

# Hippo and Friends

## Teacher's Book Starter

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# Hippo and Friends Starter

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# Map of the course

Unit	Language	Aims
<b>Starter unit</b> Hippo says hello!  Topic Greetings	<b>Main language</b> hippo, monkey, dog, cat, hello, goodbye	To make the children's first contact with English enjoyable and fun. To introduce the Hippo puppet to the children.
<b>Unit 1</b> I can jump!  Topic Body and actions	<b>Main language</b> jump, clap, nod my head, hands, feet  <b>Revised language</b> hippo, monkey, dog, cat	To recognise three body parts and three action words through the song, story, activities and worksheets. To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-maths skills through a matching exercise.
<b>Unit 2</b> I can count to five  Topic Numbers 1-5	<b>Main language</b> Numbers 1-5  <b>Revised language</b> hippo, monkey, dog, cat, jump, nod, clap	To recognise five numbers through the song, story, activities and worksheets. To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-maths skills through counting and matching activities.
<b>Unit 3</b> I can see red  Topic Colours	<b>Main language</b> red, blue, yellow, rain- bow  <b>Revised language</b> hippo, monkey, dog, cat	To recognise three colours through the song, story, activities and worksheets. To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-maths skills through a sequencing activity.
<b>Unit 4</b> I can see the train  Topic Toys	<b>Main language</b> train, ball, doll, teddy  <b>Revised language</b> Numbers 1-5, hippo, monkey, dog, cat	To recognise four toys through the song, story, activities and worksheets. To sing and do the actions to the song. To understand the story through listening and taking part.
<b>Unit 5</b> The wheels go round  Topic Transport	<b>Main language</b> bus, car, train, boat  <b>Revised language</b> Numbers 1-5, train, red, blue, yellow	To recognise four items of transport through the song, story, activities and worksheets. To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-maths skills through counting and matching activities.

## Procedures

Participating in the songs.  
Participating in the vocabulary activities.  
Matching pictures on a worksheet.

## Main attitudes

Enjoyment of the songs and activities.  
Enjoyment of the routine.

Participating in the song.  
Completing a worksheet to reinforce language presented in the song.  
Listening to and participating in a simple story.  
Participating in various vocabulary games/activities.  
Completing a matching exercise.  
Decorating a worksheet with small pieces of paper.

Enjoyment of the song, stories and activities.  
Enjoyment of the routine.  
Positive attitude to themselves and others.

Participating in the song.  
Completing a worksheet to reinforce language presented in the song.  
Listening to and participating in a simple story.  
Participating in various vocabulary games/activities.  
Completing a counting and matching exercise.  
Completing a tracing and colouring exercise.

Enjoyment of the song, stories and activities.  
Enjoyment of the routine.  
Awareness and understanding of the importance of taking turns.

Participating in the song.  
Completing a worksheet to reinforce language presented in the song.  
Listening to and participating in a simple story.  
Participating in various vocabulary games/activities.  
Completing a sequence on a worksheet.  
Completing a picture.

Enjoyment of the song, stories and activities.  
Enjoyment of the routine.  
Awareness and understanding of the importance of taking turns.  
Awareness of the importance of working together.  
Enjoyment of teamwork.

Participating in the song.  
Completing a worksheet to reinforce language presented in the song.  
Listening to and participating in a simple story.  
Participating in various vocabulary games/activities.  
Finding hidden toys in a picture.  
Completing a matching exercise.

Enjoyment of the song, stories and activities.  
Enjoyment of the routine.  
Awareness and understanding of the importance of taking turns.  
Awareness of the importance of helping others.  
Enjoyment of teamwork.

Participating in the song.  
Completing a worksheet to reinforce language presented in the song.  
Listening to and participating in a simple story.  
Participating in various vocabulary games/activities.  
Completing a matching and colouring exercise.  
Completing a counting and matching exercise.

Enjoyment of the song, stories and activities.  
Enjoyment of the routine.  
Awareness and understanding of the importance of taking turns.  
Enjoyment in playing together.

Unit	Language	Aims
<b>Unit 6</b> <b>The farmyard</b>  <b>Topic</b> Farm animals	<b>Main language</b> cow, sheep, duck, farm- yard  <b>Revised language</b> Numbers 1-5, red, yellow	To recognise three farm animals through the song, story, activities and worksheets. To sing and do the actions to the song. To understand the story through listening and taking part. To develop pre-maths skills through a sequencing activity.
<b>Extra unit</b> <b>Halloween</b>  <b>Topic</b> Halloween	<b>Main language</b> Happy Halloween, Halloween party, sweets	To recognise unit language through the rhyme, activities and worksheets. To say and do the actions to a Halloween rhyme.
<b>Extra unit</b> <b>Christmas</b>  <b>Topic</b> Christmas	<b>Main language</b> Christmas tree, star, pres- ent, angel	To recognise unit language through the song, activities and worksheets. To sing and do the actions to a Christmas song.
<b>Extra unit</b> <b>Easter</b>  <b>Topic</b> Easter	<b>Main language</b> Happy Easter, Easter egg	To recognise unit language through the song, activities and worksheets. To sing and do the actions to an Easter song.

## Procedures

Participating in the song.  
Completing a worksheet to reinforce language presented in the song.  
Listening to and participating in a simple story.  
Participating in various vocabulary games/activities.  
Completing a sequencing activity.  
Tracing the correct path on a worksheet.

## Main attitudes

Enjoyment of the song, stories and activities.  
Enjoyment of the routine.  
Awareness and understanding of the importance of taking turns.  
Enjoyment in learning about farm animals.

Participating in the rhyme.  
Completing a worksheet to reinforce language presented in the rhyme.  
Participating in various vocabulary games/activities.

Enjoyment of the rhyme and activities.  
Awareness of how Halloween is celebrated in the UK.

Participating in the song.  
Completing a worksheet to reinforce language presented in the song.  
Participating in various vocabulary games/activities.

Enjoyment of the song and activities.  
Awareness of how Christmas is celebrated in the UK.

Participating in the song.  
Completing a worksheet to reinforce language presented in the song.  
Participating in various vocabulary games/activities.

Enjoyment of the song and activities.  
Awareness of how Easter is celebrated in the UK.

# Introduction

## What makes Hippo and Friends a special course?

The key advantage of the course is the special emphasis it places on interactive learning through songs and stories.

### Songs

It focuses on teaching pre-school children vocabulary through a portfolio of songs, which have been designed specifically to form the hub of the course. They have huge appeal to children, are highly memorable and their effectiveness in teaching English to young children has already been proven.

The songs provide three key advantages:

- Children remember words more permanently through song.
- The songs are designed to be sung with actions, so the course takes full advantage of the kinaesthetic learning patterns of young children.
- The songs incorporate a built-in plan for repeating and reinforcing vocabulary throughout the course.

### Stories

The stories are short and simple. The aim of the stories is to show the children that they can understand and use the language very quickly. The story in each unit can be acted out easily. The take-home storybook also enables the children to work through the sequence of the language again, reinforcing comprehension.

### Simplicity

The format of the lesson plans and the page design is clear and simple, for ease of use in the classroom. With just the open book on the desk, you have an overview of the lesson.

## The aims of Hippo and Friends

### The main aims of the course are:

- to teach English in a way that is fun and enjoyable;
- to support the teacher with flexible, easy-to-use materials;
- to make age-relevant vocabulary easy to learn and to remember;

- to provide focused reinforcement for the children;
- to provide materials which integrate English into the pre-school curriculum.

The content carefully parallels and supports the educational requirements of young learners. It is designed to develop pre-reading skills, pre-maths awareness and comprehension of context through sequencing and matching. It specifically helps children to develop the following areas:

### Language

- language as a means of communication
- refinement of aural skills – correct pronunciation and intonation
- understanding of stories and aural instructions
- active participation in oral communication

### Appreciation of music

- sound, silence and music
- song
- rhythm, volume and pace
- movement to music

### Games and movement

- awareness of body and movement
- gross motor coordination and fine motor skills
- basic notions of spatial orientation
- respecting the rules of a game
- showing consideration and support for others

## Course components

The course provides the following materials:

### Teacher's Books

There is one Teacher's Book for each level, containing clear lesson plans and a bank of extra activities. A list of materials needed for each lesson facilitates class preparation. There are also photocopiable templates for use within the classroom including worksheets for the extra Halloween, Christmas and Easter units.

### Pupil's Books

There is a Pupil's Book for each level, containing four worksheets per unit. These are made up as follows:

- one sticker worksheet
- two activity worksheets
- one storybook worksheet

There is also an additional activity worksheet for each extra unit in *Hippo and Friends 1* and *2*. The pages of the Pupil's Books are perforated. We suggest that, before each lesson, you tear the worksheets out of the Pupil's Books, and that you give the children only the worksheet and stickers for that lesson.

### Audio CDs

There is an audio CD for each level, containing all of the songs and stories, sung and read by native English speakers. There is also a section of useful classroom language.

### Photocopiable Extras

The book of Photocopiable Extras supplements the games and activities provided with the lesson plans.

### Flashcards

The colourful flashcards can be used to teach and revise the target language.

### Story Posters

There is a story poster for every story, providing a clear focus for the children as they listen to the stories.

### Puppet

The Hippo puppet is an invaluable tool for establishing routines in the classroom.

### Support materials for home use

Many parents wish to support their children in learning English in a way which will complement their lessons in the classroom. We are happy to recommend that children listen to the home supplement to *Hippo and Friends*. This is a song-based series, specifically designed for young children. It builds vocabulary through adventures and songs and directly parallels the vocabulary and systematic methodology of *Hippo and Friends*. See [www.yellowh.com](http://www.yellowh.com) for more information.

## Course structure

The course is divided into three levels. Each level begins with a Starter unit, which revises greetings. In *Hippo and Friends Starter* there are six main topic units and three extra units. In *Hippo and Friends 1* and *2* there are nine main topic units and three extra units. For a detailed description of the syllabus, please see the Map of the course on pages 4–7.

## Unit structure

There are five lessons in each unit. Each lesson begins and ends with the greeting song for that level.

**Lesson 1** – Sing and learn. In Lesson 1, you present the main vocabulary for the unit, hear and sing the song and reinforce the vocabulary with the sticker worksheet.

**Lesson 2** – Listen and learn. In this lesson, you present the story, using the story poster as a visual aid.

**Lesson 3** – Do and learn. This lesson revises the song and the story with activities and a worksheet to consolidate the material from the first two lessons of the unit.

**Lesson 4** – Say and learn. Here a section called Talk time specifically encourages children to give one-word responses to questions or to complete a phrase. This builds confidence in using the spoken word.

**Lesson 5** – Moving on. Lesson 5 draws together the song and story elements. The children sing the song again and make a storybook to take home. This enables them to recall the story at home.

## Lesson structure

- **Hello time** Each lesson begins with a *Hello* song. There is a different *Hello* song for each level of the course.
- **Vocabulary and song time presentation**  
A presentation or revision of the main vocabulary for the unit follows.
- **Song time** There is an activity based on the song in every lesson.
- **Story time** There is an activity based on the story in each of Lessons 2–5.
- **Talk time** In Lessons 4 and 5, this section builds confidence in using the spoken word.
- **Worksheet presentation** The worksheets provide table-time work in Lessons 1, 3, 4 and 5. The sticker worksheets reinforce the key vocabulary. The worksheets in Lessons 3 and 4 consolidate vocabulary and reinforce basic skills. The story worksheet has two roles. There is always a small element of the story to complete. This focuses the children on the content of the story. The children are encouraged to take the completed story worksheet home to show their family, which gives them the opportunity to share their learning and to revise the material. Parents and carers can be encouraged to applaud this, whatever language is used.
- **Move to the tables** Moving to the table can disturb the flow of a lesson, so each time the children move to the tables, the lesson plans suggest an action or gesture to keep the children focused on the unit topic, even as they move.
- **Goodbye time** Each lesson ends with a *Goodbye* song. There is a different *Goodbye* song for each level.
- **Extra activities** Games and craft or other activities related to the unit topic are included at the end of each lesson.

## A note on evaluation

For this age group, evaluation has to be continuous throughout the year and testing has to be invisible to the children. To facilitate this, certain games and activities are flagged by an evaluation icon **e**, to show that they are opportunities for the children to demonstrate what they have learnt or are capable of.

## Methodology

The course proactively harnesses the natural and uninhibited approach of young children to the acquisition of language. At this age, children generally enjoy singing songs. They memorise the words, repeat new spoken words back out loud and learn kinetically, visually, orally and aurally. The unique combination of songs and actions, stories and acting out, activities and games in *Hippo and Friends* provides a holistic approach to learning.

## Why songs are important

There are many good reasons why it is natural for songs to form the core of a language teaching course for this age group. Here are just a few:

- The use of song parallels language learning experiences in their native language.
- The association of words with atmospheric or rhythmic music makes them far easier to remember.
- The irregular position of the stressed syllable in English can be remembered without fail through well-written songs.
- Sentence structure can become second nature by association with musical phrases.
- Songs with actions maximise the kinetic effect of learning: oral, aural, visual and movement coming together.
- Songs learnt in childhood remain with us into adulthood. This makes song an ideal way to learn and retain the foundations of a second language.

## Ideas for using the songs

- Demonstrate the actions. The children will usually follow the actions before they join in with the words. This is natural. The words will follow later and will be more confidently remembered when they are linked with an action.
- Join in singing the songs yourself. It is vital that the class see that you enjoy the music too. This will encourage them to join in.
- Repetition is the key to success with the songs. The more the children hear and join in, the better they will learn them.
- Just as in every other activity for this age group, the children cannot be forced to join in, only

encouraged. However, all of the children will be listening and absorbing, even if it takes a little longer for some of them to have the confidence to participate.

- It is very important to allow the class time to settle into the new pattern of learning, with a song for each unit. By Unit 3, the class should be comfortable with the approach and keen to join in, at first with the actions and then gradually with the words.
- Use the songs to help during the activities. They provide background music for the games and can be played during the craft time and worksheet time at the tables if you wish.
- Once the class have covered a few units, singing a favourite song can be used as a reward for good work.
- The children will start to hum the tunes at play-time and at home too. While they do this, they are unconsciously consolidating the vocabulary and, as each unit progresses, their confidence to speak the words, which are now so familiar in song, will grow.

### Why stories are important

Stories are of immense value in a child's education and this is equally valid for teaching English.

- Children love stories.
- The use of story parallels language learning experiences in their native language.
- The process of listening to stories is a familiar and enjoyable one for the children. The children feel at ease in a pressure-free setting and so language acquisition is enhanced.
- A story provides a context to help children understand the application of new words.
- A story provides the perfect context for language acquisition due to the repetition of language throughout.

### Ideas for using the stories

- It is important to create the right atmosphere and to quieten the children in preparation for the story. For this reason, we have included the

*Listen. Look. Are you ready? Good.* section to establish a story time routine.

- You can read the stories yourself or use the CD. You may decide to use the CD in some lessons and read the story yourself in others. If you choose to read the story yourself, remember to use your voice effectively with dramatic impact.
- Focus the children's attention on the story poster to show the sequence of the story. You may wish to cut the poster into four and laminate it to form separate story cards.
- Repeat the story. Repetition is not boring when done with variety. Acting out the story, pausing for children to fill in the gaps, and deliberately making mistakes for the children to correct you, are all fun forms of repetition. As the children become familiar with the story and are able to participate in it actively, their confidence will grow.
- Encourage the children to join in, but never force a reluctant child. Respect their wish to remain silent.

### Ideas for using the puppet

- Use the puppet to establish an affective link with the children.
- Use the puppet to establish routines at the beginning and end of every lesson. Routine is a vital part of the lesson providing a safe framework for the children to learn in.
- Use it to create a sense of mystery and excitement in the vocabulary presentation.
- Use it to present the story.
- Use it wherever you feel it would be helpful and conducive to the learning process.

### Ideas for using the flashcards

- Use them to present vocabulary.
- Put them on display on the wall or floor to revise vocabulary.
- Use them as suggested in the extra activities.

### Games

Some of the game structures have been repeated throughout in order to further establish routines, as well as to maximise language acquisition. There

is nothing more frustrating than to have to spend precious moments of the language class explaining the complex rules of a new game. Familiarity means that you and the children can focus on the target language.

**Snap** is a game where two or more players each place one card down on the table in turn. If two consecutive cards are the same, the children shout *Snap!* The first one to shout can pick up the pile of cards. The winner is the player with the most cards when one other player runs out of cards.

**Pelmanism** is a memory game usually played in pairs. The children have identical picture cards, which they shuffle and place face down on the table. Each child in turn turns over two cards and names the object on each card. If the child turns over two cards the same, he/she keeps them and has another turn. If the cards are not the same, the child turns them face down again. The winner of the game is the child with the most cards.

## Before you start

You will need a bag for the Hippo puppet and the flashcards. You may wish to make one or, alternatively, use a pillow case.

## Assembly ideas

Many teachers find that the beginning of the lesson is the ideal time to introduce and establish certain assembly routines. Concepts such as colours, the days of the week, the weather and seasons can be repeated throughout the year. The advantage of having a brief assembly time at the beginning of the lesson is that all of the children, regardless of ability, benefit from the repetition within the routine. Because of this constant repetition, even the less able children have the chance to shine in the assembly. As a result, the children gain in confidence and this in turn has enormous repercussions on the learning process.

The following are just a few ideas you may wish to incorporate into your lessons:

- Use the weather template on page 90 to make a weather wheel. Simply cut out, colour and laminate it. In your assembly time, point to the pictures on the wheel and say *Is it sunny, raining, cloudy or snowing?*
- Do the same to create a seasons wheel, using the template on page 91.
- To introduce the days of the week, prepare a colour chart with a different colour for each day. Laminate the chart for durability. Stick the

days of the week colour chart onto a wall or simply carry it around with you from class to class. Make five simple scarves from scrap material using the same five colours as on the chart. Alternatively, use coloured stickers. At the beginning of each lesson, ask the children *What day is it today?* Then say *Yes. Today it's (Monday). (Monday) is a (red) day.* Show the children the scarves or stickers and ask a child to give you the red scarf or sticker. Invite the child to tie the scarf round the puppet's neck or to stick the sticker to the puppet.

## Use of the mother tongue in the classroom

It is almost impossible to avoid using some mother tongue in the classroom with such young children as they have many physical and emotional needs to be addressed while they are learning. It is important to capture their interest and imagination and to draw them into the world of English gradually and slowly, at their pace. Use the classroom language to build up a bank of instruction vocabulary with which they are familiar and so reduce the necessity to switch between languages.

## Classroom language

### Hello time / assembly

*Sit/Stand in a circle, please.*

*Let's sing a song!*

*What day is it today?*

*What colour is it?*

*What's the weather like?*

*Is it spring, summer, autumn or winter?*

### Vocabulary and song time presentation

*What's in the bag?*

*What's this?*

*Point to the ...*

### Song time

*Let's sing a song!*

*Join in.*

*Do the actions.*

### Worksheet presentation

*Look at the picture.*

*What is it?*

*Who is it?*

*How many ... ?*

Use the stickers.  
Count and write.  
Draw a line.  
Colour.  
Fold and stick.  
Find, circle and write.  
Count.  
Write the number in the box.  
Look and colour.  
Colour by numbers.  
Join the dots.  
Trace over the dots.  
Find and count.  
Listen and match.  
Count and match.  
Circle the odd one out.

#### Move to the tables

Go to your table, please.

#### Story time

Listen. Look. Are you ready? Good.  
Who wants to be ... ?  
Hands up.  
Hands down.

#### Talk time

Which one's missing?  
Bring me the ...

#### Extra activities

Throw the dice.  
It's your turn.  
It's my turn.  
1, 2, 3 ... Touch the ...

#### Praise

Very good!  
Well done!  
Excellent!  
Fantastic!  
That's lovely.

### A note on parental support

It may be useful to attend the Parents' Meeting at the start of the school year to discuss parental support and to include the following points:

- Always encourage your child, even when they find it hard.
- Do not force them to respond too early. Some children need time to gain confidence before they speak, sing or contribute, but they are listening and so learning.
- If possible, take a few moments to see what your child can remember about the storybook. Do not worry if they describe it to you in your own language – they will find it unnatural to speak to you in English, even if they can.
- Expect the process to build gradually. The first week, there may be resistance to talking about the new subject. It will progress very gradually, over weeks and months.

### ... and finally

The most important aspect of the lessons is for you and the children to enjoy them. You can create an atmosphere of fun, which will generate a positive learning environment. *Hippo and Friends* is designed to be fun in order to be effective – so please enjoy it!

*Clare Diana Selby*

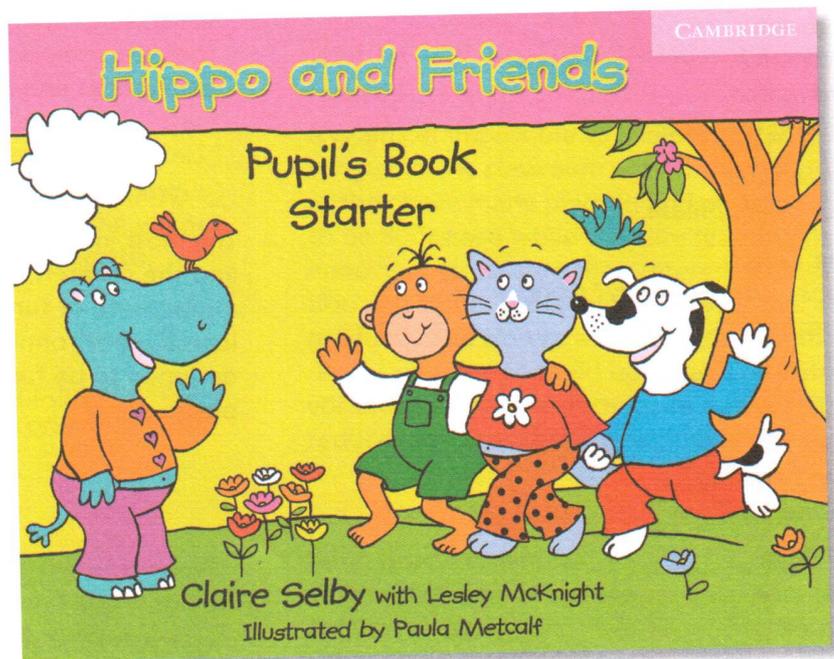
## LESSON 1: Sing and learn

### Materials

- Flashcards:
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag

### Main language

hippo, monkey, dog, cat, hello, goodbye



### Song texts

*Hippo says hello,  
Monkey says hello,  
Dog says woof,  
And Cat says miaow.*

*Hippo says goodbye,  
Monkey says goodbye,  
Dog says woof,  
And Cat says miaow.*

### Hello song time presentation

Sit in a circle with the children. Point to the bag and say *Children, who's in the bag?* Peep inside the bag and say very quietly *Oh, dear! She's asleep. Let's wake her up! Hello! Hello! Hello!* Encourage the children to join in. Look inside the bag again. Say *Oh, look! It's Hippo.* Take Hippo out of the bag and present her to the class, shyly at first. Make Hippo jump back inside the bag and then come out again slowly and say hello. Say *Hello, Hippo* and ask the children to join in. Then make Hippo look inside the bag again and this time take out the flashcard of Monkey. Say *Hello, Monkey. Monkey says hello.* Invite the class to say *Hello, Monkey.* Repeat the process with the flashcards of Cat and Dog. Say *Let's sing a Hello song!*

### Hello song time

Stand and sing the *Hippo says hello* song (track 02). Keep Hippo on your hand so that she can join in too. Wave hello to the children every time you sing *hello*. For the rest of the song, dance from side to side and encourage the children to join in. Sing the song again and encourage the children to join in with the actions.

### Talk time

Sit down in the circle again with the children. Lay the flashcards on the floor face up. Point to each one and say *Hello, Monkey. Hello, Dog. Hello, Cat. Hello, Hippo.* Repeat and encourage the children to join in. When they are comfortable with this activity, pick up one of the flashcards, e.g. Hippo, and say *Hippo says ... hello.* Repeat and encourage the class to shout *Hello!* Repeat with the other characters.

