

# Contents

<b>Syllabus guide <i>Here's Patch the Puppy 1</i></b> .....	<b>4</b>
<b>Syllabus guide <i>Here's Patch the Puppy 2</i></b> .....	<b>8</b>
<b>Introduction</b> .....	<b>12</b>
<b>Unit Teaching Notes</b>	
<b>Introductory unit: Hello, Patch!</b> .....	<b>22</b>
<b>Unit 1: Is this Patch?</b> .....	<b>28</b>
<b>Unit 2: What weather!</b> .....	<b>46</b>
<b>Unit 3: Let's go!</b> .....	<b>64</b>
<b>Unit 4: Patch's house</b> .....	<b>82</b>
<b>Unit 5: Patch in the jungle</b> .....	<b>100</b>
<b>Unit 6: Pizza for Patch</b> .....	<b>118</b>
<b>Halloween</b> .....	<b>136</b>
<b>Christmas</b> .....	<b>142</b>
<b>Teacher's spinner</b> .....	<b>148</b>
<b>Photocopiable Materials</b>	
<b>Extra activities worksheets</b> .....	<b>149-166</b>
<b>End of unit letters to parent/carer</b> .....	<b>167-176</b>
<b>Evaluation</b> .....	<b>177</b>
<b>Unit evaluation/Teaching evaluation</b> .....	<b>179</b>
<b>Individual child evaluation sheet</b> .....	<b>180</b>
<b>Class progress report</b> .....	<b>181</b>
<b>Termly report for parent/carer</b> .....	<b>183</b>

# Unit 1 Is this Patch?

## Key language

Main receptive language	Focus language	Classroom language	Main recycled language
<i>Not here!*</i>	<i>policeman</i>	Language used so far	<i>Hello*</i>
<i>sniff</i>	<i>eyes</i>	plus:	<i>Bye-bye*</i>
<i>I know!</i>	<i>ears*</i>	<i>Hands up!*</i>	<i>-How are you?</i>
<i>pull</i>	<i>nose*</i>	<i>Who wants to play?*</i>	<i>-I'm fine, thank you.*</i>
<i>wink</i>	<i>hair</i>	<i>Draw ...*</i>	
<i>stroke</i>	<i>mouth</i>	<i>That's right!*</i>	
<i>wiggle*</i>	<i>big*   small*</i>	<i>Try again.*</i>	
<i>pop</i>	<i>long   short</i>	<i>What is it?</i>	
<i>(Patch) has got (long ears)</i>	<i>blue*</i>	<i>Is this ...?</i>	
<i>What's the matter?</i>	<i>yellow*</i>	<i>What colour is it?</i>	
<i>I can't find ...</i>	<b>Chit chat routine</b>	<i>Touch*</i>	
	<i>-What's your name?</i>	<i>Point to ...*</i>	
	<i>-(Patch.)</i>		

\* Items or expressions from previous level.

## Unit aims

- To teach parts of the face in a memorable context
- To widen range of concepts between which children discriminate
- To complete the revision of management routines to be used throughout the level
- To ease the transition from receptive activities to spoken participation
- To reinforce children's self image and conventions of graphic representation of faces
- To foster respect for classmates and their physical characteristics

## Main evaluation criteria

Children should:

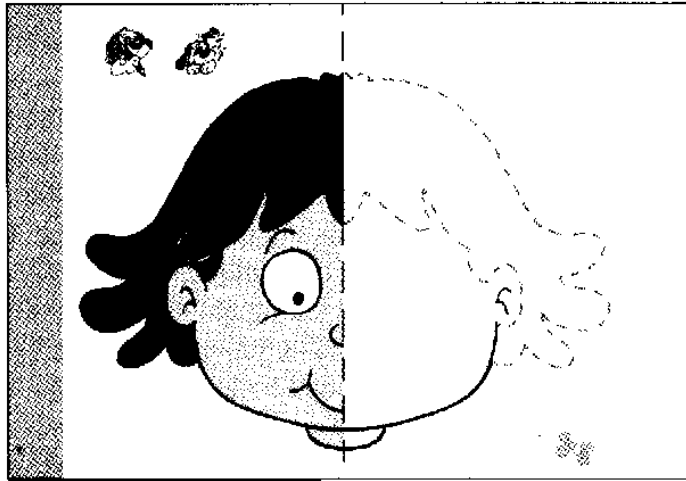
- recognise and indicate parts of the face
- discriminate between concepts presented in context
- follow classroom instructions and management routines
- begin to participate verbally
- draw faces with identifiable main features
- appreciate and value difference



