

Unit 4 Good morning!

Key language

Focus language

duck
cow
horse
sheep
cat
dog
Concept: clean/dirty
green

Recycled language

jumper
coat
hat
scarf
T-shirt
shorts
one–three
red
yellow
blue

Main receptive language

What's your name?
Farmer Brown has a farm
On the farm there is a ...
Quack, Moo, Neigh, Baa
Be a ...
The animals are going to the farm
There's a lot of noise
This morning
Good morning
Let's wake up
Come on, everyone
Let's jump
I'm/We're/Dog's dirty
We're in trouble
Wake up Farmer Brown
Help!
Please help us now
Look at my dirty/clean hands
This is the way I wash my hands
Ellie's got ...
Traffic lights
I'm driving the tractor
Time to stop!
Time to wait!
Off we go!

Classroom language

Yes!/No!
Let's get dressed
What's the matter?
Where's the ...?
What is it?
It's a ...
Draw the ...
Point to the ...
What's this/that?
Show me the ...
Stick on the ...
Trace the ...
What's in the bag?
What colour is this?
Colour it ...
Who's this?
Touch ...
Find ...

Key language learning aims

- Responding to new items of vocabulary via mime, visual recognition, gesture, etc
- Listening to the story
- Acting out the story
- Singing and acting out a song
- Discriminating between 'clean' and 'dirty'
- Recognising the colour green
- Counting to three

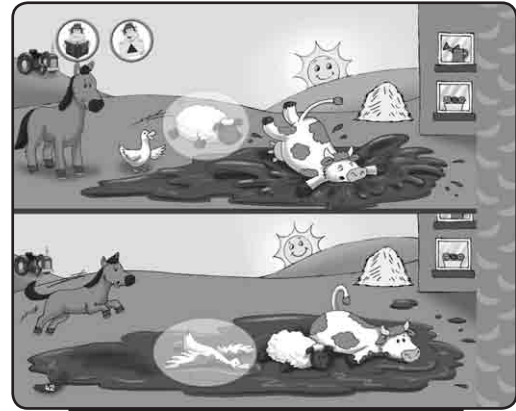
Main criteria for evaluation

Children should:

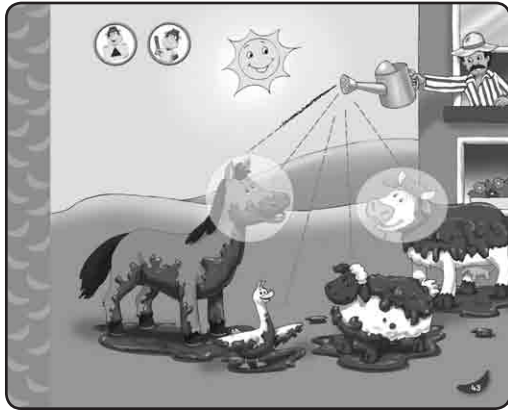
- Demonstrate an interest in what happens in the story
- Recognise characters in the story
- Start to discriminate between different animals
- Start to identify the colour green
- Develop an awareness of 'clean' and 'dirty'
- Respond appropriately to instructions
- Participate in games, songs and TPR activities
- Start to develop spatial orientation, physical co-ordination and fine motor skills



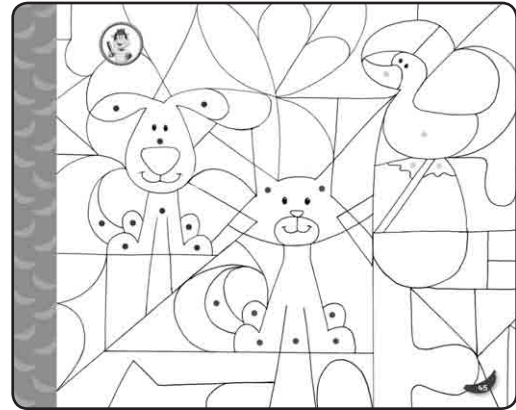
Lesson 1



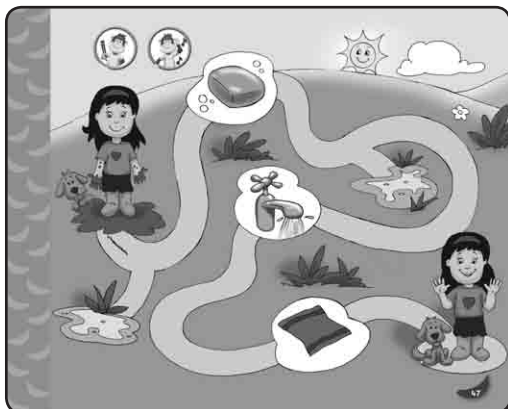
Lesson 2



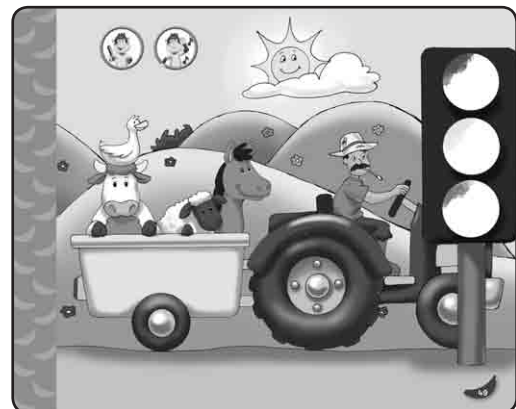
Lesson 2



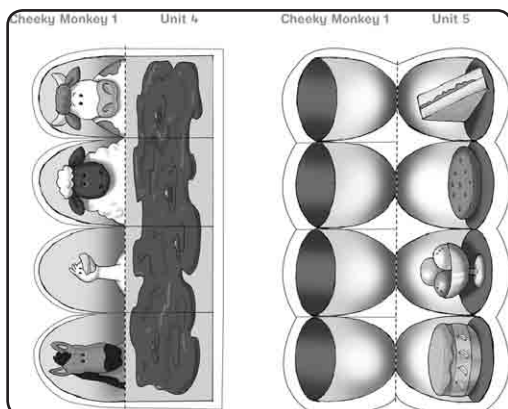
Lesson 3



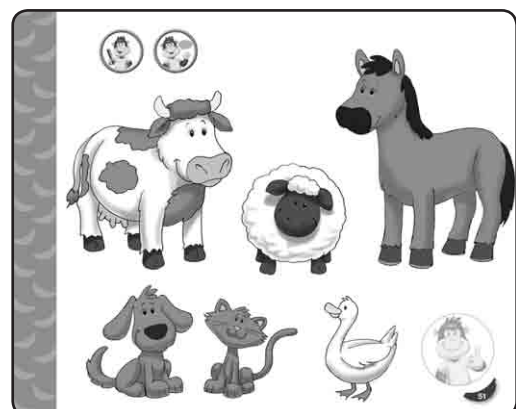
Lesson 4



Lesson 5



Lesson 6



Lesson 7



Lesson focus: Introducing the animals

Focus language: *duck, cow, horse, sheep* **Recycled:** *jumper, coat, hat, scarf, T-shirt, shorts*

Main receptive language: *What's your name? Farmer Brown has a farm, On the farm, There's a ..., Quack, Moo, Neigh, Baa*

Classroom language: *Let's get dressed, Oh dear! What's the matter? Where's the ...? What is it? It's a ..., Draw the ..., Point to the ...*

Main activities:

- Sing *The hi song 2*
- Play *Looking for Cheeky's animal friends*
- Sing *Farmer Brown*
- Do the worksheet
- Sing *Bye-bye Cheeky 2*

Materials you need: CD, puppet, *jumper, coat, hat, scarf, T-shirt, shorts, duck, cow, horse and sheep* flashcards, bag, Pupil's Books, pencils

Getting ready: Hide the *duck, cow, horse and sheep* flashcards in the classroom.

2 Sing *Getting dressed* (CD1 track 35)

- Put on the Cheeky puppet. Yawn and say *Cheeky, let's get dressed*. Show the *T-shirt* flashcard and say *T-shirt*. Repeat with *jumper, shorts, coat, hat* and *scarf*. Encourage the children to join in.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1 Activity 7 for the tapescript.)

3 Play *Looking for Cheeky's animal friends*

- Tell the children that Cheeky has brought some friends from the farm to meet them. Get Cheeky to look in the bag. Get him to hold the bag upside down to show that it is empty and say *Oh dear!*
- Say *Cheeky, what's the matter?* Get him to whisper in your ear. Tell the children that the animals have escaped from the bag.
- Say *Where's the cow?* Get Cheeky to walk around the classroom saying *moo*. Show the *cow* flashcard and say *Hello, cow*. Encourage the children to join in. Lay out the *cow* flashcard face up in the circle. Repeat with *horse, sheep and duck*.

4 Play *Guess the animal*

- Point to the *horse* flashcard and say *horse*. Repeat with *cow, sheep and duck*.
- Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Shuffle the flashcards and lay them out face down in the circle. Remove the *cow* and *duck* flashcards and hide them behind your back in different hands. Say (*Moo*). Pause and say *What is it?* Encourage the child to guess which hand the (*cow*) flashcard is in by touching one of your arms. Reveal the flashcard. If they guess correctly, say *Yes! It's a (cow)!* and lay out the *cow* flashcard in the circle. If they guess incorrectly, let them guess again. Repeat with the *horse and sheep*.

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

Circle time

1 Sing *The hi song 2* (CD1 track 34)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave and say *Hello!* to Cheeky. Then get Cheeky to shake hands with a child and say *What's your name?* Encourage the child to say (*Maria*). Do the activity with other children.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 1 for the tapescript.)

5 Sing *Farmer Brown* (CD1 track 48)

- Play the CD. Sing the song and do the actions. Encourage the children to join in.



Farmer Brown

(*Old Macdonald had a farm tune*)

Farmer Brown has a farm.

E-I-E-I-O

On the farm there is a duck.

Quack, quack! Quack, quack!

E-I-E-I-O

On the farm there is a cow.

Moo, moo! Moo, moo!

E-I-E-I-O

On the farm there is a horse.

Neigh, neigh! Neigh, neigh!

E-I-E-I-O

On the farm there is a sheep.

Baa, baa! Baa, baa!

E-I-E-I-O

Farmer Brown has a farm.

E-I-E-I-O

Transition time

6 Say the *Transition chant 2* (CD1 track 37)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

7 Complete the animals (Pupil's Book p41)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Point to the *horse* and say *Look! A horse!* Repeat with the *sheep*, *cow* and *duck*.
- Hold up a pencil and say *Draw the horse*. Demonstrate this by tracing it with your finger. Say *Draw the horse, sheep, cow and duck*. Encourage the children to complete the animals.

8 Sing *Farmer Brown* and point to the animals (CD1 track 48, Pupil's Book p41)

- Say *Let's Sing Farmer Brown*. Play the CD. Sing the song and point to the *duck*, *cow*, *horse* and *sheep* on the worksheet. Encourage the children to join in. (See Activity 5 for the tapescript.)

9 Sing *Bye-bye Cheeky 2* (CD1 track 38)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Sing *Farmer Brown* and make the animal sound (CD1 track 48)

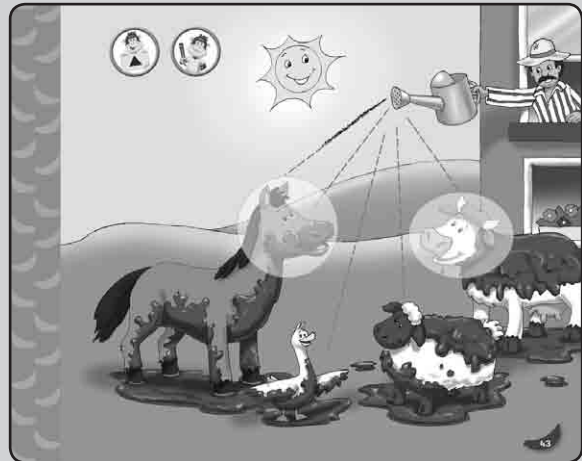
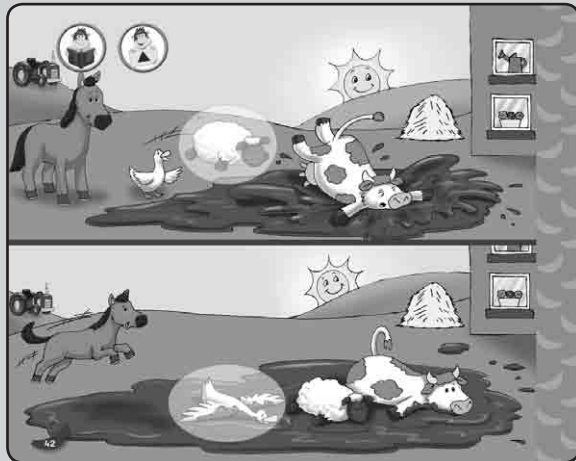
- Tell the children to stand up. Divide them into four groups. Shuffle and fan out the *duck*, *cow*, *horse* and *sheep* flashcards. Offer them to a child from the first group. Encourage them to take a flashcard. Say *You're (ducks)*. Repeat with the second, third and fourth groups. Play the CD. Sing the song and do the actions. Encourage the *ducks*, *cows*, *horses* and *sheep* to join in with their verses. Encourage all the children to join in with the chorus.

2 Play *Cheeky's whisper* with animals

- Organise the children into a circle. Shuffle the *duck*, *cow*, *horse* and *sheep* flashcards. Lay them out face up in the circle. Put on the Cheeky puppet. Tell the children that Cheeky wants to share a secret with them. Get Cheeky to whisper *duck* to a child. Tell the child to pass the whisper on. Continue until reaching the last child in the circle. Encourage them to pick up the *duck* flashcard. If they respond correctly, say *Well done! It's a duck!* Play the game with other children and repeat with *cow*, *horse* and *sheep*.

3 Play *Animal statues*

- Say *Let's be ducks*. Move around the classroom waddling and making the sound of a *duck*. Encourage the children to join in. Say *freeze*. Tell the children they must stay as still as possible. Repeat with *cows*, *horses* and *sheep*. Alternate between them until the children are confident.



