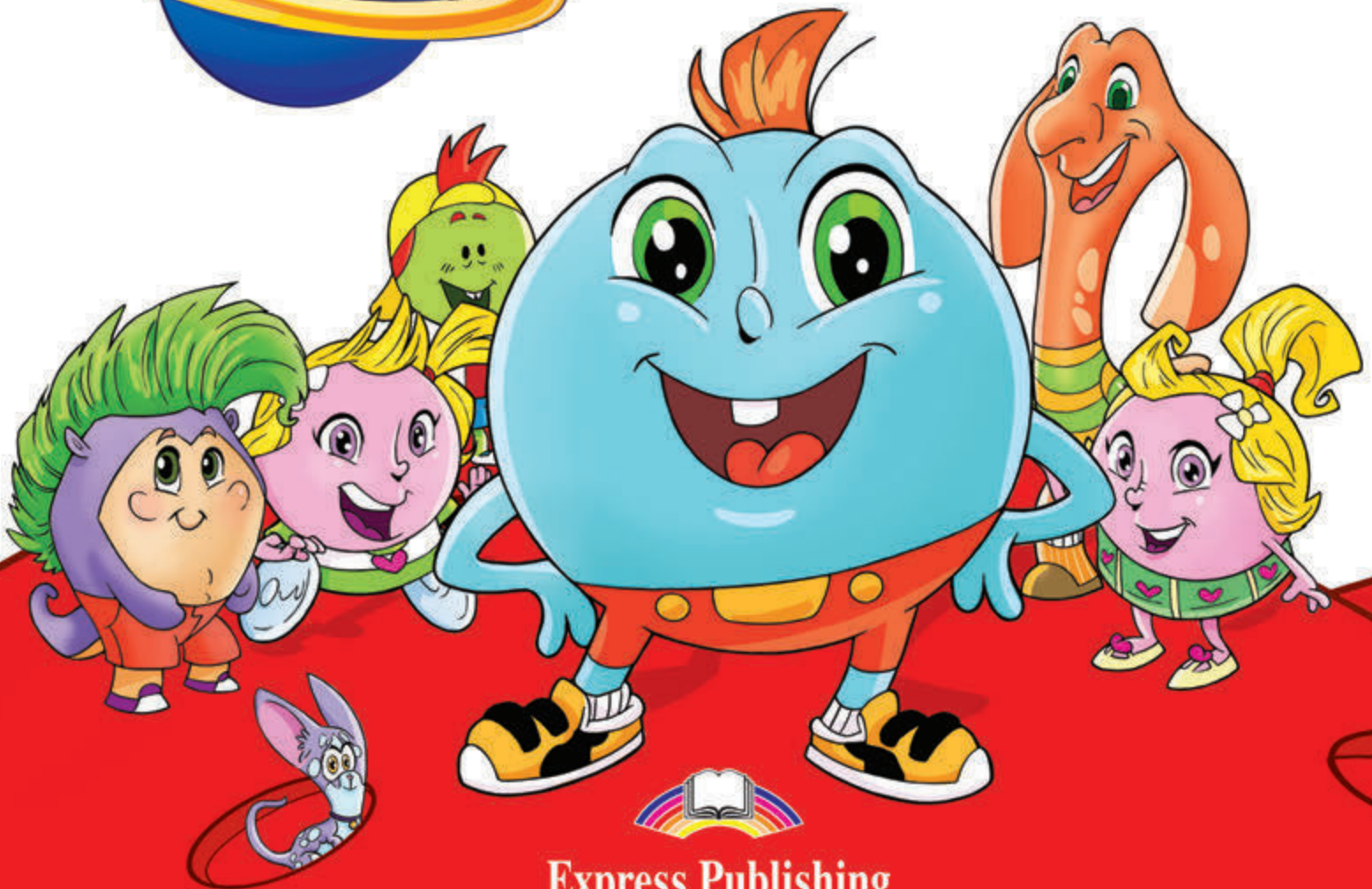


# THE FLIBBETS

Jenny Dooley - Virginia Dooley

## STARTER

### Teacher's Book

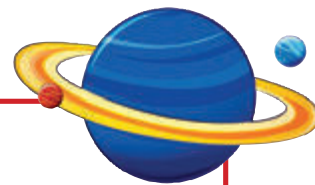


Express Publishing

# THE FLIBETS

## STARTER

### Teacher's Book



## CONTENTS

Map of the course .....	p.	2
Introduction .....	p.	4
Starter Module - Hello! .....	p.	20
Module 1 - My class .....	p.	30
Module 2 - My family .....	p.	52
Module 3 - My toys .....	p.	74
Module 4 - My food .....	p.	96
Module 5 - My face .....	p.	118
Module 6 - My pet .....	p.	140
Module 7 - My clothes .....	p.	162
Module 8 - At the beach .....	p.	184
Special Days: Mother's Day .....	p.	206
Activity Book: Phonics (Key & Instructions) .....	p.	208
Evaluation Charts .....	p.	212
Worksheets & Pupil's Cards (Photocopiable material) .....	p.	215

Jenny Dooley - Virginia Dooley



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# MAP OF THE COURSE

**S**

## Hello!

### Vocabulary

Ani, Dan, Grog, Ina, Kit, Plok, Zac, Miss Klop

### Structures

Hello! I'm (Zac). Hi, Zac! / Hello, (Miss Klop). Hi, (Zac)! / Hello! I'm (Zac)! / Hello, I'm (Ani). Hi, (Ani)! Bye-bye, (Ani)!

**1**

## My class

### Vocabulary

bag, book, crayon, pencil, blue, green, red, yellow

### Structures

Hello, (Ani)! Bye-bye! / What's this? (It's) a (bag). / It's my (bag). / This is my (book). It's (red). / What's next? A (red book). / This is my (red pencil). Here you are. Thank you! / One for you and one for me. / (Red), please. / What colour is it? Green. / Look, a (red bag).

### Think!

Ordering and sequencing; visual perception

### Values

Sharing with others

### CLIL

ART: Mixing colours

### Phonics

/b/ sound

**Show the class!** Making a bag, pencil a crayon

**2**

## My family

### Vocabulary

baby, brother, daddy, grandma, grandpa, mummy, sister

### Structures

(Who's this?) (It's my) (mummy). / Who's this? (Mummy). / This is my (daddy). / This is my (mummy). I love my (mummy). / Look! Mummy, Daddy, baby.

### Think!

Focusing on detail; deductive reasoning; logical thinking

### Values

Loving your family

### CLIL

SCIENCE: Identifying members of animal families (lions)

### Phonics

/d/ sound

**Show the class!** Making a photo frame

**3**

## My toys

### Vocabulary

ball, doll, teddy bear, one, two, three

### Structures

What's this? (It's) a (ball). / A (red ball). / (Find a yellow doll, please.) Here it is! / (Count with me:) one, two, three (teddy bears). / Count with me: one, two. Two (teddy bears)! / Find a (red ball), please. / Put it in the box.

### Think!

Focusing on details; identifying shapes

### Values

Be tidy!

### CLIL

MATHS: Counting toys

### Phonics

/r/ sound

**Show the class!** Making a toy banner

**4**

## My food

### Vocabulary

apples, bananas, cake, ice cream, juice, milk, pears, hungry, thirsty

### Structures

Mmm ... (cake). I like (cake)! / I'm (hungry)! Here's some (cake). / (Pears) or (apples)? (Apples)! I don't like (pears). / I like (apples)! I don't like (pears). / I'm hungry/thirsty. Here you are. / Thank you! / Sorry! / Look! (Apples)! / Mmm ... (milk)! I like (milk)! Yummy!

### Think!

Focusing on detail; identifying food from extreme close-ups

### Values

Saying sorry

### CLIL

SCIENCE: Understanding what food comes from nature

### Phonics

/m/ sound

**Show the class!** Making a lunchbox

## Special Days: Mother's Day

### Vocabulary

mummy

### Structures

Happy Mother's Day!

# 5

## My face

### Vocabulary

ears, eyes, face, hair, mouth, nose, teeth

### Structures

One nose, two ears, two eyes. / Touch your (ears). / I've got (green hair). / I've got (yellow hair). / I've got nice (hair). / I've got clean (teeth). / Time for school! Get ready! OK! / Brush your (hair/teeth). / Look! I've got (yellow eyes)! / I've got (blue eyes).

### Think!

Focusing on detail; identifying; discriminating

### Values

Keeping clean

### CLIL

PSHE: Learning about hygiene and understanding the importance of cleanliness

### Phonics

/n/sound

Show the class! Making a mask

# 6

## My pet

### Vocabulary

bird, cat, dog, fish, frog, mouse, big, small

### Structures

What's this? A (dog). / This is a (dog). / What's this? It's a (frog). / Look! This is a (bird). It's (big). / This is a (cat). It's got (big teeth). / I love my (dog). / (Where does the mouse live?) Here. / This is a (bird). It's got a (small mouth). / This is a (small dog). This is a (big dog).

### Think!

Discriminating/Sorting by size; identifying

### Values

Caring for animals

### CLIL

SCIENCE: Learning about where animals live

### Phonics

/k/sound

Show the class! Making a paper cup animal

# 7

## My clothes

### Vocabulary

dress, hat, T-shirt, shoes, shorts, socks

### Structures

A (yellow T-shirt). / I've got (a red dress). I like your (red dress). / Put on our (shoes). / I've got (a new dress). / Look at me! Wow! I like your new (dress)! / Help me, please. Here you are. Thank you! / How many (dresses)? Count. (One dress). / Look - I've got (blue shoes) and a (yellow dress).

### Think!

Discriminating/Sorting between old and new; making associations

### Values

Helping others

### CLIL

MATHS: Counting clothing items

### Phonics

/h/sound

Show the class! Making a paper wardrobe

# 8

## At the beach

### Vocabulary

boat, bucket, castle, sand, sea, spade, sun, umbrella

### Structures

What's this? (It's) a (bucket). / Where's the umbrella? Here. / Where's Grandpa? He's in the (castle). / Where's the (bucket)? In the sea. / Where's (Plok)? He's in the (sea). / Let's make a castle! Yes! / (Does it float?) Yes. No. / This is my (castle). / Where's the (boat)? Here.

### Think!

Identifying; discriminating; making associations

### Values

Working together

### CLIL

SCIENCE: Understanding the concept of floating; experimenting

### Phonics

/s/sound

Show the class! Making a model of a castle on the beach



# Introduction

*The Flibets* is a three-level course for children aged 3-5 years. It is specially designed to develop the listening, speaking, pre-reading and pre-writing skills of young children. Through dialogues, songs, chants, crafts and a variety of fun activities, children are introduced to the English language in a positive and enjoyable way. The carefully graded learning programme ensures that pre-schoolers make simple yet steady progress in English, while cross-curricular (CLIL) and values lessons help in the development of their emotional and thinking skills. Each module has an array of optional games and activities to cater for a variety of teaching situations, enabling the course to be expanded from 80 to 120 hours of teaching.

## Meet The Flibets

*The Flibets* are delightful and fun characters that live in a world very similar to our own. Young learners follow the adventures and daily life of *Zac* – a pre-schooler himself – his twin sisters, *Ina* and *Ani*, and his best friends, *Grok*, *Plok* and *Dan*. Together with *The Flibets*, the children experience the world around them and develop life skills and values appropriate for their age level while forming a solid foundation in the English language.



**Libi**  
(Grandma)

**Bili**  
(Grandpa)

**Lin**  
(Mummy)

**Fin**  
(Daddy)

**Ina**

**Zac**

**Ani**

**Kit**



**Grok**

**Plok**

**Miss Klop**

**Dan**

## Components

### • Pupil's Book

The *Pupil's Book* has been designed to engage the children and encourage them to participate in class. It contains eight modules of ten lessons each. Each module targets a theme and builds up language gradually by focusing on vocabulary first and then structures that are naturally used within that theme. Using colourful illustrations, the language is then highlighted in a story and further consolidated through:

- animated songs, chants and games
- fun craftwork and 'Show the class' lessons
- captivating animations and videos
- thinking skills, values, and CLIL lessons

The *Pupil's Book* also includes:

- I **Hello!** A starter unit to introduce the characters and greetings.
- II **Phonics** An optional section to practise sound recognition and introduce letters.
- III **My Picture Dictionary** The core vocabulary in pictures that can be used as reference.
- IV **Special Days** An optional lesson about *Mother's Day*.
- V **Stickers** The stickers are used in Lesson 10. This is a fun way to help learners retain vocabulary and practise fine motor skills.

# Introduction

## Key Features of a Module

### Lesson 1 – New words

**FOCUS:** Presentation and practice of thematic vocabulary items.

In Lesson 1, vocabulary is presented during *Circle Time*, using the IWB or the flash cards and the Zac Puppet. Further practice and consolidation follow during *Table Time*.



Pre-writing tracing activities are used to help children develop fine motor skills and pencil-to-paper control.

Vignettes clearly illustrate the task instructions for the learners.

*Listen & say* tasks provide an audio pronunciation model.

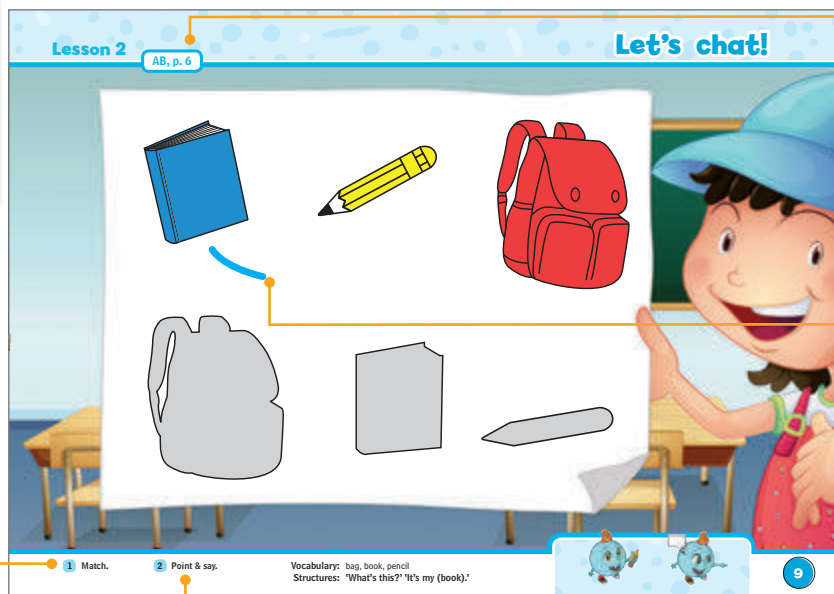
Vocabulary practice tasks involve colouring, circling, tracing, matching and counting. Listening tasks may be combined with any of the above.