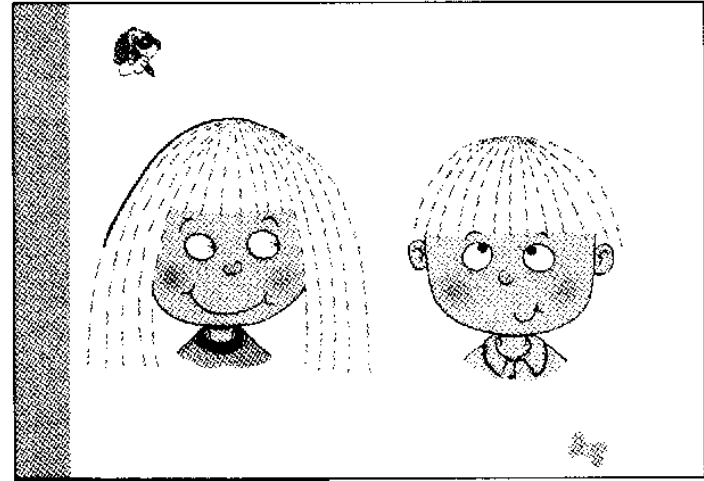
**Lesson 1**



**Lesson 2**



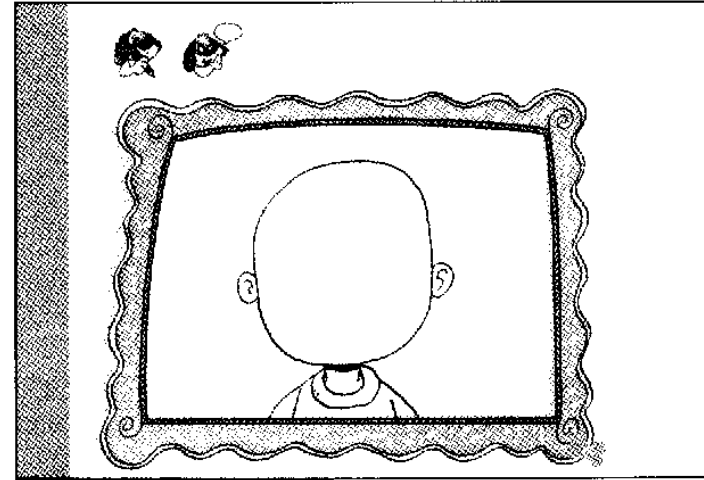
**Lesson 3**



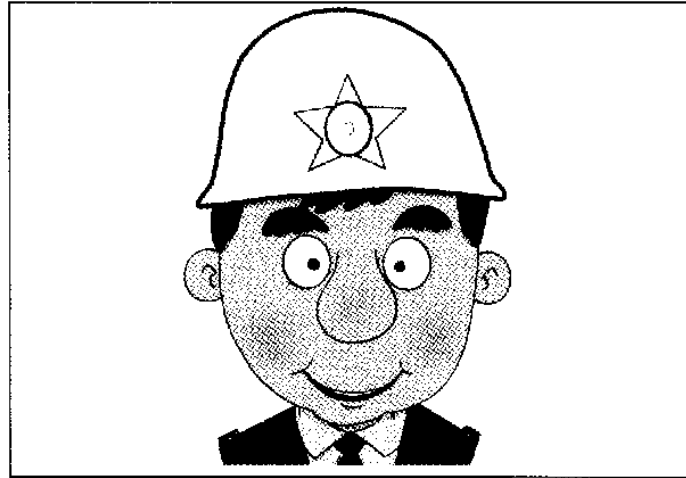
**Lesson 4**



**Lesson 5**



**Lesson 6**



**Lessons 7 and 8**

# Unit 1 Is this Patch?

## Lesson 1



**Lesson focus:** Set the context and listen to the *I'm a policeman song*

**Focus language:** *policeman, eyes, ears, nose*

**Main receptive language:** *Sniff / Look / Listen*

**Classroom language:** *Just like me! Hands up! Who wants to play? Draw ..., Point to ...*

**Main activities:**

- Starter routine
- Play *Knock, knock!*
- Listen to the *I'm a policeman song*
- Play *Policeman says ...*
- Learn the *Hands up chant*
- Play the *Drawing game*
- Worksheet 1
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, the spinner, flashcard (*policeman*), Worksheet 1 (Pupil's Book page 5), pencils, blue crayons

### Teacher's tip

Put the *policeman* flashcard inside Patch's box before the class begins.

### Starter routine

#### 1 Sing the *Hello. How are you? song* (CD1 track 4)

- Put on your Patch puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.
- Keep the puppet on for the next activity.

#### 2 Say the *How are you? chit chat routine* (CD1 track 9)

- Turn Patch to face you and say *How are you?* Say *I'm fine, thank you!* in Patch's voice. Move around the circle with Patch. Encourage

the children to say *How are you?* to Patch. Patch replies *I'm fine, thank you!* Give Patch to one of the children and ask *How are you?*

Encourage the child to reply *I'm fine, thank you!*

- Put Patch to one side.
- Ask the same question to a (confident) child and encourage them to reply. Repeat with one or two more children. (See Section 4 Introduction page 13 for notes on using the Chit chat routines.)

### Circle activities

#### 3 Play *Knock, knock!* (CD1 track 2)

- Set out Patch's box in front of you where all the children can see it. Play the CD or sing the chant yourself. See Introductory unit Lesson 1 for the tapescript.
- Take out the flashcard of the policeman. Say *Look, a policeman* and give a mock salute. Encourage the children to copy you. Put the flashcard on the board where the children can see it.

#### 4 Listen to the *Spinner chant* (CD1 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 *I'm a policeman song* (CD1 track 13)

- Play the CD and do the actions, as below.



#### I'm a policeman

*I'm a policeman* (Mock salute.)

*I'm a policeman* (as above)

*Be a policeman* (as above)

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

*Look with your eyes* (Hand over eyes as though seeking.)

*Look with your eyes* (as above)

*Look with your eyes* (as above)

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

*Listen with your ears* (Cup hand to ears.)

*Listen with your ears* (as above)

*Listen with your ears* (as above)

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

*Sniff with your nose* (Wiggle nose and sniff.)

*Sniff with your nose* (as above)

*Sniff with your nose* (as above)

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

*I'm a policeman* (Mock salute.)  
*I'm a policeman* (as above)  
*Be a policeman* (as above)  
*Just like me!* (Point to self.)

### \*6 Play *Policeman says ...*

- This is like the traditional game 'Simon says ...' Do all the actions yourself initially, then stop doing the action when the children have started to discriminate successfully. Say ***Policeman says ... Listen with your ears. I Look with your eyes. I Sniff with your nose.***, etc. and the children should do the appropriate action as in the song. Then repeat with no prefix of ***Policeman says ...*** The children should stand still. Laugh as you catch them out, but don't eliminate children at this stage.

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

### 7 Learn the *Hands up chant* (CD 1 track 15)

- Draw a simple human face outline on the board with hair and a smiling mouth. Put on your Patch glove puppet and hold the chalk between his paws. Say ***Patch, draw a nose.*** Patch draws a simple nose. Repeat with *eyes* and *ears*.
- Draw another face outline on the board, again without nose, eyes or ears. Use the *Hands up chant* to choose a volunteer to draw a face.



#### Hands up chant

*Who wants to play?*  
*Who wants to play?*  
*Hands up!*  
*Hands up!*  
*Who wants to play?*

- Choose a child who puts their hand up without shouting and give them the chalk. Say ***Draw a nose.*** Point to your own nose, if the child is having trouble discriminating.

### 8 Play the *Drawing game*

- Use the *Hands up chant* to choose another volunteer to play the game as in Activity 7. Give the child the chalk and say ***Draw eyes.*** Point to your own eyes, if the child is having trouble discriminating. Repeat the chant and choose another volunteer. Say ***Draw ears.***

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

- Use your copy of the worksheet to demonstrate. Pick up a pencil and start to draw over the dotted lines of the eyes. When complete, say ***Look, eyes!*** Repeat for *nose* and *ears*, naming each part as you complete it. Finally, demonstrate colouring the helmet blue.

## Table time

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

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets.

### 11 Draw the policeman's eyes, ears and nose. Then colour the helmet. (Worksheet 1)

- Children should trace over the eyes, nose and ears in pencil and colour the helmet, as you did. Say ***Just like me!***

### Teacher's tip

Play the *I'm a policeman song* (CD1 track 13) while the children complete the worksheet.

### 12 Worksheet focus: Sing the *I'm a policeman song* and point to the policeman's eyes, ears and nose. (CD1 track 13)

- Play the song again and children should point to parts of face as they are mentioned. Demonstrate by holding up the worksheet. Say ***Point to (eyes)!***

## Bye-bye routine

### 13 Sing the *Bye-bye song* (CD1 track 11)

- Follow the procedure. See Introductory unit Lesson 2 for the tapescript.

## Extra activities

### 1 Policeman's helmet craft activity

- Draw a simple outline of the policeman's helmet and stick it onto a sheet of paper and photocopy one for each child. Children colour the helmet, stick it onto card and cut it out.

### 2 Sound hunt

- The children have to find items by listening. Send a child from the room and then hide a clock or a noisy battery-operated toy with the other children watching you. Call the child back in and encourage him to find the hidden item by listening. Say ***Listen with your ears.***

### 3 Senses mural

- Take three large pieces of card. Draw a nose in the centre of one, two eyes on another and two ears on the last sheet. Show the children how to tear or cut pictures from magazines of items that you principally see, smell or hear. Then call them to stick the objects onto the correct sheet according to the predominant sense. Say ***Yes! That's right! Sniff with your nose!***

# Unit 1 Is this Patch?

## Lesson 2



**Lesson focus:** Listen to the *Is this Patch?* story

**Focus language:** *policeman, hair, ears, eyes, nose, mouth*

**Main receptive language:** *Not here! I know! What's the matter? I can't find ..., Let's see, Is this (Patch)? (Patch) has got (long ears).*

**Classroom language:** *Look. Listen. Is this ...? Touch ..., Colour ..., Where's ...? Point to ...*

### Main activities:

- Starter routine
- Sing the *I'm a policeman song*
- Listen to the *Is this Patch?* story
- Play with the poster
- Play *Touch noses*
- Worksheet 2
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, the spinner, Poster 1, poster stickers, flashcards (*policeman*), Worksheet 2 (Pupil's Book page 7 and Unit 1 stickers), crayons

### Starter routine

#### 1 Sing the *Hello. How are you?* song (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.
- Keep the puppet on for the next activity.

