

FOOD

Objectives:

The children are able to

- 🌸 Name some items of food
- 🌸 Say what they like / don't like
- 🌸 Act out a short shopping dialogue



PICTURES


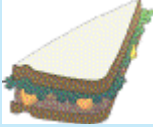







FRUIT

				
apple	banana	lemon	plum	pear



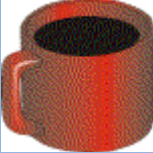


SWEETS

				
lolly	chocolate	ice cream	biscuits	sweets
				
chewing gum	toffees			

FAST FOOD

			
pizza	sandwich	chips	ketchup
			
spaghetti	hamburger	crisps	hot dog
			
popcorn			

DRINKS

				
orange juice	coke	coffee	tea	mineral water

BREAKFAST

			
cornflakes	toast	milk	butter
			
bread	jam	joghurt	honey



GAMES

GAME	DESCRIPTION	COMMUNICATION
Preparation	If possible, bring items for the new vocabulary to class; otherwise use pictures or drawings of these items.	
Demonstration	Show the objects or pictures. Say the new words rhythmically, gradually getting louder and louder. Pupils repeat each word following the same rhythm.	
Repeat	Pupils close their eyes. Name one of the items. Pupils repeat the word the way they hear it from you.	
Fast Food	Pupils sit in a circle. The pictures of the items are face up on the floor. Call out the names of two pupils and one of the food words. The two pupils have to find the matching picture as quickly as possible.	
Pantomime	Show one pupil an item. The other pupils should not be able to see what you are pointing to. The pupil then pretends to eat it. The other pupils have to guess which item it is.	<p><i>P1: Is it an apple?</i></p> <p><i>P2: No, it isn't.</i></p> <p><i>P1: Is it a lolly?</i></p> <p><i>P2: Yes, it is.</i></p>
I like - I don't like	Pupils sit in a circle. There are two symbols: smiley (Yummy) and sad (Yuk). Ask the pupils to talk about their likes and dislikes and place the picture next to the matching symbol.	<p><i>P1 I like apples. Yummy!</i></p> <p><i>P2: I don't like bananas. Yuk!</i></p> <p><i>P3: I like ice cream. Yummy!</i></p> <p><i>I don't like ice cream, with ketchup.</i></p>
Shopping	Pupils sit in a circle. In the middle there are the pictures. Gradually the pupils take over the role of the teacher.	<p><i>One, apple, please.</i></p> <p><i>Here you are.</i></p> <p><i>Two bananas, please.</i></p> <p><i>Here you are.</i></p>
A sandwich for Teddy	The pupils prepare a sandwich for Teddy. They can be as imaginative as they like.	<p><i>T: What is in your sandwich for Teddy?</i></p> <p><i>S!: An apple, honey,....</i></p>




SONGS / CHANTS

<p>Chant</p>	<p>Question</p> <p>An apple, please. A banana, please. A plum, please. A pear, please. Thank you</p>	<p>Response</p> <p>Here you are. Here you are. Here you are. Here you are.</p>
<p>Chant</p>	<p>(like starting a train)</p> <p>1) Jam and biscuits, jam and biscuits 2) Plums and apples, plums and apples 3) Tea with milk, tea with milk 4) Toast and butter, toast and butter 5) S-o-o-o-u-p</p>	
<p>Fruit train chant</p>	<p>1) Apples - apples - 2) Pears and plums - Pears and plums 3) Oranges and lemons - Oranges and lemons 4) Bananas, bananas 5) Fruuuuuuuuuuuuuuit! (whistle like a locomotive)</p>	
<p>Poem</p>	<p>Polly put the kettle on, Polly, put the kettle on, Polly, put the kettle on. We'll all have tea.</p>	












STORIES

<p>WHERE ARE THE CORNFLAKES?</p> 	<p>Based on an idea by Pat Hutchins: Don't forget the bacon! (Penguin Book)</p> <p>Mum sends Bob to buy some groceries. On his way to the shop he sees some ads for food. They seem to interfere with his shopping list.</p>
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Act out this story. Tell the children what the story is about. Appoint two children to help you act it out. Make the children repeat the sentences written in *italic*. Stick the posters for the advertisements on the wall.

Go along the wall with the two children while telling the story.

	Mum sends Bob to buy some groceries. Mum: "A <i>pound of bananas</i> ,
	a <i>pound of apples</i> ,
	a <i>bottle of milk</i>
	and don't forget the <i>cornflakes</i> ."
	Bob (sees an advert for butter): "A <i>pound of butter</i> , a <i>pound of apples</i> , a <i>bottle of milk</i> and don't forget the <i>cornflakes</i> ."
	Bob (sees an advert for jam): "A <i>jar of jam</i> , a <i>pound of butter</i> , a <i>bottle of milk</i> and don't forget the <i>cornflakes</i> ."
	Bob (sees an advert for cheese): "A <i>pound of cheese</i> , a <i>jar of jam</i> , a <i>pound of butter</i> and don't forget the <i>cornflakes</i> ."
	Bob is in the shop and asks for: "A <i>pound of cheese</i> , a <i>jar of jam</i> and a <i>pound of butter</i> ."
	On his way back home he sees the advert for cheese again: A <i>pound of cheese</i> ?
	He sees the advert for jam again: A <i>jar of jam</i> ?
	He sees the advert for butter again: A <i>pound of butter</i> ?
	When he gets home Mum says, "Bob, where are the bananas? Where are the apples? Where is the milk? And Where are the cornflakes?"
	Bob: "Sorry, I forgot the bananas, the apples, the milk and the cornflakes."

THE VERY HUNGRY CATERPILLAR



simplified version of
"THE VERY HUNGRY CATERPILLAR"
by Eric Carle

A little caterpillar is very hungry. He eats through one apple, two pears, and one day there is a beautiful butterfly.



Once upon a time there was a little egg. One day a little caterpillar came out of this egg with a big "CRACK".



It was very, very hungry. It went looking for food. It saw an apple. "Oh, an apple," said the caterpillar, "I like apples." It ate through the apple. "Yummy."



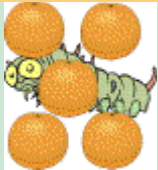
But it was still hungry. "I am hungry," said the caterpillar. So it went looking for more food. It found two pears. "Oh, pears. I like pears," said the hungry caterpillar and ate through three pears.



The next day it was still hungry. "I am hungry," said the caterpillar. So it went looking for more food. It found three plums. "Oh, plums. I like plums," said the hungry caterpillar and ate through three plums.



The next day it was still hungry. "I am hungry," said the caterpillar. So it went looking for more food. It found four kiwis. "Oh, kiwis. I like kiwis," said the hungry caterpillar and ate through four kiwis.



