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Happy Hearts

US

1

Teacher's Edition

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Map of the Course

Unit	Language	Unit Aims	Main attitudes
Starter Unit – Hello, everyone! **Theme:** Greetings, colors	**Children's language:** *hello, bye-bye. Hello, I'm …, green, blue, yellow, red*	• To familiarize children with the class routine • To introduce/meet again with the main characters • To practice greetings • To present/review colors • To develop color recognition and cooperative play • To develop gross motor skills through miming actions in the songs • To develop creative skills by making a *Happy Hearts US* badge • To encourage children to cooperate by singing songs and playing games	• Willingness to participate • Enjoyment of the songs and activities • Polite behavior and respect for others • Development of self-confidence
Unit 1 – Hello, Kenny! **Theme:** Parts of the face	**Children's language:** *thirsty, hungry, sleepy, tummy, mouth, eyes, hands, ears, nose, small, big*	• To identify and name some parts of the body • To reinforce the concept of big and small • To develop awareness of feelings • To familiarize children with the class routine • To develop social skills by having children follow commands • To develop gross motor skills through miming actions in the songs and story • To develop pre-reading and observational skills through matching and circling activities • To improve fine motor skills by circling, tracing, and matching • To develop creative skills by making a cat mask • To encourage children to cooperate by singing songs and playing games	• Willingness to participate • Enjoyment of the songs and activities • Polite behavior and respect for others • Development of self-confidence
Unit 2 – Let's play! **Theme:** toys	**Children's language:** *toys, bike, car, train, teddy bear, doll*	• To identify toys • To reinforce the concept of left and right • To familiarize children with the class routine • To develop gross motor skills through miming actions in the songs and story • To develop pre-reading and observational skills through matching and coloring activities • To improve fine motor skills by coloring and matching • To develop creative skills by making a teddy bear • To encourage children to cooperate by singing songs and playing games	• Willingness to participate • Enjoyment of the songs and activities • Polite behavior and respect for others • Development of self-confidence
Unit 3 – Yummy! **Theme:** food	**Children's language:** *pizza, cake, apples, cookies, carrots, ice cream*	• To identify food • To familiarize children with the class routine • To develop gross motor skills through miming actions in the songs and story • To develop pre-reading and observational skills through tracing, drawing, and coloring activities • To improve fine motor skills by tracing, drawing, and coloring • To develop creative skills by making a food tree • To encourage children to cooperate by singing songs and playing games	• Willingness to participate • Enjoyment of the songs and activities • Polite behavior and respect for others • Development of self-confidence

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Unit	Language	Unit Aims	Main attitudes
Unit 4 – Ronnie can jump! **Theme:** actions	**Children's language:** *jump, dance, sing, draw, numbers (1-5)*	• To identify actions • To review/introduce numbers 1-5 • To improve eye-hand coordination, balance, and gross motor skills like bending and jumping • To familiarize children with the class routine • To develop gross motor skills through miming actions in the songs and story • To develop pre-reading and observational skills through matching, tracing, and coloring activities • To improve fine motor skills by matching, tracing, and coloring • To develop creative skills by making a Ronnie Rabbit mask • To encourage children to cooperate by singing songs and playing games	• Willingness to participate • Enjoyment of the songs and activities • Polite behavior and respect for others • Development of self-confidence
Unit 5 – I love a tadpole! **Theme:** Parts of the body	**Children's language:** *arms, legs, head, Mommy, Daddy*	• To identify parts of the body and family members • To increase children's awareness of their own bodies • To reinforce the concept of big and small • To familiarize children with the class routine • To develop gross motor skills through miming actions in the songs and story • To develop pre-reading and observational skills through matching, tracing, and coloring activities • To improve fine motor skills by matching, tracing, and coloring • To develop creative skills by making an outline of the body • To encourage children to cooperate by singing songs and playing games	• Willingness to participate • Enjoyment of the songs and activities • Polite behavior and respect for others • Development of self-confidence
Unit 6 – Goodnight! **Theme:** Numbers 1-5, Review	**Children's language:** *(good)night, (switch off the) light, TV, DVD*	• To identify things in a home • To familiarize children with the class routine • To develop gross motor skills through miming actions in the songs and story • To develop pre-reading and observational skills through matching, tracing, drawing, and coloring activities • To improve fine motor skills by matching, tracing, drawing, and coloring • To develop creative skills by painting a picture of their bedrooms • To encourage children to cooperate by singing songs and playing games	• Willingness to participate • Enjoyment of the songs and activities • Polite behavior and respect for others • Development of self-confidence
Mother's Day!	**Children's language:** *I love you Mommy.*	• To celebrate Mother's Day in English • To practice asking for permission • To make/paint flowers for the children's mommies	
Earth Day	**Children's language:** *Thank you. trees, bees*	• To celebrate Earth Day in English • To make children aware of the need to protect Planet Earth • To make a recycling mobile/color Planet Earth	
Merry Christmas!	**Children's language:** *We wish you a Merry Christmas!*	• To celebrate Christmas in English • To make a Christmas stocking	
Happy Easter!	**Children's language:** *Happy Easter!*	• To celebrate Easter in English • To make an Easter egg/speckled Easter eggs	

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Introduction

Who is this book for?

Happy Hearts US is a three-level course for children aged 3-6. It features engaging characters like Billy, Molly, and Kenny the Cat that will appeal to all children of pre-school age. *Happy Hearts US* develops the listening, speaking, and pre-reading/pre-writing skills of young children through art, music, and movement. It provides a carefully graded learning program that ensures pre-schoolers make simple yet steady progress in the development of their English language skills.

Course Components

The **Student Book** includes tear-out worksheets. Teachers can choose to remove the worksheets before class and hand them out to the children. Each child should have a folder in which to keep their worksheets. This will encourage them to take responsibility for keeping their work neat and tidy, as well as enable them to take their work home to show their parents.

The **worksheets** are designed to encourage children to think and speak in English. They promote active participation and interaction, and develop children's pre-reading and pre-writing skills. Written on the back of each worksheet are quick reminders of the main activities to be done in each lesson. Teachers can refer to these reminders if they find it difficult to consult the Teacher's Edition once a lesson has started. In addition to the six main units, there are two optional units, **Mother's Day!** and **Earth Day**, which can be covered as a lead-up to these holidays.

In each unit, the children work on the story with the help of *stickers*. This not only helps the children feel like they "own" the story, but it gives them the opportunity to develop their fine motor skills. There are also **reward stickers** to boost children's self-confidence and give them a sense of achievement.

In Lesson 2 of each unit, children activate the language they have learned through the use of **press-outs**, which they remove and use to act out the song from Lesson 1. Acting out the song is a way to engage children both mentally and physically and caters to their personal, social, and emotional needs. If teachers wish, they can encourage the children to take their press-outs home to their parents, as well as use them while listening to their **Songs CD**.

In every unit, Billy, Molly, and Kenny the Cat welcome a new animal friend to their pet shop through the use of the ***Happy Hearts* Pet Shop Poster**. Teachers should ensure that this poster is placed in a position in the classroom that is easily accessible to the children, and should encourage the children to refer to the poster often, e.g. by asking the children to bring them one of the animal friends by asking them who Kenny's friends are.

The **Activity Book** reviews the language of each unit. The activities can be covered either upon completion of the corresponding unit, or gradually, after Lesson 5.

HOW TO USE THE ACTIVITY BOOK

Each worksheet can cover one teaching lesson:

- Have the children sit in a circle.
- Sing the *Hello!* song.
- Review the corresponding vocabulary by showing and eliciting the items on the picture flashcards.
- Have the children go back to their seats.
- Hand out the worksheet. Explain what the children have to do.
- Check the children's work.
- If applicable, sing the corresponding song.
- End the lesson by singing the *Bye-bye!* song.

The **Kenny Puppet** not only helps children become more expressive, it is very effective in bringing shy children out of their shells, since children who hesitate to speak in front of others will invariably interact enthusiastically with a puppet. Teachers can make use of the Kenny Puppet at various points in the lesson, e.g. at the beginning of a lesson/during *Circle Time*/when explaining the rules of a game/when introducing new language. When children are working on their worksheets, the Kenny Puppet can go around the classroom asking children what colors they are using/providing them with assistance, etc. The Kenny Puppet should always be present and part of the classroom.

N.B. The Kenny Puppet has been manufactured to meet with international health and safety standards. Nevertheless, any handling of the puppet by children must be under adult supervision.

The **Teacher's Edition** contains step-by-step lesson plans, the focused language *(children's language)*, and the receptive language *(classroom language)*. Each lesson plan contains detailed suggestions for presenting the new language, group and individual practice and games, and tapescripts of the songs and stories. Additional activities and games are included at the end of each lesson in *Kenny's Corner*, where the teacher will find ideas on how to further activate the language of the lesson. For teachers whose lessons are of longer duration, two optional lessons (Lessons 9 & 10) are included in each unit. Lessons 2 and 9 include photocopiable worksheets which can be found in the *"Extra Photocopiable Resources"* section.

The **Picture Flashcards** include the vocabulary of each unit and are numbered for easy identification. Picture flashcards are ideal for visual learners, but they can also be used in a variety of ways to appeal to kinesthetic learners *(see Activity Bank p. 10)*. The Picture Flashcards can be used to present, practice, and recycle vocabulary. They can also be used to occupy early-finishers who have become familiar with the activities used in class. In such instances, they can be given to early-finishers to use in small groups.

The **Story Cards** have enlarged versions of the pictures from the stories in the Student Book. They can be used by teachers to present and practice the stories. The story text (as well as guidelines for telling the story) are written on the back of each card enabling teachers to narrate the story without having to memorize it.

Storytelling is a powerful teaching tool and can provide valuable cultural input. Stories encourage children to be creative and imaginative and advance skills such as prediction and guessing. Teachers do not have to be gifted actors to maintain children's interest, as young children love being told stories. If possible, teachers should gather children in a circle for storytelling. The stories are all recorded on the Class CD, but teachers may prefer to narrate the stories themselves so that pauses can be made to point to pictures/put emphasis on actions depicted/ask questions, etc.

The **Class CD** contains the songs and story from each unit. Instrumental (karaoke) versions of the songs are included for teachers who wish to let the children themselves perform the songs. The **Songs CD** contains the songs from all the units. It is for the children to take home, so they can listen to their favorite songs.

The **DVD** brings the characters of the course to life. Children will have fun watching their favorite characters in action!

The **Routine Poster** can be used at the beginning of each lesson to introduce/review the topics of numbers, colors, days of the week, and weather. It also includes a birthday section to be used whenever a child is celebrating his/her birthday. It is important to establish a routine at the beginning of each lesson, as this creates a sense of security and familiarizes children with everyday language. With a routine, all members of a class, irrespective of their abilities, are soon able to contribute to the discussion, thus boosting self-esteem and social development.

You can use the **Routine Poster** in the following way:

- at the beginning of each lesson by asking: *What's the weather like today? Can you tell me? Is it sunny, raining, snowing, or windy?* Then by saying, *Yes. Today it's (sunny).* Teachers can point to the picture and mime the appropriate condition. Or, they can ask a child to come and point to the picture and mime the appropriate condition. Alternatively, a frame or a circle can be placed over the corresponding picture
- by asking: *What day is it today? Can you tell me?* Then by saying, *Yes. It's (Monday) today* and pointing to the day. Alternatively, a frame can be placed over the corresponding day.
- to celebrate children's birthdays. Teachers should keep a note of every child's birthday in their class register, and whenever a child is celebrating his/her birthday, write their name on a piece of paper and place it in the *Happy Birthday* square. The class can then sing *Happy Birthday.*

There are six **Cross-Curricular** posters that illustrate the extra cross-curricular lessons, one per unit. Cross-curricular teaching is ideal for this level, as it incorporates already familiar topics (means of transportation, animals in the garden, etc.) that help children explore and broaden their knowledge of the world around them.

The **Teacher's Resource CD-ROM** provides teachers with a variety of extra materials. These materials can be used to make extra worksheets, picture dictionaries, templates for extra arts and crafts activities, etc.

Basic Principles of *Happy Hearts US*

Pre-school children are naturally inquisitive, enthusiastic, and receptive to new input. They are also undergoing rapid physical, mental, emotional, and social development. The aim of *Happy Hearts US* is therefore not simply to teach children English but to do so in a way that helps them grow. To achieve this, *Happy Hearts US* exposes children to new language through activities and games, thus creating an environment in which children develop both their gross and fine motor skills.

Cognitive Development

Happy Hearts US aims to:

- develop children's pencil control and eye-hand coordination.
- introduce children to spoken English, and help them enjoy listening to and using spoken English.
- help children explore and experiment with sounds and develop their pronunciation and intonation.
- use children's innate love for stories, music, songs, rhymes, and role play.
- help children observe, discover, and identify features in the place they live and in the natural world around them.

- use activities that encourage children to respond in a variety of ways to what they see, hear, smell, touch, and feel.

Main attitudes to learning

Happy Hearts US aims to:

- motivate children and get them interested in learning.
- build children's self-esteem and self-confidence in new environments.
- provide activities and games that help children develop their social skills.
- provide a safe and secure environment where children are confident enough to try new activities, initiate ideas, and express themselves.
- provide a setting where children can use English to communicate with their peers.

The SPICE of life

We can refer to development in terms of S.P.I.C.E - Social, Physical, Intellectual, Creative, and Emotional. *Happy Hearts US* encourages development in each of these five areas by:

- developing children's ability to work in groups, play/share with others, follow and accept rules, etc. **(Social development)**
- developing children's fine and gross motor skills through drawing, dancing, coloring, miming, etc. **(Physical development)**
- developing children's knowledge and understanding of the world by closely examining similarities/differences, exploring child-centered themes, examining life patterns and changes, e.g. seasons, life cycles, etc. **(Intellectual development)**
- developing children's self-expression and imagination through music, dance, songs, arts and crafts, role play, stories, etc. **(Creative development)**
- developing children's self-awareness, self-confidence, and mechanisms for coping with their feelings through group-based activities. **(Emotional development)**

Evaluation

The focus of *Happy Hearts US* is to instill a sense of achievement in children, as this will motivate them to learn English. For this reason, it is important that teachers keep a record of each child's progress. Teachers should use the photocopiable instruments for evaluation to record each child's involvement in games, activities etc. *(For further information see Evaluation, p. 197)*

Unit Structure

Young children benefit from an established routine, as it gives them a sense of security when they know what to expect. Thus, each unit in *Happy Hearts US* follows the same layout. In the same way, it is important that every lesson follows the same structure, as the more children are familiar with the class routine, the easier it will be for them to manage. Remember: the English teacher is a new person in the young children's lives and comes with a new set of rules and expectations. This can be upsetting for young children, thus the teacher must first gain the children's trust.

The *Hello* and *Goodbye* Routine

The way in which a lesson is both begun and ended is very important. At the beginning of each lesson, teachers should gather the children in a circle and have them sing the *Hello!* song. In this way, the children will begin the lesson feeling both confident and focused. At the end of a lesson, teachers should play the *Bye-bye!* song to finish the teaching procedure. In this way, the end of a lesson is not abrupt and the children get the chance to say goodbye to their favorite friends.

What's in my basket?

Teachers should use the **Interactive Poster** and the **Picture Flashcards** to present new language.

Games

New language should always be practiced and reviewed through games. Children learn the target language more efficiently and pleasantly when it is being used as a means to have fun.

Worksheets

The worksheets have been designed to reflect the cognitive development of children aged 4-5. The aim of the worksheets is to review the language that has been learned and develop the children's eye-hand coordination and fine motor skills. Worksheets should be given to the children when they are seated at their tables *(Table Time)*. By coloring/circling differences/matching etc., children "own" the new language and feel a sense of achievement. Children also come to realize that they are able to follow instructions in English, carry out activities, listen to a song, and point to various items on their worksheets, etc.

Kenny's Corner

These are optional activities which can be done at the end of a lesson and which are designed to make the

new language more personal. It is suggested that teachers make a *Kenny's Corner* somewhere in the classroom where the children can go to put up the things they create. By decorating the classroom with their own work, children get a feeling of satisfaction and achievement.

Lessons' Structure

Although routine is highly important for children, variation is also necessary. This is because young children have short attention spans and lose interest easily. Lessons must be carefully structured to engage children's interest and trigger their curiosity. For this reason, lessons in every unit are designed to vary in both context and procedure.

In **Lesson 1** of every unit, Kenny welcomes an animal friend to the pet shop. They sing a song that presents some of the new language. Teachers can use the ***Happy Hearts* Pet Shop Poster** and the **Picture Flashcards** to present the new character and the core vocabulary.
Lesson 2 reviews Lesson 1 with the use of **press-outs**. There are optional activities and games to review the language. One of the activities uses photocopiable material.
Lesson 3 presents new language through **Picture Flashcards**. In *Kenny's Corner*, teachers will find optional games and activities to review and extend the new language.
Lesson 4 reviews Lesson 3 and develops children's fine and gross motor skills.
Lesson 5 presents some new language and recycles the language already presented. During this lesson, the children can do some of the activities from the **Activity Book**.
Lesson 6, *Toy Box*, promotes a hands-on approach to language learning. Children review the new language while developing their creative skills. During this lesson, children make something to be used in optional Lesson 9, *Showtime*.
In **Lesson 7**, teachers present the story using the **Story Cards**. The story is reviewed by carrying out the activities in the Student Book.
Lesson 8 reviews the story. The children can watch the story on the **DVD** and interact by repeating/joining in with key words and phrases, putting the **Story Cards** in the right order, etc.

At the end of every unit, there are two optional lessons meant for classes of longer duration. These are:

Showtime (Optional Lesson 9): Children use the arts and crafts work from Lesson 6 to activate the language of the unit through dramatic play. Dramatic play gives children the opportunity to use their imagination and bring the language they have learned to life. It is the main type of play for children three to seven years old. Children at this age use objects, actions, and storylines to symbolize the things that concern them, and in the process, they build thinking skills and develop social, emotional, and language skills.

Across the Curriculum (Optional Lesson 10): In this lesson, children: explore the world around them, observe, experiment with textures, talk about the weather, investigate objects and materials using each of their five senses, find out about and identify features of the place they live in and the natural world, etc.

Teaching Very Young Learners (3-6 year olds)

Teaching very young learners can be an enjoyable experience. Young children are naturally inquisitive, enthusiastic, and receptive to new input. They do not have many inhibitions and can be highly imaginative. At this level, teachers can take their time and repeat activities as many times as they feel necessary for children to understand and have fun with them!

A teacher at this level should take the following into consideration:

1. **Encouragement:** Young children need constant reassurance. Teachers should walk around the classroom whenever the children are carrying out an activity and praise them. Mistakes should not be over-emphasized. The Kenny Puppet can be used to say the correct word or phrase.
2. **The 4 V's (variety of activity, variety of pace, variety of organization & variety of voice):** Young children have short attention spans and need a variety of activities if they are to stay focused. Activities should be organized and presented in different ways to keep the children alert and interested. If children are allowed to get bored, they become very difficult to manage.
3. **Repeat nursery rhymes, stories, songs, etc.:** Young children love the familiar. It is therefore a good idea to repeat a favorite song, rhyme, story, or activity for as long as the children are actively engaged. The primary goal of teaching at this level is to instill a love for the English language in children.
4. **Physical activity:** Young children are very active. They like to move around, see, hear, smell, and touch things. In short, young children need to explore their surroundings. Because young children's bodies are developing rapidly, teachers need to provide opportunities for their students to develop their gross motor skills. Teachers should therefore incorporate activities that involve

movement, miming, facial expressions, and as many other senses as possible into their lessons. Short dramatic plays are an excellent idea.

5 **Use lots of pictures and objects:** Teachers should have pictures and realia at hand and use them as much as possible. Children need to see, hear, smell, and touch things as they learn by "doing."

6 **Pronunciation:** Young children are better at pronunciation than older children. This is because they are eager listeners and are not afraid to make mistakes. It is therefore important that teachers speak clearly **but at a normal pace**.

7 **The "silent" period:** It is quite common for young children not to produce anything during the initial stages. This period of adjustment should not alarm teachers. Teachers need to bear in mind that such children will be absorbing the new language and will reproduce it naturally in their own time.

8 **Be fair:** Teachers should have a standard set of rules which should be followed at all times, in all circumstances, and without exception. Young children have a strong sense of fairness and need to feel their teacher likes them all equally.

The Classroom Environment

When young children enter a classroom they need to feel secure. When children feel safe, they are more likely to experiment with a new language, be creative, and interact with their peers. *Happy Hearts US* also takes into consideration the highly important role that space and organization play in the language classroom. With regard to space, *Happy Hearts US* organizes activities so that they can take place in different parts of the classroom, depending on their aims. For example, the children sit in a circle on the floor when they sing songs/listen to stories/learn new words, etc. *(Circle Time)*. However, they move to their tables when they work on their worksheets/make collages/do arts and crafts activities, etc. *(Table Time)*. With regard to organization, the duration of all activities in *Happy Hearts US* is set with a young child's short attention span and desire to frequently move around firmly in mind.

Classroom management

Young children need to know what is expected of them, rather than be told off and not know why. *Happy Hearts US* provides teachers with the means to manage a classroom efficiently, using very little L1. However, teachers should keep in mind the following:

- Young children are easily distracted. Do not allow children to clutter their tables with unnecessary pens, pencils, books, etc. Remember: a colorful pencil case can easily attract a child's attention.
- Children should be moved from the circle *(Circle Time)* to their tables *(Table Time)* group by group, not all at once. This way it is faster and quieter.
- Class rules, e.g. no shouting, no crawling under tables, etc. should be established from day one, and children should be given regular reminders of these rules. Teachers must ensure that they have their class's full attention when they are presenting them with the rules.
- Shy, introverted children can be put in charge of looking after the Kenny Puppet. They will love the responsibility and it will encourage them to interact with others.
- If a class becomes too lively, *surprise activities* can be introduced into the lesson. For example, children can be asked to jump up and down three times, and then run to the board, or they can be asked to touch their noses, then ears, then mouths, etc. Vary the count and let the children follow.
- Whenever the class's attention is needed, e.g. when changing an activity, teachers should refrain from raising their voices. Instead, they should make a sound with a musical instrument (such as a recorder, drum, rattle (any box with some rice in it will do etc.). The children will soon associate the sound with the requirement to stop talking.

Fun Ideas for Maintaining Discipline

A Sweet Reward

Teachers can use young children's love of candy in a fun way. For example, a jar and a packet of candy can be kept in the classroom and every time the class does something that merits a "reward," e.g. they have sung a song beautifully/followed instructions well, teachers can place a piece of candy in the jar. At the end of each week/when the jar is full, the candy can then be distributed to the children.

Soccer Rules

Just as in soccer, teachers can present misbehaving children with cards. Each time a child behaves badly, they can be presented with a yellow card. Once a child has accumulated two yellow cards, the teacher can take the cards back and give the child a red card. Teachers can keep a record of how many red cards each child gets and inform parents once a certain number has been reached. Alternatively, teachers may wish to inform parents at the end of a lesson by writing something in the child's notebook.

You're a Star!

Teachers can draw a table with the names of each child on a large piece of poster board, and each time

a child does something worth rewarding, e.g. behaves well/is kind to their friends, they can place a star next to that child's name (teachers may also choose to remove stars for misbehavior). At the end of each lesson/week, the children with stars next to their names can be given a "reward."

What a treat!

Children love colorful stickers/readers/worksheets they can draw on, etc. Thus, these things can be used to maintain discipline in the classroom. Items of this kind can be placed in a box, and the children can be told that if they want any of the items from the box, they must "buy" them. A "price" can be put on each item, e.g. the "price" might be based in terms of stars from the activity above, e.g. if a child wants to "buy" a sticker from the box, he/she needs two stars next to their name at the end of the week. Once every week or two, the class can have a "shopping day" where children are allowed to "buy" the items they want.

Songs, rhymes, and chants in the language classroom

The importance of songs, rhymes, and chants should not be underestimated. It is well known that music is a powerful tool for language learning and retention. A song's melody, rhythm, and repetition makes words highly memorable. There are many ways to teach a song. For example, teachers can play the song and simply ask the children to dance to the melody. If the song has a word which is frequently repeated, children will soon start joining in on that word.

It is highly recommended that teachers not push children into singing before they are ready. Shy children will not, at first, feel comfortable enough to participate and teachers should not insist. Instead, teachers should simply play the song a number of times and encourage children to join in. The songs in *Happy Hearts US* are simple and based on traditional tunes. After several repetitions of the song, and with plenty of praise and encouragement, teachers will soon find the entire class joining in.

There are many ways to "animate" songs/chants in the language classroom. Below are some suggestions:

a) **TPR Activities:** Ask the children to stand up and form a circle. Play the song and demonstrate the actions that accompany the words. Play the song again, this time asking children to join in on the actions. Certain children will do the actions without singing, as some children find it difficult to coordinate both singing and action. The younger they are, the more difficulty they will have. However, the fact that they are "acting out" the song shows that they do understand it.

b) **Using prompts:** Hand out realia or picture flashcards to the children and ask them to show their object/picture to the rest of the class each time they hear it mentioned in the song. The children listen and do the activity.

c) **Short plays:** All songs have a plot and teachers are strongly advised to put on short plays, as this will create a pleasant environment for the children. Teachers can simply assign roles and get children to sing their lines, or they can prepare costumes and props to make the performance more "realistic"!

Remember that the above are just some of the ways in which songs can be used in the language classroom. Teachers should be as inventive as they can in coming up with ideas to animate songs since young children love performing!

How to avoid using the children's mother tongue

A teacher can employ various means to get his/her message across without resorting to L1. For example:

a) **Gestures/miming:** Children consistently use body language to express themselves. Teachers can take advantage of this fact by accompanying their instructions with gestures, actions, and mime to convey the meaning of their words.

b) **Pictures/realia:** Visual aids such as realia and pictures are a powerful way of getting one's meaning across. Never forget that "a picture is worth a thousand words."

c) **Drawing:** Sometimes a quick sketch on the blackboard is all it takes to get a message across.

The objective is to instill confidence in the children, thus gradually encouraging them to use their English skills more and more.

Using the Kenny Puppet

The Kenny Puppet has been designed to help children learn in a fun way. Kenny is the children's friend and can help them out every time they have a problem or worry. Below are some ideas on how to incorporate the Kenny Puppet in lessons:

To present/practice the new language

- The Kenny puppet can be used to present new vocabulary. Teachers can ask Kenny what he has in his basket (Interactive Poster) and Kenny can

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take the flashcards out of the interactive poster and show them to the class. Kenny can then repeat the words after the teacher/or he can ask the children to repeat them after him.

- Teachers can go around the classroom and have Kenny show the flashcards to the children. Kenny can ask individual children to name the flashcards.
- Kenny can take the role of the teacher and can: think of a word and ask children to guess the word; say a word loudly or softly/fast or slowly and encourage the children to repeat it after him; show a flashcard and say a word and ask the children to tell him if it is the correct word or not; give instructions and ask the children to follow them, etc.

To participate in the *Circle Time* activities

- Teachers can hide Kenny somewhere in the classroom, ask the children: *Where's Kenny?,* and have them find him.
- Kenny can be passed around the circle while some music is being played. When the music is paused, the child holding Kenny can be asked to do something, e.g. name a flashcard, sing a song, give Kenny a kiss, etc.
- Teachers can point to Kenny and say: *Look! Kenny's sleeping. Let's wake him up. Come on, Kenny! It's time for a (song)!* The children can then "wake up" Kenny by singing a song, etc. Alternatively, the class can be quieted by saying *Shhh! Kenny is sleeping. Be quiet, everyone!*

To help develop a positive attitude towards self and others

- Kenny can be given to shy children who can take care of him. Teachers can ask the child to take good care of Kenny/teach Kenny what they have learned in class, etc.
- Kenny can give a kiss/hug to a student who is upset.
- Kenny can go around the classroom when children are working and praise them.

Using the Interactive Poster and the Picture Flashcards – Activity Bank

Games help children learn target language more efficiently and more pleasantly. This is because the patterns and the words are used as a means to have fun. Below are some activities that can be used with the Interactive Poster and the Picture Flashcards:

Flashcards Relay

Put the flashcards of the items to be reviewed inside the interactive poster and ask children to stand in a line, one behind the other. The first child takes out a flashcard, shows it to the rest of the class, and names the item. The other children say if he/she is correct or not. The child then passes the card to the person standing behind him/her. This child in turn names the item before giving it to the child behind him/her, and so on. When the last child has named the item, he/she comes to the front of the line and puts the card inside the interactive poster. He/she then shuffles the cards and picks a new one, and the game continues.

Name the flashcard

Put some flashcards on the floor in a circle/on the board, one next to the other. Give children one minute to memorize the cards. Then, remove or cover the cards. Children, in pairs or in groups, have to name as many of the flashcards as they can remember.

What number is it?

Show children flashcards of five items to be reviewed. Then, ask children to close their eyes and put the five flashcards face down on the board and the number flashcards 1 to 5 above them. Ask children to open their eyes. Invite one child to choose a number and guess what flashcard is underneath that number, e.g. *five, doll*. Turn the flashcard over. If the child's guess was correct, leave it. If the guess was incorrect, turn the card over again and repeat the procedure with another child.

How's your memory?

Put up to eight flashcards on the board. Point to each card and name it, asking children to repeat the name. Then, remove the first card and point to the blank space. Encourage the children to name the missing card, as well as the rest of the existing cards on the board. Follow the same procedure until all the cards have been removed and the children are able to remember them all by heart.

Flash the card

Flip a flashcard over very quickly so that the children only catch a quick glimpse of the card. Then, invite children to guess what the item on the flashcard is. Repeat the procedure until the children guess correctly. Alternatively, cover a flashcard with a piece of paper and slowly reveal it. As it is being revealed, encourage children to guess what the item on the flashcard is. As a follow-up, repeat the word many times using different intonations/silly voices, etc. to make it fun. Children will automatically copy their teacher's voice.

