

# Cookie's Stories and Songs

DVD-ROM

Films Teacher's Notes



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OXFORD

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## Tips for using the real world films in the classroom

### Before using the real world films

- It is recommended that you prepare a handmade flashcard to introduce the theme of the film. The flashcard is presented in a set routine with Cookie, as described in the teaching notes for each film. The aim of the routine is to help the children see the link between the topic and language that they have been focussing on in the unit up to now, and the related real world films that they are about to see. Before playing the film, ask the children to predict what the film is going to be about by pausing the first scene of the film. Ask the children to say who or what they can see, where they are, and what they are going to do. (Ask the questions in English, pointing at the screen and ask the children to respond in L1. Then reformulate their answers in English.)

### While using the real world films

- One of the main differences between the voiceover of the real world films and the dialogue of the animated stories on the DVD-ROM is the purpose of the language. In the case of the animated stories, much of the language will be very familiar to the children and will soon become productive language (if it hasn't already) as they continue to act out and join in with the key words and phrases. The language in the voiceover for the real world films, however, is not intended to become productive language (with the exception, of course, of the key vocabulary recycled in these sections). The aim is simply to provide the children with rich exposure to natural spoken English in a meaningful context.
- Many pre-school teachers describe the children in their classes as being like 'sponges', eager to absorb as much information as they are provided with. For this reason, the real world films have been carefully crafted to ensure that the children have plenty of comprehensible input, i.e. all the language is supported visually and is therefore easy for the children to understand. If the children join in with the language, this is, of course, a plus, but the aim is receptive and not productive.
- You can help the children to understand the receptive aims of the real world films by encouraging them to respond physically to the voiceover and the activities that they see on screen. Suggestions for joining in with the actions are given in the teaching notes.

### After using the real world films

- Another benefit of the real world films is the spotlight on British culture and the insight into life in Britain which it also gives. It is a good idea to explain to the children in your class that the children they saw in the film are really British children and that they live in Great Britain and speak English. This may be very motivating for them, as it shows them that speaking English has a real purpose. You could also ask them to comment on anything which looks different or similar about the home, school, and outside scenes that they see in the film, compared with their own home, school, and environment.

**Theme**

Colours

**Main language***red, blue, yellow, green, orange, purple, indigo, violet, rainbow***Materials**

- Cookie puppet
- Colours flashcards: *red, yellow, green, blue, purple*
- A handmade flashcard for *orange*

- A handmade flashcard of a rainbow
- Film: *Let's paint a rainbow!*

**Optional materials:**

- Thick paper or cardboard
- Crepe paper of all colours of the rainbow
- Scissors
- Glue

- Take Cookie and make him whisper to you. Then say, *Cookie likes colours! Cookie likes red, orange, yellow, green, blue, and purple.* Attach the colours flashcards to the board and make Cookie point at each one as you say the name.
- Let Cookie hold the flashcard of the rainbow without showing the children the picture. Ask, *What's Cookie got?* Make Cookie whisper to you again. Then say, *It's something red, orange, yellow, green, blue, and purple!* Point out of the window and draw the shape of a rainbow in the air. Encourage the children to guess what it is.
- When the children have had some guesses, or if a child guesses correctly, show the children the flashcard of the rainbow. Say, *Look! It's a rainbow!* Point to the colours of the rainbow and elicit them. Explain to the children that in a rainbow there is a colour like blue called *indigo* and a colour like purple called *violet*. Then say, *Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's paint a rainbow!** Ask the children to say who they can see (children), where they are (in a classroom), and what they are going to do (paint a picture).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, and ask the children to point to the colour flashcard on the board when they see the children on the film painting with that colour.