All new vocabulary is presented in coloured font and all new structures are in bold print for the teacher's easy reference.

### Lesson 2 – Let's chat!

**FOCUS:** Consolidation of vocabulary and presentation and practice of a language structure.

In Lesson 2, a language structure is presented and practised through enjoyable speaking tasks that may also include a listening activity.



Additional *Activity Book* activities.

Starting lines are given as examples in matching tasks.

Lesson 2 activities include listening, matching, focusing on detail by locating objects, drawing, circling, songs, etc.

*Point & say* tasks reinforce the vocabulary and the structures learnt.

# Introduction

## Lesson 3 – Let’s sing!

**FOCUS:** Presentation and practice of additional thematic vocabulary through a song or chant.

In Lesson 3, additional thematic vocabulary and structures are presented and reinforced through a song.

The animated songs or chants usually include TPR actions (described in the Lesson plan in the Teacher's Book).

Simple listening tasks encourage the development of listening skills.

Lesson 3 activities include listening tasks, colouring, tracing, matching, choosing the right answer, counting, etc.

This lesson always features one of the two songs included in each module.

## Lesson 4 – Think!

**FOCUS:** Thinking skills and cognitive development.

Lesson 4 revises language taught in previous lessons with the possible addition of a new structure. The aim of this lesson is to help children develop their thinking skills through a variety of fun tasks.

Lesson 4 activities include colouring, matching, tracing, circling or locating items, and may be combined with listening.

Point & say tasks include practice of vocabulary learnt in the module and can be an introduction to the targeted thinking skills required for the lesson.

Thinking skills include ordering and sequencing, sorting and categorising, observing, focusing on details, comparing, deducing, etc.

# Introduction

## Lessons 5 and 6 – Story

**FOCUS:** Contextualisation of the language learnt through a story.

In Lesson 5, a story is presented in 8 frames. The stories are presented through the *Story Cards* and the story can either be narrated by the teacher or listened to from the class audio or the IWB. A picture discussion and suggested questions are included in the lesson plan to further revise and consolidate the language learnt. In Lesson 6, the story is revised through an animated video and language practice is extended through dramatic play.

*Listen & look* tasks are carried out in *Circle Time*, using the *Story Cards* or the IWB.

Through the stories the children also learn values and social skills.



*Listen & point* tasks are carried out in *Table Time*. The children listen to the story and point to the correct frame in their books to ensure listening comprehension.

Additional tasks promote thinking skills by focusing on details.

The main structures in the story are also consolidated through extra activities in the lesson plan.

The animated story is included in the IWB.

The target language for the role play is clearly indicated here for easy reference.

## Lesson 7 – Values

**FOCUS:** Presentation and practice of age-appropriate values.

In Lesson 7, values are examined using the language learnt so far. Values help children understand the concepts of responsibility and respect in their family, community and class. Values also help develop a sense of self, emotional intelligence and social skills by helping children realise how their behaviour affects others.



The target value is clearly stated.

Tasks in this lesson include colouring, matching, circling and occasionally a song. They may also be combined with a listening task.

Language related to the target value is clearly indicated.



# Introduction

## Lesson 8 – CLIL

**FOCUS:** Language extension activities through other subject areas.

In Lesson 8, children are given the opportunity to extend and explore the language of the module through other subject areas. On occasion, new vocabulary may be presented here.

*Point & say* tasks are used as warm-up and revision of the language learnt.

**Lesson 8** AB, p. 9 **CLIL: Art**

1 Point & say. 2 Mix the colours. What colour is it? 3 Listen & sing. Vocabulary: blue, red, yellow, green Structures: 'What colour is it?' ('Green.')

Additional educational videos are included in the IWB that offer children the opportunity to respond to questions using familiar language.

CLIL subjects include Art, Maths, Science, PSHE (*Personal, Social and Health Education*), PE, etc.

Lesson 8 activities may include experiments, colouring, painting, circling, counting, drawing lines, and occasionally a song.

## Lesson 9 – Show the class!

**FOCUS:** Consolidation of language through craftwork and *Show and Tell* activities.

In Lesson 9, a hands-on craftwork project helps children develop fine motor skills and consolidate familiar language through a *Show and Tell* activity.

The first picture always shows the materials needed for the craftwork, as well as the templates which are included in the *Photocopiable Material* section in the *Teacher's Book*.

**Lesson 9** **Show the class!**

1 2 3 4 5

16 1 Make a pencil, a crayon and a bag! 2 Show & say. Structures: This is my (bag). It's (red).

Clear, step-by-step picture instructions encourage autonomy during the craftwork activity.

Craftwork is an enjoyable and meaningful way for children to practise fine motor skills, such as cutting, colouring and gluing, while allowing them to explore their creativity.

The language necessary to present the craftwork is clearly indicated.

An example of the completed project is depicted.

# Introduction

## Lesson 10 – Now I can say ... FOCUS: Revision.

In Lesson 10, the children revise and reinforce the language and structures learnt throughout the Module.

*Point & say* tasks are used as warm-up and revision of the language learnt.

Lesson 10 AB, pp. 10-11

Now I can say ...

1 Point & say. 2 Find & stick.

Vocabulary: bag, book, crayon, pencil, blue, green, red, yellow  
Structures: 'What's this?' 'It's a (book). It's (green)!'

17

Upon completion of each module, the young learners will feel a sense of accomplishment which can be reinforced with a reward sticker or stamp.

This space is provided for either a reward sticker, which is included in the *Stickers* pages of the *Pupil's Book*, or a reward stamp which can be found in the *Teacher's Extended Pack*.

The *Find & stick* task encourages the children to identify, locate and place a sticker in the correct place. This is a fun way to further practise fine motor skills. The stickers can be found at the back of the *Pupil's Book*.

The optional *Phonics* section introduces young learners to the sounds and shapes of the letters of the English language. There are eight sounds in *Starter* and *Level 1* and ten sounds in *Level 2*. These optional lessons can be carried out at the end of each module.

*Trace the letter* tasks focus on letter identification, directionality, fine motor skills, and hand-eye coordination.

*Listen & say* tasks focus the children's attention on the sounds presented and provide a good pronunciation model for them to imitate.

Phonics (Optional) Module 1 AB, p. 54

My class

1 Listen & say. 2 Trace the letter. 3 Colour & say.

Phonics consolidation tasks involve colouring, identifying sounds, matching, joining dots, etc.

**Look for additional sound identification tasks and interactive games designed for the Phonics section in the IWB!**

# Introduction

- **Activity Book**

While the *Activity Book* is an optional component, it is highly recommended that it is used in class as it offers consolidation tasks for further practice and reinforcement.

The *Activity Book* contains a starter module and eight modules corresponding to the *Pupil's Book* with additional pre-reading practice and consolidation. Each lesson in the *Activity Book* revises two of the lessons covered in the *Pupil's Book* and includes an additional *Let's play!* activity at the end of each module. At the back of the book there are optional *Phonics* activities and *Character Cutouts*. The *Phonics activities* aim to consolidate the *Phonics* lesson in the *Pupil's Book* and *IWB*, and they can be done in class or assigned as homework. The *Character Cutouts* can be made into stick puppets for use during language activation stages such as dramatic play (see *Teacher's Book Module 1 p. 45 for instructions*). *The Flibets Levels 1 & 2* also include a *Welcome back!* Module to revise the key language learnt in the previous level.

- **Teacher's Book**

The *Teacher's Book* includes easy-to-follow, step-by-step lesson plans. Each lesson contains teaching *Tips* and an optional *Zac's Zone* section with a wide range of games and activities, enabling the course to be extended anywhere from 80-120 teaching hours.

The *Teacher's Book* also features:

- a materials checklist for the tasks in each lesson
- tasks that focus on cognitive as well as fine and gross motor skills development
- age appropriate CLIL lessons and videos
- activities to emphasise values
- the targets and objectives of the series
- guidelines on classroom management and teaching young learners
- photocopiable *Worksheets* and *Pupil's Cards* (for use in consolidation activities)
- evaluation forms that can be used to record the children's progress

## Other Teacher's Resources

- **The Flibets** microsite ([www.theflibets.co.uk](http://www.theflibets.co.uk)). On the microsite, the teacher can find and download:
  - Class Audios
  - *Big Story Books* Audios
  - Flash cards
  - Photographic material
  - Extra downloadable material
  - Certificates
  - Evaluation Charts

- **Class Audios**

The Class Audios contain the fully-dramatised dialogues, listening and pronunciation tasks, chants, rhymes and songs for each module.

- **Certificates**

Downloadable colourful certificates from the microsite (one per level). At the end of the course, the teacher awards each young learner with a certificate, in order to promote and enhance a sense of pride and accomplishment.

- **The Teacher's Extended Resource Pack**

Additional material for all three levels is gathered in one handy, easy to store box.

Inside the box you will find:

**The Zac Puppet**



The *Zac Puppet* is a valuable tool that inspires all children, even shy ones, to speak in front of others and to communicate in a fun and meaningful way. The *Zac Puppet* can be used at various points in the lessons. It can also be used to ask the children questions about their work during *Table Time* (e.g. *what colours they are using, what object they are colouring, etc.*).

**N.B.:** The *Zac Puppet* has been manufactured to meet with international health and safety standards and does not constitute a choking hazard. Nevertheless, any handling of the puppet by children must be under adult supervision.

**Story Cards (3 sets)**

The A-4 size, attractively illustrated *Story Cards* are used as a visual aid during the presentation of each dialogue, as well as a springboard for discussion. The script is printed on the back of each card for the teacher's easy reference.

**Flash cards**

Colourful *Flash cards* to help present, practise and revise the key vocabulary. All the flash cards have the words printed on the back and are numbered for easy identification.

**Stamp**

A fun, handy stamp depicting Zac's happy face is used to reward children for their effort and completed tasks.

## Birthday Poster

The colourful *Birthday Poster* can be used when a child is celebrating his/her birthday. The poster is an excellent means to reinforce classroom interaction, group bonding and the teaching of appropriate social discourse. The lesson before a birthday, ask the child to bring in their photo and put it in the empty frame on the poster. (If the child forgets, ask him/her to draw a small picture.) The class can then sing *Happy Birthday*.

## Banners and Magnetic Indicators



The banners can be used at any time during the three-year course to introduce, practise and revise the **characters** as well as some basic vocabulary such as **colours**, **numbers**, **days of the week** and **weather**. A fun and colourful **growth chart** has also been included and can be used to introduce the concept of the children's changing height as they grow. The **magnetic indicators** are to be used with the banners. You can clip them on a particular item on a banner, such as a character, number, colour, etc.

## Big Story Books

The series includes three *Big Story Books*, one for each level. Each *Big Story Book* contains a set of eight original short stories, one for every module in the *Pupil's Book*. Each story book features new characters. The stories are designed to instil a love of storytelling in children, as well as revise and enrich the language in the *Pupil's Book*. The stories are optional and can be done as a special treat at the end of each module. The *Big Story Books* are beautifully illustrated and the text is printed on the corresponding page. The stories are also fully dramatised via audio recordings. The *Story Book* audio is downloadable from *The Flibets* microsite.

## Digital Material

### Interactive Whiteboard Software

The IWB software is perfectly integrated with the material in the *Pupil's Book* and the *Activity Book*. It enhances the learning experience by using digital features such as:

- Flash cards with audio to present/practise new words
- Extra activities for further practice and consolidation

- The *Class Audios*
- Animated videos for the stories, songs/chants
- CLIL videos to extend and enhance the topic of each module
- Fun activities and simple games that create a playful learning environment
- A *Picture Dictionary* with colourful pictures and audio
- Additional sound recognition *Phonics* tasks, which are not included in the *Pupil's Book*.

### The Flibets app

On *The Flibets* microsite you will find information on how to download, install and use the app. Using the app at home will not only help children practise, but it will also involve parents in their child's learning experience and encourage positive use of technology.

## Using *The Flibets* in the Classroom

Young children are very active and learn easily. They do not have many inhibitions and are highly imaginative. At this level, you can repeat activities as many times as you feel necessary, without dragging the activity out and making it boring.

**Getting the Classroom Ready** The classroom is a strange new learning environment for young children. It is important to make them feel safe and comfortable and, therefore, better able to focus on each specific activity. Some suggestions:

- Divide the classroom into designated areas, depending on the routine or task you will be doing, e.g. for *Circle Time*, *Story Time*, *Table Time*, etc.
- Ensure that chairs and tables are easy to move when you need to create space for more physical activities.

**Lesson Stages** There are two basic lesson stages: **Circle Time** and **Table Time**. Both stages begin with a chant that gently guides and motivates the children to go to the designated area using music and rhythm.

### Circle Time

*Circle Time* usually begins the lesson and starts with the *Hello Routine* described in the *Establishing Routines* section below. This is the stage when children discuss, learn, revise and practise new language, sing, play games and are introduced to stories. Designate an area with enough room for the children to sit in a circle. For the sake of hygiene, children should not sit directly on the floor itself. Use floor cushions, a carpet or even floor puzzle mats.

### Table Time

*Table Time* usually follows *Circle Time*. This is the stage when consolidation of the language and structures learnt takes place. This can be done using the *Pupil's Book* and/or the *Activity Book*, as well as doing pair/group work activities. For this stage, children need to sit at their tables.

# Introduction

**Establishing Routines** Using routines creates a sense of familiarity and security for the children. Routines help them feel at ease and make them more focused and receptive to the task at hand.

## The Hello! and Bye-bye! Routines

- At the beginning of each lesson, the children sing the *Hello! song*. Use the *Zac Puppet* while singing so the children feel less intimidated and can begin the lesson feeling confident and focused.
- At the end of each lesson, ask the children to put their books and materials away. Then, play the *Bye-bye!* song. In this way, the children are given the responsibility of keeping the classroom tidy, and they can say goodbye to their friends in a happy and relaxed way.