Lesson focus: Listening to the story for the first time

Focus language: *duck, cow, horse, sheep* **Recycled:** *one–three*

Main receptive language: *Stand up, Turn around, Clap your hands, Be a ..., Make a circle, Sit down, Sleep, It's Cheeky's town, Where's Cheeky going today? Is Cheeky going to the ...? No, not today! The animals are going to the farm, There's a lot of noise on the farm this morning, Good morning, Let's wake up, Come on everyone, Let's jump ..., I'm dirty, We're in trouble*

Classroom language: *Let's listen to ..., Show me the ..., Where does ... go? Stick on the ..., Draw the ..., Yes! No!*

Main activities:

- Sing *The hi song 2*
- Do *Cheeky's jungle gym*
- Listen to the *Good morning!* story
- Do the worksheet
- Sing *Bye-bye Cheeky 2*

Materials you need: CD, puppet, *cow, horse, duck* and *sheep* flashcards, play mat, Unit 4 Story cards, Pupil's Books, pencils, Unit 4 stickers

Getting ready: Lay out the play mat in the circle time area.

Circle time

1 Sing *The hi song 2* (CD1 track 34)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say *Hello!* to Cheeky. Then get Cheeky to shake hands with a child and say **What's your name?** Encourage the child to say (*Maria*). Do the activity with other children.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 1 for the tapescript.)

2 Do *Cheeky's jungle gym* (CD1 track 49)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Do the actions and encourage the children to join in.

Cheeky's jungle gym

Stand up. 1, 2, 3.

Turn around. 1, 2, 3.

Clap your hands. 1, 2, 3.

Be a cow.

Be a duck.

Be a horse.

Be a sheep.

Make a circle.

Sit down. 1, 2, 3.

Sleep. 1, 2, 3.

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

3 Do The flashcard dance with animals

- Put the *duck*, *cow*, *horse* and *sheep* flashcards on different walls of the classroom.
- Play some music from the CD and tell the children to dance freely in the middle. Stop the music and say *sheep*. Encourage the children to walk towards the *sheep* flashcard miming and making the sound of a *sheep*. Play the CD again. Repeat with *duck*, *cow* and *horse*. Waddle for a *duck*, put your hands on your head and mime horns for a *cow* and run on the spot for a *horse*. Alternate between them until the children are confident.
- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

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

4 Play Going to the farm on the play mat

- Point to the play mat and say *Look! It's Cheeky's town!* Get Cheeky to say *Hello!* and wave to the children.
- Raise your arms questioningly and say *Where's Cheeky going today?* Get him to walk around the town and stop at the park. Say *Is Cheeky going to the park?* Pause, shake your head and say *No!* If children answer *Yes!* shake your head and say *No! Not today.* Repeat with the house and the funfair. Finally get Cheeky to walk to the farm.
- Ask the children questions about farms. Ask them if they have ever visited a farm and what animals live there, etc.
- Show the *duck*, *cow*, *horse* and *sheep* flashcards and say *The animals are going to the farm.*

5 Say The let's go chant (CD1 track 50)

- Hand out the *duck*, *cow*, *horse* and *sheep* flashcards. Tell the children to pass the flashcards around the circle. Say the chant and encourage the children to join in. (See Teacher talk, pages 14–15.) (You may choose to make marching movements with your arms. Encourage the children to join in.)

The let's go chant

Let's go, let's go.

Ho ho ho!

To the farm, to the farm.

Let's go, let's go.

Ho ho ho!

- Say *Point to the farm* and encourage the children to point to the farm. Then tell the child holding the *duck* flashcard to put it on the farm. Repeat with the *cow*, *horse* and *sheep*.

Story time

6 Say The story time chant (CD1 track 13)

- Say *It's story time* and 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 Teacher talk, pages 14–15.)

7 Listen to the Good morning! story (CD1 track 51, Unit 4 Story cards)

- Say *Let's listen to the story*. Read the story aloud or play the CD. Show the Story cards and do the actions. Encourage the children to listen and to look at the pictures.

Good morning!

Story card 1

Narrator: *There's a lot of noise on the farm this morning. Listen, a cow, (Point to the cow.) a sheep, (Point to the sheep) a duck (Point to the duck.) and a horse. (Point to the horse.)*

Cow: *Good morning, duck. (Point to the duck.)*

Duck: *Good morning, sheep. (Point to the sheep.)*

Sheep: *Good morning, horse. (Point to the horse.)*

Horse: *Good morning, cow. (Point to the cow.)*

Cow: *Let's wake up Farmer Brown! (Point to Farmer Brown.)*

Story card 2

Cow: (Point to the cow.) *Come on everyone! (Gesture 'come here'.)* *Oh dear, a puddle! (Put your hands to your face in horror. / Point to the puddle.) Let's jump. (Position yourself to jump.) One, two, three, jump. (Count to three on your fingers. / Mime jumping by moving your hand through the air and slap your leg to indicate falling in the puddle.) Oh dear, I'm dirty! (Put your hand to your face in horror. / Point to the dirty cow and pull a face.)*

Story card 3

Sheep: (Point to the sheep.) *One, two, three, jump. (Count to three on your fingers. / Mime jumping by moving your hand through the air and slap your leg to indicate falling in the puddle.) Oh dear, I'm dirty! (Put your hand to your face in horror. / Point to the dirty cow and pull a face.)*

Duck: (Point to the duck.) *One, two, three, jump (Count to three on your fingers. / Mime jumping by moving your hand through the air and slap your leg to indicate falling in the puddle.) Oh dear! I'm dirty! (Put your*

- hand to your face in horror. / Point to the *dirty duck* and pull a face.)
- Horse:** (Point to the *horse*.) **Wait for me. One, two, three, jump** (Count to *three* on your fingers. / Mime jumping by moving your hand through the air and slap your leg to indicate falling in the puddle.) **Oh dear! I'm dirty too!** (Put your hand to your face in horror. / Point to the *dirty horse* and pull a face.)
- Cow:** (Point to the *cow*.) **Uh, oh. We're in trouble.** (Put your hand to your face in horror. / Point to the *dirty cow* and pull a face.)

Story card 4

- All animals:** **Good morning, Good morning! Wake up Farmer Brown!** (Mime waking up.)
Cow's dirty. Help! (Show your hands and pull a face.)
Sheep's dirty. Help! (Show your hands and pull a face.)
Duck's dirty. Help! (Show your hands and pull a face.)
Horse's dirty. Help! (Show your hands and pull a face.)
Farmer Brown, we're dirty! (Brush yourself down and pull a face.)
Please help us now!
- Farmer Brown:** **Oh dear!** (Put your hands to your face in horror.)
- All animals:** (Point to the animals being washed.)
Thank you, Farmer Brown.

Transition time

8 Say the Transition chant 2 (CD1 track 37)

- Put your finger to your lips and say **Shh! Be very quiet!** Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

9 Stick on the animals (Pupil's Book p42 & p43, Unit 4 stickers)

- Hand out the stickers, pencils and the Pupil's books or the individual worksheets.
- Say **Show me the sheep.** Encourage the children to peel off the *sheep* sticker and hold it up in the air. Say **Where does the sheep go?** Encourage the children to point to the missing *sheep*. Repeat with the *duck*, *horse* and *cow*.

- Say **Stick on the sheep** and encourage the children to put the *sheep* sticker in place. Say **Stick on the duck, horse and cow.** Encourage the children to stick on the animals.
- Hold up a pencil and say **Draw the water.** Demonstrate this by tracing it with your finger. Encourage the children to trace the water.

10 Sing Bye-bye Cheeky 2 (CD1 track 38)

- Put on the Cheeky puppet. Get Cheeky to wave and say **Bye-bye!** Encourage the children to wave and say **Bye-bye!** to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play One, two, three duck

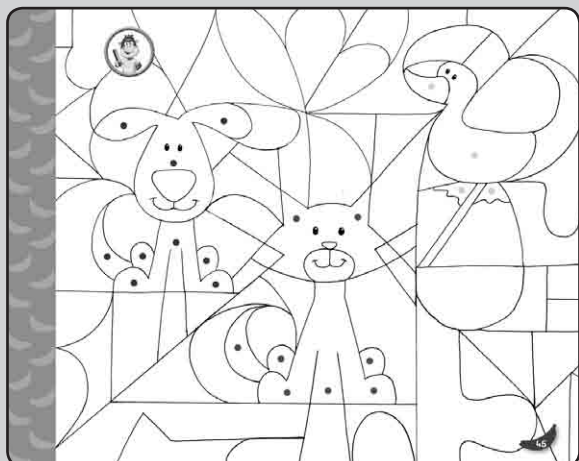
- Organise the children into a circle. Lay out the *duck*, *cow*, *horse* and *sheep* flashcards in the circle. Walk around the circle. Say **One, two, three, duck** and touch the children's heads in turn as you say each word. Encourage the child who is *duck* to stand up, point to the *duck* flashcard and make the sound of a *duck*. Repeat with the *cow*, *horse* and *sheep*.

2 Play Find the animals with sounds

- Choose a child to play the game using the *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell them to face the wall and cover their eyes. Hide the *duck* flashcard in the classroom. Put on the Cheeky puppet. Tell the children they must help Cheeky find the *duck*. When they get closer shout **quack** and when they get further away whisper **quack**. When the child finds the *duck*, show it to the children and say **Look! Here's the duck!** Play the game with other children and repeat with *cow*, *horse* and *sheep*.

3 Sing Farmer Brown with animal headbands (Photocopiable worksheet p217, CD1 track 48)

- In advance, photocopy and cut out a headband for every child. Hand them out. Encourage the children to colour them in. Cut extra lengths of paper and use them to extend the headbands to fit each child. Say **Let's sing Farmer Brown.** Organise the children into four groups, either *ducks*, *cows*, *horses* or *sheep*. Play the CD. Sing the song and do the actions. Encourage the children to join in with their verses. (See Lesson 1 Activity 5 for the tapescript.)



Lesson focus: Listening to the Story song again

Focus language: *cat, dog* **Recycled:** *duck, cow, horse, sheep, red, yellow, blue*

Main receptive language: *Wake up Farmer Brown, We're/Dogs dirty, Help! Please help us now!*

Classroom language: *What's in the bag? Look! What's this/that? Let's sing ..., That's right! It's a ..., Stand up ..., What colour is this? Colour it ..., Where's the ...?*

Main activities:

- Sing *The hi song 2*
- Sing *Farmer Brown*
- Introduce cat and dog
- Sing the *Story song*
- Do the worksheet
- Sing *Bye-bye Cheeky 2*

Materials you need: CD, puppet, bag, *duck, cow, horse, sheep, cat* and *dog* flashcards, Pupil's Books, crayons

Getting ready: Put the *duck, cow, horse* and *sheep* flashcards in a bag. Hide the *dog* and *cat* flashcard in the circle time area.

Circle time

1 Sing *The hi song 2* (CD1 track 34)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Then get Cheeky to shake hands with a child and say **What's your name?** Encourage the child to say (*Maria*). Do the activity with other children.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 1 for the tapescript.)

2 Play *Monkey, look!* with animals (CD1 track 8)

- Put the *duck, cow, horse* and *sheep* flashcards in a bag. Put on the Cheeky puppet. Get Cheeky to shake the bag. Say **What's in the bag?** and get Cheeky to look inside.
- Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)
- Get Cheeky to slowly reveal the *duck* flashcard. Say **Look! What's this?** Encourage the children to say *duck*. If a child answers correctly, say **That's right! Duck!** Play the game with other children and repeat with *horse, cow* and *sheep*.

3 Sing *Farmer Brown* (CD1 track 48)

- Say **Let's sing Farmer Brown**. Sing the song and do the actions. Encourage the children to join in. (See Lesson 1 Activity 5 for the tapescript.)

4 Introduce dog and cat

- Tell the children they must listen and think about what animals they can hear. Say **Woof, woof**. Pause and say **It's a dog!** Then say *miaow*. Pause and say **It's a cat!** Alternate between *dog* and *cat* until the children are confident.
- Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say **Where's the dog?** Look around the classroom for the *dog* flashcard. Encourage the children to join in. Go to where the *dog* flashcard is hidden. Show the flashcard and say **Look! It's a dog! Woof, woof**. Repeat with *cat*.

5 Play *The stand up animal game*

- Walk around the circle. Say **Duck, cow, horse, sheep, cat, dog** and touch the children's heads in turn as you say each animal.
- Say **Stand up dogs** and encourage the *dogs* to stand up and make the sound of a *dog*. Repeat with *ducks, cows, horses, sheep* and *cats*. When the children are confident, speed up the activity. (You may need to remind the children which animals they are.)

6 Sing the *Story song* (CD1 track 52)

- Say **Let's sing the Story song**. Play the CD. Sing the song and do the actions. Encourage the children to join in.

Story song

Good morning, good morning!

Wake up Farmer Brown! (Mime waking up.)

Cow's dirty. Help! (Show your hands and pull a face.)

Sheep's dirty. Help! (Show your hands and pull a face.)

Duck's dirty. Help! (Show your hands and pull a face.)

Horse's dirty. Help! (Show your hands and pull a face.)

Farmer Brown, we're dirty! (Brush yourself down and pull a face.)

Please help us now!

Transition time

7 Say the Transition chant 2 (CD1 track 37)

- Put your finger to your lips and say **Shh! Be very quiet!** Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

8 Colour and find the animals (Pupil's Book p45)

- Hand out the *yellow*, *blue* and *red* crayons and the Pupil's book or the individual worksheets.
- Point to the *blue* dots and say **Look! What colour is this?** Encourage the children to say *blue*. Repeat with the *red* and *yellow* dots.
- Hold up a *blue* crayon and say **Colour it blue.** Demonstrate this by pretending to colour the *dog blue*. Hold up *blue*, *red* and *yellow* crayons and say **Colour blue, red and yellow.** Encourage the children to colour the animals.
- When the children have finished, show the worksheet. Say **Where's the dog?** and encourage the children to point to the *dog*. Say **What colour is the dog?** Encourage the children to say *blue*. Repeat with the *cat* and the *duck*.

