

## Unit overview

*I never teach my pupils. I only attempt to provide the conditions in which they can learn.*

Albert Einstein

### Objectives

Review vocabulary related to the weather, numbers 1–6, spring and parts of the body.

Present and practise clothes vocabulary: *hat, T-shirt, shorts, sandals*.

Present and practise the simple dressing instructions: *put your ... on*.

Recognize and use greetings like *hello* and *goodbye*.

Recognize and follow easy instructions and classroom routines.

### Materials

Frankie, Dizzy, Spot puppets

Weather flashcards and washing line

Routine clock

Character flashcards

Unit 1 colour flashcards

Class Books

Unit 4 flashcards

Unit 4 pop-outs

Unit 4 stickers

Unit 4 storycards: *Let's go shopping!*

Audio CDs 1 and 2

DVD

Reward stickers

Classroom Presentation Tool

Teacher's Website

Dice

Assorted old clothes

## About the unit

- This unit is all about clothes. The children will learn clothes vocabulary and revise all the colours and numbers they have learnt so far, as well as parts of the body.
- The best way to make this unit fun is to have real clothes to dress up in! Ask parents to donate old clothes to keep in a dressing up box in class, though make sure they are happy not to have them back! Big clothes are best as children will have lots of fun putting them on.

# Unit 4 Lesson 1

## Tex's words

### Materials

Frankie, Dizzy, Spot puppets  
 Routine clock  
 Weather flashcards and washing line  
 Unit 4 flashcards: *hat, shorts, sandals, T-shirt*  
 Unit 1 colour flashcards  
 Class Book  
 Audio CDs 1 and 2



### 1 Circle time and Weather routine

- Do the *Circle time* routine from page 32 and sing the *Circle time* song (CD1 track 4) and the *Hello* song (CD1 track 2).
- Revise the vocabulary from the previous unit by singing the *Hello spring!* song (CD2 track 18). Encourage the children to do the actions.
- Choose a weather monitor. Follow the *Weather* routine from page 37 and sing the *Weather* song (CD1 track 5).

### 2 Tex's words: Vocabulary presentation

- Play CD1 track 31 and present the clothes flashcards one by one. Put them up on the washing line or on the board so everyone can see. Do the action for putting on each item as it is said. Play the CD a second time, but this time ask them to stand up and point to the correct flashcard when Tex speaks, and to copy the action if they can.

### Tex's words 1:31

Hello, everyone! Look at all the clothes.  
 Look at the T-shirt. It's a green T-shirt.  
 And shorts. Blue and yellow shorts.  
 Can you see a hat? It's a pink hat.  
 And sandals. What colour are the sandals? Red!

- Present the colour flashcards on the table and explain that they are going to match the colours with the clothes. Pull out one flashcard, for example, blue. Say *What is it? Blue, that's right? What's blue?* Point to the T-shirt and shake your head, saying *No, not blue*. Point to the sandals and do the same, until you reach the shorts and say *Yes! Shorts! Blue shorts*. Put the blue flashcard next to the shorts and do

the same with the rest of the flashcards. Some colours won't be needed, so go through all the clothes flashcards and then ask the children if they are wearing any of those colours. Give the flashcards to children wearing those colours.

- Say *Let's sing a song!* Play the *Clothes* song and do the actions, pointing to the flashcards for the colours each time.

### Clothes song 1:33

I like my T-shirt (x3)

*(pretend to smooth down the T-shirt you're wearing and nod approvingly)*

My green T-shirt.

*(point to the green flashcard, then your T-shirt)*

I like my shorts (x3)

*(pretend to be smoothing down shorts you're wearing and nod approvingly)*

My blue shorts.

*(point to the blue flashcard, then your shorts)*

I like my hat (x3)

*(pretend to put on a hat and nod approvingly)*

My pink hat.

*(point to the pink flashcard, then your hat)*

I like my sandals (x3)

*(pretend to put on some sandals and nod approvingly)*

My red sandals.

*(point to the red flashcard, then your sandals)*

**TEACHING TIP** It would be great if you could actually have the appropriately coloured items of clothing in the classroom for this song. If you are feeling creative, you could also make the items of clothing for the Frankie and Dizzy puppets!

