

# unit

# 1

# Hello

By the end of Unit 1 the children will be able to:

- recognise the names of the characters in the book: *Jack, Lily, Horsey, Bella*.
- say and understand when to use *Hello* and *Goodbye*.
- recognise and use the commands *Stand up* and *Sit down*.
- say the sounds, sing the names and trace the letters *a, b* and *c*.
- recognise that *apple* goes with *a*, *ball* with *b* and *cat* with *c*.
- recognise and say the number *1* and understand the amount.
- hold a pencil correctly and colour a picture.

## New words and language

*Jack, Lily, Horsey, Bella*

*hello, goodbye*

*stand up, sit down*

*/æ/, /b/, /k/, a, b, c*

*apple, ball, cat*

*1, one*

## Classroom language

*Hello, Horsey!*

*yes, no*

*Very good.*

## Value of the unit

I say hello to my friends.

## Materials

stiff card, crayons, stickers, pencils, glue, a hole

punch, paints, scissors

Horsey puppet

flashcards

CD

## Unit 1 Lesson 1



## Lesson aims

- To establish the context for the book.
- To introduce the characters and say *Hello*.
- To begin to distinguish letter shapes from other shapes.
- To learn the sound of the letter *a* and associate it with *apple*.

**Materials:** pictures of favourite cartoon characters from television programmes or books; real apple or plastic toy apple, three small flowerpots or boxes; real apples for a snack; brown card, apple shapes (one for each child)

## Warm up

- Introduce yourself to the children and tell them your name. Make sure that you know the children's names. If the class is new to you, write their names on cards and place them next to the children. Say *Hello, (Anna)* to each child in turn.



### Make name cards.

- Fold stiff card in half and clearly write the child's name on it. Be careful to make the lettering simple and plain – do not use any extra flourishes in your handwriting. Decorate each card in a different way in order to help the children recognise which one is theirs. You could draw something (e.g. an apple, a cat, a flower) and let them colour it or let them choose a sticker.
- Once the children have personalised their name cards, put two or three on the desk and let them choose their own one. Point to the name and tell them that is what it looks like in English. (See Introduction page 11 about craft work and projects.)

## 1 01 & 02 Listen. Sing.

### Introduce the activity



### Play Hello with Horsey.



- Put Horsey puppet on your hand, smile at him and say *Hello. Hello, Horsey!* (See Introduction page 12 for tips on how to use the puppet in class.) Then make Horsey say *Hello, (your name)* and move him as if he is very happy and excited.

- Now go to each child in turn and introduce them to Horsey. Say *Horsey, this is (child's name)*. Make Horsey say *Hello, (child's name)* to each one in turn. He could cuddle them, jump up and down, sit on their shoulders or dance on their desks. Always make Horsey act in a friendly manner and never do anything which surprises the children too much. Gradually, as you go around the class in this way, the children will start to say *Hello* to Horsey. Do not insist on this – let them discover how to say it by themselves and praise them when they do.



### Play Horsey discovers the classroom.



- Use Horsey puppet to find where things are in the classroom. Let him discover the pot for the pencils and put one in, the shelves for the books (e.g. he could read a book and then put it back in its place).
- Then take a pencil and ask the children where you should put it. Try to do this in English, e.g. say *A pencil. Where do the pencils go?* The children will pick up the meaning by your actions. Do not try to make them translate what you have said. If they do not understand, make Horsey take the pencil and put it in the pot. Praise Horsey. Then repeat the action and the question. The children will gradually get the idea of the activity and you can then show that you are pleased they have understood where things go.

## Use the book

- Help the children open their books at page 2.
- Let the children have a few moments to enjoy looking at the picture. If necessary, explain that the characters are in a colourful play tent in the garden. (See Introduction page 11 about using the book.)



This tent will be the setting for many lessons and it contains shapes and colours which will be used throughout the book but not in this lesson. The tent represents the play world of the children. See Unit 2, Lesson 7 for ideas on how to make your own *Learning Stars* tent corner in the classroom.

