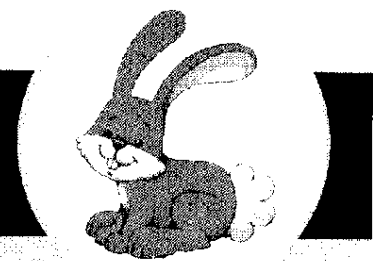


Story 1 Robby Rabbit



Global learning objectives

- Engage children in relating to the puppet
- 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

Language in process of acquisition

Main language children use

Hello/Bye-bye

happy

rabbit

Mummy, Daddy

red, yellow, blue

I love you.

yes/no

jump

Main language and learning skills

- 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

Main criteria for evaluation

The child:

- 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

Main receptive language

sad, little

butterflies

Come here!

I like me!

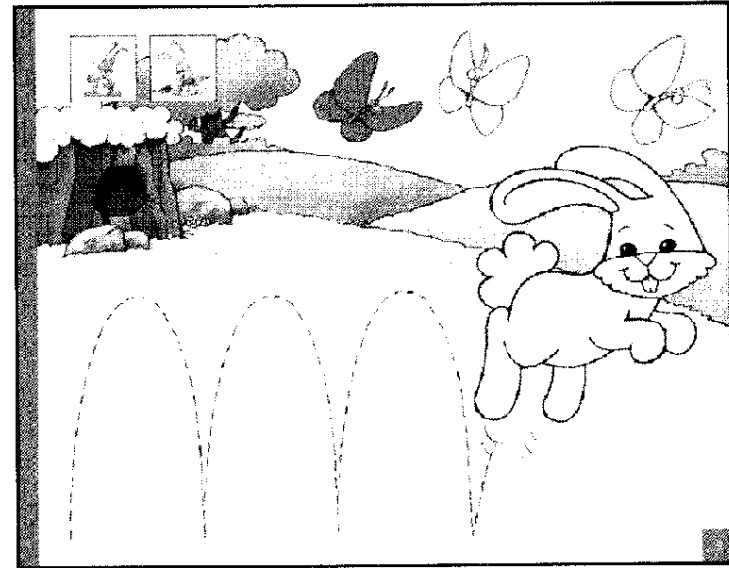
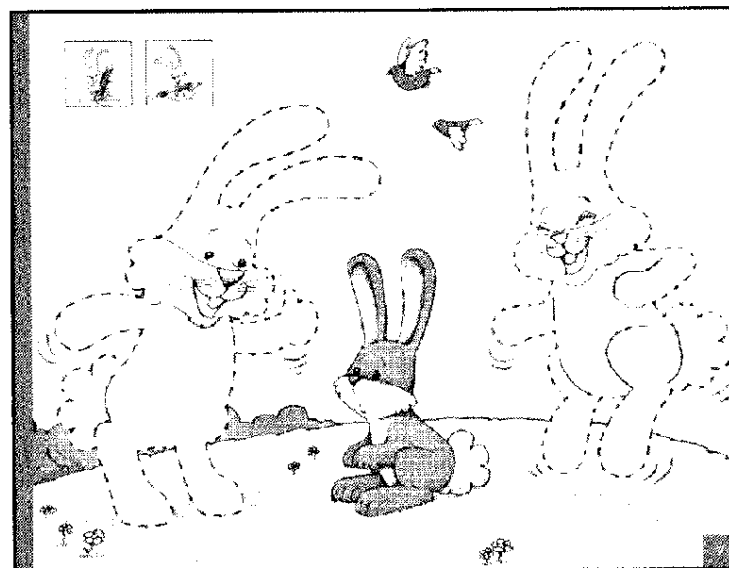
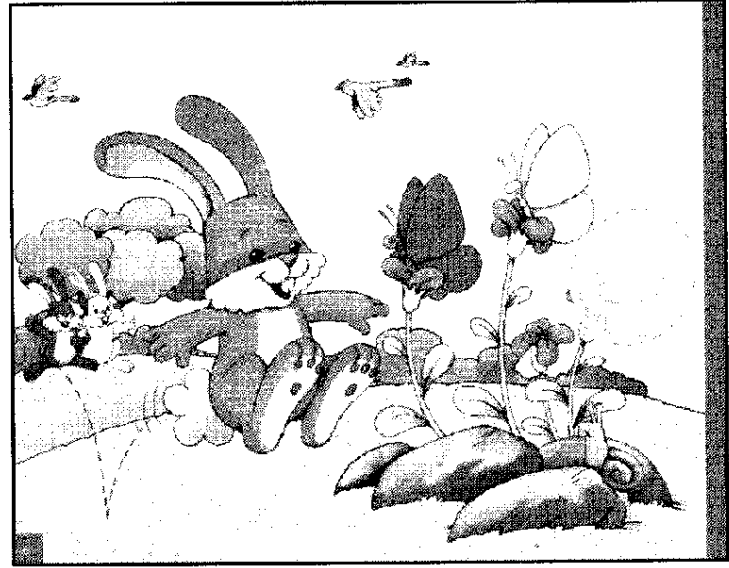
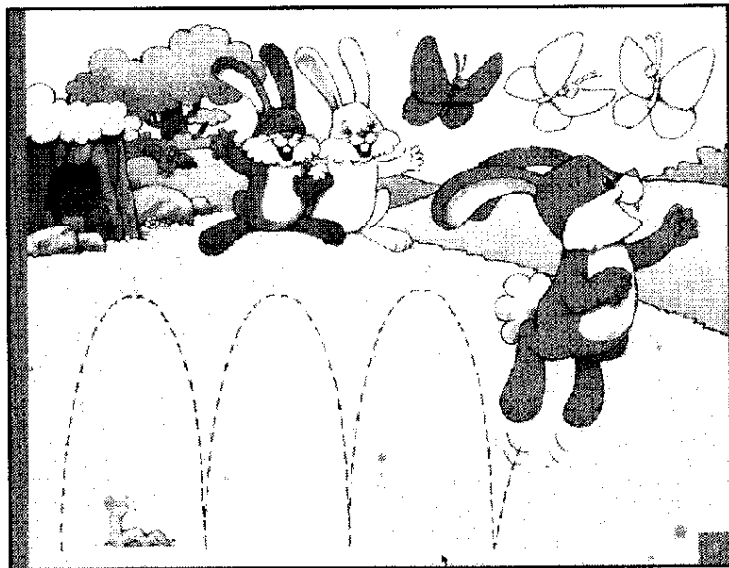
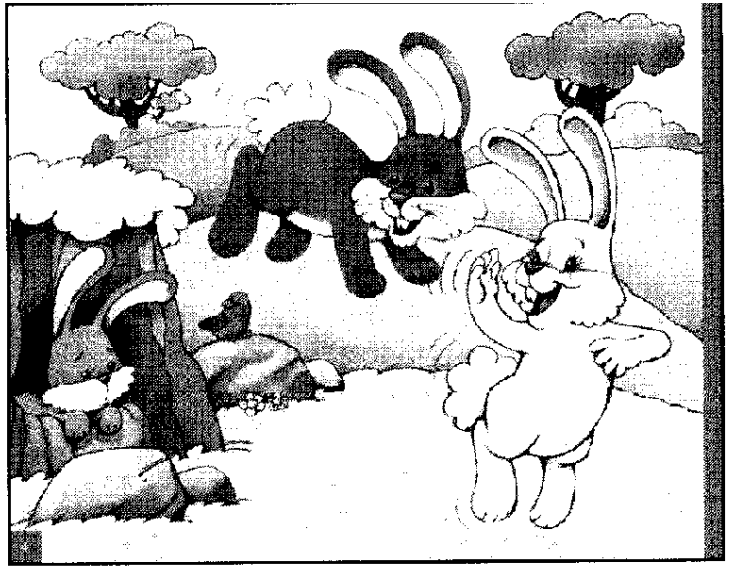
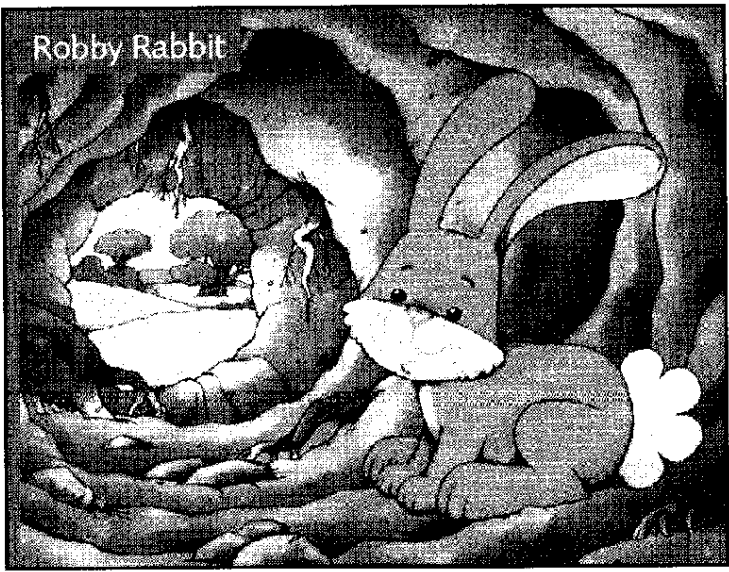
I can./I can't.

