

1

They're monkeys

Topic

- Animals at the zoo
- Colours

Language

New: orange, purple, grey, brown; elephant, lion, snake, giraffe, tiger, monkey; What are these? They're [monkeys]. They're [brown]; numbers 1, 2, 3

Review: brown, pink, black, white, red, green, blue, yellow; cow, sheep, horse, chicken, duck, goat; legs, mouth, nose, eyes, ears, head; What's this? It's a [lion]. It's [brown]; plural 's'

Receptive: What colour is it? What colour are they? Are they [lions]? Is it a [lion]? How many [legs]? Jump! Hop! Clap! Stretch! Who's this?

Story 1

They're monkeys. Reader

Toby and Kim are teaching Ricky about animals at the zoo. Ricky is so excited about meeting the new animal friends that he surprises Toby and Kim with his special powers.

Songs and chants

- Routines: *Hello, Ricky; Happy birthday; Tidy up time; Goodbye time.* CD1 tracks 1-4
- Chant: *Animal chant.* CD1 track 10
- Vocabulary song: *Toby, Kim, Ricky too.* CD1 track 8
- *Zoo song.* CD1 track 12
- Number chant: *1, 2, 3.* CD1 track 16
- Unit song: *The snakes at the zoo.* CD1 track 17

Cross-curricular activities

- Crafts: lion mask, animal jigsaws, animal fan.
- Pre-reading and writing skills: spiral shapes, matching concepts, fine motor skills, visual discrimination skills.
- Number work: recognition and formation of numbers 1, 2, 3; counting to 3.
- Music and drama: physical representation of story concepts by acting; music and mime; understanding rhythm, expression through singing.

Kindergarten Education objectives

Self awareness and autonomy

- Understanding the relationships of others
- Acceptance of differences
- Awareness of preferences

The outside world (physical, social and cultural environment)

- Identifying and valuing living beings
- Understanding what animals give us
- Awareness of the attributes of animals

Development of language and communication skills

- Enjoyment of language as a means of communication
- Understanding communication through pictures and picture story sequences
- Develop oral use of a foreign language in daily situations; develop a positive attitude to foreign language learning
- Development of musical communication through songs, instruments, appreciation of rhythm and tone
- Understanding of stories and rhymes
- Confident interaction through technology
- Communication through art and craft work and exploration of materials
- Communication through action and body language
- Symbolic representation through role play and physical expression

Dear parents,



Welcome to the exciting world of **Ricky the Robot!**

The materials your child will be using this year are designed using an innovative teaching methodology that works in conjunction with their mother tongue curriculum. This makes their first experiences natural, productive and fun. Throughout the course we will keep you up to date on your child's learning and on his/her achievements.

Your child will learn to speak and understand English at the same time as **Ricky**, a fun and cute robot that needs help from the children to learn how to manage in the real world.

There are six stories in Level 2. The children will learn to understand them and act them out. The stories tell the exciting adventures of **Ricky the Robot** and his two human friends, **Toby** and **Kim**.

At the moment your child is just about to start Unit 1, **They're monkeys**. In this unit he/she will be revising colours: orange, purple, grey, brown and learning zoo animal words: elephant, lion, snake, giraffe, tiger, monkey. He/she will also be practising simple phrases like: What are these? They're [monkeys]. They're [brown].

In the unit story, Toby and Kim teach Ricky about animals at the zoo. Ricky is so excited about meeting the new animal friends that he surprises Toby and Kim with his special powers.

Your child will also learn to sing along and do the actions to the songs. Ask him/her to show you the actions. Here are the words for the main song in Unit 1, **The snakes at the zoo**.

Song The snakes at the zoo

The lions at the zoo go
Roar and roar [x3]
The lions at the zoo go
Roar and roar
Lions! Lions! Lions!

The snakes at the zoo go
Wiggle and wiggle...
The monkeys at the zoo jump
Up and down...
The elephants at the zoo go

Wave and wave...
The tigers at the zoo go
Claw and claw...
The giraffes at the zoo go
Stretch and stretch...

During the course of the year you will have lots of opportunities to help your child learn English. You will be able to enjoy sharing stories, songs, craft activities and class work. You will also receive reports on your child's progress and regular letters keeping you up to date on what they are learning at school.

We hope you have fun with Ricky!

Best wishes

The class teacher

1

They're monkeys

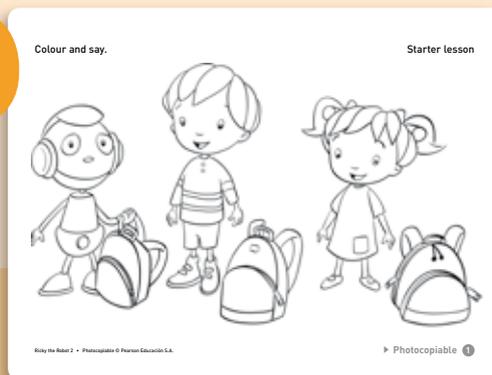
Lesson Starter

Lesson objective Introductions and extension of colour words

Language New: orange, purple, grey, bag

Review: Toby, Kim, Ricky; hello, goodbye; red, yellow, green, blue, black, white, brown, pink; crayon, It's hot/cold/raining/snowing. What's this? It's a [crayon]. It's [orange]; plural 's'.

Language for recognition: Stand up. What's the weather like? Happy birthday. Point to the cake. Who's this? You're [Toby]. Jump! Stand like a robot. What colour is it? Who's this? Help Ricky! Colour Ricky's bag [orange]. Cut out the cards. Hold up the [orange] card.



▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track1] [see page13].

▶ Routines time

- Routines poster [see page 13].

▶ Active time

Warmer

- Ask *Who's this?* Elicit *Ricky* from the class. Move around the class so that Ricky can greet each child, by shaking hands or tapping them on the head. Ricky can also kiss them on the cheek. Make Ricky say *Hello, [name]* to each child and encourage them to say *Hello, Ricky*.
- Display the Characters poster and point to the pictures of Toby, Kim and Ricky. Point to each character and elicit *Hello, [Toby]*.

1 Listen and say. Language.

- If available, use the Level 1 flashcards to revise the previously learned colours. Alternatively, use paint pots or crayons in the indicated colours.
- Display the flashcards (or crayons). Say *Point to [green]* or *Point to the [green] crayon*. The children point to the correct flashcard or crayon.
- Hold up each flashcard (or crayon) and ask *What colour is it?* to elicit *It's [colour]*.
- Use your flashcards and Ricky to teach the new colour words: *orange, purple, grey*. Hold up the *orange* flashcard and show it to Ricky. Say *orange*. Ask Ricky *What colour is it?* Make Ricky shake his head as he doesn't know. Ask the class *What colour is it? Help Ricky!* Say *orange* and ask the class to repeat. Continue with the remaining flashcards. Make Ricky repeat, using his robot voice.

