

# Unit 1 Patch and Elephant

## Key language

Main receptive language	Focus language	Classroom language	Main recycled language
<i>elephant</i>	<i>ears</i>	Language used so far plus:	<i>Hello</i>
<i>I want a big (nose).</i>	<i>nose</i>	<i>Wiggle (Patch's ears).</i>	<i>Bye-bye</i>
<i>What (a) big ... !</i>	<i>tummy</i>	<i>everybody</i>	<i>jump</i>
<i>Abracadabra</i>	<i>toes</i>	<i>Sit down!   Stand up!</i>	<i>wave</i>
<i>Look at (my big ears).</i>	<i>big   small</i>	<i>Point (to) ... !</i>	
<i>wiggle</i>	<i>yellow</i>	<i>Look!</i>	
<i>That's better!*</i>		<i>Just like me!</i>	
		<i>Very good!</i>	
		<i>Here?</i>	
		<i>Like this!</i>	
		<i>Draw (a line   a circle).</i>	
		<i>Who's wearing (yellow)?</i>	
		<i>Find (something yellow)</i>	
		<i>What's in the box?</i>	

## Unit aims

- To enable discrimination between some body vocabulary
- To develop colour awareness and discrimination of the colour yellow
- To focus upon and reinforce the concepts of big and small
- To develop knowledge of physical abilities and the body
- To expand the routines and instructions with which children are familiar
- To encourage high participation via mime, movement, gesture, etc.

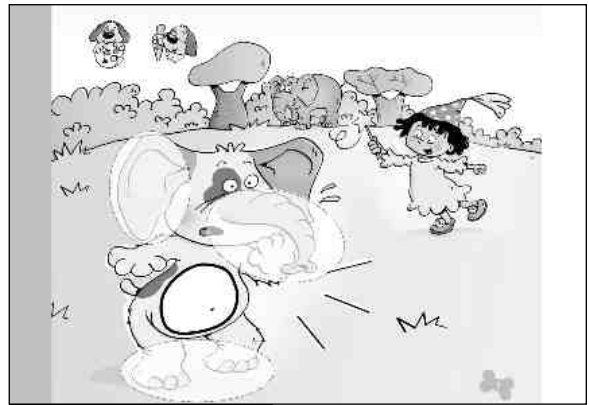
## Main evaluation criteria

Children should:

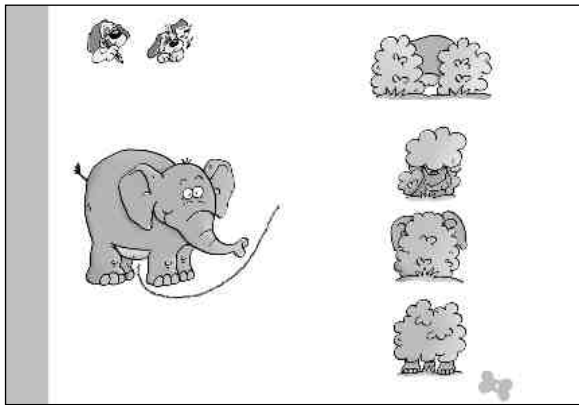
- start to discriminate between body parts via pointing, gesture, etc.
- show awareness of the concept of colour and identify the colour yellow
- recognise the concept of big and small, correctly identifying visuals accordingly
- realise expressive possibilities of the body for communication and non-verbal communication
- respond appropriately to classroom language
- perform actions and mime for chants, rhymes, movement games and songs



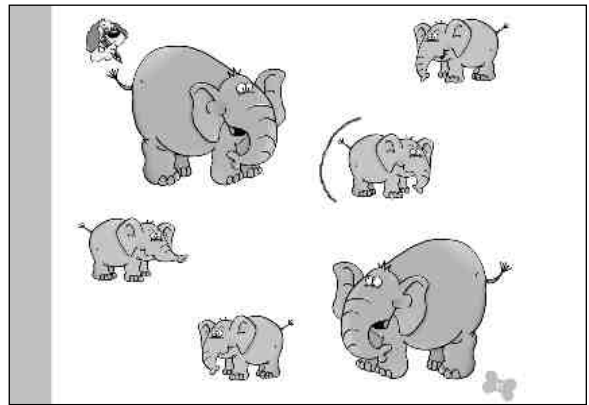
**Lesson 1**



**Lesson 2**



**Lesson 3**



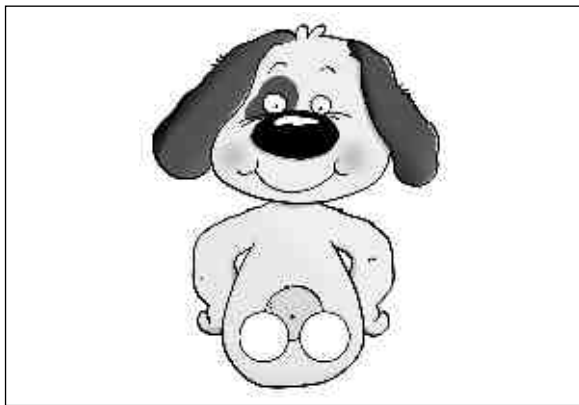
**Lesson 4**



**Lesson 5**



**Lesson 6**



**Lessons 7 and 8**

# Unit 1 Patch and Elephant

## Lesson 1



**Lesson focus:** Set the context and listen to the *Wiggle song*

**Focus language:** *ears, nose, tummy, toes*

**Main receptive language:** *wiggle*

**Classroom language:** *That's right! That's better! Find ..., Look! Point! Wiggle (Patch's ears). What's in the box?*

**Main activities:**

- Starter routine
- Play *What's in the box?*
- Play *Wiggle Patch*
- Listen to the *Wiggle song*
- Play *Pass the puppet*
- Worksheet 1
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD 1, the spinner, flashcards (*ears, nose, tummy, toes*), Worksheet 1 (Pupil's Book page 5), pencils

### Teacher's tip

Before the start of the class, put the *ears, nose, tummy* and *toes* flashcards into Patch's box.

### Starter routine

#### 1 Sing the *Hello to you song* (CD 1 track 4)

- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Take your Patch puppet off, but keep him nearby as you will need him in the next activity.

### Circle activities

#### 2 Play *What's in the box?*

- Look at the box questioningly. Say *What's in the box?* with rising intonation. Take out one of the body part flashcards (e.g. *nose*) and say *Look, nose!* Show the nose on your Patch the Puppy puppet to reinforce the concept. Shake the box a bit so that the children can hear there's still something inside. Say *What's in the box?* Take out the *ears* flashcard and say *Look, ears!* Show Patch puppet's ears too. Shake the box a bit so that the children can hear there's still something inside. Say *What's in the box?* Take out the *toes* flashcard and say *Look, toes!* Shake the box a bit so that the children can hear there's still something inside. Say *What's in the box?* Take out the *tummy* flashcard and say *Look, tummy!* Show Patch's tummy too.

