

Cookie's Stories and Songs

DVD-ROM and Audio CD

Songs Teacher's Notes



Series author: Vanessa Reilly

Additional material for *Cookie's
Stories and Songs*: Helen Casey

OXFORD

Cookie's Stories and Songs

DVD-ROM and Audio CD

Songs Teacher's Notes



OXFORD
UNIVERSITY PRESS

Contents

Level A

Unit 1	Sing a rainbow	4
Unit 2	Five brown teddies	6
Unit 3	Here we go Looby-Loo	8
Unit 4	Diddle Diddle Dumpling	10
Unit 5	Incy Wincy Spider	12
Unit 6	Five currant buns	14

Level B

Unit 1	Ten in the bed	16
Unit 2	Oh, we can play the big bass drum	18
Unit 3	Head, shoulders, knees, and toes	20
Unit 4	It's raining, it's pouring	22
Unit 5	Two little dicky birds	24
Unit 6	Jelly on a plate	26

Theme

Colours

Main language

sunny, rainy, red, yellow, pink, green, orange, purple, blue

Materials

- Colours flashcards: red, pink, yellow, purple, green, blue
- A handmade flashcard for orange
- Weather flashcards: sunny, rainy
- A researched or handmade picture of a rainbow, big enough to display on the board
- Song: *Sing a rainbow*

Before**1 Use flashcards to revise colours.**

- Play **Point with me** with the colours flashcards to revise colours with the class.
- Broaden the game to items in the classroom, saying a colour and asking the children to point to items of that colour that they can see. Teach *orange* using the handmade flashcard and practise it with the other colours from the flashcard set.
- Now activate the colour words by pointing to items and eliciting the colour from the children. Include *orange* in the set. Make sure the children are confident with the pronunciation.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- Show the *sunny* flashcard to the children and elicit what it shows. Point to the sun and ask, *Is it sunny?* Now hold up the *rainy* flashcard and ask, *Is it sunny?* Elicit the right answer and agree, *No. It's rainy!*
- Now hold up the flashcards together and say, *Look! It's sunny and it's rainy.* Hold up the picture of a rainbow, and display it on the board for the children to look at. Say, *There's a rainbow!* As you say *rainbow* make an arc with your arms. Check that the children understand that a rainbow occurs when you have sun and rain together.

During**3 Play the song for the children to listen to.**

- Tell the children they are going to hear a song.
- Tell the children there are colours in the song. Ask them to listen so they can tell you the colours they hear afterwards.
- If you are using the DVD-ROM, select **Sing a rainbow** from the songs menu. If you are using the CD, select track 2.
- Say, *1, 2, 3. A song for you and me!* Play the song and let the children listen and enjoy it. Elicit any colours they heard.
- Put the colours flashcards on the board in a different order to the colours in the song.
- Now tell the children they are going to listen to the song again. When they hear a colour word in the song, they should point to the flashcard on the board that has that colour. Put the flashcards that the children have identified in the same order as they appear in the song.

- Now point to the picture of the rainbow on the board. If you don't have a picture, tell the children to imagine what a rainbow looks like. Ask the children what shape it is and make the arc shape with your arms. Say, *I can sing a rainbow!* and make the arc shape as you say *rainbow*. Say it again for the children to copy the words and the action.

4 Sing the song and learn the actions.

- Give each child an item which is a colour from the song (a coloured pen, a piece of coloured paper or a flashcard). Tell them they are part of the rainbow. When they hear their colour they must stand up.
- Ask the children what shape a rainbow makes, and demonstrate the arc movement with your arms. Say, *I can sing a rainbow!* at the same time.
- Play the song while the children sing along and do the actions. Remind the children to sing all the colours, but to stand up when they hear their colour word. All the children do the arc action together for *I can sing a rainbow*.

Extra activity**Colour treasure hunt**

- Get the children to hunt for items in the classroom that are the given colour, one colour at a time.
- Say, *Everyone. Listen to me. Find this colour. 1, 2, 3.* Then, for example, say, *Blue. Find something blue* and give the children one minute to collect blue items and put them into a box or onto a table at the front. Continue until you have several items of each colour.
- Now look at the items the children have collected. Say, *Everyone. Listen to me. Say the colour. 1, 2, 3.* Take items from the desk/box one at a time and return them to their place, whilst the children call out their colour.





Sing a rainbow

Red and yellow
And pink and green,
Purple and orange and blue.

I can sing a rainbow,
Sing a rainbow,
Sing a rainbow, too.



Theme

Toys

Main language

teddy/teddies, scooter, dolly, ball, car, train

Numbers 1–5

Materials

- Toys flashcards: scooter, dolly, teddy, ball, car, train
- Numbers flashcards 1–5

- Five brown teddy bears (bring in real teddies, or ask the children to do so; alternatively use pictures that you have sourced before the lesson, or draw simple teddies on the board)
- Song: *Five brown teddies*

Optional materials:

- Paper plates or paper
- Craft materials
- String or elastic for children to make masks

Before**1 Use flashcards to revise toys and numbers.**

- Play **What have I got?** with the toys flashcards to revise toys with the class.
- Now put the five numbers flashcards on the board in order and count together from 1 to 5. Then put five of the toys flashcards up on the board below the numbers and ask, *How many toys?* Count along with the children. Say, *Five toys!*
- One by one, take away a toy and a number, working backwards from 5. Ask, *How many toys?* each time and elicit the answer from the children until all the toys are gone. Say, *How many toys? No toys!*

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- Hold up or display one of the teddies (see notes in Materials). Point to the teddy and say, *What's this? Is it a dolly? Is it a train?* Elicit the right answer and agree, *It's a teddy!*
- Now display all the teddies in a row. Point to each of the teddies and ask, *How many teddies?* Count the teddies all together and establish that there are five.

