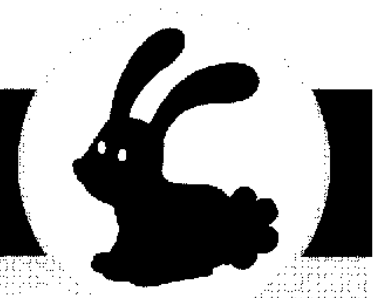


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Hello Robby Rabbit 1 Syllabus guide

Global learning objectives	Language in process of acquisition Main language children use	Main language and learning skills	Main attitudes	Main criteria for evaluation
<p>STORY 1 Robby Rabbit</p> <ul style="list-style-type: none"> Engage children in relating to the puppet story Create interest in the story Establish routines for learning Recognise and respond to language in context Establish that you can learn and play in English Discover where rabbits live 	<p><i>Hello / Bye-bye happy rabbit Mummy, Daddy red, yellow, blue I love you. yes/no jump</i></p> <p><i>sad, little butterflies Come here! ... like me! I can./I can't. fly, stop Very good!</i></p> <p>Classroom language <i>Stand up./Sit down. ...please. Thank you. It's story time! It's time to finish! Here's ... Show me ... You're ... Let's ... Look / Listen / Point to / Stick / Sing / Dance / Draw / Colour / Find / Touch sticker What (a) great / lovely...! /</i></p>	<ul style="list-style-type: none"> Saying hello and bye-bye to the puppet Telling the puppet your name Singing and acting out songs Responding to language and rhythm in a dance Saying a chant Responding to instructions Listening to the story Acting out the story Identifying colours Participating in games and structured play Developing spatial orientation, physical coordination and fine motor skills Observing and associating objects and pictures 	<ul style="list-style-type: none"> Enjoyment in relating to the puppet Pleasure in the story Pleasure in music, songs and dance Enjoyment in games and structured play Desire to participate Willingness to follow routines Interest in where rabbits live Enjoyment in completing activities in the book 	<p>The child:</p> <ul style="list-style-type: none"> responds to the puppet shows interest and enjoyment in the story follows routines for learning recognises and responds to language in context participates in learning and playing in English shows understanding of where rabbits live
<ul style="list-style-type: none"> Use imagination to predict the story Familiarise the children with a traditional song Recognise and respond to language in context Reinforce understanding of the concepts of 'up' and 'down' Discover that different things make different sounds 	<p><i>tick-tock, squeak clock, mouse run up/down It's me. I'm the ... Wake up! one, two, three</i></p> <p>Recycled language <i>Hello / Bye-bye yes/no</i></p> <p><i>What's that? Let's play. What's the matter? I'm sleepy. I can help.</i></p> <p>Classroom language See Classroom language for story 1, plus <i>Very good!</i> <i>Stop!</i> <i>Circle</i></p>	<ul style="list-style-type: none"> Recognising the mouse and clock from the sound Imitating the mouse and the clock Predicting the story Listening to the story Acting out the story Recognising the difference between 'up' and 'down' Singing and acting out a song Saying and acting out a chant Counting to three Responding to instructions Participating in games and structured play Developing spatial orientation, physical coordination and fine motor skills Observing and associating objects and pictures 	<ul style="list-style-type: none"> Curiosity about what happens in the story Pleasure in rhythm and imitating sounds Enjoyment in singing and acting out the story and song Enjoyment in games and structured play Awareness that things make different noises Respect for others in the group Willingness to take turns 	<ul style="list-style-type: none"> shows interest and enjoyment in the story participates in acting out the story and song recognises and responds to language in context shows understanding of the concepts of 'up' and 'down' recognises sounds made by different things

