



Teaching notes

Unit 2. The Honey Game

Lesson 1

Lesson objective

To introduce main vocabulary for the unit (playground items).

Language

New: sandpit, slide, seesaw, swing, bucket, spade

Review: colours, shapes, numbers, and
Optional: phonics words

Receptive: Find with me, Find the (slide), Where's the (sandpit)?, Take out your crayons, Colour the picture, Draw a line, point (to the card)

Materials

Routine Board, Greenman Puppet, Big Book story Unit 2, PB page 21 (Worksheet 1), Flashcards Unit 2, CD1 audio tracks 18, 19 crayons, Greenman stamp. *Optional:* PB page 22

2 The Honey Game



Name _____

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▶ Starting the lesson

- Follow the description on page 11.

▶ Routines

- Weather song, CD 1, track 03, Happy Birthday song, CD 1, track 07, Shapes song, CD 1, track 05, Colours song, CD 1, track 04, Phonics song CD 1, track 16.

▶ Active time

Warmer

Greenman will review colours and names of the characters in the stories. Hold up the Big Book and point to Greenman on page 10. Ask *Who is this?* the children may say *Greenman* or perhaps point to the Greenman puppet. Have Greenman say *Yes! It's me!* Have Greenman point to the other characters and repeat the question *Who is this?* and elicit the names for Sam, Nico, Rabbit and Snake. You can also mention Frog.

Next review colours by asking about the colours shown on the page. Point to Greenman and ask *What colour is it?* Elicit the word *green*. You may also choose to have a volunteer come up and point to a colour when you say it. For example, say *What is green?* Help the pupil to find something green on the page to point to, like Greenman. Model how to point to the picture and say *green*.

Game: Help Greenman!

Have Greenman take out the flashcards from Unit 2. Say *What's this, Greenman? New words!* Act very excited about the new words. Take each flashcard out individually and say *Look! A (slide)! Repeat, class, a (slide)! What is it? A (slide).* While you say the word use gestures to reinforce the concept. Repeat this process with each card.

Have the children stand up. Say the transition chant *Stand up, stand up, 1-2-3, stand up, stand up tall with me.* Show each flashcard again. This time have the children do the action that shows they are playing on/with that toy. Say *How do we go on a slide?* Show a sample action. Look at the children's action and offer encouragement, such as *Oh, Lucía goes down* (do an action with your hand to show 'down') *a slide, a lot. Well done, Lucía.* Repeat the process with each card.

Now put Greenman in front of the flashcards that you hold up, so he can't 'see' them. Tell the children to act out each word for Greenman to guess. Say *Now, quietly* (hold your finger to your lips to show 'quiet') *show Greenman.* Hold up the card, model how to act it out and have Greenman shout the word. Congratulate the class for helping Greenman. Do the same with each flashcard.

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



sandpit, slide, seesaw, swing, bucket, spade

The playground song: Sing and do the actions the actions.

While the children remain standing play *The playground* song (track 19) for the class. Hold up the corresponding flashcard when you hear each vocabulary word in the song. Encourage children to use their actions to show the word. Next, say the song line by line, slowly, enunciating the words and doing the actions. Then, repeat the song three times, or until most pupils are participating using the hand motions and singing some of the words.



- Come to the playground,* (Gesture with your arm for people to follow.)
- Play with me!* (Run on the spot.)
- Up and down,* (Stand up tall, crouch down.)
- Find with me!* (Put your hand to your brow as if looking for something.)
- Where's the slide,* (Make a questioning gesture.)
- Slide, slide?* (Make your hand go down an imaginary slide.)
- Find the slide,* (Questioning gesture, slide gesture.)
- Slide, slide!* (Repeat slide gesture.)

Repeat with:

- Sandpit* (Pretend to scoop sand and let it fall through your fingers.)
- Seesaw* (Pretend to go up and down on a seesaw.)
- Swing* (Pretend to ride a swing.)
- Bucket* (Pretend to hold tip sand out of a bucket.)
- Spade* (Pretend to scoop up sand with a spade.)

▶ Story time

Say the transition chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Turn to the first page of the story. Say *What do we see? Oh, look! A (slide!)* Encourage pupils to repeat the words and do the actions sitting down.

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

▶ Table time

Say the Table time chant (see page 12).

Pupil's Book Page 21. Worksheet 1: Look, say and colour.

