Pandy the Panda
Teacher’s Guide 2
Pandy the panda
INTRODUCTION

What is it?
Pandy the Panda is a three level English course written especially for young pre-school learners (3 – 6 year olds).
Each level has a Pupil's Book, Activity Book and Teacher's book plus relevant CDs, and the entire course rotates around topics normally dealt with at pre-school level in L1.
The series uses classroom strategies and material proven effective with children in their early years of learning.
Young learners will be captivated by the adventures of Pandy, his friends and their playhouse. It also motivates children through entertaining chants, songs, pen to paper activities, games, puzzles, stickers and stories.

Methodology
The methodology of the course is based on active learning and whole learning, with a child-centred perspective on education, and fully meets the needs of very young learners.
Pandy the Panda is based on a spiral syllabus with continual opportunities to revisit language and structures.
One of the keys to teaching very young learners is to go over material in a variety of different ways and allow for continual review and recycling.

Objectives
General Objectives of the series:
• Stimulate the physical, intellectual, affective and social development of children.
• Foster learning in a friendly, non-threatening environment in which English becomes a stimulating and enjoyable experience for very young learners.
• Provide a global and significant learning experience in which the acquisition of the new language becomes an integral part of the whole process.
• Use a variety of methods and other innovative resources to encourage learning (provide activities for all learning styles/teaching styles)
• Stimulate the development of the children's social skills. This will contribute to their individual development and help them integrate into the group.
• Stimulate the use of non-linguistic resources to show understanding.
• Provide teachers and pupils with sufficient resources to introduce material, review items which are learned, and understand progress.
• Conduct ongoing assessment (teacher assessing pupils and pupils assessing their own progress and participation)
• Address the needs of non-native speaking English teachers, and the day to day problems which arise with this age group of children.
Non-Linguistic Objectives
A variety of non-linguistic objectives are included in the course. These non-linguistic objectives can be divided into values, and learning skills and strategies.

**Values:** sharing, self esteem, civic sense, ability to work in a group, ability to work alone, taking on responsibilities, good manners, respecting nature, helping at home, cleanliness, hygiene etc.

**Learning Skills and Strategies:** general study and learning skills, logic (ability to solve logic puzzles etc.), gross and fine motor skills, social skills, interpersonal skills.

Who is it for?
It is designed primarily for high-level schools with 3 - 5 hours of English a week at pre-school level. The course is extremely flexible and can also be adapted to fit in to programmes with more or fewer contact hours. This is done by providing core course material alongside a series of extras which can be elaborated on by teachers with more contact hours, or with higher language level pupils.
How is the course structured?

Pandy the Panda Pupil’s book consists of one Starter unit, eight core units, each based on a centre of interest that corresponds to the children’s age, and three consolidation storycard units.

Flatplan of units

The eight units follow the same pattern and each page is a lesson. The complexity of the illustrations and tasks is age/level appropriate and shows clear progression from level to level.

Page 1 (Lesson 1): Language Presentation
A colourful page for the presentation of the new language in context, through Pandy and his friends (Gina, Ben and Sue). This language will also be presented on the CD through a chant.

The aim of the first page is mainly presentation and developing oral comprehension skills.

In levels 2 and 3 (for four and five year olds) this page also serves to develop observation skills, by asking the children to look for hidden objects in the artwork. Whenever possible, this page will also include Moral and Civic Education.

Page 2 (Lesson 2): Language Practice and Pen to Paper activity
A full-page pen to paper activity to practise the lexis of the previous page and recycle the vocabulary of past units. This page focuses on the development of observation and fine motor skills. It also provides an opportunity for the pupils to work independently.

Page 3 (Lesson 3): Song
A full-page TPR song to consolidate, broaden and strengthen the unit vocabulary in an enjoyable way. Pandy and his friends will lead the songs. The songs include action vocabulary and common expressions (as receptive language). They give children the opportunity to develop gross motor skills and coordination, while practising the rhythm and intonation of English.

