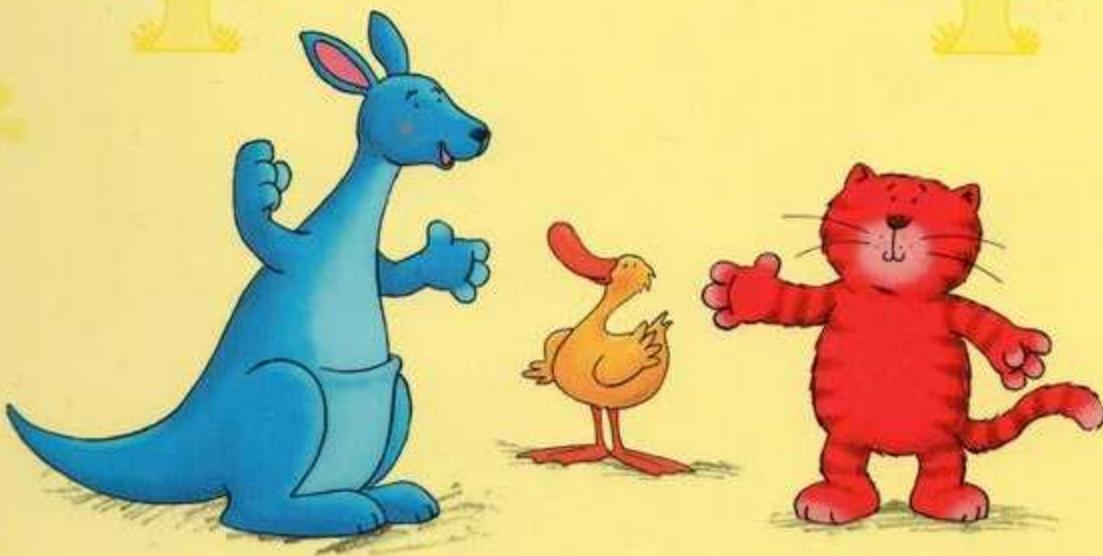


Cookie and friends

Teacher's Book B

Vanessa Reilly



OXFORD

Cookie and friends

Teacher's Book **B**

Contents

	Page
Syllabus summary	3
Introduction	6
Puppet activity bank	11
Poster and flashcard activity bank	11
Flashcard list	13

Teaching notes

Starter unit Hello again	14
Unit 1 Family	22
Unit 2 Noisy toys	40
Unit 3 Face	58
Unit 4 Weather	76
Unit 5 Jungle animals	94
Unit 6 Picnic	112
<i>Festivals</i>	
Halloween	130
Christmas	134
Carnival	138
Easter	140
Father's Day	144

Vanessa Reilly

Course consultants

Ángela Cofiño
Inma Piquer Vives
María Ángeles Ponce de León
Pura María García

OXFORD
UNIVERSITY PRESS

OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2005

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2005

2011 2010 2009 2008 2007

10 9 8 7 6 5 4 3

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 407008 9

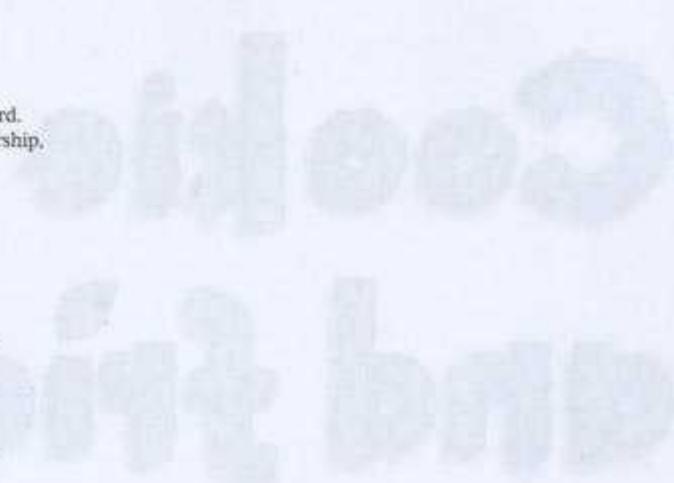
Printed in China

ACKNOWLEDGEMENTS

Illustrations by: Mark Ruffle

Song music by: Chris Achlin and David Fisher

The author and publisher would like to thank everyone involved in the development of this course, especially Ángela Cofiño, Inma Piquer Vives, and María Ángeles Ponce de León. With special thanks to Sarah Gardner for her work on the initial visuals and story development.



Teacher's Book

Contents

Syllabus summary

Introduction

Project activity bank

Factor and related activity bank

Resource list

Teaching notes

Stories with related activities

Unit 1 Family

Unit 2 Party toys

Unit 3 Cars

Unit 4 Weather

Unit 5 Jungle animals

Unit 6 Parks

Festivals

Follow-ups

Exercises

Carnival

Quiz

Teacher's Day

Yonessa Kelly

Course consultants

Ángela Cofiño

Inma Piquer Vives

María Ángeles Ponce de León

Paula García





Syllabus summary Cookie and friends B

Unit	Language	Aims	Curricular areas
Starter unit Hello again	<p>Key vocabulary <i>in, on, under, behind</i> (Revision) <i>hello, bye-bye, cat, duck, kangaroo, numbers 1-6, colours</i></p> <p>Lenguaje del aula <i>What have you got in your pouch? Where's...? tree, pond, door, Here I am, Fold the puppet. Glue, scissor, spinner. Sit down! Listen to me. Worksheets in your folders. Thank you.</i></p>	<p>To reintroduce Cookie, Lulu, and Densel.</p> <p>To use the greetings <i>Hello</i> and <i>Bye-bye</i>.</p> <p>To present <i>Where?, in, on, under, behind</i>.</p> <p>To revise numbers 1-6 and colours.</p> <p>To encourage the children to co-operate by singing Densel's song.</p> <p>To establish a routine for the English class.</p> <p>To offer the children the opportunity to communicate with the teacher and the characters.</p>	<p>1</p> <ul style="list-style-type: none"> Confidence in own ability to complete tasks Fine motor skills co-ordination and control <p>2</p> <ul style="list-style-type: none"> Early social groups: family and school Appreciation and respect for the rules of behaviour within the child's social group <p>3</p> <ul style="list-style-type: none"> Comprehension of stories, narratives, and spoken messages Individual and group participation in oral communication related to the child's needs, feelings, and desires, through stories, chants, songs, and puzzles <p>4</p> <ul style="list-style-type: none"> Expression of quantity First ordinal numbers <p>5</p> <ul style="list-style-type: none"> Use of the body to express and communicate feelings and emotions Art as a means of communication and representation Primary colours and their combinations
Unit 1 Family	<p>Key vocabulary <i>baby, mummy, daddy, sister, brother, family</i> (Revision) <i>hello, bye-bye, numbers 1-6, colours</i></p> <p>Classroom language <i>Stand up ... In a circle ... Stop! ... Can you see ...? Point to ... Go and touch ... Listen to me ... Count and write the numbers. Worksheets in your folders. Cut up ... Draw ... Cut up the cards. Shake, wave, pat, stamp. What's my/your favourite colour? Happy, sad, angry, surprised, frightened</i></p>	<p>To recognize the members of the family in English and name them.</p> <p>To revise numbers and colours.</p> <p>To encourage the children to co-operate by singing the Family song.</p> <p>To listen for specific information.</p> <p>To develop pencil control and fine motor skills through writing numbers, cutting, drawing, matching, and colouring.</p> <p>To develop creative skills by making game cards.</p> <p>To count family members.</p> <p>To recognize what is missing from a picture and draw it.</p>	<p>1</p> <ul style="list-style-type: none"> Confidence in own ability to complete tasks Evidence of co-operative and helpful behaviour in games and everyday life <p>2</p> <ul style="list-style-type: none"> Basic classification of objects according to their characteristics and uses The family: members, relationships, roles, occupations, and the child's position in the family network <p>3</p> <ul style="list-style-type: none"> Individual and group participation in oral communication related to the child's needs, feelings, and desires through stories, chants, songs, and puzzles Interest and initiative in oral communication and respect for the social rules governing verbal exchanges <p>4</p> <ul style="list-style-type: none"> Expression of quantity Number series: first numbers and their written form <p>5</p> <ul style="list-style-type: none"> Participation in nursery rhymes, songs, dance, and listening activities Primary colours and their combinations Basic techniques in art: their use in furthering creativity
Unit 2 Noisy toys	<p>Core vocabulary <i>drum, boat, robot, phone, trumpet, boat</i> (Revision) <i>in, on, under, behind, numbers 1-6, colours, family, toys</i></p> <p>Classroom language <i>Circle the toys. Match the toys. Where's...? Can you see? Stop that noise! Give me ... please! Circle what is different. Walk like a ... Play ... Be a ... Pick up ... It's for you! What's this? Trace ... Cut up the cards. Draw and colour. Cut out ... happy, sad, angry, surprised, frightened</i></p>	<p>To recognize noisy toys and name them in English.</p> <p>To revise the toys from level A.</p> <p>To encourage the children to co-operate by singing the Noisy Toys song.</p> <p>To listen to a song and a story in order to extract meaning and gather specific information.</p> <p>To develop gross motor skills through miming actions in the song and the story.</p> <p>To develop pencil control and fine motor skills by writing numbers, cutting, drawing, matching, tracing, and colouring.</p> <p>To develop observation skills by looking for differences in two pictures, indicating what is missing from a picture and classifying objects of the same category.</p>	<p>1</p> <ul style="list-style-type: none"> Awareness of feelings and sensations Fine motor skills co-ordination and control <p>2</p> <ul style="list-style-type: none"> Physical and sensual properties of objects: colour, size, taste, sound, softness/hardness Basic classification of objects according to their characteristics and uses <p>3</p> <ul style="list-style-type: none"> Individual and group participation in oral communication related to the child's needs, feelings, and desires through stories, chants, songs, and puzzles Interest and initiative in oral communication and respect for the social rules governing verbal exchanges <p>4</p> <ul style="list-style-type: none"> First ordinal numbers <p>5</p> <ul style="list-style-type: none"> Noise, sound, and music Sound properties of the human voice, everyday objects, and musical instruments Recognition of everyday sounds and noises: ambulances, trains, cars, bells, and animals

Unit	Language	Aims	Curricular areas
Unit 3 Face	<p>Core vocabulary <i>hair, ears, eyes, nose, mouth, face</i> (Revision) numbers 1–6, colours, toys, body</p> <p>Classroom language <i>Touch your eyes/nose. Comb your hair and wash your face. Open your mouth and close your eyes. Cut up the cards. What colour is/are ...? A + colour + part of face. What can you see through Cookie's window? Point to ... Circle ... Draw your face. Shake your head. Wave your arms/fingers. Pat your tummy/legs. Stamp your feet. Sit down. happy, sad, angry, surprised, frightened</i></p>	<p>To recognize and name parts of the face in English. To revise parts of the body. To maintain classroom routines. To encourage the children to co-operate by singing the Face song. To listen to a song and a story in order to extract meaning and gather specific information. To develop gross motor skills through miming actions to a song and a story. To develop pencil control and fine motor skills through cutting, colouring, matching, circling, and drawing. To listen for specific information, put cards in order, and colour a picture. To develop observation skills by looking for differences in two pictures, colouring by number, and classifying objects of the same category.</p>	<p>1</p> <ul style="list-style-type: none"> • Properties of the human body: differentiating characteristics • Awareness of feelings and sensations • Health and self-care • Personal hygiene <p>2</p> <ul style="list-style-type: none"> • Early social groups: family and school • Appreciation and respect for the rules of behaviour within the child's social group <p>3</p> <ul style="list-style-type: none"> • Language as a means of communication: communicating different needs • Comprehension of stories, narratives, and spoken messages • Interpretation of pictures, posters, and photographs <p>4</p> <ul style="list-style-type: none"> • First ordinal numbers <p>5</p> <ul style="list-style-type: none"> • Participation in nursery rhymes, songs, dance, and listening activities • The body: activity, movement, balance, and relaxation • Basic techniques in art: their use in furthering creativity
Unit 4 Weather	<p>Core vocabulary <i>hot, cold, windy, sunny, rainy, umbrella</i> (Revision) clothes, body, colours</p> <p>Classroom language <i>What do we do when the weather's ...? Today it's sunny. Put on ... Finish your worksheet. Count and write. Match the clothes. You need glue/pencils. Happy, sad, angry, surprised, frightened</i></p>	<p>To recognize weather words in English. To revise clothes and parts of the body. To revise numbers 1–6 and colours. To develop fine motor skills through colouring, tracing, matching, drawing, and writing numbers. To develop gross motor skills through miming actions to the Weather song and the story. To develop observation skills through matching activities, identifying clothes from the story, spotting differences in Kim's game, and classifying objects in the same category.</p>	<p>1</p> <ul style="list-style-type: none"> • Properties of the human body: differentiating characteristics • Health and self-care <p>2</p> <ul style="list-style-type: none"> • Physical and sensual properties of objects: colour, size, taste, sound, softness/hardness • Basic classification of objects according to their characteristics and uses <p>3</p> <ul style="list-style-type: none"> • Comprehension of stories, narratives, and spoken messages • Acceptance of the social conventions for initiating, maintaining, and ending a conversation <p>4</p> <ul style="list-style-type: none"> • First ordinal numbers <p>5</p> <ul style="list-style-type: none"> • The body: activity, movement, balance, and relaxation • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Unit 5 Jungle animals	<p>Core vocabulary <i>snake, parrot, monkey, tiger, crocodile, lion</i> (Revision) numbers 1–6, colours, body, animals from level A</p> <p>Classroom language <i>Move your arms. Open your mouth. Go like this ... Do you like ...? Yes, I do/No, I don't. Match ... I can see a ... Paint with me. Can you see a/an ...? Bring me. Draw your favourite animal. Colour your animals. happy, sad, angry, surprised, frightened</i></p>	<p>To recognize jungle animals and name them in English. To revise pets and prepositions of place (Starter unit). To develop gross motor skills through miming actions to the Jungle animals song and the story. To improve fine motor skills through tracing, matching, colouring, and drawing. To improve gross motor skills through miming actions to the song and the story. To develop observation skills through matching a picture with its silhouette, recognizing an object by seeing a small part of it, recognizing an animal from its markings, and classifying objects in the same category.</p>	<p>1</p> <ul style="list-style-type: none"> • Properties of the human body: differentiating characteristics • Awareness of feelings and sensations <p>2</p> <ul style="list-style-type: none"> • General characteristics of living things: differences and similarities • Curiosity, care, and respect for animals and plants as formative of early attitudes to environmental conservation <p>3</p> <ul style="list-style-type: none"> • Interpretation of pictures, posters, and photographs • Development of eye-to-hand co-ordination • Acceptance of the social conventions for initiating, maintaining, and ending a conversation <p>4</p> <ul style="list-style-type: none"> • First ordinal numbers <p>5</p> <ul style="list-style-type: none"> • Noise, sound, and music • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity

Unit	Language	Aims	Curricular areas
Unit 6 Picnic	<p>Core vocabulary melon, cherries, chicken, sandwiches, yoghurt, milkshake, Yum! Yum! (Revision) numbers 1–6, colours, toys, clothes, animals from level A, food from level A</p> <p>Classroom language What have you got in your pouch? Come and circle the ... Listen and circle. I like ... I don't like ... Match the food. What's + (colour)? Can you see? I can see a ... Colour the food. You need colours/pencils. Find and number. Draw a picnic. Bring me/Give me ... happy, sad, angry, surprised</p>	<p>To recognize and name six food items in English. To revise the food items from level A. To listen to the Picnic song to extract meaning and gather specific information. To improve fine motor skills by matching, circling, colouring, and drawing. To improve gross motor skills through miming actions to the song and the story. To improve observation skills by identifying the food items from the song and the story, identifying a sequence, and classifying objects from the same category.</p>	<p>1</p> <ul style="list-style-type: none"> • Health and self-care • Actions to promote health: healthy eating and rest <p>2</p> <ul style="list-style-type: none"> • Physical and sensual properties of objects: colour, size, taste, sound, softness/hardness • Basic classification of objects according to their characteristics and uses <p>3</p> <ul style="list-style-type: none"> • Comprehension of stories, narratives, and spoken messages • Individual and group participation in oral communication related to the child's needs, feelings, and desires through stories, chants, songs, and puzzles <p>4</p> <ul style="list-style-type: none"> • First ordinal numbers <p>5</p> <ul style="list-style-type: none"> • Interest and initiative in participating in performances • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Festivals: Halloween	<p>Core vocabulary pumpkin, happy, sad, big, small, Happy Halloween</p> <p>Classroom language Match the pumpkins. Colour the pumpkin orange. Cut out the pumpkin mask.</p>	<p>To learn a song to celebrate Halloween. To learn about a cultural event celebrated by English-speaking children. To use our voice to express happy, sad, big, small. To improve fine motor skills by cutting, matching, and colouring.</p>	<p>1</p> <ul style="list-style-type: none"> • Fine motor skills co-ordination and control • Awareness of physical abilities and limitations <p>2</p> <ul style="list-style-type: none"> • Recognition of natural and man-made objects in the environment • Physical and sensual properties of objects: colour, size, taste, sound, softness/hardness • Basic classification of objects according to their characteristics and uses <p>3</p> <ul style="list-style-type: none"> • Comprehension of stories, narratives, and spoken messages <p>4</p> <ul style="list-style-type: none"> • Interest and initiative in oral communication and respect for the social rules governing verbal exchanges • Resources of the written word: pictograms, labels, illustrations, newspapers, magazines, and books <p>5</p> <ul style="list-style-type: none"> • Participation in nursery rhymes, songs, dance, and listening activities • Interest and initiative in participating in performances • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Christmas	<p>Core vocabulary Father Christmas, card, Happy Christmas (Revision) Christmas tree, clothes</p> <p>Core vocabulary Write your name. Decorate the card. Listen and point/colour.</p>	<p>To learn how Christmas is celebrated in another culture. To learn a Christmas song. To make a Christmas card. To improve fine motor skills by folding, drawing, writing their name, and colouring.</p>	<p>4</p> <ul style="list-style-type: none"> • First ordinal numbers <p>5</p> <ul style="list-style-type: none"> • Participation in nursery rhymes, songs, dance, and listening activities • Interest and initiative in participating in performances • Use of the body to express and communicate feelings and emotions • Basic techniques in art: their use in furthering creativity
Carnival	<p>Classroom language Write your name. Decorate the card. Listen and point/colour.</p>	<p>To celebrate a cultural event known to the children for its importance in Spain. To make a carnival mask. To learn how carnival is celebrated in other cultures. To improve fine motor skills by circling, drawing, and cutting.</p>	
Easter	<p>Core vocabulary Easter Bunny, Easter eggs (Revision) colours, fat, pat, flop, hop, hands, ears, run Classroom language Colour the Easter eggs. Finish the Easter egg.</p>	<p>To meet the Easter Bunny and learn an Easter song. To learn how English children celebrate Easter. To improve fine motor skills through colouring, tracing, and cutting.</p>	
Father's Day	<p>Core vocabulary Happy Father's Day (Revision) family Classroom language It's Father's Day. Where's Daddy?</p>	<p>To make a card for daddy. To improve fine motor skills by colouring and cutting. To learn a song to sing to daddy. To improve fine motor skills by matching, folding, and cutting.</p>	



Introduction

Who is the book for?

Cookie and friends is a practical course for young children starting English in all pre-school classrooms no matter what the length of the class is or the number of hours per week. The course follows the principal objectives of all pre-school education.

Components

The **Class Book** has colourful tear-out worksheets to be removed before the class, so children work with a worksheet as in other pre-school subjects. Children should each have a folder and get into a routine of putting away their worksheets, ready to be taken home to show their parents.

The worksheets provide practice in motor skills as well as practising the language. The children improve their eye-to-hand co-ordination and develop the basic skills necessary for pre-writing with mazes and colouring activities. They improve their awareness and basic pre-reading skills with counting, sequencing, 'Spot the difference' or 'What's missing?' type activities.

The **Teacher's Book** has detailed lesson plans which concentrate on setting up a routine and guiding the children through a fun, attractive, and communicative learning programme. There are *Extra activities* in every lesson and optional reinforcement and extension lessons in each unit for teachers with more hours. However, for those with less time, the notes indicate which activities could be left out without changing the lesson structure or significantly altering the amount of language practice.

There is a *Materials checklist* at the start of each lesson plan to make it easy to assemble everything needed for that lesson.

The **Cookie puppet** brings Cookie the cat to life. Cookie should always speak in English. He 'starts' every class (in *Cookie's circle time*), he is the teacher's helper throughout the course and can be used for many activities (see the *Puppet activity bank* on page 11).

The **Lulu poster** is used together with the flashcards to present and revise language. Lulu the kangaroo is the 'Mummy' figure in the book, and (in *Poster time*), Cookie discovers new words or revises words by taking flashcards from Lulu's pouch.

The **Flashcards** present all the active language from the course. (See the *Flashcard list* on page 13 and the *Poster and flashcard activity bank* on page 11).

The **Class CD** and **cassette** contain all the songs, chants, and stories from the course. They also include examples of classroom management rhymes as models for the teacher. These can be played in class. However, as each one has an instrumental version, it is advisable to listen to the models on the recording first, and learn to say them without the backing track, so they become a natural part of the lesson.

The **Story cards**. Each unit has a story, depicted on large Story cards and recorded on the CD and cassette. The Story cards are easy to use; they have the story text on the back, allowing the teacher to disclose the story bit by bit. When children act out the stories, these can be attached to the wall so that the teacher has his/her hands free to show the children the actions.

A **Photocopiable Masters book (PMB)** contains extra materials such as finger puppets and masks of the three characters, *Festivals* materials, and two photocopiable activities per unit – a zig-zag book in level A and a creative development activity level B and sets of cards to practise the active vocabulary.

In Lesson 8 of each unit, the children complete a worksheet personalizing the vocabulary for the unit. They then keep these worksheets in a **Portfolio**. To make the portfolios, photocopy PMB page 26 and glue the photocopies onto a folder made from a folded sheet of A3 card.

Stickers. The pack also contains stickers for the teacher to reward children's work, behaviour, and progress as appropriate.

Aims of *Cookie and friends*

The children following this course are at the initial stage of their education, and the main aim is to teach English while focusing on the development of the whole child. This is achieved through involving them wherever possible and through activities that improve eye-to-hand co-ordination, gross and fine motor skills, as well as spatial, personal, and social and emotional skills.

Revision and repetition are very important for children of this age, and recycling is fundamental to *Cookie and friends*. Language and concepts are systematically revised and built on throughout the course by communicative interaction within the group.

Linguistic and content aims

- to develop the children's receptive skills
- to introduce them to spoken English
- to take advantage of young children's innate ability to copy spoken language in order to develop their pronunciation and intonation
- to introduce and provide constant recycling of language items
- to expose the children to useful sentences and expressions to enable them to communicate in class
- to make use of children's love of songs, chants, stories, playing, acting, drawing, cutting, sticking, and colouring
- to provide a classroom routine to make the children feel safe and emotionally secure
- to use a variety of whole-class, pair, and group activities to allow the children to develop social skills through different patterns of interaction
- to present activities that challenge but also provide opportunities for individual and group success.

Attitude aims

- to introduce children to English and motivate them through attractive and enjoyable activities
- to enhance their confidence with attainable goals and to encourage personal effort
- to provide them with a situation where they will need or want to try to communicate in English.

Integration into a pre-school syllabus

Cookie and friends works on the physical, intellectual, personal, social, and moral development of the children across five curricular areas.

- 1 Awareness and control of their own body and self
- 2 Discovery of their environment and co-operation with others
- 3 Language development and communication skills
- 4 Numeracy development
- 5 Artistic expression and creativity.

1 Awareness and control of their own body

Familiarity and ease with their own bodies is very important for children in pre-school and is an integral part of *Cookie and friends*. With this course, the children learn to use their body for expression and learn actions to make English easier to understand and remember. Through movement and discovery, they learn the English for parts of the body (level A) and parts of the face (level B). They also look at actions and sounds they can make; how to get ready in the morning; what clothes they need for certain weather conditions; where to wear different clothes, and how to put them on.

In order to help them understand how people feel in different situations, the children are encouraged to think about the stories they hear and decide how the characters feel. They also learn to express feeling unwell and identify what is wrong, thus encouraging emotional development.

The children develop their gross motor skills through actions and movement throughout the course. These activities should in turn enhance their fine motor skills. Worksheets develop the children's fine motor skills, which are important for general co-ordination and for writing.

2 Discovery of their environment and co-operation with others

Through varied activities, the children learn how to work in a big group, in small groups, and individually. They learn about the family (level B) and looking after others. The children learn routines in the classroom environment, including turn-taking and sharing. They are encouraged to look after their own things and help you with giving out and collecting classroom materials. They study weather conditions (level B), what weather feels like and what clothes they need to wear. In both levels they learn about animals and their characteristics: in level A, pets (the animals closest to them) and in level B, jungle animals.

3 Language development and communication skills

Listening and communication are paramount in *Cookie and friends* and the children are encouraged to join in whenever possible. They work on listening, speaking, and pronunciation at a time when they are skilled in learning their L1 (First Language) this way. They are exposed to new language in much the same way as in their L1 classes, through stories, songs, rhymes, set phrases, drama, and role play.

Cookie and friends does not work on the written form of English, as the children are only at the very initial stages of it in their L1 learning. However they will discover that pictures hold meaning in much the same way as words. They will also do activities that work on gross motor skills, such as action songs and games, and move on to fine motor skills through worksheets that develop pencil-control and basic pre-writing and pre-reading skills.

4 Numeracy development

The children learn to count from one to six in English and practise this in meaningful, contextualized activities, i.e. counting and classifying objects around them, talking about birthdays and ages, and turn-taking. They also work on other important skills for basic maths such as sequencing, spotting the difference, looking at geometric shapes, and working out what is missing.

5 Creativity and artistic expression

Art

The children learn colours in English and use them in the context of the classroom to identify them in their environment. The children will also do art and craft activities in which they use different tools and materials to make objects to practise English. They work on eye-to-hand co-ordination as they learn to draw, colour, cut, glue, and fold. They then start to understand the English language instructions involved in art and craft activities.

The activities are adapted to the cognitive and physical development of the child: they learn to use scissors, a hole punch, and glue; and enhance their spatial awareness through colouring in the shapes.

Each level has a project which introduces children to art – level A Unit 6 has an Arcimboldo project and level B Unit 5 has a Henri Rousseau project.

Music

Music is a very important in *Cookie and friends* and the children are encouraged to sing and join in at all times. They also learn how to use their voices to show their mood by speaking loudly, quietly, and whispering.

Music, songs, and chants are also used for the presentation of language, for setting up a classroom routine, for giving instructions, and as background while the children work.

Movement

The children will learn actions to go with the songs and chants to make the English words transparent. Many of the stories have actions, to make them easier to understand and act out. The children are encouraged to move about to music and to dramatize songs and stories they have learnt.

Evaluation

Although the main function of *Cookie and friends* is to motivate the children and not put too much emphasis on achievement, it is important to keep a record of the children's progress in order to support each individual's learning.

A progress report needs to be an ongoing task. On PMB page 46, there is a record sheet. It can be completed at any time, with a few questions after story time, constant monitoring during table time, and observation of children's involvement in whole-class activities. It will also help when liaising with the class teacher. To report back to the parents, use PMB page 47.

Different learning styles

Cookie and friends takes into account that children learn at different rates and in different ways. In every classroom there is diversity, not just academically but also in the children's basic skills and needs. *Cookie and friends* lessons are designed to provide a rewarding learning environment for all children, regardless of their abilities, by including varied activities which benefit children at different levels. A TPR (Total Physical Response) song, for example, caters for all learning styles. Combining actions and words, it allows everyone to be involved at their own level.

Unit structure

The same basic elements occur in every unit:

- *Cookie's circle time*
- a language presentation/revision song
- a story presented with **Story cards**, retold and acted out
- *Poster time* and **Flashcard** activities for presentation and consolidation of vocabulary
- classroom routine through classroom management songs and chants to improve the children's autonomy
- action activities and games to work on gross motor skills
- exercises to improve eye-to-hand co-ordination, manual dexterity, and fine motor skills
- photocopiable activities – a zig-zag book and a creative development activity per unit
- reinforcement and extension lessons for any teachers who need them.

Each unit is organized in a similar way. However the activities within each lesson are varied to make learning exciting:

Lesson 1 presents the new vocabulary with flashcards, the Lulu poster, and the unit song and practises it with a worksheet for *Table time*.

Lesson 2 revises the vocabulary and unit song. In *Table time* there is a photocopiable zig-zag book or games cards, so the children can practise and play games with the active language.

Lesson 3 tells the unit story. The children see and listen to a story and do a follow-up worksheet in *Table time*.

Lesson 4 retells the story and revises language through activities and games.

Lesson 5 is a worksheet lesson where the children work on vocabulary and basic skills.

Lesson 6 is a chance for the children to act out the story, as well as doing activities to consolidate the language.

Lesson 7 always has *Singalong time*. The children revise the songs and vocabulary they have learnt so far in the course, which helps them see how much English they know.

Lesson 8 consolidates the unit language by asking the children to categorize vocabulary, and do a worksheet to consolidate and personalize the language from the unit.

A **Reinforcement lesson** provides more revision of the language. This is optional, and is intended for classes that need more support, or classes with more hours.

An **Extension lesson** extends the content of the unit and

teaches the children more about the unit topic. This is optional, and is intended for faster learners, and those classes with more hours.

Lesson structure

Cookie and friends lessons are based on routine and the course aims to provide the teacher with the means of conducting a large proportion of the class in English. The classroom language is provided through classroom management songs (see **Class CD** and **cassette** above).

To establish the routine, each lesson has a similar format:

The lesson always starts with *Cookie's circle time*. This is a time to bring the class together to greet each other, to interact with Cookie, to teach or revise the vocabulary, sing a song, and play games.

From this the children have a *Transition marker* to send them back to their seats ready for *Table time*. A transition marker is an instantly recognizable sign that signals a change in the lesson, i.e. from *Circle time* to *Table time*. You should choose your own transition marker and repeat it many times, so it becomes an instantly recognizable routine. If you are going to change it, you must make it very clear to the children. Some ideas for transition markers:

- Signal with a bell or by beating a drum.
- Quickly count the children back to their seats saying *One, two, three* and then *Four, five, six*. The advantage of this is that only a small number of children are moving at once instead of a whole class racing back to their seats.
- Go round the circle giving the children an item of vocabulary (for example, colours – say *Red, green, yellow*, around the group until each child has a colour). Then when you call out *Green*, all the children with green go back to their desks.

In *Table time*, the children do worksheets, make things from the **Photocopiable Masters** or play games. You are provided with Classroom management rhymes as part of the routine (CD A track 1 and cassette). These combine language and actions to make the instructions transparent, and easier to understand and remember.

The class always finishes with *Bye-bye time*, so that you can mark the end of the English lesson.

At the end of each lesson, there are *Extra activities* designed for longer classes, or further consolidation of the language.

Setting up the *Cookie and friends* classroom

Cookie's circle

Set up an area of the class where the children can sit in a circle for *Cookie's circle time*. Place a large mat or blanket for the children to sit on (a circular mat will provide a line to help the children make a circle).

Depending where they are when you start the lesson, you will need to get them sitting for circle time. Set this up as a routine. At first the children may need help, so encourage them to come and hold hands or walk round the classroom in a 'snake', picking them up along the way. Sing *Come here everyone. Tra-la-la-la-la ...* or *Hold hands everyone. Tra-la-la-la-la ...* and lead them to the circle time area.

Setting the scene

You could set the scene for *Cookie and friends* by making a wall display (use the front cover of the book and *Worksheet 1* for reference). Make the background with four or six pieces of blue A2 card. Draw a tree about the height of one of the children. Make the trunk by scrunching up brown paper and sticking it to the card. Photocopy the leaves on **PMB** page 7 onto green paper or card, and attach them above the trunk in the shape of the tree. Once the children have made the leaf name-tags in *Lesson 1* of the *Starter unit*, they can finish off the tree. You could colour-code the leaves according to the months, so that children with birthdays in January have one colour, children with birthdays in February have another, etc. This will help you to remember throughout the year (see *Birthdays*, Book A page 130). You could also make a pond with aluminium foil.

Category boxes

In *Lesson 8* of each unit the children do a sorting activity to categorize vocabulary they have learnt. If possible, collect and make category-boxes to make the activity more memorable and fun. You need seven boxes – numbers, colours, toys, parts of the body, clothes, pets, and food. These will be used in levels A and B. You could use any boxes big enough to hold the flashcards. If possible, cover them with coloured paper or gift wrap. Label each box with pictures to represent the category taken from the **PMB**. Categorizing vocabulary flashcards is an activity that can be done any time after Unit 1.

Cookie's favourite song poster

It is a good idea to have a visual reference for the songs that the children have learnt. Make a poster using a large piece of card, big enough to hold seven flashcards. As the children learn a new song, attach one of the flashcards of the vocabulary from that song to the poster. In class, Cookie can then decide he wants to sing a song. You can take him to the poster, remove the flashcard of the song he wants to sing and show it to the children. Or the children could also choose the song they want to sing, pointing to the flashcard on the poster.

Feelings faces

The children are encouraged to interact with the stories and think about how the characters feel. Make five faces from some paper plates or circles of card, and draw faces to represent these emotions: happy, sad, angry, shocked/surprised, frightened. In class, refer the children to these faces (when they appear in the teaching notes).

Collecting materials

The *Materials checklist* lists what is needed at the start of every lesson. As well as the basic materials that will be available in the classroom, it is useful to collect the following items:

Make **feely bags** from cloth or paper that can be filled with real or toy objects so the children guess the object by touch. Collect real or toy items for as much of the vocabulary in the book as possible (see *Flashcard list* page 13).

Children can use **Plasticine®** to make characters or objects they have learnt. This form of creative development reaches children of all abilities and is helpful in developing gross motor skills.

Parents can be involved in collecting **junk materials** for art and craft activities if you give them a list of things to collect at the beginning of the year, for example:

aluminium foil	food jars
cardboard	ice-lolly sticks
cardboard tubes	glitter
catalogues, newspapers, old magazines	large and small boxes with lids
clean sponges	milk cartons
clear plastic bottles with caps	paper cups
	paper plates

coloured tissue paper	pasta shapes
cotton wool balls	plastic containers
drinking straws	wool, ribbon, string
empty matchboxes	wrapping paper
felt or fabric pieces	and wallpaper

Puppet activity bank

Cookie for classroom management

Cookie is useful in many ways:

- He demonstrates what the children have to do.
- He can quieten the class down, as he doesn't like a lot of noise.
- He chooses children to come out from all the volunteers, and picks who is going to speak in a game.
- He comforts any children who are upset, by giving them a kiss or a hug.

Circle time activities

- *Pass the puppet* – pass Cookie to music and when you stop the music, the child holding him greets him and gives him a hug/kiss.
- *Cookie says ...* (like the game 'Simon says ...').
- *Where's Cookie?* Hide Cookie in the classroom and send individuals to look for him: *Under the table? In the bag? Behind the door? On the desk?*
- *Correct Cookie* – Cookie makes a mistake and the children correct him.
- *Wake Cookie up* – Cookie is asleep and the children have to wake him up either saying *Good morning!* loudly, or singing him a song.
- Cookie chooses a song from the *Favourite song* poster.

Cookie helps with English

- He looks at what Lulu has in her pouch.
- Cookie shows words to the children, using the flashcards.
- Children repeat words after Cookie.
- He thinks of a flashcard and the children guess it.
- He says the wrong word for the flashcard and the children have to correct him.
- He gets embarrassed and the children have to help him.

Poster and flashcard activity bank

Yes/No board game

You will need a selection of flashcards in Lulu's pouch of words you want to practise. Divide the board vertically into two and draw a smiley face for *Yes* on one side and a sad face for *No* on the other. Stand the children in a line from the front to the back of the classroom, facing the board. Take a flashcard from Lulu and say a word. If the word and the flashcard are the same, the first child in the line goes to the *Yes* side, and if not, to the *No* side. If the child gets it right, say *Very good*. If the child gets it wrong, show the flashcard and repeat what you said before, then say *No*. The child then goes to the end of the line and the game continues.

Stand up! Sit down!

Divide the class into six groups. They can stay at their desks for this game. Give each group a colour. Check that each group knows their colour by saying a colour and getting the group to wave to you. Choose some flashcards and stick them up around the classroom. Say that you are going to say a colour and give that group an instruction, for example, *Blues. Stand up! Point to the teddy. Sit down!* Repeat the activity with each group, choosing a different flashcard for each group to point to.

Kim's game

Choose five flashcards. Put the cards on the board in a line where the children can see them. Chant the words in order. Chant the words through twice with the children. Turn all the flashcards over to face the board. Turn over four of the flashcards and see if the children can tell you which one is still facing down. Repeat a number of times. After a while leave two facing the board. Continue the procedure until all the flashcards are facing down and see if the children can remember them.

Chinese whispers

Line the children up from the board to the back of the classroom and place six flashcards on the board. Whisper the word on one of the flashcards to the child furthest from the board. The child whispers the word to the next, and so on. The child nearest the board has to go to the flashcard they think they have heard. He/she then joins the end of the line, so that you whisper the new word to them. Repeat the same procedure.

Flashcard/Numbers board game

Place the number flashcards one to six on the board. Attach any six flashcards of words you want to revise below each number, saying what is on each one and encouraging the children to repeat. Say one of the words and see if the children can say which number it is. Alternatively, you could say a number and ask the children to say what is on the corresponding flashcard. Make it a memory game by turning over the flashcards. Say a number and the children have to remember the flashcard below it.

Point with me

Put up some flashcards around the room. Mouth one of the words and encourage the children to point to the flashcard. Say *Point with me*. Encourage the children to point and say the word you just mouthed. Repeat a number of times. If the children are enjoying the game, you could choose a child to be the teacher and mouth the words.

What have I got?

Put a selection of flashcards of words you want to practise in Lulu's pouch. Bring them out one at a time, show the children the flashcards, and elicit the words. Shuffle them in an exaggerated way so it is clear that you are changing the order of the flashcards. Hold the pack to you, take a peek at the top card, and then hold it to you again. Ask the children *What have I got?* Go round the class eliciting possible answers. When a child guesses correctly, give them the flashcard. Continue until all the flashcards have been given out. If the children are enjoying the game, you could follow it with 'Who's got it?' (see below).

Who's got it?

Let individual children take one flashcard each from Lulu's pouch. Tell the children with flashcards to show them to the class. Say one of the words. The class have to say the name of the child holding the flashcard. Make this more difficult after a while by getting the children holding cards to turn them over, so that the class has to remember who has what. Vary it by naming one of the children holding a flashcard and asking the class to say what is on the card.

Stand up!

Choose a selection of flashcards, making sure you have an even number so that each team gets the same number. Divide the class into two groups, making sure the children know which team they are in. Divide the

board into two and assign one side of the board to each group. Attach the flashcards to each side of the board and tell the children that you are going to say words at random and they have to stand up if they hear a word from their side of the board.

Note You could change the action to *Hands up* or *Hands on your head* if you prefer.

Musical cards

With the children in *Cookie's circle*, give out some flashcards at random. Point to each flashcard and say what is on each one. Encourage the six children holding the flashcards to say which one they are holding. Play some music and indicate that you want them to pass the cards in one direction. (Remind the children to pass them carefully or Lulu will be upset!) Then pause the music. Get each child holding a flashcard to say what it is. Restart the music, then pause it again and repeat the previous procedure. Make sure that the same children don't always get the flashcards.

Lucky dip

Sit the children in *Cookie's circle*. Choose some flashcards to revise, and put them in Lulu's pouch. Let the children come out one by one and take a flashcard. Once they all have one, see if each child can say the word on their flashcard. When all the children are sure of their word, start in one part of the circle and encourage them to lift up their flashcard and say what is on it. They do this all the way round the circle, back to the beginning.

No-lose musical chairs

You will need chairs, some music, and flashcards of any words you would like to revise. Line the chairs up back to back. Use the same number of chairs as you have children in the class. Attach a flashcard to the back of the seat. Play some songs the children have learnt in the course. The children walk around the outside of the chairs until you stop the music. As with the traditional 'Musical chairs', when the music stops, the children sit down on the nearest chair. Name a few children and ask them to look and say which flashcard is attached to their chair. Play the music again and continue. This is 'No-lose musical chairs' because it is non-competitive – you do not remove chairs each time you stop the music, so everyone has somewhere to sit.

Throw the dice

You will need six flashcards and dice. Put the flashcards on the board face down. Number the cards from one to six. Invite children one by one to come out and throw the dice. When a child has thrown the dice, he/she says the number. The rest of the class count along the line of flashcards until they reach the corresponding flashcard, then call out the word. If they get it right, the flashcard stays face up, and the child at the front throws again. If they get it wrong, say the word and get the class to repeat it. Then turn the flashcard face down and bring another child out to throw the dice. The object of the game is for the children to turn over and name all six cards correctly.

Jumpity jump

Choose a selection of flashcards of words you want to revise and put them in Lulu's pouch. Say *Listen. Jumpity jump* and jump up and down. Tell the children that this is the action Lulu makes and encourage them to copy you. Tell them that whenever they hear the words *Jumpity jump* they have to get up and jump until you tell them to sit back down. Take the flashcards one by one from Lulu's pouch and elicit the words. Then suddenly say *Jumpity jump*. The children have to jump up and down. Let them do this a couple of times and then say *Sit down!* Repeat the procedure.

Flashcard list

Characters

Cookie
Densel
Lulu
tree
pond
flower

Numbers

1
2
3
4
5
6

Colours

red
pink
yellow
purple
green
blue

Toys

scooter
dolly
teddy
ball
car
train

Body

head
arm
tummy
fingers
leg
feet

Clothes

T-shirt
trousers
socks
shoes
jacket
hat

Pets

bird
spider
fish
turtle
rabbit
elephant

Food

chocolate
ice-cream
cake
apples
bananas
fish

Festivals

Christmas tree
Easter eggs
shorts
swimsuit

Family

brother
daddy
sister
mummy
baby
family

Noisy toys

boat
robot
plane
trumpet
drum
phone

Face

ears
nose
hair
face
mouth
eyes

Weather

rainy
umbrella
cold
windy
sunny
hot

Jungle animals

crocodile
parrot
monkey
snake
tiger
lion

Picnic

melon
cherries
chicken
sandwiches
yoghurt
milkshake

Starter Hello again

Lesson 1

Language

New

Cookie, Lulu, Densel, cat, kangaroo, duck, hello, bye-bye

Recycled

Numbers 1-3, colours, toys (Book A)

Passive

What have you got in your pouch? Where's ...? Let's all look for Densel. Is he in the tree? Is he on the pond? Is under the tree? Is he behind the door? Come here. Sit down! Listen to me. You need colours. Colour the pictures. Worksheets in your folders.

Materials checklist

- Cookie puppet
- Lulu poster with six coloured Densel puppets in her pouch
- Character flashcards
- Worksheet 2
- Tree display



- CD B/cassette
- CD A/cassette
- Worksheet 1 and pencils

- Extra activities: CD A/cassette; Story cards A: 1

Cookie's circle time

1 Hello, everyone Track 4

Before the class, make six photocopies of the Densel puppet on Worksheet 2. Colour them in the following colours: red, pink, yellow, purple, green, blue, and put them in Lulu's pouch.

Put on the Cookie puppet and sing *Hello, everyone. Tra-la-la-la-la*. If you are going into the class, put on the puppet before you walk through the door.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Get all the children to face the middle and repeat *Hello, everyone. Tra-la-la-la-la*. As you sing, make Cookie wave to the children. Once the song is finished, go round with the puppet saying *Hello* to every child. Make Cookie kiss them on the cheek or shake hands. Say *Hello, (Maria). Hello, (Jamie)* and encourage the children to say *Hello, Cookie. Hello, (your name)*.

Sit the children in Cookie's circle and finish with:

Sit down, everyone! Tra-la-la-la-la.
Sit down, everyone! Tra-la-la-la-la-la.
Sit down, everyone! Tra-la-la-la-la.
Sit down, everyone.

2 Characters chant Track 5

Attach the character flashcards where the children can see them. Point to the flashcards and elicit the names of the characters: Cookie, Densel, and Lulu. Get the children to repeat after you. Then say the **Characters chant**:

I'm Cookie, Cookie the cat.
Say hello to Cookie!
Hello. Hello. Hello.
I'm Densel, Densel the duck.
Say hello to Densel!
Hello. Hello. Hello.
I'm Lulu the kangaroo.
Say hello to Lulu!
Hello. Hello. Hello.

You can make this more fun by encouraging the children to say *Hello* quietly, loudly, quickly, slowly, happily, or sadly.

3 Where's Densel?

Take Cookie to the Lulu poster and make him ask *Lulu, where's Densel?* Establish that they are looking for Densel. Ask *Is he in the tree?* Take Cookie to look in the tree and make him say *No*. Ask *Is he on the pond?* Take Cookie to look on the pond and make him say *No* again. Then look under the tree and ask *Is he under the tree?* Make Cookie say *No*. Finally,



ask *Is he behind the door?* Look for Densel behind the door in the treehouse. Cookie says *No* again.

4 Unit song Track 6

Now play **Densel's song**. As each place is mentioned, make Cookie go to it. Stop the recording just before the last verse, when Densel sings. Remind the children what *Can you see ...?* means. Ask them *Can you see Densel?* and encourage them to say *No*. Now play the last verse and take Cookie up to Lulu's poster and take the Densel puppets you made, one by one, from her pouch. Show the children the puppets and elicit the colours.

Densel's song Tune: For he's a jolly good fellow

Let's all look for Densel.	Is he on the pond? (x3)
Let's all look for Densel.	Where, oh, where is he?
Let's all look for Densel.	Is he under the tree? (x3)
Where, oh, where is he?	Where, oh, where is he?
Is he in the tree?	Is he behind the door? (x3)
Is he in the tree?	Where, oh, where is he?
Is he in the tree?	Can you see me? (x3)
Where, oh, where is he?	Here I am.

When the song has finished, Cookie chooses six children to come out and put on the Densel puppets. Then sing the last verse again. When you sing *Here I am* encourage the six children to wave their puppet.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

5 Pre-worksheet activity Track 9

Put the Densel puppets on the board in the order of the **Colours song**: red, pink, yellow, purple, green, and blue. Play the song and point to the colours.

6 Worksheet 1 Track 6 Track 11

Show the children Worksheet 1. Play the first verse of **Densel's song**. Point to the tree in Worksheet 1. Now sing the **Toys song** using the following words:

What is green? (x2)
Can you see? (x2)
Densel in the tree (x2)
Point with me. (x2)

Now take a pencil and circle the green Densel. If you think the children need more help, repeat the procedure with one of the other Densels. Give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Hold up a pencil as you give them out.

Now give out the worksheets and say:

Everyone. Listen to me.

Circle all the Densels.

1, 2, 3.

Mime circling the Densels on the page. Monitor the children's progress.

If you have time at the end, do the feedback, singing the new version of the **Toys song**. Encourage the children to point to the Densels they have circled.

What is pink? ...

Densel in the tree.

What is red? ...

Densel behind Cookie.

What is purple? ...

Densel on the pond.

