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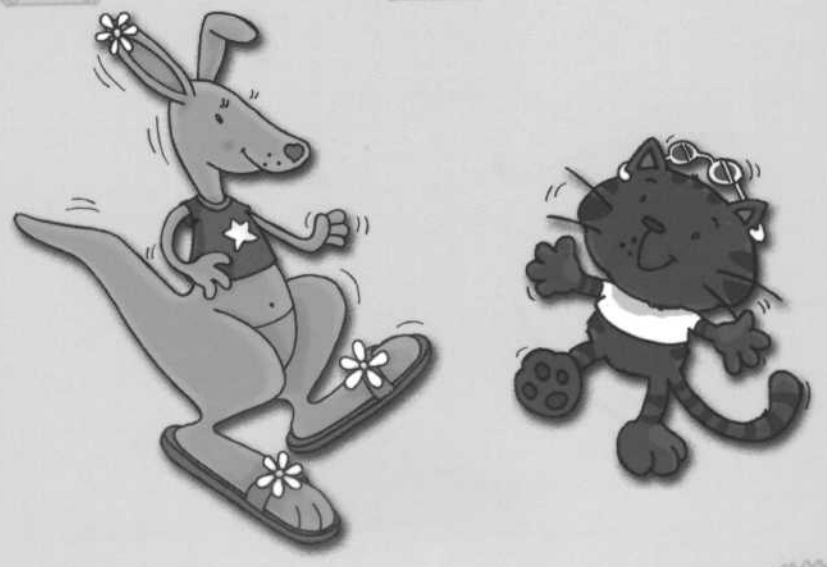
Cookie and friends

Teacher's Book Starter

Kathryn Harper Vanessa Reilly Charlotte Covill



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Cookie and friends

Starter Teacher's Book

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Kathryn Harper
Charlotte Covill
Vanessa Reilly

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Syllabus guide

Unit	Language	Aims	Areas of the curriculum
Unit 1 Friends	**Key vocabulary** *hello, bye-bye, Cookie the cat, Lulu the kangaroo, blue, no, yes* **Classroom language** *Stand up, stretch, sit down, wave, skip, close your eyes, Where's Cookie? Skip to Cookie/the treehouse. Jump. What colour is ...? Show me ... Lulu, what have you got in your pouch? Clap hands, Dance. Point and circle. Sing. Find ... Point to ...* **Key vocabulary** *rain, sun, spider, bird, yellow, big, little* **Classroom language** *up, down the tree, Do you like? Hide.*	Present the characters (Lulu and Cookie). Introduce the concept of learning a new language. Present simple greetings. Introduce the *Hello* and *Bye-bye* songs and classroom routines. Introduce simple actions and instructions in English. Recognize and follow simple instructions. Sing and/or do the actions to simple songs in English. Set up a routine for the English class. Present, recognize, and use the colour *blue*. Play guessing games. Work on oral comprehension. Encourage confidence.	• Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Recognizing social groups: family and school. • Learning to respect the rules of behaviour within the child's social group. • Understanding oral instructions. • Expressing feelings through chants and songs. • Learning to recognize the first numbers. • Recognizing the properties of objects: colour. • Listening and participating in children's songs, dance, and movement. • Using the body as a means of expressing feelings.
Unit 2 Sun and rain		Present the concept of *big* and *little*. Present the colour *yellow* and contrast it with *blue*. Present simple weather vocabulary. Present new TPR instructions and revise the old ones. Work on comprehension and a little language production. Introduce and discuss the topic of weather. Do folding and pairwork activities. Work on oral comprehension. Encourage confidence.	• Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Understanding oral instructions and a story. • Expressing likes, feelings, needs, and desires through a story, chants, and song, individually and in groups. • Showing an interest in oral communication and respecting the rules of social interaction. • Recognizing the properties of objects: colour and size. • Listening and participating in children's songs, dance, and movement. • Showing an interest in role-play and acting out.
Unit 3 Toys	**Key vocabulary** *ball, dolly, plane, red, train, one, two* **Classroom language** *I've got a ..., How many ...?*	Present *red* and contrast it with the colours *blue* and *yellow*. Present toy vocabulary. Introduce the concept of play, using TPR. Revise songs and vocabulary. Present numbers *one* and *two* and counting in English. Sing songs in English. Play simple identifying and guessing games in English. Encourage confidence.	• Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Understanding oral instructions. • Understanding the concept of number and quantity. • Understanding the combination of number, colour, and size. • Showing an interest in oral communication and respecting the rules of social interaction and conversation. • Listening and participating in children's songs, dance, and movement.

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Unit	Language	Aims	Areas of the curriculum
Unit 4 Clothes	**Key vocabulary** *hat, shoes, trousers, happy, sad, I like ... ,* **Classroom language** *Put on, take off ... Touch your ... How are you? Fine, please, thank you*	Present *Please* and *Thank you.* Exchange greetings (*How are you? Fine.*) Discuss feelings (*happy* and *sad*). Present clothes vocabulary. Contrast *big* and *little* in relation to clothes. Recognize combinations of colour and size. Express preferences. Present new TPR instructions and revise the old ones. Revise songs and vocabulary. Sing songs in English. Play simple games in English. Do TPR and mime activities. Encourage confidence.	• Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Understanding oral instructions and stories. • Expressing and understanding feelings, needs, and desires through a story, chants, songs, puzzles, individually and in groups. • Showing an interest in oral communication and respecting the rules of social interaction and conversation. • Listening and participating in children's songs, dance, and movement. • Using the body as a means of expressing feelings. • Showing an interest in role-play and acting out.
Unit 5 Animals	**Key vocabulary** *duck, rabbit, turtle, hop, green, three* **Classroom language** *Do you like the sun or the rain?*	Present animal vocabulary. Present TPR instructions to encourage understanding of animal noises and movement. Present a new number (*three*). Find and count animals. Present words and concepts related to animals. Revise songs and vocabulary. Sing new songs in English. Practise craft work, creating a paper duck. Express likes. Play simple animal games. Encourage confidence.	• Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Recognizing animals and their characteristics. • Understanding oral instructions. • Expressing likes and feelings through chants, and songs, individually and in groups. • Showing an interest in oral communication and respecting the rules of social interaction and conversation. • Listening and participating in children's songs, dance, and movement. • Learning the basics of art and craft to stimulate creativity. • Using movement to develop spatial awareness.
Unit 6 Body	**Key vocabulary** *foot/feet, hand(s), head, cold, hot* **Classroom language** *What do you wear when it's hot? What's on your feet? Tap your foot. Fall down. Nod your head.*	Present parts of the body. Present temperature and other words related to weather. Present new TPR instructions and revise the old ones. Find and count. Identify objects by size and colour. Present words and concepts related to the seasons of the year. Revise songs and vocabulary. Sing new songs in English. Play simple matching games in English. Express likes. Encourage confidence.	• Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Learning about bodies. • Understanding oral instructions and a story. • Expressing feelings, needs, and desires through a story, chants, songs, and puzzles, individually and in groups. • Showing an interest in oral communication and respecting the rules of social interaction and conversation. • Listening and participating in children's songs, dance, and movement. • Using the body as a means of expressing feelings. • Learning the basics of art and craft to stimulate creativity. • Using movement to develop spatial awareness.

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Unit	Language	Aims	Curricular areas
Festivals Christmas	**Key vocabulary** *red, Christmas tree, mummy, daddy* **Classroom language** *Play. What colour is it? What is it? Who's this? Father Christmas, What do you want for Christmas? Christmas card, thank you*	Present words and concepts related to Christmas. Revise songs and vocabulary. Sing a Christmas song in English. Play simple games in English. Make a simple Christmas card in English.	• Learning to recognize and appreciate the social value of festival celebrations. • Learning the basics of art and craft to stimulate creativity.
Carnival	**Classroom language** *parade, It's a carnival mask.*	Join a carnival parade. Practise craft work by making a carnival mask.	• Learning to recognize and appreciate the social value of festival celebrations. • Learning the basics of art and craft to stimulate creativity.
Easter	**Key vocabulary** *cakes, chocolates, Easter Bunny, eggs, three, basket, chick* **Classroom language** *Can you see? Put the ... in*	Present vocabulary and concepts related to food and Easter. Revise songs and vocabulary. Sing new songs in English. Play simple games in English. Practise craft work by making an Easter egg. Encourage confidence.	• Learning to recognize and appreciate the social value of festival celebrations. • Learning the basics of art and craft to stimulate creativity.

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Introduction

Welcome to *Cookie and friends Starter*

Cookie and friends Starter is a gentle, song-based introduction to English for young children from age three onwards. It is suitable for all preschool classes, no matter how much or how little time is available for English.

It can be used on its own or as an introductory level to *Three in a tree*, which introduces children to stories involving the characters they already know from *Cookie and friends Starter* and begins to work on pre-reading and pre-writing skills.

Cookie and friends Starter helps children to get used to the idea of a new language and to develop a positive attitude towards it. The children are not expected to produce any English too early, although they are encouraged to speak if and when they are ready.

The activities are based not just on language but on all early learning activities where the focus is on development of the whole child, in parallel with what they are learning in their main classes.

Components

The **Class Book** has colourful tear-out worksheets to be removed before the class, so that the children work with just a worksheet, as in other preschool subjects. The Class Book also contains a pull-out section of stickers, some for the children to use to decorate their worksheets, and some to be given out as rewards. The children should each have a folder which you give out every lesson. They should also 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 *Find what's missing* type of activities.

We occasionally refer in the lesson notes to earlier worksheets, so keep your own completed versions of the worksheets to use in later lessons.

The **Teacher's Book** has detailed lesson plans that 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 lessons in each unit for teachers with more hours. However, for those with less time, some of these activities can 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** will be one of the main focal points of the class. Its effective use will require some play-acting by you. Some teachers are more enthusiastic than others but even if you feel slightly uncomfortable, your use of the puppet will elicit a wonderful response, so do persevere! Also, as the children grow more confident, you can try letting them use the puppet from time to time for acting out.

Use the **Lulu poster** to present flashcard vocabulary. This way Lulu becomes an active participant in the lesson. Place the poster near the treehouse poster ready to use at the appropriate point in the lesson.

Cookie and friends Starter comes with six unit **posters**, one for each unit, plus one each for the Christmas and Easter units. Put up the relevant poster somewhere in the classroom when you start work on a new unit. Make sure it is at a height the children can see and reach. The posters are useful tools for revision and recycling, as each scene contains key words from the course in an attractive setting. Children will enjoy looking at the pictures to find items they know.

The **flashcards** present all the active language from the course.

Cookie and friends Starter includes three six-frame stories about the characters in the book. The stories are presented after Units 2, 4, and 6 and are accompanied by large Story cards for you to hold up and point to as the children hear the recording. You will find the text of each story frame on the reverse of the cards.

Children love hearing stories. These stories will present no comprehension problems as the language is simple, basic, and recycles the vocabulary they have learnt in the previous two units. The interest derives from

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repetition and the build up of suspense in the stories, giving the children plenty of opportunity for prediction. Each story is followed by a worksheet activity that consolidates the language and demonstrates the children's understanding of the story.

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

Structure of the course

Cookie and friends Starter is divided into six main units that focus on general themes: *Friends, Sun and rain, Toys, Clothes, Animals,* and *Body.* There are also three shorter festival units to be introduced at the appropriate time of the year: *Christmas, Carnival,* and *Easter.* After every second unit, there is also an entertaining story involving the characters in the book. The two story lessons also serve to revise the content of the two units immediately before them.

Each unit takes the following approach:

Lesson 1 provides a general introduction to the concept of the unit, a new song, and a worksheet for *Table time.*

Lesson 2 presents further aspects of the concept, some games, and a worksheet for *Table time.*

Lesson 3 includes another new song, more games, and a worksheet for *Table time.*

Lesson 4 recycles the new songs, with more games, and a worksheet for *Table time.*

The **Extra reinforcement lesson** is optional and is designed for teachers with more hours or for classes needing extra support. It provides consolidation of everything up to this point, in the form of games/a party, the unit songs, and further activities.

The material can be adapted to fit your needs and the needs of your class. Children of this age do not have long attention spans and if something is not working, switch to something else or adapt as you see fit. The most important thing is for you to focus on the children and their needs – we can only make suggestions for helping with this.

Cultural context

We have provided the cultural background notes below for the three festival units. You may wish to look through these before you begin the units.

Christmas

Christmas is a very important celebration for children in the UK. Almost the whole month of December is devoted to pre-Christmas and Christmas celebrations. Schools often put on Christmas plays and have Christmas fairs and parties.

People send Christmas cards to all their friends and family, decorate their houses and Christmas trees, and buy lots of presents and special Christmas food and drink.

On Christmas Eve (24 December) children go to bed very excited. They believe that Father Christmas comes on his reindeer sleigh in the night and leaves them presents. They leave out snacks for him and his reindeer. They put up special Christmas stockings or socks for him to fill with little presents. Father Christmas also leaves presents under the Christmas tree. In the morning the children wake up and are usually allowed to look at their stockings before their parents get up. They then open their big presents. Later in the day the extended family gets together for a huge Christmas meal – often with a roast turkey.

Carnival

In the UK, a carnival is not necessarily tied to pre-Lent dates as it is in other countries. 'Carnival' is a fairly loose term, covering a number of celebrations that involve costumes, music, and usually some form of parade.

The most famous carnival in the UK is the Notting Hill carnival in London. This huge carnival was originally brought to London by its West Indian population in the 1950s, and still maintains a strong West Indian flavour in terms of costumes, music, and participants. Its roots go back to the first Caribbean carnival in 1833, when slavery (and its related laws) was abolished. The law forbidding black slaves to participate in European carnivals was repealed, so freed slaves around the world established their own carnivals with their own music and costumes.

Easter

Children look forward to Easter in the UK because of the promise of chocolate Easter eggs and bunnies.

In anticipation of Easter, children make Easter cards for their parents and sometimes decorate Easter eggs. The children believe that the Easter Bunny comes and hides Easter eggs for them to hunt for on Easter morning.

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Christian families often go to church on Easter Sunday. Many families have a special Easter meal. Easter falls during school holidays, so many families go away for a holiday then.

Lesson structure

It is important to establish a fairly set and repetitive routine with young children so that they recognize and understand how the class works. The familiarity of well-established and recognized routines brings a sense of security and this helps children to participate more fully. In the lesson notes we make a number of suggestions that you can adapt or add to as you see fit. The classroom language will be provided through classroom management songs (see **Class cassette / CD** above).

To establish the routine, each lesson has a similar format. We suggest that classes start with the children seated in Cookie's circle. *Cookie's circle time* is a time for singing and active movement. Begin each lesson with *Cookie's circle time*. If the children are not on the carpet when you start the lesson, use the Cookie puppet to lead them to *Cookie's circle time* area, while you play the **Hello song**. Encourage the children to follow your actions, waving and saying *Hello*, and encourage them to do a follow-the-leader with all of you waving until you get to *Cookie's circle time* area. Cookie then invites the children to sit down. Once the children are familiar with this routine, start singing the song immediately to signal the start of *Cookie's circle time*.

You should get used to using a *Transition marker* to send the children back to their seats after *Cookie's circle time*, ready for *Table time*. A transition marker is an instantly recognizable sign that signals a change in the lesson. Choose a transition marker and repeat it many times so it becomes a recognizable routine. If you are going to change it, you must make it very clear to the children. Some ideas for transition markers are:

- Signal with a bell or by beating a drum.
- Quickly count the children back to their seats, saying *One, two, three* and then repeating it until all the children are seated. The advantage of this is that there are only three children moving at any one time, instead of a whole class racing back to their seats.
- Get the children to stand up in the circle and join hands. You hold the hand of the child nearest to you. Lead the children by the hand in a 'train', dropping them off at their seats as you move round the room.

In *Table time*, the children complete their worksheets, or play games. You are provided with *Classroom management rhymes* as part of the routine (**cassette / CD** track 1). These combine language and actions to make the instructions transparent, and easier to understand and remember. Initially you will have to show the children what you want them to do, but once they get used to the *Table time chant* routine it will become automatic for them.

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.

Class control

Because of the fun nature of a lot of the materials, the children may get excited and slightly out of control. Introduce techniques to calm them down and focus them on new tasks, such as the 'quiet mouse' or other similar routines.

Sharing what they know

Children of this age love to tell people what they have learnt. If you are the English specialist but not the class teacher, you could use the return of the class teacher to motivate the children. Warn the class teacher beforehand that you are going to tell him/her that the children know some new English words and want to share them. If the teacher doesn't understand English, all the better, as you can say a word and the children will have to point to the flashcard to show the teacher what it means. When your class get more confident, they can go and point to the flashcards and say the English word for their regular teacher.

If you are the class teacher, you could take on the role of English teacher when the English class starts. You could say *Abracadabra* and turn yourself into 'the English teacher', maybe even changing your name to its English equivalent. At the end of the class, turn yourself back into the class teacher so the children can tell you what they have learnt in English.

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Setting up the *Cookie and friends Starter* classroom

Cookie's circle

If possible, assign an area of the classroom where the children will be able to sit in a circle during *Cookie's circle time*. Make this area of the room special by placing a large rug, mat, or blanket on the floor for the children to sit on. A circular mat will provide a guide for the children when getting into the circle. Children of this age can't form a circle without assistance!

The treehouse

If you have a permanent classroom, set the scene for *Cookie and friends Starter* by recreating a classroom treehouse from the front cover of the book or poster 1 to form of a wall display. Ideally this should be next to the area you use for *Cookie's circle time*.

Create the background for the display with four 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. Cut leaves out of green paper or card and attach them above the trunk in the shape of the tree on the front cover of the book.

Music

During the *Table time* phase of the lesson you might like to play one of the songs the children have learnt as background. This will help with familiarization and general enjoyment.

Jigsaws for fast finishers

Among this age group there is a real diversity of skills, not just of language skills but also of motor skills. As with higher levels, you will have fast finishers.

Copy the pictures from the flashcards onto card and cut them into simple puzzle pieces. Keep each set of vocabulary jigsaw cards in a plastic sleeve, as they are easier to store that way.

If some children finish more quickly than others, they can put the jigsaws together and say (in English, perhaps) what pictures they have made.

Creativity

We would encourage you to be as creative as possible with the children and we have made suggestions where appropriate. You will certainly find that you have extra ideas. By all means pursue and develop them!

Songs and song cards

Most children love to sing and to mime actions. All the instructions for the Total Physical Response (TPR) actions to go with the songs are printed alongside the song lyrics in the lesson notes. As children enjoy singing and movement so much, they often want to sing the same songs over and over again. This is very positive and should be encouraged. The songs provide the main source of learning and enjoyment.

Please understand that all the words of the songs don't have to be learnt. The songs are designed as activities for the children to move with and participate in. They are an integral part of the language familiarization process. If the children manage to learn some of the words, that is an added bonus. Let them sing and move to the music and do not be overly concerned with pronunciation and accuracy at this point.

It is often a good idea to have a visual reference for the songs the children have learnt in class. You could mount the completed worksheets on card and put these cards up whenever you sing the songs.

In class, Cookie may decide he wants to sing a song. He can hold up the flashcard or go to one of the posters or worksheets that represents the song he wants to sing and show it to the children. The children can also choose the song they want to sing, pointing to the relevant card.

Evaluation

As children at this level are just starting to learn, assessment should be based only on observation of their development. It is most important to encourage them to participate, reward them with praise and little prizes, and spend time laying the foundations of confidence for their future learning of English.

The vital ingredient

The most significant ingredient for the success of the course is *you*, and the enthusiasm, warmth, and fun you bring to the class. *Cookie and friends Starter* aims to provide all the materials you need. The rest is easy!

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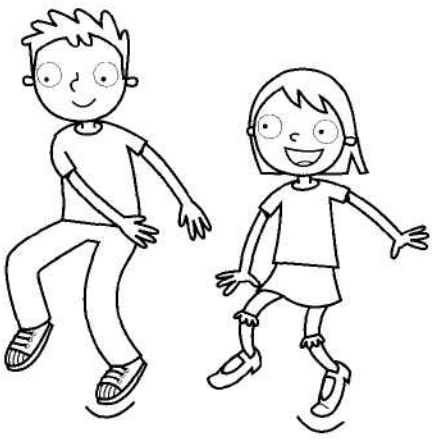
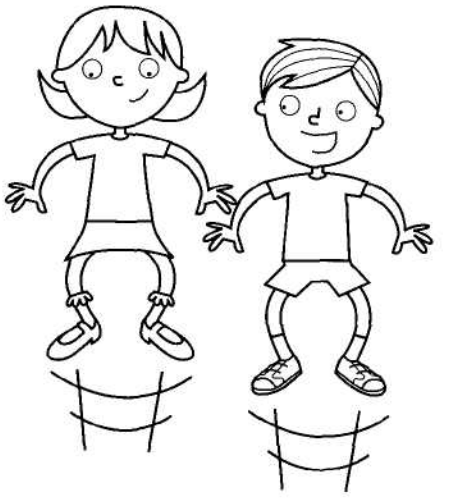
Total physical Response (TFR) actions

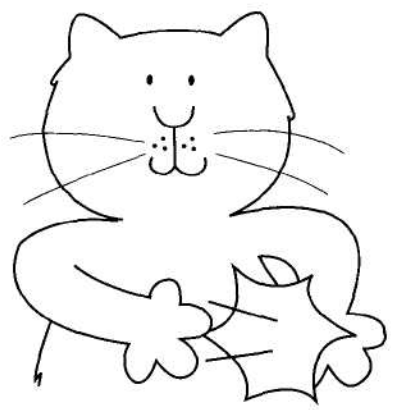
Close your eyes.



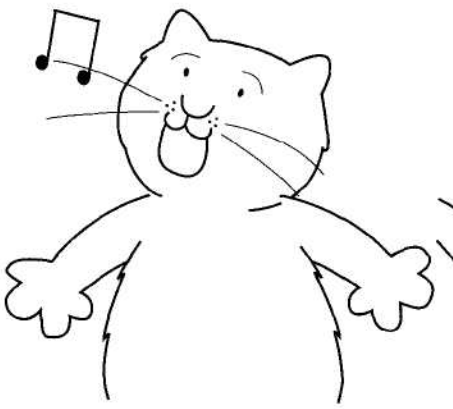
Skip.



Jump.

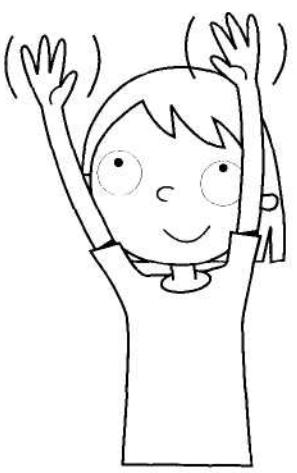


Clap.

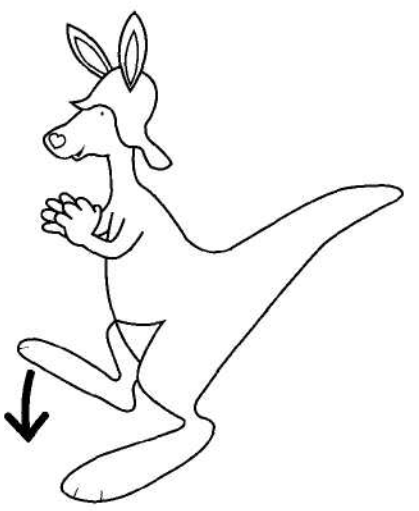


Sing.

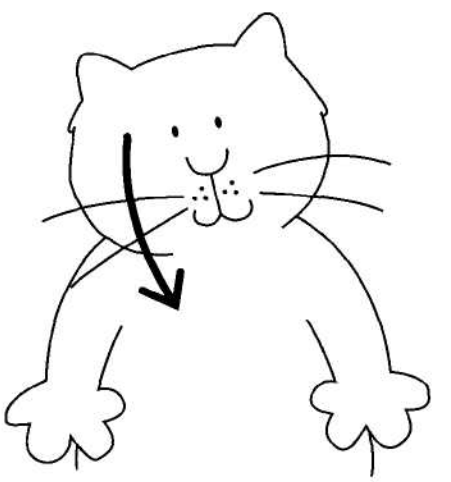
Dance.



Wave your arms.



Stamp your feet.



Nod your head.

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Unit 1 Friends

Lesson 1

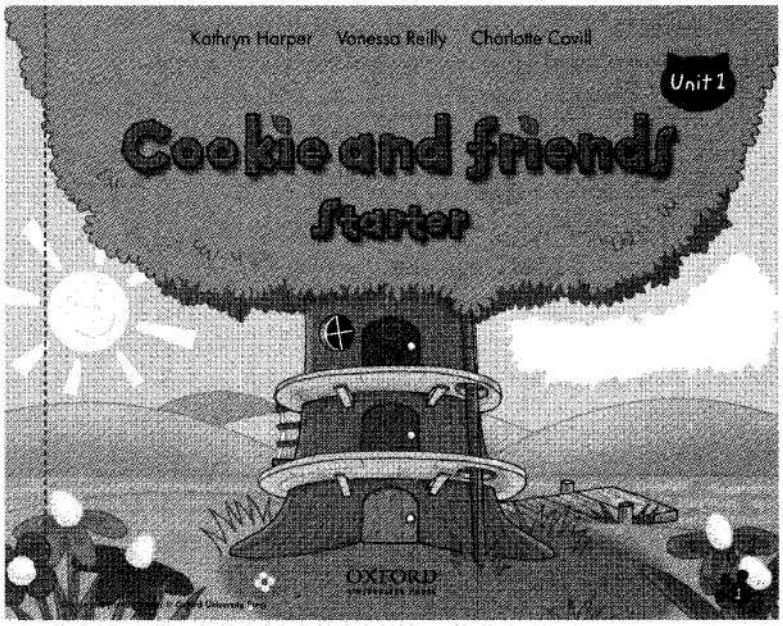
Language

New
hello, bye-bye, Cookie the cat

Passive
Stand up. Stretch. Sit down. Wave. Skip. Close your eyes. Where's Cookie? Skip to Cookie/the treehouse.

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Poster 1 from *Cookie and friends Starter* posters
- ☐ A completed Worksheet 1 with the sky coloured blue
- ☐ Worksheet 1 and Cookie sticker
- ☐ Blue crayons
- ☐ Extra activities: Cookie puppet, poster 1



Cookie's circle time

1 Hello, everyone

Sit the children in Cookie's circle (see page 9 of the Introduction). Talk briefly about other languages. Introduce Cookie the cat and tell them that Cookie speaks another language called *English*.
Use the Cookie puppet to go round the class saying *Hello* to each child. Make Cookie hug and kiss them or shake hands.

2 TPR activity

Still in Cookie's circle, say that Cookie is going to show them some actions. Let Cookie say and demonstrate *Stand up. Stretch. Sit down. Wave. Skip.* As Cookie does the actions, encourage the children to copy them and join in.

3 Unit song Track 4

Make sure the children are sitting down again. Say *Hello, (Jenny)* and encourage the children to say *Hello, Cookie. Hello,* (your name). Play the recording and gesture to them with your finger to your lips to be very quiet and listen. Sing the **Hello song**, doing the actions in the middle part of the song. As you sing, make Cookie wave to the children. Establish this as a routine when you play the **Hello song** at the beginning of each lesson.

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

4 Where's Cookie?

Say and demonstrate *Close your eyes.* Then ask the children to close their eyes. Hide the Cookie puppet somewhere near you, but leave a little of him showing. Pretend to look around the room saying *Where's Cookie?* Encourage the children to point to him. Put on the Cookie puppet again and say *Hello, Cookie* to him. Repeat this several times. After a few turns, hide him further away.

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Put up poster 1 where all the children can see it. Point to the treehouse in the picture or to your own treehouse poster and explain in L1 that Cookie lives in a treehouse. Ask *Where's Cookie?* and invite individual children to come to the poster and point to Cookie.
Show the children Worksheet 1. Then show them the Cookie sticker. Place the sticker on the tree at random, saying *Cookie* as you do. Then ask *Where's Cookie?* shrugging your shoulders and looking at the picture. Encourage the children to point to Cookie. Do this several times until they understand what you want them to do.

Transition marker

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

Table time

5 Worksheet 1 Tracks 1/2/4

Show the children Worksheet 1 in the Class Book. Ask them in L1 what is wrong with the sky on the right-hand side of the picture. (There is a white patch where the sky should be blue.) Hold up your completed Worksheet 1 with the sky coloured blue. Say and demonstrate *Colour the tree.*
Give out Worksheet 1. Then hold out a blue crayon to each child. As you do so, say the **Table time chant** and do the following actions:

Everyone.	Point with both index fingers and scan the class.
Listen to me.	Pull both ears.
Colour the tree.	Give the child the blue crayon.
1, 2, 3.	Count to three on your free hand.