9 Play What am I? with animals

- Shuffle the *duck*, *cow*, *horse*, *sheep*, *cat* and *dog* flashcards. Fan them out face down and offer them to a child. Encourage them to take one. Tell them they must not let the other children see what they are.
- Encourage the child to mime a (*cat*). Say **What is it?** Encourage the other children to say (*cat*). Repeat with the *duck*, *cow*, *horse*, *sheep* and *dog*.

If you are short of time, you can leave out Activity 9.

10 Sing Bye-bye Cheeky 2 (CD1 track 38)

- Put on the Cheeky puppet. Get Cheeky to wave and say **Bye-bye!** Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play Bingo with the animal mini cards (Photocopiable worksheet p218)

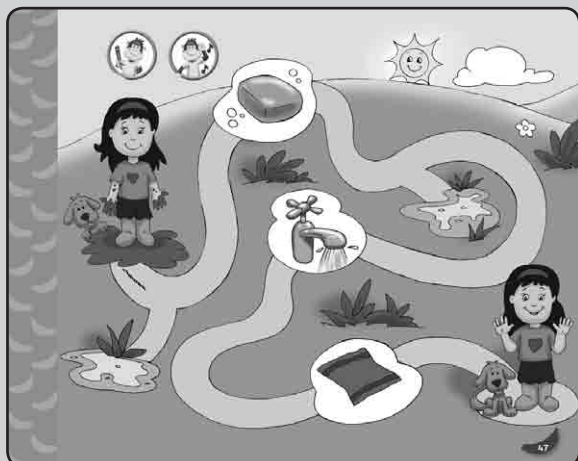
- In advance, photocopy and cut out a set of mini cards for every child. Point to the *horse* and say **What's this?** Repeat with *duck*, *cow*, *sheep*, *cat* and *dog*. Shuffle the mini cards and deal out six to each child. Tell them to lay their mini cards out face up in front of them. Say **Show the cow** and encourage the children who have got a *cow* mini card to give it to you as you circulate. Tell the children that when they haven't got any mini cards left they must shout *bingo*.

2 Play Feely bag with animals

- Put a toy or foam *duck*, *cow*, *horse* and *sheep* in a bag. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Offer the bag to a child and encourage them to put their hand inside and feel one of the animals. Say **What is it?** Encourage the child to say (*horse*). Show the animal. If the child guesses correctly, say **That's right! It's a (horse)!** If they guess incorrectly, say **It's not a (horse). It's a (cat).** Play the game with other children and continue until all the animals have been revealed.

3 Sing the Story song (CD1 track 52)

- Say **Let's sing the Story song.** Play the the CD. Sing the song and do the actions. Encourage the children to join in. (See Activity 6 for the tapescript.)



Lesson focus: Reviewing the core concept and story

Focus language: *clean, dirty* **Recycled:** *duck, cow, horse, sheep, cat, dog*

Main receptive language: *Look at my clean/dirty hands, Yuk, This is the way I wash my hands, Ellie's got ...*

Classroom language: *That's right! Look at the ..., Who's this? Let's listen ..., Draw ..., Yes! No!*

Main activities:

- Sing *The hi song 2*
- Do *Cheeky's jungle gym*
- Introduce clean and dirty
- Sing *Dirty hands*
- Do the worksheet
- Sing *Bye-bye Cheeky 2*

Materials you need: CD, puppet, *duck, cow, horse, sheep, cat, dog, clean and dirty* flashcards, Unit 4 Story cards, Pupil's Books, pencils

Cheeky's jungle gym

Stand up. 1, 2, 3.

Turn around. 1, 2, 3.

Clap your hands. 1, 2, 3.

Be a cow.

Be a duck.

Be a horse.

Be a sheep.

Be a cat.

Be a dog.

Make a circle.

Sit down. 1, 2, 3.

Sleep. 1, 2, 3.

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

3 Introduce dirty and clean (Unit 3 Story cards)

- Show Story card 3. Point to the *cow*, pull a face and say **Look! Dirty! The cow's dirty.** Show the *dirty* flashcard and say **dirty** again. Point to the *sheep* and say **Is the sheep dirty? Yes or No?** Encourage the children to say *Yes!* Repeat with the *horse* and *duck*.
- Show Story card 1 and repeat with *clean*. Show the *clean* flashcard and say **clean** again.

4 Sing *Dirty hands* (CD1 track 54)

- Say **Let's sing Dirty hands.** Play the CD. Sing the song and do the actions. Encourage the children to join in.

Circle time

1 Sing *The hi song 2* (CD1 track 34)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Then get Cheeky to shake hands with a child and say **What's your name?** Encourage the child to say (*Maria*). Do the activity with other children.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 1 for the tapescript.)

2 Do *Cheeky's jungle gym* (CD1 track 53)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Encourage the children to do the actions.

Dirty hands

(*Mulberry Bush* tune)

Look at my dirty hands, (Show your hands.)

Dirty hands, (Show your hands.)

Dirty hands. (Show your hands.)

Look at my dirty hands. (Show your hands.)

Yuk, yuk, yuk! (Shake your hands three times. Pull a face.)

This is the way I wash my hands, (Mime washing your hands.)

Wash my hands, (Mime washing your hands.)

Wash my hands. (Mime washing your hands.)

This is the way I wash my hands. (Mime washing your hands.)

Wash, wash, wash! (Rub your hands three times.)

Look at my clean hands, (Show your hands.)

Clean hands, (Show your hands.)

Clean hands. (Show your hands.)

Look at my clean hands. (Show your hands.)
Clean, clean, clean! (Turn your hands over three times.)

Story time

5 Say *The story time chant* (CD1 track 13)

- Say *It's story time* and 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 Teacher talk, pages 14–15.)

6 Review the *Good morning!* story (Unit 4 Story cards)

- Show Story card 1. Say *Look! The animals are on the farm.* Point to the *horse* and say *What's this?* Encourage the children to say *horse*. Repeat with *sheep*, *cow* and *duck*. Point to the *horse* and say *The horse is clean.* Point to the *sheep* and say *Is the sheep clean? Yes or No?* Encourage the children to say *Yes!* Repeat with the *cow* and *duck*.
- Show Story Card 3. Point to the *cow* and say *Look! The cow's dirty!* Point to the *sheep* and say *Is the sheep dirty? Yes or No?* Encourage the children to say *Yes!* Repeat with the *duck*.
- Show Story card 4. Say *Look! It's Farmer Brown.* Point to the watering can and say *Farmer Brown's making the animals clean.*

7 Listen to the *Good morning!* story (CD1 track 51, Unit 4 Story cards, Pupil's Book p41, p42 & p43)

- Hand out the Pupil's Books or the individual worksheets.
- Say *Let's listen to the story.* Read the story aloud, pausing for the children to say *horse*, *cow*, *sheep* and *duck*. Show the Story cards and do the actions. Encourage the children to follow the story on their worksheets.
- Sing the *Story song* and do the actions. Encourage the children to join in. (You may choose to play the CD instead of reading the story aloud.) (See Lesson 2 Activity 7 for the tapescript.)

Transition time

8 Say the *Transition chant 2* (CD1 track 37)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

9 Match Ellie's clean and dirty hands (Pupil's Book p47)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Say *Look at Ellie's hands. They're dirty!* Say *Help Ellie wash her hands. Follow the path.* Demonstrate this by tracing the path from the *dirty* hands to the *clean* hands with your finger. Say *Look! Clean hands! Ellie's got clean hands.* Say *Draw* and encourage the children to trace the path.

10 Sing *Dirty hands* and point to dirty and clean on the worksheet (CD1 track 54)

- Say *Let's listen to Dirty hands.* Play the CD. Sing the song and point to the *dirty* and *clean* hands on the worksheet. Encourage the children to join in. (See Activity 4 for the tapescript.)

If you are short of time, you can leave out Activity 10.

11 Sing *Bye-bye Cheeky 2* (CD1 track 38)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play *The ball game* with animal sounds

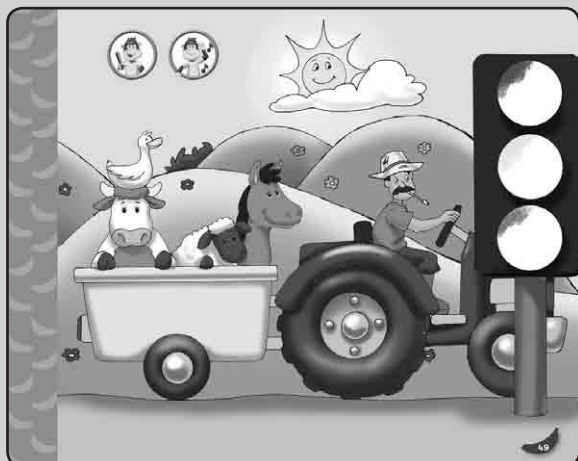
- Organise the children into a circle. Roll the ball to a child and make the sound of a *sheep*. Say *What's this?* Encourage them to say *sheep*. If they answer correctly, say *Well done! It's a sheep!* Tell them to roll the ball to another child. Repeat with *duck*, *cow*, *horse*, *cat* and *dog*.

2 Colour the picture and make a jigsaw puzzle (Photocopiable worksheet p219)

- Hold up a crayon and say *Colour the dog.* Demonstrate this by pretending to colour it in. Encourage the children to colour the picture. When they have finished, cut out the jigsaw pieces. Encourage the children to shuffle the pieces and then put them back together.

3 Play *Pass the flashcards* with clean/dirty

- Organise the children into a circle. Hand out the *clean* and *dirty* flashcards face down. Play some music from the CD. Encourage the children to pass the flashcards around the circle. Stop the music. Encourage one of the children holding a flashcard to reveal it and say (*clean*). If they respond correctly, lay out the flashcard in the circle and say *Good! Clean!* Repeat with *dirty*.



Lesson focus: Working with colours and numbers

Focus language: *green* **Recycled:** *duck, cow, horse, sheep, red, yellow, blue, one-three*

Main receptive language: *What colour is this? traffic lights, I'm driving the tractor, Brumm, Time to stop! Time to wait! Off we go!*

Classroom language: *Look! Well done! Touch ..., Find ..., That's right! stop, wait, go, Colour it ...*

Main activities:

- Sing *The hi song 2*
- Play *Pass and touch green* on the play mat
- Sing *The tractor song*
- Do the worksheet
- Sing *Bye-bye Cheeky 2*

Materials you need: CD, puppet, play mat, *red, yellow and green* flashcards, Pupil's Books, crayons

Getting ready: Lay out the play mat in the circle time area.

Circle time

1 Sing *The hi song 2* (CD1 track 34)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Then get Cheeky to shake hands with a child and say **What's your name?** Encourage the child to say (*Maria*). Do the activity with other children.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 1 for the tapescript.)

2 Play *Pass and touch green* on the play mat

- Point to the play mat and say **Look! It's Cheeky's town!** Encourage the children to explore the areas of

the town they know.

- Show the *green* flashcard and say **Look! Green!** Hand out the *green* flashcard.
- Play some music from the CD. Encourage the children to pass the *green* flashcard around the circle. Stop the music. Say **Touch green.** Encourage the child holding the flashcard to touch something *green* on the play mat. If they respond correctly, say **That's right! It's a green ...!**

3 Play *Find red on the play mat*

- Show the *red* flashcard and say **What colour is this?** Encourage the children to say *red*.
- Choose three children to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say **Find three red things.** Count to three on your fingers and say **One, two, three.** Encourage the children to join in.
- Encourage the first child to touch something *red* on the play mat. If they respond correctly, say **That's right! It's a red ...!** Do the activity with the other children and repeat with *two* and *three*. Point to the items again and count them with the children.

4 Sing *The numbers song* (CD1 track 19)

- Say **Let's sing The numbers song.** Sing the song and do the actions. Encourage the children to join in. (See Unit 1 Lesson 5 Activity 4 for the tapescript.)

5 Play *Find the traffic lights on the play mat*

- Point to the traffic lights on the worksheet (Pupil's Book page 49). Say **Find the traffic lights. Red, yellow and green.** Encourage the children to point to the traffic lights on the play mat. If they respond correctly, point to them and say **Well done! Look! Traffic lights, red, yellow and green.**
- Ask the children if they know what traffic lights are and where they usually see them.
- Lay out the *red, yellow and green* flashcards one below the other. Point to the *red* flashcard and say **red.** Encourage the children to join in. Repeat with *yellow* and *green*.

6 Play *The traffic lights game*

- Tell the children they must think about when they drive in the car with mummy and daddy. Say **Red, stop!** and put your hand out to indicate stop. Say **Yellow, wait** and look from side to side. Then say **Green, go** and take a step to the right.
- Tell the children to stand up. Do the activity again and encourage them to join in.
- Tell the children they are going to drive tractors. Pretend to get into your tractor and encourage the

children to join in. Show the *yellow* flashcard and encourage the children to look from left to right. Show the *red* flashcard and encourage the children to stop and hold out their hand. Show the *green* flashcard and encourage the children to take a step to the right. Alternate between *red*, *yellow* and *green* until the children are confident.

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

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

7 Sing *The tractor song* (CD1 track 56)

- Tell the children to stay in their tractors.
- Say *Let's sing The tractor song*. Play the CD. Sing the song and do the actions. Encourage the children to join in.



The tractor song

I'm driving the tractor. (Mime turning a steering wheel.)

Brumm, brumm, brumm.

I'm driving the tractor. (Mime turning a steering wheel.)

Brumm, brumm, brumm.

Red, red, red.

Time to stop! (Put your hand out to indicate stop.)

Red, red, red.

Stop, stop, stop! (Put your hand out to indicate stop.)

Yellow, yellow, yellow.

Time to wait! (Look from left to right.)

Yellow, yellow, yellow.

Wait, wait, wait! (Look from left to right.)

Green, green, green.

Off we go! (Step to the right.)

Green, green, green.

Go, go, go! (Step to the right.)