Point or race to the flashcards

Put the flashcards of the items to be reviewed up around the classroom. Ask individual children/pairs/groups to walk/run to a flashcard and point to it, e.g. *(John), walk/run to the (train)!* In more advanced classes, ask for volunteers to give the instructions to the rest of the class. As a variation, give instructions such as *Jump to the (carrots)!/If you have (red T-shirts), (dance) to the (pizza)!* etc.

Whispering Game

Place flashcards of the items to be reviewed inside the interactive poster. Children sit in a circle. One flashcard is removed from the interactive poster and handed to a child without the others seeing it. The child looks at the card and whispers the name of the item pictured on it to the student next to him/her. The last child calls out the item and the first child reveals the flashcard for verification. Begin with a different child each time.

Pass the flashcard

Hand the flashcards of the unit/lesson out to the children. Play a song from the unit and while the music is playing, get the children to pass the flashcards around to one another. At random intervals, pause the music and ask whoever is holding a card to name it/do a particular task, e.g. sing a song/perform an action, etc.

Flashcards Station

Hand out the flashcards of the items to be reviewed. (If there are more children than flashcards, the flashcards can be given to pairs/groups of children.) Tell the children who are holding the flashcards that they are "stations." Appoint one child in the class to be the "train." Then, call out flashcard "stations" at random. The "train" must go to the correct "station." The child holding the flashcard joins the back of the "train."

Gone shopping

Put flashcards of the items to be reviewed up around the classroom and put the children in pairs. Position A's next to the flashcards and tell them that they are the "store owners." Tell B's that they are the "customers." The children play "store" using the dialogue below. The game can be prolonged by having the children switch roles.

A: Hello.
B: Hello. A (doll) and a (bike), please.
A: Here you are.
B: Thank you.

Flashcard List

1 Kenny
2 Molly
3 Billy
4 thirsty
5 hungry
6 sleepy
7 mouth
8 tummy
9 eyes
10 hands
11 ears
12 nose
13 Polly
14 toys
15 bike
16 car
17 train
18 teddy bear
19 doll
20 Danny
21 pizza
22 cake
23 apples
24 cookies
25 carrots
26 ice cream
27 Ronnie
28 jump
29 sing
30 dance
31 draw
32 1
33 2
34 3
35 4
36 5
37 Fifi
38 arms
39 legs
40 head
41 Mommy
42 Daddy
43 Monty
44 (good) night
45 bed
46 (Switch off the) light.
47 TV

Starter Unit - Hello, everyone!

Key language

Language

Children's language

hello, bye-bye. Hello, I'm …, green, blue, yellow, red

Classroom language

Who's in the box? Who's this? Welcome to the pet shop. Thank you, Kenny. Kenny's sleeping. Come on, Kenny! It's time for a (song)! Thank you, (Mary). (Tom), show me (red).

Unit Aims

- To familiarize children with the class routine
- To introduce the main characters, Kenny, Billy, and Molly
- To practice greetings
- To present/review colors
- To develop color recognition and cooperative play
- To develop gross motor skills through miming actions in the songs
- To develop creative skills by making a *Happy Hearts US* badge
- To encourage children to cooperate by singing songs and playing games

Main Attitudes

- Willingness to participate
- Enjoyment of the songs and activities
- Polite behavior and respect for others
- Development of self-confidence

Main Evaluation Criteria

Children should:

- identify and name the colors red, blue, green, and yellow
- start to interact with others and the puppet
- be able to use their body to communicate verbally and non-verbally
- respond appropriately to classroom language
- perform actions and mime during songs and games
- participate in the activities

Lesson 1

Lesson 2

Lesson 3

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Starter Unit – Hello, everyone!

Lesson 1

Language

Student's language

- *hello, bye-bye*

Teacher's language

- *Stand in a circle. Sit with me. Who's in the box? Who's this? Sit down, please. Welcome to the pet shop. Thank you, Kenny.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 1-3 *(Kenny, Molly, Billy)*
- ☐ Class CD
- ☐ Extra Worksheet 1, one for each child

Note: Before the class starts, decide where you are going to keep the Kenny puppet. You can make a home for him out of a shoe box. You can keep him there and make it a class routine to put him to bed at the end of every lesson.

Circle Time

1 Hello, everyone. (Track 02)

Stand where the class teacher usually stands and introduce yourself. Say: *Hello* to the children. Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Introduce Kenny and his home. Shake the box so that the children can hear that there is something in the box and say: *Who's in the box?* Look inside as you are putting on the Kenny puppet and say excitedly: *It's Kenny!* (show Kenny to the children) *Hello! Hello! Hello, Kenny!* Invite the children to repeat *Hello, Kenny.* Play the *Hello!* song. As you sing, make Kenny wave to the children.

Hello! Hello!
It's a lovely day.
Welcome to the pet shop,
Come in and play!

Go around the classroom with the Kenny puppet and say: *Hello* to the children. Go up to each child, have Kenny purr, shake their hands, and say: *Hello, (name).* Encourage each child to shake Kenny's paw and say *Hello.*

2 Meet the characters. (Track 04)

Put up the Interactive Poster and place the character flashcards *(Kenny, Molly, and Billy)* in the basket.

Show the *Kenny* flashcard to the children. Ask *Who's this?* Say *Hello, Kenny.* Encourage the children to copy you. Repeat with *Molly* and *Billy.* Place the Kenny flashcard in front of your face and with a change in your voice say *Hello, I'm Kenny.* Encourage the children to say *Hello, Kenny.* Repeat with *Molly* and *Billy.*

Now play the song. Hold up the character flashcards when their names are heard. Have the children wave to the characters. Play the song again, encouraging the children to join in.

Hello, I'm Kenny,
Hello, hello, hello!
Hello, I'm Molly,
Hello, hello, hello!
Hello, I'm Billy,
Hello, hello, hello!

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

3 Welcome to the *Happy Hearts* pet shop. (Extra Worksheet 1 on p. 161)

Show the children Extra Worksheet 1. Point to it and say *Welcome to the pet shop.* Explain, in L1, what a pet shop is. Show the children the *Kenny* flashcard. Ask the children if they notice anything special on Kenny's tummy *(a red heart)*. Put up the *Kenny* flashcard. Explain to the children that this is a special pet shop with special animals.

Point to the characters on the worksheet and elicit their names. Point to the picture of Billy and say: *Billy*. Point to Molly's picture and say: *Molly*. Do the same with Kenny.

Hand out Extra Worksheet 1 to the children. Explain that they have to match the characters to their silhouettes. Allow the children some time to work on their own. Check the children's work by holding up your worksheet and drawing imaginary lines from the characters to their silhouettes. As an extension, the children can color the pet shop.

Give the children their folders and ask them to put their worksheets in them.

4 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song.

Bye-bye for now.
See you soon.
Come back again
To our classroom!

Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Who am I?
Sit in a circle with the children. Ask a child to go and sit inside the circle. Ask him/her to cover his/her eyes. Ask another child to say *Hello*. The child in the middle tries to guess who the child was. Keep changing the child in the middle of the circle.

Hello, Kenny!
The children sit in a circle. Play the *Hello!* song (Track 02) while the children pass the character flashcards around. Pause the music. The children with the character flashcards say *Hello, (Kenny)!*

Starter Unit – Hello, everyone!

Lesson 2

Language

Student's language

- *hello, bye-bye*

Teacher's language

- *Kenny's sleeping. Let's wake him up. Come on, Kenny! It's time for a (song)! How lovely. Thank you, (Mary).*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Picture Flashcards 1-3 (Kenny, Molly, Billy)
- [ ] Class CD

Circle Time

1 Hello, everyone. (Track 02)

As in Lesson 1, ask the children to form and sit in a circle while saying the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Point to Kenny inside his "home" and say *Look! Kenny's sleeping. Let's wake him up. Come on, Kenny! It's time for a (song)!* Play the *Hello!* song. The children "wake up" Kenny by singing the song to him.

2 Meet the characters. (Track 04)

Show children the *Kenny* flashcard. Ask *Who's this?* Say *Hello, Kenny.* Encourage the children to copy you. Show the *Molly* and *Billy* flashcards. Elicit their names.

Now play the song. Encourage the children to join in.

Hello, I'm Kenny,
Hello, hello, hello!
Hello, I'm Molly,
Hello, hello, hello!
Hello, I'm Billy,
Hello, hello, hello!

3 Play *Who's missing?*

Demonstrate the game. The children scatter around the room and crouch down with their eyes closed. Tap a child on the back and he/she quietly leaves the room. The rest of the children open their eyes, stand up, look around, and try to guess who is missing. When they agree on who is missing, they must all shout out the child's name. Then he/she re-enters the room. Repeat the game as many times as you think necessary.

Table Time

As in Lesson 1, ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

4 Worksheet 1 page 3

Show Worksheet 1 to the children. Point to Kenny and elicit his name. Repeat with *Molly* and *Billy*.

Hand out Worksheet 1 to the children. Explain the activity. The children color Kenny. Go around the classroom while the children are working with the Kenny puppet and in the role of Kenny comment on the picture,

e.g. Kenny: How lovely. Thank you, (Mary).

Give the children their folders and ask them to put their worksheets in them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song.

Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Hello, I'm (Kenny)!

The children stand, preferably in a circle. Ask three volunteers to go inside the circle. Assign the roles of Kenny, Molly, and Billy to the three children in the middle of the circle. Play the *Hello, I'm Kenny!* song (Track 04). The children in the middle sing the *Hello, I'm …* lines and the rest of the children sing the *Hello, hello, hello!* lines. Alternatively, play the karaoke version of the *Hello, I'm Kenny!* song (Track 05). The children in the middle sing the song replacing the characters' names with their own.

e.g. *Benny:* *Hello, I'm Benny,*
Children: *Hello, hello, hello!*
Judy: *Hello, I'm Judy,*
Children: *Hello, hello, hello!*
Tina: *Hello, I'm Tina,*
Children: *Hello, hello, hello!*

Mirror me!

The children, in pairs, stand facing one another. One child mimes an action, e.g. waves, and the other copies the action.

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Starter Unit – Hello, everyone!

Lesson 3

Language

Student's language

- *hello, bye, red, green, blue, yellow*

Teacher's language

- *That's right! Come and see. (Tom), show me (red).*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 1-3 (Kenny, Molly, Billy)
- ☐ Class CD
- ☐ Red, green, blue, and yellow crayons or markers
- ☐ Red, green, blue, and yellow construction paper
- ☐ Extra Worksheet 2, one for each child

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to form and sit in a circle while saying the **Circle Time** chant from Lesson 1.

Play the *Hello!* song. Encourage the children to sing along.

2 Meet the characters. (Track 04)

Have the character flashcards *(Molly, Billy, and Kenny)*, face down on your desk. Flip a flashcard over very quickly so that the children get just a quick look. Invite guesses as to which character is on the flashcard. Repeat until the children guess correctly,

e.g. *Teacher: (flips the Kenny flashcard over quickly)*
Children: Kenny!
Teacher: That's right!

Now play the *Hello, I'm Kenny!* song. Encourage the children to join in.

3 Play *What's in my basket?*

Put the *red, green, blue,* and *yellow* crayons/markers in the basket of the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet and take the *red* crayon/marker out of the basket. Show it to the children and say *red*. Encourage the children to repeat after you. Follow the same procedure with the remaining crayons/markers.

Put the crayons/markers in front of you. Ask a child to come and point to the corresponding crayon/marker. Say: *(Tom), show me (red).* Ask the rest of the class for verification.

4 Play *Colors.*

Prepare some color cards out of *red, blue, green,* and *yellow* construction paper. Place them on the

floor making sure you leave enough space between them so that the children can walk among the cards without stepping on them. Demonstrate the game. Play the karaoke version of the *Hello!* or the *Hello, I'm Kenny!* song (Tracks 03 & 05). The children walk around the classroom. Pause the music. As soon as the music stops, the children sit beside the color card that is closest to them. Say *(Blue)!* The children sitting near the (blue) card raise their hands.

Table Time

As in Lesson 1, ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Happy Hearts US Badge (Extra Worksheet 2 p. 162)

Before the lesson starts, write the children's names on the *Happy Hearts US Badges*. Use the Kenny puppet to hand out the heart badges. Have Kenny greet the children by saying *Hello, (name)*. Encourage the children to greet Kenny back. Hand out the colored pencils and ask the children to color their names and heart badges using their favorite colors. They can draw a little picture of themselves in the space provided. Go around the classroom with the Kenny puppet. Have Kenny praise the children's work.

Give the children their folders and ask them to put their worksheets in them.

Note: You can make a *Happy Hearts US* classroom poster and put the children's badges there. You can use the poster as a point of reference every time you wish to address the children. Kenny can also point to and read out the names of the children you wish to stand up, come to you, etc. In this way, the children will gradually come to identify their written names.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song.

Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Find the stones

You will need 40 stones/pebbles and 4 egg cartons. Divide the stones/pebbles into four groups (red, green, blue, and yellow) of ten. Paint the stones/pebbles and the egg cartons accordingly. Hide the stones around the room or in the school yard. Put the egg cartons nearby. The children go around, find the stones/pebbles, and put them into the corresponding egg cartons. As a variation, you can use building blocks or marbles and boxes.

Color dominoes

You will need circles made from *red, blue, green,* and *yellow* construction paper. Cut out enough circles so that each child has two. Tape one circle to each child's head and another of a different color to the top of each child's shoe. Divide the children into two teams and have them line up at opposite ends of the room. A child starts the game by lying down in the middle of the room. A child from the other team who has a matching color circle lies down next to her/him either head to head, foot to foot, or head to foot. The children continue taking turns until all are lying on the floor.

Unit 1 - Hello, Kenny!

Key language

Language

Children's language

thirsty, hungry, sleepy, tummy, mouth, eyes, hands, ears, nose, small, big

Review

Hello, bye, red, blue, green, yellow

Classroom language

Show me (thirsty). I'm a (hungry) cat. Look. Fish. Open your eyes! Show me (tummy). Kenny's sleeping. Milk, fish, kitchen, fire, bed; Have some (milk), (thirsty) little cat. Have some fish. Thank you.

Unit Aims

- To identify and name some parts of the body
- To review colors
- To reinforce the concepts of big and small
- To develop awareness of feelings
- To familiarize children with the class routine
- To develop social skills by having children follow commands
- To develop gross motor skills through miming actions in the songs and story
- To develop pre-reading and observational skills through matching and circling activities
- To improve fine motor skills by circling, tracing, and matching
- To develop creative skills by making a cat mask
- To encourage children to cooperate by singing songs and playing games

Main attitudes

- Willingness to participate
- Enjoyment of the songs, activities, and story
- Polite behavior and respect for others
- Development of self-confidence

Main Evaluation criteria

Children should:

- start to recognize and name some parts of the body
- identify and name the colors red, blue, green, and yellow
- show awareness of size (big and small)
- start to interact with others and the puppet
- be able to use their body to communicate verbally and non-verbally
- respond appropriately to classroom language
- perform actions and mime during songs, games, and dramatic play

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lessons 7 & 8

Showtime (Lesson 9 – Optional)

Across the Curriculum (Lesson 10 – Optional)

Unit 1 - Hello, Kenny!

Lesson 1

Language

Children's language

- ***New***
  thirsty, hungry, sleepy
- ***Review***
  hello, bye, I'm ...

Classroom language

- *What's in my basket? Show me (thirsty). I'm a (hungry) cat.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 4, 5, 6 *(thirsty, hungry, sleepy)*
- ☐ Class CD
- ☐ *Happy Hearts pet shop* poster
- ☐ Worksheet 1
- ☐ Kenny's Corner: sheets of paper

Before going into class

Put the picture flashcards of *thirsty*, *hungry*, and *sleepy* into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1.)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

Put up the *Happy Hearts* pet shop poster. Point to it and read the title. Remind the children what *pet shop* means. Tell the children that in every unit they will invite a new animal friend to their pet shop. Put up the *Kenny* flashcard on the frame with his name. Point to it and say: *Hello, Kenny. Welcome to the Happy Hearts pet shop!* Encourage the children to wave to Kenny and say *Hello*.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *thirsty* flashcard out of the basket. Show it to the children and say *I'm thirsty* (put your hand around your throat). Encourage the children to do the same. Repeat the sentence. The children repeat the sentence and perform the action. Follow the same procedure with the remaining flashcards: *hungry* (rub stomach), *sleepy* (rub eyes and yawn).

Put the flashcards in front of you. Ask a child to come to you and point to the corresponding flashcard. Say *(Susan), show me (thirsty).*

3 Listen to *The thirsty cat* song. (Track 08)

Go through the song and demonstrate the following actions:

The thirsty cat goes (put hand around throat)
Slurp, slurp, slurp, (mime slurping from a bowl)
Slurp, slurp, slurp,
Slurp, slurp, slurp.
The thirsty cat goes
Slurp, slurp, slurp,
All day long!

The hungry cat goes (rub stomach)
Gulp, gulp, gulp, (mime eating hungrily from a bowl)
Gulp, gulp, gulp,
Gulp, gulp, gulp.
The hungry cat goes
Gulp, gulp, gulp,
All day long!

The sleepy cat goes (rub eyes, yawn)
Snore, snore, snore, (mime sleeping)
Snore, snore, snore,
Snore, snore, snore.
The sleepy cat goes
Snore, snore, snore,
All day long!

Play the song and encourage the children to copy you. Play *The thirsty cat* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(thirsty, hungry, sleepy)*. Play the song a third time and use the flashcards as prompts to help the children sing along while performing the actions.

4 Play *Quick Response.*

Say *I'm thirsty*, as you mime drinking. The children mime drinking. Go through the following miming actions with the children:

I'm hungry – mime eating
I'm sleepy – mime sleeping

Start saying the sentences slowly. The children mime the accompanying actions. Then speed up to make it more fun and challenging. Keep changing the order of the sentences.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1 page 5

Show the children Worksheet 1. Point to the first picture of Kenny drinking and say *thirsty cat*. Point to the second picture and say *thirsty cat*. Point to the third picture and, looking surprised, say *hungry cat*. Draw an imaginary circle around it. Explain that they have to circle the picture that is different in each row.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Check the children's work by holding up your worksheet and drawing imaginary circles.

Play the song again (Track 08). The children listen and point to the *thirsty*, *hungry*, and *sleepy* Kenny.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say *goodbye* to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Hello, Kenny!
The children sit in a circle. Play the *Hello, I'm Kenny!* song (Track 04). The children pass the Kenny puppet around. Pause the song. Whoever has the puppet says *Hello, Kenny. I'm (Mark).*

I'm a (hungry) cat.
Hand out sheets of paper to the children. Divide the children into three groups. Ask the first group to draw foods for the hungry cat, the second group to draw drinks for the thirsty cat, and the third group to draw things for the sleepy cat, e.g. a basket with a pillow, etc. Collect the drawings and make a display. Prepare signs that read: *I'm a hungry cat. I'm a thirsty cat. I'm a sleepy cat.*

Unit 1 - Hello, Kenny!

Lesson 2

Language

Children's language

- ***New***
  I'm a (thirsty) cat.
- ***Review***
  thirsty, hungry, sleepy

Classroom language

- *What's in my basket? Kenny is hungry. Look. Fish.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 4-6 *(thirsty, hungry, sleepy)*
- ☐ Class CD
- ☐ handkerchief
- ☐ Kenny's Corner: Extra Worksheet 1, one for each child

Before going into class

Put the picture flashcards of *thirsty, hungry,* and *sleepy* into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the **Circle Time** chant from Lesson 1.

Sing the *Hello!* song encouraging the children to sing along.

Ask the children to stand up. Ask one child to go and stand in the middle of the circle. Give him/her a handkerchief. Explain the game. The child in the middle throws the handkerchief in the air while saying another child's name. That child runs to catch it before it falls onto the floor.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *thirsty* flashcard out of the basket. Show it to the children and encourage them to say *thirsty* and/or mime the corresponding action, i.e. putting their hands around their throats. Follow the same procedure with the remaining flashcards: *hungry* (rub stomach), *sleepy* (rub eyes and yawn).

3 Play *thirsty, hungry, sleepy!*

The children stand in a circle. Go around the circle patting the children on their shoulders, and assign roles (*thirsty, hungry,* and *sleepy*). Demonstrate the game. Say *thirsty*. The "thirsty" children mime being thirsty. Repeat the procedure with *hungry* and *sleepy*. Play the game for as long as you wish.

4 Play *I'm a … cat.**

Ask the children to try and remember what they were in the previous game: *thirsty, hungry,* or *sleepy*. The children then go around the classroom introducing themselves in order to form groups, i.e. all the thirsty cats together, etc. Demonstrate this yourself first:

e.g. *Child 1:* *I'm a thirsty cat.*
Child 2: *I'm a hungry cat.*
Child 1: *I'm a thirsty cat.*
Child 3: *I'm a thirsty cat. (Child 1 and 3 start a group and go around the classroom to look for other members)*

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from the previous lesson.

5 Remove the *Kenny* press-out.

Give children their press-outs. Demonstrate what to do using your own copy. Put your fingers through the holes and have Kenny stand on a table. Look at him and say *Hello, Kenny*. Encourage the children to do the same. Go around the classroom providing any necessary help.

6 Listen to *The thirsty cat* song. (Track 08)

Play *The thirsty cat* song. Encourage the children to move their press-outs to the music. Put the children in groups of three. Play the song again. The children take turns "performing" a verse, i.e. moving their press-outs to the music of a verse.

Give the children their folders and ask them to put their press-outs in them.

7 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Sing a song!

Play the karaoke version of *The thirsty cat* song (Track 09). Lead them into singing the song and miming the actions. Alternatively, sing part of the song and leave some gaps for the children to join in,

e.g. The thirsty (cat) …

Kenny is hungry! (Extra Worksheet 1 on p. 163)

If you have time, photocopy and hand out Extra Worksheet 1. Point to Kenny and say *Kenny is hungry. Look. Fish.* Ask children to help Kenny reach the fish. They have to draw a line from Kenny to the fish.

Unit 1 - Hello, Kenny!

Lesson 3

Language

Children's language

- ***New***
  tummy, mouth, small, Yes, No
- ***Review***
  hello, bye-bye, thirsty, hungry, sleepy

Teacher's language

- *Stop! Open your eyes!*
  Show me (tummy).
  Where's your tummy?
  Touch your tummy.

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 4-8 *(thirsty, hungry, sleepy, mouth, tummy)*
- [ ] Class CD
- [ ] Worksheet 2
- [ ] Kenny's Corner: a piece of chalk or string

Before going into class

Put picture flashcards 7 & 8 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down singing the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

Choose a child to stand in the middle of the circle. Ask the child to close his/her eyes and start turning around while pointing a finger. Then say *Stop! Open your eyes!* The child does so and introduces himself/herself to the child who he/she is pointing to, *e.g. Hello, I'm (Ben).* Encourage the other child to do the same, *e.g. Hello, I'm (Mary).* The child who was pointed at goes in the middle and the game continues.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *tummy* flashcard out of the basket. Show it to the children and say *tummy*. Point to Kenny's tummy and say *tummy* again. Follow the same procedure with the *mouth* flashcard.

Put the flashcards on the board. Ask a child to come and point to the corresponding flashcard. Say *(Susan), show me (tummy).*

Now name one of the parts of the body and ask the children to touch the part they hear. Say: *Touch your tummy.* Encourage the children to touch their tummies. Do the same with *mouth*. Repeat the parts of the body and vary the rhythm of the activity, sometimes saying it loudly and quickly and other times slowly and quietly.

3 Listen to the *I'm a little kitten* song. (Track 10)

Go through the song and demonstrate the following actions:

I'm a little kitten,
Small and round. (make small circular movements in the air)
Here is my tummy, (point to tummy)
Here is my mouth! (point to mouth)
When I'm very hungry (rub tummy)
Hear me shout: (make your voice louder)
Meow! Meow! Meow! Meow!

Play the song and encourage the children to copy you. Play *I'm a little kitten* song again. Encourage the children to listen and join in the actions.

4 Play *Yes or No!*

Touch various parts of your body and say: *Here is my tummy* or *Here is my mouth.* The children say *yes* or *no,*

e.g. Teacher: (pointing to mouth) Here is my mouth.
Children: Yes!
Teacher: (pointing to ear) Here is my tummy.
Children: No! etc.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 2 page 7

Show Worksheet 2 to the children. Point to Kenny and, looking puzzled, ask *Where's Kenny's mouth?* Encourage the children to point to Kenny's (dotted) mouth. Ask *Where's Kenny's tummy?* Encourage the children to point to Kenny's (dotted) tummy. Explain that they have to trace Kenny's mouth and tummy.

Hand out Worksheet 2 to the children. Allow the children some time to work on their own. Walk around providing any necessary help and praising their work.

Play the *I'm a little kitten* song. Encourage the children to listen and point to Kenny's mouth and tummy.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Memory game

Place the unit flashcards (4-8) on the floor in a circle. The children look at them for one minute before they close their eyes. Turn the flashcards face down. In pairs or on their own, the children name as many flashcards as they can remember.

Play the Big or Small game

Use a piece of chalk and draw a big and a small circle on the floor. Alternatively, you can use string to make the circles. Explain the game. Play the *I'm a little kitten* song, karaoke version (Track 09). The children walk around the classroom. Pause the song and say *(big).* The children must get into the big circle. Whoever does not is "out" or must pay a penalty, e.g. name a flashcard, perform an action, etc. If you wish, you can play this game on the playground so that the children have more space.

Unit 1 - Hello, Kenny!

Lesson 4

Language

Children's language

- ***New***
  big
- ***Review***
  hello, bye-bye, thirsty, hungry, sleepy, tummy, mouth, small

Classroom language

- *Kenny, where are you?*
  Kenny's sleeping.

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 4-8 *(thirsty, hungry, sleepy, mouth, tummy)*
- [ ] Class CD
- [ ] Worksheet 3
- [ ] Kenny's Corner: simple sketch of a cat

Before going into class

Put picture flashcards 7 & 8 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Form a circle with the children. Use the **Circle Time** chant from Lesson 1.

Look around and ask *Where's Kenny?* Say: *Kenny, Kenny, where are you?* Get up and start walking towards his home. *(See Starter Unit Lesson 1.)* Peek inside, look at the children and say *Sshh! Kenny is sleeping!* Ask the children to help you wake Kenny up by saying *hello* to him.

Sing: *Hello, Kenny! Hello, Kenny!* and encourage the children to join in. Take the Kenny puppet out of his home and have him say *hello* to the children.

Play the *Hello!* song. Say: *Let's sing!* Encourage the children to sing along with Kenny.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Have Kenny take out the two flashcards one at a time. Name the items on each flashcard and encourage the children to repeat.

Show the two flashcards. Ask the children to close their eyes. Put a flashcard behind your back and tell the children to open their eyes. Ask them to say which flashcard has been removed. Repeat as many times as you think necessary.

3 Listen to the *I'm a little kitten* song. (Track 10)

Say: *I'm a little kitten, small and round.* Make small circular movements in the air. Encourage the children to perform the action. Then say *Here is my tummy, here is my mouth.* Point to your tummy

and mouth. Encourage the children to do the same. Repeat with the rest of the song.

Play the song. Encourage the children to mimic the actions. Play the song again and encourage the children to sing along and/or join in the actions.

4 Play *Big! Small!*

Demonstrate the game. Say: *Big* as you stretch out wide. Encourage the children to copy you. Then say *Small* as you crouch down into a ball. Encourage the children to do the same. Play the *I'm a little kitten* song, karaoke version (Track 11). The children walk around the classroom. Pause the music and say: *Big!* The children stretch out wide. Repeat with *small*. Continue the activity for as long as you think necessary.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 3 page 9

Show Worksheet 3 to the children. Point to the pictures and elicit which cats are *big* and which cats are *small*. Draw an imaginary circle over the small cat to explain what the children have to do.

Hand out Worksheet 3 to the children. Go around the classroom while the children work and praise their work.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Copy the cat

Take a very simple picture of a cat into class and put it on the board. Provide each child with a piece of paper and ask them to copy the picture as best as they can.

Pass the flashcard

Hand out the flashcards (4-8). Play the *I'm a little kitten* song and ask the children to pass the flashcards around in a circle. Stop the music. The children who are holding the flashcards raise their flashcards and name them.

Unit 1 - Hello, Kenny!

Lesson 5

Language

Children's language

- ***New***
  eyes, hands, ears, nose
- ***Review***
  hello, bye-bye, tummy, mouth, red, blue, green, yellow

Classroom language

- *Who's this? What color is Kenny?*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 9-12 *(eyes, hands, ears, nose)*
- ☐ Class CD
- ☐ Worksheet 4
- ☐ Kenny's Corner: pictures (just faces) of well-known characters from children's favorites; strips of colored paper

Before going into class

Put picture flashcards 9-12 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands, form a circle, and sit down using the **Circle Time** chant from Lesson 1.

Take Kenny out of his home and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

Play the *Whispering Game*. Whisper a word, *e.g. tummy*, to the child sitting on your left. He/She then whispers the word to the child sitting next to him/her, etc. The last child calls out the word and checks it with you.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *eyes* flashcard out of the basket of the poster. Show it to the children and say: *eyes*. Point to your eyes and say *eyes* again. The children repeat the word and point to their eyes. Follow the same procedure with the remaining flashcards.

Now name one of the parts of the body and ask the children to touch the part they hear. Say: *Touch your eyes.* Encourage the children to touch their eyes. Do the same with the other parts of the body. Now repeat the parts and vary the rhythm of the activity, sometimes saying it loudly and quickly and other times slowly and quietly.

Put the flashcards on the board. Ask a child to come and point to the corresponding flashcard. Say: *(Tim), show me (eyes).*

3 Listen to the *Touch your eyes* song. (Track 12)

Go through the song and demonstrate the following actions:

Touch your eyes, (touch eyes)
Then clap your hands! (clap hands)
Touch your eyes,
Then clap your hands!

