

Unit

1

At school

New vocabulary

crayon book teacher floor

yellow duck sun

sit down stand up

Tommy's sleeping.

It's all together time. It's playtime.



Unit 1 Lesson 1

VOCABULARY

New: *crayon, book, teacher, floor*

BASIC COMPETENCIES



The children are introduced to the classroom routine.

ACTIVITY BOOK

This is a good time to work with Unit 1, Worksheet 1.

LESSON A RESOURCES

- Flashcards: *teacher, floor, book, crayon* in the cloth bag
- SB Audio Track 8
- A simple story book in English or one you can easily tell in English (optional)
- Stickers



ALL TOGETHER TIME 5

Playing with Tommy: *teacher, floor, crayon, book*

Create interest: Say: *Look! Tommy is at school.* Move Tommy to the cloth bag and say: *Look! What's in here?*

Introduce new vocabulary: Put the story book you chose and the crayon beside you. Take the flashcards out of the cloth bag one by one and say: *Oh, it's a picture! A picture of a (book)!* For each flashcard ask a child to come and touch the real thing that the flashcard represents. For the *teacher* flashcard, hide behind the desk for them to find you.

Play a flashcard game: Move, please, Tommy

Put a flashcard down on the floor with Tommy partly hiding the picture. Say: *Can you move please, Tommy!* Slowly move Tommy from the flashcard and ask: *What is it? Is it a (crayon)? Oh! It's a teacher!*

Action song 1: Pick up a crayon 8

Use Tommy to act out the song using the real crayon and book as the children listen to it.

Put Tommy somewhere so he can watch the children. Play the song again, this time acting out the words. Encourage children to join in with the actions.

Worksheet 1.1: floor, crayon, book

Display and talk about the worksheet: Place the stickers. Point and say: *Look! Here's Tommy! Here's a crayon. Here's a book. Tommy is coloring in his book with his crayon.*

Practice the task: Ask children to come up and point to the classroom objects and color the T-shirt with a crayon. Say: *Point to the book. Good. Now get a yellow crayon and color Tommy's T-shirt. Thank you!*

TABLE TIME 6

Give out the stickers and say: *It's a book.* Help the children stick them in the right place.

The children finish coloring Tommy's T-shirt with a yellow crayon.

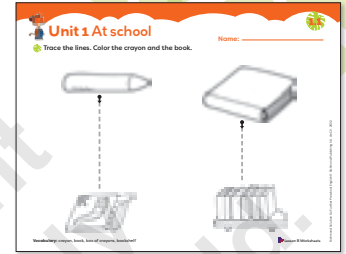
Encourage the children to identify *book* and *crayon* on the worksheet and *teacher* and *floor* in the classroom.

OPTIONAL ACTIVITY: A story

Read the story book to the children or tell them another story in English.

LESSON B RESOURCES

- Flashcards: *teacher, floor, book, crayon* in the cloth bag
- SB Audio Tracks 8 and 9
- Print Lesson B Worksheets



ALL TOGETHER TIME 5

Playing with Tommy: *teacher, floor, crayon, book*

Recap vocabulary: Show the cloth bag. Say: *What's in the bag? Do you remember?* As Tommy takes the flashcards out of the bag, say: *Oh! Look! It's a (crayon)!*

Play a flashcard game: Tommy guesses

Put the flashcards face down on the floor. Ask a child to choose a flashcard while Tommy covers his eyes with his paws. Then Tommy uncovers his eyes and tries to guess which flashcard the child chose. Say: *Come here, (Marisa). Close your eyes, Tommy. Choose one, (Marisa). Show it to the class. Put it back. Open your eyes, Tommy.* In Tommy's voice, ask: *Is it the ...?*

Action song 1: Pick up a crayon 8

Sing the song and do the actions, encouraging the children to join in. Put some crayons and books in different places in the classroom. Make a train with the children and go to the places where the crayons are. Sing and act out the first half of the song. Repeat with the second half of the song.

Tommy's music 1 9 Color with your crayon. Dance. Look at your book.

Practice the actions with the children.

The children find a space. Play Tommy's music and the children follow the instructions.

OPTIONAL ACTIVITY: Tommy's instructions

Put the four flashcards on the floor and call out children individually. Tommy says: *Give the crayon to the teacher, please. Put the book on the floor, please.* Help the children to carry out the instructions as necessary.

Lesson B Worksheet 1.1: crayon, box of crayons, book, bookshelf

Display and talk about the worksheet: Point and say: *Look, here's a crayon. And here's a box of crayons. Look, here's a book. And here's a bookshelf.* Call on children and encourage them to do what you say: *Point to the book and the bookshelf. Point to the crayon and the box of crayons.*

Practice the task: Make a line from the crayon to the box with your finger. Call on a child. Say, and help them to: *Follow the line from the crayon to the box. Now, from the book to the bookshelf.*

TABLE TIME 6

The children draw a line from the crayon to the box and from the book to the bookshelf. They color the crayon and the book.

Encourage the children to identify *crayon* and *book* on the worksheet, and *teacher* and *floor* in the classroom.

Unit 1 Lesson 2

VOCABULARY

New: yellow / duck, sun, banana

LESSON A RESOURCES

- Flashcards: yellow (duck) (with a sticky note over the duck)
- A yellow crayon in the cloth bag
- SB Audio Track 10
- Yellow color stickers
- Yellow and non-yellow objects, e.g. a ball, a crayon, a car, or color stickers
- A set of building blocks
- Yellow paper (optional)



ALL TOGETHER TIME 5

Playing with Tina: yellow

Create interest: Introduce Tina to the children: *Is it Tommy? No! Who is it? It's Tina!* Tina greets everybody and asks their names. Tina forgot something. She looks in the cloth bag and finds a yellow crayon. Ask: *What is it?* Help Tina draw on a piece of paper with the yellow crayon. Say: *Look! It's yellow.*

Introduce a new concept: Show the yellow flashcard with the sticky note covering the duck. Say: *Yellow.* Tina produces the yellow objects one at a time and gives them to children to put next to the yellow flashcard. Tina says: *Look! It's yellow! Come here, please! Put it next to the yellow flashcard. Thank you!* Check comprehension by producing yellow and non-yellow objects and asking children: *Is this yellow? Does this go here? Yes/No!*

More practice: Scatter all the building blocks on the floor. Ask each child in turn to come up and pick up a yellow block to give to Tina. Each time, Tina says: *Can I have a yellow one, please? Thank you!* At the end, the children return all the other blocks to the container.