The next day it was still hungry. "I am hungry," said the caterpillar. So it went looking for more food. It found five oranges. "Oh, oranges. I like oranges," said the hungry caterpillar and ate through five oranges.



The next day it was still hungry. "I am hungry," said the caterpillar. So it went looking for more food. It found six watermelons. "Oh, watermelons. I like watermelons," said the hungry caterpillar and ate through six watermelons.



The next day it was very sick. It was not hungry any more. It wasn't a little caterpillar anymore. It was a big, fat caterpillar.



It built a house, a cocoon, around itself. It stayed in that cocoon for two weeks.



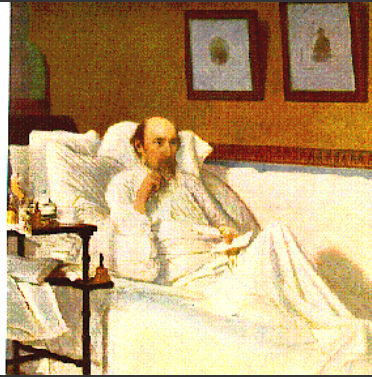
Then it nibbled a little hole in the cocoon and out came – a beautiful butterfly.

ILLNESS






Objectives

The learners are able to:

- Ask how someone is
- Say how they are
- Say what is wrong when they are not well



PICTURES

				
I've got a fever	I've got toothache	I've got back-ache	I've got a cold	I've got stomach-ache



GAMES

Going to the doctor's

This idea is taken from:
Very Young Learners by
Vanessa Reilly & Sheila
M. Ward

Aim:

to learn to say what is wrong when they are not well.

Material:

An overall, a toy stethoscope (if available)

1

Show the picture of the doctor and ask the children if they know who it is and if they have ever been to the doctor's. Ask if they know the name of their doctor.

2

Hold your head and start moaning:

Oh, oh, I've got a headache.

Then hold your stomach, moan and say:

I've got stomach-ache.

Then put your hand on your jaw and say:

I've got toothache.

Wipe your brow and say:

I've got a temperature.

Pretend to sneeze and say:

I've got a cold.

3

Do this once or twice then call out one of the children.

or an improvised one with a bit of rubber or plastic tubing; a picture of a doctor)



Say:

I've got a headache and see if she / he can mime the action. Do this with other children and the other expressions.

4

Call out the children to do a mime and the other children have to say:

headache, toothache etc.

5

Drill the sentences, getting the children to mime as they say them.

6

Put on the overall and put the stethoscope round your neck and say:

I'm a doctor.

Ask for a volunteer to come out and be the patient.

7

Ask the "patient":

What's the matter with you?

8

Get her/him to mime and say: *I've got.....*

9

Pretend to write a prescription and say

Here you are

10

Repeat this with one or two other children and then let them do the role-play in pairs.



SONGS / CHANTS

CHANT

I've got a headache.

I've got a headache.

Ouch it hurts! Ouch it hurts.

I've got a toothache

I've got a toothache.

Ouch, it hurts. Ouch it hurts.

I've got a stomach-ache.

I've got a stomach-ache.

Ouch it hurts. Ouch it hurts.

Go and see the doctor.

Go and see the doctor.

He can help. He can help.

SONG: I'VE GOT TOOTHACHE – (use the tune of „Are you sleeping...)

I've got toothache.
I've got toothache.
Oh, it hurts.
Oh, it hurts.
Go and see the dentist.
Go and see the dentist.
Open wide.
Open wide.

I've got a headache
I've got a headache.
Oh, it hurts.
Oh, it hurt.
Go and see the doctor.
Go and see the doctor.
Sit down, please.
Sit sown, please.

I've got a fever.
I've got a fever.
Let me see.
Let me see.
Oh, you are very hot.
Oh, you're very hot.
Go to bed.
Go to bed.

I've got a cold.
I've got a cold.
Where's the hanky?
Where's the hanky?
I must blow my nose.
I must blow my nose.
A-tish-oo.
A-tish-oo.

A rhyme

Go to bed late
Stay very small
Go to bed early
Grow very tall.







STORIES

THE ILL COCK



This story was written and illustrated by Kazi Nikoletta and Jónás Bernadett.

The cock was ill and could not crow. So he had to run from one animal to the next one on the farm to wake them up.

	<p>One day the cock could not crow..</p>
	<p>He ran to the cat and whispered: "Catty-Petty! Wake up as fast as you can, because the sun is shining!"</p>
	<p>He ran to the dog and whispered: "Doggy-Woggy! Wake up as fast as you can, because the sun is shining!"</p>
	<p>He ran to the hen and whispered: "Henny-Penny! Wake up as fast as you can, because the sun is shining!"</p>
	<p>He ran to the horse and whispered: "Horsie-Porsy! Wake up as fast as you can, because the sun is shining!"</p>
	<p>Then he ran to the bees and whispered: "Beezy-Meezy! Wake up as fast as you can, because the sun is shining!"</p>
	<p>"What's wrong with you? Why don't you crow? Take some honey. It will help you." "Croow! Croooooow...."</p>

SPRING








Objectives

The children are able to

- Name some spring-flowers
- Sing a song and act it out (I like the flowers,..)

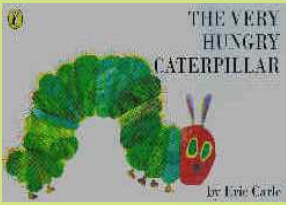
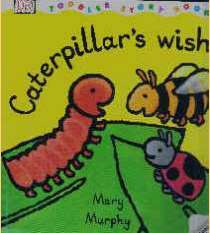


PICTURES

				
snow-drops	pansies	lilies (of the valley)	daffodils	dandelion
				
crocus	clover			



RECOMMENDED BOOKS

THE HUNGRY CATERPILLAR by Eric Carle Puffin Books	With lots of holes for tiny fingers to explore, this interactive book teaches children about numbers, days of the week and time and of course about caterpillars.	
CATERPILLAR'S WISH by Mary Murphy Toddler Story Book	Caterpillar lives in a lovely garden with Bee and Ladybird. But when they fly off, she can't go with them. Until, one day, she goes to sleep and everything changes.	