During**3 Play the song for the children to listen to.**

- Tell the children they are going to hear a song. Tell them that there are numbers in the song, and tell them to listen out for them. Every time they hear a number, they should hold up that number of fingers.
- If you are using the DVD-ROM, select **Five brown teddies** from the songs menu. If you are using the CD, select track 3.
- Say, *1, 2, 3. A song for you and me!* Play the song, sing along and encourage the children to sing the key words, too. Hold up your fingers for the numbers (ignoring the one brown teddy that accidentally falls).
- Now look at the real teddies again. Ask, *How many teddies?* and tell the children to hold up their fingers as they say the number five. Agree and say, *Five! Five brown teddies sitting on a wall.* Take one away and ask, *How many teddies?* Count with the children and say, *Four! Four brown teddies, sitting on a wall.* Continue in this way until all the teddies are gone. Ask, *How many teddies?* Encourage the children to show you with their fingers. Agree and say, *No teddies at all!*

4 Sing the song and learn the actions.

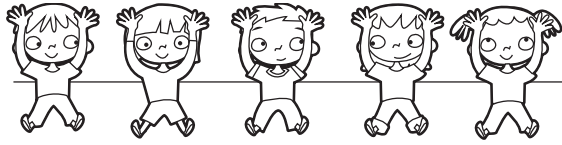
- Invite five children to come to the front of the class and sit in a row. Tell them they are teddies. If you want, and the children respond well to play-acting, get them to hold their hands on their heads, to make teddy ears.
- Explain that they are the teddies in the song, and that they are going to pretend to 'fall' one by one by leaning forward and putting their hands on their laps.
- Put them in order. You may want to choose a calm, patient child to be the first teddy to 'fall', as they will have to stay bent over for the longest.
- Play the song while the children sing along and do the actions. Remind the other children to sing and show the numbers with their fingers when they sing the number words. As each teddy falls, show the new number with your fingers.
- Thank the first group of teddies, and invite another group of five to come to the front.

Extra activity**Make teddy masks**

- The children can make very simple bear masks by drawing around circular objects of different sizes. To make the face use a large circle (e.g. a plastic plate), for the ears have semi-circles (e.g. size of plastic cups positioned above the big circle). They then colour and cut out the masks. Alternatively, you can start with paper plates. Give the children extra paper to make the ears and help them to complete their bear by drawing the nose and mouth.
- Help them cut out holes for the eyes, and punch holes in the sides of the plate to put string or elastic through to hold the masks on.
- The children can now wear their masks to re-enact the song.



Five brown teddies sitting on a wall,

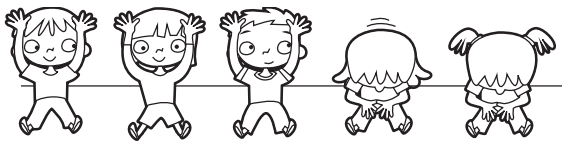


Five brown teddies sitting on a wall,
And if one brown teddy should accidentally fall,

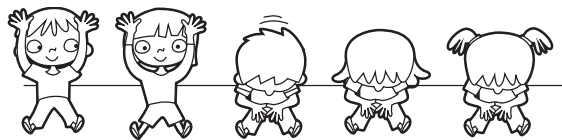


There'd be four brown teddies sitting on the wall.

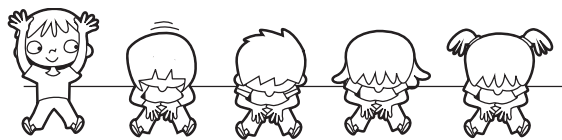
Four brown teddies sitting on a wall ...
And if one brown teddy should accidentally fall ...



Three brown teddies sitting on a wall ...
And if one brown teddy should accidentally fall ...



Two brown teddies sitting on a wall ...
And if one brown teddy should accidentally fall ...



One brown teddy sitting on a wall,
One brown teddy sitting on a wall,
And if one brown teddy should accidentally fall,



There'd be no brown teddies sitting there at all!

Theme

The body

Main language

left, right, hand, foot, head, arm, tummy, fingers, leg, feet

Materials

- Body flashcards: head, arm, tummy, fingers, leg, feet
- Song: *Here we go Looby-Loo*

Optional materials:

- Large paper (e.g. a roll of wallpaper or decorator's lining paper)
- Paints and/or coloured paper
- Scissors
- Glue

Before**1 Use flashcards to revise parts of the body.**

- Play **Stand up! Sit down!** with the body flashcards to revise parts of the body with the class.
- Put all the body flashcards up on the board.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- Check that the children understand about right and left. If the class seem confident with this, play another quick game of **Stand up! Sit down!** using left and right to check that the children are comfortable with it. If the children aren't used to telling their left from their right, keep the explanation brief, and help them when it comes to doing the actions by demonstrating yourself. However, keep the emphasis on fun and doing the main actions.

During**3 Play the song for the children to listen to.**

- Tell the children they are going to hear a song. Tell them there are some body words in the song. When they hear a body word they should point to the flashcard on the board.
- If you are using the DVD-ROM, select **Here we go Looby-Loo** from the songs menu. If you are using the CD, select track 4.
- Say, *1, 2, 3. A song for you and me!* Play the song and let the children listen and enjoy it.
- Now tell the children they are going to listen to the song again. When they hear a body word in the song, they should lift up their own hand or foot and 'shake it a little'. Demonstrate the action. Check understanding by saying *Your left foot. Shake it a little!*
- Play the song, sing along with it and encourage the children to sing, too.

4 Sing the song and learn the actions.

- Ask the children to stand up. Tell them the song has actions, and they need to listen very carefully to know what to do. Tell them to hold hands with the children on either side of them. Read the chorus out to them, and tell them to walk round in a circle.
- Point to the *hand* flashcard on the board. Ask, *Is it a foot? Is it a hand?* Establish that it's a hand and say, *Put your right hand in.* Hold out your right hand in front of you.