Page 4 (Lesson 4): Sticker page
A full activity page to practise vocabulary and structures using stickers. At this stage, the children will be required to classify items according to the instructions. This lesson will develop both observation and fine motor skills. When possible, this page also includes Moral and Civic Education.

In levels 2 and 3 the activities are more complex than those in level 1.

Page 5 (Lesson 5): My world page
Scene close to the child’s world, represented by photos. The aim of this lesson is to develop oral comprehension skills, through listening to the new language in context, through dialogues spoken by native children. Moral and Civic Education is included here when possible.

Page 6 (Lesson 6): Reading, writing and Pen to Paper activity
A full-page pen to paper activity to practise the lexis of the unit and recycle the vocabulary of past units. This page focuses on the development of reading and writing skills and fine motor skill, starting with pre-reading and pre-writing activities. It also provides an opportunity for the pupils to work independently.

Page 7 (Lesson 7): Listening task
The aim of this lesson is to assess the unit vocabulary through a listening task. Children can focus on demonstrating their understanding of vocabulary using their listening skills. This page will include activities such as: listen and circle, listen and point, listen and join the dots, listen and match, listen and say...

Page 8 (Lesson 8): My page
This lesson will allow children to relate the new vocabulary to their own familiar world and experience. This is also an opportunity for the children to express their preferences.
## Child Development and How the Series Responds

### Three to Five Year Olds:

<table>
<thead>
<tr>
<th>Physical (P)</th>
<th>Social (S)</th>
<th>Emotional (E)</th>
<th>How the course responds</th>
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| - Needs activities to develop motor skills  
- Needs physical movement and coordination activities. | - Needs to develop non-linguistic skills (behaviour, socialisation)  
- Needs praise and recognition  
- Needs rules and routines  
- Depends heavily on the teacher’s directions. | - Moody  
- Feelings of insecurity and omnipotence  
- Easily frustrated | - Reward systems (EXS)  
- I can... certificates (E)  
- Topics which reflect material in their mother tongue (IXE)  
- Chants and Fingerplays (IXP) |

- Stories (I)  
- Movement games (PXS)  
- Moral and civic education (sharing, cooperation etc) (S)  
- Suggestions in TB for rules and routines (S)  
- Clear and simple instructions. Teachers demonstrate the activities before pupils do them. (SX1)  
- Surprise activities for variety in class (IXEXP) |
**What are the components of the course?**

**Pupil's book**
The pupil's book consists of one Starter unit for introducing the course characters, and in level 2 and 3 for reviewing key vocabulary of the previous course; eight core units with a central theme which corresponds to the children's age; stickers, gommets and sticker awards at the end of the book, together with a Playhouse and a Pandy puppet cut out.

**Stickers.** There is a sticker section in the Pupil's book. In Lesson 4 of each unit, the children are asked to use the stickers as part of a picture recognition task, to promote pre-reading skills. This lesson will develop the children's comprehension, observation and fine motor skills. In addition, there are some reward stickers to be used throughout the course and whenever the teacher feels that the children should be praised. This will help the learners to experience a sense of achievement and satisfaction.

**Gommets.** They are small round stickers of different colours, used to identify and classify key vocabulary in different scenes. They are used to practise and learn colours too. There are instructions of when and how to use them in the development of the lessons in the Teacher's notes.

**Sticker awards.** These are stickers of achievement, children need to be rewarded. Praise and encouragement are an integral part of teaching very young learners. They can be given during any lesson, or during the last lesson of the school year.

**Playhouse cut out.** The children cut out this playhouse with the help of the teacher or their parents. Then they can use it in class in some games, for example playing hide and seek with small toys or flashcards.

**Pandy cut out.** The children cut out this Pandy with the help of the teacher or their parents. It can be used as the children's puppet, they can interact with it, sing songs, say chants or dialogues.

**Activity book**
The Activity Book reinforces and consolidates the target language of the unit. Most of them are ‘Pen to paper activities' where the children develop fine motor skills, observation skills pre-reading and pre-writing skills and review songs and chants.

