

Unit 3: The big monster

Lesson 1

Lesson objective

To introduce the main vocabulary for the unit (the face).

Language

New: ear, eye, face, hair, mouth, nose

Review: happy

Receptive: Touch your (nose). Point to (Sam's hair).

Trace. Let's make a (happy face). Draw (two eyes).

Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 35, Flashcards Units 1 and 2, Class Audio, crayons, pencils. Optional: PB page 36, AB page 16

 Use Presentation Plus to watch the unit introduction video and vocabulary song video. 



Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Welcome to Unit 3

 Tell pupils that you are about to start a new unit. Play the Unit 3 introduction video to introduce the unit topic. Pause the video at different points and ask in L1 what the children can see and what they think they will learn about in this unit.

Warmer

Greenman will take out the Unit 1 and 2 Flashcards. Help the children to do the motions and say the words for each of the flashcards.

Show, touch and repeat.

Have Greenman take out the Unit 3 Flashcards. Encourage the pupils to applaud each new flashcard and show enthusiasm for each new word. Take each one out individually and say, for example *Look! Face! Repeat class, face!* Use gestures to reinforce the concept (for example, using your hand to motion showing your whole face or pointing to each individual part). Repeat with each card.

Next, place the flashcards in the centre of the circle. Call on two volunteers to participate. Say (*Mario*), (*Lucía*), *touch the word (face)*. Gesture *touch* with your index finger. If the pupils struggle, give a clue and ask the class to help as well. Repeat with each flashcard and different groups of pupils. Encourage pupils to say *Good job!* after their classmates' turns.

At this point, you may wish to use the audio of the unit vocabulary to listen and repeat as a class.



ear, eye, face, hair, mouth, nose

Touch your face song: Sing and touch.

Use the Stand up transition chant (see page 10).

Play the *Touch your face* song for the class. Hold up the corresponding flashcard when you hear each vocabulary word in the song. Then play the audio while singing and touching the different parts of your face.

Encourage children to point to or touch their facial features while they sing. Repeat the song three times, or until most pupils are pointing and singing some of the words.



Touch your face

Touch your face, face, face.

Touch your nose, nose, nose.

Touch your eye, eye, eye.

Touch your hair, hair, hair.

Touch your ear, ear, ear.

Touch your mouth, mouth, mouth!

Touch your face!



You may wish to watch the vocabulary song video at this point.

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Open the Big Book to the first page of the story. Say *What do we see? Oh, look! A face in the water! Eyes! A mouth!* Encourage pupils to repeat the words and call on volunteers to show things they can name in the picture.

After identifying all of the vocabulary words on the page, close the book.

Table time

Say the Table time chant (see page 12).



Pupil's Book page 35. Worksheet 1: Trace blue or red and say.

Show pupils page 35 and walk around to check that everyone is on the correct page. Say the vocabulary words and have pupils point to each item. Say *Point to Sam's hair! Let's trace the blue line to the hair.* Model how to do this in your book. Complete the same process with the other pictures, or if pupils understand the activity quickly, allow them to work independently. Monitor as they work.

Goodbye

Follow the description on page 9.

Extra activities



Pupil's Book page 36. Extra activity: Draw a happy face.

Check to see that all pupils have found the correct page. Point to the picture in your book and say *Oh, no! No eyes! No nose! Let's make a happy face. Show me your pencil.* Wait for pupils to show their pencils. *Draw two eyes.* Model how to do this on the board or in your Pupil's Book. Most pupils will not have been introduced to the word *two* in English and will use L1 to refer to the concept; this is perfectly OK as they are

familiarising themselves with the term, which is introduced later in Lesson 2. Repeat this process for each part of the face. When you have finished with all of the parts, invite children to colour their pictures.

Look and imitate.

The pupils will copy your motions while you chant the vocabulary word. Say *Do what I do.* Touch your ear and encourage pupils to touch their ears. Say *Ear, ear, ear, ear.* Then close and open your eyes in quick succession. Gesture for pupils to copy you and join in as you chant *Eyes, eyes, eyes, eyes.* Repeat with the other body parts. Encourage pupils to act as volunteers and model the motions.



Activity Book page 16 - Find and make

Pupils find natural materials and use them to make a clay face, which they can attach to a tree to make a tree face, as an optional activity. Pupils can find the natural materials outside, either before or during the lesson, or alternatively bring the materials to class for pupils to find. As well as the natural materials pupils find (small sticks, leaves, acorns, stones or conkers, flowers or seed heads), you will also need to provide clay.

Review parts of the face by asking pupils to *Touch your (eyes),* etc. You can also draw a face on the board, inviting pupils to call out the parts of the face to draw next.

Use the pictures in the book to describe the different materials in English and L1. Use the main picture to introduce the idea of a tree face. Pupils can also find and point to each of the natural materials in the example tree face, and talk about how they have been used.

