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# Syllabus overview

Title	Theme	Aims	Target Language	Story Language
<b>UNIT 1</b>				
Little Elephant	Making friends Helping each other	To use simple greetings To learn six animal names To learn six colours To learn numbers 1-6 To participate actively in a story, retelling it in different forms To sing the story song and understand the meaning	Greetings: <i>Hello! Goodbye!</i> Animals: <i>snail, frog, cat, dog, cow, elephant.</i> Actions: <i>pull, help.</i> Numbers: <i>1-6.</i> Colours: <i>red, yellow, blue, green, orange, brown.</i> <i>What's your name?</i> <i>My name is ...</i> <i>How are you?</i> <i>Fine, thanks.</i>	<i>Hello Snail, Frog, Cat, Dog, Cow, Mini Magic.</i> <i>What's the matter?</i> <i>I/we can't do it.</i> <i>It's easy.</i> <i>I can help you.</i> <i>One, two, three.</i> <i>Pull, pull, pull.</i> <i>Sorry!</i>
<b>UNIT 2</b>				
Dr Monkey	Visiting the doctor	To use simple greetings To learn actions and parts of the body To retell the main parts of the story using the mini puppet theatre and animal cut outs To participate actively in a story, retelling it in different forms To sing the story song and understand the meaning	Parts of the body: <i>tummy, leg, back, foot, head, hand, fingers, trunk.</i> <i>Touch your ...</i> Actions: <i>drink, jump, sit down, stand up, hop, dance</i> Numbers: <i>1-10</i>	<i>Dr Monkey</i> <i>Come in.</i> <i>That's better.</i> <i>What's the matter?</i> <i>Sit down, please.</i> <i>Open your mouth.</i> <i>Very bad</i> <i>Injections</i>
<b>UNIT 3</b>				
Happy Birthday	Thinking about friends Offering presents	To offer presents To relate objects and actions To participate actively in a story, retelling it in different forms To sing the story song and understand the meaning	Objects: <i>camera, book, pencil, ball, guitar, mobile phone, birthday cake</i> Actions: <i>Let's ... play football, sing, read, draw, eat, clap, count, phone, say Goodbye</i> <i>I've got ...</i>	<i>Who's that? It's ...</i> <i>I've got a present for you!</i> <i>Please, open the door.</i> <i>Fantastic! What is it?</i> <i>I don't like injections.</i> <i>Happy birthday to you!</i> <i>What is it?</i>
<b>UNIT 4</b>				
Lizard the Wizard	Playing together	To learn actions related to games, objects and parts of the body To memorise a magic spell To participate actively in a story, retelling it in different forms To sing the story song and understand the meaning	Parts of the body: <i>arm, ears, eyes, nose, hair, mouth, head</i> Actions: <i>I can ... cycle, skip, dance, skate</i> Objects: <i>bicycle, skipping rope, radio, rollerskates.</i> <i>Thank you!</i> <i>Are you ready?</i>	<i>Look at the animals.</i> <i>Lizard the Wizard</i> <i>Look at me.</i> <i>Can I play with you?</i> <i>No you can't.</i> <i>I touch my ...</i> <i>Help!</i> <i>Sorry!</i> <i>Abacadabra, abacadoo</i> <i>Freeze! Go!</i> <i>You can play with us! Let's play</i>

**Main Receptive Language**

*Please*  
*What's missing?*  
*Let's count in English.*  
*Let's colour the flower.*  
*Come here.*  
*How many ...?*  
*Let's draw/colour/circle.*  
*Boys and girls*  
*Look! Listen!*  
*We've finished.*  
*Well done!*  
*Crayons, pencils, scissors*  
*Take out your ...*  
*Cut out ...*  
*Knock on the door.*  
*Follow me.*  
*Let's sing a song.*  
*Open your books at page ...*

*How many bumps?*  
*Let's make a mural.*  
*Dr Monkey says touch your ...*  
*What's your favourite colour?*  
 (See Unit 1)

*Today we have a new story.*  
*We also have a beautiful poster.*  
*Let's match.*  
*Let's sing the song again.*  
*What colour is ...?*  
*Thank you.*  
*first, second, then*  
*Let's continue the sequence.*  
 (See previous units.)

*Turn over the flashcard.*  
*What happens now?*  
 (See previous units.)

**Main Recycled Language**

*Hello/Goodbye*  
 Numbers 1–6  
 Animals: *snail, frog,*  
*cat, dog, cow, elephant*  
 Receptive language from Unit 1

*Hello! Goodbye!*  
*How are you? Fine, thanks!*  
*Sorry!*  
*What's your name?*  
*What's the matter?*  
 Numbers: 1-10  
 Animals: *snail, frog,*  
*cat, dog, cow,*  
*Dr Monkey, Mini Magic*  
*Touch your ...*  
 Colours  
 Receptive language from previous units

*Hello! Goodbye!*  
*How are you? Fine, thanks!*  
*Please*  
*What's the matter?*  
 Numbers  
 Animals  
 Colours  
*I've got ...*  
 Receptive language from previous units

**Main Attitudes**

Participating actively in stories, songs and games  
 Being interested and willing to use English

Participating actively in stories, songs and games  
 Awareness of parts of the body

Participating actively in stories and games  
 Being interested and willing to use English

Participating actively in stories and games  
 Learning to co-operate: living, working, playing and doing things together

**Cross-curricular Content**

Good citizenship:  
 helping each other  
 Having a positive attitude towards animals

Leading a healthy life

Good citizenship:  
 living together

Peace and intercultural education



# Syllabus overview

Title	Theme	Aims	Target Language	Story Language
<b>UNIT 5</b>				
Little Elephant is late!	Thinking about school Thinking about our families	To learn the language for school objects and main members of the family To participate actively in a story, retelling it in different forms To sing the story song and understand the meaning	<i>book, chair, cupboard, pen, bag, glasses, bus on, in, under Mummy, Daddy, little sister, baby brother</i>	<i>It's late! It's time for school! Hurry up! The bus is here! Little Elephant, stop! Have you got your ... ? Oh, no! My ... Look! It's under the table.</i>
<b>UNIT 6</b>				
At the beach!	Going to the beach Playing with friends	To learn expressions and vocabulary related to a holiday on the beach To participate actively in a story, retelling it in different forms To sing the story song and understand the meaning	<i>Look at ... swim beach, sea, flag, towel, ice cream, sandcastle, kite, sun hat happy, sad What's the matter?</i>	<i>Don't worry! Let's ... Little Elephant wanted to ...</i>
<b>Christmas</b>				
It's Christmas	Christmas	To learn how British and American people celebrate Christmas To make a special card for parents	<i>Father Christmas Christmas tree Christmas cracker bauble, stocking, present, star Happy Christmas! Merry Christmas! Happy New Year!</i>	
<b>Easter</b>				
Easter	Easter	To learn how British and American people celebrate Easter To make a special Easter mural	<i>Easter, Easter bunny, Easter eggs chicks, butterflies, flowers</i>	

**Main Receptive Language**

*Show me your ...  
Let's tidy up.  
What happens now?  
Have you got a ...?  
Put your ... in/on/under the ...  
Circle the differences.  
(See previous units.)*

*Let's follow the numbers  
Let's draw a line between  
the numbers.  
Which one comes first? Next?*

*Look, this is a tree.  
Today we have a surprise.  
Let's cut/draw/sing.  
Where is ...?  
What is it?*

*What colour is it?  
Which Easter egg do  
you like best?  
Choose your favourite colours.  
Point to...  
Can I play with you?*

**Main Recycled Language**

*Hello! Goodbye!  
How are you? Fine, thanks!  
Please. Thank you.  
My name is ...  
It's easy.  
I can help you.  
What's the matter?  
I've got ...  
Numbers: 1–10  
Colours  
Receptive language  
from previous units*

*Colours  
Actions  
Greetings  
Numbers: 1–10  
Receptive language  
from previous units*

*Pull! Pull! Pull!  
in, under*

*Colours: yellow, red,  
green, blue, orange, brown  
Numbers: 1–5*

**Main Attitudes**

Participating actively in stories and games  
Learning to co-operate: living, working, playing and doing things together

Participating actively in stories and games  
Learning to live together and not to disturb each other

Showing an interest in different ways of celebrating Christmas  
Taking care when making a special Christmas card

Showing an interest in different ways of celebrating Easter

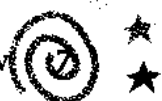
**Cross-curricular Content**

Being loving towards our family  
Being tidy

Good citizenship: living together  
Leading a healthy life

Intercultural education: Christmas in a different culture

Intercultural education: Easter in a different culture





## Introduction

### **Mini Magic**

*Mini Magic* is a two-level course for young children learning English. *Mini Magic* is a story-based course which aims to provide pupils with a comprehensive working knowledge of English, so that pupils will be able to use the language they have studied actively.

