

Welcome Unit: The magic forest

Lesson 1

Lesson objective

To introduce main characters in *Greenman and the Magic Forest* and basic greetings.

Language

New: *Greenman, Nico, Sam; Hello, I'm (Sam). What's your name?*

Receptive: *Say (I'm Susana). Point to the (tree). Where's (Greenman)? This is (Sam). Let's colour (Greenman).*

Materials

Presentation Plus, Greenman Puppet, Big Book story Welcome Unit, PB page 5, Class Audio, crayons, pencils.
 Optional: PB page 6, a soft ball



Starting the lesson

To start the lesson, call the pupils to the carpet for circle time. Say *Circle time, circle time 1, 2, 3. Circle time, circle time, sit with me!* When the children are sitting, have Greenman hide behind your back and peek around you and pretend that you can't see him. Teach the target language by saying *Where is Greenman? We want to say 'Hello'!* Use hand motions to show *hello* and encourage pupils to join in.

Wait for the pupils to say *Hello, Greenman* (encourage pupils with gestures). When the pupils say 'hello' to Greenman, he 'comes to life' with a big stretch and a sigh to greet the pupils. Encourage pupils to stretch with Greenman until he starts the class by saying *Good morning, everyone! Hello!*

Next, Greenman will start the *Hello* song with the class. During the song, have Greenman 'look' at different pupils as you look at them and encourage them to participate by waving or clapping. This should be a fun and engaging time!



Hello song

*Put your hand up if you're ready,
 Wave and say hello!
 Hands together if you're ready.
 Come on then ... let's go!
 The magic forest waits for you,
 Greenman, Sam and Nico, too!
 Hands up, hello, clap, clap, let's go!*



Routines

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Use the Greenman Puppet to model a dialogue to say 'hello' and ask his name. *Hello! What's your name?* Have Greenman repeat the question to you. After exchanging in this dialogue yourself, call up volunteers to have the conversation with Greenman.

Say your name.

Use the Greenman Puppet to model this activity, repeating the short dialogue from the warmer above. Say *Hello, what's your name?* to Greenman. Have Greenman say *I'm Greenman. What's your name?* Say *I'm (Susana)*. Say *Hello, what's your name?* to the pupil next to you. Say the words quietly with the pupil to help him/her to respond, or have the pupil repeat after you. Help him/her to ask the question to the next child. You may need to say the words with each pupil in the first lesson. Go round the circle in the same way a second (or even a third) time for pupils to practise the concept and vocabulary and to learn each other's names.

Greenman and the magic forest song: Listen and sing.

Say the Stand up transition chant *Stand up, stand up, 1, 2, 3. Stand up, stand up tall with me!* Say *English is fun! I like English. We can go to the magic forest with Greenman! Let's sing a song.* Play the song once through, modelling the actions. Then sing the song line

by line and have pupils repeat the words and actions. Go through this more than once. Next, play the audio track and continue modelling the actions for pupils to follow. Repeat the audio track several times for pupils to join in.



Greenman and the magic forest

Welcome to the magic forest.

(Stretch your arms out wide and tall.)

Hello, hello, hello! (Wave hello.)

Greenman and the magic forest. (Move your hand from one side to the other as if displaying something very big.)

Come on! Let's go! ('Come' hand gesture)

Let's go to the magic forest. (Motion for someone to follow.)

Hello, hello, hello! (Wave hello.)

Greenman and the magic forest. (Move your hand from one side to the other as if displaying something very big.)

Come on! Let's go! ('Come' hand gesture)

Greenman and the magic forest. (Move your hand from one side to the other as if displaying something very big.)

Come on! Let's go! ('Come' hand gesture)



Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Open the Big Book to pages 2–3. Say *What do we see? Oh, look! Sam! Nico!* Then point at Greenman hiding behind the bush, make a surprised face and say *Look! Greenman!* Point at different elements in the illustration: the brother, the mum, the dad, the boxes, etc. to create interest in the story. They will use L1 to guess what's going on in the scene; this is perfectly OK. Answer all their comments in English.

