

## Unit overview

*A teacher affects eternity; he/she can never tell where [their] influence stops.*

Henry Brooks Adams

### Objectives

Present and practise parts of the face vocabulary: *face, eyes, ears, nose, mouth, hair*

Recognize and respond to the question *How are you?*

Review colours and numbers vocabulary

### Materials

Circle time and Weather routine materials

Character puppets

Routine clock

Class Book

Numbers flashcards

Characters flashcards

Unit 1 parts of the face flashcards

Unit 1 feelings flashcards

Unit 1 storycards: *Look at my mask!*

Unit 1 pop-out

Unit 1 stickers

*Jump In!* envelopes

*Jump In!* box

Teacher's Website:

Photocopy Master 15

Reward stickers

Audio CDs 1 & 2

DVD

Classroom Presentation Tool

## About the unit

- In this unit, the children will be introduced to parts of the face vocabulary and will also learn how to talk about their feelings.
- Ensure the class understands that you will be focusing on faces and feelings in this unit by discussing this in their L1 prior to starting the unit. Encourage them to talk about and point to the different parts of their faces and discuss how we can show different feelings. To help consolidate their understanding, you may wish to bring in close-up pictures of faces from magazines, and encourage the children to talk about how the people might be feeling.
- In the *Extra activities* section for this unit, there are notes on the extra games and activities available for use on your Interactive Whiteboard, as well as advice on how to use the extra worksheets available on the Teacher's Website that provide further practice of the *Tex's words* and *Frankie talks* language. There are also suggestions for a pronunciation practice activity, focusing on providing clear and accurate models of the new language for the children to follow.

# Unit 1 Lesson 1

## Tex's words

### Materials

Character puppets  
 Routine clock  
 Class Book: *Tex's words* worksheet (p.3)  
 Weather monitor badges  
 Weather flashcards  
 Unit 1 parts of the face flashcards  
 Unit 1 storycards  
 Unit 1 stickers  
 Audio CDs 1 & 2  
 DVD



**EXTRA ACTIVITY:** Once the children have lost their initial shyness, you may need to have a settling song or activity. Introduce the class to the *Quiet time song* (CD1 track 9).

**Quiet time song** 1-9  
 Tune: *Quiet time for baby*

Quiet time for Frankie,  
 Quiet, everyone.  
 Quiet time for Frankie,  
 Quiet, everyone.

### 1 Circle time and Weather routine

- At the very beginning of the class, assign a Weather monitor for the day and give them a Weather monitor badge. Encourage them to prepare for the Weather routine by choosing and displaying the appropriate weather flashcards. Say *[Name], you are the Weather monitor. What's the weather today?*
- If you have a Routine clock, move the hand to 'Circle time' before the start of class, then start with the *Circle time boogie* (CD1 track 6), doing the actions and encouraging the children to join in.

- Now play the *Hello song* (CD1 track 2). As the children will be more familiar with the Circle time routine, choose four children straight away to take the character puppets, and go around waving to the rest of the class during the song.
- Give the puppets to three different children. Either play the *Hello song* again, or sing one of the alternative verses using the *Let's sing karaoke* version (CD2 track 28). Encourage the children to get involved with any new actions, using the puppets to help them.
- Now refer to the flashcard(s) the Weather monitor has displayed, saying the weather rhyme as you do so.
- Now sing the correct version of the *Weather song* (CD1 track 4 / CD2 track 29).

**TEACHING TIP:** From this point on, choose the elements of the Circle time and Weather routine that work best with your children and that you feel the most comfortable with. This might change slightly from day to day, depending on what time of the day you have your English class. For example, if your class is at the start or end of the school day, the children may be sleepy. At such times you may want to do the *Circle time boogie* very energetically, followed by all the verses of the *Hello song* and then the *Weather song*. At other times, for example, after break time, you may need to settle the children. Here, you may just wish to sing the *Circle time boogie* followed by the *Quiet time song*, to calm the children ready for the next activity.

