



## Unit 2

# Running and rollerskating

### Main activities

chant, picture search, make and play with memory cards, find the differences, join the dots, bingo, song

### Language and learning skills

- ◆ Following oral and written instructions
- ◆ Saying and acting out a chant
- ◆ Observing what people are doing in a picture
- ◆ Saying what you and other people are doing
- ◆ Writing about what you and other people are doing
- ◆ Remembering the position of cards in a game
- ◆ Classifying activities
- ◆ Listening and identifying numbers
- ◆ Counting to fifty
- ◆ Matching numbers and words
- ◆ Singing a song

### Cross-curricular content

Children learn that:

- ◆ it is important to have fresh air and exercise
- ◆ we can all help to keep the environment clean

### Main language children use

*I'm running.*

*He's rollerskating.*

*She's riding a bike.*

*playing football/basketball/tennis*

*skipping*

*numbers 21-50*

### Main receptive language

*You're ... ing like ...*

*Who's ... ing?*

*He wants to play football.*

### Main recycled language

numbers 1-20 (Level 1)

*Come and play. / Not now. I'm ...*  
(Level 1)

*run, walk, play* (Level 1)

### Main attitudes

- ◆ Realisation of the value of using free time well
- ◆ Appreciation of the value of friends
- ◆ Awareness that all sports can be for boys or girls
- ◆ Awareness that exercise is important for health
- ◆ Awareness that looking after the environment is a shared responsibility
- ◆ Participation, turn-taking and respecting the rules in games
- ◆ Interest in counting in English

### Flashcards

walking (28), running (29), skipping (30), rollerskating (31), playing football (32), playing tennis (33), playing basketball (34), riding a bike (35) (Pre-teaching, PB1, PB2)

### Other materials you will need

percussion instruments (optional) (PB2)

scissors, card, glue (PB4)

a piece of paper for each child (AB7)

### Cut out

AB p71 Memory cards (PB4)

### Extra Ideas Bank

See page 119



**Unit 2**  
**Running and rollerskating**

**1 Listen to the chant.**

**Come and play**

Hey, Molly. Come and play, please.  
Not now, Danny. I'm rollerskating.

Hey, Sam. Come and play, please.  
Not now, Danny. I'm running.

Hey, Dad. Come and play, please.  
Not now, Danny. I'm skipping.

Hey, Ted. Come and play, please.  
Not now, Danny. I'm playing basketball.

Hey, Mum. Come and play please.  
Not now, Danny. I'm playing tennis.

Hey, Bonnie. Come and play, please.  
OK, Danny. I'm coming now!

**2 Act out the chant.**

**Pupil's Book page 8**

**Unit 2**  
**Running and rollerskating**

**1 Complete the chant.** Choose words from the box.

playing tennis walking rollerskating playing football running  
playing basketball riding a bike skipping

1 Hey, Molly. Come and play, please.  
Not now, Danny. I'm rollerskating.

2 Hey, Sam. Come and play, please.  
Not now, Danny. I'm \_\_\_\_\_.

3 Hey, Dad. Come and play, please.  
Not now, Danny. I'm \_\_\_\_\_.

4 Hey, Ted. Come and play, please.  
Not now, Danny. I'm \_\_\_\_\_.

5 Hey, Mum. Come and play please.  
Not now, Danny. I'm \_\_\_\_\_.

Hey, Bonnie. Come and play, please.  
OK, Danny. I'm coming now!

**Activity Book page 6**

**Unit 2**

**2 Look and write.** Popatrz i napisz.

1 He's playing tennis. \_\_\_\_\_

2 She's riding a bike. \_\_\_\_\_

3 He's rollerskating. \_\_\_\_\_

4 She's playing basketball. \_\_\_\_\_

5 He's running. \_\_\_\_\_

6 He's walking. \_\_\_\_\_

7 She's playing tennis. \_\_\_\_\_

8 He's skipping. \_\_\_\_\_

**3 Read and write the names.** Przeczytaj i napisz imiona. Look at Activity 3 in the Pupil's Book.

1 He's playing football. \_\_\_\_\_ Jan \_\_\_\_\_

2 He's running. \_\_\_\_\_

3 He's riding a bike. \_\_\_\_\_

4 She's rollerskating. \_\_\_\_\_

5 She's playing basketball. \_\_\_\_\_

6 He's walking. \_\_\_\_\_

7 She's playing tennis. \_\_\_\_\_

8 He's skipping. \_\_\_\_\_

**Activity Book page 7**

## Initial evaluation and setting objectives

Ask the children e.g. *Do you like playing outside? For example, in the park, in the playground or in the countryside? What sports and activities can you do outside?* Remodel their answers in English where necessary. Explain that in this unit children are going to learn the names of sports and other outdoor activities and to say what they and other people are doing now. They are also going to learn to count to fifty.