Have pupils open their books to page 21 to look at the same picture that you have open in the Big Book. Say *Can you find this picture on page 21?* Walk around the class to help pupils find the correct page.

Have Greenman say *I want to play! But... where is the slide?* Show pupils the flashcard for the slide and have them point to it in their book and say the word. Model repeating each word, as Greenman asks for the class to repeat. Greenman says *Oh, thank you!* and acts very happy each time he finds what he is looking for with the pupils' help.

Play *The playground* song (track 19) for the class. Model how to point to each item in the picture while listening to the song. Repeat the song until most of the class is finding the objects and singing at least some of the words. Use hand motions to represent different vocabulary items.

Have Greenman say *Oh no! Your pictures need colour! Take out your crayons.* Have pupils complete each picture while you do the action or point to the picture in the Big Book. The teacher and Greenman take turns repeating the word.

Sing *The playground* song again. Have pupils point to the item in the book and then do the action. While they do this walk around the room. Stamp the completed page with the Greenman stamp.

▶ Goodbye

- Follow the description on page 12.

▶ Extra activities

Pupil's Book Page 22. Optional Worksheet: Finish the picture.

The pupils will complete the dotted lines in the pictures of the vocabulary words. Say *Point to the slide.* Point to the slide in your book and monitor pupils to be sure they are pointing to the right picture. Say *Let's draw the lines with a pencil* Model how to go over the tracing lines with a pencil to make a solid line. Repeat with each picture. Then say *Now, let's colour! Let's make the slide... yellow!* Look to see if the pupils have chosen a yellow crayon. Repeat with each picture, choosing different colours.

Listen and point.

Stick the unit flashcards on the walls around the classroom. Sing the song and have pupils point to the different items when they hear the word in the song. Say *Point to the picture!* Model how to do this the first time through the song, then have pupils join in. Repeat several times.

Lesson 2

Lesson objective

To present the key structure for the unit.

Language

New: *Let's play on the (slide) / Where's the (swing)?, playground items*

Review: *colours, shapes, numbers.* Optional: phonics words

Receptive: *Follow me, Let's play, Where is the (slide)? Open your eyes, Close your eyes*

Materials

Routine Board, Greenman Puppet, Big Book story Unit 2, PB page 23, Flashcards Unit 2, CD 1 audio track 20, crayons, Greenman stamp. Optional: PB page 24, TRB Photocopiable 5



Starting the lesson

- Follow the description on page 11.

Routines

- Weather song, CD 1, track 03, Happy Birthday song, CD 1, track 07, Shapes song, CD 1, track 05, Colours song, CD 1, track 04, Phonics song CD 1, track 16.

Active time

Warmer

Place flashcards on the wall in different places in the classroom in advance. Have Greenman ask *Where is the (slide)?* Have Greenman look around the room for the flashcard of the slide. Point it out to the children. Repeat this process with the other five vocabulary words.

Game: Find the honey for Greenman!

Hide Greenman's honey for children to find. Photocopy six pictures of Greenman's honey pot and place them under the flashcards of playground items that you have around the room. (You may wish to hide enough copies so that each child can find one.) Take the class and Greenman to look for his honey. As you go around the room, with the pupils following you, act as if you are playing on/with the playground toy represented in the card. Say *Follow me to look for Greenman's honey. Follow me to the (slide). Look! Greenman's honey! Now, follow me to the (sandpit). Look, more honey!* Continue until you have found the six (or more) copies.

To play this game outdoors, you could hide the honey pot under the actual playground objects rather than under the flashcards.

Game: Hide and seek.

This game can be played as a continuation of the previous game. Have the children close their eyes while you hide Greenman by a playground flashcard. Say (using exaggerated gestures to convey meaning) *I will hide Greenman.* (hide him behind your back to show 'hide') *You will close your eyes.* (cover your eyes) *Open them* (uncover your eyes) *and say (slide) if Greenman is here.* (walk Greenman to the slide flashcard) *Okay, close your eyes.* (put Greenman, visibly, by the slide flashcard) *Open your eyes. Where is Greenman? The sandpit? No. The seesaw? No.* Continue until children have found Greenman. Repeat with other playground vocabulary.

If the previous game was played outdoors, this game can be played hiding Greenman near the actual playground objects, rather than the flashcards.

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 2 story The Honey Game.