### Goodbye song time presentation

Hippo whispers in your ear. Make Hippo open the bag and make it look as if she is going into it. Make her come back out and wave to the children. Say *Hippo says goodbye. Goodbye, Hippo. Goodbye, Hippo.* Encourage the children to join in with *Goodbye, Hippo.* Put her back in the bag. If there is time, place the other flashcards in the bag one by one and repeat *Monkey says goodbye. Goodbye, Monkey* etc.

### Goodbye song time

Sing the *Hippo says goodbye* song (track 03) and wave goodbye to the children throughout. Sing it again and encourage the children to join in. At the end, say *Goodbye, children.*

### Extra activities

- 1. Game** Sit in a circle with the children. Place all four character flashcards in the bag. Gradually push one of the flashcards up out of the bag to slowly reveal the character and say *Hello ...* Pull the flashcard out completely and elicit the name of the character. Slide the flashcard back into the bag. Repeat to practise the names of the other characters.
- 2. Game** Sit in a circle with the children. Bring one of the flashcards out of the bag and say e.g. *Hippo says ...* to elicit *hello*. Make the character flashcard fall back into the bag and then look in after it. Say e.g. *Goodbye, Hippo.* Make Hippo peep out again and say *Hippo says goodbye,* before dropping the flashcard back inside the bag. Repeat with the other flashcards.

## LESSON 2: Do and learn

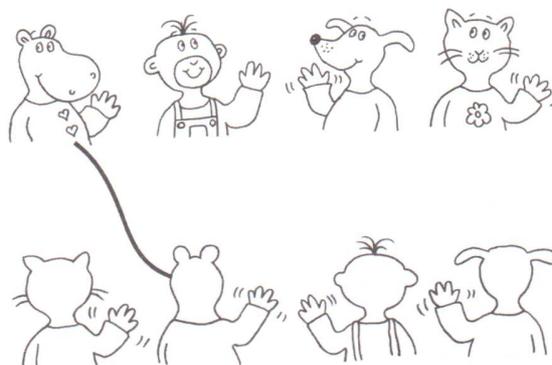
### Materials

- Flashcards:
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag
- A copy of the template on page 92 of the Teacher's Book and a pencil for each child

### Main language

hippo, monkey, dog, cat, hello, goodbye

Starter unit, Lesson 2: Draw a line to match.



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© Cambridge University Press 2006 Photocopiable Starter unit

### Hello time

Point to the bag and say *Who's in the bag?* Elicit *Hippo*. Encourage the children to say *Hello, Hippo*. Bring Hippo out of the bag and greet the children with Hippo. Sing the *Hippo says hello* song (track 02) and encourage the children to join in.

### Worksheet presentation

Show the children a copy of the template on page 92 of the Teacher's Book. Point to the characters facing forward at the top of the page and elicit or say their names. Point to the characters' backs across the bottom of the page and elicit the names again or remind the children of the words. Explain that the children must draw a line with a pencil to match the character's front and back. Say *Draw a line to match*.

## Move to the tables

Hold up the Hippo puppet. Point to five children and say *Hello, Hippo*. The children respond *Hello, Hippo*. Say *Good. Go to your table, please*. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Draw a line to match*.

## e Table time

The **e** symbol shows that this activity is an opportunity for evaluation (see Introduction page 10).

The children draw lines to match front and back views of the characters. As a child finishes, encourage him/her to point to the characters as you name them.

## Goodbye time

Put Hippo back in the bag. Say *Goodbye, Hippo. Goodbye, Hippo*. Encourage the children to join in with you. Make Hippo say goodbye as you put her back in the bag. Repeat for the flashcards of Dog, Cat and Monkey. Sing the *Hippo says goodbye* song (track 03) and wave goodbye to the children throughout. Sing it again and encourage the children to join in. At the end, say *Goodbye, children*.

## Extra activities

**1. Game** Hide the flashcards of Cat and Dog behind your back. Show one of them. If you show Cat, the class should reply *Miaow!* If you show Dog, they should say *Woof!* You may like to speed the activity up for added fun.

**2. Song activity** Sing the *Hippo says hello* song (track 02) with the children again. This time, as you sing it, go round the class with Hippo so that the children can stroke or touch her.

## LESSON 1: Sing and learn

**Materials**

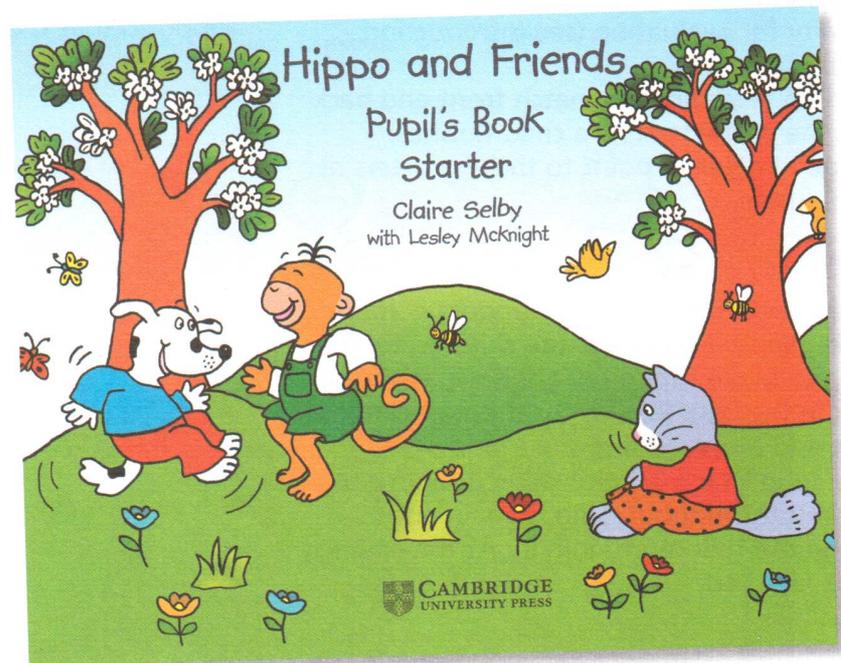
- **Flashcards:**
  - head
  - hands
  - feet
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 1 and sticker for each child

**Main language**

jump, clap, nod my head, hands, feet

**Revised language**

hippo, monkey, dog, cat

**Song text**

*I can jump, I can clap,  
I can nod my little head,  
I can jump, I can clap, you see.  
I can jump, I can clap,  
I can nod my little head,  
Come along, come and jump with me.*

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Vocabulary and song time presentation

Greet the children with the puppet. Use the puppet to bring out the flashcards from the bag. Point to the flashcard of the head. Say *Head* and encourage the children to touch their heads. Do the same with hands and feet. Sit Hippo on a chair or on the floor. Jump up and down and say *Look, Hippo! I can jump*. Clap and say *I can clap*. Nod your head and say *I can nod my head*. Repeat the procedure, encouraging the children to join in.

## Song time

Sing the *I can jump!* song (track 04). Jump, clap and nod your head as appropriate. Sing the song again and encourage the children to join in.

## Worksheet presentation

Show the children Pupil's Book page 1. Point to the pictures of the three characters. Say *Look! Monkey can jump. Dog can jump. Cat can nod her head. And Hippo? Where's Hippo?* Show the children the sticker of Hippo clapping. Say *Hippo can clap*. Explain that they must stick the sticker of Hippo clapping onto the worksheet. Say *Use the sticker*.

## Move to the tables

Point to five children and say *Jump. Go to your table, please*. The children jump to their tables. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets and stickers and say *Use the sticker*.

## e Table time

The children stick the sticker onto the worksheet. As a child finishes, say *Monkey can jump* and encourage the child to point to Monkey on the worksheet. Do the same with the other characters.

## Goodbye time

Say *It's time to say goodbye*. Lay the flashcards of the characters on the floor. Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character.

## e Extra activities

- 1. Game** Stand in a circle with the children. When you say *I can ...* and an action, the children do the action. If you say *Hippo can ...* and an action, the children do not do the action. If they do, they are 'out' and sit down. The winner is the last child standing.
- 2. Game** Stand in a circle with the children. When you say *Head*, the children touch their heads. When you say *Hands*, they touch their hands etc. Once the children understand the game, you can make it eliminatory. If they touch the wrong part of their body, they are 'out' and sit down.

## LESSON 2: Listen and learn

**Materials**

- Flashcards:
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag
- Story poster 1

**Extra materials**

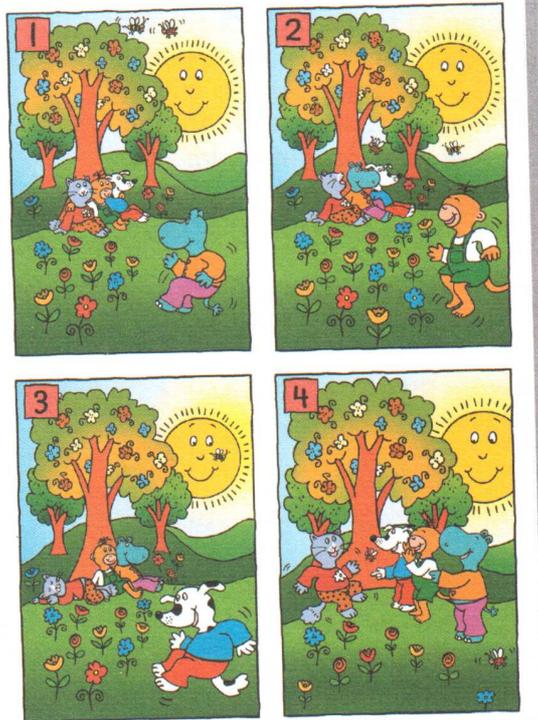
1. Flashcards: head, hands, feet
2. Paints and craft paper

**Main language**

jump, clap, nod my head, hands, feet

**Revised language**

hippo, monkey, dog, cat

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Story time presentation**

Greet the children with the puppet. Say *I can jump. Can Hippo jump? Yes? No?* Make Hippo jump and say *Yes, Hippo can jump.* Hippo whispers in your ear. Say *Hippo says look in the bag again.* Take out Story poster 1 from the bag and say *Look! Hippo has a story. It's a story about Hippo, Monkey, Dog and Cat. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.*

## Story time

Tell the story or play the CD track 05. As the children listen, point to the corresponding pictures on Story poster 1.

1

*Hippo, Monkey, Dog and Cat are in the garden.  
Hippo says, 'I can jump. Look! Jump, jump, jump.'*

2

*Monkey says, 'I can jump. Look! Jump, jump, jump.'*

3

*Dog says, 'I can jump. Look! Jump, jump, jump.'  
'Can Cat jump?' says Hippo.  
'Zzz.'  
'No,' says Monkey.*

4

*'Yes. Cat can jump,' says Dog.  
'Look! Woof!'  
'Miaow!'*

## Story time activity

Repeat the story. Encourage the children to join in with *Jump, jump, jump*.

## Song time revision

Sing the *I can jump!* song (track 04) again.

## Goodbye time

Say *It's time to say goodbye*. Lay the flashcards of the characters on the floor. Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character.

## Extra activities

- 1. Game** Stand in a circle with the children. Use the flashcards of head, hands and feet. When you hold up the flashcard of head, the children nod their heads. When you hold up the flashcard of hands, they clap. When you hold up the flashcard of feet, they jump. Change the order in which you show the flashcards and speed up the pace.
- 2. Craft** Make a handprints mural with the children. Prepare trays of different coloured paints. Help the children to dip their hands in the paint and then onto the craft paper.

## LESSON 3: Do and learn

**Materials**

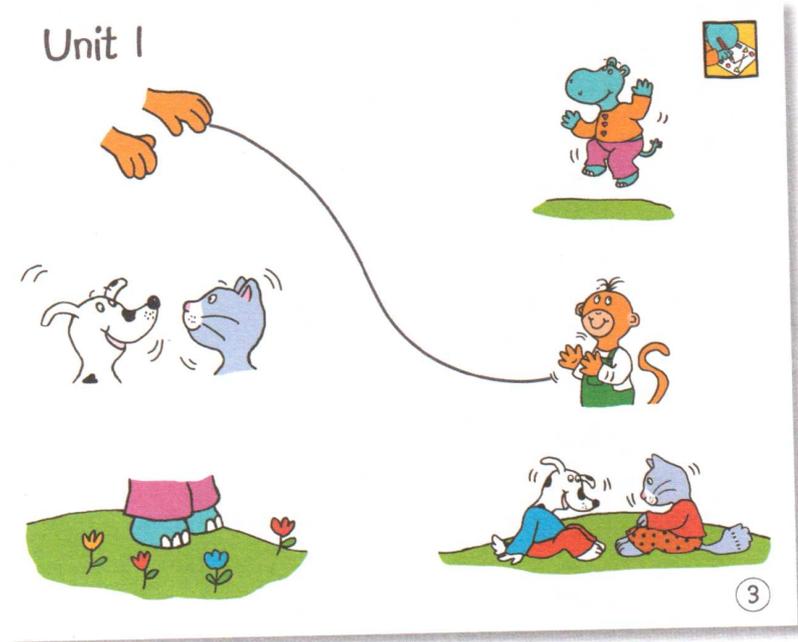
- **Flashcards:**
  - head
  - hands
  - feet
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag
- Story poster 1
- Pupil's Book page 3 and a pencil for each child

**Main language**

jump, clap, nod my head, hands, feet

**Revised language**

hippo, monkey, dog, cat

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Make the puppet jump to elicit *I can jump*, clap her hands to elicit *I can clap* and nod her head to elicit *I can nod my (little) head*. Sing the *I can jump!* song (track 04) again.

## Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Using the story poster, retell the story or play the CD track 05. Pause to elicit *Jump, jump, jump*, using mime if necessary.

## Worksheet presentation

Use the puppet to bring the flashcards of the head, hands and feet out of the bag again. Lay the flashcards on the floor. Say *Head, hands, feet. Head, hands, feet* as you touch your head, hands and feet. Encourage the children to do the same and to join in with the chant. Touch your head. Say *Head. I can nod my head.* Join your hands. Say *Hands. I can clap my hands* and clap your hands. Touch your feet. Say *Feet. I can jump* and jump up and down.

Show the children Pupil's Book page 3. Point to the hands, heads and feet and elicit the words. Explain that the children should match the pictures of the hands, heads and feet to the appropriate action pictures. Point to the picture of the hands. Say and mime *Hands. I can jump? ... No.* Elicit the correct response. Say *Draw a line to match.*

## Move to the tables

Point to five children and say *I can nod my head. Go to your table, please.* The children nod their heads as they go to their tables. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets and say *Draw a line to match.*

## Table time

The children draw lines to match the body parts with the actions. As a child finishes, encourage him/her to point to the pictures as you say the words and sentences.

## Goodbye time

Say *It's time to say goodbye.* Lay the flashcards of the characters on the floor. Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character.

## Extra activities

**1. Game** Put the flashcards of head, hands and feet in different places around the classroom. Say *Head. Where's the head?* Use mime if necessary. A volunteer fetches the flashcard of the head and gives it to you. Repeat the procedure with hands and feet.

**2. Game** Sit in a circle with the children. Use the puppet to bring the flashcards of Hippo, Monkey, Dog, Cat, head, hands and feet out of the bag. Shuffle them and lay them on the floor face down. A volunteer comes out and turns a flashcard over. He/She says the word or, if you prefer, the whole class can give the answer.

## LESSON 4: Say and learn

**Materials**

- **Flashcards:**
  - head
  - hands
  - feet
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag
- Story poster 1
- Pupil's Book page 5, pieces of pink or brown paper and glue for each child

**Extra materials**

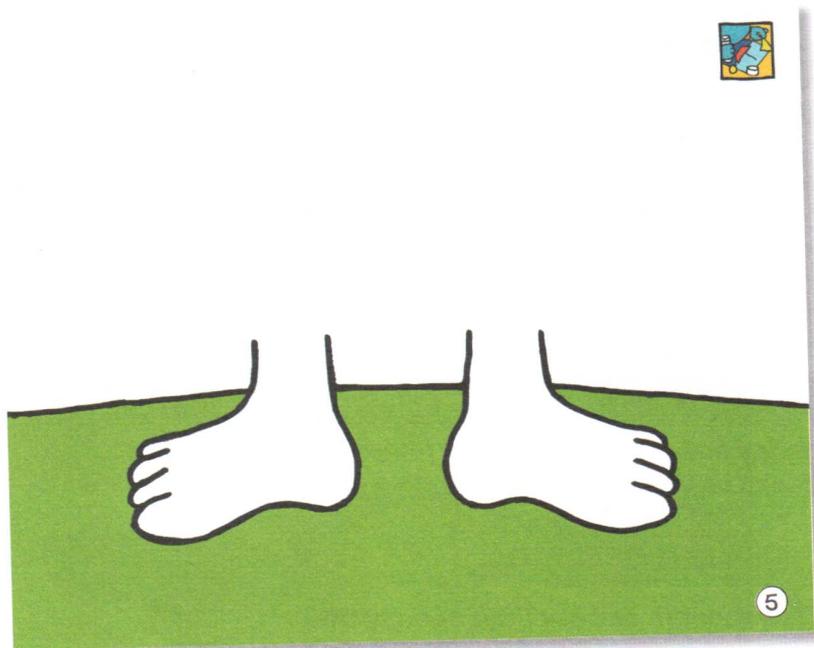
2. Photocopiable Extras, pages 6 and 7

**Main language**

jump, clap, nod my head, hands, feet

**Revised language**

hippo, monkey, dog, cat

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Sing the *I can jump!* song (track 04) again. Encourage the children to join in.

## Talk time

Use the puppet to bring the flashcards out of the bag. Lay the flashcards on the floor and, as you point to the feet, hands and head, say *I can jump, jump, jump. I can clap, clap, clap. I can nod my little head. I can jump, jump, jump. I can clap, clap, clap. I can nod my little head.* Encourage the children to join in with the chant. Say *Stand up* and repeat the chant as you do the actions. Encourage the children to join in.

## Story time revision

Say *Listen to the story about Hippo, Monkey, Dog and Cat again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story or play the CD track 05. Point to the corresponding pictures on the story poster. Pause to elicit the names of the characters and encourage the children to join in with *Jump, jump, jump.*

## Worksheet presentation

Show the children Pupil's Book page 5. Point to your feet and say *Feet*. Point to the feet on the worksheet and elicit *Feet*. Explain that the children should decorate the feet with pieces of pink or brown paper. Say *Glue and stick* and demonstrate what they should do.

## Move to the tables

Point to five children and say *Clap. Go to your table, please.* Show the children that you want them to clap as they go to their tables. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets and say *Glue and stick.*

## Table time

The children glue and stick the pieces of paper to the feet. As a child finishes, encourage him/her to say *Feet.*

## Goodbye time

Say *It's time to say goodbye.* Lay the flashcards of the characters on the floor. Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character.

### Extra activities

**1. Game** Stand in a circle with the children. A volunteer goes into the middle of the circle and jumps, claps or nods his/her head. The rest of the class do the same action. Encourage the children to say *I can jump, I can clap* or *I can nod my little head.*

**2. Game** Stand in a line with the children to form a train. Say *Choo choo! Clap, clap, clap, clap! Clap, clap, clap, clap!* Move around the room in a clapping train. Then change the action to form a nodding train and then a jumping train.

You can also prepare the game with pages 6 and 7 of the Photocopiable Extras booklet.

## LESSON 5: Moving on

### Materials

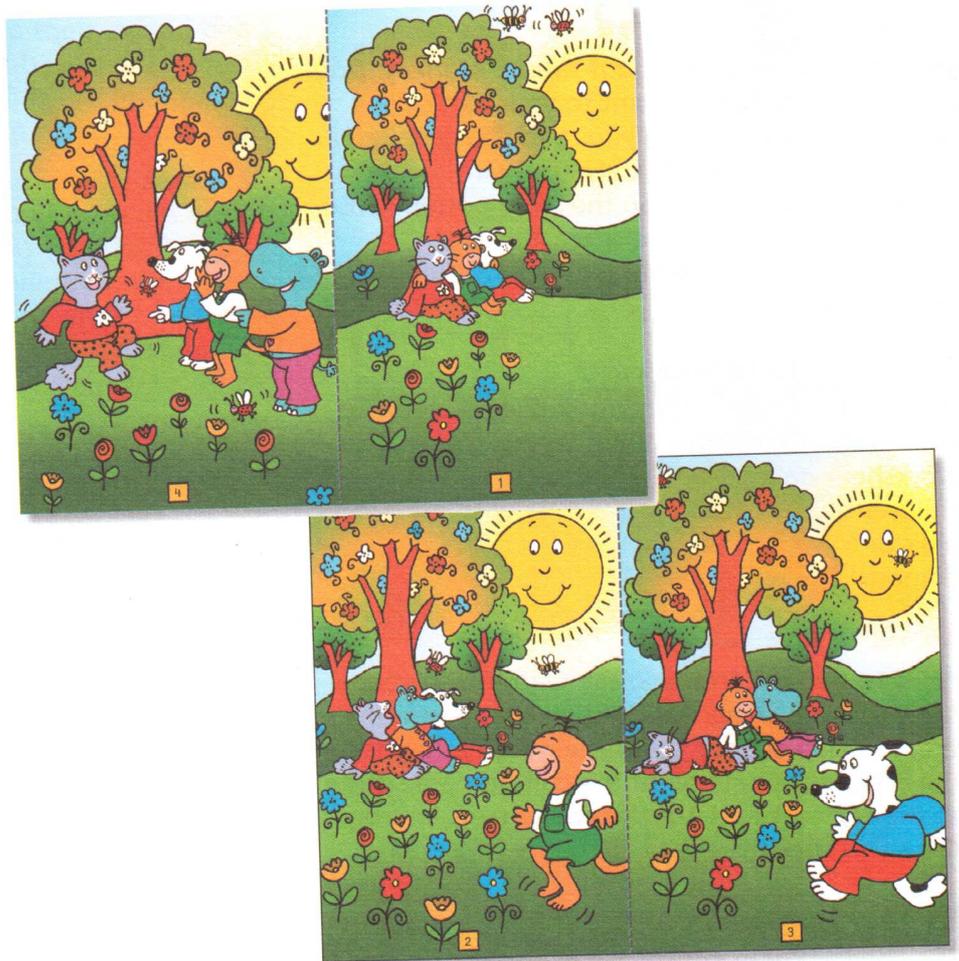
- Flashcards:
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 7 (folded) and sticker for each child

### Main language

jump, clap, nod my head

### Revised language

hippo, monkey, dog, cat



### Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

### Song time revision

Greet the children with the puppet. Sing the *I can jump!* song (track 04) again.

### Talk time

Do the actions again, saying *I can jump. I can clap. I can nod my head.* Repeat the sentences, but wait for the children to do the actions. Then do an action and elicit *Jump, Clap or Nod (my head).*

### Make a storybook (presentation)

Use the puppet to bring out a copy of Pupil's Book page 7 from the bag. Look happy and surprised and say *Thank you, Hippo. Thank you. What's this?* Hippo whispers in your ear. Look happy and say *Oh, thank you, Hippo! Look, children!* Look very excited as you fold your story worksheet and show it to the children. Say *Look! A storybook.* Show the children the pictures in the storybook. As you show them page 1, say *Where's Hippo?* Show the children the sticker of Hippo. Say *Use the sticker.*

### Move to the tables

Point to five children. Say *Jump like Cat. Go to your table, please.* Show the children that you want them to jump as they go to their tables. Repeat the procedure until all of the children are sitting at the tables. Hand out the folded story worksheets and the stickers. Say *Use the sticker.*

### Make a storybook

The children stick the sticker into page 1 of their storybooks. As a child finishes, ask him/her to sit back down in the circle again with the storybook.