## Pre-teaching

- Stick the sport and outdoor activity flashcards (walking, running, playing football, playing tennis, playing basketball, riding a bicycle, rollerskating, skipping) in different places on the classroom walls, saying the name for each one.
- Mime one of the activities e.g. pretend to kick a ball and say *I'm playing football*. Children respond by pointing to the correct flashcard. Repeat this procedure for all the flashcards.
- Say *Stand up*. Give the children instructions to mime the activities like a famous sportsperson, TV or film personality or cartoon character they know e.g. *You're playing football like ...* (and name a famous player in their country). Do the actions with the children until they can respond confidently.

**Note:** If you do not want all the class to stand up at once in stage 3, invite small groups of children to stand up and mime the activities in turn.

## Pupil's Book page 8

### 1 Listen to the chant.

**1** Books open. Say *Look at the picture. Who can you see?* (Danny, Bonnie, Sam, Ted, Molly, Mum, Dad.) *It's a sunny day and they're all outside.* Ask questions about what the characters are doing, using mime to reinforce understanding if necessary e.g. *Who's playing tennis?* (Mum.) *Who's skipping?* (Dad.) *Who's playing basketball?* (Ted.) *Who's running?* (Sam.) *Who's riding a bicycle?* (Bonnie.) *Who's rollerskating?* (Molly.)

**2** Say *Look at Danny. He wants to play football. Listen to the chant and follow in your books. Who wants to play football with Danny?* Play the recording and check the answer (Bonnie).



### 1.8

#### Come and play

Danny: *Hey, Molly. Come and play, please.*

Molly: *Not now, Danny. I'm rollerskating.*

Danny: *Hey, Sam. Come and play, please.*

Molly: *Not now, Danny. I'm running.*

Danny: *Hey, Dad. Come and play, please.*

Dad: *Not now, Danny. I'm skipping.*

Danny: *Hey, Ted. Come and play, please.*

Ted: *Not now, Danny. I'm playing basketball.*

Danny: *Hey, Mum. Come and play, please.*

Mum: *Not now, Danny. I'm playing tennis.*

Danny: *Hey, Bonnie. Come and play, please.*

Bonnie: *OK, Danny. I'm coming now! (Yoohooooo!)*

**3** Ask the children *Is Danny happy? Does Bonnie want to play football with him?* (Yes.) Then ask *Are you happy when your friends want to play with you?* and listen to their response.



**4** Books closed. Write numbers 1-6 down one side of the board. Then say the names of the characters out loud and write them in random order on the other side (Mum, Sam, Bonnie, Molly, Dad, Ted). Say *Listen and say the order of characters Danny asks to play with him in the chant*. Play the recording again. Pause after each exchange, get children to call out the names and write them in a list by the numbers on the board. (1 Molly, 2 Sam, 3 Ted, 4 Mum, 5 Dad, 6 Bonnie.)

**5** Play the recording again. Pause after each exchange and say e.g. Molly says *Not now. I'm ...* and encourage the children to call out *rollerskating*. Invite one child to find the flashcard of rollerskating on the classroom walls and to stick it by Molly's name on the board. Repeat the procedure for Sam, Ted, Mum and Dad.

**Note:** Leave the list of names and flashcards on the board for Activity 2.

## 2 Act out the chant.

**1** Divide the class into two groups. Say to one group *You're Danny* and to the other group *You're Molly, Sam, Ted, Mum, Dad and Bonnie*.

**2** Teach the group who is Danny to do a beckoning gesture with their arms when Danny says *Hey, ... Come and play, please*. Teach the other group to shake their heads and make a gesture that means *No* and to mime the activities Molly, Sam, Ted, Mum and Dad are doing when they answer. Say *When Bonnie answers, pretend to walk towards Danny with open arms* and demonstrate this.

**3** Play the recording. The two groups mime the actions for the characters as they listen to the chant. Point to the list of names and flashcards on the board as a prompt as they do this.

**4** Play the recording again. This time the children join in saying the words as well as miming the actions. The groups then reverse roles and repeat the procedure.

**5** Children say and act out the chant in two groups without the recording. If you like, you can give some children percussion instruments e.g. tambourines and maracas to keep the rhythm while they do this.

