Unit 4 Bedtime

Key language

Main receptive language	Focus language	Classroom language	Main recycled language
Here I am!	*Mummy*	Language used so far plus:	*yellow*
my (sister)	*Daddy*	*Hands up!*	*blue*
Goodnight!	*brother*	*Who wants to play?*	*red*
(Daddy's) in bed.	*sister*	*Who's in the bed?*	*Hello*
(Daddy) falls out	*green*	*Count!*	*Bye-bye*
Roll over!	*in / out*		*jump*
I love you!			*wave*
Can I come in?			*teddy*
All right.			*doll*
1, 2, 3, 4, 5			
(five) in the bed			

Unit aims

- To help children name family members
- To develop colour awareness and discrimination of the colour green
- To focus upon and reinforce the concepts of in and out
- To foster interest in numbers and their practical application
- To link home and school, providing a context with which the children identify
- To provide opportunity for role-play, slapstick and artistic expression

Main evaluation criteria

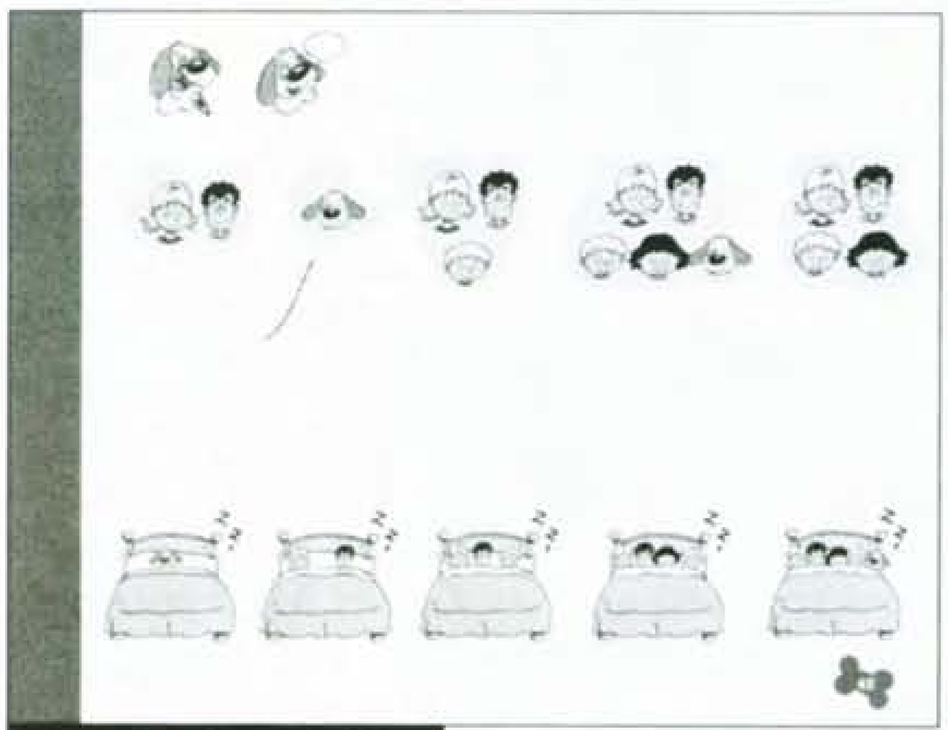
Children should:

- recognise the family members
- start to discriminate between blue, yellow, red and green
- demonstrate, via movement, an understanding of the concepts of in and out as referring to position
- count from 1 to 5 with awareness of number-object correspondence
- show involvement and identification with the theme of the family
- derive pleasure from a humorous situation and participate fully

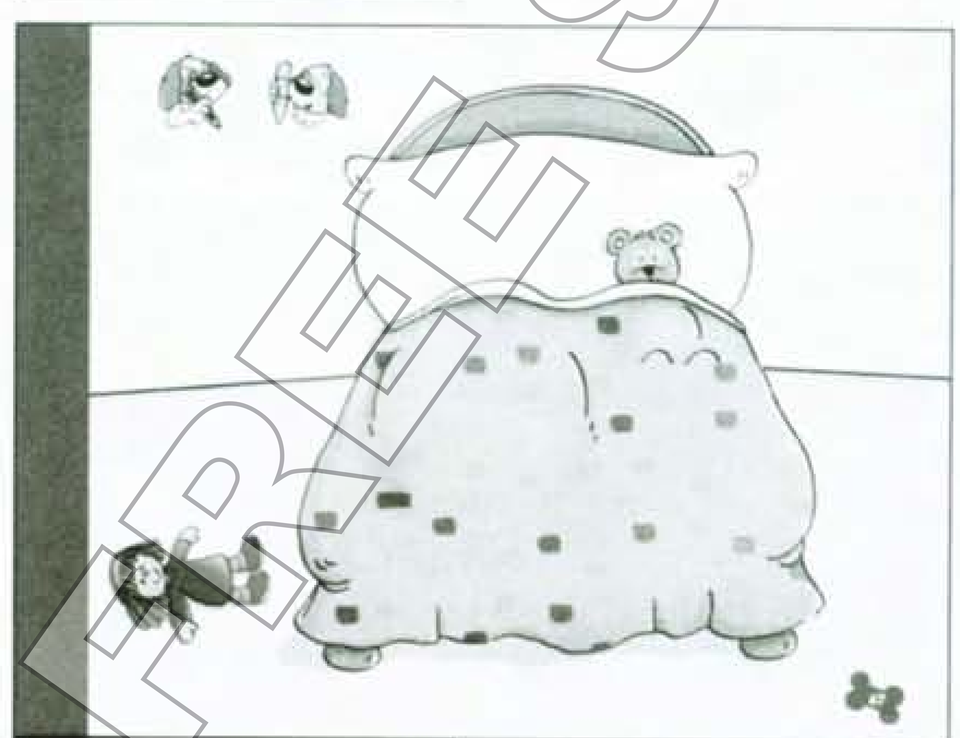
FREE SAMPLE

Lesson 1

Lesson 2

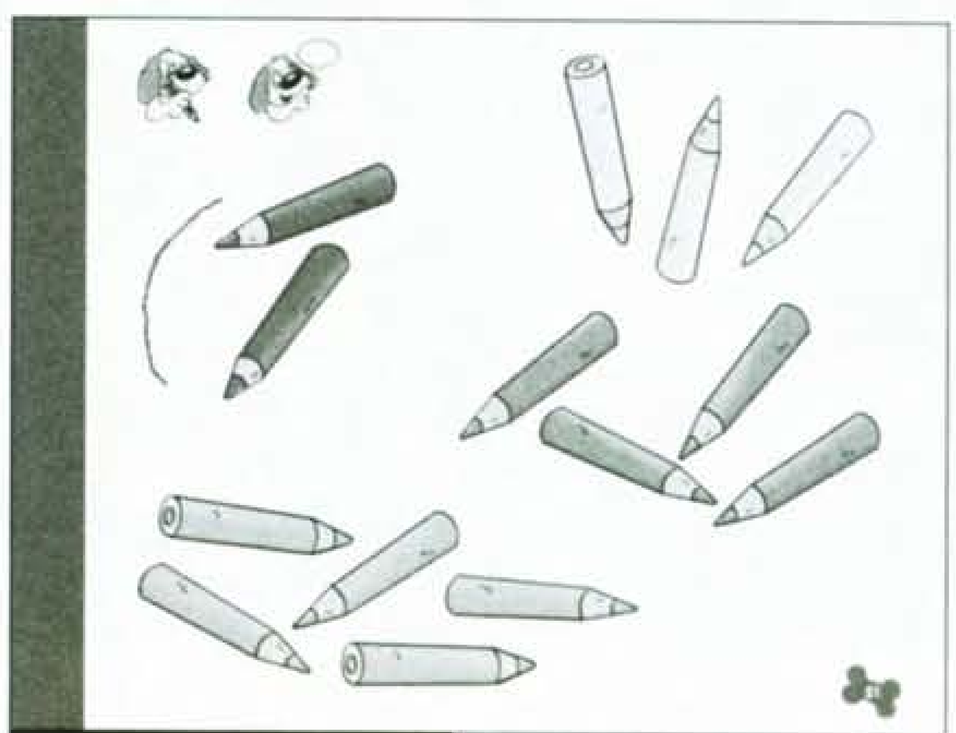


Lesson 3



Lesson 4

Lesson 5



Lesson 6

Lessons 7 and 8

FREE SAMPLE

Unit 4 Bedtime
Lesson 1

Lesson focus: Set the context and listen to the *I love you song*
Focus language: *Mummy, Daddy, sister, brother*
Main receptive language: *I love you! my (sister), Where's … ? Here I am!*
Classroom language: *Look! Where's … ? Point to … Draw a line. Just like me!*

Main activities:
- Starter routine
- Play *What's in the box?*
- Play *Where's Mummy?*
- Listen to the *I love you song*
- Play the *Kiss Patch game*
- Worksheet 1
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, the spinner, flashcards (*Mummy, Daddy, brother/David, sister/Ana, Patch*) or small dolls, Worksheet 1 (Pupil's Book page 41), pencils and crayons

Starter routine

1 Sing the *Hello to you song* (CD 1 track 4)
- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

Circle activities

Teacher's tip If the class teacher has them, small dolls can be used instead of flashcards.