### Story time revision

Say *Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story using one of the folded story worksheets. Encourage the children to join in with the words they know. The children can then take their storybooks home.

### Goodbye time

Say *It's time to say goodbye.* Lay the flashcards of the characters on the floor. Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character.

#### Extra activities

- 1. Story activity** Retell the story, but this time encourage the children to do the actions to the story. Every time they hear *Jump*, they should jump.
- 2. Song activity** The children sing the *I can jump!* song to you, with the actions.

## LESSON 1: Sing and learn

**Materials**

- **Flashcards:**  
Numbers 1–5  
Hippo  
Monkey  
Dog  
Cat
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 9 and sticker for each child

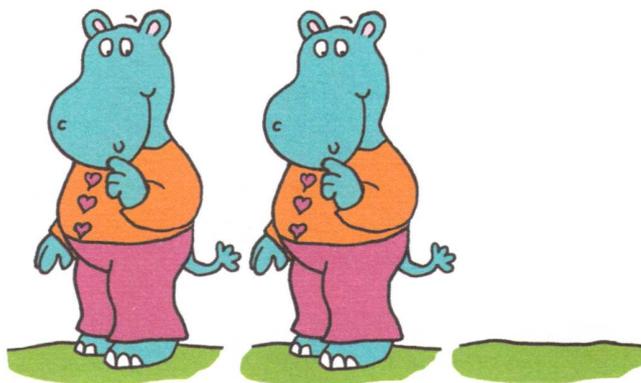
**Main language**

Numbers 1–5

**Revised language**

hippo, monkey, dog, cat

Unit 2



9

**Song text**

1, 2, 3, 4, 5,  
I can count to five.  
1, 2, 3, 4, 5,  
I can count to five,  
I can count to five.

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Vocabulary and song time presentation

Greet the children with the puppet. Point to the bag and say *What's in the bag?* Hold your hands up as if questioning. Use the puppet to bring out the flashcards of the numbers. Present the numbers to the children. Ask five children to come and stand at the front. Count them very slowly. Encourage the class to help you to count the children again. Say *Wow! I can count to five.* Then hold up your hand and count your fingers. Encourage the children to join in and count their fingers. Say *1, 2, 3, 4, 5. I can count to five.*

## Song time

Sing the *I can count to five* song (track 06), counting to five on your fingers. Sing the song again and encourage the children to join in.

## Worksheet presentation

Show the children Pupil's Book page 9. Point to the hippos. Say *1, 2, ...* Show the children the sticker. Explain that the children must stick the Hippo sticker onto the worksheet. Say *Use the sticker.*

## Move to the tables

Point to five children and say *1, 2, 3, 4, 5. Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets and stickers and say *Use the sticker.*

## Table time

The children stick the sticker onto their worksheets. As a child finishes, encourage him/her to count to five with you.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character on the flashcards.

## Extra activities

- 1. Game** Sit in a circle with the children. Ask three volunteers to come to the front. Ask each one to take five giant steps forward. Encourage the class to join in with you as you count the steps. The winner is the child who covers the greatest distance with his/her five steps. Repeat with another three children.
- 2. Game** Sit in a circle with the children. Put one hand behind your back in a fist. Pull out some fingers, but keep your hand behind your back. The children have to guess how many fingers you have showing.

## LESSON 2: Listen and learn

**Materials**

- Flashcards:
  - Hippo skipping
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag
- Story poster 2

**Extra materials**

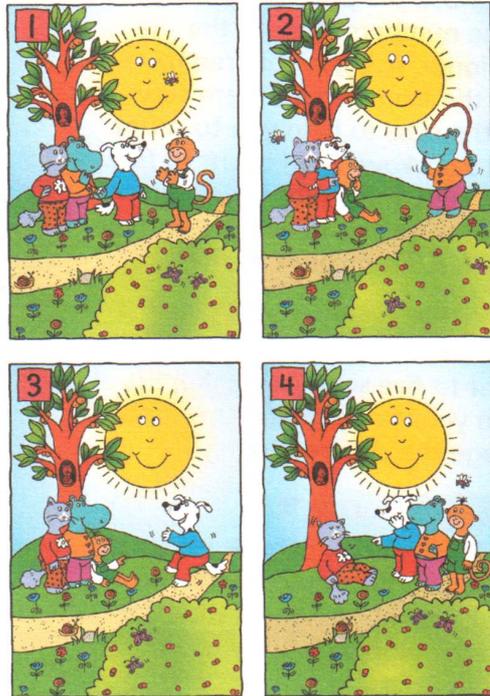
2. A piece of paper and crayons for each child, craft paper, scissors, glue

**Main language**

Numbers 1–5

**Revised language**

hippo, monkey, dog, cat, jump, nod, clap

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Vocabulary and story time presentation

Greet the children with the puppet. Say *I can count to five. 1, 2, 3, 4, 5. I can jump. 1, 2, 3, 4, 5.* (Jump five times as you count.) *I can clap. 1, 2, 3, 4, 5.* (Clap five times as you count.) *I can nod. 1, 2, 3, 4, 5.* (Nod five times as you count.) Hippo whispers in your ear. Say *Look! Hippo can skip.* Bring the flashcard of Hippo skipping out of the bag. Say *Look! Hippo can skip.* Hippo whispers in your ear. Say *Hippo says look in the bag again.* Take out Story poster 2 from the bag and say *Look! Hippo has a story. It's a story about Hippo, Monkey, Dog and Cat. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.*

## Story time

Tell the story or play the CD track 07. As the children listen, point to the corresponding pictures on Story poster 2.

1

*Hippo, Monkey, Dog and Cat are in the garden. 'Look!' says Monkey. 'I can clap five. 1, 2, 3, 4, 5.'*  
*'Oh, clever Monkey!' says Hippo.*

2

*'Look! I can skip five. 1, 2, 3, 4, 5.'*  
*'Oh, clever Hippo!' says Dog.*

3

*'Look! I can jump five. 1, 2, 3, 4, 5.'*  
*'Oh, clever Dog! Clever Hippo! Clever Monkey!'*  
*says Cat.*

4

*'But look! I can nod five. 1, 2, 3, 4 ... Zzz.'*  
*'Oh, Cat!' says Monkey.*

## Story time activity

Repeat the story. Encourage the children to join in with counting to five.

## Song time revision

Sing the *I can count to five* song (track 06) again. Encourage the children to join in.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character on the flashcards.

### Extra activities

1. **Game** Say *I can count to five* and clap five times as you count 1, 2, 3, 4, 5. Say *I can count to three* and clap three times as you count 1, 2, 3. Repeat the procedure, changing numbers each time, and encourage the children to join in with the counting and the clapping.

2. **Craft** Make a class counting mural. Give each child a piece of paper and ask them to draw a picture of Hippo, Monkey, Dog or Cat. Make sure that the children fill the page so that their pictures are big enough. The children colour their pictures. Cut them out and stick each of the animals onto craft paper in groups of five or fewer. Use the murals to practise counting. Say *Look. 1, 2, 3, 4, 5 hippos etc.*

## LESSON 3: Do and learn

**Materials**

- **Flashcards:**  
Numbers 1–5  
Hippo  
Monkey  
Dog  
Cat
- CD and player
- The Hippo puppet
- A bag
- Story poster 2
- Pupil's Book page 11 and a pencil or crayon for each child

**Extra materials**

2. Classroom objects (five of each)

**Main language**

Numbers 1–5

**Revised language**

hippo, monkey, dog, cat, jump, nod, clap

**Hello time** 

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 

Greet the children with the puppet. Bring the numbers flashcards out of the bag to practise counting. Sing the *I can count to five* song (track 06).

## Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Using the story poster, retell the story or play the CD track 07. Pause to elicit the action words and the numbers. Use mime if necessary.

## Worksheet presentation

Show the children Pupil's Book page 11. Point to the picture of the three monkeys in the centre of the page. Say *1, 2, 3. Three monkeys.* Point to the other pictures of the monkeys and count them. As you count, encourage the children to join in. Explain that the children should draw a line from the picture of the three monkeys in the centre to the picture with the same number of monkeys in it. Say *Draw a line to match.*

## Move to the tables

Point to five children. Say *Jump five.* The children jump five times as you and the rest of the class count the jumps. Say *Good. Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets and say *Draw a line to match.*

## Table time

The children draw a line with a pencil or crayon to match the pictures. As a child finishes, encourage him/her to count the monkeys with you.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character on the flashcards.

## Extra activities

- 1. Game** Stand in a circle with the children. Say *Jump two.* The children jump twice. Say *Clap three.* The children clap three times. Say *Nod five.* The children nod five times. Repeat the procedure, using the numbers one to five.
- 2. Game** Sit in a circle with the children. Count out some blocks, school objects or counters onto the floor. Do not exceed the number five. Look at the objects on the floor, scratch your head as if puzzled and say *How many?* Encourage the children to help you count the objects and to tell you how many there are. Say *Well done!* Repeat the procedure with a different number of objects. If you wish, ask a volunteer child to choose how many objects to lay on the floor.

## LESSON 4: Say and learn

**Materials**

- Flashcards:  
Numbers 1–5  
Hippo  
Monkey  
Dog  
Cat
- CD and player
- The Hippo puppet
- A bag
- Story poster 2
- Pupil's Book page 13 and a pencil for each child

**Main language**

numbers 1–5

**Revised language**

hippo, monkey, dog, cat, jump, nod, clap



13

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Bring the flashcards out of the bag to practise the numbers one to five. Sing the *I can count to five* song (track 06) again. Encourage the children to join in.

## Talk time

Hold Hippo up so that the class can see her. Say in a very excited way *Hippo, I can count to five. Look! 1, 2, 3, 4, 5.* Start counting the children in the class in groups of five. Each time you finish counting a group of five children, say very excitedly *I can count to five.* Encourage the children to join in with you and get excited about the fact that they can count to five too.

## Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story or play the CD track 07. Point to the corresponding pictures on the Story poster. Encourage the children to join in with the counting.

## Worksheet presentation

Show the children Pupil's Book page 13. Point to the sleeping cats and count them. Explain that they should complete the picture of the cats, tracing over the outline of the unfinished one, and colour it. Say *Trace and colour.*

## Move to the tables

Point to five children and say *1, 2, 3, 4, 5. Clap your hands.* The children clap five times. Say *Good. Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets and say *Trace and colour.*

## Table time

The children trace and colour the picture of Cat. As a child finishes, encourage him/her to count the cats with you.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character on the flashcards.

## Extra activities

- 1. Game** Sit in a circle with the children. Count out five children. Say *1, 2, 3, 4, 5. Five monkeys. Clap, monkeys. Clap.* Use mime to demonstrate. Count out another five children. Say *1, 2, 3, 4, 5. Five Hippos. Skip, hippos. Skip.* Use mime to demonstrate. Repeat with the other characters and until all of the children have had a turn at miming being one of the characters.
- 2. Game** Put the flashcards of Hippo, Monkey, Dog and Cat round the room in places that are visible to the children. Line the children up in single file and stand at the front of the line. Lead the children round the classroom in slow steps. Count out your steps as you walk and encourage the children to join in. When you get to five, start counting from one again. When you see one of the character flashcards, say *Look! It's Hippo. Hello, Hippo.* Take the flashcard from where it is and carry on walking round the room, counting your steps until you get to the next flashcard. Repeat until you have gathered all of the flashcards.

## LESSON 5: Moving on

**Materials**

- Flashcards:  
Numbers 1–5  
Hippo  
Monkey  
Dog  
Cat
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 15 (folded) and sticker for each child
- Classroom objects (five of each)

**Main language**

Numbers 1–5

**Revised language**

hippo, monkey, dog, cat, jump, nod, clap

**Hello time** 

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

### Song time revision

Greet the children with the puppet. Sing the *I can count to five* song (track 06) again.

### Talk time

Show the children the flashcards of the numbers one to five. As you hold up each flashcard, say the number. Hold up five pencils or crayons and count them, encouraging the children to join in. Practise counting to five, using other objects around the classroom.

### Make a storybook (presentation)

Use the puppet to bring out a copy of Pupil's Book page 15 from the bag. Look happy and surprised and say *Thank you, Hippo. Thank you. What's this?* Hippo whispers in your ear. Look happy and say *Oh, thank you, Hippo! Look, children!* Look very excited as you fold your story worksheet and show it to the children. Say *Look! A storybook.* Show the children the pictures in the storybook. As you show them page 2, say *Where's Hippo?* Show the children the sticker of Hippo. Say *Use the sticker.*

### Move to the tables

Point to five children. Say *Nod your head five times like Cat.* Use mime to demonstrate. Say *Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the folded story worksheets and the stickers. Say *Use the sticker.*

### Make a storybook

The children stick the sticker into their storybooks. As a child finishes, ask him/her to sit back down in the circle again with the storybook.

### Story time revision

Say *Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story, using one of the folded story worksheets. Encourage the children to join in with the words they know. The children can then take their storybooks home.

### Goodbye time

Say *It's time to say goodbye.* Lay the flashcards of the characters on the floor. Sing the *Hippo says goodbye* song (track 03) and encourage the children to wave goodbye to the appropriate character.

#### Extra activities

- 1. Story activity** Retell the story, but this time encourage the children to do the actions to the story.
- 2. Song activity** The children sing the song to you, with the actions.

## LESSON 1: Sing and learn

**Materials**

- Flashcards:
  - red
  - blue
  - yellow
  - rainbow
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 17 and stickers for each child

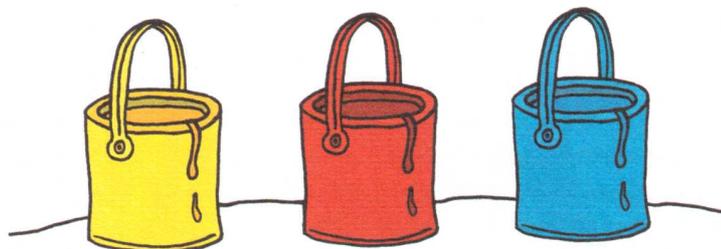
**Main language**

red, blue, yellow, rainbow

**Revised language**

hippo, monkey, dog, cat

Unit 3



17

**Song text**

*I can see red, red, red,  
I can see blue, blue, blue,  
I can see yellow, yellow, yellow,  
And I can see a rainbow too!*

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Vocabulary and song time presentation

Greet the children with the puppet. Bring out the flashcards of the colours from the bag, but do not show them to the children. Look at the first flashcard and say *I can see red. I can see red. Red. Look!* Show the flashcard to the children. Do the same with blue, yellow and the rainbow. Then, as you show the flashcards again to the children, say *I can see red. I can see blue. I can see yellow. I can see a rainbow too.* Lay the flashcards on the floor.

## Song time

Sing the *I can see red* song (track 08) and point to the appropriate colour flashcard. For *rainbow*, point to the rainbow with one hand and with the other draw a rainbow shape in the air. Sing the song again and encourage the children to join in.

## Worksheet presentation

Show the children Pupil's Book page 17. Point to the paint and say *Look! Paint. Yellow paint, red paint, blue paint.* Point to the stickers of the paint splats and elicit the colours. Explain that they must stick the paint splat below the corresponding tin of paint. Say *Use the stickers.*

## Move to the tables

Say *Stand up if you're wearing red.* Use mime to demonstrate. Say *Very good. Go to your table, please.* Repeat the procedure with the other colours until all of the children are sitting at their tables. Hand out the worksheets and stickers. Say *Use the stickers.*

## e Table time

The children stick the stickers. Monitor the children to check that they are sticking the stickers in the right place. As a child finishes, encourage him/her to point to the colours as you say them.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## e Extra activities

- 1. Game** Sit in a circle with the children. Ask four volunteers to come to the front. Put them in pairs to work together. You say a colour and they must find an object of that colour in the classroom and bring it to you. The first pair to do this are the winners. Repeat the procedure with other children. Eventually, a child can choose the colour the volunteers should look for.
- 2. Game** Sit in a circle with the children. You choose one of the colour flashcards, but do not show it to the children. Say *Is it red, yellow, blue or a rainbow?* A volunteer child guesses. Say *Yes* and all clap or *No* and ask them to guess again. Whenever the card is the rainbow card, the children must make a rainbow shape in the air.

## LESSON 2: Listen and learn

**Materials**

- Flashcards:
  - red
  - blue
  - yellow
  - rainbow
  - paint
- CD and player
- The Hippo puppet
- A bag
- Story poster 3

**Extra materials**

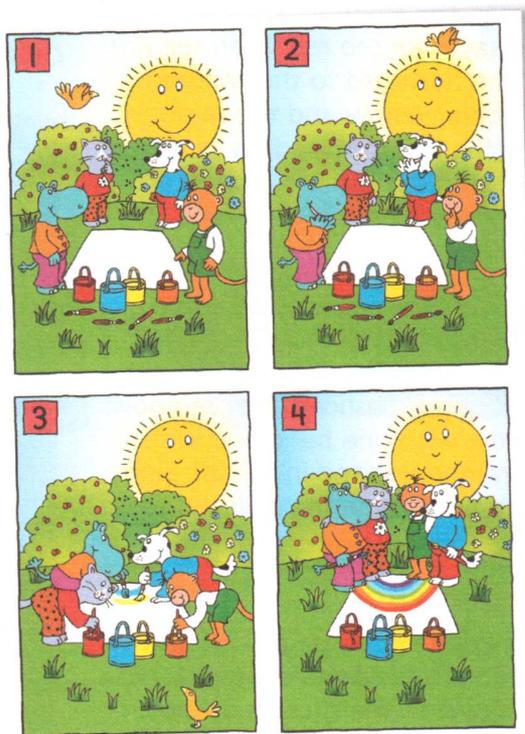
1. Red, yellow and blue counters or bricks
2. Craft paper and paints

**Main language**

red, blue, yellow, rainbow

**Revised language**

hippo, monkey, dog, cat

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Story time presentation**

Greet the children with the puppet. Hippo brings out the colour flashcards and the rainbow flashcard from the bag. As Hippo brings the flashcards out, say the words. Present the paint flashcard to the children. Say *Look! Paint, paint*. Hippo whispers in your ear. Say *Hippo says look in*

the bag again. Take out Story poster 3 from the bag and say *Look! Hippo has a story. Say It's a story about Hippo, Monkey, Dog and Cat. Listen (point to your ears). Look (point to your eyes). Are you ready? Good.*

### Story time

Tell the story or play the CD track 09. As the children listen, point to the corresponding pictures on Story poster 3.

1

*Hippo, Monkey, Dog and Cat are in the garden. 'Look! Paint. Red paint, blue paint, yellow paint, lots of paint. Wow!' says Monkey.*

2

*'Let's paint a hippo!' says Hippo.  
'No. Let's paint a monkey!' says Monkey.  
'No. Let's paint a dog!' says Dog.  
'No. Let's paint a cat!' says Cat.  
Hippo thinks and thinks and thinks.  
'I know,' says Hippo. 'A rainbow! Let's paint a rainbow!'*

3

*So Hippo, Monkey, Dog and Cat paint a beautiful rainbow.*

4

*'Wow! What a beautiful rainbow!' says Hippo.*

### Story time activity

Repeat the story. As you point to the paint, pause to elicit the colours from the children. Pause before the names of the characters and elicit these too.

### Song time revision

Sing the *I can see red* song (track 08) again.

### Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

### Extra activities

- 1. Game** Hide red, yellow and blue counters or bricks round the classroom. In groups of three, the children look for one coloured counter each. Encourage the children to help one another if they are having difficulties. As they bring the counter back, encourage them to say *I can see ...* or at least the name of the colour.
- 2. Craft** Make a big mural of a rainbow in the same way as the characters in the story did. Each child takes part in painting something on the mural.

## LESSON 3: Do and learn

**Materials**

- Flashcards:
  - red
  - blue
  - yellow
  - rainbow
  - paint
- CD and player
- The Hippo puppet
- A bag
- Story poster 3
- Pupil's Book page 19 and crayons for each child

**Extra materials**

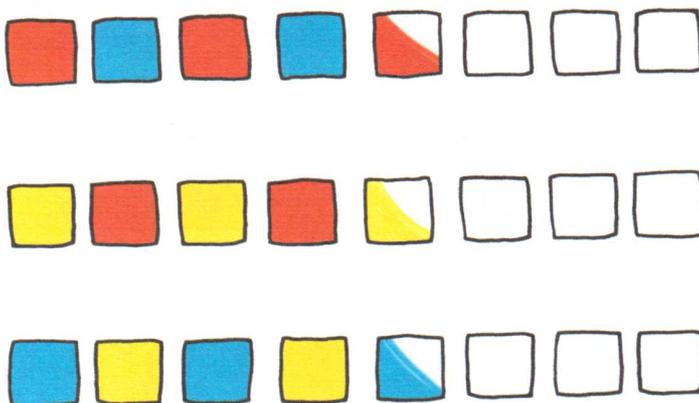
1. Red, yellow and blue counters or objects

**Main language**

red, blue, yellow, rainbow

**Revised language**

hippo, monkey, dog, cat



(19)

**Hello time** 

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 

Greet the children with the puppet. Bring the flashcards out of the bag to revise the vocabulary. Sing the *I can see red* song (track 08) again.

### Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Using the story poster, retell the story or play the CD track 09. Pause to elicit the colour words.

### Worksheet presentation

Show the children Pupil's Book page 19. Point to the first pattern. Say *Look! Red, blue, red, blue, red, ... ?* Elicit *blue*. Repeat the procedure with the other two patterns. Explain that they must complete the patterns following the sequence. Say *Colour*.

### Move to the tables

Show five children that you want them to go as quietly as possible to their table. Whisper *Shh. Go to your table, please.* Repeat the procedure until all of the children are sitting at their tables. Hand out the worksheets. Say *Colour*.

### **e** Table time

The children complete the sequences. Monitor them to check that they are following the correct sequence. As a child finishes, encourage him/her to point to the colours as you say them.

### Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

### **e** Extra activities

**1. Game** Give the children a coloured counter or object each — red, yellow or blue. As you give them the object, say the name of the colour. To check understanding, ask all of the children with blue objects to hold them up. Do the same with red and yellow. Then give an instruction, e.g. *Jump, yellow.* All of the children holding the yellow objects jump. The rest must remain seated. Other actions could include *Clap* and *Nod your head*. If you say *rainbow* at the end of the instruction, all of the children must do the action. Once the children understand this game, you can make it eliminatory. The last person to do the action sits down and is 'out'.

**2. Game** Sit in a circle with the children. Explain that you are going to name a colour and when you do so, all of the children who are wearing that colour should stand up. Go round and check each time that the children who are standing are wearing the colour. If you say *Rainbow*, all of the children must stand up. If you wish, make the game eliminatory. If a child stands up when they should not, they are 'out'.

## LESSON 4: Say and learn

**Materials**

- Flashcards:
  - red
  - blue
  - yellow
  - rainbow
  - paint
- CD and player
- The Hippo puppet
- A bag
- Story poster 3
- Pupil's Book page 21 and crayons for each child

**Extra materials**

2. A copy of the template on page 93 and crayons for each child

**Main language**

red, blue, yellow, rainbow

**Revised language**

hippo, monkey, dog, cat

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Bring the flashcards out of the bag to practise the vocabulary. Sing the *I can see red* song (track 08) again.

## Talk time

Put the flashcards up around the classroom. Sit in the circle with the children and say *What can I see? I can see ...* Elicit the sentence or just the colour from the children. Ask a volunteer to go and get the flashcard and bring it back to you. Repeat the procedure until all of the flashcards have been found.

## Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story or play the CD track 09. Point to the corresponding pictures on the story poster. Encourage the children to join in with the colours and the characters.

## Worksheet presentation

Show the children Pupil's Book page 21. Say *Look at the rainbow! What's missing?* Elicit *Red* and *Yellow*. Explain that the children should finish colouring the rainbow. Say *Colour*.

## Move to the tables

Point to five children and say *Rainbow. Go to your table, please.* Draw a rainbow shape in the air to show the children that you want them to do the same. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Colour*.