#### 2 Say the *How are you?* chit chat routine (CD1 track 9)

- See Lesson 1 Activity 2.

### Circle activities

#### 3 Sing the *I'm a policeman song* (CD1 track 13)

- When the children are distracted, quietly hide Patch somewhere in the classroom.
- Say *Where's Patch?* Look in Patch's box again and again as though you can't believe it. Pretend to look around the classroom. Say *Not here!* each time and move on to look somewhere else. Say *I know! A policeman!* and show the *policeman* flashcard. Play the CD and do the actions, encouraging the children to imitate you. See Lesson 1 for the tapescript.
- Sing the song again using the karaoke version (CD1 track 14). Encourage the children to walk around the classroom looking, listening and sniffing with you.

#### 4 Listen to the *Spinner chant* (CD1 track 16)

- 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.

#### 5 Listen to the *Is this Patch?* story (CD1 track 17)

- Put the stickers of the five dogs on the cabinet behind the policeman before the story begins (stickers 1-5). Keep the sticker of Patch to one side.
- Tell the story or play the CD. Add the stickers according to the instructions below.



#### Is this Patch?

Policeman: *What's the matter?*

Ana: *I can't find Patch.* (Sounding worried.)

Policeman: *Hmm. Let's see. Is this Patch?* (Take sticker 1, the long-haired dog, and put between policeman's hands.)

Ana: *No, Patch has got short hair.* (Touch hair on dog.)

Policeman: *Hmm. Is this Patch?* (Change for sticker 2, the short-eared dog.)

Ana: *No, Patch has got long ears.* (Touch ears on dog.)

Policeman: *Hmm. Is this Patch?* (Change for sticker 3, the white dog.)

Ana: *No, Patch has got big eyes.* (Touch eyes on dog.)

Policeman: *Hmm. Is this Patch?* (Change for sticker 4, the small-nosed dog.)

Ana: *No, Patch has got a big nose.* (Touch nose on dog.)

Policeman: *Hmm. Is this Patch?* (Change for sticker 5, the fierce dog.)

Ana: *No, Patch has got a small mouth.* (Pretend to touch mouth and pull hand away as though scared and look afraid.)

Policeman: *Hmm. Is this Patch?* (Change for sticker of Patch.)

Ana: *Yes! That's Patch! Oh, Patch!*

Policeman: *Bye-bye, Patch!*

## 6 Play with the poster

- Put all the different dog stickers except for Patch along the bottom of the poster, within easy reach of the children. Point to each one in turn and ask *Is this Patch?* Encourage the children to shout out *NOOOOO!* as though at the pantomime. Then you say why it can't be Patch using lines from the story, e.g. *No, Patch has got a small mouth*, according to which dog you have pointed to, and point to the facial feature mentioned.

## \*7 Play Touch noses

- Use the *Hands up chant* (CD1 track 15) or say it yourself (see Lesson 1) to choose two children to play the game. Stand the two children opposite one another, but at arms' length apart. Say *Touch noses*. They each touch the other's nose with their hands. Repeat for *ears, eyes, mouth* and *hair*. You may well need to use the *Calm down chant* after this game (CD1 track 7).

\* If you are short of time, you can leave out Activity 7.

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

- Use your copy of the worksheet to demonstrate. Add the stickers. Say *Look, Patch has got eyes / hair / a mouth* as you add each feature and then demonstrate colouring the nose and one ear. Say *Colour Patch's ear and nose*.

## Table time

### 9 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets and the children's stickers.

### 10 Stick on Patch's eyes, hair and mouth. Then colour his ear and nose. (Worksheet 2)

- The children add the stickers of *eyes, mouth* and *hair* and colour the nose and ear, as you did. Say *Just like me!*

### 11 Worksheet focus: Point to Patch's eyes, ears, hair, nose and mouth.

- Say *Point to eyes / ears / hair / nose / mouth!* and children should point to them on Patch.

## Bye-bye routine

### 12 Sing the Bye-bye song (CD1 track 11)

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

## Extra activities

### 1 Where's Patch? game

- Use the *Hands up chant* (CD1 track 15) to choose a volunteer to be Patch. While the other children face the board or hide their eyes, the volunteer hides somewhere in the room and then barks like a dog, pretending to be Patch. Ask, *Where's Patch?* The other children must point in the direction where they think the sound is coming from. Repeat with another volunteer.

### 2 Pass the Puppet (CD1 track 18)

- Play the music and children pass the Patch glove puppet around the circle. Pause the CD and name a feature (*hair, eyes, ears, nose* or *mouth*) and the child with the puppet has to touch the corresponding part on Patch.



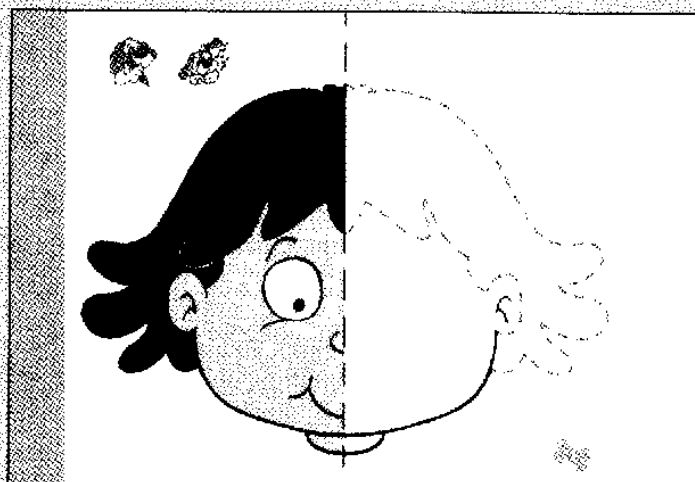
### Pass the ... music

### 3 Who's got ...?

- Give out the five face flashcards to five children who stand at the front hiding their card from the rest of the class. Ask *Who's got the (hair)?* And the other children have to guess who has it. Let them shout out classmates' names. When the hubbub dies down, ask the five children to show their flashcards to confirm who has the named facial feature.

# Unit 1 Is this Patch?

## Lesson 3



**Lesson focus:** Listen to the *Face action song*

**Focus language:** *policeman, hair, ears, eyes, nose, mouth*

**Main receptive language:** *pull, wink, stroke, wiggle, pop*

**Classroom language:** *That's right! What is it? Draw ...*

**Main activities:**

- Starter routine
- Sing the *I'm a policeman song*
- Play the *Mirror game*
- Listen to the *Face action song*
- Play the *Noisy face game*
- Play *Is it a ...?*
- Worksheet 3
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, the spinner, flashcards (*policeman, eyes, ears, nose, mouth, hair*), Worksheet 3 (Pupil's Book page 9), pencils

### Starter routine

#### 1 Sing the *Hello. How are you? song* (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

#### 2 Say the *How are you? chit chat routine* (CD1 track 9)

- Ask *How are you?* to one or two children. Help them to say *I'm fine, thank you* if they are hesitating. Choose a (confident) child to ask the question to another child. Repeat with one more pair.

### Circle activities

#### 3 Sing the *I'm a policeman song* (CD1 track 13)

- Show the *policeman* flashcard and use the *Stand up* routine (CD1 track 6) to have children stand up around the circle ready to sing the song. Play the CD and do the actions along with the song. See Lesson 1 for the tapescript.