### 2 Revision

- Put on the Dizzy and Frankie puppets and play *Hello, what's your name?* (CD1 track 11), acting out the song.
- Now take the puppets around the class, using them to ask different children *Hello, what's your name?*

### 3 Tex's words: Vocabulary presentation

**TEACHING TIP:** If your class has studied *Jump In! Starter*, refer back to the parts of the body vocabulary and elicit the words: *body, arms, legs, head*, establishing with the children that they already know four body words in English. You could also count the words in order to practise the numbers. Say *Very good. We can say 1, 2, 3, 4 body words in English!* with lots of enthusiasm in your voice to show how pleased you are with them for remembering the words.

- Take out the Unit 1 parts of the face flashcards. Tell the children that Tex is going to teach them some new words. Play *Tex's words* (CD1 track 13) as you take out the flashcards one by one and show them to the children.

### Tex's words 1-13

Hello everyone! Look!  
 Face, face. Touch your face.  
 Eyes, eyes. Touch your eyes.  
 Ears, ears. Touch your ears.  
 Nose, nose. Touch your nose.  
 Mouth, mouth. Touch your mouth.  
 Hair, hair. Touch your hair.

- Play the track again and encourage the children to touch the parts of their face as they are mentioned.
- You may also wish to play the word list (CD1 track 14) to help consolidate the new vocabulary further. Again, encourage the class to touch the parts of their face as they hear the words.

### Unit 1 word list 1•14

face, eyes, ears, nose, mouth, hair

### 4 Story time: **Look at my mask!**

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 7), encouraging the children to join in with the actions.
- Tell the children they are going to hear a story about Frankie, Tex, Dizzy and Spot. You can choose to play the story on the CD (CD1 track 15) and use the storycards, or play the DVD (Unit 1 Story).

### Look at my mask! 1•15 / DVD Unit 1 Story

- 1 Narrator** Frankie, Dizzy, Tex and Spot are by the pond.  
Dizzy is happy.  
**Dizzy** Look at my mask, everyone!  
**Frankie** That's a lovely mask, Dizzy. Can I try it on, please?  
**Dizzy** No! It's my mask!  
**Narrator** Frankie is sad.
  - 2 Dizzy** Look at my eyes. I've got green eyes! Look, I've got GREEN EYES!
  - 3 Dizzy** Look at my ears. I've got ears! Look, I've got EARS!
  - 4 Dizzy** Look at my nose. I've got a nose! Look, I've got a NOSE!
  - 5 Dizzy** Look at my mouth. I've got a mouth. Look, I've got a MOUTH!
  - 6 Dizzy** And look at my lovely hair. I've got hair! Look, I've got HAIR!
  - 7 Narrator** Now Dizzy is sad.  
**Dizzy** Frankie, Tex, Spot. Help! Look at my lovely hair!  
*Boo hoo!*
  - 8 Tex** It's OK, Dizzy. It's sunny. We can hang your mask on the line to dry.  
**Dizzy** Thank you Tex, you are clever!  
I'm sorry, Frankie. You can try my mask on when it's dry.  
**Frankie** Thank you, Dizzy!  
**Narrator** Dizzy is happy again.  
And Frankie is happy, too!
- If you have time, you may wish to play the story again using the CD and storycards.
  - Note that as *face* is not mentioned in the story, you may need to practise this word a little more. You could ask the children to listen carefully to the story again and tell you which word is missing.

### 5 Table time: **Tex's words worksheet with stickers**

- If you have a Routine clock, move the hand to 'Table time' and play the *Table time rhyme* (CD1 track 8), motioning for the children to go back to their tables.
- Give out the worksheet from the Class Book. Point to the different parts of the face and establish that the children have to add the features, saying *The face needs eyes, ears, a nose, a mouth and hair.*
- Show the children the stickers. The children then complete the clown's face using the stickers.
- Once the children have finished, name the parts of the face and ask the children to listen and point as you say them. You may wish to do this several times, varying the order and the pace at which you say the words.

