

# Hippo and Friends

## Photocopiable Extras Starter



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## Starter Unit - Storage Box

Throughout the year, the children will be taking home a series of books, masks, games... To help them value what they have been doing in class, it is useful for the children to have a place to store their work.

Before the class: (If there is a parents' meeting before term starts, ask for the parents' collaboration. If not, write a note.) Ask the children to bring in a box (preferably a shoe box but, if not, a cereal or biscuit one, for example). Make your own storage box. Paint the box if you think the children will be able to do the same. Photocopy the worksheet and colour it in. Stick it on the box. Do one photocopy per child.

In class: Lay the photocopies out on the carpet in untidy piles. Look perplexed. Scratch your head and then have a good idea. Show the children your storage box and put all the photocopies in it. Look happy to see everything tidy. Hand out newspaper to cover the tables and finger paints if you have chosen to use them. Encourage the children to paint their boxes. If you do not want them to paint their boxes, go straight to stage two. Give out the worksheets. Show how it can be coloured in and then stuck onto the box. When the boxes are ready, Hippo can inspect them all and look very happy because of the way she has been coloured in and used. The children can then take their boxes home to store all the work they get over the year.

If you think there is insufficient time to prepare the box, the picture can be photocopied onto half an A3 sheet and then the A3 sheet can be folded in half to make a storage envelope.

## Unit 1 - Action train

Before the class: Photocopy one engine and three wagons onto A3 paper. If you think you will have time in class, ask the children to paint the train. Otherwise, paint it yourself, cut it out and stick it onto a larger roll of paper to make a mural or copy the design directly onto coloured card.

In class: Take a photo of one third of the class jumping, one third clapping and one third nodding. If you do not think it feasible to use a camera, ask the children to draw themselves doing one of the three actions. Put the "jumpers" in the jumping wagon, etc. When you do the *Choo! Choo!* chant, recommended in lesson four, you can point to the clapping wagon or line up in front of it.

If you wish, you can reduce the train and wagons and give each child a copy of the whole train to draw themselves jumping, etc or even photocopy the photo taken so that they can recount at home what they are doing in each wagon.

## Unit 2 - Birthday chart

Before the class: Photocopy the chart onto A3 paper or card. Colour in the animals. Laminate it or cover it with transparent adhesive paper. Get three times as many stickers (gomets) as there are children in the class. If this is not possible, find a whiteboard marker. Look up the date of birth of the children to know how old each child is.

In class: Divide the class into four groups, the hippos, the monkeys, the cats and the dogs. Ask each child *How*

*old are you?* If the child is two, give him/her two stickers, if three, three. The hippos must put their stickers on the part of the chart belonging to Hippo, the monkeys by Monkey, etc. Add up the number of stickers by each animal. Count up to five and circle five. Which group has most groups of five? If you wish, put the date and month of birth of each child on the sticker and leave the chart in the classroom as a reminder of whose birthday it is on a given day. When it is a child's birthday, give them a sticker to add to the chart.

## Unit 3 - Skittles

Before the class: Photocopy the skittle worksheet three times. Colour each skittle red, blue or yellow. Cut them out and stick them to kitchen roll tubes or plastic bottles. Make sure there is a ball in the classroom. If you wish, photocopy one worksheet per child.

In class: Show the children the skittles and revise the colours. Count the skittles. You may want to use just five. Line them up and wave your arm as though you were bowling. Look upset that you have not managed to knock any down, scratch your head and see if the children can help you think what is wrong. If they do not provide you with an answer, act as though you have just thought of using a ball. Roll the ball towards the skittles and count how many you manage to knock over. Let the children have a turn and make a record of who manages to knock most down. Celebrate that they are champions. This activity allows you to practise numbers and colours as well as showing how toys can be made out of objects otherwise discarded. If you wish, let the children colour in their own two skittles to take home and make into a toy.

