

# Welcome Unit: Let's be friends!

## Lesson 1

### Lesson objective

To review basic greetings, introductions and vocabulary from *Greenman and the Magic Forest* Starter Level.

### Language

**New:** *Greenman, Nico, Sam; Hello, I'm (Sam).*

*What's your name?*

**Review:** colours; numbers 1–3

**Receptive:** *Let's (point). What colour is (Greenman)?*

### Materials

Presentation Plus, Greenman Puppet, PB page 5,  
 Class Audio, crayons, pencils. Optional: PB page 6, 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 pupils are sitting, have Greenman hide behind your back and peek around. Pretend that you can't see him. Teach the target language by saying *Where is Greenman? We want to say 'Hello.'* Use hand motions (e.g. waving) to show 'hello' and encourage pupils to join in. Wait for the pupils to say *Hello, Greenman* (encourage them 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 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 introduce yourself. (*Hello, How are you? What's your name?*) After demonstrating this dialogue yourself, call up volunteers to have the conversation with Greenman.

#### Say the names.

Sitting in a circle, pupils will introduce themselves to the child next to them, in turn. Model first with Greenman. Say *Hello, I'm (teacher). What's your name?* Have Greenman respond *Hello, (teacher), I'm Greenman*. Then have Greenman turn to the next child beside him in the circle and say *Hello, I'm Greenman. What's your name?* Say to the child *Now you*. Say the words quietly to help the pupil *Hello, Greenman, I'm (Mario)*. (Mario) then turns to the child on his right and introduces himself and asks *What's your name?* Continue around the circle with each pupil in turn saying 'hello' and introducing themselves to the person beside them.

#### 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 many 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.)



## Table time

Say the Table time chant *To the tables (to the tables), off we go (off we go). 1-2-3 quiet and slow!*

### Pupil's Book page 5. Worksheet 1: Colour Greenman, Nico and Sam.

Show pupils page 5 in the Pupil's Book and walk around to check that everyone is on the correct page. Hold your own book up for pupils to see. Pupils will identify the characters in the book, say their names and colour them. Say *Where's (Greenman)? Let's point to (Greenman)*. Elicit or introduce the other characters (Nico is the boy and Sam is the girl) and have pupils count them. Say *What colour is Greenman?* Elicit the colour *Green*. Say *Let's colour (Greenman)*. Model how to colour Greenman in your own book, then give pupils time to colour 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, Teacher's Book page 9) first or, alternatively, play it while pupils are tidying.

After the pupils have finished tidying up and have sat down in their places, be sure to have Greenman say 'goodbye' to different pupils, saying each child's name, if there is time.

Next, sing the *Goodbye* song as a group, with or without the audio track.



## 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: Trace and colour Greenman.

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. Say *Here's Greenman. Let's finish Greenman in the book. Trace the lines.* Model how to trace the lines in your own book and colour. 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, '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 between responses to make the activity more challenging.

## Lesson 2

### Lesson objective

To review basic greetings, introductions and vocabulary from *Greenman and the Magic Forest* Starter Level.

### Language

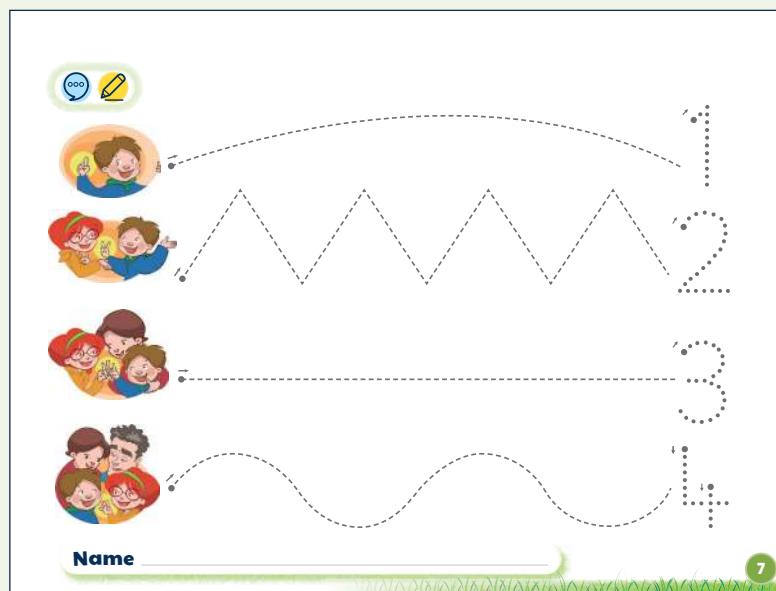
**Review:** colours; family (*brother, daddy, mummy, sister*); numbers 1–4; toys (*doll, teddy, train*)

**Receptive:** *What is it? Point. Let's (count).*

### Materials

Presentation Plus, PB page 7, Class Audio, 4 pictures each of: teddies, dolls, trains, brothers, sisters, mummies, daddies, crayons, pencils.