Elicit vocabulary learned in the previous lesson on the first page of the story. Greenman can ask *What is this?* Model answers for the pupils to repeat. Ask about the people and things on the page. Identify the characters: Frog, Stella, Nico, Turtle and Snake. Say *Where is Greenman's honey?* Greenman says *Here it is! My honey! I like honey! But oh no... look at this honey pot! What happened?* Pointing to Greenman and the honey pot on the page 11 to give pupils an idea of what the story will be about.

Read the story or play the audio version (track XX), pausing to use facial and hand gestures to help convey the meaning of the story.



p.11
The Honey Game

Sam, Nico and Greenman are in the forest.
'Greenman! Let's play on the swings!' says Sam.
'Greenman! Let's play on the seesaw!' says Frog.
'Greenman! Let's play in the sandpit!' says Nico.
'Greenman! Let's play on the slide!' says Stella.
'No, thanks,' says Greenman.
'Oh, no! There's no honey!'

p.12
'Hello, Greenman. Let's play!' says Frog.
'Hello, Frog. No, thanks. Yummy, there's honey!'
'Let's follow the honey up, up, up the tree,' says Frog. 'Let's use the seesaw.'
'Good idea!'
'Jump up and down like me!'
'I'm up the tree! I'm so happy! I like the seesaw!'
Now, where's my honey?'

p.13
'Hello, Greenman. Let's play!' says Stella.
'Hello, snake. No, thanks.
Yummy, there's honey!'
'Let's follow the honey down, down, down the tree.' says Stella. 'Let's use the slide.'
'Good idea!'

p.15
'Slide down like me,' says Stella.
'I'm down the tree! I'm so happy. I like the slide.
Now, where's my honey?'

p.17
'Here's your honey!' say Sam and Nico.
'Thank you! I like honey. And I like the seesaw and the slide!'
'Yay! Let's play!' says Sam.
'Let's play!' says Greenman.

Table time

Say the Table time chant (see page 12).

Pupil's Book page 23. Worksheet 2: Look, trace and say.

Say *Where is (Frog)? Oh, thank you! Where is the (seesaw)? Let's follow the lines.* Follow the first lines together. Greenman says *Point to Stella.* Walk around the class to be sure pupils are pointing correctly. Say *Now follow the line.* Model how to follow the line with your finger. Say *Snake says, 'Let's play on the slide.'* Have pupils repeat after you *Let's play on the slide.* Say *Now, let's draw a line.* As pupils draw the line continue saying the phrase like a chant or song (simplifying the language as necessary). Repeat this process with the other playground items.

Monitor pupils as they work. Stamp each completed worksheet with the Greenman stamp.

Goodbye

- Follow the description on page 12.

Extra activities

Pupil's Book page 24. Optional worksheet: Colour.

Pupils colour the illustration of the spade and bucket. Ask *What's this?* Elicit vocabulary for each picture. Gesture how to finish and colour in the spade and bucket. Say *Let's colour.* Monitor pupils while they complete the activity. Stamp the completed worksheet with the Greenman stamp.

Teacher's Resource Book Photocopiable 5: Look and match.

Give out one photocopiable to each pupil. Say *Look, our friends are hiding!* Mime that you are hiding behind something, like a book. Say *Where is Sam? With the slide? No... With the bucket? No... With the seesaw? No... With Greenman? Yes!* Point to each toy mentioned as you say the word. Model how to connect a line from the picture of Sam hiding behind Greenman to the picture of Sam's whole body. Repeat the process for each character. If pupils show readiness, they can complete the activity on their own. Stamp the completed worksheet with the Greenman stamp.

Lesson 3

Lesson objective

To introduce a contrasting concept (up/down) and value (exercise).