Read or play the audio version of the story (Track 10). Tell the pupils you will revisit the story in the next lesson.

Table time

Say the Table time chant (see page 11).

Pupil's Book page 5. Worksheet 1: Say the names and colour.

Show pupils page 5 in the Pupil's Book. Hold your own book up for pupils to see. Say *Where's Greenman? Point to Greenman.* Choose a pupil to come up and point to Greenman in your book. Say *Well done. That's Greenman.* Then introduce the other main characters. Point to Sam and say *This is Sam.* Point to Nico and say *This is Nico.* Choose several pupils to come up to the front of the class and

point to each of the characters in turn. Next, have the Greenman Puppet wave and say *Hello, Sam. Hello, Nico.* Encourage the children to also wave and say *Hello* to Sam and Nico.

Say *Let's colour (Greenman).* Choose a green crayon and model how to colour the character in your own book. Repeat with the other characters. Monitor pupils as they work.

Goodbye

To end the lesson, Greenman says *Close your books, friends. It's time to tidy up!* Model tidying up and gesture for the pupils to participate. You may wish to sing the *Tidy up* song (Track 6) while the pupils tidy up, or before you start.

After the pupils have finished, be sure to have Greenman say *Goodbye* to different pupils, individually saying each child's name.

Next, sing the *Goodbye* song as a group.



Goodbye song

*Thank you, Nico. Thank you, Sam.
 Thank you, Magic Forest and Greenman.
 See you soon in English class.
 It's time to say goodbye.*

*Bye bye, goodbye.
 Bye bye, goodbye.
 Bye bye.
 It's time to say goodbye!*



Extra activities

Pupil's Book page 6. Extra activity: Colour the forest.

Hold up the Pupil's Book page for everyone to see and walk around to check that all pupils have found the correct page. Hold up the Greenman Puppet. Have Greenman say *Look, the forest! Here is a tree. Point to the tree. Well done. Here is a butterfly. Point to the butterfly. Very good.* Repeat with the flower and squirrel. Say *Let's colour the forest.* Model how to colour in your own book. Monitor the pupils and offer help as they work.

Game: What's your name?

Sitting in an open circle, say *What's your name?* and roll a ball to a pupil across from you. When the pupil has responded, say *Now you say it. What's your name?* Help the pupil or say the question along with them and mime for them to roll the ball to another classmate. Repeat this process until all of the pupils have participated. Practise going quickly or slowly to make the activity more challenging.

Lesson 2

Lesson objective

To introduce basic greetings and introductions.

Language



New: *Greenman, Nico, Sam, Frog, Hedgehog, Rabbit, Stella*

Review: *Hello, I'm (Susana). What's your name?*

Receptive: *Point to (Frog). Colour (Rabbit). Stand up. Where is (Rabbit)? What is it?*

Materials

Presentation Plus, Greenman Puppet, Big Book story Welcome Unit, PB page 7, Class Audio, crayons, pencils. Optional: PB page 8, AB pages 2 & 3

 Use Presentation Plus to watch the story video. 



Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Model a short dialogue with Greenman. Say *Hello, what's your name?* to Greenman. Have Greenman say *I'm Greenman. What's your name?* Say *I'm (Susana)*. Say *Hello, what's your name?* Have volunteers practise the dialogue with Greenman.

Meet the animals.

Use Presentation Plus or the Big Book to introduce the pupils to the animals that live in the magic forest. Point to the animals and say *Look! Animal friends!* Point to each of the animals individually and say *Look! Hedgehog! Repeat, class, Hedgehog! What is it? (Hedgehog)*. While you say the word, use gestures to reinforce the concept (mime spikes coming out of your back). Repeat this process for each of the animals that appear in the Big Book stories (Rabbit, Frog and Stella).

Act it out.

Have the children stand up. Say the Stand up transition chant *Stand up, stand up, 1, 2, 3. Stand up, stand up tall with me!* Point to each of the animals again. This time model an action for each animal, for the children to repeat. For example, a wiggling movement for Stella the snake, hopping for Frog, stretching out long ears for Rabbit, curling into a ball/touching spikes for Hedgehog. Repeat the process for each animal. Repeat several times. Then have pupils do the actions as you point to the picture.