fly, stop

Very good!

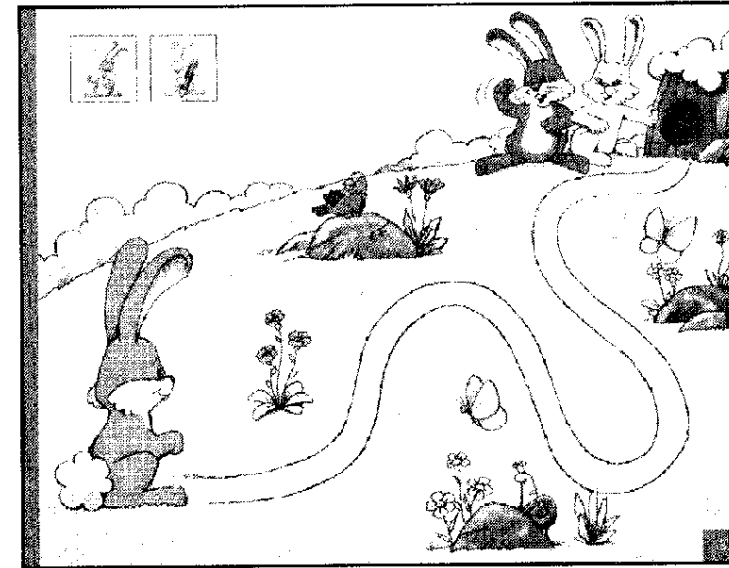
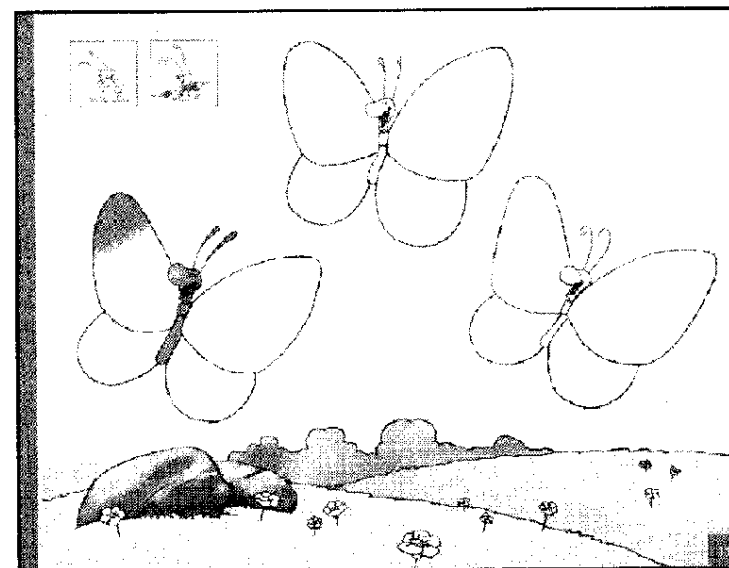
Main attitudes

- 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



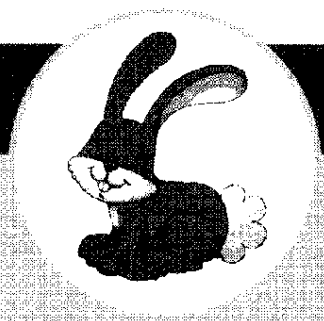
Lesson 2

Lesson 4



Lesson 6

Lesson 8



Lesson focus Introducing Robby Rabbit

Main language children use *Hello, Bye-bye, happy*

Main activities

- Meet Robby Rabbit
- Tell Robby your name
- Sing *Robby's song*
- Play *Hello Robby!*
- Put the sticker on Robby Rabbit (Pupil's Book page 3)
- Sing *Bye-bye*

Materials (in addition to Pupil's Book and Cassette/CD)

Robby Rabbit puppet, bag for the puppet

On the carpet together

Meet Robby Rabbit

1 Sit in a circle with the children. Show them the bag with the Robby Rabbit puppet hidden inside. Look inside the bag, smile, say *Hello* and gesture to Robby to come out of the bag. Use facial expression to show that Robby is very shy and does not want to come out of the bag. Repeat the procedure. Encourage the children to say *Hello* with you to try and persuade Robby to come out of the bag.

2 Slowly take the Robby puppet out of the bag. Alternately cover his face with one of his ears to show he's shy and get him to look at the children to show he's excited and wants to meet them. Say *Hello* to the puppet again with a big smile and encourage the children to do the same.

3 Hold the puppet to your ear as if he is telling you something. Smile and say *yes* as if you think it is a good idea. Hold up the puppet, use a different voice and make him say *Hello* to the children. Encourage the children to say *Hello* back and move the puppet to show he's happy with their response. Repeat the procedure, moving the puppet more each time as the children gain in confidence in saying hello to him.

Tell Robby your name

4 Hold the puppet as if he is talking to you. Make him say *I'm Robby. And you?* Say your name. Get the puppet to say *Hello* to you and say your name. Repeat the procedure with the children. Get them to tell Robby their names in turn. Make Robby show he's happy to meet

them. If you like, Robby can touch, kiss or shake hands with the children as he finds out their names.

Sing Robby's song

5 Say *Robby's happy* (use facial expression to convey meaning). *Let's sing 'Robby's song'* (sing a few notes to show what you mean). Play the Cassette/CD1 (Track 2). Sing and do the actions. Encourage children to join in.

Robby's song

Hello, hello, hello (Pretend to shake hands three times.)

Hello, I'm happy today! (Draw a big smile in the air.)

Hello, hello, hello (Pretend to shake hands again.)

