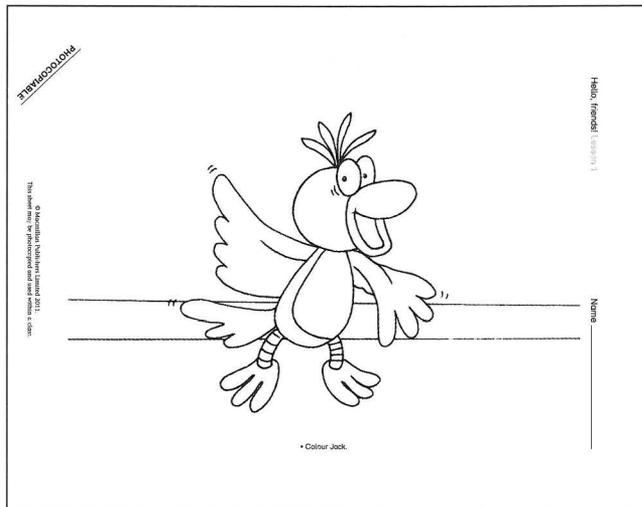


# Hello, friends!

## Lesson 1



### Learning objectives

- Get to know the characters' names.
- Discriminate between *Hello* and *Bye-bye*.

### Language focus

#### Key vocabulary

*Hello, bye-bye, Jack*

#### Receptive language

*Stand up! Sit down!*

### Classroom materials

- Puppet
- CD 1
- Jack's box
- Teacher's Notes Photocopiable Resources: Introductory Unit worksheet
- Crayons

### At-a-glance lesson plan

#### Getting ready

- Put the puppet into Jack's box.

#### Circle time

- 1 Introduce each other. (C1 C5)
- 2 Introduce Jack. (C1)
- 3 Sing the *Hello song*. (CD 1 track 9) (C1 C6)
- 4 Play *Stand up! Sit down!* (C1)
- 5 Play *Pat Jack!* (Optional activity) (C1)

#### Transition time

- 6 Say *The transition chant*. (CD 1 track 11) (C1 C5 C6)

#### Table time

- 7 Colour Jack. (Teacher's Notes page 194) (C1 C6)
- 8 Sing the *Bye-bye song*. (CD 1 track 12) (C1 C6)

### Circle time

#### 1 Introduce each other.

- Organise the children into a circle.
- Say **Hello!** and wave. Encourage the children to wave in return.
- Now say **Hello, children! My name's (Sandie).** Encourage them to wave to you. Look pleased when they do and wave back.
- Go around the class greeting the children, using the names on their overalls to help you. Note: if some children want to say *Hello!* and your name, encourage them to do so, but allow children to remain silent if they wish.

#### 2 Introduce Jack.

- Hold up Jack's box. Look excited and eager to open it. Use lots of gesture and mime and make your face show surprise and delight as you open the box and look inside. Say **It's Jack!**
- Put the puppet on in the box, then take him out. Be theatrical, e.g. make him peek over the box, come out gradually and sit on your knee, looking round at the children in awe. Finally get Jack to say **Hello, children!** Say **Hello, Jack!** and wave. Encourage the children to wave.
- Place Jack back in the box. Bring him out again and repeat the greeting and waving routine, encouraging the children to join in.

#### 3 Sing the *Hello song*. (CD 1 track 9)

- Get Jack to say **Let's sing the *Hello song*.**
- Play the CD and do the actions. Encourage the children to join in.
- Say **Very good!** Make Jack nod his head and agree.
- Play the song again and encourage the children to join in with the actions.

#### CD 1 9 Hello song

*Hello everyone.* (Point around to all the children.)  
*Hello, hello, hello!* (Wave.)  
*Hello everyone.* (Point around to all the children.)  
*Hello!* (Wave.)

#### 4 Play *Stand up! Sit down!*

- Use Jack to help you demonstrate the game. Say **Stand up!** and get Jack to stand up. Encourage the children to stand up.
- Repeat with **Sit down!** Repeat, alternating between **Stand up!** and **Sit down!**
- If the children are able to follow you successfully, get Jack to say **Very good!**
- If you wish you could repeat the same command a couple of times, e.g. say **Sit down! Sit down!** Most children, probably all, will stand up the second time! Laugh with them when they do the wrong thing, and say **Listen carefully!** Mime putting your hand to your ear.

- When you have played for a couple of minutes, say **Let's stop! Sit down!**
- You may need to use *The calm down chant* if the children get too excited (see Introduction page 20).

### 5 Play **Pat Jack**. **Optional activity**

- Put on the puppet. Demonstrate patting Jack on his head. Say **Hello Jack**.
- Go around the class, getting Jack to say **Hello (Ana)** to individual children.
- Encourage the children to pat Jack on the head gently. When they do, Jack can snuggle up to them. Praise the children and clap after each one. Don't insist that children do this if they don't want to.

### Transition time

#### 6 Say **The Transition chant**. (CD 1 track 11)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in.

CD1  
11

#### The transition chant

*Let's go to the tables!* (Beckon to the children.)  
*Let's go to the tables!* (Beckon to the children.)  
*Tiptoe, tiptoe.* (Mime tiptoeing.)  
*Sit down! Sit down!* (Mime sitting.)  
*Ssh! Ssh! Ssh!* (Put your index finger to your lips.)

### Table time

#### 7 Colour Jack. (Teacher's Notes page 194)

- Give out the crayons and the photocopyable worksheets.
- Point to the picture and say **It's Jack!** Say **Point to Jack** and demonstrate by pointing on your own worksheet.
- Say **Hello, Jack!** and encourage the children to join in.
- Pick up a crayon and say **Colour Jack**.
- Monitor and praise the children. Show some of the completed worksheets to the class, say **Hello, Jack!** and encourage the children to wave.

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

- Put on the puppet. Say **Bye-bye** and wave slowly. Say **Let's sing the Bye-bye song!**
- Play the CD. Sing the song and do the actions. Encourage the children to join in.

CD1  
12

#### Bye-bye song

*Bye-bye everyone.* (Point to all the children.)  
*Bye-bye, bye-bye!* (Wave.)  
*Bye-bye everyone.* (Point to all the children.)  
*Bye-bye!* (Wave.)

### Extra activities

#### 1 Play **Wave Hello!**

- Put on the puppet. Cover his face and say **Hello Jack!** (If children say this with you praise them.)
- Uncover his face, get him to wave and say **Hello!**
- Ask children to cover their faces like Jack. Say **Hello children!** Encourage the children to uncover their faces and wave. Some confident children may say **Hello!** Praise them if they do.

#### 2 Play **The hello game!**

- Put on the puppet. Get Jack to say **Hello!** to a child and get their name wrong, e.g. Point to (Ana) and say **Hello (Cristina)!**
- Make a face and say **No Jack, this is (Ana)!** Repeat with other children.
- When children are confident encourage them to correct Jack themselves with a shake of the head.

#### 3 Play **Hello! Bye-bye!**

- Put on the puppet. Hold out your arm and make Jack jump from your shoulder to your wrist. With each jump say **Hello!** Encourage the children to wave and join in.
- Now turn Jack around and make him jump from your wrist to your shoulder, this time with each jump say **Bye-bye!** Encourage the children to wave and join in.

# Hello, friends!

## Lesson 2



### Learning objectives

- Get to know the characters' names.
- Listen to and join in with *The characters song*.
- Listen to and join in with a song using the Press out.

### Language focus

#### Key vocabulary

- *Hello! Bye-bye!*
- *Danny, Katie, Fluffy, Jack*

#### Receptive language

- *What's your name?*
- *It's ...*

#### Classroom materials

- Puppet
- CD 1
- Jack's box
- Flashcards: *Danny, Katie, Fluffy*
- Introductory unit Press out



### At-a-glance lesson plan

#### Getting ready

- Put the puppet and flashcards into Jack's box.

#### Circle time

- 1 Sing the *Hello song*. (CD 1 track 9) C1 C6
- 2 Play *What's in Jack's box?* C1
- 3 Sing *The characters song*. (CD 1 track 14) C1 C6
- 4 Play *Stand up! Sit down!* (Optional activity) C1
- 5 Say *The point with Jack rhyme*. C1

#### Transition time

- 6 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

#### Table time

- 7 Remove the characters Press out. (CD 1 track 14)  
C1 C6 C8
- 8 Play *Back in Jack's box*. C1
- 9 Sing the *Bye-bye song*. (CD 1 track 12) C1 C6

### Circle time

#### 1 Sing the *Hello song!* (CD 1 track 9)

• Organise the children in a circle. Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Put on the puppet and say **Hello, children!** Encourage the children to wave to Jack. Encourage confident children to say **Hello!**

• Play the CD, sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

#### 2 Play *What's in Jack's box?*

• Make Jack fly up and down in excitement towards Jack's box. Say **What's in Jack's box today?** Place Jack near your ear, as though he is whispering. Pretend to listen and say **Let's see!**

• Take out a flashcard from Jack's box. Show it to the children. Ask **Who's this?** Get Jack to say **It's Danny**. Say **Hello, Danny!** and encourage the children to wave at the flashcard. Quickly put Danny behind your back. Say **Where's Danny?** Call out, **Danny, Danny, Danny**. Encourage the children to put their hands to their mouths as though they are calling too (more confident children may try to say **Danny**). Take the flashcard from behind your back and put it on the wall.

• Repeat the procedure with Katie and Fluffy. Explain that Fluffy and Jack are Danny and Katie's pets.

• Leave the flashcards on the wall for the next activity.

#### Tip!

Children really like the simple activity of hiding a flashcard and calling out the names. It's an excellent way for the children to hear the characters' names in contextualised fun!

#### 3 Sing *The characters song*. (CD 1 track 14)

- Say **Let's listen to a song. Let's listen to *The characters song*.**
- Play the CD and encourage the children to listen and point to the correct flashcards as they are mentioned.
- Play the song again and do the actions. Encourage the children to join in.
- Play the song again. Encourage the children to mime the actions and sing along if they want to.

CD1  
14**The characters song***It's Jack! It's Jack!* (Point to Jack.)*Hello Jack* (Wave to Jack.)*Hello! Hello! Hello!* (Wave to everyone.)*It's Danny! It's Danny!* (Point to Danny.)*Hello Danny* (Wave to Danny.)*Hello! Hello! Hello!* (Wave to everyone.)*It's Katie! It's Katie!* (Point to Katie.)*Hello Katie* (Wave to Katie.)*Hello! Hello! Hello!* (Wave to everyone.)*It's Fluffy! It's Fluffy!* (Point to Fluffy.)*Hello Fluffy* (Wave to Fluffy.)*Hello! Hello! Hello!* (Wave to everyone.)

- Say **Sit down, children!** You may wish to use *The sit down chant* (see Introduction page 20.)

**4 Play Stand up! Sit down!** Optional activity

- Put on the puppet. Say **Stand up!** and get Jack to stand up. Encourage the children to stand up.
- Repeat with **Sit down!**
- Repeat, alternating between **Stand up!** and **Sit down!** If you wish, repeat the same command a few times, e.g. **Sit down! Sit down!** If they do the wrong action smile and say **Listen carefully!**
- When you have played for a couple of minutes, say **Let's stop! Sit down!**

**5 Say The point with Jack rhyme.**

- Put on the puppet and say **Let's point!**
- Say *The point with Jack rhyme* and insert a character's name. Encourage the children to point to the correct character flashcard.
- When you have called out all the names several times, say **Let's stop!**

**The point with Jack rhyme***Let's point, let's point!**Point to (Danny)! (Point to the Danny flashcard.)**1, 2, 3!* (Point to the flashcard three times.)Transition time**6 Say The transition chant. (CD 1 track 11)**

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

Table time**7 Remove the characters Press out. (CD 1 track 14)**

- Give out the Press outs. Demonstrate how to remove them and encourage the children to copy.
- Point to the picture and say **It's Danny, Katie, Jack and Fluffy. They are playing.**

- Say **Where's Jack? Point to Jack.** Demonstrate by pointing to Jack on your Press out. Repeat with the other characters.

- Say **Let's sing and point.** Play the CD and encourage the children to point to the characters on the Press out as they are mentioned in the song.
- Collect the Press outs and write the children's names on them.

**8 Play Back in Jack's box.**

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**
- Choose three children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (Danny) in Jack's box.** Together with Juan, put the Danny flashcard away. Encourage the children to wave and say **Bye-bye.** Clap when each child finishes the task.
- Repeat with the other volunteers and flashcards.

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

- Put on the puppet. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

Extra activities**1 Play The circle game.**

- Say **Stand in a circle!** Join hands with the children and help them walk in a circle. Chant **Hello! Hello! Hello!** as you do this.
- Now stop and turn around. Hold hands again and walk the other way, chanting **Bye-bye! Bye-bye! Bye-bye!** Repeat a couple of times.
- Confident children may start chanting **Hello!** and **Bye-bye!** with you.

**2 Play Blowing kisses.**

- Show the different character flashcards and say **Hello (Katie)!**
- Say **Bye-Bye, Katie,** encourage the children to wave, and get Jack to blow kisses. Encourage the children to blow kisses as well and put the flashcard in Jack's box.
- Repeat with the other character flashcards.

**3 Play Pat Jack!**

- Put on the puppet. Demonstrate patting Jack on his head. Say **Hello, Jack.**
- Go around the class, saying **Hello (Ana)** to individual children.
- Encourage children to pat Jack on the head gently. When they do Jack can snuggle up to them. Praise the children and clap after each one.