What is blue? ...

Densel in the pouch.

What is yellow? ...

Densel behind the door.

What is green? ...

Densel in the tree.

Then count the Densels and encourage the children to join in.

Now give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

7 Bye-bye Track 5

Finally, make Cookie say goodbye and put him away. Sing the **Bye-bye song** and wave *Bye-bye*.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone.

Extra activities

Guess who's saying Hello

Get one of the children to cover his/her eyes. Choose another child to come out and say *Hello*. The first child has to guess who it is. Include yourself, Cookie, Densel, and Lulu. If some of the children do not mind being blindfolded, they could feel the other child's face as well as listening to them saying *Hello*.

Revision of story A 1 Track 10

You will need Story cards A 1 and CD A/cassette. Retell or play Story A 1, but pause before Cookie says his favourite colour each time. Elicit the colour from the children as they look at the Story cards.



Starter Hello again

Lesson 2

Language

New

Cookie, Lulu, Densel, cat, kangaroo, duck, hello, bye-bye

Recycled

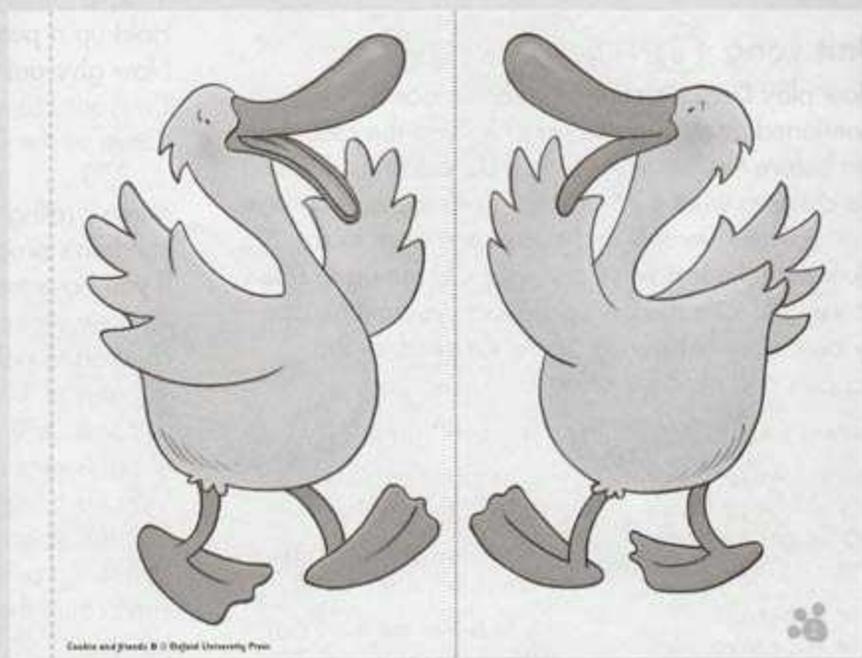
Numbers 1-6, colours (Book A)

Passive

Do you know your numbers? Can you count from one to six? What is it?

Materials checklist

- Cookie puppet
- Lulu poster with Densel puppets
- Leaf name-tags
- Six Densel puppets
- Densel glove puppets
- CD B/cassette
- CD A/cassette
- Worksheet 2
- Glue



- Extra activities: six Book A flashcards; Densel puppets; Densel flashcard

Cookie's circle time

1 Hello, everyone Track 4

Before the class, put the six Densel puppets in Lulu's pouch.

Sit the children in Cookie's circle and sing the **Hello song**. Encourage them to join in, waving and singing *Hello* to everyone. Now sing *Sit down, everyone*.

Ta-la-la-la ...

2 Poster time Track 7 Track 6

Cookie takes six leaf name-tags from the tree, reads out the names, and brings the six children to the front, counting them as they come out. To revise the numbers sing the **Numbers song**.

The six children take it in turns to take a coloured Densel puppet out of Lulu's pouch. Tell them to put on the puppets and say the colour. Then tell the children to hide the puppets behind their backs.

Now sing **Densel's song**. Pause the song before *Here I am* and encourage the children with the puppets to make Densel appear.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Worksheet 2

Show the children Worksheet 2. Encourage them to say *Hello, Densel*.

Demonstrate how to fold the worksheet in half, then put glue on the top and edges to make it into a glove puppet.

Give out the worksheets, saying:

Everyone. Listen to me.

Fold the puppet.

1, 2, 3.

Help any children who need it, so that everyone has folded their puppet before you give out the glue sticks. Demonstrate again where to put the glue.

Now give out the glue and say:

Everyone. Listen to me.

Put glue here and here.

Point to the two edges.

1, 2, 3.

4 Puppet activity Track 6

Let all the children put on their puppets. They will need to be careful as the glue may not be completely dry.

Sing **Densel's song**. Encourage the children to hide their puppets behind their backs and to bring them out when Densel sings *Here I am*.



5 Bye-bye Track 5

As you put away your Densel puppet, get the children to put theirs in their folders and say goodbye. Then sing the following version of the

Bye-bye song:

Bye-bye, Densel. Tra-la-la-la-la.
Bye-bye, Densel. Tra-la-la-la-la-la.
Bye-bye, Densel. Tra-la-la-la-la.
Bye-bye, everyone.

Extra activities

Let's all look for Densel Track 6

You will need a Densel puppet and a set of flashcards from Book A, for example, toys.

Hide the Densel puppet behind one of the flashcards and put the cards face up where the children can see them, without disclosing where Densel is.

Sing the first verse of **Densel's song**:

Let's all look for Densel ... Oh, where is he?

Ask *Is he under the ...?* and encourage the children to choose one of the flashcards. Repeat this and get the children to name the flashcards until they find Densel. When they do, sing *Can you see me? ... Here I am* and make Densel appear from behind the flashcard.

If the children are enjoying the game, repeat it, using another set of flashcards from Book A.

Puppet play

You will need the six coloured Densel puppets. Sit the children in Cookie's circle. Choose a child to be 'it'. He/she sits in the middle and hides his/her eyes. Tell the class to put their hands behind their backs. Give out the six puppets. The child who is 'it' then looks and tries to guess where one of the Densels is, saying *Hello, Densel* and pointing to a classmate. Once the child finds a Densel, he/she changes places with the child with the puppet.

Repeat the procedure with the new child covering his/her eyes. Change the position of the puppets as this child will have seen you give them out.



Starter Hello again

Lesson 3

Language

New

Numbers 1-6, colours (Book A), *Cookie, lulu, Densel, cat, kangaroo, duck, hello, bye-bye*, in, on, under, behind

Passive

table, chair, bag, spinner

Materials checklist

- Cookie puppet in bag
- Lulu poster
- A copy of PMB page 27 for each child
- CD B/cassette
- A finished version of the spinner
- Paper fasteners/press studs
- Pointers cut from strips of card
- Pencil or compass
- Scissors
- Extra activities: character flashcards; different flashcards (Book A)

Cookie's circle time

1 Hello, everyone Track 4

Before the class, put Cookie in your bag. Sit the children in Cookie's circle and sing the **Hello song** without Cookie.

2 Where's Cookie? Track 6

Ask the children *Where's Cookie?* and remind them what this means. Sing **Densel's song**, substituting Cookie's name: *Let's all look for Cookie ... Where, oh, where is he?*

Look for Cookie. Ask *Is he under the table?* and look under the table. Encourage the children to say *No*. Look in other places and ask *Is he on the table? Is he on the chair? Is he under the chair? Is he behind the door?* After looking in several places, hold up your bag and ask *Is he in my bag?*

Open your bag and put on the puppet. Sing *Can you see me?* ... Make him appear from the bag, singing *Here I am*. Encourage the children to greet Cookie, saying *Hello, Cookie*. Now make Cookie sing the **Hello song** to the class.

Note

Although words like *table/chair/bag* may be new to the children, if you go to the object and look, it just becomes language for the game not language to be learnt.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity

Show the children what *in, on, under, behind* mean.

In Make a cup with one hand and put the fingers of the other hand in it.

On Put your hands on the desk.

Under Put your hands under the desk.

Behind Make the thumbs on both hands point over your shoulder behind your back.

Repeat these actions a number of times. The children love it when you do the actions in different ways – slowly, quickly, angrily, happily.

4 Make the spinner – PMB page 27

Make a model spinner before the class. You can use paper fasteners but press studs have smoother edges. You also need a sharp pencil or compass to make holes in the spinners. You will need to make pointers from card, one for each child.

Show the children the Densel spinner. Move the pointer around saying *Densel's in the tree. Densel's on the pond. Densel's under the tree. Densel's behind the door*. Chant through *in, on, under, behind*, encouraging the children to join in with the actions while you move the pointer on the spinner.

Give out the PMB worksheets, saying:

Everyone. Listen to me.

Make the spinner.

Show the children the spinner.

1, 2, 3.

Now give out the scissors and say:

Everyone. Listen to me.

You need scissors.

1, 2, 3.

While the children are finishing the cutting out, go round making holes in the centre of the spinners and pointers of the children who have finished. Show them how to attach the pointers using the press studs/paper fasteners.



5 Spinner game

Once the children have finished making their spinners, tell them to move the pointers. Say *Densel's in the tree/on the pond/under the tree/behind the door*.

Now hold your spinner so that the children cannot see it. Move the pointer and encourage the children to guess where it is by moving the pointer on their spinner and showing it to you. Say for example *Densel's in the tree* and show your spinner. The children who guessed correctly wave their spinner in the air.

Finally, give out the folders and tell the children to put their spinners away ready for the next class. Say: *Everyone. Listen to me.*

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Where are Densel, Cookie, and Lulu?

You will need the three character flashcards and three other flashcards from Book A.

Put the three characters face down on the board (remember which order they are in).

Show the children the three Book A flashcards and revise the words with them. Attach the flashcards face up on the board above the characters.

Now encourage the children to guess where the characters are, saying the name of the character and the flashcard they think is under it, for example, *Densel. Doll*.

Repeat this, letting different children answer until they have found all three characters.

You could repeat this activity using three new flashcards from Book A.

Circle the vocabulary

You will need eight flashcards of Book A vocabulary you want to revise.

Put the flashcards on the board where the children can reach them. Leave enough space between them for the children to draw a circle around each one.

Now name flashcards and invite a different child out each time to circle the flashcard you named.



Starter Hello again

Lesson 4

Language

Recycled

Numbers 1-6 (Book A)

Passive

Fold here.

Materials

- Cookie puppet
- Six Densel puppets
- CD B/cassette
- Spinner

- Extra activities: number flashcards; Densel puppets; other flashcards for revision

Cookie's circle time

1 Hello, everyone Track 4

Before the class, hide the Densel puppets in different places in the classroom.

Sit the children in Cookie's circle and sing the **Hello song**. Encourage them to join in and make Cookie go round waving, kissing, and hugging the children as they sing.

2 In, on, under, behind

Repeat the activity from Lesson 3. Remind the children what *in, on, under, behind* mean. Do the actions as before, with the children repeating them in different ways: slowly, quickly, angrily, happily.

3 Unit song Track 6

Now sing following version of **Densel's song**, inviting different children to go and look for the coloured Densel puppets you hid before the class. Sing:

Let's all look for Densel ...

Where, oh, where is he?

Is he in/on/under/behind the ... ? Name one of the hiding places.

Where, oh, where is he?

After each verse, encourage a child to go and find the corresponding puppet and put it on. The child who finds the puppet waves it in the air while the class sings:

Here I am.

Repeat this until the children have found all the Densels.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Spinner game

Show the children your spinner and give out the folders, saying:

Everyone. Listen to me.

You need your spinners.

1, 2, 3.

Put on the Cookie puppet. Tell the children that Cookie is thinking about one of the pictures and they have to guess what it is. Make Cookie sing *Let's all look for Densel ... Oh, where is he?*

The children guess by setting the pointer to one of the pictures on their spinner. The children show Cookie which picture they chose.

Cookie then shows the spinner if the child was correct or says *No* and the children carry on guessing. Once the children have guessed correctly, Cookie changes the picture he is thinking about and you repeat the procedure.

Give out the folders so the children can put their spinners away and say:

Everyone. Listen to me.

Spinners in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Which number?

You will need the number flashcards and the coloured Densel puppets.

Attach the flashcards to the board and put one of the Densel puppets below each number.

Now say a number. The children have to name the colour of the Densel below it. Repeat this a number of times. If the children are enjoying the game, you can make it more difficult after a while by turning over the puppets, so that they have to remember where the colours are.

Yes/No flashcard game

You will need flashcards of Book A vocabulary you want to revise.

Show the children the flashcards and elicit the words. Without looking, hold one of the flashcards above your head where you cannot see it but the children can. Say what you think it is. Tell the children to answer Yes if you are holding up the right flashcard and No if you are not. Repeat with different flashcards.



Unit 1 Family

Lesson 1

Language

New

baby, mummy, daddy, sister, brother, family

Recycled

Numbers (Book A), Cookie, Lulu, Densel, hello, bye-bye

Passive

Sit down! Stand up! Stop! Everyone, Listen to me. Point to ... You need ... Match ...

How many can you see? Can you see the number...? One little owl sitting in a tree. Here comes... owl

Materials checklist

- Cookie puppet
- Densel puppet
- Lulu poster with family flashcards in her pouch
- Flashcards: baby, mummy, daddy, sister, brother, family

Worksheet 3

CD B/cassette

Pencils

Extra activities: CD A/cassette; number flashcards; a bag of white cotton wool balls; brown paper/card; glue

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Go round with the Cookie puppet saying *Hello*, shaking hands or kissing the children. Show the children the yellow Densel puppet from the Starter unit and say *Hello, Densel*. Point to the Lulu poster and say *Hello, Lulu*.

2 Poster time

Now take the Cookie puppet to the Lulu poster and say *Hello, Lulu*, encouraging the children to join in. Say *Lulu, what have you got in your pouch?* Take the flashcards out of Lulu's pouch one at a time, saying *baby, mummy, daddy, sister, brother, family*. Put up the flashcards and make Cookie greet all the owl family. Say *Hello, baby/mummy/daddy ...* and encourage the children to copy you. Take the flashcards down at the end of this activity.

3 Hello, baby!

(If you are short of time, miss out this activity.)

Tell the children to stand up, singing:

Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone. Tra-la-la-la-la-la.
Stand up, everyone. Tra-la-la-la-la.
In a circle, everyone.

Show the children one of the owl family flashcards. Say *Hello, (baby)*. Now hand the flashcard to the child next to you and encourage him/her to copy you, saying *Hello, baby*. This child passes the flashcard to the next child who repeats the procedure until you say *Stop!*

The child holding the flashcard then gives it to you in return for a new flashcard. This child now starts the chain again, greeting the new family member. Repeat until the children have greeted all the family members.

Transition marker

Send the children back to their seats, using your usual Transition marker (see page 9 of the Introduction).

Table time

4 Unit song Track 7

Put the baby owl flashcard on the board and then put the others up in the following order: brother, daddy, sister, mummy as they are named in the song. Play the first verse of the **Family song**. When it gets to *Here comes brother*, put up the brother flashcard next to the baby. Stop the recording at the end of the verse and count *One. Two* with the children. Repeat the procedure for the rest of the verses.

Family song

One little owl sitting in a tree.

Here comes brother.

How many can you see?

1, 2.

Two little owls sitting in a tree.

Here comes daddy.

How many can you see?

1, 2, 3.

Three little owls sitting in a tree.

Here comes sister.

How many can you see?

1, 2, 3, 4.

Four little owls sitting in a tree.

Here comes mummy.

How many can you see?

1, 2, 3, 4, 5.

5 Worksheet 3

Show the children Worksheet 3. Point to the numbers and count from one to five with the children. Now point to the picture of the baby owl on his own and count *One*, encouraging the children to join in. Then say *Can you see the number 1?* Hold up the worksheet and say *Point to number 1*. Ask a child to point to the number 1 on the left and you write a 1 in the box next to the baby owl.

Give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Now give out the worksheets, point to the example you have just done, and say:

Everyone. Listen to me.

Count and write the numbers.

1, 2, 3.

While the children are working, play any song they know and encourage them to sing. Let them choose one from Cookie's favourite song poster (Book A) or from Book B Starter Unit. Monitor the children's progress and ask them questions about their work. Finally, give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now make Cookie wave goodbye and put him away. Put the family flashcards back in Lulu's pouch and say *Bye-bye, baby (daddy/mummy/brother/sister)*.

Finally, sing the **Bye-bye song** and wave. Encourage the children to wave and join in with the song.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone.

Extra activities

Numbers song Track 7

You will need CD A/cassette and number flashcards 1-6.

Play the **Numbers song** from Book A and encourage the children to join in.

Choose six children to come out to the front. Give each one a number flashcard and ask them to get into order. Let the class help them by chanting the numbers in order.

Divide the class into six groups. Put a child with a number flashcard in each group and say that this is their 'captain'. Now sing the **Numbers song** and encourage the 'captains' to hold up their flashcards when they hear their number. When they hear their group's number, the rest of the class raise their arms.

Cotton wool owls

You will need a bag of white cotton wool balls, some brown paper/card to make the beaks, and glue sticks. Cut diamond shapes and use a hole punch to punch out holes from the brown card/paper to make eyes.

To make an owl, take a white cotton wool ball. Fold one of the diamonds of brown card/paper to make the beak. Draw two dots on the paper circles from the hole punch for eyes. Stick the eyes and beak on the cotton wool ball.

Show the children the baby owl you made and the cotton wool balls. Ask a child to reach into the bag and pick out a handful. Put them on your desk and count them out loud with the help of the child. Now let the child give them out, counting as he/she does so. Thank the child, saying *Very good, Maria. Now sit down, please!*

Repeat the procedure with another child until the whole class has a cotton wool ball.

Show the children how to fold the diamond shape in half to make a beak. Tell them they need two paper circles to make the eyes. Give out the materials and tell the children to make the owls. Give out pencils and glue sticks so that the children can draw centres in the eyes and stick everything on the owls.

You could also crumple up brown paper to make nests for the owls.

Follow-up

Sing the **Family song** and let the children act it out with their owls. The children could turn the owls into finger puppets by opening them up a little and pushing their fingers into them.



Unit 1 Family

Lesson 2

Language

New

baby, mummy, daddy, sister, brother, family

Recycled

Numbers (Book A)

Passive

Let's all look for daddy. Where, oh, where is he? Is he under the ...? in, on, under, behind.

Materials checklist

- Cookie puppet
- Densel puppet
- Tree poster

- Lulu poster with six leaf name-tags and family flashcards
- Flashcards: family, Book A vocabulary for revision
- CD B/cassette
- Extra activities: family flashcards; a copy of PMB page 28 for each child; scissors; CD A/cassette; CD B/cassette

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and pretend that Cookie is asleep. Whisper *Hello, Cookie* to the puppet. As Cookie sleeps on, say *Hello, Cookie* a bit louder. Cookie still doesn't wake up, so tell the children you need some help. Say *1, 2, 3* and encourage all the children to say *Hello, Cookie*. Make Cookie wake up and say *Thank you, everyone*. When Cookie is awake, he sings the **Hello song**. Make him go round saying *Hello* to the children, kissing them on the cheek or shaking hands. Say *Hello, (Josie)* and encourage them to say *Hello, Cookie. Hello, (your name)*.

2 Poster time

Take Cookie up to Lulu's poster and say *Hello, Lulu. What have you got in your pouch?* Take out the six leaf name-tags and read the children's names. Bring the six children to the front. Each child takes a flashcard out of Lulu's pouch. Say what is on each one and encourage the class to join in. Now say a word for example, *baby*. Show the children with the flashcards that you want them to hold up their card when they hear their word. Repeat this a number of times, starting off slowly and speeding up once the children get used to it.

When you have finished, take back the flashcards, thank the children for their help, and send them back to Cookie's circle.

3 Let's all look for daddy Track 6

(If you are short of time, miss out this activity or activity 5.)

Take the Densel puppet you made in the Starter Unit and hide it behind your back.

Play **Densel's song** and look for Densel in the tree display. When you get to *Here I am*, make Densel appear from behind your back.

Now put the five owl family flashcards face down on the board. Put five flashcards of any words you want to revise above each, face up. Point to the flashcards and elicit the words.

Now sing the following to the tune of **Densel's song**.

Let's all look for daddy. (x 3)

Where, oh, where is he?

Is he under the ...? (x 3)

Where, oh, where is he?

Elicit one of the words on the flashcards.

Peek to see if the children were right. If so, make the Daddy flashcard appear and say *Here I am*. If not, the children keep on guessing while you sing *Is he under the ...?* Continue the game, singing *Let's all look for baby/sister/brother/mummy*, until the children have uncovered all the family flashcards.

Note

For mummy and sister, the song changes to:

Let's all look for mummy/sister. (x 3)

Let's all look for mummy/sister. (x 3)

Where, oh, where is she?

Is she under the ...? (x 3)

Where, oh, where is she?

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have some extra time here, photocopy the PMB cards on page 28 and do the Extra activity from page 25.

4 Unit song Track 7

Show the children the owl family flashcards and elicit the words. Put up the baby flashcard and play the first verse of the **Family song**, encouraging the children to join in. Then put up the other family members in any order and encourage the children to

tell you who is next in the song. Repeat this for the rest of the song.
Take down the family flashcards and let Cookie give them out to five children.

5 Acting out the song Track 7

Bring out the five children with flashcards. Position the baby owl in the middle and the other family members off to the side in the order of the song – brother, daddy, sister, mummy. Now play the **Family song** verse by verse, signalling to the children when they should fly in. Encourage the class to join in with the song. If the children made the cotton wool owls in Lesson 1, they could use them to act out the song. Repeat this game with another group of children.

6 Bye-bye Track 5

Now make Cookie wave goodbye and put him away. Then say *Bye-bye* to the owl family members and put the flashcards back in Lulu's pouch. Finally, sing the **Bye-bye song** and wave. Encourage the children to wave and join in with the song.

Extra activities

Hello!

You will need the owl family flashcards.
Choose five children and bring them out to the front. Give each child one of the family flashcards and say *Hello mummy/daddy/baby/brother/sister*. Now tell the five children to jump up and down. Tell them that you and the class are going to say *Hello*, (one of the family). The child holding the corresponding flashcard jumps up and down and says *Hello, everyone!* Do a practice run by saying *Hello, family* and encouraging the five at the front to jump up and down and say *Hello, everyone*.
Start the procedure by saying *Hello* to the five different family members until all five have had a turn. If any of the five forget, just walk behind them and show them that they have to jump. If you have time, repeat with five more volunteers.

Make PMB cards

You will need scissors and a copy of the family cards on PMB page 28 for each child.
Show the children PMB page 28 and point to the different pictures, eliciting the name of each one. Now cut up the page in front of the children so that they can see what they have to do.
Give out the worksheets and scissors, saying:
Everyone. Listen to me.
Cut up the cards. Show the children some scissors and 1, 2, 3. the cards you have just cut out.
While the children are working, play any songs they know and encourage them to sing.

In order

Tell the children that you are going to say some of the family words and they have to place the cards in the correct order face up on their desks. Say, for example, *Daddy. Baby. Family*. Go round monitoring the children's progress and say *Very good, (Pippa)* when a child has the right cards in the right order.



Lesson 3

Language

New

baby, mummy, daddy, brother, sister, family

Recycled

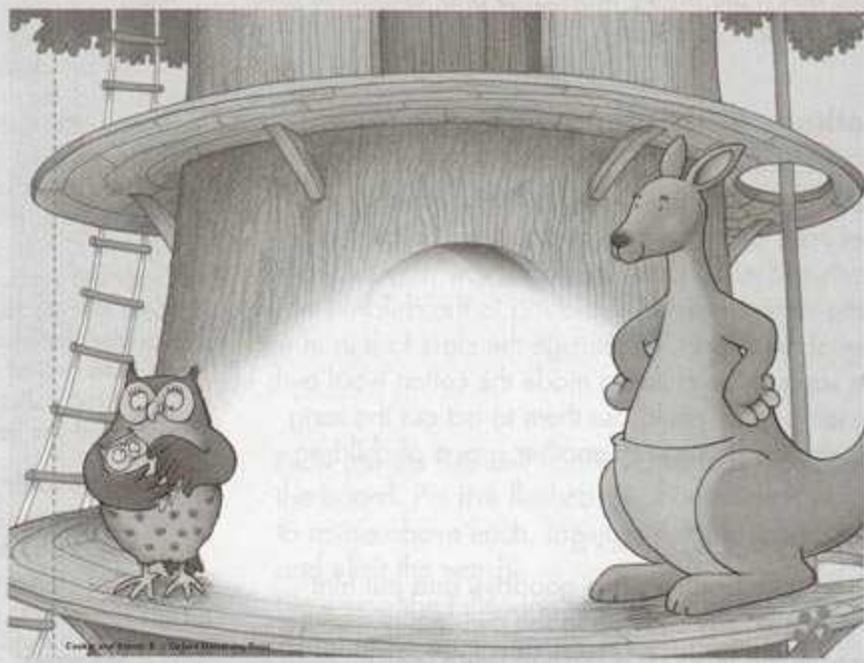
Colours, toys (Book A)

Passive

Storytime for you and me. Are you my mummy? No, I'm not your mummy. Who's this? Where's ...?

Materials checklist

- Cookie puppet
- Flashcards: family, toys (Book A)
- Cookie's favourite song poster (See page 10 of the Introduction.)
- Story cards B 1
- CD B/cassette
- CD A/cassette
- Worksheet 4
- Pencils



Extra activities: CD B/cassette; plastiline®

Cookie's circle time

1 Hello, everyone  Track 4  Track 12

Sit the children in Cookie's circle and sing the **Hello song**.

Go to Cookie's favourite song poster for Book A and tell the children that Cookie wants to sing a song they know well. Put the toy flashcards around the classroom and play the **Toys song**. Tell the children to point to the different toys as they are mentioned in the song. Play the song again. This time the children sing and point to the toys.

2 Pre-song activity

(If you are short of time, miss out this activity. Instead, let Cookie choose who is going to act out the song by giving out the flashcards to five children and move on to activity 3.)

Make Cookie show the children flashcards of the five owl family members and elicit the words. Now shuffle the cards in an exaggerated way so the children can see that you are changing the order. Hold the pack to Cookie and make him peek at the top card. Ask the children *What has Cookie got?* Go round the class eliciting possible answers. When a child guesses correctly, Cookie gives him/her the flashcard. Continue in this way until all the flashcards have been given out. Cookie then brings the children with flashcards to the front ready for the next activity.

3 Unit song  Track 7

With the children at the front, position the baby owl in the middle and the other family members in the order of the song: brother, daddy, sister, mummy. Now play the **Family song** verse by verse, with Cookie cueing the children to fly in. Encourage the class to join in the song.

4 Storytime  Track 8

Remind the children of the **Storytime** rhyme. Say the rhyme and encourage the children to join in with the words and actions.

One, two, three.

Storytime for you and me.

Count on your fingers. Point to the first Story card, point to the children, and then to yourself.

1 Show the children the first Story card and play the recording.

Lulu: *Who's this?*

Point to baby owl as Lulu is asking the question.

2 Now show them Card 2 and play the recording.

Lulu: *It's a baby owl. Hello, Baby owl.*

Baby owl: *Are you my mummy?*

Lulu: *No, I'm not your mummy. I'm Lulu the kangaroo.*

Establish that the baby owl thinks Lulu is his mummy.
Say *Are you my mummy? No, I'm not your mummy. I'm Lulu the kangaroo.*

- 3 Now show the children Card 3 and play the recording.

Brother owl: *Hello, Baby owl.*

Baby owl: *Are you my mummy?*

Brother owl: *No, I'm not your mummy. I'm your brother.*

Before showing the next Story card, ask the children to guess who will come next. Sing *Here comes ...* from the **Family song** to try and elicit the family member.

- 4 Now show them Card 4 and play the recording.

Praise the children who got it right, saying *Very good, (Lucy).*

Daddy owl: *Hello, Baby owl.*

Baby owl: *Are you my mummy?*

Daddy owl: *No, I'm not your mummy. I'm your daddy.*

Repeat the procedure with Card 4 and encourage the children to guess who will come next.

- 5 Show the children Card 5 and play the recording.

Sister owl: *Hello, Baby owl.*

Baby owl: *Are you my mummy?*

Sister owl: *No, I'm not your mummy. I'm your sister.*

- 6 Peek at Card 6 and look worried. Show the children the card and point to baby on the edge of the balcony.

Play the recording and then repeat: *Careful, Baby owl!*

Everyone: *Careful, Baby owl!*

- 7 Show the children Card 7 and play the recording.

Baby owl: *Aaah!*

- 8 Show the children Card 8 and play the recording.

Mummy owl: *My baby!*

Baby owl: *My mummy!*

Finally, encourage the children to say *My baby! My mummy!*

If you have time, play the story again, pointing to the characters as they speak. Let the children just look and listen.

Now give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Give out the worksheets and say:

Everyone. Listen to me.

Draw the family.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing. When they have finished, take one of their worksheets and use it to give feedback. Point to the different owls and sing the following line from the **Family song**: *Here comes mummy. Here comes daddy. Here comes sister. Here comes brother.* Finally, count all the owls.

Give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now make Cookie wave goodbye and put him away. Then say *Bye-bye* to the owl family members and put the flashcards back in Lulu's pouch.

Finally, sing the **Bye-bye song** and wave. Encourage the children to wave and join in the song.

Extra activities

Musical hugs

You will need CD B/cassette.

Find a space where the children can move around, for example, Cookie's circle. This game is similar to 'Musical chairs', but it is non-competitive.

Play the music and tell the children to dance. Stop the recording. The children have to find one friend to hug (gently!) and say *Hello, (Carmen)*. Make it a rule that whenever the music stops, the children go and find a different child to hug.

Follow-up

Make half the class play baby owl and the other half, mummy owl. When the music stops, the mummies go and hug a baby and say *My baby!* and the baby says *My mummy!*

Plasticine® owls

You will need enough plasticine® for the whole class. Give the children some plasticine®. They can make either their favourite owl or the owl family in a nest. While they are doing this, go round talking to them and pointing to the different owls. Ask who is the baby, the mummy, and so on. If there is room in the classroom, you could put the owls on display at the end of the lesson.



Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Worksheet 4

Show the children Worksheet 4 and point to baby owl and elicit his name. Point to mummy owl and elicit *mummy*. Then ask the children *Where's daddy? Where's sister? Where's brother?*

Lesson 4

Language

New

baby, mummy, daddy, sister, brother, family

Recycled

Shake your head. Wave your arms. Pat your tummy. Wave your fingers. Pat your legs. Stamp your feet. (Book A)

Passive

Here is my mummy/daddy/sister/brother.

Materials checklist

- Cookie puppet
- Cookie's favourite song poster (Book A)
- Flashcards: family; numbers, body
- CD A/cassette

- Story cards B 1
- CD B/cassette
- Photographs of your family
- A bag of objects from different family members (see activity 4)
- Extra activities, numbers and family flashcards; a card from PMB page 28 for each child; CD A/cassette

Cookie's circle time

1 Hello, everyone  Track 15  Track 4

Stand the children in Cookie's circle and refer them to Cookie's favourite song poster and pretend that Cookie is whispering something to you. Say to Cookie *Shake, shake, shake your head* and tell the children that Cookie wants to sing the **Body song**. Put up the body flashcards in the order of the song: head, arms, tummy, fingers, legs, feet. Before you play the recording, remind the children of the actions: *shake, wave, pat, and stamp*.

Now sing:

Sit down, everyone! Tra-la-la-la-la ...

Sing the **Hello song**. As you sing the song, pass the puppet around the circle. When the song ends, the child holding the puppet puts it on and goes round greeting his/her classmates, saying *Hello, (Anna). Hello, (Peter)*.

2 Unit song  Track 7

The children sit in a circle, while Cookie gives out the owl family flashcards to five of them. Indicate that they can look at them but they must keep them secret. The rest of the class try to guess which child has which flashcard. They say the name of the child and the owl they think is on the flashcard, for example, *Peter. Baby*. If they guess correctly, the child holding the card goes and stands at the front. When the class have guessed all five, the children with the flashcards act out the **Family song** while the others sing.

3 Storytime  Track 8

Say the **Storytime** rhyme and encourage the children to join in.

Show the children the flashcards of Lulu, brother, daddy, sister, baby, and mummy.

Now point to the flashcard of Lulu and chant:

No, I'm not your mummy. I'm Lulu the kangaroo.

Encourage the children to repeat after you. Repeat

the procedure for *No, I'm not your mummy. I'm your brother/daddy/sister*.

Now point to the mummy and baby flashcards and chant *My baby! My mummy!* with the children. Tell the children you need some help telling the story.

- 1 Put up Card 1 where the children can see it. Play the recording.

Lulu: *Who's this?*

Stop the recording and repeat the question. Elicit the answer *Baby!*

Note

The children do not need to remember *It's a baby owl!*

- 2 Now put up Card 2 and play the recording.

Lulu: *It's a baby owl. Hello, Baby owl.*

Baby owl: *Are you my mummy?*

Lulu: *No, I'm not your mummy. I'm Lulu the kangaroo.*

Chant this with the children again.

- 3 Show the children Card 3 and play the recording.

Brother owl: *Hello, Baby owl.*

Baby owl: *Are you my mummy?*

Brother owl: *No, I'm not your mummy. I'm your brother.*

Chant the last line with the children. Before you show Card 4, try and get the children to say who they think is next. You could sing *Here comes ...* from the **Family song** to see who they think it will be.

- 4 Now show Card 4 and praise the children who got it right, saying *Very good, (Maria)*. Play the recording.

Daddy owl: *Hello, Baby owl.*

Baby owl: *Are you my mummy?*

Daddy owl: *No, I'm not your mummy. I'm your daddy.*

Chant the last line with the children again.

- 5 Repeat the procedure for Card 5 and encourage the children to say who comes next. Play the recording.

Sister owl: *Hello, Baby owl.*

Baby owl: *Are you my mummy?*

Sister owl: *No, I'm not your mummy. I'm your sister.*
Again, chant the last line.

- 6 Peek at Card 6 and look worried. Show the children the card and point to baby on the edge of the balcony. Play the recording.

Everyone: *Careful, Baby owl!*

Then repeat *Careful, Baby owl!* and encourage the children to copy you.

- 7 Show the children Card 7 and play the recording.
Baby owl: *Aaah!*

- 8 Show the children Card 8 and play the recording.

Mummy owl: *My baby!*

Baby owl: *My mummy!*

Finally, encourage the children to say *My baby! My mummy!*

If you made the PMB cards in Lesson 2, you could retell the story and let the children listen, choose the right cards, and put them in order. Praise all the children for helping you with the story and say *Very good, everyone. Thank you!*

4 My family

Now show the children photos of your family. Say *Here is my mummy. Here is my daddy. Here is my brother. Here is my baby.* You can introduce other family members if it is obvious from the pictures who they are: *Here is my husband/wife. My baby's daddy/mummy* and point from your baby to your husband/wife. Once you have finished, point to the different photos and try and elicit the family words.

Note

If you think it appropriate, tell the children the names of your family *Here is my mummy, Maria. Here is my sister, Anna.* This will help the children personalize the information later, as the photos aren't just family members but people with a name. Also note that children of this age may not know their parents' first names. They know them as *Mummy* and *Daddy*.

5 Family feely bag

(If you are short of time, miss out this activity.)

Collect objects such as a dummy or baby's bottle, bib, or rattle, a teddy, car, or doll, car/house keys, mobile phone, or newspaper.

Take the objects out of the bag you prepared and elicit the name of the family member they might belong to. If it is something such as keys or a mobile phone that could belong to various family members, elicit the other options.

Note

This activity is not designed to teach the names of the objects but to make revision of the family vocabulary more interesting and meaningful.

Transition marker

Send the children back to their seats, using your usual Transition marker.

6 Bye-bye Track 5

Now make Cookie wave goodbye and put him away. Then say *Bye-bye* to the owl family members. Finally, sing the **Bye-bye song** and wave. Encourage the children to wave and join in.

Extra activities

Flashcard numbers game

You will need the number and family flashcards. Put up the number flashcards in order. Count with the children as you do this.

Attach the family flashcards below the numbers and say the words, encouraging the children to say them with you. Now turn over the family flashcards, so that the children cannot see who is on each one. Ask the children to guess who is next to each number saying *One. Mummy?* until they have found all the family flashcards.

Musical bumps

You will need one of the cards from PMB page 28 for each child. You will also need CD A/cassette. It is a good idea to play music they know so they are revising the songs as you play them.

Push back the desks to create an open space. Alternatively, you could take the children to the hall. Give each child a family card. Say what is on the cards: *daddy, mummy, baby, brother, sister, family.* Tell the children you are going to play some music. When the music stops, you will say a word. The children with the corresponding card sit down on the floor and then stand up when you repeat the procedure.



Lesson 5

Language

New

baby, mummy, daddy, sister, brother, family.

Recycled

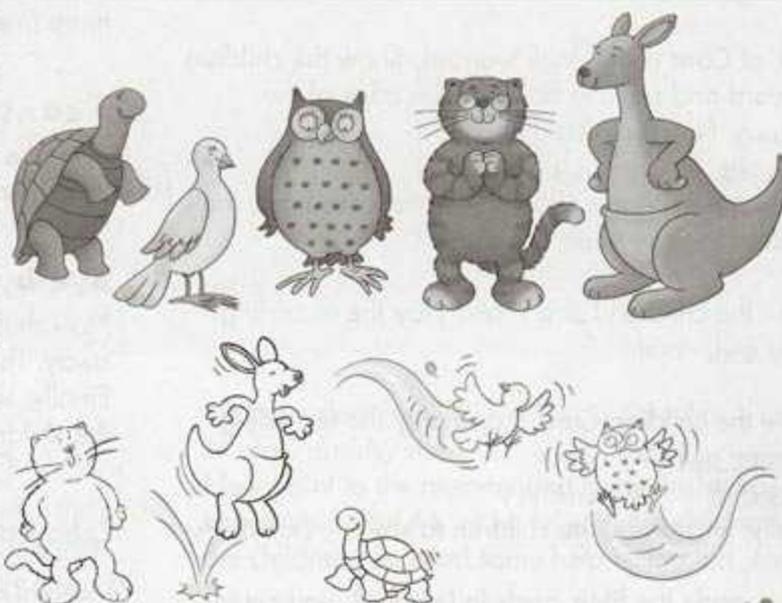
Pets (Book A)

Passive

Can you see a baby rabbit?

Materials checklist

- Cookie puppet
- Flashcards: pets; Cookie, Lulu family
- CD B/cassette
- Worksheet 5
- Extra activities: two copies of PMB page 8, one enlarged; Lulu flashcard; Books A and B flashcards for revision



Cartoon and Friends © Oxford University Press

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle, put on the Cookie puppet, and sing the **Hello song**.

2 Correct Cookie

(If you are short of time, miss out this activity.) Put up the family flashcards. Make Cookie point to one of the cards and say *Hello*, (the wrong name). Encourage the children to correct Cookie. Repeat the procedure a number of times, sometimes getting it right, sometimes not.

3 Unit song  Track 7

Cookie now gives five children an owl family flashcard each. Place baby owl at the front, with the other family members off to the side in the order of the song: brother, daddy, sister, mummy. Now play the **Family song** verse by verse. Signal to the children when to fly in. If they are enjoying themselves, repeat with another group. To make sure everyone has a turn, repeat the activity at the end of the class with different groups of children.

4 Pre-worksheet activity

Remind the children of the pet actions in Book A. Put up the flashcards and say:

Spider. Move your fingers.

Make a spider shape, palm facing down, and wiggle your fingers.

Rabbit. Move your fingers.

Use your index and middle fingers to make two ears above your head and wiggle your fingers.

Bird. Move your arms.

Flap your arms by your sides like wings.

Fish. Move your fingers.

Put your hands together like a fish and wiggle them.

Turtle. Move your head.

Put your hands on the back of your neck so that your arms look like the front of the shell and move your head slowly from side to side.

Elephant. Wave your arm.

Wave one arm in front of your nose like a trunk.

Now introduce the cat, kangaroo, and owl actions. Show the children the flashcards and do the following actions:

Cat

Pretend to stroke your whiskers.

Kangaroo

Hold your hands in front of you like two paws and jump up and down.

Owl

Make circles with your thumbs and index fingers and hold them up to your eyes.

Put the children in a circle. Stand in the circle with them and sing *Stand up, everyone. Tra-la-la-la-la. In a circle, everyone. Tra-la-la-la-la ...* while taking down the flashcards. Hold up the pet flashcards one at a time and elicit the words and the pets' actions. Say *Elephant* and tell the children to do the action, moving round in a circle. The children move around, swinging their arms in front of their noses like a herd of elephants. Repeat with other pets. Once the children are confident with the activity, you could let individual children nominate the pet.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Worksheet 5

Show the children Worksheet 5. Point to the animals and elicit their names. For Lulu and Cookie, you could either ask for their names or which animals they are. Point to mummy owl and ask the children *Can you see a baby owl?* Point to the worksheet as you say this. Ask a child to come and help you find baby owl. Take a pencil and draw a line between the two.

Now give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Then give out the worksheets and say:

Everyone. Listen to me.

Babies and mummies.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing. You could also let them choose a song, using Cookie's favourite song poster. Fast finishers can colour the baby to match its mummy.

Feedback

Say the name of one of the animals and ask the children to point to the corresponding mummy and baby on their worksheets.

Once you have finished, give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now make Cookie wave goodbye and put him away. Then say *Bye-bye* to the owl family.

Finally, sing the **Bye-bye song** and wave. Encourage the children to wave and join in.

Extra activities

Are you my mummy?

You will need a copy of PMB page 8. These are the babies. Make a second copy of the same page, enlarging each card. These are the mummies.

Divide the class in two. Divide the board down the middle and assign one side to each group.

Attach the larger pictures to the board, three in each section. Tell the children that you are going to show them a baby and ask one of the groups *Are you my mummy?* If that group has the mummy they say *My baby!* and you attach the flashcard next to its mummy on the board. If not, you return the flashcard to the bottom of the pile.

Repeat until all the mummies and babies are together.

Jumpity jump

You will need a selection of flashcards from Books A and B for revision.

Tell the children that you are going to play *Jumpity jump* (see the Flashcard activity bank, page 13 of the Introduction).

Remind them how to play and show them a selection of flashcards from Book A and Book B, encouraging them to name each one until you say *Jumpity jump*.

Depending on the children's attention span, you can speed up or slow down. This is a good way to get youngsters moving about if they seem restless.



Lesson 6

Language

New

baby, mummy, daddy, sister, brother, family

Recycled

Numbers, colours (Book A)

Passive

What's your favourite colour? What's Cookie's favourite colour? What's my favourite colour?

Materials checklist

- Cookie puppet
- Lulu poster and mask
- Leaf name-tags

- Flashcards: characters, family; Book A vocabulary for revision
- Cookie's favourite song poster
- Story cards B 1
- CD B/cassette
- CD A/cassette
- Extra activities: flashcards of family and Book A vocabulary for revision

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the Hello song.

2 Colours song revision  Track 9

Make Cookie whisper something to you. Then say *What's my favourite colour?* and tell Cookie your favourite colour. Now point to Cookie's favourite song poster and point to the colour song picture. Play the recording and sing the **Colours song**. Now ask for volunteers to put on the puppet and be Cookie. Repeat the question *What's your favourite colour?* The child who is Cookie goes round the circle asking the question and eliciting an answer.

3 What have you got in your pouch?

(If you are short of time, miss out this activity.) Choose a selection of flashcards for words you want to revise. Show the children the flashcards and elicit the words. Now put the flashcards in Lulu's pouch. Invite individuals to come and take out a flashcard and tell you what is on it. If they say it correctly say *Very good, (Anna)*. If they cannot remember, just say the word, get the child to repeat it and again, praise the child for his/her efforts, and say *Very good, Anna*.

4 Pre-story activity

Use Story cards 2, 3, 4, and 5 to revise the main scenes with the children.

2 Put up Card 2. Using the flashcard of baby owl and the Lulu poster, say:

Lulu: Hello, baby owl.

Baby owl: Are you my mummy?

Lulu: No, I'm not your mummy. I'm Lulu the kangaroo.

Repeat the procedure, this time chanting with the children.

3 Now put up Card 3. Hold up the flashcards of baby and brother owl. Say:

Brother owl: Hello, Baby owl.

Baby owl: Are you my mummy?

Brother owl: No, I'm not your mummy. I'm your brother.

Now repeat the procedure, this time chanting with the children.

4 Put up Card 4 and repeat with the flashcards of baby and daddy. Say the dialogue first and then get the children to copy you.

Daddy owl: Hello, Baby owl.

Baby owl: Are you my mummy?

Daddy owl: No, I'm not your mummy. I'm your daddy.

5 Put up Card 5 and repeat with the flashcards of baby and sister, first with you saying the dialogue and then with the children copying you.

Sister owl: Hello, Baby owl.

Baby owl: Are you my mummy?

Sister owl: No, I'm not your mummy. I'm your sister. Again, chant the last line.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Storytime  Track 8

Say the **Storytime** rhyme and encourage the children to join in with the actions.

Take Cookie to the tree to choose six leaf name-tags for six children to come out and act the parts of Lulu, baby, daddy, brother, sister, and mummy owl. Read

out the children's names and give them the flashcards for the characters and the mask for Lulu. Position Lulu and baby owl in the middle and the other characters off to the side.

Put the Story cards where the children can see them and play the recording. Then say Lulu's part and encourage the child to point to baby owl.

- 1 **Lulu:** *Who's this?*
Point to baby owl as Lulu is asking the question.
- 2 Now point to Card 2 and play the recording. Encourage Lulu to wave when he/she hears *Hello* and for baby owl to turn to Lulu on *Are you my mummy?* Lulu then shakes his/her head.
Lulu: *It's a baby owl. Hello, Baby owl.*
Baby owl: *Are you my mummy?*
Lulu: *No, I'm not your mummy. I'm Lulu the kangaroo.*
- 3 Now point to Card 3 and play the recording. Encourage brother owl to fly in and repeat the actions from the previous card.
Brother owl: *Hello, Baby owl.*
Baby owl: *Are you my mummy?*
Brother owl: *No, I'm not your mummy. I'm your brother.*
- 4 Now point to Card 4 and play the recording. Encourage daddy owl to fly in and repeat the actions from the previous card.
Daddy owl: *Hello, Baby owl.*
Baby owl: *Are you my mummy?*
Daddy owl: *No, I'm not your mummy. I'm your daddy.*
- 5 Now point to Card 5 and play the recording. Encourage sister owl to fly in and repeat the actions from the previous card.
Sister owl: *Hello, Baby owl.*
Baby owl: *Are you my mummy?*
Sister owl: *No, I'm not your mummy. I'm your sister.*
- 6 Point to Card 6 and look worried. Show the children the card and point to baby owl on the edge of the balcony. Play the recording and repeat *Careful, Baby owl!* And encourage the other owls to repeat this after you.
Everyone: *Careful, Baby owl!*
- 7 Point to Card 7 and play the recording. Encourage baby owl to say *Aaah!* and show him/her how to fall very gently.
Baby owl: *Aaah!*

- 8 Finally, point to Card 8 and tell mummy owl to fly in and hug baby owl.