Hello, I'm ready to play! (Move your arms in the air in a gesture of excitement.)

Play Hello Robby!

***6** Hide the puppet behind your back. Say *Hello ...* naming individual children in the class in turn and, if you like, shaking their hands. Every so often, suddenly produce the puppet from behind your back. Demonstrate that the children should respond by making rabbit ears with their hands and calling out *Hello Robby* as soon as they see him.

Transition

Go to your table

7 Say *Robby's happy*. Give a big smile and draw one in the air (as in *Robby's song*) to demonstrate meaning. Ask the children *Are you happy?* and get the children to respond by making a happy expression. Invite three or four children to stand up, give them a hug

and say e.g. *Are you happy? Yes. Good. Sit down, please* and show the children what to do. Repeat the procedure until all the children are sitting down.

At our tables

Put the sticker on Robby Rabbit (Pupil's Book page 3)

8 Give out the Pupils' Books. Say *Find this page* and hold up page 3. Say *Look. Here's Robby. Touch Robby* and demonstrate this. Then hold up the page of stickers. Point to the sticker of Robby's mouth and say *Look. Put the sticker on Robby Rabbit. Make Robby happy* and demonstrate.

9 Children put the sticker on Robby Rabbit. Praise the children and say *Very good!* When they are ready, point to the completed picture and say e.g. *Robby Rabbit's ...* and encourage the children to call out *happy!* and give a big smile. Repeat the procedure several times.

Ending the lesson

Sing Bye-bye

10 Say *It's time to finish. Let's sing bye-bye to Robby* and use gesture to convey what you mean. Play the Cassette/CD1 (Track 3). Sing and wave bye-bye to Robby and encourage the children to join in. Get Robby to wave to

the children and put him slowly back in the bag. Then wave and say *Bye-bye* to the children yourself and encourage them to respond.

Bye-bye song

Bye-bye, Bye-bye now

It's time to say bye-bye!

We can play another day

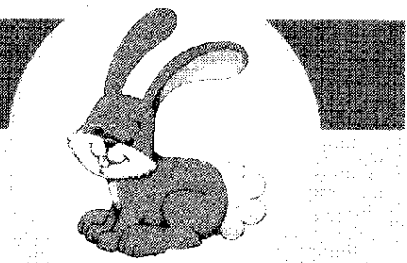
But now we say Bye-bye (Bye-bye/Bye-bye/Bye)

* If time is short, you can omit stage 6.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game Hello/Bye-bye:** Say *Bye-bye* and wave. Children do the same and run away and hide anywhere in the classroom. Say *Hello*. Children reappear, run back to where you are and say *Hello*.
- **Game Say I'm happy** and give a big smile. Then say *Now look* and pretend to wipe your smile off your face with your hand and throw it to the children. Demonstrate that the children should pretend to 'catch' the smile and put it on their faces. Say *Now you're* and get the children to call out *happy!* Repeat the procedure several times.
- **Craft** Children make a plasticine model of Robby Rabbit. When they have finished, they use their plasticine model to say *Hello* and *Bye-bye* to other rabbits. The plasticine rabbits can then be displayed.



Lesson focus Listening to the story for the first time

Main language children use *Mummy, Daddy, jump*

Main activities

- Say hello and tell Robby your name
- Sing *Robby's song*
- Listen to the story (1)
- Identify the characters
- Draw and colour Mummy and Daddy (Activity Sheet 1)
- Sing *Bye-bye*

Materials (in addition to Pupil's Book and Cassette/CD)

Robby Rabbit puppet, bag for the puppet, story cards for story 1, flashcards (Mummy, Daddy, Robby), crayons

On the carpet together

Say hello and tell Robby your name

1 Sit in a circle with the children. Show them the bag with the Robby Rabbit puppet inside. Point to the bag and ask *Who's in here?* and see if the children can remember the puppet's name. Then say *Let's say hello to Robby.* Encourage the children to say *Hello Robby* with you as you take him out of the bag, and get the puppet to say *Hello children.*

* **2** Use the puppet to say e.g. *Hello ...* to individual children. Pretend he is a little forgetful and encourage the children to tell him their names and then say *Hello Robby.* If you like, children can touch, kiss or shake hands with Robby as they do this.

Sing Robby's song

3 Say *Robby's happy* (give a big smile to convey meaning). *Let's sing 'Robby's song'* (sing a few notes to show what you mean). Play the Cassette/CD1 (Track 2). Sing and do the actions. Encourage children to join in.

Robby's song

Hello, hello, hello (Pretend to shake hands three times.)

Hello, I'm happy today! (Draw a big smile in the air.)

Hello, hello, hello (Pretend to shake hands again.)

Hello, I'm ready to play! (Move your arms in the air in a gesture of excitement.)

Prepare for the story

4 Say *It's story time!* and open the palms of your hands like a book. Point to the puppet and say *It's a story about Robby Rabbit!*

Then say e.g. *Now listen* (pointing to your ears), *look* (pointing to your eyes) and *ssh!* (finger on your mouth) and then *I'll begin!*

Listen to the story (1)

5 Tell the story or play the Cassette/CD1 (Track 4), using the story cards and following the guidelines on page 15.

Story 1: Robby Rabbit

STORY CARD 1

Storyteller: Robby is a little rabbit. (Point to the picture.)

Robby: Hello. I'm Robby.

STORY CARD 2

Storyteller: Mummy says, Come here, Robby. Jump like me. Jump, jump, jump! (Point to Mummy.

Make a beckoning gesture followed by jumping movements with your hand.) *Robby is sad.*

Robby: No! I can't! (Point to Robby, shake your head and look sad.)

Storyteller: Daddy says, Come here, Robby. Jump like me. Jump, jump, jump! (Point to Daddy. Make a beckoning gesture followed by jumping movements with your hand.)

Robby is sad.

Robby: No! I can't! (Point to Robby, shake your head and look sad.)

STORY CARD 3

Robby: Oh, look... butterflies! Red..., yellow..., blue.

They're beautiful! Wow! (Point to the butterflies and then to the different colours in turn.)

Storyteller: And Robby jumps. Jump, jump, jump! Jump, jump, jump! (Follow Robby's jumping lines with your finger.)

STORY CARD 4

Robby: Yes! I can jump! (Point to Robby and make jumping movements with your hand.)

Storyteller: Very good, Robby! says Mummy. (Point to

Mummy and look pleased.)
Very good! says Daddy. (Point to Daddy and look pleased.) *Robby is very happy!* (Point to Robby and give a big smile.)

Identify the characters

6 Hold up the flashcards of the characters in turn and lay them on the carpet. Say e.g. *Look. Here's Robby/Mummy/Daddy* as you do this. Say e.g. *Point to Robby/Mummy/Daddy.* Demonstrate this and get the children to respond. Then turn the flashcards over and mix them up. Hold them up one at a time so that the children can see the pictures. You pretend you can't. Say *Here's ...* and get the children to call out the name, e.g. *Mummy!* Then look at the flashcard and say e.g. *Yes, it's Mummy! Very good!* Finish the activity by saying e.g. *Come here ... (naming a child).* *Can I have Robby/Mummy/Daddy, please?* and demonstrate that the child should give you the appropriate flashcard. Collect in the flashcards and say *Thank you* each time.