2 Play *What's in the box?*
- Show the *brother* flashcard and say ***Look! Here's David***. Put the flashcard on the ledge of the board, or where it can be clearly seen.
- Look at the box questioningly. Say ***What's in the box?*** with rising intonation. Take out the *Daddy* flashcard (or doll) and say ***Look! My daddy!*** Put the flashcard alongside David and do the same for the *Mummy* and *sister* flashcards, in that order.
- Hold up the *sister* flashcard, point to the *brother* flashcard (or doll) and say ***Look! My brother!*** Make the *brother* and *sister* flashcards kiss each other. Name each of the flashcards again, pointing to each as you do so ***Daddy, Mummy, sister, brother!***

*3 Play *Where's Mummy?*
- Put the family and *Patch* flashcards face down, showing and naming them as you do so. Say ***Where's Mummy?*** Ask a child to point to a flashcard. Turn it over and ask ***Mummy?*** Say ***Yes!*** or ***No!*** accordingly. If it is correct, pick up the flashcard and say ***Here I am! Here I am!*** jumping it up and down, before putting it back, face upwards. If incorrect, say ***No!*** and put it face down once more. Repeat with different volunteers.

*If you are short of time, you can leave out Activity 3.

4 Listen to the *Spinner chant* (CD 1 track 3)
- Spin the spinner and play the CD or say the *Spinner chant*.

Spinner chant

Spin, spin, time for a song!

5 Listen to the *I love you song* (CD 2 track 1)
- In this song, each finger represents a different family member. Hold up a closed fist at the start of the song. Play the CD and wiggle your fingers according to the instructions below.

FREE SAMPLE

I love you

Where's Daddy?
Here I am! Here I am! (Raise and wiggle index finger.)
I love you!

Where's Mummy?
Here I am! Here I am! (Add middle finger.)
I love you!

Where's brother?
Here I am! Here I am! (Add ring finger.)
I love you!

Where's sister?
Here I am! Here I am! (Add little finger.)
I love you!

Where's Patch?
Here I am! Here I am! (Add thumb and wiggle it about.)
I love you! ('Kiss' each finger in turn with your thumb.)

6 Play the *Kiss Patch game* (CD 1 track 7)

- Play the music and children pass the glove puppet and family flashcards around. Pause the music. Encourage all the children to sing *Where's Daddy/Mummy/brother/sister/Patch?* as in the *I love you song*. Encourage the child holding the glove puppet or flashcard to jump it up and down, sing ***Here I am! Here I am!*** and kiss it. Make suitable loud sound effects! Start the CD again and continue passing the puppet.

Pass the ... music

7 Demonstrate Worksheet 1 (Pupil's Book page 41)

- Hold up the worksheet. Point to the Mummy silhouette and say ***Look! Mummy!*** Point to the photo and say ***Where's Mummy?*** Offer the page to a nearby child who should indicate Mummy on the photo. Slowly draw a line from the Mummy silhouette to the Mummy in the photo. Repeat for the other characters, saying ***Where's (Daddy)?,*** etc. each time. Children can also colour the photo frame.

Table time

8 Time for tables routine (CD 1 track 6)

- Follow the procedure of (See Unit 1) and give out the Pupil's Books or separated worksheets.

9 Match Mummy, Daddy, brother and sister. Then colour the photo frame. (Worksheet 1)

- The children should draw a line from the silhouettes to the family members in the photo, as you did. Say ***Draw a line. Just like me!***

Teacher's tip Play the *I love you song* (CD 2 track 1) while the children complete the worksheet.

10 Worksheet focus: Point to Mummy, Daddy, brother and sister

- Say ***Point to (Daddy)***, etc. Do it in the same order as the *I love you song* initially, then at random, and see if the children are recognising the family members.
- Use the *Tidy up! chant* (CD 1 track 36) to have the children put away the pencils and worksheets or books.

Bye-bye routine

11 Sing the *Bye-bye song* (CD 1 track 8)

- See the Introductory Unit Lesson 2.

Extra activities

1 Where's Mummy?

- Show the *Mummy* flashcard to the children. Say ***Look, Mummy!*** Let them watch you 'hide' the flashcard. Put on the glove puppet and then put one hand over your eyes as though you were looking. Say ***Where's Mummy?*** Patch looks around calling ***Mummy? Mummy?*** until he 'finds' Mummy. Choose a (confident) volunteer. Gesture to them to turn to face the board while you hide the flashcard and then encourage them to shout *Mummy?* when they start to look. The other children should say *Hot* when the volunteer gets near and *Cold* when they move away.

2 I love you family

- Put the four family member flashcards and the glove puppet in different areas of the room, clearly visible, naming them as you do so. Say ***I love you, (Mummy)*** and encourage the children to blow a kiss to the *Mummy* flashcard. Repeat for the others.

3 *Hello/Bye-bye family game*

- Play with the family flashcards (or small dolls), e.g. turn *Mummy* towards the children and say ***Hello, Mummy!*** Say ***Bye-bye, Mummy!*** then turn the flashcard round and move it away. Encourage the children to wave and join in. Say ***Very good!*** Repeat with the other flashcards and Patch.

FREE SAMPLE

Unit 4 Bedtime
Lesson 2

Lesson focus: Listen to the *Goodnight story*
Focus language: *Mummy, Daddy, sister, brother*
Main receptive language: *Goodnight! Can I come in? Roll over! 1, 2, 3, 4, 5, (Mummy's) in bed. Abracadabra, All right.*
Classroom language: *Who's in the bed? Sit down here, Find … , Listen! Point! Colour it!*

Main activities:
- Starter routine
- Sing the *I love you song*
- Listen to the *Goodnight story*
- Play *Mummy's in bed*
- Play *Find the family*
- Play *Abracadabra … Mummy!*
- Worksheet 2
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, the spinner, Poster 4, poster stickers, flashcards (*Mummy Daddy, brother/David, sister/Ana, Patch*), Worksheet 2 (Pupil's Book page 43 and Unit 4 stickers), red felt-tip pens or pencils

Starter routine

1 Sing the *Hello to you song* (CD 1 track 4)
- Follow the procedure as in Lesson 1 then put Patch to one side.

Circle activities

2 Sing the *I love you song* (CD 2 track 1)
- Hold up a closed fist at the start of the song and encourage the children to do the same. Play the CD and wiggle your fingers according to the instructions. See Lesson 1 for the tapescript.
- Sing the song again, this time using the karaoke version (CD 2 track 2) and encourage the children to join in.

3 Listen to the *Spinner chant* (CD 1 track 12)
- Spin the spinner and play the CD or say the *Spinner chant*.

Spinner chant

Spin, spin, time for a story!

- Play, or say, the *Spinner chant* again while you put Poster 4 on the board within easy reach of the children.

4 Listen to the *Goodnight story* (CD 2 track 3)
- Tell the story or play the CD and add the stickers according to the instructions below.