Color song 1: Yellow duck 10

Take the sticky note off the duck on the yellow flashcard. Say: *It's a duck! A yellow duck!* Establish an action for *duck*. The children do the action and say: *Quack, quack.*

Play the song. Children do the actions and join in with the singing.

OPTIONAL ACTIVITY: A yellow display

The children collect yellow objects from around the classroom and arrange them on a table. You may want to cover the table in yellow paper before.

Worksheet 1.2: yellow, duck, sun

Display and talk about the worksheet: Point and say: *Look! Ducks! It's a mommy duck and baby ducks. The baby ducks are yellow. Look! The sun! The sun is shining!*

Practice the task: Give some children a yellow color sticker to stick on the mommy duck. Give other children a yellow crayon and ask them to color the sun yellow.

TABLE TIME 6

The children stick yellow color stickers on the duck and color the sun yellow.

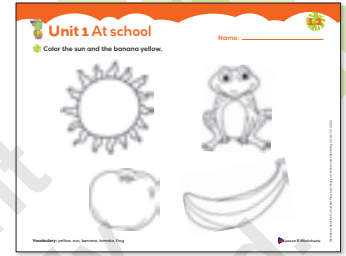
Encourage the children to identify *yellow*.

BASIC COMPETENCIES

The children become familiar with and identify the color yellow.

LESSON B RESOURCES

- Flashcard: yellow (duck)
- SB Audio Track 10
- Print Lesson B Worksheets
- Yellow color stickers
- Yellow chalk
- Yellow paint, a tray, and a large piece of paper (optional)



ALL TOGETHER TIME 5

Playing with Tina: yellow

Recap the concept: If the children have made a yellow display, Tina can admire it and talk about the items, emphasizing that they are all yellow. Alternatively, Tina can ask children to bring her yellow things from the classroom.

More practice: With yellow chalk, draw parallel lines to make a yellow path on the classroom floor. Children take turns to walk along the path in different ways: jumping, hopping, and crawling. *Jump along the yellow path, please!* Children must try and stay inside the path. Play music and encourage the children to dance at the side of the path. Stop the music every so often and say: *Yellow! Everyone on the yellow path!* The children stand on the path. When the music starts again, they move off the path and dance.

Color song 1: Yellow duck 10

Show the flashcard. Say: *Look! Yellow. Look! A yellow duck.*

Play the song. The children do the actions and join in with the singing.

Put a yellow color sticker on each child's finger. As you hand the color stickers out, encourage each child to say: *Yellow, please. Thank you.* Play the song again and every time they hear the word *yellow*, they wave their finger with the yellow color sticker on.

Lesson B Worksheet 1.2: yellow, sun, frog, tomato, banana

Display and talk about the worksheet: Point and say: *What's this? A banana. Is it yellow? Yes! What's this? A tomato. Is it yellow? No!*

Practice the task: Call on children and give them a yellow crayon to color a part of the banana or the sun.

TABLE TIME 6

The children color the banana and the sun yellow.

Encourage the children to identify *yellow*.

OPTIONAL ACTIVITY: A yellow sun

Draw the outline of the sun on a large piece of paper. Fill a tray with yellow paint. The children take turns putting a hand in the paint then pressing their hand on the sun.

Unit 1 Lesson 3

VOCABULARY

New: clap, tickle / Tommy's sleeping. / Wake up. / Go to sleep!

Review: crayon, book, teacher, floor

LESSON A RESOURCES

- Flashcards: teacher, floor, book, crayon hidden around the room before the class
- Story Cards: Story 1
- SB Audio Track 11
- Book, crayon



ALL TOGETHER TIME 5

Playing with Tommy, Tina, and Polly: teacher, floor, book, crayon

Use Tommy and Tina to introduce Polly to the children.

Recap vocabulary: Tommy whispers to you and you say: *Show me a (book).* Children show you the real things.

Play a flashcard game: Hide-and-peek

Tommy says to Polly: *Where's my picture of the book?* Polly says: *I don't know.* Take Tommy and Polly around the room looking for the flashcards. Say: *Is the book here on the floor? Oh, here it is! On the table!*

Story 1: Wake up, Tommy! 11

Create interest: Tommy starts to sing *All together* 5 as you begin to put Tommy, Tina, and Polly in a circle. Say: *Listen! The "All together" song! Where's Tommy? Oh! He's at school!*

Introduce the story: Display story card 1 and ask: *Who can you see? Tommy and Tina and Polly and the teacher. Look at the teacher. She's reading a story book.*

Listen to the audio: Play the audio and display the pictures one at a time. Before playing the audio for story cards 2 and 4, ask the children what they can do to wake Tommy up.

Check comprehension: Point, act out, and ask questions: *What is the teacher/Tommy doing? What does the teacher do? What do Tina and Polly say?*

Listen and join in: Put the story cards on the floor and play the audio again, encouraging children to join in with what Tommy is doing.

OPTIONAL ACTIVITY: Story practice

Show the children the story cards at random. Point to and talk about what you can see on each story card: *Look, here's Tommy. He's sleeping. And here are Polly and Tina. They aren't sleeping. They're tickling Tommy. They're saying "Wake up, Tommy!"* Encourage the children to join in with the actions.

Worksheet 1.3: teacher, floor, Tommy's sleeping.

Display and talk about the worksheet: Point to each of the characters and ask: *Who's this? What is Tommy doing? Shall we clap him?*


Practice the task: Call on a child. Say: *Pick up the yellow crayon and color Tommy.* Continue with other children.

TABLE TIME 6

The children color Tommy.

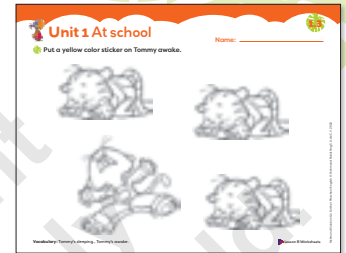
Encourage the children to identify teacher, floor, Tommy, Tina, Polly.

BASIC COMPETENCIES

 The children learn how to listen to and follow a story.