There are four pages per Unit and one Take home page every two units. At the end of the Activity Book there is a Picture dictionary to colour.

**Take home English pages.** They are pull-out pages, so each one has two pages (front and back). There are four Take home pages in each level.

The children may bring these pages home for a home-school connection. The aim of these pages is to reinforce content of previous units, and do something different. Normally the children will play with these pages, enjoy the learning experience and develop their visual-spatial skills. It is important that the children use these pages in the class with their teachers first of all, and then take them home. It is necessary that the children’s parents or guardians receive information about these pages, so as to help the children with them. Children at this age cannot use scissors well yet, but teachers can help them, or they can cut the page out at home and do the page with their family.

**Teacher's book**
Full colour, teacher's book gives step-by step teaching instructions for each lesson of the core units and the starter unit in the Pupil's book, instructions for the Activity book, and Take home pages. It also features the following elements:

**Reinforcement and extension activities at the end of the lessons.** Children learn at their own pace and these activities allow teachers to meet the needs of different types of learners.

**Panda Pointers.** The Teacher’s Book includes ‘pointers' and tips for teachers who are insecure or have little experience in the pre-school classroom. The pointers will be clearly presented and will help teachers with classroom management.

**Lyrics for the chants and songs** as well as the audioscripts for the dialogues and listening activities.
Pre-story and post-story pages. These pages prepare the children for the story and review the story and the key vocabulary in the follow-up activities.

Establish routines. Young children benefit from establishing routines. It gives them a sense of security when they know what to expect. For example, lessons always begin with the Hello routine and end with the Goodbye routine. There are some routine chants and transitions especially in levels 2 and 3. They help to structure the lesson.

Audio material
The audio CD includes all the chants, songs, dialogues, listening tasks and the storycards. There are two types of CDs. One for the teacher with all the audio (Class CD) and a Child’s CD with the chants, songs and stories.

Flashcards
The 60 full colour flashcards represent the key vocabulary of the whole course. In the Teacher’s book, there are clear guidelines for using them in the presentation, practice and consolidation stages, as well as their use in many games too.

The Pandy puppet
Children love puppets, and Pandy puppet can be used in a variety of ways. Pandy puppet plays an important role in the lessons. It helps the teacher present and practise the language. It will be a powerful means of communication. Pandy can interact with the children and the teacher in their real and fantasy worlds.

Storycards
Stories are part of the real children’s world; they will respond positively to the story, and develop a positive attitude towards the target language. The main reasons for using stories with young learners is to develop comprehension and concentration skills. They encourage active participation while teaching values and social skills. Stories help transmit authentic rhythm and intonation: they train the ear and help the children to recognise and imitate the music of the language.
There are three stories at each level, the main characters are Pandy and his friends, they are presented in a vivid and clear context, the illustrations help to convey meaning. Both the context and the situation anchor the vocabulary.

The audioscripts are printed on the back of each storycard.

Interactive posters
The interactive posters provide important visual support for practising key vocabulary, there are instructions on when and how to use them in the Teacher’s notes.

Coloured Shapes Poster
Level 1: It can be used to identify colours and shapes, to match colour flashcards to coloured shapes, to put Pandy puppet on a particular colour or shape (Put Pandy on the red square...)
Level 2: It can be used to identify colours and shape, to match vocabulary flashcards to coloured shapes, to put vocabulary flashcards face down on a shape and play a memory game (Where is the pencil? On the red square...)
Level 3: It can be used to identify colours and shapes, to match vocabulary flashcards to coloured shapes, to put vocabulary flashcards face down on a shape and play a memory game, to play a TPR game (Run and touch the red square, jump to the blue shape...)

Playhouse poster
There is photocopiable door for the Playhouse for the teachers on page 95. Photocopy it, cut it out and colour it, then stick it onto the poster with glue or tape. The door will open and close.
Teachers can place a flashcard behind the door with blue tack and encourage the children to guess what’s hidden. This can be done:
• At the start of the Unit: Guess what’s behind the door, then explain that this is what they are going to be working on.
• For games: knock, knock, knock, 1, 2, 3. What’s behind the door? Let’s look and see.
• To review key vocabulary: Put a flashcard behind the door and ask the children to find and name it.
• At the beginning and end of the lesson: Open the door to show the lesson is starting and close the door when it’s time to go.