Pupils look for the natural materials, either outside or among the materials that have been brought to the classroom. When they find one of the items in the pictures, they can circle it.



Now you! Pupils make a tree face, by first shaping and flattening a ball of clay to make a face shape, and then attaching natural materials to it for the facial features. They can attach the faces to trees or hang them up indoors. Alternatively, they could make a collage face on a paper plate, sticking on bits of coloured paper for the facial features.



I am creative. Compare pupils' tree faces. In L1, say how creative they are and encourage pupils to agree. Then tell pupils they are creative because they have all used the materials in different ways. Pupils repeat the affirmation *I am creative* with you.



Remind pupils that they should only collect and use natural materials that have fallen to the ground. Also help them understand that the materials they used to make the faces won't hurt the tree because they are natural (biodegradable) and will dissolve in the rain.

Lesson 2

Lesson objective

To present the key structure for the unit.

Language

New: *I can see (one big nose). It's got (two small ears).* number 2; green; the face

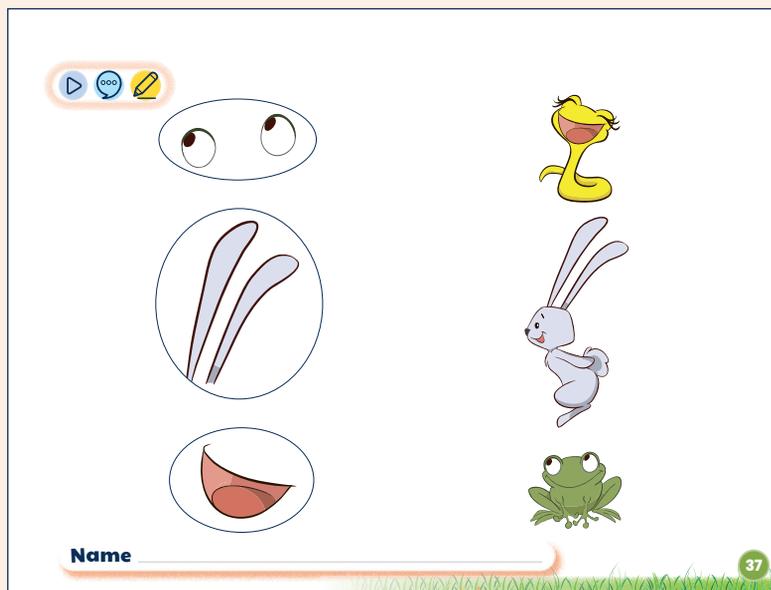
Review: number 1; blue

Receptive: *Touch your (head). Point to (two big eyes). Let's draw a (line).*

Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 37, Flashcards Unit 3, Class Audio, a soft ball, crayons, pencils. Optional: PB page 38, Teacher Resources Worksheet 11, AB page 17

 Use Presentation Plus to watch the story video. 



Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Review the Unit 3 Flashcards. Hold up each card for the class to identify as a group.

Game: Pass the ball

Follow the description on page 18.

Game: Touch your nose

Say *Let's play a game. Touch your nose.* Model this for the class. Say *Touch your mouth.* Again, model this for the class. Continue with different parts of the face until pupils can do the action without you modelling. Change speeds to make the game more fun. Repeat the vocabulary words until the pupils are touching most of the parts of the face correctly.

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Open the Big Book to the Unit 3 story. Elicit vocabulary learnt in the previous lesson on the first page of the story. Greenman can ask *What is this?* and call on different pupils to respond, or pupils can volunteer to come to the front of the classroom and name the items.

Read the story or play the audio version (Track 31), pausing to use facial and hand gestures to help convey meaning. Count the parts of the face at the appropriate places in the story and have pupils

repeat sentences such as *I can see one, two big eyes. It's got one big mouth.*

 Alternatively, you may want to play the story video.

When you have read the story through once, use a picture of the frog to present the colour *green*. Have pupils repeat the word and ask them to find other green objects in the classroom. Point at Greenman and say *What colour is Greenman?* Elicit *green* and praise the answer *Yes, he is green. Greenman is green!*



The big monster

It's sunny and windy.

'Let's go swimming!' says Frog.

'No, it's sunny!' says Hedgehog.

'Ahhh ...! A monster!' says Frog.

'I can see a big face. It's green!' says Frog.

'Oh, no!' says Hedgehog.

'I can see one, two big eyes. I can see one, two big ears!' says Frog.

'Oh, no!' says Hedgehog.

'It's got one big mouth. It's got one big nose!' says Frog.

'Oh, no!' says Hedgehog.

'Greenman, help!' says Hedgehog.

'What's the matter?' says Greenman.

'A monster!' says Frog.

'Look! It's you!' says Greenman.

'It's windy!'

Table time

Say the Table time chant (see page 11).

Pupil's Book page 37. Worksheet 2: Say and match.

