### 3 My family

#### Lesson 1
- Naming the members of the family
- Extra: Maths: circle

#### Lesson 2
- Naming more members of the family
- Identifying the members of the family
- Making finger puppets

#### Lesson 3
- Listening to a story and joining in

#### Lesson 4
- Practising the initial sound p

#### Lesson 5
- Appreciating our family
- Reviewing names of members of the family

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**Objectives**
- This is (Mummy).
- This is (Grandma).
- I can (jump).
- This is (Daddy).
- This is me.
- This is my (mummy).

**Language**
- mummy, daddy, brother, sister, baby
- grandad, grandma
- mummy, daddy, brother, sister
- fox, gingerbread man
- jump, run, swim
- paintbrush, pencil, pineapple
- mummy, daddy, brother, sister, baby, grandad, grandma
- family

**Vocabulary**
- mummy, daddy, brother, sister, baby
- family
- grandad, grandma

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**Key competences**

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**Materials**
- A bag (opaque)
- A beanbag
- Blu-Tack
- Children’s and teacher’s photos
- A cloth
- Construction paper
- Crayons
- Drinking straws
- A gingerbread man
- Biscuit (optional)
- Glue
- Googly eyes
- Kitchen utensils: measuring cups or a jug, plastic knives, big bowl, big spoon, chopping board, sharp knife, Paints and paintbrushes
- Paper
- Paper piercers
- Reali: paper, paintbrush, pineapple, pencil, plasticine, crayon, book, glue stick, scissors
- Salt dough ingredients: flour, salt, water, powder paint (optional)
- Scissors
- A sealable plastic container or bag
- Star pointers (from Unit 1)
- Sticky tape
- Tissue paper

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**Teacher’s i-solutions**

All teaching and learning materials are organised into step-by-step lesson plans including:
- Quick lesson guides and tips
- Animated Songs
- Animated Story
- Values video for the All about me! lesson
- Interactive games

**Game Generator** to create your own interactive games for consolidation, revision or just for fun.

**My worksheets** section to edit or create your own personalised worksheets using any of the photocopiable material from the unit.
Sing. Point and stick.
3 My family

The finger song

Daddy finger, Daddy finger,
Where are you?
Here I am! Here I am!
How do you do?

Mummy finger, Mummy finger,
Where are you?
Here I am! Here I am!
How do you do?

Brother finger, Brother finger,
Where are you?
Here I am! Here I am!
How do you do?

Sister finger, Sister finger,
Where are you?
Here I am! Here I am!
How do you do?

Baby finger, Baby finger,
Where are you?
Here I am! Here I am!
How do you do?
Lesson 1

Objectives
Naming the members of the family

Vocabulary
family
mummy, daddy, brother, sister, baby

Language
This is (Mummy).

Resources and Materials
Teacher’s i-solutions 1
Puppet
Teacher’s Audio Material 1, CD 1
A drawing of Ollie’s family
Student’s Book 1
Stickers 1, Unit 3
Flashcards 1, Unit 3: mummy, daddy, brother, sister, baby
A beanbag

Preparation
Draw a picture of a family of five owls: mummy, daddy, brother, sister and baby.

Wake up Ollie and say ’Hello’

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Move the puppet to make Ollie ‘wake up’ and sing Hello, Ollie! Tell the children to look at Ollie. Say:

T: Ollie’s got a picture. Let’s look.

Show the picture of the owl family to the class and point to the different members of the family as you say:

T: Look! This is Ollie’s family. Daddy, mummy, brother, sister and baby.

Hold up your hand and repeat the names of the members of the family, indicating one for each finger, starting with your thumb. Ask the children to hold up one hand with the fingers outstretched and repeat the procedure, encouraging them to repeat with you:

T/C: Daddy finger, Mummy finger…

Play The finger song and sing along with the children, pointing to each finger in turn.

Student’s Book
Open the Student’s Book at page 29. Tell the children that this is Timmy’s family. Help them to identify the members of the family:

T: Daddy. Put your finger on Daddy.

Mummy. Put your finger on Mummy.