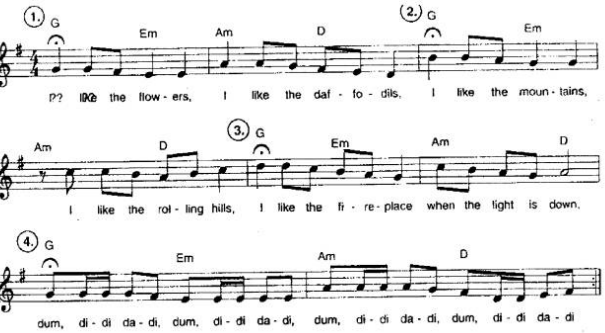
GAMES

Round and round the garden	Round and round the garden Like a teddy bear; One step, two steps, Tickle you under there.	<i>Circle child's palm with fingers</i> <i>Walk finger slowly up arm</i> <i>Tickle child suddenly under arm.</i>
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(this idea is taken from: ROUND AND ROUND THE GARDEN by Ian Beck and Sarah Williams; published by Oxford university Press)








SONGS / CHANTS

Spring is coming	Spring is coming, spring is coming, Birdies build your nests; Weave together straw and feather, Doing each your best, doing each your best. Spring is coming, spring is coming, Flowers are coming too, Pansies, lilies, daffodilies, Spring is nearly through, spring is nearly through	 <p>This song is taken from "Around the World" published by Klett</p>
POEM	It's like spring - It looks like spring - It feels like spring Open the door - Open the window - Put the fire off - Hold me	
I like the flowers	I like the flowers, I like the daffodils, I like the mountains, I like the rolling hills, I like the fireplace when the light is down. Dum, di-di da-di, dum, di-di da-di, dum, di-di da-di, dum, di-di da-di, dum, di-di da-di	 <p>This is an old traditional song from England</p>



STORIES

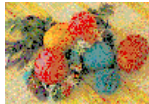
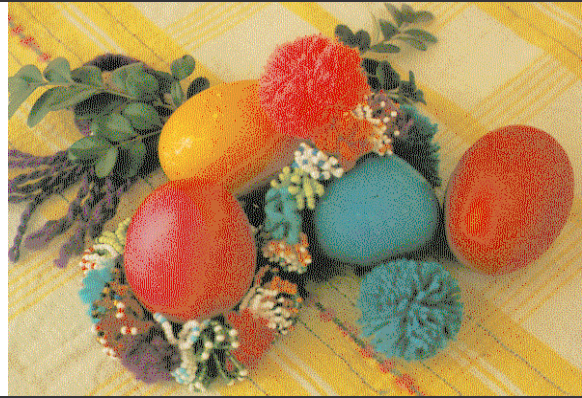
CATERPILLAR'S WISH	It's based on the story "Caterpillar's Wish" by Mary Murphy, published by Toddler1998
	Caterpillar and Bee and Ladybird are good friends. They live in a beautiful garden.
	Bee and Ladybird fly away. Caterpillar doesn't - It cannot fly.
	I wish I could fly, too, caterpillar says.
	But Bee and Ladybird always come back.
	One day, when Bee and Ladybird come home, they cannot find Caterpillar. "Where is Caterpillar?" they ask.
	The grasshopper says, "Caterpillar is in this cocoon. Caterpillar is sleeping and dreaming".
	Ladybird and Bee come back to the cocoon every day.
	Until.... CRACK!
out come a beautiful butterfly.
	"It's me", says Caterpillar. "Now my name is Butterfly, and I can fly!"

EASTER

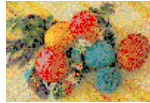
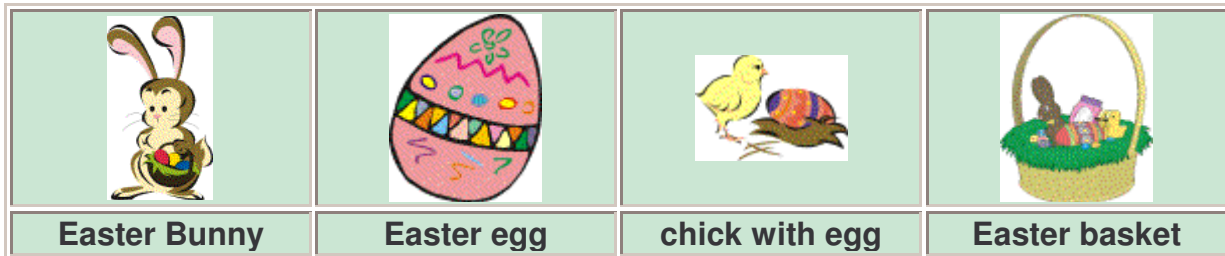
Objectives

The learners are able to

- Sing an Easter song and act it out
- Understand a story and show understanding
- To play "Easter games" and follow instructions



PICTURES



BACKGROUND INFORMATION

Easter in Britain

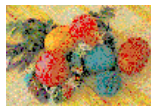
When British children think of Easter they often think of one thing in particular: chocolate! On Easter Sunday people give each other Easter eggs. These are large eggs made of chocolate, which usually have smaller chocolates inside them. They are usually exchanged at the breakfast table.

On Easter Sunday people often eat hard-boiled eggs for breakfast. Some colour these eggs or draw faces on them, though this is not a widespread tradition.

Easter bunnies, daffodils and lambs are all closely associated with Easter and are often featured on Easter cards. At Easter people wish each other "Happy Easter".

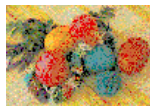
The Friday before Easter is called Good Friday. It is a public holiday, as is Easter Monday, the Monday after Easter. On Good Friday people traditionally eat hot cross buns for breakfast. Today not many people make their own buns, they buy them! They are called hot cross buns because people eat them hot and they have a cross on the top.

There are one or two games which started as Easter games, but are now played at any time of the year at parties. For example: egg-shackling, egg-rolling and egg-and-spoon races.



GAMES

Egg and spoon race	
Time:	15 minutes
Aims:	Following instructions: Hold the spoon, ready, steady, go, run, don't drop the egg, come on Henry, etc.
Description:	The children have a team race while holding an egg on a spoon. Materials: 4 wooden spoons or dessert spoons, 4 hard boiled eggs or ping-pong balls.
Class:	<ol style="list-style-type: none"> 1. Divide the class into four or five teams. 2. Get the members of each team to stand one behind the other and line up the first member of each team, so that they are level. 3. Give the first member of each team a spoon with an egg on it. 4. Tell the children that they have to run (or walk) to the board (or wall) without dropping the egg, touch the board, return, and hand the spoon with the egg on it to the second member of their team. They must use only one hand while racing, but if they drop their egg, they can put it back on the spoon and continue. 5. When the second member of the team returns from touching the board, she/he hands over the spoon and egg to the third member of the team and so on until all the members of the team have done it. 6. The last member of each team must bring the spoon to you. The first team to do so is the winner.
Egg painting	
Time	15 minutes
Aims:	revision of colours, following instructions
Description	the children decorate eggs.
Material	One hard-boiled egg per child and one for the teacher, coloured crayons or pencils (not paints or pens if the children are going to eat them afterwards, as eggs are porous)
Class	<ol style="list-style-type: none"> 1. Revise colours by showing the colours and eliciting the names for them 2. Show the children how to decorate an egg. 3. Give each child an egg and let them decorate it in any way they want



