

English with fun



Unidades didácticas para la enseñanza
del inglés en edades tempranas



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El material que aquí os presentamos es el resultado de un curso de formación llevado a cabo en el Centro de Apoyo al Profesorado de Pamplona y del esfuerzo y buen hacer de ocho Grupos de Trabajo que, como consecuencia de dicho curso y a lo largo del año académico 97-98, se reunieron para hacer un trabajo común sobre materiales apropiados para la enseñanza del inglés en edades tempranas.

Quiero resaltar lo importante del trabajo en grupo, como vía de autoformación, porque hemos partido de la propia realidad, de la necesidad que teníamos de cubrir ciertos aspectos de la misma y de la riqueza que supone el proceso y el resultado de dicho trabajo.

Cada uno de los Grupos de Trabajo realizó una unidad didáctica en la cual está integrada una pequeña historia que forma el eje de la misma y que trabaja unas estructuras básicas a las que acompañan distintas actividades. Todo ello está secuenciado en "lessons" en las que se explicitan los Procedimientos, Conceptos y Actitudes propios de esta etapa para el desarrollo global y perfecto del niño.

Este es un material abierto, por lo que en este momento se están evaluando las distintas unidades, para completarlas, mejorarlas y aumentarlas. Os animamos a trabajarlo y a aportar vuestro trabajo y opiniones.

En las ocho unidades hay referencia a distintas canciones, por lo que hemos creído oportuno adjuntar un cassette con los ritmos indicados y varios más que están presentes en el mundo infantil de habla inglesa y que, seguro, os vendrán bien en vuestro trabajo.

Aunque muchas de las fichas de las distintas unidades hubieran quedado más bonitas en colores, hemos pensado que, con el fin de poder utilizarlas en fotocopias, mejor estarían en blanco y negro para colorearlas y plastificarlas en el momento de llevar a cabo el trabajo con los niños.

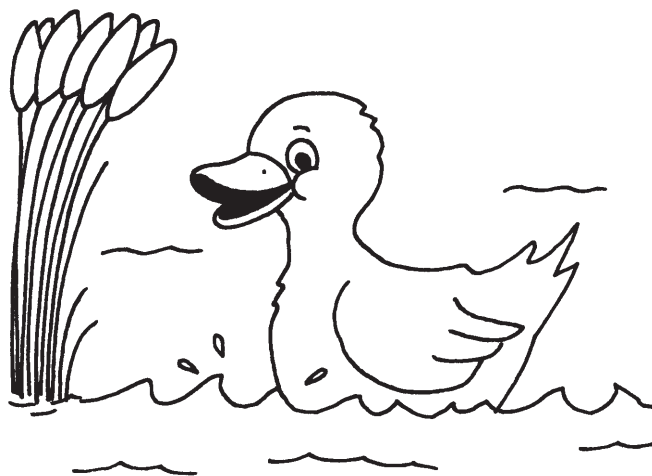
Para terminar nos gustaría añadir que en la etapa a la cual va dirigido este material lo más importante es el elemento humano, el niño, y a él hay que acercarse con dos principios muy fuertes, cariño y formación apropiada para que lo que hagamos esté bien realizado porque los errores en esta etapa son doblemente graves. En ese aspecto de la formación es en el que, desde aquí, os podemos ayudar y desde nuestro Centro de Apoyo al Profesorado os brindamos nuestro apoyo.

Lourdes Vergarachea
Asesora de Inglés

unit of work

friends

Alicia Alfaro
Isabel Echenique
Carlos Aincioa
Gloria Leal
Mariví Moreno



unit of work

friends

Content

- Greetings.
- Classroom instructions - point, touch, heads back, give me...
- Colours - red, green, black, blue, yellow.
- Animals - hen, frog, bat.
- Adjectives - small, sad, happy.
- Nouns - friends.
- Story: FRIENDS
- Songs: "Hello!" "Tidy up"
 "Good morning, hello!" "Walking, walking"
 "The sky is blue today"
- Creative work: a book, colouring animals (puppets).
- Chant: animals - colours.

Skills

- Revealing a grasp of instructions through physical response.
- Using words such as animals and colours in an appropriate situation.
- Listening to the story and doing a very simple role play (drama).
- Participating in songs and chants about vocabulary connected with the unit in meaningful situations.
- Improving skills by using scissors, colours and glue to make very specific items.

Attitudes

- Showing an interest and enjoyment of English.
- Becoming integrated within the classroom group.
- Helping each other.
- Enjoying physical exercise.
- Accepting the rules of the English classroom.
- Sharing teacher's time.
- Accepting the rules of the games.
- Enjoying stories and songs.
- Respecting other pupils' work.
- Taking care of their own and other people's material.
- Encouraging the habit of neatness and tidiness in all the work they do.

LESSON I

Warm up

Talk about friendship. (L I)

Who are your friends? How do you feel without your friends?

What do we do when we meet some friends... ?

Song: **“Hello!”**

“Hello, hello, it’s so nice to say

Hello, hello, and have a nice day”.

Presentation and practice

TPR

1. Point / Touch (the hen)

The teacher sticks the flashcard on the wall. She asks the pupils to point to the different animals. After that, she asks them, to touch the animals.

2. Heads back (change order)

The teacher asks the children to turn their heads back. She changes the order of the pictures on the wall. They have to guess what is different now.

3. Guess

The teacher shows the flash-cards to the pupils slowly. They have to guess the animal.

Art work

Colour dictation.

The teacher gives out pictures of the animals to the pupils and they have to colour them according to the instructions.

Hen-Red

Frog-Green

Bat-Black

Different kinds of materials (Manley, colour pencils, collage...)

Game

The teacher puts the flash-cards in different places around the class. She whispers an animal to a child. He has to go to the correct animal.

The teacher can check if the students remember, using this activity as an evaluation.

LESSON 2

Warm Up

Point / Touch the animals.

- Revise colours: red green, black.

Point / touch something (green)

Give me something (red)

We can use this kind of activity to check back on other colours (blue, yellow...).

Presentation and practice

Introduce *happy* / *sad* with a puppet.

TPR: *Be happy* / *Be sad*. The children express the feelings with their faces.

Show different pictures that can illustrate these feelings and ask them to say *happy* / *sad*.

A pupil is the teacher now and holds up the flash-cards.

Art work

Cut out the animals and stick them on either side of a straw.

Introduce the adjective “*small*” as a different size from the animals we had at the beginning (flash-cards to introduce the animals).

We need this adjective at the end of the unit (see chant).

When they finish this activity they sing: “**Tidy up**”

*“Tidy up, tidy up,
one, two, three
Tidy up, tidy up,
you and me”.*

Game

Repeat the same game as in Lesson 1 (Now we use *happy* and *sad* instead of the animals).

LESSON 3

Warm up

Song: “**Good morning, hello**” (Happy, sad).

The children answer hello with different moods (*happy / sad*) according to the puppet shown by the teacher.

*“Good morning, hello
good morning, hello
good morning, hello
to you, and you, and you”.*

Practice

Tell the story: “FRIENDS”

“Once upon a time there were a hen, a frog and a bat.

They were all sad because they were lonely.

What can they do?

Say hello!

Let’s be friends! Now they are friends.”

- Retell the story to act it out.
- Assign three children as the characters from the story.
- Each child holds a straw with the animals that he / she represents.
- When the pupil listens to the name of their animal they have to hold the straw up.
- They mimic sadness when they are lonely and after they say hello they mimic happiness. They meet together and they are friends.

Freer practice

Song: “**Walking, walking**”

In groups of three they meet and say hello. They sing and walk holding hands singing “**Walking, walking**”.

*Walking, walking
walking, walking,
Clap, clap, clap,
clap, clap, clap.
Running, running, running,
Running, running, running,
now we stop,
now we stop.*

LESSON 4

Warm up

The teacher says the name of an animal and the pupils hold up or down the puppets. Tell the story again.

Presentation and practice

Game 1:

The teacher shows an animal with the puppets and the children have to imitate the sound of the animal.

The teacher repeats this several times and then some children (one at a time) take the role of the teacher to change the focus and make it enjoyable.

Game 2:

Pin up the flash-cards (*animals / emotions*) around the classroom.

Whisper the name of an *animal / emotion* to a pupil and they have to go to the right picture.

Freer practice

CHANT:	BLACK	BAT
	SMALL	FROG
	RED	HEN
	HAPPY	FRIENDS
	SAY IT AGAIN	

Do it dividing the class in two groups and splitting the chant also.

GROUP	I CHORUS	GROUP 2
	BLACK	BAT
	SMALL	FROG
	RED	HEN
	HAPPY	FRIENDS
	SAY IT AGAIN	

LESSON 5

Warm up

Talk about the weather and explain the song in L1.

Sing the song:

*“The sky is blue today (grey)
the sky is blue today
happy, happy, happy day (sad)
the sky is blue today (grey)”.*

Practice

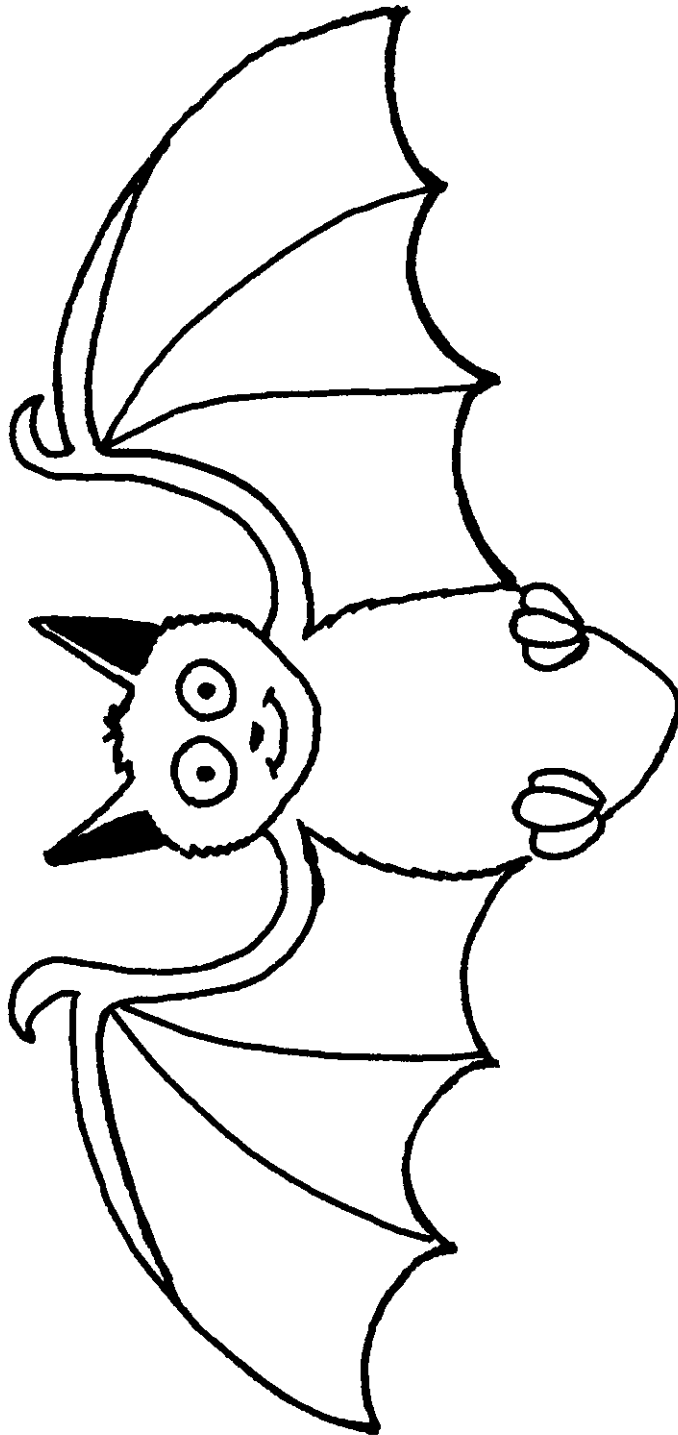
Tell the story again and act it out in groups of three.

Freer practice

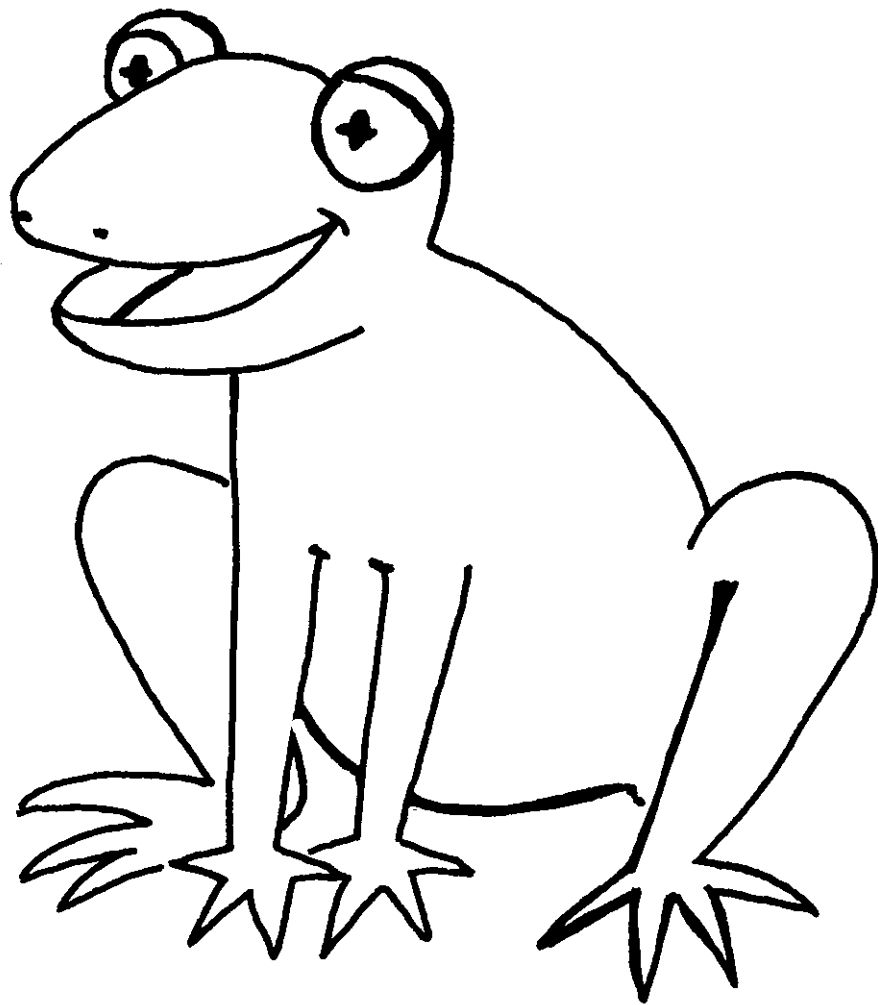
Make a little book with the animals and a face for them to draw themselves with a happy face.

Give clear instructions on how to colour and fold it.

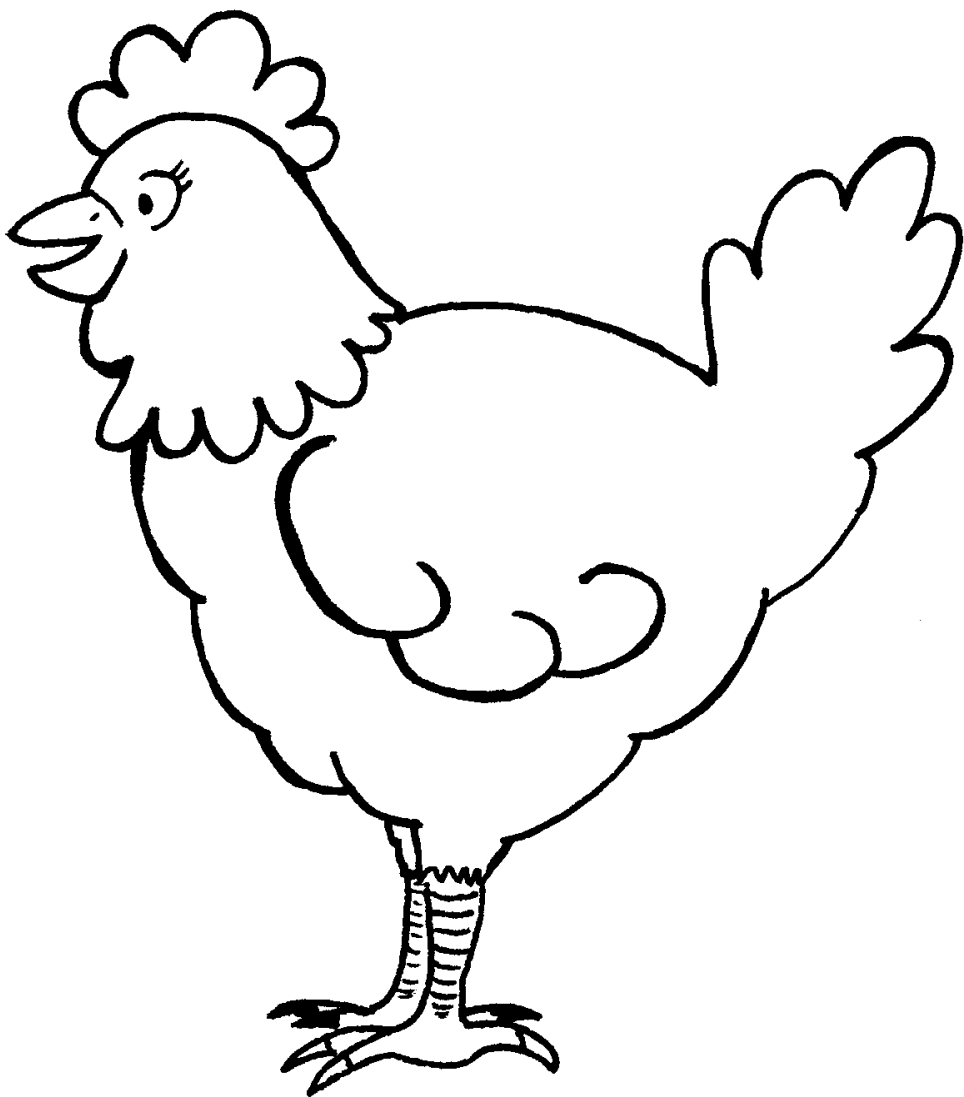
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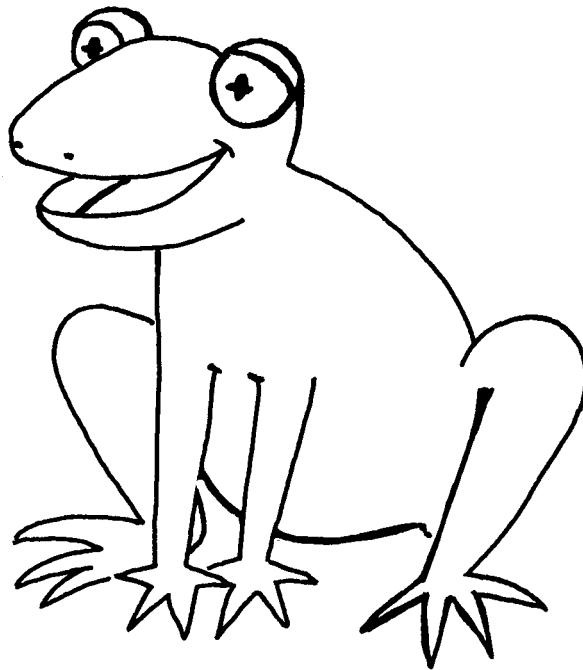
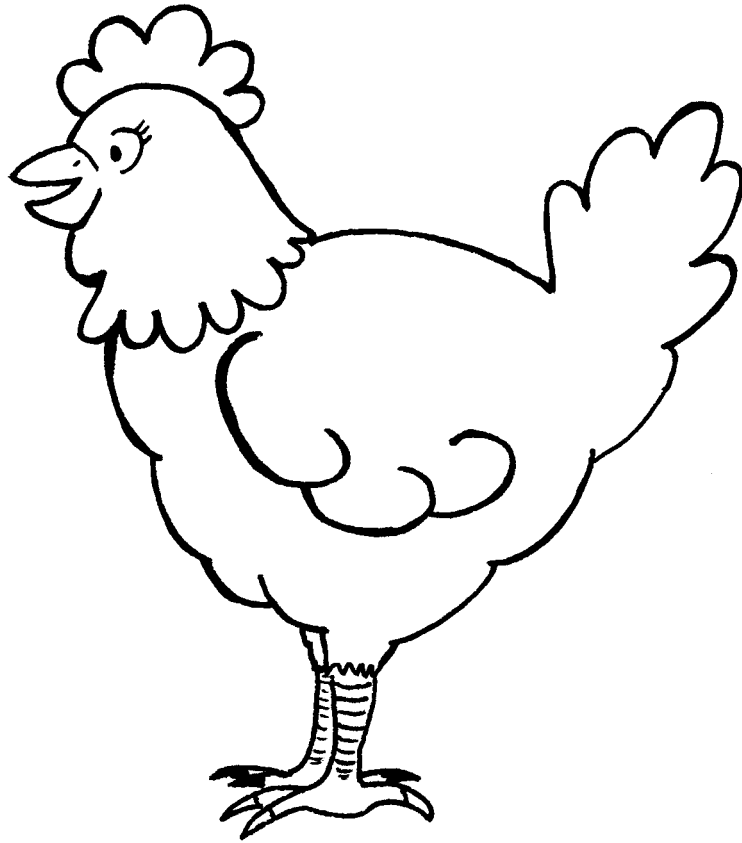
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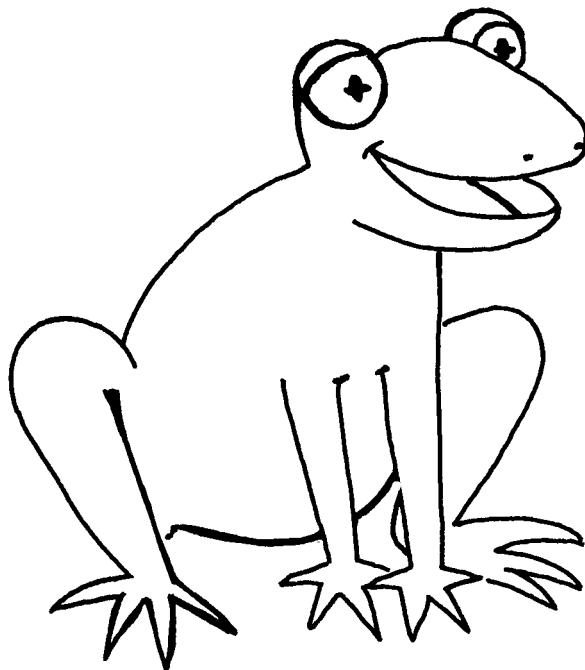
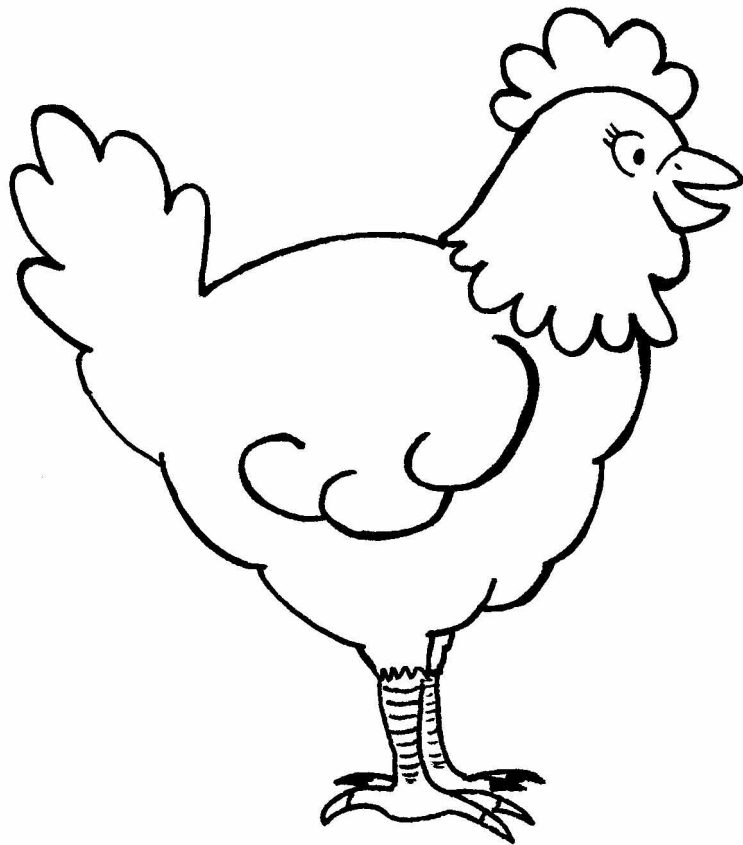
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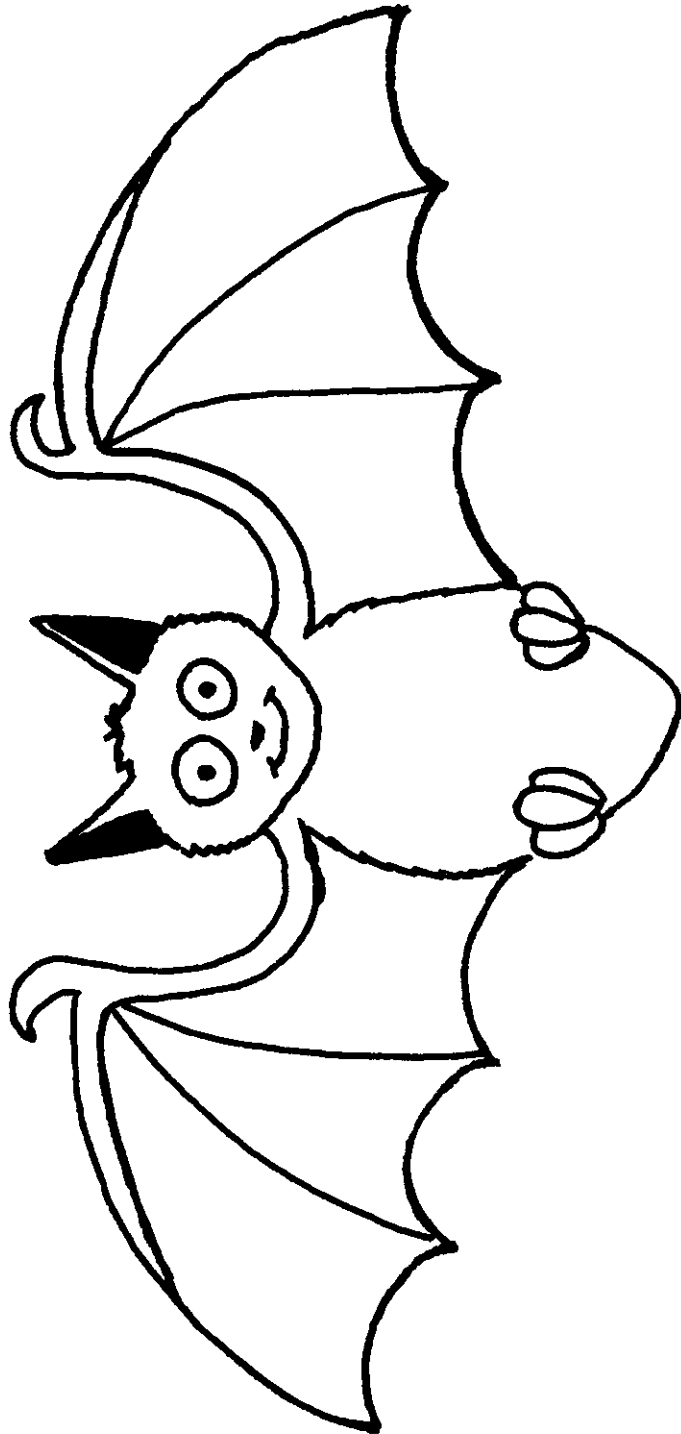
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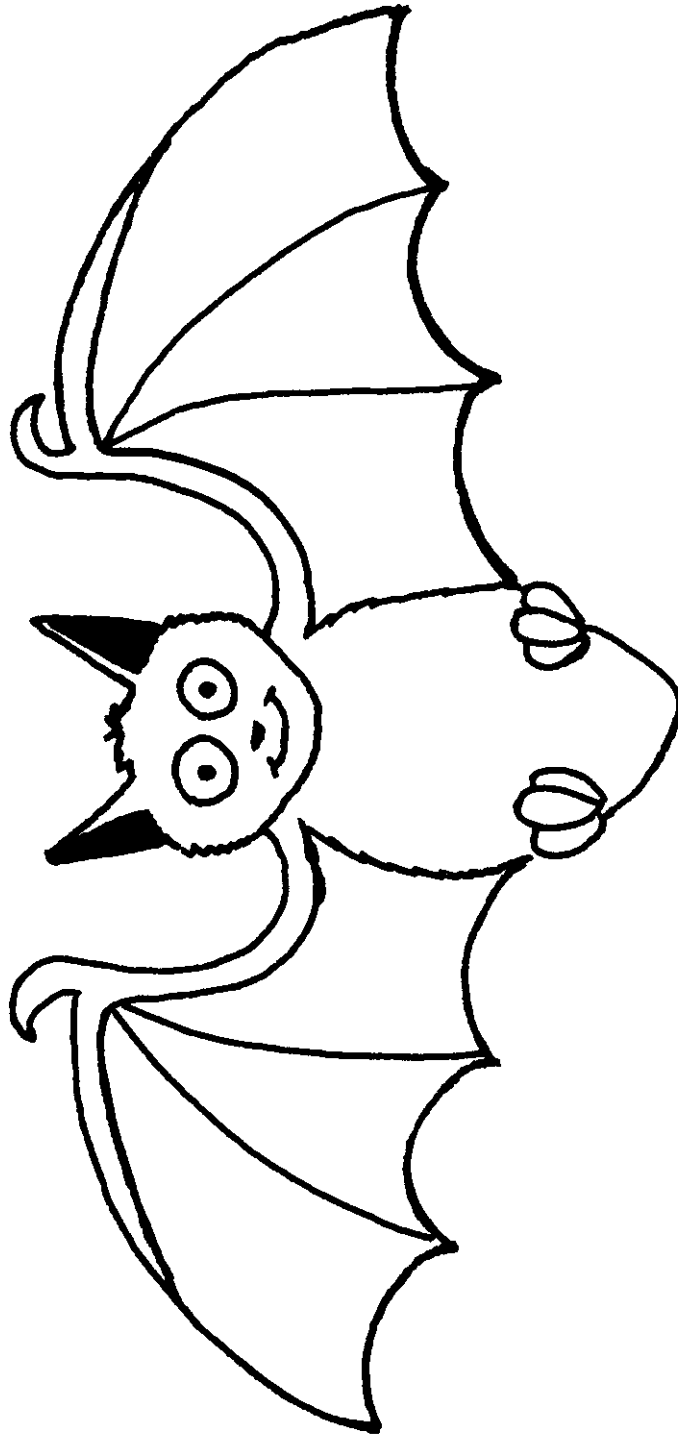
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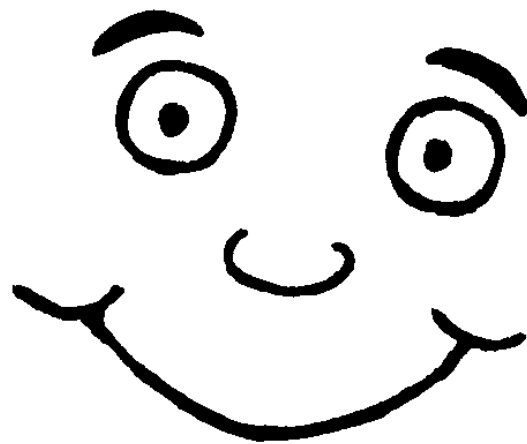
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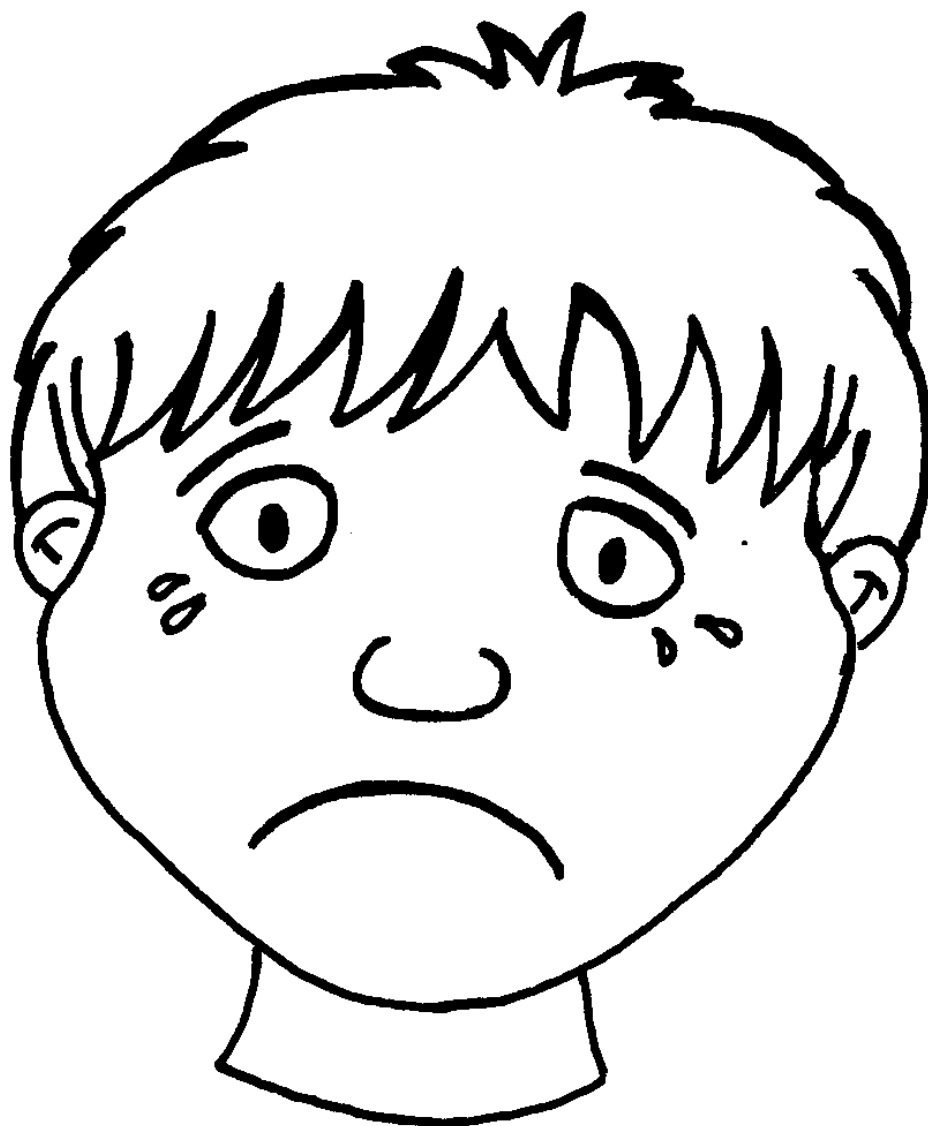
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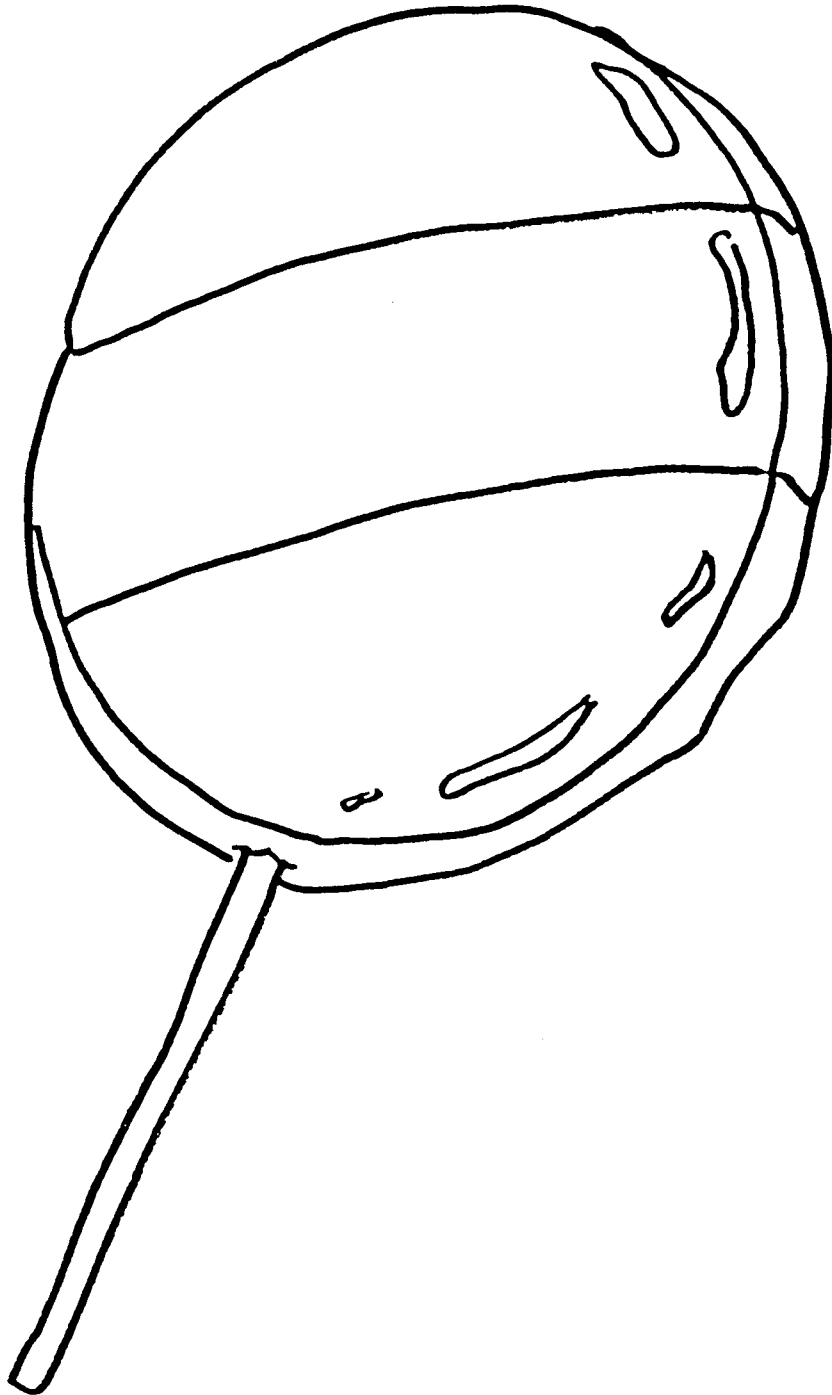
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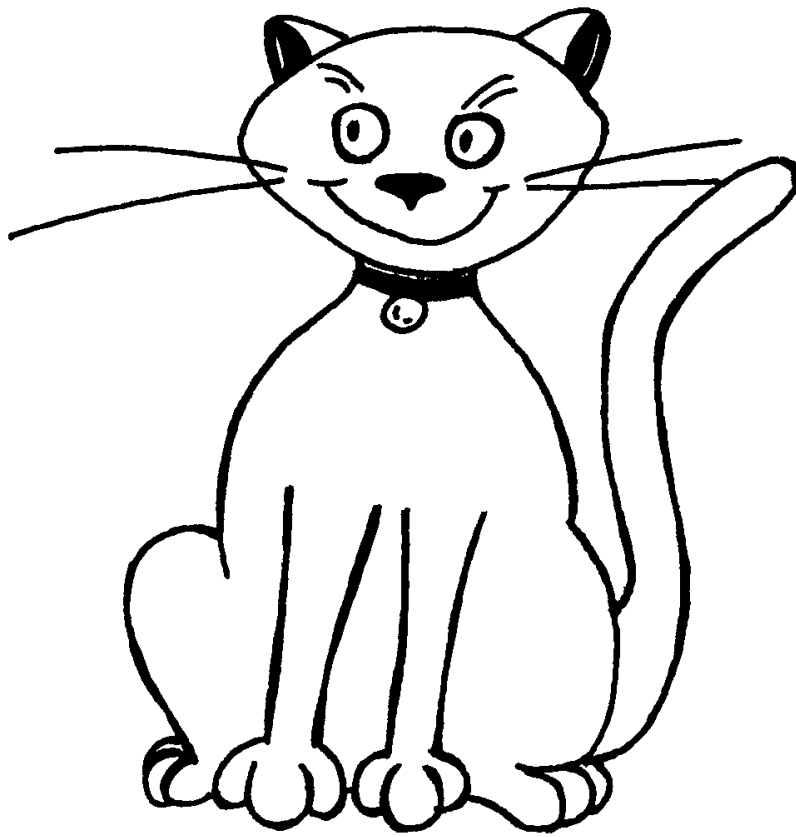
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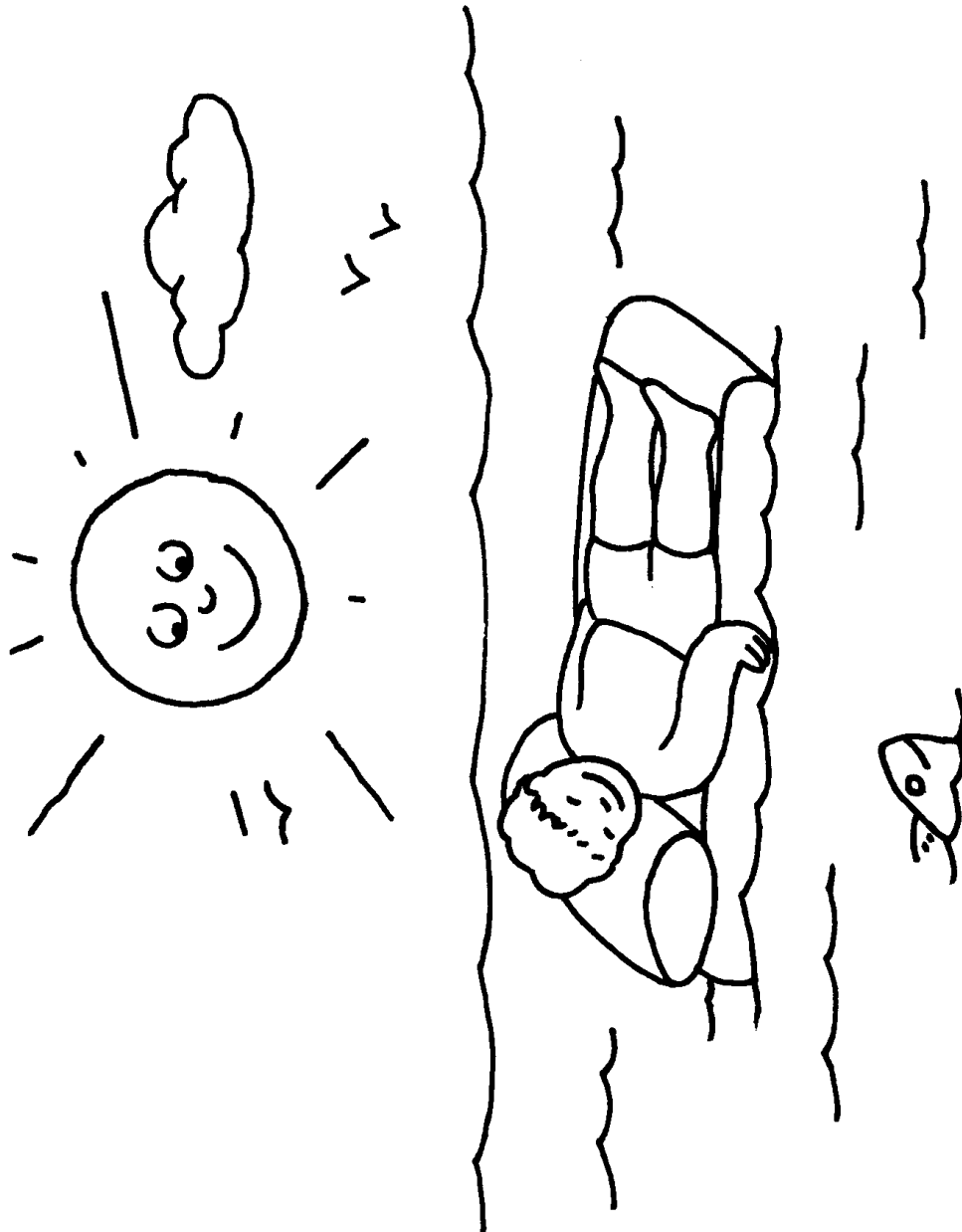
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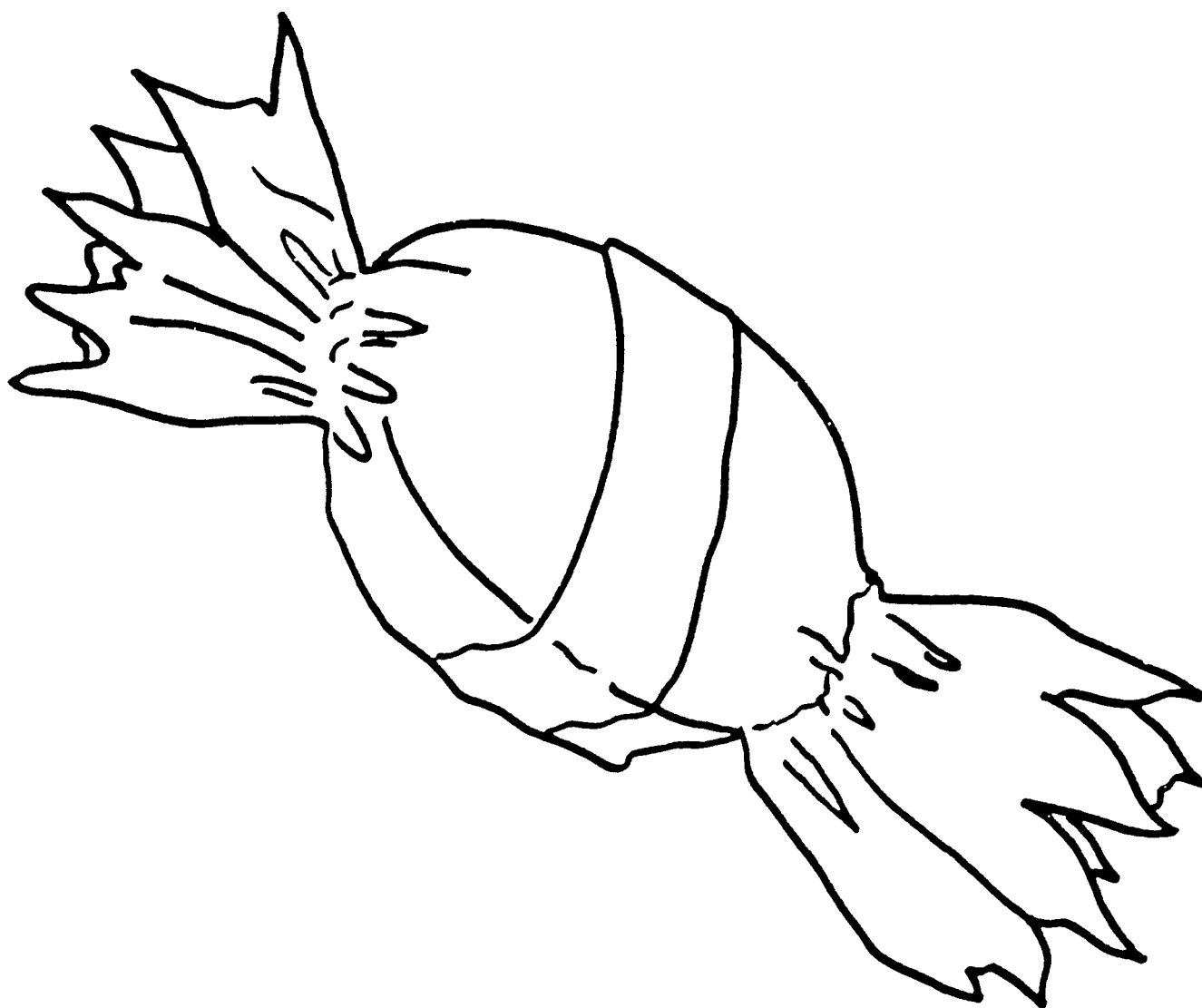
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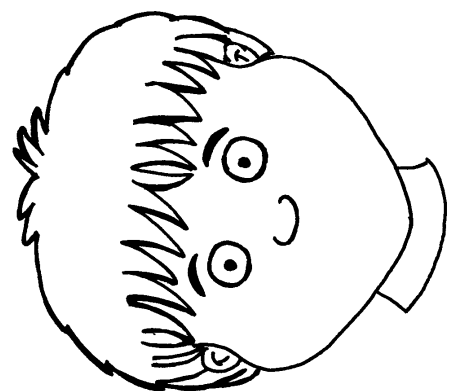
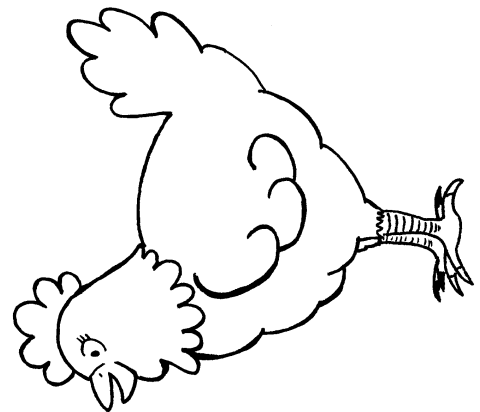
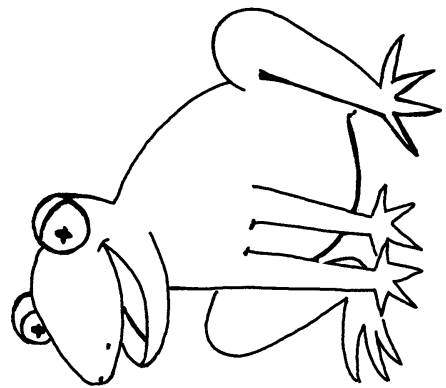
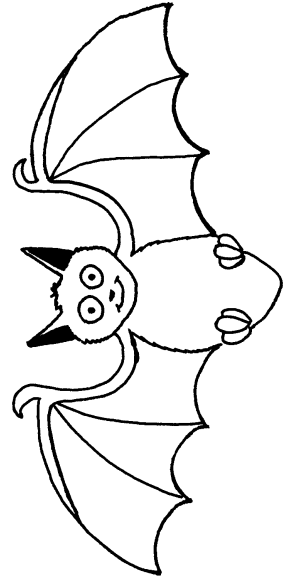
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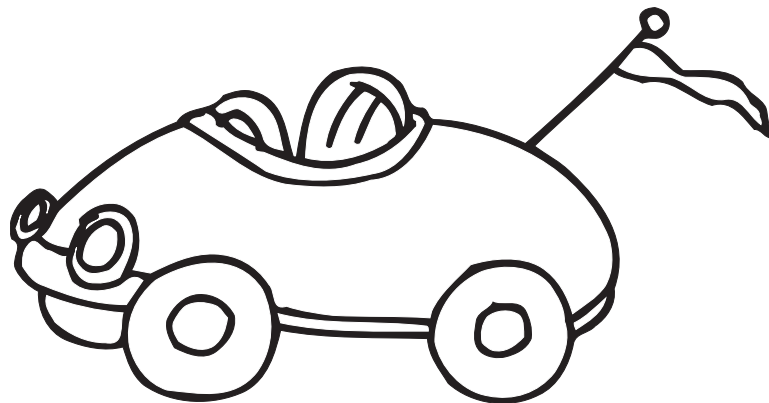
friends