### 3 Game time: Run for the clothes!

- Put the clothes flashcards in each corner of the classroom, saying the words as you do so. Tell the children to stand in the middle of the room, and say *Let's play a game*. Explain that you will say a clothes word and do the action for it, and they have to go to the corner where that flashcard is and do the action too. Do the action and say *My ... shorts!* Run with them to the shorts flashcard, doing the action again when you get there. Do this for each clothes item, varying your voice and repeating some several times in a row.
- Once you've done this a few times, introduce the colours to the game. Point to the T-shirt flashcard and ask *What colour is this? Blue? No, green!* Explain that when you say *Green shorts* they run to that flashcard. If you say another colour, they have to stand completely still. Give a few examples, and run with them to the flashcard or stand completely still, such as *Red sandals! Orange T-shirt! Green T-shirt*.
- Then play, varying your voice and the colours you call out. You could place the other colour flashcards around the room if you want to include more places to run to.
- If you want to include some competitiveness, suggest that when they stand still, the first person who moves has to drop out, and they can help you call out until there are only a few children left, who are declared the winners.

#### 4 Table time routine

- Do the *Table time* routine from page 33 and sing the *Table time* rhyme (CD1 track 7).
- Show the children where to find page 21 in their Class Books. Point to the picture and ask *Who can you see?* Say *Hello* to Dizzy and explain that she's going shopping. Ask what they can see in the shop window, then say *Point to the T-shirts*. Once everyone is pointing to the T-shirts, say *Count the T-shirts!* When you get to the empty space for the T-shirt that's missing, show them the stickers. Say *Let's finish the clothes so Dizzy can go shopping!* Do the same for the other clothes items, getting the children to use the stickers to complete the picture.
- Go round the class, asking the children to count and say the colours of the items as they work. Take the Dizzy puppet with you so she can ask the questions.

**EXTRA ACTIVITY** Once the children have finished placing the stickers, revise the vocabulary again by calling out each item of clothing and getting the children to point to it on their worksheet. Include the colour too, for example, *Point to the yellow T-shirt! Point to the blue shorts!* You can get any fast finishers to count up the items and write the number next to them. Finish by singing the *Clothes song* again.

#### 5 Tidy up and say Goodbye

- Do the *Tidy up* routine from page 33. Get the children to tidy up and sing the *Tidy up* song (CD1 track 9).
- Follow the *Goodbye* routine and sing the *Goodbye* song (CD1 track 3).

## Unit 4 Lesson 2

### Materials

Routine clock  
 Weather flashcards and washing line  
 Unit 4 storycards: *Let's go shopping!*  
 Unit 4 clothes flashcards  
 Number flashcards  
 Dice  
 Unit 4 pop-outs  
 Audio CDs 1 and 2  
 Old clothes



### 1 Circle time and Weather routine

- Do the *Circle time* routine from page 32 and sing the *Circle time* song (CD1 track 4) and the *Hello* song (CD1 track 2).
- Revise the vocabulary from the previous unit by singing the *Clothes* song (CD1 track 33). Encourage the children to do the actions.

**TEACHING TIP** If you have asked the children to bring in old items of clothes, you could have a race to dress up as you play the song. Then play it again and sing the *Clothes* song.

- Choose a weather monitor. Follow the *Weather* routine from page 37 and sing the *Weather* song (CD1 track 5).

### 2 Story time: *Let's go shopping!*

- Move the hand on your Routine clock to Story time. Ask the children to sit opposite you as you play the *Story time* rhyme (CD1 track 6). Encourage the children to join in with the actions from page 34.
- Say *Let's listen to a story about Frankie and friends*. Hold up or display the storycards one at a time as you play the CD.
- Point to the characters and mime their feelings in order to keep the children focussed on what is being said.