**EXTRA ACTIVITY:** Use *Tex's word game* on your Interactive Whiteboard to practise the *Tex's words* lexis further. See the *Extra activities* section (p.52) for more information.

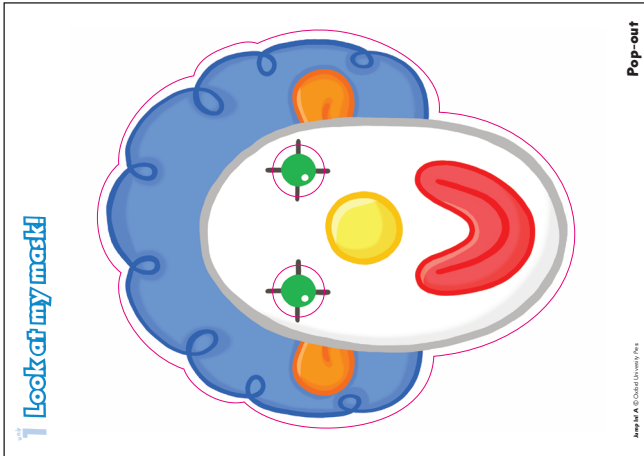
### 6 Tidy up and say **Goodbye**

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 10).
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

## Unit 1 Lesson 2

### Materials

Circle time and Weather routine materials  
Character puppets  
Routine clock  
Class Book: *Tex's words* worksheet (p.3)  
Unit 1 parts of the face flashcards  
Unit 1 pop-out  
Audio CD1  
DVD



### 1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of class.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

### 2 Game time: *Pass the puppet*

- If you have a Routine clock, move the hand to 'Game time' and tell the children that you are going to play a game called *Pass the puppet*.
- Arrange the children in a circle and pass the Frankie puppet to an individual. Play *Tex's words* (CD1 track 13), stopping at the end of the second line: *Face, face. Touch your face.* Repeat the line and encourage the child holding Frankie to follow the instruction, touching Frankie's face. The child then passes Frankie to the person on their left. Play the next line of the track and again encourage the child to follow Tex's instruction, touching Frankie's eyes. The children continue to pass Frankie around the circle until the track has finished.
- Now add Dizzy to the circle and play the game again. Two puppets in the circle means that everyone should easily get to have a go.

**EXTRA ACTIVITY:** If you have used *Jump In! Starter*, you could introduce revision of the parts of the body vocabulary into this game.

### 3 Song time: *Touch your face*

- If you have a Routine clock, move the hand to 'Song time' and tell the children that they are going to hear a song.
- First, show the children the *Tex's words* worksheet from Lesson 1. Play *Touch your face* (CD1 track 16), pointing to the various parts of the clown's face as you hear them.
- Display the Unit 1 parts of the face flashcards in the order they appear in the song: *face, eyes, ears, nose, mouth* and *hair*. Say the parts of the face and encourage the children to touch the parts of their face as they hear each word.
- Play the new song again, demonstrating touching parts of your face to the children as the song plays. Encourage the children to copy you.

### Touch your face 1:16 / DVD Unit 1 Song 1

Touch your face, 1, 2, 3.

Stand up. Touch your face.

Copy me!

Touch your eyes ...

Touch your ears ...

Touch your nose ...

Touch your mouth ...

Touch your hair ...

- If you have time, you may also wish to play the song again on the DVD (Unit 1 Song 1).

### 4 Table time: Pop-outs

- If you have a Routine clock, move the hand to 'Table time'. Play the *Table time rhyme* (CD1 track 8), motioning for the children to go back to their tables.
- Give out the Unit 1 pop-out. The children have to press out the mask and the eye holes.

**FAST FINISHERS:** Fast finishers can be encouraged to practise the unit vocabulary by touching the parts of the mask's face in an order you specify.

### 5 Story time: *Look at my mask!*

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 7). Tell the children that they are going to hear the story again, but that this time they are all going to be Dizzy and use their pop-out mask. Play the story (CD1 track 15) and encourage the children to point to the parts of their mask and repeat the parts of the face as Dizzy mentions them.

