

STARS INTRODUCTION

Welcome to our second course of English for babies! This course is devised for 2-year-old children and/or those who have accomplished our first course (MOON). For this second course we have chosen the most pleasant songs and rhymes for the babies of this age, according to our experience.

During the first month of classes, we'll review the previous course. In the successive sessions we will include the new songs of this course in the class routine. May and June are going to be evaluation and review months of the whole course in order to consolidate all the main objectives of the STARS level.

This book includes 70 programmed sessions, organized in two classes per week. Each session comprises the five exercises of the routine and the two fundamental activities on which we base our class. You will notice that, there are some songs and rhymes from the previous course (MOON) because we have proven the child gets more involved when he or she is already familiarized with some songs and parts of the routine.

You also have at your disposal the TEACHER'S BOOK, which will help you to enhance your classes, giving you new ideas and ways to perform the songs you are planning to use during your class, you'll also find different activities and exercises for each song, so you can use them to vary your routine, or adapt them depending on the level and developmental phase of your kids or for a specific time of the year or season.

At this level, from two years on, the children are able to interact more actively with the teacher. They will repeat almost all your words and actions, and will happily engage to different activities, so, you can make the most of the exercises developed in the classroom. After a few sessions, you'll see the results of your work in a more tangible way, since they will create spontaneous words, expressions and phrases during the classes.

We hope both you and your students enjoy this STARS adventure and keep sharing your ideas and opinions with us.

ANNEX

These two activities can be added to the daily routine once it is assimilated

| ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---------------|--|-------|-----------------------------------|---|
| ENGLISH CLASS | We welcome the children to the classroom, asking them to sit down and we will gesticulate a smile. | 4 | Gestures | Welcome -take a seat -come in -show a happy smile -we're going to start |
| GOOD MORNING | Each song is accompanied by the corresponding gestures as follows: 1. with our hands we represent the gesture of "many"; 2. we say hello with our arms; 3. we point to our smile; 4. we say hello again with our arms; 5. we point to the students with both arms; 6. we represent the sunshine with a gesture; 7. we say hello again with our arms; 8. we pretend we take a microphone; 9. we say hello with our arms and we point to the students. | 3 | Gestures | Good morning happy smiling faces |

This song may be used as relaxation at the end of very active classes in order to slow down the rhythm. Our suggestion is to clean up the classroom after the previous song and tell the children to pretend to be sleeping.

| ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|-----------------|---|-------|--|---|
| TWINKLE TWINKLE | We will use the drawing of a star to explain this song. Besides, we can use a diamond drawing to compare the brightness of both. | 7 | Star or toy flashcard Diamond flashcard Full moon and stars poster | Twinkle, twinkle Star / diamond How I wonder what you are? Up above the sky So high Like a diamond |

At the end of the class:

| ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|-----------------------|---|-------|-----------------------------------|-----------------------|
| FOLLOWING THE TEACHER | When the class is finished we use this song to take the children with their parents (we will sing it along the way). We may also use it whenever we explain actions as an imitation exercise. | 43 | Gestures | |

HALLOWEEN: SONGS FOR Halloween 44, 45, 46, 47

| P | NOMBRE DE LA ACTIVIDAD | DESARROLLO DE LA ACTIVIDAD | TRACK | MATERIAL A UTILIZAR EN LA ACTIVIDAD | OBJETIVOS LINGÜISTICOS |
|----------|--------------------------------|--|--------------|--|--|
| 5 | INTRODUCE HALLOWEEN CHARACTERS | We introduce all the typical objects of Halloween and play with them. Every child can choose the one he/she likes the most and represent it. | xxx | Typical Halloween objects (toys or flashcards) | Witch Wolf Broom Black cat Ghost Pumpkins Monster Mummy |
| 6 | I'M A LITTLE PUMPKIN | We present the traditional Halloween pumpkin to the children and dance with it. We can review the parts of the face and play to make different faces (angry, happy, sad.....) | 44 | A pumpkin of Halloween | I'm a little pumpkin Come/play |
| 7 | HALLOWEEN IS COMING SOON! | Everyone in a circle singing the song and representing the lyrics. | 45 | Gestures | Halloween is coming soon What fun |
| 8 | A WITCH CAME FLYING | As we have already introduced the protagonists of this song, we will make the children represent one of them and act like them. We can also make groups and each group or person within the group will have a different role (witch, ghost and wolf) | 46 | Witch Ghost Wolf | Flying/dancing/running Witch/wolf/ghost Autumn |
| 9 | FIVE LITTLE PUMPKINS | We show 5 little Halloween pumpkins sitting on the gate of a haunted house. The first one is in a hurry so you put your hand on your watch; the second one sees witches in the air so you have to put a scared face; the third one has to pretend it doesn't care; the fourth one will run away and the fifth one will smile because Halloween is fun. Then the wind comes, you turn off the lights and hide the pumpkins. | 47 | 5 pumpkins | Pumpkins, gate First, second, third, fourth, fifth Oh my! It's getting late There are witches in the air But we don't care Let's run, let's run Isn't Halloween fun? The wind, out, lights Rolled out of sight |

EASTER: SONGS FOR EASTER 51, 52, 53, 54

| P | NOMBRE DE LA ACTIVIDAD | DESARROLLO DE LA ACTIVIDAD | TRACK | MATERIAL A UTILIZAR EN LA ACTIVIDAD | OBJETIVOS LINGÜÍSTICOS |
|----------|-------------------------------|---|--------------|---|--|
| 5 | CHICK, CHICK, CHICK | We show the children a toy chick or flashcard and explain that we are all going to be chicks, opening and closing our hands in a beak-like shape when singing “chick, chick, chick”. Next we put our right hand on our left hand pretending to be an egg inside a nest and we make the gesture indicating it is for us. | 51 | A chick and a toy egg | Chick Bring a little egg for me |
| 6 | RING A RING OF ROSES | We make a circle with the children and we hold hands, walking around and when “atishoo” is said, we pretend to sneeze and then we all fall down onto the floor. | 52 | Gestures | Ring a ring of roses Pocket/posies We all fall down |
| 7 | SPRING IS COMING | We start the activity reviewing the seasons of the year. We will make the gesture that represents that spring is coming. Then the gesture of thinking and that the grass is growing. In the second verse we will make the same but imitating a robin. | 53 | Flowers and gestures A robin | Spring/summer/autumn/winter Spring is coming How do you think I know? Green/grass growing Robin singing I saw /heard I know it must be so |
| 8 | FLOWERS I HAVE | We will bring the flowers of the song to class. We will place them around us and playing a “counting game” (red, yellow, blue I choose you) we will choose a child to pick up a flower of the colour that we indicate. | 54 | Colour flowers: yellow, purple, pink, red, white, blue | Yellow, purple, pink, red, white, blue The colours of the flowers I have for you. Red, yellow, blue, I choose you! Take the flower. Well done! |

CHRISTMAS: SONGS FOR CHRISTMAS 48, 49, 50

| P | NOMBRE DE LA ACTIVIDAD | DESARROLLO DE LA ACTIVIDAD | TRACK | MATERIAL A UTILIZAR EN LA ACTIVIDAD | OBJETIVOS LINGÜISTICOS |
|----------|-------------------------------|--|--------------|--|--|
| 6 | WE WISH YOU A MERRY CHRISTMAS | Because December has arrived, you can begin to show the children objects related to Christmas, introducing the new vocabulary and revising other words. Using any objects that are associated with Christmas, you play with these to revise the language. You can also put the objects on the floor and let the students take, or point to those that you ask for. This is a way of using the exercises from the course, but using Christmas vocabulary. | 48 | Flashcards, objects related to Christmas | Christmas vocabulary Merry Christmas |
| 6 | JINGLE BELLS | Using any objects that are associated with Christmas, you play with these to revise the language. You can also put the objects on the floor and let the students take, or point to those that you ask for. This is a way of using the exercises from the course, but using Christmas vocabulary. | 49 | Christmas objects | Christmas vocabulary |
| 5 | CHRISTMAS TREE | It would be ideal to have a Christmas tree with presents to place it in the middle of the classroom and sitting around it in a circle while singing the song. | 50 | A Christmas Tree with Presents | Here we go round Christmas tree To celebrate all together To share all the presents |