Show pupils page 37 in the Pupil's Book and walk around to check that everyone is on the correct page. Open your eyes wide and say *Big eyes. Can you see two big eyes?* Then point at the page and say *Point to two big eyes. Yes! Frog has got two big eyes! Let's draw a line.* Do the same with the other features illustrated. Emphasise the sizes by using gestures and pointing to your own facial features.

Goodbye

Follow the description on page 9.

Extra activities

Pupil's Book page 38. Extra activity: Draw your face.

Show pupils page 38 in your book and walk around to check that everyone has found the correct page. Draw a picture of your face in your book. Emphasise each feature to show that they are your own. Point at the drawing icon and say *Look, a pencil. Let's draw!* Say *I've got two eyes. Here are two eyes.* Continue with the other features on your face. Then point at the colouring icon and say *Look, a crayon. Let's colour!* Say *I've got two (blue) eyes. Here are two (blue) eyes.* Continue with the other features in the unit vocabulary. When you finish, say *This is my face. Now you draw.* Say *Let's draw.* Show pupils your own drawing and monitor them as they work. You may choose to have pupils share their completed pictures.

Draw two eyes.

Draw several big heads on the board, where pupils can reach to add features. Say *I'm going to draw two eyes. (Mario), you draw one big nose.* Use gestures to show that you want the pupil to come to the board to draw. Continue with different features so that each pupil has a turn and all of the 'heads' are completed.

Teacher Resources Worksheet 11: Draw what comes next: big or small?

Prepare one worksheet for each pupil. Hold up your worksheet and draw attention to the first picture of the doll. Point to the parts of the doll's face and name them for the pupils to repeat. Say *I can see 2 eyes. Repeat: I can see 2 eyes.* Repeat with the rest of the parts of the face. Repeat the process with the following pictures of the doll in the series, pointing out big/small for the nose in each. When you get to the final picture, go back and repeat the series for the nose. *Small nose, big nose, small nose, ...* Pause for pupils to name what comes next. Elicit *Big nose.* Say *Let's draw a big nose.* Model how to do this on your own paper. Repeat the process for the series with the picture of the teddy bear with big ears/small ears. When pupils have finished, repeat the series as a class, pointing to each picture.

Activity Book page 17 – Observe

Use a mirror to introduce the idea of reflection. Pass the mirror around the class for pupils look into and point to their facial features. Then use the story in the Big Book to remind pupils of the frog looking in the water to see its reflection.

Pupils look at the main picture in the book. They think about what the reflection in the pond would look like, then they look at the two smaller pictures and trace around the correct option.

Pupils can also colour the picture and add further details of their own to both the forest scene and the reflection.



I look carefully. Praise pupils for looking so carefully and choosing the reflection correctly. Remind pupils how important it is to take time to look around carefully and learn from our surroundings. Pupils repeat the affirmation *I look carefully* with you.



Now you! Pupils can look for their reflection. This could be looking in puddles on a rainy day, in a bucket of water, or other reflective surfaces, such as windows, car mirrors, polished painted surfaces, etc.



Pupils appreciate how important it is to stop and take in nature. Remind them how calming it is to be beside and hear the sound of water (but always with an adult for safety).

Lesson 3

Lesson objective

To introduce a contrasting concept (big/small) and a value (being imaginative).

Language

New: *big/small*; number 2; *green*; the face

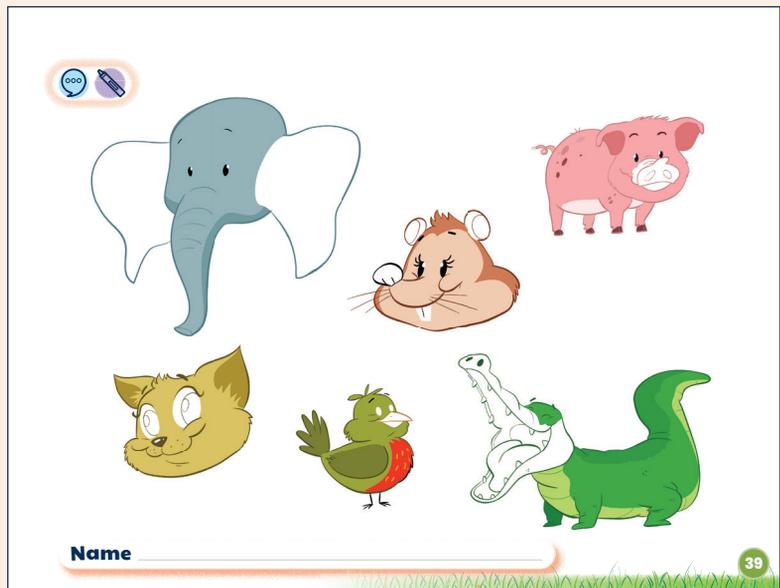
Review: number 1

Receptive: *I am (small). Can you be (big)? I see something (big). Show me the (nose).*

Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 39, Flashcards Unit 3, Pop-outs Unit 3, glue sticks, Class Audio, crayons, pencils. Optional: PB page 40, cardboard boxes, sticky tape, coloured paper, paints, scissors, Teacher Resources Worksheet 12, AB page 18

 Use Presentation Plus to do the activity. 



Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Practise the unit vocabulary by saying parts of the face for children to touch when you say the word.

Act out *big* and *small*.

Pupils will practise the concepts of big/small with their bodies by making themselves very small (curling up in a ball) or stretching out big and tall. Say *I am small*. in a very 'small' voice and curl up in a ball while staying on your feet. Say *Can you be small?* Gesture for the children to join you in 'being small'. Next stretch yourself out as 'big' as possible and use a very 'big' voice to say *I am big!* *Can you be big?* Gesture for the children to do the same as you. Practise changing between the two actions and using 'big' and 'small' voices.

Game: *Big and small objects*

Have Greenman say *Where is something big?* to the pupils. Have him say *I see something big! The table is big! Point to the big table!* Gesture for pupils to point to the table. Have Greenman say *Where is something small?* Encourage the pupils to find something small to point to. Have Greenman say *Yes! The pencil is small!* Repeat looking for big and small objects around the room.

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Take out the Big Book to show parts of the story where we can see *big* and *small*. Have the children say the words when you point to things in the pictures.

Read the book, listen to the audio track (Track 31) or show the story video.

Table time

Say the Table time chant (see page 11).

Do the pop-out activity.

Say the chant *It's acting time, it's time to shine!* to direct attention to the sample pop-outs that you have prepared: a head and parts to put on it. Help the pupils say the words as they hold the parts: *ears, eyes, nose* and *mouth*.

Show pupils how to take the pop-out pieces out carefully. Monitor as they do this and help as needed.

When all the pupils have finished, say *Show me the eyes*. Model holding up the pop-out. Say *Show me the nose*. Model with your own pop-out. Continue until you have reviewed each part and all of the class is participating. Then, say *We're ready to glue. Show me the eyes*. (pause) *Let's glue the eyes*. Model how to connect the pieces. Say and gesture *Don't touch!* to show that they will have to let the glue dry. When you have finished gluing all the parts, play the Unit 3 *Touch your face* song (Track 30) for pupils to touch the parts of the face on the pop-out and practise the words.

Show pupils how to put away their pop-outs in their designated place (in individual envelopes or in a common place in the classroom).

Pupil's Book page 39. Worksheet 3: Say **big** or **small** and colour.

Show pupils page 39 and walk around to check that everyone is on the correct page. Say *Point to a big mouth*. Walk around the room to see that the pupils are pointing to the correct picture. Say *Well done!* Then have pupils repeat after you *One big mouth*. Say *What colour is the mouth?* Elicit *Green*. Repeat this process with *two big ears, two small ears, two big eyes, two small eyes, a small mouth, a small nose and a big nose*.

Goodbye

Follow the description on page 9.

Extra activities

Pupil's Book page 40. Extra activity: Colour **big** and **small**.

Show pupils page 40 and walk around to check that they have all found the correct page. Point to the page, say *Point to 'a big mouth' and 'a big nose'*. *Good! The bear has a big mouth. Let's colour the bear*. When most or all have finished, say *Now, point to 'two big ears'*. *Right! Point to 'two big eyes'*. *Very good. The rabbit has two big ears and two big eyes. Let's colour the rabbit*. Repeat for the small body parts. Give pupils time to do this task and monitor and encourage them as they work.

Value activity: Being imaginative

The objective of this activity is to encourage pupils to use their imagination. Prepare a cardboard box for each group of 4–6 pupils. Break the boxes so that they can easily be pulled apart and the sides are movable. Have pupils sit in a circle and put the cardboard box in the middle. Say *It's a box*. Move the cardboard box around so that you can sit half under it and say *Now, it's a house*. Move it around again so that the bottom is up and say *Now, it's a table*. Repeat this with other possible items, like television, car, train, etc. Then give out one cardboard box to each set of group of 4–6 pupils and tell them to use their imagination to make something out of their cardboard boxes. You may wish to provide sticky tape and coloured paper or paints for pupils to use, or to help yourself with scissors if some groups want to cut up their boxes. Monitor as pupils play at making their cardboard boxes into different things, and ask different groups what they have made.

Emotions: Feeling scared

Point to the pictures of Frog looking scared in the story. Say *Oh, no! Poor Frog. He's scared*. In L1, ask the pupils to talk about times when they have felt scared and to share ideas that help them feel better, e.g. sleeping with a lamp on, talking to a grown-up about how they feel, cuddling a soft toy, etc.

Teacher Resources Worksheet 12: Draw a monster face.

