Unit 5: Lesson 1

LESSON A

PREPARATION
- Tommy
- Flashcards: hat, jacket, boots, scarf
- CD
- Stickers
- The four items of clothing: if possible, come dressed in them to class

ALL TOGETHER TIME

- Playing with interest: hat, jacket, boots, scarf
  - Create interest: Take off your hat, jacket, scarf and boots, asking the children each time where one can put them. Say: Where can I put my (hat)? Make mistakes, for example, put your jacket on one of their pegs. The children say: No!
  - Introduce new vocabulary: Imagine Tommy looks inside the cloth bag to find the flashcards and say: Oh it’s a (jacket)! Recip the flashcards already found by saying the words before taking out the next one. Encourage the children to join in.
  - Play a flashcard game: Match
    - Tommy asks permission to take a child’s hat, jacket and scarf off their peg. Put the clothes on a chair and the flashcards on the floor. Call out a child and say: Pick up the jacket and the picture of the jacket. Whose jacket is it? Put the jacket back on the peg. Thank you!

- Action song 5: My hat is on my head
  - Use Tommy to act out the song as the children listen to it on the CD. You can also use the worksheet to introduce the song.
  - Put Tommy somewhere so he can watch. Play the song again, this time miming the words. Encourage the children to join in with the mimes.

- Worksheet 5.1: hat, jacket, boots, scarf
  - Display and talk about the worksheet: Point and say: Look! Here are Tommy and Tina and Polly! Look at Polly’s hat. Look at Tina’s jacket! Look at Tommy’s boots and his scarf!
  - Practise the task: Ask children to come out and point to the clothes and colour Tina’s jacket. Say: Point to (Tommy’s scarf). Good, now get a crayon and colour Tina’s jacket, please. Thank you!

LESSON B

PREPARATION
- Tommy
- Photocopy of the worksheet for all the class
- Flashcards: hat, jacket, boots, scarf
- CD
- The four items of clothing from the previous lesson

ALL TOGETHER TIME

- Playing with Tommy: hat, jacket, boots, scarf
  - Recap vocabulary: Tommy takes out one of the flashcards without showing it to the children and whispers to you which one it is. Mime putting on the item of clothing. Encourage the children to guess what it is. Say: Is it my (jacket) or my (scarf)? When they say the correct answer, Tommy says: Well done, everyone!
  - Play a flashcard game: Tommy guesses
    - Put the clothes or flashcards on the floor. Call out a child to choose a card. Tommy hides his eyes with his paws while the child chooses. Tommy opens his eyes and guesses which card the child has chosen. Say: Close your eyes, Tommy. Choose one. (Marisa). Show it to the class. Put it back. Open your eyes, Tommy. (In Tommy’s voice). Is it the (jacket)? The children answer: Yes or No.
  - Action song 5: My hat is on my head
  - Children join in with the actions of the song.
  - Mime putting on an item of clothing and the children join in singing and miming the appropriate verse.
  - Tommy’s music 5
    - Take off your hat and wave it in the air. Take off your scarf and hold it up high. Take off your jacket and show it to me. Put on your boots and stamp your feet.
  - Practise miming the actions with the children.
  - The children find a space. Play Tommy’s music and the children follow the instructions.

OPTIONAL ACTIVITY Follow my leader

The children make a circle around you. Mime and say: Put on your boots and stamp. The children copy you. Mime and say: Put on your boots and stamp. Stamp. Stamp. Continue with other items of clothing. The children can take over your role. Help them mime and say the actions.

- Photocopiable Worksheet 5.1: hat, yellow, blue, red
  - Display and talk about the worksheet: Point and say: Look, here’s Polly. What a big hat! Look at the pom-pom! What colour shall we colour it, red, blue or yellow?
  - Practise the task: Ask children to come out and trace a line, first with their finger, and then with a crayon. Ask them to colour a bit of the pom-pom in the colour the class has chosen. Say: Follow this line, please. Colour a bit of the pom-pom. Thank you.

TABLE TIME

- The children trace the lines on the hat.
- Encourage the children to identify hat, yellow, blue, red.