**Film: Let's paint a rainbow!**

Let's paint a rainbow!  
 Which colour shall we use?  
 Red ...  
 Then orange  
 Yellow ...  
 That looks good!  
 Then green ... Blue ... Then indigo ... And violet!  
 Well done!  
 We've finished!  
 Look at all the rainbows!  
 Red  
 Orange  
 Yellow  
 Green ... Blue ... Indigo ... And violet!  
 What beautiful rainbows!  
 Red, orange, yellow, green, blue, indigo, violet

**Extra activity****Make a rainbow**

- Prepare seven thick paper or cardboard arcs which all fit inside each other like a rainbow.
- Organize the children into six groups and give each group crepe paper in one colour of the rainbow and the correct size of arc.
- Ask the children to cut or rip strips of their coloured crepe paper and glue them onto the arc.
- Put all the arcs together to form one classroom display. Let the children tell you the order of the colours in the rainbow.
- **Option:** Instead of using crepe paper, let the children paint the insides of their hands and then make handprints to decorate each arc.



**Theme**

Toys

**Main language**

yo-yo, ball, doll, car, teddy, train, plane, boat, play, wheel, toy

**Materials**

- Cookie puppet
- Film: *Let's play with transport toys!*

**Optional materials:**

- Toys flashcards: *ball, car, dolly, teddy, train*
- A handmade flashcard for yo-yo
- A cardboard box
- Red, green, and orange cellophane
- A torch

- Present new sounds and actions for the boat and plane as follows.
- Hold your arms out for the plane wings and say, *Nnnneeeaww!* Invite the class to copy you. Say, *A plane!* and invite the children to repeat.
- Mime the rise and fall of waves in the sea with your hand and say, *A boat!* and encourage the children to repeat the word and action.
- Let Cookie hold the toys flashcards without showing the children the picture. Ask, *What's Cookie got?* Make Cookie whisper to you again. Then say, *Choo choo!* and encourage them to guess *A train.* Then make the wave movement with your hand and encourage them to guess *A boat!* Then show the class the flashcard picture of the boat and the train and say, *Well done! Yes, Cookie's got a train and a boat.*
- Then say, *Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's play with transport toys!** Ask the children to say who they can see (four children/two girls and two boys), where they are (in a house), and what they are going to do (play with toys).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to do the actions for car, train, aeroplane, and boat when they are mentioned in the film.

**Film: Let's play with transport toys!**

Today we're playing with toys.  
 There's a green yo-yo and an orange ball.  
 There's a doll.  
 One doll. Two dolls.  
 But some toys are transport toys.  
 There's a car.  
 How many wheels does the car have?  
 One, two, three, four wheels!  
 Here's a teddy.  
 Look the teddy's in the car.  
 Here comes the car.  
 Beep, beep!  
 The car goes on the road.  
 What's this?  
 It's a train!

Choo choo!

The train goes on the track.

Wheeee!

This is a plane.

The plane flies up and down and round and round.

It flies in the air.

Whoosh!

Look over there.

It's a boat.

The boat goes on the water.

It's yellow and red.

Goodbye boat.

Goodbye.

**Extra activity****Traffic lights**

- Before the lesson find a cardboard box and cut three equal holes in one side of it.
- Show this to the children and tell them they are going to make traffic lights. Ask them to help you paint the box. Take 3 sheets of cellophane in red, orange, and green and stick them behind the holes in that order from top to bottom.
- Shine a torch through the cellophane to make it look like the green light is on. Say to the children *Green means go!* and encourage them to go round the class miming holding a steering wheel and saying *Beep beep!*
- Move the light to the orange hole and say, *Orange means slow!* and encourage them to slow down.
- Finally move the light to red and say, *Red means stop!* and all the children must stop.
- Repeat several times and then take the opportunity to discuss how important it is to cross the road safely.