**Vocabulary Presentation** Presenting vocabulary can be carried out by using the IWB and/or the Flash cards.

**Using the IWB:** The key vocabulary of each module is presented in the *Listen & say* activities, in Lessons 1 and 3. (Occasionally you may find new words in other lessons, as well.) There are two steps when presenting new vocabulary: *Listen and repeat*, and *Listen and say*.

## Step 1: Listen and repeat:

- Bring up the *Pupil's Book* page of the lesson, e.g.:



- Click on the first task. All the words in the lesson appear around the screen e.g.:



Mime *Listen & repeat*. Click on a picture to make it pop up in the middle of the IWB. Click on the headphones to play the audio. The children listen to and repeat the word. You can also use the *Zac Puppet* to encourage the children to speak. Continue with the rest of the items in random order.

## Step 2: Listen and say.

Click on the arrow pointing to the right, to bring up the *Pupil's Book* page of the lesson. Point to the new words, one at a time, and ask individual children to identify them. Play the audio for verification. The children listen and repeat.

**Vocabulary Revision** To revise the vocabulary, bring up the *Pupil's Book* page again, point to an item and ask the children: *What's this?* Elicit: *A (ball)*. Use the *Zac Puppet* and ask *Zac questions*. When Zac 'replies' correctly, praise him. When he makes a mistake, say: *No, sorry! Try again!* Invite the children to help Zac say the correct word.

**Note:** You may wish to use the *abc* button to familiarise the children with the written form of the words.

If you wish to revise all the vocabulary in a module, you can go to the *My Picture Dictionary* section, e.g.:



Point to an item and ask the children: *What's this?* Click on the headphones to play the audio.

**Using Flash cards:** To present the vocabulary, hold up the *Zac Puppet* in one hand and a FC facing the children in the other. In Zac's 'voice' ask: *What's this?* Provide the answer and ask the children to repeat after you. Make sure that Zac repeats the word, also. Repeat the procedure with the rest of the vocabulary you wish to present. To revise vocabulary, use the *Zac Puppet* again. This time, you ask questions and Zac replies. Then, ask the children to identify the flash cards in random order. As the children become more confident, you may ask individual children to identify an item. Alternatively, you can use any of the optional revision/consolidation games suggested in the suggested lesson plan or Introduction (see p. 16).

**The Routine Banners and Birthday Poster** After the *Hello!* routine, you can use any of the banners or the Birthday Poster (see Introduction, p. 11) to familiarise young learners with *colours, numbers, the weather*, etc. The children will not pick up this language immediately, but gradually, with regular revision and repetition they will learn it. It is a good idea to keep the banners up all year round.

- **Days of the Week Banner:** Put the banner up and ask: *What day is it today?* Explain the question in L1 and allow the children to respond in L1 if necessary. Say: *Yes, it's (Monday) today.* Point to the word on the banner and have the children repeat after you. Attach a magnetic indicator pointing to the day and say: *Happy (Monday)!* encouraging the children to repeat after you.
- **Weather Banner:** Put the *Weather Banner* up and point to each picture one at a time. Use the Zac puppet and ask Zac: *What's the weather like today, Zac? Is it (sunny)?* In Zac's 'voice' say: *Yes* or *No*, encouraging the children to join him. Then say: *It's (sunny)!* and have Zac and the children repeat after you.
- **Growth Chart Banner:** Put the *Growth Chart Banner* up in the classroom and leave it up until the end of the school year. Ask: *How tall are you, Zac? Let's see!* Use the *Zac Puppet* to introduce the idea of measuring height. As Zac cannot reach the bottom of the chart, this funny moment will make the children feel more comfortable when it is their turn. Create a record of the children's growth throughout the year. Use a sticky note to write the child's name and height and stick it on the banner. Repeat every few months so the children can see how much they have grown.
- **Characters Banner:** Use this banner to present and revise the characters, especially at the beginning of the course. Put the banner up, point to a character or use the magnetic indicator and ask: *Who's this? (Zac).*
- **Colours Banner:** Use this banner to present/revise colours. Ask: *What colour is it? (Blue.)* You can also use it during *Circle Time* games.
- **Numbers Banner:** Use this banner in the same way as the *Colours* banner. Ask: *How many? (Two.)* You can also revise numbers and for stronger classes use the banner to teach a few more.

**Gathering components and materials** At this age, children will need help finding the right book, page or stationery item when it is needed for an activity. Setting up a routine for this will greatly save time. Make sure you show the children each item (*scissors, pencil, glue, etc*) and say: *Show me your (scissors, pencil, glue, etc).* Also mime the instructions and then say them. This will make it easier for the children to use the correct items and follow instructions.

## Teaching Very Young Learners

Pre-school children are at the age where they experience rapid development in several different areas of ability. During this stage in their lives, they are naturally inquisitive, enthusiastic and receptive to new input, which are very useful traits in any learning situation. The aim of *The Flibets* course is to create an environment in which children can learn English naturally and steadily progress in every area while enjoying themselves in the process.

### • The SPICE of life

We often refer to the development of a pre-schooler as the S.P.I.C.E. of life:

**S**OCIAL  
**P**HYSICAL  
**I**NTELLECTUAL  
**C**REATIVE  
**E**MOTIONAL

*The Flibets* encourages development in each of these five areas by:

- Developing the children's ability to work in groups, play/share with others, follow and accept rules, etc. (**Social development**)
- Developing the children's fine and gross motor skills through drawing, dancing, colouring, miming, etc. (**Physical development**)
- Developing the children's knowledge and understanding of the world by closely examining similarities/differences, using English to explore a variety of child-centred themes and subjects (**CLIL**), examining life patterns and changes (*e.g. family, growth, pets*), etc. (**Intellectual development**)
- Developing the children's self-expression and imagination through music, dance, songs, craftwork, role play, stories, etc. (**Creative development**)
- Developing the children's self-awareness, self-confidence, and mechanisms for coping with their feelings through group-based activities. (**Emotional development**)

Teachers at this level should take the following into consideration:

- 1 **Encouragement:** Young children need constant reassurance. Teachers should walk round the classroom whenever the children are carrying out an activity and praise them. Mistakes should not be over-emphasised. The *Zac Puppet* can be used to say the correct word or phrase.
- 2 **The 4 Vs (variety of activity, variety of pace, variety of organisation & variety of voice):** Young children have short attention spans and need a variety of activities if they are to stay focused. Activities should be organised and presented in different ways to keep the children alert and interested. If children are allowed to get bored, they can become difficult to manage.
- 3 **Repeat rhymes, stories, songs, etc:** Young children love what is familiar. It is therefore a good idea to repeat a favourite song, rhyme, story or activity for as long as the children are actively engaged. The primary goal of teaching at this level is to instil a love of the English language in children.

# Introduction

- 4 **Physical activity:** Young children are very active. They like to move around, see, hear, smell and touch things. In short, young children need to explore their surroundings. Because their bodies are developing rapidly, teachers need to provide opportunities for the children to develop their gross motor skills. Teachers should incorporate activities that involve movement, miming, facial expressions and as many other senses as possible into their lessons.
- 5 **Use a lot of pictures and objects:** Teachers should have pictures and realia at hand and use them as much as possible. Children need to see, hear, smell and touch things as they learn by 'doing'.
- 6 **Pronunciation:** Young children are better at pronunciation than older children. This is because they are keener listeners and are not afraid to make mistakes. It is therefore important that teachers speak clearly *but at a normal pace*.
- 7 **The 'silent' period:** It is quite common for young children not to produce anything during the initial stages of language learning. This period of adjustment should not be alarming. Teachers need to bear in mind that the children are absorbing the new language and will reproduce it naturally in their own time.

**Rules for the Teacher** Teaching very young children can be a very demanding but rewarding experience, provided that you:

- **join in the fun:** Children are more likely to be receptive and motivated to carry out a task if they see you having fun along with them.
- **are calm:** Children respond better to how you behave rather than to what you say, so it is important to be a positive role model. This is especially important when it is necessary to express your disapproval in some way.
- **are patient:** Pre-schoolers need some time to learn the language and procedures you will be using. Be ready to reinforce both with a lot of extra repetition.
- **are firm but fair:** Young children have a very keen sense of fairness and need boundaries in order to feel safe, especially in the classroom environment. Establishing a set of class rules is very important. Once a rule is set, such as no crawling under furniture or shouting, it should be applied at all times and without exception. Rules should be positively reinforced. If a child misbehaves, it is good to talk to him/her, asking concept questions so the child can reflect on what he/she has done.

## Evaluation and Assessment

One of the main goals of *The Flibets* is to instil a sense of achievement in the children as this will motivate them to learn English. For this reason, it is important that you systematically keep a record of each child's progress. To make this process easier, *The Flibets* provides photocopyable charts to record each child's involvement in games, activities, etc. (see Evaluation on p. 212.) These charts are also downloadable.

## Classroom management

Young children need to know what is expected of them. *The Flibets* provides you with the means to manage your classroom efficiently, using very little LI. However, you should keep the following in mind:

- Young children are easily distracted. Do not allow children to clutter their tables with unnecessary pens, pencils, books, etc. **Remember:** something simple, like a colourful pencil case, can easily distract a child's attention.
- Children should move from the circle (*Circle Time*) to their tables (*Table Time*) in groups rather than all at once. This will be faster and quieter.
- Shy, introverted children can be put in charge of looking after the *Zac Puppet*. They will love the responsibility and it will encourage them to interact with others.
- Avoid raising your voice when you need to grab the children's attention (e.g. when changing an activity). Instead, try making a sound with a musical instrument (such as a recorder, drum, rattle, etc). The children will soon associate the sound with the requirement to stop talking.
- Involving the children in tidying up their tables and the materials they have used (realia, stationery, etc) teaches them to be responsible for their things and that it is important to keep things neat and tidy.

**Different ways to communicate** A teacher can employ various means to get his/her message across without resorting to LI. For example:

- a) **Gestures/miming:** Children consistently use body language to express themselves. Teachers can take advantage of this fact by accompanying their instructions with gestures, actions and mime to convey the meaning of their words.
- b) **Pictures/realia:** Visual aids such as realia and pictures are a powerful way of getting one's meaning across. Never forget that *a picture is worth a thousand words*.
- c) **Drawing:** Sometimes a quick sketch on the board is all it takes to get a message across.

The objective is to instil confidence in the children and, gradually encourage them to use their English skills more and more.

**Songs and chants** The importance of songs, rhymes and chants should not be underestimated. It is well known that music is a powerful tool for language learning and retention.

A song's melody, rhythm and repetition make words highly memorable. There are many ways to teach a song. For example, teachers can play the song and simply ask the children to dance to the melody. If the song has a word which is frequently repeated, the children will soon start joining in and start using that word.

It is highly recommended that teachers not push the children into singing before they are ready. Shy children will not, at first, feel comfortable enough to participate and teachers should not insist. Instead, simply play the song a number of times and encourage the children to join in. The songs in *The Flibets* are simple and based on traditional tunes. After several repetitions of the song, and with plenty of praise and encouragement, teachers will soon find the entire class joining in.

There are many ways to make songs/chants lively in the language classroom. Below are some suggestions:

- a) **TPR Activities:** Ask the children to stand up and form a circle. Play the song and demonstrate the actions that accompany the words. Play the song again, this time asking the children to join in on the actions. (*Suggestions for mimes and actions can be found in the lesson plans of the Teacher's Book.*) Certain children will do the actions without singing, as most children will find it difficult to coordinate both singing and action. The younger they are, the more difficulty they will have. However, the fact that they are 'acting out' the song shows that they do understand it.
- b) **Using prompts:** Hand out realia or picture flashcards to the children and ask them to show their object/picture to the rest of the class each time they hear it mentioned in the song.
- c) **'Short plays':** Young children at this age love pretending and acting. Some songs can be adapted into 'short plays'. Divide the class into groups and assign a section of the song/chant to each group. Play the audio and ask the children to sing and perform the actions. As the children become more comfortable, you can assign 'roles' to individual children to perform.

**Remember** that the ideas above are just some of the ways in which songs can be used in the language classroom. Teachers should be as inventive as they can in coming up with ideas to make the songs lively since young children love performing!

**Videos** Videos are an excellent way to put language in context. Since children have a natural tendency to imitate what they see and hear, videos will help increase their confidence and make learning more enjoyable.

*The Flibets* includes two types of videos: **animated (songs, chants and stories)** and **educational videos (CLIL)**. The animated videos contextualise and reinforce the language learnt throughout the module, while the educational videos reinforce, revise and integrate the language learnt through a different content area. The CLIL videos contain narration with questions designed to encourage the children to reply and use language in a realistic way. The lesson plans in each module suggest specific ways on how to use each one. Here are some additional ideas:

- **Pre-viewing:** To help the children develop comprehension strategies, you can pause the video in the very first scene and ask the children questions about what they can see on the screen (*What's this? Who's this?* etc). Then, you can play some of the video with the volume turned off and ask more questions. This will increase anticipation and encourage the children to make deductions or predictions.
- **While viewing:** To encourage the children to want to watch the video several times, it is best to set a different aim for each viewing. The aim of the first viewing is usually global understanding, but you could also pause the video at any time and ask the children questions (*to name objects or characters, talk about colours, etc*) and encourage them to make more predictions or to reinforce and recycle language. During the second viewing, you could ask the children to listen for something specific, e.g. for thematic vocabulary. You can do this by putting up FCs and asking the children to identify them. After the children have watched the video several times,

they may feel compelled to join in the storytelling. Turn off the volume at various points and encourage them to say the correct word or phrase, adding their own dramatic twist if they wish (use different voices, movement, etc).

- **Post viewing:** Children may wish to share their impressions and comments with you in L1. This will keep them excited and will give you valuable insight about their level of comprehension. Another activity you can carry out at this stage is to ask the children to draw a picture about the video. This could be something related to the content of the video or simply their reaction to it (e.g. a happy face).

**Craftwork and Presentation** Craftwork activities promote a hands-on approach to language learning. Craftwork helps the children develop their fine motor and coordination skills in an exciting and meaningful way. This excitement is easily reflected in the children's desire to talk about their work, both during and after the task is completed. Craftwork allows children to express themselves by using their imagination and developing their creativity.