- In Lessons 1 and 2, the main focus is on the four characters: Lily, Jack, Bella the butterfly and Horsey.
- Point to the characters one by one and say their names: *Lily, Jack, Bella, Horsey*.
- Repeat the names several times until the children are able to join in with you. Now point again and say *Hello, Lily!, Hello, Jack!, Hello, Bella!, Hello, Horsey!*
- Use flashcards of the four main characters. Show them to the children and say the names clearly as you place them face down on a table. Can the children remember which character is in which position?



### Play Who's who?

-  Play this game with Horsey first. Ask Horsey *Where's Lily?* Make Horsey turn over the wrong card. Say *No, Horsey. That's Jack.* Then ask him again, *Where's Lily?* Make him turn over the correct card. Say *Very good, Horsey!* Make Horsey say *Hello, Lily!* When Horsey turns over the Horsey flashcard, make him say *Me! I'm Horsey!*
- Then continue the game with the children.

### Play the CD

- Point to the characters and prompt the children to point too. Encourage the children to join in saying *Hello* to Jack, Horsey, Lily and Bella as you play the recording.



**Narrator:** *Hello, Jack!*

**Jack:** *Hello!*

**Narrator:** *Hello, Horsey!*

**Horsey:** *Hello!*

**Narrator:** *Hello, Lily!*

**Lily:** *Hello!*

**Narrator:** *Hello, Bella!*

**Bella:** *Hello!*

### Play the song

- Play the CD. Let the children listen then play the song as many times as necessary until the children start to join in with the *Hello!* song.
-  Hold up the flashcards of the characters and Horsey puppet as you sing the song.



*Hello, Horsey!*

*Hello, hello, hello!*

*Hello, Jack!*

*Hello, hello, hello!*

*Hello, Bella!*

*Hello, hello, hello!*

*Hello, Lily!*

*Hello, Horsey!*

*Hello, hello, hello!*

*Hello, Jack!*

*Hello, hello, hello!*

*Hello, Bella!*

*Hello, Lily!*

*Hello!*



Give the children tambourines or drums to bang as they sing the *Hello!* song.



### Play Say hello.

- Prepare pictures of favourite cartoon characters from television programmes or books. Hold them up and encourage the children to say hello to them, e.g. *Hello, Winnie. Hello, Dora.*
- Then put the pictures on a table, say *Hello, Winnie* and let the children hold up the correct picture and say hello to you. Encourage them to speak like their favourite characters too.



## 2 Listen and repeat. Trace and colour.

### Introduce the letter *a*

- Show the flashcard of the letter *a* and say the sound /æ/. (See Introduction page 4 for details on how to download the letter flashcards from the teacher's website.) Do not say the name of the letter yet. Then write the letter *a* on the board and repeat the sound. Now write the letter *a* several times on the board and, between the letters draw other symbols such as flowers and stars.

-  Play with Horsey puppet. Ask Horsey *Where's /æ/, Horsey?* Let him find one and say the sound. Congratulate him. Then ask the children to come and point to the letters and say the sound as they do so.



### Play *Where's the apple?*

-  Show the flashcard of the apple and say apple. Then play with a real apple or with a plastic toy *apple*. Put it on the table and cover it with a small plastic flowerpot or a box. Put two more flowerpots or boxes on the table. Move them around so they have changed positions. Let the children guess where the apple is. You could play this game with Horsey first, making him get it wrong the first time. When Horsey finds the apple, make him say *Apple!* and dance happily.

### Use the book

- Point to Horsey in the panel and draw attention to the necklace he is wearing with the letter *a*.

- Point to the letter in the book and say the sound /æ/. Point to the apple and say *apple*. Repeat /æ/, *apple* until the children start to join in with you.

### Play the CD

- Play the recording and encourage the children to repeat.



