze!
Close/Open your eyes.
Point to Peter/Rosie.
Colour them blue.

Activities

Play *Move like Peter and Rosie* and *Red or blue?*
Sing the *How are you?* song.
Colour Peter's trousers.

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-5, 8 (routine songs), 9
- ☐ flashcards 1-4 (*Peter, Rosie, red, blue*)
- ☐ Student's Book, p. 3-4
- ☐ coloured pencils or crayons

Notes

Warm-up

1. Welcome the children and make a circle.

- Hold Peter on your hand and, as the children enter the classroom, say **Hello!** and make Peter say **Hello!** to each child.
- Encourage the children to sit in a circle or a semi-circle with you.
- When all the children are sitting, make Peter say **Hello, I'm Peter.**
- Then make Peter say **Hello!** to each child again using their name.
- Allow each child to stroke, shake hands with or pat Peter. More confident children should be encouraged to say **Hello!** back to Peter.

2. Sing the *Hello song*.

- Sing or play the *Hello song* and make Peter look like he is singing too.

Hello song

*Hello, hello,
It's nice to see you.
Hello, hello,
It's nice to see you.*

Carpet Time

3. Play *Move like Peter and Rosie*.

- Show the children the flashcard for *Peter* and say **Look, it's Peter.**
- Stand up and pretend to walk around in a small circle like a bear (big heavy steps) and encourage the children to join in and copy your movements.
- When you want the children to stop moving say **Freeze!** and encourage them to freeze with you.
- Hold up the flashcard for *Rosie* so all the children can see and say **Look, it's Rosie.**
- Hop around in a small circle like a bunny rabbit and encourage the children to join in.
- Repeat the activity until the children seem confident with moving like Peter and Rosie.

4. Play *Red or blue?*

- Show the children the *red* flashcard and say **Red.** Then show the children the *blue* flashcard and say **Blue.** Repeat the words several times.
- 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 either the *red* or *blue* flashcard on the board or in the centre of the circle.
- Say **Open your eyes.** and encourage the children to open their eyes.
- Say **Red or blue?** 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 until the children seem confident with naming the colours.

5. Sing the *How are you?* song.

- Attach the flashcards of *Peter* and *Rosie* to the board or put them in the centre of the circle where all the children can see them.
- Play the *How are you?* song and encourage the children to wave or point to the correct character (the one that is being sung about) on the flashcards.

How are you?

Hello, Rosie.

Hello, Rosie.

Hello, how are you?

Hello, how are you?

I'm fine, I'm fine.

I'm fine, I'm fine.

Hello, Peter.

Hello, Peter.

Hello, how are you?

Hello, how are you?

I'm fine, I'm fine.

I'm fine, I'm fine.

Pencil and Paper

6. Sing the *Table song*.

- 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:

Table song

Come with me,

Come with me.

Sit at a table,

One, two, three.

(Repeat)

7. Colour *Peter's* trousers.

- Hold up the page so the children can see. Play the *How are you?* song again and point to *Rosie* and *Peter* on the page as you sing about them.
- Give the children their Student's Books open to the correct page and hold up a copy so all the children can see clearly.
- Point to *Peter* and say ***Look, it's Peter.*** then point to *Rosie* and say ***Look, it's Rosie.***
- Say ***Point to Peter.*** and encourage the children to point to *Peter*. Then say ***Point to Rosie.*** and encourage the children to point to *Rosie*.
- Point to *Rosie's* T-shirt and say ***It's red.***
- Point to *Peter's* trousers and say ***Colour them blue.*** and show the children a blue pencil or crayon.

- If the children need help, show them the flashcard for *Peter* or the hand puppet and name the colour ***Blue.***
- Say ***Colour them blue.*** again and demonstrate by starting to colour *Peter's* trousers blue.
- While the children are colouring, monitor the class and praise the children for neat colouring. You can also point to each of the characters on the page and ask the children ***Is it (Peter)?***

8. For early finishers: Draw yourself.



- The objective of this activity is for early finishers to engage in an extension activity independently. You might want to give this explanation individually so the children who are not finished do not get confused and start this activity rather than finish the one they were working on. They will eventually be able to move on to this activity independently.
- Say ***Have you finished? (Yes!)*** Hold up the page, point to the unfinished drawing of a face. Point at your face and then the unfinished face on the page. Say ***A face. Where are the eyes? Mouth? Hmm... I'm happy.*** Draw eyes and a smile. Say ***How are you?*** Encourage children to show their feelings with their eyes and mouths. Then say ***Draw your eyes and mouth.*** Point and use gestures to help children understand.

9. Sing the *Tidy up song*.

- If you would like the children to tidy away their crayons and other materials, say ***It's time to tidy up.***
- Start to collect the Student's Books and crayons and encourage the children to help you.
- While you are picking things up, sing or play:

Tidy up song

Let's help each other,

And tidy up.

Let's help each other,

And tidy up.

Rounding Off

10. Sing the *Bye-bye song*.

- 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:

Bye-bye song

Bye-bye, bye-bye,

It's time to go.

Bye-bye, bye-bye,

It's time to go.

Bye-bye!

LESSON 3 • NUMBERS 1 TO 3

Main Objective

To count to three.

Key Words

one, two, three

Receptive Language

It's nice to see you.

Sit in a circle.

How are you?

I'm fine.

It's time to go.

Classroom Language

Listen.

Point to (one).

Hold up (two).

Activities

Sing the *How are you?* song.

Introduce the numbers one to three.

Introduce the number flashcards.

Play *Point to...* and *Hold it up*.

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 3, 8 (routine songs), 9-10
- ☐ flashcards 5-7 (*one, two, three*)
- ☐ If there is time: number mini flashcards (Worksheet 2) (optional)

Notes

Warm-up

1. Welcome the children and make a circle.



- Hold Peter on your hand and, as the children enter the classroom, say **Hello!** and make Peter say **Hello!** to each child. Encourage the more confident children to say **Hello!** back to Peter.
- Ask the children to sit in a circle or semi-circle. Say **Sit in a circle.** and, while you move the children to the circle, encourage them to sit down as you sing or play:

Circle song

*Come with me,
Come with me,
Make a circle.*

*Come with me,
Come with me,
One, two, three.*

2. Sing the *How are you?* song.

- Sing or play the *How are you?* song and encourage the children to join in waving to say hello as well as clapping.

