

Andrea Turner

AMANDA and friends



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Contents

Welcome

Hello

- To name colours.
- To name shapes.
- To identify numbers 1-6.
- To recognise the main characters.
- To actively participate in a song.

Language

- What shape/colour is it?
- What colour is number 3?
- What number is red?
- Who's this?

Vocabulary

Review black, blue, brown, green, orange, pink, purple, red, white, yellow; circle, square, triangle; numbers 1-6

Unit 1

Home

Goldilocks



- To name rooms in a house.
- To identify numbers 7-10.
- To review family members.
- To review numbers 1-6.
- To actively participate in a song.
- To listen to and follow a traditional story.
- Phonics:** Practising initial sound **CH**.

- Where's (Alfie)?
- How many?
- What colour is number 10?
- What number is blue?

Key bathroom, bedroom, kitchen, living room; numbers 7-10

Review auntie, brother, cousin, daddy, grandad, granny, mummy, sister; numbers 1-6; blue, green, orange, purple; cold, hot; big, little

Story Mmm, it's just right!

Unit 2

Toys

In the park



- To name equipment in a park.
- To identify movement *up* and *down*.
- To actively participate in a song.
- To listen to and follow a story.
- To recognise a character's feelings.
- Phonics:** Practising initial sound **R**.

- What's (Alfie) on?
- Is (Amanda) up or down?

Key seesaw, slide, springer, swing; down, up

Review ball, car, doll, teddy; horse; numbers 1-4; green, orange, pink, yellow

Story I like (slides)! Me too!

Unit 3

Body

Little Red Riding Hood



- To name parts of the body.
- To identify the adjectives *long* and *short*.
- To actively participate in a song.
- To listen to and follow a traditional story.
- Phonics:** Practising initial sound **L**.

- How many (fingers)?
- Is it long or short?

Key feet, fingers, hair, teeth; long, short

Review numbers 2, 4, 10; arms, ears, eyes, hands, head, legs, mouth, nose; big; apple, banana, orange, pear; dress, hat; bathroom, bedroom; pencil

Story What (big eyes) you have got.

Unit
4

Clothes



The fancy dress costume

Objectives

- To name clothes.
- To identify the prepositions *in*, *on* and *under*.
- To actively participate in a song.
- To listen to and follow a story.
- To recognise a character's feelings.
- Phonics:** Practising initial sound **SH**.

Language

- Can you see the (skirt)?
- What colour is the (hat)?
- Where's Alfie?

Vocabulary

Key boots, scarf, shorts, skirt, socks, T-shirt; doctor, pirate, princess, snowman, superhero; *in, on, under*

Review dress, hat, jumper, shoes, trousers; car; mouse; table; square; numbers 1-4

Story Thank you!

Unit
5

Animals



The lion and the mouse

- To name animals.
- To recognise animals noises.
- To identify the adjectives *fast* and *slow*.
- To actively participate in a song.
- To listen to and follow a traditional story.
- Phonics:** Practising initial sound **O**.

- How many (elephants) are there?
- Is it fast or slow?
- What is Alfie playing with?

Key elephant, lion, monkey, snake; fast, slow; fly, snail

Review cat, cow, dog, fish, horse, mouse, pig, sheep; numbers 1-10; big, little; sad

Story I can help you.

Unit
6

Food



The last day of school

- To name food.
- To identify the verbs *eat* and *drink*.
- To review fruit.
- To identify the adjectives *hungry* and *thirsty*.
- To actively participate in a song.
- To listen to and follow a story.
- To recognise a character's feelings.
- Phonics:** Practising initial sound **TH**.

- Do you like (sandwiches)?
- Is (he) hungry or thirsty?

Key cake, juice, sandwiches, water; drink, eat; crisps, fruit, sweets, vegetables; hungry, thirsty; They are bad/good for you.

Review apple, banana, orange, pear; happy, sad; numbers 1-8; fast, slow

Story Me too!

Festivals



Halloween

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

- What is (Otto)?
- Who is the (ghost)?

Key ghost, pumpkin

Review bat, cat, monster, spider, witch; costume



Christmas

- To identify Christmas vocabulary.
- To review numbers 1-7 and colours.
- To actively participate in a song.

- Is it a star?
- Is it a yellow star?

Key reindeer, sleigh

Review presents, Santa, star, tree; numbers 1-7; black, blue, brown, green, purple, red, yellow



Easter

- To identify Easter vocabulary.
- To review adjectives *big* and *little*.
- To actively participate in a song.

- Is it big?
- Is it little?