**6** Children say and act out the chant in pairs.

**Optional extra:** Children act out the chant in groups using their real names. One child asks the others to come and play in turn. They respond by saying what they are doing and miming the actions.



**Now turn to pages 6 and 7 in the Activity Book and do Activities 1 and 2.**

## 1 Complete the chant.

**1** Read the words in the box. Say *Now choose the correct words and complete the chant*. Point to the example.

**2** Children work individually and complete the chant.

**3** Children check their answers in pairs and then with the whole class.

## Key

1 rollerskating; 2 running; 3 skipping;  
4 playing basketball; 5 playing tennis.

## 2 Look and write.

**1** Point to the example. Then say *Look at the pictures and write what they say*.

**2** Children work individually and write sentences in the speech bubbles.

**3** Children check their answers in pairs and then with the whole class.

## Key

1 I'm playing tennis. 2 I'm riding a bike. 3 I'm walking.  
4 I'm playing football. 5 I'm skipping.  
6 I'm rollerskating.



**3 Look and find.**

He's running. Rob!

She's walking. Sara!

**Pupil's Book page 9**

## Pupil's Book page 9

### 3 Look and find.

**1** Books closed. Invite two boys and two girls to the front of the class. Whisper instructions to them individually e.g. *You're playing basketball* and get them to mime to the rest of the class. Use the mimes as a reminder of the difference between *he* and *she* by saying e.g. *Look at Maria. She's playing basketball. Look at David. He's riding a bike.*

**2** Books open. Say *Look at the picture* and draw their attention to the examples. Then get children to find the boy or girl doing the activities you say and put up their hands to answer e.g.

T: *She's playing basketball*

P1: *Liz!*

T: *He's skipping*

P2: *Tim!* etc.

### Key

Rollerskating – *Sue, Dan*; playing football – *Jan, Tom*; running – *Rob, Jenny*; walking – *Sara, Ed*; playing basketball – *Mike, Liz*; playing tennis – *Kate, John*; riding a bike – *Alex, Mary*; skipping – *Tim, Meg*.

**3** Reverse the procedure in stage 2 by calling out the names of the characters in the picture and getting the children to say what they are doing in chorus e.g. T: *Alex!*

PP: *He's riding a bike.*

**4** Divide the class into pairs. Children take turns to say a sentence and identify the boy or girl doing the activity in the picture as in stage 2. Demonstrate this with one pair before they begin.

**4 Make memory cards.** (Activity Book page 71)

scissors glue card

**5 Play a card game.**

She's walking.

She's walking too!

**6 Find the differences.**

**Pupil's Book page 10**

## Pupil's Book page 10

**5** Use L1 to point out that in the picture there are boys and girls doing all the sports and activities. Although some activities may be more popular with boys than girls and vice versa, it does not matter if you are a boy or a girl if you enjoy doing a particular sport or activity.



**Now turn to page 7 in the Activity Book and do Activity 3.**

### 3 Read and write the names.

**1** Hold up and point to Activity 3 in the Pupil's Book (page 9) to show children that they must look at this to find the answers.

**2** Children work individually. They look at the picture, read the sentences and write the name of the boy or girl doing each activity in the spaces provided.

**3** Children compare and check their answers in pairs and then with the whole class.

### Key

1 *Jan*; 2 *Rob*; 3 *Alex*; 4 *Sue*; 5 *Liz*; 6 *Ed*; 7 *Kate*; 8 *Tim*.

## Pupil's Book page 10

### 4 Make memory cards.

**1** Say *We're going to make memory cards like this.* Show the children the memory cards you have prepared and elicit what the boys and girls are doing in each one.

**2** Give out cards to the children. Say *Look at page 71 in your Activity Book. Cut out the page and stick it onto the card. Then cut out the memory cards.* Demonstrate what you mean by this.

**3** When the children are ready say e.g. *He's*

**2 Look and write.**  
Popatrz i napisz.

1 Tim is playing basketball.

2

3

4

5

6

**3 Read and write the names.**  
Przeczytaj i napisz imiona.

Look at Activity 3 in the Pupil's Book.

1 He's playing football. *Jan*

2 He's running.

3 He's riding a bike.

4 She's rollerskating.

5 She's playing basketball.

6 She's walking.

7 She's playing tennis.

8 He's skipping.

**Activity Book page 7**

## Activity Book page 7



**4** Look and write.  
Popatrz i napisz.

1 *She's walking*

2

3

4

5

6

**5** Classify the activities.  
Pogrupuj czynności.

I like ...