SONGS / CHANTS

THE EASTER BUNNIES

Text

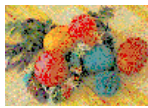
Action

Down in the forest
 early in the morning
 See the little Easter bunnies
 all in a row.
 Eggs in their baskets

 brightly painted,
 Ready, steady
 (clap-clap-clap)-
 Off they go

*Hold hand to forehead as if looking out into the forest.
 Pretend to be yawning.
 Make bunny ears with hands on head.
 Point to imaginary bunnies sitting in a row.
 Make an egg shape with thumbs and index fingers.
 Then make large basket with arms.
 Make painting movement with one hand.
 Stamp feet twice
 Clap hands.
 Jump on the spot three times.*

THE EASTER RABBIT	<p>The Easter Rabbit goes thump, thump, thump The Easter Rabbit goes jump, jump, jump The Easter Rabbit's Ears go flop, flop, flop THUMP -THUMP, JUMP - JUMP, FLOP, FLOP FLOP</p>
CHANT	<p>Two long ears Hop - hop, hop Four long legs Hop - hop - hop Bring the eggs Bring the eggs And don't stop. And don't stop.</p>



STORIES

"That's Why Rabbit Has Got Long Ears"

(a simplified version of "Mr Rabbit's Long Ears; Jet May 1994)



King Lion gives all the animals of the world their names. But Rabbit can't remember its name.

Read the story to find out why rabbits have got that big ears.



Rabbit has got a problem. He cannot remember his name. "What is my name?" rabbit asks.

In the jungle there are many animals:



monkeys



giraffes,



tigers,



lions



hippos,



and elephants



parrots,







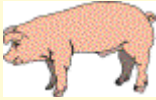







and the King.




He goes to the King, "Sorry, what is my name?" "Your name is Rabbit," says the King, "Don't forget it." But Rabbit forgets his name. He goes to the King again. 1, 2, 3 times. "What is my name?" Rabbit asks. "Your name is Rabbit," the King says, "Don't forget it," and pulls Rabbit's ears.






The next day, Rabbit is in the jungle. "Good morning, my name is Monkey," says the monkey. "Good morning. My name is Tiger," says the tiger. "

Good morning. My name is Hippo," says the hippo. "What's your name?" Rabbit says, "My name is....., is..... Sorry, I don't know." Then his ears begin to hurt. "Ouch," Rabbit says and his ears grow a bit longer.

	<p>Later, Rabbit meets a parrot, a giraffe, a lion and an elephant. "Hello! My name is Parrot," says the parrot. "Hello! My name is Giraffe," says the giraffe. "Hello! My name is Lion," says the lion.</p>		
	<p>"Hello, my name is Elephant," says the elephant, "But what is your name?" Rabbit says, "My name is....., is..... Sorry, I don't know." Then his ears begin to hurt. "Ouch," Rabbit says and his ears grow a bit longer.</p>		
<p>In the afternoon, Rabbit goes to a farm.</p>			
	<p>"Good afternoon. My name is Cow," says the cow.</p>		<p>"Good afternoon. My name is Hen," says the hen.</p>
	<p>"Good afternoon. My name is Sheep," says the sheep.</p>		<p>"Good afternoon, my name is Pig," says the pig, "And what's your name?" Rabbit says,</p>
	<p>"My name is....., is..... Sorry, I don't know." Then his ears begin to hurt. "Ouch," Rabbit says and his ears grow a bit longer.</p>		
<p>Later rabbit goes to the wood.</p>			
	<p>"Good evening. My name is Bird," says the bird.</p>		<p>"Good evening. My name is fox," says the fox.</p>
	<p>"Good evening. My name is butterfly," says the butterfly.</p>		<p>"Good evening, my name is Squirrel," says the squirrel.</p>
	<p>"What's your name?" Rabbit says, "My name is....., is..... Sorry, I don't know." Then his ears begin to hurt. "Ouch," Rabbit says and his ears grow a bit longer.</p>		
	<p>He runs away. He stops. He touches his ears. They are very long. He remembers the King say, "Rabbit, Rabbit, Rabbit, your name is Rabbit." "Hurray, hurray, my name is Rabbit, Rabbit, Rabbit. And what's your name? (Addressing the children)</p>		

Material:	Pictures of rabbits and other animals
Aims:	Listening names of animals I'm a..., You're a....
In class:	<p>1 Tell the children that in many English speaking countries the Easter Rabbit brings chocolate eggs to the children. Ask the children what a rabbit looks like. (Two long ears, two long legs,...) To introduce the story, tell them that rabbits have not always had long ears and that you are going to tell them how they got long ears.</p> <p>2 Tell the story. You will need a lot of mime to give some visual back-up to the words.</p> <p>Greetings: Good morning, Hello, Good afternoon Good evening</p>

<p>MOTHER HEN</p> 	<p>(taken from: JET, Primary Teacher's Recourse Book 1)</p> <p>Mother hen is sitting in her nest. She is sitting on her eggs. An egg begins to crack.</p> <p>There are two endings.</p> <p>One is really shocking and surprising.</p>
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	<p>Mother hen is sitting in her nest.</p>
	<p>She is sitting on her eggs.</p>
	<p>An egg begins to crack. CRACK!</p>
	<p>And out comes a chick!</p>
	<p>A new ending! An egg begins to crack. CRACK! And out comes a baby dinosaur. Mother hen gets a shock!</p>

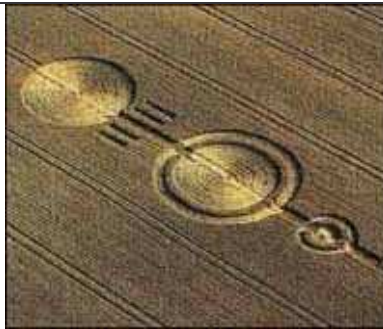
Give a copy of the pictures to each pupil.
Tell the story.
Finally pupils colour and cut out the story pictures, stick them onto a sheet of paper, and colour them.

APRIL FOOL

Objectives

The learners are able to

- Name someone an April Fool who they have played a trick on
- Play some tricks
- Sing an "April Fool" song



BACKGROUND INFORMATION

April 1st is known as April Fool's Day. On April 1st people play tricks on each other - but only between midnight and midday. Typical tricks are things like telling someone that their shoelaces are undone (when they're not, of course) and putting an upturned empty eggshell in someone's eggcup at the breakfast table. You might find salt in the sugar bowl or someone else's schoolbooks in your bag. When you trick someone successfully you call him/her: "April Fool!" Even in the newspapers and on the radio and television news there are April Fools' jokes. They are often so well disguised that thousands of people believe them and are made "April Fools" by the media. Of course, pupils often play April Fools tricks on their teachers, like hiding their chalk, putting drawing pins on the teacher's chair and swapping classroom with another class!