**Theme**

The body

**Main language**

arms, body, feet, hands, head, legs, circle, square, star, triangle, robot, boxes

**Materials**

- Cookie puppet
- Noisy toys flashcard: robot
- Film: *Let's make a robot!*

**Optional materials:**

- Body flashcards: arm, feet, head, legs
- Handmade flashcards for body, hands
- Yellow, blue, and red paper shapes
- A4 blank paper for each child
- Glue

- Take Cookie and make him whisper to you. Then say, *Cookie likes shapes! Cookie likes squares.* Start to draw a robot by drawing two large squares one on top of the other on the board. Then say, *Cookie likes circles* and draw two circles on the top square, the robot's head. Then say, *Cookie likes triangles* and draw a triangle for a nose under the circles. Then say, *And Cookie likes stars* and draw a large star on the robot's body. Ask the class, *What is it?* and try to elicit *robot*. Once they've guessed correctly say, *Yes! It's a robot! Here are its arms and here are its legs.* Draw the missing arms and legs.
- Let Cookie hold the robot flashcard without showing the children the picture. Ask, *What's Cookie got?* Then say, *It's got squares, and circles, and a triangle, and a star.* Point to your robot drawing as you say the shapes.
- When the children have had some guesses, or if a child guesses correctly, show the children the picture of the robot. Say, *Look! It's a robot!* Point to the shapes and body parts and elicit them. Then say, *Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's make a robot!** Ask the children to say who they can see (two girls and a teacher), where they are (in a classroom), and what they are going to do (make something).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to draw the shapes in the air when they are mentioned in the film.

**Film: Let's make a robot!**

Let's make a robot!

We need a square box for the head and square box for the body.

Let's paint the boxes blue.

That's it.

That looks good.

Now we need to make the arms and the legs.

First the arms.

Red arms.

Then the legs.

Blue legs.

Next we need to make the hands.

Draw around your hand.

Careful!

There. We've done it.

And now the feet.

Cut them out.

Stick the hands to the arms.

And the feet to the legs.

And stick the legs to the body.

Look he's waving.

But what about the face?

We need to make the eyes.

This is a circle and this is a circle.

Look. It's got green eyes.

Now we need to make the nose.

Let's use a red triangle.

It's got a red nose.

The robot's got a mouth, too.

That looks good.

Here's a yellow star.

Let's stick the star on the body.

The robot's ready now.

It looks great!

Hello robot. Hello

**Extra activity****Make a shapes house**

- For this activity you will need the following shapes in bright coloured paper already cut out for the children: a large yellow square, two small blue squares, a large red triangle, and a yellow circle. Each child will also need a blank piece of paper and glue.
- Tell the children that you are going to make a house. Say, *Show me a yellow square.* Make sure all the children are holding up the correct shape. Stick the square on the board. Then say, *Show me a red triangle* and once they've found the correct shape stick it on the board above the square to create a roof. Follow the same procedure for the two squares: they are the windows.
- Then ask the children to draw a door and once they have finished the door say, *Show me the yellow circle. What is the yellow circle?* See if they can guess *sun*. Then say, *Yes, it's sunny!* and stick the circle above the house.



**Theme**

Clothes

**Main language**

trousers, T-shirt, hat, shoes, socks, dress, badge, crown, cowboy, princess

**Materials**

- Cookie puppet
- A handmade pirate's hat for the Cookie puppet
- A handmade flashcard of a fancy-dress party
- Film: *Let's make a costume!*

**Optional materials:**

- Clothes flashcards: *hat, trousers, socks, T-shirt, shoes*
- A handmade flashcard for *dress*
- Paper plates for each child
- Paint, glitter etc. to decorate the crown

- Put the handmade pirate's hat on Cookie's head and ask the children to guess where Cookie is going. Then say, *Cookie's going to a party!* and show the children the flashcard of the fancy-dress party.
- Point to the costumes and elicit the characters and items of clothing the children know. Say, *Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's make a costume!** Ask the children to say who they can see (a girl and a daddy), where they are (in a house), and what they are going to do (make something).
- Play the film all the way through the first time and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to join in by miming putting on each item of the cowboy and princess's clothing.

**Film: Let's make a costume!**

Let's make a crown.

Here's some gold card and some scissors.

Cut the card. That's right!

And again!

Hmmm. I know, let's decorate it.

Red ...

And green ...

And blue.

Stick them on!

Well done!

Now the crown's nearly finished ...

Does it fit?

Yes!

Look! It's great!

