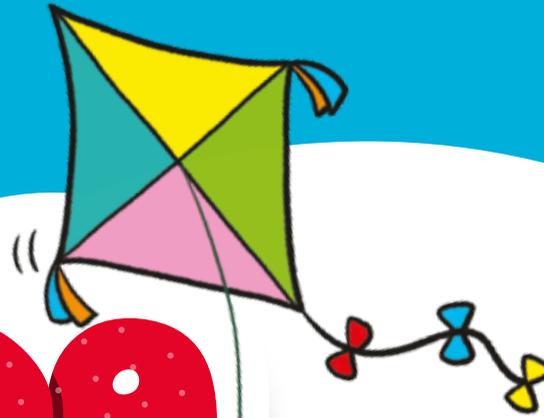


Andrea Turner

# AMANDA and friends



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# 1



# Contents

Welcome

## Hello

- To understand and use English.
- To recognise and name the characters.
- To recognise the teacher.
- To learn to say *hello* and *bye bye*.
- To actively participate in a song.

- Hello*
- Bye bye*

**Key** *Alfie, Amanda, George, teacher*

Unit 1

## School

No George, no



- To name classroom vocabulary.
- To identify the colours *red* and *yellow*.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **B**.

- What's this?*
- What colour is it?*

**Key** *bag, book, crayon, pencil; red, yellow*

**Story** *No! Oops! Oh dear!*

Unit 2

## Family

One at a time



- To name family members.
- To identify number 1.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **S**.

- Who's this?*
- This is my...*

**Key** *brother, daddy, mummy, sister; number 1*

**Review** *bag, book, crayon, pencil*

**Story** *One at a time! Sorry!*

Unit 3

## Toys

George's birthday



- To name toys.
- To identify the colours *blue* and *green*.
- To review colours and family members.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **T**.

- What's this?*
- Is this a...?*
- What colour is it?*

**Key** *ball, car, doll, teddy; blue, green*

**Review** *red, yellow; brother, daddy, mummy, sister*

**Story** *What is it? Thank you! Happy birthday!*

Unit  
**4**

**Body**



Amanda is poorly

**Objectives**

- To name parts of the face.
- To review number 1.
- To identify number 2.
- To identify a circle.
- To count up to two objects.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **N**.

**Language**

- What's this?
- How many?
- Touch your...

**Vocabulary**

**Key** ears, eyes, mouth, nose;  
number 2; circle

**Review** blue, green; number 1; car;  
crayon; mummy

**Story** I feel poorly. Good girl!

Unit  
**5**

**Pets**



Pet day

- To name pets.
- To recognise the concept of size.
- To classify things as *big* or *little*.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **F**.

- What's this?
- Is this a...?
- Is it big or little?
- What is it?

**Key** cat, dog, elephant, fish, mouse;  
big, little

**Review** number 2; ball; circle

**Story** Hello! Help!

Unit  
**6**

**Food**



George goes shopping

- To name fruit.
- To identify numbers 1-3.
- To understand the concept of 1, 2 and 3 as quantities.
- To identify the colour *orange*.
- To actively participate in a song.
- To listen to and follow a story.
- Phonics:** Practising initial sound **A**.

- What's this?
- Is this a...?
- How many (apples)?

**Key** apple, banana, orange, pear;  
number 3; orange

**Review** numbers 1, 2; ball; book, crayon;  
mummy, sister; blue, green, orange,  
red, yellow

**Story** We need fruit. Oh yes, fruit!  
one, two, three.

**Festivals**



**Halloween**

- To identify Halloween vocabulary.
- To actively participate in a song.

- What is (Amanda)?
- What's this?

**Key** cat, spider, witch



**Christmas**

- To identify Christmas vocabulary.
- To actively participate in a song.

- What's this?

**Key** Santa, star, tree



**Easter**

- To identify Easter vocabulary.
- To actively participate in a song.

- I like chocolate eggs. Thank you!

**Key** bunny, chocolate, egg

# Unit 3 Toys

	Theme	Learning objectives	Vocabulary
Lesson 1	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> Toys</li> </ul>	<ul style="list-style-type: none"> <li>To name toys.</li> <li>To understand the questions: <i>What's this? Is this a...?</i></li> <li>To actively participate in a song.</li> </ul>	<p><b>Key</b> ball, car, doll, teddy</p>
Lesson 2	<ul style="list-style-type: none"> <li><b>Concepts:</b> Blue and green</li> </ul>	<ul style="list-style-type: none"> <li>To review the colours red and yellow.</li> <li>To identify the colours blue and green.</li> <li>To understand the question: <i>What colour is it?</i></li> <li>To actively participate in a song.</li> </ul>	<p><b>Key</b> blue, green; ball, car, doll, teddy</p> <p><b>Review</b> red, yellow</p>
Lesson 3	<ul style="list-style-type: none"> <li><b>Story:</b> George's birthday</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and follow a story.</li> <li>To recognise toy vocabulary.</li> <li>To identify the colours blue and green.</li> <li>To review family members and the colours red and yellow.</li> </ul>	<p><b>Key</b> ball, car, doll, teddy; blue, green</p> <p><b>Review</b> brother, daddy, mummy, sister; red, yellow</p> <p><b>Story</b> What is it? Thank you! Happy birthday!</p>
Lesson 4	<ul style="list-style-type: none"> <li><b>Consolidation:</b> Review of toys vocabulary and colours</li> </ul>	<ul style="list-style-type: none"> <li>To review toy vocabulary.</li> <li>To review the colours blue, green, red and yellow.</li> </ul>	<p><b>Key</b> ball, car, doll, teddy; blue, green</p> <p><b>Review</b> red, yellow</p>

## Phonics



The sound **T**



## Teacher's i-solutions

All the teaching and learning materials organised into **step-by-step lesson plans** including:

- ✦ Quick lesson guides and tips
- ✦ i-posters
- ✦ i-flashcards
- ✦ i-story cards
- ✦ Animated songs
- ✦ Animated story
- ✦ Interactive games

**Game Generator** to create your own interactive games for consolidation, revision or just for fun.

**My Worksheets** section to edit or create your own **personalised worksheets** using any of the photocopiable material from the unit.