Optional: PB page 8, AB pages 2 & 3



### Starting the lesson

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

### Active time

#### Warmer

Review toy and family vocabulary from Starter Level. Draw pictures of the featured vocabulary on the board ahead of time (*teddy, doll, train, brother, sister, mummy, daddy*), or use the flashcards for these words from the Starter Level, if you have them. Point to the first picture. Say *What is it?* Elicit the response *A teddy*. Repeat with the other pictures. Practise identifying the words by saying *Point to the (teddy)* for pupils to point to the correct picture.

#### Look and count.

Take out the groups of vocabulary pictures that you have prepared. Lay out three pictures of trains and say *What is it? A train! Let's count! One, two, three. Three trains!* Repeat with the other vocabulary words varying the numbers each time. If the pupils are able, call up volunteers to count and name the vocabulary.

#### Game: Jump to the word

Use the pictures you've drawn on the board (or stick the flashcards to the board). Follow the description on page 18.

### Table time

Say the Table time chant (see page 11).

#### Pupil's Book page 7. Worksheet 2: Count and trace.

Show pupils page 7 in the Pupil's Book and walk around to check that everyone is on the correct page. Alternatively, ask pupils to hold up their books to show you that they have the correct page. Hold your own book up for pupils to see. Say *Where's Nico? Let's point to Nico*. Point to Nico on the first line. Say *Let's count. One! Let's trace the line to the number 1*. Model how to trace the line that leads to the number 1. Repeat this for the different people and numbers in each line. Monitor pupils as they work. You may also want to model how to trace the numbers and take this opportunity to review the numbers 1–4.

### Goodbye

To end the lesson, play the *Tidy up* song (Track 6) and the *Goodbye* song (Track 8). Choose a closing routine and follow the description on page 9.

### Extra activities

#### Pupil's Book page 8. Extra activity: Count and colour.

Show pupils page 8 in the Pupil's Book and walk around to make sure that everyone is on the correct page. Say *Point to a doll. How many dolls are there? One, two! Well done.* Model how to count the dolls in your book. Say *What colour can we make the dolls?* Elicit responses from several pupils. Respond to each by saying *Good (Mario), you can make your dolls (blue).* Repeat the process with the other items in the picture. Then say *Let's colour.* Monitor the pupils and offer help as they work.

#### Game: Count and clap

Practise saying numbers and having the pupils count that number of times. Say *Let's clap one time, one* (clap once) *two* (clap twice). Continue to *four*. To begin with, clap along with the pupils. Once they are more confident in the activity they can clap on their own. Continue the activity saying the numbers in random order. You may also choose to have a volunteer take over your role and say the numbers.

#### Game: Point to the number

Put the groups of pictures you have made for the lesson around the room in groups of different numbers from one to four. Tell pupils to look for a number and item in the classroom, say *Find three trains!* Pupils point to the correct items. You could get progressively faster to increase the challenge.

### 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 Language 1 (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 Forest Fun Activity Book, they are going to forest school as well. Use the pictures in the box at the bottom of each page to introduce the names of the forest animals in English (*rabbit, frog, squirrel, bird, hedgehog, fox*). Tell pupils (in L1) that the same forest animals are hiding in the main picture. Pupils find and colour them in. 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 rabbit. By the end of the book, pupils should have circled all of the animals.



# Unit 1: Four rabbits

## Lesson 1

### Lesson objective

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

### Language



**New:** bag, board, computer, door, peg, window

**Review:** colours

**Receptive:** *Where is the (board)? A rabbit. Colour (the picture).*

### Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 1, PB page 9, Flashcards Unit 1, Class Audio, sticky tape/tack, rabbit stuffed toy/picture, 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

Present Unit 1 Flashcards by holding them up and having the Greenman Puppet say the words with the pupils.

### Find the classroom items.

Have sticky tape prepared to put on the back of each flashcard. Have Greenman hold up a flashcard and say the word. Model how to repeat after Greenman. Go through the group of flashcards twice.