LESSON B RESOURCES

- Flashcards: teacher, floor, book, crayon
- Story Cards: Story 1
- SB Audio Tracks 11 and 12
- Print Lesson B Worksheets
- Yellow color stickers
- Sticky tack (optional)



ALL TOGETHER TIME 5

Playing with Tommy, Tina, and Polly: teacher, floor, book, crayon

Recap vocabulary with a flashcard game: Give the book to Tommy, please

Put Tommy, Polly, and Tina sitting beside you and the flashcards laid out on the floor. Call on children and say: *Give the (book) to (Tommy), please.* Tommy says: *Thank you.* Give Tommy to the child to hug. Continue with other children, characters, and flashcards.

Story 1: Wake up, Tommy! 11

Recap the story: Show children the digital story cards one at a time and act out with them what they see in the picture. Read the text for the card.

Listen to the audio: Put the story cards face down and in order on the floor or board. Call on a child. Help them turn over the cards at the appropriate time.

Story chant 1: Wake up, Tommy! 12

Act out the chant: The children listen to the audio and follow the rhythm by tapping the floor with their feet in time to the chant.

Listen to the audio: Put Tommy on the floor as if he is sleeping. Say: *Tommy's sleeping! Let's wake him up!* The children listen to the audio. As they listen to the chant, clap your hands, tickle Tommy and, finally, make Tommy jump up awake.

Display story cards 2 and 4. Children listen to the chant and join in with the actions.

OPTIONAL ACTIVITY: Act out the story

Assign the roles of Tommy, Polly, Tina, and the teacher. Tell the story or play the audio and help the children act out their parts.

Lesson B Worksheet 1.3: Tommy's sleeping., Tommy's awake.

Display and talk about the worksheet: Point and say: *Look! Tommy's sleeping! Wake up, Tommy! Look! Tommy's awake!* Call on a child. Use gestures and say: *Point to Tommy sleeping. Point to Tommy awake.* Continue with other children.

Practice the task: Call on a child. Say: *Stick a yellow color sticker on Tommy awake.* Help them to follow your instruction. Continue with other children.

TABLE TIME 6


The children put a yellow color sticker on the drawing of Tommy awake. Encourage the children to identify teacher, floor, Tommy, Tina, Polly.

Unit 1 Lesson 4

VOCABULARY

Review: *crayon, book, teacher, floor, yellow, duck, awake, sleeping*

BASIC COMPETENCIES

 The children learn to maneuver their pop-outs and follow instructions.

ACTIVITY BOOK

This is a good time to work with Unit 1, Worksheet 1.2.

LESSON A RESOURCES

- Flashcards: *book, crayon, floor, teacher, yellow (duck)*
- Pop-out Poster 1 and sticky tack
- Pop-out 1
- SB Audio Tracks 11 and/or 12 (optional)



ALL TOGETHER TIME 5

Playing with Tommy: *book, crayon, floor, teacher, yellow duck*

Recap vocabulary: Tommy shows the children the flashcards and says the words.

Play a flashcard game: Tommy guesses

Put the flashcards face down on the floor. Tommy tries to guess what each one is: *I think it's a crayon.* Then he turns it over with the help of a child and says: *Good! Yes, it's a crayon!* or *No, it's a floor!*

Pop-out Poster 1: *book, crayon, floor, teacher, yellow duck*

Create interest: Display the pop-out poster of Tommy, Tina, and Polly and the four items.

Play with the pop-out poster: Put four pieces of sticky tack in the following places: Tommy's hand, Tina's hand, Polly's hand, and the classroom floor. Call on a child and say: *Pick up the (duck), please, and give it to (Tina).*

Call on more children to place the remaining items. Now, remove the items by calling on a child and saying: *Can you get the (crayon) from (Tommy), please, and give it to me?*

Pop-out 1: Tommy's sleeping., Tommy's awake., Go to sleep!, Wake up!

Display and talk about the pop-out: Show Tommy sleeping and say: *Shh! Tommy is sleeping.* Say: *Wake up, Tommy!* and turn the pop-out around. *Look! Now Tommy is awake.* Give a pop-out to a child. If they show the *awake* side, act it out, and say: *Look! Tommy is awake. Go to sleep, Tommy.* The child turns the pop-out around. *Look! Now Tommy is sleeping.* If they hold up the *sleeping* side, reverse your instructions.

Play a circle game: Children sit in a circle and pass around a Tommy pop-out. Say: *Wake up, Tommy!* The child with the pop-out waves it in the air and everyone says: *Hello, Tommy.*

Worksheet 1.4: *book, crayon, floor, teacher, duck*

Display and talk about the worksheet: Point and say: *Look! It's Tommy, Tina and Polly. Who has the (crayon)? What is on the floor?*

Practice the task: Call out children to color each of the items.

TABLE TIME 6

The children color the crayon, the duck, the book, and the background of the photo of the teacher.

Encourage the children to identify *book, crayon, floor, teacher, duck, Polly, Tina, Tommy.*

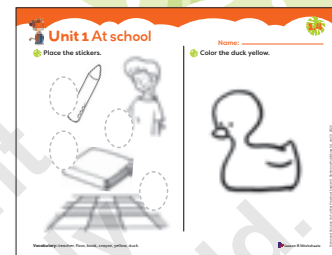
The children prepare their pop-outs.

OPTIONAL ACTIVITY: Listen and play

Listen to **Story 1 11** and/or **Story chant 1: Wake up, Tommy! 12**
Children move their pop-outs as they listen.

LESSON B RESOURCES

- Flashcards: *book, crayon, floor, teacher, yellow (duck)*
- Pop-out Poster 1
- Print Lesson B Worksheets
- Character stickers
- SB Audio Tracks 8 and 10



ALL TOGETHER TIME 5

Playing with Tommy: *book, crayon, floor, teacher, yellow duck*

Recap vocabulary: Tommy shows the children the flashcards and says the words.

Play a flashcard game: Give the book to Tommy, please

Sit Tommy beside you and display the flashcards. Call on children and say: *Give the (book) to Tommy, please.* Tommy says: *Thank you.* Give Tommy to the child to hug. Continue with other children and flashcards.

Pop-out Poster 1: *book, crayon, floor, teacher, yellow duck*

Place the four items on the poster and let the children look at it for a minute. Cover the items. Show the children a flashcard, for example, the yellow duck, and ask: *Who has the yellow duck? Tommy, Polly, or Tina?* Continue using the flashcards to prompt questions about who has what.