### Multiple intelligences

- ✦ Visual-spatial
- ✦ Bodily-kinaesthetic
- ✦ Musical
- ✦ Interpersonal
- ✦ Linguistic
- ✦ Logical-mathematical

- ✦ Visual-spatial
- ✦ Bodily-kinaesthetic
- ✦ Musical
- ✦ Interpersonal
- ✦ Linguistic
- ✦ Logical-mathematical

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- ✦ Visual-spatial
- ✦ Musical
- ✦ Interpersonal
- ✦ Linguistic
- ✦ Logical-mathematical

### Evaluation 'Check if the children can...'

- ✦ identify and point to toys.
- ✦ name toys.
- ✦ respond to the question: *What's this?*
- ✦ join in with the song.
- ✦ complete the worksheet appropriately.
- ✦ do the interactive game on the IWB.

- ✦ identify the colours *blue* and *green*.
- ✦ respond to the question: *What colour is it?*
- ✦ join in with the song's actions.
- ✦ join in with the song's lyrics.
- ✦ complete the worksheet appropriately.
- ✦ do the interactive game on the IWB.

- ✦ listen attentively to the story.
- ✦ answer simple questions.
- ✦ join in with the repetitive words.
- ✦ follow the animated story.
- ✦ complete the worksheet appropriately.

- ✦ identify and name toys and the colours *blue* and *green*.
- ✦ respond to the questions: *What's this?*  
*What colour is it?*
- ✦ manipulate the pop-outs.
- ✦ complete the worksheet appropriately.
- ✦ do the interactive game on the IWB.

### Key competences

Lesson 1



Lesson 2



Lesson 3



Lesson 4



# Unit 3 Toys

## Lesson 1 Overview

### Vocabulary

#### Quick lesson plan

#### Learning objectives

- To name toys.
- To understand the questions: *What's this? Is this a...?*
- To actively participate in a song.

#### Vocabulary

*ball, car, doll, teddy*

#### Resources and Materials

##### Teacher's i-solutions

- Amanda Panda puppet
- CD 1
- CD 3
- Flashcards: *ball, car, doll, teddy*
- Flashcard cube
- Realia: ball, car, doll, teddy
- Poster Side A
- Poster pop-outs
- Student's Book
- Stickers 3.1

**Optional:** Teacher's Resource Book Worksheet 3.1 (1 per child)

#### Key competences

-  The children develop their ability to understand English and respond appropriately.
-  The children identify toys and use their initiative to decide where to place the **stickers**.

#### Introduction

-  1.1-1.3  Choose a routine song to begin the class.  
Greet the Amanda Panda puppet.

#### Vocabulary presentation

- Use the **flashcards** and real toys to present the new vocabulary.  
Work with **Poster Side A** and **poster pop-outs**.
-  1.24  Do the listening activity.

#### Vocabulary practice

- Play a game with the **flashcard cube**.  
Match real toys with the **flashcards**.

#### Song

- Use the **flashcards** to accompany the song.
-  1.25  Sing *Come and play*.

#### Table time

-  1.4  Sing *It's time to work!*  
Work with **Student's Book Worksheet 3.1** and **Stickers 3.1**.
-  1.5  Sing *Tidy up!*

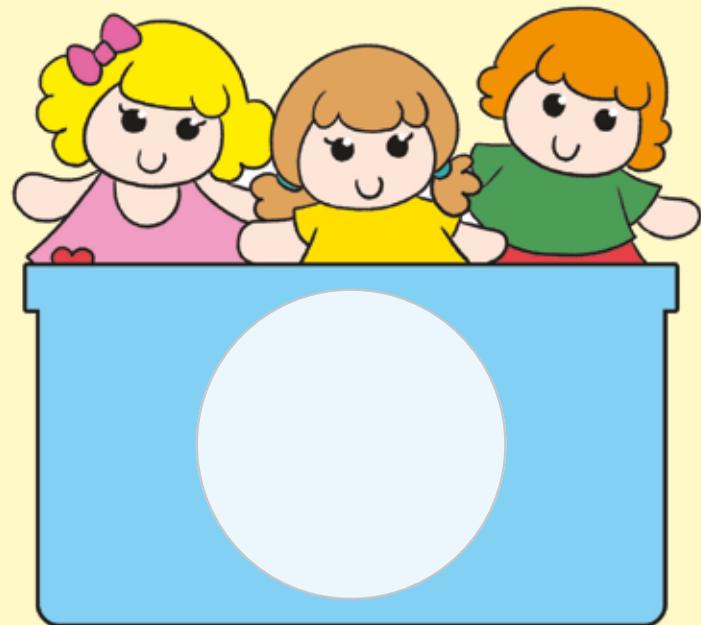
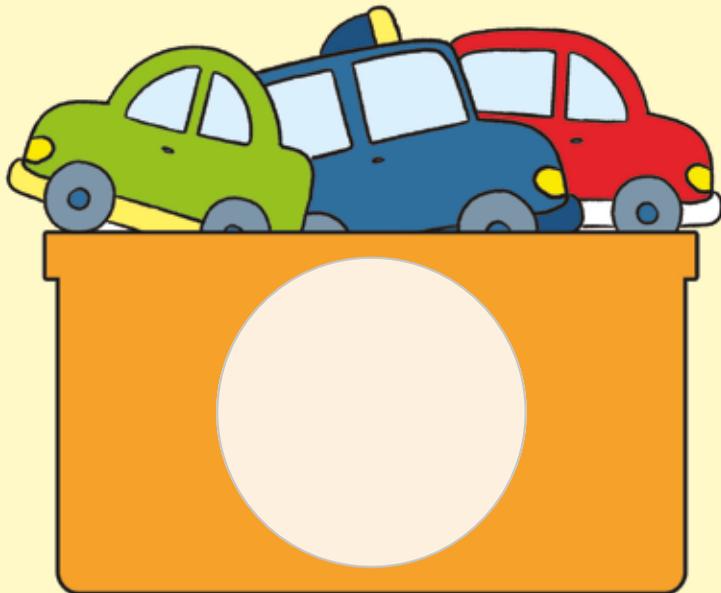
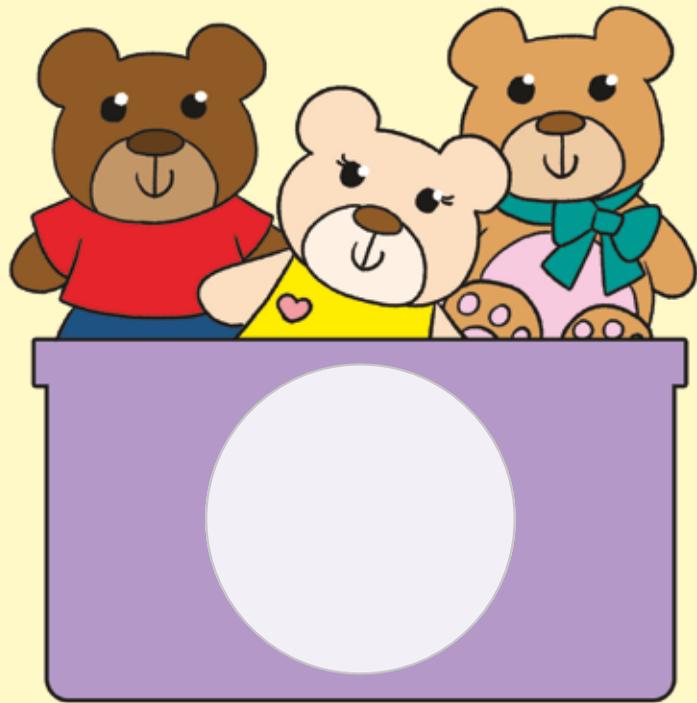
#### Optional extras