Touch your ears, (touch ears)
Then clap your hands! (clap hands)
Touch your ears,
Then clap your hands!

Touch your nose, (touch nose)
Then clap your hands! (clap hands)
Touch your nose,
Then clap your hands!

Play the song and encourage the children to copy you. Play the *Touch your eyes* song again. Encourage the children to listen and join in the actions. Play the song a third time and encourage the children to sing and/or do the actions.

4 Play *Kenny says.*

Tell the children they are going to play *Kenny says.* Explain the rules. Tell them Kenny is going to be giving them instructions. They are to follow the instructions only if the instructions are preceded by *Kenny says.* Any child not following the instructions correctly is out or has to pay a penalty, e.g. name a flashcard, do an action, etc.

e.g. Teacher: Kenny says, touch your eyes.
Children: (they touch their eyes)
Teacher: Touch your nose!
Children: (they remain still) etc.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 4 page 11

Show Worksheet 4 to the children. Point to Kenny and ask *Who's this?* Encourage the children to say *Kenny.* Elicit the colors and the actions. Point to the first Kenny and ask *What color is Kenny?* Elicit *red.* Say: *Red, touch your … .* Encourage the children to complete the sentence *(eyes).* Repeat with the rest of the pictures *(blue – clap your hands, green – touch your ears, yellow – touch your nose).*

Hand out Worksheet 4 to the children. The children match and color the cats. Go around the classroom and praise their work.

Play the *Touch your eyes* song. Encourage the children to listen and point to the actions.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Famous faces

Bring in pictures (faces only) of well-known characters from children's favorites, *e.g. Sponge Bob, Happy Feet, Nemo, Ratatouille, etc.* Cover the faces except for their eyes, ears, or mouth. Children have to guess who the characters are. They can then draw a picture of their favorite character.

My color friend

Prepare strips of colored paper (*red, blue, green,* and *yellow*). Go around the classroom and give a strip to each child. Play the *Touch your eyes* song. The children move around the classroom. Pause the song. The children have to find a child with the same color.

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Unit 1 - Hello, Kenny!

Lesson 6 – Toy Box

Language

Children's language

- ***Review***
  hello, bye, tummy, mouth, eyes, hands, ears, nose; Hello. I'm (Sally) the cat.

Extra materials checklist

- ☐ Kenny puppet
- ☐ Class CD
- ☐ Simple drawings of eyes, ears, nose, and hands
- ☐ Extra Worksheet 2, one for each child
- ☐ Stapler, elastic about 12 inches per mask
- ☐ Kenny's Corner: pictures of cats from magazines, etc.; a large piece of paper

Circle Time

1 Hello, everyone. (Track 02)

Form a circle with the children using the **Circle Time** chant from Lesson 1. Sing the *Hello!* song. Have Kenny go around the classroom and greet the children.

2 Listen to the *Touch your eyes* song. (Track 12)

Say: *Touch your eyes.* Encourage the children to perform the action. Repeat with the rest of the activities *(clap your hands, touch your eyes, touch your ears, touch your nose).*

Play the *Touch your eyes* song. Encourage the children to sing along and/or join in the actions.

3 Play *Run and Shout.**

Prepare simple drawings of *eyes, ears, nose,* and *hands.* Put the four drawings in different corners of the classroom. Ask the children to stand up. Tell them that they are going to play a game. They must walk around the classroom as you clap, play the drum/tambourine, etc. When you stop clapping/playing the musical instrument, tell the children that you will shout *nose/ears/eyes/mouth* and the children must run to the corresponding drawing and shout the word. Demonstrate this yourself first.

* If you are running out of time, you can skip this activity.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Make your own cat mask.

Hand out the copies of Extra Worksheet 2 (p. 164). Show the children your copy and ask them to color their masks. Then help the children cut out their masks and cut out the eye holes. Staple one end of a piece of elastic onto the mask (the places for the staples are marked and are next to the eyes). Determine how much elastic it will take to fit on each child's head. Trim to size. Staple the free end of the elastic to the other side of the mask.

As an extension, the children go around wearing their masks and greet one another.

e.g. Sally: Hello. I'm Sally the cat. Meow!
Tommy: Hello. I'm Tommy the cat. Meow!

Note: Don't let the children take their masks home yet if you are planning to do Optional Lesson 9. They will need them there.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Cats collage

Bring in pictures of cats from magazines, etc. The children work in groups and make a collage of different cats.

Draw the Parts of the Body

Put a large piece of paper on the floor and ask a child to lie on it. Choose some children to trace the outline of the child's body. Cut the silhouette out and put it up on the wall. Ask children, a couple at a time, to go to the silhouette and draw the parts of the body they know.

Unit 1 - Hello, Kenny!

Lesson 7

Language

Children's language

- ***Review***
  hello, bye, thirsty, hungry, sleepy, tummy, mouth, eyes, hands, ears, nose

Classroom language

- *Come on everyone, it's storytime fun; milk, fish, kitchen, fire, bed; Have some (milk), (thirsty) little cat. Kenny, this is your (fish).*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Unit 1 Story Cards
- ☐ Class CD

Circle Time

1 Hello, everyone. (Track 02)

Form a circle with the children using the **Circle Time** chant from Lesson 1. Sing the *Hello!* song. Have Kenny go around the classroom and greet the children.

2 Listen to the *Happy little cat!* story. (Track 14)

Say: *Come on everyone, one, two, three. It's storytime for you and me!*

Tell the story or play the CD. While the children are listening, point to the corresponding Story Cards.

Story Card 1

Storyteller: *Poor little cat. Thirsty little cat.* (point to Kenny and mime thirsty)
Billy: *Come to the kitchen!* (point to the kitchen)
Storyteller: *…says Billy.* (point to Billy)
Billy: *Have some milk!* (point to the milk)
Molly: *This is your milk.* (point to the milk)
Storyteller: *…says Molly.* (point to Molly)

Point to Kenny, mime, and say: *Kenny is very* (mime being thirsty) … . The children complete your sentence *(thirsty)*. Then say *Have some milk, thirsty little cat.*

Story Card 2

Storyteller: *Meow goes the cat.*
Purr goes the cat.
Happy little cat. (give a big smile)
Messy little cat! (shake your finger and tut)

Story Card 3

Storyteller: *Poor little cat. Hungry little cat.* (point to Kenny and mime being hungry)
Billy: *Come to the kitchen!* (point to the kitchen)
Storyteller: *…says Billy.* (point to Billy)
Billy: *Have some fish!* (point to the fish)
Molly: *This is your fish,* (point to the fish)
Storyteller: *…says Molly.* (point to Molly)

Point to Kenny, mime, and say: *Kenny is very* (mime being hungry) … . The children complete your sentence *(hungry)*. Then say *Have some fish, hungry little cat.*

Story Card 4

Storyteller: *Meow goes the cat.*
Purr goes the cat.
Happy little cat. (give a big smile)
Messy little cat! (shake your finger and tut)

Story Card 5

Storyteller: *Poor little cat. Sleepy little cat.* (point to Kenny and mime being sleepy)
Billy: *Come next to the fire,* (beckon and point to the fire)
Storyteller: *…says Billy.* (point to Billy)
Molly: *Here's a nice bed for your sleepy head!* (mime sleeping)
Storyteller: *…says Molly.* (point to Molly)
Storyteller: *Meow goes the cat.*
Purr goes the cat.
Happy little cat. (give a big smile)
Noisy little cat! (snore)

Repeat the story. Encourage the children to join in with the sounds, e.g. *meow*, *slurp*, *gulp*, etc.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

3 Find the stickers.

Hand out the story worksheets and the sticker page to the children. Hold up the sticker page. Point to the *milk* sticker and say: *Kenny, this is your milk.* Pretend to take the *milk* sticker and put it in the correct place on the worksheet. Repeat with the other stickers saying *Kenny, this is your fish. Come next to the fire.* Now the children put their own stickers on their worksheets. Go around the classroom providing any necessary help and praising their work.

4 Trace the fish.

Point to the dotted fish on page 14. Ask the children to trace it.

If you have time, play the story again. Encourage the children to join in whenever they are able to.

Give the children their folders and ask them to put their worksheets in them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Copy Cats
Clap a rhythm, and then shout: *Clap your hands!* The children must clap the exact rhythm. Alternatively, choose one child to copy the rhythm.

Play Join Hands
Have the children join hands and form a circle. Tell them to move to the left, move to the right, move towards the middle of the circle, and back out again (do the movements to a count of five to help the children follow).

Note: This activity helps establish the important concept of left and right.

Unit 1 - Hello, Kenny!

Lesson 8

Language

Children's language

- ***Review***
  hello, bye-bye, thirsty, hungry, sleepy, tummy, mouth, eyes, hands, ears, nose

Classroom language

- *Come on everyone, it's storytime fun; Have some fish. Thank you.*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Unit 1 Story Cards
- [ ] Class CD
- [ ] Kenny's Corner: Unit 1 Picture Flashcards (4-12) photocopied

Circle Time

1 Hello, everyone. (Track 02)

Form a circle with the children using the **Circle Time** chant from Lesson 1. Sing the *Hello!* song. Have Kenny go around the classroom and greet the children.

2 Let's look at the story again. (Track 14)

Say the **storytime** chant from the previous lesson.

Put the Story Cards up where the children can see them. Tell the story or play the CD. Point to the characters as they speak, as well as to the vocabulary items as they are mentioned.

Mix up the Story Cards. Play the first part of the story. Ask the children to identify the correct Story Card. Put it first. Repeat with the rest of the Story Cards.

3 Play *Meow! Purr!*

Select one of the students to leave the classroom. Hide the Kenny puppet somewhere in the room. The child reenters the room and looks for Kenny. If he/she is close, the rest of the children shout *Purr*; if he/she is far away, the children shout *Meow!*

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 A fish for Kenny.

The children draw a fish for Kenny. Have them come to Kenny and offer it to him. You can teach them to say *Have some fish.* Accept it and say: *Thank you.* Make a class display.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Match the flashcards

Make two copies of each of the unit flashcards. Place them face down on the board. Divide the children into Team A and Team B. Choose a child from Team A to go to the board and turn over two flashcards so everyone can see them. Encourage him/her to name the items on the flashcards. If the flashcards are the same, his/her team gets a point and the flashcards are taken down from the board. If they are different they are turned over and the game continues.

Body mural

On a large piece of paper, draw a simple sketch of a body in the top right-hand corner. The children come in pairs or in small groups, draw, and name parts of the body.

Unit 1 - Hello, Kenny!

Showtime (Lesson 9 – Optional)

Language

Children's language

- ***Review***
  hello, bye-bye, thirsty, hungry, sleepy, tummy, mouth, eyes, hands, ears, nose

Classroom language

- *(Poor) little cats.*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Picture Flashcards (4-12)
- [ ] The cat masks the children prepared in Lesson 6
- [ ] Kenny's Corner: Play-Doh; colored paper

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands, form a circle, and sit down using the **Circle Time** chant from Lesson 1.

Take Kenny out of his home and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *Let's guess!*

Explain the activity. Hold up one flashcard at a time. Cover it with a piece of paper. Ask one child to guess what's on the flashcard while you slowly slide the piece of paper down and expose more of the picture. When the child guesses correctly, continue with another child and flashcard.

3 It's Showtime!

Hand out the cat masks from Lesson 6. Ask the children to put them on. Ask for some volunteers and demonstrate the following dramatic play:

Teacher: *Poor little cats!*
Children: *Meow! Meow!* (head down, looking sad)
Teacher: *Thirsty little cats!*
Children: *Slurp! Slurp!* (mime drinking from bowl)
Teacher: *Hungry little cats!*
Children: *Gulp! Gulp!* (mime eating hungrily)
Teacher: *Sleepy little cats!*
Children: *Snore! Snore!* (mime sleeping)
Teacher: *Noisy little cats!*
Children: *Meow! Meow!* (make a lot of noise!)
Teacher: *Happy little cats!*
Children: *Purr!! Purr!* (look happy, make purring sound)
Teacher: *Touch your ears!*
(Children touch their ears.)
Teacher: *Touch your eyes!*
(Children touch their eyes.)
Teacher: *Touch your nose!*
(Children touch their noses.)
Teacher: *Touch your mouth!*
(Children touch their mouths.)
Teacher: *Touch your tummy!*
(Children touch their tummies.)

Repeat. This time encourage all the children to participate. Do not push any shy children to participate if they don't want to. They can be the audience and they can applaud you and the rest of the children upon completion of the performance.

Give the children their folders and ask them to put their masks in them.

4 My favorite song.

Ask the children what their favorite song is. Play the song. The children join in the actions and sing along. If you wish, you can use the karaoke version of the song.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Play-Doh Friends

Give Play-Doh to the children and tell them to make Play-Doh friends. They can be little "Kennys". Walk around the classroom as the children work and elicit the parts of the body they know. Make a class display.

Handprints

Distribute pieces of different colored paper to the children. Each child makes a handprint *(The left hand is best as most children are right-handed.)* by placing one hand on the paper and drawing around it. Then, children cut out their handprint. Provide any necessary help. Write their names on the handprints. Make a collage of all the hands for the classroom. As an extension, point to one of the handprints on the collage and say the child's name. The rest of the class wave to the child and say: *Hello, (Simon)!*

Unit 1 - Hello, Kenny!

Across the Curriculum (Lesson 10 – Optional)

Aim

- *To talk about big and small animals, flowers, etc. (Math)*

Children's language

- *big, small*

Classroom language

- *Kenny, look! Big! Small!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Cross-curricular poster 1
- ☐ Four cards with simple sketches of big and small cats
- ☐ Extra Worksheet 3, one for each child

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song encouraging the children to sing along. Walk around the classroom pretending to be Kenny and greet the children.

2 Poster time

Put up the Cross-curricular poster 1. Put on the Kenny puppet and have the following conversation with him. *Kenny, look! Big* (stretch out wide)*! Small* (crouch down into a ball)*!* Point to each item on the poster and say *big* or *small*. Encourage the children to repeat the words and do the corresponding miming.

3 Play *What's next?*

You will need four cards with simple sketches of big and small cats. Show the first card with the small cat and say: *small*. Put it up on the board. Then show the card with the big cat and say: *big*. Put it up on the board. Continue with the next card *(small)*. Ask the children to tell you which card comes next *(big)*.

Table Time*

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Extra Worksheet 3 (p. 165)

Photocopy and hand out Extra Worksheet 3. Explain the activity. Point to the dog. Ask: *Big or small?* Elicit the answer. Take a blue colored pencil and mime coloring the dog. Point to the mouse and ask: *Big or small?* Elicit the answer. Take a red colored pencil and mime coloring the mouse. Tell children that they should color the big things blue and the small things red.

Allow the children some time to complete the activity. Walk around the classroom as the children are coloring and praise their work.

Give the children their folders and ask them to put their worksheets in them.

*** If you are running out of time, you can skip *Table Time*.**

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

The Big and Small Cats

Ask the children to stand in a circle. Assign roles (big cat, small cat) by going around and patting the children on their shoulders. Demonstrate the game. Say: *Big cats, touch your tummies!* The children that belong in that group touch their tummies. Repeat the procedure using the rest of the prompts *(touch your mouth, touch your eyes, clap your hands, touch your ears, touch your nose)*, as many times as you think necessary.

The Big and Small Poster

The children, in pairs or on their own, draw pictures and make their own posters with pairs of big and small items. Make a class display.

Unit 2 - Let's play!

Key language

Language

Children's language

toys, bike, car, train, teddy bear, doll

Review

red, blue, green, yellow, thirsty, hungry, sleepy, mouth, tummy, eyes, hands, ears, nose, small, big

Classroom language

This is Polly (the parrot). Hurry up! Put your toys away, Molly. What's your favorite toy? Get on the (blue) train! Where's Molly? Let's play with the car! Where's the (bike)? It's there, there, there!

Unit Aims

- To identify toys
- To review parts of the body
- To review colors
- To reinforce the concept of left and right
- To familiarize children with the class routine
- To develop social skills by having children follow commands
- To develop gross motor skills through miming actions in the songs and story
- To develop pre-reading and observational skills through matching and coloring activities
- To improve fine motor skills by coloring and matching
- To develop creative skills by making a teddy bear
- To encourage children to cooperate by singing songs and playing games

Main attitudes

- Willingness to participate
- Enjoyment of the songs, activities, and story
- Polite behavior and respect for others
- Development of self-confidence

Main Evaluation criteria

Children should:

- start to recognize and name toys in English
- identify and name some parts of the body in English
- identify and name the colors red, blue, green, and yellow
- start to develop awareness of traffic laws in their country
- start to interact with others and the puppet
- be able to use their bodies to communicate verbally and non-verbally
- respond appropriately to classroom language
- perform actions and mime during songs, games, and dramatic play

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lessons 7 & 8

Showtime! (Lesson 9 – Optional)

Across the Curriculum (Lesson 10 – Optional)

Unit 2 - Let's play!

Lesson 1

Language

Children's language

- ***New***
  toys, Welcome, Polly!
- ***Review***
  thirsty, hungry, sleepy, mouth, tummy, eyes, hands, ears, nose

Classroom language

- *This is Polly (the parrot). Hurry up! Who's this? Put your toys away, Molly. Tidy up! What color is this?*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 13 & 14 *(Polly, toys)*
- ☐ *Happy Hearts pet shop* poster
- ☐ Class CD
- ☐ Worksheet 1
- ☐ Kenny's Corner: Unit 1 Picture Flashcards, cards with simple drawings of toys

Before going into class

Put picture flashcards 13 & 14 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1.)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *Polly* flashcard out of the basket. Show it to the children and say: *This is Polly (the parrot).* Encourage the children to say *Hello, Polly!* Explain to the students, in L1 if necessary, that Polly is Kenny's friend and that she has just come to the pet shop. Wave to Polly and say *Welcome, Polly!* Encourage the children to repeat after you. Go to the *Happy Hearts pet shop* poster and put the *Polly* flashcard on the designated frame. Alternatively, ask a child to do this for you. While you are doing this you can sing the following (To the tune of *Hello, I'm Kenny!* Track 04):

Hello, I'm Polly.
Hello, hello, hello!

Next, take out the *toy* flashcard. Show it to the children and say *toys.* Encourage the children to repeat the words after you.

If there are toys available, spread them out on the floor. Say: *Let's tidy up!* while picking up the toys from the floor. Put the toys around the room again. Choose a child and say: *Tidy up, (Susan)! Put the toys away.* Encourage the child to pick up the toys and put them in a designated place, e.g. a box. Continue the activity with other children. Say: *Hurry up!* and encourage them to move quickly.

3 Listen to the *Tidy up!* song. (Track 15)

Go through the song and demonstrate the following actions:

Tidy up, Molly, (mime picking things up)
Tidy up!
Tidy up, Molly,
Hurry up! (mime picking things up quickly)

Tidy up, Billy,
Tidy up!
Put your toys away, (mime putting things in a box)
Hurry up!

Play the song and encourage the children to copy your actions. Play the *Tidy up!* song again. Encourage the children to listen and join in the actions.

4 Play *Tidy up.*

Use the toy flashcards of the unit *(photocopy them so that you have two sets)* or bring in actual toys. Divide the children into two teams, A and B, and ask them to form two lines. Put a set of flashcards or toys on the floor in front of each team and a box in the back of each team. Start the game. The first child of each team picks up a flashcard or toy and hands it to the child behind him/her and so on until it reaches the end of the line. The last child of each team puts it into the box. The next flashcard or toy can be passed only when the previous one is inside the box. The first team to get all the flashcards or toys in the box is the winner.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1 page 17

Show Worksheet 1 to the children. Point to Molly and say *Who's this?* Elicit her name. Repeat with *Billy* and *Polly, the parrot*. Now point to Molly and the toys and then the box. Say: *Put your toys away, Molly. Tidy up!* Use your finger and follow the path that leads to the box. Repeat with *Billy* and *Polly*.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Walk around the classroom and check the children's work as they are coloring the paths. Ask: *What color is this?* and encourage the children to say what color their paths are. Praise their work.

Point to the picture of Molly and say: *Molly … .* Encourage the children to say *tidy up!* Repeat with the pictures of *Billy* and *Polly*.

As an extension, play the *Tidy up!* song (Track 15). The children sing the song and point to Billy and Molly when they hear their names in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say *Thank you, Kenny. Bye-bye.* Ask the children to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Whispering game

Place the Unit 1 flashcards inside the Interactive Poster. Children sit in a circle. Remove a flashcard from the Interactive Poster and hand it to the first child without the others seeing it. The child whispers the name of the flashcard item to the next child and so on. The last child calls out the name of the item and the first child reveals the flashcard for verification. Start with a different child each time.

Tidy up!

Prepare cards with simple drawings of some toys, e.g. *bike, doll, teddy bear,* etc. Alternatively, use the unit flashcards. Demonstrate the game. Show a card, e.g. *bike*. Mime bending down, picking up a bike, and putting it away. Encourage the children to copy your actions. Repeat with the rest of the cards. Then show the children a card and ask them to do the miming on their own.

Unit 2 - Let's play!
Lesson 2

Language

Children's language

- ***Review***
  toys, tidy up

Classroom language

- *What's your favorite toy? Yes? No? Can you help Molly, Billy, Kenny, and Polly go to the toys?*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Toy flashcards or real toys
- ☐ Class CD
- ☐ Extra Worksheet 1, one for each child

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

Sing the *Hello!* song, encouraging the children to sing along. Go around the classroom with the Kenny puppet and greet the children.

2 Play *Tidy up.*

Scatter the toy flashcards from the unit or some real toys on the floor. Divide the children into two teams. Choose a child from each team. The two children try and pick up as many flashcards/toys from the floor as they can until you say *Stop!* Ask the remaining children to say *Tidy up your toys!* The child that has the most flashcards/toys gets a point for his team. Scatter the flashcards/toys on the floor again and the game continues with two new children. The team with the most points wins.

3 Play *My favorite toy.**

Gather the children around the toy flashcards or the real toys. Ask: *What's your favorite toy?* Point to the first one and nod your head as you ask *Yes?* Then shake your head and ask *No?* Point to the next toy and repeat the procedure. Ask the children to choose their favorite toy and draw a picture of it. When they finish, ask the children to get into groups, ie all the children that have drawn teddy bears together, etc.

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Remove the *Polly* press-out.

Give children their press-outs. Demonstrate what to do, using your own copy. Put your fingers through the holes and have Polly stand on the table. Look at it and say *Hello, Polly!* Encourage the children to do the same. Go around the classroom providing any necessary help.

5 Sing the *Tidy up!* song. (Track 15)

Play the *Tidy up!* song. Encourage the children to move their press-outs to the music. Put the children into groups of three. Play the song again. The children take turns "performing" a verse, ie moving their press-outs to the music of a verse.

Give the children their folders and ask them to put their press-outs in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the children to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Sing a song!

Play the karaoke version of the *Tidy up!* song (Track 16). Lead the children into singing the song and miming the actions. Alternatively, sing part of the song and leave some gaps for the children to join in,

e.g. Put your … .

Follow the paths. (Extra Worksheet 1 on p. 166)

If you have time, photocopy and hand out Extra Worksheet 1. Point to the characters (Molly, Billy, Kenny, and Polly) and elicit their names. Point to the toys in the middle and say *Look at the toys. Can you help Molly, Billy, Kenny, and Polly go to the toys? Follow the paths.* Children draw lines from the characters to the toys.

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Unit 2 - Let's play!

Lesson 3

Language

Children's language

- ***New***
  bike, car, train
- ***Review***
  yes, no

Classroom language

- *Get on the (blue) train! Where's Molly? Let's play with the car!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 15-17 *(bike, car, train)*
- ☐ Extra Worksheet 2, one for each child
- ☐ Class CD
- ☐ Worksheet 2

Before going into class

Put picture flashcards 15-17 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With Kenny's help sing the *Hello!* song and encourage the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *bike* flashcard out of the basket. Show it to the children and say *bike*. Encourage the children to repeat after you. Follow the same procedure with the *car* and *train* flashcards.

Now sit in a chair, extend your hands as if you are holding handlebars and pretend you are pedaling. Encourage the children to mimic your actions and say the word *bike*. Next say: *beep, beep* and mimic turning a steering wheel. Encourage the children to mimic your actions and say the word *car*. Finally, pretend you are a train conductor and mime pulling the lever to sound the horn. Say: *choo, choo.* Encourage the children to mimic your actions and say the word *train*.

3 Listen to the *Let's play!* song. (Track 17)

Go through the song and demonstrate the following actions.

Let's play with the bike, (extend your hands as if holding the handlebars and mime pedaling)
Let's play with the bike!
Ring! Ring! Ring! (ring, ring, ring sounds)
Let's play with the bike!

Let's play with the car, (mime turning the steering wheel)

Let's play with the car!
Beep! Beep! Beep! (beep, beep, beep sounds)
Let's play with the car!

Let's play with the train, (mime pulling the lever to sound the horn)
Let's play with the train!
Choo! Choo! Choo! (choo, choo, choo sounds)
Let's play with the train!

Play the song and encourage the children to copy you. Play the *Let's play!* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(bike, car, train)*. Play the song a third time and use the flashcards as prompts to help the children sing along while doing the actions.

4 Play *The Color Train.*

Before going into class

Prepare blue, green, yellow, and red tickets, enough for the whole class. Alternatively, photocopy Extra Worksheet 2 on p. 167 and give three tickets to each child.

Hand out tickets of different colors, *e.g. blue, green, and red,* to the class. Go around the classroom (as the train engine) and call out *Get on the (blue) train!* Children who have a (blue) ticket show it to you, say the color, and then get on the train by holding your waist and following you around the room until all the children with the (blue) tickets are on board. As soon as all the children with the blue tickets are on board, take them to the "station." Repeat with the next color.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 2 page 19

Show Worksheet 2 to the children. Ask *Where's Molly?* Encourage the children to point to Molly in the car. Then say: *Let's play with the car!* Pretend that you are driving a car and make *vroom, vroom!* and *beep, beep!* sounds. Encourage the children to repeat the sounds. Repeat with the remaining characters.

Hand out Worksheet 2 to the children. Explain that they have to match the silhouettes to the characters. Point to the silhouette of Billy and draw an imaginary line with your finger from the silhouette to Billy in the scene. Repeat with the other silhouettes. Encourage the children to also repeat. Allow the children some time to work on their own. Walk around the classroom as the children are working and praise their work.

Play the *Let's play!* song (Track 17). Encourage the children to listen to the song and point to the toys *(bike, car, train)* when they hear the words in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Guess the flashcard

Cut two small holes out of a piece of 8½ x 11 paper. Hold the paper over a flashcard from the lesson (*bike, car,* or *train*) and move it around to reveal more of the picture. The children guess the word and say it aloud. Continue with the rest of the flashcards.

Yes/No

Choose a child and blindfold him/her. Hand out a flashcard (either from this lesson or any of the flashcards from Unit 1). Ask the rest of the class to hide the card somewhere in the classroom. Remove the blindfold and tell the child to search for the flashcard. The remaining children say ***Yes*** when the child gets close to the flashcard or ***No*** if he/she gets further away. Once the flashcard is found, the child names it and the game continues with a different child being blindfolded.

Unit 2 - Let's play!

Lesson 4

Language

Children's language

- ***Review***
  toys, bike, car, train

Classroom language

- *Stop, Go, Left, Right, Where's the (bike)?*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 15-17 *(bike, car, train)*
- [ ] Duct tape or chalk
- [ ] Class CD
- [ ] Worksheet 3

Before going into class

Put picture flashcards 15-17 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use Kenny to take out the flashcards, one at a time. Name the items on each flashcard and encourage the children to repeat after you.

Show the three flashcards *(bike, car, train)* to the children, one by one. Ask them to identify the item on each flashcard, and then put up the cards on the board. Ask the children to close their eyes while you remove a flashcard from the board. The children open their eyes and say which one is missing. Repeat with other flashcards.

3 Listen to the *Let's play!* song. (Track 17)

Pretend that you are driving a car and make *vroom, vroom!* and *beep, beep!* sounds. Say: *Let's play with the car.* Encourage the children to mime the action and repeat the sounds. Do the same with *bike* and *train*.

Play the song. Encourage the children to mime the actions. Play the song again and encourage the children to sing along and/or join in the actions.

4 Play *Stop and Go.*

Create a Main Street in the classroom using duct tape or chalk to delineate it. Explain the concept of left and right. Ask students to mime cars and bicycles going up and down the street, keeping to the left or the right depending on the traffic laws in

your country. Pretend to be a traffic policeman by stepping into the "street" and shouting *Stop* or *Go* to the drivers. This activity provides experiences that will help establish the concept of left and right. If you wish, you can add a third group of children who act like trains. The trains cross the street whenever the traffic policeman says so.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 3 page 21

Show Worksheet 3 to the children. Ask them to name the toys they see in the picture.

Hand out Worksheet 3 to the children. Explain that they have to find the toys and color them. Ask: *Where's the bike?* Use your finger and move it over the dotted area of the bike. Encourage the children to point to the bike and say the word. Ask: *What color is the bike?* Elicit the color *green*. Repeat with the *car* and *train*. Allow the children some time to work on their own. Walk around the classroom as the children are coloring their pictures, point to a toy, and ask them: *What color is it?* Encourage them to name the toy and say what color it is, e.g. *(a) red (car)*.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

What am I?

Ask a child to come to the front of the classroom. Give him/her a toy flashcard without showing it to the rest of the class. Ask the child to mime the toy. The child who guesses correctly comes to the front and repeats the activity.

Freeze

Play the karaoke version of the song from the previous lesson (Track 18). Ask the children to walk around the classroom and mime driving a car, riding a bike, or a train. Pause the music. The children should "freeze", and then continue where they left off when you start the music again.

Unit 2 - Let's play!

