

Happy Hearts

2

Teacher's Book

Extra Photocopiable
Resources included!



Jenny Dooley - Virginia Evans



Express Publishing

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2

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Introduction

Who is this book for?

Happy Hearts is a three-level course for children aged 3-6 years. It features engaging characters like Billy, Molly, and Kenny the Cat that will appeal to all children of pre-school age. *Happy Hearts* develops the listening, speaking and pre-reading/pre-writing skills of young children through art, music and movement. It provides a carefully graded learning programme that ensures pre-schoolers make simple yet steady progress in the development of their English language skills.

Course Components

The **Pupil's Book** includes tear-out worksheets. Teachers can choose to remove the worksheets before class and hand them out to children. Each child should have a folder in which to keep their worksheets. This will encourage them to take responsibility for keeping their work neat and tidy, as well as enable them to take their work home to show their parents.

The **worksheets** are designed to encourage children to think and speak in English. They promote active participation and interaction, and develop children's pre-reading and pre-writing skills. Written on the back of each worksheet are quick reminders of the main activities to be done in each lesson. Teachers can refer to these reminders if they find it difficult to consult the Teacher's Book once a lesson has started. In addition to the six main units, there are two optional units, **Happy New Year!** and **Father's Day!**, which can be covered as a lead up to these celebrations.

In each unit, children work on the story with the help of *stickers*. This not only helps children feel like they 'own' the story, but it gives them the opportunity to develop their fine motor skills. There are also **reward stickers** to boost children's self-confidence and give them a sense of achievement.

In Lesson 2 of each unit, children activate the language they have learnt through the use of **press outs**, which they remove and use to act out the song from Lesson 1. Acting out the song is a way to engage children both mentally and physically and caters to their personal, social and emotional needs. If teachers wish, they can encourage children to take their press outs home to their parents, as well as use them whilst listening to their **Songs CD**.

In every unit, Billy, Molly, and Kenny the Cat welcome a new animal friend to the animal park through the use of the **Happy Hearts Animal Park Poster**. Teachers should ensure that this poster is placed in a position in the classroom that is easily accessible to children, and

should encourage children to refer to the poster often (e.g. by asking children to bring them one of the animal friends/by asking them who Kenny's friends are).

The **Activity Book** consolidates the language of each unit. The activities can be covered either upon completion of the corresponding unit, or gradually, after Lesson 5.

HOW TO DEAL WITH THE ACTIVITY BOOK

Each worksheet can cover one teaching lesson:

- Have the children sit in a circle.
- Sing the *Hello!* song.
- Revise the corresponding vocabulary by showing and eliciting the items on the picture flashcards.
- Have the children go back to their seats.
- Hand out the worksheet. Explain what the children have to do.
- Check the children's work.
- If applicable, sing the corresponding song.
- End the lesson by singing the *Bye-bye!* song.

The **Kenny Puppet** not only helps children become more expressive, it is very effective at bringing shy children out of their shells since children who hesitate to speak in front of others will invariably interact enthusiastically with a puppet. Teachers can make use of the Kenny Puppet at various points in the lesson (e.g. at the beginning of a lesson/during *Circle Time*/when explaining the rules of a game/when introducing new language). When children are working on their worksheets, the Kenny Puppet can go around the class asking children what colours they are using/providing them with assistance, etc. The Kenny Puppet should always be present and part of the classroom.

N.B. The Kenny Puppet has been manufactured to comply with international health and safety standards. Nevertheless, any handling of the puppet by children must be under adult supervision.

The **Teacher's Book** contains step-by-step lesson plans, the focused language (*children's language*) and the receptive language (*classroom language*). Each lesson plan contains detailed suggestions for presenting the new language, group and individual practice and games, and tapescripts of the songs and stories. Additional activities and games are included at the end of each lesson in *Kenny's Corner*, where the teacher will find ideas on how to further activate the language of the lesson. For teachers whose lessons are of longer duration, two optional lessons (Lessons 9 & 10) are included in each unit. Lessons 2 and 9 include photocopiable worksheets which can be found in the 'Extra Photocopiable Resources' section.

The **Picture Flashcards** include the vocabulary of each unit and are numbered for easy identification. Picture flashcards are ideal for visual learners, but they can also be used in a variety of ways to appeal to kinaesthetic learners (see *Activity Bank* p. 10). The Picture Flashcards can be used to present, practise and recycle vocabulary. They can also be used to occupy early-finishers who have become familiar with the activities used in class. In such instances, they can be given to early-finishers to use in small groups.

The **Story Cards** have enlarged versions of the pictures from the stories in the Pupil's Book. They can be used by teachers to present and practise the stories. The story text (as well as guidelines for telling the story) are written on the back of each card enabling teachers to narrate the story without having to memorise it.

Story telling is a powerful teaching tool and can provide valuable cultural input. Stories encourage children to be creative and imaginative and advance skills such as prediction and guessing. Teachers do not have to be gifted actors to maintain children's interest as young children love being told stories. If possible, teachers should gather children in a circle for story telling. The stories are all recorded on the Class CD, but teachers may prefer to narrate the stories themselves so that pauses can be made to point to pictures/give emphasis to actions depicted/ask questions, etc.

The **Class CD** contains the songs and story from each unit. Instrumental (karaoke) versions of the songs are included for teachers who wish to let the children themselves perform the songs. The **Songs CD** contains the songs from all the units. It is for children to take home so they can listen to their favourite songs.

The **DVD** brings the characters of the course to life. Children will have fun watching their favourite characters in action!