BIRTHDAYS: SONGS FOR CHILDREN'S BIRTHDAYS 55, 56, 57

| P | NOMBRE DE LA ACTIVIDAD | DESARROLLO DE LA ACTIVIDAD | TRACK | MATERIAL A UTILIZAR EN LA ACTIVIDAD | OBJETIVOS LINGÜÍSTICOS |
|----------|-------------------------------|--|--------------|---|--|
| 5 | HAPPY BIRTHDAY | we make a party around the class making the birthday kid the leader of the party. Make them be part of a train and go around the classroom singing and dancing the song. | 55 | balloons, picture of a birthday party candle use what the child brings to celebrate his/her birthday | happy birthday dear good friends and true old friends and new good luck, happiness |
| 6 | HAPPY BIRTHDAY DEAR FRIEND | we make a party around the class making the birthday kid the leader of the party. Make them be part of a train and go around the classroom singing and dancing the song. | 56 | balloons, picture of a birthday party candle use what the child brings to celebrate his/her birthday | this special day say happy birthday happiest, brightest, sunniest we wish you |
| 7 | CLASSIC HAPPY BIRTHDAY | we make a party around the class making the birthday kid the leader of the party. Make them be part of a train and go around the classroom singing and dancing the song. | 57 | balloons, picture of a birthday party candle use what the child brings to celebrate his/her birthday | happy birthday to you |

COMMON ROUTINE FOR ALL CLASSES

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|--------------------------------|---|----------------------|---|---|
| 1 | HELLO! HELLO! | In this song, we don't need to represent every concept that is in the song. We're welcoming the children to the class, emphasizing "Hello". The song begins with "Get up on your feet", so all the children stand up and dance with the teacher. When they say high, everyone shouts with the hands around the mouth, when they say it low, we whisper, when it is fast, we make a fast gesture and when it is slow, we make a slow movement. | 1 | Gestures | Hello! Get up on your feet. Say it high / low / fast / slow. |
| 2 | WHAT'S THE WEATHER LIKE TODAY? | Here we present Mr. Ducky as the mascot of weather. Mr. Ducky asks each child his/her name and to give him a kiss. Then he introduces his friends (sunny, windy, cloudy, rainy) and we sing the song defining the climate of the day. | 9,7M | Mr. Ducky, the sun, a windmill, a cloud. *other weather songs in comments area | What's the weather like today? Is today a CLOUDY (no) / RAINY (no) / WINDY (no) / SUNNY (yes) day? Yes, it is. No, it isn't |
| 3 | RAINBOW SONG | We present the colors of the rainbow and at this level once we've done this, we can play with the children signalling the various colors that the teacher asks. | 10 | A rainbow made of the colors of the song. Objects in the class. | Rainbow, red, yellow, pink, green, purple, orange, blue. // Touch something red.... |
| 4 | IF YOU'RE HAPPY | We show the faces to the children and ask them how they feel. We relate the colors with the feelings, like we did last year, but at this level we add sleepy, hungry, and thirsty while making the appropriate gestures. | 6, 4SKY (w/ Thirsty) | Faces of the feelings: happy / sad / angry / sleepy / hungry / thirsty | If you are happy / sad / angry / sleepy / hungry Clap your hands Start to cry Stamp your feet Go to sleep Start to eat Have a drink |

2 MOON (8) THE SKY IS GREY(the sun goes away, the rain is coming)
(9) GOODBYE RAIN (what a nice day today, let's go to play!)
SKY (8) WHAT'S THE WEATHER LIKE TODAY? (Today is Sunny!)

(10) RAIN, RAIN, GO AWAY!
(11) WHAT'S THE WEATHER?

(12) MR SUN

CLASS 1

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|--|--|
| 5 | TOMMY THUMB | Revision of MOON: we show all the fingers (and thumbs) of the hand with their respective names and when they are introduced we put one in front of the other. We can play "Hide & Seek" with the children, asking them, "Where are you?" and they respond "Here I am" or we say "There you are". | 40M | Gestures | Tommy Thumb, Peter Pointer, Middle Man, Ruby Ring, Baby Small Where are you? How do you do? Here I am. There you are |
| 6 | THE BALL | We use 3 balls to play with the children. First we count them and then we bounce the balls, counting each bounce of the ball. We can also emphasize Big Ball and Small Ball. | 18M | Three balls | One, two , three // Bounce the ball |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 2

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------|---|-------|---|--|
| 5 | HAT RHYME | We review the colors with the children by introducing the hats. You can then use blocks or objects of different colors, demonstrating organization skills, and put the object into the corresponding colored hat. Then instruct them to do the same. When you are finished playing with them, we say the chant. | 21M | Hats of different colors and blocks or objects of the colors of the song. | <p>What colour is this? It's red..... Put the red block in the red hat Well done</p> |
| 6 | OLD McDONALD | We represent a farm with all the animals and flashcards. We say the name of an animal and make the sound of it. We also can make the children point to the appropriate animal according to the sound or the name of the animal. | 25M | Flashcards or animal toys A Farmer | <p>What animal is this? It's a cow How does the cow go? The cow goes moo. Farm, farmer</p> |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | <p>Bye-bye We can play another day It's time to say Bye-bye</p> |

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CLASS 3

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|------------------|---|-------|-----------------------------------|--|
| 5 | ON, IN, UNDER | With our hands we make the gestures of the prepositions and after that we use objects to reinforce them. | 31M | Objects | On, in, under |
| 6 | OPEN, CLOSE THEM | We use our hands to demonstrate the song and right after that we will take the opportunity to reinforce the actions open / close with the doors and windows of the classroom. | 35M | Gestures | Open / close Give a little clap Put'em on your lap |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 4

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|------------------|--|-------|--|--|
| 5 | HOCKEY COCKEY | We use the whole body to follow the instructions of the song. The movement of the song when it's saying 'hockey cockey' is always the same (move the whole body). We'll review left and right knowing that the concept of laterality is hard for children of this age. But we will tell them how to do it and we'll point to the proper leg. | 37M | Gestures | Left / right hands, foot, head, body Turn yourself around! |
| 6 | MUMMY, MUMMY | We introduce the family (flashcards, bottles with images, dolls...) and we give a kiss to all of them | 45M | Flashcards of the family and objects that represent it | Mummy, daddy, sister, brother I love you! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 5

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|-------------------------|--|--------------|---|---|
| 5 | THE LION SLEEPS TONIGHT | We use a lion and we make the gesture of sleeping. We can show a flashcard of the jungle and act like we are pushing aside the plants in it. | 17 | A lion Flashcard of a lion sleeping Flashcard of the jungle | In the jungle The lion sleeps tonight |
| 6 | FIVE RED APPLES | We show them a tree with 5 red apples that we can take and put back again. We count the apples and sing the song with them. The children put the apples on the tree. | 16M | Card to create a tree Velcro | They are the juiciest apples you ever did see 1 - 5, 5 - 1 The apple tree |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 6

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------------|---|-------|---|--|
| 5 | I CAN | We show them a fish, a frog, a bird and a dog and make the corresponding movements, inviting the children to imitate us, first without the song and then with it. | 30M | The corresponding animals (if we want to use more animals we'll have to take into account the movement/action of each one. E.g. elephants walk) | I can fly, swim, jump.... Like a bird, fish, |
| 6 | THIS IS THE WAY THE BABY GOES | We do the corresponding actions and mark a rhythm. Then we make the movements like the song. | 34M | Gestures | this is the way the baby goes clap, snap, creep, sleep |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 7

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------------|---|-------|--|---|
| 5 | PETER & PAUL | We'll show the frogs and perform the song. Then we'll use our fingers to reproduce it. It can also be done with stickers on our fingers. | 29M | 2 frogs Stickers Flashcard of a pond | Two little froggies Jump away Come back |
| 6 | CAN YOU COUNT THE LITTLE TEN? | Follow the instructions of the song with our fingers and count to 10 with them. We can show them the numbers with flashcards or / and count objects up to 10. | 39M | Flashcards of numbers Classroom objects | Up and down Run away / come back 1 - 10 Tap your fingers |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 8