Key basket

Review bunny, chocolate, egg; hand; big, little

Unit 3 Body

	Theme	Learning objectives	Vocabulary
Lesson 1	<ul style="list-style-type: none"> Vocabulary: Body 	<ul style="list-style-type: none"> To name parts of the body. To review parts of the body previously learnt. To actively participate in a song. 	<p>Key <i>feet, fingers, hair, teeth</i></p> <p>Review <i>numbers 2, 10; arms, ears, eyes, hands, head, legs, mouth, nose</i></p>
Lesson 2	<ul style="list-style-type: none"> Concepts: <i>Long and short</i> 	<ul style="list-style-type: none"> To identify the adjectives <i>long</i> and <i>short</i>. To understand the question: <i>Is it long or short?</i> To actively participate in a song. 	<p>Key <i>long, short; hair</i></p> <p>Review <i>ears, eyes, head, mouth, nose; black, brown, red, yellow; pencil</i></p>
Lesson 3	<ul style="list-style-type: none"> Story: <i>Little Red Riding Hood</i> 	<ul style="list-style-type: none"> To listen to and follow a traditional story. To recognise vocabulary previously learnt. 	<p>Key <i>feet, teeth; long</i></p> <p>Review <i>ears, eyes, nose; apples; granny, mummy; dress, hat; big; bathroom, bedroom</i></p> <p>Story <i>What (big eyes) you have got.</i></p>
Lesson 4	<ul style="list-style-type: none"> Consolidation: Review of body vocabulary and <i>long</i> and <i>short</i> 	<ul style="list-style-type: none"> To review body vocabulary. To review the adjectives <i>long</i> and <i>short</i>. 	<p>Key <i>feet, fingers, hair, teeth; long, short</i></p> <p>Review <i>numbers 2, 4, 10</i></p>

Phonics  The sound **L**



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
- ✦ Intrapersonal
- ✦ Linguistic
- ✦ Logical-mathematical

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

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

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

Evaluation 'Check if the children can...'

- ✦ identify the vocabulary items.
- ✦ name the vocabulary items.
- ✦ join in with the song.
- ✦ complete the worksheet appropriately.
- ✦ do the interactive game on the IWB.

- ✦ identify adjectives.
- ✦ respond to the question: *Is it long or short?*
- ✦ join in with the song.
- ✦ complete the worksheet appropriately.
- ✦ do the interactive game on the IWB.

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

- ✦ identify and name the vocabulary items.
- ✦ follow the instructions on the audio.
- ✦ 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 Body

Lesson 1 Overview

Vocabulary

Quick lesson plan

Learning objectives

- To name parts of the body.
- To review parts of the body previously learnt.
- To actively participate in a song.

Vocabulary

feet, fingers, hair, teeth
numbers 2, 10; arms, ears, eyes, hands, head, legs, mouth, nose

Resources and Materials

Teacher's i-solutions

Amanda Panda puppet

CD 1

CD 3

Flashcards: *feet, fingers, hair, teeth; ears, eyes, mouth, nose* (Amanda and Friends 1*), *arms, hands, head, legs* (Amanda and Friends 2*)

Flashcard cube

Poster Side A

Poster pop-outs

Student's Book

Stickers 3.1

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

* All the flashcards available to print or project on the **Teacher's i-solutions**.

Key competences

-  The children widen their English vocabulary and use their speaking and listening skills.
-  The children gain independence by using their initiative to choose where to place the **stickers**.

Introduction

-  1.1-1.7  Choose a routine song to begin the class. Greet the Amanda Panda puppet.

Vocabulary presentation

- Review the parts of the body already known. Use your body to present the vocabulary. Work with **Poster Side A** and **poster pop-outs**.
-  1.52  Do the listening activity.

Vocabulary practice

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

Song

-  1.53  Sing *My body*.