Lesson 5

Language

Children's language

- ***New***
  teddy bear, doll, There!
- ***Review***
  bike, car, train

Classroom language

- *Where's my doll/teddy bear?*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 18 & 19 *(teddy bear, doll)*
- [ ] Teddy bear, doll
- [ ] Class CD
- [ ] Worksheet 4
- [ ] Kenny's Corner: Extra Worksheet 3, one for each child; a plastic bottle

Before going into class

Put picture flashcards 18 & 19 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use Kenny to take the *teddy bear* flashcard out of the basket. Show it to the children and say *teddy bear*. Encourage the children to repeat. Follow the same procedure with the *doll* flashcard.

Now mime hugging a *teddy bear* and say the words. Encourage the children to mime your actions and repeat the words. Pretend you are holding a doll and combing its hair. Encourage the children to copy your actions and say the word, *doll*.

3 Listen to the *Where's my teddy?* song. (Track 19)

Go through the song and demonstrate the following actions.

Where's my teddy? (shrug shoulders and look around)
Where's my teddy?
Where? Where? Where?
Where? Where? Where?
Where's my little teddy? (shrug shoulders and look around)
Where's my little teddy?
There, there, there! (point to the teddy bear flashcard)
There, there, there!

Where's my doll? (shrug shoulders and look around)
Where's my doll?
Where? Where? Where?
Where? Where? Where?
Where's my little doll? (shrug shoulders and look around)
Where's my little doll?
There, there, there! (point to the doll flashcard)
There, there, there!

Play the song and encourage the children to copy your actions. Play the *Where's my teddy?* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(teddy bear, doll)*. Play the song a third time and use the flashcards as prompts to help the children sing along while performing the actions.

4 Play *Where?*

Before going into class

Bring a teddy bear and a doll to class.

Choose a child and ask him/her to leave the room. Place the doll and the teddy bear somewhere visible in the classroom. Have the child reenter the classroom, and then ask: *Where's my (doll)?* The child must remain in one place and look carefully around the room. When he/she spots the toy, he/she must point to it and say: *It's there, there, there!*

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 4 page 23

Show Worksheet 4 to the children. Point to Molly and Polly and elicit their names. Next point to the toys in the jigsaw puzzles and encourage the children to name them. Now shrug your shoulders and ask: *Where's the doll?* Use your finger and follow along the given line.

Hand out Worksheet 4 to the children. Explain that they have to draw a line from the puzzle pieces to the picture. Allow the children some time to work on their own. Walk around the classroom as the children are working and praise their work.

As an extension, play the *Where's my teddy?* song (Track 19). The children listen to the song and point to the teddy bear and the doll when they hear these words in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Let's play Bingo! (Extra Worksheet 3 on p. 168)
If you have time, photocopy and hand out Extra Worksheet 3. Point to the toys and elicit their names. Explain the activity. The children choose three of the toys and draw them in any three squares they like. When they finish, call out the name of any three toys. The first child to circle his/her drawings and say *BINGO* wins.

Spin the Bottle
Put up the unit flashcards. Ask the children to sit in a circle. Place a bottle in the middle of the circle. Ask a child to spin the bottle. When the bottle stops, have the child who is sitting directly in front of the neck of the bottle name a flashcard item from the unit. That child then spins the bottle and the game continues. If you wish, you can use some of the flashcards from the previous units.

Unit 2 - Let's play!

Lesson 6 – Toy Box

Language

Children's language

- ***New***
  This is (Tom) the teddy.
- ***Review***
  toys, bike, car, train, teddy bear, doll

Extra materials checklist

- ☐ Kenny puppet
- ☐ Teddy bear, doll
- ☐ Picture Flashcards 15-17 *(bike, car, train)*
- ☐ Class CD
- ☐ Extra Worksheet 4, one for each child
- ☐ Kenny's Corner: Pictures of different teddy bears, dolls, trains, cars, and bikes from magazines; a bag, toys (teddy bear, doll, car, and train)

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to the *Where's my teddy?* song. (Track 19)

Use the teddy bear and doll from the previous lesson and put them up somewhere in the classroom so everyone can see them. Ask *Where's the teddy bear?* Encourage the children to point to it and say *There!* Repeat with the *doll.*

Play the *Where's my teddy?* song. Encourage the children to sing along and/or join in the actions.

3 Play *What's the sound?**

Show the children the *bike, car,* and *train* flashcards, at random, and have them respond by making the appropriate sound:

Car – beep, beep
Train – choo, choo
Bike – ring, ring

Start slowly and speed up to make it more challenging and fun.

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Make your own teddy bear.

Hand out the Extra Worksheet 4 (p. 169). Show the children your copy and ask them to color theirs. Help the children cut it out.

As an extension, the children name their teddy bears and introduce them. If they wish, they can name their teddy bears after themselves,

e.g. *Tom: This is Tom the teddy bear.*
Alice: This is Alice the teddy bear.

Note: Don't let the children take their teddy bears home yet if you are planning to do Optional Lesson 9. They will need them then.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Toys collage

Bring in pictures of different teddy bears, dolls, trains, cars, and bikes from magazines, etc. Divide the children into five groups and assign one toy to each group. Hand out the corresponding pictures to each group and ask them to make a collage of their particular toy.

"Feely" Bag

You will need a bag of toys with a teddy bear, a doll, a car, and a train. Show the children the toys and say the name of each one as you put all of them in a bag. Put your hand inside the bag and say what you can feel. Then take out the toy and see if you were right. Say: *Yes! A doll!* Now invite a few children to put their hands in the bag and guess what they can feel. If they can't remember the English word, let them point to the flashcards and say the word in English.

Unit 2 - Let's play!

Lesson 7

Language

Children's language

- ***Review***
  toys, bike, car, train, teddy bear, doll

Classroom language

- *It's time for dinner! Put your (teddy bear) away! See you tomorrow. Tomorrow we can play! Look at the (cars)!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Unit 2 Story Cards
- ☐ Class CD
- ☐ Kenny's Corner: Units 1 & 2 Picture Flashcards

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to the *Tidy up!* story. (Track 21)

Say: *Come on everyone, one, two, three. It's storytime for you and me!*

Narrate the story or play the CD. While the children are listening, point to the corresponding Story Cards.

Story Card 1

Mommy: *Tidy up!*
Storyteller: *…says Mommy.* (point to Mommy)
Mommy: *It's time for dinner! Put your teddy away!* (point to the teddy bear)
Molly: *Bye-bye,*
Storyteller: *…says Molly.* (point to Molly)
Molly: *See you tomorrow. Tomorrow we can play!* (wave goodbye)

Point to Molly and say: *Put your … away!* (point to the teddy bear). The children complete your sentence *(teddy bear)*. Then say: *Bye-bye. See you tomorrow. Tomorrow we can play!*

Story Card 2

Mommy: *Tidy up!*
Storyteller: *…says Mommy.* (point to Mommy)
Mommy: *It's time for dinner! Put your doll away!* (point to the doll)
Molly: *Bye-bye,*
Storyteller: *…says Molly.* (point to Molly)
Molly: *See you tomorrow. Tomorrow we can play!* (wave goodbye)

Point to Molly and say: *Put your … away!* (point to the doll). The children complete your sentence *(doll)*. Then say: *Bye-bye. See you tomorrow. Tomorrow we can play!*

Story Card 3

Mommy: *Tidy up!*
Storyteller: *…says Mommy.* (point to Mommy)
Mommy: *It's time for dinner! Put your car away!* (point to the car)
Billy: *Bye-bye,*
Storyteller: *…says Billy.* (point to Billy)
Billy: *See you tomorrow. Tomorrow we can play!* (wave goodbye)

Point to Billy and say: *Put your … away!* (point to the car). The children complete your sentence *(car)*. Then say: *Bye-bye. See you tomorrow. Tomorrow we can play!*

Story Card 4

Mommy: *Hurry up!*
Storyteller: *…says Mommy.* (point to Mommy)
Mommy: *It's time for dinner! It's the end of the day!* (point to the dinner and the window)

Repeat the story. Encourage the children to join in naming the toys.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

3 Find the stickers.

Hand out the story worksheets and the sticker page to the children. Hold up the sticker page. Point to the teddy bear sticker and say: *Molly, put your teddy bear away.* Pretend to take the teddy bear sticker and put it in the correct place on the worksheet. Repeat with the other stickers saying *(Molly), put your (doll) away.*

Now the children put their own stickers on their worksheets. Go around the classroom providing any necessary help and praising their work.

4 Color the ball.

Point to the ball on page 26. Point to the colors and ask them to name them. Ask the children to finish coloring the ball. If you have time, play the story again. Encourage the children to join in whenever they can.

Give the children their folders and ask them to put their worksheets in them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Find the flashcard

Ask the children to sit in a circle. Spread the flashcards of Units 1 and 2 on the floor in the middle of the circle. Demonstrate the game. Name a flashcard item, and then look at the flashcards while counting slowly from one to five. When you get to four, pick up the corresponding flashcard and name the item again. Put the flashcard back with the others. Choose a child to come to the middle and start the game.

Look at the trains

Ask the children to walk around the classroom. Explain the rules. When you say *Look at the trains!* the children form a line and walk around saying *Choo, Choo.* When you say *Look at the cars!* the children form a line and walk around saying *Beep, Beep.* When you say *Look at the bikes!* the children form a line and walk around saying *Ring, Ring.*

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Unit 2 - Let's play!

Lesson 8

Language

Children's language

- ***Review***
  toys, bike, car, train, teddy bear, doll

Classroom language

- *Come on everyone, it's storytime fun.*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Unit 2 Story Cards
- [ ] Class CD
- [ ] Kenny's Corner: Units 1 & 2 Picture Flashcards; jump rope

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Let's look at the story again. (Track 21)

Say the **storytime** chant from the previous lesson.

Put up the Story Cards where the children can see them. Narrate the story or play the CD. Point to the characters as they speak, as well as to vocabulary items as they are heard.

Mix up the Story Cards. Play the first part of the story. Ask the children to identify the correct Story Card. Put it first. Repeat with the rest of the Story Cards.

3 Play *Kim's Game.*

Put up the toy picture flashcards. Ask the children to look at them for two minutes before they close their eyes. Take one of the flashcards away. Ask the children to open their eyes and tell you which one is missing.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 A toy for Molly and Billy.

The children draw a toy (bike, car, doll, teddy bear, train) for Molly and Billy. Put up the flashcards of Molly and Billy. Have the children come to the board and offer the toys to the characters. You can teach them to say *Here's a (bike) for you.* Accept it and say *Thank you.* Make a class display.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Cross the river

You will need the Picture Flashcards from Units 1 and 2. Place the picture flashcards on the floor. Explain to the children that each flashcard represents a stepping stone in a river. They have to correctly name the flashcards in order to step on each "stone" and cross the "river."

Jump rope

You will need a jump rope. Have the children stand in a line. Ask for a volunteer to help you hold the other end of the rope. (The rope should be held at a height so that all of the children will be able to jump over it.) On the other side of the rope spread out some toys (doll, teddy bear, toy car/bike/train) or the toy flashcards from the unit, and a box. Choose a child and say the name of a toy. The child has to jump over the rope, pick up the correct object, and put it in the box. For other rounds, you can change the height of the rope so that the children will have to crawl/roll under it.

Unit 2 - Let's play!

Showtime! (Lesson 9 – Optional)

Language

Children's language

- ***Review***
  toys, bike, car, train, teddy bear, doll

Classroom language

- *Come on everyone, it's storytime fun.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Picture Flashcards 15-19 *(bike, car, train, teddy bear, doll)*
- ☐ The teddy bear the children prepared in Lesson 6
- ☐ Kenny's Corner: Photocopies of the unit flashcards (two sets)

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play the *Pass the action* game.

Ask the children to stand in a circle. Hold up a toy flashcard, name the toy, and perform the corresponding action. Then touch the child's shoulder next to you to pass on the action. Encourage the child to say the word and perform the action. The children continue to pass the word and the action until you say *Stop!* Then show them a new flashcard and repeat the game.

3 It's Showtime!

Hand out the teddy bears from Lesson 6. Ask for some volunteers and demonstrate the following dramatic play:

Teacher: *Let's play with the bike!*
Children: *Ring! Ring! Ring!* (mime riding a bike)
Teacher: *Let's play with the car!*
Children: *Beep! Beep! Beep!* (mime driving a car)
Teacher: *Let's play with the train!*
Children: *Choo! Choo! Choo!* (arms by side with elbows bent, making a circular movement forward)
Teacher: *OK! Tidy up! Put your toys away!*
Children: (pick up the teddy bear)
Teacher: *It's time for dinner!*
Children: *Bye-bye, teddy bear!* (put the teddy bear down and wave goodbye)

Repeat. This time encourage all the children to participate. Do not push any shy children to participate if they don't want to. They can be the audience and they can applaud you and the rest of the children upon completion of the performance.

Give the children their folders and ask them to put their teddy bears in them.

4 My favorite song.

Ask the class what their favorite song is. Play the song. The children join in the actions and sing along. If you wish, you can use the karaoke version of the song.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Draw your favorite toy

Ask the children: *What's your favorite toy?* Elicit their answers. Tell the children they are going to draw their favorite toy. Once the children have finished their drawings, display them somewhere in the classroom.

Concentration

Make two copies of each unit flashcard. Without showing them to the children, put them face down on the board. Divide the children into Teams A and B. Choose a child from Team A to go to the board and turn two flashcards over so everyone can see them. Encourage him/her to name the flashcard items. If the flashcards are the same, his/her team gets a point and the flashcards are taken off the board. If they are different, they are turned over and the game continues.

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Unit 2 - Let's play!

Across the Curriculum (Lesson 10 – Optional)

Aim

- *To talk about means of transportation that travel on land and in the air (Geography)*

Children's language

- *air, land*

Classroom language

- *Bike. Ring! Ring! Let's go!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Cross-curricular poster 2
- ☐ Extra Worksheet 5, one for each child
- ☐ Kenny's Corner: small boxes, construction paper, glue, scissors; magazine pictures of means of transportation

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Poster time

Put up Cross-curricular poster 2. Put on the Kenny puppet, point to the bike, and have the following conversation with him. *Kenny, look! Bike. Ring! Ring!* Encourage the children to copy your actions. Follow the same procedure and review the means of transportation the children know. *(car – beep, train – choo)* Encourage the children to copy your actions.

Name a means of transportation. Have the children make the corresponding sound.

Explain, in L1, that we can travel on land or in the air. Point to the plane. Ask *On land or in the air?* The children answer *((in the) air)*. Repeat with the other means of transportation.

3 Play *Let's go!*

Ask the children to stand on one side of the classroom, one next to the other. Explain the activity. Tell the children that they need to go to the other side of the classroom, but they must use the means of transportation you choose. Say: *Bike! Let's go!* The children mime riding their bikes and go to the opposite side of the classroom. Repeat with *train* and *car*.

Table Time*

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Extra Worksheet 5 (p. 170)

Photocopy and hand out Extra Worksheet 5. Explain the activity. Point to the hot-air balloon. Ask *Land or Air?* Elicit the answer. Take a yellow colored pencil and mime coloring the hot-air balloon. Tell the children that they should find the means of transportation that travel in the air and color them yellow, and the means of transportation that travel on land, they should color green.

Allow the children some time to complete the activity. Walk around the classroom as the children are coloring and praise their work.

Give the children their folders and ask them to put their worksheets in them.

* If you are running out of time, you can skip *Table Time*.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Let's make a car!

You will need small boxes. Alternatively, ask the children to bring in small boxes from home. Cut some wheels, windows, and doors out of construction paper. Give each child a small box and a set of wheels, doors, and windows. Show them your model and guide them in making their own. Have the children paint the boxes and glue the wheels, doors, and windows onto them. Make a class display.

Transportation collage

Hand out pictures showing means of transportation to the children. Have them choose one they like and make a collage. Make a class display.

Unit 3 - Yummy!

Key language

Language

Children's language
pizza, cake, apples, cookies, carrots, ice cream, numbers 1-5

Review
hello, bye, red, blue, green, yellow, toys, bike, car, train, teddy bear, doll

Classroom language
Let's help Danny find the pizza. I can smell pizza. Let's make a pizza. What's next? Let's play Peek! Let's count. How many? Yum! I like ice cream. Yuck! I don't like carrots. Do you like ice cream? Yes or no? What's this? Do you like carrots?

Unit Aims

- To identify food
- To review toys
- To review colors
- To review/introduce numbers 1-5
- To familiarize children with the classroom routine
- To develop social skills by having children follow commands
- To develop gross motor skills through miming actions in the songs and story
- To develop pre-reading and observational skills through tracing, drawing, and coloring activities
- To improve fine motor skills by tracing, drawing, and coloring
- To develop creative skills by making a food tree
- To encourage children to cooperate by singing songs and playing games

Main attitudes

- Willingness to participate
- Enjoyment of the songs, activities, and story
- Polite behavior and respect for others
- Development of self-confidence

Main Evaluation criteria

Children should:

- start to recognize and name six food items in English
- identify and name the colors red, blue, green, and yellow
- be able to count from one to five
- start to interact with others and the puppet
- be able to use their bodies to communicate verbally and non-verbally

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lessons 7 & 8

Showtime (Lesson 9 – Optional)

Across the Curriculum (Lesson 10 – Optional)

Unit 3 - Yummy!

Lesson 1

Language

Children's language

- ***New***
  pizza, cake, Welcome Danny!
- ***Review***
  colors, bike, car, train, doll, teddy bear

Classroom language

- *This is Danny (the dog).*
  What is in the kitchen?
  What color is your (pizza)?

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 20-22 *(Danny, pizza, cake)*
- ☐ *Happy Hearts pet shop* poster
- ☐ Classroom CD
- ☐ Worksheet 1
- ☐ Kenny's Corner: Extra Worksheet 1, white construction paper, stapler, scissors; Unit 2 Picture Flashcards

Before going into class

Put picture flashcards 20-22 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1.)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket? *What's in my basket?*
Come and see. *One, two, three!*

Use the Kenny puppet to take the *Danny* flashcard out of the basket. Show it to the children and say: *This is Danny (the dog).* Encourage the children to say *Hello, Danny!* Explain to the students, in L1 if necessary, that Danny is Kenny's friend and that he has just come to the pet shop. Wave to Danny and say: *Welcome Danny!* Encourage the children to repeat after you. Go to the *Happy Hearts pet shop poster* and put the Danny flashcard on the designated frame. Alternatively, ask a child to do this for you. While you are doing this you can sing the following (To the tune of *Hello, I'm Kenny!* Track 04):

Hello, I'm Danny. Hello, hello, hello!

Next take out the *pizza* flashcard and say: *pizza.* Ask the children to repeat. Next take out the *cake* flashcard and say: *cake.* Ask the children to repeat.

Now pretend you are holding a slice of pizza. Hold it up to your nose and pretend to smell it. Say: *Sniff!*

Sniff! I can smell a pizza! Encourage the children to copy your actions. Then mime eating as you say: *Let's eat now!* Follow the same procedure with the cake.

3 Listen to the *Let's eat now!* song. (Track 22)

Go through the song and demonstrate the following actions:

What is in the kitchen? (shrug shoulders)
I can smell a pizza. (mime smelling)
Sniff! Sniff! Sniff! Sniff! (sniff)
Let's eat now! (mime eating)

What is in the kitchen? (shrug shoulders)
I can smell a cake. (mime smelling)
Sniff! Sniff! sniff! (sniff)
Let's eat now! (mime eating)

Play the song and encourage the children to copy your actions. Play the *Let's eat now!* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(pizza, cake)*. Play the song a third time and use the flashcards as prompts to help the children sing along while performing the actions.

4 Play *What is in the kitchen?*

Draw a simple picture of a pizza and a cake. Ask: *What is in the kitchen?* Tell the children to look at the drawings for a couple of minutes. Cover up the drawings with a piece of paper. The children try to copy your drawings. Walk around the classroom and ask questions about the children's drawings, *e.g. What color is your (pizza)?*

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1 page 29

Show Worksheet 1 to the children. Point to Danny, and sniffing, say: *I can smell a pizza.* Encourage the children to make a sniffing sound and repeat the words. Repeat with the picture of the cake. Explain to the children that they have to trace the lines so that Danny can get to the food. Say: *Let's help Danny find the pizza.* Ask a child to point to *Danny* and the *pizza*. Use your finger to trace the line.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Walk around the classroom as the children are working and praise their work.

Play the *Let's eat now!* song (Track 22). Encourage the children to sing the song and point to the pizza and cake when they hear these words in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Test Your memory

Choose six flashcards (from this lesson and from the previous unit) and put them up in two rows of three. Point to and name each flashcard item. Have the children repeat after you. Remove one flashcard and repeat the activity. Make sure to point to the empty space and encourage the children to name the item on the flashcard that was removed. Remove another flashcard and do the same until all the flashcards have been removed. The aim of the activity is for the children to test their memories and say all the words in the same order in which they appeared on the board, even though the flashcards have been taken off.

Make a chef's hat (Extra Worksheet 1 on p. 171)

If you have time, photocopy and hand out Extra Worksheet 1. Point to the hat and say: *This is a chef's hat. Let's make a chef's hat!* Ask the children to color their hats. Help them cut their hats out. Cut strips of white construction paper. Staple the chef's hats onto the middle of the strips, and then staple the strips to fit the size of each child's head. Play the *Let's eat now!* song. The children move to the rhythm of the song while wearing their hats.

Unit 3 - Yummy!

Lesson 2

Language

Children's language

- ***New***
  Cake or pizza? (Cake) please.
- ***Review***
  pizza, cake

Classroom language

- *I can smell a pizza.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 21 & 22 *(pizza, cake)*
- ☐ Classroom CD
- ☐ Kenny's Corner: Extra Worksheet 2, one for each child

Before going into class

Put picture flashcards 21 & 22 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *pizza* flashcard out of the basket. Show it to the children and say: *I can smell pizza, (yum, yum).* Encourage the children to repeat and copy your actions. Next take out the *cake* flashcard. Show it to the children and, sniffing it, say: *cake.* Encourage the children to repeat the words and copy your actions.

3 Play *Cake or pizza?*

Ask the children to draw a pizza. Help them cut their pizza into "slices." Then ask them to do the same with a cake. Once they finish, have the children offer each other a piece of cake or a slice of pizza. Encourage them to have the following dialogue:

Child 1: Cake or pizza?
Child 2: (Cake) please.
Child 1: (gives a piece of cake)

Note: If you wish, you can use real food.

4 Play *Puzzle Fun!**

Photocopy the picture flashcards of *pizza* and *cake.* Cut each flashcard into three to five jigsaw pieces. Mix up the pieces on the table. The children, on their own or in pairs, put the pieces together and name the items.

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Remove the *Danny* press-out.

Give children their press-outs. Demonstrate what to do using your own copy. Put your fingers through the holes and have Danny stand on the table. Look at it and say: *Hello Danny!* Encourage the children to do the same. Go around the classroom providing any necessary help.

6 Sing the *Let's eat now!* song. (Track 22)

Play the *Let's eat now!* song. Encourage the children to move their press-outs to the music. Put the children in groups of three. Play the song again. The children take turns "performing" a verse, ie move their press-outs to the music of a verse.

Give the children their folders and ask them to put their press-outs in them.

7 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the children to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Sing a song!

Play the karaoke version of the *Let's eat now!* song (Track 23). Lead the children into singing the song and miming the actions. Alternatively, sing part of the song and leave some gaps in it for the children to join in,

e.g. I can smell a … .

Yummy! (Extra Worksheet 2 on p. 172)

If you have time, photocopy and hand out Extra Worksheet 2. Point to Danny and say: *Danny is hungry. Look. A cake. A pizza!* Ask the children to help Danny reach the cake and the pizza. They have to draw a line from Danny to the food items.

Unit 3 - Yummy!

Lesson 3

Language

Children's language

- ***New***
  apples, cookies, I like (apples).
- ***Review***
  tummy, pizza, cake, colors

Teacher's language

- *What color is the apple?*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 21-24 *(pizza, cake, apples, cookies)*
- [ ] Classroom CD
- [ ] Worksheet 2
- [ ] Kenny's Corner: Play-Doh

Before going into class

Put picture flashcards 23 & 24 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *apples* flashcard out of the basket. Show it to the children and say: *apples.* Encourage the children to repeat the word. Follow the same procedure with the *cookies* flashcard.

Now mime holding an apple and taking a bite out of it. Say: *Mmm, yummy apples! I like apples.* Encourage the children to copy your actions and repeat the words. Pretend you are dunking a cookie in a glass of milk, and then take a bite and chew. Encourage the children to copy your actions and say the word *cookies.*

3 Listen to the *In my tummy* song. (Track 24)

Go through the song and demonstrate the following actions.

I like apples, (mime holding an apple and taking a bite out of it)
Yummy! Yummy!
I like apples (mime holding an apple and taking a bite out of it)
In my tummy. (point to your tummy)

I like cookies, (pretend you are dunking a cookie, take a bite, and chew)
Yummy! Yummy!
I like cookies (pretend you are dunking a cookie, take a bite, and chew)
In my tummy. (point to your tummy)

Play the song and encourage the children to copy you. Play the *In my tummy* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(apples, cookies)*. Play the song a third time and use the flashcards as prompts to help the children sing along while performing the actions.

4 Play *Food Chain.*

Put up the food flashcards (21-24). Ask the children to sit in a circle. Select a child to choose a food item and say: *I like (cookies)*. Then ask the child sitting next to him/her to repeat and add what they like.

e.g. Child 1: I like cookies.
Child 2: I like cookies and apples.
Child 3: I like apples and pizza.
Child 4: I like pizza and cookies. etc.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 2 page 31

Show Worksheet 2 to the children. Point to the apple in picture A, and rubbing your tummy, say: *I like apples*. Encourage the children to do the same. Repeat with the *pizza*. Then point to the cookies and say: *cookies*. Next, point to the corresponding plate in Picture B, and looking puzzled, ask: *cookies?* Encourage the children to say *cake*. Draw an imaginary circle over the cookies. Explain to the children that they have to find and circle four differences.

Hand out Worksheet 2 to the children. Allow the children some time to work on their own. Walk around the classroom and praise their work.

As an extension, play the *In my tummy* (Track 24) song. Encourage the children to sing the song and point to the apples and cookies when they hear these words in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Play-Doh food

Give some Play-Doh to the children and tell them to make Play-Doh food. Guide them through the process. Go around providing any necessary help. The children name their food items and show them to the class.

Listen and draw

Tell the children they are going to listen to your instructions and draw food items. Ask the children to draw a circle for a plate. Say the following slowly, with pauses: *Two apples. Yes. Two apples. Two red apples. Four cookies. Yes. Four cookies. Four yellow cookies.* Allow them enough time to draw and color what they hear. Go around the classroom repeating the instructions as many times as you think necessary so that each child has understood and followed them. When they finish, they show their drawings to the class.

Unit 3 - Yummy!

Lesson 4

Language

Children's language

- ***Review***
  colors, numbers 1-5, pizza, cake, apples, cookies, Do you like apples? I like (apples).

Classroom language

- *Let's play Peek! Let's count.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 21-24 *(pizza, cake, apples, cookies)*
- ☐ Classroom CD
- ☐ Worksheet 3
- ☐ Kenny's Corner: foam ball

Before going into class

Put picture flashcards 23 & 24 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take out the flashcards, one at a time. Name the items on each flashcard and encourage the children to repeat the words.

Now say: *Let's play Peek!* and explain the activity. Cut a piece of paper the same size as a flashcard. Cover a flashcard, and then start to gradually reveal the flashcard. The children try to guess the item pictured on the flashcard.

3 Listen to the *In my tummy* song. (Track 24)

Point to a child and ask: *Do you like apples?* Encourage the child to answer *Yes, I like apples.* The child who just answered asks someone else in the classroom and the activity continues until everyone has asked and answered. Repeat with *cookies.*

Play the *In my tummy* song. Encourage the children to mime the actions. Play the song again and encourage the children to sing along joining in the actions.

4 Play *Where's my cake?*

You will need the *pizza, apple,* and *cake* flashcards. Show the children the three flashcards. Put them face down on a table so that the children can't see the pictures. Mix the flashcards up and ask the children: *Where's my cake?* Ask a child to come and point to a flashcard. Turn the

flashcard over to see if the child's guess was correct. Mix the flashcards up again and repeat the game.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 3 page 33

Show Worksheet 3 to the children. Point to the cakes on the first tray and elicit the word *cake.* Then point to each cake individually and say: *Let's count.* Encourage the children to count the cakes. Repeat with the *cookies* and the *apples.* Point to the missing cake and use your finger to trace it. Then take a colored pencil and pretend to color it.

Hand out Worksheet 3 to the children. Explain that they have to trace and color the items. Allow the children some time to work on their own. Walk around the classroom as the children are doing the activity and praise their work.

When they finish, ask: *How many?* Encourage them to say the number and the foods.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Pass the flashcard

Ask the children to hold hands and form a circle. Then everyone sits down. Hand the food flashcards out to the children. Choose a student without a flashcard and encourage him/her to say *I like (cake).* The child who is holding the corresponding flashcard gives it to him/her. The activity continues until everyone has had a turn to say what they like.

Catch and say

Ask the children to sit in a circle. Put the food picture flashcards in the middle. Use a foam ball or make one out of crumpled paper. Say a food item and throw the ball to a child. The child catches the ball, says another food item, and throws the ball to another child. The game continues until the children have named all the food items without repeating any of them. Continue the game with the color, animal, parts of the body, toy, and number flashcards.

Unit 3 - Yummy!
Lesson 5

Language

Children's language

- ***New***
  carrots, ice cream
- ***Review***
  hello, bye, colors, thirsty, hungry, sleepy, Yes, No, small, big, toys, pizza, cake, apples, cookies

Classroom language

- *Yum! I like ice cream.*
  I don't like carrots. Do you like carrots/ ice cream? Yes or no? Let me know!
  What's this?