#### 4 Play the *Mirror game*

- Use the *Hands up chant* (CD1 track 15) to find a volunteer to demonstrate the actions used in the *Face action song* below with you. Stand facing the volunteer at the front of the circle as though you were looking at yourself in a mirror. Give spoken instructions and simultaneously do the action (see instructions in the song below). The child has to do the same action. The order is not important at this stage. Say, e.g. **Wink your eyes. | Stroke your hair. | Pull your ears. | Wiggle your nose. | Pop your mouth.**

#### 5 Listen to the *Spinner chant* (CD1 track 3)

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



#### Spinner chant

*Spin, spin, time for a song!*

#### 6 Listen to the *Face action song* (CD1 track 19)

- Play the CD and encourage the children to do the actions along with you. The children will get the actions muddled up at first. Laugh along with them. There are corresponding sound effects after each action.



#### Face action song

**Pull your ears. Pull! Pull!** (Pull alternate ears.)

**Pull your ears. Pull! Pull!** (Pull alternate ears.)

**Dooby dooby doo** (Wiggle your bottom in time to the music.)

**Pull! Pull!** (Pull alternate ears.)

**Wink your eyes. Wink! Wink!** (Wink alternate eyes.)

**Wink your eyes. Wink! Wink!** (Wink alternate eyes.)

**Dooby dooby doo** (Wiggle your bottom in time to the music.)

**Wink! Wink!** (Wink alternate eyes.)

**Pull! Pull!** (Pull alternate ears.)

**Stroke your hair. Stroke! Stroke!** (Stroke your hair.)  
**Stroke your hair. Stroke! Stroke!** (Stroke your hair.)  
**Dooby dooby doo** (Wiggle your bottom in time to the music.)  
**Stroke! Stroke!** (Stroke your hair.)  
**Wink! Wink!** (Wink alternate eyes.)  
**Pull! Pull!** (Pull alternate ears.)

**Wiggle your nose. Wiggle! Wiggle!** (Wiggle your nose.)  
**Wiggle your nose. Wiggle! Wiggle!** (Wiggle your nose.)  
**Dooby dooby doo** (Wiggle your bottom in time to the music.)  
**Wiggle! Wiggle!** (Wiggle your nose.)  
**Stroke Stroke!** (Stroke your hair.)  
**Wink! Wink!** (Wink alternate eyes.)  
**Pull! Pull!** (Pull alternate ears.)

**Pop your mouth. Pop! Pop!** (Make a popping sound with your mouth, like a fish.)  
**Pop your mouth. Pop! Pop!** (Make a popping sound with your mouth, like a fish.)  
**Dooby dooby doo** (Wiggle your bottom in time to the music.)  
**Pop! Pop!** (Make a popping sound with your mouth, like a fish.)  
**Wiggle! Wiggle!** (Wiggle your nose.)  
**Stroke! Stroke!** (Stroke your hair.)  
**Wink! Wink!** (Wink alternate eyes.)  
**Pull! Pull!** (Pull alternate ears.)

### \*7 Play the Noisy face game

- Make a noise from the *Face action song* and the children should touch the relevant part of their face. Say **That's right! Your eyes. Wink your eyes**, etc. and reinforce the word by doing the mimes as you repeat the appropriate line from the song.

\* If you are short of time, you can leave out Activity 7.

### 8 Play Is it a ...?

- Start to draw the outline of a facial feature (e.g. a mouth) on the board. Stop drawing and ask the children **Is it (a nose)?** Wait for them to say *No!* and carry on drawing. Draw a bit more and ask **Is it (hair)?** (*No!*) Finish drawing the item and say **Is it a mouth? Yes!**
- Repeat for the other items (*hair, nose, ear, eye*).

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

- Use your copy of the worksheet to demonstrate. Ask **What is it? A (nose)**, as you point to the features on the drawn side of Ana's face. Encourage the children to name each part with you. Then, point to the incomplete hair. Say **What is it?** Take a pencil and join the dotted lines to complete drawing the hair. Show it to the children

and say **Look, hair**. Draw in the other missing parts to make the face symmetrical, saying **Look, eye**, etc.

## Table time

### 10 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets.

### 11 Draw Ana's hair, nose, eye, ear and mouth (Worksheet 3)

- The children have to complete the hair and ear and draw the other half of the nose, mouth, ear and an eye, as you did. Say **Draw Ana's nose / eye / ear / hair / mouth. Just like me!**

### 12 Worksheet focus: Sing the Face action song and point to the ears, eyes, hair, nose and mouth. (CD1 track 19)

- The children touch the facial features on their worksheets as they are mentioned in the song and pretend to pull the ears, etc.

## Bye-bye routine

### 13 Sing the Bye-bye song (CD1 track 11)

- Follow the procedure. See Introductory unit Lesson 1 for the tapescript.

## Extra activities

### 1 Mobile faces mime game

- Call out the parts of the face (*hair, ears, eyes, nose, mouth*) and the children should do the appropriate action for that part, as in the *Face action song* (CD1 track 19). Do it yourself, too, initially and gradually stop when you can see they are gaining confidence.

### 2 Funny faces craft

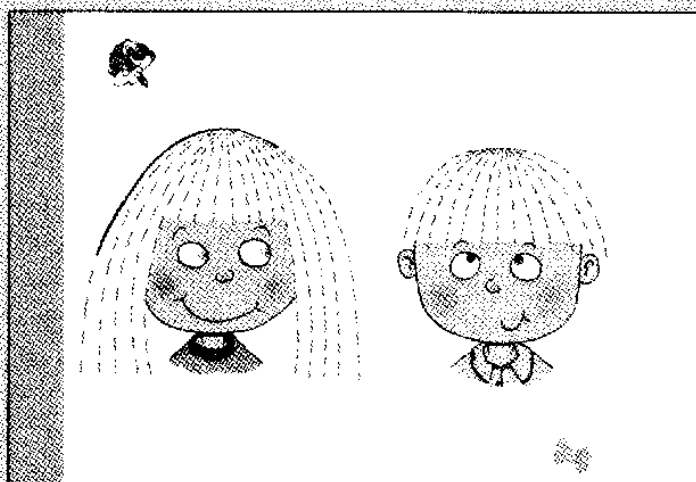
- Take in a round paper plate for each child. Show them how different features can be made, e.g. balls of tissue for the noses and ears, strips of crepe paper for the hair, etc. Make available a mix of materials, e.g. plasticine, crepe paper, tissue paper, wool, buttons, felt-tip pens. The children use their imagination to personalise their face. If no plates are available, cut out simple face shapes from card.

### 3 Find ... flashcard game

- Put the five face flashcards face down, naming them clearly as you do so. Say **Find (the nose)**. Ask a child to turn over a flashcard. Say **Is it a nose? Yes! or No!** Repeat with a different volunteer and different features.

# Unit 1 Is this Patch?

## Lesson 4



**Lesson focus:** Listen to the *Is this Patch?* story again

**Focus language:** policeman, hair, ears, eyes, mouth, nose, long / short, big / small

**Main receptive language:** sniff, pull, wink, stroke, wiggle, pop, *What's the matter? I can't find ...*, *Let's see, (Patch) has got (long ears)*

**Classroom language:** Look, Listen, *Is this ...?* *What's this?*

### Main activities:

- Starter routine
- Sing the *Face action song*
- Sing the *I'm a policeman song*
- Listen to the *Is this Patch?* story
- Play with the poster
- *Long or short?*
- Play the *Long or short hair game*
- Worksheet 4
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, Poster 1, poster stickers, flashcards (*eyes, ears, nose*), Worksheet 4 (Pupil's Book page 11), pencils

### Starter routine

#### 1 Sing the *Hello. How are you?* song (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

#### 2 Say the *How are you?* chit chat routine (CD1 track 9)

- Ask *How are you?* to one or two children. Help them to say *I'm fine, thank you* if they are hesitating. Choose a child to ask the question to another child. Repeat with one more pair.