Continue with all the members of the family. Give out the Unit 3 Stickers, point at the picture of mummy and baby on the page and say:

T: Who is this?

T/C: Mummy and baby.

Tell the children to carefully peel off the correct Sticker and fix it in the right place. Repeat the procedure with the picture of Timmy’s sister.

Extra Activity
Open the Student’s Book at page 30. Ask the children to draw their family in the frame. Play The finger song (Instrumental) while the children work.

Tidy-up and say ’Bye-bye’

Play The tidy up song. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Sit the children in a circle with the Flashcards face up and spread out in the middle. Let one of the children throw a beanbag onto one of the Flashcards and then sing the appropriate verse of The finger song together:

T: Who is this?

C: (Daddy).

T: Let’s sing. (Daddy) finger, (Daddy) finger…

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing Bye-bye Ollie!

T: Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!

C: Bye-bye, Ollie! See you next time! Ssssh!
### Let’s make an owl family

Display the **Flashcards** one by one and name them. Then practise the names of the members of the family by asking the children to hold up their fingers:

**T:** (Daddy). Show me your (Daddy) finger.

Play **1.20 The finger song.** Have both your hands behind your back for the first two lines. On the third line, show your hands (one at a time) with the correct finger pointing. On the fourth line wiggle the correct fingers.

Show Ollie’s family picture again and tell the children that they are going to make a model of Ollie and his mummy.

Make salt dough with the children. Sit around a table with them and get them to help spoon the flour and salt into the big bowl. Let several volunteers stir it before you add the water. If you wish, you can invite them to help you add in a little water too and stir it in, being careful not to add too much. The salt dough is ready once it has a good, doughy consistency for kneading (the mixture should not be too wet). If you wish you can add some powder paint to the dough, kneading it in to colour the salt dough.

Make sure the children are working on clean, smooth, flat surfaces. Give each child a handful of the mixture and show them how to roll and knead it. As they work with it, the mixture will become soft, elastic and good for modelling. Add more flour if necessary.

When the dough is ready to work with, demonstrate how to make Ollie and his mummy. Make one big and one small ball, and use the plastic knife to put texture on the dough. Ask the children to make their own models of Ollie and his mummy, helping where necessary. If the children finish quickly, they can make models of more members of Ollie’s family.

At the end of the session, collect together the salt dough from the children and put it all together in a sealed container or plastic bag. Keep this in the fridge, ready to reuse in Lesson 2 Extra.

### Let’s Play!

Display the **Flashcards** around the room and put the children into five groups, one for each Flashcard. Tell the children to go to the **Flashcard** as you assign them to their groups, then give the children instructions to change places:

**T:** (Mummies), go to (brother). (Brothers) go to (sister).

If the children are able, you can invite volunteers to try giving instructions.

If you have extra time, choose a game from the **Game Bank,** pages 16-17.
Sing. Point and colour.
Hello, Grandma
Hello, Grandma. Hello, Grandma.
How are you? How are you?
Hello, Grandma. Hello, Grandma.
Fine, thank you! Fine, thank you!

Hello, Grandad. Hello, Grandad.
How are you? How are you?
Hello, Grandad. Hello, Grandad.
Fine, thank you! Fine, thank you!
Lesson 2

Objectives
Naming more members of the family

Vocabulary
grandad, grandma
mummy, daddy, brother, sister, baby

Language
This is (Grandma).

Resources and Materials
Teacher’s i-solutions 1
Puppet
Teacher’s Audio Material 1, CD 1
Flashcards 1, Unit 3: mummy, daddy, brother, sister, baby, grandad, grandma, family
Student’s Book 1
Crayons
Poster and Poster Pop-outs 1, Unit 3
Finger Pointer
Blu-Tack

Wake up Ollie and say ‘Hello’ 🙋‍♂️

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Sing 1.1 Hello, Ollie! Tell the children to look at Ollie. Show the Flashcards of the members of the family the children saw in Lesson 1 (mummy, daddy, brother, sister, and baby), and pretend that Ollie is identifying them.