# 1 Jack's classroom

## Unit objectives

- Feel happy about being in school and in an English class. (C5)
- Identify and respond to new vocabulary. (C1)
- Listen to and join in with a song. (C1)
- Listen to and follow a story. (C1)
- Identify and respond to the concepts of *good* and *bad*. (C1)
- Recognise the colour *red*. (C1)
- Recognise the number *1*. (C1, C2)
- Emotional intelligence: understand the importance of good behaviour in the classroom. (C1, C5, C8)
- My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)
- Revise and practise unit vocabulary through multi-ROM games and photocopyable worksheets on the Photocopiable Resources CD. (C6, C7, C8)

## Main criteria for evaluation

Children should:

- begin to identify some classroom words.
- use appropriate actions to accompany a song.
- listen attentively to the story and respond non-verbally when invited.
- recognise the colour *red*.
- understand the concept of the number one.
- begin to follow instructions appropriately.
- participate in games.
- respect classroom rules.
- be able to handle a pencil / crayon.

## Language focus

### Key language

*Teacher, table, crayon, chair*

*Good boy, bad boy*

*Red*

Number *1*

### Recycled language

*Hello / bye-bye*

*Jack, Danny, Katie, Fluffy*

## Receptive language

*Hooray!*

*It's school today!*

*In the classroom.*

*This is our/my ...*

*Please be quiet!*

*My ...*

*He's lost a feather.*

*Look! Wow!*

*Well done to ...*

## Classroom language

*Let's sing/stop/listen/  
point/put ... !*

*Very good! Well done!*

*Sit down! Stand up!*

*Be quiet!*

*Listen carefully!*

*Yes! / No!*

*Touch your ...*

*Help me ...*

*Colour ...*

*Point to ...*

*Trace ...*

*Stick the stickers ...*

*Show me/Find the ...*

*What's ...?*

*Where's ...?*

*Who's this?*

*What colour is it/this?*

*How many?*

*If you are wearing ...*

*They are the same/  
different.*

*It's story time!*



## Emotional intelligence

Understand the importance of good behaviour in the classroom.

## Basic competences key

(C1) Competence in linguistic communication

(C2) Mathematical competence

(C3) Competence in knowledge of and interaction with the physical world

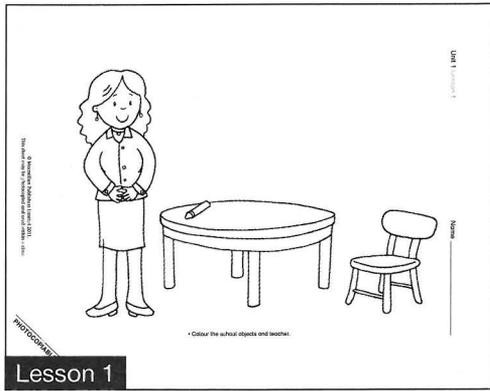
(C4) Competence in processing information and use of ICT

(C5) Competence in social skills and citizenship

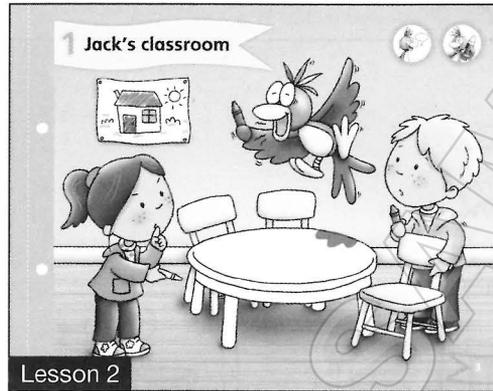
(C6) Artistic and cultural competence

(C7) Learning to learn

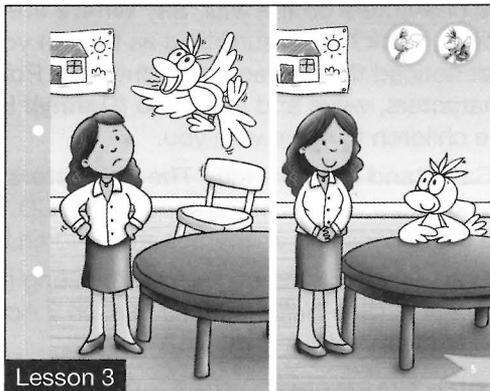
(C8) Autonomy and personal initiative



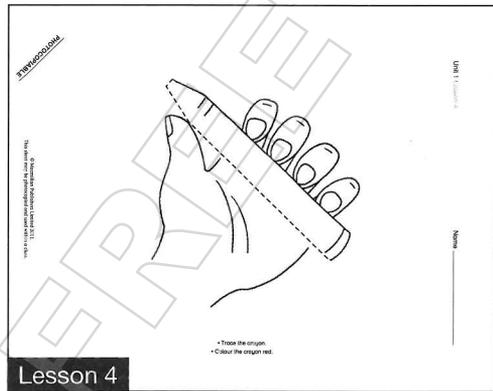
Lesson 1



Lesson 2



Lesson 3



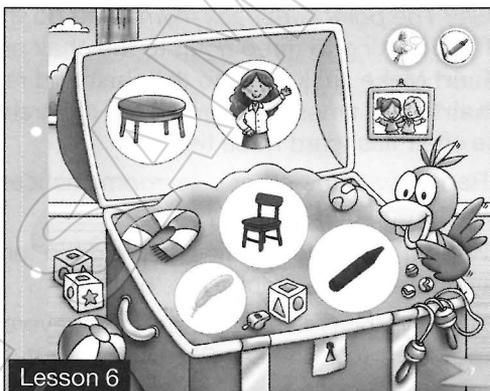
Lesson 4



Lesson 5



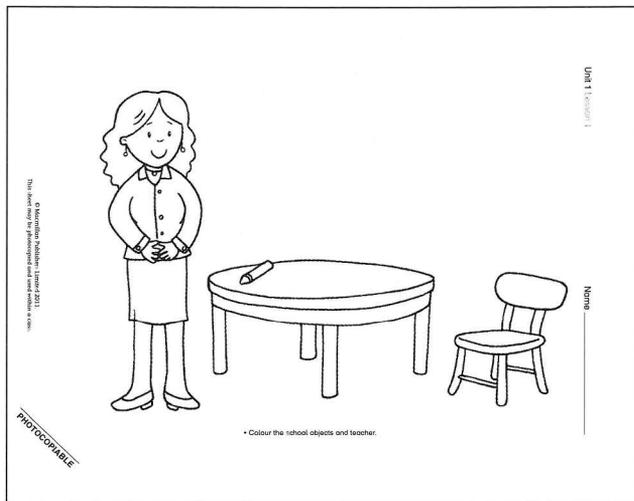
Lesson 5



Lesson 6

# 1 Jack's classroom

## Lesson 1



### Learning objectives

- Identify and respond to classroom vocabulary.
- Listen to and join in with *The school song*.

### Language focus

#### Key vocabulary

- *Chair, table, crayon, teacher*

#### Receptive language

- *Hooray!*
- *It's school today!*

#### Classroom materials

- Puppet
- CD 1
- Jack's box
- Flashcards: *Danny, Katie, Fluffy, chair, table, crayon, teacher*
- Teacher's Notes Photocopiable Resources: Unit 1 vocabulary worksheet
- Crayons

### At-a-glance lesson plan

#### Getting ready

- Put the character flashcards on the classroom walls. Put the puppet and classroom flashcards into Jack's box.

#### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Remember the characters. (CD 1 track 15) C1
- 3 Play *What's in Jack's box?* C1 C6
- 4 Say *The point with Jack rhyme*. C1
- 5 Sing *The school song*. (CD 1 track 16) C1 C6
- 6 Play *Point to!* (Optional activity) C1
- 7 Play *Let's mime with Jack*. C1

#### Transition time

- 8 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

#### Table time

- 9 Point and colour. (Teacher's Notes page 195) (CD 1 track 16) C1 C6 C7 C8
- 10 Play *Back in Jack's box*. C1 C5
- 11 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

#### 2 Remember the characters. (CD 1 track 15)

- Make Jack fly up and down in excitement towards the characters on the wall. Say **Where are you going, Jack?** Look surprised as though you have just noticed the characters on the wall. Point to the characters, wave and say **Hello (Danny)!** Encourage the children to wave with you.
- Say **Stand up! Let's sing *The characters song!*** Play the karaoke version of the song on the CD. Sing and do the actions and encourage the children to join in.
- Praise the children and repeat the song if they request it. (See *Hello, friends!* Lesson 2 Activity 3 for the audio script.)

#### 3 Play *What's in Jack's box?*

- Make Jack fly up and down in excitement towards Jack's Box. Say **What's in Jack's box today?**
- Take out a flashcard from Jack's box. Show it to the children. Ask **What's this?** Get Jack to say **A (chair), it's a (chair).**
- Stick the flashcard on the wall. Repeat the word as you do this and encourage the children to point to the flashcard.
- Repeat with the rest of the classroom flashcards. Leave the flashcards on the wall for the next two activities.

#### 4 Say *The point with Jack rhyme*.

- Put on the puppet and say **Let's point with Jack!**
- Say *The point with Jack rhyme* and do the actions. After counting to three point to the chair and say **Chair!** Make Jack point to the chair and repeat **Chair!** three times. Encourage the children to point to the chair flashcard three times.
- Repeat with the other classroom flashcards. Get Jack to nod and say **Very good!**
- Repeat a couple of times, varying the tempo by saying the rhyme quickly or slowly.
- When you have said all the words several times, wipe your brow and say **Phew! I'm tired. Let's stop!**

#### *The point with Jack rhyme*

*Listen, listen, listen to me.* (Cup your hand round your ear.)

*Point with Jack, 1, 2, 3.* (Count on your fingers.)

*Chair!* (Point to the chair flashcard.)

*Chair, chair, chair!* (Point to the flashcard three times.)

### 5 Sing *The school song*. (CD 1 track 16)

- Say **Let's listen to a song! Let's listen to *The school song*.**
- Play the CD and encourage the children to listen and point to the correct flashcards as they are mentioned. You can help by pointing Jack's beak towards the correct flashcard.
- Play the song again and encourage the children to point to the flashcards and raise their arms when they hear **Hooray!**
- Say **Stand up!** and play the song a third time. Sing and point to the flashcards, encouraging the children to join in. Make Jack nod and say **Very good!**
- Say **Sit down, children!** You may wish to use *The sit down chant* (see Introduction page 20).



#### The school song

*Hooray! Hooray!* (Put your arms in the air.)

*It's school today.*

*Table!* (Point to the flashcard.)

*Hooray! Hooray!* (Put your arms in the air.)

*It's school today.*

*Table and chair!* (Point to the flashcards.)

*Hooray! Hooray!* (Put your arms in the air.)

*It's school today.*

*Table, chair and crayon!* (Point to the flashcards.)

*Hooray! Hooray!* (Put your arms in the air.)

*It's school today.*

*Table, chair, crayon and ... Hello teacher!* (Point to the flashcards.)

### 6 Play **Point to!** **Optional activity**

- Demonstrate using Jack. Say **Point to ... table**. Get Jack to point to a table in the classroom. Repeat with the other items, encouraging children to help Jack.
- Repeat several times with the different classroom words, pointing around the room, not just at the flashcards. Look surprised when the children point to you, instead of the teacher flashcard.

### 7 Play **Let's mime with Jack!**

- Say the classroom words and do the following actions: **Table!** (hold your arms horizontal against your chest), **Chair!** (mime sitting down), **Crayon!** (mime colouring), **Teacher!** (blow a kiss).
- Say the words again and encourage the children to copy your actions.
- Continue saying the words one after the other and praise the children as they do the mimes.

### Transition time

### 8 Say *The transition chant*. (CD 1 track 11)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the *Transition chant* and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

### Table time

### 9 Point and colour. (Teacher's Notes page 195) (CD 1 track 16)

- Give out the crayons and the photocopiable worksheets.
- Point to the picture and say **Table, chair, crayon, teacher**. Say **Where's the table? Point to the table**. Demonstrate by pointing to the table on your worksheet. Encourage the children to point and say the word. Repeat with the other classroom words.
- Say **Colour the table** and encourage the children to colour the school objects and the teacher.
- Play *The school song* on the CD. Encourage the children to point to the objects and teacher on the worksheet as they listen to the song. Encourage them to sing along too if they feel confident.
- Collect the activity sheets and help the children sit with their arms crossed. Praise the children who are sitting quietly, saying **Good boy, (Juan)! Good girl, (Ana)!**

### 10 Play *Back in Jack's box*.

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box**.
- Select seven children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (table) in Jack's box**. Together with Juan, put the table flashcard away. Encourage the children to wave and clap.
- Repeat with the other volunteers and classroom and character flashcards.

### 11 Sing the *Bye-bye song*. (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD, sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

### Extra activities

#### 1 Play *What is it?*

- Hold up one of the classroom flashcards and cover it with a piece of paper. Gradually pull the paper away, slowly revealing the picture. Encourage the children to mime the object when they know what it is. Say **(Table)!**

#### 2 Sing *The school song*. (CD 1 track 16)

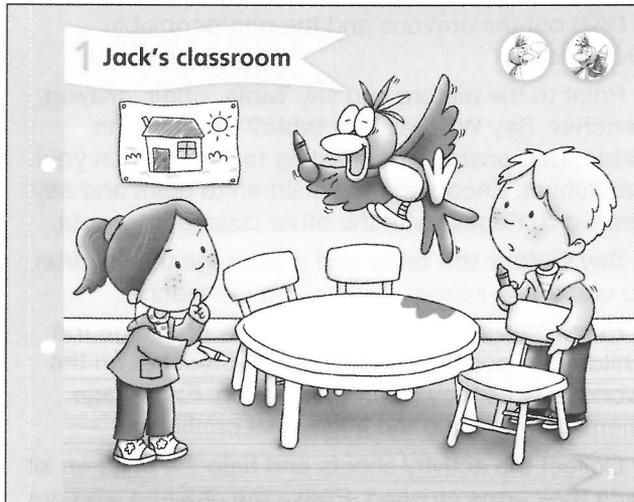
- This song works well when the children are sitting on chairs around their tables. Ensure they all have a crayon on the table in front of them.
- Play the CD and encourage the children to sing along and point to the different objects, and you the teacher!