### **Who is *Mini Magic* for?**

*Mini Magic* is a course for young children in their first year of learning English as well as for those who have already studied English before.

### **What are the main objectives of *Mini Magic*?**

- To make English enjoyable and fun
- To encourage children to be interested in using English
- To develop the children's oral and aural skills by providing plenty of opportunities for the children to listen to and speak English
- To allow children to experience stories in English, to take part in the communicative situation created by the story and to use English in realistic contexts
- To allow children to learn by doing: performing the stories, singing songs, playing games, making murals, puppets etc.
- To give good models for pronunciation and opportunities for practising these
- To make use of verbal and non-verbal resources for communicating
- To help children be aware of their progress
- To build up an atmosphere of co-operation in the classroom: working in groups or pairs, taking turns, paying attention etc
- To use English as an instrument of learning across the curriculum.

### **What are the components of *Mini Magic*?**

- Pupil's Book
- Teacher's Book
- Big Book
- Poster Pack
- Flashcards
- Class cassettes/CDs

### **Why do the stories in *Mini Magic* work so well?**

The stories are the core of *Mini Magic*, and the most important fact about them is that they take place in English. They are easy to understand for the following reasons:

- They provide a context for immersing the children in English. The children learn through comprehension of the story rather than translating word for word.
- They create opportunities for the children to use lots of English as they perform and retell the stories. The children's comprehension of the stories leads quickly to expression and productive use of English.
- They are made up of a simple repetitive framework with an easy and predictable plot. The children can predict the events, the different attitudes and reactions of the characters, as well as the final event or solution of the story. The comprehension of the situation facilitates the comprehension of the language.
- They encourage the use of extralinguistic resources such as gesture and tone. Each linguistic expression has a related gesture. The gestures are easy to interpret as they are taken from the typical gestures which accompany our familiar daily expressions.
- All new language is introduced in the context of the stories; no pre-teaching is required because the story context promotes understanding. Anything which is missed in the first representation of the story will be understood in a subsequent performance or activity which incorporates more visual support.
- The framework of the stories is made up of repeated structures and expressions which are easy to identify and learn. The repetition allows the children to become confident with the language as they use it in several slightly different situations substituting different vocabulary.
- They relate to children's experience. They all follow a sequence of events which are easy to predict but which attract the children's attention. As children are already

aware of the typical structure of a story they know that events build up to a conclusion or solution, and they give their full, excited attention as the end approaches.

- They are fun for the children. The stories themselves, and the many enjoyable activities and games based on them, help the children develop a confident and positive approach to learning English.

#### **How to tell the stories**

- A script is provided for each story, along with all the suggested gestures which will aid comprehension. You should use the gestures each time you tell the story, whether it is with the cassette, the Pupil's Book, the Big Book, the poster, the stickers, the flashcards or in any other representation.
- When you tell the story for the first time, it is preferable simply to use your own voice and the gestures. All the support materials will be used later to endorse the children's understanding.
- When you are telling the story check that all the children are really involved and joining in with the words and the gestures.
- Don't be afraid to tell the story several times. The more familiar the children are with the story the more they will enjoy it. The sense of familiarity will develop their confidence and their enjoyment of English.
- As the children get to know the story encourage them to say the words at the same time as you. When they know it well, tell the story by doing the gestures and wait for them to say the words. This allows them to speak by themselves rather than always repeating after you or the cassette.

#### **What is the structure of each unit?**

The ten lessons in each unit offer several different opportunities for retelling the story and related activities for practising the language. The approximate structure for each unit is as follows. (There are variations in

Unit 1 where Lesson 1 takes the form of an introductory lesson.)

#### **Lesson 1 Telling the story**

The teacher tells the story for the first time, preferably using mime and gesture and no visual aids. New language is presented through the story.

#### **Lesson 2 Telling the story with the poster**

The poster offers visual support. The children use stickers of the characters to act out and concentrate on sections of dialogue from the story.

#### **Lesson 3 Telling the story with the Big Book**

The Big Book offers further visual support and increased familiarity with the story.

#### **Lesson 4 Vocabulary**

This lesson practises the unit vocabulary with the aid of flashcards, games and TPR activities.

#### **Lesson 5 Song**

The new vocabulary is given a different exposure in an enjoyable song.

#### **Lesson 6 Making a mural**

The children work together to create a mural which focuses on the new language and involves singing a song or doing a chant.

#### **Lesson 7 Revising the story**

The children retell the story with the poster or Big Book. Various activities such as sequencing parts of the story consolidate their understanding.

#### **Lesson 8 Story Song**

The language is consolidated through a song/chant based closely on the story.

#### **Lesson 9 Retelling the story with the mini puppet theatre and cut out puppets**

This lesson allows the children to act out the story in groups or pairs and then to perform the story to their families at home.

#### **Lesson 10 Evaluation**

This helps the children take pride in and be aware of their own progress. Listening activities with stickers confirm their understanding of the language.

### **Practical guidelines for successful English classes**

- **Use routines**

Each lesson contains a short routine to play with finger puppets, or simply your fingers. This usually comes at the beginning of the lesson to attract the children's attention and establish an atmosphere of concentration and enjoyment.

- **Co-ordinate with other teachers**

If possible share information and agree on consistent patterns and routines for the lessons with others teaching children at the same level.

- **Try to organise activities step by step**

*Mini Magic* offers well organised activities with clear procedures, beginnings and endings. Repeated activities follow the same steps each time and it is helpful if you use the same expressions and gestures when explaining them.

- **Always use English**

*Mini Magic* offers all the classroom English you will need to explain and comment on each activity. Even if you do not feel confident about your English, *Mini Magic* will help you to use English from the beginning to the end of the class.

The children will be exposed to a lot of English as you explain activities. Your gestures and the activities themselves will help them to understand the explanations.

### **Other features of *Mini Magic***

- **Cross curricular themes**

Language is learned most successfully when it is used for realistic communication and as a means for learning or revising new concepts and information. *Mini Magic* combines its linguistic contents with the cross curricular themes of the children's education. The stories in *Mini Magic* obviously offer the children knowledge of a new language but they also present, perhaps in a different way, concepts which are part of the knowledge structure of a young child.

Cross curricular themes, such as health education (learning about the body and exercise), peace and respect for each other, gender equality and equality of opportunity are all promoted within the content and procedures of *Mini Magic*.

