



Little Bugs



Little Bugs 1 - Teacher's Book: Unit 1

1 Hide and seek



Main language children use

- *hello, goodbye, yes, no, fine*
- *Let's play!*
- *Hurray!*
- *Are you ready?*
- *I can see ...*
- *Where's ...?*
- *I don't know.*
- *Here!*
- *caterpillar, snail, bee, ladybird, butterfly*
- *little, boy, girl*
- *Numbers 1-5*

Recycled language

(For children who have already started learning English, some of the above language may be recycled rather than new.)

Receptive language

- *What's your name? / How are you?*
- *Stand up! Sit down! Turn around! Clap your hands!*
- *hide and seek*
- *hot, sunny*
- *friends, bugs*
- *Close your eyes.*

Link to other area of learning

Natural science: The life of a caterpillar

Communicative skills and language functions

- Greeting people and saying goodbye
- Identifying Colin the caterpillar and his friends
- Listening to and understanding the story
- Re-telling the story
- Singing and acting out the story song
- Counting to five
- Saying and acting out a counting rhyme
- Asking and saying where people are
- Identifying who you can see
- Following instructions
- Associating pictures and meaning
- Making logical deductions
- Reviewing and reflecting on learning
- Recognising and writing over key words

Socio-cultural aspects

- Interest in learning English
- Willingness to follow routines
- Pleasure in the story
- Positive attitude towards own ability to participate in class activities
- Curiosity in learning about the life of a caterpillar
- Willingness to review and reflect on learning
- Enjoyment in completing activities in the book



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1 Hide and seek

Lesson 1

Aims

- To greet Colin the caterpillar and his friends
- To sing the song *Hello, Colin*

Main language children use

hello, goodbye, ladybird, bee, snail, butterfly

Main activities

- Meet Colin the caterpillar's friends
- Say hello to Colin's friends
- Listen to the song *Hello, Colin*
- Sing the song and point to the pictures
- Play Bugs Bingo

Materials

- Flashcards (Colin the caterpillar, Snail, Bee, Butterfly, Ladybird)
- CD/Cassette
- snail picture card and an envelope
- Pupil's Book page 3
- bingo cover pieces (optional, see page 149)

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children. Say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.* If you don't know them, say *Hello, I'm ... What's your name?* and get them to tell you their names.
- Hold up the flashcard of Colin. Say *Look! This is Colin. Colin is a caterpillar! Colin the caterpillar is our friend. He is going to help you learn English.* Use L1 to explain what you mean if necessary.
- Encourage the children to say *Hello, Colin* in chorus and individually.
- Play the *Hello song* (CD 1 track 2). Children listen and do the actions.



Hello song

Hello, hello, hello, (wave to different people)

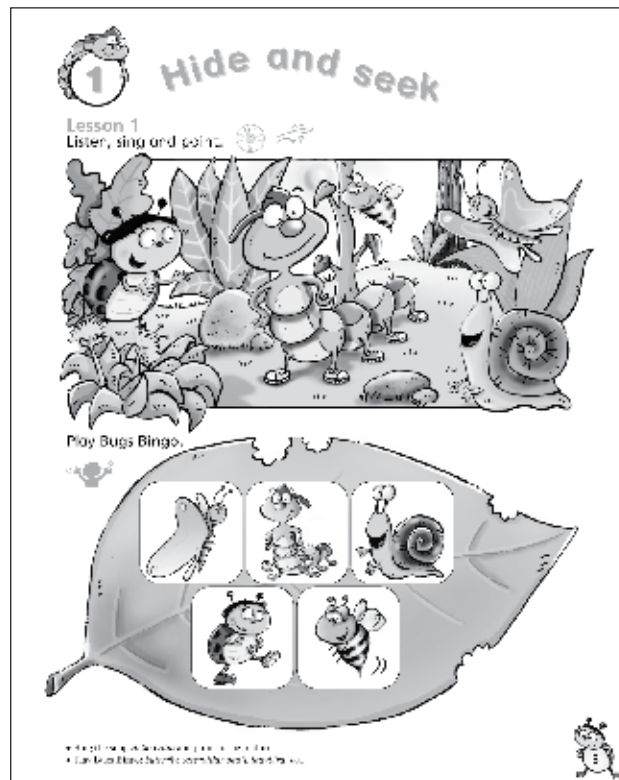
It's time for English now. (march on the spot)

Hello, hello, hello, hello, (wave to different people)

It's time for English now. (march on the spot)

Listen and respond

- Say the following instructions in a rhythmic way, doing the actions at the same time:
Stand up! (stand up)
Clap your hands! (clap twice)
Turn around! (turn around)
Clap your hands! (clap twice)
Sit down! (sit down)
Clap your hands! (clap twice)



Let's begin! (stretch your arms in the air).

- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin the caterpillar. Use L1 to explain that in every lesson Colin the caterpillar has a favourite word.
- Say *Today Colin's favourite word is ...* and put the picture card of the snail in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Use L1 to explain that at the end of the lesson you will ask the children to guess Colin's favourite word which is hidden inside the envelope.

Developing the lesson

1 Meet Colin the caterpillar's friends

- Say *Colin is a caterpillar. And his friends? Can you guess?* Listen to the children's guesses in L1 or English. Respond by saying, e.g. *Maybe!* / *Yes, good guess!* / *Lovely idea!*
- Say *Here are Colin the caterpillar's friends!* Hold a piece of paper over the bugs flashcards (*Bee, Snail, Butterfly, Ladybird*) in turn and gradually reveal the picture. As children recognise each bug, say the





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name in English and stick the flashcards on different walls round the classroom.

- Make circles in the air with your index finger and get the children to do the same. Say *Let's point to Colin's friends! Are you ready?... Bee!* Point to the flashcard of the bee and get the children to do the same.
- Repeat once or twice, getting the children to make circles in the air and point to all the flashcards in turn as you name them.
- Once the children can do this confidently, encourage them to repeat the names with you as they point to the flashcards each time.

2 Say hello to Colin's friends

- Hold the flashcard of Colin the caterpillar by each bug in turn and say, e.g. *Hello, Butterfly!* / *Hello, Ladybird!*, etc. Children wave and say hello to all the bugs with you.
- Give the flashcards to five children and get them to stand in a line. Point to each child in turn. The child you point to holds up the flashcard and the rest of the class wave and say with you, e.g. *Hello, Bee!*
- Collect the flashcards and put them face down in a pile. Show one to the class without looking at it yourself. Get the children to say in chorus *Hello, ...* and name the bug. Look and check if they are right and say, e.g. *Very good!* / *Fantastic!* Repeat with all the flashcards.

3 Listen to the song *Hello, Colin*

- Stick the flashcards on the board in the order of the song.
- Say *Listen to the song*. Play CD 1 track 5/the cassette. Demonstrate waving hello to the bugs in turn and waving your arms in the air in the last line.
- Repeat. Children join in doing the actions and singing the song.