While they are colouring, play the **Hello song** again and encourage them to join in. When they have finished, give out the stickers of Cookie and ask the children to put them somewhere in the tree.

Everyone.	Point with both index fingers and scan the class.
Listen to me.	Pull both ears.
Use your sticker.	Show them how to put the sticker of Cookie in the picture.

1, 2, 3.

When they have finished, look at their worksheets and ask *Where's Cookie?* Encourage the children to point to Cookie. Then, as part of your new classroom routine, sing the **Tidy up chant** to the tune of *London Bridge:*

Now it's time to tidy up, tidy up, tidy up.
Now it's time to tidy up.
1, 2, 3. Clap.

Indicate to the children that they need to tidy up and give back the crayons or put them in the right place. Finally, give out their folders. Say this version of the **Table time chant** and do the following actions:

Everyone.	Point with both index fingers and scan the class.
Listen to me.	Pull both ears.
Worksheets in your folders.	Show the children what to do.

1, 2, 3.

6 Bye-bye Track 5

Tell the children it is time to go. Make Cookie wave and say goodbye to them. Say *Bye-bye* and encourage the children to wave back. Play the **Bye-bye song** as the class ends.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Hello, Cookie
You will need the Cookie puppet. Tell the children to close their eyes. Hide Cookie somewhere obvious in the classroom and ask *Where's Cookie?* Tell the children to point and say *Hello, Cookie.*

Go to Cookie. Go to the treehouse.
You will need the Cookie puppet and poster 1. Put Cookie at one end of the classroom and the treehouse poster at the other end. Demonstrate *skip* and say *Skip to the treehouse/to Cookie.*

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Unit 1 Friends

Lesson 2

Language

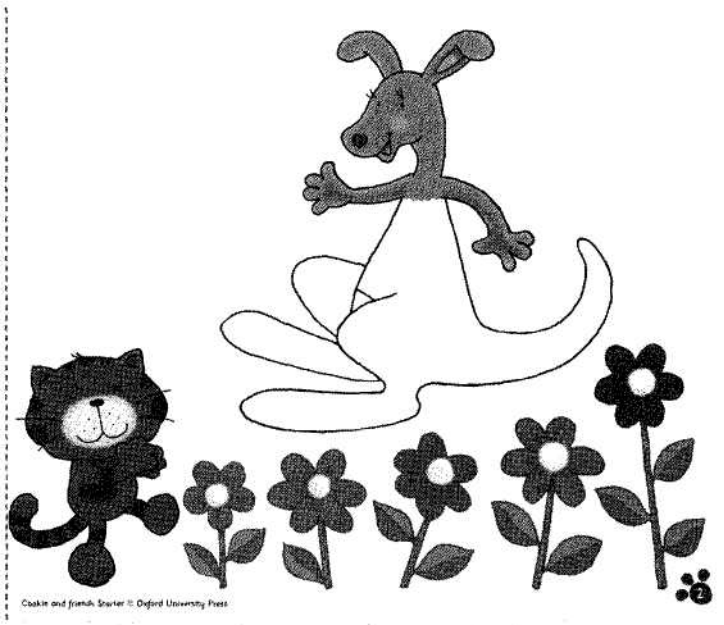
New
Lulu the kangaroo, blue, no, yes

Recycled
hello, bye-bye, Cookie the cat

Passive
Jump. What colour is it? Show me ... Well done! or

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Flashcards: Cookie, Lulu, blue
- ☐ Poster 1
- ☐ Cassette / CD
- ☐ Worksheet 2
- ☐ Blue crayons
- ☐ Extra activities: poster 1



Cookie's circle time

1 Hello, everyone

Track 4

Sit the children in Cookie's circle and sing the **Hello song**, encouraging them to say *Hello* to you, Cookie, and their classmates.

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

2 Hello, Lulu

Talk to the children about friends. Ask them in L1 who their friends are. Tell them that Cookie has a good friend, *a kangaroo*. Show them the flashcard of Lulu and the Lulu poster. Say *Lulu the kangaroo*. Ask the children what noise a cat makes (*miaow*) and what noise a kangaroo makes (*boing, boing* for jumping). Introduce the word *jump*.

Hold up the Lulu flashcard and say *kangaroo*. Encourage the children to jump and make a *boing* noise. Do the same with the Cookie flashcard. The children pretend to be cats and say *miaow*. Repeat several times. If the children have understood *kangaroo* and *cat*, say the words and see if they make the right noise. Then say the characters' names (*Cookie*, *Lulu*) and see if the children make the right noise.

Note
We have introduced the names of the characters and their animal names here. It's up to you when to use the names/animal words.

3 Show me blue

Still in Cookie's circle, hold up the blue flashcard. Ask the children *What colour is it?* Then say *blue*. Repeat the word several times, encouraging the children to join in. Hold up the flashcards of Lulu and blue. Point to Lulu and the blue flashcard and say the word in English, *blue*. Say *Lulu the blue kangaroo*. If the children want to say it for fun, let them.

Put up poster 1 where all the children can see it. Use Cookie to hold up a number of blue objects in the classroom and point to items on the poster and say *Blue*. Encourage the children to repeat the word after you. Then get Cookie to hold up something not blue and say *Blue?* in a questioning voice. Shake your head, and say *No!* Repeat this for another colour. It should be clear that Cookie is wrong. Ask the children to look for other blue things in the room. Say *Show me blue* and say *Blue. Yes!* and smile and nod your head.

Transition marker

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

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Table time

4 Worksheet 2 Tracks 1/4

Show the children Worksheet 2. Point to Cookie and elicit *Cookie*. Point to Lulu and say *Lulu*.
Give out the worksheets. Hold up a blue crayon and say *blue*, encouraging the children to repeat. Give out the blue crayons, saying:

Everyone. Listen to me.	As before.
You need a crayon.	Hold up a blue crayon.
1, 2, 3.	Count to three on your free hand.

Say and demonstrate *Colour Lulu blue*. Encourage and praise the children as they work. While they are colouring, play the **Hello song**. As they finish, praise the children and say *Well done!* Then, sing the **Tidy up song**:

Now it's time to tidy up, tidy up, tidy up.
Now it's time to tidy up.
1, 2, 3. Clap.

Indicate to the children that they need to tidy up and give back the blue crayons or put them in the right place. Finally, give out their folders and say the **Table time chant**:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to introduce the **Bye-bye song**. From now on this will be the usual way of closing each class. Play the recording and do the actions. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Be an animal
Remind the children of the actions and noises a cat and a kangaroo make (*miaow/boing*). When you say the word, they make the noises and mime the animals. Say *cat/kangaroo* alternately. You could gradually speed it up if the children are doing well.

Cat or kangaroo?
Mime a cat/kangaroo. Ask *Cat or kangaroo?* The children make the cat or the kangaroo noise depending on what you mimed. From time to time, point to Cookie or Lulu on poster 1 and ask *Cat or kangaroo?* The children make the appropriate noise.

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Unit 1 Friends

Lesson 3

Language

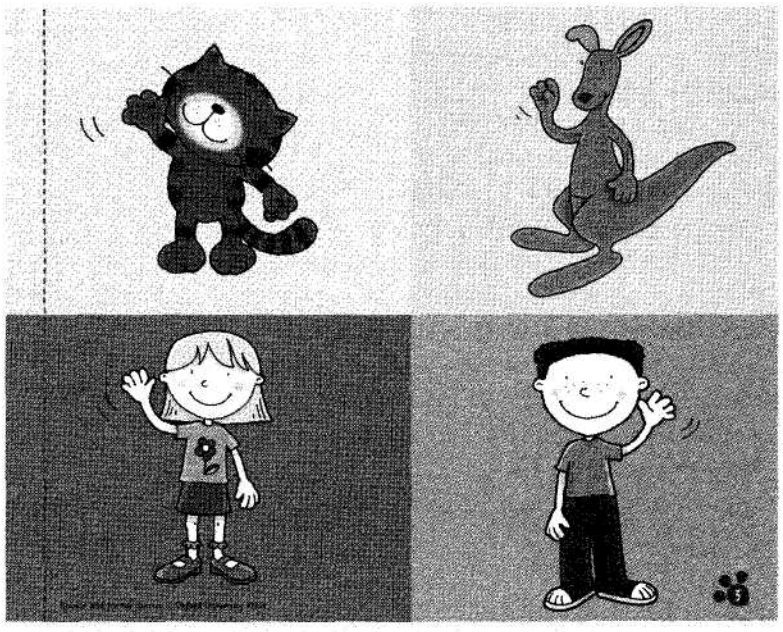
New
boys, girls

Recycled
hello, bye-bye, Lulu the kangaroo, Cookie the cat, blue

Passive
I'm a ... Lulu, what have you got in your pouch? Clap hands. Dance. Point and circle.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with boy and girl flashcards in her pouch
- ☐ Poster 1
- ☐ Flashcards: Cookie, Lulu, boy, girl
- ☐ Cassette / CD
- ☐ Worksheet 3
- ☐ Crayons
- ☐ Extra activities: a copy of photocopiable page 96 for each child, crayons, cassette / CD



Cookie's circle time

1 Hello, everyone Track 4

Before the lesson, set up the Lulu poster and poster 1 in Cookie's circle area. Sit the children in Cookie's circle and sing the **Hello song**.

2 TPR activity Track 4

The children sit facing the Lulu poster. Revise what they know about her. Say *This is Lulu the kangaroo. Lulu is blue.* Take Cookie to the Lulu poster. Point to the poster, saying *Cookie?* (They gesture *No.*) *Lulu?* (They gesture *Yes.*) Make Cookie say *Hello, Lulu* and encourage the children to join in. Ask *Lulu, what have you got in your pouch?* Make Cookie cover his eyes and ears as you take out the flashcards, naming each one: *Cookie, Lulu, girl, boy.*

Use Cookie to say *I'm Cookie. I'm a boy.* Point to several boys in the class and say *(Jack) is a boy,* etc. Point to the Lulu poster and pretend Lulu is talking. Say *I'm Lulu. I'm a girl.* Then point to several girls in the class and say *(Jenny) is a girl,* etc. Make sure the children have understood, then say and demonstrate:
Girls. Stand up! Boys. Stand up!
Girls. Sit down! Boys. Sit down!
Girls. Wave! Boys. Wave!
Repeat, calling instructions in random order. When the children are confident with the activity, add *jump* and *skip*. Play the **Hello song**. Tell the girls to wave when they hear *girls* and the boys to wave when they hear *boys*. Repeat a number of times.

3 Unit song Track 6

Stand the children in Cookie's circle. Say and demonstrate *Clap hands. Dance.* Encourage the children to imitate you. Then add the TPR actions they revised in activity 2 and combine them (*clap hands, dance, wave, jump, skip, sit down, stand up*). Now sing the **Clap hands song** and do the actions. Gesture to the children to come up to the treehouse poster for the chorus.

Clap hands
Tune: Let everyone clap hands like me

Let everyone clap hands like me.
Let everyone clap hands like me.

Come, come to my tree.
Come, come play with me.

Let everyone jump up like me.
Let everyone jump up like me.

Come, come to my tree.
Come, come play with me.

Let everyone dance like me.
Let everyone dance like me.

Come, come to my tree.
Come, come play with me.

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Transition marker

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

Table time

4 Worksheet 3 Tracks 1/2

Show the children Worksheet 3. Point to each picture in turn and say *Cookie the cat, Lulu the kangaroo, girl* and *boy,* encouraging the children to repeat after you.

Give out the worksheets. Say the word, for example, *boy,* or ask *Where's ... ?* Each child has to point to the corresponding picture. Then ask *Where's Cookie the cat?* The children look for Cookie and point to him. Indicate to the children that they have to point to the correct picture as you ask about *Cookie the cat, boy, Lulu the kangaroo, girl.* As the children get more confident you can say the names more quickly.
Hold up your worksheet. Say *I'm* (your name). *I'm a girl.* and demonstrate circling the girl. Say *Girls, stand up. Girls, circle the girl.* Repeat the same steps with the boys.

Hand out the crayons, say the **Table time chant**, and do the actions:
Everyone. Listen to me.
Circle your picture.
1, 2, 3.

The girls circle or otherwise mark the picture of the girl and the boys circle the boy. As they finish, say *Well done!* Then sing the **Tidy up song** and indicate that they need to tidy up and give back the crayons:
Now it's time to tidy up, tidy up, tidy up.
Now it's time to tidy up.
1, 2, 3.

Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Boy or girl?
You will need crayons and a copy of the boy and the girl from photocopiable page 96 for each child. Ask the children to colour them. Say *Colour the girl. Colour the boy.* As they work, go around, point to their pictures, and ask *Boy or girl?*

Clap hands Track 6
You will need the recording. Sing the **Clap hands song** again, getting the children to clap on the word *clap.* If they are enjoying it, play the song again, encouraging them to do the other actions (*jump, dance*) as they hear the word in the song.

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Unit 1 Friends

Lesson 4

Language

Recycled

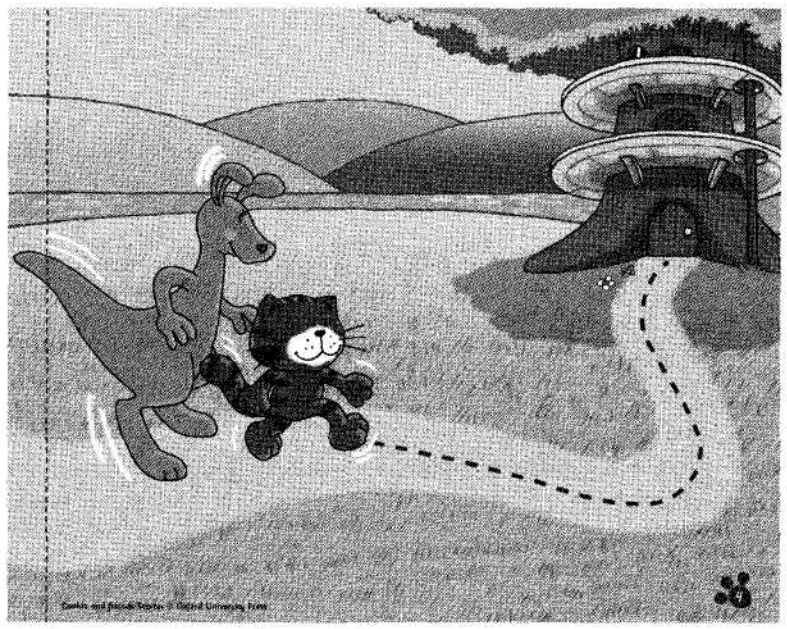
hello, bye-bye, Cookie the cat, Lulu the kangaroo, blue, boy, girl, yes, no, TPR language

Passive

Sing. Draw the path.

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with Cookie, Lulu, blue, boy, and girl flashcards in her pouch
- ☐ Flashcards: Cookie, Lulu, blue, boy, girl
- ☐ Cassette / CD
- ☐ Worksheet 4
- ☐ Blue crayons
- ☐ Reward stickers
- ☐ Extra activities: chalk



Cookie's circle time

1 Hello, everyone Track 4

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

2 Poster time

Take Cookie to the Lulu poster. Point to the poster, saying *Cookie?* (The children gesture *No.*) *Lulu?* (They gesture *Yes.*) Make Cookie say *Hello, Lulu* and encourage the children to join in. Ask *Lulu, what have you got in your pouch?* Make Cookie cover his eyes and ears as you take out the flashcards, naming each one: *Cookie, Lulu, blue, girl, boy.*

Now show the cards to Cookie one by one and make him say the word on the card. If he gets it right, nod your head and say *Yes.* If he gets it wrong, shake your head and say *No.* Encourage the children to join in with you as you take out each flashcard. Then play a game. Choose a child to come to the front and nod or shake his/her head. Cookie suggests an activity, such as *jump.* If the child shakes his/her head, say *No* and the class does nothing. If the child nods his/her head, say *Yes* and the class does the action. Continue the game with *skip, stretch, stand up, sit down, close your eyes, wave, clap hands, sing, dance*, using different children.

3 Quiet routine Track 3

This classroom routine can be used to calm the children when they are over-excited. Say and demonstrate:

Shhhhh!	Hold your index finger to your lips.
Be quiet like a mouse.	Pretend to be a mouse.
In a little treehouse.	Make a roof shape with your hands over your head.

Practise this several times during the course of the lesson so that the children get used to it. Use it whenever you need to get the children's attention and restore order.

Transition marker

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

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Table time

4 Worksheet 4 Tracks 1/2

Show the children Worksheet 4 and ask them who and what is in the picture. Say *Cookie the cat, Lulu the kangaroo, the treehouse* and encourage them to point as you say the words. Demonstrate how to draw a line with your finger along the path from Cookie and Lulu to the treehouse.
Give out the worksheets. Tell the children to point to Cookie and follow the path with their fingers from Cookie to the treehouse. Say *skip, skip, skip* as they follow the path. Do the same with Lulu but say *jump, jump, jump.* Now give out the blue crayons, saying:
Everyone. Listen to me.
Draw the path.
1, 2, 3.

The children draw the path from Lulu and Cookie to the treehouse. When they have finished, give each child a reward sticker and say *Well done!* Then sing the **Tidy up song**, give out their folders, and collect the worksheets as you say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Treehouse path

Draw a path on the floor with chalk from one side of the classroom to the tree poster. The children pretend to be Lulu and Cookie and jump or skip along the path to the tree.

TPR revision Track 6

Revise and do the TPR actions the children already know. Play the **Clap hands song** and do the actions. When you get to the three verses recorded without actions, add any TPR actions you wish.

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Unit 1 Friends

Extra reinforcement lesson

Language

Recycled
Revision of Unit 1 language

Passive
Find, point to ...

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with Cookie, Lulu, and blue flashcards
- ☐ Flashcards: Cookie, Lulu, blue
- ☐ Cassette / CD
- ☐ Poster 1
- ☐ Extra rewards (sweets/stickers/badges)
- ☐ Extra activities: Cookie, Lulu, blue, boy, girl flashcards

Cookie's circle time

1 Hello, everyone Track 4

As this is a reinforcement lesson you might want to set it up as a series of games. Sit the children in Cookie's circle and sing the **Hello song**, encouraging them to say *Hello* to Cookie, to you, and to their classmates.

2 Poster time

Take Cookie to the Lulu poster. Ask the children to point. Say *Point to Cookie/Lulu/blue.* Gradually do this a little faster. Praise the children and give out extra rewards. As a treat, let the children put on the Cookie puppet to point. If you don't want to use the poster, tell the children to close their eyes and place the flashcards around the room. Then ask the children to look for them as you say them.

3 TPR game

Play a TPR game. Choose a child to nod or shake his/her head. Use Cookie to suggest an action. If the child shakes his/her head, say *No* (or encourage the child to say *No*) and the class does nothing. If the child nods his/her head, say *Yes* (or encourage the child to say *Yes*) and the class does the action.

Repeat the game with *skip, stretch, stand up, sit down, close your eyes, wave, clap hands, sing, dance.* Use different children to indicate *Yes* or *No.* Praise the children's efforts and give them an extra reward for doing well.

4 TPR song revision Track 6

Revise and do the TPR actions the children already know: *stand up, sit down, wave, skip, jump, stretch, clap hands, dance.* Encourage the children to imitate you.

Listen to the **Clap hands song** and do the actions. When you get to the three verses recorded without actions, add any of the other TPR actions you wish. Then play the first verse again. Stop the recording and say *Girls!* The girls do the actions for the next verse. Then say *Boys!* The boys do the actions for the following verse.

5 Poster 1

Use poster 1 to revise vocabulary from the unit. Invite one child at a time to the poster. Say a word the children know and ask the child to point to it in the picture. Say *Cookie* and the child points to him. Ask the class to indicate *Yes* if it is correct and *No* if it is not.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

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Extra activities

My favourite

You will need the Cookie, Lulu, and blue flashcards. Hold up the flashcards one by one. Get the children to vote by standing up and cheering for their favourite. Count the cheers to see which card is the favourite.

Flashcard game

You will need the Cookie and Lulu flashcards. Choose two children and give them each a flashcard. Tell them to hold up their cards one at a time. If it's Cookie, the other children say *miaow*, if it's Lulu, they say *boing, boing*.

You could also do this with the boy/girl flashcards. The girls wave when they see the girl card, the boys wave when they see the boy.

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Unit 2 Sun and rain

Lesson 1

Language

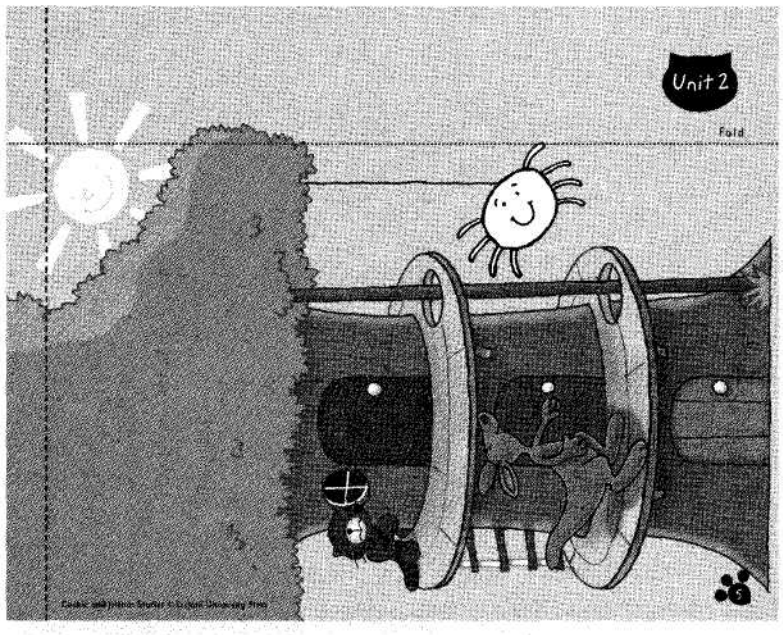
New
rain, spider, sun

Recycled
Cookie the cat, Lulu the kangaroo, blue, tree, TPR language

Passive
up, down

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with rain, spider, and sun flashcards
- ☐ Flashcards: rain, spider, sun
- ☐ Cassette / CD
- ☐ Worksheet 5
- ☐ A teacher-prepared paper spider or a toy plastic spider
- ☐ Blue crayons



- ☐ Extra activities: the children's completed Worksheet 5

Cookie's circle time

1 Hello, everyone Track 4

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

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Poster time

Take Cookie up to the Lulu poster. Make him point and ask *Lulu, what have you got in your pouch?* Cookie takes out the sun flashcard and says *sun*. Repeat several times. Cookie then introduces the rain flashcard. He says *rain* several times. Mime sun and rain with your fingers to illustrate the words. Finally, Cookie takes out the spider flashcard. He sees that it is a spider and jumps back as if scared. Say *spider* and as you say it, do spider finger movements. Encourage the children to join in with the actions.

3 Unit song Track 7

Take out the spider you prepared before the lesson. Use the classroom treehouse (see page 10 of the Introduction) to show the spider going up and down the tree. Say and demonstrate *up* and *down*, using the spider several times. Then let Cookie say and demonstrate *up* and *down*. Encourage the children to copy Cookie and join in.

Put Worksheet 5 up on the board and say the words of the song. Then sing the **Little spider song**, doing the actions. Encourage the children to join in.

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Little spider
Tune: Incy wincy spider

Little, little spider.
Up the tree.
Make finger movements of spider climbing up a tree.

Little, little spider.
Up the tree.
Keep your fingers up high.

Rain, rain, rain.
Rain on me.
Make finger movements of rain falling.

Little, little spider.
Down the tree.
Make finger movements of spider low on the tree.

Little, little spider.
Down the tree.
Make finger movements of spider climbing down a tree.

Little, little spider.
Down the tree.
Keep your fingers down low.

Sun, sun, sun.
Shine on me.
Make finger movements of sun shining.

Little, little spider.
Up the tree.
Make finger movements of spider climbing again.

Transition marker

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

Table time

4 Worksheet 5

Give out the worksheets. Ask the children to look at the pictures on both sides and point as you say the words *Cookie/cat, Lulu/kangaroo, sun, rain, spider, tree*. Hold up a blue crayon and say *blue*, encouraging the children to say it. Say *Colour the spider blue*. Then give out the blue crayons and say:
Everyone. Listen to me.
Colour the spider.
1, 2, 3.

While they are colouring, go around the class helping the children with the folding. Say *sun*, then say *rain* as they fold the page over. Say *spider up* and open the page. Say *spider down* and fold it over. Encourage the children to imitate you. If they finish quickly, they can colour the spider on the reverse side of the worksheet. When they have finished, say *Well done!* Sing the **Tidy up song**. If you are not going to do the first Extra activity, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Sun or rain?
You will need the children's completed Worksheet 5. Call out *rain* or *sun*. The children fold or unfold the flap to show the correct weather. Continue, varying the word so the children do not automatically open and close the flap, for example, *sun, rain, sun, sun, rain, rain*.

Animal mime
Tell the children to stand up and move around the class very quietly, miming the animals they have learnt so far. Call out *cat, kangaroo, spider* and get the children to do the actions and make their noises where possible.

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Unit 2 Sun and rain

Lesson 2

Language

New

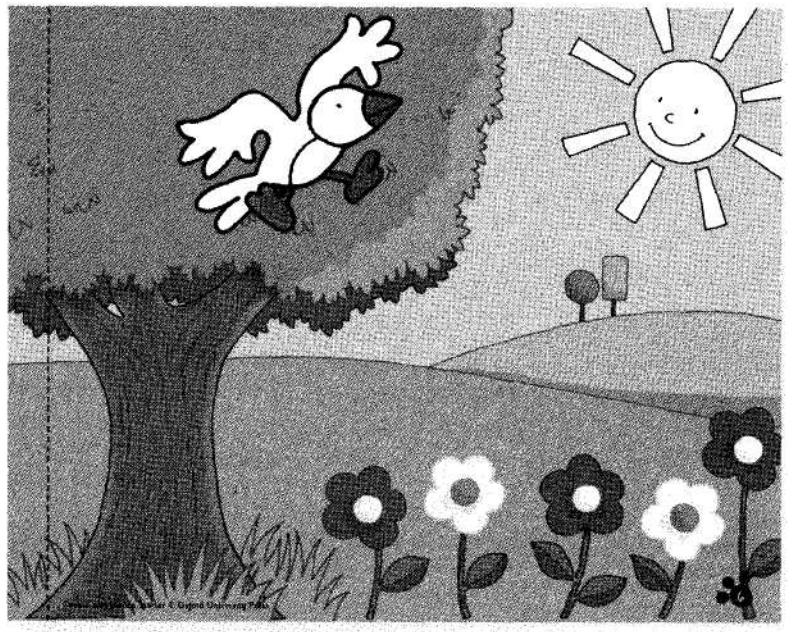
bird, yellow

Recycled

Cookie the cat, Lulu the kangaroo, blue, tree, rain, spider, sun, yes, no, TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with bird, rain, spider, and sun flashcards
- ☐ Flashcards: bird, rain, spider, sun, yellow
- ☐ Cassette / CD
- ☐ Poster 2
- ☐ A completed Worksheet 5
- ☐ Worksheet 6 and spider stickers
- ☐ Blue and yellow objects (balls, blocks, crayons, toys)
- ☐ Yellow crayons



Cookie's circle time

1 Hello, everyone Track 4

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

2 Poster time Track 7

Put up the Lulu poster with the *bird, rain, spider,* and *sun* flashcards. Make Cookie point and ask *Lulu, what have you got in your pouch?* Bring out the flashcards one by one and say the words. Introduce *bird* and encourage the children to repeat after you. Ask the children what noise a bird makes (*tweet, tweet*). The children pretend to be birds and say *tweet, tweet.* Repeat several times. Then put the cards back.

Now ask four volunteers to come and take out the flashcards again. Ask *What's in Lulu's pouch?* If the children need help, ask *Rain? Sun? Bird? Cat?* and get them to answer *Yes* or *No*. Finally, put Worksheet 5 up on the board and sing the **Little spider song**.

3 Show me yellow

Put up poster 2 where all the children can see it. Revise the colour *blue* and ask the children to point to blue objects on the poster or in the classroom. Hold up the yellow flashcard and ask *What colour is it?* Then say *yellow*. Repeat the word several times, encouraging the children to join in. Ask them to look around and point to yellow objects on the poster or in the classroom.