- **Involving parents**

*Mini Magic* puts a special emphasis on establishing good communication with parents. There are all sorts of advantages in involving parents in their children's learning, for example:

- It is very motivating for children to show their parents what they have accomplished in class. Parents can encourage children to recall what they have learned and the children are aware that they are using English without depending on the teacher.
- It is a useful revision process for the children to communicate what they have learned to their parents.
- It is helpful for parents to see the results of the work their children are doing in the classroom. Parents are usually surprised by what their children have achieved.
- It is good for the reputation of the school. In order to facilitate good communication with parents, *Mini Magic* offers:
  - A general letter to parents explaining the main characteristics of the course (Teacher's Book page 132).
  - A letter to be given to parents towards the end of each unit, outlining the story for that unit, to help the parents understand their children's work (Teacher's Book pages 133–135).

- **Evaluation**

Evaluation is a continuous process so it is important to observe the children's progress at all times. To assist with this *Mini Magic* offers:

*Plenty of games and activities such as sequencing, flashcard games, TPR games etc.*

These allow you to check comprehension and production.

*An evaluation lesson at the end of each unit.*

These lessons contain activities to consolidate the content of the units. The listening

passages summarise the target language for the unit and the children confirm their understanding of this language by selecting the appropriate stickers and sticking them in the correct places.

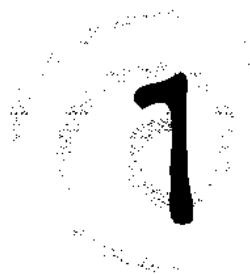
As it is also important to find out how the children feel about their work there is an opportunity for them to let you know whether or not they enjoyed the story by colouring either the happy or the sad Little Elephant picture.

*A child's self-evaluation sheet for each unit*  
(Teacher's Book page 136)

This helps each child be aware of their achievements and their progress through each unit. At the end of each unit, make a copy of the relevant sheet. The children look at each picture and see if they can remember the English word. If they can they colour the happy face green, if they cannot they colour the sad face red. The children can take their sheets home to show their parents the language they are learning.

*A teacher's evaluation sheet* (Teacher's Book page 144)

This lists the main aims for the year. A copy can be used to record the individual progress and learning process of each child. It is also a useful tool for giving parents an overview of their child's progress.



# ★ ★ ★ ★ ★ Little Elephant ★ ★ ★ ★ ★

## **Theme**

Making friends, helping each other

## **Aims**

- To use simple greetings
- To learn six animal names
- To learn six colours
- To learn numbers 1–6
- To participate actively in a story, retelling it in different forms
- To sing the story song and understand its meaning

## **Target Language**

Greetings: *Hello! Goodbye!*  
*What's your name? My name is ...*  
*How are you? Fine, thanks.*  
Animal names: *snail, frog, cat, dog, cow, elephant*  
Actions: *pull, help*  
Numbers: *one, two, three, four, five, six*  
Colours: *red, yellow, blue, green, orange, brown*

## **Story Language**

*Hello Snail, Frog, Cat, Dog, Cow, Little Elephant*  
*What's the matter?*  
*I/we can't do it.*  
*It's easy.*  
*I can't help you.*  
*One, two, three*  
*Pull, pull, pull*  
*Sorry!*

## **Main Receptive Language**

*Boys and girls*  
*Look! Listen!*  
*Take out your ...*  
*Please*  
*Knock on the door.*  
*pencils, crayons, scissors*  
*What's missing?*  
*Do you remember ...?*  
*Well done!*  
*Let's count in English.*  
*Follow me.*  
*We've finished.*  
*Let's colour the flower.*  
*Cut out ...*  
*Let's sing a song.*  
*Let's draw/colour/circle.*  
*Come here.*  
*Open your books at page ...*  
*How many?*

## **Main Attitudes**

Participating actively in stories, songs and games  
Being interested and willing to use English

## **Cross-curricular Content**

Good citizenship; helping each other  
Having a positive attitude towards animals



# Lesson 1 Introduction to English

Focus: Greetings *Hello! Goodbye! What's your name? My name is ...*

## Materials

- Pupil's Book page 1
- Cassette:  
Finger Friends routine: *Hello, Peter and Goodbye, Sally* (optional)  
*Goodbye Chant*

### Activity 1 Finger Friends routine: *Hello, Peter and Goodbye, Sally*

- Greet the children. Say *Hello!* The children answer *Hello!* If they don't answer, say *Hello!* again and put your hand behind your ear to show them you are waiting for their answer.
- Use your index fingers, with finger puppets if you have them, to act out a dialogue. Call your fingers, or the puppets, Sally and Peter. Play the cassette, or say the words yourself, as you move your fingers. Move the finger which is 'talking' and keep the 'listening' finger still. The 'talking' finger should be positioned above the 'listening' finger.

#### TAPESCRIPT

**Sally:** *Hello! My name is Sally.*  
**Peter:** *Hello! My name is Peter.*  
**Sally:** *Hello, Peter!*  
**Peter:** *Hello, Sally!*  
**Sally:** *Goodbye, Peter!*  
**Peter:** *Goodbye, Sally!*

- Play the dialogue again and encourage the children to join in with the words and actions.

### Activity 2 Asking and answering *What's your name?*

- If there is room the children sit in a semi-circle at the front of the classroom. If not, they remain at their desks. Make sure that every child can see you clearly.
- Make fists of your hands and put them behind your back. Pause for a moment, then suddenly bring one fist out and raise the index finger. Move your finger up and down and say *Hello, boys and girls! Hello!*
- Repeat the procedure, greeting different

individuals, e.g. *Hello, Daniel! Hello!*

- Bring out your other fist. Raise the index finger and say *Hello!* to the class, moving the finger up and down. Point to yourself and ask *What's your name?* Answer *My name is (your own name)*. Ask different children *What's your name?* When the child answers e.g. *My name is Susan*, move your finger and say *Hello, Susan!*
- If the children have been sitting at the front, ask them to go back to their desks.

### Activity 3 Knock, Knock Game

- In pairs the children ask and answer e.g. *What's your name? My name is Mary.*
- Ask two children, preferably a boy and a girl, to come to the front of the class. Say e.g. *Come here, David. Come here, Ann.*
- Show them how to hold hands and raise them above their heads in an arch to form a 'door'.
- Ask another child to come to the front. Say e.g. *Helen, come here.* Then say *Knock on the door. Knock, knock!* Knock on the imaginary door yourself to show what you mean and then let the child do it.
- The two children playing the door ask *What's your name?* The child answers e.g. *My name is Helen.* She then goes through the 'door' and back to her desk, while the class claps.
- Repeat the game with the rest of the children, encouraging the class to clap as each child returns to their desk. If the children playing the door get tired, replace them with another pair.
- At the end of the game, ask the class to applaud the children who were playing the door. Say *Thank you, door!* and clap.



#### Activity 4 Writing their names

page 1

- Say *Open your book at page 1* and show the children your own book opened at the correct page.
- Point to Little Elephant and say *Hello, Little Elephant!* The children repeat *Hello, Little Elephant!*
- Point to yourself and say *My name is (your name)*. Then hold up your book so that all the children can see it and write your name on the dotted line.
- Prepare for the writing activity. Say *Take out your pencil* and hold up your own pencil. Ask one child *What's your name?* When the child answers, say *Write your name in your book*. Afterwards say *Well done!* Repeat this with several more children, congratulating them when they have written their names correctly.
- Then ask the class to write their names on the sticker and put it on their chest. That will help you to remember their names, if you don't know them yet.

#### Activity 5 Goodbye Chant

- Say to several children e.g. *Laura, You are a girl, Daniel, you are a boy*. Separate the class into two groups: boys and girls.
- Say *Let's sing the Goodbye chant*. Ask the boys' group to wave their hands when they hear *boys* and the girls' group to wave their hands when they hear *girls*. Play the cassette.