- Play **Match it!** on the **Teacher's i-solutions**.  
Work with **Teacher's Resource Book Worksheet 3.1**, page 13.  
Play **What's in the bag?**  
Play **Toy time**.
-  3.7  Traditional action song: *Round and round the garden*

#### Bye bye!

- Say *bye bye* to the Amanda Panda puppet.
-  1.6  Sing *Bye bye!*





3.1



#### 1.1-1.3 Introduction

- ✦ Sing the *Hello!*, *Good morning!* or *Good afternoon!* song.
- ✦ Greet the children with the Amanda Panda puppet.
- ✦ Use Amanda to tell the children they are going to learn some words for toys in English today.

#### Vocabulary presentation

- ✦ Have Amanda show the **flashcards** or real toys *ball*, *car*, *doll*, *teddy* and ask: *What's this? It's a (ball)*. The children repeat the words.
- ✦ Show the **flashcards** in random order for the children to call out the words.
- ✦ Hand out the toys, then say one of the words and the child with that toy holds it up.
- ✦ **Poster Side A**: Display the **poster**, point to a shape and ask *What's this?* They may need some help with this.
- ✦ Then ask with a lot of emphasis to help understanding: *Is this a (teddy)?* Nod or shake your head each time and say *Yes* or *No* until the children answer the question independently.
- ✦ Show the **poster pop-outs** of the toys and ask: *What's this?* Then ask a child to come out and point to a toy: *Point to the (ball)*.
- ✦ 1.24 Play the poster audio. Pause after each sentence and ask a volunteer to find the correct **poster pop-out** and put it on the **poster** in the correct place.

#### Transcript

*Hello.  
Find the car.  
Find the doll.  
Find the teddy.  
Find the ball.*

- ✦ Extension: Show a **poster pop-out** and ask questions. Ask: *Is this a (car)?*

#### Vocabulary practice

- ✦ Put the real toys on the floor. Say: *(Ana), give me a (teddy)!*
- ✦ Put the **flashcards** into the **flashcard cube**. Give the children turns to throw the cube and name the picture it lands on. If no picture shows, the child throws again.
- ✦ Put the children in a circle and hand out the real toys. Let them pass them round and play. Ask individual children: *Is this a (ball)?* Then call out a toy and the child holding it waves it for the others to see.

#### 1.25 Song: Come and play

- ✦ Put the **flashcards** on the board in the following order: *ball*, *car*, *doll*, *teddy*. Review the words.
- ✦ Say: *Boys and girls, come and play*, with gestures to help them understand.
- ✦ Play the song. Hold up each item or point to the **flashcard** as it is mentioned.
- ✦ Play the song again and get the children to join in. If possible, put them in groups and give them the objects to hold up for each verse.

#### Transcript

*Boys and girls come and play,  
Play with a ball today!  
  
Boys and girls come and play,  
Play with a car today!  
  
Boys and girls come and play,  
Play with a doll today!  
  
Boys and girls come and play,  
Play with a teddy today!*

#### Table time

- ✦ 1.4 Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.1**: Show the **teddy sticker** and pretend to put it with the balls. Then ask: *Yes or No?* Use gestures to help with understanding.
- ✦ Then put it with the teddies and look at the children for them to say *Yes* or *No*.
- ✦ Repeat with the other toy **stickers**.
- ✦ Hand out the worksheets and **stickers**. The children put the **stickers** with the correct toy box.
- ✦ Encourage them to say the names of the toys as they place the **stickers**.
- ✦ 1.5 Sing *Tidy up!*

#### Bye bye!

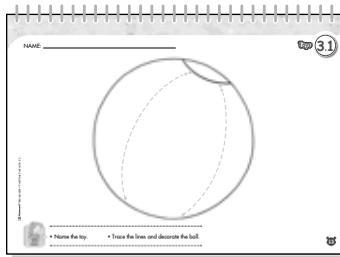
- ✦ Let the children say *bye bye* to the Amanda Panda puppet.
- ✦ 1.6 Sing *Bye bye!*

Choose activities according to your timetable

## Interactive game

- Play **Match it!** on the **Teacher's i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

## Table time



- 1.4 Sing *It's time to work!*

- Teacher's Resource Book Worksheet 3.1** (1 per child)

Get the children to say the name of the object.

Show the children that they have to trace the lines on the ball.

They then decorate the ball. They can use paints, crayons, stickers, glitter or anything else!

## Games

- Playground game:** Take the children to the playground or a large space. Put the **flashcards** up on different walls and review the words with the children. Stand with all the children in the middle of the space. Call out one of the words and the children go to the **flashcard**. Repeat with other words.
- What's in the bag?:** Get a bag and put inside either a ball, doll, car or teddy without the children seeing. Ask: *What's in the bag?* Let the children guess. Take out the object and say: *It's a (ball)!*
- Toy time:** Bring various teddies, balls, cars and dolls to class. Let the children ask for what they want to play with by saying: *(Ball), please.*
- What is it?:** Put the four **flashcards** on the board face down. Point to one of the **flashcards** and encourage the children to guess which toy it is. Turn the card over so they can see who was right.
- Teddy bears' picnic:** Take the children to the playground or a large space. Invite them to sit down in groups with their teddies and eat their snack.  
Note: Send a letter home or ask parents to send the children to school with a teddy and a snack.