## Table time

The children colour the red and yellow parts of the rainbow. Monitor the children, making sure that they are using the right colours. As a child finishes, encourage him/her to tell you the names of the colours.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

**1. Game** Stand in a circle with the children. A volunteer stands in the middle of the circle. Say *Point to red*. The child points to no more than five children who are wearing red. They join him in the middle of the circle. Choose one of these children and say *Point to blue*. The child points to no more than five children who are wearing blue. Do the same with yellow. Finally say *Rainbow*. The rest of the children come and join the others in the middle of the circle. Ask the children to hold hands and arrange them all in the shape of a rainbow. Say *Wow! What a beautiful rainbow!*

**2. Game** Give each child a copy of the template on page 93. The children colour one square red, one blue and one yellow. The children then cut out the squares. Alternatively, you may wish to cut them out for the children. The children then sit in the circle with their three squares. Explain that you are going to shout out the colours and that the children should hold up the corresponding square. Once the children understand the game, you may wish to make it eliminatory. If a child holds up the wrong colour square, they are 'out'.

## LESSON 5: Moving on

**Materials**

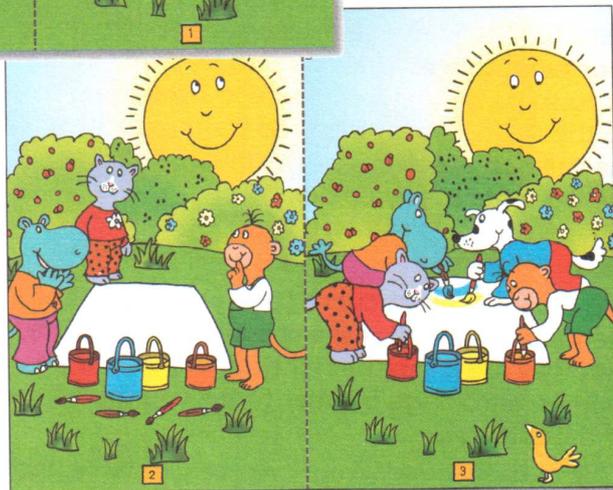
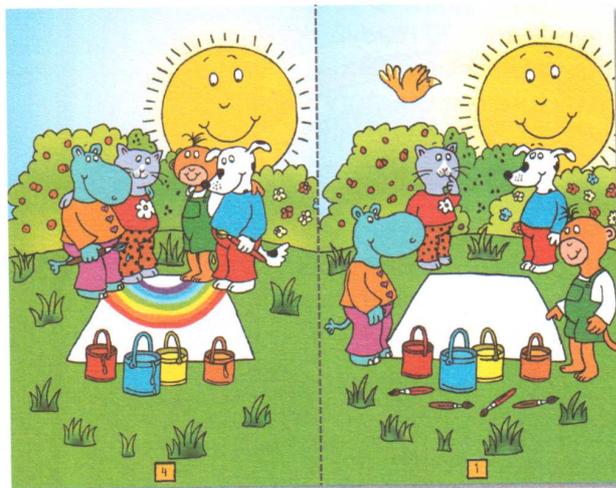
- Flashcards:  
red  
blue  
yellow  
rainbow
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 23 (folded) and sticker for each child

**Main language**

red, blue, yellow, rainbow

**Revised language**

hippo, monkey, dog, cat

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

### Song time revision

Greet the children with the puppet. Sing the *I can see red* song (track 08) again.

### Talk time

Place the red, yellow, blue and rainbow flashcards on the floor. Point to each one, saying *Red, yellow, blue, rainbow. Red, yellow, blue, rainbow.* Say *Close your eyes* and hide one of the flashcards behind your back. Say *Open your eyes.* The children say the name of the missing flashcard. Repeat until all the items of vocabulary have been practised.

### Make a storybook (presentation)

Use the puppet to bring out a copy of Pupil's Book page 23 from the bag. Look happy and surprised and say *Thank you, Hippo. Thank you. What's this?* Hippo whispers in your ear. Look happy and say *Oh, thank you, Hippo! Look, children!* Look very excited as you fold your story worksheet and show it to the children. Say *Look! A storybook.* Show the children the pictures in the storybook. As you show them page 2, say *Where's Dog?* Show the children the sticker of Dog. Say *Use the sticker.*

### Move to the tables

Point to and count five children who are wearing blue. Say *Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the folded story worksheets and the stickers. Say *Use the sticker.*

### Make a storybook

The children stick the sticker into their storybooks. As a child finishes, ask him/her to sit back down in the circle again with the storybook.

### Story time revision

Say *Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story using one of the folded story worksheets. Encourage the children to join in with the words they know. The children can then take their storybooks home.

### Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

#### **e** Extra activities

- 1. Story activity** Retell the story, but this time encourage the children to do the actions to the story.
- 2. Song activity** The children sing the song to you, with the actions.

## LESSON 1: Sing and learn

**Materials**

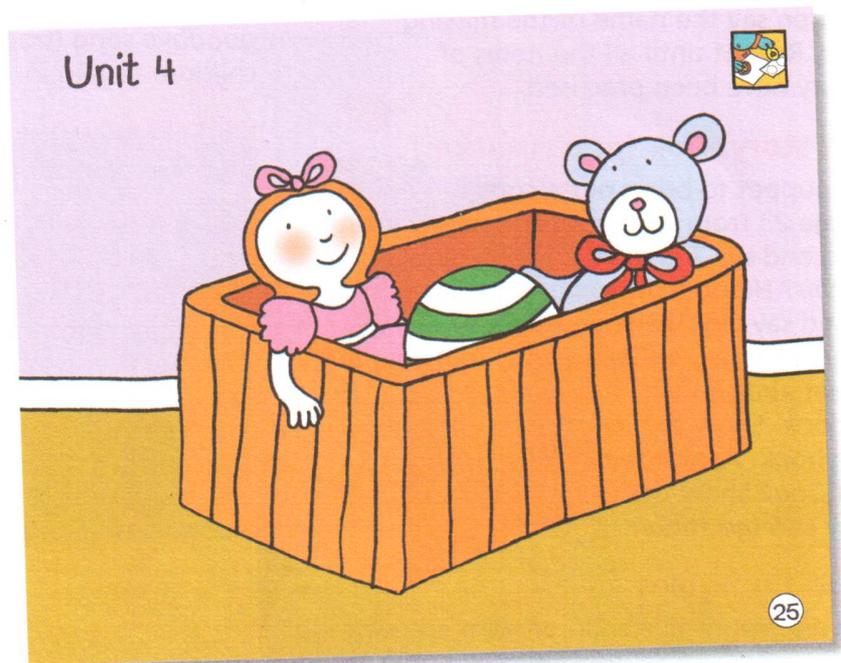
- Flashcards:
  - train
  - ball
  - doll
  - teddy
  - Hippo
  - Monkey
  - Dog
  - Cat
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 25 and sticker for each child

**Main language**

train, ball, doll, teddy

**Revised language**

hippo, monkey, dog, cat

**Song text**

*I can see the train.  
I can see the train.  
Toot, toot, toot, toot!  
I can see the train.*

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Vocabulary and song time presentation

Greet the children with the puppet. Say *What's in the bag?* Bring the flashcards of the train, ball, doll and teddy out of the bag. Present the toys to the children. Explain that Hippo, Monkey, Dog and Cat each have a favourite toy. Lay the flashcards of the characters on the floor. Say *Hippo's favourite toy is a doll.* Place the flashcard of the doll next to the flashcard of Hippo. *Monkey's favourite toy is a teddy.* Place the flashcard of the teddy next to the flashcard of Monkey. Do the same with Dog (ball) and Cat (train). Point to each of the toy flashcards and say, *I can see the doll. I can see the teddy. I can see the ball. I can see the train.*

## Song time

Sing the *I can see the train* song (track 10). Shield your eyes with your hand as if looking, for *I can see the train*. For *Toot, toot, toot, toot*, pull down as if pulling the whistle chord. Sing the song again and encourage the children to join in.

## Worksheet presentation

Show the children Pupil's Book page 25. Point to the picture and elicit *ball, doll* and *teddy*. Say *Where's the train?* Explain that they must stick the sticker of the train onto the worksheet. Say *Use the sticker.*

## Move to the tables

Point to five children and say, *I can see the train. Toot, toot! Go to your table, please.* Encourage the children to say *toot, toot!* as they go to their tables. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets and stickers and say *Use the sticker.*

## e Table time

The children stick the sticker onto the worksheet. As a child finishes, say *I can see the doll* etc. and encourage the child to point to the corresponding toy.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

**1. Game** Sit in a circle with the children. Hold up the flashcards of the train, ball, doll and teddy and show the children the following actions:

*Train* – Move your arms like pistons.

*Ball* – Crouch down and curl up like a ball.

*Doll* – Put your arms up like a ballet dancer and turn around in a small circle.

*Teddy* – Jump up and down.

To begin with, you may wish to show the children the flashcard as you name the item on it. The children do the corresponding mime. After a while, simply name the items of vocabulary without showing the children the flashcards.

**2. Game** Stand in a circle with the children. The children have their hands behind their backs. Ask the children to close their eyes. Give four children one of the toy flashcards to hold behind their backs. The children open their eyes. A volunteer stands in the middle of the circle and chooses a child from the circle. If the chosen child is holding a flashcard, the child in the middle takes the card and holds it up. All of the children name the flashcard. The child in the middle can then choose another child. If the chosen child did not have a flashcard, the two children swap places. Continue until all four toy flashcards have been found.

## LESSON 2: Listen and learn

**Materials**

- Flashcards:
  - train
  - ball
  - doll
  - teddy
- CD and player
- The Hippo puppet
- A bag
- Story poster 4

**Extra materials**

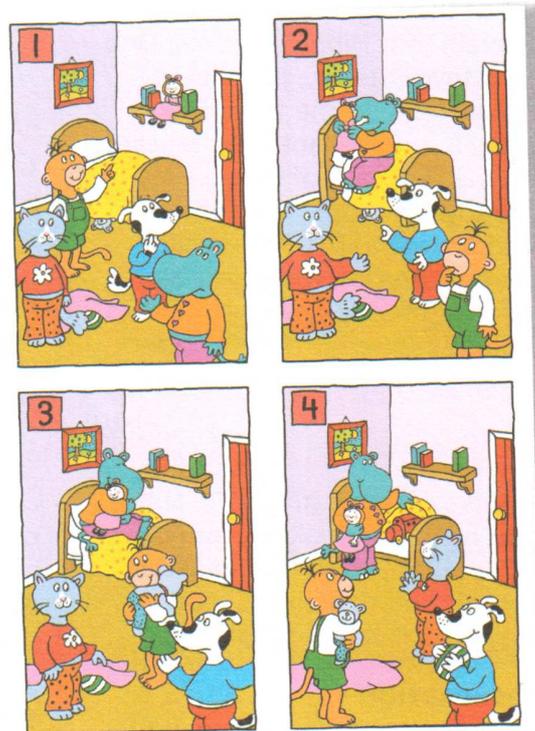
1. Plain sheets of paper
2. A piece of paper, black paper circles and crayons or paints for each child

**Main language**

train, ball, doll, teddy

**Revised language**

hippo, monkey, dog, cat

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Story time presentation**

Greet the children with Hippo. Hippo puts her head into the bag and pulls out the flashcards. Revise the vocabulary with the children. Take out Story poster 4 from the bag. Say *Hippo has a story*. Say *It's a story about Hippo, Monkey, Dog and Cat*. Listen (point to your ears). Look (point to your eyes). Are you ready? Good.

## Story time

Tell the story or play the CD track 11. As the children listen, point to the corresponding pictures on Story poster 4.

1

*Hippo, Monkey, Dog and Cat are playing.  
'Oh dear. Where's my doll?' says Hippo.  
'Look!' says Monkey. 'I can see the doll.'  
'Thank you, Monkey.'*

2

*'Oh dear. Where's my teddy?' says Monkey.  
'Look!' says Dog. 'I can see the teddy.'  
'Thank you, Dog.'*

3

*'Oh dear. Where's my ball?' says Dog.  
'Look!' says Cat. 'I can see the ball.'  
'Thank you, Cat.'*

4

*'Oh dear. Where's my train?' says Cat.  
'Look!' says Hippo. 'I can see the train.'  
'Thank you, Hippo.'*

## Story time activity

Repeat the story. Encourage the children to join in.

## Song time revision

Sing the *I can see the train song* (track 10) again. Encourage the children to join in.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye song* (track 03) and encourage the children to join in.

## Extra activities

**1. Game** Sit in a circle with the children. Lay the flashcards of the train, ball, doll and teddy face down on the floor under plain sheets of paper. Ask a volunteer to turn one sheet over and to look for the teddy. If the teddy is under the sheet of paper the child turned over, ask him/her to hold the teddy up high. Hide the teddy again under the sheet of paper and mix the flashcards up. Repeat the procedure with other volunteers.

**2. Craft** Give each child a piece of paper and ask them to draw a picture of a train. Give the children black paper circles for wheels to stick onto their pictures. Display the pictures on the classroom wall.

## LESSON 3: Do and learn

**Materials**

- Flashcards:
  - train
  - ball
  - doll
  - teddy
- CD and player
- The Hippo puppet
- A bag
- Story poster 4
- Pupil's Book page 27 and a pencil for each child

**Extra materials**

1. A copy of the template on page 94 for each child
2. Classroom toys (five of each)

**Main language**

train, ball, doll, teddy

**Revised language**

Numbers 1-5

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Use the puppet to bring the flashcards out of the bag to revise the unit vocabulary. Sing the *I can see the train* song (track 10) again.

## Story time revision

Say *Listen to the story again*. Listen (point to your ears). Look (point to your eyes). Are you ready? Good. Using the story poster, retell the story or play the CD track 11. Pause to elicit the unit vocabulary.

## Worksheet presentation

Show the children Pupil's Book page 27. Point to the characters and remind the children which character has which favourite toy. Explain that hidden in the picture are four toys. The children must find them. Say *Find and circle*.

## Move to the tables

Point to and count five children. Say, *1, 2, 3, 4, 5 teddies. Go to your table, please*. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Find and circle*.

## Table time

The children find and circle the hidden toys. As a child finishes encourage him/her to point to and name the toys.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

**1. Game** Give each child a copy of the template on page 94. The children cut out the pictures. Alternatively you may wish to cut out the pictures for the children. The children sit in a circle with their pictures. As you name the toys, the children hold up the corresponding picture.

**2. Game** Sit in a circle with the children. Practise counting to five with the classroom toys.

## LESSON 4: Say and learn

**Materials**

- Flashcards:
  - train
  - ball
  - doll
  - teddy
- CD and player
- The Hippo puppet
- A bag
- Story poster 4
- Pupil's Book page 29 and a pencil for each child

**Extra materials**

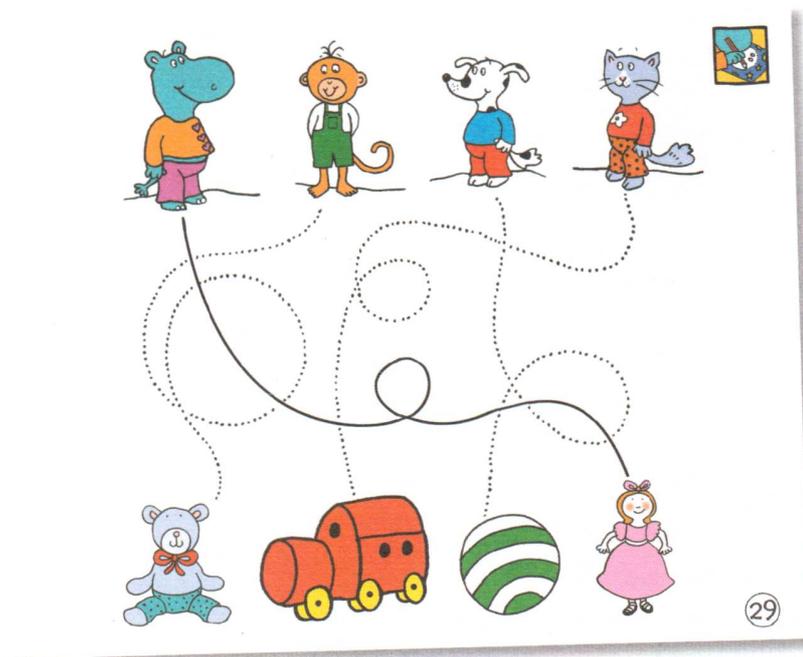
1. A ball

**Main language**

train, ball, doll, teddy

**Revised language**

hippo, monkey, dog, cat

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Use the puppet to bring the flashcards out of the bag to revise the unit vocabulary. Sing the *I can see the train* song (track 10) again.

## Talk time

Hold up the flashcards one by one, asking the children to name the items on the flashcards. Reshuffle the flashcards and hold them up very quickly for the children to name. Repeat, reshuffling the flashcards each time.

## Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story or play the CD track 11. Point to the corresponding pictures on the story poster. Encourage the children to join in with the unit vocabulary.

## Worksheet presentation

Show the children Pupil's Book page 29. Point to the characters at the top of the page and the toys at the bottom. Elicit the vocabulary. Explain that the children should follow the lines to find out which toy belongs to each character. Say *Trace*.

## Move to the tables

Point to and count five children. Say *1, 2, 3, 4, 5 balls. Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Trace*.

## Table time

The children trace over the lines to discover which toy belongs to each character. As a child finishes, encourage him/her to name the toys.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye song* (track 03) and encourage the children to join in.

## Extra activities

**1. Game** Sit in a circle with the children. Roll a ball across the circle to one of the children. Once the child has the ball, hold up one of the toy flashcards and invite them to say what it is. Alternatively you could ask the whole class to say what it is. The child returns the ball to you. Repeat the procedure.

**2. Game** Sit in a circle with the children. Shuffle the toy flashcards and lay them on the floor face down. A volunteer comes out and turns a flashcard over. He/she says the word or, if you prefer, the whole class can give the answer.

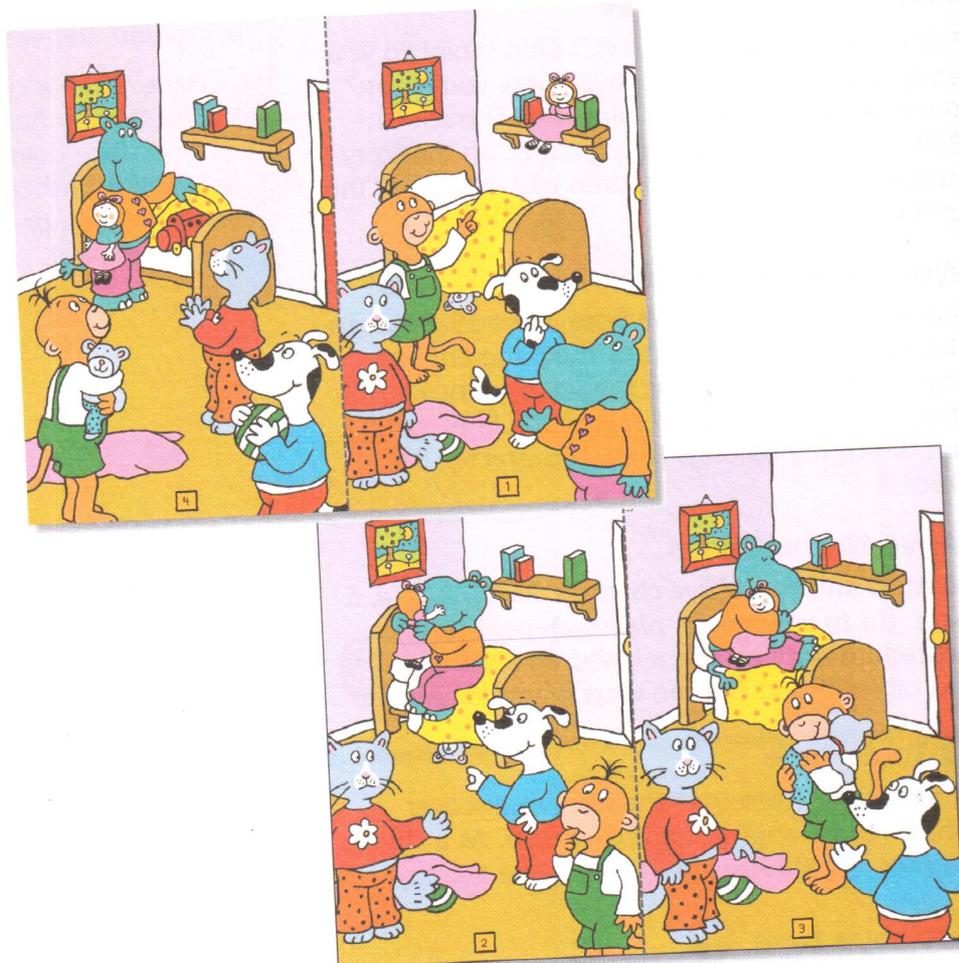
## LESSON 5: Moving on

## Materials

- Flashcards:
  - train
  - ball
  - doll
  - teddy
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 31 (folded) and sticker for each child

## Main language

train, ball, doll, teddy

Hello time 

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

### Song time revision 🎧

Greet the children with the puppet. Use the puppet to bring the flashcards out of the bag to revise the unit vocabulary. Sing the *I can see the train* song (track 10) again.

### Talk time

Place the toy flashcards on the floor face up. Say *Teddy, doll, train, ball. Teddy, doll, train, ball.* Say *Close your eyes.* Remove one of the flashcards. Say *Open your eyes. Which one's missing?* The children name the missing flashcard. Repeat until all of the vocabulary has been practised.

### Make a storybook (presentation)

Use the puppet to bring out a copy of Pupil's Book page 31 from the bag. Look happy and surprised and say *Thank you, Hippo. Thank you. What's this?* Hippo whispers in your ear. Look happy and say *Oh, thank you, Hippo! Look children!* Look very excited as you fold your story worksheet and show it to the children. Say *Look! A Storybook.* Show the children the pictures in the storybook. As you show them page 1, say *Where's the doll?* Show the children the sticker of the doll. Say *Use the sticker.*

### Move to the tables

Point to and count five children. Say *1, 2, 3, 4, 5 dolls. Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the folded story worksheets and the stickers. Say *Use the sticker.*

### Make a storybook

The children stick the sticker into their storybooks. As a child finishes, ask him/her to sit back down in the circle again with the storybook.

### Story time revision 🎧

Say *Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story using one of the folded story worksheets. Encourage the children to join in with the words they know. The children can take their storybooks home.

### Goodbye time 🎧

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

### e Extra activities

- 1. Story activity** Retell the story, but this time encourage the children to do the actions to the story.
- 2. Song activity** The children sing the song to you, with the actions.