*a apple*  
*a a a a*  
*apple*

- Hand out pencils to all the children. Go around the class helping them to hold their pencils correctly (see teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>).
- Now show the children the letter *a* in their books.
- Show them how to trace in the correct direction, starting at the top of the letter, going round and then up and down.
- Let them colour the apple. Ask them which colour apples they prefer, red or green. Bring in real apples for a snack and let them choose which colour they like best. Show them that we wash apples before eating them.



### Make apple trees.

- Use brown card to make a tree with branches for the classroom wall or bulletin board. Give each child an apple shape and draw the letter *a* for them, within the apple. Use a soft pencil. Let the children colour the apples red or green and help them to trace the letter *a*. Then help them to stick the apples onto the branches of the tree.

## Unit 1 Lesson 2



### Lesson aims

- To review the names of the characters.
- To say hello to each other.
- To start to distinguish letter shapes from other shapes.
- To review the sound of the letter *a*.
- To learn the sound of the letter *b* and associate it with *ball*.

**Materials:** soft ball, trays, plasticine

### Warm up

- Play with Horsey puppet. Say *hello* to him and make him answer. Let the children say *hello* to him and make Horsey say *hello* to them, using their names.



- Play the *Hello!* song from Lesson 1 again and wave hello to each other as you sing. Continue singing, adding the children's own names instead of the characters.

- Encourage the children to stand up and walk around the classroom saying hello to each other. (See Introduction page 12 about classroom and daily routines.)
- Point to the letter *a* in Lesson 1 and help the children remember the sound /æ/.



### 1 Listen and repeat. Trace and colour.

### Introduce the letter *b*

- Show the flashcard of the letter *b* and say the sound. Write the letter on the board and repeat the sound. Now write the letter *a* on the board too. Check that the children remember the sound for *a*.



- Play with Horsey puppet. Say the sounds and let him point to the letters. Make him get it wrong sometimes so that the children start to correct him. Draw other non-letter shapes around the letters *a* and *b* and ask the children to come up to the board and point to the sounds as you say them.



### Play *Catch and say*.

- Show the flashcard of the ball and say *ball*. Then use a soft ball for this game. Hold it up and say *ball*. Then throw it in the air and say *ball* as you catch it. Now throw it gently to a child. When they catch it, or when they pick it up, encourage them to say *ball*.



### Play *Letter games*.

- Give the children trays of sand, flour, lentils or salt. Show them how they can write the letters *a* and *b* using their finger.

- Make worksheets for the children. Write the small case letter *a* several times and surround these letters with other shapes, e.g. flowers and stars. Have the children point to the letter shapes. Do the same with worksheets for the letter *b*.
- Help the children make letters from plasticine or dough.
- With chalk, draw two large circles in the playground or place two hula hoops on the ground. Draw an apple in one circle and a ball in the other, or place an actual apple and ball in the circles. Let the children play in pairs or small groups. Call out /æ/, /æ/, *apple* and encourage them to jump into the correct circle. Do the same for the /b/ sound.

#### Use the book

- Help the children open their books at page 3.
- Point to the panel and the letter *b* on Horsey's necklace and say the sound /b/. Point to the ball. Say /b/, *ball* as many times as necessary until the children join in with you.

#### Play the CD

- Play the recording and encourage the children to repeat.



*b ball*  
*b b b b*  
*ball*

- Now help the children to trace the letter *b* in their books. Let them colour the ball. Ask them if they have got a favourite ball and if yes, what colour it is.



Play around with language and use words which are not 'target language'. Take a ball and bounce it and say *buh buh buh buh bouncy ball*. If you have an outside space let the children bounce balls outside and say the letter *b* sound as they play.

## Unit 1 Lesson 3



#### Lesson aims

- To become familiar with the classroom routine of standing up and sitting down.
- To learn the number 1 and become aware of the amount.