Now let's make a badge

Here's some scissors and some card.

First, cut it out.

It's a star!

Now let's decorate it!

Here's some glitter.

One more thing ...

There! The badge is ready!

Who's this?

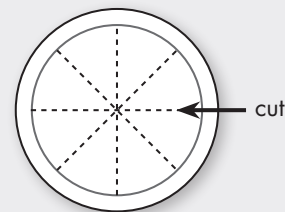
Look at his trousers!

Look at his T-shirt!

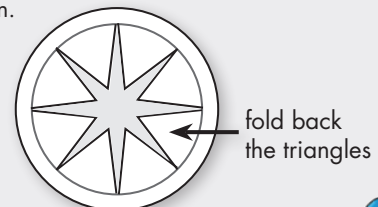
Look! He's got a special badge!  
 And here's his hat!  
 He's a cowboy!  
 Howdee, Cowboy!  
 Who's this?  
 Look at her shoes!  
 Look at her socks!  
 And her pretty dress!  
 Look! She's got a special crown!  
 She's a princess!  
 Hello Princess!  
 It's time for the party!

**Extra activity****Make a crown**

- Bring in paper plates for each child and pre-prepare them. Cut a horizontal slit, a vertical slit and two diagonal slits through the centre of the paper plate, leaving about 3cm (depending on the size of the plate and the size of the children's heads) at the edges of the plate uncut.



- Fold back the triangles formed by the cuts upwards to make the crown.



- Give each child a paper plate crown to decorate with materials of your choice, for example paints, glitter, etc.



**Theme**

Farm animals

**Main language**

cow, sheep, duck, hen, farmer, farm

**Materials**

- Cookie puppet
- A handmade flashcard of a farm
- Film: *Let's visit the farm!*

**Optional materials:**

- Toy farm animals
- Handmade flashcards for *farmer, cow, sheep, hen, duck*
- A simple sheep outline photocopied, one per child
- Popcorn
- Glue

- Take Cookie and make him whisper to you. Say, *Cookie's going somewhere!* Say, *Where, Cookie? Where are you going?*
- Give the children clues by making farm animal noises. Alternatively, you could show them toy farm animals, one at a time.
- Show the children the picture of the farm. Say, *Well done! Cookie's going to a farm! Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's visit the farm!** Ask the children to say who they can see (a farmer), where they are (on a farm), and what they are going to do (see farm animals).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to stand up and imitate the animals.

**Film: Let's visit the farm!**

We're at the farm!

Here's the farmer.

Let's go and see the animals!

Here are the sheep!

How many can you see?

One ... two ... three ... four

Let's feed the sheep!

Baa! Baa!

Here are the hens!

And here are the chicks!

The hen's hungry, too!

Look! The chicks are running!

Look over there!

It's the cow.

Aaah! Look! It's a baby – a calf. Moo! Moo!

What's that over there?

It's a duck!

Two ducks!

Quack! Quack!

What's that?

A tractor!

It's time for a tractor ride!

Climb up! Let's go!

Bye bye children!

Bye bye!

**Extra activity****Make popcorn sheep**

- For this activity you will need a simple outline of a sheep photocopied for each child, glue and popcorn.
- Show the children how to make a woolly body for the sheep by sticking on the popcorn.
- Ask the children, *What animal is it? What colour is it? How many legs has it got?*
- Allow the pictures to dry and then make a display. You could mount all the sheep on a green field background.



**Theme**

Fruit

**Main language**

apple, orange, banana, cherries, plum, pear, fruit salad

**Materials**

- Cookie puppet
- A handmade flashcard of a fruit salad
- Film: *Let's make a fruit salad!*

**Optional materials:**

- Food flashcards: *apple, banana*
- Picnic flashcard: *cherries*
- Handmade flashcards for *orange, plum, pear*
- A photocopy of a large fruit per child
- Glue
- Paper
- Seeds