Table time

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

Optional extras

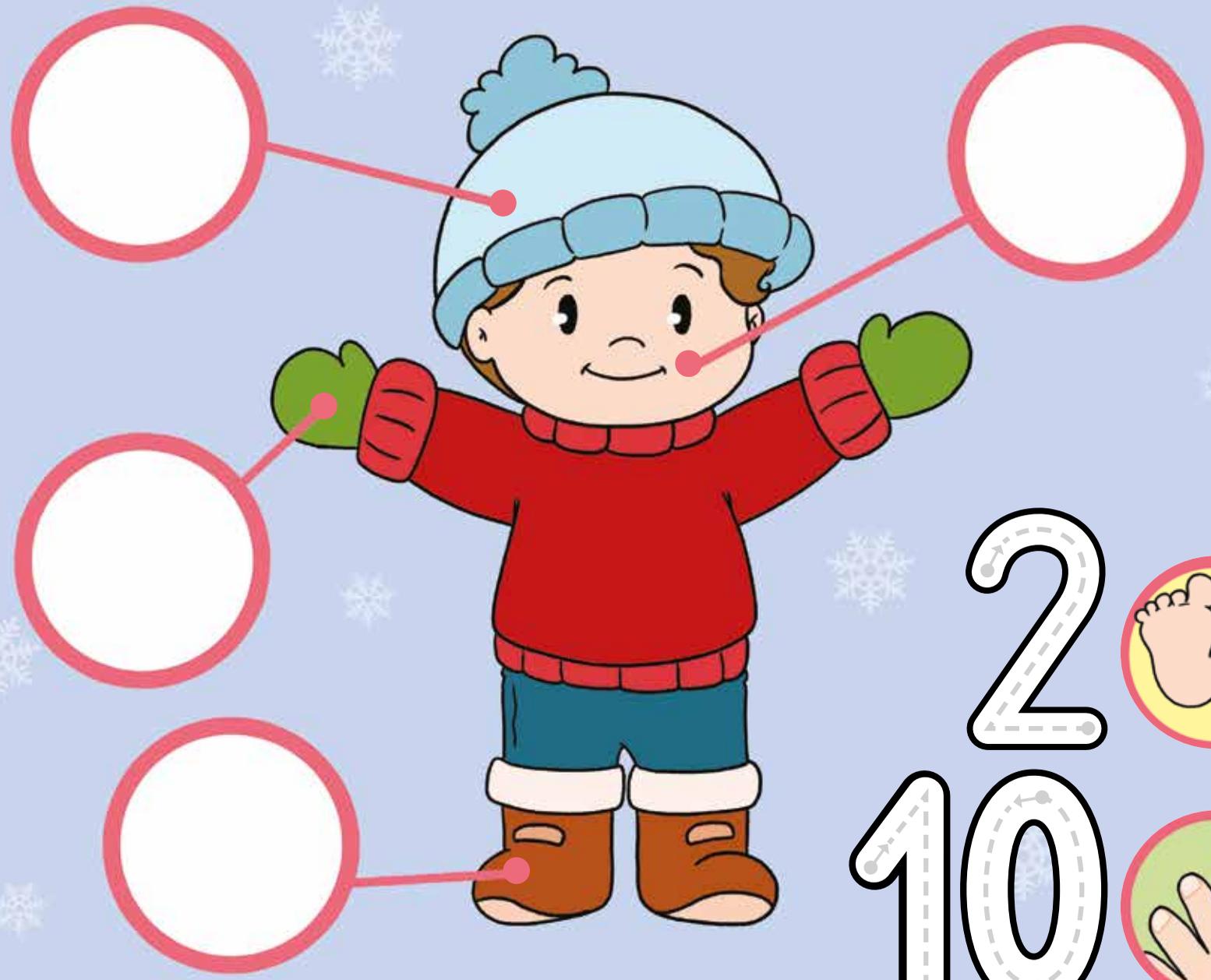
- Play **Simon says** on the **Teacher's i-solutions**. Work with **Teacher's Resource Book Worksheet 3.1**, page 13. Play **Body percussion**. Arts and crafts: Make a picture display.
-  3.13,3.23  Traditional action songs: *Head, shoulders, knees and toes* and *Ten little fingers*

Bye bye!

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



3.1



2
10



Unit 3 Body

Lesson 1 Notes

Vocabulary

1.1-1.7 Introduction

- ✦ Sing the *Hello!*, *Good morning!* or *Good afternoon!* song.
- ✦ Sing the routine songs and say the day, month, season and weather.
- ✦ Greet the children with the Amanda Panda puppet. Get Amanda to point to her head and ask: *What's this?*

Vocabulary presentation

- ✦ Review the parts of the body by pointing to your own *arms, ears, eyes, hands, head, legs, mouth, nose* and ask: *What's this?*
- ✦ Point to the new body words and say them for the children to repeat: *feet, fingers, hair, teeth*.
- ✦ Show all the body **flashcards** in random order for the children to call out the words. Each time get them to point to their own body part as they say the word to help fix it in their memory.
- ✦ **Poster Side A:** Display the **poster** and ask a volunteer to point to various body parts. Say: *Point to the (boy's) fingers*.
- ✦ Point to the boy and say: *Can you see his teeth?* Shake your head. Repeat with his feet, the girl's hair and fingers.
- ✦ Show the **poster pop-outs**.
- ✦ 1.52 Play the poster audio. Pause after each sentence and ask a volunteer to follow the instruction.