Hold up your worksheet and draw pupils' attention to the picture. Say *Let's make a monster. My monster has one big eye, two noses, two mouths, one big ear and hair. What has your monster got? Two eyes? One eye? Two noses? One nose?* Show that you are referring to the pupils' drawings by pointing to their papers and engaging them in deciding. Say *Very good, draw (one big eye) then, (Mario)*, repeating the parts that pupils mention to show that they can choose what they draw. Encourage and monitor pupils. When pupils have finished, say *(Mario), what can we see on your monster?* Help the pupil to say the parts of the face and numbers that they have included in their picture.

Activity Book page 18 – Investigate

Review *big* and *small* by holding up different objects and asking *Big or small?*

Bring a magnifying glass to class to show pupils that it makes things look bigger. Invite pupils to use it to look at different things around the classroom.

Show pupils the pictures in the book. They point to the small items first, then trace and colour the bigger versions of them in the magnifying glass.

 **I am interested in things.** Discuss (in L1) how magnifying glasses can help us see what things are around us by making them bigger. Remind pupils that it's good to be interested in the world around them, and that they learn by investigating and experimenting with what they find. Pupils repeat the affirmation *I am interested in things* with you.

 **Now you!** Pupils can go outside with magnifying glasses and take turns to find things in the playground to investigate and make look bigger.

 Remind pupils that they shouldn't touch or disturb living creatures while they are observing them.

Lesson 4

Lesson objective

To use TPR to review unit vocabulary through an action song.

Language

New: the face; number 2; *big/small*

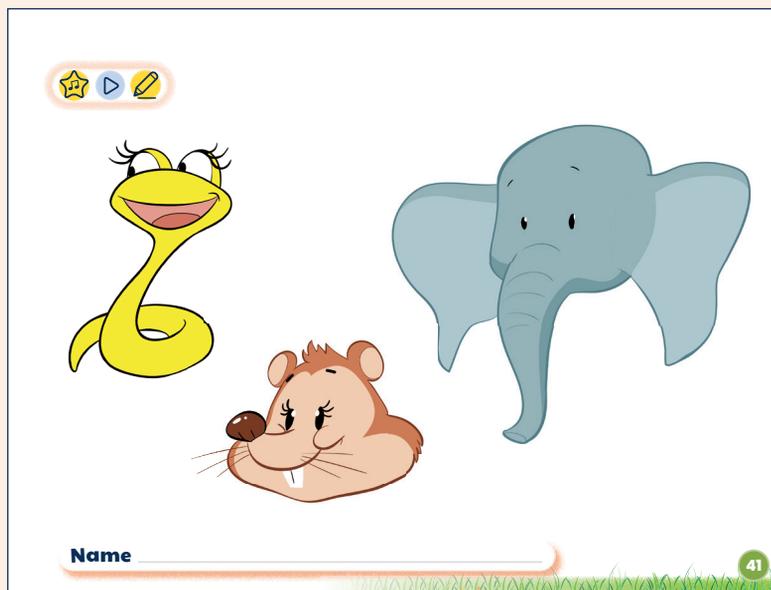
Review: number 1

Receptive: *I've got (one big mouth). I've got (two small ears). Stand up. Let's (point).*

Materials

Presentation Plus, Greenman Puppet, PB page 41, Flashcards Unit 3, Class Audio, crayons, pencils.
Optional: PB page 42, AB page 19, a small hoop

 Use Presentation Plus to watch the action song video. 



Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Have Greenman ask pupils to point to *big* or *small* objects around the classroom and repeat the words.

Look and say.

Hold up different objects that you have 'hidden' nearby. Try to use as many vocabulary items from Units 1–3 as possible. Hold up an item and have pupils say *big* or *small*, identifying the vocabulary word whenever possible.

This is my face action song: Watch the video. Sing and do the actions.

 You may prefer to use the action song video to teach the pupils the actions and the song.

First, play the audio and hold up flashcards for the vocabulary words in the song. Invite the children to say the word when you hold up the card. The second time you play the song, do the actions to show the class. Next, have the children stand up (*Stand up, stand up, 1, 2, 3. Stand up, stand up tall with me!*). Teach them the motions one by one as you say each line of the song.

Practise the actions for the song three or four times slowly, going through the song line by line. Then play the audio track and do the actions together, or show the video and have children copy the actions along with the video. Repeat until all of the class is participating in each action and singing some of the words.



This is my face

Hello everybody! (Wave.)

This is my face. (Point to your face.)

I've got one big mouth. (Hold up one finger, make a big shape with your arms.)

One big mouth! (Point to your mouth.)

I've got two big ears. (Hold up two fingers, make a big shape with two fingers.)

Two big ears! (Point to your ears.)

I've got one big nose. (Hold up one finger, make a big shape with your arms.)

One big nose! (Point to your nose.)

I've got two big eyes. (Hold up two fingers, make a big shape with your arms.)

Two big eyes! (Point to your eyes.)