Each craftwork lesson contains step-by-step visual instructions for the children in *the Pupil's Book*. The *Teacher's Book* contains a suggested lesson plan with additional tips on practical issues and classroom management, as well as photocopyable worksheets (templates) so that teachers' preparation time is minimised. However, before teaching this lesson, you should keep the following in mind:

- Some children are naturally more artistic and creative. They may wish to create their own individual features for their project (e.g. eyes for a mask, draw their own fruit, etc.) rather than use the given templates. It is best to allow them to do so, provided they do not deviate from the target project.
- It is a good idea to have a box containing additional materials the children can use for their projects. These can be recyclable everyday things like empty cartons, toilet and kitchen paper rolls, bottle caps, old buttons, lollipop sticks, scraps of yarn and fabric, cardboard boxes, etc. You can even invite the class and their parents to contribute to this stock, provided that everything is clean and safe for the children to use.
- After a project is completed the children can present it to the class. At the beginning of the next class, the children can use their projects to recycle and revise the language taught in the previous lessons.

**Worksheets** The worksheets are designed to encourage the children to think and speak in English. Activities using the worksheets are usually in *Zac's Zone*. They promote active participation and interaction. They can be found at the back of the *Teacher's Book* and can be used for consolidation.

## Using the Zac Puppet

The *Zac Puppet* has been designed to help children learn in a fun way. Zac is the children's friend and can help them out every time they get stuck or have a question. Below are some ideas on how to incorporate the *Zac Puppet* in lessons:



# Introduction

## Present/Practise/Revise new language

The *Zac Puppet* can be used to present/practise and revise vocabulary. Teachers can use the puppet and the FCs to present new words. You can use Zac's 'voice' to repeat the words or ask the children to repeat after him.

To practise and revise vocabulary, the teacher can go round the class and use Zac to show the FCs to the children. You can use Zac to ask the class or individual children to name the FCs.

- Zac can take the role of the teacher and can: think of a word and ask children to guess it; say a word loud/soft or fast/slow and encourage the children to repeat it after him; show a FC and say a word and ask the children to tell him if it is the correct word or not, etc.

## Participating in Circle Time

The suggested lesson plans in *The Flibets* include specific ideas on how to use the *Zac Puppet* in the *Circle Time* activities for each lesson, but do not hesitate to come up with your own ideas or you can use the ones below:

- Hide Zac somewhere in the classroom before the lesson begins. Explain to the children that Zac likes to play hide and seek. Ask: *Where's Zac?* and encourage them to find him.
- The children can pass Zac around a circle as music is played. When the music is paused, the child holding Zac has to do something such as name a FC, respond to an instruction such as: *Stand up, Sing a song*, etc.
- Zac can be used to motivate the children to do something like sing a song or be quiet. For example, you can say: *Look! Zac is sleeping! Wake up, Zac! Come on, children. Let's sing!* The children can 'wake up' Zac by singing a song. Alternatively, if the children are being noisy, you can say: *Shhh! Zac is sleeping! Be quiet, everyone!*
- Zac can also be used to encourage the children to ask questions by playing a guessing game. Put your hand over Zac's eyes. The children show you a FC or an object and ask him: *What's this, Zac?* Zac answers, sometimes making mistakes. This will encourage the children to use set phrases like: *Oh no! Try again! Yes! Well done!*

## Developing a Positive Attitude Towards Self and Others

Teachers can give Zac to the children to look after. The children can then tell Zac what they have learnt or done in class. Moreover, the responsibility will boost their confidence and motivate them to participate more actively.

- Giving Zac to shy children to hold and look after can help them overcome their inhibitions. Asking them to teach Zac what they have learnt will also help them practise language in a meaningful way.
- Zac is a great way to cheer up children who are upset, by giving them a hug.
- During *Table Time*, Zac can go around the class while the children are working and ask them questions and give them praise.

## Using Flash Cards

Games help the children learn the target language more efficiently and more pleasantly. Below are some additional activities to be used with the FCs:

### • Name the flash card

Place the FCs in the middle of the circle or on the board one next to the other. Give the children one minute to memorise the FCs. Then, remove or cover the FCs. Children, in pairs or in groups, have to name as many of the FCs as they can remember.

### • How's your memory?

Put up to six FCs on the board. Point to each FC and name it, asking the children to repeat after you. Then, remove the first FC and point to the space. Encourage the children to name the missing FC, as well as the rest of the FCs on the board. Follow the same procedure until all the FCs have been removed and the children are able to remember them all by heart.

### • Point or race to the flashcards

Put the FCs of the items to be revised up on walls round the class. Ask individual children/pairs/groups to walk/run to a FC and point to it – e.g. Tree! In more advanced classes, ask for volunteers to give the instructions to the rest of the class.

### • Whispers

The children sit in a circle. Hand a FC to a child without the others seeing it. The child looks at the FC and whispers the item pictured on it to the child next to him/her and so on around the circle. The last child calls out the item and the first child reveals the FC for verification. Repeat the game starting with a different child.

### • Pass the flash card

Hand the FCs out to the children. Play a song from the Module and have the children pass the FCs around the circle. Pause the music and ask the children holding a card to name the item on the FC.

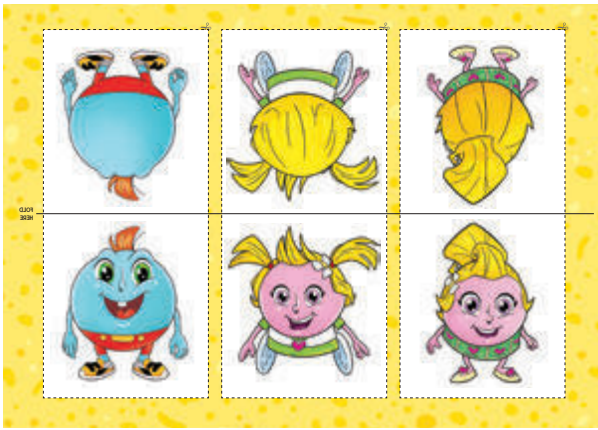
### • Flash cards Station

Hand out the FCs of the items to be revised. (If there are more children than flash cards, give the FCs to pairs/groups of children.) Tell the children who are holding the FCs that they are 'stations'. Appoint one child in the class to be the 'train'. Then, call out FC 'stations' at random. The 'train' must go to the correct 'station'. The child holding the FC joins the back of the 'train'.

## Using Character Cutouts

The *Character Cutouts* included at the back of the *Activity Book* are designed for use during role play, pairwork and group work activities. Help the children cut along the dashed lines, and fold them on the vertical line marked *FOLD HERE*. Then glue the two sides together leaving the bottom open so that the children can make a stick puppet by gluing or taping a straw or lollipop stick between the two sides.

# Introduction



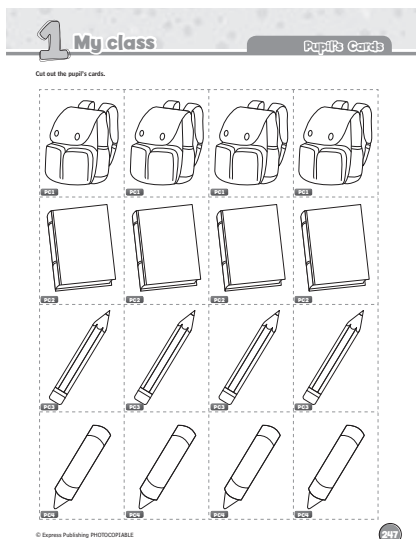
The *Cutouts* can be used for pretend play in the lesson. Below are some suggestions on how to use them:

- Using the *Zac Puppet*, ask the children questions at any point during the lesson and have them reply using a cutout. This is a good way to make it easier for shy children to participate.
- In Lesson 6, besides the suggestion noted in the *Act out* activity, pause after each character speaks to allow time for the children to raise/show their cutouts. Some children may want to repeat the lines as well.
- After having practised an exchange as a class, the children may be ready to practise it in pairs or groups. Taking a different cutout each, they can hold them up and practise it with their partner.

It is best not to allow the children to take the *Cutouts* home with them. They should be kept in the classroom and saved with the rest of your materials, as children at this age are likely to forget things. However, you can ask the children to gather them and help you store them at the end of the lesson.

## Using Pupil's Cards

The *Pupil's Cards* are basically a smaller version of the key vocabulary depicted on the *Flash cards*. There are multiple b/w copies of each card so that you will not have to make a lot of photocopies.



If you wish, the children can colour in the cards, a different colour of their choice per object, using the colours they have been taught. The *PCs* can also be laminated or glued on card to make them last longer. As with the *Cutouts*, it is best to collect the *PCs* at the end of each lesson and keep them in the classroom.

Besides lesson-specific games included in the suggested lesson plans, below are some more games you can play to revise vocabulary:

- **Snap!** This is a game best played in pairs or groups, but the first time you introduce it you can play it with the whole class during *Circle Time*. Show the children how to shuffle their *PCs* so they are in jumbled order and then they put the cards face-down in front of them. The first child turns over the card at the top and starts a pile in the centre. The next child turns over his/her card and adds it to the pile. The game continues until two cards match. The first child to say: *Snap!* and name the object on the card, wins the cards in the middle. The winner is the child with all or most of the cards. The cards are returned to the children after each game so they can play again.
- **Colour Match!** This game is played in pairs or groups, like *Snap!* Photocopy as many cards as you feel necessary to play the game. Colour them in before bringing them to class or have the children colour them in. The children shuffle their cards, put two or three of them face-down in a pile while they hold up the rest face-up in their hands. The first child puts down a card near the stack and names the object and its colour (e.g. *A blue book!*). The next child selects a card that matches that colour and places it on top (e.g. *A blue bag!*). If that child does not hold a card with the same colour or object, he/she has to pick one up from the cards that are face-down and lose a turn. After two cards of the same colour have been put down, the next player changes colours. The first child to get rid of all his/her cards wins the game.

## Using the Big Story Books

Storytelling has been used for centuries to teach young children about life, the world, their culture and values. In the English classroom, it is an enjoyable way to boost language development and promote social skills. While listening to a story, children create a mental picture and start making predictions about what comes next. They learn to sequence events and develop their social intelligence. They make further associations as they identify with the characters in the story.

The stories in *The Big Story Books* correspond to the topics in each module. They contain the familiar language learnt in each module and also subtly introduce phrases and structures the children will encounter in later lessons. In this way, new language will be acquired naturally and effortlessly.

Even though the audio can be found in the IWB, and on *The Flibets* microsite, it is often a good idea to take on the role of the storyteller yourself. Children at this age love being told stories. Reading them a story yourself will make it more appealing, especially if you vary your voice (in pitch, pace and rhythm), use gestures and expressions, make sounds, pause for effect, etc. Pausing to ask them questions and to allow them time to actively participate is also important. It is a good idea, after each module has been completed, to devote a whole lesson to storytelling. The suggested lesson plan that follows can be applied to all storytelling lessons.

- **Hello and Circle Time Routines:** Use the *Hello!* and *Circle Time* Routines as they are described in the *Hello!* Module, Lesson 1 p. 22.

# Introduction

- **Language Revision:** Play one of the games from the module you have just completed or use the *IWB/FCs* to quickly revise the key language the children will need for the story.
- **Storytelling Setup:** Use the *Storytime Chant* (see *Module 1, Lesson 5 p. 40*), to encourage the children to sit down comfortably and indicate it is time for a story. Take a seat yourself and make sure that the *Big Story Book* is clearly visible to all the children when you hold it up.
- **First Storytelling:** As a warm-up, open the *Big Story Book* at the first page of the story. Have a picture discussion and ask the children to identify familiar objects in the picture. Introduce the story characters and then start reading at a natural pace in a clear steady voice. Use facial expressions, gestures and different voices to enhance the story. When you reach a part in the story where the children will be able to guess the word that follows, pause, point to the item and look at the children meaningfully so they can fill in the word, e.g. Teacher: *Oh, yes! My red ...* (pointing to *bag*) Children: *bag!* When the story ends, the children may wish to share what they thought of the story and the characters. Allow them to use L1, as maintaining their interest and excitement is important at this point.
- **Second Storytelling:** Start the story again, either narrating it yourself or playing the audio. This time, encourage the children to participate by making sounds or saying words and phrases they are familiar with.
- **After Storytelling:** Encourage the children to draw something they liked from the story while they listen to the audio again. This could be anything – from a scene with all the characters to a single character and/or object. Children who do not enjoy drawing could make a collage by cutting out pictures of items and people from old magazines/the Internet and gluing them onto a piece of paper. Display the children's work in the classroom.
- **Tidy up & Bye-bye Routine:** Use the *Tidy up & Bye-bye Routine* as it is described in the *Hello! Module, Lesson 1 p. 23*.

## List of Flash Cards

1 Zac (brother)	22 ball	43 dog
2 Dan	23 doll	44 bird
3 Grok	24 teddy bear	45 frog
4 Plok	25 one	46 fish
5 Ani (sister)	26 two	47 mouse
6 Ina (sister)	27 three	48 big
7 Miss Klop	28 cake	49 small
8 Kit	29 ice cream	50 T-shirt
9 Lin (Mummy)	30 milk	51 dress
10 Fin (Daddy)	31 bananas	52 hat
11 pencil	32 pears	53 shoes
12 book	33 apples	54 socks
13 bag	34 juice	55 shorts
14 crayon	35 face	56 bucket
15 blue	36 ears	57 spade
16 red	37 eyes	58 umbrella
17 yellow	38 nose	59 sun
18 green	39 hair	60 castle
19 grandpa	40 mouth	61 boat
20 grandma	41 teeth	62 sea
21 baby	42 cat	63 sand

## List of Pupil's Cards

1 bag	26 eyes
2 book	27 face
3 pencil	28 nose
4 crayon	29 hair
5 brother	30 mouth
6 daddy	31 teeth
7 mummy	32 big bird / small bird
8 sister	33 big cat / small cat
9 baby	34 big dog / small dog
10 grandma	35 big frog / small frog
11 grandpa	36 big fish / small fish
12 ball	37 big mouse / small mouse
13 doll	38 dress
14 teddy bear	39 hat
15 one	40 T-shirt
16 two	41 shoes
17 three	42 shorts
18 cake	43 socks
19 ice cream	44 bucket
20 milk	45 spade
21 apples	46 umbrella
22 bananas	47 sun
23 pears	48 boat
24 juice	49 castle
25 ears	

# Introduction

## Abbreviations and Symbols Used

	Listen & say.	AB	Activity Book		Make.	T's	Teacher's Book
	Trace./Match	FC	Flash Card		Show & say.	WS	worksheet
	Point & say.	IWB	Interactive Whiteboard		Find & stick.	ZZ	Zac's Zone
	Listen & sing.	p.	page		Colour & say.	PH	Phonics
	Listen & colour.	pp.	pages		books closed	SC	Story Card
	Colour.	PB	Pupil's Book		books open	TPR	Total Physical Response
	Listen & look.	PC	Pupil's Card		CLIL video included		
	Watch.	T	track				

## The Flibets Shopping Checklist

The following are materials and items children will be using throughout the course. Depending on your teaching situation, you may want to give it to the parents at the beginning of the school year so they know what to buy.