## LESSON 1: Sing and learn

**Materials**

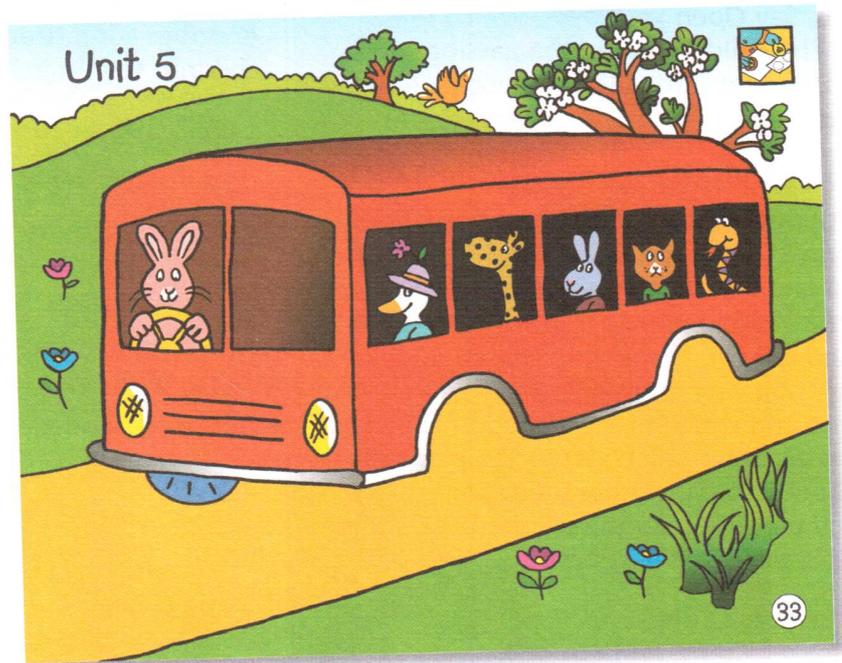
- Flashcards:
  - bus
  - car
  - train
  - boat
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 33 and stickers for each child

**Main language**

bus, car, train, boat

**Revised language**

Numbers 1-5, train, red, blue, yellow

**Song text**

*The bus has wheels  
And the wheels go round,  
Wheels go round, the wheels go round.  
The bus has wheels  
And the wheels go round,  
Round and round all day.*

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Song time presentation

Greet the children with the puppet. Use the puppet to bring the flashcards of the train, car, boat and bus out of the bag. Present the flashcards to the children. Then hold up the flashcard of the bus and say *Look! A bus. The bus has wheels* (point to the wheels) and *the wheels go round* (make circles in the air with your hand). Say *The wheels go round and round and round* and encourage the children to make circles in the air too.

## Song time

Sing the song *The bus has wheels* (track 12) and make circles in the air for *Round and round*. Sing the song again and encourage the children to join in.

## Worksheet presentation

Show the children Pupil's Book page 33. Point to the bus. Elicit *Bus*. Say *Oh, no! No wheels*. Point to the stickers of the wheels and elicit *Wheels*. Explain that they must stick the stickers of the wheels onto the bus. Say *Use the stickers*.

## Move to the tables

Point to and count five children and say *Be a bus. The bus has wheels and the wheels go round*. Use mime to show them that you want them to make circles to the side with their hands to give the bus wheels. Say *Good. Go to your table, please*. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets and stickers and say *Use the stickers*.

## e Table time

The children stick the stickers. Monitor the children to check that they are sticking the stickers in the right place. As a child finishes, encourage him/her to point to the bus and the wheels as you name them.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

### Extra activities

- 1. Game** Choose a volunteer to be a bus driver. Group the rest of the children round the class at various 'bus stops'. The bus driver mimes driving the bus around the class. He/She stops at the bus stops and picks up the passengers there. The children form a line behind the bus driver. The bus driver continues until he/she has picked up all of the passengers at the bus stops.
- 2. Game** Sit in a circle with the children. Divide the class into three teams: Red, Yellow and Blue. When you say *Blue bus*, the children in the Blue team stand in single file, make circles with their hands to the sides and go round the circle once. They then sit down again. Repeat the procedure, calling out a different colour team each time.

## LESSON 2: Listen and learn

**Materials**

- Flashcards:
  - bus
  - car
  - train
  - boat
- CD and player
- The Hippo puppet
- A bag
- Story poster 5

**Extra materials**

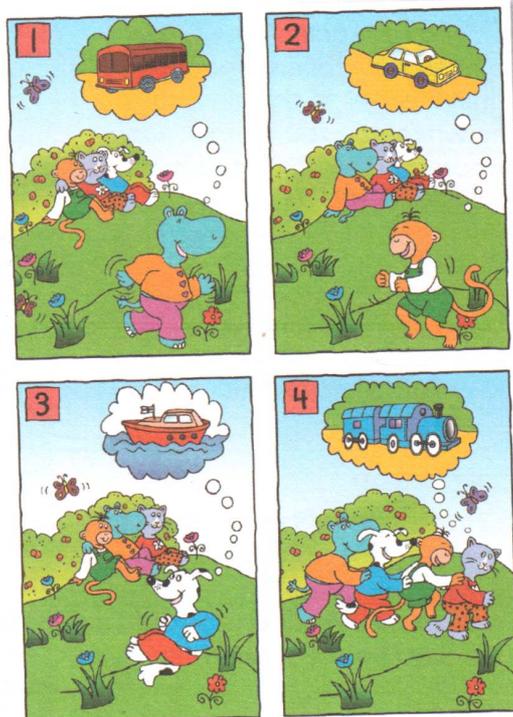
2. Craft paper and paints

**Main language**

bus, car, train, boat

**Revised language**

train

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Story time presentation**

Greet the children with the puppet. Bring the flashcard of the bus out of the bag. Hippo whispers in your ear. Say *Hippo likes the bus* and smile. Hippo whispers in your ear again. Repeat with the flashcards for car, train and boat. Hippo whispers in your ear. Say *Hippo has a story*. Take out Story poster 5 from the bag. Say *It's a story about Hippo, Monkey, Dog and Cat*. Listen (point to your ears). Look (point to your eyes). Are you ready? Good.

## Story time

Tell the story or play the CD track 13. As the children listen, point to the corresponding pictures on Story poster 5.

1

*Hippo, Monkey, Dog and Cat are playing.  
Hippo says, 'I'm a bus. The bus has wheels and the wheels go round.'*

2

*Monkey says, 'I'm a car. The car has wheels and the wheels go round.'*

3

*Dog says, 'I'm a boat. I go splish splash, splish splash on the water.'*

4

*Cat says, 'I'm a train. Come on, Hippo! Come on, Monkey! Come on, Dog!'  
'Choo choo, choo choo! Ha ha ha!'*

## Story time activity

Repeat the story. Encourage the children to join in.

## Song time revision

Sing the song *The bus has wheels* (track 12) again. Encourage the children to join in.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

**1. Game** Show the children the following actions for the unit vocabulary:

*Car* – Hold on to an imaginary steering wheel and mime driving.

*Bus* – Make circles with your hands at your sides to represent the wheels going round.

*Train* – Move your arms at your sides to imitate the pistons of the train.

*Boat* – Mime rowing.

Once the children have practised the actions a few times, you can begin to name the methods of transport. The children must do the corresponding action. You may like to make the game eliminatory. If a child does the wrong action, he/she is 'out'.

**2. Craft** Make a class mural of a bus or train. Each child draws him/herself on the bus and everyone helps to paint it. Display the mural on the classroom wall.

## LESSON 3: Do and learn

**Materials**

- **Flashcards:**  
bus  
car  
train  
boat
- CD and player
- The Hippo puppet
- A bag
- Story poster 5
- Pupil's Book page 35 and a pencil and crayons for each child

**Extra materials**

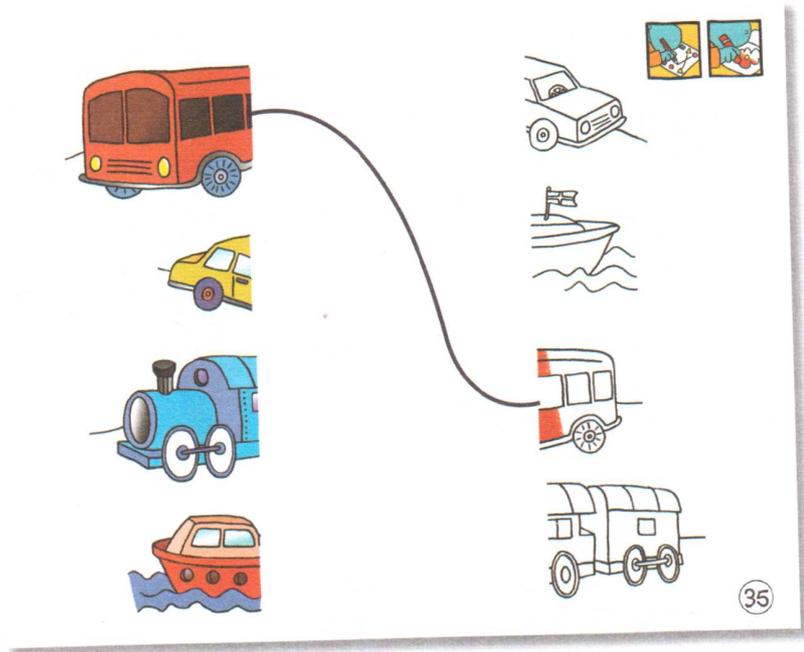
1. Seven chairs and something round to act as a steering wheel

**Main language**

bus, car, train, boat

**Revised language**

train, red, blue, yellow

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Bring the flashcards out of the bag to revise the vocabulary. Sing the song *The bus has wheels* (track 12) again.

## LESSON 4: Say and learn

**Materials**

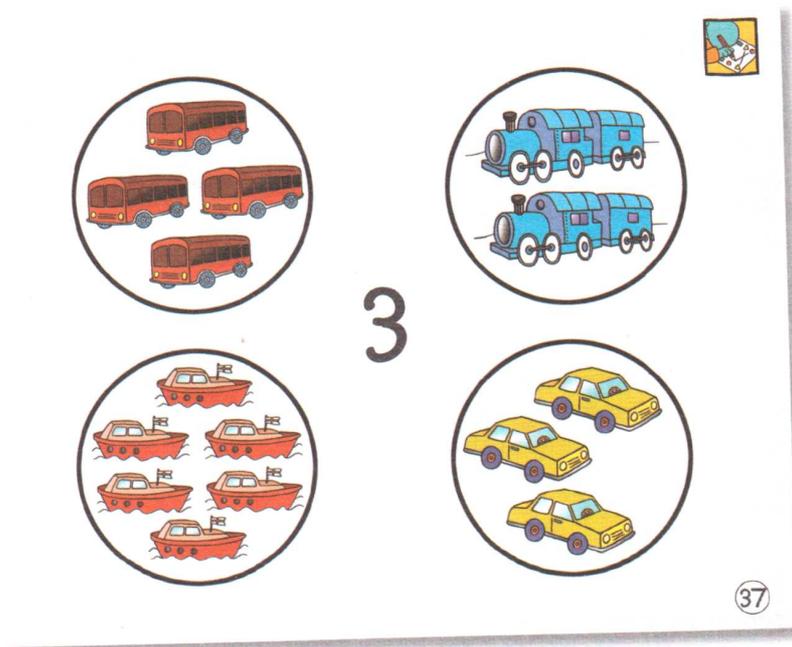
- Flashcards:
  - bus
  - car
  - train
  - boat
- CD and player
- The Hippo puppet
- A bag
- Story poster 5
- Pupil's Book page 37 and a pencil or crayon for each child

**Main language**

bus, car, train, boat

**Revised language**

Numbers 1-5, train

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Bring the flashcards out of the bag to practise the unit vocabulary. Sing the song *The bus has wheels* (track 12) again. Encourage the children to join in.

## Talk time

Put the flashcards up around the room where they are clearly visible. As you name the vocabulary, the children point to the corresponding flashcard. Then point to a flashcard and ask the children to name it. When all of the words have been practised, ask four children, one by one, to bring you a flashcard. Say *Bring me the train* etc.

## Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story or play the CD track 13. Point to the corresponding pictures on the story poster. Encourage the children to join in with the methods of transport and the characters.

## Worksheet presentation

Show the children Pupil's Book page 37. Point to the pictures and elicit the vocabulary. Point to the methods of transport and count them. Encourage the children to join in. When you have counted all of the items on the worksheet, point to the number 3 in the middle of the worksheet and elicit *Three*. Explain that the children should draw a line to match the number 3 with the corresponding method of transport. Say *Draw a line to match*.

## Move to the tables

Point to and count five children. Say *Be a train. Go to your table, please*. The children mime being trains. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Draw a line to match*.

## e Table time

The children draw a line to match the number 3 with the corresponding circle. As a child finishes, encourage him/her to count and name the methods of transport.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

### Extra activities

**1. Game** Draw a bus very slowly on the board. Ask the children to try to guess what the finished drawing will be. Repeat with the other methods of transport. Then ask volunteers to draw on the board while the rest of the class guess.

**2. Game** Stand in a line with the children to form a train. To begin with, simply go round the classroom, saying *Choo choo train. Choo choo train*. Then perform different actions which the children must copy. For example, wave your arms in the air and jump up and down. After a while, someone else can be the driver and they do the different actions for the class to copy.

## LESSON 5: Moving on

### Materials

- Flashcards:
  - bus
  - car
  - train
  - boat
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 39 (folded) and sticker for each child

### Main language

bus, car, train, boat

### Revised language

Numbers 1-5, train



### Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## LESSON 1: Sing and learn

**Materials**

- **Flashcards:**  
cow  
sheep  
duck  
farmyard
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 41 and stickers for each child

**Extra materials**

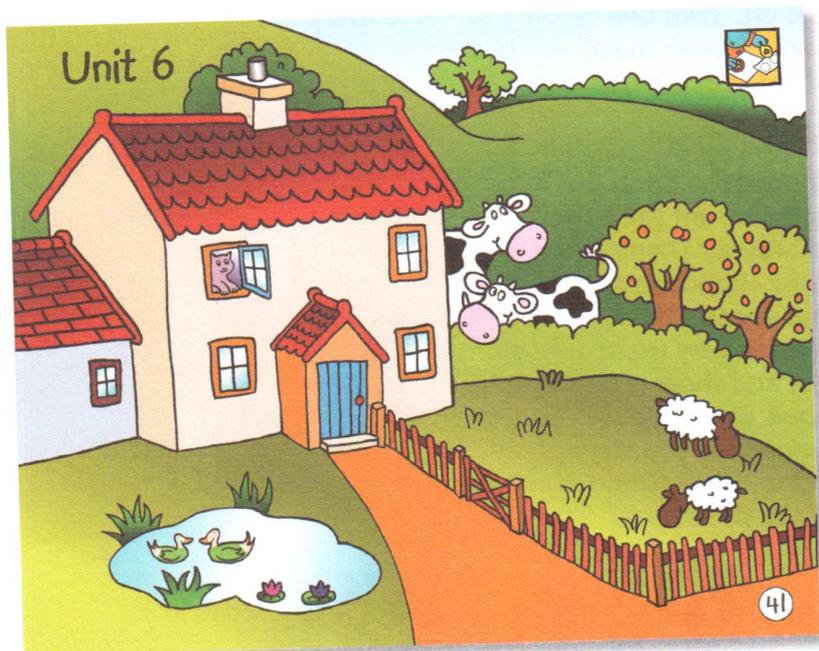
1. Enlarged template from page 95, coloured and cut out, sticky tack, a scarf to act as a blindfold

**Main language**

cow, sheep, duck, farmyard

**Revised language**

Numbers 1–5

**Song text**

*What can you hear in the farmyard? – I ask you.*

*I can hear the cow – the cow goes moo.*

*Moo! Moo! Moo! Moo! Moo! Moo!*

*The cow goes moo.*

*... I can hear the sheep – the sheep goes baa.*

*... I can hear the duck – the duck goes quack.*

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Song time presentation

Greet the children with the puppet. Say *What's in the bag?* Bring the flashcards of the cow, sheep and duck out of the bag. Present the animals to the children. Invite the children to repeat *Cow, sheep, duck*. Say *The cow goes moo*. Encourage the children to moo like a cow. Say *The sheep goes baa*. Encourage the children to baa like sheep. Say *The duck goes quack*. Encourage the children to quack like ducks. Show the children the flashcard of the farmyard. Say *Farmyard. What can you hear* (point to your ears) *in the farmyard?* Show the flashcards of the animals again. Say *I can hear the cow. The cow goes moo. I can hear the sheep. The sheep goes baa. I can hear the duck. The duck goes quack.*

## Song time

Sing the *What can you hear in the farmyard?* song (track 14). Place your hand behind your ear for *What can you hear in the farmyard?* Open your hands in a questioning fashion for *I ask you* and point to the children. Sing the song again and encourage the children to join in.

## Worksheet presentation

Show the children Pupil's Book page 41. Point to the picture to elicit *Farmyard*. Point to the stickers of the cow, sheep and duck and elicit the vocabulary. Explain that the children must stick the stickers of the animals to the farmyard worksheet. Say *Use the stickers*.

## Move to the tables

Point to and count five children and say *What can you hear in the farmyard, I ask you? I can hear the cow – the cow goes ...* Elicit *moo*. Say *Go to your table, please*. Repeat the procedure with sheep and duck and the other children, until all the children are sitting at their tables. Hand out the worksheets and stickers and say *Use the stickers*.

## e Table time

The children stick the stickers. As a child finishes, encourage him/her to point to the animal you name.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

### Extra activities

- 1. Game** Whisper the name of one of the animals to every child. If necessary, show them a picture of the flashcard to make sure they understand. When you say *1, 2, 3, go!*, the children start making their animal noise. They must find all of the animals like themselves and form a group. The first group to do this are the winners.
- 2. Game** Enlarge the template on page 95. Cut out the cow and the tail. Stick the cow to the classroom wall. Add a piece of sticky tack to the tail. Ask for a volunteer. Explain that he/she must try to stick the tail on the cow. Blindfold the volunteer and turn him/her round three times. Say *Stick the tail on the cow*. Repeat with other volunteers. The winner is the child who sticks the tail as close as possible to where it should be.

## LESSON 2: Listen and learn

**Materials**

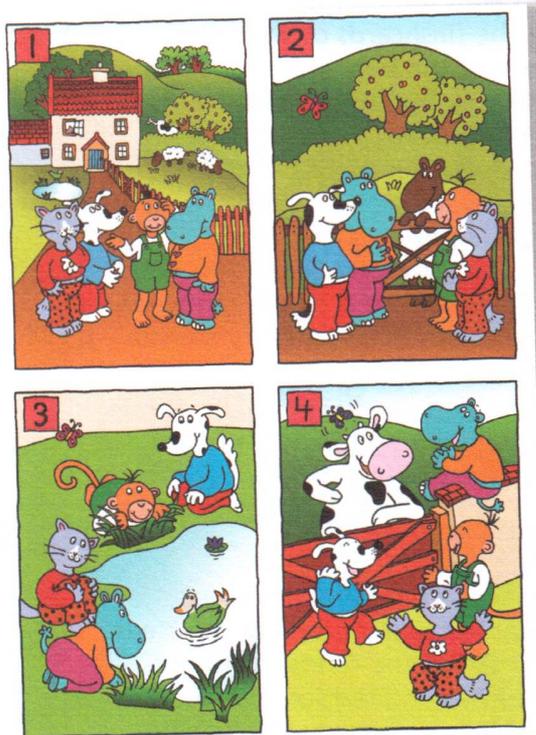
- Flashcards:
  - cow
  - sheep
  - duck
  - farmyard
- CD and player
- The Hippo puppet
- A bag
- Story poster 6

**Extra materials**

2. Animal masks templates on pages 96–98, crayons or paints

**Main language**

cow, sheep, duck, farmyard

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Story time presentation**

Greet the children with the puppet. Bring the animal and farmyard flashcards out of the bag again. Hippo whispers in your ear. Say *Oh, really, Hippo?* and look surprised. Say *Oh, children! Hippo has been on a farmyard with Monkey, Dog and Cat and she has a story about it.* Take out Story poster 6 from the bag. Say *Thank you, Hippo. Thank you. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.*

## Story time

Tell the story or play the CD track 15. As the children listen, point to the corresponding pictures on Story poster 6.

1

*Hippo, Monkey, Dog and Cat are in the farmyard.*

*'Moo!'*

*'Oh! What's that?' says Hippo.*

*'I don't know,' says Monkey.*

2

*They see a sheep.*

*'Hello,' says Hippo.*

*'Hello,' says the sheep.*

*'Erm, do you say moo?' asks Hippo.*

*'Oh, no!' says the sheep. 'I'm a sheep. I say baa, baa!'*

*'Oh, thank you, Sheep!' says Hippo.*

3

*They see a duck.*

*'Hello,' says Hippo.*

*'Hello,' says the duck.*

*'Erm, do you say moo?' asks Hippo.*

*'Oh, no!' says the duck. 'I'm a duck. I say quack quack!'*

*'Oh, thank you, Duck!' says Hippo.*

4

*They see a cow.*

*'Hello,' says Hippo.*

*'Hello,' says the cow.*

*'Erm, do you say moo?' asks Hippo.*

*'Moo! Yes,' says the cow. 'I'm a cow. I say moo!'*

*'Hooray!'*

*'Thank you, Cow!'*

## Story time activity

Repeat the story. Encourage the children to join in with the animal noises.

## Song time revision

Sing the *What can you hear in the farmyard?* song (track 14) again. Encourage the children to join in.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

### Extra activities

**1. Game** Hide the animal flashcards round the classroom, but make them visible so that the children can see them. Stand in a train with the children and say *Sheep, duck, cow. Sheep, duck, cow. We're looking for, we're looking for sheep, duck, cow.* When the children find one of the flashcards, chant, e.g. *Cow, cow, cow. Cow, cow, cow. There you are, there you are, cow, cow, cow.*

**2. Craft** Make enlarged photocopies of Teacher's Book pages 96–98. The children choose and colour in an animal mask (see Teacher's Book pages 96–98 for the templates). These can then be used in the song. Put all of the 'pigs' together, all of the 'cows' together and all of the 'ducks' together. The children make their appropriate animal noise in the song.

## LESSON 3: Do and learn

**Materials**

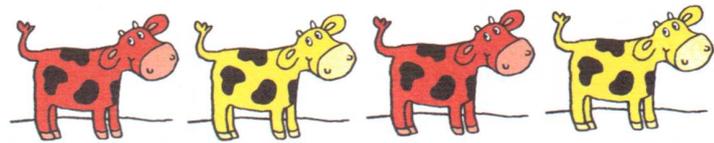
- **Flashcards:**
  - cow
  - sheep
  - duck
  - farmyard
- CD and player
- The Hippo puppet
- A bag
- Story poster 6
- Pupil's Book page 43 and crayons for each child

**Main language**

cow, sheep, duck, farmyard

**Revised language**

Numbers 1–5, red, yellow



43

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Bring the flashcards out of the bag to practise the vocabulary. Sing the *What can you hear in the farmyard?* song (track 14) again.

## Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Using the story poster, retell the story or play the CD track 15. Pause to elicit the animals.

## Worksheet presentation

Show the children Pupil's Book page 43. Point to the sequence at the top of the page. Elicit the animals and the colour sequence. Say *Red, yellow, red, yellow.* Do the same with the second sequence. Say *Colour.*

## Move to the tables

Point to and count five children. Say *Baa baa!* and elicit *Sheep.* Say *Go to your table, please.* Repeat the procedure until all of the children are sitting at their tables. Hand out the worksheets. Say *Colour.*

## Table time

The children finish colouring the animals, following the sequence. As a child finishes, elicit the colours.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

- 1. Game** Sit in a circle with the children. Mime one of the animals. The children have to guess the animal you are miming. Repeat with volunteers.
- 2. Game** Lay the flashcards of the animals on the floor face down. Point to a flashcard and say *Sheep, cow or duck? Sheep, cow or duck?* If they guess correctly, give them a round of applause. If they do not, they can try again.

## LESSON 4: Say and learn

**Materials**

- **Flashcards:**
  - cow
  - sheep
  - duck
  - farmyard
- CD and player
- The Hippo puppet
- A bag
- Story poster 6
- Pupil's Book page 45 and a pencil or crayons for each child

**Extra materials**

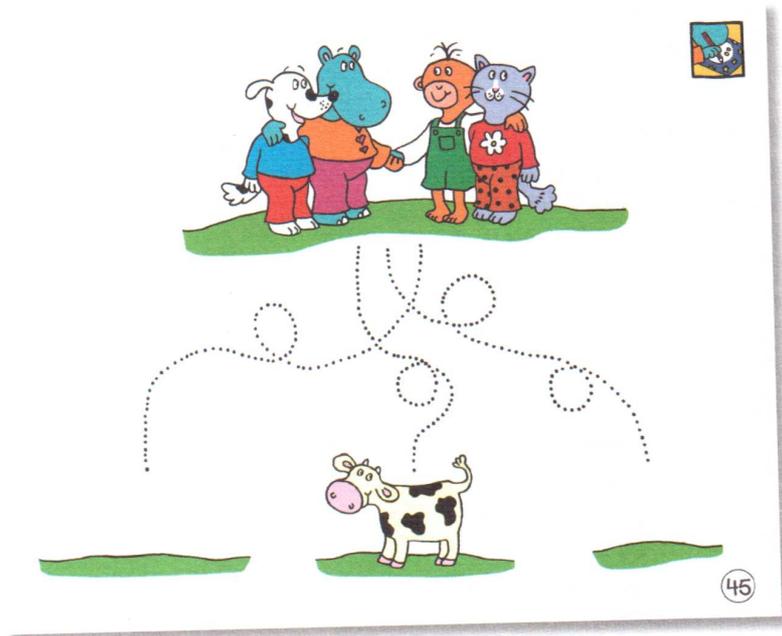
2. A copy of the template on page 99 for each child

**Main language**

cow, sheep, duck, farmyard

**Revised language**

Numbers 1–5

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

**Song time revision** 🎧

Greet the children with the puppet. Bring the flashcards out of the bag again to practise the vocabulary. Sing the *What can you hear in the farmyard?* song (track 14) again.

