



CHILDREN LEARN ENGLISH
VERY EASILY AND REJOICE
2016 - 2018





C O N T E N T S

H E L L O	0 4
M Y F A M I L Y	1 0
T O Y S	5 0
A N I M A L S	7 2
T R A N S P O R T	1 1 6
C L O T H E S	1 6 0
S P O R T S	1 8 6
W E A R E F R I E N D S	2 1 4
F O O D	2 2 8
E M O T I O N S	2 4 0
M Y H O U S E	2 5 0
W E A T H E R & C A L E N D A R . .	2 6 4
M Y D A Y	2 8 4
I ' M C L E V E R	2 8 8

E L L O

S P A I N

1. PROCEDURE

- We present a map of Europe and we show them where Spain is located.



- We give them the Spain flag and they have to color it.



- We show them a short video about a typical dance from Spain and then we dance together.

▶ P L A Y T H E V I D E O

E L L O

L A T V I A

SONG "OUR CIRCLE"

Our circle - big, big, big,
Our circle - big, big, big,
Hello, hello!
Hello, Hello!

Our circle - small, small, small,
Our circle - small, small, small,
How are you? How are you?
How are you? How are you?

Our circle up and down,
Our circle up and down,
I am fine, I am fine!
I am fine, I am fine!

▶ P L A Y t h e V I D E O

f A M I L Y

1. AGE

Kindergarten

2. TIME DURATION

3 weeks (6 lessons)

3. AIMS

By the end of the Unit the students will be able to:

- review what they have learnt
- Identify and respond to family vocabulary
- listen to and join in with the *My family song*
- listen to and respond to the story *Sleepover*
- Sleepover poster (*with pictures from the sleepovers*)
- build their own family tree

Plus:

- listen to and join in with the nursery rhyme *Family fingers*

4. VOCABULARY

- Mummy
- Daddy
- Brother
- Sister
- Plus (5, 6 and 7 years old)
 - Granny
 - Grandad

5. SOURCE OF MATERIAL/VISUAL AIDS/TEXTS/LISTENING MATERIAL

- Flashcards
- Surprise box (box were we keep the materials that we are going to present to the class; it's aim is to create a surprise moment).
- Worksheet
- Radio / computer /tablet
- Song
- Story cards
- Mini story cards for the mini book
- Family tree (various materials will be used according to the different teachers' choice, the picture we sent is a possibility)

6. ASSUMPTIONS

I am assuming that students already know: greetings and the goodbyes; ask and answer about their names and colours.

7. HOME-SCHOOL CONNECTION

Supporting the Home-school connection with a mini book (made with the minicard file, for the children to to illustrate according to the storycards) and a game original made with stones. We sent the file with the pictures of the originally drawn stones, that you can use in several different ways. The Owl sleepover: the students should take the puppet home to spend a night with each family. During that activity, which children should take a picture of the home environment, to compose the sleepover poster.

INTRODUCING VOCABULARY

- Flashcards
- TPR activities
- Games
- Surprise box

CHARLIE



MEG



BABY BROTHER



BROTHER



DADDY



GRANMY



OWLY



GRANDAD



MUMMY



SISTER



GRANDAD



DADDY



BROTHER



GRANNY



MUMMY



SISTER

READING (PICTURES)

SPEAKING AND LISTENING

- Listen to and join in with the My clothes
- Games

FAMILY SONG

▶ PLAY THE SONG

▶ SING THE SONG

Family is where love is

Chorus 4x

Big or small,

short or tall

with a sister and a brother

with a granny and a grandad

It don't matter at all

Chorus 4x

Big or small, short or tall

Families can be different, our hearts are still

The same, it don't matter at all

Chorus 4x

Big or small,

Short or tall

With a sister and a brother

With a granny and a grandad

It don't matter at all

Chorus 4x

Big or small

Short or tall!!



READING (PICTURES)

SPEAKING

AND LISTENING

- Song
- Games
- Story
- Role play

READING (PICTURES)

SPEAKING

AND LISTENING

- Story (storycards)
- Role play
- Mini books (made by each student / each student take their mini book home to tell the story)



Owly meets the family

STORY CARD 1

Charlie Hello, Peter! I'm so happy! A sleepover!

Meg Hello, Peter! How are you? Here's Owly
(shows her toy Owl)!

Peter I'm fine, thank you! Come in! Mummy,
we need another pillow! We have to sleep with
Owly too! Mummyyyyyy, where are youuuuu?!

Owly meets the family

STORY CARD 2

Mummy I'm here! Hello everyone! Welcome!
An extra pillow?! But Owly is just a toy!

Charlie and Meg Hello, Mrs Taylor!

Peter No, mummy! Owly is part of Charlie and
Meg's family!

Mummy Yes, children... go say hello to daddy!

Owly meets the family

STORY CARD 3

Peter Daddy, daddy !!!Where are you?

Mr. Taylor I'm here! Hello children! Hello Charlie, hello Meg!

Peter Daddy, we need an extra pillow! Owly needs a pillow. She's family!

Mr. Taylor Yes, Peter. Go say hello to your sister!

Peter No one listens to me! But Owly is so quiet. She must say something, so my family believes me. Sister, sister!!!Where are you!!!

Owly meets the family

STORY CARD 4

Peter's sister I'm here with granny and grandad, stop shouting! Granny and grandad are telling me a story!

Granny and Grandad Come here, Peter! You want to listen to a story? It's about forest animals!

Peter I love animals! I love owls! Meet Owly! She's part of our family now!

Owly meets the family

STORY CARD 5

Peter's sister She looks so nice, Peter! Look at her wings: red, yellow, orange, brown, green and blue! You look sooooo cute!!! (tickles Owly and she starts giggling). Ohhh, you are real!!! Mummy, daddy, granny and grandad, come and see! It's amazing!!

Owly meets the family

STORY CARD 6

(with Peter's family, Meg, Charlie and Owly)

Owly Yes, I'm real and I'm part of the family!
Families can be different: short or tall, big or small.
Family is where love is! Can I have a pillow just for
me, please? Let's go for a sleepover!

Everyone Yes, family is where love is!

FAMILY MINICARDS



READING (PICTURES)

SPEAKING

AND LISTENING

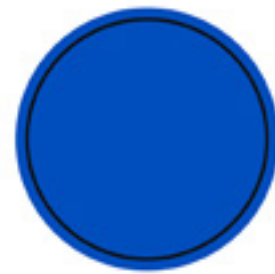
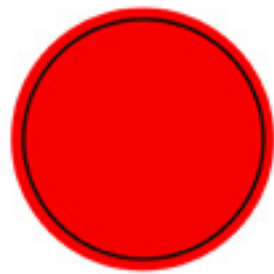
- Students create their own family trees
- Worksheet (Learning consolidation activity)
- Oral presentation



Color the Family



Match and Color (Colors and Family)



f I N G E R f A M I L Y

1. SUPPLIES

- COMPUTER;
- PAPER;
- COLOURS;
- SCISSORS;
- GLUE.

2. TIME DURATION

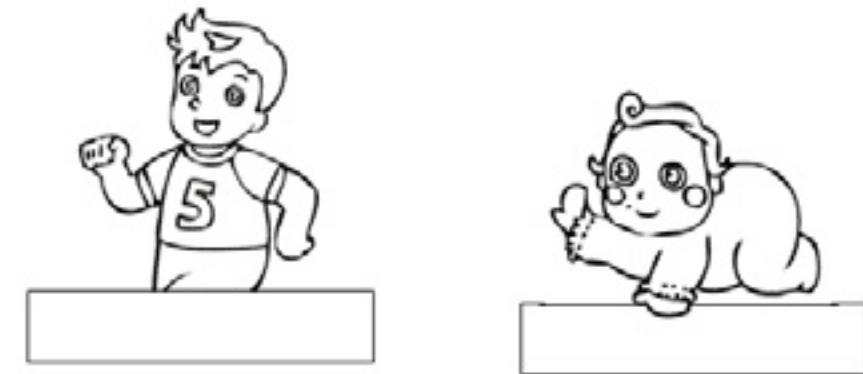
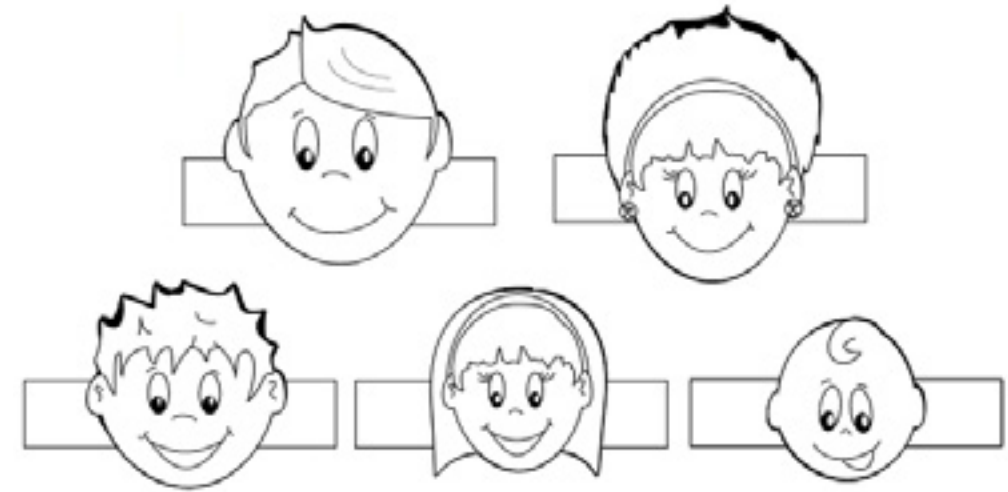
1 Hour

3. WHO

- **Teachers:** copies of the forms, set up of the activity;
- **Children (4/5 years old):** follow the directions below to create the finger family.

4. PROCEDURE

- colour each member of the finger family;
- cut out each one of them;
- loop the strap around your finger and glue the two ends together;
- put one family member on each finger.



f I N G E R f A M I L Y
S O N G

1. SUPPLIES

- COMPUTER

2. TIME DURATION

30'

3. WHO

- **Teachers:** use the computer to listen to the family finger song; sing along with the fingers' movement.
- **Children:** sing the family finger song; follow the movement with the fingers.

4. PROCEDURE

- listen to the song "finger family";
- sing the song;
- move the fingers along with the song.

f A M I L Y f I N G E R S O N G

Daddy finger, daddy finger, where are you?
Here I am, here I am. How do you do?

Mommy finger, Mommy finger, where are you?
Here I am, here I am. How do you do?

Brother finger, Brother finger, where are you?
Here I am, here I am. How do you do?

Sister finger, Sister finger, where are you?
Here I am, here I am. How do you do?

Baby finger, Baby finger, where are you?
Here I am, here I am. How do you do?

▶ P L A Y T H E S O N G

MY FAMILY

PROJECT

f a m i l y t r e e

1. MATERIALS

- 6 Flore petals shapes
- 4 petals flower shapes
- Felt-tip pens
- Scissors
- Glue stick
- Drawing Sheets

2. TIME DURATION

40'

3. WHO

- **Teachers:** preparation of the shapes
- **Children:** Children prepare the drawings, They cut, paste and assemble all with the teachers.

4. PROCEDURE

- Draw the family (Mom, dad, grandfather, grandmother, brother, sister) members of circle-shaped silhouettes
- Paste on 4 flower petals

k l i m t g e n e a l o g i c a l t r e e

1. MATERIALS

- | | |
|------------------------|---|
| • cardboard | • glue |
| • cork paper | • glitter |
| • magazines | • uniposca felt-tip pens, |
| • water colour pencils | golden and silver colours |
| • scissors | • recycled materials (<i>stickers,</i> |
| | <i>swarovsky, beads, buttons</i>) |

2. TIME DURATION

40'

3. WHO

- **Teachers:** preparation of the shapes
- **Children:** Children prepare the drawings, They cut, paste and assemble all with the teachers.

4. PROCEDURE

After having observed several artistic genealogical trees, the kids decided to reproduce the klimt tree

Prepair a silouhette of the tree, breaking the cork paper with the hands. Glue it on the cardboard and, with the various materials given, the kids will create a tree similar to klimt's.

NOTE

The group is divided into fifteen children, which in turn are dividing into small groups of five.

MY FAMILY
PROJECT

FAMILY HOUSE

1. MATERIALS

- Paper
- Cardboard
- Magazine
- Shissors
- Felt pens
- Glue stick

2. TIME DURATION

40'

3. WHO

- **Teachers:** preparation of the shapes
- **Children:** Children prepare the drawings, They cut, paste and assemble all with the teachers.

4. PROCEDURE

- Prepare the silhouette of the house with cardboard
- Search in the journals of family members pictures
- Glue all on the silhouette of the house

MEMORY FAMILY

1. MATERIALS

- Thick-shaped circle
- Drawing sheets in a circle shape
- Shissors
- Felt-tip pens
- Glue stick

2. TIME DURATION

40'

3. WHO

- **Teachers:** preparation of the shapes
- **Children:** Children prepare the drawings, They cut, paste and assemble all with the teachers.

4. PROCEDURE

- Draw the family members on the sheets in a circle shape
- Glue the circles of cardstock showing the pairs of members with the marker of the same color.

NOTE

The group is divided into fifteen children, which in turn are dividing into small groups of five.

MY FAMILY

PROJECT

ANIMALS' FAMILY

1. MATERIALS

- cardboard
- coloured pencils
- tree bark
- magazines
- vinavil glue
- scissors
- oil
- fresh or dry leaves

2. TIME DURATION

two, three games of 40'

3. WHO

- Teachers:** preparation of the shapes
- Children:** Children prepare the drawings, They cut, paste and assemble all with the teachers.

4. PROCEDURE

- Make a little house folding the paper: ▶ **PLAY THE VIDEO**
- Make the children draw the members of their families
- Cut out the members of the family and glue them inside the little house made by the child

WE BUILD WITH RECYCLED MATERIALS

1. MATERIALS

- plastic bottles of various sizes
- Wool
- Legumes (chickpeas, beans, lentils) with expiry date
- Small pasta
- Glue
- Tempera painting.
- Brushes
- Buttons
- Charter
- Scraps of fabrics
- colored balls from the games
- Scissors

2. TIME DURATION

four of five meetings of 40'

4. PROCEDURE

In the two lateral holes created in the bottle insert the rope to make arms – fill the bottle with beans to make it heavier – switch on the bottle a layer of glue PVA glue and stick the card that will play the bottle. Allow to dry and then paint with tempera – put the ball on one end of a stick; the other end should then be inserted into the bottle – mix PVA glue and tempera rose and paint the ball to make the character's face. On it will be subsequently created the facial features with buttons and other appropriate materials – stick with glue wool to achieve hair segments – for Dad cut a thin strip of cloth to make a tie for mom with another thin strip of cloth you will create a belt.

PEEK-A-BOO

HIDE AND SEEK

We place the flashcards in a row. One of the children hides while the other children (or the teacher) hide one of the flash cards behind their backs.

Then the children call the hiding child. »COME HERE!«

The flashcards are turned around, so that the hiding child can't see right away which card is missing.

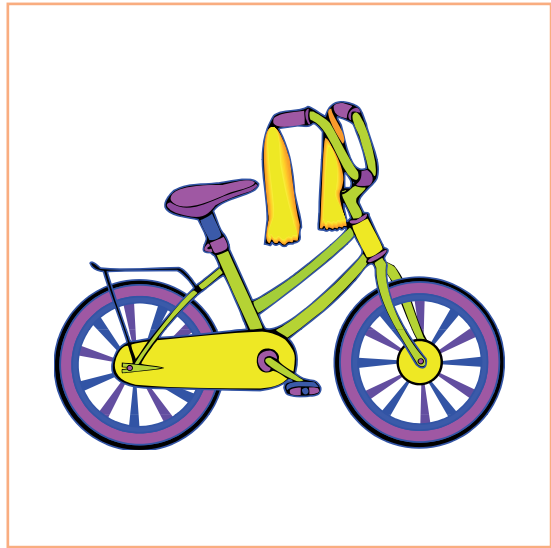
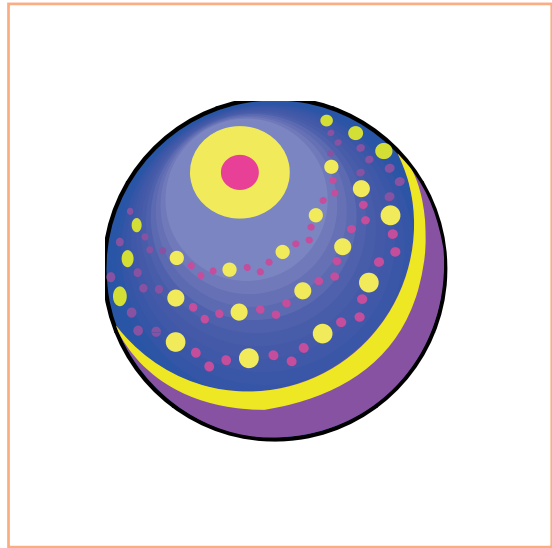
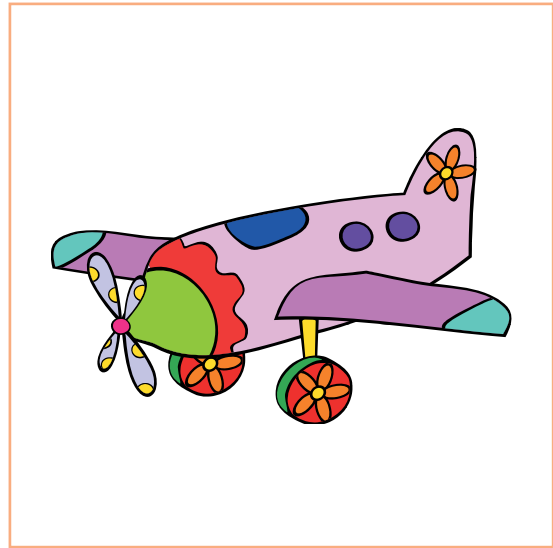
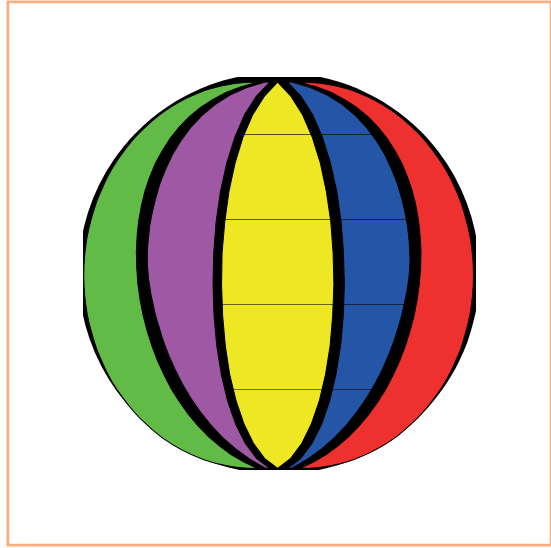
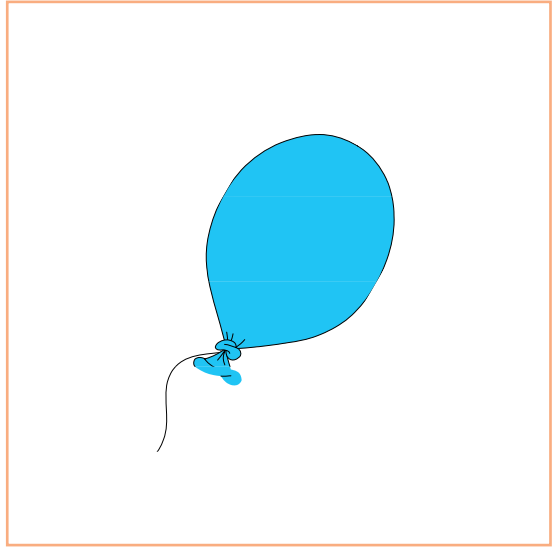
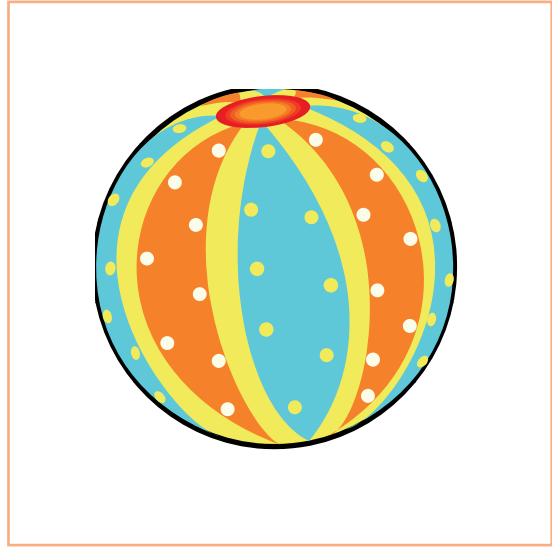
The hiding child comes to the other children and they say the chant:

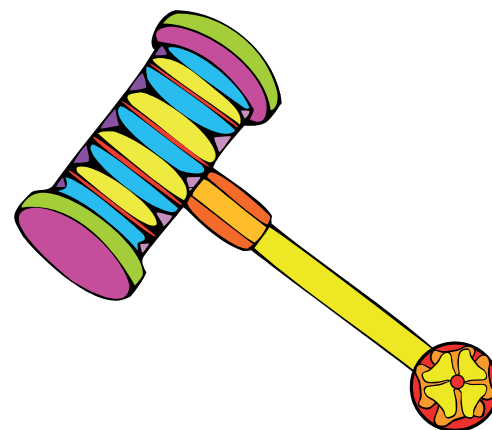
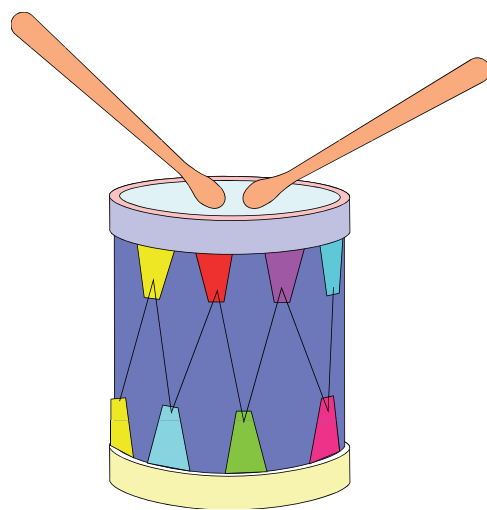
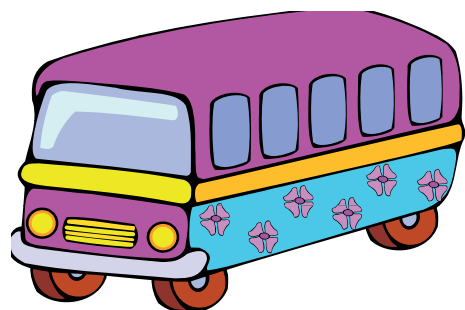
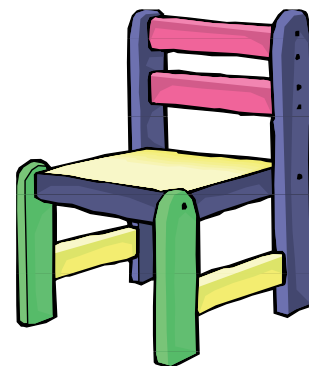
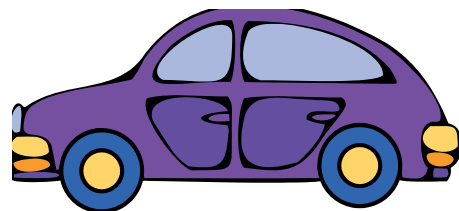
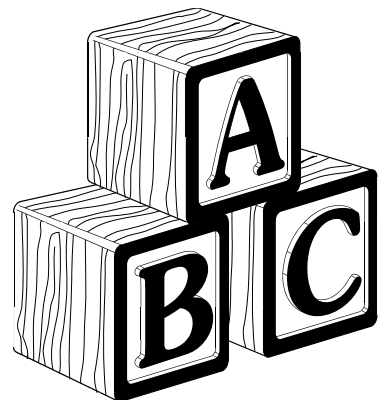
»PEEK-A-BOO, PEEK-A-BOO, WHAT IS MISSING HERE?«

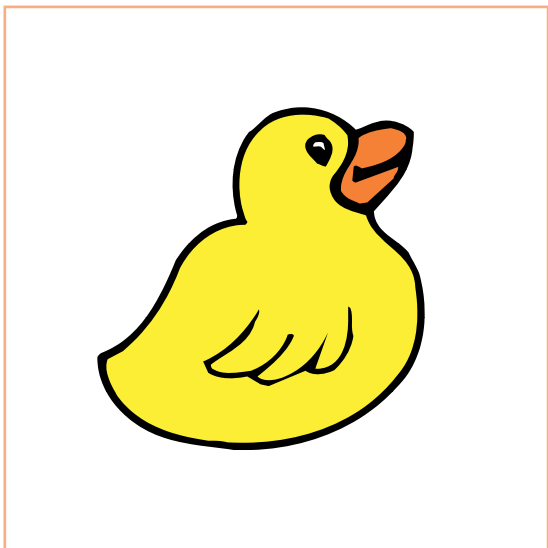
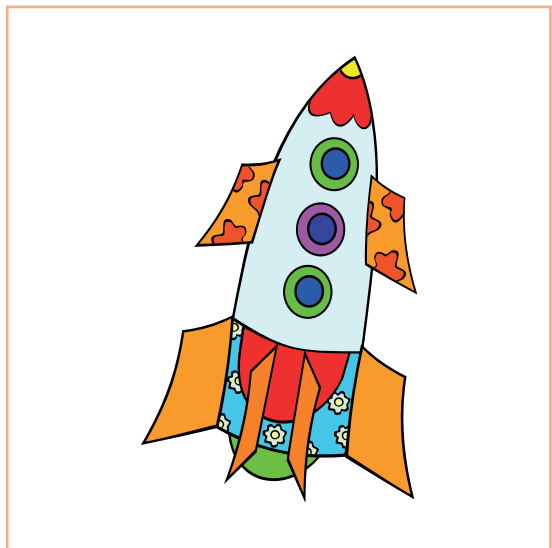
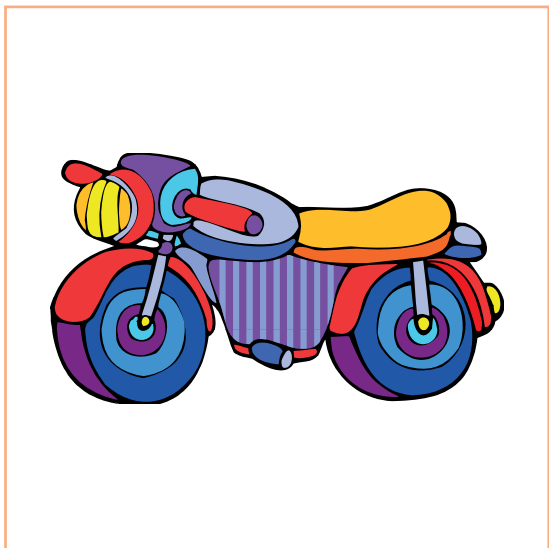
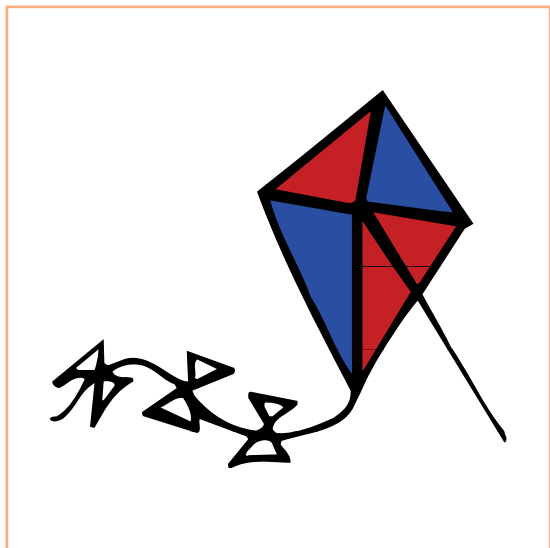
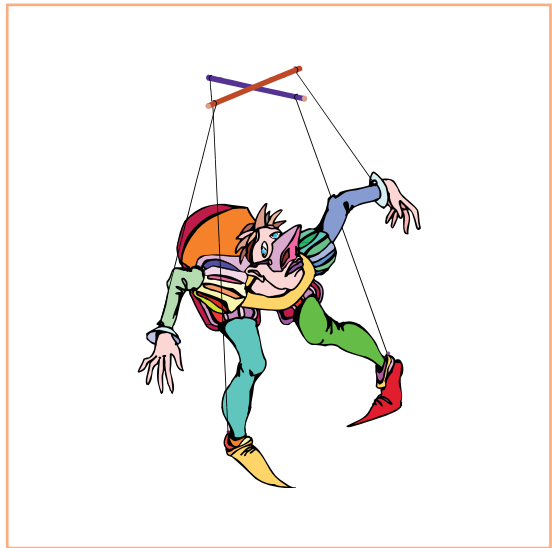
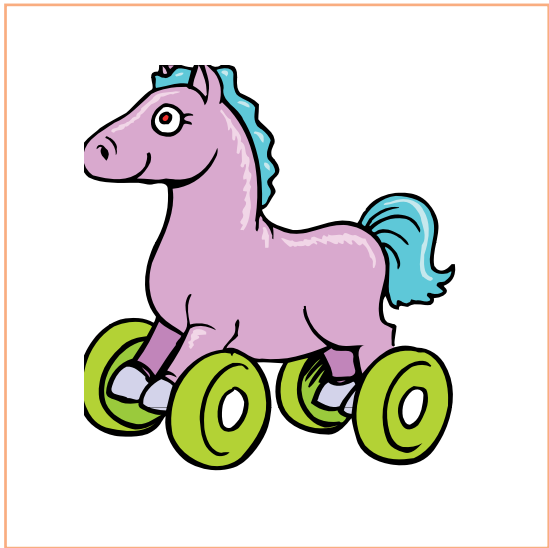
The children then turn the flashcards back around and the hiding child has to guess which card is missing for example: »A CAR«