## Traditional action song

- 3.7 *Round and round the garden:* The children watch the video to learn the actions and the lyrics. The actions help to develop fine and gross motor skills as well as the children's social skills as they must work in pairs. At the same time they are developing their knowledge of the English language in a fun way.

# Unit 3 Toys

## Lesson 2 Overview

### Concepts

#### Quick lesson plan

#### Learning objectives

- To review the colours *red* and *yellow*.
- To identify the colours *blue* and *green*.
- To understand the question: *What colour is it?*
- To actively participate in a song.

#### Vocabulary

*blue, green; ball, car, doll, teddy*  
*red, yellow*

#### Resources and Materials

##### Teacher's i-solutions

- CD 1
- Flashcards: *Kelly; blue, green, red, yellow*
- Poster Side B
- Poster pop-outs
- Realia: blue and green objects, e.g., crayons, pencils, toy bricks
- Student's Book
- Coloured stickers
- Optional:** Teacher's Resource Book Worksheet 3.2 (1 per child)

#### Key competences

-  The children develop their listening and speaking skills, responding to questions in English.
-  The children appreciate colours and recognise that certain objects are certain colours.

#### Introduction

-  1.1-1.3  Choose a routine song to begin the class.
- Greet the *Kelly* flashcard.
- Review the colours *red* and *yellow*.

#### Concepts presentation

- Use the **flashcards** to present *blue* and *green*.
- Work with **Poster Side B** and **poster pop-outs**.
-  1.26 Do the listening activity.
- Extend by giving your own instructions.

#### Concepts practice

- Use real objects in a colour identifying activity.
- Have a colour hunt.

#### Songs

- Use the **flashcards** of the colours to point to during the songs.
-  1.27-1.28  Sing *Show me blue. Show me green.*

#### Table time

-  1.4  Sing *It's time to work!*
- Work with **Student's Book Worksheet 3.2**.
-  1.5  Sing *Tidy up!*

#### Optional extras

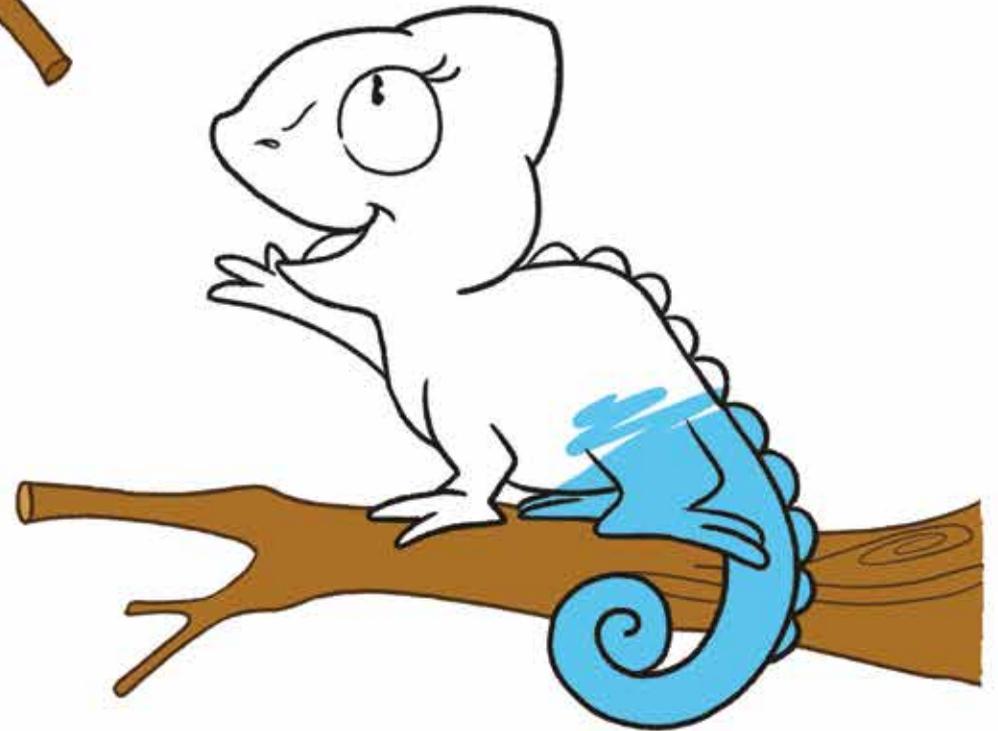
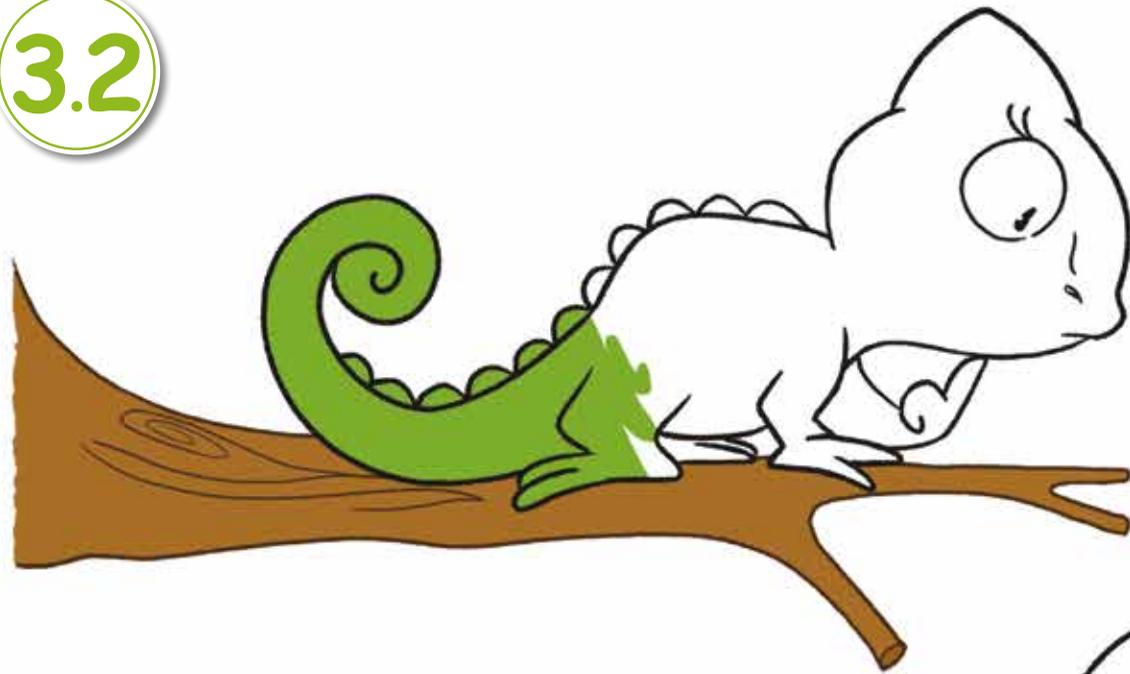
- Play **Memory** on the **Teacher's i-solutions**.
- Work with **Teacher's Resource Book Worksheet 3.2**, page 14.
- Play **Find my friends**.
- Arts and crafts: Make a blue and a green display.

