



UNIT 3 Garden

Grammar, phrases, vocabulary	Activities, games, songs	Suggested extension
<p>Supporting Language:</p> <p>house, window, door, tree, flower, sun</p> <p>What is it? I don't know. A (noun).</p> <p>For additional passive and classroom language see units 1 and 2</p>	<p>Worksheets: p. 5 - 8</p> <p>Songs: Marching In Song The Hello Song (T 02-03) Red, Green, Yellow (T 08 -09) Be Careful! (T 04-05) What is it? (T 10-12)</p> <p>Activities: Big Picture Class Snake Coloured Houses Find the Lady Frozen Statues Hello Maggie, Goodbye Maggie Listening Slap Little Thief Red Light, Green Light Roll and Do Say and Do Stand Up If Stations (jump to) Touch Tummy Tickle What's Missing What's, What's, What's Your Name?</p>	<p>Vocabulary: Garden, park, slide swing, climbing frame See-saw</p> <p>WOW Video Clips: U3 – Clip 1 U3 – Clip 2</p> <p>U3 – Song 1 U3 – Song 2</p>





SONG LYRICS:

What is it? Part 1 (T 10)

What is it? What is it? I don't know!
What is it? What is it? I don't know!
What is it?

Oh look, a door, a door, door, door!
Oh look, a door, a door, door, door!

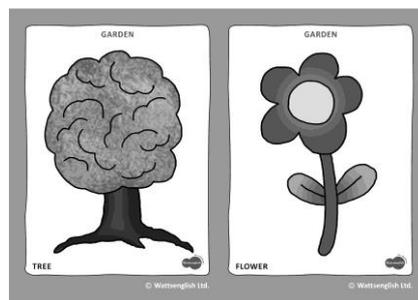
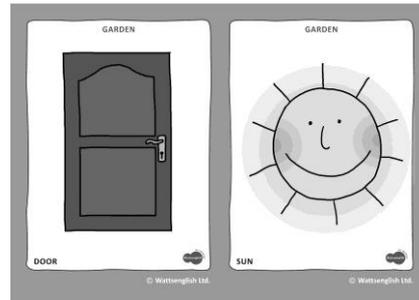
(Repeat for 'window' and 'house'.)

What is it? Part 2 (T 11)

(Repeats the above substituting in the words 'flower', 'tree', 'the sun'.)

What is it? - instrumental (T 12)

FLASHCARDS: 6-11





3 GARDEN – Week 7, Lesson a

INPUT LESSON

- AIMS:** To recognise and touch the first three new vocabulary items
To sing and play along with the songs
To learn a new game
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (house, door, window and a selection from previous units), sticky-tack
- NEW VOCABULARY:** **door, window, house**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, What's your name?)
- SUPPORTING LANGUAGE:** **What is it? A (noun).**, find, touch, turn over the card
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Frozen Statues
Find the Lady
Stations (jump to)
- SONGS:** Marching In/Out Song
What is it? Part 1 (T 10)
- METHODOLOGY:** Reward the children for any attempts at vocalisation / contribution but don't apply too much pressure.
- DISCIPLINE/CONTROL:** Introduce a time out corner or chair for children that misbehave. Set the routine of 2 warnings before using it. Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room.





Lesson Plan

Week 7, Lesson a

<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	Marching In Song - by the door routine walk/run. (Ask the children their name and say 'Hello'.)
3	GP review	Play ' Frozen Statues '. Try to elicit a vocal response (e.g. jump, walk, run) from the children as they move around the room. Encourage all the children to stay still when the music stops, but don't ask someone to be out if they do move.
4	INTRO and DRILL	Use the flashcards to introduce and drill the first 3 words of the unit (door, window, house). Also introduce and drill the phrase 'I don't know' while shrugging your shoulders.
3	TPR	Use realia (the windows and doors in the classroom) and attach an associated mime with each word to re-enforce the target vocabulary, e.g. mime knocking on the door, mime opening and closing a window, and make a roof with your arms above your head for house. Re-drill at any appropriate time.
4	TPR actions to the song GP sing the song	Sing What is it? Part 1 . Act along to the song using the gestures taught above.
5	TPR	Play ' Find the Lady '. Play the classic card game but putting the 3 flashcards face up in a line. Take the opportunity to re-drill if necessary, before turning them face down in order. Ask the children to find the (house) by encouraging them to point to a card. Turn the card over to see if they are correct. Repeat the game but start mixing the cards once they are turned face down. Make the game more complicated by mixing the cards quicker and quicker in an increasingly random manner.
4	TPR	Play ' Stations (jump to) '. Ask the children to gather in the middle of the room, before giving the instruction to 'jump to the door or 'run to the house' etc.
1	Exit routine	Marching Out Song. Review the verbs covered by asking children to quickly run or jump on the spot.