Hello, Colin

*Hello, Colin. Hello, Butterfly.
Hello, Hello. Hello, Hello.
Hello, Snail. Hello, Ladybird.
Hello, Hello. Hello, Hello.
Hello, Bee. Yoo-hoo! Yippee! Hurray!
Hello, Hello.*

4 Listen, sing and point (PB page 3)

- Say *Open your books* and hold up page 3. Say *Point to Colin the caterpillar* and demonstrate this. Repeat for all the bugs.
- Play CD 1 track 5/the cassette. Children point to the bugs in their books, sing the song and wave their hands in the air in the last line.

5 Play Bugs Bingo (PB page 3)

- Say *Let's play Bugs Bingo!* Give each child six bingo pieces, if you have prepared these, or get them to tear six small pieces of paper to cover the bingo segments.

- Say *Choose three bugs and cover them like this* and demonstrate what you mean. Give the children time to do this.
- Say the names of the bugs in random order. Children cover the remaining bingo segments as they hear the names of the bugs. When they have covered all the segments, they call *Bingo!*
- Repeat once or twice. If you like, invite one or two children to come to the front and say the names of the bugs with you.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?* Use L1 to explain what you mean if necessary.
- Listen to the children's guesses, e.g. *bee, snail* and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your finger into Colin the caterpillar like this*. Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Play *Colin's favourite word jingle* (CD 1 track 3). Demonstrate moving your index finger like a caterpillar to the rhythm of the jingle and get the children to do the same.



Colin's favourite word jingle

- Colin's favourite word today
Colin's favourite word today
Colin's favourite word today is ...!*
- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... snail!* *Stand up if you said 'snail'!* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now*. Use gesture to show what you mean. *Let's sing the Goodbye song*. Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.



Goodbye song

*It's time to finish now and say goodbye – GOODBYE!
(Wave goodbye. Repeat throughout.)
It's time to finish now and say goodbye – GOODBYE!
It's time to finish now, it's time to finish now,
It's time to finish now and say goodbye – GOODBYE!*

Extra activity

Game – Hello, Bugs!: Give the bugs flashcards to five children. Demonstrate that they should hold them up and walk round the classroom saying *Hello* to different children in turn and getting them to respond, e.g. *Hello, Marta!* / *Hello, Bee!* Repeat with five different children.





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Lesson 2

Aims

- To listen to the story for global understanding
- To ask and say where the bugs are

Main language children use

hello, ladybird, bee, butterfly, snail
Where's ...? Here!

Main activities

- Act out the song *Hello, Colin*
- Listen to the story
- Check understanding of the story
- Listen and follow the story
- Play *Where's Colin?*
- Colour and find the bugs
- Draw your favourite bug in the story

Materials

- Flashcards (Colin the caterpillar, Snail, Bee, Butterfly, Ladybird)
- CD/Cassette
- ladybird picture card and an envelope
- Story cards for story 1
- Pupil's Book pages 4, 5 and 6
- pencils and crayons



Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children. Say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Hold up the flashcard of Colin. Say *Look. Here's Colin. Colin is a caterpillar.* Encourage the children to say *Hello, Colin.*
- If you are not yet familiar with the children's names, use the flashcard to ask *What's your name?* As the children answer say *Hello, (name)* and get them to respond *Hello, Colin.*
- Play the *Hello song*. Children join in singing and doing the actions.



Hello song

Hello, hello, hello, (wave to different people)
It's time for English now. (march on the spot)
Hello, hello, hello, hello, (wave to different people)
It's time for English now. (march on the spot)

Listen and respond

- Say the following instructions in a rhythmic way, doing the actions at the same time:
Stand up! (stand up)
Clap your hands! (clap twice)
Turn around! (turn around)

Clap your hands! (clap twice)

Sit down! (sit down)

Clap your hands! (clap twice)

Let's begin! (stretch your arms in the air).

Children listen and do the actions with you.

- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin the caterpillar. Say *Today Colin's favourite word is ...* and put the picture card of the ladybird in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Act out the song *Hello, Colin*

- Say *Stand up.* Divide the class into five groups: *Colin the caterpillar, Snail, Bee, Butterfly, Ladybird.*
- Stick the flashcards on different walls and get each group to stand by their flashcard.
- Say, e.g. *You're Colin the caterpillar ... like this!* and teach the following actions to each group: *Colin*





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(wiggling body like a caterpillar); *Butterfly* (arms out like wings); *Ladybird* (hands out like little wings); *Bee* (hands out like wings and saying 'zzzzzz'); *Snail* (crouch down, hands on top of head like antennae).

- Say *Listen and act out the song*. Demonstrate this by getting the other four groups to wave to the *Colin the caterpillar* group and sing *Hello, Colin*. The *Colin the caterpillar* group should respond *Hello, Hello* doing their action. Then get the other four groups to wave to the *snail* group and sing *Hello, Snail*. The *snail* group should respond *Hello, Hello* doing their action. Repeat for all the groups.
- Play CD 1 track 5/the cassette. Children sing and act out the chant. If you prefer, children can remain seated and do the actions with their hands at their desks.



Hello, Colin

Hello, Colin. (All except Colin group)
Hello. Hello. (Colin the caterpillar group)
Hello, Snail. (All except Snail group)
Hello. Hello. (Snail group)
Hello, Bee. (All except Bee group)
Hello. Hello. (Bee group)
Hello, Butterfly. (All except Butterfly group)
Hello. Hello. (Butterfly group)
Hello, Ladybird. (All except Ladybird group)
Hello. Hello. (Ladybird group)

Yoo-hoo! Yippee! Hurray! (All the class together; wave hands in the air)

2 Listen to the story

- Say *It's time for a story about Colin the caterpillar and his friends!* Open your hands like a book to convey the meaning of *story*.
- Hold up the flashcards in turn and ask, e.g. *Is Ladybird in the story? Is Bee in the story?* and encourage the children to guess *Yes* or *No*.
- Say *Colin the caterpillar and his friends play hide and seek in the story*. Use mime to explain hide and seek, e.g. pretending to hide and then putting your hand above your eyes to demonstrate searching, or say the name in L1. Ask *What happens, do you think?* Listen to the children's predictions and guesses in L1.
- Say rhythmically *Are you ready? / One, two, three. / Here's a story. / Listen to me!* and wait for the children to be quiet before you begin.
- Either tell the story yourself, or play CD 1 track 6/the cassette, using the story cards.