The **Routine Poster** can be used at the beginning of each lesson to introduce/revise the topics of numbers, colours, days of the week, and weather. It also includes a birthday section to be used whenever a child is celebrating his/her birthday. It is important to establish a routine at the beginning of each lesson as this creates a sense of security and familiarises children with everyday language. With a routine, all members of a class, irrespective of their abilities, are soon able to contribute to the discussion, thus boosting self-esteem and social development.

You can use the **Routine Poster** in the following way:

- at the beginning of each lesson by asking: *What's the weather like today? Can you tell me? Is it sunny, raining, snowing or windy?* Then, by saying *Yes. Today it's (sunny)*, teachers can point to the picture and mime the corresponding action. Or

they can ask a child to come and point to the picture and mime the corresponding action. Alternatively, a frame or a circle can be stuck over the corresponding picture.

- by asking: *What's the day today? Can you tell me?* Then by saying, *Yes. It's (Monday) today* and pointing to the day. Alternatively, a frame can be stuck over the corresponding day.
- to celebrate children's birthdays. Teachers should keep a note of every child's birthday in their class register and, whenever a child is celebrating his/her birthday, write their name on a piece of paper and place it in the *Happy Birthday* square. The class can then sing *Happy Birthday*.

There are six **Cross-Curricular** posters that illustrate the extra cross-curricular lessons, one per unit. Cross-curricular teaching is ideal for this level as it incorporates already familiar topics (shapes, food, etc.) that help children explore and broaden their knowledge of the world around them.

The **Teacher's Resource CD-ROM** provides teachers with a variety of extra materials. These materials can be used to make extra worksheets, picture dictionaries, templates for extra craftwork activities, etc.

Basic Principles of *Happy Hearts*

Pre-school children are naturally inquisitive, enthusiastic, and receptive to new input. They are also undergoing rapid physical, mental, emotional and social development. The aim of *Happy Hearts* is therefore not simply to teach children English but to do so in a way that helps them grow. To achieve this, *Happy Hearts* exposes children to new language through activities and games, thus creating an environment in which children develop both their gross and fine motor skills.

Cognitive Development

Happy Hearts aims to:

- develop children's pencil control and eye-hand coordination.
- introduce children to spoken English, and help them enjoy listening to and using spoken English.
- help children explore and experiment with sounds, and develop their pronunciation and intonation.
- use children's innate love for stories, music, songs, rhymes and role play.
- help children observe, discover, and identify features in the place they live and in the natural world around them.
- use activities that encourage children to respond in a variety of ways to what they see, hear, smell, touch and feel.

Main attitudes to learning

Happy Hearts aims to:

- motivate children and get them interested in learning.
- build children's self-esteem and confidence in new environments.
- provide activities and games that help children develop their social skills.
- provide a safe and secure environment where children are confident enough to try new activities, initiate ideas and express themselves.
- provide a setting where children can use English to communicate with their peers.

The SPICE of life

We can refer to development in terms of S.P.I.C.E - Social, Physical, Intellectual, Creative and Emotional. *Happy Hearts* encourages development in each of these five areas by:

- Developing children's ability to work in groups, play/share with others, follow and accept rules, etc. **(Social development)**
- Developing children's fine and gross motor skills through drawing, dancing, colouring-in, miming, etc. **(Physical development)**
- Developing children's knowledge and understanding of the world by closely examining similarities/differences, exploring child-centred themes, examining life patterns and changes (e.g. seasons, life cycles), etc. **(Intellectual development)**
- Developing children's self-expression and imagination through music, dance, songs, craftwork, role play, stories, etc. **(Creative development)**
- Developing children's self-awareness, self-confidence, and mechanisms for coping with their feelings through group-based activities. **(Emotional development)**

Evaluation

The focus of *Happy Hearts* is to instil a sense of achievement in children as this will motivate them to learn English. For this reason, it is important that teachers keep a record of each child's progress. Teachers should use the photocopiable materials for evaluation to record each child's involvement in games, activities etc. (For further information see *Evaluation*, p. 195)

Unit Structure

Young children benefit from an established routine as it gives them a sense of security when they know what to expect. Thus, each unit in *Happy Hearts* follows the

same layout. In the same way, it is important that every lesson follows the same structure, as the more children are familiar with the class routine the easier they will be to manage. Remember: the English teacher is a new person in the young children's lives and comes with a new set of rules and expectations. This can be upsetting for young children, thus the teacher must first gain the children's trust.

The Hello and Goodbye Routine

The way in which a lesson is both begun and rounded off is very important. At the beginning of each lesson, teachers should gather children in a circle and have them sing the *Hello!* song. In this way, children will begin the lesson feeling both confident and focused. At the end of a lesson, teachers should play the *Bye-bye!* song to round up the teaching procedure. In this way, the end of a lesson is not abrupt and children get the chance to say goodbye to their favourite friends.

What's in my basket?

Teachers should use the **Interactive Poster** and the **Picture Flashcards** to present new language.

Games

New language should always be practised and consolidated through games. Children learn the target language more efficiently and pleasantly when it is being used as a means to have fun.

Worksheets

The worksheets have been designed to reflect the cognitive development of children aged 5-6 years. The aim of the worksheets is to consolidate the language that has been learnt and develop the children's eye-hand coordination and fine motor skills. Worksheets should be given to children when they are seated at their tables (*Table Time*). By colouring/circling differences/matching etc, children 'own' the new language and feel a sense of achievement. Children also come to realise that they are able to follow instructions in English, carry out activities, listen to a song and point to various items on their worksheets, etc.