#### TAPESCRIPT

*Goodbye, boys,  
Goodbye, girls,  
Goodbye, boys and girls.*

- Play the cassette again. The children join in and wave at the appropriate moments.
- Point to your watch and say *We've finished*. Wave and say *Goodbye!* The children wave and say *Goodbye!* too.



## Lesson 2 The story

### Focus: Story

#### Materials

- Pupil's Book pages 2–3
- Cassette:  
*Little Elephant* story  
Finger Friends routines: *How are you, Peter?* and *One, two, three*
- Flashcards: Snail, Frog, Cat, Dog, Cow, Little Elephant

#### Activity 1 Finger Friends routine: *One, two, three*

- Greet the children. Say *Hello* to them and encourage them to say *Hello* back to you.
- Do the following Finger Friends routine. Play the cassette, or say the words yourself, as you do the gestures. Encourage the children to join in.

#### TAPESCRIPT

*One, two, three! Look at me!* (place your finger under one eye)

*One, two, three! Listen to me!* (cup your hand behind your ear)

*One, two, three! Sssh!* (lower your voice and put your finger on your lips)

- This routine will always come before a story but it can be used whenever you wish to catch the children's attention.

#### Activity 2 Preparing for the story

- If you have enough space, let the children stand in a semi-circle at the front of the

classroom so that they can do the gestures with you. If you are short of space, the children can remain at their desks. Make sure that every child can see you clearly.

- To help the children predict the story, say *We are going to tell a story! It's a story about animals. It's the Little Elephant story.*
- Hold up the Little Elephant flashcard and ask the children to say *Hello, Little Elephant!*
- Say *Are you ready for the story? Shhhhhh!*

#### Activity 3 Telling the story yourself

- Tell the story yourself using the gestures indicated by the script. Take a small step each time a new character speaks to make it clear to the children that someone else is speaking.

Note: The story script is divided into tinted and clear sections to show the beginning, end and repeated sections of the story. The new language in each repeated section is in bold.

Speaker	Dialogue	Gestures
Storyteller	<i>Once upon a time, a snail was climbing a hill.</i>	Use the typical voice of a snail. Create a warm atmosphere.
Snail	<i>Tip-tap! Tip-tap! Tip-tap!</i>	
Storyteller	<i>He walked very slowly. He had tummy-ache.</i>	Rub your stomach.
Snail	<i>Ooh! Ooh! Ooh! My tummy! My tummy! My tummy! Ohi Camomile!</i>	Point towards the camomile, looking surprised and pleased.
Storyteller	<i>Then the snail got hold of the camomile.</i>	Mime holding firmly onto something.
Snail	<i>One, two, three! Pull! Pull! Pull! I can't. I can't. I can't.</i>	Get ready to pull. Pull three times.
Storyteller	<i>The camomile didn't move. Then a frog came along.</i>	
Frog	<i>Croak! Croak! Croak! Hello, Snail!</i>	Put your hands on your hips and bend your knees to suggest jumping. Wave to say hello!
Snail	<i>Hello, Frog!</i>	Wave your hand.



<b>Frog</b>	<i>What's the matter?</i>	Hold out your arms with open palms and slightly raised shoulders. Your expression should be puzzled.
<b>Snail</b>	<i>I can't do it!</i>	Show anger and frustration by punching your palm with your fist. Emphasise the word <i>can't</i> .
<b>Frog</b>	<i>It's easy! I can help you.</i>	Give the thumbs-up sign. With one hand point to your own chest, with the other hand point to the other animal.
<b>Storyteller</b>	<i>Then the frog got hold of the snail, and the snail got hold of the camomile.</i>	
<b>Snail and Frog</b>	<i>One, two, three. Pull! Pull! Pull! We can't! We can't! We can't!</i>	
<b>Storyteller</b>	<i>The camomile didn't move. Then a cat came along.</i>	Move two fingers as if you were walking. (Continue telling the story as above, adding a different animal, substituting the appropriate gestures for the different animals.)
<b>Cat</b>	<i>Miaow! Miaow! Miaow! Hello Snail! Hello Frog!</i>	Stroke your imaginary whiskers.
<b>Snail</b>	<i>Hello, Cat!</i>	
<b>Cat</b>	<i>What's the matter?</i>	
<b>Snail and Frog</b>	<i>We can't do it!</i>	
<b>Cat</b>	<i>It's easy. I can help you.</i>	
<b>Storyteller</b>	<i>Then the cat got hold of the frog, the frog got hold of the snail, and the snail got hold of the camomile.</i>	
<b>Snail, Frog and Cat</b>	<i>One, two, three! Pull! Pull! Pull! We can't! We can't! We can't!</i>	
<b>Storyteller</b>	<i>The camomile didn't move. Then a dog came along.</i>	
<b>Dog</b>	<i>Woof! Woof! Woof! Hello, Snail! Hello, Frog! Hello, Cat!</i>	Move your hand like an imaginary tail. Wave.
<b>Snail, Frog and Cat</b>	<i>Hello, Dog!</i>	
<b>Dog</b>	<i>What's the matter?</i>	
<b>Snail, Frog and Cat</b>	<i>We can't do it!</i>	
<b>Dog</b>	<i>It's easy! I can help you!</i>	
<b>Storyteller</b>	<i>Then the dog got hold of the cat, and the cat got hold of the frog, and the frog got hold of the snail, and the snail got hold of the camomile.</i>	
<b>Snail, Frog, Cat and Dog</b>	<i>One, two, three! Pull! Pull! Pull! We can't. We can't. We can't.</i>	
<b>Storyteller</b>	<i>The camomile didn't move. Then a cow came along.</i>	
<b>Cow</b>	<i>Moo! Moo! Moo! Hello, Snail! Hello, Frog! Hello, Cat! Hello, Dog!</i>	Make "horns" with your index fingers behind your ears.
<b>Snail, Frog, Cat and Dog</b>	<i>Hello, Cow!</i>	
<b>Cow</b>	<i>What's the matter?</i>	

<b>Snail, Frog, Cat and Dog</b>	<i>We can't do it!</i>	
<b>Cow Storyteller</b>	<i>It's easy! I can help you! Then the cow got hold of the dog, the dog got hold of the cat, the cat got hold of the frog, the frog got hold of the snail, and the snail got hold of the camomile.</i>	
<b>Snail, Frog, Cat, Dog and Cow</b>	<i>One, two, three! Pull! Pull! Pull! We can't. We can't. We can't.</i>	
<b>Storyteller</b>	<i>The camomile didn't move. Then ... a friendly little elephant came along.</i>	
<b>Little Elephant</b>	<i>Boom! Boom! Boom! Hello, Snail! Hello, Frog! Hello, Cat! Hello, Dog! Hello, Cow!</i>	Move your arm like an imaginary trunk. Walk heavily and slowly.
<b>Snail, Frog, Cat, Dog and Cow</b>	<i>Hello, Little Elephant!</i>	
<b>Little Elephant</b>	<i>What's the matter?</i>	
<b>Snail, Frog, Cat, Dog and Cow</b>	<i>We can't do it!</i>	
<b>Little Elephant</b>	<i>It's easy! I can help you!</i>	
<b>Storyteller</b>	<i>Then the elephant got hold of the cow, the cow got hold of the dog, the dog got hold of the cat, the cat got hold of the frog, the frog got hold of the snail, and the snail got hold of the camomile.</i>	
<b>Snail, Frog, Cat, Dog, Cow and Little Elephant</b>	<i>One, two, three! Pull! Pull! Pull! Aaaaaaaaaaaaaaaaaaaaaah!</i>	
<b>Little Elephant</b>	<i>Sorry, sorry! Sorry Snail, Sorry Frog, Sorry Cat, Sorry Dog, Sorry Cow!</i>	
<b>Storyteller</b>	<i>And that is the story of the Little Elephant!</i>	

**Activity 3 Telling the story with the cassette and the Pupil's Book pages 2-3**

- Say *Open your books at page 2*. Count two fingers and write number 2 on the board. Show them your own book opened at the correct page. Give the children a few minutes to look at the story.
- Say *Let's listen to the Little Elephant story* and play the cassette. The children should follow the story in their books.