### Circle activities

#### 3 Sing the *Face action song* (CD1 track 19)

- Use the *Stand up, sit down* routine (CD1 track 6) to position the children before and after the song. 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 (CD1 track 20). Sing the song yourself along with the music. Encourage the children to start singing, too, and do the actions along with you.

#### 4 Sing the *I'm a policeman song* (CD1 track 13)

- Divide the children into three groups to do the actions for the song. Give one child from each group the flashcard of *eyes, nose* or *ears*. The children should act out the part of the song that corresponds to their flashcard and all sing the chorus at the beginning and end. See Lesson 1 for the tapescript.

#### 5 Listen to the *Is this Patch?* story (CD1 track 17)

- Stick Poster 1 on the board and add the stickers of the five dogs on the cabinet behind the policeman before the story begins. Keep the sticker of Patch to one side. Tell the story or play the CD and move the stickers according to the instructions. See Lesson 2 for the tapescript.

#### 6 Play with the poster

- Leave up Poster 1 with all the dogs behind the policeman and Patch between the policeman's hands. Use the *Hands up chant* (CD1 track 15) to choose a volunteer to identify the dogs. Touch the corresponding part on Patch's face each time to help them. Say *Patch has got short hair. Find long hair.* Choose other volunteers and repeat for *Patch has got long ears / big eyes / a big nose / a small mouth*, each time asking the volunteer to find its opposite (*short ears / small eyes / a small nose / a big mouth*).

#### 7 Long or short?

- Focus the children's attention on the dog with long hair (sticker 1). Say *Look! It's got long hair!* Then point to Patch. Say *Patch has got short hair.* Name a child with short hair to stand up. Say *(Juan) has got short hair.* Repeat for a long-haired child. *(Maria) has got long hair.* Repeat with other children until you are sure they have grasped the concept.

### \*8 Play the *Long or short hair game*

- Use the *Hands up chant* (CD1 track 15) to choose a volunteer. Blindfold the child or cover their eyes with your hand and have them touch another child's hair (someone whose hair is clearly long or short). Ask *Long or short hair?*

\* If you are short of time, you can leave out Activity 8.

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

- Use your copy of the worksheet to demonstrate. Point to the face with long hair and say *Look! Long hair*. Let the children watch as you take a pencil and complete some of the hair. Invite a child to do the same. Repeat for the face with short hair.

### Table time

#### 10 Time for tables routine (CD1 track 8)

- 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.

#### 11 Draw the long hair. Then draw the short hair (Worksheet 4)

- Children draw long and short hair, as you did.

#### 12 Worksheet focus: Point to the long hair. Then point to the short hair

- Say *Long* or *Short* at random and the children point to one of the faces. Check they are pointing correctly. Sometimes repeat the word to catch them out, e.g. *Long, short, short, long, long*, etc.

### Bye-bye routine

#### 13 Sing the *Bye-bye song* (CD1 track 11)

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

### Extra activities

#### 1 Pull the long / short straw

- Take about eight straws and cut them into different lengths, some clearly long and others clearly short. Hold them all together in your fist, ends poking out. Use the *Hands up chant* (CD1 track 15) to choose children to come out and play the game. The children have to pull one and say which they've pulled, *long* or *short*.

#### 2 Long / short hair survey

- Draw two columns on the board and a face with short hair at the top of one column and a face with long hair at the top of the other. Do a survey by asking the children *Who's got long hair?* The children should reply with appropriate names and you write the names in the column. Repeat for short hair. At the end, see which column has most names.

#### 3 What's missing?

- Draw a simple Patch face on the blackboard and name the facial features as you do so. Ask the children to shut their eyes, then rub out one feature, e.g. the nose. Ask *What's missing?* and see if the children can identify the features.

# Unit 1 Is this Patch?

## Lesson 5



**Lesson focus:** Listen to the *Is this Patch?* story song

**Focus language:** *hair, ears, eyes, mouth, nose, blue, yellow*

**Main receptive language:** *pull, wink, stroke, wiggle, pop, long / short, Turn around.*

**Classroom language:** *Is this ...? Colour it! What (colour) is it? That's right. Try again.*

**Main activities:**

- Starter routine
- Sing the *Face action song*
- Play the *Face flashcard game*
- Listen to the *Is this Patch?* story song
- Colour focus
- Play the *Which hand?* game
- Do the *Colour dance*
- Worksheet 5
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, the spinner, Poster 1, poster stickers, flashcards (*eyes, ears, nose, mouth, hair, yellow, blue*), Worksheet 5 (Pupil's Book page 13), blue and yellow crayons

### Starter routine

#### 1 Sing the *Hello. How are you?* song (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

#### 2 Say the *How are you?* chit chat routine (CD1 track 9)

- Ask *How are you?* to one or two children. Help them to say *I'm fine, thank you* if they are hesitating. Choose a child to ask the question to another child. Repeat with one more pair.

### Circle activities

#### 3 Sing the *Face action song* (CD1 track 19)

- Use the *Stand up, sit down* routine (CD1 track 6) to position the children before and after the song. Play the CD and encourage the children to do the actions along with you. See Lesson 3 for the tapescript.

#### 4 Play the *Face flashcard game*

- Hold the five face flashcards behind Patch's box. Slowly reveal one of the flashcards over the top of the box until the children guess correctly. Ask *What is it?*

#### 5 Listen to the *Spinner chant* (CD1 track 3)

- Spin the spinner and play the CD or say the *Spinner chant*. See Lessons 1 or 3 for the tapescript.
- Play, or say, the chant again while you stick Poster 1 on the board within easy reach of the children. Put the five dogs on the cabinet behind the policeman. Put Patch between the policeman's hands.

#### 6 Listen to the *Is this Patch?* story song (CD1 track 21)

- Sing the song or play the CD. Do the actions and point to the examples of the features on each dog and finally to Patch in the last line of the song.



#### **Is this Patch?** story song

Policeman: *Long hair, short hair* (Point to the long-haired dog.)

*Is this Patch?* (Shrug your shoulders.)

Ana: *No, Patch's got short hair, Short hair!* (Point to Patch's hair.)

Policeman: *Long ears, short ears* (Point to the short-eared dog.)

*Is this Patch?* (Shrug your shoulders.)

Ana: *No, Patch's got long ears, Long ears!* (Point to Patch's ears.)

Policeman: *Big eyes, small eyes* (Point to the white dog's eyes.)

*Is this Patch?* (Shrug your shoulders.)

Ana: *No, Patch's got big eyes, Big eyes!* (Point to Patch's eyes.)

Policeman: *Big nose, small nose* (Point to the small-nosed dog.)

*Is this Patch?* (Shrug your shoulders.)

Ana: **No, Patch's got a big nose,  
Big nose!** (Point to Patch's nose.)

Policeman: **Big mouth, small mouth** (Point to the fierce dog's mouth.)

**Is this Patch?** (Shrug your shoulders.)

Ana: **No, Patch's got a small mouth,  
Small mouth!** (Point to Patch's mouth.)