How are you?

Hello, Rosie.

Hello, Rosie.

Hello, how are you?

Hello, how are you?

I'm fine, I'm fine.

I'm fine, I'm fine.

Hello, Peter. ...

- If there is time, repeat the song using the karaoke track or without music and say hello to each of the children in class, for example:

How are you?

Teacher: *Hello, (Sophie).*

Children: *Hello, (Sophie).*

Teacher: *Hello, how are you?*

Children: *Hello, how are you?*

All children and teacher:

I'm fine, I'm fine. ...

- You will probably need to sing the children's line as well. Encourage them to join in with you as much as possible.

Carpet Time

3. Introduce the numbers one to three.

- Hold up one finger, wiggle the finger in the air and say **One.**
- Hold up two fingers so the children can see them, wiggle both fingers in the air and say **Two.**
- Hold up three fingers so the children can see them, wiggle all three fingers and say **Three.**
- Repeat counting to three and holding up the fingers in order, but this time encourage the children to join in and hold up the same number of fingers as you and wiggle them.
- Repeat this and count a little quicker each time you do it.

4. Introduce the number flashcards.

- Show the children the flashcard for number *one*, point to the spot on the dice and count **One.** You can also hold one finger in the air and wiggle it.
- Show the children the flashcard for number *two*, count the spots by pointing at each spot in turn and saying **One, two.**
- Repeat the same thing when you show the children the flashcard for number *three*. Point to the spots on the dice and count the spots for the children **One, two, three.**

5. Play **Point to...**

- Put the number flashcards on the floor in the centre of the circle and name each flashcard.
- Say **Point to one.** and encourage the children to point to the flashcard for number *one*.
- Praise the children who pointed at the correct flashcard and point to the flashcard for number *one* yourself.
- Repeat saying a different number each time.

6. Play **Hold it up.**

- Give the number flashcards out to three of the children.
- Say **Hold up one.** and encourage the child holding the flashcard for number *one* to hold their flashcard in the air.
- Repeat a couple of times using different numbers and then change the children holding the flashcards so different children get a chance to play.

Rounding Off

7. Say **bye-bye to the children.**

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** to each child using their name.
- Allow each child to stroke, shake hands with or pat Peter and the more confident children should be encouraged to say **Bye-bye!** back to Peter.

8. Sing the **Bye-bye song.** 🎧

- Signal to the children that it is the end of the English lesson by singing or playing:

Bye-bye song

Bye-bye, bye-bye,
It's time to go.
Bye-bye, bye-bye,
It's time to go.
Bye-bye!

If there is time...

Play the **Number treasure hunt.** 📄 WS 2

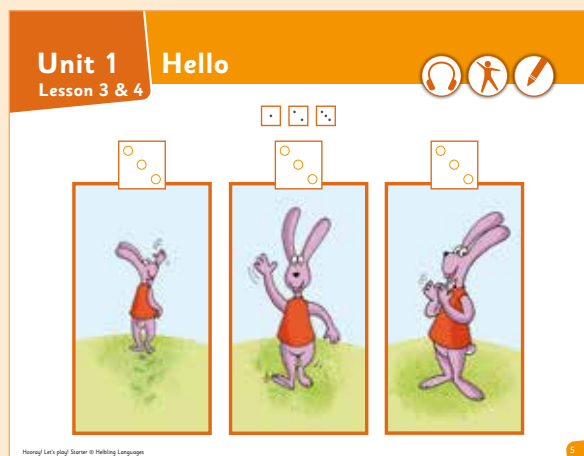
Preparation Tip!

Before the lesson, prepare several copies of the number flashcards or number 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.

When the worksheet is used for the first time, only use the mini flashcards for the numbers the children have learnt so far. 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 flashcards outside for the children to find.

- Tell the children which number they are looking for, for example say **Can you find one?** and show the children the flashcard for number *one*.
- Encourage the children to search the classroom or the outside area and bring you any cards with *one* that they find.
- When the children have found all the copies of *one*, then ask them to look for *two* and bring you these cards.
- Then the children can look for the cards with *three*, and bring these to you.
- If there is time and the children are still interested, you can encourage them to close their eyes and hide the cards for the children to find again.

LESSON 4 • ACTION STORY



Main Objective

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

Key Words

one, two, three

Receptive Language

Clap your hands.

Classroom Language

Listen.

Stand up / Sit down, everyone.

Where's (one)?

Activities

Introduce and mime the *Hello action story*.

Play *Where's one?*

Order the action story.

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-5, 8 (routine songs), 11
- ☐ flashcards 5-7 (*one, two, three*)
- ☐ Student's Book, p. 5-6
- ☐ coloured pencils or crayons
- ☐ action story cut-outs (Worksheet 3) (optional)
- ☐ scissors, glue and spare paper (optional)
- ☐ If there is time: colour mini flashcards (Worksheet 4), some music to play

Warm-up

1. Welcome the children and make a circle.



- Hold Peter on your hand and, as the children enter the classroom, make Peter say **Hello!** to each child. Encourage the children to say **Hello!** back.
- Ask the children to sit in a circle or semi-circle. Say **Sit in a circle.** and, while the children are moving and sitting down, you can sing or play:

Circle song

Come with me,
Come with me,
Make a circle.

Come with me,
Come with me,
One, two, three.

2. Sing the Hello song.



- Sing or play the *Hello song* and make Peter look like he is singing too.

Hello song

Hello, hello,
It's nice to see you.
Hello, hello,
It's nice to see you.

Carpet Time

3. Introduce the Hello 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.

Hello action story

Hello! (wave or salute to say hello)
Clap your hands! (clap your hands)
Bye-bye! (wave goodbye and turn around as if walking away)

- If you still have the children's attention, repeat the story so they watch you do it twice.