Now, repeat the word and go to the item in the classroom and stick the card to it, say *(Board), where is the (board)?* Look around the classroom, let the children point and feel in charge of helping you to find the item. Say *Oh, here it is, thank you! This is the (board).* Do the same with each item.

The Big Book story for this unit features the character Rabbit, who is hiding in the classroom. If possible, use a picture of a rabbit,

or a stuffed toy rabbit, and take it out from under your chair, or somewhere near you.

Say *What's this? A rabbit? A board, a computer, a door, a peg, a window, a rabbit?* Nod your head to show that the first items make sense, and use a confused tone and expression when you say 'rabbit'. Set the rabbit aside until Lesson 2, you will refer to it again when reading the Big Book story.

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



*bag, board, computer, door, peg, window*

### My classroom song: Sing and point.

Say *It's time for a new song! Let's stand up and sing.* Say the Stand up transition chant (see page 10). Play the track once. Gesture 1, 2, 3 with your fingers and say *Come and look, point with me.* Then point to each vocabulary object in the classroom when it's mentioned. Nod at children who join in. Then sing the song without the audio slowly to give all pupils time to point to each item. Play the song track at least two more times, encouraging pupils to join in and point.



## My classroom

*In my classroom I can see.  
 Point with me, point with me.  
 I can see a **board**. Can you see?  
 Point with me, point with me.*

**Repeat with:** *computer, window, peg, door, bag*



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

## Story time

Say the Story time chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Open the Big Book to the first two pages of the Unit 1 story. Say *What do we see? Oh, look! (A board! A peg! A computer! A door! A window! A bag!)* Encourage pupils to repeat the words while remaining seated.

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

## Table time

Say the Table time chant (see page 11).

**Pupil's Book page 9. Worksheet 1: Look, say and colour.**

Have pupils open their books to page 9 to look at the same picture as you have opened in the Big Book. Say *Can you find this picture?* Walk around the class to help pupils find the correct page.

Hold up flashcards of the key vocabulary and have pupils point to the items in the picture and say the names. Alternatively, play, sing or watch the *My classroom* song (Track 11) again. Model how to point to each vocabulary word in the picture on Pupil's Book page 9.

Say *Oh no! The picture isn't finished! Colour the picture to finish it.* Gesture colouring in the board, door, peg, bag, computer and window frame to finish the picture. Hold up a pencil or crayon and wait for the children to hold up their pencils or crayons as well. Make sure everyone has yellow, red, light blue, dark blue, light green and dark green pencils or crayons. Monitor the pupils as they colour, talking about the different colours and offering support and encouragement.

## Goodbye

Follow the description on page 9.

## Extra activities

**Pupil's Book page 10. Extra activity: Trace and colour the school.**

Pupils use a pencil or crayon to trace over the lines of the school. Say *Trace the lines*. Model how to do this. Pupils can then colour the picture. Monitor the children as they work.

### Game: Run to the word

Play this game with the unit flashcards. Follow the description on page 19.

## Activity Book page 4 – Observe

Pupils look through the window in their classroom and say what they can see, using any English words they know and LI.

Use the picture in the book to introduce the idea of a forest window. Pupils trace the tree trunk and imagine what else the children in the picture are looking at through the forest window. Encourage them to share their ideas.

Pupils draw their favourite ideas into the forest window outline on the page and compare their drawings. They can also colour their pictures and compare the different colours they've used.

**I use my imagination.** Compare pupils' forest windows and praise them for using their imagination and thinking of so many different ideas. Pupils repeat the affirmation *I use my imagination* with you.

**Now you!** Pupils can go outside and observe nature. They sit in one spot and note what they can see, hear and smell around them, before drawing a picture. Alternatively, they could look out of a classroom window and draw what they can see.

Encourage pupils to think about how good it feels to observe nature, and how colours, sights, sounds and fresh air outside calm us down and relax us.

## Lesson 2

### Lesson objective

To present the key structures for the unit.

### Language

**New:** *There are (three rabbits). There aren't (four rabbits).* classroom items

**Review:** colours; shapes; numbers 1–4

**Receptive:** *Where is (the board)? Where are (four rabbits)? Let's (count the rabbits).*

### Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 1, PB page 11, box with groups of 4 classroom objects (books, pencils, crayons), rabbit stuffed toy/picture, Class Audio, crayons, pencils. 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

Say classroom vocabulary words and have pupils point to them in the class. Have Greenman say *Where is the (board)?* If pupils start to identify the words easily, you may speed up and change the order each time you go through the words. Place a rabbit (stuffed toy or picture) somewhere in the classroom and also ask them to point to the rabbit as a fun preparation for the Big Book story.