At this point, you may wish to use the audio of the unit vocabulary to listen and repeat as a class.




Greenman, Nico, Sam, Frog, Hedgehog, Rabbit, Stella

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Point out the main characters Nico, Sam and Greenman before you start reading. Have volunteers come up and point to any items that they can name in English. Pupils will remember the name Greenman, some might also remember Sam and Nico, and some might know some colours too. While reading the story, stop frequently to offer vocabulary clues and point out the characters in the story. Have pupils repeat the names of the forest animals after you.

Read the story or play the audio version (Track 10), pausing to use facial and hand gestures to help convey the meaning.

 Alternatively, you may want to play the story video.



The magic forest

'Hello, I'm Sam. What's your name?'

'Hello, Sam. I'm Nico.'

'This is my dog,' says Sam.

'What is it?' says Sam.

'A door!' says Sam.

'A forest! Wow!' says Nico.

'Let's go!' says Sam.

'Wow! It's amazing!' says Sam.

'What's that?' says Nico.

'Hello!' says Greenman.

'Hello!' says Sam.

'Hello!' says Nico.

'What's your name?' says Greenman.

'I'm Sam.'

'What's your name?' says Greenman.

'I'm Nico.'

'Hello, Sam. Hello, Nico. I'm Greenman.'

'I look after the forest,' says Greenman.

'They are my friends.'

'Hello, I'm Rabbit.'

'Hello, I'm Frog.'

'Hello, I'm Hedgehog.'

'Hello, I'm Stella the snake.'

'Hello!' say Sam and Nico.

'Let's be friends!' says Greenman.

Table time

Say the Table time chant (see page 11).

Pupil's Book page 7. Worksheet 2: Say the names and colour.

Show pupils page 7 in the Pupil's Book and walk around to ensure that everyone is on the correct page. Hold your own book up for pupils to see. Say *Where's Rabbit? Let's point to Rabbit.* Point to Rabbit in your own book. Walk around to check that pupils are pointing to the correct picture. Repeat this for the different animal characters. Say *Let's colour.* Hold up a crayon and model how to colour the picture. You may want to hold up the Big Book open at page 7 and point to the animals to encourage pupils to copy the colours. Monitor pupils as they work.

Goodbye

Tidy up song: Track 6

Goodbye song: Track 8

Extra activities

Pupil's Book page 8. Extra activity: Draw yourself in the forest.

Point to yourself and say *Look, it's me. I draw me.* Open the book to page 8 and walk around to check that everyone is on the correct page. Model drawing a simple picture of yourself in the book. Then say *I draw me. Now you draw you.* Encourage pupils to look at the icons on the top right side of the activity and say *Look, a pencil. Let's draw.* Then model drawing a picture of yourself. Continue with the other icon *Look, a crayon. Let's colour!* and model colouring the picture in.

Monitor the pupils and offer help as they work.

Game: Jump to the word

Draw or display pictures of the characters on the board for pupils to identify and jump to. Say *Where is Stella? Point to Stella.* If pupils do not respond, prompt by saying *Is this Stella?* while pointing to a different character. Repeat with the other characters until you arrive at the correct picture and say *Yes! Here is Stella!* Have your helper or a volunteer model the activity with a different character. Say *Point to Frog. Frog.* If the pupil struggles, make a frog noise or action to give clues until they point to the correct character. Have pupils make a line and take turns jumping to the board to touch the character that you name.

Activity Book pages 2 & 3

Use the spread to introduce the idea of forest school—where pupils learn together and play outside. Talk about the picture in English and L1, asking pupils what they can see, and what the children in the forest school are doing.

Tell pupils (in L1) that when they use the Activity Book they are going to be going to forest school as well. Use the pictures in the box to introduce the names of the forest animals in English (*snake, snail, ladybird, butterfly, bird, bee*). Tell pupils (in L1) that the same forest animals are hiding in the main picture. Pupils find and colour them. Then give pupils time to draw a picture of themselves in the scene.