3 GARDEN – Week 7, Lesson b

TPR REVIEW LESSON

- AIMS:** To show understanding of the first three vocabulary items
To develop motor drawing and colouring skills
To sing and play along with the songs
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (door, window, house and a selection from previous units), workbooks (p. 5), crayons (red, green, yellow), sticky-tack, ball (soft)
- NEW VOCABULARY:** **house, door, window**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, hello, What's your name?)
- SUPPORTING LANGUAGE:** **What is it? I don't know. A (noun). What's your name? (Name.)** What colour is it? It's (colour). Colour the (noun) (colour)., throw, catch, touch, open, shut
- SUGGESTED DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Hello Maggie, Goodbye Maggie
Stations (jump to)
- SONGS:** Marching In/Out Song
Be Careful!
What is it? Part 1 (T 10)
- METHODOLOGY:** Make sure all the crayons are in good order and in the beginning give the children the coloured crayon they need. You can also try forcing their hand, where you hold a bunch of crayons out and ask a child to choose a 'red' one but the red one is already sticking out towards them and must be the first one they touch.
- DISCIPLINE/CONTROL:** Monitor during the bookwork and pay attention to early finishers.





Lesson Plan

Week 7, Lesson b (Book, Unit 3 page 5)

<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	Marching In Song - by the door routine. Test the children on known vocabulary, e.g. jump three times.
3	GP review	Play ' Hello Maggie, Goodbye Maggie '. Use the Maggie Puppet to encourage the children to say 'Hello name.' See the Game Bank for more details. If possible replace Maggie with a selected child for the class to say hello to.
2	TPR/GP -song	Sing the song Be Careful! to practise the verbs and release some energy before focusing on the flashcards.
3	Re-INTRO and DRILL	Use the flashcards to re-introduce and drill the first 3 words of the unit (house, door, window) with appropriate mimes from the previous lesson.
2	TPR/GP	Sing the song What is it? Part 1 . Practise the first 3 words of the unit by singing and acting along with the song.
3	Bookwork TPR: complete the task.	Show Steve and Maggie, and encourage the children to touch the different objects as you name them. Also try to communicate how Steve must be feeling with paint on his head.
2	GP: encourage vocalisation.	Read the story on the back of the page.
5		Finish the house according to teacher's instructions, e.g. 'Please, finish the door and colour it in'. Repeat for the window and the house.'
3	TPR review	Play ' Stations (jump to) '. Ask the children to gather in the middle of the room, before giving the instruction to 'jump to the door' or 'run to the window' etc.
1	Exit routine	Marching Out Song . Carry out an exit routine by the door. Ask each child to act out a known verb.





3 GARDEN – Week 8, Lesson a

INPUT LESSON

- AIMS:** To recognise and touch the last three vocabulary items
To sing and play along with the songs and games
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (house, window, door, flower, tree, sun and a selection from previous units), a big sheet of blank paper, sticky-tack, a modified dice with only the numbers 1,2,3 or a lucky dip bag filled with 1's, 2's and 3's
- NEW VOCABULARY:** **flower, tree, sun;** house, window, door
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, What's your name?)
- SUPPORTING LANGUAGE:** **What is it? I don't know. A (noun).** Where's (name)? What's your name? (**Name.**), roll the dice, find, turn over the card
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Roll and Do or Lucky Dip
Big Picture
Picture Dictation
Stations (jump to)
Find the Lady
- SONGS:** Marching In/Out Song
What is it? Part 2 (T 11)
- METHODOLOGY:** Encourage any form of vocalisation and participation but don't push for it. In addition, do keep the picture (or a photo of the board) you created during the lesson for later use.
- DISCIPLINE/CONTROL:** Continue to use the time out corner or chair with appropriate warnings.
Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room