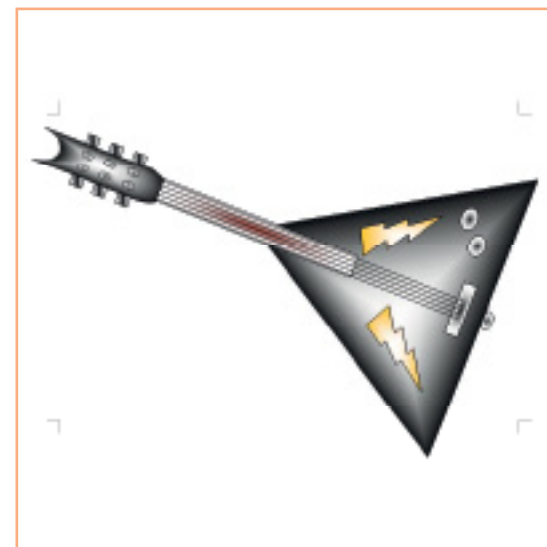
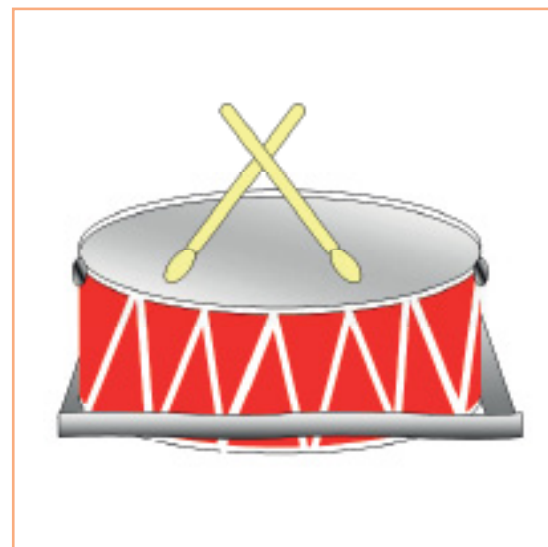
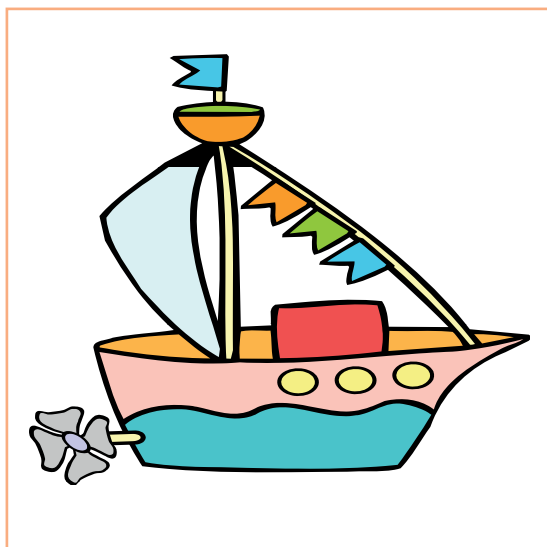
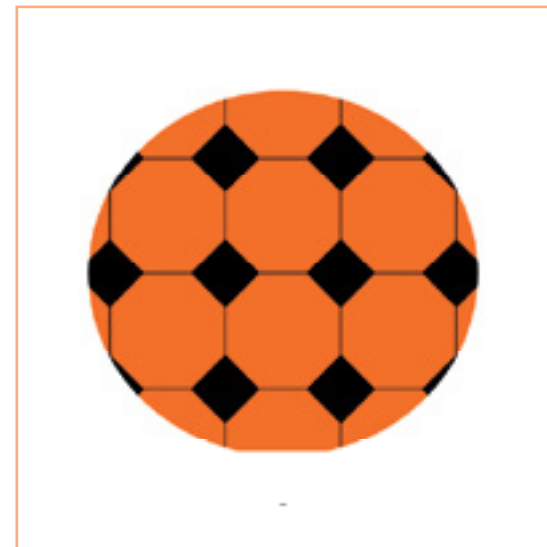
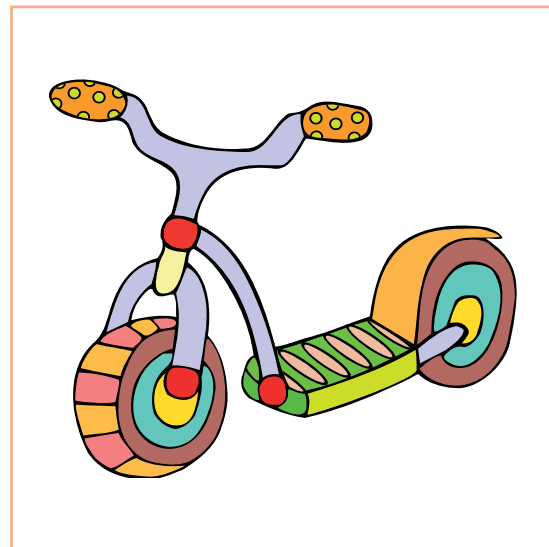
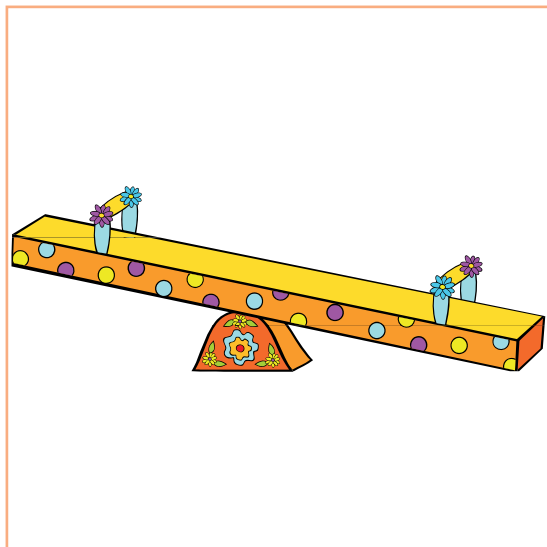
We can repeat the game for several times.

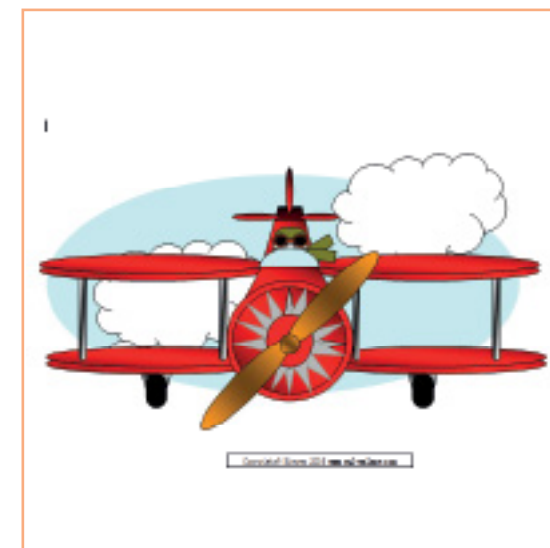
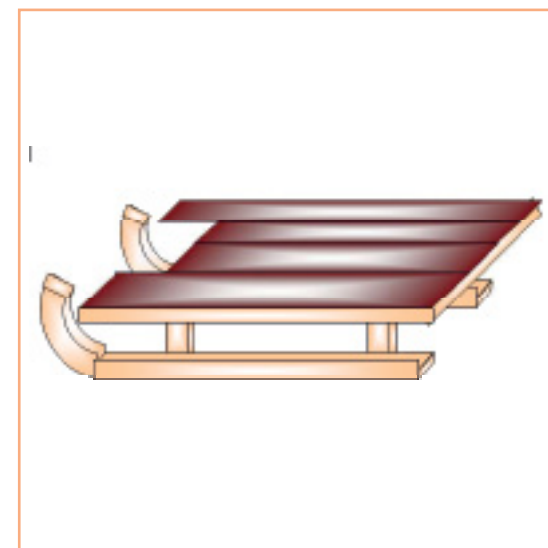
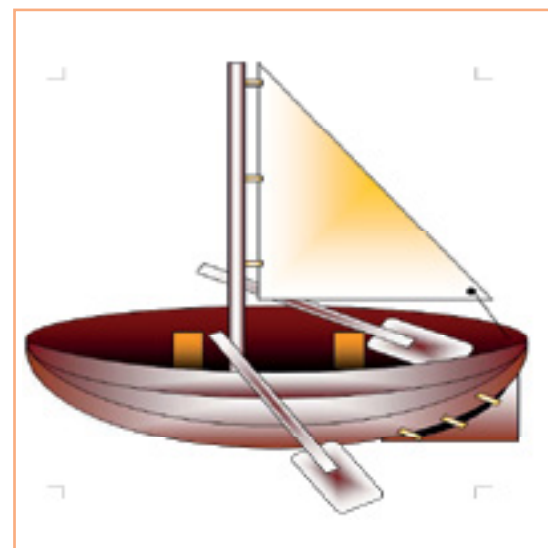
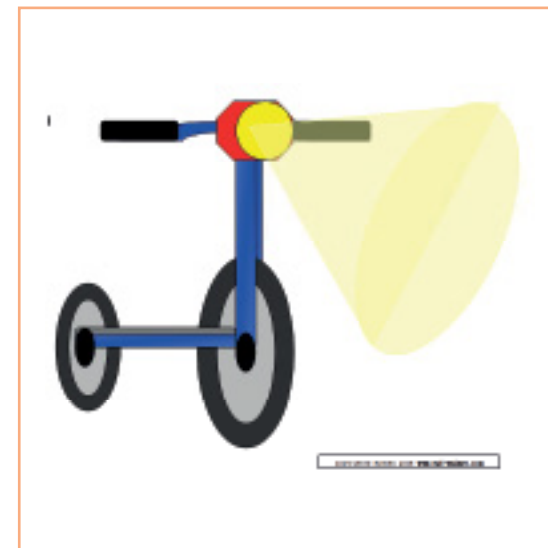
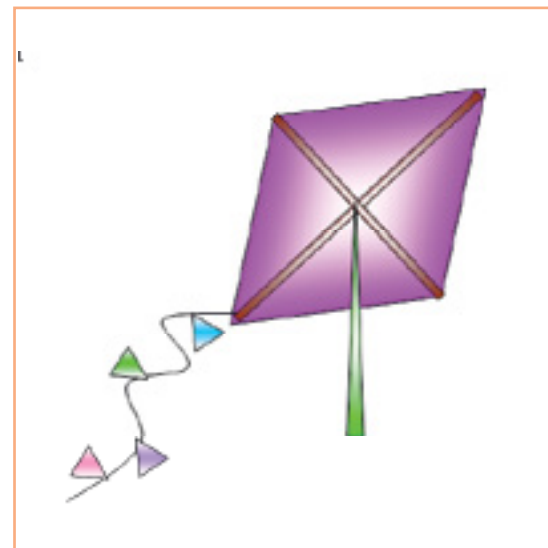












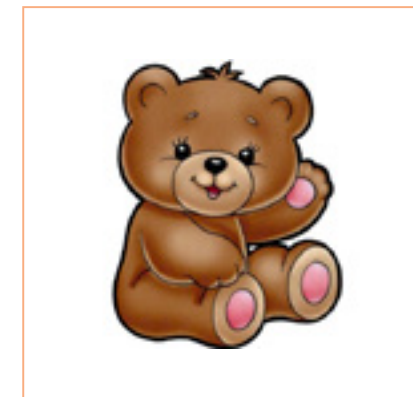
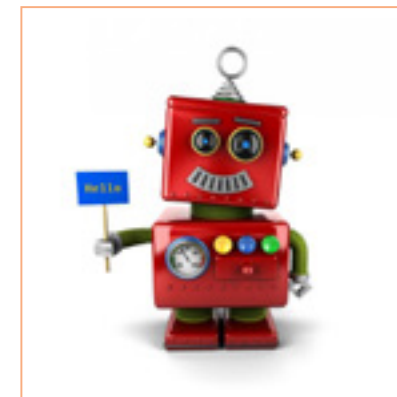
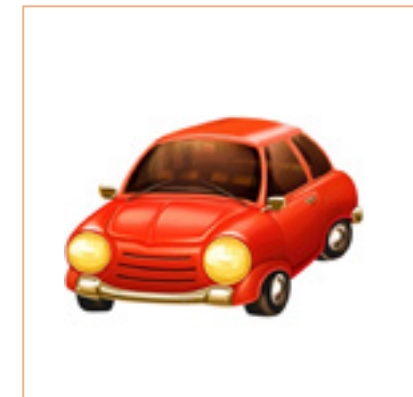
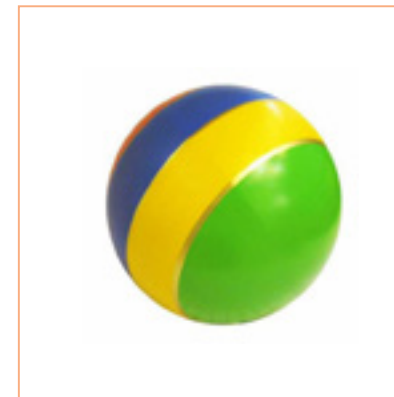
FIND

YOUR TOY

You will need: **Toy pictures** (2 of each toy). **Music for activity.**

Game is very simple. For each children has been given picture of some toy. Then the music starts and children can dance. But when the music stops they must find a couple (the same picture as they have). And they must do that as fast as they can.

- To get this game more difficult you can try to find couple using only body language. For example, children who got picture with dolls dance or move like a doll and that's how they find each other- dancing/moving similar. *(Amount of toy pictures depending on how much word you want to teach or how much children are in the class.)*



THE

TOY SONG

- The teacher demonstrates the song;
- Learn the basic words of the game (ball, car, doll, teddy bear);
- Learn the lyrics and movements with children and sing a song;

▶ PLAY THE SONG

- Give pictures for all children and to divide the children into 4 groups;
- Children, who have picture “ball”, sing verse about ball.....

LYRICS

The ball is jumping up and down, up and down, up and down (2x)

The car is driving bi-bi-bip, bi-bi-bip, bi-bi-bip (2x)

The doll is dancing tra-la-la, tra-la-la, tra-la-la (2x)

The Teddy bear is going chap, chap, chap (2x).



T E D D Y

B E A R P O E M

Teddy Bear, Teddy Bear, turn around!
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, polish your shoes,
Teddy Bear, Teddy bear, off to school.

Teddy Bear, Teddy bear, jump up high.
Teddy Bear, Teddy Bear, touch the sky.
Teddy Bear, Teddy Bear, bend down low.
Teddy Bear, Teddy Bear, touch your toes.

Teddy Bear, Teddy Bear, turn off the light.
Everybody say, ssh, ssh!
Teddy Bear, Teddy Bear, say goodnight.

► P L A Y T H E S O N G



TEDDY BEAR



Teddy Bear,
Teddy Bear,
polish your shoes.



Teddy Bear,
Teddy Bear,
touch your toes.



Teddy Bear,
Teddy Bear,
turn around.



Teddy Bear,
Teddy Bear,
say, "Good night!"



Teddy Bear,
Teddy Bear,
bend down low.



Teddy Bear,
Teddy bear,
off to school.



Teddy Bear,
Teddy Bear,
turn off the light.



Teddy Bear,
Teddy Bear,
touch the ground.



Teddy Bear,
Teddy bear,
jump up high.



Teddy Bear,
Teddy Bear,
touch the sky.

I N T R O D U C T I O N

1. AGE

3-7

2. TIME DURATION

30 minutes

3. AIMS

- Repeating hi, hello, how are you, I am fine, bye;
- Introducing animals vocabulary (horse, cow, sheep, pig, dog, cat);
- Talking about farm animals.

4. METHODS

Brainstorming, listening, speaking, watching, role playing, dialogue.

5. MATERIALS

Soft farm animals toys or flash cards, Owly, computer.

6. PRESENTATION AND PRACTICE

1. Owly comes to kids and starts to sing the song “Hello Song 1”

▶ P L A Y T H E S O N G

2. Kids get interested in activity and joins Owly, sing together.

3. Teachers introduce farm animals through simple dialogue acting together with kids. Ex.:

Owly and kids meet Cat.

O: Hello.

C: Hello.

O: How are you?

C: I am fine. How are you?

O: I am OK. I am Owly. Who are you?

C: I am a cat. Meow.

O: Hello cat!

Kids: Hello cat! Meow!

Kids meet other animals in the same way.

7. PRODUCTION

Owly and kids sing the same song “Hello Song 1” greeting animals : Hello Cat, Hello Dog and etc...

S H E E P



H O R S E



D O G



P I G



C O W



C A T



S H E E P

C O W

D O G



B A A



M O O

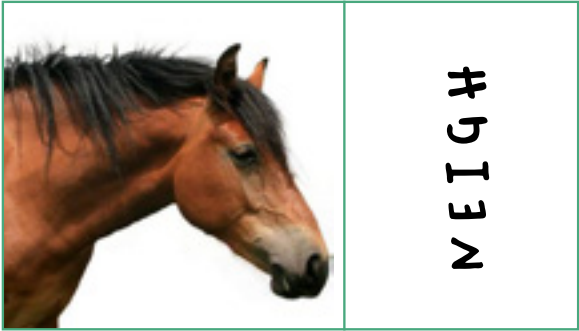


W O O F

H O R S E

P I G

C A T



N E I G H



O I N K



M E O W

C O L O U R I N G

1. AGE

3-7

2. TIME DURATION

30 minutes

3. AIMS

- Repeating animals vocabulary: Active - horse, cow, sheep, pig, dog, cat
Passive - duck, chicken, mouse, bird, owl.
- Learning the new song;
- Learning farm animals sounds.
- Presenting pictures of animals for colouring;
- Colouring of chosen pictures.

4. METHODS

Listening, speaking, watching, role playing, dialogue, colouring.

5. MATERIALS

soft farm animals toys or flash cards, Owly, computer, coloured pencils, animals pictures.

6. PRESENTATION AND PRACTICE

1. Owly comes to the kids, shows the toys of animals and reminds their names and does role playing from previous activity (Hello..How are you..).

2. Listening and singing the song “The Animal Sounds Song”

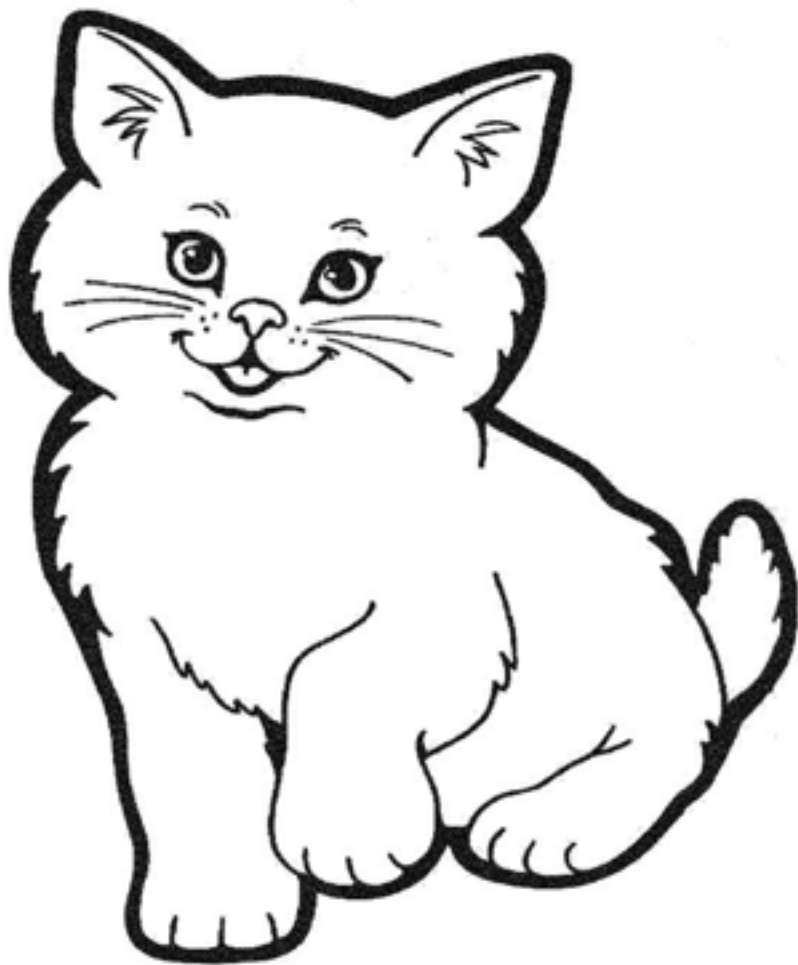
▶ P L A Y T H E S O N G

3. Owly shows coloured pictures for kids and reminds them farm animals names and sounds they learned before. Let them choose one.

4. Children colour the pictures.

7. PRODUCTION

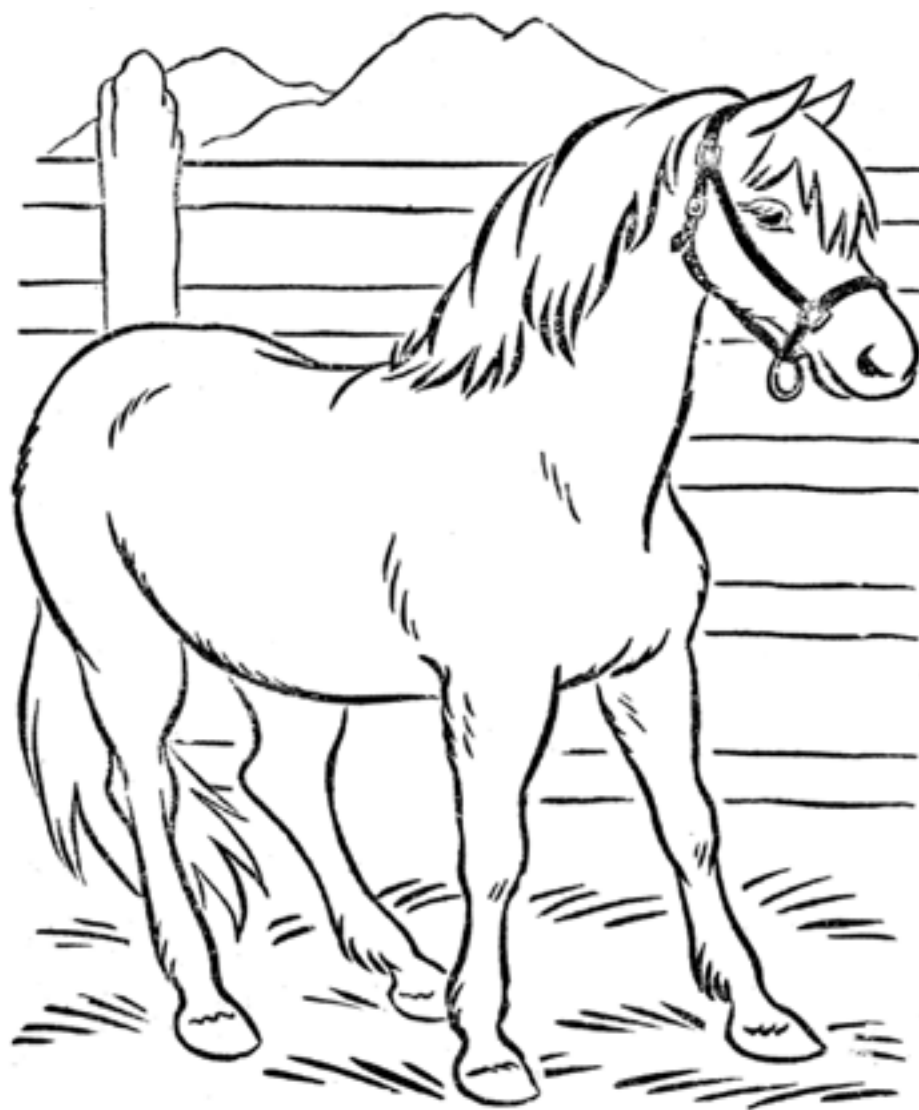
Coloured pictures will be shown in Animals exhibition in the kindergarten.