- Put two flashcards behind your back. Take out one and show it to Ricky and the class. Ask Ricky *What colour is it?* When Ricky does not answer, say *Help Ricky!* The class tells Ricky the word. Continue in this way.
- Display the flashcards. Play the recording. Pause after each line for the children to point to the correct flashcard. Call volunteers to the front to point to the correct picture on the poster.
- Teach the word *bag* using a real bag or the flashcard. Use the procedure above, asking *What's this?* to elicit *It's a bag*.
- Put some school bags onto your table and ask about the colours of the bags. Ask *What colour is it?* to elicit *It's [colour]*.



orange, orange
purple, purple
grey, grey
bag, bag

2 Song: Toby, Kim, Ricky too. Listen and sing.

- Say *It's song time*. Play the song recording right through. The children listen.
- Call three children to the front and give each a character face mask to wear. Say *You're Toby. You're Kim. You're Ricky*.
- Sing the song with the children. Point to the children at the front with the face masks as you do so. When they sing *Hello, friends*, show the children how to wave to their classmates.
- Repeat. This time the child at the front jumps in the air when their character name is mentioned. Say and demonstrate *Jump!*

Materials



▶ Ricky



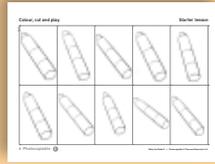
▶ CD1
tracks 7, 8

▶ Flashcards

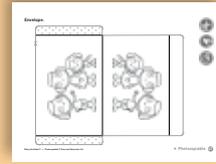
- orange
 - purple
 - grey
 - bag
- Level 1**
- brown
 - black
 - white
 - pink



▶ Routines poster and stickers



▶ Photocopiable 2



▶ Photocopiable 47

▶ Character masks

▶ Optional

Crayons or coloured pencils, bags



*Toby, Kim, Ricky too.
Hello, friends.
How are you?*

*Toby, Kim, Ricky too.
Hello, friends.
I'm fine, thank you.*

[x2]

▶ Quiet time

- Play Stand like a robot (see page 13).

▶ Book time

3 Photocopiable 1, TRB. Colour and say.

- Display the colour flashcards *orange, purple, grey* and give each child a copy of Photocopiable 1. Point to the first picture and ask *Who's this?* to elicit *Ricky*. Point to Ricky's bag and ask *What's this?* to elicit *It's a bag*.
- Hold up the *orange* flashcard and ask *What colour is it?* to elicit *It's orange*. Now say *Colour Ricky's bag orange*. Continue in this way with Toby and Kim. Ask them to colour Toby's bag grey and Kim's bag purple.
- Move around the class while they are working. Ask *Who's this? What's this? What colour is it?*
- Say *Good work. Get your stamp!* Use the Ricky stamp. Say *Bring me your worksheets, please*. Say *Thank you* when they give them to you. Praise the children again, write their names on the sheets and put the sheets in the children's files.

▶ Ending the lesson

- Chant Tidy up time [CD1 track 3] (see page 13).
- Sing Goodbye time [CD1 track 4] (see page 13).

extra activities

+ Photocopiable 2, TRB. Colour, cut and play.

- Photocopy onto card or strong paper.
- Display the colour flashcards and ask *What colour is it?* to elicit *It's [colour]*.
- Ask *What are these?* to elicit *crayons*. Ask the children to colour each crayon on the photocopiable in a different colour. Say *Colour the crayons*.
- While they are working, ask *What's this? What colour is it?*
- Ask or help the children to cut out the mini flashcards. Say *Cut out the cards*.
- Call out colour words randomly. The children hold up the correct card. Say *Hold up the [orange] card*.

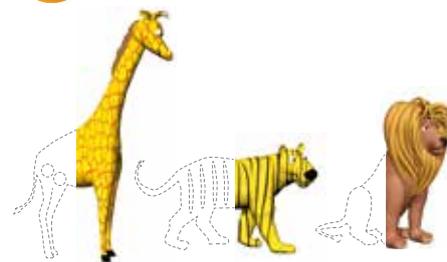
+ Photocopiable 47, TRB. Make an envelope.

- The children will be making mini flashcards for the unit words in each unit and will need an envelope to keep them in.
- Give each child a copy of Photocopiable 47.
- Help the children to cut around the envelope shape. Fold along the indicated lines and secure the side flaps with adhesive tape.
- Ask the children to write their names on the envelopes. Say *Write your names*.

1

They're monkeys

1 They're monkeys



Lesson 1

Lesson objective Presentation of zoo animal words

Language New: lion, tiger, giraffe

Review: It's a [animal]; It's [colour]; orange, brown, yellow; legs, mouth, nose, eyes, ears, head; cow, sheep, horse, chicken, duck, goat, dog, cat, mouse, bird

Language for recognition: Stand up. Help Ricky! What's this? What colour is the giraffe? Is it a lion? Point to the tiger. Colour the lion brown. Is it black? How many [legs]? Clap your hands. Jump! Stand like a robot. Good work. Get your stamp.

▶ Starting the lesson

- Sing Hello, Ricky [CD1 track 1] (see page 13).

▶ Routines time

- Routines poster (see page 13).

▶ Active time

Warmer

- Review the animals learned in Level 1 (cow, sheep, horse, chicken, duck, goat).
- Display an animal flashcard and say the word. The children repeat, then move around the room, miming being the animal and making the appropriate sound effects.

1 Listen and say. Language.

- Display Poster 1 and introduce the topic of the zoo.
- Option: you could use a little L1 to talk about the children's experiences of visiting a zoo and what animals they can see there.
- Use your flashcards and Ricky to teach the new words: lion, tiger, giraffe. Hold up the lion flashcard and show it to Ricky. Say lion. Ask Ricky What's this? Make Ricky shake his head as he doesn't know.
- Ask the class What's this? Help Ricky! Say lion and ask the class to repeat. Continue with the remaining flashcards. Make Ricky repeat, using his robot voice.
- Put two flashcards behind your back. Take out one and ask the class What's this? Encourage them to use full sentences with It's a ..., for example, It's a lion. Continue in this way.