Lesson Plan

Week 8, Lesson a

<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	Marching In Song - by the door routine walk/run. (Name and count three fingers shown on your hand.)
3	TPR review	Play ' Lucky Dip ' or ' Roll and Do ' incorporating numbers and verbs.
3	INTRO and DRILL	Use the flashcards to intro and drill the second 3 words of the unit (flower, tree, <u>the</u> sun). Introduce gestures to accompany the target language to be used during the song.
2	TPR/GP	Sing the song What is it? Part 2 .
4	INTRO and DRILL	Play ' Big Picture '. Use the board or a big piece of paper to draw the vocabulary of the unit. Start with the new vocab then review the first 3 if time permits. Re-drill as necessary.
4	TPR	Play ' Picture Dictation '. Ask the children to draw flowers, trees, houses, doors and windows in the picture, too. Don't push them to draw if they don't want to.
3	TPR review	Play ' Stations (jump to) '. Ask the children to gather in the middle of the room, before giving the instruction to 'jump to the door' or 'fly to the window' etc.
4	TPR	Play ' Find the Lady '. Start by using the 3 new flashcards then complicate the game by using 2 or 3 previously taught flashcards. To play the classic card game put the 3 new flashcards face up in a line. Take the opportunity to re-drill if necessary, before turning them face down in order. Ask the children to find the (flower) by encouraging them to point to a card. Turn the card over to see if they are correct. Repeat the game but start mixing the cards once they are turned face down. Make the game more complicated by mixing the cards quicker and quicker in an increasingly random manner.
1	Exit routine	Marching Out Song . Carry out an exit routine by the door. Ask each child to count to 3.

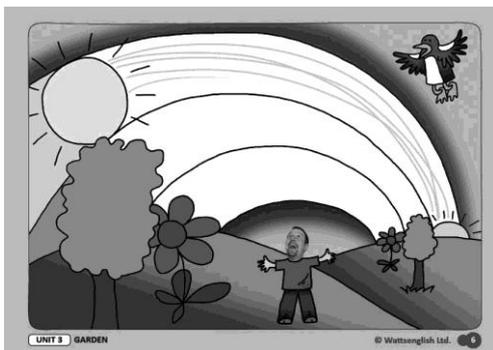




3 GARDEN – Week 8, Lesson b

TPR REVIEW LESSON

- AIMS:** To show understanding of the last three vocabulary items
To develop motor skills via colouring
To learn a new game
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (house, window, door, flower, tree, sun and a selection from previous units), workbooks (p. 6), crayons (red, green, yellow), sticky-tack
- NEW VOCABULARY:** **flower, tree, sun;** house, window, door
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs)
- SUPPORTING LANGUAGE:** **What is it? I don't know. A (noun).** What colour is it? **It's (colour).**, stand up, sit down, colour, rainbow, connect, finish, big, small stretching instructions (see lesson plan), stand up, sit down, colour
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Say and Do
Stand Up If
- SONGS:** Marching In/Out Song
What is it? Part 2 (T 11)
Be Careful! (T 04)
- METHODOLOGY:** Encourage vocalisation and keep your incidental language flowing. Don't feel the need to over edit yourself because of the children's age and English language ability. For example during bookwork you may wish to passively introduce the contrasting adjectives, big and small etc. This language is above their level but it will help build on their passive knowledge.
- DISCIPLINE/CONTROL:** Monitor during the bookwork and pay attention to early finishers.





Lesson Plan

Week 8, Lesson b (Book, Unit 3 page 6)		
<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	Marching In Song - by the door routine jump/run. (Name and answer the question 'What is it?' while being shown 1 of the first 3 objects from the unit. i.e. house, window, door.)
4	TPR review	Play ' Say and Do '. Review stretching and verbs of movement such as, come forwards and back with your toes, reach up, up, up, down, down, down with Maggie as varying heights and speeds as well as run, jump and walk etc.
3	Re-INTRO and DRILL	Use the flashcards to quickly re-introduce and drill the second set of words in the unit. Sing the What is it? Part 2 .
10	Bookwork TPR: complete the task according to your instructions. GP: encourage vocalisation if appropriate.	Show Steve and Maggie.
		Encourage the children to touch the different objects and colours as you name them. Mix up the order and repeat them several times in a fun way.
		Read the story on the back of the page.
		Ask children to finish the picture by connecting the objects using the appropriate coloured crayons.
2	TPR/GP - song	Sing Be Careful! and act out the actions in the song and encourage the children to join in.
4	TPR review	Play ' Stand Up If '. This can take a little time for all the children to understand, but it is a great way to split the class for future games. Ask the children to sit down. Then walk among them looking for a specific colour. If a child is wearing enough of that colour take them to stand in line at the front of the class. When all children wearing that colour are standing up, instruct them to move around the room in a manner of your choosing. Repeat with other known colours.
1	Exit routine	Marching Out Song . Carry out an exit routine by the door. Ask each child to reply to the question 'What's your name?'.