Mummy owl: *My baby!*

Baby owl: *My mummy!*

Finally, encourage the children to say: *My baby! My mummy!*

Tell the children who want to act out the story that Cookie will choose another six children in a later class.

6 Bye-bye Track 5

Now sing the **Bye-bye song**, make Cookie wave goodbye, and put him away.

Extra activities

Daddy, Baby

You will need the owl family flashcards and flashcards from Book A.

Tell the children that they are going to say words like *Daddy owl* or *Baby owl*. Put up the two flashcards. Now say *Hello* in a deep voice for daddy. Repeat the procedure with a squeaky baby voice for baby. Now show the children the flashcard of mummy and say *Hello, mummy* as daddy owl and then as baby owl. Repeat this with sister and brother.

Note

You can also revise Book A vocabulary in this way. Hold up some flashcards and say the words in daddy's voice and ask the children to say if it was daddy or baby. Attach the flashcard next to daddy. Repeat this a number of times, using both daddy and baby's voice and encouraging the children to say who said what.

Now reverse the process. Show the children a flashcard from Book A. Point to either daddy or baby and encourage the children to say the word in the character's voice.

Mummy, go to the ...

You will need flashcards of Book A vocabulary you want to revise. Attach them around the classroom.

Divide the class into five groups: mummy, daddy, sister, brother, and baby. Now give instructions, for example, *Mummy, go to the (scooter). Brother, go to the (dolly)*. That group moves to the flashcard you named. Continue until every group has had a turn.



Lesson 7

Language

New

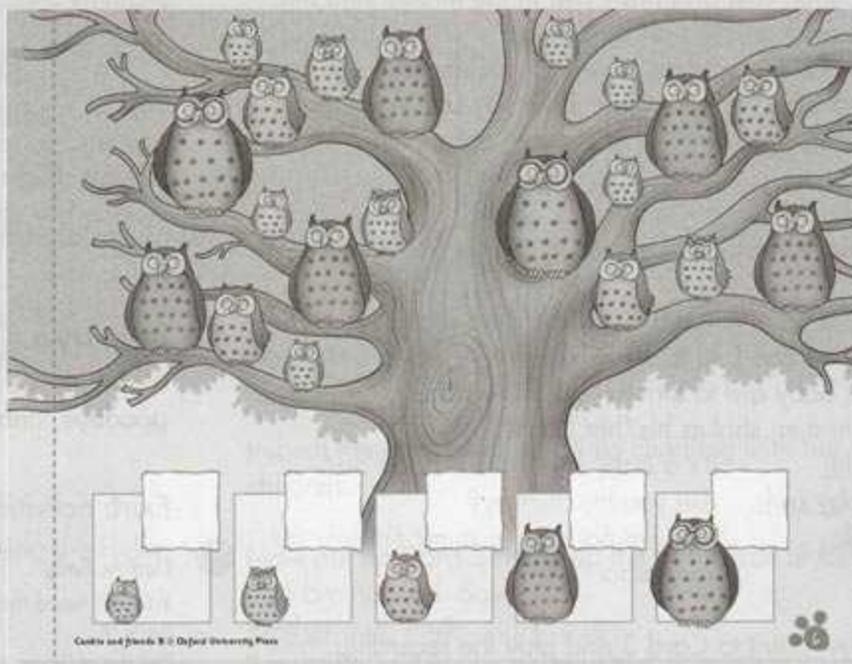
baby, mummy, daddy, sister, brother, family

Recycled

Numbers, colours (Book A)

Materials checklist

- Cookie puppet
- Cookie's favourite song poster
- CD B/cassette
- CD A/cassette
- Worksheet 6
- Pencils
- Extra activities: numbers, colours, family, Lulu flashcards; Story cards B 1



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the Hello song.

2 Singalong time  

(If you are short of time, miss out this activity.)

As always, one of our main aims is to motivate the children, so it is a good idea to make them aware of what they have learnt up to now.

Take Cookie to his favourite song poster and make him whisper in your ear. Smile and say *Yes. What a good idea!*

Sing a few songs from Books A and B. You do not need to do anything else with the songs as this is a confidence-boosting activity to show the children just how much they have learnt already.

Follow-up

Ask the children to tell you some of the words they know in English. As they say each word, put up the corresponding flashcard. Remind them of any words they have forgotten by showing them the flashcard and eliciting the word.

When you have finished, make Cookie clap and congratulate the children on how much English they know.

3 Pre-worksheet activity  Track 6

Show the children Worksheet 6. Point to the owls at the bottom of the page and sing **Densel's song** for mummy, singing:

Let's all look for mummy. (x 3)

Where, oh, where is she?

Find the mummies and count them. Now write how many there are (5) in the box next to the mummy at the bottom of the page.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 6  

Give out the worksheets, saying:

Everyone. Listen to me.

Count the owls.

1, 2, 3.

Point and count as you say this.

Now give out the pencils and say:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Go round helping the children who need it.

While the children are working, play any songs they know and encourage them to sing.

5 Worksheet feedback

Say *One. Two. Three. Four. Five. Six*, pointing to each baby on the worksheet.

Now point to the box at the bottom of the page and say *six*. You can either write 6 on the board or on the worksheet. Repeat for the other family members.

Encourage the children to do the feedback, for example, start the counting and let them finish. (They should have found six babies, three sisters, four brothers, five mummies, and two daddies.) Praise them for their efforts.

Once you have finished, give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

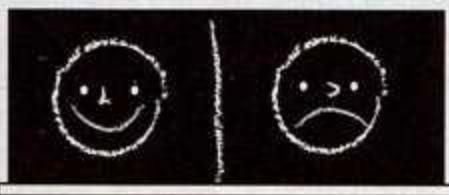
6 Bye-bye Track 5

Now sing the **Bye-bye song**, make Cookie wave goodbye, and put him away.

Extra activities

Yes/No board game

You will need the numbers, colours, and family flashcards. Divide the board in two and draw a smiley face for Yes and a sad face for No.



Put the children in a line facing the board. Tell them you are going to show them some flashcards and say a word. If the word and the flashcard are the same the first child in the line goes to the Yes side and if not, the child goes to the No side. Do this once. If the child gets it right, say *Very good*. If not, show the flashcard and then repeat what you said before to allow the child to change his/her mind. The child then joins the end of the line and the game continues.

Acting out the story again

You will need Story cards B 1 and the Lulu, baby, mummy, daddy, sister, and brother flashcards.

If you said in Lesson 6 that more children could come and act out the story, repeat it here, while it is still fresh in their minds. Let Cookie take six leaf name-tags off the tree to nominate the actors. Choose children who haven't been out before and follow the procedure in Lesson 6 activity 5.



Unit 1 Family

Lesson 8

Language

New

baby, mummy, daddy, sister, brother, family

Recycled

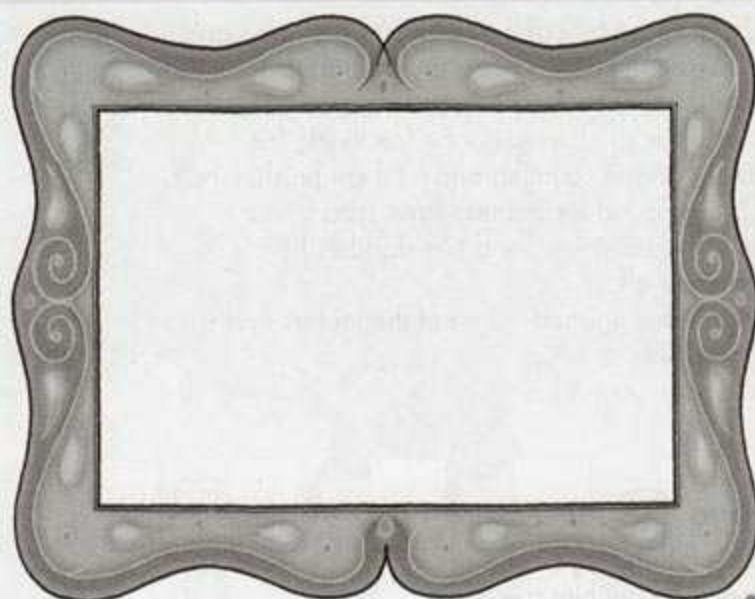
Numbers, colours (Book A)

Passive

Bring me ...

Materials checklist

- Cookie puppet
- Lulu poster
- Flashcards: family; Book A vocabulary
- Photographs of your family
- CD B/cassette
- Worksheet 7
- Category boxes for all units (Book A), Unit 1 (Book B)
- A3 card for each child
- A copy of PMB page 26 for each child
- Glue



Cookie and Lulu © Oxford University Press

- Extra activities: chairs; CD/cassette; CD/cassette; flashcards of vocabulary for revision; coloured card and decoration materials

Cookie's circle time

1 Hello, everyone Track 4

Before the lesson, make the children's portfolios. For the children's portfolios (see page 6 of the Introduction), you will need a piece of A3 card and a copy of PMB page 26 for each child. Fold the card in half and stick the PMB page on the front of their folders. Sit the children in Cookie's circle and sing the **Hello song**.

2 Cookie says ...

(If you are short of time, miss out this activity.) Select flashcards of Book A vocabulary you want to revise and include the family flashcards. Make Cookie attach the flashcards around the room. Pretend that Cookie is giving instructions. They can be for the whole class, such as *Point to*, or you could give individual instructions: *(Gina), bring me the ...* or *(Nancy), go and touch the ...* Repeat this a number of times until you feel the children are confident with the vocabulary.

3 Sorting activity

Sit the children in Cookie's circle. Choose as many flashcards as you have children in the class from Book A and the family flashcards. Place them in a pile in the centre of Cookie's circle. Put the category boxes next to the flashcards and point to the category on each one.

Sit the children in Cookie's circle. The children take it in turns to pick up a flashcard from the pile and say what is on it. They then decide which box to put the flashcard in. Continue until everyone has had a turn. Put the family flashcards back in Lulu's pouch. Now get the rest of the children to stand up for the next activity, singing *Stand up, everyone. Tra-la-la-la-la*.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity Track 7

Draw a nest on the board and put the baby owl flashcard in it. Now take out the owl family flashcards from Lulu's pouch and elicit the names of the family members. Put up the flashcards to the side of the nest.

Play the first verse of the **Family song** and invite one of the children to come and choose the brother owl to put in the nest.

Now play the rest of the verses, stopping to let another volunteer put the corresponding family member in the nest.

Once the song has finished, point to the nest and say *Family*. Encourage the children to repeat after you.

5 Worksheet 7

Show your family photos or draw a picture of your family on Worksheet 7 and use it to introduce the activity. Say *Here is my mummy. Here is my sister. Here is my baby. This is me.*

Show the children Worksheet 7. Point to the picture frame and tell them to draw their family, with their pet if they wish.

Give out the pencils and colours, saying:

Everyone, listen to me.

Pencils and colours.

1, 2, 3.

Now give out the worksheets and say:

Everyone, listen to me.

Draw your family.

1, 2, 3.

While the children are drawing, ask individuals to describe their picture. Encourage them to say *Here is my mummy/daddy*. Play any songs they know and encourage them to sing.

Note

You could put the children in Cookie's circle to describe their picture. However, if you know that there are any difficult family situations, the children can just display their pictures on the wall.

Finally, give the children their portfolio folders and explain what they are. Ask them to put away their work in the portfolios, saying:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song**, make Cookie wave goodbye, and put him away.

Extra activities

No-lose 'Musical chairs'

You will need chairs, music, and flashcards of any vocabulary you would like to revise.

Line the chairs up back to back. Use the same number of chairs as you have children in the class and attach a flashcard to each backrest.

Now play some music from Books A or B. The children walk around the outside of the chairs until you stop the music. The reason this is called No-lose 'Musical chairs' is that you do not remove chairs when the music stops, so everyone has somewhere to sit.

As with the traditional 'Musical chairs', when the music stops the children have to sit down on the chair nearest them. Ask some children to name the flashcard on their chair. Then play the music again and continue the game.

Family collage

This is an activity for the children to do at home with a parent or older sibling.

Send home a piece of coloured card with a note asking for photographs of family or pets for the child to stick on their card. Ask the family to write the names under the pictures. The children can decorate their picture with felt pens, glitter, or aluminium foil.

Set a date for the children to bring in their collages.

In Cookie's circle time get them to talk about their collages, asking *(David), who is Anna?* and try and elicit an answer such as *My sister*.



Extra reinforcement lesson

Language

New

baby, mummy, daddy, sister, brother, family

Passive

cut, fold, glue

Materials checklist

- Cookie puppet
- Story cards B 1
- CD B/cassette
- A copy of PMB page 29 for each child
- Finished family finger puppets from PMB page 29

- Glue
- Coloured pencils
- Scissors
- Extra activities: flashcards of family, Lulu, Cookie, and vocabulary for revision

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Happy. Sad. Angry. Surprised.

Frightened

Before the class, make the finger puppets from PMB page 29.

Refer to the feelings faces on the wall (see page 10 of the Introduction) and practise each feeling, saying *Happy. Sad. Angry. Surprised. Frightened*. Pull each face and encourage the children to copy you and say how you are feeling. Put the faces up on the wall.

3 Retelling the story Track 8

Tell the children they are going to listen to the owl story again. They have to tell you how the characters are feeling.

Put up Card 1 and play the recording. Point to Lulu and then to the five faces. Say *Lulu is happy/sad/angry/surprised/frightened* and let the children choose a feeling. Remind them that Lulu has found a baby owl outside her house and ask how she might feel (surprised/happy).

Now repeat with the other scenes. In scene 2, baby owl is happy. Then he gets sadder, until Scene 7 where he is shocked. In scene 8 he is happy again.

Transition marker

Send the children back to their seats as usual.

Table time

4 Owl finger puppets – PMB page 29

Show the children PMB page 29, and the puppets you made before the class. Hold up each puppet and say *Hello, baby/mummy/daddy/sister/brother*, and encourage the children to join in.

Give out the PMB worksheets and colours, saying:

Everyone. Listen to me.

Colour the family.

1, 2, 3.

Show the children how to make one of the puppets.

Now give out the scissors and glue and say:

Everyone. Listen to me.

Cut and glue.

1, 2, 3.

5 Puppet play Track 7

Say *Hello, (brother)*, and encourage the children to put on the right finger puppet and say *Hello*. Go round checking that everyone is holding up the right one. Now hide one of the puppets behind your back. Say *Hello ...* and tell the children to choose which puppet they think you have hidden. Then show it. Say *Very good* to the children who guessed correctly. Repeat a number of times.

If you have time, act out the **Family song**.

6 Bye-bye Track 5

Now sing the **Bye-bye song**, make Cookie wave goodbye, and put him away.

Extra activities

Guess what Cookie is thinking about

You will need flashcards of vocabulary you want to revise. Use Cookie to show the children the flashcards and then attach them to the board.

Say that they have to guess what Cookie is thinking about.

Flashcard game

You will need the flashcards of baby, mummy, daddy, brother, sister, Lulu, and Cookie. Put all the flashcards except baby face down on the board. Number each one from 1–6.

Show the children the baby owl flashcard and tell them that they are baby owl and they have to find their mummy.

Point to the flashcards and the numbers and encourage them to ask *Five. Are you my mummy?*

Turn over the card and say either: *No, I'm not your mummy. I'm ...* or say *My baby!* if they find mummy owl.



Extra extension lesson

Language

New

baby, mummy, daddy, sister, brother, family

Materials checklist

- Cookie puppet
- Flashcards: family
- CD B/cassette

- Extra activities: pets, Densel, Lulu, and Cookie flashcards; A4 paper for each child; a copy of PMB page 28, twigs, string, glue, and decoration materials

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Circle game

With the children still in the circle, Cookie chooses a confident child to be baby owl and sit in the middle of the circle. Tell baby owl to cover his/her eyes and tell the rest of the class to put their hands behind their backs. Give one of the children the mummy flashcard. Baby owl then looks at his/her classmates and tries to guess who his mummy is. He/she asks *Teresa, are you my mummy?* until he/she finds the one with the flashcard.

The mummy now becomes baby and sits in the middle and baby joins the circle. Repeat the procedure with the new 'baby' covering her/his eyes. You choose a new mummy and give him/her the flashcard.

3 Finger play family rhyme Track 9

Say the rhyme **How many people live in your house?** and do the actions. Encourage the children to join in and repeat the rhyme with the actions.

How many people live in your house?

One. My mummy.

Two. My daddy.

Three. My sister.

Four. My brother.

There's one more.

Now, let me see.

Yes, of course!

It must be me!

Make a roof by putting your two hands together.

Count 1 on your thumb.

Count 2 on your index finger.

Count 3 on your middle finger.

Count 4 on your ring finger.

Hold onto your little finger and look puzzled.

Scratch your head.

Hold up your index finger as if you have had an idea.

Point to yourself with your index finger.

4 Acting out the rhyme Track 9

Choose two children to come out and be the house, holding hands and lifting them to make the roof. Now choose five children to be the family. The children stand behind the house. Give each child a role: mummy, daddy, sister, brother, and me. Play the recording and say the rhyme. As the children hear their character named, they come out of the house under the uplifted arms.

The rest of the class say the rhyme and count on their fingers.

5 Bye-bye Track 5

Now sing the **Bye-bye song**, make Cookie wave goodbye, and put him away.

Extra activities

Animal families

You will need some A4 paper, the pet flashcards from Book A and the flashcards of Densel, Cookie, and Lulu.

Show the children the flashcards and elicit the names of the animals. Remind them that Densel is a duck, Lulu is a kangaroo, and Cookie is a cat.

Now tell the children to choose an animal and draw its family.

They have to decide how many brothers and sisters it has.

Give out paper and pencils and let the children draw the animal's family.

Go round monitoring their progress and asking the children about their pictures.

Owls mobile

You will need enough twigs for each child/group, string, sticky tape/glue, and the owl family on PMB page 28.

If you do this as an individual project, each child colours and cuts out the owl family and attaches the pictures to the twig with sticky tape or glue. They then tie some string to each end of the twig and hang their mobile up in the class.

If the children do this as a group project, divide the class into groups of five. Let each child have one owl to decorate. As with the individual project, they each attach their owl to the group twig and tie the strings to each end. Hang the mobiles up in the classroom.

Lesson 1

Language

New

boat, robot, plane, trumpet, drum, phone

Recycled

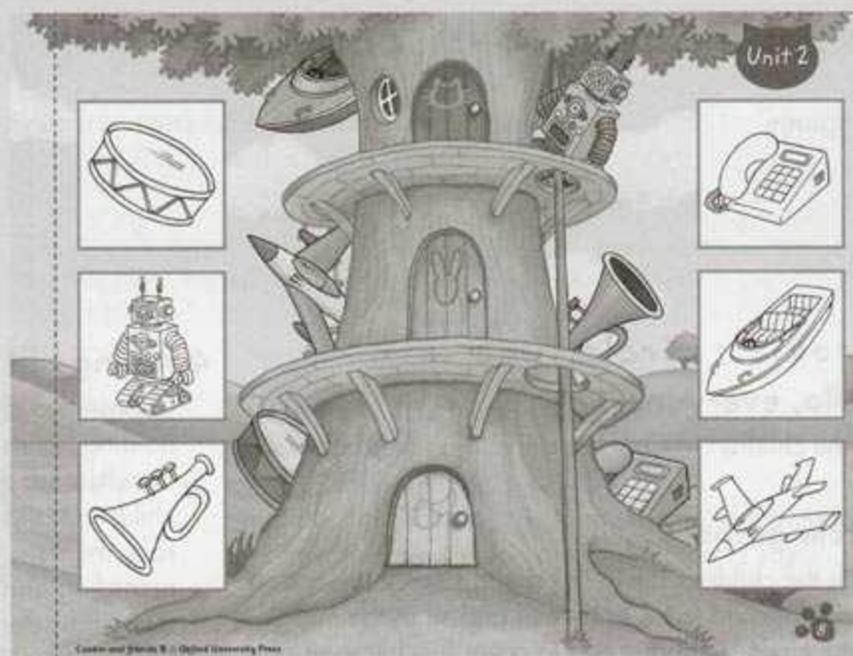
Colours, toys (Book A); family

Passive

Brm! Brm! goes the noisy boat. *Beep! Beep!* goes the noisy robot. *Whirr! Whirr!* goes the noisy plane. *Toot! Toot!* goes the noisy trumpet. *Rata-tat!* goes the noisy drum. *Ring! Ring!* goes the noisy phone.

Materials checklist

- Cookie puppet
- Lulu poster with noisy toy flashcards
- Flashcards: Cookie, Lulu, Densel, owl family, noisy toys; toys (Book A)
- CD B/cassette
- Worksheet B
- Pencils/coloured pencils



- Extra activities: noisy toy flashcards; Cookie puppet; Story cards A 2; CD A/cassette

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.

Hello, everyone. Tra-la-la-la-la-la.

Hello, everyone. Tra-la-la-la-la.

Hello, everyone.

2 Poster time

Set up the Lulu poster with the noisy toy flashcards in her pouch. Tell the children that Cookie and Lulu have some words to show them. Cookie says *Hello, Lulu. What have you got in your pouch?* and takes out the flashcards one at a time, naming each noisy toy.

Now tell the children you are going to say the toys and you want them to say each word like an echo, saying it three times, starting loud and getting softer. Show them what you mean by echoing the word on the first flashcard and encouraging them to copy you.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-song activity

Show the children the noisy toy flashcards and practise the noises for each one, encouraging the children (they won't need much encouragement!) to join in.

Say the words of the song:

Brm! Brm! goes the noisy boat. *Beep! Beep!* goes the noisy robot. *Whirr! Whirr!* goes the noisy plane. *Toot! Toot!* goes the noisy trumpet. *Rata-tat!* goes the noisy drum. *Ring! Ring!* goes the noisy phone.

When the children have repeated this with you, go straight into the song.

4 Unit song  Track 10

Put up the flashcards in the following order: boat, robot, plane, trumpet, drum, and phone. Now put on the Cookie puppet and make him point to each noisy toy as it appears in the song.

Noisy toys song

Brm! Brm! goes the noisy boat.
Brm! Brm! goes the noisy boat.
Brm! Brm! goes the noisy boat.
Brm! Brm! Brm! Brm! Brm!

Beep! Beep! goes the noisy robot.
Beep! Beep! goes the noisy robot.
Beep! Beep! goes the noisy robot.
Beep! Beep! Beep! Beep! Beep!

Whirr! Whirr! goes the noisy plane.
Whirr! Whirr! goes the noisy plane.
Whirr! Whirr! goes the noisy plane.
Whirr! Whirr! Whirr! Whirr! Whirr!

Toot! Toot! goes the noisy trumpet.
Toot! Toot! goes the noisy trumpet.
Toot! Toot! goes the noisy trumpet.
Toot! Toot! Toot! Toot! Toot!

Rat-a-tat goes the noisy drum.
Rat-a-tat goes the noisy drum.
Rat-a-tat goes the noisy drum.
Rat-a-tat-tat-tat-tat!

Ring! Ring! goes the noisy phone.
Ring! Ring! goes the noisy phone.
Ring! Ring! goes the noisy phone.
Ring! Ring! Ring! Ring! Ring!

Play the song again and encourage the children to join in with the noises. To help them with the last line, count five times on your fingers.

5 Worksheet 8

Show the children Worksheet 8. Say the names of the toys, pointing to them in the boxes around the tree. Now point to the tree and ask the children *Can you see the drum?* Let a volunteer come out and point to the drum. Cookie takes a pencil and circles the toy in the tree, then matches it to the complete picture around the edge.

Give out the pencils, saying:

Everyone. Listen to me.

You need pencils.

1, 2, 3.

Then give out the worksheets and say:

Everyone. Listen to me.

Circle the toys. Match the toys.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing.

If any children finish early, you could give out the coloured pencils and give them instructions like

Colour the drum red. A red drum.

Once they have finished, give out the folders, saying:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Cookie now takes down the flashcards and puts them in Lulu's pouch saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Extra activities

What has Cookie got?

You will need the noisy toy flashcards and Cookie puppet. Cookie shows the class the noisy toys and elicits the words. Hold the flashcards in a pile facing Cookie so that the children cannot see them. Invite the children to guess and say which noisy toy Cookie can see. If a child guesses correctly, give him/her the flashcard to hold and say *Very good, (George).*

Repeat the procedure with the next card in the pile. Once the children have guessed all the flashcards, Cookie asks for the flashcards back, saying *Can I have the boat/plane/phone/robot/trumpet/drum, please?*

Book A Story 2 Track 12

You will need Story cards A 2 and CD A/cassette. Remind the children of the toy actions from Book A:

Ball Jump up and down.

Train Move your arms at your sides like the wheels of a train and say *Choo! Choo!*

Car Pretend to turn a steering wheel and make a car noise like *Brm! Brm!*

Scooter Pretend to ride a scooter, pushing away with your foot.

Teddy Pretend to cuddle a teddy.

Dolly Walk rigidly with your arms moving with your legs.

Repeat the actions a number of times saying *Dolly* or *Ball* and encouraging the children to do the actions.

Say the **Storytime** rhyme.

Play the recording and let the children listen and look at the Story cards. You could play the story a second time and encourage the children to stand and join in with the actions. You may need to stop the recording after each sequence and play it again to let all the children complete the actions.



Lesson 2

Language

New

boat, robot, plane, trumpet, drum, phone,
Brrr! Brrr! Beep! Beep! Whirr! Whirr! Toot! Toot!
Rata-tat! Ring! Ring!

Recycled

Colours, toys (Book A)

Materials checklist

- Cookie puppet in bag
- Lulu poster with six leaf name-tags and noisy toy flashcards
- Flashcards: toys, noisy toys
- CD B/cassette

- Extra activities: PMB page 30; scissors; CD B/cassette

Cookie's circle time

1 Hello, everyone  Track 4/6

Sit the children in Cookie's circle and sing the **Hello song**.

Now ask the children *Where's Cookie?* and remind them what this means. Sing **Densel's song** but insert Cookie's name. Sing:

Let's all look for Cookie. (x 3)

Where, oh, where is he?

Look for Cookie. Say *Is he under the table?* and look under the table. Encourage the children to say *No!* Look in other places: *Is he on the table? Is he on the chair? Is he under the chair?* After looking in a few more places, hold up your bag and say *Is he in the bag?* Open it and put on the puppet. Make him appear slowly, singing *Can you see me? (x 3) Here I am.* Encourage the children to greet Cookie, saying *Hello, Cookie.*

Cookie now sings the **Hello song**.

Note

Although vocabulary like *table/chair/bag* may not be familiar to the children, if you go to the object and look, it just becomes language for the game not language to be learnt.

2 Poster time

Take Cookie to Lulu's poster and ask *Lulu, what have you got in your pouch?* Read out the children's names on the leaf name-tags. The six children come and take out the flashcards one by one. As each child takes out a flashcard, give him/her the opportunity to say the name of the toy. If they find this difficult, say the word, encourage the child to repeat it, and then encourage the class to repeat.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have some extra time, photocopy the PMB cards on page 30.

3 Unit song  Track 10

Now tell the children you are going to sing the **Noisy toys song** but you need some help with the noises. Practise the noises with the class. Tell the children that every time you lift the flashcard above your head, they have to make the noise of the toy on the card. Now sing the song, using the noisy toy flashcards to signal when you want the children to join in.

Brrr! Brrr! goes the noisy boat ...

Beep! Beep! goes the noisy robot ...

Whirr! Whirr! goes the noisy plane ...

Toot! Toot! goes the noisy trumpet ...

Rata-tat! goes the noisy drum ...

Ring! Ring! goes the noisy phone ...

Now teach the children the actions for the noisy toys.

Say:

Boat Pretend to steer a speed boat..

Robot Walk on the spot with your arms and legs moving rigidly.

Plane Put your arms out like plane wings.

Trumpet Pretend to play a trumpet.

Drum Pretend to bang on a drum.

Phone Make hand into a receiver holding out thumb and little finger. Put to your ear.

Repeat the song, making the noises and doing the actions when you name each toy. Encourage the children to join in with the noises and actions.

4 In a flash

Using the toy flashcards and the noisy toy flashcards, elicit the vocabulary.

Now take one of the flashcards and quickly show it to the children. Do this a number of times until they can tell you what is on it. Repeat this with other toy flashcards. If the children can't remember the words they can just do the action or make the noise of the toys they have seen.

5 Jumpity jump

(If you are short of time, miss out this activity.)
Take the Book A toy flashcards and the noisy toy flashcards and show them one at a time. The children call out what is on the cards. Remind them that whenever they hear the words *Jumpity jump* they have to get up and jump until you say *Stop!* If the children need to let off steam, you could let them jump a bit longer before asking them to stop. Repeat the procedure, varying the pace, making it faster, then slower to make the activity more fun.

6 Bye-bye Track 5

Cookie now takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Make noisy toy cards – PMB activity

You will need scissors and a copy of PMB page 30 for each child.

Prepare the cards and show them to the children, so they can see they are going to make cards and not a zig-zag book. Play a short game with them so that they are encouraged to make them. Hold the cards to your chest. Peek at the top card and tell the children to ask you for a card. Elicit answers until one of them guesses the top card. Give that child the card to show he/she has won it.

Now give out the worksheets and the scissors, saying:
Everyone. Listen to me.

You need scissors.

1, 2, 3.

Cut the cards.

1, 2, 3.

The children cut out the cards ready for the game.

Show and tell

Tell the children that you are going to make a noisy toy noise. They have to show you the card and say which toy it corresponds to.

Repeat this a number of times. You could let a more confident child be the teacher.

Song revision Track 10

You will need the noisy toy flashcards and the recording.

Stick the flashcards up around the classroom.

Now play or sing the **Noisy toys song**. Encourage the children to point to the noisy toy each time it is named in the song.



Lesson 3

Language

New

boat, robot, plane, trumpet, drum, phone, *Brm! Brm! Beep! Beep! Whirr! Whirr! Toot! Toot! Rat-a-tat! Ring! Ring!*

Recycled

Toys (Book A)

Passive

Hold hands, everyone. Big smile, everyone. Turn to the right/left, everyone. Turn around, everyone. Stand up/sit down, everyone. It's for you.

Materials checklist

- Cookie puppet
- Flashcards: toys, noisy toys.
- Story cards B 2
- CD B/cassette
- Worksheet 9
- Pencils
- Extra activities: noisy toy flashcards



Cookie's circle time

1 Hello, everyone  Track 4

Stand the children in Cookie's circle and sing the Hello song.

2 Musical cards  Track 10

(If you are short of time, miss out this activity.)

With the children still standing in the circle, Cookie gives out the noisy toy flashcards at random around the circle. Now point to each flashcard and say the word. Encourage the six children holding the flashcards to say which one they are holding. Play the **Noisy toys song** and indicate that you want the children to pass the cards in one direction. Pause the song and elicit the vocabulary from the children holding the flashcards. Each child says what is on his/hers. Restart the music and continue the game.

3 Unit song  Track 10

Divide the circle into six groups and assign a noisy toy to each group. Group 1 gets the boat, Group 2 the robot, Group 3 the plane, Group 4 the trumpet, Group 5 the drum, and Group 6 gets the phone. Practise the noises first with each group. Play the song, letting each group join in when it is their turn.

- Group 1 *Brm! Brm!* goes the noisy boat.
- Group 2 *Beep! Beep!* goes the noisy robot.
- Group 3 *Whirr! Whirr!* goes the noisy plane.
- Group 4 *Toot! Toot!* goes the noisy trumpet.
- Group 5 *Rat-a-tat!* goes the noisy drum.
- Group 6 *Ring! Ring!* goes the noisy phone.

4 Story time  Track 11

As the **Noisy toys song** is quite energetic, you may need to quieten the children down for Storytime. First do the actions for the **Storytime** rhyme and encourage the children to join in. Show the children the first Story card. Point to the boat and elicit the noise the boat makes.

- 1 Now put up Card 1 and play the recording:
Densel: *Brm! Brm! Noisy toys.*
Cookie: *Give me the boat! Stop that noise!*
 Praise the children for guessing the right noise. Say *Very good. Brm! Brm! goes the noisy boat.*
 Now explain to the children what *Give me the boat* and *Stop that noise!* mean and act out *Give me ...* by holding out one of your hands, then wag your finger, cover your ears, and say *Stop that noise!*
- 2 Now repeat the procedure for Card 2. Point to the robot and elicit the noise it makes.
Densel: *Beep! Beep! Noisy toys.*
Cookie: *Give me the robot! Stop that noise!*

Remind the children of the actions for *Give me ...* and *Stop that noise!* and encourage them to join in.

3 Repeat for Card 3.

Densel: Whirr! Whirr! Noisy toys.

Cookie: Give me the plane! Stop that noise!

4 Repeat for Card 4.

Densel: Toot! Toot! Noisy toys.

Cookie: Give me the trumpet! Stop that noise!

5 Repeat for Card 5.

Densel: Rata-tattat! Noisy toys.

Cookie: Give me the drum! Stop that noise!

6 Repeat for Card 6.

Densel: Ring! Ring! Noisy toys.

Cookie: Give me the phone! Stop that noise!

7 Peek at Card 7 and look worried. Show the children Card 7 and point to Cookie jumping up and down with the drum because he has dropped it on his foot. Point to Densel and ask the children what they think he is saying and doing. Draw their attention to the fact that he is holding out the phone and is talking to Cookie. Now play the recording.

Cookie: Ouch! Miaow!

Densel: Cookie. It's for you.

Repeat the phrase: *Ouch! Miaow!* Explain *It's for you* to the children and congratulate those who guessed what Densel could be saying.

8 Finally, peek at Card 8 and pretend to giggle. Show the children Card 8 and play the recording.

Lulu: Cookie. Stop that noise!

Ask the children why Lulu is angry and say that it is because Cookie was shouting when he hurt his foot. If you have time, play the story again, pointing to the characters as they speak. The children look and listen.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Worksheet 9 Track 11

Show the children the toy flashcards from Book A and the noisy toys from this unit. Put the flashcards on the board and repeat the story, playing the recording through and pointing to the toys in the Story cards. Refer the children to the flashcards and elicit all six noisy toys. As the children say the toys, circle them.

Now show the children Worksheet 9 and tell them to circle only the toys from the story.

Give out the pencils and the worksheets, mime the action, and say:

Everyone. Listen to me.

Circle the noisy toys.

1, 2, 3.

Once the children have circled and matched the noisy toys, give out the folders, saying:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave

Extra activities

Noise beat

You will need the noisy toy flashcards.

Put the flashcards on the board. Make the noise of one of the toys a number of times and count on your fingers *Toot! Toot! Toot! Toot! Toot!* Say *Five*. Now show the children a card (the drum, for example) then say a number (*three*, for example). Encourage the children to make the corresponding number of appropriate noises.

Alternatively, you could say a number from 1–6, then build up the suspense by waving your finger over the various cards on the board before you choose one.

Noisy toys tap

You will need the noisy toy flashcards.

Put the flashcards on the board. Tap one of the cards and ask the children to say the word (*drum*). Now build up the words the children have to say by tapping the drum and a new word, so the children have to say *Drum. Phone*. Then keep building up the words the children have to say.

You could also create a rhythm by tapping on certain words a number of times and getting the children to repeat that word according to the number of taps you made, for example, *Drum. Robot. Robot. Drum. Phone. Phone. Phone. Trumpet. Plane*.



Unit 2

Noisy toys

Lesson 4

Language

New

boat, robot, plane, trumpet, drum, phone

Recycled

Colours, toys (Book A)

Passive

Give me the ..., please. Stop that noise!

Materials checklist

- Cookie puppet
- Lulu's poster with noisy toy flashcards

- Story cards B 2
- CD B/cassette
- CD A/cassette
- Extra activities: Cookie's bag of toys or flashcards; enlarged copies of PMB page 30

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Bit by bit

(If you are short of time, miss out this activity or activity 5.)

Cookie takes the noisy toy flashcards slowly from Lulu's pouch, showing each picture bit by bit until the children guess which toy it is. When a child guesses correctly, give him/her the flashcard. Once the children have guessed all the flashcards, collect them, saying *Give me the ..., please!* If you want, you could draw the children's attention to the fact that you said *Please* to be more polite than Cookie in the story.

Note

If you have time, you may want to include the Book A toys.

3 Unit song  Track 10

Get the class into six groups and assign a noisy toy to each group. Revise the noise and actions for each toy so that the groups know what they have to do when it is their turn in the song. Play the **Noisy toys song** and encourage the different groups to sing the noise and do the action for their toy.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Storytime  Track 11

Say the **Storytime** rhyme and act it out with the children.

Put up the Story cards where the children can see them. Remind the children of the actions for *Give me ...* and *Stop that noise!* Play the recording and encourage the children to join in with the noise and the actions. Repeat the procedure for each Story card, so that whenever they hear the noisy toys or one of those phrases, the children join in. When you get to Card 7, let the children mime holding their sore foot and hopping about saying *Ouch! Miaow!* and mime Densel holding out the phone saying *It's for you!* Finally, encourage the children to shake their finger angrily, copying Lulu.

- 1 Densel: *Brrr! Brrr! Noisy toys.*
Cookie: *Give me the boat! Stop that noise!*
- 2 Densel: *Beep! Beep! Noisy toys.*
Cookie: *Give me the robot! Stop that noise!*
- 3 Densel: *Whirr! Whirr! Noisy toys.*
Cookie: *Give me the plane! Stop that noise!*
- 4 Densel: *Toot! Toot! Noisy toys.*
Cookie: *Give me the trumpet! Stop that noise!*
- 5 Densel: *Rata-tat! Noisy toys.*
Cookie: *Give me the drum! Stop that noise!*
- 6 Densel: *Ring! Ring! Noisy toys.*
Cookie: *Give me the phone! Stop that noise!*
- 7 Cookie: *Ouch! Miaow!*
Densel: *Cookie. It's for you.*
- 8 Lulu: *Cookie. Stop that noise!*
If you made the PMB cards in Lesson 2, you could retell the story and let the children listen, choose the appropriate cards, and put them in order.

5 Flashcard action game  Track 15

In this game, the children revise the instructions in the **Body song**.

Divide the class into two groups, making sure they know which team they are in. Divide the board in two and assign one side to each group. Now show the children the flashcards of the Book A toys and the noisy toys. Attach six of the flashcards to each side of the board and tell the children that you are going to say words at random and they have to shake their heads if the flashcard is on their side of the board. Say *Drum* and encourage the group with this flashcard to shake their heads. Continue this procedure, naming flashcards from both sides of the board.

After a while, change the action to one of the other instructions from the **Body song**, such as *pat your tummy, pat your legs, wave your fingers, wave your arms, stamp your feet*.

6 Bye-bye Track 5

Cookie now takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye*. Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Noisy bag

You will need Cookie's bag, some real toys, such as a toy phone/mobile phone, plane, car, robot, drum, trumpet, or the flashcards of these toys.

Put all the noisy toys or the flashcards in a bag. Put your hand inside and make the noise of the toys you have in your hand. If you use flashcards you'll have to peek at them. Let the children guess. The child who guesses correctly gets to hold the toy. He/she can come and put his/her hand in the bag, feel another toy (or peek at the flashcard). He/she makes the noise for the others to guess. Repeat this for the other toys.

Now that you have collected the noisy toys, you may want to play another game. Show the children all the noisy toys and put them back in the bag. Then take out the toys/flashcards leaving one inside. Shake the bag to show there is something in there. Encourage the children to tell you what is left in the bag. If they are having trouble, you could give them a clue by making the noise of that toy.

Repeat this a number of times, leaving a different toy in the bag each time.

Count the noisy toys

You will need to enlarge the noisy toy cards on PMB page 30 to twice their normal size and make a number of copies, so that you have different numbers of each object for example, one plane, two boats, three drums, four robots, five phones, six trumpets.

Attach the toy cards all over the board at random. Say *Phone* and then *One, two, three, four, five phones*. Collect the five pictures and repeat with the children *One, two, three, four, five phones*. Attach the five cards to the board in a group and write the number 5 next to them. Repeat the procedure with the other noisy toys.

Finally, rub out the numbers and invite individuals to come out, count the toys, and then write the numbers in again.



Lesson 5

Language

New

boat, robot, plane, trumpet, drum, phone

Recycled

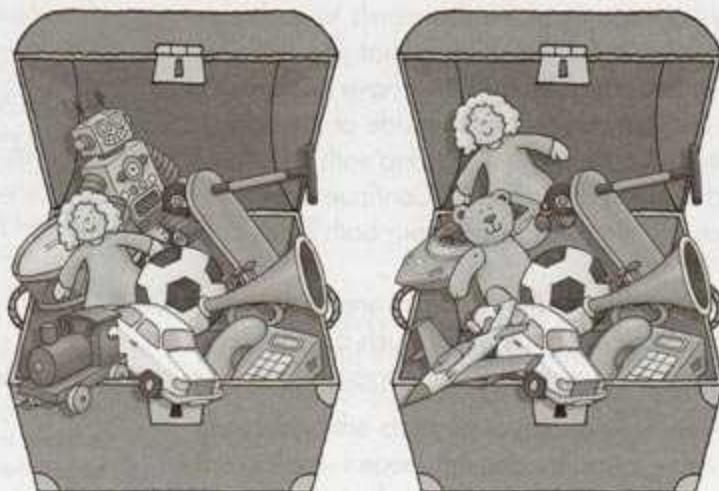
Numbers, colours, toys (Book A)

Passive

Again? What's this? Trace the ...

Materials checklist

- Cookie puppet
- Cookie's favourite song poster
- Flashcards: noisy toys; toys, colours
- CD B/cassette
- CD A/cassette
- Worksheet 10
- Pencils
- Extra activities: silhouettes of noisy toys made from enlarged copies of PMB page 30;



Cookie and Friends © Oxford University Press

straws; shadow theatre; noisy toy flashcards and copies of noisy toy flashcards.

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Pretend that Cookie is whispering to you and take him over to his favourite song poster for Book A.

Then say *What is red?* in a surprised voice. Say *Again?* and make the puppet nod its head. Say to the children that Cookie wants to sing the **Toys song** again because he really likes it.

2 Revision  Track 11

(If you are short of time, miss out this activity.)

Give out the six colour flashcards to six children and bring them to stand near you. Get the class to chant the colour on each flashcard. Now give out the six toy flashcards from Book A to six different children. Encourage these children to go and stand with the corresponding colour. Let the rest of the class help anyone who needs it. Now sing the **Toys song** right through, indicating to those holding the flashcards that they should hold them up when they hear their word.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity

Put all the noisy toy and toy flashcards on the board and encourage the children to name them.

Now give out Worksheet 10. Tell the children they have to look for the differences in the two boxes. Point to the front of the toy box on the left of the page. Say *Train. Car. Phone*. Do the same with the toy box on the right saying *Plane. Car. Phone*. Establish that the train and plane are what is different in the front of the toy boxes. Draw a circle around each of these flashcards on the board and then take a pencil and circle the train and the plane on the worksheet.

4 Worksheet 10

Tell the children that they have to find more differences in the toy boxes. Give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Circle what's different.

1, 2, 3.

Once the children have finished, do feedback. Point to the middle of the toy box on the left and say *Dolly, ball, trumpet* and then to the one on the right, saying *Teddy, ball, trumpet*. Repeat for the top of each toy box, saying *Drum, robot, scooter* and *Boat, dolly, scooter*. Point out the differences at the bottom of

each box: *train/plane* Monitor the children's work, making sure they have circled robot/dolly; drum/boat; dolly/teddy; and train/plane.

Then give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Noisy toy silhouettes

You will need to copy PMB page 30. Colour the pictures black and enlarge them, then cut them out to create silhouettes. Stick straws on the back so you can hold them up and the children can see the full outline of the toy. Show the children the silhouettes of the noisy toys against a white background and see if they can tell you the name of each one.

An optional and more fun activity is to make a shadow theatre. Set up a white sheet tied to the backs of two chairs. Put a study lamp on the seat of one of the chairs with the light directed at the white sheet. Sit the children so they can see the shadow when you put the silhouette between the sheet and the lamp.

Now show the children the shadows of the toys and ask them to guess what they are. After a while, let individual children come out and choose a silhouette for their friends to guess.

Board pelmanism

You will need the noisy toy flashcards and a set of copies. If you played Count the toys from Lesson 4 Extra activities, use one of those sets of cards with the flashcards.

Divide the board in two and draw a line down the middle.

Show the children the noisy toy flashcards and elicit the names. Now shuffle the cards and stick them face down on one side of the board. Do the same with the cards you have made so the children can see that there are two of each picture. Stick these to the other side of the board. In chalk, number each set of cards from 1–6.

Now ask the children to say two numbers. Turn over the corresponding cards to see if they are a pair.

Ask the children to name the flashcards as you turn them over. If the class get a pair they win a point.

If they don't, you get a point.

This can be made into a team game by getting the class to guess in groups.



Lesson 6

Language

New

boat, robot, plane, trumpet, drum, phone, Stop that noise!

Passive

Walk like a robot. Play a drum. Be a plane. Play the trumpet. Pick up the phone. Play with the boat.

Materials checklist

- Cookie puppet
- Flashcards: noisy toys; toys
- Story cards B 2
- Character masks PMB pages 4, 5, 6
- CD B/cassette

- Extra activities: A4 paper for each child; coloured pencils/crayons; flashcards for revision; CD A/cassette

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Make Cookie do something that makes a noise (banging a ruler on the board or desk or playing with a noisy toy). Point to Cookie with your free hand. Wag your finger and say *Stop that noise!* Repeat this, encouraging the children to join in.

Note

You could use *Stop that noise!* as classroom language now, as it is an effective but fun way of quietening a noisy group.

2 You're a robot

Now attach all the noisy toy flashcards to the board. Remind the children of the actions. Say:

<i>Walk like a robot.</i>	Walk on the spot with your arms and legs moving rigidly and say <i>Beep! Beep!</i>
<i>Play a drum.</i>	Pretend to bang on a drum and say <i>Rat-a-tat!</i>
<i>Be a plane.</i>	Put your arms out like plane wings and say <i>Whirr! Whirr!</i>
<i>Play the trumpet.</i>	Pretend to play a trumpet and say <i>Toot! Toot!</i>
<i>Pick up the phone.</i>	Say <i>Ring! Ring!</i> Pretend to put receiver to your ear.
<i>Play with the boat.</i>	Pretend to steer a speed boat and say <i>Brrm! Brrm!</i>

Repeat the actions a number of times, encouraging the children to join in.

Now bring a child to the front and whisper what you want him/her to mime. Repeat the actions a number of times. Encourage the others to guess and say *Hello, robot!*

3 Acting out the story  Track 11

Say the **Storytime** rhyme and encourage the children to join in with the actions. Put up the Story cards where the children can see them.

Choose three children to come out and play Densel, Cookie, and Lulu and give them the character masks. Play each sequence on the recording, stopping after each one and doing the actions for the actors to copy. For example, hold your hand out, wag your finger, and cover your ears when Cookie says *Give me the (boat)!* *Stop that noise!* Play the sequence again, encouraging the actors to join in with the actions and noises. Repeat this procedure for Cards 1–6.

- 7 Then play the recording for Card 7 and jump up and down. Hold your foot and say *Ouch! Miaow!* Pretend to be Densel handing Cookie the phone. Listen again and encourage Cookie and Densel to do the actions.