What is April Fools Day and how did it begin? Well, that is a very good question. The origin of this holiday is rather uncertain. However, the common belief holds that during the reformation of the calendar the date for the New Year was moved from April 1st to January 1st. During that time in history there was no television or radio so word spread slowly. There were also those who chose to simply ignore the change and those who merely forgot. These people were considered "fools" and invitations to non-existent parties and other practical jokes were played on them. "All Fools' Day" is practiced in many parts of the world with practical jokes and sending people on a fool's errand. Others believe that the origin began with celebrations at the Spring Equinox.

In Scotland, April Fools Day lasts 48 hours, day two is known as Taily Day and pranks involving the posterior are played. The victim of the practical joke is referred to as "hunting the gowk"; the gowk is the extinct cuckoo bird. In France, he is the "poisson d'Avril" or "fish of April." The fish in April are newly hatched and easy to catch.

Día de los Santos Inocentes is held in Spain on December 28th. This is The Feast of the Holy Innocents. It's celebrated similarly to April Fools' Day with practical jokes.



GAMES

Apple in an Orange

(This idea is from Katie Hipp of New York Katie says "HAVE FUN")

You need:

large orange
small to medium apple
knife

Take the orange and cut just a little slit on the bottom or as much needed to get the inside out.

Take the pulp of the orange out.

Take your small apple and put it inside of the orange.

Make sure, when showing friends, not to let them see the slit.



When you peel the orange there's an apple inside.

Don't make it obvious or they will know you planned it.

They will be shocked.




SONGS








<p>Chant</p>	<p>Snow is hot. April fool. April fool. Your hair is green. April Fool. April Fool.</p>
<p>Song: April Fool</p> <p>(tune: Old Mc Donald Had a farm)</p>  	<p>Old McDonald has green hair - April April Fool And on his hair he has some apples - April - April Fool. With an apple here and an apple there Here an apple, there an apple - everywhere an apple. Old Mc Donald has green hair - April, April Fool.</p> <p>Old McDonald has a giraffe - April April Fool An his giraffe likes blue bananas. - April, April Fool with a banana here - and a banana there. Here a banana, there a banana - everywhere a banana. Old Mac Donald has a giraffe - April, April Fool.</p> <p>Old Mac Donald has pink jeans - April, April Fool. And on his jeans there are red stars. - April, April Fool With a red star here and a red star there. Here a star, there a star, everywhere a red star. Old MacDonald has pink jeans. - April, April Fool.</p> <p>Old MacDonald has cornflakes. - April, April Fool. And on the cornflakes there is some ketchup. April, April Fool. With ketchup here and ketchup there. Here is ketchup, there is ketchup, everywhere is ketchup. Old MacDonald has cornflakes. - April, April Fool.</p>



STORIES

<p style="text-align: center;">JOHN</p> <div style="text-align: center;">  </div>	<p>John is a story which is based on ELMER, a book written by David McKee. John, the bear, has a lot of friends. All his friend are brown, but John is patchwork. He is yellow, red, brown, green,....</p> <p>On April 1st he decides to play a trick on his friends.....</p>
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	This is John. He is a bear. He has got many friends. They are all different.
	Some are slim, some are fat.
	Some are happy, some are sad.
	Some are tall, some are small.
	Some are old, some are young.
	They are different. But they are all brown- bear-brown. John isn't. He is yellow and red and blue, and green, and orange, and white and black. He isn't brown-bear-brown at all. John likes his friends, and his friends like John.
	They often play with each other and have a lot of fun.
	On April 1st, John plays a trick on his friends. When his friends are sleeping John is going for a walk.
	He meets an elephant. The elephant says, "Good morning, John". John smiles and says, "Good morning!"
	The zebra says. "Good morning. John". John smiles and says. "Good morning!"

	Then he comes to a tree with berries. The berries are brown -bear-brown. John shakes the tree and all the berries fall down.
	John rolls forward and backward and round and round in the berries. Then he is brown-bear-brown, too. He isn't yellow and red and blue, and green, and orange, and white and black anymore. He looks like all the other bears.
	On his way back to his friends he meets the zebra. The <i>zebra</i> says, "Good morning, bear." John smiles.
	He meets the elephant. The elephant says, Good morning, bear." John just smiles.
	Then he meets his friends again and goes to the middle of the group. They just say, "Hello, bear." John is very happy.
	Then it starts to rain. Raindrops fall on the bears' heads and bodies. They wash away the bear-brown colour of the berries. John isn't brown-bear-brown anymore. He is yellow and red and blue, and green, and orange, and white and black. All his friends laugh and say, "That was a very good trick." They laugh and dance.
	This day they will always remember. They will celebrate it. April 1st is "John's Day". All the bears colour their bodies on that day. And when you see a bear on April 1st, which looks normal, brown-bear-brown - Then you know: It's John.



April Fool your Mathematical Senses

There is a little trick to many, but not all, of these problems. Read them carefully and think twice! Then try these tricky quickies on your friends and family:

If it takes six minutes for an egg to boil,
how long will it take for six eggs to boil?

Seven birds were sitting on a scarecrow's head when a farmer captured two of them. How many birds were left sitting there?

You write eight thousand eight hundred and eight as 8808.
How do you write eleven thousand eleven hundred and eleven?

If you take two apples from a bowl of eleven apples, how many apples will you have?

JOBS

Objectives

The learners are able to:

- Name some jobs
- Sing songs dealing with jobs
- Walk like a policeman, a teacher, a clown...



PICTURES

					
baker	gardener	cowboy	farmer	teacher	pilot
					
captain	reporter	clerk	waiter	clown	dancer
					
doctor					



GAMES

Pantomime	Walk like a policeman Walk like a clown Walk like a farmer Walk like a waiter	
What's my line?	One child pretends to be a teacher, a clown, a cowboy, a farmer, etc. His/ Her classmates try to guess what he/she is. The one who guesses his/her job is the next one to act out a job.	Are you a...? Are you an...? Yes, I am. No, I'm not.