#### 3 Play *Jack, who's this?*

- Move around the room and touch a child's head. Say **Who's this, Jack?** Pretend to think, get Jack to say, **It's (Juan)**. If it's correct encourage everyone to clap, and you can say **Very good, Jack!** If it's wrong, shake your head and say **Jack! It's (Pablo)!**

# 1 Jack's classroom

## Lesson 2



### Learning objectives

- Listen and respond to a story.

### Language focus

#### Key vocabulary

- Chair, table, crayon, teacher

#### Receptive language

- ... in the classroom.
- This is our ...
- Please be quiet!
- Look! Wow!

#### Classroom materials

- Puppet
- CD 1
- Jack's box
- Flashcards: chair, table, crayon, teacher
- Hello Jack Flip over Book
- Red crayons



### At-a-glance lesson plan

#### Getting ready

- Put the classroom flashcards on the classroom walls. Put the puppet into Jack's box.

#### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Say *The point with Jack rhyme*. C1
- 3 Sing *The school song*. (CD 1 track 17) C1 C6
- 4 Play *Stand up! Sit down!* (Optional activity) C1
- 5 Say *The story time chant*. (CD 1 track 18) C1 C5 C6
- 6 Play *The story game*. (Flip over Book page 3) C1
- 7 Listen to *Jack's classroom story*. (CD 1 track 19) (Flip over Book pages 4-11) C1 C6

#### Transition time

- 8 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

#### Table time

- 9 Colour the table red. (Pupil's Book page 3) C1 C6 C7 C8
- 10 Play *Back in Jack's box*. C1 C5
- 11 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

#### 2 Say *The point with Jack rhyme*.

- Point to the chair flashcard and say **Point to the chair**. Encourage the children to point. Repeat with the other flashcards.
- Say **Let's say *The point with Jack rhyme***. Say the rhyme and do the actions (see Lesson 1 Activity 4). Encourage the children to point to each flashcard three times.
- Leave the flashcards on the wall.

#### 3 Sing *The school song*. (CD 1 track 17)

- Say **Stand up! Let's sing *The school song!*** Go through the actions to help the children remember.
- Play the karaoke version of the song on the CD. Encourage the children to join in. (See Lesson 1 Activity 5 for the audio script.)
- Repeat the song if the children request it.
- Clap at the end and say **Very good!** Make Jack nod his head and agree.
- Say **Sit down!** You may wish to use *The sit down chant* (see Introduction page 20).

#### 4 Play *Stand up! Sit down!* Optional activity

- Say **Stand up!** and get Jack to stand up. Encourage the children to stand up.
- Repeat with **Sit down!** and get Jack to sit down.
- Repeat, alternating between **Stand up!** and **Sit down!**
- If you wish, repeat the same command a few times, e.g. **Sit down! Sit down!** If they do the wrong action, smile and say **Listen carefully!**
- When you have played for a couple of minutes, say **Let's stop! Sit down!**

#### 5 Say *The story time chant*. (CD 1 track 18)

- Say **It's story time**. Open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in.

CD1  
18**The story time chant**

*Look! Look! Look!* (Point to your eyes.)

*Listen! Listen! Listen!* (Cup your hand round your ear.)

*It's story time!* (Open the palms of your hands as if reading a book.)

*It's story time!* (Open the palms of your hands as if reading a book.)

*Ssh! Ssh! Ssh!* (Put your finger to your lips.)

**6 Play *The story game*. (Flip over Book page 3)**

• Point to Jack's playground at the beginning of the Flip over Book and say **Look! It's Jack's playground!** Get Jack to fly up and down in excitement.

• Say **Let's follow the green path!** Walk your fingers along the green path. Stop at the four classroom items along the green path, say the words and encourage the children to mime the objects.

• Say **Today the story is about a classroom.**

**7 Listen to *Jack's classroom story*. (CD 1 track 19) (Flip over Book pages 4-11)**

• Say **Let's listen to the story.**

• Read the story aloud or play the CD.

• Point to the pictures in the Flip over Book and mime as you say the words. Encourage the children to listen and look at the pictures.

• Tell the story or play the CD a second time.

• Encourage the children to join in by pointing to the pictures.

• Get Jack to say **That was a good story!**

CD1  
19**Jack's classroom****Frame 1**

**Narrator:** *Jack, Danny and Katie are in the classroom.* (Point to the characters.)

**Danny and Katie:** *Look! This is our classroom.* (Point to the classroom.)

**Jack:** *Wow! This is our classroom. This is our classroom!* (Point to the classroom.)

**Katie and Danny:** *Shh, Jack! Please be quiet!* (Put your finger to your lips.)

**Frame 2**

**Katie and Danny:** *Look! This is our table.* (Point to the table.)

**Jack:** *Wow! This is our table. This is our table!* (Point to the table.)

**Katie and Danny:** *Shh Jack! Please be quiet!* (Put your finger to your lips.)

**Danny:** *This is my chair.* (Point to Danny's chair)

**Jack:** *Wow! This is my chair. This is my chair!* (Point to Jack's chair.)

**Katie and Danny:** *Shh Jack! Please be quiet!* (Put your finger to your lips.)

**Katie:** *This is my crayon.* (Point to Katie's crayon.)

**Jack:** *Wow! This is my crayon. This is my crayon!* (Point to Jack's crayon.)

**Katie and Danny:** *Shh Jack! Please be quiet and sit down!* (Put your finger to your lips.)

**Frame 3**

**Narrator:** *Now the teacher is in the classroom.* (Point to the teacher.)

**Teacher:** *Hello, children!* (Wave.)

**Katie:** *Hello, teacher!* (Wave.)

**Danny:** *Oh, no! Where's Jack?* (Raise your shoulders and look questioningly.)

**Frame 4**

**Teacher:** *Hello, Jack!* (Wave and point to Jack.)

*Good boy, Jack!* (Nod your head and smile.)

**Jack:** *Hello, teacher! Hello, teacher!* (Wave and point to the teacher.)

**Transition time****8 Say *The transition chant*. (CD 1 track 11)**

• Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

**Table time****9 Colour the table red. (Pupil's Book page 3)**

• Give out the red crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.

• Point to the picture and say **It's Jack's classroom.**

• Say **Point to Jack.** Repeat with **Danny** and **Katie.**

• Say **Point to the table.** Encourage the children to point to the table. Repeat with *chair* and *crayon.*

• Show the children a red crayon and say **Colour the table red.** Demonstrate by pretending to colour the table red.

• Monitor and use Jack to praise the children. At the end show some of the completed worksheets to the class and say **Look at the table. Very good (Marta)!**

• Collect the Pupil's Books or worksheets and help the children sit with their arms crossed. Praise children who are sitting quietly, saying **Good boy, (Juan)!** **Good girl, (Ana)!**

**10 Play *Back in Jack's box*.**

• Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**

• Choose four children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (chair) in Jack's box.** Together with Juan, put the chair flashcard away. Encourage the children to clap and wave.

• Repeat with the other volunteers and flashcards.

### 11 Sing the *Bye-bye song*. (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

#### Extra activities

##### 1 Play *Copy me!*

- This game is best played when the children are sitting on chairs around their tables.
- Say **Touch your chair like me**. Touch your chair with your finger and encourage the children to copy you.
- Repeat with the other classroom objects (except teacher). Vary the actions by using your thumb, fist, palm, arm, etc.
- Get Jack to praise the children.

##### 2 Sing *The characters song* in groups. (CD 1 track 14)

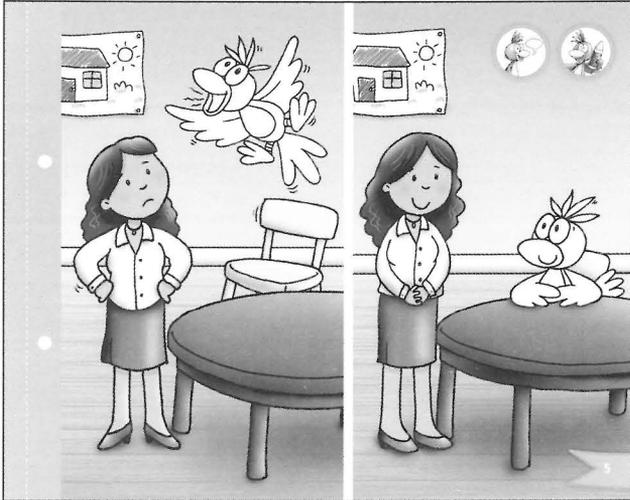
- Choose four volunteers using *The hands up chant* (see Introduction page 20).
- Get them to come to the front of the class and give each one a character flashcard and the Jack puppet.
- Say **Let's sing the song**.
- Encourage the class to wave at each character when they hear the name in the song, and the child holding the flashcard / puppet waves back.
- Repeat the song with different volunteers.

##### 3 Play *Let's mime with Jack!*

- Say the classroom words and do the following actions: **Table!** (hold your arms horizontal against your chest), **Chair!** (mime sitting down), **Crayon!** (mime colouring), **Teacher!** (blow a kiss).
- Say the words again and encourage the children to copy your actions.
- Continue saying the words one after the other and praise the children as they do the mimes.

# 1 Jack's classroom

## Lesson 3



### Learning objectives

- Identify and respond to the concept of *good* and *bad* behaviour.

### Language focus

#### Key vocabulary

- *Good / bad (boy)*
- *Danny, Katie, Jack, Fluffy*
- *Chair, table, crayon, teacher*

#### Receptive language

- *Hooray!*
- *It's school today!*

#### Classroom materials

- Puppet
- CD 1
- Jack's box
- Flashcards: *good boy Jack, bad boy Jack*
- *Hello Jack* Flip over Book
- Red crayons



### At-a-glance lesson plan

#### Getting ready

- Put the puppet and good boy and bad boy flashcards into Jack's box.

#### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The school song*. (CD 1 track 17) C1 C6
- 3 Listen to *Jack's classroom story*. (CD 1 track 19) (Flip over Book pages 4-11)
- 4 Introduce *good* and *bad*. C1 C5
- 5 Play *Good boy Jack! Bad boy Jack!* (Optional activity) C1

#### Transition time

- 6 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

#### Table time

- 7 Colour *Bad boy Jack* red. (Pupil's Book page 5) C1 C6 C7 C8
- 8 Play *Back in Jack's box*. C1 C5
- 9 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

#### 2 Sing *The school song*. (CD 1 track 17)

- Say **Stand up! Let's sing a song!**
- Play the karaoke version of the song on the CD. Encourage the children to join in. (See Lesson 1 Activity 5 for the audio script.)
- Repeat the song if the children request it.
- Clap and say **Very good!** Make Jack nod his head and agree.
- Say **Sit down!** You may wish to use *The sit down chant* (see Introduction page 20).

#### 3 Listen to *Jack's classroom story*. (CD 1 track 19) (Flip over Book pages 4-11)

- Open the Flip over Book to story 1.
- Play the CD or read the story. (See storytelling tips in the Introduction page 19.)
- Point to the pictures in the Flip over Book and mime as you say the words. Encourage the children to listen, look at the pictures and point with you.
- Repeat the story if the children appear to enjoy it.

#### 4 Introduce *good* and *bad*.

- Point to frame 4 of the story and ask the children if they think Jack is behaving properly in class. Encourage them to say **Yes!**
- Elicit what good behaviour is, say **Jack! Please sit down and be quiet.** Point to frame 4 say **Good boy Jack!**
- Take the good boy Jack flashcard out of Jack's box. Nod enthusiastically and say **Good boy Jack!** Encourage the children to nod their heads too.
- Take the bad boy Jack flashcard out of Jack's box. Shake your head and say **Bad boy Jack!** Encourage the children to shake their heads too.
- Say **Good boy Jack** and **Bad boy Jack** several times while showing the flashcards and doing the actions. Encourage the children to join in.
- If you wish, look at the children sitting around you and praise those that are sitting quietly, say **Good boy (Juan)! Good girl (Ana)!** From now on regularly praise children who are sitting quietly and paying attention during your classes.

## 5 Play *Good boy Jack! Bad boy Jack!*

### Optional activity

- Put the good boy Jack flashcard on the wall. Say **Good boy Jack!** and nod your head. Encourage the children to point to the flashcard and nod their heads.
- Repeat with the bad boy Jack flashcard and shake your head.
- Say **Good boy Jack! Bad Boy Jack!** in random order, over and over and encourage the children to point to the correct flashcard and do the action. Speed up as the children get more confident.

### Transition time

## 6 Say *The transition chant.* (CD 1 track 11)

- Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

### Table time

## 7 Colour *Bad boy Jack* red. (Pupil's Book page 5)

- Give out the red crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Say **Point to Jack** and encourage the children to point to Jack on their worksheet and say the word. Repeat with the teacher.
- Point to the left frame and say **Oh dear! Bad boy Jack! Sit down!** Now point to the right frame and say **Good boy Jack!**
- Say **Point to Good boy Jack!** and encourage the children to point to the correct picture of Jack. Repeat with **Bad boy Jack.**
- Hold up a red crayon and say **Colour Bad boy Jack red!** Demonstrate colouring on your worksheet.
- Show some of the completed worksheets to the class. Say **Look, it's Bad boy Jack!**
- Collect the Pupil's Books or worksheets and help the children sit with their arms crossed. Praise children who are sitting quietly, say **Good boy (Juan)! Good girl (Ana)!**

## 8 Play *Back in Jack's box.*

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**
- Choose two children to help you using *The hands up chant* (see Introduction page 20). Say **(Ana), help me put (good boy Jack) in Jack's box.** Together with Ana, put the good boy Jack flashcard away. Encourage the children to wave and clap.
- Repeat with the other volunteer and flashcard.