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------------|--|-------|---|---|
| 5 | DOGGIE'S BREAKFAST | We'll pretend we are feeding the doggie and the kitty inviting the children to participate. When we hear the sound "yum" we'll represent the action of eating. Then we'll show a flashcard or picture of a school to place the doggie or the kitty in the classroom when the song finishes. | 27M | Doggie Kitty Breakfast bowl School / Classroom Picture | Morning time Friend of mine Little doggie / kitty Eats her breakfast Goes to class |
| 6 | COLORS YOU'RE WEARING | We should have a piece of clothing of each colour that appears in the song and perform the appropriate gestures with each one of them. Invite the students to make them also if they are wearing the corresponding colour. We can explain and repeat the exercise several times before listening to the song. We can also repeat the actions one more time all together after the song finishes. | 22M | Coloured pieces of clothing | Red, blue, green, brown If you are wearing blue... Shake your head Touch your shoe Bow down to the queen Turn around |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 9

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|--------------------------------|--|-------|--|---|
| 5 | GOOD MORNING! GOOD MORNING! | Each song is accompanied by the corresponding gestures as follows: 1. with our hands we represent the gesture of “many”; 2. we say hello with our arms; 3. we point to our smile; 4. we say hello again with our arms; 5. we point to the students with both arms; 6. we represent the sunshine with a gesture; 7. we say hello again with our arms; 8. we pretend we take a microphone; 9. we say hello with our arms and we point to the students. | 3 | Gestures | Good morning Happy smiling faces |
| 6 | THE BEAR WENT UP THE MOUNTAIN | We represent the bear going over and under the mountain which will be shown in a flashcard or poster. When we reach the lowest part of the mountain, we’ll bend down because we’ll enter the tunnel, showing as well a flashcard or picture of it. Finally, we’ll put our hand over our eyes because it’s very dark. We can demonstrate it as a story or listening to the song. | 16 | Bear Flashcard of a mountain A picture of a tunnel | The bear went over / under the mountain What can you see? Mountain / tunnel |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It’s time to say Bye-bye |

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CLASS 10

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------------|--|-------|---|--|
| 5 | MR. GREEN & MR. BROWN | Use two puppets, a green one and a brown one, and perform the story. We will end by putting both puppets together saying goodbye. | 5 | Two puppets, stickers, painted fingers | Hello / Goodbye What a lovely day! What a happy face! |
| 6 | HAT RHYME | As it is a rhyme already seen in Moon, it is useful to review the colours. We can also use this exercise to talk about other words like toys, clothes, numbers, etc. | 12 | Colour hats: blue, red, green, yellow, black and white. | What colour is this? It's yellow. . 19-Apr Hat / T-shirt / trousers Prepositions |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 11

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------|--|-------|---|--|
| 5 | ELEPHANTS | We'll show an elephant swinging. While singing we'll be adding the corresponding elephants. When it is said that it/ they can't fall, point at your eye and make the gesture of falling. | 21 | 6 elephants Spider web or similar | 1-6 elephants spider web Swinging As he could see that he couldn't Fall... |
| 6 | THE LION SLEEPS TONIGHT | We use a lion and we make the gesture of sleeping. We can show a flashcard of the jungle and act like we are pushing aside the plants in it. | 17 | A lion Flashcard of a lion sleeping Flashcard of the jungle | In the jungle The lion sleeps tonight |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 12

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|------------------------|---|-------|---|--|
| 5 | HEAR THE DOGGIE | This song will work the animals and their characteristic sounds. We'll present each one of them telling the corresponding verb to the sound and we'll represent the animal. Next we will listen and stage the song. After this, the children can represent an animal. | 19 | A dog, cat, duck, pig, cow, bird. | Barking, miaowing, quacking, grunting, mooing and chirping |
| 6 | RED LIGHT, GREEN LIGHT | We pretend to be driving a car and explain the colours of the traffic lights and the actions corresponding to each colour. | 22 | A toy or cardboard traffic lights A toy car, or otherwise a steering wheel | Green light / red light I'm driving in my car I'm driving so fast stop The light turns red / green |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 13

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------|---|-------|---|--|
| 5 | THE LION SLEEPS TONIGHT | We use a lion and we make the gesture of sleeping. We can show a flashcard of the jungle and act like we are pushing aside the plants in it. | 17 | A lion Flashcard of a lion sleeping Flashcard of the jungle | In the jungle The lion sleeps tonight |
| 6 | I HAVE A TURTLE | We'll show a green turtle to the children and tell them that it is our friend. We'll show them some daytime and nighttime pictures to help us explain these concepts. We'll take a poster of the beach, trying to make clear the difference between the sand and the water, and place a boy with a turtle in the correct place. | 15 | A toy turtle or a flashcard A poster of a beach making clear the difference between the sand and the water and a boy and a green turtle stuck with velcro | I have a turtle Sand / land / water Day / night |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 14

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------|---|-------|---|---|
| 5 | FIVE LITTLE MONKEYS | <p>We'll have to take 5 monkeys from a bag one by one, and we'll also show the children the mother and doctor characters. They'll have an object associated to them (mother: necklace, doctor: stethoscope) and a tone of voice. We'll take the monkeys with both hands and make them jump on our lap. When appropriate, we'll take one monkey away and hit its head on the floor. The mother will call the doctor and we'll emphasize his words.</p> <p>It can also be represented using our fingers: one hand being the bed and the other one the 5 monkeys. We'll be hiding our fingers as we sing the song.</p> | 20 | <p>Five little monkeys A bed A stethoscope A necklace</p> | <p>1-5 / 5-1 Five little monkeys Jumping on the bed Mama called the doctor No more monkeys jumping on the bed.</p> |
| 6 | THE ELEPHANT | <p>We'll use an elephant to explain the parts of the body, the adjectives from the song and their antonyms. It would be interesting to have at your disposal some drawings that showed them. We'll walk in a circle or line like elephants.</p> | 18 | <p>A toy elephant Drawings: tall / short / thin / fat</p> | <p>He is very tall / fat Goodness gracious! Fingers, toes, ears, eyes, legs The elephant walks like this and like that.</p> |
| 7 | BYE BYE SONG | <p>We say good-bye to the children, we make gestures interpreting the song.</p> | 2 | <p>Gestures</p> | <p>Bye-bye We can play another day It's time to say Bye-bye</p> |

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CLASS 15

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|-------------------------------|---|--------------|--|--|
| 5 | THE BEAR WENT UP THE MOUNTAIN | We represent the bear going over and under the mountain which will be shown in a flashcard or poster. When we reach the lowest part of the mountain, we'll bend down because we'll enter the tunnel, showing as well a flashcard or picture of it. Finally, we'll put our hand over our eyes because it's very dark. We can demonstrate it as a story or listening to the song. | 16 | A bear Flashcard of a mountain A picture of a tunnel | The bear went over / under the mountain What can you see? Mountain / tunnel |
| 6 | ELEPHANTS | We'll show an elephant swinging. While we sing the song elephants must be added when appropriated. When it says that it doesn't fall down we must point to our eye and represent the fall. | 21 | 6 elephants Spider web or similar | 1-6 elephants Spider web Swinging As he could see that he couldn't Fall... |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

COMMENTS

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CLASS 16

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|---|---|
| 5 | HEAR THE DOGGIE | This song will work the animals and their characteristic sounds. We'll present each one of them telling the corresponding verb to the sound and we'll represent the animal. Next we will listen and stage the song. After this, the children can represent an animal. | 19 | A dog, cat, duck, pig, cow, bird. | Barking, miaowing, cuacking, grunting, mooing and chirping |
| 6 | FIVE LITTLE MONKEYS | We'll have to take 5 monkeys from a bag one by one, and we'll also show the children the mother and doctor characters. They'll have an object associated to them (mother: necklace, doctor: stethoscope) and a tone of voice. We'll take the monkeys with both hands and make them jump on our lap. When appropriate, we'll take one monkey away and hit its head on the floor. The mother will call the doctor and we'll emphasize his words. It can also be represented using our fingers: one hand being the bed and the other one the 5 monkeys. We'll be hiding our fingers as we sing the song. | | Five little monkeys A bed A stethoscope A necklace | 1-5 / 5-1 Five little monkeys Jumping on the bed Mama called the doctor No more monkeys jumping on the bed. |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 17