- Take Cookie and make him whisper to you. Then rub his tummy with his hand and say, *Oh dear! Cookie's hungry!*
- Let Cookie hold the flashcard of a fruit salad without showing the children the picture. Ask, *What's Cookie got?* Make Cookie whisper to you again. Then say, *It's something to eat!*, using mime and gesture to demonstrate what you mean. Encourage the children to guess what it is.
- When the children have had some guesses, or if a child guesses correctly, show the children the picture of the fruit salad. Say, *Look! It's a fruit salad!* Ask the class to identify which fruit they know in the fruit salad. Then say, *Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's make a fruit salad!** Ask the children to say what they can see (fruit) and what the people are going to make (a fruit salad).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to imitate the children in the film making a fruit salad.
- **Option:** If you like, give out the flashcards of the different types of fruit and ask the children to hold them up when the fruit is shown in the film.

Into the bowl!  
Where's the orange juice?  
Here it is.  
Pour it on.  
What's missing?  
Cherries! Of course!  
There! The fruit salad's ready!  
Let's eat! Yummy!

**Extra activity****Fun with seeds**

- For this activity, you will need to draw one of the fruits the children know on a piece of paper and make a copy per child. You will also need some dried seeds and glue to make a collage.
- Show the children the seeds you have brought.
- Give each child a photocopy, some seeds, and glue and show them how to stick the seeds on to decorate their fruit shape.
- Ask the children which fruit they have made, what colour it is, and if they like this fruit.
- When they have finished and the collages have dried, make a display on the classroom wall.

**Film: Let's make a fruit salad!**

Look! Lots of fruit!  
Here's an orange.  
Let's make orange juice!  
Squeeze the orange!  
Squeeeze!  
There we are! Orange juice!  
Now let's make a fruit salad!  
Here's a pear.  
First cut it up.  
Then put it in the bowl.  
Here's an apple.  
Cut it up.  
Then put it in the bowl, too.  
What about bananas?  
Yes! Bananas are yummy!  
Peel off the skin.  
Now chop the banana. In it goes!  
Mmm! Plums!  
Cut the plum and take out the stone.

**Theme**

Family

**Main language**

mummy, daddy, brother, sister, grandad, granny, He's got blonde hair, He's got brown eyes., family, nose, eyes, hair

**Materials**

- Cookie puppet
- Lulu poster

- Family flashcard: *family*
- Film: *Let's take a family photo!*

**Optional materials:**

- Family flashcards: *mummy, daddy, brother, sister*
- Handmade flashcards for *granddad, granny*
- Baby photos of each child

**Note:** Just before the lesson starts, place the family flashcard in the Lulu poster where it can be seen by the children, but where it is not too obvious.

- Take Cookie and make him whisper to you. Say, *Cookie can see a family!* Look around and say, *Where, Cookie? Where's the family?*
- Encourage the children to look for the *family* flashcard and ask one child to bring it to you. Say, *Thank you!* and show the children the *family* flashcard. Say, *Well done! It's a family. Now we're going to watch a film.*
- **Option:** If you wish bring in a photograph of you and your family. Show the children and say, *This is my family!*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's take a family photo!** Ask the children to say who they can see (a boy and a woman), where they are (in a house), and what they are going to do (take a photo).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to join in by pointing to the features referred to in the script on their own faces if they can.

Ben's grandad looks like Ben.

They've got the same noses.

Brown eyes, blonde hair, and the same noses.

It's Ben's family.

Smile please!

What a lovely family photo!

**Extra activity****Baby pictures**

- Before the lesson, ask parents to bring in a photo of their child as a baby. Make sure you have written the child's name on the back of each photo.
- Hold up each photo so the children can see it and ask the children to guess which child is in the photo.
- Once they have correctly guessed, ask the child who is in the photo to come up and collect their photo. Encourage the children to describe some of the features of each child.
- Repeat with the other photos.

**Film: Let's take a family photo!**

This is Ben.

Hello Ben.

This is Ben's daddy.

Look at their faces.

Now look at their eyes. Ben's got brown eyes.

Ben's daddy's got brown eyes, too.

This is Ben's brother.