**Materials:** a rug, music; plates of raisins, worksheets for number 1 (one for each child)

#### Warm up



- Say hello to the children using Horsey puppet. Sing the *Hello!* song again.



#### 1 Listen and sing.

#### Introduce the routine

- Sit on a chair at the front of the class. Stand up and say *Stand up!* Then sit down and say *Sit down!* Do this slowly, several times. Encourage the children to join in with you. Gradually speed up, saying it faster until you are all standing up and sitting down almost immediately.

#### Use the book

- Help the children open their books at page 4.
- Point to the boy standing up. See if the children can say *Stand up!* with you. Now point to the boy sitting down and see if they can say *Sit down!* Do the same with the pictures of the girls.

#### Play the song

- Stand up and sit down as you listen the first time and let the children join in with the actions.
- Then play the CD several times until the children are all singing along with you and doing the actions.



*Stand up, stand up.  
Sit down, sit down.  
Stand up, stand up.  
Sit down, sit down.*

*Stand up, stand up.  
Sit down, sit down.  
Hooray! Hooray!*



### Play Sit down!

- Place a rug on the floor. Let the children walk around the classroom. When you call out *Sit down!* they sit on the rug. You could also play music, pause the CD and then call out the instruction.



## 2 Listen and repeat. Trace and colour. Sing.

### Introduce the number 1

- Show the flashcard of the number 1 and say *one* clearly. (See Introduction page 4 for details on how to download the number flashcards from the teacher's website.) Write the number 1 on the board several times, saying the word each time. Hold up one finger and get the children to do the same.



### Play Number games.

- Give the children plates of raisins. Show them how to take just one and eat it. Of course they will probably want to eat more than one, but you can do this several times. Each time encourage them to just pick one from the plate.

- Make worksheets with the number 1 written several times. Draw other shapes around the numbers and ask the children to point to and identify the numbers. They can point to them or mark them with crayons.

### Use the book

- Point to the picture of Bella with the number 1. Hold up one finger and say *one*. Encourage the children to do the same.
- Show the flashcard of the flower and say *flower*. Point to the flower and say *One flower*.

### Play the CD

- Play the recording and encourage the children to repeat.



*One [pause] one [pause] one [pause]*

- Help the children to trace the number 1 and let them colour the flower.

### Play the song

- Play the CD and encourage the children to join in singing the song.



*One, one, one.  
Let's have fun!*



Stand up and dance when you sing with the children. Hold up one finger as you sing, or hold up cards with the number 1 printed on them.

## Unit 1 Lesson 4



### Lesson aim

- To listen to a story about the main characters which reviews the language learnt so far and introduces the word *Goodbye*.

**Materials:** clothes for Act it out or photocopied flashcards of the characters, ribbon; Horsey mask template (one for each child) (see teacher's website), straws/craft sticks

### Warm up



- Sing the *Stand up, Sit down* song again and do the actions.
- Play with Horsey puppet and make him stand up and sit down. Let the children call out commands to Horsey.
- Tell Horsey he must be quiet now as he is going to listen to a story. Make him sit down quietly and praise him for it. Say *Good, Horsey!*

## 1 Listen. Act it out.

- Help the children open their books at page 5.
- Let the children have a few moments to look at the pictures. Help them point to the characters and say their names.
- Show the flashcards for *hello* and *goodbye* and say the words.
- Play the CD and let the children listen and enjoy the story.



**Horsey:** *Hello, Jack. Hello, Lily.*  
**Jack and Lily:** *Hello, Horsey!*

**Jack:** *Sit down, Horsey.*  
**Lily:** *Stand up, Horsey.*

**Horsey:** *Yes!*  
**Mum:** *Jack! Lily!*

**Jack and Lily:** *Goodbye, Horsey!*  
**Horsey:** *Goodbye!*

- Now play the CD again and pause after each frame. Point to the characters and help the children to remember what each one said.
- Then play the whole story again a few times. If they want to, the children can join in with the dialogue.