VOCABULARY
hat, jacket, boots, scarf
head, body, feet, neck
on, off, up, down, round, stamp

AUDIO
Action song 5: My hat is on my head

My hat is on my head! (x2)
On, off, on, off!
My hat is on my head!
My jacket is on my body! (x2)
Up, down, up, down!
My jacket is on my body!
My boots are on my feet! (x2)
Stamp, stamp, stamp!
My boots are on my feet!
My scarf is round my neck! (x2)
Round, round, round!
My scarf is round my neck!

Tommy’s music 5

Take off your hat and wave it in the air.
Take off your scarf and hold it up high.
Take off your jacket and show it to me.
Put on your boots and stamp your feet.

BASIC COMPETENCES
The children participate more and more, especially in singing, acting out and dancing to the songs in the unit.
Unit 5: Lesson 2

LESSON A

PREPARATION

• Tina
• Flashcards: one, two
• CD
• Three lollipops in the cloth bag
• A small box and two crayons

ALL TOGETHER TIME

• Playing with Tina: one, two
  • Create interest: Tina has found something in the cloth bag. Say: It’s a lollipop. Put the lollipop on a table. Call out a child to peep in the cloth bag. Say: Look! A lollipop for Polly and a lollipop for Tommy. Two lollipops! Put the two lollipops on another table. Point to the first table, hold up one finger and say: One lollipop. Point to the second table, hold up two fingers and say: Two lollipops.
  • Introduce a new concept: Tina collects items in the classroom, for example three crayons, three balls and three hats. She goes to the table with one lollipop and says: How many do I put here? One or two? Show the flashcards 1 and 2 and ask the children which table you should put them on. Tina asks the children to bring their things. (juan), can you bring me (two crayons), please?
  • More practice: In secret, place one or two crayons in a box. Tina shakes the box, listens carefully and guesses one or two. Open the box to see if Tina is correct. Play the game with the children. Pass the box round for all to shake and guess how many crayons are in it before opening it.

• Number song 1: One, two
  • Put the flashcards on the board, slightly apart. Stand by the one flashcard and hold up one finger. Stand by the two flashcards and hold up two fingers.
  • Play the song. The children hold up one or two fingers and join in with the singing.

OPTIONAL ACTIVITY Dance
Put music on and the children dance. Pause the music and say either: One or Two. One means children dance individually and two means they dance in pairs.

• Worksheet 5.2: one, two, blue, red, yellow, hat, boots, jacket
  • Display and talk about the worksheet: Point and say: Look! It’s a hat, a blue hat, one blue hat. Look! They are boots, yellow boots, two yellow boots. Look! It’s a jacket, red jacket, one red jacket.
  • Practise the task: Call children out to point to parts of the picture. Trace the numbers with your finger. Call children out to trace the numbers with their finger. Give a child a crayon to start colouring the box with number 1 next to the hat. Continue with more children, counting the items of clothing and colouring the corresponding boxes.

TABLE TIME

• The children count the items of clothing and colour the number boxes.
• Encourage the children to identify one, two, yellow, red, blue, hat, jacket, boots.

LESSON B

PREPARATION

• Tina
• Flashcards: one, two
• CD
• Photocopy of the worksheet for all the class. On the teacher’s copy, cover the books, the crayons and the dollly with a post-it
• A tambourine
• Gometes of different shapes, colours and sizes (optional)
• Chalk
• Continuous paper

ALL TOGETHER TIME

• Playing with Tina: one, two
  • Recap the concept: Draw a picture of a face on the board and count the eyes, nose, mouth and ears with the children. Tina walks round the class, pointing to parts of the children’s faces and asking: How many (eyes)? The children answer: One or Two
  • More practice: Put the one and two flashcards on opposite walls. Shake the tambourine and the children move round the class. Bang the tambourine once or twice and the children touch the corresponding wall. When they are all at the wall, ask: How many? The children answer: One or Two. Vary the game by saying and pointing to: (Nose), and the children run to wall with the flashcard one, then ask: How many (noses)?

• Number song 1: One, two
  • Using chalk, draw a circle on the floor or on continuous paper round a child and say: One. Draw a circle round two children and say: Two
  • Play and sing the number song and point to the children at the same time.