On my face! (Point to your face.)

Repeat with: *small* (as above but make a small shape with your arms)



Table time

Say the Table time chant (see page 11).

Pupil's Book page 41. Worksheet 4: Listen to the song, point and circle.

Show pupils page 41 and walk around to check that everyone is on the correct page. Play the audio for the *This is my face* song (Track 32). Say *Let's point*. As each body item is mentioned in the song, point to the corresponding part of the animals. Do this twice. Say *Let's circle*. Play the song again and show how to circle the body parts in your book.

Goodbye

Follow the description on page 9.

Extra activities

Pupil's Book page 42. Extra activity: Colour the face.

Help pupils to find the correct page in their books. Say *Let's colour Sam. She's happy! Point to Sam's nose. Very good!* Repeat with the other parts of the face. Point to the colouring icon and say *Look, a crayon. Let's colour.*

Game: *The hoop game*

Follow the description on page 19.

Activity Book page 19 – Practise

Review facial features by asking pupils to touch their nose/eyes/ears, etc. Then introduce the idea of pupil portraits, by holding up pupils' photos for the class to name each person.

Pupils look at the picture in the book. They trace the lines to complete the girl's self-portrait in the earth. They then draw their own self-portrait into the space provided.



I can do it. Praise pupils for drawing such good portraits of themselves. Pupils repeat the affirmation *I can do it* with you.



Now you! Pupils can draw more pictures in the earth or a sandpit, using a stick. They can guess what or who each other's pictures are. Alternatively, pupils can draw a picture of someone in their family on a piece of paper.



Encourage pupils to think about the importance of earth and soil in nature. Plants need the nutrients in soil to help them grow (and for their roots to grow into). Pupils can also think about animals that live in soil, for example earthworms.

Lesson 5

Lesson objective

To work on pre-writing skills, as well as numbers 1 and 2, through a song.

Language

New: number 2; the face; *I can see (one mouth).*

Review: number 1; *blue, red; circle*

Receptive: *Find (two pencils). I see you. Look. Let's (count).*

Materials

Presentation Plus, Greenman Puppet, PB page 43, Flashcards Unit 3, Class Audio, crayons, pencils.
Optional: PB page 44, Teacher Resources Worksheet 13, AB page 20

 Use Presentation Plus to do the activities. 



Activity sheet for Lesson 5. It features a grid of four circular icons: a pair of ears, a mouth, a hand holding a pencil, and a pair of eyes. To the right of the icons are large numbers 1 and 2. At the top left are icons for a star, a speech bubble, and a pencil. At the bottom left is a 'Name' field. At the bottom right is a small green circle with the number 43.

Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Review the *circle* shape, the colours *red* and *blue*, and numbers 1 and 2 (you can use the Routine Boards or Flashcards on Presentation Plus to do this). Count your facial features together as a class, pointing to each part of the face and chanting, for example *Eyes: one, two. Two eyes! Mouth: one. One mouth!*

Game: Find the number

Prepare different classroom objects (pencils, crayons, books, etc.) making sure you have two of each. Place the objects in the centre of the circle. Choose a volunteer. Say (*Lucía*), *find two pencils, please*. Have the class join in to help count. Repeat this with different items and different pupils.

One, two number song: Sing and count.

Play the song once, modelling the actions. Then sing the song line by line with the pupils repeating after each line and doing the actions. Do this several times.

Then play the audio track again for pupils to join in. Continue repeating the song until most of the class are singing many of the words, focusing on the number words.



One, two

1, 2, 1, 2. (Use fingers to show numbers.)

Can you count 1 and 2? (Arms to the sides, palms up, enquiring)

1, 2, 1, 2. (Use fingers to show numbers.)

Peek-a-boo, I see you! (Cover your eyes, then uncover them.)

I can see 2 eyes. (Point to your eyes.)

1! 2! (Use fingers to point at each eye.)

I can see 2 ears. (Point to your ears.)

1! 2! (Use fingers to point at each ear.)

1, 2, 1, 2. (Use fingers to show numbers.)

Can you count 1 and 2?

1, 2, 1, 2. (Use fingers to show numbers.)

Peek-a-boo, I see you! (Cover your eyes, then uncover them.)



Table time

Say the Table time chant (see page 11).

Pupil's Book page 43. Worksheet 5: Count and match.

Show pupils page 43 and walk around to check that everyone is on the correct page. Say *Look at the ears! Let's count! One, two. Two ears!* Say *Let's draw a line to the 2*. Model how to draw a line to the number 2. Repeat with the other pictures. Monitor children as they draw the lines.

Goodbye

Follow the description on page 9.

Extra activities

Pupil's Book page 44. Extra activity: Colour the faces.