Story 1: Hide and seek

STORY CARD 1

Storyteller: *It's hot and sunny. Colin the caterpillar sees his friends.*

Colin: *Hello, Ladybird ... Hello, Butterfly ... Hello, Snail ... Hello, Bee.*

All: *Hello, Colin!*

Ladybird: *Let's play hide and seek!*

Colin: *Good idea!*

All: *Yes. Hurray!*

STORY CARD 2

Colin: *Close your eyes, Ladybird!*

Ladybird: *Yes. One ... two ... three ... four ... five. Are you ready?*

All: *No! No!*

Ladybird: *One ... two ... three ... four ... five. Are you ready now?*

All: *Yes!*

STORY CARD 3

Ladybird: *I can see you, Snail!*

STORY CARD 4

Ladybird: *I can see you, Butterfly!*

STORY CARD 5

Ladybird: *I can see you, Bee!*

STORY CARD 6

Ladybird: *Where's Colin?*

Snail: *I don't know.*

Ladybird: *Where's Colin?*

Butterfly: *I don't know.*





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Ladybird: *Where's Colin?*

Bee: *I don't know.*

STORY CARD 7

Ladybird: *Colin!*

Bee: *Colin!*

Butterfly: *Colin!*

Snail: *Colin!*

Ladybird: *Where's Colin?*

STORY CARD 8

Colin: *Here!*

3 Check understanding of the story

- Hold up the story cards again. Ask questions to check understanding using mime, gesture and the pictures to clarify meaning, e.g. (story card 1) *Who's playing hide and seek?* (Colin the caterpillar, Ladybird, Bee, Butterfly, Snail)
- (story card 2) *Who closes their eyes?* (Ladybird)
- (story cards 3, 4, 5) *Can Ladybird see Butterfly / Snail / Bee?* (Yes)
- (story card 6) *Can Ladybird see Colin the caterpillar?* (No)
- (story card 7) *Who helps Ladybird look for Colin the caterpillar?* (Bee, Snail, Butterfly)
- (story card 8) *Where's Colin the caterpillar?* (Here!)

4 Listen and follow the story (PB pages 4 and 5)

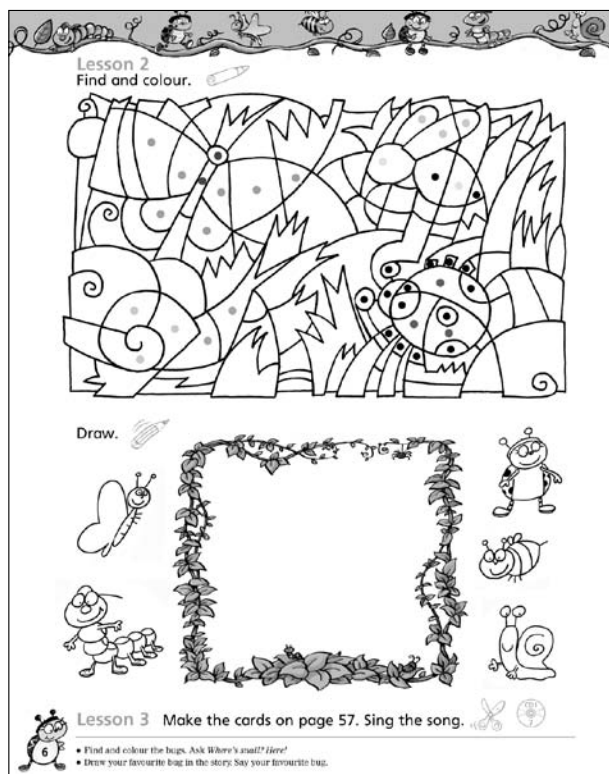
- Say *Find page 4* and write the number on the board.
- Say *Make your finger into Colin the caterpillar like this*. Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Say *Listen and follow the story with Colin!* and demonstrate following the pictures in the book with your finger moving like a caterpillar.
- Play CD 1 track 6/the cassette. Children listen and follow the story in their books.
- Ask *Do you like the story?* and listen to the children's responses.

5 Play *Where's Colin?*

- Ask five pairs of children to come to the front of the class. Give each pair one of the flashcards without the other children seeing which one it is. Tell them not to show anyone their flashcard and get them to stand in different parts of the classroom.
- Get the rest of the class to ask with you in chorus, e.g. *Where's Colin?* and invite them to guess which pair of children have got the flashcard.
- Children ask the question in chorus again and the pair with the flashcard of Colin the caterpillar hold it up and call out *Here!* Repeat for all the bugs. Play again with different pairs of children.

6 Find and Colour (PB page 6)

- Say *Find page 6* and write the number on the board.
- Say *Colour and find the bugs* and demonstrate what you mean. Children colour the shapes in the same colour as the dots to reveal the bugs.



- When the children are ready, ask, e.g. *Where's Snail?* Children respond *Here!* and point to the completed pictures in their books. They can then colour the background in the colour(s) of their choice.

Option: In pairs, children take turns to ask *Where's...? / Here!* and point to the pictures in each other's books.

7 Draw (PB page 6)

- Say *Draw your favourite bug in the story* and use L1 to explain what you mean if necessary. Children copy their favourite bug into the frame. They can also colour their pictures.
- Invite individual children to name their favourite bug in the story.

Option: Find out the most popular bug in the story by saying the names in turn and getting children to raise their hands if they have drawn a picture of that bug.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*





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- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your finger into Colin the caterpillar like this.* Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Play *Colin's favourite word jingle* (CD 1 track 3). Demonstrate moving your index finger like a caterpillar to the rhythm of the jingle and get the children to do the same.



Colin's favourite word jingle

Colin's favourite word today

Colin's favourite word today

Colin's favourite word today is ...!

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... ladybird! Stand up if you said ladybird! Very good!* Encourage everyone to clap the children who guessed the word correctly.

Sing the *Goodbye song*

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.



Goodbye song

It's time to finish now and say goodbye – GOODBYE!
(Wave goodbye. Repeat throughout.)

It's time to finish now and say goodbye – GOODBYE!

It's time to finish now, it's time to finish now

It's time to finish now and say goodbye – GOODBYE!

Extra activity

Chant: Do a version of the chant *Hello, Colin* using the children's names. Click your fingers or use a maracas or tambourine to keep the rhythm. Wave to a child in the class, say rhythmically, e.g. *Hello, Jeni* and demonstrate that they should respond *Hello, Hello* as in the chant. Repeat with different children. Once children have got the idea, invite one child to wave and say *Hello ...* to someone of their choice. That child responds *Hello, Hello* and then chooses someone else to say hello to, and so on around the class.



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1 Hide and seek

Lesson 3

Aims

- To sing the story song *Where's Colin?*
- To ask and say where the bugs are

Main language children use

hello, ladybird, bee, butterfly, snail
Where's ...? Here! I don't know.