### Unit 4 Let's go shopping! 1-34

1

**Narrator** Frankie, Dizzy, Spot and Tex are going shopping.

2

**Narrator** Frankie tries a T-shirt.

**Frankie** Look at me! Look at my T-shirt!

**Dizzy & Tex** Ha, ha, ha! You look funny!

3

**Narrator** Frankie tries some shorts.

**Frankie** Look at me! Look at my shorts!

**Dizzy & Tex** Ha, ha, ha! You look funny!

4

**Narrator** Dizzy wants a new hat.

**Dizzy** Look at me! Look at my hat!

**Tex** It's too big!

5

**Dizzy** I don't like it!

**Narrator** Dizzy wants new sandals.

**Dizzy** Look at my sandals!

**Tex** Ha, ha, ha! You look funny!

**Frankie** Oh! Where's Spot?

6

**Spot** Minimimini

**Narrator** Look at Spot.

**Frankie** Poor Spot!

**Dizzy** Ha, ha, ha! Sorry, Spot!

- Play the story again, this time pausing at the end of each frame. Join in with miming putting on the items as each character does, and get the children to join in too. Point out the other clothes in the pictures, and count them together, as well as talking about the colours, e.g. *How many T-shirts can you see? What colours are they?* Use the questions on the back of the storycards to talk about each picture.
- Ask the children if they've ever been clothes shopping and talk about the kind of things they like dressing up in.

### 3 Game time: *Get dressed!*

- Put the number flashcards 1–4 on the washing line or board. Below or next to them, place one clothes flashcard, so that each number is associated with an item of clothing. Divide the class into two groups (or you can play this all together). If you have real clothes to play with, give each group a pile of clothes (make sure they have one of each item).
- Explain to the children they are going to throw a dice in order to get dressed. Select one child in each group to be dressed (unless you have enough clothes, in which case everyone can play!). Then show them what to do by first throwing the dice. If it lands between 1–4, put that item of clothing on.
- Choose one group to start. They throw the dice and say the word before putting on the relevant item of clothing. The same group throws the dice again and puts on another item of clothing. They keep going until they throw a 5 or 6, then it becomes the other team's turn.
- Keep playing until one team has dressed in all the available clothes.

- You can also play this with paper and pencils, rather than real clothes. Follow the same process but give each group paper and pencils or crayons and explain they must draw the items based on what they roll. The same rules for missing a turn apply.

**EXTRA ACTIVITY** An alternative activity, if you have real clothes, is to them in a pile on the floor and get the children to gather round them. Put the clothes flashcards on the floor and ask the children to sort out the clothes into piles according to what they are. Alternatively, put the colour flashcards on the floor and sort the clothes according to colour. Then go through each pile together identifying the clothes.

#### 4 Table time routine

- Do the *Table time* routine from page 33 and sing the *Table time* rhyme (CD1 track 7).
- Show the children where to find the clothes pop-outs in their Class Books and demonstrate how to gently press them out. Hold them up one at a time getting the children to repeat the clothes words with you.
- Then use them along with the character pop-outs to act out the story together, holding them up as they are mentioned and joining in with the characters expressions.
- If you have time, use the Dizzy and Frankie puppets along with the pop-outs to act out the scenes where they try on clothes. Get the children to sit in a circle with you and hold up Frankie first. Ask the children *What clothes does Frankie try?* Hold up the hat and ask *Does Frankie put on a pink hat? No!* Continue until the children correctly remember what each character tries on in the story.

**TEACHING TIP** Keep these pop-outs in the envelopes as usual to be used in future lessons. If you don't want to use them again, you can create a simple craft activity with them. Give each child a piece of paper on which to draw themselves – just their faces at first – then stick the hat on it. Do the same with the T-shirt, shorts and sandals, and help the children to draw arms and legs to connect them all together. You can then use this picture to revise the clothes language from this unit, as well as the body language from Unit 4.

#### 5 Tidy up and say *Goodbye*

- Do the *Tidy up* routine from page 33. Get the children to tidy up and sing the *Tidy up* song (CD1 track 9).
- Follow the *Goodbye* routine and sing the *Goodbye* song (CD1 track 3).

## Unit 4 Lesson 3

### Materials

Frankie puppet

Routine clock

Weather flashcards and washing line

Unit 4 pop-outs

Audio CDs 1 and 2

DVD Unit 4: *Let's go shopping!*

### 1 Circle time and Weather routine

- Do the *Circle time* routine from page 32 and sing the *Circle time* song (CD1 track 4) and the *Hello* song (CD1 track 2).
- Revise the vocabulary from the previous unit by singing the *Clothes* song (CD1 track 33). Encourage the children to do the actions.
- Choose a weather monitor. Follow the *Weather* routine from page 37 and sing the *Weather* song (CD1 track 5).