Language

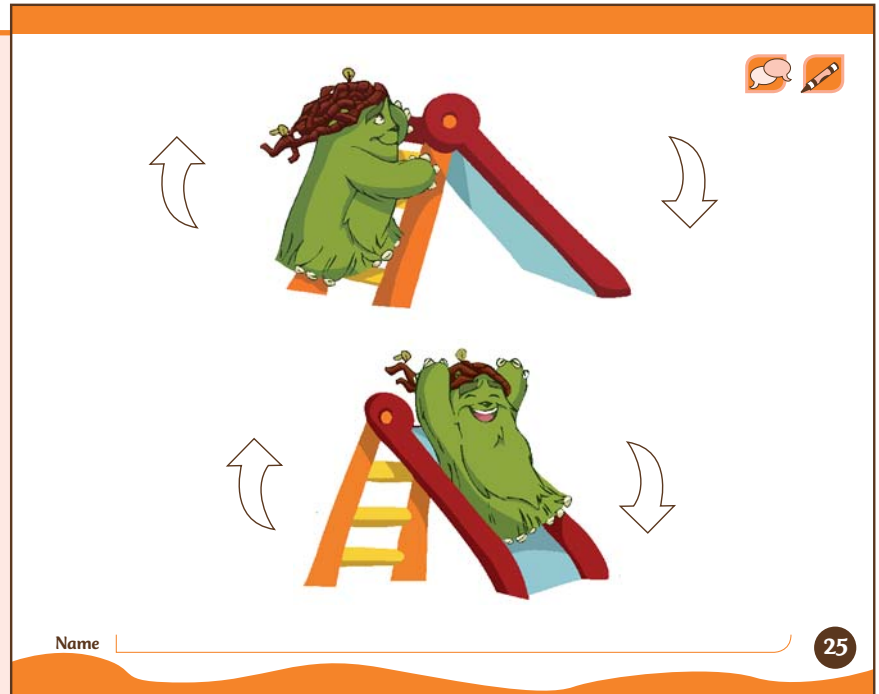
New: up/down, playground items,

Review: Let's play on the (slide), colours, shapes, numbers

Receptive: Do what I do, Find the page, Show me (up), Colour (up) (blue), Our hearts are strong,

Material

Routine Board, Prepared sample of completed pop-outs, Greenman Puppet, Big Book story Unit 2, PB page 25, Flashcards Unit 2, CD 1 audio track 20, crayons, Greenman stamp. Optional: PB page 26, TRB Photocopiable 6, a bottle of bubbles



Starting the lesson

- Follow the description on page 11.

Routines

- Weather song, CD 1, track 03, Happy Birthday song, CD 1, track 07. Shapes song, CD 1, track 05. Colours song, CD 1, track 04. Phonics song CD 1, track 16.

Active time

Warmer

Review the flashcards and vocabulary from Lessons 1 and 2. Hold up flashcards and have the children do the action for each one.

Game: Copy cat.

Say *Copy cat, copy cat look at me. Do what I do one, two, three! Jump up/jump down.* Then play lively music and do actions to the music. Repeat with: raise your leg up/down, raise your arm up/down, etc.

Game: Up and down.

In this game, children will try to say *up* or *down* as quickly as they can after you surprise them with Greenman who is facing up or down. Hide Greenman behind your back and bring him out quickly with his head up (with your hand facing up). Say *What's this?* Elicit the response *up!* Repeat the same process but with your hand (and the puppet)

facing down this time. Say *What's this?* Elicit the response *down!* Repeat, going quicker each time. Surprise the children with the order so they have to pay close attention.

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 Greenman and the children going *up* and *down*. (*Stella is going up on the swing. Snake is going down the slide. Greenman is going up on the seesaw.*) Pause before saying the word *up* or *down* to give children a chance to say in the word. Say *They are exercising. They are strong!* Move your arm like you are exercising and make a muscle to show 'strong'.

Review the unit vocabulary using the Big Book. (Ask *Where's the seesaw? What's this? It's a (slide).*, etc.) You may call on individual pupils to come up and point things out in the book. Allow children to point rather than saying the word if they are shy.

Reread the book, listen to the audio track (track 20) or show the animated version of the story.

Table time

Say the Table time chant (see page 12).

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 set of eight cards with pairs of spades, buckets, swings and seesaws. Help the pupils to say the vocabulary word as you hold up a sample card. Say *What is this? Yes, a (swing)!* Repeat for each vocabulary word. Show the pupils that there are two of each card. Hold each set up as a pair. Close your eyes and move the cards around in your hands (to shuffle them). Place the cards face down on a table. Turn one card over and say the word. Then choose another card and turn it over and say the word. If the cards match, say *Yes! Two (slides)!* If they don't match, turn them both over again (face down) and say, *Okay, try again.* Continue this until you have matched all of the pairs. Say *Now it's your turn!*

Pass out the Pop-out activity for Unit 2, or have your helper do this. Show pupils how to take out the pop-out pieces carefully. Monitor as they do this and help as needed.