3 GARDEN – Week 9, Lesson a

VOCALISATION LESSON

- AIMS:** To recognise and name all six vocabulary items of the unit
To sing and play along with the songs
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (house, window, door, flower, tree, sun and a selection from previous units) and/or the picture from Week 8 Lesson a, a modified dice showing only the numbers 1,2,3 or a luck dip colours bag containing 1's, 2's and 3's, sticky-tack, 3 coloured houses (see the Game Bank)
- NEW VOCABULARY:** **house, window, door, flower, tree, sun**
- REVISION:** vocabulary from units 1 – 2 (numbers, verbs, What's your name?)
- SUPPORTING LANGUAGE:** **What is it? I don't know. A (noun).** What's your name? (Name.), Let's (verb)., touch, please, find, turn over the card, out
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Tummy Tickle
Coloured Houses
Frozen Statues
- SONGS:** Marching In/Out Song
The Hello Song – instrumental (T 03)
What is it? - instrumental (T 12)
Red, Green, Yellow - instrumental (T 09)
- METHODOLOGY:** Encourage vocalisation and keep your incidental language flowing. Don't feel the need to over edit yourself because of the children's age and English language ability. This language is above their level but it will help build on their passive knowledge.
- DISCIPLINE/CONTROL:** Make Maggie a fun and interesting character who can be a little bit naughty but if the children become over familiar (e.g. pulling her tail etc.) or over hyped, show that Maggie is scared and will hide away until the children have calmed down.





Lesson Plan

Week 9, Lesson a

<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	Marching In Song - by the door routine walk/jump/run. (Roll the modified dice or pick a number and count the dots.)
5	GP review	Play ' Tummy Tickle '. Use the Maggie Puppet to chase the children around the room. Try to catch someone and tickle their tummy with Maggie. Use the puppet to encourage the child you have caught to say 'hello' and give their name and/or name a colour. Repeat for as many children as time will allow but stop before the children lose attention or become hyperactive.
2	TPR/GP - song	Sing The Hello Song - instrumental using the children's names.
3	re-INTRO and DRILL	Use flashcards or the Big Picture (from Week 8, lesson a) to re-introduce and drill all the target vocabulary of the unit. Encourage the children to touch the objects and name them with the help of first phonic eliciting if appropriate.
2	TPR/GP - song	Sing the song What is it? Use the instrumental version and mix up the order the target language is practised.
5	TPR/GP - push for vocalisation where appropriate.	Play ' Coloured Houses '. Show children three coloured houses (red, yellow and green). Then ask one child to pick a flashcard. Name it as a class, with the help of some first phonic eliciting. Then ask the children to close their eyes while you place the card under one of the houses. When children open their eyes say 'Is the (flower) in the red, green or yellow house?' Encourage them to guess by giving you the colour before showing them where it is.
2	TPR/GP - song	Sing Red, Green, Yellow. Use the instrumental version to encourage the children to sing. If the children are still a little shy use T 08. Show the children the picture of Steve under his parachute on page 3 of the workbook, and re-introduce the word parachute. Gather the children to look at the book during the chorus and encourage them to find the corresponding colours during the verses.
4	TPR review	Play ' Frozen Statues '. Try to elicit a vocal response (e.g. jump, walk, run) from the children as they move around the room. Encourage all the children to stay still when the music stops, but don't ask someone to be out if they do move.
1	Exit routine	Marching Out Song. Carry out an exit routine by the door. Ask each child to count to 3.