4 Colour game

Assemble a number of small blue and yellow objects on the mat in Cookie's circle (enough for one of each for each child). Say *Show me something blue.* The children pick up a blue object. Then put everything back in the middle and do the same for yellow. Repeat several times.

You can also use Cookie for a guessing game. Get Cookie to cover his eyes while the children hide a blue or yellow object behind their backs. Cookie tries to guess whether their hidden object is blue or yellow. The children says *Yes* or *No.*

Transition marker

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

Table time

5 Worksheet 6

Give out the worksheets. Ask the children to look at the picture and point as you say *Point to the bird, the sun, the tree.* Say *Colour the sun yellow.* Then hold out two crayons, one of which is yellow, and ask each child to take the yellow one. As you hand out the crayons, say:

Everyone. Listen to me.
Colour the sun.
1, 2, 3.

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When they have finished colouring, say *Show me the sun* and add *the yellow sun* as the children hold up their pictures. Give out the spider stickers and ask the children to put them somewhere in the picture. Children who finish quickly can also colour the bird.

Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Animal noises

Remind the children of the noises a bird, cat, and kangaroo make (*tweet tweet/miaow/boing*). When you say the word, they have to make the noises and mime the animals. Say *bird/cat/kangaroo* in random order. You could gradually speed it up if the children are doing well.

Animal actions

Play a game with the children. Divide the class into four groups: birds, cats, kangaroos, and spiders. This game is similar to the one in Lesson 1 but involves the children acting out the animals and carrying out TPR instructions: *Cats, jump! Kangaroos, skip! Spiders, stand up! Birds, dance!*

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Unit 2 Sun and rain

Lesson 3

Language

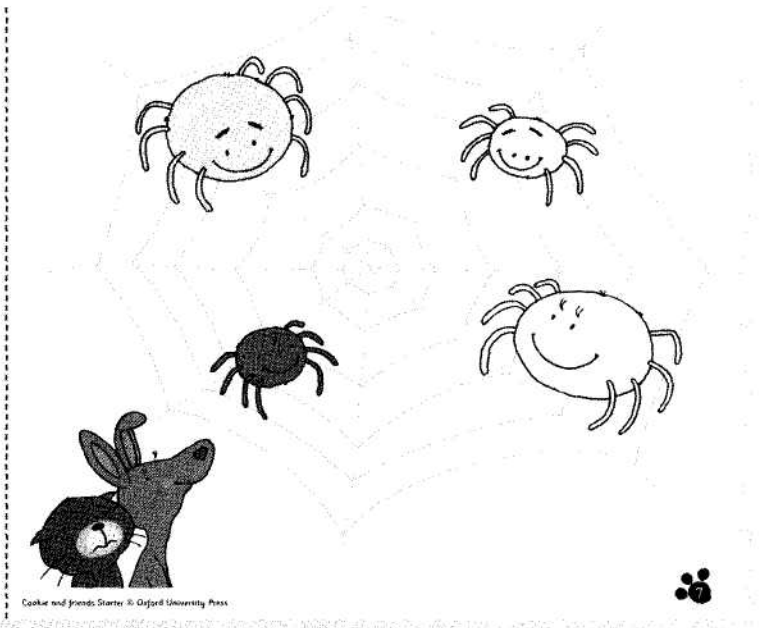
New
big, little

Recycled
Cookie the cat, Lulu the kangaroo, blue, yellow, bird, rain, spider, sun, yes, no, TPR language

Passive
Do you like ... ? Hide.

Materials checklist

- ☐ Cookie puppet
- ☐ A completed Worksheet 5
- ☐ Cassette / CD
- ☐ Flashcards: Lulu, blue, yellow, bird, rain, sun, spiders
- ☐ Big and little objects
- ☐ Poster 2
- ☐ Worksheet 7
- ☐ Blue and yellow crayons
- ☐ Reward stickers



- ☐ Extra activities: the children's completed Worksheet 7, coloured wool, glue, cassette / CD

Cookie's circle time

1 Hello, everyone Track 4

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

2 Revision of previous lessons Track 7

Put your completed and folded copy of Worksheet 5 up on the board. Sing and act out the **Little spider song**. Tell the children in L1 that they have to guess what Cookie likes. As they guess, Cookie nods or shakes his head. Show the flashcards one at a time and ask:

Cookie. Do you like:
The sun? (Yes)
The rain? (No)
Blue? (Yes)
Yellow ? (Yes)
Lulu the kangaroo? (Yes)
The bird? (Yes)
The little spider? (No)
The BIG spider? (NO!)

Emphasize *big*, as it is being introduced here. Show the pictures of the *big* and *little* spiders on poster 2 to illustrate the difference. Then reverse the activity.

Make Cookie ask you the questions in a Cookie voice, and you respond in your own voice:

Do you like:
The sun? (Yes)
The rain? (Yes)
Blue? (Yes)
Yellow? (Yes)
Lulu the kangaroo? (Yes)
The bird? (Yes)
The little spider? (Yes)
The BIG spider? (NO!)

3 Unit song Track 8

Revise the actions for *sit down, rain, jump up, sun* and introduce *hide*. Encourage the children to join in with the actions when they hear the words. Play the recording and act out the **Sit down song**.

Sit down
Tune: London Bridge is falling down

Sit down, sit down,
It's the rain,
It's the rain,
It's the rain.
Sit down, sit down,
It's the rain,
It's the rain, rain, rain.

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Jump up, jump up,
It's the sun,
It's the sun,
It's the sun.
Jump up, jump up,
It's the sun,
It's the sun, sun, sun.

Hide, hide,
It's a spider,
It's a spider.
It's a spider.
Hide, hide,
It's a spider,
It's a spider.

Sit down, jump up,
Hide, hide, hide,
Hide, hide, hide,
Hide, hide, hide.
Sit down, jump up,
Hide, hide, hide,
It's a spider.

Ask the children if they need to hide from spiders, and say *No*. Tell them that Cookie's being silly!

Transition marker

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

Table time

4 Big or little?

Revise *big* and *little* by showing the children a number of paired big and little objects, including the flashcard spiders. Point to each and ask *Big or little?* Then let the children point to the objects and get Cookie to say *big* or *little*.
Put up poster 2 where all the children can see it. Point out the big and little birds, flowers, spiders, and trees on the poster and say *big* or *little* according to their size. Then point to them randomly and ask *Big or little?* Tell the children to spread their arms for *big* and indicate a small size with their fingers for *little*.

5 Worksheet 7

Give out the worksheets. Tell the children to draw lines with their fingers to match the big and the little spiders. Say *big* and *little* and get them to point to the right spiders. Tell them to colour the big spider yellow and the little spider blue. Hand out yellow and blue crayons and say:
Everyone. Listen to me.
You need crayons.
1, 2, 3.

When they have finished colouring, give each child a reward sticker and say *Well done!* Sing the **Tidy up song**. If you are not going to do the first Extra activity, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Decorating and matching spiders
You will need the children's completed Worksheet 7, coloured wool cut into lengths to fit the spiders' webs, and glue. The children stick the wool over the lines of the spider's web to match the big and little spiders. As they do so, ask *Big spider? Little spider?* and get the children to point.

Up and down
Tell the children to stand up and pretend to be the sun. When you say *The sun is up*, they stand, stretch up, and say *Hello*. When you say *The sun is down*, they crouch down and say *Bye-bye*. Continue, but vary the order so the children have to listen carefully. Any child who performs the wrong action is out.

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Unit 2 Sun and rain

Lesson 4

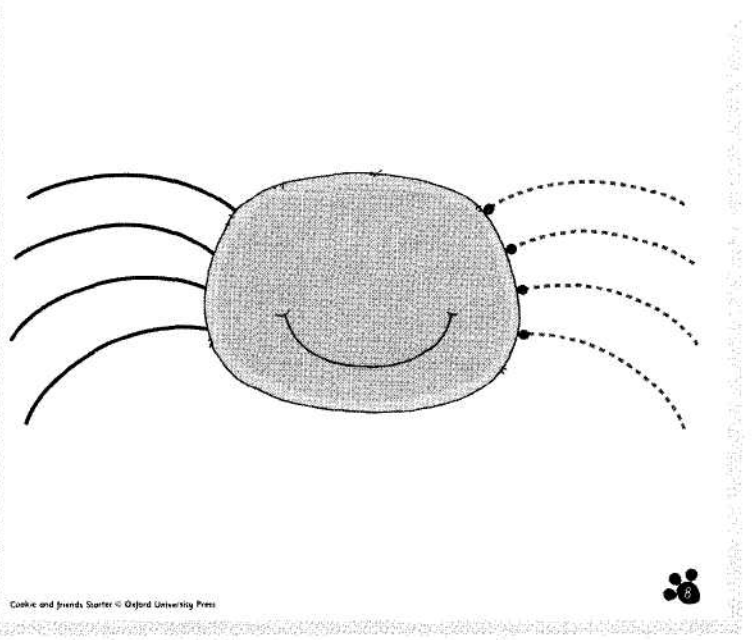
Language

Recycled

Cookie the cat, Lulu the kangaroo, blue, yellow, bird, rain, spider, sun, yes, no, big, little, TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Flashcards: cat, kangaroo, bird, rain, spider, sun
- ☐ Worksheet 8 and the spider's eyes stickers
- ☐ Crayons
- ☐ Reward stickers
- ☐ The children's completed Worksheet 5
- ☐ Extra activities: decoration materials (see first Extra activity), glue



Cookie's circle time

1 Hello, everyone Track 4

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

2 Revision of previous lessons Track 9

Put the following flashcards on the wall, spaced well apart: cat, kangaroo, bird, spider, rain, sun. Say the name as you put each one up and ask the children to mime or make the noises. Then play the recording (of sounds) and ask them to listen and point to the flashcard showing the things they hear. (They will hear a cat miaowing, a kangaroo bouncing, a bird singing, and rain hitting the ground.)

Transition marker

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

Table time

3 Worksheet 8

Hold up Worksheet 8, point to the picture and ask *What is it? A spider.* Tell the children in L1 that the spider is missing its eyes and some legs. Give out the worksheets and the stickers of the spider's eyes. Show the children where to place the stickers. Don't worry if they stick them in odd places!

Now ask the children to draw lines with their fingers along the dotted lines of the missing legs. Give out the crayons, saying:

Everyone. Listen to me.
You need crayons.
1, 2, 3.

The children draw the missing legs. When they have finished, give each child a reward sticker and say *Well done!* Sing the **Tidy up song**.

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4 TPR song Track 7

Put up your own folded version of Worksheet 5 on the board. Sing the **Little spider song**. The children hold their completed Worksheet 8 spiders, raising and lowering their arms so that the spiders move up when you are singing *Up the tree* and down when you sing *Down the tree*. Repeat this several times so the children are confident with *up* and *down*.

If you are not going to display the spiders in the classroom, give out the folders and collect the worksheets as you say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Decorating spiders

Decorate the spiders with glitter, feathers, or bits of wool. Make a display to put up in the classroom.

Clap hands song Track 6

Sing and do the actions for the **Clap hands song** from Unit 1 Lesson 3.

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Unit 2 Sun and rain

Extra reinforcement lesson

Language

Recycled

Revision of Units 1–2 language

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Lulu poster with yellow, bird, rain, small spider, big spider, sun flashcards
- ☐ Extra rewards (sweets/stickers/badges)
- ☐ Poster 2
- ☐ Flashcards: Cookie, Lulu, blue, tree, boy, girl, rain, spider, sun, yellow
- ☐ Completed Worksheets 5 and 7
- ☐ Extra activities: coloured paints for face painting, rain and sun flashcards

Cookie's circle time

1 Hello, everyone Track 4

As this is a reinforcement lesson you might want to set it up as a series of games. Sit the children in Cookie's circle and sing the **Hello song**.

2 Poster time

Take Cookie to Lulu's poster and make him say *Hello, Lulu* and encourage the children to join in. Ask *Lulu, what have you got in your pouch?* Take out the flashcards one at a time. Elicit the words. Any child who gives the right answer gets an extra reward and can hold on to the flashcard and skip around the circle. Say *Well done!*

Put up poster 2 where all the children can see it. Say one of the words from this unit and get the children to find the object on the poster. You could also extend this activity by using the poster to revise the vocabulary from Unit 1. Choose one category at a time, such as colours (blue, yellow), animals (cat, kangaroo, bird, spider), and *rain*, *sun*, and *tree*. Then say a word and invite individual children to come out and point to it on the poster.

3 TPR game

Do this activity with individuals, groups (*girls/boys, yellow group/blue group*), or the whole class. Make Cookie give a TPR instruction or a word from Units 1–2 to mime, such as *Boys, sit down* or *Stretch* or *Blue group be a cat*. The child/group/class has to follow the instruction. You could include TPR actions such as *clap your hands, close your eyes, dance, hide, jump, sit down, skip, stand up, stretch, wave,* as well as words to mime, like *cat, kangaroo, bird, spider, rain, sun*. Praise the children's efforts and give out extra rewards.

4 Knock, knock

Mark out an imaginary door in the room with your hands and tell the children this is a door. Play with the whole class or different groups (*girls/boys, yellow group/blue group*). The children pretend to knock on the door. When they make a knocking action you say *Knock, knock*. Pretend to open the door, then say and mime *Hello, children! I'm a cat/kangaroo/little spider*. Gesture invitingly for them to come through the door. But once inside, you say and act out *HELLOooo! I'm a BIG spider. Hide!* They all have to run away and hide. This will create utter chaos but they will enjoy it!

5 TPR song revision Tracks 7/8

Put your completed Worksheets 5 and 7 on the board to remind the children of the **Little spider song** and the **Sit down song**. Sing both songs and do the actions.

If you have time, do a 'free disco' in which you play the music and let the children dance to it. Turn this into a game. Stop the recording and say *Stop!* The children all stop dancing. The first child to stop completely gets an extra reward.

6 Bye-bye Tracks 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

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Extra activities

Face painting

Do face painting with the children. Ask them what they want to be: spiders, cats, kangaroos, or birds.

Weather flashcards

Choose a child each lesson to put the rain or sun flashcard on the wall depending on the weather outside.

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Story 1 Look at Cookie!

Lesson 1

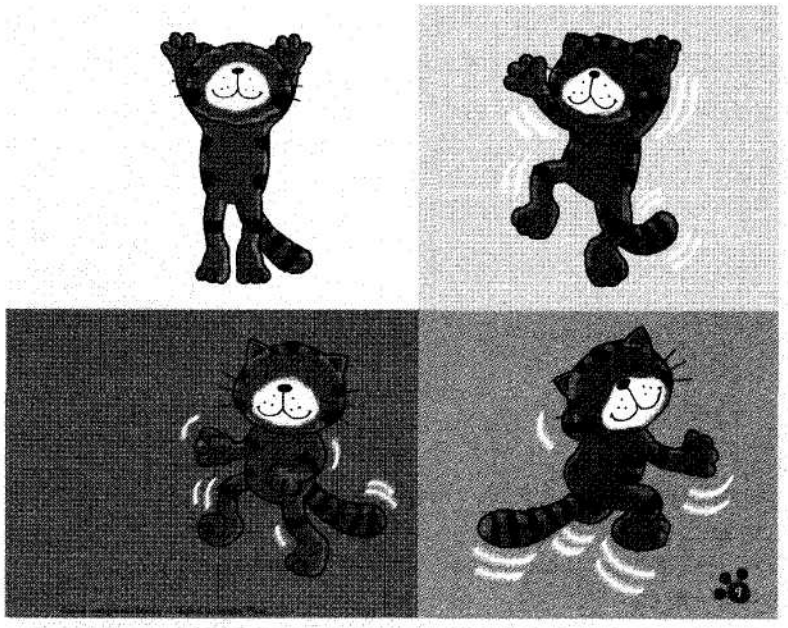
Language

Recycled
hello, Cookie the cat, Lulu the kangaroo, boy, girl, bird, spider, TPR language

Passive
Look at me. Watch out. Choose.

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Story 1 cards
- ☐ Flashcards: Cookie, Lulu, boy, girl, bird, spider
- ☐ Worksheet 9
- ☐ Blue and yellow crayons
- ☐ Reward stickers
- ☐ Extra activities: cassette / CD, Cookie puppet, paper and crayons for each child



Cookie's circle time

1 Hello, everyone Track 4

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

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Song revision Track 6

Revise the TPR actions with the children. Sit the children in a circle. Choose a child to stand in the middle and give this child the flashcard of the tree. Play the song. The children in the circle do the actions of each verse. Before the chorus, let the child in the middle point to or call two or three other children to come into the middle (or you call out the names of the children). Continue playing and singing the song until everyone is in the middle.

Clap hands
Tune: Let everyone clap hands like me

Let everyone clap hands like me.
Let everyone clap hands like me.

Come, come to my tree.
Come, come play with me.

Let everyone jump up like me.
Let everyone jump up like me.

Come, come to my tree.
Come, come play with me.

Let everyone dance like me.
Let everyone dance like me.

Come, come to my tree.
Come, come play with me.

3 Storytime Track 10

Say the Storytime rhyme.

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.

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Show the children the first Story card. Point to the characters and elicit the names. Tell them that spider and Cookie are saying *Hello.*

1. Play the recording.
   Spider: *Hello, Cookie.*
   Cookie: *Hello, spider. Look at me! Stretch, stretch, stretch.*

2. Play the recording.
   Bird: *Hello, Cookie.*
   Cookie: *Hello, bird. Look at me! Skip, skip, skip.*

3. Play the recording.
   Cookie: *Hello, Lulu.*
   Lulu: *Hello, Cookie. Look at me! Jump, jump, jump.*

4. Play the recording.
   Cookie: *Wow! Jump, jump, jump.*

5. Play the recording.
   Lulu, bird, spider: *Watch out, Cookie!*

6. Play the recording.
   Cookie: *Ooowww!*
   Lulu: *Oh Cookie!*

4 Pre-worksheet activity Track 10

Put the flashcards on the board in random order and say the names of the characters. The children say *Yes* or *No* depending on whether they are in the story or not, for example *Lulu?* The children say *Yes. Girl?* The children say *No.*
Give the flashcards of Cookie, Lulu, the bird, and the spider to the children. Play or retell the story, showing the children the Story cards. As you go through the story, the children holding the flashcards stand up as they hear the word and the rest of the class says, for example, *Cookie.*

Transition marker

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

Table time

5 Worksheet 9 Track 6

Give out the worksheets. Ask the children to look at the pictures and point as you say *stretch, dance, skip, jump.* Put the Story cards on the wall. Say the actions again but this time the children say *Yes* or *No* depending on whether the action is in the story.

Now ask the children to circle the action *not* in the story (Cookie dancing). Say *Girls, choose yellow. Boys, choose blue.* Then hold out a blue and yellow crayon and ask each child to take the correct one. As you hand out the crayons, say:
Everyone. Listen to me.
You need crayons.
1, 2, 3.

While they are circling the picture, play the **Clap hands song**. Encourage and praise the children as they work. As they finish, give each child a reward sticker and say *Well done!* Sing the **Tidy up song.** Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Hello, Cookie Track 4
The children sit in a circle. Play the **Hello song** and let the children pass Cookie around. When you stop the music, the child who has Cookie holds him up and says *Hello, Cookie.* Continue so that as many children as possible have a turn.

Draw a boy or girl
Put the boy and girl flashcards on the board. Give each child a piece of paper and some crayons. Tell the children to draw a picture of themselves. Walk around the class admiring their work and ask *Boy? Girl?* and they answer *Yes* or *No.*

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Story 1 Look at Cookie!

Lesson 2

Language

Recycled

hello, Cookie the cat, Lulu the kangaroo, tree, blue, yellow, big, little, bird, spider, rain, sun,
TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Posters 1 and 2
- ☐ Flashcards: Cookie, Lulu, tree, blue, yellow, bird, big spider, little spider, rain, sun
- ☐ The children's completed Worksheet 8
- ☐ Big and small objects
- ☐ Extra activities: Cookie, Lulu, tree, blue, yellow, bird, big spider, little spider, rain, sun flashcards

Cookie's circle time

1 Hello, everyone Track 4

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

2 Poster time

Put up posters 1 and 2, spaced well apart so you can see which poster the children are pointing to. Hold up the flashcards in turn and call out the words. The children point to the poster showing the same as the flashcard. If both posters show the item, then the children stand up and shout *Cookie!* When the children can do this confidently, don't show the flashcard, just call out the words.

3 Song revision Track 7

Revise *up* and *down*. Say *up* and the children stretch up as high as they can. Say *down* and they crouch down. Vary the order of the words to keep them on their toes! Give each child their completed Worksheet 8 and elicit *spider*. Tell the children to stand next to the classroom tree with their spiders. Play the song while the children raise and lower their spiders according to the words they hear. Encourage them to join in with the words.

Little spider
Tune: Incy wincy spider

Up the tree.
Little, little spider.
Up the tree.
Rain, rain, rain.

Rain on me.
Little, little spider.
Down the tree.

Little, little spider.
Down the tree.
Little, little spider.
Down the tree.
Sun, sun, sun.
Shine on me.
Little, little spider.
Up the tree.

4 Storytime Track 10

Say the Storytime rhyme. Tell the children that you are going to tell the story again, but you want them to help you with the actions.

1. Put up Story card 1 and play the recording. Wave and then stretch as high as you can on tiptoes. Then play the recording again and ask the children to copy you.
   Spider: *Hello, Cookie.*
   Cookie: *Hello, spider. Look at me! Stretch, stretch, stretch.*

2. Put up Story card 2 and play the recording. Wave and then skip. Then play the recording again and ask the children to copy you.
   Bird: *Hello, Cookie.*
   Cookie: *Hello, bird. Look at me! Skip, skip, skip.*

3. Put up Story card 3 and play the recording. Wave and then jump. Then play the recording again and ask the children to copy you.
   Cookie: Hello, Lulu.
   Lulu: *Hello, Cookie. Look at me! Jump, jump, jump.*

4. Put up Story card 4 and play the recording. Look behind you and jump (in the direction of the treehouse). Then play the recording again and ask the children to copy you.
   Cookie: *Wow! Jump, jump, jump.*

5. Put up Story card 5 and play the recording. Continue looking behind you and jumping. Get the class to say *Watch out, Cookie!* Then play the recording again and ask the children to copy you.
   Lulu, bird, spider: *Watch out, Cookie!*

6. Put up Story card 6 and play the recording. Pretend to bump into the tree and collapse in a heap. Then play the recording again and ask the children to copy you.
   Cookie: *Ooowww!*
   Lulu: *Oh Cookie!*

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Transition marker

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

Table time

5 Big or little?

Put the big spider flashcard on the left side of the board and the small spider flashcard on the right. Then draw a line down the centre of the board. Assemble a number of big and small objects on your table. Explain in L1 that the objects belong to the spiders but they have got in a muddle. Cookie needs the children to help sort them. Cookie holds up the objects in turn and asks *Big or little?* The children answer *big* or *little* and/or point to the corresponding spider. Put the big objects in front of the big spider and the small objects in front of the little spider.

6 Bye-bye Tr

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Yes/No flashcard game

Hold one of the flashcards above your head where you can't see it but the children can. Ask *Tree?* Tell the children to answer *Yes* if you are holding up the tree flashcard and *No* if not. Repeat with different flashcards from Units 1 and 2.

Sleeping spiders

The children lie down and pretend to be asleep. Any child who wriggles or moves is out. Use this game to calm the children down at any time they become over-excited.

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Unit 3 Toys

Lesson 1

Language

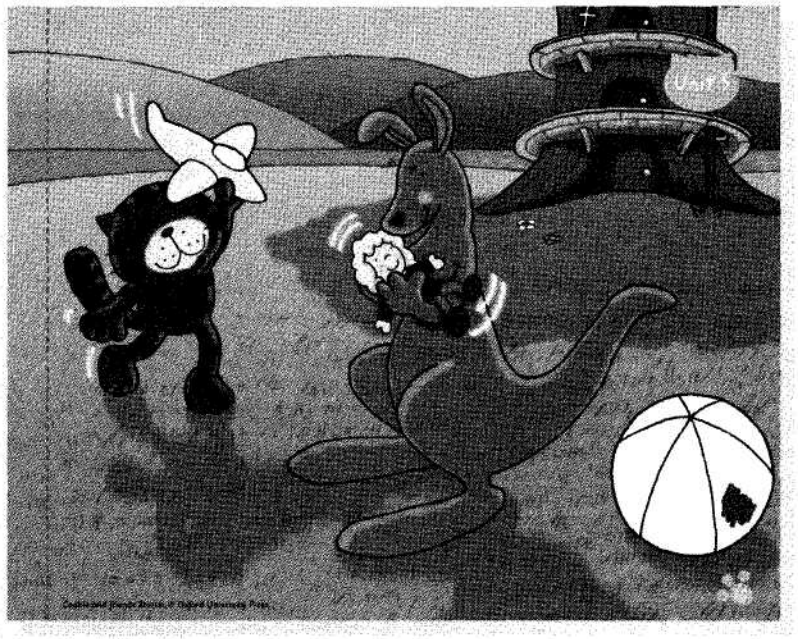
New
ball, dolly, plane

Recycled
Cookie the cat, Lulu the kangaroo, blue

Passive
I've got a ...

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with ball, dolly, and plane flashcards
- ☐ Flashcards: ball, dolly, plane
- ☐ A real ball, a dolly, and a plane
- ☐ Cassette / CD
- ☐ Worksheet 10
- ☐ Blue crayons
- ☐ Extra activities: ball, dolly, and plane flashcards, music cassette / CD



Cookie's circle time

1 Hello, everyone Track 4

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

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Poster time

Take Cookie up to the Lulu poster. Make him point and ask Lulu, *what have you got in your pouch?* Cookie takes out the ball flashcard, says *ball* and pretends to bounce a ball. Repeat several times and encourage the children to say the word after Cookie and join in with the actions. Cookie then introduces the dolly (cradle the dolly in your arms) and plane (pretend to fly the plane above your head) in the same way.

3 Unit song Track 11

Hide the plane behind your back and ask the children to guess what toy you have got. Ask *Dolly? Ball? Plane?* and the children say *Yes* or *No*. When they have guessed correctly, pretend to fly the plane and make whooshing noises with the children as you say *I've got a plane*. Repeat the same steps for the dolly (cradle the dolly in your arms and say *I've got a dolly* and sing to her) and the ball (bounce the ball and say *I've got a ball. Boing, boing, boing*). Tell the children to copy the noises and actions. Put Worksheet 10 up on the board. Then sing the song as you do the actions. Encourage the children to join in.

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I've got a plane
Tune: The farmer's in his den

I've got a plane. Pretend to hold a plane and fly
I've got a plane. it above your head.
Whoosh, whoosh, whoosh, whoosh,
I've got a plane.

I've got a dolly. Pretend to cradle and rock a
I've got a dolly. dolly.
Tra la la la la,
I've got a dolly.

I've got a ball. Pretend to bounce a ball.
I've got a ball.
Boing, boing, boing, boing,
I've got a ball.

Transition marker

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

Table time

4 Worksheet 10 Track 11

Give out the worksheets. Ask the children to look at the picture and point as you say the words *Cookie/cat, Lulu/kangaroo, plane, dolly, ball.* Say *Colour the ball blue.* Then hold out two crayons, one of which is blue, and ask each child to take the blue one. As you hand out the crayons, say:

Everyone. Listen to me.
Colour the ball.
1, 2, 3.

While they are colouring, play **I've got a plane.** Encourage and praise the children as they work. As they finish, say Well done! Sing the Tidy up song. Finally, give out their folders and say the Table time chant:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Toy mime

Tell the children to stand up and move around the class pretending to play with the toys they have learnt so far. Call out *ball, dolly, plane* at random and the children to do the appropriate actions.

Musical flashcards

Display the flashcards around the room. Call out a toy, for example, *plane*. The children go and stand next to the plane flashcard. Play some music. The children pretend to play with the plane. Stop the music and call out another toy, for example, *dolly*. The children go and stand next to the dolly flashcard. Start the music again. They pretend to play with a dolly until you stop the music. Call out a third toy and play the game again.