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------|---|-------|--------------------------------------|---|
| 5 | TOYS | We play with the toys of the song and have the children participate. We emphasize the actions. | 35 | Kite Train Car Ball Dice | Fly the kite Choo the train Drive your car Start again Bounce the ball Throw the dice Count to ten Happily smile |
| 6 | CHRISTMAS SONGS | We present all the vocabulary related to Christmas. We try to decorate the class with Christmas objects. We sing Christmas songs. | Ch | Christmas objects | MERRY CHRISTMAS! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 18

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------|---|-------|--|--|
| 5 | B-I-N-G-O | This song is dedicated to the dog of a farmer, so we will show both characters by means of a flashcard or a toy. The actions will be executed following the lyrics of the song. In a circle, we will make the action of a farmer when collecting straw, the dog is represented putting both hands to each side of our heads pretending to be the ears, we will point to the letters of the name of the dog (which will be in the centre of the circle) and clap when everyone is quiet. It is important to note that children do not know the letters nor we pretend for them to know them. We are just offering a display of the name as an extra factor of early stimulation. | 31 | A dog/ A poster of a farmer or a toy A card with the dog's name (better in Capital letters) | There was a farmer His dog Bingo was his name |
| 6 | CHRISTMAS SONGS | As we have done in the previous class, we can tell a Christmas story. Remember that the book should be big and have eye-catching pictures. | ch | Christmas objects | MERRY CHRISTMAS! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 19

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------|--|-------|-----------------------------------|--|
| 5 | TEDDY BEAR | We bring a teddy bear to class, introducing it as our new friend and make it to kiss the children and vice versa. The activity we propose is that each child gives the teddy bear to another partner following our orders. It can be done sitting around the table or in a circle. | 32 | Teddy bear | Teddy bear You are my friend I love you I'm so glad |
| 6 | CHRISTMAS SONGS | As we have done in the previous class, we can tell a Christmas story. Remember that the book should be big and have eye-catching pictures. | ch | Christmas objects | MERRY CHRISTMAS! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 20

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------|---|-------|-----------------------------------|--|
| 5 | I'M A LITTLE TEAPOT | We interpret the moment of teatime, picking all the necessary objects for it up and make the children repeat the new words .We offer them some tea and practise the writing: "Would you like.....?" | 33 | Teapot, plates | Would you like some tea? Yes, please / No, thank you Teapot Short / stout Handle / spout |
| 6 | CHRISTMAS SONGS | As we have done in the previous class, we can tell a Christmas story. Remember that the book should be big and have eye-catching pictures. | ch | Christmas objects | MERRY CHRISTMAS! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 21

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|--|---|-------|-----------------------------------|---|
| 5 | MISS POLLY | We'll have a doll prepared which will act as feeling sick. We represent the story that the song tells by reenacting the moment when the doctor comes and prescribes the pills. Then, the doll will recover and we are all happy about it. | 30 | A doll Hat and briefcase/bag | The dolly was sick The doctor came quick Hat / bag He knocked on the door Said / wrote That will make her better |
| 6 | CHRISTMAS SONGS & PREPARE A LITTLE PRESENT | a) As we have done in the previous class, we can tell a Christmas story. Remember that the book should be big and have eye-catching pictures. b) We may prepare a postcard or a Christmas drawing or a handicraft to take home. | | Christmas objects | MERRY CHRISTMAS! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 22

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|---|--|
| 5 | MY BONNY | We make gestures or / and we introduce with flashcards the concepts of “ocean”/”loving” and “come back”. We all sit down in a circle holding hands, and sing the song moving like waves of the sea, and make the gesture of coming back with the arms when it’s said in the song | 36 | Flashcard of the ocean/sea A picture of two people on a hugh | Ocean / sea Bonny Bring back to me |
| 6 | CHRISTMAS SONGS | Finishing the present for home and sing songs making a review of specific vocabulary | Ch | Christmas objects | MERRY CHRISTMAS! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song | 2 | Gestures | Bye-bye We can play another day It’s time to say Bye-bye |

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CLASS 23

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------------|--|-------|---|--|
| 5 | RED LIGHT, GREEN LIGHT | We pretend to drive a car and explain the colors of a traffic lights, and the corresponding actions of each color. | 22 | A toy or cardboard traffic lights A toy car, or otherwise a steering wheel | Green light / red light I'm driving in my car I'm driving so fast Stop The light turns red / green |
| 6 | THE WHEELS ON THE BUS | With a toy bus and our gestures we are representing all the lyrics of the song | 23 | A bus A horn Coin toys | The wheels on the bus Round Up / down Horn Money Wipers Doors Driver Move on back! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 24

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------|--|-------|-----------------------------------|---|
| 5 | AIRPLANE POLKA | We need a toy airplane. We can make it of paper, one per kid. We can throw it up and speak about the movements that appear in the song. Also the train and one taxi representing that we catch them. | 24 | Airplane Taxi Train | Turn your friend round and round Catch the airplane flying by. Stop your taxi down the street. Hear the train go down the track. |
| 6 | THE TRAIN | We call passengers all aboard (all aboard!) the train and in the train we move ourselves following the instructions of the song. | 25 | Train | The train goes very fast / slow It can go up / down The train stops All aboard! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 25

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------------|--|-------|-----------------------------------|--|
| 5 | MY HAT | With a harlequin hat of three corners, we repeat the lyrics so many times as kids there are. We are pointing out the three corners of the hat. | 13 | A three corners hat | My hat has three corners Would not be _____'s hat. |
| 6 | THE WHEELS ON THE BUS | With a toy bus and our gestures we are representing the lyrics of the song | 23 | A bus A horn A coin toy | The wheels on the bus Round Up / down Horn Money Wipers Doors Driver Move on back! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 26

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|---|--------------|--|---|
| 5 | AIRPLANE POLKA | We need a toy airplane. We can make it of paper, one per kid. We can throw it up and speak about the movements that appear in the song. Also the train and one taxi representing that we catch them. | 24 | Airplane Taxi Train | Turn your friend round and round Catch the airplane flying by. Stop your taxi down the street. Hear the train go down the track. |
| 6 | TWINKLE TWINKLE | We will use the drawing of a star to explain this song. Besides, we can use a diamond drawing to compare the brightness of both. This song may be used as a relaxation song at the end of the active classes to slow down the rhythm of them, that's why we suggest to clean up the classroom after this, sing and put the children as if they were sleeping. | 7 | Star toy or flashcard Diamond flashcard Full moon and stars poster | Twinkle, twinkle Star / diamond How I wonder what you are? Up above the sky So high Like a diamond |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 27

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------|---|-------|-----------------------------------|--|
| 5 | THE TRAIN | We call passengers all aboard (all aboard!) the train and in the train we move ourselves following the instructions of the song. | 25 | Train | The train goes very fast / slow It can go up / down The train stops All aboard! |
| 6 | WHAT I CAN DO | We add this exercise to the previous one, saying that we are doing different actions with our body. We make a revision of the parts of the body, and we do also the corresponding actions that are in the song. We try that the children repeat them with us. Also we can play "Simon says...blow your nose". | 40 | Pick a boo | Blow my / your nose Clap your hands Wave your arms Pull your toes Stamp your feet Shake your hips |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 28

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------------------|---|-------|---|--|
| 5 | HEAD, SHOULDERS, KNEES & TOES | We will point at the parts of the body that the song names while playing it. As a suggestion, we can sing it making pauses of silence: first we won't say "head", then we won't say "head" nor "shoulders" and so on until we don't say "toes". | 39 | Gestures We may use a doll | Head / shoulders Knees / toes Eyes / ears Mouth / nose |
| 6 | RED LIGHT, GREEN LIGHT | We pretend to be driving a car and explain the colours of the traffic lights and the actions corresponding to each colour. | 22 | A toy or cardboard traffic lights A toy car, or otherwise a steering wheel | Green light / red light I'm driving in my car I'm driving so fast Stop The light turns red / green |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 29