4. 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.
- If the children are interested, do this a couple of times, telling the action 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 the children still do the correct actions.

5. Play Where's one?

- Ask the children to sit down in the circle. Say **Sit down, everyone.**
- Show the children the number flashcards in the correct order and elicit the number on each of the cards by counting the spots on the dice.
- Mix up the flashcards and put them on the floor in the centre of the circle with the picture facing down.
- Say **Where's one?** and hold up one finger.
- Encourage the children to point to the flashcard they think is number *one*, then select a child to turn the card over.
- If it is the correct card, praise the children and repeat the activity asking the children to find another number.

- If it is not the flashcard for number *one*, say **No, sorry.** Put the flashcard back on the floor face down and encourage the children to guess again where number *one* is.

Pencil and Paper

6. Sing the *Table song*.

- 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:

Table song

Come with me,
Come with me.
Sit at a table,
One, two, three.
(Repeat)

7. 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 3) 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. 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 3), 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 can be taken home to show parents/carers.

8. For early finishers: Colour.

- The objective of this activity is for early finishers to engage in an extension activity independently. You might want to give this explanation individually so the children who are not finished do not get confused and start this activity rather than finish the one they were working on. They will eventually be able to move on to this activity independently.
- Say **Have you finished? (Yes!)** Hold up the page, point to Rosie the rabbit. Say **It's Rosie! Please, colour Rosie!** while you pretend to colour the picture.

9. Sing the *Tidy up song*.

- If you would like the children to tidy away their crayons and other materials, say **It's time to tidy up.**
- Start to collect the materials and encourage the children to help you.
- While you are picking things up, sing or play:

Tidy up song

Let's help each other,
And tidy up.

Let's help each other,
And tidy up.

Rounding Off

10. Sing the *Bye-bye song*.

- 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:

Bye-bye song

Bye-bye, bye-bye,
It's time to go.

Bye-bye, bye-bye,
It's time to go.
Bye-bye!

If there is time...

Play **Stand on red**. **WS 4**

Preparation Tip!

Before the lesson, colour and laminate copies of the red and blue mini flashcards (Worksheet 4) so there are enough for each child to have one of each colour.

- Spread the laminated copies of the mini flashcards around the room.
- Play some music (either songs from *Hooray! Let's play! Starter* or other English songs) and encourage the children to dance to the music.
- Stop the music and say, for example, **Stand on red.** and encourage all the children to find a red mini flashcard to stand on.
- Play the music again, and when the music stops, tell the children which colour to stand on.
- Continue playing, changing which colour the children should stand on each time.

LESSON 5 • STORY AND SONG

Unit 1
Lesson 5

Hello



Main Objective

To listen to a story and a song about a butterfly.

Key Words

Peter, Rosie
red, blue
butterfly

Receptive Language

Hello, Peter/Rosie.
Look. It's red and blue.
Wonderful.
One, two, three.
Dear Rosie, it's for you.
Thank you.
Bye-bye, Peter/Rosie.

Classroom Language

Look, it's a butterfly.
Close/Open your eyes.
Trace the line.
Colour the butterfly.

Value

To develop appreciation for the value of friendship.

Activities

Introduce *butterfly*.
Introduce *The butterfly* story.
Play *Peter* or *Rosie*?
Trace and colour the butterfly.

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-6, 8 (routine songs), 12
- ☐ flashcards 1-4, 8 (*Peter, Rosie, red, blue, butterfly*)
- ☐ Story cards 1-6 (*The butterfly*)
- ☐ Student's Book, p. 7-8
- ☐ coloured pencils or crayons
- ☐ *The butterfly* mini storybook (Worksheets 5a-b) (optional)
- ☐ If there is time: Butterfly (Worksheet 7)

Warm-up

1. **Welcome the children and make a circle.**
 - Make Peter greet the children and say **Hello!** Encourage the children to wave and say **Hello!** back.
 - 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. 18).

2. Sing the Hello song.

- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 18).

Carpet Time

3. Introduce butterfly.

- Show the children the *butterfly* flashcard and say **Look, it's a butterfly.**
- Make a butterfly shape with your hands by linking your thumbs and moving your fingers up and down together like butterfly wings.
- Point to the butterfly's wings on the flashcard and say **What colour is it?** then elicit the colours *red* and *blue* from the children.
- Say **Can you make a butterfly?** and help the children to make butterflies with their hands. If there is time, they can make their butterflies fly around the classroom.

4. Introduce The butterfly story.

- 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*:

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 audio and show the story cards.

The butterfly

Peter: Hello, Rosie.
Rosie: Hello, Peter.
Look. A butterfly. It's red and blue. Ahhh!
Peter: Wonderful.
Close your eyes, Rosie.
Rosie: OK.
Peter: One, ... two, ... three.
(singing): *It's red and blue.
It's red and blue.
It's red and blue.
Dear Rosie, it's for you.*
Rosie: Thank you!
Bye-bye, Peter.
Peter: Bye-bye, Rosie.

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

5. Play *Peter or Rosie?*

- 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 either the flashcard for *Peter* or the flashcard for *Rosie* on the board or in the centre of the circle.
- Say **Open your eyes.** and encourage the children to open their eyes.
- Say **Peter or Rosie?** 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 until the children seem confident with naming the two characters.

Pencil and Paper

6. Sing the *Table song*.

- 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. 18).

7. Trace and colour the butterfly.

- Hold up your Student's Book open to the correct page so the children can all see it clearly. Point to the butterfly on the page and elicit the word **Butterfly.** from the children.
- Say **Trace the line.** and demonstrate how to trace the path from the butterfly to the window.
- Give the children their Student's Books open to the correct page and allow them to trace the line. Praise the children for following the line carefully.
- Then say **Colour the butterfly red and blue.** and start to colour some of the butterfly using red or blue.
- Encourage the children to use only red and blue to colour the butterfly.
- While the children are colouring, monitor the class and ask the children about the colour they are using or point to different parts of the butterfly and elicit the colour the children have coloured it.

Preparation Tip!