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Unit 3 Toys

Lesson 2

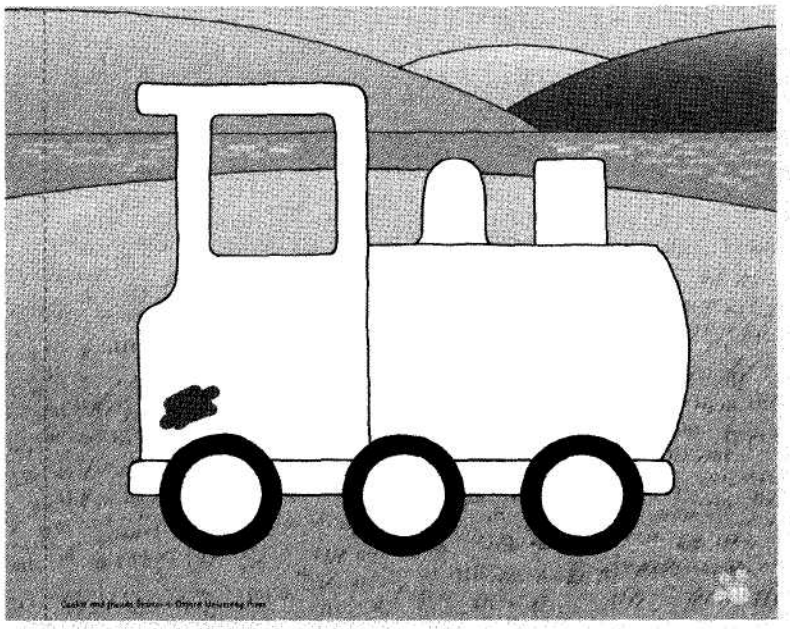
Language

New
red, train

Recycled
ball, dolly, plane, blue, yellow, TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with ball, dolly, plane, and train flashcards
- ☐ Flashcards: ball, dolly, plane, train, blue, red, yellow
- ☐ Cassette / CD
- ☐ A completed Worksheet 10
- ☐ Poster 3
- ☐ Worksheet 11 and Cookie sticker
- ☐ Blue and yellow objects (balls, blocks, crayons, toys)
- ☐ Red crayons
- ☐ Extra activities: a bag, a ball, a dolly, a toy plane, a toy train, blue, red, and yellow flashcards



Cookie's circle time

1 Hello, everyone Track 4

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

2 Poster time Track 11

Put up the Lulu poster with the *plane, dolly, ball,* and *train* flashcards. Make Cookie point and ask *Lulu, what have you got in your pouch?* Bring out the flashcards one by one and say the words with the children. Introduce *train* and encourage the children to repeat after you. Mime a steam train and encourage the children to join in with the noise and the actions. Then put the cards back.

Ask four volunteers to come and take out the flashcards again. Ask What's in Lulu's pouch? If the children need help, ask Plane? Dolly? Ball? Train? and get them to answer Yes or No. Finally, put Worksheet 10 up on the board and sing **I've got a plane**.

3 Show me red

Put up poster 3 where all the children can see it. Revise the colours *blue* and *yellow* and ask the children to point to blue and yellow objects on the poster or in the classroom. Hold up the red flashcard and ask *What colour is it?* Then say *red*. Repeat the word several times, encouraging the children to join in. Ask them to look around and point to red objects on the poster or in the classroom.

4 Colour game

Assemble a number of small blue, yellow, and red objects on the mat in Cookie's circle (enough for one of each for each child). Say *Show me something blue.* The children pick up a blue object. Then put everything back in the middle and do the same for yellow and red. Repeat several times.
You can also use Cookie for a guessing game. Get Cookie to cover his eyes while the children hide a blue, yellow, or red object behind their backs. Cookie points to a child and tries to guess whether the hidden object is blue, yellow, or red. The child says *Yes* or *No.*

Transition marker

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

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Table time

5 Worksheet 11

Give out the worksheets. Say *Colour the train red.* Then hold out three crayons, one yellow, one blue, and one red and ask each child to take the red one. As you hand out the crayons, say:
Everyone. Listen to me.
Colour the train.
1, 2, 3.

When the children have finished colouring, say *Show me the train* and add *a red train* as the children hold up their pictures. Hold up a completed Worksheet 11 and show the children where to place the sticker of Cookie (in the train window). Give out the stickers of Cookie to stick on the train. When the pictures are complete ask *Where's Cookie?* Say *Point to Cookie. What colour's the train? Blue? Yellow? Red?* and the children answer *Yes* or *No.* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Feelie bag

Secretly put one of the toys in a soft bag. Pass the bag around for the children to feel. Let them guess what it is. After a few children have had a go, change the object inside the bag and repeat the game.

Colour flashcard game

Make sure that there is room for the children to run around. Show the children the red, blue, and yellow flashcards, *naming each colour. Tell the children to close their* eyes. Put the flashcards in different places in the room. Then say *blue, red,* or *yellow* and let the children run and touch the right card or point to it *if space is limited. Repeat several times.*

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Unit 3 Toys

Lesson 3

Language

New

one, two

Recycled

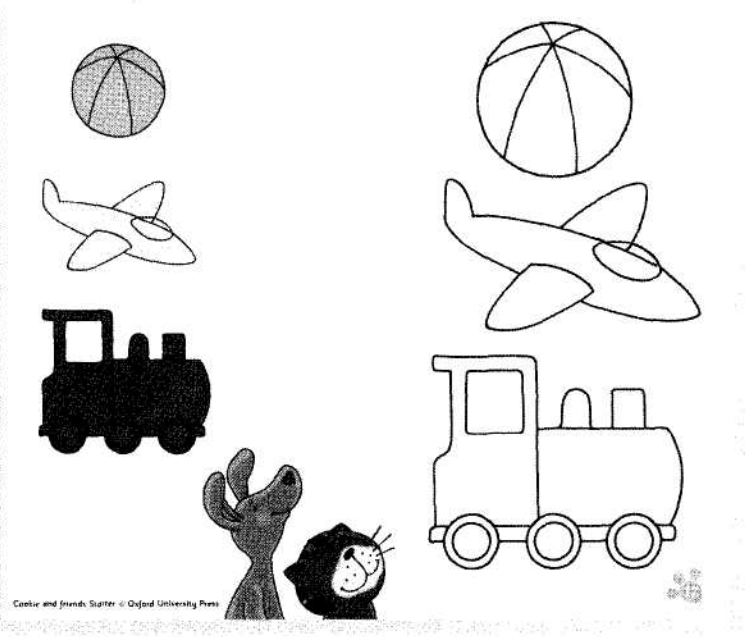
big, little, blue, red, yellow, ball, dolly, plane, train, TPR language

Passive

How many ... ?

Materials checklist

- ☐ Cookie puppet
- ☐ Poster 3
- ☐ Cassette / CD
- ☐ A completed Worksheet 11
- ☐ Big and little objects
- ☐ Worksheet 12
- ☐ Blue, red, and yellow crayons
- ☐ Reward stickers
- ☐ Extra activities: ball, dolly, plane, train flashcards, beanbags, chalk



Cookie's circle time

1 Hello, everyone Track 4

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

2 One or two?

Put up poster 3 and revise the toys in the picture. Draw the children's attention to the planes. Then ask *How many planes?* Point to each plane and count slowly *One, two.* Continue counting the other toys in the picture in the same way. Then repeat the questions and invite individual children to point to the toys as you count them. The children do not repeat the numbers at this stage.

3 Unit song Track 12

Put the completed Worksheet 11 on the board and tell the children they are going to go on the big red train. Revise the actions for *jump* and *wave*. Tell the children to stand in a line behind you. Play the **Big red train song** and lead them around the class pretending to be a steam train. Play the song again and this time jump and wave as you go around the class. Encourage the children to join in with the words and the train noises.

Big red train

Tune: Drunken sailor

Jump, jump,
On the big red train.
Jump, jump,
On the big red train.
Jump, jump,
On the big red train.
Chuffa, chuffa, choo, choo.

The children jump in a line behind you and pretend to be getting on a train.

One, two, choo, choo,
One, two, choo, choo,
One, two, choo, choo,
Chuffa, chuffa, choo, choo.

The children walk in a line behind you and pretend to be on a train.

Wave your hands,
On the big red train.
Wave your hands,
On the big red train.
Wave your hands,
On the big red train.
Chuffa, chuffa, choo, choo.

The children wave in a line behind you and pretend to be on a train.

One, two, choo, choo,
One, two, choo, choo,
One, two, choo, choo,
Chuffa, chuffa, choo, choo.

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Transition marker

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

Table time

4 Big or little?

Revise *big* and *little* by showing the children a number of paired big and little objects. Then hold up a big and little object and say *big* or *little* and the children point to the correct object.

5 Worksheet 12

Give out the worksheets. Say *little plane* and *big plane* and the children point to the corresponding planes. Then say *big plane, little plane* and ask *How many planes?* Point to each plane as you count *one, two*. Tell the children to draw lines with their fingers to match the planes. Repeat the same steps with the trains and balls.

Then they colour the toys. Ask them to colour the plane yellow, the train red and the ball blue, but don't worry if they choose different colours. Hand out the crayons, and say:
Everyone. Listen to me.
You need crayons.
1, 2, 3.

When they have finished, give each child a reward sticker and say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Beanbags game

Put the flashcards on the floor and draw a circle around each one. Give each child a beanbag or similar item. Say *ball* and the children throw their beanbags on the ball flashcard. If you want to make the game competitive, any child who throws the beanbag onto the wrong flashcard is out.

Where's dolly?

You will need the dolly flashcard. Show the flashcard to the children and say *Train? Plane? Ball? Dolly?* and the children say *Yes* or *No*. Ask one child to close his/her eyes while you hide the flashcard. The child then opens them and looks for the dolly flashcard. Ask *Where's dolly?* As the child gets near the dolly, the other children say *Yes*, and as he/she gets further away, they say *No*. When the children can play the game confidently, let them have a turn at hiding the flashcard.

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Unit 3 Toys

Lesson 4

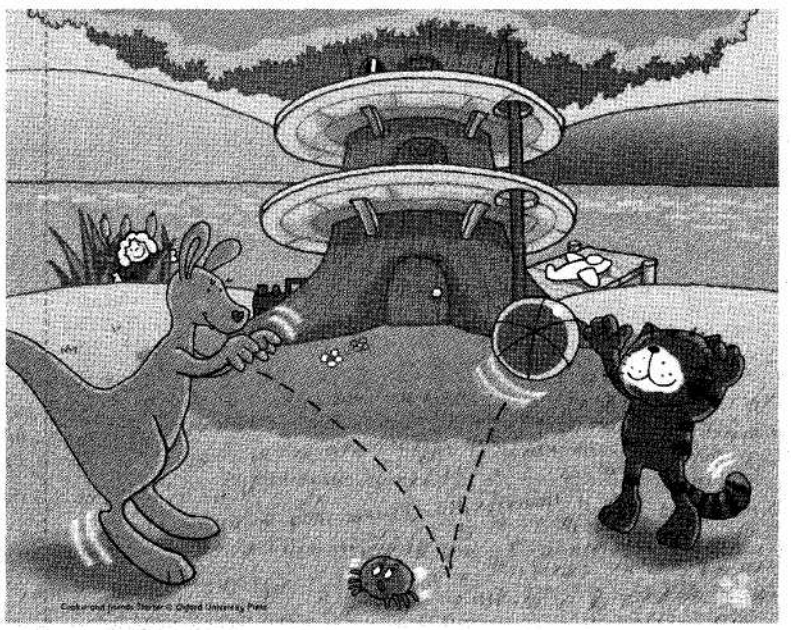
Language

Recycled

ball, dolly, plane, train, TPR activity

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Flashcards: ball, dolly, plane, train
- ☐ A completed Worksheet 13
- ☐ Worksheet 13
- ☐ Red crayons
- ☐ Extra activities: Cookie, Lulu, bird, spider, blue, red, yellow, ball, dolly, plane, train flashcards, a large cloth, a ball, a dolly, a plane, a train



Cookie's circle time

1 Hello, everyone Track 4

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

2 Revision of previous lessons

Put the toy flashcards on the wall. Draw a toy line by line on the board, using the flashcards as models for your drawings. After each line, see if the children can guess what you are drawing by saying the word or pointing to a flashcard. As there are only four possibilities, they can only have one guess each time you draw a line. Repeat for all the toys.

3 TPR activity

Ask the children to sit in a circle. Walk around the outside of the circle and occasionally tap a child on the shoulder. As you tap them say *(Natalie), jump on the big red train.* The child stands up and follows behind you. Continue until all the children are following in a line behind you. When all the children are on the train, start giving other instructions, for example, *Skip on the big red train. Dance on the big red train.* The children do the actions as they follow you around the classroom.

Transition marker

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

Table time

4 Worksheet 13

Put the completed Worksheet 13 on the board. Give out the worksheets. In L1, explain that Cookie and Lulu are playing with the ball but they have lost the other toys and need the children to help find them. Ask *Where's the dolly?* The children look at their worksheets and stand up when they have found it. When everyone is standing, invite a child to the front of the class to point to the dolly hidden in the bulrushes on the worksheet. Repeat the same steps for the train and the plane.

Tell the children to point to Lulu and draw a line with their fingers from Lulu along the dotted line to the ball. Say *boing, boing, boing* as they follow the line. Now give out the crayons, saying:

Everyone. Listen to me.
You need crayons.
1, 2, 3.

The children draw the line from Lulu to the ball. When they have finished, say *Well done!* Sing the **Tidy up song**. Finally, give out the folders and collect the worksheets as you say the **Table time chant**:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

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5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Flashcard game

Give each child or group of children a flashcard. Call out the words on the flashcards at random and the child or children with the card stands up. When you have called out all the words and all the children are standing, swap the cards around and play again. If you want to make this into a competitive game, the last child sitting wins.

Kim's game

Put the toys or toy flashcards on the mat and revise the words with the children. Now cover the toys with a cloth and tell the children to close their eyes. Take away one toy or flashcard, then uncover the toys again and ask the children to open their eyes. Say all the toys. The children say *No* each time until you name the missing item, when they say *Yes*.

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Unit 3 Toys

Extra reinforcement lesson

Language

Recycled

Revision of Units 1–3 language

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Lulu poster with plane, dolly, ball, train, red flashcards
- ☐ Extra rewards (sweets/stickers/badges)
- ☐ Poster 3
- ☐ Flashcards: Cookie, Lulu, blue, yellow, red, girl, boy, bird, spider, rain, sun, ball, dolly, plane, train
- ☐ Extra activities: crayons or other small objects, cassette / CD

Cookie's circle time

1 Hello, everyone Track 4

As this is a reinforcement lesson you might want to set it up as a series of games. Sit the children in Cookie's circle and sing the **Hello song**.

2 Poster time

Take Cookie to Lulu's poster and make him say *Hello, Lulu* and encourage the children to join in. Ask *Lulu, what have you got in your pouch?* Take out the flashcards one at a time. Elicit the words. Any child who gives the right answer gets an extra reward and can hold on to the flashcard and skip around the circle. Say *Well done!*

Put up poster 3 where everyone can see it. Say one of the toys and get the children to find it on the poster. You could extend this activity by using the poster to revise all the vocabulary of Units 1–3. Choose one category at a time, such as colours (blue, yellow, red), animals (cat, kangaroo, bird, spider), toys (ball, dolly, plane, train), rain and sun. Then say a word and invite individual children to come out and point to it on the poster.

3 TPR game

Do this activity with individuals, groups (*girls/boys, yellow group/blue group*), or the whole class. Make Cookie give a TPR instruction or a word from Units 1–3 to mime, such as *Boys, sit down.* or *Blue group be cat* or *Stretch.* The child/group/class has to follow the instruction. You could include TPR actions such as *clap your hands, close your eyes, dance, hide, jump, skip, stand up, wave*, as well as words to mime, like *cat, kangaroo, bird, spider, rain, sun, ball, dolly, plane, train.* Praise the children's efforts and give out extra rewards.

4 Noises game

Line up the flashcards (*cat, kangaroo, bird, spider, ball, dolly, plane, train*) on the board where the children can see them. Choose a child to close his/her eyes while you point to one of the flashcards. The other children do the action or make the noise. The child opens his/her eyes and either points to the flashcard or says what it is. Say *Yes* or *No* in response. Give rewards for correct guesses.

5 TPR song revision Tracks 6/7/8/11/12

Sing as many songs as you have time for from Units 1–3 and do the actions, using previous worksheets as prompts. Give rewards for good singing and actions.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

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Extra activities

Guessing game

Pick up one or two crayons or other small objects and hide them behind your back. The children have to guess whether you have one or two crayons hidden. When they have guessed, show what you have in your hand and count the crayons with the class. Repeat the game with different objects.

Disco dancing Tracks 6–12

Do a 'free disco' in which you play the music from Units 1–3 and let the children dance to it. Turn this into a game. Stop the recording and say *Stop!* The children all stop dancing. The first child to stop completely gets a reward.

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Unit 4 Clothes

Lesson 1

Language

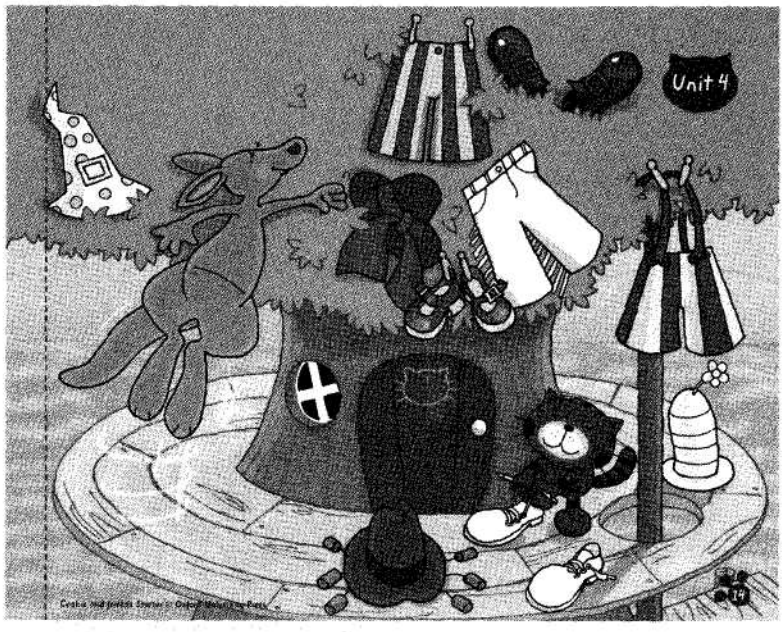
New
hat, shoes, trousers

Recycled
bird

Passive
Put on, take off

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with hat, shoes, and trousers flashcards
- ☐ Flashcards: hat, shoes, and trousers, bird
- ☐ Cassette / CD
- ☐ A copy of photocopiable pages 94 and 95 for Cookie and his outfit
- ☐ Reusable adhesive
- ☐ A bag of dressing-up clothes (funny hats, shoes, trousers)
- ☐ Worksheet 14 and bird stickers
- ☐ Blue, red, and yellow crayons



- ☐ Extra activities: crayons, glue, a cut-out photocopy of pages 94 and 95 for each child, cassette / CD

Cookie's circle time

1 Hello, everyone Track 4

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

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Cookie's clothes

Put up the outline of Cookie from page 95 on the board. Then attach the items of clothing from page 94 onto him with reusable adhesive and say *hat, shoes,* and *trousers.* Then tell Cookie *Take off the hat/shoes/trousers.* Do this for him. Now say *Cookie. Put on the hat/shoes/trousers.* Say *Well done, Cookie!* Hold up each of item of clothing and repeat the words. Encourage the children to join in.

3 Dressing up

Put the clothes flashcards or better still, real hats, shoes, and trousers in a bag. Show the children the bag of clothes and pull the clothes items out one by one. Ask *What's this?* Answer *a hat/shoes/trousers.* If a child is willing, give her an item. Show her what to do and say *(Gloria), put on the hat.* Say *Well done!* Then say *Now take off the hat!* If you are using flashcards, ask the child to mime. Continue the game with other children.

4 Poster time

Put the clothes flashcards into Lulu's pouch if you used them in activity 3. Take Cookie to Lulu and ask *Lulu, what have you got in your pouch?* Choose three children to take out one flashcard each. Turn away so that you have to guess what it is. Ask *Shoes?* The rest of the children have to say *Yes* or *No.*

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5 Unit song Track 13

Go through the actions for *Put on/take off hat/shoes/trousers*. Then sing **Cookie put your trousers on** and mime the song.

Cookie put your trousers on
Tune: Polly put the kettle on

Cookie put your trousers on,
Cookie put your trousers on,
Cookie put your trousers on,
Put your trousers on.
The children mime putting the trousers on.

Cookie put your hat on,
Cookie put your hat on,
Cookie put your hat on,
Put your hat on.
The children mime putting the hat on.

Cookie put your shoes on,
Cookie put your shoes on,
Cookie put your shoes on,
Put your shoes on.
The children mime putting the shoes on.

Cookie take your hat off,
Cookie take your hat off,
Cookie take your hat off,
Take your hat off.
The children mime taking the hat off.

Cookie take your shoes off,
Cookie take your shoes off,
Cookie take your shoes off,
Take your shoes off.
The children mime taking the shoes off.

Cookie take your trousers off,
Cookie take your trousers off,
Cookie take your trousers off,
Take your trousers off.
The children mime taking the trousers off.

Transition marker

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

Table time

6 Worksheet 14

Show the children Worksheet 14 and the bird flashcard. Tell them in L1 that Cookie and Lulu are playing dressing-up games but a naughty bird has taken all the clothes and shoes and put them in the tree. Give out Worksheet 14, the bird stickers, and a blue, red, and yellow crayon to each child. Tell the children to find the items you name and put up their hands when they find them. Hold up a flashcard of a hat. Ask *Hat?* Encourage the children to look for the hats in the tree on the worksheet. Then say *Circle the hats in blue.* When they have finished, repeat for trousers, saying *Circle the trousers in red*, and again for shoes, saying *Circle the shoes in yellow*. The children then place their stickers on the worksheet.

Go round admiring their work. Praise their work and say *Well done!* Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

7 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Dress Cookie
You will need crayons, glue, and a cut-out copy of pages 94 and 95 for each child. Practise a few times saying *Cookie, put your hat on/Take your shoes off/Put your trousers on.* Give out the photocopies and crayons and get the children to follow your instructions with the cut-outs. They then stick the clothes on Cookie and colour them.

Cookie put your trousers on Track 13
Sing **Cookie put your trousers on**. Get the children to mime the actions and join the singing. You could also use the Cookie puppet and invite volunteers to put on/take off Cookie's clothes as you sing the song.

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Unit 4 Clothes

Lesson 2

Language

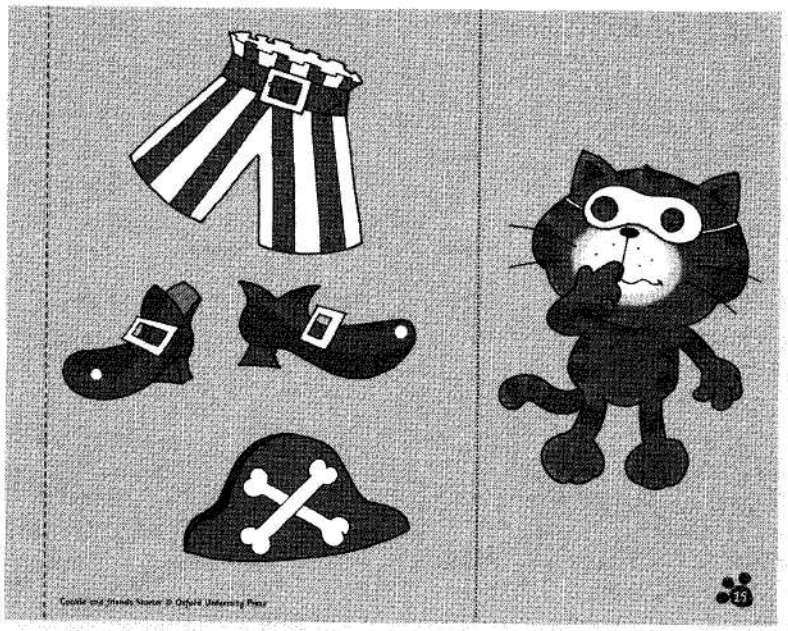
New
happy, sad

Recycled
big, little, blue, red, yellow, TPR language

Passive
Touch your ...

Materials checklist

- ☐ Cookie puppet
- ☐ Flashcards: hat, shoes, trousers, happy, sad
- ☐ Poster 4
- ☐ Cassette / CD
- ☐ Cookie and his clothes from photocopiable pages 94 and 95
- ☐ A box of dressing-up clothes (big and little funny hats, shoes, trousers)
- ☐ Worksheet 15
- ☐ Crayons
- ☐ Extra activities: poster 4



Cookie's circle time

1 Hello, everyone Track 4

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

2 Hat, shoes, or trousers? Track 13

Put up poster 4 and look at it with the children. Ask them what Lulu and Cookie are doing. (They're playing dressing-up games with their friends.) Name the clothing and ask the children to find the items on the poster. Alternatively, get Cookie to point to them, sometimes saying the wrong word. The children say *Yes* if he is right and *No* if he is wrong. Show the children Cookie and his stick-on clothes from Lesson 1 and sing and mime **Cookie put your trousers on**.

3 Big or little?

Tell Cookie you have brought in some more dressing-up clothes. Ask for volunteers to take an item out of the box. Ask *What's this?* Answer *a hat/shoes/trousers.* Try to provide clothes that are too big/little for Cookie or the child. Say *Put on the hat/shoes/trousers.* When the children see there is a problem, make Cookie say *It's big/little.* Look at poster 4 again and choose different children to point to the items you name: *big trousers, little hat, big shoes, little shoes, little trousers, big hat,* and so on.

4 Happy or sad?

Put the happy and sad flashcards on the board. Point to each face in turn and say *happy* and *sad.* Then repeat *happy* and *sad* and let the children point to the correct face. Continue until they can point confidently. Put different clothes on Cookie and say *Cookie's happy* if the clothes fit and *Cookie's sad* if they do not. Let individual children put on the dressing-up clothes and make the appropriate face depending on whether the clothes fit or not.

Transition marker

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

Table time

5 Worksheet 15

Show the children Worksheet 15. Point to and say the colours of the clothes. Then point to Cookie. Say *Cookie's sad.* Say that Cookie wants to put on dressing-up clothes but he can't remember what goes where.

Give out the worksheets and ask the children to match the clothes with the right parts of Cookie's body. They can use their fingers or they can draw lines with crayons. If you decide to use crayons, say the **Table time chant**.

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Everyone. Listen to me.
You need a crayon.
1, 2, 3.

As they work, go round the class and turn over the page to show them how Cookie looks when he's dressed. Say *Cookie's happy.* Sing the **Tidy up song**. Praise the children and say *Well done!* Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Cookie says ...

First mime putting on trousers, shoes, and hat. Say each word as you put on the item and encourage the children to join in, so they are 'clothed' for the game. Then let Cookie give instructions which the children have to follow, but only when he says *Cookie says*:
Cookie says touch your shoes. Touch your trousers. Touch your hat. Cookie says touch your trousers.
If this works well, you might want to extend it with other TPR actions, such as *stand up, jump, wave, sit down, put on/take off ... dance, sing.*

Shoes? Big? Red?

You will need poster 4 to revise vocabulary. Put it up where all the children can reach it. Choose a category to revise and tell the children which set to point to (colours *blue/red/yellow*, toys *dolly/train*, size *big/little*, or clothes *hat/shoes/trousers*). Stand with your back to the board and invite the children out one at a time to point to an item. You have to guess *Shoes? Big? Little?* Continue as long as the children are enjoying it.

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Unit 4 Clothes

Lesson 3

Language

New
I like ...

Recycled
big, little, blue, red, yellow, hat, shoes, trousers, happy, TPR language

Passive
How are you? Fine, please, thank you

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with hat, shoes, and trousers flashcards
- ☐ Flashcards: hat, shoes, trousers, Cookie, Lulu
- ☐ Poster 4
- ☐ Cassette / CD
- ☐ Worksheet 15
- ☐ A box of dressing-up clothes (big and little funny hats, shoes, trousers)
- ☐ Worksheet 16
- ☐ Blue, red, yellow crayons
- ☐ Reward stickers
- ☐ Extra activities: dressing-up clothes, poster 4

Cookie's circle time

1 Hello, everyone Track 4

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

2 Revision game

Revise Lesson 2 by playing the *Cookie says* game with the children. Include *put on/take off trousers/hat/shoes.*

Put up poster 4 where all the children can see it. Then ask groups of children to come up to the poster and point to big and little items of clothing. You could extend this by specifying the item: *big hat/little trousers/big shoes.*

3 Revision of colours and clothes

Hold up the reverse side of Worksheet 15 showing Cookie dressed in his dressing-up clothes. Tell the children that Cookie is happy. He likes his dressing-up clothes. Cookie says *I like my red hat. I like my yellow and red trousers. I like my blue shoes.*
Bring out the dressing-up clothes again. Ask individual children *Do you like the hat/trousers/shoes?* If they indicate *Yes* they can put them on. Then put on some music and play a dressing-up game with the children.