### 6 Tidy up and say *Goodbye*

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 10).
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

## Unit 1 Lesson 3

### Materials

Circle time and Weather routine materials  
Character puppets  
Routine clock  
Numbers flashcards  
Unit 1 parts of the face flashcards  
Unit 1 storycards  
Unit 1 pop-out  
Audio CD1  
DVD

**EXTRA ACTIVITY:** You can change the way you present the puppets in each class so that you give them more of a personality. For example, you could play a game of *Wake up*. Give out all the puppets apart from one, who is 'sleeping'. Encourage the class to wake the puppet by saying *Hello, [+ character's name]*. Pretend that the puppet is still sleeping and get the class to greet the puppet louder each time until they manage to wake them.

### 1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of class.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

### 2 Song time: *Touch your face*

- If you have a Routine clock, move the hand to 'Song time' and tell the children that they are going to sing the song from the previous lesson.
- Put on the Tex apron with the Unit 1 face flashcards inside the pocket in the following order: *face, eyes, ears, nose, mouth, hair*.
- Play *Touch your face* (CD1 track 16), pausing at the beginning of each verse to present the relevant flashcard and elicit the word. Encourage the children to sing along to the words and touch the relevant parts of their face.
- If you have time, you can show the children the DVD version of the song (Unit 1 Song 1). Play the DVD, encouraging the children to watch and do the actions.

**EXTRA ACTIVITY:** If you feel your class requires further practice of the *Tex's words* language, there is an additional worksheet activity available on the Teacher's Website. See the *Extra activities* section (p.52) for more information.

### 3 Game time: *Say the number*

- If you have a Routine clock, move the hand to 'Game time' and tell the children that you are going to play a game called *Say the number*.
- Show the children the parts of the face flashcards and elicit the words. Display the flashcards, numbering them 1–6 using the numbers flashcards.
- Choose and say a face part at random. The children must say what number it is. Repeat until all the parts of the face have been mentioned.
- Now reverse the game, saying a number and eliciting the vocabulary.

### 4 Story time with DVD

- If you have a Routine clock, move the hand to 'Story time' and tell the children that they are going to watch the story on the DVD. Tell the class that it is important to watch the story carefully because they are going to act it out afterwards.
- Play the story on the DVD (Unit 1 Story).

### 5 Table time with puppets and pop-outs

- If you have a Routine clock, move the hand to 'Table time'. Play the *Table time rhyme* (CD1 track 8), motioning for the children to go back to their tables.
- Choose four children to be the characters in the story and give them each a puppet. The child who is Dizzy will also need their clown mask pop-out.
- Either play the story on the CD (CD1 track 15) or use the storycards, reading each scene in turn, and encourage your chosen characters to act along to the story. The rest of the class should follow the story with their own mask.

### 6 Tidy up and say *Goodbye*

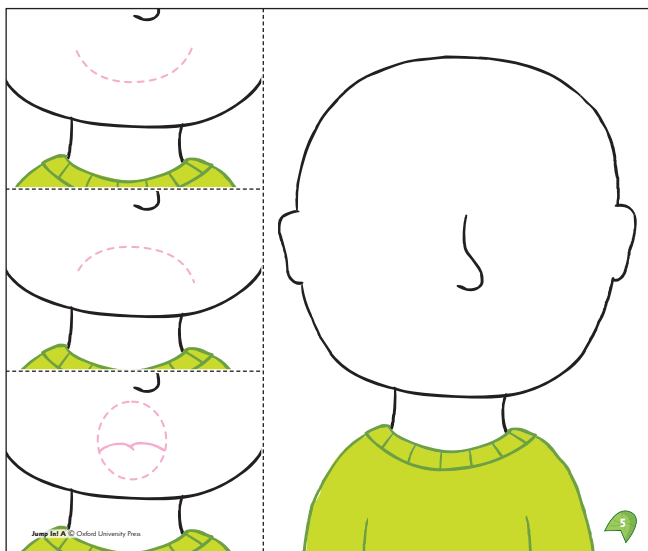
- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 10).
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