## 7 Colour focus

- Point to the policeman's helmet on the poster and say **Look, blue!** and show the *blue* flashcard. Then point to the star on the helmet and say **Look, yellow!** and show the *yellow* flashcard.

## 8 Play the Which hand? game

- Take a *yellow* sticker and put it on the back of one hand. Say **Look! Yellow!** Then put a *blue* sticker on the other hand. Say **Look! Blue!** If you prefer, you could use two felt-tip pens, drawing a cross of each colour on the back of your hands. Show your hands alternately saying, **Yellow / Blue**, as appropriate.
- Pick up a small block and, with both hands behind your back, hide the block in one of your hands. Bring out both closed hands and offer them to a child. Say **Yellow or blue?** Encourage the child to choose a hand, naming it, rather than merely pointing to it. Say **Yes, that's right!** or **No! Try again!** Repeat with different volunteers.

## 9 Do the Colour dance (CD1 track 22)

- Give blue and yellow crayons out randomly to the children, one per child. The children should remain seated in the circle. Play the CD. The children should move in time to the music and, when they hear the colour they are holding, should stand up, turn around and sit down following the instructions on the CD.



### Colour dance

**Blue, blue, blue, blue, blue!**

**Stand up, turn around and sit down!**

**Yellow, yellow, yellow, yellow, yellow!**

**Stand up, turn around and sit down!**

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

- Use your copy of the worksheet to demonstrate. Point to Ana's jumper and name the colours of the sequence of stripes on one of the sleeves. Encourage the children to join in with you. Then, point to the partially-coloured stripe on the body of the jumper. Ask **What colour is it?** Wait for the children to reply and confirm their choice **Yes, it's yellow** and colour it in accordingly. Say the *Colour it chant*.  
**Colour it!**  
**Colour it!**  
**Colour it yellow!**

- Repeat as necessary for one or two more stripes, saying the chant for each one before you colour it.

## Table time

### 11 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) and give out the Pupil's Books or just the separated worksheets.

### 12 Colour the jumper blue and yellow (Worksheet 5)

- Children complete the stripes sequence, as you did. As you go round, repeat the *Colour it chant* to any child who is hesitating.

### 13 Worksheet focus: Point to blue. Then point to yellow

- Say **Point to blue / yellow** at random. Make sure all the children are pointing to the correct coloured stripe before moving on.

## Bye-bye routine

### 14 Sing the Bye-bye song (CD1 track 11)

- Follow the procedure. See Introductory unit Lesson 2 for the tapescript.

## Extra activities

### 1 Spin the bottle

- Set out the five face flashcards in a well-spaced circle. Put a plastic bottle in the middle, half full of water. Spin the bottle and when it comes to rest, the children have to name the flashcard towards which it is pointing.

### 2 Play Is it blue?

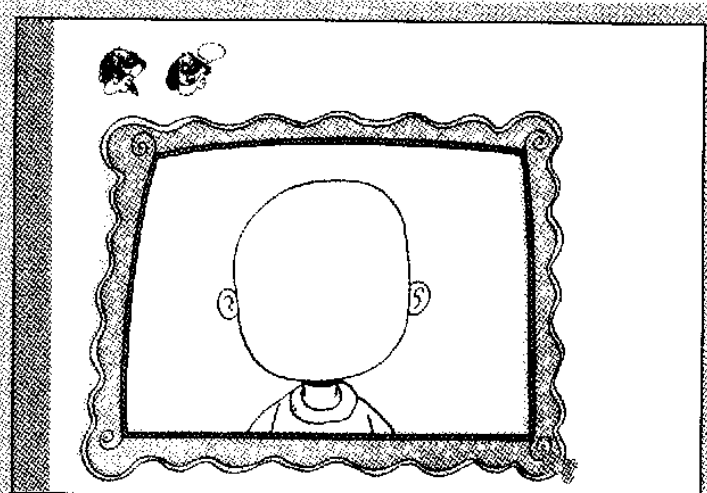
- Take a yellow or blue flashcard and, without looking at it, put it on your head, facing the children. Say **Is it (blue?)** The children should shout out **Yes!** or **No!** When the children shout **Yes!** look at the flashcard to check and say **That's right! It's (blue)!**

### 3 Colour racing

- Place two boxes of mixed crayons (blue and yellow) at one end of the room. Choose two children, who then stand at the other end of the room. Shout out, e.g. **Blue!** The two children race to pick up a blue crayon.

# Unit 1 Is this Patch?

## Lesson 6



**Lesson focus:** Learn the *What's your name? chit chat routine*

**Focus language:** *policeman, hair, ears, eyes, mouth, nose, big / small, long / short, What's your name?*

**Main receptive language:** *Look / Listen / Sniff, (Patch)'s got (long ears), Is this ...?*

**Classroom language:** *Draw*

**Main activities:**

- Starter routine
- Sing the *I'm a policeman song*
- Play the *Policeman interview game*
- Learn the *What's your name? chit chat routine*
- Do the *What's your name? round*
- Sing the *Is this Patch? story song*
- Worksheet 6
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, flashcards (*policeman*), Worksheet 6 (Pupil's Book page 15), pencils

### Starter routine

#### 1 Sing the *Hello. How are you? song* (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

#### 2 Say the *How are you? chit chat routine* (CD1 track 9)

- Ask *How are you?* to one or two children. Help them to say *I'm fine, thank you* if they are hesitating. Choose a child to ask the question to another child. Repeat with one more pair. Today is the last opportunity to ensure that all children have participated in this Chit chat routine.

### Circle activities

#### 3 Sing the *I'm a policeman song* (CD1 track 13)

- Use the *Stand up, sit down* routine (CD1 track 6) to position the children before and after the song. Play the CD and do the actions. See Lesson 1 for the tapescript.

#### 4 Play the *Policeman interview game*

- Put on your Patch the Puppy puppet. If you made the policeman's helmet in the Extra activities in Lesson 1, put it on and pretend to be the policeman. If not, hold up the *policeman* flashcard and say *What's your name?* in a serious policeman's voice to Patch. Reply *Patch* in Patch's voice. Take the glove puppet off. Hold up the Ana flashcard and repeat the procedure. Answer in Ana's voice. Ask a (confident) child *What's your name?* and encourage them to reply, saying their own name. Repeat with two or three more children.

#### 5 Learn the *What's your name? chit chat routine* (CD1 track 23)

- Give the *policeman* flashcard to one of the children. Wearing your Patch glove puppet, pretend to be Patch. Give the *policeman* flashcard to another child. Take off the glove puppet. This time hold up the Ana card and pretend to be Ana. Then play the CD.



#### **What's your name? chit chat routine**

Policeman: *What's your name?*

Patch: *Patch.*

Policeman: *What's your name?*

Ana: *Ana.*

- Holding the *policeman* flashcard, ask the question to two or three children in a deep, stern voice. The children reply. Choose a (confident) child to be the policeman, give them the flashcard and encourage them to go around the class, asking the others *What's your name?* The other children should reply.

#### \*6 Do the *What's your name? round*

- Choose a child sitting in the circle and ask *What's your name?* The child should reply with his / her name. Encourage them to turn to the child on their right and ask them the same question. Repeat going round the circle, helping any child who has difficulty with the question.

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

## 7 Sing the *Is this Patch?* story song (CD1 track 21)

- Use the *Stand up, sit down* routine (CD1 track 6) to position the children before and after the song. Play the CD and do the actions.