Lesson B Worksheet 1.4: *book, crayon, floor, teacher, yellow, duck*

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 of Tommy, Tina, and Polly.

Note: If possible, do this worksheet with a small group of children at a time or one by one.

TABLE TIME 6

The children follow your instructions:

1. Listen and do **Action song 1: Pick up a crayon 8**

Say: *Now stick Polly next to the book.
Stick Tommy next to the teacher.
And stick Tina next to the crayon.*

2. Listen to and sing **Color song 1: Yellow duck 10**


Say: *Now color the duck yellow.*

Unit 1 Lesson 5

VOCABULARY

New: *fish, sea, water, achoo / sit down, stand up / 1–3*

BASIC COMPETENCIES

 The children participate by singing and doing actions to a song.

ACTIVITY BOOK

This is a good time to work with Unit 1, Worksheet 1.3.

LESSON A RESOURCES

- SB Audio Track 13
- A paper tissue for each child
- A plastic fish in a cloth bag
- A picture of fish in the sea (optional)
- Color stickers



ALL TOGETHER TIME 5

Playing with Tommy: *achoo, fish, water, sea*

Create interest: Tommy gives a paper tissue to each child. Tommy sneezes, covering his nose and mouth with a tissue. Encourage the children to join in pretending to sneeze into their tissues and saying: *Achoo!* Then they all put their tissues in the trash can.

Introduce new vocabulary: Pass around the cloth bag with the plastic fish inside for children to feel. Ask: *What is it?* If necessary, use gestures to help the children guess. Show the children the picture of fish in the sea or act out a fish swimming. Say: *Fish in the water. Fish in the sea.* Children act out being fish swimming in the sea.

Authentic song 1: *Ring-a-ring-o-roses* 13

Focus on the music: Listen to the music and children sway to the beat. Listen again and clap to the beat.

Focus on the actions: Play the audio and the children do the actions and join in with the singing. The children hold hands and walk around in a circle. They act out sneezing into a tissue when they say: *Achoo!* After they sit down, they act out being fish in the sea. They wait till the count of three before they stand up.

OPTIONAL ACTIVITY: Action game

Stand up/sit down: Children must follow Tommy's instructions. Tommy says: *Everyone stand up, everyone sit down. (María, Marta, and Juan), stand up. (María, Marta, and Juan), sit down.*

Worksheet 1.5: *stand up, sit down*

Display and talk about the worksheet: Point and say: *Look, here the children are standing up. And here the children are sitting down. They are singing our song! We all sit down! We all stand up!*

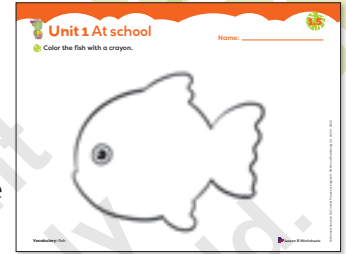
Prepare for the task: Call on children and say: *Can you point to the children sitting down? Can you point to the children standing up?* Then call on a child and say: *Put a color sticker on the children that are sitting down, please. Very good! Thank you!*

TABLE TIME 6

The children put a color sticker on the children that are sitting down. Encourage the children to identify *sitting down, standing up*.

LESSON B RESOURCES

- SB Audio Track 13
- Print Lesson B Worksheets (print one extra)
- Two large sheets of blue card and glue. Draw rocks, plants, etc. to make the card look more like a sea scene (optional)
- Print and stick the words of the song onto one of the sheets of card (optional)



ALL TOGETHER TIME 5

Playing with Tommy: *1–3, sit down, stand up, fish in the sea*

Recap vocabulary: Play an action game. Tommy tells the children to alternately stand up or sit down but every so often he says *fish in the sea*, in which case the children must act out swimming around. Tommy says: *One, two, three, stand up. One, two, three, sit down. One, two, three, stand up. One, two, three, fish in the sea.*

Authentic song 1: *Ring-a-ring-o-roses* 13

Sing the song with the children again, encouraging them to join in with the actions and the words.

OPTIONAL ACTIVITY: Action story

Say and act out, encouraging the children to join in: *Two little fish are swimming in the sea. Achoo, they sneeze. Achoo again! Now the little fish sit down on the floor. Achoo, they sneeze. Achoo, again! Now the little fish stand up one, two, three and achoo, they sneeze. Achoo, achoo, achoo! They jump right out of the water and high up in the sky!*

Lesson B Worksheet 1.5: *fish*

Tommy shows the children a fish. Show the children how to color the fish with a crayon.

TABLE TIME 6

The children color their fish with a crayon. As the children work, play the song several times.

Encourage the children to identify *fish, sea* and to count three fish.

OPTIONAL ACTIVITIES: Optional follow-up

Cut out and glue the colored fish and the words of the song onto the two pieces of card to make a song poster. Display it, then later use it as a page in the *Very big class song book*.

Children can watch other children singing a version of this song on the internet.

Audio or video record the children singing the song along with the music to make a class playlist of authentic songs.

Unit 1 Lesson 6

VOCABULARY

New: *It's all together time. / It's lunchtime. / It's table time. / Sit correctly! / It's playtime.*

BASIC COMPETENCIES

The children recognize and practice their daily routine.

ACTIVITY BOOK

This is a good time to work with Unit 1, Worksheet 1.4. **1**

LESSON A RESOURCES

- Flashcards: *all together time, table time, playtime*
- Photo Poster 1: Cover all except the first picture
- SB Audio Track 14
- AB Audio Track 1
- Stickers



ALL TOGETHER TIME **5**

Playing with Polly: *Sit correctly*

Create interest: Polly demonstrates how to sit correctly. Say: *Polly, cross your legs and fold your hands and put them in your lap.* Encourage the children to copy. Next say: *Look at me and listen. Open your eyes wide and hold your ears out.*

Photo Poster 1: **14** *It's all together time, table time, playtime, lunchtime.*

Display and talk about the poster: Introduce Alfie and establish that he is a boy. Read out what he is saying. Point to the first picture and say: *Look at the boys and girls! It's all together time. Just like us!* Practice again how children should sit and establish an action, for example, holding ears out. Uncover the next picture. Say: *Look at the boys and girls. It's table time. Just like us!* Practice how children should sit and behave at table time. Then establish an action. Continue uncovering the pictures and introduce, practice, and act out the different moments of their day.