- Now say, *Put your right hand out.* Hold your right hand out behind you.
- Now bring your arm back in front of you and say, *Shake it a little!* The children should be familiar with this instruction and can show you what to do.
- Finally say, *And turn yourself about,* putting emphasis on *turn* and demonstrating by turning around in a circle.
- Play the first part of the song while the children sing along and do the actions.
- Pause the song and remind the children of the different body parts they heard in the song. Tell them they have to listen carefully and choose the right body part to do all the actions. Teach *whole self* and get the children to show you how they will do the actions with their 'whole selves'.
- If you have space in your classroom, let the children get up and stand in a big circle. This is more fun, as the children are facing each other, and can interact more. If space is limited however, the song can be done in several small groups.
- Play the whole song, helping any children who are unsure by joining in with the actions, to show them which hand/foot etc. to use.

Extra activity**Make body posters**

- For this activity you need wide rolls of paper so that you can provide paper big enough for the children to make life-size posters of themselves. Give each child a large piece of paper and a pencil.
- The children work in pairs. They take it in turns to lie on their paper while their partner traces around them. When they have an outline of themselves, they can add detail with paints or coloured paper to make a life-size self-portrait.
- Display the posters in the classroom. You can use them to revise body words by making labels. Read the label out and encourage volunteers to pin the labels on the correct part of their poster.





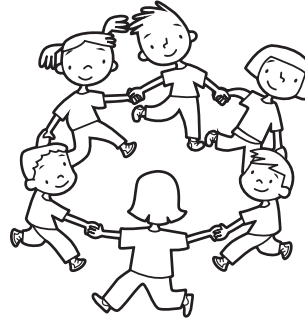
Unit 3

Here we go Looby-Loo

Chorus:

*Here we go Looby-Loo,
Here we go Looby-Light,*

*Here we go Looby-Loo,
All on a Saturday night.*



Put your right hand in,



Put your right hand out,



Shake it a little, a little,



And turn yourself about.



(Chorus)

Put your left hand in ...

(Chorus)

Put your right foot in ...

(Chorus)

Put your left foot in ...

(Chorus)

Put your whole self in ...

(Chorus)

Theme

Clothes

Main language

on, off, trousers, shoe, T-shirt, socks, jacket, hat

Materials

- Clothes flashcards: T-shirt, trousers, socks, shoes, jacket, hat
- A handmade flashcard for pyjamas
- Song: Diddle Diddle Dumpling

Optional materials:

- Items of adult-sized clothing

Before**1 Use flashcards to revise clothes.**

- Ask the children to say as many words for clothes as they know. If they are struggling to remember or it's a long time since they learnt the clothes words, help them by prompting. Point to an article of a pupil's clothing (or something you are wearing), e.g. a T-shirt and ask, *What's this? Is it a hat? No! Is it a shoe? No! It's a T-shirt.* etc.
- Now play **Kim's game** with the clothes flashcards.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- Put all the flashcards on the board. Encourage the children to think about different clothes for different situations. Say, e.g. *It's sunny. What do we wear when it's sunny? A T-shirt? A hat? It's cold. What do we wear when it's cold? A jacket? It's bedtime! What do we wear when it's bedtime? Trousers? Shoes? No!*
- Teach the word *pyjamas* and explain that people wear them at bedtime.

During**3 Play the song for the children to listen to.**

- Tell the children they are going to hear a song. Tell them there are some clothes words in the song. Ask them to listen and point to the flashcards on the board when they hear the clothes words.
- If you are using the DVD-ROM, select **Diddle Diddle Dumpling** from the songs menu. Alternatively, select track 5 on the CD.
- Say, *1, 2, 3. A song for you and me!* Play the song and let the children listen and enjoy it.
- Ask the children if they heard any clothes words in the song. Elicit which ones and accept any answers.
- Now tell the children they are going to listen to the song again. When they hear a clothes word in the song, they should point to the clothes they can see in the classroom – either on the flashcards on the board, or clothes they are wearing.
- Play the song, sing along with it and encourage the children to sing, too.

4 Sing the song and learn the actions.

- Establish who is speaking in the song (the little boy's mummy or daddy), and that John is a bit silly in his choice of clothes for bed.

- Now teach the actions. Say, *Diddle Diddle Dumpling, My son John.* Put your hands on your hips and shake your head. Repeat the first line and the actions for the children to copy.
- Go through the rest of the actions, saying the lines with emphasis on the key words and modelling the actions. Encourage the children to join in.
 - Went to bed* (Put your hands by your face together in the traditional mime for sleep.)
 - with his trousers on* (Point to your own trousers, and pull the fabric out a bit to display them.)
 - One shoe off* (Slip one shoe off and point to your foot.)
 - And one shoe on* (Point to your other foot with the shoe still on.)
 - Diddle Diddle Dumpling, My son John.* (Repeat the first action, hands on hips, shaking head.)
- Play the song while the children sing along and do the actions.

Extra activity**On and off!**

- Divide the class into two teams and put two piles of adult-sized clothing on the floor – one for each team.
- Explain to the children that you are going to call out a sentence with an item of clothing and *on*.
- The first child of each team has to go to the pile of clothing and put on the correct item. The quickest child to get it right, wins a point for their team.
- The children keep the clothing on until all the children in the team have had a go.
- Then, in Part Two of the game, say sentences with *off* and the child with the relevant item of clothing on in each team, has to race to the front and put it on the pile again.





Unit 4

Diddle Diddle Dumpling

Diddle Diddle Dumpling,
My son John,



Went to bed



with his trousers on.



One shoe off



And one shoe on.



Diddle Diddle Dumpling,
My son John.



Theme

Pets

Main language

spider, rain, sun, bird, fish, turtle, rabbit, elephant

Materials

- Pets flashcards: *bird, spider, fish, turtle, rabbit, elephant*
- Weather flashcards: *sunny, rainy*
- Song: *Incy Wincy Spider*

Optional materials:

- Paper prepared for the children to make wiggly spiders.
For each child: two medium-sized circles or ovals for the spider's body and head, plus eight long strips for the legs, and eight small circles for the feet
- Coloured pencils
- Glue

Before**1 Use flashcards to revise pets.**

- Play **Jumpity jump** to revise pets.
- Talk about pets. Find out with a show of hands how many of the children have got a pet. Find out how many children would like a pet.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- Put all the flashcards on the board. Ask the children which animal they think the song is going to be about. Ask, *Is it about a fish? Is it about an elephant?* Take predictions with a show of hands and write the numbers under the flashcards.