Cookie: *Ouch! Miaow!*
Densel: *Cookie. It's for you.*

- 8 Finally, play the recording for Card 8 and wag your finger, saying *Stop that noise!* Repeat it with Lulu.

Lulu: *Cookie. Stop that noise!*
When you have finished say *Very good* and clap your hands. Encourage the children to take a little bow. Tell any children who want to act that they can come out in a later class.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Kim's board game

(If you are short of time, miss out this activity.) Choose about six or seven flashcards from the toys and noisy toys sets. Attach them face up in a line on

the board. Chant the words in order. Next, chant the words through twice with the children.

Now turn all the flashcards face down the board. Then turn the cards face up, leaving one face down. See if the children can tell you which it is. Show them the flashcard when they guess correctly and put it back in the line. Repeat the procedure a number of times, leaving different flashcards face down each time.

After a while, you could put up a new set of flashcards.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Drawing activity

If you have some extra time, use this desk-based activity to do some vocabulary consolidation.

Show the children the toy and noisy toy flashcards and put them up where the children can see them.

Give each child a piece of paper and some coloured pencils/crayons.

Show the children a red pencil and say *Draw a red trumpet*. Repeat with other colours and noisy toys.

Listen and point Track 11

You will need the toy and noisy toy flashcards and any other words you think the children need to revise.

Stick the flashcards around the room. Remind the children what *Point to ...* means. Now give them instructions for pointing. You can make this more difficult by saying two things *Point to the robot and the dolly* or by giving the instructions quickly, quietly, mouthing them, or singing them. You could also use the line from the **Toys song** *I can see a Point with me.*



Lesson 7

Language

New

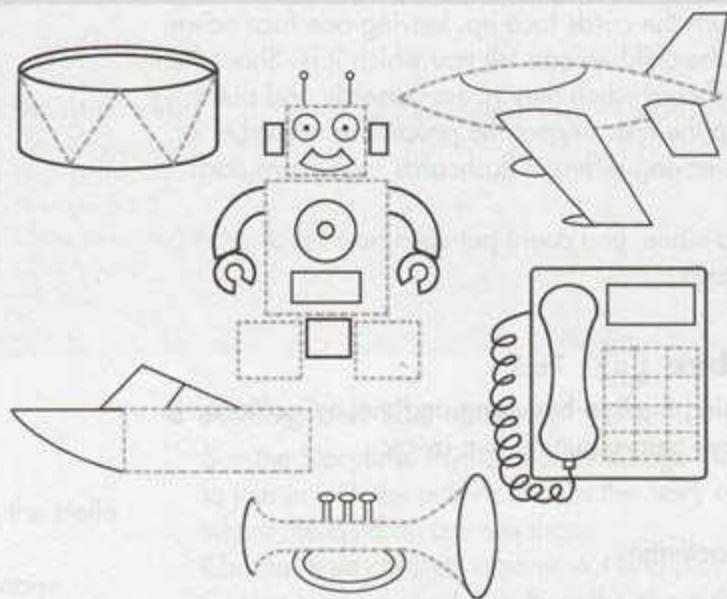
boat, robot, plane, trumpet, drum, phone

Recycled

Numbers, colours, toys (Book A)

Materials checklist

- Cookie puppet
- Flashcards: noisy toys, toys
- CD B/cassette
- Worksheet 11
- Pencils/coloured pencils
- Extra activities: noisy toy, toy flashcards; plasticine®; Story cards B-2; character masks



Cookie and Friends © Oxford University Press

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Help Cookie

(If you are short of time, miss out this activity.)

Let Cookie hold the noisy toy flashcards. Tell the children that Cookie can only remember the noise the toys make but not their names. Cookie makes the noise for the first flashcard, for example, *Rata-tatl* and the children have to say which one it is. The first child to guess correctly can go and sit next to Cookie and hold the card.

Repeat with the other noisy toys.

Once you have given out all the flashcards, say the name of one of the children holding a flashcard and elicit which toy he/she is holding. When the rest of the class say the correct toy, take back the flashcard.

3 Singalong time  Track 11  Track 10

As one of our main aims is to motivate the children, it is a good idea to finish the unit by making the children aware of all they have learnt. Sing the **Toys Song** and the **Noisy toys song**. You do not need to do anything else with the songs because this is a confidence-boosting activity to show the children just how much they have learnt already.

Follow-up

Ask the children to tell you all the toy words they know in English. As they say each word, put the flashcards up. Remind them of any words they have forgotten by showing them the flashcard and eliciting the word.

When you have finished, congratulate the children on how much English they know.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity

Tell the children that Cookie is going to draw a noisy toy and that they have to guess which one before he completes it.

Start to draw the robot line by line, first the four lines to make up the square for his head. Then draw his body, legs, and arms until the children guess.

When someone guesses, say *Very good*. Make

Cookie say *Ring! Ring! goes the noisy robot!*

Encourage the children to correct him, saying *Ring? Ring?* in a surprised voice. Once someone gives you the right noise, sing the verse for the robot with the class.

Repeat the procedure for some of the other toys.

5 Worksheet 11

Show the children Worksheet 11. Point to each of the toys and ask the children *What's this?* Now point to the outline and take a pencil and say *Trace the drum.* Now give out the pencils, saying:

Everyone. Listen to me.

You need pencils.

1, 2, 3.

Then give out the worksheets and say:

Everyone. Listen to me.

Trace the noisy toys.

1, 2, 3.

If some children finish early, give out the coloured pencils and give them instructions such as *Colour the drum yellow. A yellow drum.*

Finally, give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

What's your favourite toy?

You will need the toy and noisy toy flashcards and plasticine®. Show the children the flashcards and attach them to the wall or board. Remind the children what *What's your favourite colour?* means. Now say *What's your favourite toy?* and point to the flashcards and start naming the toys. Point to yourself and say *I like (teddies or another toy).*

Now give out the plasticine® and say:

Everyone listen to me.

Make your favourite toy.

1, 2, 3.

When the children have finished, they show the class what they have made. If there is room, they could display their models somewhere in the classroom.

Acting out the story again

You will need Story cards B 2 and the character masks on PMB pages 4, 5, and 6.

As you might have said in Lesson 6 that more children could come out and play the characters in the story, it might be a good idea to repeat it here, while the story is still fresh in their minds. Let Cookie choose three actors by taking three leaf name-tags off the tree. Choose children who haven't been out before. Follow the procedure in Lesson 6 Activity 3.

Note

If you are going to do the Favourite toy Extra activity in Lesson 8, you will need to remind the parents to send the children in with their favourite toy for the next English lesson.



Lesson 8

Language

New

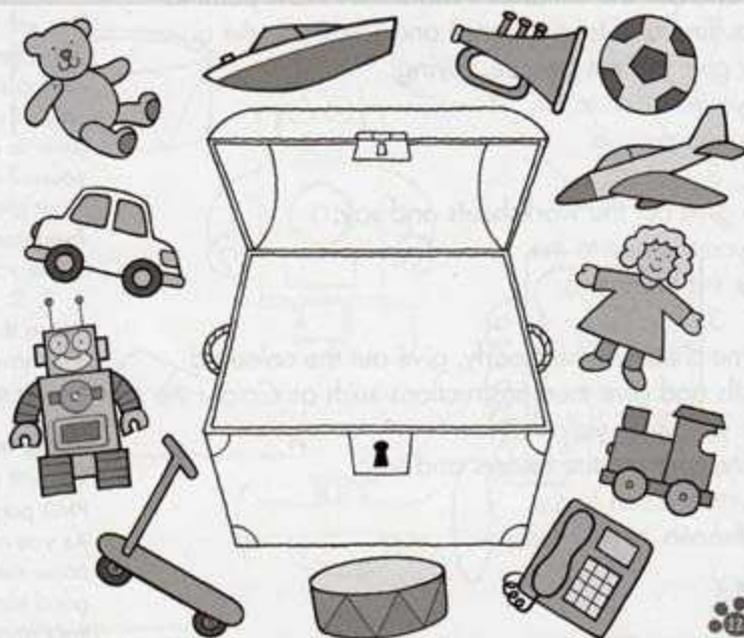
boat, robot, plane, trumpet, drum, phone

Recycled

Numbers, colours, toys (Book A)

Materials checklist

- Cookie puppet
- Flashcards: family, noisy toys, colours, toys
- CD B/cassette
- CD A/cassette
- Worksheet 12
- Pencils/coloured pencils
- Category boxes for Units 1 and 2 (Book A), Units 1 and 2 (Book B)
- Portfolios
- Extra activities: favourite noisy toys from home



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the Hello song.

2 Sorting activity

Choose as many flashcards as you have children in the class from toys, colours (Book A), and family and noisy toys (Book B). Now place the flashcards in a pile in the centre of the circle. Put the category boxes next to the flashcards. Point to and name the category on each box.

The children take it in turns around the circle to go and pick up a flashcard from the pile and say what is on it. They then need to decide which box they should put the flashcard in. This continues until everyone has had a turn.

3 Watch my lips

Put the noisy toy and toy flashcards round the room. Now mouth one of the words and encourage the children to point to the flashcard. Say *Point with me*. Encourage the children to point and say the word you just mouthed. Repeat this a number of times. If the children are enjoying the game, you could choose a child to be the teacher and mouth the words. Take down the flashcards ready for the Pre-worksheet activity.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity

Remind the children what *What's your favourite colour?* means. Put the toy and noisy toy flashcards up. Ask the children *What's your favourite toy?* Point to the flashcards and start naming the toys. Point to yourself and say *I like* (teddies or another toy). Show the children Worksheet 12. Point to the space on the worksheet and repeat the question *What's your favourite toy?* Point to the twelve toy flashcards and elicit an answer from some of the children.

5 Worksheet 12

Now give out Worksheet 12, saying:

Everyone. Listen to me.

Draw your favourite toy.

1, 2, 3.

Now give out the pencils and colours and say:

Everyone. Listen to me.

Draw and colour.

1, 2, 3.

When the children have finished, ask *What's your favourite toy?* Encourage different children to hold up their picture and say what they have drawn.

Now give out their portfolio folders, saying:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Chain noises

Stand in the circle with the children and pass a sound to the child to your right: *Ring! Ring!* Encourage the child to make the sound and then encourage the whole class to sing or shout out *Goes the noisy phone*. Give the child who has just made the sound a new sound to pass to the next child. If the children need further prompting, show them a flashcard.

Favourite toys

You will need the children's favourite toys you asked them to bring from home.

Sit the children in Cookie's circle and encourage Cookie to go round greeting the teddies, dollies, and cuddly toys. Ask the children what they call them. Let the children show their toys to the class and say what each one is. Elicit any toys that they have learnt in Books A and B, but provide the English for any toys the children don't know. Ask the children if their favourite toy is a noisy toy and let them show the class the noise it makes.

You could then do a classifying activity. Draw a line on the floor with chalk. Ask the children who have noisy toys to stand on one side of the line and those with non-noisy toys on the other side.

Then change the focus of the activity so that the children change from one side of the line to the other, depending on the colour of toys, their size, and so on.



Extra reinforcement lesson

Language

New

boat, robot, plane, trumpet, drum, phone

Recycled

Numbers (Book A)

Materials checklist

- Cookie puppet
- Flashcards: noisy toys
- CD B/cassette
- Coloured pencils
- A completed robot

- A copy of PMB page 31 for each child
- A sharp pencil/compass/hole punch
- Press studs/paper fasteners
- Extra activities: copies of PMB page 31; dice; noisy toy flashcards

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the Hello song.

Transition marker

Send the children back to their seats as usual.

Table time

2 Robot cut-out – PMB page 31

Make a model of the robot before the class to show the children. Use press studs to fix the joints so you can move them. You could make a larger version by enlarging it to A3 and sticking it to card before attaching the limbs. If you do not want a robot with moving parts, you and the children could stick the robot on a piece of A4 paper and make it into a poster.

Show the children the robot you prepared earlier. Say *Move your ...* (a part of the body) and make the robot do what you are saying.

Give out the PMB worksheets. Name the parts of the body and see if the children can point to them. You could also say the numbers on the robot and elicit the parts of the body.

Give out coloured pencils, saying:

Everyone. Listen to me.

Colour the robot.

1, 2, 3.

Once the children have finished colouring, give out the scissors and say:

Everyone. Listen to me.

Cut out the robot.

1, 2, 3.

If you have time, you could play the Robot dice game from the Extra activities now, before the children assemble their robot.

As the children finish cutting, help them to put the robot together by making holes in the dots on the joints with a sharp pencil. Give out the press studs or

paper fasteners for the children to put the through the holes and attach the limbs.

3 Beep! Beep! Track 10

Once the children have finished the robot, sing the robot's verse *Beep! Beep! goes the noisy robot...* from the **Noisy toys song** and let the children act it out, using their cut-out robots.

4 Bye-bye Track 5

Now sing the **Bye-bye song** with the children.

Extra activities

Robot dice game

You will need the copies of PMB page 31 used in activity 2 for each child and a dice for each group of children.

Put the parts of the robot in a pile. Throw the dice and say the number and give robot body part a number. Find the corresponding part of the robot, show the class and then put it on the desk in front of you. Invite one of the children to come and throw the dice and add the next part of the body to the robot you are making.

Divide the class into groups of about four children and give out a dice to each group, saying:

Everyone. Listen to me.

You need a dice.

1, 2, 3.

Give the dice to one child in each group. Say *Number one*. Then give the other children in each group a number. Tell the children number one throws the dice first, then number two. The children put the robot they cut out in a pile and take it in turns to throw the dice and say the number. They say the part of the body and start to build their robot. The game ends when someone in the group completes their robot.

Noisy toys chant Track 12

You will need the noisy toy flashcards.

Attach the flashcards to the board in the following order: drum, plane, phone, boat, robot, trumpet.

Now chant the words, stressing a different one each time:

Drum, plane, phone, boat, robot, trumpet.

Drum, **plane**, phone, boat, robot, trumpet.

Drum, plane, **phone**, boat, robot, trumpet.

Drum, plane, phone, **boat**, robot, trumpet.

Drum, plane, phone, boat, **robot**, trumpet.

Drum, plane, phone, boat, robot, **trumpet**.



Extra extension lesson

Language

New

boat, robot, plane, trumpet, drum, phone

Recycled

Do you like ...?

Materials checklist

- Story cards B2
- CD B/cassette
- Feelings masks
- Art and craft materials (see activities 3 and 4)

- Extra activities: feelings masks; music; musical instruments; a piece of A4 paper for each child; Cookie's favourite song poster; CD A/cassette; CD B/cassette

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Reacting to the story Track 11

Now put up the feelings faces (see page 10 of the Introduction) – happy, sad, angry, surprised/shocked. Play Story B 2 and show the children the Story cards. Stop the recording after each sequence and ask the children how Densel and Cookie are feeling and finally, how Lulu is feeling.

In Cards 1, 2, 3, 4, 5, 6 Densel is happy because he's playing with his toys. Cookie is angry because of the noise. In Card 7 Cookie is sad because he's hurt his foot. Finally, in Card 8, Lulu is angry because Cookie was shouting about his foot and made a lot of noise.

Transition marker

Send the children back to their seats as usual.

Table time

3 Using the phone

Before the class, make five phones, using two yoghurt pots and 2.5m of string each. Make a hole in the middle of the base of both pots and thread the string through each one, knotting the end.

Bring a child out to the front and give him/her one of the pots. Take the other and move away so that the string is taut. The child puts the pot to his/her ear to listen. Say *Ring! Ring! Hello, (Rosa)*. Encourage the child to reply *Hello (your name)*. Ask the child some questions like *What's your favourite colour/toy? Do you like ...?* Now show a flashcard to the class but don't let your partner see it. Say the word on the flashcard down the phone and see if the child can say what it is. Repeat with other children.

4 Home-made instruments

You will need to prepare some junk orchestra instruments before the class. Collect stickers, felt pens,

glitter, glue, and streamers to decorate the instruments.

For the trumpets you need one circle of card per child. Cut to the centre and make a cone, stick the edges together with tape, then cut off the point.

For the drums you need round containers such as plastic ice-cream tubs or tins and two pencils for drum sticks. For the shakers you need plastic bottles with tops, half-filled with dried chickpeas, pasta shapes, or rice. Divide the class into three groups: trumpets, drums, and shakers. Show the children the instruments you made and set out the tables with the materials. Take the groups to their tables and let them make and decorate their instruments.

5 Junk orchestra Track 10

Bring out the instruments from activity 4 and let the children play them, but show them how to accompany the song so they are not all playing at once. Sing the **Noisy toys song**. Encourage the children to make the sounds of the noisy toys.

6 Bye-bye Track 5

Now sing the **Bye-bye song** with Cookie.

Extra activities

How do you feel?

You will need the feelings masks, music, and instruments. Remind the children of the feelings: happy, sad, shocked/surprised. Now play the children a piece of music or play a musical instrument. Point to individual children and ask them how the music makes them feel.

Finally, show the class Cookie's favourite song posters and let them choose songs that make them feel happy.

Origami plane

You will need a piece of A4 paper for each child. Make a model of the plane by folding a piece of A4 in half, landscape. Then fold down two of the corners to make a point. Finally, fold over the flaps to make wings. Give each child a piece of paper and show the class how to make the planes. Then let the children play with them outside.



Unit 3 Face

Lesson 1

Language

New

hair, ears, eyes, nose, mouth, face

Recycled

Body (Book A)

Passive

Touch your ears and touch your nose. Comb your hair and wash your face. Open your mouth and close your eyes. Early in the morning. Cut up the picture.

Materials checklist

- Cookie puppet
- Lulu poster with face flashcards
- Flashcards: face, body
- CD B/cassette
- CD A/cassette
- Worksheet 13
- A4 paper for each child

Scissors Glue

Extra activities: Story cards A 3; CD A/cassette

Cookie's circle time

1 Hello, everyone Track 4

Stand the children in Cookie's circle and sing the **Hello song**. Go straight into the next activity before sitting down.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

2 Revision Track 15

(If you are short of time, miss out this activity. However, be sure to include some recycling activities in every unit.)

Remind the children of the actions for the **Body song** and encourage them to join in: *Shake your head. Wave your arms. Pat your tummy. Wave your fingers. Pat your legs. Stamp your feet.*

Now sing the song through, encouraging the children to join in with the singing and the actions. When you have finished, make Cookie clap his hands and say *Very good, everyone* and sing *Sit down, everyone. Tra-la-la-la-la.*

3 Poster time

Set up the Lulu poster with the six face flashcards in her pouch. If possible, do this before the class.

Put on the Cookie puppet and tell the children that Cookie and Lulu have some new words to show them. Cookie says *Hello, Lulu. What have you got in your pouch?* and takes out the flashcards one by one, naming each part of the face. Put the flashcards up where the children can see them. Arrange them in the order they occur in the **Face song**: ears, nose, hair, face, mouth, and eyes.

Now take the puppet off and tell the children you are going to say the parts of the face and you want them to touch that part of their own face. Say the words and touch your face so that the children can copy you. Do this alternately slowly and quickly, to make it more fun. Tell the children to be careful when they touch their eyes.

4 Unit song Track 13

Go through the **Face song** actions, first pointing to the flashcards and then doing the actions. Say *Touch your ears and touch your nose. Then say Comb your hair and wash your face. Finally, say Open your mouth and close your eyes.* Do the actions and encourage the children to join in. Repeat a number of times, exaggerating the actions so that the children understand *touch, comb, wash, open, and close.* Now play the recording and do the actions with the children.

Face song Tune: Bobby Shaftoe

Touch your ears and touch your nose.
 Touch your ears and touch your nose.
 Touch your ears and touch your nose.
 Early in the morning.

Comb your hair and wash your face.
 Comb your hair and wash your face.
 Comb your hair and wash your face.
 Early in the morning.

Open your mouth and close your eyes.
 Open your mouth and close your eyes.
 Open your mouth and close your eyes.
 Early in the morning.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time**5 Worksheet 13**  Track 13

Show the children Worksheet 13. Point to the different characters and elicit their names. Play the first verse of the **Face song** and point to the first two pictures. Say *Touch your ears and touch your nose? No! Open your mouth and comb your hair. You can make this clearer by doing the actions.* Ask the children what is wrong with the pictures and establish that they are in the wrong order for the song.

Point to the dotted lines on the picture and show the children some scissors, miming cutting along the lines.

Give out the worksheets, saying:

Everyone. Listen to me.

Cut up the cards.

1, 2, 3.

Mime the action of scissors with your fingers.

Then give out the scissors and say:

Everyone. Listen to me.

You need scissors.

1, 2, 3.

Let the children cut out the six picture cards.

Now play the **Face song** and tell the children to put the cards in the order of the song.

Finally, give out a piece of A4 paper and a glue stick to each child, so that the children can glue the pictures in the right order. Sing the **Face song** with the children as they work.

6 Bye-bye  Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
 Bye-bye, everyone. Tra-la-la-la-la.
 Bye-bye, everyone. Tra-la-la-la-la.
 Bye-bye, everyone.

Extra activities**Open your mouth**

Tell the children that you are going to say a rhyme. Tell them to listen carefully and to do the action after you count to three. Say:

Everybody. Listen to me.

Open your mouth.

1, 2, 3.

Repeat the rhyme with the other parts of the face or body.

Everybody. Listen to me.

Close your eyes/Touch your ears/Wash your face/Comb your hair/Shake your head/Stamp your feet.

1, 2, 3.

Acting out story A 3  Track 16

You will need Story cards A 3 and CD A/cassette.

Say the **Storytime rhyme**.

Use the Story cards to revise the story. Play the recording and let the children listen and look at the cards. You could do the story a second time and tell the children that Cookie needs help as he isn't feeling too well. Play the recording, pausing it and encouraging the children to say which part of his body Cookie thinks is hurting in each card.

At the end, tell the children that Cookie is feeling much better. Make him go round thanking them for helping him.

Remind them what happened – that when Cookie pointed to a part of his body, he thought that was what was hurting, but it was his finger that was the problem and all the pointing made it worse.

Kiss Cookie's finger better.



Unit 3 Face

Lesson 2

Language

New

hair, ears, eyes, nose, mouth, face

Recycled

Body (Book A)

Materials checklist

- Cookie puppet in bag
- Lulu poster with twelve leaf name-tags, face, and body flashcards
- Flashcards: face; body

- CD B/cassette
- Extra activities: a copy of PMB page 32 for each child

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle, but don't sing the **Hello song** just yet. Show the children Cookie's bag and tell them that Cookie is hiding and they have to make him appear, saying *Hello, Cookie*. Say 1, 2, 3 and encourage the children to say *Hello, Cookie* loudly, as they do when he is asleep. Put your ear to the bag as if listening to Cookie. Say *Ouch! Miaowl* as if Cookie is saying it. Then indicate that they must whisper. Put your finger to your lips and say *Hello, Cookie* very quietly. Bring the puppet out of the bag and say *Hello, everyone* as if Cookie is sick.

Now say *Ouch! Miaowl! It hurts here!* and make the puppet point to a part of his body, his head, for example. Encourage the children to say *Head*. You could also include some of the face words. Repeat this a number of times.

Finally, Cookie holds up his hand as in the story. Say *It's your finger!* Hold up your finger to remind the children. Then kiss Cookie's finger better. Take him round the circle for children to give him a kiss or a hug. Tell the children that now Cookie feels much better, well enough to sing the **Hello song**.

Now sing the **Hello song**.

2 Poster time

Set up the Lulu poster with the leaf name-tags and the body and face flashcards in her pouch. Cookie asks Lulu *What have you got in your pouch?* Let Cookie take out the twelve leaf name-tags from Lulu's pouch and read out the children's names. These children come and take the flashcards from Lulu's pouch one by one, saying the word as they do so.

Note

Make sure you choose different children each time, so that after a few lessons everyone has had a turn. Take the flashcards back, saying *The eyes, please* and ask the children to sit down once they have handed you the flashcards.

3 Jumpity jump

(If you are short of time, miss out this activity.)

Tell the children that you are going to play *Jumpity jump* (see Flashcard games bank on page 13 of the Introduction). Remind the children how to play it and show them the body and face flashcards. Encourage them to name each one until you say *Jumpity jump*. Depending on the children's attention span, you can make it go faster or slower. This is a good way to get youngsters moving about if they seem restless. It is also a fun way to reinforce language they need to revise.

4 Unit song Track 13

Now place the face flashcards on the board. Count the flashcards as you do and encourage the children to count with you.

Put on the Cookie puppet and tell the children that Cookie isn't well today, so they are going to let him choose one of the flashcards and they have to do the actions. Sing the appropriate verse of the **Face song** for the flashcard Cookie has chosen.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have some extra time here, photocopy the PMB cards on page 32 and do the Extra activity.

5 Flashcard columns

Divide the class into two groups and the board into two, one half for each group. Now stick three body and three face flashcards in a column on one side of the board and the other six on the other side. Tell each group that the six flashcards on their side of the board belong to them. When they hear one of them named, they have to stand up.

Say the different parts of the body and face, checking to see if the children are standing up when they should do. This time repeat the procedure, but tell the children that they have to stand up and do the action if one of their flashcards is named. Now say:

Close your eyes.
Stamp your feet.
Wash your face.
Pat your tummy.
Comb your hair.
Shake your head.
Open your mouth.
Wave your fingers.
Touch your ears.
Pat your leg.
Touch your nose.
Wave your arms.

As this is an intensive listening activity, remind the children who are not doing an action that they must listen very carefully in case the next action is one for them.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Funny face game

Sit with the children in Cookie's circle and say *Everyone is sad* and make a sad face. The children sit in a circle with a solemn expression. Tell them that they cannot laugh until they hear their name.

You start off as 'it'. Smile and suddenly burst out laughing. Then stop, wipe the smile off your face and blow it (as you would a kiss) to one of the children saying his/her name. This child is now 'it' and repeats the procedure. He/she bursts out laughing, stops, wipes the smile off his/her face and blows it to another, saying that child's name, who in turn bursts out laughing. Any player who laughs when he/she is not 'it' has to do a consequence. Give this child a consequence to do for 30 seconds, showing them a flashcard and what they have to do.

Examples of consequences:

Wave your arms.
Pat your tummy.
Put your head on your legs.
Touch your ears.
Wave your fingers.
Put your finger on your nose.
Comb your hair.
Pat your legs.
Touch your nose.
Comb your hair under the table.
Wash your face.
Be a sad elephant.
Open your mouth.
Put Cookie in Lulu's pouch.
Close your eyes.
Eat a big banana.
Stamp your feet.
Shake your head.

Face cards – PMB activity

You will need a copy of PMB page 32 for each child. Show the children the PMB worksheet and point to the different pictures, eliciting what is on each one. Now cut up the page so the children can see what they need to do. Give out the worksheets and the scissors, saying:

Everyone, listen to me.

Cut up the cards.

Show the children some scissors and the cards you cut out.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing.

Card game Track 13

Use the PMB cards the children cut out in the previous activity. Now say lines from the **Face song** and encourage the children to pick up the face cards you mentioned. Say:

Touch your nose.
Wash your face.
Open your mouth.
Comb your hair.
Touch your ears.
Close your eyes.

Now sing the **Face song** again, encouraging the children to pick up the card each time the part of the face is mentioned in the song.



Unit 3 Face

Lesson 3

Language

New

hair, ears, eyes, nose, mouth, face

Recycled

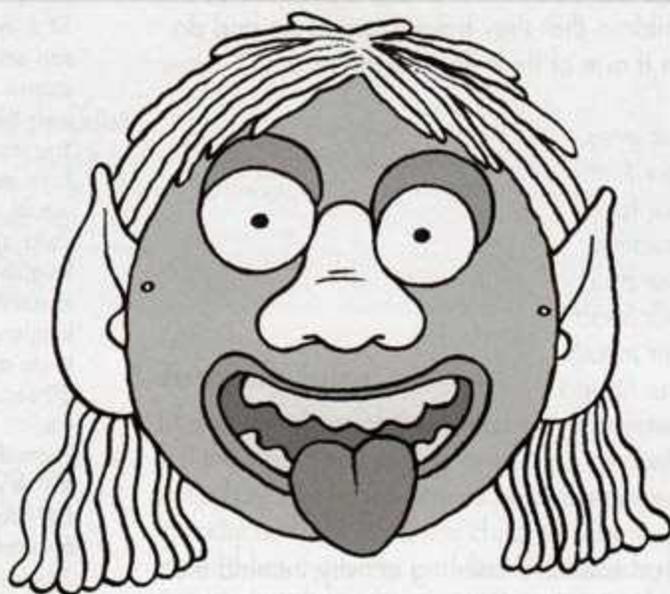
Body (Book A)

Passive

What's that noise?

Materials checklist

- Cookie puppet
- Flashcards: face; body
- Story cards B 3
- CD B/cassette
- Worksheet 14
- Coloured pencils
- A large mirror or individual hand mirrors
- Extra activities: face and body flashcards; a copy of PMB page 44; dice



Cookie and Friends © Oxford University Press

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit song Track 13

(If you are short of time, miss out the mirror activity and just sing the **Face song** with the class doing the actions.)

Take out the mirror and let a few children look in it and tell you what they see, trying to elicit *face, eyes, nose, mouth, hair, ears*. Give them actions to do in the mirror, using the **Face song**:

Touch your ears and touch your nose ...

Comb your hair and wash your face ...

Open your mouth and close your eyes ...

Now sing the song and do the actions. Tell the children that they are like your mirror reflection and must do exactly what you do. Sing the song and act each verse in a different style, for example sing *Touch your ears and touch your nose* quickly, doing the actions at the same pace. Then sing *Comb your hair and wash your face* enthusiastically and pretend to comb and wash vigorously. Finally, do the last verse *Open your mouth and close your eyes* slowly.

3 Storytime Track 14

Say the **Storytime rhyme**.

- 1 Show the children Card 1 and play the recording.
Lulu: *One. Two. Three. Storytime for Densel and me.*
Point to Densel tucked up in bed and to Lulu sitting down next to the bed with a big story book.
- 2 Now show the children Card 2 and play the recording.
Lulu: *Once upon a time there was a monster.*
Point to Lulu looking at the book, showing Densel the pictures.
- 3 Now show the children Card 3 and play the recording.
Lulu: *Look at his big red eyes.*
Densel: *Big red eyes.*
Point to the monster's eyes.
- 4 Now show the children Card 4 and play the recording.
Lulu: *And look at his big green ears.*
Densel: *Big red eyes and big green ears.*
Point to the monster's eyes and ears.
- 5 Now show the children Card 5 and play the recording.
Lulu: *And look at his long purple hair.*
Densel: *Big red eyes, and big green ears, and long purple hair.*
Point to the monster's eyes, ears, and hair.

- 6 Now show the children Card 6 and play the recording.

Lulu: *One day the monster...*

Densel: *What's that noise Lulu?*

Point to Densel looking nervous.

- 7 Now show the children Card 7 and play the recording.

Densel: *Help! The monster! Look at his big red eyes, and his big green ears, and long purple hair.*

Point to Cookie with the monster mask, looking through the open window.

- 8 Now show the children Card 8 and play the recording.

Cookie: *It's OK, Densel. It's me, Cookie!*

Lulu: *Oh, Cookie!*

Point to Cookie, who has let his mask drop and is looking upset that he's scared Densel. He only meant it as a joke.

If you have time, play the story again, pointing to the characters as they speak. Let the children just look and listen.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 14

Now show the children Worksheet 14. Point to Cookie's mask and repeat Densel's words from the story *Help! The monster! Look at his big red eyes, and his big green ears, and long purple hair.* Repeat this line again, pausing before saying the colours and trying to elicit the right ones.

Now give out the colours, saying:

Everyone. Listen to me.

You need colours.

1, 2, 3.

Now give out the worksheets and say:

Everyone. Listen to me.

Listen and colour.

1, 2, 3.

Look at Card 7 and describe the mask for the children to colour their worksheets: *Red eyes. Green ears. A green face. Purple hair. A yellow nose and a pink mouth.*

Say each of these slowly, giving the children enough time to colour.

Feedback

Once the children have finished, show them Card 7 to check if they are right.

Ask:

What colour are the eyes?

Elicit *Red.*

What colour is the mouth?

Elicit *Pink.*

What colour is the face?

Elicit *Green.*

What colour are the ears?

Elicit *Green.*

What colour is the hair?

Elicit *Purple.*

Now give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

ΩExtra activities

Cookie says ...

You will need the face and body flashcards. Attach the face and body flashcards to the board to give the children visual support. Put on the Cookie puppet. Tell the children that they have played this game before in Book A. Explain that when Cookie gives them an instruction, for example, *Cookie says Stamp your feet*, they have to stamp their feet. However, if they hear just *Stamp your feet* they do nothing.

Repeat a number of times, reminding the children not to do the action unless they hear *Cookie says*. Possible actions:

Put your finger on your nose.

Touch your legs with your hands.

Close your eyes.

Open your mouth.

Comb your hair.

Touch your tummy.

Put your head on your arm.

Touch your face.

Put your hands on your head.

Note

This game is like 'Simon says' but it is a non-competitive version. We cannot expect children in pre-school to sit out of the game if they do the action when they are not meant to.

The numbers game

You will need dice and a copy of PMB page 44.

Divide the class into groups of five. Show the children PMB page 44 and tell them that it has some secret instructions that you will give them. Each group takes it in turn to throw the dice once and say the number on the dice. This is their list number. They then throw a second time and again say the number on the dice. This number is the action their group have to perform from that list. You then give them instructions: *List 5 Number 5. Wave your arms and open your mouth.* Everyone in that group has to carry out the instruction.



Unit 3 Face

Lesson 4

Language

New

hair, ears, eyes, nose, mouth, face

Recycled

Body (Book A)

Passive

window

Materials checklist

- Cookie puppet in bag
- Flashcards: face, body
- A copy of PMB page 43

- A completed copy of Worksheet 14
- Story cards B 3
- CD B/cassette
- A comb
- Extra activities: coloured pencils; PMB page 43 for each child; face flashcards; Densel puppet from the Starter Unit

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle, and sing the **Hello song** without Cookie. Tell the children that Cookie is asleep in the bag. Encourage the children to say *Hello, Cookie* to try and wake him up. After a number of attempts, make Cookie appear. Say to Cookie *Wash your face*. Encourage the children to repeat the instruction after you because Cookie is still sleepy and hasn't heard properly. Make the puppet rub its hands over its face as if washing. Now hand him a comb and sing *Comb your hair*. Again, encourage the children to say the instruction and then make the puppet do the action with the comb.

Cookie then sings the **Hello song** and waves to the children.

2 What can you see? – PMB page 43

(If you are short of time, miss out this activity.)

To make Cookie's window you need a copy of PMB page 43, if possible on card. Fold the page in four and cut out the window. As you are going to use this a lot, it might be worth having it laminated. Take out Cookie's window and show it to the children. Say *Cookie's window*. Show the children a part of your face through Cookie's window and try and elicit what it is. Do this a number of times. Now repeat the procedure, using one of the face flashcards. If the children are having difficulties, show them a very obvious part of the picture, for example the iris of the eye. Sing the following song to the tune of the **Face song** to do the activity:

What can you see through Cookie's window?

What can you see through Cookie's window?

What can you see through Cookie's window?

Early in the morning.

Repeat a number of times. You could include the Book A body flashcards or flashcards of any other vocabulary you want to revise.

3 Unit song Track 13

Now stick the face flashcards on the board in the following pairs: ears and nose, hair and face, mouth and eyes. Count the flashcards as you do this and encourage the children to count with you.

Let Cookie choose a volunteer to come to the board. Tell him/her to choose two flashcards. Now sing a verse for those two flashcards: *Comb your hair and close your eyes ... Early in the morning*. Ask the class to do the corresponding actions. At the end of the verse, thank the volunteer and choose another child to come out. Repeat this a number of times, then take down the flashcards ready for the next activity.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Retelling the story Track 14

Say the **Storytime** rhyme.

- 1 Put up Card 1 and play the recording.
Lulu: *One. Two. Three. Storytime for Densel and me.*
Do the Storytime actions and then point to Densel and Lulu.
- 2 Now put up Card 2 and play the recording.
Lulu: *Once upon a time there was monster.*
Look worried.
- 3 Now put up Card 3 and play the recording.
Lulu: *Look at his big red eyes.*
Densel: *Big red eyes.*
Open your eyes wide, pulling down on your bottom lids.

- 4 Now put up Card 4 and play the recording.
Lulu: *And look at his big green ears.*
Densel: *Big red eyes and big green ears.*
 Open your eyes wide, pulling down on your bottom lids and draw a big ear in the air, either side of your head.

- 5 Now put up Card 5 and play the recording.
Lulu: *And look at his long purple hair.*
Densel: *Big red eyes, and big green ears, and long purple hair.*
 Open your eyes wide, pulling down on your bottom lids and draw a big ear in the air, on either side of your head. Then do an action to show long hair.

- 6 Now put up Card 6 and play the recording.
Lulu: *One day the monster...*
Densel: *What's that noise Lulu?*
 Look more worried.

- 7 Now put up Card 7 and play the recording.
Densel: *Help! The monster! Look at his big red eyes, and his big green ears, and long purple hair.*
 Point into the distance. Then open your eyes wide, pulling down on your bottom lids and draw a big ear in the air, either side of your head. Now do the action to show long hair.

- 8 Now put up Card 8 and play the recording.
Cookie: *It's OK, Densel. It's me, Cookie!*
Lulu: *Oh, Cookie!*
 Look sad like Cookie.
 If you have time, play the story again, pointing to the characters as they speak. This time, do the actions and encourage the children to join in.

Transition marker

Send the children back to their seats, using your usual Transition marker.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Cookie's window

You will need coloured pencils and to make a copy of PMB page 43 (Cookie's window) for each child. Show the children how to fold the window in four and cut out the centre. The children can then colour and decorate the window frame.

Now put the children into Cookie's circle. Put some flashcards up around the classroom where the children can reach them. The children take it in turns to go and put their window over one of the flashcards and elicit the word from their classmates.

Look. Big red eyes

You will need the face flashcards and a copy of PMB page 8 (the Densel puppet).

Show the children the face flashcards and elicit the vocabulary. Put on the Densel puppet and turn the cards face down so only Densel can see them.

Now make Densel peek at a card and say *Look ...* and encourage the children to say the part of the body they think he can see. They carry on guessing until they get the right one. Say *Yes. Mouth* and extend their answer by saying *A big pink mouth*. Encourage the children to repeat this after you.

Now repeat a number of times. Extend their answer each time by saying, for example, *Long purple hair. A big green face. Big green ears. A big yellow nose. Big red eyes.*



Unit 3 Face

Lesson 5

Language

New

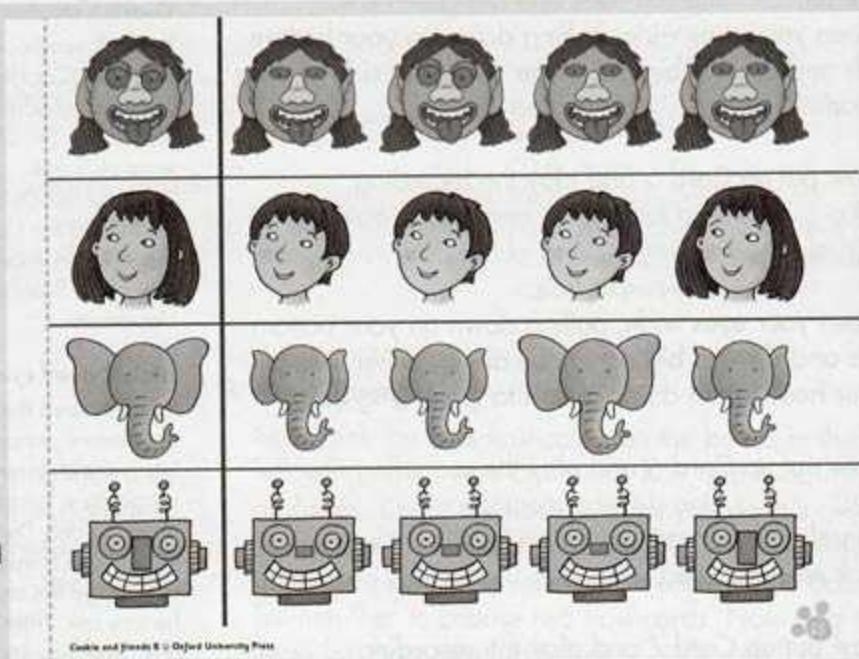
hair, ears, eyes, nose, mouth, face

Recycled

Body (Book A)

Materials checklist

- Cookie puppet
- Lulu poster with face and body flashcards
- Flashcards: face; body
- CD B/cassette
- Worksheet 15
- Pencils
- Extra activities: A3 paper with monster head outline; felt pens/crayons; music; CD A/cassette; CD B/cassette



Cookie's circle time

- 1 Hello, everyone**  Track 4
Sit the children in Cookie's circle. Sing the **Hello song**.

- 2 Unit song**  Track 13
Sing the **Face song** with the children, encouraging everyone to join in with the actions. Those children who want to can join in the singing.

- 3 Poster time**
Put up the Lulu poster with the flashcards at a height where the children can reach her face. Now choose six children to come out to the poster. Count them off from one to six as they come out.
Now say to Child 1 *Point to Lulu's ears*. Repeat with each child, so that all six have pointed to a different part of her face. Praise the children for their efforts *Very good, (Ronnie/Lisa)* and let them sit down.
You could also use this activity to revise the parts of the body from Book A.

- 4 Bit by bit**
(If you are short of time, miss out this activity.)
Make Cookie take out one of the face flashcards from Lulu's pouch very slowly, revealing the picture bit by bit. Encourage the children to guess what it is. When someone has guessed the part of the face, repeat the corresponding verse of the **Face song**, so that the children can do the actions, for example, *Touch your ears*. Repeat this a number of times.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

- 5 Worksheet 15** 
Show the children Worksheet 15 and point to the monster's face on the left. Say *Big eyes*. Point to the eyes and then open your eyes wide. See if one of the children can spot the same face. Then take a pencil and circle the corresponding face.
Give out the pencils, saying:
Everyone. Listen to me.
You need pencils.
1, 2, 3.
Now give out the worksheets and say:
Everyone. Listen to me.
Circle the faces.
1, 2, 3.
While the children are working, play any songs they know and encourage them to sing.
- Feedback**
Point to each face and say *Long hair. Big ears. Big nose*. Encourage the children to point to the corresponding faces.
Now give out the folders and say:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Chain movements

You will need the face and body flashcards.

To make it easier for the children to think of an action, put up the face and body flashcards where they can see them.

Stand in a circle with the children and give the child to your right an instruction: *Comb your hair*. Encourage the child to do the action and to pass on the instruction. The children pass the instruction round the circle, performing the action as they do so.

Encourage the last child, who is standing on your left, to think of a new instruction to pass on. Repeat a number of times.

You can change the instruction by saying *Stop!* and asking the next child in the circle to choose a different one.

Musical monster faces Track 15 Track 13

You will need about ten pieces of A3 of paper with a monster head outline drawn on them, some felt pens or crayons, and some music. You could play the **Body song** and the **Face song**. Clear a space and put a few desks around the outside, with the A3 paper and some crayons on them.

Tell the children you are going to play a song and they have to do the actions around the class. When the music stops, they go to the nearest piece of paper and start to draw a monster's face. Show them one of the papers with the head outline and say *Eyes. Mouth. Nose. Hair. Ears*. Remind the children that monsters can have lots of eyes and ears.

Tell them that when the music starts again, they have to stop drawing and start dancing again. The next time the music stops, they go to the nearest piece of paper (maybe a different one this time), and continue with the monster's face. It is a good idea to have only two or three children working on a face at one time.

If space is a problem in your classroom, the pictures could do the moving – start with the children sitting in groups and give each group some crayons and a piece of A3 paper with the head outline drawn in. Play the song and let the children start drawing the monster. Stop the music and move the pictures on to the next group. Start the music again and let the groups continue the monster pictures. Repeat a number of times until you feel the monster faces are complete enough.

Once the children have finished the faces, hold up the monster pictures and describe them. You could ask the children to help you by counting the parts and eliciting the words *One, two, three ...* (elicit the colour and the part of the face). You could number the faces on display. You then describe a face and the children tell you a number.



Unit 3 Face

Lesson 6

Language

New

hair, ears, eyes, nose, mouth, face

Recycled

Body (Book A)

Materials checklist

- Cookie puppet
- Flashcards: face; numbers
- Story cards B 3
- CD B/cassette
- CD A/cassette

- Character masks on PMB pages 4, 5, 6
- Extra activities: plasticine®; several copies of PMB page 33 coloured differently

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello** song.

2 Pass the puppet

With the children still sitting in Cookie's circle, play some music. Then stop the music and give an instruction to Cookie, such as *Pat your tummy* and make the puppet pat its tummy. Now start the music again and pass the puppet. Encourage the children to pass the puppet until the music stops. The child holding Cookie puts him on and you give him/her an instruction such as *Touch your nose*. The child makes Cookie touch his nose. Continue the activity until the children are confident with the actions.

3 Storytime Track 14

Say the **Storytime** rhyme, encouraging the children to join in.

Put up Story cards B 3 where everyone can see them. Play the recording, doing the actions and encouraging all the children to join in.

1 Put up Card 1 and play the recording.

Lulu: *One. Two. Three. Storytime for Densel and me.*

Do the Storytime actions and then point to Densel and Lulu.

2 Put up Card 2 and play the recording.

Lulu: *Once upon a time there was a monster.*
Look worried.

3 Put up Card 3 and play the recording.

Lulu: *Look at his big red eyes.*
Densel: *Big red eyes.*

Open your eyes wide, pulling down on your bottom lids.

4 Put up Card 4 and play the recording.

Lulu: *And look at his big green ears.*

Densel: *Big red eyes and big green ears.*

Open your eyes wide, pulling down on your bottom lids and draw a big ear in the air, either side of your head.

5 Put up Card 5 and play the recording.

Lulu: *And look at his long purple hair.*

Densel: *Big red eyes, and big green ears, and long purple hair.*

Open your eyes wide, pulling down on your bottom lids and draw a big ear in the air, either side of your head. Now do an action to show long hair.

6 Put up Card 6 and play the recording.

Lulu: *One day the monster...*

Densel: *What's that noise Lulu?*

Look worried again.

7 Put up Card 7 and play the recording.

Densel: *Help! The monster! Look at his big red eyes, and his big green ears, and long purple hair.*

Point into the distance. Then open your eyes wide, pulling down on your bottom lids and draw a big ear in the air, either side of your head. Now do the action to show long hair.

8 Put up Card 8 and play the recording.

Cookie: *It's OK, Densel. It's me, Cookie!*

Lulu: *Oh, Cookie!*

Look sad like Cookie.

Congratulate the children, saying *Very good, everyone.*

Now take Cookie up to the tree to choose three leaf name-tags. Read out the names of the three children to play Cookie, Lulu, and Densel. Give each of them a character mask.

Remind the children of the actions as you go along. Although three children are at the front, you could encourage the rest of the class to join in with the actions.

Tell the children that in a later class, three more can come and act out the story.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Number/face board game

A Track 7 **B** Track 13

Attach the number flashcards across the board. As you do this sing the **Numbers song** and encourage the children to join in.

Now place one face flashcard below each number, saying the part of the face and encouraging the children to do the action from the **Face song**, for example, *Comb your hair*.