I don't like ...

**8** eight

**Activity Book page 8**

running./She's playing tennis and get the children to respond by holding up the correct memory card.

**Note:** You may like to ask the children to write their initials in the corner of their memory cards, so they do not get confused with other children's cards.

## 5 Play a card game.

**1** Say *We're going to play a game with the memory cards in pairs.* Demonstrate the game by inviting one child to the front of the class to play with you. Shuffle two sets of memory cards and spread them out face down on the desk. Turn over one card and say the action e.g. *She's walking.* Then get the child to turn over another card and say the action in the same way e.g. *He's running.* If the card chosen by the child is not the same as yours, then both cards are put back face down in exactly the same position as they were on the table. If the card is the same, the child says e.g. *She's walking (too)* and takes the pair of cards. The game continues in the same way with the children taking turns to turn over a card first each time. The one with the most pairs of cards at the end of the game is the winner. At the end of the demonstration, check that the children understand that *too* means *also* or *as well*. However, it does not matter if they do not say this in the game.

**2** Children play the game in pairs.

**Optional extra:** Children can play *Snap!* with the memory cards in pairs. Children shuffle their set of cards and put them face down in a pack. They take turns to put a card face up on the table and say e.g. *She's rollerskating.* If they put down a card which is the same as their partner's, the first child to say

*Snap!* wins all the cards on the table. The game continues in the same way until one child has won all the cards.

**Now turn to page 8 in the Activity Book and do Activity 4.**

## 4 Look and write.

**1** Draw the children's attention to the example and say *Now write about all the memory card pictures in the same way.*

**2** Children work individually and write sentences.

**3** Children check their answers in pairs and then with the whole class.

## Key

*2 He's playing football. 3 He's running. 4 She's playing basketball. 5 She's cycling. 6 He's playing tennis.*

## Pupil's Book page 10

## 6 Find the differences.

**1** Divide the class into pairs. Say *Look at the photos. Who can you see? (A boy and a girl.) How old are they? (Nine/ten.) Where are they? (In a park.) Find the differences in the photos with your partner.* Give the children a few moments to do this.

**2** Ask individual children to tell you the differences. (In photo 1 the boy's riding a bike and in photo 2 he's rollerskating. In photo 1 the girl's skipping and in photo 2 she's playing football.)



**7 Listen and count.**

...21 ...22 ...23 ...24 ...25 ...26  
...27 ...28 ...29 ...30 ...40 ...50!

**8 Sing a song.**

**Put your litter in the bin**

Put your litter in the bin  
In the bin  
Put your litter in the bin  
In the bin  
Playing in the park is fun  
Keep it clean for everyone  
Everyone!

**Pupil's Book page 11**

**4 Look and write.**  
Popatrz i napisz.

1 tenis

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**5 Classify the activities.**  
Pogrupuj czynności.

I like ...

I don't like ...

**Activity Book page 8**

**6 Match the numbers and words.**  
Dopasuj liczby do wyrazów.

21 45 30 36 29 43

forty / twenty-nine thirty-six twenty-seven forty-five thirty-two  
twenty-one thirty forty-three thirty-eight fifty twenty-four

40 27 50 32 24 38

**7 Play Bingo.**  
Zagraj w Bingo.

**8 Listen and draw.**  
Posłuchaj i narysuj.

What is it? It's a \_\_\_\_\_ racket.

Unit 2 is ...

**Activity Book page 9**



**Now turn to page 8 in the Activity Book and do Activity 5.**

### 5 Classify the activities.

**1** Draw the children's attention to the happy and sad faces to remind them of the meaning of *I like* / *I don't like* ... Then say *I'm going to say an activity. Stand up if you like it. Put your hands on your head like this if you don't like it.* Demonstrate what you mean.

**2** Say activities and sports in random order e.g. *playing football, walking* etc. Children respond to each one by standing up or staying seated and putting their hands on their head.

**3** Draw the children's attention to the example. Say *Now write activities you like here and activities you don't like here* and point to the places in the book.

**4** Children work individually and classify the activities according to whether they like them or not.

**5** Children compare the way they have classified the activities in pairs.

**6** Use L1 to ask the children if they do the activities they like regularly. Ask them if it is important to have regular fresh air and exercise and why (to keep fit and healthy, to help prevent illness.)

**Optional extra:** Ask e.g. *How many of you like playing tennis?* etc. and get the children to put up their hands. Keep a record of the numbers on the board and use this to find out the most popular sports and activities.