## 9 Sing the *Bye-bye song.* (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

### Extra activities

#### 1 Play *Copy me!*

- This game is best played when the children are sitting on chairs around their tables.
- Say **Touch your (chair) like me.** Touch your chair with your finger and encourage the children to copy you.
- Repeat with the other classroom objects (except teacher). Vary the actions by using your thumb, fist, palm, arm, etc.
- Get Jack to praise the children.

#### 2 Play *Read my lips!*

- Put the character flashcards on the classroom walls.
- Say **Hello, Jack** in a very soft whisper.
- The children watch your lip movements and wave to the correct character flashcard.
- Repeat with the other characters.

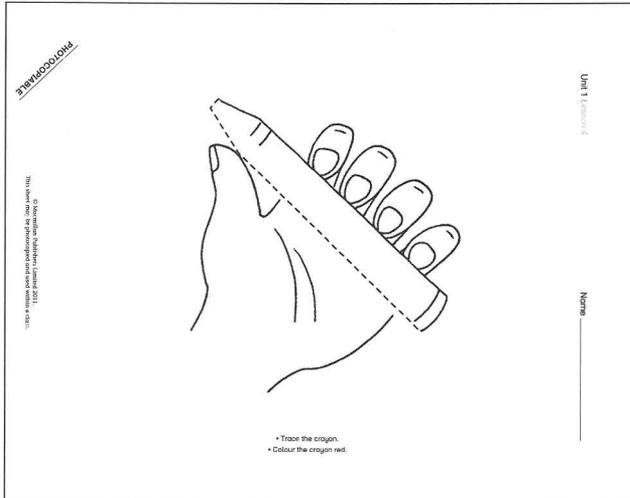
#### 3 Play *Round and round!*

- Put the character flashcards on different walls.
- Ask the children to stand up and walk around in a circle. Clap rhythmically and say **Round and round and round and round and ... (Hello, Danny)!**
- The children stop and wave at the Danny flashcard.
- Repeat with the other characters.
- If walking in a circle is difficult, the children can walk on the spot.

If you would like to increase the unit's lexical set by an additional two words, please use the *Extra vocabulary flashcards*, *Extra vocabulary worksheets* and *Extra vocabulary Teacher's Notes* on the Photocopiable Resources CD.

# 1 Jack's classroom

## Lesson 4



### Learning objectives

- Recognise the colour *red*.
- Recognise the number *1*.
- Listen to and join in with *The red crayon song*.

### Language focus

#### Key vocabulary

- *Red*
- *Number 1*
- *Chair, table, crayon, teacher*

#### Receptive language

- *What colour is ...?*
- *My ...*
- *How many ...?*

#### Classroom materials

- Puppet • CD 1 • Jack's box
- Flashcards: *table, chair, crayon, teacher, red*
- Teacher's Notes Photocopiable Resources: Unit 1 colours worksheet
- Red crayons



### At-a-glance lesson plan

#### Getting ready

- Put the puppet and the red flashcard into Jack's box. Put the classroom flashcards on the wall.

#### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The school song*. (CD 1 track 17) C1 C6
- 3 Play *What's in Jack's box?* C1
- 4 Play *Oops! Where's it gone?* C1
- 5 Play *Find something red!* (Optional activity) C1
- 6 Sing *The red crayon song*. (CD 1 track 20) C1 C6

#### Transition time

- 7 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

#### Table time

- 8 Trace and colour the crayon. (Teacher's Notes page 196) (CD 1 track 20) C1 C6 C7 C8
- 9 Play *Back in Jack's box*. C1 C5
- 10 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

#### 2 Sing *The school song*. (CD 1 track 17)

- Say **Stand up! Let's sing a song!**
- Play the karaoke version of the song on the CD. Point to the flashcards and do the actions. Encourage the children to join in. (See Lesson 1 Activity 5 for the audio script.)
- Repeat the song if the children request it.
- Clap and say **Very good!** Make Jack nod his head and agree.
- Say **Sit down!** You may wish to use *The sit down chant* (see Introduction page 20).

#### 3 Play *What's in Jack's box?*

- Make Jack fly up and down in excitement towards Jack's box. Say **What's in Jack's box today?**
- Make Jack take the red flashcard out of Jack's box. Show it to the children. Ask **What colour is this?** Say **Red!** Repeat the word a few times.

#### 4 Play *Oops! Where's it gone?*

- Hide the red flashcard behind your back.
- Say **Oops! Where's it gone? Where's red?**
- Encourage the children to put their hands to their mouths as if calling. Say **Red, red, red!** and bring the flashcard from behind your back.
- Repeat a few times.

#### 5 Play *Find something red!* Optional activity

- Say **Let's find something red!**
- Demonstrate looking for something: look at your clothes, in your bag, around the room. Then pick up or point to a red object and say **It's red!**
- Now play with the children. First look at their clothes - they may have to lift up their overalls to see what colours they are wearing. When they find something red, they stand up and point.
- Praise children when they find something red and say **It's red!**

#### 6 Sing *The red crayon song*. (CD 1 track 20)

- Put the red flashcard on the wall and say **Red!**
- Hold up a red crayon. Say **Red crayon!** Hold up one finger, say **One red crayon**. Say **How many red crayons?** Say **One!** Point to your chest and say **My red crayon**.

- Say **Let's sing *The red crayon song!*** Play the CD and encourage the children to point to the flashcard as it is mentioned.
- Play the song again and encourage the children to do the actions.
- Say **Stand up, please!** Play the song a third time and encourage the children to join in and do the actions.
- Say **Very good!** and make Jack nod his head.

CD1  
20

### The red crayon song

*A red crayon* (Point to the flashcard.)

*One red crayon* (Hold up one finger.)

*My red crayon!* (Point to yourself.)

*A red crayon* (Point to the flashcard.)

*One red crayon* (Hold up one finger.)

*My red crayon!* (Point to yourself.)

### Transition time

#### 7 Say *The transition chant.* (CD 1 track 11)

- Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

### Table time

#### 8 Trace and colour the crayon. (Teacher's Notes page 196) (CD 1 track 20)

- Give out the pencils and red crayons. Give out the photocopiable worksheets.
- Point to the crayon and say **One crayon.** Hold up one finger and encourage the children to do the same. Say **Point to the crayon** and encourage the children to point on their worksheet and say the word.
- Say **Trace the crayon.** Use your finger and demonstrate tracing over the dashed line. Encourage the children to trace the crayon.
- Hold up a red crayon and say **Colour the crayon red.** Encourage the children to colour the crayon.
- Monitor carefully and praise the children.
- Play *The red crayon song* again and encourage the children to point to the red crayon on their worksheet as it is mentioned in the song.
- Collect the worksheets and help the children sit with their arms crossed.

#### 9 Play *Back in Jack's box.*

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**

- Choose five children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (red) in Jack's box.** Together with Juan, put the red flashcard away. Encourage the children to clap and wave.
- Repeat with the other volunteers and the classroom flashcards.

#### 10 Sing the *Bye-bye song.* (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

### Extra activities

#### 1 Play *Pass the parrot.* (CD 1 track 22)

- Make a simple red parrot picture on a piece of card (see the parrot template on the Photocopiable Resources CD). Introduce the parrot to everyone. Say **This is Jack's friend. He's Red Parrot.** Encourage everyone to wave.
- Play Jack's music. Pass the parrot around the circle. When the music stops, encourage the child who's got the parrot to stand up and wave. Say **Hello Red Parrot!** and encourage the other children to wave in return.
- Everybody claps and then continue the game.

#### 2 Play *Find the red flashcard.*

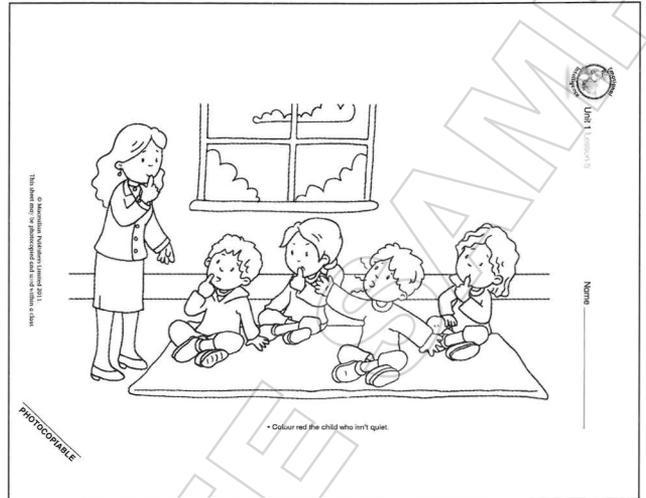
- Put the classroom and the red flashcards on the wall face down.
- Say **Where's red?** Get Jack to turn over a flashcard. If it is a classroom flashcard, make a sad face and say **No!** Encourage the children to turn their thumbs down. If it is the red flashcard smile and say **Yes, it's red!** Encourage the children to give you a thumbs up sign.
- Start again by shuffling the cards and placing them face down on the wall.
- If you think the children are confident they can help Jack turn over a flashcard.

#### 3 Make a red table display.

- Ask the children to find a red object and bring it to school.
- Collect the objects together and make a red table display in the classroom.
- Alternatively, ask the children to find red objects in the classroom and put them on a table.

# 1 Jack's classroom

## Lesson 5



### Learning objectives

- Listen to and join in with *Jack's playtime*.
- Listen to and act out the story with the Press outs.
- Emotional intelligence: understand the importance of good behaviour in the classroom.

### Language focus

#### Key vocabulary

- *Red*
- *Chair, table, crayon, teacher*

#### Receptive language

- *Point to ...*

#### Classroom materials

- Puppet • CD 1 • Jack's box
- Flashcards: *table, chair, crayon, teacher, red*
- Photocopiable Resources CD: Unit 1 picture cards
- Unit 1 Press out • Red crayons
- *Hello Jack Flip over Book*
- Teacher's Notes Photocopiable Resources: Unit 1 emotional intelligence worksheet



### At-a-glance lesson plan

#### Getting ready

- Put the puppet and the classroom flashcards into Jack's box. Prepare the picture cards.

#### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Play *Red, stand up!* (Optional activity) C1
- 3 Sing *The red crayon song*. (CD 1 track 21) C1 C6
- 4 Play *Jack's playtime*. (CD 1 track 23) C1
- 5 Play *The pair game*. C1

#### Transition time

- 6 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

#### Table time

- 7 Play with the classroom Press out. (CD 1 track 19) (Flip over Book pages 4-11) C1 C8
- 8 Emotional intelligence: I know how to behave well! (Teacher's Notes page 197) C1 C5 C7 C8
- 9 Play *Back in Jack's box*. C1 C5
- 10 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

#### 2 Play *Red, stand up!* Optional activity

- Show the children the red flashcard. Ask Jack **What colour is it?** Make Jack say **Red!**
- Ask the children to look at their clothes carefully. If they wear an overall they can lift it up and look underneath. Say **If you are wearing red, stand up!**
- When the children are standing say **Yes! Red!** and encourage the children to wave their arms. Ask the children to sit down.
- Hold up a blue object and say **Red?** Get Jack to shake his head. Say **No!** Hold up a red object and say **Red?** Get Jack to stand up and nod. Say **Red! Stand up!**
- Go round the room, holding up different coloured objects. If it is red, the children stand up and wave their arms. If not, they shake their heads and stay seated.

#### 3 Sing *The red crayon song*. (CD 1 track 21)

- Put the red flashcard on the wall. Say **Let's sing The red crayon song.**
- Play the karaoke version of the song on the CD and encourage the children to join in. Repeat if the class is enthusiastic. (See Lesson 4 Activity 6 for the audio script.)
- Say **Very good!** Make Jack nod his head. Say **Sit down!** You may wish to use *The sit down chant* (see Introduction page 20).

#### 4 Play *Jack's playtime*. (CD 1 track 23)

- Put the classroom flashcards around the classroom. Say **Let's play Jack's playtime**. Play the CD and do the actions.
- Play the CD again and encourage the children to join in.
- Say **Stand up!** Play the CD a third time and encourage the children to point, clap and move their bodies to the beat.
- You may wish to use *The calm down chant* if the children get too excited (see Introduction page 20).

CD1  
23

#### Jack's playtime

*Hello Jack! Hello!* (Clap three times.)  
*Point to the crayon* (Point to the crayon flashcard.)  
 1, 2, 3! (Hold up 1, 2 and then 3 fingers.)  
*Point to the table* (Point to the table flashcard.)  
 1, 2, 3! (Hold up 1, 2 and then 3 fingers.)  
*Point to the chair* (Point to the chair flashcard.)  
 1, 2, 3! (Hold up 1, 2 and then 3 fingers.)  
*Point to the teacher* (Point to the teacher flashcard.)  
 1, 2, 3! (Hold up 1, 2 and then 3 fingers.)  
*Hello Jack! Hello!* (Clap three times.)

#### 5 Play *The pair game*.

- Put the classroom and red flashcards on one side of the board face down. Put the classroom and red picture cards on the other side of the board also face down.
- Turn over a flashcard and say **(Chair!)**. Encourage the children to do the mime for this item. Now turn over a picture card, say the word and encourage the children to mime.
- If the two cards match, say, **(chair) (chair). Yes! They are the same!** and leave the cards face up. If they don't match, say **(chair) (table). No! They are different!** and turn the cards face down again.
- Ask individual children to help you turn over a flashcard and another child to turn over a picture card. Continue around the class until all children have played.

#### Transition time

#### 6 Say *The transition chant*. (CD 1 track 11)

- Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

#### Table time

#### 7 Play with the classroom *Press out*. (CD 1 track 19) (Flip over Book pages 4-11)

- Give out the *Press outs* and help the children to remove them.

- Say **Where's the chair? Point to the chair.**

Encourage the children to point to the chair. Repeat with the other classroom words.