• Photocopyable Worksheet 5.2: one, two, scarf, book, crayon, dollly
• Display and talk about the worksheet: Point and say: Look, a scarf. How many? One. Remove the post-its one at a time and count the items.
• Practise the task: Call a child out to count the scarves and stick one gomet in the circle. Continue calling out children to count the items and stick gometes in the circles.

TABLE TIME

• The children count the objects and stick on one or two gometes in each of the circles.
• Encourage the children to identify one, two, scarf, book, crayon, dollly

OPTIONAL ACTIVITY

Draw a large 1 and 2 on paper. Give each child three identical gometes. Use different sizes, shapes and colours so that no two children have the same gometes. Children stick their gometes inside the numbers so that the number 1 has one of each gomet, and the number 2 has two of each gomet.
Unit 5: Lesson 3

LESSON A
PREPARATION
- Tommy, Tina and Polly
- Flashcards: hat, jacket, boots, scarf in the cloth bag
- Story cards: Story 5: Tommy’s jacket
- CD
- Your jacket, hat and boots
- Blue gomet

ALL TOGETHER TIME
- Playing with Tommy: hat, jacket, boots, scarf
  - Recap vocabulary: Ask a child to look in the cloth bag and to bring you the flashcards. Show them, one by one, saying the words. Encourage the children to join in.
  - Play a flashcard game: Flash
    Use Tommy to show a flashcard very quickly and then more slowly for the children to say what it is. The children can take it in turns with Tommy. One time, the children guess what is on the flashcard, and one time ask a child to flash a flashcard for Tommy to guess what is on it.

- Story 5: Tommy’s jacket
  - Create interest: Say: I’m going to put my jacket on. Put your jacket on upside down. Ask the children: What’s the matter? Repeat what they say in English. Put your jacket on the right way round and say: That’s better!
  - Introduce the story: Display story card 1. Point and say: Look! Here’s Tommy! Oh, look at Tommy’s jacket! It looks funny! Why?
  - Listen to the audio: Play the audio and display the story cards one at a time. Stop the CD after story cards 4 and 6. Ask the children: Tommy’s hat looks(s) funny! Why? Repeat what the children say in English. Yes! They’re on the wrong feet! It’s inside out. After reading the story, you can ask to choose questions about it before or after listening to the audio.
  - Check comprehension: Point, mime and ask questions: What is (Polly) saying to Tommy? Is Tommy’s (jacket) better now?
  - Listen and join in: Put the story cards on the floor or board and play the audio again, encouraging the children to join in with what Tommy is doing.

OPTIONAL ACTIVITY: How to put on your jacket
Ask the children to show you any ways they know to make sure they put on their jackets and boots correctly. For a jacket, for example, lay it out on the floor in front of you upside down. Put your arms into the arms of the jacket and then flip it over your head. As they teach you what to do, say the process in English.

- Worksheet 5.3: hat, jacket, boots, scarf
  - Display and talk about the worksheet: Point and ask: What’s this? Point to the two jackets. Ask: Does this jacket look funny? Is this better? How?
  - Practise the task: Take some blue gomet. Call a child out and say: Pick up a blue gomet and put it on the jacket that looks better. Thank you. Continue with other children.

TABLE TIME
- Give out the blue gomet
- The children stick the blue gomet on the clothes that are worn properly.
- Encourage the children to identify hat, jacket, boots and scarf

LESSON B
PREPARATION
- Tommy, Tina and Polly
- Flashcards: hat, jacket, boots, scarf
- Story cards: Story 5: Tommy’s jacket
- A child’s hat, jacket, scarf and boots
- CD
- Photocopy of the worksheet for all the children.