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|--|---|
| 5 | BUCKLE MY SHOE | We count with our fingers from one till ten and then we do the different actions as said in the lyrics. | 11 | Toothpicks Little sticks | 1-10 Buckle my shoe Open the door Pick up sticks Lay them straight Do it again |
| 6 | AIRPLANE POLKA | We need a toy airplane. We can make it of paper, one per kid. We can throw it up and speak about the movements that appear in the song. Also the train and one taxi representing that we catch them. | 24 | Airplane Taxi Train | Turn your friend round and round Catch the airplane flying by. Stop your taxi down the street. Hear the train go down the track. |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 30

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|-------------------------------------|---|--------------|--|--|
| 5 | HEAD, SHOULDERS, KNEES & TOES | We will point at the parts of the body that the song names while playing it. As a suggestion, we can sing it making pauses of silence: first we won't say "head", then we won't say "head" nor "shoulders" and so on until we don't say "toes". | 39 | Gestures We may use a doll | Head / shoulders Knees / toes Eyes / ears Mouth / nose |
| 6 | THE WHEELS ON THE BUS | With a toy bus and our gestures we are representing the lyrics of the song | 23 | Bus Horn Toy coins | The wheels on the bus Round Up / down Horn Money Wipers Doors Driver Move on back! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 31

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------------|---|-------|--|---|
| 5 | MR. GREEN & MR. BROWN | We use two different puppets, one green and one brown, and we make like a theatre performance. We are finishing putting the two puppets together saying bye-bye | 5 | Two puppets Stickers Painted fingers | Hello / Goodbye What a lovely day! What a happy face! |
| 6 | BUCKLE MY SHOE | We count with our fingers from one till ten and then we do the different actions as said in the lyrics | 11 | Toothpicks Little sticks | 1-10 Buckle my shoe Open the door Pick up sticks Lay them straight Do it again |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 32

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|-----------------------------|---|--------------|--|--|
| 5 | WHAT ARE YOU WEARING TODAY? | First we make gesture of doubt and then we point at the clothes. The answer will be true. | 14 | The clothes you are wearing A doll with different clothing | What are you wearing today? I'm wearing..... |
| 6 | HAT RHYME | This is the same as in Moon. So, we can use it as a revision of the colours. Also we can use this exercise to speak about different types of vocabulary such as toys, clothes numbers, etc. | 12 | Hats of all colours: blue, red, green, yellow, black and white | What colour is this? It's yellow. . 19-Apr Hat / T-shirt / trousers Prepositions |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 33

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------|---|-------|---|---|
| 5 | I'M GONNA GET YOUR NOSE | We pretend our fingers are walking in the air until we reach the part of the body that the song points out. We take that part of the body away and then return it to its place. This song gives us the opportunity to review all the parts of the body. We can also play with a doll, Mr. Potato or Simon says. | 41 | Gestures Doll Mr. Potato | Nose, chin, mouth, etc I'm gonna get your.... Here it is back! |
| 6 | THE ELEPHANT | We'll use an elephant to explain the parts of the body, the adjectives from the song and their antonyms. It would be interesting to have at your disposal some drawings that showed them. We'll walk in a circle or line like elephants. | 18 | An elephant toy Pictures of: tall / short / thin / fat | He is very tall / fat Goodness gracious! Fingers, toes, ears, eyes, legs ... The elephant walks like this and like that. |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 34

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------------|--|-------|---|---|
| 5 | THE ELEPHANT | We'll use an elephant to explain the parts of the body, the adjectives from the song and their antonyms. It would be interesting to have at your disposal some drawings that showed them. We'll walk in a circle or line like elephants. | 18 | An elephant toy Pictures of: tall / short / thin / fat | He is very tall / fat Goodness gracious! fingers, toes, ears, eyes, legs ... The elephant walks like this and like that. |
| 6 | MR. GREEN & MR. BROWN | Use two puppets, a green one and a brown one, and perform the story. We will end by putting both puppets together saying goodbye. | 5 | Two puppets Stickers Painted fingers | Hello / Goodbye What a lovely day! What a happy face! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 35

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|-------------------------------------|---|--------------|--|---|
| 5 | TOYS | We play with the toys of the song and have the children participate. We emphasize the actions. | 35 | Kite Train Car Ball Dice | Fly the kite Choo the train Drive your car Start again Bounce the ball Throw the dice Count to ten Happily smile |
| 6 | HEAD, SHOULDERS, KNEES & TOES | We will point at the parts of the body that the song names while playing it. As a suggestion, we can sing it making pauses of silence: first we won't say "head", then we won't say "head" nor "shoulders" and so on until we don't say "toes". | 39 | Gestures We can use a doll | Head / shoulders Knees / toes Eyes / ears Mouth / nose |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 36

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|--|---|
| 5 | MISS POLLY | We'll have a doll prepared which will act as feeling sick. We represent the story that the song tells by reenacting the moment when the doctor comes and prescribes the pills. Then, the doll will recover and we are all happy about it. | 30 | A doll Hat and briefcase | The dolly was sick The doctor came quick Hat / bag He knocked on the door Said / wrote That will make her better |
| 6 | TEDDY BEAR | We bring a teddy bear to class, introducing it as our new friend and make it to kiss the children and vice versa. The activity we propose is that each child gives the teddy bear to another partner following our orders. It can be done sitting around the table or in a circle. | 32 | Teddy bear | Teddy bear You are my friend I love you I'm so glad |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 37

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------|---|-------|---|--|
| 5 | FIVE LITTLE MONKEYS | <p>We'll have to take 5 monkeys from a bag one by one, and we'll also show the children the mother and doctor characters. They'll have an object associated to them (mother: necklace, doctor: stethoscope) and a tone of voice. We'll take the monkeys with both hands and make them jump on our lap. When appropriate, we'll take one monkey away and hit its head on the floor. The mother will call the doctor and we'll emphasize his words.</p> <p>It can also be represented using our fingers: one hand being the bed and the other one the 5 monkeys. We'll be hiding our fingers as we sing the song.</p> | 20 | <p>Five little monkeys A bed A stethoscope A necklace</p> | <p>1-5 / 5-1 Five little monkeys Jumping on the bed Mama called the doctor No more monkeys jumping on the bed.</p> |
| 6 | THE TIGER'S PAWS | <p>We need a tiger with visible teeth for this song and we'll follow the movements that the song describes.</p> | 38 | <p>A tiger</p> | <p>The tiger's paws Dance with me, please Get off / jump straight up / turn Around / sit down / get in</p> |
| 7 | BYE BYE SONG | <p>We say good-bye to the children, we make gestures interpreting the song.</p> | 2 | <p>Gestures</p> | <p>Bye-bye We can play another day It's time to say Bye-bye</p> |

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CLASS 38

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------|---|-------|--|--|
| 5 | MR. GREEN & MR. BROWN | Use two puppets, a green one and a brown one, and perform the story. We will end by putting both puppets together saying goodbye. | 5 | Two puppets Stickers Painted fingers | Hello / Goodbye What a lovely day! What a happy face! |
| 6 | I'M GONNA GET YOUR NOSE | We pretend our fingers are walking in the air until we reach the part of the body that the song points out. We take that part of the body away and then return it to its place. This song gives us the opportunity to review all the parts of the body. We can also play with a doll, Mr. Potato or Simon says. | 41 | Gestures Doll Mr. Potato | Nose, chin, mouth, etc I'm gonna get your.... Here it is back! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 39

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|------------------|---|-------|--|--|
| 5 | JACK-IN-THE-BOX | We bend down on a chair putting our arms over our heads as if we were “Jack-in-the-box” and in the last line of the rhyme we jump as if we had a spring. After that we can make questions with different actions in the future: “Will you jump? / Will you sit down?”. We’ll only carry out the action if the teacher answers: “Yes, I will” | 42 | Toy or flashcard of “Jack-in-the-box” | Sit Will you..... ? Yes, I will / No, I won’t |
| 6 | APPLES & ORANGES | We have to represent the apples and the oranges to the children juggling with them. We’ll make gestures indicating that we like fruit a lot and we’ll sing the song. We can take advantage of this song to introduce more fruits and other types of food that appear in the song (apple pie, ice cream, apple sauce, orange juice) and ask children if they like them or not, emphasizing the gestures of “yes” and “no” with faces of liking or disliking. | 26 | Apples / oranges (toys or real ones) Other fruits | I like apples and oranges Sweet / fun / tasty |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It’s time to say Bye-bye |