#### Bye bye!

- Say *bye bye* to the *Kelly* flashcard.
-  1.6  Sing *Bye bye!*



3.2



#### 1.1-1.3 Introduction

- ✦ Sing the *Hello!*, *Good morning!* or *Good afternoon!* song.
- ✦ Greet the children with the **Kelly flashcard**.
- ✦ Remind the children of the two colours they already know, *red* and *yellow*. Point to objects or the **flashcards** and ask: *What colour is it?*
- ✦ Say: *Kelly has got some more colours!*

#### Concepts presentation

- ✦ Have *Kelly* show the **blue flashcard** and say: *Blue!* Encourage the children to repeat the word.
- ✦ Do the same with the **green flashcard**.
- ✦ **Poster Side B:** Display the **poster** and ask a volunteer to point to each coloured Kelly. Say: *Point to (blue) Kelly.*
- ✦ Show the **poster pop-outs** of the toys. Help the children to name each object and say the colours.
- ✦  1.26 Play the poster audio. The children place the objects with Blu-tack.

##### Transcript

*Point to blue Kelly.  
Point to green Kelly.  
Give blue Kelly something blue.  
Give green Kelly something green.*

- ✦ Extension: Give the children your own instructions. Say: *Give (blue) Kelly a (doll). Give (green) Kelly something (yellow).*

#### Concepts practice

- ✦ Put red, yellow, blue and green objects on the floor. Pick up an object and ask: *What colour is it?* Repeat lots of times.
- ✦ Call out one of the colours and ask the children to pick something up of that colour.
- ✦ Keep playing until the children can easily recognise and say all four colours.
- ✦ Place the objects around the room and send the children on a colour hunt. When they find something, they hold it up and name the colour.

#### 1.27-1.28 Songs: **Show me blue Show me green**

- ✦ Put the **blue** and **green flashcards** on the board. Point and let the children call out the colours.
- ✦ Play the songs through and point to something blue then green.

##### Transcript

*Blue, blue, show me blue!  
Blue, blue, show me blue!  
Blue, blue, show me blue!  
Show me blue!*

##### Transcript

*Green, green, show me green!  
Green, green, show me green!  
Green, green, show me green!  
Show me green!*

- ✦ Play the songs again and get the children to join in singing. They touch or point to something of the correct colour each time.

#### Table time

- ✦  1.4  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.2:** Point to green Kelly and ask *What colour is Kelly?*
- ✦ Repeat with the blue one.
- ✦ Hand out the worksheets and coloured stickers. The children put the correct coloured stickers on each Kelly.
- ✦ Encourage them to say the names of the colours as they place the stickers.
- ✦  1.5  Sing *Tidy up!*

#### Bye bye!

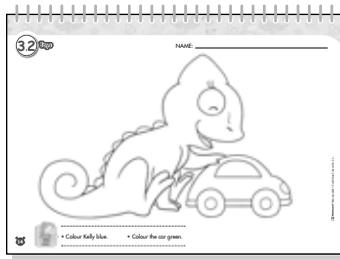
- ✦ Show the **blue flashcard** and say: *Bye bye, blue.* Repeat with *green*. Get the children to do the same.
- ✦ Let the children say *bye bye* to the **Kelly flashcard**.
- ✦  1.6  Sing *Bye bye!*

Choose activities according to your timetable

## Interactive game

- ✦ Play **Memory** on the **Teacher's i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

## Table time



- ✦  1.4 Sing *It's time to work!*

- ✦ **Teacher's Resource Book Worksheet 3.2** (1 per child)

Get the children to say who they can see (Kelly) and what she has (a car).

Show a green crayon and a blue one. Ask a child to colour Kelly blue. Ask another child to colour the car green.

## Games

- ✦ **Playground game:** Take the children to the playground or a large space. Draw four large circles in chalk on the floor: red, yellow, blue and green. Stand with all the children in the middle of the space. Call out a colour and the children run and stand in the circle. If the children are able, say: *Girls, go to (red)! Boys, go to (green)!*
- ✦ **Sort colours:** Get four boxes covered in the appropriate coloured paper (red, yellow, blue, green). Give the children lots of coloured objects (crayons, blocks, toys, buttons...) and ask them to sort the colours.
- ✦ **Find my friends:** Give each child a coloured sticker on their nose, red, yellow, green or blue. Let them walk around and when they find someone with the same colour they hold hands.
- ✦ **Sing and dance:** Divide the class into four groups and appoint a colour to each group. Give each member of the group a coloured sticker with their colour.  1.10-1.11, 1.27-1.28  Sing the four colour songs in random order and ask the group to sing and dance when their colour is mentioned.

## Arts and crafts

- ✦ Make a blue display and a green display. Let the children stick small objects or pictures from magazines onto each display.

### Story

#### Quick lesson plan

#### Learning objectives

- To listen to and follow a story.
- To recognise toy vocabulary.
- To identify the colours *blue* and *green*.
- To review family members and the colours *red* and *yellow*.

#### Vocabulary

*ball, car, doll, teddy; blue, green*  
*brother, daddy, mummy, sister; red, yellow*  
*What is it? Thank you! Happy birthday!*

#### Resources and Materials

##### Teacher's i-solutions

CD 1  
 Flashcard: *George*  
 Story cards  
 Student's Book

**Optional:** Teacher's Resource Book Worksheet 3.3 (1 per child)

#### Key competences

-  The children actively participate in a story by guessing objects from visual clues.
-  The children recognise the cultural conventions of a birthday celebration.