When all the pupils have finished, say *Show me the (slide).* Model with your own pop-out. Repeat for each card. Practise this until all of the class is participating in holding up the correct cards. Then, show the pupils again how to set out the cards face down to play the matching game. The first time through, lead them through step by step as you did in the introduction to the activity. When the pupils show that they understand the activity, let them continue as you monitor. Model phrases for the pupils as they play such as, *Yes, two (slides)!* and *Okay, try again.*

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

Pupil's Book page 25. Worksheet 3: Say and colour up or down.

Say *Find this page in your book.* Check that pupils are on the right page. Say *Is Greenman going up or down? Show me 'up' with your fingers.* Model pointing up with your finger. Repeat with pointing down. Say *Colour the 'up' arrow 'blue' for Greenman.* Walk around the class to monitor work. When pupils have finished, say *Colour the 'down' arrow 'green' for Greenman.* Again, monitor pupils' work. As pupils complete the worksheet, stamp the page with the Greenman stamp.

► Goodbye

- Follow the description on page 12.

► Extra activities

Pupil's Book page 26. Optional Worksheet: Trace and colour.

Have pupils finish the lines on the honey pot and colour it in. Ask *What colour is honey? Is it blue?* Help pupils to say *yellow.* Gesture how to finish and colour in the honey pot. Say *Let's finish and colour it yellow.* Monitor pupils while they complete the activity. Stamp the completed worksheet with the Greenman stamp.

Game: Bubbles.

Have Greenman take out a bottle of bubbles from a hiding place. Say *Can bubbles go up and down? Let's see!* Have Greenman model saying *up* and *down* as the bubbles move to elicit these words from the pupils. (Optional: practise blowing some bubbles that are 'big' and 'small' to incorporate these words for extra vocabulary. Say *The big bubble is going up!* etc.)

Value activity: Exercising.

Have the children stand behind their chairs and stretch up and down. Next, have them run in place for about a minute. Have them put their hand on their heart to feel it beating quickly. Say *Good! Our hearts are strong!* (show with gestures: heart and strong). Stretch again, up and down. Point to your nose and show taking a deep breath in and out. Say *I feel good and happy! Do you?* Simply nod your head, smile and give thumbs up to show that you feel good and happy, the pupils can copy your gestures.

Teacher's Resource Book Photocopiable 6: Trace the honey trail.

Give out one photocopiable to each pupil. Say *Point to Greenman. Point to the honey. Oh no! The honey goes down the slide!* Mime with your hands how the honey is dripping down the slide. Say *Let's stand up and go down the slide like the honey.* Model how honey would go down the slide very slowly. Say *Go down like honey* as you wiggle down slowly to a crouching position and then stand up to repeat. Do this until all of the children are participating.

Say *Let's sit and draw the honey with a pencil.* Hold up the photocopiable and show how to trace the honey line with your pencil. Then model how to colour it with a yellow crayon. Monitor pupils as they work and offer encouragement. Stamp the completed page with the Greenman stamp.

Lesson 4

Lesson objective

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

Language

New: Slide (down), put (your hands up), playground items

Review: up, down, let's play on the (slide), colours, shapes, numbers, I like the (slide)

Receptive: slide (down), put (your hands up), wiggle, jump, turn around, pick up, put down, run up, run down, fill up

Materials

Routine Board, Greenman Puppet, PB page 27 Flashcards Unit 2, Video Go Up and down action song, CD audio track 21, pencil, crayons, Greenman stamp. Optional: PB page 28



Starting the lesson

- Follow the description on page 11.

Routines

- Weather song, CD 1, track 03, Happy Birthday song, CD 1, track 07, Shapes song, CD 1, track 05, Colours song, CD 1, track 04, Phonics song, CD 1, track 16.

Active time

Warmer

Do the actions for each vocabulary word for Unit 2 and have the pupils say them.

Game: Greenman Says.

Use unit vocabulary to play this version of Simon Says using *Greenman* in place of *Simon*. Say *Greenman says: Put your hands up!* *Greenman says: Put your hands down.*

Repeat this type of phrase with different parts of the body. Use actions for the unit vocabulary, such as: *Greenman says: Go up on the seesaw.* *Greenman says: Go down on the seesaw.* The children pretend to go up and down on the imaginary seesaw, but only when they hear 'Greenman says' before the instruction.