Show pupils page 44 and check that they are all on the correct page. Help pupils identify the two characters (Rabbit and Stella). Model how to colour one of the faces with a crayon in your own book. Say *Let's colour Rabbit and Stella*. Hold up your book so that pupils can see it. Say *Now you colour Rabbit and Stella*. Monitor pupils as they work and help those who struggle.

Game: Draw 2!

Pass out a paper to each pupil, or have your helper do this. Say *Let's draw two! I'm going to draw two circles!* Draw two circles on the board. *Now I'm going to draw two ... eyes!* Draw two eyes on the board. Say *Draw two*. As pupils finish, suggest things to add, or colours to use as you check on them individually.

Teacher Resources Worksheet 13: Look, count and trace 1 or 2.

Prepare one worksheet for each pupil. Hold up your worksheet and draw attention to the picture of the two eyes. Say *Let's count. One, two eyes*. Point to the numbers. Point to number 1 and ask *What number is this? One or two?* Elicit *One*. Repeat with number 2. Ask pupils to count the eyes again and ask them *One or two?* Elicit *Two*. Say *Let's trace the number 2*. Model how to do this in your book. Monitor as the children do this. Early finishers can colour the picture of the two eyes.

Activity Book page 20 - Feel

Remind pupils of the title of the unit, *The big monster*, and ask them if the children are scared of Greenman (no). Then remind them of the story in the unit, and ask pupils if the frog is scared of his reflection (yes).

Show pupils the picture in the book and ask them if the children are scared (yes). Point inside the cave and ask what they are scared of. Pupils use their imagination to guess. Invite different ideas.

Pupils draw their idea in the cave and compare their pictures. They can also colour them.



I am kind to my friends. Point out that the children in the picture are looking at and comforting each other, and remind them that it's nice to be kind and comfort each other when we feel afraid. Pupils repeat the affirmation *I am kind to my friends* with you.



Now you! Pupils can go outside with flashlights and look around into trees and bushes to see what they can find. Alternatively, they can do a flashlight walk in the classroom, using the flashlight to look in dark spaces, e.g. behind bookshelves.



Remind pupils that they should watch nature without disturbing it. When they are using flashlights, remind them that they should only watch animals for a short period of time this way, so as not to disturb them, and should never shine a flashlight into their eyes.

Lesson 6

Lesson objective

To consolidate all unit content.

Language

Review: the face; Big Book language structures

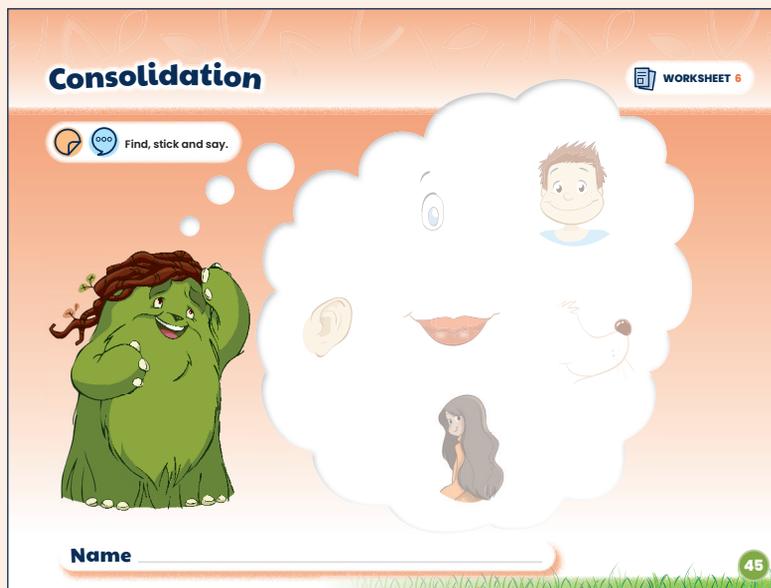
Receptive: *What is this? Find. Stick. Repeat.*

Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 45, Flashcards Units 1, 2 and 3, a soft ball, Class Audio, Stickers Unit 3, crayons, pencils.

Optional: AB page 21

 Use Presentation Plus to play the games. 



Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Review flashcards from Units 1, 2 and 3 by holding each one up and saying the vocabulary word with the pupils. Say *What's this? Is it a (mouth)?* (wait for pupils to respond) *Oh! It's hair!* Exchange different vocabulary words and then confirm the correct answer.

Game: Roll and review

Follow the description on page 19.

Story review

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book.

Read the story, inviting the children to participate in saying the words or lines that they know.

 Alternatively, you may want to play the story video.

 **Pupil's Book page 45. Worksheet 6: Find, stick and say.**

Help the children to find page 45 in the Pupil's Book and locate the stickers for Unit 3. Say *Find and stick the picture.*

Have Greenman say each word, repeating the word several times, as pupils look for the correct sticker to put in each place. Monitor the children as they work and encourage them along, or give gesture clues. Point to each picture and say *What is it?* to elicit the word.

Goodbye

Follow the description on page 9.