ALL TOGETHER TIME
- Playing with Tommy and Polly: hat, jacket, boots, scarf
  - Recap vocabulary: The characters take it in turns to choose a flashcard and say the words. The characters say the words after Tommy, Tina or Polly, imitating their voices.
  - Play a flashcard game: Same or different?
    Put the flashcards face downwards on the floor in a random order. Call out a child to put a jacket on top of one of the flashcards. The child helps Tommy to uncover the flashcard. If the flashcard is jacket, Tommy puts the flashcard and the jacket to one side. If not, the child puts the flashcard face downwards on the floor again and another child tries.
  - Story 5: Tommy’s jacket
    - Recap the story: Put the story cards on the floor or board out of order. Call out children to find the pairs.
    - Listen to the audio and act out the story: Allet the roles of Tommy, Polly and Tina. Help the child who is Tommy to put the clothes and shoes on upside down/on the wrong feet. Tell the story or play it on the CD and help the children to act out their parts.
  - Story chant 5: Tommy’s jacket
    - Act out the chant: The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
    - Listen to the audio: Put story cards on the floor. Lift them up according to the chant. Mime the actions in each verse. Encourage the children to join in.
    - Say the chant again, encouraging the children to join in with the actions and words.
    - Photocopiable Worksheet 5.3: Tommy, Polly, hat, jacket, boots, scarf, big, little
      - Display and talk about the worksheet: Point to Tommy and Tina and to their clothes. Say: Here’s Tommy. Is this Tommy’s jacket? Yes! It’s big. And this? No, it’s Polly’s jacket. It’s little.
      - Practise the task: Call a child out and say: Pick up a blue crayon and colour Tommy’s jacket blue. Now pick up a red crayon and colour Polly’s jacket red.

TABLE TIME
- The children colour Tommy’s clothes blue and Polly’s clothes red.
- Play or sing the songs from the unit as the children work.
- Encourage the children to identify hat, jacket, boots, big, little, Tommy and Polly.

OPTIONAL ACTIVITY: Story time
Show the children the story cards from previous units and let them choose a story. Tell or play the CD of the story. You can call out a child to show the story cards as the rest listen and do the actions.
Unit 5: Lesson 4

**LESSON A**

**PREPARATION**

- Tommy, Tina and Polly
- Jungle cube
- Flashcards: hat, jacket, boots, scarf, one, two
- Poster 5 and Blu-tack
- Pop-out 5
- CD (optional)

**ALL TOGETHER TIME** 1.5

- Playing with Tommy, Tina and Polly: boots, jacket, hat, scarf, one, two
  - Recap vocabulary: Tommy shows the flashcards to Tina and Polly, who remember the words with the children’s help.
  - Play a flashcard game: Tommy guesses game
    Display the flashcards. Call out a child to choose a card, while Tommy hides his eyes with his paws. Tommy opens his eyes and guesses which flashcard the child has chosen.
  - Poster 5: boots, jacket, hat, scarf, one, two, red, blue, yellow, Polly, Tina, Tommy
  - Create interest: Display the poster of Polly, Tina and Tommy with their items of clothing.
  - Play with the poster: Call out a child and say: Can you get the (red jacket) and put it on (Tommy), please? Call out more children to place items of clothing on the characters until they are all dressed to go outside.
  - Pop-out 5: hat, boots, scarf, jacket, red, yellow, blue, one, two
  - Display and talk about the pop-out: Show the children a pop-out of Tina dressed for outdoors. First, look at one side and say: Look at Tina! She’s wearing a yellow hat and yellow boots, a blue jacket with a number 1 and a red scarf. Turn Tina over and describe her.
  - Play a circle game: Children sit in a circle and pass a pop-out, chanting Tina’s name. When you say: Stop! Tina is wearing a red jacket, the child with the pop-out shows this side of the pop-out to the rest of the class.
  - Worksheet 5.4: boots, jacket, hat, scarf, red, yellow, one, two
  - Display and talk about the worksheet: Point and say: Look! Tina’s jacket is yellow and Polly’s jacket is red. What colour is Tommy’s jacket? Blue.
  - Practise the task: Call out children to start colouring Tommy’s jacket, Tina’s boots and Polly’s hat and scarf.

**TABLE TIME** 1.6

- The children colour the clothes.
- Encourage the children to identify boots, jacket, hat, scarf, red, blue, yellow, one, two.
- The children prepare their pop-outs.

**OPTIONAL ACTIVITY** Listen and play

Listen to Action song 5: My hat is on my head 2.2 and the children point to items of clothing on their pop-outs.