unit of work

toys

Ana M^a Carin Buñuel
Ana Isabel Corcín Berdonces
Ana Ramírez Ballabriga
Milagros López Rojas
Rafael Villafranca Martínez



unit of work

toys

Content

- Classroom instructions: *look, listen, be quiet, sing, draw, follow the line, colour, stick, mime.*
- Toys: *tricycle, ball, car, train, teddy bear.*
- *Happy / sad.*
- Colour: *brown.*
- Number: *one.*
- Story: “I can do it”.
- Songs:
 “Good morning, hello!”, **“Good bye, see you!”** and **“Walking, walking”**.
- Creative work: a book, a mask, a bear.

Skills

- Showing an understanding of instructions through physical response.
- Saying the words from the unit in an appropriate situation.
- Using the basic concepts from the content in meaningful situations.
- Participating in songs, chants, and dramatisation from the unit.
- Becoming more skilled in hand / eye co-ordination.

Attitudes

- Showing an interest and enjoyment of English.
- Becoming integrated within the classroom group.
- Helping each other.
- Enjoying physical exercise.
- Accepting the rules of the English classroom.
- Sharing classroom materials and the toys.
- Accepting the rules of the games.
- Enjoying stories, songs, toys and games.

LESSON I

Warm up

Establish English routine.

The **“Hello, Good morning”** and **“This is the way”** songs.

*“Hello, good morning, How are you? (twice)
I’m fine. Thank you”*

*“This is the way I play with my train.
Play with my train (twice)
This is the way I play with my train.
Now, now, now”*

The children line up as if they were a train and, at the same time, they sing the song. After that, they sit in a circle.

Presentation and practice

Using mime, for example drawing a smile on thumbs, we can introduce the vocabulary *“happy sad”* by miming it. For example:

TPR: - Are you happy?
- Yes.

Clap your hand three times.

TPR: - Are you sad?
- Yes.

We imitate the symbolic gesture of crying.

We cry as if we were sad (gua, gua, gua).

Freer work

They have to draw a happy smile on a face and a sad smile on the back of the face. At the bottom of the face they have to stick on a straw so that they can hold it up.

Farewell routine

The **“Good bye, see you!”** song.

LESSON 2

Warm up

Establish English routine.

The “**Hello, Good morning**” and “**This is the way**” songs.

We can sing the song several times with different tones of voice, faster, slower, ...

We can revise the vocabulary with the puppet: *happy / sad*.

Presentation and practice

Game

“My favourite toy”. The Teacher covers his / her face with a Teddy Bear flashcard, not all the face of course, and asks the children - “Do you know which is my favourite toy?”

They try to guess it while the Teacher is raising the flashcard gradually. The Teacher can talk about the children’s favourite toys, specifically about the Teddy Bear: it can talk, walk, ...

The Teacher introduces the children to the main character of the story: a brown teddy bear called Brownie.

We tell the story.

Game 1:

Listen and point, with three flashcards of figures from the story.

Game 2:

What’s missing?. The Teacher puts the flashcards on the floor and takes one of them away. Then, he/she asks the children

What’s missing?

Farewell routine

The “**Good bye, see you!**” song.

LESSON 3

Warm up

Establish English routine.

The **“Hello, Good morning”** and **“This is the way”** songs.

We revise the vocabulary learnt the day before by miming it: *Teddy Bear, tricycle, ball, car, train*.

We can also revise the vocabulary drawing the things in the air with a finger.

Presentation and practice

We tell the story again sticking the flashcards on the blackboard.

When the Teddy Bear falls and lies on the floor, the children ask him: Are you sad? and they hold a mask with a sad face up.

Game

Raffle: One potato, two potatoes, three potatoes, four..., five potatoes, six potatoes, seven potatoes, more, ...

Hide and seek:

- Brownie, Brownie, where are you?

- Here I am, here I am, here I am.

The game is as follows: One child goes out of the classroom. The rest of the children hide the teddy bear on a classmate's back.

After a while, the child comes in and tries to find it going around the circle they are sitting in.

Freer work

The children have to fill in the picture of a bear sticking little balls made of brown silken paper or plasticine.

After that, they think of a name for the bear and the teacher writes that name under the bear.

Farewell routine

The **“Good bye, see you!”** song.

LESSON 4

Warm up

Establish English routine: The **“Hello, Good morning”** and **“This is the way”** songs.

With the flashcards muddled up, the children arrange the different actions in the correct sequence as the teacher tells the story again.

Presentation and practice

The teacher draws the path on the floor with two lines from the bear to the cave. The children do different TPR activities along this way (*walk, run, hop and jump*) while they sing this song:

“Walking, walking

walking, walking

tap, tap, tap. (twice)

Hopping, hopping, hopping

hopping, hopping, hopping

now we stop. (twice)

“Running, running

running, running

Clap, clap, clap. (twice)

Jumping, jumping, jumping

Jumping, jumping, jumping

Now we stop. (twice)”.

Freer work

The teacher prepares another path this time along the wall of the classroom with a long length of paper.

Then the children follow the line from the bear to the cave using different colour finger-paints to develop the *eye / hand* coordination.

Another more creative possibility is to follow the way with their coloured hands as prints.

Farewell routine

The **“Good bye, see you!”** song.

LESSON 5

Warm up

Establish English routine: The **“Hello, Good morning”** and **“This is the way”** songs.

Game

“Simon says” with *happy, sad, walk, run, hop, tap, clap, and jump*.

Presentation and practice

We retell the story and when an action appears we mime this action and all the children together say:

“I can ride a tricycle”

“I can drive a car”

“I can play football”

The teacher asks the children questions while she / he mimes different actions. The children answer “Yes” and mime the actions too.

- Can you swim?
- Yes and the kids mime the action.

Freer work

The teacher gives a book to the children with the shape of a bear. The children draw their favourite toy in the book and colour it. Finally they play with the classroom toys.

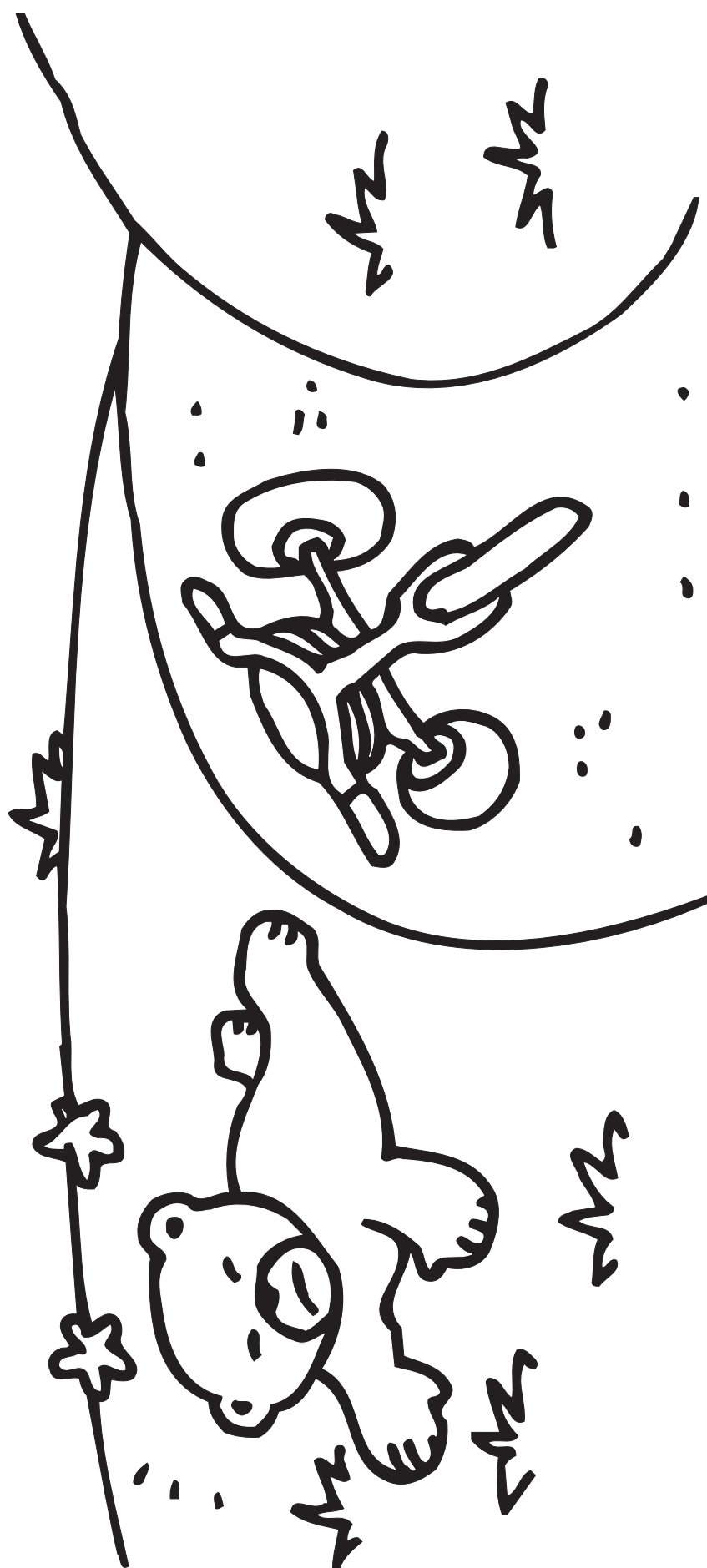
Farewell routine

The **“Good bye, see you!”** song.

toys



I can ride a tricycle



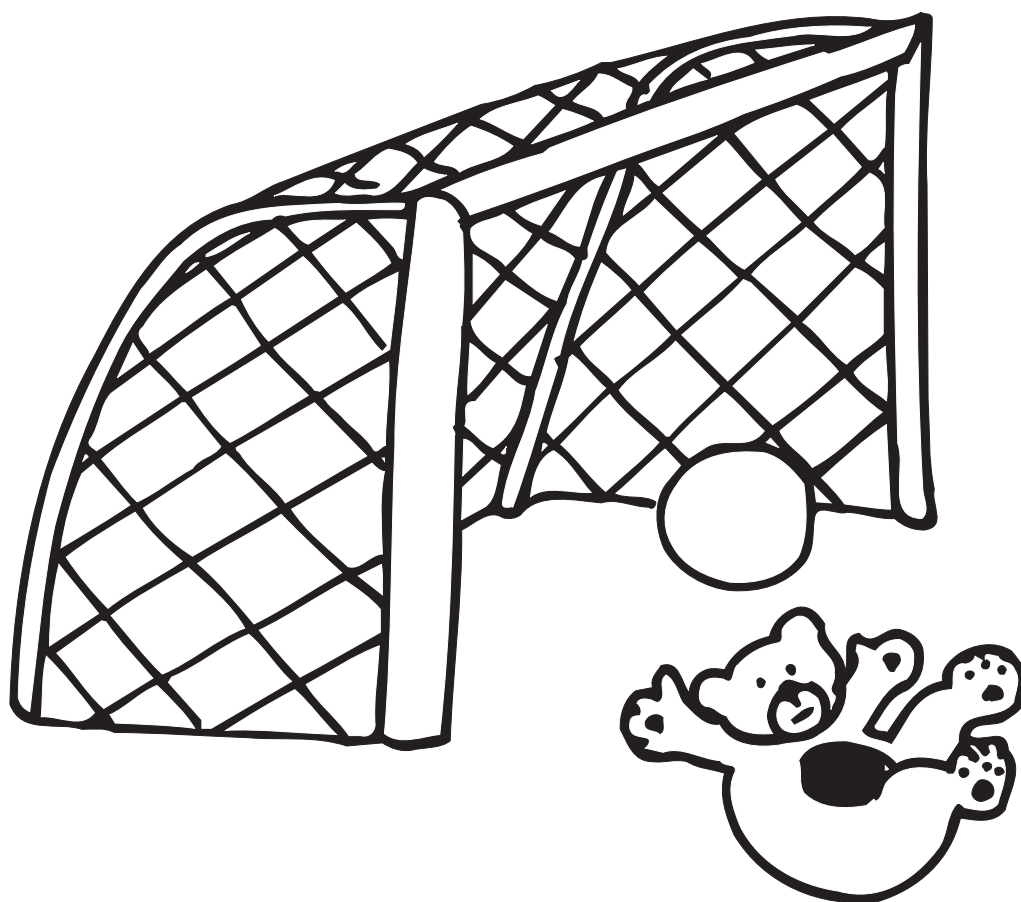
Well, nearly

toys



I can play football

toys



Well, nearly

toys



I can drive a car

toys

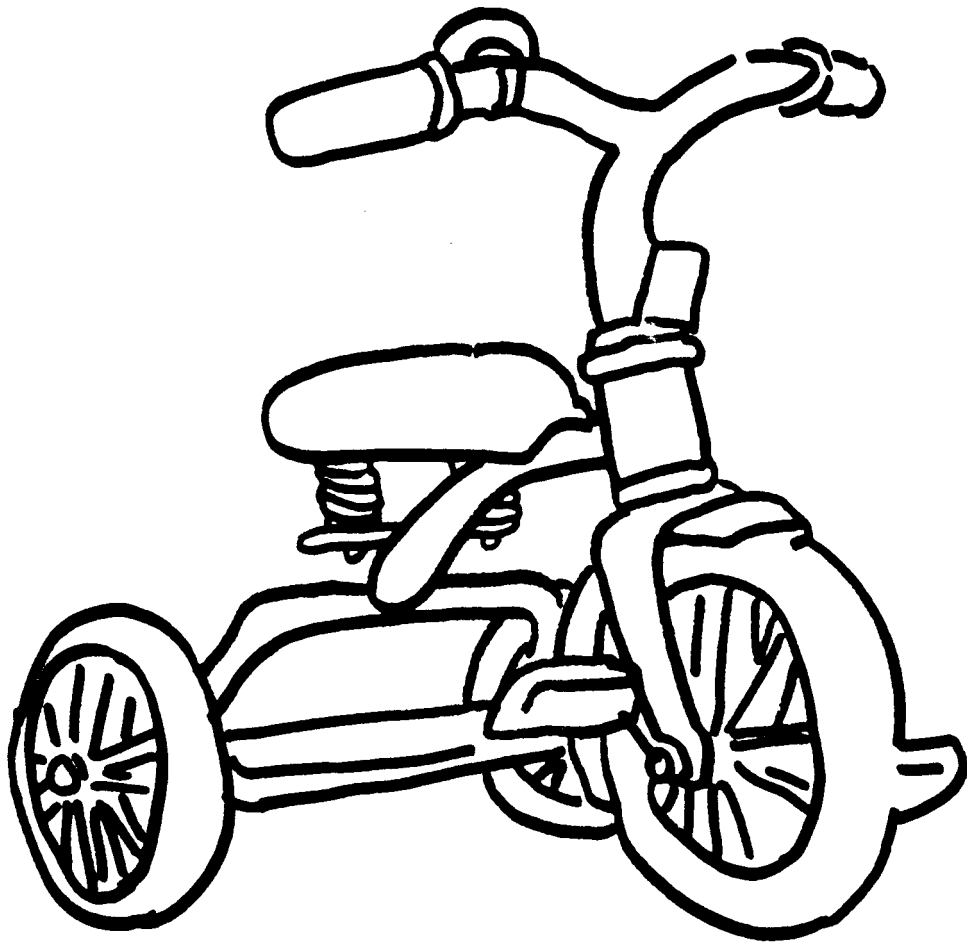


I can do it

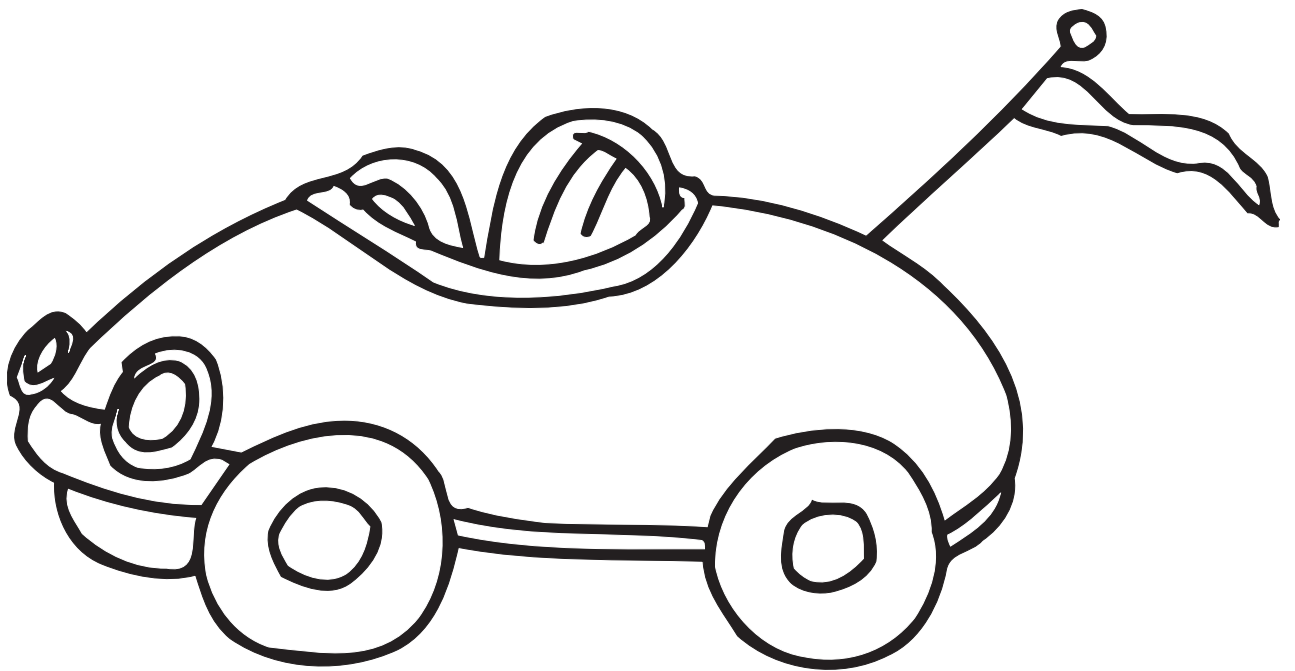
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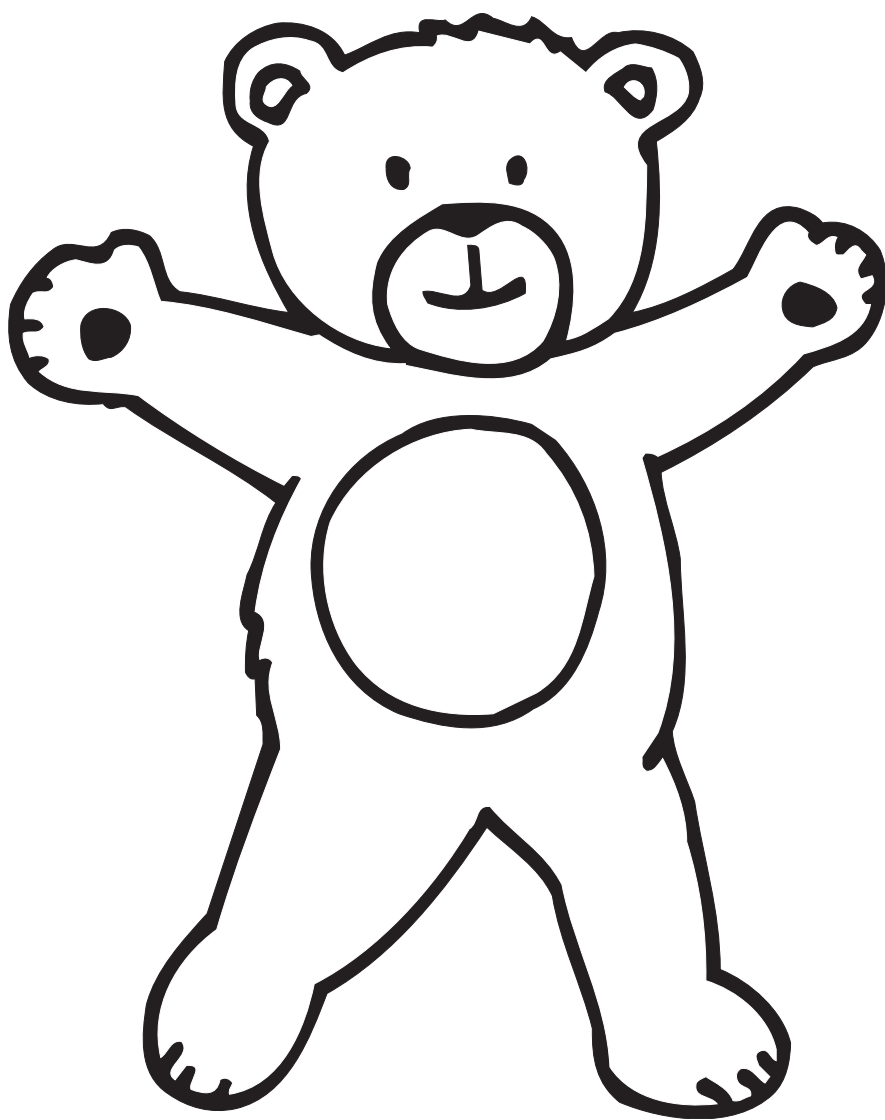
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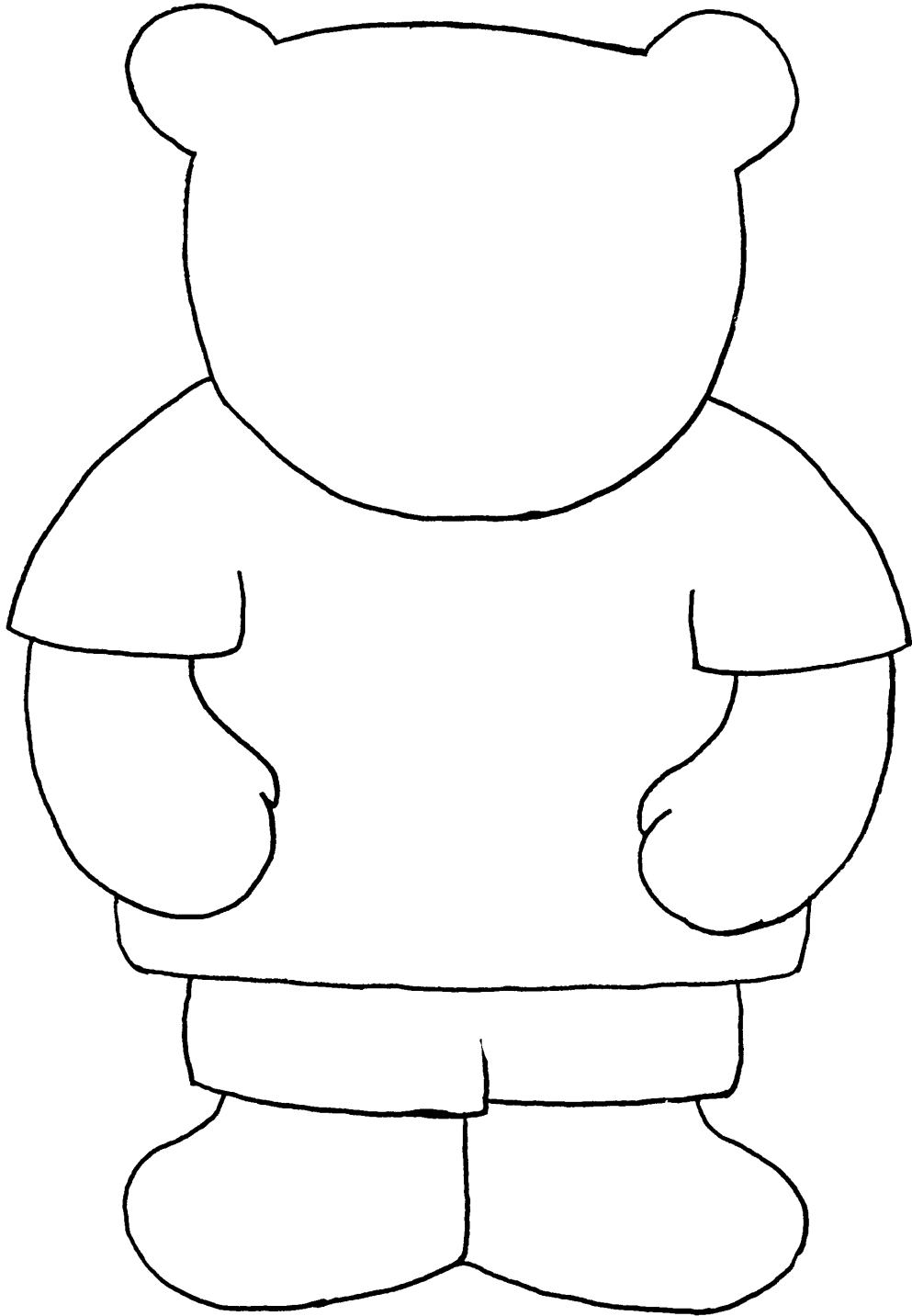
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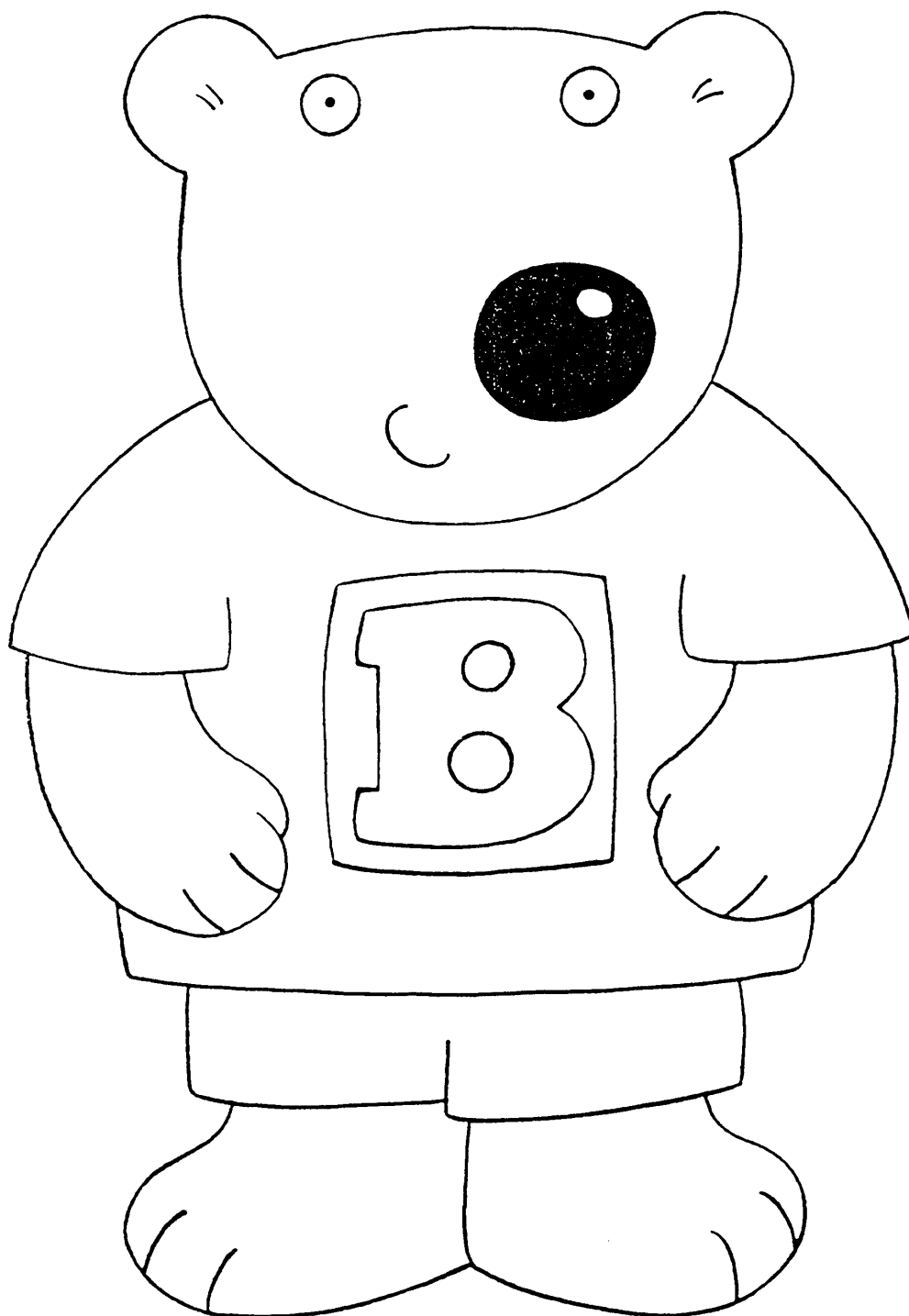
toys



toys



toys



unit of work

my home

Teresa Esteban
Javier Marco
Julia Gorrindo



unit of work

my home

Objectives

Identifying spaces in the home.