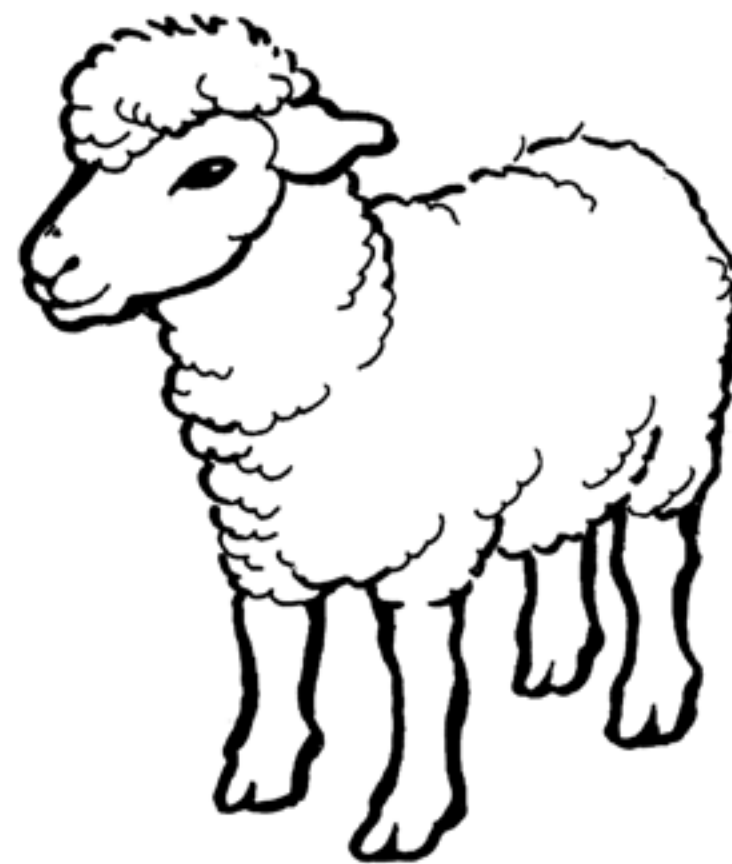
m e o w



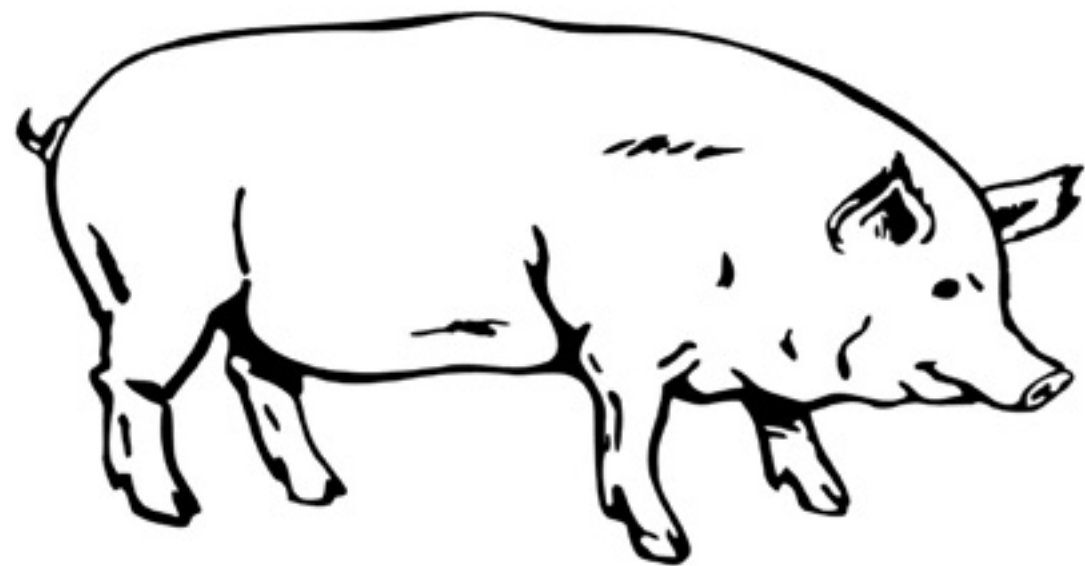
w o o f



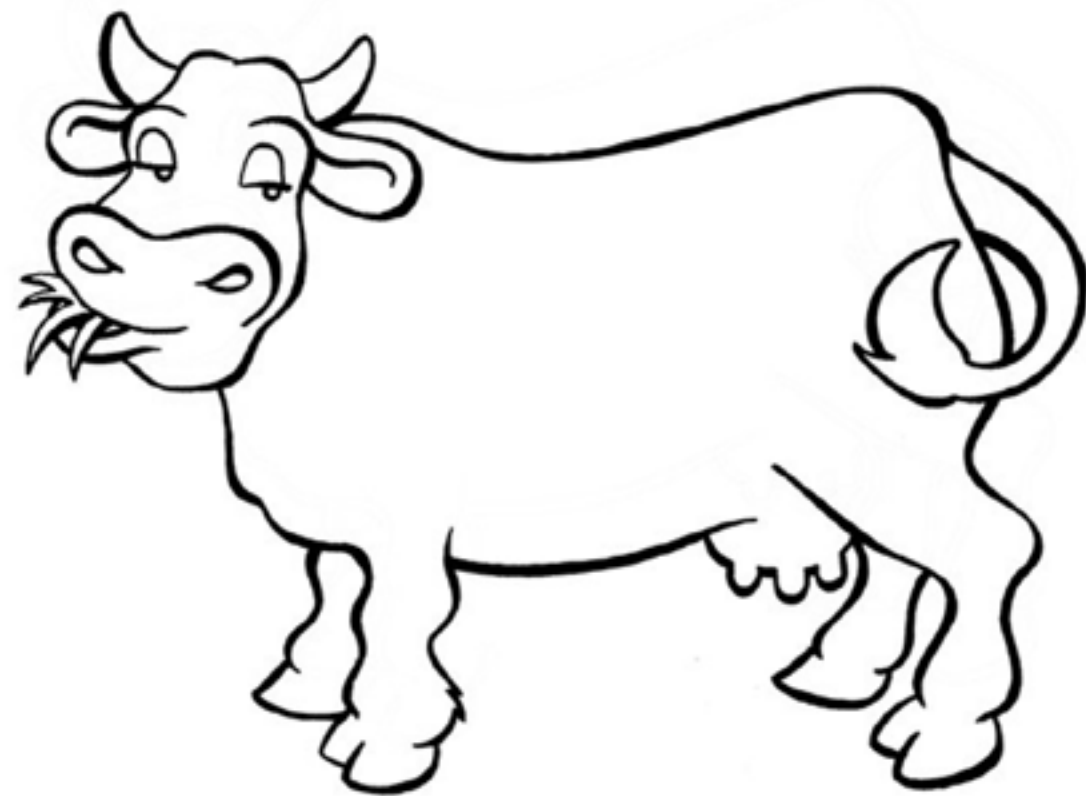
NEIGH



BAA



oink



moo

SONG AND

MOVEMENTS

1. AGE

3-7

2. TIME DURATION

30 minutes

3. AIMS

- Visiting coloured animals exhibition;
- Repeating animals vocabulary:
Active - horse, cow, sheep, pig, dog, cat
Passive - duck, chicken, mouse;
- Learning the new song.

4. METHODS

Brainstorming, listening, speaking, watching, dialogue, singing and dancing.

5. MATERIALS

Soft farm animals toys or flash cards, Owly, computer.

6. PRESENTATION AND PRACTICE

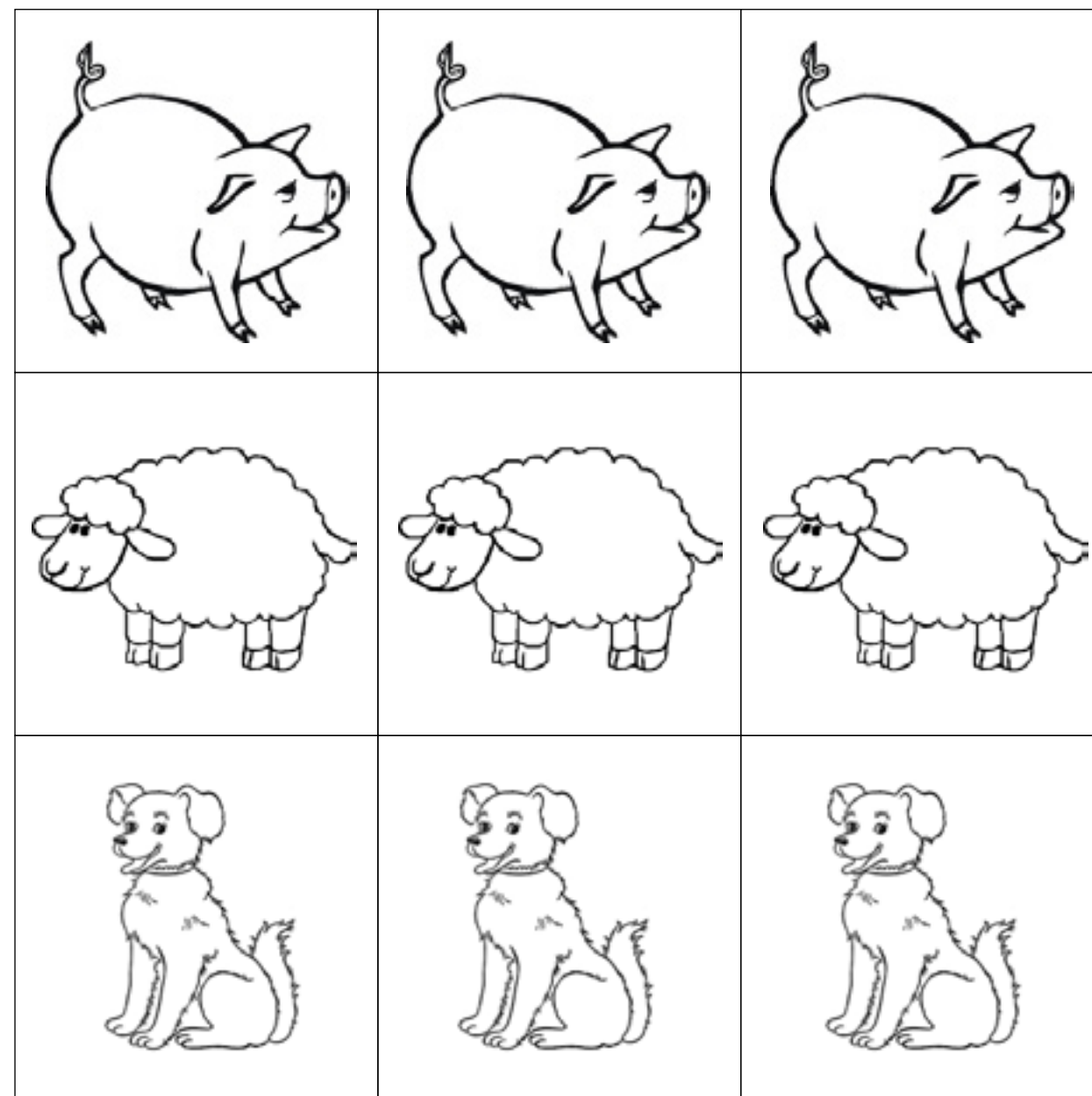
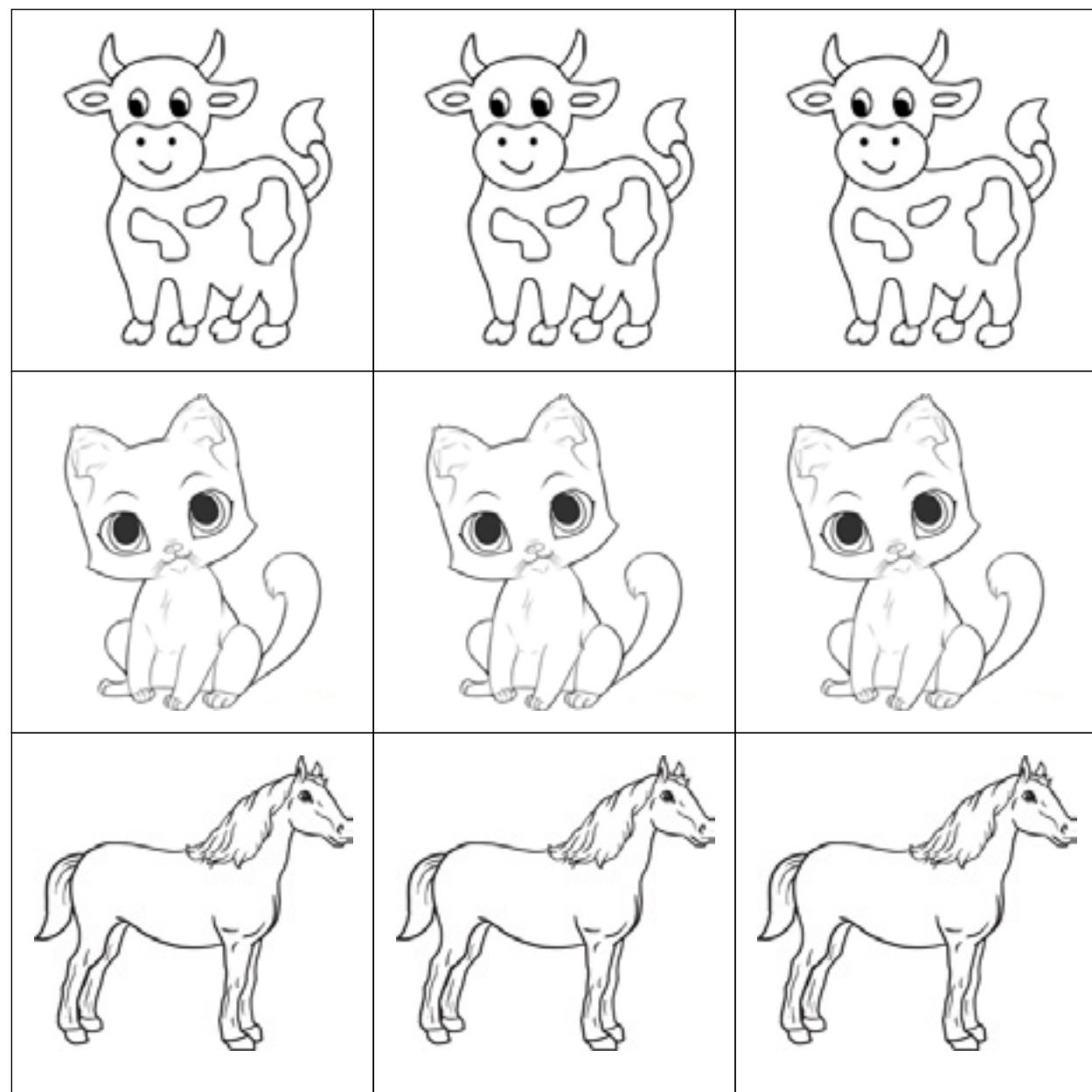
1. Owly comes to the kids, shows the toys or cards of animals and reminds their names and does role playing from previous activity (Hello..How are you..).
2. Kids listen to “Animals song” and watch video on youtube (we used the first song “The Wheels On The Bus” but you can watch more videos from this link if you have time with kids on other activities)

▶ PLAY THE SONG

3. The game "Animal Mix". Children sit in a circle on the carpet. Take the small card from closed box. Owly names any animal and the kids with named animal stand, jump and make the animal sound. Later Owly chooses a kid who will lead the game.

7. PRODUCTION

Kids sing the new song and create their own movements.



STORY TELLING

1. AGE

3-7

2. TIME DURATION

30 minutes

3. AIMS

- Repeating vocabulary:
Active - horse, cow, sheep, pig, dog, cat,
Passive – seed, pumpkin, duck, chicken, mouse;
- Listening to Owly story “The Pumpkin”;
- Practicing the song “The Wheels On The Buss” and dancing.

4. METHODS

Listening, speaking, watching, role playing, dialogue, singing and dancing.

5. MATERIALS

Soft farm animals toys or flash cards, Owly, computer.

6. PRESENTATION AND PRACTICE

1. Owly comes and greets them (Hello..How are you..).

2. Teachers perform the story “The Pumpkin”.

Characters: Owly, Horse, Cow, Pig, Sheep, Dog, Cat, Pumpkin *(made from kids sitting in the centre)*

Owly: I have got the pumpkin seed *(shows real pumpkin seed to children)*. Let's plant it! *(puts the seed on the ground and imitates watering)*.The pumpkin starts to grow and becomes bigger and bigger *(children gather in the centre and sit around the seed)*.What a big pumpkin! *(tries to pick up “the pumpkin”)*. I need help. Help!!

Teachers wait for their turn behind the door.

Horse: Hello! Neigh neigh.

Kids: Hello Horse. Neigh neigh. *(Horse tries to help Owly to pick up the pumpkin)*

Horse: I need help. Help!!

Cow: Hello! Moo.

Kids: Hello Cow. Moo moo. *(Cow tries to help Owly and Horse to pick up the pumpkin)*

Cow: I need help. Help!!

Pig: Hello! Oink oink.

Kids: Hello Pig. Oink oink. *(Pig tries to help Owly, Horse and Cow to pick up the pumpkin)*

Pig: I need help. Help!!

Sheep: Hello! Baa.

Kids: Hello Sheep. Baa. *(Sheep tries to help Owly, Horse, Cow and Pig to pick up the pumpkin)*

Sheep: I need help. Help!!

Dog: Hello! Woof.

Kids: Hello Dog. Woof woof. *(Dog tries to help Owly, Horse, Cow, Pig and Sheep to pick up the pumpkin)*

Dog: I need help. Help!!

Cat: Hello! Meow.

Kids: Hello Cat. Meow meow. *(Cat tries to help Owly, Horse, Cow, Pig, Sheep and Dog to pick up the pumpkin and all together move it finally).*

All: Hooray!!

7. PRODUCTION

Kids role play the story.

F A R M M I X

A N D M A T C H

1. AGE

5 -7

2. TIME DURATION

20 minutes

3. AIMS

- Repeating animals vocabulary:
Active - horse, cow, sheep, pig, dog, cat,
Passive – duck, chicken, mouse;
- Learning the new song;
- Playing a new game

4. METHODS

Brainstorming, listening, speaking, watching, dialogue, singing and dancing.

5. MATERIALS

Soft farm animals toys or flash cards, small match cards (picture, word and sound),
Owly, computer.

6. PRESENTATION AND PRACTICE

1. Owly repeats with the kids animals vocabulary again showing soft toys or flash cards, then introduces to the kids the song “Old Mc Donald had a farm”:

<https://www.youtube.com/watch?v=NaKRljDSCx4> (3:38 – 6:42)

2. Kids listen and watch the video on youtube, then they sing the song together.

3. The game “Farm Mix and Match”. Children play this game in groups of 6. The cards must be closed. Kids take a card one by one and match them (Picture-word-sound)

7. PRODUCTION

Kids sing the new song and play game.

REVISION OF THE TOPIC

FARM ANIMALS

1. AGE

5 -7

2. TIME DURATION

20 minutes

3. AIMS

- Repeating animals vocabulary:
Active - horse, cow, sheep, pig, dog, cat,
Passive – duck, chicken, mouse;
- Singing the songs and playing the game

4. METHODS

Brainstorming, listening, speaking, watching, dialogue, singing and dancing.

5. MATERIALS

Soft farm animals toys or flash cards, a box, Owly, computer.

6. PRESENTATION AND PRACTICE

1. Owly greets all kids and suggests them to sing all songs about animals. Children sing the songs. They can dance as well.
2. The game “Magic box”. All soft toys-animals are inside the box. Owly chooses the kid to go by the box and choose one toy. Other children must guess what toy the kid has. The kids just say: Horse? Cat?.Dog? Pig? Until they guess. *The kid answers “No” or “Yes”*

7. PRODUCTION

Kids can name farm animals, make animals sounds, sing songs.

THE CARNIVAL BALL WITH WINNIE-THE-POOH AND HIS FRIENDS

DISCOVERING WINNIE-THE-POOH AND HIS FRIENDS

Lesson 1

1. Watching Winnie-the-Pooh and his friends video
2. Naming each character:
Winnie-the-Pooh
Tigger
Piglet
Eeyore
Roo
3. Playing with fingers - using animals fingers pictures.
4. Colouring tales animals pictures.
5. Singing Winnie-the-Pooh and his friends song with animals fingers pictures.

NOTE

There are two versions of Winnie-the-Pooh and his friends video and Winnie-the-Pooh and his friends song - quicker and slower. You can use them for older and younger students.

DISCOVERING REAL ANIMALS

Lesson 2

1. Watching animals voices video
2. Naming each animal:
Bear
Tiger
Pig
Donkey
Kangaroo
3. Imitating animals' sounds - using animals voices sounds.
4. Join the animals - working with flash cards with all animals.
5. Colouring real animals pictures.
6. Singing Winnie-the-Pooh and his friends song with the hands chart.

DISCOVERING WINNIE-THE-POOH AND HIS FRIENDS

Lesson 3

1. Listening to the Carnival ball with the Winnie-the-Pooh and his friends story.
2. Comparing the names of characters and animals:
Winnie-the-Pooh - *Bear*
Tigger - *Tiger*
Piglet - *Pig*
Eeyore - *Donkey*
Roo - *Kangaroo*
3. The game: Find your pair - using the headbands.
Children have put the headbands on their heads with images of fairy tale and real animals.
At the signal they must find their own pair.
4. Find the pair worksheet.
5. Singing Winnie-the-Pooh and his friends song with the hands chart.

DISCOVERING WINNIE-THE-POOH AND HIS FRIENDS

Lesson 4

1. Listening to the Carnival ball with the Winnie-the-Pooh and his friends story.

2. Answering the questions:

- What does Piglet like?
- What can he do?

3. Balloons - what colour are? - working with the flash cards colours.

- Yellow like ... Winnie-the-Pooh
- Blue like ... Eeyore
- Pink like ... Piglet
- Brown like ... Roo
- Orange like ... Tigger

4. Answering the question:

- How many balloons does Piglet have to bring? - count, please

5. The number from 1 to 5 song.

6. The blowing balloons activity (you can use balloons or only to imitate blowing).

7. The balloon rhyme activity.

8. Colour the balloons worksheet.

9. The game: Looking at... - using character pictures.

Firstly you have to remind that Winnie-the-Pooh is a bear; Piglet is a pig; Tigger is a tiger; Roo is a kangaroo; Eeyore is a donkey. You can use the flash cards with all animals.

Children keep pictures with the particular characters (Winnie-the-Pooh, Tigger, Piglet, Roo and Eeyore). The first children says: - Yellow bear is looking at ... pink pig. The children who is keeping Piglet's picture says: - Pink pig is looking at ... orange tiger. etc.

THE BALLOON RHYME

Our tiny, tiny balloon

Please, grow big and big and round.

Balloon's rising, that it's scary,

He has changed - and boom!

Children make a circle (balloon) and approach all inside the circle. Then they go back - and a circle (balloon) grows. At the end a circle (balloon) breaks, and kids 'fall' on the floor.

DISCOVERING WINNIE-THE-POOH AND HIS FRIENDS

Lesson 5

1. Listening to the Carnival ball with the Winnie-the-Pooh and his friends story.
2. Answering the questions:
 - What does Tigger like?
 - What can he do?
3. The Tigger's dance video.
4. Preparing the students' own dance - using words: jump, up, down, left, right, forward, backwards, once, twice, three times, four times.

NOTE

Firstly, it is necessary to practice the meaning of each word. For younger students you can use less words.

5. Dancing with the Tigger's dance music.
6. Tigger's prance worksheet.

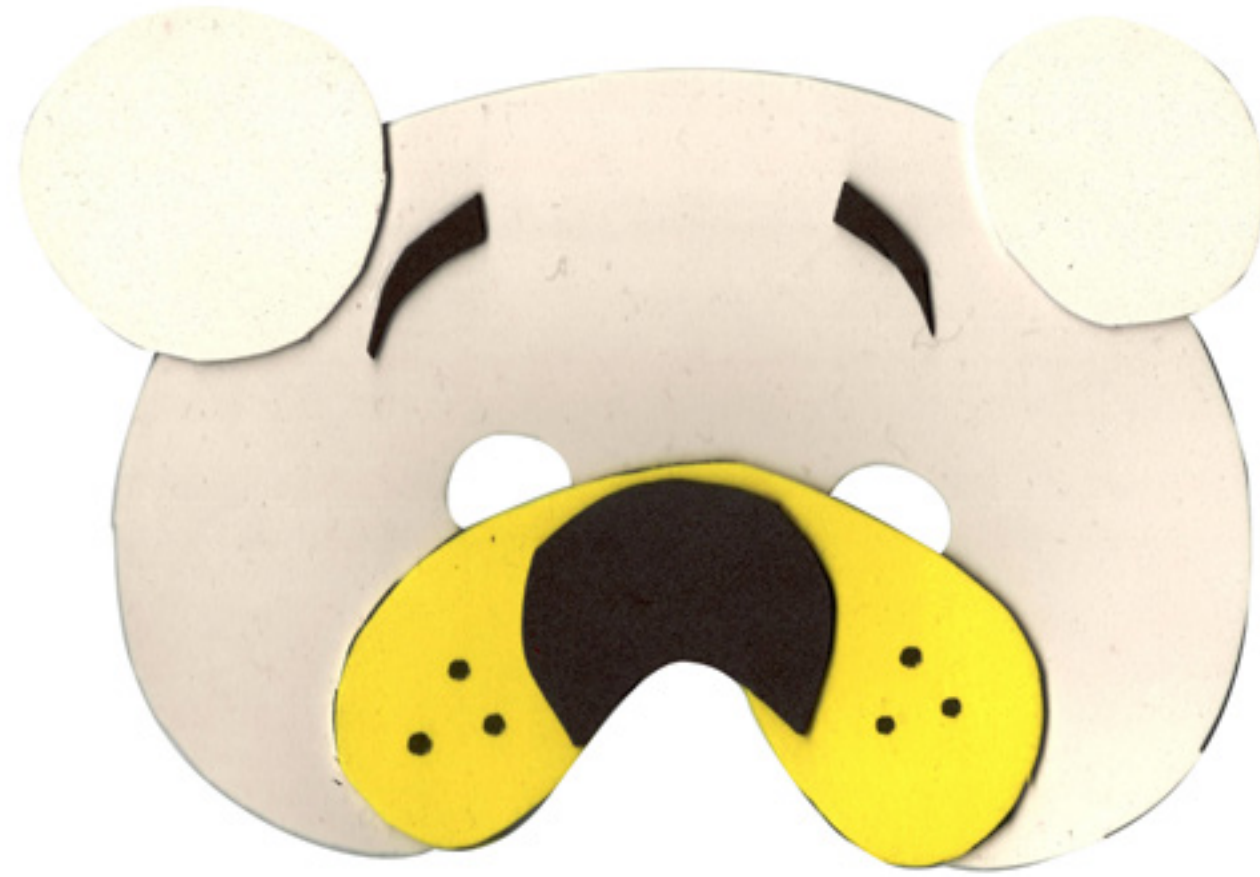
Lesson 6

1. Listening to the Carnival ball with the Winnie-the-Pooh and his friends story.
2. Answering the questions:
 - What does Roo like?
 - What can he do?
3. Preparing the carnival masks - *an art activity*