Kenny's Corner

These are optional activities which can be done at the end of a lesson, and which are designed to make the new language more personal. It is suggested that teachers make a *Kenny's Corner* somewhere in the classroom where children can go to pin up the things they create. By decorating the classroom with their own work, children get a feeling of satisfaction and achievement.

Lessons Structure

Although routine is highly important for children, variation is also necessary. This is because young children have short attention spans and lose interest easily. Lessons must be carefully structured to engage children's interest and trigger their curiosity. For this reason, lessons in every unit are designed to vary in both context and procedure.

In **Lesson 1** of every unit, Kenny welcomes an animal friend to the animal park. They sing a song that presents some of the new language. Teachers can use the **Happy Hearts Animal Park Poster** and the **Picture Flashcards** to present the new character and the core vocabulary.

Lesson 2 consolidates Lesson 1 with the use of **press outs**. There are optional activities and games to consolidate the language. One of the activities uses photocopiable material.

Lesson 3 presents new language through **Picture Flashcards**. In *Kenny's Corner*, teachers will find optional games and activities to consolidate and extend the new language.

Lesson 4 consolidates Lesson 3 and develops children's fine and gross motor skills.

Lesson 5 presents some new language and recycles the language already presented. During this lesson, children can do some of the activities from the **Activity Book**.

Lesson 6, *Toy Box*, promotes a hands-on approach to language learning. Children consolidate the new language whilst developing their creative skills. During this lesson, children make something to be used in the optional Lesson 9, *Showtime*.

In **Lesson 7**, teachers present the story using the **Story Cards**. The story is consolidated by carrying out the activities in the Pupil's Book.

Lesson 8 consolidates the story. Children can watch the story on the **DVD** and interact by repeating/joining in with key words and phrases, putting the **Story Cards** in the right order, etc.

At the end of every unit, there are two optional lessons meant for classes of longer duration. These are:

Showtime (Optional Lesson 9): Children use the artwork/craftwork from Lesson 6 to activate the language of the unit through dramatic play. Dramatic play gives children the opportunity to use their imaginations and bring the language they have learnt to life. It is the main type of play for three-to-seven-year-olds. Children at this age use objects, actions and storylines to symbolise the things that concern them, and in the process build thinking skills and develop social, emotional and language skills.

Across the Curriculum (Optional Lesson 10): In this lesson, children: explore the world around them; observe; experiment with textures; talk about the

seasons; investigate objects and materials using each of their five senses; find out about and identify features in the place they live and the natural world, etc.

Teaching Very Young Learners (3-6 year olds)

Teaching very young learners can be an enjoyable experience. Young children are naturally inquisitive, enthusiastic, and receptive to new input. They do not have many inhibitions and can be highly imaginative. At this level, teachers can take their time and repeat activities as many times as they feel is necessary for children to understand and have fun with them!

A teacher at this level should take the following into consideration:

- 1 **Encouragement:** Young children need constant reassurance. Teachers should walk around the class whenever children are carrying out an activity and praise them. Mistakes should not be over-emphasised. The Kenny Puppet can be used to say the correct word or phrase.
- 2 **The 4 V's (variety of activity, variety of pace, variety of organisation & variety of voice):** Young children have short attention spans and need a variety of activities if they are to stay focused. Activities should be organised and presented in different ways to keep children alert and interested. If children are allowed to get bored they become very difficult to manage.
- 3 **Repeat nursery rhymes, stories, songs, etc.:** Young children love the familiar. It is therefore a good idea to repeat a favourite song, rhyme, story or activity for as long as children are actively engaged. The primary goal of teaching at this level is to instil a love for the English language in children.
- 4 **Physical activity:** Young children are very active. They like to move around, see, hear, smell and touch things. In short, young children need to explore their surroundings. Because young children's bodies are developing rapidly, teachers need to provide opportunities for their pupils to develop their gross motor skills. Teachers should therefore incorporate activities that involve movement, miming, facial expressions and as many other senses as possible into their lessons. Short dramatic plays are an excellent idea.
- 5 **Use lots of pictures and objects:** Teachers should have pictures and realia at hand and use them as much as possible. Children need to see, hear, smell and touch things as they learn by 'doing'.
- 6 **Pronunciation:** Young children are better at pronunciation than older children. This is because

they are keener listeners and are not afraid to make mistakes. It is therefore important that teachers speak clearly **but at a normal pace**.

- 7 **The 'silent' period:** It is quite common for young children not to produce anything during the initial stages. This period of adjustment should not alarm teachers. Teachers need to bear in mind that such children will be absorbing the new language and will reproduce it naturally in their own time.
- 8 **Be fair:** Teachers should have a standard set of rules which should be followed at all times, in all circumstances, and without exception. Young children have a very keen sense of fairness and need to feel their teacher likes them all equally.

The Classroom Environment

When young children enter a classroom they need to feel secure. When children feel safe, they are more likely to experiment with a new language, be creative, and interact with their peers. *Happy Hearts* also takes into consideration the highly important role that space and organisation play in the language classroom. With regards to space, *Happy Hearts* organises activities to take place in different parts of the classroom, depending on their aims. For example, children sit in a circle on the floor when they sing songs/listen to stories/learn new words, etc. (*Circle Time*). However, they move to their tables when they work on their worksheets/make collages/do craftwork activities, etc. (*Table Time*). With regards to organisation, the duration of all activities in *Happy Hearts* is set with a young child's short attention span and desire to frequently move around, firmly in mind.