# Unit 1 Lesson 4

## Frankie talks

### Materials

- Circle time and Weather routine materials
- Character puppets
- Routine clock
- Class Book: *Frankie talks* worksheet (p.5)
- Unit 1 parts of the face flashcards
- Unit 1 feelings flashcards
- Unit 1 storycards
- Audio CD1
- DVD
- Paper fasteners



### 1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of class.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

### 2 Game time with song

- If you have a Routine clock, move the hand to 'Game time' and tell the children that they are going to play a game with the song *Touch your face*.
- With the children standing in a circle, give out the parts of the face flashcards at random. Now point to a flashcard and say the word. Encourage the child with that flashcard to hold up the card while everyone repeats the word. Repeat with the other words.
- Play *Touch your face* (CD1 track 16) and indicate that you want the children to pass the cards in one direction. Pause the song at random intervals and elicit the vocabulary from the children now holding the flashcards. Then restart the music and continue the game.

**TEACHING TIP:** The object of the game is for the flashcards to change position in the circle so that different children get a chance to say the vocabulary individually. This is a good opportunity for you to monitor which children (if any) are having difficulties with the new words.

You will need to make sure that the same children don't always get the flashcards. If the children are passing the flashcards carefully, this should be easier to control.

### 3 Story time: *Look at my mask!*

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 7). Tell the children that they are going to hear the story again.
- Tell the story using the storycards. Now the children are more familiar with the story, use the comprehension questions on the back of each storycard to begin to exploit the scenes more fully and revise language.
- At the end of each scene, encourage the children to remember what happens next before you read on.

### 4 Song time: *Hello, how are you?*

- If you have a Routine clock, move the hand to 'Song time' and tell the children that they are going to learn a new song.
- Read Storycard 1 from *Look at my mask!*
- Display the Unit 1 feelings flashcards in the order they appear in the song: *happy, sad, sleepy*. Demonstrate each of the feelings on your face, while pointing to the correct flashcard. Alternatively, play the *Frankie talks* audio (CD1 track 17) to support your language presentation.

### Frankie talks 1-17

How are you?

*I'm happy.*

How are you?

*I'm sad.*

How are you?

*I'm sleepy.*

- Play *Hello, how are you?*, using either the CD (CD1 track 18) or the DVD (Unit 1 Song 2) to present the song. Teach the children the actions as you sing.

### Hello, how are you? 1-18 / DVD Unit 1 Song 2

Hello, how are you? (x2)

*I'm happy! And you?*

*I'm happy, too!*

Hello, how are you? (x2)

*I'm sad! And you?*

*I'm sad, too!*

Hello, how are you? (x2)

*I'm sleepy! And you?*

*I'm sleepy, too!*

**TEACHING TIP:** When you play the children a song for the first time, concentrate primarily on doing the actions in the right place. Try to refrain from singing as the children will want to copy you, but at this stage, it is more important for them to relate a word to its action and picture, and listen to the pronunciation and intonation of the song than it is for them to actually reproduce the words.

**SUGGESTED ACTIONS:** You may wish to teach and incorporate some or all of the following actions into the song:  
*Hello, how are you?* – wave, then hold out your hand, inviting the others to speak.  
*I'm happy* – point to yourself with your thumbs. Using both fingers draw a big smile from the middle to either side of your mouth.  
*And you?* – gesture forwards.  
*I'm sad* – point to yourself with your thumbs. Pull a sad face and draw an upturned mouth with your fingers.  
*I'm sleepy* – put your head to on one side and put your hands together, as though they are a pillow, closing your eyes.

- If you have time, play the song again using either the CD or DVD.