Alphabet Poster
The teacher can use the Alphabet Poster like a picture dictionary as the children are learning the words.

**Evaluation**

Evaluation is an integral part of the learning process. At this level assessment should be global, continuous and formative. The main technique in the evaluation process is the direct and systematic observation of pupils during the course.

The whole process should be evaluated in order to obtain significant, valid and reliable data. So, apart from the content of the course, we need to evaluate:

The children: their participation in activities, their interest in carrying out the activities, their attitude towards their classmates, their work, such as drawings, take home pages...

The teacher: Their pedagogical methods, classroom techniques, material used in the classroom, their attitude towards the children.
Starter Unit

Hello my friends!

Lesson 1

Warm up
- Greet the children by waving and saying: Hello. Encourage them to do the same.
- Get the children to sit in a circle. Say: Follow me. Let’s make a circle. When the children are seated, slowly and mysteriously open up the Playhouse poster and show it to the class. Say: Look! It’s a playhouse. Point to the playhouse and ask: What’s this? to different children. Encourage them to try to repeat the word: playhouse.
- Then show the panda puppet to the class and have a conversation with the panda. Say: Hello Pandy. The puppet answers: Hello, my friend. The puppet can then greet various children in the class.

Lesson
- Say: Table time, table time - 1, 2, 3. Tap three children on the head lightly and tell them to take their seats at their table. Continue until all of the children are seated.
- Use the flashcards for Pandy, Ben and Gina. Show the cards and elicit the characters’ names: Pandy, Ben, Gina. Hide different cards behind the door of the playhouse. Knock on the table and say: Who’s in the playhouse? Ben? Gina? Pandy? Open the door and check. Repeat with other characters.
- Open the Class Book at page 2. Point to the characters and the playhouse and look surprised. Say: Look! Pandy, Gina and Ben are here again! Then point to the house and say: Look at the Playhouse! Distribute the Class Books to the children. Say: Open your books. Help them find the correct page. Say: Point to the playhouse. Point to (Ben).

Language
- Pandy, Gina, Ben, hello, my friends, playhouse, black and white

Objectives
- Introduce the characters of the course
- Take part in a chant
- Learn how to greet others
- Develop fine motor skills
- Show a positive attitude towards English

Materials
- Puppet, playhouse poster, black and white crayons, CD audio, flashcards (Ben, Gina and Pandy), Activity Book (page 2)

Track 02

Listen and say the chant.
Hello, hello,
Hello, my friends!
We are Pandy, Gina and Ben!
Here we are again.
Hello, hello,
Hello, my friends!
(Repeat twice)
Warm up

• Use the flashcards for Pandy, Ben and Gina. Show the cards and elicit the characters’ names. Pandy, Ben, Gina. Stick them on the board and play the chant from the opening page of the Starter Unit. Encourage the children to wave and say: Hello, my friends!
• Stick flowers of different colours on the board and say: Look! A red flower, a yellow flower, a white flower and a pink flower. Repeat and invite the children to repeat after you. Then play a game using these colours. Say: Touch red! The children have to touch something red without moving from his or her seat. Do the same with yellow, white and pink.

Lesson

• Distribute the Class Books. Say: Open your books at page 3 and help the children to find the correct page. Point to the playhouse and elicit the word playhouse from different children or groups of children.
• Discuss the situation in L1. Ben and Gina are planting some flowers. Pandy has just fallen and he is covered in flowers.
• (CD Track 03) Listen to the song and show the children the actions.

Closing

• Collect the Activity Books. Place the flashcards of the characters on different walls. Encourage the children to come up in small groups, wave to them and say for example: Hello (Ben) Hello my friend!
• Congratulate the children on their good work. Say: Bye to the children as you leave (or as they leave).