### Act it out.

- Use Horsey puppet and take the part of Horsey yourself. Make the puppet say *Hello* to the children and call them by their own names. Act out the whole story in this way.

- Now encourage the children in dramatic play by acting out the story and giving different children the roles of Jack, Lily, Horsey and Mum. You could give the children other clothes to wear to make the drama more fun or you could photocopy flashcards of the characters, punch holes in them and tie ribbons so that the children wear the cards like large pendants. (See Introduction page 12 about dramatic play.)



Tip

Have a dressing-up box in the classroom. Fill it with old clothes, fancy dress costumes, hats, wigs and pieces of coloured cloth. When the children act out the stories let them choose the clothes they would like to wear.



### Make Horsey puppets.

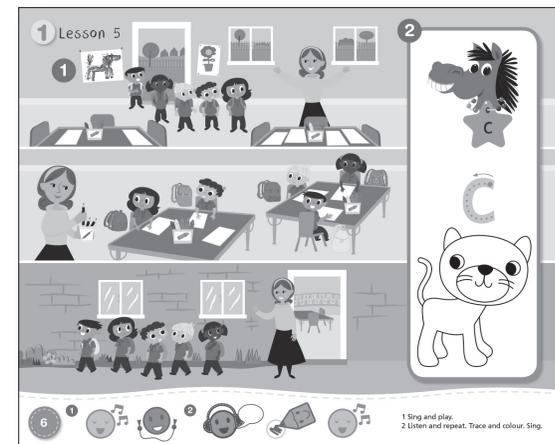
- Make Horsey puppets for each child (see template on the teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>). Glue a mask for each child onto stiff card. Let the children paint or colour the pictures and then attach them to straws/craft sticks.



### Play *Sit down, Horsey!*

-  Play with Horsey puppet. Have the children call out *Sit down, Horsey*. Make Horsey sit on their laps.
- Alternatively, say *Sit down, Horsey!* and the children put the puppets they have made above onto their own laps. Then say *Stand up, Horsey!* and they hold up their puppets.

## Unit 1 Lesson 5



### Lesson aims

- To play a *Hello/Goodbye* game with a song.
- To learn the sound of the letter *c* and associate it with *cat*.
- To sing the names of the letters *a*, *b* and *c* in the first part of the *Alphabet* song.

**Materials:** a cloth to cover Horsey puppet, a school backpack for Horsey (optional); photocopies of letter flashcards or letters on small cards (one for each child); cut-outs of cat shapes (one for each child), coloured tissue paper; a cardboard tube or box with eyes, nose and an opening for the mouth, wool for hair and ears (optional) (see teacher's website)

### Warm up

-  Play the story from Lesson 4 again and let the children follow it in their books. Then point to the pictures in order. See if the children can remember what the characters say.

## 1 09 Sing and play.

### Introduce the activity

-  Play with Horsey puppet. Put Horsey under a table or a cloth. Make him appear and say *Hello!* Encourage the children to say hello to Horsey. Then make him go under the table or the cloth and say *Goodbye!* The children say goodbye to Horsey.
- Now make Horsey come in the classroom door and say *Hello*. Make him say *Hello* to individual children. Then make him go out of the classroom and say *Goodbye*. Have the children wave goodbye to Horsey. You could make Horsey wear a school backpack when he comes in, take it off in the class then put it on again when he goes out.

### Use the book

- Help the children open their books at page 6.
- Point to the picture of the children entering the classroom. Prompt the children to say *Hello!* Point to the children leaving the classroom and encourage the children to say *Goodbye!*

### Play the song

- Play the CD through once while the children just listen.