#### Game: Draw the word

Follow the description on page 18. Model the activity first and, when you play the game, go through each vocabulary word twice.

#### Game: No, Greenman!

Take out your prepared box with four books, four pencils and four crayons. Say *Greenman, there are (four) books.* Greenman puts (two) books on the floor. Make a confused facial expression to show the pupils that this is incorrect. Say *One, two. No, Greenman! There are four books, there aren't two books!* Have a volunteer

come up and take out two more books and count with the class: *One, two, three, four! That's right! There are four books! Well done!* Repeat this process with different items and different numbers. Have pupils repeat *One, two. There are (four books), there aren't (two books). One, (two, three, four). There are (four books)!* Use the same rhythm each time you say these lines to help pupils to repeat. Shake your finger and your head when you say *There aren't*. Nod your head and smile when you say *There are*.

### Story time

Say the Story time chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Open the Big Book to the Unit 1 story, Four rabbits. Take a moment to review the vocabulary on the page by saying a word and asking a volunteer to come up to point to it.

In this story the children can join in and count the circles, triangles, squares, rectangles and rabbits. Use exaggerated gestures to express confusion when the teacher in the story hasn't noticed that a *real* rabbit is in the classroom.

Read the story or play the audio version (Track 12), pausing to use facial and hand gestures to help convey meaning.

 Alternatively, you may want to play the story video.



## Four rabbits

Sam and Nico are at school.  
 'Come in. Put your bag on your peg,' says the teacher.  
 'Let's count. One, two, three!' 'One, two, three!' count the class.  
 'Well done! I'm happy!' 'Where's Rabbit?' says Greenman.  
 'Let's count the circles!' says the teacher.  
 'One, two, three!' count the class.  
 'Let's count the squares!' 'One, two, three!' 'Let's count the triangles!' 'One, two, three' 'Let's count the rectangles!' 'One, two, three!' 'Well done! You are good!' 'Let's count the rabbits!' says the teacher.

'One, two, three ... four!' 'Four...? There are three rabbits. There aren't four.' 'Oh, it's Rabbit!' says Sam. 'Oh no! It's Rabbit!' says Greenman.  
 'There are one, two, three rabbits,' says the teacher. 'There aren't four!' 'Rabbit, come here!' says Greenman.  
 'Let's count the rabbits!' says the teacher.  
 'One, two, three ... four. On the chair!' 'Oh ...! There are four rabbits! Naughty Rabbit!' 'This is Stella, Frog and Hedgehog. And this is Greenman!' says Nico. 'We are friends!' says Sam. 'Hello!' says the class. 'I'm sorry!' says Rabbit.

## Table time

Say the Table time chant (see page 11).

### Pupil's Book page 11. Worksheet 2: Count and circle the four rabbits.

Show pupils page 11 and walk around to check that everyone is on the correct page. Say *Let's count the rabbits here*. Point to the first shelf. Count the rabbits on each shelf together, pointing at different groups in turn. Then say *Where are four rabbits?* Choose a volunteer to come up to the front and point in your book at the shelf with four rabbits. Say *Let's circle four rabbits*.

Model how to circle the correct picture. When they have all finished, have pupils hold up their books to show you the completed activity.

## Goodbye

Follow the description on page 9.

## Extra activities

### Pupil's Book page 12. Extra activity: Trace, draw and colour the bag.

Pupils will trace the outline of the school bag and draw what they want to put inside using their imagination. Have them colour their bags.

## Game: Show the number

Follow the description on page 19.

### Teacher Resources Worksheet 1: Draw what comes next.

Pass out the worksheet, or ask your helper. Hold up your copy to show pupils how to point to each item. Say *Look, peg, bag, peg, bag, peg ... What comes next?* Help the pupils to say *bag*. Model how to draw the bag in the space provided. Repeat the process with *window/computer, door/board*. When they finish, pupils could point to the rows and say *There are (pegs). There aren't (doors)*.



## Activity Book page 5 – Find and make

Pupils find natural materials and use them to make a picture for their classroom window. They can find the natural materials outside, either before or during the lesson, or you can bring the materials to class for pupils to find. In the autumn, it is a good idea to collect items like acorns and conkers to use later on in the year when they are harder to find. As well as the natural materials (twigs, leaves, bracken, flowers and grasses), you will also need string or twine (or paper plates), tracing paper, petroleum jelly or glue.