- Display the flashcards. Play the recording. Pause after each line for the children to repeat and point to the correct flashcard. Call volunteers to the front to point to the correct picture on the poster.
- Point to the poster and flashcards and ask about the colours of the animals. Ask What colour is the giraffe? to elicit It's orange and yellow. Repeat for lion and tiger.



track 9

lion, lion
tiger, tiger
giraffe, giraffe

2 Chant: Animal chant. Chant and do the actions.

- Display the zoo animal flashcards. Play the recording. Point to the flashcards as they listen.
- Repeat. The children chant and clap to the rhythm. Say Clap your hands.
- Teach actions to accompany the chant.
Look over there. [arm outstretched, pointing]
What can you see? [pointing to eyes]
A lion and a tiger looking at me. [miming being scared – open mouth and arms in air]
Lion, lion. Tiger, tiger. [miming clawing actions with hands]
A tall giraffe [stand up tall with arms in the air to represent 'tall']
Giraffe, giraffe. [stand up tall, stretching]



track 10

Look over there.
What can you see?
A lion and a tiger
Looking at me.
Lion, lion.
Tiger, tiger.
Look over there.
What can you see?
A tall giraffe

Materials



▶ Ricky



▶ Poster 1



▶ CD1
tracks 9, 10



▶ Photocopiable 3

▶ Flashcards

- | | |
|-----------|-----------|
| • lion | Level 1 |
| • tiger | • cow |
| • giraffe | • sheep |
| | • horse |
| | • chicken |
| | • duck |
| | • goat |



*Looking at me.
Giraffe, giraffe
Giraffe, giraffe.*

▶ Quiet time

- Play *Stand like a robot* (see page 13).

▶ Book time

3 Worksheet 1. Trace and colour.

- Display the zoo flashcards and show the class Worksheet 1.
- Say *Point to the lion*. The children point to the correct picture. Say *Trace the lion*. The children trace over the dots to complete the picture.
- Draw their attention to the flashcard. Ask *What colour is the lion?* Elicit *It's brown*. Say *Colour the lion brown*.
- Review body words from Level 1. Ask *What's this?* to elicit *It's a nose/mouth*. Ask *How many legs/eyes/ears?*
- Continue in this way with the tiger and giraffe.
- Move around the class while they are working. Ask *What's this? What colour is it? Is this a tiger? Is it black?* Praise their attempts to answer your questions.
- Say *Good work. Get your stamp!* Use the Ricky stamp on their worksheets or on their hands. Say *Write your name*. Then say *Bring me your worksheets, please*. Say *Thank you* when they do so. Praise the children again and put the worksheets in the children's files.

▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] (see page 13).
- Sing *Goodbye time* [CD1 track 4] (see page 13).

extra activities

+ Game: Pass the cards.

- Seat the children in a circle. Play music. Pass the three zoo animal flashcards around the group. Stop the music.
- Point to each child with a card in turn and ask *What's this?* to elicit *It's a [lion]*. If the child does not want to speak or does not remember the word, say *Help [name]*. The whole class then says the word or sentence. Ask the children with the cards to mime being the animal. Continue in this way.

+ Photocopiable 3, TRB. Cut, match and say.

- Give each child a copy of Photocopiable 3. Each zoo animal will be cut into three sections to make an interchangeable animal jigsaw.
- Point to each animal in turn and ask *What's this?* to elicit *It's a [lion]*.
- Option: the children can colour each animal.
- Ask the children to cut out each section of the animals to produce nine body sections.
- The children now try to put the animals back together again so that the sections match.
- For extra fun, ask them to put the animals together in different combinations, to create their own fantasy animals.
- Give each child a sheet of paper on which to stick their completed animals.

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They're monkeys

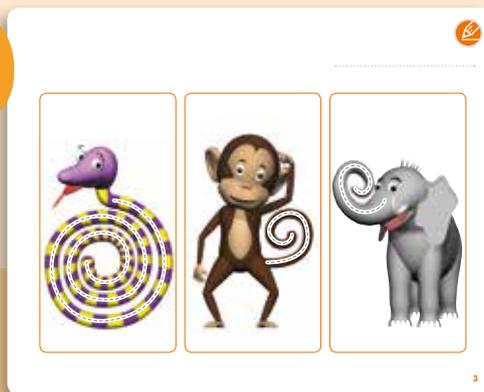
Lesson 2

Lesson objective Extension of zoo animal words

Language New: snake, monkey, elephant

Review: *What's this? It's a [animal]; It's [colour]; lion, tiger, giraffe; purple, yellow, brown, black, grey*

Language for recognition: *big, little, tall, long; Stand up. What's this? Help Ricky! What colour is the [snake]? Is it a [monkey]? Is it [black]? It's song time. Stand like a robot. Trace the line with your finger. Good work. Get your stamp. Bring me your worksheets, please. Thank you. Cut out the cards. Snap!*



▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1] (see page 13).

▶ Routines time

- Routines poster (see page 13).

▶ Active time

Warmer

- Display the animal flashcards from Lesson 1. Repeat *Animal chant* from Lesson 1 [CD1 track 10] to review *lion, tiger, giraffe*. Encourage the class to point to the correct cards while they chant and perform the actions.

1 Listen and say. Language.

- Use your flashcards and Ricky to teach the new words: *snake, monkey, elephant*. Hold up the *snake* flashcard and show it to Ricky. Say *snake*. Ask Ricky *What's this?* Make Ricky shake his head.
- Ask the class *What's this? Help Ricky!* Say *snake* and ask the class to repeat. Make Ricky repeat, using his robot voice.
- Continue with the remaining flashcards.
- Display the flashcards. Play the recording. Pause after each word for the children to repeat, point to the correct flashcard and then to the picture on the poster.
- Point to the poster and flashcards and ask about the colours of the animals. Ask *What colour is the snake?* to elicit *It's purple and yellow*. Repeat with elephant and monkey.



*snake, snake
monkey, monkey
elephant, elephant.*

2 Song: Zoo song. Listen and sing.

- Display the flashcards *snake, monkey, elephant*.
- Say *It's song time*. Play the song recording right through. The children listen.
- Sing the song with the children a couple of times. Point to the flashcards while you do so and encourage the children to do the same.
- Demonstrate actions for the song.
We are going to the zoo today. [marching on the spot]
Hip, hip, hip, hurray. [jumping in the air]
Hear the snakes, Sss, sss, sss. [wiggle as they make the snake sound]
Hear the monkeys, Ugg, ugg, ugg. [beat chest as they make the sound]
Hear the elephants, Stamp, stamp, stamp. [stamp feet as they make the sound]
- Play the song again. This time the children perform the actions while they sing.