- Open the Flip over Book at the story pages and play the CD or tell the story yourself. Refer to each of the story pictures in turn. Encourage the children to hold up their *press out* and point to the school objects and teacher as they are mentioned in the story.
- Collect the *Press outs* and write the children's names on them.

#### 8 Emotional intelligence: I know how to behave well! (Teacher's Notes page 197)

- Give out the photocopiable worksheets and red crayons.
- Say **Point to the teacher** and encourage the children to point to the teacher.
- Say **Point to the children who are quiet.** Demonstrate by pointing to a quiet child. Say **Good boy/girl!** Encourage the children to find and point to the other quiet children.
- Say **Colour the child who isn't quiet red.** Encourage the children to point to the noisy child and then colour him red. Say **Bad boy!**

#### 9 Play *Back in Jack's box*.

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**
- Choose five children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (red) in Jack's box.** Together with Juan, put the red flashcard away. Encourage the children to clap and wave.
- Repeat with the other volunteers and the classroom flashcards.

#### 10 Sing the *Bye-bye song*. (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

#### Extra activities

#### 1 Listen to a song with the *Press out*. (CD 1 track 16)

- Give out the *Press outs* and say **Let's listen to The school song.**
- Play the CD and encourage the children to point to the classroom words on their *Press out* as they are mentioned in the song. (See Lesson 1 Activity 5 for the audio script.)

#### 2 Play *Jack's flashcard fan*.

- Place the classroom picture cards on the wall. Shuffle the four classroom flashcards.
- Select one flashcard and fan it backwards and forwards so that the children catch glimpses of the picture. When they think they know what it is, they have to point to the correct picture card on the wall.

**3 Play *Pass the flashcard*.**

- Organise the children in a circle. Pass around a classroom flashcard and say **Pass the flashcard, pass the flashcard**. Say **Stop!** The child holding the flashcard stands up, shows the flashcard and mimes the item. Say **Yes, (Crayon)!** and praise the children.
- Now play the game passing around two flashcards, then with three cards, etc.
- If you wish you can play Jack's music and instead of saying **Stop!**, pause the CD.

FREE SAMPLE

FREE SAMPLE

# 1 Jack's classroom

## Lesson 6



### Learning objectives

- Review all vocabulary.
- Review a song.

### Language focus

#### Key vocabulary

- *Chair, table, crayon, teacher*
- *Good boy, bad boy*
- *Red*
- Number 1

#### Receptive language

- *Well done to ...*
- *He's lost a feather.*
- *Show me / find the feather.*

#### Classroom materials

- Puppet • CD 1 • Jack's box
- All Unit 1 flashcards
- Photocopiable Resources CD: Unit 1 picture cards
- Unit 1 stickers • *Hello Jack Flip over Book*



### At-a-glance lesson plan

#### Getting ready

- Put the puppet and the flashcards into Jack's box.

#### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Play *Jack's playtime*. (CD 1 track 23) C1
- 3 Play *The pair game*. C1
- 4 Play *Good boy Jack! Bad boy Jack!* C1 C5
- 5 Sing our favourite song. (Optional activity) C1 C8

#### Transition time

- 6 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

#### Table time

- 7 Fill Jack's box with classroom stickers. (Pupil's Book page 7) C1 C7
- 8 Play *Find the feather!* (Flip over Book pages 4-11) C1
- 9 Play *Back in Jack's box*. C1 C5
- 10 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.

#### • Say **Where's Jack?** Call **Jack, where are you?**

Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.

- Play the karaoke version of the song on the CD.

Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

#### 2 Play *Jack's playtime*. (CD 1 track 23)

- Put the classroom flashcards around the room. Say **Let's play Jack's playtime**. Play the CD and do the actions.

- Play the CD again and encourage the children to join in.

- Say **Stand up!** Play the CD a third time and encourage the children to point, clap and move their bodies to the beat. (See Lesson 5 Activity 4 for the audio script.)

- You may wish to use *The calm down chant* if the children get too excited (see Introduction page 20).

#### 3 Play *The pair game*.

- Put the classroom and red flashcards on one side of the board face down. Put the classroom and red picture cards on the other side of the board also face down.

- Turn over a flashcard and say **(Chair!)**. Encourage the children to do the mime for this item. Now turn over a picture card, say the word and encourage the children to mime.

- If the two cards match, say, **(Chair) (Chair)! Yes, they are the same!** and leave the flashcards face up. If they do not match, say **(Chair) (Table)! No, they are different!** and turn the flashcards face down again.

- Ask individual children to help you turn over a flashcard and another child to turn over a picture card. Continue around the class until all children have had a turn.

#### 4 Play *Good boy Jack! Bad boy Jack!*

- Put the good boy Jack flashcard on the wall. Say **Good boy Jack!** and nod your head. Encourage the children to point to the flashcard and nod their heads. You could also get the children to put their thumbs up.

- Repeat with the bad boy Jack flashcard and shake your head. You could also get the children to put their thumbs down.

- Say **Good boy Jack! Bad Boy Jack!** in random order, over and over and encourage the children to point to the correct flashcard and do the action. Speed up as the children get more confident.

**5 Sing our favourite song. Optional activity**

- Say **Let's sing a song.** Remind them by playing bits of the songs and asking them to put their hand up for their favourite song. Count which song has most votes.
- Play the CD and encourage the children to join in. Say **Very good!** and make Jack nod his head.

**Transition time****6 Say The transition chant. (CD 1 track 11)**

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

**Table time****7 My English Dossier: Fill Jack's box with classroom stickers. (Pupil's Book page 7)**

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the toy box and say **Look! It's Jack's box!**
- Say **Point to the table!** and encourage the children to point and say the word. Repeat with teacher, chair and crayon.
- Hold up the stickers and say **Show me the chair.** Encourage the children to peel off the chair sticker and hold it in the air. Say **Where does the chair go?** and encourage the children to point to the correct silhouette. Say **Stick on the chair!** and encourage the children to put the chair sticker in place. Repeat with crayon.

**Tip:** The Lesson 6 worksheets can be collected and bound together to form a learning dossier for each child. A photocopiable front cover can be found on the Photocopiable Resources CD.

**8 Play Find the feather! (Flip over Book pages 4-11)**

- Say **Poor Jack! He's lost a feather. Let's find the feather.** Hold up the Flip over Book at the story pages and encourage the children to look for the feather in the story pages.
- As you turn the story pages say **Is the feather here? No!** When the children spot the feather encourage a volunteer to point to it in the Flip over Book. (It's in frame 1.) Say **Feather! A red feather!**
- Say **Show me the feather sticker.** Encourage the children to peel off the feather sticker. Say **Where does the feather go?** and encourage the children to point to the picture of the feather. Say **Stick the feather!** and encourage the children to put the sticker in place. Get Jack to say **Well done, children!** and say *The well done chant*.

CD1  
24**The well done chant**

*Well done to me!* (Point to yourself.)  
*Well done to you!* (Point to the children.)  
*Well done to Katie, Danny*  
*... and Jack, too!* (Clap.)

**9 Play Back in Jack's box.**

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**
- Choose seven children using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put the (table) in the box.** Together with Juan, put the table flashcard away. Encourage the children to wave and clap.
- Repeat with the other volunteers and flashcards.

**10 Sing the Bye-bye song. (CD 1 track 13)**

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

**Extra activities****1 Play Musical classroom. (CD 1 track 22)**

- Ask the children to stand behind their chairs.
- Play Jack's music. Encourage the children to dance on the spot. Pause the CD and say a classroom object. Encourage the children to touch the object.
- Repeat with **Teacher!** and encourage the children to point to you.

**2 Play Cover your eyes.**

- Put the classroom flashcards on the wall. Put the picture cards underneath, repeating the words as you do so. Count **One, two, three, four!**
- Say **Cover your eyes!** and place your hand over Jack's eyes. Take a picture card away. Say **Open your eyes!** Point to the classroom flashcards and then the picture cards and say **What's missing, Jack?** Make Jack look like he's thinking, then point to the flashcard which shows the classroom word that has been removed. Say **(Table)!** Praise Jack, and clap loudly.
- Repeat several times with the other picture cards and encourage the children to point to the correct flashcard each time. Again clap loudly when they point correctly.

**3 Play with the Hello Jack Multi-ROM.**

- For extra vocabulary practice, play the interactive games in Unit 1 of the Multi-ROM.

For extra practice on the vocabulary contained in this unit, please use the *Revision worksheets* on the Photocopiable Resources CD.

## 2 The face puzzle

### Unit objectives

- Feel happy about being in school and in an English class. **C5**
- Identify and respond to new vocabulary. **C1**
- Listen to and join in with a song. **C1**
- Listen to and follow a story. **C1**
- Identify and respond to the concepts of *big* and *small*. **C1**
- Recognise the colour *blue*. **C1**
- Recognise the number 2. **C1 C2**
- Emotional intelligence: understand the importance of playing together. **C1 C5**
- My English Dossier: show understanding of vocabulary through a sticker activity. **C1 C7**
- Revise and practise unit vocabulary through multi-ROM games and photocopiable worksheets on the Photocopiable Resources CD. **C4 C7 C8**

### Main criteria for evaluation

Children should:

- begin to identify some face words.
- use appropriate actions to accompany a song.
- listen attentively to the story and respond non-verbally when invited.
- recognise the colour *blue*.
- understand the concept of *two*.
- begin to follow instructions appropriately.
- participate in games.
- respect classroom rules.
- be able to handle a pencil / crayon.

### Language focus

#### Key language

*Ears, mouth, nose, eyes*

*Big, small*

*Blue*

*Number 2*

#### Recycled language

*Hello / bye-bye*

*Jack, Danny, Katie, Fluffy*

### Receptive language

*... are making*

*Come and see!*

*It's a puzzle.*

*What colour is it/this?*

*Let's count!*

*Show me/find the feather.*

*Where's/Where are ...?*

*Well done to ...*

*He's lost a feather.*

### Classroom language

*Let's sing/stop/listen!*

*point/put ...!*

*Very good! Well done!*

*Sit down! Stand up!*

*Be quiet!*

*Listen carefully!*

*Yes! / No!*

*Touch your ...*

*Take ...*

*Colour ...*

*Point to/with ...*

*Trace ...*

*Stick on the ...*

*If you are wearing ...*

*What's ...?*

*Where's ...?*

*They are the same/  
different.*



### Emotional intelligence

Understand the importance of playing together.

### Basic competences key

- C1** Competence in linguistic communication
- C2** Mathematical competence
- C3** Competence in knowledge of and interaction with the physical world
- C4** Competence in processing information and use of ICT
- C5** Competence in social skills and citizenship
- C6** Artistic and cultural competence
- C7** Learning to learn
- C8** Autonomy and personal initiative

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Lesson 1

2 The face puzzle

Lesson 2

Lesson 3

Lesson 4

HELLO JACK

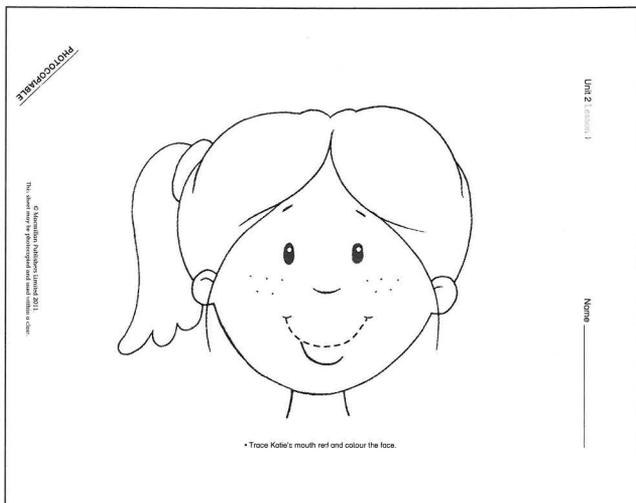
Lesson 5

Lesson 5

Lesson 6

## 2 The face puzzle

### Lesson 1



#### Learning objectives

- Identify and respond to face vocabulary.
- Listen to and join in with *The face song*.

#### Language focus

##### Key vocabulary

- *Eyes, ears, nose, mouth*

##### Receptive language

- *Hello, hello, hello!*

##### Classroom materials

- Puppet
- CD 1
- Jack's box
- Flashcards: *eyes, ears, nose, mouth*
- Teacher's Notes Photocopiable Resources: Unit 2 vocabulary worksheet
- Crayons



#### At-a-glance lesson plan

##### Getting ready

- Put the puppet and the face flashcards into Jack's box.

##### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Play *What's in Jack's box?* C1 C6
- 3 Say *The point with Jack rhyme*. C1
- 4 Sing *The face song*. (CD 1 track 25) C1 C6
- 5 Play *Point to!* (Optional activity) C1
- 6 Play *Let's mime with Jack*. C1

##### Transition time

- 7 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

##### Table time

- 8 Point, trace and colour. (Teacher's Notes page 198) (CD 1 track 25) C1 C6 C7 C8
- 9 Play *Back in Jack's box*. C1 C5
- 10 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

#### Circle time

##### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

##### 2 Play *What's in Jack's box?*

- Make Jack fly up and down in excitement towards Jack's box. Say **What's in Jack's box today?**
- Take out a flashcard from Jack's box. Show it to the children. Ask **What's this?** Get Jack to say **A (nose), it's a (nose).**
- Stick the flashcard on the wall. Repeat the word as you do this and encourage the children to point to the flashcard.
- Repeat with the rest of the face flashcards. Leave the flashcards on the wall for the next two activities.

##### 3 Say *The point with Jack rhyme*.

- Put on the puppet and say **Let's point with Jack!**
- Say *The point with Jack rhyme* and do the actions. After counting to three point to the nose and say **Nose!** Make Jack point to the nose and repeat **Nose!** three times. Encourage the children to point to the nose flashcard three times.
- Repeat with the other face flashcards. Get Jack to nod and say **Very good!**
- Repeat a couple of times, varying the tempo by saying the rhyme quickly or slowly.
- When you have said all the words several times, wipe your brow and say **Phew! I'm tired. Let's stop!**

##### The point with Jack rhyme

*Listen, listen, listen to me.* (Cup your hand round your ear.)