Now say the name of one of the parts of the face. The children have to say which number it is. Alternatively, you could say a number and the children have to say the face part.

5 Memory game

(If you are short of time, miss out this activity.)
Turn over the face flashcards from activity 4. Tell the children that you are going to say a number and they must try and remember the part of the face below it.
Repeat this a number of times.

6 Bye-bye **B** Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Plasticine® faces

You will need enough plasticine® for all the class. Take a piece of plasticine® and roll it into a ball. Say to the children: *Make a ball. This is a head.* Tell the children to make a head. Then say *Make two eyes, a nose, and a mouth. Now make two ears. Make some hair.* Display the sculptures for the rest of the class to see.

Find the face

You will need several copies of PMB page 33. Colour Cookie's faces with different brightly-coloured features. Alternatively, you could ask volunteers to come and point to different parts of the face: *Point to the blue mouth/purple eyes/green ears.*

Note

If you teach further up the school, you could use this as a Listen and colour activity and use the finished versions with the pre-school group, in order to cut down on your preparation time for this activity.

Put the faces on the board and number each one. Now say something about one of the faces and see if the children can say the number of the face you are describing.



Unit 3 Face

Lesson 7

Language

New

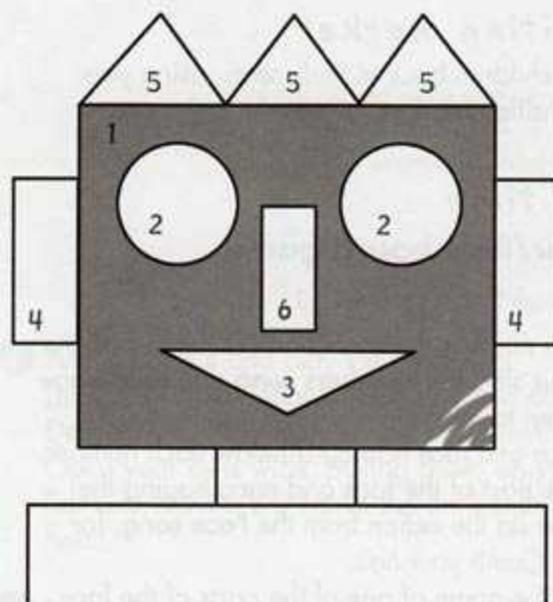
hair, ears, eyes, nose, mouth, face

Recycled

Body (Book A)

Materials checklist

- Cookie puppet
- Flashcards: face, numbers, body
- CD B/cassette
- CD A/cassette
- Worksheet 16
- Pencils/coloured pencils
- Cookie's window on PMB page 43
- Extra activities: toilet roll tubes, coloured cellophane paper, Story cards B 3, character masks



Cookie and Friends © Oxford University Press

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Put up the flashcards around the classroom where the children can reach them. Give one of the children Cookie's window and let him/her choose a word for the others to say when they see it through Cookie's window.

Repeat the procedure with a number of children.

2 Singalong time Track 15 Track 13

As always, one of our main aims is to motivate the children, so it is a good idea to finish the unit by making the children aware of all they have learnt. Sing the **Body song** and the **Face song** from this unit. You do not need to do anything else with the songs because this is a confidence-boosting activity to show the children just how much they have learnt.

Follow-up

Ask the children to tell you all the parts of the body they know in English. As they say each word, put the flashcards up. Remind them of any words they have forgotten by showing them the flashcard and eliciting the word.

When you have finished, congratulate the children on how much English they know.

3 Robot action game

(If you are short of time, miss out this activity.)

Attach all the face and body flashcards to the board. Remind the children what a robot is. Sing the robot verse of the **Noisy toys song**.

Tell the children that they are going to be robots and you are going to control them by giving them instructions such as: *Robots, touch your ears. Robots, put your finger on your nose. Robots, put your head on your arm.*

Note

You could use a TV remote control as the controls for your robots. If you don't want to use a real remote, you could make one from a small cardboard box, and draw big colourful numbers and buttons on it. You could use it for giving instructions in other activities.

Follow-up

Bring a child to the front and whisper an action you want him/her to mime. Encourage the others to guess and say, for example, *Comb your hair*.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity Track 7

Attach the numbers flashcards across the board. As you do this sing the **Numbers song** and encourage the children to join in. Then repeat the song, looking at Worksheet 16 and pointing to the numbers at the side of the page.

5 Worksheet 16 Worksheet 16

Give the children Worksheet 16. Say the numbers and elicit the colours. Then say:

1 = purple 2 = green 3 = pink 4 = blue
5 = yellow 6 = red

Now give out the colours, saying:

Everyone. Listen to me.

You need ...

1, 2, 3.

Colour the robot.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing. Help any children who need it.

Feedback

Point to the robot's face and say:

Yellow ... Elicit hair. Repeat this for the other parts of the face.

Once you have finished, give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Colour viewers

To make the colour viewers, you will need some toilet or kitchen roll tubes and coloured cellophane paper in the colours the children know.

Make the viewers by creating a pair of binoculars from two toilet roll tubes stuck together. Then cover one end of the tubes with cellophane paper. Make a number of viewers in different colours.

Point to your eyes and ask *What can you see?* Let a few children come out and look through the viewers. Ask them what the room looks like and what colour the other girls and boys are. Elicit the colours they can see. The children can swap the viewers with another child to see things in a different colour.

Show the children some flashcards through the viewers. See if the children can say what they see, a green leg, for example. If you are going to make these with the children, they could make a simple telescope with one toilet roll tube and some cellophane paper. If you have time, the children can make one with cellophane of their favourite colour so that everything they see is their favourite colour.

Acting out the story again

You will need the Story cards B 3 and the character masks.

As you might have promised in Lesson 6 that three new children could come out and be the characters in the story, this might be a good time to repeat it, while it is still fresh in their minds. Let Cookie choose three leaf name-tags from the tree for the actors. Choose children who haven't been out before. Follow the same procedure as in Lesson 6 activity 3.



Lesson 8

Language

New

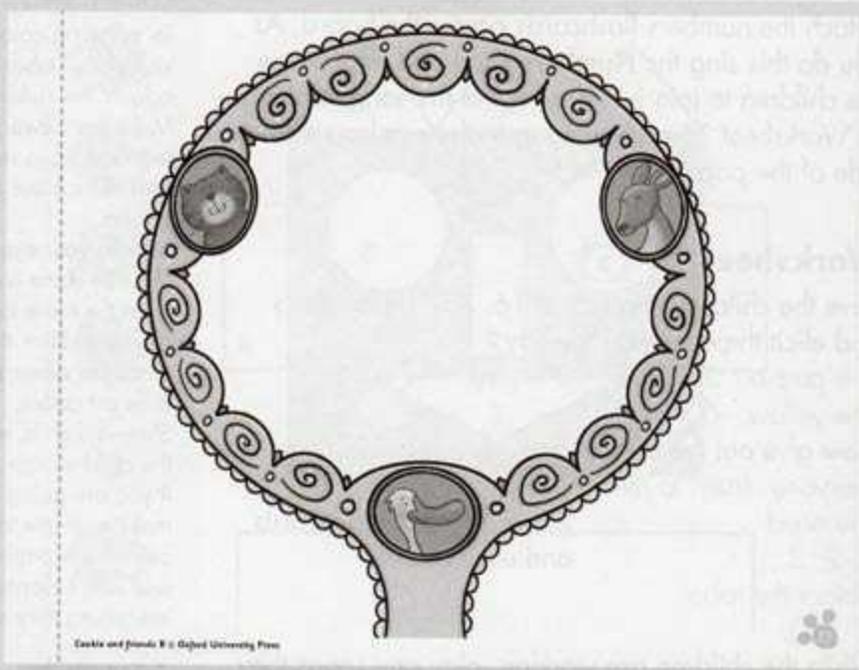
hair, ears, eyes, nose, mouth, face

Recycled

Body (Book A)

Materials checklist

- Cookie puppet
- Flashcards: family, noisy toys, face; numbers, colours, body (Book A)
- CD B/cassette
- Worksheet 17
- Category boxes for Starter unit, Units 1 and 3 (Book A), Units 1, 2, and 3 (Book B)
- A large mirror or small hand mirrors
- Pencils/coloured pencils
- Rubbers
- Portfolios
- Extra activities: face flashcards; paper



plates; junk decoration materials; mirrors; glue

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the Hello song.

2 Sorting activity

Choose as many flashcards as you have children in the class from the Book B family, noisy toys, face, and Book A colours, numbers, and body cards. Place the flashcards in a pile in the centre of the circle and put the category boxes next to the flashcards. Point to and name the category on each box.

The children take it in turns around the circle to go and pick up a flashcard from the pile and say what is on it. They then decide which box to put the flashcard in. This continues until everyone has had a turn.

3 Pre-worksheet activity  Track 13

(If you are short of time, miss out this activity.)

How you do this activity depends on the layout of your classroom. If there is a large wall mirror, sit everyone in front of it before they go back to their tables. If not, ask the class teacher for a small mirror for each child (they should have them as a basic classroom material). Get the children to observe themselves. Say the different parts of the face and tell the children to look carefully at their own faces.

Now sing the **Face song** or play the recording and encourage the children to do the actions.

Touch your ears and touch your nose.

Comb your hair and wash your face.

Open your mouth and close your eyes.

Once you have listened to the song, ask the children to stand up, singing *Stand up, everyone. Tra-la-la-la* and go straight into Transition time.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 17 

Now show the children Worksheet 17. Point to the mirror and say *Mirror. What can you see?* Tell the children to draw their own face. Point to your face, drawing the outline with your index finger. Now take a pencil and point to the mirror on Worksheet 17.

Say *Draw your face* and point to individual children, saying *Your face*. Point to the child and his/her face.

Give out the pencils and rubbers, saying:

Everyone. Listen to me.

Pencils and rubbers.

1, 2, 3.

Hold up the pencils and rubbers.

Then give out the worksheets and say:

Everyone. Listen to me.

Draw your face.

1, 2, 3.

Repeat, pointing to individuals and their faces.

While the children are working, play any songs they know and encourage them to sing.

Once the children have finished, collect in the pictures. Hold them up one by one and get the children to say whose it is, saying *Hello, (Mark/Josie)*.

Finally, give out the children's portfolio folders. Try and elicit the instructions by pausing before saying 'worksheets' and 'folders'.

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Save Cookie!

You will need the face flashcards.

Draw a big picture of Cookie's face on the left-hand side of the board. Tell the children you are going to play a game against them.

Put the face flashcards face down on the right-hand side of the board and number each one from 1–6. Tell the children that they have to guess where the parts of the face are by saying a number and a word. If they are right, you turn over the flashcard. If they are wrong you rub out a part of Cookie's face (for example, one eye). Let them choose which part you rub out in English. The game finishes when either they win by discovering all the flashcards or you win by rubbing out Cookie's face.

Mirror masks

You could do this activity in an Art and Craft class.

You will need a paper plate mask for yourself. Decorate it with the junk materials you have collected, maybe using pasta for your hair, an egg carton nose and a sweet wrapper mouth. You will also need a paper plate or a circle of card for each child and a small hand mirror for each child or a large mirror for a group of children. The children could also use the junk materials you and the parents collected for the children to decorate their masks.

You will also need some PVA glue to stick the junk materials on.

Show the children the mask you made and point to and name the different parts of the face. Give out the paper plates/card and tell the children to draw a face on the plate/card. Then let the children decorate their masks with the junk material. When the children have finished, sit them in a circle and let them show their masks. Repeat the parts of the face and encourage the children to point to their mask as you say the words.

Make a wall display by drawing sets of shoulders on a large piece of paper. Stick the children's masks on the 'shoulders' to make a class 'photo'. Alternatively you could send a paper plate home for the children to do the activity as homework. You could then collect up the faces in the following lesson and show them to the children to see if they can guess who each one is.



Unit 3 Face

Extra reinforcement lesson

Language

New

hair, ears, eyes, nose, mouth, face

Recycled

Numbers, colours, toys, body (Book A)

Passive

Two little eyes to look around. Two little ears to

hear each sound. One little nose to smell what's sweet. One little mouth that likes to eat.

Materials checklist

- Cookie puppet
- Flashcards: any previous vocabulary
- CD B/cassette
- Storycards B 3
- A completed copy of PMB page 33

- A copy of PMB page 33 for each child
- Colored pencils
- Scissors
- Glue
- Extra activities: card; magazines; glue; paper cups with assorted food; noisy toys flashcards; a copy of PMB page 33 for each child

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the Hello song.

2 Reacting to the story Track 14

Put the feelings masks up on the wall, saying *Happy. Sad. Angry. Surprised.* Introduce the new feeling: *Worried/frightened.* Revise the feelings, encouraging the children to mime each one. Put up Story cards B 3 and play the recording. Pause on each card for the children to mime the feelings.

3 Traditional rhyme Track 15

Now say the following rhyme and do the actions:

Two little eyes to look around.
Hold up two fingers and point to your eyes.
Two little ears to hear each sound.
Cup your hands behind your ears.
One little nose to smell what's sweet.
Sniff to show you are smelling something.
One little mouth that likes to eat.
Hold your hand to your mouth as if eating.

Transition marker

Send the children back to their seats as usual.

Table time

4 Pre-PMB activity – PMB page 33

Show the children the face on PMB page 33 and hold up the different parts of Cookie's face so the children can name them. Attach the face to the board with the parts to one side of the face. Say the first line of the rhyme and do the actions: *Two little eyes to look around.* Ask for volunteers to come and put the parts in the right place on the face.

5 Cut-out face – PMB page 33

Show the children PMB page 33. Tell them they need to cut out the face and stick the parts on it.

Give out the scissors and glue, saying:

Everyone. Listen to me.

Scissors and glue. Hold them up as you name the items.

1, 2, 3.

Now give out the worksheets and say:

Make a face.

1, 2, 3. Show them your finished version.

Give out the colours for those who want to colour the face. Let the children show each other their pictures.

Give out the folders, saying:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the Bye-bye song with the children.

Extra activities

Making pop-out pockets

You will need pieces of card, magazines, and some glue. To make a pop-out pocket, cut out the face from activity 4. Fold the face in half down the middle.

Make a point at the chin by folding the face towards the middle. Fold back the flaps and put glue on them. Now find the centre of the card and press the face down.

The children make the pocket. They find examples of eyes, hair, mouths, ears, noses, and faces they like in the magazines, cut them out, and put them in the pocket.

Senses game

Prepare some cups with food for the children to taste/smell. Say *Two little eyes to look around. What can you see?* Say *Two little ears to hear each sound.* Put up the noisy toys flashcards and elicit the noises they make.

Now say *One little nose to smell what's sweet.* Show the children the food you prepared earlier. Let different children come out and smell the food in the cups. Finally, say *One little mouth that likes to eat.* The children do the activity with their eyes closed.



Extra extension lesson

Language

New

hair, ears, eyes, nose, mouth, face

Recycled

Numbers, colours, body (Book A)

Materials checklist

- Cookie puppet
- CD B/cassette

- Extra activities: noisy toys, face flashcards, toys, body flashcards; CD B/cassette; bubble liquid and wand

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Stop, look, and listen!

This is a traditional rhyme that is good for teaching the children Road Safety.

Stand the children in a line as if they are standing on the edge of the curb. Pretend to drive along in a car. Invite two or three other children to be 'cars'.

Then stand where the children can see you and say the following rhyme, doing the actions:

Stop, look, and listen.

Keep your feet still. Point to both eyes and look left and right. Then cup your hand behind your ear.

Before you cross the street.

Make a gesture for 'before', doing a hitch-hiking thumb over your shoulder. Then make your fingers walk.

Use your eyes and use your ears.

Point to your eyes and then your ears.

Before you use your feet.

Make the 'before' action and point to your feet.

Now say the rhyme and encourage the children to do the actions.

Transition marker

Send the children back to their seats as usual.

Table time

3 Traffic lights

Draw some traffic lights on the board and elicit what each colour means when you are driving on the road. Red = stop, yellow = slow down, and green = go.

Note

These mean different things when you are on foot. Make sure that the children realize that the traffic lights give a message to the cars. When the children are walking, it is the green or red man that tells them when they can and cannot walk, not the traffic lights.

Now tell the children that one child is going to cover his/her eyes, while you hide a face flashcard. The children are going to help the child find the flashcard by giving instructions, using the traffic light colours. Green means continue looking, yellow means slow down, almost there, and red means stop when the child finds the flashcard. The child 'drives' round the classroom listening to the instructions.

4 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Noises we can make Track 10

You will need the **Noisy toys song** and the noisy toy flashcards.

Put up the flashcards and sing the **Noisy toys song** to remind the children of the noises the toys make.

Now explain that we can make noises with our feet, fingers, and mouths. Explore the different noises the children can make with their feet – stamping, tapping, jumping, tip-toeing. Do the same for the fingers – tapping with two fingers on the opposite palm, clapping, drumming their fingers on the desk, floor, or board. Then explore the noises they can make with their mouths – clicking their tongues, shouting, whispering, making fish sounds, whistling.

Burst the bubble

You will need bubble liquid and a wand and the face and body flashcards.

Put up the face and body flashcards to remind the children of the words. The children stand in a circle. Tell the child next to you to burst a bubble using a part of their body or face. Then blow enough bubbles so that the child has a number of opportunities to do this. Make sure you blow the bubble low enough for the children to reach them before they all burst on their own. Once they have done this, let the children applaud their classmate's efforts. Repeat this around the circle until every child has had a turn. Other children can make suggestions by saying the part of the body the child has to use to burst the bubbles.



Lesson 1

Language

New

hot, cold, windy, sunny, rainy, umbrella

Recycled

Body, clothes (Book A)

Passive

It's hot. It's cold.

Materials checklist

- Cookie puppet
- Lulu poster with weather flashcards
- Cookie's favourite song poster
- Flashcards: weather; clothes; swimsuit
- CD B/cassette
- CD A/cassette
- Worksheet 18
- Coloured pencils
- Extra activities: Story cards A 4, CD A/cassette; magazine cuttings/pictures of cold weather things



Cookie's circle time

1 Hello, everyone  Track 4  Track 19

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Then take Cookie up to his favourite song poster and point to the clothes flashcard on it. Now take the other clothes flashcards and put them up in the following order: T-shirt, trousers, socks, shoes, jacket, hat.

Now play the **Clothes song** and do the actions.

Your T-shirt over your tummy ...

Pretend to pull your T-shirt over your tummy, using both hands.

Your trousers on your legs ...

Pretend to pull your trousers up over your thighs.

Your socks on your feet ...

Pretend to pull your socks on.

Your shoes on your feet ...

Pretend to tie your laces.

Your jacket over your tummy ...

Pretend to close your jacket over your tummy.

Your hat on your head ...

Pretend to pull a hat on your head.

2 Poster time

Note

It is important for children to have an audio and kinaesthetic experience of weather as well as a visual image of it, because weather appeals to most of our senses. When looking at the flashcards, make sure you also do the actions and make the sounds with the children.

Put up the Lulu poster with the weather flashcards in her pouch in this order: rainy, umbrella, cold, windy, sunny, hot. Cookie asks Lulu *What have you got in your pouch?* and takes out the flashcards, saying the weather vocabulary. As you say each word, act it out and then repeat the word and encourage the children to do the actions and sounds.

It's rainy. Make your fingers move down like rain falling and say *Pitter. Patter. Pitter. Patter.*

Umbrella Say *It's rainy.* Put up your umbrella and stress the word *umbrella*. Pretend to put up an umbrella.

It's cold. Start shivering, rub your arms, and make your teeth chatter.

It's windy. Wave your hands from side to side like the wind blowing a tree and make a *whoosh* sound.

It's sunny. Make a sun by holding both hands together and spreading out your fingers, do a big smile, and make a contented sound like *Hmmm!*

It's hot. Fan yourself with one hand, pretend to wipe the sweat from your brow with the other, and make huffing and puffing sounds.

3 Act out the weather

(If you are short of time, miss out this activity.) Attach all the weather flashcards on the board in a column in the following order: rainy, cold, windy, sunny, hot. Put the umbrella flashcard next to *rainy*. Now do a weather action, saying *It's rainy* and pointing to the flashcard. Then say *Put up your umbrella*. Now say the other weather vocabulary, doing the actions and making the sounds.

Note

If the children are quite confident, you could say a weather condition and point to the flashcard and let the children do the actions and sounds.

4 Unit song Track 16

Take the hat, jacket, T-shirt, and swimsuit flashcards and attach them next to the weather conditions as in the **Weather song**.

Weather song Tune: What shall we do with the drunken sailor?

What do we do when the weather's rainy?

What do we do when the weather's rainy?

What do we do when the weather's rainy?

Put up your umbrella.

What do we do when the weather's cold? (x 3)

Put on your hat.

What do we do when the weather's windy? (x 3)

Put on your jacket.

What do we do when the weather's sunny? (x 3)

Put on your T-shirt.

What do we do when the weather's hot? (x 3)

Put on your swimsuit.

Play the recording and point to the flashcards as they appear in the song. Now play the song and do the actions for the weather, encouraging the children to join in.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Worksheet 18

Now show the children Worksheet 18. Point to the different items in black and white: umbrella, hat, jacket, T-shirt, swimsuit and elicit the words. Now give out colours, saying:

Everyone. Listen to me.

You need pencils.

1, 2, 3.

Elicit what they need by holding them up.

Then give out the worksheets and say:

Everyone. Listen to me.

Finish your worksheets.

1, 2, 3.

The children trace round the objects then colour them. They can choose their colours or you could also do so this as a Listen and colour activity, saying *A purple swimsuit. A green T-shirt.*

If the children have chosen the colours, once they have finished, you could call out, for example, *Green umbrella*. Children who have coloured their umbrella green hold up their worksheets. Continue the activity, describing other objects for the children to react to.

Now give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Cookie now takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye*.

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone.

Extra activities

Story A 4 Track 20

You will need Story cards A 4; CD A/cassette.

Say the **Storytime** rhyme and encourage the children to join in the actions.

Now play or read the Book A Story 4. The children sit and listen to the story while they look at the cards. You could tell the story a second time, pausing when an item of clothing or a part of the body is mentioned, pointing to them on the Story card, and encouraging the children to supply the word.

Cold weather

You will need magazine cuttings of cold weather scenes and some items of warm clothing, such as a hat, a winter jacket, socks, and shoes.

Remind the children of the action for cold from activity 2. Ask the children how they feel when it's cold: happy, sad, angry, or frightened? What do the trees look like when it's cold?

Draw a winter tree with no leaves on the board. Alternatively, you could remove the leaves from the tree display.

Then act out being cold. Shiver, encouraging the children to copy you and to make a chattering sound with their teeth. Say *Put on your red hat, your red jacket, your red socks, and shoes.*

The children act this out. You could repeat the action with another colour.



Lesson 2

Language

New

hot, cold, windy, sunny, rainy, umbrella

Recycled

Body, clothes (Book A)

Materials checklist

- Cookie puppet
- Flashcards: weather; clothes
- CD B/cassette
- CD A/cassette

- Extra activities: flashcards of hot, sunny; shorts, swimsuit, ice-cream; a copy of PMB page 34 for each child; scissors

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Say *It's cold*. Start shivering and rub your arms and make your teeth chatter. Pretend that Cookie is also cold. Then say *Put on your hat* and do the action.

Encourage the children to join in.

Say to the children *Your hat on your head* and encourage the children to mime with you. Now go straight into the next activity.

2 Revision song  Track 19

(If you are short of time, miss out this activity.)

Put Cookie up to your ear and say *Your T-shirt over your tummy?* Tell the children that Cookie wants to sing the **Clothes song** and he wants them to do the actions. Play the recording or sing the song, acting out putting on the clothes. Remember to do very clear actions, such as pulling the T-shirt down over your tummy and fastening the jacket. Encourage the children to join in with the actions.

Your T-shirt over your tummy ...

Your trousers on your legs ...

Your socks on your feet ...

Your shoes on your feet ...

Your jacket over your tummy ...

Your hat on your head ...

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have some extra time, photocopy the PMB cards on page 34.

3 Pre-game activity  Track 16

Put up the weather flashcards in the following pairs, in the same order as in the **Weather song**:

rainy/umbrella, cold/hat, windy/jacket, sunny/T-shirt, hot/swimsuit.

Now sing the **Weather song**, pointing to the flashcards and encouraging the children to join in with the weather actions. Leave the flashcards on the board for the next activity.

4 Board pelmanism

Divide the board in two, drawing a line down the middle. Take down all the weather flashcards, show them to the children, and elicit the names.

Now shuffle them and stick them face down on the left-hand side of the board. Do the same with the clothes cards. Stick these to the other side of the board. In chalk, number each set of cards from 1–6. Now ask the children to give you a number and turn over the corresponding weather card on the left. Sing *What shall we do when the weather's (windy/sunny/cold/rainy/hot)?* Elicit a second number and turn over the corresponding number on the right-hand side of the board and sing *Put on/up your (flashcard)*. Ask the children *Yes or no?* If the class get a pair they win a point. If they don't, you get a point. Repeat the procedure until all the weather and clothing cards have been matched.

5 Bye-bye  Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.



Extra activities

Sunny/hot weather

You will need the following flashcards: sunny, shorts, T-shirt, hot, ice-cream, swimsuit.

Show the children the sunny flashcard. Say *It's sunny*. Do the action and make a contented noise, as before. Then say *Put on your T-shirt and shorts* and mime putting on the clothes, encouraging the children to join in.

Now say *It's hot*. Again, do the actions and make the sounds. Say *Put on your swimsuit and eat ice-cream*. Mime the actions and encourage the children to join in.

Weather cards – PMB activity

You will need a copy of PMB page 34 for each child.

Show the children the PMB worksheet and point to the different pictures, eliciting what is on each one. Now cut out the page so the children can see what they need to do.

Give out the worksheets and the scissors, saying:

Everyone. Listen to me.

Cut up the cards.

1, 2, 3.

Show the children some scissors and the cards you have just cut out.

While the children are working, play any songs they know and encourage them to sing.

Once they have finished, you could do the next activity.

Card game

Say a weather condition, for example, *It's rainy* and ask the children to show you the card.

Repeat this a number of times with different weather conditions.



Lesson 3

Language

New

hot, cold, windy, sunny, rainy, umbrella

Recycled

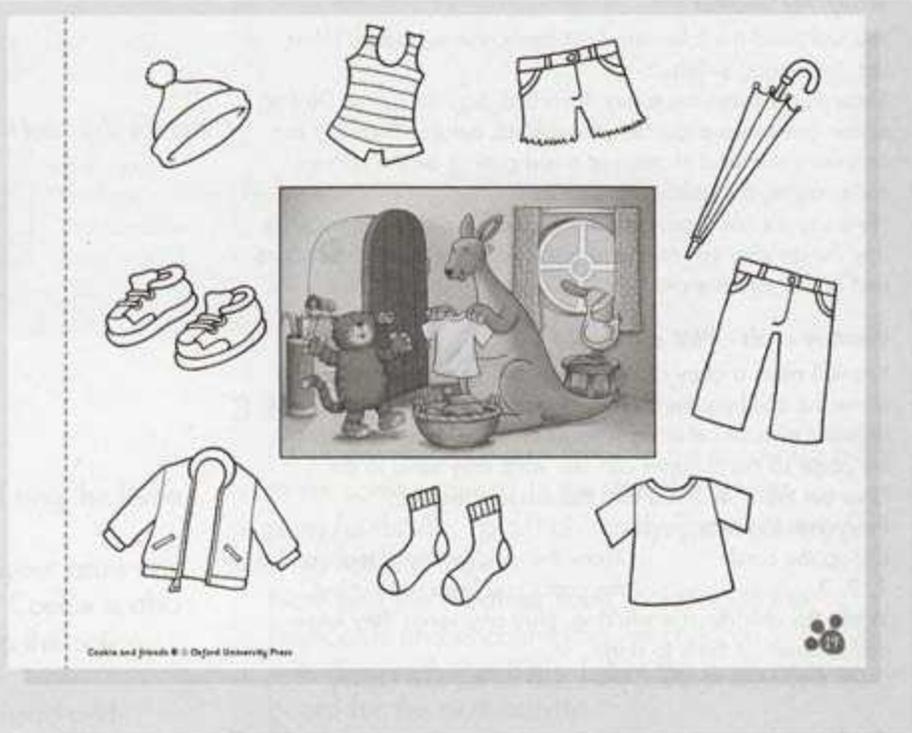
Body, clothes (Book A)

Passive

hands

Materials checklist

- Cookie puppet
- Flashcards: weather, umbrella, body, clothes
- Story cards B 4
- CD B/cassette
- Worksheet 19
- Pencils
- Extra activities: yellow card/paper; pencils; scissors; a study lamp/torch



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Put up the flashcards of the weather conditions and elicit the words. Now take Cookie over to the window to draw the children's attention to it. Ask *Is it cold?* and point outside. Encourage the children to say *Yes* or *No* depending on the weather outside. Repeat the questions until they have decided what the weather is like.

Note

There could be a number of weather conditions, as it could be windy, rainy, and cold at the same time.

2 Unit song  Track 16

Let Cookie choose the flashcards of what the weather is like and then go straight into the **Weather song**.

Sing only the verse(s) appropriate for the day's weather, for example, *What do we do when the weather's sunny? Put on your T-shirt, doing the actions with the children.*

3 Storytime  Track 17

Say the **Storytime** rhyme and encourage the children to join in with the actions.

Show the children the first Story card. Point to the characters and elicit the names. Put up the Story card so that your hands are free.

- 1 Play the recording for Card 1 and do the actions for *It's sunny* and point to the T-shirt in Lulu's hands.
Cookie: *Lulu, it's sunny. Where's my T-shirt?*
Lulu: *Here it is.*
- 2 Repeat the procedure. Put up Card 2 and play the recording. Do the actions for the weather and point to the hat.
Cookie: *It's sunny and cold. Where's my hat?*
Lulu: *Here it is. Now shut the door!*
- 3 Put up Card 3 and play the recording. Do the actions for the weather and point to the jacket.
Cookie: *It's cold and windy. Where's my jacket?*
Lulu: *Here it is. Now shut the door!*
- 4 Put up Card 4 and play the recording. Do the actions for the weather and point to the shoes and door as they are mentioned.
Cookie: *It's windy and rainy. Where are my shoes?*
Lulu: *Here they are. Now shut the door!*
- 5 Put up Card 5 and play the recording. Wave goodbye and mime closing the door.
Cookie: *Bye-bye, Lulu. Bye-bye, Densel.*
Densel/Lulu: *Bye-bye, Cookie. Now shut the door!*
- 6 Put up Card 6 and play the recording. Do the actions for the weather and point to the swimsuit.
Cookie: *It's sunny and hot. Where's my swimsuit?*
Lulu: *Here it is.*

- 7 Put up Card 7 and play the recording. Act out putting up an umbrella and look surprised.

Cookie: *And my umbrella?*

Densel/Lulu: *Umbrella?*

- 8 Put up Card 8 and play the recording. Point to Cookie and start laughing.

Cookie: *Yes, my umbrella. What do we do when the weather's hot? Put up your umbrella.*

Ask the children why the others were surprised when Cookie asked for his umbrella when it was sunny. Some children may say that people can use an umbrella when it's sunny. Point out that it is to keep the sun off them, but it is not usual to use the umbrella as a boat!

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity Track 17

(If you are short of time, you could leave out this activity and tell the children you want them to circle the words that appear in the story.)

Set up the board like Worksheet 19 with Story card 1 in the middle and the clothes flashcards with the umbrella around the outside in the same position as the ones on the page. Now tell the children that you are going to play the story again and that they have to listen very carefully. Play the recording, showing the children the Story cards.

Then put on the Cookie puppet and ask for volunteers to help Cookie choose flashcards from the story. They take Cookie's hand and point out the flashcard. Encourage the child to say the word on the flashcard. If they are shy, provide the word and ask them to repeat it. Give the child a piece of chalk and indicate that you want him/her to circle the flashcard.

If any child chooses the wrong flashcard, make Cookie shake his head and invite the child to choose another one until they find the right one.

5 Worksheet 19

Now say the **Table time chant** and give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Give out the worksheets and let the children circle only the items from the story: T-shirt, hat, jacket, shoes, swimsuit, umbrella on the worksheet while you check on their progress.

While the children are working, play any songs they know, and encourage them to sing.

Once they have finished, give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Hand print sun

You will need enough yellow A4 card or paper for one piece between two children. Cut the papers into two A5 pieces. You will also need to make a centre for the sun from a large yellow circle.

Put your hand up on a piece of A5 yellow paper on the board and draw round it. Make sure that everyone can see you. Cut out the hand so that the children can see the finished version.

Now give out the yellow paper and pencils and let the children draw around their hands.

Once they have finished, give out the scissors and say:

Everyone. Listen to me.

You needs scissors.

1, 2, 3.

Cut out the hand.

1, 2, 3.

Once the children have finished, they can write their names on their cut-outs. Collect in the hands. Stick some of them round the yellow circle you made before the class with the fingers pointing outwards. Say *It's sunny* and do the action and sound for this weather condition. Now stick the hands all around the circle. You may need to overlap them if you have a very big class. Now say *It's hot* and do the action.

Shadows

You will need the sun or a study lamp/torch.

Tell the children that you can make pictures using shadows. Using either the natural light from the sun or the light from a study lamp/torch make shapes on the wall for the children to guess words from Books A and B.

Rabbit Make a rabbit by holding up the index finger and middle finger of one hand and making a fist with the rest of the fingers.

Bird Lock your thumbs in the middle and move the rest of your fingers like wings.

Elephant Swing your arm in front of your nose.

Spider Move your fingers on one hand like a spider.

Sun Do the action from this unit.

Banana Mime peeling and eating a banana.

Ice-cream Mime licking an ice-cream.



Lesson 4

Language

New

hot, cold, windy, sunny, rainy, umbrella

Recycled

Body, clothes (Book A)

Materials checklist

- Cookie puppet
- Flashcards: weather, clothes
- Story cards B 4
- CD B/cassette

- Extra activities: rainy and umbrella flashcards; a piece of A4 paper for each child; raindrops prepared before the class; feelings face masks; scissors/hole punches; cotton; sticky tape

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Sing some different verses for the **Hello song** for the children to act out:

Say for example *It's windy*. Then sing *Jacket on, everyone. Tra-la-la-la-la*, encouraging the children to mime putting on their jackets and doing up all the buttons.

Repeat the with the other weather conditions.

It's cold. Sing *Hat on, everyone. Tra-la-la-la-la*.

It's rainy. Sing *Umbrella up, everyone. Tra-la-la-la-la*.

It's sunny. Sing *T-shirt on, everyone. Tra-la-la-la-la*.

It's hot. Sing *Swimsuit on, everyone. Tra-la-la-la-la*.

Show the children Story card 8. Say *It's sunny*. Make Cookie sing *Umbrella up, everyone. Tra-la-la-la-la*.

2 Unit song  Track 16

Divide the class into two groups: the weather group and the clothes/accessories group.

Before playing each verse, make sure the two groups know their actions for the **Weather song**, so revise the 'rainy' action and putting up an umbrella, before playing the first verse. Then play the song and encourage the children to join in when it is their group's turn. Repeat this before each verse.

3 Storytime  Track 17

Say the **Storytime** rhyme and encourage the children to join in the actions.

- 1 Put up Card 1 and play the recording. Do the actions with the children. Repeat the procedure for each scene, encouraging the children to do the weather actions.

Cookie: *Lulu, it's sunny. Where's my T-shirt?*

Lulu: *Here it is.*

2

Cookie: *It's sunny and cold. Where's my hat?*

Lulu: *Here it is. Now shut the door!*

- 3 Cookie: *It's cold and windy. Where's my jacket?*
Lulu: *Here it is. Now shut the door!*

- 4 Cookie: *It's windy and rainy. Where are my shoes?*
Lulu: *Here they are. Now shut the door!*

- 5 Wave goodbye and mime closing the door.
Cookie: *Bye-bye, Lulu. Bye-bye, Densel.*
Densel/Lulu: *Bye-bye, Cookie. Now shut the door!*

- 6 Cookie: *It's sunny and hot. Where's my swimsuit?*
Lulu: *Here it is.*

- 7 Act out putting up an umbrella and look surprised.
Cookie: *And my umbrella?*
Densel/Lulu: *Umbrella?*

- 8 Point to Cookie and start laughing.
Cookie: *Yes, my umbrella. What do we do when the weather's hot? Put up your umbrella.*

If you made the PMB cards in Lesson 2, you could retell the story and let the children listen, choose the appropriate cards, and put them in order. Finally, thank the children for helping you.

4 Pass the action

(If you are short of time, miss out this activity.)

Stand the children in a circle and sing *Stand up, everyone. Tra-la-la-la-la. In a circle, everyone. Tra-la-la-la-la ...*

Now show the children one of the weather flashcards and do the action. Say the name of one of the children, who repeats the action. This child in turn says the name of another child, who does the action. You can stop this at any time by saying *Stop!* and showing the child who is 'it' a new weather flashcard.

Another variation is to tell the children that you are going to show them a weather card and instead of passing the weather action, they must mime putting on a suitable item of clothing: their jacket, hat, swimsuit, T-shirt, or putting up their umbrella, depending on the flashcard.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

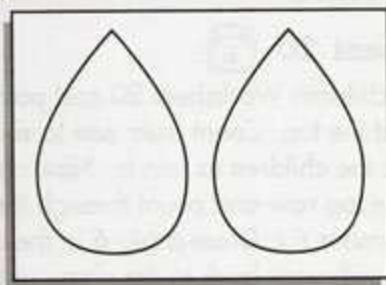
Rainy weather

You will need the rainy and umbrella flashcards. Show the children the rainy flashcard. Say *It's rainy* and make your fingers move down like rain falling. Say *Pitter. Patter. Pitter. Patter.* Now say *Put up your umbrella.* Ask the children why we use umbrellas.

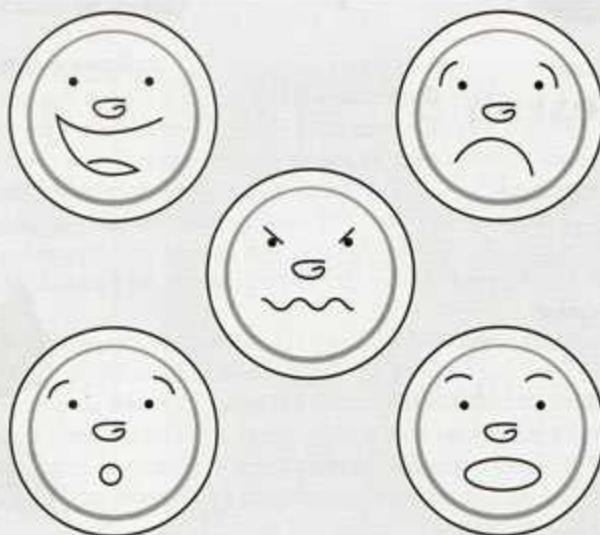
Say this traditional rhyme adapted to the *Cookie and friends* context. Use the book cover to point out the different vocabulary. Then say the rhyme a second time and do the actions.

<i>Rain on green grass</i>	Do the action for rain and then hold up your fingers like blades of grass.
<i>and rain on the tree.</i>	Do the action for rain and then join your hands above your head to make the tree.
<i>Rain in the blue pond</i>	Do the action for rain and then do an action for water with your hand making small waves.
<i>But not on me!</i>	Pause to put up your umbrella. Then shake your head and point to yourself.

Rain people



You will need to draw two rain drops on a piece of A4 paper. Photocopy item so there is one raindrop for each child. Make example faces for the children to look at.



Remind the children of the feelings, showing them the feeling faces and letting them mime the feeling. Say *It's rainy* in the moods of the feeling faces and encourage the children to copy you. Give each child a picture of a raindrop and show them the examples you made of the rain people. Let them colour and decorate the raindrop any way they like and draw a face on it.

Once they have finished, the children can cut, tear, or use a hole punch to go round the edge.

You can display the Rain people by attaching them to different lengths of cotton and hanging them from the ceiling so they look like falling rain. The easiest way to do this is to stick the thread to the back of the rain drop with sticky tape. Then tie the raindrops at intervals along a piece of string or washing line before you put it up.



Lesson 5

Language

New

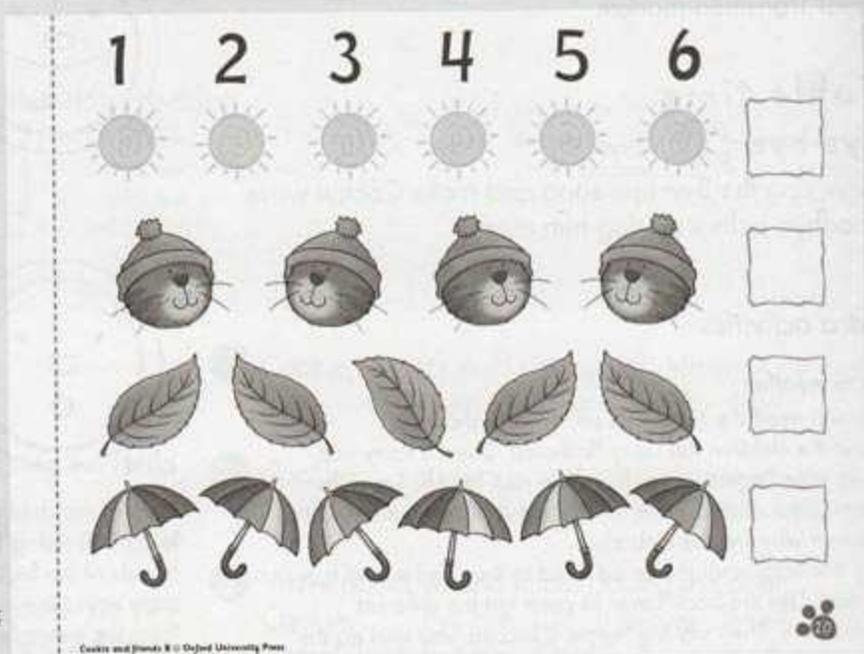
hot, cold, windy, sunny, rainy, umbrella

Recycled

Body, clothes (Book A)

Materials checklist

- Cookie puppet
- Flashcards: numbers; weather; clothes; flashcards for revision
- CD B/cassette
- CD A/cassette
- Worksheet 20
- Pencils
- Coloured chalk
- Extra activities: windy and jacket flashcards; poster paint, brushes; water, drinking straws; large pieces of paper



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit song  Track 16

Show the children the following flashcards: jacket, hat, T-shirt, swimsuit, umbrella, windy, sunny, rainy, cold, hot. Say the words and elicit them from the children.

Now give out these flashcards at random to ten children and bring them to the front. Encourage the children who have weather cards to find the flashcard theirs goes with in the song.

Allow the rest of the class to help them by singing *What do we do when the weather's ...?*

Once the children with flashcards have found their partner, play the recording or sing the **Weather song** and tell them to hold up their card when they hear their word mentioned in the song.

Repeat this with ten different children if there are a lot of children who want a turn.

3 Pre-worksheet activity  Track 7

(If you are short of time, miss out this activity and go straight into Table time.)

Give out the number flashcards around the circle. Call out a number at random and the child with that flashcard holds it in the air. Then sing the **Numbers**

song from Book A. When the child hears the number, they hold up the flashcard.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 20 

Show the children Worksheet 20 and point to the numbers at the top. Count from one to six and encourage the children to join in. Now count the suns on the top row and count through the numbers. Point to number six. Draw a big 6 in the air facing the board with your back to the class, so that they can copy you and do the same strokes.

Note

If you are facing the children, the six will be back to front.

Now take a pencil and write a six in the box next to the suns. Say the **Table time chant** and give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Count and write.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing. Help any children who need it. Do the feedback by counting the objects and eliciting the number.

Once they have finished, give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Odd one out

From Books A and B, choose four flashcards, three from the same category and another from a different one, for example, leg, arm, eyes, teddy and attach them to the board. Ask the children to name the odd one out. Repeat a number of times, using different sets of four cards.

Note

The odd one out needs to be obvious. It would be quite difficult if you had all toys and the children had to spot the noisy toy, as they see them all as toys.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Windy weather

You will need the windy and the jacket flashcards.

Show the children the windy flashcard and say *It's windy*.

Wave your hands from side to side like the wind blowing a tree. Then make a *whoosh* sound.

Ask the children what happens to trees when the wind blows.

Encourage the children to fill their cheeks with air and blow the display tree. Make some of the leaf name-tags fall off the tree.

Sing *What do we do when the weather's windy?* Make the sound of the wind and encourage the children to mime

putting on their jackets. Make a stronger sound of the wind and show the children that they should do up the buttons on their jacket, miming putting the buttons through the holes. You

could also mime doing up a zip.

Windy pictures

This activity could be done in an Art and Craft lesson.

You will need some poster paint, brushes, water, drinking straws, and large pieces of paper.

Mix the poster paint with water to make it more liquid.

Divide the class into groups and position the children round tables with the pieces of paper. Show the children that they

can make pictures using their own 'wind'. They put some blobs of liquid paint on the paper and blow the paint with a straw. Encourage them to use different colours so they make colourful pictures.

Once the pictures are dry, display them with other Extra activity weather projects you have done.



Lesson 6

Language

New

hot, cold, windy, sunny, rainy, umbrella

Recycled

Body, clothes (Book A)

Materials checklist

- Cookie puppet
- Flashcards: weather; clothes
- Character masks
- Story cards B 4

- CD B/cassette
- CD A/cassette
- Extra activities: weather flashcards; clothes, umbrella flashcards

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Take Cookie over to the window and encourage the children to look outside and say what the weather is like. You could help them by offering options: *Is it windy? Is it rainy?* and let the children say *Yes* or *No*. Once you have established what the weather is like, say *Today it's sunny and cold* and encourage the children to repeat this after you.

Note

From this unit on, looking at the day's weather could become part of your classroom routine. Any time you have circle time, set up a second routine, saying what the weather is like after singing the **Hello song** and before going on to something else.

Now play any of the songs from Books A or B. Stop the recording from time to time and give the children one of the following instructions to follow:

It's windy. Put on your jacket. It's rainy. Put up your umbrella. It's sunny. Put on your T-shirt. It's hot. Put on your swimsuit. It's cold. Put on your hat.

or

*Put your socks/shoes on your feet.
Put your jacket/T-shirt over your tummy.
Put your hat on your head.*

Put your trousers on your legs.

or

Touch your eyes/ears/mouth/face/nose/hair/head/legs/arms/fingers/tummy/feet.

Transition marker

Send the children back to their seats, using your usual Transition marker.

2 Unit song  Track 16

Show the children the weather flashcards and put them up where the children can see them and elicit the words. Now repeat with the clothes flashcards from Book A and the umbrella flashcard, but hold on to these.

Say *What do you do when the weather's hot?* and show the children the hat, sticking it next to the hot flashcard. Look at the class, shake your head and say *No! What do you do when the weather's hot? Put on your...* and elicit *swimsuit*. Repeat the procedure until you have placed all the weather and clothes flashcards together.

Now sing the **Weather song** right through, pointing to the flashcards and doing the actions.

Table time

4 Acting out the story  Track 17

Say the **Storytime** rhyme and encourage the children to join in the actions. Remind the children of the actions for the weather from Lesson 1. Let Cookie choose three volunteers to play Lulu, Densel, and Cookie and give out the masks.