#### 3 Play *Wiggle Patch*

- Put on the Patch the Puppy puppet. Say *Wiggle Patch's ears*. Demonstrate and repeat for several children to wiggle his ears. Offer the children the glove puppet with the ears nearest to them, so that they don't make a mistake. Repeat for *nose/tummy/toes*, each time offering the children the puppet with the appropriate body part nearest them. Make sure the other children are watching which part of Patch is being wiggled, but don't expect them to be able to discriminate between the different words at this stage.

#### 4 Listen to the *Spinner chant* (CD 1 track 3)

- Spin the spinner and play the CD or say the *Spinner chant*.



#### Spinner chant

*Spin, spin, time for a song!*

#### 5 Listen to the *Wiggle song* (CD 1 track 10)

- Go through the song step by step, showing the children how to 'wiggle' their own body parts, e.g. say *Wiggle your nose*. Wiggle your own nose and encourage the children to copy you. Repeat with the other body parts.
- Play the CD and encourage the children to do the actions along with you.
- Some children may start to shout the last line after you.



### Wiggle song

**Wiggle your ears** (Wiggle your own ears.)

**Wiggle your nose** (Wiggle your own nose.)

**Wiggle your tummy** (Wiggle your own tummy.)

**Wiggle your toes** (Wiggle your own toes.)

**Ears! Nose! Tummy! Toes!** (Shout out each word in turn, touching that part.)

#### \*6 Play *Pass the puppet* (CD1 track 7)

- Play the CD and encourage the children to pass the Patch the Puppy puppet around the circle. Pause the music. Say **Tummy/Nose/Toes** or **Ears** and the pupil holding Patch has to wiggle that part of the puppet. Make sure you can move to the children easily, as you will need to help them. Start the CD again and continue passing the puppet. Make sure all the children are watching and associating the body part with where the child is wiggling.



### Pass the ... music

\*If you are short of time, you can leave out Activity 6.

#### 7 Demonstrate Worksheet 1 (Pupil's Book page 5)

- Ask for a volunteer to help you demonstrate the worksheet. Say **Find Patch's nose**. Touch your own nose if the child is having problems. The volunteer should point to Patch's unfinished nose. Say **That's right!** Take a pencil and join the dots to complete Patch's nose. Say **That's better!** Repeat for *tummy, ears* and *toes*.

### Table time

#### 8 Time for tables routine (CD 1 track 6)

- Indicate where you want the children to go, using gestures, as below. Follow the class teacher's normal seating arrangements.



### Time for tables song

**Time for tables.** (Point to the tables.)

**Time for tables.**

**Sit down, please.** (Make sitting motion.)

**Sit down, please.**

**On your chair.** (Tap a chair.)

**On your chair.**

- Give out the Pupil's Books or just the separated worksheets.

#### 9 Draw Patch's ears, nose, tummy and toes (Worksheet 1)

- The children should trace over the dotted lines to complete Patch's nose, ears, tummy and toes.

### Teacher's tip

Play the *Wiggle song* (CD 1 track 10) while the children complete the worksheet.

#### 10 Worksheet focus: Sing the *Wiggle song* and point to Patch's ears, nose tummy and toes (CD 1 track 10)

- Sing the song. This time, encourage the children to point to the relevant parts on their own worksheet as they sing. Use your own copy of the worksheet to point to and help them discriminate between the body parts. Say **Point!** and demonstrate.

### Bye-bye routine

#### 11 Sing the *Bye-bye song* (CD 1 track 8)

- See the Introductory Unit Lesson 2 for the tapescript.

### Extra activities

#### 1 Flashcard game: *Find ...*

- Place the four body part flashcards face down on the floor in front of you, naming each one clearly as you do so. Put on your Patch the Puppy puppet and choose a volunteer. Say **Find Patch's ears** and touch the puppet's ears at the same time. The child should turn over one of the flashcards. If it is the *ears*, say **Yes! That's right! Very good!** If not, say **No**, and choose another volunteer.

#### 2 Patch mural

- Copy a large version of Patch onto card or A3 paper. Give out small pieces of yellow tissue paper for the children to tear up. Call them out in small groups to stick the pieces on Patch. Show the children where to stick the pieces by saying, e.g. **Here. Patch's tummy.**

#### 3 Find (Claudia)

- A child stands in the centre of the circle. Choose two volunteers with different distinguishing features to stand in front of the first child. Say **Look** and allow the child a few seconds to look at both children. The child should then close his/her eyes or you can gently cover their eyes with your hands. Say **Find (Claudia)**. The child should touch the two children and guess which one is (Claudia). Repeat with other volunteers.

# Unit 1 Patch and Elephant

## Lesson 2



**Lesson focus:** Listen to the *I want big ears story*

**Focus language:** *ears, nose, tummy, toes*

**Main receptive language:** *What (a) big ...! Abracadabra, Wiggle, I want a big (nose).*

**Classroom language:** *That's better! Here? Yes/No, Look! Like this! That's right. Very good.*

### Main activities:

- Starter routine
- Sing the *Wiggle song*
- Listen to the *I want big ears story*
- Play *I want a big nose*
- Worksheet 2
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD 1, the spinner, Poster 1, poster stickers, Worksheet 2 (Pupil's Book page 7 and Unit 1 stickers), grey crayons

### Starter routine

#### 1 Sing the *Hello to you song* (CD 1 track 4)

- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

### Circle activities

#### 2 Sing the *Wiggle song* (CD 1 track 10)

- Play the CD and encourage the children to do the actions along with you. The children should stand up to sing the song. See Lesson 1 for the tapescript.
- Play the song again, this time using the karaoke version (CD 1 track 11). Sing the song yourself

along with the music. Pause slightly before each key body part to allow the children to start joining in. Praise any children who start to join in with you.

#### 3 Listen to the *Spinner chant* (CD 1 track 12)

- Spin the spinner and play the CD or say the *Spinner chant*.



#### Spinner chant

*Spin, spin, time for a story!*

- Play, or say, the chant again while you stick Poster 1 on the board within easy reach of the children.

#### 4 Listen to the *I want big ears story* (CD 1 track 13)

- Tell the story, or play the CD, placing the stickers on the poster as you do so. Mime the actions below.



#### I want big ears

Patch: *Hello, Elephant!*

(Put the *elephant* sticker on the poster and point.)

Elephant: *Hello, Patch!*

Patch: *What big ears! I want big ears!*

(Touch the elephant's ears and open your arms wide to demonstrate *big*.)

Ana: *Abracadabra ...*

(Wave an imaginary magic wand and put the *big ears* sticker onto Patch's head.) ... *ears!*

Patch: *Mmm. Big ears! ... Hmmm. What a big nose! I want a big nose!*

(Touch elephant's nose and then open your arms wide to demonstrate *big*.)

Ana: *Abracadabra ...*

(Wave an imaginary magic wand and put the *nose* sticker over Patch's nose.) ... *nose!*

Patch: *Mmm. A big nose! ... Hmmm. What big toes! I want big toes!*

(Touch elephant's toes, open your arms wide to demonstrate *big* and walk about heavily.)