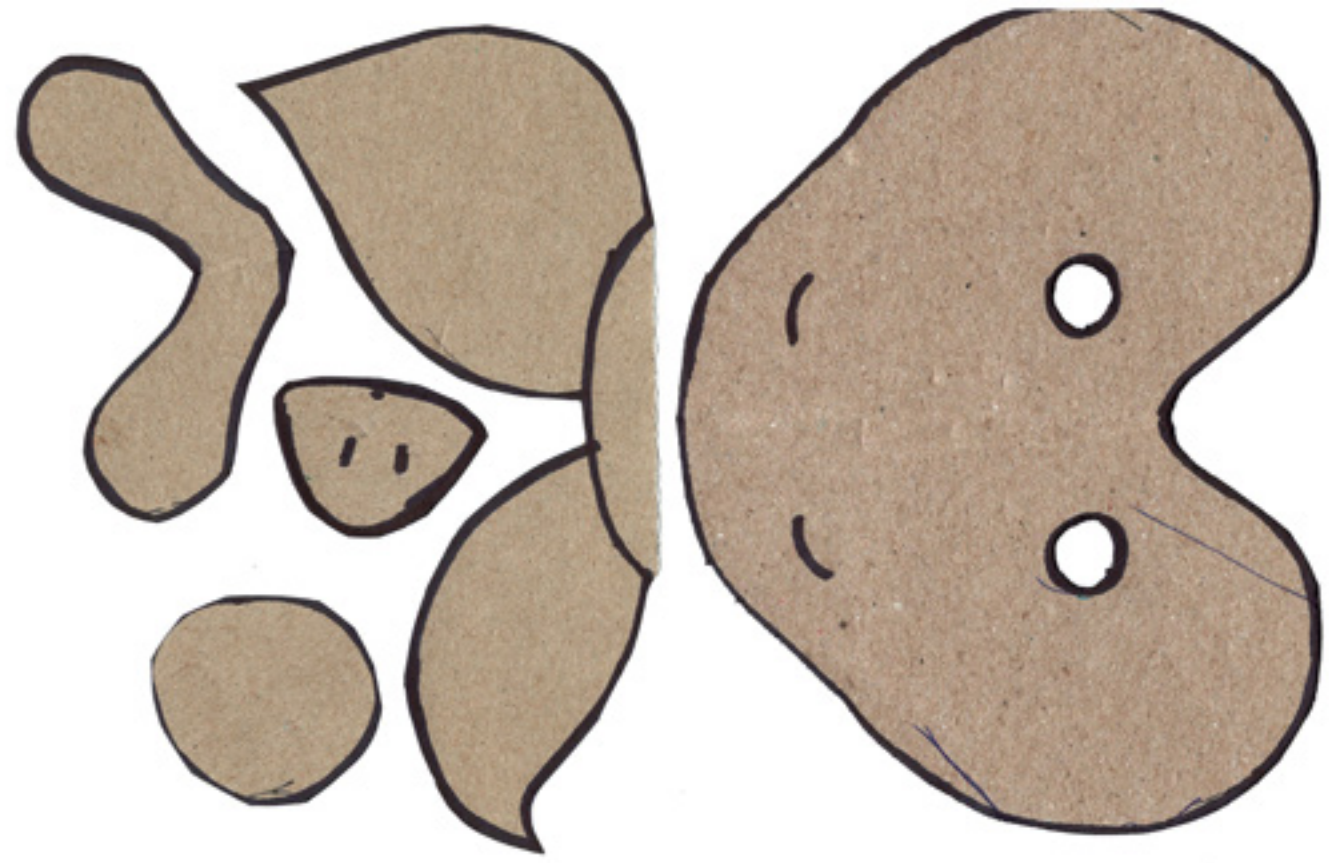
NOTE

You need coloured foam or cardboard, scissors, glue. Look at photos

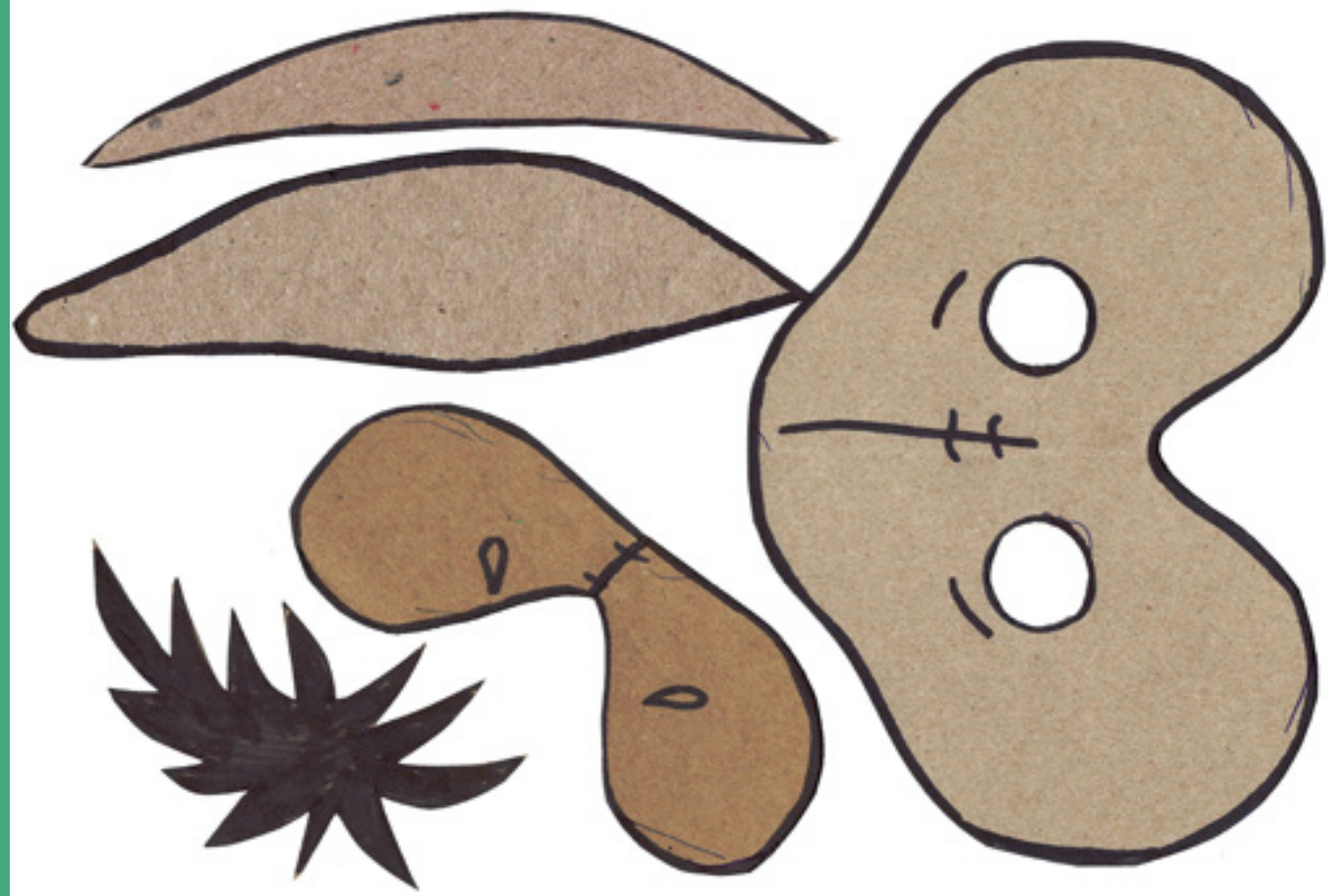
4. Dancing with masks.











DISCOVERING WINNIE-THE-POOH AND HIS FRIENDS

Lesson 7

1. Reminding the Carnival ball with the Winnie-the-Pooh and his friends story
2. Answering the questions:
 - What does Winnie-the-Pooh like?
 - What can he do?
3. The honey activity
4. Take honey box activity
5. Looking at the picture (worksheet) and answering the question:
 - How many pots of honey does Winnie-the-Pooh have? - count, please
 - How many pots of honey does Winnie-the-Pooh have to take for a ball? - count, please
6. The number from 1 to 10 song.
7. Watching the Winnie's exercise video and dancing.

Lesson 8

You can organize the carnival ball in your kindergarten / school with different kinds of activities and competitions. Children need to dress in costumes of fairy tale characters, the best as Winnie-the-Pooh and his friends.

INTRODUCTION

1. AGE

3-7

2. TIME DURATION

30 minutes

3. AIMS

- Repeating hi, hello, how are you, I am fine, bye;
- Introducing transport vocabulary:
Active: car, bus, train, bike, boat, plane, ship, tractor, truck, I am going by...
Passive: police car, ambulance, motorcycle, fire truck, and helicopter
- Talking about means of transport (air, land and water) in mother tongue.

4. METHODS

Brainstorming, observation, listening, speaking, watching, role playing, dialogue.

5. MATERIALS

Big transport (cars and bus) made from paper-boxes, flash cards, Owly, computer.

6. PRESENTATION AND PRACTICE

1. Owly goes to the kids by car and starts to speak with them: “Hello kids, How are you? I travelled around the world and brought you some new knowledge. Today we are going to speak about means of transport.

2. Owly shows to kids video presentation “Transportation names and sounds”

▶ P L A Y t h e V I D E O

3. Kids get interested in presentation and joins Owly, repeat words and make sounds together.

4. Teacher shows the flash card of transport and pronounces the word, kids repeat after the teacher.

5. All children are seated on the floor in a circle, there are flash card in the middle of the circle.

6. The children using mother tongue divide all cards in three groups: air transport, land transport and water transport.

7. The child then asks the other children: “What is this?” and the other children answer: “It is a car.” / “It is a plane.” Depending on the picture on the flashcard.

8.The teacher corrects any pronunciation mistakes and praises good pronunciation.

7. PRODUCTION

Kids will learn all about how people get from place to place, can name air, land and water means of transport.

BIKE



TRAIN



CAR



AMBULANCE



HELICOPTER



MOTORCYCLE



BUS



POLICE



TRACTOR



SHIP



BOAT



PLANE



TRACTOR



FIRETRUCK



BULLETIN

BOARD ACTIVITY

1. AGE

3-7

2. TIME DURATION

20-30 minutes

3. AIMS

- Repeating transport vocabulary;
- To pronounce correctly the names of transport in English;
- To practice vocabulary while involved in a practical activity.

4. METHODS

Repetition, dialogue, practical activity.

5. MATERIALS

Sheets of paper A3, the transport pictures (they can be from magazines or printed), glue

6. PRESENTATION AND PRACTICE

1. Owly comes to the kids, shows the cards with means of transport and reminds their names.
2. Children are divided in to groups of four/six kids in each group. They have all means of transport pictures, sheet of paper with three areas-clouds (air), road (land), water and glue. Kids sort out air, land and water transport and glue the pictures.
3. Then children make short presentation of their bulletin naming transport words.

7. PRODUCTION

- Kids know air, land and water means of transport;
- Bulletin boards will be shown in transport exhibition in the kindergarten.

Note

Kids got homework. They are going to make one of transport means at home together with their parents from boxes, bottles, paper or other materials. For example:

► PLAY THE VIDEO

One more craft activity:

► PLAY THE VIDEO

NEW VOCABULARY

faster

1. AGE

3-7

2. TIME DURATION

30 minutes

3. AIMS

- Repeating transport vocabulary;
- Listening the song on YouTube and remembering new words “faster”, “ride”, “fly”;
- Learning the song and playing a game.

4. METHODS

Listening, speaking, watching, role playing, dialogue, singing and dancing.

5. MATERIALS

Means of transport toys or flash cards, Owlly, computer.

6. PRESENTATION AND PRACTICE

1. Children repeating transport vocabulary.
2. Watching video ▶ [PLAY THE VIDEO](#)
3. Watching the video once again and singing together. Discussing of new words “ride”, “fly” and “faster”;
4. Teacher asks kids to take their favorite toy-transport or flash card. Kids in pairs decide whose transport is faster and tell about it to all kids.

7. PRODUCTION

Kids sing the new song and can use new words.

PLANES, CARS AND SHIPS

WATER, AIR AND LANDTRANSPORT

You will need: 3 kinds/groups of cards (plane, car, ship), 3 hula hoops.

Each children picks one card and finds out what kind of transport does he have.

Teacher puts a card in the middle of each hula hoop. In first - plane picture, in second - car picture and in third - ship picture. Now the game can begin.

Teacher gives a signal and everyone are moving around like this transport. Train - goes chu-chuu, car - beep-beep, ship - zhuuu.

Everyone tries to make moves that shows how does this transport move.

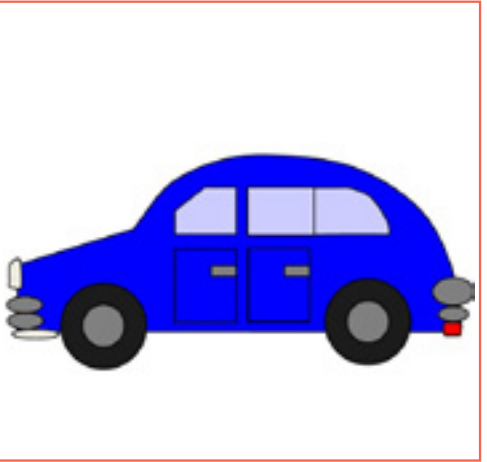
After second signal everyone goes to his transport garage (hula hoop).

- You can repeat game for several times changing the place of hula hoops. In this way you can check how carefully children are.

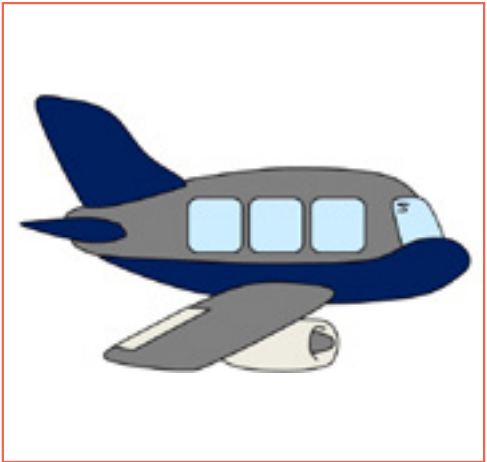
S H I P



C A R



P L A N E



GAME

TRIP WITH TRAIN

Teacher explains that trains are going to different cities and when the train stops, people can go around to look at the city.

At first the leader of the game is teacher. All the children are people who goes to other city. They stand one after another holding hands on others shoulders. The teacher is standing first. She is leading all the children.

Teacher gives the signal: Choo!- Choo!

Children starts to move to another location. When teacher says: „Choo!- Choo!” train stops and children starts to run slowly around the space.

When another signal: „Choo!- Choo!” sounds, everyone gets back to their places and the trip repeats for one more time.

At the moment of trip children can do the sounds like train.

GAME

"SHIPS"

All the children are standing in the circle. One of children or teacher is a captain of the ship. Captain of the ship says:

*"The sky is blue,
the grass is green,
but my ship is(any colour),
repeat after me!"*

Children repeats the name of mentioned colour. All the children who have this colour in their clothes starts to run away from captain. But all the others stay in their place. Captain tries to catch all the "colours"(children). When "colours" are caught they go to their place back in circle.

Game is over when all the "colours" are caught.

The other captain comes and game starts all over again.

GAME

DRIVERS

You will need: steering wheel (you can use a paper dish or paper circle), "STOP" sign, whistle, music in various rhythms.

All the children are drivers, who drives a "car". Every children has steering wheel.

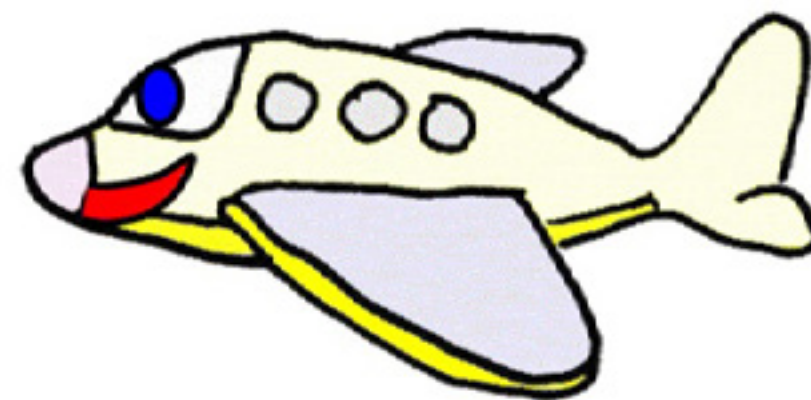
When music begins children starts to move all around the area. They must move according to the music rhythm. When teacher shows "Stop" sign, everyone must stop. If teacher sees that someone moves, she gives a whistle signal and that children goes and sits down.

After that, game goes on, and now the rhythm of music is different.



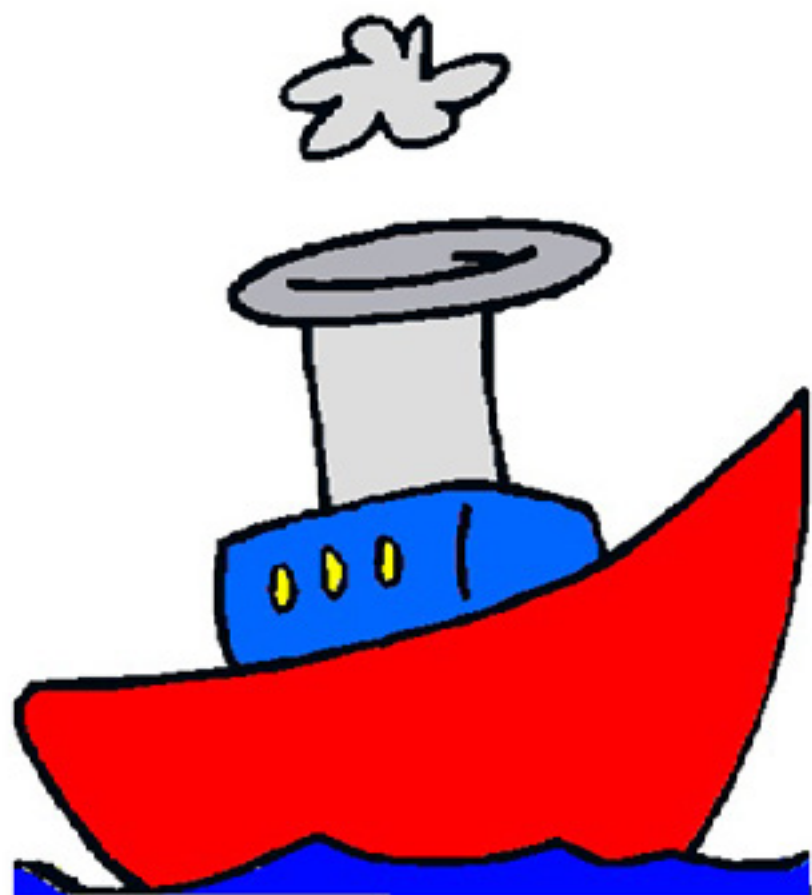
stop sign





I see an airplane.

Go airplane go!



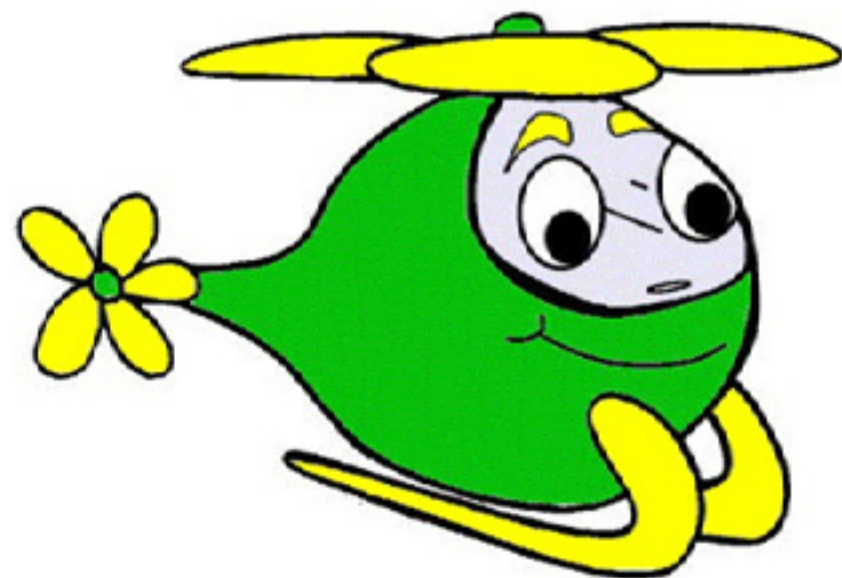
I see a boat.

Go boat go!



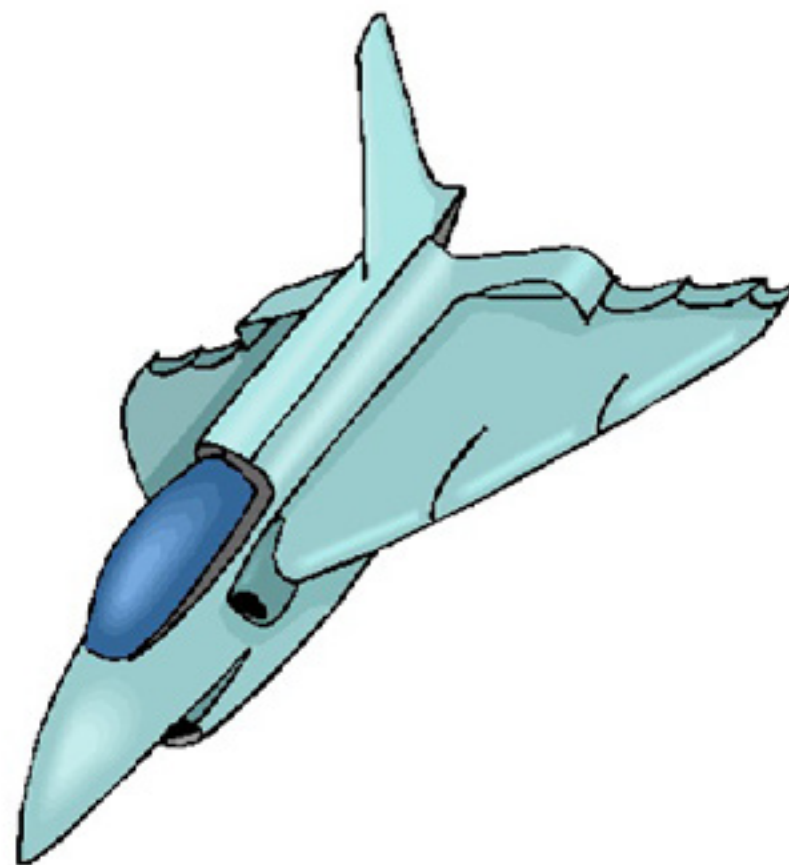
I see a car.

Go car go!



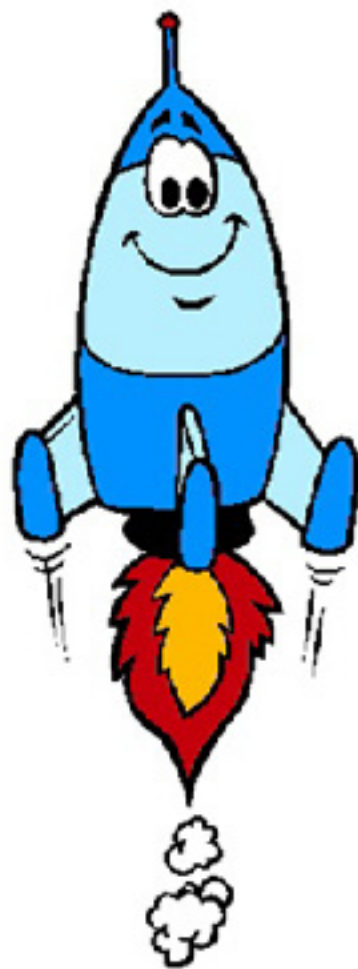
I see a helicopter.

Go helicopter go!



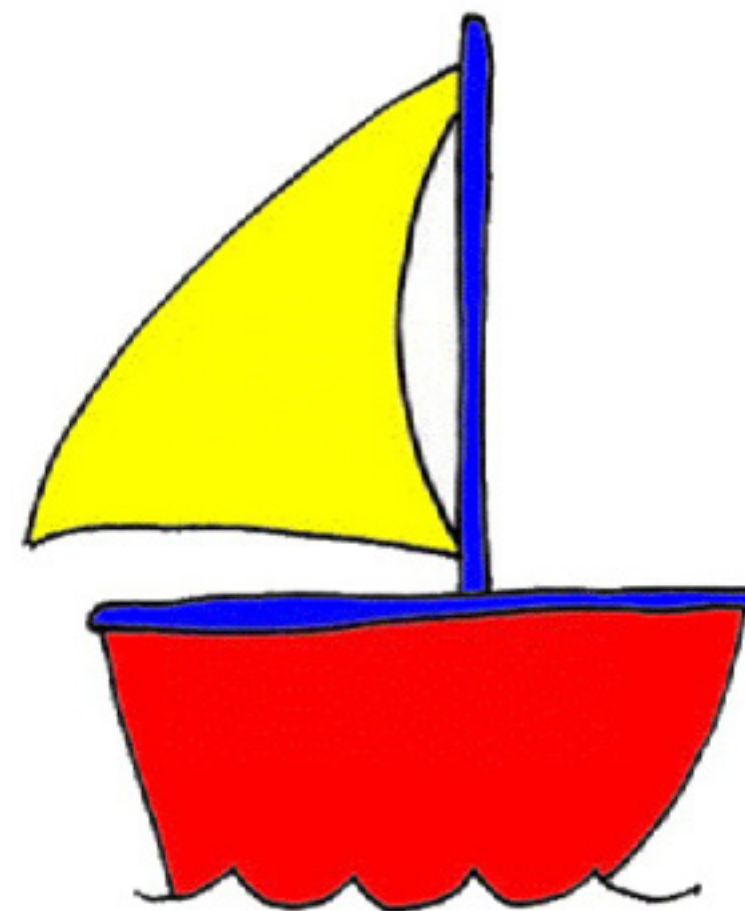
I see a jet.

Go jet go!



I see a rocket.

Go rocket go!



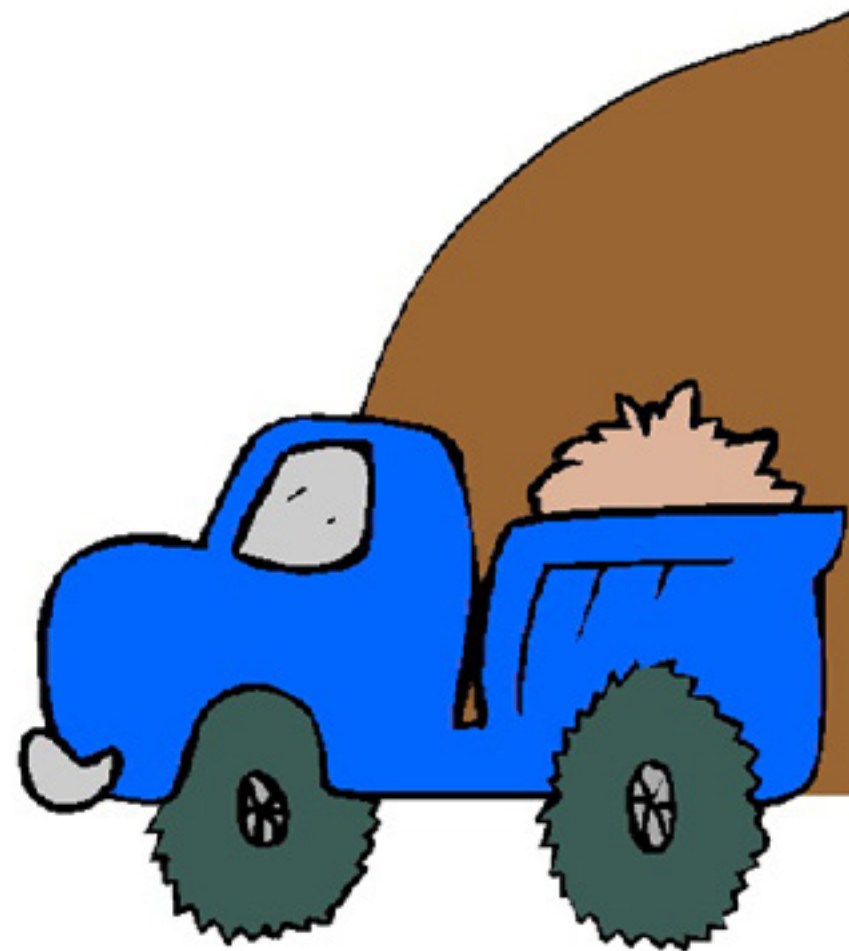
I see a sailboat.

Go sailboat go!



I see a train.

Go train go!