Goodnight

Narrator: ***Mummy's in bed. Daddy's in bed. Shhh!***
(Put the *Mummy* and *Daddy* stickers in the bed and put the *bedcover* sticker over the top. Put the *sister* sticker next to the bed.)
Ana: ***Can I come in?***
Mummy: ***All right. Come in!***
(Lift up corner of *bedcover* sticker, put *sister* sticker in bed and cover up again.)
Narrator: ***Mummy's in bed. Daddy's in bed. Ana's in bed. Shhh!***
(Put *brother* sticker next to the bed.)
David: ***Can I come in?***
Mummy: ***All right. Come in!***
(Lift up corner of *bedcover* sticker, put *brother* sticker in bed and cover up again.)
Narrator: ***Mummy's in bed. Daddy's in bed. Ana's in bed. David's in bed. Shhh!***
(Put *Patch* sticker next to the bed.)
Patch: ***Can I come in?***
Mummy: ***All right. Come in!***
(Lift up corner of *bedcover* sticker, put *Patch* sticker in bed and cover up again.)
Narrator: ***Uhh, ohh!***
(Point to each character as you hear the counting.)
One, two, three, four, five.
Patch: ***Roll over!*** (Mime pushing and then peel back the *bedcover* sticker entirely.)
Daddy: ***Owww!*** (Put *Daddy* sticker on the floor.)
Mummy: ***Owww!*** (Put *Mummy* sticker on the floor.)
Ana: ***Owww!*** (Put *sister* sticker on the floor.)
David: ***Owww!*** (Put *brother* sticker on the floor.)
Patch: ***Goodnight!*** (Mime sleeping.)

SAMPLE

5 Play *Mummy's in bed*

- Put the *bedcover* sticker away and put the family and *Patch* stickers along the bottom of the poster within easy reach of the children. Say ***Daddy's in bed!*** and put the *Daddy* sticker in the bed. Repeat with *Mummy*, *sister*, *brother* and *Patch*. Choose a volunteer and repeat the activity, alternating family members and Patch.

*6 Play *Find the family*

- Put the *Mummy*, *Daddy*, *brother*, *sister* and *Patch* flashcards face down, showing and naming them as you do so. Say ***Find Mummy***. Ask a child to turn over a flashcard. Say ***Mummy? Yes!*** or ***No!*** Repeat with a different volunteer. If you always put the flashcards back in the same place, some children will realise that it is possible to memorise the position.

*If you are short of time, you can leave out Activity 6.

7 Play *Abracadabra ... Mummy!*

- Choose five volunteers to come out to the front. Give each one a flashcard (*Daddy*, *Mummy*, *sister*, *brother*, *Patch*) and sit them down on the floor, as if in the bed. Say ***Sit down here***. The children should hold their flashcard in front of them, with the picture hidden. Say ***Who's in the bed? Abracadabra ... Mummy!*** The child holding the *Mummy* flashcard should hold it up high, so the other children can see it.

Teacher's tip If available, use a large piece of material as a bedcover. The children can hide their flashcards below it.

8 Demonstrate Worksheet 2 (Pupil's Book page 43)

- Hold up the worksheet. Point to *Mummy* and say ***Mummy's in bed***. Add the *Daddy* sticker. Say ***Daddy's in bed***. Add the *sister* sticker. Say ***sister's in bed***. Add the *brother* sticker. Say ***brother's in bed***. Demonstrate colouring Mummy's pyjamas red. Use the *Colour it chant* (CD 1 track 18).
  Colour it!
  Colour it!
  Colour it red!

Table time

9 Time for tables routine (CD 1 track 6)

- Follow the procedure (see Unit 1) and give out the Pupil's Books or just the separated worksheets and the children's stickers.

10 Stick on Daddy, sister and brother. Then colour Mummy red. (Worksheet 2)

- The children should add the stickers of *Daddy*, *sister* and *brother* and colour Mummy's pyjamas red, as you did.

Teacher's tip Play the *I love you song* (CD 2 track 1) while the children complete the worksheet.

11 Worksheet focus: Sing the *I love you song* and point to Daddy, Mummy, brother, sister and Patch (CD 2 track 1)

- Sing the song again and the children should point to the family members as they hear them. Say ***Listen! Point!***
- Use the *Tidy up chant* (CD 1 track 36) to have the children put away the felt-tip pens and worksheets or books.

Bye-bye routine

12 Sing the *Bye-bye song* (CD 1 track 8)

- See the Introductory Unit Lesson 2.

Extra activities

1 Sing the *I love you song* (CD 2 track 1)

- Choose five children to be Mummy, Daddy, brother, sister and Patch. Give each one a flashcard or the Patch the Puppy puppet, naming them clearly as you do so. The children should crouch down, jumping up when they hear their family member name. Encourage them to say *Here I am!* Patch should blow kisses to all the family at the end.

2 Flashcard game: *Who's got ...?*

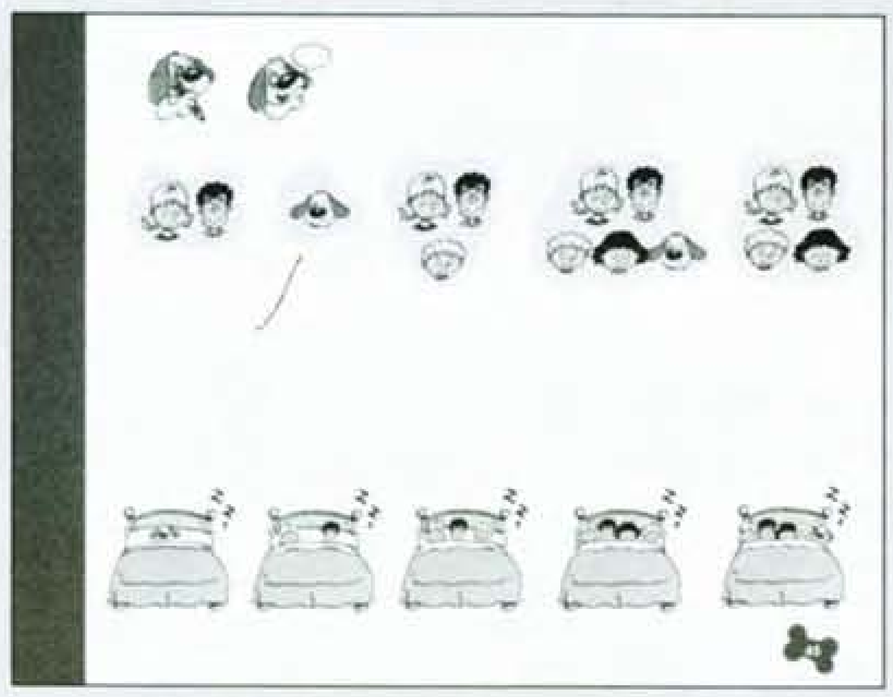
- Bring four children out to the front of the circle and give them each a flashcard (*Mummy*, *Daddy*, *brother* or *sister*). They hold their flashcard so that the other children can see it. Say ***Who's got Mummy?*** The children have to say the appropriate child's name.

3 Bedtime craft activity

- Draw a very large outline of a bed on construction paper. Give out some pictures, photos and drawings of Mummies, Daddies, boys, girls and dogs that you have cut out from magazines, publicity material or other sources, prior to the start of the lesson. The children should bring them out in groups to stick inside the bed outline (all the Mummies together in a group, etc.). Say ***Daddy here? No! Where?*** as the children bring out their pictures. When the mural is finished, stick it up as a display.

FREE SAMPLE

Unit 4 Bedtime
Lesson 3



Lesson focus: Listen to the *Five in the bed song*
Focus language: *Mummy, Daddy, sister, brother*
Main receptive language: *(Five) in the bed, Roll over! (Daddy) falls out*
Classroom language: *1, 2, 3, 4, 5, Count! Find … That's right! Draw a line. Just like me!*

Main activities:
- Starter routine
- Sing the *I love you song*
- Listen to the *Five in the bed song*
- Play the *Counting game*
- Worksheet 3
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, the spinner, flashcards (*Mummy, Daddy, brother, sister, Patch*), ®Blu-tac Worksheet 3 (Pupil's Book page 45), pencils

Starter routine

1 Sing the *Hello to you song* (CD 1 track 4)
- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

Circle activities

2 Sing the *I love you song* (CD 2 track 1)
- Hold up a closed fist at the start of the song and encourage the children to do the same. Play the CD and wiggle your fingers according to the instructions below. See Lesson 1 for the tapescript.
- Sing the song again, encouraging the children to join in with you. If you prefer, use the karaoke version (CD 2 track 2).