Relating a picture of certain objects with the room where they are usually found.

Relating the aural vocabulary of the home (spoken and in context) with a corresponding picture in a picture of the whole house.

Understanding a story.

Participating in memory games (flashcards).

Recognising language through the medium of games.

Concepts

Basic Language

- "Mummy, where are you?"
- "Here I am. In the kitchen, in the bathroom, in the sitting room, in bed".
- "Good night".

Understanding Language

- "What's this?"
- "Who is it?"
- "Open the window"
- "Close the door"

Skills

- Listening to and dramatizing a story
- Taking part in games
- Singing and reciting
- Creating a rôle in a story

Attitudes

- Developing positive feelings towards one's family and others.
- Taking part in plays.
- Showing an interest in expressing oneself in English.
- Participating actively in the activities in class.

ACTIVITIES

1) Chant.

Steps:	<i>In the garden</i>	<i>In the bedroom</i>
1- Listen.	<i>In the kitchen</i>	<i>In the living room</i>
2- Listen and point.	<i>In the bathroom</i>	<i>In my bed</i>
3- Listen and repeat.	<i>Here I am.</i>	<i>Here I am.</i>

2) Good bye game

How to play it:

- Put the flashcards in different places round the classroom where the children can easily see them.
- Teacher says “Run” and the children start to run around the classroom. You can give other orders as “Hop”, “Walk”, “Crawl”, etc.
- When teacher says “Stop” children stop anywhere near the flashcards, then teacher calls out a room of the house at random, for example, “kitchen” and, children stopped near the flashcards immediately say “good bye, kitchen” and sit down. The last group sitting down is the winner.

3) Memory game

How to play it:

- Sit the children in a circle.
- Put the flashcards face down on the floor and ask “Where is the kitchen / the bathroom?”. One child tries to guess the correct card. If the child chooses the right card, everybody says “Oh yes!”, if not, everybody says “Oh no!”, and another child starts to look for the card.

4) What’s missing?

How to play it:

- Hold up, the flashcards in random order. Ask the children to say the words.
- As they say each word, put the flashcards face down on your desk..
- See if the children can remember the order of the cards. As they call out. Pick each flashcard up in turn and say : “Yes, that’s right” or “No, that’s not right”.

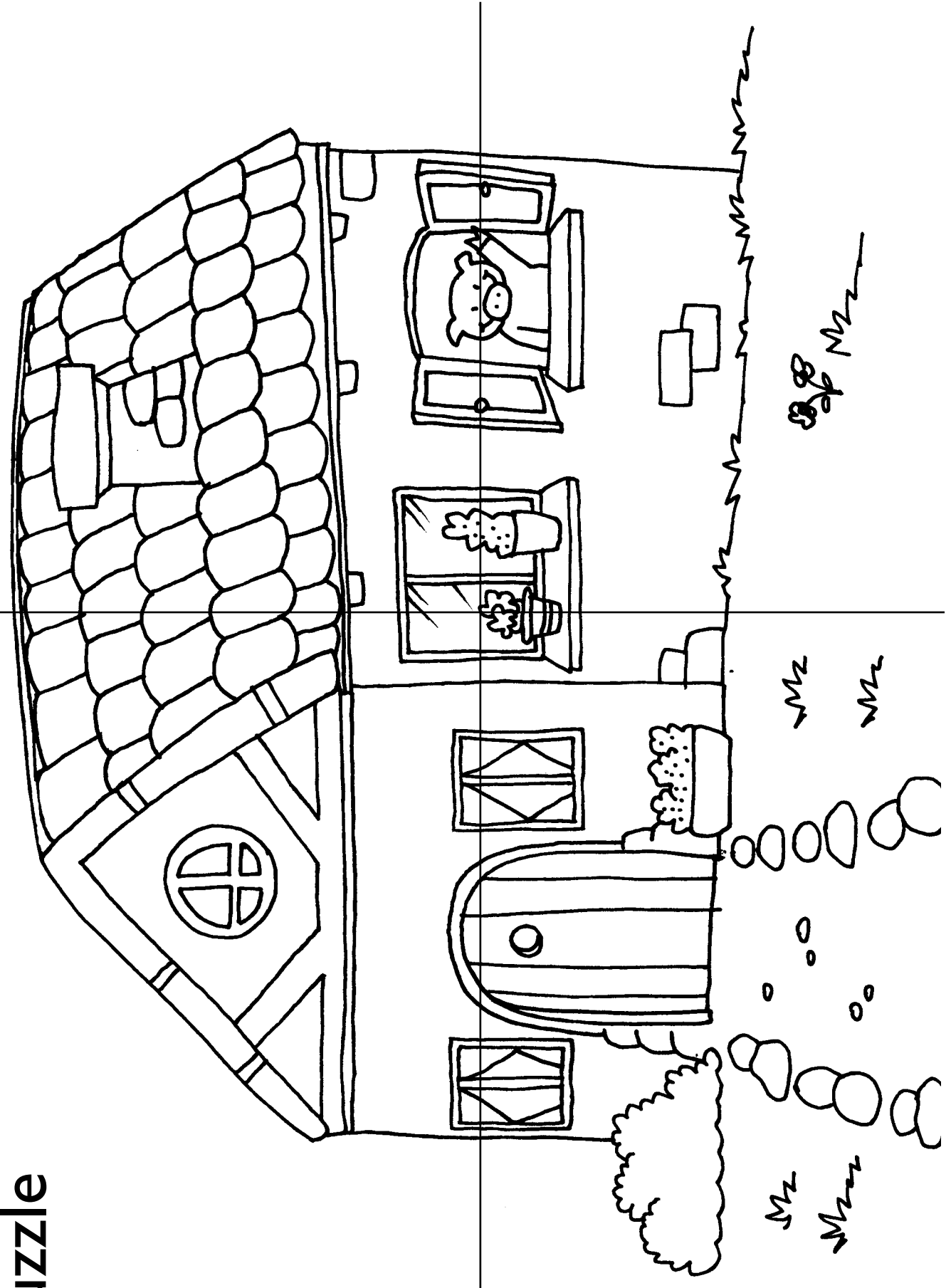
5) Art craft activity:

Fold and crease a book (Non-ending book). Colour it.

6) Puzzle.

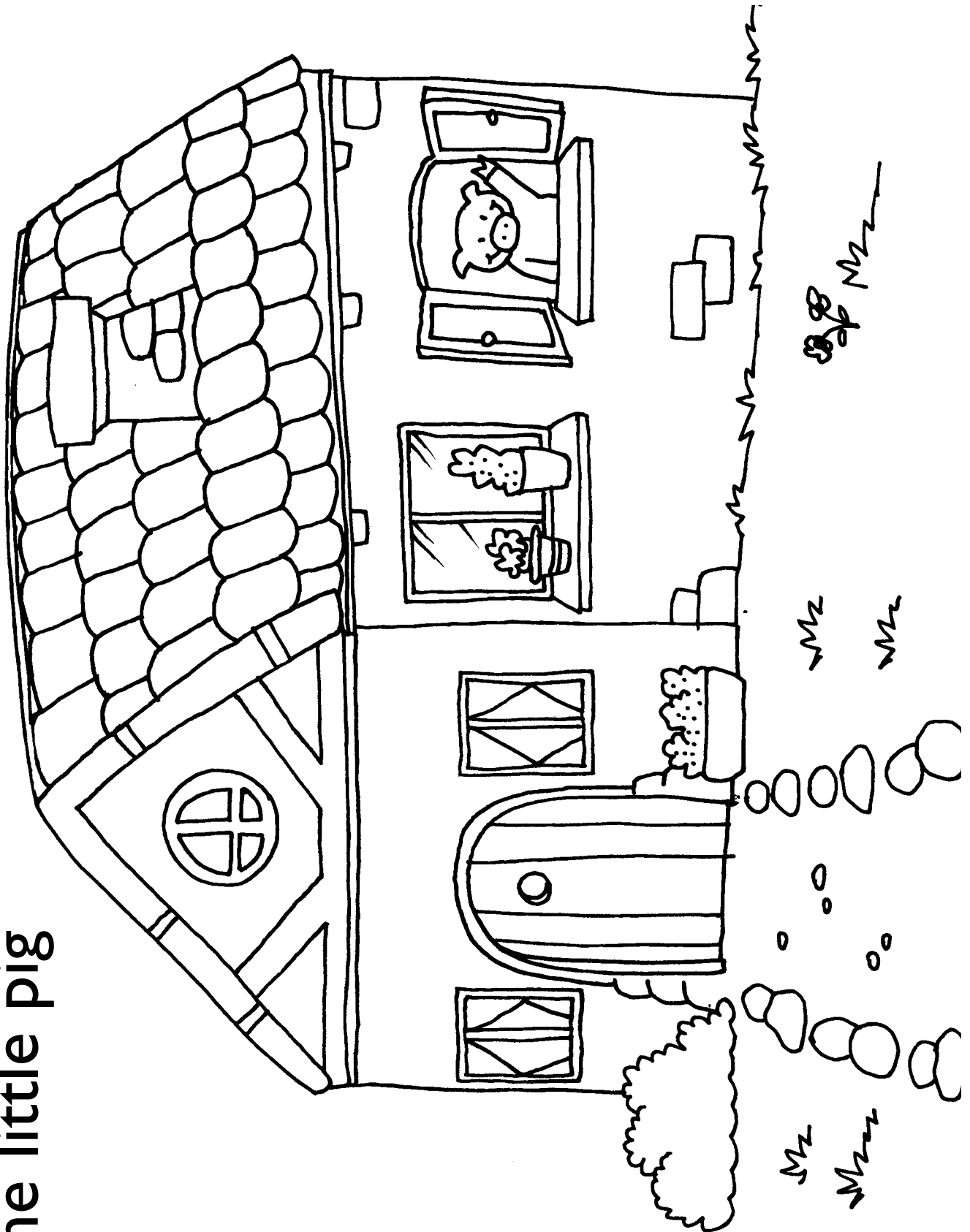
Puzzle

my home



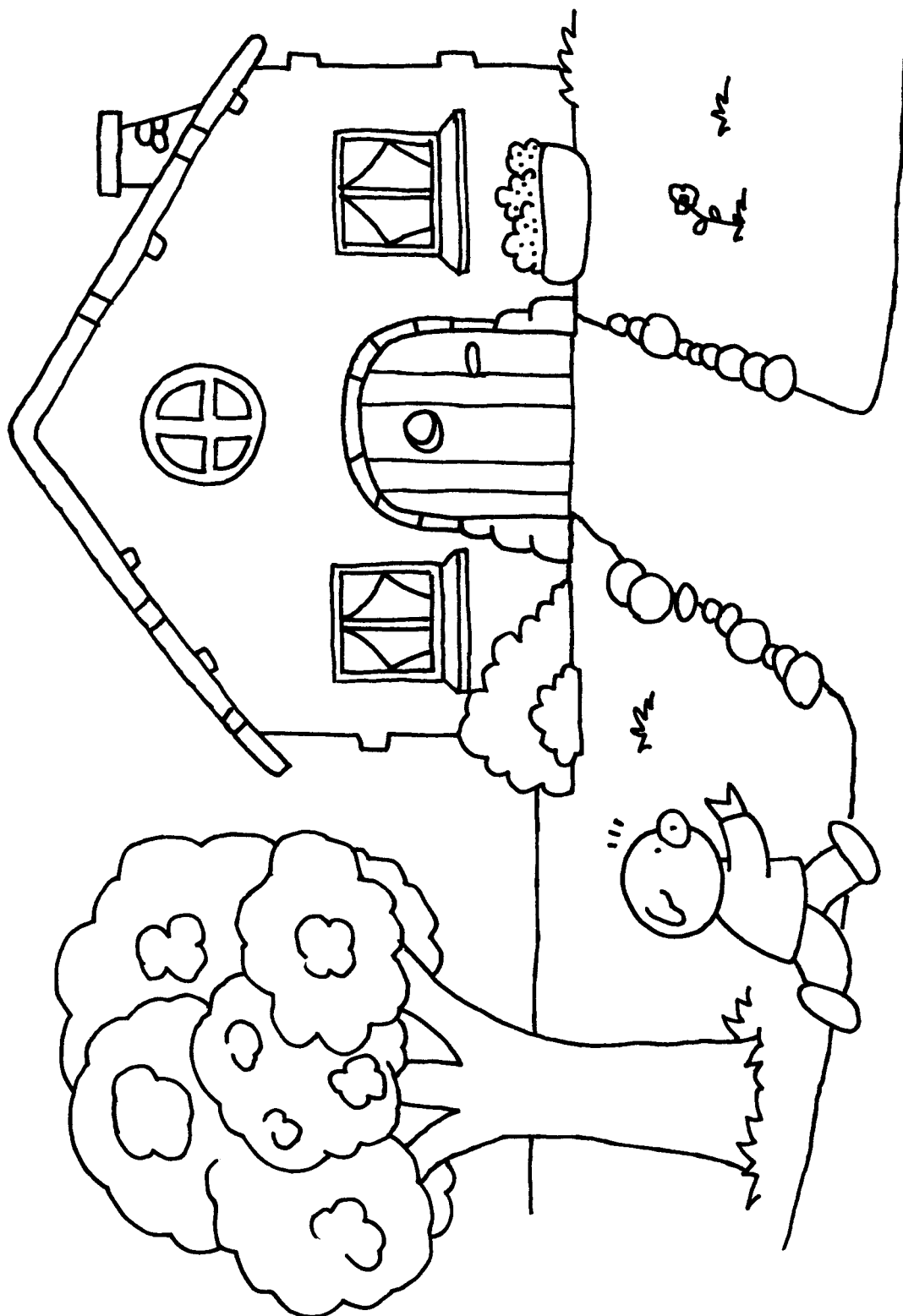
The little pig

my home



uuuaah! Where is my mummy?
Mummy! Where are you?

my home

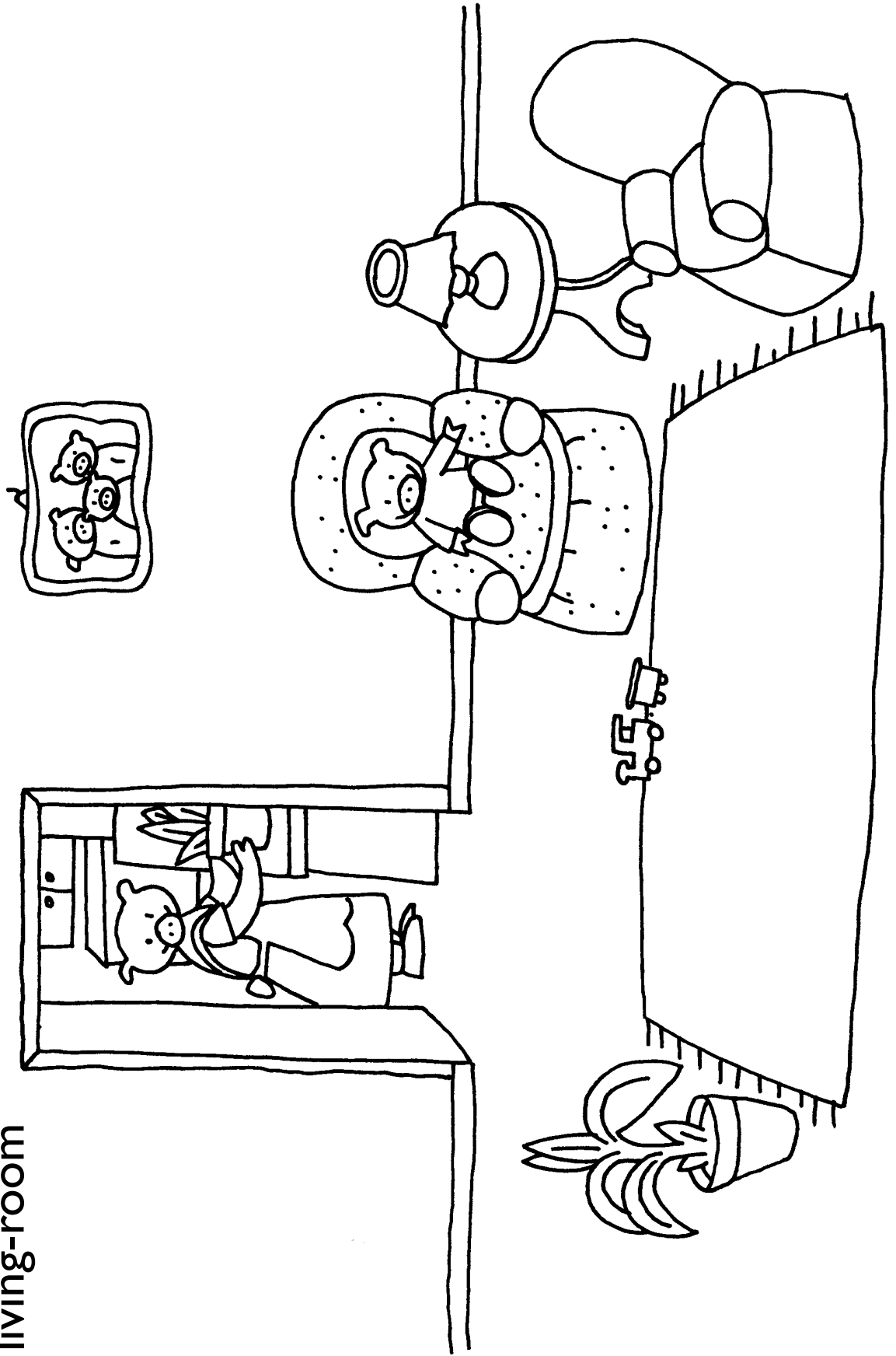


Oh dear, Where are you?

Here I am!

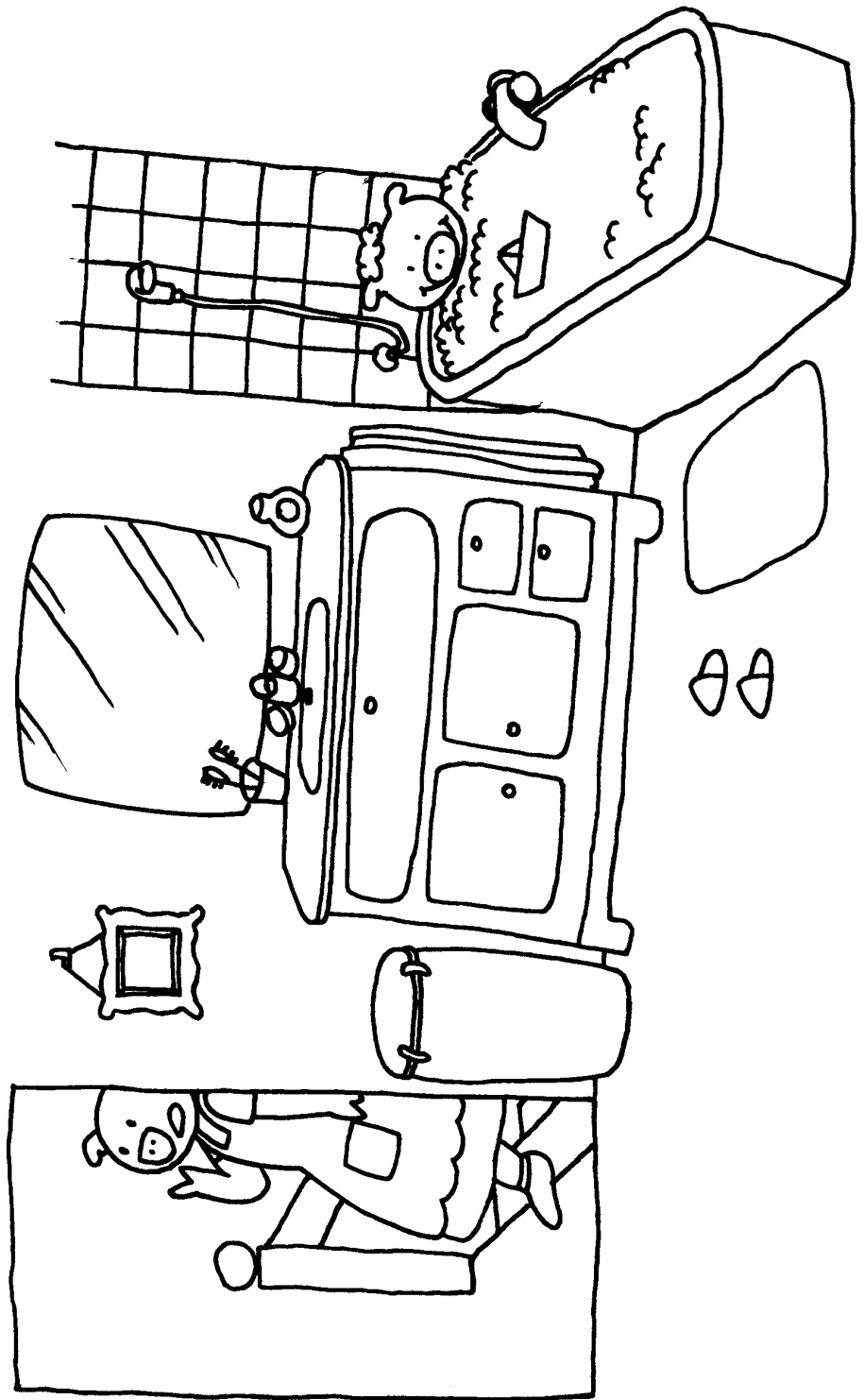
In the living-room

my home



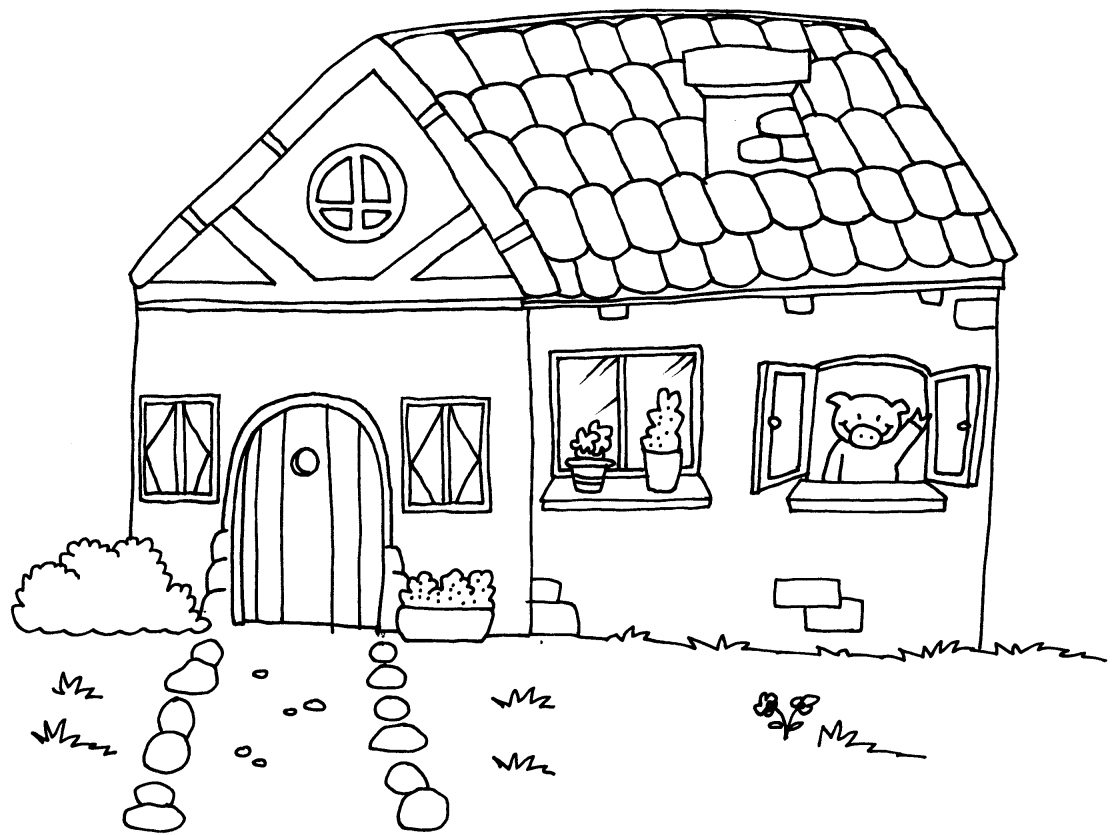
Little pig, where are you?
Here I am mummy
In the bathroom

my home



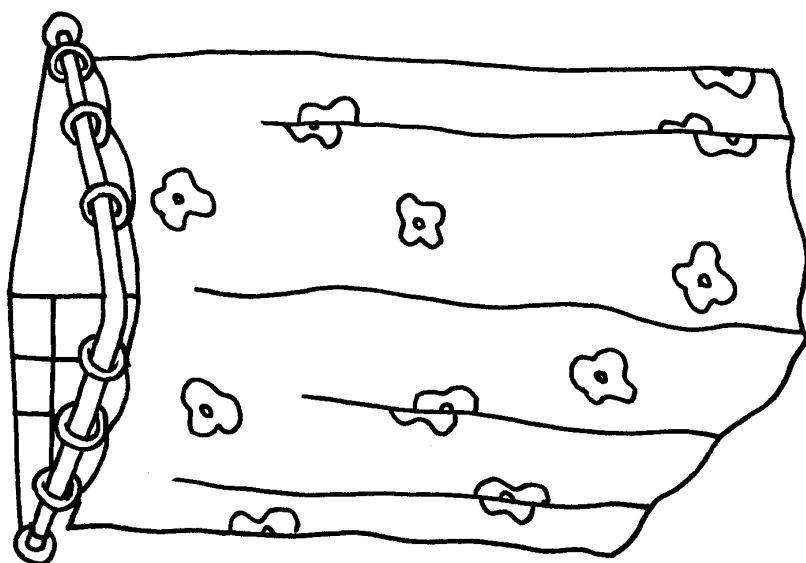
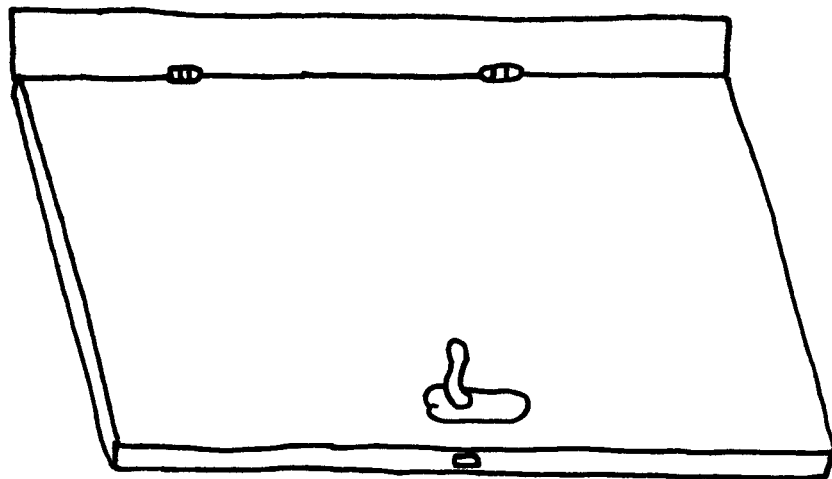
my home

The little pig



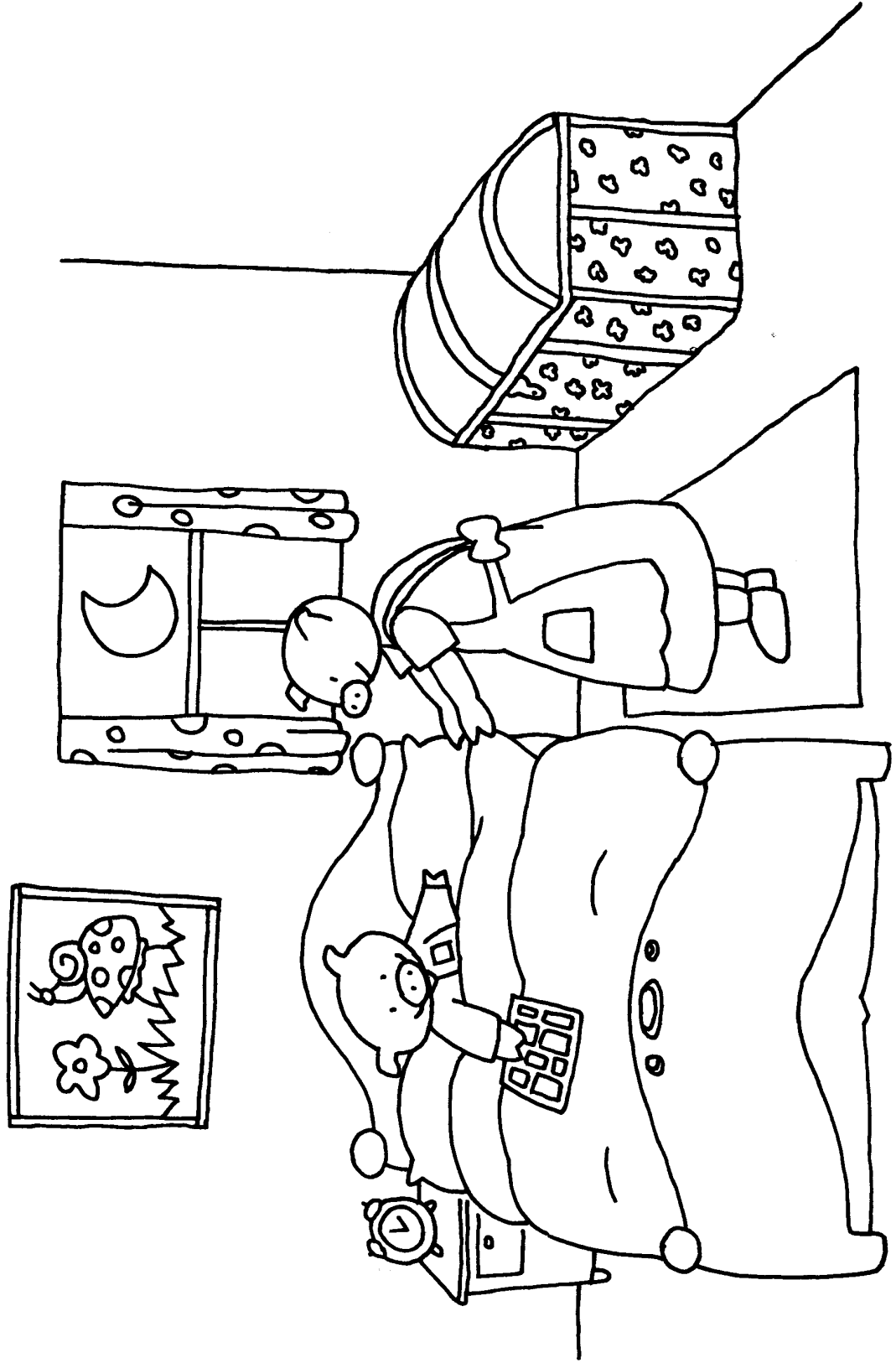
Uuuuaah! Where is my mummy?
Mummy Where are you?

my home



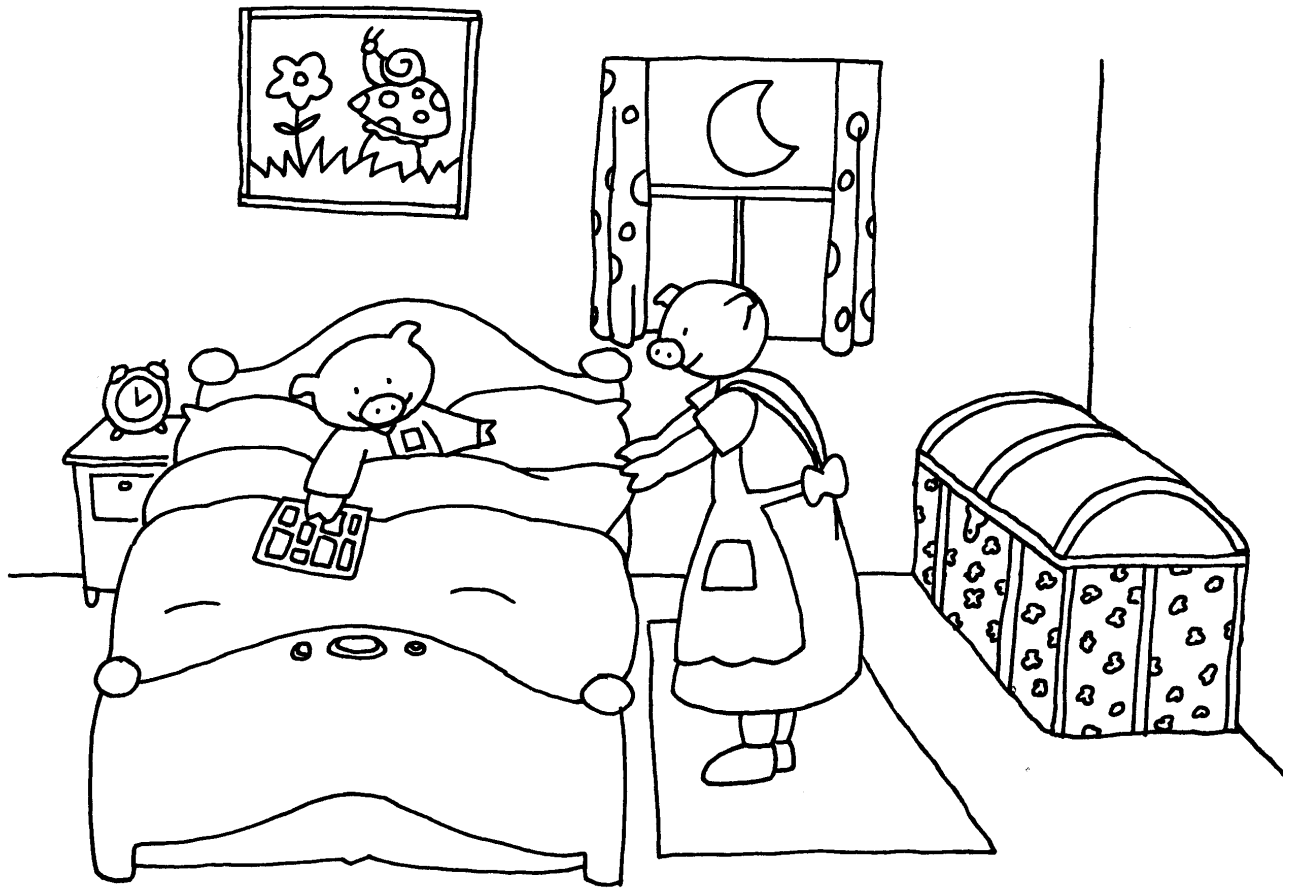
Aaah! I'm in bed
good night, mummy!

Good night
my dear!



my home

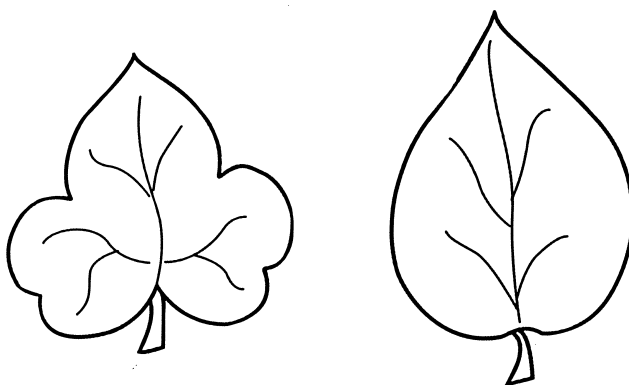
my home



unit of work

autumn

Elena Urdangarín
Marga García
Carmen Sánchez de Puerta
Ana Martínez



unit of work

autumn

Objectives

- Understanding and carrying out simple orders
- Identifying concepts related to the weather
- Identifying concepts related to the autumn
- Identifying feelings: happy and sad

Concepts

- Orders: *stand up/down, hands up/down, touch, come here, make a circle, point to, show me.*
- *The Autumn*
- Weather: *sunny, windy, rainy*
- Feelings: *happy, sad*

Skills

- Associating vocabulary with images
- Carrying out given orders
- Repeating rhymes and songs
- Realizing different creative and artistic activities

Attitudes

- Enjoying listening to stories, songs and rhymes in English
- Showing an interest in English
- Showing a positive interest in sharing materials in class

LESSON I

Warm up

Song:

*“Good morning, Good morning
Good morning, how are you?
I’m fine, I’m fine
I’m fine, thank you”.*

Commands

(TPR): Stand up! Sit down!
 Hands, up / down!
 Touch your nose / ears / mouth / eyes / arms...!
 Come here!
 Form a circle!

Presentation and practice

Introduce weather vocabulary (*sun / wind / rain*) with Claire’s flashcards. While we show Claire’s flashcards and weather vocabulary (*sun / wind / rain*) flashcards, we say:

- Look, the sun is in the sky - Claire wears/is wearing her bathing costume
- Look, It’s raining - Claire wears, is wearing her raincoat and umbrella
- Look, It’s windy today - Claire’s scarf is flying!