### Pupil's Book page 11

#### 7 Listen and count.

**1** Books closed. Briefly revise numbers 1-20 by getting the children to help you count different objects in the classroom e.g. chairs, a set of books etc.

**2** Books open. Say *Look. Danny, Bonnie, Ted, Molly, Sam, Mum and Dad are playing Hide and seek.* Ask the children the name of this game in L1. If they don't know, use L1 to explain that it's a game where one person closes their eyes and counts while the others hide. The person then opens their eyes and tries to find them. Ask *Do you like Hide and seek?* and listen to their response.

**3** Point to Danny and say *Listen. It's Danny's turn to close his eyes and count in the game. On the recording he starts counting at number twenty-one.* Play the recording once. Children listen and follow the numbers.



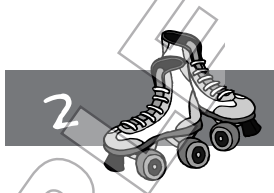
**1.9**

**Danny:** *One ... two ... three ... four ... five ... six ... eighteen ... twenty ... twenty-one ... twenty-two ... twenty-three ... twenty-four ... twenty-five ... twenty-six ... twenty-seven ... twenty-eight ... twenty-nine ... thirty ... thirty-one ... thirty-two ... thirty-three ... thirty-four ... thirty-five ... thirty-six ... thirty-seven ... thirty-eight ... thirty-nine ... forty ... forty-one ... forty-two ... forty-three ... forty-four ... forty-five ... forty-six ... forty-seven ... forty-eight ... forty-nine ... fifty! I'm coming to find you!*

**4** Say *Now let's listen again and count with Danny.* Children listen again and count with the recording.

**5** Play the recording again. Use the pause button randomly and get the children to call out the next number in chorus before continuing.

**Optional extra:** Play a counting game. Children sit in a circle or they can take turns to count round the class. Every time they come to a number which has a 5 or an 8 in, they say *Danny* instead of the number e.g. *one, two, three, four, Danny, six, seven, Danny, nine, ten* etc. until they get to fifty.



**Now turn to page 9 in the Activity Book and do Activities 6, 7 and 8.**

## 6 Match the numbers and words.

- 1 Read out the words and get the children to point to the numbers.
- 2 Children work individually and match the words and numbers.
- 3 Children check their answers in pairs and then with the whole class.

### Key

21=twenty-one; 45=forty-five; 30=thirty; 36=thirty-six;  
29=twenty-nine; 43=forty-three; 40=forty; 27=twenty-seven;  
50=fifty; 32=thirty-two; 24=twenty-four;  
38=thirty-eight.

## 7 Play Bingo.

1 Say *We're going to play bingo. Choose six numbers between twenty and fifty and write them here.* Hold up your book and indicate the squares in the table on the left.

**Note:** i) If you want to make the game shorter, choose a narrower range of numbers e.g. 20-40 or 40-50.

ii) If you want to be able to re-use the bingo squares, get the children to write the numbers in pencil so they can be rubbed out.

2 Give out a piece of paper to each child and demonstrate that they tear this into six small pieces to play the game. (Each piece must be roughly the same size as the squares on the bingo board.)

3 Call out numbers in the range you have chosen for the game in any order (noting them down on a piece of paper so that you have a checklist). Children listen and cover the bingo squares when they hear a number they have written. Once a child has covered all the squares they call out *Bingo!* Check that the child has got the numbers which have been called out before playing the game again.

4 Divide the class into groups. Specify the range of numbers for the next game and write this on the board e.g. 20-40. Children use the second grid in their books to play the game again, with one child in each group as the leader calling out the numbers.

## 8 Listen and draw.

- 1 Say *Look at the picture. Listen to the numbers and draw a line. Start at number twenty and point to this in the picture.*
- 2 Play the recording once or twice. Children listen and draw.



**1.10**

*Are you ready to draw? Let's start now. Twenty ... forty-seven ... thirty-one ... fifty ... twenty-five ... forty-two ... twenty-seven ... thirty-eight ... forty ... thirty-three ... nineteen ... twenty-eight ... thirty ... twenty-six. What is it?*

- 3 Children complete the sentence.
- 4 Children check their answers in pairs and then with the whole class.

### Key

*It's a tennis racket.*

## Pupil's Book page 11

## 8 Sing a song.

1 Say *Look at the picture. What are they doing?* and use the children's answers to introduce the words *litter* (i.e. anything you throw away in the street, the park, the playground or the countryside) and *bin* (the container provided to put it in).