You can also print a copy of the mini storybook (Worksheets 5a-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/carers. You will need to cut and fold the mini storybooks for the children before the lesson (See Introduction, p. 12).

8. Value: Friendship.

- Hold up the page so the children can see. With Peter's help, bring children's attention to the Values icon. Say **Look, a heart! A heart for values!** Put a hand over your heart to convey that the icon is

about ethical values, about respect and being kind to one another.

- Say **Peter and Rosie are friends. They have fun together.** Now make Peter give you a hug and say **My friend!** Peter can go around the class and give hugs to children. Make Peter say the names of the children and say **You are my friend!** Ask the children **What are your friends' names?** Wait for some of the children to respond.
- Encourage the children to say the names of their friends. It's okay if they don't answer in English, simply translate their replies back to them. Finally, have Peter say **I love my friends.**

9. Sing the *Tidy up song*.

- If you would like the children to tidy away their crayons and other materials, say **It's time to tidy up.**
- While you are picking things up, sing or play the *Tidy up song* (See Introduction, p. 18).

Rounding Off

10. Sing the *Bye-bye song*.

- 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.
- Signal the end of the English lesson by singing the *Bye-bye song* (See Introduction, p. 18).

If there is time...

Make a butterfly. WS 7

Preparation Tip!

If the children are not able to cut, or if you don't have much time in the lesson, you might want to cut out the butterflies before the lesson.

- Hold up the worksheet so all the children can see it clearly and ask the children **What is it?**
- Say **Colour the butterfly.** and demonstrate by starting to draw a pattern on the butterfly and colour some of it.
- Give each child a copy of the worksheet and allow them to colour their butterfly.
- Alternatively, if you have time, provide the children with scrap pieces of coloured paper and other materials and allow the children to stick these onto their butterfly to decorate it.
- Once the children have finished their butterfly, say **Cut out the butterfly.** and demonstrate by cutting out your copy of the butterfly.
- At the end of the table activity collect all the butterflies from the children and, if possible, display them on a wall or in a window in the classroom.

LESSON 6 • THINKING SKILLS

Unit 1
Lesson 6

Hello
Thinking Skills

Hooray! Let's play! Starter © Helbling Languages

Main Objective

To match the characters with their silhouettes.

Key Words

Peter, Rosie
red, blue
one, two, three
butterfly

Receptive Language

It's red and blue.
Dear Rosie, it's for you.

Classroom Language

Hold up (one).
Draw a line.
Stick in the butterfly.

Thinking Skills

Focusing on details and matching a coloured picture to the appropriate silhouette.

Activities

Play *Say it louder!*
Sing the *It's red and blue* song.
Play *Hold it up*.
Match the silhouettes and stick in the butterfly.

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-5, 8 (routine songs), 13-14
- ☐ flashcards 1-8 (*Peter, Rosie, red, blue, one, two, three, butterfly*)
- ☐ Student's Book, p. 9-10
- ☐ sticker from the appendix of the Student's Book (*butterfly*)
- ☐ coloured pencils or crayons
- ☐ If there is time: number mini flashcards (Worksheet 2)

Warm-up

1. Welcome the children and make a circle.



- Make Peter greet the children and say **Hello!** Encourage the children to wave and say **Hello!** back.
- 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. 18).

2. Sing the *Hello song*.



- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 18).

Carpet Time

3. Play *Say it louder!*

- Show the children the *red* flashcard and elicit the colour from the children.
- Make Peter say **Shh!** and whisper **Red**. Encourage the children to whisper it with Peter.
- Say **Red**, repeatedly, each time a little louder, and have the children repeat until the last time you shout it and then say **Shh!** and whisper **Red** again.
- Repeat this with the *blue* flashcard or with some of the other vocabulary from this unit.
- After some time you can 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 word while you are holding your nose or wobbling your lips using your finger.

4. Sing the *It's red and blue* song.



- Hold up the flashcard for the butterfly and elicit the word **Butterfly** from the children.
- Play or sing the song from the story:

It's red and blue

It's red and blue.

It's red and blue.

It's red and blue.

Dear Rosie, it's for you.

Dear Rosie, it's for you!

Dear Rosie, it's for you!

(Repeat)

- On the last line of the song, make Peter give the *butterfly* flashcard to the *Rosie* flashcard.
- Continue to sing the song. You can change Rosie's name to one of the children's names and give the *butterfly* flashcard to the child instead using the karaoke track.



5. Play *Hold it up*.

- Give the number flashcards out to three of the children.
- Say **Hold up one**. and encourage the child holding the flashcard for number *one* to hold their flashcard in the air.
- Repeat a couple of times using different numbers and then change the children holding the flashcards so different children get a chance to play.
- If the children seem confident with the numbers, you could also use the flashcards for *Peter* and *Rosie* and *red* and *blue* as well.

Pencil and Paper

6. Sing the *Table song*.

- 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. 18).

7. Introduce the icons.

- Hold up your Student's Book so all the children can see.
- Bring the children's attention to the Thinking Skills icon on the top right corner of the page and say **Look! The lightbulb! 'Thinking Skills'. We are in Thinking Skills class**. Point at your head and say **Hmm... Think, think, think**.
- Point at the Pencil icon. Say **What's this? Yes, it's a pencil**. Mimic taking a pencil and making a circle in the air. Encourage the children to do the same.

8. Match the silhouettes and stick in the butterfly.

- Hold up your Student's Book open to the correct page so all the children can see it clearly.
- Point to one of the coloured pictures of the characters and ask **Is it Peter or Rosie?** and elicit the correct name from the children.
- Continue to elicit the name of the other coloured character, and then the two silhouettes of the characters.
- Say **Draw a line**. and demonstrate by drawing a line from the coloured picture of Peter to the silhouette of Peter.
- Give the children their Student's Books open to the correct page. Monitor the class and praise the children for drawing neat lines between the characters and their silhouettes.
- Point to the butterfly on Rosie's hand and elicit the word **Butterfly**. from the children.
- Show the children the *butterfly* sticker from the appendix of the Student's Book and say **Stick in the butterfly**. Help the children to peel the sticker from the sticker page and stick it next to the correct silhouette (Rosie's silhouette).