During**3 Play the song for the children to listen to.**

- Tell the children they are going to hear a song. Tell them to listen and find out which animal it is about.
- If you are using the DVD-ROM, select **Incy Wincy Spider** from the songs menu. If you are using the CD, select track 6.
- Say, *1, 2, 3. A song for you and me!* Play the song and let the children listen and enjoy it.
- Check whether their guesses were correct. Say, *It's about a spider! Incy Wincy Spider!*
- Now show the children the two weather flashcards. Say, *What's the weather like today?* Show them the *sunny* flashcard and say, *Is it windy? Is it sunny?* Then do the same with the *rainy* flashcard.
- Show the cards, and get the children to say, *It's rainy, It's sunny.*
- Establish what happens in the song.
- Draw a spout on the board to show the children what the spider is climbing up.

4 Sing the song and learn the actions.

- Now teach the actions. Say, *Incy Wincy Spider*. Wiggle your fingers in front of you. Then say, *climbed up the spout* and touch the index finger of one hand to the thumb of the other as you rotate the index finger and thumb of the other hand up to touch. Repeat the first line and the actions for the children to copy.
- Go through the rest of the actions, saying the lines with emphasis on the key words and modelling the actions. Encourage the children to join in.

Down came the rain (Imitate falling rain by wiggling your fingers and moving both hands down from above your head.)

Out came the sun (Put your hands in front of your face, with the fingers loosely clenched, then move them up and out, opening your fingers as you do so.)

Incy Wincy Spider climbed the spout again. (Repeat the first action, starting lower down.)

- Play the song while the children sing along and do the actions.

Extra activity**Make wiggly spiders**

- Hand out the prepared body parts to the children.
- Count the strips with the children and tell them that a spider has eight legs.
- Tell the children to colour the bits of the spider and draw eyes on the front of the head. If you want, you could tell them that some spiders have up to eight eyes, too.
- When the children have coloured all the pieces of their spider, show them how to fold the spider's legs back and forth like a concertina. Then they can glue the bits together: glue the head to the body, a foot on each leg and glue the legs onto the body.
- The concertina legs should bounce and make fun, wiggly spiders.
- Use the wiggly spiders to do the actions for the song.

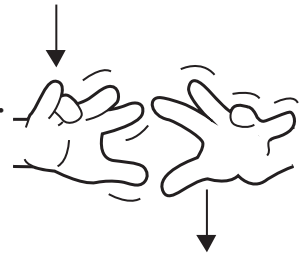


6 Unit 5 Incy Wincy Spider

Incy Wincy Spider climbed up the spout.



Down came the rain and washed poor Incy out.



Out came the sun and dried up all the rain.



Incy Wincy Spider climbed the spout again.



Theme

Food

Main language*currant bun, sugar, chocolate, ice-cream, cake, apple, banana, fish*

Numbers 1–5

Materials

- Food flashcards: *chocolate, ice-cream, cake, apple, banana, fish*
- Song: *Five currant buns*

Optional materials:

- A British penny
- One prepared set of food cards to demonstrate the activity
- Paper and scissors to make food cards, or prepared slips of paper (five per child)

Before**1 Use flashcards to revise food.**

- Play **Point with me** with the food flashcards to revise food with the class.
- Draw a simple currant bun on the board and say, *A currant bun. Mmmm. I like currant buns.* Establish what a *currant bun* is.
- Draw four more currant buns and elicit how many there are.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song. If you are using the DVD-ROM, select **Five currant buns** from the songs menu. If you are using the CD, select track 7.
- Point to the currant buns on the board. Establish where you would find currant buns (in the baker's shop). Ask, *How many currant buns are there?* and count together. Confirm the answer saying, *Five currant buns in a baker's shop.*
- Make sure the children understand *sugar* and say, *with sugar on the top.* (Mime sprinkling sugar on the top of something with your hand.)
- Elicit what you need if you want a currant bun from a shop (money to buy it). Teach *penny* and explain that it is a small amount of money in the United Kingdom. If you have brought in a British penny, show it to the children.

During**3 Play the song for the children to listen to.**

- Tell the children they are going to hear a song. Tell the children there are numbers in the song, and encourage them to listen out for them. Every time they hear a number, they should hold up their fingers to show it.
- Say, *1, 2, 3. A song for you and me!* Play the song for the children to listen and hold up their fingers for the numbers.
- Now look at the currant buns on the board again. Ask, *How many currant buns?* Count along and tell the children to hold up their fingers as they say the number. Agree and say, *Five! Five currant buns in a baker's shop.*
- Cover one up and ask, *How many currant buns?* Count with the children and say, *Four! Four currant buns in a baker's shop.* Continue in this way until all the buns are covered. Ask, *How many currant buns?* Encourage the children to show you with their fingers. Agree and say, *No currant buns!*

- Tell the children they are going to hear the song again. Encourage them to sing along this time. Remind them that when they hear a number, they should hold up their fingers to show it. Play the song, sing along and encourage the children to sing, too.
- Each time the verse ends, rub out one of the buns on the board.

4 Sing the song and learn the actions.

- Now teach the actions. Say, *Five currant buns in a baker's shop* and hold up five fingers. Repeat the first line and encourage the children to copy.
- Go through the rest of the actions, saying the lines with emphasis on the key words and modelling the actions.
- Encourage the children to join in.
- Play the song while the children sing along and do the actions.

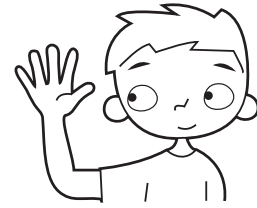
Extra activity**Make things to sell**

- Put the countable food flashcards up on the board (*cake, apple, banana, fish*).
- Show the children the food cards you have prepared, on which you have drawn five bananas (or one of the other foods), one on each card.
- Say, e.g. *Bananas. I like bananas. I've got bananas in my shop.*
- Tell the children to choose one of the foods, and to draw the item five times.
- Now the children can use their food items to role play.
- Demonstrate the activity with five volunteers. Say, *I've got bananas in my shop.*
- Count the bananas with the class.
- The volunteers come one by one and say, *One banana, please.* Mime the exchange of money and goods. Both shopkeeper and customer say *Thank you.*
- In groups of six they take it in turns to be the shopkeeper. Then five successive customers come and buy the items, until all the items are sold.