Transcript

*Give the boy some teeth.
Give the girl some hair.
Give the boy some feet.
Give the girl some fingers.*

- ✦ Extension: Point and ask questions. Ask: *What colour is his hair? How many fingers?*

Vocabulary practice

- ✦ Put the four new body **flashcards** into the **flashcard cube** along with two other revision words.
- ✦ Get the children to guess which word will show when the **cube** is thrown.
- ✦ Throw the **cube** and the children can see who wins.

1.53 Song: My body

- ✦ Hold up your fingers and ask: *How many fingers?* Repeat with *feet*.
- ✦ Show your hair and say: *Lots of hair*. Repeat with *teeth*.
- ✦ Play the song. Get the children to point to or move the body part as it is mentioned.

Transcript

*Ten fingers, ten fingers,
Look at my fingers.
Two feet, two feet,
Look at my feet.
Lots of hair, lots of hair,
Look at my hair.
Lots of teeth, lots of teeth,
Look at my teeth.*

- ✦ Play the song again and get the children to join in.
- ✦ Put them into four groups and give each group a verse. Get them to sing their verse. Then swap.

Table time

- ✦ 1.8 Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.1:** Point to the boy's body parts and ask *What's this?*
- ✦ Take a body part **sticker** and ask the children where to put it. Repeat with the others.
- ✦ Ask a volunteer to trace number 2 and number 10. Then ask: *What number is it? Show me two/ten fingers*.
- ✦ Hand out the worksheets and **stickers**. The children put the **stickers** next to the boy on the correct part of the body.
- ✦ They then trace the numbers.
- ✦ Ask extension questions: *Where do his teeth go? How many feet has he got?*
- ✦ 1.9 Sing *Tidy up!*

Bye bye!

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

Choose activities according to your timetable

Interactive game

- ✦ Play **Simon says** 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



- ✦ 1.8 Sing *It's time to work!*

- ✦ **Teacher's Resource Book Worksheet 3.1** (1 per child)
Point to the pictures and get the children to name the body parts they can see.
Point again and ask them what is missing from each picture so they are the same.
The children make both pictures the same by drawing the missing parts.

Games

- ✦ **Playground game:** Take the children to the playground or a large space. Put all the children into pairs or groups of three. Ask them to walk around randomly as you clap your hands or beat a drum. When you stop clapping, call out a body part. The children find their partner(s) and touch that body part.
- ✦ **How many?:** Call out a number. Say: *one, two* or *ten*. The children name the body parts that we have that many of.
- ✦ **Body percussion:** Show the children how to clap their hands, click their fingers, stamp their feet or slap their legs to make a pattern, e.g., two clicks, four claps, two stamps. Encourage them to experiment to make a musical pattern with their bodies.

Arts and crafts

- ✦ The children draw a picture of themselves.
- ✦ On large continuous paper the children draw round a volunteer. They draw on their features to make a full-size picture display.

Traditional action songs

- ✦ 3.13 *Head, shoulders, knees and toes:* The perfect song to practise body parts and gross motor movement. The faster version especially will be lots of fun and requires lots of coordination.
- ✦ 3.23 *Ten little fingers:* A good song for practising fine motor skills by raising a finger in time with the numbers. Some children will have difficulty doing this. It is also a really fun way to practise the numbers up to and down from 10.

Unit 3 Body

Lesson 2 Overview

Concepts

Quick lesson plan

Learning objectives

- To identify the adjectives *long* and *short*.
- To understand the question: *Is it long or short?*
- To actively participate in a song.

Vocabulary

long, short; hair
ears, eyes, head, mouth, nose; black, brown, red, yellow; pencil

Resources and Materials

Teacher's i-solutions

Amanda Panda puppet
CD 1
Poster Side B
Poster pop-outs
Flashcards: *long, short*
Student's Book

Optional: Teacher's Resource Book Worksheet 3.2 (1 per child)

Key competences

-  The children use their speaking skills with a widening vocabulary to describe people's hair. They also practise prewriting coordination.
-  The children use their mathematical reasoning skills to match an image with the concept *long* or *short*.

Introduction

-  1.1-1.7  Choose a routine song to begin the class.
Greet the Amanda Panda puppet.

Concepts presentation

- Present *long* and *short*.
- Point out children with long or short hair.
- Work with **Poster Side B** and **poster pop-outs**.
-  1.54 Do the listening activity.

Concepts practice

- The children categorise people with long or short hair.

Song

- Use the **flashcards** to point to during the song.
-  1.55  Sing *Long and short*.