*Hello, hello, hello, hello!*

*Hello, hello!*

*Goodbye, goodbye, goodbye, goodbye!*

*Goodbye, goodbye!*

- When the children have heard the song once, let them put their backpacks on and line up with you, outside the classroom door. Now play the song again and all march into the classroom, singing *Hello!* Everyone now sits down. Then all stand up and march out of the classroom, singing *Goodbye!*
- Play this *Hello/Goodbye* game several times. You can use this as a chorus every time the children enter or leave the class.

## 2 10 & 11 Listen and repeat. Trace and colour. Sing.

### Introduce the letter c

- Show the flashcard of the letter *c* and say the sound. Write *c* on the board several times, saying the sound each time. Now write the letters *a* and *b*.
-  Play with Horsey puppet. Say one of the sounds and let him find the correct letter. Make him get it wrong sometimes. Laugh and say *No, Horsey!* until he gets it right. Say *Clever Horsey!* Then let the children point to the correct letters.
- Take the three letter flashcards for *a*, *b* and *c* and put them in different places in the room. Call out a sound and make Horsey gallop in that direction. Then let the children skip to the right place. You could photocopy enough letters or write letters on small cards so that they can all pick one up when they have found it.
- See page 20 and 21 for more letter games.



### Make cats.

-  Show the flashcard of the cat and say *cat*. Make cut-outs of cat shapes, one for each child. Hold one up and say *cat*. Make the cat say *miaow*. Introduce Horsey to the cat. Make Horsey say *Hello, cat*. Then make the cat say *Hello, Horsey. Miaow*.
- Hand out the cat shapes to the children and encourage them to say *miaow*. Make Horsey say *hello* to each cat.
- Give the children different coloured tissue paper to screw up and glue onto their cat shapes. Ask them in L1 what colour cats usually are, e.g. Do we see blue cats? Or should they be brown, black, orange, white or grey? Let them choose which colour they would like their cats to be.

### Use the book

- Now point to Horsey in the book and his necklace with the letter *c*. Say the sound of the letter *c*. Point to the cat and say /k/, *cat* as many times as necessary until the children join in with you.

### Play the CD

- Play the recording and encourage the children to repeat.



*c cat*

*c c c c*

*cat*

- Help the children to trace the letter *c* in their books and colour the cat.

## Play the song

- Now write on the board the three letters the children have learnt so far. Point to each one and encourage the children to say the sounds. Now tell the children that each letter has a sound and a name. Point again and say the letter names *a*, *b*, *c*.
- Play the CD several times. Encourage the children to join in with the song when they are ready. Hold up cards with the letters printed on them as you sing.



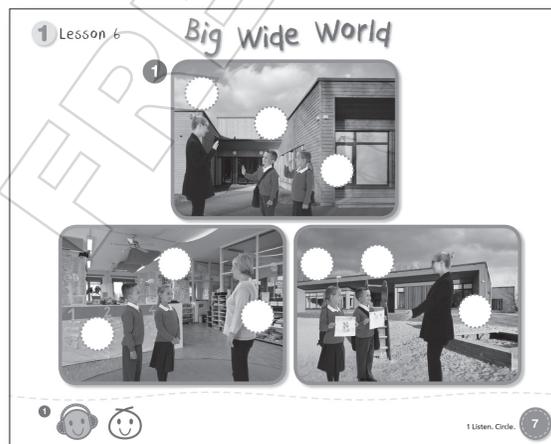
*a b c*  
[repeat x3]



## Play Eat the letter.

- Make a 'letter eater' (see teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>): paint a cardboard tube or box with eyes and a nose and cut an opening for a mouth – make it look funny and friendly (you could add wool for hair and ears, etc.).
- Give each child a card with one of the letters *a*, *b* or *c* on it.
- Tell the children that the letter eater is hungry and it eats letters. Make the letter eater call out the name of a letter. The children with that letter come up to the front and post the correct letter into the mouth. Make the letter eater say *Yum, yum, thank you!*

## Unit 1 Lesson 6



### Lesson aim

- To show the language *Hello* and *Goodbye* in a situation which is familiar to the children.