3 GARDEN – Week 9, Lesson b

PRACTICE LESSON

- AIMS:** To recognise and name all vocabulary items of the unit
To develop the skill of observation via bookwork
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (house, window, door, flower, tree, sun and a selection from previous units), workbooks (p. 7), sticky-tack, crayons (red, yellow, green), 3 coloured houses (see Game Bank)
- NEW VOCABULARY:** **house, window, door, flower, tree, sun**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, What's your name?)
- SUPPORTING LANGUAGE:** **What is it? I don't know. A (noun).** What colour is it? **It's (colour).**, What's your name? **(Name.)**, touch, find, colour, garden
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** What's, What's, What's Your Name?
Coloured Houses
Stations (jump to)
- SONGS:** Marching In/Out Song
What is it? - instrumental (T 12)
- METHODOLOGY:** Encourage vocalisation and keep your incidental language flowing. Don't feel the need to over edit yourself because of the children's age and English language ability. This language is above their level but it will help build on their passive knowledge.
- DISCIPLINE/CONTROL:** Continue with the time out corner or chair as appropriate throughout the course.
Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room.





Lesson Plan

Week 9, Lesson b (Book, Unit 3 page 7)

<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	Marching In Song - by the door routine walk/run/jump. (Answer the question 'What is it?' while being shown a flashcard from the unit.)
3	GP review	' What's, What's, What's Your Name? ' Drill 'Hello (name)' after each child has said their name.
2	TPR/GP - song	Review the vocab of the unit by singing the song What is it? Use the instrumental version and mix up the order the target language is practised.
5	TPR/GP - push for vocalisation where appropriate.	Play ' Coloured Houses '. Show children three coloured houses (red, yellow, and green). Then ask one child to pick a flashcard. Name it as a class, with the help of some first phonic eliciting. Then ask the children to close their eyes while you place the card under one of the houses. When children open their eyes say 'Is the (flower) in the red, green or yellow house?' Encourage them to guess by giving you the colour before showing them where it is.
10	Bookwork TPR: complete the task according to your instructions. GP: encourage vocalisation if appropriate.	Ask children to touch and name the target vocabulary of the unit in the worksheet.
		Read the story on the back page.
		Colour the picture based on your instructions, e.g. 'Colour the flower red' etc. using the known colours. Dictate the colour of the window and the door before you ask the children to colour in the house.
3	TPR	Play ' Stations (jump to) '. Ask the children to jump/run/walk to the different flashcards from this and previous units.
1	Exit routine	Marching Out Song . Carry out an exit routine by the door. Ask each child to name a flashcard from the unit.





3 GARDEN – Week 10, Lesson a

VOCALISATION LESSON

- AIMS:** To name and further practise all six vocabulary items
To develop observation skills through the new games
To sing and play along the songs and games
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (house, window, door, flower, tree, sun and a selection from previous units), sticky-tack, the big picture (from Week 8 Lesson a) a big sheet of paper and a marker, a blanket / big coat
- NEW VOCABULARY:** **house, window, door, flower, tree, sun**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs)
- LANGUAGE STRUCTURES:** **What is it? I don't know. A (noun).** Where's the (noun)?, please, find, touch, point to, turn over the card
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Touch
Big Picture
Find the Lady
Class Snake
What's Missing? / Little Thief
- SONGS:** Marching In/Out Song
Be Careful! (T 04)
- METHODOLOGY:** Encourage vocalisation and keep your incidental language flowing. Don't feel the need to over edit yourself because of the children's age and English language ability. This language is above their level but it will help build on their passive knowledge.
- DISCIPLINE/CONTROL:** Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room.