He's got blonde hair.

Ben's got blonde hair, too.

This is Ben's sister, Sarah.

And this is Ben's mummy.

Ben's mummy has blonde hair.

Ben's sister has blonde hair, too.

Blonde hair and brown eyes. Just like Ben.

Who's this?

It's Ben's granny.

Where's Grandad?

Here he is.

**Theme**

Musical instruments

**Main language**

*drum, guitar, piano, shaker, triangle, trumpet, shake, star, circle, box*  
Numbers 1–6

**Materials**

- Cookie puppet
- A bag
- A handmade shaker
- Film: *Let's make some noise!*

**Optional materials:**

- Noisy toys flashcards: *drum, trumpet*
- Handmade flashcards for *guitar, piano, shaker, triangle*
- A yoghurt pot per child
- Beans or dried pasta
- Cellophane
- Elastic bands
- Materials for decoration

- Before the lesson starts, put the shaker in a bag.
- Take Cookie and the bag with the shaker in it and make Cookie whisper to you. Say, *Cookie has got an instrument in the bag*. Ask the children to guess which instrument it is. Then have Cookie take the shaker out of the bag and show it to the class.
- Say, *Well done! It's a shaker. Now we're going to watch a film and see how to make a shaker like Cookie's*.
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's make some noise!** Ask the children to say who they can see (four children/two girls and two boys and a teacher), where they are (in a classroom), and what they are going to do (play with musical instruments).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again and explain that the children should watch and join in with the actions for the musical instruments when they hear the words.

We need a pencil, too.

That's right.

And now the neck.

Twang! It's a guitar!

Let's play together. One, two, three.

Ooh! It's too noisy!

**Extra activity****Make a shaker**

- You will need a yoghurt pot per child, some beans or dried pasta, cellophane, elastic bands, and materials for decorating the shaker.
- Follow the procedure shown in the film **Let's make some noise!** for making a shaker.
- Encourage the children to decorate their shakers.
- Play or sing a song and ask the children to shake their shakers in time to the rhythm.

**Film: Let's make some noise!**

Look, here are the musical instruments.

There's ...

a piano, a guitar, a drum, a triangle, a trumpet, and a shaker!

Shake! Shake! Shake!

Let's make a shaker!

First decorate the pots.

Put on some blue and red stars.

Put in the beans. That's it!

Now put on the circles.

Red, green, purple, and blue.

Fix it on!

Ready. Shake!

Four shakers: one, two, three, four!

Shake! Shake! Shake! Shake!

We can make a guitar, too.

We need a box.

Let's paint it.

Yellow and blue.

That looks good.

Let's put on the strings.

Careful!

**Theme**

Food

**Main language**

cake

**Materials**

- Cookie puppet
- Food flashcard: *cake*
- Film: *Let's make a cake!*

**Optional materials:**

- Plasticine or plain paper and coloured pencils

- Take Cookie and make him whisper to you. Say, *It's Cookie's birthday!* Make Cookie whisper to you again. Then say, *Cookie likes birthday cake.*
- Show the children the flashcard of the cake and say, *Look! It's a cake! Now we're going to watch a film. Let's see how to make a cake.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's make a cake!** Ask the children to say who they can see (a boy and a mummy), where they are (in a kitchen/in a house), and what they are going to do (cook something).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to join in with the cake-making actions they see.

**Extra activity****Make a cake**

- Make pretend cakes out of plasticine with the children, encouraging them to pretend looking at them and smelling them, and feeling the plasticine.
- Alternatively, give each child a sheet of plain paper and coloured pencils and ask them to draw their favourite cake.
- Ask the children what colour cakes they have made or drawn.
- If you have the facilities, make real fairy cakes with the children during the English class.