#### Introduction

-  1.1-1.3  Choose a routine song to begin the class. Greet the *George flashcard*. Get *George* to tell the children that there is a story today.

#### Story presentation

- Show **story card 1** and explain that it is *George's* birthday. Say *Happy birthday* to him.
-  1.29  Sing the *Story chant*.

#### Story

-  1.30 Listen and show the **story cards**. Listen again so the children can join in. Ask questions to check understanding. Watch the **animated story**.

#### Table time

-  1.4  Sing *It's time to work!* Work with **Student's Book Worksheet 3.3**.
-  1.5  Sing *Tidy up!*

#### Optional extras

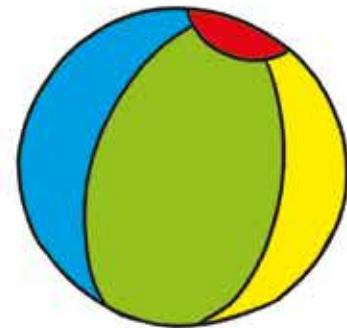
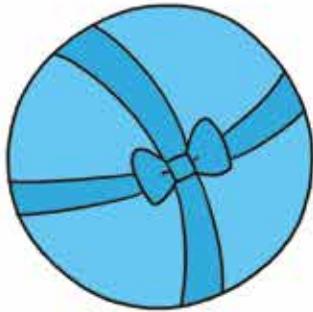
- Play **Which story card?** on the **Teacher's i-solutions**. Work with **Teacher's Resource Book Worksheet 3.3**, page 15.
- Play **Choose a story card**.
- Literacy: Make a class book with photocopies of the **story cards**.

#### Bye bye!

- Say *bye bye* to the *George flashcard*.
-  1.6  Sing *Bye bye!*



3.3



### Story

#### 1.1-1.3 Introduction

- ✦ Sing the *Hello!*, *Good morning!* or *Good afternoon!* song.
- ✦ Greet the children with the **George flashcard**.
- ✦ Tell the children that today is George's birthday.
- ✦ Encourage the children to say *Happy birthday* to George.
- ✦ Draw one of the toys slowly on the board, keep stopping and ask: *What is it?* Keep drawing until they guess correctly.

#### Story presentation

- ✦ Put the **George flashcard** on the board.
- ✦ Sing *Happy birthday* to him.
- ✦ Show **story card** 1, point to objects or characters and ask questions: *Who is this? What colour is it?*
- ✦  1.29  Sing the *Story chant*.

#### 1.30 **Story: George's birthday**

- ✦ Play the audio and show the **story cards**.

##### Transcript

**Narrator:** Today is George Hippo's birthday.

**George:** It's my birthday! It's my birthday!  
Hurray!

**Amanda:** Happy birthday, George!

**Narrator:** Amanda and all George's family are here. His mummy, his daddy, his brother Henry and his sister Rose.

**Narrator:** Now they are giving George some presents.

**Mummy:** It's time for your presents, George.

**George:** Yes! I love presents! Hurray!

**Narrator:** First, his brother gives him a blue present.

**Brother:** Happy birthday, George!

**George:** Thank you!

**Narrator:** What is it?

**Narrator:** Next, his sister gives him a red present.

**Sister:** Happy birthday, George!

**George:** Thank you!

**Narrator:** What is it?

**Narrator:** Next, his mummy and daddy give him a green present.

**Daddy:** Happy birthday, George!

**George:** Thank you!

**Narrator:** What is it?

**Narrator:** Then Amanda gives him a yellow present.

**Amanda:** Happy birthday, George!

**George:** Thank you!

**Narrator:** What is it?

**Narrator:** George has got lots of presents!

Now it's time for the birthday cake.

**George:** Look at my new toys! Mmm, cake!  
I love cake! Hurray!

**Everyone:** Happy birthday, George!

**George:** Thank you!

- ✦ Play it again and get the children to join in with the repeated phrases: *Happy birthday, George! Thank you! What is it?*
- ✦ Check: Look at each **story card** one at a time to review the story and for the children to join in.

Point to the appropriate pictures and say:

1. Amanda says, 'Happy... (birthday, George!)
2. Look, here is George's... (mummy, daddy, brother, sister).
3. They give George his... (presents).
4. His brother gives him a... (blue) present. What is it?
5. His sister gives him a... (red) present. What is it?
6. His mummy and daddy give him a... (green) present. What is it?
7. Amanda gives him a... (yellow) present. What is it?
8. Mmm, it's time for the birthday... (cake).

- ✦ Watch the **animated story**.

#### Table time

- ✦  1.4  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.3:** Point to the first present and ask *What colour is it? What is it?*
- ✦ Ask a volunteer to draw a line with their finger from the present to the doll.
- ✦ Repeat with the other presents.
- ✦ Hand out the worksheets and crayons. The children draw a line to match the presents and the toys. They can use a coloured crayon for each line to match the wrapping paper.
- ✦ Encourage the children to name the toys as they match.
- ✦  1.5  Sing *Tidy up!*

#### Bye bye!

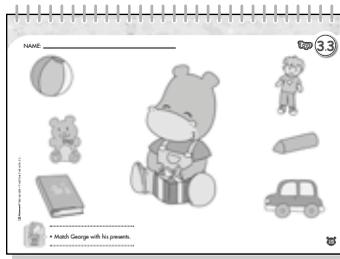
- ✦ Let the children say *bye bye* to the **George flashcard**.
- ✦  1.6  Sing *Bye bye!*

Choose activities according to your timetable

### Interactive game

- ✦ Play **Which story card?** on the **Teacher's i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

### Table time



- ✦ 1.4 Sing *It's time to work!*
- ✦ **Teacher's Resource Book Worksheet 3.3** (1 per child)  
Point to the picture of George and say: *Happy birthday, George!*  
Then point to the pictures of the objects one by one and get the children to name them.  
For each one ask: *Is this George's present?*  
Ask a volunteer to draw a line from George to one of his presents. Repeat with his other presents.

### Games

- ✦ **Choose a story card:** Put all the **story cards** on the board. Say: *Show me (a blue present).* The children point out the correct card.
- ✦ **Which story card?:** Put three **story cards** on the board and describe one of them. Say: *I can see George with a yellow present.* The children point to the correct card.
- ✦ **Sing Happy birthday:** Put the *George flashcard* on the board and sing *Happy birthday* to him. Whenever it is a child's birthday, sing to them.
- ✦ **What is it?:** Wrap up the toys in different coloured paper and get the children to guess what they are. Let the children open them to see if they are correct.