**LESSON B**

**PREPARATION**

- Tommy, Tina and Polly
- Flashcards: hat, jacket, boots, scarf, one, two
- Poster 5 with the three characters already dressed
- Photocopy the worksheet for all the class
- Stickers
- CD

**ALL TOGETHER TIME** 1.5

- Playing with Tommy, Tina and Polly: hat, jacket, boots, scarf, one, two
  - Recap vocabulary: Tommy, Tina and Polly take turns at showing the flashcards and saying the words.
  - Play a flashcard game: Flash
    Use Tommy to flash a flashcard very quickly and then more slowly for the children to say what it is. The children can take it in turns with Tommy. One time they guess what is on the flashcard, and one time ask a volunteer to flash a card for Tommy to guess what is on it.
  - Poster 5: hat, jacket, boots, scarf, red, blue, yellow, one, two, Polly, Tina, Tommy
  - Show children the pop-outs of Polly, Tina and already dressed. Use the Tommy, Tina and Polly puppets. First, Tommy speaks and says: My (jacket) is (blue) and the children clap if he gets it right. Continue with Polly and Tina.
  - Photocopiable Worksheet 5.4: boots, jacket, hat, scarf, one, two, Tommy, Tina, Polly
  - Display and talk about the worksheet: Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.
  - Note: If possible, do this worksheet with a small group of children at a time, or one by one.

**TABLE TIME** 1.6

- The children follow your instructions:
  1. Listen and do Action song 5: My hat is on my head 2.1
     Say: Now stick Polly next to the hat.
     Stick Tommy next to the boots.
     And stick Tina next to the scarf.
  2. Listen to and sing Number song 1: One, two 1.16
     Say: Now colour one red and two blue.

**VOCABULARY**

hat, jacket, boots, scarf, red, yellow, blue, one, two

**BASIC COMPETENCES**

The children gain confidence with the activities and the classroom materials, for example the posters and the pop-outs.

**ACTIVITY BOOK**

This is a good time to work with Unit 5, Worksheet 5.2, page 37.
Unit 5: Lesson 5

LESSON A

PREPARATION
- Tommy
- Gomet
- CD
- A large floppy hat

ALL TOGETHER TIME 1.5
- Playing with Tommy: scarecrow, cow, sun, hat, hands, feet, sleep, jump up, shake
  - Create interest: Tommy shows the children the large floppy hat and asks the children to guess who it belongs to. Repeat and mime their ideas in English. Also prompt by miming and asking. Does it belong to a witch/ princess/ pirate/ firefighter/ scarecrow? Establish a mime for scarecrow. Find out what children know about scarecrows from real life and from stories.
  - Introduce new vocabulary: Use the teacher’s version of worksheet 5.5 to introduce the context of the song. Point to the scarecrow, say and mime. Look! It’s a scarecrow. Point to the hat, mime and say: Look! A big floppy, floppy hat. Point to the cow, say and mime: It’s a cow. It’s sleeping. Point to the sun, say and mime: The sun is sleeping too. Point to the scarecrow mime and say: Is the scarecrow sleeping? No! He’s jumping up and shaking his hands and feet.
  - Say: What does it say? Say: Are you the scarecrow? Can you move your hands and feet like the scarecrow?
  - Authentic song 5: Dingle dangle scarecrow 3.8
  - Focus on the music: Listen to the music and the children sway to the beat. Listen again and the children tap the table to the beat.
  - Focus on the actions: Ask the children to stand up and find a space in the classroom. Play the audio and the children join in with the actions.

OPTIONAL ACTIVITY Action game
The children must follow Tommy’s instructions, for example: Scarecrows jump, scarecrows shake your hats, scarecrows shake your feet, scarecrows shake your yellow hat, every so often say: Scarecrows go to sleep and leave them sleeping for a few seconds before resuming the game.

- Worksheet 5.5: scarecrow, cow, sun, hat, hands, feet
  - Recap the content of the worksheet: Point and say: It’s night. The cow is sleeping and the sun too. Look at the scarecrow. Look at his red hat, red and yellow scarf, yellow jacket, blue trousers and boots. The scarecrow is shaking his hands and feet.
  - Prepare for the task: Call out a child and give them a blue gomet. Ask: Does the blue gomet go on the hat, jacket or trousers? Help the child stick it on the trousers.