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive poster
- [ ] Picture Flashcards 25 & 26 *(carrots, ice cream)*
- [ ] Classroom CD
- [ ] Worksheet 4
- [ ] Kenny's Corner: Extra Worksheets 3 & 4, one for each child; Units 1 & 2 Picture Flashcards

Before going into class

Put picture flashcards 25 & 26 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *carrots* flashcard out of the basket. Show it to the children and say: *carrots*. Encourage the children to repeat. Next take out the *ice cream* flashcard and say: *ice cream*. Ask the children to repeat.

Pretend you are holding and licking an ice cream cone. *Say: Yum! I like ice cream.* Use facial expressions to express that you like ice cream. Then point to the children and ask: *Do you like ice cream? Yes or no?* Encourage the children to answer *Yes* or *No*. Repeat with *carrots*.

3 Listen to the *Yes or no?* song. (Track 26)

Go through the song and demonstrate the following actions.

Do you like carrots? (pretend you are holding a carrot and take a bite, point to the children)
Yes or no? Yes or no? (nod your head up and down, and then from side to side)
Do you like carrots? (pretend you are holding a carrot and take a bite, point to the children)
Let me know! Let me know! (point to yourself)

Do you like ice cream? (pretend you are licking an ice cream cone, point to the children)
Yes or no? Yes or no? (nod your head up and down, and then from side to side)
Do you like ice cream? (pretend you are licking an ice cream cone, point to the children)
Let me know! Let me know! (point to yourself)

Play the song and encourage the children to copy your actions. Play the *Yes or no?* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(carrots, ice cream)*. Play the song a third time and use the flashcards as prompts to help the children sing along while doing the actions.

4 Play *Kenny likes.*

Use the Kenny puppet and ask him what he likes. Kenny answers *yes* or *no* and the children respond by putting their thumbs up for *yes* and thumbs down for *no*,

e.g. *Teacher:* *Kenny, do you like carrots?*
Kenny: *Yes! (children put their thumbs up)*

As an extension, you can ask individual children about their likes/dislikes and have the rest of the class respond with thumbs up or thumbs down.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 4 p. 35

Show Worksheet 4 to the children. Point to each food item and ask: *What's this?* Elicit the answers. Point to the *carrot* again and say: *I like carrots. Yum!* Use your finger and pretend you are coloring the carrot. Explain to the children that they should draw the foods they like.

Hand out Worksheet 4 to the children. Allow the children some time to color the food items they like. Go around the classroom as the children are drawing and praise their work. Ask children to tell you which foods they like.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Carrie (the Carrot) – Al (the Apple) (Extra Worksheets 3 & 4)
If you have time, photocopy and hand out Extra Worksheets 3 & 4 (pp. 173-174). Ask the children to color the pieces. Help them cut the pieces out and glue them onto the carrot and apple bodies. Then point to the carrot and say: *This is Carrie (the carrot). Hello!* Encourage the children to greet Carrie. Repeat with Al (the apple). Play the karaoke version of the *Yes or no?* song. Sing the song with the students using the words *carrots* and *apples*. Tell the children who like carrots to raise Carrie (the carrot) when they hear *Do you like carrots?* or Al (the apple) if they like apples or both if they like both carrots and apples.

What's different?
You will need the picture flashcards from Units 1-3. Use three related flashcards and one flashcard from a different group, *e.g. pizza, apples, ice cream, and doll*. Put up the four flashcards. Ask a child to come and point to the one that's different, name it, and take it off the board. Repeat the activity several times with other flashcards.

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Unit 3 - Yummy!

Lesson 6 – Toy Box

Language

Children's language

- ***Review***
  colors, yes, no, pizza, cake, apples, cookies, carrots, ice cream, numbers 1-5

Classroom language

- *Do you like carrots?*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Classroom CD
- [ ] Picture Flashcards 25 & 26 *(carrots, ice cream)*
- [ ] five apples, five carrots (other similar shaped fruit/vegetables optional)
- [ ] Extra Worksheet 5, one for each child
- [ ] Kenny's Corner: Pictures of various foods from magazines, etc.; two paper plates, grapes

Unit 3 Lesson 6 Extra worksheet 5: Make your own food tree.

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Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to the *Yes or no?* song. (Track 26)

Use the flashcards from the previous lesson and put them up somewhere in the classroom so everyone can see them. Ask: *Do you like carrots?* Encourage the children to point to the flashcard and say *yes* or *no*. Repeat with *ice cream*.

Play the *Yes or no?* song. Encourage the children to sing along and/or join in the actions.

3 Play *Guess the fruit or vegetable.**

Put the five apples and the five carrots that you brought to class in a basket. (You can put other similar shaped fruit/vegetables in the basket to make the activity more interesting.) Blindfold a child and say: *two apples*. The child feels the fruit/vegetables and takes two apples out of the basket and says *two apples*. Repeat the activity changing the number of apples and carrots each time.

Note: If you wish, you can use plastic apples and carrots.

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Make your own food tree.

Hand out copies of Extra Worksheet 5 (p. 175). Show the children your copy and ask them to color the trunk. (You may want to glue the tree onto a piece of cardboard afterwards.) Ask the children to draw items of food on each leaf: apples, carrots, pizza, cake, ice cream, cookies. Display the flashcards to assist the children with their drawings. When they finish, they glue the leaves onto the tree.

As an extension, the children go around and present their food trees,

e.g. Dan: *Look! Apples, carrots, and ice cream. Yummy!*
Kelly: *Look! Pizza, cake, and carrots. Yummy!*

Note: Don't let the children take their food trees home yet if you are planning to do Optional Lesson 9. They will need them then.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Food collage

Bring in pictures of different food items from magazines, etc. The children work in groups and make a collage. Make a class display.

Pick up the fruit

You will need two plates with grapes on them. Divide the children into two teams. Ask each to form a line. Put the plates with grapes on the table, one in front of each team. The children take turns trying to get a grape off the plate without using their hands. The team that finishes first wins.

Note: The purpose of this game is to encourage children to think creatively and also improve physical skills such as flexibility and agility.

Unit 3 - Yummy!

Lesson 7

Language

Children's language

- ***Review***
  pizza, cake, apples, cookies, carrots, ice cream

Classroom language

- *I can smell a (cake).*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Unit 3 Story Cards
- ☐ Classroom CD
- ☐ Kenny's Corner: real food items (carrot, apple, cookie, etc.) or plastic food items

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

2 Listen to the *In the park* story. (Track 28)

Say: *Come on everyone, one, two, three. It's storytime for you and me!*

Narrate the story or play the CD. While the children are listening, point to the corresponding Story Cards.

Story Card 1

Danny: *Help! Help! Oh dear! Oh dear! Where is Molly? She's not here!* (point to Danny and shrug your shoulders)

Point to *Danny* and ask: *Where is …?* Encourage the children to complete your question. Then answer: *She's not here!*

Story Card 2

Danny: *Sniff! Sniff! I can smell a pizza!* (point to the pizza as you mime sniffing) *Is that Molly? No! Oh, golly!* (point to the boy and show disappointment)

Point to the pizza and say: *I can smell a ...* Encourage the children to complete your sentence.

Story Card 3

Danny: *Help! Help! Oh dear! Oh dear! Where is Molly? She's not here!* (point to Danny and shrug your shoulders)

Point to *Danny* and ask: *Where is …?* Encourage the children to complete your question. Then answer *She's not here!*

Story Card 4

Danny: *Sniff! Sniff! I can smell a cake!* (point to the cake as you mime sniffing) *Is that Molly? No! Oh, golly!* (point to girl and show disappointment)

Point to the cake and say: *I can smell a … .* Encourage the children to complete your sentence.

Story Card 5

Danny: *Sniff! Sniff! I can smell ice cream! (point to the ice cream cone as you mime sniffing) Is that Molly? Yes, that's jolly! Yipee! Yipee!*

Repeat the story. Encourage the children to join in the sounds, *e.g. Sniff! Sniff! Yippee! Yipee!* etc.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

3 Find the stickers.

Hand out the story worksheets and the sticker page to the children. Hold up the sticker page. Point to the pizza sticker and say: *I can smell a pizza.* Pretend to take the pizza sticker and put it in the correct place on the worksheet. Repeat with the other stickers saying: *I can smell a (cake)* etc. Now the children put their own stickers on their worksheets. Walk around the classroom providing any necessary help and praising their work.

4 Trace the tree and the bushes.

Point to the tree on page 39. Ask the children to say what color it is. Ask the children to trace the tree. Repeat with the bushes. If you have time, play the story again. Encourage the children to join in whenever they are able to.

Give the children their folders and ask them to put their worksheets in them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Concentration

Make two copies of each of the unit flashcards. Without showing them to the children, put them up picture face down. Divide the children into Team A and Team B. Choose a child from Team A to go to the board and turn two flashcards over so everyone can see them. Encourage him/her to name the items on the flashcards. If the flashcards are the same, his/her team gets a point and the flashcards are taken off the board. If they are different, they are turned over and the game continues.

Food or not?

You will need real or plastic food items, some other items, e.g. toys, pencils, etc., and two boxes. Present the food items one at a time and ask the children to name them. Then ask the children to sort the items into separate containers for "food" and "not food."

Unit 3 - Yummy!

Lesson 8

Language

Children's language

- ***Review***
  color, pizza, cake, apples, cookies, carrots, ice cream

Classroom language

- *Come on everyone, it's storytime for you and me!*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Unit 3 Story Cards
- [ ] Classroom CD
- [ ] Paper plate
- [ ] Kenny's Corner: large-sized white paper, paint; ready-made sponge cake, ice cream, sliced apples, chocolate chips, and cookies; paper plates

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Let's look at the story again. (Track 28)

Say the **storytime** chant from the previous lesson.

Put up the Story Cards where the children can see them. Narrate the story or play the CD. Point to the characters as they speak, as well as to vocabulary items as they are mentioned.

Mix up the Story Cards. Play the first part of the story. Ask the children to identify the correct Story Card. Put it first. Repeat with the rest of the Story Cards.

3 Play *Hot Pizza!*

Ask the children to sit in a circle. Hand one child a paper plate and explain that it is a hot pizza and he/she must pass it to the next child as quickly as possible. Play the karaoke version of one of the unit songs. When the music stops, all the children shout *Oh, golly!* and the one holding the hot pizza must pay a penalty, e.g. shout his/her name, name 3 colors, etc. Demonstrate the game first.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 An ice cream for Danny.

The children draw an ice cream cone for Danny. Have them come to Danny and offer it to him. You can teach them to say *Sniff! Sniff! I can smell ice cream.* Make a class display.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye, bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Paint your dinner

Give each child a piece of large-sized white paper and some paint. Tell them to paint a picture of their dinner. When they finish, display their paintings in the classroom.

Make an apple dessert

Bring in some ready-made sponge cake, ice cream, sliced apples, chocolate chips, and cookies. With the help of the children make an apple treat. Slice the apples. Cut the sponge cake into pieces and put each piece on a small paper plate. Top with a scoop of ice cream, chocolate chips, an apple slice, and a cookie. As the children are eating their treats ask them to name what they can taste.

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Unit 3 - Yummy!

Showtime! (Lesson 9 – Optional)

Language

Children's language

- ***Review***
  pizza, cake, apples, cookies, carrots, ice cream

Classroom language

- *I scream for ice cream.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ The food trees the children prepared in Lesson 6
- ☐ Picture Flashcards 21-26 *(pizza, cake, apples, cookies, carrots, ice cream)*
- ☐ Kenny's Corner: colored pencils

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands, form a circle, and sit down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *I scream.*

Ask the children to sit in a circle. Teach them the following chant:

I scream (point to yourself)
You scream (point to a child)
We all scream (make a circular movement around the circle)
For ice cream! (mime eating an ice cream cone)

Start in a whisper and speak louder until you are all almost screaming!

3 It's Showtime!

Hand out the food trees from Lesson 6. Ask for some volunteers and demonstrate the following dramatic play:

Teacher: *I can smell a pizza!*
Children: *Sniff! Sniff! Sniff!*
Teacher: *I like pizza!*
Children: *Yum! Yum!*
Teacher: *I can smell a cake!*
Children: *Sniff! Sniff! Sniff!*
Teacher: *I like cake!*
Children: *Yum! Yum!*
Teacher: *Do you like cookies?* (point to the cookies on the food tree)
Children: *Yes!* (cheering gesture)
Teacher: *Do you like ice cream?* (point to the ice cream cone on the food tree)
Children: *Yes!* (cheering gesture)
Teacher: *Let's eat now!*
Yippee! (mime eating food from the food tree)

Repeat. This time encourage all the children to participate. Do not push any shy children to participate if they don't want to. They can be the audience and they can applaud you and the rest of the children upon completion of the performance.

Give the children their folders and ask them to put their food trees in them.

4 My favorite song.

Ask the class what their favorite song is. Play the song. Have the children join in the actions and sing along. If you wish, you can use the karaoke version of the song.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye, bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Guess the food

Put up the food picture flashcards. Explain the game. Mime eating one of the foods. The children guess the food item. Ask a child to come and mime eating another food for the class to guess.

Whispering game

Divide the classroom into two teams. Ask the two teams to form two lines. Tell the last child in each line to whisper a word to the child in front of him/her and so on until it reaches the child in front. Give sheets of paper and colored pencils to the two children in the front. These children draw and color what they hear. Once they finish, the last child checks to see if the drawings are correct. If so, they get a point for their team. The two children in the front go to the back of the line and the game continues.

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Unit 3 - Yummy!

Across the Curriculum (Lesson 10 – Optional)

Aim

- *To talk about food items and where we can buy them (Geography)*

Children's language

- *carrots, apples, cookies, ice cream. A (cookie) and a (carrot), please.*

Classroom language

- *Kenny, look! Food! Yummy!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Cross-curricular poster 3
- ☐ Picture Flashcards 21-26 *(pizza, cake, apples, cookies, carrots, ice cream)*
- ☐ Extra Worksheet 6, one for each child
- ☐ Kenny's Corner: food items (e.g. a carrot, an apple, a banana, a cookie, etc.); cotton balls, seeds, yogurt container, magnifying glass

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Poster time

Put up Cross-curricular poster 3. Put on the Kenny puppet and have the following conversation with him. *Kenny, look! Food! Yummy!* Point to each food item on the poster as you rub your tummy and say *yummy.* Encourage the children to copy your actions. Explain, in L1, that we get our food from different stores. Ask for a volunteer. Name or show a picture of a food item. The child points to the corresponding store,

e.g. Teacher: *Tomatoes!*
Child: (points to the grocery store) etc.

3 Play *Shop.*

Put up the unit flashcards. Have the children form pairs. Child A positions himself/herself next to the flashcards and pretends to be the store owner. Child B is the customer. Children play "store" using the following dialogue. Keep changing the pairs,

e.g. Child 1: *Hello.*
Child 2: *Hello. A (cookie) and a (carrot), please.*
Child 1: (removes the flashcards and hands them to Child 2)

Table Time*

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Extra Worksheet 6 (p. 176)

Photocopy and hand out Extra Worksheet 6. Explain the activity. Point to the apples. Ask: *What are they?* Elicit the answer. Then point to one of the bananas. Ask, looking puzzled, *Apple? No.* Take a yellow colored pencil and mime coloring the banana. Tell the children that they should find and color the food items that do not belong in the group.

Allow the children some time to complete the activity. Walk around the classroom as the children are coloring and praise their work.

Give the children their folders and ask them to put their worksheets in them.

*** If you are running out of time, you can skip *Table Time*.**

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Touch, smell, and say

Bring some food items to class, *e.g. a carrot, an apple, a banana, a cookie,* etc. Show them to the children, one at a time, as you name them. Ask for a volunteer. Blindfold the child. He/She touches, smells, and names the food items. Repeat with a different child. Keep changing the order of the food items displayed.

Let's grow some food!

You will need some seeds, *e.g. mustard seeds*, some yogurt containers, and some cotton balls. If you wish, ask the children in the previous lesson, to bring in a yogurt container. Get the children to look closely at the seeds through a magnifying glass. Ask them to draw the seeds. Have a classroom discussion, in L1, about how the seeds need to grow. Help the children put some cotton balls and some seeds into their containers. Help them check the seeds regularly and water them carefully.

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Unit 4 - Ronnie can jump!

Key language

Language

Children's language
jump, dance, sing, draw, numbers (1-5)

Review
red, blue, green, yellow, pizza, cake, apples, cookies, carrots, ice cream

Classroom language
I can jump. Boing! (Tom), jump to the pizza. Look at me. Can you jump? Go! How many balloons? Is the carrot big or small? Have a carrot.

Unit Aims

- To identify actions
- To review food
- To review numbers 1-5
- To review colors
- To improve eye-hand coordination, balance, and gross motor skills like bending and jumping
- To familiarize children with the class routine
- To develop social skills by having children follow commands
- To develop gross motor skills through miming actions in the songs and story
- To develop pre-reading and observational skills through matching, tracing, and coloring activities
- To improve fine motor skills by matching, tracing, and coloring
- To develop creative skills by making a Ronnie Rabbit mask
- To encourage children to cooperate by singing songs and playing games

Main attitudes

- Willingness to participate
- Enjoyment of the songs, activities, and story
- Polite behavior and respect for others
- Development of self-confidence

Main Evaluation criteria

Children should:

- start to recognize and name actions
- start to interact with others and the puppet
- be able to use their body to communicate verbally and non-verbally
- respond appropriately to classroom language
- perform actions and mime during songs, games, and dramatic play

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lessons 7 & 8

Showtime! (Lesson 9 – Optional)

Across the Curriculum
(Lesson 10 – Optional)

Unit 4 - Ronnie can jump!

Lesson 1

Language

Children's language

- ***New***
  jump, sing, Welcome Ronnie!
- ***Review***
  pizza, cake, apples, cookies, carrots, ice cream

Classroom language

- *I can jump. Boing! Keep still! (Tom), jump to the pizza.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 27-29 *(Ronnie, jump, sing)*
- ☐ *Happy Hearts pets shop* poster
- ☐ Class CD
- ☐ Worksheet 1
- ☐ Kenny's Corner: Units 2 & 3 Picture Flashcards

Before going into class

Put picture flashcards 27-29 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1.)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *Ronnie* flashcard out of the basket. Show it to the children and say: *This is Ronnie (the rabbit).* Encourage the children to say *Hello Ronnie!* Explain to the students, in L1 if necessary, that Ronnie is Kenny's friend and that he has just come to the pet shop. Wave to Ronnie and say: *Welcome, Ronnie!* Encourage the children to repeat the words after you. Go to the *Happy Hearts pet shop* poster and put the *Ronnie* flashcard in the designated frame. Alternatively, ask a child to do this for you. While you are doing this you can sing the following (To the tune of *Hello, I'm Kenny!* Track 04):

Hello, I'm Ronnie.
Hello, hello, hello!

Next, use the Kenny puppet and take the *jump* flashcard out of the basket. Show it to the

children and say: *jump*. Ask the children to say the word. Repeat with the *sing* flashcard.

Say: *I can jump. Boing! Boing!* and jump up and down. Encourage the children to copy your actions and repeat. Next say: *I can sing. La! La! La!* Encourage the children to copy your actions and repeat the words.

Put the flashcards in front of you. Ask a child to come and point to the corresponding flashcard. Say: *(Susan), show me (jump).*

3 Listen to the *Ronnie and Kenny* song. (Track 29)

Go through the song and demonstrate the following actions:

Ronnie rabbit can jump. (jump around)
Ronnie rabbit can jump.
Ronnie rabbit can jump and jump,
BOING! BOING! BOING!

Little Kenny can sing. (mime singing)
Little Kenny can sing.
Little Kenny can sing and sing,
LA, LA, LA!

Play the song and encourage the children to copy your actions. Play the *Ronnie and Kenny* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(jump, sing)*. Play the song a third time and use the flashcards as prompts to help the children sing along while performing the actions.

4 Play *Keep Still!*

Explain the game. Play some music and have the children move around the classroom. Say: *Jump.* The children should start jumping. Pause the music and shout: *keep still!* The children must keep still. Anyone moving at this point is out of the game. Repeat with *sing*.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1 page 41

Show Worksheet 1 to the children. Point to Ronnie jumping and say: *Ronnie can jump.* Then point to Ronnie singing and say: *Ronnie can sing.* Ask the children to repeat the words. Repeat with the pictures of Danny and Kenny. Explain to the children that they have to match the characters by drawing lines. Say: *Kenny can jump and sing.* Ask a child to point to Kenny jumping and then to Kenny singing. Match the two by drawing an imaginary line with your finger.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Go around the classroom as the children are working and provide any necessary help.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Flashcard play

Ask various children to come to the front of the classroom and give each one a flashcard from this lesson and from the previous unit. Start naming the flashcard items and ask the children to arrange themselves in the order in which you call out the items. Encourage the rest of the class to name the items. Repeat the activity with other children.

Race to the flashcards

Put up the picture flashcards of Unit 2 around the classroom. Ask a child, pair, or group to jump to a flashcard, *e.g. (Tom), jump to the (pizza).*

Unit 4 - Ronnie can jump!

Lesson 2

Language

Children's language

- ***Review***
  jump, sing

Classroom language

- *I can (jump).*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 28-29 (jump, sing)
- [ ] Class CD
- [ ] Bubble mixture
- [ ] Kenny's Corner: Extra Worksheet 1, one for each child

Before going into class

Put picture flashcards 28 & 29 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take out the *jump* flashcard. Show it to the children and say: *I can jump* (jump around). Encourage the children to repeat the words and copy your actions. Next take out the *sing* flashcard. Show it to the children and say: *I can sing (la, la, la).* Encourage the children to repeat the words and copy your actions.

3 Play *Copy Cats!*

Ask the children to line up behind you and follow you around the classroom. Perform an action, e.g. jump, and shout out the word for that action. Encourage the children to copy the action and repeat the word. Use actions such as *hello, bye-bye, jump, sing, touch (your eyes)*, etc.

4 Play *Jump on the bubble!**

You will need some bubble mixture. Have the children form a circle. Demonstrate the game. Blow a bubble, and then wait until it almost reaches the ground before bursting it by jumping on it. Alternatively, pop the bubble by clapping both hands together. Move around the circle blowing bubbles and have the children jump onto them/ clap to pop them. If you wish, you can do this activity outside.

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Remove the *Ronnie* press-out.

Give children their press-outs. Demonstrate what to do using your own copy. Put your fingers through the holes and have Ronnie stand on the table. Look at it and say: *Hello, Ronnie!* Encourage the children to do the same. Go around the classroom providing any necessary help.

6 Sing the *Ronnie and Kenny* song. (Track 29)

Play the *Ronnie and Kenny* song. Encourage the children to move their press-outs to the music. Put the children in groups of three. Play the song again. The children take turns "performing" a verse, ie they move their press-outs to the music of a verse.

Give the children their folders and ask them to put their press-outs in them.

7 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the children to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Sing a song!

Play the karaoke version of the *Ronnie and Kenny* song (Track 30). Lead the children into singing the song and miming the actions. Alternatively, sing part of the song and leave some breaks in it for the children to join in,

e.g. Ronnie Rabbit can … .

Ronnie can (Extra Worksheet 1 on p. 177)

If you have time, photocopy and hand out Extra Worksheet 1. Point to Ronnie in the first row and ask: *What can Ronnie do?* Say: *He can jump.* Follow the same procedure and present Ronnie singing. Explain the activity. The children must find and circle the Ronnie that is different in each row.

Unit 4 - Ronnie can jump!

Lesson 3

Language

Children's language

- ***New***
  dance, draw
- ***Review***
  jump, sing

Classroom language

- *I can (dance). Molly can (dance)!*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 30 & 31 *(dance, draw)*
- [ ] Class CD
- [ ] Worksheet 2
- [ ] Kenny's Corner: Photocopies of the unit flashcards (two sets)

Before going into class

Put picture flashcards 30 & 31 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *dance* flashcard out of the basket. Show it to the children and say: *dance*. Follow the same procedure with the *draw* flashcard.

Now start dancing around the classroom and say: *I can dance. Yes, I can. Look at me!* Encourage the children to copy your actions and repeat the words. Draw a picture on the board and say: *I can draw. Yes, I can. Look at me.* Encourage the children to copy your actions by pretending to draw in their notebooks and repeat the words.

3 Listen to the *I can!* song. (Track 31)

Go through the song and demonstrate the following actions.

I can dance, (mime dancing)
Yes, I can. (nod your head up and down)
I can dance, I can dance!
I can dance,
Yes, I can.
I can dance,
Look at me! (point to yourself)

I can draw, (mime drawing)
Yes, I can. (nod your head up and down)
I can draw, I can draw!
I can draw,
Yes, I can.
I can draw,
Look at me! (point to yourself)

Play the song and encourage the children to copy your actions. Play the *I can!* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(dance, draw)*. Play the song a third time and use the flashcards as prompts to help the children sing along while performing the actions.

4 Play *Follow the Leader.*

Choose a child to be the leader. The others stand in line behind him/her. The leader says: *I can (dance)* and begins dancing. The rest of the children start dancing. The next child in the line then becomes the leader and the game continues. Demonstrate this first by being the leader yourself.

Note: You can help the leaders by showing them the picture flashcards.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 2 page 43

Show Worksheet 2 to the children. Point to Molly and mime dancing. Encourage the children to do the same. Point to Billy and mime drawing. Repeat with the remaining characters (Ronnie jumping and Kenny singing). Explain that they have to match the silhouettes to the characters in the picture. Say: *Molly can dance!* Ask a child to point to Molly in the picture and then to her silhouette. Use your finger and draw an imaginary line from Molly to her silhouette. Repeat with the other silhouettes. Encourage the children to do the same.

Hand out Worksheet 2 to the children. Allow the children some time to work on their own. Walk around the classroom and praise their work.

Play the *I can!* song (Track 31). Encourage the children to listen to the song and point to Ronnie and his friends when they hear the actions *(dance, draw)* in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Musical chairs

Arrange chairs in a straight row. Make sure there is one chair less than the number of children. Play the song of the lesson and ask the children to walk around the chairs. When the music stops, all the children try to sit on the nearest chair. The child left standing is out of the game or has to pay a penalty, e.g. name a flashcard, perform an action, etc.

Concentration

Make two copies of each of the Unit 4 flashcards. Without showing them to the children, put them face down on the board. Divide the children into Team A and Team B. Choose a child from Team A to go to the board and turn two flashcards over so everyone can see them. Encourage him/her to name the items on the flashcards. If the flashcards are the same, his/her team gets a point and the flashcards are taken off the board. If they are different, they are turned over and the game continues.

Unit 4 - Ronnie can jump!

Lesson 4

Language

Children's language

- ***New***
  Yes, I can.
- ***Review***
  jump, sing, dance, draw, I can (dance).

Classroom language

- *Look at me. Can you jump? Two steps forward!*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 28-31 *(jump, sing, dance, draw)*
- [ ] Class CD
- [ ] Worksheet 3
- [ ] Kenny's Corner: Units 3 & 4 Picture Flashcards; squares with numbers (1-5) written on them

Before going into class

Put picture flashcards 28-31 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take out the flashcards, one at a time. Name the items on each flashcard and encourage the children to repeat.

Now say: *Name the flashcard!* and explain the activity. Show children the unit flashcards, one by one. Ask them to identify the items on each flashcard, and then put them on the board. Ask the children to close their eyes while you remove a flashcard from the board. (To make the game more challenging you can remove two at a time.) Have the children open their eyes and say which card is missing. Repeat with other flashcards.

3 Listen to the *I can!* song. (Track 31)

Point to yourself and mime dancing. Say: *Look at me. I can dance.* Encourage the children to copy your actions and repeat the words. Point to a child and ask: *Can you jump?* Encourage the child to copy the action and say: *Yes, I can.* Repeat with other children and actions.

Play the *I can!* song. Encourage the children to copy the actions. Play the song again and

encourage the children to sing along joining in the actions.

4 Play *Can you?*

Stand at one end of the room and face the children who are standing in a line at the other end of the room. Choose a child and ask:

Teacher: *(Sally), can you draw?*
Sally: *Yes, I can!* (mimes drawing)
Teacher: *Very good! Two* (show 2 fingers) *steps forward!* (move two steps forward)
Sally: (Sally takes two steps forward)

Select some children to do a variety of actions *(dance, sing, draw, jump)* and tell them to take a given number of steps forward. The first child to reach you is the winner.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 3 page 45

Show Worksheet 3 to the children. Ask them to look at the picture. Then point to each character and ask the children to say what they can do, *e.g. Billy can sing.* Explain that they have to trace the dotted lines. Say: *Look at Billy.* Use your finger and trace the dotted line that leads to Billy. Then ask: *Can Billy sing?* Elicit the answer *Billy can sing.*

Hand out Worksheet 3 to the children. Allow the children some time to work on their own. Go around the classroom and ask questions, *e.g. What can (Molly) do?* Encourage them to say *(Molly) can draw.*

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Find the flashcard

Ask the children to sit in a circle. Spread the flashcards from Units 3-4 on the floor in the middle of the circle. Choose a child to come to the middle. Name an item on one of the flashcards. The child has to find and pick up the flashcard before the rest of the children finish counting to five. Put the flashcard back with the others and continue until all the flashcards have been named.

Whiteboard Draw race

Divide the class into two teams. Line the teams up as far away from the board as possible. Call out a word to the first child of each team. These children have to run to the board, draw the picture, and run back to their team. Repeat for each child. The team that finishes first is the winner.

Unit 4 - Ronnie can jump!

Lesson 5

Language

Children's language

- ***Review***
  Numbers 1-5, jump, sing, dance, draw

Classroom language

- *This is number … .*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 32-36 *(one, two, three, four, five)*
- [ ] Class CD
- [ ] Worksheet 4
- [ ] Kenny's Corner: Extra Worksheet 2, one for each child; clothespins and clothesline; Units 3 or 4 picture flashcards

Before going into class

Put picture flashcards 32-36 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Pin up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take out the *one* picture flashcard. Put it up, hold up one finger, and say: *one*. Encourage the children to say the number. Repeat with numbers 2 to 5.