*We are going to the zoo today.
Zoo today. Zoo today.*

*We are going to the zoo today.
Hip, hip, hip, hurray.*

*Hear the snakes,
Sss, sss, sss. [x3]*

*Hear the snakes,
Sss, sss, sss.
Hip, hip, hip hurray.*

*Hear the monkeys,
Ugg, ugg, ugg...*

Materials



▶ Ricky



▶ Poster 1



▶ CD1
tracks 11, 12



▶ Routines poster

▶ Flashcards

- lion
- tiger
- giraffe
- snake
- monkey
- elephant



▶ Photocopiable 4

*Hear the elephants,
Stamp, stamp, stamp...*

*We are going to the zoo today.
Zoo today. Zoo today.
We are going to the zoo today.
Hip, hip, hip, hurray.*

▶ Quiet time

- Play Stand like a robot (see page 13).

▶ Book time

3 Worksheet 3. Trace the spiral shapes.

- Point to the first picture and ask *What's this?* to elicit *It's a snake*. Ask *What colour is the snake?* to elicit *It's purple and yellow*. Ask the children to trace the spiral shape inside the snake's body with their finger. Say *Trace the line with your finger*. Then ask them to trace the line with a pencil or coloured crayon.
- Continue in this way with the remaining pictures.
- Move around the class while they are working. Ask *What's this? What colour is it? Is it a [snake]? Is it [green]?*
- Use the Ricky stamp and collect the worksheets (see page 13).

▶ Ending the lesson

- Chant Tidy up time [CD1 track 3] (see page 13).
- Sing Goodbye time [CD1 track 4] (see page 13).

extra activities

+ Photocopiable 4, TRB. Colour, cut and play.

- Photocopy onto card or strong paper for added durability of the mini flashcards.
- Display the zoo animal flashcards: *elephant, lion, tiger, monkey, giraffe, snake*.
- Ask the children to colour the pictures of the animals. While they are working, move around the class and ask *What's this? What colour is it?*
- Ask or help the children to cut out the mini flashcards using safety scissors or an awl. Say *Cut out the cards*.

+ Game: Memory snap.

- Seat the children around the mat. Take two sets of cards and lay them face down. Move them around so that their positions are random.
- Ask a child to turn over a card. Elicit the correct word from the class. Ask another child to turn over another card. If the two cards have the same picture, the class shouts *Snap!* The child who found the matching card picks up and holds the two cards. If the card is different, turn both cards over again. The game ends when all the cards have been collected.
- Option: if you have enough space in your classroom, the children can play this game in pairs.
- Ask the children to add their new mini flashcards to their envelopes. Collect and store the envelopes.

1

They're monkeys

Lesson 3

Lesson objective Presentation of the story: They're monkeys

Language New: *What are these? They're [lions]. They're [big].*

Review: *What's this? It's a [lion]; plural 's'; elephant, lion, snake, giraffe, tiger, monkey; big, little, tall, long*

Language for recognition: *Where's the teddy? Point to the lions. What colour are they? How many [lions]? Ricky is [big]. Good work. Get your stamp. Bring me your worksheets, please. Thank you. Listen and point. Stick the [lion] on the poster.*



▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1] (see page 13).

▶ Routines time

- Routines poster (see page 13).

▶ Active time

Warmer

- Display Poster 1 and lay out all six of the unit stickers on your table. Say a word. The class repeats it. Call a volunteer to the front to stick it in the correct place on the poster. Say *Stick the [lion] on the poster*. Continue in this way.
- Display the flashcards *monkey, lion, giraffe, snake*. Revise *big, little, tall* and *long*, using mime. Say *big*. The children stretch their arms in front of their body, as if holding a big ball. Continue in this way.

1 Point and say.

- Introduce the active structure: *They're [lions]*. Show Ricky the lions on Poster 1 and ask *What are these?* Make Ricky reply *lions*. Say *They're lions*. Make Ricky repeat the sentence. Then ask the whole class to repeat the sentence. Emphasise *They're*. Continue in this way with the remaining animals.
- Cover one of the lions on the poster so that only one is visible. Ask *What's this?* to elicit *It's a lion*. Then reveal the other lion and ask *What are these?* to elicit *They're lions*. Emphasise the pronunciation of the plural 's'.

2 Story 1: They're monkeys. Reader

- Before they hear the story, talk about the pictures. Ask them to find the hidden teddy on each page. Ask *Where's the teddy?* Call children to the front to point to

the teddy. Ask *Who's this?* to elicit the character names, *What are these?* to elicit *They're [lions]*, *What colour are they?* to elicit *They're [colour]*, *Are they [lions]?* to elicit *Yes* or *No*.

- Play the recording. Point to the corresponding pictures in the Reader.
- Repeat. This time pause for the children to repeat the text indicated in blue. Continue to point to the pictures. Call volunteers to the front to point to the pictures.



[Page 2]

Toby, Kim and Ricky are at the zoo. Mum and Dad are at the zoo too. They can see lions, tigers, giraffes, snakes, elephants and monkeys.

[Page 3]

Ricky points to the monkeys. 'What are these?' asks Ricky. 'They're monkeys,' says Toby. 'They're little.'

'They're monkeys,' says Ricky. 'Little, little, little.' Now Ricky is little too! 'Hello, monkeys,' he says. 'Ricky is a monkey!' says Toby.

[Page 4]

Ricky points to the giraffes. 'What are these?' asks Ricky. 'They're giraffes,' says Kim. 'They're tall.'

'They're giraffes,' says Ricky. 'Tall, tall, tall.' Now Ricky is tall too! 'Hello, giraffes,' he says. 'Ricky is a giraffe!' says Kim.

[Page 5]

Ricky points to the elephants. 'What are these?' he asks. 'They're elephants,' says Toby. 'They're big.'

'They're elephants,' says Ricky. 'Big, big, big.' Now Ricky is big too! 'Hello, elephants,' he says. 'Ricky is an elephant!' says Toby.

Materials



▶ Ricky



▶ CD1
track 13, 14, 15



▶ Puppet theatre and
character finger puppets



▶ Poster 1
and stickers



▶ Routines poster



▶ Reader
Story 1: They're monkeys

▶ Flashcards

- elephant
- lion
- snake
- giraffe
- tiger
- monkey



[Page 6]

Ricky points to the snakes. *'What are these?'* he asks. *'They're snakes,'* says Kim. *'They're long.'* *'They're snakes,'* says Ricky. *'Long, long, long.'* Now Ricky is long too! *'Hello, snakes!'* he says. *'Ricky is a snake!'* says Kim.