## 5 Table time: *Frankie talks* worksheet

- If you have a Routine clock, move the hand to 'Table time'. Play the *Table time rhyme* (CD1 track 8), motioning for the children to go back to their tables.
- Give out the worksheet from the Class Book. Ask the children to trace over the happy, sad and sleepy mouths. Now play *Hello, how are you?* (CD1 track 18) and encourage the children to point to the happy, sad and sleepy mouths as they hear the words in the song.
- If you are happy for the children to use scissors or a punzón, encourage them to cut out the different mouths to create three mouth cards. They personalize their face with eyes and hair before choosing a mouth to place on top of the face in the correct position.

**TEACHING TIP:** You could attach all the mouths to the worksheet by fixing them in the correct place on the face using a paper fastener. The children can move the mouths over the face or out of the way, as required.

- If you would prefer for your children not to do any cutting, you can simply ask them to personalize their face with eyes and hair, then choose to draw a happy, sad or sleepy mouth on the face instead.
- Check their understanding of the new vocabulary by asking the children *How are you?* and encouraging them to show you their chosen mouth, saying *I'm happy/sad/sleepy!*

**EXTRA ACTIVITY:** Use *Frankie's game* on your Interactive Whiteboard to practise the *Frankie talks* language further. See the *Extra activities* section (p.52) for more information.

## 6 Tidy up and say *Goodbye*

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 10).
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

# Unit 1 Lesson 5

## Reinforcement (optional)

### Materials

Circle time and Weather routine materials  
Character puppets  
Routine clock  
Unit 1 parts of the face flashcards  
Unit 1 feelings flashcards  
Unit 1 storycards  
Unit 1 pop-out  
Audio CD1  
DVD

**TEACHING TIP:** This lesson is a consolidation of all the lexis and language learnt so far. As no new vocabulary is presented, this lesson could be omitted if time is short.

### 1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of class.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

### 2 Game time: Order the flashcards

- If you have a Routine clock, move the hand to 'Game time' and tell the children that you are going to play a game called *Order the flashcards*.
- Display the Unit 1 parts of the face flashcards in a random order. Play *Touch your face* (CD1 track 16), stopping the song after each verse and encouraging a child to come to the front and move the relevant flashcard into the correct order.
- Now chant the face words in the correct order and encourage the children to repeat.
- Remind the children of two of the feelings they learnt in the previous class: *happy* and *sad*. Chant the parts of the face words again, first in a happy voice and then in a sad voice. Encourage the children to join in with you.

### 3 Song time: Hello, how are you?

- If you have a Routine clock, move the hand to 'Song time'.
- Display the Unit 1 feelings flashcards in the order they appear in the song: *happy, sad, sleepy*. Play *Hello, how are you?* (CD1 track 18), encouraging the children to join in with the actions and sing along where they can. Alternatively, play the song on the DVD (Unit 1 Song 2).

**TEACHING TIP:** Even if not everyone is singing, it is important to check that everyone is doing the actions, and that they are doing them in the right places in the song. Some children may still be too shy to speak, but if they are at least responding with the correct actions, they will be making sense of the words. Once the children know the actions well, you can use them to prompt communication.

**EXTRA ACTIVITY:** If you feel your class requires further practice of the *Frankie talks* language, there is an additional worksheet activity available on the Teacher's Website. See the *Extra activities* section (p.52) for more information.

### 4 Game time: Guess the feeling

- If you have a Routine clock, move the hand to 'Game time' and tell the children that you are going to play a game called *Guess the feeling*.
- Display the Unit 1 feelings flashcards, saying the word clearly and encouraging the children to repeat. Then shuffle the feelings flashcards and place them face down.
- Invite a child to come and choose a card. They look at it in secret and must act out the feeling to the class for them to guess. Shuffle the cards again and the first child to guess the feeling comes and selects a new flashcard.
- Repeat the procedure with the other feelings.

### 5 Story time: Show what you know

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 7).
- Use the storycards to retell *Look at my mask!* Use the comprehension questions and song references on the back of the storycards to practise all the new language from the unit.
- Encourage the whole class to get involved with acting out parts of the story. Use the puppets, as well as doing any relevant actions and using the unit pop-out.