3 Listen to the *Spinner chant* (CD 1 track 3)
- Spin the spinner and play the CD or say the *Spinner chant*.

Spinner chant

Spin, spin, time for a song!

4 Listen to the *Five in the bed song* (CD 2 track 4)
- Draw a simple bed on the board and stick the flashcards in the bed in the order in which they appear in the song (*Daddy, Mummy, sister, brother, Patch*), naming each one as you do so. Count the characters, pointing to each one as you do so. Say ***One, two, three, four, five. Five in the bed!*** Play the CD, following the instructions below.

Five in the bed

1, 2, 3, 4, 5 (Point to each character in turn.)
Five in the bed (Hold up five fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And Daddy falls out. (Drop the *Daddy* flashcard on the floor.)
Ow!

1, 2, 3, 4 (Point to each character in turn.)
Four in the bed (Hold up four fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And Mummy falls out. (Drop the *Mummy* flashcard on the floor.)
Ow!

1, 2, 3 (Point to each character in turn.)
Three in the bed (Hold up three fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And sister falls out. (Drop the *sister* flashcard on the floor.)
Ow!

1, 2 (Point to each character in turn.)
Two in the bed (Hold up two fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And brother falls out. (Drop the *brother* flashcard on the floor.)
Ow!

SAMPLE
FREE

1 (Point to Patch.)
One in the bed (Hold up one finger.)
And Patch says
Goodnight! (Mime sleeping.)

5 Play the *Counting game*

- Put a pile of crayons or small blocks in the centre of the circle. Choose a volunteer and say ***Find (five)***. The child should count out five crayons or blocks and give them to you. Hold up five fingers, if the child is hesitating, and count with them. Say ***That's right!*** Repeat with other numbers, using different volunteers. When you are sure the children have got the idea, you could also ask two or three children to all do it at the same time.

6 Demonstrate Worksheet 3 (Pupil's Book page 45)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Point to one of the beds and count the characters. Say, e.g. ***One, two, three***. Point to the groups of people at the top. Say ***Find three***. Offer the worksheet to a nearby child. The child should point to the group of three. Say ***That's right! Three. One, two, three***. Draw a line joining the group of three at the top to the three in the bed of the page. Say ***Draw a line. Just like me!***
- Repeat for another bed.

7 Time for tables routine (CD 1 track 6)

- Follow the procedure (see Unit 1) and give out the Pupil's Books or just the separated worksheets.

8 Match the family members (Worksheet 3)

- Children should join the people with the appropriate number of characters in each bed.

Teacher's tip Play the *Five in the bed song* (CD 2 track 4) as the children complete the worksheet.

9 Worksheet focus: Count the family members

- Point to one of the groups of people. Say ***Count! One, two, ...***, and start to count the people. Repeat for the other groups, encouraging the children to count along with you. Make sure they touch the characters as they count.
- Use the *Tidy up chant* (CD 1 track 36) to have the children put away the pencils and worksheets or books.

Bye-bye routine

10 Sing the *Bye-bye song* (CD 1 track 8)

- See the Introductory Unit Lesson 2 for the tapescript.

Extra activities

1 *Go to ...*

- Give the *Mummy*, *Daddy*, *sister*, *brother* or *Patch* flashcard to each of five volunteers who stand in different areas of the classroom. Choose other volunteers to go the children holding the flashcards. Say ***(Ana), go to Mummy! (Antonio), go to Daddy!***, etc.

2 *Number jumping game*

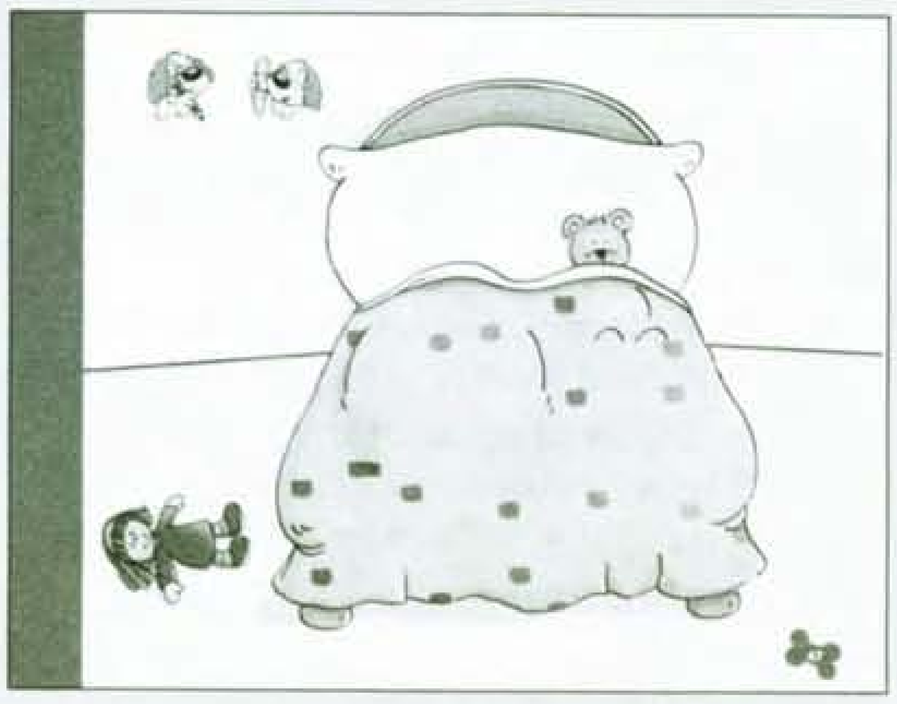
- Hold up one, two, three, four or five fingers and say the number. Using the glove puppet, make him jump the same number of times. The children should count with you. Repeat with another number. Use the *Stand up!* routine (CD 1 track 19) and play again, this time with the children doing the jumping. If you prefer, children can clap or stamp.

3 *Random numbers game*

- Hide a hand behind your back and then suddenly pop it out with a number of your fingers held up. Say ***Count!*** and wait to see whether any children can count and answer. Then count however many fingers you are holding up, moving each finger as you do so. The children should count with you and watch carefully. Repeat with a different number of fingers.

FREE SAMPLE

Unit 4 Bedtime
Lesson 4



Lesson focus: Listen to the *Goodnight story* again
Focus language: *in, out*
Main receptive language: *Goodnight! Can I come in? Roll over! (Five) in the bed, (Daddy) falls out. (Teddy's) in bed.*
Classroom language: *1, 2, 3, 4, 5, Stand up! Look! Draw*

Main activities:
- Starter routine
- Listen to the *Goodnight story*
- Sing the *Five in the bed song*
- Play *How many fingers?*
- Play *Jump in, jump out*
- Play the *Bed mime game*
- Worksheet 4
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, Poster 4, poster stickers, flashcards (*Mummy, Daddy, brother, sister, Patch*), Worksheet 4 (Pupil's Book page 47), pencils and crayons

Starter routine

1 Sing the *Hello to you song* (CD 1 track 4)
- Follow the procedure as in Lesson 1 then put Patch to one side.

Circle activities

2 Listen to the *Goodnight story* (CD 2 track 3)
- Stick Poster 4 on the board, play the CD and add the stickers according to the instructions. See Lesson 2 for the tapescript.

3 Sing the *Five in the bed song* (CD 2 track 4)
- Choose five volunteers to come out to the front. Give each one a flashcard (*Daddy, Mummy, sister, brother, Patch*) and lie them down on the floor, as if in the bed.

Teacher's tip If available, use a large piece of material as a bedcover.

Five in the bed

1, 2, 3, 4, 5 (Point to each character in turn.)
Five in the bed (Hold up five fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And Daddy falls out. (Child with the *Daddy* flashcard rolls off the bed.)
Ow!