## Talk time

Lay the flashcards on the floor face up and say *Farmyard, sheep, duck, cow. Farmyard, sheep, duck, cow.* Ask the children to close their eyes. Take one of the flashcards away. Say *Open your eyes. Which one's missing?* The children say the name of the missing flashcard. Repeat until the children have practised naming all of the flashcards.

## Story time revision

Say *Listen to the story again. Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story or play the CD track 15. Point to the corresponding pictures on the story poster. Encourage the children to join in with the animals and their noises.

## Worksheet presentation

Show the children Pupil's Book page 45. Point to Hippo, Monkey, Dog and Cat and elicit their names. Point to the cow at the bottom of the page. Explain that the children must find the path that leads Hippo, Monkey, Dog and Cat to the cow. Say *Trace*.

## Move to the tables

Point to and count five children. Say *Quack quack!* to elicit *Duck*. Say *Go to your table, please.* Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Trace*.

## Table time

The children trace the path which leads the characters to the cow. As a child finishes, encourage him/her to point to the animals or to name them.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

**1. Game** Stand in a circle with the children. Play the *What can you hear in the farmyard?* song (track 14) again. The children mime being an animal of their choice and move around the classroom. When you pause the music, the children stand very still, without moving until you start the music again. If a child moves, he/she is 'out' and must sit down.

**2. Game** Give each child a copy of the template on page 99. The children cut out the animals. Alternatively, you may wish to cut the animals out for them. The children sit in a circle with their animal cut-outs. As you name the animals, the children hold up the corresponding picture.

## LESSON 5: Moving on

**Materials**

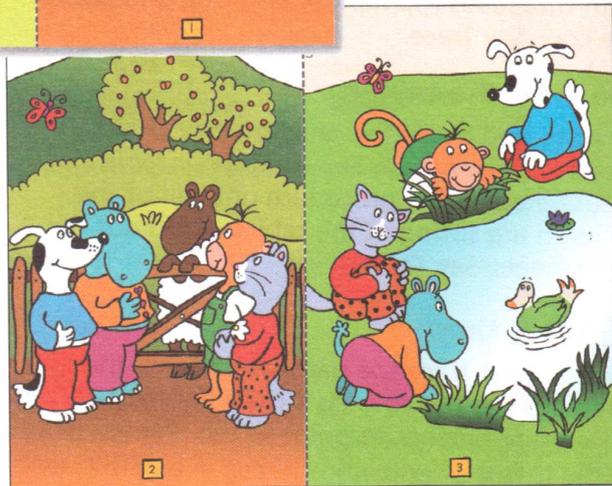
- Flashcards:
  - cow
  - sheep
  - duck
- CD and player
- The Hippo puppet
- A bag
- Pupil's Book page 47 (folded) and sticker for each child

**Main language**

cow, sheep, duck

**Revised language**

Numbers 1-5

**Hello time** 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

### Song time revision

Greet the children with the puppet. Sing the *What can you hear in the farmyard?* song (track 14) again.

### Talk time

Hold up the flashcard of the cow. Say *I can hear the cow. The cow goes ...* Elicit *moo*. Do the same with the other flashcards. Then show the flashcards again, but make the animal sound and elicit the names of the animals.

### Make a storybook (presentation)

Use the Hippo puppet to bring out a copy of Pupil's Book page 47 from the bag. Look happy and surprised and say *Thank you, Hippo. Thank you. What's this?* Hippo whispers in your ear. Look happy and say *Oh, thank you, Hippo! Look, children!* Look very excited as you fold your story worksheet and show it to the children. Say *Look! A storybook.* Show the children the pictures in the storybook. As you show them page 4, say *Where's the cow?* Show the children the sticker of the cow and say *Use the sticker.*

### Move to the tables

Point to and count five children. Whisper *Shh. Go to your table, please.* The children go very quietly to their tables. Repeat the procedure until all of the children are sitting at the tables. Hand out the folded story worksheets and the stickers. Say *Use the sticker.*

### Make a storybook

The children stick the sticker into their storybooks. As a child finishes, ask him/her to sit back down in the circle again with the storybook.

### Story time revision

Say *Listen* (point to your ears). *Look* (point to your eyes). *Are you ready? Good.* Retell the story, using one of the folded story worksheets. Encourage the children to join in with the words they know. The children can then take their storybooks home.

### Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

#### Extra activities

- 1. Story activity** Retell the story, but this time encourage the children to do the actions to the story.
- 2. Song activity** The children sing the song to you, with the actions.

## LESSON 1: Sing and learn

### Materials

- Flashcards:  
Halloween party sweets
- CD and player
- The Hippo puppet
- A bag

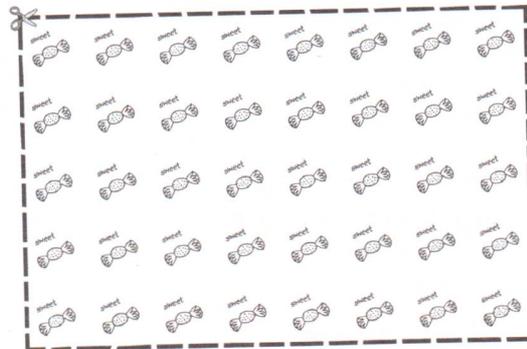
### Extra materials

1. Sweets (one for each child)
2. A copy of the template on page 100 for each child, crayons or paints, sticky tape

### Main language

Happy Halloween, Halloween, party, sweets

Extra units, Halloween: sweet wrapper



100

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### Rhyme text

*Halloween party,  
Hurray, hurray!  
Halloween party with treats.  
Halloween party,  
Hurray, hurray!  
Halloween party with sweets.*

*Happy Halloween!*

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Vocabulary and song time presentation

Point to the bag and say *What's in the bag?* Elicit *Hippo*. Say *Yes. Hippo's in the bag. Hippo! Hippo!* Bring Hippo out of the bag and say *Hello, Hippo*. Hippo whispers in your ear. Say *Oh, thank you, Hippo! Happy Halloween to you*. Turn to the class and say *Happy Halloween*. Elicit the same response. Say *Hippo is very happy*. Look in the bag again and bring out the flashcard of the Halloween party. Show the children. Say *Wow! A party. Look!* Look curious and ask Hippo *What's in the bag now?* Make Hippo pull out the flashcard of the sweets and say *Mmm. Yum yum. Sweets*. Encourage the children to repeat *Sweets*. Say *Happy Halloween*.

## Rhyme time

Play the *Halloween party* rhyme (track 16) and point to the flashcards of party and sweets, as they are spoken in the rhyme. Play the rhyme again and stand in a circle. Walk around in a circle, holding hands for the party section. Raise both hands in the air for *Hurray!* Walk around in the circle again until you reach *sweets*. Mime holding sweets in one hand and eating them with the other.

## Talk time

Sit down in the circle with the children again. Lay out the flashcards of party and sweets. All clap in rhythm and say *Sweets, treats, sweets, treats* as a chant. At a given moment, say loudly *Party!* All the children should put up their arms and shout *Hurray!*

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

- 1. Game** For this activity you will need to hide enough sweets round the classroom for each child. Sit in a circle with the children. Ask for two volunteers and send them to hunt round the classroom for a sweet each. When they have found a sweet, they sit back down in the circle. Repeat until all of the children have a sweet.
- 2. Craft** Give each child a copy of the template on page 100. Ask the children to colour and decorate the sweet wrapper. Help them to simply roll and fasten it with a small piece of sticky tape and twist the ends to complete the sweet shape.

## LESSON 2: Do and learn

### Materials

- **Flashcards:**  
Halloween party sweets
- CD and player
- The Hippo puppet
- A bag
- A copy of the template on page 101 of the Teacher's Book and a pencil for each child

### Extra materials

2. A copy of the template on page 102 for each child, crayons or paints, sticky tape

### Main language

Happy Halloween, Halloween, party, sweets

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Extra units, Halloween: Find the sweets.

### Hello time 🎧

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

### Song time revision 🎧

Use the puppet to bring the flashcards out of the bag. Elicit the vocabulary and encourage the children to greet each other with *Happy Halloween*. Play the *Halloween party* rhyme (track 16) again.

## Worksheet presentation

Show the children a copy of the template on page 101 of the Teacher's Book. Point to the picture of the Halloween party and explain that there are some sweets hidden in the picture. Say *Find the sweets*.

## Move to the tables

Point to five children and say *Happy Halloween*. Encourage them to reply. Say *Go to your table, please*. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Find the sweets*.

## Table time

The children find and circle the hidden sweets. As a child finishes, encourage him/her to count the sweets.

**Answer:** 5 sweets

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

**1. Game** Explain to the children that you are going to play a typical game that children in the UK play at parties. Play some music. The children dance until you pause the music. They must stand very still. If they move, they are 'out' and must sit down.

**2. Craft** Give each child an enlarged copy of the template on page 102 to make a Halloween party hat. The children colour the hat. Cut out the hats for them, roll and stick them down with sticky tape.

## LESSON 1: Sing and learn

## Materials

- Flashcards:
  - Christmas tree
  - star
  - present
  - angel
- CD and player
- The Hippo puppet
- A bag
- A copy of the template on page 103 for each child

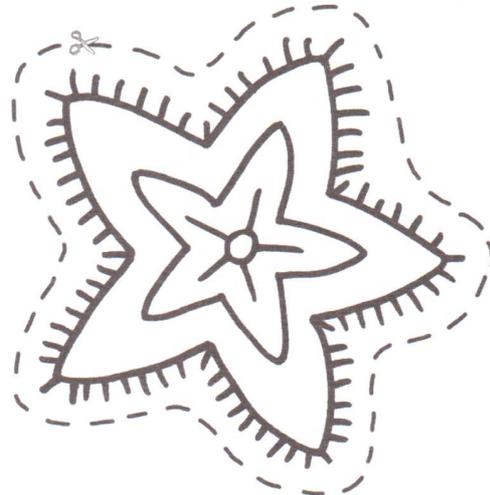
## Main language

Christmas tree, star, present, angel

## Revised language

Numbers 1–5

Extra units, Christmas: star template



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103

## Song text

*Take my hand, come with me,  
Come and dance with me around the Christmas tree.  
Take my hand, come with me,  
Come and dance with me around the Christmas tree.  
Come on and hop, come on and hop,  
Come and hop around the Christmas tree.  
Come on and hop, come on and hop,  
Come and hop around the Christmas tree.*

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Vocabulary and song time presentation

Greet the children with the puppet. Look into the bag with Hippo. Say *Oh, look! Something special. What's this?* Use Hippo to take out the flashcard of the Christmas tree, hold it up and say *A tree. A Christmas tree.* Look into the bag again and take out the next flashcard. Say *Star.* Make Hippo dive into the bag again and say *Hurrah! A present. A present.* Repeat with *An angel.* Lay all the flashcards on the floor in front of you and take the hand of the children either side of you. Say *Take my hand* and indicate to all the children to join hands. Say *Let's sing a song!*

## Song time

Sing the *Hop around the Christmas tree!* song (track 17) and walk round in a circle holding hands. Encourage the children to hop for the last two lines of the song. Sing the song again and encourage the children to join in.

## Talk time

Hold up the flashcards one by one, asking the children to name the items on the flashcards. Reshuffle the flashcards and hold them up very quickly for the children to name. Repeat, reshuffling the flashcards each time.

## Goodbye time

Say *It's time to say goodbye.* Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

### Extra activities

**1. Game** Sit in a circle with the children. Hold up the flashcards of the Christmas tree, star, present and angel and show the children the following actions:

*Christmas tree* – Stand tall with arms outstretched.

*Star* – Stand with your arms and legs spread out like a star.

*Present* – Point to an imaginary present on the floor and say *Wow!*

*Angel* – Put both hands together.

To begin with, you may wish to show the children the flashcard as you name the item on it. The children do the corresponding mime. After a while, simply name the items of vocabulary without showing the children the flashcards.

**2. Craft** Give each child a copy of the template on page 103. The children colour the star template. Cut the stars out and display them in the classroom.

## LESSON 2: Do and learn

### Materials

- **Flashcards:**  
Christmas tree  
star  
present  
angel
- CD and player
- The Hippo puppet
- A bag
- Story poster 4
- A copy of the template on page 104 and a pencil for each child

### Extra materials

1. A copy of the template on page 105 for each child
2. A copy of the template on page 106 and crayons for each child

### Main language

Christmas tree, star, present, angel

### Revised language

Numbers 1–5

104

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Extra units, Christmas: Christmas template

### Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

### Song time revision

Greet the children with the puppet. Use the puppet to bring the flashcards out of the bag to revise the unit vocabulary. Sing the *Hop around the Christmas tree!* song (track 17) again.

## Worksheet presentation

Show the children a copy of the template on page 104. Point to the characters and the tree. Repeat the vocabulary to the children. Explain that hidden in the picture are four presents for Hippo, Monkey, Dog and Cat. The children must find them. Say *Find and circle*.

## Move to the tables

Point to and count five children. Say *1, 2, 3, 4, 5 stars. Go to your table, please*. Repeat the procedure until all the children are sitting at the tables. Hand out the worksheets. Say *Find and circle*.

## Table time

The children find and circle the hidden presents. As a child finishes, encourage him/her to count the presents to you.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

- 1. Game** Give each child a copy of the template on page 105. The children cut out the pictures. Alternatively, you may wish to cut out the pictures for the children. The children sit in a circle with their pictures. As you name the Christmas vocabulary, the children hold up the corresponding picture.
- 2. Craft** Give each child a copy of the template on page 106. The children cut out and colour the Christmas card. Alternatively, you may wish to cut out the cards for the children.

## LESSON 1: Sing and learn

### Materials

- **Flashcard:**  
Easter egg
- CD and player
- The Hippo puppet
- A bag

### Extra materials

1. **Flashcards:** Hippo, Monkey, Dog, Cat
2. A copy of the template on page 107 for each child, crayons or paints, craft paper, glue

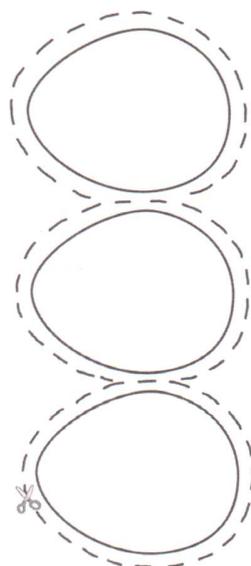
### Main language

Happy Easter, Easter egg

### Revised language

red, yellow, blue

Extra units, Easter: eggs



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### Song text

*Happy, Happy Easter,  
Happy, Happy Easter,  
Happy, Happy Easter,  
Happy Easter to you.*

## Hello time

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

## Vocabulary and song time presentation

Point to the bag and say *What's in the bag?* Elicit *Hippo*. Say *Yes. Hippo's in the bag. Hippo! Hippo!* Bring Hippo out of the bag and say *Hello, Hippo*. Hippo whispers in your ear. Look in the bag again and bring out the flashcard of the Easter egg. Show the shape on the card and say *Egg*. Then point to all the decorations on the egg and say *Easter egg*. You may need to explain that in the UK at Easter time, children are given chocolate Easter eggs to eat. Make Hippo hand it to a child and say *Happy Easter*. Repeat, handing the egg to three more children, and say *Happy Easter*. Encourage them to reply. Address the whole class and say *Happy Easter to you*.

## Song time

Sing the *Happy Easter* song (track 18). Sing the song again and encourage the children to join in.

## Talk time

Sit down in the circle with the children again. Use the flashcard of the egg and a blank piece of paper. Show the class the Easter egg and say *Happy Easter? Yes*. Then show the class the blank piece of paper and say *Happy Easter? No*. Hide both sheets behind your back. Ask the class to call out *Happy Easter*. Bring one of the sheets forward to show them and ask them to call out *Yes* if it is the egg and *No* if it is the blank sheet.

## Goodbye time

Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

- 1. Game** Sit in a circle with the children. Lay the flashcards of Hippo, Monkey, Dog and Cat on the floor face up. Without the children seeing, hide the egg flashcard under one of the character flashcards. Explain to the children that they need to find out who has the Easter egg. Ask a volunteer to say *Hippo, Monkey, Dog or Cat*. The child lifts the flashcard of his/her chosen character. If the egg is underneath, encourage everyone to clap and say *Happy Easter*. If it is not, choose another volunteer. Repeat the procedure until the egg is found and then start all over again.
- 2. Craft** Give a copy of the template on page 107 to each child. Point to the first egg. Say *Colour the egg red*. When the children have finished colouring the first egg, point to the second and say *Colour the egg yellow*. The last egg is to be coloured blue. The children punch out the eggs. Stick the eggs in groups of five onto craft paper and display on the classroom wall. In subsequent classes, you may wish to use the mural to revise colours and numbers with the children.

## LESSON 2: Do and learn

## Materials

- Flashcard:  
Easter egg
- CD and player
- The Hippo puppet
- A bag
- A copy of the  
template on page  
108 of the  
Teacher's Book  
and a pencil for  
each child

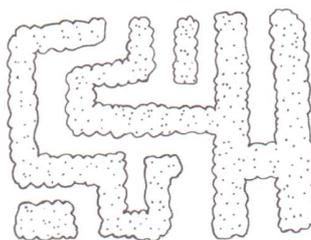
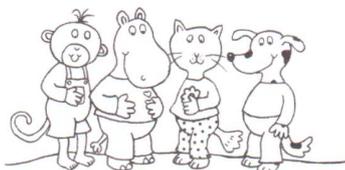
## Extra materials

2. A copy of the  
template on page  
109 for each  
child, small pieces  
of coloured  
paper, glue

## Main language

Happy Easter, Easter egg

Extra units, Easter: Trace the path.



108

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Hello time 

Sing the *Hippo says hello* song (track 02) to start the lesson. If you wish, use some of the assembly ideas outlined in the Introduction to the Teacher's Book (page 12).

Song time revision 

Use the puppet to bring the Easter egg flashcard out of the bag. Elicit the vocabulary *Happy Easter* and *Easter egg*. Sing the *Happy Easter* song (track 18) again.

## Worksheet presentation

Show the children a copy of the template on page 108 of the Teacher's Book. Point to the characters at the top of the page and elicit their names. Point to the basket of eggs at the bottom. Explain that the children should find the path through the maze that leads the characters to the basket of eggs. Say *Trace the path*.

## Move to the tables

Point to five children and say *Happy Easter*. Encourage them to reply. Say *Good. Go to your table, please*. Repeat the procedure until all of the children are sitting at the tables. Hand out the worksheets. Say *Trace the path*.

## Table time

The children trace the path that leads the characters to the basket of eggs. As a child finishes, encourage him/her to count the eggs to you.

## Goodbye time

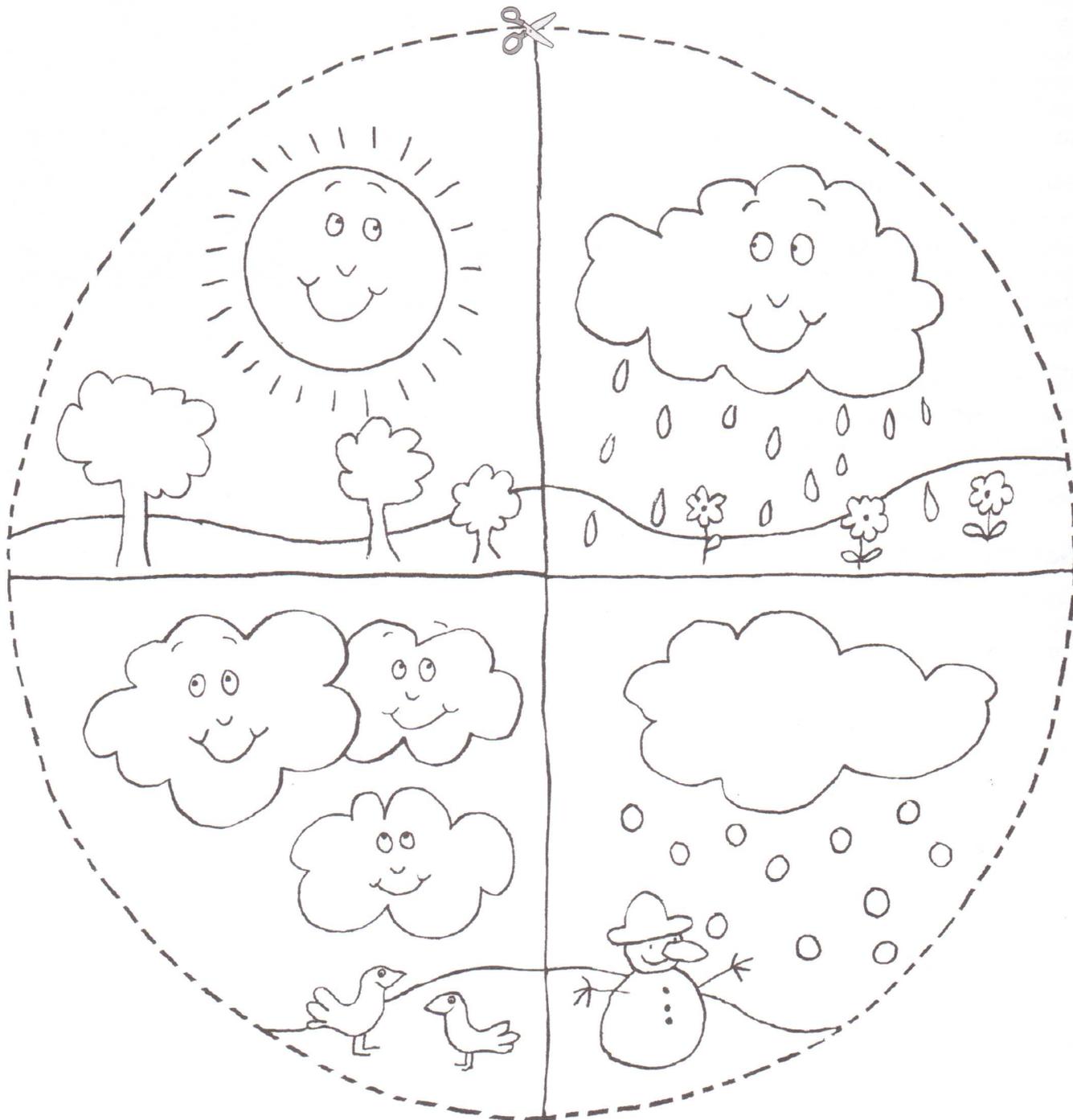
Say *It's time to say goodbye*. Sing the *Hippo says goodbye* song (track 03) and encourage the children to join in.

## Extra activities

- 1. Game** Play the *Happy Easter* song (track 18) again. Explain to the children that they are dancing eggs. They must make an egg shape with their arms by the side of their bodies and dance to the music as they imagine an egg would. When you pause the music, they must stand still without moving. If they move, they are 'out'.
- 2. Craft** Give each child a copy of the template on page 109. The children stick small pieces of paper onto the outline of the egg to make an egg mosaic.