TPR games with the flashcards of *sun / wind* and *rain*: Point to. Show me. True or false (Clap if right, fold your arms if wrong).

Mime the concepts: *sun, rain and wind*.

Sun - acting as if it was, very hot

Rain - acting as if it was raining

Wind - blowing air

First you show the flashcards, then you say the vocabulary without showing the flashcards.

Song:

*“Sun, sun, sun (rain, wind)
it’s a sunny day (rainy, windy)
sun, sun, sun
it’s a sunny day”*

Creative work

Make a three weather windows book. Colour the pictures.

LESSON 2

(Stick a big tree, without leaves made of “papel de embalar” on the wall or blackboard)

Warm up

Songs:

*“Good morning, good morning
good morning, how are you?
Sun, sun, sun / wind, wind, wind
it’s a sunny day / it’s a windy day”*

Commands TPR: *Stand up / sit down, Hands up / down, touch your* (different parts of the face), *come here, form a circle.*

Presentation

Ask children in Spanish, showing the big tree:

- ¿Qué es esto?
- ¿Qué le pasa? / ¿Qué le falta?
- ¿Por qué creéis que está así?

Tell the story of “Jimmy The Tree”. When you finish, ask children:

- ¿Cómo podemos hacer que Jimmy se ponga contento?
- ¡Poniéndole las hojas!

Creative work

Give the children the photocopy of a leaf, they colour it (you can ask them to colour the leaves, all green, all brown, some green, some brown or in many different colours, as they like).

They cut it out and stick it on the tree from the presentation of the story.

LESSON 3

Warm up

Songs: “**Good morning**”, “**How are you?**”

Weather song: depending on the day’s weather

Retell the story: encourage predictions

Presentation and practice

TREE CHANT:

“Green, green tree

Happy, happy tree

Jimmy’s very happy

He’s got leaves”

Repeat the chant until the children learn it. Repeat *tapping, hitting the laps, clapping, stamping, tapping*.

Creative work

Draw the leaves on Jimmy’s copy.

LESSON 4

Warm up

Songs: **“Good morning, hello”**. **“How are you?”**

Weather song

Tree chant

Retell the story. Eliciting as much of the story as possible.

Presentation and practice

Presentation of concepts: *happy and sad*. These concepts will be presented using Jimmy's expressions from the story. Ask questions like:

- Look at Jimmy, look at his mouth, is he smiling? (you smile as well). Yes, he is smiling because he is happy. HAPPY!

Now show last of Jimmy's pictures.

- Look at Jimmy now, look at his mouth, is he smiling? (you don't smile and shake your head). No, Jimmy is not happy, Jimmy is SAD.

Practice with the children the expression “*be happy*” and “*be sad*” as you show the flashcards.

Showing flashcards

Without flashcards

Teacher says and students do

Teacher does and students say

Creative work

Finish the weather windows book from Lesson 1 and play with it.

Or make happy and sad masks and play with them.

JIMMY THE TREE

(Story)

Once upon a time there was a big tree, his name was Jimmy. Jimmy was very happy. He had a lot of green leaves. It was sunny.

One day it was windy, fuuuuuu fuuuuuu fuuuuuuuu, and the leaves fell down.

Next day it was raining, tap tap tap tap tap, and the leaves fell down.

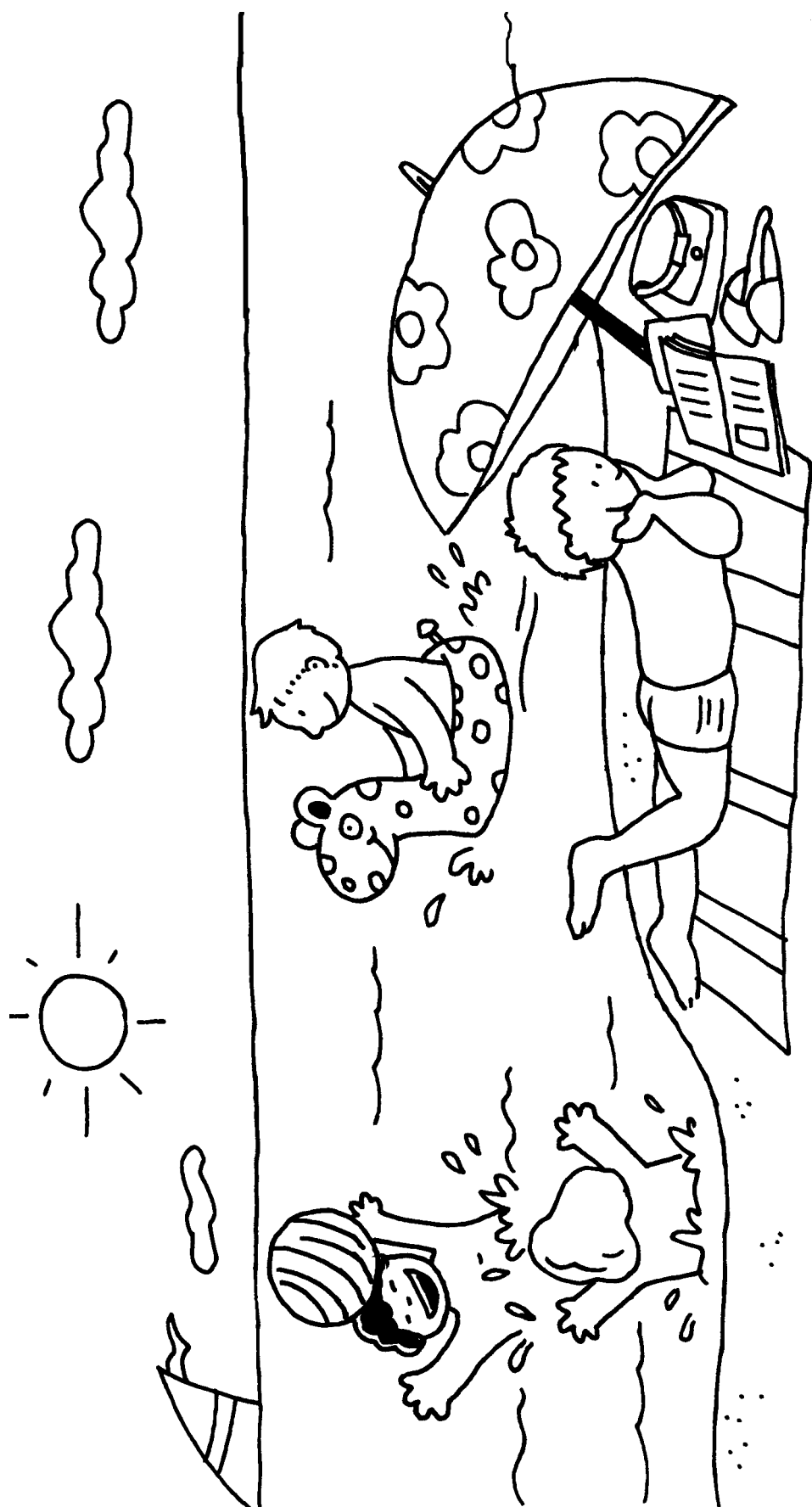
Next day it was windy an raining, fuuuuuu fuuuuuuuu, tap tap tap tap, and, all the leaves fell down.

Oh! My leaves, no leaves! Poor Jimmy was very sad.

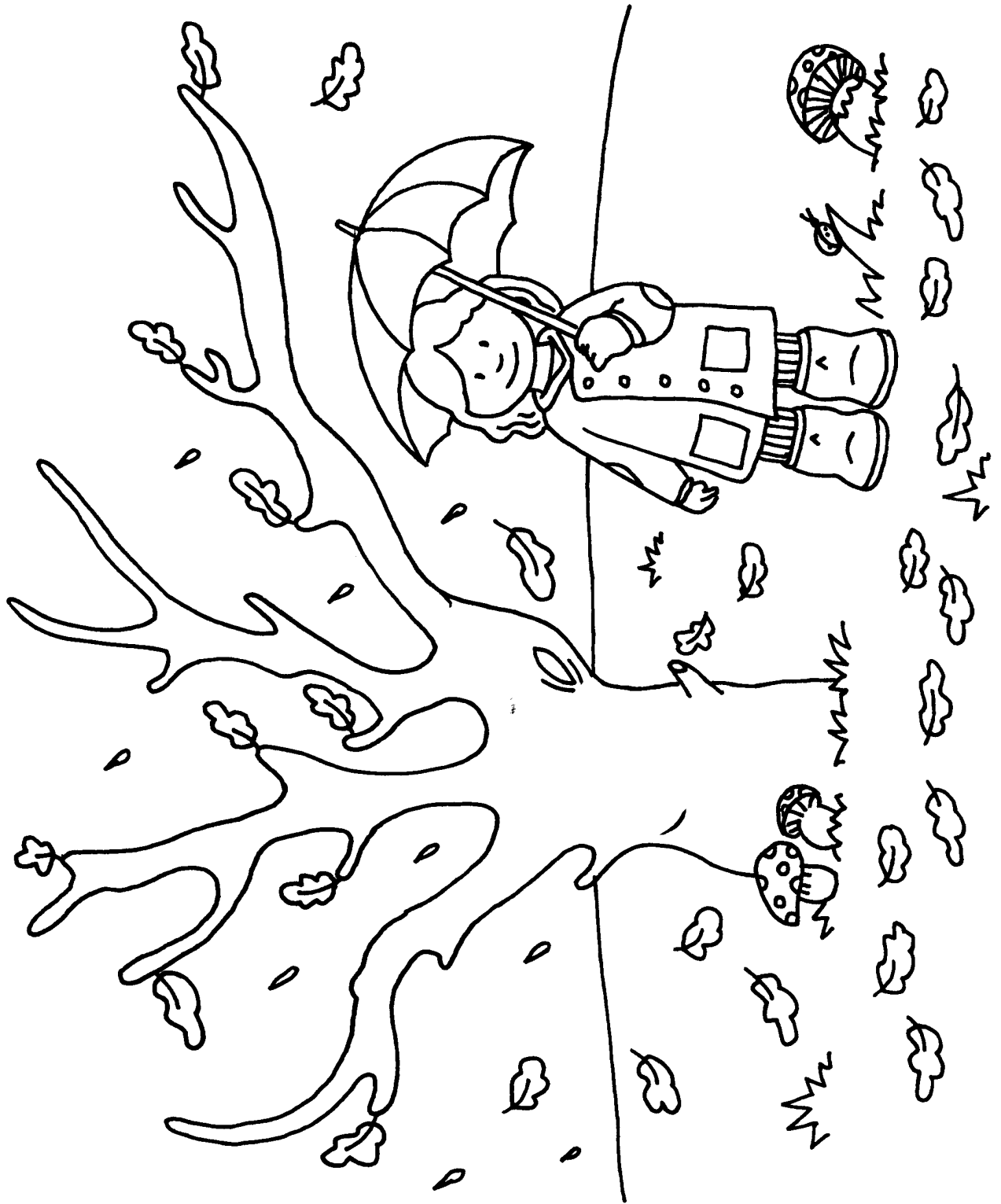
Boo hoo! Boo hoo! He cried

What can we do to make Jimmy happy again? - We can put his leaves back!!!!

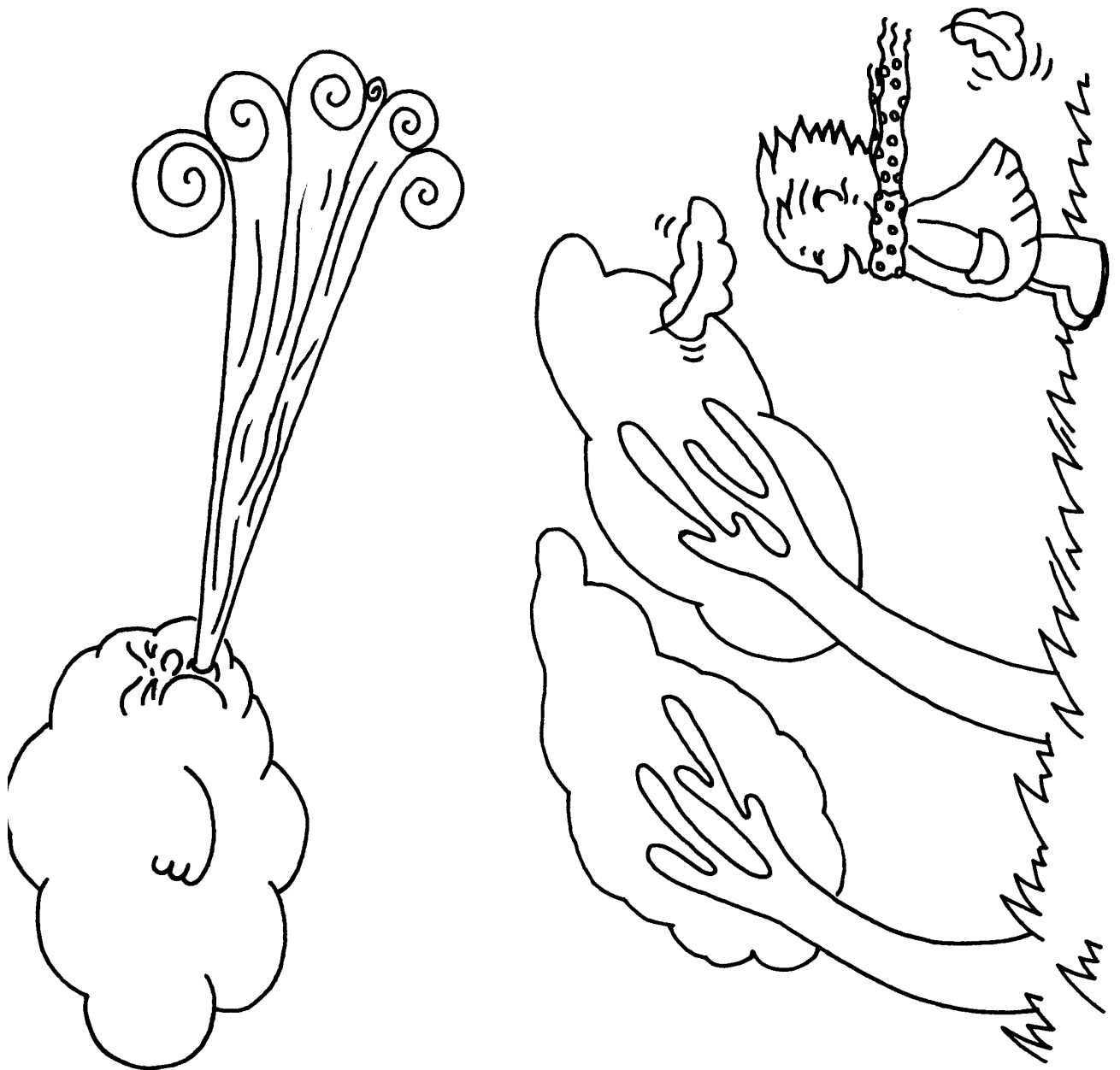
autumn



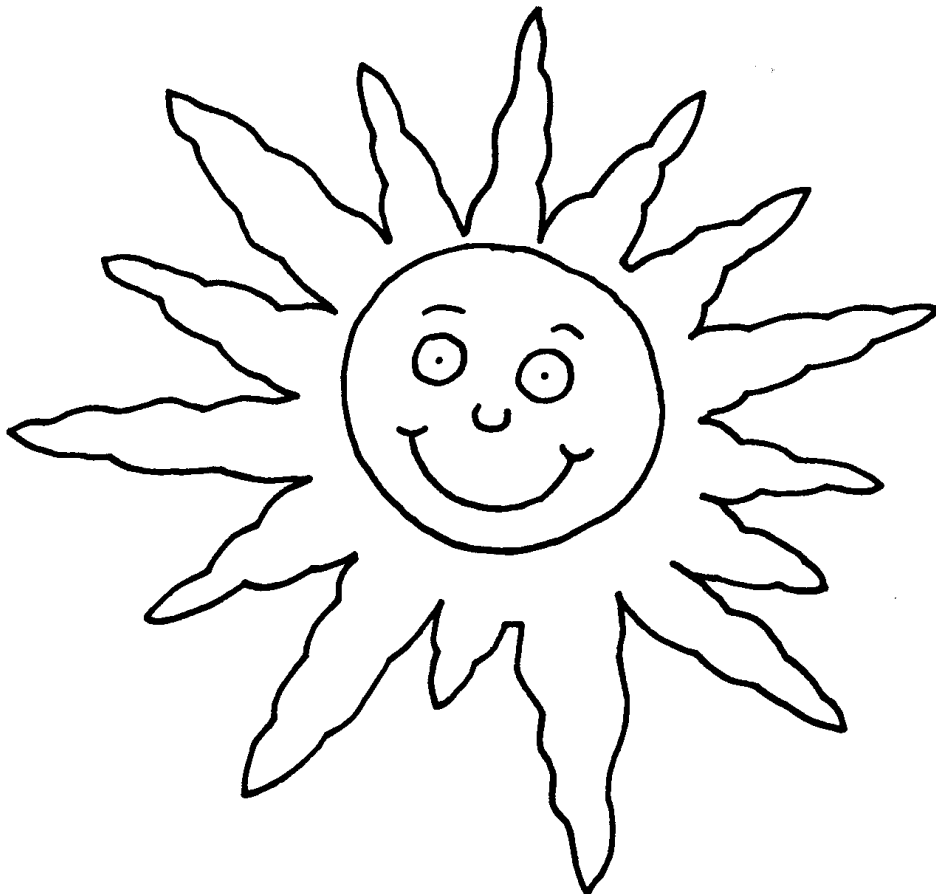
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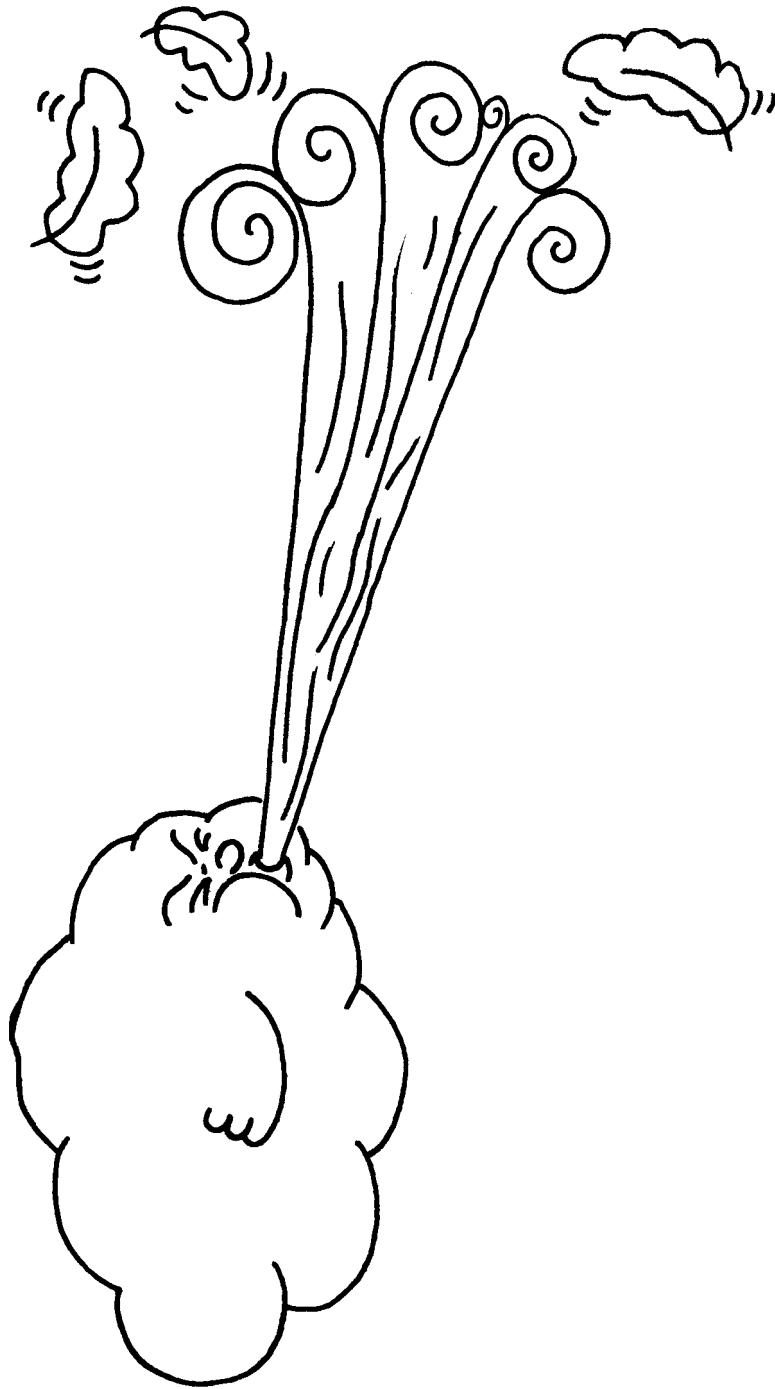
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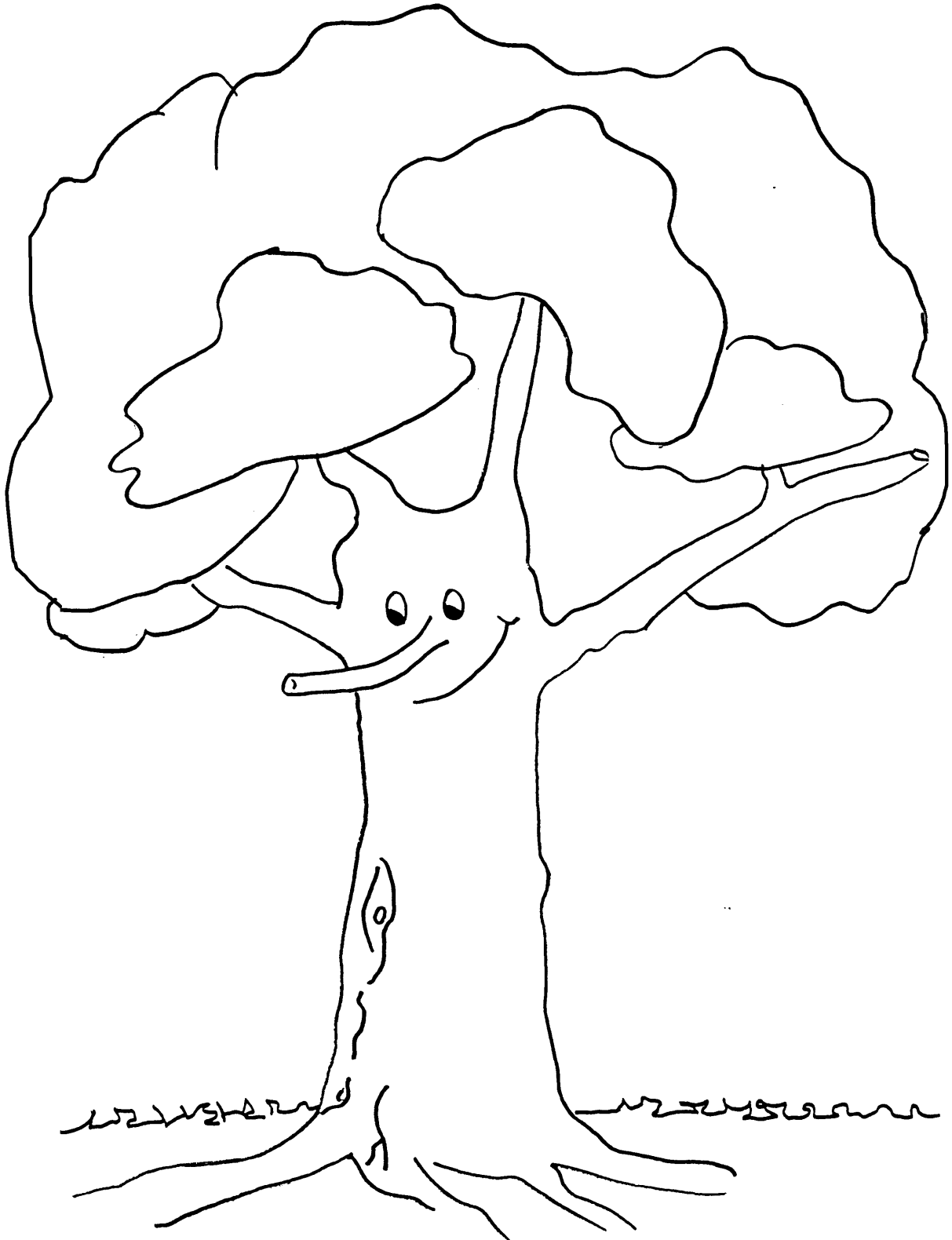
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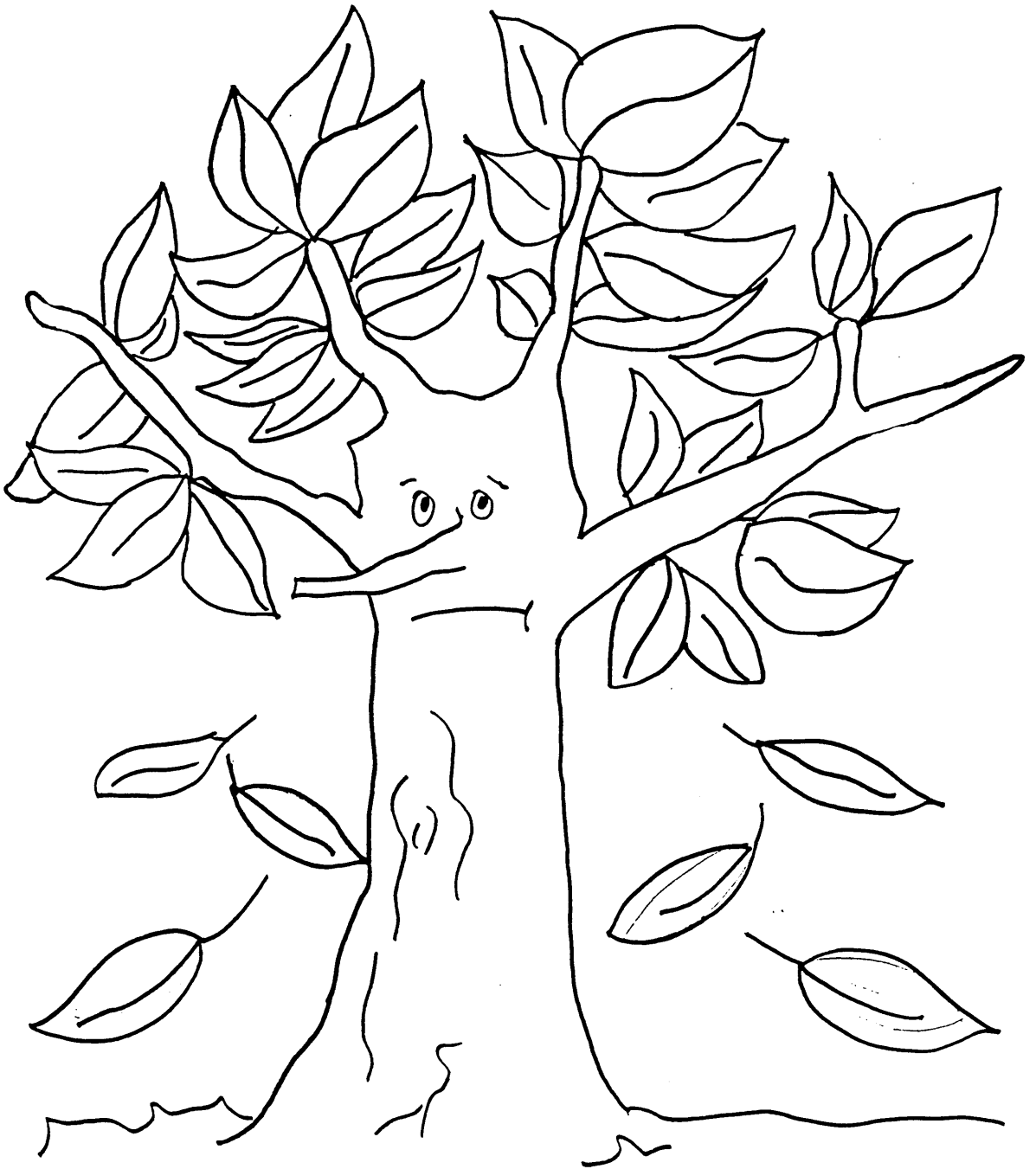
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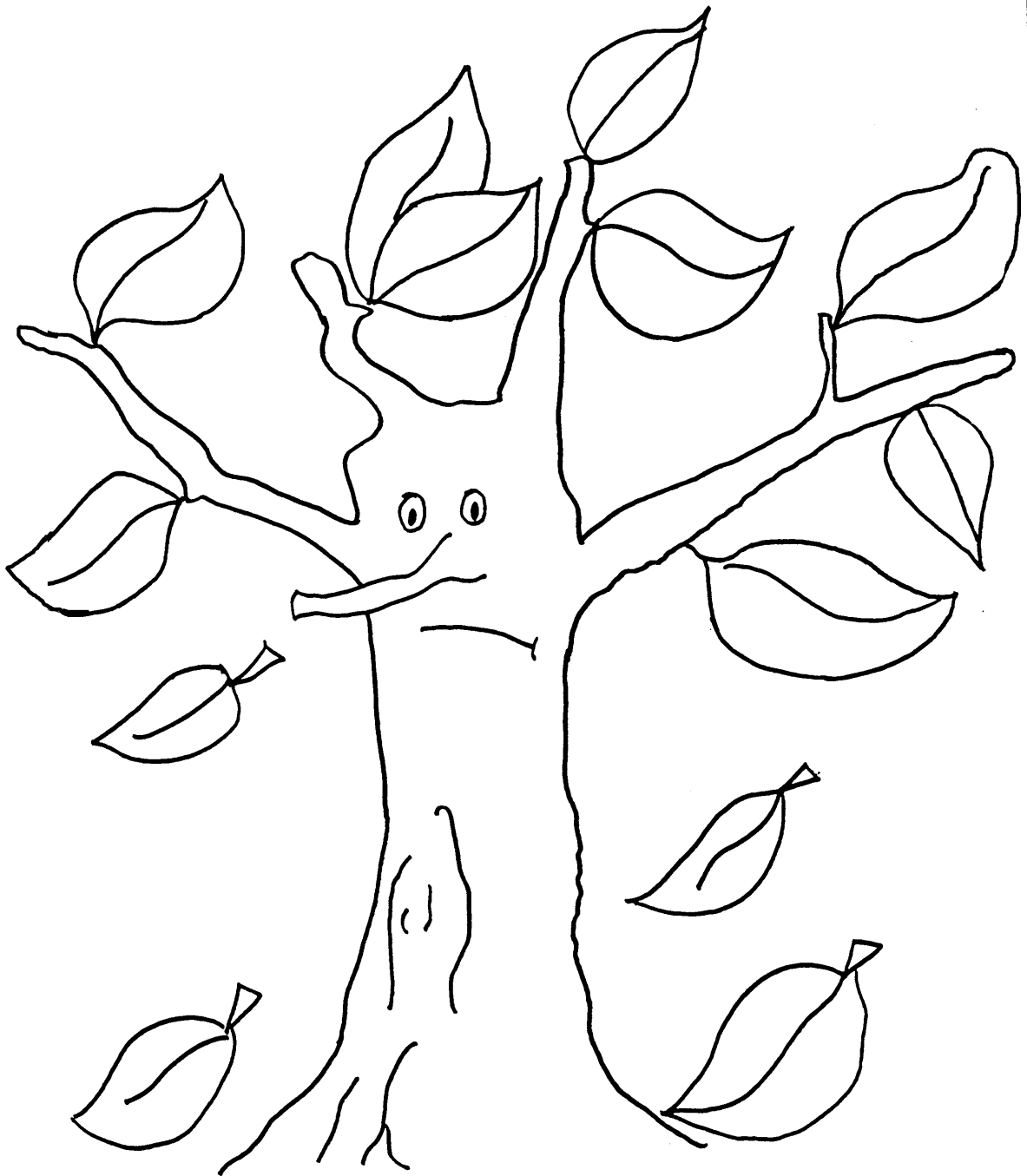
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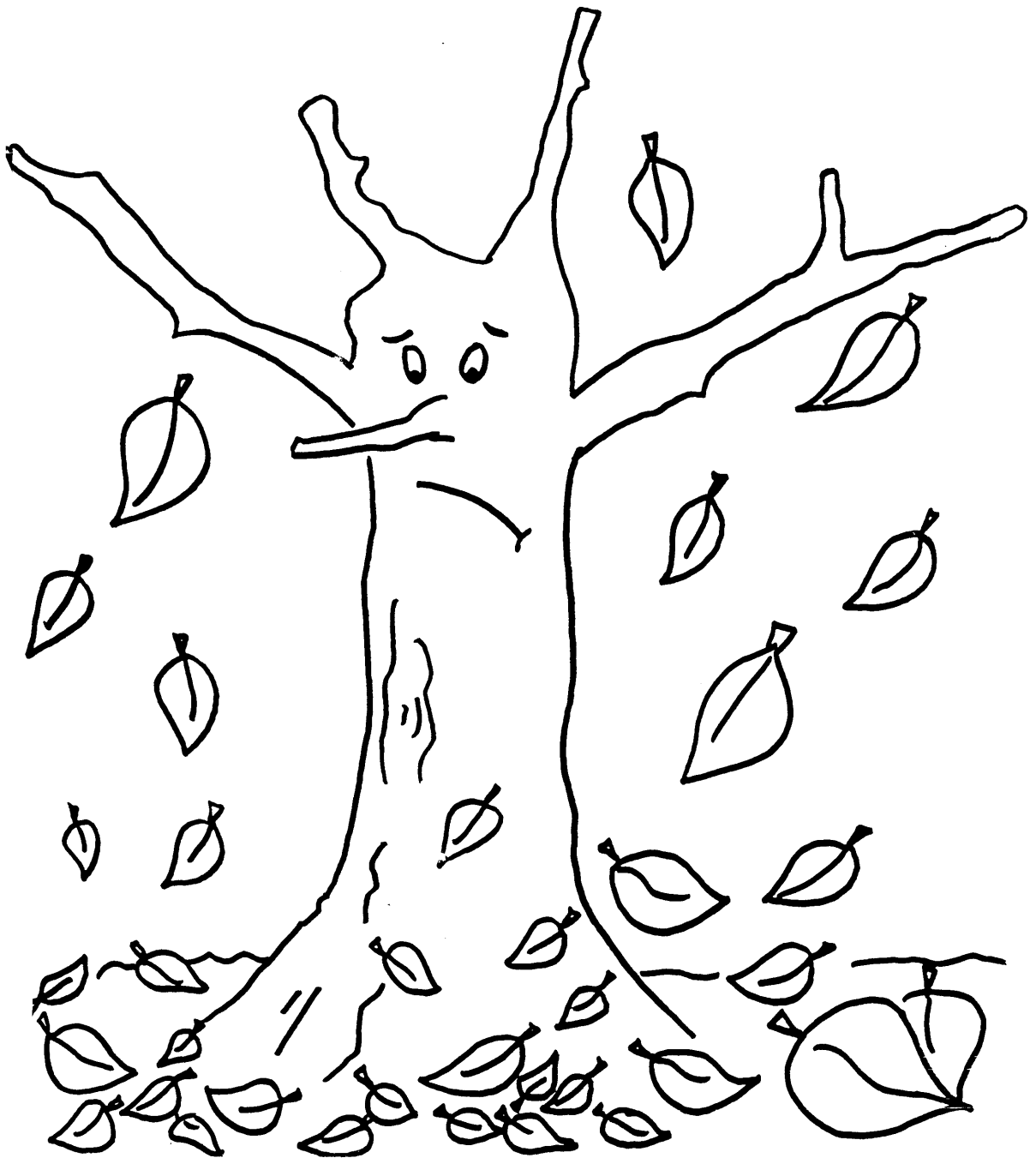
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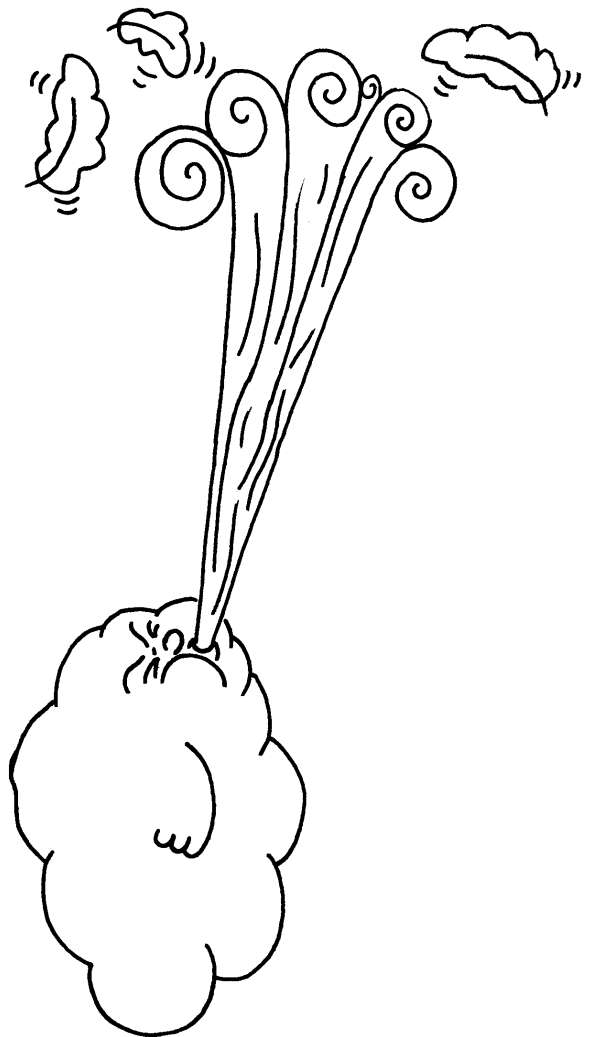
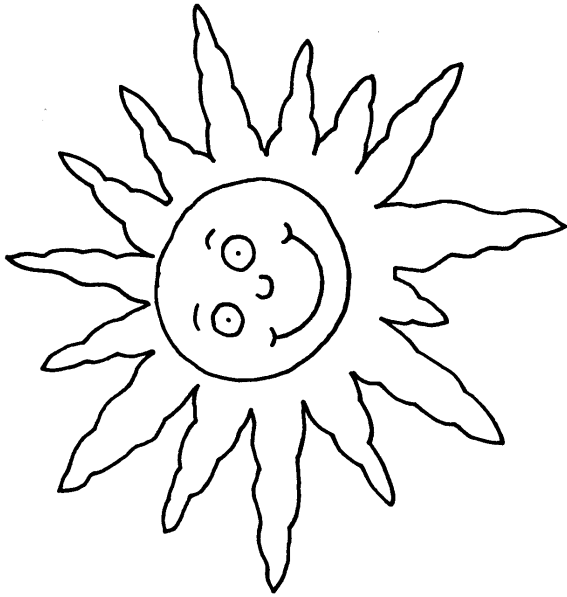
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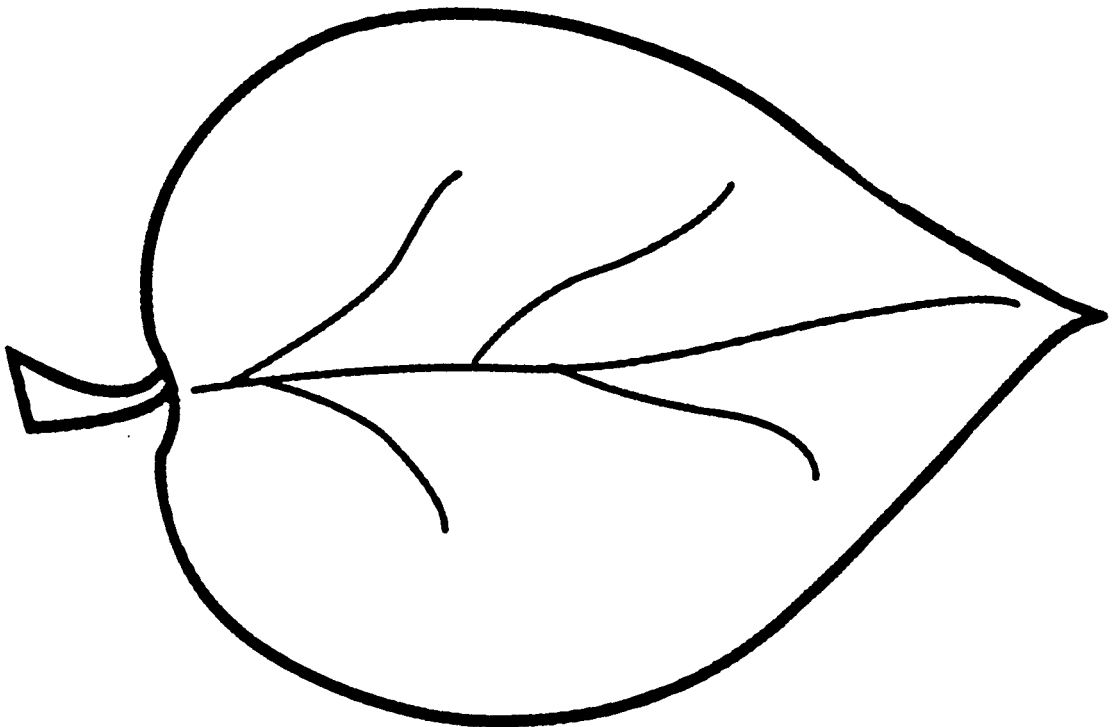
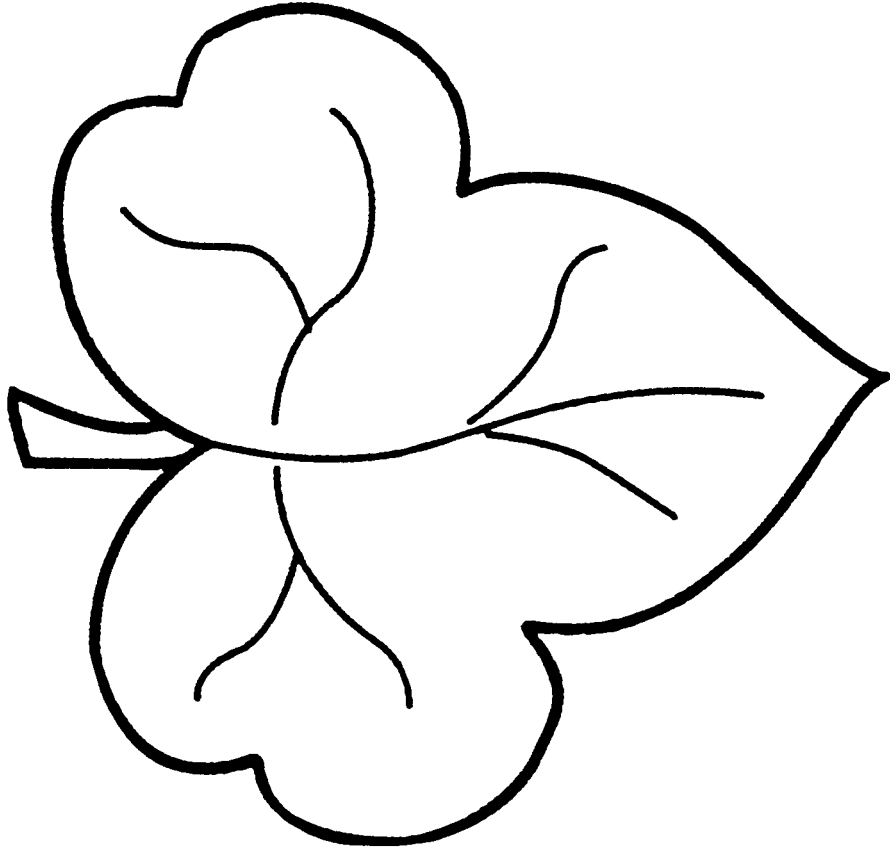
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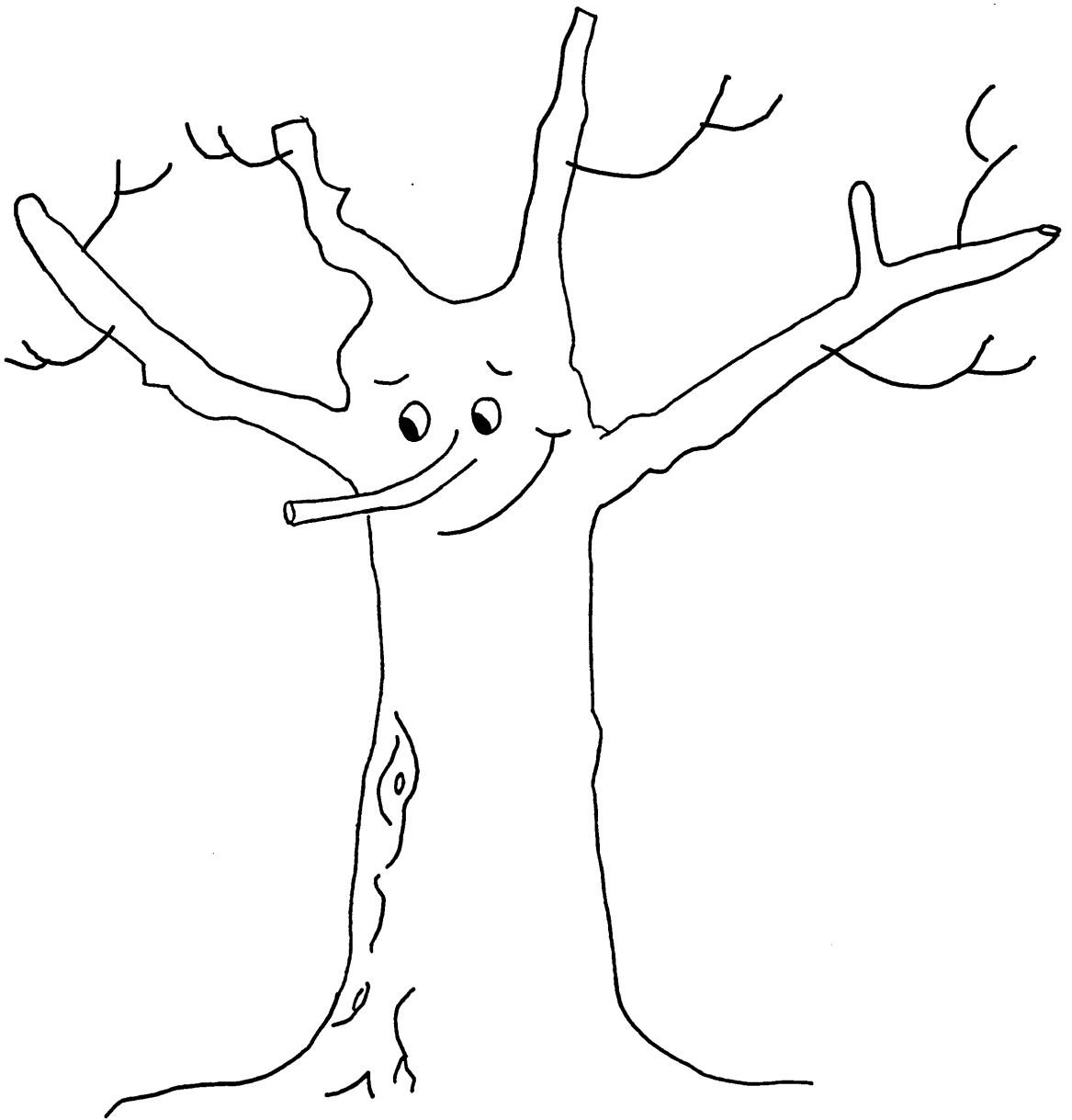
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autumn