Transition time

8 Say the *Transition chant 2* (CD1 track 37)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

9 Colour the traffic lights red, yellow and green (Pupil's Book p49)

- Hand out the *red*, *yellow* and *green* crayons and the Pupil's Books or the individual worksheets.
- Point to Farmer Brown and say *Look! Farmer Brown*

is in his tractor. Point to the *duck* and say *Look! A duck!* Repeat with the *cow*, *sheep* and *horse*.

- Point to the *red* traffic light and say *What colour is this?* Hold up the *red* crayon. Say *Colour it red.* Demonstrate this by pretending to colour it in. Say *Colour the traffic lights red, yellow and green.* Encourage the children to colour the traffic lights.

10 Sing *The tractor song* and point to red, yellow and green (CD1 track 56, Pupil's Book p49)

- Say *Let's sing The tractor song*. Play the CD. Sing the song and encourage the children to point to *red*, *yellow* and *green* on their worksheets. (See Activity 7 for the tapescript.)

11 Sing *Bye-bye Cheeky 2* (CD1 track 38)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play *Who's wearing red?*

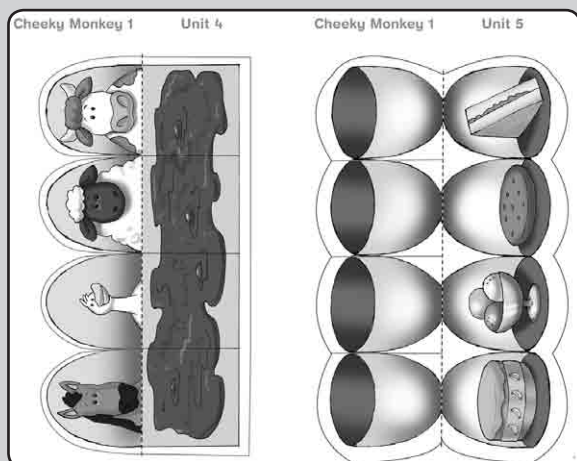
- Say *Who's wearing red?* and encourage the children wearing *red* to stand up. Say *Jump* and encourage the children wearing *red* to jump on the spot. Tell the children to sit down again. Repeat with *blue*, *yellow* and *green*. Alternate between the colours and between *jump*, *sleep* and *turn around*.

2 Play *The traffic lights game with colours*

- Show the *green* flashcard and encourage the children to step to the right. Show the *yellow* flashcard and encourage the children to look from left to right. Show the *red* flashcard and encourage the children to put their hands out to indicate stop. Alternate between *green*, *yellow* and *red* until the children are confident.

3 Play *Stamping animal numbers*

- Stick the *sheep* and the number *1* flashcard next to each other on the board. Repeat with the *cat* and *2* and the *dog* and *3*. Point to the *sheep*. Say *Sheep, one* and stamp on the floor once. Repeat with the *cat* by stamping twice and *dog* by stamping three times. Stamp your feet on the floor *three* times and say *What is it?* Encourage the children to say *dog* or make the sound of a *dog*. Repeat with *sheep* and *cat*. Alternate between them until the children are confident.



Lesson focus: Performing the story with the Press out

Focus language: *dirty, clean, duck, cow, horse, sheep, cat, dog, red, yellow, green*

Main receptive language: *I'm driving the tractor, Stop, Wait, Go*

Classroom language: *What's in the bag? Look! What's this? It's a ..., Where's the ...? The animals are ...*

Main activities:

- Sing *The hi song 2*
- Do *Cheeky's jungle gym*
- Make the Press out
- Listen to the *Good morning!* story
- Sing *Bye-bye Cheeky 2*

Materials you need: CD, puppet, *duck, cow, horse, sheep, cat* and *dog* flashcards, bag, Press out Unit 4, Unit 4 Story cards

Getting ready: Put the *duck, cow, horse, sheep, cat* and *dog* flashcards in a bag.

Circle time

1 Sing *The hi song 2* (CD1 track 34)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave and say *Hello!* to Cheeky. Then get Cheeky to shake hands with a child and say *What's your name?* Encourage the child to say (*Maria*). Do the activity with other children.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 1 for the tapescript.)

2 Do *Cheeky's jungle gym* (CD1 track 53)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Encourage the children to do the actions. (See Lesson 4 Activity 2 for the tapescript.)
- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

3 Play *Monkey look with animals* (CD1 track 8)

- Put the *duck, cow, horse, sheep, cat* and *dog* flashcards in a bag. Put on the Cheeky puppet. Get Cheeky to shake the bag. Say *What's in the bag?* and get Cheeky to look inside.
- Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)
- Get Cheeky to slowly reveal the *sheep* flashcard. Say *Look! What's this?* Encourage the children to say *sheep*. If a child answers correctly, say *Yes! It's a sheep*. Play the game with other children and repeat with *duck, cow, horse, cat* and *dog*.

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

4 Sing *Dirty hands* (CD1 track 54)

- Say *Let's sing Dirty hands*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 4 Activity 4 for the tapescript.)

Transition time

5 Say the *Transition chant 2* (CD1 track 37)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

6 Show the animals (Press out Unit 4)

- Hand out the Press outs. Demonstrate how to remove the Press outs. Encourage the children to copy.
- Say *Where's the cow?* and encourage the children to point to the *cow*. Repeat with the *horse, sheep* and *duck*.

Story time

7 Say *The story time chant* (CD1 track 13)

- Say *It's story time*. Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)

8 Listen to the *Good morning!* story and show the dirty animals (CD1 track 51, Unit 4 Story cards, Press outs Unit 4)

- Say *Let's listen to the story*. Read the story aloud or play the CD. Show the Story cards and do the actions. Encourage the children to listen and to look at the pictures.
- Encourage the children to fold down the *cow*, *sheep*, *duck* and *horse* to make them dirty as they listen to the story.
- Sing the *Story song* and do the actions. Encourage the children to join in. (See Lesson 2 Activity 7 for the tapescript.)

9 Sing *Bye-bye Cheeky 2* (CD1 track 38)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play *Pictionary* with animals

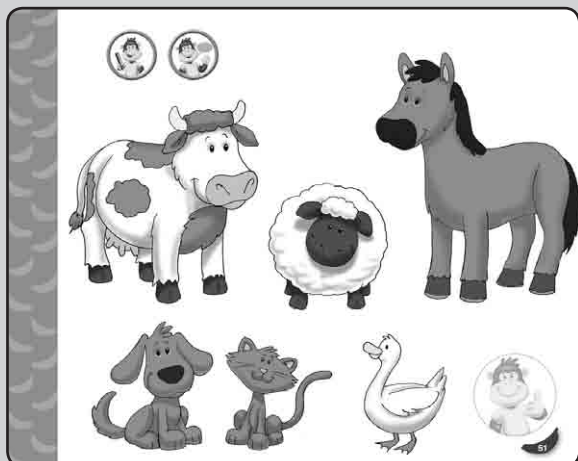
- Slowly draw a *cat* on the board, stopping at intervals to say *What's this?* Encourage the children to say *cat*. If the children guess correctly, say *That's right! Cat!* Repeat with *duck*, *cow*, *horse*, *sheep* and *dog*.

2 Make a dirty duck picture

- Draw the outline of a *duck* on a piece of paper and photocopy for every child. Hand out *yellow* crayons, brown tissue paper and the photocopies. Encourage the children to colour the *duck yellow* and stick on small pieces of brown tissue paper to make it look *dirty*.

3 Sing the karaoke version of *Dirty hands* using flashcards (CD1 track 55)

- Shuffle the *fingers*, *nose*, *tummy*, *toes*, *eyes* and *ears* flashcards. Put them in a pile in front of you. Say *Let's sing Dirty hands*. Play the CD. Take a flashcard from the pile. Show it and say *Look! (Tummy)!* Sing the song, using *tummy* instead of *hands*. Repeat with *fingers*, *nose*, *toes*, *eyes* and *ears*. (See Lesson 4 Activity 4 for the tapescript.)



Lesson focus: Consolidating unit songs and new language

Focus language: *duck, cow, horse, sheep, cat, dog, red, green, clean, dirty*

Main receptive language: *What's on the mat today? Put up your hand to play, Find a ..., Point and say*

Classroom language: *What's this? Well done! Very good! Excellent! It's a ..., Do you remember ...? What's your favourite song? Our favourite song is ... Point to the ..., Colour it*

Main activities:

- Sing *The hi song 2*
- Play *What's on the mat today?*
- Sing our favourite song
- Do the worksheet
- Sing *Bye-bye Cheeky 2*

Materials you need: CD, puppet, play mat, *duck, cow, horse, sheep, cat* and *dog* flashcards, Pupil's Books, *brown* crayons, Cheeky award stickers

Getting ready: Lay out the play mat in the circle time area.

2 Play *Pass the flashcards with animals*

- Hand out the *cat* and *dog* flashcards face down. Tell the children they must not look at them.
- Play some music from the CD. Encourage the children to pass the flashcards around the circle.
- Stop the music. Encourage one of the children holding a flashcard to reveal it. Say ***What's this?*** Encourage the child to say (*cat*). If they respond correctly, lay out the flashcard in the circle and say ***Well done! It's a (cat)!*** Repeat with (*dog*).

If you are short of time, you can leave out Activity 2.

3 Play *What's on the mat today?* (CD1 track 58)

- Put the *duck, cow, horse* and *sheep* flashcards in a pile face down in front of you. Say ***Let's be detectives*** and mime looking through a magnifying glass. Say the chant and do the actions. Encourage the children to join in.



What's on the mat today?

What's on the mat today? (Mime looking through a magnifying glass.)

What's on the mat today? (Mime looking through a magnifying glass.)

Put up your hand to play. (Put your hand up.)

Find a cow. (Show the *cow* flashcard.)

Find a cow. (Show the *cow* flashcard.)

Find a cow on the mat today. (Point to the play mat.)

Point and say (Point. / Mime speaking with your hand.)

Hip, hip, hooray! (Throw your arms into the air with excitement.)

- Pause the CD. Choose a child to point to the *cow* on the play mat. Encourage them to say *cow*. If they respond correctly, encourage the other children to clap. Do the activity with other children and repeat with *horse, sheep* and *duck*.

Find a horse. (Show the *horse* flashcard.)

Find a horse. (Show the *horse* flashcard.)

Find a horse on the mat today. (Point to the play mat.)

Point and say (Point. / Mime speaking with your hand.)

Hip, hip, hooray! (Throw your arms into the air with excitement.)

Find a sheep. (Show the *sheep* flashcard.)

Find a sheep. (Show the *sheep* flashcard.)

Find a sheep on the mat today. (Point to the play mat.)

Point and say (Point. / Mime speaking with your hand.)

Circle time

1 Sing *The hi song 2* (CD1 track 34)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say ***Hello!*** Encourage the children to wave and say *Hello!* to Cheeky. Then get Cheeky to shake hands with a child and say ***What's your name?*** Encourage the child to say (*Maria*). Do the activity with other children.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 1 for the tapescript.)

Hip, hip, hooray! (Throw your arms into the air with excitement.)

Find a duck. (Show the *duck* flashcard.)

Find a duck. (Show the *duck* flashcard.)

Find a duck on the mat today. (Point to the play mat.)

Point and say (Point. / Mime speaking with your hand.)

Hip, hip, hooray! (Throw your arms into the air with excitement.)

4 Sing our favourite song

- Ask the children if they remember all the songs from Unit 4. Play the beginning of *Farmer Brown*. Say **Do you remember Farmer Brown?** Encourage the children to sing any words or phrases they remember. Repeat with *Story song*, *Dirty hands* and *The tractor song*.
- Say **What's your favourite song?** Tell the children they must decide what their favourite song from Unit 4 is. Say **Put your hands up for Farmer Brown.** Count the number of votes. Repeat with *Story song*, *Dirty hands* and *The tractor song*.
- Say **Our favourite song is (Dirty hands). Let's sing (Dirty hands).** Play the CD. Sing the song and do the actions. Encourage the children to join in.

Transition time

5 Say the Transition chant 2 (CD1 track 37)

- Put your finger to your lips and say **Shh! Be very quiet!** Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

6 Show the animals (Pupil's Book p51)

- Hand out the Pupil's Books or the individual worksheets.
- Say **Point to the cow** and encourage the children to point to the *cow*. Repeat with the *sheep*, *horse*, *dog*, *cat* and *duck*.
- Say **Choose your favourite animal.** Encourage the children to point to their favourite animal. Hold up the brown crayon and say **Colour it dirty.** Demonstrate how to make the animal dirty by pretending to colour it in. Encourage the children to make their favourite animal dirty.
- Circulate and ask the children questions about their work. Say **Is your favourite animal a horse?** and **Is the dog dirty?** etc.

- When the children have finished tell them to show their pictures. Encourage them to say **The (cow)'s dirty.** (You may need to help the children choose their favourite animal.)

7 Hand out Cheeky award stickers

- Praise the children for their good work by saying **Well done! Very good!** or **Excellent!** and put a Cheeky award sticker on their worksheets. (You may choose to ask the children to stick on the award sticker themselves.)

8 Sing Bye-bye Cheeky 2 (CD1 track 38)

- Put on the Cheeky puppet. Get Cheeky to wave and say **Bye-bye!** Encourage the children to wave and say **Bye-bye!** to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Unit 3 Lesson 1 Activity 10 for the tapescript.)

See Multi-ROM for fun interactive activities on this topic.

Extra activities

1 Act out the Good morning! story

- Choose four children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Give them each a role, either *duck*, *cow*, *horse* or *sheep*. You will play the part of Farmer Brown. Play the CD. Encourage the children to act out the story. (Use story activity in Lesson 2 as a guide) Encourage the other children to join in with the *Story song*.