**Activity 4 Flashcards: animals**

- Hold up the six animal cards one by one. Each time ask *Who's this?* Wait for the answer and then stick the card on the board. Repeat the animal word as you do so.

- Draw a simple camomile plant on the board next to the snail flashcard. Say *Here's the camomile. It's next to Snail.*
- The children say the animal words several times as you point to each card, faster and faster.
- Keep the flashcards on the board.

**Activity 5 Goodbye!**

- Take down the flashcards saying e.g. *Goodbye, Snail* each time.
- Hold up each flashcard for the children to say *Goodbye, Snail! Goodbye, Frog! Goodbye, Cat! Goodbye, Dog! Goodbye, Cow! Goodbye, Little Elephant!*



## Lesson 3 Telling the story with the poster

### Focus: Animals

#### Materials

- Pupil's Book page 4
- Poster and stickers 1
- Cassette:  
*Little Elephant* story (optional)  
Finger Friends routines: *How are you, Peter?* and *One, two, three*
- Flashcards: Snail, Frog, Cat, Dog, Cow, Little Elephant
- Pencils

#### Activity 1 Finger Friends routine: *How are you, Peter?*

- Greet the children.
- Do the following routine to get the children's attention. Play the cassette or say the words yourself. After each sentence, pause and ask the children to repeat it with you and do the actions described in Lesson 1.

#### TAPESCRIPT

**Sally:** *Hello, Peter!*

**Peter:** *Hello, Sally!*

**Sally:** *How are you, Peter?*

**Peter:** *Fine thanks. And you?*

**Sally:** *Fine thanks.*

**Peter:** *Goodbye, Sally!*

**Sally:** *Goodbye, Peter!*

- Say *Let's listen*. Play the cassette for the children to listen.
- Play the cassette again. This time the children join in and move their fingers.

#### Activity 2 Flashcard game: animals What's missing?

- Shuffle the six animal flashcards and put them on the table.
- Say the name of an animal and ask a child to go to the table and pick up the appropriate flashcard. Say e.g. *Katy, look for Cat. Show us the cat.* If she picks up the correct card say *Great!* The rest of the class claps. If necessary, help the child to look for the correct card. Say e.g. *Katy, stick the cat on the board.*

- When all the flashcards are on the board, point to them in random order, eliciting the words from the children.
- Ask one child to go out of the classroom or to hide in a corner with their back to the class. (They will enjoy hiding in a cupboard.)
- Ask the rest of the class to decide quietly which flashcard to remove. Take it down without saying the word.
- The children call the name of the child who is hiding. Encourage the children to ask with you *What's missing?* The child looks at the board and says the word for the missing flashcard.
- Repeat the procedure with different cards and different children, sometimes removing two cards at a time.
- Remove all the flashcards.

#### Activity 3 Telling the story with the poster

- Stick the poster on the board. Have the stickers ready.
- Ask the children to sit in a semi-circle on the floor in front of the poster and as close to you as possible. If space is limited, keep the children in their own places but make sure all of them can see you perfectly.
- Start retelling the story yourself using the stickers. If you prefer, you can play the cassette and move the stickers as you hear the story. Remember to change your position each time a new speaker speaks. Encourage the children to join in with the words and the gestures.

#### Activity 4 Acting the story with the poster

- Start telling the story again. Hold up the snail sticker and say *Once upon a time, a snail was climbing a hill. Tip-tap! Tip-tap! Tip-tap!*
- Encourage a child to go to the board and stand on the right of the poster. Say *You are Snail* and give them the Snail sticker.
- Repeat the procedure for the other animals.
- Help the children play the parts of the animals as they come and meet Snail and try to help. Whisper the words to them if they are struggling. Encourage them to speak loudly and clearly.
- When a new animal comes along, the child playing the part of the previous animal sticks their sticker on the poster and moves to the left of the poster.
- After Frog, Cat, Dog and Cow have had their turns, help the child who is playing Little Elephant to say:

**Little Elephant** Boom! Boom! Boom!  
Hello, Snail! Hello,  
Frog! Hello, Cat! Hello, Dog!  
Hello, Cow!

- Then the dialogue continues:

**Snail, Frog, Cat, Dog & Cow** Hello, Little Elephant!

**Little Elephant** What's the matter?

**Snail, Frog, Cat, Dog & Cow** We can't do it!

**Little Elephant** It's easy! I can help you!

**Snail, Frog, Cat, Dog, Cow & Little Elephant** One, two, three! Pull!

**Elephant** Aaaaaaaaaaaaaaaaaaaaaah!

**Little Elephant** Sorry, sorry! Sorry Snail, Sorry Frog, Sorry Cat, Sorry Dog, Sorry Cow!

- Ask the children to sit down. Everyone claps.
- Say *And that's the story of Little Elephant!*
- Keep the poster and the animal stickers on the board.

#### Activity 5 Drawing the animal outlines

##### PB page 4

- Say *Open your books at page 4*. Count four fingers and write the number 4 on the board. Show the children your own book opened at page 4.
- Say *Take out your pencil* and hold up your own pencil. Say *Let's draw the animals one by one*. Hold up your book and point to the Snail. Elicit the word *snail* and then say *Let's draw Snail, but remember only Snail*.
- Continue with the rest of the animals one at a time. Remember to put each sticker down before you pick up the next one. Finally place all the stickers on the poster.
- Go around the class helping the children and asking them to identify some of the animals.
- If you have time, play the cassette of the story. The children point to the animals on the page as they appear.

#### Activity 6 Goodbye!

- Remove the stickers saying e.g. *Goodbye, Snail* to each one.
- Hold up each sticker for the children to say *Goodbye, Snail! Goodbye, Frog! Goodbye, Cat! Goodbye, Dog! Goodbye, Cow! Goodbye, Little Elephant!*





## Lesson 4 Vocabulary: numbers 1-6

### Focus: Numbers 1-6

#### Materials

- Pupil's Book page 5
- Cassette:  
*Animals and numbers*  
Finger Friends routines: *Hello, Peter* and *Goodbye, Sally* and *One, two, three*  
Goodbye Chant
- Flashcards: Snail, Frog, Cat, Dog, Cow, Little Elephant
- Pencils

#### Activity 1 Finger Friends routine: *How are you, Peter?*

- Greet the children. Ask them to sit in a semi-circle or, if space is limited, at their own desks.
- Do the following routine. Either play the cassette or say the words yourself, moving your fingers. Encourage the children to join in with the actions.

#### TAPESCRIPT

**Sally:** *Hello, Peter!*

**Peter:** *Hello, Sally!*

**Sally:** *How are you, Peter?*

**Peter:** *Fine, thanks. And you?*

**Sally:** *Fine, thanks.*

**Peter:** *Goodbye, Sally!*

**Sally:** *Goodbye, Peter!*

- Play the cassette or say the words again. The children join in and do the actions.

#### Activity 2 Counting fingers

- Say *Let's count in English!*
- Start counting with your fingers up to six. Speak slowly and clearly and repeat several times. Encourage the children to join in.
- Make fists of your hands and hide them behind your back. Bring your fists out and put up e.g. three fingers.
- Ask e.g. *Daniel, how many fingers? Three or four?* Daniel answers *three*. If necessary, ask others to help him.
- Repeat the procedure with as many children as possible. After a while stop suggesting answers.