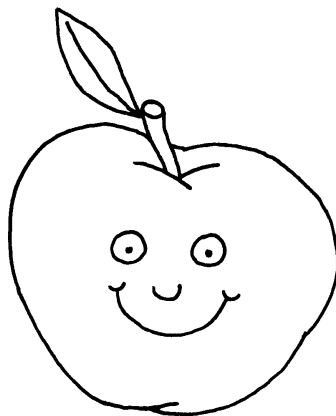


autumn



unit of work fruit

M^a Carmen Marzo
Begoña Juancorena
Blanca Iriguibel
Rosa Eguizabal
Argi Montero



unit of work

fruit

Content

- Classroom instructions: *look, listen, be quiet, stand up / sit down, touch, point to.*
- Colours: *red, yellow, blue, green, pink.*
- Numbers *1-3* and concept of these
- *Happy and sad*
- Song: **“Good morning”**
- Creative work: a magic hat, happy / sad mask, plasticine fruit.
- Fruit vocabulary
- Adjective + noun order
- Chant

Skills

- Showing understanding of instructions through physical response.
- Identify and name basic vocabulary from the unit.
- Participating in chant and dramatisation from the unit.
- Becoming more skilful at using classroom material.
- Answering easy questions related to the unit.

Attitudes

- Showing an interest and enjoyment for English.
- Having a positive attitude to sharing objects and toys in the class.
- Looking after all the materials.
- Asking the teacher for help and sharing his / her time.
- Integrating in the classroom group.
- Helping each other.
- Enjoying stories, chants and songs.
- Enjoying dramatisation and showing interest in expressing their feeling with their body.

LESSON 1

Warm up

“Good morning, hello” song.

Sit in a circle. Cross your legs, hands on knees.

Presentation and practice

Talk about magicians and what they do in Lesson 1.

Prediction questions: What has he got in his hat? etc.

Tell the story, guessing games and other games.

Creative work

Making a hat with a fruit.

Colour the hat blue.

LESSON 2

Warm up

“Good morning, hello” song.

TPR (movement commands).

Circle time: they tell us what they remember about the story.

We tell them the words in English.

Presentation and practice

We read the story again.

Flashcards: Presentation on the blackboard (*apple, banana, tomato*).

TPR games with flashcards: *point to...*, *guessing games*, *what's missing*, *what's different...*

Creative work

Colour any fruit you like and cut it out.

LESSON 3

Warm up

“Good morning, hello” song.

TPR games with flashcards (fruit and colours).

Association fruit-colour.

Presentation and practice

Introduce the concept of the adjective+noun order.

Chant (flashcard presentation on the board).

Repetition: We take out the fruit one by one so that children get used to associating the adjective + noun.

Creative work

Finish the hat.

Cut out the hat and glue the fruit on it.

LESSON 4

Warm up

Good morning song.

Chant revision.

Presentation and practice

- TPR Using the hat from the previous day. (Red tomatoes stand up and come here with your hats / Yellow banana stand up and come here with your hats....). We count them and do different TPR activities.

- Happy and sad concepts:

We remember the story in Lesson 1 and we highlight the fact that Jackie was sad when he didn't get it right and happy when he got it right.

Show the happy green apple and the sad pink apple.

Creative work

Colour and cut out the happy green face and the sad pink face.

LESSON 5

Warm up

“Good morning, hello” song.

Revision of *happy/sad* with games.

(e.g. When you show the green apple they have to put a happy face and when you show the pink apple they have to put a sad face. Guess which face it is).

Presentation and practice

Retell the story using the masks children have got.

Magic game: What is there in the box?. We take out different pieces of fruit. Some of them are with its real colour and some others aren't. If the fruit is right, they show the happy face, if it's wrong, the sad one.

Creative work

Put the straw in the mask and keep it in the boxes to play in the future.

Making a piece of fruit from plasticine.

HAPPY JACKIE

(story)

This is happy Jackie.

Jackie is a magician.

Look! This is his magic blue hat.

One, two, three red tomato come with me.

Fantastic! A red tomato.

Jackie is happy.

Green apple come with me.

Oh, no What's this? A pink apple.

Jackie is sad (Why?).

One, two, three green apple come with me.

Great! a green apple.

Now Jackie is very happy.

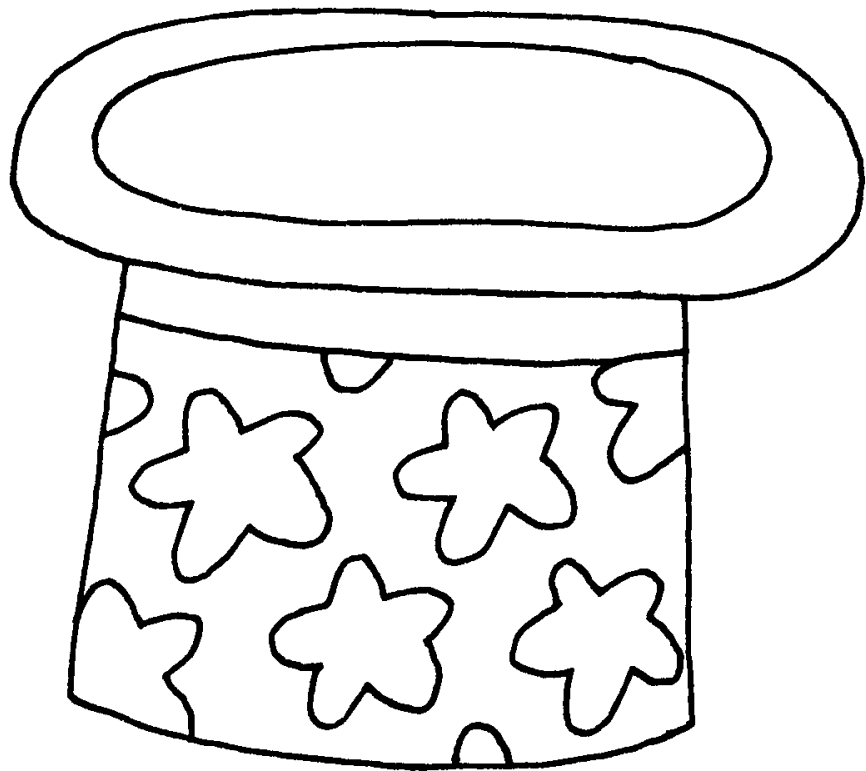
CHANT

*“Red red red tomato
Yellow yellow yellow banana
Green green green apple
red yellow green
tomato banana apple”.*

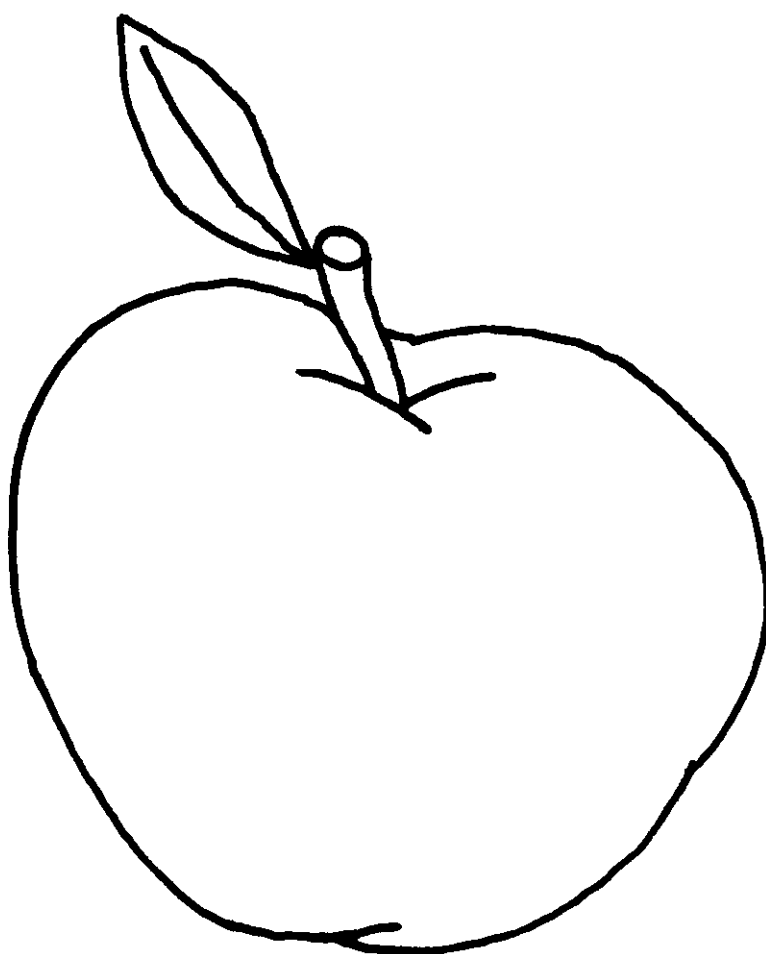
fruit



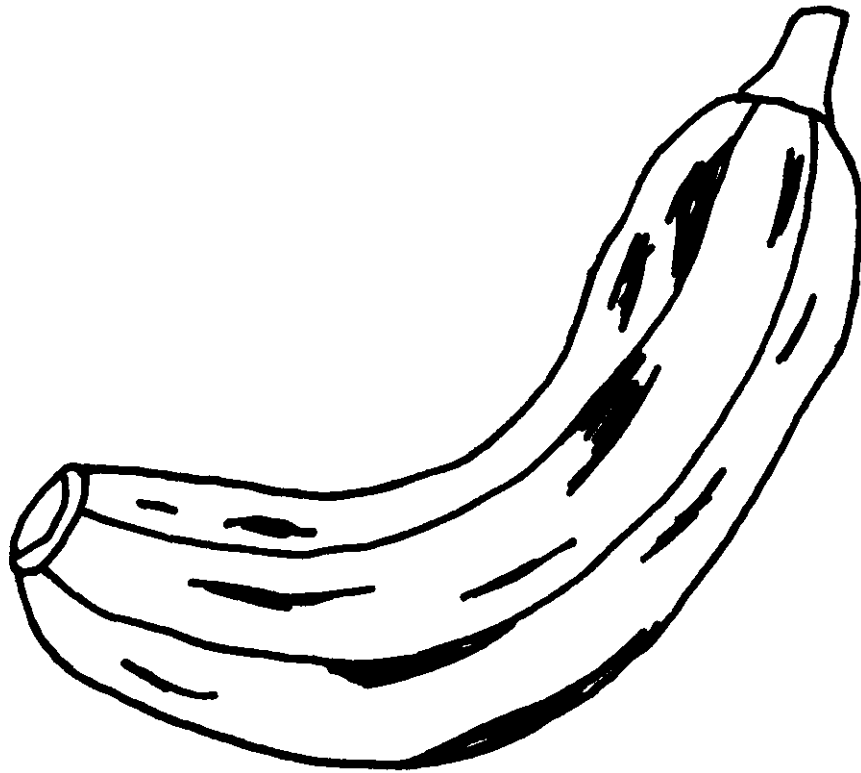
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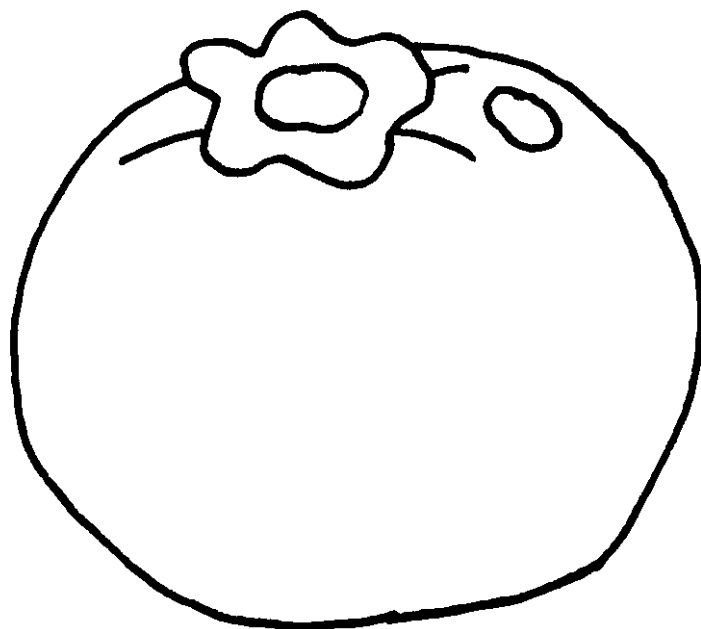
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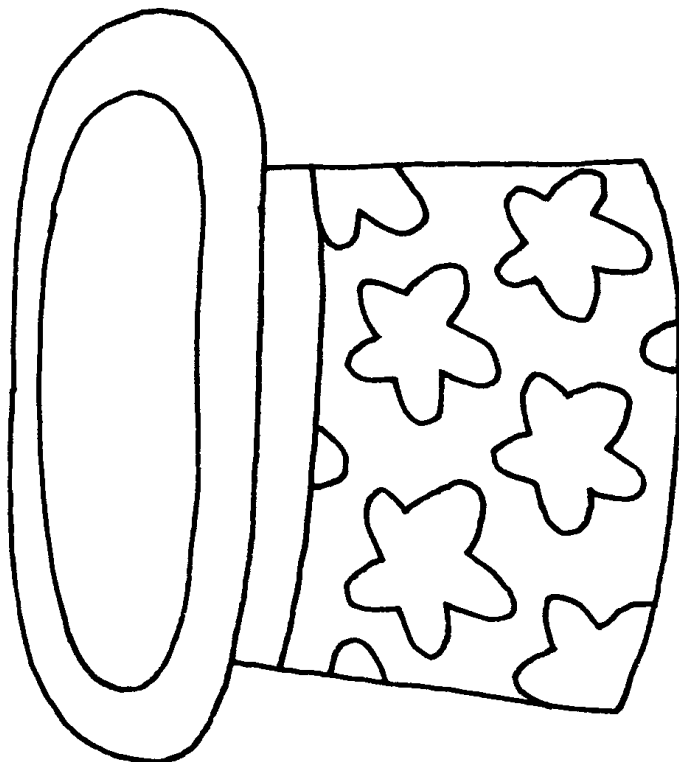
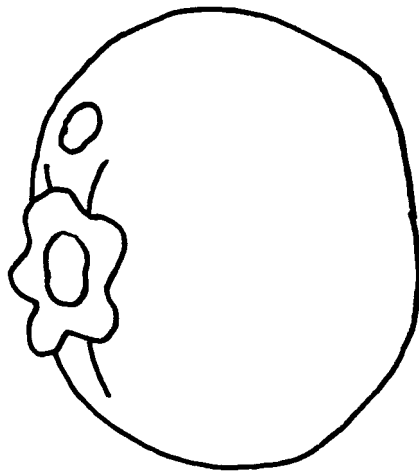
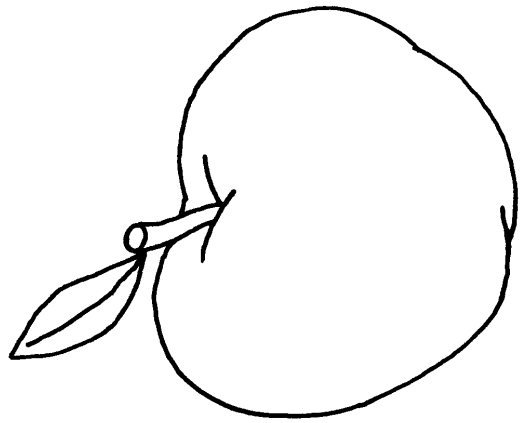
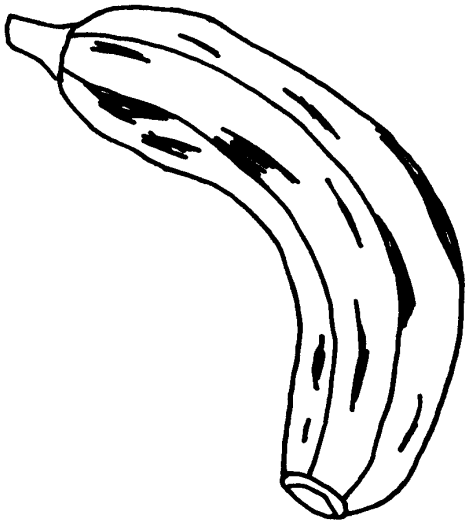
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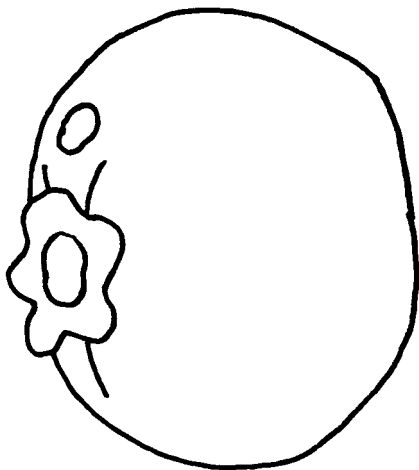
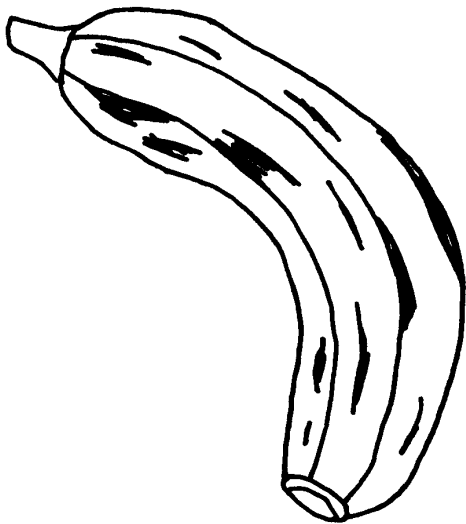
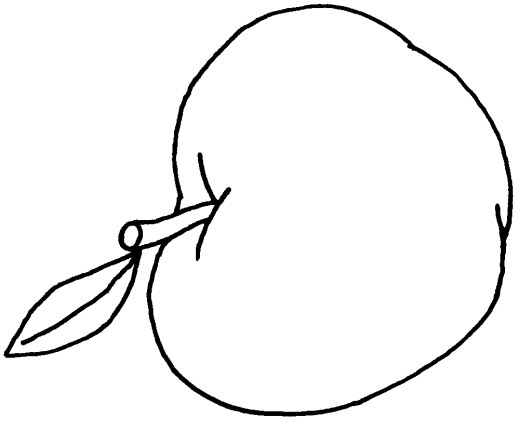
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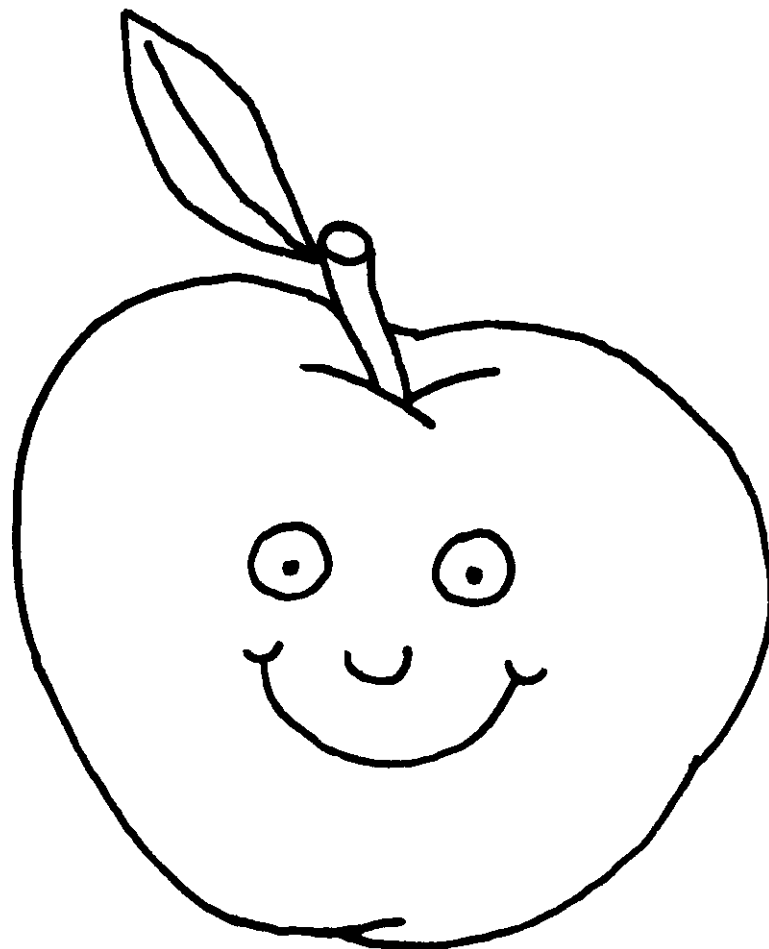
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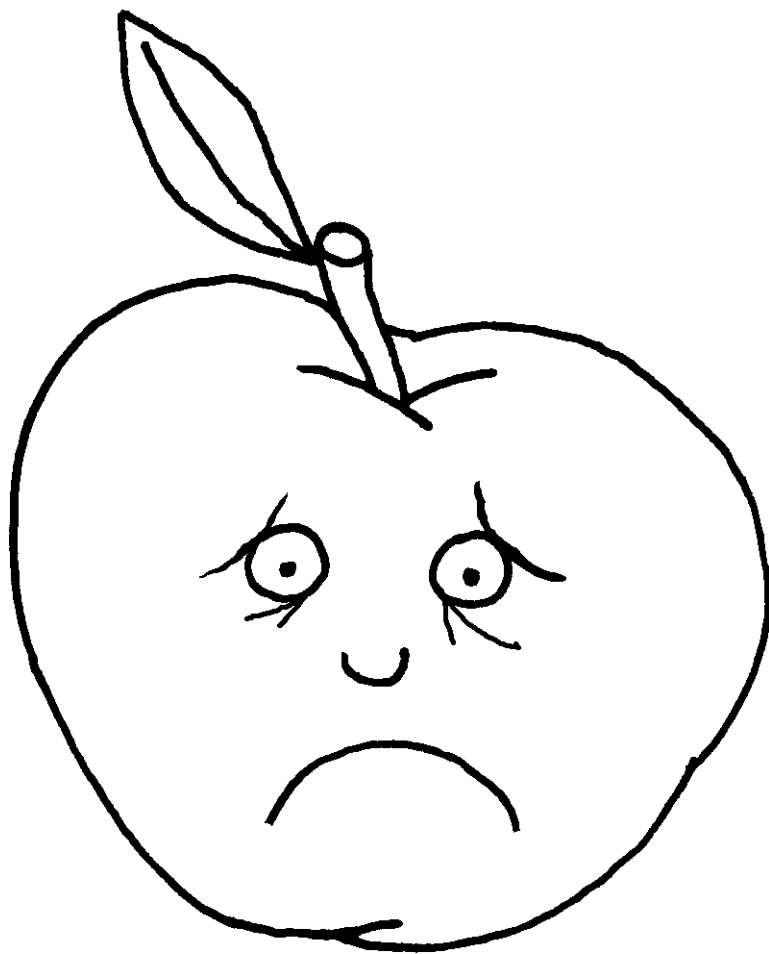
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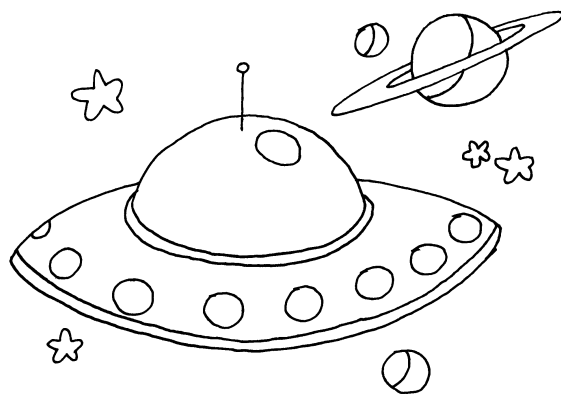
fruit



unit of work

transport

Marisa Leyún
Arantxa Etxaide
Rosa Gómez
Juliana Malo
Arantxa Goikoetxea



unit of work

transport

LESSON 1

Warm up

“Good morning, hello” song.

Presentation

Talk about means of transport in Lesson 1. We must ask them how they come to school, go shopping, visit friends or family members. Present vocabulary with flashcards: *car, train, bus, spaceship, family and moon*. Ask them to repeat.

- Ask them to stand up, point to..., walk and touch....
- Elicit activity with yes/no questions. Example: “Is this a train?” or saying “It’s a car” showing either the right or the wrong card.

Practice

Chant (showing a big red bus and a small black car in flashcards)

“**Big, big, big, big red bus**” (clap hands loudly)

“small, small, small, small black car” (clap hands gently)

Freer work

Colour the bus (*red*) and the car (*black*) in handouts.

Homework

Bring transport toys to the class in a plastic bag (the classmates mustn’t see each others own toys.)

LESSON 2

Warm up

“Good morning, hello” song. Sit in circle, holding the toys they have brought from home.

We'll talk about their toys: “What's Josu's toy?”

(They'll answer in L1: “a car”)

Then we'll say: “Show me your toy, Josu”, “Oh, it's a spaceship”, “It's a blue bus”, “It's a yellow car”, etc.

Presentation and practice

- Classify the toys in groups near the flashcards (bus, car, train, spaceship) we've already put on the walls.
- We count the toys.
Example: “2 trains”, “4 cars”, “3 buses”
- We'll play: “what is missing?” (hide one toy while they turn their heads back and they must guess which one it is). They'll say in L1: “It's my car”, and we'll say: “yes, It's Ander's car”.

Freer work

We'll cut out the bus and the car and we'll stick some straws on them. Chant: **“Big, big, ...”** with the puppets.

Homework

Bring magazines to the class.

LESSON 3

Warm up

“Good morning, hello” song.

Chant: “Big, big, ...”

Presentation and practice

Storytime (everybody sits down in a circle crossing their legs and putting their hands on their knees).

- We talk about means of transport in Lesson 1. “How do you come to school?”, “How do you go to visit your grandparents?”, etc.
- We let them predict what the story is going to be about in Lesson 1.
- We tell the story miming and dramatising (changing the voice for each family member).

Let’s go to the Moon.

BABY IS CRYING

“I want to go to the moon”.

“OK. Lets go to the moon” Mummy says.

(Mummy, Daddy and baby are going to the moon)

“How can we go?” (the father asks) “Beep!, by car”(baby says) “No, we can’t” (the mother says).

“How can we go?” (the father asks) “Chu, chu!, by train!” (baby says) “No, we can’t” (the mother says).

“How can we go?” (the father asks) “Brmm, by bus” (baby says) “No, we can’t” (the mother says).

“How can we go?” (the father asks) “Pesch, peschh! by spaceship! “Yes, Let’s go to the moon!” (the mother says).

“Goodbye!” (they all say).

The second time we’ll tell them with the book pointing at the pictures.

Freer work

Plasticine work: they’ll make any feature they like (car, bus, train, spaceship, mummy, daddy, baby or the moon). We’ll go around saying: “Very nice”, “That’s good”, “A black train”, “A green spaceship”, “A red bus”.

LESSON 4

Warm up

“Good morning, hello” song.

Story: We'll dramatize the story with the plasticine work.

Presentation and practice

Present the wheels with realia. Count the cars, trains or buses wheels.

TPR: We all go on a train up and down, right and left, wah, wah, wah (crying).

Present the song with realia.

“The wheels on the bus

The wheels on the bus go round and round, round and round, round,

The wheels on the bus go round and round, all day long.

The mummy on the bus goes right and left, right and left, right and left,

The mummy on the bus goes right and left, all day long.

The daddy on the bus goes up and down, up and down, up and down,

The daddy on the bus goes up and down, all day long.

The baby on the bus goes wah, wah, wah, wah, wah, wah, wah, wah,

The baby on the bus goes wah, wah, wah, all day long”.

Sing the song again with TPR

Freer work

A collage: We'll show them the silhouettes of the family and the spaceship on the moon in a mural.

We'll tell them what we are going to do. We must cut out some paper (blue and different dark and light colours) from magazines to stick it on the silhouettes.

LESSON 5

Warm up

Sing the song acting out. We'll set the children in 4 groups (mummies, daddies, babies and wheels.)

Collage work

We'll let them stick paper on the mural and talk to them about it. "What's this?", "Very nice" "It's a lovely star" and so on.

Let's go to the moon!

Baby is crying.

"I want to go, to the moon!

OK. Let's go to the moon!

How can we go?

Beep, beep! by car!

No, we can't!

How can we go?

Chu, chu! by train!

No, we can't

How can we go ?

Brmm, brmm! by bus!

No, we can't

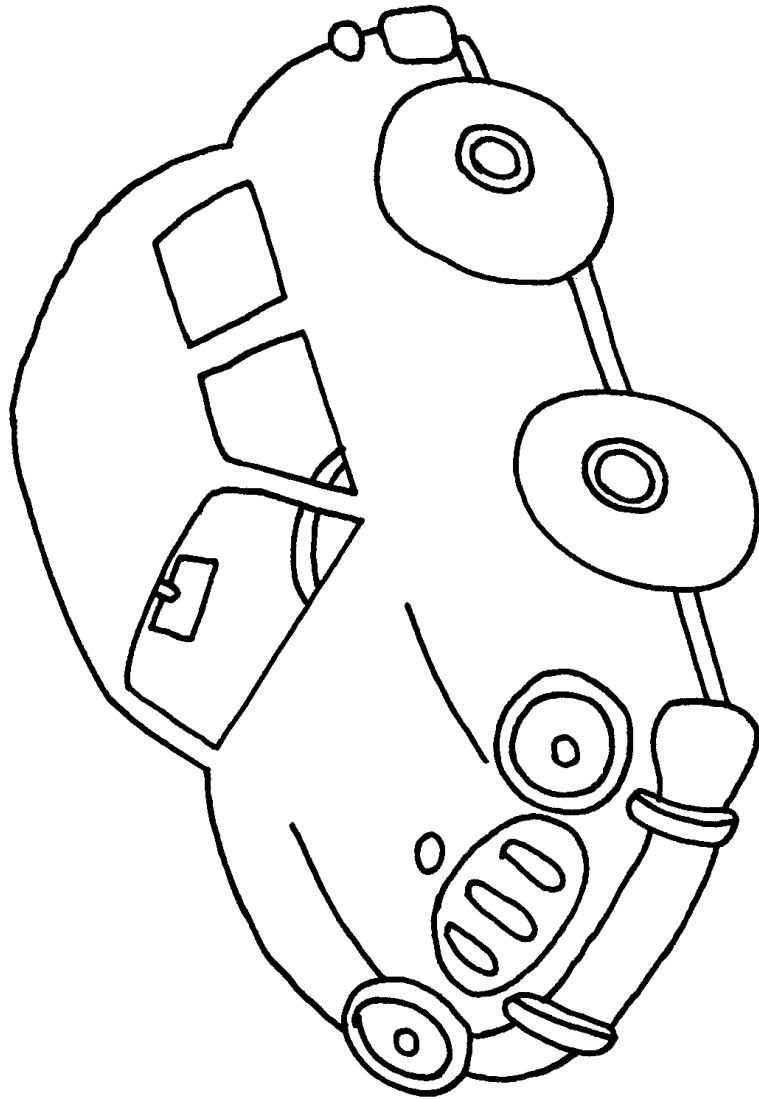
How can we go?