*Point with Jack, 1, 2, 3.* (Count on your fingers.)

*Nose!* (Point to the nose flashcard.)

*Nose, nose, nose!* (Point to the nose flashcard three times.)

##### 4 Sing *The face song*. (CD 1 track 25)

- Say **Let's listen to a song! Let's listen to *The face song*.**
- Play the CD and encourage the children to listen and point to the correct flashcards as they are mentioned. You can help by pointing Jack's beak towards the correct flashcard.
- Play the song again and encourage the children to wave when they hear **Hello!**

- Say **Stand up!** and play the song a third time. Sing and point to the flashcards, encouraging the children to join in. Make Jack nod and say **Very good!**
- Say **Sit down, children!** You may wish to use *The sit down chant* (see Introduction page 20).

CD1  
25

### The face song

Eyes! (Point to the flashcard.)  
Ears! (Point to the flashcard.)  
Nose! (Point to the flashcard.)  
Mouth! (Point to the flashcard.)  
Hello, hello, hello! (Wave.)

Eyes! (Point to the flashcard.)  
Ears! (Point to the flashcard.)  
Nose! (Point to the flashcard.)  
Mouth! (Point to the flashcard.)  
Hello, hello, hello! (Wave.)

### 5 Play Point to! Optional activity

- Demonstrate using Jack. Say **Point to ... mouth.** Get Jack to point to your mouth. Repeat with the other items, encouraging children to help Jack.
- Repeat several times with the different face words and encourage the children to point to their own face parts.

### 6 Play Let's mime with Jack!

- Say the face words and do the following actions: **Eyes!** (blink your eyes several times), **Ears!** (wiggle your ears with your fingers), **Nose!** (press your nose like a horn), **Mouth!** (smile and run your finger along your lips).
- Say the words again and encourage the children to copy your actions.
- Continue saying the words one after the other and praise the children as they do the mimes.

### Transition time

#### 7 Say The transition chant. (CD 1 track 11)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

### Table time

#### 8 Point, trace and colour. (Teacher's notes page 198) (CD 1 track 25)

- Give out the crayons and the photocopiable worksheets.
- Point to the picture and say **Look! Katie's eyes, ears, nose, mouth.** Say **Point to the eyes.** Demonstrate by pointing to the eyes on your worksheet. Encourage the children to point and say the words. Repeat with the other face words.

- Say **Trace the mouth.** Hold up a red crayon and demonstrate drawing the mouth. Encourage the children to copy.

- **Colour the face** and encourage the children to colour the face.

- Play *The face song* on the CD. Encourage the children to point to the face parts on the worksheet as they listen to the song. Encourage them to sing along too if they feel confident.

- Collect the activity sheets and help the children sit with their arms crossed. Praise the children who are sitting quietly, saying **Good boy, (Juan)! Good girl, (Ana)!**

### 9 Play Back in Jack's box.

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**

- Select four children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (mouth) in Jack's box.** Together with Juan, put the mouth flashcard away. Encourage the children to wave and clap.

- Repeat with the other volunteers and flashcards.

### 10 Sing the Bye-bye song. (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD, sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

### Extra activities

#### 1 Play What is it?

- Hold up one of the face flashcards and cover it with a piece of paper. Gradually pull the paper away, slowly revealing the picture. Encourage the children to mime the face part when they know what it is. Say **(Eyes)!**

#### 2 Sing The characters song. (CD 1 track 15)

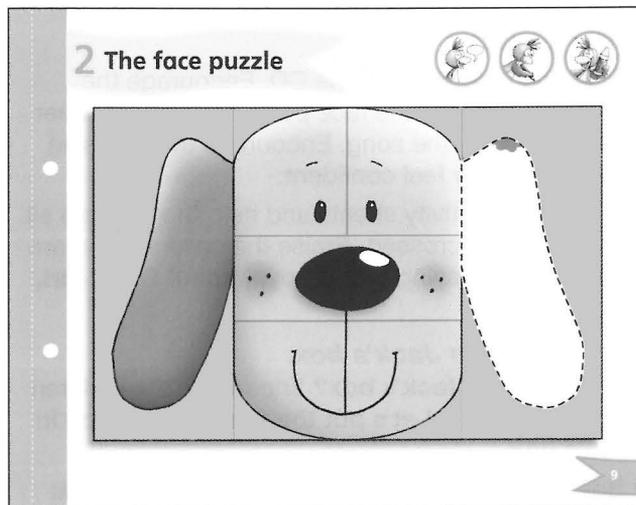
- Put the character flashcards on the classroom walls.
- Play the karaoke version of the song on the CD and encourage the children to sing along and wave to the character flashcards as they are mentioned in the song. (See *Hello, friends!* Lesson 2 Activity 3 for the audio script.)

#### 3 Play Who's this, Jack?

- Put the puppet on. Move around the room and touch a child's head. Say **Who's this, Jack?** Pretend to think, get Jack to say, **It's (Juan).** If it's correct encourage everyone to clap and say **Very good, Jack!** If it's wrong, shake your head and say **Jack! It's (Pablo)!**

## 2 The face puzzle

### Lesson 2



#### Learning objectives

- Listen and respond to a story.

#### Language focus

##### Key vocabulary

- *Eyes, ears, nose, mouth*

##### Receptive language

- ... are making
- Come and see!
- It's a puzzle.

#### Classroom materials

- Puppet
- CD 1
- Jack's box
- Flashcards: *eyes, ears, nose, mouth*
- *Hello Jack Flip over Book*
- Crayons

#### At-a-glance lesson plan

##### Getting ready

- Put the face flashcards on the classroom walls.  
Put the puppet into Jack's box.

##### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Say *The point with Jack rhyme*. C1
- 3 Sing *The face song*. (CD 1 track 26) C1 C6
- 4 Play *Copy me!* (Optional activity) C1
- 5 Say *The story time chant*. (CD 1 track 18) C1 C5 C6
- 6 Play *The story game*. (Flip over Book page 3) C1
- 7 Listen to *The face puzzle story*. (CD 1 track 27)  
(Flip over Book pages 12-19) C1 C6

##### Transition time

- 8 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

##### Table time

- 9 Trace and colour the ear. (Pupil's Book page 9) C1  
C6 C7 C8
- 10 Play *Back in Jack's box*. C1 C5
- 11 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

#### Circle time

##### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

##### 2 Say *The point with Jack rhyme*.

- Point to the nose flashcard and say **Point to the nose**. Encourage the children to point. Repeat with the other flashcards.
- Say **Let's say *The point with Jack rhyme***. Say the rhyme and do the actions (see Lesson 1 Activity 3). Encourage the children to point to each flashcard three times.
- Leave the flashcards on the wall.

##### 3 Sing *The face song*. (CD 1 track 26)

- Say **Stand up! Let's sing *The face song!*** Go through the actions to help the children remember.
- Play the karaoke version of the song on the CD. Encourage the children to join in. (See Lesson 1 Activity 4 for the audio script.)
- Repeat the song if the children request it.
- Clap at the end and say **Very good!** Make Jack nod his head and agree.
- Say **Sit down!** You may wish to use *The sit down chant* (see Introduction page 20).

##### 4 Play *Copy me!* **Optional activity**

- Say **Touch your eyes like me**. Touch your eyes with your finger and encourage the children to copy you.
- Repeat with the other face parts. Vary the actions by using your thumb, fist, palm, etc. and encourage the children to copy you.
- Get Jack to praise the children.

##### 5 Say *The story time chant*. (CD 1 track 18)

- Say **It's story time**. Open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in. (See Unit 1 Lesson 2 Activity 5 for the audio script.)

##### 6 Play *The story game*. (Flip over Book page 3)

- Point to Jack's playground at the beginning of the Flip over Book and say **Look! It's Jack's playground!** Get Jack to fly up and down in excitement.
- Say **Let's follow the blue path!** Walk your fingers along the blue path. Stop at the four face parts

along the blue path, say the words and encourage the children to mime them or point to their own face parts (whichever you prefer).

- Say **Today the story is about a face.**

### 7 Listen to *The face puzzle* story. (CD 1 track 27) (Flip over Book pages 12-19)

- Say **Let's listen to the story.**
- Read the story aloud or play the CD.
- Point to the pictures in the Flip over Book and mime as you say the words. Encourage the children to listen and look at the pictures.
- Tell the story or play the CD a second time.
- Encourage the children to join in by pointing to the pictures.
- Get Jack to say **That was a good story!**

CD1  
27

### The face puzzle

#### Frame 1

**Narrator:** *Katie and Danny are making a puzzle.*  
(Point to the characters.)

**Katie:** *One eye!* (Point to Katie's eye piece of the puzzle.)

**Danny:** *Two eyes!* (Point to the two eye pieces.)

**Jack:** *Two small eyes!* (Point to the two eyes, make two small circles with your fingers and put them over your eyes.)

#### Frame 2

**Katie:** *One ear!* (Point to Katie's ear piece of the puzzle.)

**Danny:** *Two ears!* (Point to the two ear pieces.)

**Jack:** *Two big ears!* (Point to the two ears, make two big circles with your fingers and put them around your ears.)

#### Frame 3

**Katie:** *One big nose!* (Point to the nose piece of the puzzle.)

**Danny:** *One big mouth!* (Point to the mouth piece of the puzzle.)

**Jack:** *Fluffy! Come and see!* (Beckon with your hand.)

#### Frame 4

**Fluffy:** *Meow!* (Look scared.)

**Danny & Katie:** *Fluffy! It's a puzzle!* (Point to the puzzle.)

**Jack:** *Ha, ha, ha!*

### Transition time

### 8 Say *The transition chant*. (CD 1 track 11)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

### Table time

### 9 Trace and colour the ear. (Pupil's Book page 9)

- Give out the pencils and crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the picture and say **It's a puzzle.**
- Say **Point to the eyes.** Encourage the children to point to the eyes and say the word. Repeat with ears, nose and mouth.
- Hold up a pencil and say **Trace the ear.** Demonstrate by pretending to trace round the ear and encourage the children to copy you.
- Show the children a crayon and say **Colour the ear.** Encourage the children to colour the ear.
- Monitor and use Jack to praise the children. At the end show some of the completed worksheets to the class and say **Look at the puzzle. Very good (Marta)!**
- Collect the Pupil's Books or worksheets and help the children sit with their arms crossed. Praise children who are sitting quietly, saying **Good boy, (Juan)! Good girl, (Ana)!**

### 10 Play *Back in Jack's box*.

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**
- Choose four children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (eyes) in Jack's box.** Together with Juan, put the eyes flashcard away. Encourage the children to clap and wave.
- Repeat with the other volunteers and flashcards.

### 11 Sing the *Bye-bye song*. (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

### Extra activities

#### 1 Play *Let's mime with Jack!*

- Say the face words and do the following actions: **Eyes!** (blink your eyes several times), **Ears!** (wiggle your ears with your fingers), **Nose!** (press your nose like a horn), **Mouth!** (smile and run your finger along your lips).
- Say the words again and encourage the children to copy your actions.
- Continue saying the words one after the other and praise the children as they do the mimes.

#### 2 Play *No, Jack!*

- Put the face flashcards on the wall.
- Put on the puppet. Say **Jack! Where's the nose?** Get Jack to point to the mouth flashcard with his beak. Shake your head and say **No, Jack!** Encourage the children to shake their heads, too.

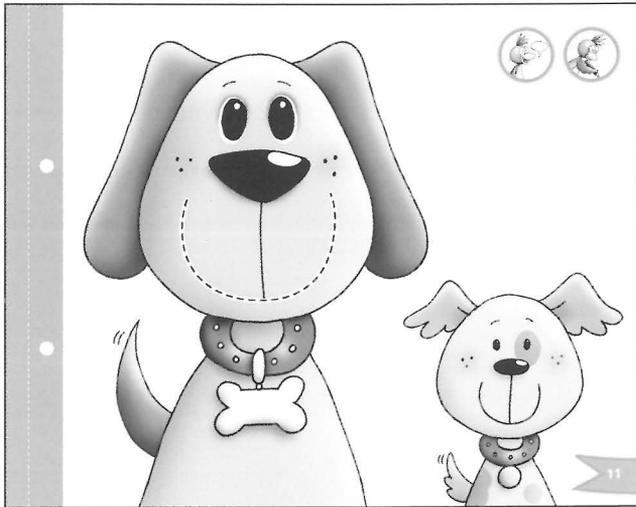
- Now get Jack to point to the nose flashcard. Nod your head and say **Yes! The nose! Well done, Jack!**
- Repeat with the other face words.

### **3 Play *What is it?***

- Place the face flashcards on the floor, face down.
- Point to one flashcard and say **What is it?** Touch Jack's eyes. Say **Eyes!**
- Turn over the card. If it's the eyes congratulate Jack and say **Yes! Eyes!** If not say **No! (Mouth)!** and touch Jack's mouth.
- Repeat the game, this time encouraging children to guess what each flashcard is by touching a part of their face. Turn over the flashcard and congratulate the children who guessed correctly.
- Each time leave the flashcard turned up. When there is one card left the children should be able to guess successfully what it is.

## 2 The face puzzle

### Lesson 3



#### Learning objectives

- Identify and respond to the concept of *big* and *small*.

#### Language focus

##### Key vocabulary

- *Big, small*
- *Ears, eyes, mouth, nose*

##### Receptive language

- ... are making
- *Come and see!*
- *It's a puzzle.*

##### Classroom materials

- Puppet
- CD 1
- Jack's box
- Flashcards: *big, small*
- *Hello Jack* Flip over Book



#### At-a-glance lesson plan

##### Getting ready

- Put the puppet and the big and small flashcards into Jack's box.

##### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The face song*. (CD 1 track 26) C1 C6
- 3 Listen to *The face puzzle story*. (CD 1 track 27) (Flip over Book pages 12-19)
- 4 Introduce *big* and *small*. C1
- 5 Play *Big and small!* (Optional activity) C1

##### Transition time

- 6 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

##### Table time

- 7 Trace the big mouth. (Pupil's Book page 11) C1 C6 C7 C8
- 8 Play *Back in Jack's box*. C1 C5
- 9 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

#### Circle time

##### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.

- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

##### 2 Sing *The face song*. (CD 1 track 26)

- Say **Stand up! Let's sing a song!**
- Play the karaoke version of the song on the CD. Encourage the children to join in. (See Lesson 1 Activity 4 for the audio script.)
- Repeat the song if the children request it.
- Clap and say **Very good!** Make Jack nod his head and agree.
- Say **Sit down!** You may wish to use *The sit down chant* (see Introduction page 20).

##### 3 Listen to *The face puzzle story*. (CD 1 track 27) (Flip over Book pages 12-19)

- Open the Flip over Book to story 2.
- Play the CD or read the story. (See storytelling tips in the Introduction page 19.)
- Point to the pictures in the Flip over Book and mime as you say the words. Encourage the children to listen, look at the pictures and point with you.
- Repeat the story if the children appear to enjoy it.

##### 4 Introduce *big* and *small*.

- Point to frame 1 of the story and say **Point to the eyes**. Say **Small eyes!** and draw small circles in the air with your fingers. Now point to frame 2 and say **Point to the ears**. Say **Big ears!** and draw big circles in the air with your fingers.
- Take the big flashcard out of Jack's box. Say **Big!** and make a big circle with your arms. Encourage the children to make a big circle too.
- Take the small flashcard out of Jack's box. Say **Small!** and make a small circle with your arms. Encourage the children to make a small circle too.
- Say **Big!** and **Small!** several times while showing the flashcards and doing the actions. Encourage the children to join in.

**5 Play Big and small!** Optional activity

- Show the big flashcard. Say **Big ears!** Demonstrate miming two big ears and say **One big ear, two big ears.** Exaggerate and make them very big!
- Say **Copy me! One big ear, two big ears.**
- Repeat with the small flashcard. Say **Small ears!** Now demonstrate two small ears and say **One small ear, two small ears.**
- Encourage the children to copy you. Repeat with eyes, mouth and nose.
- Play the game: call out a face part, hold up the big or small flashcard and encourage the children to mime.

Transition time**6 Say The transition chant. (CD 1 track 11)**

- Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

Table time**7 Trace the big mouth. (Pupil's Book page 11)**

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
  - Say **Point to the big dog** and demonstrate pointing to the big dog. Say **Point to the ears** and encourage the children to point. Say **Big or small?** Say **Yes! Big!** Point to the big ears and encourage the children to point to the big ears and say **Big!**
  - Repeat with the small dog and **Small!**
  - Hold up a pencil and say **Trace the big mouth!** Encourage the children to point to the big mouth before they trace it. Check they are pointing to the correct mouth.
  - Show some of the completed worksheets to the class. Say **Look, big mouth!**
  - Collect the Pupil's Books or worksheets and help the children sit with their arms crossed. Praise children who are sitting quietly, say **Good boy (Juan)! Good girl (Ana)!**
- 8 Play Back in Jack's box.**
- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**
  - Choose two children to help you using *The hands up chant* (see Introduction page 20). Say **(Ana), help me put (big) in Jack's box.** Together with Ana, put the big flashcard away. Encourage the children to wave and clap.
  - Repeat with the other volunteer and small flashcard.

**9 Sing the Bye-bye song. (CD 1 track 13)**

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

Extra activities**1 Play Copy me!**

- Say **Touch your nose like me.** Touch your nose with your finger and encourage the children to copy you.
- Repeat with the other face parts. Vary the actions by using your thumb, fist, palm, etc.
- Get Jack to praise the children.

**2 Play Read my lips!**

- Say **Touch your mouth** in a very soft whisper.
- The children watch your lip movements and touch the correct part of their face.
- Repeat with the other face parts.

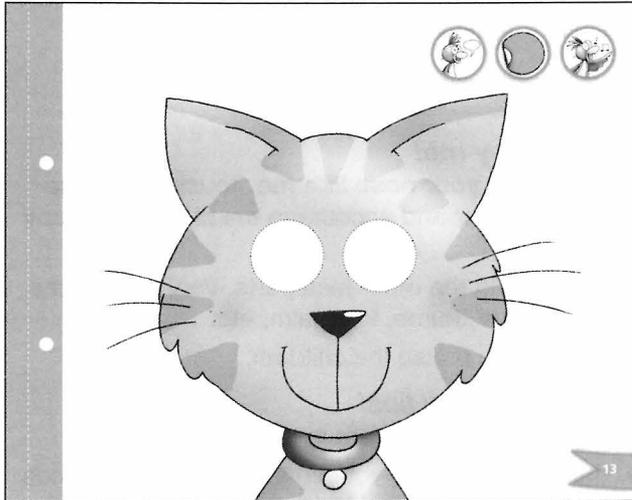
**3 Play Round and round!**

- Put the face flashcards on different walls.
- Ask the children to stand up and walk around in a circle. Clap rhythmically and say **Round and round and round and round and ... eyes!**
- The children stop and point to the eyes flashcard.
- Repeat with the other face flashcards.
- If walking in a circle is difficult, the children can walk on the spot.

If you would like to increase the unit's lexical set by an additional two words, please use the *Extra vocabulary flashcards*, *Extra vocabulary worksheets* and *Extra vocabulary Teacher's Notes* on the Photocopiable Resources CD.

## 2 The face puzzle

### Lesson 4



#### Learning objectives

- Recognise the colour *blue*.
- Recognise the number *two*.
- Listen to and join in with *The two blue eyes song*.

#### Language focus

##### Key vocabulary

- *Blue*
- Number *2*
- *Ears, eyes, nose, mouth*

##### Receptive language

- *What colour is it/this?*
- *Let's count!*

##### Classroom materials

- Puppet
- CD 1
- Jack's box
- Flashcards: *ears, eyes, nose, mouth, blue*
- Blue crayons
- Unit 2 stickers



#### At-a-glance lesson plan

##### Getting ready

- Put the puppet and the blue flashcard into Jack's box. Put the face flashcards on the wall.

##### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The face song*. (CD 1 track 26) C1 C6
- 3 Play *What's in Jack's box?* C1
- 4 Play *Oops! Where's it gone?* C1
- 5 Play *Let's count one, two!* (Optional activity) C1
- 6 Sing *The two blue eyes song*. (CD 1 track 28) C1 C6

##### Transition time

- 7 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

##### Table time

- 8 Stick the stickers on the face. (Pupil's Book page 13) (CD 1 track 28) C1 C6 C7 C8
- 9 Play *Back in Jack's box*. C1 C5
- 10 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

#### Circle time

##### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say *Hello!* if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

##### 2 Sing *The face song*. (CD 1 track 26)

- Say **Stand up! Let's sing a song!**
- Play the karaoke version of the song on the CD. Point to the flashcards and do the actions. Encourage the children to join in. (See Lesson 1 Activity 4 for the audio script.)
- Repeat the song if the children request it.
- Clap and say **Very good!** Make Jack nod his head and agree.
- Say **Sit down!** You may wish to use *The sit down chant* (see Introduction page 20).

##### 3 Play *What's in Jack's box?*

- Make Jack fly up and down in excitement towards Jack's box. Say **What's in Jack's box today?**
- Make Jack take the blue flashcard out of Jack's box. Show it to the children. Ask **What colour is this?** Say **Blue!** Repeat the word a few times.

##### 4 Play *Oops! Where's it gone?*

- Hide the blue flashcard behind your back.
- Say **Oops! Where's it gone? Where's blue?**
- Encourage the children to put their hands to their mouths as if calling. Say **Blue, blue, blue!** and bring the flashcard from behind your back.
- Repeat a few times.

##### 5 Play *Let's count one, two!* Optional activity

- Ensure you have a pile of blue crayons nearby.
- Say **Let's count!**
- Put on the puppet. Say **One!** and make Jack push or hold up one crayon. Then say **Two!** and make Jack push or hold up two crayons. Praise Jack and say **Very good!** Point to the crayons and count them **One, two!**
- Repeat the activity but this time encourage the children to hold up two fingers as you say **One, two!** and Jack pushes two more crayons aside.
- Count the crayons and praise the children and Jack.

##### 6 Sing *The two blue eyes song*. (CD 1 track 28)

- Put the blue flashcard on the wall and say **Blue!**
- Hold up two fingers and say **One, two!**

- Say **Let's sing *The two blue eyes song!*** Play the CD and encourage the children to point to the flashcard as it is mentioned.
- Play the song again and encourage the children to do the actions.
- Say **Stand up, please!** Play the song a third time and encourage the children to join in and do the actions.
- Say **Very good!** and make Jack nod his head.

CD1  
28

### The two blue eyes song

*One, two* (Count to two on your fingers.)  
*Blue, blue* (Point to the blue flashcard.)  
*One, two blue eyes!* (Point to your eyes.)

*One, two* (Count to two on your fingers.)  
*Blue, blue* (Point to the blue flashcard.)  
*One, two blue eyes!* (Point to your eyes.)

### Transition time

#### 7 Say *The transition chant.* (CD 1 track 11)

- Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

### Table time

#### 8 Stick the stickers on the face. (Pupil's Book page 13) (CD 1 track 28)

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the cat and say **It's a cat!** Say **Point to the ears** and encourage the children to point on their worksheet and say the word. Repeat with eyes, nose and mouth.
- Hold up the sticker page and say **Show me the blue eyes.** Encourage the children to point to the correct stickers. Then say **Stick the stickers** and encourage the children to peel off the blue stickers and stick them on the cat's face.
- Monitor carefully and praise the children.
- Play *The two blue eyes song* again and encourage the children to point to the blue eyes on their worksheet as they are mentioned in the song.
- Collect the Pupil's Books or worksheets and help the children sit with their arms crossed.

#### 9 Play *Back in Jack's box.*

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**

- Choose five children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (blue) in Jack's box.** Together with Juan, put the blue flashcard away. Encourage the children to clap and wave.
- Repeat with the other volunteers and the face flashcards.

#### 10 Sing the *Bye-bye song.* (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

### Extra activities

#### 1 Play *Pass the parrot.* (CD 1 track 22)

- Make a simple blue parrot picture on a piece of card (see the parrot template on the Photocopiable Resources CD). Introduce the parrot to everyone. Say **This is Jack's friend. He's Blue Parrot.** Encourage everyone to wave.
- Play Jack's music. Pass the parrot around the circle. When the music stops, encourage the child who's got the parrot to stand up and wave. Say **Hello Blue Parrot!** and encourage the other children to wave in return.
- Everybody claps and then continue the game.

#### 2 Play *Find the blue flashcard.*

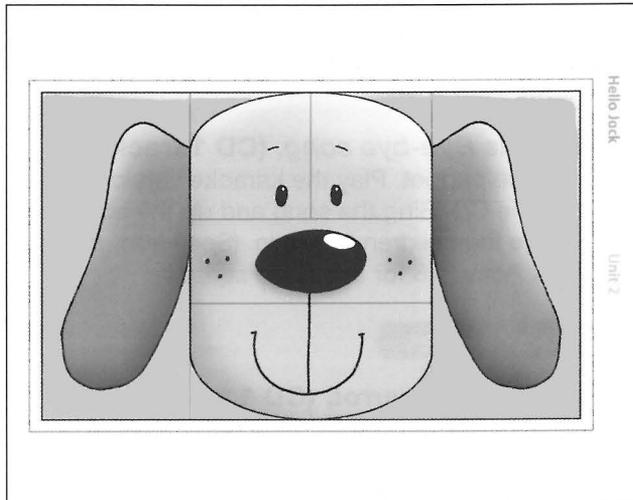
- Put the face and the blue flashcards on the wall face down.
- Say **Where's blue?** Get Jack to turn over a flashcard. If it is a face flashcard, make a sad face and say **No!** Encourage the children to turn their thumbs down. If it is the blue flashcard smile and say **Yes, it's blue!** Encourage the children to give you a thumbs up sign.
- Start again by shuffling the cards and placing them face down on the wall.
- If you think the children are confident they can help Jack turn over a flashcard.

#### 3 Make a blue table display.

- Ask the children to find a blue object and bring it to school.
- Collect the objects together and make a blue table display in the classroom.
- Alternatively, ask the children to find blue objects in the classroom and put them on a table.

## 2 The face puzzle

### Lesson 5



#### Learning objectives

- Listen to and join in with *Jack's playtime*.
- Listen to and act out the story with the Press outs.
- Emotional intelligence: understand the importance of playing together.

#### Language focus

##### Key vocabulary

- *Blue*
- *Ears, eyes, mouth, nose*

##### Receptive language

- *Where's / Where are ...?*

##### Classroom materials

- Puppet • CD 1 • Jack's box
- Flashcards: *ears, eyes, mouth, nose, blue*
- Photocopiable Resources CD: Unit 2 picture cards
- Unit 2 Press out • *Hello Jack Flip over Book*
- Teacher's Notes Photocopiable Resources: Unit 2 emotional intelligence worksheet



#### At-a-glance lesson plan

##### Getting ready

- Put the puppet and the face flashcards into Jack's box. Prepare the picture cards.