9. For early finishers: Colour.

- You might want to give this explanation individually so the children who are not finished do not get confused.
- Say **Have you finished? (Yes!)** Hold up the page, point to the picture of the butterfly and ask **What is it?** Wait for children to answer (**Butterfly!**) and say **That's right. It's a butterfly! Please colour the butterfly**. Pretend to colour the picture.

10. Sing the *Tidy up song*.

- If you would like the children to tidy away their crayons and other materials, say **It's time to tidy up**.
- While you are picking things up, sing or play the *Tidy up song* (See Introduction, p. 18).

Rounding Off

11. Sing the *Bye-bye song*.

- While at the table, look at Peter and say **It's time to go, 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. 18).

If there is time...

Play *Bingo!* **WS 2**

Preparation Tip!

You will need enough number mini flashcards (Worksheet 2) 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 three number 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. Help them to choose two of their mini flashcards and put them on the floor with the number facing up.
- Make Peter turn over one of the number flashcards from his set, and show and say the number to the children. Then encourage the children to turn over the mini flashcard with the same number so the number 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'.
- If the children are still interested, then turn all the cards back over and repeat the activity, this time calling the numbers a little quicker.

LESSON 7 • PHONICS

phoneme /p/ and grapheme 'P'

Unit 1
Lesson 7

Hello
Phonics




Introduce the /p/ sound and the letter 'P'

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

Hooray! Let's play! Starter © Helbling Languages

Main Objective

To introduce the sound /p/ and the letter 'P' using audio and Peter the panda.

Key Words

Peter, panda

Receptive Language

Who is it?
Where is (Peter)?
Point.
Your turn.
It's time to go.

Classroom Language

Listen.
Repeat.
Trace.
Circle.

Activities

Play *Who is it?*
Introduce the /p/ sound.
Listen and repeat the 'P' items.
Listen and point to the 'P'.
Trace the letter 'P'.
Listen and point to the /p/ item.
Listen and circle the /p/ item.

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 15-16
- ☐ Student's Book, p. 11-12
- ☐ coloured pencils or crayons

Notes

Warm-up and Revision

1. Sing the *Hello song*. (🔊)

- Have the Peter hand puppet greet the children. Make Peter say **Hello!** and encourage the children to wave and say **Hello!** back.
- Sing or play the *Hello song* and have Peter look like he is singing too (See Introduction p. 18).

Carpet Time

2. Sing the *Circle song*. (🔊)

- In order 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. 18).

3. Play *Who is it?*

- Hold up the Peter hand puppet. Say **Who is it? (Peter / Peter the panda) Yes, P – P – P – Peter! Peter P – P – P – Panda!** Encourage children to make the sound with you. Take care not to make a 'puh' sound when saying the phoneme /p/ but isolate the /p/ without a vowel or air sound.
- Hold Peter next to a child. Make Peter hug or hide behind the child and ask **Who is it?** Help the child to say the words as you've done before: **P – P – P – Peter! P – P – P – Panda!**
- Repeat this with several other children. Help them to isolate the /p/ sound by repeating after you.

Pencil and Paper

4. Sing the *Table song*. (🔊)

- Ask the children to move to the tables and sit down while singing the *Table song* (See Introduction p. 18).

5. Introduce the icons. (SB 11)

- With Peter's help, bring the children's attention to the Phonics icon on the top right corner of the page and say **Phonics. We are in Phonics class. Do you remember?**

6. Introduce the /p/ sound.

- Hold up the Student's Book. Point to Peter and say **Look! P – P – P – Peter the P – P – P – Panda!** Make the Peter hand puppet clap and cheer. Have Peter repeat **P – P – P – Peter the P – P – P – Panda!**
- Go round the room to give children a chance to repeat with Peter.
- Do a little dance or clap and say the /p/ sound with the class.

7. Listen and repeat. Listen and point.

- Play the audio while holding up the page.
P – P – P – Peter! P – P – P – Panda!
P – P – P – Peter! P – P – P – Panda!
- Help children to repeat the sound after the recording, then point to the letter 'P' on the page.
- Repeat two or three times to be sure that the children are joining in to make the sound and point.

8. Trace the letter 'P'.

- The children have been practising the phoneme /p/, and now they will practise the grapheme 'P' as a letter.
- Continue to hold up p. 11. Point to the letter 'P' on the page. Say **Look, 'P' – 'P' – 'P'.**
- Use your finger to trace the letter 'P'. Slowly follow the arrows to trace the letter. You may choose to have Peter do this. Say **Trace the 'P'.**
- First, point to the starting point on the letter. Hold up your index finger and say **Point!** You may choose to write the letter on the board to make it bigger. Next, say, **One.** Move your finger down as you say **One.** Move your finger around the top part of letter and say **two! P – P – P!**
- Say **Your turn. Letter 'P'. Say Point.** Monitor the children to make sure that everyone is pointing to the correct starting point. Help them to find it, if necessary. Point to the letter on the board or in the Student's Book and say **One.** Show how to move your finger down along the correct arrow as you say **One.** Move your finger around the top part of letter around the second arrow and say **Two! P – P – P!**
- Have the children trace the letter several times as you monitor. Do a little dance or clap and say 'P' with the class.

9. Listen and point to the /p/ items.



- Point to the Phonics icon and say **Look, what's this? Do you remember? Yes, it's Phonics.** Encourage children to repeat the word Phonics after you so they familiarise themselves with this lesson.
- Hold up the Student's Book. You may want to have Peter show excitement when he sees a picture of himself on the page and say **Peter Panda!** He can reinforce the Values concept by saying **My friend Rosie!** Encourage the children to say **Peter Panda** with you while Peter claps his hands.
- Point to the Listening icon, point to your ear and say **Listen.** Say **Hmm... P – P – P.** Pretend to be looking for something with that sound on the page. **R – R – R – Rosie? R – R – R? (No.) P – P – P – Peter? (Yes!) P – P – P – Panda? (Yes!)**

- Hold your finger up or have Peter hold his and mimic 'point to'. Say **(Sara), Where is P – P – P – Peter P – P – P – Panda?** Have the child come up and point in your book. Then monitor as the children point in their own books.
- Play the audio, pausing after each sentence.
Peter Panda, panda, panda.
Rosie Rabbit, rabbit, rabbit.
- Encourage the children to repeat the words and say **Point!**
- Monitor the children to make sure they're pointing at the correct image, and encourage them to repeat the words themselves.