#### Activity 3 Counting with flashcards

- Put all the flashcards on the board and ask the children *How many animals?* Count one to six. Take two cards away and ask again *How many animals?*
- Write a number under each card as follows: 1, 2, 3, 4, 5, 6.
- Say e.g. *Number two is ...*. Elicit *Dog* from the children. Continue with the other numbers.
- Say e.g. *Cat is ...*. The children answer in chorus *Number four*. Repeat the procedure with individual children.
- To prepare for the next activity, ask a child to go to the board, give them a piece of chalk and say e.g. *Paula, let's circle three animals!* Help her do this, if necessary, and then repeat the procedure with other children.
- Remove the flashcards from the board.

#### Activity 4 Revising animals and numbers

##### PB page 5

- Ask the children to open their books at page 5. Count five fingers and write number 5 on the board.
- Hold up your own book and say e.g. *Look at this page, Tom. How many dogs? Let's count. Tom counts One, two... six! Say, OK Six dogs!*
- Ask another child e.g. *Lucy, How many frogs here?* Point to the frogs inside the circle. Lucy says *Three!* Say *Yes, Lucy. Now write number 3 here.* Point to the number in the box.
- Say *Take out your pencil* and hold up your own pencil. Say *Are you ready? Let's listen to the cassette.*

- Play the cassette. Pause each time the children need to circle the pictures and write the numbers. Go around the class checking their answers.

#### TAPESCRIPT

*Hello, boys and girls! Are you ready? Don't worry, it's easy! I can help you. Take out your pencil! Let's go! Let's go!*

*Let's circle three frogs. Three frogs. One, two, three! Write number 3.*

*Let's circle four snails. Four snails! One, two, three, four! Write number 4.*

*Let's circle two cows. Two cows! One, two! Write number 2.*

*Let's circle five dogs. Five dogs! One, two, three, four, five! Write number 5.*

*Let's circle one elephant. One elephant! One! Write number 1.*

*Let's circle six cats. Six cats! One, two, three, four, five, six! Write number 6.*

- Ask the children to compare their answers in pairs.
- Play the cassette again without pausing. The children check their answers.

#### Activity 5 *Goodbye Chant*

- Divide the class into two groups, girls and boys, and sing the *Goodbye Chant*. Ask each group to wave their hands at the right moments.

#### TAPESCRIPT

*Goodbye, boys,  
Goodbye, girls,  
Goodbye, boys and girls.*

- Point to your watch and say *We've finished*. Then wave and say *Goodbye!* The children wave and say *Goodbye!* too.





## Lesson 5 Song: learning colours

Focus: *red, yellow, green, blue, orange, brown*

### Materials

- Pupil's Book page 6
- Cassette:  
*Betty the Cow* song  
Finger Friends routine: *One, two, three*
- Flashcard flowers: red, yellow, green, blue, orange, brown
- Crayons in the above colours

### Activity 1 Finger Friends routine: *One, two, three*

- Greet the children.
- Do the *One, two, three!* Finger Friends routine to get the children's attention at the start the lesson. Say the words yourself or play the cassette. Encourage the children to join in.

### TAPESCRIPT

*One, two, three! Look at me!* (put your finger under one eye)

*One, two, three! Listen to me!* (cup your hand behind your ear)

*One, two, three! Sssh!* (lower your voice and put your finger on your lips)

### Activity 2 Betty the Cow song

- Have your flower flashcards ready, in the correct order for the song (red, yellow, green, blue, orange, brown).
- Say *Do you remember the cow?* When a child puts their fingers on their head to suggest horns, say *Yes! A cow!* Do the gesture yourself.
- Say *Let's listen to a song about Betty the Cow.* Play the cassette for the *Betty the Cow* song and plod round in a circle in front of the class. When you hear e.g. *A red flower*, stop and hold up the relevant flower flashcard so that the children can see it.

Storyteller	<i>Betty the cow was walking One morning in a field</i>	
Betty	<i>I'm hungry, I'm hungry, I want something to eat A red flower A red flower Please come, please come with me</i>	Rub your stomach in a circular motion.  Hold up the red flower flashcard.  Stick the flashcard onto the board.
Storyteller	<i>Betty the cow was walking One morning in a field</i>	(Repeat the same, just changing the colour.)
Betty	<i>I'm hungry, I'm hungry, I want something to eat A YELLOW flower A YELLOW flower Please come, please come with me</i>	
Storyteller	<i>Betty the cow was walking One morning in a field</i>	
Betty	<i>I'm hungry, I'm hungry, I want something to eat A GREEN flower A GREEN flower Please come, please come with me</i>	
Storyteller	<i>Betty the cow was walking One morning in a field</i>	

Betty	<i>I'm hungry, I'm hungry, I want something to eat A BLUE flower A BLUE flower Please come, please come with me</i>
Storyteller	<i>Betty the cow was walking One morning in a field</i>
Betty	<i>I'm hungry, I'm hungry, I want something to eat AN ORANGE flower AN ORANGE flower Please come, please come with me</i>
Storyteller	<i>Betty the cow was walking One morning in a field</i>
Betty	<i>I'm hungry, I'm hungry, I want something to eat A BROWN flower A BROWN flower Please come, please come with me</i>

- Say *Follow me and sing!* Play the song again. Encourage the children to join in the song and follow you as you plod round the class. The children mime Betty walking and feeling hungry.
- At the end of the activity, put away the flower flashcards.

### Activity 3 Colouring flowers

**page 6**

- Say *Open your book at page 6.* Count six fingers and write the number 6 on the board. Show the children your own book open at the correct page.
- Say *Take out your crayons.* Hold up your own crayons.
- Play the *Betty the Cow* song again, or sing it yourself. When you get to *A red flower, a red flower*, pause and ask the children to hold up their red crayons. Check that they have the correct crayons.

- Put your red flower flashcard on the board and write number 1 next to it. Say *Colour flower number one red.* Point to flower 1 in your book as you say it and start to colour the flower. The children colour their flowers. Walk round the class checking that they are colouring the correct flower.
- Continue with the song. Repeat the procedure for each flower.

### Activity 4 Goodbye!

- Point to your watch and say *We've finished.* Say *Goodbye!* and wave your hand.
- Put your hand behind your ear to let them know you are waiting for them to say *Goodbye.*



## Lesson 6 Making a mural

### Focus: Colours

#### Materials

- Pupil's Book Cut Out page 53
- Flashcard flowers: red, yellow, green, blue, orange, brown
- One very large sheet of brown or white paper
- Blu-tack
- Cassette:  
Finger Friends routine: *One, two, three* (optional)  
*Betty the Cow* song
- Crayons
- Scissors
- Glue

#### Activity 1 Finger Friends routine: *One, two, three*

- Greet the children.
- Do the *One, two, three!* routine to start the lesson. Pause before each line and encourage the children to say the words before you. When one of them starts, say *Great!* and continue with the routine. Use the cassette if you wish.

#### TAPESCRIPPT

*One, two, three! Look at me!* (put your finger under one eye)

*One, two, three! Listen to me!* (cup your hand behind your ear)

*One, two, three! Sssh!* (lower your voice and put your finger on your lips)

#### Activity 2 Revising colours

- Place the six flower flashcards face down on your table in random order.
- Ask a child to come to the front of the class. Say *A red flower*. The child picks up a card and shows it to the rest of the class. If it is the red flower, the child says *Red flower* and sticks it onto the board. If it is not the red one, they say e.g. *Yellow flower* and replace the card face down.
- Ask another child to come to the front of the class. If the red flower has not been found say *A red flower* again. Otherwise continue with the other colours, following the order in the song. Continue until all the flowers have been arranged on the board. Keep them there for the next activity.