[Page 7]

Toby, Kim and Ricky are at home. *'What's your favourite animal?'* asks Mum. *'A giraffe,'* says Kim. *'A snake,'* says Toby. Ricky is yellow and brown now. *'Roar!'* says Ricky. *'A tiger!'* say Toby and Kim. Ricky chases Toby and Kim. Everyone laughs.

▶ Quiet time

- Play *Stand like a robot* [see page 13].

▶ Book time

3 Worksheet 5. Look and match. Then say.

- Point to the first picture in the top row. Ask *'What are these?'* to elicit *'They're monkeys.'* Say *'They're little.'* Draw their attention to the pictures of Ricky below and say *'Ricky is little. Point.'* The children point to the picture of Ricky making himself little. Say *'Match. Draw a line.'* The children draw a line to match the two pictures.
- Continue in this way with the remaining pictures.
- Now ask about the matched pictures. Say *'They're long.'* *'What are these?'* to elicit *'They're snakes.'* Continue in this way with *big, little* and *tall*.
- Use the Ricky stamp and collect the worksheets.

▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] [see page 13].
- Sing *Goodbye time* [CD1 track 4] [see page 13].

extra activities

▶ Story 1: They're monkeys. Reader, page 8

+ Listen and point to the correct picture.

- Play the recording, pausing after the first sentence. Ask the children to point to the correct picture. Say *Listen and point*.
- Option: you can pause after the first sentence for each picture and elicit the second sentence.
- Continue in this way with the remaining sentences.



track 1A

- [1] *They're little. They're monkeys.*
- [2] *They're long. They're snakes.*
- [3] *They're tall. They're giraffes.*
- [4] *They're big. They're elephants.*

+ Listen and say the missing word.

- Point to the first picture and play the recording. Pause after the bleep for the children to say the missing word. Say *Say the word*. Join in with Ricky, using a robot voice. Continue in this way with the remaining pictures.



track 1B

- [1] *Ricky is an [elephant]!*
- [2] *Ricky is a [snake]!*
- [3] *Ricky is a [monkey]!*
- [4] *'Roar,' says Ricky. A [tiger] say Toby and Kim.*

Lesson 4

Lesson objective Acting the story and practice of the unit's active structure: *What are these? They're [lions].*

Language Review: *What are these? They're [lions]. They're [big]. What's this? It's a [monkey]. These are [lions]. plural 's'; elephant, lion, snake, giraffe, monkey, tiger; big, little, tall, long; cow, sheep, horse, chicken, duck, goat, dog, cat, mouse, bird*

Language for recognition: *It's acting time. Stand like a robot. Be lions. Colour the picture. Are they big or little? Fold the paper. Make a fan. It's puppet theatre time. Everyone clap.*



▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1] (see page 13).

▶ Routines time

- Routines poster (see page 13).

▶ Active time

Warmer

- **Story 1: They're monkeys. Reader.** Play the recording again [CD1 track 13] for the children to enjoy. Point to the pictures while you do so.

1 Act the story: They're monkeys. Reader

- Say *It's acting time!* Call four children to the front to take the roles of Ricky, Toby, Kim and Mum. Give them the character masks to wear.
- Organise the rest of the class into groups to be the monkeys, giraffes, elephants and snakes.
- Repeat the story recording. Encourage the children to act out the story using mime and to repeat the words in the story. Demonstrate the actions.
- Ask the class to clap at the end of each performance. Say *Everyone clap.* Repeat with new volunteers to take the roles.

Actions

Page 2

Have the animal groups at different tables or in different parts of the classroom. Ask them to mime being the animals. Toby, Kim and Ricky point to each animal.

Page 3

Ricky, Toby and Kim approach and point to the group of monkeys. Ensure that the monkeys continue to mime being monkeys (beating chest, saying *Ugg*, etc.). Toby mimes the meaning of 'little' by placing his hands close

together. Ricky crouches down next to the monkeys to make himself little. Kim points to him.

Page 4

Ricky, Toby and Kim approach and point to the group of giraffes. Ensure that the giraffe group continues to mime being giraffes (arms in air to show long neck). Toby mimes the meaning of 'tall' by raising his arms in the air. Ricky raises his arms in the air to show that he is making himself tall. Kim points to him.

Page 5

Ricky, Toby and Kim approach and point to the group of elephants. Ensure that the elephant group continues to mime being elephants (arms in front of nose to be trunks). Toby mimes the meaning of 'big' by stretching his arms in front of him. Ricky does the same.

Page 6

Ricky, Toby and Kim approach and point to the group of snakes. Ensure that the snake group continues to mime being snakes (lying on floor or wiggling body in snake-like way). Toby mimes the meaning of 'long' by stretching his arms out wide. Ricky lies on the ground and wiggles to show that he is making himself long. Kim points to him.

Page 7

Mum mimes holding up a brochure (or holds up a real animal book). She points to Kim. Kim has her arms in the air and is miming being a giraffe. Toby is lying on the ground, wiggling like a snake. Ricky gets onto all fours and mimes being a tiger. He roars and chases Toby and Kim.

2 Game: Be lions.

- Play some lively music while the children move around the room. Stop the music. Say *Be lions.* The children all mime being lions, crawling on the floor and roaring. Say *Stop!* The children stay as still as they can.

Materials



▶ Ricky



▶ CD1
track 13

▶ Flashcards

- elephant
- lion
- snake
- giraffe
- tiger
- monkey



▶ Routines poster



▶ Reader
Story 1: They're monkeys



▶ Puppet theatre and
character finger puppets

▶ Character masks

- Continue in this way with the remaining animals. Ensure everyone is very still before you say the next animal word.

▶ Quiet time

- Play *Stand like a robot* (see page 13).

▶ Book time

3 Photocopiable 5, TRB. Colour and fold to make a fan.

- If possible, prepare a fan before the class to show the children what they will be making. Say *It's hot*. Mime being hot and show how to use the fan to cool yourself. Say *It's a fan*.
- Talk about the zoo picture with the class. Ask *What are these?* to elicit *They're [lions]*.
- Say *Colour the picture*. Move around the class while they are working to ask about the animals and the colours. Ask *What are these? What colour are they? Are they big or little?*
- Demonstrate how to fold the fan along the dotted lines, folding in alternate directions to form a fan. Say *Fold the paper. Make a fan*. Stick a small piece of adhesive tape to the bottom of the fan to secure it. Assist the children.
- Say *It's hot*. The class use their fans to cool themselves.
- Write their names on the fans and display them in the classroom.

▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3].
- Sing *Goodbye time* [CD1 track].

extra activities

+ Game: Giraffe, giraffe, lion.

- Seat the children in a circle. Start by slowly walking around the outside of the circle. As you pass each child, say *giraffe* and lightly touch the person on the shoulder (or point). Continue around the circle, clearly pronouncing, *giraffe, giraffe, giraffe* for each child.
- Choose one child and loudly say *lion*. Immediately start running away on the outside of the circle, smiling and gesturing for the child to stand up and chase you. Try to make it all the way around the outside of the circle and sit down in the spot where the child was just sitting. If you sit down before the child can tag you, you are safe and it is now the child's turn to do the *giraffe, giraffe, lion* and be chased. If the child manages to tag you, however, then he/she can sit back down and you are 'it' again.
- After *giraffe, giraffe, lion* has been done a few times, change the animals.

+ Puppet theatre.

- Say *It's puppet theatre time*.
- Call three children to the front and give them the finger puppets of Toby, Kim and Ricky. A fourth child can use his/her fingers to mime being the animals they meet.
- Play the story recording [CD1 track 13] or read the Reader story. The children use the finger puppets to act out the story. While they are acting, the rest of the class repeats the words in blue. Demonstrate.

1

They're monkeys

Lesson 5

Lesson objective Review of numbers 1, 2, 3

Language Review: Numbers 1-3; lion, tiger, monkey, elephant, giraffe, snake. *What's this? It's a [lion]. What are these? They're [snakes].*

Language for recognition: *What number is it? Show me 1 finger. Draw 2 in the air. Trace number 1 with your finger. Listen and clap. Jump! Clap! Hop! Stretch! It's sticker time. What colour is number 3? How many [giraffes]? Trace the number. Draw the number.*



▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1].

▶ Routines time

- Routines poster (see page 13).

▶ Active time

Warmer

- Sing *Zoo song* from Lesson 2 [CD1 track 12] and chant *Animal chant* from Lesson 1 [CD1 track 10] to energize the class and to review the animal words.

1 Count and say: 1, 2, 3. Draw the numbers in the air.

- Draw large numbers 1, 2, 3 on the board.
- Point to number 1 and ask Ricky *What number is it?* Ricky does not answer. Say to the class *Help Ricky!* Say 1. The class repeats. Make Ricky say 1, using a robot voice.
- Say *Show me 1 finger.* Demonstrate.
- Repeat this procedure with numbers 2 and 3.
- Say *Listen and clap.* Say numbers 1, 2, and 3 randomly. The class claps once, twice or three times. Demonstrate first.
- Call volunteers to the front to draw the numbers in the air. Ask them to say the number in English as they do so. Demonstrate.
- Option: in pairs, the children can draw the numbers on each other's back using their fingers, while saying the number 1, 2 or 3.

2 Chant: 1, 2, 3. Chant and do the actions. 

- Play the chant right through. The children listen. Point to the numbers on the board.
- Play the chant again. Encourage the children to join in. Demonstrate how to perform the appropriate action in each verse.
- Option: the children can use drums or shakers to show the rhythm and offer additional accompaniment.



1, 2, 3

*Jump with me.**Jump, jump, jump.*

1, 2, 3

*Clap with me.**Clap, clap, clap.*

1, 2, 3

*Hop with me.**Hop, hop, hop.*

1, 2, 3

*Stretch with me.**Stretch, stretch, stretch.*

▶ Quiet time

- Play *Stand like a robot* (see page 13).

Materials



▶ Ricky



▶ CD1
track 10, 12 y 16

▶ Flashcards

- Numbers 1, 2, 3



▶ Routines poster



▶ Photocopiable 8



▶ Number stickers
1, 2, 3

▶ Book time

3 Worksheet 7. Stick. Count and trace the number.

- Show the children Worksheet 7. Say *It's sticker time*. Ensure that each child has number stickers 1, 2, 3. Draw their attention to the number line. Ask *What colour is number [1]?* to elicit *[blue]*. Repeat with the other numbers and colours. Ask them to stick the stickers onto the correct numbers. Say *Stick the stickers*.
- Draw their attention to the pictures below. Point to the first picture set and ask *What are these?* to elicit *They're giraffes*.
- Ask *How many giraffes?* Count them with the class and elicit 2. Say *Trace number 2*.
- Continue in this way with the remaining pictures. For the final picture of the tiger, remember to ask *What's this?* and elicit *It's a tiger*, as it is a single animal.
- Use the Ricky stamp and collect the worksheets

▶ Ending the lesson

- Chant *Tidy up time* [🎧 CD1 track 3].
- Sing *Goodbye time* [🎧 CD1 track 4].

extra activities

+ Photocopiable 6, TRB. Trace, then write the number.

- Display number flashcards 1, 2, 3.
- Draw the children's attention to the first picture set. Ask *What are these?* to elicit *They're elephants*. Say *Trace the elephant*. The children complete the picture.
- Ask *How many elephants?* to elicit 2. Draw their attention to the numbers at the top of the page. Say *Point to number 2*.
- Ask the children to draw number 2 in the space provided. Say *Draw the number*. They can copy the shape of the number at the top of the page or look at the flashcard number.
- Continue in this way with the remaining pictures and numbers.

+ Game: Count and say.

- Draw the children's attention to the numbers on the Routines poster. Say to Ricky *Point to number 3*. Make Ricky point to number 2. Ask the class *Is Ricky right?* to elicit *No*.
- Demonstrate how Ricky is wrong by saying *Count the bags*. Ask the class to count the bags with Ricky out loud. Ask *How many bags?* to elicit 2.
- Again say to Ricky *Point to number 3*. Call a child to the front to show Ricky the correct number, then count the correct number of bags with the class.

1

They're monkeys

Lesson 6

Lesson objective Unit song: *The snakes at the zoo*

Language Review: *What are these? They're [lions]; What's this? It's a [lion]; plural 's'; lion, tiger, elephant, monkey, giraffe, snake; numbers 1-3*

Language for recognition: *Stick the [lion] on the poster. It's song time. Do the actions. What's different? They're the same. How many [lions]? Draw a circle. What's missing? Who wants to play the [drum]?*



▶ Starting the lesson

- Sing *Hello, Ricky* [🎧 CD1 track 1].