# Photocopiable templates

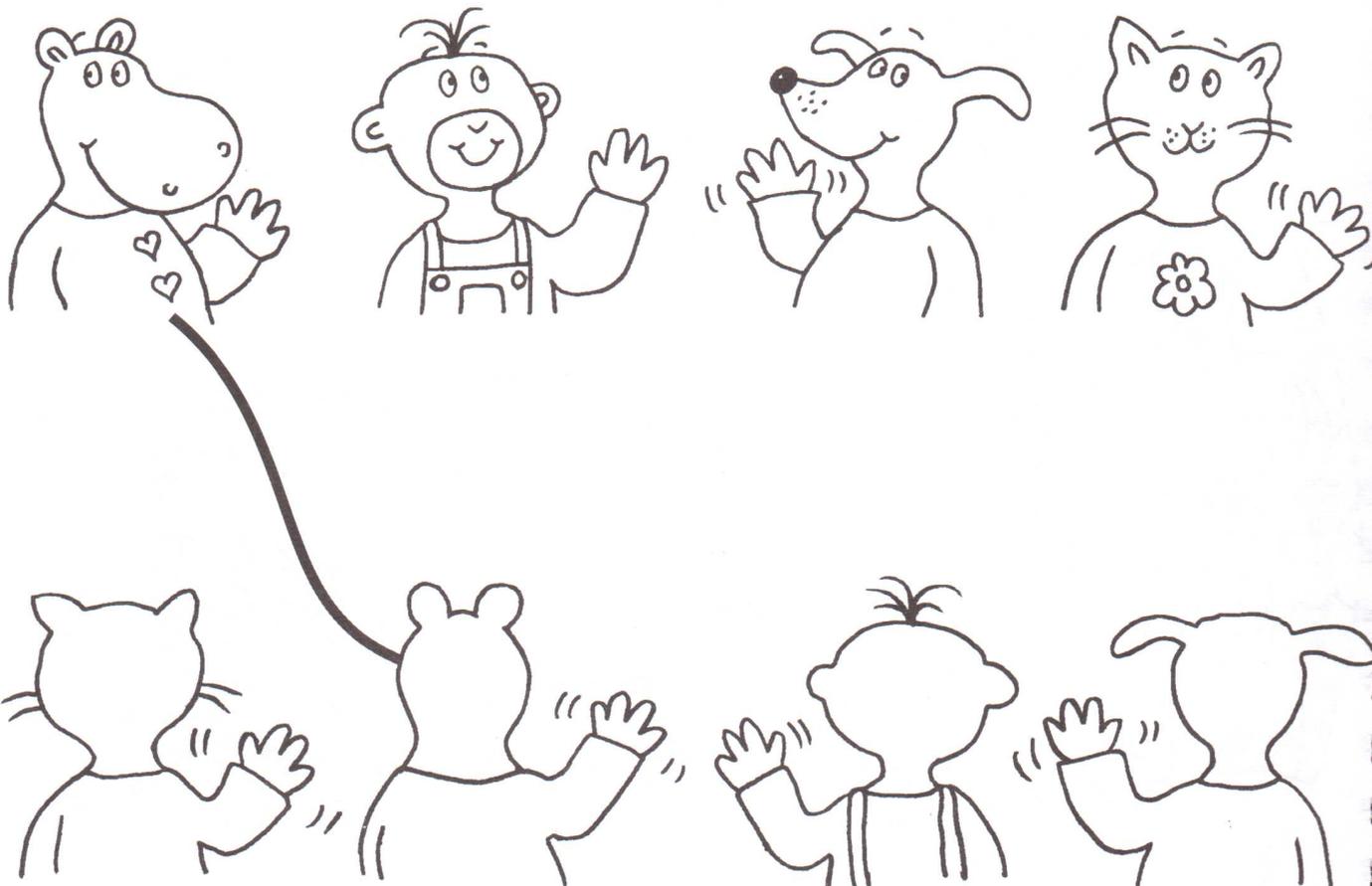
## Assembly: weather



# Assembly: seasons



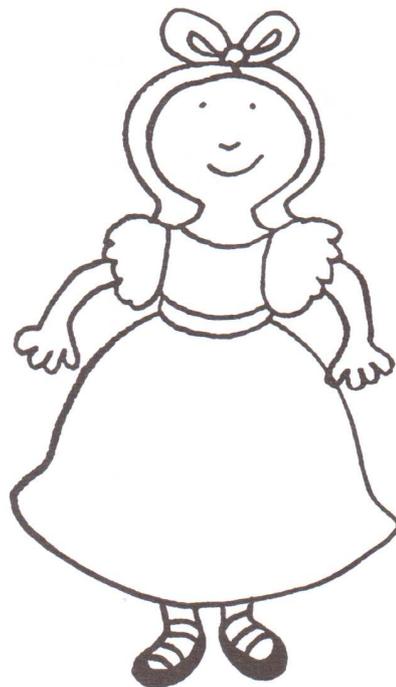
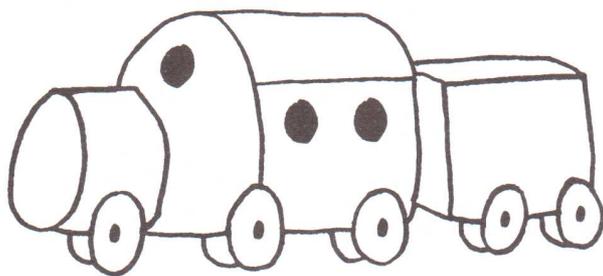
Starter unit, Lesson 2: Draw a line to match.