Main activities

- Play a guessing game
- Sing the story song *Where's Colin?*
- Make the bug cards
- Sing and hold up the bug cards
- Play with the bug cards

Materials

- Flashcards (Colin the caterpillar, Snail, Bee, Butterfly, Ladybird)
- CD/Cassette
- bee picture card and an envelope
- Pupil's Book page 57 (bug picture cards)
- scissors

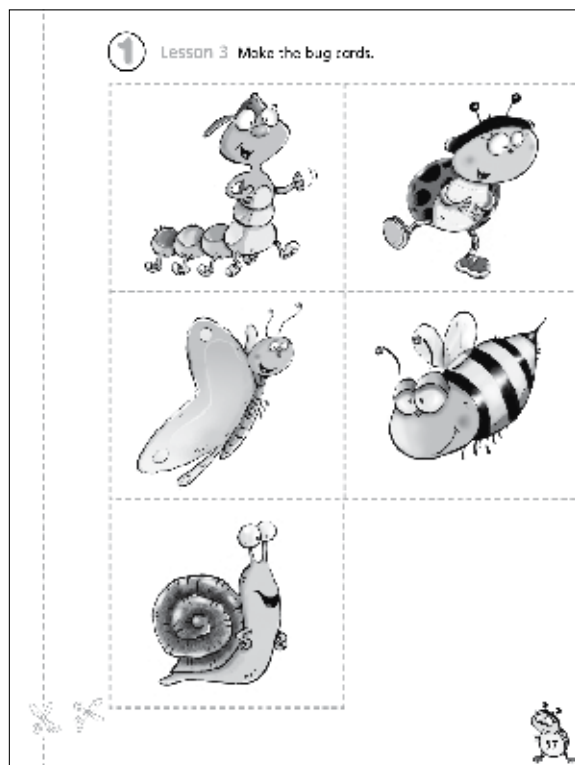
Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children. Say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Hold up the flashcard of Colin the caterpillar. Ask, e.g. *Is Colin a bee? (No) Is Colin a snail? (No) Is Colin a caterpillar? (Yes).* Say *Very good! Colin is a caterpillar.* Encourage the children to say *Hello, Colin.* If you are not yet familiar with the children's names, use the flashcard to ask *What's your name?* As the children answer say *Hello, (name)* and get them to respond *Hello, Colin.*
- Play the *Hello song* (CD 1 track 2). Children join in singing and doing the actions.

Listen and respond

- Say the following instructions in a rhythmic way, doing the actions at the same time:
Stand up! (stand up)
Clap your hands! (clap twice)
Turn around! (turn around)
Clap your hands! (clap twice)
Sit down! (sit down)
Clap your hands! (clap twice)
Let's begin! (stretch your arms in the air). Children listen and do the actions.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin the caterpillar. Say *Today Colin's favourite word is ...* and put the picture card of the bee in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Play a guessing game

- Stick the flashcards face down on the board in random order at the children's height.
- Ask *Where's Colin the caterpillar?* and invite a child to come and guess a flashcard and say *Here!*
- Turn over the flashcard and ask the rest of the class *Is (name) right? (Yes / No).* If the answer is *No*, continue asking *Where's Colin the caterpillar?* and inviting different children to come and guess a flashcard. If the answer is *Yes*, help the child mix up the flashcards and start another round of the game, this time with the child as leader asking *Where's Colin?* and inviting other children to the board to guess.





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2 Sing the story song *Where's Colin?*

- Say *Let's listen to the song Where's Colin? Do the actions with me* and demonstrate what you mean by doing the action for line 1.
- Play CD 1 track 7/the cassette, do the actions (holding up the flashcard for each verse) and encourage the children to join in.
- Play the CD/cassette again. Children join in singing and doing the actions.



Where's Colin?

Where's Colin? (put your hand to your head and look everywhere)

I don't know. (hold out hands and shrug shoulders)

Where's Colin? (put your hand to your head and look everywhere)

Here! Hello! (point to flashcard and wave)

Where's Bee? ...

Where's Snail? ...

Where's Butterfly? ...

Where's Ladybird? ...

3 Make the bug cards (PB page 57)

- Say *Find page 57* and write the number on the board. Make sure the children have scissors.
- Say *Cut out the page. Then cut out the bug cards* and demonstrate what you mean.
- Children work individually and make the bug cards. Get them to write their names or initials on the reverse side of each one.
- When the children are ready, say the names in turn, e.g. *Bee! Snail!* and children respond by holding up the correct cards.

4 Sing and hold up the bug cards

- Say *Put the cards on your desk like this* and demonstrate laying out the cards face up in any order.
- Say *Let's sing Where's Colin? again. When you sing 'Here! Hello!', hold up the bug card* and demonstrate what you mean.
- Play CD 1 track 7/the cassette. Children sing, do the actions and hold up the correct bug card in line 4 of each verse.

Option: Play the karaoke version of the song (CD 1 track 42). Children sing and hold up the correct bug card for each verse.

5 Play with the bug cards

- Say *Turn your cards over* and demonstrate that children should lay out the bug cards face down on their desks.
- Ask, e.g. *Where's Butterfly? Where's Colin the caterpillar?* Demonstrate that children should choose one card to turn over. The first child (or one of the first children) to hold up the butterfly card and say

Here! has the next turn at asking the class a question.

- Repeat the game several times.
- Collect the bug cards and keep them safe or ask children to put their set of cards in the envelope in the back of their Pupil's Book.

Option: Children play with the cards in pairs. One child turns all their cards face down and asks, e.g. *Where's Bee?* The other child points to a card and says *Here!* As soon as the child guesses correctly and the bee is found, they have the next turn.

Ending the lesson routine



Colin's favourite word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Colin's favourite word today?*
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your finger into Colin the caterpillar like this.* Hold up and bend your index finger to look like a caterpillar and get the children to do the same.
- Play *Colin's favourite word jingle* (CD 1 track 3). Demonstrate moving your index finger like a caterpillar to the rhythm of the jingle and get the children to do the same.



Colin's favourite word jingle

Colin's favourite word today

Colin's favourite word today

Colin's favourite word today is ...!

- Take the picture out of the envelope, hold it up to the class and say *Colin's favourite word today is ... 'bee'!* Stand up if you said 'bee'! Very good! Encourage everyone to clap the children who guessed the word correctly.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Card game – Bug row: Divide the class into pairs and get them to put a screen, e.g. an open book, between them. Demonstrate that one child in each pair should lay their cards in a row and then give instructions, e.g. *butterfly, bee*, etc. to their partner to order their cards in the same way. At the end children check that their cards are in the same order and then change roles.





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1 Hide and seek

Lesson 4

Aims

- To develop understanding of the story
- To mime and say key parts of the story

Main language children use

hello, ladybird, bee, butterfly, snail

Where's ...? Here! I don't know. I can see you ...

Main activities

- Sing and act out the story song *Where's Colin?*
- Play *I can see you!*
- Listen, mime and say key parts of the story
- Draw and colour
- Find and match the children

Materials

- Flashcards (Colin the caterpillar, Bee, Ladybird, Butterfly, Snail)
- CD/Cassette
- Colin the caterpillar picture card and an envelope
- Story cards for story 1
- Pupil's Book page 7
- pencils and crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Follow the routine as described on page 25.

Listen and respond

- Follow the routine as described on page 25.



Colin's favourite word

- Follow the Colin's favourite word routine as described on page 25. Today's word is *caterpillar*.

Developing the lesson

1 Sing and act out the story song *Where's Colin?*

- Say *Close your eyes!* and demonstrate this. Tap five different children on the shoulder and give them one of the flashcards each to hold under their desk.
- Say *Open your eyes! Let's sing Where's Colin?* Play CD 1 track 7/the cassette. Children sing and do the actions. The child with the flashcard for each verse holds it up in the last line and everyone points and waves.