**TEACHING TIP:** You can ask the children in L1 to expand on the answer to some of the questions, e.g. why Frankie is sad at the beginning of the story. This helps them to understand other people's feelings and, in particular, to explore ways of avoiding making others feel sad.

### 6 Tidy up and say Goodbye

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 10).
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.



## Unit 1 Lesson 6

### Materials

Circle time and Weather routine materials  
Character puppets  
Routine clock  
Class Book: Unit 1 storybooks  
Unit 1 feelings flashcards  
Unit 1 storycards  
Audio CD1



### 1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of class.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

### 2 Game time with song

- If you have a Routine clock, move the hand to 'Game time' and tell the children they are going to play a game using the song *Hello, how are you?* (CD1 track 18).
- Play the song first, encouraging the children to join in with the actions and the singing. For each verse, hold up the correct feelings flashcard so that the class can see.
- Now hold one of the three Unit 1 feelings flashcards facing you and make it obvious that you are keeping it a secret. You could say to the children *It's a secret. Ask me.*
- Encourage the children to sing the question *Hello, how are you?* Then sing your chosen reply, e.g. *I'm sleepy! And you?* showing them the flashcard. Encourage the children to complete the verse with *I'm sleepy, too!*
- Repeat the activity a number of times, choosing a feelings flashcard at random each time.

### 3 Talk time: *How are you?*

- If you have a Routine clock, move the hand to 'Talk time'.
- Take the Frankie puppet around the class to greet the children. Say *Hello* and encourage them to say *Hello* back. When they reply, Frankie could give them a kiss or a hug.
- Now go around and have Frankie say *How are you?* and encourage them to answer.

**TEACHING TIP:** Those children who are having difficulty verbalizing their response can just reply with actions or point to the appropriate flashcard; however, it is a good idea for you to then say what they are miming and encourage them to repeat after you.

### 4 Table time: Making the storybook

- If you have a Routine clock, move the hand to 'Table time' Play the *Table time rhyme* (CD1 track 8), motioning for the children to go back to their tables.
- Tell the children that they are going to make their own storybook for *Look at my mask!*
- Display the storycards in a random order. Encourage different children to come out and put the storycards in the order they think they should go in.
- Now play the story (CD1 track 15) and check together whether the order is correct.

**TEACHING TIP:** This is a very important exercise as it helps familiarize children with the format of stories: that there is a beginning, a middle and an end.

- Show the children how to make the storybook using the page from the Class Book. First, cut or punch along the horizontal, black, dashed line. Now fold each piece of paper in half along the vertical, grey, dotted line and slot one into the other. The scenes are numbered to help you. To secure the pages, you could staple the book down the spine.

**EXTRA ACTIVITY:** The children could make a cover for their storybook before you staple.

- Give out the worksheet and guide the children through the process of creating the storybook. Go around the class, stapling the spines of the storybooks.

### 5 Story time: Listen and follow

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 7).
- Play the story (CD1 track 15) and encourage the children to follow in their storybooks. Go around the class, monitoring that the children are looking at the correct pages while the story is playing.

### 6 Tidy up and say *Goodbye*

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 10).
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

## Extra activities

### Tex's word game

- Use your Interactive Whiteboard to play *Tex's word game* any time from Lesson 1 onwards. The children explore the picture by clicking on the different parts of the face. On doing so, they will hear audio of that particular feature. You may wish to guide the activity more by saying, e.g. *Click on the eyes!*

### Tex's words extra worksheet

#### Class Book pages 51 and 53

- *Make a funny faces book.* Give each of the children a copy of Unit 1 *Tex's words* from the Teacher's Website. Show the children how to make the book. First, cut or punch along the black, dashed lines. Now colour each of the four face pages, then fold along the vertical, grey, dotted line. This then creates a tab where the pages can be stuck together. When their books are dry, encourage the children to flick through the book and point to the different parts of the face.