▶ Routines time

- Routines poster (see page 13).

▶ Active time

Warmer

Blindfold stickers.

- Display Poster 1. Call a child to the front and ask him/her to choose a poster sticker. Ask *What's this?* to elicit *It's a [lion]* from the class.
- Blindfold the child with a scarf and give him/her the sticker. Say *Stick the [lion] on the poster.* The child sticks the sticker on, as close as possible to its correct place.
- Remove the blindfold so that the child can see how close to the correct place the sticker is. Continue in this way with the remaining poster stickers.

1 Song: The snakes at the zoo. Listen and sing. 🎧

- Say *It's song time!* Display the Unit 1 flashcards on the board.
- Play the song recording through. The children listen.
- Teach the song, line by line, pointing to the corresponding flashcards as you do so.
- Sing the song several times with the class.
- Option: use the Ricky-Rom so that the children can enjoy the animated version of the song.



*The lions at the zoo go
Roar and roar [x3]*

*The lions at the zoo go
Roar and roar
Lions! Lions! Lions!*

*The snakes at the zoo go
Wiggle and wiggle...*

*The monkeys at the zoo jump
Up and down...*

*The elephants at the zoo go
Wave and wave...*

*The tigers at the zoo go
Claw and claw...*

*The giraffes at the zoo go
Stretch and stretch...*

2 Sing and do the actions.

- Teach the children the actions for the song, while they listen.
The lions at the zoo go roar and roar... [open mouth wide to mime roaring]
The snakes at the zoo go wiggle and wiggle... [wiggling action of body]
The monkeys at the zoo jump up and down... [arms curled inwards under armpits, squatting, jumping up and down]
The elephants at the zoo go wave and wave... [waving arm in front of nose to imitate a trunk]
The tigers at the zoo go claw and claw... [clawing action with hands]
The giraffes at the zoo go stretch and stretch... [arms together behind head, stretching up tall]
- Sing the song again. This time, the children perform the actions as they sing. Say *Do the actions.*
- Divide the class into six groups, one for each animal. Repeat the song with each group miming and making sound effects for their corresponding animal.

Materials



▶ Ricky



▶ CD1
track 17



▶ Poster 1
and stickers



▶ Routines poster

▶ Flashcards

- elephant
- lion
- snake
- giraffe
- tiger
- monkey



▶ Optional

Musical instruments
(drum, triangle,
maracas)

▶ Quiet time

- Play *Stand like a robot* (see page 13).

▶ Book time

3 Worksheet 9. Find and circle 5 differences.

- To review the concepts of 'same' and 'different' draw three identical simple snakes on the board in red. Point to them and say *They're the same*. Change one to a contrasting colour and say *It's different. It's [blue]*.
- Draw the children's attention to the two similar pictures. Ask *What's different?* Give them a couple of minutes to study the pictures and find the differences.
- Help the children find the first difference. Point to the first picture and ask *How many lions?* to elicit 2. Then point to the second picture and ask *How many lions?* to elicit 3. Ask them to draw a circle around the lions in the second picture to show that this is different. Say *Draw a circle*.
- Encourage them to find the remaining differences. Elicit the answers from the children or provide help in the form of questions if necessary: *2 lions/1 lion; purple and yellow snakes/red and orange snakes; 2 monkeys/3 monkeys; 1 elephant/2 elephants; It's sunny/It's cloudy*.
- Use the Ricky stamp and collect the worksheets (see page 13).

▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3].
- Sing *Goodbye time* [CD1 track 4].

extra activities

+ Game: What's missing?

- Seat the children in a circle. Place the six animal flashcards in the middle for them to see.
- Point to each in turn and ask *What's this?* Turn the cards face down, move them around and remove one card.
- Turn the cards face up again. Ask *What's missing?* The children try to guess which card you removed. Show them the missing card to see if they guessed correctly. Replace the card and continue in this way.
- Option: remove two cards or add the animals from Levels A and B for additional review.

+ Song with musical accompaniment.

- Play the song recording *The snakes at the zoo* [CD1 track 17].
- Call a group to the front to play musical instruments in time to the rhythm. You can use drums, maracas, triangles, etc.
- Hold up each instrument and ask *Who wants to play the [drum]?*
- Each time you repeat the song, give new individuals the opportunity to play the instruments.

1

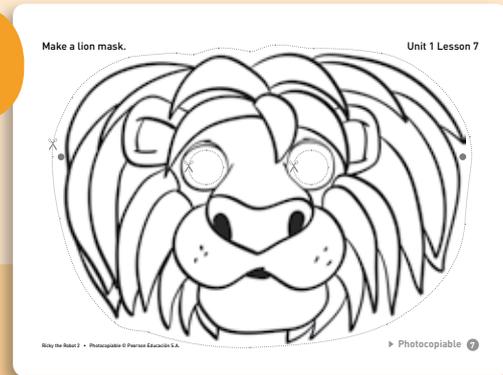
They're monkeys

Lesson 7

Lesson objective Topic extension: make a lion mask

Language Review: *What are these? They're [lions]; What's this? It's a [lion]; plural 's'; lion, tiger, elephant, monkey, giraffe, snake*

Language for recognition: *Be the animal. What colour is it? Cut it out. Make holes. Put on your masks. Be [giraffes]. Pass the ball.*



▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1].

▶ Routines time

- Routines poster (see page 13).

▶ Active time

Warmer

- Repeat the song *The snakes at the zoo* from Lesson 6 [CD1 track 17].
- Encourage the children to perform actions as they sing (see page 28).
- Option: ask *Who wants to play the [triangle]?* Distribute the musical instruments.

1 Game: Guess the animal.

- Lay the unit flashcards face down on the table. Call a small group of children to the front. Show them a zoo animal flashcard, without the rest of the class seeing it.
- Say *Be the animal*. The children at the front mime being the animal shown on the flashcard, making sound effects.
- The rest of the class watches and tries to guess the animal. Ask *What are these?* Elicit *They're [lions]*. Elicit *Yes* or *No* to their guesses from the children at the front.
- Replace the flashcard and call additional groups of children to the front and continue in this way until each child has had a turn.

▶ Quiet time

- Play *Stand like a robot* (see page 13).