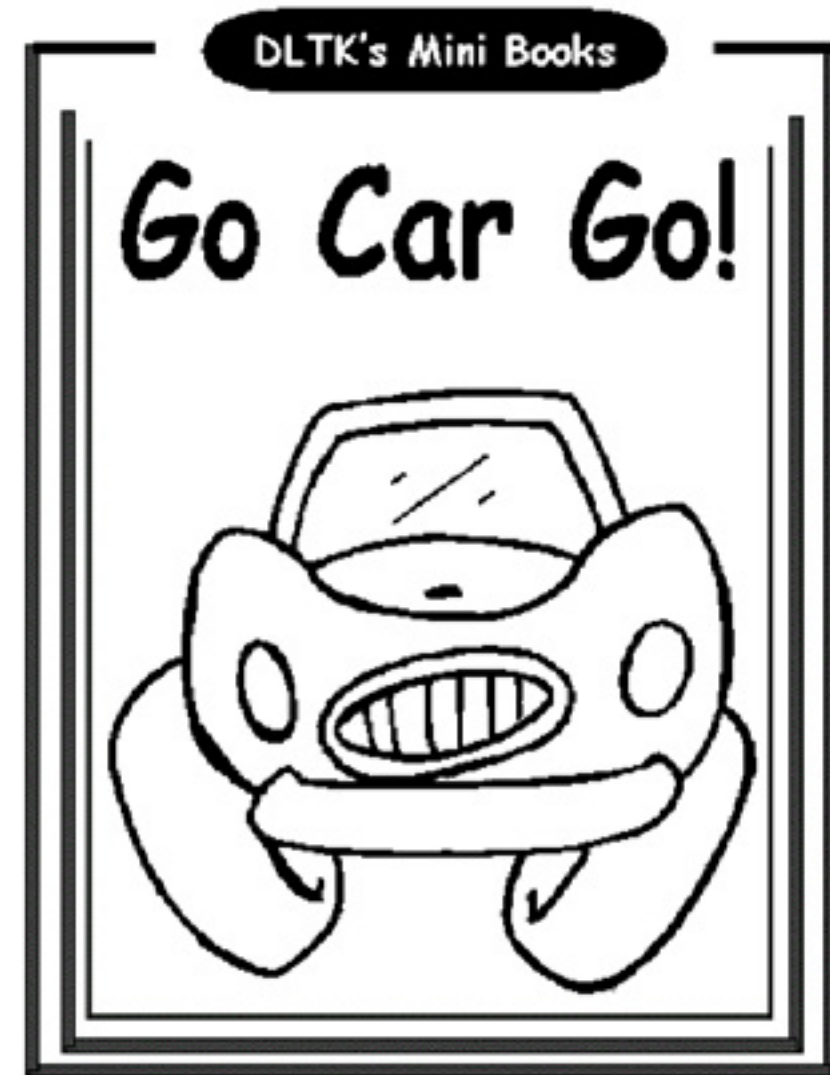


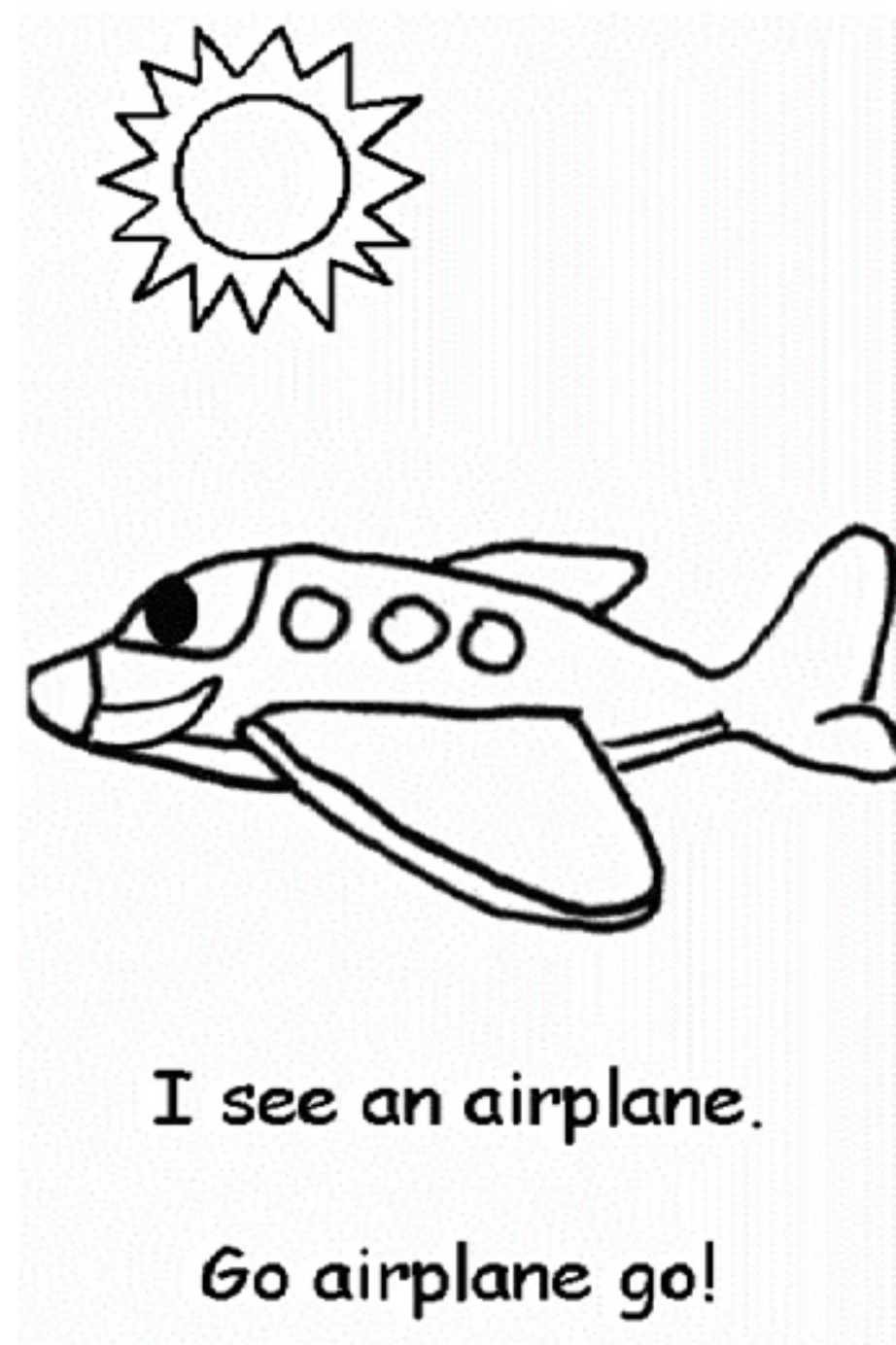
I see a truck.

Go truck go!



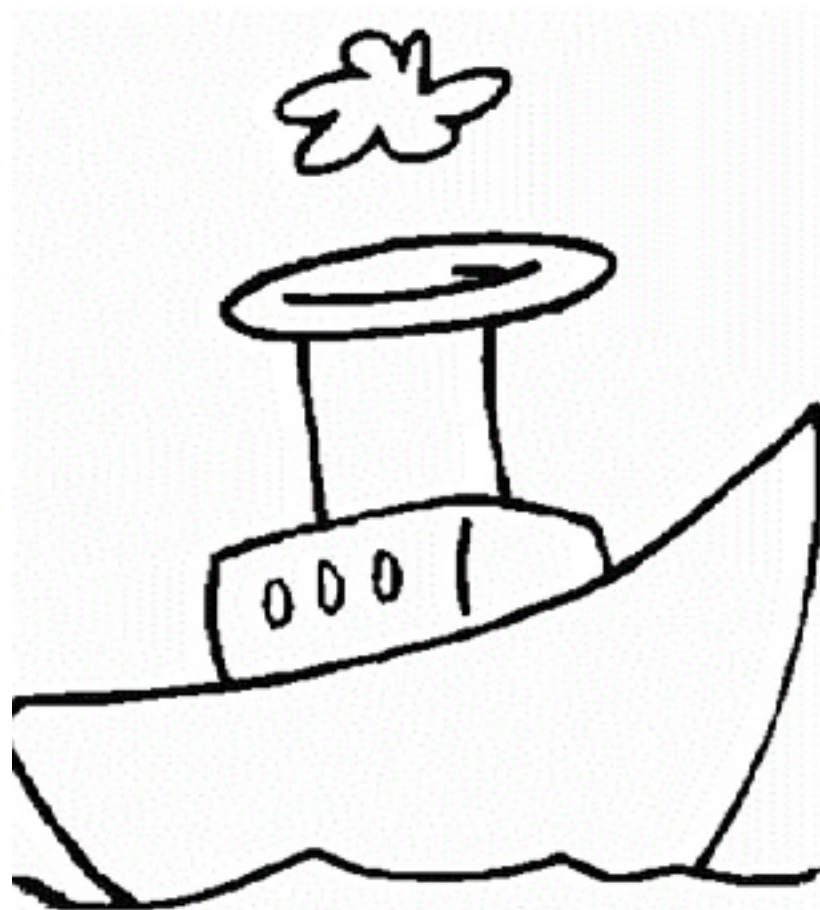
Go! Go! Go!





I see an airplane.

Go airplane go!



I see a boat.
Go boat go!

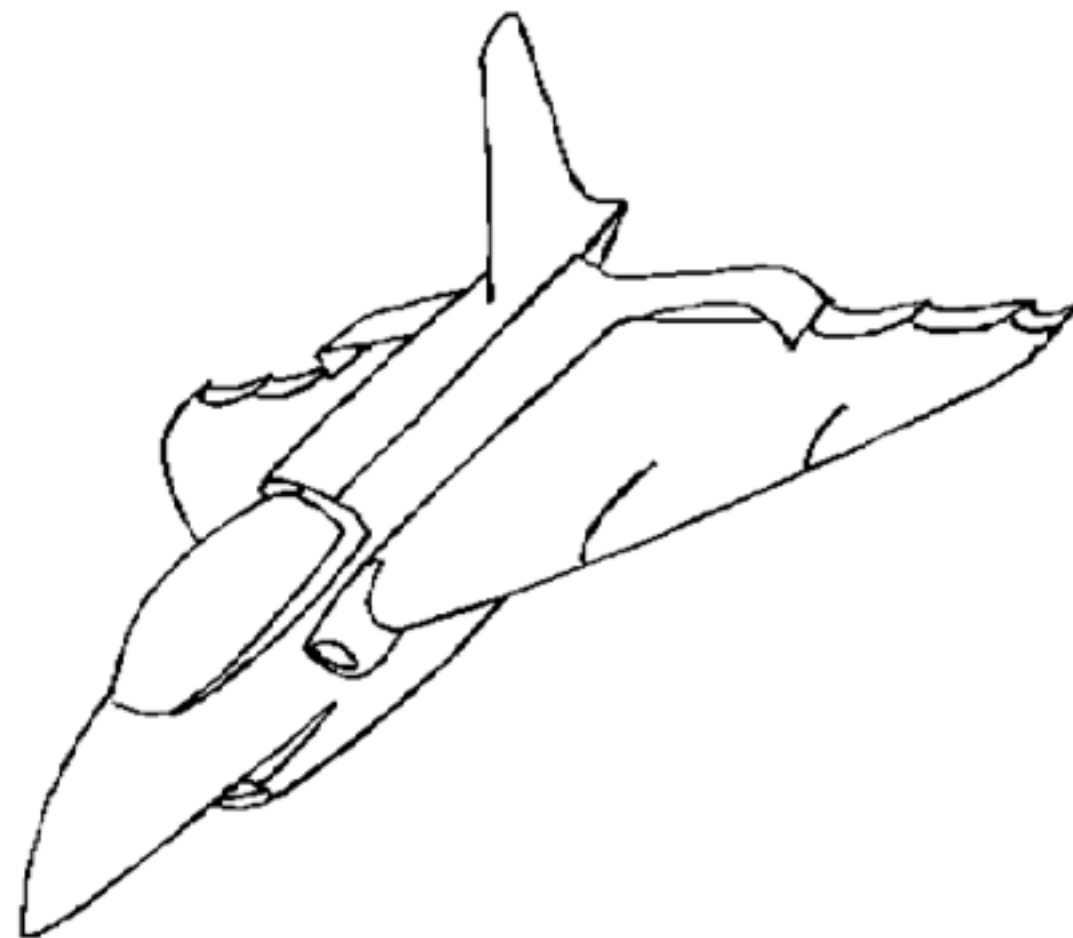


I see a car.
Go car go!



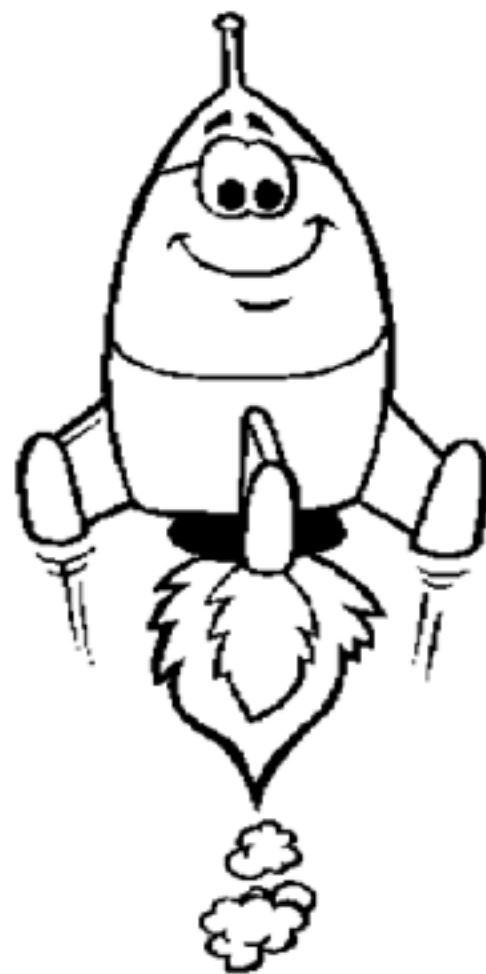
I see a helicopter.

Go helicopter go!



I see a jet.

Go jet go!



I see a rocket.

Go rocket go!



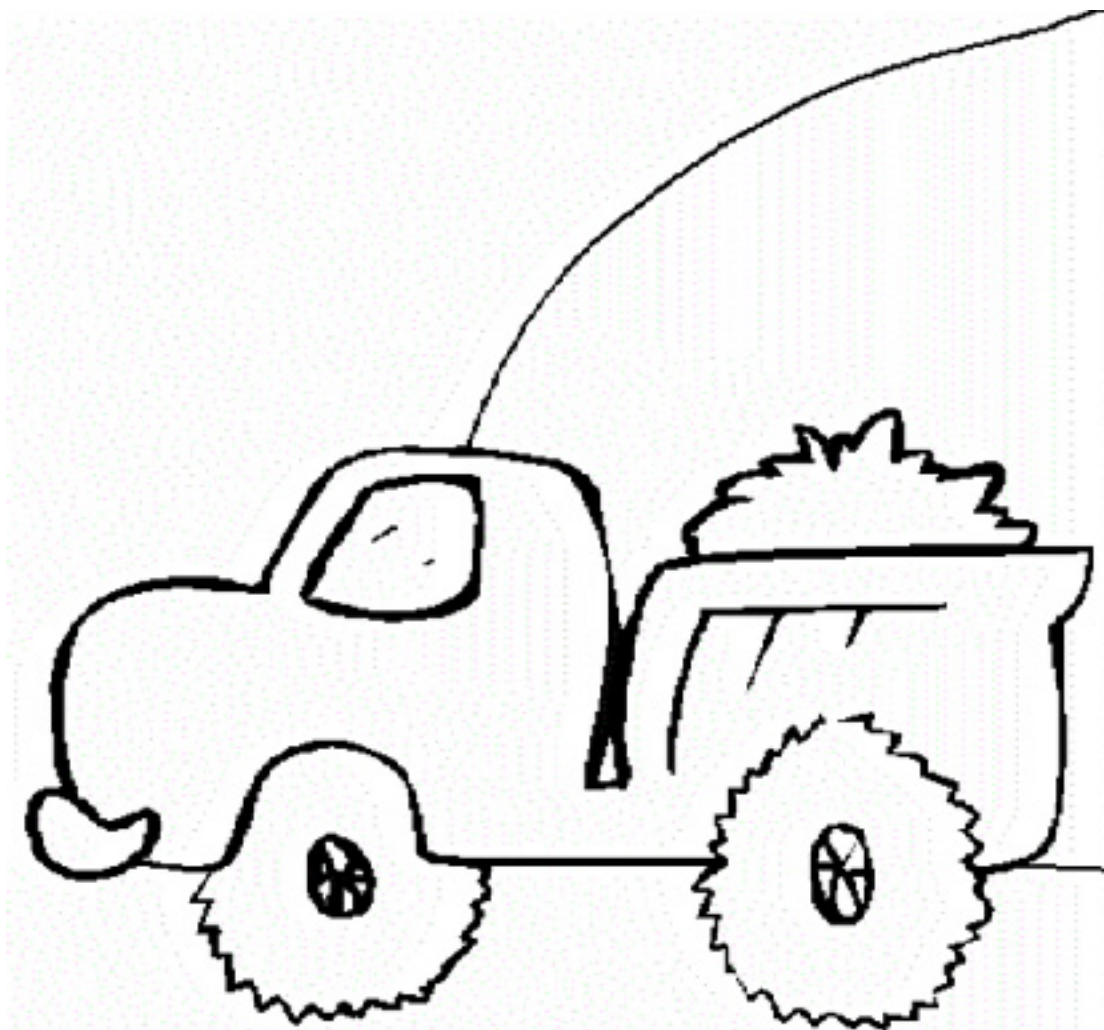
I see a sailboat.

Go sailboat go!



I see a train.

Go train go!



I see a truck.

Go truck go!



Go! Go! Go!

CLOTHES

1. AGE

Kindergarten

2. TIME DURATION

3 weeks (6 lessons)

3. AIMS

By the end of the Unit the students will be able to:

- review what they have learnt
- identify and respond to clothes vocabulary
- listen to and join in with the My clothes song
- listen and respond to a story
- to identify and respond to the concepts wet and dry

Plus:

- listen to and join in with the nursery rhyme Rain, Rain, Go away.

4. VOCABULARY Plus (5, 6 and 7 years old)

- | | |
|------------|------------|
| • Coat | • socks |
| • hat | • shoes |
| • boots | • trousers |
| • umbrella | • t-shirt |

5. SOURCE OF MATERIAL/VISUAL AIDS/TEXTS/LISTENING MATERIAL

- | | |
|----------------------------|--------------------------------------|
| • flashcards | • mini story cards for the mini book |
| • board | • stapler |
| • surprise box | • babies |
| • worksheet | • clothes |
| • crayons | • pegs |
| • radio / computer /tablet | • rope |
| • song | • cards (game) |
| • story cards | |

6. ASSUMPTIONS

I am assuming that students already know: greetings and the goodbyes; ask and answer about their names. They already know different colours and numbers. The know how to answer about the weather.

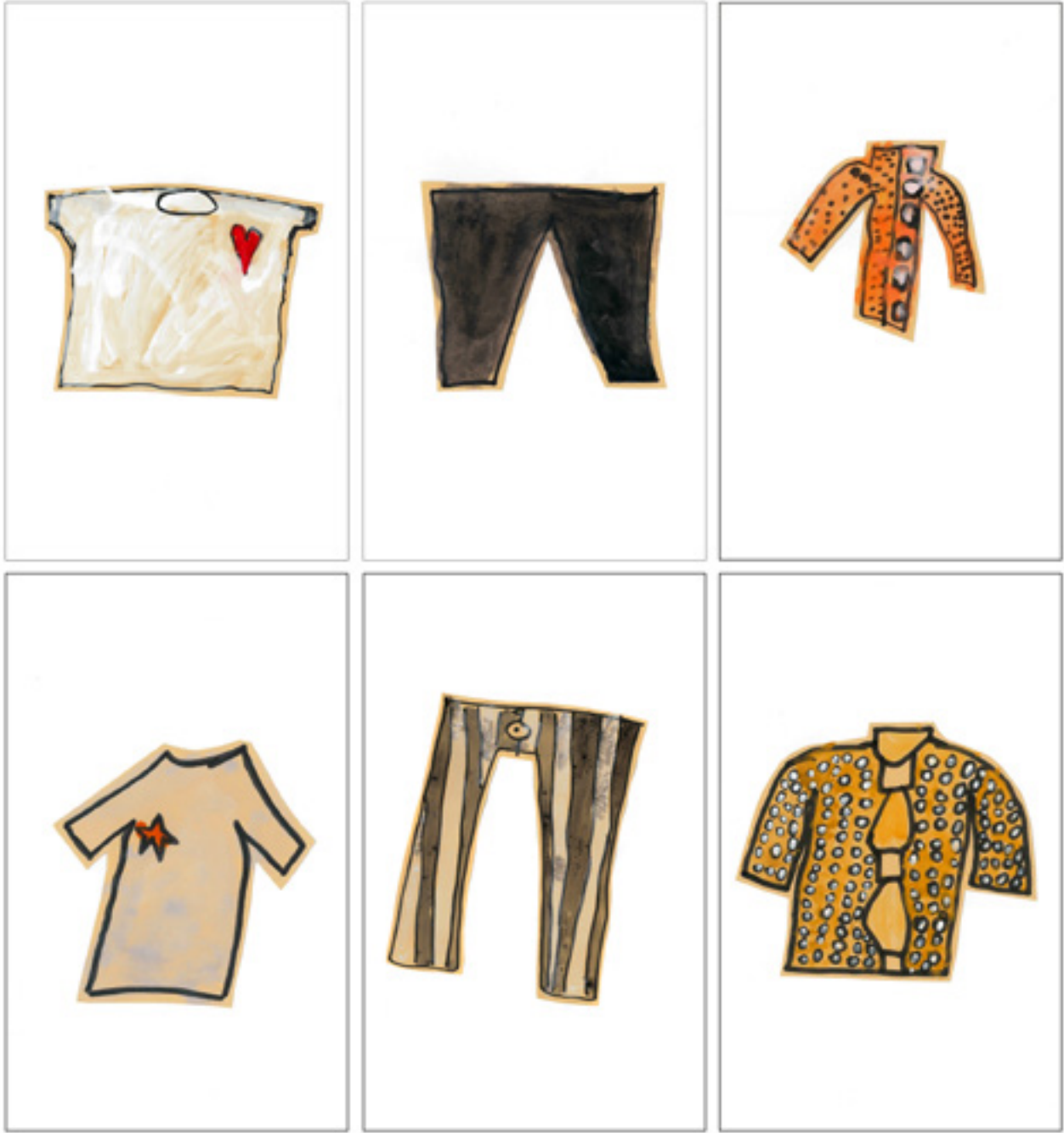
7. HOME-SCHOOL CONNECTION

Mini book and a game.

INTRODUCING VOCABULARY

- Flashcards
- TPR activities
- Games
- Surprise box







READING (PICTURES)

SPEAKING

AND LISTENING

- Listen to and join in with the My clothes
- Games

MY CLOTHES

SONG

*Jump jump, turn around,
jump jump touch the ground!
Jump jump, turn around,
Let's play outside!*

*Owly, owly, it's cold!
Put on your coat!
it's cold!!
Put on your gloves!
it's cold!!
Put on your boots!*

*Jump jump, turn around,
jump jump touch the ground!
Jump jump, turn around,
Let's play outside!*

*Owly, owly, it's hot!
Put on your t-shirt!
it's hot!
Put on your shorts!
it's hot!
Put on your hat!*

*Jump jump, turn around,
jump jump touch the ground!
Jump jump, turn around,
Let's play outside!*

*Jump jump, turn around,
jump jump touch the ground!
Jump jump, turn around,
Let's play outside!*

► PLAY THE SONG

► SING THE SONG

READING (PICTURES)

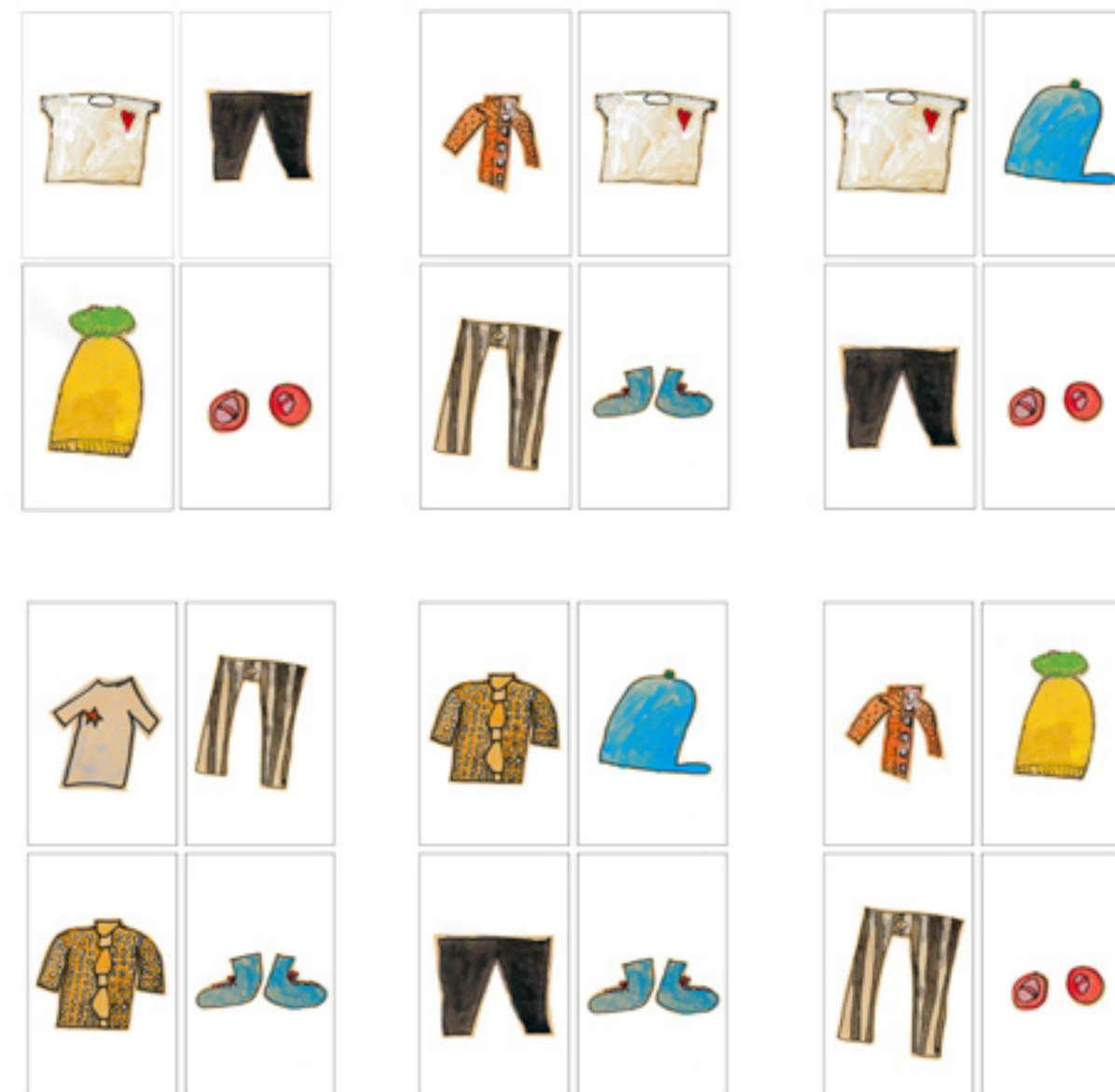
SPEAKING

AND LISTENING

- Song
- Games
- Story
- Role play
- Story
- Role play
- Mini books (made by each student / each student take their mini book home to tell the story)

- Game

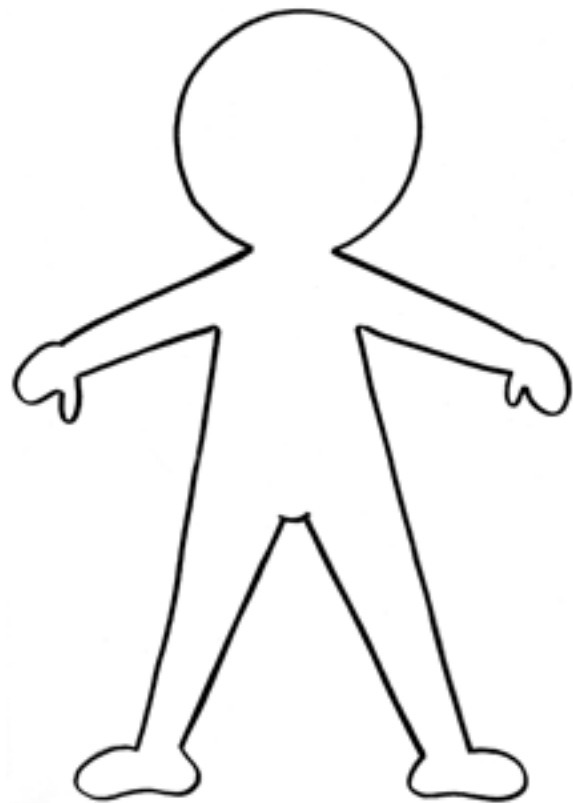
Students are divided into two different groups. One of the groups picks up a card. There are six different cards, each one with four pieces of clothing each. The group that has the card should read it (reading pictures). The other group has a baby that must be dressed according to the instructions given. E.g “Put on the hat, put on the trousers, put on the t-shirt, put on the coat”.