2 Use L1 to ask the children if they put their litter e.g. sweet and biscuit papers, tin cans etc in the bin when they are in the street, the park, the playground or the countryside. Ask why it is important to do this and listen to their ideas. Make the point that we can all be responsible for remembering to put our litter in bins and helping to keep the environment clean.

3 Say *We're going to sing a song to help us remember this. It's called 'Put your litter in the bin!'*

4 Say *Listen and do the actions.* Play the recording once or twice.



**1.11**

### **Put your litter in the bin!**

*Put your litter in the bin* (Pretend to put litter in the bin every time.)

*In the bin* (The phrase 'In the bin' is repeated.)

*Put your litter in the bin*

*In the bin*

*Playing in the park is fun* (Pretend to throw and catch a ball.)

*Keep it clean for everyone* (Open your arms wide.)

*Everyone!* (Jump up in the air.)

5 Children sing the song and do the actions with or without the recording.



## Picture Dictionary Page

Children turn to page 59 in the Activity Book and complete the Picture Dictionary for this unit.

### Reflection time

#### 1) Self-evaluation

1 Children look at the work they have done in this unit. Elicit their ideas about what they have learnt and what they can now say and do in English e.g.

*say and act out a chant*

*say what you and other people are doing*

*write about what you and other people are doing*

*play with the memory cards*

*classify activities you like and don't like*

*listen and identify numbers*

*count to fifty*

*sing the song*

2 Give out a copy of the self-evaluation sheet for Unit 2 (page 127) to each child. Remind them of the meaning of the symbols if necessary. Children work individually and complete the self-evaluation sheet.

3 Collect in the self-evaluation sheets. Read through them and note any points to review or talk about either with the whole class, or with individual children, at the start of the next lesson. If you are keeping a Profile for each child (see page 125), keep the completed self-evaluation sheets here.

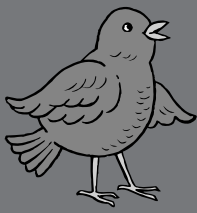
#### 2) Evaluation of the unit

1 Draw children's attention to the incomplete picture of a face at the end of Unit 2 in the Activity Book. Use L1 to explain that the children should draw a mouth on the face to express their opinion about the unit.

2 Children individually complete the face for Unit 2 with a smile, straight line or down-turned mouth.

3 Use L1 to discuss with the children their reasons for the faces they have drawn. Do this either individually or with the whole class.





# The little brown bird

## Main activities

story, make finger puppets, act out the story

## Language and learning skills

- ◆ Identifying the characters of the story
- ◆ Listening for global understanding of the story
- ◆ Participating in re-telling and acting out the story
- ◆ Reading in order to draw a picture
- ◆ Completing an extract of the story

## Cross-curricular content

Children learn that:

- ◆ some animals collect food for winter

## Main language children use

*squirrel, hedgehog*

*I'm cold and hungry. Please can I come in?*

*No, sorry. My house is very small.*

*Yes, of course. Come in!*

## Main receptive language

*autumn, winter, beautiful*

*The ... is collecting food.*

*The ... is singing.*

*The ... is knocking at the ... 's door.*

*I can help you.*

## Main recycled language

*mouse, bird, friend, cold, hungry, sad,*

*happy, small (Level 1)*

*Please, sorry, I'm ... (Level 1)*

## Main attitudes

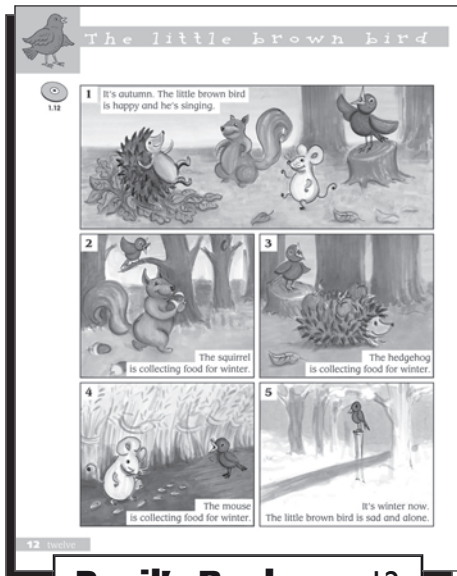
- ◆ Pleasure in understanding and participating in telling a story
- ◆ Appreciation of the qualities of others
- ◆ Awareness that we should help friends when they are in need
- ◆ Awareness that it is important to think ahead