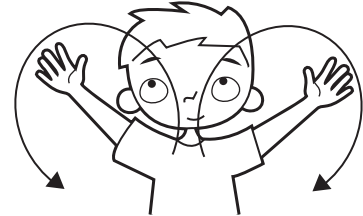


 Unit 6 *Five currant buns*

Five currant buns in a baker's shop,



Round and fat



with sugar on the top.



Along came a boy with a penny one day,



Bought a currant bun and took it away.



Four currant buns ...

Three currant buns ...

Two currant buns ...

One currant bun in a baker's shop,
Round and fat with sugar on the top.
Along came a boy with a penny one day,
Bought the currant bun and took it away.

Unit 1 Ten in the bed

Theme

Family

Main language

Numbers 1–10

brother, daddy, sister, mummy, baby, family

Materials

- Family flashcards: *brother, daddy, sister, mummy, baby, family*
- Numbers flashcards 1–6
- Handmade flashcards for 7–10
- Song: *Ten in the bed*

Before

1 Use flashcards to revise the family.

- Play **What have I got?** to revise the family.
- Put the family flashcards on the board. Find out with a show of hands how many of the children have got any brothers or sisters.
- Put the numbers flashcards on the board. Count from 1 to 10.
- Find out who has the biggest family. With a show of hands, find out how many people the children have got in their immediate families – count up through the numbers, asking the children to put up their hands each time if there are that many people in their family home (e.g. mummy, daddy and one child = 3).

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- Look at the family flashcards and introduce the concept of sharing. Elicit from the children if they have to share anything with members of their family. Find out, for example, if anyone shares a room with their brother or sister. Have they ever shared a bed?
- Quickly draw ten children on the board (they can be stick figures). Tell the class the song is called **Ten in the bed** and ask them to imagine what that would be like. Would it be fun? Would it be comfortable?

During

3 Play the song for the children to listen to.

- Tell the children they are going to hear a song. Tell the children there are numbers in the song and encourage them to listen out for them. Every time they hear a number, they should hold up their fingers to show it. If necessary, make sure the children know to use both hands to show numbers 6 to 10.
- If you are using the DVD-ROM, select **Ten in the bed** from the songs menu. If you are using the CD, select track 8.
- Say, **1, 2, 3. A song for you and me!** Play the song for the children to listen and hold up their fingers for the numbers. Hold up your fingers (ignoring the one that falls out) to guide them.
- Now look at the pictures of the ten children on the board. Ask, **How many are in the bed?** and tell the children to hold up their fingers as they say the number. Agree and say, **Ten! Ten in the bed.**
- Rub one out and ask, **How many in the bed?** Count with the children and say, **Nine! Nine in the bed.** Continue in this way until there's just one left. Ask, **How many in the**

bed? Encourage the children to show you with their fingers. Agree and say, **One in the bed!**

- Check that the children understand what happens to the other children as the song progresses. Ask whether they think the one left at the end is more comfortable.

4 Sing the song and learn the actions.

- Now teach the actions. Say, **There were ten in the bed.** Hold up ten fingers. Repeat the first line and the action for the children to copy.
- Go through the rest of the actions, saying the lines with emphasis on the key words and modelling the actions. Encourage the children to join in.
- Play the song while the children sing along and do the actions.
- Now ask for ten volunteers to come up to the front and stand in a row. Tell the child at the right-hand end that they are the 'little one'. Play the song again for the children to do the actions together. As each child 'falls out' from the left-hand end, they should sit down. The rest of the class can join in, doing the actions.
- In the last verse, the 'little one' can mime stretching and falling peacefully asleep.

Extra activity

Who fell out?

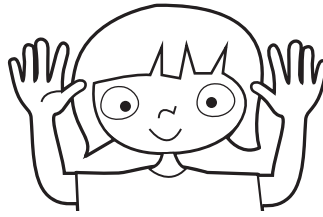
- Put five of the family flashcards on the board (*mummy, daddy, brother, sister, baby*).
- Count them with the children and establish that there are five of them.
- Say, **There were five in the bed.** Point to the baby and say, **And the baby said, 'Roll over! Roll over!'**
- Point to the daddy at the other end of the line and say, **So they all rolled over and daddy fell out!**
- Take the *daddy* flashcard off the board.
- Count the remaining family members and continue with the song, substituting the family members into the song.
- If the class enjoy it, swap the order around and sing it again.





Unit 1 Ten in the bed

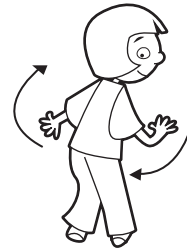
There were ten in the bed



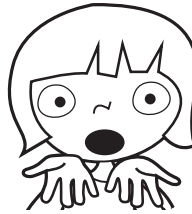
And the little one said,



'Roll over! Roll over!'
So they all rolled over



And one fell out ...



There were nine ...
There were eight ...
There were seven ...
There were six ...
There were five ...
There were four ...
There were three ...
There were two ...



There was one in the bed
And no one said,
'Roll over! Roll over!'
So no one rolled over
And no one fell out!



Theme

Noisy toys

Main language

violin, triangle, flute, boat, robot, plane, trumpet, drum, phone

Materials

- Noisy toys flashcards: *boat, robot, plane, trumpet, drum, phone*
- Handmade flashcards for *violin, triangle, flute*
- Song: *Oh, we can play the big bass drum*

Before**1 Use flashcards to revise noisy toys.**

- Play **Jumpity jump** with the noisy toys flashcards to revise noisy toys with the class.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- Put the flashcards of *drum* and *trumpet* on the board. Ask if anyone can play the drum or the trumpet. Point to the trumpet and say, *How do you play it?* and encourage the children to mime playing the trumpet. Point to the drum and say, *How do you play it?* and encourage the children to mime playing the drum.
- Point to the drum and ask, *Is it a noisy toy? (Yes, it is!)* Elicit the noise a drum makes (boom, boom, boom).
- Now put all the instrument flashcards on the board and quickly drill the words, *drum, trumpet, violin, triangle* and *flute*. Establish that they are all instruments and we can use them to make music.