2 Do a favourite animals survey

- Stick the *duck*, *cow*, *horse*, *sheep*, *cat* and *dog* flashcards on the board. Say **What's your favourite animal? Put up your hand for duck** and encourage the children whose favourite animal it is to put their hands up. Count the votes with the children and write the numbers on the board next to the flashcards. Say **Our favourite animal is (horse).**

3 Play What am I? with animals

- Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Fan out the *duck*, *cow*, *horse*, *sheep*, *cat* and *dog* flashcards face down and encourage the child to choose one. Tell them not to let the other children see. Encourage them to mime the animal and the other children to guess what it is. Encourage the child who guesses correctly to choose the next flashcard.

Unit 5 I'm hungry

Key language

Focus language

biscuit
ice-cream
cake
sandwich
apple
banana
Concept: I'm hungry
four

Recycled language

Concept: big/small
one-three
yellow
red
blue
green

Main receptive language

How are you?
Fine, thank you
Look at my big tummy!
Line up
They're going to the restaurant
Let's go
It's Cheeky's birthday today
I've got a ...
Here's a ... for ...
And for me?
Sorry!
Happy birthday to you!
Please
Thank you
Are you hungry?
I'm a hungry monkey
Swinging through the trees
I like bananas
Bananas for me
Look at me!
I can count to ...
Here you are
Let's have a party
A cake with ...

Classroom language

Yes!/No!
What's/Who's this?
Let's sing/listen ...
Draw the ...
Eat ...
Point to ...
That's right!
Well done!
Show me the ...
Where does the ... go?
Stick on the ...
Here's a ...
It's a .../isn't a ...
What comes next?
Colour ...
Cover ...
How many ... are there?
Match ...
Circle ...
Find a ...
Point and say

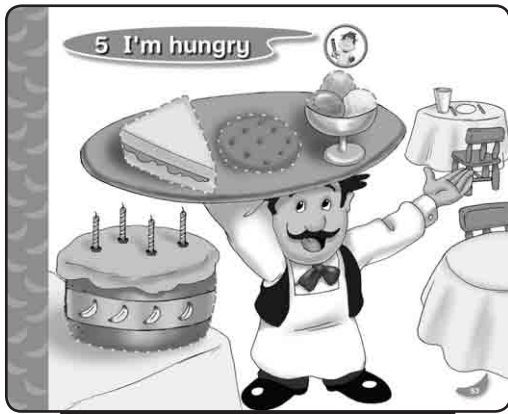
Key language learning aims

- Responding to new items of vocabulary via mime, visual recognition, gesture, etc
- Listening to the story
- Acting out the story
- Singing and acting out a song
- Recognising and understanding 'I'm hungry'
- Counting to four

Main criteria for evaluation

Children should:

- Demonstrate an interest in what happens in the story
- Recognise characters in the story
- Start to discriminate between different foods
- Develop an awareness of 'hungry'
- Respond appropriately to instructions
- Participate in games, songs and TPR activities
- Start to develop spatial orientation, physical co-ordination and fine motor skills



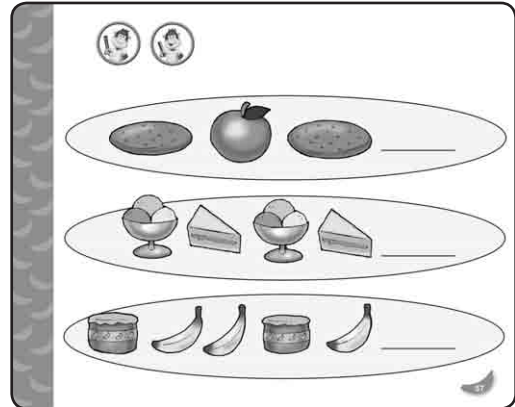
Lesson 1



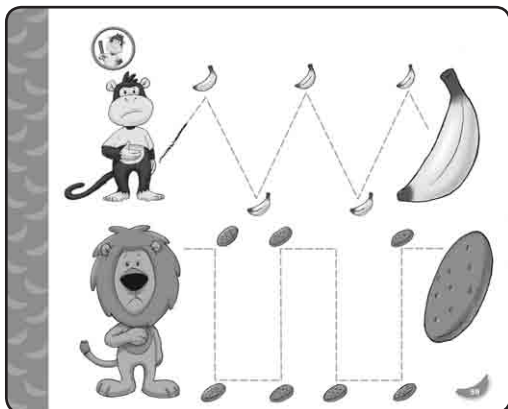
Lesson 2



Lesson 2



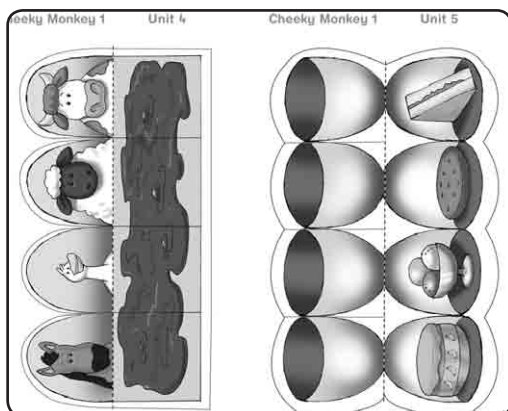
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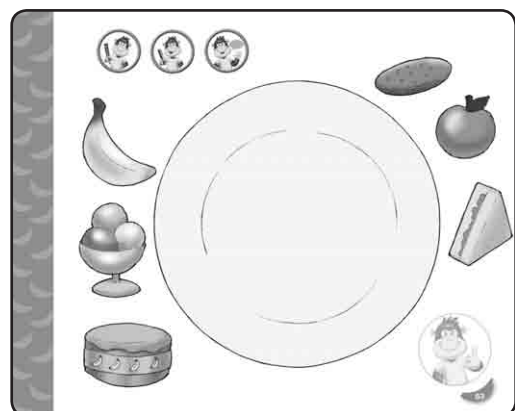
Lesson 4



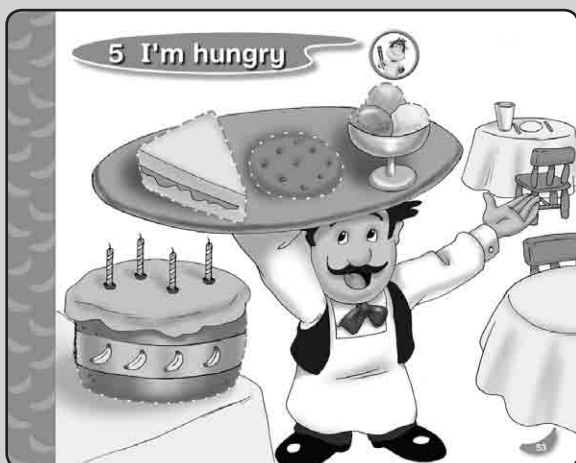
Lesson 5



Lesson 6



Lesson 7



Lesson focus: Introducing food

Focus language: *biscuit, ice-cream, cake, sandwich*

Recycled: *big, small*

Main receptive language: *How are you? Fine, thank you, Wave your hands in the air, I'm hungry, Yum yum, yummy. Look at my big tummy! Little bears, Come with me, Sit down, Shh! Stand up, Line up, children, everyone*

Classroom language: *What's this? That's right! Well done! Let's sing ..., Be very quiet! Draw the ...*

Main activities:

- Sing *The Cheeky monkeys song 3*
- Play *Lucky dip!* with food
- Sing *My big tummy*
- Do the worksheet
- Sing *Bye-bye Cheeky 3*

Materials you need: CD, puppet, bag, *biscuit, ice-cream, cake* and *sandwich* flashcards, Pupil's Books, pencils

Getting ready: Put the *biscuit, ice-cream, cake* and *sandwich* flashcards in a bag. (Alternatively, use plastic food instead of the flashcards.)

Circle time

1 Sing *The Cheeky monkeys song 3* (CD2 track 1)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Move around the circle and get Cheeky to say **How are you?** to every child. Then say **Cheeky, how are you?** and encourage the children to join in. Get Cheeky to say **Fine, thank you.**
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along.

© *The Cheeky monkeys song 3*

Cheeky monkeys everywhere.

Wave your hands in the air. (Wave your hands.)

Hello children! (Wave to the children.)

Hello Cheeky! (Wave to Cheeky.)

Hello Cheeky monkey!

2 Play *Lucky dip!* with food

- Say **How are you Cheeky?** Get Cheeky to rub his tummy and say *I'm hungry*. Say **You're hungry!** **Well, let's find some food.**
- Put the *biscuit, ice-cream, cake* and *sandwich* flashcards in a bag. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Offer the bag to the child and encourage them to take out one of the flashcards and show it to the class.
- Say **What's this?** Encourage the child to say (*cake*). If the child answers correctly, say **That's right! Cake.** Play the game with other children and repeat until all the flashcards have been revealed.

3 Play *Food chain*

- Shuffle the *biscuit, ice-cream, cake* and *sandwich* flashcards. Lay them out face down in the circle to form a chain.
- Point to the first flashcard and say **What's this?** Encourage the children to guess. Reveal the flashcard. If a child guesses correctly, say **Well done! (Sandwich)!** Point to the (*sandwich*) flashcard and say (*sandwich*). Encourage the children to join in.
- Continue until all the flashcards have been revealed.
- Point to the last flashcard in the chain again. Say **What's this?** Encourage the children to say (*biscuit*). Continue until reaching the beginning of the chain.

4 Sing *The big and small song* (CD1 track 17)

- Say **Let's sing The big and small song.** Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Unit 1 Lesson 4 Activity 5 for the tapescript.)

5 Draw *big and small food in the air*

- Show the *sandwich* flashcard with one hand. With the other hand draw a *big sandwich* in the air and say **A big sandwich.** Repeat with a *small sandwich*. Do the activity again and encourage the children to join in.
- Repeat with *big and small biscuit, ice-cream* and *cake*.

If you are short of time, you can leave out Activity 5.

6 Sing My big tummy (CD2 track 2)

- Say *Let's sing My big tummy*. Play the CD. Sing the song and do the actions. Encourage the children to join in.

My big tummy

A sandwich. (Mime eating a *sandwich*.)

Yum, yum, yummy! (Rub your tummy.)

A sandwich. (Mime eating a *sandwich*.)

Look at my big tummy! (Point to your eyes. / Mime a *big tummy* with your hand.)

A sandwich and a cake. (Mime eating a *cake*.)

Yum, yum, yummy! (Rub your tummy.)

A sandwich and a cake. (Mime eating a *cake*.)

Look at my big tummy! (Point to your eyes. / Mime a *big tummy* with your hand.)

A biscuit. (Mime eating a *biscuit*.)

Yum, yum, yummy! (Rub your tummy.)

A biscuit. (Mime eating a *biscuit*.)

Look at my big tummy! (Point to your eyes. / Mime a *big tummy* with your hand.)

A biscuit and an ice-cream. (Mime eating an *ice-cream*.)

Yum, yum, yummy! (Rub your tummy.)

A biscuit and an ice-cream. (Mime eating an *ice-cream*.)

Look at my big tummy! (Point to your eyes. / Mime a *big tummy* with your hand.)

Transition time

7 Say the Transition chant 3 (CD2 track 4)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Transition chant 3

Little bears, (Gesture 'come here'.)

Little bears, (Gesture 'come here'.)

Come with me. (Tiptoe to the table.)

Sit down, sit down, (Gesture 'sit down'.)

Sit down quietly. (Sit down.)

Shh! Shh! (Put your finger to your lips.)

Table time

8 Trace the food (Pupil's Book p53)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Rub your tummy and say *Cheeky's hungry! He's going to the restaurant.*

- Point to the *cake* and say *What's this?* Encourage the children to point and say *cake*. Repeat with the *sandwich*, *biscuit* and *ice-cream*.
- Hold up a pencil and say *Draw the cake*. Demonstrate this by tracing it with your finger.
- Say *Draw the cake, sandwich, biscuit and ice-cream*. Encourage the children to trace the food.

9 Sing Bye-bye Cheeky 3 (CD2 track 5)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along.

Bye-bye Cheeky 3

Bye-bye! Stand up. (Wave. / Stand up.)

Line up. Bye-bye! (Walk to the door and line up.)

Bye-bye, Cheeky! (Wave to Cheeky.)

Bye-bye, children! (Wave to the children.)

Bye-bye, everyone! (Wave.)

Bye-bye! (Blow a kiss.)

Extra activities

1 Play The fishing game with food

- Shuffle the *biscuit*, *ice-cream*, *cake*, *sandwich*, *blue*, *yellow* and *red* flashcards. Lay them out in the circle. Mime holding a fishing rod and pretend to reel something in. Encourage the children to join in. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say *A red cake, please*. Encourage the child to pick up the *cake* flashcard and the *red* flashcard and give them to you. Play the game with other children and repeat with *biscuit*, *ice-cream* and *sandwich*, alternating between *blue*, *yellow* and *red*.

2 Play Cheeky's echo with food

- Put on the Cheeky puppet. Get Cheeky to shout *cake*. Repeat *cake* three times, reducing the volume each time to imitate an echo. Encourage the children to join in. Repeat with *biscuit*, *ice-cream* and *sandwich*.

3 Mime eating food

- Mime eating an *ice-cream*. Say *What's this?* Encourage the children to say *ice-cream*. If they answer correctly, say *That's right! Ice-cream!* Repeat with *biscuit*, *cake* and *sandwich*.



Lesson focus: Listening to the story for the first time

Focus language: *biscuit, ice-cream, cake, sandwich* **Recycled:** *big, one-three*

Main receptive language: *It's Cheeky's town, Where's Cheeky going today? They're going to the restaurant, It's Cheeky's birthday today, I've got a ..., I'm hungry, Here's a ... for ..., And for me? Sorry! Happy birthday to you, banana*

Classroom language: *Eat ..., Look! Point to ..., What's this? That's right! Show me the ..., Where does the ... go? Stick on the ..., Draw the ...*

Main activities:

- Sing *The Cheeky monkeys song 3*
- Do *Cheeky's jungle gym*
- Listen to the *I'm hungry* story
- Do the worksheet
- Sing *Bye-bye Cheeky 3*

Materials you need: CD, puppet, play mat, *Cheeky* and *Rory* flashcards, Unit 5 Story cards, Pupil's Books, pencils, Unit 5 stickers

Getting ready: Lay out the play mat in the circle time area.