Now put up Card 1 and play the recording. Give Lulu the T-shirt flashcard.

Play the recording again and encourage Cookie to do the actions. Encourage the rest of the class to join in.

- 1 **Cookie:** *Lulu, it's sunny. Where's my T-shirt?*
Lulu: *Here it is.*
Then tell Lulu to give Cookie the flashcard.

- 2 Give Lulu the hat flashcard and the children repeat the procedure.
Cookie: *It's sunny and cold. Where's my hat?*
Lulu: *Here it is. Now shut the door!*

- 3 Repeat the procedure for Cards 3 and 4, remembering to give Lulu the jacket and shoes

3 Put on your coat  

(If you are short of time, miss out this activity or activity 5.)

Tell the children that you are going to play some music for them to dance to and that when the music stops, you will give them an instruction and they have to do the action.

flashcards and stopping the recording to let them do the actions.

Cookie: *It's cold and windy. Where's my jacket?*

Lulu: *Here it is. Now shut the door!*

- 4 **Cookie:** *It's windy and rainy. Where are my shoes?*

Lulu: *Here they are. Now shut the door!*

- 5 **Cookie waves and Lulu and Densel wave back.**

Cookie: *Bye-bye, Lulu. Bye-bye, Densel.*

Densel/Lulu: *Bye-bye, Cookie. Now shut the door!*

- 6 Give Lulu the swimsuit flashcard and play the recording.

Cookie: *It's sunny and hot. Where's my swimsuit?*

Lulu: *Here it is.*

- 7 Give Lulu the umbrella flashcard and when you play the recording, indicate to Lulu and Densel that they have to look surprised. Mime putting up an umbrella and look surprised.

Cookie: *And my umbrella?*

Densel/Lulu: *Umbrella?*

- 8 **Cookie acts out floating in the umbrella.**

Cookie: *Yes, my umbrella. What do we do when the weather's hot? Put up your umbrella.*

Finally, thank the children for helping you. You could tell any children who would like to act out the story that they will get a chance in Lesson 7 Extra activities.

5 Kim's board game

Now put up the weather flashcards on the board and chant the words through three times.

Put the flashcards face down on the board. Turn over four flashcards and see if the children can tell you the one still facing down. Repeat a number of times.

To make this more difficult, leave more flashcards facing down each time so the children have to remember more words.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Clapping weather chant

You will need the hot, cold, sunny, windy, and rainy flashcards.

Attach the weather flashcards to the board in the following order: hot, cold, sunny, windy, rainy. Now chant the words, clapping the syllables:

Hot – Clap

Cold – Clap

Sunny – Clap, clap

Windy – Clap, clap

Rainy – Clap, clap

Say the chant slowly at first. The second time, encourage the children to join in with the clapping. Then start to speed up so that the rhythm becomes more natural.

Note

The children can join in saying the chant and clapping. However it is more important that they master the clapping rhythm. Clapping out the beat will not only enhance the children's rhythm in English but will also develop their fine motor skills and therefore be good pre-writing practice.

What's the weather like?

You will need the swimsuit, umbrella, hat, T-shirt, jacket, and shorts flashcards.

Show the children the clothes flashcards and elicit the names. Now tell the children that you are going to show them one of the clothes flashcards and they have to say whether *It's windy/sunny/cold/hot/rainy*.

The object of this activity is for the children to recognize that they need warm clothes for cold weather and light clothes for hot/sunny weather.

Note

Items like jacket and hat would do for windy, cold, and rainy. The same with the clothes for the hot, sunny weather.



Lesson 7

Language

New

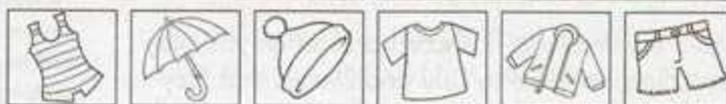
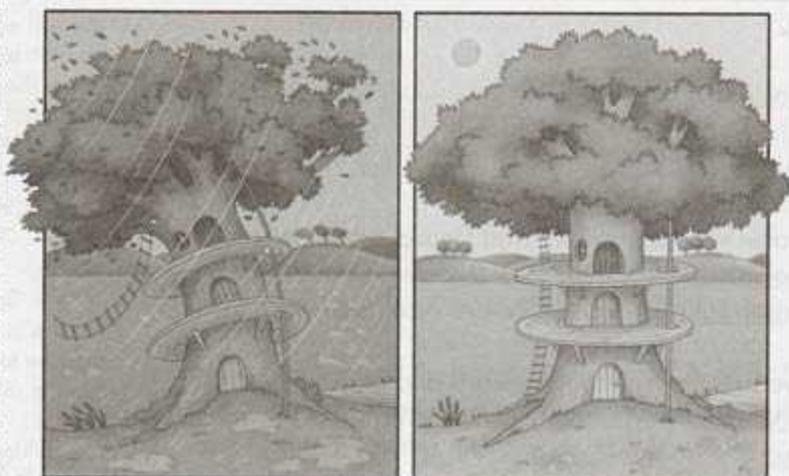
hot, cold, windy, sunny, rainy, umbrella

Recycled

Toys; body (Book A)

Materials checklist

- Cookie puppet
- Flashcards: weather, clothes, toys
- CD B/cassette
- CD A/cassette
- Worksheet 21
- Pencils/coloured pencils
- Extra activities: flashcards of swimsuit, umbrella, hat, T-shirt, jacket, shorts; weather; music; Story cards B 4; character masks



Cookie and Friends © Oxford University Press

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**. Ask the children about the weather today.

2 Singalong time  Tracks 19/31 Track 16

The theme of the weather provides a very natural context for recycling the clothes vocabulary from Book A.

Put up the following flashcards: T-shirt, trousers, socks, shoes, jacket, hat and sing the **Clothes song**:

Your T-shirt over your tummy...

Now arrange the flashcards for the **Holidays chant**: hat, shorts, shoes, socks, then T-shirt, swimsuit, teddy, ball, and say the rhyme.

Finally, sing the **Weather song** and encourage the children to join in.

Follow-up

Ask the children to tell you all the clothes and weather words they know and put up the flashcards as they say them. Remind them of any words they have forgotten, by showing them the flashcard and eliciting the word. When you have finished, congratulate the children on how much English they know.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity

(If you are short of time, miss out this activity.)

Take the swimsuit, umbrella, hat, T-shirt, jacket, and shorts flashcards. Show them to the children and elicit the vocabulary. Now give out the flashcards to six children in the class and bring them to the front. The children show their flashcard to the class. Say one of the items on the flashcards and encourage the class to say the name of the child holding it. Repeat the activity a number of times. Then reverse the activity, saying the name of a child. The class tell you what he/she is holding.

Finally, the children turn over the flashcards and the rest of the class have to remember who has which card.

4 Worksheet 21 

Show the children Worksheet 21. Point to the two weather pictures. Say *It's cold, rainy, and windy* and *It's sunny and hot*. Now point to the items below and elicit the vocabulary.

Clarify with the children that they need to match the weather and the items at the bottom of the page.

Give out the worksheets, saying:

Everyone. Listen to me.

Match the clothes.

1, 2, 3.

Say this version of the **Table time chant** and give out the pencils and say:

Everyone. Listen to me.

You need pencils. Elicit pencils if you can.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing.

Monitor the children's progress. Help any children having difficulties, saying: *It's sunny and hot. Put on your...*

If the children finish quickly, you could make this into a Listen and colour activity. Give out the colours and give instructions like, *It's sunny. Put on your blue T-shirt and your red shorts. It's rainy. Put up your pink and purple umbrella.*

Once they have finished, give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Musical movements

You will need some music, the weather, umbrella, T-shirt, jacket, hat, and swimsuit flashcards.

Tell the children you are going to play some music for them to dance to. When you stop the music, hold up one of the flashcards and say *It's windy*. Encourage the children to do the action and make the sound. Play the music again and repeat the procedure with another weather flashcard.

After a while you could extend the activity. Hold up a weather flashcard and an item of clothing or the umbrella, saying: *It's rainy. Put up your umbrella* and ask the children to do the actions.

Acting out the story again

You will need Story cards B 4 and the character masks.

As you may have promised in Lesson 6 that more children could come out and be the characters in the story, it would be a good idea to repeat the story here, while it is still fresh in their minds. Let Cookie choose three actors by taking three leaf name-tags off the tree. Choose children who haven't been out before. Follow the procedure in Lesson 6 activity 4.



Unit 4 Weather

Lesson 8

Language

New

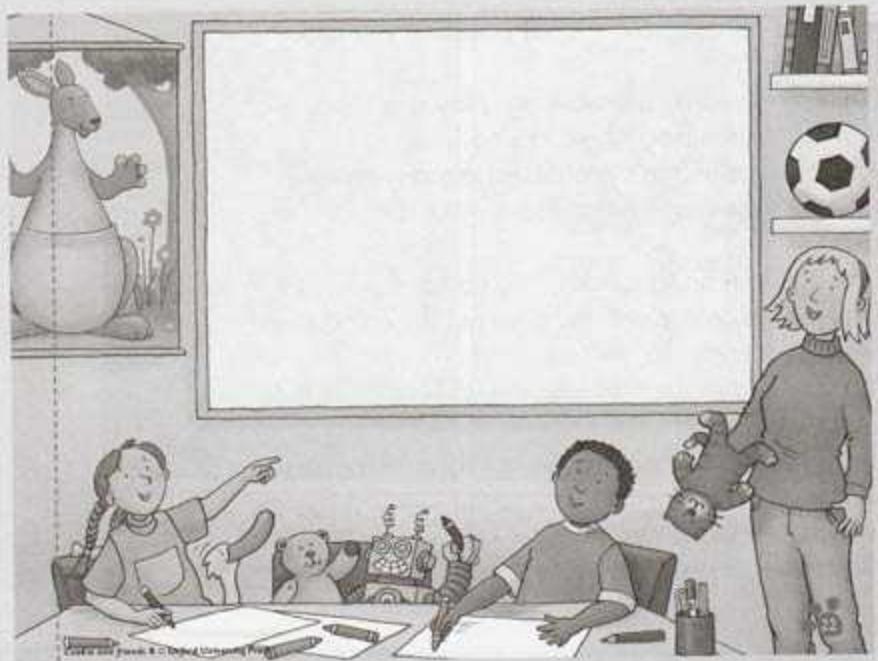
hot, cold, windy, sunny, rainy, umbrella

Recycled

Colours, body, clothes (Book A)

Materials checklist

- Cookie puppet
- Flashcards: family, noisy toys, face, weather, body, clothes
- CD B/cassette
- CD A/cassette
- Worksheet 22
- Category boxes for clothes (Book A), Units 1, 2, 3, and 4 (Book B)
- Portfolios
- Pencils
- Extra activities: Cookie's window; weather, clothes and other flashcards for revision



Cookie's circle time

1 Hello, everyone Tracks 4/16 Track 19

Sit the children in Cookie's circle and sing the **Hello song**. Now tell the children that Cookie wants to hear some songs about clothes and weather.

2 Sorting activity

From the Book B family, noisy toys, face, and weather flashcards and the Book A clothes flashcards, choose as many flashcards as you have children in the class. Place the flashcards in a pile in the centre of the circle. Put the category boxes next to the flashcards. Point to and name the category on each box. The children take it in turns around the circle to pick up a flashcard from the pile and say what is on it. They then decide which box to put the flashcard in. This continues until everyone has had a turn.

3 TPR game

(If you are short of time, miss out this activity.)

Attach the weather flashcards to the board to give the children visual support for the game *Cookie says*. Put on the Cookie puppet. Tell the children that you are going to play the game where Cookie gives them an instruction. Tell them that if you say *Cookie says it's sunny* or *Cookie says Put up your umbrella*, they have to do the action. However, if they hear just *Put up your umbrella*, they must do nothing. Repeat a number of times, reminding the children not to do the action unless they hear *Cookie says*.

Note

This game is a non-competitive version of 'Simon says.'

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 22

Take Cookie over to the window to look at today's weather. Ask the children what the weather is like: *Is it windy? Is it sunny?* eliciting a Yes/No answer. Once they have decided, sing *What do we do when the weather's* (what the weather is like) and sing the reply: *Put up/on ...*. Encourage the children to repeat after you.

Now put up the flashcard representing today's weather.

Show the children Worksheet 22 and establish that they should look out of the window and draw what they can see.

Note

If it is difficult for the children to see out of the window, you can create a picture on the board for them to copy. Elicit aspects like *It's sunny*. *Put on your T-shirt* and draw a big sun and people dressed in T-shirts. Elicit other information, asking the children *Trousers or shorts?*

Use the **Table time chant** to give instructions and give out materials:

Everyone. Listen to me.

Draw a picture.

1, 2, 3.

You need pencils.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing.

Finally, give out the children's portfolio folders and say:

Everyone. Listen to me.

Worksheets in your ...

Elicit folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

What can you see? Track 13

You will need the weather flashcards and flashcards of words you want to revise. It would be a good idea to revise colours, parts of the body, and clothes from Book A, as all these words have been recycled in this unit.

Take out your copy of PMB page 43 (Cookie's window) from Unit 3 and show it to the children. Say *Cookie's window*. Take one of the weather flashcards and show them the picture through Cookie's window. Elicit what the weather is like, singing the following words to the tune of the **Face song**:

What can you see through Cookie's window? ...

Early in the morning.

Do this a number of times with the other weather flashcards. If the children are having difficulties, show them a very obvious part of the picture.

Now repeat the procedure using the flashcards of other words you want to revise.

Yes/No flashcard game

You will need the weather flashcards and Book A clothes flashcards.

Show the children the weather flashcards and elicit the words. Without looking, hold one of the flashcards above your head where you cannot see it but the children can. Say *Sunny?* Tell the children to answer *Yes* if you are holding up the flashcard of *It's sunny* and *No* if you are not. Repeat with different flashcards. You could include the clothes flashcards from Book A, repeating the same procedure as with the weather cards.



Extra reinforcement lesson

Language

New

hot, cold, windy, sunny, rainy, umbrella

Recycled

Clothes (Book A)

Materials checklist

- Cookie puppet
- Flashcards: a selection for revision
- CD B/cassette
- PMB page 43
- A completed weather clock
- A copy of PMB page 35 for each child

- A4 card for each child
- Scissors
- Paper fasteners
- Pointers
- Glue
- Coloured pencils
- Extra activities: weather clocks; flashcards for revision

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Transition marker

Send the children back to their seats as usual.

Table time

2 Weather clock

Make a weather clock from PMB page 35 before the class. You need a sharp pencil to make holes in the weather clocks. Show the children your weather clock. Turn the pointer of the clock to the different weather symbols. Say *It's ...* and elicit the weather vocabulary. The children can do the actions if they can't remember the words.

Turn the clock over. Move the pointer and peek at the clock and ask the children to guess where the pointer is: *Is it sunny/windy/cold/hot/rainy?* Now give out the PMB page 35 worksheets. The children can either cut or carefully tear around the pictures or use their hole punch.

Give out the card and glue sticks, saying:

Everyone. Listen to me.

You need glue.

1, 2, 3.

Show the children where to glue the pictures and make sure they can see your finished version of the weather clock.

Once the children have finished they can colour the pictures with crayons or pencils. It isn't a good idea to use felt pens until the glue has dried out. Go round with the pointers and paper fasteners, helping the children to fix them to the centre of their weather clocks.

3 Show and tell

Now encourage the children to move the pointer on their weather clock. They then say *It's sunny/hot/cold/windy/rainy* and show their clock to the class. Repeat this with different children. You could also play the **Weather game** from the Extra activities section at this point.

The children can then put their clocks up on the wall. When the children come into class, encourage them to look at the weather and to put the pointer on their clock in the right place.

4 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Weather game

You will need the weather clocks.

Put the children in pairs or groups. They then turn their weather clock over and take it in turns to guess where the pointer is on each other's clock: *Is it hot/sunny/cold/windy/rainy?*

This is not a competitive game. Turning the clock over just makes the game into a simple information gap activity.

Hot/cold

You will need flashcards of words you want to revise. Remind the class what *hot* and *cold* mean. Now tell the children that one of them is going to cover his/her eyes, while you hide a flashcard. The class will then give directions to the flashcard. Tell them that when their classmates say *Cold* they keep on looking. When they get close to the flashcard, the class will say *Hot*, which means they are close and have to find the flashcard.

Choose a volunteer or let Cookie choose one to cover his/her eyes. Choose a hiding place which is not too difficult, for example, in a cupboard or under your desk. Now let the class direct the child to the place, using *Cold* and *Hot*

directions. Once the child has found the flashcard he/she says what is on it. Encourage the class to repeat the word. Then let Cookie choose a new child to be 'it' while the previous child hides a new flashcard. Repeat this a number of times.



Extra extension lesson

Language

New

hot, cold, windy, sunny, rainy, umbrella

Recycled

Colours, body, clothes (Book A)

Materials checklist

- Cookie puppet
- Flashcards: weather
- CD B/cassette
- A child's umbrella for Cookie
- Five pieces of A2 card
- A piece of grey card/paper made into a flashcard
- An enlarged copy of PMB page 34.
- Magazines and catalogues
- Extra activities: flashcards for revision

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 I'm going out to play Track 18

Show the children that Cookie has his umbrella. Attach the flashcards to the board in the following order: sunny, cold, hot, windy, rainy, grey, umbrella. Now make Cookie say the following rhyme, pointing to the flashcards as he says them. Then make him put up the umbrella and disappear off to play.

If the weather is sunny, Hold both hands together, spread your fingers and smile.
If the weather is not, Shake your head for *No*.
If the weather is cold, Shiver and rub your arms.
If the weather is hot, Fan yourself with one hand.
If the weather is windy, Wave your hands.
Rainy, and grey. Make your fingers move down like rain falling.

I've got my umbrella and I'm going out to play. Point to yourself. Pretend to put up an umbrella and skip happily.

Now repeat the rhyme, doing the actions and encouraging the children to join in with them. Repeat this a number of times.

Transition marker

Send the children back to their seats as usual.

Table time

3 Weather wall display

For this activity you will need to make five A2 card posters, one for each weather condition. Enlarge PMB page 34 and stick a picture of one weather condition on each piece of card as a title. Collect pictures from magazines as examples:

Wind – kite, washing, and leaves blowing

Rain – umbrellas, puddles, rainbows

Hot – ice-cream, seaside scenes, swimsuit, sun cream, sunshade, sandals

Sunny – T-shirt, shorts, sunglasses, beach games you play when the good weather comes

Cold – sweaters, scarves, mittens, a hot drink

Divide the class into five groups. Assign a weather condition to each group and show them the poster they have to fill. Give each group the corresponding pictures you collected.

Give each group some magazines or catalogues and tell them to find more pictures for their weather condition.

Go round monitoring the children's progress, saying *Very good. It's sunny* and name the things they have found. Display the posters on the wall.

4 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

One day ...

You will need to think of a narrative sequence for the children to act out.

Tell the children to stand up at their desks or in Cookie's circle. Start your narrative and think of some actions for the children to copy.

One day you are walking. It's raining. Quickly, put up your umbrella. Oh, now it's sunny. Where's my swimsuit? Here it is. Now it's cold. Where's my hat? Here it is.

Continue building up the story, including more vocabulary from other units to recycle the words.

Sun flashcard game

You will need to choose six flashcards of words you want to revise.

Draw a sun on the board and make the flashcards the rays. Stick the flashcards face down and number each one. Say *It's sunny* and point to the sun you have made. Now let the children choose a number and guess the flashcard. When someone guesses correctly, turn the flashcard face up. Continue until all the flashcards have been turned over. When the children finish, draw a smiley face on the sun.



Unit 5 Jungle animals

Lesson 1

Language

New

crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Passive

A crocodile goes like this ...

Materials checklist

- Cookie puppet
- Lulu poster with animal flashcards
- Flashcards: jungle animals, pets
- CD B/cassette
- Worksheet 23
- Pencils
- Extra activities: a copy of PMB page 36; straws; CD A/cassette; Story cards A 5



Cookie and flashcards © Oxford University Press

Cookie's circle time

1 Hello, everyone Track 4 Track 22

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Tell the children that Cookie wants to ask them some questions. Show them the pet flashcards (Book A) and ask individual children: *Do you like spiders/elephants/rabbits/fish/turtles/birds?*

If the children need reminding, you could sing the **Pets song**. The children just need to answer *Yes* or *No*. However, you could also encourage them to answer, as in the song *Yes, I do* or *No, I don't*. It may mean more to the children if they can relate what they say to the song.

2 Poster time

Now tell the children that Lulu and Cookie have some more animals to show them. Make Cookie say *Hello, Lulu. What have you got in your pouch?* Take out the flashcards one by one, saying the name of the animals and encouraging the children to repeat *crocodile, parrot, monkey, snake, tiger, lion*. Now repeat the vocabulary accompanying it with the following actions. Say:

Crocodile. Move your arms. Snap! Snap!

Make your arms into crocodile jaws and open and shut them.

Parrot. Move your arms. Squawk! Squawk!

Wave your arms by your sides like wings.

Monkey. Move your fingers and your arms. Eeee! Eeee!

Scratch your head with one hand and under your arm with the other.

Snake. Move your arm. Ssss! Ssss!

Make a snake with your arm using your hand as the head.

Tiger. Go like this with your mouth. Grrr! Grrr!

Make your hands into claws and growl through your teeth.

Lion. Open your mouth. Roar! Roar!

Open your mouth wide when your roar.

3 Unit song Track 19

Now put up the jungle animals flashcards in the order of the song: crocodile, parrot, monkey, snake, tiger, lion. Play the recording and join in with the animal actions from activity 2. Encourage the children to join in with the actions.

Jungle animals song Tune: The farmer's in his den

A crocodile goes like this.

A crocodile goes like this.

Snap! Snap! Snap! Snap!

A crocodile goes like this.

A parrot goes like this. (x 2)

Squawk! Squawk! Squawk! Squawk!

A monkey goes like this. (x 2)

Eeee! Eeee! Eeee! Eeee!

A snake goes like this. (x 2)

Ssss! Ssss! Ssss! Ssss!

A tiger goes like this. (x 2)

Grrr! Grrr! Grrr! Grrr!

A lion goes like this. (x 2)

Roar! Roar! Roar! Roar!

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity

(If you are short of time, miss out this activity.)

To remind the children of the animal actions before doing the worksheet, play a simple guessing game. Put up the animals flashcards on the board. Now do one of the actions from activity 2 and try and elicit the animal. If the children need some help, they could guess by pointing to one of the flashcards. Then say the name of the animal and get the children to repeat it.

5 Worksheet 23

Show the children Worksheet 23. Point to the jungle scene and elicit the names of the animals. Now point to the silhouettes around the edge and say *I can see a snake. Point with me* and encourage the children to point to the snake silhouette. Remind the children what *Match* means. Say to the children *Match the animals*. Point to the snake silhouette and to the snake in the jungle scene. Take a pencil and pretend to join the two.

Give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Then give out the worksheets and say:

Everyone. Listen to me.

Match the animals.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing.

When they have finished do feedback, saying *I can see a parrot/monkey/tiger/crocodile/lion. Point with me*, and encourage the children to point to the silhouette and the animal in the picture in each case. Now give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye



Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone.

Extra activities

Animal silhouettes

You will need to copy PMB page 36 to make silhouettes of the animals. Colour the pictures black and cut them out.

Attach them to straws so you can hold them up and the children can see the full outline of the pet.

Show the children the silhouettes of the animals, holding them against a white background, like a piece of white paper.

See if they can tell you the names. An optional and more fun activity is to do a shadow theatre. Set up a white sheet tied to the backs of two chairs. Put a study lamp on the seat of one of the chairs with the light directed at the white sheet. Sit the children so they can see the shadow when you put the silhouette between the sheet and the lamp. Now show the children the shadows of the pets and ask them to guess what they are. After a while, let individuals come out and choose a silhouette for their friends to guess.

Follow-up

You could also include silhouettes of the pets from Book A.

Revision of Story A 5



Track 23

You will need Storycards A 5 and CD A/cassette.

Start with the **Storytime** rhyme. Then play the story on CD A/cassette, showing the children the Story cards.

Remind the children of the actions. Pause the recording to do the actions and encourage the children to join in.

Spider. Move your fingers Make a spider shape with your palm facing down and wave your fingers to be the legs.

Rabbit. Move your fingers. With the index and middle fingers of each hand, make two ears above your head and wiggle your fingers.

Bird. Move your arms. Wave your arms by your sides like wings.

Fish. Move your fingers. Make your hand into a fish and wiggle your fingers like a fish moving through water.

Turtle. Move your head. Put your hands on the back of your neck so that your arms look like the front of the shell and move your head slowly from side to side.

No, not a (pet). Shake your head and do the pet action.

Then follow on with *I want a big pet*, pointing to yourself and holding your hands out like Cookie. Finally, do *An elephant! Yes. Yes. Yes.* Make a trunk with your arm and then hold your hands up triumphantly.



Unit 5 Jungle animals

Lesson 2

Language

New

crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet
- Lulu poster
- Flashcards: jungle animals; pets
- CD B/cassette

- CD A/cassette
- Extra activities: monkey flashcard; a copy of PMB page 36; and a piece of A4 paper for each child; scissors; glue; craft materials (see Extra activities)

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Revision Track 22

(If you are short of time, miss out this activity.)

Divide the class into six groups. You can do this by moving the children from Cookie's circle into lines. Now put up the pet flashcards in the order of the song: bird, fish, turtle, rabbit, spider, and elephant, and assign a pet to each group. Remind the children of the actions for each of their pets.

Now play the **Pets song** and tell the children to do their action when it is their turn in the song.

3 Poster time

Add the pet flashcards to the jungle animals. Put them in Lulu's pouch.

Make Cookie invite different children to come out and take a flashcard. Take the card from the child and put it on the board. Clap out the word and encourage the children to copy you. Now clap the word a little faster each time until it has a natural rhythm.

Note

The aim of this activity is not to draw the children's attention to the syllables but to improve their pronunciation by working on rhythm and also to enhance their motor skills by working on co-ordination.

Jungle animals

Snake – Clap
Lion – Clap, clap
Tiger – Clap, clap
Parrot – Clap, clap
Monkey – Clap, clap
Crocodile – Clap, clap, clap

Pets

Fish – Clap
Bird – Clap
Spider – Clap, clap
Rabbit – Clap, clap
Turtle – Clap, clap
Elephant – Clap, clap, clap

4 Unit song Track 19

Sing the **Jungle animals song**, encouraging the children to join in with the actions and the jungle animal noises (see Lesson 1 activity 2).

Now put the children standing in a circle. Stand in the circle with them. Play the song and encourage the children to dance around in the circle doing the actions and the animal noises in the song.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have some extra time, photocopy the cards on PMB page 36.

5 What's Cookie thinking about?

Put up the jungle animal flashcards and put on the Cookie puppet.

Tell the children that Cookie likes animals. Make Cookie say *I like animals*.

Tell the children that Cookie is thinking of an animal and they have to guess which one.

Elicit answers from the children and say *No* each time until one of them guesses correctly. Repeat the procedure, saying that Cookie is thinking of another animal.

You could also include the pet flashcards to revise the vocabulary. Give the children clues saying *It's a big/small animal* or *It's green*.

6 Bye-bye Track 5

Cookie takes down the flashcards and puts them in Lulu's pouch saying *Thank you, Lulu. Bye-bye*. Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Monkeys

You will need the monkey flashcard.

Look at the flashcard, focus on the monkey's body, and say *Look at his arms. Long arms. Short legs.* Look at and his face and say *Big ears. Big mouth. Small eyes.*

Show the children the flashcard. Sing *A monkey goes like this* twice, and encourage the children to do the action and make the noise for a monkey *A monkey goes like this: Eeee!*

Monkey craft activity

You will need to draw a 20cm-diameter circle, two 10cm circles, one cut in half, and two 2.5cm circles. Make a copy for each child. You will also need felt pens and glue.

Now colour the big circle dark brown and the two 10cm ones a lighter brown. Finally, make the 2.5cm circle into eyes by drawing a big brown iris on each one. Cut out the circles.

Do not glue the circles together yet as you will need to show the children how to put the monkey together, circle by circle.

Attach the 20cm circle for the monkey's face to the board.

Cut one of the 10cm circles into two semi-circles and put one either side of the face for ears. Put the other 10cm circle in the bottom half of the face and the two 2.5cm circles above it for the eyes. Now draw the mouth.

Demonstrate the procedure with the children, first colouring, then cutting out the circles. Then show them how to make up the face on the board, sticking the pieces on. Finally, give out the glue sticks and let the children stick their monkey face together.

Jungle animals – PMB activity

You will need scissors and a copy of PMB page 36 for each child.

Make the cards in front of the children, so they can see you are making cards and not a zig-zag book.

Show the children the jungle animal cards and play a short game with them so that they are encouraged to make them.

Hold the cards to your chest. Peek at them and tell the children to ask you for a card. Remind them of the question *Can I have a ...?* Elicit answers until one of them guesses the top card. Give that child the card to show he/she has won it.

Now give out the PMB worksheets and the scissors. Say:

Everyone. Listen to me.

You need scissors.

1, 2, 3.

Cut the cards.

1, 2, 3.

The children cut out the cards ready for the game.

I like ...

Tell the children that you are going to say the animals in order and the children have to place the right cards in the correct order facing upwards on their desks. Say

for example: *I like tigers, crocodiles, and snakes.*

Go round monitoring the children's progress and say *Very good, (Maria/Pippa)* when a child does it correctly.



Lesson 3

Language

New

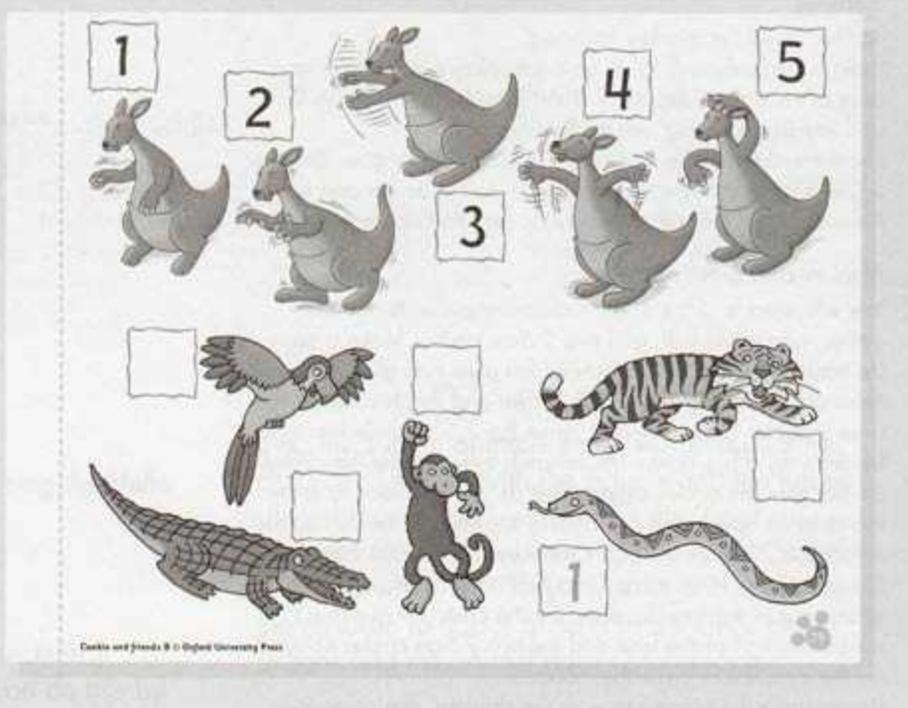
crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet in bag
- Lulu poster with animals flashcards
- Flashcards: jungle animals
- Story cards B.5
- CD B/cassette
- Worksheet 24
- Pencils
- Extra activities: dice; CD A/cassette; pet flashcards; CD B/cassette; PMB page 43 (Cookie's window)



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**, without Cookie.

Ask the children *Where's Cookie? On the table?* and send a child to look. Encourage the class to say *No!* Then say *Under the window?* Again, send a child to look. Say *Behind the door?* Ask another child to go and check and then get the class to chorus *No!* Encourage the children to say *Hello, Cookie*, getting louder and louder until you make the puppet appear from your bag, covering his ears because of the noise. Make Cookie say *Stop that noise!* Make him go back to sleep on your lap.

Tell the children that Cookie was naughty last night and he wouldn't go to sleep, so he is very tired today and needs some help to wake up. Say that you are going to sing the **Jungle animals song** and they have to make the noises of the animals clearly and loudly to wake Cookie up. If you are short of time, you could just sing a few verses of the song and then make Cookie wake up.

Once you have finished, make Cookie sit up ready for the next activity and say *Thank you, everyone* to the children.

2 Bit by bit

(If you are short of time, miss out this activity.)

Take Cookie over to the Lulu poster. Take out the jungle animal flashcards one at a time, revealing the animal bit by bit. See if the children can identify it

from seeing just a part of it. Draw their attention to the markings on the animals.

3 Storytime  Track 20

Say the **Storytime rhyme**.

Put up Card 1 and point to the jigsaw piece. See if the children can identify the snake. Now play the recording.

- 1 **Densel:** *Lulu, what's this?*
Lulu: *It's a snake. A snake goes like this. Ssssl Ssssl*
Densel: *Oh, yes. A snake.*
- 2 Repeat for Card 2, helping the children to identify the tiger.
Densel: *What's this?*
Lulu: *It's a tiger. A tiger goes like this. Grrrl Grrrl*
Densel: *Oh, yes. A tiger.*
- 3 Repeat, helping the children to identify the crocodile.
Densel: *What's this?*
Lulu: *It's a crocodile. A crocodile goes like this. Snap! Snap!*
Densel: *Oh, yes. A crocodile.*
- 4 Repeat the procedure.
Densel: *What's this?*
Lulu: *It's a parrot. A parrot goes like this. Squawk! Squawk!*
Densel: *Oh, yes. A parrot.*

- 5 Repeat the procedure.
Densel: *What's this?*
Lulu: *It's a monkey. A monkey goes like this.*
Eeeel Eeeel
Densel: *Oh, yes. A monkey.*
- 6 Repeat the same procedure, encouraging the children to guess what Densel is pointing to.
Densel: *And what's this?*
- 7 Peek at Card 7 before showing it to the children and looked worried. Put up Card 7 and play the recording.
Cookie: *Aaah! Help!*
Lulu: *It's a cat on a scooter! A cat goes ...*
- 8 Again, peek at Card 8 and cover your eyes as if you don't want to see. Then show the children Card 8 and play the recording.
Cookie: *Aaah! Ouch! Miaow! Sorry!*
 Encourage the children to repeat what Cookie says. If you have time, play the recording again, pausing after each sequence to act out the animal actions with the children.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 24

Show the children Worksheet 24. Point to the first picture of Lulu and say *One*. Elicit the animal she is imitating: a snake. Now point to the pictures of the animals below and say *I can see a snake. Point with me*. Once the children have pointed out the snake, point to the number 1 in the box next to it and draw a number 1 in the air.

Say the **Table time chant** and give out the pencils.

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

Then say:

Everyone. Listen to me.

Match Lulu and the animals. Point from Lulu to the snake.

1, 2, 3.

Then say:

Everyone. Listen to me.

Write the number.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing.

Monitor the children's progress.

Follow up

Say *Number 2. I can see a ...*. Try to elicit *tiger*.

Continue with the other numbers:

3=crocodile

4=parrot

5=monkey

Now give out their folders; saying:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Roll the dice Track 7

You will need the jungle animal flashcards and a dice.

Put the flashcards on the board face down. Number the cards from 1–6. If you want to revise the numbers, you could sing the **Numbers song**.

Now invite different children to come out one by one and throw the dice. When the child has thrown the dice, he/she says the number and the class count along the line of flashcards until they reach the corresponding flashcard. Turn over the flashcard and elicit what is on it. If the children get it right, another child comes out and throws again. If they get it wrong, say the word and get the class to repeat it. Then turn the flashcard face down again and another child comes out and has a turn.

The object of the game is for the children to turn over and name all six cards correctly before the class finishes.

What can you see through Cookie's window?

Track 13

You will need the jungle animal flashcards and Cookie's window you made in Unit 3 Lesson 4.

Show the children Cookie's window. Say *Cookie's window*.

Now take different jungle animal flashcards and show parts of them behind the window. (Hold Cookie with his window in one hand and use your free hand to put the flashcards behind the window.)

The children do the animal action or say the name of the animal. If they are having difficulties, show them a very obvious part of the picture, for example, the crocodile's teeth. You could sing the following words to the tune of the **Face song** to do the activity:

What can you see through Cookie's window? ...

Early in the morning.

Repeat the procedure a number of times. You could also include the pet flashcards from Book A if you want to revise this vocabulary.



Lesson 4

Language

New

crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet
- A copy of PMB page 43 (Cookie's window)
- Flashcards: pets; jungle animals

- Story cards B 5
- CD B/cassette
- Extra activities: jungle animals and pets flashcards; green, white, and black paint; paper plates; art paper

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Cookie shows the children his window from Unit 3. Make Cookie reveal a selection of pet and jungle animal flashcards through his window and elicit the vocabulary. When a child gets the right word, make Cookie jump up and down with excitement.

2 Unit song  Track 19

(If you are short of time, miss out this activity.)

Continue to hold up the window. Put a jungle animal flashcard behind the window. Once the children have guessed the animal, sing the verse of the **Jungle animals song** corresponding to the flashcard for the children to say the correct answer *Crocodile* and you and Cookie start singing *A crocodile goes like this...* encouraging the children to join in.

3 Follow me

Give the children some instructions. Say *A crocodile goes like this. Snap! Snap! Snap! Snap!* and do the actions. Encourage the children to join in. Now tell them to copy you exactly. Do the action quickly and encourage them to do it exactly the same way. Now repeat the procedure with all the jungle animals.

A parrot goes like this. Squawk! Squawk! Squawk! Squawk!

Do the action of squawking loudly.

A monkey goes like this. Eeeel! Eeeel! Eeeel! Eeeel!

Do the actions funnily with a big smile on your face.

A snake goes like this. Ssss! Ssss! Ssss! Ssss!

Move your hand very slowly.

A tiger goes like this. Grrr! Grrr! Grrr! Grrr!

Do the actions loudly.

A lion goes like this. Roarl! Roarl! Roarl! Roarl!

Do the actions loudly.

Transition marker

Now send the children back to their seats, using your usual Transition marker.

Table time

4 Storytime  Track 20

Now say the **Storytime** rhyme, acting it out with the children.

Put up the Story cards where the children can see them. Play the recording, while you do the actions. Encourage the children to join in.

- 1 **Densel:** *Lulu, what's this?*
Pretend to hold out the jigsaw piece and shrug your shoulders.

Lulu: *It's a snake. A snake goes like this. Ssss! Ssss!*

Move your arm like a snake each time you hear the word. Then join in with the noise.

Densel: *Oh, yes. A snake.*

Again, do the snake action.

- 2 Repeat the procedure for Card 2, doing the action for the tiger.

Densel: *What's this?*

Lulu: *It's a tiger. A tiger goes like this. Grrr! Grrr!*

Densel: *Oh, yes. A tiger.*

- 3 Repeat the procedure, with the action for the crocodile.

Densel: *What's this?*

Lulu: *It's a crocodile. A crocodile goes like this. Snap! Snap!*

Densel: *Oh, yes. A crocodile.*

- 4 Repeat the procedure, with the action for the parrot.

Densel: *What's this?*

Lulu: *It's a parrot. A parrot goes like this. Squawk! Squawk!*

Densel: *Oh, yes. A parrot.*

- 5 Repeat the procedure, with the action for the monkey.

Densel: *What's this?*

Lulu: *It's a monkey. A monkey goes like this.
Eeee! Eeee!*

Densel: *Oh, yes. A monkey.*

- 6 Copy Densel pointing into the distance.

Densel: *And what's this?*

Densel points off the page.

- 7 Pretend to be Cookie on the scooter. Hold on to the handle bars and rock from side to side.

Cookie: *Aaah! Help!*

Lulu: *It's a cat on a scooter! A cat goes ...*

- 8 Now rub your head as if you were Cookie.

Cookie: *Aaah! Ouch! Miaow! Sorry!*

Congratulate the children, saying *Very good, everyone.*

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Crocodiles

You will need the crocodile flashcard.

Show the children the flashcard. Sing *A crocodile goes like this ...* twice and elicit the action and the noise of the crocodile. Now point to the crocodile. Say *Small eyes. Small nose. Big mouth.* Act this out as you say it. Say the description a second time and encourage the children to do the actions.

Hand print crocodiles

You will need some green, white, and black paint, paper plates for the paint, and some art paper.

This activity could be done in an Art and Craft lesson.

Show the children how to make a crocodile's head by pressing your thumb down against the side of the palm of your hand to make an eye and opening your fingers between your middle and ring finger to make open jaws. Encourage the children to copy you.

Now choose a child and brush the palm of his/her hand with green paint. Tell the child to make the crocodile hand gesture and press the child's hand on the art paper.

Give all the children a piece of paper. Position them around a plate with green paint. Show all the children the crocodile hand gesture and then encourage them to dip their hands in the paint and press their hands on the art paper.

Let the crocodiles dry a little while the children wash their hands. The children then use brushes to paint the crocodile's body, tail, and legs with green paint and paint its sharp teeth and eye with white paint. Then let the children dip the end of their thumb into black paint and use it to print an eye on the white they painted.

What am I?

You will need the jungle animal and pet flashcards.

Put the flashcards up on the board so the children can see them.

Put a chair in front of the board so that the back is facing the board. Now ask for a volunteer to come out. Tell the child that he/she must guess the animal by looking at his/her classmates. With the volunteer facing the class, point to one of the cards on the board. The rest of the class then give the child a clue by doing the action for that animal. The child turns round and touches the flashcard he/she thinks you chose. Say the animal and encourage the class to repeat after you.

If the child guesses incorrectly, get the class to do the action again. Let the child try a second time. If he/she still doesn't get the right one, ask the class to do the action and say the word.

Repeat a number of times with a different volunteer each time.



Unit 5

Jungle animals

Lesson 5

Language

New

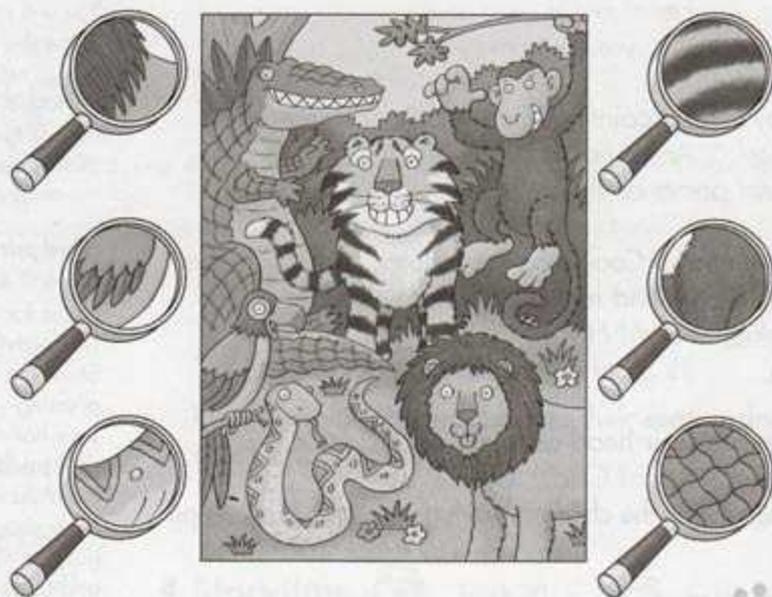
crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet
- Flashcards: jungle animals
- CD B/cassette
- A copy of PMB page 43 (Cookie's window)
- Worksheet 25
- Pencils
- Extra activities: jungle animal flashcards; paper plates/card circles; yellow crayons; orange card or paper; scissors; glue; Cookie puppet; pencils



Cookie and Tracks © Oxford University Press

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Now use Cookie to choose the animal groups for the **Jungle animals song**. Cookie says the name of a group and then says the names of the children in that group.

2 Unit song  Track 19

Tell the children that you are going to play the **Jungle animals song** and that when a group hears their animal, they must stand up and do the actions and noises. Revise the animal noises before they hear the song.

Now put on the Cookie puppet and play the song. Make Cookie tell the children when to stand up.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity

Using Cookie's window from Unit 3, show the children part of one of the jungle animals and elicit the animal. It is a good idea to concentrate on the animal's coat or markings to prepare the children for the next activity.

4 Worksheet 25 

Show the children Worksheet 25. Point to each animal in the picture and elicit their names. Now point to the magnifying glasses. Ask the children if they know what a magnifying glass does. Tell them that it helps us to see things closely, as it makes everything bigger.

Now point to the first magnifying glass and see if the children can guess which animal they can see. Take a pencil and show the children that they have to draw a line to match the animals in the picture to the magnifying glasses.

Give out the pencils, saying:

Everyone: Listen to me.

You need a pencil.

1, 2, 3.

Then give out the worksheets and say:

Everyone: Listen to me.

Match the animals.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing. Monitor the children's progress and help any children having difficulties.

You could do the feedback, saying *I can see a (animal). Point with me.* Pretend to look through a magnifying glass and then point to the animal you have mentioned.

Once you have finished, give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Lions

You will need the lion flashcard, paper plates or circles of card about 25cm in diameter, yellow crayons, and some orange card/paper (cut pieces of A4 into A5).

You could do this activity in an Art and Craft lesson.

Before the class, make a lion mask by colouring or painting a paper plate yellow. Now draw your hands four or five times on orange card or paper and cut them out. Draw the lion's facial features on the mask and stick the orange hands round the edge to make the lion's mane.

Show the children the flashcard of the lion. Sing *A lion goes like this*, twice, and encourage the children to fill in the roars. Now point to the lion's face on the flashcard. Say *Look! I can see small eyes, long hair, a small nose, and a big mouth*. Act this out making your thumb and index fingers on both hands into small eyes in front of your own. Then hold up your hands with open fingers above your head like the mane. Finally, point to your nose and open your mouth wide and roar. Now repeat the description and encourage the children to copy you.

Show the children the lion mask you made. The children work in groups of five or six. Give one child in the group the paper plate/card to colour yellow and draw in the lion features (you could do a simple line drawing on the board for them to copy). Say to these children *Colour the face yellow – a yellow face. Draw small eyes, a small nose, and a big mouth*, repeating the actions as before. Give the rest of the children in each group a piece of orange paper/card, a pencil, and some scissors. Show them that they need to draw round their hands and cut them out.

When they have finished, let the children stick the hands around the outside of the faces.

Display the lion faces on the wall.

Note

You could keep the faces and do activity 2 from the Extra extension lesson about Henri Douanier Rousseau.

Pass the word

You will need the Cookie puppet and the jungle animal flashcards.

Sit the children in a circle. Tell them that Cookie is going to say one of the animals and pass the word on. The next child must say it twice, the following child, three times, and so on. When Cookie says the word, you do the corresponding action to make the word more memorable.

Teacher: *Lion.*

Child 1: *Lion. Lion.*

Child 2: *Lion. Lion. Lion.*

This continues until you say *Stop!* and change the word to pass. Encourage the children to count how many times they say the word on their fingers. When it comes to *crocodile*, it is best not to say it more than three times.