10. Listen and circle the /p/ item.

- With Peter's help, bring the children's attention to the pencil icon. Say **A pencil!** (mimicking using the pencil to circle). **Circle.** Monitor to be sure that each child has got a pencil, or crayon, for the activity.
- Play the recording again and show how to 'listen and circle' in the air. Point to your ear and say **Listen, circle P – P – P.** Play the recording once more. Draw circles in the air and say **P – P – P.** Monitor the children and congratulate them.

Rounding off

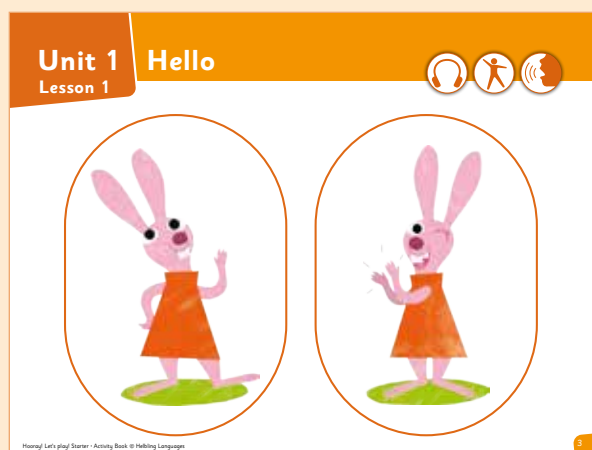
11. Sing the Tidy up song.

- Ask the children to tidy away the pencils, crayons and other materials by singing the *Tidy up song* (See Introduction p. 18).

12. Sing the Bye-bye song.

- 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 the *Bye-bye song* (See Introduction p. 18).

LESSON 1 • CHANT



Main Objective

To say *Hello* and count to 3 using a chant.

Key Words

Peter, Rosie

Receptive Language

It's Peter/Rosie.
Who is it?
Who is this?
Clap with me.
It's time to go.

Classroom Language

Point.
Colour.

Activities

Introduce and say the *Hello chant*.
Clap and wave with the chant.
Colour Peter and Rosie.
Play *Point to*.

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 17
- ☐ flashcards 1-2 (*Peter, Rosie*)
- ☐ Activity Book, p. 3-4
- ☐ coloured pencils or crayons

Notes

Warm-up and Revision

1. Sing the *Hello song*.

- Have the Peter hand puppet greet the children. Make Peter say **Hello!** and encourage the children to wave and say **Hello!** back.
- Sing or play the Hello song (See Introduction p. 18) and make Peter look like he is singing too.

Hello song

*Hello, hello,
It's nice to see you.
(Repeat)*

Carpet Time

2. Sing the *Circle song*.

- 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*:

Circle song

*Come with me,
Come with me,
Make a circle.*

*Come with me,
Come with me,
One, two, three.*

3. Introduce Rosie and Peter vocabulary.

- Show the children the *Rosie* and *Peter* flashcards. As you show the *Peter* card, say **It's Peter.** and put the flashcard on the floor in front of the children. (You may then show the *Rosie* flashcard and say **It's Rosie.**)
- Point to the *Rosie* flashcard, look at Peter and say **Who is it, Peter?** Make Peter say **It's Rosie.** Say **Well done, Peter.** Encourage the children to clap for Peter.
- Repeat with the *Peter* flashcard.
- Repeat this process until the children can easily name each character. You may want to change between the characters more quickly each time.

4. Introduce the *Hello chant*.

- Play or say the *Hello chant* and do the actions (See Introduction p. 17). Wave for the first line and clap for the rest of the chant:

Hello chant

*Hello, hello!
Clap with me.
One, two, three,
One two three.
(Repeat)*

- The children will review the chant further during *Pencil and Paper* time. Simply play or say the chant two or three times to familiarise them with what they will be working on.

Pencil and Paper

5. Sing the *Table song*.

- Ask the children to move to the tables and sit down by singing:

Table song

Come with me,
Come with me.
Sit at a table,
One, two, three.
(Repeat)

6. Say the *Hello chant*.

- Hold up the page and help children to find it in their own books.
- Make the Peter hand puppet say **It's Rosie**. Point to Rosie and say **Yes, it's Rosie**. Point to the picture of Rosie waving. Wave to the children. Say **Hello Rosie**. Point to the picture of Rosie clapping. Clap and show children how to clap along.
- Play the *Hello chant* and encourage the children to chant along.
- Point to Rosie waving and show children how to wave as you say the first line of the chant.
- Point to the picture of Rosie clapping and then clap as you say the rest of the chant.
- Repeat the chant and encourage the children to join in with the actions.
- Alternate between having the children do the actions and pointing to Rosie.

7. For early finishers: Colour.

- The objective of this activity is for early finishers to engage in an extension activity independently. You might want to give this explanation individually, so the children who are not finished do not get confused and start this activity rather than finish the one they were working on. They will eventually be able to move on to this activity independently.
- Hold up your book or one of the children's books, point to the colouring activity on p. 4 and ask **Who is this?** Wait for the children to answer (**Peter! Rosie!**). Then say **Yes, very good. It's Peter and Rosie!** Hold a crayon in your hand, mimic colouring and say **Please, colour**.

8. Sing the *Tidy up song*.

- Ask the children to tidy away the crayons and other materials by singing the *Tidy up song*:

Tidy up song

Let's help each other,
And tidy up.
(Repeat)

Rounding off

9. Sing the *Circle song*.

- When moving the children from the table to sit in a circle you can sing or play the Circle song:

Circle song

Come with me,
Come with me,
Make a circle.