Transition

Go to your table

7 Say *You're little rabbits!* Put your hands on the top of your head to make rabbit ears and get the children to do the same. Indicate a group of three to six children. Say *Stand up, little rabbits! Jump like me. Jump, jump, jump! Sit down, please* and demonstrate what you mean. Children take turns to pretend to be rabbits and jump to their tables in groups. Encourage the rest of the class to join in saying *Jump, jump, jump* as they watch. Say e.g. *Very good!* as each group sits down.

At our tables

Draw and colour Mummy and Daddy (Activity Sheet 1, Pupil's Book page 7)

8 Either give out the Pupils' Books, hold up Activity Sheet 1 and say *Find this page* or give out Activity Sheet 1 if you have taken this out of the Pupils' Books before the lesson. Point to the pictures and say e.g. *Look. Here's ...* and children call out the names. Point to the icons at the top of the page. Say *Draw Mummy and Daddy. Colour Mummy and Daddy* and demonstrate.

9 Children draw and colour the pictures of

Mummy and Daddy. Praise the children and say e.g. *What a lovely Mummy! What a great Daddy! Very good!*

Ending the lesson

Sing Bye-bye

10 Say *It's time to finish. Let's sing bye-bye to Robby.* Play the Cassette/CD1 (Track 3). Sing and wave to Robby and encourage the children to do the same. Get Robby to wave to the children and put him slowly back in the bag. Then wave and say *Bye-bye* to the children yourself and encourage them to respond.

Bye-bye song

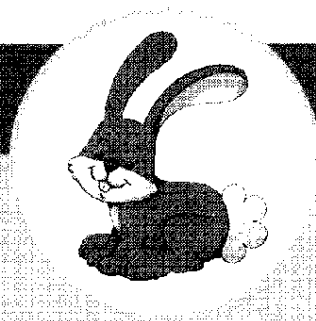
*Bye-bye, bye-bye now
It's time to say bye-bye!
We can play another day
But now we say Bye-bye (Bye-bye/Bye-bye/Bye)*

* If time is short, you can omit stage 2.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game** If you have a large mirror on one of the classroom walls, sit the children on the floor facing the mirror. Sit at the back of the group with the flashcards of Mummy, Daddy and Robby. Make the flashcards appear in different places in the mirror in turn. Children call out e.g. *Hello Mummy!* as soon as they see the flashcard and *Bye-bye Mummy!* when it disappears. If you don't have a mirror, follow the same procedure, making the flashcards appear from under the teacher's table.
- **Chant** Children stand in a circle. Say the following chant and do actions:
Robby Rabbit (Children make rabbit ears with their hands.)
Robby Rabbit
Turn around (Children turn around.)
Robby Rabbit
Robby Rabbit
Sit down! (Children sit on the floor.)
- **Craft** Children make and colour the photocopiable rabbit headbands (see page 136) which they can then wear for any activities in which they pretend to be rabbits.



Lesson focus Doing the main action in the story

Main language children use *jump, rabbit*

Main activities

- Say hello and tell Robby your name
- Sing *Robby's song*
- Dance the *Jump, jump, jump*
- Make the Robby Rabbit sticker card
- Make Robby Rabbit dance
- Sing *Bye-bye*

Materials (in addition to Pupil's Book and Cassette/CD)

Robby Rabbit puppet, bag for the puppet, one rectangular piece of card for each child (see photocopiable sticker templates for optional use on page 132)

On the carpet together

Say hello and tell Robby your name

1 Sit in a circle with the children. Show them the bag with the puppet inside. Make the bag move as if Robby wants to come out. Encourage the children to call out *Hello Robby* with you as you take the puppet out of the bag.

* **2** Get Robby to say *Hello children. I'm happy today* and to greet the children in turn, shaking their hands or giving them a hug or a kiss and saying e.g. *Hello ...* (child's name). Get the children to remind Robby of their names if he hasn't learnt them all yet.

Sing Robby's song

3 Sing *Robby's song* from Lessons 1 and 2 (Cassette/CD1: Track 2). Children sing and do the actions.

Dance the *Jump, jump, jump*

4 Say *Stand up, please. You're little rabbits! Jump, jump, jump!* and get the children to respond by making rabbit ears with their hands and jumping three times. Then say *Listen. Dance to the music and jump!* and demonstrate what you mean.

5 Play the Cassette/CD1 (Track 5). Dance to the music and do the actions with the children. Every time you hear *Jump, jump, jump* use your hands to make ears like a rabbit and jump three times. Freeze in position at the end of the dance.

 **Jump, jump, jump dance**

Jump, jump, jump

Jump, jump, jump

Jump, jump, jump. Stop!

Transition

Go to your table

6 Point to a group of children and say *Little rabbits, jump like me. Jump, jump, jump! Sit down, please.* The children use their hands to make rabbit ears, jump to their tables in groups and sit down. The rest of the class join in saying *Jump, jump, jump!* with you as they watch. Say *Very good!* as each group of children sits down.

At our tables

Make the Robby Rabbit sticker card

7 Give out the Pupils' Books and a rectangular piece of paper or card (see photocopiable template on page 132) to each child. Hold up the page with the Robby Rabbit sticker. Say *Find Robby Rabbit* and give the children time to do this. Say *Now make Robby Rabbit* and demonstrate that the children should stick the rabbit onto the paper or card. Give the children time to do this and go round helping where necessary. When the children are ready, say *Robby ...* and demonstrate that children should respond by raising their sticker cards in the air and calling out *Rabbit!* Repeat the procedure several times.

* **8** Say e.g. *Jump, rabbit. Jump, rabbit. Jump, jump, jump* and demonstrate making the Robby Rabbit sticker card jump on the table. Repeat the procedure. Children join in saying the words and making their Robby Rabbit sticker cards jump in the same way.

Make Robby Rabbit dance

9 Play the *Jump, jump, jump* dance again (Cassette/CD1: Track 5). Children move their sticker cards in time to the music and join in saying *Jump, jump, jump!* every time they hear the words on the Cassette/CD. At the end, collect in and store the Robby Rabbit sticker cards (see suggestions for organising your materials on page 16).

Ending the lesson

Sing *Bye-bye*

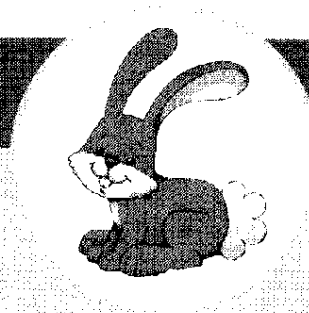
10 Sing the *Bye-bye* song from Lessons 1 and 2 (Cassette/CD1: Track 3). Use the Robby Rabbit puppet to say bye-bye to the children.

* If time is short, you can omit stage 2 and/or stage 8.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game** Children play *Hello/Bye-bye* with the Robby Rabbit sticker cards. Say *Bye-bye* and wave. Children say *Bye-bye* and hide their rabbits e.g. under the table. Say *Hello*. The children make their rabbits reappear and say *Hello*.
- **Game** *Follow the leader*: Get the children to stand in a line behind you. Say *I'm a little rabbit. Jump like me!* Move around the classroom jumping slowly or e.g. from side to side and the children follow you.
- **Craft** Give each child an empty kitchen roll cylinder, pieces of wool and two paper ears which you have prepared. Children stick on the ears and whiskers of wool and draw on a mouth and eyes to make a rabbit. They can then play with their rabbits and take them home.