- notebook
- coloured pencils
- crayons
- eraser
- sharpener
- safety scissors
- glue stick
- plastic file folder
- assorted construction paper
- paper plates and cups
- tissues and wet wipes
- modelling clay (Plasticine®)



# Hello!

## Aims

- To familiarise the children with the English class routine
- To introduce the main characters
- To practise greetings
- To practise fine motor skills through hand-eye coordination games, and by tracing, pointing to objects and sticking
- To practise gross motor skills through movement games and TPR activities
- To encourage the children to cooperate by singing songs and playing games
- To practise listening and pronunciation of key vocabulary and structures by listening and repeating

## Language

### Children's language

**Vocabulary:** *Ani, Dan, Grog, Ina, Kit, Plok, Zac, Miss Klop*

**Structures:** *Hello! I'm (Zac). Hi, Zac! / Hello, (Miss Klop). Hello, I'm (Ani). Hi, (Ani)! Bye-bye, (Ani)!*



### Teacher's language

#### Instructions & questions:

*Hello, I'm... / Who's in the box? / Hello, Zac! / Hello, I'm (Zac). Hi, (Zac)! / Who's this? (Plok). / Look! / Listen and say. / Open your books. / Close your books. / Now watch! / Let's sing! / Show me (Zac) please! Thank you! / Now colour. / Point to (Plok). / Now trace. / Trace! / Bye, bye (Zac)! / Please find (Zac). / Find your stickers. / Now stick.*

#### Polite language & praise:

*Hello! / Bye-bye! / Thank you, children.*

## Special features

### SOCIAL SKILLS

Bonding with peers;  
following class  
routines;  
taking turns;  
observing body  
language;  
being polite



### SONGS & CHANTS

Circle Time Chant  
Hello Song  
Table Time Chant  
Bye-bye Chant

## Skills

### Communication

#### Listening:

- Listening and repeating

#### Speaking:

- Responding to simple questions when discussing a picture
- Role-playing a short exchange

#### Body language:

- Body movement when acting or doing TPR activities

### Early Literacy

#### Pre-writing skills:

- Tracing / Colouring



## Language

### Children's language

**Character Presentation:** *Plok, Grok, Dan, Zac*

**Structures:** *Hello! I'm (Zac). Hi, Zac!*

### Teacher's language

*Hello, I'm... / Who's in the box? / Hello, Zac! / Hello, I'm (Zac). Hi, (Zac)! / Who's this? (Plok). / Open your books. / Close your books. / Now, watch! / Let's sing! / Thank you, children. Bye-bye!*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- a box
- FCs 1–4 (Zac, Dan, Grok, Plok)
- a soft ball
- a bag

### For optional activities

- ZZ 3: copies of WS 1 (T's p. 217) one per child, coloured pencils

**Note:** As this is the first lesson, and until the children are comfortable in the classroom environment, greet them at the door with the Zac puppet, using L1 and English. It is also natural for the children to go to their seats first before doing anything else. This will become routine after a few lessons.

## Circle Time



### 1 Introduction

Stand where all the children can see you, say: *Hello!* Introduce yourself, in L1 first. When you see that the children are comfortable, say: *Hello, I'm (Miss Jenny)*. Ask the children to stand up and form a circle in your *Circle Time* area. Then have them sit down. While doing this, say or play the audio for the *Circle Time Chant*.



### Circle Time Chant

*Make a circle! Stand with me!*

*Make a circle – one, two, three! (clapping to the rhythm)*

### NOTE:

Make sure you have put Zac in his 'home' (see Tip!). Shake the box so that the children can hear that there is something inside and say: *Who's in the box?* Look inside as you are putting the Zac puppet on your hand and say excitedly: *Zac!* (show Zac to the children) *Hello! Hello! Hello, Zac!* Use L1 to explain to the children that Zac speaks another language: English.

Invite the children to say *Hello* to Zac. Go around the circle with the Zac puppet and say: *Hello* to the children. Go up to each child, shake hands with Zac and say in Zac's 'voice': *Hello! I'm Zac*. Say: *Hi, Zac!* The children repeat after you. Encourage each child to shake Zac's hand and say *hello* back. Play the *Hello* song. Since this is the first time the children will listen to the song, play it as many times as you wish. Ask the children to repeat the words or to hum along. They will begin to repeat the song when they are more comfortable.



### Hello Song

**CHORUS:** *Hello, hello!*

*Hello and how are you?*

*Hello, hello!*

*I'm happy to see you!*

### Tip!

*Before the class starts, decide where Zac's home is going to be. You can make a home for him out of a shoebox and keep him there when he is not being used. At the end of every lesson, make it a routine for the children to say Bye-bye to Zac.*

### 2 Play *Name Chain* (productive skills; gross motor skills; hand-eye coordination; peer bonding)

Say: *Hello! I'm (Miss Jenny)!* and pass a soft ball to the child on your left. Encourage the child to say his/her name and say hi to you, using your name. *Hello! I'm (Tom)! Hi, (Miss Jenny)!* Take the ball and pass it to the next child in the circle and repeat the procedure. When all the children have had a turn, pass the ball to your left again and have the children pass the ball and introduce themselves to their classmates.

### Tip!

*You could also direct who the ball should be passed to by standing behind a child and pointing to him/her.*

← **EXTENSION:** See Zac's Zone activity 1

### 3 Character Presentation: *Listen & repeat.* (receptive skills; picture-word association)

**IWB** Use the IWB to present the characters on p. 4 PB (see *Introduction*, p. 12). Alternatively, use the FCs to present the characters (see *Introduction*, p. 12).

### 4 Character Practice: *Listen & say.* [PB p. 4, Ex. 1]

**IWB** Bring up p. 4 on the IWB. Point to (*Plok*) and ask: *Who's this?* (Explain the question in L1 if necessary.) Ask individual children to answer. Elicit: (*It's*) *Plok*. Play the audio for verification. Repeat until all the children have had a turn. Alternatively hold up PB p. 4 and follow the same procedure to elicit/practise the names of the characters.

**FCs** 1-4 **Suggested language:** *Who's this? (Plok.)*

**CD1** 17  
**Audio script**  
*Listen & say.*  
ZAC: *Plok, Grok, Zac, Dan*

### 5 Consolidation: Play *Guess who* (productive skills; focusing on detail)

**OPTIONAL** Put the FCs (Zac, Plok, Grok, Dan) in a bag. Pick a FC and show it to the children, e.g. *Zac*. Ask: *Who's this?*

**FCs** 1-4 Say: *Hello! I'm (Zac).* Encourage the children to repeat after you and say: *Hi, (Zac)!* Repeat with the other FCs.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant*.

**CD1** 15  
**Table Time Chant**  
*Go to your table. Go, go, go!*  
*Go to your table. Go now, go!* (stamping feet to the beat)

### 6 Consolidation: *Point & say.* [PB p. 4, Ex. 2]

**IWB** Bring up p. 4 on the IWB. Point to Zac and elicit his name. Play the audio. After they hear (*Hello! I'm Zac.*), invite the children to greet Zac by saying *Hi, Zac!* Follow the same procedure for the rest of the characters. Help the children when necessary. Repeat until everyone has had a turn.

**Alternatively,** say: *Open your books.* hold up PB p. 4 and repeat the process as described above. The children point to the characters in their books and greet them.

### 7 Song: *Listen & sing.* [PB p. 4, Ex. 3]

**IWB** Say: *Close your books. Now, watch!* Use the IWB and play the animated video of the song.

Say: *Let's sing!* and play the song. Go through the song, demonstrating the TPR actions. The children copy your actions. Play the song on CD1 or the IWB. The children repeat and carry out the actions. Play the song as many times as you feel necessary.

**CD1** 18  
**Hello Song**  
**CHORUS:** *Hello, hello!* (mime waving)  
*Hello and how are you?*  
*Hello, hello!*  
*I'm happy to see you!*

*Hello, Plok!* (point to Plok on the PB page)  
*Hello, Grok!* (point to Grok on the PB page)  
*Hello, Zac!* (point to Zac on the PB page)  
*Hello, Dan!* (point to Dan on the PB page)

**Alternatively,** the children open their books at p. 4. Play the song. The children point to the characters as they sing along. Play the song again as many times as necessary.

### EXTENSION: See Zac's Zone activity 2

### 8 Tidy up & Bye-bye

Ask the children to put their books and stationery away. Provide help when necessary. Hold up the Zac puppet and say: *Thank you, children. Bye-bye!* Ask the children to say goodbye to Zac. Play the *Bye-bye Chant*. Encourage the children to sing along and wave goodbye.

**CD1** 13  
**Bye-Bye Chant**  
*Stand up! Let's go!*  
*It's time to go! Bye-bye!*  
*Stand up! Let's go!*  
*Bye-bye, friends, bye-bye*

## ZAC'S ZONE



### 1 Circle Time Consolidation: *Hello!* (receptive & productive skills, fine & gross motor skills)

Ask a child to stand in the middle of the circle and start to spin around slowly while pointing a finger. Say: *Stop!* The child stops and introduces himself/herself to the child s/he is pointing to, e.g. *Hello, I'm (Jim).* Encourage the other child to say *Hi, (Jim).* Then that child comes to the middle and the game continues until everyone has had a turn.

### 2 Table Time Consolidation: *All about me!* (fine motor skills) [T's p. 217 Worksheet 1]



**WS1** Hand out WS1 and write the name of each child at the top. Ask the children to draw a picture of themselves and colour it. In pairs, they use their pictures and introduce themselves: *Hello, I'm (Jill).* *Hi, (Jill)!* etc.





## Language

### Children's language

**Vocabulary Revision from L1:** Plok, Grok, Dan, Zac

**New Vocabulary:** Ani, Ina, Kit, Miss Klop

**Structures:** Hello, (Miss Klop). Hi, (Zac)!

### Teacher's language

Show me (Zac), please. Thank you!

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- FCs 1–8 (Zac, Dan, Grok, Plok, Ani, Ina, Miss Klop, Kit)

### For optional activities

- ZZ 1: Zac puppet
- ZZ 3: FCs 1–8, a piece of A4 paper

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: Find the picture. (receptive skills; picture-word association)



Use the IWB to revise the characters (*Plok, Grok, Zac, Dan*; see *Introduction*, p. 12).

**Suggested language:** *Hello! I'm Zac. Hi, Zac!*



1–4

Alternatively, put the FCs up on the board or place them on your desk. Invite a child to come to your desk. Say: *Show me (Zac), please!* The child points to Zac or picks up the correct FC and shows the class.

**Suggested language:** *Show me (Zac), please. Thank you!*



**EXTENSION:** See Zac's Zone activity 1

### 3 Vocabulary Presentation: Listen & repeat. (receptive skills; picture-word association)



Use the IWB to present the characters on p. 5 (PB) (see *Introduction*, p. 12). Alternatively, use the FCs to present the characters (see *Introduction*, p. 12).



5–8

### 4 Vocabulary Practise: Listen & say. [PB p. 5, Ex. 1]



Bring up p. 5 on the IWB. Point to (*Ani*) and ask: *Who's this?* Elicit: *Ani*. Play the audio for verification. Repeat until all the children have had a turn.



Alternatively, hold up PB p. 5 and follow the same procedure to elicit/practise the names of the characters.

**Suggested language:** *Who's this? (Ani).*



T9

### Audio script

*Listen & say.*

ZAC: *Ani, Ina, Kit, Miss Klop*

### 5 Consolidation: Play Say who! (productive skills; gross motor skills)



Give a child the FC of a character, e.g. *Ina*. Play the *Hello* song. The children pass the FC around. Pause the song. Whoever has the FC stands up, shows the FC to the rest of the class and says: *Hello!* Then, the children say: *Hello, Ina!* and wave. Repeat until everyone has had a turn.



T2



1–8

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 6 Consolidation: *Point & say*. [PB p. 5, Ex. 2]



Bring up p. 5 on the IWB. Point to the characters and elicit their names. Hold up the Zac puppet, point to Miss Klop and in Zac's 'voice' say: *Hello, Miss Klop*. Then reply in Miss Klop's 'voice': *Hi, Zac!* Play the audio for verification. Then invite individual children to the board and give them the Zac puppet. Ask the children to point to the characters and greet them. Provide help when necessary. Repeat until all the children have had a turn.

Alternatively, hold up the PB (p. 5) and follow the same procedure. Ask individual children to point to a character in their books and greet them.

EXTENSION: See Zac's Zone activity 2

EXTENSION: Tap on the ball on the IWB to access the extra activity.

### 7 Song: *Listen & sing*. [PB p. 5, Ex. 3]



Say: *Now, watch!* Use the IWB to play the animated video of the song.

Say: *Let's sing!* and play the song. Go through the song, demonstrating the TPR actions. The children copy your actions. Play the song on CD1 or the IWB. The children repeat and carry out the actions. Play the song as many times as you feel necessary.