Be sure to keep the game fun and not competitive and encourage pupils to say *Good job!* to classmates who do well in the game.

Up and down action song: Sing and do the actions.

You may choose to use the audio and video for this activity, or watch the video on your own to learn the actions to do with the children.

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 actions one by one as you say each line of the song.



Put your hands up, put your hands down.

(Raise your hands, put them down.)

Give a little wiggle and turn around.

(Shake your hips, turn a round in a circle.)

Go up the slide, go down the slide. (Climb an imaginary ladder, go down an imaginary slide.)

Repeat with:

Go up on the seesaw, go down on the seesaw.

(Go up on your toes holding on to an imaginary seesaw handle in front of you, bend your knees low holding onto the imaginary seesaw handle.)

Go up on the swing, go down on the swing. (Hold imaginary swing ropes at your sides and swing up to your tiptoes, hold imaginary swing ropes and swing down and bend your knees.)

Run up the sandpit, run down the sandpit.

(Run in place going up on your tiptoes, run in place bending your knees.)

Fill up the spade, put down the spade.

(Pretend to scoop sand into an imaginary bucket, put the imaginary spade down on the floor.)

Pick up the bucket, put down the bucket (Pick up an imaginary bucket from the floor with two hands, put the imaginary bucket down on the floor with two hands.)

Practise the actions for the song three or four times slowly, going through the song line by line. Play the audio track for the song 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.

► Table time

Say the Table time chant (see page 12).

Pupils Book page 27. Worksheet 4: Look and circle the actions in the song.

Show pupils page 27 in your Pupil's Book and check that everyone has the correct page and their pencils ready. Pupils will listen to the *Up and down* action song again and circle the actions that appear in the song.

Demonstrate how to act out each of the actions shown on the page for the children to join in, while seated. Say *Point to the action in the song*. Play the *Up and down* action song (track __), and model pointing to the pictures of actions from the song. Some children will notice that there are two activities that are not in the song. Say and point to the pictures *Go down the slide, yes! Circle it!* (model circling the picture with your finger and monitor children as they circle in their books) *Open the window?* (long pause) *No, no, no! It doesn't go here, no circle!* (shake your head and exaggerate the no) *Give a little wiggle, yes! Circle it! Close the door?* (long pause) *No, no, no! No circle, it doesn't go here! Put your hands up, yes! Circle it!* As pupils complete the worksheet, stamp the page with the Greenman stamp.

► Goodbye

- Follow the description on page 12.

► Extra activities

Pupil's Book page 28. Optional worksheet: Draw your favourite playground activity.

Use flashcards to help pupils to think about their favourite playground activity. Ask questions to give ideas. *Do you like to play in the sandpit? Do you like to go down the slide?* Monitor pupils while they work and ask questions about their pictures. You may choose to have pupils share their pictures with their partners or with the class and use the phrase *I like the (slide)*. As pupils complete the worksheet, give them a Greenman stamp on the page.

Game: What am I playing with?

Model a vocabulary word in actions for the class and say *What's this?* If no one responds, say the answer for the class to repeat. Practise with two vocabulary words. Call on a volunteer to act out a word that they choose for the class to guess. If the class doesn't guess the word, guess it for them to repeat. If a volunteer can't think of something to act out, show him/her a flashcard

Lesson 5

Lesson objective

To work on pre-writing skills as well as numbers through a song.

Language

New: Numbers 1–4, playground items

Review: colours, shapes, numbers

Receptive: *Where is something (red)? It's your turn, let's count, let's clap*

Materials

Routine Board, Greenman Puppet, PB page 29, CD 1 audio track 22, pencil, crayons, Greenman stamp. Optional: painters/masking tape, chalk or A2 paper with numbers 1-4, PB page 30, TRB Photocopiable 7

1

2

3

4

Name _____

29

Starting the lesson

- Follow the description on page 11.

Routines

- Weather song, CD 1, track 03, Happy Birthday song, CD 1, track 07, Shapes song, CD 1, track 05, Colours song, CD 1, track 04, Phonics song, CD 1, track 16.