During**3 Play the song for the children to listen to and learn the actions.**

- Tell the children they are going to hear a song. Tell them there are some instruments in the song. Ask them to listen and point to the flashcards on the board when they hear the words for the instruments.
- If you are using the DVD-ROM, select **Oh, we can play the big bass drum** from the songs menu. If you are using the CD, select track 9.
- Say, *1, 2, 3. A song for you and me!* Play the song and let the children listen and enjoy it.
- Ask the children if they heard any words for instruments in the song. Elicit which ones and accept any answers. Ask which one they didn't hear (trumpet). If necessary, play the song again for the children to listen for which instrument is not in the song.
- Look at the flashcards. Ask the children if they can remember the noises from the song. Point to each instrument in turn and make the noises for the children to copy.
- Now teach the actions. Say, *Oh, we can play the big bass drum and this is the way we do it.* Get the children to show you the action for playing a drum (move your hands up and down rhythmically, pretending to hold drumsticks). Repeat the first line and the actions for the children to copy.

- Go through the rest of the actions, saying the lines with emphasis on the key words and modelling the actions. Encourage the children to join in
Oh, we can play the violin (Tip your head sideways and mime playing a violin with a bow.)
Oh, we can play the triangle (Hold up your fingers as if holding an imaginary triangle, and beat it rhythmically with your other hand, as if holding an imaginary beater.)
Oh, we can play the silver flute (Mime playing an imaginary flute with your fingers.)

4 Sing the song.

- Now tell the children they are going to listen to the song again. When they hear an instrument word in the song, they should point to the flashcard on the board and join in with the sounds and as much of the song as they can.
- Play the song again while the children sing along and do the actions.

Extra activity**Noisy toys!**

- Put all the flashcards on the board. Point to the ones from the song and elicit the noises that they make.
- Ask the children to think about the other toys and the noises they make. Tell them they are going to pretend to be the toys.
- Now tell the children you are going to make some noises and they have to guess the toy. Make a noise (e.g. *Beep, Beep, Beep*) to imitate a robot. If necessary, move like a robot, too, to help the children to guess. Encourage the children to say the word.
- Say, *Everyone. Listen to me. Noisy toys. 1, 2, 3 ...* and say a toy for the children to impersonate.
- Invite individual children to come to the front and do their impressions for the class to guess.





Unit 2

Oh, we can play the big bass drum

Oh, we can play the big bass drum
And this is the way we do it.



BOOM, BOOM, BOOM, goes the big bass drum
And that's the way we do it.

Oh, we can play the violin ...



FIDDLE-DIDDLE-DEE, goes the violin ...

Oh, we can play the triangle ...



TING, TING, TING, goes the triangle ...

Oh, we can play the silver flute ...



TOOTLE-OOTLE-OOT, goes the silver flute ...

Theme

The face

Main language

ears, nose, hair, face, mouth, eyes, shoulders, knees, toes, head

Materials

- Face flashcards: *ears, nose, hair, face, mouth, eyes*
- Body flashcards: *head, arm, tummy, fingers, feet*
- Handmade flashcards for *shoulders, knees, toes*
- Song: *Head, shoulders, knees, and toes*

Optional materials:

- Paper (fold each piece of paper (one per pupil) into four equal horizontal sections)
- Pencils

Before**1 Use flashcards to revise the face.**

- Play **Point with me** with the face flashcards to revise the face with the class.
- Now introduce the revised *head* flashcard and present the handmade *shoulders, knees, and toes* flashcards. Continue with the flashcard game, including the new words, until the children are comfortable with them.
- Put all the flashcards on the board.

During**2 Play the song for the children to listen to.**

- Tell the children they are going to hear a song. Tell them there are some body and face words in the song. When they hear a word for a part of the body or the face, they should point to the flashcard on the board.
- If you are using the DVD-ROM, select **Head, shoulders, knees, and toes** from the songs menu. If you are using the CD, select track 10.
- Say, *1, 2, 3. A song for you and me!* Play the song for the children to listen and point to the flashcards.

3 Sing the song and learn the actions.

- Ask the children to stand up. Tell them the song has actions and they are very simple. Whenever they hear a word for a part of the body or the face, they should touch that part of their body. Try it out by calling out a few body parts from the song, and guiding the children to touch them with both hands.
- Now go through the first part of the song, saying the words and doing the actions for the children to copy. Do it slowly at first, and then speed up to nearly the pace of the song.
- Play the first part of the song for the children to sing along and do the actions with.
- Pause the song and remind the children of the different body parts they heard in the song. Drill the *eyes and ears and mouth and nose* part like the first part, first slowly and then speeding up.
- If you have space in your classroom, let the children get up and stand in a big circle. This is more fun, as the children are facing each other and can interact more. Alternatively, they could form two circles, one facing in and one facing out, so one child in each circle faces a child in the other circle.

- Play the whole song while the children sing along and do the actions, helping any children who are unsure by joining in at the front.

Extra activities**New words, new actions**

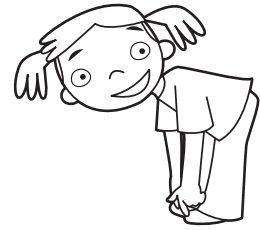
- Put the following flashcards on the board: *arm, tummy, fingers, toes*.
- Say the words and tell the children to point to that part of them, as in the song (they can just wiggle their fingers).
- Say them again, in the same pattern as the song: *arm, tummy, fingers, toes, fingers, toes; arm, tummy, fingers, toes, fingers, toes*.
- Now put the next set of flashcards on the board: *face, hair, mouth, nose* and do the same.
- Point to the new words and sing the song with the children, doing the actions.