Return to this spread at the end of each unit and have pupils circle the unit animal in the box. For example, when they finish Unit 1, they circle the snake. By the end of the book, pupils should have circled all of the animals.

Unit 1: Let's draw!

Lesson 1

Lesson objective

To introduce the main vocabulary for the unit (classroom items).

Language



New: *book, chair, crayon, pencil, table, teacher*

Review: *Hello, I'm (Sam). What's your name?* names of characters, greetings

Receptive: *Look. Show. Draw. Colour.*

Materials

Presentation Plus, Greenman Puppet, Flashcards Unit 1, Big Book story Unit 1, PB page 9, Class Audio, crayons, pencils. Optional: PB page 10, AB page 4

 Use Presentation Plus to watch the unit introduction video and vocabulary song video. 




Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Welcome to Unit 1

 Tell pupils that you are about to start a new unit. Play the Unit 1 introduction video to introduce the unit topic. Pause the video at different points and ask in L1 what the children can see and what they think they will learn about in this unit.

Warmer

Use the Greenman Puppet to model a dialogue to say *Hello* and introduce yourself. Say *Hello, what's your name?* After exchanging in this dialogue yourself, call up volunteers to have the conversation with Greenman.

Game: Help Greenman!

Have Greenman take out the Unit 1 Flashcards. Say *What's this Greenman? New words?* Take each flashcard out individually and say *Look! A pencil! Repeat, class, a pencil. What is it? (A pencil.)* While you say the word, use gestures to reinforce the concept. Repeat this process with each card.

Have the children stand up. Say the Stand up transition chant *Stand up, stand up, 1, 2, 3. Stand up, stand up tall with me!* Show each flashcard again. This time have the children do the action that they would do with each object shown in the flashcards. Encourage pupils and repeat with each card.

Follow the description on page 18.

At this point, you may wish to use the audio of the unit vocabulary to listen to as a class. Encourage pupils to repeat the words. You may also want to stop the audio and ask them to point after each word saying *Table. Where's the table?*



book, chair, crayon, pencil, table, teacher

Hello, teacher! song: Sing and point.

Say the Stand up transition chant (see page 10). Place the flashcards for the unit spread out or on the board so everyone can see them. Say *Let's sing a song.*

Play the *Hello, teacher!* song once through. Then sing the song line by line, pointing to the flashcard for each vocabulary word, and have pupils point and repeat the lines after you. Do this twice. Next, play the audio track again and model the actions for the pupils to copy. Repeat the audio track several times until pupils are doing most of the actions and singing some of the words.



Hello, teacher!

Hello, teacher! What is this? (Wave 'Hello', hold your hands to your sides as if asking a question.)

It's a pencil. Let's draw, please! (Act as if you've got a pencil between your fingers, pretend to draw a picture.)

Repeat with:

table (Pretend to touch the top of a table and rest your hands on it.)

chair (Pretend to sit on a chair.)

book (Open an imaginary book.)

crayon (Pretend to colour.)



You may wish to watch the vocabulary song video at this point.

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Open the Big Book to page 11. Point at the pencils and say *What do we see? Oh, look! Pencils!* Make a surprised face. Ask questions about the vocabulary items and encourage pupils to repeat the words while sitting.

After identifying all of the vocabulary words possible, close the book.

Table time

Say the Table time chant (see page 11).

Pupil's Book page 9. Worksheet 1: Say and colour.

Show pupils page 9 in the Pupil's Book and walk around to ensure that everyone is on the correct page. Hold your own book up for pupils to see. Pupils will identify the classroom items on the page and colour them. Say *Where's the (teacher)? Let's point to the (teacher)*. Say the word *teacher* for pupils to repeat. Repeat for the other vocabulary words. Say *Let's colour the (pencil)*. Model how to colour the picture in your own book. Repeat with the other vocabulary words. Monitor pupils as they work.