Repeat until you feel the children are confident with the new vocabulary.



Lesson 6

Language

New

crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet
- Flashcards: jungle animals, Lulu; pets
- Story cards B 5
- CD B/cassette
- CD A/cassette

- Character masks
- Extra activities: pet, jungle animal flashcards; strips of paper; green pencils or crayons; red card; white stickers; a counter, dice; glue

Cookie's circle time

1 Hello, everyone  Track 4

Start the class by singing the **Hello song** in Cookie's circle. Then sing *Stand up, everyone. Tra-la-la-la* ready for the next activity.

2 Jumpity jump

(If you are short of time, miss out this activity.)

Remind the children of the procedure for *Jumpity jump* (see Flashcard activities bank, page 11 of the Introduction). Play the game, using the pet and the jungle animal flashcards.

3 Be a tiger  

Tell the children that you are going to play some music for them to dance to and that when the music stops, you will give them an instruction and they have to do the action.

Now play a selection of the songs from Books A and B. Stop the recording and give the children some instructions to follow. They have to do the actions they know:

Be a tiger/monkey. You could also include some instructions to revise the language from other units.

Say:

Touch your face/eyes.

As the children are standing up, go straight in to the Transition marker.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Acting out the story  Track 20

Now say the **Storytime** rhyme, doing the actions with the children.

Play the story through once, putting up the cards where the children can see them.

Let Cookie go up to the tree and choose three leaf name-tags. Call out the names of the three children and let them come out and be Densel, Cookie, and Lulu. Try to choose three who haven't already done this. Give each of them a character mask.

Now divide the class into three groups and assign one of the characters to each group. Tell the groups that they are going to help the actors by doing the actions with them.

Cookie needs to stand off to the side and Lulu and Densel need to be ready for the first scene.

Play the recording and do the actions. Now play it again and encourage the actors and their groups to join in with the actions when its their character's turn.

1 Densel: *Lulu, what's this?*

Densel pretends to hold out the jigsaw piece and shrugs his shoulders.

Lulu: *It's a snake. A snake goes like this. Ssss! Ssss!*

Lulu moves her arm like a snake each time she hears the word. The children join in with the noise.

Densel: *Oh, yes. A snake.*

Again, do the snake action.

2 Repeat the same procedure as for Card 1, doing the action for a tiger.

Densel: *What's this?*

Densel pretends to hold out the jigsaw piece and shrugs his shoulders.

Lulu: *It's a tiger. A tiger goes like this. Grrr! Grrr!*

Lulu growls like a tiger.

Densel: *Oh, yes. A tiger.*

3 Repeat the procedure, with the action for a crocodile.

Densel: *What's this?*

Densel pretends to hold out the jigsaw piece and shrugs his shoulders.

Lulu: *It's a crocodile. A crocodile goes like this.*

Snap! Snap!

Lulu opens her arms like a crocodile's jaws.

Densel: *Oh, yes. A crocodile.*

- 4 Repeat the same procedure, with the action for a parrot.
Densel: *What's this?*
 Densel pretends to hold out the jigsaw piece and shrugs his shoulders.
Lulu: *It's a parrot. A parrot goes like this. Squawkl Squawkl*
 Lulu flaps her arms like a parrot's wings.
Densel: *Oh, yes. A parrot.*
- 5 Repeat the procedure, with the action for a monkey.
Densel: *What's this?*
 Densel pretends to hold out the jigsaw piece and shrugs his shoulders.
Lulu: *It's a monkey. A monkey goes like this. Eeeel Eeeel*
 Lulu scratches her head and under her arm.
Densel: *Oh, yes. A monkey.*
- 6 Tell Cookie to get ready and copy Densel pointing into the distance.
Densel: *And what's this?*
 Densel points off the page.
- 7 Pretend to be Cookie on the scooter. Hold on to the handle bars and rock from side to side.
Cookie: *Aaah! Help!*
Lulu: *It's a cat on a scooter! A cat goes ...*
- 8 Now rub your head.
Cookie: *Aaah! Ouch! Miaow! Sorry!*
 Thank everyone, both the actors and their groups. Take down the Story cards. Tell the children that any children who want to act can do so in the next lesson.

5 Flashcard game

Get the children to cover their eyes. Now put up some but not all of the jungle animal flashcards around the room at a height the children can reach. You could also include the pets from Book A. Ask the children *Can you see a tiger?* and encourage them to look round the room for the flashcard. If they find it, they should point to it and say *Yes*. If the flashcard is not there and they can't find it they should say *No*. Repeat this procedure, naming all the animals from the unit.

Now ask different children to go and get the flashcards, saying *Anna. Bring me the snake, please.*

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Snakes

You will need the snake flashcard.
 Show the children the flashcard. Sing *A snake goes like this* twice and encourage the children to do the action and the noise. Say *Look at the snake. A long body, small eyes, and a long tongue.* Act this out, making your arms into the body. Then make two little eyes in front of your own with the thumb and index finger on each hand. Finally, stick out your tongue like a snake and say *Ssss! Ssss!* Repeat the description again and encourage the children to do the actions.

Snake craft activity

You will need a strip of paper about 5cm wide and 20cm long for each child, green pencils or crayons, some strips of red card cut into forked tongues, and some round white stickers or pieces of paper with eyes on them.
 Give each child a strip of paper and a green pencil or crayon. The children colour the strip. Once they have finished, make a number of paper chains with about ten strips of paper in each. Finally, stick the red tongues and eyes onto the snake chains.
 As before, display them around the class.

Flashcard snake

You will need the pet and the jungle animal flashcards, a counter made from a disk of coloured card, and a dice.
 Attach the twelve flashcards to the board where the children can reach them. Put them face down in a snake shape. Draw a snake around the flashcards with the head as the starting point and the tail as the finish. Attach the counter to the snake's head.
 Cookie now chooses a child to come out and throw the dice. The child says the number and moves the counter along the flashcard snake. Encourage the class to count as the child moves the counter. When the counter stops on a flashcard, the child turns over the flashcard. If one of the class can say what it is, a second child comes out and the class throw the dice again. If they cannot name the animal, they move back to where they were before. The children can make the noise or do the action and you provide them with the name of the animal.

Continue the game until they get to the end of the snake. You could make the game more challenging by asking questions about a flashcard before the children can throw again: *What colour is a crocodile? How many legs? A crocodile goes like this ...*



Lesson 7

Language

New

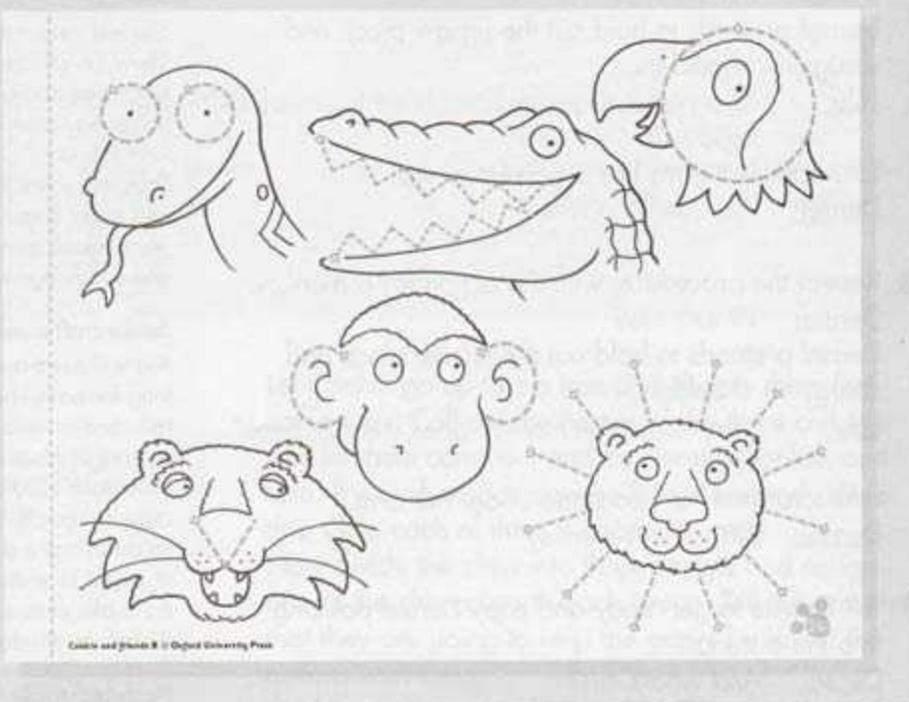
crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet
- Flashcards: jungle animals; pets
- CD B/cassette
- CD A/cassette
- PMB page 44
- Worksheet 26
- Pencils/coloured pencils
- Extra activities: tiger flashcard; an enlarged copy of the tiger on PMB page 36 for each child; crayons; Story cards B 5; CD B/cassette; character masks



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**. Tell the children that Cookie wants to imitate one of the animals for them to guess.

Now move the puppet and make one of the jungle animal noises for the children to guess. Repeat this a number of times.

2 Singalong time  Track 22  Track 19

As always, one of our main aims is to motivate the children, so it is a good idea to finish the unit by making the children aware of what that they have learnt. Sing the **Pets song** and the **Jungle animals song**. As with round-up lessons in other units, you do not need to do anything else with the songs because this is a confidence-boosting activity to show the children just how much they have learnt already.

Follow-up

Ask the children to tell you all the animals they know in English. As they say each word, put the flashcards up. Remind them of any words they have forgotten by showing them the flashcard and eliciting the word.

When you have finished, congratulate the children on how much English they know.

3 Chain instructions

(If you are short of time, miss out this activity.)

Hold the jungle animals flashcards up one at a time and elicit the words. Then sing:

Stand up, everyone. Tra-la-la-la-la.

In a circle, everyone.

Stand in the circle with the children. Turn to Child 1 next to you, hold up the flashcard, and say *Snake*.

Do the action and the noise for the snake and then touch the child's shoulder to pass on the action. The child must do the action and the noise, then pass on the action to Child 2. The children continue passing the action and the noise around the circle. You can stop them at any time and introduce a new action and sound by holding up a new flashcard for the next child in the circle to pass.

You could also include the pet flashcards from Book A. Move directly from the circle into the Transition marker.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Line by line

Start to draw one of the jungle animals on the board. Draw just a little bit, for example, the eyes, and encourage the children to guess what it is. You could copy the pictures from Worksheet 26.

After a while, draw the less obvious parts of the face, like the monkey's ears or the snake's tongue to make the activity more challenging.

5 Worksheet 26

This activity is to give the children fine motor skills and pre-writing practice, while revising the vocabulary for animals and parts of the face. To complete the animal pictures, the children need to do the strokes for letter formation, so it is important to draw their attention to the arrows indicating the direction their pencil has to go in.

Show the children Worksheet 26. Point to the snake and elicit what it is. Point to the snake's eyes and elicit *eyes*. Then tell the children that they must put their pencil on the dot at the top and follow the arrow with their pencil.

Give out the worksheets and encourage the children to trace over some of the lines, using their fingers at first.

Now say the **Table time chant** and give out the pencils, saying:

Everyone. Listen to me.

You need a pencil.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing. Go round helping any children who need it. Those who finish early could start colouring in their pictures.

When they have finished, elicit the animal and the part of the body they have traced:

Crocodile – mouth

You could teach the children *teeth* if you want to be more precise.

Parrot – face or head

Tiger – nose

Monkey – ears

Lion – hair

Now give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Tigers

You will need the tiger flashcard.

Show the children the flashcard. Sing *A tiger goes likes this*, twice. The children do the action and noise.

Now describe the tiger, pointing to the picture. Say *Small ears, a small nose, a big mouth, and a stripy body*.

Tiger craft activity

You will need crayons. Blank out the stripes on a copy of the tiger on PMB page 36. Enlarge the picture to A5 and make a copy for each child.

Show the flashcard of the tiger and talk about his markings. If appropriate, you could teach the children the colours *orange* and *black*. You could also teach them the word *stripes*.

Show the children the copies you made and establish what is wrong with the picture. Give out the worksheets and crayons and let the children decorate the tiger with stripes, and then colour him in.

Acting out the story again Track 20

You will need Story cards B 5 and the character masks.

As you may have promised that more children could come out and play the characters in the story, it might be a good idea to repeat it here, while it is still fresh in their minds. Let Cookie choose the actors by taking three leaf name-tags off the tree. Choose children who haven't been out before. Follow the procedure in Lesson 6 activity 4.



Unit 5

Jungle animals

Lesson 8

Language

New

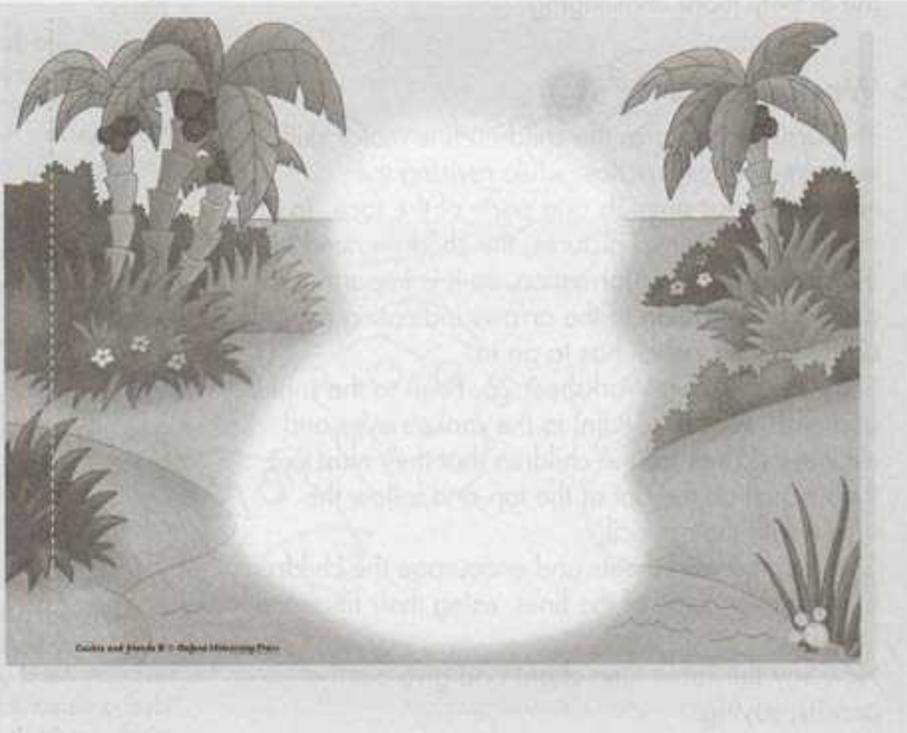
crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet
- Flashcards: jungle animals, family, noisy toys, face, weather
- CD B/cassette
- CD A/cassette
- Worksheet 27
- Pencils/coloured pencils
- Category boxes for all units (Book A), Units 1, 2, 3, 4, and 5 (Book B)
- Portfolios
- Extra activities: a copy of PMB page 36 for each child; parrot flashcard; CD B/cassette



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the Hello song.

2 Sorting activity

From the family, noisy toys, face, weather, and the jungle animals flashcards, choose as many flashcards as you have children in the class. Place the flashcards in a pile in the centre of the circle. Put the category boxes next to the flashcards. Point to the category on each box.

The children take it in turns around the circle to go and pick up a flashcard from the pile and say what is on it. They then need to decide which box to put the flashcard in. This continues until everyone has had a turn.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity  Track 9

(If you are short of time, miss out this activity.)

Before doing Worksheet 27, the children may need to think about their favourite jungle animal. Put up the jungle animal flashcards on the board. Now draw graph lines to make columns for each animal.

Point to the flashcards and ask *Do you like tigers/monkeys/parrots/lions/snakes/crocodiles?* and elicit the answer *Yes/No*. Now ask the children: *What's your favourite animal?* Remind the children of the **Colours song**. Now ask everyone what their favourite is, going round the class and eliciting just the name from the children. Put a tick in the column above an animal each time it is named. Finally, count up the ticks and tell see which is the most popular, saying *The monkey has 10* and holding up ten fingers.

4 Worksheet 27 

Now show the children Worksheet 27 and establish that they have to draw their favourite animal in the jungle scene.

Give out the worksheets, saying:

Everyone. Listen to me.

Draw your favourite animal.

1, 2, 3.

Then give out pencils and colours and say:

Everyone. Listen to me.

Colour your animals.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing. Monitor their work, commenting and praising it, saying: *A tiger. Very good, (Elsa/Jean/Gloria).*

You could do feedback by letting the children show their pictures to the class.

When they have finished, give out their portfolio folders and say:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Animal families Track 19

You will need to copy the PMB cards on page 36 so you have one card for each child.

Stand the children in a space where they can see you. Hold up one of the cards, look at it carefully, and say *It's a secret. Shh!* and then put it into your pocket so the children cannot see it. Do the action and the noise of the animal on the card and encourage the children to guess which one it is.

Now tell the children that you are going to give them a secret card. They have to look at it and hide it. They then have to do the action and the noise of their animal and find the other animals in their family. Once they have found all the animals in their group, sing the **Jungle animals song** and encourage each family to join in with their sound and the action.

Be parrots

You will need the parrot flashcard.

Show the children the flashcard. Sing *A parrot goes like this* twice and elicit the sound and the action from the children.

Ask the children if they know that a parrot copies what people say. Ask them how a parrot talks and establish that he squawks. Tell them that you are going to say a word and they have to copy it like a parrot. Say any words you would like to practise. At first, make the parrot voice with the children, so they know what to do.



Unit 5 Jungle animals

Extra reinforcement lesson

Language

New

crocodile, parrot, monkey, snake, tiger, lion.

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet
- Flashcards: jungle animals
- Story cards B 5
- CD B/cassette
- Feelings masks
- Animal masks made from PMB page 37

- A copy of PMB page 37 for each child
- Coloured pencils
- Extra activities: a PMB page 36 for each child; music, for example, Saint-Saëns *Carnival of the Animals*

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Reacting to the story Track 20

Put the feelings masks up on the wall, saying *Happy. Sad. Angry. Surprised. Frightened* and miming the feelings.

Put up Story cards B 5 and play the recording. In Cards 1, 2, 3, 4, 5, and 6 Lulu and Densel are happy. In Card 7 they are surprised. In Card 8, Cookie is sad. Finally, discuss why the characters feel like this.

Transition marker

Send the children back to their seats as usual.

Table time

3 Animal masks – PMB page 37

Make up some jungle animal masks. Show the children the jungle animal flashcards and point to the animals' faces. Describe different animals' faces, for example:

- Monkey: *Small eyes, big ears, and a big mouth.*
 Snake: *Small mouth, no nose, and a long tongue.*
 Lion: *Long hair, small nose, small ears, small eyes, and a big mouth.*

Draw pictures on the board for the children to copy. Ask the children: *What's your favourite animal?* and elicit some answers from them.

Now give out the mask templates and pencils. Say: *Everyone. Listen to me.*

Draw your favourite animal.

1, 2, 3.

If you have made masks, put them up where the children can see them. Alternatively, refer the children to the pictures you drew on the board. While the children are working, play any songs they know and encourage them to sing. Give out the

colours so the children can finish their masks. Go round helping the children to cut the eye holes by folding the masks to cut the crosses. Do the next activity using the masks.

4 Unit song Track 19

Now play the **Jungle animals song**. The children hold their masks up to their faces and do the action when it is the turn of their favourite animal.

5 Bye-bye Track 5

Give out the children's folders. Now say goodbye to the children, using their mask names: *Bye-bye lions/monkeys/parrots/tigers/snakes/crocodiles*. Now sing the **Bye-bye song**. Make Cookie wave goodbye before putting him away.

Extra activities

The animal fair

You will need the jungle animal flashcards. Say the following rhyme and encourage the children to join in with the actions:

I'm on my way to the animal fair. Pretend to walk.
And what do you think I'll see there? Shade your eyes with one hand and look left and right.

Show the children a flashcard. Say what it is and do the animal noise and action:

A monkey. Eeeel Eeeel Eeeel Eeeel

Repeat the rhyme with the other jungle animals.

The jungle animal dance

You will need enough jungle animal cards on PMB page 36 for one for each child, and some music, such as the *Carnival of the Animals* by Saint-Saëns.

Give each child a card. Get the children to do the action for their animal. Tell them that you are going to play some music and they are to dance round the room like the animal on their card. When the music stops, they must swap cards with another child. Start the music again and they dance round like the new animal. Repeat a number of times.



Extra extension lesson

Language

New

crocodile, parrot, monkey, snake, tiger, lion

Recycled

Pets (Book A)

Materials checklist

- Cookie puppet
- Lulu poster
- Flashcards: jungle animals
- CD B/cassette
- A4 paper
- Coloured pencils, scissors, glue

- An enlarged copy of PMB page 36 for each child
- Several copies of Douanier Rousseau's paintings: <http://www.nga.gov/education/schoolsart/rousseau.html>
- Extra activities: flashcards for revision (Books A and B)

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Now show the children the jungle animal flashcards and encourage them to say *Hello, lion/tiger/monkey/snake/parrot/crocodile*.

2 Henri Douanier Rousseau project

Note

If you are the class teacher, you could do this project in an Art and Craft lesson. If you are the English specialist, you could suggest a joint Douanier Rousseau project with the pre-school class teacher. Before the project, collect a number of examples of Douanier Rousseau's jungle painting with animals. Show the children the paintings you collected. Tell the children that Henri Rousseau was a French customs official who taught himself to paint.

Point to the colours and elicit the colours the children know. If there are any animals they know, elicit the English word. Draw their attention to the colours, the blue sky, the green trees and plants, and the flowers. Now give each child a piece of A4 paper and some felt pens (they could do this with paint if it is an Art and Craft project). Let the children draw their interpretation of Rousseau's painting.

When the children have finished the background, give them a copy PMB page 36 and let them cut out the animals they want and stick them onto their painting. Finally, draw the children's attention to the signature on the paintings and get them to sign theirs.

Display the paintings on the wall. You could make a large frame around the whole display from work done in other Extra activities in this unit, the masks, for example.

Alternatively, prepare a large jungle scene in black and white for the children to decorate with scraps of paper, paint, and other junk decoration materials.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Walking through the jungle

(If you are short of time, miss out this activity.)

Sit the children in front of their jungle paintings. Now say the following traditional rhyme and pause before pointing to one of their animals.

Walking through the jungle

What do I see?

A ... Point to animal, say its name,
Looking back at me. and make the noise.

Encourage the children to do the action and make the animal noise for the animal you have pointed to. Repeat this, referring to different animals each time.

4 Bye-bye Track 5

Now put the jungle animal flashcards back in Lulu's pouch, saying goodbye to each animal. Sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Odd one out

You will need four flashcards, three from the same category and another from a different one.

Attach the four flashcards to the board: monkey, robot, tiger, snake. Ask the children to give you the name of the odd one out. You can do this game with any vocabulary from Books A or B.

In a flash

You will need a selection of flashcards of words you want to revise.

Show the children a flashcard very quickly. Do this a number of times until they can tell you what is on it. Repeat this with the other flashcards you have chosen to revise.



Lesson 1

Language

New

melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Passive

Look what Cookie's got! Densel, Lulu, and Cookie are having a picnic.

Materials checklist

- Cookie puppet
- Lulu poster with picnic food flashcards
- Flashcards: picnic food; food
- CD B/cassette
- Worksheet 28
- Pencils
- Extra activities: Story cards A & CD A/cassette; food flashcards; Lulu flashcard



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Say **Yum! Yum!** Look what Cookie's got! and then show the children the food flashcards (Book A).

Remind the children of the following actions:

- Chocolate** Pretend to take the bar, break off a piece and eat it.
- Ice-cream** Pretend to lick an ice-cream.
- Cake** Pretend to cut a slice and pick it up and eat it.
- Apples** Pretend to pick up an apple and take a bite.
- Bananas** Pretend to peel and eat a banana.
- Fish** Move your hand like a fish.

Say the vocabulary and encourage the children to join in with the actions.

2 Poster time

Put up the poster of Lulu with the picnic food flashcards in her pouch. Cookie asks Lulu *What have you got in your pouch?* Take out the flashcards one by one, saying the food words and encouraging the

children to repeat: *melon, cherries, chicken, sandwiches, yoghurt, milkshake*. Put up the flashcards in the same order. Now say the words and teach the children the following actions:

- Melon** Pretend to hold a wedge of melon with both hands and take a bite.
- Cherries** Pretend to put one in your mouth and then spit out the stone in your hand.
- Chicken** Hold a drumstick in one hand and take a bite.
- Sandwiches** Pretend to take hold of it in one hand and then take a bite.
- Yoghurt** Pretend to eat a spoonful of yoghurt.
- Milkshake** Pretend to drink through a straw.

3 Unit song  Track 21

Keep the flashcards as they were in the previous activity. Show the children Worksheet 28 and say *Look. Densel, Lulu, and Cookie are having a picnic.* The children shouldn't have too much trouble understanding this with the visual support of the worksheet. Play the **Picnic song**. Point to the flashcards as you sing the name of the food item and do the above actions. Rub your tummy when you sing **Yum! Yum!**

Picnic song Tune: Skip to my Lou

- Melon. Yum! Yum!
- Melon. Yum! Yum!
- Melon. Yum! Yum!
- Melon for our picnic.

Cherries. Yum! Yum!
Cherries. Yum! Yum!
Cherries. Yum! Yum!
Cherries for our picnic.

Chicken. Yum! Yum! (x 3)
Chicken for our picnic.

Sandwiches. Yum! Yum! (x 3)
Sandwiches for our picnic.

Yoghurt. Yum! Yum! (x 3)
Yoghurt for our picnic.

Milkshake. Yum! Yum! (x 3)
Milkshake for our picnic.

Play or sing the song again and encourage the children to join in, miming the food on *Yum! Yum!* Now sing *Stand up, everyone. Tra-la-la-la-la* and go straight into the Transition marker.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity

(If you are short of time, miss out this activity.) Put both sets of food flashcards (Books A and B) on the board where the children can reach them. As there are twelve, you may need to put them in two lines to leave space for the children to draw a circle round them.

Now ask individual children to come out and circle the word you say.

Say *Ronnie. Come and circle the bananas.* Draw a circle in the air with some chalk and then hold out the chalk for the child to take it.

Repeat the activity a number of times.

5 Worksheet 28 Track 21

Show the children Worksheet 28. Point to the new vocabulary and elicit the words.

Now give out the worksheets and tell the children that they have to listen carefully to the song again.

Everyone. Listen to me.

Listen and point.

1, 2, 3.

Play the **Picnic song** and encourage the children to listen and point to the food as they hear it. Remind the children that not all the food shown is in the song.

Once the song has finished, give out the pencils, saying:

Everyone. Listen to me.

Listen and circle.

1, 2, 3.

Play the song again, stopping it between verses to give the children time to circle the food they hear. When they have finished, give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone.

Extra activities

Jumpity jump

You will need the food flashcards (Books A and B) and the Lulu flashcard.

Tell the children that you are going to play *Jumpity jump* and remind them how to play it (see Flashcard games bank, page 13 of the Introduction).

Play the game using all the food flashcards. You could speed up the pace or slow it down, depending on whether you need to energize the children or calm them down.

Revision of Story A 6 Track 26

You will need Story cards A 6 and CD A/cassette.

Say the **Storytime** rhyme.

Show the children the Story cards and play the recording. The children sit and listen to the story. If you have time, you could play the story, getting the children to join in with the actions from activity 1.

Finally, congratulate the children, saying *Very good, everyone.*



Unit 6 Picnic

Lesson 2

Language

New

melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Passive

Cookie is hungry. I'm hungry.

Materials checklist

- Cookie puppet
- Flashcards: picnic food; food

- CD B/cassette
- Extra activities: a copy of PMB page 38 for each child; scissors

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**. Tell the children that Cookie is hungry. Say *Cookie is hungry* and establish what it means. Make Cookie hold his tummy. Hold your tummy and say *I'm hungry*.

Now put up the food flashcards from Books A and B. Say to the children *Let's have a picnic*. Let the children choose a total of six things from the flashcards on the board. Circle the items the children choose. Once the children have chosen, go straight into the next activity.

2 Unit song Track 21

Remove the flashcards the children did not choose. Now practise the actions for the food items the children did choose. Sing a version of the **Picnic song** with the foods they chose and encourage them to join in with the food actions when you sing *Yum! Yum!*

(Food chosen) *Yum! Yum! ...*

(Food chosen) *for our picnic.*

Take down the flashcards.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

If you have some extra time, photocopy the cards on PMB page 38.

3 Food riddle

(If you are short of time, miss out this activity or activity 4.)

Choose four flashcards from the picnic food. Draw a smiley and a sad face on the board and remind the children what *I like...* and *I don't like...* mean.

Put up the following flashcards: yoghurt, sandwiches, milkshake, cherries, and then say the riddle to the children:

I don't like yoghurt.

I don't like cherries.

I don't like sandwiches.

So I like... and try and elicit the food left over. If the children need some help, repeat the riddle and point to the flashcards as you say them. Shake or nod your head to make the language more obvious. Repeat the activity with another set of four.

You could reverse the activity, saying:

I like ...

I like ...

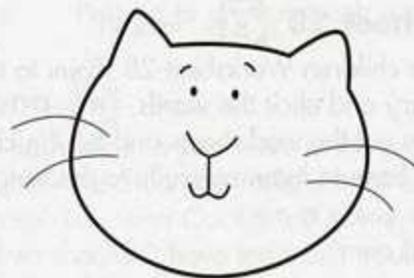
I like ...

So I don't like ...

You could also include food flashcards from Book A if you feel the children are confident with the new words. Take down the flashcards ready for the next activity.

4 Yum! Yum!

Draw a picture of Cookie's face on the left-hand side of the board.



Now tell the children that you are going to play a game. Put the picnic food flashcards face down on the right-hand side of the board and number them from 1–6. Tell the children that they are going to guess where the items of food are by saying a number and then for example, *Six. Melon. Yum! Yum!* If they are right, you turn over the flashcard and repeat *Melon. Yum! Yum!* If they are wrong, you rub out a part of Cookie's face. Let them choose



which part you rub out. The game finishes when either they win by discovering all the flashcards or you win by rubbing out Cookie's face. Alternatively, if you feel the children are happy with competitive games, you could make this into a team game by having two teams with their own Cookie face. The winner is the one whose face is the most complete at the end.

5 Bye-bye Track 5

Cookie takes down the flashcards and puts them in Lulu's pouch, saying *Thank you, Lulu. Bye-bye.* Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Make picnic food cards – PMB activity

You will need scissors and a copy of PMB page 38 for each child.

Now give out the worksheets and scissors. Say:

Everyone. Listen to me.

You need scissors.

1, 2, 3.

Cut the cards.

1, 2, 3.

The children cut out the cards ready for the game.

In order

As mentioned in previous units, ordering things is a very important pre-reading skill which will help the children with their reading in any language, since by putting things in order, they are learning to read pictures in sequence.

Tell the children that you are going to say some words in order and they have to place the right cards face up on their desks in the correct order. Say, for example, *Chicken*.

Milkshake. Yoghurt. Monitor the children's progress and say *Very good, (Michael)* when a child has the right cards in the right order.

If the children start to find this too easy, you could increase the number of cards they have to put in order to four or five.

Show me

Tell the children to put their cards on their desk. Say *I like chicken.* The children have to show you the right card and say *Yum! Yum! I like chicken.* Repeat this a number of times with different cards.

Point and guess

Put the children in pairs. Tell them they need one set of cards between two, spread out face down on the desk in front of them. Demonstrate with one pair of children. One child points to a card and says what they think it is: *I like chicken.*

They then turn over the card. If the child guessed correctly, he/she says *Yum! Yum! Chicken* and keeps the card. If not, he/she says *Yoghurt. No!* and turns the card over again. The other child then repeats the procedure. They cannot turn up the card that the other child has just turned over.

Note

When only one card is left, the children only get one opportunity to guess the last card. The winner is the child with most cards.



Unit 6 Picnic

Lesson 3

Language

New

melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Passive

Lulu, Densel, and Cookie are going on a picnic. What have we got for our picnic? We've got sandwiches.

Materials checklist

- Cookie puppet
- Lulu poster with picnic food flashcards
- Leaf name-tags
- Flashcards: picnic food; food
- Story cards B 6
- CD B/cassette
- Worksheet 29

Cookie and Friends © Oxford University Press

- Pencils
- Extra activities: A4 paper for each child, pencils, food flashcards, a copy of PMB page 38 for each child; CD B/cassette

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Poster time

(If you are short of time, miss out this activity or activity 5.)

Take Cookie to Lulu's poster. Let Cookie choose six leaf name-tags from the tree and call the children out.

The children take it in turns to take a flashcard out of Lulu's pouch. The children hold up their flashcard and you say (picnic food on child's card), *Yum! Yum!* Continue until all six cards have been taken out. Now encourage the class to say (picnic food), *Yum! Yum!* and point to the different children holding the flashcards.

3 Unit song Track 21

Now sing the **Picnic song** in any order. Call out the name of one of the children holding the flashcards and sing the corresponding verse, encouraging the class to join in when you sing the food word.

4 Storytime Track 22

Say the **Storytime** rhyme and encourage the children to join in the actions.

Show the children the first Story card. Try and establish what the children think the characters are doing. Point to the rug and the basket and say: *Picnic. Lulu, Densel, and Cookie are going on a picnic.*

- 1 Now play the recording for Card 1 and point to the characters as they are speaking.

Densel: *Lulu. What have we got for our picnic?*
Lulu: *We've got sandwiches.*
Cookie: *Yum! Yum! Sandwiches!*
- 2 Repeat, playing the recording and pointing to the characters as they speak.

Densel: *Lulu. What else have we got for our picnic?*
Lulu: *We've got yoghurt.*
Cookie: *Yum! Yum! Sandwiches and yoghurt!*
- 3 Repeat, playing the recording and pointing to the characters as they speak.

Densel: *Lulu. What else have we got for our picnic?*
Lulu: *We've got chicken.*
Cookie: *Yum! Yum! Chicken, sandwiches, and yoghurt!*
- 4 Repeat, playing the recording and pointing to the characters as they speak.

Densel: *Lulu. What else have we got for our picnic?*
Lulu: *We've got melon.*
Cookie: *Yum! Yum! Melon, chicken, sandwiches, and yoghurt!*

- 5 Repeat, playing the recording and pointing to the characters as they speak.

Densel: *Lulu. What else have we got for our picnic?*

Lulu: *We've got cherries.*

Cookie: *Yum! Yum! Cherries, melon, chicken, sandwiches, and yoghurt!*

- 6 Repeat, playing the recording and pointing to the characters as they speak.

Lulu: *Now. Let's have our picnic.*

Cookie: *I'm not hungry.*

Lulu/Densel: *Not hungry!?!*

- 7 Peek at Card 7 before revealing it and look worried. Then repeat the procedure, playing the recording and pointing to the characters as they speak.

Lulu: *Cherries, melon, chicken ...*

Densel: *Sandwiches, yoghurt ...*

- 8 Lulu and Densel look angrily at Cookie.

Lulu/Densel: *Oh, Cookie! We're hungry!*

Cookie: *Sorry!*

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

5 Pre-worksheet activity

Show the children the Cookie puppet and make him hold his tummy and groan.

Attach Story card 8 to the centre of the board and then put the food flashcards from Books A and B in a frame around the picture, as in Worksheet 29, although the order need not be the same.

Now invite individual children to come out and draw a line from the Story card to the food Cookie ate. If the children are having difficulty, play the story again and show them the Story cards.

There is an alternative activity in the Extra activities section.

6 Worksheet 29

Now look at Worksheet 29 and tell the children they have to do the same as on the board, linking the food from the story to Cookie's tummy.

Give out the pencils and worksheets, saying:

Everyone. Listen to me.

Match the food.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing.

Go round helping any children who need it. Finally, the children hold up their worksheets and say the different food they think Cookie ate.

When they have finished, give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

7 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Card story game – PMB activity Track 22

You will need the picnic cards on PMB page 38. If the children made them in Lesson 2 they can just get them out of their folders. If not, they will need to cut them up.

This is an activity you could do once you have told the story at any time in the lesson, either before the worksheet or as a round-up, when the children are sitting down at their tables.

Tell the children to take out the cards they made in the previous lesson. Alternatively, you could make up some sets of cards so that the children can have one between two.

Now play the recording or tell the story and encourage the children to put the cards in the same order as the story and decide which card does not belong.

Guess what?

Put the children in pairs. The children hold the cards in a pile, looking at their top card. Each child takes it in turn to guess the top card of their partner's pile.

They get three chances to guess each card. If they don't guess the card correctly the other child gets a turn. If they guess correctly, the other child congratulates them saying Yes. Very good and the game continues. You can stop this game whenever you want.

This is played as a non-competitive game. The children are praised for guessing a card but don't win anything.

Our picnic

You will need A4 paper, pencils, and the food flashcards (Books A and B).

Put up the flashcards and elicit the words. Now give out the paper and pencils. Tell the children to choose three things for their picnic and to draw them on the paper.

Once they have finished, ask different children to show their picture and say what they have chosen.

Alternatively, you could make this into a game. Individual children come out or stand up and hide their picture by holding it to their face down. The rest of the class have to guess what they have drawn, asking Yoghurt? They continue guessing until they have got all three. Keep count on your fingers so the class know how many more they need to guess.

Once they have guessed all three, another child comes out/stands up and repeats the activity.



Unit 6 Picnic

Lesson 4

Language

New

melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Materials checklist

- Cookie puppet
- Flashcards: picnic food; Densel, Cookie, and Lulu, food
- Story cards B 6
- CD B/cassette

- PMB page 43 (Cookie's window)
- Extra activities: silhouettes made from PMB page 38; straws; paper/plastic plates; magazines/supermarket leaflets; glue

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Unit song Track 21

Still wearing the Cookie puppet, show the children Cookie's window from PMB page 43. The children should now be used to this. Next choose some of the flashcards from the picnic food (you could also include some of the food from Book A). Show the children the flashcards behind the window. Once you have elicited a word, sing the **Picnic song**, inserting the corresponding item of food.

3 Acting out the story Track 22

Make Cookie hide and tell the children that he is feeling shy today. Say that you are going to listen to the story again and that the children are all going to be Cookie.

Put up the Story cards where the children can see them. Now play the story again and every time the children hear *Yum! Yum!* (an item of picnic food), they have to do the food actions.

It is best to tell the story so that you can give the children enough time to fit in the actions. If you are playing the recording, you will need to pause it to give the children time.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Clapping game

Put up the picnic flashcards in the following order:

- Mel-on – Clap, clap
- Cher-ries – Clap, clap
- Chi-cken – Clap, clap

Milk-shake – Clap, clap

Yogh-urt – Clap, clap

Sand-wi-ches – Clap, clap, clap

As always, say the vocabulary and clap the syllables. Start off slowly but get faster so that the stress on the words of more than one syllable becomes more natural.

At the end, the clapping on sandwiches needs to be so quick that the middle clap is almost non-existent.

5 Do you like cherries? Track 22

(If you are short of time, miss out this activity.)

Divide the class into three groups, Densel's group, Cookie's group, and Lulu's group. Put up the character flashcards across the top of the board. Mix up the food flashcards from Books A and B and put four cards under each character.

Now ask the groups questions such as *Densel, do you like cherries?* If Densel's group has this flashcard, they say *Yes*. They say *No* if they don't.

Note

It may be easier for the children to remember the language if you use the **Pets song** to ask the questions.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

You will need to prepare silhouettes of the picnic food by photocopying the pictures on PMB page 38. You could also use silhouettes of the food from Book A. Colour the pictures black and enlarge them when you photocopy them then cut them out. Attach straws to them so you can hold them up and the children can see the full outline of the food.

Show the children the silhouettes of the food and see if they can name each item. An optional and more fun activity is to do it as a shadow theatre.

Picnic plates

You will need some paper/plastic plates, magazines, supermarket leaflets, and glue.

Divide the class into groups. Give each group some magazines and say *Picnic. Let's have a picnic.* Show the children that you want them to tear round the pictures of what they would like for picnic food.

Now give out the plates and the glue sticks and let the children stick the food they chose onto their plates.

Finally, the children stand up, show the class their picnic plate, and name any of the items they know in English.



Unit 6 Picnic

Lesson 5

Language

New

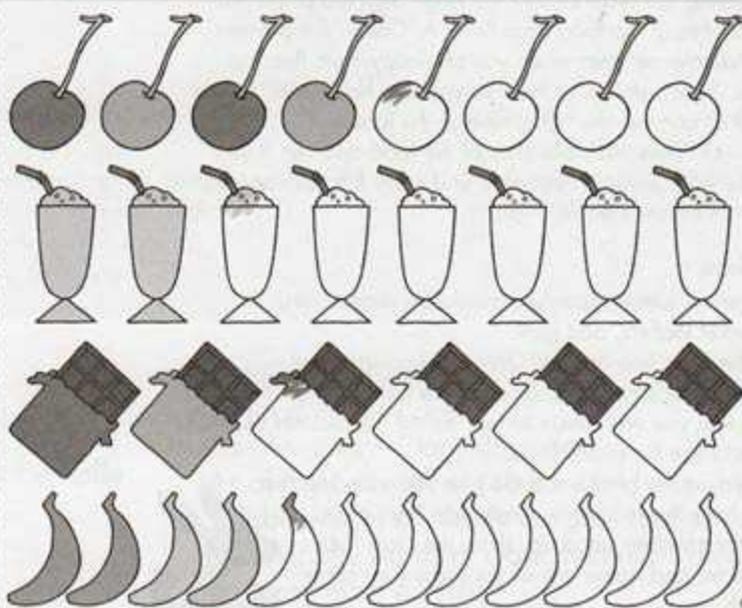
melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Materials checklist

- Cookie puppet
- Flashcards: picnic food, food
- Story cards B 6
- CD B/cassette
- CD A/cassette
- Feelings masks
- Worksheet 30
- Coloured pencils
- Extra activities: picnic food flashcards; food



Cherries and Juicy B © Oxford University Press

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 How do they feel? Track 22

(If you are short of time, miss out this activity.)

Say the **Storytime** rhyme.

Remind the children of the feelings by looking at the feelings faces/masks you made and miming them together. Play the recording, pausing to ask the children how the characters are feeling in each scene. Encourage the children to mime the feelings. They are happy until Scene 6 where Cookie looks sad and ill and Densel and Lulu are surprised that Cookie isn't hungry. In scenes 7 and 8 Densel and Lulu are angry and then very angry and Cookie is sad. Establish with the children why the characters are feeling the way they are.

3 Unit song Track 21

Put up the picnic food flashcards in any order. As always, you could add some of the food flashcards from Book A. As time is limited, it may be a good idea to choose vocabulary in need of revision from both sets.

Now sing the **Picnic song**. This time, encourage the children to join in, singing just the food word and *Yum! Yum!*

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Pre-worksheet activity Track 11

Put up the following flashcards: cherries, melon, milkshake, yoghurt, apple

Now sing the **Toys song**, inserting the food words:

What is red? (x 2)

Can you see? (x 2)

I can see some cherries. (x 2)

Point with me.

What is yellow? ... *I can see a melon.*

What is pink? ... *I can see a milkshake.*

What is purple? ... *I can see a yoghurt.*

What is green? ... *I can see some apples.*

Alternatively, you could just say *What is yellow?* and the children answer *Melon. Yum! Yum!*

5 Worksheet 30

Show the children Worksheet 30. Point to the cherries and say *One red cherry. One green cherry. One red cherry. One green cherry. One ...* and elicit the pattern. You may need to repeat this a number of times before the children can provide the answer. Line two is the same pattern but you may need to go over lines three and four before giving out the worksheets.

Now say the **Table time chant** and give out the colours, saying.

Everyone. Listen to me.

You need colours.

1, 2, 3.

Then give out the worksheets and say:

Everyone. Listen to me.

Colour the food.

1, 2, 3.

While the children are working, play any songs they know and encourage them to sing.

Go round helping any children who need it. Do the feedback, pointing to each line and eliciting the colour pattern.

When they have finished, give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

An action round the ring

You will need the picnic food flashcards.

Hold up the flashcards one at a time and elicit the words.

Now elicit the action the children know for eating each item of food. Tell the children to stand in a circle and stand in it with them.

Turn to the children and say *Melon*. Tell the children they have to do the action moving round in a circle. Remind the children of the action if necessary. Repeat the procedure with other food. Once the children are confident with the activity, you could let individual children nominate the food.

Read my lips

You will need the picnic food flashcards.

Attach the flashcards to the board where the children can see them. Now mouth one of the words. The children have to guess the word and say it aloud. Repeat a number of times. If you want to do some revision, you could include some of the food from Book A.



Unit 6 Picnic

Lesson 6

Language

New

melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Materials checklist

- Cookie puppet
- Flashcards: picnic food; food
- Bag/basket
- Story cards B 6
- Leaf name-tags

- CD B/cassette
- Character masks
- Extra activities: plastic cups with food; banana, apples, cherries, and ice-cream flashcards

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Acting out the story Track 22

Now say the *Storytime* rhyme.

Play the story through once, putting up the cards where the children can see them. Let Cookie go up to the tree and choose three leaf name-tags. Call out the names of the three children and let them come out and be Densel, Cookie, and Lulu. Try to choose three who haven't already done this. Give each of the three a character mask.

Give Cookie a bag or a basket with the following flashcards: sandwiches, yoghurt, chicken, melon, and cherries. Play the recording, demonstrating to the actors what they need to do, and showing them the food actions. Then play the sequence again for the characters to act out.

3 Unit song Track 21

Now put up all twelve food flashcards on the board. Draw a picnic basket big enough to fit four flashcards in. Tell the children that they can only choose four things for their picnic. As they are choosing, remind them that to make up a good picnic they need a drink, something savoury, some fruit, and something sweet.

Once they have chosen the four items, sing the **Picnic song** with words to match what they have chosen.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Leaves on a tree

Draw a tree on the board with leaves big enough to fit a flashcard in. Draw some extra leaves to make it look like the tree from the book. Alternatively, you could cut out six leaves to cover the flashcards. The leaves could be used again to play the game in another lesson, using different flashcards.

Now put up the picnic flashcards face down in six of the leaves and number them from 1–6. Put on the puppet. Tell the children that Cookie has lost the picnic food and they have help him find it. Encourage the children to say an item of food and a number. Cookie peeks at the flashcard and says *Yes! Thank you*. If they guessed correctly, hand the flashcard over. If they do not guess correctly, say *No. Try again*.

Continue the activity until the children have uncovered all the food for Cookie's picnic.

5 What's Cookie eating?

(If you are short of time, miss out this activity.)

Hide Cookie in the bag with the picnic food flashcards. Now tell the children that Cookie is eating the picnic. Tell them that they have to guess what Cookie is eating and that you are going to help them.

Now do the mime for *yoghurt* and try and elicit the word. When they guess correctly, bring the puppet out of the bag, holding the yoghurt flashcard and say *Very good*.

Repeat a number of times until you feel the children have had enough practice. Make sure you make the sandwich and melon actions obvious, as they are quite similar.