SONGS

Where is the....? A song		
(tune: The farmer's in the den)		
The farmer's on the farm. The farmer's on the farm. E, I, E, I The farmer's on the farm.	The waiter's in the bar. The waiter's in the bar. E, I, E, I, The waiter's in the bar.	The cowboy's on the horse. The cowboy's on the horse. E, I, E, I The cowboy's on the horse.
The captain's on the ship. The captain's on the ship. E, I, E, I, The captain's on the ship.	The pilot's on the plane. The pilot's on the plane. E, I, E, I, The pilot's on the plane.	The baker's in the shop. The baker's in the shop. E, I, E, I, The baker's in the shop.
The clown is in the circus. The clown is in the circus. E, I, E, I The clown is in the circus.	The clerk is in the office. The clerk is in the office. E, I, E, I, The clerk is in the office.	The dancer's in the disco. The dancer's in the disco. E, I, E, I, The dancer's in the disco.
The teacher's in the class. The teacher's in the class. E, I, E, I, The teacher's in the class.	The reporter's on TV. The reporter's on TV. E, I, E, I, The reporter's on TV.	The gardener's in the garden. The gardener's in the garden. E, I, E, I, The gardener's in the garden.
The doctor's at the hospital. The doctor's at the hospital. E, I, E, I The doctor's at the hospital.		

This is the way
tune :Mulberry
Bush

This is the way a cowboy walks, cowboy walks, cowboy walks, this is the way the cowboy walks so early in the morning.
a policeman.....
a lady.....
a clown.....
a sheriff.....
a king.....
a princess.....
a baby.....
a waitress.....

The Wheels on the Bus

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

The wipers on the bus go swish, swish, swish,
Swish, swish, swish, swish, swish, swish,
The wipers on the bus go swish, swish, swish,
All day long.

The horn on the bus goes beep, beep, beep,
Beep, beep, beep, beep, beep, beep
The horn on the bus goes beep, beep, beep,
All day long

The driver on the bus says, "Move along, please!"
"Move along, please!" "Move along, please!"
The driver on the bus says, "Move along, please!"
All day long.

The babies on the bus fall fast asleep,
Fast asleep, fast asleep,
The babies on the bus fall fast asleep,
All day long.

But the wheels on the bus go round and round,
Round and round, round and round
The wheels on the bus go round and round
All day long.

Down at the bus stop

Down at the bus stop, early in the morning,
See the shiny buses standing in a row
Here comes the driver to start up the engine,
Ding, ding, ding, ding and off we go.

Down at the airport early in the morning,
See all the airplanes standing in a row.
Here comes the pilot to take us on our journey.
Fasten up your seatbelts and off we go.

Down at the station early in the morning,
We can see the engines standing in a row.
Take a seat inside now and have your ticket ready,
Goodbye everyone, it's time to go!

Who do you see?

Tune of: Brown Baer, brown Bear, what do you see?

Farmer, farmer, who do you see?
I see a cowboy looking at me.

Cowboy, cowboy, who do you see?
I see a pilot looking at me.

Gardener, gardener, who do you see?
I see a farmer, a cowboy, a pilot, a clown, a clerk, a teacher, a waiter, a captain, a baker, a dancer and a reporter looking at me










STORIES

Elliot, the Bear



This is a beautifully illustrated story by Bernadette Szabó and Melinda Pántye from Debrecen, Hungary.

Elliot doesn't know what to become. By incident he tries to do a different job each day but unfortunately fails to do the task each time properly. So everybody calls him a good-for-nothing until one day.....

	
	<p>Once upon a time there was an elephant called Elliot who lived in the forest. He was very sad because he didn't know what to be.</p>
	<p>On a shiny Monday morning he was sitting at the window. Suddenly Robert, the Rabbit ran in front of his house and was crying loudly, "Please, help me. Is there anybody to help me? I have a very bad toothache!" Elliot thought, "Hurray! I'm going to be a dentist!" He stopped the rabbit. "Wait a minute! I'll help you!" A few minutes later Elliot said, "Now, that's it!" "Oh, my God! What have you done? You pulled out my good tooth, too. You are a good-for-nothing!" Elliot went home and started crying.</p>
	<p>The next day on Tuesday Elliot went for a walk and met Dave the Dove who was a postman in the forest. "Dear Elliot! Please help me, because I've broken one wing. Please, deliver these letters!" Elliot was so excited that he delivered the letters to the wrong places. In the afternoon Dave met Elliot and said, "Everybody is angry about you, because you mixed the letters! You are a good-for-nothing!" Elliot went home and started crying.</p>
	<p>On Wednesday Elliot was sweeping the leaves when he saw Liam the Lion knocking on Willie the Wolf's door who was the hairdresser in the forest. Elliot asked Liam, "Isn't Willie at home?" "No, he isn't. But I wanted to have my hair cut." Elliot thought, "Hurray! I'm going to be a hairdresser!" "Oh, don't worry, I'll cut your hair, just close your eyes!" When Liam opened his eyes and saw himself in the mirror he shouted, "Oh, what have you done? I'm totally bald, there is no hair left on my head! You are a good-for-nothing!" Elliot went home and started crying.</p>
	<p>On Thursday Elliot decided to go shopping. When he got to the shop, Brenda the Bear ran out of the shop and said, "I must go home for a short time because I've left some food on the cooker. Will you please help me in the shop?" "Of course!" Elliot thought, "Hurray I'm going to be a shop assistant!" When Brenda came back Elliot was sitting on the stairs and cried, "Oh, sorry! I just wanted to help you but I've broken everything because I'm too big". Brenda was very angry, "You are a good-for-nothing!" Elliot went home and started crying.</p>
	<p>On Friday morning Elliot heard a knock on his door. It was Oliver, the Owl, who was a teacher in the forest. "Elliot, you are the only one who can help me! Everybody is so busy and I have to fly to a teacher's conference. Will you please teach the alphabet to the students?" "Yes, of course! I will!" Elliot thought, "Hurray! I'm going to be a teacher!" When Oliver came back to school he asked the children to tell him the alphabet. They started: G, C, I, F, B, O... "Stop! Stop!" Oliver shouted "What have you taught them? You are a good-for-nothing!" Elliot went home and started crying.</p>



On Saturday evening there was a party in the forest where all the animals were invited. They were very angry about Elliot but they decided to give him a last chance, so they asked Elliot to take a photo of them. Elliot was happy and thought, "Hurray! I'm going to be a photographer!"
When the photo was developed they were all shocked because there were no heads in the pictures. Everybody said, "Go home, Elliot! You are a good-for-nothing!"
Elliot went home and started crying.



Elliot was watching the firework from his window and thought, "Am I really a good-for-nothing?"
Then he went to bed, but he could not sleep.



It was already Sunday evening when he smelt smoke. He went to the window and saw that there was a fire. First he went down to the river, then he ran to the flames and put out the fire with the water coming out of his nose.