Play the audio: Pause after each sentence. Point to the corresponding picture on the poster and do the corresponding action with the children. Play the audio again without pausing and the children act out with you as they listen and look at the pictures.

Flashcard practice: *all together time, table time, playtime*

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 moment in their day, the children clap. Play more flashcard games. See Activity bank, page 28.

OPTIONAL ACTIVITY: Song practice

Practice the songs: *All together* **5** and *Table time* **6**. If the children are sitting on the floor, play *Table time*. When the song stops, they should all be sitting on their chair at their table. Then play *All together*. When the song stops, they should all be sitting cross-legged on the floor.

Worksheet 1.6: *It's all together time., It's playtime.*

Display the worksheet: Place the stickers. Point to and talk about the different moments in the children's day. Say: *In all together time, we sit like this. In playtime we run and jump.*

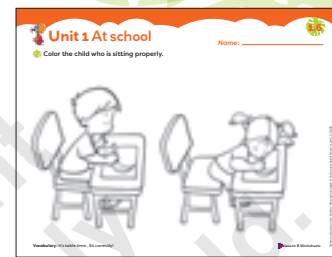
Practice the task: Display the children's version of the worksheet for children to compare with the teacher's version. Ask: *What's missing? (A boy and a girl.)* Call on children to point to the boy and girl on the teachers' worksheet. Show children the stickers of the missing boy and girl and ask them to point to where the stickers go.

TABLE TIME **6**

Children stick the boy and the girl in the right place.
Encourage the children to identify *all together time, playtime.*

LESSON B RESOURCES

- Flashcard: *all together time, table time, playtime*
- Photo Poster 1
- SB Audio Track 14
- Print Lesson B Worksheets
- Lunch for Polly wrapped in foil, for example, a banana



ALL TOGETHER TIME **5**

Playing with Polly: *all together time, table time, playtime, lunchtime*

Recap phrases: Display the flashcards. Do an action and the children help Polly decide which is the corresponding flashcard. Polly then shows the children her wrapped up lunch. Ask children to guess what it is. Repeat their ideas in English, but don't confirm any answers. Then say: *Can Polly eat her lunch now?* Elicit from the children that she must first wash her hands. Make Polly pretend to wash her hands with lots of rubbing and rinsing. Pass her the soap, open and close the faucet, and pass her a towel. Finally, Polly opens her lunch for all to see.

Photo Poster 1: **14** *It's all together time, table time, playtime, lunchtime*

Play games with the poster: Say and act out moments in the children's routine and name children to point to them on the poster. Play a musical action game. Encourage the children to move to the music. Pause the music, point to a picture on the poster, and the children do the corresponding action. Say: *Yes, that's right. It's (playtime)!*

Play the audio: Pause after each sentence for the children to act out. Listen again, without pausing, and the children do the activities.

OPTIONAL ACTIVITY: Talk to Polly: *Playtime*

Display the *playtime* flashcard. Polly wants to know what the children like to play. Ask each child to tell Polly what they like to play. Repeat what they say in English to Polly, and Polly reacts with an action, and says: *Me too!*

Lesson B Worksheet 1.6: *It's table time., Sit correctly!*

Display and talk about the worksheet: Point to the girl and boy sitting at their tables. Say: *It's table time!* Point to the boy. *Look at the boy. Is he sitting correctly?* Smile and say: *Yes!* Point to the girl. *Look at the girl. Is she sitting correctly?* Frown, shake your head, and say: *No!*

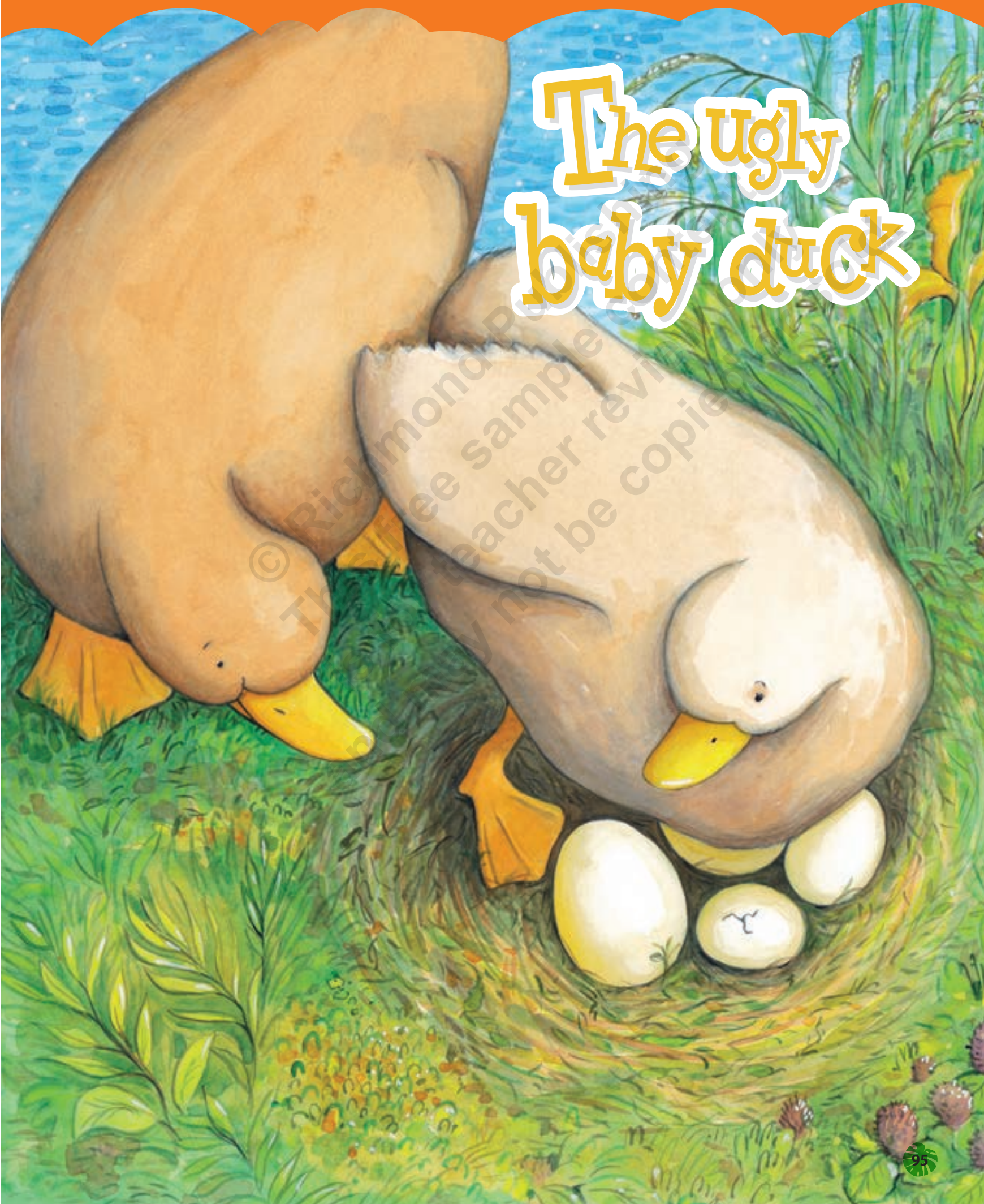
Practice the task: Call children up and give them a crayon. Say: *Color the child who is sitting correctly.*