Peschh, peschh! by spaceship

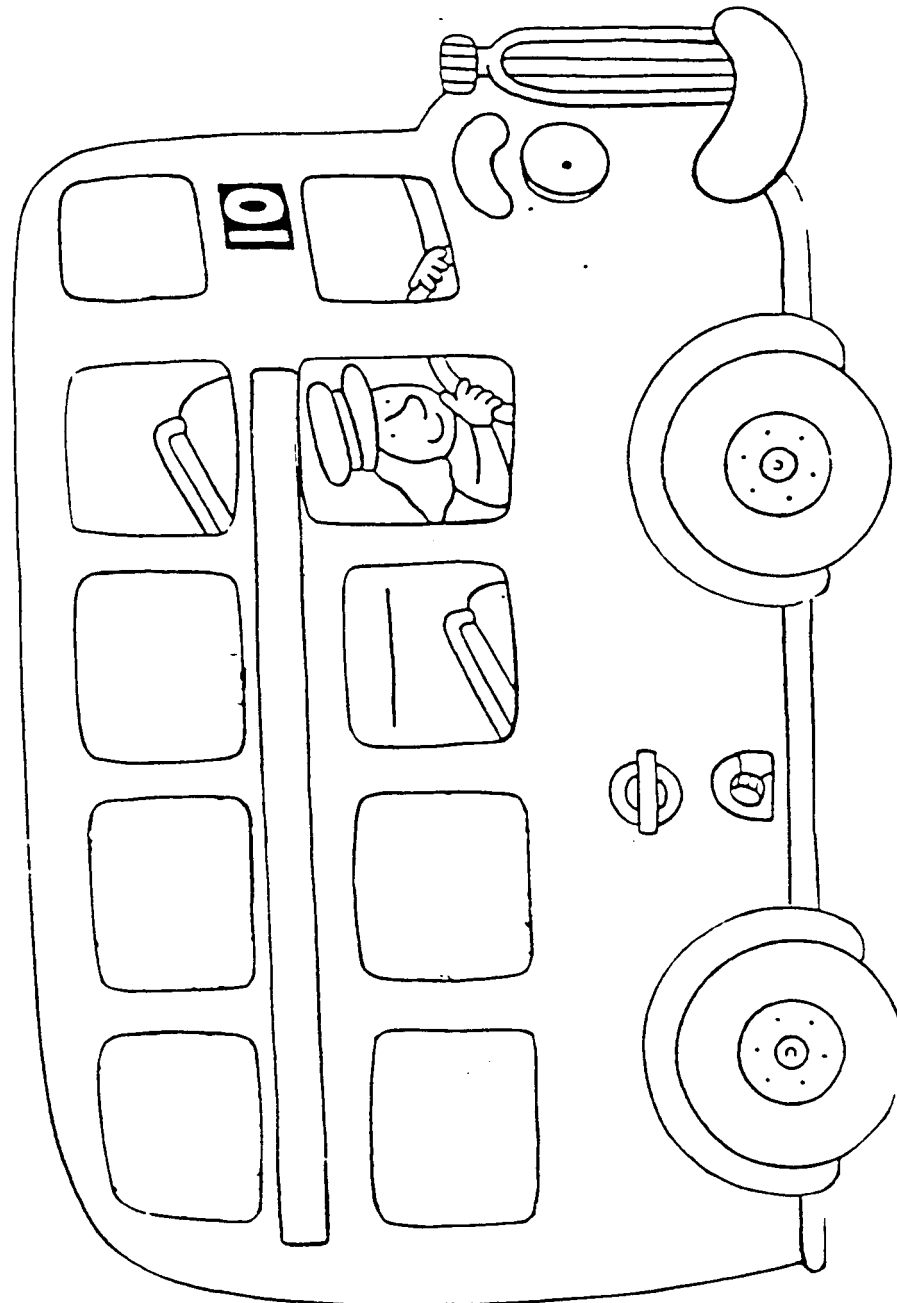
Yes, let's go, to the moon.

Goodbye!"

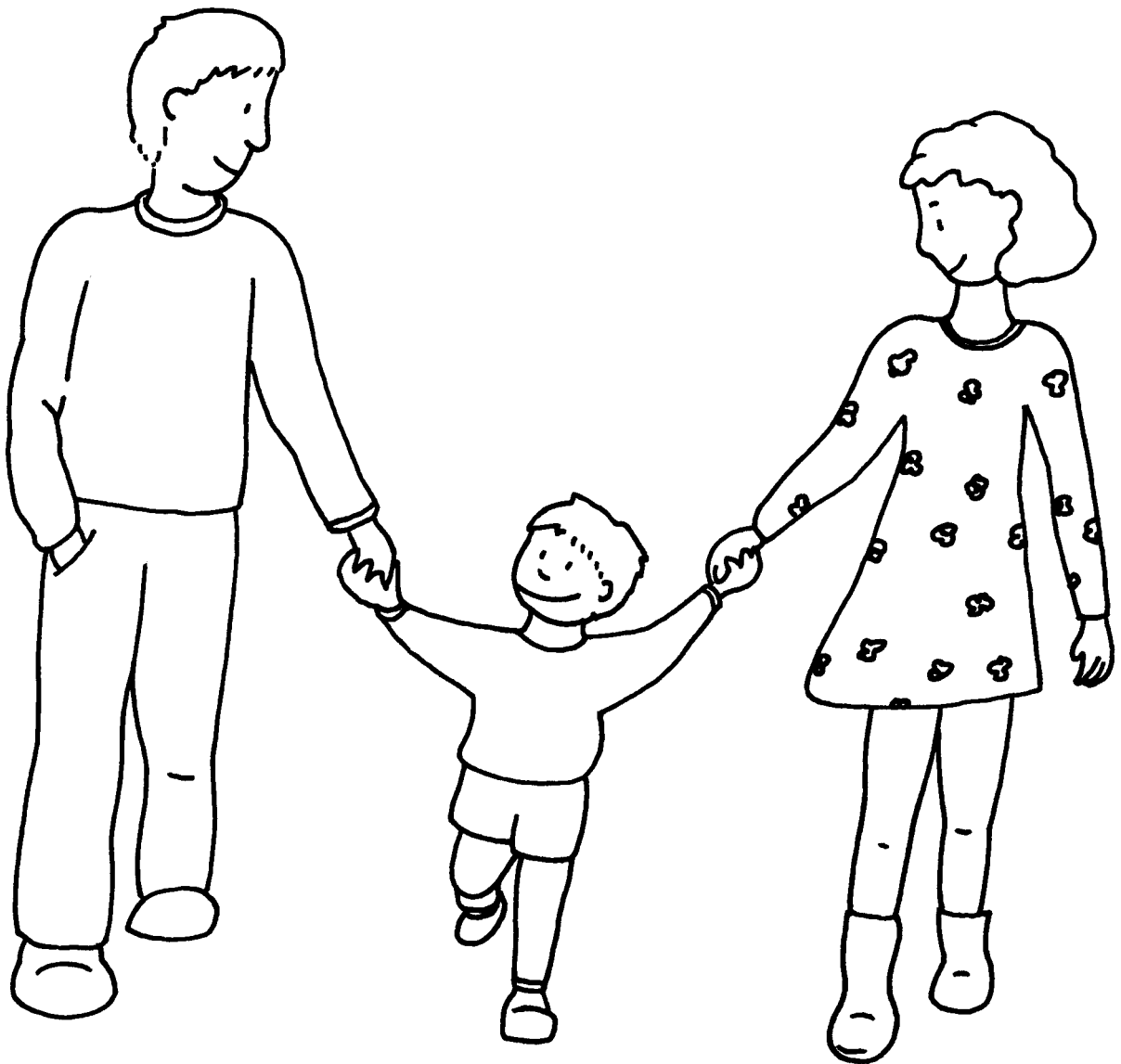
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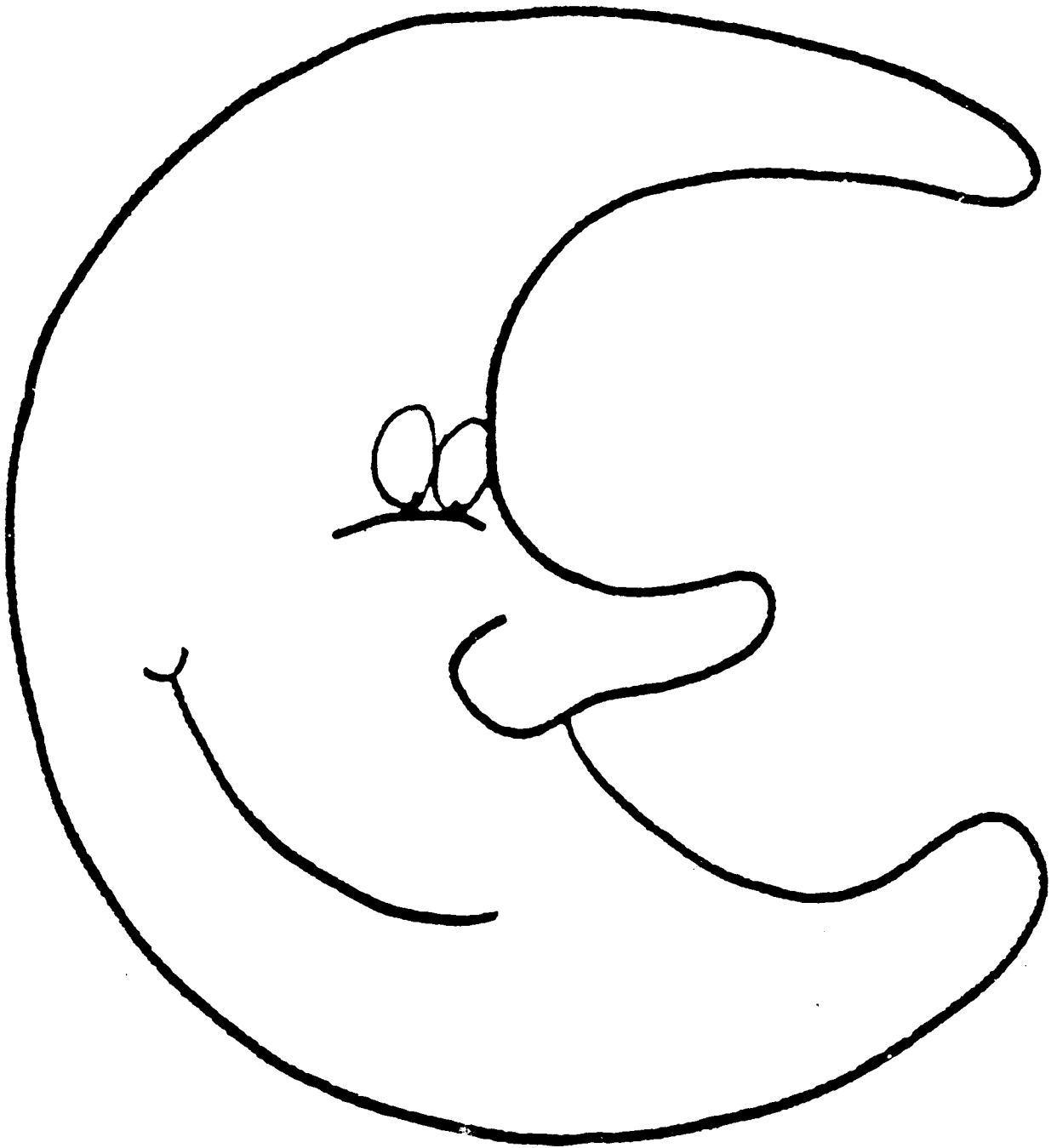
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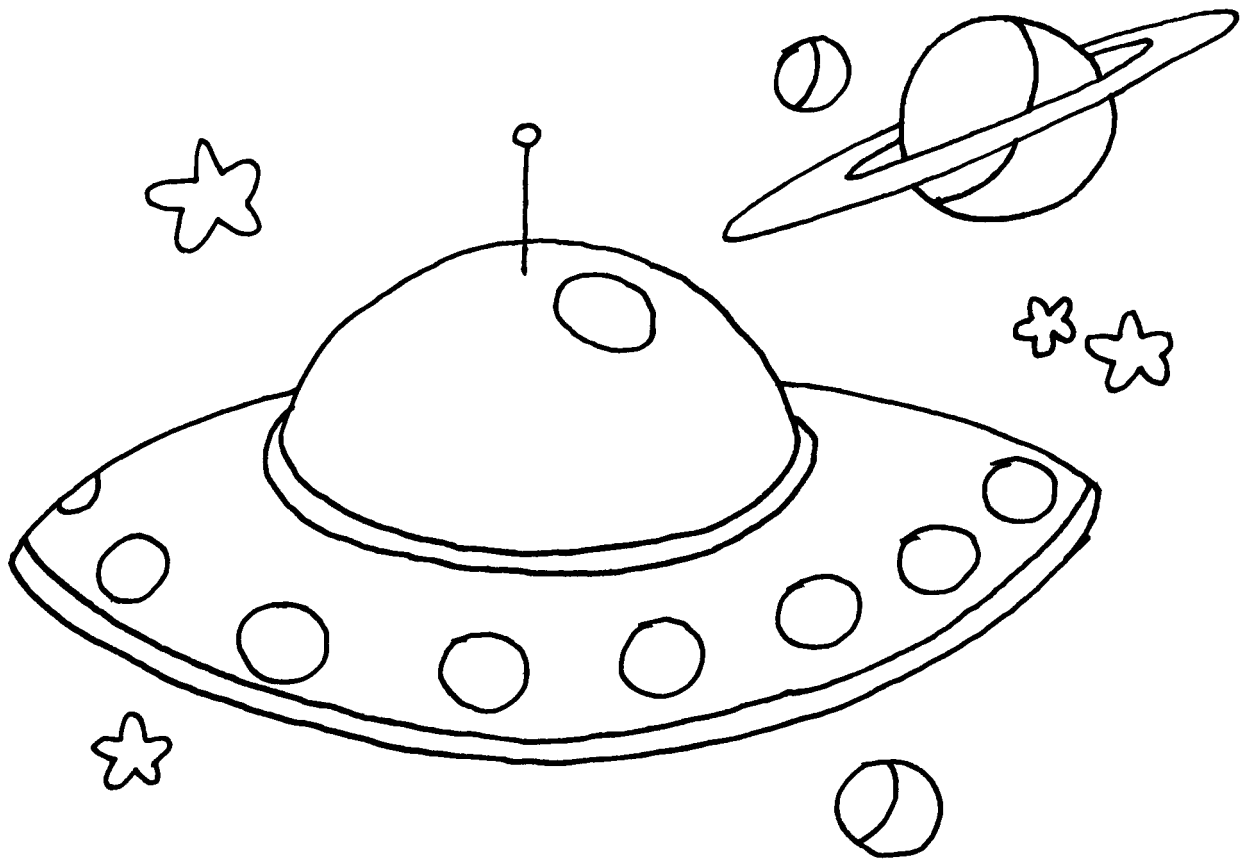
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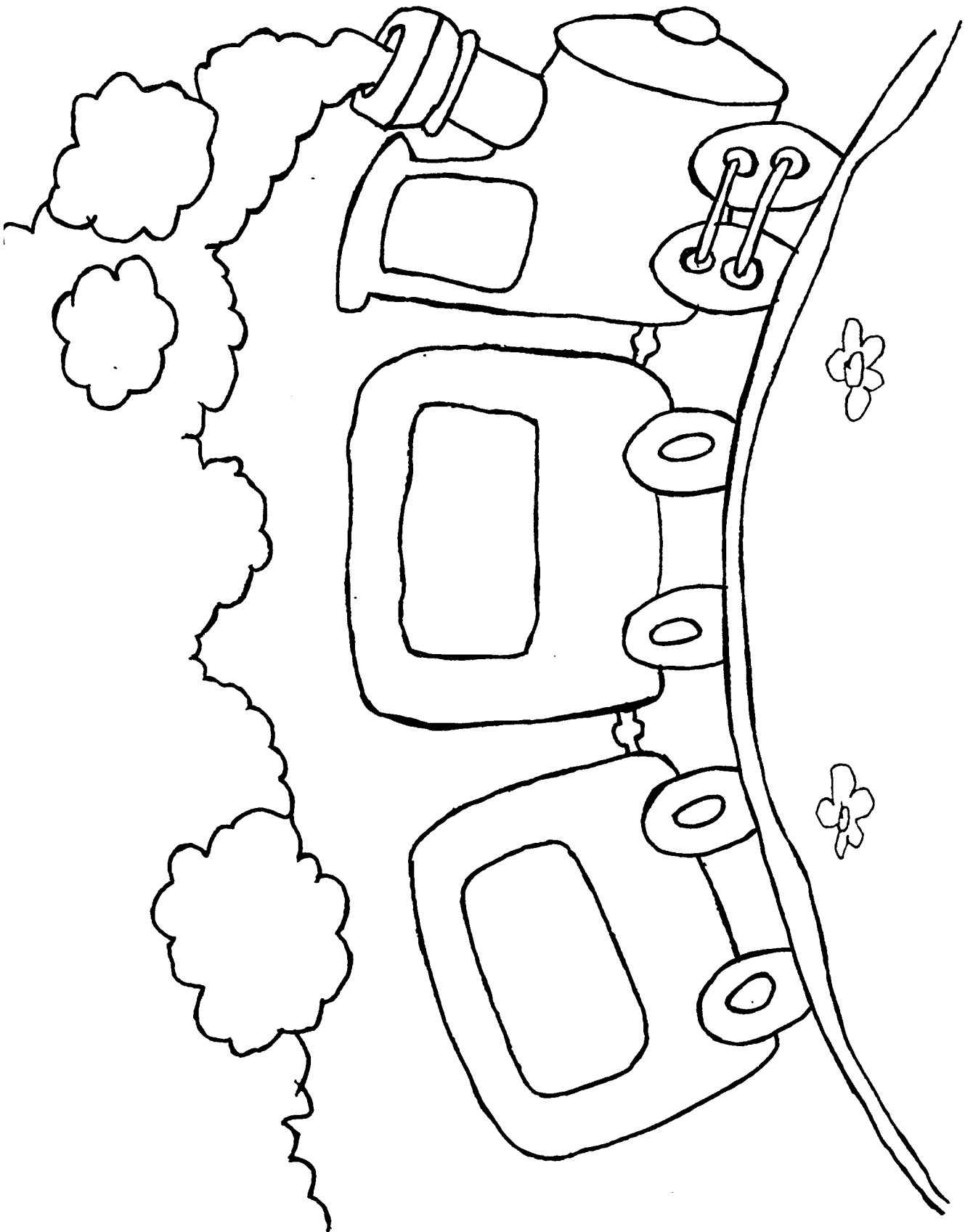
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transport



transport



unit of work

Pat's birthday party

Dioni López
Cristina Temprano
Teresa Recalde
Mariví Pérez
M^a José González



unit of work

Pat's birthday party

Content

- Classroom instructions: *open / close the box, stand up / sit down, point to, touch, clap, listen.*
- Colours: *red, yellow, blue, green and orange.*
- Numbers: *1-5*
- Greeting people: *Hi!, Hello!, Goodbye!*
- Birthday vocabulary: *cake, candles, party, presents, Happy Birthday!*
- *Sad / happy*
- Pets: *cat, mouse, frog, snake, rabbit.*
- Toys: *car, ball, balloons.*
- Songs:
 - **“Happy Birthday”**
 - **“If you’re happy...”**
- Story: “Pat’s birthday party”
- Creative work: a plasticine cake, a book, a mask.

Skills

- Showing understanding of instructions through physical response.
- Saying the words from the unit in an appropriate situation.
- Using the basic concepts of colour and number from the content in meaningful situations.
- Participating in songs, games and dramatisation from the unit.
- Becoming more skilled at using scissors and other creative material.
- Sequencing and ordering pictures in logical sequence.
- Following a simple story.

Attitudes

- Showing interest and enjoyment of English.
- Integrating in the classroom group.
- Helping each other and showing respect.
- Enjoying physical exercise.
- Accepting the rules of the English classroom.
- Sharing classroom materials.
- Sharing teacher’s time.
- Accepting the rules of the games.

- Enjoying stories and songs.
- Finishing their own work.
- Accepting the differences between their own culture and other cultures.

MATERIALS

Lesson 1:

Flashcards: a cake, a yellow cat, candles of different colours.

Plasticine.

Candles.

Lesson 2:

Flashcards: a blue mouse, a green frog, an orange rabbit and a red snake.

Photocopies of the pets.

Lesson 3:

Flashcards: balloons, a car and a ball (wrapped and unwrapped).

A sheet of paper with three boxes and three presents.

Lesson 4:

Two sheets of paper to make a book.

Lesson 6:

Masks of the pets.

PAT'S BIRTHDAY PARTY (story)

Today is Pat's birthday.

She is five.

Oh! She is sad.

Din, don!

- Hello rabbit.

- Happy birthday Pat. Here you are.

- Thank you.

Pat opens the present.

- Oh! A ball!

But she is sad.

Din, don!

- Hello snake.

- Happy birthday Pat. Here you are.

- Thank you.

Pat opens the present.

- Oh! A car!

But she is sad.

Din, don!

- Hello frog.

- Happy birthday Pat. Here you are.

- Thank you.

Pat opens the present.

- Oh! Balloons!

But she is sad.

Din, don!

- Hello mouse.

- Happy birthday Pat. Here you are.

- Thank you.

Pat opens the present.

- Oh! A cake!

Now Pat is happy.

The rabbit, the snake, the frog, the mouse
and Pat light the candles and sing.

"Happy birthday to you

Happy birthday to you

Happy birthday, dear Pat

Happy birthday to you".

LESSON I

Warm up

Establish English routine.

“Good morning, hello” song.

Hello, I'm Cristina.

Sit in a circle. Cross your legs, hands on your knees.

Presentation and practice

(no more than 15 minutes)

- Introduce cake, birthday, candles

(cake on the blackboard)

- ¿Qué es esto?
- Una tarta
- Oh! Yes, a cake
- ¿Os gustan las tartas?
- ¿Cuándo comemos tarta?
- En el cumpleaños
- In the birthday. Pero a este cake le falta algo para que sea de cumpleaños ¿no? ¿Qué le falta?
- Las velas
- Yes, the candles
- How many candles? One, two, ...

(Los niños cuentan con la profesora)

- Oh! Y estas velas son de colores. ¿De qué color es ésta?
-
- Oh! Yes,..... (The colour in English)
- What colour is this?
-
- Oh! Yes..... (Repeat the same structure with all the colours)
- ¿Sabéis?, Yo tengo un amigo y es su cumpleaños. ¿Quién puede ser?
-
- Es un gato. Yes, a cat.
- Y ¿sabéis cuántos años cumple?
-

- TPR games with cat, cake, candles.
- What's this one?
- Point
- Show me
- Touch. Example: "Begoña, stand up; come here; touch..."
(do gestures)
- What's missing?
- Guess what am I thinking of.
- True or false:

1) Yes → Stand up !

No → Sit down !

2) Yes → Clap !

No → Cross arms !

- Disappearing: Heads to the back.
- What's different?: Heads to the back.
- Chant
- What is it?

Creative work

Make a cake from plasticine. Use to say the numbers in English (one, two, three, five). The Teacher will make a cake from plasticine but with real candles. Sing **"Happy Birthday"**.

LESSON 2

Warm up

English routine

“Good morning, hello” song.

Sit in a circle. Cross your legs, hands on your knees.

Encourage children to say: **“Hello, I’m...”**

- ¿A quién conocimos ayer?
-
- Yes, cat.
- ¿Y sabéis cómo se llama?
-
- Se llama Pat.
- Ahora vamos a decirle cuál es nuestro nombre.
- Hello, I’m.....

What we did yesterday (in Spanish).

A few games from yesterday.

Presentation and practice

Introduce the animals (*cat, rabbit, snake, frog, mouse*) and revise colours (*yellow, orange, red, green, blue*).

- ¿Recordáis de quién era el cumpleaños?
-
- Sabéis, hay algunos invitados que van a ir a su fiesta. Son animales. ¿Queréis saber quienes son?
- Sí
- ¿Sabéis qué es esto?
-
- Oh! Yes, rabbit.
- ¿Cómo se llama éste?
-
- Oh! Yes, snake.
- Y éste, ¿cómo se llama?
-
- Oh! Yes, frog.
- ¿cómo se llama éste?
-
- Oh! Yes, mouse.

- A ver si sabéis ¿de qué color es rabbit?
- Orange
- What colour is the snake?
- Roja
- Yes, red
- What colour is the frog?
- Green
- What colour is the mouse?
- Blue

TPR games with the animals and colours:

The teacher makes the sound of the animals and the children try to guess which animal the teacher is.

Divide the class in groups and each group imitates an animal when the teacher says their name. For example, if the teacher says *cat* the group of cats must make the sound of the cat.

Divide the class in groups and each group must stand up when the teacher says their name.

Show the animals one by one so that the students can guess what animal it is. The teacher will give the animal to the student who guesses its name. Later the teacher asks for the different animals:

Teacher: May I have the cat, please?

Student: Here you are.

Creative work

Children colour the animals (big size).

LESSON 3

Warm up

English routine.

“Good morning, hello” song.

Sit in a circle. Cross your legs, hands on your knees.

Encourage children to say: Hello, I’m....

What we did yesterday (in Spanish).

Simon says with the animals.

Presentation and practice

- Introduce the presents (*ball, car, balloons*)
 - ¿Qué regalos creéis que podríamos regalarle al gato para su cumpleaños?
 -
 - A ver si habéis acertado. What’s this? (show a present with the shape of a ball).
 -
 - Oh! Yes, ball.
 - And what’s this? (show a present with the shape of a car).
 -
 - Yes, a car.
 - And what’s this? (show a present with the shape of balloon).
 -
 - Yes, balloons.
- TPR games with the presents and colours:
 - What’s this one?
 - Point
 - Show me
 - Touch. Example: “Begoña, stand up; come here; touch...” (do gestures)
 - What’s missing?
 - Guess what am I thinking of.
 - “Disappearing”: Heads to the back.
 - What’s different?: Heads to the back.
 - Work with photocopy of the presents.
 - What’s in the yellow box?

Creative work

Children colour the presents and cut the lines on the photocopy. When they finish, they can practise in pairs. What’s in the yellow box.

LESSON 4

Warm up

English routine.

Good morning song.

Sit in a circle. Cross your legs, hands on your knees.

Encourage children to say: Hello, I'm ..

Revise all the vocabulary on the blackboard.

Presentation and practice

- Introduce happy and sad.

Mime sad and happy. Say the words at the same time.

Song:

“If you are happy...”

“If you are sad...”

- Tell the story: “Pat’s Birthday”

- ¿Cómo está the cat?

- Sad

- Yes, sad. Y rabbit ¿Cómo está?

- Happy

- Yes, happy.

Ask the children the same about all the animals so that they can realize that everybody is happy except the cat.

- ¿Qué le pasará? ¿queréis saber lo que le pasa?

- Sí

- Sí, os voy a contar la historia.

Tell the story twice.

Creative work

Children make the book. They have to colour it and draw the cat’s mouth showing that he is sad or happy.

LESSON 5

Warm up

- English routine.
- Good morning song.
- Sit in a circle. Cross your legs, hands on your knees.
- Encourage children to say: "Hello, I'm..."
- Revise the characters of the story.
- A few games from yesterday.

Presentation and practice

- Put in order the pictures of the story.
- Divide the class into groups and each group touches a box when the teacher says the colour of the box. For example, if the teacher says cats go to the red box. They will go next to the red box.
- Song "Happy Birthday".
- Repeat the story: "Pat's Birthday" with children's help. Encourage them to participate by repeating and predicting. For example, you can say the cat is... and the children finish the sentence sad.

Creative work

- Children finish the book.

LESSON 6

Presentation and practise

- Practise the dialogues:
 - Hello, Pat!
 - Hello, mouse!
 - Happy Birthday!
 - Thank you...

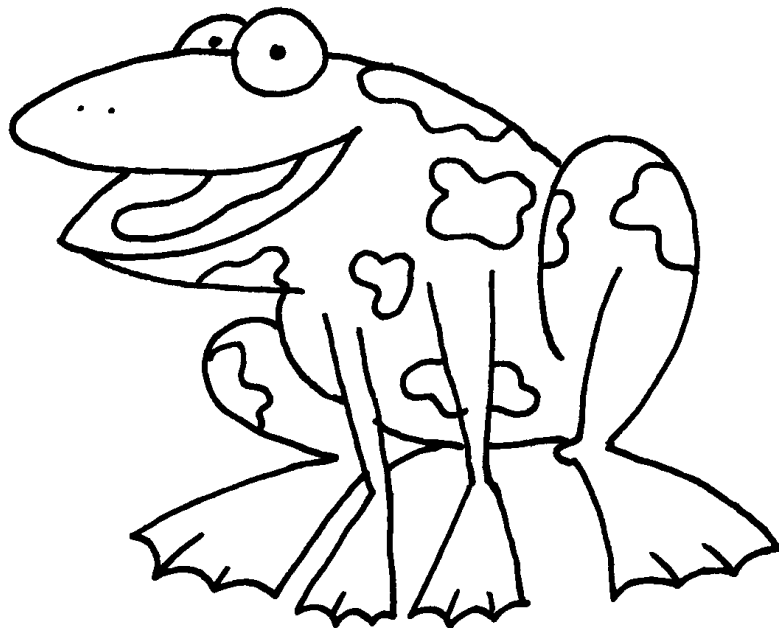
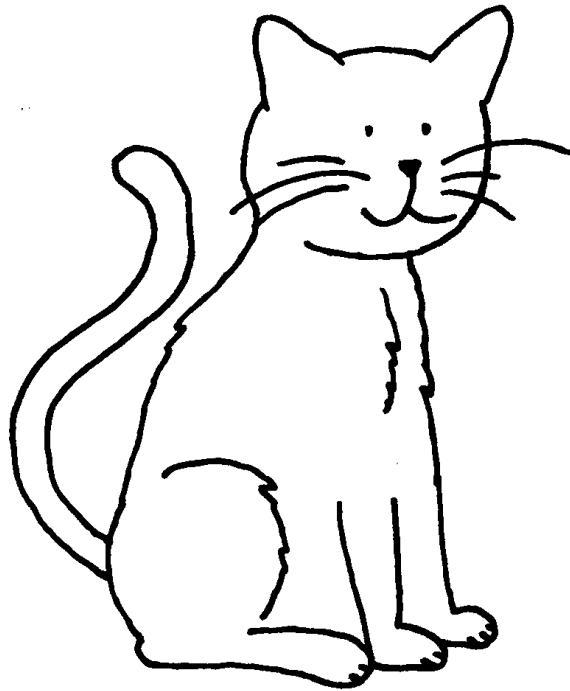
Creative work

- Give the children masks of animals to colour and act the story.
- Ask for volunteers. Play the story with masks and a real birthday cake. At the end, celebrate a party with the children.

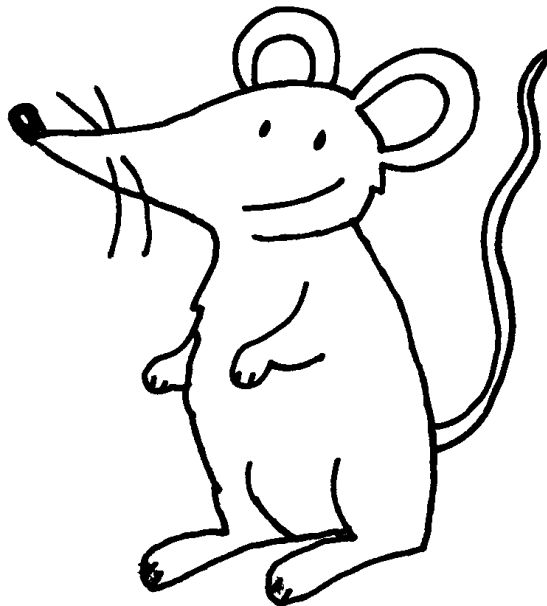
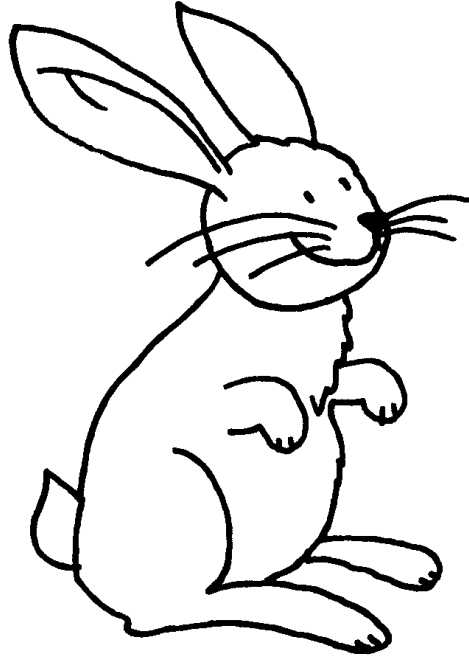
Pat's birthday party