Actions

- | | |
|------------------|--|
| <i>Sandwich</i> | Pretend to take hold of it with one hand and then take a bite. |
| <i>Chicken</i> | Pretend to hold a drumstick in one hand and take a bite. |
| <i>Milkshake</i> | Pretend to drink through a straw. |

- Cherries* Pretend to put one in your mouth and then spit out the stone in your hand.
- Melon* Pretend to hold a wedge of melon with both hands and take a bite.
- Yoghurt* Pretend to hold a yoghurt pot in one hand and to spoon some yoghurt out of it with the other.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Food tasting

You will need to prepare plastic cups with some food from Books A and B. Bring different children to the front of the class. Get the children to cover their eyes and give them something to taste. Ask them to say what it is.

Note

Be careful to check if there are any food allergies in the class.

Making fruit salad – TPR activity

You will need the banana, apples, cherries, and ice-cream flashcards.

Draw a bowl on the board big enough for three flashcards. Put up the banana, apple, and cherries flashcards next to the bowl.

Now say the following and do the actions with the children.

Say:

- | | |
|-------------------------------|--|
| <i>Take the bowl.</i> | Make a bowl with your hands. |
| <i>Now take the banana.</i> | Pretend to peel it. |
| <i>Cut the banana.</i> | Pretend to chop it. |
| <i>In the bowl.</i> | Put the flashcard in the bowl. |
| <i>Now take the apple.</i> | Pretend to take a bite. |
| <i>Cut the apple.</i> | Pretend to slice the apple. |
| <i>In the bowl.</i> | Put the flashcard in the bowl. |
| <i>Now take the cherries.</i> | Pretend to eat one and spit out the stone. |

- | | |
|--------------------------|--|
| <i>1, 2, 3, 4, 5, 6.</i> | Pretend to count them into the bowl. Then put the flashcard in the bowl. |
| <i>In the bowl.</i> | |

- | | |
|-------------------------------|--|
| <i>Yum! Yum! Fruit salad.</i> | Rub your tummy, lick your lips, and point to the bowl. |
|-------------------------------|--|

- | | |
|------------------------|-------------------------------|
| <i>With ice-cream!</i> | Pretend to lick an ice-cream. |
|------------------------|-------------------------------|

Then put the flashcard on top of the fruit. Repeat the activity, encouraging the children to join in.

Follow-up

You could make a real fruit salad to eat at snack time.



Unit 6 Picnic

Lesson 7

Language

New

melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Materials checklist

- Cookie puppet
- Flashcards: family, noisy toys, face, weather, jungle animals, picnic, clothes
- CD B/cassette
- CD A/cassette
- A dice
- A large counter
- Worksheet 31
- Pencils
- Extra activities: food; picnic food flashcards; CD A/cassette; Story cards B 6; character masks; a bag/basket



Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Singalong time Track 25 Track 21

Sing the **Food chant** and the **Picnic song**. As with round-up lessons in other units, you do not need to do anything else with the songs because this is a confidence-boosting activity to show the children just how much they have learnt already.

Follow-up

Ask the children to tell you all the food they know in English. As they tell you each word, put the flashcards up. Remind them of any words they have forgotten by showing them the flashcard and eliciting the word.

When you have finished, congratulate the children on how much English they know.

3 Pre-worksheet activity

Choose ten to fifteen flashcards and attach them to the board face down and mixed up in a snake shape where the children can reach them. Draw a snake around the flashcards with the head as the starting point and the tail as the finish. Stick the counter on the snake's head.

Let Cookie invite individual children to come out, throw the dice, and move the counter, counting the flashcards. The child then turns over the flashcard where the counter lands. If one of the class can say what is on the flashcard, that child comes out and throws the dice again and the first child sits down. If no one can say the word, move the counter back to where it was before.

Continue the game until the class get to the end of the snake or until you run out of time.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 31

Show the children Worksheet 31. Point to the toy box, washing line, and basket and elicit the numbers. Now concentrate on number 1. Point to the toy box and ask the children what needs to go in there. Try and elicit *robot*, *plane*, and *ball*. Now write a number 1 in the squares next to each object. Now give out the pencils, saying:

Everyone. Listen to me.

You need pencils.

1, 2, 3.

Then give out the worksheets and say:

Everyone. Listen to me.

Find and number.

1, 2, 3.

Point to the robot and draw
a 1 in the air with your finger.

While the children are working, play any songs they know and encourage them to sing.

Go round monitoring their progress and help any children having difficulties. You can do feedback in English by saying:

One. Elicit *robot, plane, ball.*

Two. Elicit *hat, T-shirt, trousers.*

Three. Elicit *melon, melon, cherries,
sandwiches.*

When they have finished, give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Correct Cookie

(If you are short of time, miss out this activity.)

Put the Cookie puppet on. Now make Cookie show the flashcards. Say *Yum! Yum! Cherries* and encourage the children to copy Cookie. Now show the children a flashcard but say the wrong food. For example, hold up the chicken but say *Yum! Yum! Sandwiches*. Encourage the children to correct Cookie, saying *No! Yum! Yum! Chicken*. Repeat a number of times with Cookie sometimes getting it right and sometimes not.

6 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Roll the dice

You will need the picnic food flashcards, CD A/cassette, and a dice. Put the picnic flashcards on the board face down. Number the cards from 1–6. If you want to revise a song, you could sing the **Numbers song**.

Now invite children to come out and throw the dice. When a child has thrown the dice, he/she says the number thrown and the class count along the line of flashcards until they reach the corresponding flashcard. Try and elicit what is on the flashcard. If the children get it right, they throw again. If they get it wrong, say the word and get the class to repeat it. Then turn the flashcard face down again and another child comes out and throws the dice.

The object of the game is for the children to turn over and name as many of the six cards as they can.

Acting out the story again

You will need Story cards B 6, the character masks, food flashcards, and a bag/basket.

As you may have said in Lesson 6 that other children could come out and act the characters in the story, it might be a good idea to repeat it here, while it is still fresh in their minds. Let Cookie choose three actors by taking three leaf name-tags off the tree. Choose the names of children who haven't been out before. Follow the procedure in Lesson 6 activity 2.



Unit 6 Picnic

Lesson 8

Language

New

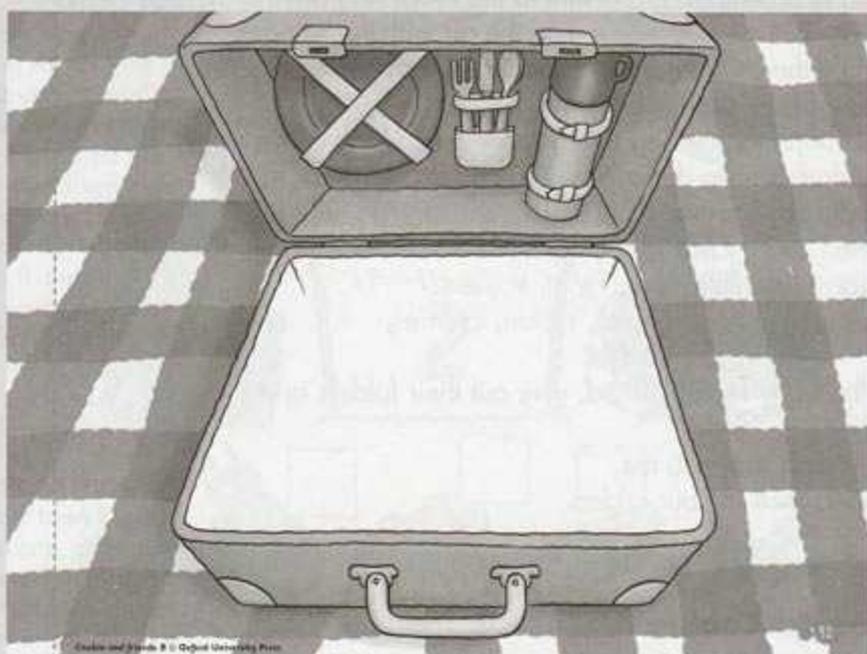
melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Materials checklist

- Cookie puppet
- Flashcards: picnic food, family, noisy toys, face, weather, jungle animals, food
- Category boxes for all units (Book B)
- CD B/cassette
- Worksheet 32
- Pencils/coloured pencils
- Portfolios
- Extra activities: plastic food; bag; dice; PMB page 45



Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Sorting activity

From the family, noisy toys, face, weather, jungle animals, and picnic food flashcards, choose as many cards as you have children in the class. Now place the flashcards in a pile in the centre of the circle. Put the category boxes next to the flashcards. Point to the category on each box.

The children take it in turns around the circle to go and pick up a flashcard from the pile and say what is on it. They then need to decide which box to put the flashcard in. This continues until everyone has had a turn.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity Track 21

(If you are short of time, miss out this activity and do a quick lead-in to Worksheet 32.)

Give out the picnic and food flashcards. Tell the children that Cookie is going to sing a song for his picnic and that the children holding the items he names have to come out to the front.

Sing the **Picnic song** for Cookie. Repeat it a number of times, naming four or five out of the twelve items for Cookie's picnic.

Draw a picnic basket like the one in Worksheet 32 on the board and ask the children to stick the four or five flashcards in it. Now ask the other children to give you the flashcards, saying *Bring me/Give me the ...* and put them on the board.

4 Worksheet 32

Remove the flashcards from Cookie's basket and put them with the rest of the food on the board. Now show the children Worksheet 32 and establish that they have to choose things for a picnic and draw them in the basket.

Give out pencils and colours, saying:

Everyone. Listen to me.

Pencil and colours.

1, 2, 3.

Then give out the worksheets and say:

Everyone. Listen to me.

Draw a picnic.

1, 2, 3.

When the children have finished, encourage individual children to stand up and say what they have chosen, for example, *Chicken, cherries, and milkshake for our picnic.*

Finally, give out the children's portfolio folders, saying:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Feely bag

You will need to collect plastic food from toy and cheap household goods shops.

Show the children the objects, elicit their names in English, and put them one by one in the bag. Now sit the children in a circle. Sing:

Pass the bag, everyone. Tra-la-la-la-la. ...

Pass the bag, everyone.

Indicate that you want the children to pass the bag. When the song ends, ask the child who is holding it to put his/her hand in and feel an object. The children have to say what they think it is and take it out to see if they were right. The activity then continues, with a child feeling inside the bag each time the music stops. The game is over when all the objects have been named.

The numbers game

You will need a dice and a copy of PMB page 45.

Divide the class into groups. Tell the children that you have some secret lists and show them the photocopy of PMB page 45. Each group will throw the dice once to tell them which list they have and then a second time to tell them what secret is on their list.

Each group takes it in turns to throw the dice once and say the number on the dice. They then throw the dice a second time and say the number on the dice. You then give them the instructions: *List 5 Number 5.*

Wave your arms and open your mouth and everyone in that group has to carry out the instruction.



Extra reinforcement lesson

Language

New

melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Materials checklist

- Cookie puppet
- Flashcards: picnic food, family, noisy toys, face, weather, jungle animals, food
- CD B/cassette
- A4 paper for each child

- Coloured pencils
- Extra activities: a copy of each PMB unit games cards for each child; paper or plastic plates; glue; paper fasteners; pointers; pictures of bread and butter; chicken flashcard

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Go and get

Place a selection of the family, noisy toys, face, weather, jungle animals, and picnic food flashcards around the room, where the children can reach them. Put up enough flashcards for everyone in the class. Now say (*Carly*), *go and get the cherries* and indicate to the child that you want her to go and get the flashcard. Alternatively, say *Go and get something red*. Say *Very good, (Carly)*. The child comes back and sits in the circle holding the flashcard. Repeat the procedure until all the children have a flashcard.

3 Who's got ...?

Now say a word on one of the flashcards. The children have to say the name of the child holding it. Repeat this a number of times, with a different child each time. Now reverse the game and play *What's (Anna) got?* Say the name of one of the children and they have to say what is on that child's flashcard.

Transition marker

Send the children back to their seats as usual.

Table time

4 Draw six red cherries

Give each child a piece of paper and some coloured pencils. Now give the children instructions: *Draw six red cherries, a big pink milkshake, two sandwiches.*

You could also revise vocabulary from the rest of the book and Book A:

Draw one yellow lion, a blue drum, a mummy owl.

5 Bye-bye Track 5

Now sing the **Bye-bye song** and make Cookie wave goodbye before putting him away.

Extra activities

Revision spinner – PMB activity

You will need one copy of each of the PMB unit games cards, paper or plastic plates, glue, paper fasteners, and pointers cut from strips of paper. The aim is for each group of six children to make six different vocabulary spinners. Divide the class into groups of six. Each child in the group gets a copy of one of the PMB unit cards, so that each child has a different category. The children then cut roughly around the pictures on the cards.

Then give each child a glue stick and a plastic/paper plate. The children glue the pictures around the edge of the plate so that there is a family plate, a noisy toys plate, a face plate, a weather plate, a jungle animals plate, and a picnic food plate.

Finally, go round fixing the pointers to the centre of the plates with a paper fastener.

In the six groups, the children take it in turns to guess where the pointer on each child's spinner is going to land. The child who guesses correctly gets to go next and moves their spinner for the others to guess.

Making a sandwich

You will need a picture of some bread, some butter, and the chicken flashcard.

Teach the children the words *bread* and *butter*. Now do the following TPR activity, acting it out for the children to copy you. *First, take the bread. One. Two. Now spread the butter. Now the chicken. Yum! Yum! A chicken sandwich.*

Follow-up

The children could make real sandwiches in class for a picnic.



Extra extension lesson

Language

New

melon, cherries, chicken, sandwiches, yoghurt, milkshake

Recycled

Food (Book A)

Materials checklist

- Cookie puppet
- Flashcards: apples, cherries, bananas
- CD-B/cassette
- Pencils, glue
- A completed PMB page 39

- A copy of PMB page 39 for each child
- Extra activities: real food; drawing paper; crayons/felt tips/coloured pencils

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

2 Food rhyme Track 23

Show the apple, cherries, and banana flashcards. Ask how the children think these fruits grow. Elicit or tell them that they grow on trees. Draw a tree on the board and put the apple flashcard in the tree. Now say the rhyme and do the actions:

Here is the tree with leaves so green.

Lift your arms up and open your fingers wide.

Here are the apples that hang between.

Make your hands into fists. Then pretend to take a bite.

When they are red the apples will fall.

Make your fists fall.

Here is a basket to carry them all.

Cradle your arms and pretend to try and catch them.

Here are the bananas ... yellow.

Open your fingers pointing upwards.

Here are the cherries ... red

Make little circles with your thumb and index finger.

First say the rhyme with the actions. Then repeat the rhyme and encourage the children to join in.

Transition marker

Send the children back to their seats as usual.

Table time

3 Drawing and craft activity

Show the children the picnic basket you made from PMB page 39. Give out the photocopies and the colours, saying:

Everyone. Listen to me.

Colour the basket.

1, 2, 3.

When the children have finished, show them how to fold and glue the basket.

Now give out the glue and say:

Everyone. Listen to me.

Fold and glue.

1, 2, 3.

The children can fill their baskets with things they want for their picnic from the PMB food pages (Books A and B).

4 Information gap activity

Now show the children that you are putting some of the food cards in your basket. The children then guess which ones you chose by saying the word. Once the children have got the idea, they can play this in pairs or groups, guessing what the others have chosen.

5 Bye-bye Track 5

Now sing the **Bye-bye song** with Cookie.

Extra activities

Class picnic

As this is the last English class of the year, you could have a picnic with the children.

You will need to ask parents to send in food. You could send home a list of food the children know how to say in English. Have a picnic outside under a tree if possible. During the picnic, sing the children's favourite songs from Books A and B.

A fruit tree display

You will need to make some trees similar to the one you make for *Cookie and friends*, A4 paper, crayons/felt pens/coloured pencils.

Put the trees up on the board where the children can reach them. Point to the trees and tell them that the trees need fruit. Divide the class into groups and let each group choose the fruit they want to draw.

Give out the paper and colours and let the children draw, colour, and tear or cut out the fruit. Now ask the different groups to come out and decorate their tree, saying *Cherries. Now bananas.* Display their trees on the classroom walls.



Festivals Halloween

Lesson 1

Language

New

pumpkin

Recycled

Colours, happy, sad

Passive

a happy/sad/big/small/pumpkin

Materials checklist

- Cookie puppet
- Lulu poster with pumpkin flashcard
- Flashcards: pumpkin
- Worksheet 33
- Pencils
- CD B/cassette
- Extra activities: CD B/cassette, a pumpkin or slice of pumpkin, bought pumpkin seeds; pumpkin flashcard; a list of consequences



Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.

Hello, everyone. Tra-la-la-la-la-la.

Hello, everyone. Tra-la-la-la-la.

Hello, everyone.

2 Poster time

Now take the puppet to Lulu's poster.

Cookie asks Lulu, *Lulu, what have you got in your pouch?* Make Cookie take out the pumpkin flashcard and say *A pumpkin* and encourage the children to repeat the word.

Pumpkin is a word that children often like the sound of. Repeat the word a number of times, in different voices: loud, soft, happy, sad, and so on.

Tell the children that at *Halloween*, children in Britain and the United States make lanterns by digging out the inside of a pumpkin, cutting eyes, a nose, and mouth in the skin, and then lighting a candle inside.

3 Halloween chant Track 24

Show the children Worksheet 33. Point to the different pumpkins and say:

A happy pumpkin. Do a big smile.

A sad pumpkin. Pull a sad face.

A big pumpkin.

Hold your arms out wide to the side.

A small pumpkin.

Cup your hands and hold them together.

Now play the **Halloween chant**. Point to the different pumpkins as they appear in the chant. Play the chant a second time and encourage the children to join in with the actions for happy, sad, big, small.

Draw the children's attention to the greeting *Happy Halloween*. Remind the children of the other special greetings they learned in Book A: *Happy Birthday*, *Happy Christmas*, *Happy Mother's Day*, and *Happy Easter*. Now play the chant again and encourage the children to join in with *Happy Halloween*, saying it in the style of each pumpkin.

Halloween chant

I'm a pumpkin and I'm happy.

Happy Halloween.

Happy voice.

I'm a pumpkin and I'm sad.

Happy Halloween.

Sad voice.

I'm a pumpkin and I'm big.

Happy Halloween.

Loud voice.

I'm a pumpkin and I'm small.

Happy Halloween.

Soft voice.

Happy Halloween.

All

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 33 Track 24

Now give out the worksheets and say *Two big pumpkins* (hold up two fingers). *Happy Halloween*, and encourage the children to point to both pumpkins. Say *Match the pumpkins*. Take a pencil and pretend to draw a line between the two pumpkins.

Give out the pencils, saying:

Everyone. Listen to me.

Match the pumpkins.

1, 2, 3.

Play the **Halloween chant** so that the children can join in as they are working.

Do feedback saying *Two big pumpkins* and encourage the children to point to their worksheet. Say *Happy Halloween* in a loud voice. Repeat this with the other pumpkins.

5 Bye-bye Track 5

Now make Cookie wave goodbye and put him away. Then sing the **Bye-bye song** and encourage the children to wave and join in with the song.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone.

Extra activities

Inside a pumpkin

You will need a pumpkin or a slice of pumpkin and some shelled pumpkin seeds for the children to have for a snack.

Show the children the inside of the pumpkin. Point to the seeds and then show them the seeds you bought. Show them that the seeds they usually eat as a snack come from inside the pumpkin. Finally, let the children eat the bought pumpkin seeds.

Pumpkin passing game Track 24

You will need the recording, the pumpkin flashcard, and a list of consequences.

Sit the children in Cookie's circle and show them the pumpkin flashcard. Play the recording while the children pass the flashcard around the circle. Then stop the chant. The child holding the flashcard has to do a consequence. Once the child has done the consequence, start the recording and continue the game.

Consequences

Be an elephant.

Touch your ears and stamp your feet.

Be a fish.

Be a spider.

Stamp your feet and pat your tummy.

Eat an ice-cream.

Be a bird.

Wave your fingers.

Stand up and sit down three times.

Say Happy Halloween like a sad/happy/big/small pumpkin. Repeat this instruction a number of times, using a different pumpkin each time.





Halloween

Lesson 2

Language

New

pumpkin, orange

Materials checklist

- Cookie puppet
- PMB page 40
- Completed mask (see activity 3)

- CD 8/cassette
- Strips of A3 card/paper
- Extra activities: CD 8/cassette; red and yellow plasticine®; pencils

Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello** song.

2 Halloween chant Track 24

Divide the class into four groups and assign a pumpkin to each group *Happy. Sad. Big. Small.* Practise saying *Happy Halloween* in the style of each pumpkin.

Now play the **Halloween chant** and pause it before each pumpkin says *Happy Halloween*, so that the different groups can say the greeting for their pumpkin.

If the children are enjoying this, you could reassign the different pumpkins so that the groups have to say *Happy Halloween* in a different style.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

3 Worksheet – PMB page 40

Before the class make a model mask from the PMB worksheet. Cut a cross in each of the eye holes on the masks with a craft knife. The children can push their fingers through the cross and push back the flaps so they don't try to push scissors or sharp pencils through the paper. Use two strips of card/paper to hold the mask on. One goes round the child's head, the other goes from this band to the mask over the top of the child's head. This will stop the mask falling down.

Show the children the mask you made and put it on Cookie. Elicit that it is a *pumpkin*.

Tell the children that Cookie has a new colour to tell them and say *orange*, pointing to the mask. Show the children an orange pencil and repeat the colour, encouraging the children to repeat the word.

Now give out the worksheets and the colours, saying: *Everyone. Listen to me.*

Colour the pumpkin orange.

1, 2, 3.

Once the children have finished colouring, give out the scissors and say:

Everyone. Listen to me.

Cut out the pumpkin mask.

1, 2, 3.

As the children finish, go round showing them how to push their fingers through the crosses you made in the eye holes.

Finally, go round fixing the strips of card/paper to the children's masks.

4 Bye-bye Track 5

Now make Cookie wave goodbye and say *Happy Halloween. Encourage the children to say Bye-bye, Cookie. Happy Halloween. Put Cookie away. Now say Bye-bye, everyone. Happy Halloween. Again encourage the children to say Bye-bye, (your name). Happy Halloween.*

Extra activities

Making orange

You will need some yellow and red plasticine®. Show the children how to make orange plasticine® by adding a small amount of red to a ball of yellow. Demonstrate how you can make the colour stronger by adding more red. Roll and knead the plasticine® until you have made orange. Now make a pumpkin shape from the plasticine® and carve a face in it with the end of a pencil. Show the children, saying *An orange pumpkin*. Make a happy mouth and say *A happy pumpkin*. *Happy Halloween* in a happy voice. Now make a sad mouth and say *A sad pumpkin*. *Happy Halloween*. Now divide the plasticine® into two pumpkins, one big and one small, and repeat the procedure. Give out the yellow and red plasticine® and let the children make the colour orange and then make a pumpkin.

Acting out the chant Track 24

You will need CD B/cassette and the Halloween masks. Get the children to wear their masks and sit them in four lines: happy, sad, big, and small. Play the recording and ask each group to stand up and say *Happy Halloween* when it is their turn in the chant.



Lesson 1

Language

New

Father Christmas, Christmas tree, card

Recycled

Face

Passive

On Christmas day in the morning, open our presents, sleigh, sock, morning

Materials checklist

- Cookie puppet
- Lulu poster
- Flashcards: Christmas tree, toys, noisy toys
- CD B/cassette
- CD A/cassette
- Worksheet 34
- Coloured pencils
- Extra activities: CD B/cassette; paper plates/card, cotton wool, felt pens/crayons, crepe paper, glue



Cookie's circle time

1 Hello everyone  Track 4  Track 28

Set up the Lulu poster and put the toy and noisy toy flashcards in her pouch at the beginning of the class. Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Show the children the Christmas tree flashcard and remind them that in many countries people have Christmas trees at Christmas time. Say that in Britain and other countries, it is like having a nativity scene: every house has one.

Now revise the **Christmas song**, walking round in a circle as you sing.

Christmas song

Here we go round the Christmas tree,
The Christmas tree, the Christmas tree.
Here we go round the Christmas tree,
On Christmas day in the morning. **song**.

This is the way we open our presents,
Open our presents, open our presents.
This is the way we open our presents,
On Christmas day in the morning.

Dance around
in a circle until
the end of the

Pretend to open
a present and
look happy.

2 Poster time

Cookie asks the Lulu poster *Lulu, what have you got in your pouch?* Cookie takes out the noisy toy flashcards and tries to elicit the vocabulary. (If you have not yet done Unit 2 use the toy flashcards.) Show the children Worksheet 34 and tell them that Father Christmas brings presents to children in Britain and the United States.

3 Father Christmas song  Track 25

Look at Worksheet 34 and play the **Father Christmas song**. Point to Father Christmas, the sleigh, the presents, and the sack as they are mentioned in the song. Then repeat the song, doing the actions and encouraging the children to join in.

Father Christmas Tune: On a mountain stands a lady

Father Christmas.

Hold your tummy, as though it's a big fat tummy, and laugh.

Father Christmas.

Father Christmas on his sleigh.

Pretend to hold onto the reigns of the sleigh.

Father Christmas.

Father Christmas.

Come to us on Christmas Day.

Beckon with your hand.

Hello, children. Wave.
Hello, children.
Look what I've got on my back.

Point to your back.

Happy Christmas.
Happy Christmas.
I've got presents in my sack.

Wave and smile.

Pretend to open a sack and show the contents.

Transition time

Now send the children back to their seats, using your usual Transition marker.

Table time

4 Father Christmas card Track 28

 Track 25

Give out the Worksheet 34 and show the children how to fold it.

Point to the words on the front and sing *Happy Christmas, Happy Christmas* from the song.

Give out the pencils, saying:

Everyone. Listen to me.

Write your name.

1, 2, 3.

Show the children where to sign their names inside the card.

Then give out the colours and say:

Everyone. Listen to me.

Decorate the card.

1, 2, 3.

Let the children decorate the front of the card, drawing a Christmas tree, presents, and decorations. Play the **Christmas song** and encourage the children to join in.

Monitor the children's progress.

When the children have finished, sing the **Father Christmas song** and encourage the children to point to the pictures on their card as they appear in the song. You can either send the card home now or keep it until the last day of term for the children to take home to their parents at Christmas. Remind them to say *Happy Christmas* when they give the card to their parents.

5 Father Christmas sack

Draw a large sack on the board, big enough to hold six flashcards. Choose six flashcards from the toys and noisy toys and show them to the children, eliciting the words. Now stick the flashcards face down in the sack and number them 1–6. Draw a bow on the top of each card to make them into presents and say *Presents*. Now encourage the

children to guess where the toys are saying, for example, *One. Ball*. Continue this procedure until they have discovered all the toys. If you think your class can cope with a competitive game, you could divide the class into teams and let them guess in turns.

6 Bye-bye Track 5

Now make Cookie wave goodbye and say *Happy Christmas*. Then sing the **Bye-bye song** and encourage the children to wave and join in.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone.

Extra activities

Father Christmas face

You will need a paper plate or circle of card 20–25cm in diameter for each child, cotton wool, felt pens, and red crepe paper cut into triangles as a hat to fit the plates. Draw and colour a Father Christmas face on the paper plate before the class to show the children a finished version. You could copy the one on the worksheet. Then cut a triangle from the crepe paper for his hat. Finally, stick cotton wool on to make a beard and a bobble on the end of his hat.



Give out the paper plates and felt pens/crayons for the children to draw and colour his face. Then give out the hats, glue, and cotton wool for the children to stick on.

You could make the faces into masks.

Note

Cut out the eye holes before the class, making two crosses with a craft knife, so the children can just push their fingers through to make the holes.

Acting out the song Track 25

You will need the Father Christmas masks and the recording.

If you made the masks in the previous activity, let the children wear them and act out the **Father Christmas song**.



Lesson 2

Language

New

Father Christmas, Christmas tree, card

Recycled

Clothes (Book A)

Materials checklist

- Cookie puppet
- Lulu poster with clothes flashcards
- Flashcards: clothes
- Worksheet 35
- Coloured pencils
- CD B/cassette
- CD A cassette
- Extra activities: a gift box; toy and noisy toy flashcards, CD B/cassette; toilet roll tube, felt pens, red crepe paper, cotton wool



Cookie and Panda © Oxford University Press

Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

2 Father Christmas song  Track 25

Sing the **Father Christmas song**. Encourage the children to join in with the song and the actions. If they made the Father Christmas masks in the previous lesson, they could wear them and act out the song.

Transition time

Now send the children back to their seats, using your usual Transition marker.

Table time

3 Pre-worksheet activity  Track 19

Make Cookie go up to the Lulu poster and say *Hello, Lulu. What have you got in your pouch?* Take out the flashcards, say the vocabulary, and put up the flashcards in the following order: T-shirt, trousers, socks, shoes, jacket, hat.

Sing the **Clothes song** to revise the vocabulary for the next activity. Show the children Worksheet 35 and point to the clothes mentioned in the song. Then sing the song with the children, encouraging them to join in and do the actions.

4 Worksheet 35

Give out the worksheets, saying:

Everyone. Listen to me.

Listen and point.

1, 2, 3.

Say the different clothes vocabulary and indicate that you want them to point to the worksheet as you say the words.

Now give out the colours and say:

Everyone. Listen to me.

Listen and colour.

1, 2, 3.

Dictate the following instructions, pausing to give the children time to colour each item: *Father Christmas has got a red jacket (pause), a red hat (pause), and red trousers. He's got a blue T-shirt (pause), and pink socks. Repeat the instructions as many times as the children need, as it is good listening practice.*

Now give out their folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

Note

You will need to give them their Father Christmas cards to take home if they didn't take them home in the last lesson.

5 Bye-bye Track 5

Now make Cookie wave goodbye and say *Happy Christmas*. Then sing the **Bye-bye song** and encourage the children to wave and join in with the song.

Extra activities

Pass the present Track 25

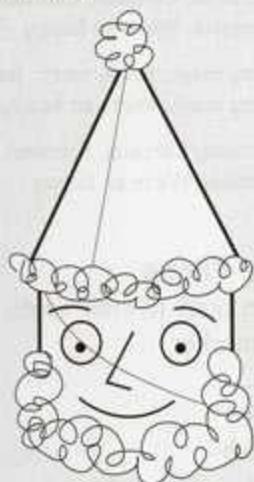
You will need a gift box/bag; toy and noisy toy flashcards and the recording.

Put the flashcards in the gift box/bag. Then sit the children in Cookie's circle and play the **Father Christmas song**. The children pass the gift box round the circle. Stop the music and indicate to the child holding the box that you want him/her to put a hand in, take out a flashcard, and say what is on it. Hold the flashcard up and say the word with the children. Now put the lid on the gift box and continue the activity, stopping to let children take out a flashcard and name it.

Father Christmas finger puppet Track 25

You will need half a toilet roll tube or a piece of card rolled into a tube for each child, some felt pens, red crepe paper, cotton wool, and the recording.

Before the class, make a puppet by drawing a face on the tube. Then make a cone from the crepe paper to make the hat. You could also use a strip of cotton wool to make a band for the hat and his beard.



Show the children your puppet and show them how to make it. Once they have finished, the children put on the puppet and sing the **Father Christmas song**.



Language**New**

Carnival

Recycled

Colours, clothes (Book A)

Passive

costume

Materials checklist

- Cookie puppet
- CD B/cassette
- Worksheet 36
- PMB page 41 mask
- PMB page 41 for each child
- Coloured pencils/felt pens/crayons
- Drinking straws
- Sticky tape
- Extra activities: clothes flashcards, other flashcards for revision; CD B/cassette; a selection of Carnival photos; drawing paper; pencils/coloured pencils/crayons/felt pens; scissors; sticky tape



Cookin' and Friends © Oxford University Press

Cookie's circle time**1 Hello, everyone**  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

Show the children the Carnival worksheet (Worksheet 36) and establish what they can see. Ask them if they have ever seen or been to a carnival. Say it is a big celebration when people wear fancy dress and dance through the streets to music. Point to the people in masks and hats on the worksheet. Alternatively, you could show the children pictures of famous carnivals like the ones in Rio de Janeiro, Cadiz, or Venice (see the end of the Extra activities for websites relating to carnivals).

2 Carnival song  Track 26

Before the class, make your own mask from PMB page 41.

Put the mask you made on Cookie and play the song. Encourage the children to do a big smile each time they hear *happy*.

Carnival song Tune: London Bridge is falling down

Now it's time for Carnival, Carnival, Carnival.
Now it's time for Carnival. We're so happy.

Let's all make a funny mask, funny mask, funny mask.
Let's all make a funny mask. We're so happy.

Time to join the Carnival, Carnival, Carnival.
Time to join the Carnival. We're so happy.

Transition time

Send the children back to their seats, using your usual Transition marker.

Table time**3 Worksheet 36**

Give out the worksheets and establish that the two pictures are both of carnivals but that they are different. Tell the children that there are four differences.

Give out the pencils, saying:

Everyone. Listen to me.

Circle the differences.

1, 2, 3.

Go round helping the children.

Do feedback, pointing to the differences saying *Happy. Sad. Cookie. Lulu. A big hat. A small hat. A rabbit. An elephant. Alternatively, you could point to the differences and elicit the words.*

4 Carnival mask – PMB page 41

Show the children Cookie with the mask on again. Sing the verse of the song *Let's all make a funny mask* and give out PMB page 41.

Then give out the colours, saying:

Everyone. Listen to me.

Decorate the mask.

1, 2, 3.

When the children have finished, attach a drinking straw to the mask with some sticky tape.

5 Acting out the song Track 26

Once the children have finished making their masks, put them in a long line and walk round the classroom, holding their masks up to their faces, and joining in with the song.

6 Bye-bye Track 5

Now make Cookie wave goodbye. Then sing the **Bye-bye song** and encourage the children to wave and join in with the song.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone. Tra-la-la-la-la.
Bye-bye, everyone.

Extra activities

Carnival chairs Track 26

You will need flashcards of words you want to revise and the recording for this non-competitive version of 'Musical chairs'. Set up two rows of chairs back to back, making sure there is one for each child. Now attach flashcards to the backs of the chairs. Arrange the children round the outside of the chairs, all facing in the same direction. Play the **Carnival song** and encourage the children to dance in a line round the outside of the chairs. Stop the music and tell the children to sit down where they are.

Now name a number of children who have to say the word for the flashcard on their chair. Start the music again and repeat the procedure, stopping the music and calling on different children to name their flashcard each time.

Design a fancy dress for Carnival

You will need the clothes flashcards, photos of famous Carnivals, pictures of characters the children like (such as clowns, Disney, and TV characters), drawing paper, pencils, coloured pencils/crayons/felt pens. Draw the outline of a child on a piece of A4 paper, and make a copy for each child to design a Carnival outfit.

Show the children the Internet photos of Carnival and talk about the colours they can see. Show them pictures of the characters they like.

Now show them the worksheet you made. Tell them to design a Carnival costume for themselves, thinking about what they would like to wear. Show them the clothes flashcards, saying *T-shirt, trousers, socks, shoes, jacket, hat*. Encourage the children to think about what their clothes would look like, then draw and colour them. They need to finish off the fancy dress by drawing in their face and hair.

Follow-up

Once the children have finished, they could cut out their picture and make a Carnival wall frieze.

Note

For reference, look on the Internet for photos of famous Carnivals. Check the following websites:

Rio de Janeiro: <http://www.ipanema.com/carnival/home.htm>

Cadiz: <http://www.carnavaldecadiz.com>

Venice: <http://www.carnivalofvenice.com/Gallery/>



Lesson 1

Language

New

Easter Bunny, Easter eggs

Recycled

Colours (Book A)

Passive

fat, pat, flop, hop, hands, ears, run

Materials checklist

- Cookie puppet
- Lulu poster with Easter flashcards
- Flashcards: rabbit, Easter egg; colours
- Worksheet 37
- CD B/cassette
- CD A/cassette
- Pencils/crayons/coloured pencils
- Extra activities: CD A/cassette, CD B/cassette; egg cartons; cotton wool; coloured paper; poster paints



Cookie's circle time

1 Hello, everyone  Track 4

Sit the children in Cookie's circle and sing the **Hello song**.

Hello song Tune: Brown girl in the ring

Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone. Tra-la-la-la-la.
Hello, everyone.

2 Poster time

Now take Cookie to Lulu's poster.

Cookie asks *Lulu*, *what have you got in your pouch?*

Make Cookie take out the rabbit flashcard and say *the Easter Bunny* and encourage the children to repeat this.

Show the flashcard again and say *the Easter Bunny*. Remind the children that the Easter Bunny comes at Easter and brings chocolate eggs. Now take out the flashcard and say *an Easter egg* and encourage the children to repeat.

3 Revision of Easter song  Track 29

Get the children standing a circle.

Put up the Easter bunny flashcard and play the **Easter Bunny song** and do the actions in a circle.

Easter Bunny song: Tune: Five currant buns

The Easter Bunny is fat, fat, fat.	Pat your tummy.
His soft little hands go	Pat one hand
pat, pat, pat.	with the other.
His soft little ears go	Hold your hands
flop, flop, flop.	above your head and move your
	fingers.

And when he runs, he goes	Jump up and
hop, hop, hop.	down.

Repeat the song and encourage all the children to join in with the actions.

Transition marker

Send the children back to their seats, using your usual Transition marker.

Table time

4 Worksheet 37  Track 27

Give out Worksheet 37 and play the **Easter egg chant**, encouraging the children to point to the eggs.

Easter egg chant

Easter eggs. Yellow, red, blue.
The Easter Bunny has eggs for you.
Easter eggs. 1, 2, 3.
Have you got some eggs for me?
Pink, green, and purple, too.
The Easter Bunny has eggs for you.

Now establish that the three eggs need colouring. Put up the colour flashcards. Play the chant again and let different children come out and point to the colours that are missing on the worksheet.

Give out the colours, saying:

Everyone. Listen to me.

Colour the Easter eggs.

1, 2, 3.

Play the chant as the children are working and monitor the children's progress.

You could do the feedback to the activity by listening to the chant and encouraging the children to point to the eggs as they appear in the chant.

Now give out the folders and say:

Everyone. Listen to me.

Worksheets in your folders.

1, 2, 3.

5 Bye-bye Track 5

Now make Cookie wave goodbye and put him away. Then sing the **Bye-bye song** and encourage the children to wave and join in with the song.

Bye-bye song Tune: Brown girl in the ring

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone. Tra-la-la-la-la.

Bye-bye, everyone.

Extra activities

Baby chicks

You will need an egg-box cup and two yellow cotton wool balls for each child, coloured paper, and glue. Make a chick before the class by gluing the two cotton balls, one on top of the other in the egg-box cup, and add an orange beak and black eyes made with coloured paper.



Point out that Easter eggs are just for Easter time, but that usually we get chicks from eggs. Show them the baby chick you made earlier, and demonstrate how to make it. When the children have made them, they can take their chicks home as Easter presents.

Pass the egg Track 29 Track 27

You will need the baby chick you made, and the Easter songs.

Sit the children in Cookie's circle. Play the recording and let the children pass your baby chick round the circle. Say *Pass the Easter present*. Stop the recording every so often and encourage the class to say *Happy Easter, (Carly)* to the child holding the chick. Encourage the child to say *Happy Easter, everyone*. Repeat a number of times until the children are confident with the greeting *Happy Easter*.



Lesson 2

Language

New

Easter Bunny, Easter eggs

Recycled

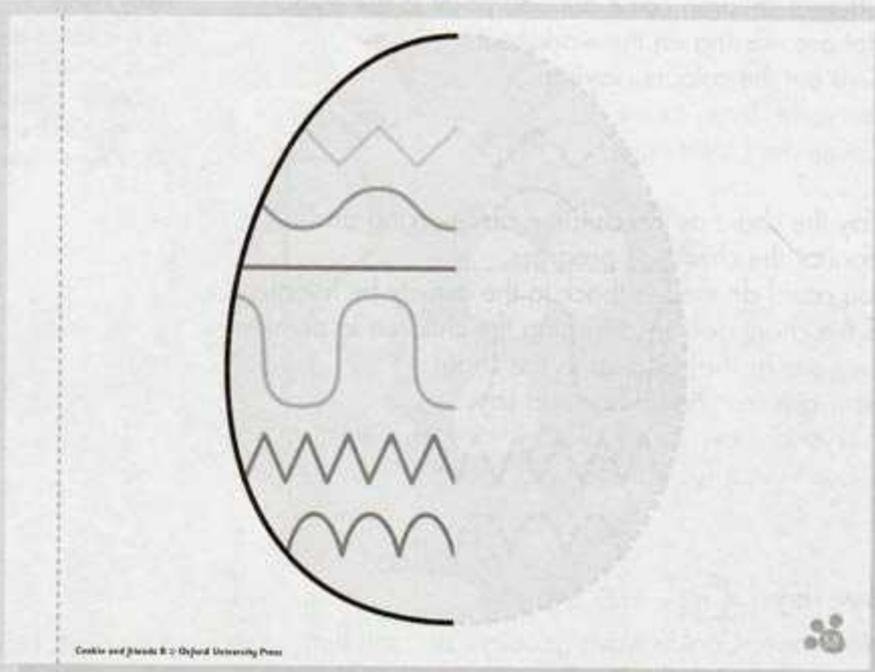
Colours (Book A)

Passive

fat, pat, flop, hop, paws, ears, run

Materials checklist

- Cookie puppet
- Lulu poster with colour flashcards
- Flashcards: rabbit, Easter egg; colours
- Worksheet 38
- CD B/cassette
- Pencils/coloured pencils/felt pens
- Extra activities: CD A/cassette, CD B/cassette, Worksheet 38, coloured A4 card/paper for each child, scissors, glue, coloured pencils/felt pens, slips of paper saying *Happy Easter*, rabbit ears (Book A Worksheet 37)



Cookie and Jibbels © Oxford University Press



Cookie's circle time

1 Hello, everyone Track 5 Track 29

Stand the children in Cookie's circle and sing the **Hello song** and the **Easter song**.

Repeat the song, encouraging the children to join in with *fat, pat, flop, and hop*.

2 Easter egg chant Track 27

Put the colour flashcards in Lulu's pouch. Let Cookie choose six volunteers to come out and take a flashcard from her pouch. The children say the colour on their flashcard. Now play the chant and encourage the children to stand in the order of the chant words.

Easter egg chant

Easter eggs. Yellow, red, blue.
The Easter Bunny has eggs for you.
Easter eggs. 1, 2, 3.
Have you got some eggs for me?
Pink, green, and purple, too.
The Easter Bunny has eggs for you.

Now play the chant again and encourage the children to join in.

Transition time

Send the children back to their seats using your usual Transition marker.

Table time

3 Worksheet 38

This activity is to work on the fine motor skills necessary in the pre-writing stage of children's development. As it is developing pencil control, tell the children to complete the Easter egg with coloured pencils or felt pens, as crayons will not give an accurate finish.

Do some air drawing with the children before putting pencil to paper. Draw zig-zag, wavy, very wavy, and 'M' shapes in the air.

Give out the worksheets. Point to the lines that need to be finished and elicit what colours they are. Take a pink pencil and pretend to trace the first line.

Now give out the colours, saying:

Everyone. Listen to me.

Finish the Easter egg.

1, 2, 3.

Let the children complete the egg.

4 Bye-bye Track 5

Now make Cookie wave goodbye and say *Happy Easter*. Encourage the children say *Bye-bye, Cookie. Happy Easter*. Put Cookie away and say *Bye-bye, everyone. Happy Easter*. Again encourage the children to say *Bye-bye, (your name). Happy Easter*.

Extra activities

Easter card

You will need Worksheet 38, a piece of coloured A4 card, and a slip of paper with the words *Happy Easter* on it for each child, scissors, glue, felt pens or coloured pencils.

When the children have finished tracing over the lines on Worksheet 38, they cut out the egg.

Now give each child a piece of card. Hold the card landscape, saying:

Everyone. Listen to me.

Fold the card like this. Fold the card in half to A5 size.
1, 2, 3.

Give out the glue and say:

Everyone. Listen to me.

Glue the Easter egg. Hold the egg on the front of the card.
1, 2, 3.

Then give out the slips of paper you prepared with *Happy Easter* on them. The children stick them above the egg or inside the card. Finally, the children sign the inside of their card, ready to take home to their family.

Easter play Track 29 Track 27

As the Easter theme focuses on the Easter Bunny, the children could act out both the songs. If you want an audience, they could do this for other pre-school classes or for their parents. You will need CD A/cassette, CD B/cassette, and some rabbit ears (Book A page 37). Trace over the ears in Book A and photocopy a set for each child.

Make the rabbit ears with the children, following the procedure in Book A Worksheet 37.

Now give out a piece of A4 paper to each child. Help the children to fold it into six cards by folding it in half landscape and then in three. The children cut up the cards and draw an Easter egg outline on each card. Tell the children to colour the eggs red, pink, yellow, purple, green, and blue.

When they have finished, gather them in Cookie's circle with their rabbit ears on their heads, and holding their coloured eggs.

Now act out the **Easter song** and the **Easter egg chant**.

Encourage the children to join in with the actions in the first song and to show the coloured egg cards in the chant.

If the children are going to have an audience, you could rehearse this in Cookie's circle time over a number of lessons.





Father's Day

Language

New

Happy Father's Day

Recycled

baby, mummy, daddy, sister, brother, family

Passive

It's Father's Day.

Materials checklist

- Cookie puppet
- Lulu poster with family flashcards
- Flashcards: owl family
- Worksheet 39
- CD B/cassette
- Pencils/coloured crayons
- Extra activities: a copy of PMB page 42 and A4 paper for each child; pencils/coloured pencils



Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle. Sing the **Hello song**.

Tell the children that today is a special day: *It's Father's Day*.

Note You may have to do this lesson close to but not on Father's Day.

Father's Day song

Hello, Happy Father's Day. Wave and smile.
 Happy Father's Day.
 Hello, Happy Father's Day. Wave and smile.
 Happy Father's Day.
 Hello, daddy I love you. Point to your heart.
 And I know you love me, too. Point forward on 'you'.
 Hello, Happy Father's Day.
 Happy Father's Day.

2 Poster time Track 7

Take Cookie to the Lulu poster. Cookie asks Lulu *Lulu, what have you got in your pouch?* Make Cookie take out the owl family flashcards and elicit the words. Put up the baby flashcard and sing the **Family song**, putting up the other family members as they appear in the song.

Transition marker

Send the children back to their seats as usual.

Table time

3 Worksheet 39

Give out the worksheets and ask the children to match the daddies with their families. Point to Cookie and say *Cookie. Sister. Mummy. Where's daddy?*

4 Father's Day song Track 28

Now play the **Father's Day song** and do the actions.

5 Bye-bye Track 5

Now wave goodbye and put Cookie away. Sing the **Bye-bye song** and encourage the children to join in.

Extra activities

Father's Day card

You will need to make a copy of the Father's Day card on PMB page 42 for each child. Give out the worksheets and show the children how to fold the card. Point to the words on the front and remind the children of the greeting:

Happy Father's Day.

Show the children where to sign their names inside the card and give out the pencils. Give out the colours and let the children decorate the card. The children take home their cards.

Portraits

You need A4 paper, pencils, and colours for each child. At home or in class, the children draw and colour portraits of their father. Once the children have finished, collect in the portraits and display them on the wall. Now choose a portrait and describe it for the children to guess who it is. *This daddy has got a big face, blue eyes, and yellow hair.* The children have to find the picture and guess whose father it is.