Ana: *Abracadabra ...*

(Wave an imaginary magic wand and put the *big toes* sticker over Patch's toes.) ... *toes!*

Patch: *Mmm. Big toes! ... Hmmm. What a big tummy! I want a big tummy!*

(Touch elephant's tummy and then open your arms wide to demonstrate *big*.)

Ana: *Abracadabra ...*

(Wave an imaginary magic wand and put the *tummy* sticker over Patch's tummy.) ... *tummy!*

Patch: *Mmm. A big tummy!*

Elephant: *Oh Patch!* (Look at children questioningly and shrug your shoulders.)

Patch: *Oh, no!*

Ana: *Abracadabra ...* (Remove the ears.) ... *small ears!*

Ana: *Abracadabra ...* (Remove the nose.) ... *small nose!*

Ana: *Abracadabra ...* (Remove the toes.) ... *small toes!*

Ana: *Abracadabra ...* (Remove the tummy.) ... *small tummy!*

Patch: *Ah, that's better!* (Smile.)

### \*5 Play *I want a big nose*

- Place the elephant body part stickers along the bottom of the poster, within easy reach of the children. Put on the Patch the Puppy puppet and use him to say *I want a big nose!* Then encourage a child to come to the front and help him/her to choose the correct sticker and put it on Patch's nose on the poster. Repeat with the other body parts.

\*If you are short of time, you can leave out Activity 5.

### 6 Demonstrate Worksheet 2 (Pupil's Book page 7 and Unit 1 stickers)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Remove the sticker of the *toes*. Put it over Patch's ears and say *Here?* Wait for the children to say *No!* Position it in other ridiculous places, saying, *Here? No!* then place it over Patch's toes and say *Here? Yes!*
- Repeat with the *ears* and *nose* stickers, then pick up a grey crayon and demonstrate colouring Patch's tummy. Say *Look! Like this!* (See Introduction page 18 for notes on demonstrating worksheets.)

### Table time

#### 7 Time for tables routine (CD 1 track 6)

- Indicate where you want the children to go, using gestures, as below. Follow the class teacher's normal seating arrangements.



#### Time for tables song

*Time for tables.* (Point to the tables.)

*Time for tables.*

*Sit down, please.* (Make sitting motion.)

*Sit down, please.*

*On your chair.* (Tap a chair.)

*On your chair.*

- Give out the Pupil's Books or just the separated worksheets and the children's stickers.

### 8 Stick on Patch's ear, nose and toes. Then colour his tummy (Worksheet 2)

- Help the children to put the stickers in the correct places (*ears, nose* and *toes*) and finish colouring the tummy, encouraging and praising as you do so. Say *That's right! Very good!*

### 9 Worksheet focus: Point to Patch's ears, nose, tummy and toes

- Say *A big nose!* and point to that part on your own copy of the worksheet. Repeat for *big toes, big tummy* and *big ears*. The children should point to that part of their worksheet too.

### Bye-bye routine

#### 10 Sing the *Bye-bye song* (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say *Bye-bye!* Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

### Extra activities

#### 1 Be an elephant

- Show the *elephant* flashcard to the children. Point to the ears and say *Look! Big ears!* Mime the flapping of an elephant's big ears and encourage the children to copy you. Repeat with the other body parts. Say *Look! Big toes!* Mime walking about heavily to illustrate big toes. *Look! Big nose!* Mime waving a long trunk. Say *Look! Big tummy!* Mime wobbling your tummy up and down.

#### 2 Patch touching game

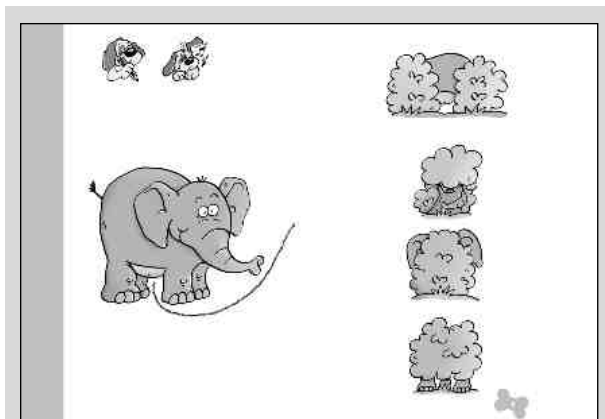
- Use the Patch glove puppet to demonstrate how to touch tummies, noses, ears, toes by saying, e.g. *Touch toes!* Put one of Patch's paws on your own shoes. *Touch ears!* Put one of Patch's ears to your own ear. Choose a child to do the same, with you manipulating the puppet and the other children watching. Select other children to play.

#### 3 Children touching game

- Choose two children to touch their partner's ears, nose, toes and tummies as you name them, e.g. *Touch noses!* Each child touches the other's nose with one hand. Help them as necessary. Choose other children to play.

# Unit 1 Patch and Elephant

## Lesson 3



**Lesson focus:** Listen to the *Look at my big ears song*

**Focus language:** *ears, nose, tummy, toes*

**Main receptive language:** *big, Look at my big ...*

**Classroom language:** *Point to ... Draw (a line). Stand up! Very good. Find a big ...*

### Main activities:

- Starter routine
- Sing the *Wiggle song*
- Play *Look at my big ears*
- Listen to the *Look at my big ears song*
- Play *Point to ...*
- Worksheet 3
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD 1, the spinner, flashcards (*elephant, ears, nose, tummy, toes*), Worksheet 3 (Pupil's Book page 9), pencils

### Starter routine

#### 1 Sing the *Hello to you song* (CD 1 track 4)

- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

### Circle activities

#### 2 Sing the *Wiggle song* (CD 1 track 10)

- Say *Stand up!* Play the CD and encourage the children to do the actions along with you. See Lesson 1 for the tapescript. If you prefer, use the karaoke version (CD 1 track 11).

#### 3 Play *Look at my big ears*

- Use the *elephant* flashcard to set the scene for the next song. The children should be standing. Point to the elephant's ears on the flashcard. Mime big elephant ears with your hands and flap them about. Say ***Look at my big ears!*** Encourage the children to mime the elephant's big ears with you. Point to the elephant's toes on the flashcard. Say ***Look at my big toes!*** Walk about heavily. Encourage the children to copy you. Point to the elephant's trunk on the flashcard. Mime the trunk by swinging one arm and say ***Look at my big nose!*** Point to the elephant's tummy on the flashcard. Say ***Look at my big tummy!*** Wobble your own tummy up and down and encourage the children to copy you.
- Repeat the activity using the body flashcards in random order.

#### 4 Listen to the *Spinner chant* (CD 1 track 3)

- Spin the spinner and play the CD or say the *Spinner chant*.



#### Spinner chant

*Spin, spin, time for a song!*

#### 5 Listen to the *Look at my big ears song* (CD 1 track 14)

- Play the song and encourage the children to join in with the actions.



#### Look at my big ears

*Look at my big ears* (Make big ears with your hands.)