Come with me,
Come with me,
One, two, three.

10. Play *Point to...*

- Put the Peter the panda and Rosie the rabbit flashcards on the floor in front of the children.
- Say **Point to Peter**. Make Peter point to the correct flashcard and encourage the children to point with him.
- Repeat with Rosie encouraging the children to point to the correct flashcard before Peter does.

11. Sing the *Bye-bye song*.

- 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 the *Bye-bye song*:

Bye-bye song

Bye-bye, bye-bye,
It's time to go.
Bye-bye, bye-bye,
It's time to go.
Bye-bye!

If there is time...

Play *Who is it?*

- Mime covering your eyes and encourage the children to cover their eyes.
- Hold up the back of one of the flashcards (Rosie / Peter)
- Say **Look!** and show children that they can open their eyes.
- Pretend to be thinking and say **Who is it?** Have children guess which character it is and then turn the flashcard over to show them.
- Repeat several times, changing the cards.

LESSON 2 • THINKING SKILLS

Unit 1
Lesson 2

Hello

Thinking Skills



Main Objective

To think, compare, find similarities and differences, and match.

Key Words

butterfly
yes/no

Receptive Language

Is it a match?
Is it the same?
It's different.
It's time to go.

Classroom Language

Colour.
Match.

Activities

Play *Is it a match?*
Match the butterflies.
Colour the butterfly.
Play *Find a match.*

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs)
- ☐ Activity Book, p. 5-6
- ☐ coloured pencils or crayons
- ☐ groups of objects to match

Notes

Warm-up and Revision

1. Sing the *Hello song*.

- Make the Peter hand puppet greet the children. Make Peter say **Hello!** and encourage the children to wave and say **Hello!** back.
- Sing or play the *Hello song* and make Peter look like he is singing too too (See Introduction p. 18).

Carpet Time

2. Sing the *Circle song*.

- 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. 18).

Preparation Tip!

Prepare several groups of objects in which two objects are the same in every way and the third is different. For example: two yellow balls and one red ball, two green coloured pencils and one blue one. You may prefer to draw, for example, two cats and colour them in the same way, and then colour a third cat in a different way.

3. Play *Is it a match?*

- Use the objects you have prepared before class. Take out the first group of objects, for example, two yellow balls. Make the Peter hand puppet look with you. Say **A match**. Hold up the red ball and pretend to be thinking and comparing it to the other two balls. Look at Peter, shrug your shoulders in doubt and say **Is it a match?** Shake your head to show 'no' and make Peter say **No**.
- Repeat this process with three or four other groups of objects until the children are able to join in to respond **Yes / No**.

Pencil and Paper

4. Sing the *Table song*.

- Ask the children to move to the tables and sit down by singing the *Table song* (See Introduction p. 18).

5. Match.

- Hold up the page so the children can see.
- Bring the children's attention to the Thinking Skills icon on the top right corner of page 9 in the Activity Book and say **Look! 'Thinking Skills'. We are in Thinking Skills class**. Point to your head and pretend to concentrate, or mimic 'thinking' by tapping the temple of your forehead with a finger, and say **Think, hmm...** You may want to use Peter to show this.
- Point to the Look icon. Say **What's this?** Point to your eye. **We are going to look and we are going to think**.

- Point to one butterfly, then another that doesn't match. Say **Is it a match? (No.)** Repeat with two butterflies that match. Say **Is it a match? (Yes.)**
- Show children how to draw a line to match the butterflies. Repeat with the next match.
- Monitor children as they work to be sure they understand how to match the butterflies. Make sure you give the children plenty of encouragement and praise for their good work, **Very good! Well done!**

6. For early finishers: Colour.

- The objective of this activity is for early finishers to engage in an extension activity independently. You might want to give this explanation individually so the children who are not finished do not get confused and start this activity rather than finish the one they were working on.
- Monitor pupils as they work on p. 5. As they finish, point out where to find the activity for early finishers. They will eventually be able to move on to this activity independently.
- Hold up your book or one of the children's to show that the main activity is finished. Ask **Have you finished? (Yes!)** Hold up p. 6 in the Activity Book, point to the colouring activity and ask **What's this?** Wait for the children to answer (**Butterfly!**). Say **Very good. It's a butterfly!** Hold a crayon in your hand, mimic colouring and say **Please, colour the butterfly!**

7. Sing the Tidy up song.

- Ask the children to tidy away the crayons and other materials by singing the *Tidy up song* (See Introduction p. 18).

Rounding off

8. Sing the Circle song.

- When moving the children from the table to sit in a circle you can sing or play the *Circle song* (See Introduction p. 18).

9. Play Find a match.

- Put all of the objects you used earlier in the centre of the circle. Ask different children to find objects that match.
- Have a child choose two objects. Say **Is it the same?** Encourage the children to answer (**Yes. / No.**)
- Congratulate the child on his or her participation and encourage the class to join in.
- Repeat the process several times to give many children a turn.
- You may want to let the children join in and help to tidy up the objects when the game has finished. You can sing the *Tidy up song* while you do this (See Introduction p. 18).

10. Sing the Bye-bye song.

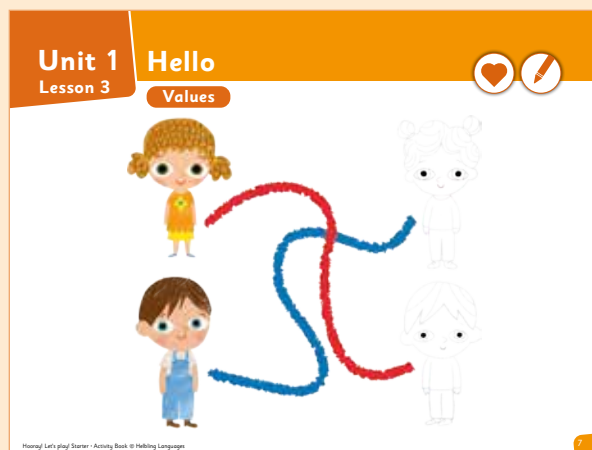
- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back to Peter.
- Signal to the children that it is the end of the English lesson by singing the *Bye-bye song* (See Introduction p. 18).