Active time

Warmer

Use the Routine Board to review shapes, colours and numbers (one to four). Hold up an magnet from the poster and elicit the word. After each topic, look for items around the room that represent it. For example, after reviewing all of the shapes look for things in the classroom that are in that shape. Say *Where is something square?* The boxes are squares! Let the children look for other examples. For colours, say *Where is something red? The book is red!* For numbers, say *Where is something with two? I've got two eyes, one, two!*

Game: Say the number.

Have pupils take turns clapping the number of times that they choose (one to four) and have the class say the number. Model for the class, then say (*Lucía*), *it's your turn*. Model what to do quietly if necessary for the pupil to copy. Say the number along with the children. Continue until everyone has had a turn.

Count and clap number song 1–4. Sing and count.

Say *We know our numbers very well! Let's practise a song with them*. Have the children sit or stand and tell them to listen for the claps. Model clapping one time and say *one*, two times and say *two*, etc.

Play the song, clapping along as you count.



1, 2, 3, 4!

1, 2, 3, 4!

Count and clap, really slow.

Boys and girls, here we go!

One! Clap!

Two! Clap! Clap!

Three! Clap! Clap! Clap!

Four! Clap! Clap! Clap! Clap!

1, 2, 3, 4!

► Table time

Say the table time chant (see page 12).

Pupil's Book page 29. Worksheet 5: Count and draw what's missing.

Call pupils' attention to the Pupil's Book. Check to make sure everyone is on the correct page. Say *Let's count the toys*. Point to the first picture and have Greenman say *Look, one slide. One, is that correct? Yes, one. Now, here are two swings* (show two fingers to emphasise). *Two, right?* Act as if you are going to carry on and wait for children to correct you. Greenman says *Oh no! We need to draw another swing*.

Draw another swing, the number is two! Repeat the same process with the pictures of the buckets and the spades. (Pupils must draw one missing bucket and one missing spade.) Stamp the completed page with the Greenman stamp.

► Goodbye

- Follow the description on page 12.

► Extra activities

Pupil's Book page 30. Optional worksheet: Colour in the circles.

Hold up page 30 in the Pupil's Book and check that the pupils are on the correct page. Help pupils to prepare the colours that they will need (blue, green, red, and yellow). Point to the first honey lid, and say *Colour this blue*. Monitor children as they find the right colour and colour in the lid. Give them plenty of time to colour. Some will look at others to check that they have the right colour. Repeat the process with the other lids in different colours. When you have finished, stamp the completed page with the Greenman stamp.

Teacher's Resource Book Photocopiable 7: Help Greenman find the honey!

Give out one photocopiable for each pupil. Say *Oh no Greenman has lost his honey again! Can you help him?* Use gestures to show tracing the dotted line with your finger. Say *Use your crayon to find the honey*. Monitor pupils as they work and help as needed. Stamp the completed page with the Greenman stamp.

Lesson 6

Lesson objective

To consolidate all unit content.

Language

Review: *playground items, Big Book language structures*

Receptive: *Find and stick*

Materials

Routine Board, Greenman Puppet, PB page 31 Flashcards Unit 2, Video *Up and down* action song, CD 1 audio tracks 20, pencil, crayons, Greenman stamp.

Consolidation

WORKSHEET 6



Name _____

31

▶ Starting the lesson

- Follow the description on page 11.

▶ Consolidation time

Warmer

Review flashcards from Units 1 and 2 by holding each one up and saying the vocabulary word with the pupils.

Game: Flashcard on my head.

Give a pupil a 'secret' flashcard to hold on his/her head without looking at it. The pupil has to try and guess the word by using the phrase *Is it a (slide)?* The other children will respond *yes* or *no* until the correct vocabulary word is guessed. If the pupil struggles, use gestures and clues to help him/her feel comfortable and reach the correct answer. Repeat with different pupils until you have reviewed all the vocabulary from Units 1 and 2.

▶ Story review

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

Reread the story, inviting the children to participate in saying the words or lines that they know. Optional: watch the animated video instead of reading the story.

Pupil's Book page 31. Worksheet 6: Find and stick.

Help the children to find page 31 in the Pupil's Book and locate the stickers for Unit 2 at the back of the book. Say *Find and stick the picture.*

Have Greenman repeat each word several times as pupils look for the correct sticker to put in each place. Monitor children as they work and encourage them along, or give gesture clues. Repeat with each vocabulary word.

▶ Goodbye

- Follow the description on page 12.

▶ Extra activities

Game: Who is doing what?