1, 2, 3, 4 (Point to each character in turn.)
Four in the bed (Hold up four fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And Mummy falls out. (Child with the *Mummy* flashcard rolls off the bed.)
Ow!

1, 2, 3 (Point to each character in turn.)
Three in the bed (Hold up three fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And sister falls out. (Child with the *sister* flashcard rolls off the bed.)
Ow!

1, 2 (Point to each character in turn.)
Two in the bed (Hold up two fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And brother falls out. (Child with the *brother* flashcard rolls off the bed.)
Ow!

1 (Point to Patch.)
One in the bed (Hold up one finger.)
And Patch says
Goodnight! (Child with the *Patch* flashcard mimes sleeping.)

FREE SAMPLE

- Choose new volunteers and play the song again, this time using the karaoke version (CD 2 track 5). Sing the song yourself along with the music. Encourage the other children to join in with the counting. Praise any children who start to sing along with you.

*4 Play *How many fingers?*

- Count out, ***One, two, three, four, five*** on your fingers and encourage the children to do the same with their fingers. When the children are beginning to gain confidence, say a number at random. The children should hold up the correct number of fingers. If the children find this difficult, help them by putting up your own fingers.

---

*If you are short of time, you can leave out Activity 4.

---

5 Play *Jump in, jump out*

- Draw a large circle in chalk on the floor, or use a long piece of rope or string to mark out a circle. Choose about six children, name them and say ***Stand up***.
- Put on your Patch the Puppy puppet to demonstrate the activity. Say ***In!*** and jump inside the circle. Encourage the six children to play. Say ***In!*** and the children should jump into the circle, as you did. Say ***Out!*** and jump out of the circle. Say ***Out!*** and the children should jump out. Sometimes duplicate an instruction, e.g. ***In! In!*** and children should jump on the spot in the circle. When the children seem confident, stop jumping yourself and watch. Repeat with another group of children.

6 Play the *Bed Mime game*

- Demonstrate the game for the children. Say ***In!*** and mime as though you were getting into bed and pulling over the bedcover. Say ***Out!*** and mime falling out, clowning as much as possible. Continue calling instructions for the children to mime.

7 Demonstrate Worksheet 4 (Pupil's Book page 47)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Say ***Look! Teddy's in bed***. Choose a child with something distinguishing, e.g. very long hair, red hair. Say ***(Maria's) in bed*** and draw a very simple face of (Maria) next to the teddy. Say ***(Alba) draw (Alba), (Angel) draw (Angel)***, etc. pointing to and naming various members of the class.

Table time

8 Time for tables routine (CD 1 track 6)

- Follow the procedure (see Unit 1) and give out the Pupil's Books or just the separated worksheets.

9 Draw youself in the bed (Worksheet 4)

- Children should draw and colour their own face in the appropriate space on the pillow.

10 Worksheet focus: Point to who's in bed. Then point to who's out of bed.

- Say ***Teddy's in***. Look questioningly at the children. If necessary, nod and say ***Yes!*** Encourage them to say ***Yes!*** with you. Say ***Doll's in***. Look questioningly at the children. If necessary, shake your head, point to the doll on the floor and say ***No!*** Encourage them to say *No!* with you. Then look at individual children's drawings and say ***(Irene's) in!***, etc. as affirmation of their drawing.
- Say ***In!*** or ***Out!*** at random and encourage them to point to themselves or teddy in the bed and doll on the floor, as appropriate.
- Use the *Tidy up! chant* (CD 1 track 36) to have the children put away the pencils and worksheets or books.

Bye-bye routine

11 Sing the *Bye-bye song* (CD 1 track 8)

- See the Introductory Unit Lesson 2 for the tapescript.

Extra activities

1 Family photo

- Ask five children to come to the front and name them *Mummy, Daddy, brother, sister* and *Patch*. Pretend you are a professional photographer 'posing' them for a photograph. Say ***Mummy and Daddy here, please. sister with Patch here, please (Click.)***, etc.

2 Craft

- Demonstrate the activity by drawing very simple family pictures on the board. Say ***My mummy, my daddy***, etc. as you draw them. Give each child a piece of paper. Say ***Draw Mummy. Draw Daddy, etc.*** Less confident children can copy your drawings from the board.

3 In and out mural

- Take a large piece of card and draw a circle on it. Give out old magazines and catalogues for the children to cut or tear objects from. Call the children out in small groups and let them choose whether to stick their pictures in or out. Say ***In or out?*** The children can indicate their preference verbally or by pointing. Help them stick their picture accordingly.

FREE SAMPLE

Unit 4 Bedtime
Lesson 5

Lesson focus: Listen to the *Goodnight story song*
Focus language: *Mummy, Daddy, sister, brother, green*
Main receptive language: *(Mummy's) in bed. 1, 2, 3, 4, 5, Can I come in? Roll over! (Mummy) falls out. All right! Goodnight! Come in!*
Classroom language: *Look! Listen! Point! Who's wearing (green)? Find something (green). Stand up! Like this. Colour it!*

Main activities:
- Starter routine
- Sing the *Five in the bed song*
- Listen to the *Goodnight story song*
- Play with the poster
- Play *Who's wearing green?*
- Play *Find something green*
- Worksheet 5
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, flashcards (*Mummy, Daddy, brother, sister, Patch, yellow, blue, red, green*), Poster 4, poster stickers, Worksheet 5 (Pupil's Book page 49), green, red, yellow and blue crayons

Starter routine

1 Sing the *Hello to you song* (CD 1 track 4)
- Follow the procedure as in Lesson 1 then put Patch to one side.

Circle activities

2 Sing the *Five in the bed song* (CD 2 track 4)
- Choose five volunteers to come out to the front. Give each one a flashcard (*Daddy, Mummy, sister, brother, Patch*) and lie them down on the floor, as if in the bed. See Lesson 4 for the tapescript and actions.

Teacher's tip If available, use a large piece of material as a bedcover.

- Choose different children and play the song again, this time using the karaoke version (CD 2 track 5). Sing the song yourself along with the music. Encourage the other children to join in with the counting. Praise any children who start to sing along with you.

3 Listen to the *Spinner chant* (CD 1 track 3)
- Spin the spinner and play the CD or say the *Spinner Chant*.

Spinner chant

Spin, spin, time for a song!

- Play, or say, the chant again while you stick Poster 4 on the board within easy reach of the children.

4 Listen to the *Goodnight story song* (CD 2 track 6)
- Point to the stickers of *Mummy* and *Daddy*. Say ***Mummy's in bed, Daddy's in bed***. Play the CD and do the actions, as indicated.

Goodnight story song

Narrator: ***Mummy, Daddy***
1, 2 (Point to and count the two figures.)
Ana: ***Can I come in?*** (Move *sister* sticker up and down.)
Mummy: ***All right! Come in!*** (Put *sister* sticker into the bed.)

Narrator: ***Mummy, Daddy, sister***
1, 2, 3 (Point to and count the three figures.)
David: ***Can I come in?*** (Move *brother* sticker up and down.)
Mummy: ***All right! Come in!*** (Put *brother* sticker into the bed.)

Narrator: ***Mummy, Daddy, sister, brother***
1, 2, 3, 4 (Point to and count the four figures.)
Patch: ***Can I come in?*** (Move *Patch* sticker up and down.)
Mummy: ***All right! Come in!*** (Put *Patch* sticker into the bed.)
Narrator: ***Mummy, Daddy, sister, brother, Patch***
1, 2, 3, 4, 5 (Point to and count the five figures.)

Patch: ***Roll over!***
Mummy: ***Ow!*** (Put *Mummy* sticker on the floor.)
Patch: ***Roll over!***
Daddy: ***Ow!*** (Put *Daddy* sticker on the floor.)

FREE SAMPLE

Patch: ***Roll over!***
Ana: ***Ow!*** (Put *sister* sticker on the floor.)
Patch: ***Roll over!***
David: ***Ow!*** (Put *brother* sticker on the floor.)
Patch: ***Goodnight!***

5 Play with the poster (CD 2 track 6)

- Choose five volunteers to manipulate the stickers. Listen to the story song again with the volunteers adding the appropriate family sticker at the correct moment. Pause the CD if necessary.