#### Activity 3 Colouring the big flower page 53

- Say *Open your book at page 53*. Write the number on the board and show the children your own book opened at the appropriate page.
- Say *Take out your crayons*. Hold up your own crayon.
- Write large numbers 1 2 3 4 5 6 on the board, above the flower flashcards. Assign a number from 1 to 6 to each child until everyone has a number. Each time you call out a number, point to the relevant number on the board.
- Say *All number ones, colour your flowers red*. The children who were assigned the number one colour their flowers red. Walk round the class checking that they are all using the correct colour.
- Continue with the remaining numbers and colours saying *All number twos, colour your flowers yellow* and so on. At the end you should have a roughly equal number of flowers of each colour.
- When everyone is ready, or nearly ready, say *Take out your scissors*. Hold up your own scissors.
- Say *Cut the page*. Start cutting your own page along the dotted line on the left. Then say *Now cut out your flower*. The children cut along the dotted line around their flower. Walk round the class helping where necessary.

#### **Activity 4 Making a flower mural**

- Stick a very large sheet of white or green paper onto the board or a wall, using Blu-tack or masking tape. If you want you can do a simple drawing of Betty the Cow, and stick it onto the middle of the sheet of paper.
- The children have their flower cut outs ready. Say *Let's sing the Betty the Cow Song*. Play the cassette or sing the song yourself, with the children joining in. When you get to *A red flower, A red flower please come ...*, stop the cassette and say *Red flowers, stand up. Come here, bring me your flowers*. The children with red flowers bring them to the front of the class.
- Put some glue on each flower. Say *Stick*

*your flower on the poster*. The children stick their flowers wherever they like on the poster in the position of their choice and then return to their desks.

- Continue the procedure for the rest of the flowers.
- Display the finished mural in the classroom for a few days. Then, if possible, display it in a public place (e.g. the corridor) so that it can be seen by all the pupils and staff and by parents.

#### **Activity 5 Goodbye**

- Point to your watch and say *We've finished*. Then wave and say *Goodbye!* The children wave and say *Goodbye!* too.



## Lesson 7 Telling the story with the Big Book

Focus: Numbers and colours

### Materials

- Big Book
- Pupil's Book pages 2-3 and 7
- Cassette:  
Finger Friends routines: *One, two, three* and *Hello, Peter* and *Goodbye, Sally*  
Numbers and colours  
*Goodbye Chant* (optional)
- Pencils
- Crayons

### Activity 1 Finger Friends routine: *One, two, three*

- Say *Hello!* to the children. Ask them to sit around you in a semi-circle. If you haven't got enough room, they can stay in their normal seats.
- Play the cassette or say the following routine yourself.

#### TAPESCRIPT

*One, two, three! Look at me!*  
*One, two, three! Listen to me!*  
*One, two, three! Sssh!*

### Activity 2 Telling the story with the Big Book

- Make sure every child can see you perfectly. Hold up the Big Book and chant: *Look, look, look, at my Big Book.* Repeat this several times, encouraging the children to join in.
- Tell the story of *Little Elephant*. Encourage the children to join in with the gestures.
- Point to the appropriate pictures as you tell the story. Encourage different children to join in at different stages or, later, to take over your role of telling the story.

### Activity 3 Checking comprehension of the story

PB pages 2-3

- Ask the children to open their books at pages 2-3. Show them the corresponding pages in the Big Book.

- Say *I'm going to tell you a part of the story and you have to find it in your book. Are you ready? Say for instance It's easy! It's easy!* The children look for the corresponding picture in their books. Ask *What number is it?* They answer *Number 4.*
- Point to the correct picture in the Big Book. The children point to the corresponding picture in their books.
- Repeat the procedure with the following sentences:  
*Pull, pull, pull. I can't!* (picture 2)  
*What's the matter?* (pictures 3, 7)  
*I can help you.* (picture 5)  
*My tummy!* (picture 1)

### Activity 4 Consolidation: numbers and colours PB page 7

- Ask the children to open their books at page 7. Count seven fingers and write the number 7 on the board. Show them your own book opened at the same page.
- Say *Take out your six crayons! Show me your red crayon!* The children hold up their red crayon. Do the same with the rest of the colours, one by one.
- Say *Crayons on your desk! Are you ready? Let's listen to the cassette.* Play the cassette and stop after each colour and number. The children colour the numbered splodges at the top of the page as instructed. Go round the class checking they have chosen the correct colours.

### TAPESCRIPT

*Number 1 is RED. Let's colour number 1 RED.*

*Number 2 is YELLOW. Let's colour number 2 YELLOW.*

*Number 3 is GREEN. Let's colour number 3 GREEN.*

*Number 4 is BLUE. Let's colour number 4 BLUE.*

*Number 5 is ORANGE. Let's colour number 5 ORANGE.*

*Number 6 is BROWN. Let's colour number 6 BROWN.*

- Play the cassette again, without pausing, for the children to check their colours.
- They continue colouring the whole page using the appropriate colour for each number.

### Activity 5 Finger Friends routine: *Hello, Peter and Goodbye, Sally*

- The children sit on the floor in a horseshoe shape or remain in their seats.

- Do the following routine, remembering to move the finger which is talking. The children join in as you play the cassette or say the words yourself.

### TAPESCRIPT

*Sally: Hello! My name is Sally.*

*Peter: Hello! My name is Peter.*

*Sally: Hello, Peter!*

*Peter: Hello, Sally!*

*Sally: Goodbye, Peter!*

*Peter: Goodbye, Sally!*

- Wave and say *Goodbye!* The children do the same.



# Lesson 8 The story song

Focus: Parts of the body, actions

### Materials

- Pupil's Book page 7
- Flashcards: Snail, Frog, Cat, Dog, Cow, Little Elephant
- Cassette:  
*Little Elephant* story song  
Finger friends routine: *One, two, three*

### Activity 1 Finger Friends routine: *One, two, three*

- Greet the children.
- Play the cassette or say the words yourself for the *One, two, three* routine.

#### TAPESCRIPT

*One, two, three! Look at me!*  
*One, two, three! Listen to me!*  
*One, two, three! Sssh!*

### Activity 2 The *Little Elephant* story song! page 7

- Ask the children to open their books at page 7. Count seven fingers and write the number 7 on the board. Point to the bottom of the page to show them the picture for the song. Say *Look at this page! Look at Little Elephant. He's singing a song. Let's listen to the Little Elephant story song! Are you ready?*
- Play the cassette for the story song and demonstrate the actions.
- Play the song again and encourage the children to do the actions, as they hear the song.
- Play the song a third time. The children sing and join in with the actions.

#### TAPESCRIPT

*Croak! Croak! Croak!*  
*Hello, Snail!*  
*Hello, Frog!*  
*What's the matter?*  
*What's the matter?*  
*I can't do it!*  
*It's easy!*  
*I can help you.*

*One, two, three!*  
*Pull! Pull! Pull!*  
*We can't! We can't! We can't!*  
*Miaow! Miaow! Miaow!*  
*Hello, Snail! Hello, Frog!*  
*Hello, Cat!*  
*What's the matter?*  
*What's the matter?*

*We can't do it!*  
*It's easy!*  
*I can help you.*  
*One, two, three!*  
*Pull! Pull! Pull!*  
*We can't! We can't! We can't!*

*Woof! Woof! Woof!*  
*Hello, Snail! Hello, Frog! Hello, Cat! Hello, Dog!*  
*What's the matter?*  
*What's the matter?*

*We can't do it!*  
*It's easy!*  
*I can help you.*  
*One, two, three!*  
*Pull! Pull! Pull!*  
*We can't! We can't! We can't!*

*Moo! Moo! Moo!*  
*Hello, Snail! Hello, Frog! Hello, Cat! Hello, Dog!*  
*Hello, Cow!*  
*What's the matter?*  
*What's the matter?*

*We can't do it!*  
*It's easy!*  
*I can help you.*  
*One, two, three!*  
*Pull! Pull! Pull!*  
*We can't! We can't! We can't!*

*Boom! Boom! Boom!*  
*Hello, Snail! Hello, Frog! Hello, Cat! Hello, Dog! Hello,*  
*Cow!*  
*Hello, Little Elephant!*

*What's the matter?  
What's the matter?*

*We can't do it!  
It's easy!  
I can help you.  
One, two, three!  
Pull! Pull! Pull!  
Aaaaaah!*

### **Activity 3 Flashcard game**

- Arrange the children in a semi-circle at the front, or ask them to stand behind their desks.
- Divide the class into six groups and give each group an animal flashcard. Say an animal and a part of the story. The group with the relevant animal card does the appropriate gesture e.g. *Snail: my tummy!*

*Cow: I can help you! Frog: It's easy! Dog:  
What's the matter? Little Elephant: Sorry!  
sorry!*

- Repeat the words in a different order. This time the groups join in with their animal's words.