### 2 Gym time

- Ask the children to stand up. Say *Now we're ready for Gym time!* Introduce the actions one-by-one and get the children to join in with as much energy as possible! The following is a list of what they have learnt in previous Gym times: *touch your head, touch your toes, touch your arms, touch your nose, jump three times* (counting up to 3 as you do so), *turn around, clap three times* (counting up to 3 as you do so), *touch the ground*.
- If the children are confident with these actions, you could introduce *Put on your hat* and mimic putting a hat on, similarly *Put on your T-shirt* and mimic doing that. Repeat these a few times and then include them with the other actions. Remember to vary your voice, speak quietly, then loudly, quickly, etc. At this stage in the year, you could also invite a child up to help you call out.

### 3 Quiet time

- Ask the children to lie on the floor and close their eyes while you play the *Quiet time* song (CD1 track 8).
- Ask the children to stand up, then take them over to the TV or projector screen.

### 4 Story time: *Let's go shopping!*

- Move the hand on your Routine clock to Story time. Ask the children to sit opposite you as you play the *Story time* rhyme (CD1 track 6). Encourage the children to join in with the actions from page 34.
- Say *Let's watch a story about Frankie and his friends* (Unit 4 DVD). Remind the children that they have learnt a story about Frankie, Dizzy, Tex and Spot going shopping. Ask what they can remember, for example, *Who tries on the T-shirt? What colour are Dizzy's sandals? What happens to Spot?* Put the clothes flashcards on the board or washing line, so that you can refer to them at certain points in the story. Then play the DVD Unit 4 story.
- Talk about which answers they remembered correctly, then let them take out their pop-outs. Play the animation again. This time, encourage the children to hold up the relevant clothes item as it is tried on.

- Pause the DVD at different points to ask about colours, numbers and other things they can see in the images.

**TEACHING TIP** The animated stories are a great way to review language from previous units. Once you've watched Unit 4, ask the children if they remember the stories from other units and suggest you choose another one to watch together. See if they can remember the main items or the storyline before playing it to see if they were right.

### 5 Tidy up and say *Goodbye*

- Do the *Tidy up* routine from page 33. Get the children to tidy up and sing the *Tidy up* song (CD1 track 9).
- Follow the *Goodbye* routine and sing the *Goodbye* song (CD1 track 3).

## Unit 4 Lesson 4

### Materials

Frankie, Dizzy, Spot puppets  
Routine clock  
Weather flashcards and washing line  
Old clothes or Unit 4 pop-outs  
Unit 4 storycards: *Let's go shopping!*  
Audio CDs 1 and 2

**TEACHING TIP** For children who are still unsure of speaking, allow them to do the mime for the items they want, so that everyone can join in.

### 4 Tidy up and say *Goodbye*

- Do the *Tidy up* routine from page 33. Get the children to tidy up and sing the *Tidy up* song (CD1 track 9).
- Follow the *Goodbye* routine and sing the *Goodbye* song (CD1 track 3).

### 1 Circle time and Weather routine

- Do the *Circle time* routine from page 32 and sing the *Circle time* song (CD1 track 4) and the *Hello* song (CD1 track 2).
- Revise the vocabulary from the previous unit by singing the *Clothes* song (CD1 track 33). Encourage the children to do the actions.
- Choose a weather monitor. Follow the *Weather* routine from page 37 and sing the *Weather* song (CD1 track 5).

### 2 Act out the story

- Move the hand on your Routine clock to Story time. Ask the children to sit opposite you as you play the *Story time* rhyme (CD1 track 6). Encourage the children to join in with the actions from page 34.
- Then divide the class into three groups. Give one child in group one the Frankie puppet, one child in group two the Dizzy puppet and one child in group three the Spot puppet.

**EXTRA ACTIVITIES** The story on the Classroom Presentation Tool is a good way to retell it. You can point to characters and look at the clothes together, reinforcing the plot before children come to acting out.

- Using the Classroom Presentation Tool of the storycards for Unit 4 as guidance, encourage the children in each group to act out the story. If you have old clothes that the children can dress up in, let them use them here, or alternatively let them have their Unit 4 pop-outs to mime dressing up. You may also like to replay the story on the CD at this point (CD1 track 34).