Pass it on

- Hand out a piece of folded paper and a pencil to each child. (Each child will draw a body part as instructed by you on the folded paper and then fold their drawing over backwards and pass it on to their neighbour. The drawing should continue below the fold line into the next section to allow the next person to continue the drawing.)
- Tell them to draw a head with eyes, ears, mouth, and nose at the top of the page and pass it on.
- Tell them to draw a body to the waist with shoulders, arms and tummy and pass it on.
- Tell them to draw legs to the knees and pass it on.
- Tell them to draw the rest of the legs, with feet and toes and pass it on.
- Now the children can unfold the drawings and look at the crazy drawings they have made!



Head, shoulders, knees, and toes,

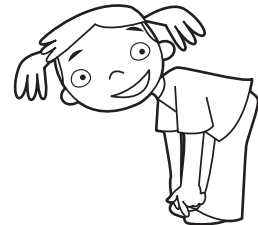


Knees and toes,
Head, shoulders, knees, and toes,
Knees and toes.

Eyes and ears and mouth and nose,



Head, shoulders, knees, and toes,
Knees and toes.



Theme

Weather

Main language

raining, rainy, umbrella, cold, windy, sunny, hot

Materials

- Weather flashcards: *rainy, umbrella, cold, windy, sunny, hot*
- A handmade flashcard showing a raincloud with a lot of heavy rain for *pouring*

- Handmade flashcards showing an old man asleep and an old man bumping his head
- Song: *It's raining, it's pouring*

Optional materials:

- A long cardboard tube
- Card cut into two circles the same size as the holes of the tube
- Glue
- Dry rice or lentils

Before**1 Use flashcards to revise the weather.**

- Play **Point with me** to revise the weather. Introduce the word *pouring*. Show the children the flashcard for *pouring* and explain to them that *pouring* means very, very, very rainy! Practise it with the other words.
- Look outside the window and ask, *What's the weather like today?* Elicit answers from the children.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- Put the flashcard of an old man asleep on the board and say *The old man is sleeping!* Then say *The old man is snoring!* Teach *snoring* – imitate the sound of snoring, and then get the children to join in.
- Then put the flashcard of the old man bumping his head on the board and say *He bumped his head!* Mime holding your head as if it hurts. Get the children to copy you.
- Teach *get up in the morning* by miming stretching and rubbing your eyes. Get the children to join in.

During**3 Play the song for the children to listen to.**

- Put the weather flashcards on the board.
- Tell the children they are going to hear a song. Tell them there are some weather words in the song. Ask them to listen and point to the flashcards on the board when they hear the weather words.
- If you are using the DVD-ROM, select **It's raining, it's pouring** from the songs menu. If you are using the CD, select track 11.
- Say, *1, 2, 3. A song for you and me!* Play the song and let the children listen and enjoy it.
- Ask the children if they heard any weather words in the song. Elicit which ones and accept any answers. Ask, *Is it sunny? Is it hot? No! It's pouring!*
- Play the song, sing along with it and encourage the children to sing, too.

4 Sing the song and learn the actions.

- Quickly establish what happens in the song.
- Now teach the actions. Say, *It's raining.* Put your hands out flat with the palms up, as if feeling for raindrops.

Repeat the first line and the actions for the children to copy.

- Now say, *It's pouring* and put your hands over your head to make a little roof (as you might do to protect your head with a newspaper in a rain shower).
- Go through the rest of the actions, saying the lines with emphasis on the key words and modelling the actions. Encourage the children to join in.
The old man is snoring (Mime snoring, with your eyes shut.)
He went to bed (Put your hands by your face together in the traditional mime for sleep.)
and bumped his head (Hold your head as if it hurts and make a sad expression.)
And couldn't get up in the morning. (Hold up your hands in front of your face, with fingers stretched out, to represent the rising sun.)
- Play the song while the children sing along and do the actions.

Extra activity**Make a rainmaker**

- Stick a card circle over one end of the cardboard tube. Ensure there are no gaps.
- Pour the rice or lentils into the open end of the tube.
- Stick the other card circle over the open end of the tube.
- Once the glue is dry, shake the rainmaker to make a musical sound.

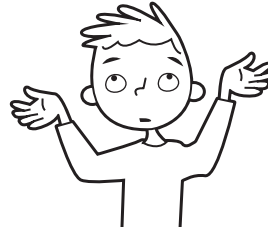




Unit 4

It's raining, it's pouring

It's raining,



it's pouring,



The old man is snoring.



He went to bed



and bumped his head



And couldn't get up in the morning.



Theme

Jungle animals

Main language

bird(s), crocodile, parrot, monkey, snake, tiger, lion

Materials

- Jungle animals flashcards: crocodile, parrot, monkey, snake, tiger, lion
- Pets flashcard: bird

- Handmade flashcards of wild birds and a wall
- Song: *Two little dicky birds*

Optional materials:

- Pine cones
- Peanut butter
- Birdseed
- String
- Spoons

Before**1 Use flashcards to revise jungle animals.**

- Play **What have I got?** to revise jungle animals.
- Find out if the children have ever seen any of the jungle animals. Elicit where (probably at the zoo or on TV). Establish that these are special animals that we don't see every day. Ask if the children can think of any animals that they can see by looking out of the window. Elicit *birds*.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- If you can see any birds out of the classroom window, encourage the children to look out and watch them for a minute. Alternatively, show the children the flashcard of wild birds. Talk about what they are doing: sitting, walking, flying, etc.
- Show the children the flashcard of a wall and say *The bird is sitting on a wall*.

During**3 Play the song for the children to listen to.**

- Tell the children they are going to hear a song. Tell them there are some birds in the song. Ask them to listen and find out how many birds. When they know the answer they should hold up their fingers to show how many.
- If you are using the DVD-ROM, select **Two little dicky birds** from the songs menu. If you are using the CD, select track 12.
- Say, *1, 2, 3. A song for you and me!* Play the song and let the children listen and enjoy it.
- Ask the children, *How many birds?* Elicit the answer and say, *Two little dicky birds*.
- Tell the children the birds are called Peter and Paul.
- Play the song, sing along with it and encourage the children to sing, too.