Lesson focus Following the story in the Pupil's Book

Main language children use *Mummy, Daddy, jump, yes, no*

Main activities

- Say hello and sing *Robby's song*
- Play *Jump to Mummy!*
- Listen to the story (2)
- Draw Robby's jumping lines (Activity Sheet 2)
- Pretend you're Robby
- Sing *Bye-bye*

Materials (in addition to Pupil's Book and Cassette/CD)

Robby Rabbit puppet, bag for the puppet, flashcards (*Mummy, Daddy, Robby, the butterflies*), crayons

On the carpet together

Say hello and sing *Robby's song*

1 Sit in a circle and greet the children. Take Robby out of the bag and get the children to call out *Hello Robby*. Get the puppet to say *Hello children. Look. I can jump! I can jump!* and make him jump about all over the place. Say *Stop, Robby, please!... Thank you* and hold him on your lap.

2 Sing *Robby's song* from Lessons 1 and 2 (Cassette/CD1: Track 2). Children sing and do the actions.

Play *Jump to Mummy!*

3 Stick the flashcards of Robby, Mummy, Daddy and the butterflies on different walls in the classroom and say e.g. *Look. Here's Robby/Mummy/Daddy*. Elicit the names from the children as you do this. Give pairs of children instructions in turn, e.g. *Jump to Mummy, ...* (naming the children)... *Very good!* Children make rabbit ears with their hands and jump to the flashcard of the character you name. Repeat the procedure several times.

Transition

Go to your table

4 Assign roles to three children in turn and say e.g. *Mummy, Daddy, Robby. Jump to the table. Jump, jump, jump. Sit down, please... Very good.* The three children pretend to be rabbits, jump to their tables and sit down. Repeat the procedure until all the children

are sitting down. Everyone joins in saying *Jump, jump, jump* with you each time.

At our tables

Listen to the story (2)

5 Give out the Pupils' Books. Hold up page 3. Say *Find this page* and give the children time to do this. Say *It's story time!* and open the palms of your hands like a book. Say *Listen to the story. Point to the pictures and demonstrate this.* Play the Cassette/CD1 (Track 6), or tell the story. Pause and signal clearly when children need to turn the pages. Point to the pictures of Robby, Mummy, Daddy and the butterflies and follow Robby's jumping lines. Encourage the children to do the same.

Story 1: Robby Rabbit

PUPIL'S BOOK PAGE 3

Storyteller: Robby is a little rabbit.

Robby: Hello. I m Robby.

PUPIL'S BOOK PAGE 4

Storyteller: Mummy says, Come here. Robby. Jump like me. Jump, jump, jump! Robby is sad.

Robby: No! I can t!

Storyteller: Daddy says, Come here Robby. Jump like me. Jump, jump, jump! Robby is sad.

Robby: No! I can t!

PUPIL'S BOOK PAGE 5

Robby: Oh, look... butterflies! Red..., yellow..., blue. They re beautiful! Wow!

Storyteller: And Robby jumps. Jump, jump, jump! Jump, jump, jump!

Robby: Yes! I can jump!

Storyteller: Very good, Robby! says Mummy.

Very good! says Daddy.

Robby is very happy!

Make jumping lines in the air

* **6** Say *jump, jump, jump* slowly and use your right hand to make large jumping lines in the air (similar to the ones in the story) from left to right. Repeat the procedure several times, getting the children to make large jumping lines in the air with their hands and to say *jump, jump, jump* in the same way.

Draw Robby's jumping lines

(Activity Sheet 2, Pupil's Book page 9)

7 Say *Find this page* and hold up Activity Sheet 2. Say *jump, jump, jump* slowly and get the children to join in and follow the jumping lines with their finger.

8 Point to the icons at the top of the page and say *Now draw like this and colour Robby* and demonstrate what you mean. Children draw the jumping lines and colour Robby. Praise the children and say e.g. *Very good! What a great Robby Rabbit!*

Ending the lesson

Pretend you're Robby

9 Say *Stand up, please. You're Robby Rabbit!* and get the children to make rabbit ears with their hands (or wear the rabbit headbands, see page 136). Hold up the flashcards of Mummy and Daddy in turn and use gesture and action as you say *Come here, Robby. Jump like me. Jump, jump, jump.* Demonstrate that the children should respond by standing still, looking sad, shaking their heads and saying *no!* Then hold up the flashcard of the butterflies and say *Oh, look... butterflies!* Demonstrate that this time the children should respond by calling out *yes!* and jumping towards the flashcard. Repeat the procedure.

Sing Bye-bye

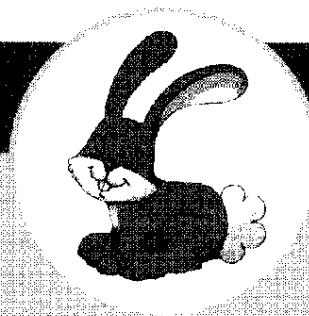
10 Sing the *Bye-bye* song from Lessons 1 and 2 (Cassette/CD1: Track 3). Use the Robby Rabbit puppet to say bye-bye to the children.

* If time is short, you can omit stage 6.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game Hopscotch:** Play a simple version of this traditional children's game. Use chalk or tape to make three squares (approximately half a metre square each) in a line on the floor. Children take turns to throw an object onto one of the squares. They then pretend to be a rabbit and jump once up and down the line of squares. On the way back, they pick up the object they have thrown, before jumping out of the line of squares. Other children watch and chant *jump, jump, jump* as their friends play.
- **Game We re rabbits:** Say *We re rabbits* and clap your hands or shake a maraca or tambourine. Children pretend to be rabbits and jump around the classroom. As soon as you stop clapping or shaking the maraca or tambourine, children stop pretending to be rabbits and stand still. Repeat the procedure several times.
- **Art** The children use finger paints to make a colourful jumping line of the rabbit on a sheet of A4 paper. Join the pieces of paper together and stick them on the wall. The children follow (but demonstrate that they shouldn't touch) all the jumping lines with their finger saying *jump, jump, jump* as they go.



Lesson focus Introducing colours

Main language children use *red, yellow, blue*

Main activities

- Say hello and sing *Robby's song*
- Meet the butterflies
- Sing *Red, yellow, blue*
- Put on the blue butterfly sticker (Pupil's Book page 6)
- Play *Touch red!*
- Sing *Bye-bye*

Materials (in addition to Pupil's Book and Cassette/CD)

Robby Rabbit puppet, bag for the puppet, flashcards (butterflies, red, yellow, blue)

On the carpet together

Say hello and sing *Robby's song*

1 Sit in a circle and greet the children. Take Robby Rabbit out of the bag. Get Robby to say *Hello children*. Children respond by saying *Hello Robby*.

2 Sing *Robby's song* from Lessons 1 and 2 (Cassette/CD1: Track 2). Children sing and do the actions.

Meet the butterflies

3 Show the children the flashcard of the butterflies very quickly and encourage them to guess what's in the picture. Remodel their answers by saying e.g. *Yes! It's the butterflies! Very good!* Point to each butterfly in turn and name the colours, e.g. *Look. The butterflies are red..., yellow..., blue*. Then get the puppet to blow each butterfly a kiss in turn and repeat the names of the colours.

4 Take the three colour flashcards out of the bag. Say e.g. *Look. Red..., yellow..., blue*. Repeat the names of the colours and lay the flashcards on the carpet. Use your index finger to slowly draw a large circle in the air, say the name of a colour and point to the flashcard. Repeat the procedure several times, getting the children to draw a circle in the air and point to the colours with you.