Activity Book page 21 – Care

Review some of the emotions pupils know, including *happy, sad, excited* and *scared*.

Pupils look at the illustration in the book and decide why the frogs are scared (because there are lots of old toys in their pond and they can't move). Tell pupils they can help the frogs by removing the rubbish from the pond to clean it up.

Pupils finger trace the path to put the toys in the bin, pointing to and naming the toys on the way. Pupils then trace the line with their pencils and colour each toy as they reach it. Make sure pupils realise that as they find and colour the toys, they are removing them from the pond.

 **I care for the environment.** Praise pupils for helping the children clean up the pond for the frogs and remind them that by picking up and not leaving litter we care for the environment and the animals that live in it. Pupils repeat the affirmation *I care for the environment* with you.

 **Now you!** Allow pupils to play freely with some toys. Then play the *Tidy up* song (see page 9) and ask them to tidy up. Say *Look at our tidy classroom!* As an optional extension, ask pupils (in L1) to think about other things they can do with their old toys when they don't want them anymore.

 Remind pupils that we should leave the environment clean and not drop litter.

To end the unit, pupils circle the ladybird on page 2.

Extra Phonics Lesson

Lesson objective

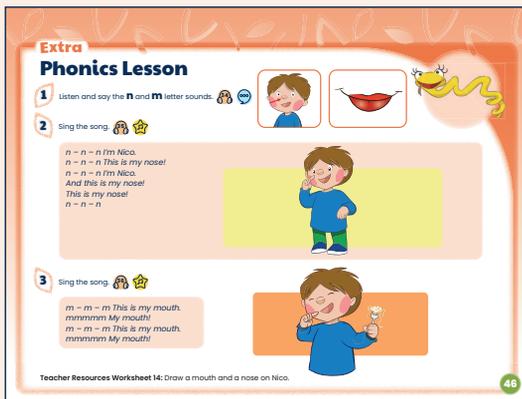
To introduce two new phonics sounds ('n' and 'm').

Language

Review: *mouth, nose*

Materials

Presentation Plus, Greenman Puppet, PB page 46, downloadable Phonics Flashcards, Class Audio, crayons, pencils. Optional: Teacher Resources Worksheet 14



Pupil's Book page 46. 2. Sing the song.

Play the song. Use gestures to help pupils understand the meaning. After playing the track three times, say it line by line and have pupils repeat each line.

Continue repeating until pupils are saying most of the chant, showing comprehension with gestures.



n - n - n I'm Nico. (Point to yourself.)
n - n - n This is my nose! (Point to your nose.)
n - n - n I'm Nico. (Point to yourself.)
And this is my nose! (Point to your nose.)
This is my nose! (Point to your nose.)
n - n - n



Pupil's Book page 46. 3. Sing the song.

Play the song. Use gestures to help pupils understand the meaning. After playing the track three times, say it line by line and have pupils repeat each line. Continue repeating until pupils are saying most of the words, showing comprehension with gestures.



m - m - m This is my mouth. (Point to your mouth.)
mmmmm My mouth! (Point to your mouth.)
m - m - m This is my mouth. (Point to your mouth.)
mmmmm My mouth! (Point to your mouth.)



Phonics time

Warmer

Show children the *n* (Nico, nose) and *m* (mouth) Phonics Flashcards. Read the words, then segment the sounds. Say *Look at the picture. It's Nico! And this is a nose. Listen to the sound: n. Listen and repeat: n-n-n-n-nose. Nico's nose!* Repeat with the second sound. Stick the Phonics Flashcards on the board and repeat three times, asking different children to repeat after you.

Pupil's Book page 46. 1. Listen and say the *n* and *m* letter sounds.

Say the Table time chant (see page 11). Have pupils open their books to page 46. Point to activity 1 and tell the pupils to repeat after you. Say *n-n-n-Nico, n-n-n-nose* pointing to the picture. Repeat with *mouth*. Play the audio and have pupils listen and repeat the sounds and words. Repeat three times.



n - n - n *nnnnn* *Nico*
n - n - n *nnnnn* *nose*
m - m - m *mmmmm* *mouth*

Extra activities

Sing the phonics song.

Children learn the song and sing it as part of the daily routine until the new letter sounds are introduced in the next unit.

Teacher Resources Worksheet 14: Draw a mouth and a nose on Nico.

Prepare one worksheet for each pupil. Hold up your worksheet and draw attention to the picture of Nico. Say *Oh, no! No m-m-mouth! Say m-m-mouth. Oh, no! No n-n-nose! Say n-n-nose. Let's draw a m-m-mouth and a n-n-nose for N-N-Nico!* Monitor pupils as they work. As you check pupils' work, have them repeat the sounds and words with you, drawing out the phonics sounds. Say *Point to N-N-Nico. Point to his n-n-nose. Point to his m-m-mouth.* Repeat this changing the order.