Classroom management

Young children need to know what is expected of them, rather than be told off and not know why. *Happy Hearts* provides teachers with the means to manage a classroom efficiently, using very little L1. However, teachers should keep in mind the following:

- Young children are easily distracted. Do not allow children to clutter their tables with unnecessary pens, pencils, books, etc. Remember: a colourful pencil case can easily attract a child's attention.
- Children should be moved from the circle (*Circle Time*) to their tables (*Table Time*) group by group, not all at once. This way it is faster and quieter.
- Class rules (e.g. no shouting, no crawling under tables, etc.) should be established from day one, and children should be given regular reminders of these rules. Teachers must ensure that they have their class's full attention when they are presenting them with the rules.

- Shy, introverted children can be put in charge of looking after the Kenny puppet. They will love the responsibility and it will encourage them to interact with others.
- If a class becomes too lively, *surprise activities* can be introduced into the lesson. For example, children can be asked to jump up and down three times then run to the board or they can be asked to touch their nose, then ears, then mouth, etc. Vary the count and let the children follow.
- Whenever the class's attention is needed (e.g. when changing an activity), teachers should refrain from raising their voice. Instead, they should make a sound with a musical instrument (such as a recorder, drum, rattle (any box with some rice in it will do) etc.). Children will soon associate the sound with the requirement to stop talking.

Fun Ideas for Maintaining Discipline

A Sweet Reward

Teachers can use young children's love of sweets in a fun way. For example, a jar and a packet of sweets can be kept in the classroom and every time the class does something that merits a 'reward' (e.g. they have sung a song beautifully/followed instructions well), teachers can place a sweet in the jar. At the end of each week/when the jar is full, the sweets can then be shared out amongst the children.

Football Rules

Just as in football, teachers can present misbehaving children with cards. Each time a child behaves badly, they can be presented with a yellow card. Once a child has accumulated two yellow cards, the teacher can take the cards back and give the child a red card. Teachers can keep a record of how many red cards each child gets and inform parents once a certain number has been reached. Alternatively, teachers may wish to inform parents at the end of a lesson/by writing something in the child's notebook.

You're a Star!

Teachers can draw up a table with the names of each child on a large piece of cardboard paper and, each time a child does something worth rewarding (e.g. behaves well/is kind to their friends), they can place a star next to that child's name (teachers may also choose to remove stars for misbehaviour). At the end of each lesson/week, the children with stars next to their names can be given a 'reward'.

What a treat!

Children love colourful stickers/readers/worksheets they can draw on, etc. Thus, these things can be used

to maintain discipline in the classroom. Items of this kind can be placed in a box and children told that if they want any of the items from the box, they must 'buy' them. A 'price' can be put on each item – e.g. the 'price' might be based in terms of stars from the activity above (e.g. if a child wants to 'buy' a sticker from the box, he/she needs two stars next to their name at the end of the week). Once a week/fortnight, the class can have a 'shopping day' where children are allowed to 'buy' the items they want.

Songs, rhymes and chants in the language classroom

The importance of songs, rhymes and chants should not be underestimated. It is well known that music is a powerful tool for language learning and retention. A song's melody, rhythm and repetition makes words highly memorable. There are many ways to teach a song. For example, teachers can play the song and simply ask children to dance to the melody. If the song has a word which is frequently repeated, children will soon start joining in on that word.

It is highly recommended that teachers not push children into singing before they are ready. Shy children will not, at first, feel comfortable enough to participate and teachers should not insist. Instead, teachers should simply play the song a number of times and encourage children to join in. The songs in *Happy Hearts* are simple and based on traditional tunes. After several repetitions of the song, and with plenty of praise and encouragement, teachers will soon find the entire class joining in.

There are many ways to 'animate' songs/chants in the language classroom. Below are some suggestions:

- a) **TPR Activities:** Ask children to stand up and form a circle. Play the song and demonstrate the actions that accompany the words. Play the song again, this time asking children to join in on the actions. Certain children will do the actions without singing, as some children find it difficult to coordinate both singing and action. The younger they are, the more difficulty they will have. However, the fact that they are 'acting out' the song shows that they do understand it.
- b) **Using prompts:** Hand out realia or picture flashcards to children and ask them to show their object/picture to the rest of the class each time they hear it mentioned in the song. Children listen and do the activity.
- c) **Short plays:** All songs have a plot and teachers are strongly advised to put on short plays, as this will create a pleasant environment for the

children. Teachers can simply assign roles and get children to sing their lines, or they can prepare costumes and props to make the performance more 'realistic'!

Remember that the above are just some of the ways in which songs can be used in the language classroom. Teachers should be as inventive as they can in coming up with ideas to animate songs since young children love performing!

How to avoid using the children's mother tongue

A teacher can employ various means to get his/her message across without resorting to L1. For example:

- a) **Gestures/miming:** Children consistently use body language to express themselves. Teachers can take advantage of this fact by accompanying their instructions with gestures, actions and mime to convey the meaning of their words.
- b) **Pictures/realia:** Visual aids such as realia and pictures are a powerful way of getting one's meaning across. Never forget that a picture is worth a thousand words.
- c) **Drawing:** Sometimes a quick sketch on the blackboard is all it takes to get a message across.

The objective is to instil confidence in children and, thus, gradually encourage them to use their English skills more and more.