Table time

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

Optional extras

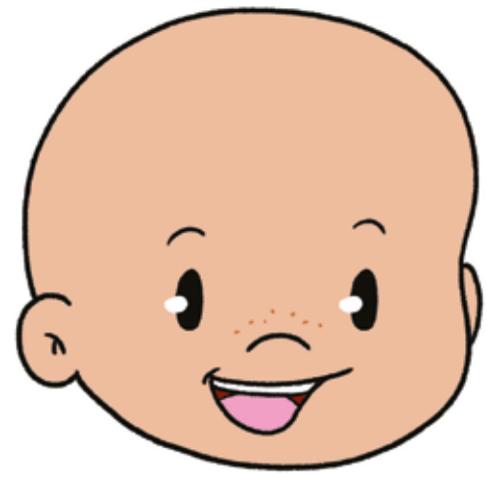
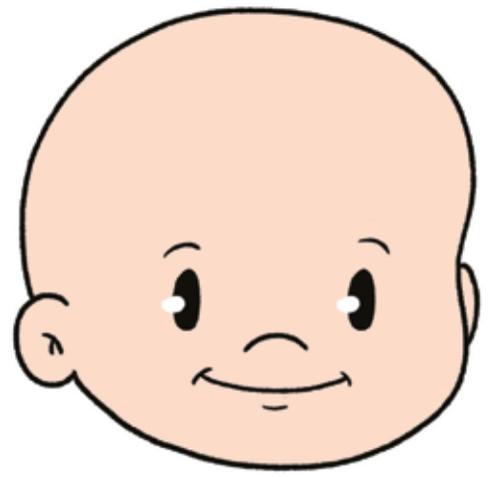
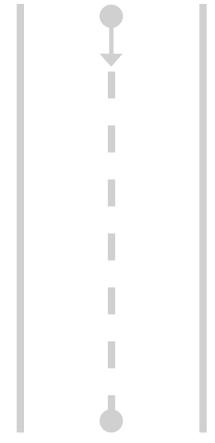
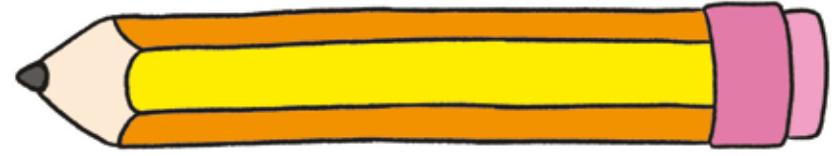
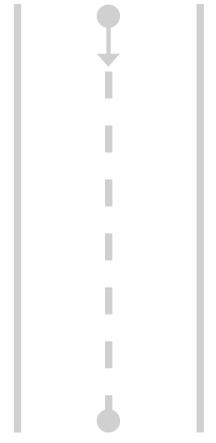
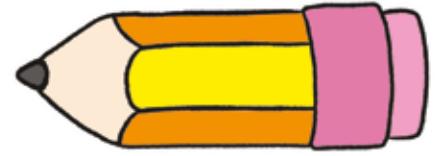
- Play **Memory** on the **Teacher's i-solutions**.
- Work with **Teacher's Resource Book Worksheet 3.2**, page 14.
- Play the **Playground game**.
- Arts and crafts: Draw funny hair.

Bye bye!

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



3.2



1.1-1.7 Introduction

- ✦ Sing the *Hello!*, *Good morning!* or *Good afternoon!* song.
- ✦ Sing the routine songs and say the day, month, season and weather.
- ✦ Greet the children with the Amanda Panda puppet.

Concepts presentation

- ✦ Draw a long line across the board and underneath draw a short one. Go over the lines again and each time say: *long, short*.
- ✦ Invite volunteers to draw a long or a short line. Then ask: *Is it long or short?*
- ✦ Invite some children to the front and for each one say *long hair* or *short hair*.
- ✦ Point to other children around the class and get the children to describe the hair.
- ✦ **Poster Side B:** Display the **poster** and point to their eyes, nose, mouth and ears and get the children to name the parts.
- ✦ Show the **poster pop-outs** of the hair. Practise the colours and saying if it is long or short.
- ✦  1.54 Play the poster audio. Pause after each sentence. The children place the hair on the child.

Transcript

*Give the girl short black hair.
Give the boy long red hair.
Give the girl long brown hair.
Give the boy short brown hair.*

- ✦ Extension: Give your own instructions.
Say: *Give the girl long black hair.*

Concepts practice

- ✦ Get volunteers to describe their hair.
- ✦ Describe the hair of someone in the class and see if the children can guess who it is: *It's a girl. She's got short brown hair.*

1.55 Song: Long and short

- ✦ Put the *long* and *short* **flashcards** on the board. Point and let the children call out the words.
- ✦ Play the song through and point to the **flashcards**.