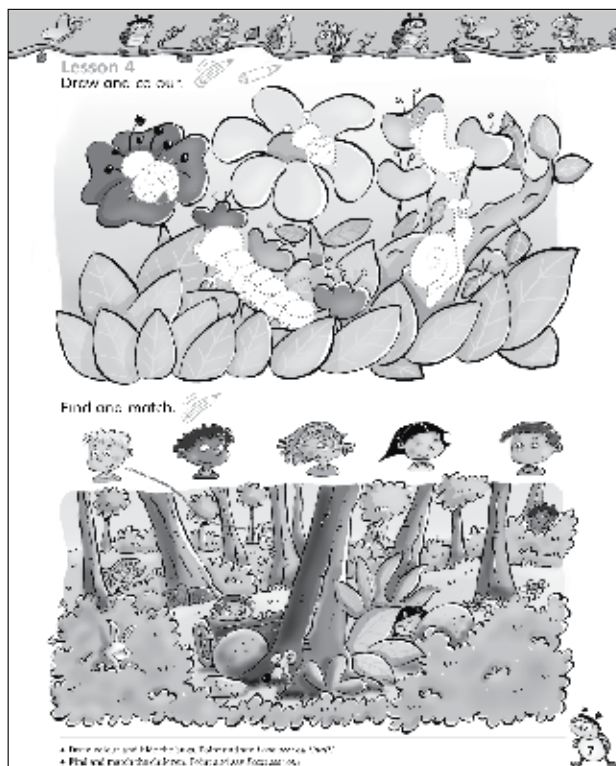


Where's Colin?

Where's Colin? (put your hand to your head and look everywhere)

I don't know. (hold out hands and shrug shoulders)

Where's Colin? (put your hand to your head and look everywhere)



Here! Hello! (point to flashcard and wave)

Where's Bee? ...

Where's Snail? ...

Where's Butterfly? ...

Where's Ladybird? ...

2 Play *I can see you!*

- Hold up a book with one of the bug flashcards behind it. Say *Look!* and gradually move the flashcard up. As soon as children recognise the bug in the picture, encourage them to call out with you, e.g. *I can see you, Snail!*
- Repeat with all the bug flashcards.
- Give out the bug flashcards to the children.
- Invite individual children to take turns to hold up their books with one of the bug flashcards behind and move the picture up in the same way. The rest of the class calls out, e.g. *I can see you, Colin!* as soon as they recognise the picture.

Option: Children play the game in pairs with their bug picture cards.

3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story?* and invite two children to come and help you stick them in order on the board.
- Say *Stand up, please.* Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*





Little Bugs



Little Bugs 1 - Teacher's Book: Unit 1

- Play CD 1 track 6/the cassette or tell the story yourself. Do the actions with the children and encourage them to join in, saying or repeating key parts of the story.



Story 1: Hide and seek

STORY CARD 1

Storyteller: *It's hot and sunny.* (wipe your brow)
Colin the caterpillar sees his friends. (give a big smile)
Colin: *Hello, Ladybird ... Hello, Butterfly ... Hello, Snail ... Hello, Bee.* (wave as to different creatures in turn from right to left)
All: *Hello, Colin!* (change position and wave to Colin)
Ladybird: *Let's play hide and seek!* (put your hands over your head to demonstrate hiding, then one hand above your eyes to demonstrate seeking)
Colin: *Good idea!* (smile and hold out your arms)
All: *Yes. Hurray!* (wave your arms in the air)

STORY CARD 2

Colin: *Close your eyes, Ladybird!* (cover your eyes with your hands)
Ladybird: *Yes. One ... two ... three ... four ... five.* (keep your eyes covered) *Are you ready?* (peep out)
All: *No! No!* (wave your index finger)
Ladybird: *One ... two ... three ... four ... five.* (cover your eyes again) *Are you ready now?* (peep out)
All: *Yes!* (put your arms out and then cover your head with your hands)

STORY CARD 3

Ladybird: *I can see you, Snail!* (point to your right and give a big smile)

STORY CARD 4

Ladybird: *I can see you, Butterfly!* (point straight ahead and give a big smile)

STORY CARD 5

Ladybird: *I can see you, Bee!* (point to your left and give a big smile)

STORY CARD 6

Ladybird: *Where's Colin?* (hold out your arms and look around with puzzled expression)
Snail: *I don't know.* (shrug your shoulders and shake your head)
Ladybird: *Where's Colin?* (repeat as above)
Butterfly: *I don't know.* (repeat as above)
Ladybird: *Where's Colin?* (repeat as above)
Bee: *I don't know.* (repeat as above)

STORY CARD 7

Ladybird: *Colin!* (put your hand to your mouth and pretend to call)
Bee: *Colin!* (look in another direction and repeat)
Butterfly: *Colin!* (as above)

Snail: *Colin!* (as above)

Ladybird: *Where's Colin?* (hold out your arms and make a very puzzled expression)

STORY CARD 8

Colin: *Here!* (wiggle your body like a caterpillar and jump in the air)

4 Draw and colour (PB page 7)

- Say *Find page 7* and write the number on the board.
- Say *Look! Colin the caterpillar and his friends are playing hide and seek. Colour and hide the bugs and demonstrate drawing and colouring them so that they are 'hidden' in their surroundings.*
- Children draw and colour the bugs.
- When the children are ready, say, e.g. *I can see you, Snail!* Children repeat the sentences and point to the completed pictures in their books.

5 Find and match (PB page 7)

- Say *Look at the children playing Hide and seek. Find and match the children.* Demonstrate what you mean by following the line in the example with your finger, pointing at that child hidden in the picture and saying *I can see you!*
- Children work individually and match the children and their hiding places.
- When they are ready, get them to follow the lines from the children to their hiding places in turn and say with you *I can see you!*

Option: Children draw a picture of themselves 'hiding' somewhere in the picture. In pairs, they then look for each other in their pictures, point and say *I can see you!*

Ending the lesson routine



Colin's favourite word

- Follow the routine as described on page 26. Reveal the word is *caterpillar*.

Sing the Goodbye song

- Follow the routine as described on page 26.

Extra activity

Card game – Hurray! In pairs, children play a game with the bug picture cards. Each child puts their cards face down in a pile. They take turns to turn over one card at a time and say, e.g. *I can see you, Bee!* As soon as they have a picture the same, they say *Hurray!*





Little Bugs



Little Bugs 1 - Teacher's Book: Unit 1

1 Hide and seek

Lesson 5

Aims

- To count from 1 to 5
- To say and act out the rhyme *One little boy / One little girl*

Main language children use

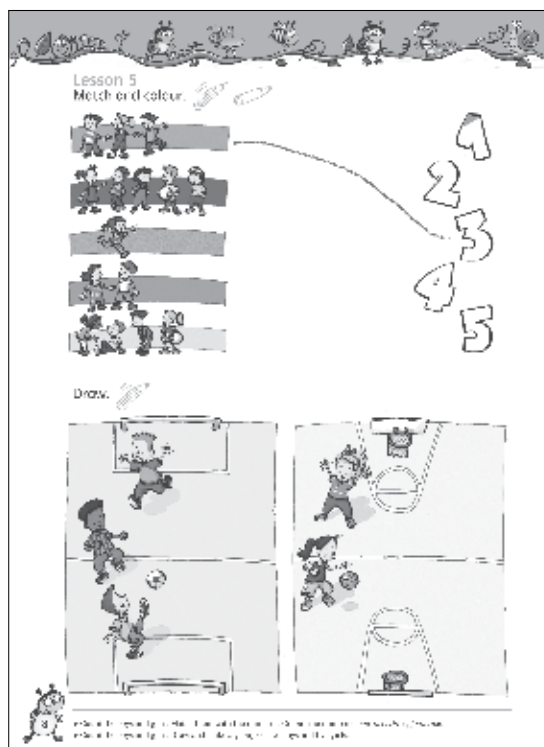
hello, boy, girl, one, two, three, four, five
Let's play. Are you ready? Hurray!