# Unit 3, Lesson 4: colour squares



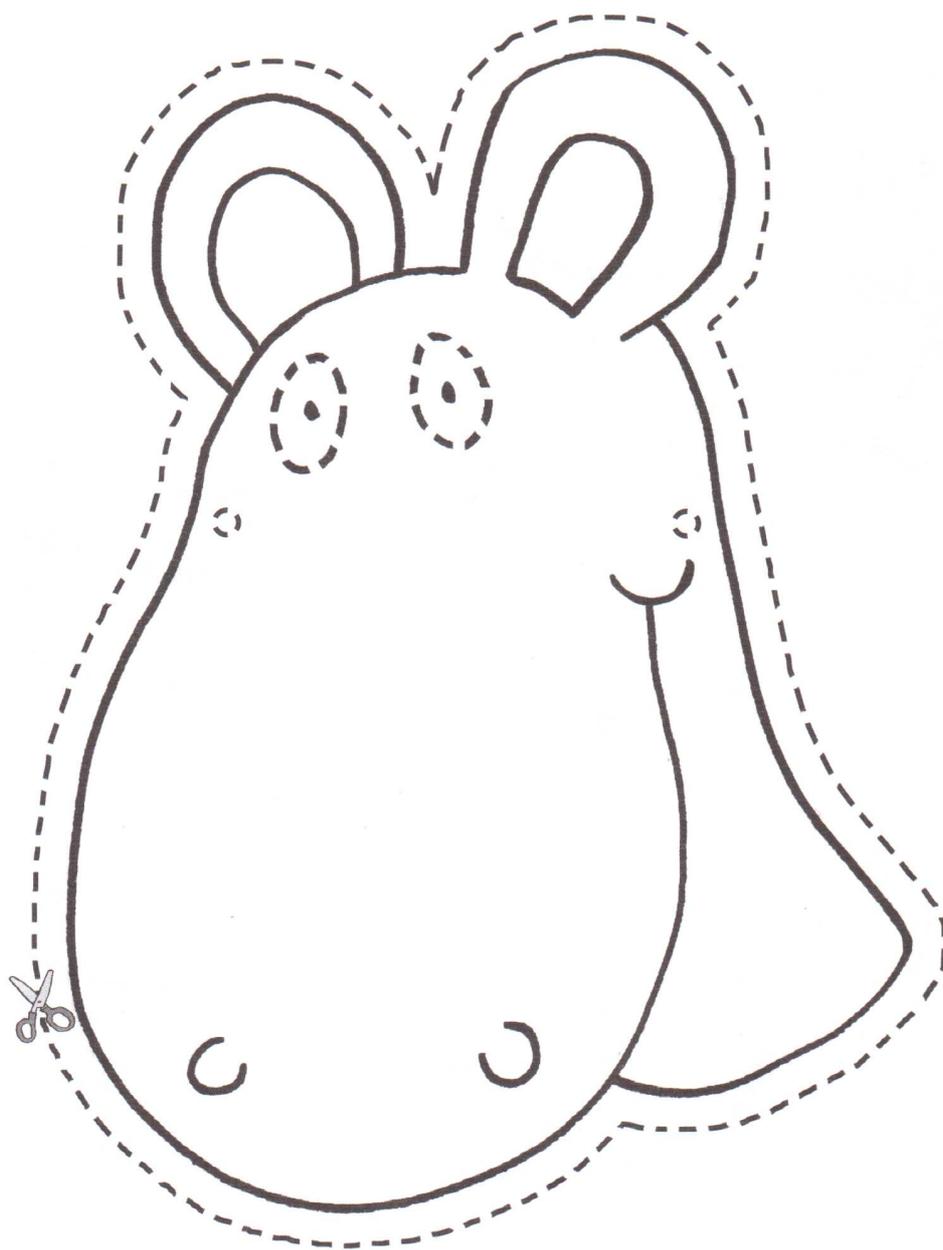
# Unit 4, Lesson 2: Toy pictures



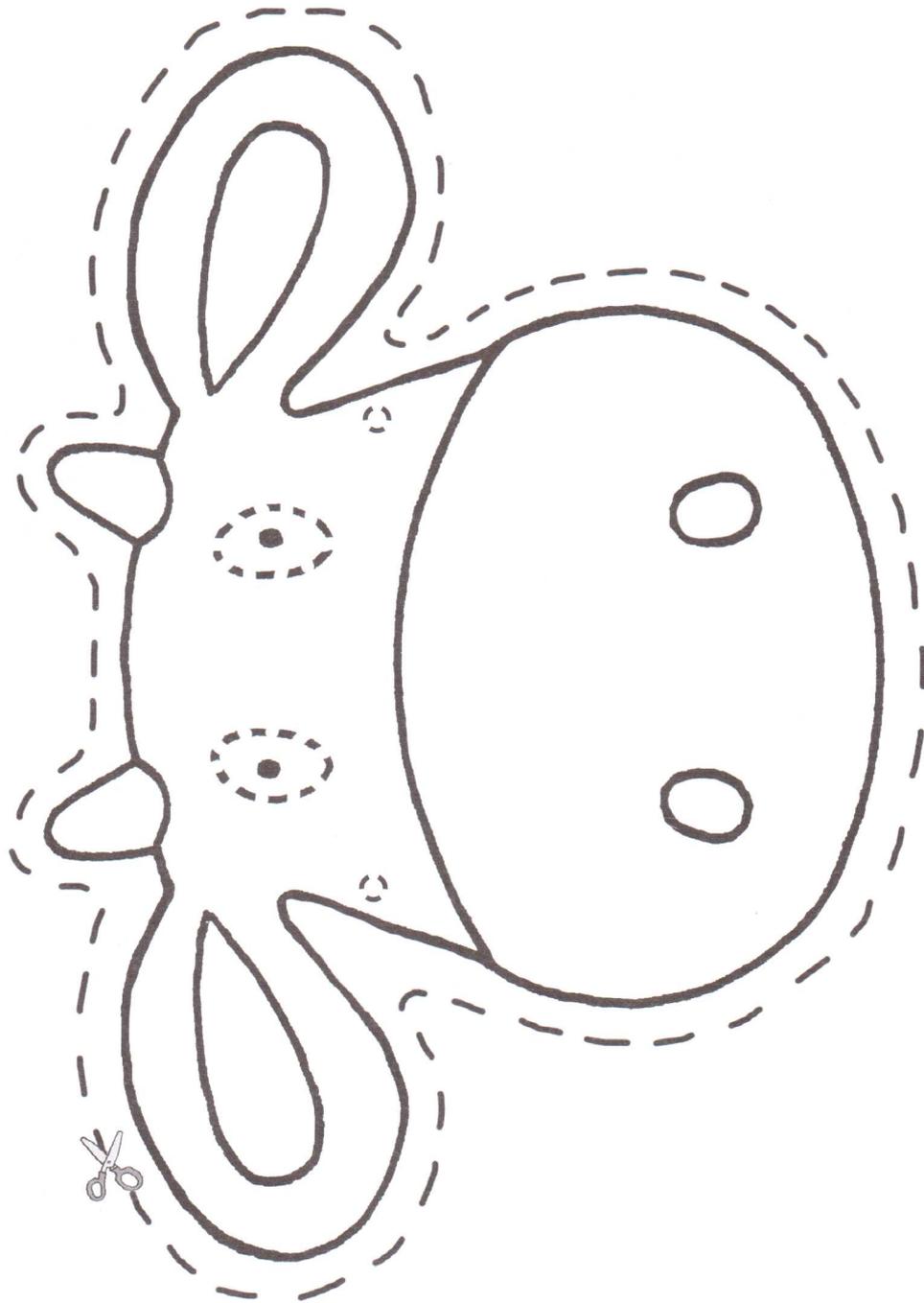
Unit 6, Lesson 1: cow template



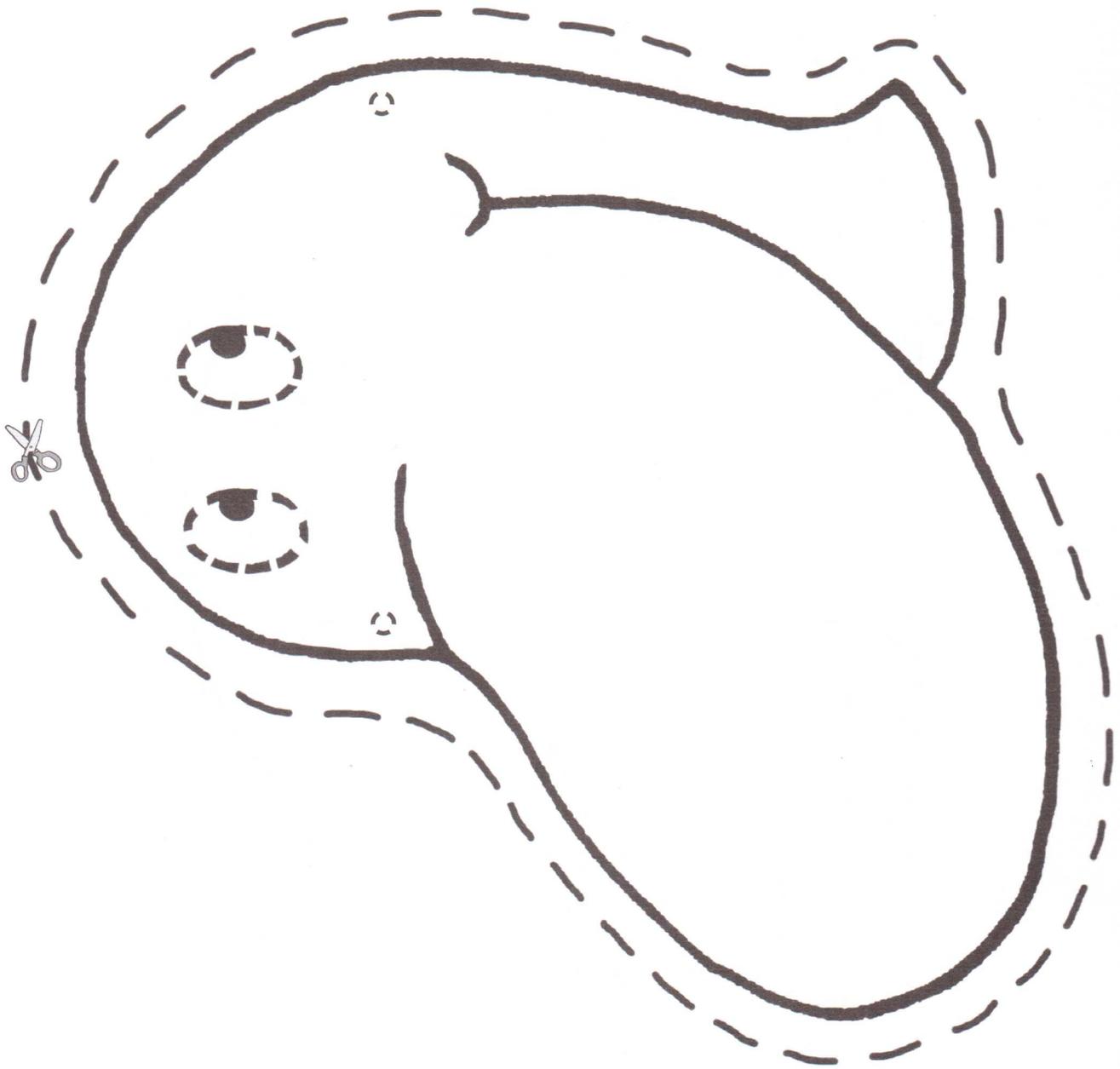
# Unit 6, Lesson 2: sheep mask



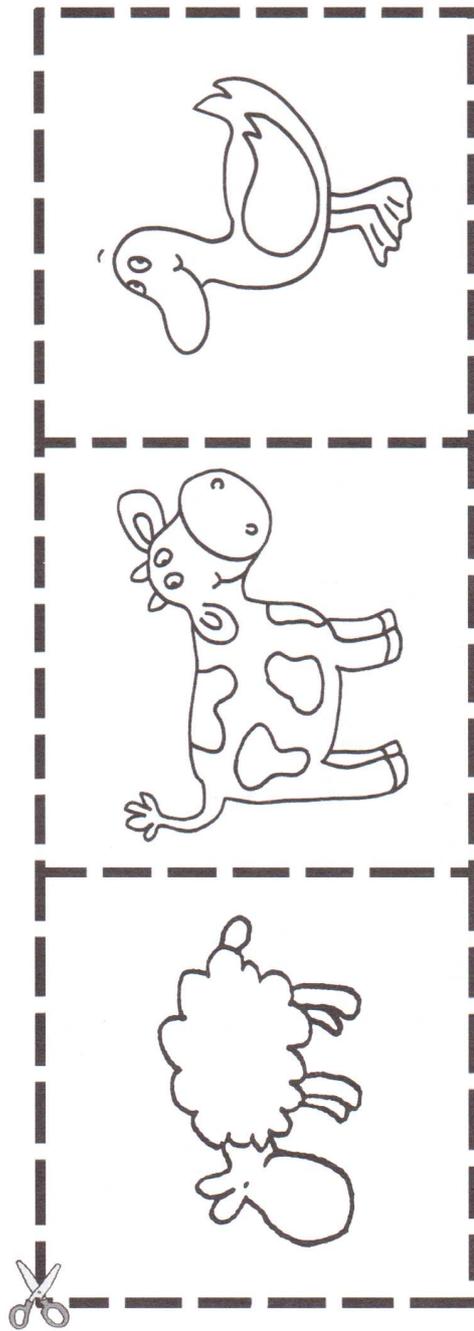
Unit 6, Lesson 2: cow mask



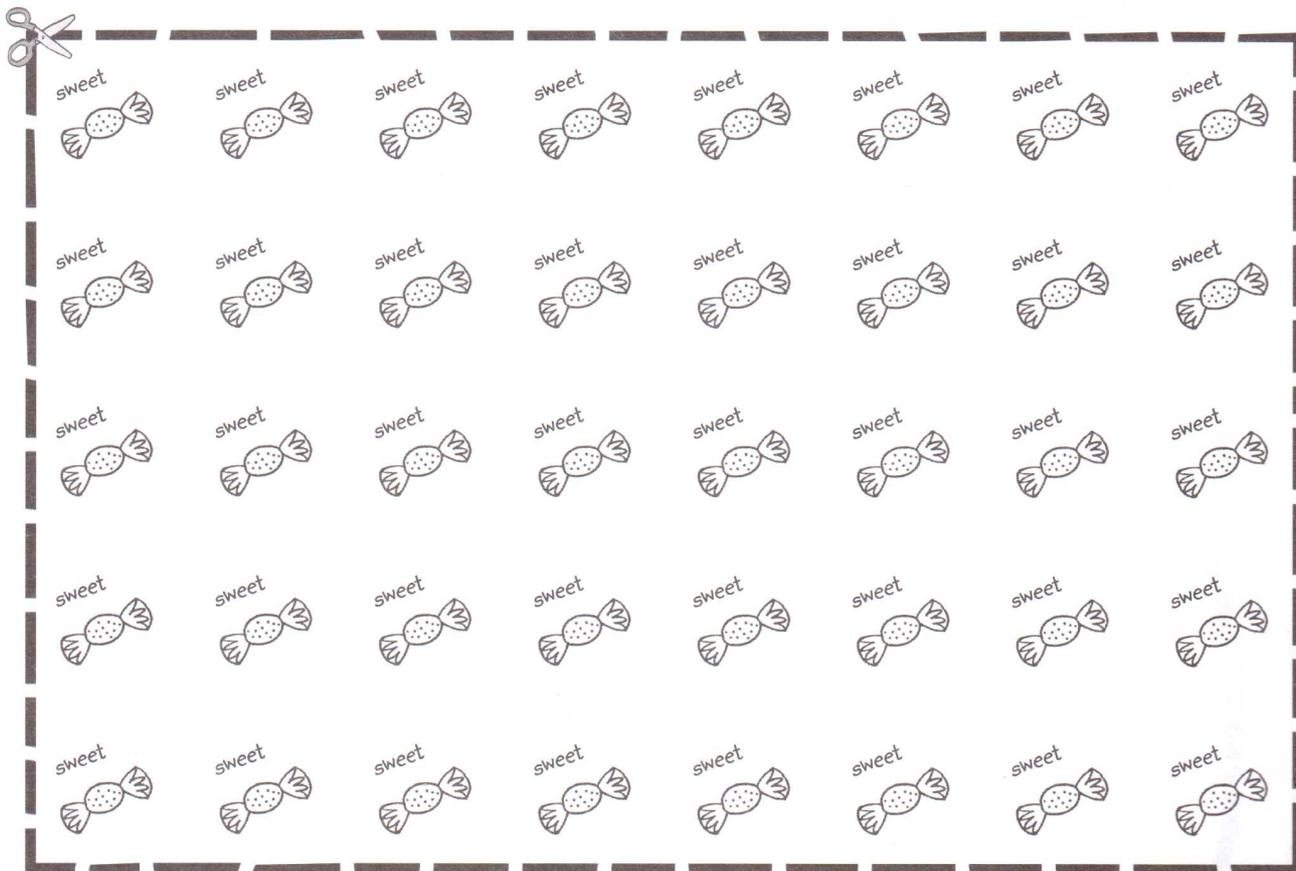
# Unit 6, Lesson 2: duck mask



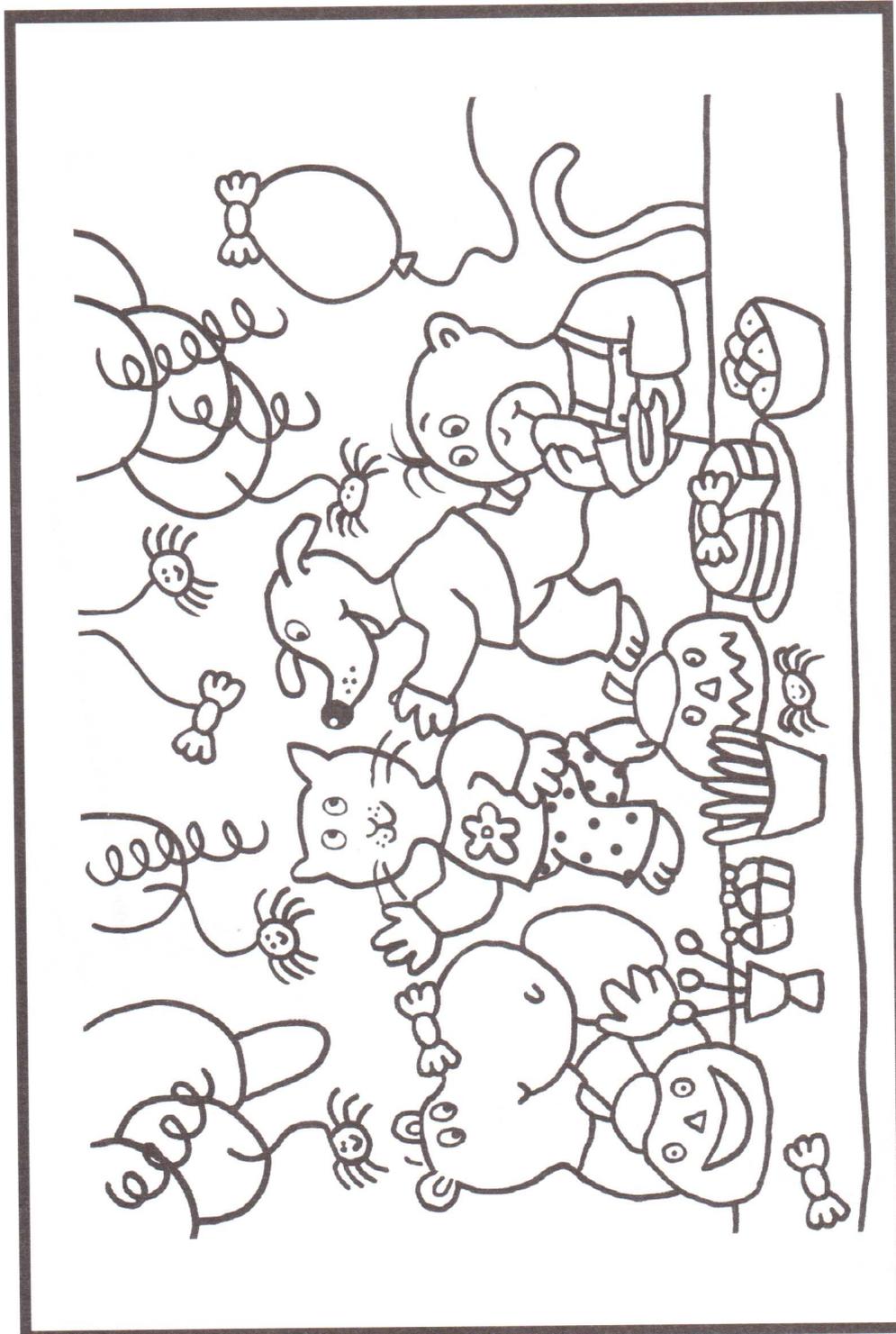
# Unit 6, Lesson 4: animal cards



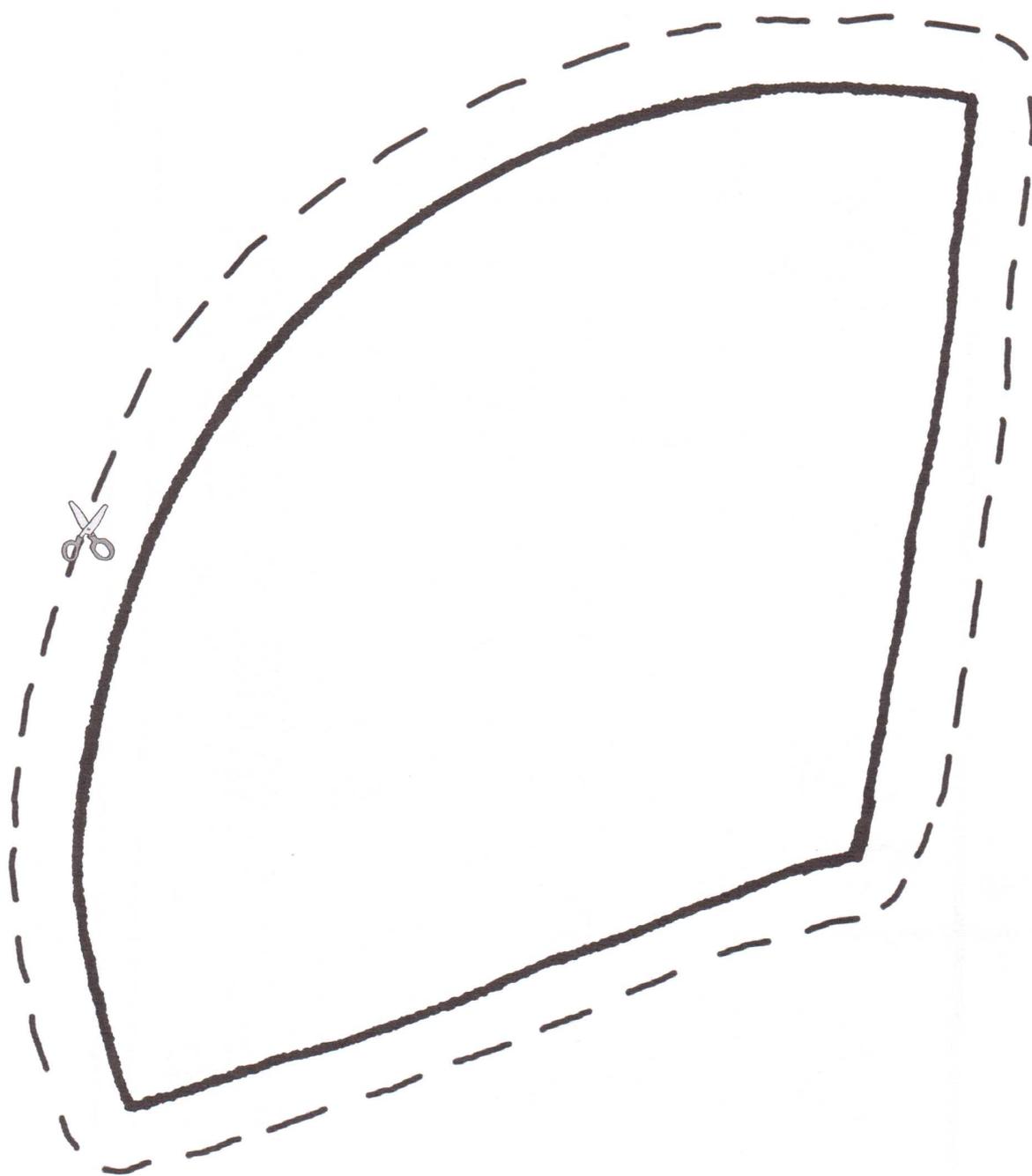
# Extra units, Halloween: sweet wrapper



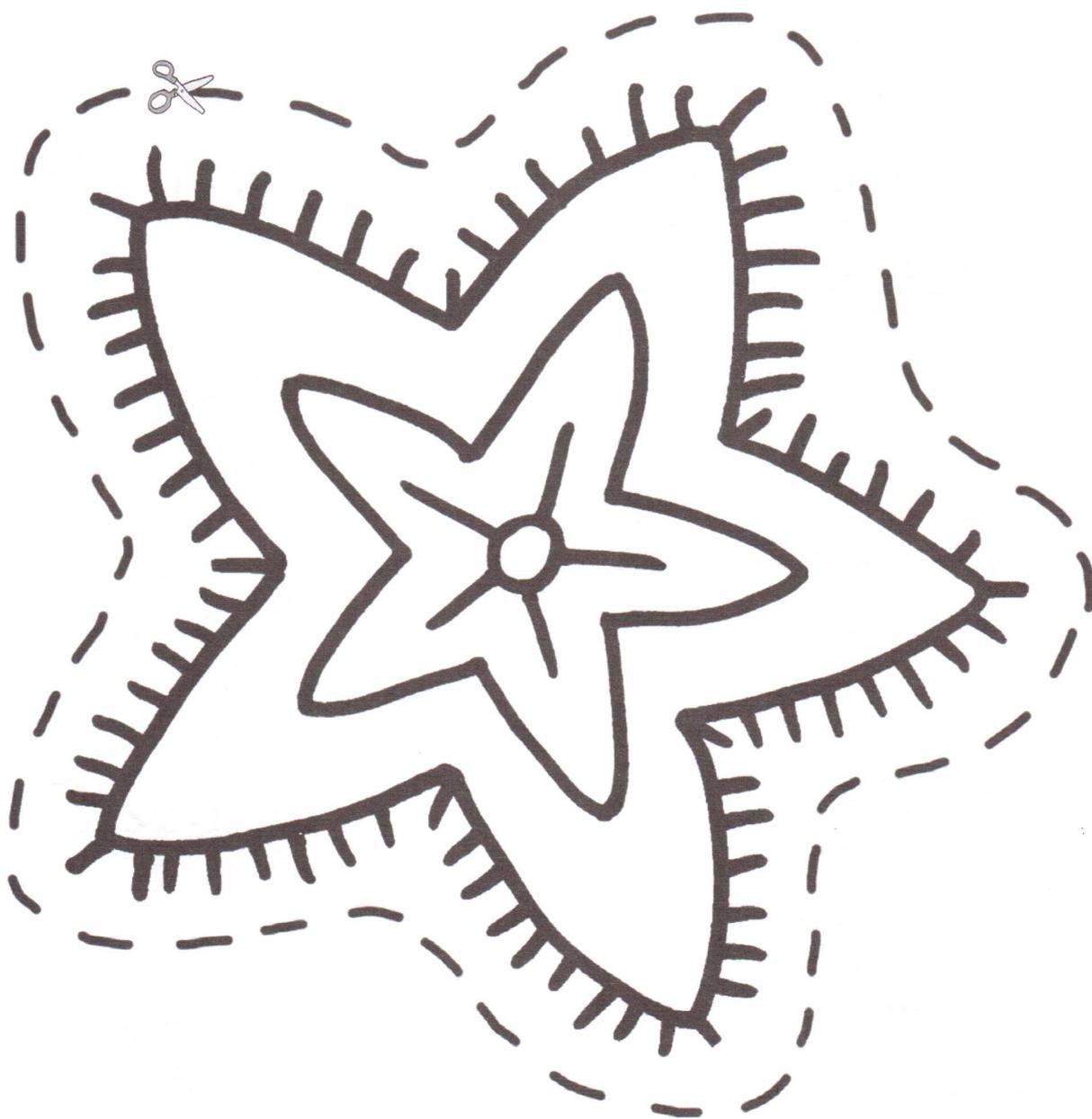
Extra units, Halloween: Find the sweets.



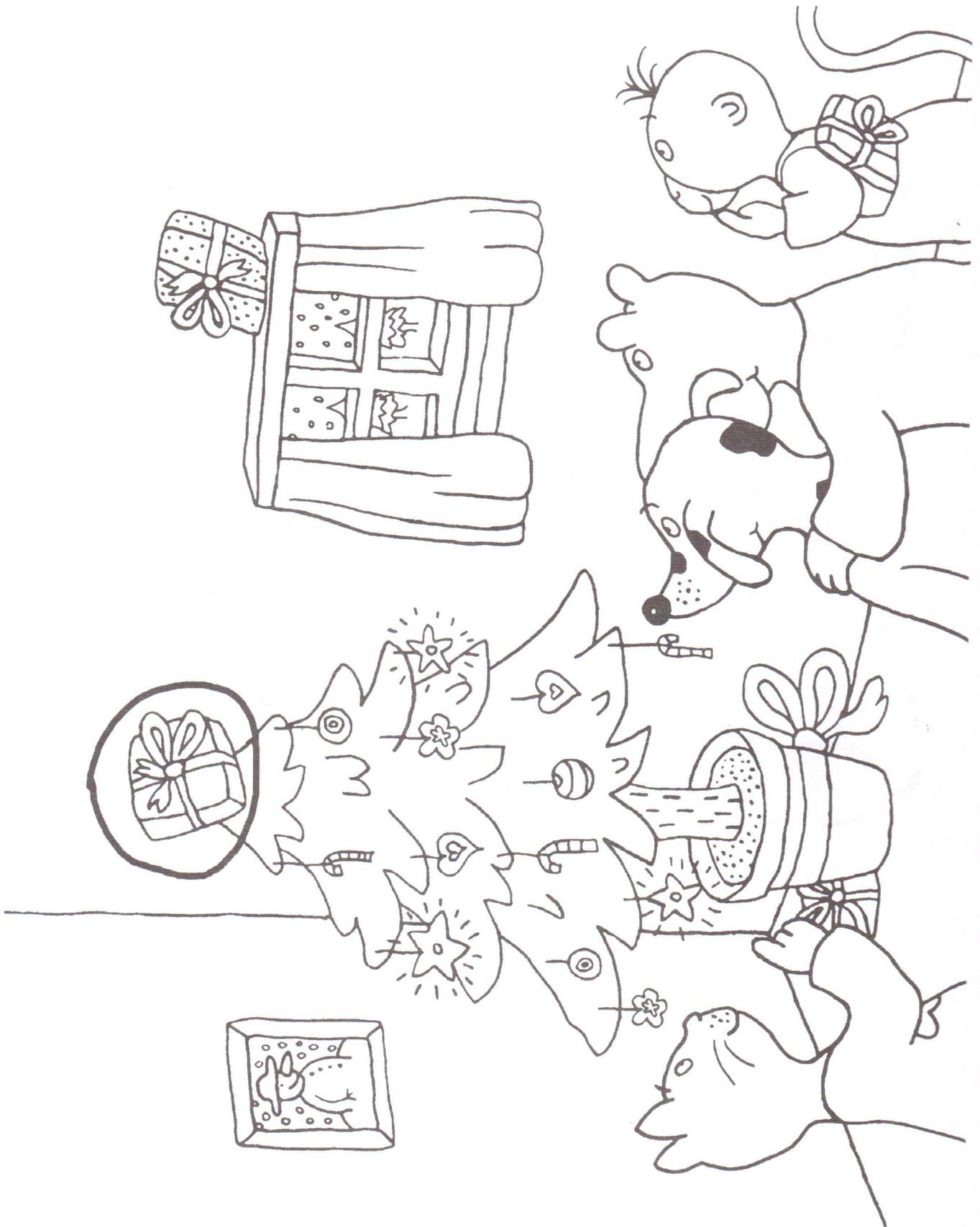
# Extra units, Halloween: party hat



# Extra units, Christmas: star template



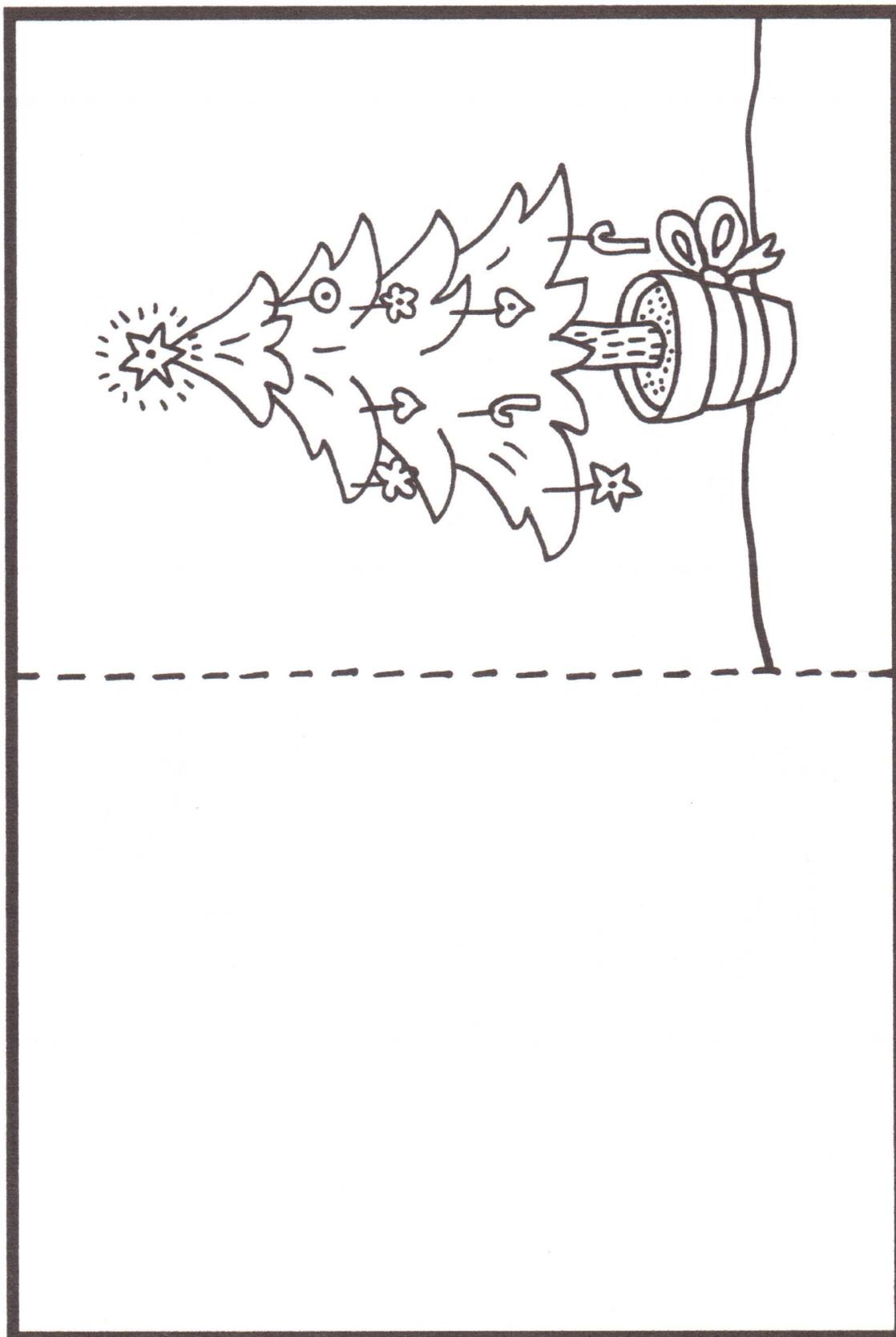
# Extra units, Christmas: Christmas template



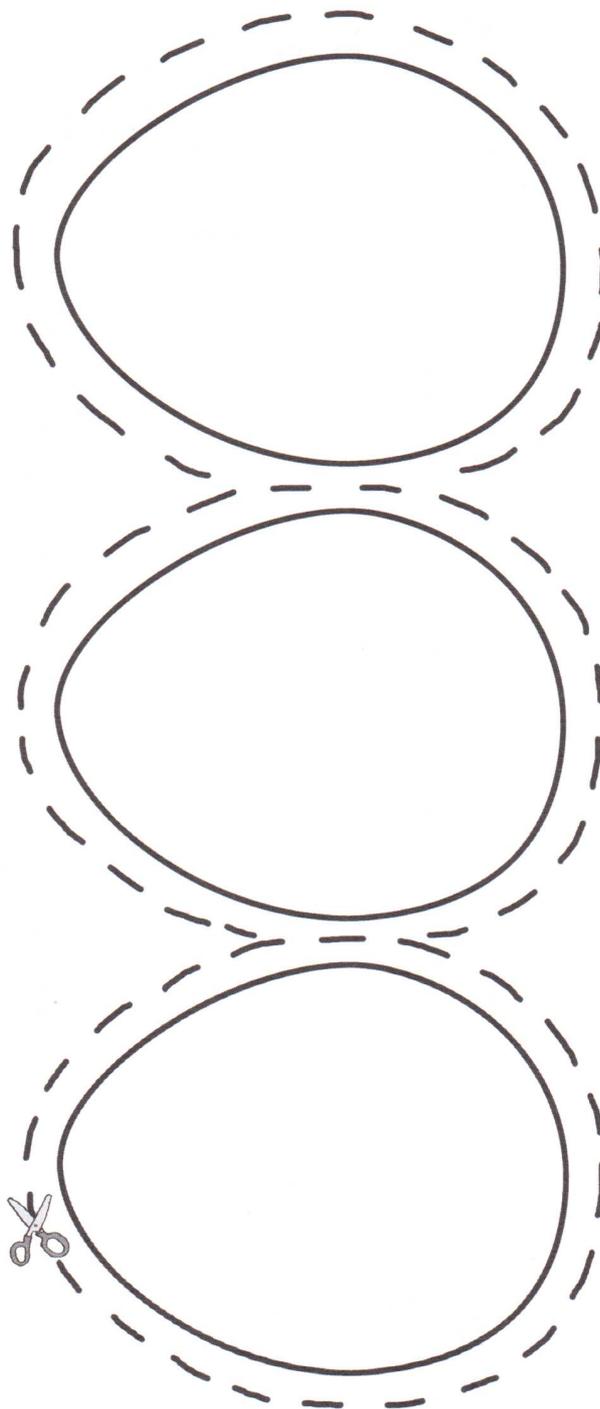
# Extra units, Christmas: Christmas pictures



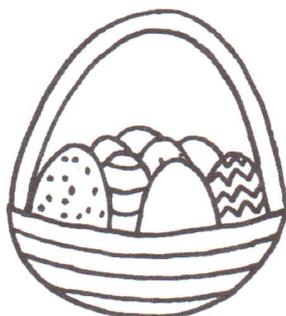
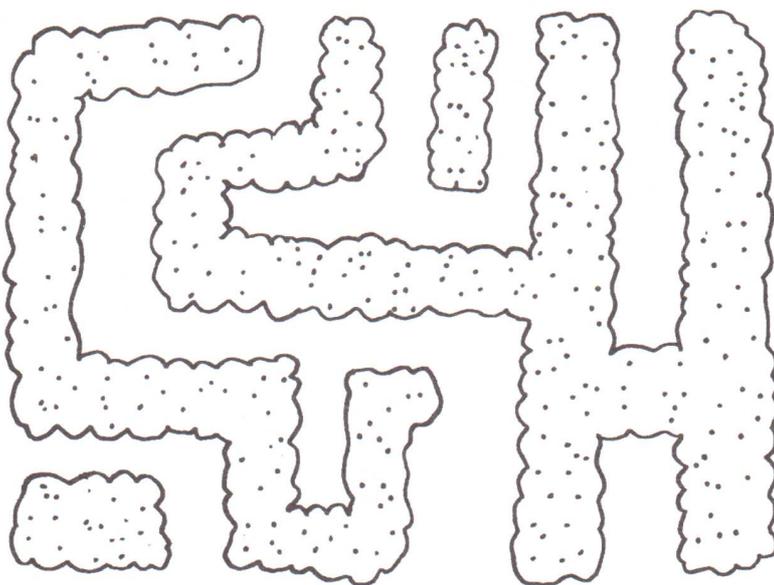
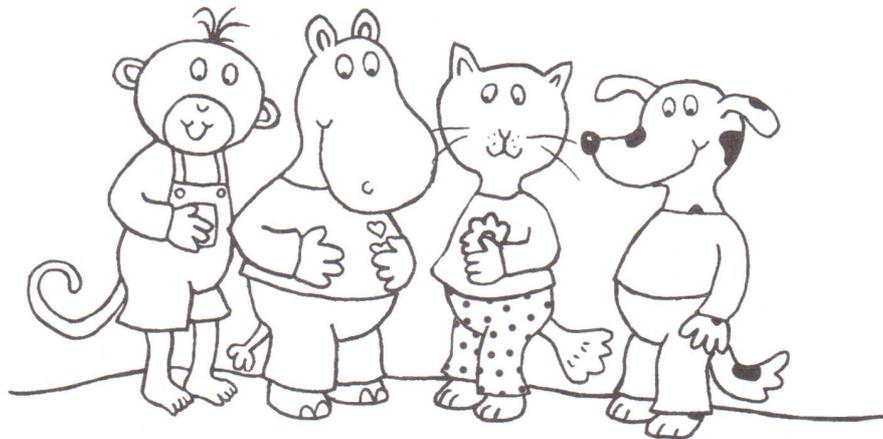
# Extra units, Christmas: Christmas card



# Extra units, Easter: eggs



Extra units, Easter: Trace the path.



Extra units, Easter: egg mosaic