WORKSHEET

- Worksheet

A puppet is represented on a worksheet. Students are given different pieces of clothing that they must cut. After that students are going to dress the puppet according to the teacher's instructions.



SCHOOL PROJECTS

The main teachers are also working on the topic clothes.

- In the four years old class students colour t-shirts having has an inspiration a work of art. Different colours, materials and patterns will be used. Students are going to participate in a parade.
- The younger students(1st cycle and 5 years old) are going to be our designers for one day, they are going to draw different items of clothing. The older students are going to be our tailors(9th graders). The outfits are going to be sold and the money raised used in 9th grade finalists' trip.

CLOTHES

1. AGE

4 – 5 Years Old

2. TIME DURATION

1 Hour

3. CONTENT

Clothes:

- shoes, socks, trousers, jumper, hat, coat, jacket, scarf, gloves.

Adjectives:

- Clean and dirty, hot and cold.

Seasons:

- Winter, summer.

4. GOALS

- Work with different articles of clothing.
- Learn vocabulary associated with the seasons.

5. PRODUCT

- Paper cut-out toy

6. MATERIALS

- Clothing steakers.
- Weather stickers.
- Hat(Needed to the introduction song).
- USB with music: clothes song, hello, whats the weather,
- Cassette
- Muppets
- Poster
- Story telling paper
- Clothes Flash cards.
- 15 Articles of clothing per group (cut out) : 2 socks, 2 shoes, 2 sandals, 1 trousers, 1 short, 1 t-shirt, 1 jumper, 1 jacket, 1 hat, 2 gloves.
- 6 Fly catcher.
- 6 wardrobe.
- 6 clothes line.
- 6 washing machine.
- 6 cut/press out paper doll (boy and girl)

Note:

Before the lesson we should talk with the tutor of the blue class to know the characteristics of the class. Apart from that, we'll give information she/he should know about the different tasks we will do with his/her group.

TIME
5'

THE MAGIC HAT

TEACHER TIPS (BEFORE THE LESSON)

To start the lesson we will give clothes stickers to each student.
Each student will look for the same sticker around a circle on the floor. If he/she finds the same sticker he/she should sit down on it. Thus, we´ll make a circle to be ready for the first activity.

RESOURCES

- Clothing Stickers
- Hat
- Clothing Song (CD)

THE MAGIC HAT

When everybody´ll be sitting down, the tutor will explain the new situation in the class where two teachers from Spain want to know them teaching something different. The only problem is that they don´t speak Italian, so they should speak in English. For that, Spanish teachers will bring a magic hat that makes them speak in English. They will only have to put it on and the magic happens.
For a first look, it will be played the audio and every student will wear the hat. When the audio stop, the student with the hat should introduce his/her self.
Example: My name is Carmen, I´m 4.

SONG: HELLO

TIME
5'

TEACHER TIPS (BEFORE THE LESSON)

After introduce ourselves, it will be sung the song “Hello”.
Lyric: *Hello, hello, hello*
How are you?
Hello, hello, hello
I´m fine, thank you!

RESOURCES

- Song Hello (CD)

SONG:

WHAT'S THE WEATHER

TIME

5'

TEACHER TIPS (BEFORE THE LESSON)

Another way to introduce the clothes and the seasons is with a song.

RESOURCES

- Youtube song: How's the weather?
- Chipmunk looking through the window.

TOPIC

INTRODUCTION

TIME

10'

TEACHER TIPS (BEFORE THE LESSON)

To introduce the topic and teach the basic vocabulary :

- I'm wearing today...!
- Who else is wearing...?
- When it's hot, do you wear...?
- Stand up the students who have the red jumper sticker?
- Change your site if you have trousers.

RESOURCES

- Flash cards
- Clothing stickers on the floor

S T O R Y

T E L L I N G

TIME

5'

TEACHER TIPS (BEFORE THE LESSON)

What weather story

RESOURCES

- Poster
- Mappets
- Weather Stickers

STORY TELLING: WHAT WEATHER

Narrator: - Look at Anne. She is wearing a dress. *(Put sticker 1 Anne in dress in the house on the poster and point it).*

Patch: Are you ready? *(Patch sticker in the garden next to the door).*

Anne: Yes, off we go! *(Take the stickers and go walking to the sunny garden).*

Anne: Oh, it's sunny I want my hat.

Patch: Oh, no! Back we go! *(Take the stickers and go back walking along path). (You should change Anne Sticker by Anne in hat sticker).*

Anne: There, my hat.

Patch: Are you ready?

Anne: Yes, off we go! *(Take the stickers and go walking to the cloudy section on the poster)*

Anne: Oh, it's cloudy! I want my jumper!

Patch: Oh, no! Back we go! *(Take the stickers and go back walking along path). (You should change Anne hat Sticker by Anne in jumper sticker).*

Anne: There, my jumper.

Patch: Are you ready?

Anne: Yes, off we go! *(Take the stickers and go walking to the windy section on the poster).*

Anne: Oh, it's windy. I want my coat!

Patch: Oh, no! Back we go! *(Take the stickers and go back walking along path). (You should change Anne jumper Sticker by Anne in coat sticker).*

Anne: There, my coat.

Patch: Are you ready?

Anne: Yes, off we go! *(Take the stickers and go walking to the raining section on the poster).*

Anne: Oh, it's raining. I want my boots!

Patch: Oh, no! Back we go! *(Take the stickers and go back walking along path). (You should change Anne in coat Sticker by Anne in boots).*

Anne: There, my boots.

Patch: Are you ready?

Anne: Yes, off we go! *(Take the stickers and go walking along the path. Stop the stickers when you hear the rain and the thunder.)*

Anne: Oh no! Back we go! *(Go back to the house running).*

Note:

If we have a student with high capacity, he/she will help us with the story telling. The student will be one of our characters (Anne or Patch).

Apart from that, she/he could help us with the flash cards saying the article of clothes they should find.

TASK:

CLOTHES ROLE PLAY

Note:

During the main part of our lesson it will be made role plays and movement games where the students should find, select, wear, etc. with the different articles of clothing.

Firstly, it will be explained how to look after the clothes, what to do with the dirty clothes, how to wash it and finally, how to wear it.

ORGANIZATION:

- 6 Groups of 4.
- Each group with one clothes line, wardrobe and washing machine.

RUN

AND TOUCH

TIME

5'

TEACHER TIPS (BEFORE THE LESSON)

The different articles of clothing on a table, box, washing machine or clothes line.

It will be said that all our clothes were dirty and we have washed it. They have to find in the box the article seen on the flash card and hang out the washing on the clothes line.

RESOURCES

- Flash cards
- Washing machine
- Clothes line
- Articles of clothing
- Clothes tweezers

W A R D R O B E

TIME

10'

TEACHER TIPS (BEFORE THE LESSON)

With the clothes on the table, they should put these in the wardrobe.
The only problem is that they must touch the clothes with a Flycatcher.

RESOURCES

- Wardrobe
- Flycatcher
- Articles of clothing.

D R E S S T H E

D O L L ! P U T I T O N

TIME

5'

TEACHER TIPS (BEFORE THE LESSON)

Once they have put all the clothes on the wardrobe, they have to dress their dolls.

RESOURCES

- Cut out dolls
- Articles of clothing

M E M O R I E S !

TIME

5'

TEACHER TIPS (BEFORE THE LESSON)

There are a lot of flash cards on the table with the colouring face down. The students should find its partner to win an article of clothes they need to wear their doll.

RESOURCES

- Cloth
- Flash cards.

C U T O U T

P A P E R D O L L !

TIME

10'

TEACHER TIPS (BEFORE THE LESSON)

One worksheet per student. They have to colour, cut and stick the different article of clothes on the doll underwear.

RESOURCES

- Cut out paper
- Crayons
- Scissors

S P O R T S

1. AGE

Kindergarten

2. TIME DURATION

3 weeks (6 lessons)

3. AIMS

By the end of the Unit the students will be able to:

- review what they have learnt
- Identify and respond to sports vocabulary
- listen to and join in with the Sports song
- listen and respond to a story
- to identify and respond to the concepts fast and slow

4. VOCABULARY

- | | |
|------------|-----------------------------|
| • swimming | Plus (5, 6 and 7 years old) |
| • karate | • yoga |
| • football | • tennis |
| • Ballet | • gymnastic |

5. SOURCE OF MATERIAL/VISUAL AIDS/TEXTS/LISTENING MATERIAL

- | | |
|---------------------------------|--------------------------------------|
| • Flashcards | • radio / computer /tablet |
| • Objects related to the sports | • song |
| • board | • story cards |
| • surprise box | • mini story cards for the mini book |
| • worksheet | • stapler |
| • crayons | |

6. ASSUMPTIONS

I am assuming that students already know: greetings and the goodbyes; ask and answer about their names. They already know different colours and numbers. They know how to answer about the weather. They already identify and name different items of clothing.

7. HOME-SCHOOL CONNECTION

Mini book and a game.



INTRODUCING VOCABULARY

- Flashcards
- TPR activities
- Games
- Surprise box

REVISING VOCABULARY AND INTRODUCING STRUCTURES

- objects related to the different sports
- Introducing the structures: I like / I don't like/ Do you like...?
- Games





READING
SPEAKING
AND LISTENING

- Listen to and join in with the Sports song
- Games



SPORT SONG

*I like to play football
It's fun, fun, fun
I want to do Karate
Come on everyone*

*I want to play tennis
It's fun, fun, fun
I want to do gymnastics
Come on everyone*

*I want to do yoga
It's fun, fun, fun
I want to do Ballet
Come on everyone*

*I want to go outside
It's fun, fun, fun
I want to swim
Come on everyone*

▶ PLAY THE SONG

▶ SING THE SONG

READING

SPEAKING

AND LISTENING

- Song
- Game
- Story
- Role play



READING

SPEAKING

AND LISTENING

- Story
- Role play
- Mini books (made by each student / each student take their mini book home to tell the story)

Hide and Seek

STORY CARD 1

Charlie Bye bye, mummy! See you later!

Meg Bye bye, daddy! See you later!

(Owly slips in Charlie's gym bag!)

Owly I want to go too!

Hide and Seek

STORY CARD 2

(Owly gets out of the gym bag and looks around)

Owly So many children. Oh, football! Hello! Do you like football?

Boy Yes, I like football! Do you like football, Owly?

(kicks the football and scares Owly)

Owly Oh no! I don't like football!

(Owly flies away to the swimming pool)

Hide and Seek

STORY CARD 3

divided in two

Owly Oh no! It's too hot here! I don't like swimming!

(Owly flies away to the karate studio)

Owly What's this? Karate? (Turns to the girl doing karate) Do you like karate?

Girl (Does a karate move and knocks down Owly)
Yes, I like karate!

Owly Oh no! I don't like karate!

Owly flies away to the ballet studio)

Hide and Seek

STORY CARD 4

Owly Look at the pretty tutus! Do you like ballet?

Girl Yes, I like ballet!

(Owly tries to do a twirl/ ballet move and falls down)

Owly Oh no! I don't like ballet

(Owly flies away to the tennis court)

Hide and Seek

STORY CARD 5

Owly Look! Boys and girls playing tennis! Do you like tennis?

Boy Yes, I like tennis

(Owly flies around and tries to escape the flying tennis balls)

Owly Oh no! I don't like tennis

Hide and Seek

STORY CARD 6

Yoga Studio

Teacher Now, the eagle pose!

Owly Eagle? I like eagles. They are birds, like me!
(Does the pose) I like yoga!

(Meg and Charlie are in the studio doing yoga too)

Meg and Charlie What are you doing? Naughty
Owly!

Owly I'm not Owly! I'm an eagle!

(Play part of our song "I love to play football")

READING

SPEAKING

AND LISTENING

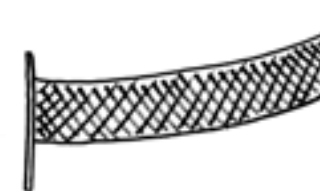
- Two children are represented on a worksheet. Students are given different objects and pieces of clothing that they must cut. Each object and piece of clothing represents each sport. Students are going to dress the children according to the teacher's instructions.

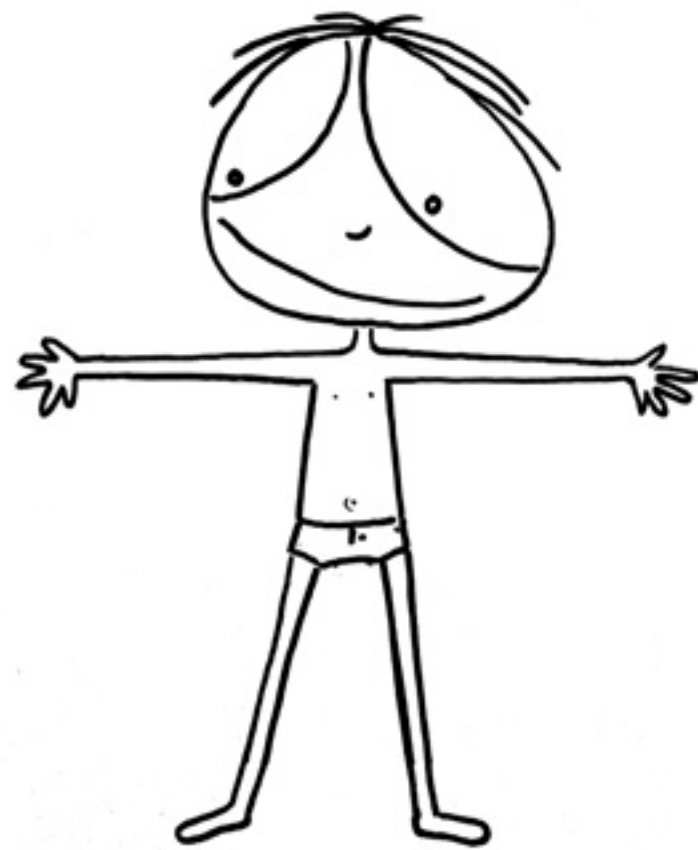
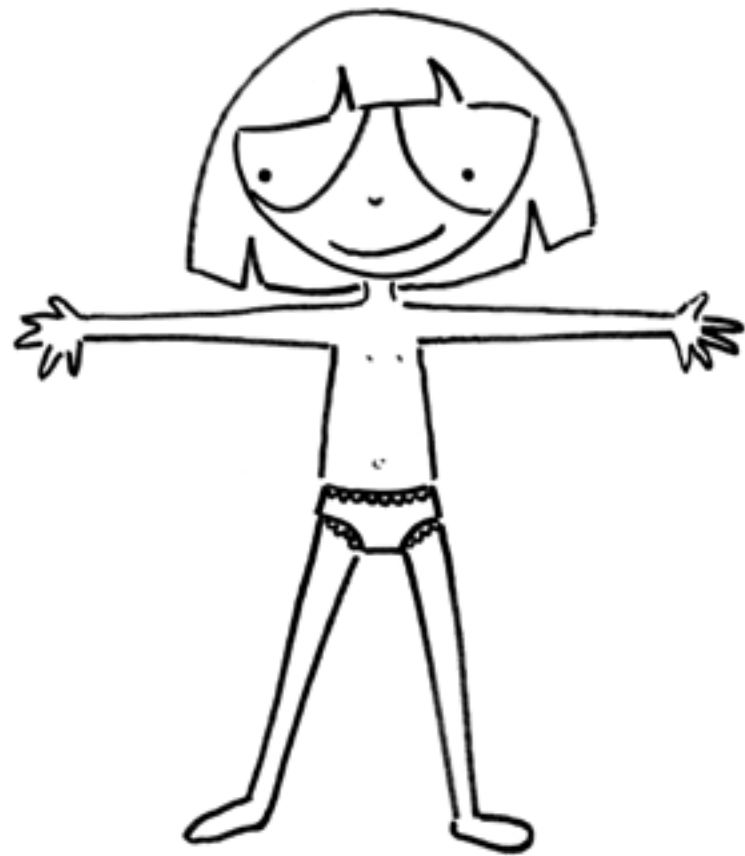


PROJECTS

The main teachers are also working on the topic Sports.

- Older students are going to make a short video where they explain what sport they practice, why they like it and what are the rules of it. This video is going to be watched by our younger students.
- Students will be able to experience different sports classes.
- In the art class students will produce all the materials used in English classes. The flashcards and story illustrations.





THE

RAINBOW FISH

1. SUPPLIES

- Interactive whiteboard
- Computer
- DVD
- CD
- Book: “The rainbow fish “ from M.Pfisten

2. TIME DURATION

40/60 minutes

3. MATERIALS

Coloured pencil, paper, stick and rhythmic circle

4. WHO

Teachers:

- Tell the Rainbow fish story
- Explain the art activities and game

Children:

- Listen to the story
- Together colour the scales and put them on Rainbow Fish
- Play the game

5. PROCEDURE

- Teachers tell a story and show it on computer or Interactive Whiteboard
- ▶ PLAY THE STORY
- Children colour a little scales and put them on the Rainbow Fish
- Each child has a little fish(paper) and put it on the floor
- He/she has to flow the fish into the rhythmic circle to do a friends circle and world like Rainbow fish while all listen a music about water

STORY - THE RAINBOW FISH

Far far away, deep in the ocean, lives the Rainbow fish. He is the most beautiful fish of the sea, and everyone admires his wonderful scales, brilliant and colourful. Yes, the Rainbow fish is very proud of them! One day, a little grey fish tells him: “*How beautiful your scales are! Would you give me one of them?*” “*What are you thinking about? Go away! Get lost!*” answers, arrogant, the Rainbow fish. But, because of his selfishness, he remains without friends: when he comes, all other fishes turn back and go away.

The wonderful, arrogant Rainbow fish feels sad and lonely. The starfish then suggests him: “*Go and ask for advice to the wise Octopfeet. Maybe he could help you.*” The Rainbow fish swims to the dark cave of the old octopus.

“*Listen to my advice.*” tells him Octopfeet. “*Give one scale to each fish asking for it*”, and then he disappears in an ink cloud. “*To give away my scales! Never!*” thinks the Rainbow fish.

After a while, the grey fish comes back and asks him: “*Please, Rainbow fish, be gentle: give me one of your shiny scales*”. The Rainbow fish hesitates. “*One very little scale... yes, I can give it to him.*” he finally decides. “*Here, I give it to you.*” he says.

Soon enough, the Rainbow fish is surrounded by many other fishes: each one wants a shiny scale. He starts to distribute his scales in all directions, until he remains with just one. “*Come, Rainbow fish, come play with us!*” tell them his friends. The Rainbow fish, now, is the happiest fish of all seas.

FRIENDSHIP THEME ART

CIRCLE OF FRIENDS

1. MATERIALS

A large piece of sturdy paper with a circle drawn on it; several different colors of fingerpaint.

2. PROCEDURE

- Have the children make hand prints ONLY on the drawn circle.
- When dry, have the children print their names (as best they can) in the middle.
- Label your sign "We are a Circle of Friends at Preschool"!

FRIENDSHIP THEME ART

TOGETHERNESS

FRIENDSHIP FLAG

1. MATERIALS

A large paper, different colors of finger paint, additional smaller paper

2. PROCEDURE

- Ask the children if they know what a flag is, and then show them one. Explain that is is a symbol or a sign for a country. It is to remind us to get along and work together. Tell them that they are going to make a preschool flag.
- The children work together to make strips out of their own handprints (you could draw rows for them to fill up with handprints.
- When done, give them a smaller piece to continue some fingerpainting on!
- When dry, glue copies of each child's picture in the area where the stars would be on the flag.
- During this activity would be a GREAT time to discuss friendship, working together, etc.

FRIENDSHIP THEME ART

FRIENDSHIP CHAIN

1. MATERIALS

several different colors of construction paper some with predrawn lines (for cutting) and some without predrawn lines scissors; glue or tape (I have found that tape works better unless you use tacky glue).

2. PROCEDURE

- The children cut out strips (*either predrawn or freehand, depending on their ability level*).
- Show them how to link the chains together.
- When complete, hang in your classroom!

FRIENDS

1. MATERIALS

Pre cut paper dolls (4 connected dolls for each child); miscellaneous crafts supplies (buttons, ribbon, fabric, etc.); crayons or markers; glue

2. PROCEDURE

- The children decorate their friends. This is a great time to remind them that we can have many, many friends at school!

FRIENDSHIP THEME ART

CHAMELEON

1. MATERIALS

a picture of a chameleon printed onto poster board (1 for each child); shaving cream, different colors of paint; spoon, crayons

2. PROCEDURE

- Read the story *A Color of His Own* by Leo Lionni. Discuss how we all look different but are all friends.
- Have the children print their name on the paper with crayon.
- Put shaving cream on their chameleon picture.
- Ask them which colors paint they would like and drop a few colors on the shaving cream.
- They spread and mix it over their chameleon.

FRIENDSHIP THEME ART

STAMPING FRIENDS

1. MATERIALS

Stamps, stamp pads, paper

2. PROCEDURE

- Encourage the children to make a stamp picture of what they like to do with their friends.
- Write down their story and display with their pictures.

FRIENDSHIP THEME BLOCK CENTER

AT THE PLAYGROUND

Encourage your children to work together to build a playground using the blocks! They can make slides, climbing walls, etc. Add some little people to use as well!

FRIENDSHIP THEME
CIRCLE TIME IDEAS

Circle Time is such a great time for children to learn the social skills of being together as a large group AND to learn more about your Friendship Theme!

5 PRESCHOOL FRIENDS

FINGERPLAY

5 preschool friends sitting in a row,
The first one is wearing a bright red bow
The second one has his hands in his lap.
The third one has a new blue cap (*or hat!*)
The fourth one said "Look at all our friends here today!"
The fifth one met a new friend on the way!
Who could that friend be that is so new?
Could that new friend be.....YOU?! (*point to another friend*)
You could have 5 children act this out (*have a red bow and blue cap for props*).
Or, you could have 6 flannel piece children prepared for the children to put on the board as you say the poem.

FRIENDSHIP THEME
CIRCLE TIME IDEAS

WHAT IS A FRIEND?

1. MATERIALS

A large paper to hang on the wall and a marker.

2. PROCEDURE

- Ask the children what a friend is and write down all of their answers.
- Then extend it to ask what do friends do for other friends? Write down their answers.
- Some things to focus on are: help each other, say kind words, share toys, etc.

EXTENSION: Once you've listed the items, you can review them the next day at circle time and then take out a puppet to act out some friend scenarios.

For example, have the puppet discuss a "problem" he had with a friend, such as "My friend had a really, really, really, bad day. She was so angry about her day. When I said hi, she yelled at me. What should I do? Should I yell back? etc.

SNACK RECIPE IDEAS TO COOK
UP FOR YOUR FRIENDSHIP THEME!

Cooking with children helps develop their math skills and helps them to learn how to follow directions. It also allows for some great conversation! Ask many questions while cooking with your children to encourage conversation! Be sure to ask specific Space theme questions while making these fun snacks!

SMILEY APPLES

1. INGREDIENTS AND ITEMS

Apple slices and mini-marshmallows

2. PROCEDURE

- Use 2 apple slices for lips and add a few mini-marshmallows in between them for teeth.
- Read this poem. You can use it to introduce this snack activity or at circle time!

*I have something in my pocket
It belongs across my face.
I keep it very close to me
In a very special place.*

*I try not to ever lose it,
Except once in a great big while
So now I'll take it out and put it on
It's a great big happy smile!*

SNACK RECIPE IDEAS TO COOK UP FOR YOUR FRIENDSHIP THEME!

CRACKER HEART

FRIENDSHIP SNACK

1. INGREDIENTS AND ITEMS

Graham crackers, powdered sugar, small construction paper hearts

2. PROCEDURE

- The children place a heart on their graham cracker square and then sprinkle the powdered sugar on the cracker.
- When they remove the paper, they will see a heart!

VARIATION: Before this activity, have the children cut out their own hearts to use for great cutting practice (you can predraw hearts on papers for them).

SNACK RECIPE IDEAS TO COOK UP FOR YOUR FRIENDSHIP THEME!

RAISIN AND BANANA

BUDDY MUFFINS

1. INGREDIENTS AND ITEMS

INGREDIENT: Can of non-stick spray, 2 VERY ripe bananas, 1 egg, 1/3 cup vegetable oil, 1 1/2 cups flour, 1 cup sugar, 6 tablespoons cocoa powder, 1 tsp baking soda, 1/2 tsp salt, 1/4 tsp baking powder, 1/2 cup raisins

ITEM: Blender or food processor, mixing bowls, measuring cups and spoons, 2 mini-muffin pans (total 24 muffins) or 1 muffin pan (total 12 muffins), cooling rack

2. PROCEDURE

- Preheat oven to 350 degrees fahrenheit. Spray muffin tins with non-stick spray.
- Blend bananas in the blender and then scrape into a mixing bowl.
- Have the children help to add eggs and oil to the bananas and mix.
- In a separate bowl, have the children add flour, sugar, cocoa, baking soda, salt, and baking powder. Then add banana mixture and mix.
- Stir in raisins.
- Place one tablespoon or so into each mini muffin tin.
- Bake at 350 degrees fahrenheit for 12-15 minutes.

(For regular sized muffins, place about 1/3 cup mixture into each muffin tin and bake for 20-15 minutes).

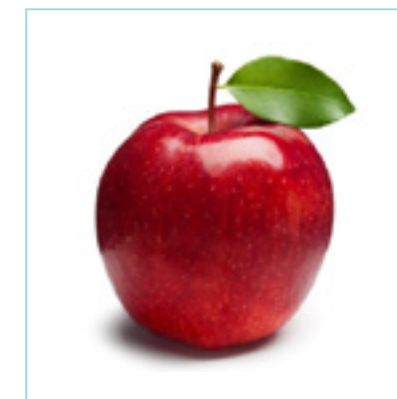
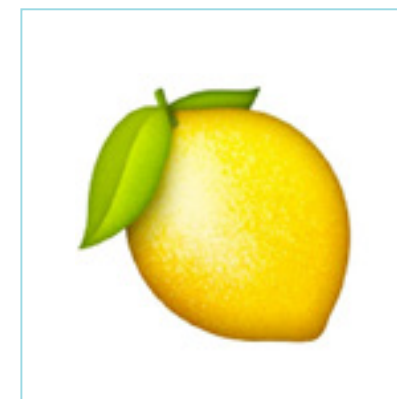
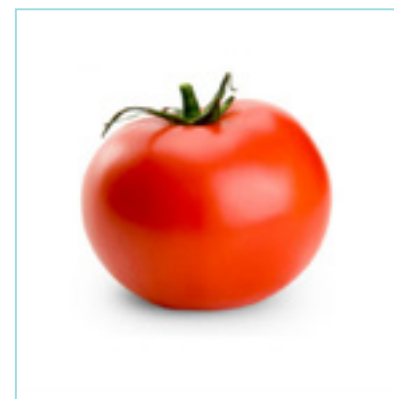
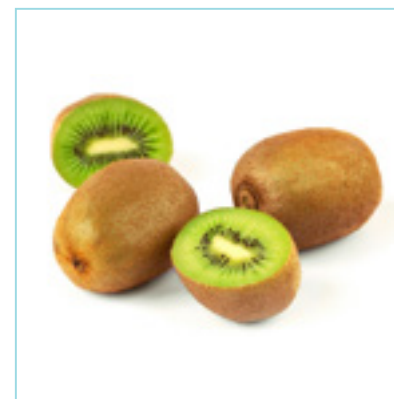
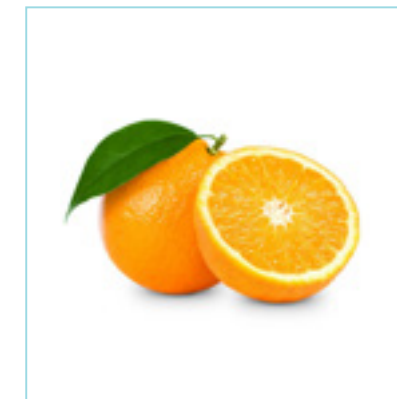
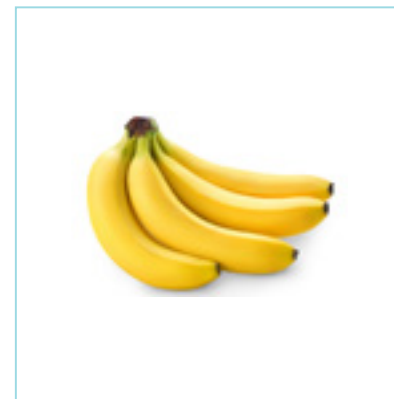
RELAY RACE

FAST FRUITS AND
VEGETABLES**1. SUPPLIES**

Two baskets, crowns with fruit and vegetable pictures.