Using the Kenny puppet

The Kenny puppet has been designed to help children learn in a fun way. Kenny is the children's friend and can help them out every time they have a problem or worry. Below are some ideas on how to incorporate the Kenny puppet in lessons:

To present/practise the new language

- The Kenny puppet can be used to present new vocabulary. Teachers can ask Kenny what he has in his basket (Interactive Poster) and Kenny can take the flashcards out of the interactive poster and show them to the class. Kenny can then repeat the words after the teacher, or he can ask children to repeat them after him.
- Teachers can go around the class and have Kenny show the flashcards to children. Kenny can ask individual children to name the flashcards.
- Kenny can take the role of the teacher and can: think of a word and ask children to guess the word; say a word loudly or softly or slowly and

encourage children to repeat it after him; show a flashcard and say a word and ask children to tell him if it is the correct word or not; give instructions and ask children to follow them, etc.

To participate in the *Circle Time* activities

- Teachers can hide Kenny somewhere in the classroom, ask children *Where's Kenny?* and have them find him.
- Kenny can be passed around the circle while some music is being played. When the music is paused, the child holding Kenny can be asked to do something, e.g. name a flashcard, sing a song, give Kenny a kiss, etc.
- Teachers can point to Kenny and say *Look! Kenny's sleeping. Let's wake him up. Come on, Kenny! It's time for a (song)!* The children can then 'wake up' Kenny by singing a song, etc. Alternatively, the class can be quietened by saying *Shhh! Kenny is sleeping. Be quiet, everyone!*

To help develop a positive attitude towards self and others

- Kenny can be given to shy children who can then take care of him. Teachers can ask the child to take good care of Kenny/teach Kenny what they have learnt in class, etc.
- Kenny can give a kiss/hug to a student who is upset.
- Kenny can go around the class when children are working and praise them.

Using the Interactive Poster and the Picture Flashcards – Activity Bank

Games help children learn target language more efficiently and more pleasantly. This is because the patterns and the words are used as a means to have fun. Below are some activities to be used with the Interactive Poster and the Picture Flashcards:

Flashcards Relay

Put the flashcards of the items to be revised inside the interactive poster and ask children to stand in a line, one behind the other. The first child takes out a flashcard, shows it to the rest of the class, and names the card. The other children verify the identification or correct the child. The child then passes the card to the person standing behind him/her. This child in turn names the card, before giving it to the child behind him/her, and so on. When the last child has named the card, he/she comes to the front of the line and puts the card inside the interactive poster. He/she

then shuffles the cards and picks out a new one. The game continues.

Name the flashcard

Place some flashcards on the floor in a circle/on the board one next to the other. Give children one minute to memorise the cards. Then, remove or cover the cards. Children, in pairs or in groups, have to name as many of the flashcards as they can remember.

What number is it?

Show children flashcards of five items to be revised. Then, ask children to close their eyes and pin the five flashcards face down on the board, and the number flashcards 1 to 5 above them. Ask children to open their eyes. Invite one child to choose a number and guess what the flashcard is underneath that number, e.g. *five, eggs*. Turn the flashcard over. If the child's guess was correct, leave it. If the guess was incorrect, turn the card over again and repeat the procedure with another child.

How's your memory?

Pin up to eight flashcards on the board. Point to each card and name it, asking children to repeat the name. Then, remove the first card and point to the blank space. Encourage children to name the missing card, as well as the rest of the existing cards on the board. Follow the same procedure until all the cards have been removed and the children are able to remember them all by heart.

Flash the card

Flip a flashcard over very quickly so that children only catch a quick glimpse of the card. Then, invite children to guess what the item on the flashcard is. Repeat the procedure until the children guess correctly. Alternatively, cover a flashcard with a piece of card and slowly reveal it. As it is being revealed, encourage children to guess what the item on the flashcard is. As a follow-up, repeat the word many times using different intonations/silly voices, etc. to make it fun. Children will automatically copy their teacher's voice.

Point or race to the flashcards

Pin the flashcards of the items to be revised up around the class. Ask individual children/pairs/groups to walk/run to a flashcard and point to it – e.g. *(John), walk/run to (balloons)!* In more advanced classes, ask for volunteers to give the instructions to the rest of the class. As a variation, give instructions such as *Jump to the (slide)! / If you have got (red T-shirts), (dance) to the (roundabout)!* etc.

Chinese whispers

Place flashcards of the items to be revised inside the interactive poster. Children sit in a circle. One flashcard is removed from the interactive poster and handed to a child without the others seeing it. The child looks at the card and whispers the name of the item pictured on it to the student next to him/her. The last child calls out the item and the first child reveals the flashcard for verification. Begin with a different child each time.

Pass the flashcard

Hand the flashcards of the unit/lesson out to children. Play a song from the unit and whilst the music is playing, get the children to pass the flashcards amongst themselves. At random intervals, pause the music and ask whoever is holding a card to name it/do a particular task, e.g. sing a song/perform an action, etc.

Flashcards Station

Hand out the flashcards of the items to be revised. (If there are more children than flashcards, the flashcards can be given to pairs/groups of children.) Tell the children who are holding the flashcards that they are 'stations'. Appoint one child in the class to be the 'train'. Then, call out flashcard 'stations' at random. The 'train' must go to the correct 'station'. The child holding the flashcard joins the back of the 'train'.

Gone shopping

Pin flashcards of the items to be revised up around the class and put children in pairs. Position A's next to the flashcards and tell them that they are the 'shop owners'. Tell B's that they are the 'customers'. The children play 'shop' using the exchange below. The game can be prolonged by putting children in different pairings.