STORY 2 Hickory, dickory, dock

Global learning objectives	Language in process of acquisition Main language children use	Main language and learning skills	Main attitudes	Main criteria for evaluation
<p>STORY 3 Buzz, buzz, buzz</p> <ul style="list-style-type: none"> • Recognise the repeated pattern in the story • Familiarise the children with songs and a rhyme related to the story • Recognise and respond to language in context • Reinforce understanding of the concept of 'little' • Discover that bees make honey 	<p><i>ears, eyes, nose, mouth</i> <i>buzz</i> <i>little, bee</i> <i>It's my ...</i></p> <p>Recycled language <i>Hello/ Bye-bye</i> <i>yes, no</i> <i>red, yellow, blue</i> <i>one, two, three</i></p> <p><i>Is this a flower?</i> <i>Follow me!</i> <i>I love honey.</i> <i>fly</i> <i>ball</i></p> <p>Classroom language See Classroom language for story 1, plus <i>Give me ...</i> <i>Count</i></p>	<ul style="list-style-type: none"> • Identifying parts of the face • Imitating a bee • Singing and acting out songs • Saying and acting out a rhyme • Listening to the story • Acting out the story • Identifying colours • Counting to three • Responding to instructions • Participating in games and structured play • Developing spatial orientation, physical coordination and fine motor skills • Observing and associating objects and pictures 	<ul style="list-style-type: none"> • Enjoyment in guessing what happens in the story • Interest in learning to name parts of the face • Pleasure in acting out the story, songs and rhyme • Enjoyment in games and structured play • Willingness to cooperate with friends • Satisfaction in completing the activities in the book 	<p>The child:</p> <ul style="list-style-type: none"> • responds to the repeated pattern in the story • participates in acting out the story, songs and rhyme • recognises and responds to language in context • shows understanding of the concept of 'little' • understands that bees make honey
<p>STORY 4 I like bananas!</p> <ul style="list-style-type: none"> • Guess what happens in the story • Imagine the end of the story • Familiarise the children with chants and a song related to the story • Recognise and respond to language in context • Reinforce understanding of the concept of 'big' • Discover that food is good for you 	<p><i>gorilla, tummy</i> <i>big</i> <i>banana, apple, sandwich, biscuit</i> <i>I like ...</i> <i>... please.</i> <i>Thank you.</i> <i>green, brown</i></p> <p>Recycled language <i>Hello/ Bye-bye</i> <i>red/ yellow</i> <i>yes/ no</i></p> <p><i>delicious food</i> <i>I'm hungry!</i> <i>Can I have a ...?</i> <i>Here you are.</i> <i>And the gorilla eats all the ...</i> <i>Mummy</i> <i>Do you like ...?</i></p> <p>Classroom language See Classroom language for story 1, plus <i>Who's got ...?</i> <i>Circle</i></p>	<ul style="list-style-type: none"> • Identifying food • Imitating a gorilla • Singing and acting out songs • Saying and acting out chants • Listening to the story • Guessing what happens in the story • Imagining the end of the story • Acting out the story • Identifying colours • Responding to instructions • Participating in games and structured play • Developing spatial orientation, physical coordination and fine motor skills • Observing and associating objects and pictures 	<ul style="list-style-type: none"> • Pleasure and interest in different food • Enjoyment in the story • Interest in your friends' likes and dislikes • Awareness that food is good for you • Enjoyment in games and structured play • Confidence in your personal opinions 	<ul style="list-style-type: none"> • shows interest and enjoyment in the story • participates in acting out the chants and song • participates in acting out the story • recognises and responds to language in context • shows understanding of the concept of 'big' • understands that food is good for you