### 3 Game time: *We're going shopping!*

- Put the clothes flashcards in different parts of the classroom. Under each item put more of the same item, using the pop-outs. Nominate a child to stand at each flashcard, holding or looking after the pop-out items, and tell them they are the shopkeeper.
- Split the rest of the children into groups and draw a simple shopping list on the board. For example, draw a picture of a hat and next to it the number 2, draw a picture of a T-shirt and next to it the number 1, and so on, for as many items as you might want.
- When you're ready, send the children off to do the shopping! Give an example by going up to the hat flashcard and asking the child for *2 hats, please!* Play until all the items have been gathered or there's nothing left in the shops!

## Unit 4 Lesson 5

### Reinforcement

#### Materials

Routine clock

Weather flashcards and washing line

Unit 4 flashcards

Class Books

Audio CDs 1 and 2

Construction paper, magnet, stick, string, paperclips

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

### 1 Circle time and Weather routine

- Do the *Circle time* routine from page 32 and sing the *Circle time* song (CD1 track 4) and the *Hello* song (CD1 track 2).
- Revise the vocabulary from the previous unit by singing the *Clothes* song (CD1 Track 33). Encourage the children to do the actions.
- Choose a weather monitor. Follow the *Weather* routine from page 37 and sing the *Weather* song (CD1 track 5).

### 2 Game time: Clothes fishing

- Make a simple 'fishing rod' from a stick and a piece of string, and attach a magnet to the end of the string.
- Cut lots of clothes shapes from different colours of construction paper or use the pop-outs from this unit. Attach paperclips to them and, with the children still seated in a circle, scatter them on the floor.
- Explain that they are sitting around the pond and can fish for clothes. Show them what to do by dangling the magnet over the clothes and try to pick up one of the items with it. Once you've picked something up say, e.g. *What is this? Is it a hat?*
- Let the children take turns, until all the clothes have been fished out.
- You can direct this a bit more by asking for a specific item or colour, such as *Pablo, fish out something ... green!* or *Fish out the shorts!* The game is over when each child has caught an 'outfit'.

### 3 Table time routine

- Do the *Table time* routine from page 33 and sing the *Table time* rhyme (CD1 track 7).
- Once the children are seated, give each of them a copy of Class Book page 53. Show them how to cut out the doll, then give them each a copy of Class Book page 55. Ask the children to cut out each item and clothing and colour them in.
- Say *Put the shorts on your doll*. Ask the children to tell you what colour the shorts are. Repeat for the rest of the clothes. Allow the children to draw a face on the doll and colour it in. Display the dolls in the classroom.

### 4 Tidy up and say Goodbye

- Do the *Tidy up* routine from page 33. Get the children to tidy up and sing the *Tidy up* song (CD1 track 9).
- Follow the *Goodbye* routine and sing the *Goodbye* song (CD1 track 3).

## Unit 4 Lesson 6

### Frankie talks

#### Materials

Frankie puppet  
 Routine clock  
 Weather flashcards and washing line  
 Unit 4 storycards: *Let's go shopping!*  
 Unit 4 flashcards: *put your hat on, put your T-shirt on, put your shorts on, put your sandals on*  
 Class Book  
 Audio CDs 1 and 2



#### 1 Circle time and Weather routine

- Do the *Circle time* routine from page 32 and sing the *Circle time* song (CD1 track 4) and the *Hello* song (CD1 track 2).
- Using the storycards, retell the story and pause on each card to ask *Who is this? What's colour is this? How many ... can you see?* If you have time, sing the *Clothes* song (CD2 track 16) together.
- Choose a weather monitor. Follow the *Weather* routine from page 37 and sing the *Weather* song (CD1 track 5).

#### 2 Frankie talks

- Invite the children to call out Frankie so that he comes to play with them. Have the new vocabulary flashcards ready and, once Frankie has said hello to everyone, ask *Frankie, have you got some new words for us today?*
- Play the CD and use the Frankie puppet to hold up the Unit 4 flashcards, one at a time. Put them on the washing line if you have one, or on the board so everyone can see.

#### Frankie talks 1•35

Put your hat on!  
 Put your T-shirt on!  
 Put your shorts on!  
 Put your sandals on!

- Get the children to stand up, then play the track again, this time asking the children to point to the correct flashcard and repeat the new vocabulary with Frankie.

**TEACHING TIP** If you have made some clothes for Frankie, make him appear wearing them and use them for presenting this language.