*Look at my big ears*

*Look at my big ears*

***Big, big ears!*** (Flap your ears about.)

*Look at my big toes* (Walk about heavily.)

*Look at my big toes*

*Look at my big toes*

***Big, big toes!*** (Stamp your feet.)

*Look at my big nose* (Gesture a big trunk.)

*Look at my big nose*

*Look at my big nose*

***Big, big nose!*** (Tap your nose.)

*Look at my big tummy* (Wobble your tummy.)

*Look at my big tummy*

*Look at my big tummy*

***Big, big tummy!*** (Tap your tummy.)

### \*6 Play *Point to ...*

- Spread the four body flashcards around the classroom, clearly visible. Put on the Patch the Puppy puppet to demonstrate the activity. Say **Patch, point to ... tummy!** and point towards the *tummy* flashcard. Say **Very good!** Say **Point to ... toes!** You should do the pointing gesture quickly. This time, encourage the children to point as well. Repeat with the other body parts. When you can see that the children are gaining confidence with the activity, stop pointing yourself.

\*If you are short of time, you can leave out Activity 6.

### 7 Demonstrate Worksheet 3 (Pupil's Book page 9)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Point to the elephant's tummy on the left. Say **Look! Big tummy!** Run your finger up and down the partially hidden body parts on the right of the page. Say **Find a big tummy.** Encourage a nearby child to point to the partially hidden big tummy. Say **Draw a line,** and using a pencil, slowly extend the line joining the two tummies. Make sure all the children are watching you. Repeat with **Big ears! Big toes!** and **Big nose!**

### Table time

#### 8 Time for tables routine (CD 1 track 6)

- Indicate where you want the children to go, using gestures, as below. Follow the class teacher's normal seating arrangements.



#### Time for tables song

*Time for tables.* (Point to the tables.)

*Time for tables.*

*Sit down, please.* (Make sitting motion.)

*Sit down, please.*

*On your chair.* (Tap a chair.)

*On your chair.*

- Give out the Pupil's Books or just the separated worksheets.

#### 9 Find Elephant's tummy, nose, ears and toes. Then match. (Worksheet 3)

- Children join the elephant's body parts to the hidden body parts on the right with a line, as you did.

### Teacher's tip

Play the *Look at my big ears song* (CD 1 track 14) while the children complete the worksheet.

### 10 Worksheet focus: Listen to the *Look at my big ears song* and point to the ears, toes, nose and tummy (CD 1 track 14)

- Say **Point to big toes!** and children should point to the relevant item on their worksheet. Repeat for a couple more items. Then play the CD and encourage the children to point to the relevant body parts as they listen to the song again. Point to the correct part on your own copy of the worksheet if the children are having difficulty.

### Bye-bye routine

#### 11 Sing the *Bye-bye song* (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say **Bye-bye!** Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

### Extra activities

#### 1 Sing variations of the *Wiggle song*

- Sing the karaoke version of the *Wiggle song* (CD 1 track 11) and instead of shouting the last line have them whisper it, say it very slowly, or say it very quickly. Just do each of these yourself and the children will imitate you.

#### 2 Body wiggling game

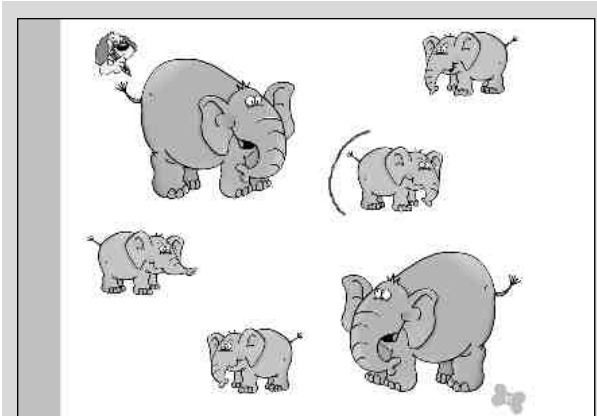
- Choose two children to come out to the front of the class. Say a body part, e.g. **Wiggle tummy!** and the two children have to wiggle each other's tummies. Repeat for *ear, toes* and *nose* with different volunteers. Make sure the children are gentle with each other!

#### 3 Big elephant mural

- Copy the elephant from the poster onto a large piece of coloured paper or card. Give the children pieces of different coloured tissue paper and show them how to tear it into small pieces. Say **Small!** and demonstrate tearing off a small piece. Tear off a big piece and say **Big? No!** and then demonstrate tearing another small piece and sticking it onto the elephant. The children should come out in small groups and stick their pieces of paper on the elephant's big body parts to make a big multicoloured elephant for display. Point to the elephant's ears on the mural and say **Look! Big ears.** Point to the toes and say **Look! Big toes.** Point to trunk and say **Look! Big nose.** Point to the tummy and say **Look! Big tummy.**

# Unit 1 Patch and Elephant

## Lesson 4



**Lesson focus:** Listen to the *I want big ears* story again

**Focus language:** *big, small*

**Main receptive language:** *I want (a big nose). What (a) big...! Abracadabra, That's better.*

**Classroom language:** *Draw a (circle). Stand up! That's right. Find a (big)... Very good. Point to... Look!*

**Main activities:**

- Starter routine
- Sing the *Look at my big ears* song
- Listen to the *I want big ears* story
- Play *Abracadabra ... whoosh!*
- Play *Big or small nose?*
- Play *Is it big or small?*
- Worksheet 4
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD 1, Poster 1, poster stickers, Worksheet 4 (Pupil's Book page 11), pencils

### Starter routine

#### 1 Sing the *Hello to you* song (CD 1 track 4)

- Use the *Hello to you* song to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

### Circle activities

#### 2 Sing the *Look at my big ears* song (CD 1 track 14)

- Say *Stand up!* Play the CD and encourage the children to do the actions along with you. See Lesson 3 for the tapescript.

- Play the song again, this time using the karaoke version (CD 1 track 15). Sing the song yourself along with the music. Pause slightly before each key body part to allow the children to start joining in. Praise any children who start to join in with you

#### 3 Listen to the *I want big ears* story (CD 1 track 13)

- Stick Poster 1 on the board. Tell the story, or play the CD, and add the stickers as indicated. See Lesson 2 for the tapescript.

#### 4 Play *Abracadabra ... whoosh!*

- Place the body part stickers along the bottom of the poster, within easy reach of the children. Put on the Patch the Puppy puppet and use him to say *I want a big nose!* (Open your arms wide to gesture *big*.) Then encourage a child to come to the front and help him/her to choose the correct sticker and put it on Patch's nose on the poster. Say *A big nose! Oh, no! Abracadabra ... whoooosh!* Remove the *big nose* sticker and say *That's better! A small nose!* (Press your forefinger and thumb together to mime small.) Repeat for the other body parts, using different volunteers.