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<p>Story 5 Five little green frogs</p> <ul style="list-style-type: none"> • Predict what happens in the story • Understand the funny side of the story • Familiarise the children with chants, a song and a rhyme related to the story • Recognise and respond to language in context • Identify things that are big and little • Discover that frogs live on land and in water 	<p><i>frog, elephant trunk</i> <i>It's hot.</i> <i>It's nice and cool.</i> <i>Come and swim.</i> <i>four, five</i></p> <p>Recycled language <i>one, two, three green, brown yes/no big/little ears jump</i></p>	<p><i>pool, log</i> Good idea! <i>Along comes an ... jump into/out How many?</i></p> <p>Classroom language See Classroom language for story 1, plus <i>Count</i> <i>Turn over</i> <i>Open/Close your eyes!</i></p>	<ul style="list-style-type: none"> • Counting from one to five • Responding to action words • Recognising colours • Singing and acting out the song • Saying and acting out chants and a rhyme • Listening to the story • Guessing what happens in the story • Acting out the story • Recognising the difference between 'big' and 'little' • Responding to instructions • Participating in games and structured play • Developing spatial orientation, physical coordination and fine motor skills • Observing and associating objects and pictures 	<p>The child:</p> <ul style="list-style-type: none"> • responds to the humour in the story • participates in acting out the chants, song and rhyme • participates in acting out the story • recognises and responds to language in context • differentiates between things that are big and little • understands that frogs live on land and in water
<p>Story 6 Where's my teddy bear?</p> <ul style="list-style-type: none"> • Recognise the feelings of the character in the story • Familiarise the children with traditional rhymes and songs • Reinforce the concepts of 'happy' and 'sad' • Recognise and respond to language in context • Understand that it's important to look after your things 	<p><i>Where's my teddy bear?</i> <i>Here he is!</i> <i>sad</i></p> <p>Recycled language <i>Hello/Bye-bye ears, eyes, nose, mouth, tummy</i> <i>Thank you.</i> <i>happy</i> <i>red, yellow blue, green, brown</i> Numbers 1–5 <i>yes/no</i></p>	<p><i>I don't know.</i> <i>Is he under the ...?</i> <i>table, bed, chair round garden, step, ground</i> <i>Ask ...</i> <i>Mummy, Daddy, sister dog, ball</i></p> <p>Classroom language See Classroom language for story 1, plus <i>Count</i> <i>Open/Close your eyes!</i></p>	<ul style="list-style-type: none"> • Responding to <i>happy</i> and <i>sad</i> • Listening to the story • Acting out the story • Saying and acting out the rhymes • Singing and acting out the songs • Identifying colours • Responding to instructions • Participating in games and structured play • Developing spatial orientation, physical coordination and fine motor skills • Observing and associating objects and pictures 	<ul style="list-style-type: none"> • relates to the feelings of the character in the story • participates in acting out the story, songs and rhymes • shows understanding of the difference between 'happy' and 'sad' • recognises and responds to language in context • shows awareness that it is important to look after your things

Global learning objectives	Language in process of acquisition Main language children use	Main language and learning skills	Main attitudes	Main criteria for evaluation
Halloween				
<ul style="list-style-type: none"> Celebrate Halloween in English Familiarise the children with a Halloween song Recognise and respond to language in context 	<p><i>little pumpkin, Halloween come, play hurry!</i></p> <p>Recycled language <i>Hello/Bye-bye</i></p>	<ul style="list-style-type: none"> Singing and acting out the song Responding to instructions Participating in a game Developing spatial orientation, physical coordination and fine motor skills Observing and associating objects and pictures 	<ul style="list-style-type: none"> Pleasure in singing and acting out a song Pleasure in making a pumpkin card Awareness that we can celebrate Halloween in English 	<p>The child:</p> <ul style="list-style-type: none"> shows pleasure in celebrating Halloween in English participates in singing and acting out the song recognises and responds to language in context
Christmas				
<ul style="list-style-type: none"> Celebrate Christmas in English Familiarise the children with a song for Christmas Recognise and respond to language in context 	<p><i>twinkle, star</i></p> <p>Recycled language <i>little</i></p>	<ul style="list-style-type: none"> Singing and acting out the song Responding to language and rhythm in a dance Responding to instructions Developing spatial orientation, physical coordination and fine motor skills Observing and associating objects and pictures 	<ul style="list-style-type: none"> Pleasure in singing and acting out a song Pleasure in music and dance Interest in making a Christmas decoration Awareness that we can celebrate Christmas in English 	<ul style="list-style-type: none"> shows pleasure in celebrating Christmas in English participates in singing and acting out the song recognises and responds to language in context
Easter				
<ul style="list-style-type: none"> Celebrate Easter in English Familiarise the children with a song for Easter Recognise and respond to language in context 	<p><i>chick, egg bring, run</i></p> <p>Recycled language <i>little</i></p>	<ul style="list-style-type: none"> Singing and acting out the song Responding to instructions Participating in a game Developing spatial orientation, physical coordination and fine motor skills Observing and associating objects and pictures 	<ul style="list-style-type: none"> Pleasure in singing and acting out a song Pleasure in making an Easter card Awareness that we can celebrate Easter in English 	<ul style="list-style-type: none"> shows pleasure in celebrating Easter in English participates in singing and acting out the song recognises and responds to language in context