TABLE TIME **6**

The children color the child who is sitting correctly.
Encourage the children to identify: *It's table time! Who is sitting correctly?*

Traditional Story 1

The Ugly baby duck



The ugly baby duck



Name: _____

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The ugly baby duck

VOCABULARY AND LANGUAGE

duck, chicken, mouse, frog, swan, egg
 daddy, mommy, baby
 morning, water, moon(light) sun(light)
 yellow, one, two, three, happy, sad
 big, little, ugly, beautiful
 Hello. What a big baby duck!
 What an ugly baby duck!
 And it isn't yellow!
 Listen, everyone! Are you my mommy?
 No! I'm not your mommy. I'm a swan.
 Go to sleep. Wake up. Hooray!



AUDIO

Traditional stories audio

Traditional Story 1: The ugly baby duck 1

Traditional Story 1: Story song: Go to sleep, Baby Duck 2

Go to sleep, Baby Duck,
 Go to sleep in the moonlight.
 Go to sleep, Baby Duck,
 Till the morning is bright.

Traditional Story 1: Story music 3

Everyone, you're a baby duck. You're sad. Stop!
 Now you're a frog. Stop!
 Now you're a chicken. Stop!
 Now you're a mouse. Stop!
 Now you're a swan. You're happy. Stop!

Traditional Story 1: The ugly baby duck, Student's version 4

Songs to review

Polly's gym 7

Pick up a crayon 8

Hello, Daddy 15

Yellow duck 10

Red bird 17

Ring-a-ring-o-roses 13

Here are Grandma's glasses 20

RESOURCES

- Flashcards: *mommy, daddy, baby; duck, chicken, frog, mouse*
- Traditional Stories Flashcards: *egg, swan, sad, happy*
- A plastic duck inside a bag (Presentation of story)
- Sticky notes over the baby swan on Story card 10 (First reading)
- An arrow or a baby duck made from stiff cardboard (While reading activities)
- A white moon and a yellow sun made from stiff cardboard (Story song)
- Photos of baby and adult animals from magazines or downloaded from the internet (Adults and babies, Cross-curricular activities)
- A plastic or real hard-boiled egg (Animals that lay eggs, Cross-curricular activities)
- Some egg shapes cut out from cardboard (Animals that lay eggs, Cross-curricular activities)
- Cotton yarn and glue (Arts and crafts activities)



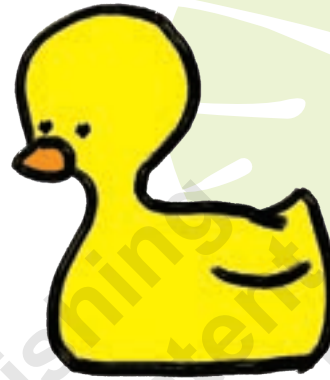


The ugly baby duck

Presentation of the story

You need a plastic duck or the *duck* flashcard in a bag.

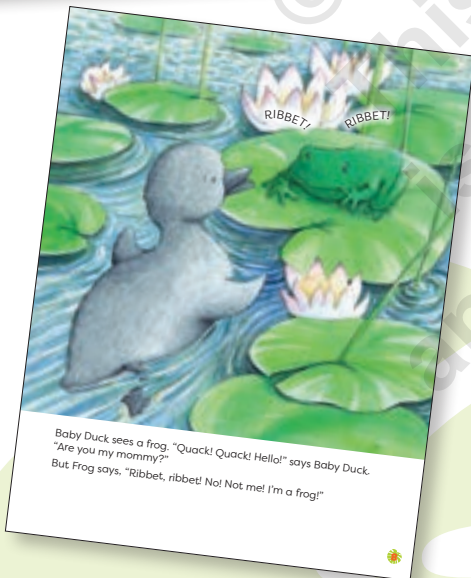
- Tommy tells Tina and Polly that he has an animal in his bag. Polly and Tina try to guess what it is. Polly says: *Ribbet, ribbet. Is it a (frog)?* Tina says: *Woof woof. Is it a dog?* Each time Tommy looks in his bag and says: *No, it isn't.* Then he says: *Quack quack.* The children, Polly, and Tina say: *It's a duck!* Take the duck out of the bag.
- Show the children the story cards. Tell them today's story is about a duck.
- Show the children the picture of the mommy and daddy duck on the first story card. Point to the eggs, which are cracking open, and say: *Oh, look! What do you think is in the egg?*



While reading activities

First reading: Traditional Story 1: *The ugly baby duck* 1

- Before the first reading, use sticky notes to make a window over the baby swan on Story card 10.
- You can go through the story commenting and asking children questions until you get to Story card 8 and then play the audio, stopping to ask children to say what they think is behind the window on Story card 10 and to find out what happens in the end.
- Alternatively, play the audio and show the story cards one by one, pausing to ask questions and, on Story card 10, to ask children to predict what is behind the window. Point to the characters and act out to help comprehension. Repeat children's answers in English as necessary.