### Pronunciation practice

#### Unit 1 parts of the face flashcards, Audio CD1

- Put up the parts of the face flashcards in the following order: *face, eyes, ears, nose, mouth, hair*. Play the word list (CD1 track 14), pausing after each word to repeat it and revise pointing to the correct facial feature. Concentrate on pronouncing the words very clearly and accurately in this activity, and encourage the children to do the same.
- Now without the CD, repeat the activity, varying the pace at which you say the words. Remember to keep focus on correct pronunciation throughout.
- If you are interested in building the children's phonemic awareness, you may wish to concentrate on the initial sounds for each word, too.

### Phonemic awareness

- A good sound to work on in this unit is /h/. Familiar words beginning with this sound are *hair, happy, hands* and *hello*.
- Start by repeating the sound /h/ a few times, encouraging the children to join in with you. Now say the sound and the words, e.g. /h/ /h/ *hair*, /h/ /h/ *happy*, /h/ /h/ *hands*, /h/ /h/ *hello*. Do the actions for each word as you speak.
- You may wish to sing the *Phonemic awareness song*, to the tune of *Frère Jacques*:

/h/ /h/ /h/ /h/ /h/ /h/ /h/ /h/

Where are you? Where are you?

Here in hair and happy and hands.

Hello, too. Hello, too.

### Pin the face on the clown

#### A clown face (felt/card), Adhesive

- Make a clown face from felt or card. Make the eyes, ears, nose, mouth and hair from separate pieces of felt or card, with a reusable adhesive attached to the back. When making the mouth, make sure it can be turned upside down to form a sad mouth.

- Display the clown face at a height the children can reach, and place the parts of the face next to it. Call on the children to come out one by one to make the clown face. Say, e.g. *Put the mouth on the clown*. They have to take the part of the face, say it and add it to the face where the mouth would be located. Repeat this procedure until you have completed the face.

### Frankie's game

- Use your Interactive Whiteboard to play *Frankie's game* any time from Lesson 4 onwards. Click on the audio at the top of the screen and encourage the children to select the correct part of the face. The activity has six frames.

### Frankie talks extra worksheet

#### Photocopy Master 15, Paper fasteners

- *Make a spinner.* Give each of the children a copy of Unit 1 *Frankie talks* Photocopy Master 15 from the Teacher's Website. The children colour and cut out the spinner pieces. Show the children how to affix the spinner hand to the top of the hexagonal spinner base with a paper fastener. The children can then be encouraged to practise the *Frankie talks* language by pointing the spinner hand to an emotion you name, e.g. *I'm happy*. Alternatively, ask the children to work in pairs. They take it in turns to ask *Hello, how are you?* and reply with an emotion, using the spinner for support.

### Nose to nose

#### Music

- Form a circle with half the children, and then form a slightly larger circle around them. The children in the inner circle stand facing out and the ones in the outer circle face in. Each child should have a partner in front of them.
- First, they greet each other, saying *Hello, how are you?* and answer, e.g. *I'm happy!*
- Now tell the children that you are going to play some music and that the inner circle will dance standing still and the outer will dance moving round in one direction so they each change position.
- Stop the music and give an instruction, e.g. *Touch your eyes*. The children must touch the part of the face you have mentioned on the person now standing in front of them. Once they have done this, start the music again and the circles start dancing again. Repeat this with different parts of the face.

### Musical miming game

#### Music

- Tell the children that you are going to play some music for them to dance to and that when the music stops, you will give them an instruction and they have to do the action. Play the music, then stop it and say, e.g. *I'm happy*. All the children must smile broadly and mime being very happy.
- Continue with other feelings. This game can also be played with the parts of the face vocabulary by saying, e.g. *Touch your ears!*

### Unit review game

- Use your Interactive Whiteboard to play the *Unit review* game. Match the pictures on the left to those on the right by clicking and dragging them into place. Encourage the children to listen to the words they hear when pressing on the pictures.