#### 5 Play *Big or small nose?*

- Place the body part stickers along the bottom of the poster. Say *Abracadabra ... whoosh!* and stick one of the elephant's body parts on Patch, e.g. ears. Point to the sticker and say *Big or small?* Use the corresponding *big* or *small* gesture. Continue to ask the children about Patch's nose/tummy/toes and ears, sometimes with the sticker on, i.e. *big*, and sometimes without the sticker, i.e. *small*. Encourage the children to make the correct gesture. Say *Very good!* to any children who start to say *big* or *small*. Continue to say *Abracadabra... whoosh!* as you add or remove stickers.

#### \*6 Play *Is it big or small?*

- Walk around the classroom picking up items that can be clearly discriminated as being big or small. Say *Big or small?* Use an arms open wide gesture for *big* and press your fingers together for *small*, to help convey meaning. Some children should start to shout out *Big!* or *Small!* others will use gesture only. Say *Yes! That's right. It's big/small.*

\*If you are short of time, you can leave out Activity 6.

## 7 Demonstrate Worksheet 4 (Pupil's Book page 11)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Say to a nearby child, **Find a small elephant**. When the child points to one of the small elephants, say **Very good!** If the child has problems discriminating between big and small, make the gesture for *small*. Say **Look! Draw a circle**. Draw a circle very slowly in pencil round the elephant the child has identified, making sure the children are watching you. Repeat for the other small elephants.

## Table time

### 8 Time for tables routine (CD 1 track 6)

- Indicate where you want the children to go, using gestures, as below. Follow the class teacher's normal seating arrangements.



#### Time for tables song

*Time for tables.* (Point to the tables.)

*Time for tables.*

*Sit down, please.* (Make sitting motion.)

*Sit down, please.*

*On your chair.* (Tap a chair.)

*On your chair.*

- Give out the Pupil's Books or just the separated worksheets.

### 9 Draw a circle around the small elephants (Worksheet 4)

- The children should circle the small elephants, as you did.

### 10 Worksheet focus: Point to a big elephant. Then point to a small elephant.

- Say **Point to a small elephant** and watch to make sure the children are pointing to the correct one. Make the *small* gesture to help them, if necessary. Then say **Point to a big elephant** and make the *big* gesture to help them, if necessary. Alternate the two instructions, watching to see which children are gaining confidence.

## Bye-bye routine

### 11 Sing the Bye-bye song (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say **Bye-bye!** Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

## Extra activities

### 1 Big and small mural

- Take two sheets of card, one black and one white. Cut out a picture of something big and stick it on the black card. On the white card, stick a picture of something small. Give the children some pictures that you have cut from magazines of big and small items. Allow them time to decide which things are big and which are small, then call them out in small groups to stick their pictures on the correct side of the mural. Say **That's right! It's big**, etc.

### 2 Big and small voices

- The children should stand up. Make the gesture for *big* and say the word slowly and loudly as though you were a giant. Move around the room heavily, encouraging the children to do the same. Make the gesture for *small* and say it high and squeaky as though you were a mouse. Make yourself as small as possible and tiptoe around the room. Encourage the children to join in with you. Alternate *big* and *small*, always miming the gesture as you say the word.

### 3 Play Big or small hoop (CD 1 track 16)

- Take a big and a small hoop. Hold them up for the children to see and show the difference between them. Say **Big!** and **Small!** and let the children watch you place them in separate corners of the room, clearly visible. Play the music while the children move freely around the classroom. Stop the CD when you hear **Big!** or **Small!** and the children should move to the correct corner of the room.



#### Big or small music

... **Big** ... **Small** ... **Big** ... **Small** ... **Big** ... **Small**

# Unit 1 Patch and Elephant

## Lesson 5



**Lesson focus:** Listen to the *I want big ears story song*

**Focus language:** *ears, nose, tummy, toes, yellow*

**Main receptive language:** *What (a) big ...! Abracadabra*

**Classroom language:** *Stand up! That's right! Who's wearing (yellow)? Find something (yellow).*

### Main activities:

- Starter routine
- Sing the *Wiggle song*
- Listen to the *I want big ears story song*
- Play with the poster
- Play *Who's wearing yellow?*
- Play *Find something yellow*
- Worksheet 5
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD 1, the spinner, Poster 1, poster stickers, flashcard (*yellow*), Worksheet 5 (Pupil's Book page 13), yellow crayons

### Starter routine

#### 1 Sing the *Hello to you song* (CD 1 track 4)

- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

### Circle activities

#### 2 Sing the *Wiggle song* (CD 1 track 10)

- Say **Stand up!** Play the CD and encourage the children to do the actions along with you. See Lesson 1 for the tapescript. If you prefer, use the karaoke version (CD 1 track 11).

#### 3 Listen to the *Spinner chant* (CD 1 track 3)

- Spin the spinner and play the CD or say the *Spinner chant*.



#### Spinner chant

*Spin, spin, time for a song!*

- Play, or say, the chant again while you stick Poster 1 on the board within easy reach of the children. Put on the sticker of the elephant.

#### 4 Listen to the *I want big ears story song* (CD 1 track 17)

- Sing the song or play the CD. Mime the actions and put on the stickers according to the instructions below.



#### I want big ears story song

Patch: **What big ears!** (Open your arms wide to demonstrate *big*.)

Ana: **Abracadabra .....**

(Wave an imaginary magic wand and put the *big ears* sticker onto Patch's head.) ... **ears!**

Patch: **Mmm. Big ears!** (Mime big ears.)

Patch: **What a big nose!** (Open your arms wide to demonstrate *big*.)

Ana: **Abracadabra .....**

(Wave an imaginary magic wand and put the *big nose* sticker over Patch's nose.) ... **nose!**

Patch: **Mmm. Big nose!**

Patch: **What big toes!** (Open your arms wide to demonstrate *big*.)

Ana: **Abracadabra .....**

(Wave an imaginary magic wand and put the *big toes* sticker over Patch's toes.) ... **toes!**

Patch: **Mmm. Big toes!**

Patch: **What a big tummy!** (Open your arms wide to demonstrate *big*.)

Ana: **Abracadabra .....**

(Wave an imaginary magic wand and put the *big tummy* sticker over Patch's tummy.) ... **tummy!**

Patch: **Mmm. Big tummy!** (Wobble your tummy up and down.)

#### \*5 Play with the poster (CD 1 track 17)

- Choose four children to manipulate the stickers (*ears, nose, toes, tummy*). Listen to the story song again with the children adding their sticker at the correct moment. Pause the CD if necessary.

\*If you are short of time, you can leave out Activity 5.

## 6 Play *Who's wearing yellow?*

- Say **Look!** Point to Ana's wand on the poster. Say **Look, it's yellow.** Get the *yellow* flashcard and say **Look, yellow.** Look at the children and identify a child who is wearing something yellow. Say **Who's wearing yellow? Look! (Maria). Stand up, (Maria).** Look around again and find another child. Say **Who's wearing yellow? Look! (Marcos). Stand up, (Marcos).** Let children who are obviously wearing something yellow stand up and name them. Say **Who's wearing yellow? (Maria, Marcos, Antonio),** etc. Make sure only children who are wearing something yellow stand up.