A: *Hello.*

B: *Hello. A (jacket) and a (hat), please.*

A: *Here you are.*

B: *Thank you.*

Flashcard List

- | | | | |
|----|---------------|----|----------------|
| 1 | Kenny | 31 | Ellie |
| 2 | Molly | 32 | wake up |
| 3 | Billy | 33 | brush my teeth |
| 4 | Mummy | 34 | school bus |
| 5 | Daddy | 35 | roundabout |
| 6 | living room | 36 | slide |
| 7 | bedroom | 37 | Tommy |
| 8 | kitchen | 38 | day |
| 9 | bathroom | 39 | night |
| 10 | house/door | 40 | see |
| 11 | wash my hands | 41 | hear |
| 12 | wash my face | 42 | smell |
| 13 | Benny | 43 | touch |
| 14 | apples | 44 | 7 |
| 15 | oranges | 45 | 8 |
| 16 | cherries | 46 | 9 |
| 17 | pears | 47 | 10 |
| 18 | sandwiches | 48 | Holly |
| 19 | tomatoes | 49 | It's raining. |
| 20 | eggs | 50 | It's sunny. |
| 21 | Corky | 51 | It's snowing. |
| 22 | 1 | 52 | It's windy. |
| 23 | 2 | 53 | boots |
| 24 | 3 | 54 | jacket |
| 25 | 4 | 55 | T-shirt |
| 26 | 5 | 56 | scarf |
| 27 | 6 | 57 | hat |
| 28 | balloons | 58 | swimsuit |
| 29 | presents | 59 | shorts |
| 30 | candles | 60 | sandals |

Starter Unit - Hello, hello!



Key language

Language

Children's language

hello, bye-bye. Hello, I'm ..., green, blue, yellow, red

Classroom language

Who's in the box? Who's this? Welcome to the animal park. Thank you, Kenny. Kenny's sleeping. Come on, Kenny! It's time for a (song)! Thank you, (Mary). Tom, show me (red).

Unit Aims

- To familiarise the children with the English class routine
- To introduce/meet again the main characters, Kenny, Billy and Molly
- To practise greetings
- To present/revise colours
- To develop gross motor skills through miming actions in the songs
- To develop creative skills by making a classroom tree
- To encourage the children to cooperate by singing songs and playing games

Main Attitudes

- Willingness to participate
- Enjoyment of the songs and activities
- Polite behaviour and respect for others
- Development of confidence in what the children can do

Main Evaluation Criteria

Children should:

- identify and name the colours red, blue, green and yellow
- start to interact with others and the puppet
- be able to use their bodies to communicate verbally and non-verbally
- respond appropriately to classroom language
- perform actions and mime for songs and games
- participate in the activities

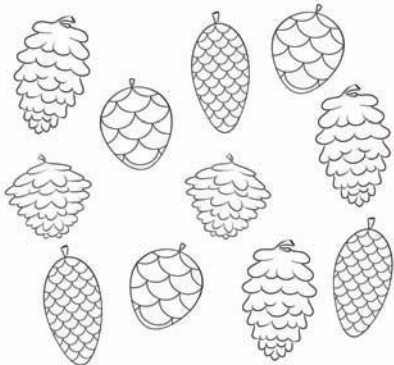


Starter Unit Extra Worksheet 1: Colour the Animal Park.

Lesson 1



Lesson 2



Starter Unit Extra Worksheet 2: Colour the pine cones.

Lesson 3

Starter Unit – Hello, hello!

Lesson 1

Language

Children's language

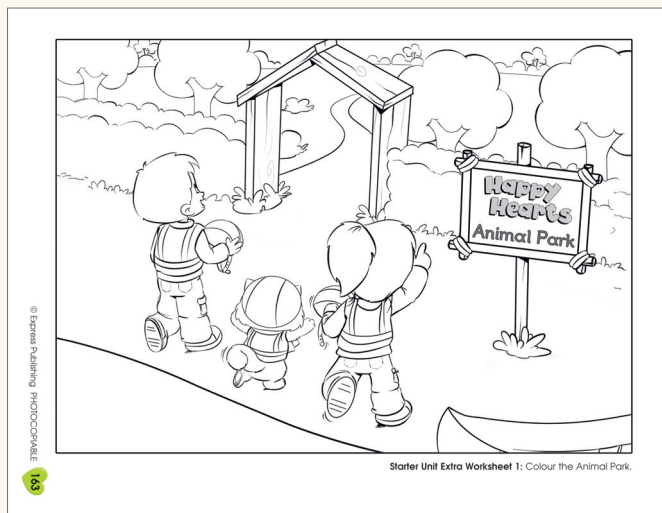
- *hello, bye-bye*

Classroom language

- *Stand in a circle. Sit with me! Who's in the box? Who's this? Sit down, please! Welcome to the animal park. Thank you, Kenny. My name's ... and who are you?*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive Poster
- ☐ Picture Flashcards 1-3 (*Kenny, Molly, Billy*)
- ☐ Class CD
- ☐ Extra Worksheet 1, a copy for each child
- ☐ Kenny's Corner: Stickers



Note: Before the class starts, decide where you are going to have the Kenny puppet. You can make a home for him out of a shoe box. You can keep the Kenny puppet there and have it as a class routine to put him to bed at the end of every lesson.

Circle Time

1 Hello, everyone. (Track 02)

Stand where the class teacher usually stands and introduce yourself. Say *Hello* to the children. Ask the children to hold hands and form a circle. Then everyone sits down. As you are doing this, say the following chant:

*Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!*

Present the Kenny puppet and his home. Shake the box so that the children can hear that there is something in the box and say *Who's in the box?* Look inside as you are putting on the Kenny puppet and say excitedly: *It's Kenny!* (show Kenny to the children) *Hello! Hello! Hello, Kenny!* Invite children to repeat *Hello, Kenny*. Play the *Hello!* song. As you sing, make Kenny wave to the children.