Sing *Red, yellow, blue*

5 Say *Let's sing a song*. Play the Cassette/CD1 (Track 7) and do the actions. Repeat the procedure and encourage the children to join in singing and doing the actions with you.

Red, yellow, blue, song

Red, yellow, blue (Point to the colour flashcards in turn.)

I love you (Make a hugging gesture and blow a kiss.)

Transition

Go to your table

6 Use the puppet to point to the colour flashcards in turn and say *Red, yellow, blue. I love you... and you... and you... and you*. Get the puppet to blow kisses to three to six children and then say *Sit down, please*. The children chosen by the puppet blow him a kiss and go to their tables. Repeat the procedure until all the children are sitting down. Encourage everyone to join in naming the colours each time.

At our tables

Put on the blue butterfly sticker (Pupil's Book page 6)

7 Give out the Pupils' Books. Hold up page 6. Say *Find this page* and give the children time to do this. Say *Touch the red butterfly... Touch the yellow butterfly*. Demonstrate this and get the children to respond. Then say *Oh dear. The blue butterfly isn't here!* Hold up the page of stickers. Say *Find the blue butterfly* and give the children time to do this. Then say *Now put the blue butterfly here* and show what you mean. Children put the sticker of the blue butterfly on the story page. Praise the children and say e.g. *What a lovely blue butterfly! Very good!*

8 Sing or say *Red, yellow, blue, I love you!* and demonstrate touching each butterfly in turn and blowing it a kiss. Repeat the procedure, getting the children to join in.

Play *Touch red!*

* **9** Stick the flashcards of red, yellow and blue on the walls in different parts of the classroom. Give groups of children sitting at different tables instructions, e.g. *Touch red... Very good. Now sit down, please.* Repeat the procedure several times naming different children and colours.

Ending the lesson

Sing *Bye-bye*

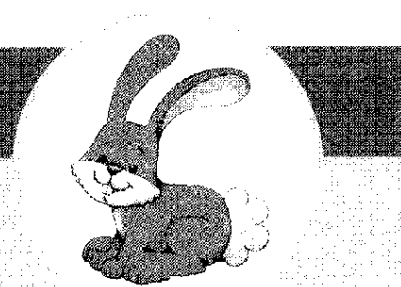
8 Sing the *Bye-bye* song from Lessons 1 and 2 (Cassette/CD1: Track 3). Use the Robby Rabbit puppet to say bye-bye to the children.

* If time is short, you can omit stage 9.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game** Say *Robby Rabbit!* and demonstrate that the children should make ears with their hands. Say *butterflies!* and demonstrate that the children should make flying movements with their arms. Alternate the instructions and children respond by doing the actions.
- **Sorting activity** Put red, yellow and blue building blocks on the tables. Children sort them into three sets and name the colours.
- **Art** Put red, yellow and blue paint on separate plates. Children make paint prints of their hands in red, yellow and blue on A3-size paper.



Lesson focus Playing and working with colours

Main language children use *red, yellow, blue, yes, no*

Main activities

- Say hello and sing *Robby's song*
- Play *Guess the colour!*
- Sing *Red, yellow, blue*
- The butterfly chant
- Colour the butterflies (Activity Sheet 3)
- Sing *Bye-bye*

Materials (in addition to Pupil's Book and Cassette/CD)

Robby Rabbit puppet, bag for the puppet, flashcards (red, yellow, blue), crayons

On the carpet together

Say hello and sing *Robby's song*

1 Sit in a circle and greet the children. Take Robby Rabbit out of the bag. Get Robby to say *Hello children*. Children respond by saying *Hello Robby*.

2 Sing *Robby's song* from Lessons 1 and 2 (Cassette/CD1: Track 2). The children sing and do the actions.

Play *Guess the colour!*

3 Lay the three colour flashcards on the carpet. Point to them in turn and say the names of the colours with the children. Then mix the flashcards up and turn them over so they are face down on the carpet. Point to one, ask the children *Is this red?* and encourage them to guess *yes* or *no*. Turn over the flashcard and see if they are right, e.g. *Yes! It's red! / No! It's yellow!* Repeat the procedure several times, asking about all the colours in random order and mixing up the flashcards between each turn.

Sing *Red, yellow, blue*

4 Say *Let's sing 'Red, yellow, blue'*. Play the Cassette/CD1 (Track 7). Children join in singing and doing the actions.

Red, yellow, blue song

Red, yellow, blue (Point to the colour flashcards in turn.)

I love you (Make a hugging gesture and blow a kiss.)

Pretend to be butterflies

5 Hold up the flashcard of the butterflies. Get the puppet to kiss each one in turn as the children name the colours. Divide the class into three groups and say *You're red butterflies. You're yellow butterflies. You're blue butterflies* and place the corresponding colour flashcard near each group. Give instructions to the groups in turn, e.g. *Red butterflies, fly!* (and demonstrate making flying movements with your arms). *Very good. Stop!* (and demonstrate freezing in position) / *Yellow butterflies, fly!... Very good!... Stop!* Children listen to your instructions and respond in their groups.

Transition

Go to your table

6 Say *Red butterflies, stand up. Fly to your table. Sit down, please* and demonstrate what you mean. Repeat the procedure for the yellow and blue groups.

At our tables

Listen to the butterfly chant and colour the butterflies

(Activity Sheet 3, Pupils' Book page 11)

7 Either give out the Pupils' Books, hold up Activity Sheet 3 and say *Find this page* or give out Activity Sheet 3. Point to the icon at the top of the page and say *Listen to the chant*. Play the Cassette/CD1 (Track 8). Demonstrate pointing to the different coloured butterflies in lines 1 and 2 and

making flying movements with your hands in lines 3 and 4. Repeat the procedure and get the children to do the same.

Butterfly chant

Red, yellow, blue

Red, yellow, blue

Fly, fly, fly

In the sky!

8 Point to the icon at the top of the page and say *Colour the butterflies red, yellow and blue* and demonstrate what you mean. Children colour the butterflies. Praise them for careful colouring and say e.g. *What a lovely red/yellow/blue butterfly! Very good!*

Ending the lesson

Act out the chant

* **9** Say *Stand up. You're butterflies. Fly in the sky!* and demonstrate making wing movements with your arms. Play the Cassette/CD1 (Track 8) again. Children pretend to be butterflies and join in saying the chant.

Sing Bye-bye

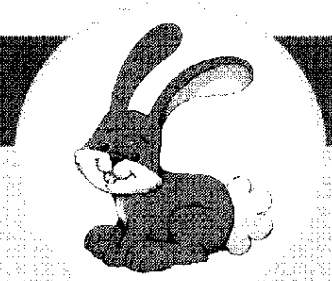
10 Sing the *Bye-bye* song from Lessons 1 and 2 (Cassette/CD1: Track 3). Use the Robby Rabbit puppet to say bye-bye to the children.

* If time is short, you can omit stage 9.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game** Make two large dice by covering two boxes with paper and colouring a circle of red, yellow or blue on each side. Children take turns to throw the dice and call out the colour. When the colours on both dice are the same, everyone claps.
- **Dance** Draw three large circles on the floor with chalk or tape and place one of the colour flashcards (red, yellow or blue) inside each one. Play some music and the children dance. Pause and call out a colour, e.g. *red!* The children run and stand inside the correct circle.
- **Art** Prepare a symmetrical outline of a butterfly on A4 paper and give a copy to each child. Children use red, yellow or blue finger paints to make a pattern on one side of the butterfly. They then fold their butterfly in half and press down hard to complete the pattern. The butterflies can then be displayed in class or children can take them home.