TABLE TIME 1.6
- The children stick blue gomet on the scarecrow’s trousers. The children colour the jacket yellow.
- Encourage the children to identify: scarecrow, hat, scarf, boots, jacket, trousers, hands, feet, cow, sun.

Note: If you are going to do Lesson B, ask the children to bring big floppy hats to class. It’s a good idea to send a note home.

LESSON B

PREPARATION
- Tommy
- Photocopy the worksheet to allow one scarecrow for each child and one extra
- Chalk
- CD
- Big floppy hats
- Two large sheets of coloured card, glue (optional)
- Print and stick the words of the song onto one of the sheets of card (optional)

ALL TOGETHER TIME 1.5
- Playing with Tommy: scarecrow, hands, feet, hat, jump up, shake
  - Recap vocabulary: Say: Tommy wants to be a scarecrow. Tell the children Tommy is going to practise, and move Tommy as you say: OK Tommy, let’s practise. Jump up. Show me your floppy floppy hat. Shake your hands. Shake your feet. Repeat and the children join in.
  - Authentic song 5: Dingle dangle scarecrow 3.8
  - Show Tommy the big floppy hats that you and the children have brought and talk about them. Is this hat big or little? Is this hat yellow or red? Ask: Do you want to put a hat on and be a scarecrow?
  - Sing the song with the children wearing the floppy hats, acting out the song. Children start out sitting down miming being asleep and jump up when they hear: Up jumps the scarecrow.

OPTIONAL ACTIVITY Action story
Say and mime, encouraging the children to join in: You are a scarecrow. Look, there’s a bird! Shake your arms. Look, a bird! Don’t eat my seeds! Now you are the sun and you are going down and down. Now you are the scarecrow again. Up you jump. It’s time to do a scarecrow dance! Make your hat go floppy floppy. Shake your hands. Shake your legs. Just like that!

- Photocopyable Worksheet 5.5: scarecrow, hat, hands, feet
  - Tommy shows the children a scarecrow. Demonstrate how to spread chalk over the scarecrow. First use a sharpener to grate a piece of chalk over the scarecrow and then spread the chalk dust to the edges with your finger.

TABLE TIME 1.6
- Sharpen chalk over the scarecrows for children to extend with their fingers. As the children work play the song several times.
- Encourage the children to identify scarecrow, hands, feet, hat

OPTIONAL ACTIVITIES Optional follow up
Cut out and glue the coloured scarecrows onto the two pieces of card. Display the children’s song poster then use it as a page in the Very big class song book.
Children can watch other children singing this on the internet. They may sing an extra verse. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.

VOCABULARY
cow, sun, bed, scarecrow, hat, hands, feet
sleep, jump, shake
favourite

AUDIO
Authentic song 5: Dingle dangle scarecrow 3.8
When all the cows are sleeping, And the sun has gone to bed. Up jumps the scarecrow, And this is what he says! I’m a dingle, dangle scarecrow, With a floppy, floppy hat. I can shake my hands like this, I can shake my feet like this.

BASIC COMPETENCES
The children become familiar with words related to clothes and parts of the body.

ACTIVITY BOOK
This is a good time to work with Unit 5, Worksheet 5.3, page 39.
Unit 5: Lesson 6

LESSON A

PREPARATION
- Polly
- Photo poster 5: Cover all but the first picture
- Flashcards: clown, cowboy, pirate
- CD
- A fancy dress for Polly, for example, a white handkerchief
- Stickers

ALL TOGETHER TIME 1.5
- Playing with Polly
  - Create interest: Polly is dressed up for carnival as a ghost and pretends to frighten the children.
  - Photo poster 5: 3.9 hat, boots, clown, pirate, princess, cowboy, big, little
  - Display and talk about the poster: Introduce Max and ask: Is Max a girl or a boy? Describe Max’s face. Read what Max is saying and tell the children. Point to the first picture. Look! This girl is dressed up as a clown. She’s wearing a little yellow hat and big red, yellow and blue shoes. Agree a mime for clown with the children. Continue in the same way with pirate, princess and cowboy. Call children out to point to different elements on the poster.
  - Play the audio: Pause after each picture and mime the information with the children. Play the audio again without pausing and the children mime with you as they listen and look at the pictures.