## 7 Play *Find something yellow*

- Put the *yellow* flashcard in the centre of the circle. Say **Find something yellow.** Look around the classroom with the glove puppet for two or three objects that are yellow. Place the objects in a pile next to the flashcard. Choose a volunteer to look around the classroom and find more yellow items. Say **That's right! Yellow.**

## 8 Demonstrate Worksheet 5 (Pupil's Book page 13)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Point to Ana's wand and say **Look! Yellow.** Pick up a yellow crayon and demonstrate colouring the wand. Repeat for the dress.

## Table time

### 9 Time for tables routine (CD 1 track 6)

- Indicate where you want the children to go, using gestures, as below. Follow the class teacher's normal seating arrangements.



#### Time for tables song

*Time for tables.* (Point to the tables.)

*Time for tables.*

*Sit down, please.* (Make sitting motion.)

*Sit down, please.*

*On your chair.* (Tap a chair.)

*On your chair.*

- Give out the Pupil's Books or just the separated worksheets.

### 10 Colour the dress and the wand yellow (Worksheet 5)

- The children should colour Ana's wand and dress yellow, as you did.

## Teacher's tip

Play the *I want big ears* story song (CD 1 track 17) while the children complete the worksheet.

## 11 Worksheet focus: Point to something yellow

- Say **Find yellow.** The children should point to either the wand or Ana's dress. Say **Very good!**

## Bye-bye routine

### 12 Sing the *Bye-bye* song (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say **Bye-bye!** Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

## Extra activities

### 1 Colour mural

- Take a large piece of black card or an A3 sheet of paper and colour in a splotch of yellow at the top. Children come out in small groups to stick yellow things on, e.g. crumpled tissue paper, yellow shiny paper, plasticine, pieces of yellow material, small plastic toys, e.g. a duplo brick and pictures of yellow things you have cut out of magazines.

### 2 Colour jumping game

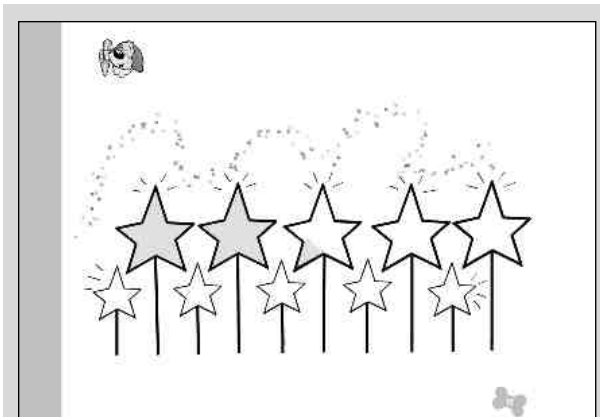
- The children should stand up. Take a box of coloured crayons. Hold up a yellow crayon and say **Yellow.** Encourage the children to jump. Say **Jump!** Hold up a different coloured crayon and say **Yellow!** Say **Jump? No!** This time the children should keep still. Repeat a few times and finish with a yellow crayon to reinforce the concept.

### 3 Colour game

- Put a yellow sticker or a splotch of face paint on each child's hand, or give them a yellow crayon to hold. Hold up a yellow object from the classroom and say **Yellow.** The children should wave their yellow hand in the air. Praise any children who start to say *yellow*.

# Unit 1 Patch and Elephant

## Lesson 6



**Lesson focus:** Learn the *Stand up, sit down* routine

**Focus language:** *big, small, yellow*

**Main receptive language:** *everybody, Stand up! Sit down! Abracadabra*

**Classroom language:** *Just like me! Look! Point to... That's right.*

### Main activities:

- Starter routine
- Sing the *Look at my big ears* song
- Do the *Stand up, sit down* routine
- Play *Abracadabra ... big!*
- Play the *Sequence game*
- Worksheet 6
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, Worksheet 6 (Pupil's Book page 15), 5 big and 5 small building blocks, yellow crayons

### Starter routine

#### 1 Sing the *Hello to you* song (CD 1 track 4)

- Use the *Hello to you* song to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

### Circle activities

#### 2 Sing the *Look at my big ears* song (CD 1 track 14)

- Say **Stand up!** Play the CD and encourage the children to do the actions along with you. If you prefer, use the karaoke version (CD1 track 15).



#### Look at my big ears

*Look at my big ears* (Make big ears with your hands.)

*Look at my big ears*

*Look at my big ears*

**Big, big ears!** (Flap your ears about.)

*Look at my big toes* (Walk about heavily.)

*Look at my big toes*

*Look at my big toes*

**Big, big toes!** (Stamp your feet.)

*Look at my big nose* (Gesture a big trunk.)

*Look at my big nose*

*Look at my big nose*

**Big, big nose!** (Tap your nose.)

*Look at my big tummy* (Wobble your tummy.)

*Look at my big tummy*

*Look at my big tummy*

**Big, big tummy!** (Tap your tummy.)

### 3 Do the *Stand up, sit down* routine (CD 1 track 19)

- Sing the song in sections, doing actions. The aim is to get children sitting down and standing up smoothly, without too much bumping or pushing. Praise what you see as co-operative behaviour and try to ignore the bad examples.



#### Stand up, sit down

**Everybody stand up, stand up, stand up!** (Stand up and gesture upward.)

**Everybody stand up!**

**Just like me!** (Point to self.)

**Everybody sit down, sit down, sit down!** (Sit down and pat the floor.)

**Everybody sit down!**

**Just like me!** (Point to self.)

### 4 Play *Abracadabra ... big!*

- Demonstrate the activity yourself first. Wave an imaginary 'magic wand' and say **Abracadabra ... big!** Open your arms wide and pretend to be making yourself as big as possible. Then say **Abracadabra ... small!** Press your fingers together and crouch down on the floor making yourself as small as possible.
- Sing the *Stand up* routine (see above) and wait until all the children are standing. This time, wave your arms over the children as you say **Abracadabra ... big!** (or **small**). Encourage the children to copy your actions and start joining in saying *big* or *small*. When the game is over, sing the *Sit down* routine (see above).

## 5 Play the Sequence game

- Take five big and five small blocks, preferably all of the same colour. Lay five of them out in the following sequence: big, small, big, small, big. Invite a volunteer to lay out the next block (small). Say **big, small, big, small, big ...** and wait for the child to choose a block. If they choose wrongly, say **big, small, big, small, big, big?** Look puzzled and help them change the block. Say **That's right!**

## 6 Demonstrate Worksheet 6 (Pupil's Book page 15)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Point to the first star and say **Look! Small!** Point to the second star and say **Look! Big!** Point to the next one and say **Small!** And so on. Point to the first big star again and say **Yellow!** Repeat for the next big star, then pick up a yellow crayon and colour the other big stars yellow.

## Table time

### 7 Time for tables routine (CD 1 track 6)

- Indicate where you want the children to go, using gestures, as below. Follow the class teacher's normal seating arrangements.