6 Play *Who's wearing green?*

- Point to Mummy's pyjamas. Say ***Look! Red***. Get the *red* flashcard and say ***Look! Red***. Point to Daddy's pyjamas. Say ***Look! Yellow***. Get the *yellow* flashcard and say ***Look! Yellow***. Point to David's or Ana's pyjamas. Say ***Look! Blue***. Get the *blue* flashcard and say ***Look! Blue***. Point to the bed. Say ***It's green***. Get the *green* flashcard and say ***Look! Green***. Look at the children and identify a child who is wearing something green. Say ***Who's wearing green? Look! (Laura). Stand up, (Laura)***. Look around again and find another child. Let children who are obviously wearing something green stand up and name them. Say ***Who's wearing green? (Laura, Daniel, José)***, etc. Make sure only children who are wearing something green stand up. Look carefully how many children you have standing up and, if there are not too many, count them, counting boys and girls separately, if necessary. This will only work if you have fewer than five! Say ***One, two, three, four, five.***

7 Play *Find something green*

- Put the *green* flashcard in the centre of the circle. Say ***Find something green***. Look around the classroom with your Patch the Puppy puppet for objects that are green. Place the objects in a pile next to the flashcard. Choose a volunteer to look around the classroom and find more green items. Say ***That's right! Green.***

8 Demonstrate Worksheet 5 (Pupil's Book page 49)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Point to the bed on the poster and say ***Look! Green***. Pick up a green crayon and demonstrate colouring the bed green. Say ***Like this***. Use the *Colour it chant* (CD 1 track 18).
  Colour it!
  Colour it!
  Colour it green!
- Then demonstrate colouring Mummy red, Daddy yellow and sister blue. Use the appropriate *Colour it chant* each time.

Table time

9 Time for tables routine (CD 1 track 6)

- Follow the procedure (see Unit 1) and give out the Pupil's Books or just the separated worksheets.

10 Colour the bed green. Then colour Mummy red, Daddy yellow and sister blue. (Worksheet 5)

- Children should colour the bed green Mummy red, Daddy yellow and sister blue, as you did. Say ***Just like me!***

11 Worksheet focus: Listen to the *Five in the bed song* and point to the Mummy, Daddy, brother and sister. (CD 2 track 4)

- Listen to the song again and the children point to the family members on the floor as they hear them. Say ***Listen! Point!***
- Use the *Tidy up chant* (CD 1 track 36) to have the children put away the crayons and worksheets or books.

Bye-bye routine

12 Sing the *Bye-bye song* (CD 1 track 8)

- See the Introductory Unit Lesson 2.

Extra activities

1 Colour mural

- Take a large piece of black card or an A3 sheet of paper and colour in a splodge of green at the top. Children come out in small groups to stick green things on, e.g. crumpled tissue paper, green shiny paper, plasticine, pieces of green material, small plastic toys, e.g. duplo bricks and pictures of green things you have cut out of magazines.

2 *Colour jumping game*

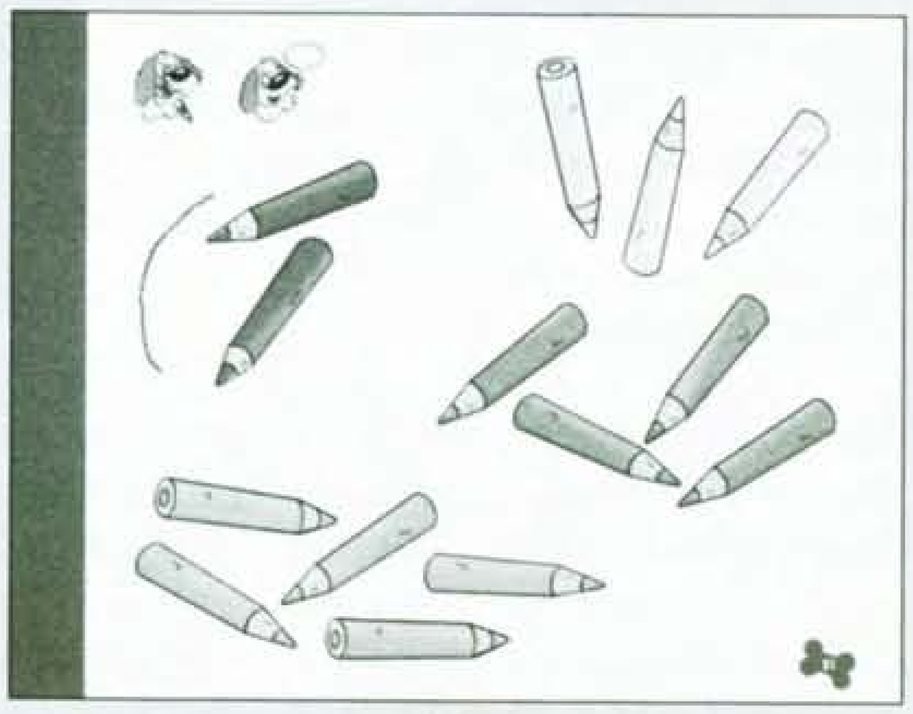
- Say ***Stand up!***. Take a box of coloured crayons. Hold up a green crayon and say ***Green***. Encourage the children to jump. Say ***Jump!*** Hold up a different coloured crayon and say ***Green!*** Say ***Jump? No!*** This time the children should keep still. Repeat a few times and finish with a green crayon to reinforce the concept.

3 *Colour game*

- Put a green sticker or a splodge of face paint on each child's hand, or give them a green crayon to hold. Hold up a green object from the classroom and say ***Green***. The children should wave their green hand in the air. Praise any children who start to say *green*.

FREE SAMPLE

Unit 4 Bedtime
Lesson 6



Lesson focus: Learn the *Hands up! chant*
Focus language: *in, out*
Main receptive language: *1, 2, 3, 4, 5, Can I come in? Roll over! All right! Come in! Goodnight! falls out*
Classroom language: *Sit down! Who wants to play? Hands up! Find … Look!*

Main activities:
- Starter routine
- Sing the *Goodnight story song*
- Do the *Hands up chant*
- Play the *Object grouping game*
- Worksheet 6
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, flashcards (*Mummy, Daddy, brother, sister*), Worksheet 6 (Pupil's Book page 51), red, blue, yellow and green crayons

Starter routine

1 Sing the *Hello to you song* (CD 1 track 4)

- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

Circle activities

2 Sing the *Goodnight story song* (CD 2 track 6)

Teacher's tip If available, use a large piece of material as a bedcover.

- Choose five children and give four of them a family flashcard (*Mummy, Daddy, brother* or *sister*) and the other child the Patch glove puppet.
- Set up the 'bed' by telling the children who are Mummy and Daddy ***Sit down!*** If available, put the 'bedcover' over them to make it more realistic. sister, brother and Patch should stand to one side until called. Play the CD and help the children to move into place, as indicated. You will need to pause the CD often to give them time to get into and fall out of the 'bed'.

Goodnight story song

Narrator: ***Mummy, Daddy***
1, 2 (Point to and count the two children.)
Ana: ***Can I come in?*** (*Sister* holds up one hand and bounces up and down.)
Mummy: ***All right! Come in!*** (*sister* gets into the bed.)

Narrator: ***Mummy, Daddy, sister***
1, 2, 3 (Point to and count the three figures.)
David: ***Can I come in?*** (*Brother* holds up one hand and bounces up and down.)
Mummy: ***All right! Come in!*** (*brother* gets into the bed.)

Narrator: ***Mummy, Daddy, sister, brother***
1, 2, 3, 4 (Point to and count the four children.)
Patch: ***Can I come in?*** (*Patch* holds up one hand and bounces up and down.)
Mummy: ***All right! Come in!*** (*Patch gets* into the bed.)
Narrator: ***Mummy, Daddy, sister, brother, Patch***
1, 2, 3, 4, 5 (Point to and count the five children.)