▶ Artwork

2 Photocopiable 7, TRB. Make a lion mask.

- If possible, prepare a lion mask before the lesson and show it to the class, so that they can see what they are going to make.
- Ask *What's this?* to elicit *It's a lion, What colour is it?* to elicit *It's brown*.
- Help the children to cut out the outside of the mask using an awl or safety scissors. Say *Cut it out*.
- Display the lion flashcard as reference. Ask the children to decorate the lion mask with brown and yellow balls of tissue paper. For the lion's mane, they can stick pieces of brown wool or strips of tissue paper. They can stick grey or black string to form the lion's whiskers.
- Help the children use an awl or hole punch to make the holes for the string. Say *Make holes*. Help them thread string through the holes. Secure the string with a knot.
- Reward and praise their work. Say *Well done! Good boy/girl!*
- Write each child's name on the back of the mask.

Materials



▶ Ricky



▶ CD1
track 17



▶ Poster 1



▶ Routines poster

▶ Flashcards

- lion
- tiger
- giraffe
- snake
- monkey
- elephant



▶ Optional

Musical instruments (drum, triangle, maracas)

▶ You will also need

Finished lion mask, safety scissors or awls, brown and yellow tissue paper, brown wool, black string, glue, string or elastic

3 Game: Lion game.

- Ask the children to put on their lion masks. Say *Put on your masks.*
- Make Ricky call out animal words at random. Say *Be [giraffes].* The children stand still until they hear *Be lions.* They then move around the room roaring and imitating a lion.
- Say *Stop!* The children stand still. Continue in this way.

▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3].
- Sing *Goodbye time* [CD1 track 4].

extra activities

+ Game: Slow reveal.

- Cover a unit flashcard with a sheet of paper.
- Very, very slowly reveal the first part of the picture. Ask *What's this?* to elicit *It's a [lion].*
- Reveal a little more of the picture and repeat the question. Continue until all the children have responded correctly.
- Continue with the remaining flashcards.

+ Game: Pass the ball.

- Seat the children in a circle. Place the unit flashcards face down in the middle.
- Play some lively music. The children pass a ball around the circle. Say *Pass the ball.*
- Stop the music. The child with the ball chooses a flashcard from the middle of the circle and shows it to the class.
- Ask *What's this?* and elicit *It's a [lion]* from the whole class. The child takes the flashcard back to his/her place.
- Play the music again and continue in this way until all the cards have been collected. Time when you stop the music carefully so that as many children as possible have the chance to choose a card.

1

They're monkeys



Lesson 8

Lesson objective Unit consolidation

Language Review: *What are these? They're [lions]; What's this? It's a [lion]; plural 's'; lion, tiger, elephant, monkey, giraffe, snake; numbers 1-3*

Language for recognition: *Ricky says... You're [elephants]; What number is it? Who's this? How many [elephants]? What colour are the [elephants]? What colour is the [lion]? Is it [white]? Are they [lions]?*

▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1].

▶ Routines time

- Routines poster (see page 13).

▶ Active time

Warmer

- Repeat the song *The snakes at the zoo* from Lesson 6 [CD1 track 17]. Encourage the children to perform actions as they sing.
- Option: ask *Who wants to play the [triangle]?* Distribute the musical instruments.

1 Game: Ricky says ...

- Use Ricky to give the commands.
- Explain that they should only carry out the command if you say 'Ricky says', first. If you don't say 'Ricky says', they should not do anything. Demonstrate first.
- Ask the class to stand. Say *Ricky says... You're elephants*. The children mime being elephants (waving arm in front of nose like a trunk). Continue with *Ricky says ... You're snakes*. The class mimes wiggling like a snake and making the corresponding sound. Then say *You're giraffes*. The class should not mime anything as you have not said 'Ricky says'. If they do so, remind them, shaking your head and saying *I didn't say Ricky says ...* Then continue.

2 Game: Number sorting.

- Seat the children in a circle and place a number of different objects in the middle (crayons, pencils, books, bags).

- Place the number 1, 2, 3 flashcards in the middle, with a space in front of each. Point to one of the flashcards and ask *What number is it?*
- Say *2 crayons*. Ask a child to pick up two crayons and put them next to the number 2 flashcard.
- Continue in this way with numbers 1-3. Ensure that the children are counting the correct number of objects and putting them next to the correct card.
- Praise their attempts. Say *Good boy/girl*.

▶ Quiet time

- Play *Stand like a robot* (see page 13).

▶ Book time

3 Worksheet 11. Find and stick.

- Talk about the picture with the class. Ask *Who's this?* to elicit the character names, *What's this?* to elicit *It's an elephant/a lion*, and *What are these?* to elicit *They're snakes/giraffes/tigers/monkeys*.
- Ask *How many [giraffes]?* The children count the animals and say the number words.
- Ask about the colour of the animals. Say *What colour are the [monkeys]?* to elicit *They're [brown]*. Say *What colour is the [elephant]?* to elicit *It's [grey]*.
- Make sure that each child has a Unit 1 sticker set. Say *It's sticker time*.
- Ask the children to match the stickers to the animals on the worksheet by sticking them in the correct place. Say *Stick the stickers*.
- Use the Ricky stamp and collect the worksheets.

Materials



▶ Ricky



▶ CD1
track 17



▶ Unit 1 sticker set



▶ Poster 1



▶ Routines poster



▶ Photocopiable 8

▶ Flashcards

- lion
- tiger
- giraffe
- snake
- monkey
- elephant
- Numbers 1-3



▶ Optional

Musical instruments (drum, triangle, maracas)

▶ You will also need

Crayons, coloured pencils, books, bags

▶ Ending the lesson

- Chant Tidy up time [CD1 track 3].
- Sing Goodbye time [CD1 track 4].

extra activities

+ Photocopiable 8, TRB. Draw and colour a picture of you at the zoo.

- Talk about the little pictures of the zoo animals in the border of the frame to review what we can find when visiting a zoo.
- Ask the children to draw and colour a picture of themselves and their family at the zoo. This is a free personalisation activity, so allow them to draw whatever they like and include their favourite animals.
- Move around the class giving lots of praise and encouragement. Talk about the pictures with each child. Ask *Who's this? What's this? What are these? What colour is it?*
- Display their work and talk about the pictures with the children.

+ Classroom frieze.

- On a very large sheet of strong paper, create a zoo classroom frieze as a whole class activity. Assign pupils to paint the grass and sky. Draw in the zoo enclosures. Ask the children to draw and paint the animals.
- While they are working, ask *What's this? What are these? What colour is it? What colour are they? How many [legs]? How many [giraffes]? Are these [lions]? Who's this?*
- Display the frieze in the classroom for all to admire. Talk about the frieze with the class using the questions above.