Say a number from one to five, *e.g. four*. Encourage the children to hold up the corresponding number of fingers. Repeat the activity with the remaining numbers.

3 Listen to the *One little rabbit* song. (Track 33)

Go through the song and demonstrate the following actions.

One little rabbit clapping with me, (hold up one finger)
Clap, clap, clap, happy as can be! (smile and look happy while clapping)

Two little rabbits clapping with me, (hold up two fingers)
Clap, clap, clap, happy as can be! (smile and look happy while clapping)

Three little rabbits clapping with me, (hold up three fingers)
Clap, clap, clap, happy as can be! (smile and look happy while clapping)

Four little rabbits clapping with me, (hold up four fingers)
Clap, clap, clap, happy as can be! (smile and look happy while clapping)

Five little rabbits clapping with me, (hold up five fingers)
Clap, clap, clap, happy as can be! (smile and look happy while clapping)

Play the song and encourage the children to copy your actions. Play the *One little rabbit* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(numbers 1-5)*. Play the song a third time and use the flashcards as a prompt to help the children sing along while performing the actions.

4 Play *Clap! Clap!*

Say a number, *e.g. one*. The children respond by clapping once. Repeat with the other numbers randomly.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 4 page 47

Show Worksheet 4 to the children. Point to number one and say: *This is number … .* Encourage the children to say *one*. Repeat with the remaining numbers. Point to the items and ask the children to name them. Explain to the children that they have to trace the numbers and match them to the corresponding items. Use your finger to trace the first number. Then point to the rabbit and say: *How many?* Elicit *one*. Draw an imaginary line from the rabbit to number *one*.

Hand out Worksheet 4 to the children. Allow them some time to work on their own. Have them trace the numbers and match them to the items. Go around the classroom and ask the children to point to the items and say how many there are.

Play the *One little rabbit* (Track 33) song. Encourage the children to listen to the song and point to the numbers when they hear them in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Rabbit Line (Extra Worksheet 2 on p. 178)
If you have time, photocopy Extra Worksheet 2, one for each child. Put up the clothesline across the room, at a height accessible to the children. Hand out Extra Worksheet 2. Ask the children to color their rabbits. Give them some clothespins. Ask them, in groups, to clip the rabbits on the rope from one to five or from five to one.

Guess the flashcard
Cut two small holes out of a piece of 8 1/2 X 11 paper. Hold the paper over a flashcard from Unit 3 or 4 and move it around to reveal the picture. The children guess the word and say it aloud. Continue with any of the flashcards up to this lesson.

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Unit 4 - Ronnie can jump!

Lesson 6 – Toy Box

Language

Children's language

- ***New***
  I'm (Tina) the rabbit. I can jump!
- ***Review***
  jump, sing, dance, draw, numbers (1-5)

Classroom language

- *Go! How many balloons?*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Class CD
- ☐ Picture Flashcards 32-36 *(one, two, three, four, five)*
- ☐ Balloons
- ☐ Extra Worksheet 3, one for each child; scissors, staplers, and elastic about 12 inches per mask
- ☐ Kenny's Corner: squares with a number (1-5) written on each square

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to the *One little rabbit* song. (Track 33)

Put up the number flashcards from the previous lesson somewhere in the classroom where everyone can see them. Point to a flashcard, *e.g. 4*, and encourage the children to say *four* and then clap four times. Repeat with the other numbers.

Play the *One little rabbit* song. Encourage the children to sing along and/or join in the actions.

3 Play *Balloons on the Wall.**

Divide the class into three groups and assign some wall space to each. Give each group five balloons. When you say *Go!* a player from each group takes a balloon, rubs it on his/her clothing to create a static charge, and tries to stick it on his/her area of wall. If the balloon sticks, then another player takes a turn. After a certain period of time, stop the game and say: *How many balloons?* Have each team count the number of balloons on their "wall areas." The team with the most balloons is the winner.

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Make a Ronnie Rabbit mask.

Hand out the copies of Extra Worksheet 3 (p. 179). Show the children your mask and ask them to color theirs. Help the children cut out their masks, and then cut out the eye holes. Staple one end of a piece of elastic onto the mask (the places for the staples are marked and are next to the eyes). Determine how much elastic is needed for each child's head and trim to size. Staple the other side of the elastic to the other side of the mask.

As an extension, the children go around the classroom wearing their masks and greeting one another,

e.g. Child 1: Hello. I'm (Tina) the rabbit. I can jump. Boing!
Child 2: Hello. I'm (Jenny) the rabbit. I can jump! Boing!

Note: Don't let the children take their rabbit masks home yet if you are planning to do Optional Lesson 9. They will need them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Number codes

Cut out some squares of paper and write a number (1-5) on each. Spread the squares out on a table and call out the numbers. The children arrange the numbers in a row as you call them out.

Action race

Divide the children into two teams, A and B. Put a chair by each team and one chair at the other end of the room. Ask one child from each team to stand next to their chair. Name an action, *e.g. jump*. The two children must jump to the chair on the other side of the room and back again. The first one to sit down on their chair says: *I can jump* and gets a point for their team. Repeat the game using all the actions the children have learned *(jump, sing, clap, dance)*.

Unit 4 - Ronnie can jump!

Lesson 7

Language

Children's language

- ***Review***
  jump, sing, dance, draw, numbers (1-5)

Classroom language

- *Come on everyone, it's storytime fun. Ronnie is in the garden. Is the carrot big or small?*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Unit 4 Story Cards
- [ ] Class CD
- [ ] Kenny's Corner: Masking tape, coin for hopscotch game

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to *The big carrot* story. (Track 35)

Say: *Come on everyone, one, two, three. It's storytime for you and me!*

Narrate the story or play the CD. While the children are listening, point to the corresponding Story Cards.

Story Card 1

Storyteller: *Ronnie is in the garden.* (point to Ronnie and the garden)
Ronnie: *I'm very hungry,* (rub tummy)
Storyteller: *… he says.*
Ronnie: *What can I eat?*
Storyteller: *HOP! HOP! HOP! Ronnie finds a BIG carrot.* (mime big and point to the carrot)
Ronnie: *A BIG carrot. Yummy!*
Storyteller: *Ronnie pulls and pulls. But he can't pull the carrot out!* (mime pulling)

Point to Ronnie and the carrot and say: *Look at this big carrot, Ronnie. Pull! Pull!* Encourage the children to repeat the word *pull* as they mime pulling.

Story Card 2

Storyteller: *So Ronnie calls Kenny.* (point to Kenny)
Ronnie: *Kenny, Kenny! Help me, please.* (beckon) *Pull the carrot out with me!* (mime pulling)
Storyteller: *Ronnie and Kenny pull and pull. But they can't pull the carrot out!*

Point to Kenny and the carrot and say: *Look at this big carrot, Kenny. Pull! Pull!* Encourage the children to repeat the word *pull* as they mime pulling.

Story Card 3

Storyteller: *So Ronnie calls Polly.* (point to Polly)
Ronnie: *Polly, Polly! Help me, please.* (beckon) *Pull the carrot out with me!* (mime pulling)
Storyteller: *Ronnie, Kenny, and Polly pull and pull. But they can't pull the carrot out!*

Point to Polly and the carrot and say: *Look at this big carrot, Polly. Pull! Pull!* Encourage the children to repeat the word *pull* as they mime pulling.

Story Card 4

Storyteller: *So Ronnie calls Danny.* (point to Danny)
Ronnie: *Danny, Danny! Help me, please.* (beckon) *Pull the carrot out with me!* (mime pulling)

Storyteller: *Ronnie, Kenny, Polly, and Danny pull and pull.*

Point to Danny and the carrot and say: *Look at this big carrot, Danny. Pull! Pull!* Encourage the children to repeat the word *pull* as they mime pulling.

Story Card 5

Storyteller: *They pull the carrot out!* (point to the carrot)
Ronnie: *Well done, everyone,*
Storyteller: *… says Ronnie.* (point to Ronnie)
Ronnie: *Now we can ALL eat the carrot. Yummy!*

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

3 Find the stickers.

Hand out the story worksheets and the sticker page to the children. Hold up the sticker page. Point to the Ronnie sticker and say: *Ronnie is in the garden.* Pretend to take the Ronnie sticker and put it in the correct place on the worksheet. Repeat with the other stickers of Kenny, Polly, and Danny. Now the children put their own stickers on their worksheets. Go around providing any necessary help and praising their work.

4 Color the carrot.

Point to the carrot on page 51. Ask the children: *Is the carrot big or small?* Elicit the answer. Then say *Let's color the carrot orange.* If you have time, play the story again. Encourage the children to join in whenever they are able to.

Give the children their folders and ask them to put their worksheets in them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Hopscotch

Set up the hopscotch game. Use masking tape to outline the ten connecting squares. Make the squares large enough for a foot to fit inside.

Rules:

Use a coin, a small stone, or any other small object as a counter. Toss the counter into square 1. It must land inside square 1.

Hop over square 1 to land on square 2. Then, continue hopping down the playing board. The area numbered *10* is a rest area to be used before you hop back.

Turn around and head back to square 2, bend over to pick up the counter on square 1, all the while standing on one leg. Then hop over square 1. If you successfully complete the sequence, toss the counter into the second square and continue your turn.

Whiteboard race

Divide the class into two teams. Line the teams up as far away from the board as possible. Whisper a number to the first child of each team. When you say *go!,* the children have to run to the board, write the number, and then run back. Continue until everyone has had a turn. The team that finishes first wins.

Unit 4 - Ronnie can jump!

Lesson 8

Language

Children's language

- ***New***
  Help me, please!
- ***Review***
  actions, numbers (1-5)

Classroom language

- *Have a carrot.*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Unit 4 Story Cards
- [ ] Class CD
- [ ] boxes, balls, plastic carrots or beanbags
- [ ] Kenny's Corner: Unit 4 Picture Flashcards; Extra Worksheet 4, one for each child

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Let's look at the story again. (Track 35)

Say the **storytime** chant from the previous lesson.

Put up the Story Cards where the children can see them. Narrate the story or play the CD. Point to the characters as they are speaking and to the vocabulary items as they are mentioned.

Mix the Story Cards up. Play the first part of the story. Ask the children to identify the correct Story Card. Put it first. Repeat with the rest of the Story Cards.

3 Play *Help me, please!*

Divide the class into two teams. Have the children in each team stand in line, one behind the other. Place a box with balls, plastic carrots, or beanbags in front of each team and an empty box at the back of each team. Explain the activity. The children come, one at a time, pick up an item and transfer it to the empty box. While they are doing this, encourage the rest of the children to say: *Help me, please!* The team that finishes first is the winner.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 A carrot for Ronnie.

The children draw a carrot for Ronnie. Have them come to Ronnie and offer it to him. You can teach them to say *Have a carrot.* Accept it and say: *Thank you.* Make a class display.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Name the flashcard

Divide the class into two teams, A and B. Choose a child from team A, show him/her a flashcard (from this lesson or previous units) and elicit the name of the item. If he/she answers correctly, team A gets a point. If not, team B gets a chance to answer it. The team that has the most points wins.

Make a rosette

If you have time, hand out Extra Worksheet 4 (p. 180), one for each child. Ask the children to color their rosettes. In order for the children to "win" their rosettes, they must prove that they can do something, e.g. sing, dance, count, name the flashcards, etc.

Unit 4 - Ronnie can jump!

Showtime! (Lesson 9 – Optional)

Language

Children's language

- ***Review***
  actions, numbers (1-5)

Classroom language

- *Little rabbits clapping with me!*

Extra materials checklist

- [ ] Kenny puppet
- [ ] The Rabbit masks the children prepared in Lesson 6

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *Clap!*

Sit or stand with the children in a circle. Choose a child to be the leader. Beginning with the leader, each child claps in turn. Try it a couple of times, asking the children to make the sounds more regular, as though only one child is clapping. Try it a couple of times and then repeat the activity with everybody's eyes closed. When the children have closed their eyes, pick someone to start by tapping them on the shoulder.

3 It's Showtime!

Hand out the rabbit masks from Lesson 6. Ask the children to put them on. Ask for some volunteers to demonstrate the following dramatic play:

Teacher: *I can jump!*
Children: *Boing! Boing! Boing!* (jump like a rabbit)

Teacher: *I can sing!*
Children: *La! La!* (pretend to hold a mic)

Teacher: *I can dance!*
Children: (mime dancing)

Teacher: *I can draw!*
Children: (mime drawing)

Teacher: *Little rabbits clapping with me!*
Children: (all clap together in time as they line up in a row)

Teacher: *One little rabbit!* (taps first child, who hops away)
Children: *Two little rabbits!* (taps second child, who hops away to join first child) *etc.*

Repeat. This time encourage all the children to participate. Do not push any shy children into participating if they don't want to. They can be the audience and they can applaud you and the rest of the children upon completion of the performance.

4 My favorite song.

Ask the class what their favorite song is. Play the song. The children join in the actions and sing along. If you wish, you can use the karaoke version of the song.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Statues

Stand against the wall with your back to the children. Say *one, two, three* and turn. The children must freeze in the pose of a statue. If they move, they are out of the game. Then turn your back again and repeat. The winner is the last child left. Ask various children to take your place.

Kenny Says

Tell the children they are going to play *Kenny says*. Explain the rules. Tell them Kenny is going to give them instructions. If he says, *e.g. Kenny says, jump!* everyone has to jump up and down. If they don't hear the words *Kenny says* then they should remain still.

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Unit 4 - Ronnie can jump!

Across the Curriculum (Lesson 10 – Optional)

Aim

- *To talk about animals that live in our gardens (Science)*

Children's language

- *garden, rabbit, frog, bird*

Classroom language

- *What's in my garden, Kenny? Look!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Cross-curricular poster 4
- ☐ Extra Worksheet 5, one for each child
- ☐ Kenny's Corner: green construction paper and white typing paper; pictures of flowers or vegetables from magazines, etc.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Walk around the classroom pretending to be Kenny and greet the children.

2 Poster time.

Put up Cross-curricular poster 4. Put on the Kenny puppet and have the following conversation with him. *What's in my garden, Kenny? Look! A rabbit!* Encourage the children to repeat the word after you. Repeat with the names of the other animals. Ask a child to come to the front. Name an animal, e.g. *frog*. The child points to and names the animal. Ask the rest of the class for verification.

3 Play *Be an animal.*

Say: *rabbit,* as you mime hopping. Encourage the children to copy your actions. Repeat miming the movements of the rest of the animals *(bird flying, frog/rabbit jumping)*. Explain the game. The children walk around in a circle. Name an animal, *e.g. rabbit*. The children start jumping around. Keep changing the animals.

Table Time*

Ask the children to go back to their seats using the **Table Time** chant.

4 Extra Worksheet 5 (p. 181)

Photocopy and hand out Extra Worksheet 5. Explain the activity. Point to the animals and elicit their names. Then point to the first silhouette and elicit whose it is. Tell the children that they should match the animals to their silhouettes and color the picture.

Allow the children some time to complete the activity. Walk around the classroom as the children are coloring and praise their work.

Give the children their folders and ask them to put their worksheets in them.

*** If you are running out of time, you can skip Table Time.**

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Lily pads

You will need some green construction paper and some white typing paper. Cut lily pads out of the green construction paper and flower petals out of the typing paper. Hand them out to the children. Ask them to paint one or both sides of several flower petals with light colored paint. (**Note:** *The flower petals should curl as they dry.*) Help the children glue the flower petals around the middle of the lily pad. As an extension, have a class discussion, in L1, about what other plants are found in, on, or around a pond.

Garden collage

You will need pictures of flowers or vegetables from magazines, etc. Have a class discussion, in L1, about what the children would like to have in their gardens. Show the children the pictures of the flowers and vegetables. The children choose and make their garden collage. Make a class display.

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Unit 5 - I love a tadpole!

Key language

Language

Children's language
arms, legs, head, Mommy, Daddy

Review
jump, dance, sing, draw, numbers (1-5)

Classroom language
Let's color Fifi! Touch your friend's ear! Point to Fifi's eyes. This is my mommy and daddy. Look at the tadpole. She doesn't have arms or legs. She has a big head.

Unit Aims

- To identify parts of the body and family members
- To increase children's awareness of their own bodies
- To review actions, numbers (1-5)
- To review colors
- To reinforce the concept of big and small
- To familiarize children with the class routine
- To develop social skills by having children follow commands
- To develop gross motor skills through miming actions in the songs and story
- To develop pre-reading and observational skills through matching, tracing, and coloring activities
- To improve fine motor skills by matching, tracing, and coloring
- To develop creative skills by making an outline of the body
- To encourage children to cooperate by singing songs and playing games

Main attitudes

- Willingness to participate
- Enjoyment of the songs, activities, and story
- Polite behavior and respect for others
- Development of self-confidence

Main Evaluation criteria

Children should:

- start to recognize and name more parts of the body and family members
- identify actions and numbers (1-5)
- identify and name the colors red, blue, green, and yellow
- start to interact with other children and the puppet
- be able to use their bodies to communicate verbally and non-verbally
- respond appropriately to classroom language
- perform actions and mime during songs, games, and dramatic play

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lessons 7 & 8

Showtime (Lesson 9 – Optional)

Across the Curriculum (Lesson 10 – Optional)

Unit 5 - I love a tadpole!

Lesson 1

Language

Children's language

- ***New***
  Fifi
- ***Review***
  actions, numbers (1-5)

Classroom language

- *Let's color Fifi!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcard 37 *(Fifi)*
- ☐ *Happy Hearts pet shop* poster
- ☐ Class CD
- ☐ Worksheet 1
- ☐ Kenny's Corner: Unit 4 Picture Flashcards

Before going into class

Put picture flashcard 37 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1.)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *Fifi* flashcard out of the basket. Show it to the children and say: *This is Fifi (the frog).* Encourage the children to say *Hello, Fifi!* Explain to the students, in L1 if necessary, that Fifi is Kenny's friend and that she has just come to the pet shop. Wave to Fifi and say: *Welcome, Fifi.* Encourage the children to repeat after you. Go to the *Happy Hearts pet shop poster* and put the Fifi flashcard on the designated frame. Alternatively, ask a child to do this for you. While you are doing this you can sing the following (To the tune of *Hello, I'm Kenny!* Track 04):

Hello, I'm Fifi.
Hello, hello, hello!

Point to Fifi and say: *Fifi is a pretty frog.* Bat your eyelashes and repeat the phrase. Encourage the children to copy your actions and repeat the words. Next, point to Fifi's tummy and say: *Fifi is a fat frog.* Stick out your tummy and repeat the phrase. Encourage the children to copy your action and repeat the words. Make frog sounds, *Croak! Croak!*

Point to Fifi and say: *Fifi is a noisy frog.* Encourage the children to make frog sounds and repeat them.

3 Listen to the *Fifi the frog* song. (Track 36)

Go through the song and demonstrate the following actions:

Fifi is a pretty frog, (bat your eyelashes)
As pretty as can be!
Her eyes are very pretty (point to your eyes)
When she looks at me! (point to yourself)

Fifi is a fat frog, (stick out your tummy)
As fat as can be!
She has a big fat tummy (stick out your tummy)
When she sits by me! (mime sitting down)

Fifi is a noisy frog, (cup your ears)
As noisy as can be!
She goes CROAK, CROAK, CROAK
When she talks to me! (mime talking with your hand)

Play the song and encourage the children to copy your actions. Play the *Fifi the frog* song again. Encourage the children to listen and join in the actions.

4 Play *Leap Frog.*

Place "lily pads," ie, small mats, pieces of felt/paper, etc. around the classroom. There should be one less "lily pad" than the number of children in the class. Ask the children to crouch down like frogs - knees bent and both arms on the floor in front. Play some music. The children leap around like frogs. When the music stops, the children must find a "lily pad" to sit on. The child left without a pad is out of the game or has to pay a penalty, e.g. name a flashcard, act out a song, etc.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1 page 53

Show Worksheet 1 to the children. Point to Fifi and say: *Fifi is a pretty frog.* Encourage the children to repeat. Then point to Fifi's tummy and say: *Fifi is a fat frog.* Encourage the children to repeat. Explain that they have to color Fifi. Say: *Let's color Fifi!* Point to the numbers on the left and elicit the colors. Next take a red coloring pencil, point to number *one* in the picture, and pretend you are coloring it.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Go around the classroom as the children are coloring their pictures and praise their work.

Play the *Fifi the frog* (Track 36) song. Encourage the children to listen to the song and point to Fifi's eyes and tummy when they hear these words in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Flashcard play

Ask various children to come to the front of the classroom and give a flashcard from the previous unit to each one. Start naming items from the flashcards and ask the children to arrange themselves in the order you call out the items. Encourage the remaining children to name the items. Repeat the activity with other children.

Yes/No game

Put up the flashcard items you want to review, e.g. numbers 1-5. Explain the game. Point to the *one* flashcard and say: *one.* Ask the children to verify your answer. Say: *Yes. One.* Mime a circle. Encourage the children to copy your action. Point to the same flashcard and say: *Five?* Say *No.* Mime an X. Encourage the children to copy your action. Repeat with another flashcard. The children make an imaginary circle or X.

Unit 5 - I love a tadpole!

Lesson 2

Language

Children's language

- ***Review***
  Parts of the face

Classroom language

- *Touch your friend's ear! Point to Fifi's eyes. This is Fifi's head.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Class CD
- ☐ Dice
- ☐ Kenny's Corner: Extra Worksheet 1, one for each child

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *Body Connections!*

Have the children form pairs. Call out a part of the body and ask each child to connect with his/her partner, *e.g. hand to hand, arm to arm, head to head, etc.* Then try calling nose to ear or hand to tummy or leg to arm. Experiment with different connections.

3 Play *Throw the dice and draw.**

You will need some dice. Have the children work in pairs. Explain the rules of the game. Write numbers 1-6 on the board and beside them draw simple sketches of the following parts of the face: **one = head**; **two = eyes**; **three = nose**; **four = mouth**; **five = ears**; **six = hair**. In pairs, the children take turns throwing the dice in order to draw a head.

* If you are running out of time, you can skip this activity.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Remove the *Fifi* press-out.

Give children their press-outs. Demonstrate what to do using your own copy. Put your fingers through the holes and have Fifi stand on the table. Look at her and say: *Hello, Fifi!* Encourage the children to do the same. Go around the classroom providing any necessary help.

5 Listen to the *Fifi the frog* song. (Track 36)

Play the *Fifi the frog* song. Encourage the children to move their press-outs to the music. Put the children in groups of three. Play the song again. The children take turns "performing" a verse, ie they move their press-outs to the music of a verse.

Give the children their folders and ask them to put their press-outs in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Sing a song!

Play the karaoke version of the *Fifi the frog* song (Track 37). Lead the children into singing the song and miming the actions. Alternatively, sing part of the song and leave some gaps in it for the children to join in,

e.g. Fifi is a pretty … .

Fifi's head (Extra Worksheet 1 on p. 182)

If you have time, photocopy and hand out Extra Worksheet 1. Point to Fifi's incomplete head and say: *This is Fifi's head.* Ask children to complete it by drawing/sticking on Fifi's eyes, nose, and mouth.

Unit 5 - I love a tadpole!

Lesson 3

Language

Children's language

- ***New***
  arms, legs, head
- ***Review***
  touch, clap, parts of the face

Classroom language

- *Touch your arms. Let's trace Billy's arms.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 38-40 *(arms, legs, head)*
- ☐ Class CD
- ☐ Worksheet 2
- ☐ Kenny's Corner: Silhouette from Unit 1, Extra Worksheet 2, one for each child

Before going into class

Put picture flashcards 38-40 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use Kenny to take the *arms* flashcard out of the basket. Show it to the children and say: *arms.* Encourage the children to repeat the words. Follow the same procedure with the *legs* and *head* flashcards.

Now name one of the parts of the body and ask the children to touch, the part they hear. Say: *Touch your arms.* Encourage the children to touch their arms. Repeat with *head.* Next say: *Clap your hands.* Encourage the children to clap their hands. This is a good time to review all the parts of the body the children have learned up to now.

3 Listen to the *Touch your arms* song. (Track 38)

Go through the song and demonstrate the following actions.

Touch your arms, (touch your arms)
Then clap your hands, (clap your hands)
Clap your hands, clap your hands. (clap your hands)
Touch your arms, (touch your arms)
Then clap your hands, (clap your hands)
Clap your hands. (clap your hands)

Touch your legs, (touch your legs)
Then clap your hands, (clap your hands)

Clap your hands, clap your hands. (clap your hands)
Touch your legs, (touch your legs)
Then clap your hands, (clap your hands)
Clap your hands. (clap your hands)

Touch your head, (touch your head)
Then clap your hands, (clap your hands)
Clap your hands, clap your hands. (clap your hands)
Touch your head, (touch your head)
Then clap your hands, (clap your hands)
Clap your hands. (clap your hands)

Play the song and encourage the children to copy your actions. Play the *Touch your arms* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(arms, legs, head)*. Play the song a third time and use the flashcards as prompts to help the children sing along while performing the actions.

4 Play *Close your Eyes.*

Ask the children to stand or lie on mats (if possible with their eyes closed). Use the Kenny puppet and go up to each child and touch their arm, leg, or head. The children must name it correctly.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 2 page 55

Show Worksheet 2 to the children. Point to Billy and elicit his name. Encourage the children to repeat his name. Now point to Billy's arms and encourage the children to say *(Billy's) arms.* Repeat with Billy's *legs* and *head.* Explain that they have to trace Billy's head, arms, and legs. Say: *Let's trace Billy's arms.* Use your finger and trace his arms. Do the same for the *legs* and *head.*

Hand out Worksheet 2 to the children. Allow them some time to work on their own. Walk around the classroom as the children are tracing and praise their work.

Play the *Touch your arms* (Track 38) song. Encourage the children to listen to the song and point to Billy's head, arms, and legs when they hear these words in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Kenny Says
Tell the children they are going to play *Kenny Says.* Explain the rules. Tell them Kenny is going to give them instructions. If they hear *Kenny says*, everyone has to carry out the instructions. If they don't hear the words *Kenny says*, then they should remain still.

Body Bingo (Extra Worksheet 2 on p. 183)
If you have time, photocopy and hand out Extra Worksheet 2. Explain to the children that you are going to play Bingo. Ask them to choose any six pictures and color them. When they finish, name six parts of the body. The children circle the colored pictures you have mentioned. Whoever circles all his six pictures says *Bingo* and is the winner. Alternatively, the child with the most circled pictures is the winner.

Unit 5 - I love a tadpole!

Lesson 4

Language

Children's language

- ***Review***
  Parts of the body

Classroom language

- *What's missing?*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 38-40 *(arms, legs, head)*
- [ ] Class CD
- [ ] Worksheet 3
- [ ] Extra Worksheet 3, one for each child
- [ ] Kenny's Corner: Masking tape, foam ball

Before going into class

Put picture flashcards 38-40 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use Kenny to take out the flashcards, one at a time. Name the items on each flashcard and encourage the children to repeat the words.

Now say: *Yes or No?* and explain the activity. Point to a flashcard and say a word. The children say *Yes* if the word matches the picture and *No* if the word doesn't match the picture. Repeat as many times as you like.

3 Listen to the *Touch your arms* song. (Track 38)

Say: *Touch your legs.* Encourage the children to touch their legs. Repeat with other parts of the body.

Play the *Touch your arms* song. Encourage the children to mime the actions. Play the song again and this time encourage the children to sing, as well as perform the actions.

4 Play *Me, too!*

Photocopy Extra Worksheet 3 (p. 184) and prepare the cards. Hand out the cards to the children. Tell them that there are two copies of each picture. They must go around the classroom in order to find their partners. Once they have paired up, ask each pair to say what they have.

5 Worksheet 3 page 57

Show Worksheet 3 to the children. Ask them to point to the girl puppet. Then point to the first incomplete picture of the puppet. Look puzzled and ask: *What's missing?* Elicit the answer *arms*. Explain that they have to draw the missing parts of the body, and then color the puppets.

Hand out Worksheet 3 to the children. Allow the children some time to work on their own. Go around the classroom, point to each part, and elicit its name.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Jump to Yes or No

Use masking tape to create a line on the floor. Designate one side as *Yes* and the other as *No*. Hold up a flashcard and say the word. Children jump on the *Yes* side if they think the word is correct, and on the *No* side if they think it's wrong.

Catch and say

Ask the children to sit in a circle. Use a foam ball or make a ball out of crumpled paper. Name a part of the body and throw the ball to a child. The child catches the ball, repeats the part of the body, and throws the ball to another child. The game continues with each child naming the same part of the body. Every time the ball comes back to you, change the word.

Unit 5 - I love a tadpole!

Lesson 5

Language

Children's language

- ***New***
  Mommy, Daddy
- ***Review***
  Parts of the body, big, small

Classroom language

- *This is Fifi and this is Fifi's mom.*
  Which one is Fifi's mom?

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 41 & 42 *(Mommy, Daddy)*
- ☐ Class CD
- ☐ Pictures of assorted animals and objects (some big, some small) from magazines, etc.
- ☐ Worksheet 4
- ☐ Kenny's Corner: Magazines; Units 1-5 Picture Flashcards

Before going into class

Put picture flashcards 41 & 42 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take out the flashcards, one at a time. Name the items and encourage the children to repeat the words.

Hold up the *Mommy* flashcard and ask the children: *Who's this?* Elicit the answer. Repeat for the *Daddy* flashcard. Point to *Mommy* again and say: *Mommy has a small pretty mouth to kiss me!* Blow a kiss. Encourage the children to copy your actions. Then point to *Daddy* and say: *Daddy has a big fat tummy to hug me!* Rap your arms around yourself. Encourage the children to copy your actions. During this stage, you can review the concepts of *big* and *small*.