Before each activity, you might want to encourage pupils to look at the icons on the top right side of the activity by pointing at the song icon and saying *Look, a song. Let's sing a song!* Then point to the speaking icon and say *Look, new words. Let's find and say the new words!* Point at the colouring icon and say *Look, a crayon. Let's colour the picture.*

Goodbye

Follow the description on page 9.

Extra activities

Pupil's Book page 10. Extra activity: Draw your teacher.

Hold up page 10 for everyone to see and walk around to check that all pupils have found the correct page. Hold up the *teacher* flashcard. Point to the flashcard and say *Here is the teacher*. Point to yourself and say *Here is the teacher. Let's draw the teacher*. Model drawing a picture of yourself. Exaggerate your features and clothing and describe what you are drawing. When you finish, say *Now you draw the teacher*. Point to yourself. Monitor the pupils and offer help as they work.

You might want to encourage pupils to look at the icons on the top right side of the activity by pointing at the drawing icon and saying *Look, a pencil. Let's draw. Let's draw the teacher!* Then point at the colouring icon and say *Look, a crayon. Let's colour the teacher.*

Game: Point to the word

Place vocabulary items such as books, pencils and crayons on the tables in the classroom (pupils will also need to be able to see a chair, table and teacher). Sing the *Hello, teacher!* song (Track 13). Follow the description on page 18.

Activity Book page 4 – Observe

Draw a window on the board. Then ask pupils (in L1) to tell you what they can see through the window in their classroom. As they say what they can see, sketch these things into the window outline on the board.

Pupils look at the picture in the book. They point to the correct missing part of the picture. Then they circle it in pencil.

Pupils can also colour the picture and add further details of their own.

I look carefully. Praise pupils for looking so carefully and noticing the missing details from the forest scene correctly. Remind pupils how important it is to take time to look around carefully and learn from our surroundings. Pupils repeat the affirmation *I look carefully* with you.

Now you! Optional: Pupils can do a sensory activity outside. They find a quiet place to sit and just take in the space around them. What can they see, hear and smell?

Pupils can appreciate how important it is to stop, look around us and take in nature. Help them understand how the sights and sounds around us calm us down and relax us.

Lesson 2

Lesson objective

To present the key structure for the unit.

Language

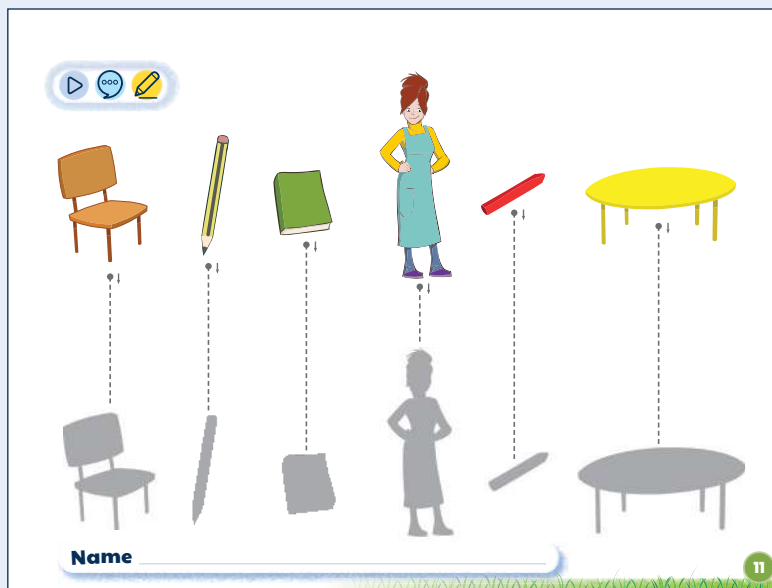
New: *What's this? It's a (crayon). It's (red).* classroom items

Receptive: *Follow me. Walk. Let's make (a line). Let's draw (a line). Roll (the dice).*

Materials

Presentation Plus, Greenman Puppet, Flashcards Unit 1, a large dice and counters, PB page 11, Class Audio, crayons, pencils, Big Book story Unit 1. Optional: PB page 12, Teacher Resources Worksheet 1, AB page 5

 Use Presentation Plus to watch the story video. 



Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Review Unit 1 vocabulary with flashcards. Try changing flashcards very quickly to see if pupils can identify the vocabulary easily.

Go on a classroom tour.

Say the Stand up transition chant (see page 10). Say *Let's make a line*. Gesture for pupils to form a line. Say *Follow me! Walk, walk, walk, walk ...* Say this as you walk around the class. *Look! What's this?* Elicit vocabulary (*A book!*) Continue walking together through the classroom naming objects as you find them in the room.

Game: Roll and say

Have pupils sit in a big circle on the floor and set out the Unit 1 Flashcards in a smaller circle in the middle. In this game pupils roll a big dice and move a counter around the circle of flashcards. When the counter lands on a flashcard, the pupil tries to say that word. Give pupils a counter each. Model the game first with one child. Say *Roll the dice!* Help the child count the correct number on the face of the dice, using L1 as needed, and then move the counter the correct number of flashcards around the circle. The pupil then says the word for the flashcard that they land on. If the pupil struggles, act out the vocabulary or whisper the word. Repeat with different pupils until most (or all) have had a turn.

You may also want to use the Greenman Puppet to help pupils if they struggle with the vocabulary.

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* motioning opening a book. Open the Big Book to the first page of the story. Take a moment to review the vocabulary on page 11, by saying a word and having a volunteer come up to point to it.

Read the story or play the audio version (Track 14), pausing to use facial and hand gestures to help convey meaning.

Encourage the children to join in with the story, saying the words for the classroom objects and naming the characters. Use exaggerated gestures to show that it's fun when Sam is the teacher rather than an adult. When you have read through the story once, point out the red crayon on page 12 and present the word *red*. Ask the children to point out other objects in the story or the classroom that are red.

 Alternatively, you may want to play the story video.



Let's draw!

It's autumn.

'Hello, Greenman!' say Nico and Sam.

'Hello,' says Greenman.

'What's the matter?' says Nico.

'Look at all the leaves,' says Greenman.

'I've got an idea!' says Sam.

'Stella, Frog, Rabbit, Hedgehog!

Let's play teachers!'

'Hello, I'm the teacher!' says Sam.
 'Hello, teacher. What's this?' says Frog.
 'It's a book!'
 'Hello, teacher. What's this?' says Rabbit.
 'It's a pencil!' says Sam.
 'Hello, teacher. What's this?' says Hedgehog.
 'It's a crayon. It's red!'
 'Let's draw and colour!' says Sam.
 'Let's stick!' says Sam.
 'What's this?' say the forest animals.
 'It's a tree ... with red leaves!' says Greenman.
 'I'm happy!'

Table time

Say the Table time chant (see page 11).

Pupil's Book page 11. Worksheet 2: Say and match.

Show pupils page 11 in the Pupil's Book and walk around to ensure that everyone is on the correct page. Hold your own book up for pupils to see. Say *What's this? Very good! A (chair)*. Repeat with the other completed pictures. Now point to the silhouette of the chair on the bottom of the page. Say *What's this? Yes! A chair! Let's draw a line to this chair*. Point to the silhouette and then to the completed picture. Repeat with the other pictures.

Goodbye

Follow the description on page 9.

Extra activities

Pupil's Book page 12. Extra activity: Colour.

Show pupils page 12 in your own book and walk around the class to ensure that everyone has found the correct page. Point to the drawing in the picture and say *Look, it's Greenman! Point to Greenman. Let's help colour Greenman*. Monitor pupils as they work.

Game: Remember the cards

Follow the description on page 18.

Teacher Resources Worksheet 1: Trace.

Prepare one worksheet for each pupil in advance. Hold up your worksheet so that the pupils can see it and point to the first picture. Say *What's this? It's Sam. Sam is on a chair. Let's draw a line to the table*. Model how to trace the line from the first picture to the picture of the table below. When pupils have finished, point to the following picture and repeat the process. Continue with the other pictures. Monitor pupils as they work.