Hello! Hello!

It's a lovely day.

Welcome to the park,

Come in and play!

Go around with the Kenny puppet and say *Hello* to the children. Go up to each child, have Kenny purr, shake their hands and say *Hello, (name)*. Encourage each child to shake Kenny's hand and say *Hello*.

2 Meet the characters. Listen to the *Hello, I'm Kenny!* song. (Track 04)

Put up the Interactive Poster and place the character flashcards (*Kenny, Molly and Billy*) in the basket.

Show the *Kenny* flashcard to the children. Ask *Who's this?* Say *Hello, Kenny*. Encourage the children to copy you. Repeat with *Molly* and *Billy*. Place the *Kenny* flashcard in front of your face and with a change in your voice say *Hello, I'm Kenny*. Encourage the children to say *Hello, Kenny*. Repeat with *Molly* and *Billy*.

Now play the song. Hold up the character flashcards when their names are mentioned. Have the children wave to the characters. Play the song again, encouraging the children to join in.

*Hello, I'm Kenny,
Hello, hello, hello!
Hello, I'm Molly,
Hello, hello, hello!
Hello, I'm Billy,
Hello, hello, hello!*

Table Time

Ask the children to go back to their seats using the following chant:

*Go to the table,
Sit down, please.
Go to the table,
One, two, three!*

3 Welcome to the Happy Hearts Animal Park. (Extra Worksheet 1 on p. 163)

Show the children the Extra Worksheet 1. Point to and say *Welcome to the animal park*. Explain, in L1, what an animal park is. Show children the Kenny flashcard. Ask the children if they notice anything special on Kenny's tummy (a red heart). Put up the Kenny flashcard. Explain to the children that this is a special animal park with special animals.

Point to the characters on the worksheet and elicit their names. Point to the picture of Billy and say *Billy*. Point to Molly's picture and say *Molly*. Do the same with *Kenny*.

Hand out the extra worksheet to the children. Explain that they have to colour in the scene. Allow the children some time to work on their own. Walk around as the children are working and comment on their picture, praise their effort, etc.

Give the children their folders and ask them to put their worksheets in them.

4 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say *Thank you, Kenny. Bye-bye*. Ask the pupils to say goodbye to Kenny. Play the *Bye-bye!* song.

*Bye-bye for now.
See you soon.
Come back again
To our classroom!*

Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Introduce yourself

Ask the children to sit in a circle. Introduce yourself and say *My name's (Miss Clark), (Miss Clark), (Miss Clark). My name's (Miss Clark) and who are you?* Then point to whomever is sitting next to you and go around the circle until everyone has said their name.

Sticker Partners!

Give each child a sticker to put on his or her hand upon entering the classroom. Be sure there is a partner (matching sticker) for every child. Ask the children to find their partners and say *Hello, I'm (Jack)*.



Starter Unit – Hello, hello!

Lesson 2

Language

Children's language

- *hello, bye*

Classroom language

- *Kenny's sleeping. Let's wake him up.
Come on, Kenny! It's time for a (song)!*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive poster
- ☐ Picture Flashcards 1-3 (*Kenny, Molly, Billy*)
- ☐ Class CD



Circle Time

1 Hello, everyone. (Track 02)

As in Lesson 1, ask the children to form and sit in a circle while saying the following chant:

*Stand in a circle,
Stand with me.
Now sit in the circle,
One, two, three!*

Point to Kenny inside his 'home' and say *Look! Kenny's sleeping. Let's wake him up. Come on, Kenny! It's time for a (song)!* Play the *Hello!* song. The children 'wake up' Kenny by singing the song to him.

2 Meet the characters. Listen to the *Hello, I'm Kenny!* song. (Track 04)

Show children the *Kenny* flashcard. Ask *Who's this?* Say *Hello, Kenny*. Encourage the children to copy you. Show the *Molly* and *Billy* flashcards. Elicit their names.

Now play the song. Encourage the children to join in.

*Hello, I'm Kenny,
Hello, hello, hello!
Hello, I'm Molly,*

Hello, hello, hello!

Hello, I'm Billy,

Hello, hello, hello!

3 Play *Hello, Kenny*.

Ask for a volunteer. Ask him/her to sit in the centre. Blindfold him/her. Ask a child to say *Hello, Kenny!* in a different voice if possible. The blindfolded child tries to guess who said the sentence.

Table Time

As in Lesson 1, ask the children to go back to their seats using the following chant:

*Go to the table,
Sit down, please.
Go to the table,
One, two, three!*

4 Worksheet 1 page 3

Show Worksheet 1 to the children. Point to Kenny and elicit his name. Repeat with *Molly* and *Billy*.

Hand out Worksheet 1 to the children. Explain the activity. Name the characters. The children point to them. Use your finger and point to the numbers. Say *one, two, three, four, five* and join the numbers by

drawing an imaginary line. Give the children some time to join the numbers. Go around the class while the children are working with the Kenny puppet and in the role of Kenny comment on the picture.

e.g. Kenny: *How lovely, (Mary).*

Give the children their folders and ask them to put their worksheets in them.

5 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye.* Ask the pupils to say goodbye to Kenny. Play the *Bye-bye!* song.

Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Hello, I'm (Kenny)!