Main activities

- Play *Boys do this! / Girls do this!*
- Count boys and girls
- Listen to the rhyme *One little boy / One little girl*
- Say and act out the rhyme
- Match and colour the numbers
- Draw and make a group of five boys and five girls

Materials

- Flashcards (Colin the caterpillar, one, two, three, four, five)
- CD/Cassette
- number five cut-out (see page 143) and an envelope
- Pupil's Book page 8
- pencils and crayons



Developing the lesson

1 Play *Boys do this! / Girls do this!*

- Go round the classroom placing your hand on the children's heads and saying *boy / girl* as appropriate. Encourage the children to join in saying the words with you. Check they understand the meaning.
- Say *Stand up, please!* Say alternately *Boys, do this! / Girls, do this!* and do different actions, e.g. wave your hands in the air, fold your arms, hop, run on the spot, stand on tiptoe, etc. Make the actions as comic as you like. Children listen and respond to the instructions.
- Invite a boy and a girl to the front of the class to choose and demonstrate actions that the rest of the class should do when you say *Boys do this! / Girls do this!*
- Repeat with different boys and girls.

Option: Play the game in the same way but using different familiar language to give instructions, e.g. *Boys, close your eyes! / Girls, turn around!* etc.

2 Count boys and girls

- Ask five boys to come and stand at the front of the classroom. Point to them and say rhythmically *One... two... three... four... five little boys!* and get the rest of the class to join in counting them with you.
- Give the boys the number flashcards in sequence. Demonstrate that the boys should crouch down and

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2). Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 25.
- You may also wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out number five in an envelope without the children seeing.
- Stick the envelope with the number inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.





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Little Bugs 1 - Teacher's Book: Unit 1

then jump up and hold up the flashcards in turn. Get the rest of the class to count them as they do this.

- Repeat the procedure with five girls.

3 Listen to the rhyme *One little boy / One little girl*

- Say *Let's listen to the rhyme One little boy / One little girl*. Ask *How many boys in the rhyme? One, two, three, four or five? How many girls in the rhyme? One, two, three, four or five?* Use L1 if necessary to check children understand the question.
- Play CD 1 track 8/the cassette. Hold up your fingers in turn as you hear each number in the rhyme to focus attention and support children's listening.



One little boy / One little girl

*One little boy
Says 'Let's play!'
Are you ready?
Yes. Hurray!
Two little boys ...
Three little boys ...
Four little boys ...
Five little boys ...
One little girl ... etc.*

- Check the answers by asking *How many boys / girls? (five)*.
- Say *Let's listen again. Count the boys and girls on your fingers* and demonstrate what you mean.
- Play the CD/the cassette again. Children count the boys and girls in each verse using their fingers.

4 Say and act out the rhyme

- Invite five boys to stand in a line on one side of the classroom.
- Get the first boy in the line to stand apart from the rest.
- Say *Let's act out the rhyme with the boys*. Demonstrate the actions as below.
- Play the CD/the cassette. The five boys act out the rhyme and the rest of the class count them and join in saying the rhyme with you.
- Invite five girls to stand in a line on the other side of the classroom and repeat as with the boys.



One little boy / One little girl

*One little boy
Says 'Let's play!' (beckons to next child in line)
Are you ready? (holds hands up as if asking a question)
Yes. Hurray! (next boy/girl runs to join the first child; both wave arms in air)
Two little boys ...
Three little boys ...
Four little boys ...
Five little boys ...
One little girl ... etc.*

5 Match and colour (PB page 8)

- Say *Find page 8* and write the number on the board.
- Say *Let's count the boys and girls*. Children point to the boys and girls in each row and count them with you.
- Say *Now match the boys and girls and numbers*. Then colour the numbers and show children the partially coloured number one to demonstrate what you mean.
- Children match the pictures and numbers. They then colour the numbers using any crayons of their choice.

6 Draw (PB page 8)

- Ask *How many boys? (one, two, three) How many girls? (one, two)*.
- Say *Draw and make a group of five boys and five girls* and demonstrate what you mean.
- Children draw two boys and three girls to make two groups of five. They can also colour their pictures.
- When they are ready, say *Let's count the boys / girls* and children point to their completed pictures and count the boys and girls in each group.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 26.
- Play *Colin's favourite word jingle* (CD 1 track 3), and reveal the word is *five*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song*. Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Musical game: Play any music on the CD/cassette and children dance. Pause the music, hold up the flashcard and call a number, e.g. *Three!* Children get into groups of the number you call as fast as they can. Repeat for all the numbers. Then play again without holding up the flashcards when you call the numbers.





Little Bugs



Little Bugs 1 - Teacher's Book: Unit 1

1 Hide and seek

Lesson 6

Aims

- To find out about the life of a caterpillar
- To mime and order the stages in the life of a caterpillar

Main language children use

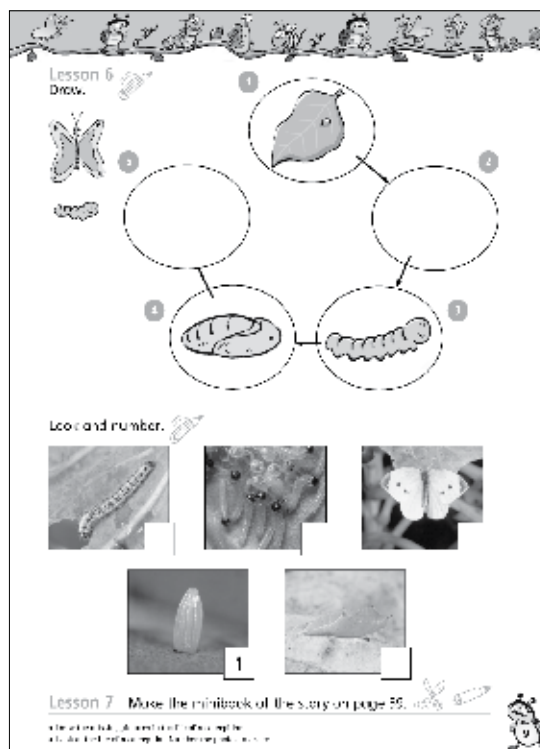
boy, girl, caterpillar, one, two, three, four, five
Let's play. Are you ready? Hurray!