### **Activity 4 Goodbye!**

- The children remain in their groups from the previous activity.
- Play the cassette for the *Little Elephant* story song. The group for each animal stands up and sits down at the appropriate moments. They do the actions and join in with the song.
- Say *Goodbye* to each group as you collect the flashcards. Encourage the class to say e.g. *Goodbye, Snail* to each group.



## Lesson 9 Mini puppet theatre and cut out puppets

Focus: Revising the story with the mini puppet theatre

### Materials

- Pupil's Book pages 8 and 55
- Casette: *Little Elephant* story song
- Finger friends routine: *One, two, three*
- Poster and stickers 1
- Scissors
- Letter for parents Unit 1 (Teacher's Book page 133)

### Activity 1 Finger Friends routine: *One, two, three*

- Say *Hello!* to the children and encourage them to say *Hello* back to you. Play the cassette or say the words yourself for the *One, two, three* routine.

### TAPESCRIPT

*One, two, three! Look at me!*

*One, two, three! Listen to me!*

*One, two, three! Sssh!*

### Activity 2 Preparing the mini puppet theatre

PB pages 8 and 55

- Say *Open your book at page 8*. Count eight fingers and write the number 8 on the board.
- Say *This is your mini puppet theatre. Let's play with the mini puppet theatre!*
- Ask the children to open their books at page 55. Say *Here are your animal cut out puppets*.
- Say *Take your scissors*. Hold up your own scissors.
- Say *Cut the page*. Start cutting your own page along the dotted line on the left. The children do the same. Help as much as possible.
- Say *Now cut out the animals*. The children cut along the dotted lines around each puppet. Again, help as much as possible.

### Activity 3 Performing the puppet show

- Stick the poster where everyone can see it. Start telling the story, moving your stickers in front of the poster as you do so.
- Ask six volunteers each to come to the front, bringing a different animal cut out

puppet. Say e.g. *John, bring your book and your snail cut out and come here*. Everyone else sits and watches.

- Ask the volunteers to move their animal cut out puppets at the appropriate moments in front of the poster, while you tell the story.
- Repeat the procedure with six new volunteers. Remind them to do the special gestures for each animal as they speak.

### Activity 4 Performing the puppet

show in pairs

- Divide the children into groups of three. Show the groups how to prepare their mini puppet theatre and the six animal cut out puppets. Each child will need to move two puppets.
- Play the cassette for the *Little Elephant* story from Lesson 2 once straight through while the pupils listen and move the cut outs in front of the mini puppet theatres in their books.
- Play the story again and encourage the children to join in with the words and the actions.
- Stop the cassette and say *Let's play with the mini puppet theatre*. The children perform the story, as well as they can, in their groups.
- Go around the class watching and helping.

### Activity 5 Letter for parents and Goodbye!

- Encourage the children to say *Goodbye!* to each animal cut out puppet as they put them away in the envelope on the inside back cover of the Pupil's Book.
- Ask the children to take their books and their animal cut out puppets home and tell the story to their family. Give them the letter for their parents (Teacher's Book page 133).



## Lesson 10 Evaluation

### Focus: Animals and colours

#### Materials

- Pupil's Book page 9 and Unit 1 stickers
- Cassette:  
Finger Friends routine: *Hello, Peter and Goodbye, Sally* (optional)  
Evaluation Unit 1  
*Little Elephant* story song
- Crayons

#### Activity 1 Finger Friends routine: *Hello, Peter and Goodbye, Sally*

- Greet the children. Do a Finger Friends routine to start the lesson and attract the children's attention.

#### TAPESCRIPT

**Sally:** Hello! My name is Sally.

**Peter:** Hello! My name is Peter.

**Sally:** Hello, Peter!

**Peter:** Hello, Sally!

**Sally:** Goodbye, Peter!

**Peter:** Goodbye, Sally!

#### Activity 2 Revising the story: *The Little Elephant* story song

- Singing the song is an enjoyable way to revise all the language from the story and prepare for the assessment.
- Say *Let's sing The Little Elephant story song.* Play the cassette and encourage the children to join in with actions and language.

#### Activity 3 Animals:

##### Self-evaluation

##### PB page 9

- Say *Open your books at the sticker page.* Show them the page in your book.
- Say *Look at the stickers.* Point to each one and ask *Who's this?* Wait until they answer e.g. *Cow.*
- Ask the children to open their books at page 9. Write number 9 on the board. Say *Look at this page. You stick the stickers here.* Do an example on the board. Draw some circles with a number at the top. Say e.g. *Number 1. Frog! Anne, show me the sticker for Frog!* When the child points to the correct

sticker, say *Great! Now you stick Frog here, by number 1.* Repeat the procedure to make sure they understand.

- Say *Are you ready? Let's listen to the cassette!* Stop each time to allow the children to peel off the sticker and stick it in the right place.

#### TAPESCRIPT PART 1

1. *Croak! Croak! Croak! My name is Frog.*
2. *Tip-tap! Tip-tap! Tip-tap! My name is Snail.*
3. *Woof! Woof! Woof! My name is Dog.*
4. *Miaow! Miaow! Miaow! My name is Cat.*
5. *Moo! Moo! Moo! My name is Cow.*
6. *Boom! Boom! Boom! I'm Little Elephant! I'm Little Elephant!*

#### Activity 4 Colours: Self-evaluation PB page 9

- Hold up your book and point to the numbered shapes at the bottom of the page. Say *Look at these shapes. You have to colour them. Listen to the cassette and colour the shapes.*
- Play the first line of the cassette and wait while the children colour shape number 1 yellow.

#### TAPESCRIPT PART 2

*Number 1. Yellow. Yellow.*

*Number 2. Green. Green*

*Number 3. Blue. Blue*

*Number 4. Red. Red.*

*Number 5. Brown. Brown.*

*Number 6. Orange. Orange.*

- Continue the procedure for the rest of the activity.



**Activity 5 Checking the children's feelings about the story**

**page 9**

- Show the children the two pictures of Little Elephant at the bottom of Pupil's Book page 9. Say *Here are two Little Elephants, one is sad and the other one is happy.*
- Ask e.g. *Mark, do you like the Little Elephant Story? Yes or No?* Mark says *Yes!* Then say *OK. Let's colour the happy Little Elephant.*
- Say *If you like the story, colour the happy Little Elephant. If you don't like the story, colour the sad Little Elephant.*

**Activity 6 Goodbye!**

- Say *Let's sing the Little Elephant story song again! Are you ready? One, two, three!*
- Play the cassette or sing the song yourself and encourage the children to join in.
- Say *Goodbye* to the children. Then wave and say *Goodbye!* The children wave and say *Goodbye!* too.