T: Ollie says ‘This is (Baby)’. Ollie says ‘This is (Brother)’.

Point to the pictures and name them, encouraging the children to repeat with you:

T: No, Ollie! This is (Grandma) and this is (Grandad).
C: This is (Grandma) and this is (Grandad).

Pretend to talk to the grandma Flashcard:

T: Hello Grandma, how are you?

Put the Flashcard in front of your face and respond:

T: Fine, thank you.
C: Hello, Grandma and help the children to sing along.

Student’s Book
Open the Student’s Book at page 31. Ask the children to point to grandad and grandma. Hand out crayons and ask the children to colour the pictures carefully, trying to stay inside the lines.

Draw the children’s attention to the pictures again and encourage them to name and comment on anything they can see in the illustrations. Help them to say:

T/C: Annie is making biscuits with Grandma.
Annie is walking with Grandad.

Ask if they like to do these things too.

Extra Activity
Open the Student’s Book at page 32. The children draw a picture of something they like to do with their grandma or grandad in the frame. Play 1.21 Hello, Grandma (instrumental) while the children work.

Poster
Display the Unit 3 Poster and Poster Pop-outs. Use the Finger Pointer to help the children to place all the Poster Pop-outs correctly. Point to one of the Poster Pop-outs of the family and elicit the name from the children, then let one child stick it on the Poster.

T: This is…
C: (Brother).
T: Put (Brother) here.
Continue until all the Poster Pop-outs are in place.

Tidy-up and say ‘Bye-bye’ 🙋‍♀️

Play 1.4 The tidy up song. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Display the family Flashcard. Tell the children that they are going to make a family portrait. Choose seven children to represent the people in the picture and work with the children to arrange themselves in the same positions as the photo.

T: You are Mummy. Sit here. You are Sister. Sit with Mummy. You are Grandma. Stand here…

Check with the rest of the class that they agree with the arrangement, then pretend to take a photo of the group, asking them to smile for the camera. Repeat with other children.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing 1.5 Bye-bye Ollie!

T: Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!
C: Bye-bye, Ollie! See you next time! Ssshh!
Objectives
Reviewing the members of the family
Practising greetings

Vocabulary
mummy, daddy, brother, sister, baby
grandma, grandad
circle

Language
Grandma, Grandad, how are you?
Fine, thank you!

Resources and Materials
Teacher’s i-solutions 1
Star pointers from Unit 1
Flashcards 1, Unit 3: mummy, daddy, brother, sister, baby, grandad, grandma
Teacher’s Audio Material 1, CD 1
Salt dough (see Lesson 1 Extra)
Photocopiable Worksheet Unit 3 Maths
(see Teacher’s Book page 253)
Red crayons

Preparation
Copy one Photocopiable worksheet per child.
Get out the salt dough you prepared with the children in Lesson 1 Extra. If you did not make the dough previously or if you prefer to make a new batch, see page 90 for instructions.

Let’s make a present for Grandma
Give the children their star pointers from Unit 1 and display the Flashcards. Point to the Flashcards and name them either correctly or incorrectly, encouraging the children to correct you where necessary. When you are correct, the children raise their star and call out “Yes.” If you name them incorrectly, the children call out the right word. If they are able, you can let volunteers have a turn at naming the Flashcards.

Play 1.22 Hello, Grandma and encourage the children to sing along and join in with the words.

Tell the children they are going to make a present for their grandma using salt dough. Give each child a ball of dough and show them how to roll and squeeze it to make it pliable. Then tell them to make a circle, show the children how to roll and flatten it into a circle or disc shape just big enough to make an imprint of their hand. Help each child press their hand into the dough to make a handprint (they will need to press down hard). Put each child’s initials on the back of their handprint so that they can identify them later. The discs can then be dried in a warm place or baked in the oven at a very low heat.

When the salt dough is dry, the children can take their handprints home and give them to their grandma or another family member.

Maths

Let’s Play!
Ask the children to sit in a circle. Pass the Flashcards around and have the children chant quietly:

T/C: Grandma, Grandad, how are you? Fine, thank you!