4 Unit song Track 14

Tell the children that in the song, first the girls and boys are looking for Lulu and Cookie, who are hiding, and then Lulu and Cookie are looking for the children. Play the song and use flashcards or the Cookie puppet and the Lulu poster to illustrate this. Explain to the children that we ask *How are you?* when we see friends, and they each answer *I'm fine, thank you.* Sing and mime **Where are you?**

Where are you?
Tune: Tommy thumb

Cookie, Lulu, Cookie, Lulu, Where are you?	The children pretend to be searching.
Here we are. Here we are.	Cookie puppet or Cookie and Lulu flashcards pop up and wave.
How are you?	Pretend to shake hands.
Boys and girls, Boys and girls, Where are you?	Pretend to be hiding. Lulu and Cookie pretend to be searching.
Here we are. Here we are.	The children jump up.
We're fine, thank you.	Clap.

Transition marker

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

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Table time

5 Worksheet 16

Show the children Worksheet 16. Ask who this is, and elicit *Lulu*. Tell them she is wearing dressing-up clothes, but they need to colour her clothes. Hold up the blue, yellow, and red crayons. Name the colours one at a time and, as the children point to each colour, give them out. Say:
Everyone. Listen to me.
You need crayons.
1, 2, 3.

Let the children colour Lulu's clothes. As they work, you or Cookie comment on the colours: *(Red) trousers. Lulu likes (red) trousers.* Sing the **Tidy up song**. When they have finished, give each child a reward sticker and say *Well done!* Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Big or little?

You will need assorted dressing-up clothes. Hold up one item at a time and ask *Big? Little?* The children say *Yes* or *No*. Do this a few times and then invite a confident child to choose any item and say *Big?* The children say *Yes* or *No*. Repeat with two other items.

Big red hat

You will need the box of dressing-up clothes and poster 4 to practise size and colour. Take out any hat, shoes, or trousers ands ask *Big? Little?* The children answer *Yes* or *No*. You could also use the poster to point to various items such as the hats, shoes, and balloons and ask *Big? Little?* Then extend the activity, using the poster or real items, but asking about colour. Ask *Red? Blue? Yellow?* The children answer *Yes* or *No*.

When you are sure the children are confident with the activity, you could combine size and colour. For example, take out a big red hat from the bag of clothes. Ask *Big red hat?* The children have to say *Yes*. Then take out little blue shoes and ask *Little red shoes?* The children say *No*. You can also do this using the poster.

Note

Ask the children to bring in a dressing-up hat for the next lesson.

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Unit 4 Clothes

Lesson 4

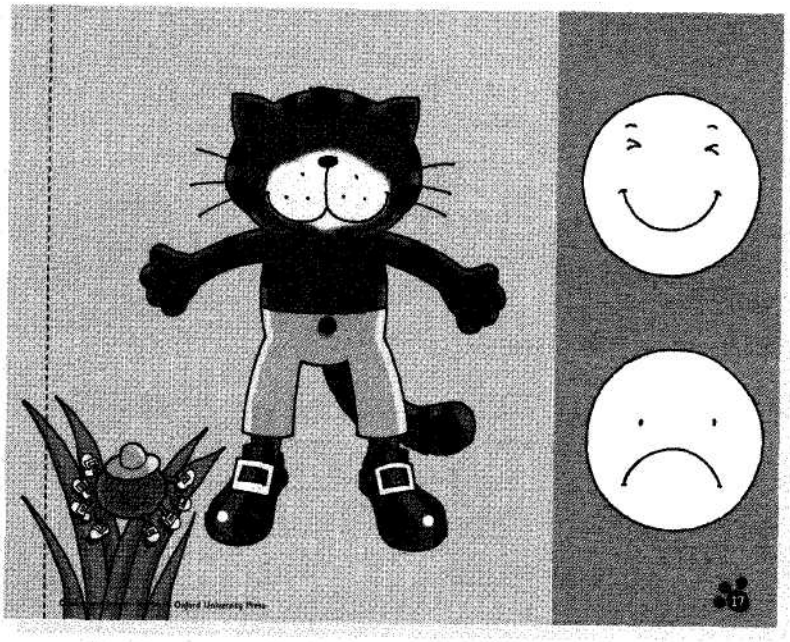
Language

Recycled

spider, blue, red, yellow, hat, shoes, trousers, happy, sad, I like ... TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with hat, shoes, trousers, and spider flashcards
- ☐ Flashcards: hat, shoes, trousers, blue, red, yellow, toys, spider
- ☐ Poster 4
- ☐ A box of dressing-up clothes (big and little funny hats, shoes, trousers)
- ☐ Cassette / CD
- ☐ Worksheet 17 and hat stickers
- ☐ Crayons
- ☐ Reward stickers
- ☐ Extra activities: spider flashcard or soft toy, cassette / CD, happy and sad flashcards



Cookie's circle time

1 Hello, everyone Track 4

As you come into class, add a new element to your regular English class routine. Ask Cookie and the children *How are you?* Say *Fine, thank you.* Then sit the children in Cookie's circle and sing the **Hello song**.

2 Revision of Lesson 3

Revise Lesson 3 by putting the clothes, colour, toy, and spider flashcards in Lulu's pouch. Take them out one by one and ask Cookie *Do you like the red trousers? Do you like the spider?* Cookie says *Yes* or *No*. Extend this by getting Cookie to ask individual children *Do you like...?*

Then put up poster 4 and ask different children *Do you like...?* Point to the items on the poster so the children understand that the questions refer to the characters and the toys or to the size and colour of the clothes and the balloons.

3 Dressing up Track 14

Distribute costumes from the dressing-up box and tell the children to put on their clothes and their own hats. Sing and mime **Where are you?** again. Play songs from previous lessons and encourage the children to act them out.

Transition marker

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

Table time

4 Worksheet 17

Give out the worksheets and the hat stickers. Say the **Table time chant** and show the children how to place the sticker of the hat on Cookie's head. Say:
Everyone. Listen to me.
Use your sticker.
1, 2, 3.

Draw attention to the happy and sad faces and ask *Is Cookie happy? Is Cookie sad?* and the children answer *Yes* or *No*. Hand out crayons, saying:
Everyone. Listen to me.
You need crayons.
1, 2, 3.

The children colour the face that matches Cookie's face, the happy face. When they have finished, give each child a reward sticker and say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

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5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Find the spider game Track 14

Hide the toy spider or flashcard and sing **Where are you?** but substitute *little spider* for *Cookie* and *Lulu*. Pull out the spider flashcard/toy at the appropriate time. Alternatively, hide the spider somewhere in the room so the children have to look for it.

Happy or sad?

Hold up the happy flashcard, say *happy*, and tell the children to smile and skip round the room. Then hold up the sad flashcard, say *sad*, and the children sit down and make a gloomy face. Continue, but vary the order so the children have to listen carefully, for example, *happy, sad, happy, happy, happy, sad*. When the children can do this confidently, say the word without showing the flashcard.

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Unit 4 Clothes

Extra reinforcement lesson

Language

Recycled

Revision of Units 1–4 language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with flashcards for Units 1, 2, 3, and 4
- ☐ Flashcards: Cookie, Lulu, tree, boy, girl, blue, red, yellow, bird, spider, rain, sun, ball, dolly, train, plane, hat, shoes, trousers, happy, sad
- ☐ Cassette / CD
- ☐ Blue, red, yellow crayons
- ☐ Poster 4
- ☐ Extra rewards (sweets/stickers/badges)
- ☐ Extra activities: Cookie puppet, flashcards from Units 1–4

Cookie's circle time

1 Hello, everyone Track 4

As this is a reinforcement lesson you might want to set it up as a series of games. Sit the children in Cookie's circle and sing the **Hello song**.

2 Poster time

Take Cookie to Lulu's poster and ask *Lulu, what have you got in your pouch?* Take out the flashcards one at a time. Elicit the words. Any child who gives the right answer gets an extra reward and can hold on to the flashcard and skip around the circle.

Put up poster 4 where all the children can see it. Then say one of the words and get the children to find the object on the poster. Once the children have found an object, and if you feel they need more reinforcement of *big/little* or colours, you could also use poster 4 to ask questions about size and colour.

3 TPR game

Do this activity with individuals, groups (*girls/boys, yellow group/blue group*) text, or the whole class. Make Cookie give a TPR instruction or a word from Units 1–4 to mime, such as *Boys, sit down* or *Blue group, be a cat* or *Stretch*. The child/group/class has to follow the instruction. You could include TPR actions such as *clap your hands, close your eyes, dance, hide, jump, put on …, skip, stand up, take off …, touch your …, wave*, as well as words to mime, like *cat, kangaroo, bird, spider, rain, sun, ball, dolly, plane, train, happy, sad*. Praise the children's efforts and give out extra rewards.

4 Noises game

Line up the flashcards (*cat, kangaroo, bird, spider, ball, dolly, plane, train*) on the board where the children can see them. Choose a child to close his/her eyes while you point to one of the flashcards. The other children do the action or make the noise. The child either points to the right flashcard or says what it is. Say *Yes* or *No* in response. Get the class to clap for correct guesses.

5 Song revision Track 13/14

Revise the **Where are you?** song but use the children's names. Get Cookie to cover his eyes while a child hides. Then Cookie sings the first part of **Where are you?** substituting one of the children's names, for example:

Maria, Maria.
Maria, Maria.
Where are you?

The child then jumps out of the line and you sing:

Here I am.
Here I am.
How are you?

Continue for each child. Then play **Cookie put your trousers on** and encourage the children to sing and do the actions.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

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Extra activities

Where are you?

You will need the Cookie puppet and the Lulu, spider, bird, dolly, girl, and boy flashcards. Get Cookie to choose six children and give them a card each. The children hold the cards so no one can see them. Cookie then asks *Spider, spider, where are you?* The children guess *George? Rosa? Len?* When they guess correctly, the child holds up the card. Take back the card and continue the game with another word.

Flashcard game

You will need the flashcards for Units 1–4. For each turn, choose three flashcards from different units (for example, *spider, train, trousers*). Hold up and name the cards one by one. Then attach them face down in a line on the board. Point to the first and ask *Trousers?* The children say *Yes* or *No*. Turn over the cards as they answer to check. If they are right, say *Well done!* Repeat several times.

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Story 2 Cookie's toys

Lesson 1

Language

Recycled

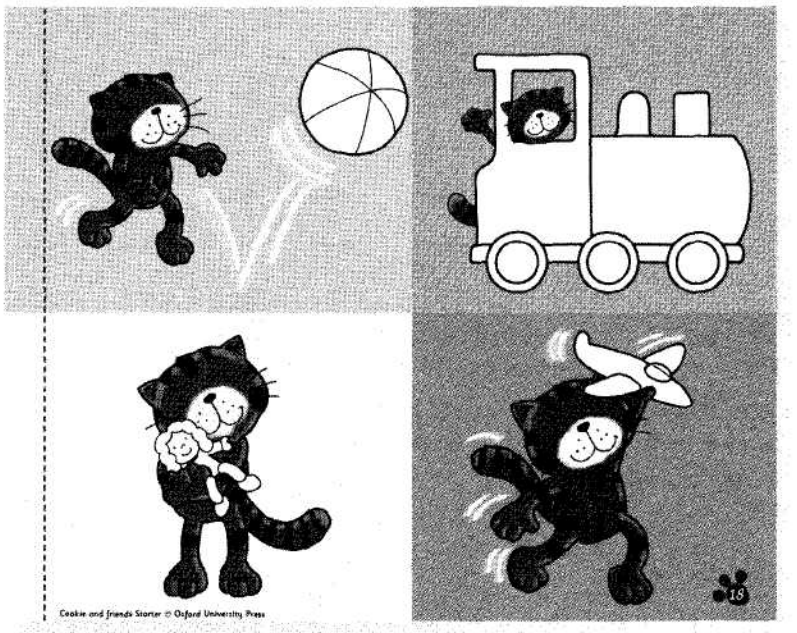
Cookie, big, blue, red, yellow, ball, dolly, plane, train, hat, shoes, trousers

Passive

Do you like the ball?

Materials checklist

- ☐ Cookie puppet
- ☐ Flashcards: blue, red, yellow, ball, dolly, plane, train, hat, shoes, trousers
- ☐ Cassette / CD
- ☐ Story 2 cards
- ☐ A real hat, shoes, trousers
- ☐ Worksheet 18
- ☐ Crayons
- ☐ Reward stickers
- ☐ Extra activities: a piece of paper and crayons for each child, a photocopy of a large circle drawn on paper for each child, a bag, decoration 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 Song revision Track 11

Show the children the ball, plane, and train flashcards and elicit the words. Put them on the board face down. Then put the colour flashcards on the board face up. Point to yellow and say *yellow*. Ask *Where's the yellow plane?* and ask a child to point to one of the face down toy flashcards. If they are right, sing the first verse of the song, if not, play the game until a child gets the correct flashcard. Continue until the children have matched all three colours with the correct flashcards and you have sung all three verses.

I've got a plane

Tune: The farmer's in his den

I've got a plane. Pretend to hold a plane in your
I've got a plane. hand and fly it above your head.
Whoosh, whoosh, whoosh, whoosh,
I've got a plane.

I've got a dolly. Pretend to cradle and rock a
I've got a dolly. dolly.
Tra la la la la,
I've got a dolly.

I've got a ball. Pretend to bounce a ball.
I've got a ball.
Boing, boing, boing, boing,
I've got a ball.

3 Storytime Track 15

Say the Storytime rhyme.

One, two, three. Count on your fingers.
Storytime for you and me. Point to the first Story card, point to the children, and then to yourself.

Put the toy flashcards on the board and let Cookie say *I've got a ...* and the children guess what Cookie is playing with. Show the children the first Story card. Point to the characters and elicit the names. Congratulate the children who guessed Cookie has got a ball.

❶ Play the recording. In L1, ask the children what is happening to Cookie and explain what Lulu is saying to him.

Cookie: *Ooh! A big blue ball.*
Lulu: *Watch out, Cookie!*

Let the children guess what they will see in Card 2.

❷ Show the children Card 2 and play the recording. Hold up the real clothes you brought in and ask the children to point to the trousers. Then say *Look at Cookie's trousers!*

Cookie: *Oh no! My trousers!*

Point to the toy flashcards on the board again and let Cookie say *I've got a ...* . The children try to guess what Cookie is playing with in Card 3.

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3 Show the children Card 3 and play the recording. In L1, ask the children what is happening to Cookie.
Cookie: *Ooh! A big yellow plane.*
Lulu: *Watch out, Cookie!*
Then let them guess what they will see in Card 4.

4 Show the children Card 4 and play the recording. Hold up the real clothes and ask the children to point to the hat. Then say *Look at Cookie's hat!*
Cookie: *Oh no! My hat!*
Then point to the toy flashcards on the board again. Let Cookie say *I've got a ...* . The children try to guess what Cookie is playing with in Card 5.

5 Show the children Card 5 and play the recording. In L1, ask them what is happening to Cookie.
Cookie: *Ooh! A big red train.*
Lulu: *Watch out, Cookie!*
Then ask the children to guess what they will see in Card 6.

6 Show the children Card 6 and play the recording. Hold up the real clothes and ask the children to point to the shoes. Then look at Cookie and say *Look at your trousers, hat, and shoes! Oh Cookie!*
Cookie: *Oh no! My shoes!*
Lulu: *Oh Cookie!*

4 Pre-worksheet activity Track 15

Hand out the toy and clothes flashcards to the children. Play or retell the story, showing the children the Story cards. As you go through the story, the children holding the flashcards stand up as they hear their word in the story. The rest of the class have to name the item, for example, *ball,* or makes a suitable noise.

Transition marker

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

Table time

5 Worksheet 18 Track 11

Give out the worksheets. Ask the children to look at the pictures and point as you say the words *ball, dolly, plane, train.* Put the Story cards on the wall. Say the words again but this time the children say *Yes* or *No* depending on whether the toy is in the story. Now ask the children in L1 to colour the toy they like best. Ask *Do you like the ball?* The children who answer *Yes* stand up. Give these children a blue crayon.

Continue asking about each toy and give out crayons, red for the train, yellow for the plane, and whatever colour the children want for the dolly. As you hand out the crayons, say:
Everyone. Listen to me.
You need crayons.
1, 2, 3.

While they are colouring, play **I've got a plane.** Encourage and praise the children as they work. When they have finished, give each child a reward sticker and say *Well done!* Sing the **Tidy up song.** Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song.** Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Draw your favourite toy
Give each child a piece of paper and some crayons. The children draw their favourite toy.

Decorate the ball
Give each child a photocopy of a large circle and materials to decorate the ball, such as glue, bits of fabric, tissue paper, and glitter. The children decorate the ball.

Magic bag
Show the children the bag and tell them it is a magic bag. Cast a magic spell over the bag and pretend to pull something out, for example, trousers or a ball. Mime what you would do if you had this object in your hands, for example, put the trousers on or bounce the ball. The children guess what you pulled out of the bag.

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Story 2 Cookie's toys

Lesson 2

Language

Recycled

Cookie, Lulu, big, blue, red, yellow, ball, dolly, plane, train, hat, shoes, trousers

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Posters 3 and 4
- ☐ Flashcards: Cookie, Lulu, blue, red, yellow, ball, dolly, plane, train, hat, shoes, trousers
- ☐ Story 2 cards
- ☐ A bag with a hat, shoes, trousers
- ☐ Extra activities: a piece of paper for each child, clothes catalogues and magazines, scissors (optional), glue

Cookie's circle time

1 Hello, everyone Track 4

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

2 Poster time

Put up posters 3 and 4, spaced well apart so you can see which poster the children are pointing to. Hold up the flashcards in turn and call out the words. The children point to the poster showing the same as the flashcard. If both posters show it then the children stand up and shout *Cookie!* When the children can do this confidently, don't show the flashcard, just call out the words.

3 Song revision Track 13

Put the real clothes you brought into a bag. Play the first half of **Cookie put your trousers on** and get the children to pass the bag around the circle. When the music stops, the child holding the bag takes out an item. Now sing the verse that corresponds to that item, for example, *Cookie put your hat on.* The child has to put the item of clothing on. When the verse finishes, the child puts the item of clothing back in the bag and the music starts again.

Cookie put your trousers on
Tune: Polly put the kettle on

Cookie put your trousers on,
Cookie put your trousers on,
Cookie put your trousers on,
Put your trousers on.

The children mime putting the trousers on.

Cookie put your hat on,
Cookie put your hat on,
Cookie put your hat on,
Put your hat on.

The children mime putting the hat on.

Cookie put your shoes on,
Cookie put your shoes on,
Cookie put your shoes on,
Put your shoes on.

The children mime putting the shoes on.

4 Storytime Track 15

Say the Storytime rhyme. Tell the children that you are going to tell the story, but you want them to help you with the actions.

1. Put up the first Story card and play the recording. Pretend to bounce a ball and fall over. Then play the recording again and ask the children to copy you.
   Cookie: *Ooh! A big blue ball.*
   Lulu: *Watch out, Cookie!*
   Cookie: *Aaaah!*

2. Put up Card 2 and play the recording. Sit down, look sad, and point to your trousers. Then play the recording again and ask the children to copy you.
   Cookie: *Oh no! My trousers!*

3. Put up Card 3 and play the recording. Pretend to run fast and 'fly' a plane. Then play the recording again and ask the children to copy you.
   Cookie: *Ooh! A big yellow plane.*
   Lulu: *Watch out, Cookie!*

4. Put up Card 4 and play the recording. Lie on your front and pretend to fish a hat out of the water. Then play the recording again and ask the children to copy you.
   Cookie: *Oh no! My hat!*

5. Put up Card 5 and play the recording. Pretend to drive a train. Then play the recording again and ask the children to copy you.
   Cookie: *Ooh! A big red train.*
   Lulu: *Watch out, Cookie!*

6. Put up Card 6 and play the recording. Look sad and point to your shoes. Then play the recording again and ask the children to copy you.
   Cookie: *Oh no! My shoes!*
   Lulu: *Oh Cookie!*

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5 One or two?

Assemble a number of small objects on the mat in front of you. Hold up one or two objects and ask *How many? One? Two?* and the children say *Yes* or *No*. Repeat several times. When the children are answering confidently, encourage them or say the answers *one* or *two* themselves.

You can also use Cookie for a guessing game. Get Cookie to cover his eyes while the children hide one or two objects behind their backs. Cookie tries to guess whether they are holding one or two objects. The children say *Yes* or *No*.

Transition marker

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

Table time

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Clothes collage

Give each child a piece of paper and a clothes catalogue or magazine. The children tear or cut pictures out of the magazine and stick them on the paper. Walk around the class giving help and encouragement. When the children have finished, say *hat, shoes, trousers* and tell the children to point to the items of clothing in their picture.

Bye-bye colours

Call out the colours in turn. As you call each colour, say *Red, stand up. Say Bye-bye.* The children wearing any item of clothing showing that colour stand up, go to the door, and wave goodbye.

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Unit 5 Animals

Lesson 1

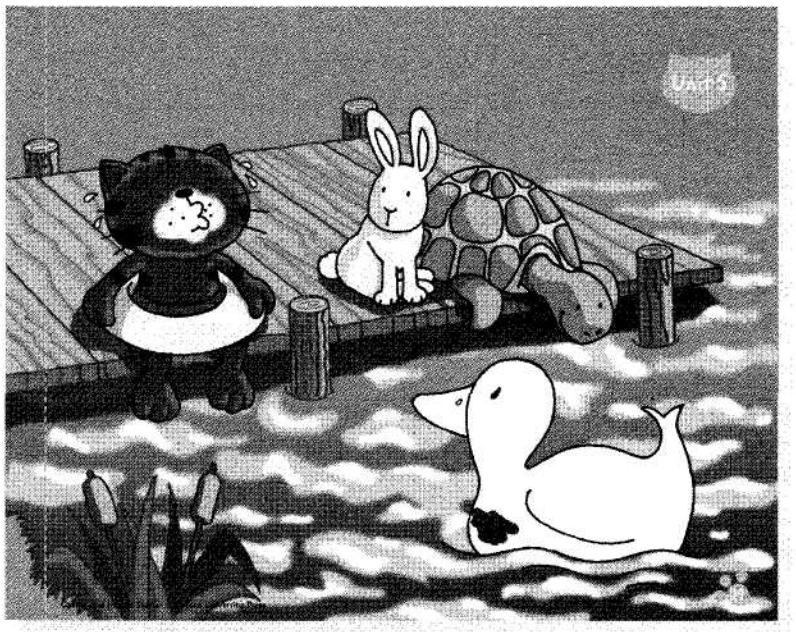
Language

New
duck, rabbit, turtle, hop

Recycled
red, TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with duck, rabbit, turtle flashcards
- ☐ Flashcards: duck, rabbit, turtle
- ☐ Cassette / CD
- ☐ Worksheet 19 and the bird and spider stickers
- ☐ Red crayons
- ☐ Extra activities: crayons, music cassette / CD



Cookie's circle time

1 Hello, everyone Track 4

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

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Poster time

Take Cookie up to the Lulu poster. Make him point and ask *Lulu, what have you got in your pouch?* Cookie takes out the rabbit flashcard, says *rabbit* and pretends to be a rabbit, hopping round the room. Repeat several times and encourage the children to say the word after Cookie and join in with the actions. Cookie then introduces the duck (waddling and quacking around the room) and turtle (flapping flippers) in the same way.

3 Unit song Track 16

Put the rabbit, turtle, and duck flashcards on the board in that order from left to right. Point to the rabbit and say *I'm a little rabbit.* Pretend to hop around the room like a rabbit. Then say *I'm a little rabbit. I hop.* Ask the children what they think *hop* means. Tell the children to copy the noises and actions. Do the same for the duck and the turtle. Then sing the **Little rabbit song**, doing the actions. Encourage the children to join in.

Little rabbit
Tune: She'll be coming round the mountain

I'm a little rabbit, hop, hop, hop.
I'm a little rabbit, hop, hop, hop.
I'm a little rabbit, I'm a little rabbit,
I'm a little rabbit, hop, hop, hop.

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I'm a little turtle, splash, splash, splash.
I'm a little turtle, splash, splash, splash.
I'm a little turtle, I'm a little turtle,
I'm a little turtle, splash, splash, splash.

I'm a little duck, quack, quack, quack.
I'm a little duck, quack, quack, quack.
I'm a little duck, I'm a little duck,
I'm a little duck, quack, quack, quack.

Transition marker

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

Table time

4 Worksheet 19 Track 16

Give out the worksheets. Ask the children to look at the picture and point as you say *Point to Cookie/the cat, duck, rabbit, turtle.* Say *Colour the duck red.* Then hold out three crayons, one of which is red, and ask each child to take the red one. As you hand out the crayons, say:
Everyone. Listen to me.
Colour the duck.
1, 2, 3.

While they are working, play the **Little rabbit song**. When they have finished colouring, say *Show me the duck* and add *a red duck* as the children hold up their pictures. Give out the spider and bird stickers and ask the children to put them somewhere in the picture. When their pictures are complete, praise the children's work and say *Well done!* Sing the **Tidy up song.** Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Rabbit ears Track 16
Tell the children to hold up their index and middle fingers behind their heads and waggle them like a rabbit's ears. Play the **Little rabbit song** and get the children to waggle their ears and hop on the first verse. Then sing and mime the **Little rabbit song** again.

Musical statues
Call out an animal. Play some music and the children pretend to be that animal while the music is playing. Stop the music. The children have to stop moving immediately. They must keep their pose and stand perfectly still and quiet. Any child who moves is out.

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Unit 5 Animals

Lesson 2

Language

New

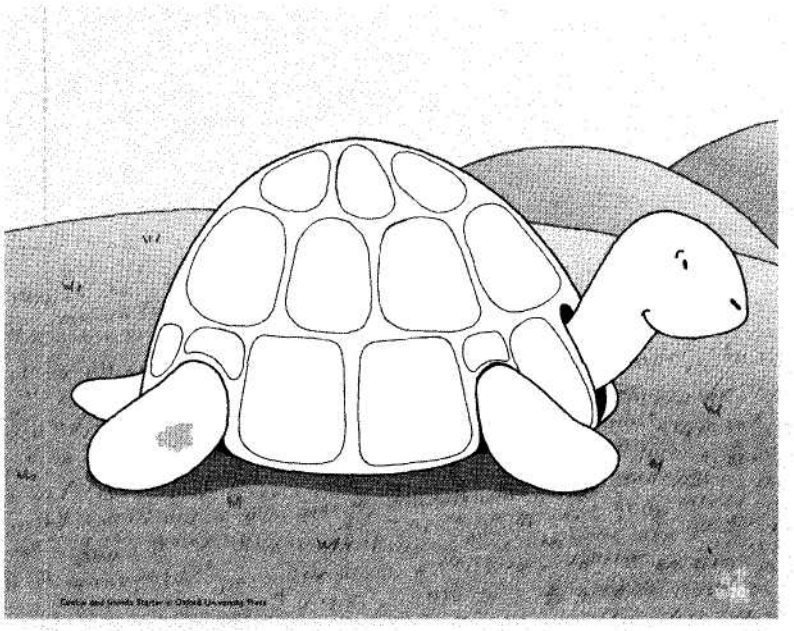
green

Recycled

blue, red, yellow, rain, sun, turtle

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with bird, duck, rabbit, spider, and turtle flashcards
- ☐ Flashcards: blue, green, red, yellow, bird, spider, sun, rain, duck, rabbit, turtle
- ☐ Cassette / CD
- ☐ Poster 5
- ☐ Blue, green, red, and yellow objects
- ☐ Worksheet 20
- ☐ Green, yellow, and blue crayons
- ☐ Extra activities: bird, duck, rabbit, spider, turtle, blue, green, red, yellow flashcards



Cookie's circle time

1 Hello, everyone Track 4

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

2 Poster time

Put the flashcards around the room where the children can see them. Say the name of a child and the name of an animal, for example, *Sara, bird.* Sara has to bring you the bird flashcard. When you have collected all the flashcards, put them in Lulu's pouch.

Take Cookie up to the Lulu poster. Make him point and ask *Lulu, what have you got in your pouch?* Cookie starts to take out a flashcard, revealing only a little at a time. The children have to guess what it is. When they guess correctly, show them whole card and start to pull the next one out.

3 Show me green

Put up poster 5 where all the children can see it. Revise the colours *blue*, *red*, and *yellow*, using the flashcards. Ask the children to point to blue, red and yellow objects on the poster or in the classroom. Hold up the green flashcard and ask *What colour is it?* Then say *green*. Repeat the word several times, encouraging the children to join in. Ask them to look around and point to green objects on the poster or in the classroom.