Lesson 2

Language

• Pandy, Ben, Gina, playhouse, flower, colours, counting to five

Objectives

• Recognise the characters of the course
• Review colours
• Take part in a song
• Develop fine motor skills
• Review counting to five

Materials

• Puppet, CD audio, flashcards of the characters, flower cutouts of coloured card: red, yellow, white, pink. (one for each child), Crayons, Activity Book (page 3)

Track 03

Speaker: Listen and sing.
Gina, Ben
Welcome to our playhouse!
(open arms welcoming)
Flowers in the garden:
(Point to flowers on the board)
Red and yellow,
White and pink.
Welcome to our playhouse!
(open arms welcoming)

Chorus:
Flowers, flowers
(Point to flowers on the board)
all around!
Dig! Dig! Dig!
Dig! Dig! Dig!

Pandy:
Welcome to our playhouse!
(open arms welcoming)
Oh! NO!
Flowers on ME!
Red and yellow,
White and pink.
Welcome to our playhouse!

Chorus:
Flowers, flowers all around!
Dig! Dig! Dig!
Dig! Dig! Dig!
Hand out the flower cutouts, one per child and ask the children to identify their colour. Then say: *Show me the (red) flowers.* Be sure that all the children with the red flowers raise them. Do the same with the rest.

Play the song again (CD Track 03), and tell the children to wave their flowers when they hear their colour.

Say: *Close your books* and collect Class Books. Distribute the Activity Books. Point to the flowers on page 3 and invite the children to count them: Say: *One, two, three, four and five flowers.*

Distribute the crayons (red, yellow, white and pink). The children will colour the flowers according to your instructions.

**Panda Pointer**

When you do a colour dictation tell the children to mark the colour in the picture with a dot, then when you finish your dictation, they can finish colouring the whole picture. The children can work at their own pace, but remember: setting a time limit is important in this kind of activity.

Finally invite the children to count the flowers according to their colour. Say For example: *Red! One, two.*

Collect the Activity Books. Congratulate the children on their good work. Say: *Bye* to the children as you leave (or as they leave).

Use flashcards and the Playhouse poster to review the colours in the unit. Play the following game. Secretly place one of the colour flashcards behind the door of the playhouse. Encourage the children to knock on the door (knocking on their desks). Ask: *What colour is it? White? Yellow? Black?* Encourage the children to predict the colour.
Unit 1
This is my Family

Lesson 1

Language
- mummy, daddy, family, granny, grandad,
  this is my family, say cheese, please

Objectives
- Take part in a chant
- Talk about members of the family
- Show a positive attitude towards learning
- Develop auditory skills
- Develop gross motor skills through actions

Materials
- Puppet, Playhouse poster, CD audio,
  Flashcards (granny, grandad), Crayons,
  Activity Book (page 4)

Warm up
- Play the Hello Song (CD Track 04) and greet the children using Pandy.

Panda Pointer
The children will listen to the Hello song throughout the course. There's no need for them to learn it by heart right now.

Track 04
Speaker: Let’s sing the Hello Song!
Pandy: Hello, good morning!
How are you?
I’m fine.
I hope you are fine, too!

Lesson
- Say: Hello to the class using the Panda puppet. Encourage the children to say: Hello Pandy!
- Use the flashcards for granny and grandad. Show the cards and say the words to the class. Hide different cards behind the door of the playhouse. Peek behind the door and ask: Who’s this? Granny or grandad? Open the door and check. Repeat. Hold up the flashcards one at a time and ask: Who’s this?
- Repeat the activity for all the family members (mummy, daddy)
- Open the Class Book at page 4. Point to the picture and say: Look, Gina’s family.
- Distribute the Class Books and help the children find the correct page. Talk about the picture with the pupils. Point to the characters and ask: Who’s this? (mummy, daddy, Ben, Gina, Pandy, granny, grandad). Ask: Is this Pandy? (No, it’s Ben) Point to the different colours on Ben’s clothes and encourage the children to say the colours or point to the colours. Explain that Gina is with her family in the garden. Ben is painting a picture of Gina’s family and Pandy is taking a photo.