When the animals woke up they thanked Elliot and they appointed him Fireman of the Forest. Elliot was very proud and happy. He shouted, "Hurray! I am a fireman!"
He lived happily ever after.
THE END

BODY

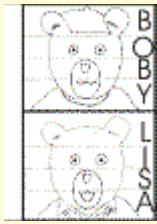
Objectives



The learners are able to

- Name parts of the body
- Sing action songs
- Set a face (game)
- Colour bears according to a colour dictation
- Recite some poems and rhymes



GAMES

<p>Simon says</p>	<p>Touch your nose Rub your nose Pinch your right cheek Point to your chest Shake your hair</p>	<p>Goals: Motivation, concentration, showing understanding Give orders. Tell the children what part of the body to touch, to point to.... If you say e.g. "Simon says, Touch your ears.", the children are supposed to copy you by touching their ears. If you just say "Touch your ears" without mentioning Simon says - the children are not allowed to touch their ears.</p>	
<p>You can do it TPR Listen and do</p>	<p>T.: Touch your nose. <input type="checkbox"/> Turn round. <input type="checkbox"/> Shake your hair. <input type="checkbox"/> Take a piece of chalk. Draw a mouth on the board.</p>		
<p>BOBY / LISA</p>	<p>"set a face" cut along the dotted lines and stick Bobby on top of Lisa along the margin on the left</p>		<p>My bear has got brown/black ears, a cap /no cap/ green/blue eyes, a red / brown nose and an open /a closed mouth</p> <p>What's the bear's name?</p>
<p>Colour the Bear</p>	<p>Colour dictation Tell the pupils how to colour the bears</p>	<p>His ears are brown His face is black His nose is red His arms are green His legs are blue His tummy is yellow his bow-tie is orange</p>	

What's missing (Puzzle)	Sue, give me teddy's nose. Pam, give me teddy's cheek. No, that's wrong. Put it back	
The Teddy Game : a board game	"When you land on a square, draw that part of the body". The winner is the first to draw a complete teddy.	



SONGS

Movement Chant	Up - down; touch the ground, Up - down; turn around. Up - down; clap, clap, clap, Up - down; snap, snap, snap. Up - down; hop, hop, hop! Up - down; - stop.	1st step: Pupils sit or kneel in a circle on the floor. Repeat the orders. (TPR Procedure) In case the instructions are unknown, show the pupils what to do. 2nd step: Tell the chant one line after the other and make the appropriate actions. The pupils just do the actions first, later they can accompany them by saying the orders. 3rd step: All pupils do and say the actions 4th step Just he pupils say and do the actions
Song: Head and shoulders	Head and shoulders, knees and toes, knees and toes. Head and shoulders, knees and toes, knees and toes. And eyes and ears and mouth and nose, Head and shoulders, knees and toes, knees and toes	
Rhyme	I've got ten little fingers. I've got ten little toes. I've got two ears, I've got two eyes, And just one little nose.	
The elephant a poem	An elephant goes like this and that (<i>standing, sway from side to side heavily</i>) He's terribly big (<i>hands above head</i>) And he's terribly fat (<i>hands out wide</i>) He has no fingers (<i>wiggle fingers, shake head for no</i>) And he has no toes (<i>touch toes, shake head for no</i>) But oh God, what a nose (<i>curl arm in front of face for trunk</i>)	

<p>Two little eyes rhyme</p>	<p>Two little eyes to look around Two little ears to hear each sound One little nose to smell what's sweet One little mouth that likes to eat</p>	<p><i>Point to eyes and look from side to side</i> <i>Cup your hands behind your ears</i> <i>Point to your nose and lift your head</i> <i>Point to your mouth and pretend to eat</i></p>
<p>Two clean hands</p>	<p>Two clean hands and two fat thumbs Eight little fingers, Ten little toes, One round head goes nod, nod, nodding One tiny nose.</p>	<p><i>Hold out your hands, then stick your thumbs up</i> <i>Tuck your thumbs behind your fingers and wriggle your fingers</i> <i>Hold up both hands wriggling all your fingers and quickly point to your feet</i> <i>Draw a circle in front of your face with your index finger, then nod your head</i> <i>Shade your eyes with your hand and then peep out from under it</i> <i>Point to your nose</i></p>
<p>Action rhyme</p>	<p>Walking, walking, walking, walking Hop, hop, hop, hop, hop, hop running, running, running, running, running, running. Now let's stop! Now let's stop.</p>	
<p>Hokey Pokey</p>	<p>You put your right hand in you put your right hand out You do the Hokey Pokey and you turn yourself around</p>	<p>Revise the parts of the body. Teach the concept of left and right by turning your back to the children, waving your right hand in the air and saying: <i>right hand</i>. Put that hand down and then wave your left hand in the air and say: <i>left hand</i>. Do the same with your left foot. You can even turn it into a little chant.</p>
<p>Simon Says</p>	<p>Listen and do what Simon says</p>	<p>Simon says, " Touch your head,....."</p>



STORIES

CAN'T SEE MY FEET



Based on a story by Andrew Wright. It was published by OUP; Spellbinders Level 1. In this version just a few pictures have been copied from the book.

Abi's brother is a bully. Then, one day, Abi becomes invisible and decides to teach her brother a lesson.



Abi is ten. Her brother, Edmund is fourteen. Edmund is not very nice. He pulls his sister's hair and he hits her. He's a bully.



Abi is very angry. She goes to her room. Oh, no! Suddenly Abi can't see her feet! Now she can't see her legs! Now, she can't see her body. Now, she can't see her right hand.



Now, she can't see her right arm. Now, she can't see her left arm and her left hand.



Now, we can't see her. We can hear Abi but we can't see her. She's very happy. Abi finds Edmund. Edmund is eating his lunch. He likes sausages and chips. Abi is moving his plate. She laughs. Then she eats his chips. Edmund is not happy.



Edmund runs away. Abi gets on her bike. Abi says, "Stop!" Edmund stops. She says, "Sing!" He sings. She says, "Sit down!" He sits down. Edmund is not happy. He can hear Abi, but he can't see her.



Suddenly, Abi sees her foot! It's her right foot.



Then, Abi sees her legs! Then, a man sees her legs! Abi runs. A woman sees her legs and her body.



Abi runs down the street. All the people can see her body and her arms and legs, but they can't see her head!



Abi runs home. She is very happy. She can see her face. Edmund hears her. He comes to her room. He's very nice, now.