2. PROCEDURE

- All the children are standing in two columns. (*Two groups*)
- One team are vegetables, but second – fruits. On each children heads are crown with some fruit or vegetable.
- After signal: One, two, GO! The race begins. First children of each team runs to baskets that is in front of each team. Takes off his crown and put it in the basket. Then they run back, touches next children hand and next children starts to run.
- Race ends when all the children have put their vegetables and fruits in the basket. Wins the fastest team.
- After relay race teacher and children can name all the fruits and vegetables that are in the basket.



GAME / DANCE

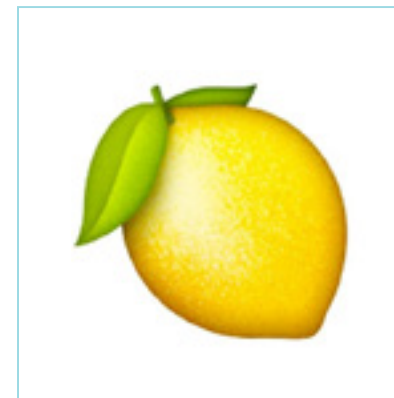
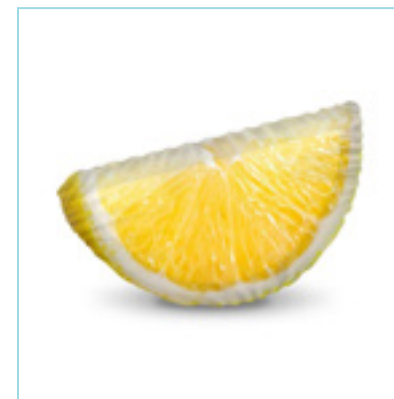
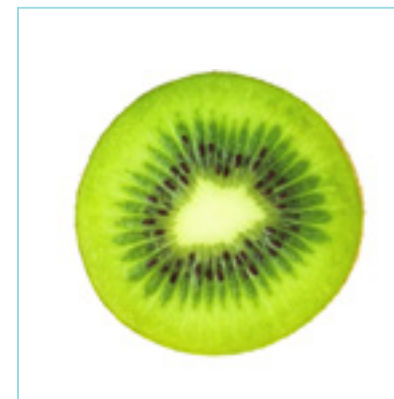
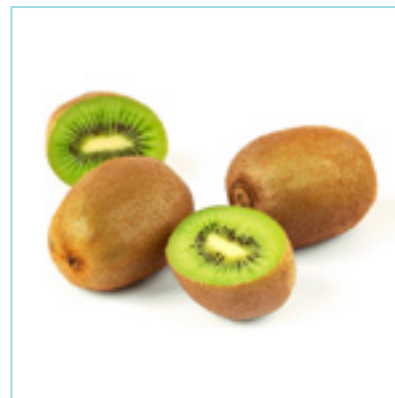
FUNNY FRUITS

1. SUPPLIES

Happy, fun music, drawings or pictures with fruits.

2. PROCEDURE

- Each children have a picture or drawing of fruit. (Children can use their own drawings that they have made while lessons).
- Children are dancing in the circle while music plays. Everyone can dance as they like. When music stops in the middle of circle goes all the children who have drawings or pictures of.....(for example - apple).
- Teacher choose which one fruit will go in the middle. Then starts different music and all the apples are dancing in the middle of circle.
- The dance can go on while all fruits will dance at least for one time. Teacher choose how many pictures of fruit she will use. Or it depends on how much words children learns/knows.



ANNA IS VERY

HUNGRY!

This is my friend Anna.

She is very hungry.

Anna loves fruits.

Let's feed her!!!

Anna likes apples.

Let's give her apples.

Anna loves orange.

Let's give her orange.

Anna likes banana.

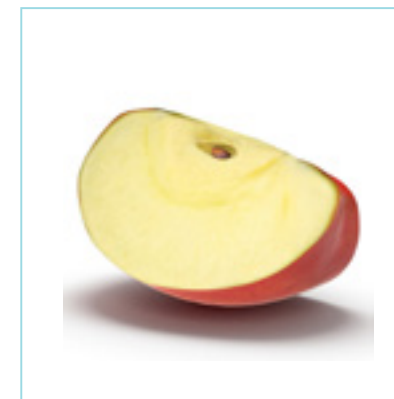
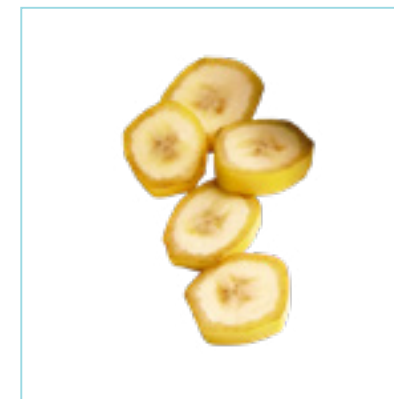
Let's give her banana.

Anna likes lemon.

Let's give her lemon.

Anna likes kiwi.

Let's give her kiwi.



GAME

FIND YOUR FRUIT

1. SUPPLIES

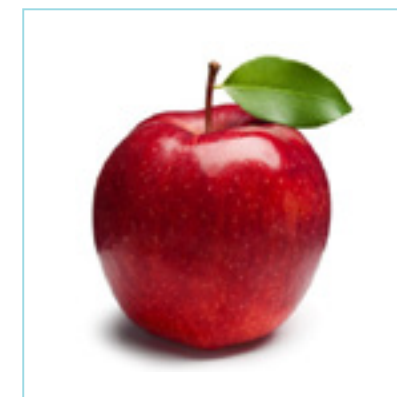
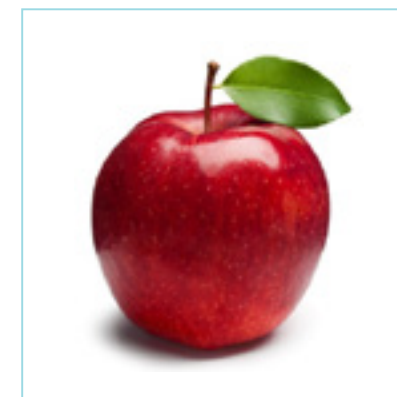
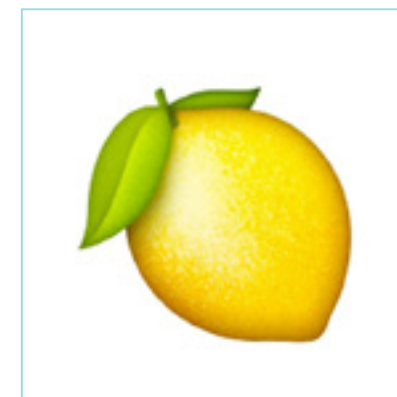
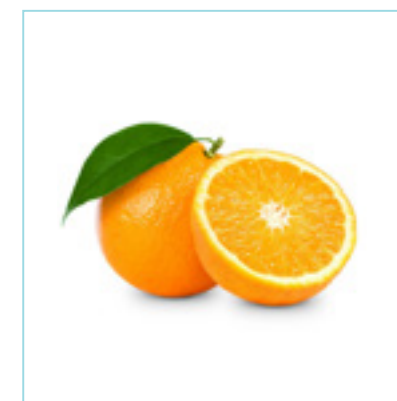
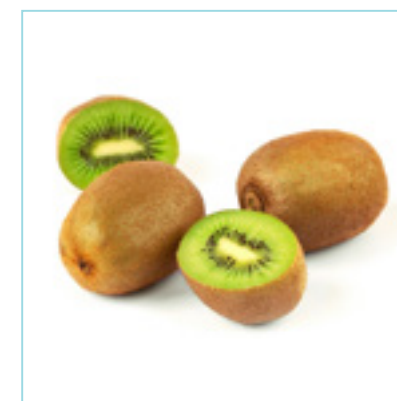
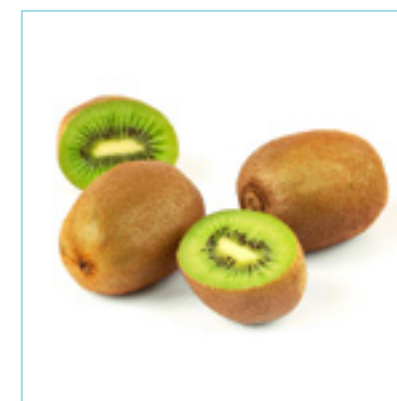
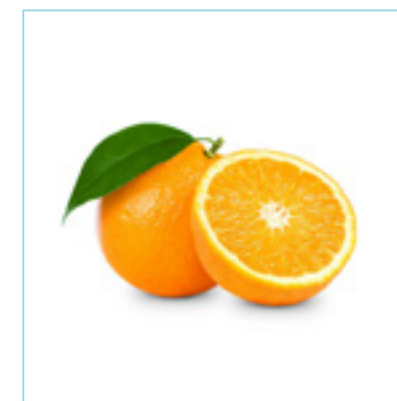
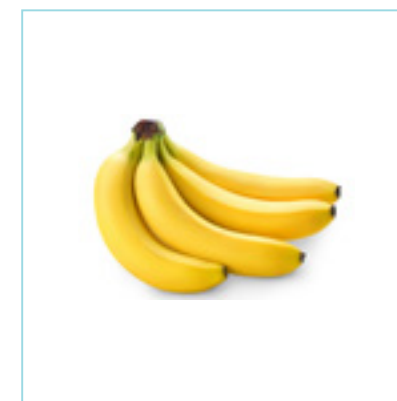
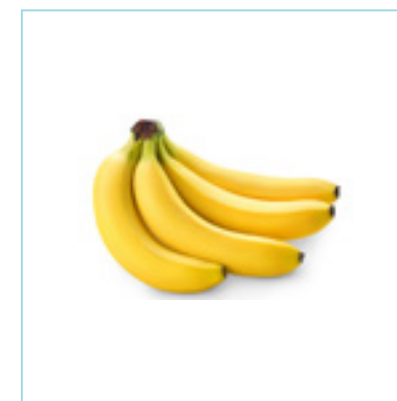
Fruit pictures (2 of each toy). Music for activity.

2. PROCEDURE

Game is very simple. For each children has been given picture of some fruit. When the music starts children can dance. But when the music stops they must find a couple (*the same picture as they have*). And they must do that as fast as they can.

- To get this game more difficult you can try to find couple using only body language. For example, children who got picture with apples dance or move with specific movements. (*Showing big circle with hands*). And all the others tries to move with specific movements too. (*Bananas - hands up, lean forward; Kivi - showing how soft they are; Orange - showing how orange are picked from tree, Lemon - show how sour are lemons, shaking hands and shaken face.*)

(Amount of fruit pictures depending on how much word you want to teach or how much children are in the class.)



SWEETS

FIRST EXERCISE: PRESENTATION

The teacher is going to show images about sweets and healthy food. He's going to give an explanation about what types of food are good or bad for their teeth.
The children are going to practice specific vocabulary related mainly to sweets.

SECOND EXERCISE: PRACTICE 1

The teacher is going to show some cards with pictures of healthy food in contrast with the ones with images of sweets. Afterwards, the children are going to identify which ones are good and which ones are bad for their teeth due to the amount of sugar in them.

THIRD EXERCISE: PRACTICE 2

Two children are going to dress up as a white tooth and as a yellow tooth. The other children are going to take some cards with images similar to the ones they have seen before, and will decide which tooth to stick it to. Once they have finished, the teacher is going to check that all the cards are on the correct tooth.

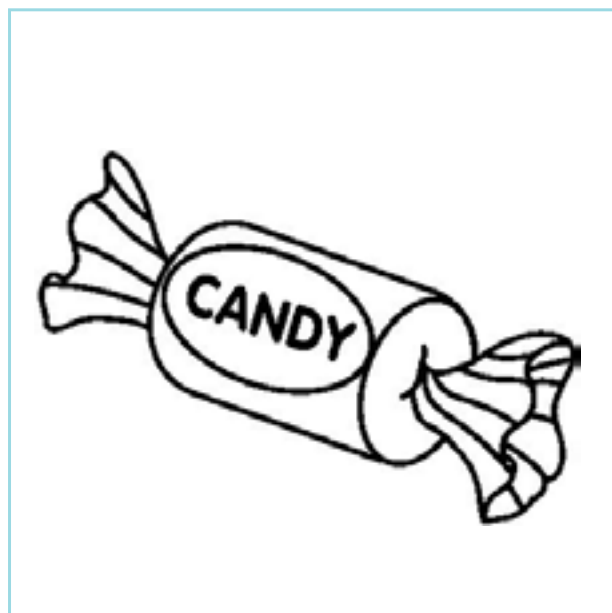
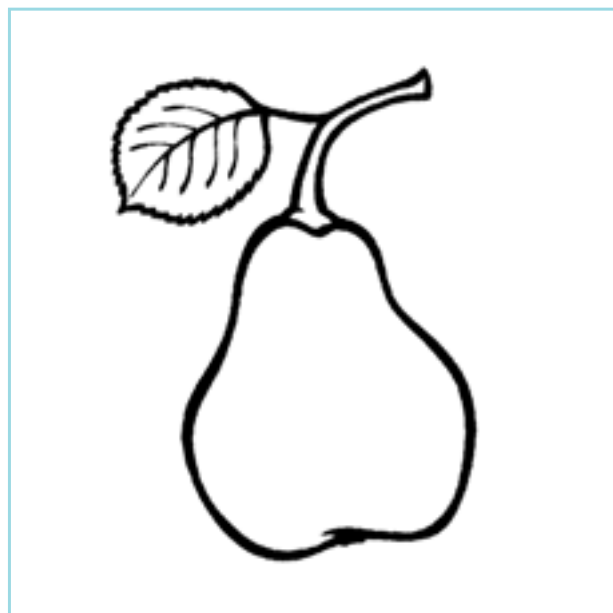
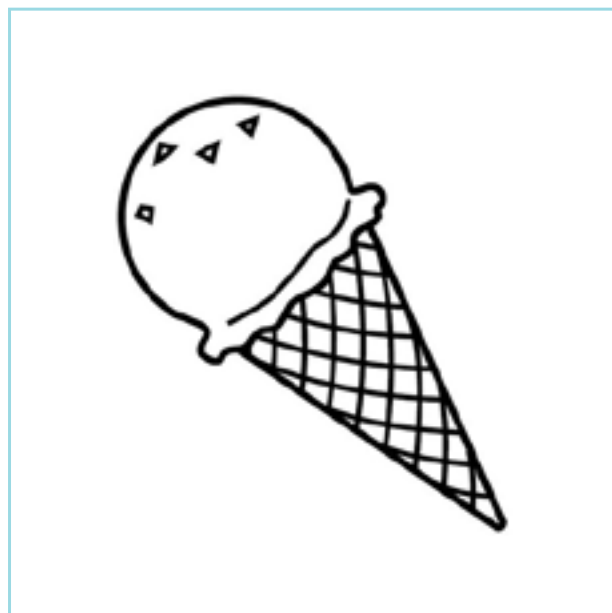
FOURTH EXERCISE: PRODUCTION

The students will be given some worksheets with pictures of sweets and healthy food. They will have to colour them, cut them out and stick them to one of the cardboard teeth (yellow or white) that will be hanging from the walls of the classroom.

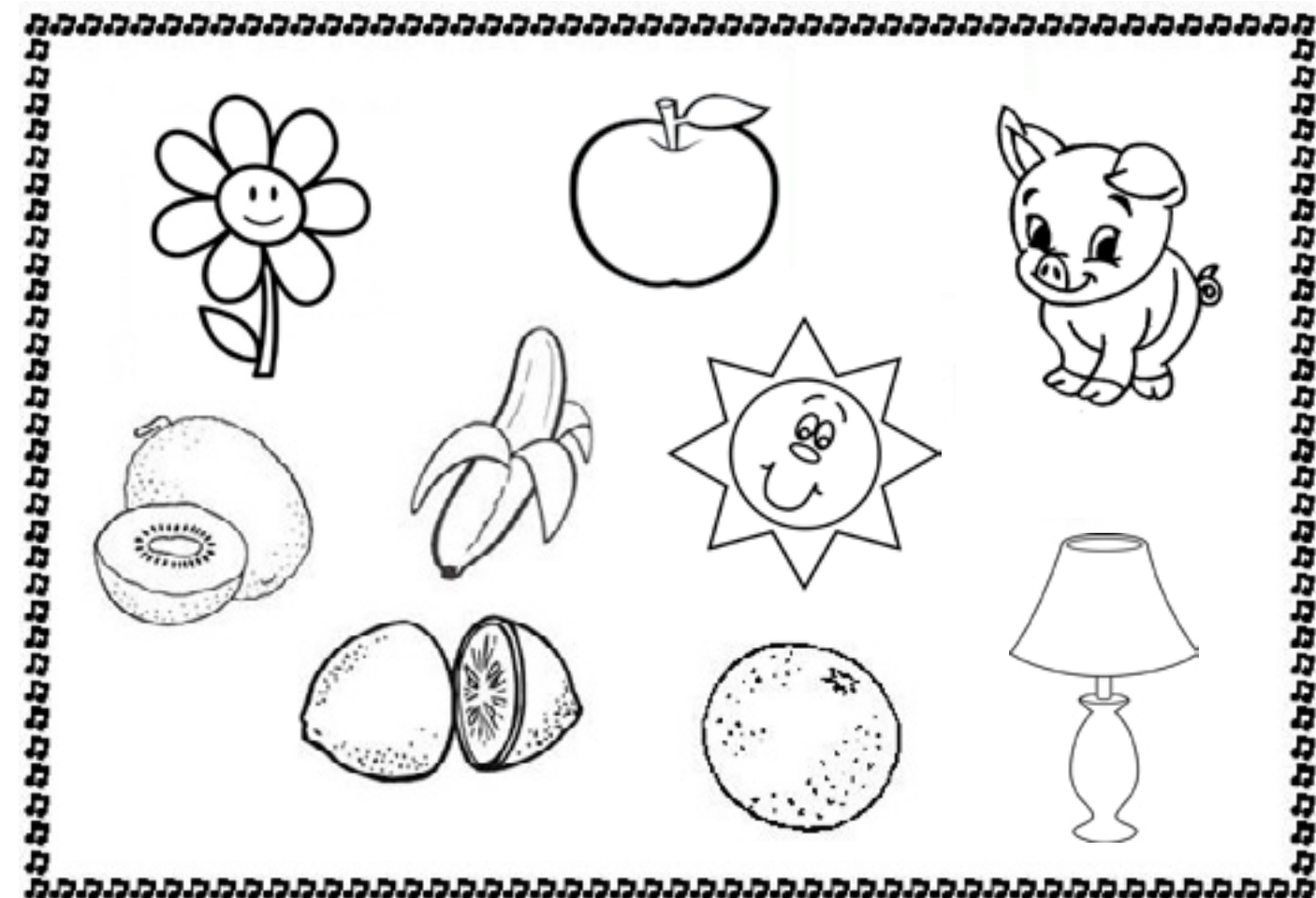
FIFTH EXERCISE: A SWEET GOODBYE

The children are going to make some jelly candy for themselves.
To finish the lesson, the students are going to receive a present to continue practicing the content in class or at home.





Circle and color (apple, orange, banana, kiwi, lemon)



DANCE AND SING EMOTIONS

1. MATERIALS

Computer with audio to play the song or musical instrument like a guitar/piano.

2. CLASSROOM ORGANITATION

Semicircle and the teacher in the middle.

3. ACTIVITY DEVELOPMENT

1. Teacher plays the song once and perform all the movement which follows the lyrics.
2. Teacher play again the song very slow focusing in how the students do the movement and sing the song.
3. Each time we sing the song we support the learning with a flashcard in order to show them the emotion and help them to recognize it.
4. Last time we don't say the main words supporting them to say them.

THE EMOTIONS SONG

*If your happy happy happy clap your hands,
If your happy happy happy clap your hands,
If your happy happy happy clap your hands
clap your hands
If your happy happy clap your hands.*

*If your angry angry angry stomp your feet,
If your angry angry angry stomp your feet,
If your angry angry angry stomp your feet
stomp your feet
If your angry angry angry stomp your feet.*

*If you are scared scared scared say oh no!
OH NO
If you are scared scared scared say oh no!
OH NO
If you are scared scared scared say oh no,
say oh no,
If you are scared scared scared say oh no!
OH NO.*

*If your are sad sad sad cross your arms
If you are sad sad sad cross your arms
If your sad sad sad cross your arms cross your
arms
If you are sad sad sad cross your arms.*

*If you are calm calm calm make a circle with
your hands
If you are calm calm calm make a circle with
your hands
If you are calm calm calm make a circle with
your hands
If you are calm calm calm make a circle with
your hands*



COLOUR THE MONSTERS

1. MATERIALS

For develop the activity, you will need the files which are attached:
Monsters for colour. (file attached 2)

2. CLASSROOM ORGANISATION

The class is organized in groups of 5 pupils.

3. ACTIVITY DEVELOPMENT

In this activity, pupils have to colour different drawing of monsters with the main colors that they have learnt just before.



HAPPY
YELLOW



SAD
BLUE



ANGRY
RED



CALM
GREEN



SCARED
NEGRO



TIME TO PERFORM

1. MATERIALS

In this activity, pupils are using the drawing that they have colored before.

2. CLASSROOM ORGANITATION

Small groups of five pupils. All the group will have the five different feelings.

3. ACTIVITY DEVELOPMENT

1. The teacher chooses a group of five.
2. This group have to perform one feeling.
3. Then, the rest of the class must rise the correct draw to guess it.
4. After that, another group have to repit the dynamic.



STOP AND

MAKE THE FACE

1. MATERIALS

A song

2. CLASSROOM ORGANITATION

It can be made in many spaces.

3. ACTIVITY DEVELOPMENT

1. We start playing and when the music stops we say an emotion and the students have to preform it correctly.
2. We start playing and when the music stops we perform an emotion using our face and the have to say which one is the emotion.

We can say to different students to say the emotions when the music stop and the rest have to perform the emotions without move their feet.



vocabulary

kitchen

bedroom

bathroom

living room

bed

table

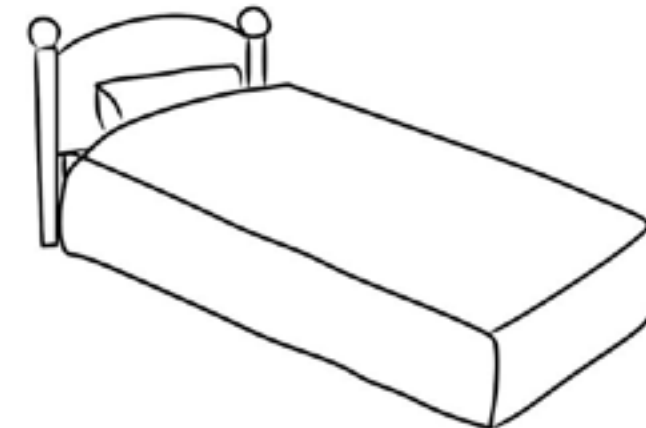
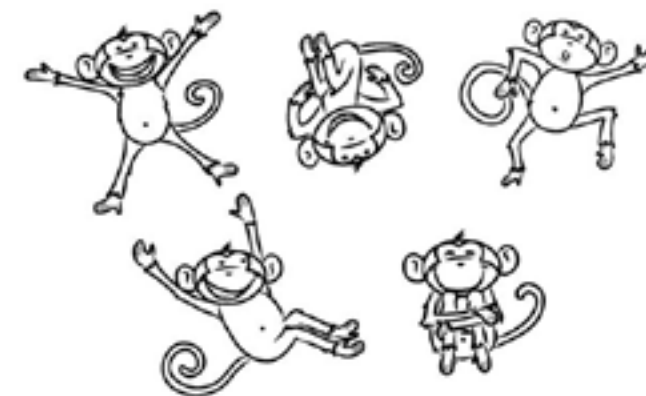
sofa

toilet

MY HOUSE

B E D

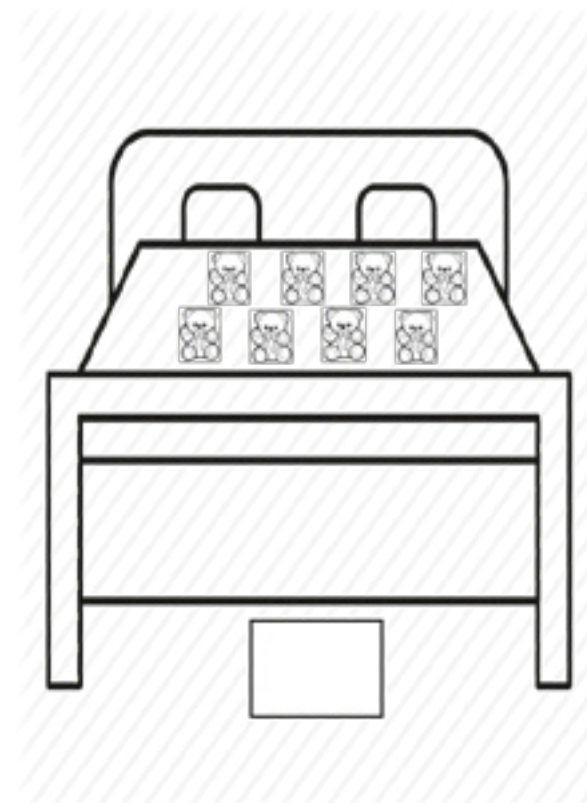
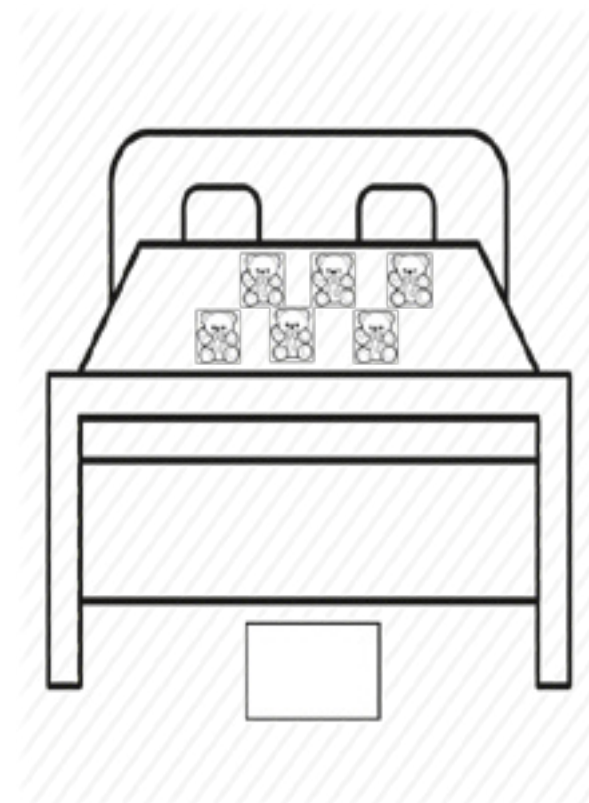
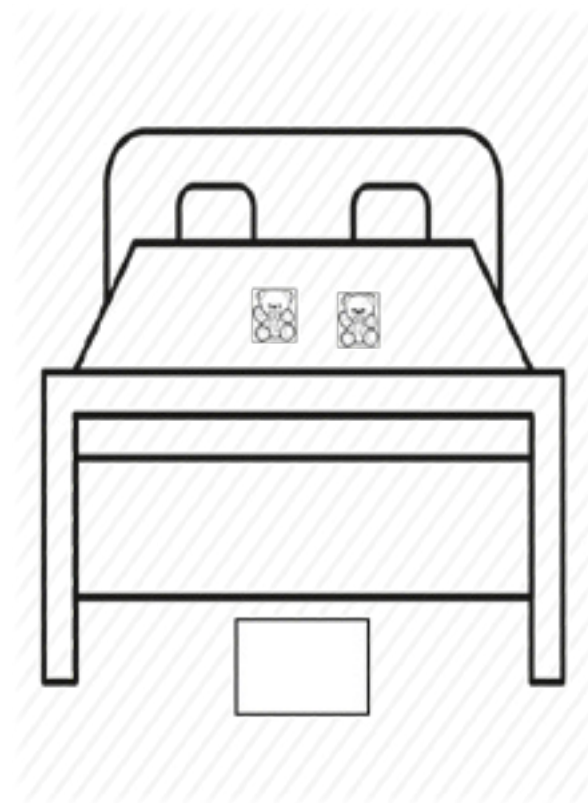
- Learn new word in English - BED.
- Show Picture about bed and name the letter B
- Teacher puts the doll bed and asks one of the children put the doll in the bed, then put the doll next to bed, put the ball under the bed (teacher can play with children as long as she wants)
- Listen or watch the song "Five little monkeys".
<https://www.youtube.com/watch?v=C7ySvPoq4os>
- Talk about the song - what happened in the song.
- Teacher gives to children worksheets where they must tear the paper in small pieces and stick it with glue. Monkeys color out using pencils or flomasters.
- Teacher gives worksheets - children must color worksheet, count bears in the bed and write letter B.
- Feedback - talk with children how they felt during lesson, what they liked or disliked to do etc.