### Is this Patch? story song

Policeman: **Long hair, short hair** (Gesture long hair, then short hair.)

**Is this Patch?** (Shrug your shoulders.)

Ana: **No, Patch's got short hair, Short hair!** (Gesture short hair.)

Policeman: **Long ears, short ears** (Gesture long ears, then short ears.)

**Is this Patch?** (Shrug your shoulders.)

Ana: **No, Patch's got long ears, Long ears!** (Gesture long ears.)

Policeman: **Big eyes, small eyes** (Gesture big eyes, then small eyes.)

**Is this Patch?** (Shrug your shoulders.)

Ana: **No, Patch's got big eyes, Big eyes!** (Gesture big eyes.)

Policeman: **Big nose, small nose** (Gesture a big nose, then a small nose.)

**Is this Patch?** (Shrug your shoulders.)

Ana: **No, Patch's got a big nose, Big nose!** (Gesture a big nose.)

Policeman: **Big mouth, small mouth** (Gesture a big mouth, then a small mouth.)

**Is this Patch?** (Shrug your shoulders.)

Ana: **No, Patch's got a small mouth, Small mouth!** (Gesture a small mouth.)

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

- Use your copy of the worksheet to demonstrate. Show the blank face with ears. Call a long-haired child out and say **(Claudia) has got long hair**. Draw hair according to the child's appearance. Draw in eyes as though you were drawing Claudia. Then give Claudia the pencil and say **Draw your nose** and then **Draw your mouth**. Show the children the finished 'portrait' and say **Very good!**

### Table time

## 9 Time for tables routine (CD1 track 8)

- 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 Draw yourself in the picture frame (Worksheet 6)

- Say **Draw you! (Juan), draw (Juan), (Maria), draw (Maria)**. Help any children who are having difficulty.

## 11 Worksheet focus: Hold up your picture and play *What's your name?*

- With the children still seated at their tables, ask a child to hold their book or worksheet in front of their face. Ask **What's your name?** and the child pops out from behind the book or worksheet and says their name. Repeat for several children.

### Bye-bye routine

## 12 Sing the *Bye-bye* song (CD1 track 11)

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

### Extra activities

#### 1 Dosey do *What's your name?*

- Divide the children into two groups and direct them to stand on opposite sides of the circle, in two (rough) lines. They should walk together, waving as they do so. Direct one group to ask someone from the other group **What's your name?** The child from the other group says their name and then repeat the process, this time with the other group asking **What's your name?**

#### 2 Roll the ball *What's your name?*

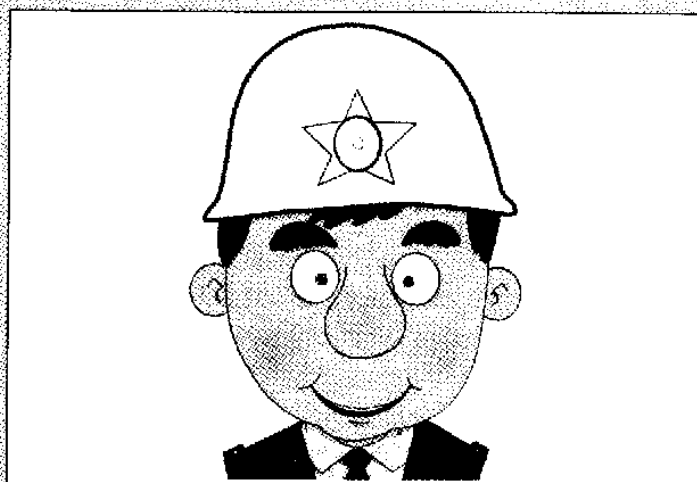
- Children should sit in the circle. Take a small soft ball and roll it to a child. Say **What's your name?** Whoever the ball reaches, picks it up and says their name. They then roll the ball to someone else in the group and ask the question **What's your name?** Repeat.

#### 3 Portrait gallery

- Put up the worksheets from this lesson around the room as though it were an art gallery. The children should walk around and try to identify their classmates.

# Unit 1 Is this Patch?

## Lesson 7



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

**Focus language:** *policeman, hair, eyes, ears, nose, mouth, big / small, long / short, Tidy up!*

**Main receptive language:** *sniff, pull, wink, stroke, wiggle, pop, Is this ...? (Patch)'s got (long ears)*

**Classroom language:** *Stop! Tidy up! Point to ...*

**Main activities:**

- Starter routine
- Sing the *Face action song*
- Play *Chinese whispers*
- Sing the *Is this Patch? story song*
- Play the *Patch identification game*
- *Classmate identification game*
- Remove the press out
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, flashcards (*eyes, nose, mouth, hair, ears*), Unit 1 press out, blue and yellow felt-tip pens or crayons

### Starter routine

#### 1 Sing the *Hello. How are you? song* (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

#### 2 Say the *What's your name? chit chat routine* (CD1 track 23)

- Use the CD to model the routine, as in Lesson 6, if you think it necessary. Then, wearing the glove puppet, talk to Patch. Say *What's your name?* and reply *Patch* in Patch's voice. Ask a child *What's your name?* and encourage them to reply. Repeat for two or three more children. Encourage a (confident) child to ask another pupil.

### Circle activities

#### 3 Sing the *Face action song* (CD1 track 19)

- Use the *Stand up, sit down* routine (CD1 track 6) to position the children before and after the song. Play the CD and encourage the children to do the actions along with you. See Lesson 3 for the tapescript.

#### \*4 Play *Chinese whispers*

- Set the flashcards out in the centre of the circle. Whisper one of the face words to the nearest child who should whisper it to the next child in the circle. They should continue whispering in the same direction until you say **Stop!** The last child to hear the word should pick up the correct flashcard. Repeat.

\* If you are short of time, you can leave out Activity 4.

#### 5 Sing the *Is this Patch? story song* (CD1 track 21)

- Sing the song and do the actions. See Lesson 6 for the tapescript.

#### 6 Play the *Patch identification game*

- Use the *Hands up chant* (CD1 track 15) to choose a volunteer. The child should shut their eyes (or put on a blindfold). Put on your Patch the Puppy puppet and place one of the child's hands on a part of Patch (eyes, nose, mouth, ears, hair) and they have to say *Ears!*, etc. according to what they feel.

#### \*7 *Classmate identification game*

- Use the *Hands up chant* (CD1 track 15) to choose two volunteers. As in Activity 6 above, one child shuts their eyes or wears a blindfold and you place their hand on a facial feature of the other child. They have to say *Ears!*, etc. according to what they can feel.

\* If you are short of time, you can leave out Activity 7.

#### 8 Demonstrate the press out

- Hold up your copy of the Unit 1 press out. Show the children how to remove their press out from the sheet. Colour the badge yellow and the helmet blue. Say, or play, the *Colour it chant* (CD1 track 24).

*Colour it!*  
*Colour it!*  
*Colour it blue | yellow!*

## Table time

### 9 Time for tables routine (CD1 track 8)

- 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.

### 10 Remove the policeman press out

- Let the children press out the relevant piece themselves. Say **Look! Just like me!** The children should personalize their press outs by colouring the helmet blue and the badge yellow, as you did.

#### Teacher's tip

Play the *I'm a policeman song* (CD1 track 13) as the children complete colouring the press out.

### 11 Press out focus: Point to ...

- Say **Point to eyes** and point to the eyes on your own copy of the press out. The children should point to the correct part of the policeman's face. Repeat for *nose | mouth | hair | ears*.