### Hello Song

CHORUS: *Hello, hello!* (mime waving)  
*Hello and how are you?*  
*Hello, hello!* (mime waving)  
*I'm happy to see you!*

*Hello, Plok!* (point to Plok on p. 4)

*Hello, Grok!* (point to Grok on p. 4)

*Hello, Zac!* (point to Zac on p. 4)

*Hello, Dan!* (point to Dan on p. 4)

Repeat chorus

*Hello, Ani!* (point to Ani on p. 5)

*Hello, Ina!* (point to Ina on p. 5)

*Hello, Miss Klop!* (point to Miss Klop on p. 5)

*Hello, Kit!* – *Miaow!* (point to Kit on p. 5 and mimic miaowing)

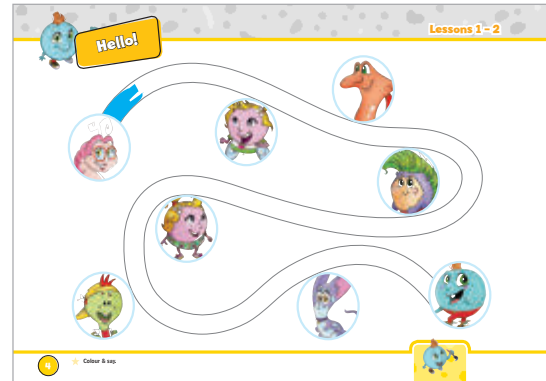
Alternatively, the children open their books at p. 5. Play the song. The children point to the characters as they sing along. Play the song as many times as necessary.

OPTIONAL: At this point, the children can do the task on AB p. 4.

## Activity Book (p. 4)



### Table Time Activity: *Colour and say*.



Bring up AB p. 4 on the IWB. Point to the characters one at a time. Ask: *Who's this?* The children identify all the characters. Play the audio for verification. Point to Miss Klop and explain, in L1 if necessary, that they have to help Miss Klop and Zac's friends reach him by colouring the path to Zac. Invite a child to come to the board and colour in the path using the pencil tool. Have the child say: *Hello, (Ani)!* as they pass by a character.

Hold up AB p. 4. Follow the same procedure and explain the activity. Before allowing the children to do any colouring, have them trace the path with their fingers first. Allow the children time to complete the task. Provide help when necessary. Check the children's work.

### 8 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Consolidation: *Where's Zac?* (receptive & productive skills, gross motor skills)

Have a child stand facing a wall or the door of the classroom. Hide the Zac puppet somewhere in the classroom. The child turns around and tries to find Zac. If s/he moves close to the puppet, the other children say *Hello!* and get louder the nearer s/he gets to the hiding place. If s/he moves away from the puppet, the children say *Bye, bye!* and get louder the further away s/he gets. Repeat the activity as many times as you feel necessary.

### 2 Table Time Consolidation: *Take a look!* (receptive & productive skills)



Cut two small holes out of a piece of paper. Hold the paper over a FC (Dan, Grok, Plok, Zac, Ani, Ina, Miss Klop, Kit) and move it around to reveal only small parts of the picture. Ask: *Who's this?* The children guess and say: *Hello, (Dan)!*



## Language

### Children's language

**Vocabulary Revision from L1 & L2:** Plok, Grok, Zac, Dan, Ani, Ina, Kit, Miss Klop

**Structures:** *Hello! I'm (Zac)!*

### Teacher's language

*Point to (Plok). / Now, trace. / Trace!*

## Extra materials checklist

### For the lesson

- Zac puppet
- FCs 1–8 (Zac, Dan, Grok, Plok, Ani, Ina, Miss Klop, Kit)
- Class CD1

### For optional activities

- ZZ 3: white paper (one piece per child), coloured pencils, scissors, glue

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

← **EXTENSION:** See Zac Zone's activity 1

### 2 Vocabulary Revision: *Remember & say*. (productive skills; picture-word association)



Use the IWB to revise the characters from the previous lessons (see Introduction, p. 12). Alternatively, lay out the



FCs in the centre of the circle, name a character and ask the children to pick the correct one.

### 3 Structure Presentation & Practice: *Hello! I'm (Zac)*.



Hold up the Zac FC in front of your face and say: *Hello! I'm Zac!* The children repeat after you. Do the same with the *Ani*, *Grok* and *Kit* FCs. Give individual children a FC and have them repeat the activity. A child puts the FC in front of his/her face and says: *Hello, I'm (Plok)!* Repeat until everyone has had a turn.

← **EXTENSION:** See Zac's Zone activity 2

### 4 Vocabulary Revision: *A bus ride*. (receptive & productive skills; gross motor skills)

Line up the chairs in the room (one by one, or two by two) to make a 'bus'. Cut up pieces of paper for the tickets. Explain to the children in L1, that you are the bus driver and you are going to take them on a bus ride. Give each child a 'ticket' and explain that they have to give it to you in order to get on the bus. One at a time, the children come and give you their 'ticket'. Say: *Hello! I'm (Miss Jenny)*. The child says: *Hi, (Miss Jenny)! I'm (Tina)* and takes a seat. When all the children are seated, play some music and the ride begins! When you stop the music, the ride ends and the children get off the bus one at a time and say: *Bye-bye!*

## Tip!

*Remember to praise the children often and give positive reinforcement!*

## Table Time



Ask the children to go back to their seats using the *Table Time* Chant from Lesson 1.

### 5 Consolidation & Fine Motor Skills: *Trace*. [PB p. 6, Ex. 1]



Bring up p. 6 on the IWB and revise the characters. Point to each character on the left and ask: *Who's this?* Elicit answers. Play the audio for verification. Point to the silhouettes on the right and elicit the names. Then, say: *Now, trace*. Using the pencil tool, show the children how to trace the first line with a left-to-right stroke. Delete the line and ask individual children to come to the board and trace a line. Follow the same procedure with the rest of the characters.



Hold up PB p. 6 and follow the same procedure to present the task. Then say: *Trace!* and trace each line on the page with your finger. The children do the same. When they have practised, have them trace the lines with their pencils. Allow the children time to complete the task. Provide help when necessary.

### 6 Consolidation: *Point & say*. [PB p. 6, Ex. 2]



Bring up p. 6 on the IWB. Ask a child to come to the board and point to Ani and her silhouette. Play the audio for verification and encourage the child to say *hello* back. Repeat with the rest of the characters.



Alternatively, hold up PB p. 6, point to each character and say his/her name. The children take turns pointing to the characters in their books, matching them to the silhouettes and saying their names.

← **EXTENSION:** See Zac's Zone activity 3

### 7 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Consolidation: *Who am I?* (receptive & productive skills, gross motor skills)

Ask a child to sit in the middle of the circle and close their eyes. Ask another child to say: *Hello!* The child in the centre tries to guess who is speaking and says his/her name. Repeat as many times as necessary until every child has had a turn. The children may find it difficult to identify everyone from their voice. Provide help when necessary.

### 2 Circle Time Consolidation: *Who's missing?* (receptive & productive skills, fine & gross motor skills)

Assign a character to four children, e.g. *Plok, Zac, Ani, Ina*. Ask them to stand somewhere in the room (not together). Have the rest of the children close their eyes. Pick one of the four children (characters) and have him/her quietly hide behind the teacher's desk or where s/he can't be seen. The children open their eyes, look around, try and guess who is missing and shout out the name of the character. Then, the child who is hiding stands up and says: *Hello! I'm (Plok)*. The rest of the class says: *Hi, (Plok)!* Repeat until every child has had a turn, using different characters each time.

### 3 Table Time Consolidation: *Handprints* (productive skills, fine motor skills)

Give a white piece of paper to each child. Each child makes a handprint by placing one hand on the paper and tracing around it. Go round the class and provide any necessary help. Ask the children to take their coloured pencils and colour it in any colour they wish. Then, help the children cut out the handprint. Write their names on the handprints and make a collage for the classroom. Point to one of the handprints on the collage and say the child's name. The children wave to the child and say *Hello, (Ben)!*



## Language

### Children's language

**Vocabulary Revision from L1–3:** Ani, Dan, Grok, Ina, Kit, Plok, Zac, Miss Klop

**Structures:** *Hello, I'm (Ani). Hi, (Ani)! Bye-bye, (Ani)!*

### Teacher's language

*Hello, I'm Zac. Hi, Zac! / Bye, bye (Zac)! / Please find (Plok). / Find your stickers. / Now, stick!*

### Extra materials checklist

#### For the lesson

- Zac puppet
- Class CD1
- FCs 1–8 (Zac, Dan, Grok, Plok, Ani, Ina, Miss Klop, Kit)

#### For optional activities

- ZZ 1: a handkerchief
- ZZ 2: copies of WS 2 (T's p. 218) one per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

← **EXTENSION:** See Zac's Zone activity 1

### 2 Vocabulary Revision: Play *Say who* (productive skills; gross motor skills)



Place the FCs on the floor in a circle making sure you leave enough space between them so that the children can walk without stepping on them. Choose two of the children and ask them to stand up. Play the *Hello* song and tell the children that they have to start walking around the circle. Explain that when the music stops, the children have to sit beside the FC that is closest to them and say the name of the character (e.g. *Miss Klop*). Repeat the activity until every child has had a turn.

### 3 Revision: *Run to the card* (productive skills; phrase building; gross motor skills)



Put the FCs on different walls of the room. Ask a child to stand up. Play some music and encourage the child to walk around the classroom. Pause the music and say the name of a character. The child runs to that FC and says: *Hello, I'm (Zac)*. Then say: *Hi, (Zac)! Bye-bye, (Zac)!* and wave. The child goes back to the circle. Repeat until every child has had a turn. Then, in pairs, the children act out the exchange.

← **EXTENSION:** See Zac's Zone activity 2

## Table Time



Ask the children to go back to their seats using the *Table Time* Chant from Lesson 1.

### 4 Revision: *Point & say*. [PB p. 7, Ex. 1]



Bring up p. 7 on the IWB. Point to the characters and ask the children to identify them, e.g. (*Plok*). Individual children come to the board, point to and identify a character, e.g. (*Ani*).

Alternatively, hold up PB. p. 7 and follow the same procedure to revise the characters. The children point and identify the characters in their book.

### 5 Consolidation & Fine Motor Skills: *Find & stick*. [PB p. 7, Ex. 2]



Bring up p. 7 on the IWB. Point to the circles where the stickers will be placed and elicit the characters. Point to Plok. Ask: *Who's this?* Elicit: *Plok*. Say: *Please find Plok*, while pointing to all the stickers. A child comes to the board and points to the correct sticker. Say: *Look!* Tap on the sticker to drag and drop it into place. Repeat for the rest of the stickers.

Hold up PB p. 7. Point to Plok. Ask: *Who's this? (Plok.)* Hold up your sticker sheet and say: *Find your stickers*.

Explain, in L1 if necessary, where the stickers are at the back of the PB. Ask the children to find the missing Plok sticker. Make sure all the children are pointing to the correct sticker. Say: *Now, stick!* and demonstrate how to remove the sticker and stick it on the page. Repeat for the other missing stickers. Go round the class and provide help when necessary.

## 6 Chant: *Listen & sing.* [PB p. 7, Ex. 3]

**IWB** Say: *Now, watch!* Use the IWB to play the animated video of the chant.

**FCs 1-8** Say: *Let's sing!* Put the FCs up on the walls of the classroom. Go through the chant, demonstrating the TPR actions. The children copy your actions. Play the chant on CD1 or the IWB. The children repeat and carry out the actions.

## CD1 Bye-bye Chant

**CHORUS:**

*Stand up! Let's go!*

*It's time to go! Bye-bye!* (mime waving goodbye)

*Stand up! Let's go!*

*Bye-bye, friends! Bye-bye!* (mime waving goodbye)

*Bye-bye, Zac! Bye-bye, Grok!* (wave to the Zac and Grok FCs)

*Bye-bye, Dan! Bye-bye, Plok!* (wave to the Dan and Plok FCs)

*Bye-bye!*

**REPEAT CHORUS:**

*Bye-bye, Ina! Bye-bye, Ani!* (wave to the Ina and Ani FCs)

*Bye-bye, Miss Klop! Bye-bye, Kit!* (wave to the Miss Klop and Kit FCs)

*Bye-bye! Miaow!*

**I** Alternatively, the children open their books on p. 7. Play the song. The children point to the characters as they sing along. Play the song as many times as necessary.

**OPTIONAL:** At this point, the children can do the task on AB p. 5.

## Activity Book (p. 5)

### Table Time Activity: *Trace.*



**IWB** Bring up AB p. 5 on the IWB. Point to the characters one at a time and ask: *Who's this?* The children identify all the characters. Point to the picture on the left and elicit the characters (*Grok, Ani, Plok, Zac*). Repeat the procedure with the picture on the right (*Miss Klop, Ina, Dan, Kit*). Then, say: *Now, trace.* Trace around the pictures on the IWB, one at a time, following the arrow. Ask individual children to come to the board and do the same. Repeat as many times as necessary.

**I** Hold up AB p. 5. Use your finger and pretend you are tracing around the pictures. Ask the children to do the same. Then, ask them to trace the pictures using their pencils. Walk around and help the children when necessary.

## 7 Tidy up & Bye-bye

**CD1 T3** Repeat the *Tidy up* and *Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Consolidation: *Run & catch* (receptive & productive skills, fine & gross motor skills)

Ask the children to stand up. Ask a child to stand in the middle of the circle. Give him/her a handkerchief. The child in the middle throws the handkerchief in the air while saying another child's name. The child that hears his/her name runs and tries to catch the handkerchief before it falls to the ground.

### 2 Table Time Game: *What's wrong?* (fine motor skills) [T's p. 218 WS2]

**WS2** Hand out copies of WS2, one per child. Elicit the characters. Explain that each character is missing one of the items placed outside the picture. Do the activity orally first, holding up a WS and tracing a line with your finger from the items to the characters. Allow the pupils

some time to look and match. Time permitting, have them colour in the WS.



# Special Days



## Language

### Children's language

Vocabulary Revision: mummy

Structures: *Happy Mother's Day!*

### Teacher's language

*It's Mother's Day! Happy Mother's Day!*

## Extra materials checklist

### For the core lesson

- Zac puppet
- Class CD1, CD2
- FC 7 (mummy)
- Realia: (a flower, photos of your mother and the children's mothers)

### For optional activities

- ZZ 1: realia: photos of your mother and the children's mothers
- ZZ 2: CD2, Cutouts (Ani, Mummy), a flower
- ZZ 3: copies of Extra WS1 (T's p. 251) one per child

**NOTE:** This lesson is designed to be taught just before or on Mother's Day. Before teaching the lesson, make sure you have asked the children to bring photos of their mothers to class.