**Film: Let's make a cake!**

Let's make a cake!  
 Put in the sugar.  
 That's it!  
 Put in the butter.  
 Now some flour!  
 Careful!  
 What's next?  
 Eggs!  
 Can you see the eggs?  
 There they are!  
 1 ... 2!  
 The eggs feel cold!  
 Break the eggs.  
 Pour them in.  
 Now stir the cake.  
 Round and round!  
 That looks good!  
 Look at that!  
 Careful! It's hot!  
 Listen! Can you hear it?  
 The cake's ready.  
 Mmm! That smells good!  
 It tastes yummy! Yum!

**Theme**

Actions

**Main language***play, jump, run, slide, climb, clap, Let's (play)!, Hurray!*

Numbers 1–6

**Materials**

- Cookie puppet
- A handmade flashcard of a playground
- Film: *Let's have an obstacle race!*

**Optional materials:**

- Handmade flashcards showing the actions: *play, jump, clap, run, slide, climb*

- Take Cookie and make him whisper to you. Say, *Cookie is going somewhere!* Say, *Where, Cookie? Where are you going?*
- Give the children clues by doing actions from a playground, e.g. pretending to run and slide down a slide.
- Show the children the flashcard of the playground. Say, *Well done! Cookie's going to a playground! Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's have an obstacle race!** Ask the children to say who they can see (children and a teacher), where they are (in the playground), and what they are going to do (exercise, sport).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to imitate the actions.

Slide down!  
 Oof! Oof! Oof! Wheee!  
 And play with the hoops.  
 One ... two ... three ... four. Hurray!  
 Now let's jump!  
 That's great!

**Extra activity****I can**

- Ask the children to sit in a circle with you and explain that you will choose one of the six action flashcards secretly and ask a volunteer to help you.
- Show the card to the volunteer without anyone else seeing it. The volunteer should then do the action for the others to guess, e.g. *jump*.
- The first to get it right can mime the next action.
- **Option:** Instead of naming just the action, you can encourage them to say, e.g. *[Name] can jump* etc.

**Film: Let's have an obstacle race!**

Let's play!  
 Now it's time for the obstacle race.  
 It's your turn! Ready?  
 Run! That's it!  
 One ... two ... three  
 Now climb up! Oof! Oof! Oof!  
 And slide down! Wheeee!  
 Let's play with the hoops.  
 Red!  
 Blue!  
 Yellow!  
 Green!  
 Yes! Well done!  
 Oops! Never mind!  
 Yes!  
 Yes! Hurray!  
 Now jump!  
 One ... two ... three ... four ... five ... six!  
 Let's clap! Well done!  
 Now it's your turn!  
 Run!  
 One ... two ... three  
 Climb up! Oof! Oof! Oof!

**Theme**

Zoo animals

**Main language**

zebra, tortoise, rhino, ostrich, penguin, camel, meerkat, zoo, animals, stripes, smooth, scales, shell, horns, feathers, neck, soft, tail, legs, eyes, feet, ears, nose, mouth

**Materials**

- Cookie puppet
- A handmade flashcard of a snake in a zoo
- Film: *Let's visit the zoo!*

**Optional materials:**

- Jungle animals flashcard: *snake*
- Handmade flashcards for *zebra, tortoise, rhino, ostrich, penguin, camel, meerkat*

- Let Cookie hold the flashcard of a snake in a zoo without showing the children the picture. Ask, *What's Cookie got?* Make Cookie whisper to you and say, *Cookie can see an animal on the flashcard. What animal do you think it is?* Encourage the children to guess and when they say *snake*, say, *Yes, well done!*
- Ask, *Where do you think the snake is?* If they say *zoo* turn the picture round so the children can see the zoo in the picture. Say, *Well done! It's a zoo! Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's visit the zoo!** Ask the children to say who they can see (some children and man/a daddy), where they are (at the zoo), and what they are going to do (see some animals).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to join in with animal actions as they see them.

It's got two feet.  
 It's black and white.  
 What kind of bird is it?  
 It's a penguin!  
 There are lots of penguins at the zoo.  
 Ooh! That looks soft.  
 It's got four long legs and it's brown.  
 Look at its mouth. It's eating.  
 It's a big camel.  
 Look! What's that?  
 It's got a long tail, four legs, two eyes, two ears, and a mouth.  
 It's a meerkat.  
 Meerkats love apples.