FIVE LITTLE MONKEYS
JUMP ON THE BED

TED IN THE BED

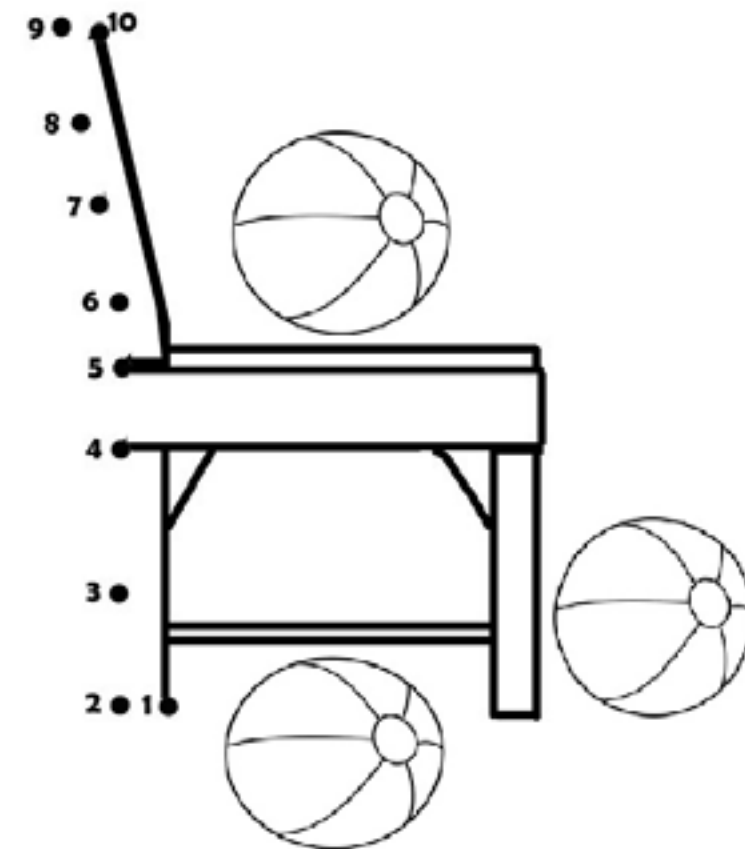
How many bears are in each bed? Write your answer.



CHAIR



- Learn new word in English - CHAIR.
- Show Picture about chair and name the letter C
- Learn with kids poetry (or can sing a song) about chair. Teacher can think a movement to song.
*Where is caterpillar hiding today?
We looked under the chair.
We looked on the chair.
We looked out the window.
But he was not there.
We looked in the flowers. What did we see?
A beautiful butterfly looking at me.*
- Talk about on, in, under, next to. Talk what we can put ON the chair, UNDER the chair. Put a toy caterpillar (or any other toy) in several positions.
- Teacher gives to children worksheets where they must trace the chair and then color it using dot method.
- Teacher gives next instructions – color ball on the table in red color (using dot method), under the chair – blue and next to chair - yellow.
- Feedback – talk with children how they felt during lesson, what they liked or disliked to do etc.

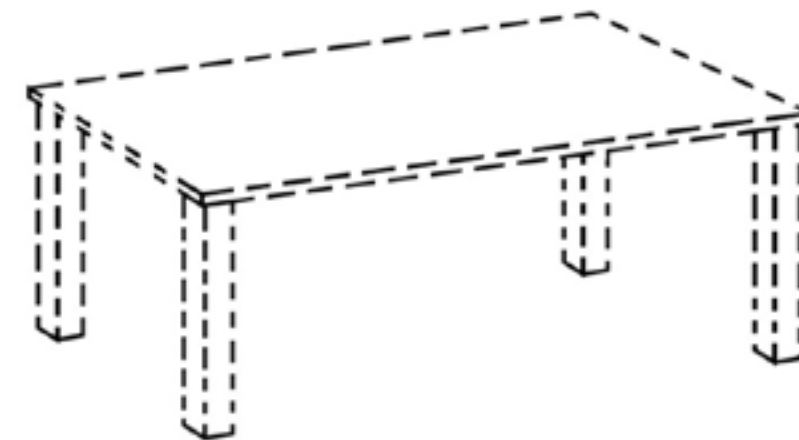
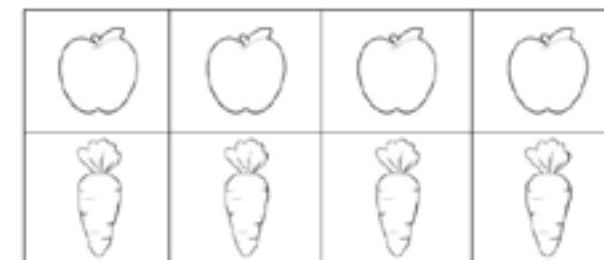


TRACE THE CHAIR

TABLE



- Learn new word in English - TABLE.
- Show Picture about table and name the letter T
- Count with children how many tables are in classroom, what color etc.
- Talk about on, in, under, next to. Talk what can we put ON the table, UNDER the table and if there is possible to put something IN table (yes, if there is a shelf).
- Ask if there is any table in the kitchen. Teacher asks if children can help teacher and repair her table and help to sort her.
- Teacher gives to children worksheets where they must trace the table and then color it or using clay to fill the table
- Teacher gives second worksheet and with children counts how many apples and carrots are there. Talks what color are they.
- Children color vegetables, cut it with scissors.
- Teacher gives next instructions – put 3 apples ON the table and stick them with glue, 2 carrots UNDER the table and stick them with glue.
- Feedback – talk with children how they felt during lesson, what they liked or disliked to do etc.



TRACE THE TABLE
PAINT AND CUT

W H A T I S

M I S S I N G

You will need: pictures of **table**, **chair**, **bed**, **wardrobe**.

Aim of this game is to check attention of children and to strengthen new words: table, chair, bed, wardrobe.

Teacher put all these pictures on the wall or blackboard. Children repeat words.

And then starts the music. Children starts to move around the room. In that while teacher take on of the pictures off the wall. When music stops children get back to this wall with pictures, says:

"Let us see, let us see, what is missing over there!" and tries to see, which picture is gone. Who guess it first, can help a teacher or to become a *"teacher"*.

There is oportunity to use another words too if children are older or they learn more words. But for beggining there is no need to get it complicated.



GAME

"PLEASE..."

You will need: **Chairs, music.**

Every children take his chair and put it together with other children chairs in one big circle. There must be space between chairs so children could move around easily.

Every children stands besides his chair. Music sound and everyone is moving on his place like he wants to. When music stops teacher gives instructions, but children must be very careful in listening. If teacher gives instruction with phrase PLEASE, children must do that move, if there is no PLEASE, they don't do it.

Example: *"Please, stand behind your chair!"* (children do move)

"Sit on your chair." (children don't do it)

Through this game children learn prepositions: **ON, BEHIND, UNDER.**

"Stand behind your chair", "Sit on your chair.", "Get under your chair."



vocabulary

summer

spring

autumn

winter

Sunny

rainy

windy

cloudy

W E A T H E R
A N D
C A L E N D A R

MAKE A WEATHER AND LEARN NEW WORDS

We can make a different weather!

It is the sun. Weather is SUNNY. *(put the sun on the picture)*

It is the cloud. Weather is CLOUDY. *(put the clouds on the picture)*

It is the rain. Weather is RAINY. *(put the drops on the picture)*

It is the wind. Weather is WINDY. *(put the leaves on the picture)*

It is the snow. Weather is SNOWY. *(put the snowflakes on the picture)*

How's the weather? *(show picture)*

- SUNNY • WINDY
- CLOUDY • SNOWY
- RAINY



GAME

IN A COLD WINTER DAY

One of children will play a role of **FROST**.

All the other children acts that they are enjoying the sun and hot weather.

Some of them can act that they do sun baths, some of them can run around, some of them can clap hands in pairs.

But then sudenly comes FROST. He says: "Hey kids, I am Frost. Very mad and old. Run away, run away!!!Or you will get my cold!!!!!"

Then frost tries to catch one of the children and "Frost" him. He takes this children with him (other children stay and act that it is sunny again). After some while FROST go back to catch another one.

GAME

WHAT IS THE WEATHER?

This game will help your children to understand some words about weather. Children standing in the circle and when music starts they go around hand in hand. When music stops they hear one of these words:

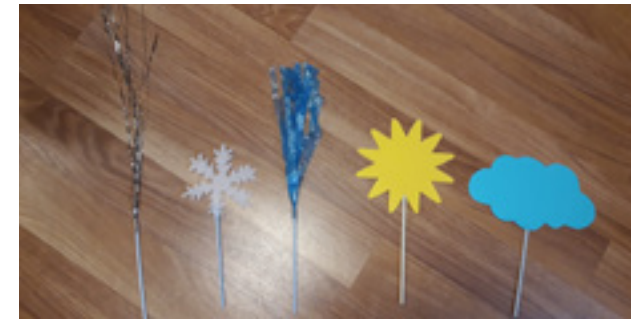
IT IS RAINING, IT IS SNOWING, IT IS WINDY, IT IS SUNNY.

- When they hear command – *it is raining*- they show movement with fingers how does rain drops fall
 - When they hear command – *it is snowing* – they flows around like snowlakes
 - When they hear command – *it is windy* – they raise their hands and do movement with their hands showing, how tree branches are moving in a windy day.
 - When they hear command – *it is sunny* – they stretch out hands along the sides and do movements up and way back trying to show rays of the sun.
- Teacher changes movement like he/she wants. It is all about fun.

GAME

HOW IS THE WEATHER?

This game will help your children to understand some words about weather. Each child hold one of this cartoons (the sun, the wind, the snowflake, the rain, the cloud) in hand.



When music starts children are moving. When music stops they hear one of these words:

IT IS RAINY, IT IS SNOWY, IT IS WINDY, IT IS SUNNY, IT IS CLOUDY.

- When they hear command – RAINY- they show rain.
- When they hear command – SNOWY – they show snowlake.
- When they hear command – WINDY – they show wind.
- When they hear command – SUNNY – they show sun.
- When they hear command – CLOUDY – they show cloud.

GAME

THE TIME
MEMORY

1. MATERIAL

Memory cards X2

2. TIME

30'

3. WHO

Teachers: they provide the game rules.

Children: they name every time the symbol of the card.













4. PROCESS

Children

They turn one card at a time, naming every time the symbol found.

The goal is to find the same card in order to make the largest number of couples.

The child that doesn't find the couple leaves his turn to the next one

<p>sunny</p> 	<p>rainy</p> 	<p>foggy</p> 
<p>tornado</p> 	<p>ice</p> 	<p>cloudy</p> 
<p>stormy</p> 	<p>lightning</p> 	<p>snowy</p> 
<p>windy</p> 	<p>partly cloudy</p> 	<p>thermometer</p> 

GAME

TIME WHEEL

SPIN AND COVER

1. TOOLS

- copies of the symbols in black and white
- cardboards to build the wheel
- felt tips
- paper fasteners/pin tips
- scissors

2. TIME

60'

3. WHO

Teachers: they provide the game rules.

Children: they build the time wheel.

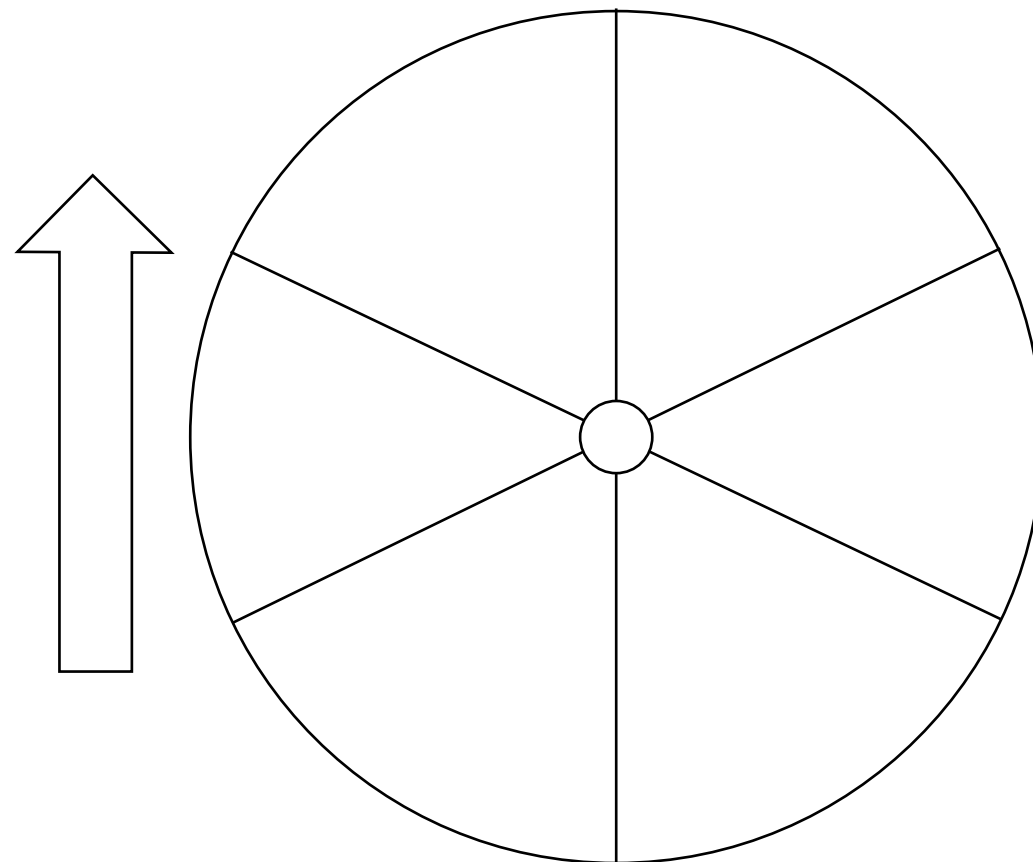
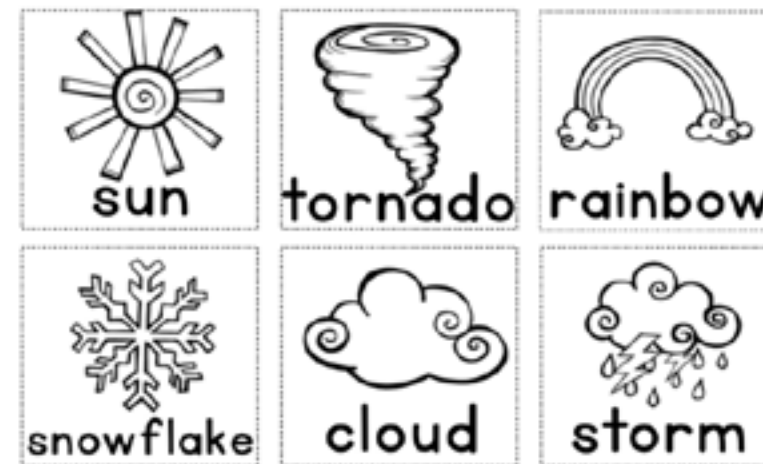
4. PROCESS

The teachers hand out to each child 1 wheel split into wedges .

On every wedge the children will paste the symbols (previously colored and cut up) and will build an arrow to be affixed on the wheel.

They will spin the arrow and name the symbol indicated by the arrow.

It also could be built a bigger wheel to be shared.



MUSIC ACTIVITY

WHEEL OF
WEATHER SONG

1. TOOLS

- Wheel of weather
- song “what’s the weather ?”

2. TIME

45'

3. WHO

Teachers: shows the wheel of weather, turn the arrow on a different symbols each and show to the children the movements associated with weather.

Children: listening to the song and following the teacher’s directions, they make the movments of the sun, the rain, the cloud, the wind, the snow.

4. PROCEDURE

The motor activity takes place in a scattered order in a large space.

▶ PLAY THE SONG

MUSIC ACTIVITY

HOW IS
THE WEATHER SONG

1. TOOLS

- PC

3. PROCEDURE

Listen and sing.

2. TIME

10'

▶ PLAY THE SONG

MUSIC ACTIVITY

THE
SEASON SONG

1. TOOLS

- PC

3. PROCEDURE

Listen and sing.

2. TIME

10'

▶ PLAY THE SONG

GAME
DAYS OF
THE WEEK

The base of this game is rhyme that children is trying to repeat and remember all the movements.

On Monday I will go to school, go to school, go to school.
On Monday I will go to school, go to school....

On Tuesday I will dance and sing, dance and sing, dance and sing.
On Tuesday I will dance and sing, dance and sing....

On Wednesday I will draw a picture, draw a picture, draw a picture.
On Wednesday I will draw a picture, draw a picture.

On Thursday I will run and jump, run and jump, run and jump.
On Thursday I will run and jump, run and jump...

On Friday I will play with friends, play with friends, play with friends.
On Friday I will play with friends, play with friends.....

On Saturday I will stay at home, stay at home, stay at home.
On Saturday I will stay at home, stay at home.....

On Sunday I will have some rest, have some rest, have some rest.
On Sunday I will have some rest, have some rest.....

Variations of this game depends from children age. If children are small teacher can teach them only a rhyme and do some thipical movements for every day. If children is older they can do it that way: First children do rhyme about Mon-day, second-about Monday and Thursday, third – about Monday, thuesday and Wednesday.....and so on.....

When children know rhyme very good, they can guessOne of kids show move-ment and other ones say, which rhyme it is.....Example, children show how he run and jump. All the other do this rhyme:

On Thursday I will run and jump, run and jump, run and jump.
On Thursday I will run and jump, run and jump...

THE CALENDAR OF THE TIME

1. MATERIAL

- Colored cardboard (yellow, red, green, blue, orange)
- Paper
- Photocopy of the days of the week
- Photocopy of the months of the year
- Photocopy of the "gifts" present in every season
- Photocopy of the names of the seasons
- Markers
- Scissors
- Glue stick
- Transparent plastic adhesive roll
- Foam "pritt" multi tack

2. TIME

2 Days

3. WHO

Teachers: build the calendar.

Children: build and color the various parts of the calendar

4. PROCESS

Prepare 6 colored rectangular cardstock :

In the yellow cardboard write: *we are in the year?*

In the blue cardboard write: *in that season we are?*

In the green cardboard write: *we are in the month of?*

In the yellow cardboard write: *what day it is?*

In the orange cardboard write: *what is the time?*

In the green cardboard write: *in this season we are?*

Make coloring to children the days of the week (monday, tuesday , wednesday, thursday, friday, saturday, sunday), cout them, paste them with the glue stick on the cards of the same color and coat them with the plastic transparent adhesive.

Make coloring to children the months of the year trim, paste them on cardboard of the same color and coat them with the plastic transparent adhesive. To colorize the names of the seasons, crop them, paste them on cardboard and coat them with the plastic transparent adhesive. To colorize the numbers, crop them, paste them on cardboard and coat them with the plastic transparent adhesive. To colorize the names of the seasons, crop them, paste them on cardboard and coat them with the plastic transparent adhesive.

Make colorarela photocopy of the "gifts" of the seasons, crop them, paste them on cardboard and coat them with the plastic transparent adhesive.

Assemble the various parts.

GENNAIO

FEBBRAIO

MARZO

APRILE

MAGGIO

GIUGNO

LUGLIO

AGOSTO

SETTEMBRE

OTTOBRE

NOVEMBRE

DICEMBRE

LUNEDÌ

MARTEDÌ

MERCOLEDÌ

GIOVEDÌ

VENERDÌ

SABATO



THE SUN AND

THE CLOUDY STORY

1. MATERIAL

- Video of the story on youtube

▶ PLAY THE VIDEO

2. TIME

5 minutes for listening to the story, 15 for the dramatization, 2 hours for the preparation of the costumes

3. WHO

Teachers: they show the animated video of the story two or three times. Subsequently, inviting the children, in a small group, to dramatize the story, the children pretend to imitate the characters (sun, cloud, flowers, rainbow).

Children: they create costumes for dramatization.

NOTE

Costumes: they can be made with material to pleasure

Vocabulary: sun, cloud, flowers, rainbow, rain, sky, it's hot

4. PROCEDURE

All children see and listen to the story, then the teacher organizes the drama in small group (4-5 children) while the others are spectators. All the children dramatize and see the dramatized story.

THE STORY

The flowers are in the field and the sun is in the sky

Flower 1: "Aahw, it's hot. I like the sun!"

Flower2: "Me too"

Suddenly a big cloud appears and then it starts to rain

Flower 1: "Aahw it's wet. I like the rain!"

Flower2: "Me, too"

The sun is angry: "Cloud, cloud, Go away! The flowers like me"

The cloud is angry: "Sun, Sun, go away! The flowers like me!"

Flowers: "Sun, Sun, please stay! We like you"

Flowers: "Cloud, Cloud, please stay! We like you, too"

Sun and cluod: "Thank you flowers!"

The sun and the cloud are happy now. They stay in the sky together and...

A beautiful rainbow appears.

All together: "Oh look, a rainbow! It's beautiful! Fantastic!"

FOUR CORNERS

Theoric introduction about parts of the day throughout the timetable of the students.

We are going to ask several questions to the pupils about what do they usually do in each part of the day.

1. MATERIAL

Cards (*related with the topic*) and 4 boxes (*each box represents the different parts of the day*).

2. OBJECTIVE

To organize each card in the correct box.

3. DESCRIPTION

In the middle of the pitch they will find several cards related with the topic (*My Day*).

At the sign, all the students, at the same time, will have to take the card and try to put into the correct box.

The game will be finished when the children get to collect all the cards into the correct box.

MASTERMIND

1. MATERIAL

Cards (*related with the topic*), 2 benches, 8 plastic blocks.

2. OBJECTIVE

To guess the place of the pair working all together (*by relays*).

3. DESCRIPTION

We spread out the children in four groups. Six people in each one (*approximately*) and four cards for each group. The groups make a line at the end of the pitch (*except one person who will be on the other side of the pitch*); on the opposite side, there will be a bench with four cards hidden behind the bench. Here must be sitting down on the floor the person who controls the game. The mission of the group is to make a relay in order to join the cards they have, with the position of the card behind the bench. When the team guess a pair, the person who controls behind the bench will lift the corresponding block.

I ' M C L E V E R

1. AGE

4 – 5 Years Old

2. TIME DURATION

1 Hour

3. CONTENT

Vocabulary:

- colours, animals, parts of the body.

Adjectives:

- big and small

4. GOALS

- Work with different articles of colours, animals and parts of our body.
- Learn vocabulary associated with the Erasmus project.
- Introduce our children in technologies .

5. PRODUCT

- Paper, cut-out glasses and chocolates coins, images 4D.

6. MATERIALS

- Laptop, pyramid, power point program.
- Milk, colorants, plate and a stick.
- Animal crafts.

Note:

Before the lesson we should talk with the tutor of the BEES class to know the characteristics of the Students. Apart from that, we´ll give information she/he should know about the different tasks we will do with his/her group.

S T A R T E R R O U T I N E

TIME

5'

TEACHER TIPS (BEFORE THE LESSON)

Firstly, we will introduce ourselves to the children: names, nationality, feelings.

RESOURCES

- Non materials.

THE MAGIC FRIEND

TIME

5'

TEACHER TIPS (BEFORE THE LESSON)

All the students sitting in front of the laptop.
We are going to introduce our magic friend who comes from Saturn.
She is looking for her treasure in Turkey and she is going to ask for help to the children.

RESOURCES

- Laptop
- Pyramid

Note:
If we have a student with high capacity, he/she will help us with the story telling. The student will be one of our translators.
Apart from that, she/he could help us with the flash cards saying the different animals.

HOLOGRAM COLOURS

TIME

30'

TEACHER TIPS (BEFORE THE LESSON)

After introduce herself we will start the task.

- Can you see the colours?

The princess Sasha is going to ask for the different colours showed. The student should guess the colour of the objects.

Apart from that, they have to make an experiment using colours. To do this they have: milk, colorants and sticks.

If they achieved the challenge, they will win an envelope with the first clue to find the treasure.

RESOURCES

- Laptop with the Hologram.
- Milk
- Colorants
- Sticks and a plate.

ANIMAL

TEACHER TIPS (BEFORE THE LESSON)

- Our princess loves the wild life.

To achieve the second challenge (envelope), they have to guess the different animals showed through shadows.

RESOURCES

- Lantern
- Animals shapes.
- Laptop

DANCE FOR

THE PRINCESS!

TEACHER TIPS (BEFORE THE LESSON)

- Sasha loves dancing.

She asks students to dance for her.

Song: Head, shoulder, knees and toes.

▶ PLAY THE SONG

RESOURCES

- Laptop with music.

STORY TELLING: SASHA'S TREASURE!

- Hello! I´m Sasha, the princess or Saturn.
- I´m looking for my treasure that is in Turkey!
- I have a problem. Can you help me, please?
- Thank you kids. Listen: only the cleverest children can help me to find the treasure!
- Put your glasses on! If you are able to see the colour of my objects, you will pass my first challenge!
- Perfect!
- You are clever, but it´s not enough. You have to make an experiment with the colours. Are you ready? You have 5 minutes. Let´s go! Second challenge. What´s my favourite animal?
- Perfect!
- And the last challenge. I love dancing. Can you dance for me!
- Perfect! You are clever! You have found my treasure.
- You can see my treasure if you put your papers together.

CLEVER GAME

1. AGE

3-7 years old

2. OBJECTIVE

- to remember the vocabulary, the phrases, the songs, the expressions related to the different topics with the ERASMUS+CLEVER project
- to play with kids of different ages and to help but to also get help
- to recognise the numbers and know how to count
- to understand the rules of the game and respect them

3. INSTRUCTIONS

The game is formed of a board, nine flags, sixty cards with different questions on them and a dice.

The board is formed by thirty-seven slots.

A kid (in a pair or as a group) have to throw the dice and move the flag according to the number forward on the dice.

If the slot, where they land has an image of one of the topics covered in the ERASMUS+CLEVER project, they have to choose one of the five cards linked to the topic, which contain either a question or a request.

The kid or the kids together have to respond to this request/question.

The winner will be the kid or the group that arrives first at the end of the board game.