Main activities

- Say and act out the rhyme *One little boy / One little girl*
- Identify stages in the life of a caterpillar
- Listen and mime the life of a caterpillar
- Draw the missing pictures
- Number the photos in order

Materials

- Flashcards (Colin the caterpillar, one, two, three, four, five)
- CD/Cassette
- Pupil's Book page 9
- number three cut-out (see page 143) and an envelope
- pencils and crayons



Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children. Say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Play the *Hello song* (CD 1 track 2). Children sing and do the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 25.
- You may also wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 145-6).



Colin's favourite word

- Hold up the flashcard of Colin. Say *Today Colin's favourite word is ...* and put the cut-out number three in an envelope without the children seeing.
- Stick the envelope with the number inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Colin's favourite word.

Developing the lesson

1 Say and act out the rhyme *One little boy / One little girl*

- Hold up the number flashcards in sequence and children say the numbers.
- Say *Let's say and act out the rhyme One little boy / One little girl.*
- Invite five boys to stand in a line on one side of the classroom and five girls on the other. If possible, choose different children from the previous lesson.
- Get the first boy and girl in each line to stand apart from the rest. Remind the children of the actions as below if necessary.
- Play CD 1 track 8/the cassette. The five boys and girls act out the rhyme and the rest of the class count them and say the rhyme.



One little boy / One little girl

One little boy

Says 'Let's play!' (beckons to next child in line)

Are you ready? (holds hands up as if asking a question)

Yes. Hurray! (next boy/girl runs to join the first child; both wave arms in air)

Two little boys ...

Three little boys ...

Four little boys ...

Five little boys ...

One little girl ... etc.





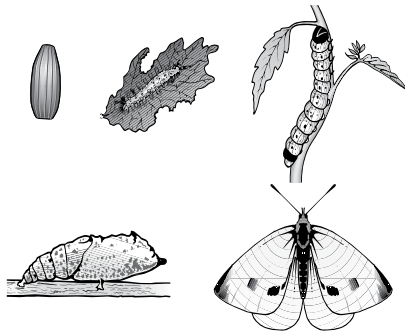
Little Bugs



Little Bugs 1 - Teacher's Book: Unit 1

2 Identify stages in the life of a caterpillar

- Hold up the flashcard of Colin. Ask *Is Colin a girl?* (No) *Is Colin a boy?* (No) *Is Colin a caterpillar?* (Yes).
- Say, e.g. *Very good. Colin's a caterpillar. Caterpillars have a very interesting life* and use L1 to explain what you mean.
- Stick the number flashcards on the board in sequence. Draw a simple picture below, under or by the side of each one as you explain the life of a caterpillar, e.g. *Number one. It's a little egg.* (Check children understand the meaning of 'egg'.) / *Number two. It's a little caterpillar.* / *Number three. It's a big caterpillar.* / *Number four. It's asleep.* (Use mime to convey meaning.) / *Number five. It's a butterfly!*



- Point to each picture in order. Say, e.g. *Little egg!* and children call out the numbers e.g. *One!*
- Repeat, pointing to the pictures in random order and children call out the numbers.

3 Listen and mime the life of a caterpillar

- Say *Stand up, please. Listen and mime the life of a caterpillar.*
- Say *Number one. You're a little egg!* Point to the egg on the board and crouch down small to demonstrate what you mean.
- Play CD 1 track 9/the cassette. Mime the actions with the children. Repeat once.



The life of a caterpillar

Number one: You're a little egg. (crouch down, small and round)

Number two: You're a little caterpillar. (kneel, wiggle body and look around)

Number three: You're a big caterpillar. (stand up, wiggle body and sway on the spot)

Number four: You go to sleep. (hands under head, close your eyes)

Number five: You're a beautiful butterfly! (arms as wings, fly on the spot)

4 Draw (PB page 9)

- Say *Open your books. Find this page and write the number on the board.*



- Point to the pictures at the top and ask *What's this?* (a butterfly) *What's this?* (a caterpillar).
- Say *Look at the life of a caterpillar. Number one, a little egg. Number two, a little ... (caterpillar). Number three, a big ... (caterpillar). Number four, the caterpillar goes to sleep.* (Use mime to convey meaning.) *Number five, a beautiful ... (butterfly).*
- Say *Draw the missing pictures* and demonstrate what you mean.
- Children draw the missing pictures. They can also colour their pictures.

Answers: 2 little caterpillar, 5 butterfly

5 Look and number (PB page 9)

- Say *Look at the life of a caterpillar. Point to the little egg! Point to the little caterpillar!*, etc. Children point to the photos in turn.
- Say *Number the photos in order* and draw their attention to the example.
- Children number the photos in their books.
- Check the answers. Hold up your book, point to the pictures in turn saying, e.g. *Little egg!* and children call out the numbers.

Option: Use L1 to talk to the children in more detail about the life of a caterpillar.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 26.
- Play *Colin's favourite word jingle* (CD 1 track 3), and reveal the word is *three*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Art and craft: Prepare a simple outline shape of a butterfly with a fold line down the middle. Give a copy to each child. Children put finger paints on one half of the butterfly using any colours of their choice. They then fold the butterfly in half to make a colourful, symmetrical pattern on the butterfly's wings.



Little Bugs



Little Bugs 1 - Teacher's Book: Unit 1

1 Hide and seek

Lesson 7

Aims

- To recall the story
- To make the minibook
- To tell the story using the minibook

Main language children use

ladybird, caterpillar, bee, butterfly, snail

Where's ...? Here! I don't know.

Are you ready?

I can see ...

one, two, three, four, five

Main activities

- Recall the story
- Make the minibook
- Listen and tell the story
- Sing the story song *Where's Colin?*
- Colour the pictures in the minibook

Materials

- Flashcards (Colin the caterpillar, Butterfly, Bee, Snail, Ladybird)
- CD/Cassette
- butterfly picture card and an envelope
- Story cards for story 1
- Pupil's Book pages 59 and 60 (minibook)
- a minibook you have prepared
- scissors, stapler and staples, crayons

Starting the lesson routine

Say hello and sing the *Hello song* together

- Greet the children yourself and using the flashcard of Colin.
- Play the *Hello song* (CD 1 track 2). Children join in singing and doing the actions.

Listen and respond

- Say the *Listen and respond* routine for this unit as described on page 25.



Colin's favourite word

- Follow the Colin's favourite word routine as described on page 31. Today's word is *butterfly*.

Developing the lesson

1 Recall the story

- Ask *Can you remember the story about Colin and his friends?* Invite eight children to the front of the class. Give them one of the story cards each in random order. Ask them to make a line in the order of the story. Encourage the rest of the class to help as they do this.