Transcript

*I have got long hair,
Long hair, long hair.
I have got long hair,
Long, long hair.*

*I have got short hair,
Short hair, short hair.
I have got short hair,
Short, short hair.*

- ✦ Play the song again and get the children to join in singing.

Table time

- ✦  1.8  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.2:** Point to the pencils one at a time and ask *Is it long or short?*
- ✦ Ask a child to trace a line from the short pencil to the head. Then say: *It's a short pencil, so let's draw short hair.* Draw on short hair.
- ✦ Repeat with the long pencil.
- ✦ Hand out the worksheets and pencils. The children trace the lines from the pencils and draw long hair and short hair.
- ✦  1.9  Sing *Tidy up!*

Bye bye!

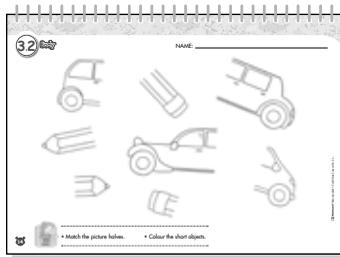
- ✦ Let the children say *bye bye* to the Amanda Panda puppet.
- ✦  1.10  Sing *Bye bye!*

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



- ✦ 1.8 Sing *It's time to work!*

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

Point to a picture and ask what it is.

Repeat with the other pictures.

The children match the picture halves. They could use a different colour for each pair to make it clearer.

They then colour the short objects.

Games

- ✦ **Playground game:** Take the children to the playground or a large space. Give them instructions to move from one side to the other: *Take a long step. Do a short jump. Girls, take six short steps. Children with long hair, take five long steps.* Let the children take over your role to give instructions.
- ✦ **True or false:** Teach the children the meaning of *true* and *false* and practise saying the words. If the children have trouble, you can use thumbs up or down. Call out a statement about a child in the class or a teacher in school and the children call out *true* or *false* (hold their thumb up or down): *Maria has got long hair.*

Arts and crafts

- ✦ **Funny hair:** The children draw a picture of themselves but with different hair to what they have, maybe like a clown. Alternatively, give them faces of people cut from magazines and stuck onto paper, so they can draw on the hair.
- ✦ **A long and short display:** Make a poster for *long* and one for *short*. On each one stick pictures or objects to demonstrate the word (pieces of string, pencils, etc.).

Unit 3 Body

Lesson 3 Overview

Story

Quick lesson plan

Learning objectives

To listen to and follow a traditional story.
To recognise vocabulary previously learnt.

Vocabulary

feet, teeth; long
ears, eyes, nose; apples; granny, mummy; dress, hat;
big; bathroom, bedroom
What (big eyes) you have got.

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 follow a traditional story which is part of European cultural heritage.



The children identify with the main characters' actions and assertiveness in solving the situation.

Introduction

1.1-1.7 Choose a routine song to begin the class.
Greet the **George flashcard**.
Explain that they may recognise the story today: *Little Red Riding Hood*.

Story presentation

Show *Little Red Riding Hood* on **story card 1**.
 1.56 Sing the *Story chant*.

Story

1.57 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

1.8 Sing *It's time to work!*
Work with **Student's Book Worksheet 3.3**.
 1.9 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 **Act it out!**
Literacy: Make a class book with photocopies of the **story cards**.

Bye bye!

Say *bye bye* to the **George flashcard**.
 1.10 Sing *Bye bye!*



3.3



1.1-1.7 **Introduction**

- ✦ Sing the *Hello!*, *Good morning!* or *Good afternoon!* song.
- ✦ Sing the routine songs and say the day, month, season and weather.
- ✦ Greet the children with the **George flashcard**.
- ✦ Explain to the children that today's story is *Little Red Riding Hood*.

Story presentation

- ✦ Ask the children to say who the main characters in the story are and say them in English: *Little Red Riding Hood*, *the wolf*, *granny*.
- ✦ Show **story card** 1, point to objects or characters and ask questions: *Who is this? What's this?*
- ✦ 1.56 Sing the *Story chant*.

1.57 **Story: Little Red Riding Hood**

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

Transcript

One day, Little Red Riding Hood's mummy says, 'Please take this basket of apples, sandwiches and cake to Granny's house.'
'Yes, Mummy,' says Little Red Riding Hood.

So Little Red Riding Hood walks through the forest to her Granny's house. But on the way, she sees a big wolf.

'Hello,' says the wolf, 'What's in your basket?'
'Apples, sandwiches and a cake for my Granny.'