Patch: ***Roll over!***
Mummy: ***Ow!*** *(Mummy falls out.)*
Patch: ***Roll over!***
Daddy: ***Ow!*** *(Daddy falls out.)*
Patch: ***Roll over!***
Sister: ***Ow!*** *(Sister falls out.)*
Patch: ***Roll over!***
Brother: ***Ow!*** *(Brother falls out.)*
Patch: ***Goodnight!***

3 Do the *Hands up! chant* (CD 2 track 7)

- Take at least 10 crayons in a mix of yellow, blue, red and green. Tip them on the floor. Demonstrate with your Patch the Puppy puppet. Say ***Find red*** and Patch puts all the red crayons from the pile together to one side. Then say ***Find yellow*** and he does the same with yellow.
- Introduce the *Hands up chant* to choose another volunteer to find the colours. First say ***Hands up!*** and put one of your own hands up. Say:

SAMPLE

Who wants to play?
Who wants to play?
Hands up!
Hands up!
Who wants to play?

- Look questioningly at the children and repeat ***Who wants to play?*** Some of the children will get the idea and start to put their hands up and (probably) shout or stand up. Put your finger to your lips and say ***Shh!***
- Choose a child who puts their hand up without shouting and give them instructions, e.g. ***Find blue***. Mix the crayons up again and use the *Hands up chant* to choose more volunteers to repeat the game. Each time, let the children see that you are choosing a child who put their hands up without shouting or standing up.

*4 Play the *Object grouping game*

- Put a jumble of objects of known vocabulary from the classroom onto the floor in the centre of the circle, e.g. a coat, a scarf, a car, a doll, a ball. Use the *Hands up chant* to choose children to make different groups. Say ***Find (a doll)*** and help the child to separate out the appropriate objects.

---

*If you are short of time, you can leave out Activity 4.

---

5 Demonstrate Worksheet 6 (Pupil's Book page 51)

- Use your copy of the Pupil's Book to demonstrate the worksheet. Take a pencil and point to a red crayon. Say ***Look, red*** and then tap your pencil on another red crayon and repeat ***red***. Then take the pencil and let the children watch you slowly draw a line around the two red crayons to form them into a group. Circle the other groups of crayons by colour.

Table time

6 Time for tables routine (CD 1 track 6)

- Follow the procedure (see Unit 1) and give out the Pupil's Books or just the separated worksheets.

7 Draw circles around the red, blue, yellow and green crayons (Worksheet 6)

- The children should circle the crayons by colour, as you did.

8 Worksheet focus: Count the crayons of each colour

- Say ***Count (green). (One, two, three, four, five.)*** and slowly touch each green crayon on your worksheet as you do so. Make sure the children are touching each crayon in turn as they count. When the group seems confident, you could call on individual children to do the same. Repeat with the other colours.
- Use the *Tidy up chant* (CD 1 track 36) to have the children put away the crayons and worksheets or books.

Bye-bye routine

9 Sing the *Bye-bye song* (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say ***Bye-bye!*** Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

Extra activities

1 Play the *Who's wearing ...? game*

- Play the *Who's wearing game* (as in Lesson 5 Activity 6). Repeat it for all the colours learned so far (*red*, *yellow*, *blue* and *green*) counting the children who are clearly wearing the indicated colour. Count boys and girls separately, if necessary, to ensure you don't go over five.

2 Numbers round

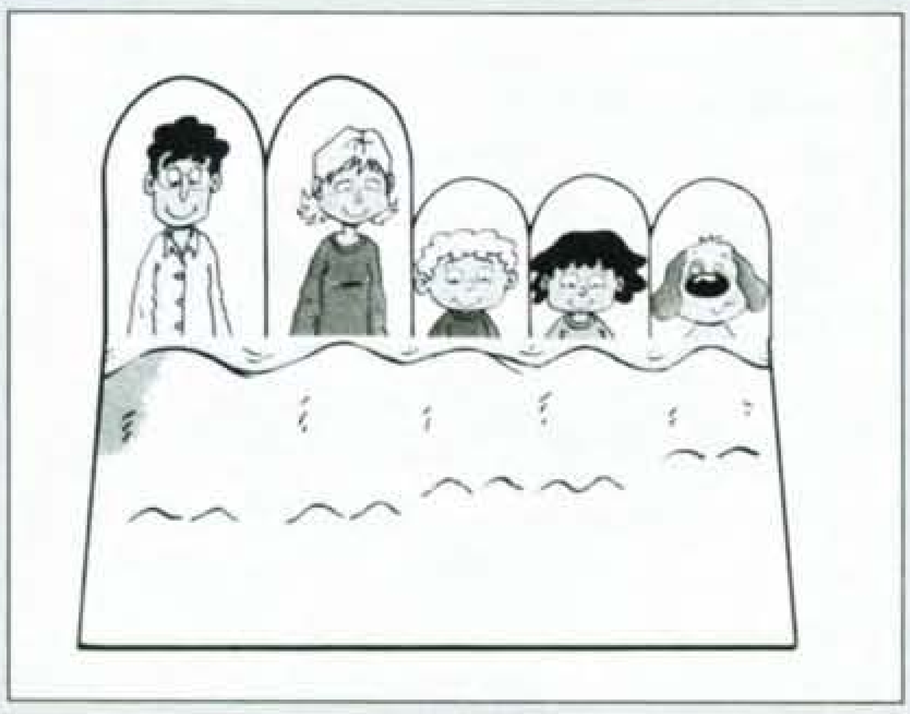
- Seat the children in the circle and go round counting each child, touching them gently on the head. The child who is number 5 stands up. Say ***One, two, three, four, five, Stand up! One, two, three, four, five, Stand up!*** etc. Encourage the children to count with you.

3 Family photo

- Often children of this level have brought in a photo of their family from home. Check with the class teacher. If so, these could be used for real communication practice. Say ***Show me Mummy***, etc.

FREE SAMPLE

Unit 4 Bedtime
Lesson 7



Lesson focus: Remove the family press out
Focus language: *Mummy, Daddy, sister, brother, in, out*
Main receptive language: *(Five) in the bed. Roll over! Can I come in? (Daddy) falls out*
Classroom language: *1, 2, 3, 4, 5, Colour it! Hands up! Point!*

Main activities:
- Starter routine
- Sing the *Five in the bed song*
- Play *In and out!*
- Play *Musical fingers*
- Play the *Mummy's footsteps game*
- Sing the *Goodnight story song*
- Remove the press out
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, flashcards (*Mummy, Daddy, brother, sister*), Unit 4 press out, green felt-tip pens or crayons

Starter routine

1 Sing the *Hello to you song* (CD 1 track 4)
- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

Circle activities

2 Sing the *Five in the bed song* (CD 2 track 4)
- Choose five volunteers to come out to the front. Give each one a flashcard (*Daddy, Mummy, sister, brother, Patch*) and lie them down on the floor, as if in the bed. See Lesson 4 for the tapescript and actions.

Teacher's tip If available, use a large piece of material as a bedcover.

*3 Play *In and out!*
- Lay out five hoops on the floor around the classroom, each with plenty of space around it. Put one hoop in the centre of the circle and use it to demonstrate with your Patch the Puppy puppet.
- Say ***In!*** Jump into the hoop. Say ***Out!*** and jump out of the hoop. Repeat two or three times. Choose five volunteers and give them each one of the family flashcards. They should each go to one of the hoops you have previously set out around the room and jump as instructed Say ***Mummy! In! Daddy! In! Mummy! Out!***, etc. Repeat with five more volunteers.

*If you are short of time, you can leave out Activity 3.

4 Play *Musical fingers* (CD 2 track 8)
- Play the music and let the children move freely around the room. When the music stops, the children should hold up the number of fingers correspsonding to the number called out.

Musical fingers

Three! ... One! ... Five! ... Four! ... Two!

5 Play the *Mummy's footsteps game*
- Use the *Hands up chant* (CD 2 track 7) to choose four volunteers to come and stand on one side of the classroom. Give each child one of the family flashcards (*Mummy, Daddy, brother* or *sister*). Put on your Patch the Puppy puppet and cover his eyes. Use Patch to call out ***Mummy! Daddy! brother!*** or ***sister!*** The child holding the corresponding flashcard should take a step forward. Patch continues to call out names until one of the children reaches the other side of the classroom. Repeat with different children.