The children stand up preferably in a circle. Ask three volunteers to go inside the circle. Assign the role of Kenny, Molly and Billy to the three children in the middle of the centre. Play the *Hello, I'm Kenny!* song (Track 04). The children in the centre sing the *Hello, I'm ...* lines whereas the rest of the children sing the *Hello, hello, hello!* lines. Alternatively, play the karaoke version of the *Hello, I'm Kenny!* song (Track 05). The children in the centre sing the song replacing the characters' names with their own ones.

e.g. *Hello, I'm (Sam),
Hello, hello, hello!
Hello, I'm (Pam),
Hello, hello, hello!
Hello, I'm (Tim),
Hello, hello, hello!*

Musical Hugs

Play some music and have the children dance around. When the music stops, the children have to hug a friend. Tell the children to find a different child to hug each time.



Starter Unit – Hello, hello!

Lesson 3

Language

Children's language

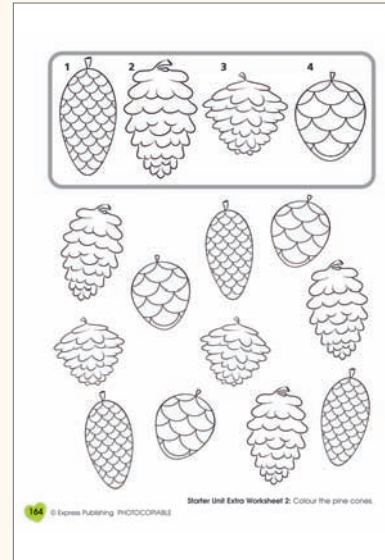
- *hello, bye, red, green, blue, yellow*

Classroom language

- *That's right! Come and see. Tom, show me (red).*

Extra materials checklist

- ☐ Kenny puppet
- ☐ Interactive poster
- ☐ Picture Flashcards 1-3 (*Kenny, Molly, Billy*)
- ☐ Class CD
- ☐ Red, green, blue and yellow crayons or markers
- ☐ Four pieces of A3 paper, red, green, blue and yellow crayons
- ☐ Extra Worksheet 2, a copy for each child
- ☐ Kenny's Corner: Coloured balloons (red, green, blue and yellow), plastic bat; template of a pine cone, drawing of a pine tree on construction paper



Circle Time

1 Hello, everyone. (Track 02)

Ask the children to form and sit in a circle while saying the **Circle Time** chant from Lesson 1.

Play the *Hello!* song. Encourage the children to sing along.

2 Meet the characters. Listen to the *Hello, I'm Kenny!* song. (Track 04)

Have the characters flashcards (*Molly, Billy* and *Kenny*) face down, on your desk. Flip a flashcard over very quickly so that the children just have a quick look. Invite guesses as to which character it is. Repeat until the children's guess is correct.

e.g. *Teacher: (flips the Kenny flashcard over quickly)*

Children: Kenny!

Teacher: That's right!

Now play the *Hello, I'm Kenny!* song. Encourage the children to join in.

3 Play *What's in my basket?*

Put the *red, green, blue* and *yellow* crayons/markers in the basket of the Interactive Poster. Say the following chant:

What's in my basket?

Come and see.

What's in my basket?

One, two, three!

Use the Kenny puppet and take the *red* crayon/marker out of the basket. Show it to the children and say *One red*. Encourage the children to repeat after you. Follow the same procedure with the remaining crayons/markers.

Put the crayons/markers in front of you. Ask a child to come and point to the corresponding crayon/marker. Say *Tom, show me (red)*. Ask the rest of the class for verification.

4 Play *Colour the circles*.

Get four pieces of A3 paper and draw a large circle on each one. Pin the circles on different walls in the classroom. Say *blue* and take a blue crayon, walk

over to one circle and colour a small part of the circle blue. Repeat for the remaining circles (*red, green, yellow*). Then choose a child, say a colour, e.g. *red*, and ask him/her to go to the red circle and colour a small part of it. Continue until all four circles have been coloured in.

Table Time

Ask the children to go back to their seats using the **Table Time** chant from Lesson 1.

5 Colour the pine cones. (Extra Worksheet 2 p. 164)

Hand out the Extra Worksheet 2. Point to the first pine cone and say *red*. Ask the children to colour it red. Point to the second one and say *blue*.

Encourage the children to colour it blue. Repeat with *yellow* and *green*. Explain the activity. Ask the children to find the similar cones and colour them accordingly. Go around with the Kenny puppet. Make Kenny praise the children's efforts.

Give children their folders and ask them to put their worksheets in them.

6 Bye-bye, everyone. (Track 06)

Hold up the Kenny puppet and say: *Thank you, Kenny. Bye-bye*. Ask the pupils to say goodbye to Kenny. Play the *Bye-bye!* song. Sing the song while waving goodbye. Encourage the children to wave and sing along.

Kenny's Corner

Hit the balloons

Take a number of different coloured balloons, blow them up, and attach them to the ceiling using string or yarn. Call out a colour or a series of colours and have children hit the coloured balloons with a plastic bat in the correct order.

Our Classroom Tree

Tell the children they are going to make a classroom tree. Prepare an outline of a pine cone, photocopy it and write the children's names on them. Hand the pine cones out. Ask the children to colour them in using their favourite colour. Prepare a pine tree on cardboard paper. Pin it up somewhere where the children can reach it. Ask the children to come and pin up the cone with their name.

Note: You can use the classroom tree as a point of reference every time you wish to address the children. Kenny can also point to and read out the names of the children you wish to stand up, come to you, etc. in this way, the children will gradually come to identify their written names.