When they finish the chant, call out two Flashcards. The children holding those Flashcards change places:

T: (Mummy) and (Sister), stand up and change places!

Continue the game, chanting and passing around the Flashcards.

If you have extra time, choose a game from the Game Bank, pages 16-17.
Let’s make finger puppets.
Let's make finger puppets

Play **1.20 The finger song**, hiding your hands and then revealing each finger in turn. Encourage the children to sing along and do the actions.

Give out the Photocopiable Worksheets and ask the children to name each of the pictures:

**C:** This is (Mummy).

Distribute crayons and let the children choose the colours they want to use. While they are colouring, talk to them about what they are doing, making comments and asking questions, for example:

**T:** Who is this? What colour is (Mummy’s) hair?

This might be a good opportunity to cut out the bands for the finger puppets from the Photocopiable Worksheets, if you haven’t done so already. When the children have finished colouring, let them cut out some of the members of the family using paper piercers. If any children need help, you can cut out the pictures for them with scissors. Hand out the glue and the bands, and show the children how to stick the faces of the members of the family onto the bands. Each face will be glued onto one of the strips. Then help them to adjust the bands to fit their fingers and glue them.

Help the children to put their finger puppets on the correct fingers.

**T:** Show me Daddy. Now show me Daddy finger. Put Daddy on Daddy finger. Well done!

Play **1.20 The finger song**. Sing along and let the children act out the song using their puppets.

At the end of the class they can take the puppets home to play with.

Let’s Play!

Put the **Flashcards** in a bag and ask a volunteer to come forward and choose one. Secretly look at it together and tell the child to hide it behind their back. Lead the rest of the class in trying to guess the **Flashcard**.

**T/C:** Is it (Mummy)?

When a child guesses correctly, the card is revealed and that child gets to choose another **Flashcard** to continue the game.

If you have extra time, choose a game from the **Game Bank**, pages 16-17.
Look and point. Trace.
Mummy made a gingerbread man.
When she opened the oven door, he jumped out!

'Stop!' said Mummy.
But the gingerbread man ran away!

'Stop!' said Daddy.
But the gingerbread man ran away!

'Stop!' said Brother and Sister.
But the gingerbread man ran away!

The gingerbread man came to a river.
'Oh no!' he said. 'I can't swim!'
A fox saw him. 'I can swim,' said the fox.

'I will carry you across the river,' said the fox.
'Thank you, Mr Fox!' said the gingerbread man.

So the fox carried the gingerbread man across the river.

'Here we are,' said the fox. 'Bye bye, gingerbread man!'
'Bye bye Mr Fox. Thank you!' said the gingerbread man.
If you have a real gingerbread man, share it out for the children to eat (remembering to check for allergies first).

**Story**

Display **Story Card 1** and ask the children what they can see. They should be able to name the characters. Introduce some more vocabulary using actions and encourage the children to copy you:

T: What’s the gingerbread man doing? He’s jumping. Can you jump?

Jump up and down, encouraging the children to do the same, saying:

T/C: I can jump!

Display **Story Card 2**, and repeat the procedure:

T: Is the gingerbread man jumping? No, he’s running. Can you run? Point to Mummy and ask:

T: Is Mummy happy? (No) Is the gingerbread man happy? (Yes)

Repeat the procedure with **Story Cards 3** and **4**.

Display **Story Card 5** and ask:

T: Is the gingerbread man happy? Why is he sad? He can’t swim. Can you swim?

Mime swimming and ask the children if they can see the fox.

Display **Story Cards 6**, **7**, and **8** and say:

T: The fox can swim. Swim, swim, swim. Thank you!

Play **1.24 Story: The gingerbread man**. Display each **Story Card** as you listen.

Alternatively, watch the animated version of the story on the Teacher’s i-solutions.

**Student’s Book**

Open the **Student’s Book** at page 33. Look at the page with the children and encourage them to identify the pictures of the characters from the story, pointing at them as they do so.

T/C: This is (Daddy).