Point to the individual pictures in the book and describe the different natural materials in English and LI. Direct pupils' attention to the window collage in the book and tell pupils they are going to make one for their classroom window, using the natural materials.

Pupils look for the natural materials, either outside or among the materials that have been brought to the classroom. When they find one of the items in the pictures, they can circle it.



**Now you!** Pupils then work in pairs to make the collage. Make the frames for pupils ahead of the class, by tying together twigs and gluing a sheet of tracing paper to the back. Alternatively, cut out and remove the middle of a paper plate and show pupils how to stick tracing paper between the two rims of the plate.

Pupils stick the leaves, flowers, bracken and grasses onto the tracing paper with glue or petroleum jelly. They can hang their pictures in front of the classroom window, so the sun shines through the natural materials.



**I am creative.** Tell pupils they are creative because they have used their ideas to make beautiful things. Pupils repeat the affirmation *I am creative* with you.



Help pupils understand the importance of the sun to plants. In this activity, it lights up the flowers in the window – but outside, the flowers, leaves and grass need the sunlight to grow.



## Lesson 3

### Lesson objective

To introduce a contrasting concept (good/naughty), and a value (being respectful).

### Language

**New:** *good/naughty*; classroom items

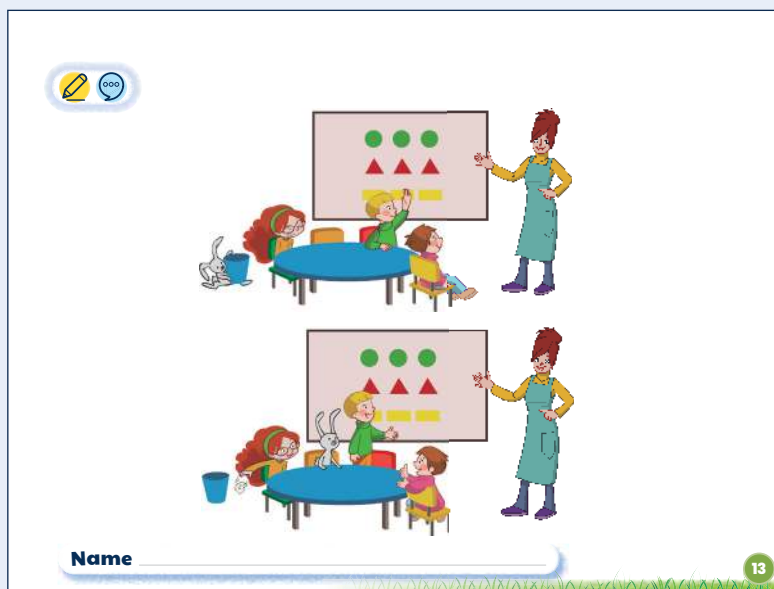
**Review:** *happy/sad*; colours; shapes; numbers 1–4

**Receptive:** *Look for differences. Rabbit is respectful. Circle (Nico).*

### Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 1, PB page 13, Pop-out Unit 1, paper 'smile', sticky tape, sleep mask/scarf, Class Audio, crayons, pencils.  
 Optional: PB page 14, Teacher Resources Worksheet 2, AB page 6

 Use Presentation Plus to do the activity. 



### Starting the lesson

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

### Active time

#### Warmer

Review emotions. Make a happy face and say *Happy*. Repeat with a sad expression. Next, say *Now, you. Be 'happy'*. Model a happy face for the pupils to imitate. Repeat with sad.

#### Game: Show me!

Play this game with *happy* and *sad*. Follow the description on page 19.


#### Game: Place the mouth on Greenman

Prepare in advance a paper 'smile' that pupils will be able to stick onto the Greenman Puppet with sticky tape. Take out the paper 'smile'. Invite pupils to guess what the activity will be. It may be familiar to them. Ask for a volunteer, and show how you will cover their eyes and they will put the paper smile on Greenman. Then cover the pupil's eyes and let them try! Say *Greenman is happy! He wants to smile!* Encourage each pupil and help the other pupils to do the same. You may want to say, e.g. *Oh no! A smile on Greenman's arm!* to express surprise when the pupils place the 'smile' in the wrong place.

### Story time

Say the Story time 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 examples of 'naughty' and 'good' e.g. Rabbit on the bookshelf/the children sitting nicely. Point to the images and have the children make a thumbs up or thumbs down when you show 'good' behaviour or 'naughty' behaviour.

 You may also choose to use the video for the story, pausing the video rather than pointing to pictures.

### Table time

Say the Table time chant (see page 11).