4 Sing the song and learn the actions.

- Now teach the actions. Say, *Two little dicky birds sitting on a wall*. Hold your hands out with the index fingers pointing up, to represent the two birds. Repeat the first line and the actions for the children to copy.
- Now say, *One named Peter* and wiggle the finger on your left hand, and say, *One named Paul* and wiggle the

finger on your right hand. If necessary repeat the names, while wiggling your fingers in turn, so that the children are familiar with them.

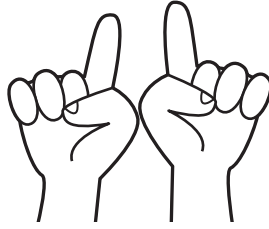
- Go through the rest of the actions, saying the lines with emphasis on the key words and modelling the actions. Encourage the children to join in.
- Play the song while the children sing along and do the actions.

Extra activity**Make a bird feeder**

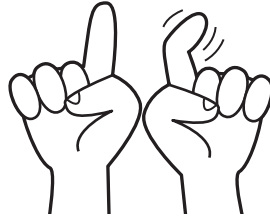
- Have the children make pine cone bird feeders by dipping the spoons into the peanut butter and covering the pine cones with the peanut butter.
- Roll the cone in the birdseed.
- Tie string to the top end and then it is ready to hang outside.



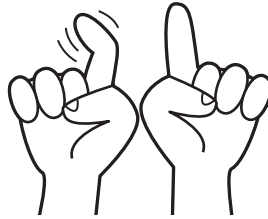
Two little dicky birds
Sitting on a wall.



One named Peter,



One named Paul.



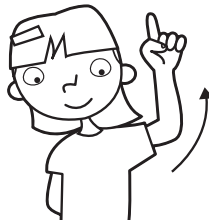
Fly away Peter,



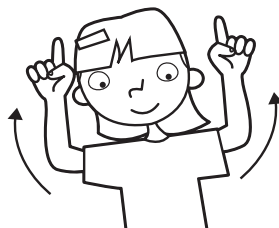
Fly away Paul.



Come back Peter,



Come back Paul.



Theme

A picnic

Main language*jelly, sausages, melon, cherries, chicken, sandwiches, yoghurt, milkshake***Materials**

- Picnic flashcards: *melon, cherries, chicken, sandwiches, yoghurt, milkshake*
- Food flashcards: *chocolate, ice-cream, cake, apple, banana, fish*
- Handmade flashcards for *jelly, sausages*
- A prepared jelly (to show the children how it wobbles and to let them taste it)
- Song: *Jelly on a plate*

Before**1 Use flashcards to revise picnic words.**

- Play Jumpity jump with the picnic flashcards to revise the picnic words with the class. Introduce *jelly* and *sausages* and mix them in with the picnic words until the children are confident.
- Point to the *sausages* flashcard and say, *Mmm. I like sausages.* Put all the flashcards on the board and invite individual children to tell you what they like.

2 Introduce the concept of the song.

- Tell the children they are going to learn a song.
- If necessary, explain to the children what jelly is. Tell them that in the UK children often eat jelly with ice-cream at birthday parties. Ask the children what foods they eat at birthday parties.

During**3 Play the song for the children to listen to.**

- Tell the children they are going to hear a song. Tell them there are some food words in the song. Ask them to listen and point to the flashcards on the board when they hear the food words.
- If you are using the DVD-ROM, select *Jelly on a plate* from the songs menu. If you are using the CD, select track 13.
- Say, *1, 2, 3. A song for you and me!* Play the song and let the children listen and enjoy it.
- Ask the children if they heard any food words in the song. Elicit which ones.
- Play the song again, sing along emphasising the food words and encourage the children to sing, too.

4 Sing the song and learn the actions.

- If you have brought a jelly, show it to the children. Say, *Jelly on a plate*, wobble it, and ask the children to imitate the way it moves. Say, *Wibble, wobble, wibble, wobble.*
- If you don't have a jelly, ask the children to imagine one. Say, *Wibble, wobble, wibble, wobble* and tell the children to listen to the sounds and imagine how the jelly moves. Tell them to move their bodies in response to the words.
- Point to the *jelly* flashcard and say, *Jelly on a plate!* Then say, *Wibble, wobble, wibble, wobble* and jiggle to show how the jelly moves.
- Now teach the second verse. Say, *Sausages in a pan.* Point to the *sausages* flashcard and tell the children to

imagine they have a pan with sausages in. Say, *Turn them over, turn them over.* Turn around as you say it. Then repeat for the children to repeat and copy the action.

- Play the song while the children sing along and do the actions.

Extra activity**Memory game**

- Put all the picnic flashcards plus the handmade flashcards for *jelly* and *sausages* on the board. If you like, use the flashcards from the food set: *chocolate, ice-cream, cake, apple, banana, fish.*
- Say, *I'm having a picnic and I've got sausages.* Put the *sausages* flashcard at the beginning of a row.
- Then say, *I'm having a picnic and I've got sausages and chicken.* Put the *chicken* flashcard next to the *sausages* flashcard.
- Now invite a pupil to add something to the list. Help him/her to say the sentence, and encourage him/her to choose another item. Put it on the board next to the others.
- The whole class says the sentence, mentioning each of the items in turn.
- When the class is comfortable with the sentence and adding something to the list each time, put all the flashcards back in random order and tell the children they are going to play a memory game.
- Repeat the activity, but without the help of the flashcards. The children must remember the items, and add one more to the list each time. If necessary, call on a different child to add an item each time, but let the class say the growing list together.





Unit 6

Jelly on a plate

Jelly on a plate, jelly on a plate,
Wibble wobble, wibble wobble,
Jelly on a plate.



Sausages in a pan, sausages in a pan,
Turn them over, turn them over,
Sausages in a pan.