Then tell the children to use their index finger and thumb to trace a line to show where the gingerbread man ran. Give out crayons or pencils, make sure the children are holding their crayon or pencil correctly, and ask them to trace the line.

**Poster**

Display the Unit 3 **Poster** with the **Poster Pop-outs** in the wrong places. Tell the children that Ollie has put the people on the family tree. If the children don’t notice anything is wrong, give them clues to help:

T: Oh, look! Grandma is here. Where are Mummy and Daddy?

Let the children come to the **Poster** and put the **Poster Pop-outs** in the correct places.

**Tidy-up and say ‘Bye-bye’**

Play **1.4 The tidy up song**. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Display **Story Cards 1**, **3**, **6**, and **8**. Point to **Story Card 1** and say:

T: Jump! Demonstrate and encourage all the children to join in. Repeat with the other **Story Cards**, teaching the children an action for each one: for **Story Card 3**, say ‘run’; for **Story Card 6**, say ‘swim’ and for **Story Card 8**, say ‘Thank you’ and tell the children to shake hands.

When the children have learned the prompts and actions, display the four **Story Cards** around the room. Call out the words or actions. The children go to the corresponding **Story Card** doing the action.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing **1.5 Bye-bye Ollie!**

T: Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!

C: Bye-bye, Ollie! See you next time! Ssssh!

Wake up Ollie and say ‘Hello’

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Sing **1.1 Hello, Ollie!** Tell the children to look at Ollie. Make Ollie ‘whisper’ in your ear, and then say:

T: Ollie says he likes biscuits. Do you like biscuits? I like biscuits. Ollie says he’s got a biscuit to eat.

Show the gingerbread man **Flashcard** or the gingerbread man biscuit. See if children can tell you what it is called and have them repeat the name with you:

T/C: It’s a gingerbread man.

Vocabulary

mummy, daddy, brother, sister

fox, gingerbread man

jump, run, swim; thank you

Language

I can (jump). This is (Daddy).

**Resources and Materials**

Teacher’s i-solutions 1

Puppet

Teacher’s Audio Material 1, CD 1

Flashcards 1, Unit 3: gingerbread man (optional)

A gingerbread man biscuit (optional)

Story Cards 1, Unit 3

Student’s Book 1

Crayons

Poster and Poster Pop-outs 1, Unit 3

Finger Pointer

Blu-Tack

Objectives

Listening to a story and joining in

**My family**

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Lesson 3 Extra

Objectives
Listening to a story and joining in
Acting out a story

Vocabulary
mummy, daddy, brother, sister
fox, gingerbread man

Resources and Materials
Teacher’s i-solutions 1
Story Cards 1, Unit 3
Teacher’s Audio Material 1, CD 1
Pop-outs 1, Unit 3
Crayons
Drinking straws
Sticky tape
Flashcards 1, Unit 3: mummy, daddy, brother, sister,
baby, grandad, grandma, gingerbread man

Story
Tell the children they are doing to read the story about the gingerbread man again. Begin by displaying Story Cards 1 to 4 in the wrong order and help the children to put them in the correct order. Give them prompts to help, using phrases from the story:

T: Mummy made a gingerbread man… ‘Stop!’ said Daddy…

Display the remaining Story Cards and repeat the procedure.

Play 1.24 Story: The gingerbread man again and show the corresponding Story Cards as the children listen. Retell the story, encouraging the children to add in the missing words if they are able:

T: Mummy made a…
C: Gingerbread man.

Continue the procedure for the rest of the story, using the Story Cards to prompt the children.

Alternatively, watch the animated version of the story on the Teacher’s i-solutions.

Let's Play!

Play Whispers (see Game Bank, pages 16-17). Ask the children to sit in a line. Show a Flashcard to the first child in line, but don’t let the rest of the class see. The child whispers the word in the ear of the child sitting next to them, who whispers to their neighbour, and so on until the end of the line. The last child to receive the message says it out loud. Continue the game, changing the order of the children in the line for each Flashcard.

If you have extra time, choose another game from the Game Bank, pages 16-17.