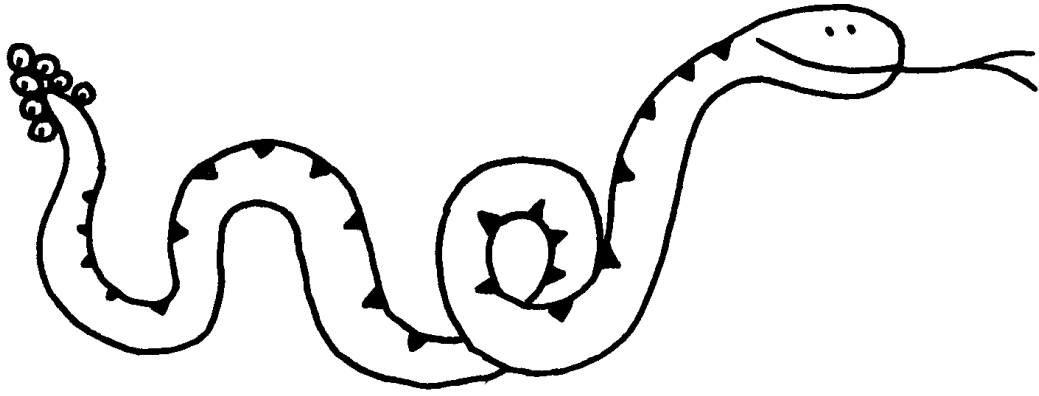
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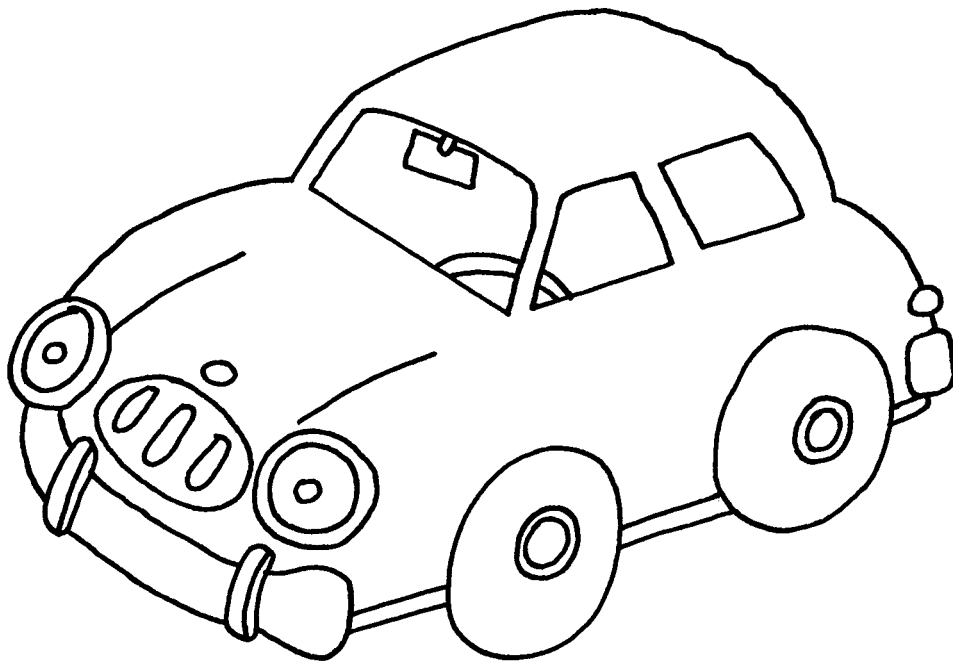
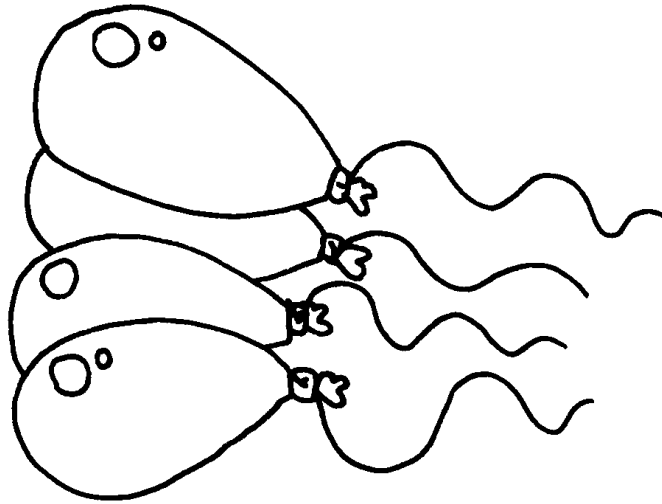
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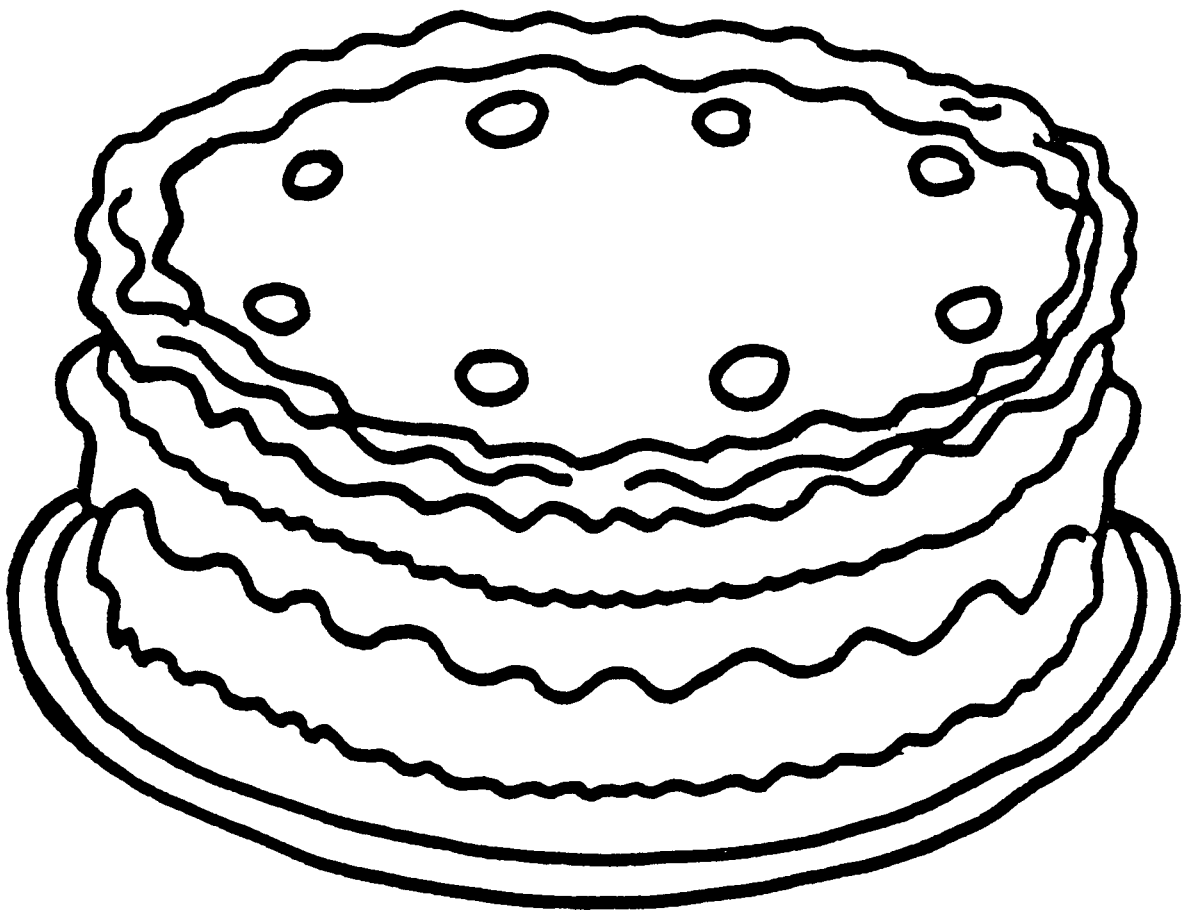
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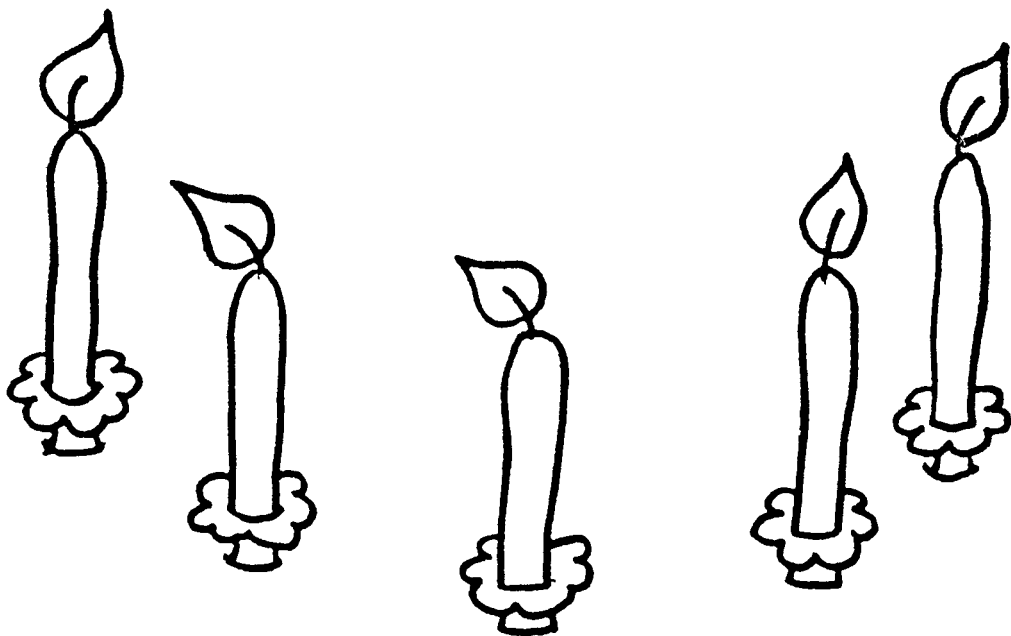
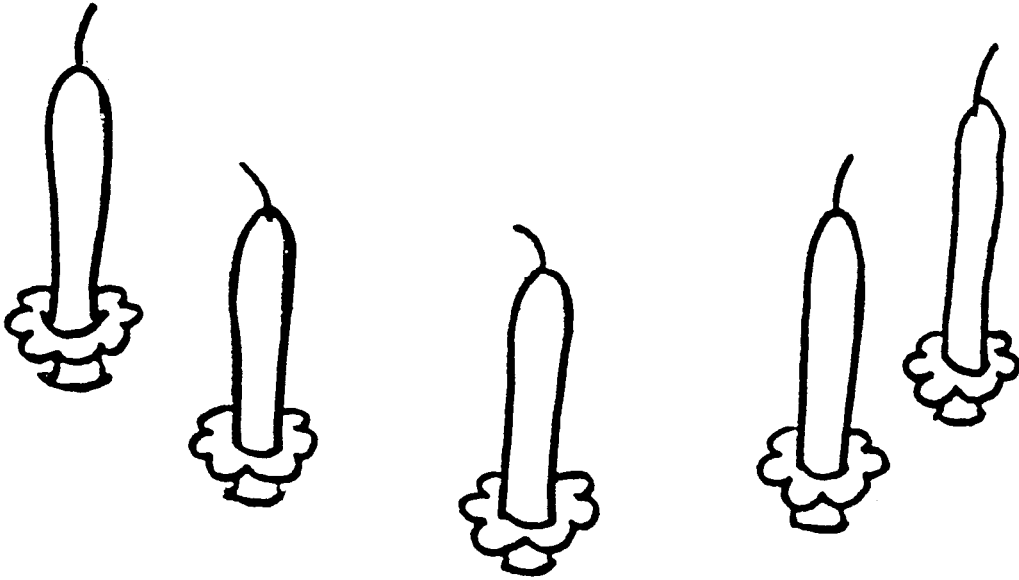
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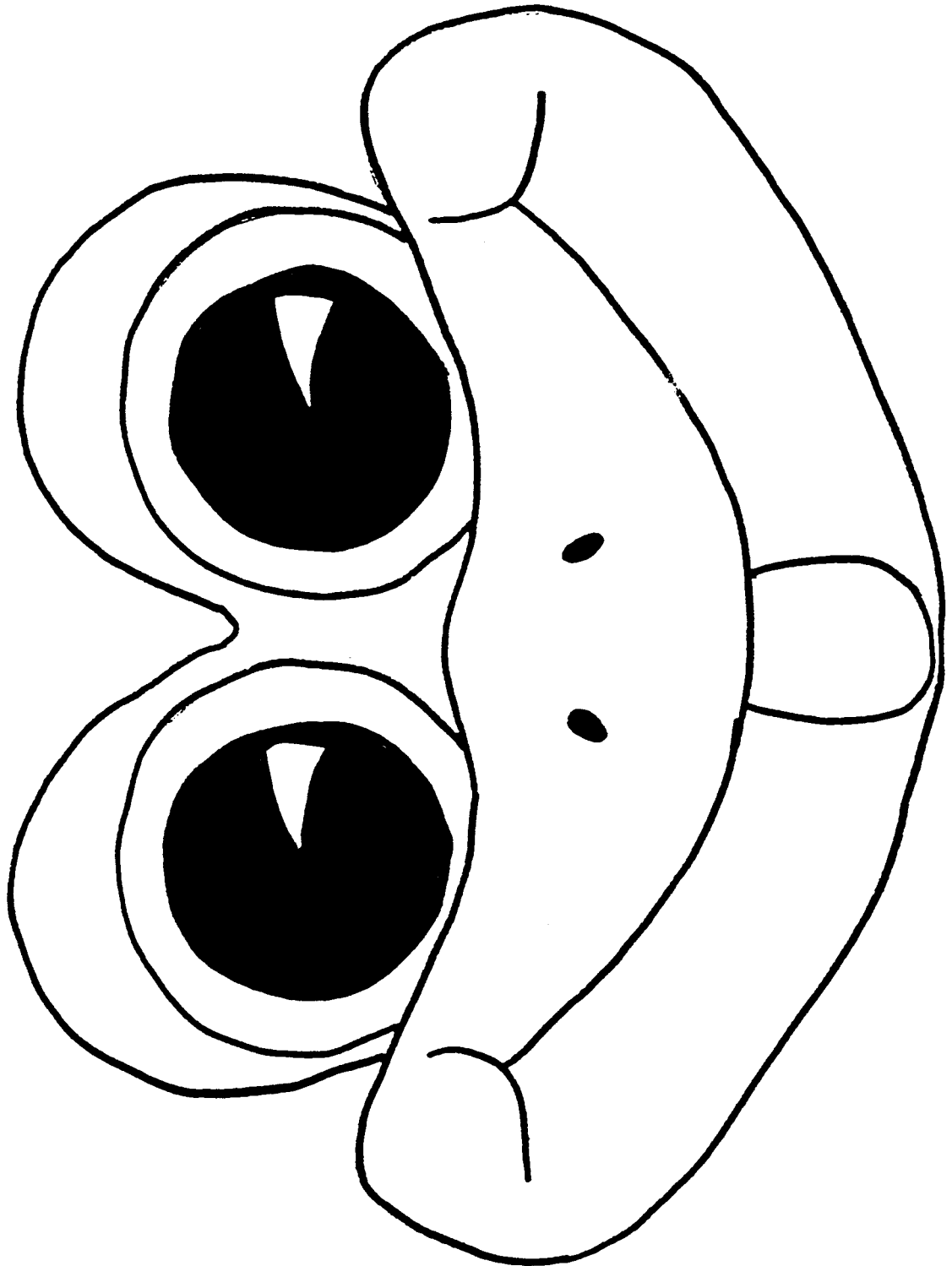
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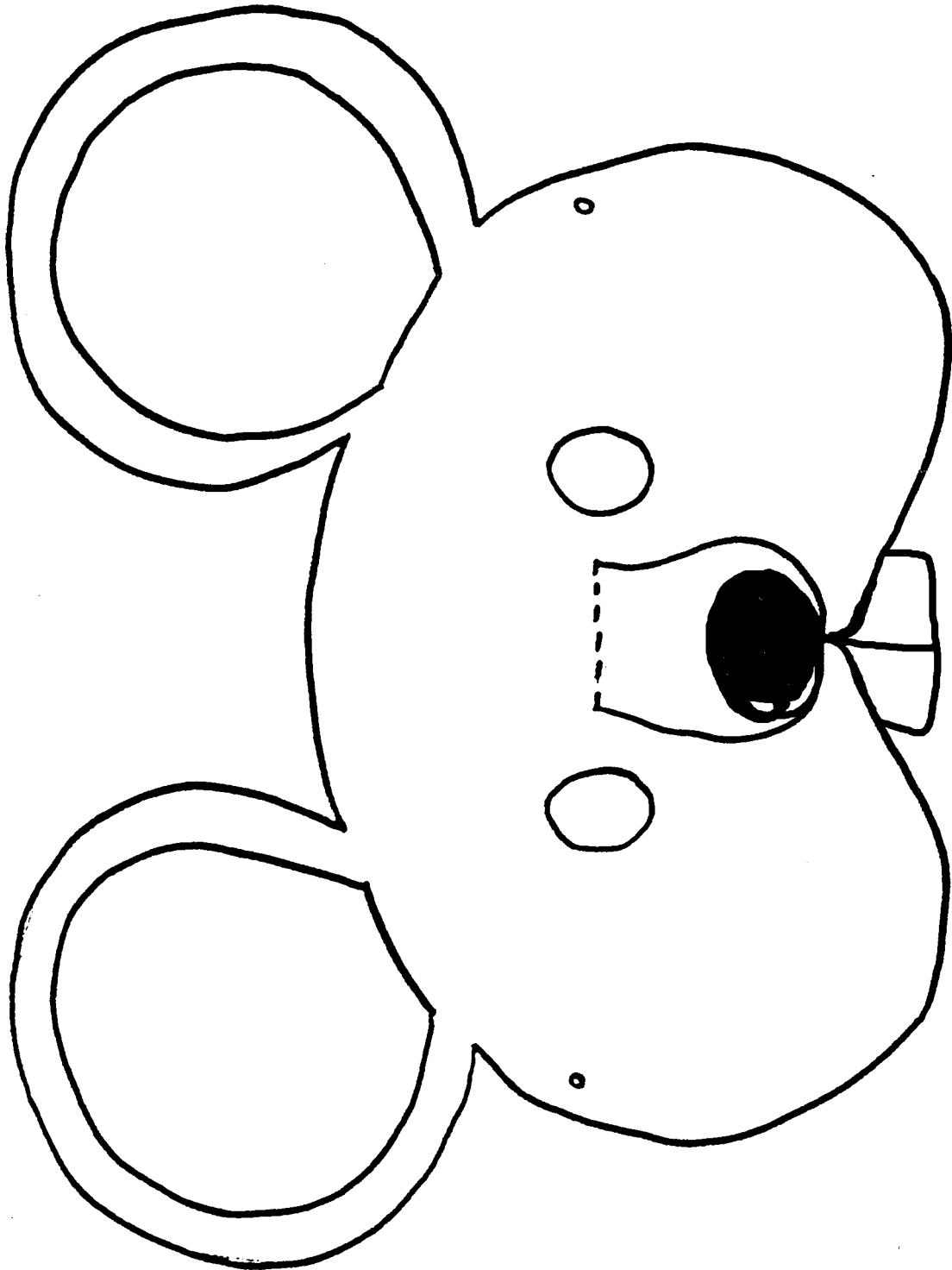
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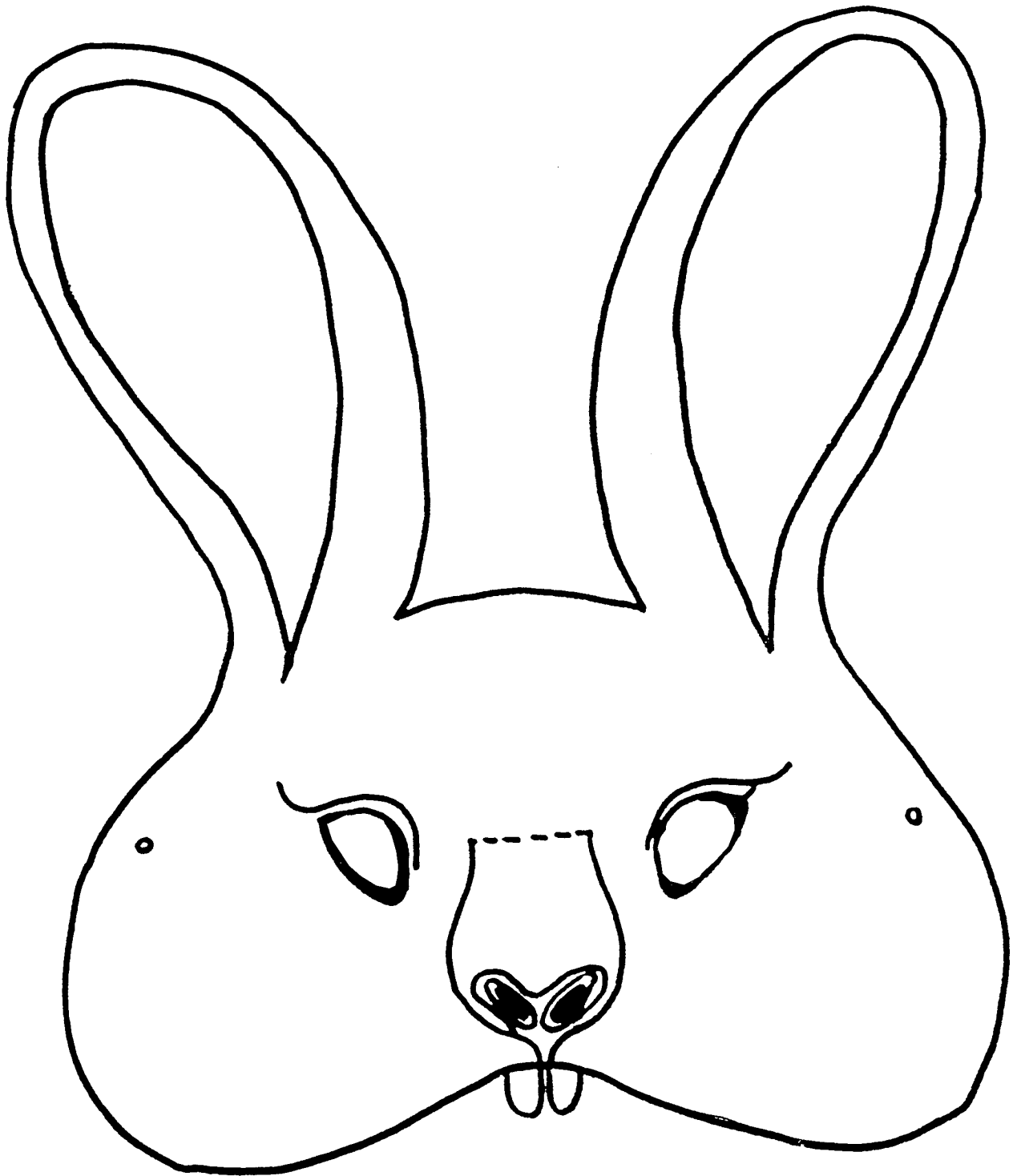
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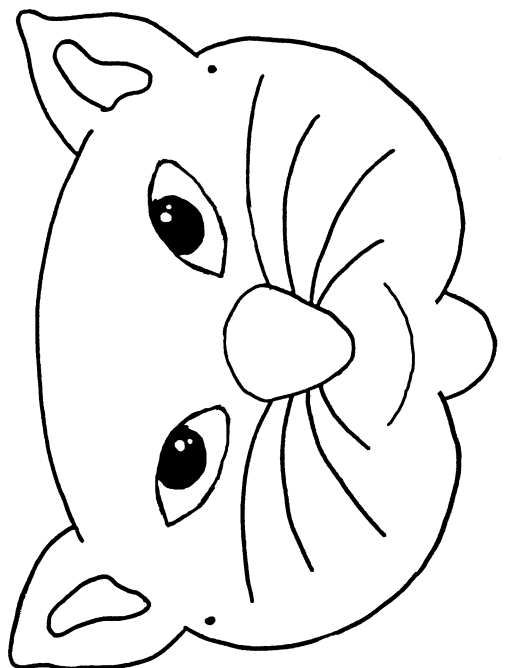
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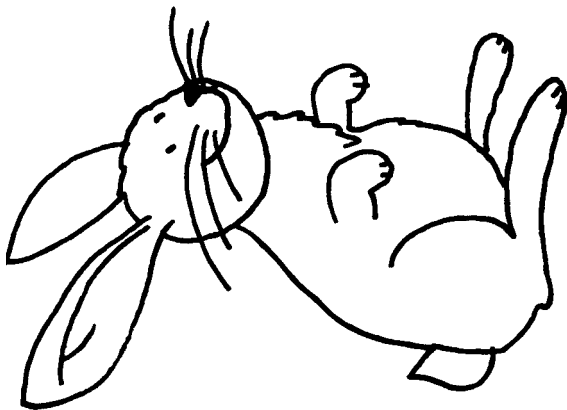
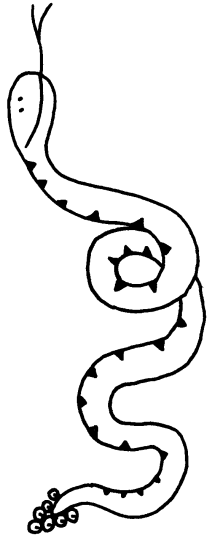
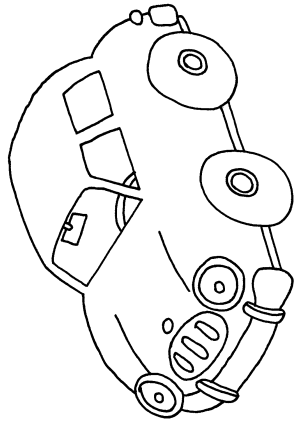
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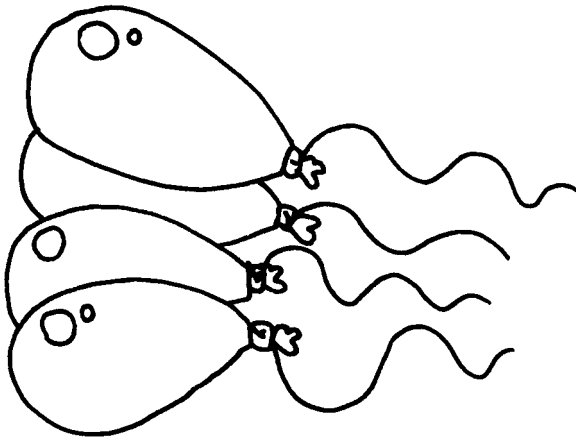
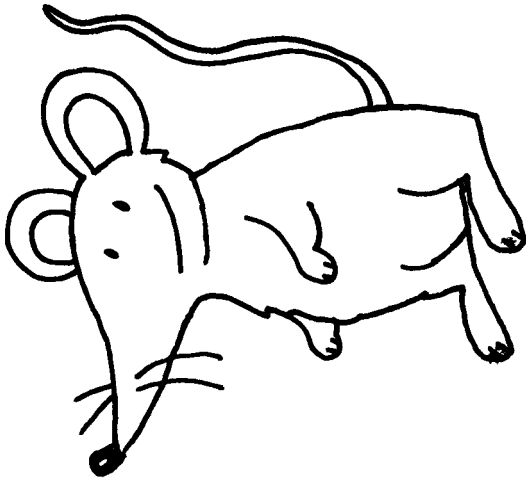
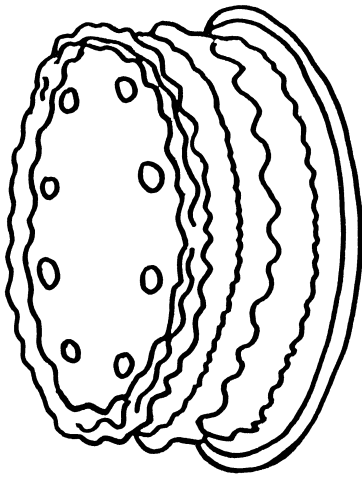
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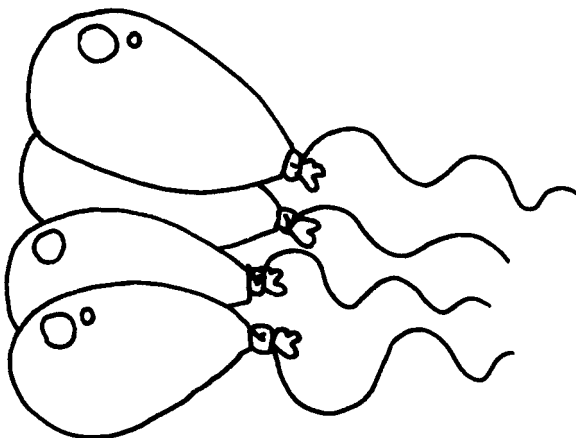
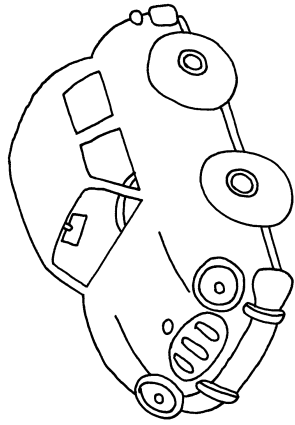
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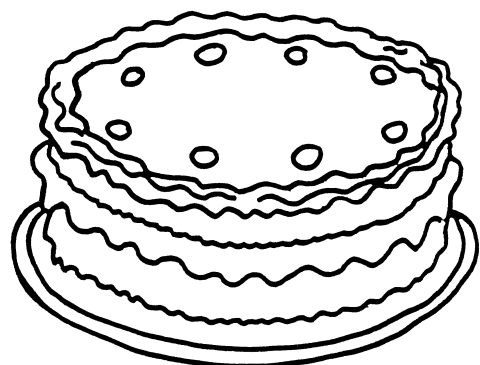
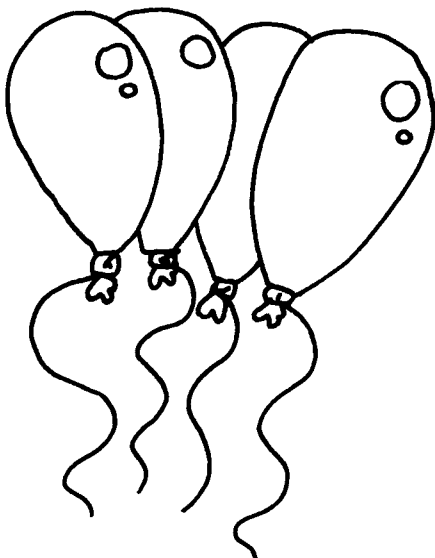
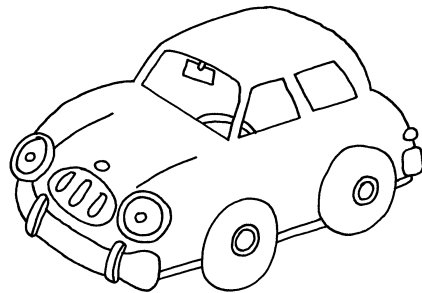
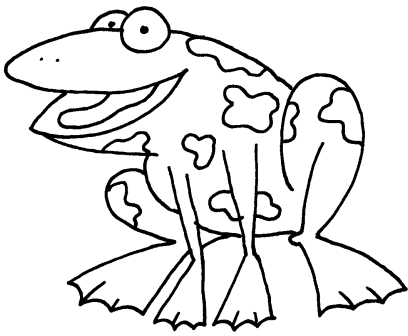
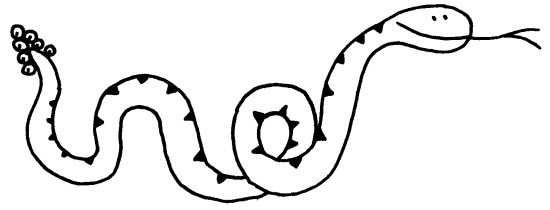
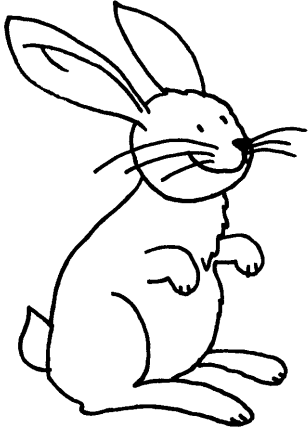
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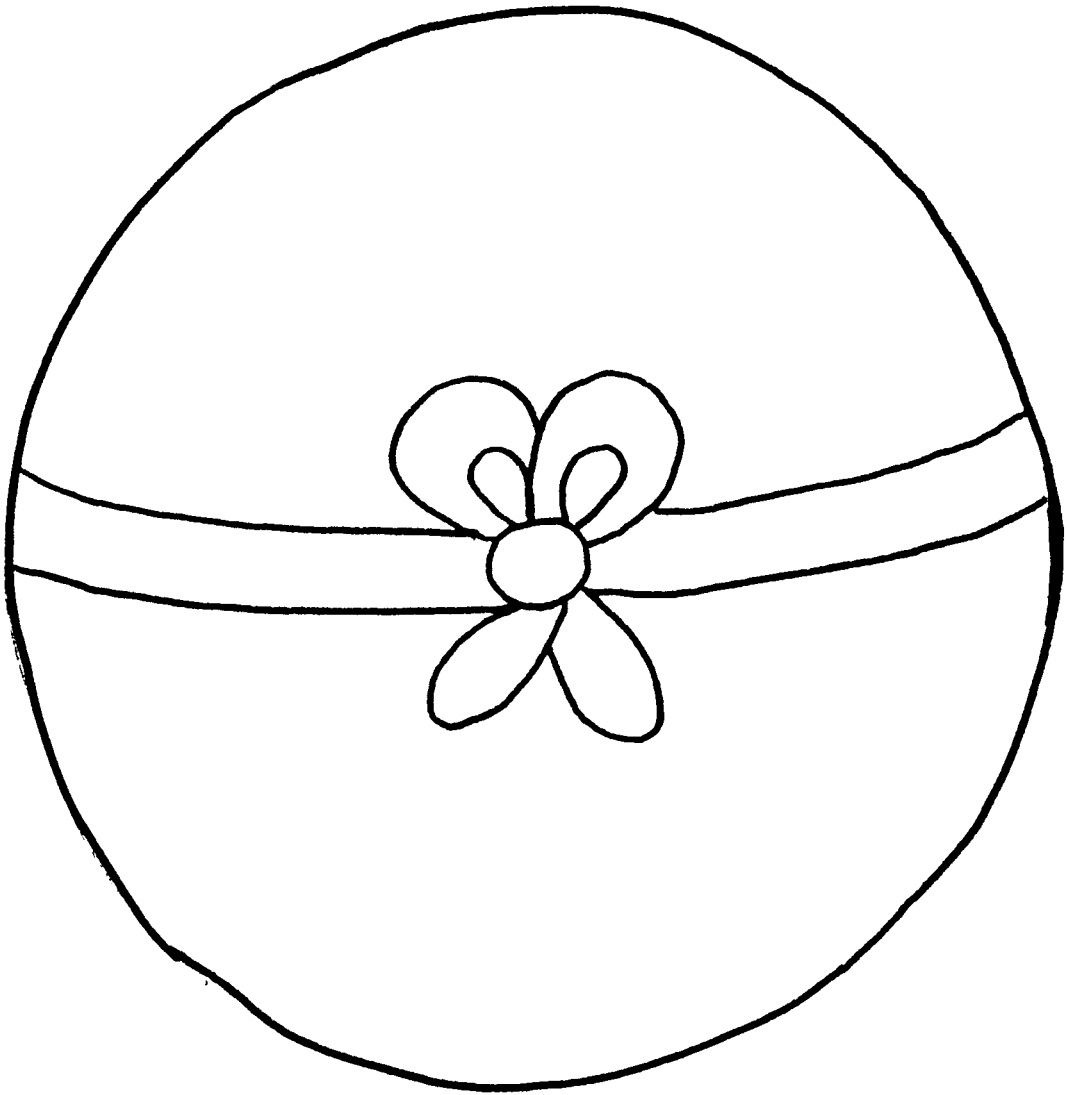
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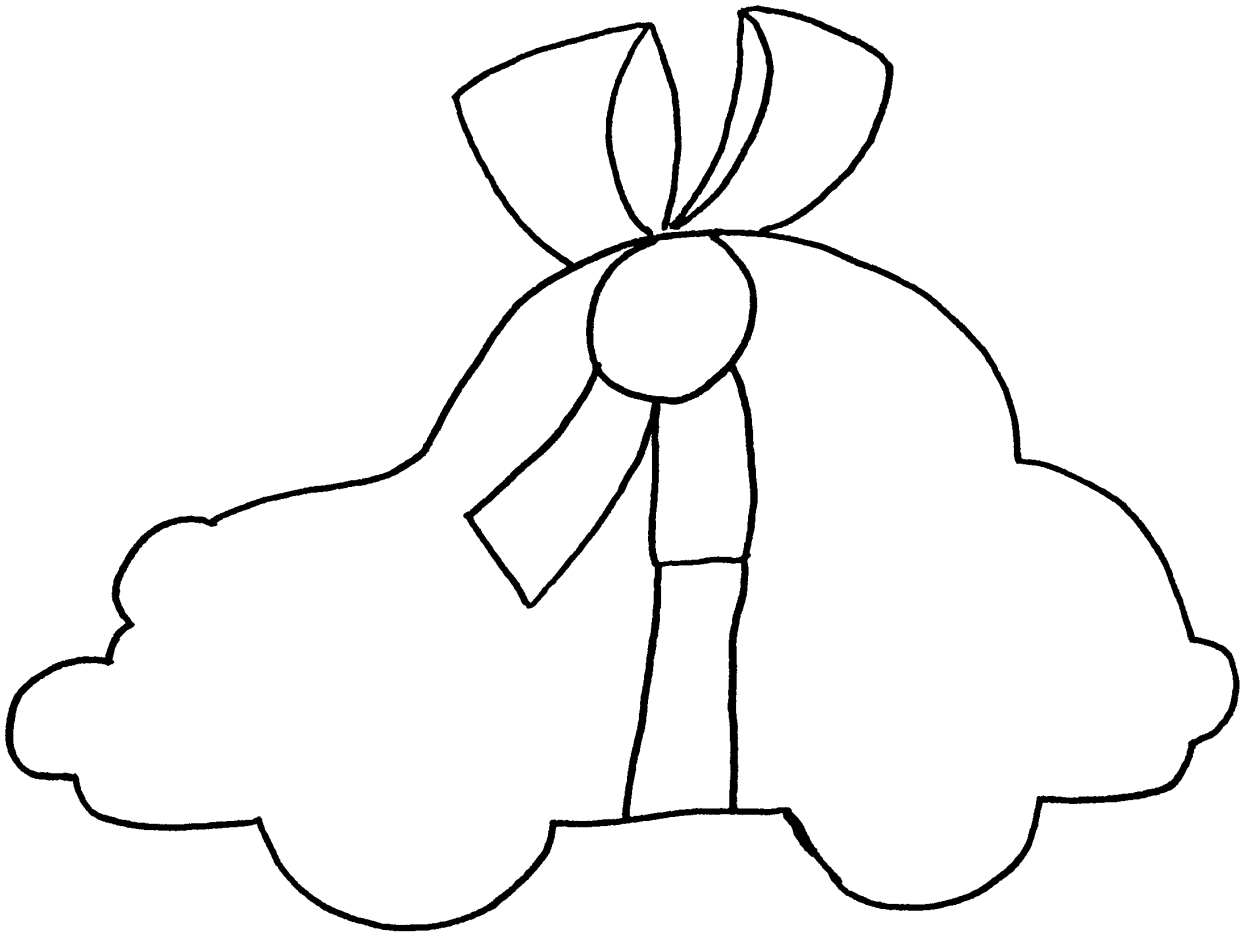
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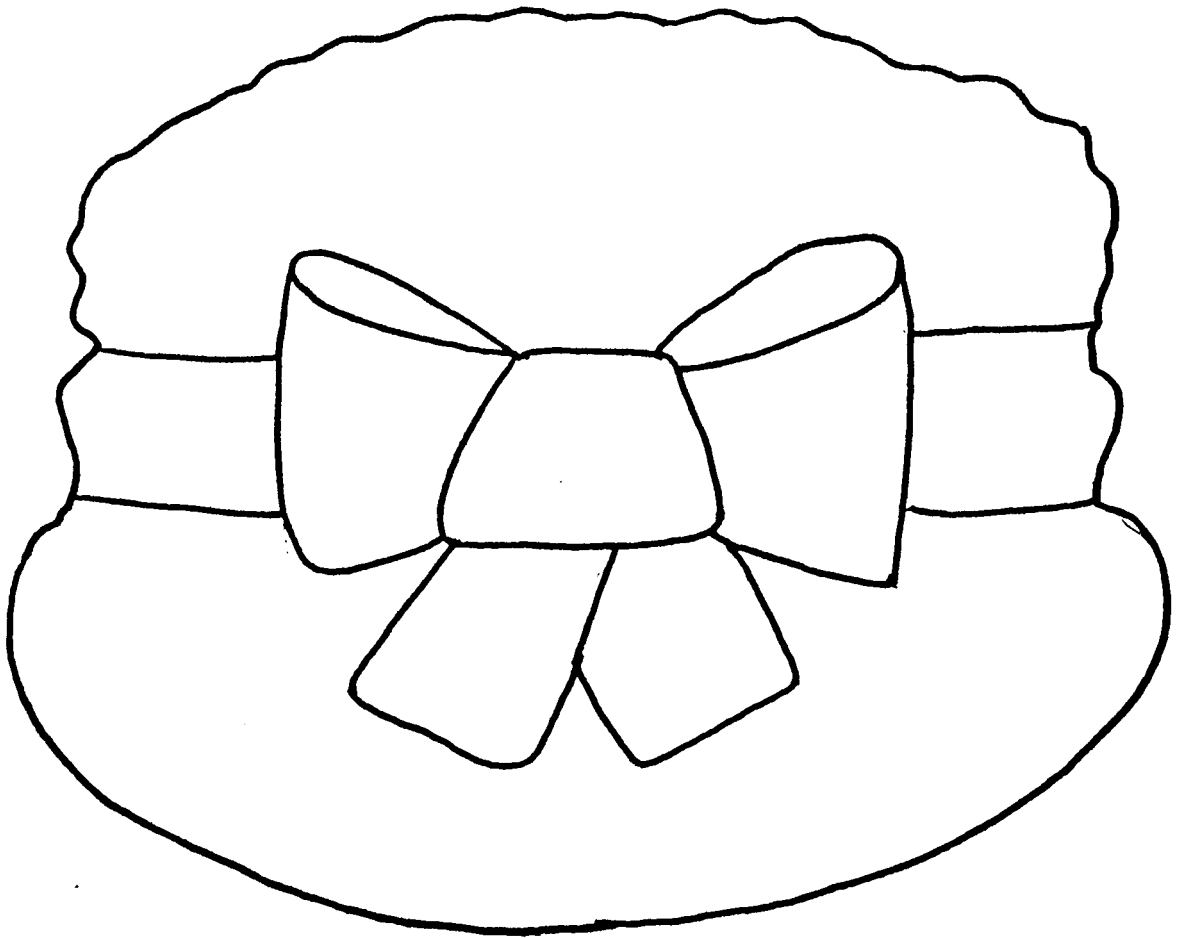
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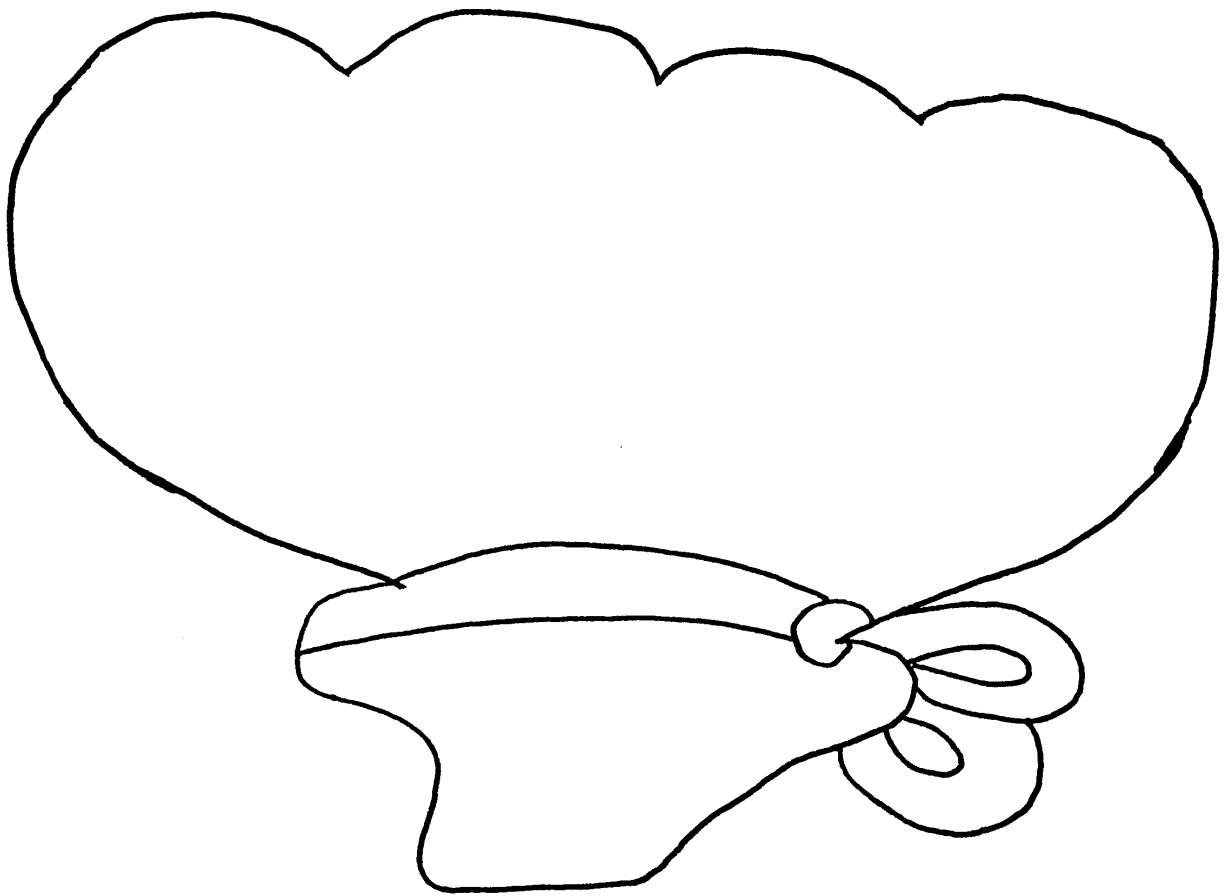
Pat's birthday party



Pat's birthday party



Pat's birthday party



unit of work

farm animals

Gloria Torrea
Yolanda Navaro



unit of work

farm animals

Content

- **Classroom instructions:**

Look

Listen

Be quiet

Stand up / sit down

Touch

Point to

Go jumping / hopping / walking

- Colours: *brown, pink and black.*
- Revision of *yellow*
- Story: "The little yellow chicken"
- Song: "Farm animal song"
- Chant: "Little chicken, little chicken"
- Creative work: a farm

Skill

- Showing understanding of instructions through physical response.
- Saying the words from the unit in an appropriate situation.
- Using the basic concepts of colour in meaningful situations.
- Participating in songs, chants and dramatization from the unit.
- Becoming more skilled at using scissors and other creative material.