The wolf likes apples and sandwiches and especially cake! He says, 'Collect some flowers for your Granny.' *'That's a good idea! Thank you, Mr Wolf!' says Little Red Riding Hood.*

The wolf runs to Granny's house. He goes into the bedroom. He puts Granny in the bathroom and locks the door. Then he puts on Granny's dress and hat and gets into bed.

Then Little Red Riding Hood arrives at Granny's house. She says, 'Hello, Granny! Here is a basket with apples, sandwiches and a cake.' *'Thank you, dear,' says the wolf. 'Come and sit on the bed.'*

Little Red Riding Hood looks at Granny. 'Granny, what big eyes you have got.'
'So I can look at you,' says the wolf.
'Granny, what long ears you have got,' she says. 'So I can listen to you,' says the wolf.
'Granny, what a long nose you have got,' she says. 'So I can smell you,' says the wolf.

'Granny, what big feet you have got and what big teeth you have got!'
'So I can... eat you!' says the wolf. And he jumps out of bed!

Little Red Riding Hood runs to the bathroom... and she sees Granny!

Little Red Riding Hood and Granny climb out of the window. They pick up sticks and they chase the wolf away. The wolf never comes back again!

- ✦ Play it again and get the children to join in with the repeated phrases: *What (big eyes) you have got.*
- ✦ Check: Look at each **story card** one at a time to review the story:

1. *This is... (Little Red Riding Hood). And this is her... (mummy).*
2. *Little Red Riding Hood is going to... (Granny's house). Who is this? (The wolf.)*
3. *Little Red Riding Hood is collecting... (flowers).*
4. *The wolf puts Granny in the... (bathroom).*
5. *Who is this in the bed? (The wolf.)*
6. *Little Red Riding Hood says, 'What big... (eyes) you have got. What long... (ears) you have got. What a long... (nose) you have got.'*
7. *Little Red Riding Hood runs to the... (bathroom).*
8. *Who chases the wolf away? (Little Red Riding Hood and Granny.)*

- ✦ Watch the **animated story**.

Table time

- ✦ 1.8 Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.3:** Point to the first picture and ask the children to decide if this one is from the story. Put a tick.
- ✦ Repeat with the other pictures.
- ✦ If necessary, put the **story cards** on the board in order to help the children.
- ✦ Hand out the worksheets and pencils. The children tick the pictures which are from the story.
- ✦ 1.9 Sing *Tidy up!*

Bye bye!

- ✦ Let the children say *bye bye* to the **George flashcard**.
- ✦ 1.10 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



- 1.8 Sing *It's time to work!*
- Teacher's Resource Book Worksheet 3.3** (1 per child)
Review the story with the children.
Point to the first picture and ask: *Who does this in the story? Granny, Little Red Riding Hood or the wolf?*
Repeat with the other pictures.
The children circle the face of the character who does each action in the story.

Games

- Choose a story card:** Put three **story cards** on the board. Say: *Show me (the wolf in bed)*. 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 the wolf pushing Granny into the bathroom*. The children point to the correct card.
- Act it out!:** Put the children into groups and assign roles. The children practise together. Allow volunteer groups to act out their story for the class.

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.

Unit 3 Body

Lesson 4 Overview

Consolidation

Quick lesson plan

Learning objectives

To review body vocabulary.
To review the adjectives *long* and *short*.

Vocabulary

feet, fingers, hair, teeth; long, short
numbers 2, 4, 10

Resources and Materials

Teacher's i-solutions

Amanda Panda puppet
CD 1
CD 3
Flashcards: *feet, fingers, hair, teeth; long, short*
Flashcard cube
Poster Side B
Poster pop-outs
Pop-outs
Student's Book
Stickers 3.4

Optional: Teacher's Resource Book Worksheet 3.4 (1 per child)
Phonics Big Book: *Larry Long Legs*
Teacher's Resource Book Worksheet **L** (1 per child)

Key competences

-  The children develop memory tactics with the **pop-outs** when playing the game.
-  The children use the IWB.