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CLASS 40

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------|---|-------|--|---|
| 5 | GO BANANAS! | The expression “go bananas” means “be crazy” in English; so when we hear this expression, we make the gesture with the hand. We repeat the actions in the rest of the song | 27 | Real bananas or toy bananas | Go bananas Right / left Peel your banana Take a bite |
| 6 | TWO LITTLE APPLES | We can use the tree that in Moon is used to perform the song “Five Red Apples”. We will only use two apples and will make them fall when shaking the tree. We’ll eat the apple and make the gesture of liking it. We can also do this exercise with other fruits. | 29 | A cardboard tree with apples / oranges / pears stuck with velcro | Apple / orange / pear tree They were good I shook that tree |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It’s time to say Bye-bye |

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CLASS 41

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|---|--------------|--|---|
| 5 | OLD McVEGGIE | We will show to the children different types of vegetables and we will sing the song. | 28 | Toy vegetables A doll representing "Old Mc. Veggie" | Farm Vegetables Grew Everywhere Green beans / tomato seeds / Potatoes / cucumber |
| 6 | APPLES & ORANGES | We have to represent the apples and the oranges to the children juggling with them. We'll make gestures indicating that we like fruit a lot and we'll sing the song. We can take advantage of this song to introduce more fruits and other types of food that appear in the song (apple pie, ice cream, apple sauce, orange juice) and ask children if they like them or not, emphasizing the gestures of "yes" and "no" with faces of liking or disliking. | 26 | Apples / oranges (toy or real ones) other fruits | I like apples and oranges Sweet / fun / tasty |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 42

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------|--|-------|---|---|
| 5 | GO BANANAS! | The expression “go bananas” means “be crazy” in English; so when we hear this expression, we make the gesture with the hand. We repeat the actions in the rest of the song | 27 | Toy or real bananas | Go bananas Right / left Peel your banana Take a bite |
| 6 | LET'S GO FLY A KITE | We will need a kite to show this song. We will play with it and when we read “where the air is clear” we have to take a deep breath. We can explain that when spring comes we like flying kites. We will also explain the rest of the seasons. | 34 | A kite Flashcard of the sky Flashcards of the 4 seasons | Spring / summer / autumn / winter Fly a kite Let's go Where the air is clear |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 43

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------|---|-------|---|--|
| 5 | FIVE LITTLE MONKEYS | <p>We'll have to take 5 monkeys from a bag one by one, and we'll also show the children the mother and doctor characters. They'll have an object associated to them (mother: necklace, doctor: stethoscope) and a tone of voice. We'll take the monkeys with both hands and make them jump on our lap. When appropriate, we'll take one monkey away and hit its head on the floor. The mother will call the doctor and we'll emphasize his words.</p> <p>It can also be represented using our fingers: one hand being the bed and the other one the 5 monkeys. We'll be hiding our fingers as we sing the song.</p> | 20 | <p>Five little monkeys A bed A stethoscope A necklace</p> | <p>1-5 / 5-1 Five little monkeys Jumping on the bed Mama called the doctor No more monkeys jumping on the bed.</p> |
| 6 | HEAR THE DOGGIE | <p>This song will work the animals and their characteristic sounds. We'll present each one of them telling the corresponding verb to the sound and we'll represent the animal. Next we will listen and stage the song. After this, the children can represent an animal.</p> | 19 | <p>A dog, cat, duck, pig, cow and bird.</p> | |
| 7 | BYE BYE SONG | <p>We say good-bye to the children, we make gestures interpreting the song.</p> | 2 | <p>Gestures</p> | <p>Bye-bye We can play another day It's time to say Bye-bye</p> |

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CLASS 44

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------------|---|-------|-----------------------------------|---|
| 5 | THE TIGER'S PAWS | We need a tiger with visible teeth for this song and we'll follow the movements that the song describes. | 38 | A tiger | The tiger's paws Dance with me, please Get off / jump straight up / turn around / sit down / get in |
| 6 | HEAD, SHOULDERS, KNEES & TOES | We will point at the parts of the body that the song names while playing it. As a suggestion, we can sing it making pauses of silence: first we won't say "head", then we won't say "head" nor "shoulders" and so on until we don't say "toes". | 39 | Gestures We can use a doll | Head / shoulders Knees / toes Eyes / ears Mouth / nose |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 45

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------|---|-------|--|---|
| 5 | TWO LITTLE APPLES | We can use the tree that in Moon is used to perform the song "Five Red Apples". We will only use two apples and will make them fall when shaking the tree. We'll eat the apple and make the gesture of liking it. We can also do this exercise with other fruits. | 29 | A cardboard tree with apples / oranges / pears stuck with velcro | Apple / orange / pear tree They were good I shook that tree |
| 6 | OLD McVEGGIE | We show the children different types of vegetables and sing the song | 28 | Toy vegetables A doll representing "Old Mc. Veggie" | Farm Vegetables Grew Everywhere Green beans / tomato seeds / potatoes / cucumber |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 46

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------------------|---|-------|---|--|
| 5 | BUCKLE MY SHOE | We count with our fingers from one till ten and then we make the different actions as said in the lyrics. | 11 | Toothpicks Little sticks | 1-10 / 20 Buckle my shoe Open the door Pick up sticks Lay them straight Do it again |
| 6 | WHAT ARE YOU WEARING TODAY? | First we make gesture of doubt and then we point at the clothes. The answer will be true. | 14 | The clothes that we are wearing A doll / or with different clothes | What are you wearing today? I'm wearing..... |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 47

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------|--|-------|---|--|
| 5 | GO BANANAS! | The expression “go bananas” means “be crazy” in English; so when we hear this expression, we make the gesture with the hand. We repeat the actions in the rest of the song | 27 | Real bananas or toy bananas | Go bananas Right / left Peel your banana Take a bite |
| 5 | B-I-N-G-O | This song is dedicated to the dog of a farmer, so we will show both characters by means of a flashcard or a toy. The actions will be executed following the lyrics of the song. In a circle, we will make the action of a farmer when collecting straw, the dog is represented putting both hands to each side of our heads pretending to be the ears, we will point the letters of the name of the dog (which will be in the centre of the circle) and clap when everyone is quiet. It is important to note that children do not know the letters nor we pretend for them to know them. We are just offering a display of the name as an extra factor of early stimulation. | 31 | A doggie / a poster or toy of a farmer A card with the name of the dog (preferably in capital letters) | There was a farmer His dog Bingo was his name |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 48

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------|---|-------|---|---|
| 5 | MISS POLLY | We'll have a doll prepared which will act as feeling sick. We represent the story that the song tells by reenacting the moment when the doctor comes and prescribes the pills. Then, the doll will recover and we are all happy about it. | 30 | A dolly A hat / A bag | The dolly was sick The doctor came quick Hat / bag He knocked on the door Said / wrote That will make her better |
| 5 | I'M A LITTLE TEAPOT | We interpret the moment of teatime, picking all the necessary objects for it up and make the children to repeat the new words .We offer them some tea and practise the writing: "Would you like.....?" | 33 | Teapot, plates, cups, spoons, sugar and a jug of milk | Would you like some tea? Yes, please / No, thank you Teapot Short / stout Handle / spout |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 49

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|---|--------------|--|---|
| 5 | ONE KID BAND | We show the different actions of the song, making the children to repeat them. Then we can listen to the song and dance along following the actions of the song. | 37 | Gestures | Clap your hands Stamp your feet Repeat To me We sing this melody Come on |
| 6 | I HAVE A TURTLE | We'll show a green turtle to the children and tell them that it is our friend. We'll show them some daytime and nighttime pictures to help us explain these concepts. We'll take a poster of the beach, trying to make clear the difference between the sand and the water, and place a boy with a turtle in the correct place. | 15 | A toy turtle or a flashcard A poster of a beach making clear the difference between the sand and the water and a boy and a green turtle stuck with velcro | I have a turtle Sand / land / water Day / night |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 50