Circle time

1 Sing *The Cheeky monkeys song 3* (CD2 track 1)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Move around the circle and get Cheeky to say **How are you?** to every child. Then say **Cheeky, how are you?** and encourage the children to join in. Get Cheeky to say **Fine, thank you.**
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 1 for the tapescript.)

2 Do *Cheeky's jungle gym* (CD2 track 6)

- Make sure the children are sitting down and that they have enough room to move freely.

- Play the CD. Do the actions and encourage the children to join in.

Cheeky's jungle gym

Stand up. 1, 2, 3.

Turn around. 1, 2, 3.

Clap your hands. 1, 2, 3.

Eat a biscuit.

Eat an ice-cream

Eat a cake.

Eat a sandwich.

Make a circle.

Sit down. 1, 2, 3.

Sleep. 1, 2, 3.

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15).

3 Play *Going to the restaurant on the play mat*

- Point to the play mat and say **Look! It's Cheeky's town!** Get Cheeky to say **Hello!** and wave to the children.
- Raise your arms questioningly and say **Where's Cheeky going today?** Get him to walk around the town and stop at the farm. Say **Is Cheeky going to the farm?** Pause, shake your head and say **No!** If children answer **Yes!** shake your head and say **No! Not today.** Repeat with the park, the house and the funfair. Finally get Cheeky to walk to the restaurant.
- Ask the children questions about restaurants. Ask them how often they go to restaurants and what they like to eat.
- Show the *Cheeky* and *Rory* flashcards and say **Cheeky and Rory are going to the restaurant.**

4 Say *The let's go chant* (CD2 track 7)

- Hand out the *Cheeky* and *Rory* flashcards. Tell the children to pass the flashcards around the circle. Say the chant and encourage the children to join in. (See Teacher talk, pages 14–15.) (You may choose to make marching movements with your arms. Encourage the children to join in.)

The let's go chant

Let's go, let's go.

Ho, ho, ho!

To the restaurant, to the restaurant.

Let's go, let's go.

Ho, ho, ho!

- Say **Point to the restaurant** and encourage the children to point to the restaurant. Then tell the child holding the *Cheeky* flashcard to put it on the restaurant. Repeat with *Rory*.

5 Play *Pictionary with food*

- Slowly draw a *biscuit* on the board, stopping at intervals to say **What's this?** Encourage the children to say *biscuit*. If the children guess correctly, say **That's right! Biscuit!** Repeat with *ice-cream*, *cake* and *sandwich*.

If you are short of time, you can leave out Activity 5.

Story time

6 Say *The story time chant* (CD1 track 13)

- Say **It's story time** and 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 Teacher talk, pages 14–15.)

7 Listen to the *I'm hungry* story (CD2 track 8, Unit 5 Story cards)

- Say **Let's listen to the story.** Read the story aloud or play the CD. Show the Story cards and do the actions. Encourage the children to listen and to look at the pictures.

I'm hungry

Story card 1

Waiter: *It's Cheeky's birthday today. Cheeky,* (Point to Cheeky.) *Rory,* (Point to Rory.) *Ellie* (Point to Ellie.) *and Tom* (Point to Tom.) *are coming to the restaurant to celebrate. La la la la la la. I've got a sandwich,* (Point to the *sandwich*.) *a biscuit,* (Point to the *biscuit*.) *an ice-cream* (Point to the *ice-cream*.) *and a big banana cake for Cheeky's birthday.* (Point to the *banana cake*.)

Story card 2

Cheeky: *Oh, I'm hungry.* (Rub your tummy.)

Ellie: *I'm hungry.* (Point to Ellie. / Rub your tummy.)

Tom: *I'm hungry.* (Point to Tom. / Rub your tummy.)

Rory: *I'm hungry.* (Point to Rory. / Rub your tummy.)

Waiter: *La la la la. Here's a sandwich for Rory.* (Point to the *sandwich*. / Point to Rory.)

Rory: *Thank you.*

Waiter: *Here's a biscuit for Tom.* (Point to the *biscuit*. / Point to Tom.)

Tom: *Thank you.*

Waiter: *Here's an ice-cream for Ellie.* (Point to the *ice-cream*. / Point to Ellie.)

Ellie: *Thank you.*

Cheeky: *And for me?* (Point to yourself.) *I'm hungry!* (Rub your tummy.)

Waiter: *Ooops! Sorry, Cheeky!* (Put your hand to your face in surprise.)

Cheeky: *Oh!* (Look disappointed.)

Story card 3

Waiter: *La la la. La la la. La la la. Here's a big banana cake for you!* (Point to the *cake*.)

All characters: *Happy birthday to you.*

Happy birthday to you.

Happy birthday dear Cheeky.

Happy birthday to you.

Happy birthday Cheeky. (Throw your hands into the air and cheer.)

Transition time

8 Say the *Transition chant 3* (CD2 track 4)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

9 Stick on the food and complete the apron (Pupil's Book p54 & p55, Unit 5 stickers)

- Hand out the stickers, pencils and the Pupil's Books or the individual worksheets.
- Say *Look! Cheeky, Rory, Tom and Ellie are at the restaurant!* Hold up the stickers and say *Show me the biscuit.* Encourage the children to peel off the *biscuit* sticker and hold it up in the air. Say *Where does the biscuit go?* and encourage them to point to the missing *biscuit*. Say *Stick on the biscuit* and encourage them to put the *biscuit* sticker in place.
- Say *Stick on the biscuit, sandwich, cake and ice-cream.* Encourage the children to stick on the food.
- Hold up a pencil and say *Draw the apron.* Demonstrate this by tracing it with your finger. Encourage the children to complete the apron.

10 Sing *Bye-bye Cheeky 3* (CD2 track 5)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 9 for the tapescript.)

Extra activities

1 Play *The ladder game with food*

- Draw a four rung ladder on the board. Stick the *banana* flashcard above the top rung. Say *Cheeky is hungry* and tell the children that Cheeky needs their

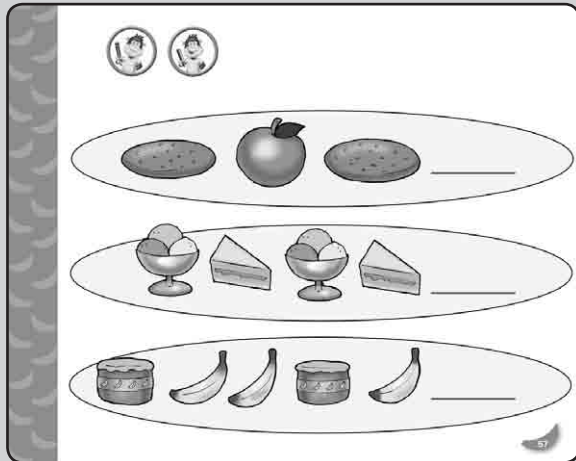
help to get to the *banana*. Show the *biscuit* flashcard. Say *biscuit* and encourage the children to join in. Repeat with *ice-cream*, *cake* and *sandwich*. Stick a flashcard face down next to each rung of the ladder. Then stick the *Cheeky* flashcard face up below the bottom rung. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15). Tell them to guess what the bottom food flashcard is. If they guess correctly, reveal the flashcard and say *Well done! (Cake!)* Then move Cheeky to the next rung. If they guess incorrectly, say *(Sandwich!) Oh well!* and turn the flashcard over again. Play the game with other children and continue until Cheeky reaches the top of the ladder.

2 Sing *My big tummy* using flashcards (CD2 track 2)

- Organise the children into a circle. Stick the *Cheeky*, *Rory*, *Tom* and *Ellie* flashcards on different walls of the classroom. Say *Let's sing My big tummy*. Play the CD. Sing the song and point to the flashcards. Encourage the children to join in. (See Lesson 1 Activity 6 for the tapescript.)

3 Play *Here's an ice-cream*

- Organise the children into a circle. Hand out the *ice-cream* flashcard and say *Here's an ice-cream*. Encourage the child to take the flashcard and to repeat *ice-cream!* after you. Tell them to pass the flashcard on. Encourage the next child to say *ice-cream!* Continue until reaching the last child in the circle. Say *Ice-cream! Here's an ice-cream!* again and lay out the *ice-cream* flashcard in the circle. Repeat with *cake*.



Lesson focus: Listening to the Story song again

Focus language: *apple, banana* **Recycled:** *biscuit, ice-cream, cake, sandwich, happy*

Main receptive language: *Happy birthday to you!*

Classroom language: *Yes! No! What's in the bag? Look! What's this? That's right! Here's a ..., It's a ..., It isn't a ..., What comes next? Draw the food, Colour ...*

Main activities:

- Sing *The Cheeky monkeys song 3*
- Sing *My big tummy*
- Introduce apple and banana
- Sing the *Story song*
- Do the worksheet
- Sing *Bye-bye Cheeky 3*

Materials you need: CD, puppet, *biscuit, ice-cream, cake, sandwich, apple* and *banana* flashcards, bag, Pupil's Books, pencils, crayons

2 Sing My big tummy (CD2 track 2)

- Divide the children into four groups. Hand out the *biscuit, ice-cream, cake* and *sandwich* flashcards to a child in each group.
- Play the CD. Sing the song and do the actions. Encourage the group of children with the flashcard to stand up and join in with their verse. (See Lesson 1 Activity 6 for the tapescript.)

3 Introduce apple and banana

- Show the *apple* flashcard and say **apple**. Repeat with *banana*.
- Show the *banana* flashcard again and say **What's this?** Encourage the children to say (*banana*). Repeat with *apple*. Alternate between them. When the children are confident, speed up the activity.

4 Play Monkey look with food (CD1 track 8)

- Put the *biscuit, ice-cream, sandwich, cake, apple* and *banana* flashcards in a bag. Put on the Cheeky puppet. Get Cheeky to shake the bag. Say **What's in the bag?** and get Cheeky to look inside.
- Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)
- Get Cheeky to slowly reveal the *sandwich* flashcard. Say **Look! What's this?** Encourage the children to say *sandwich*. If a child answers correctly, say **That's right! A sandwich!** Play the game with other children and repeat with *biscuit, ice-cream, cake, banana* and *apple*.

5 Play Flashcard jumble with food

- Hand out the *biscuit* flashcard. Say **Here's a biscuit** and tell the child to stand in the circle and hold the flashcard face down to their chest so the other children can't see what it is. Repeat with *ice-cream, cake, sandwich, apple* and *banana*.
- Jumble the children up. Point to the first child's flashcard and say **What's this?** Encourage the other children to guess.
- If the children guess correctly, encourage the child to reveal the flashcard. Say **Yes! It's a (banana)!** and tell the child to sit down. If they have guessed incorrectly, say **No! It isn't a banana** and continue until the children guess correctly. Repeat with *ice-cream, cake, sandwich, apple* and *banana*.

If you are short of time, you can leave out Activity 5.

Circle time

1 Sing The Cheeky monkeys song 3 (CD2 track 1)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Move around the circle and get Cheeky to say **How are you?** to every child. Then say **Cheeky, how are you?** and encourage the children to join in. Get Cheeky to say **Fine, thank you.**
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 1 for the tapescript.)

6 Sing the Story song (CD2 track 9)

- Show Story card 3. Say **Look! It's Cheeky's birthday!** and encourage the children to say **Happy birthday!** Say **Let's sing the Story song.** Play the CD. Sing the song and do the actions. Encourage the children to join in.



Happy birthday to you. (Point in front of you.)

Happy birthday to you. (Point in front of you.)

Happy birthday dear Cheeky. (Point to Cheeky.)

Happy birthday to you. (Point in front of you.)

Transition time

7 Say the Transition chant 3 (CD2 track 4)

- Put your finger to your lips and say **Shh! Be very quiet!** Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

8 Draw the food (Pupil's Book p57)

- Hand out the pencils, crayons and the Pupil's Books or the individual worksheets.
- Point to the *biscuit* and say **What's this?** Encourage the children to say *biscuit*. Repeat with *apple*. Then say **Biscuit, apple, biscuit.** Point to the space and say **What comes next?** Encourage the children to say *apple*.
- Hold up a pencil and say **Draw the food.** Demonstrate this by pretending to draw. Say **Draw what comes next.** Encourage the children to draw what comes next following the sequence.
- Hold up a crayon and say **Colour the food.** Demonstrate this by pretending to colour in. Encourage the children to colour the food.

9 Sing Bye-bye Cheeky 3 (CD2 track 5)

- Put on the Cheeky puppet. Get Cheeky to wave and say **Bye-bye!** Encourage the children to wave and say **Bye-bye!** to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 9 for the tapescript.)

Extra activities

1 Play No, Cheeky! with food

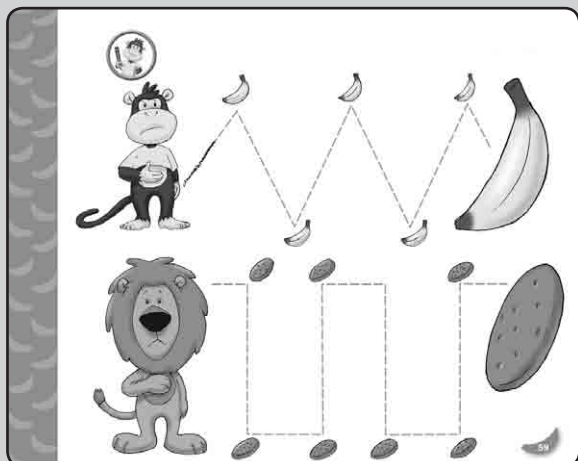
- Organise the children into a circle. Shuffle the *biscuit, ice-cream, cake, sandwich, apple* and *banana* flashcards. Lay them out face up in the circle. Put on the Cheeky puppet. Get Cheeky to touch the *cake* flashcard and say **ice-cream.** Encourage the children to say **No, Cheeky!** Repeat with *biscuit, cake, sandwich, apple* and *banana*. Then get Cheeky to point to the *cake* flashcard and say **cake.** Nod your head and say **Well done! Cake!** Repeat with *biscuit, ice-cream, sandwich, apple* and *banana*.