Lesson Plan

Week 10, Lesson a		
<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	Marching In Song - by the door routine walk/run. (Name / identify and object / previous vocabulary.)
3	TPR review	Play ' Touch '. Encourage the children to find things in the room of a particular colour. Say 'Please find something (red)'.
3	TPR/GP - song	Sing Be Careful! Act along to release some energy.
4	re-INTRO and DRILL	Use or create another ' Big Picture ' (see Week 8 Lesson a) to re-introduce and drill all the target vocabulary of the unit. Encourage the children to touch the objects and drill in a rhythmical way.
5	TPR	Play ' Find the Lady '. Start by using 3 flashcards then complicate the game by adding 1 or 2 previously taught flashcards. To play the classic card game put the 3 new flashcards face up in a line. Take the opportunity to re-drill if necessary, before turning them face down in order. Ask the children to find the (house) by encouraging them to point to a card. Turn the card over to see if they are correct. Repeat the game but start mixing the cards once they are turned face down. Make the game more complicated by mixing the cards quicker and quicker in an increasingly random manner.
3	TPR review	Play 'Class Snake' . Line the children up with each child placing their hands on the hips of the child in front. Snake around the room, often doubling back on yourself and encouraging the children to say 'hello' to the others they are passing. Make the game more fun by choosing a crazy route, under a table for example.
5	GP	Play ' What's Missing? '. Spread the flashcards out on the floor. Cover them with a blanket/coat and remove one card and sit on it. Remove the blanket/coat and ask 'What's missing?' Elicit answers until the right one is said. Show the flashcard and repeat. If the game finishes too quickly, play the game in reverse, adding a card each time and asking the children 'What's new?' 'Little Thief' is the same game but with Maggie stealing the flashcards for fun.
1	Exit routine	Marching Out Song . Carry out an exit routine by the door. Ask each child to count to 3.

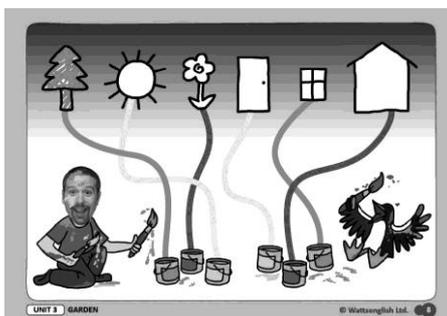




3 GARDEN – Week 10, Lesson b

PRACTICE LESSON

- AIMS:** To name and further practise the six vocabulary items
To build confidence through co-operation and participation
To develop observation skills through the worksheet activity
To practise previously acquired language.
- MATERIALS:** CD player, CD, flashcards (all flashcards from units 1 – 3), workbooks (p. 8), crayons
- NEW VOCABULARY:** **house, window, door, flower, tree, sun**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs)
- SUPPORTING LANGUAGE:** **What is it? I don't know. A (noun).** What colour is it? (Colour)., stretching instructions (see lesson plan), slap, circle
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Say and Do
Listening Slap
Red Light, Green Light
- SONGS:** Marching In/Out Song
Red, Green, Yellow - instrumental (T 09)
- METHODOLOGY:** During the bookwork, try to elicit from the children what they are colouring / what colours they are using as a step towards greater vocalisation.
- DISCIPLINE/CONTROL:** In the case of large classes, set 'Listening Slap' as a competition for two teams (one player per team slapping at a time).





Lesson Plan

Week 10, Lesson b (Book, Unit 3 page 8)

<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	Marching In Song - by the door routine (answer the questions 'What is it?' and 'What colour is it?').
2	TPR	Play ' Say and Do '. Review stretching and verbs of movement such as, come forwards and back with your toes, reach up, up, up, down, down, down with Maggie as varying heights and speeds as well as run, jump and walk etc.
4	TPR review	Play ' Listening Slap '. Use all the flashcards for the unit and spread them out on the floor. Show the children they should sit in a circle around the cards and put their hands on their heads. Demonstrate that when you call out an object they should race each other to be the first to put their hand on it. Reward the winner with a point and remove the card from the middle. Repeat until all cards are gone.
5	TPR	Play 'Red Light, Green Light' to review all known verbs and mimes.
10	Bookwork TPR: complete the task according to your instructions. GP: encourage vocalisation if appropriate.	Ask children to touch and name all the vocabulary items from the unit as well as colours (if appropriate, if not, just touch).
		Read the story on the back of the page.
		Point at one of Steve's paint pots and ask 'What colour is it?', then follow the line and mime colouring in the picture . Repeat several times varying the order, then lead the children through the colouring activity.
2	TPR/GP	Sing Red, Green, Yellow - instrumental . Use the instrumental version to encourage the children to sing. If the children are still a little shy use T 08. Show the children the picture of Steve under his parachute on page 3 of the workbook, and re-introduce the word parachute. Gather the children to look at the book during the chorus and encourage them to find the corresponding colours during the verses.
1	Exit routine	Marching Out Song . Carry out an exit routine by the door. Ask each child to name a flashcard from the unit.