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------------|---|-------|--|--|
| 5 | RED LIGHT, GREEN LIGHT | We pretend to be driving a car and explain the colours of the traffic light and the actions corresponding to each colour. | 22 | A toy or cardboard traffic light A toy car, or otherwise a steering wheel | Green light / red light I'm driving in my car I'm driving so fast Stop The light turns red / green |
| 6 | THE WHEELS ON THE BUS | With a toy bus and our gestures we are representing all the lyrics of the song | 23 | A bus A horn Toy coins | The wheels on the bus Round Up / down Horn Money Wipers Doors Driver Move on back! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 51

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|---|--------------|---|---|
| 5 | TOYS | We play with the toys of the song and have the children participate. We emphasize the actions. | 35 | Kite Train Car Ball Dice | Fly the kite Choo the train Drive your car Start again Bounce the ball Throw the dice Count to ten Happily smile |
| 6 | MY BONNY | We make gesture or / and we introduce with flashcards the concepts of “ocean”/”loving” and “come back”. We all sit down in a circle holding hands, and sing the song moving like waves of the sea, and make the gesture of coming back with the arms when it’s said in the song | 36 | Flashcard of the ocean / sea A drawing of two people hugging | Ocean / sea Bonny Bring back to me |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It’s time to say Bye-bye |

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CLASS 52

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------|--|-------|--|---|
| 5 | I'M GONNA GET YOUR NOSE | We pretend our fingers are walking in the air until we reach the part of the body that the song points out. We take that part of the body away and then return it to its place. This song gives us the opportunity to review all the parts of the body. We can also play with a doll, Mr. Potato or Simon says. | 41 | Gestures Doll Mr. Potato | Nose, chin, mouth, etc I'm gonna get your.... Here it is back! |
| 6 | TWINKLE TWINKLE | We will use the drawing of a star to explain this song. Besides, we can use a diamond drawing to compare the brightness of both. This song may be used as a relaxation song at the end of the active classes to slow down the rhythm of them, that's why we suggest to clean up the classroom after this sing and put the children as if they were sleeping. | 7 | Star, toy or flashcard Diamond flashcard Poster of the night by moon and stars | Twinkle, twinkle Star / diamond How I wonder what you are? Up above the sky So high Like a diamond |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 53

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------------|---|-------|---|--|
| 5 | WHAT I CAN DO | We add this exercise to the previous one, saying that we are making different actions with our body. We make a revision of the parts of the body, and we make also the corresponding actions that are in the song. We try that the children repeat them with us. Also we can play "Simon says...blow your nose". | 40 | Pick a boo | Blow my / your nose Clap your hands Wave your arms Pull your toes Stamp your feet Shake your hips |
| 6 | THE BEAR WENT UP THE MOUNTAIN | We represent the bear going over and under the mountain which will be shown in a flashcard or poster. When we reach the lowest part of the mountain, we'll bend down because we'll enter the tunnel, showing as well a flashcard or picture of it. Finally, we'll put our hand over our eyes because it's very dark. We can demonstrate it as a story or listening to the song. | 16 | A bear Flashcards of a mountain A picture of a tunnel | The bear went over / under the Mountain What can you see? Mountain / tunnel |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 54

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|------------------|---|-------|--|---|
| 5 | APPLES & ORANGES | We have to represent the apples and the oranges to the children juggling with them. We'll make gestures indicating that we like fruit a lot and we'll sing the song. We can take advantage of this song to introduce more fruits and other types of food that appear in the song (apple pie, ice cream, apple sauce, orange juice) and ask children if they like them or not, emphasizing the gestures of "yes" and "no" with faces of liking or disliking. | 26 | Apples / oranges (toy or real ones) Other fruits | I like apples and oranges Sweet / fun / tasty |
| 6 | OLD McVEGGIE | We show to the children the different types of vegetables and sing the song | 28 | Toy vegetables A doll representing "Old Mc. Veggie" | Farm Vegetables Grew Everywhere Green beans / tomato seeds / Potatoes / cucumber |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 55

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------|--|-------|---------------------------------------|--|
| 5 | JACK-IN-THE-BOX | We bend down on a chair putting our arms over our heads as if we were “Jack-in-the-box” and in the last line of the rhyme we jump as if we had a spring. After that we can make questions with different actions in the future: “Will you jump? / Will you sit down?”. We’ll only carry out the action if the teacher answers: “Yes, I will” | 42 | Toy or flashcard of “Jack-in-the-box” | Sit Will you..... ? Yes, I will / No, I won’t |
| 6 | MY HAT | With a harlequin hat of three corners, we repeat the lyrics so many times as kids there are. We are pointing out the three corners of the hat. | 13 | A three corners hat | My hat has three corners would not be _____’s hat. |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It’s time to say Bye-bye |

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CLASS 56

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|---|---|
| 5 | LET'S GO FLY A KITE | We will need a kite to show this song. We will play with it and when we read "where the air is clear" we have to take a deep breath. We can explain that when spring comes we like flying kites. We will also explain the rest of the seasons. | 34 | A kite Flashcard of the sky Flashcards of the 4 seasons | Spring / summer / autumn / winter Fly a kite Let's go Where the air is clear |
| 6 | ONE KID BAND | We show the different actions of the song, making the children to repeat them. Then we can listen to the song and dance along following the actions of the song. | 37 | Gestures | Clap your hands Stamp your feet Repeat To me We sing this melody Come on |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 57

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------|--|-------|---|--|
| 5 | B-I-N-G-O | This song is dedicated to the dog of a farmer, so we will show both characters by means of a flashcard or a toy. The actions will be executed following the lyrics of the song. In a circle, we will make the action of a farmer when collecting straw, the dog is represented putting both hands to each side of our heads pretending to be the ears, we will point the letters of the name of the dog (which will be in the centre of the circle) and clap when everyone is quiet. It is important to note that children do not know the letters nor we pretend for them to know them. We are just offering a display of the name as an extra factor of early stimulation. | 31 | A doggie / a poster or toy of a farmer A card with the name of the dog (preferably in capital letters) | There was a farmer His dog Bingo was his name |
| 6 | MY HAT | With a harlequin hat of three corners, we repeat the lyrics so many times as kids there are. We are pointing out the three corners of the hat. | 13 | A three corners hat | My hat has three corners Would not be _____’s hat. |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It’s time to say Bye-bye |

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CLASS 58

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|---|--|
| 5 | TEDDY BEAR | We bring a teddy bear to class, introducing it as our new friend and make it to kiss the children and vice versa. The activity we propose is that each child gives the teddy bear to another partner following our orders. It can be done sitting around the table or in a circle. | 32 | A teddy bear | Teddy bear You are my friend I love you I'm so glad |
| 6 | I'M A LITTLE TEAPOT | We interpret the moment of teatime, picking all the necessary objects for it up and make the children to repeat the new words .We offer them some tea and practise the writing: "Would you like.....?" | 33 | Teapot, plates, cups, spoons, sugar and a jug of milk | Would you like some tea? Yes, please / No, thank you Teapot Short / stout Handle / spout |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 59

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------|--|-------|--|---|
| 5 | WHAT I CAN DO | We add this exercise to the previous one, saying that we are making different actions with our body. We make a revision of the parts of the body, and we make also the corresponding actions that are in the song. We try that the children repeat them with us. Also we can play "Simon says...blow your nose". | 40 | A handkerchief | Blow my / your nose Clap your hands Wave your arms Pull your toes Stamp your feet Shake your hips |
| 6 | THE ELEPHANT | We'll use an elephant to explain the parts of the body, the adjectives from the song and their antonyms. It would be interesting to have at your disposal some drawings that showed them. We'll walk in a circle or line as elephants. | 18 | A toy elephant Drawings of: tall / short / thin / fat | He is very tall / fat Goodness gracious! Fingers, toes, ears, eyes, legs ... The elephant walks like this and like that. |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 60