## Unit 4 - Toy game

Before the class: Photocopy the worksheet onto A3 paper or card. Colour in the toys and cut them in half along the dotted lines. Laminate the halves or cover them with transparent adhesive paper. If you wish, photocopy one worksheet per child.

In class: Put halves face down on the floor. Turn one over and name it. Turn over the next and see if the cards match. Express amusement if the halves don't match and name the new toy, for example, *a train-ball?* Continue until all the pairs have been formed. Take right halves, shuffle them and lay them face down in a row. Do same with left halves putting them in a row underneath. Invite children to turn over one half from each row to form complete pictures. If you wish, let the children take the worksheet home to prepare their own game there.

## Unit 5 - Bus crown

Before the class: Make three copies of the bus worksheet. Paint one red, one yellow and one blue. Affix strips of card to make crowns. Photocopy one worksheet per child.

In class: Choose three children and put one of the crowns on each. Illustrate what you want them to do in the game in lesson one. Give another three children the

crowns and repeat. Give out the worksheets and ask one third of the class to paint or colour their buses red, one third blue, etc. Cut out the buses or ask the children to do this (using scissors or a punch), affix them to strips of card and let the children wear them to play colour-based games. It is much easier to check that they are moving when asked to when you can see the colour they are wearing!

### Transport card game

**Before the class:** Make five copies of the worksheet. Colour in the bus, train, etc. Cut out the four cards and laminate them. Make a giant number dice (out of foam, for example). You may wish to replace the six on the dice with another 1.

**In class:** Lay out the four different cards and revise the vocabulary. Divide the class into five. Give the first member of the first team the dice to throw. Put the twenty cards face down in a pile. If the child throws a five, count out five cards, turning the fifth one face up. The team gets to keep this card. Play proceeds around the class. If you turn over a card a team already has, play passes to the next team, i.e. each team must get four different cards. The first team to collect all four forms of transport wins. Once the children have mastered this game, it can be left in the classroom for fast finishers.

### Unit 6 - Hearing face

**Before the class:** Photocopy the worksheet. Colour in the face and the animals. Cut out the three animals. Attach some Blu-Tack to the back of one of the ears. Photocopy one worksheet per child.

**In class:** Place the three animals on the floor and revise the vocabulary. Ask the children to close their eyes. Hide two of the animals and attach the third one to the back of the ear. Ask the children to open their eyes and sing the "What can you hear..?" song. They must guess the animal and you should fold the ear forward when they guess correctly to reveal the animal. Sing the part of the song that mentions that animal. Ask the children to close their eyes again and change the animal or ask a child to change the animal for you. Give out the worksheets for the children to play at home.

### Animal dice game

**Before the class:** Make two identical dice: photocopy the dice worksheet onto card. Colour it in, cut it out and stick it together. Alternatively, affix the six sides to a dice you already have. (Some chocolate boxes are a perfect cube).

**In class:** Sit the children in a circle. Having revised the vocabulary, give the two dice to two children sitting next to each other and ask them to throw them. If they both throw the same animal, they should stand up, join hands and walk round the circle saying, for example, "cow-moo, cow-moo". If they are not the same, each must name the animal and make the noise but remain seated. You may need to help the children name their animals. Play passes to the next pair.

### Easter game

**Before the class:** Enlarge the egg to A3 size and do two copies. Paint one of the eggs and cut along the lines to separate the six pieces. Draw six pictures in the six spaces on the complete egg. These pictures can reflect vocabulary learnt to date e.g. the four characters, colours... Laminate the six pieces and the complete egg. Put the pieces on top of the egg so that the vocabulary items are covered. Use Blu-Tack to affix them.

**In class:** Show the children the egg. Sit the children in a circle and count to five pointing to the children. Ask the fifth child to come up and remove one of the pieces. If they can name the object, colour, etc., underneath, they can keep the piece of "shell". If not, they should replace the shell. Count out another five and repeat the operation until all six pieces of shell have been removed. Congratulate the winning children. If you do not wish to count out five children, pass round a dice and let the child who throws a five, say, come forward to remove a piece of shell.