## Cut out

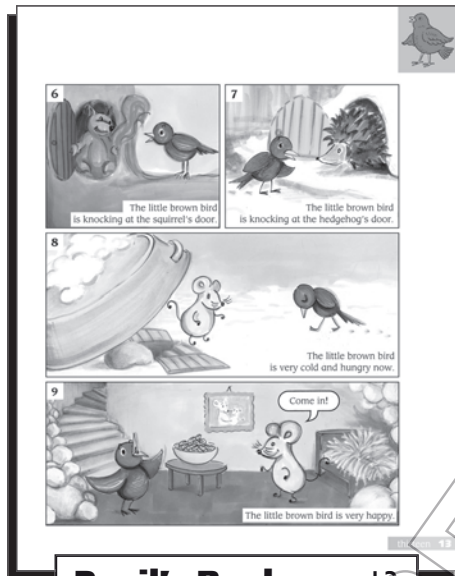
AB p73 Finger puppets (AB2)



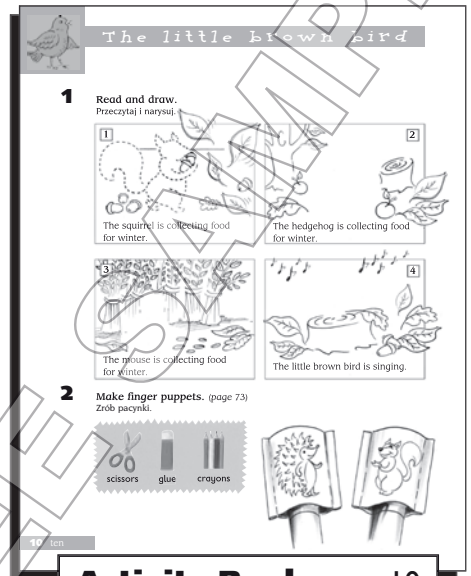
# The little brown bird



**Pupil's Book** page 12



**Pupil's Book** page 13



**Activity Book** page 10

## Pupil's Book pages 12 and 13

**1** Books closed. Draw pictures on the board to elicit or pre-teach the names of the four characters in the story (little brown bird, squirrel, hedgehog, mouse). Play one or two flashcard games (see pages 115-118 for ideas).

**2** Point to the pictures on the board and say *We're going to listen to a story about the little brown bird and his friends – the squirrel, the hedgehog and the mouse.* Draw simple pictures on the board to show autumn and winter (e.g. a sun and a tree with falling leaves for autumn and a snowman and tree without leaves for winter). Point to the pictures and say *At the beginning of the story it's autumn ... and then it's winter.*

**3** Encourage the children to guess what happens in the story based on what you have told them and briefly listen to their ideas.

**4** Books open. Tell the story yourself or play the recording following the guidelines on pages 18-19. Point to the pictures as the children listen.



1.12

### Picture 1

*It's autumn. The little brown bird is happy and he's singing. His friends, the squirrel, the hedgehog and the mouse are happy too.*

Squirrel: *Oh, what a lovely day!*

Hedgehog: *Come on! Let's collect food for winter.*

Mouse: *Listen to the little brown bird! Beautiful!*

Squirrel: *Yes, wonderful.*

*'Oh, please can you sing again', they say to the little brown bird. 'We like listening to your beautiful songs'.*

### Picture 2

*The squirrel is collecting food for winter.*

Squirrel: *Nuts! Nuts! I'm looking for nuts. Ah, here we are. Mmm ... delicious.*

*The little brown bird is singing and the squirrel is happy.*

### Picture 3

*The hedgehog is collecting food for winter.*

Hedgehog: *Oh, good. Lots of berries here!*

*The little brown bird is singing and the hedgehog is happy.*

### Picture 4

*The mouse is collecting food for winter.*

Mouse: *Oh, this is great! I've got lots of seeds for winter now.*

*The little brown bird is singing and the mouse is happy.*

### Picture 5

*It's winter now. The little brown bird is sad and alone. He's cold and hungry and he wants to see his friends.*

### Picture 6

*The little brown bird is knocking at the squirrel's door. 'I'm cold and hungry! Please can I come in?'*

Squirrel: *No, sorry. My house is very small.*

### Picture 7

*The little brown bird is knocking at the hedgehog's door. 'I'm cold and hungry! Please can I come in?'*

Hedgehog: *No, sorry. My house is very small.*

### Picture 8

*The little brown bird is very cold and hungry now. He's knocking at the mouse's door. 'I'm cold and hungry! Please can I come in?'*

### Picture 9

*'Yes, of course!', says the mouse. 'Come in! My house is very small but it's warm and I've got food for you.'*

# The little brown bird



*I like listening to your beautiful songs in autumn.*

*And now it's winter I can help you!*

*The little brown bird is very happy.*

**5** Check the children's understanding by pointing to the pictures and asking e.g. *What's the little brown bird doing?* (Singing.) *What's the squirrel doing?* (Collecting food.) *What's the little brown bird doing now?* (Knocking at the squirrel's door.) Expand or remodel their answers in English when necessary.