6 Sing the *Goodnight story song* (CD 2 track 6)
- Use the *Hands up chant* (CD 2 track 7) to choose five children and give four of them a family flashcard and the other child, the Patch glove puppet. Set up the 'bed' and get the children to act out the song as described in Lesson 6 Activity 2. Encourage the rest of the children to join in with the song.

SAMPLE

Teacher's tip If available, use a large piece of material as a bedcover.

7 Demonstrate the press out

- Show the children how to remove the press out bed from the sheet. Show them how to wiggle each character backwards and forwards to appear and disappear. Demonstrate colouring the bedcover green. Use the *Colour it chant* (CD 1 track 18). It looks best with felt-tip pen or pencil, but use crayon if not available.
  Colour it!
  Colour it!
  Colour it green!

Table time

8 Time for tables routine (CD 1 track 6)

- Follow the procedure (see Unit 1) and give out the press outs. Make sure the children's names are on them for redistribution next lesson.

9 Remove the family press out

- Children remove their press outs and colour the bedcover green, as you did. Say ***Colour it! just like me!*** Help the children to bend the characters backwards and forwards to appear and disappear. Say ***Mummy!*** and watch and help as they wiggle Mummy.

10 Press out focus: Listen to the *I love you song* (CD 2 track 1)

- Children should point to each character as they hear them in the song. Say ***Point!***
- Use the *Tidy up chant* (CD 1 track 36) to encourage the children to put the press outs and colours away.

Teacher's tip Don't let the children take the press outs home today. They will use them in the performance activities in the next lesson.

Bye-bye routine

11 Sing the *Bye-bye song* (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say ***Bye-bye!*** Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

Extra activities

1 Number footsteps

- Use the *Hands up chant* (CD 2 track 7) to choose four volunteers to come and stand on one side of the classroom. Give each child one of the family flashcards (*Mummy*, *Daddy*, *brother* or *sister*). Put on your Patch the Puppy puppet and cover his eyes. Use Patch to call out ***Mummy! Daddy! brother!*** or ***sister!*** this time adding a number of steps, e.g. ***brother! Two!*** The child holding the corresponding flashcard should take the correct number of steps forward. Patch continues to call out names and numbers until one of the children reaches the other side of the classroom.

2 Extra worksheet 1 (Extra activities worksheets page 157)

- This is for teachers who have longer sessions. Give out pieces of scrap material (any colour). The children stick the material on the bedspread to make a patchwork pattern.

3 Musical groups (CD 2 track 8)

- Play the music and let the children move freely around the room. When the music stops, the children should make groups of that number. Help children find groups if necessary and do not eliminate any children who are left over.

FREE SAMPLE

Unit 4 Bedtime
Lesson 8

Lesson focus: Perform with the press out
Focus language: *Mummy, Daddy, sister, brother*
Main receptive language: *I love you! Where's … ? Here I am! 1, 2, 3, 4, 5, (Five) in the bed, Roll over! (Daddy) falls out. Goodnight!*
Classroom language: Language used so far

Main activities:
- Starter routine
- Demonstrate the *I love you song* and the *Five in the bed song*
- Perform the *I love you song* and the *Five in the bed song*
- Bye-bye routine

Materials: Patch's box, Patch the Puppy puppet, CDs 1 and 2, the spinner, children's press outs made in previous lesson

Starter routine

1 Sing the *Hello to you song* (CD 1 track 4)

- Use the *Hello to you song* to get Patch out of the box. Encourage the children to sing *Patch, Patch, where are you?* along with you while you open the box and put on the glove puppet. See the Introductory Unit Lesson 2 for the tapescript.
- Put Patch to one side.

Circle activities

Teacher's tip See the Teacher's tip in Unit 1 Lesson 8 for further notes on the performance activities.

2 Demonstrate the *I love you song* (CD 2 track 1)

- Use your own copy of the press out to demonstrate. This will provide a model for the children's own performance. Bend the characters back before you start then push forward each one as you hear it in the song.
- Repeat the activity using the karaoke version (CD 2 track 2).

I love you

Where's Daddy?
Here I am! Here I am! (Push Daddy.)
I love you!

Where's Mummy?
Here I am! Here I am! (Push Mummy.)
I love you!

Where's brother?
Here I am! Here I am! (Push brother.)
I love you!

Where's sister?
Here I am! Here I am! (Push sister.)
I love you!

Where's Patch?
Here I am! Here I am! (Push Patch.)
I love you! (Make kissing noises.)

3 Demonstrate the *Five in the bed song* (CD 2 track 4)

- Play the song and as each character falls out of bed, bend it back, out of sight.
- Repeat the activity using the karaoke version (CD 2 track 5).

Five in the bed

1, 2, 3, 4, 5 (Point to each character in turn.)
Five in the bed (Hold up five fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And Daddy falls out. (Push Daddy back.)
Ow!

1, 2, 3, 4 (Point to each character in turn.)
Four in the bed (Hold up four fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And Mummy falls out. (Push Mummy back.)
Ow!

SAMPLE

1, 2, 3 (Point to each character in turn.)
Three in the bed (Hold up three fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And sister falls out. (Push sister back.)
Ow!

1, 2 (Point to each character in turn.)
Two in the bed (Hold up two fingers.)
And Patch says
Roll over! Roll over! (Mime rolling with your hands.)
They all roll over (Wiggle about.)
And brother falls out. (Push brother back.)
Ow!

1 (Point to Patch.)
One in the bed (Hold up one finger.)
And Patch says
Goodnight! (Point to Patch.)

Table time

4 Time for tables routine (CD 1 track 6)

- Follow the procedure (see Unit 1) and give out the children's press outs made in the previous lesson.

5 Listen to the *Spinner chant* (CD 1 track 21)

- Spin the spinner and play the CD or say the *Spinner chant*.

Spinner chant

Spin, spin, time for a show!

6 Perform the *I love you song* (CD 2 track 1)

- Show the children how to bend the characters back before you start. They push each one forward as they hear it in the song.
- Repeat the activity using the karaoke version (CD 2 track 2).

7 Perform the *Five in the bed song* (CD 2 track 4)

- Encourage the children to push each character back as it falls out of bed in the song.
- Repeat the activity using the karaoke version (CD 2 track 5).

Teacher's tip If your lesson is not at the end of the day, ask the class tutor to give out the children's press outs and the Unit 4 letter to parents at home time (see Photocopiable Materials). See the Teacher's tip in Unit 1 Lesson 8 for more information about the letters to parents.

Bye-bye routine

8 Sing the *Bye-bye song* (CD 1 track 8)

- Stand up and wave bye-bye to the children. Say ***Bye-bye!*** Put on the glove puppet and sing the song with Patch doing the actions, as indicated. See the Introductory Unit Lesson 2 for the tapescript.

Extra activities

1 *Flashcard setting game*

- Set out four hoops on the floor. Put one flashcard from each topic covered so far into each hoop, naming them as you do so, e.g. ***Mummy, ears, coat, ball***. Have the other flashcards in a pile. Make a big show of shuffling the cards. Put on the glove puppet. Turn the top card over and ask Patch ***Where?*** moving the flashcard over the four hoops. Patch takes it and puts it in the correct hoop. Say ***That's right!*** Repeat with one more flashcard. Ask for a volunteer to do the same. Always say the name of the object, e.g. ***Car! Where?*** to ensure key vocabulary is being revised.

2 Extra worksheet 2 (Extra activities worksheets page 158)

- This is for teachers who have longer sessions. Colour the family and decorate the edge of the photo frame with small pieces of shiny paper to make a mosaic design. Children could also stick on a photo of their own family and offer it as a 'present'.

3 Sing the *Goodnight story song* (CD 2 track 6)

- Use the *Hands up chant* (CD 2 track 7) to choose five volunteers as before. Give four of them a family flashcard and the other child the Patch glove puppet. The children should play the parts of the family members in the song as in Lesson 6 Activity 2.

FREE SAMPLE