#### Teacher's tip

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

### 12 Learn the Tidy up chant (CD1 track 25)

- Pretend to be shocked by the crayons scattered around and start to put them in the box (or wherever they are normally kept). Play the CD, or say the chant yourself, and encourage the children to help you.



#### Tidy up chant

*Tidy up!*

*Tidy up!*

*Everybody tidy up!*

*Tidy up!*

*Tidy up!*

*Tidy up now!*

- Use the *Tidy up chant* to have the children put away the crayons and press outs. In all future lessons you should use the chant to have the children tidy up the materials used before going into the Bye-bye routine.

## Bye-bye routine

### 13 Sing the Bye-bye song (CD1 track 11)

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

## Extra activities

#### 1 What's your name? with press out

- Half the children have their policeman press outs and go around to classmates asking *What's your name?* The other child replies and they move on. After a few minutes, change over so that the other half of the class have their policeman press out and take turns at asking.

#### 2 Friends touch noses

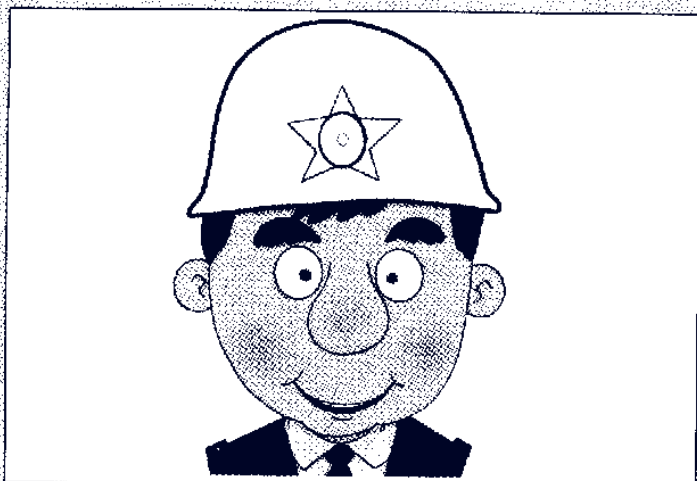
- Stand two children opposite one another, close together. Say **Touch noses**, etc. They each touch the other's nose with their own nose. Repeat with other features. You may well need to use the *Calm down chant* (CD1 track 7) after this game.

#### 3 Extra worksheet 1 (Extra activities worksheets page 152)

- This is for teachers who have longer sessions. Children circle the odd one out in each row of dogs. They can then colour the dogs.

# Unit 1 Is this Patch?

## Lesson 8



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

**Focus language:** *policeman, hair, ears, eyes, mouth, nose*

**Main receptive language:** *Look / Listen / Sniff, pull, wink, stroke, wiggle, pop*

**Classroom language:** Language used so far

**Main activities:**

- Starter routine
- Demonstrate the *Face action song* and the *I'm a policeman song*
- Perform the *Face action song* and the *I'm a policeman song*
- Bye-bye routine

**Materials:** Patch's box, Patch the Puppy puppet, CD1, spinner, children's press outs made in Lesson 7

### Starter routine

#### 1 Sing the *Hello. How are you? song* (CD1 track 4)

- Put on your Patch the Puppy puppet. Sing the song to Patch, moving him as if he's singing along too. See Introductory unit Lesson 1 for the tapescript.

#### 2 Say the *What's your name? chit chat routine* (CD1 track 23)

- Use the CD to model the routine, as in Lesson 6, if you think it necessary. Then, wearing the glove puppet ask *What's your name?* to a (confident) child. Encourage the child to reply, and ask Patch *What's your name?* Patch, in turn, replies with his name. Repeat for one or two more children.

### Circle activities

#### Teacher's tip

The activities in Lesson 8 of each unit review the material via a performance. The children should remain seated during the teacher's demonstration, though not discouraged from joining in singing. This provides a model for their own performance. They will be more inclined to join in if you use the karaoke version of the recordings. However, a suggested procedure for using the fully harmonised tracks first when performing with press outs is given below, if you feel your class need the extra support of the lyrics. The children have got both versions on the Songs CD that they will use at home to perform the songs for their family.

#### 3 Demonstrate the *Face action song* (CD1 track 20)

- Using the karaoke version of the song, stand up to sing the song and do actions as indicated. See Lesson 3 for the tapescript.

#### 4 Demonstrate the *I'm a policeman song* (CD1 track 13)

- Sing the song and point to the press out as indicated.
- Repeat the activity using the karaoke version (CD 1 track 14).



#### *I'm a policeman song*

*I'm a policeman* (Mock salute.)

*I'm a policeman* (Mock salute.)

*Be a policeman* (Mock salute.)

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

*Look with your eyes* (Point to eyes on the press out.)

*Look with your eyes* (Point to eyes on the press out.)

*Look with your eyes* (Point to eyes on the press out.)

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

*Listen with your ears* (Point to ears on the press out.)

*Listen with your ears* (Point to ears on the press out.)

*Listen with your ears* (Point to ears on the press out.)

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

*Sniff with your nose* (Point to nose on the press out.)

*Sniff with your nose* (Point to nose on the press out.)

*Sniff with your nose* (Point to nose on the press out.)

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

*I'm a policeman* (Mock salute.)  
*I'm a policeman* (Mock salute.)  
*Be a policeman* (Mock salute.)  
*Just like me!* (Point to self.)

## Table time

### 5 Time for tables routine (CD1 track 8)

- Follow the procedure (see Introductory unit Lesson 1) but don't give out the children's press outs until they are ready to perform the *I'm a policeman song*.

### 6 Listen to the *Spinner chant* (CD1 track 26)

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



#### Spinner chant

*Spin, spin, time for a show!*

### 7 Perform the *Face action song* (CD1 track 20)

- Use the *Stand up, sit down* routine (CD 1 track 6) to position the children before and after the performance. Encourage the children to do the actions and sing the song. See Lesson 3 for the tapescript.

### 8 Perform the *I'm a policeman song* (CD1 track 13)

- Give out the children's press outs made in the previous lesson. Encourage children who are doing the movements very well. Say *Very good! Yes!* etc.
- Repeat the activity using the karaoke version (CD1 track 14).

## 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 outs 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 17.)

## Bye-bye routine

### 9 Sing the *Bye-bye song* (CD1 track 11)

- Follow the procedure. See Introductory unit Lesson 2 for the tapescript.

## Extra activities

### 1 Extra worksheet 2 (Extra activities worksheets page 153)

- The children cut down the vertical line to make two pages. Placing the page with the dotted lines on top, they stick them along the left hand edge as indicated. They then cut along the dotted lines to make a flip over book that can give further practice of the focus language. E.g, say *This dog has got small ears ... a big nose ... and a small mouth*, pausing between each instruction to give the children time to turn the page section and for you to check. Repeat the sequence if needed and confirm their pictures, e.g. *That's right! A small mouth*, etc.

### 2 Crazy faces craft

- Divide the class into groups of five. Give each group a large sheet of paper with an outline face drawn on it but no facial features. (See, e.g. the Lesson 6 worksheet.)
- Give out a selection of magazines, e.g. Sunday supplements, women's magazines, etc. and the children cut out eyes, noses, mouths, hair, etc. to make a composite face. These can be displayed around the classroom when finished. Use them to reinforce the focus vocabulary. Say *Touch (a nose)*.

### 3 Sing the *Is this Patch?* story song (CD1 track 21)

- Play the CD and the children touch the relevant part of their press outs when they hear it in the song.