- Ask the children at the front to hold up the story cards in turn and prompt the rest of the class to recall briefly the story, e.g. (story card 1) *Here's ... (Colin) and his friends ... (Ladybird, Snail, Bee, Butterfly)* (story card 2) *Ladybird says ... (One, two, three, four, five)* (story card 3) *Ladybird says 'I can see you ... (Snail), etc.*

2 Make the minibook of the story (PB pages 59 and 60)

- Say *Find page 59* and write the number on the board. Make sure the children have scissors.
- Show the children the minibook you have prepared. Say *Let's make a book of the story. Cut and fold the pages like this* and demonstrate what you mean.
- Staple the children's books together as soon as they have folded the pages correctly. Then say *Now cut here* and demonstrate cutting along the dotted line at the top to separate the pages.

1



2



3



4





Little Bugs



Little Bugs 1 - Teacher's Book: Unit 1

- When the children are ready, say, e.g. *Look at page 1. Find Colin. Now turn the page.* Demonstrate this. Say *Look at page 2. Find the ladybird, etc.*

3 Listen and tell the story

- Say *Listen and tell the story with the minibooks. Point to the pictures.* Demonstrate this. *Look at the next page when you hear ...* (imitate the signal). Use L1 to clarify what you mean if necessary.
- Play CD 1 track 10/the cassette. Children follow the story in their minibooks and join in saying the characters' parts with you as much as they can.



Story 1: Hide and seek

STORY CARD 1

Storyteller: *It's hot and sunny. Colin the caterpillar sees his friends.*

Colin: *Hello, Ladybird ... Hello, Butterfly ... Hello, Snail ... Hello, Bee.*

All: *Hello, Colin!*

Ladybird: *Let's play hide and seek!*

Colin: *Good idea!*

All: *Yes. Hurray!*

STORY CARD 2

Colin: *Close your eyes, Ladybird!*

Ladybird: *Yes. One ... two ... three ... four ... five. Are you ready?*

All: *No! No!*

Ladybird: *One ... two ... three ... four ... five. Are you ready now?*

All: *Yes!*

STORY CARD 3

Ladybird: *I can see you, Snail!*

STORY CARD 4

Ladybird: *I can see you, Butterfly!*

STORY CARD 5

Ladybird: *I can see you, Bee!*

STORY CARD 6

Ladybird: *Where's Colin?*

Snail: *I don't know.*

Ladybird: *Where's Colin?*

Butterfly: *I don't know.*

Ladybird: *Where's Colin?*

Bee: *I don't know.*

STORY CARD 7

Ladybird: *Colin!*

Bee: *Colin!*

Butterfly: *Colin!*

Snail: *Colin!*

Ladybird: *Where's Colin?*

STORY CARD 8

Colin: *Here!*

4 Sing the story song *Where's Colin?*

- Say *Look at this page and hold up the last page of the minibook.* Say *Let's sing Where's Colin?*
- Play CD 1 track 7/the cassette. Children sing the song and do the actions.



Where's Colin?

Where's Colin? (put your hand to your head and look everywhere)

I don't know. (hold out hands and shrug shoulders)

Where's Colin? (put your hand to your head and look everywhere)

Here! Hello! (point to Colin in their minibooks and wave)

Where's Bee? ...

Where's Snail? ...

Where's Butterfly? ...

Where's Ladybird? ...

5 Colour the pictures in the minibook

- Say *Colour the pictures in the minibook. Look. On page two, colour ... (Ladybird). On page four, colour ... (Butterfly). On page six, colour ... (Bee). On page eight, colour ... (Colin the caterpillar).*
- Children colour the pictures in their minibooks.

Ending the lesson routine



Colin's favourite word

- Follow the *Colin's favourite word* routine for ending the lesson as described on page 26.
- Play *Colin's favourite word jingle* (CD 1 track 3) and reveal the word is *butterfly*.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Minibook cover: Give each child a copy of the photocopiable minibook cover on page 142. If you like, write the title of the story in the space provided before photocopying. Children draw and colour an illustration for the cover of their books and write their names in the space provided. When they are ready, staple the covers onto their books.





Little Bugs



Little Bugs 1 - Teacher's Book: Unit 1

Option: Ask two children to go out of the classroom for a moment. Get other children to help you hide the flashcards in different places. Ask the two children to come back in. Everyone asks, e.g. *Where's Colin the caterpillar?* The two children look for the flashcards in turn and say *Here!*

3 Listen and put on the stickers (PB page 13)

- Hold up the stickers and say *Find the stickers for Unit 1.*
- Point to the stickers in turn and children say the names.
- Hold up the book and say *Now Find this page* and give the children time to do this.
- Say *Listen and put the stickers on Colin the caterpillar!* Demonstrate what you mean.
- Play CD 1 track 11/the cassette. Pause to give the children time to put on the stickers.



Number one: I can see you, Bee!

Number two: I can see you, Butterfly!

Number three: I can see you, Snail!

Number four: I can see you, Ladybird!

Number five: I can see you, Colin the caterpillar!

- Check answers by saying, e.g. *Number one* and children say the sentences or name the bugs.
- Have children read the words around the picture of Colin.
- If you wish to give the children some writing practice, they can also trace over the words

4 Listen and write (PB page 10)

- Say *Look at Colin, Snail, Ladybird, Bee and Butterfly. Listen and write the number they say.*
- Demonstrate the activity by saying *Colin says 'Two'* and draw the children's attention to the example.
- Play CD 1 track 12/the cassette. Use the pause button to give the children time to write the numbers.



Colin says: Two! / Snail says: One! / Ladybird says: Five! / Bee says: Three! / Butterfly says: Four!

- Check the answers by saying, e.g. *Colin says ...* and children call out the numbers.

5 Put on the sticker of Colin

- Say *Find the stickers* and hold up the page of stickers.
- Say *You've finished Unit 1. Well done!* Ask questions, e.g. *What have you learnt in English?* / *Are you happy with your work?* using L1 to explain what you mean. As the children respond say, e.g. *Colin is very happy with your work! Put a sticker of Colin here!* and point to the place on the Pupil's Book page.



- Children put a sticker of Colin in their books to show that they have completed the unit successfully.

6 Colour Colin's Crazy Page (PB pages 52 and 53)

- Say *Find this page.* Write the number on the board and hold up the page.
- Use L1 to explain that at the end of every unit, children find and trace over the words they have learnt on *Colin's Crazy Page.* They then colour the corresponding pictures. By the end of the year the whole page will be coloured!
- Children find and colour all the key vocabulary for Unit 1 (*caterpillar, bee, snail, ladybird, butterfly*).

Ending the lesson routine



Colin's favourite word

- Ask the children to name all Colin's favourite words for this unit (*snail, ladybird, bee, caterpillar, five, three, butterfly*).
- Praise the children, e.g. *Very good! Fantastic!* and give the whole class a big clap (let them also join in) and say *Hurray!* for all the work they have done.

Sing the Goodbye song

- Say *It's time to finish now. Let's sing the Goodbye song.* Play CD 1 track 4/the cassette, sing and wave goodbye. Encourage the children to join in.

Extra activity

Drama: Children act out a version of the story, using their real names rather than the names of the bugs in the story. Invite five children to the front of the class to act the story while you and the rest of the class tell it together. Repeat the procedure with five more children, or get the children to act out the story simultaneously, in the same way, in groups.