Lesson focus Following the story with the sticker cards

Main language children use *Mummy, Daddy, rabbit, jump, red, yellow, blue, yes, no, happy*

Main activities

- Say hello and sing *Robby's song*
- The butterfly chant
- Listen to the story (3)
- Make the Mummy and Daddy Rabbit sticker card
- Follow the story with the sticker cards
- Sing *Bye-bye*

Materials (in addition to Pupil's Book and Cassette/CD)

Robby Rabbit puppet, bag for the puppet, story cards for story 1, flashcards (red, yellow, blue, butterflies, Mummy, Daddy, Robby), Robby Rabbit sticker cards (from Lesson 3), one piece of card for each child (see photocopyable sticker templates for optional use on page 132)

On the carpet together

Say hello and sing *Robby's song*

1 Sit in a circle and greet the children. Take Robby Rabbit out of the bag. Get Robby to say *Hello children*. Children respond by saying *Hello Robby*.

2 Sing *Robby's song* from Lessons 1 and 2 (Cassette/CD1: Track 2). The children sing and do the actions.

Listen to the butterfly chant

***3** Make flying movements with your arms and say *Let's do the butterfly chant*. Place the colour flashcards on different walls and children say the names. Play the Cassette/CD1 (Track 8). Children join in saying the chant. They point to the flashcards in lines 1 and 2 and make flying movements in lines 3 and 4.

Butterfly chant

*Red, yellow, blue
Red, yellow, blue
Fly, fly, fly
In the sky!*

Listen to the story (3)

4 Say *It's story time!* and open the palms of your hands like a book. Hold up the flashcard of the butterflies and say *The butterflies are in the story and ...* (hold up the flashcard of Robby Rabbit and children say the name) *is in the story and ...* (hold up the flashcard of Mummy and children say the name) *is in the story and ...* (hold up the flashcard of Daddy

and children say the name) *is in the story. Very good!* Point to the flashcards in random order several times and children call out the names. Then say e.g. *Now listen* (pointing to your ears), *look* (pointing to your eyes) and *ssh!* (finger on your mouth) *and then I'll begin!*

5 Tell the story, or play the Cassette/CD1 (Track 4), using the story cards and following the guidelines on page 15. Encourage the children to join in doing actions and telling the story with you.

Story 1: Robby Rabbit

STORY CARD 1

*Storyteller: Robby is a little rabbit.
Robby: Hello. I m Robby.*

STORY CARD 2

*Storyteller: Mummy says, Come here. Robby. Jump like me. Jump, jump, jump! (Make a beckoning gesture and jumping movements with your hands three times.) Robby is sad.
Robby: No! I can t! (Shake your head and look sad.)
Storyteller: Daddy says, Come here. Robby. Jump like me. Jump, jump, jump! (Make a beckoning gesture and jumping movements with your hands three times.) Robby is sad.
Robby: No! I can t! (Shake your head and look sad.)*

STORY CARD 3

*Robby: Oh, look... butterflies! (Make flying movements with your arms.) Red..., yellow..., blue. They re beautiful! Wow!
Storyteller: And Robby jumps. Jump, jump, jump! Jump, jump, jump! (Make jumping movements with your hands six times.)*

STORY CARD 4

Robby: Yes! I can jump!

Storyteller: Very good, Robby! says Mummy.

Very good! says Daddy. Robby is very happy. (Give a big smile.)

6 Say *Stand up, please*. Invite a child to come and stand by you and divide the rest of the class into two groups. Say *This is Robby Rabbit*, indicating the child beside you, and *This is Mummy and this is Daddy* indicating the two groups. Say e.g. *Mummy says, 'Come here, Robby'* and get the children who are Mummy to beckon to 'Robby'. Then say *Jump like me. Jump, jump, jump!* Get the children who are Mummy to jump three times and join in saying *jump* and the child who is Robby to shake his head sadly and say *No!* Repeat the procedure with the Daddy group. Then get the groups to change roles and choose another child to come and be Robby.

Transition

Go to your table

7 Point to the children in the Mummy group and say *Mummy. Jump to the table. Jump, jump, jump! Sit down, please... Very good!* Repeat the procedure with the Daddy group and the child who is Robby. Everyone joins in saying *Jump, jump, jump!* as each group goes to its table.

At our tables

Make the Mummy and Daddy Rabbit sticker card

8 Give out the Pupils' Books and a rectangular piece of paper or card (see photocopiable template on page 132) to each child. Say *Find this page* and hold up the page with the sticker of Mummy and Daddy Rabbit. Say *Now make Mummy and Daddy Rabbit like this* and demonstrate that the children should stick the sticker onto the card. While the children are doing this, give out the Robby Rabbit sticker cards that the children made in Lesson 3. When the children have made their cards, say e.g. *Show me Robby Rabbit!/ Show me Mummy and Daddy!* Children respond by holding up their sticker cards and repeating the names.

Follow the story with the sticker cards

9 Say *It's story time!* and open the palms of your hands like a book. Demonstrate that children should listen and follow the story with the rabbit sticker cards on their tables. Play the Cassette/CD1 (Track 4) or tell the story again. Children make jumping movements with their sticker cards and join in telling the story. At the end, collect in and store the sticker cards (see suggestions for organising your materials on page 16) or let the children take them home.

Ending the lesson

Sing Bye-bye

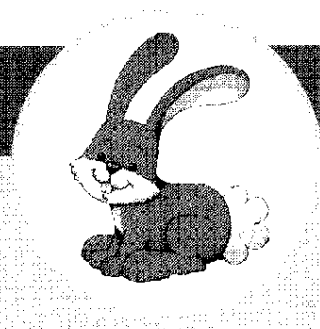
10 Sing the *Bye-bye* song from Lessons 1 and 2 (Cassette/CD1: Track 3). Use the Robby Rabbit puppet to say bye-bye to the children.

* If time is short, you can omit stage 3.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game** Children sit in a circle. Go round the circle and give each child the name of one of the characters in the story, e.g. *Robby, Mummy, Daddy*. Say one of the names. Children with that name stand up and exchange places with another child who has the same name. Repeat the procedure several times, naming different characters from the story.
- **Game** Give the children instructions using the sticker cards, e.g. *Put Robby Rabbit here!* (holding the sticker card on your head)/*Put Mummy and Daddy here!* (holding the sticker card under the table). Children listen and follow your instructions. Whenever you say *stop!* they fold their arms and sit still.
- **Craft** Children make a model of Mummy or Daddy Rabbit out of plasticine. They then say e.g. *Hello/Bye-bye, Mummy/Daddy!* to each other's rabbits and/or use them to act out the story again. The plasticine rabbits can then be displayed.



Lesson focus Acting out the story

Main language children use *Hello, Bye-bye, Mummy, Daddy, rabbit, jump, red, yellow, blue, yes, no, happy*

Main activities

- Say hello and sing *Robby's song*
- Act out the story (4)
- Show Robby in his hole
- Draw the path to Mummy and Daddy (Activity Sheet 4)
- Put a sticker on the page you like best
- Sing *Bye-bye*

Materials (in addition to Pupil's book and Cassette/CD)

Robby Rabbit puppet, bag for the puppet, crayons, story cards for story 1 (optional), flashcards (Robby, Mummy, Daddy, the butterflies)

On the carpet together

Say hello and sing *Robby's song*

1 Sit in a circle and greet the children. Take Robby Rabbit out of the bag. Get Robby to say *Hello children*. Children respond by saying *Hello Robby*.