### Literacy

- ✦ Make a class book: Photocopy the **story cards** and staple them together to make a book. Leave it in the class so the children can read the story and say the words they know.

### Consolidation

#### Quick lesson plan

#### Learning objectives

To review toy vocabulary.  
To review the colours *blue, green, red* and *yellow*.

#### Vocabulary

*ball, car, doll, teddy; blue, green  
red, yellow*

#### Resources and Materials

##### Teacher's i-solutions

Amanda Panda puppet  
CD 1  
CD 3  
Flashcards: *ball, car, doll, teddy; blue, green, red, yellow*  
Flashcard cube  
Pop-outs  
Poster Side B  
Poster pop-outs  
Student's Book  
Stickers 3.4  
**Optional:** Teacher's Resource Book Worksheet 3.4 (1 per child)  
Coloured stickers  
Phonics Big Book: *The teacher's toys*  
Teacher's Resource Book Worksheet **T** (1 per child)

#### Key competences

 The children review the new language they have learnt.

 The children use the IWB.

#### Introduction

 **1.1-1.3**  Choose a routine song to begin the class.  
Greet the Amanda Panda puppet.

#### Vocabulary and Concepts consolidation

Use the colour **flashcards** to review colours.  
Work with **Poster Side B** and **poster pop-outs**.

#### Vocabulary and Concepts practice

Play a game with the **flashcard cube**.

#### Pop-outs

Use the **pop-out** to practise colours and toys.

#### Table time

 **1.4**  Sing *It's time to work!*  
Work with **Student's Book Worksheet 3.4** and **Stickers 3.4**.  
 **1.5**  Sing *Tidy up!*

#### Optional extras

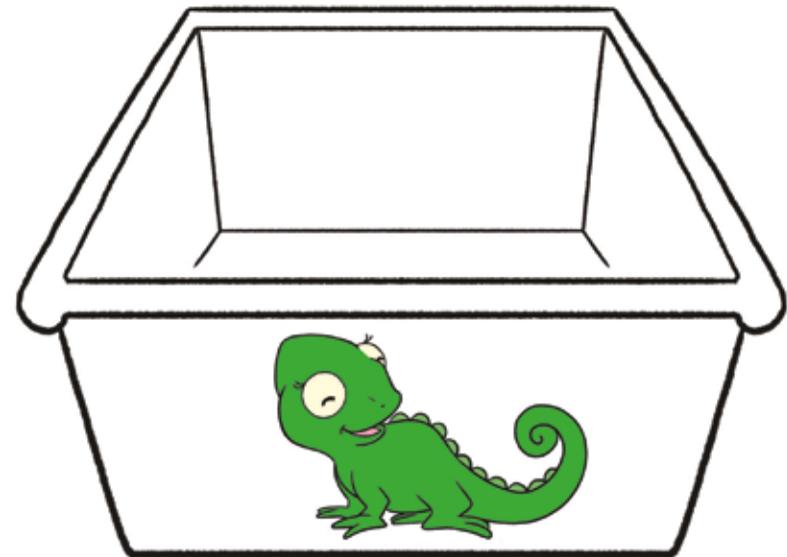
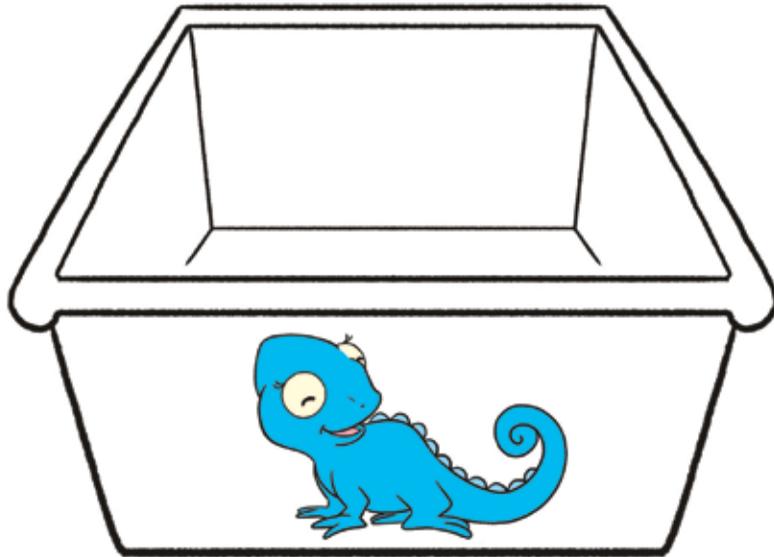
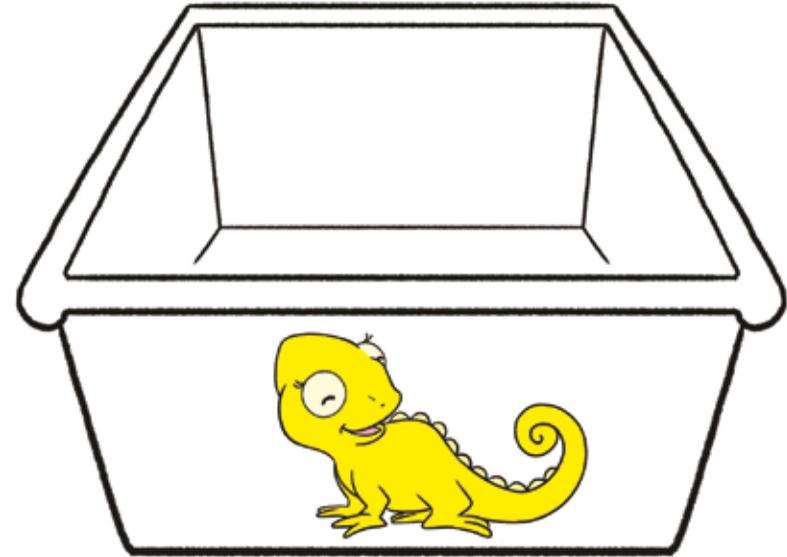
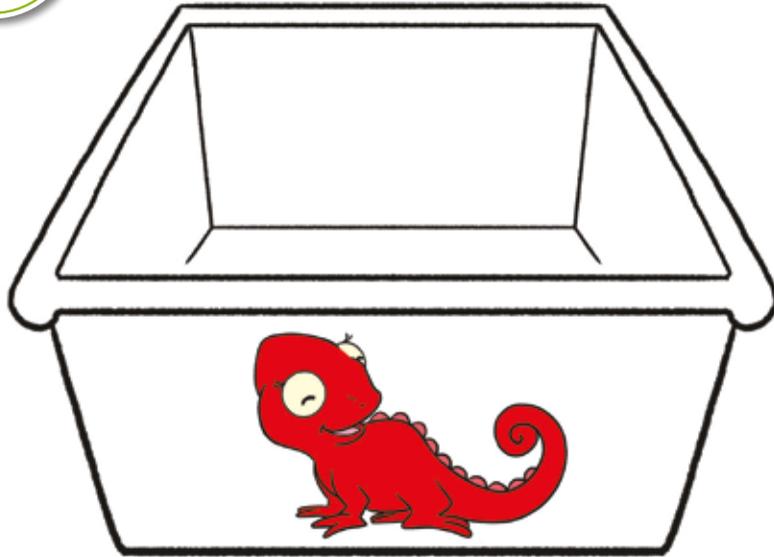
Play **Guess it!** on the **Teacher's i-solutions**.  
Work with **Teacher's Resource Book Worksheet 3.4**, page 16.  
Play **Pass the flashcard**.  
 **3.7**  Traditional action song: *Round and round the garden*  
Work with **Phonics Big Book: The teacher's toys**, page 12.  
Work with **Teacher's Resource Book Worksheet T**, page 35.