##### Circle time

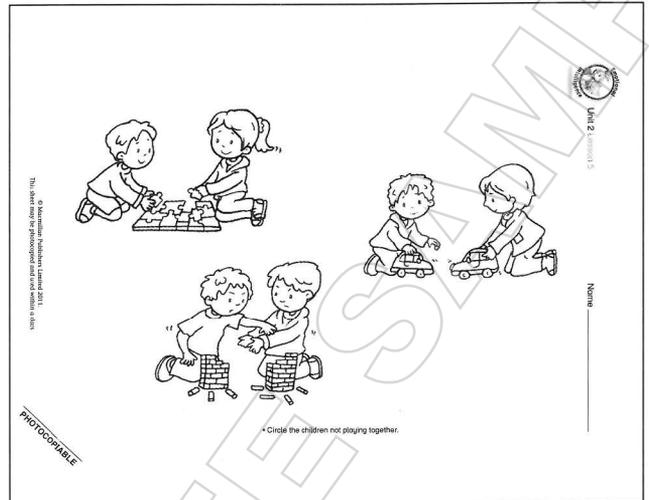
- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Play *Blue, stand up!* (Optional activity) C1
- 3 Sing *The two blue eyes song*. (CD 1 track 29) C1 C6
- 4 Play *Jack's playtime*. (CD 1 track 30) C1
- 5 Play *The pair game*. C1

##### Transition time

- 6 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

##### Table time

- 7 Play with the face Press out. (CD 1 track 27) (Flip over Book pages 12-19) C1 C6
- 8 Emotional intelligence: I know how to play together! (Teacher's Notes page 199) C1 C5 C7 C8
- 9 Play *Back in Jack's box*. C1 C5
- 10 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6



#### Circle time

##### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.

##### • Say **Where's Jack?** Call **Jack, where are you?**

Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say **Hello!** if they can.

- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

##### 2 Play *Blue, stand up!* Optional activity

- Show the children the blue flashcard. Ask Jack **What colour is it?** Make Jack say **Blue!**

• Ask the children to look at their clothes carefully. If they wear an overall they can lift it up and look underneath. Say **If you are wearing blue, stand up!**

• When the children are standing say **Yes! Blue!** and encourage children to wave their arms. Ask the children to sit down.

• Hold up a red object and say **Blue?** Get Jack to shake his head. Say **No!** Hold up a blue object and say **Blue?** Get Jack to stand up and nod. Say **Blue! Stand up!**

• Go round the room, holding up different coloured objects. If it is blue, the children stand up and wave their arms. If not, they shake their heads and stay seated.

##### 3 Sing *The two blue eyes song*. (CD 1 track 29)

- Put the blue flashcard on the wall. Say **Let's sing The two blue eyes song.**

• Play the karaoke version of the song on the CD and encourage the children to join in. Repeat if the class is enthusiastic. (See Lesson 4 Activity 6 for the audio script.)

- Say **Very good!** Make Jack nod his head. Say **Sit down!** You may wish to use *The sit down chant* (see Introduction page 20).

#### 4 Play *Jack's playtime*. (CD 1 track 30)

- Put the face flashcards around the classroom. Say **Let's play Jack's playtime**. Play the CD and do the actions.
- Play the CD again and encourage the children to join in.
- Say **Stand up!** Play the CD a third time and encourage the children to point, clap and move their bodies to the beat.
- You may wish to use *The calm down chant* if the children get too excited (see Introduction page 20).



#### Jack's playtime

*Hello Jack! Hello!* (Clap three times.)

*Where's your nose?* (Point to your nose.)

1, 2, 3! (Count on your fingers.)

*Where's your mouth?* (Point to your mouth.)

1, 2, 3! (Count on your fingers.)

*Where are your ears?* (Point to your ears.)

1, 2, 3! (Count on your fingers.)

*Where are your eyes?* (Point to your eyes.)

1, 2, 3! (Count on your fingers.)

*Hello Jack! Hello!* (Clap three times.)

#### 5 Play *The pair game*.

- Put the face and blue flashcards on one side of the board face down. Put the face and blue picture cards on the other side of the board also face down.
- Turn over a flashcard and say **(Ears!).** Encourage the children to do the mime for this item or point to their own ears. Now turn over a picture card, say the word and encourage the children to mime or point.
- If the two cards match, say, **(Ears) (Ears)! Yes! They are the same!** and leave the cards face up. If they don't match, say **(Ears) (Eyes). No! They are different!** and turn the cards face down again.
- Ask individual children to help you turn over a flashcard and another child to turn over a picture card. Continue around the class until all children have played.

#### Transition time

#### 6 Say *The transition chant*. (CD 1 track 11)

- Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

#### Table time

#### 7 Play with the face Press out. (CD 1 track 27) (Flip over Book pages 12-19)

- Give out the Press outs and help the children to remove them.
- Say **Where's the mouth? Point to the mouth.** Encourage the children to point to the dog's mouth. Repeat with the other face parts.
- Open the Flip over Book at the story pages and play the CD or tell the story yourself. Refer to each of the story pictures in turn. Encourage the children to hold up their press out and point to the face parts as they are mentioned in the story.
- Collect the Press outs and write the children's names on them.

#### 8 Emotional intelligence: I know how to play together! (Teacher's Notes page 199)

- Give out the photocopyable worksheets and pencils.
- Point to the children who are playing well and count **One, two children**. Say **They are playing together. Good children!** Point to the children who are not playing well and count **One, two children**. Say **They are not playing together. Bad children!**
- Say **Point to the children playing together.** Encourage the children to point to the children on their worksheets.
- Say **Circle the children not playing together.** Demonstrate by pretending to draw a circle with your pencil. Monitor while the children do the activity.

#### 9 Play *Back in Jack's box*.

- Say **Where's Jack's Box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**
- Choose five children to help you using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put (blue) in Jack's box.** Together with Juan, put the blue flashcard away. Encourage the children to clap and wave.
- Repeat with the other volunteers and the face flashcards.

#### 10 Sing the *Bye-bye song*. (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

#### Extra activities

#### 1 Listen to a song with the Press out. (CD 1 track 25)

- Give out the Press outs and say **Let's listen to The face song.**
- Play the CD and encourage the children to point to the face parts on their Press out as they are mentioned in the song. (See Lesson 1 Activity 4 for the audio script.)

## 2 Play *The Yes/No game*.

- Use the colour and face flashcards. Hold up a flashcard so it is facing the children and you can't see it.
- Say **Is it ears?** If you have guessed correctly the children hold up their thumbs and nod. Say **Yes, ears!** Everyone can nod and clap. If you have not guessed correctly the children shake their heads and put their thumbs down. Say **No! Not ears!** Keep going until you guess the card.
- Repeat several times. If you want the game to be more active, encourage the children to stand up when you get it right.

## 3 Play *Pass the flashcard*.

- Organise the children in a circle. Pass around a face flashcard and say **Pass the flashcard, pass the flashcard.** Say **Stop!** The child holding the flashcard stands up, shows the flashcard and points to that part of their face. Say **Yes, (Ears)!** and praise the children.
- Now play the game passing round two flashcards, then with three cards, etc.
- If you wish you can play Jack's music and instead of saying **Stop!**, pause the CD.

## 2 The face puzzle

### Lesson 6



#### Learning objectives

- Review all vocabulary.
- Review a song.

#### Language focus

##### Key vocabulary

- Ears, eyes, nose, mouth
- Big, small
- Blue
- Number 2

##### Receptive language

- Well done to ...
- He's lost a feather.
- Show me / find the feather.

##### Classroom materials

- Puppet
- CD 1
- Jack's box
- All Unit 2 flashcards
- Photocopiable Resources CD: Unit 2 picture cards
- Unit 2 stickers
- Hello Jack Flip over Book



#### At-a-glance lesson plan

##### Getting ready

- Put the puppet and the flashcards into Jack's box.

##### Circle time

- 1 Sing the *Hello song*. (CD 1 track 10) C1 C5 C6
- 2 Play *Jack's playtime*. (CD 1 track 30) C1
- 3 Play *The pair game*. C1
- 4 Play *Big and small!* C1 C5
- 5 Sing our favourite song. (Optional activity) C1 C6

##### Transition time

- 6 Say *The transition chant*. (CD 1 track 11) C1 C5 C6

##### Table time

- 7 Fill Jack's box with face stickers. (Pupil's Book page 15) C1 C7
- 8 Play *Find the feather!* (Flip over Book pages 12-19) C1
- 9 Play *Back in Jack's box*. C1 C5
- 10 Sing the *Bye-bye song*. (CD 1 track 13) C1 C5 C6

#### Circle time

##### 1 Sing the *Hello song*. (CD 1 track 10)

- Organise the children in a circle. Greet individual children and encourage them to respond by waving.
- Say **Where's Jack?** Call **Jack, where are you?** Encourage the children to point to Jack's box. Take the puppet out and say **Hello, children!** Encourage the children to wave to Jack and say **Hello!** if they can.
- Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 3 for the audio script.)

##### 2 Play *Jack's playtime*. (CD 1 track 30)

- Put the face flashcards around the room. Say **Let's play Jack's playtime**. Play the CD and do the actions.
- Play the CD again and encourage the children to join in.
- Say **Stand up!** Play the CD a third time and encourage the children to point, clap and move their bodies to the beat. (See Lesson 5 Activity 4 for the audio script.)
- You may wish to use *The calm down chant* if the children get too excited (see Introduction page 20).

##### 3 Play *The pair game*.

- Put the face and blue flashcards on one side of the board face down. Put the face and blue picture cards on the other side of the board also face down.
- Turn over a flashcard and say **(Ears!)**. Encourage the children to do the mime for this item or point to their own ears. Now turn over a picture card, say the word and encourage the children to mime or point.
- If the two cards match, say, **(Ears) (Ears)! Yes! They are the same!** and leave the cards face up. If they don't match, say **(Ears) (Eyes). No! They are different!** and turn the cards face down again.
- Ask individual children to help you turn over a flashcard and another child to turn over a picture card. Continue around the class until all children have played.

##### 4 Play *Big and small!*

- Show the big flashcard. Say **Big ears!** Demonstrate miming two big ears and say **One big ear, two big ears**. Exaggerate and make them very big!
- Say **Copy me! One big ear, two big ears**.
- Repeat with the small flashcard. Say **Small ears!** Now demonstrate two small ears and say **One small ear, two small ears**.
- Encourage the children to copy you. Repeat with eyes, mouth and nose.
- Play the game: call out a face part, hold up the big or small flashcard and encourage the children to mime.

### 5 Sing our favourite song. **Optional activity**

- Say **Let's sing a song.** Remind them by playing bits of the songs and asking them to put their hand up for their favourite song. Count which song has most votes.
- Play the CD and encourage the children to join in. Say **Very good!** and make Jack nod his head.

### Transition time

#### 6 Say *The transition chant.* (CD 1 track 11)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 6 for the audio script.)

### Table time

#### 7 My English Dossier: Fill Jack's box with face stickers. (Pupil's Book page 15)

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the toy box and say **Look! It's Jack's box!**
- Say **Point to Katie's eyes!** and encourage the children to point and say the word. Repeat with nose, ears and mouth.
- Hold up the stickers and say **Show me the eyes.** Encourage the children to peel off the eyes sticker and hold it in the air. Say **Where do the eyes go?** and encourage the children to point to the correct silhouette. Say **Stick on the eyes!** and encourage the children to put the eyes sticker in place. Repeat with mouth.

**Tip:** The Lesson 6 worksheets can be collected and bound together to form a learning dossier for each child. A photocopiable front cover can be found on the Photocopiable Resources CD.

#### 8 Play *Find the feather!* (Flip over Book pages 12-19)

- Say **Poor Jack! He's lost a feather. Let's find the feather.** Hold up the Flip over Book at the story pages and encourage the children to look for the feather in the story pages.
- As you turn the story pages say **Is the feather here? No!**
- When the children spot the feather encourage a volunteer to point to it in the Flip over Book. (It's in frame 2.) Say **Feather! A blue feather!**
- Say **Show me the feather sticker.** Encourage the children to peel off the feather sticker. Say **Where does the feather go?** and encourage the children to point to the picture of the feather. Say **Stick the feather!** and encourage the children to put the sticker in place. Get Jack to say **Well done,**

**children!** and say *The well done chant.* (See Unit 1 Lesson 6 Activity 8 for the audio script.)

#### 9 Play *Back in Jack's box.*

- Say **Where's Jack's box?** Encourage the children to point to it. Say **Let's put the flashcards back in Jack's box.**
- Choose seven children using *The hands up chant* (see Introduction page 20). Say **(Juan), help me put the (ears) in the box.** Together with Juan, put the ears flashcard away. Encourage the children to wave and clap.
- Repeat with the other volunteers and flashcards.

#### 10 Sing the *Bye-bye song.* (CD 1 track 13)

- Put on the puppet. Play the karaoke version of the song on the CD. Sing the song and do the actions. Encourage the children to join in. (See *Hello, friends!* Lesson 1 Activity 8 for the audio script.)

### Extra activities

#### 1 Play *Musical faces.* (CD 1 track 22)

- Play Jack's music. Encourage the children to dance on the spot. Pause the CD and say a face word. Encourage the children to touch the part of their own face you have just said.
- Repeat with the other face parts.

#### 2 Play *Cover your eyes.*

- Put the face flashcards on the wall. Put the picture cards underneath, repeating the words as you do so. Count **One, two, three, four!**
- Say **Cover your eyes!** and place your hand over Jack's eyes. Take a picture card away. Say **Open your eyes!** Point to the face flashcards and then the picture cards and say **What's missing, Jack?** Make Jack look like he's thinking, then point to the flashcard which shows the face word that has been removed. Say **(Ears)!** Praise Jack, and clap loudly.
- Repeat several times with the other picture cards and encourage the children to point to the correct flashcard each time. Again clap loudly when they point correctly.

#### 3 Play with the *Hello Jack Multi-ROM.*

- For extra vocabulary practice, play the interactive games in Unit 2 of the Multi-ROM.

For extra practice on the vocabulary contained in this unit, please use the *Revision worksheets* on the Photocopiable Resources CD.