2 Sing *Robby's song* from Lessons 1 and 2 (Cassette/CD1: Track 2).

Act out the story (4)

3 Cover the flashcard of Robby Rabbit with a piece of plain paper and gradually reveal the picture. Children call out the name as soon as they see who it is. Repeat the procedure with the flashcards of Mummy and Daddy. Then hold up the flashcard of the butterflies, say *Look. And here are the butterflies! They're ...* and children name the colours. Stick this flashcard on a wall where the children can see it clearly.

4 Say *It's story time!* and open the palms of your hands like a book. Say *Stand up, please. You're Robby Rabbit!* Get the children to make rabbit ears with their hands or wear the rabbit headbands (see page 136) if they have made them. If you like, stick all four story cards on the board in sequence. Play the Cassette/CD1 (Track 4) or tell the story again. Act out Robby Rabbit's part with the children and do the actions for Mummy and Daddy as a prompt.

Story 1: Robby Rabbit

STORY CARD 1

Storyteller: Robby is a little rabbit.

Robby: Hello. I m Robby. (Children join in saying Hello.)

STORY CARD 2

Storyteller: Mummy says, Come here. Robby. Jump like me. Jump, jump, jump! (Beckon to the children and jump three times.) Robby is sad.

Robby: No! I can t! (Children shake their heads sadly and say No!)

Storyteller: Daddy says, Come here. Robby. Jump like me. Jump, jump, jump! (Beckon to the children and jump three times.) Robby is sad.

Robby: No! I can t! (Children shake their heads sadly and say No!)

STORY CARD 3

Robby: Oh, look... butterflies! Red..., yellow..., blue. They re beautiful! Wow! (Children point to the butterflies and name the colours with you.)

Storyteller: And Robby jumps. Jump, jump, jump! Jump, jump, jump! (Children say Jump, jump, jump and jump towards the flashcard of the butterflies.)

STORY CARD 4

Robby: Yes! I can jump! (Children say Yes!)

Storyteller: Very good, Robby! says Mummy. (Clap your hands and look pleased.) Very good! says Daddy.

Robby is very happy! (Children give a big smile and say happy!)

***5** Repeat the procedure. Children join in saying Robby's part as much as they can as they act out the story. At the end praise the children, e.g. *Very good! What lovely Robby Rabbits!*

Transition

Go to your table

6 Point to three children in turn, say *Robby, Robby, Robby* and demonstrate that the children should jump once and call out *Rabbit!* Then say *Very good, Robby! Jump to the table. Jump, jump, jump! Sit down, please.* Repeat the procedure, getting everyone to join in saying *Rabbit!* and *Jump, jump, jump!* until all the children are sitting down at their tables.

At our tables

Show Robby in his hole

(Activity Sheet 4, Pupil's Book page 13)

7 Either give out the Pupils' Books, hold up Activity Sheet 4 and say *Find this page* or give out Activity Sheet 4. Point to the pictures and say *Robby, Mummy and Daddy are rabbits.* Use L1 to explain that rabbits live in a hole. Make the shape of a hole with one of your hands and put two fingers like rabbits' ears sticking out of the hole. Get the children to do the same. Say *Look. Here's Robby.* Move your fingers so that they appear and disappear in the hole. Say *Hello, Robby!/Bye-bye Robby!* as you do this and get the children to do the same.

Draw Robby's path to Mummy and Daddy

8 Say e.g. *Look. Here's Robby! Jump, jump, jump to Mummy and Daddy!* and follow the path with your finger. Repeat the procedure, getting the children to follow the path in their books and join in saying the words. Then point to the icon at the top of the page. Say *Draw like this* and demonstrate drawing Robby's path to Mummy and Daddy. Children draw Robby's path. Praise them for careful work and say e.g. *Very good!*

Put a sticker on the page you like best

9 Either hold up the book and show the four Activity Sheets for story 1 or give out the folders where children keep their Activity Sheets. Say *Look at your work on the story of Robby Rabbit.* Then say *Find this page* and hold up the page of stickers. Point to a smiley face sticker and say *Put a happy sticker on the page you like best* and explain what you mean in L1. Give children time to look through their work and put the sticker on the Activity Sheet they like best. Ask *Do you like the story of Robby Rabbit?* Use facial expression to convey meaning and listen to the children's response.

Ending the lesson

Sing Bye-bye

10 Sing the *Bye-bye* song from Lessons 1 and 2 (Cassette/CD1: Track 3) Use the Robby Rabbit puppet to say bye-bye to the children.

* If time is short, you can omit stage 5.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game** Move your lips or whisper key words from the story, e.g. *Robby Rabbit/jump/Mummy.* Children concentrate on your mouth movements and then repeat what you say.
- **Drama** Children act out the story to another class.
- **Video** Make a video of the children acting out the story to show to parents and carers.

Transition

Go to your table

6 Point to three children in turn, say *Robby, Robby, Robby* and demonstrate that the children should jump once and call out *Rabbit!* Then say *Very good, Robby! Jump to the table. Jump, jump, jump! Sit down, please.* Repeat the procedure, getting everyone to join in saying *Rabbit!* and *Jump, jump, jump!* until all the children are sitting down at their tables.

At our tables

Show Robby in his hole

(Activity Sheet 4, Pupil's Book page 13)

7 Either give out the Pupils' Books, hold up Activity Sheet 4 and say *Find this page* or give out Activity Sheet 4. Point to the pictures and say *Robby, Mummy and Daddy are rabbits.* Use L1 to explain that rabbits live in a hole. Make the shape of a hole with one of your hands and put two fingers like rabbits' ears sticking out of the hole. Get the children to do the same. Say *Look. Here's Robby.* Move your fingers so that they appear and disappear in the hole. Say *Hello, Robby!/Bye-bye Robby!* as you do this and get the children to do the same.

Draw Robby's path to Mummy and Daddy

8 Say e.g. *Look. Here's Robby! Jump, jump, jump to Mummy and Daddy!* and follow the path with your finger. Repeat the procedure, getting the children to follow the path in their books and join in saying the words. Then point to the icon at the top of the page. Say *Draw like this* and demonstrate drawing Robby's path to Mummy and Daddy. Children draw Robby's path. Praise them for careful work and say e.g. *Very good!*

Put a sticker on the page you like best

9 Either hold up the book and show the four Activity Sheets for story 1 or give out the folders where children keep their Activity Sheets. Say *Look at your work on the story of Robby Rabbit.* Then say *Find this page* and hold up the page of stickers. Point to a smiley face sticker and say *Put a happy sticker on the page you like best* and explain what you mean in L1. Give children time to look through their work and put the sticker on the Activity Sheet they like best. Ask *Do you like the story of Robby Rabbit?* Use facial expression to convey meaning and listen to the children's response.

Ending the lesson

Sing Bye-bye

10 Sing the *Bye-bye* song from Lessons 1 and 2 (Cassette/CD1: Track 3) Use the Robby Rabbit puppet to say bye-bye to the children.

* If time is short, you can omit stage 5.

Extra activities

If you have additional time, you can do one or more of the following activities:

- **Game** Move your lips or whisper key words from the story, e.g. *Robby Rabbit/jump/Mummy.* Children concentrate on your mouth movements and then repeat what you say.
- **Drama** Children act out the story to another class.
- **Video** Make a video of the children acting out the story to show to parents and carers.