QUESTIONS

- Story card 2: _____ *How many baby ducks?*
 Story card 4: _____ *What's in the egg?*
 _____ *Is it yellow?*
 _____ *Is it little?*
 Story card 6: _____ *Is the baby duck happy?*
 Story card 7: _____ *Is the mouse his mommy?*
 Story card 8: _____ *Is the frog his mommy?*
 Story card 10: _____ *What are the swans saying?*
 Story card 11: _____ *Is the baby duck a duck or a swan?*
 Story card 12: _____ *Is the baby duck happy now?*

The ugly baby duck

Subsequent readings

- Call a child up to help you change story cards.
- Encourage the children to join in with the actions and the noises the little duck makes on each card. You can use Polly for this. First, Polly imitates the little duck and then the children copy her.
- Use a story arrow or baby duck shape: before or after reading a page, call children up to stick the story arrow or baby duck on, for example, the ugly baby duck, the mommy duck, the baby ducks, the big egg, the chickens, the mouse, the frog, daddy swan.
- Say a sentence from the story and show the story cards in order. The children say Stop when you get to the appropriate story card.
- Tell the story, making mistakes for the children to correct, for example, on Story card 1: *Mommy duck is sitting on some eggs. One, two eggs.* Children: *No! One, two, three, four eggs!* You can use Tommy to read the story and the children correct him.
- Put the happy and sad story flashcards on the board. Read the story, stopping to point to the flashcards, and ask the children: *Is the little duck happy or sad?*



After reading activities

- **Story song: Go to sleep, Baby Duck** 2 Make a white moon and a yellow sun from stiff cardboard. Show the children Story card 9 with the frog and the mouse singing the baby duck to sleep. Ask them what they are singing (*a lullaby*), act out, and say: *Go to sleep, Baby Duck.* The song lyrics can be found on the back of Worksheet S1.4 in the Activity Book.
- **Sing the song:** Show the children the moon you made, point to the moonlight in the book, and say: *moonlight.* Show them the sun you made, point to the sunlight in the book, and say: *sunlight.* Do actions for each line of the song.
- Give the plastic duck to one child and Tommy, Tina, and Polly to others. Tell all the children to pretend they have a baby in their arms. Sing the song again, encouraging the children to join in acting out rocking their babies.



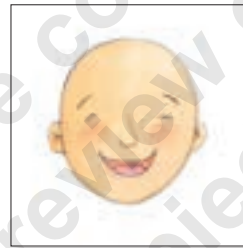
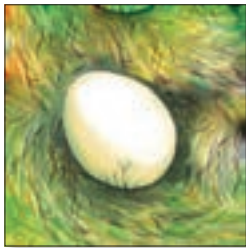
The ugly baby duck



Activities to practice the vocabulary from the story

Using flashcards

- **Flashcards:** See pages 28–29 for flashcard games.
- **Story flashcards:** *egg, swan, sad, happy*
 - Teach the children some actions for *happy* and *sad*. Show the (*happy*) flashcard and the children do the action.
 - Make Tommy jump around and ask: *Is he happy or sad?* Make him put his head in his hands and cry. Ask: *Is he happy or sad?*
 - Put the *egg* and *swan* flashcards in a cloth bag. Look inside and say: *Tap! What's that? Yes, it's an egg!* Say: *Honk! Honk! What's that? Yes, it's a swan!*



- **Vocabulary Worksheet S1.4** (in the Activity Book)
See **Presenting the worksheets** section on page 103.

Story music 3

- Say: *Everyone, you're a baby duck. You're sad. Stop! Now you're a frog. Stop! Now you're a chicken. Stop! Now you're a mouse. Stop! Now you're a swan. You're happy. Stop!*
- Practice without the music. Illustrate the actions.
- Play the story music, and the children follow the instructions.



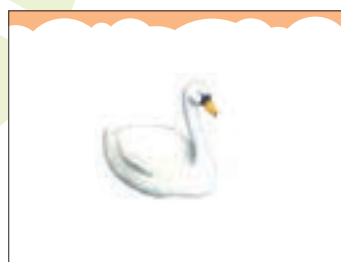
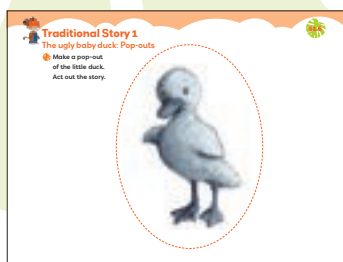
Story Worksheets S1.1, S1.2, and S1.3 (in the Activity Book)

See **Presenting the worksheets** section on page 102.

Note: The children should complete these worksheets before they do the next step.

● Traditional Story 1: *The ugly baby duck: Student's version* 4

- **Listen to the audio:** The children open their Activity Books and follow the story. Pause the audio so the children can turn the page. Encourage the children to follow the story, to join in with the sounds and words, and to sing the song.
- **Game:** Say *Where's the (mommy duck)? One, two, three!* The children look for a worksheet in their Activity Books with a mommy duck. Continue with *mouse, chicken, frog, swan*.
- **Acting out the story Worksheet S1.6** (in the Activity Book)
 - Act out the story of *The ugly baby duck: Student's version* 4
 - The children make their pop-outs of the baby duck/swan. Play the audio and the children hold up the baby duck side until Story card 10 and then hold up the swan side. Call on seven children to play the parts of the ugly baby duck, the mommy duck, the daddy duck, the mouse, the frog, and the two swans. Read the story and encourage the children to act out the story and to join in with the sounds and words. Repeat with different groups of children.



The ugly baby duck

Cross-curricular activities

Adults and babies

- You need photos of adult and baby animals (including ducks and swans) from magazines or downloaded from the internet.
- Put the photos of the adult animals on the floor. Make an animal sound and get Tommy to say which animal makes that sound. Encourage the children to help him.
- Show the children the photos of the baby animals. Say: *Look! Here is a baby.* Call on a child and say: *Find me its mommy.* *Good, yes. It's a baby (cow).* Repeat with the other animals.
- **Cross-curricular Worksheet S1.5** (in the Activity Book): see **Presenting the worksheets** section on page 103.