2 Play Cheeky's whisper with food

- Organise the children into a circle. Shuffle the *biscuit, ice-cream, cake, sandwich, apple* and *banana* flashcards. Lay them out face up in the circle. Put on the Cheeky puppet. Tell the children that Cheeky wants to share a secret with them. Get Cheeky to whisper *biscuit* to a child. Tell the child to pass the whisper on. Continue until reaching the last child in the circle. Encourage them to pick up the *biscuit* flashcard. Play the game with other children and repeat with *ice-cream, cake, sandwich, apple* and *banana*.

3 Play Find the odd one out with food mini cards (Photocopiable worksheet p220)

- In advance, photocopy and cut out four sets of mini cards. Point to the *cake* and say **What's this?** Repeat with *sandwich, biscuit, ice-cream, apple* and *banana*. Lay out three *cake* mini cards in the circle and say **Cake, cake, cake.** Then lay out a *sandwich* mini card and say **sandwich.** Choose a child using *The one banana, two banana chant.* (See Teacher talk, pages 14–15.) Turn the mini cards over and jumble them up. Say **Where's the sandwich?** and encourage the children to guess. If a child guesses correctly, say **Well done! Here's the sandwich!** If they guess incorrectly, choose another child to guess. Play the game with other children and repeat with *biscuit, ice-cream, banana* and *apple*.



Lesson focus: Reviewing the core concept and story

Focus language: *I'm hungry* **Recycled:** *biscuit, ice-cream, cake, sandwich, apple, banana, happy, one-three*

Main receptive language: *Thank you, I'm a hungry monkey, Swinging through the trees, I like bananas, Bananas for me*

Classroom language: *Here's a ..., What's this? Who's this? It's a ..., Draw the line*

Main activities:

- Sing *The Cheeky monkeys song 3*
- Do *Cheeky's jungle gym*
- Introduce *I'm hungry*
- Sing *The hungry monkey*
- Do the worksheet
- Sing *Bye-bye Cheeky 3*

Materials you need: CD, puppet, bag, *biscuit, ice-cream, cake, sandwich, apple, banana* and *I'm hungry* flashcards, Unit 5 Story cards, Pupil's Books, pencils

Circle time

1 Sing *The Cheeky monkeys song 3* (CD2 track 1)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Move around the circle and get Cheeky to say **How are you?** to every child. Then say **Cheeky, how are you?** and encourage the children to join in. Get Cheeky to say **Fine, thank you.**
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 1 for the tapescript.)

2 Do *Cheeky's jungle gym* (CD2 track 10)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Encourage the children to do the actions.

Cheeky's jungle gym

Stand up, 1, 2, 3.

Turn around, 1, 2, 3.

Clap your hands, 1, 2, 3.

Eat a biscuit.

Eat an ice-cream

Eat a cake.

Eat a sandwich.

Eat an apple.

Eat a banana.

Make a circle.

Sit down, 1, 2, 3.

Sleep, 1, 2, 3.

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

3 Introduce *I'm hungry*

- Put on the Cheeky puppet and say **Cheeky, What's the matter?** Get Cheeky to rub his tummy and say **I'm hungry.**
- Show the *I'm hungry* flashcard, rub your tummy and say **I'm hungry.** Encourage the children to join in.

4 Play *Cheeky's hungry*

- Shuffle the *biscuit, ice-cream, cake, sandwich, apple* and *banana* flashcards. Put them in a pile face up in the circle.
- Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Show the *apple* flashcard and say **What's this?** Encourage the child to say *apple*.
- Get Cheeky to say **I'm hungry.** Encourage the child to pick up a flashcard from the circle and give it to Cheeky. Say **Here's (an apple)** and encourage the children to join in. Get Cheeky to say **Thank you** and mime eating the *apple*.
- Do the activity with other children and repeat with *biscuit, ice-cream, cake, sandwich* and *banana*.

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

5 Sing *The hungry monkey* (CD2 track 11)

- Say **Let's sing The hungry monkey song.** Play the CD. Sing the song and do the actions. Encourage the children to join in.



The hungry monkey

I'm a hungry monkey (Rub your tummy.)

Swinging through the trees. (Mime swinging.)

I like bananas. (Mime peeling a *banana*.)

Bananas for me. (Point to yourself.)

One, two, three bananas. (Count to *three* on your fingers.)

I'm a hungry monkey (Rub your tummy.)

Swinging through the trees. (Mime swinging.)

I like bananas. (Mime peeling a *banana*.)

Bananas for me. (Point to yourself.)

One, two bananas. (Clap once. / Count to *two* on your fingers.)

I'm a hungry monkey (Rub your tummy.)

Swinging through the trees. (Mime swinging.)

I like bananas. (Mime peeling a *banana*.)

Bananas for me. (Point to yourself.)

One banana. (Clap twice. / Show *one* finger.)

Story time

6 Say The story time chant (CD1 track 13)

- Say *It's story time* and 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 Teacher talk, pages 14–15.)

7 Review the I'm hungry story (Unit 5 Story cards)

- Show Story card 1. Say *It's Cheeky's birthday. Cheeky, Rory, Tom and Ellie are coming to the restaurant.* Point to the *sandwich* and say *What's this?* Encourage the children to say *sandwich*. Repeat with the *biscuit* and *ice-cream*.
- Show Story card 2. Point to Rory and say *Who's this?* Encourage the children to say *Rory*. Say *He's hungry. He's got a sandwich.* Repeat with Tom and Ellie. Point to Cheeky. Say *Is he hungry?* Encourage the children to say *Yes!*
- Show Story card 3. Point to the *cake* and say *What's this?* Encourage the children to say *cake*. Say *Is Cheeky happy?* Encourage the children to say *Yes!* Say *Happy birthday Cheeky* and encourage the children to join in.

8 Listen to the I'm hungry story (CD2 track 8, Unit 5 Story cards, Pupil's Book p53, p54 & p55)

- Hand out the Pupil's Books or the individual worksheets.
- Say *Let's listen to the story*. Read the story aloud, pausing for the children to say *sandwich*, *ice-cream*, *biscuit* and *cake*. Show the Story cards and do the actions. Encourage the children to follow the story on their worksheets.

- Sing the *Story song* and do the actions. Encourage the children to join in. (You may choose to play the CD instead of reading the story aloud.) (See Lesson 2 Activity 7 for the tapescript.)

Transition time

9 Say the Transition chant 3 (CD2 track 4)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

10 Help Cheeky and Rory find the food (Pupil's Book p59)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Point to the *big banana* and say *What's this?* Encourage the children to say *banana*. Say *It's a big banana*. Repeat with *biscuit*.
- Say *Cheeky and Rory are hungry*. Tell the children they must help Cheeky find the *banana* and help Rory find the *biscuit*.
- Hold up a pencil and say *Draw the line*. Demonstrate this by tracing it with your finger. Say *Draw the lines*. Encourage the children to trace the lines.

11 Sing Bye-bye Cheeky 3 (CD2 track 5)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 9 for the tapescript.)

Extra activities

1 Sing The hungry monkey (CD2 track 11)

- Say *Let's sing The hungry monkey*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Activity 5 for the tapescript.)

2 Play Speed speaking with food

- Show the *biscuit* flashcard and encourage the children to say *biscuit*. Repeat with *sandwich*, *ice-cream*, *cake*, *apple* and *banana*. When the children are confident, speed up the activity. Encourage the children to say the names as quickly as possible.

3 Play Cheeky says please with food

- Organise the children into a circle and put on the Cheeky puppet. (Play the game following the instructions in Unit 1 Lesson 3 Extra activity 1.) Use food instead of body parts.



Lesson focus: Working with colours and numbers

Focus language: *four* **Recycled:** *biscuit, ice-cream, cake, sandwich, apple, banana, one–three, yellow, red, blue, green*

Main receptive language: *Look at me! I can count to ... Hooray! Let's have a party, A cake with ...*

Classroom language: *What's this? It's ..., Find ..., That's right! How many ... are there? There are ..., Circle ..., Match ...*

Main activities:

- Sing *The Cheeky monkeys song 3*
- Play *Find green* on the play mat
- Sing *Let's have a party*
- Do the worksheet
- Sing *Bye-bye Cheeky 3*

Materials you need: CD, puppet, play mat, *biscuit, cake, ice-cream, sandwich, apple, banana* and *birthday cake* and 4 flashcards, Pupil's Books, pencils

Getting ready: Lay out the play mat in the circle time area.

Circle time

1 Sing *The Cheeky monkeys song 3* (CD2 track 1)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Move around the circle and get Cheeky to say **How are you?** to every child. Then say **Cheeky, how are you?** and encourage the children to join in. Get Cheeky to say **Fine, thank you.**
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 1 for the tapescript.)

2 Sing *The hungry monkey* (CD2 track 11)

- Say **Let's sing *The hungry monkey***. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 4 Activity 5 for the tapescript.)

If you are short of time, you can leave out Activity 2.

3 Play *Guess the food with colours*

- Lay out the *biscuit, ice-cream, cake, sandwich, apple* and *banana* flashcards in the circle. Point to the *biscuit* and say **What's this?** Encourage the children to say *biscuit*. Repeat with *ice-cream, cake, sandwich, apple* and *banana*.
- Tell the children they must guess which food you are thinking of. Say **It's green. It's small.** Encourage the children to say *apple*. If the children guess correctly, show the *apple* flashcard, say **apple** and remove it from the circle. Repeat until all the flashcards have been removed.

4 Introduce four

- Show the 4 flashcard and say **four**. Encourage the children to say **four**.
- Count to **four** on your fingers and say **One, two, three, four**. Encourage the children to join in.

5 Sing *The numbers song* (CD2 track 12)

- Say **Let's sing the numbers song**. Sing the song and do the actions. Encourage the children to join in.

The numbers song

Look at me! (Point to yourself.)

One, two, three, four. (Count to *four* on your fingers.)

I can count to four! (Point to yourself. / Show *four* fingers.)

One, two, three, four. (Count to *four* on your fingers.)

One, two, three, four. (Count to *four* on your fingers.)

Hooray! Hooray! Hooray! (Clap three times.)

6 Play *Find green* on the play mat

- Show the *green* flashcard and say **What colour is this?** Encourage the children to say *green*.
- Choose four children to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say **Find four green things**. Count to *four* on your fingers and say **One, two, three, four**. Encourage the children to join in.
- Encourage the first child to touch something *green* on the play mat. If they respond correctly, say **That's right! It's a green ...!** Do the activity with other children and repeat with *two, three* and *four*. Point to the items again and count them with the children.

7 Sing *Let's have a party* (CD2 track 13)

- Show the *birthday cake* flashcard and say *What's this?* Encourage the children to say *cake*. Say *Yes, it's Cheeky's birthday cake*. Say *How many candles?* Point to each candle and count *One, two, three, four*. Encourage the children to join in.
- Say *Let's sing Let's have a party*. Play the CD. Sing the song and do the actions. Encourage the children to join in.

Let's have a party

Let's have a party. (Gesture 'come on'.)

Let's have a party. (Gesture 'come on'.)

A cake with bananas. (Mime eating.)

Hooray, hooray! (Wave your arms in the air.)

One, two, three, four. (Count to *four* on your fingers.)

Let's have a party. (Gesture 'come on'.)

Let's have a party. (Gesture 'come on'.)

A cake with apples. (Mime eating.)

Hooray, hooray! (Wave your arms in the air.)

One, two, three, four. (Count to *four* on your fingers.)

Let's have a party. (Gesture 'come on'.)

Let's have a party. (Gesture 'come on'.)

A cake with biscuits. (Mime eating.)

Hooray, hooray! (Wave your arms in the air.)

One, two, three, four. (Count to *four* on your fingers.)

Transition time

8 Say the *Transition chant 3* (CD2 track 4)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

9 Count and circle the food and match to the numbers (Pupil's Book p61)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Point to one of the *bananas* and say *What's this?* Encourage the children to say *banana*. Repeat with *sandwich*, *apple* and *biscuit*.
- Say *How many bananas are there?* Count the *bananas* out loud with the children. Say *There are four bananas*. Repeat with *sandwich*, *apple* and *biscuit*.
- Hold up a pencil and say *Circle the food*. Demonstrate this by circling the *bananas* with your finger. Point to the number *1* and say *Match the numbers to the food*. Demonstrate this by drawing a line with your finger. Encourage the children circle the food and match the numbers to the food.

10 Sing *Bye-bye Cheeky 3* (CD2 track 5)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 9 for the tapescript.)

Extra activities

1 Play *Number hoops*

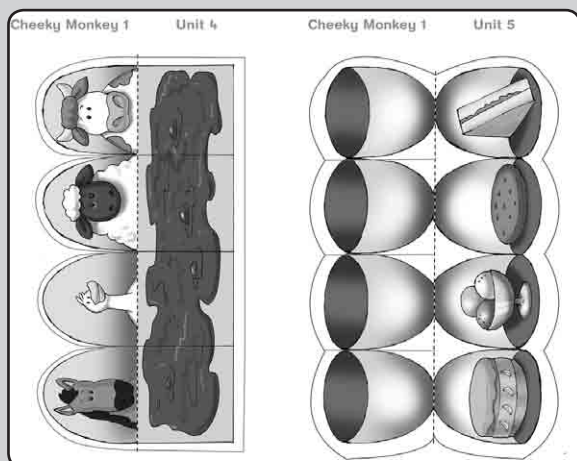
- Organise the children into a circle. Lay out *four* hoops in the middle. Put the number *1* flashcard in the first hoop and the number *2* flashcard in the second hoop. Repeat for *3* and *4*. Tell the children to collect objects from the classroom and put them in the hoops. Tell them they must only put the amount of items on the flashcard. When they have finished, count the items out loud with the children.

2 Sing the karaoke version of *My big tummy* (CD2 track 3)

- Say *Let's sing My big tummy*. Sing the song and do the actions. Encourage the children to join in. (See Lesson 1 Activity 6 for the tapescript.)