4 Colour game

Assemble a number of small blue, green, red, and yellow objects on the mat in Cookie's circle (enough for one of each for each child). Say *Show me something blue.* The children pick up a blue object. Then put everything back in the middle and do the same for green, red, and yellow. Repeat several times.

You can also use Cookie for a guessing game. Get Cookie to cover his eyes while the children hide blue, green, red, or yellow objects behind their backs. Cookie tries to guess whether their hidden object is blue, green, red, or yellow. The children says *Yes* or *No.*

Transition marker

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

Table time

5 Worksheet 20

Give out the worksheets. Say *Colour the turtle green.*

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Then hold out some crayons and ask each child to take the green one. As you hand out the crayons, say:
Everyone. Listen to me.
Colour the turtle.
1, 2, 3.

When the children have finished colouring, say *Show me the turtle.* As they hold up their pictures, ask *What colour's the turtle? Blue? Yellow? Red? Green?* The children answer *Yes* or *No*. Put the sun and rain flashcards on the board and revise the words. The children choose whether to draw the sun or the rain in their picture. Ask *Sun? Rain?* The children answer *Yes* or *No*. Give the children who are drawing the sun a yellow crayon and those drawing the rain a blue crayon. Go round the classroom admiring their work as they draw. When they have finished, say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

What's missing?

Show the five animal flashcards to the children and revise the animals. Then put them face down on the board. Turn over four of them. Point to the flashcard facing down and see if they can say what it is. You can help them by asking *Bird? Duck?* The children say *Yes* or *No*.

Colour instructions

Play a game with the children. Put the colour flashcards on the wall, spaced well apart. Divide the children into four groups: blue, green, red, and yellow and tell them to stand next to their colour flashcard. Give the groups some simple TPR instructions in turn: *Red, jump! Blue, skip! Yellow, stand up! Green, close your eyes.* If you would like to make the game competitive, tell them that any child who performs the action when you have not said their colour is out.

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Unit 5 Animals

Lesson 3

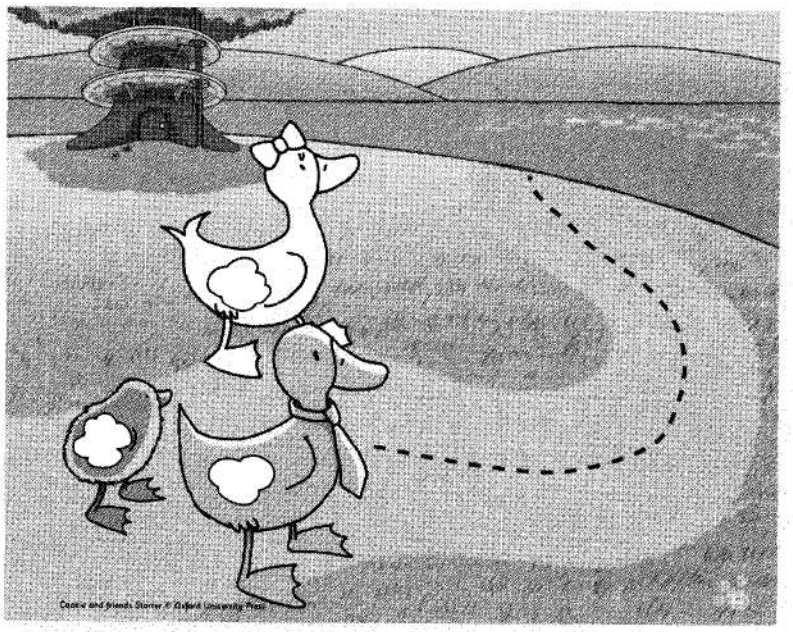
Language

New
three

Recycled
blue, green, red, yellow, one, two, duck, rabbit, turtle, TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Flashcards: duck, rabbit, turtle
- ☐ Poster 5
- ☐ Worksheet 21 and colour stickers
- ☐ Crayons
- ☐ Extra activities: bird, cat, duck, kangaroo, rabbit, spider, turtle flashcards, craft materials (see second Extra activity)



Cookie's circle time

1 Hello, everyone Track 4

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

2 One, two, or three?

Put up poster 5 where all the children can see it and revise the animals in the picture. Draw attention to the ducks. Then ask *How many ducks?* Point to each duck and count slowly *One, two, three.* Continue counting the other animals in the picture in the same way.

Then repeat the questions and invite individual children to point to the animals as you count them. The children do not repeat the numbers at this stage.

3 TPR activity

Put the animal flashcards on the wall, spaced well apart. Divide the children into three groups, ducks, rabbits, and turtles. Tell them to stand next to their animal flashcard. Give the groups some simple TPR instructions in turn, such as *Ducks, jump! Rabbits, wave! Turtles, sit down!* Other actions could be *Stand up. Stretch. Skip. Close your eyes. Clap. Dance. Sing. Point to ... Touch ....*

4 Unit song Track 17

Practise saying *One, two, three* with the children. Revise clap and jump. Then sing the song and do the actions.

One, two three
Tune: Frère Jacques

One, two, three,
One, two, three,
Sing with me,
Sing with me.
Tra la la la la la,
Tra la la la la la,
Tra la la,
Tra la la.

One, two, three,
One, two, three,
Clap with me,
Clap with me.
Clap, clap, clap, clap, clap, clap,
Clap, clap, clap, clap, clap, clap,
Clap, clap, clap,
Clap, clap, clap.

One, two, three,
One, two, three,
Jump with me,
Jump with me.
Jump, jump, jump, jump, jump, jump,
Jump, jump, jump, jump, jump, jump,
Jump, jump, jump,
Jump, jump, jump.

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Transition marker

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

Table time

5 Worksheet 21

Show the children Worksheet 21. Say *Point to the yellow duck, the blue duck, and the green duck.* Show the children where to place the colour stickers. Now count the ducks with the children. Give out the worksheets and colour stickers and say the **Table time** chant:

Everyone. Listen to me.
Use your stickers.
1, 2, 3.

Demonstrate drawing a line with your finger from the ducks along the path to the pond. Say *quack, quack, quack* as you follow the path. Tell the children to copy you. Now give out the crayons, saying:

Everyone. Listen to me.
Draw the path.
1, 2, 3.

The children draw the path from the ducks to the pond. As they finish, praise their work and say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Animal groups

Divide the class into groups of three and give each group an animal flashcard. Call out the animals in turn. As you call out an animal, for example, *bird*, the group with the bird flashcard stands up, makes *tweet tweet* noises and pretends to be birds. Ask *How many birds?* and the rest of the class count the birds together *One, two, three*. Do the same for the other animals.

Ducks

Prepare a drawing of a duck (based on Class Book page 19), photocopy it for each child, and collect tissue paper and tear it up into small pieces.

Give each child a copy of your duck, some tissue paper, and glue. Tell the children to roll up small pieces of the tissue paper and stick them onto the body of the duck. When they have finished, they can give their duck a name. Display the ducks on the wall in groups of three and count them with the children.

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Unit 5 Animals

Lesson 4

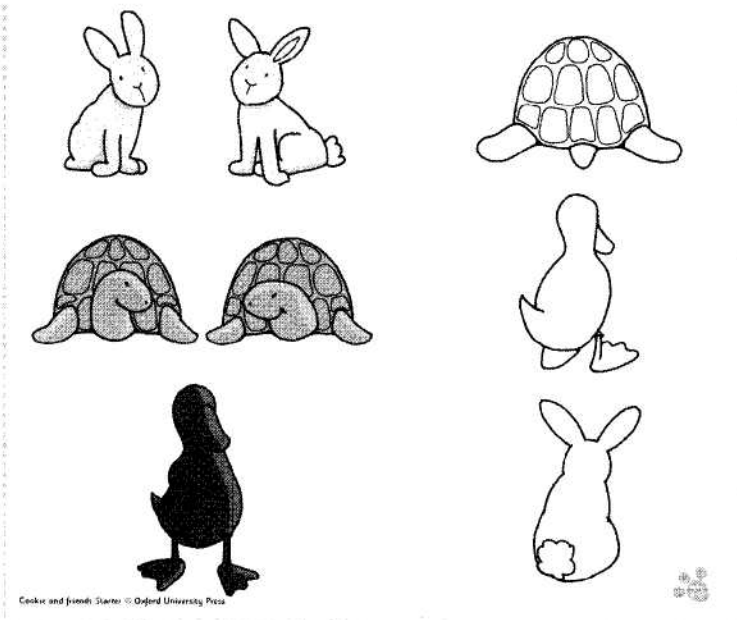
Language

Recycled

tree, blue, green, red, yellow, bird, big spider, small spider, sun, ball, dolly, plane, train, hat, shoes, trousers, sad, happy, duck, rabbit, turtle, one, two, three, TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with flashcards from Units 1–5
- ☐ Flashcards: Lulu, Cookie, tree, blue, green, red, yellow, bird, big spider, small spider, sun, ball, dolly, plane, train, hat, shoes, trousers, sad, happy, duck, rabbit, turtle
- ☐ Cassette / CD
- ☐ Poster 5
- ☐ Worksheet 22
- ☐ Green, red, and yellow crayons
- ☐ Reward stickers
- ☐ Extra activities: music cassette / CD, flashcards



Cookie's circle time

1 Hello, everyone Track 4

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

2 Revision of previous lessons

Put up poster 5 where all the children can reach it and put some flashcards in Lulu's pouch. Choose flashcards from *Lulu, Cookie, tree, blue, green, red, yellow, bird, spider, sun, ball, plane, train, hat, trousers, duck, rabbit, and turtle.* Ask individual children to take a flashcard out of Lulu's pouch. You say what it is. The children then have to go to poster 5 and find and point to the item you named.

3 I like ...

Arrange pairs of flashcards of things from the same categories on the board, for example, *sun* and *rain*. Ask *Do you like the sun or the rain?* Then say *I like the sun*. Children who like the sun stand up when you say it. Children who like the rain stand up when you say *I like the rain*. Encourage the children to join in with the sentences.

Repeat the steps with other pairs of flashcards, for example, red/blue, big spider/small spider, dolly/train, hat /shoes, sad face/happy face, rabbit/turtle.

4 TPR song revision Tracks 16/17

Revise the TPR actions learnt up to now by playing the *Cookie says* game. Then play the two songs from this unit and sing as many other songs as you have time for.

Transition marker

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

Table time

5 Worksheet 22

Show the children Worksheet 22. Tell them they have to match the front of the animals with a back view of the same animals and colour them. Give out the worksheets and say *rabbits, turtles, ducks* in turn. Ask the children to point to the corresponding animals. Hand out crayons and say:

Everyone. Listen to me.
You need crayons.
1, 2, 3.

Help the children to match the animals with their fingers or a crayon and colour the animals the same colour as those shown on the left of the page. When they have finished colouring, hold up a completed worksheet and ask *How many rabbits? Turtles? Ducks?* and count *One, two, three* with the children.

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When they have finished, praise the children's work, give each child a reward sticker, and say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Tracks 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Musical cards

Sit the children in a circle. Select a few flashcards that you want to revise and give them to approximately every third child in the circle to hold. Play some music while the children pass the cards around the circle. Make sure they pass them in the same direction. Then stop the music. When the music stops, the children holding the cards say what is on their flashcard. Start the music again and continue the game.

Clapping game

Call out a number (1, 2, or 3). Ask the children to count out loud and clap the number you have called. For example, say *two*. The children say *one, two* and clap twice as they say it. Then say *three* and the children say *one, two, three* and clap three times. Continue with the game, but vary the order.

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Unit 5 Animals

Extra reinforcement lesson

Language

Recycled

Revision of Units 1–5 language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster
- ☐ Flashcards: vocabulary from Units 1–5
- ☐ Cassette / CD
- ☐ Worksheets 3/5/10/14/19
- ☐ Extra rewards (sweets/stickers/badges)
- ☐ Poster 5
- ☐ Extra activities: all posters and flashcards for Units 1–5

Cookie's circle time

1 Hello, everyone Track 4

As this is a reinforcement lesson you might want to set it up as a series of games. Sit the children in Cookie's circle and sing the **Hello song**.

2 Poster time

Set up the Lulu poster and put the flashcards from earlier units in her pouch. Take Cookie to Lulu and ask *Lulu, what have you got in your pouch?* Take out the flashcards one at a time. Elicit the words. Any child who gives the right answer gets an extra reward and can hold on to the flashcard and skip around the circle.

Put up poster 5 where all the children can see it. Then get the children to look on the poster to find the items on their flashcards.

3 TPR game

Do this activity with individuals, groups (*girls/boys, yellow group/blue group*), or the whole class. Make Cookie give a TPR instruction or a word from Units 1–5 to mime, such as *Boys, sit down* or *Blue group, be a cat* or *Stretch*. The child/group/class has to follow the instruction. You could include TPR actions such as *clap your hands, close your eyes, dance, hide, jump, put on …, skip, stand up, take off …, touch your …, wave* as well as words to mime, like *cat, kangaroo, bird, spider, rain, sun, ball, dolly, plane, train, happy, sad, duck, rabbit, turtle*. Praise the children's efforts and give out extra rewards.

4 Noises game

Line up the flashcards (*cat, kangaroo, bird, spider, ball, dolly, plane, train, duck, rabbit, turtle*) on the board where all the children can see them. Choose a child to close his/her eyes while you point to one of the flashcards. The other children do the action or make the noise. The child then either points to the right flashcard or says what it is. Say *Yes* or *No* in response. Give rewards for correct guesses.

5 TPR song revision Tracks 6/7/11/13/16

Put up Worksheets 3, 5, 10, 14, and 19 on the board in jumbled order. Play the **Clap hands song**. Stop the recording and ask the children to point to the corresponding worksheet (3). When a child guesses correctly, give out a reward. Then tell the children that they are going to listen to the song and do the actions.

Then move on to songs from the other units (**Hello song, Little spider, Toys, Cookie put your trousers on**, and **Little rabbit**). Give rewards to the best singers/dancers for each song.

At this stage, start preparing the children to perform a special concert of all their songs in the last lesson of the year.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

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Extra activities

Flashcard game

You will need the flashcards and posters from Units 1–5. Put up the posters. Then show the children the flashcards, naming each one and pausing as you hold it up. Tell the children to run to the posters and point to anything on them that matches the flashcard you are holding up.

Follow the leader

Display the flashcards around the room. Tell each child to choose and stand next to a flashcard. Start walking around the room and call out a flashcard. The children next to that flashcard form a line behind you and follow you around the room. Say the word with the whole class as you walk, for example, *duck, duck, duck*. Call out another flashcard and the children next to that flashcard join the line and chant the new word. Continue until all the children are following you around the room.

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Unit 6 Body

Lesson 1

Language

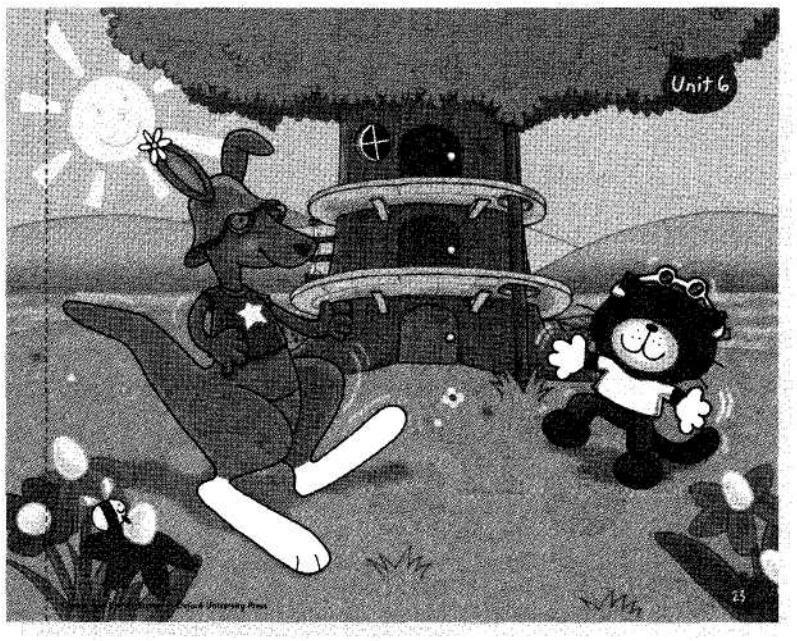
New
foot/feet, hands, head

Recycled
blue, green, red, yellow, hat, TPR language

Passive
What do you wear when it's hot? What's on your feet? Tap your foot. Fall down. Nod your head.

Materials checklist

- ☐ Cookie puppet with sun hat
- ☐ Teacher-prepared paper sun hat for Cookie
- ☐ Lulu poster with feet, hands, and head flashcards
- ☐ Flashcards: feet, hands, head
- ☐ Cassette / CD
- ☐ Worksheet 23
- ☐ Blue and red crayons
- ☐ Extra activities: poster 6



Cookie's circle time

1 Hello, everyone Track 4

Come in to class with Cookie wearing a sun hat on his feet. This will look a little odd as you begin the lesson, but pretend not to notice. Sit the children in Cookie's circle and sing the **Hello song**.

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Poster time

Ask the children about the weather. Introduce *hot*. Ask them *What do you wear when it's hot? A hat.* Point to the sun hat on Cookie's feet. Ask *Cookie, what's on your feet?* Cookie says *A hat.* Then say *A hat on your feet? No, Cookie.* Turn your back to the class with Cookie. Turn round with Cookie wearing the hat on his hands. Repeat the routine. Finally, Cookie turns round with the hat on his head. Say *Yes, Cookie. Well done! The hat on your head!* Take Cookie up to Lulu and ask *Lulu, what have you got in your pouch?* Cookie takes out the feet, hands, and head flashcards one by one. Say the words and get the children to repeat them.

3 Unit song Track 18

Show the children Worksheet 23. In L1, ask them what Lulu and Cookie are doing. (They're singing a new song.) Use the worksheet to remind the children of the actions *Clap your hands, Tap your foot, Fall down, Nod your head.* Then form a circle. Sing **Round the tree** and mime the song with the children.

Round the tree
Tune: Ring-a-ring-a-roses

Round and round the tree,	The children hold hands in a circle and move round and round.
Tap your foot like me,	The children tap their feet.
Oopsy, oopsy,	
We all fall down.	The children sit down on the floor.

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Round and round the tree,
Clap your hands like me,
Oopsy, oopsy,
We all fall down.

The children clap their hands.

Round and round the tree,
Nod your head like me,
Oopsy, oopsy,
We all fall down.

The children nod their heads.

Transition marker

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

Table time

4 Worksheet 23

Show the children Worksheet 23 again. Point to Lulu's feet and ask the children what colour they should use for Lulu, asking *Red? Blue?* Encourage them to answer *Yes* or *No*. Repeat for Cookie's hands. Then give out the worksheets and a blue and a red crayon to each child, saying:
Everyone. Listen to me.
You need crayons.
1, 2, 3.

When the children have finished colouring, praise their efforts and say *Well done!* Then sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Big or little? Red or blue?
Put poster 6 up on the board. Point to Lulu's and Cookie's head, hands, and feet. Use these to practise recognition of size and colour. For example, say *Big feet*. The children have to say *Lulu*. Say *Red hands* and the children say *Cookie*. Do the same with *big/little hands/feet/head*, and *red/blue hands/feet/head*.

Cookie says
Play *Cookie says* adding the new TPR actions for this unit (*tap your foot, fall down, nod your head*).

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Unit 6 Body

Lesson 2

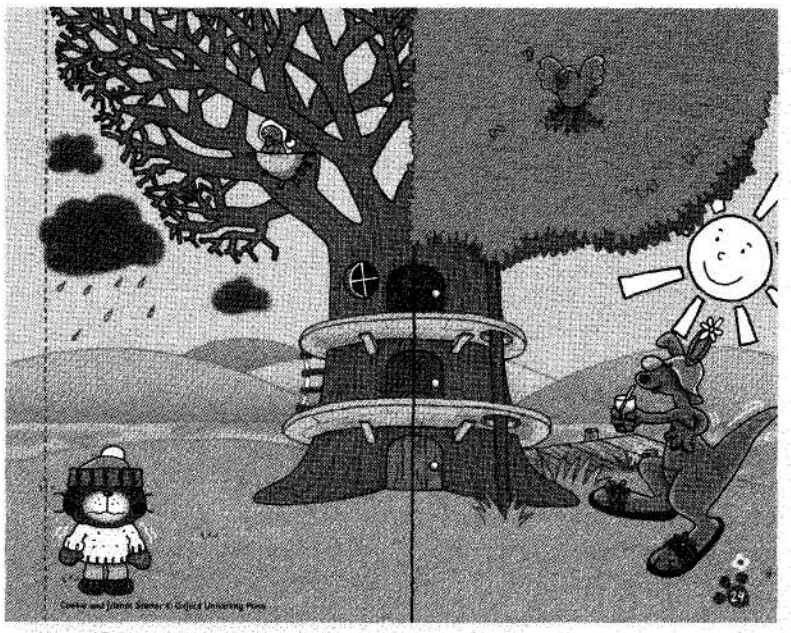
Language

New
cold, hot

Recycled
rain, sun, hat, shoes, trousers, hands, feet, head, TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Flashcards: rain, sun, feet, hands, head
- ☐ Posters 6 and 7
- ☐ Worksheet 24 and Lulu and Cookie stickers
- ☐ Blue and yellow crayons
- ☐ A box of hot and cold weather clothes: sun hat, sunglasses, woolly hat, scarf
- ☐ Extra activities: completed Worksheet 24, hot and cold weather clothes



Cookie's circle time

1 Hello, everyone Track 4

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

2 Revision of Lesson 1 Track 18

Tell the children that you are going to play a game. Say *Cookie, close your eyes.* Tell them that you will hold up the hands, feet, or head flashcard. They have to make an appropriate noise and Cookie has to guess the body part. For example, hold up the *head* flashcard. The children could sing, or cough and Cookie can guess *Feet? No, head.* For *hands* they can clap their hands, for *feet* they can tap their feet. Practise it a few times. Then sing and do the actions for **Round the tree**. You could extend the song with TPR actions such as *jump, put your hands up/down, turn round* if you feel the children are enjoying it.

3 Hot and cold

Put up Worksheet 24 and posters 6 and 7 and or show the children the clothes you brought in: sun hat and sunglasses for *hot* and woolly hat and scarf for *cold*. Talk about the weather. Introduce *hot* and *cold*. Hold up the sun flashcard or point to the sun on the right of the worksheet and encourage the children to say *sun*. Then put on the sun hat/sunglasses and mime being hot. Say *It's hot*. Then contrast this with the rain flashcard or point to the rain on the left of the worksheet and encourage the children to say *rain*. Put on a woolly hat and pretend to shiver. Say *It's cold*.

Take off the clothes and put them in front of you. Choose a child. Say *It's hot/cold* and ask the child to put on the appropriate article of clothing and mime being hot or cold. Then point to poster 6, revising clothing vocabulary as you go. Say *It's sunny. It's hot.* Then contrast this with poster 7. Ask the children to act out *hot hands/feet/head* and *cold hands/feet/head*.

Transition marker

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

Table time

4 Worksheet 24

Show the children Worksheet 24 again. Point to Cookie's head/hands/feet and say *cold head/hands/feet*. Then point to Lulu's head/hands/feet and say *hot head/hands/feet*.

Give out the worksheets. Ask the children to point to the left side of the picture as you say *It's cold* and to the right side of the picture as you say *It's hot*. Look outside with the children and decide if it's a hot day or a cold day. If it's hot, the children colour the sun with a yellow crayon. If it's cold, the children draw more rain with a blue crayon. Then hold out blue and yellow crayons and ask each child to take the appropriate one. As you hand out the crayons, say the **Table time chant**:

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Everyone. Listen to me.
Colour the sun./Draw the rain.
1, 2, 3.

When the children have finished colouring, give out the Cookie and Lulu stickers and ask the children to put them in the right places in picture. Say the **Table time chant**:
Everyone. Listen to me.
Use the stickers.
1, 2, 3.

When the worksheets are complete, praise the children's work and say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Hot or cold?

You will need the children's completed Worksheet 24. Help them to fold the worksheet down the middle so that the illustrations are on the outside. Say *hot* and *cold* and ask the children to hold up the correct side as you say the words. Gradually say the words faster to make the activity more challenging.

Hot or cold weather?

You will need the box of real hot/cold weather clothes (sunglasses, sun hat, scarf, woolly hat). Hold up an item and say the weather it is meant for. For example, hold up the woolly hat and ask *Hot?* The children say *No.* Repeat *Hot?* with sunglasses. They say *Yes.* Practise with all the clothing. If the children are very confident, you could hold up a hot/cold weather item and encourage them to say the words *Hot/cold.*

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Unit 6 Body

Lesson 3

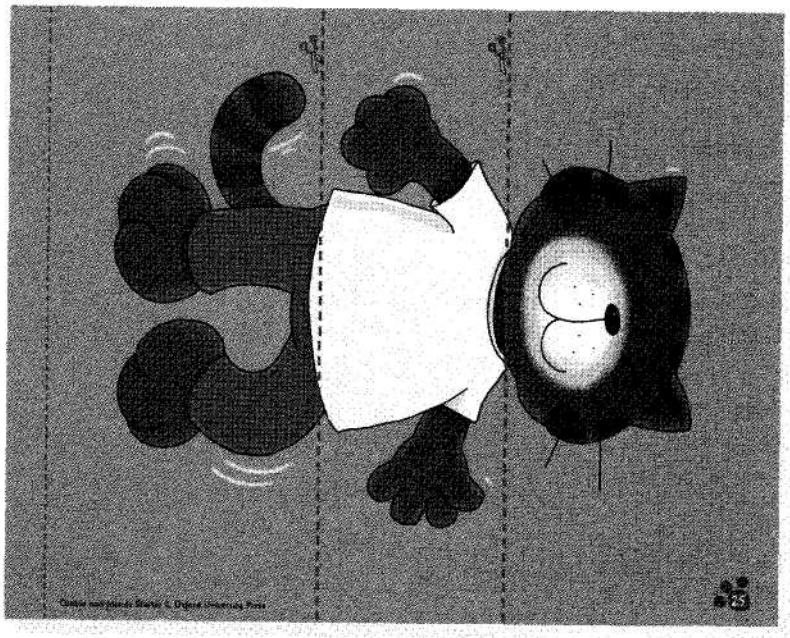
Language

Recycled

blue, green, red, yellow, hat, shoes, trousers, feet, hands, head, cold, hot, TPR language

Materials checklist

- ☐ Cookie puppet
- ☐ Flashcards: feet, hands, head, vocabulary from Units 1–6
- ☐ Cassette / CD
- ☐ Posters 6 and 7
- ☐ A pre-cut Worksheet 25
- ☐ Worksheet 25
- ☐ A piece of paper and glue for each child (optional)
- ☐ *Reward stickers*
- ☐ Extra activities: poster 6 or the Cookie and Lulu flashcards, cassette / CD



Cookie's circle time

1 Hello, everyone Track 4

Sit the children in Cookie's circle and sing the **Hello song**. Use Cookie to talk about hot and cold weather. Put on suitable clothes as you describe the weather. Make a few deliberate mistakes for Cookie to correct you. For example, put on the sun hat and say *cold*. The children have to say *No*.

2 Revision of Lesson 2

Use posters 6 and 7 to revise the vocabulary. Say *cold, hot, blue, green, red, yellow, feet, hand, head, hat, shoes, trousers* and invite children to come up to the posters and point. Alternatively, hold up and say the names of the objects on the flashcards and let the children find them on the posters.

3 Unit song Track 19

Tell the children that Cookie wants to teach them a new song called **Put your hand up** (based on the *Hokey Cokey*). Present and practise the actions with them. Then sing and act out the song.

Put your hand up

Tune: Hokey Cokey

Put your hand up,	Hand up in the air.
Put your hand down,	Hand down.
Up, down, up, down,	Hand up and down twice.
And shake it all around.	Shake hand around.
Do the Hokey Cokey,	
And turn yourself around.	Do turning round action.
Turn yourself around.	
Put your foot up,	Lift foot up.
Put your foot down,	Put foot down.
Up, down, up, down,	Lift foot up and down twice.
And shake it all around.	Shake foot around.
Do the Hokey Cokey,	
And turn yourself around.	Do turning round action.
Turn yourself around.	
Put your head up,	Head up.
Put your head down,	Head down.
Up, down up, down,	Head up and down twice.
And shake it all around.	Shake head.
Do the Hokey Cokey,	
And turn yourself around.	Do turning round action.
Turn yourself around.	