Choose six volunteers and secretly show each one an action to do. Say *Mario, come up please.* (whisper) *Do this.* Gesture wiping the board. Do the same with five other pupils, giving each a different action. With all of the volunteers doing their action say *What is Mario doing?* Other pupils will raise their hands to guess the action. They may only say it in part, if so, help them to the complete action. If the pupils have understood, they may raise their hands and say what other pupils are doing. Or you may have to go through child by child asking the class what each one is doing.

Extra Phonics Lesson

Lesson objective

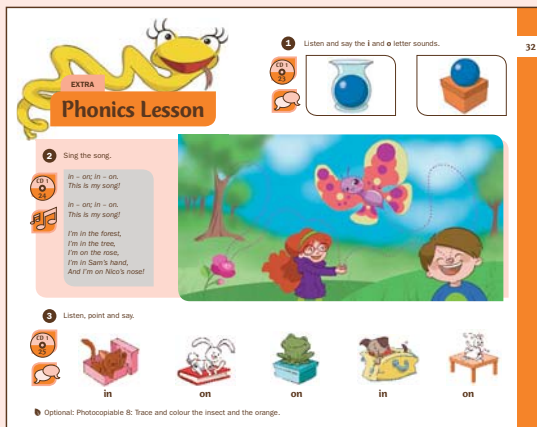
To introduce two new phonics sounds ('i' and 'o')

Language

New: *in, on*

Materials

Routine Board, Greenman Puppet, PB page 32, Flashcards Unit 2, CD 1 audio tracks 23-25, TRB Photocopiable 8, crayons, pencils, Greenman Stamp



Phonics time

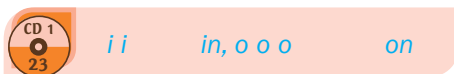
Warmer

Show children the 'i' (in) and 'o' (on) phonics flashcards. Read the words then segment the sounds. Say *Look at the picture: There is a ball in the jar. Listen to the sound: i. Listen and repeat: i-i-i-ooo*. Repeat with the second sound.

Stick the phonics flashcards at the bottom of the Routine Board and repeat three times.

Pupil's Book page 32. 1. Listen and say the i and o letter sounds.

Have Greenman use a small ball to show 'in' and 'on' with different things in the class (a box, a cupboard, etc.). Greenman models the target phonics sound before saying the whole word, *i-i-in, o-o-o-on*. Pupils repeat in the same manner. Have pupils open their books to page 20. Say *Point to 'in'* Say *i-i-in* pointing to the picture. Repeat for 'on'. Play the audio and have pupils listen and repeat the sounds and words three times.



Pupil's Book page 32. 2. Sing the song.

Play the song. Use gestures to help pupils understand meaning. After playing the track three times, say the song slowly, line by line, and have the pupils repeat each line (following your gestures where possible). Continue repeating (in different voices or have Greenman speak until to hold interest).



*In - on; in - on.
This is my song!*

*I'm in the forest,
I'm in the tree,
I'm on the rose,
I'm in Sam's hand,
And I'm on Nico's nose!*

Pupil's Book page 32. 3. Listen, point and say.

Show pupils activity 3 in your book. Show them examples of the written words for 'on' and 'in'. Play the audio for the first picture and pause to do the first activity together. Show the flashcard to reinforce the word. Encourage the children to say the words out loud. Pause the audio throughout the track to give plenty of time for reinforcing the information with gestures or flashcards.



*i in a cat in a box
o on a rabbit on a book
o on a frog on a box
i in a dog in a bag
o on a rabbit on a table*

Extra activities

Teacher's Resource Book Photocopiable 8: Trace and cut out the insect and the orange.

Prepare one photocopiable for each pupil. Review the 'i' and the 'o' sounds with the class. Model tracing the 'i' in the insect's body and say *i i i insect*. Have the children do the same and repeat the word. Repeat with orange. When the children have finished drawing, have them cut out the pictures. Give an instruction like *The insect is on your head*. Model holding the insect picture on your head and gesture for the pupils to do the same. Repeat with various instructions.

Flashcards

7



sandbox

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8



slide

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9



seesaw

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10



swing

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11



bucket

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12



shovel

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Phonics Flashcards

3

i

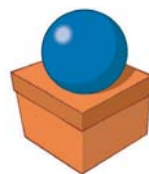


in

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4

o



on

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