#### Time for tables song

**Time for tables.** (Point to the tables.)

**Time for tables.**

**Sit down, please.** (Make sitting motion.)

**Sit down, please.**

**On your chair.** (Tap a chair.)

**On your chair.**

- Give out the Pupil's Books or just the separated worksheets.

### 8 Colour the big stars yellow (Worksheet 6)

- Say **Just like me!** The children should colour the big stars yellow and leave the small stars uncoloured.

## Teacher's tip

Play the *I want big ears story song* (CD 1 track 17) while the children complete the worksheet.

### 9 Worksheet focus: Point to the big stars. Point to the small stars.

- Point to one of the small stars and say **Small.** Point to one of the big stars and say **Big.** Then say **Point to ... big.** The children should point to one of the big stars. Say **Point to ... small.** The children should point to one of the small stars. Alternate the instructions and watch carefully to see who is discriminating correctly.

- Sometimes repeat an instruction and laugh with the children as you catch them out. You can also point to each star in turn, moving across the page. **Small, big, small, big, small, big, small,** etc. and some children will start to join in with you.

## Bye-bye routine

### 10 Sing the Bye-bye song (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say **Bye-bye!** Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

## Extra activities

### 1 Song extension

- Sing the *Stand up, sit down* routine very slowly, exaggerating the words and doing the actions as if in slow motion. Encourage the children to copy you. Now sing the routine very quickly, doing the actions very quickly too. Encourage the children to copy you.

### 2 Stand up, sit down game

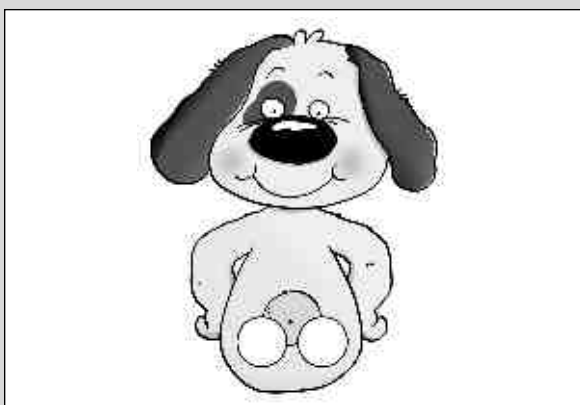
- Say **Stand up,** then **Sit down** alternating between the two. At first, do the actions along with the children, but gradually stop doing it yourself, as you see the children gain confidence. To avoid complacency, occasionally repeat an instruction and encourage them to laugh as you catch them out.

### 3 Abracadabra ... big!

- If some children are starting to join in when you say the words in the game *Abracadabra ... big!* (see Activity 4 above), allow a volunteer to take over the role of teacher by waving their arms and saying *Abracadabra... big! Abracadabra ... small!*

# Unit 1 Patch and Elephant

## Lesson 7



**Lesson focus:** Remove the Patch press out

**Focus language:** *ears, nose, tummy, toes*

**Main receptive language:** *I want... What (a) big... ! Abracadabra*

**Classroom language:** *Look! Stand up! Sit down! Just like me! Very good.*

### Main activities:

- Starter routine
- Sing the *Look at my big ears song*
- Play *Hoop jumping*
- Sing the *I want big ears story song*
- Remove the press out
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD 1, 1 big and 1 small hoop, Unit 1 press out

### Starter routine

#### 1 Sing the *Hello to you song* (CD 1 track 4)

- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

### Circle activities

#### 2 Sing the *Look at my big ears song* (CD 1 track 14)

- The children need to be standing to sing this song. Sing the first part of the *Stand up, sit down* routine (see Lesson 6 CD 1 track 19) and encourage the children to stand up with you.

**Everybody stand up, stand up, stand up!** (Stand up and gesture upward.)

**Everybody stand up!**

**Just like me!** (Point to self.)

- Play the *Look at my big ears song*. Encourage the children to join in with the actions. See Lesson 6 for the tapescript. If you prefer, use the karaoke version (CD1 track 15).
- Sing the second part of the *Stand up, sit down* routine and encourage the children to sit down with you.

**Everybody sit down, sit down, sit down!** (Sit down and pat the floor.)

**Everybody sit down!**

**Just like me!** (Point to self.)

#### \*3 Play *Hoop jumping*

- Select two hoops, one big and one small, and place them in the centre of the circle. Choose a volunteer to play the game. Say **Big!** (or **Small!**) and the child should jump into the correct hoop. Repeat with different volunteers.

\*If you are short of time, you can leave out Activity 3.

#### 4 Sing the *I want big ears story song* (CD 1 track 17)

- Sing the first part of the *Stand up, sit down* routine (see Lesson 6 CD 1 track 19) and encourage the children to stand up with you.
- Play the CD and act out the story song as shown in Lesson 5. Encourage the children to mime along with you and to begin joining in wherever possible, e.g. *Abracadabra ...!*
- Sing the second part of the *Stand up, sit down* routine and encourage the children to sit down with you.

#### 5 Demonstrate the press out

- Hold up your copy of the Unit 1 press out. Show the children how to remove their press out Patch from the sheet and put their fingers through the holes to make legs. Say **Look!**

### Teacher's tip

You will need to make the holes on your own press out bigger than the marked places, as they are designed for child-sized fingers!

### Table time

#### 6 Time for tables routine (CD 1 track 6)

- Indicate where you want the children to go, using gestures, as below. Follow the class teacher's normal seating arrangements.



## Time for tables song

*Time for tables.* (Point to the tables.)

*Time for tables.*

*Sit down, please.* (Make sitting motion.)

*Sit down, please.*

*On your chair.* (Tap a chair.)

*On your chair.*

- Give out the press outs. Make sure the children's names are on them for redistribution next lesson.

### 7 Remove the Patch press out

- Go around the tables helping the children to press out the puppet and put their fingers through the holes to make back legs. Say *Just like me! Very good!*

### 8 Press out focus: Listen to the Stand up, sit down routine (CD 1 track 19)

- Use your own copy of the press out to show the children how, by bending your fingers, you can make Patch seem to sit down. Then straighten your fingers to make him stand up. Encourage the children to copy you. Say *Stand up, Patch! Sit down, Patch!* Play the CD and encourage the children to manipulate their press outs along with the music.
- Say *Bye-bye, Patch* and encourage the children to wave bye-bye to their own puppet as you take them in. (See Introduction page 15 for ideas on naming and storing press outs.)

### Teacher's tip

Don't let the children take the puppets home today. They will use them in the performance activities in the next lesson.

## Bye-bye routine

### 9 Sing the Bye-bye song (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say *Bye-bye!* Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

## Extra activities

### 1 Play Everybody march (CD 1 track 20)

- Play the karaoke version of the *Stand up, sit down* routine doing the actions indicated in brackets.

*Everybody stand up, stand up, stand up!* (Stand up and gesture upward.)

*Everybody stand up!*

*Just like me!* (Point to self.)

*Everybody march now, march now, march now!* (March on the spot.)

*Everybody march now!*

*Just like me!* (Point to self.)