If there is time...

Play Hidden Drawings.

- Put two pieces of coloured paper on the board with masking tape or coloured tape at the top so you can lift each one.
- Draw a pair of objects that are the same or different, one under each paper; for example, a cat and a cat with its eyes closed.
- Lift one paper for the children to see. Then lift the second. Say **Is it a match?** Help children to answer (**Yes. / No.**)
- Repeat with several pairs.

LESSON 3 • VALUES



Main Objective

To value and appreciate friends.

Key Words

Peter, Rosie
red, blue
one, two, three

Receptive Language

Can you see friends?
Where is (your) friend?
Find (one).

Classroom Language

Colour.
Draw.
Find.

Activities

Play *Can you see friends?*
Find the friends.
Colour the friends.
Draw and colour your friends.
Play *Find 1-2-3 friends*.

Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs)
- ☐ Activity Book, p. 7-8
- ☐ coloured pencils or crayons
- ☐ pictures from magazines / Internet of groups of friends
- ☐ Pictures from magazines / Internet of children playing with friends and playing alone
- ☐ If there is time: several bean bags

Notes

Warm-up and Revision

1. Sing the *Hello song*.

- Have the Peter hand puppet greet the children. Make Peter say **Hello!** and encourage the children to wave and say **Hello!** back.
- Sing or play the Hello song (See Introduction p. 17) and make Peter look like he is singing too.

Carpet Time

2. Sing the *Circle song*.

- When moving the children from the table to sit in a circle you can sing or play the *Circle song* (See Introduction p. 18).

Preparation Tip!

Prepare pictures you've cut out from magazines or printed from the Internet of children playing with friends and some of children playing alone. If possible, print pictures of groups of up to three children to practise counting.

3. Play *Can you see friends?*

- Hold up the picture on the cover of the Activity Book. Make Peter point and say **Peter and Rosie! We are friends.**
- Use the pictures you've prepared before class. Hold up a picture of a group of friends. Say **Can you see friends? (Yes!)** Have Peter help the children to answer, if necessary. Repeat this with a picture of a child playing alone. Say **Can you see friends? (No.)** It is important not to make it seem negative that children are playing alone as that's okay, too.
- Repeat this process with the other pictures until the children are able to join in and respond **Yes / No**.
- Encourage the class to count the number of children in the photos and identify red and blue elements.

Pencil and Paper

4. Sing the *Table song*.

- Ask the children to move to the tables and sit down while singing the *Table song* (See Introduction p. 18).

5. Value: Friendship.

- Hold up the page so the children can see. With Peter's help, bring children's attention to the Values icon. Say **Look! A heart for Values!** Touch your heart to help transmit the idea of values and caring.
- Say **Peter, where is your friend Rosie?** Hold up the Activity Book cover again to show Rosie. Make Peter point to Rosie. **Here is my friend Rosie. I love my friend!** Repeat this with children in the class. Say **Peter, where is your friend (Sara)?** Make Peter point or hug the child. Have him say **Here is my friend (Sara).**

- Repeat with several children, making sure they repeat this sentence after Peter, ***I love my friend!***

6. Find the friends. Colour. AB 7

- Hold up the page so the children can see. Point to the first child on the page. Say ***Where is her friend?*** Make Peter follow the red line and say ***Here is her friend!*** Model how to trace the line with your finger and colour the child's clothes on the right side of the page red.
- Say ***Where is his friend?*** This time give the children time to follow the blue line to the picture on the right side of the page. Monitor the children as they work and congratulate them. Mimic colouring so they remember to colour the child's clothes blue.

7. For early finishers: Draw. Colour. AB 8

- The objective of this activity is for early finishers to engage in an extension activity independently. You might want to give this explanation individually so the children who are not finished do not get confused and start this activity rather than finish the one they were working on.
- Monitor pupils as they work. As they finish, point out where to find the activity for early finishers. They will eventually be able to move on to this activity independently.
- Hold up your book or one of the children's on p. 7 to show that the main activity is finished. Say ***Have you finished? (Yes!)*** Hold up p. 8 in the Activity Book, point to the colouring activity and say ***Look, they are friends!*** Then point at the icons and ask ***What is this?*** Wait for the children to guess what the activity is about. To help them understand, hold a pencil in your hand, mimic drawing and say ***Please, draw your friends.*** Then hold a crayon in your hand, mimic colouring and say ***Please, colour!***

8. Sing the Tidy up song. 5

- Ask the children to tidy away the crayons and other materials by singing the *Tidy up song* (See Introduction p. 18).

Rounding off

9. Sing the Circle song. 3

- When moving the children from the table to sit in a circle you can sing or play the *Circle song* (See Introduction p. 18).

10. Play Find 1-2-3 friends.

- Take out the pictures of friends used earlier in the lesson. Lay three pictures in the centre of the circle. Be sure to use a picture of one child, one of two children and one of three children. Roll a dice or show a number with your fingers. Choose a child to participate and say ***Find (two).*** Gesture for the child to find the picture with the correct number of friends. Have Peter congratulate the child and encourage the class to clap.
- Repeat the process with different groups of pictures and different volunteers.

11. Sing the Bye-bye song. 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 the *Bye-bye song* (See Introduction p. 18).

If there is time...

Play Throw the bean bag.

You will need enough bean bags for each child to have one or enough for each child in smaller groups if you would like to have them take turns.

- Lay all the pictures of friends in the center of the circle. Alternately, you may choose only one group of photos (one child, two children, three children) and attach them to the floor with masking tape.
- Have Peter model the activity. Say ***Peter, find (one)!*** Make Peter throw a bean bag to a picture of one child. Congratulate Peter. Repeat this with the remaining numbers.
- Next, pass out one bean bag to each child. Say ***Find (two)!*** Congratulate the children for their efforts. Say ***Yes, (two)! Well done.*** You can collect the bean bags to pass back to the children, or you can allow the children to pick them up themselves.
- Repeat several times to practise the numbers.