- Move the hand on your Routine clock to Song time. Ask the children to stand up and sing *Put your hat on*.

#### Put your hat on 1•36

Put your hat on your head,  
*(mime putting a hat on)*  
 On your head, on your head.  
*(point to your head)*

Put your hat on your head,  
*(mime putting a hat on)*  
 1, 2, 3.

*(count to three on your fingers)*

Put your T-shirt over your body ...  
*(mime putting a T-shirt on)*

Put your shorts on your legs ...  
*(mime putting shorts on)*

Put your sandals on your feet ...  
*(mime putting sandals on)*

#### 3 Game time: Clothes soup!

- Play *Clothes soup* with the children. See the Extra activities section on page 114 for full details.

#### 4 Table time routine

- Do the *Table time* routine from page 33 and sing the *Table time* rhyme (CD1 track 7).
- Ask the children to open their Class Books at page 23. Say *What is Frankie wearing?* Encourage the children to use their stickers to complete the picture of Frankie. Ask the children to tell you what colours Frankie's T-shirt and shorts are. Repeat for Dizzy's hat and sandals. Ask *Are Frankie, Dizzy, Tex and Spot crying? Are they sad? No! They're laughing!*

#### 5 Tidy up and say Goodbye

- Do the *Tidy up* routine from page 33. Get the children to tidy up and sing the *Tidy up* song (CD1 track 9).
- Follow the *Goodbye* routine and sing the *Goodbye* song (CD1 track 3).

## Extra activities

### Clothes soup

- Put all of the clothes you have collected in a pile in the middle of the circle and mix them up. Tell the children that on the count of three, they must all try to pick up and put on as many items of clothing as possible. The winner is the person with the most items of clothing on when the game finishes!
- When the game ends, ask the children to tell you, in English, what items of clothing they are wearing. If you don't have lots of items of clothing, use the pop-outs instead.

### Run for the clothes!

- Put the clothes flashcards in each corner of the classroom, saying the words as you do so. Tell the children to stand in the middle of the room, and say *Let's play a game*. Explain that you will say a clothes word and do the action for it, and they have to go to the corner where that flashcard is and do the action too. Do the action and say *My ... shorts!* Run with them to the shorts flashcard, doing the action again when you get there. Do this for each clothes item, varying your voice and repeating some items.

### Classroom Presentation Tool

- There are various games you can use on the Classroom Presentation Tool which review the unit language. From Lesson 3 onwards you can play *Tex's words* game with the class, and for Lesson 6 there is the *Frankie talks* game. To bring all the language together there is the Unit review game. Give children the opportunity to come up to the whiteboard and play the game, as well as help each other with what to do.

### Clothes fishing

- Make a 'fishing rod' from a stick, a piece of string and a magnet. Cut lots of clothes shapes from different colours of construction paper. Attach paper clips to the back of the shapes and scatter them on the floor.
- Allow each child to take a turn 'fishing' for clothes. When they 'catch' an item of clothing, ask them about it, e.g. *What is that? Is it a hat?* The game is over when each child has caught an 'outfit'.

### Clothes project

- Give each child a plain white T-shirt and some fabric pens. Tell the children that they're going to decorate the T-shirts. Give them some ideas about what they might like to draw: Frankie, Dizzy, favourite items of clothing, sun, flowers, etc.
- They might like to stick glitter or other items on such as buttons. Allow the children to change into their T-shirts when they are finished, then sing a verse of *I like my T-shirt!*

**TEACHING TIP** If your school has an end-of-term show, you could consider letting the children do a 'fashion show' for their parents, wearing their decorated T-shirts and any other items that they have made.

### Put the hat on ...

- Using the body flashcards from Unit 2, revise the parts of the body. Place them around the room, either on the wall or on tables. Then hold up the clothes flashcards (you can also use the pop-outs and let children have their own pop-outs) and explain that they are going to put the clothes on different parts of the body. Do an example with them by saying *Put the T-shirt on the body!* Ask a child to choose the T-shirt flashcard, then place it on the body flashcard. Do the same for all the clothes, then collect them all in. Play again but this time make nonsense suggestions, such as *Put the hat on the arms!* If children are using their pop-outs, they can all run to put the clothes on the body flashcards.
- Once they've played a few times you can invite children to call out where to put the clothes.