**Materials:** letter cards from previous lesson; handbags, coats, scarves, etc. for props

### Warm up

-  If you have made the letter eater (see Lesson 5), play a game with it and Horsey puppet. Give Horsey cards with the letters *a*, *b* and *c* written on them. Say one of the sounds and let him post the correct card into the letter eater's mouth. Then let the children call out sounds for Horsey to post.
- Now make Horsey say the letter sounds and the children post the letters. Make the letter eater dance happily when each letter has been posted.



## 1 Listen. Circle.

### Introduce the topic



- Play the *Hello, Goodbye* song again and march in and out of the classroom. Vary the actions by having the children walk towards you saying *hello* and then turn and walk away saying *goodbye*.



### Act it out.

- Act out saying *goodbye* to Mum or Dad at the school gate in the morning and *hello* to them again after school. Some of the children could be dressed as Mums and Dads – give them props of handbags, coats, scarves, etc. The others play the part of the children. Pair up the children so that they are in 'parent/child' pairs.
- You could act out a whole schoolday with the children saying goodbye to their parents, entering the school, saying hello to their friends and teachers, sitting down, standing up, then leaving again, saying goodbye to their teachers and hello to their parents again.

### Use the book

- Help the children open their books at page 7.
- Ask the children what they think the characters are saying in the photos. In which are the children saying *Hello* and in which are they saying *Goodbye*?

## Play the CD

- Play the recording and the children just listen.



1

**Mum:** *Goodbye!*

**Boy:** *Goodbye!*

**Girl:** *Goodbye!*

2

**Teacher:** *Hello!*

**Boy:** *Hello!*

**Girl:** *Hello!*

3

**Mum:** *Hello!*

**Boy:** *Hello!*

**Girl:** *Hello!*

- When the children have listened a few times, ask them to point to the people who are saying *Hello*. Once they understand who is saying *Hello*, help them to draw around the correct circles over the blue dots next to those people (i.e. the children and the adults in the bottom two photos). Use this lesson to reassure the children that at the end of the day they will be saying hello to their mums and dads again.



Children like acting out the same thing again and again. Make time for them to act out the stories and role-plays in subsequent lessons, and to enjoy this natural repetition.

## Unit 1 Lesson 7



### Lesson aim

- To find and colour the characters Horsey and Bella in a 'hidden items' picture.

**Materials:** two toys, three cloths; pictures of the four main characters (several pairs of each) (see the teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>)



Laminate the cards, professionally or with sticky-back plastic, so that you can use them again and again.

### Warm up

- **Game** Place flashcards of an apple, a ball and a cat around the classroom. Call out the sound /æ/ and let two children run to the apple. Do the same with the other sounds and pictures. Play again, calling out the names of the letters.

## 1 Find and colour.

### Introduce the activity

-  Put Horsey puppet on a table with two other toys. Cover each one with a cloth. The children try to uncover Horsey and say *Hello* to him. Make it more challenging by using three flashcards: one with Horsey and two other characters or items from the unit. Slowly swap them around before you cover them so that the children have to follow your action and concentrate.



### Play A memory game.

- Print off pairs of flashcards of the four main characters: Jack, Lily, Horsey and Bella. You could mount them on card. Place them all, face down, on a table.
- The children turn over one card and say the character's name. Then they turn over another card and say who it is. If it matches they leave them turned over and the next child has a turn. If it is incorrect, they turn both cards face down. Help them to take turns in this game, turning over just two cards each time.
- Once they have understood how to play the game, let them play in pairs or groups.

### Use the book

- Help the children open their books at page 8.
- Say that two of the characters are hiding. Ask them to look, see who they can find in the picture and say the names: *Horsey, Bella*.
- Help them to colour Horsey and Bella, using different colours for each character.
- Finish off the unit by demonstrating the Horse and Butterfly yoga poses (see teacher's website) and encourage the children to join in.