Transition marker

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

Table time

4 Worksheet 25

You can cut out the puzzle pieces of Worksheet 25 in advance or do it in class with the children or the class teacher/assistant.

Show the children Worksheet 25. Ask them *Lulu? Cookie?* Encourage them to answer *Yes* or *No*. Ask them in L1 what they think Cookie is doing. (He's dancing and singing.) Point to and say *head, feet, hands.*

Give out the three pieces of the worksheet to each child. Call out the parts of the body, *head, hands, feet,* in turn for the children to hold up the corresponding piece. Then tell the children to put Cookie together. They can either stick him down on a piece of paper (if so, give out paper and glue sticks), or keep the pieces separate so that they can reassemble them again later.

When they have completed the puzzle, give each child a reward sticker and say *Well done!* Then sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Puzzles in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Who is it?

You will need poster 6 or the Cookie and Lulu flashcards. Compare the sizes of their feet/hands/heads. Say *big head.* The children either point to or say *Cookie.*

Song revision Tracks 18/19

Play **Round the tree** and **Put your hand up** again. Ask the children to stand and encourage them to do the actions and sing when they can.

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Unit 6 Body

Lesson 4

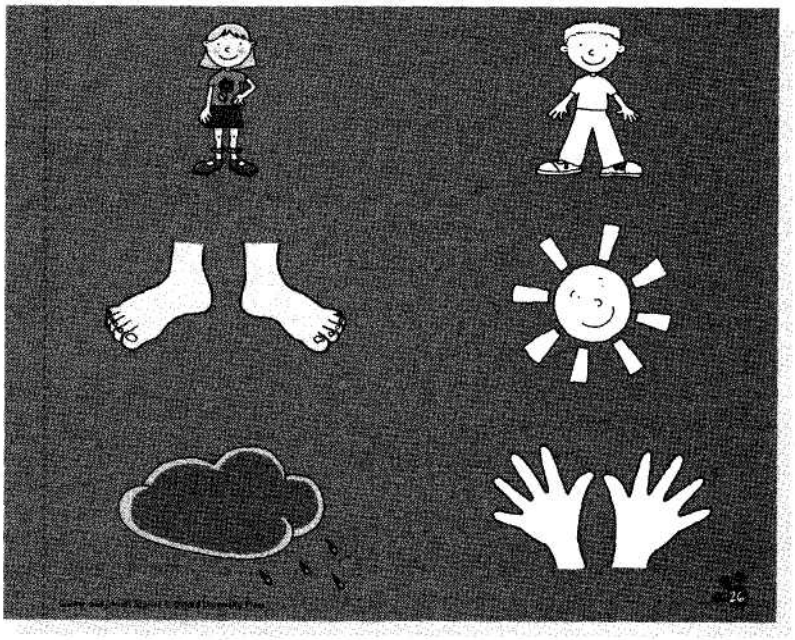
Language

Recycled

Units 1–6 language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with a selection of vocabulary from Units 1–6
- ☐ Flashcards: any vocabulary from Units 1–6
- ☐ Posters 2 and 6
- ☐ Cassette / CD
- ☐ Worksheet 26
- ☐ Crayons
- ☐ Reward stickers
- ☐ Extra activities: a selection of flashcards from Units 1–6



Cookie's circle time

1 Hello, everyone Track 4

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

2 Revision of Lesson 3

Use the hands, feet, head, hat, shoes, and trousers flashcards to practise body and clothes vocabulary. Say *Touch your...* . Encourage the children to repeat the word and touch the appropriate body part/clothing.

3 Flashcards revision

Put up posters 2 and 6 and put a selection of flashcards of vocabulary from all units in Lulu's pouch. Ask a child to come and take out a flashcard. The child has to mime it, make its noise, or point to something in one of the pictures. You, Cookie, or other children have to guess what it is. Include *boy, girl, sun, rain, hands,* and *feet* as they will need these for the worksheet.

4 TPR song revision Tracks 6–19

Stand the children in Cookie's circle. Call out TPR instructions and get the children to do the appropriate actions. Then play and mime any of the songs they have learnt. Congratulate the children on how many they know.

Transition marker

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

Table time

5 Worksheet 26

Put up Worksheet 26 on the board. Say the words *sun, hands, girl, rain, feet,* and *boy* slowly in random order and encourage the children to point to them. Tell the children that each thing has a 'partner'. Introduce the idea of matching and pairs, and encourage the children to see the things that go together on the worksheet (boy/girl, hands/feet, sun/rain). The children may need some help with this concept, but most will understand. Give out the worksheets and the crayons. Say the **Table time chant**:

Everyone. Listen to me.
You need crayons.
1, 2, 3.

Help the children to match the pairs with their fingers or a crayon. Then ask them to colour the boy, sun, and hands. When they have finished, give each child a reward sticker and say *Well done!* Then sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

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6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Matching pairs

Go through the flashcards for Units 1–6 and select in advance ones that can be matched, such as Cookie/Lulu, boy/girl, rain/sun, hands/feet, train/plane, happy/sad, hot/cold, trousers/shoes. Shuffle them and spread them randomly on the floor face up. Ask the children to see if they can find pairs that go together. Praise them for their efforts.

What do you like?

Put up poster 6 where all the children can see it and invite them to express their likes. Point to objects on the poster and ask *Do you like ...?* Ask the children to respond in turn with *Yes* or *No*.

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Unit 6 Body

Extra reinforcement lesson

Language

Recycled

Revision of Units 1–6 language

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with a selection of vocabulary from Units 1–6
- ☐ Flashcards: all vocabulary from Units 1–6
- ☐ Cassette / CD
- ☐ Poster 6
- ☐ Copies of all the worksheets
- ☐ Rewards (special summer fruits/sweets/stickers)
- ☐ Extra activities: overalls, paper, finger paint, flashcards for all the vocabulary you want to revise

Cookie's circle time

1 Hello, everyone Track 4

As this is a reinforcement lesson you might want to set it up as a series of games. Sit the children in Cookie's circle and sing the **Hello song**.

2 Poster time

Set up the Lulu poster and put the flashcards from all units in her pouch. Take Cookie to Lulu and ask *Lulu, what have you got in your pouch?* Take out the flashcards one at a time. Elicit the words. Any child who gives the right answer gets an extra reward and can hold on to the flashcard and skip around the circle.

Put up poster 6 where all the children can reach it. Then get the children to look on the poster to find the items on their flashcards.

3 TPR game

Do this activity with individuals, groups (*girls/boys, yellow group/blue group*) or the whole class. Make Cookie give a TPR instruction or a word from Units 1–6 to mime, such as *Boys, sit down* or *Blue group, be a cat* or *Stretch*. The child/group/class has to follow the instruction. You could include TPR actions such as *clap your hands, close your eyes, dance, hide, jump, put on …, skip, stand up, take off …, touch your …, wave, tap your foot, nod your head*, as well as words to mime, like *cat, kangaroo, bird, spider, rain, sun, ball, dolly, plane, train, happy, sad, duck, rabbit, turtle, cold, hot*. Praise the children's efforts and give out extra rewards.

4 Noises game

Line up the flashcards (*cat, kangaroo, bird, spider, ball, dolly, plane, train, duck, rabbit, turtle*) on the board where the children can see them.

Choose a child to close his/her eyes while you point to one of the flashcards. The other children do the action or make the noise. The child either points to the right flashcard or says what it is. Say *Yes* or *No* in response. Give rewards for correct guesses.

5 TPR song revision Tracks 6–19

Sing all the songs the children have learnt. Put all your own worksheets on the board and sing and act out as many of them as possible.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

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Extra activities

Find the flashcard game

Choose the flashcards you want to revise. Draw a picture of each item of your chosen flashcards on the board and then hide the flashcards around the room. The children look for the flashcards. When they find one, they bring it to you and say what it is. Put the flashcard on top of the corresponding drawing on the board. The game finishes when every drawing has been covered with a flashcard.

Hand or foot prints

Dress the children in overalls. Give each child a piece of paper. Prepare a tray of finger paint. The children put their hands (or feet) in the tray and then make an impression on the paper.

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Story 3 Cookie goes swimming

Lesson 1

Language

Recycled

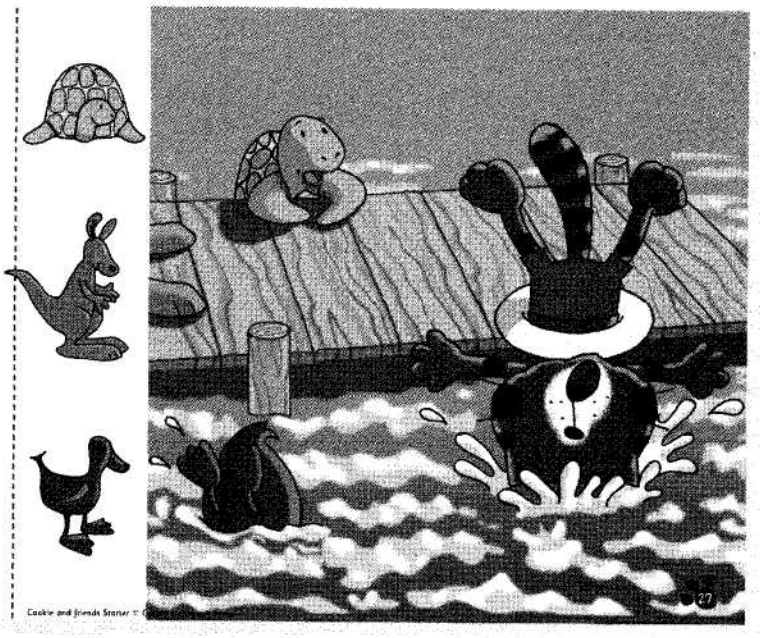
Cookie, happy, sad, duck, bird, spider, duck, rabbit, turtle, one, two, three, cold, hot, feet, hands, head

Passive

Let's swim, lovely, Let's go.

Materials checklist

- ☐ Cookie puppet
- ☐ Flashcards: Cookie, Lulu, happy, sad, bird, spider, duck, rabbit, turtle, feet, hands, head, hot, cold
- ☐ Cassette / CD
- ☐ Story 3 cards
- ☐ Worksheet 27 and rabbit stickers
- ☐ Crayons
- ☐ Reward stickers
- ☐ Extra activities: music cassette / CD, Cookie, Lulu, bird, spider, duck, rabbit, turtle flashcards



Cookie's circle time

1 Hello, everyone Track 4

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

2 Song revision Track 16

Play the **Little rabbit song**. Ask the children if they can remember which animals are in the song. Hold the animal flashcards (including Cookie and Lulu) up one by one and ask, for example, *Cat?* The children say *Yes* or *No*. Put the animals named in the song on the board and then sing the song and do the actions with the children.

Little rabbit

Tune: She'll be coming round the mountain

I'm a little rabbit, hop, hop, hop
I'm a little rabbit, hop, hop, hop
I'm a little rabbit, I'm a little rabbit,
I'm a little rabbit, hop, hop, hop.

I'm a little turtle, splash, splash, splash
I'm a little turtle, splash, splash, splash
I'm a little turtle, I'm a little turtle,
I'm a little turtle, splash, splash, splash.

I'm a little duck, quack, quack, quack
I'm a little duck, quack, quack, quack
I'm a little duck, I'm a little duck,
I'm a little duck, quack, quack, quack.

3 Storytime Track 20

Say the Storytime rhyme.

One, two, three. Count on your fingers.
Storytime for you and me. Point to the first Story card, point to the children, and then to yourself.

Put the parts of the body flashcards on the board and let Cookie say *I've got ...* and say the parts of the body in turn with the children. Ask the children to guess *Is Cookie hot or cold in the story?* Show the children the first Story card. Point to the characters and elicit their names. Congratulate the children who guessed Cookie is hot.

❶ Play the recording. Say *Cookie's hot. Turtle says Let's swim.* Demonstrate swimming.
Cookie: *It's hot.*
Turtle: *Let's swim.*
Let the children guess what part of the body Cookie puts in the water first.

❷ Show the children Card 2 and play the recording. Congratulate the children who guessed Cookie puts his feet in first.
Cookie: *Ooh, my feet. Brr... It's cold.*
Let the children guess what part of the body Cookie puts in the water next.

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3 Show the children Card 3 and play the recording. Congratulate the children who guessed Cookie puts his hands in next.
Cookie: *Ooh, my hands. Brr... It's cold.*
Draw attention to Cookie in the picture and let the children guess what happens next.

4 Show the children card 4 and play the recording. Congratulate the children who guessed that Cookie falls head first into the water. Ask the children who they can see in the picture. Accept their answers but help them at this stage.
Cookie: *Aaaaahhh! Ooh, my head. Brr... It's cold.*

5 Show the children card 5 and play the recording. Explain *lovely*. Put the *happy* and *sad* flashcards on the board. Say *Cookie is happy*. Tell the children to point to the right face.
Cookie: *Ooh, it's lovely.*
Narrator: *Cookie is happy.*

6 Show the children card 6 and play the recording. Explain *Let's go* and say that everyone (Lulu, Cookie, turtle, duck, and rabbit), is saying *Bye-bye*. Encourage the children to wave and say *Bye-bye* to the characters, too.
Lulu: *Let's go, Cookie.*
Lulu and Cookie: *Bye-bye, everyone.*
Turtle, duck, and rabbit: *Bye-bye, Lulu. Bye-bye, Cookie.*

Transition marker

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

Table time

4 Pre-worksheet activity Track 20

Put the happy and sad flashcards on the board. Hold up each Story card in turn. Say *Look at Cookie. Is he happy or sad?* The children point to the appropriate flashcard and say *happy* or *sad*. (Accept either answer for Story card 6.) Hold up each Story card in turn and elicit the names of the characters on each card.

5 Worksheet 27 Track 16

Put Story card 4 on the board. Give out the worksheets. Point to the characters on the left and elicit the names. Ask the children to match the characters in the left column with the characters in the main picture. They can use their fingers to match them or draw lines with crayons. If you decide to use crayons, give them out and say the **Table time chant**.
Everyone. Listen to me.
You need a crayon.
1, 2, 3.

While they are working, play **Little rabbit**. Walk around the class and help the children to find the turtle's head, Lulu's feet, and the duck's feet. Say *Look at the turtle's/Lulu's/duck's ...* and encourage the children to complete the sentence with the correct part of the body. When they have finished, give each child the rabbit sticker. Encourage them to look at Story card 4 and put it in the same place as in the story. But don't worry if they put it in an odd place! Then give each child a reward sticker and say *Well done!* Sing the **Tidy up song.** Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Animal flashcards

Display the animal flashcards around the room. Call out an animal. Play some music while the children pretend to be this animal. Stop the music and tell the children to go to any animal flashcard. Name an animal. The children say *Bye-bye* (animal). All the children standing next to that flashcard are out of the game. Start the music again and continue playing until there is only one child left in the game.

Threes

Chant *One, two, three* in a rhythmic manner with the children until they are all saying it loudly and confidently. Then introduce an action, for example, clapping. Continue counting while you clap. The children copy you. After a while change the action but keep the beat the same. Some possible actions are *clap your hands, nod your head, tap your foot, wave.*

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Story 3 Cookie goes swimming

Lesson 2

Recycled

Cookie, Lulu, tree, blue, green, red, yellow, bird, spider, sun, ball, dolly, train, one, two three, hat, shoes, duck, rabbit, turtle, feet, hands, head

Materials checklist

- ☐ Cookie puppet
- ☐ Cassette / CD
- ☐ Posters 5 and 6
- ☐ Flashcards: Cookie, Lulu, tree, blue, green, red, yellow, bird, spider, sun, ball, dolly, train, duck, hat, shoes, rabbit, turtle, feet, hands, head
- ☐ Story 3 cards
- ☐ Small objects, three for each child
- ☐ Extra activities: cassette / CD

Cookie's circle time

1 Hello, everyone Track 4

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

2 Poster time

Put up posters 5 and 6, spaced well apart so you can see which poster the children are pointing to. Hold up a selection of different flashcards in turn and call out the words. The children point to the poster showing the same as the flashcard. If both posters show it then the children stand up and shout *Cookie!* When the children can do this confidently, don't show the flashcard, just call out the words.

3 Song revision Track 18

Play the *Cookie says* game and revise *tap your foot, clap your hands*, and *nod your head* while you are playing it. Put the parts of the body flashcards on the wall. Divide the class into three groups *feet, hands, head*, and tell each group to stand next to the appropriate flashcard. Each group of children stands in a circle holding hands. Play the song. At the beginning of each verse, call out the part of the body. The group next to that flashcard sings and does the actions for that verse. At the end all join together and sing and do the actions.

Round the tree
Tune: Ring-a-ring-a-roses

Round and round the tree,	The children hold hands in a circle and move round and round.
Tap your foot like me, Oopsy, oopsy, We all fall down.	The children tap their feet. The children sit down on the floor.
Round and round the tree, Clap your hands like me, Oopsy, oopsy, We all fall down.	The children clap their hands.
Round and round the tree, Nod your head like me, Oopsy, oopsy, We all fall down.	The children nod their heads.

4 Storytime Track 20

Say the Storytime rhyme. Now tell the children that you are going to tell the story, but you want them to help you with the actions.

❶ Put up Story card 1 and play the recording. Sit down and act as though it is very hot. Then play the recording again and ask the children to copy you.
Cookie: *It's hot.*
Turtle: *Let's swim.*

❷ Put up Story card 2 and play the recording. Still sitting, pretend to put your feet in cold water. Then play the recording again and ask the children to copy you.
Cookie: *Ooh, my feet. Brr... It's cold.*

❸ Put up Story card 3 and play the recording. Lie on your front or crouch down and pretend to put your hands in cold water. Then play the recording again and ask the children to copy you.
Cookie: *Ooh, my hands. Brr... It's cold.*

❹ Put up Story card 4 and play the recording. Pretend to fall in the water, making loud splashing noises. Hold your head and shiver. Then play the recording again and ask the children to copy you.
Cookie: *Aaaaahhh! Ooh, my head. Brr... It's cold.*

❺ Put up Story card 5 and play the recording. Look happy and pretend to swim. Then play the recording again and ask the children to copy you.
Cookie: *Ooh, it's lovely.*
Narrator: *Cookie is happy.*

❻ Put up Story card 6 and play the recording. Wave bye-bye. Then play the recording again and ask the children to copy you.
Lulu: *Let's go, Cookie.*
Lulu and Cookie: *Bye-bye, everyone.*
Turtle, duck, and rabbit: *Bye-bye, Lulu. Bye-bye, Cookie.*

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5 Counting game

Assemble a number of small objects on the mat in Cookie's circle (enough for three for each child). Say *Show me one.* The children pick up one object. Then put everything back in the middle and do the same for the numbers *two* and *three*. Repeat several times.

When the children are confident, you can vary the order. You can also use Cookie for a guessing game. Get Cookie to cover his eyes while the children hide a number of objects behind their backs. Cookie tries to guess whether they are holding one, two or three hidden objects. The children say *Yes* or *No*.

Transition marker

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

Table time

6 Bye-bye Track 5

This is the very last activity of the course. Sing the **Bye-bye song** and encourage the children to wave and join in. Make Cookie give each of the children a special bye-bye kiss as they leave. Then wave to them all yourself and say *Bye-bye.*

Extra activities

Favourite game

Let the children choose their favourite game and play it one more time.

Do a performance

Put on a special performance for another class, or the children's parents. Sing some of the songs the children have learnt this year and act out one of the stories.

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Festivals Christmas

Lesson 1

Language

New
red, Christmas tree

Recycled
blue, yellow, TPR language

Passive
Play. What colour is it? What is it? Who's this? Father Christmas, What do you want for Christmas?

Materials checklist

- ☐ Cookie puppet wearing a red Christmas hat
- ☐ Flashcards: ball, dolly, plane, train
- ☐ A parcel wrapped in blue, red, and yellow paper containing a small toy and sweets
- ☐ Poster 7
- ☐ Cassette / CD
- ☐ A completed Worksheet 28
- ☐ Worksheet 28
- ☐ Red and yellow crayons
- ☐ Reward stickers
- ☐ Extra activities: cotton wool, glue, Cookie puppet, ball, dolly, plane, train flashcards

Cookie's circle time

1 Hello, everyone Track 4

Note
For cultural notes on Christmas, see page 8 of the Introduction.

Come into the classroom with Cookie wearing his red Christmas hat. Tell the children in L1 that Cookie is very excited about Christmas and that he is wearing special red hat for Christmas. Introduce the word *red*. Then point out that Cookie is holding a present (it will be needed for activity 3 below). Sit the children in Cookie's circle and sing the **Hello song**.

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Revision

Tell the children to make toy noises while Cookie covers his eyes. Cookie has to guess what the toy is. Hold up the toy flashcards one by one and encourage the children to make the noise (*boing* for a ball, *mama* for a dolly, *whoosh* for a plane, *toot, toot* for a train). Cookie guesses *Plane?* and the children say *Yes* or *No*.

Then put blue, red, and yellow toys or crayons on the mat. Say *yellow* and encourage the children to point to the right toy or crayon. Do the same with the other two colours. Then repeat, varying the order of the colours and gradually saying them faster.

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3 Pass the present

Still sitting in Cookie's circle, play some music and show the parcel you prepared earlier. Tell the children to pass it round. Stop the music and say *Stop!* The child holding the parcel takes off one layer of paper. Ask *What colour is it?* Say the colour and get the children to repeat.

Then play the recording and continue the game until they reach the last layer. Unwrap this layer yourself. Ask *What is it?* Say the name of the toy. Encourage the children to repeat the word. Praise the children, give them all a small extra reward, and say *Well done!*

4 Unit song Track 21

Hold up your pre-coloured Father Christmas on Worksheet 28. Ask *Who's this?* Answer *Father Christmas.* Tell the children that Father Christmas likes to sing special songs at Christmas. Go over the actions, then sing and act out the song with the children.

Merry Christmas
Tune: We wish you a merry Christmas

We wish you a merry Christmas, *We wish you a merry Christmas,* *We wish you a merry Christmas,* *And a happy New Year.*	The children hold hands and move in a circle. The children clap hands.
What's under the tree	Point hands down as if pointing under, then join hands together over your head to make the shape of a tree.
For you and for me?	The children point to each other, then to themselves.
We wish you a merry Christmas,	The children hold hands and move in a circle.
And a happy New Year.	The children clap hands.
We wish you a merry Christmas, We wish you a merry Christmas, We wish you a merry Christmas, And a happy New Year.	The children hold hands and move in a circle. The children clap hands.

Transition marker

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

Table time

5 Worksheet 28

Show the children your completed Worksheet 28. Point to the picture of Father Christmas and introduce the words *Father Christmas.* In L1 ask them what colour Father Christmas wears. Answer the question yourself and encourage the children to repeat *red.* Then give out the worksheets and a red crayon to each child. Say the **Table time chant**:
Everyone. Listen to me.
You need a crayon.
1, 2, 3.

As they finish colouring, give each child a reward sticker and say *Well done!* Sing the **Tidy up song**. Give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Bye-bye, girls and boys!

Extra activities

Completing Father Christmas

Show the children your completed Worksheet 28 with Father Christmas's beard glued in position. Give out the cotton wool and glue sticks and tell the children to make the beard and stick it on their worksheet.

What do you want for Christmas?

Give Cookie the ball, dolly, plane, and train flashcards. Cookie shows the children the flashcards and asks individual children *What do you want for Christmas?* The children respond one at a time by making the toy noise (*boing* for a ball, *mama* for a dolly, *whoosh* for a plane, and *toot, toot* for a train). Hold up any one of the four toy flashcards. The children say *Yes* or *No.*

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Festivals Christmas

Lesson 2

Language

New
daddy, mummy

Recycled
blue, red, yellow, TPR language

Passive
Christmas card, thank you

Materials checklist

- ☐ Cookie puppet wearing his red Christmas hat
- ☐ A completed Worksheet 29 Christmas card in an envelope
- ☐ Lulu poster with blue, red, and yellow flashcards
- ☐ Flashcards: blue, red, and yellow
- ☐ Poster 7
- ☐ Cassette / CD
- ☐ Worksheet 29 and present stickers
- ☐ Crayons
- ☐ Reward stickers

- ☐ Extra activities: big and small boxes, blue, red, and yellow wrapping paper, green card, decoration materials (see first Extra activity), cassette / CD

Cookie's circle time

1 Hello, everyone Track 4

Come into the classroom with Cookie holding your completed Worksheet 29 Christmas card in its envelope. Sit the children in Cookie's circle and sing the **Hello song**. Once the song is finished, make him give you the card. Look surprised and open it. Show the children the card and say *A Christmas card! Thank you, Cookie!* Then give Cookie a kiss.

2 TPR revision Track 21

Revise the TPR vocabulary by giving commands for the children to do the actions (*stand up, sit down, clap your hands, stretch, skip, jump, wave, sun, rain*) or to make sounds as Cookie says different animal and toy words such as *cat, kangaroo, bird, ball, dolly, plane, train*. Then sing and act out **Merry Christmas**. If you have time, sing any other songs from Units 1 and 2.

3 Show me blue, red, and yellow

Put up Lulu's poster and poster 7 where all the children can reach them. Ask three children out to Lulu's poster. As each one takes out a card, Cookie says the colour word. Repeat the word and encourage the children to join in. Then tell the children to look for blue, red, or yellow objects around the classroom or on poster 7. Say *(Sam), show me blue/red/yellow* and ask the children to go and point to them. Say the word when the children point.

Transition marker

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

Table time

4 Worksheet 29

Show the children your completed Christmas card again. Tell them that they are going to make one like it for their family. You could teach some family words according to the needs of your class. The focus should be on making a Christmas card for the important people in the child's life. Show the card again and point to Father Christmas's sack and the stickers.

Give out Worksheet 29 and the present stickers and tell the children to put the stickers in Father Christmas' sack. As they do so, move around admiring their work and writing the children's names inside their cards. Point to their stickers and ask *Big?* or *Little?* and encourage the children to answer *Big* or *Little*. Alternatively, say *Big* or *Little* and encourage

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them to point to the appropriate sticker in their picture. Any children who want to can try and write their name inside the cards. Remind them to say *Merry Christmas* to their mummy, daddy, or other family member when they give them the cards.

When they have finished their cards, praise their work, give each child a reward sticker and say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Making Christmas decorations

Make some big and small Christmas presents for a class display. Cover different-sized boxes with blue, red, or yellow wrapping paper. Cut out decorations to stick onto the wrapping paper (little yellow stars, mini Christmas trees, coloured balls). Talk about the size and colour of the presents as the children work. You could also make a large Christmas tree from a sheet of green card. Decorate the tree with stars and coloured balls, stick it on the wall, and arrange the *presents underneath as a display.*

Merry Christmas dance Track 21

Stand the children in a circle round your Christmas tree. Get them to hold hands and dance round the tree as they sing **Merry Christmas**.

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Festivals Carnival

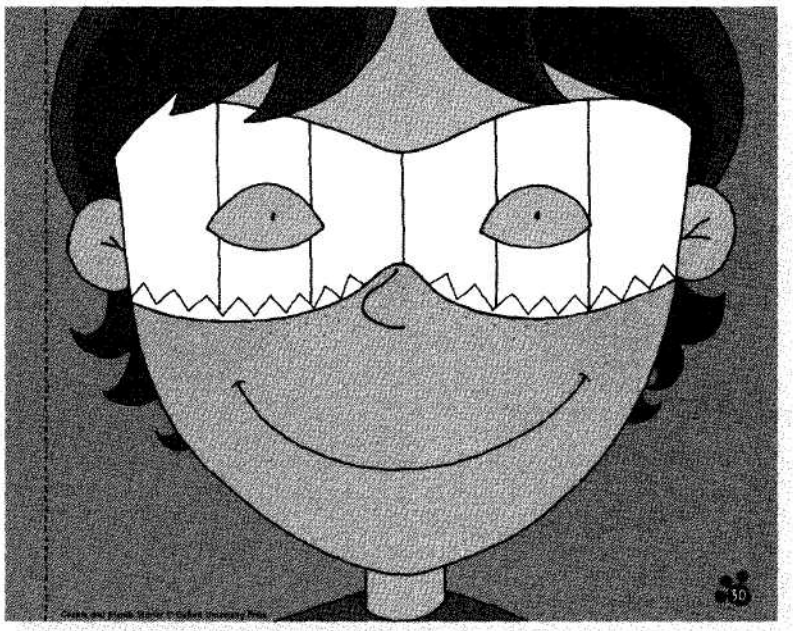
Language

Recycled
TPR language

Passive
parade, It's a carnival mask.