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Revision & Structure Presentation: *Happy Mother's Day!*



Put the *mummy* FC up on the board and draw a big heart around it. Use the Zac puppet, point to Mummy and ask: *Who's this?* Elicit: *It's Mummy.* Say, in Zac's 'voice': *I love my mummy!* The children repeat after you. Then hold the Zac puppet up to your ear and pretend he is whispering something to you. Look surprised and say: *Really? Great!* Turn to the children and say: *It's Mother's Day.* Explain what Mother's Day is, in L1 if necessary, and that mother is another word for mummy. Say: *Happy Mother's Day!* The children repeat after you.

### 3 Discussion: *Mother's Day.*

Ask the children in L1 what we celebrate on Mother's Day. Have a discussion. Explain that our mummies are special because they take care of us, our home, our food, our clothes, etc. It is very important to show our love for them every day.

← **EXTENSION:** See Zac's Zone activity 1

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* as in Module 1.

### 4 Fine Motor Skills: *Colour.* [PB p. 104, Ex. 1]



Bring up p. 104 on the IWB. Point to each character and ask the children to identify them: *Who's this? Zac/Ina/Ani/Lin-Mummy.* Say: *Happy Mother's Day!* as you point to Mummy again. The children repeat after you. Point to the flower and say: *Look! It's a flower!* The children repeat after you. Say: *A flower for Mummy!* The children repeat in chorus. Point to the flower again and pretend you are wondering. Ask: *What colour?* Point to the colour splashes and elicit the colours. Say: *Let's colour it (red).* With the colouring tool, colour in the flower. Point to it and say: *A (red) flower for Mummy! Happy Mother's Day!* Ask individual children to come to the board and colour in the flower. When they finish colouring, encourage them to say: *A (red) flower for Mummy! Happy Mother's Day!* Repeat until all children have had a turn.

Hold up PB p. 104. Follow the same procedure to present the task. Before having the children do any colouring, have them mime colouring with their fingers. Allow children time to colour in the flower. Provide help when necessary.

## 5 Chant: *Listen & sing.* [PB p. 104, Ex. 2]

**IWB** Say *Now, watch!* Use the IWB and play the animated version of the chant.

**FC 9** Say *Let's sing!* Place a flower and the photo of your mother on your desk.

**REALIA** Use the Zac puppet and point to the heart and the flash card of *mummy* on the board as you go through the chant demonstrating the TPR actions. The children copy your actions. Play the chant on CD2 or the IWB. The children repeat the key vocabulary (underlined in the script) as they carry out the actions.

### Happy Mother's Day Chant

*Mummy, Mummy* (show/lift up photo of your mother)

*Oh, my mummy* (fold your arms and mime hugging your mother)

*I love you! I love you!* (put your hand over your heart to mime love)

*Happy Mother's Day!* (blow kisses in the air)

*Happy Mother's Day!* (blow kisses in the air)

*I love you! I love you!* (put your hand over your heart to mime love)

*Here's a flower!* (pretend picking a flower and giving it to your mother)

*Here's a flower!* (pretend picking a flower and giving it to your mother)

*I love you! I love you!* (put your hand over your heart to mime love)

*Happy Mother's Day!* (blow kisses in the air)

*Happy Mother's Day!* (blow kisses in the air)

*I love you! I love you!* (put your hand over your heart to mime love)

Alternatively, the children open their books at p. 104. Play the chant. The children point to the pictures as they sing along.

**EXTENSION:** See Zac's Zone activities 2-3

## 6 Tidy up & Bye-bye

Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.



## ZAC'S ZONE



### 1 Circle Time Consolidation: Play *My mummy.* (productive skills; fine motor skills)

**REALIA** Show a photo of your mother to the children and say: *This is my mummy. I love my mummy. Happy Mother's Day!* Ask a child to come to the front and show a picture of his/her mother to the rest of the class. Prompt the child to use the same structures to present their mother. Repeat until all children have had a turn.

### 2 Table Time Song Dramatisation: *Happy Mother's Day!* (productive skills)

**CUTOUTS** Play the song on CD2 or the IWB again. Then point to the picture on the IWB again.

**REALIA** Alternatively, hold up PB p. 104. Hold up the cutouts for Ani and Mummy.

**CD2 T38** In Ani's 'voice' say: *Happy Mother's Day! I love you Mummy!* Have the children repeat after you. Then give Ani a flower and have Ani give it to Mummy.

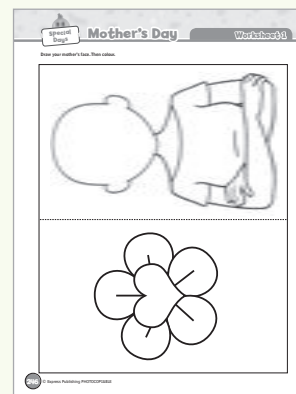
In Ani's 'voice' say: *Here's a flower, Mummy!* The children repeat after you. Then hold up the cutout for Mummy and say: *Thank you, Ani! I love you!* The children repeat after you.

Put the children into pairs and assign the role of *Mummy* to one child and the role of *Ani* to the other. Hand out the character cutouts accordingly. The children act out the exchange. Then they swap roles and repeat the activity.

### Tip!

Since this is a Table Time activity, assign pairs based on the seating arrangement in your classroom. Pair each child with the one sitting on his/her right or left.

### 3 Table Time Consolidation: *Mother's Day Cards* (fine motor skills, productive skills) [T's p. 251, Extra Worksheet 1]



**EWS1** Give each child a copy of EWS1. Point to the outline of the woman. Explain that the children should draw their mother's face (*eyes, nose, mouth*). The children can also draw their mother's hair, glasses, etc. When they finish drawing, point to both the flower shape and the woman and say: *Now, colour!* Allow the children time to colour in the card. Then help them cut it out and fold it in order to make a card. Encourage the children to present their work (e.g. *It's my mummy! I love my mummy! Happy Mother's Day!*).



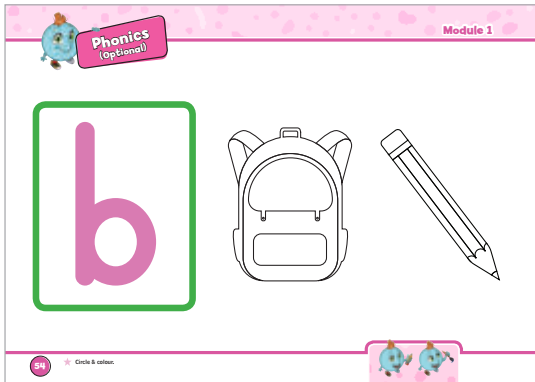
## Tip!


Before carrying out the corresponding tasks, you may wish to revise tracing the letters. In that case, point to the letters in the pictures and start tracing following the direction of the arrows on the corresponding pages in the Pupil's Book (see Phonics PB pp. 88-95)


### Module 1

## Activity Book (p. 54)

Sound Identification: *Circle & colour.*



**IWB**  Bring up AB p. 54 on the IWB. Point to the letter *b* and say: /b/. Play the audio for verification. Encourage the children to repeat the sound. Then, point to the items in the picture and ask the children to identify them [*What's this? A (bag/pencil).*] Say: *Listen for /b/ as you repeat the words. Ask the children to identify the initial sound /b/. Say: /b/-bag. Is it the same? (Yes).* Repeat for *pencil*. The children say *no* when the word does not match the sound. Invite a child to the board and say: *Circle /b/. Bag or pencil?* With the pencil tool, help the child to circle the correct item (*bag*). Then say: *Now, colour.* The child colours in the bag. Repeat with individual children as many times as necessary until all the children have had a turn.


 Hold up AB p. 54. Follow the same procedure to present the task. Ask the children to circle the correct answer with their fingers before using their pencils. Then ask children to take out a coloured pencil before they start colouring [*e.g. Show me (blue).*]. Allow the children time to complete the task. Provide help when necessary. Check children's work.


### Module 2

## Activity Book (p. 55)

Sound identification: *Circle.*



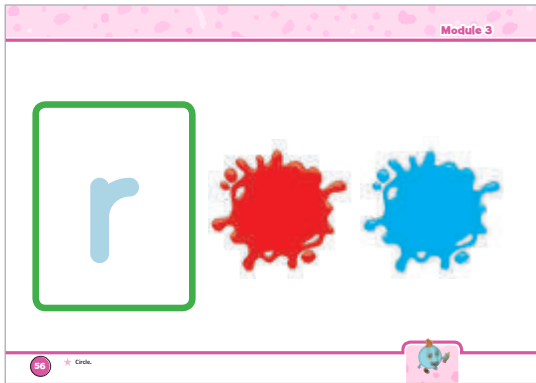
**IWB**  Bring up AB p. 55 on the IWB. Point to the letter *d* and say: /d/. Play the audio for verification. Encourage the children to repeat the sound. Then, point to the characters and ask children to identify them [*Who's this? (Grandma/Daddy).*] Say: *Listen for /d/ as you repeat the words. Ask the children to identify the initial sound /d/. Say: /d/-grandma. Is it the same? (No).* Repeat for *daddy*. The children say *yes* when the word matches the sound. Invite a child to the board and say: *Circle /d/. Grandma or Daddy?* With the pencil tool, help the child to circle the correct item (*Daddy*). Repeat with individual children as many times as necessary until all the children have had a turn.


 Hold up AB p. 55. Follow the same procedure to present the task. Ask the children to circle the correct answer with their fingers before using their pencils. Allow the children time to complete the task. Provide help when necessary. Check children's work.


## Module 3

### Activity Book (p. 56)

Sound Identification: *Circle*.



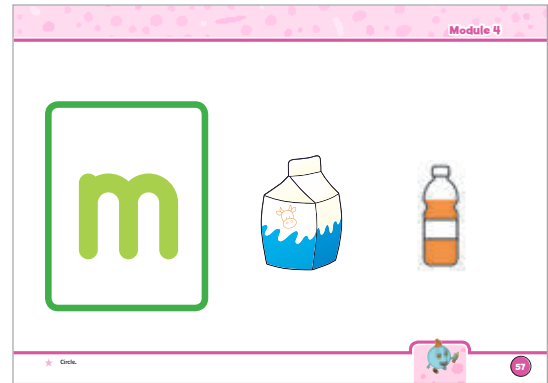
**IWB**  Bring up AB p. 56 on the IWB. Point to the letter *r* and say: /r/. Play the audio for verification. Encourage the children to repeat the sound. Then, point to the colours and ask the children to identify them [*What colour is it? (Red/Blue).*]. Say: *Listen for /r/* as you repeat the words. Ask the children to identify the initial sound /r/. Say: /r/-red. *Is it the same? (Yes).* Repeat for *blue*. The children say *no* when the word does not match the sound. Invite a child to the board and say: *Circle /r/. Red or blue?* With the pencil tool, help the child to circle the correct colour (*red*). Repeat with individual children as many times as necessary until all the children have had a turn.


 Hold up AB p. 56. Follow the same procedure to present the task. Ask the children to circle the correct answer with their fingers before using their pencils. Allow the children time to complete the task. Provide help when necessary. Check children's work.


## Module 4

### Activity Book (p. 57)

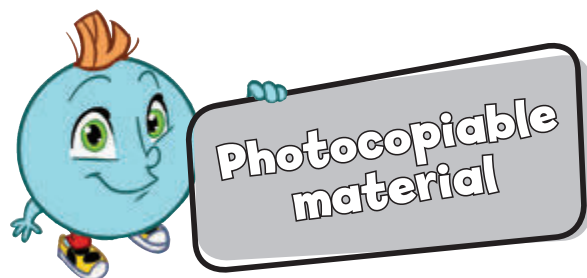
Sound Identification: *Circle*.



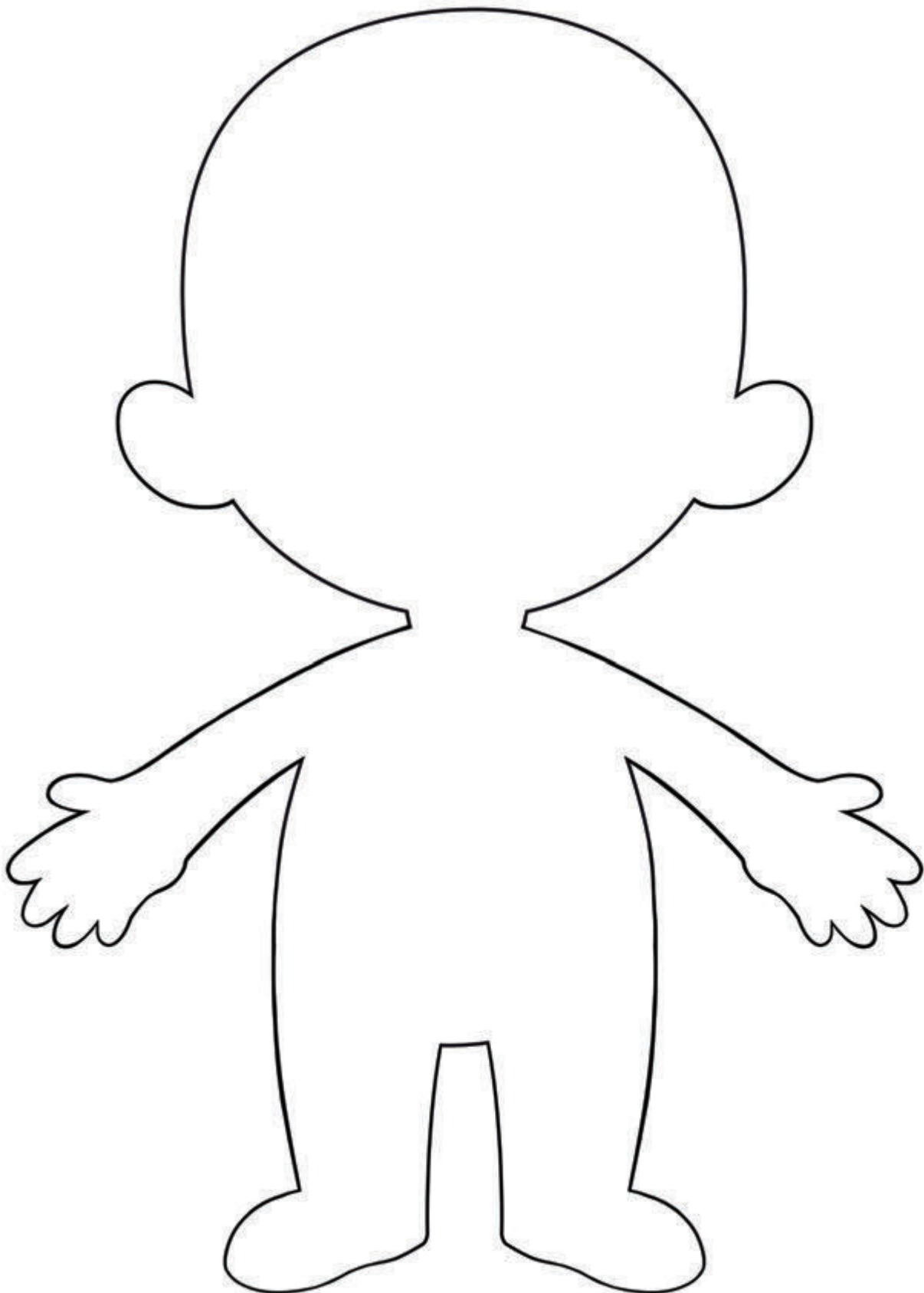
**IWB**  Bring up AB p. 57 on the IWB. Point to the letter *m*. Play the audio for verification. Encourage the children to repeat the sound. Then, point to the items on the screen and ask the children to identify them [*What's this? (Milk/Juice).*]. Say: *Listen for /m/* as you repeat the words. Ask the children to identify the initial sound /m/. Say: /m/-milk. *Is it the same? (Yes).* Repeat for *juice*. The children say *no* when the word does not match the sound. Invite a child to the board and say: *Circle /m/. Milk or juice?* With the pencil tool, help the child to circle the correct item. Repeat with individual children as many times as necessary until all the children have had a turn.