Ask *Do the animals like listening to the little brown bird's songs in autumn?* (Yes.) Then ask *But what happens in winter?* Elicit answers in the same way (the little brown bird is cold and hungry and only his friend, the mouse says *Come in!*)

**6** Tell the story or play the recording again. Children point to the pictures and follow in their books as they listen.

**7** Ask the children *Do you like the story?* and listen to their response. Then use L1 to ask the children if they can think of any ways in which this story might apply to people and listen to their ideas e.g. we should help our friends when they are in need, we should try and think ahead.



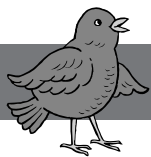
**Now turn to page 10 in the Activity Book and do Activities 1 and 2.**

## 1 Read and draw.

- 1** Read the sentences while the children follow in their books.
- 2** Draw the children's attention to the example in picture 1. Say *Now read and draw the animals in the pictures.* You may like to give them a time limit e.g. four minutes to do this.
- 3** Children compare their pictures in pairs and then check the answers with the whole class.
- 4** Use L1 to ask the children why some animals collect food for winter and listen to their ideas e.g. plants don't grow in winter and so there isn't food available.

## 2 Make finger puppets.

- 1** Show the children the finger puppets you have prepared and elicit the names by asking e.g. *Who's this?/(It's) the little brown bird* about each one.
- 2** Say *Look at page 73 and hold up the Activity Book page.* Say *Cut out the finger puppets. Fold them in half and stick them like this.* Show the children that once they have folded the puppets in half, they should stick the sides together along the edges. Children who do this quickly can also colour their puppets.



# The little brown bird

**3** Listen to the story.  
Posłuchaj historyjkę.  
Use your finger puppets.  
It's autumn.  
The little brown bird is happy.

**4** Read and complete.  
Przeczytaj i uzupełnij.

-squirrel- Yes cold mouse small Please

The little brown bird is knocking at the \_\_\_\_\_'s door.  
'I'm \_\_\_\_\_ and hungry! Please can I come in?'  
'No, sorry. My house is very \_\_\_\_\_.'

The little brown bird is knocking at the \_\_\_\_\_'s door.  
'I'm cold and hungry! \_\_\_\_\_ can I come in?'  
'\_\_\_\_\_, of course! Come in!  
Now it's winter I can help you!'

**5** Act out the story.  
Odegrajcie historyjkę.

Activity Book page 11



**Now turn to page 11 in the Activity Book and do Activities 3-5.**

### 3 Listen to the story.

- 1 Say *Now listen to the story again. Use your finger puppets like this.* Demonstrate how the children can put the puppets on their fingers and move them around or make them look as if they are talking to each other.
- 2 Play the recording or tell the story once or twice again. Children use their finger puppets as they listen and follow the story.



**1.13**

See **PB The little brown bird.**

### 4 Read and complete.

- 1 Read the extract from the story while children follow in their books. Pause before the missing words and get the children to call them out.
- 2 Children read the extract on their own and write the missing words.
- 3 Children compare and check their answers in pairs and then with the whole class.
- 4 In pairs children take turns to practise reading out this part of the story.

### Key

The little brown bird is knocking at the **squirrel's** door.

'I'm **cold** and hungry! Please can I come in!?'

'No, sorry. My house is very **small**.'

The little brown bird is knocking at the **mouse's** door.  
'I'm cold and hungry! **Please** can I come in!'  
'**Yes**, of course! Come in! Now it's winter I can help you!'

### 5 Act out the story.

- 1 Divide the class into groups of four. Assign roles to the children in each group and say *Put on the finger puppet for your character.*
  - 2 Tell the story as the children act it out with their finger puppets in their groups. Encourage them to join in telling the story and to say their character's lines as much as they can.
  - 3 Get the children to change roles within their groups and repeat the procedure.
- Optional extra:** You may also like to get the children to act out the story playing the parts themselves instead of using the finger puppets. In this case, it may be appropriate to ask one group of children to act out the story at the front of the class while the rest watch and join in telling the story.