Materials checklist

- ☐ Cookie puppet wearing a party hat
- ☐ Lulu poster with hat, shoes, and trousers flashcards
- ☐ Flashcards: hat, shoes, and trousers, blue, red, yellow
- ☐ Poster 4
- ☐ A box of dressing-up clothes (big and little funny hat, shoes, and trousers)
- ☐ Cassette / CD
- ☐ Worksheet 30 and star stickers
- ☐ Blue, red, yellow crayons
- ☐ Reward stickers
- ☐ Extra activities: Poster 4, a teacher-prepared paper plate mask, a paper plate for each child, glue, crayons, and decoration materials (see second Extra activity), cassette / CD



Cookie's circle time

1 Hello, everyone Track 4

As you come into class with Cookie wearing a carnival party hat, ask him and the children *How are you?* Cookie says *Fine, thank you.* Tell the children Cookie is happy because it's Carnival time and you are all going to celebrate. Then sit the children in Cookie's circle and sing the **Hello song**.

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Poster time

Put the colour and clothes flashcards in Lulu's pouch. Take them out one by one and ask Cookie *Do you like yellow? Do you like the blue trousers? Do you like the red shoes? Do you like the yellow hat?* Cookie says *Yes* or *No*. Extend this by getting Cookie to ask individual children *Do you like ... ?*

Then put up poster 4 where all the children can see it. Point to items on the poster and ask different children questions relating to the colour or size of the clothes and the balloons. Ask *Do you like the red hat?* The children answer *Yes* or *No*.

3 Carnival parade Tracks 13/14

Bring out the dressing-up box and distribute the clothes to the children. Tell them to put on their costumes for a carnival parade. Say the word *parade* and explain what it means. Then sing and mime **Cookie put your trousers on** and **Where are you?** You could also play songs from previous lessons and encourage the children to act them out while they perform a carnival parade around the classroom.

Transition marker

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

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Table time

4 Worksheet 30

Show the children Worksheet 30. Point to the mask. Say *It's a carnival mask.* Tell the children that they are going to decorate it. Show them the crayons one at a time and elicit the colour words *blue, red, yellow.* Give out the worksheets and the crayons and say the **Table time chant**:

Everyone. Listen to me.
You need crayons.
1, 2, 3.

Let the children colour their masks. When they have finished, distribute the star stickers for the children to decorate the masks. As they work, you and Cookie go round admiring their masks. When they have finished, give each child a reward sticker and say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:

Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song

Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activity

Carnival masks Track 5

You will need paper plates and crayons and a selection of decoration materials such as glue, glitter, feathers, and paper streamers for the masks. Make the paper plate masks for the children. Hand out the masks and decoration materials and ask the children to decorate them. Go round helping any children who need it.

When they have finished, put on some music and do a skipping conga round the classroom. The children hold on with one hand to the shoulder of the child in front and hold their masks up as they skip round the classroom to the tune of the **Bye-bye song**.

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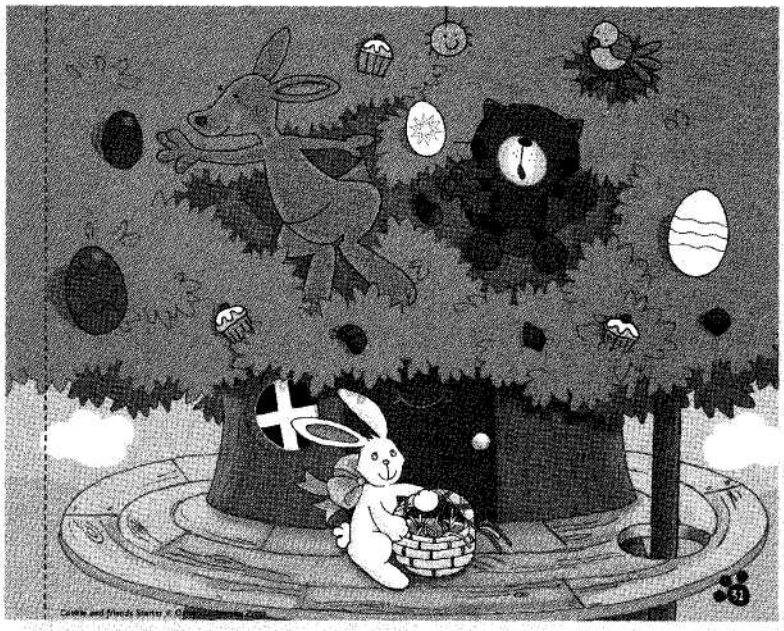
Lesson 1



Language

New
cakes, chocolates, Easter Bunny, eggs, three

Recycled
big, little, blue, red, yellow, one, two, TPR language

Passive
Can you see?

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with cakes, chocolates, and Easter egg flashcards
- ☐ Flashcards: cakes, chocolates, Easter egg
- ☐ Poster 8
- ☐ Cassette / CD
- ☐ Worksheet 31 and Easter egg stickers
- ☐ Blue yellow, and red crayons
- ☐ Reward stickers
- ☐ Extra activities: poster 8, six teacher-prepared cut-out eggs (see second Extra activity), cassette / CD

Cookie's circle time

1 Hello, everyone Track 4

Note
For cultural notes on Easter, see page 8 of the Introduction.

Come into the classroom with Cookie. Tell the children that Cookie is very excited because it's Easter. Then sit the children in Cookie's circle and sing the **Hello song**.

Hello song
Tune: Skip to my Lou

Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Girls and boys.
Hello, hello,
Hello!

It's English time.
Stand up! Stretch!
And skip with me ...!

Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip, skip,
Skip to the tree.
Skip to the tree,
And sing with me.

2 Poster time

Put up Lulu's poster. Then put up poster 8 where all the children can see it. Let Cookie look at the poster and whisper something in your ear. In L1, ask him what he saw. He says he saw the *Easter Bunny*. Look at the poster yourself, point, and say *Yes, the Easter Bunny!* Talk briefly about Easter and how the Easter Bunny hides Easter eggs for children to find. Mention the religious significance of Easter if appropriate. Tell the children that Cookie loves chocolates, cakes, and Easter eggs at Easter. Point to them on the poster. Then tell them Lulu loves them too, and ask *Lulu, what have you got in your pouch?* Take out the flashcards for *cakes*, *chocolates*, and *Easter eggs*. Say the words and get the children to repeat them.

3 Unit song Track 22

Tell the children they are going to learn a new song about Easter eggs. Introduce the **Easter egg song** and the actions. Then sing and mime the song.

Easter eggs
Tune: Hot Cross Buns

Easter eggs,	Make the shape of an egg with your hands.
Easter eggs,	
Can you see	Put you hand up as if scanning the horizon.
In the tree?	Make the shape of a tree with your arms.
Easter eggs.	Make the shape of an egg with your hands.

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Mmm, chocolates,
Mmm, chocolates,
Can you see
In the tree?
Mmm, chocolates.

Pretend to be picking small chocolates out of a box.

Yummy cakes,
Yummy cakes,
Can you see
In the tree?
Yummy cakes.

Rub your tummy for 'yummy'.

Transition marker

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

Table time

4 Worksheet 31

Show the children Worksheet 31. Tell them the Easter Bunny has hidden some Easter eggs. Say *Point to a red/blue/yellow egg.* Now say *How many yellow eggs?* And count with them as you point, saying *One, two.* Then ask *How many red/blue eggs?* Say as you point, *One red egg, one blue egg.* Now say *Point to the big/little eggs. How many big/little eggs?* Count them with the children: *Two big eggs, two little eggs.*

Give out the crayons and the worksheets. Tell the children to choose a yellow crayon and circle a big and a little Easter egg. Say the **Table time chant**:
Everyone. Listen to me.
You need a crayon.
1, 2, 3.

As they finish circling, hand out the Easter egg stickers. Say the **Table time chant**:
Everyone. Listen to me.
Use the stickers.
1, 2, 3.

When they have finished, praise their work, give each child a reward sticker, and say *Well done!* Then sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

5 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Bye-bye song
Tune: Skip to my Lou

Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye,
Girls and boys.
Bye-bye, girls and boys!

Extra activities

Find the eggs

Put poster 8 up on the board where all the children can reach it. Invite one child at a time to come out and find the big or little Easter eggs. Say *Little egg.* If the child gets it right, the class say *Yes.* You could extend the activity by adding colour: *Big red egg/little blue egg,* and so on. The child points. The class say *Yes* or *No.*

Find the red egg

You will need to prepare six paper eggs: a big and a little egg in blue, red, and yellow. Put the three big eggs face up on the floor and put on some music. The children dance around. Then say *red egg.* The children run to the red egg. Before they reach it, say *Stop!* The child closest to the red egg gets an extra reward. Repeat with the other colours. To make the game more challenging, you could add sizes. Put all six eggs on the floor, play the music, and say *Little blue egg.* The game proceeds as before.

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Festivals Easter

Lesson 2

Language

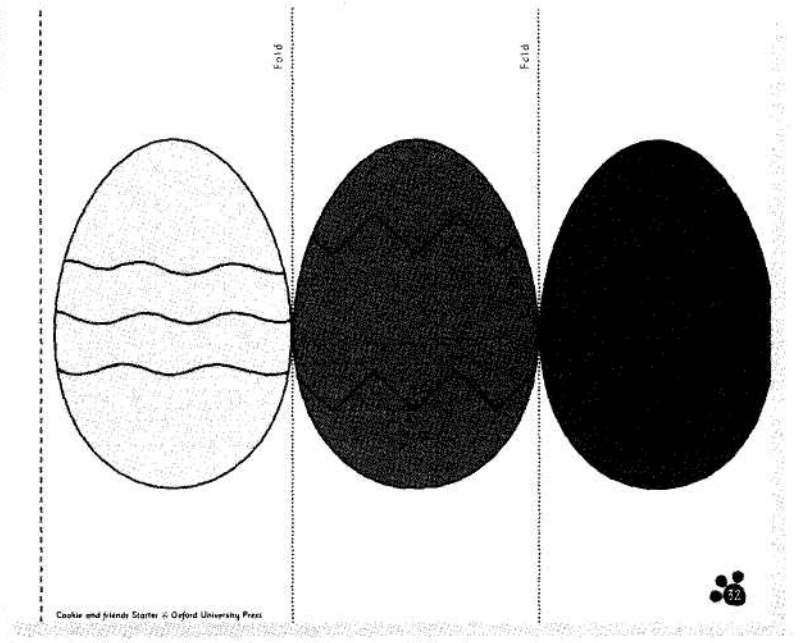
New
basket, cakes, chick

Recycled
big/little, train

Passive
Put the ... in

Materials checklist

- ☐ Cookie puppet
- ☐ Lulu poster with Easter egg flashcard
- ☐ Flashcards: Easter eggs
- ☐ A little Easter basket
- ☐ Nine different-sized cut-out Easter eggs: three blue, three yellow, and three red
- ☐ Cassette / CD
- ☐ Poster 8
- ☐ A completed Worksheet 31
- ☐ Worksheet 32 and the chick sticker



- ☐ Blue, yellow, and red crayons
- ☐ Reward stickers
- ☐ Decoration materials for Easter eggs
- ☐ Extra activities: the nine cut-out paper eggs from activity 2, sticky tape, cassette / CD

Cookie's circle time

1 Hello, everyone Track 5

Come into the classroom with Cookie carrying a little basket with cut-out Easter eggs in it. Ask Cookie *What's this?* Answer *A basket.* Sit the children in Cookie's circle and sing the **Hello song**.

2 Revision

Put up the nine paper eggs you made on the board. Put three of one colour in Lulu's pouch. Tell the children that Lulu is hiding some eggs. Ask a child to take them out. Say *One, two, three (red) eggs.* Change the colour and repeat. Then focus on size: *A big egg, a little egg, a little egg* and repeat several times. Now spread the nine eggs on the floor and ask individual children to put the eggs in Cookie's basket, saying *Put the red/yellow eggs in Cookie's basket.* If you want to make the activity more challenging, add sizes: *Put the big red egg in Cookie's basket.*

3 In Track 22

Hold up your completed Worksheet 31 where all the children can see it. Point to the cakes in the pictures and say *cakes.* Ask about the eggs in the tree *Where's the big blue egg? It's in the tree.* Then ask *Where's the little yellow egg?* Point to it and say *It's in the tree.* Talk about the cakes and chocolates. Ask *Where are the cakes? Where are the chocolates?* Slowly count them *One, two, three* and get the children to repeat.

Then sing and mime the **Easter eggs song**, stressing *In the tree.* You can also use poster 8 to talk about the eggs and the cakes. Point to the egg in the basket and ask *Where's the big green egg? In the tree?* The class say *No.* Ask *In the basket?* The children say *Yes.* Do the same with the yellow egg in the train.

4 Easter egg hunt

Distribute your cut-out eggs to nine of the children. Say *Cookie, close your eyes.* Ask the children one at a time to hide an egg. Make sure that the eggs are partially 'in' something. Now say *Cookie, open your eyes.* Cookie opens his eyes and tries to guess where each egg is. He asks *In the tree? In Lulu's poster?* The children say *Yes* or *No.*

Transition marker

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

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Table time

5 Worksheet 32

Show the children the coloured side of Worksheet 32. Point to the colours and encourage the children to say *yellow/blue/red*. Give out the worksheets, a yellow, blue, and red crayon, and some decoration materials to each child. Say the **Table time chant**:
Everyone. Listen to me.
You need crayons.
1, 2, 3.

Show them the black and white reverse of the worksheet. Say *Colour and decorate the egg*. As they finish, go round turning the eggs over and helping the children to fold them to make an Easter decoration.

Ask the children in L1 what grows inside an egg. Introduce the word *chick* in English. Show them the sticker of a chick. And now say *Put the chick in the egg*. Give each child a chick sticker and say:
Everyone. Listen to me.
Use the sticker.
1, 2, 3.

Then say *Hide the chick*. The children fold the egg. Ask *Where's the chick?* and they open the egg. Say *The chick's in the egg!* Praise the children for their efforts, give each child a reward sticker, and say *Well done!* Sing the **Tidy up song**. Finally, give out their folders and say the **Table time chant**:
Everyone. Listen to me.
Worksheets in your folders.
1, 2, 3.

6 Bye-bye Track 5

Use Cookie to wave and sing the **Bye-bye song**. Encourage the children to wave and join in.

Extra activities

Paper egg hunt

Hide all the cut-out eggs around the classroom. Ask the children *Where are the eggs?* The children go and look for them. As they do, they hold them up and say the colour: *red/blue egg*.

Musical Easter eggs

You will need the nine paper Easter eggs and sticky tape. Arrange a chair for each child facing out in a circle and attach a paper egg to the back of nine of the chairs. Play some music, ask the children to skip round the outside of the circle, then stop the music. The children have to sit down. Each child looks to see if he/she has an egg. If there is one, the child says the colour, for example, *blue egg*. The game continues until all the eggs have been named.

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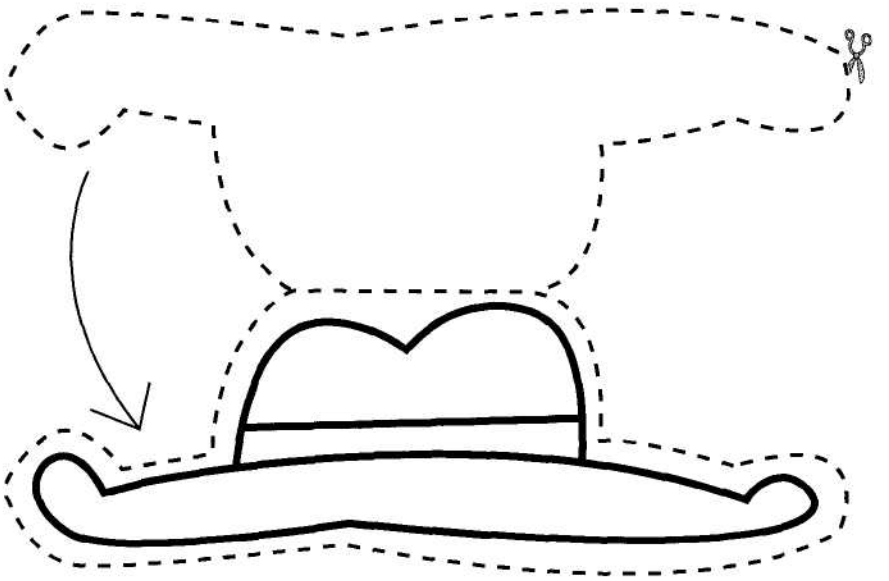
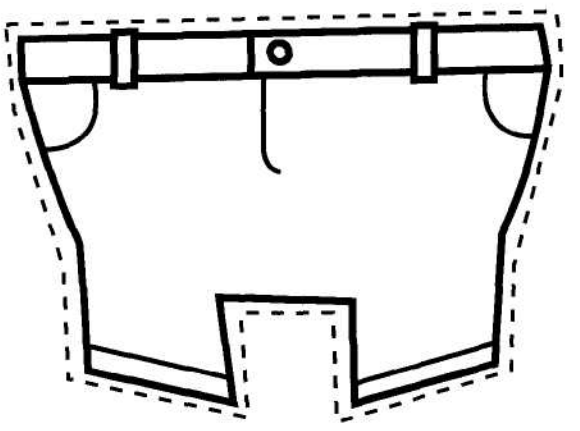
Cookie's clothes





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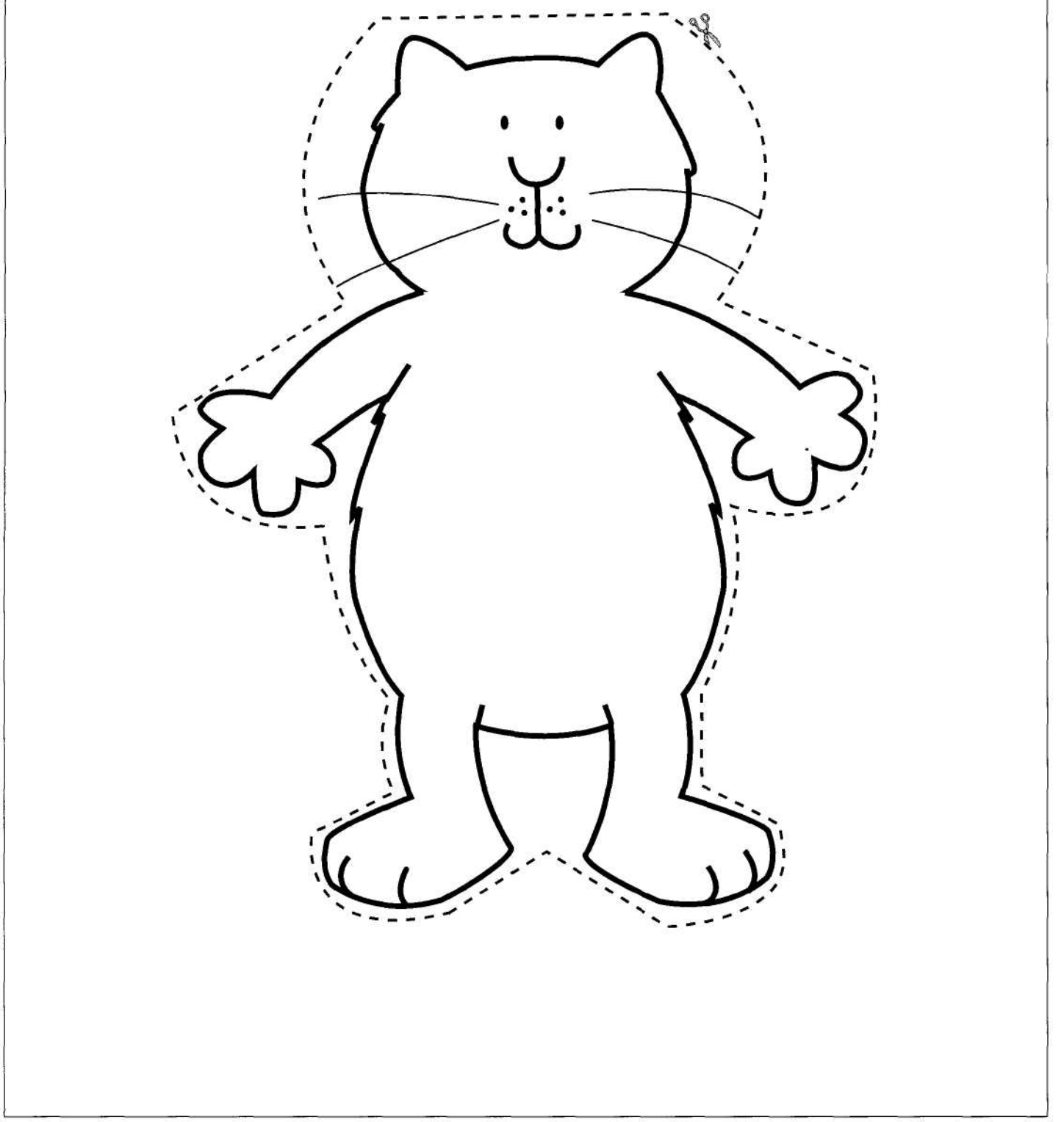
Cookie



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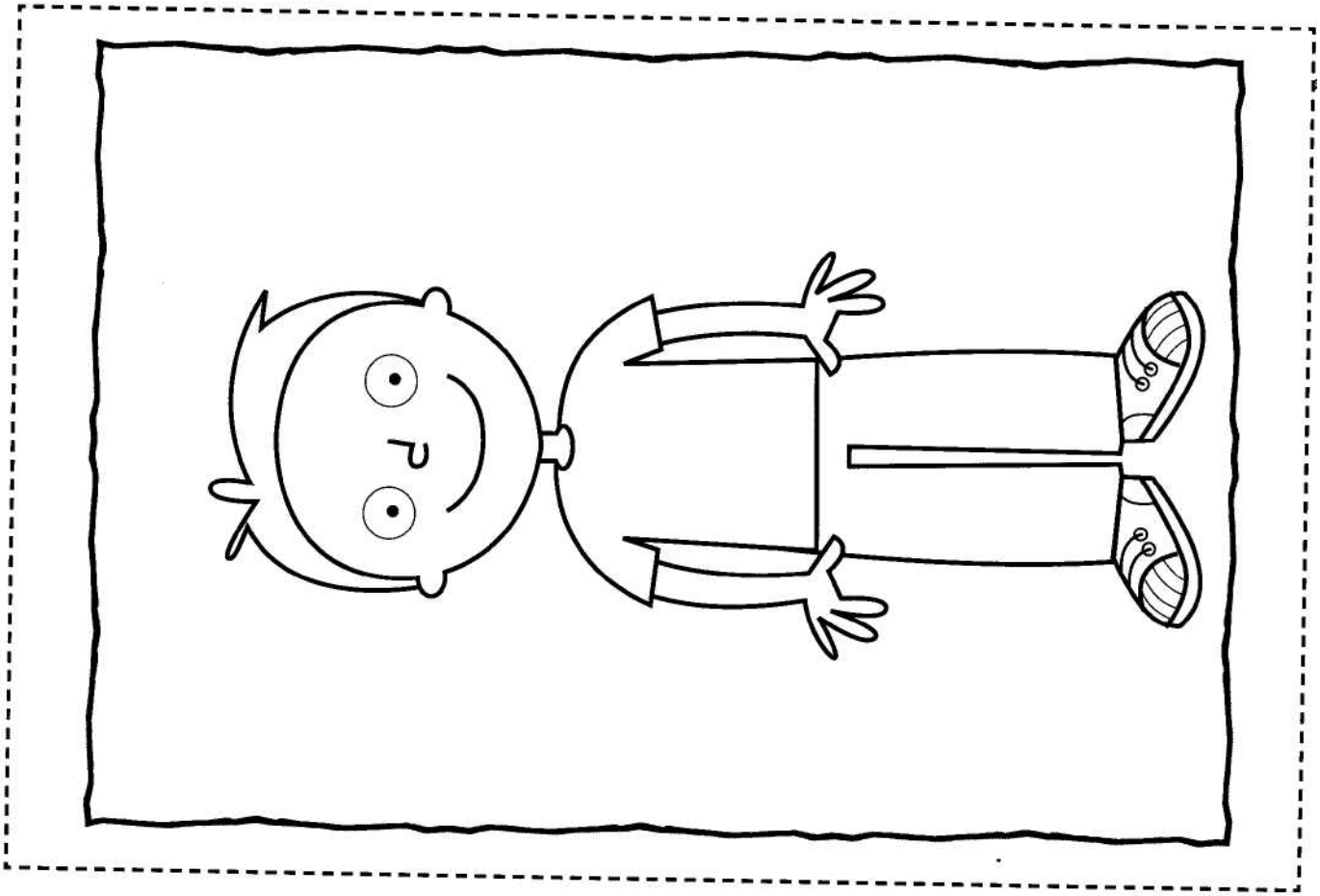
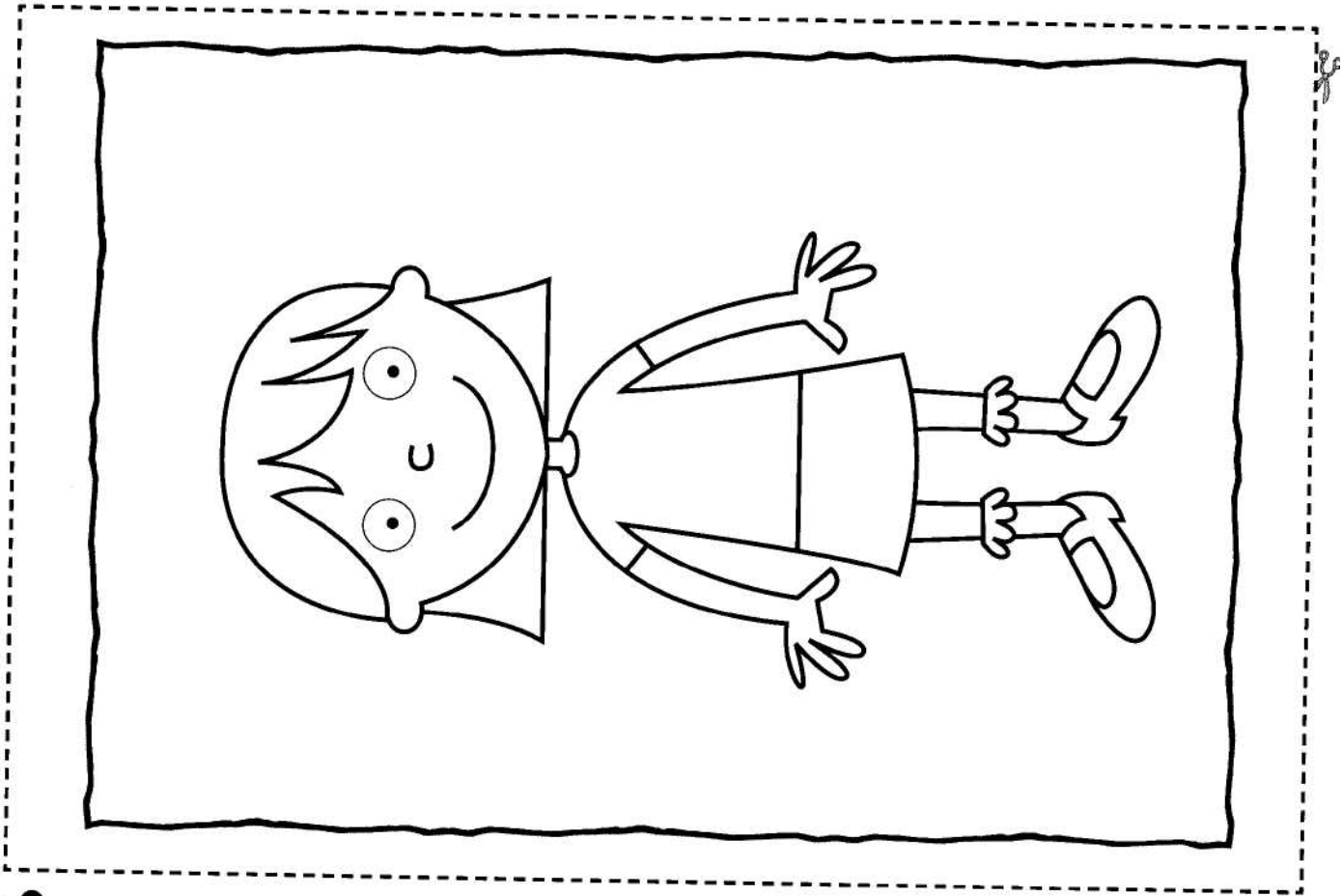
Girl and boy





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