3 Listen to the *Mommy and Daddy* song. (Track 40)

Go through the song and demonstrate the following actions.

Mommy has a small mouth, (point to your mouth)
A small pretty mouth,
A small pretty mouth
To kiss me! (blow a kiss)

Daddy has a big tummy, (point to your tummy)
A big fat tummy,
A big fat tummy
To hug me! (rap your arms around yourself)

Play the song and encourage the children to copy you. Play the *Mommy and Daddy* song again. Encourage the children to listen and join in the actions. Time permitting, put up the flashcards *(Mommy, Daddy)*. Play the song a third time and use the flashcards as prompts to help the children sing along while doing the actions.

4 Play *Big – Small.*

Before going into class

Cut out pictures of assorted animals and objects (some big, some small) from magazines, etc., *e.g. Small: ant, spider, egg, mouse, ring etc.; Big: plane, truck, bus, dinosaur, elephant, ship, etc.*

Show the pictures that you have brought to class and ask the children to respond to each picture by shouting *BIG!* (and making a grand gesture with arms outstretched) or *SMALL!* (and making a "pinching" gesture with thumb and forefinger). You can speed up the activity to make it more fun and challenging. Alternatively, have the children walk in a circle. Shout: *Big!* The children continue walking while making a grand gesture with arms outstretched. Then shout: *Small!* The children continue walking with their backs bent over.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 4 page 59

Show Worksheet 4 to the children. Point to the picture of Fifi and her mom (bottom left) and elicit their names. Say: *This is Fifi and this is Fifi's mom.* Repeat with the remaining pictures of the characters (Molly and her mom, Billy and his dad, Kenny and his dad). Explain to the children that they have to match the parents. Point to the first set of pictures on the top of the page and ask: *Which one is Fifi's mom?* Ask the children to point to the correct picture *(the second one)*. Use your finger and draw an imaginary line from the second picture to the picture of Fifi's mom on the bottom.

Hand out Worksheet 4 to the children. Allow the children some time to work on their own. Have them match the remaining parents. Walk around the classroom as the children are working and praise their work.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Funny bodies

Bring magazines to class. Ask the children to cut out different parts of the body and glue them together on a plain piece of paper in any way they like. Explain to the children that the final result can be as funny as they wish. Award a prize for the funniest picture!

Basketball

Divide the class into two teams, A and B. Show a flashcard to a child from Team A. If he/she names the item correctly, he/she gets a shot at Kenny's basket. Give the child a softball. If the child makes the shot, he/she gets two points for his/her team. If he/she hits the basket without the ball going in, then he/she gets one point. Choose a child from Team B and continue the game. The team with the most points wins.

Unit 5 - I love a tadpole!

Lesson 6 – Toy Box

Language

Children's language

- ***Review***
  Parts of the body, Mommy, Daddy

Classroom language

- *This is my mommy and daddy. It has three blue heads, five green eyes, three yellow arms, four red noses.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Class CD
- ☐ Picture Flashcards 41 & 42 *(Mommy, Daddy)*
- ☐ Roll of bathroom tissue
- ☐ Construction paper
- ☐ Kenny's corner: Pictures of children; pictures of animals, people, cartoon characters, etc. from magazines, etc.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to the *Mommy and Daddy* song. (Track 40)

Take the flashcards *(Mommy, Daddy)* from the previous lesson and put them up somewhere in the classroom where everyone can see them. Point to them and encourage the children to name them.

Give each child a sheet of paper and ask them to draw a picture of their mommies and daddies. When they finish, have them show their drawings to the class and say: *This is my mommy and daddy.*

Play the *Mommy and Daddy* song. Encourage the children to sing along and/or join in the actions.

3 Play *Doctor, Doctor!**

Teach the phrase *Doctor, my … hurts!* Ask the children to pair up. One is the doctor and the other is the patient. Give each doctor some bathroom tissue. Choose a part of the body and have all the patients shout *Doctor, Doctor my (head) hurts!* The doctors wrap their patients' heads. Make sure the children switch roles so everyone gets a chance to play doctor.

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Make an outline of your body.

Have the children form pairs. Provide each pair with two large pieces of construction paper. Ask one child in each pair to lie down on one of the pieces of paper while the other child draws around him/her. Then repeat for the second child. When both children have finished, they draw and color the parts of the body on their own outline and, with your help, they write their names on their papers.

Note: Don't let the children take their body outlines home yet if you are planning to do Optional Lesson 9. They will need them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Heads off

Glue a picture of each child on a piece of paper. Give the children their pictures, together with some pictures of animals, people, cartoon characters, etc. Ask the children to cut the heads off all these pictures and stick them over their own picture to see what they would look like with someone else's head.

Draw the monster

Give each child a sheet of paper and some colored pencils. Describe a monster that they have to draw, *e.g. It has three blue heads, five green eyes, three yellow arms, four red noses, etc.*

Unit 5 - I love a tadpole!

Lesson 7

Language

Children's language

- ***Review***
  Parts of the body.

Classroom language

- *Look at the tadpole. She doesn't have arms or legs. She has a big head. What color is the water?*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Unit 5 Story Cards
- ☐ Class CD

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to the *I love a tadpole* story. (Track 42)

Say: *Come on, everyone, one, two, three. It's storytime for you and me!*

Narrate the story or play the CD. While the children are listening, point to the corresponding Story Cards.

Story Card 1

Molly: *I love a tadpole,* (point to the tadpole)
Storyteller: *...says Molly.* (point to Molly)
Molly: *And she loves me. I love a tadpole. Can you see?*

Story Card 2

Billy: *She doesn't have arms,*
Storyteller: *...says Billy.* (point to Billy)
Billy: *And she doesn't have legs. She has a big tail.* (point to the tadpole's tail) *And she has a big head!* (point to the tadpole's head)

Story Card 3

Molly: *I love a tadpole,* (point to the tadpole)
Storyteller: *...says Molly* (point to Molly)
Molly: *And she loves me. I love a tadpole. Can you see?*

Billy: *Now she has arms,* (point to the tadpole's arms)
Storyteller: *...says Billy.* (point to Billy)
Billy: *Now she has legs.* (point to the tadpole's legs) *She has a big tail.* (point to the tadpole's tail) *And she has a big head!* (point to the tadpole's head)

Story Card 4

Molly: *I love a tadpole,* (point to the tadpole)
Storyteller: *...says Molly.* (point to Molly)
Molly: *And she loves me. I love a tadpole. Can you see?*
Billy: *Now she has arms,* (point to the tadpole's arms)
Storyteller: *...says Billy.* (point to Billy)
Billy: *Now she has legs.* (point to the tadpole's legs) *She doesn't have a tail. And she has a very big head!* (point to the tadpole's head)

Story Card 5

Molly: *I love a frog,* (point to the frog)
Storyteller: *...says Molly.*
Molly: *And she loves me. Look at her now – Can you see?*

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

3 Find the stickers.

Hand out the story worksheets and the sticker page to the children. Hold up the sticker page. Point to the tadpole sticker and say: *Look at the tadpole. She doesn't have arms or legs. She has a big head.* Pretend to take the tadpole sticker and put it in the correct place on the worksheet. Repeat with the other stickers of the tadpole. Now the children put their own stickers on their worksheets. Go around the classroom providing any necessary help and praising their work.

4 Color the water.

Point to the water in the pool on page 63. Ask the children: *What color is the water?* Elicit the answer *(blue)*. Then say: *Let's color the water blue.* Walk around the classroom as the children are coloring and ask them to say what color the water is. If you have time, play the story again.

Give the children their folders and ask them to put their worksheets in them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

My tadpole

Ask the children to draw their own pictures of a tadpole. Ask them to present them to the rest of the class. If you wish, you can teach them the following: *I love a tadpole and she loves me. I love a tadpole, can you see?* Make a class display.

Leap like a frog!

Have the children walk in a circle. Say: *Leap like a frog!* The children start leaping. If you wish, you can teach them some new actions such as swim like a fish, fly like a bird, etc.

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Unit 5 - I love a tadpole!

Lesson 8

Language

Children's language

- ***Review***
  This is for you.

Classroom language

- *Mommy, Daddy, parts of the body*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Unit 5 Story Cards
- [ ] Class CD
- [ ] Extra Worksheets 4 & 5
- [ ] Kenny's Corner: Sponges, scissors, finger paint, paper, plastic bowls

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Let's look at the story again. (Track 42)

Say the **storytime** chant from the previous lesson.

Put up the Story Cards where the children can see them. Narrate the story or play the CD. Point to the characters as they speak, as well as to vocabulary items as they are heard.

Mix up the Story Cards. Play the first part of the story. Ask the children to identify the correct Story Card. Put it first. Repeat with the rest of the Story Cards.

3 Play *Frog!*

Photocopy Extra Worksheet 4 (p. 185) and prepare frog dice, one for each pair of children. Photocopy Extra Worksheet 5 (p. 186), one per child. Hand them out. In pairs, the children take turns throwing their dice. Whichever part of the body is facing upwards is the part the children color on their frog sheets. The winner is the first child to complete their frog!

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 A pool for Fifi.

The children draw a pool for Fifi. Have them come to Fifi and offer it to her. You can teach them to say: *This is for you.* Accept it and say: *Thank you.* Make a class display.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Frog prints

Make frog "footprints" from the sponges (cut an oval with three webbed toes), one for each child. Put the paint into plastic bowls, one bowl for each color you wish to use. Show the children how to use their sponge to stamp frog prints onto the paper.

Play-Doh frogs

Give Play-Doh to the children and tell them they are going to make Play-Doh frogs. Say: *Make a head!* Wait until everyone has finished before giving the next instruction: *Make eyes!* etc.

Unit 5 - I love a tadpole!

Showtime! (Lesson 9 – Optional)

Language

Children's language

- ***Review***
  Mommy, Daddy, parts of the body

Classroom language

- *Come on everyone, it's storytime fun. Kenny says ...*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Kenny's Corner: Parts of the body: Units 1 & 5 Picture Flashcards
  pictures of various kinds of frogs from magazines

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *Kenny Says.*

Tell the children they are going to play *Kenny Says.* Remind them of the rules. If you say *Kenny says! Touch your legs,* everyone has to touch their legs. If they don't hear the words *Kenny says,* then they should ignore the instruction.

3 It's Showtime!

Children use the body outlines from Lesson 6. Have them stand with their outlines laid out on the floor next to them. Ask for some volunteers and demonstrate the following dramatic play:

Teacher: *Touch your head!*
Children: *Head!* (children touch their own head, and then the head on their outline)
Teacher: *Touch your arms!*
Children: *Arms!* (children touch their own arms, and then the arms on their outlines)
Teacher: *Touch your legs!*
Children: *Legs!* (children touch their own legs, and then the legs on their outlines)

Repeat. This time encourage all the children to participate. Do not push any shy children to participate if they don't want to. They can be the audience and they can applaud you and the rest of the children upon completion of the performance.

Finally, join hands in a circle. Repeat actions of touching head/arms/legs and speed it up to make it more fun.

4 My favorite song.

Ask the class what their favorite song is. Play the song. The children can use their outlines as "dance partners" to dance around the room! The children join in the actions and sing along. If you wish, you can use the karaoke version of the song.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Pass the bag

Ask the children to sit in a circle. Put the *parts of the body* flashcards from Units 1 and 5, in a bag. Play some music. Have the children pass the bag around the circle. Pause the music. The child with the bag, takes out a flashcard and names the item. Restart the music. The children carry on passing the bag.

Frog collage

Cut out differently shaped colored frogs from magazines. Hand them out to the children and ask them to make a collage.

Unit 5 - I love a tadpole!

Across the Curriculum (Lesson 10 – Optional)

Aim

- *To talk about animals and their babies (Science)*

Children's language

- *mommy, baby, cat, dog, frog, rabbit*

Classroom language

- *Kenny, look! Mommy! Baby! Mommy (cat) and baby (cat)!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Cross-curricular poster 5
- ☐ Extra Worksheet 6, one for each child
- ☐ Kenny's Corner: potatoes of various sizes, paint, construction paper; four cards with simple sketches of mommy and baby (cats)

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Poster time

Put up the Cross-curricular poster 5. Put on the Kenny puppet and have the following conversation with him. *Kenny, look!* (say as you point to the animals in the first picture) *Mommy! Baby!* Encourage the children to repeat after you. Repeat with the rest of the pictures. Ask for a volunteer. Say: *Mommy* or *baby*. The child points to the corresponding animals.

3 Play *Animal Families.*

The children stand in a circle. Assign roles *(mommy cat/baby cat, mommy dog/baby dog, mommy frog/baby frog, mommy rabbit/baby rabbit)* by going around and patting the children on their shoulders. Say: *Mommy (cat)* and *baby (cat)*! The children that have been assigned those roles get together. Repeat with the rest of the animal families.

Table Time*

Ask the children to go back to their seats using the **Table Time** chant.

4 Extra Worksheet 6 (p. 187)

Photocopy and hand out Extra Worksheet 6. Explain the activity. Point to mommy cat and say: *mommy*. Ask: *Where is the baby?* Elicit the answer. Tell children that they should match the mommies to their babies.

Allow the children some time to complete the activity. Walk around the classroom as the children are coloring and praise their work.

Give the children their folders and ask them to put their worksheets in them.

*** If you are running out of time, you can skip *Table Time*.**

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Potato Print family

You will need some potatoes cut in half. Pour some paint in a tray. Ask the children to come, choose the size potato they want to use, dip the cut end of the potato in the paint, and then press it on their paper. Explain to the children that they should make a print for every member of their family. As an extension, the teacher can write the names of the children's family members under the potato prints. When the potato prints are dry, the children can draw facial features, hair, arms, or legs to complete each family member.

What's next?

You will need four cards with simple sketches of *mommy* and *baby*. Show the first card with mommy and say: *mommy*. Put it up on the board. Then show the card with baby and say: *baby*. Put it up on the board. Continue with the next card (mommy). Ask the children to tell you which card comes next (baby).

Unit 6 - Goodnight!

Key language

Language

Children's language
(good)night, (Switch off the) light, TV, DVD

Review
numbers (1-5), arms, legs, head, Mommy, Daddy

Classroom language
Monty is a monkey. Goodnight Monty! Switch off the light, Monty. What's the number? How many monkeys? Who's next to Monty? Can you jump? Yes, I can jump. No, I can't jump. Can I watch (name of TV program) on TV? Where's the control? Can Molly watch TV? Switch off the TV, please! Get into bed!

Unit Aims

- To identify things in a home
- To review parts of the body and family members
- To review colors
- To familiarize children with the class routine
- To develop social skills by having children follow commands
- To develop gross motor skills through miming actions in the songs and story
- To develop pre-reading and observational skills through matching, tracing, drawing, and coloring activities
- To improve fine motor skills by matching, tracing, drawing, and coloring
- To develop creative skills by painting pictures of their bedrooms
- To encourage children to cooperate by singing songs and playing games

Main attitudes

- Willingness to participate
- Enjoyment of the songs, activities, and story
- Polite behavior and respect for others
- Development of self-confidence

Main Evaluation criteria

Children should:

- start to recognize and name things in a home
- identify parts of the body and family members
- identify and name the colors red, blue, green, and yellow
- start to interact with others and the puppet
- be able to use their body to communicate verbally and non-verbally
- respond appropriately to classroom language
- perform actions and mime during songs, games, and dramatic play

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lessons 7 & 8

Showtime! (Lesson 9 – Optional)

Across the Curriculum (Lesson 10 – Optional)

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Unit 6 - Goodnight!

Lesson 1

Language

Children's language

- ***New***
  Monty, (good) night, (switch off the) light, bed, Welcome, Monty!
- ***Review***
  numbers (1-5), Mommy, Daddy

Classroom language

- *This is Monty (the monkey).*
  Goodnight Monty!

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 43-46 *(Monty, (good) night, bed, (switch off the) light)*
- ☐ *Happy Hearts pet shop* poster
- ☐ Class CD
- ☐ Worksheet 1
- ☐ Kenny's Corner: Units 1-5 Picture Flashcards

Before going into class

Put picture flashcards 43-46 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1.)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *Monty* flashcard out of the basket. Show it to the children and say: *This is Monty (the monkey).* Encourage the children to say *Hello, Monty!* Explain to the students, in L1 if necessary, that Monty is Kenny's friend and that he has just come to the pet shop. Wave to Monty and say: *Welcome, Monty.* Encourage the children to repeat after you. Go to the *Happy Hearts pet shop* poster and put the *Monty* flashcard in the designated frame. Alternatively, ask a child to do that for you. While you are doing this you can sing the following to the tune of *Hello, I'm Kenny!* (Track 04):

Hello, I'm Monty.
Hello, hello, hello!

Next use the Kenny puppet to take out the *(good) night* flashcard. Point to the window and say: *Look! It's night.* Say: *Goodnight, Monty!* as

you yawn and wave. Encourage the children to perform the action and repeat the greeting. Then take out the *bed* flashcard and say: *This is Monty's bed.* Encourage the children to say *bed*. Finally take out the *(switch off the) light* flashcard. Go to the light switch on the wall and switch the light off. Say the phrase and encourage the children to repeat it a few times.

Put the flashcards in front of you. Ask a child to come and point to the corresponding flashcard. Say: *(Susan), show me (Monty).* Look at Monty as you say *Goodnight, Monty! Go to bed, switch off the light!*

3 Listen to the *Goodnight!* song. (Track 43)

Go through the song and demonstrate the following actions:

Goodnight Monty,
Say Goodnight. (yawn and wave)
Go to bed, (close eyes and pretend you're sleeping)
Switch off the light! (point to light)
Now it's time to go to bed,
Now it's time to rest your head. (place your hands together and lean your head on them)
Goodnight Monty,
Say Goodnight. (yawn and wave)
Go to bed, (close eyes and pretend you're sleeping)
Switch off the light! (point to light)
Play the song and encourage the children to copy your actions. Play the *Goodnight!* song again. Encourage the children to listen and join in the actions.

4 Play *Sleeping Monkeys.*

Tell the children that they are *"Sleeping Monkeys."* Ask them to put their arms on the desk and rest their heads in them. Go around the classroom, approach a child and ask him/her questions, tell jokes, etc. to try to get his/her attention (no touching!). The *"Sleeping Monkeys"* must not move or open their eyes or they are out of the game. You can choose a child to replace you if you wish.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1 page 65

Show Worksheet 1 to the children. Point to Monty the monkey and say: *Goodnight, Monty!* Encourage the children to repeat the words. Explain that they have to color the *lamp*, *pillow*, and *slipper*. Take a red colored pencil, point to the lamp in the picture, and pretend you are coloring it. Do the same for the *slipper* and *pillow*.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Walk around the classroom as the children are coloring their pictures and ask them what color the items are. Praise their work.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

What's different?

You will need the flashcards of the previous units. Choose four flashcards, three from the same category, *e.g. numbers*, and one from a different category, *e.g. pizza*. Put the four flashcards on the board and ask the children to name or come up and point to the one that is different. Repeat with more sets.

Monkey See, Monkey Do

Ask the children to stand in a circle. Choose one child to be the leader and ask him/her to make a funny movement. Encourage the rest of the children to imitate the movement. Keep changing the leaders.

Unit 6 - Goodnight!
Lesson 2

Language

Children's language

- ***Review***
  Goodnight, Monty, switch off the light

Classroom language

- *Goodnight Monty! Switch off the light, Monty.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 44-46 *((good) night, bed, (switch off the) light)*
- ☐ Wiggle eyes, a box
- ☐ Class CD
- ☐ Dice
- ☐ Kenny's Corner: Extra Worksheet 1, one for each child

Before going into class

Put picture flashcards 44-46 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *(good) night* flashcard out of the basket. Show it to the children and say: *Goodnight, Monty* (yawn and wave). Encourage the children to copy your actions and say *Goodnight, Monty.* Then say: *Switch off the light, Monty.* Encourage the children to repeat the words.

3 Play *Good morning/Goodnight!*

Explain the game. Say: *Good morning* as you stretch your arms out. Encourage the children to do the same. Then say: *Goodnight* as you yawn and mime going to bed. Say: *Good morning.* The children mime the corresponding action. Repeat with *Goodnight.*

4 Play *Wiggle eyes.**

You will need some wiggle eyes and a box. Provide each child with a wiggle eye. Ask the children to take turns tossing the eyes into the box. Help the children count the number of sleepy eyes (eyes facing down) and the number of "awake" eyes (eyes facing up).

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Remove the *Monty* press-out.

Give children their press-outs. Demonstrate what to do using your own copy. Put your fingers through the holes and have Monty stand on the table. Look at him and say: *Hello, Monty!* Encourage the children to do the same. Go around the tables providing any necessary help.

6 Sing the *Goodnight!* song. (Track 43)

Play the *Goodnight!* song. Encourage the children to move their press-outs to the music. Put the children into groups of three. Play the song again. The children take turns "performing" the song, ie moving their press-outs to the music of a verse.

Give the children their folders and ask them to put their press-outs in them.

7 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Sing a song!

Play the karaoke version of the *Goodnight!* song (Track 44). Lead the children into singing the song and miming the actions. Alternatively, sing part of the song and leave some gaps in it for the children to join in. *e.g. It's time to rest your … .*

Trace the sun/moon (Extra Worksheet 1 on p. 188)

If you have time, photocopy and hand out Extra Worksheet 1. Point to the sun and say: *day*. Point to the moon and say: *night*. Ask children to trace the sun and the moon.

Unit 6 - Goodnight!

Lesson 3

Language

Children's language

- ***Review***
  numbers (1-5), bed, head

Classroom language

- *Five little monkeys jumping on the bed. What's the number?*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 32-36 *(one, two, three, four, five)*
- [ ] A ball
- [ ] Class CD
- [ ] Worksheet 2
- [ ] Kenny's Corner: Outline drawing of the numbers 1-5, jars of (e.g.) beans, lentils, pasta shapes, rice, etc.

Before going into class

Put picture flashcards 32-36 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take the *number* flashcards out of the basket, one at a time. Show them to the children and review them. Encourage the children to repeat the words.

Put up the *number* flashcards to give the children some visual support. Clap twice and ask the children to tell you the number. Ask: *What's the number? (two)* Repeat with other numbers. Mime jumping up and down and say: *Five little monkeys jumping on the bed!*

3 Listen to the *Five little monkeys* song. (Track 45)

Go through the song and demonstrate the following actions.

Five little monkeys jumping on the bed, (hold up five fingers and jump)
One falls off and bumps his head. (hold head as if in pain)

Four little monkeys jumping on the bed, (hold up four fingers and jump)
One falls off and bumps his head. (hold head as if in pain)

Three little monkeys jumping on the bed, (hold up three fingers and jump)

One falls off and bumps his head. (hold head as if in pain)

Two little monkeys jumping on the bed, (hold up two fingers and jump)
One falls off and bumps his head. (hold head as if in pain)

One little monkey jumping on the bed, (hold up one finger and jump)
He falls off and bumps his head. (hold head as if in pain)

Play the song and encourage the children to copy your actions. Play the *Five little monkeys* song again. Encourage the children to listen and join in the actions. Time permitting, put up the number flashcards. Play the song a third time and use the flashcards as prompts to help the children sing along while performing the actions.

4 Play *Five, oh, oh!*

Ask the children to sit in a circle. Choose a child to start (the leader) and hand him/her a ball. The "leader" shouts out *one* and passes the ball to the next child who shouts *two,* and so on until the child who shouts *five* hands it to the next child. At this point all the children must shout *Oh, oh!* The child holding the ball must pay a penalty, e.g. sing a song, name some animals, etc. The game continues with the child who has paid the penalty becoming the leader.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 2 page 67

Show Worksheet 2 to the children. Point to the monkeys and elicit the correct number. Encourage the children to repeat it. Explain to the children that they have to count the monkeys, match them to the numbers, and then trace the numbers. Point to the first set of monkeys and elicit the number three. Ask a child to point to the correct number. Use your finger and draw an imaginary line to number three.

Hand out Worksheet 2 to the children. Allow the children some time to work on their own. Go around the classroom as the children are tracing and praise their work.

Play the *Five little monkeys* (Track 45) song. Encourage the children to listen to the song and point to the correct group of monkeys when they hear the words in the song.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Numbers art

On 8½ x 11 paper, make a large outline drawing of the numbers 1-5, leaving the inside white. Divide the children in small groups. Give each group a different number outline and a jar of (e.g.) beans, lentils, pasta shapes, rice, etc. Have the children glue the materials provided inside the outlines of the numbers. When they are dry, hang them on the wall where the children can reach them. As a follow-up, the children can cover their eyes, feel the numbers, and name them.

Number Group game

Play some music and have the children walk around the classroom. Stop the music suddenly and call out a number. The children must quickly get together in groups of that number. Any children who didn't get into a group must sit it out until the next round.

Unit 6 - Goodnight!
Lesson 4

Language

Children's language

- ***Review***
  numbers (1-5), goodnight, switch off the light

Classroom language

- *Switch off the lights, (Sue)! Ssh! Monty's sleeping.*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Interactive Poster
- [ ] Picture Flashcards 32-36 *(one, two, three, four, five)*
- [ ] Class CD
- [ ] Worksheet 3
- [ ] Kenny's Corner: Picture Flashcards 15-19

Before going into class

Put picture flashcards 32-36 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use Kenny to take out the number flashcards, one at a time. Name the items and encourage the children to repeat them.

Point to a child and say: *Switch off the lights, (Sue).* Ask the child to get up and perform the action. Say: *Goodnight!* Encourage the class to respond by saying *Goodnight!*

3 Listen to the *Five little monkeys* song. (Track 45)

Play the *Five little monkeys* song. Encourage the children to mime the actions. Play the song again and encourage them to sing along, joining in the actions.

4 Play *Goodnight.*

Ask the children to sit in a circle. Choose a child and say: *Goodnight, (Faye).* The selected child goes into the middle of the circle and mimes getting into bed. The other children can say together:

Goodnight, (Faye),
Goodnight!
Goodnight, (Faye),
Sleep tight!

The child in the middle pretends to fall asleep. (encourage sound effects!)

5 Worksheet 3 page 69

Show Worksheet 3 to the children. Ask them to point to Monty. Say: *Shh! Monty is sleeping.* (make snoring noises) Then point to the bed and the incomplete picture. Look puzzled and ask: *Who's this?* Explain that they have to finish the picture by drawing themselves. Use your finger to trace the top of the head and draw imaginary hair.

Hand out Worksheet 3 to the children. Allow the children some time to work on their own. Walk around the classroom and praise their work.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Numbers beat

You will need the *number* flashcards (32-36) and the *toy* flashcards (15-19). Put the *number* flashcards on the board. Beat out a number on a drum or your desk, counting each beat. Encourage the children to copy your actions. Now put a toy flashcard next to each number flashcard. Beat out a number and see if the children can tell you which toy is next to the number you just beat out. Repeat this several times.

Zoo game

Have each child sit in a different part of the classroom and assign a different animal to them. Walk around the classroom and talk to each child, allowing them to reply only with that animal's sound.

e.g. Teacher: Hello, Jill!
Jill: Croak, croak! (frog)
Teacher: What's your name?
Child 2: Woof, woof! (dog) etc.

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Unit 6 - Goodnight!

Lesson 5

Language

Children's language

- ***New***
  TV
- ***Review***
  numbers (1-5), goodnight, switch off the light

Classroom language

- *Can I watch TV? Who's next to Monty? Can you jump? OK, go!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcard 47 (TV)
- ☐ Class CD
- ☐ Empty box, TV remote control
- ☐ Worksheet 4
- ☐ Kenny's Corner: Units 1-5 Picture Flashcards

Before going into class

Put picture flashcard 47 into the basket of the Interactive Poster.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *What's in my basket?*

Put up the Interactive Poster. Say the following chant:

What's in my basket?
Come and see.
What's in my basket?
One, two, three!

Use the Kenny puppet to take out the *TV* flashcard. Say: *TV*. Encourage the children to repeat. Ask: *Can I watch TV?* Explain that TV is an abbreviation for television. Also explain that some people use the word *telly* instead of TV. Then say: *Can I watch a DVD?*

3 Listen to the *Can I?* song. (Track 47)

Go through the song and demonstrate the following actions.

Can I watch the telly? (form a square with your fingers and pretend you're watching TV)
Can I watch TV?
Can I watch the telly?
Please, Please, Please! (put hands together in pleading gesture)

Can I watch the telly? (form a square with your fingers and pretend you're watching TV)
Can I watch a DVD?
Can I watch the telly?
Please, Please, Please! (put hands together in pleading gesture)

Play the song and encourage the children to copy you. Play the *Can I?* song again. Encourage the children to listen and join in the actions.

4 Play *Zapping.*

Before going into class

Prepare a TV by taking a large empty box and cutting a screen out of one side. Bring in a TV remote control, or use something similar.

Put the children into groups of 5. Assign numbers (1-5) to the children in each group and tell them they are the "channels," e.g. child 1 is channel 1. Pretending to use the remote control, the teacher "zaps" the TV and shouts out a channel. The corresponding child must "get into" the TV and sing a song, mime an activity, etc. Keep changing channels until everyone has had a turn.

If you wish, you can have some rehearsal time beforehand, asking the children to prepare something for their channel, e.g. a song, a dance, making funny faces, saying some words in English, etc.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Worksheet 4 page 71

Show Worksheet 4 to the children. Point to the picture of Monty (left) and ask: *Who's next to Monty?* Encourage the children to answer *Fifi.* Then, point to Kenny and say: *Look, Kenny can … .* Encourage the children to complete your sentence *(dance).* Repeat asking questions about the pictures. Explain to the children that they have to look at both pictures and circle the four differences. Ask a child to point out one of the differences and use your finger to draw an imaginary circle around it.

Hand out Worksheet 4 to the children. Allow the children some time to work on their own. Walk around the classroom and check the children's work, asking them questions about the pictures.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Can you?

