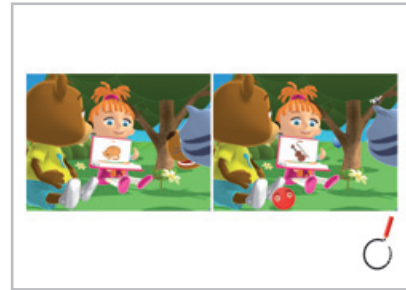


**Preparation**

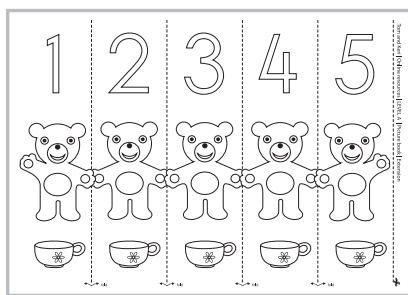
- Teacher's lesson cards
- Language presenter DVD/CD
- Flash cards
- Song/rhyme CD
- Classroom poster
- Pupil's book, colouring pencils
- Puppets

**Extras:** Online Resources sheet, large picture book, string and paper clips or chalk, mini online picture books from the start of the unit

**Pupil's Book page 28**



**Online Resources sheet**



**Vocabulary**

**New Vocabulary:**

Picture book, violin, follow, Peepbo!

**Main recycled:**

toy box, Who is it? Come with me! I can see, Can you see? In, out, 1, 2, 3, 4, 5.

**New classroom language:**

Follow me! What's this? I don't know.

**Extension:**

I don't know



**Hello with the Keri puppet ⌚ 3 mins**

**Bring** the Keri puppet to the class in a pillowcase or special bag. Take it out slowly, showing a little of the puppet at a time.

**Ask** the question *Who is it?* and present the name *Keri! It is Keri.* Say *Hello, Keri!* and invite the class to say hello too. Keep the bag to hand.



**Film ⌚ 5 mins**

**Point** to the film icon on the Classroom poster and watch the vocabulary presentation.

**Encourage** the pupils to repeat the words with the presenter.

**Show** the clip again and invite the children to point at the image of the teddy while they repeat the word.

**Wave** goodbye to the presenter and encourage the class to repeat back: *Goodbye, see you soon!*

**Extend** the activity. If possible, prepare a large picture book. Hide the toy box teddy flashcard in amongst the pages.

**Show** the book and elicit the words *picture book.* Open it carefully to reveal the card and ask *Who is it?*

**Elicit** *Teddy* and all say *Peepbo! Hello, Teddy!*

**Praise everyone.**



**Pupil's Book ⌚ 15-20 mins**

**Invite** all the pupils to sit at the tables and hand out the colouring pencils. Perhaps use a new word from the film to aid the transition. Hold up the toy box teddy flashcard and say *Follow me!* Lead the way to the tables.

**Give** each child the Pupil's Book sheet and explain that the task is to see and circle five differences between the pictures.

**Hold** up a completed sheet and first check that everyone has completed the sheet correctly. Then use the picture to revise as much vocabulary as you can. Point and say *What's this?* Elicit the correct answer and then repeat it with the class using the phrases *I can see... can you see? Yes! We can see...*

**Praise everyone.**



**Song Who is it? CD 1 Track 17 and the backing track ☺ 10-15 mins**

**Show** the following character puppets: Teddy Tom and Dolly Keri. Remind the class that Tom is also a teddy and that Keri is Dolly Keri. Use the puppets and the flashcards for a dolly and a teddy.

**Explain** that you are all going to sing the *Who is it?* song. First, sing it using the standard words ending in *Peepbo, Teddy!* and show the teddy card and Teddy Tom. Then explain that you are going to replace the card and the word in the song with dolly.

**Hold** up the *dolly* flashcard.

**Play** the backing track for the song (without the voices) so that the singers do not distract the pupils by singing *teddy* at the end.

**Sing** the simple song together and end with *Peepbo, Dolly!* instead of teddy.

**Repeat** it so that everyone understands what to do, then replace the Dolly card with Keri and sing it all again!

**Note:** This encourages the children to think that set phrases can be changed and words replaced.

**Extend:** You are welcome to choose the name of a child from the class and to sing the song again, inviting the class to say that name at the end instead of teddy or dolly.

**Praise everyone.**



**What's this? ☺ 10-15 mins**

**Bring** the Keri puppet to this activity. Let her hold a series of cards. Use the animal cards we have met so far: *frog, dog, cat, tortoise, squirrel.*

**Take** one card from Keri and show it to the class. Ask the question *What's this?* Let Keri shake her head. Shake your head too and say *I don't know.* Show the class and say *What's this?* Elicit the right answer.

**Let** the pupil who answers correctly come and take the next card from you to show the class (after you have said *I don't know...*). Prompt the child to ask *What's this?*

**Extend** the activity to revise the three colours *red, yellow, blue.*

**Praise everyone.**



**Mini-drama play ☺ 15-20 mins**

**Use** the mini-drama as an opportunity to dramatise the Picture Book song.

**Prepare** the song track.

**Invite** four pupils to hold one puppet each. Arrange the rest of the class into two rows facing each other and to clap to the music or sing along if they can. Play the song.

**Go** to stand at the far end of the passageway made by the rows, holding the teddy flashcard and the book flashcard.

**Invite** the parade of puppets to walk in time to the music up the pathway between the rows of children and then round the outside back to the start, then repeat the tour. On their first visit, hand one of the pupils the book flashcard. On the second visit, hand another pupil the teddy flashcard. If there is time for a third circuit, take both cards back.

The parade represents the journey that the characters take through the picture book. If you have time, repeat the song-play with a new set of puppeteers!

**Praise everyone**

**Note:** This simple activity can be extended into a play with speech for performing to parents – see the play notes at the end of this pack.



**Extra Activities**



**Online Resources sheet**

**Invite** the class to sit at the tables using the phrase *Follow me!* to help lead the transition to table time.

**Hand** out colouring pencils and the online resource sheet.

**Invite** the class to colour the chain of toy box teddies. Help them to fold the sheet to form a