#### Bye bye!

Say *bye bye* to the Amanda Panda puppet.  
 **1.6**  Sing *Bye bye!*



3.4



#### 1.1-1.3 Introduction

- ✦ Sing the *Hello!*, *Good morning!* or *Good afternoon!* song.
- ✦ Greet the children with the Amanda Panda puppet.
- ✦ Amanda tells the children that they are going to practise everything they have learnt in this unit.

#### Vocabulary and Concepts consolidation

- ✦ Put the four colour **flashcards** on the board.
- ✦ Use Amanda to point to one and ask: *Is this (blue)?* The children answer *Yes* or *No*.
- ✦ Point to each **flashcard** in random order and ask the children to call out the name of the colour.
- ✦ **Poster Side B:** Ask a volunteer to point to each Kelly. Say: *Point to (green) Kelly*.
- ✦ Ask the children to give them different objects: *Give (blue) Kelly a (car)*.
- ✦ The children place the **poster pop-outs** with Blu-tack.
- ✦ Then ask them to give them colours: *Give green Kelly something red*.
- ✦ Extension: Show a **poster pop-out** and encourage the children to say the colour and what it is: *A yellow car*.

#### Vocabulary and Concepts practice

- ✦ Put the colour and toy **flashcards** in the **flashcard cube**. The children take turns to throw it and say the word.

#### Pop-outs

- ✦ Give the children the **pop-out**.
- ✦ Show them how to fold it over to close the doors.
- ✦ Give them time to become familiar with it.
- ✦  1.10-1.11, 1.27-1.28  Sing one of the colour songs and ask the children to open that colour door and say what toy they can see.
- ✦ Call out the name of a toy and get the children to find it and say the name of the toy.

#### Table time

- ✦  1.4  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.4:** Point to each box and ask *What colour is Kelly? Is this Kelly green?*
- ✦ Show the **sticker** of the red car. Ask: *What is it? What colour is it?*
- ✦ Pretend to doubt where to put it. Ask: *Here?*
- ✦ Let the children help you put the car in the red Kelly box. Repeat with the yellow doll, blue teddy and green ball.
- ✦ Hand out the worksheets and **stickers**. The children put the toys in the correct boxes according to their colour.
- ✦ Encourage the children to say the colour and the name of the toys: *red car*.
- ✦ Optional activity: The children name the object and colour it.
- ✦  1.5  Sing *Tidy up!*

#### Bye bye!

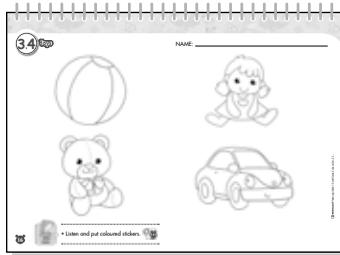
- ✦ Let the children say *bye bye* to the Amanda Panda puppet.
- ✦  1.6  Sing *Bye bye!*

## Choose activities according to your timetable

## Interactive game

- Play **Guess it!** on the **Teacher's i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

## Table time



- 1.4 Sing *It's time to work!*
- Teacher's Resource Book Worksheet 3.4** (1 per child)  
Get the children to say the names of the toys.  
Make sure they all have a red, yellow, green and blue sticker.
- 1.31 Play the audio. Pause after each sentence so the children can place the coloured stickers.  
In order to evaluate, ask the children individually: *What's this? What colour is it?*

## Games

- Playground game:** Take the children to the playground or a large space. Put the children into small groups. Put out some balls, cars, dolls or teddies to play with. Tell the group which toys to go to. After a few minutes swap them round.
- Toys:** Ask the children to bring a toy into school. Let them show others what it is and say the name. Help with vocabulary. Encourage them to play and share with other children.
- What's in the bag?:** Get a soft bag and put inside either a ball, car, doll or teddy without the children seeing. Ask: *What's in the bag?* Let the children feel it and guess, then take out the object and say: *It's a (teddy)!*
- Pass the flashcard:** Put the toy and colour **flashcards** in a bag. Sit the children in a circle. Play some music and show the children how to pass the bag round. When the music stops, whoever has the bag takes out a **flashcard**, shows it and everyone says what it is.

## Traditional action song

- 3.7 *Round and round the garden:* The children watch the video to learn the actions and the lyrics. The actions help to develop fine and gross motor skills as well as the children's social skills as they must work in pairs. At the same time they are developing their knowledge of the English language in a fun way.

## Phonics: the sound T

- 3.31 Play the audio to present the sound **T** and the words beginning with **T**.
- Encourage the children to repeat the sound and words.
- 3.32 Show the story in the **Phonics Big Book** and play the audio.
- Point to a picture and ask what the word is.
- Say a word and ask a child to come and point to the picture.
- Help the children to identify the objects on the **Teacher's Resource Book Worksheet T**.
- Name any child whose name begins with **T**.