Activity Book page 5 – Find and make

Pupils find natural materials, such as leaves, flowers, seeds and feathers, and bring them to class to make a nature table. Alternatively, bring the materials to class for pupils to find.

Review the word *table*. Use the pictures in the book to describe the different natural materials in English and LI. Pupils find and point to the four different materials on the nature table. They then trace the four circles.



Now you! Tell pupils they are going to make a nature table for their classroom. They add the objects they have collected to make the nature table. You could make this into a nature sensory table, with pupils being allowed to touch and smell the different objects, or hold them to their ears and shake them to see if they make a sound. You could also ask pupils to sort the materials into different groups of objects on the table: leaves, twigs, flowers, seeds, etc.



I try hard. Look at the different objects and ask pupils which were the most difficult to find. Congratulate them for trying hard and collecting all the different things you have asked for. Pupils repeat the affirmation *I try hard* with you.



Make sure pupils understand they should only collect leaves, pinecones, etc. that have dropped on the ground, rather than picking things from trees.

Lesson 3

Lesson objective

To introduce a contrasting concept (happy/sad) and a value (being creative).




Language

New: *happy/sad*

Receptive: *Follow me. Walk. Say. Show me. Look. Stick. Is (Sam) (happy) or (sad)?*

Materials

Presentation Plus, Greenman Puppet, Flashcards Unit 1, plasticine, Big Book story Unit 1, PB page 13, Pop-out Unit 1, Class Audio, crayons, pencils.
 Optional: PB page 14, paints, coloured pencils, Teacher Resources Worksheet 2, AB page 6, leaves/coloured tissue paper, glue sticks

 Use Presentation Plus to do the activity and watch the Activity Book yoga video.  



Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

Active time

Warmer

Review Unit 1 Flashcards. Have volunteers come up to name a flashcard and hold up the next card for their classmates to name.

Game: *Happy and sad march*

Say the Stand up transition chant (see page 10). Say *Let's make a line*. Gesture for pupils to form a line. Say *Follow me! We're happy! Happy, happy, happy ... Walk*. Say this as you walk around the class. Use a happy voice and smile. Say *Now we're sad. Sad, sad, sad ...* Say this as you walk around the class, using a sad voice and making a sad face. Continue walking together through the classroom acting out each emotion.

Make plasticine happy and sad faces.

The pupils will use plasticine to make happy and sad faces. Before passing out plasticine to the class, make an example. Roll a long piece of plasticine to use as a mouth. Make eyes with two small pieces of plasticine. Say *Let's make a happy face*. Make the long piece of plasticine turn upward in a smile. Say *Look! This is happy. Say happy!* Pupils repeat the word. Do the same for the word 'sad'. Pass out a ball of plasticine to each child and say *One, two, three, hands on your knees*. Model to show that children should keep their hands on their knees until they have permission to begin. Look around and say *Look. Ready? Go. Make 'happy'*. Say this in a calm voice rather than animated. Monitor the children as they work and

help those who struggle. Have the pupils smile or frown and repeat the word as a class.

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book.

Take out the Big Book and read the story, stopping to point out parts of the story where we can see that Nico, Sam and Greenman are sad (page 8), and where Greenman says 'I'm happy' (page 14). Show the emotions happy and sad on your face to clarify the meaning. You may also choose to use the story video, pausing the video rather than pointing to pictures.

Table time

Say the Table time chant (see page 11).

Do the pop-out activity.

Say the chant *It's acting time, it's time to shine!* to direct attention to the sample pop-out that you have prepared: happy Greenman on one side and sad Greenman on the other. Help the pupils to say the corresponding word *Happy* or *Sad* as you hold up each of the different sides.

Pass out the pop-out activity for Unit 1, or have your helper do this. Show pupils how to take out the pop-out pieces carefully. Monitor and help as needed. When all the pupils have finished, say *Show me happy*. Model holding up the pop-out on the correct side. Say *Show me sad*. Give an example with your pop-out. Continue until all of the class is participating. You may choose to have volunteers take over your role. Show pupils how to put away their pop-outs (in individual envelopes or in a common place in the classroom).