SUMMER







OBJECTIVES

The learners are able to

- Sing a holiday song (What shall we do when we go out to play?)
- Understand a story and show understanding (Teddy goes on holiday)
- Act out a TPR exercise
- Find the matching picture of a picture story

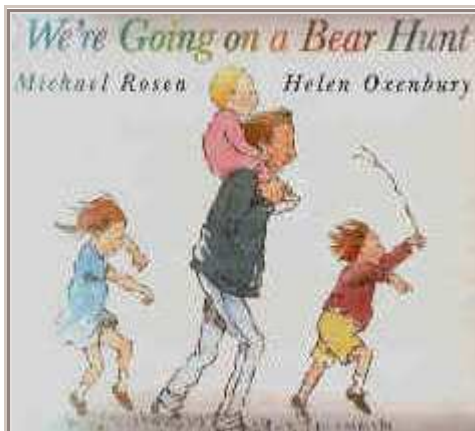


PICTURES

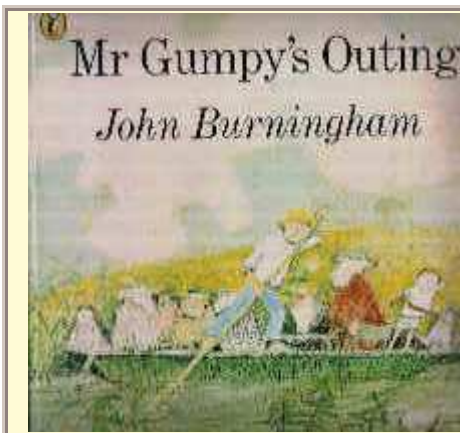
			
play with a waterball	on a slide	on a swing	skip the rope
			
in the pool	build a sand castle		



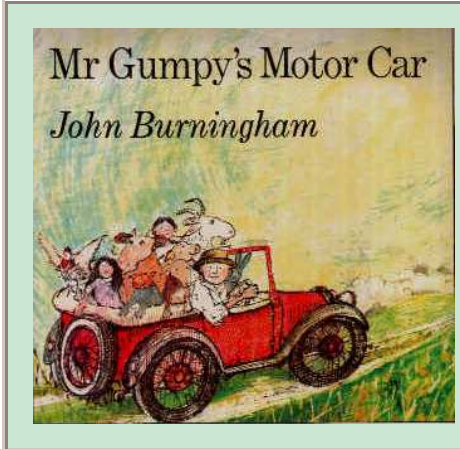
RECOMMENDED BOOKS



It's written by Michael Rosen and beautifully illustrated by Helen Oxenbury; published by Walker
We're going on a bear hunt. We're going to catch a big one. What a beautiful day!
We're not scared.
*They have to go through high grass **Swishy swashy!** ,*
*through deep water **Splash splosh!**, through a snow storm **Hoo Woo!.....***
 Will you come too?




It's written and illustrated by John Burningham; published by Puffin Books
This is Mr Gumpy. Mr Gumpy owned a boat and his house was by the river.
One day Mr Gumpy went out in his boat.
"May we come with you?" said the children.
"Yes," said Mr Gumpy, "if you don't squabble."
"Can I come along, Mr Gumpy?" said the rabbit.
"Yes, but don't hop about."
 The cat, the dog, the pig,..... want to join, until.....



It's written and illustrated by John Burningham; published by Puffin Books.
Mr Gumpy was going for a ride in his car.
He drove out of the gate and down the lane.
"May we come too? said the children.
"May we?" said the rabbit, the cat, the dog, the pig, the sheep, the chickens, the calf and the goat.
"Alright," said Mr Gumpy. "But it will be a squash."
And they all piled in.....
"It's a lovely day," said Mr Gumpy. "Let's take the old cart-track across the



GAMES

<p>YOU can do it TPR</p>	<p>It's hot. Go to the swimming pool. Take off your shoes. Take off your T-shirt. Take off your jeans. Take off your pants. Put on your swimming costume. Have a shower. Jump in. Swim.</p>	
<p>Picture story</p> 	<p>I like swimming very much</p> <p>My father puts my swimming costume into the bag.</p> <p>Then we go to the swimming pool.</p> <p>My father helps me put on my arm bands.</p>	<p>Procedure</p> <p>1 Give out a copy of the story to each pupil.</p> <p>2 Ask them to colour and cut out the pictures.</p> <p>3 Tell the story.</p> <p>4 The pupils put the pictures into the correct order</p>



SONGS / CHANTS

When we go out	1) What shall we do when we all go out? What shall we do when we all go out? What shall we do when we all go out? early in the morning.
Tune: What shall we do with the drunken sailor?	2) What shall we do when we go out to play?..... We shall play with the skipping rope,... We shall play with the big football,.. We shall play with water ball,...

We're going on a bear hunt.

<p>T: Hey everybody. We're going on a bear hunt. Are you afraid? Children: I'm not afraid. Teacher: We're going on a bear hunt. (Children repeat) Take pictures with my camera (Children repeat) Open up the door – squeak (Children repeat) Walk down the road (Children repeat) Coming to a wheat field (Children repeat) Can't go under it (Children repeat) Can't go over it (Children repeat) Have to walk through it. (Children repeat)</p> <p>Got through the wheat field (Children repeat) Coming to a bridge (Children repeat) Can't go under it (Children repeat) Have to walk over it. (Children repeat)</p> <p>Got over the bridge (Children repeat) Coming to a tree (Children repeat) Can't go under it (Children repeat) Yes, we have to climb it (Children repeat) Climb to the top (Children repeat)</p> <p>Do you see the bear? (Children repeat) No (Children repeat) Let's climb down (Children repeat)</p> <p>Coming to a river (Children repeat) Can't go under it (Children repeat) Can't fly over it (Children repeat) Let's get in the boat (Children repeat)</p>	<p>Got across the river. (Children repeat) Coming to a cave (Children repeat) Can't go under it (Children repeat) Can't go over it. (Children repeat) Tip-toe inside. (Children repeat)</p> <p>It's dark in here. (Children repeat) Is anyone round? (Children repeat) I see two eyes. (Children repeat) And a big furry body. (Children repeat) Laths take a picture! (Children repeat) Run! It's a bear! (Children repeat)</p> <p>Back to the river. Row the boat across! Run to the tree! Climb up! Climb down. Run to the bridge! Cross it! Run to the wheat field! Run down the road! Open up the door – squeak! And close it We made it! (Children repeat)</p> <p>Hey everybody! Let's go on a bear hunt Are you afraid? Children: I'm not afraid.</p>
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The Wheels on the Bus

The wheels on the bus go round and round, round and round, round and round.
The wheels on the bus go round and round
All through the town.
The people on the bus go up and down.....
The driver on the bus says, "Move on back,..."
The babies on the bus go "Wee, wee, wee....."
The mummies on the bus go "Sh, sh, sh,..."
The horn on the bus goes "beep, beep, beep,....."



TEDDY GOES ON HOLIDAY



It's summer.
It's hot.
Is Teddy on a farm? -No.



Is he in a town? - No.



Is he in the garden? - No.



Is he in the mountains? - No.



He's not on a farm.



He's not in a town.



He's not in the garden.



And he's not in the mountains.



So where is he? Look. Teddy is in the swimming-pool.
He is swimming.
He is very happy.