Animals that lay eggs

- You need a plastic or hard-boiled egg, photos of animals from magazines or downloaded from the internet (including ducks, swans, and other birds), and some egg shapes cut out from cardboard.
- Show the children your boiled/plastic egg and ask them which animals eggs come from. Point to the photos of the animals and ask: *Do eggs come from (cows)?*
- Call on a child and give them an egg. Ask them to put it beside an animal that lays eggs. Say: *Yes, good. Eggs come from (ducks).*
- Count the eggs.



Arts and crafts

1

Children can choose the scene they like best in the story and draw it. Go around and ask them what is happening in their pictures. Repeat what they say in English.

2

Children can make animal mommies and babies out of modeling clay and make a display to show another class or their parents.

3

Give children a picture of a swan and some cotton balls. Put some glue on the children's swans. They stick the cotton balls on the swans.

The ugly baby duck

Presenting the worksheets

Story Worksheet S1.1 (Sides A and B): duck, chicken, baby, yellow, mommy, daddy

- **Review the words** *duck, baby, yellow, mommy, daddy* with flashcard games. (See pages 28 and 29.)
- **Display and talk about the worksheets:** Point and say: *Look! Here are the mommy duck and daddy duck and the baby ducks. Look! Here's the ugly baby duck.* Show Side B of the worksheet and say: *Look! The poor little duck is walking away. He's sad! Look at the chickens and the mommy duck and the baby ducks.*
- **Practice the task:** Go back to Side A of the worksheet, call on a child, and say: *Point to the (mommy) duck. Point to the ugly baby duck. Point to the baby ducks. What color are they? Get a yellow crayon and color a baby duck, please. Thank you.*

Table time

- The children color the baby ducks.
- Encourage the children to identify *mommy, daddy, baby duck, ugly baby duck; chicken; yellow.*

Story Worksheet S1.2 (Sides A and B): mouse, baby duck, frog, sun, flower, red, yellow

- **Review the words** *duck, frog, sun, flower, red, yellow* with flashcard games. (See pages 28 and 29.)
- **Display and talk about the worksheets:** Point and say: *The baby duck is talking to the mouse. He's saying "Are you my mommy?" What is the mouse saying? Here are the sun and a flower.* Show Side B of the worksheet and say: *Look! The mouse and the frog are singing to the baby duck. Here is the moon.*
- **Practice the task:** Go back to Side A of the worksheet, call on a child, and say: *Get a yellow crayon, please. Color the sun yellow. Thank you.* Call on another child and say: *Get a red crayon, please, and color the flower red. Thank you.*

Table time

- The children color the sun yellow and the flower red.
- Encourage the children to identify the animals and colors.

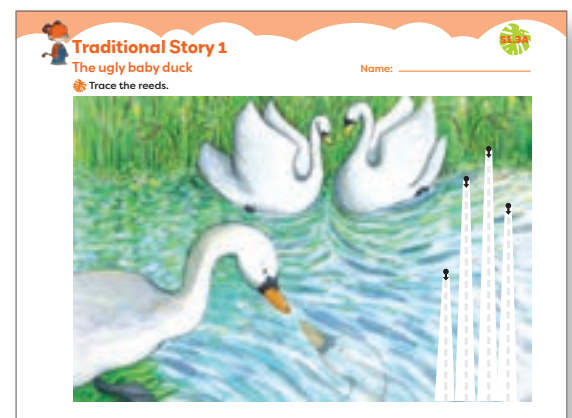
Story Worksheet S1.3 (Sides A and B): mommy, daddy, baby, duck, swan, frog, mouse

- **Review the words** *mommy, daddy, baby, duck, swan, frog* with flashcard games. (See pages 28 and 29.)
- **Display and talk about the worksheets:** Point and say: *Here are two swans. One, two. And here is the ugly baby duck but... No he's a beautiful swan!* Show Side B of the worksheet and say: *Look! One, two, three swans! The little swan is very happy! The frog and the mouse are happy, too! Look at the mommy and daddy duck and the baby ducks and the chickens! They are saying "Look at the beautiful swans!"*
- **Practice the task:** Call a child up. Ask them to follow the lines with their fingers to make the reeds and to finish coloring the ducks yellow. Continue with other children.

Table time

- The children draw the vertical lines to make the reeds in the pond and finish coloring the ducks yellow.
- Encourage the children to identify the animals and *mommy, daddy, baby duck.*

Note: You can put the worksheets together to make a little book that children can take home when you have finished working on the story. See page 96 for the front cover.



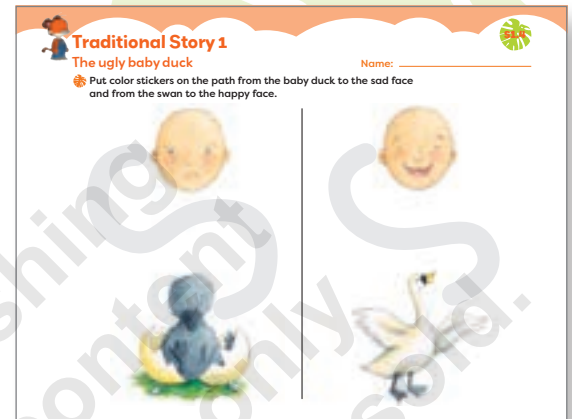
The ugly baby duck

Vocabulary Worksheet S1.4: egg, swan, sad, happy

- **Display and talk about the worksheet:** Point and say: *Look! Here is an egg, and here is the baby duck. Is he happy or sad? Here is the swan. Is he happy or sad?* Call on a child and say: *Point to the (egg).*
- **Practice the task:** Call a child up. Say: *Draw a line with your finger from the baby duck to the sad face. Now pick up a sticker and put it on the path.* Repeat for the swan and the happy face.

Table time

- The children put color stickers from the sad baby duck to the sad face and from the swan to the happy face.
- Encourage the children to identify *egg, duck, swan; happy, sad.*



Cross-curricular Worksheet S1.5: swan, frog, mouse, mommy, baby, yellow

- **Display and talk about the worksheet:** Point and say: *Look! Here is a mommy swan and a baby swan. Call on a child and say: Point to a mommy mouse, please. Good! And now point to a baby mouse.*
- **Practice the task:** Call a child up. Say: *Draw a line with your finger from the mommy swan to the baby swan. Now pick up a yellow crayon and draw a yellow line.*

Table time

- The children match the mommy animals to their babies.
- Encourage the children to identify *mommy, baby, swan, mouse, frog, yellow.*