**Film: Let's visit the zoo!**

Today we're at the zoo.  
 Let's find the animals.  
 Look over there!  
 What's that?  
 It's got black and white stripes.  
 It's got four legs.  
 It's a zebra!  
 What's that?  
 It's got smooth scales.  
 And two eyes.  
 It's a snake!  
 What's this?  
 It's got a big shell.  
 It's a tortoise.  
 Look at those feet. They're big.  
 It's got two ears and two eyes.  
 What's that on its nose?  
 Two horns.  
 It's a rhino!  
 What's that.  
 It's got feathers, long legs, and a long white neck.  
 It's a bird. An ostrich.  
 Two ostriches.  
 Now here's another bird.

**Extra activity****What am I?**

- You will need the animal flashcards.
- Put the flashcards up on the board so that the children can see them.
- Put a chair in front of the board so that the back is facing the board. Now ask for a volunteer to come out. Tell the child that he/she must guess the animal by looking at his/her classmates.
- With the volunteer facing the class, point to one of the cards on the board. Invite the rest of the class to give the child a clue by doing the action for that animal.
- Tell the child to turn round and touch the flashcard he/she thinks you chose. Say the animal and encourage the class to repeat after you.
- If the child guesses incorrectly, get the class to do the action again and let the child try a second time.
- Repeat with different volunteers and different animals.



**Theme**

Lunch

**Main language**

biscuits, cheese, juice, nuts, sandwiches, tomatoes, a cheese and tomato sandwich, lunch, wash our hands

**Materials**

- Cookie puppet
- A child's lunchbox
- Picnic flashcards: *melon, cherries, chicken, sandwiches, yoghurt, milkshake*
- Film: *Let's prepare lunch!*

**Optional materials:**

- Paper plates
- Magazines with food pictures
- Glue
- Scissors

- Before the lesson, put the picnic flashcards in a child's lunchbox.
- Take Cookie and the lunchbox and say, *What's Cookie got for lunch?* Ask the children to guess what is in the lunchbox. Each time they say an item of food that is in the lunchbox make Cookie take the flashcard out and hold it up. Say, *Hurray! Cookie's got (sandwiches, etc)!*
- Then say, *Now we're going to watch a film.*
- Seat the class where they can all see the screen.
- Ask the children to predict what the film is going to be about by pausing the first scene of the film **Let's prepare lunch!** Ask the children to say who they can see (two children/a girl and a boy and a mummy), where they are (in a kitchen/in a house), and what they are going to do (make something to eat).
- Play the film all the way through and let the children watch and enjoy the film.
- Then play the film again, encouraging the children to join in with the food preparation actions as they see them.

And wash our hands again.

That's better!

Mmm. We're hungry. Let's eat.

It looks good.

Yum! Yum!

**Extra activity****Make picnic plates**

- Before the lesson cut out lots of food items from magazines. Make sure there are a few food items from the unit.
- Give each child a paper plate and some glue.
- Tell the children to pick their favourite picnic food items and glue them onto their paper plate to create their own picnic.
- Ask each child what he/she has on his/her plate and then encourage him/her to tell you the foods he/she knows.
- Say to the children, *Come on! The picnic is ready!* and encourage them to sit round a table with their plates in front of them. Ask the children to name any food items they know in English.

**Film: Let's prepare lunch!**

It's lunchtime.

Are you hungry?

Let's prepare lunch.

First we wash our hands.

That's it.

What have we got?

We've got juice, nuts, and biscuits. Yum! Yum!

But let's make some sandwiches, too!

Here's the bread.

And here's the butter.

We need some cheese and tomatoes, too.

First butter the bread.

That's good.

Put on the cheese.

Now let's cut the tomatoes.

Mmm. Lovely red tomatoes.

Put on the tomatoes.

Look, it's a square.

Careful!

And now it's two triangles.

There. The sandwiches are ready.

Now let's tidy up.