Pupil's Book page 13. Worksheet 3: Say *happy* or *sad* and colour.

Show pupils page 13 in the Pupil's Book and walk around to ensure that everyone is on the correct page. Hold your own book up for pupils to see. Point to the first picture (Sam with a bird). Say *Is Sam happy or sad?* Elicit the response *Happy*. Ask pupils to colour the dot next to the picture of Sam looking happy. Repeat with the other pictures, asking pupils to colour the dot if the picture shows someone looking happy.

Goodbye

Follow the description on page 9.

Extra activities

Pupil's Book page 14. Extra activity: Draw someone *happy* and someone *sad*.

Show the correct page in your own book and walk around to check that everyone has found the page. Say *Look, a girl and a boy*. Point to each. *Is the girl happy or sad? Hmm ... I say 'sad'*. Draw a sad face on the girl. *And the boy, is the boy happy or sad? I say 'happy'*. Draw a happy face on the boy. Repeat the same steps but drawing the opposite faces, i.e. a happy face on the girl and a sad face on the boy. Say *Now you draw happy or sad. Let's finish and colour*. Encourage pupils to look at the icons on the top right side of the activity by pointing at the pencil and crayon, and saying *Look, a pencil. Let's draw. Let's draw happy and sad!* and then *Look, a crayon. Let's colour*.

Monitor pupils as they work.

Game: Show me happy!

Follow the description on page 19. Optional: Have pupils practise a silly laugh. Notice how their laughter seems contagious and point this out to the others. Explain that it's fun to have fun and be happy.

Value activity: Being creative

Provide a selection of art and craft materials for pupils to choose from, e.g. paints, crayons, coloured pencils, tissue paper, glue sticks, paper, etc. Give each child a piece of paper and allow them to create any picture they wish. Tell them their picture can show a person or object or it can just be an abstract design of their choice. Encourage them to be as creative and original as possible and to use a selection of different materials. Display the finished pictures in the classroom.

Emotions: Feeling happy or sad

Point to Greenman at the beginning of the story and ask *Happy or sad? (sad)*. Say *Yes, Greenman is sad* and make a sad face. Then repeat with the picture of Greenman feeling happy at the end of the story. Say *Now Greenman is happy. His friends helped him*. In L1, ask the pupils to tell you when they feel happy and when they feel sad.



Teacher Resources Worksheet 2: Stick leaves on the tree.


You may choose to ask pupils to bring in leaves, go outdoors as a class to find them or use tissue paper in red, orange and yellow colours to prepare small balls for them to glue on the paper. Prepare one worksheet for each pupil or for groups of pupils. Hold up your worksheet and point to the tree (you will have the leaves/tissue paper available at this point). Say *Look, it's a tree like in the story! Let's put leaves on the tree*. As you say the word *leaves*, hold up a leaf. As you say *tree*, point to the tree on the worksheet. Demonstrate how to use glue. Say *Use glue, stick the leaf*. Monitor pupils as they work and leave the finished 'trees' in a safe place to dry. The finished worksheets can be used for a class display.


Activity Book page 6 – Feel

Review the word *frog*, and then demonstrate the frog pose. Link the pose to feeling happy, by saying *Oh, I feel happy. I'm a frog. Frogs feel happy*.

Direct pupils' attention to the pictures in the book. They trace around the boy, and then draw something in the thought bubble that makes them feel happy.

  **Now you!** Pupils stand up and do some stretching exercises with you. Demonstrate the frog pose and ask pupils to copy you. Ask pupils to think of things that make them happy while they do this. Optional: Pupils can watch the video for more practice.

 **I feel happy.** As you finish practising the pose, smile and say again *Oh – I feel happy*. Ask pupils in L1 if they feel happy, too and encourage them to say *yes*. Pupils repeat the affirmation *I feel happy* with you.

 Pupils can learn more about frogs and their habitat, why frogs need water and how they lay their eggs and hatch their young there. Also help them understand the importance of keeping water clean for animals who have a water-based habitat.