3 Do *Number clapping*

- Organise the children into a circle. Clap out the first rhythm and count to *two*: first tap your legs and say *one* and then clap your hands together and say *two*. Continue slowly until the children join in. When the children are confident, speed up the activity. Clap out the second rhythm and count to *three*: first tap your legs and say *one*, then clap your hands together and say *two* and then clap your hands again and say *three*. Continue slowly until the children join in. When the children are confident, speed up the activity. Clap out the third rhythm and count to *four*: first tap your legs and say *one*, then tap your legs again and say *two*, then clap your hands together and say *three* and then clap your hands together again and say *four*. Continue slowly until the children join in. When the children are confident, speed up the activity.



Lesson focus: Performing the story with the Press out

Focus language: *biscuit, ice-cream, cake, sandwich, apple, banana*

Main receptive language: *restaurant, Thank you, please, Here you are*

Classroom language: *What's in the bag? What's this? That's right! Point to the ..., Show me the ..., Cover the ..., Let's listen/sing*

Main activities:

- Sing *The Cheeky monkeys song 3*
- Do *Cheeky's jungle gym*
- Make the Press out
- Listen to the *I'm hungry* story
- Sing *Bye-bye Cheeky 3*

Materials you need: CD, puppet, *biscuit, ice-cream, sandwich, cake, apple* and *banana* flashcards, bag, Press out Unit 6, Unit 6 Story cards

Getting ready: Put the *biscuit, ice-cream, cake, sandwich, apple* and *banana* flashcards in a bag.

2 Do Cheeky's jungle gym (CD2 track 10)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Encourage the children to do the actions. (See Lesson 4 Activity 2 for the tapescript.)
- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

3 Play Monkey, look! with food (CD1 track 8)

- Put the *biscuit, ice-cream, cake, sandwich, apple* and *banana* flashcards in a bag. Put on the Cheeky puppet. Get Cheeky to shake the bag. Say *What's in the bag?* and get Cheeky to look inside.
- Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)
- Get Cheeky to slowly reveal the *sandwich* flashcard. Say *Look! What's this?* Encourage the children to say *sandwich*. If a child answers correctly, say *That's right! A sandwich!* Play the game with other children and repeat with *biscuit, ice-cream, cake, apple*, and *banana*.

4 Play At the restaurant

- Choose six children to do the activity using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell them they are waiters. Hand out the *biscuit, ice-cream, cake, sandwich, apple* and *banana* flashcards to each child.
- Choose another child. Tell them to ask for an ice-cream by saying *An ice-cream, please*. Encourage the child with the *ice-cream* flashcard to give it to them and say *Here you are*. Encourage the other child to say *Thank you*. Repeat with *biscuit, cake, sandwich, apple* and *banana*.

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

Circle time

1 Sing The Cheeky monkeys song 3 (CD2 track 1)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave and say *Hello!* to Cheeky. Move around the circle and get Cheeky to say *How are you?* to every child. Then say *Cheeky, how are you?* and encourage the children to join in. Get Cheeky to say *Fine, thank you*.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 1 for the tapescript.)

5 Sing The hungry monkey (CD2 track 11)

- Say *Let's sing The hungry monkey*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 4 Activity 5 for the tapescript.)

Transition time

6 Say the Transition chant 3 (CD2 track 4)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

7 Make a food Press out (Press out Unit 5)

- Hand out the Press outs. Demonstrate how to remove the Press out. Encourage the children to copy.
- Show the Press out and say **Look! Food at the restaurant!** Say **Point to the cake** and encourage the children to point to the *cake*. Repeat with *ice-cream*, *biscuit* and *sandwich*.
- Demonstrate how to cover the food by folding over the flaps of the Press out. Encourage the children to copy. Say **Show me the cake** and uncover the *cake*. Encourage the children to join in. Repeat with *ice-cream*, *biscuit* and *sandwich*.

Story time

8 Say The story time chant (CD1 track 13)

- Say **It's story time** and 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 Teacher talk, pages 14–15.)

9 Listen to the I'm hungry story (CD2 track 8, Unit 5 Story cards, Press out Unit 5)

- Show the Press out. Say **Cover the cake** and encourage the children to cover the *cake*. Repeat with the *ice-cream*, *biscuit* and *sandwich*. Tell the children to uncover the food. Tell them they must remember where each food is. Do the activity again. Make sure the food is covered when you begin the story.
- Say **Let's listen to the story**. Read the story aloud or play the CD. Show the Story cards and do the actions. Encourage the children to listen and to look at the pictures.
- Encourage the children to uncover the *sandwich*, *biscuit*, *ice-cream* and *cake* as they listen to the story.
- Sing the *Story song* and do the actions. Encourage the children to join in. (See Lesson 2 Activity 7 for the tapescript.)

10 Sing Bye-bye Cheeky 3 (CD2 track 5)

- Put on the Cheeky puppet. Get Cheeky to wave and say **Bye-bye!** Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 9 for the tapescript.)

Extra activities

1 Count and trace the number and the biscuits (Photocopiable worksheet p221)

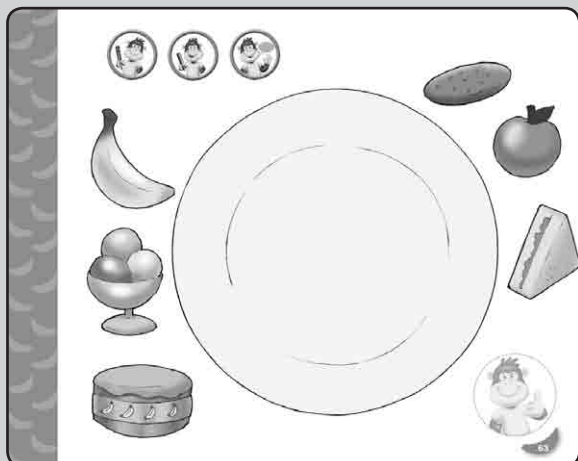
- Point to one of the biscuits and say **Look! What's this?** Encourage the children to say *biscuit*. Say **How many biscuits are there?** Point to the *biscuits* and count them out loud with the children. Say **Four biscuits** and count to *four* on your fingers. Then point to the number *four*. Say **Trace four**. Demonstrate this by tracing it with your finger. Encourage the children to trace the number *four* and the *biscuits*.

2 Sing the karaoke version of Let's have a party (CD2 track 14)

- Say **Let's sing Let's have a party**. Sing the song and do the actions. Encourage the children to join in. (See Lesson 5 Activity 7 for the tapescript.)

3 Play What's missing? with food

- Lay out the *ice-cream* flashcard face up in the circle and say **ice-cream**. Repeat with the *apple*, *cake* and *banana*. Tell the children they must remember the flashcards. Shuffle the flashcards then remove one without letting the children see what it is. Lay out the three remaining flashcards in the circle. Say **What's missing?** Encourage the children to say (*apple*). Show the flashcard. If the children answer correctly, say **Well done! It's (an apple)!** Shuffle the flashcards and play the game again using *sandwich* and *biscuit* instead of *apple* and *banana*.



Lesson focus: Consolidating unit songs and new language

Focus language: *biscuit, ice-cream, cake, sandwich, apple, banana*

Main receptive language: *What's on the mat today? Put up your hand ..., Find a ..., Point and say, What colour is the ...? Here's a ...*

Classroom language: *What's this? It's ..., Let's be detectives, Do you remember ...? What's your favourite song? Put your hands up for ..., Our favourite song is ..., Draw ...*

Main activities:

- Sing *The Cheeky monkeys song 3*
- Play *What's on the mat today?*
- Sing our favourite song
- Do the worksheet
- Sing *Bye-bye Cheeky 3*

Materials you need: CD, puppet, play mat, *biscuit, ice-cream, cake, sandwich, apple and banana* flashcards, Pupil's Books, pencils, crayons, Cheeky award stickers

Getting ready: Lay out the play mat in the circle time area.

Circle time

1 Sing *The Cheeky monkeys song 3* (CD2 track 1)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky. Move around the circle and get Cheeky to say **How are you?** to every child. Then say **Cheeky, how are you?** and encourage the children to join in. Get Cheeky to say **Fine, thank you.**
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if

he's also singing along. (See Lesson 1 Activity 1 for the tapescript.)

2 Play *Pass the flashcards with food*

- Hand out the *cake* and *biscuit* flashcards face down. Tell the children they must not look at them.
- Play some music from the CD. Encourage the children to pass the flashcards around the circle.
- Stop the music and encourage one of the children holding a flashcard to reveal it. Say **What's this?** Encourage the child to say (*cake*). If they respond correctly, lay out the flashcard in the circle and say **Well done! It's (cake)!** Repeat with (*biscuit*).

If you are short of time, you can leave out Activity 2.

3 Play *What's on the mat today?* (CD2 track 15)

- Put the *cake, sandwich, biscuit* and *ice-cream* flashcards in a pile face down in front of you. Say **Let's be detectives!** and mime looking through a magnifying glass. Say the chant and do the actions. Encourage the children to join in.



What's on the mat today?

What's on the mat today? (Mime looking through a magnifying glass.)

What's on the mat today? (Mime looking through a magnifying glass.)

Put up your hand to play. (Put your hand up.)

Find a cake. (Show the *cake* flashcard.)

Find a cake. (Show the *cake* flashcard.)

Find a cake on the mat today. (Point to the play mat.)

Point and say (Point. / Mime speaking with your hand.)

Hip, hip, hooray! (Throw your arms into the air with excitement.)

- Pause the CD. Choose a child to point to the *cake* on the play mat. Encourage them to say *cake*. If they respond correctly, encourage the other children to clap. Do the activity with other children and repeat with *sandwich, biscuit* and *ice-cream*.

Find a sandwich. (Show the *sandwich* flashcard.)

Find a sandwich. (Show the *sandwich* flashcard.)

Find a sandwich on the mat today. (Point to the play mat.)

Point and say (Point. / Mime speaking with your hand.)

Hip, hip, hooray! (Throw your arms into the air with excitement.)

Find a biscuit. (Show the *biscuit* flashcard.)
Find a biscuit. (Show the *biscuit* flashcard.)
Find a biscuit on the mat today. (Point to the play mat.)
Point and say (Point. / Mime speaking with your hand.)
Hip, hip, hooray! (Throw your arms into the air with excitement.)

Find an ice-cream. (Show the *ice-cream* flashcard.)
Find an ice-cream. (Show the *ice-cream* flashcard.)
Find an ice-cream on the mat today. (Point to the play mat.)
Point and say (Point. / Mime speaking with your hand.)
Hip, hip, hooray! (Throw your arms into the air with excitement.)

4 Sing our favourite song

- Ask the children if they remember all the songs from Unit 5. Play the beginning of *My big tummy*. Say **Do you remember My big tummy?** Encourage the children to sing any words or phrases they remember. Repeat with *Story song*, *The hungry monkey* and *Let's have a party*.
- Say **What's your favourite song?** Tell the children they must decide what their favourite song from Unit 5 is. Say **Put your hands up for My big tummy**. Count the number of votes. Repeat with *Story song*, *The hungry monkey* and *Let's have a party*.
- Say **Our favourite song is (The hungry monkey)**. **Let's sing (The hungry monkey)**. Play the CD. Sing the song and do the actions. Encourage the children to join in.

Transition time

5 Say the Transition chant 3 (CD2 track 4)

- Put your finger to your lips and say **Shh! Be very quiet!** Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

Table time

6 Draw your favourite food (Pupil's Book p63)

- Hand out the pencils, crayons and the Pupil's Books or the individual worksheets.
- Point to the *biscuit* and say **What's this?** Encourage the children to point and say *biscuit*. Repeat with *apple*, *sandwich*, *cake*, *ice-cream* and *banana*.
- Hold up a pencil and say **Draw your favourite food**. Demonstrate this by pretending to draw. Encourage the children to draw the food and colour it in.
- Circulate and ask the children questions about their work. Say **What's this?** and **What colour is it?** etc.
- When they have finished, tell them to show their pictures to the class. Encourage them to say **Here's a (sandwich)**.

7 Hand out Cheeky award stickers

- Praise the children for their good work by saying **Well done! Very good!** or **Excellent!** and put a Cheeky award sticker on their worksheets. (You may choose to ask the children to stick on the award sticker themselves.)

8 Sing Bye-bye Cheeky 3 (CD2 track 5)

- Put on the Cheeky puppet. Get Cheeky to wave and say **Bye-bye!** Encourage the children to wave and say **Bye-bye!** to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Lesson 1 Activity 9 for the tapescript.)

See Multi-ROM for fun interactive activities on this topic.

Extra activities

1 Act out the I'm hungry story (CD2 track 8)

- Choose four children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Give them each a role, either *Cheeky*, *Rory*, *Tom* or *Ellie*. You will play the part of the waiter. Play the CD. Encourage the children to act out the story. (Use story activity in Lesson 2 as a guide.) Encourage the other children to join in with the *Story song*.

2 Play Guess the flashcard with food

- Organise the children into a circle and put on the Cheeky puppet. Shuffle the *biscuit*, *ice-cream*, *cake*, *sandwich*, *apple* and *banana* flashcards. Lay them out face down in the circle. Get Cheeky to choose a flashcard by saying (*banana*). Say **Point to the (banana)** and get him to guess which flashcard it is. Reveal the flashcard. If Cheeky guesses correctly, say **Well done! It's a (banana)!** If Cheeky guesses incorrectly, continue until the (*banana*) flashcard is revealed. Play the game with a child. Repeat with other children until all the flashcards are revealed.

3 Colour the fruit (Photocopiable worksheet p222)

- In advance, photocopy a worksheet for every child. Hand out the *yellow*, *red* and *green* crayons and the photocopiable worksheets. Say **Point to the ice-cream**. Encourage the children to point to the *ice-cream*. Repeat with *apple* and *banana*. Say **Shh! Be very quiet! Listen and colour**. Demonstrate this by putting your hand to your ear and then pretending to colour in. Say **Colour the ice-cream red. Colour the apple green. Colour the banana yellow**. Leave enough time between each instruction for the children to colour in.