 Hold up AB p. 57. Follow the same procedure to present the task. Ask the children to circle the correct answer with their fingers before using their pencils. Allow the children time to complete the task. Provide help when necessary. Check children's work.

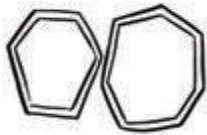
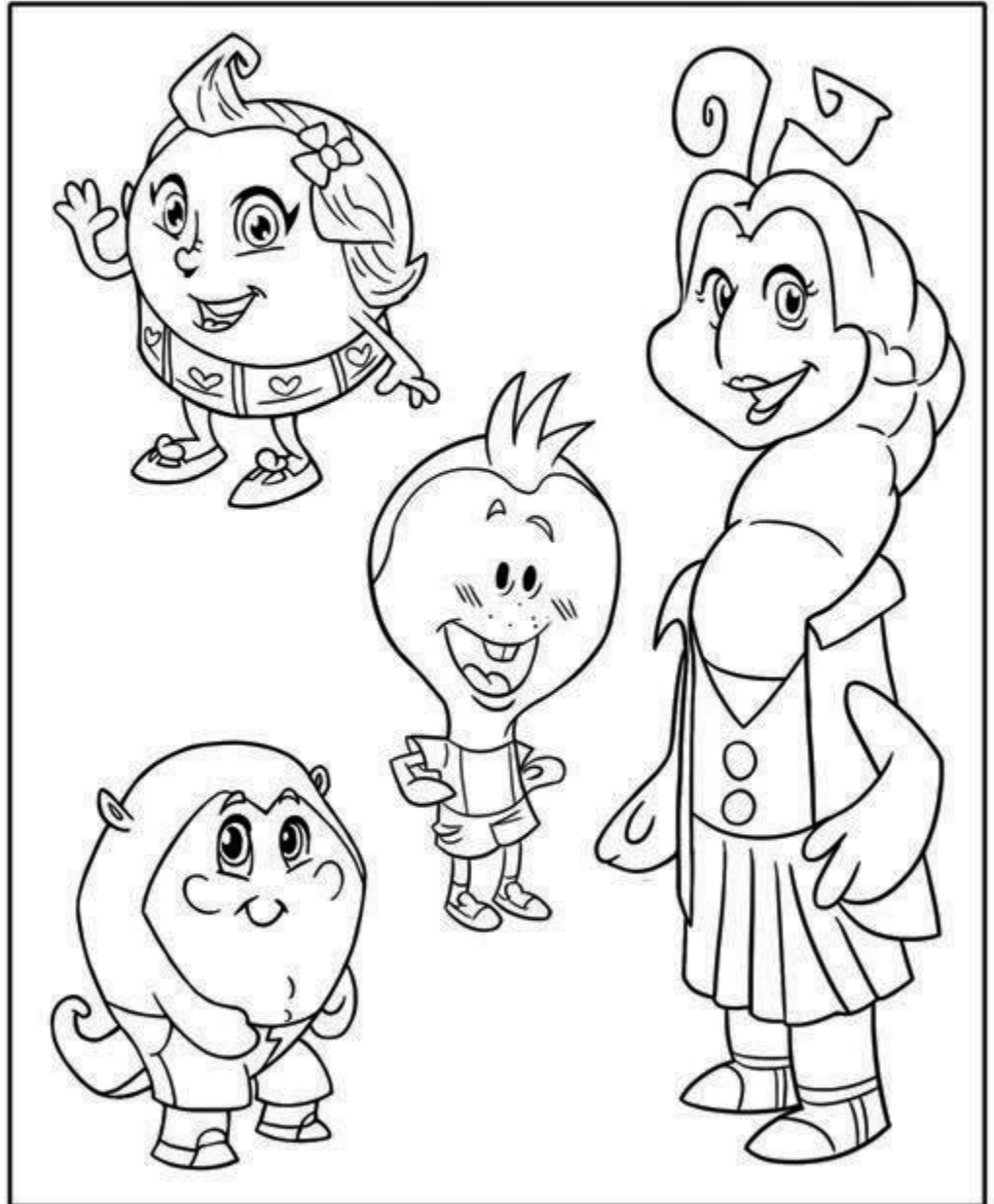
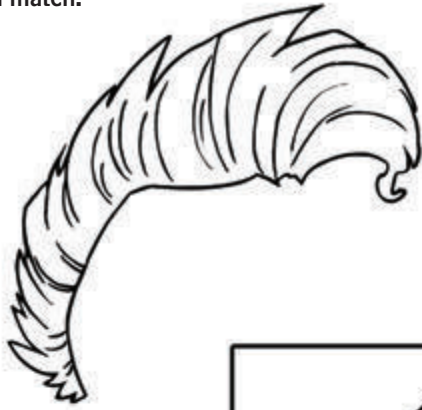
# Worksheets & Pupil's Cards



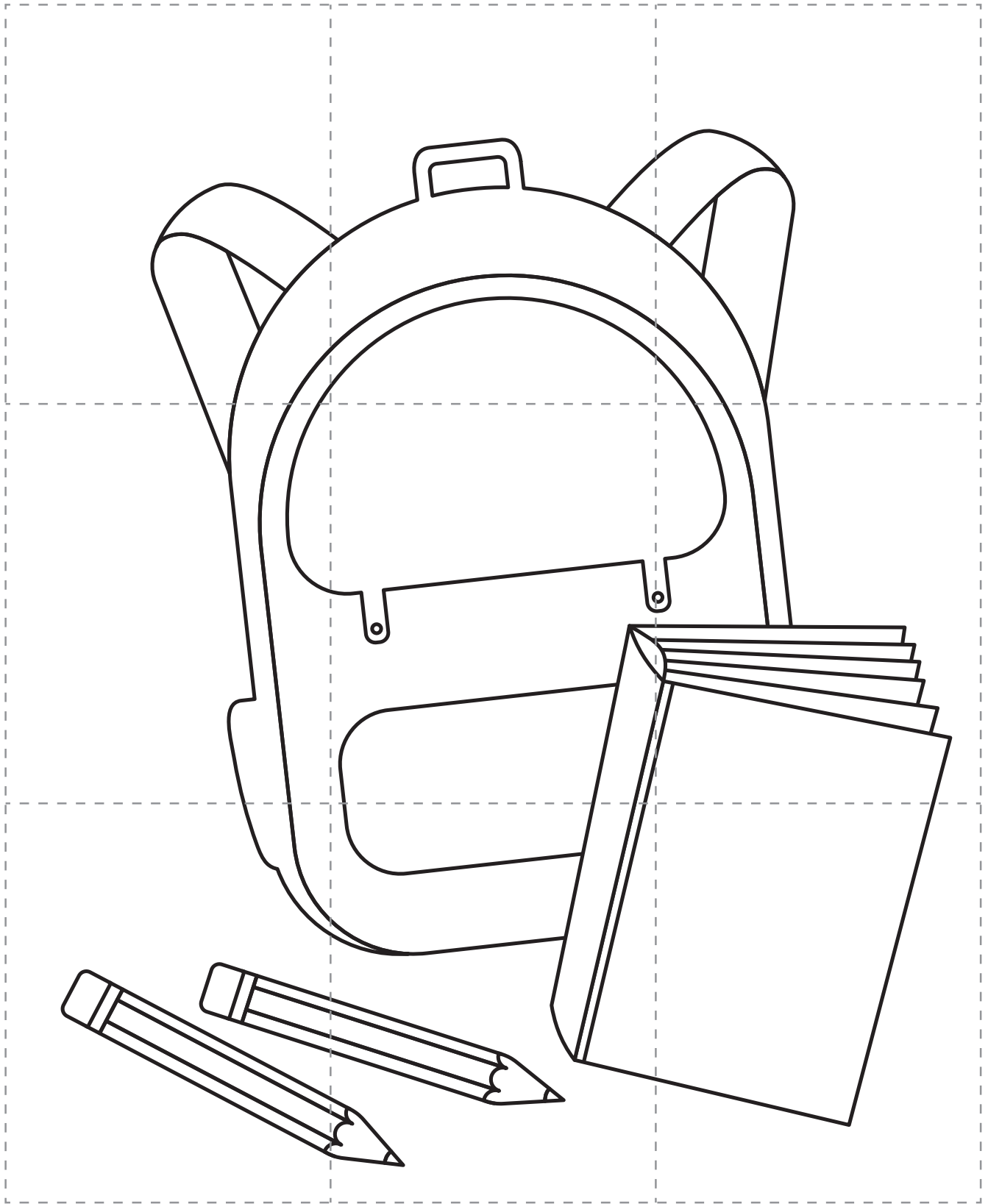
Colour and draw to make a picture of yourself.



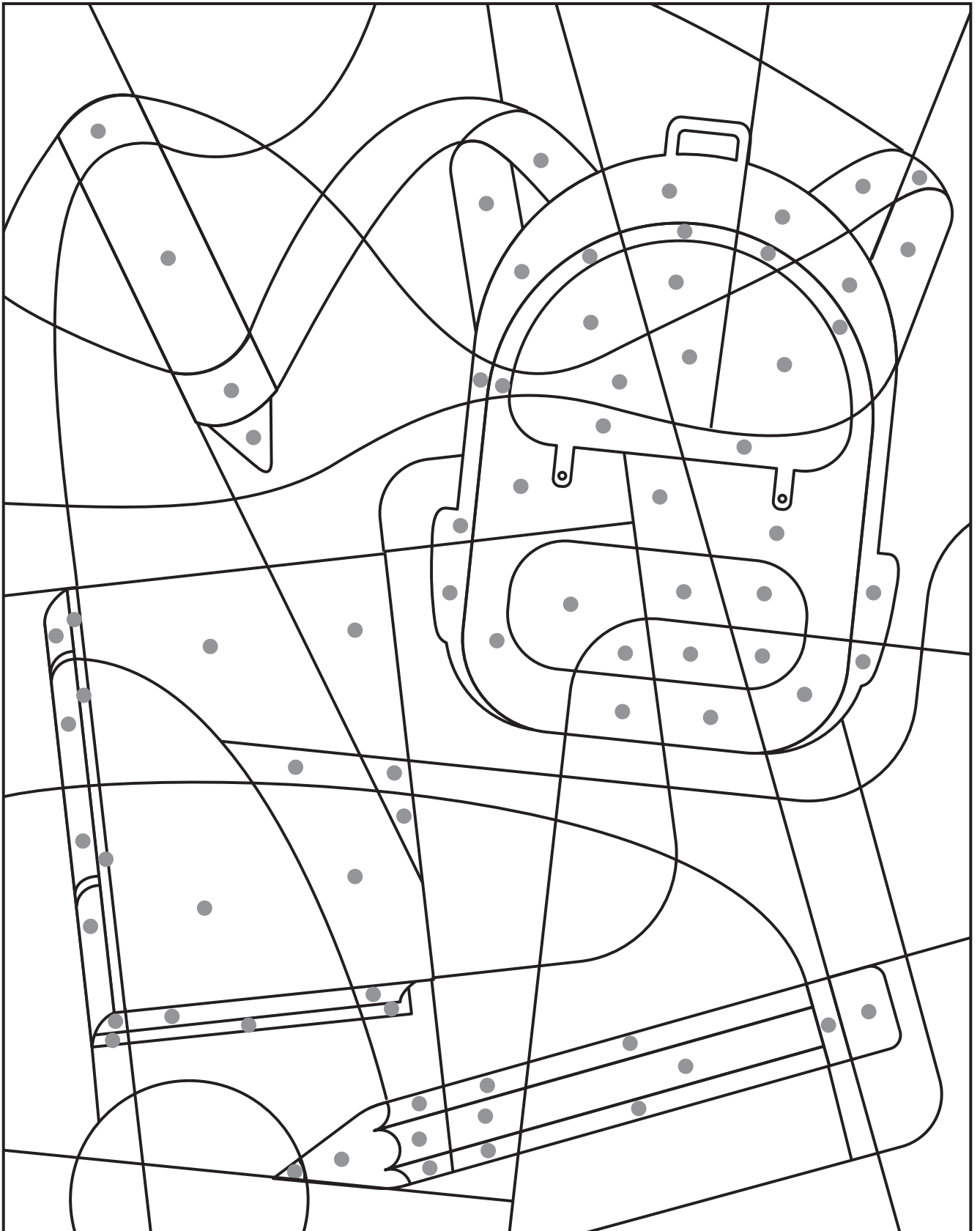
Look and match.



Cut out the puzzle pieces and shuffle them. Put the pieces back together to see the school items.



Choose a blue, red or yellow pencil and colour the pieces with a dot in them. What can you see in the puzzle?



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