Ask a child: *Can you jump?* If he/she answers *Yes*, say: *OK, go!* and the child performs the action. If the child says *No*, ask if he/she can perform another action, *e.g. Can you (dance)?*

Flashcard play

Ask various children to come to the front of the classroom. Give a flashcard from previous units to each one. Start naming the flashcard items and ask the children to arrange themselves in the order you call out the items. Encourage the remaining children to name the items. Repeat the activity with different children.

Unit 6 - Goodnight!

Lesson 6 – Toy Box

Language

Children's language

- ***New***
  Can I watch …?
- ***Review***
  numbers (1-5), goodnight, switch off the light, TV

Classroom language

- *Can I watch (name of TV program) on TV? Where's the control?*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Class CD
- ☐ Picture Flashcard 47 (TV)
- ☐ A TV remote control
- ☐ Extra worksheet 2, one for each child
- ☐ Kenny's Corner: Paper, colored pencils

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to the *Can I?* song. (Track 47)

Take the *TV* flashcard from the previous lesson and put it where everyone can see it. Point to the flashcard and encourage the children to name it.

Give each child a sheet of paper and ask them to draw a picture of their favorite TV program. When they finish, you can have them show their drawings to the class and say: *Can I watch (name of the program)?*

Play the *Can I?* song. Encourage the children to sing along and/or join in the actions.

3 Play *Where's the control?**

Ask the children to sit in a circle. Choose a child to sit in the middle, blindfolded. Place a TV remote control (or something resembling one) behind this child. Point to one of the children in the circle. This child must get the control and go back to his/her place, hiding the control behind him/her. Remove the blindfold from the child in the middle. Ask: *Where's the remote control?* The child must guess who has the control. An incorrect guess means the child in the middle must stay there for another round – a correct guess means that the child hiding the control now goes into the middle.

*** If you are running out of time, you can skip this activity.**

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Paint a picture.

Ask the children to paint a picture of their bedrooms. Alternatively, photocopy and hand out the Extra Worksheet 2 (p. 189).

Note: Don't let the children take their pictures home if you are planning to do Optional Lesson 9. They will need them then.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Play Name that Tune!

Prepare a soundtrack of tunes of children's favorite TV programs. Play the soundtrack and ask children to identify the programs.

Whispering game

Divide the class into two teams. Ask the two teams to form two lines. Tell the last child in each line to whisper a word to the child in front of him/her and so on until it reaches the child in front. Give sheets of paper and colored pencils to the two children at the front. These children draw and color what they hear. Once they finish, the last child in each team checks to see if the drawing is correct. If so, they get a point for their team. The two children in the front go to the back of the line and the game continues.

Unit 6 - Goodnight!

Lesson 7

Language

Children's language

- ***Review***
  numbers (1-5), goodnight, switch off the light, TV

Classroom language

- *Can I play with my teddy bear? It's time for bed. Can Molly watch TV?*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Unit 6 Story cards
- ☐ Class CD
- ☐ Kenny's Corner: Black colored paper, cotton balls, aluminum foil, a white crayon, glue

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Listen to the *Time for bed* story. (Track 49)

Say: *Come on, everyone, one, two, three. It's storytime for you and me!*

Narrate the story or play the CD. While the children are listening, point to the corresponding Story Cards.

Story Card 1

Mommy: *Switch off the TV,* (point to the TV)
Storyteller: *… says Mommy.* (point to Mommy)
Mommy: *Switch off the light.* (point to the lamp) *Jump into bed, say Goodnight!* (point to the bed and mime yawning)

Story Card 2

Molly: *Can I play with my teddy bear?* (point to the teddy bear)
Storyteller: *… says Molly.* (point to Molly)
Molly: *Please say yes.* (nod head)
Mommy: *No, you can't.* (shake your head)
Storyteller: *… says Mommy.* (point to Mommy)
Mommy: *It's time for bed!* (point to the bed)

Story Card 3

Mommy: *Switch off the TV,* (point to the TV)
Storyteller: *… says Mommy.* (point to Mommy)
Mommy: *Switch off the light.* (point to the lamp) *Jump into bed, say Goodnight!* (point to the bed and mime yawning)

Story Card 4

Billy: *Can I sing a song?* (point to the radio)
Storyteller: *… says Billy.* (point to Billy)
Billy: *Please say yes.* (nod your head)
Mommy: *No, you can't.* (shake your head)
Storyteller: *… says Mommy.* (point to Mommy)
Mommy: *It's time for bed!* (point to the bed)

Story Card 5

Mommy: *Switch off the TV,* (point to the TV)
Storyteller: *… says Mommy.* (point to Mommy)
Mommy: *Switch off the light.* (point to the lamp) *Jump into bed, say Goodnight!* (point to the bed and mime yawning)
Molly & Billy: *OK. Goodnight!* (mime yawning)

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

3 Find the stickers.

Hand out the story worksheets and the sticker page to the children. Hold up the sticker page. Point to the TV sticker and say: *Can Molly watch TV?* Pretend to take the TV sticker and put it in the correct place on the worksheet. Repeat with the other stickers *(teddy bear, clock, radio)*. Now the children put their own stickers on their worksheets. Walk around the classroom providing any necessary help and praising their work.

4 Trace the ladder.

Point to the ladder on page 75. Say: *Let's trace Bill's ladder.* Walk around the classroom as the children are tracing and praise their work. If you have time, play the story again. Encourage the children to join in whenever they are able to.

Give the children their folders and ask them to put their worksheets in them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

The night sky

The children, in groups, make a "sky at night." Tear pieces of aluminum foil. Glue them onto a piece of black colored paper. Glue on cotton balls for clouds and draw a moon using the white crayon.

A miming game

Place the unit flashcards on your desk face down. Ask a child to pick up a flashcard, look at it, and mime the item. The rest of the children guess the item on the flashcard. Repeat with other children.

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Unit 6 - Goodnight!

Lesson 8

Language

Children's language

- ***New***
  This is for you.
- ***Review***
  numbers (1-5), goodnight, switch off the light, TV

Classroom language

- *Switch off the TV, please! Get into bed!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Unit 6 Story Cards
- ☐ Class CD
- ☐ Kenny's Corner: Extra Worksheet 3, one for each child; Units 5 & 6 Picture Flashcards

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Let's look at the story again. (Track 49)

Say the **storytime** chant from the previous lesson.

Put up the Story Cards where the children can see them. Narrate the story or play the CD. Point to the characters as they speak, as well as to vocabulary items as they are heard.

Mix up the Story Cards. Play the first part of the story. Ask the children to identify the correct Story Card. Put it first. Repeat with the rest of the Story Cards.

3 Play *Please!*

Ask the children to follow your commands, but only if they are followed by "please,"

e.g. Teacher: Switch off the TV, please! (children mime switching off a TV)
Teacher: Get into bed! (children remain still)

Any child moving when he/she is not supposed to is out of the game.

Note: Go through the mimes with the children before starting the game, so that they know how to respond to your commands. This is an ideal opportunity to extend the children's vocabulary by asking them about their bedtime routines and providing a translation while the children respond with TPR:

Suggestions: *Put on your pajamas, brush your teeth, brush your hair, tidy up, take off your slippers, etc.*

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 A bed for Kenny.

The children draw a bed for Kenny. Have them come to Kenny and offer it to him. You can teach them to say, *This is for you.* Accept it and say: *Thank you.* Make a class display.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Night mobile

If you have time, photocopy and hand out Extra Worksheet 3 (p. 190). Ask the children to color the moon and the stars. Help them make a mobile by attaching the stars to strings and then attaching these to the moon.

Flashcards relay

Put the flashcards from Units 5 & 6 inside the basket of the Interactive Poster. Have the children stand in line. The first child takes out a flashcard, shows it to the rest of the children, and names the flashcard. The rest of the children verify or correct him/her. The first child then passes it on to the child behind him/her who names the flashcard before giving it to the child behind him/her and so on. The last child comes to the front and puts the flashcard inside the Interactive Poster. He/She shuffles the flashcards, picks out another one, and the game continues.

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Unit 6 - Goodnight!

Showtime! (Lesson 9 – Optional)

Language

Children's language

- ***Review***
  numbers (1-5), switch off the light, TV

Classroom language

- *Little monkeys jumping on the bed.*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Units 5 & 6 Picture Flashcards
- ☐ The pictures of the bedroom the children prepared in Lesson 6
- ☐ Kenny's Corner: Extra Worksheet 4, one for each child

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this say the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Play *Stolen flashcard.*

Put the flashcards from Units 5 & 6 face up on your desk. Choose a child and blindfold him/her. Tell the other children to count *one, two, three, four, five* and while they are counting remove one of the flashcards from the desk. Ask the child to remove the blindfold and say which flashcard has been "stolen."

3 It's Showtime!

Children use the pictures they drew of their bedrooms from Lesson 6. Ask for five volunteers and demonstrate the following dramatic play:

Teacher: *Five little monkeys jumping on the bed!*
Children: (jump up and down next to pictures)

Teacher: *Now it's time to go to bed! Switch off the TV!*
Children: (pretend to switch off the TV)

Teacher: *Switch off the light!*
Children: (pretend to switch off the light)

Teacher: *Jump into bed!*
Children: (pretend to get into bed)

Teacher: *Say Goodnight!*
Children: *Goodnight!* (pretend to sleep)

Repeat. This time encourage all the children to participate. Do not push any shy children to participate if they don't want to. They can be the audience and they can applaud you and the rest of the children upon completion of the performance.

4 My favorite song.

Ask the class what their favorite song is. Play the song. The children join in the actions and sing along. They can use their outlines as "dance partners" to dance around the room! If you wish, you can use the karaoke version of the song.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Name the flashcard

Divide the class into two teams, A and B. Choose a child from team A, show him/her a flashcard (from Unit 5 & 6), and elicit the name of the item. If he/she answers correctly, team A gets a point. If not, team B gets a chance to answer. The team that has the most points wins.

Monkey CD

If you have time, photocopy Extra Worksheet 4 (p. 191), one per child. Prepare from brown colored paper circles (one per child) by tracing around an old CD and cutting out the circle. Hand out Extra Worksheet 4. Ask the children to color the monkey pieces and then cut them out. Hand out the circles and help the children glue the monkey's ears, mouth, and eyes on the circles. The monkey CD is ready!

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Unit 6 - Goodnight!

Across the Curriculum (Lesson 10 – Optional)

Aim

- *To talk about day and night and corresponding actions (Science)*

Children's language

- *day, night, good morning, goodnight*

Classroom language

- *Kenny, look! Day! Night!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Cross-curricular poster 6
- ☐ Extra Worksheet 5, one for each child
- ☐ Kenny's Corner: pictures from magazines, etc.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands, form a circle, and sit down using the **Circle Time** chant from Lesson 1.

With the help of the Kenny puppet sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Poster time

Put up the Cross-curricular poster 6. Put on the Kenny puppet and have the following conversation with him. *Kenny, look! Day! Good morning! Night!* (yawn as you say) *Goodnight!* Point to each activity on the poster and say: *Day* or *Night*. Encourage the children to copy you.

3 Play *Good morning!*

Have the children sit in a circle. Explain the game. When you say *Good morning*, they should mime waking up. When you say *Goodnight*, the children should lie down and mime sleeping. Demonstrate this yourself first.

Table Time*

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

4 Extra Worksheet 5 (p. 192)

Photocopy and hand out Extra Worksheet 5. Explain the activity. Point to the sun and ask: *Day or Night?* Elicit the answer *(Day)*. Then point to the moon and ask again. Elicit the answer *(Night)*. Draw with your finger an imaginary line from the star to the sun. Ask: *Yes?* Elicit the answer (No). Say: *That's right.* Draw with your finger another imaginary line from the *star* to the *moon*. Tell the children that they should match the items to *Day* and *Night* by drawing lines.

Allow the children some time to complete the activity. Walk around the classroom as the children are coloring and praise their work.

Give the children their folders and ask them to put their worksheets in them.

*** If you are running out of time, you can skip *Table Time*.**

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye, bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Encourage the children to wave and sing along.

Kenny's Corner

Follow me!

Have the children form pairs. Say: *Day*. They choose and mime the same action. Repeat with *Night*.

Day and Night collage

You will need pictures from magazines, etc. The children, in groups, cut out scenes that show day or night and produce two collages, one for *Day* and one for *Night*.

Mother's Day!

Language

Children's language

- *I love you, Mommy.*

Classroom language

- *It's Mother's Day!*
  Happy Mother's Day!

Extra materials checklist

- [ ] Kenny puppet
- [ ] Class CD
- [ ] Worksheet 1
- [ ] Kenny's Corner: different colored balloons, Magic Markers, construction paper, finger paint (red and green)

Note: This lesson is designed to be taught just before Mother's Day.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Happy Mother's Day!

Hold Kenny to your ear and pretend he is whispering something to you. Look surprised and say: *Really? Great!* Then ask the children: *Do you know what day is coming? It's Mother's Day! Happy Mother's Day!* Have a discussion, in L1, about Mother's Day. Explain to the children that mommies are very special because they take care of us, our home, our food, our clothes, etc. It is very important to show our love for them every day, but especially on Mother's Day because it's their special day. Say: *Let's learn a song about mommies! We can sing it to our mommies to tell them how much we love them!*

3 Listen to the *Happy Mother's Day!* song. (Track 50)

Go through the song and demonstrate the following actions:

I love you Mommy, (hold your hands over your heart)
I love you Mommy,
I love you Mommy,
Yes, I do! (nod your head)
I love you Mommy, (hold your hands over your heart)
I love you Mommy,
Happy Mother's Day to you!

Play the song and encourage the children to copy your actions. Play the *Happy Mother's Day!* song again. Encourage the children to listen and join in the actions.

4 Play *Mother, Can I?*

Explain the game. Give a command, *e.g. Touch your ears.* The children ask: *Mother, can I?* If you say *Yes, you can,* they follow the command. If

you just say *Yes*, the children should not carry out the command.

e.g. *Teacher:* *Touch your ears.*
Children: *Mother, can I?*
Teacher: *Yes, you can.*
Children: (they touch their ears)
Teacher: *Jump up and down.*
Children: *Mother, can I?*
Teacher: *Yes.*
Children: (they remain still) etc.

Cues: touch your ears/nose/eyes/legs/arms, jump up and down, dance, sing, etc.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1 page 77

Show Worksheet 1 to the children. Point to Billy and Molly and say: *This is Billy and Molly.* Point to their mother and ask: *Who's this?* Answer: *She's their mommy. Happy Mother's Day!* Point to the balloons. Explain to the children that Billy and Molly are giving their mother some beautiful balloons. Ask them to help Billy and Molly by coloring the flowers on the balloons.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Walk around the classroom as the children are coloring their pictures and ask them what color the items are. Praise their work.

Play the *Happy Mother's Day!* song (Track 50). Encourage the children to sing along.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Flower balloons

You will need some balloons and Magic Markers. Blow up a balloon for each child and invite them to draw and color a flower on it. They can take it home as a gift to their mother.

Tulips for Mommy

You will need some construction paper and finger paint (green and red). Tell the children that they are going to paint a tulip for their mommies. You can show them a picture of what a tulip looks like. Give them the following instructions: First the children dip their forearms (from elbow to wrist) in the green finger paint. Then they press their forearms onto the construction paper to make the "stems" of the tulips. Next they dip their hands (but not their thumbs) into the red finger paint and stamp their hand on top of their stems, holding their thumbs up. Remind them to keep their fingers close together. Their tulip is ready!

Note: It is a good idea for you to participate in the painting activity too, so that you can demonstrate it for them.

Earth Day

Language

Children's language

- *Thank you, trees, bees*

Classroom language

- *Thank you, Earth, for all the trees.*

Extra materials checklist

- [ ] Kenny puppet
- [ ] Pictures of Earth, trees, and bees
- [ ] Class CD
- [ ] a tree trunk with branches made of construction paper, Extra Worksheet 1, one for each child
- [ ] Worksheet 1
- [ ] Kenny's Corner: Extra Worksheet 2, one for each child, string

Note: This lesson is designed to be taught just before or on Earth Day (April 22nd).

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Thank you, Earth!

Hold Kenny to your ear and pretend he is whispering something to you. Look surprised and say: *Really? Great!* Then ask the children: *Do you know what day it is today? It's Earth Day!* Have a discussion, in L1, about Earth Day. Show children a picture of the Earth and explain to them that our planet, Earth, is our home and that we should protect it. Earth gives us the air we breathe. Show the children a picture of some trees and say: *Thank you, Earth, for all the trees!* Encourage the children to say *Thank you.* Continue by saying that Earth gives us the food we eat. Show children the picture of bees and say: *Thank you, Earth, for all the bees!* Encourage the children to say *Thank you.*

3 Listen to the *Thank you, Earth!* song. (Track 52)

Go through the song and demonstrate the following actions:

Thank you, Earth, (bow)
For all the trees! (make a big circle with your arms)
Thank you, Earth, (bow)
For all the bees! (make a flying movement with your arms)
Thank you, Earth, (bow)
We sing, sing, sing! (mime holding a microphone and singing)
Thank you, Earth, (bow)
For everything!

Play the song and encourage the children to copy your actions. Play the *Thank you, Earth!* song again. Encourage the children to listen and join in the actions.

4 Play *Save the trees!*

You will need to make a tree trunk out of construction paper. Photocopy the leaf on Extra Worksheet 1 (p. 193), as many times as you think necessary. Give one leaf to a child. Play the karaoke version of *Thank you, Earth!* (Track 53) The children pass the leaf around. Pause the music. The child holding the leaf puts it on the tree branch. Repeat with the rest of the leaves.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1 page 79

Show Worksheet 1 to the children. Point to and elicit/present the items. Say *Look! This is a sun. Look at the bees! Look at the trees!* Explain to the children that they should trace the lines and color the sun and the trees.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Walk around the classroom as the children are coloring their pictures and ask them what color the items are. Praise their work.

Play the *Thank you, Earth!* song (Track 52). Encourage the children to listen to the song and point to the trees and the bees.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Recycling mobile

If you have time, photocopy and hand out Extra Worksheet 2 (p. 194), one for each child. Explain in L1 that Earth needs our help. We shouldn't throw certain things away. We should recycle them. Ask the children to color the bin and the items. Help them make a mobile by attaching the items onto the string and then onto the bin. Make a class display.

My earth

If you have time, prepare and hand out a black and white picture of the earth, one for each child. Show it to the children and say: *This is Earth.* Ask the children to color it using their favorite colors. Make a class display.

Merry Christmas!

Language

Children's language

- *We wish you a Merry Christmas!*

Classroom language

- *Merry Christmas, everyone! Let's learn a song about Christmas!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Class CD
- ☐ a bag, items to go inside the bag, e.g. doll, teddy bear, train, ball, car, etc.
- ☐ Worksheet 1
- ☐ Kenny's Corner: Santa hat, toys; Extra Worksheet 1, one for each child

Note: This lesson is designed to be taught before Christmas.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Merry Christmas!

If possible, put on a Christmas hat (even put one on Kenny) and say: *Merry Christmas, everyone!* Tell the children that Christmas is coming and they should have a Christmas celebration. During this stage, you can spend some time with the children and make Christmas hats for them. Say: *Let's learn a song about Christmas!*

3 Listen to the *We wish you a Merry Christmas!* song. (Track 54)

Present the song:

We wish you a Merry Christmas!
We wish you a Merry Christmas!
We wish you a Merry Christmas!
And a Happy New Year!
A Merry Christmas to you!
A Merry Christmas to you!
We wish you a Merry Christmas!
And a Happy New Year!

Play the song and encourage the children to sing along. If possible, have some of the children play triangles while singing the song.

4 Play *What's in the stocking?*

You will need some relatively small items, *e.g. doll, teddy bear, train, ball, car, etc.* and a bag, or preferably, a Christmas stocking. The children take turns putting their hands inside, feeling one of the items, and trying to guess what it is. Then they take it out for verification.

Note: You can include items in the bag for which the children do not know the names, *e.g. tangerine, nuts, a Christmas decoration, etc.* If you do this, the children can use L1 and you can provide a translation. In this way, the children can extend their vocabulary.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1.

Show Worksheet 1 to the children. Say: *Look! This is Molly, Kenny, and Billy! Look at their Christmas Tree! It's so beautiful!* Explain to the children that they should color the Christmas Tree.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Walk around the classroom as the children are coloring their pictures and ask them what color the items are. Praise their work.

As an extension, play the *We wish you a Merry Christmas!* song. The children sing along.

Give out their folders and ask the children to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Santa, Santa

You will need a Santa hat and some toys. Have the children sit in a circle. Choose a child to be "Santa" and ask him/her to put on the Santa hat. Santa picks up a toy and starts walking around outside the circle while the rest of the children chant *Santa, Santa, where's my present?* Santa puts the present down behind a child. The child picks up the present and tries to tag Santa, who runs around the circle to the empty place and sits down. If Santa is tagged, he/she must do it again. If not, the child holding the present becomes Santa and the game continues.

Christmas stocking

If you have time, photocopy and hand out one copy of Extra Worksheet 1 (p. 195) to each child. Ask the children to draw the things that they want Santa to bring them inside the stocking. When they finish, they take their stockings home and place them by their fireplaces, on their Christmas trees, etc.

Happy Easter!

Language

Children's language

- *Happy Easter!*

Classroom language

- *Happy Easter, everyone! Easter bunny, Look at the Easter bunnies! Let's count!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Class CD
- ☐ Worksheet 1
- ☐ Kenny's Corner: Extra Worksheet 1; six to seven pairs of paper eggs

Note: This lesson is designed to be taught before Easter.

Circle Time

1 Hello, everyone. (Track 02)

Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!

Take the Kenny puppet out of his home *(See Starter Unit Lesson 1.)* and sing the *Hello!* song, encouraging the children to sing along. Go around the classroom pretending to be Kenny and greet the children.

2 Happy Easter!

Say: *Happy Easter, everyone!* Tell the children that Easter is coming and they should have an Easter celebration. During this stage, you can spend some time with the children and make Easter eggs with them. Say: *Let's learn a song about Easter!*

3 Listen to the *Easter Bunny* song. (Track 56)

Present the song:

Easter Bunny,
You're so funny!
Do the Bunny hop!
Hop to mommy!

Play the song and encourage the children to sing along.

4 Play *Chick, Egg, Bunny!*

The children sit in a circle. Assign roles *(Chick, Egg, Bunny)* by going around and patting the children on their shoulders as you say the words. Ask: *Who is a chick?* The corresponding children raise their hands. Repeat with *Egg* and *Bunny*. Say: *Bunnies, hop!* The "Bunny" children hop in a clockwise direction around the circle and back to their spots. The last one back to his/her spot must pay a penalty, e.g. sing a song, name three animals, etc. Repeat with the *Eggs* and *Chicks*.

Prompts: dance, sing, touch your nose, etc.

Table Time

Ask the children to go back to their seats using the following chant:

Go to the table,
Sit down, please.
Go to the table,
One, two, three!

5 Worksheet 1

Show Worksheet 1 to the children. Say: *Look at the Easter Bunnies! How many? Let's count!* Explain to the children that they should count the Easter Bunnies, circle them, and write the correct number in the square provided.

Hand out Worksheet 1 to the children. Allow the children some time to work on their own. Walk around the classroom as the children are working and ask them what color the bunnies are. Praise their work.

As an extension, play the *Easter Bunny!* song. The children sing along.

Give the children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the students to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

My Easter Bunny

If you have time, photocopy and hand out Extra Worksheet 1 (p. 196). Ask the children to color their Easter Bunnies and help them cut their Bunnies out. Make a class display.

Let's match our eggs.

You will need six to seven pairs of paper eggs of different colors or decorated with different patterns. Lay all the eggs on the floor or on a surface where the children can see and touch them. One by one, hand a child an egg and ask him/her to match it with another egg that has the same color or pattern.

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Extra Photocopiable Resources

Starter Unit Lesson 1 Extra worksheet 1: Match Billy, Molly, and Kenny.

Starter Unit Lesson 3 Extra worksheet 2: Use your favorite color to color the heart. Draw yourself.

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Unit 1 Lesson 2 Extra worksheet 1: Help Kenny get to the fish.

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Unit 1 Lesson 6 Extra worksheet 2: Make a cat mask.

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Unit 1 Lesson 10 Extra worksheet 3: Color the big things blue. Color the small things red.

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Unit 2 Lesson 2 Extra worksheet 1: Help Billy, Molly, Kenny, and Polly go to the toys. Follow the paths.

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Unit 2 Lesson 3 Extra worksheet 2: Color the tickets red, blue, green, or yellow.

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Unit 2 Lesson 5 Extra worksheet 3: Choose and draw three toys in the grid.

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Unit 2 Lesson 6 Extra worksheet 4: Color and cut out the teddy bear.

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Unit 2 Lesson 10 Extra worksheet 5: Color the things that can travel in the air yellow. Color the things that can travel on land green.

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Unit 3 Lesson 1 Extra worksheet 1: Color and cut out the chef's hat.

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Unit 3 Lesson 2 Extra worksheet 2: Help Danny get to the pizza and the cake.

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Unit 3 Lesson 5 Extra worksheet 3: Make Carrie (the carrot).

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Unit 3 Lesson 5 Extra worksheet 4: Make AI (the apple).

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Unit 3 Lesson 6 Extra worksheet 5: Make your own food tree.

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Unit 3 Lesson 10 Extra worksheet 6: Find and color the food that is different.

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Unit 4 Lesson 2 Extra worksheet 1: Circle the Ronnie that is different in each row.

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Unit 4 Lesson 5 Extra worksheet 2: Color the rabbits. Make a Rabbit Line.

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Unit 4 Lesson 6 Extra worksheet 3: Make a Ronnie Rabbit mask.

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Unit 4 Lesson 8 Extra worksheet 4: Make a rosette.

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Unit 4 Lesson 10 Extra worksheet 5: Match the animals.

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Unit 5 Lesson 2 Extra worksheet 1: Complete Fifi's head.

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Unit 5 Lesson 3 Extra worksheet 2: Color six pictures. Play *Body Bingo.*

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Unit 5 Lesson 4 Extra worksheet 3: Cut out the cards. Play *Me, too!*

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Unit 5 Lesson 8 Extra worksheet 4: Make frog dice.

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Unit 5 Lesson 8 Extra worksheet 5: Play *Frog!*

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Unit 5 Lesson 10 Extra worksheet 6: Match the mommies to their babies.

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Unit 6 Lesson 2 Extra worksheet 1: Trace the sun and the moon.

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Unit 6 Lesson 6 Extra worksheet 2: Color the room.

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Unit 6 Lesson 8 Extra worksheet 3: Color the moon and the stars. Make a night mobile.

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Unit 6 Lesson 9 Extra worksheet 4: Make a monkey CD.

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Unit 6 Lesson 10 Extra worksheet 5: Match the activities to *Day* and *Night* by drawing lines along the paths.

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Earth Day Extra worksheet 2: Make a recycling mobile.

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Merry Christmas! Extra worksheet 1: Make a Christmas stocking.

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Happy Easter! Extra worksheet 1: Make an Easter Bunny.

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Evaluation

Evaluation plays an integral part in the learning process. Evaluation is most efficient when it is based on systematic observation of the children throughout the course. Evaluation provides valuable information about each child's progress in the acquisition of receptive and productive skills, as well as information on their attitude towards their own learning experience. Evaluation also allows teachers to reflect on the validity of their teaching practices and on the types of material being used.

Happy Hearts US offers the following instruments for evaluation:

Formative Evaluation

Any game or activity the child does can be used for this type of evaluation. The results are then recorded on the *Formative Evaluation Chart* (page 198).

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate, *e.g. Worksheet 1 p. 23, games, arts and crafts activities, and so on* and evaluate the children's work following the code below:

♥♥♥♥ **The child can:** understand and follow instructions, recognize and practice the language; cooperate with other children.

♥♥♥♡ **The child can:** understand but cannot follow instructions; recognize but cannot produce the language; cooperate with other children but with difficulty.

♥♥♡♡ **The child cannot:** understand or follow instructions; recognize the language; cooperate with others.

Unit Evaluation

Photocopy and answer the questions at the end of every unit. In this way, you can reflect on the activities and the materials used and be ready to adjust them in the future.

Child Evaluation

The child's progress should be monitored throughout the course. Their class participation, as well as their attitude and behavior should be taken into account. It is suggested, therefore, that you photocopy the Child Evaluation Form (p. 200), one for each child, and update it at the end of every unit. You can use the same code as in the *Formative Evaluation* or a color code:

Yes Sometimes Seldom

Evaluation chart for games and activities (formative evaluation)

Name of game/activity: .....

Aim of game/activity: .....

Unit: . ..... **Lesson:** ..... **Course:** .....

Children's names:	Grade and comments
1	
2	
3	
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24	
25	

Evaluation criteria: ♥♥♥♥ ♥♥♥ ♥♥

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Unit Evaluation

Unit: ..... **Class:** ..... **Date:** .....

Were the children willing to participate?
Did the children enjoy the unit?
Which song did the children like best?
Which activity did the children like best?
Did you use any of the Kenny's Corner activities? Which one(s)?
Did you use any supplementary materials, e.g. extra DVDs, CDs with songs, magazines, etc.? Which ones?
Are there any activities that you think you should have spent more/less time on?
Any other comments

Child Evaluation

Name: ..... Class: ..... Date: .....

The child ...

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
responds positively to the teacher and the learning environment.						
can sit in a circle with the other children.						
follows classroom routines and the teacher's directions.						
is willing to participate in activities.						
interacts with others.						
understands the classroom language (receptive language) and expresses (expressive language) wants, needs, and ideas.						
respects classroom rules.						
recalls the new language from one lesson to the other.						
develops his/her pre-reading/writing skills by tracing lines, matching, circling, and other activities.						
can follow the stories and understand their meaning.						
can work well on his/her own.						