- Flashcard practice: pirate, clown, cowboy
  - Show and name the flashcards one at a time and call out children to identify the corresponding picture on the poster. Hold up a flashcard and point to a picture on the poster. If it is the same character the children jump till you stop. Otherwise they must keep still. Play more flashcard games. See Games bank in the Teacher’s Resource Book, page 25.

OPTIONAL ACTIVITY Mime game
Call out a child and cover their eyes while Polly points to one of the fancy dress characters in the poster. uncover the child’s eyes. The rest of the class mime the character and the child points to the picture and, with help, says the word.

- Worksheet 5.6: hat, shoes, boots, clown, pirate, princess, cowboy, big, little, yellow
  - Display the worksheet: Point to the different hats/boots and say: Look at this hat/boots. Whose hat is it? Who’s boots are they? Practise the task: Display the children’s version of the worksheet for the children to compare with the teacher’s version. Ask: What’s missing? (The boots). Call out children to point to these on the teacher’s worksheet. Show the children the stickers of the boots and ask them to point to where each pair goes. Give crayons to three children to draw a line between a character and their hat.

LESSON B

PREPARATION
- Polly
- Photo poster 5
- Flashcards: clown, cowboy, pirate
- CD
- Photocopy the worksheet for all the class
- 4 pieces of paper

ALL TOGETHER TIME 1.5
- Playing with Polly: pirate, princess, cowboy, clown
  - Recap phrases: Polly whispers in your ear and you draw a hat on one of the pieces of paper. The children say who the hat belongs to. Continue until you have drawn the four hats for the four characters. Hold up a hat and the children do the action associated with the character. Start holding the pictures up slowly and gradually go faster.

- Photo poster 5: 3.9 hat, shoes, boots, clown, pirate, princess, cowboy, big, little
  - Play games with the poster: Mime being one of the characters on the poster for the children to guess who. The children can take over your role. Play a game. Name a few children to come to the front and face the rest of the class with their back to the poster. Point to a character on the poster and the rest of the class mime being that character and the children at the front try to guess which character they are representing.
  - Play the audio: Pause after each sentence for the children to mime the character. Listen again, without pausing, and the children mime the activities.

OPTIONAL ACTIVITY Mime the story with music
Say and mime the following test. Play music each time the children mime a character and pause the music every time you speak. It’s carnival. Time for fancy dress. You are a pirate. Put on your pirate boots and your pirate hat. Music. Now you are a princess. Put on your princess hat and your princess shoes. Music. Now you are a cowboy. Put on your cowboy hat and your cowboy boots. Music.

- Photocopiable Worksheet 5.6: witch, king, cook, hat
  - Display and talk about the worksheet: Point and say: Look! It’s a witch. Point to the hats and say: Is this the witch hat? Practise the task: Call out a child, give them a black crayon, and ask them to colour the witch’s hat.

TABLE TIME 1.6
- The children identify the witch hat and colour it black
- Encourage the children to identify witch hat.

ACTIVITY BOOK
This is a good time to work with Unit 5, Worksheet 5.4, page 41.

VOCABULARY
- hat, shoes, boots
- clown, pirate, princess, cowboy, king, witch, cook
- big, little, yellow

AUDIO
Photo poster 5: 3.9
Hello. My name’s Max. I like dressing up.
I’m a clown. I’m wearing a clown hat and clown boots.
I’m a pirate. I’m wearing a pirate hat and pirate boots.
I’m a princess. I’m wearing a princess hat and princess boots.
I’m a cowboy. I’m wearing a cowboy hat and cowboy boots.

BASIC COMPETENCES
The children identify the different characters in a story and are able to mime them.

OPENING ROUTINE
- Wake up Polly by calling her.
- Sing Hello! 1.3 and pass Polly around for all to greet.
- Have a sing song. Choose from:
  - My hat is on my head 2.1
  - Kiss your teddy 1.2
  - Two eyes look around 1.25
  - Hello daddy 1.2
- Use the following songs to move the children:
  - All together 1.5
  - Table time 1.6

CLOSING ROUTINE
- Sing Tidy up 1.5
- Say goodbye to Polly and sing
- Goodbye! 1.5

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