Introduction

 **1.1-1.7**  Choose a routine song to begin the class.
Greet the Amanda Panda puppet.

Vocabulary and Concepts consolidation

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

Vocabulary and Concepts practice

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

Pop-outs

 **1.53**  Sing *My body*.
Use the **pop-outs** to play **Memory**.

Table time

 **1.8**  Sing *It's time to work!*
Work with **Student's Book Worksheet 3.4** and **Stickers 3.4**.
 **1.58** Do the listening activity.
 **1.9**  Sing *Tidy up!*

Optional extras

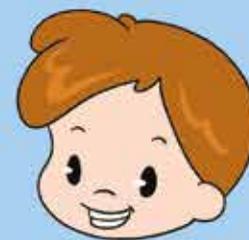
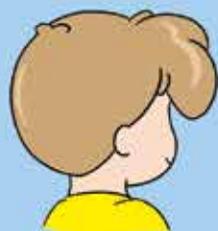
Play **Guess it!** on the **Teacher's i-solutions**.
Work with **Teacher's Resource Book Worksheet 3.4**, page 16.
Play **Amanda says**.
 **3.14,3.22**  Traditional action songs: *The hokey cokey* and *One finger, one thumb, keep moving*
Work with **Phonics Big Book: Larry Long Legs**, page 13.
Work with **Teacher's Resource Book Worksheet L**, page 35.

Bye bye!

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



3.4



1.1-1.7 Introduction

- ✦ Sing the *Hello!, Good morning! or Good afternoon!* song.
- ✦ Sing the routine songs and say the day, month, season and weather.
- ✦ 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

- ✦ Show the *long* and *short* **flashcards** and revise the concepts.
- ✦ Tell the children to put their arms up if they have long hair.
- ✦ **Poster Side B:** Ask a volunteer to put hair on a head. Say: *Give the girl long red hair.*
- ✦ The children place the **poster pop-outs** with Blu-tack.

Vocabulary and Concepts practice

- ✦ Put the body **flashcards** in the **flashcard cube**. The children take turns to throw it and say the word.
- ✦ Say: *Show me your (teeth)*. Anyone who shows the wrong part is eliminated. Continue until there are five winners left.

Pop-outs

- ✦ Give the children the **pop-outs**. Point to each card and ask: *What's this?*
- ✦  1.53  Sing *My body* and ask the children to move the body part as they hear it.
- ✦ Show the children how to separate the pieces of the game and play it in pairs. They need one set of cards between two, or they can use both sets to make it more challenging.
- ✦ Give them time to play.

Table time

- ✦  1.8  Sing *It's time to work!*
- ✦ **Student's Book Worksheet 3.4:** Point to the pairs of pictures and ask questions. Ask: *Is this long hair or short hair? Two teeth or lots of teeth? How many fingers? How many feet?*
- ✦ Then say: *Point to lots of (teeth).*
Point to (four feet).
- ✦ Hand out the worksheets and **stickers**.
- ✦  1.58 Play the audio and pause after each sentence. The children put the character **stickers** in the correct place.

Transcript

Put George with the long hair.
Put Amanda with the lots of teeth.
Put Alfie with the ten fingers.
Put Otto with the four feet.

- ✦ Check by asking: *Is George with long hair or short hair? How many fingers is Alfie with?*
- ✦ Then they name the body parts they know.

- ✦ Optional activity: The children draw a picture of themselves. Ask them to name the body parts.

- ✦  1.9  Sing *Tidy up!*

Bye bye!

- ✦ Let the children say *bye bye* to the Amanda Panda puppet.

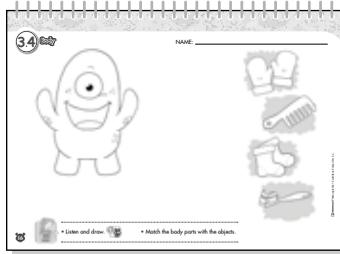
- ✦  1.10  Sing *Bye bye!*

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



- 1.8 Sing *It's time to work!*
- Teacher's Resource Book Worksheet 3.4** (1 per child)
Get the children to name the body parts they can see.
Explain that they need to draw on the monster the body parts described.
1.59 Play the audio. Pause after each sentence so the children can draw it.
Finally, the children match the objects with the body parts.
In order to evaluate, point to an object on the right and ask the children individually: *What does this go with?*

Games

- Amanda says:** Explain to the children how to play the game. Say: *Amanda says, 'Touch your (nose).'* When you give an instruction without saying *Amanda* says, the children who do the action are eliminated.
- Noughts and crosses:** Divide the class into two teams and play noughts and crosses. Draw the 3x3 grid on the board and stick body **flashcards** in each space. The teams have to take it in turns to correctly identify items before they get to remove the **flashcard** and draw a X or a O.

Traditional action songs

- 3.14 *The hokey cokey:* A lively action song to practise body parts and coordination. This is great for group work, as the children do the actions standing together in a line or circle.
- 3.22 *One finger, one thumb, keep moving:* A great song to practise fine and gross motor skills as well as developing memory for repetitive movements within the song.

Phonics: the sound L

- 3.31 Play the audio to present the sound **L** and the words beginning with **L**.
- 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 L**.
- Name any child whose name begins with **L**.