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|-----------------------------|---|--------------|--|--|
| 5 | WHAT ARE YOU WEARING TODAY? | First we make gesture of doubt and then we point at the clothes. The answer will be true. | 14 | The clothes that we are wearing A doll / or with different clothes | What are you wearing today? I'm wearing..... |
| 6 | I HAVE A TURTLE | We'll show a green turtle to the children and tell them that it is our friend. We'll show them some daytime and nighttime pictures to help us explain these concepts. We'll take a poster of the beach, trying to make clear the difference between the sand and the water, and place a boy with a turtle in the correct place. | 15 | A toy turtle or a flashcard A poster of a beach making clear the difference between the sand and the water and a boy and a green turtle stuck with velcro | I have a turtle sand / land / water Day / night |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 61

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------|--|-------|---|--|
| 5 | THE TRAIN | We call passengers all aboard (all aboard!) the train and in the train we move ourselves following the instructions of the song. | 25 | Train | The train goes very fast / slow It can go up / down The train stops All aboard! |
| 6 | MY BONNY | We make gesture or / and we introduce with flashcards the concepts of “ocean”/”loving” and “come back”. We all sit down in a circle giving the hands, and sing the song moving like waves of the sea, and make the gesture of coming back with the arms when it’s said in the song | 36 | Flashcard of the ocean / sea A drawing of two people hugging | Ocean / sea Bonny Bring back to me |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It’s time to say Bye-bye |

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CLASS 62

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-----------------|--|-------|--|---|
| 5 | HAT RHYME | As it is a rhyme already seen in Moon, it is useful to review the colours. We can also use this exercise to talk about other words like toys, clothes, numbers, etc. | 12 | Hats of all colours: blue, red, green, yellow, black and white | What colour is this? It's yellow. . 1-10 / 20 Hat / T-shirt / trousers Prepositions |
| 6 | JACK-IN-THE-BOX | We bend down on a chair putting our arms over our heads as if we were "Jack-in-the-box" and in the last line of the rhyme we jump as if we had a spring. After that we can make questions with different actions in the future: "Will you jump? / Will you sit down?". We'll only carry out the action if the teacher answers: "Yes, I will" | 42 | Toy or flashcard of "Jack-in-the-box" | Sit Will you..... ? Yes, I will / No, I won't |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 63

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|------------------|--|-------|-----------------------------------|---|
| 5 | ONE KID BAND | We show the different actions of the song, making the children to repeat them. Then we can listen to the song and dance along following the actions of the song. | 37 | Gestures | Clap your hands Stamp your feet Repeat To me we sing this melody Come on |
| 6 | THE TIGER'S PAWS | We need a tiger with visible teeth for this song and we'll follow the movements that the song describes. | 38 | A tiger | The tiger's paws Dance with me, please Get off / jump straight up / turn around / sit down / get in |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

COMMENTS

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CLASS 64

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|------------------------|---|--------------|--|---|
| 5 | TWO LITTLE APPLES | We can use the tree that in Moon is used to perform the song "Five Red Apples". We will only use two apples and will make them fall when shaking the tree. We'll eat the apple and make the gesture of liking it. We can also do this exercise with other fruits. | 29 | A cardboard tree with apples / oranges / pears stuck with velcro | Apple / orange / pear tree They were good I shook that tree |
| 6 | a) LET'S GO FLY A KITE | We will need a kite to show this song. We will play with it and when we read "where the air is clear" we have to take a deep breath. We can explain that when spring comes we like flying kites. We will also explain the rest of the seasons. | 34 | A kite Flashcard of the sky Flashcards of the 4 seasons | Spring / summer / autumn / winter Let's go Where the air is clear Fly a kite |
| | b) TOYS | We play with the toys of the song and have the children participate. We emphasize the actions. | 35 | Kite Train Car Ball Dice | Fly the kite Choo the train Drive your car Start again Bounce the ball Throw the dice Count to ten Happily smile |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

COMMENTS

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CLASS 65

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|---|--------------|--|---|
| 5 | BUCKLE MY SHOE | We count with our fingers from one till ten and then we make the different actions as said in the lyrics. | 11 | Toothpicks Little sticks | 1-10 / 20 Buckle my shoe Open the door Pick up sticks Lay them straight Do it again |
| 6 | MISS POLLY | We'll have a doll prepared which will act as feeling sick. We represent the story that the song tells by reenacting the moment when the doctor comes and prescribes the pills. Then, the doll will recover and we are all happy about it. | 30 | A doll Hat and briefcase | The dolly was sick The doctor came quick Hat / bag He knocked on the door Said / wrote That will make her better |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 66

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|--|---|
| 5 | OLD McVEGGIE | We will show to the children different types of vegetables and we will sing the song. | 28 | Toy vegetables A doll representing "Old Mc. Veggie" | Farm Vegetables Grew Everywhere Green beans / tomato seeds / potatoes / cucumber |
| 6 | ELEPHANTS | We'll show an elephant swinging. While singing we'll be adding the corresponding elephants. When it is said that it/ they can't fall, point at your eye and make the gesture of falling. | 21 | 6 elephants Spider web or similar | 1-6 elephants Spider web Swinging As he could saw that he couldn't fall... |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 67

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|-------------------------|---|-------|--|--|
| 5 | I'M A LITTLE TEAPOT | We interpret the moment of teatime, picking all the necessary objects for it up and make the children to repeat the new words .We offer them some tea and practise the writing: "Would you like.....?" | 33 | Tea pot, plates, spoons, sugar and jug of milk | Would you like some tea? Yes, please / No, thank you Teapot Short / stout Handle / spout |
| 6 | I'M GONNA GET YOUR NOSE | We pretend our fingers are walking in the air until we reach the part of the body that the song points out. We take that part of the body away and then return it to its place. This song gives us the opportunity to review all the parts of the body. We can also play with a doll, Mr. Potato or Simon says. | 41 | Gestures Doll Mr. Potato | Nose, chin, mouth, etc I'm gonna get your.... Here it is back! |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 68

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|----------|----------------------|--|--------------|--|--|
| 5 | WHAT I CAN DO | We add this exercise to the previous one, saying that we are making different actions with our body. We make a revision of the parts of the body, and we make also the corresponding actions that are in the song. We try that the children repeat them with us. Also we can play "Simon says...blow your nose". | 40 | A handkerchief | Blow my / your nose Clap your hands Wave your arms Pull your toes Stamp your feet Shake your hips |
| 6 | HEAR THE DOGGIE | This song will work the animals and their characteristic sounds. We'll present each one of them telling the corresponding verb to the sound and we'll represent the animal. Next we will listen and stage the song. After this, the children can represent an animal. | 19 | A dog, cat, duck, pig, cow, bird. | Barking, miaowing, cuacking, grunting, mooing and chirping |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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CLASS 69

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------|--|-------|--------------------------------------|---|
| 5 | TOYS | We play with the toys of the song and have the children participate. We emphasize the actions. | 35 | Kite Train Car Ball Dice | Fly the kite Choo the train Drive your car Start again Bounce the ball Throw the dice Count to ten Happily smile |
| 6 | GO BANANAS! | The expression “go bananas” means “be crazy” in English; so when we hear this expression, we make the gesture with the hand. We repeat the actions in the rest of the song | 27 | Toy bananas or real bananas | Go bananas Right / left Peel your banana Take a bite |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

COMMENTS

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CLASS 70

| P | ACTIVITY NAME | ACTIVITY DEVELOPMENT | TRACK | MATERIAL TO USE IN THE ACTIVITIES | LINGUISTIC OBJECTIVES |
|---|---------------------|--|-------|--|---|
| 5 | THE ELEPHANT | We'll use an elephant to explain the parts of the body, the adjectives from the song and their antonyms. It would be interesting to have at your disposal some drawings that showed them. We'll walk in a circle or line as elephants. | 18 | A toy elephant Drawings of: tall / short / thin / fat | He is very tall / fat Goodness gracious! Fingers, toes, ears, eyes, legs The elephant walks like this and like that. |
| 6 | I'M A LITTLE TEAPOT | We interpret the moment of teatime, picking all the necessary objects for it up and make the children to repeat the new words .We offer them some tea and practise the writing: "Would you like.....?" | 33 | Tea pot, plates, spoons, sugar and jug of milk | Would you like some tea? Yes, please / No, thank you Teapot Short / stout Handle / spout |
| 7 | BYE BYE SONG | We say good-bye to the children, we make gestures interpreting the song. | 2 | Gestures | Bye-bye We can play another day It's time to say Bye-bye |

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