Attitudes

- Showing interest and enjoyment for English.
- Integrating in the classroom group.
- Helping each other.
- Enjoying physical exercise.
- Accepting the rules of the English classroom.
- Sharing classroom materials.
- Sharing teacher's time.
- Accepting the rules of the games.
- Enjoying stories, songs and chants.

LESSON I

Warm up

Establish English routine.

“Good morning, hello” song.

Sit in circle. Cross your legs, hands on knees.

Presentation and practice

Introduce language of farm animals in Spanish.

We ask: What animals do you know?

We put the flashcards of the animals with blu-tack on the blackboard. The animals are: cow, horse, pig, hen and chicken.

TPR games

Pictures of these animals. Bring 5 children out. Show them a picture. Make sure they know the word in Spanish and the sound the animal makes. Each child makes the animal sound. Class say the name in Spanish. You tell them in English and put the picture on board.

Gradually introduce the other animals.

Count the animals on the blackboard.

Point to.....

What's missing.....

We draw grandpa's farm on the blackboard, sing the song and put in the animals when we sing.

Song

*“On grandpa's farm there is a pig e,i e,i o
and the pig goes oink, oink, oink”.*

(The same with cow, horse, hen and chicken)

LESSON 2

Warm up

Establish English routine: **“Good morning”** song.

Children in groups of animals. Teacher says: “Hello animals”. All together answer with noise.

Teacher says: “Hello pigs”. Pigs answer with this sound (Demonstrate this activity with two or three children at the front of the class).

Presentation and practice

We ask them in Spanish and in English: What colour is the pig? Pink.

The same with the other animals.

With flascards we revise the colours.

What colour is this?..... and we put on the blakcboard.

Point to.....

Bring me something yellow (the same with the other colours).

Creative work

We give them a copy of the pictures of the animals and we do a colour dictation. (We keep the copies in the English box).

Song

To finish we sing the song “On Grandpa’s farm trere is a pig...”

LESSON 3

Warm up

Establish English routine.

“Good morning, hello” song.

“Farm animal” song.

Presentation and practice

We tell the story.

STORY:

This is a little yellow chicken. Look at the chicken.

Then appears the fat pink pig:

- Hello chicken!
- Hello! Are you my mummy?
- No, I'm not. I'm a fat pink pig.
- Oh! I'm very sad.

And now the fast black horse appears.

- Hello chicken!
- Hello! Are you my mummy?
- No, I'm not. I'm fast black horse.
- Oh! I'm very sad.

Later a quiet brown cow appears.

- Hello chicken!
- Hello. Are you my mummy?
- No, I'm not. I'm a quiet brown cow.
- Oh! I'm very sad.

And at the end the big yellow hen appears.

- Hello my little chicken!
- Hello! Are you my mummy?
- Yes. I am. I'm your big yellow mummy.
- Oh! I'm very happy!

• We retell the story and ask some questions:

- Who was sad?
- Who appears first?
- Who is black?

• We show them this chant:

*“Little chicken, little chicken,
Are you sad? Yes I am.
Little chicken, little chicken,
Are you happy? Yes, with mum”.*

LESSON 4

Warm up

Establish English routine

“Good morning, hello” song.

“Farm animal” song.

Presentation and practice

Tell the story

Act the story

Creative Work

Making the farm with the copy of the pictures of the animals.

Children cut out the animals and glue them on a piece of paper.

LESSON 5

Warm up

Establish English routine

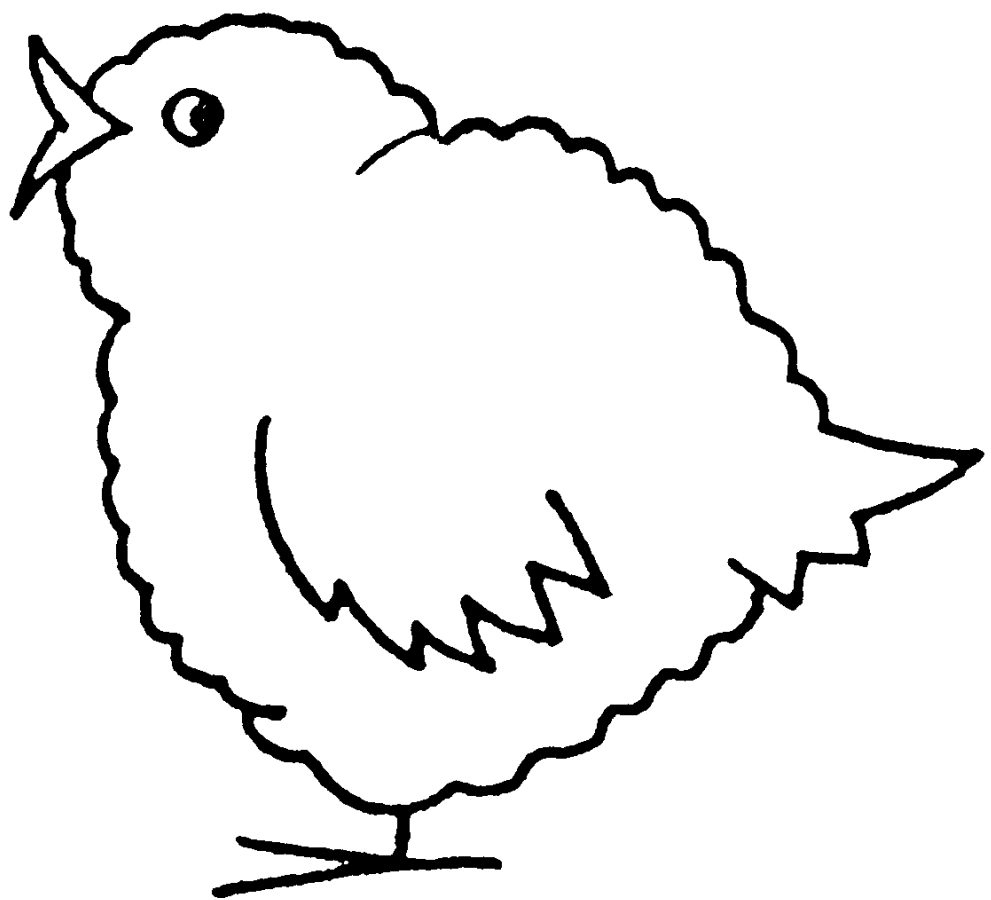
“Good morning, hello” song.

“Farm animal” song.

Presentation and Practice

Finish the farm and re-tell the story all together.

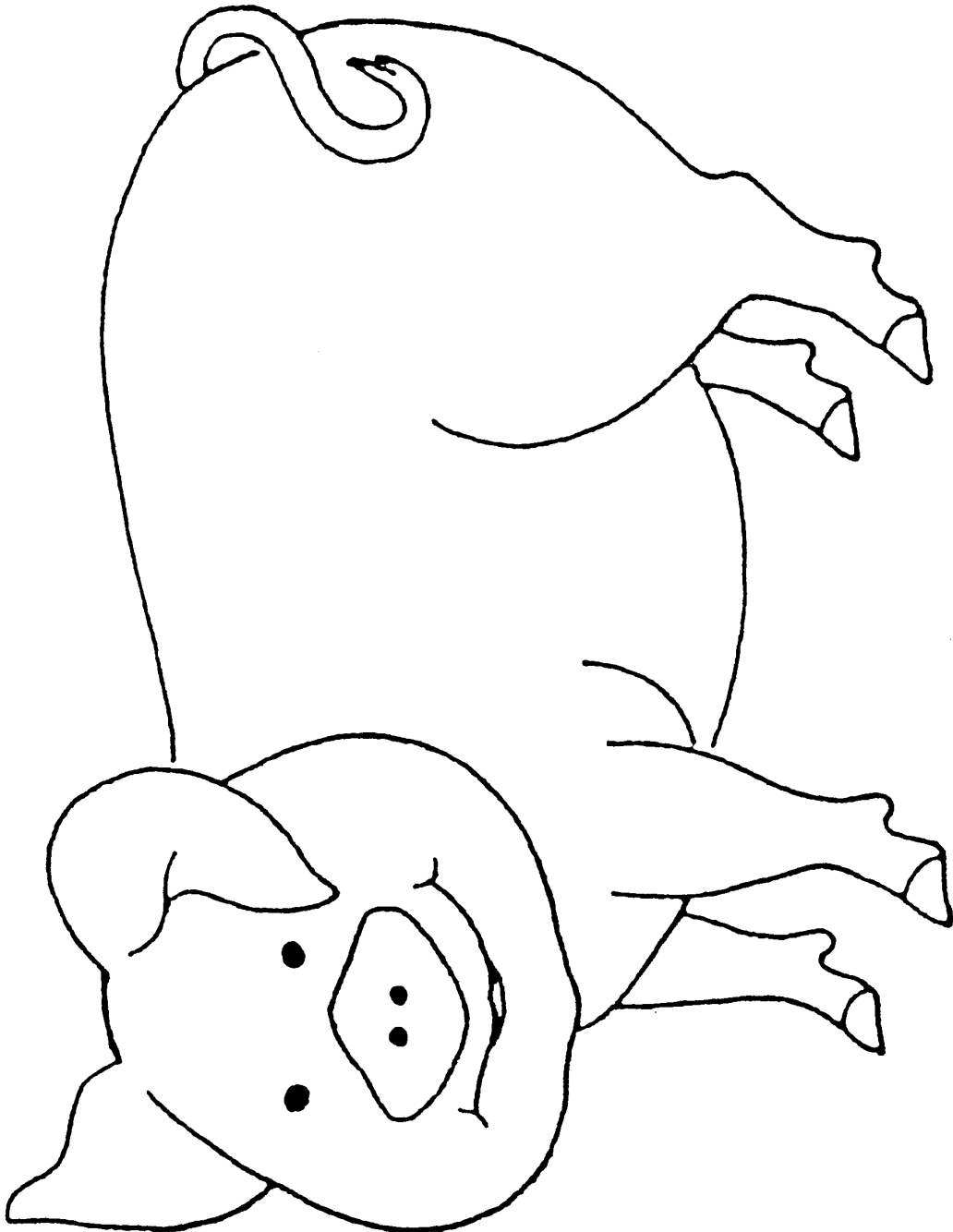
farm animals



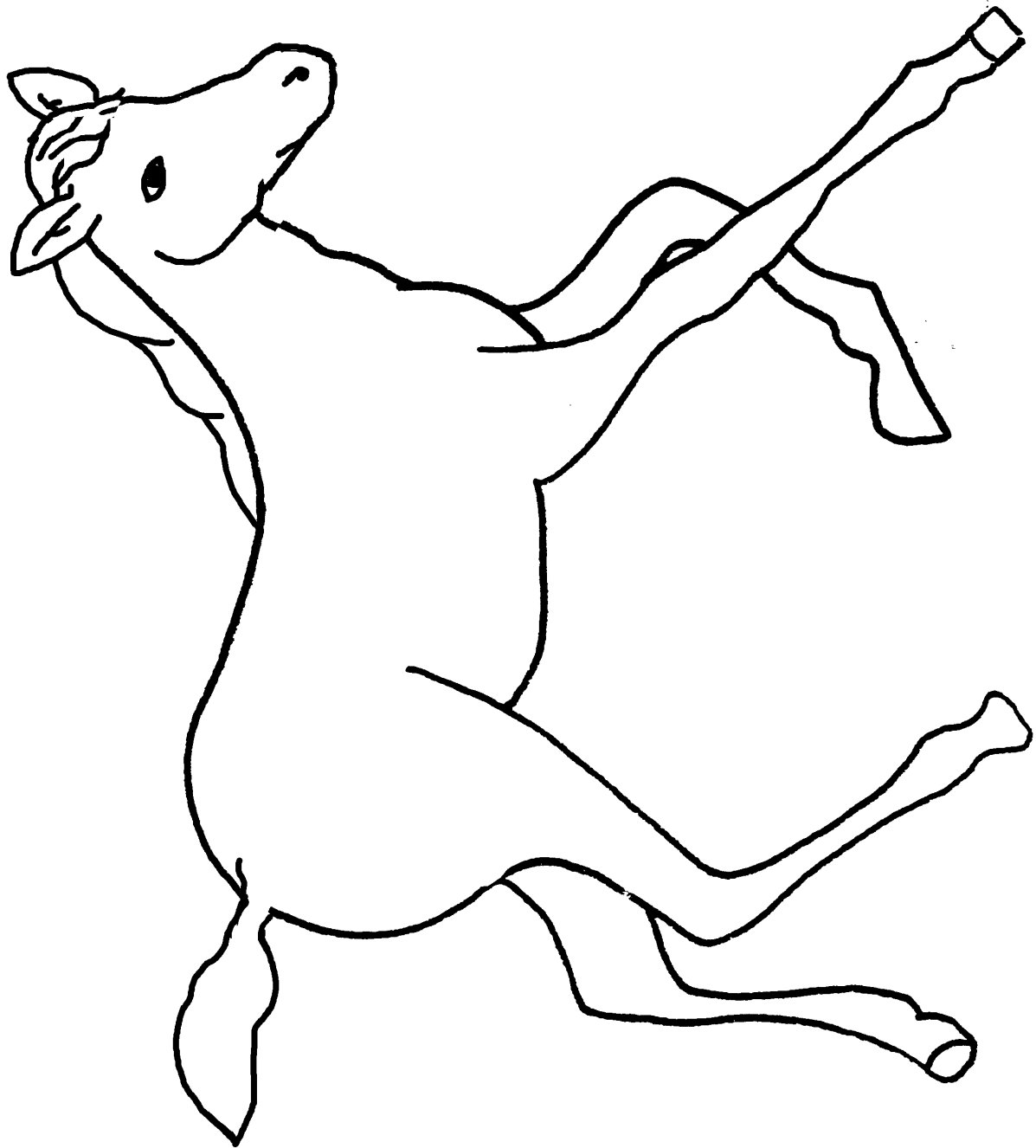
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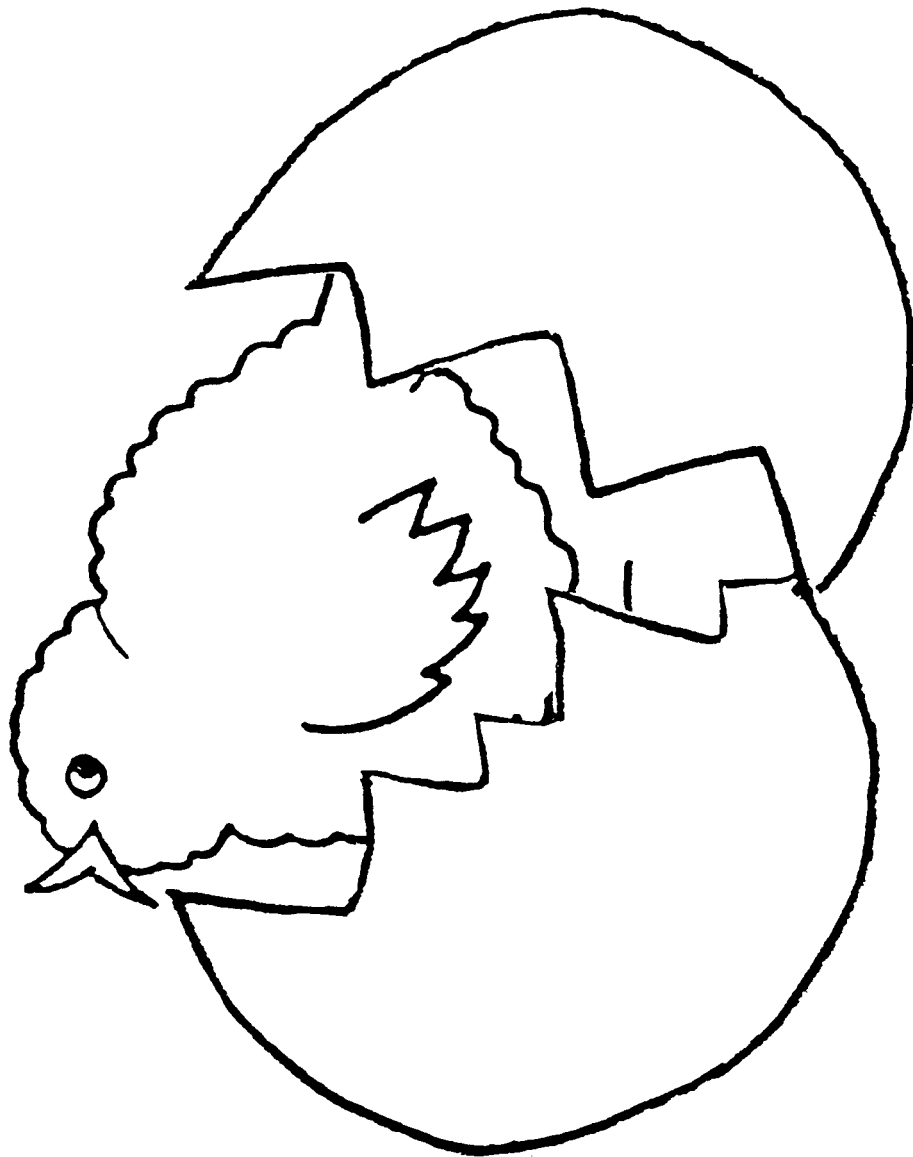
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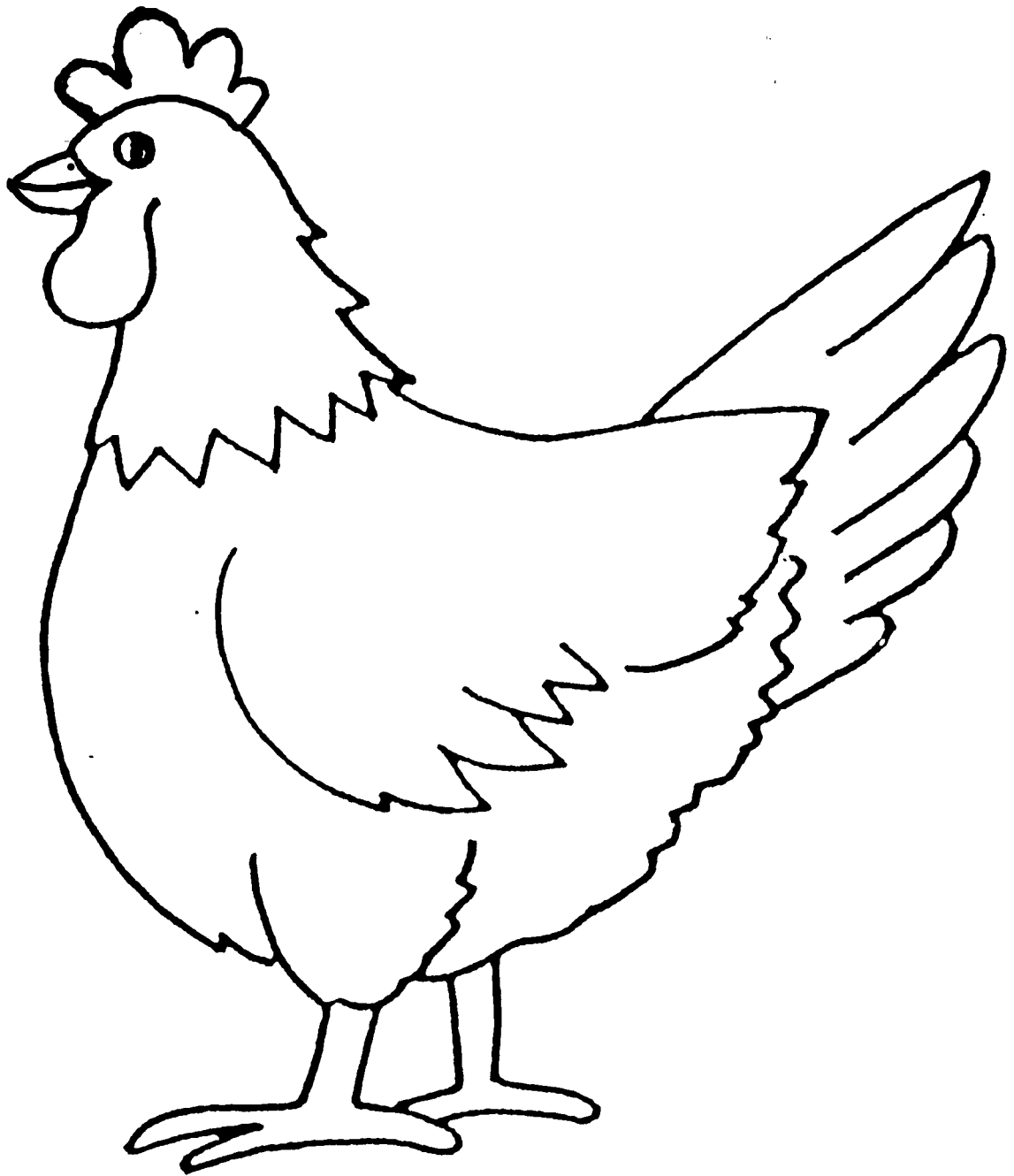
farm animals



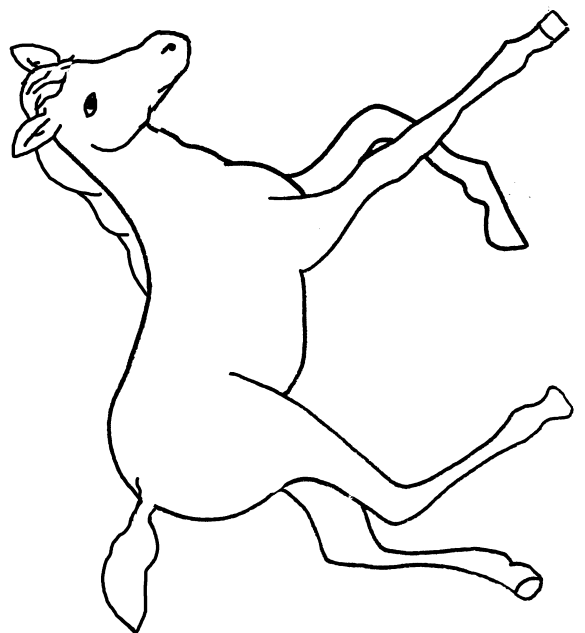
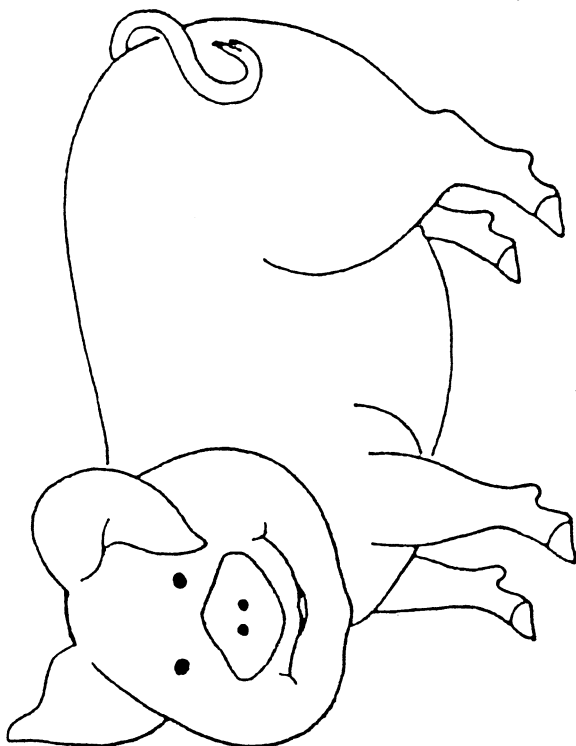
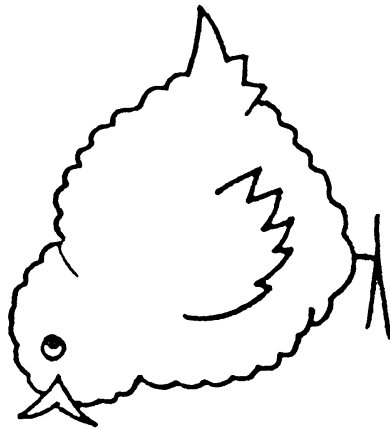
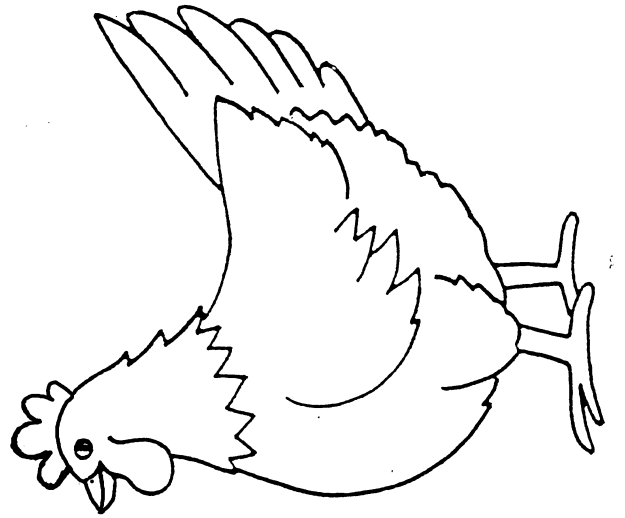
farm animals



farm animals



farm animals



“English with fun”

Canciones y Ritmos

GOODMORNING, HELLO

Goodmorning, hello
Goodmorning, hello
Goodmorning, hello to you, and you and you

Goodmorning, hello
Goodmorning, hello
Goodmorning, hello to you, and you and you

TIDY UP, TIDY UP

Tidy up, tidy up you and me
Tidy up, tidy up, one, two, three

Tidy up, tidy up you and me
Tidy up, tidy up, one, two, three

THE SKY IS BLUE TODAY

The sky is blue today
The sky is blue today
Happy, happy, happy day
The sky is blue today

The sky is grey today
The sky is grey today
Sad, sad, sad day
The sky is grey today

ORANGE AND RED AND BLUE

Orange and red and blue, blue, blue
Blue, blue, blue, blue, blue, blue
Orange and red and blue, blue, blue
Clap, clap, clap

Red and yellow and green, green, green
Green, green, green, green, green, green,
Red and yellow and green, green, green
Clap, clap, clap

ARE YOU WEARING RED TODAY

Are you wearing red today?
Red today, red today
Are you wearing red today?
Yes or no

Yes I'm wearing red today, red today, red today
Yes I'm wearing red today
Yes, yes, yes

No I'm not wearing red today, red today, red today
No I'm not wearing red today
No, no, no

Is Maria wearing blue today?
Blue today, blue today
Is Maria wearing blue today?
Yes or no

Yes, she's wearing blue today, blue today, blue today
Yes, she's wearing blue today
Yes, yes, yes

MY FAVORITE COLOUR

My favourite colour is green
My favourite colour is green
Clap my hands and touch my toes
My favourite colour is green

My favourite colour is blue
My favourite colour is blue
Stamp my feet and clap my hands
My favourite colour is blue

My favourite colour is red
My favourite colour is red
Hands on my head and clap my hands
My favourite colour is red

DADDY FROG LIKES HOPPING

Daddy frog likes hopping, hopping
Hopping all day long
Hop, hop, hop, hop, hop

Mummy frog likes hopping, hopping
Hopping all day long
Hop, hop, hop, hop, hop

Brother frog likes hopping, hopping
Hopping all day long
Hop, hop, hop, hop, hop

Sister frog likes hopping, hopping
Hopping all day long
Hop, hop, hop, hop, hop

Baby frog likes hopping, hopping
Hopping all day long
Hop, hop, splash, splash, splash

ON GRANDPA'S FARM

On grandpa's farm there is a pig
And the pig goes oink, oink, oink

On grandpa's farm there is a horse
And the horse says neigh, neigh, neigh

On grandpa's farm there is a dog
And the dog says woof, woof, woof

On grandpa's farm there is a cow
And the cow says moo, moo, moo

On grandpa's farm there is a duck
And the duck says quack, quack, quack

THE OLD GREY CAT

The old grey cat is sleeping, sleeping, sleeping
The old grey cat is sleeping in the house

The little mouse comes creeping, creeping, creeping
The little mouse comes creeping through the house

The little mouse is eating, eating, eating
The little mouse is eating in the house

The little mouse is sleeping, sleeping, sleeping
The little mouse is sleeping in the house

The old grey cat comes creeping, creeping, creeping
The old grey cat comes creeping through the house

The little mouse is running, running, running
The little mouse is running out of the house

TWO LITTLE EYES

Two little eyes, one little nose
Ten little fingers, ten little toes
One little mouth, one little chin
And a funny little body to put them in

ONE LITTLE FINGER

One little finger, one little finger, one little finger
Tap, tap tap
Point to the table, point to the floor
And hide it behind your back

Two little fingers, two little fingers, two little fingers
Tap, tap tap
Point to the table, point to the floor
And hide them behind your back

Three little fingers, three little fingers, three little fingers
Tap, tap tap
Point to the table, point to the floor
And hide them behind your back

CLAP YOUR HANDS

Clap your hands, clap your hands
Clap, clap, clap

Tap your nose, tap your nose
Tap, tap, tap

Rub your tummy, rub your tummy
Rub, rub, rub

Stamp your feet, stamp your feet
Stamp, stamp, stamp

Wave your hand, wave your hand
Wave, wave, wave

Shake your head, shake your head
Shake, shake, shake

And clap your hands, clap your hands
Clap, clap, clap

WASH YOUR DIRTY HANDS

Wash your dirty hands, wash your dirty hands
With a rub, rub, rub
Scrub, scrub, scrub
Wash your dirty hands

Wash your dirty face, wash your dirty face
With a rub, rub, rub
Scrub, scrub, scrub
Wash your dirty face

Wash your dirty tummy, wash your dirty tummy
With a rub, rub, rub
Scrub, scrub, scrub
Wash your dirty tummy

Wash your dirty back, wash your dirty back
With a wash, wash, wash
Scrub, scrub, scrub
Wash your dirty back

THERE WERE FIVE IN THE BED

There were five in the bed and the little one said:
"Rollover, rollover"
So they all rolled over and one fell out.

There were four in the bed and the little one said:
"Rollover, rollover"
So they all rolled over and one fell out.

There were three in the bed and the little one said:
"Rollover, rollover"
So they all rolled over and one fell out.

There were two in the bed and the little one said:
"Rollover, rollover"
So they all rolled over and one fell out.

There was one in the bed and he said:
"Goodnight everyone, now I can sleep.
Goodnight"

ONE ELEPHANT WENT OUT ONE DAY

One elephant went out one day
On a spider's web to play
He had such tremendous fun
That he called for another elephant to come.

Two elephants went out one day
On a spider's web to play
They had such tremendous fun
That they called for another elephant to come.

Three elephants went out one day
On a spider's web to play
They had such tremendous fun
Aah, oh dear they've broken the spider's web

FIVE LITTLE SPECKLED FROGS

Five little speckled frogs
Sat on a speckled log
Eating some most delicious grubs
Yum, yum

One fell into the pool
Where it was nice and cool
Now there are four more speckled frogs
Glup, glup

Four little speckled frogs
Sat on a speckled log
Eating some most delicious grubs
Yum, yum

One fell into the pool
Where it was nice and cool
Now there are three more speckled frogs
Glup, glup

FIVE CURRANT BUNS

Five currant buns in the baker's shop
Round and fat with sugar on the top
Along came Maria with a penny one day
Bought a currant bun and took it away

THREE BROWN PUPPIES

Three brown puppies sitting on the wall
Three brown puppies sitting on the wall
And if one brown puppy should accidentally fall
They'd be two brown puppies sitting on the wall

Two brown puppies sitting on the wall
Two brown puppies sitting on the wall
And if one brown puppy should accidentally fall
They'd be one brown puppy sitting on the wall

One brown puppy sitting on the wall
One brown puppy sitting on the wall
And if one brown puppy should accidentally fall
They'd be no brown puppies sitting on the wall

I'M A LITTLE TEAPOT

I'm a little teapot short and stout
Here's my handle, here's my spout
When the kettle's boiling here me shout:
"Tip me up and pour me out".

I'm a little teapot short and stout
Here's my handle, here's my spout
When the kettle's boiling here me shout:
"Tip me up and pour me out".

MY JACK-IN-THE-BOX

My Jack-in-the- box jumps up like this
And he laughs at me as he shakes his head

Then I firmly push him down again
Jack-in-the-box you must go to bed

HUMPTY DUMPTY

Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the king's horses
And all the king's men
Couldn't put Humpty together again

BAA, BAA BLACK SHEEP

Baa, baa black sheep
Have you any wool
Yes sir, yes sir three bags full

One for the master
And one for the dame
And one for the little boy
Who lives down the lane

THREE BLIND MICE

Three blind mice, three blind mice
See how they run, see how they run

The all run after the farmer's wife
She cuts off their tails with a craving knife
Did ever you see such a thing in your life
As three blind mice?

INCY, WINCY SPIDER

Incy, Wincy Spider climbing up the spout
Down came the rain and washed the spider out

Out came the sunshine and dried up all the rain
Incy, Wincy Spider climbed the spout again

RING A RING OF ROSES

Ring a ring of roses, a pocket full of posies
A tissue, a tissue we all fall down

ROUND AND ROUND THE GARDEN

Round and round the garden like a teddy bear
One step, two step and tickle under there

SALLY GO ROUND THE SUN

Sally go round the sun
Sally go round the moon
Sally go round the garden
On a Sunday afternoon
Hey

Sally go round the sun
Sally go round the moon
Sally go round the garden
On a Sunday afternoon
Hey

MARIA'S IN HER HOUSE

Maria's in her house
Maria's in her house
Clap my hands and stamp my feet
Maria's in the house

Maria wants her mom
Maria wants her mom
Clap my hands and stamp my feet
Maria wants her mom

Maria wants her dad
Maria wants her dad
Stamp my feet and clap my hands
Maria wants her dad

Maria wants her gran
Maria wants her gran
Clap my hands and stamp my feet
Maria wants her gran

Maria wants her dog
Maria wants her dog
Stamp my feet and clap my hands
Maria wants her dog

THERE WAS A PRINCESS

There was a princess long ago, long ago, long ago
There was a princess long ago, long, long ago

She fell asleep for a hundred years, a hundred years, a hundred years
She fell asleep for a hundred years, long, long ago

A handsome prince came riding by, riding by, riding by
A handsome prince came riding by, long, long ago

He took the princess by the hand, by the hand, by the hand
He took the princess by the hand, long, long ago

And everyone is happy now, happy now, happy now
And everyone is happy now, long, long ago

OLD ROGER IS DEAD

Old Roger is dead and lies in his grave,
Lies in his grave, lies in his grave
Old Roger is dead and lies in his grave
E. I. O.

They planted an apple tree over his head
Over his head, over his head
They planted an apple tree over his head
E.I.O.

The apples got ripe and they fell on the ground
Fell on the ground, fell on the ground
The apples got ripe and they fell on the ground
E.I.O.

There came an old lady picking them up
Picking them up, picking them up
There came an old lady picking them up
E.I.O.

Roger got up and he gave her a push
Gave her a push, gave her a push
Roger got up and he gave her a push
E.I.O.

“English with fun”

Canciones y Ritmos

CARA A

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- 2. TIDY UP, TIDY UP**
- 3. THE SKY IS BLUE TODAY**
- 4. ORANGE AND RED AND BLUE**
- 5. ARE YOU WEARING RED TODAY**
- 6. MY FAVORITE COLOUR**
- 7. DADDY FROG LIKES HOPPING**
- 8. ON GRANDPA'S FARM**
- 9. THE OLD GREY CAT**
- 10. TWO LITTLE EYES**
- 11. ONE LITTLE FINGER**
- 12. CLAP YOUR HANDS**
- 13. WASH YOUR DIRTY HANDS**
- 14. THERE WERE FIVE IN THE BED**

CARA B

- 15. ONE ELEPHANT WENT OUT ONE DAY**
- 16. FIVE LITTLE SPECKLED FROGS**
- 17. FIVE CURRANT BUNS**
- 18. THREE BROWN PUPPIES**
- 19. I'M A LITTLE TEAPOT**
- 20. MY JACK-IN-THE-BOX**
- 21. HUMPTY DUMPTY**
- 22. BAA, BAA BLACK SHEEP**
- 23. THREE BLIND MICE**
- 24. INCY, Wincy SPIDER**
- 25. RING A RING OF ROSES**
- 26. ROUND AND ROUND THE GARDEN**
- 27. SALLY GO ROUND THE SUN**
- 28. MARIA'S IN HER HOUSE**