#### Do the pop-out activity.

Direct pupils' attention to the sample pop-out that you have prepared: Rabbit with a 'naughty' expression on his face under a chair, on one side, and Rabbit with a 'good' expression on his face sitting on the chair, on the other.

Say *Rabbit is good, he is respectful*. Show the pupils Rabbit being 'good' using your pop-out. Say *Look, he is naughty, now*. Show the pupils Rabbit being 'naughty'. Alternate showing the 'good' and 'naughty' sides of the Rabbit pop-out so the pupils can practise saying the words. Have them act out being 'good' rabbit and 'naughty' rabbit, while saying the words. Say *Now, you make Rabbit*.

Show pupils how to take out the pop-out carefully. Monitor as they do this and help as needed.

When all the pupils have finished, say *Show me naughty*. Hold up the pop-out, say *Show me good*. Model with your own pop-out. Continue alternating the words until all of the class is participating with the correct movements. Next, call on a pupil to take over your

role. Give several pupils the chance to do this. You may also wish to reread the Big Book story or play the story video and have pupils hold up the correct side of their pop-outs at the relevant moments in the story.

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: Find and circle the four differences. Then say good or naughty.**

Show pupils page 13 and walk around to check that everyone is on the correct page. Point to the two classroom pictures in your book, for the class to see. Say *Look for the differences. Look at the boy in this picture* (point to the boy who is listening to the teacher). *Now, look at him in this picture* (point to the boy looking behind him talking in class). *Here he is good, but here he is naughty.* (Point to the respective pictures.) Then say *Circle the boy*. Circle the boy in the second picture with your finger. Repeat with the other boy, Sam and Rabbit. In each picture, elicit *good* or *naughty* from the class.

### **Goodbye**

Follow the description on page 9.

### **Extra activities**

#### **Pupil's Book page 14. Extra activity: Draw your happy face.**

Show pupils a prepared sample drawing for the activity. Say *This is my happy face. Draw your happy face.* Use gestures to convey meaning. Monitor pupils as they work.

#### **Value activity: Being respectful**

In the Big Book story some of the pupils are showing 'respect' for their teacher and classmates, and some are not. When reading the story and reviewing *good* and *naughty*, add the word 'respectful'. *Sam is respectful. She is good to her friends and her teacher. Rabbit is not respectful. He is naughty in the classroom.* At the end of the story Rabbit changes his attitude. Point this out and say *Hooray Rabbit! He's respectful!* Point out the characters in the story being respectful and have the pupils come up to point.

#### **Emotions: Feeling sorry**

Look at the Big Book story again and ask *Is Rabbit naughty or good?* Elicit that he is naughty. Then say *At the end of the story, what does Rabbit say?* See if pupils can remember the phrase *I'm sorry*, or say it for them to repeat. Explain, in L1, that feeling sorry means feeling bad about doing something naughty. Ask pupils when they feel sorry for doing something. You could give an example first, e.g. *I feel sorry when I don't listen to my friends. When do you feel sorry?*


### **Teacher Resources Worksheet 2: Trace and colour.**


Pass out the worksheet, or ask your helper. Hold up your example, point to Rabbit and say *Rabbit is sorry. He says 'I'm sorry' to the teacher. Say 'I'm sorry' like Rabbit.* Model saying *I'm sorry* for pupils to join in or repeat. Say *Let's trace Rabbit saying 'I'm sorry' and the teacher saying 'OK, Rabbit'.* Model an example by tracing the circle of dashed lines around Rabbit. When they have finished, pupils can colour in the pictures as well. Ask them about the colours they choose, as they work, or say *What does Rabbit say?* to elicit the phrase *I'm sorry*.


### **Activity Book page 6 – Practise**

Bring (or ask pupils to bring) different shaped leaves to class. Uses the leaves to teach the word *leaf* and revise numbers 1–4.

Model how to do the activity in the book by tracing number 1, counting the leaf prints and drawing a line to match the number 1 to the correct number of leaf prints. Pupils continue the activity themselves.

 **I am clever.** Check that pupils have traced and matched the numbers and leaf prints correctly. Praise them. Say *You can count to four. You are clever.* Pupils repeat the affirmation *I am clever* with you.

 **Now you!** Pupils do leaf printing in an indoor or outdoor classroom. Show pupils how to print with leaves by painting a leaf and pressing it down on paper. Pupils can choose different leaf shapes and colours to make their leaf prints.

 Help pupils understand that different trees have different shaped leaves. Also tell them to use fallen leaves from the ground for this activity, and not to pick them from the tree.