*Everybody dance now, dance now, dance now!* (Dance on the spot.)

*Everybody dance now!*

*Just like me!* (Point to self.)

*Everybody tiptoe, tiptoe, tiptoe!* (Tiptoe on the spot.)

*Everybody tiptoe!*

*Just like me!* (Point to self.)

*Everybody sit down, sit down, sit down!* (Sit down and pat the floor.)

*Everybody sit down!*

*Just like me!* (Point to self.)

### 2 Play March to the flashcards

- Spread the four body part flashcards around the classroom. Say *March!*, *Dance!* or *Tiptoe!* and encourage the children to do the appropriate actions on the spot. Then name one of the flashcards, e.g. *nose*. The children go to the correct flashcard, still marching, dancing or tiptoeing, as previously instructed.

### 3 Extra worksheet 1 (Extra activities worksheets page 151)

- This is for teachers who have longer sessions. Point to the big star and say *Look! Big!* Then point to the small star and say *Small!* Say *Point to (big)!* and the children point to whichever star you name. The children colour the big star yellow and then punch around the surrounding circle. Stick the finished stars onto straws. The children can use them to play *Abacadabra* ... and take them home, if you wish.

# Unit 1 Patch and Elephant

## Lesson 8



**Lesson focus:** Perform with the press out

**Focus language:** *ears, nose, tummy, toes*

**Main receptive language:** *Look at, big, wiggle, Abracadabra*

**Classroom language:** Language used so far

**Main activities:**

- Starter routine
- Demonstrate the *Look at my big ears* song and the *Wiggle* song
- Perform the *Look at my big ears* song and the *Wiggle* song
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD 1, the spinner, children's press outs made in previous lesson

### Starter routine

#### 1 Sing the *Hello to you* song (CD 1 track 4)

- Use the *Hello to you* song to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

### Circle activities

#### Teacher's tip

In all Lesson 8s, the idea is to review the material covered in the unit via a 'performance'. In this first unit you will probably have to operate the puppet and do most of the talking and singing, but in later units the children will become more involved. They will be more inclined to join in if you use the karaoke versions of the recordings. However, a suggested procedure for using the fully harmonised tracks

first when performing with the press outs is given below, if you feel your class need the extra support of the lyrics. The children should do the actions with the press outs imitating your model, and those who are ready should start to join in singing. The children have got both versions on the Songs CD that they will use at home to perform the songs for their family.

#### 2 Demonstrate the *Look at my big ears* song (CD 1 track 15)

- Using the karaoke version, stand up to sing the song and do actions as indicated.



#### Look at my big ears

*Look at my big ears* (Make big ears with your hands.)

*Look at my big ears*

*Look at my big ears*

*Big, big ears!* (Flap your ears about.)

*Look at my big toes* (Walk about heavily.)

*Look at my big toes*

*Look at my big toes*

*Big, big toes!* (Stamp your feet.)

*Look at my big nose* (Gesture a big trunk.)

*Look at my big nose*

*Look at my big nose*

*Big, big nose!* (Tap your nose.)

*Look at my big tummy* (Wobble your tummy.)

*Look at my big tummy*

*Look at my big tummy*

*Big, big tummy!* (Tap your tummy.)

#### 3 Demonstrate the *Wiggle* song (CD 1 track 10)

- Put your fingers through the holes in your own copy of the Patch press out to make the back legs and use it to 'perform' the song. This teacher performance provides a model for the children's own performance later.
- Repeat the activity using the karaoke version (CD 1 track 11).



#### Wiggle song

*Wiggle your ears* (Touch/wiggle the puppet's ears.)

*Wiggle your nose* (Touch the puppet's nose.)

*Wiggle your tummy* (Touch the puppet's tummy.)

*Wiggle your toes!* (Wiggle the two fingers that are through the holes.)

*Ears! Nose! Tummy! Toes!* (Shout out each word in turn, touching that part.)

## Table time

### 4 Time for tables routine (CD 1 track 6)

- Indicate where you want the children to go, using gestures, as below. Follow the class teacher's normal seating arrangements.



#### Time for tables song

*Time for tables.* (Point to the tables.)

*Time for tables.*

*Sit down, please.* (Make sitting motion.)

*Sit down, please.*

*On your chair.* (Tap a chair.)

*On your chair.*

### 5 Listen to the *Spinner chant* (CD 1 track 21)

- Spin the spinner and play the CD or say the *Spinner chant*.



#### Spinner chant

*Spin, spin, time for a show!*

### 6 Perform the *Look at my big ears song* (CD 1 track 14)

- Play the CD and encourage the children to join in the actions.
- Repeat the activity using the karaoke version (CD 1 track 15).
- Sing the second part of the *Stand up, sit down* routine (see Lesson 6 CD 1 track 19) and encourage the children to sit down with you.

### 7 Perform the *Wiggle song* (CD 1 track 10)

- Give out the children's press outs made in the previous lesson.
- Help the children to put their fingers through the two holes in the press out and encourage them to do the actions as they listen to the song. Encourage children who are doing the movements well. Say *Very good! Yes!*, etc. See above for the tapescript and actions.
- Repeat the activity using the karaoke version (CD 1 track 11).
- The children should leave the press outs on the table and stand up to perform the *Bye-bye song*. Sing the first part of the *Stand up, sit down* routine and encourage the children to stand up with you.

*Everybody stand up, stand up, stand up!* (Stand up and gesture upward.)

*Everybody stand up!*

*Just like me!* (Point to self.)

## Bye-bye routine

### 8 Sing the *Bye-bye song* (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say *Bye-bye!* Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

### Teacher's tip

If your lesson is not at the end of the day, ask the class tutor to give out the children's press out puppets and the Unit 1 letter to parents at home time. In the letters to parents (see Photocopiable Materials) there are explanations of how the press outs can be used along with the tracks on the children's Songs CD. In this way, the parents can become more involved and it will enable the songs to be recycled every now and then at home. (See Section 8 Introduction page 16.)

## Extra activities

### 1 Big and small circles mural

- Draw a big and small circle on a large piece of card or paper. Demonstrate scrunching up a big piece of newspaper into a ball and then making small balls with smaller pieces you have torn off. Give out newspaper to the children. They scrunch up one big piece of newspaper to put in the big circle and small pieces to put in the small circle, as you did. Say *Yes, big here*, etc. and glue them on.

### 2 Perform the *I want big ears story song* (CD 1 track 17)

- Sing the *Stand up* routine (CD 1 track 19) and encourage them to join in with you.
- Play the CD and mime the actions according to the instructions in Lesson 5. The children should perform the story song with you.
- Sing the *Sit down* routine to finish.

### 3 Extra worksheet 2 (Extra activities worksheets page 152)

- This is for teachers who have longer sessions. Children colour Patch in the puzzle by only colouring the sections with a dot. Say *Colour Patch yellow* and colour your own copy yellow. As you colour the different parts, name them: *tummy, nose, ears* or *toes*. Make sure children use yellow crayons.