Panda Pointer
Keep in mind that not all children will have done English before this point. Make sure they are familiar with the basics from the previous level and be patient.

- Explain to the children that when someone is taking a photo they say: Say cheese! to make the people in the photo smile. Hold up a pretend camera and take imaginary photos of different children. Say, for example: Emilio, say cheese, please! and snap an imaginary photo. Talk about where they are (in the garden). Encourage the children to pretend to use imaginary cameras to take photos of one another and say: Say cheese, please!
- Ask the children to point to items and people in the picture like Ben, Gina, Pandy, flowers...

Moral and civic education
- Talk to the children about the importance of spending time with our family and friends.
Unit 1 This is my Family

Panda Pointer
Keep in mind that not all children have traditional or stable home situations. Take this into account and don’t place emphasis on right or wrong domestic settings.

- Play the chant This is my family (CD Track 05) and do the actions.

Track 05
Speaker: Listen and say the chant.
Gina: This is my family. (open arms as if showing family)
Can you see? (point to eye)
My mummy, my daddy.
Pandy, Ben: Mummy, daddy (point to pictures of mummy and daddy)
Pandy: Say Cheese, please!
Gina: This is my family. (open arms as if showing family)
Can you see? (point to eye)
My granny, my grandad
Pandy, Ben: Granny, grandad. (point to pictures of granny and grandad)
Pandy: Say Cheese, please!
Gina: This is my family. (open arms as if showing family)
Can you see? (point to eye)
My mummy, my daddy,
My granny, my grandad
And ME! (point to oneself)
Pandy: Say Cheese, please!

Panda Pointer
Keep in mind that for some of the children in the class, it will be difficult to do all the actions as they listen to the chant.

- Play the chant again (CD Track 05) and encourage the children to do the actions.
- Option: Divide the class into three groups, one group is Gina, another group is Ben and the last one is Pandy. When Gina says something in the chant, the ‘Gina group’ does an action. Assign different actions to each group. Play the chant and encourage the children in the different groups to follow along and do their actions at the correct time.
- Collect the Class Books and distribute the Activity Books.
- Look at page 4 in the Activity Book and ask questions. For example, point to different characters and ask: Is this Pandy? Is this mummy?

Is this Pandy’s grandad?: Explain to the children that they need to join the pictures of Ben, Pandy and Gina to their family members. Hand out the crayons and walk around the class, helping any children who are struggling, and making sure the activity is being done correctly. When they have finished, they can colour the pictures. Give instruction on how to colour the pictures. Say for example: Colour Ben blue. Colour Pandy red...

Closing
- Explain that when someone leaves or when we leave we say: Bye Bye in English. Play the bye-bye song and wave good-bye to the children using Pandy.

Track 06 - Audioscript
Speaker: Let’s sing the Bye bye song.
Pandy: goodbye, goodbye
It’s time to say goodbye
See you soon!
See you soon!
Goodbye, goodbye!

Extension
- Act out the chant. Invite groups of children to the front of the class. Set them up in the same way as in the picture in the Class Book (Gina with her family, Ben, Pandy). Play the chant and point to the different family members.
- Tell the children to take out their gommetts from the end of the book. Say: Mummy (the children place a gommett on mummy). Say: Pandy (the children place a gommett on Pandy).
Warm up
- Play the Hello song (CD Track 04) and greet the children using Pandy. Use Pandy to ask different children: What's your name? Encourage the children to respond: I'm (Marina) or My name's (Pietro).
- Play the This is my family chant (CD Track 05) and encourage the children to participate by doing the actions.

Lesson
- Distribute the Class Books, show the children page 5 and explain that the characters are in Ben's garden. Point to Ben and ask: Who's this? (Ben). Repeat with Gina and Pandy. Point to Pandy and say: Oh! Look! Pandy's helping! Encourage the children to stand up and to pretend to rake the leaves like Pandy.
- Point to Sue and ask: Who's this? (the children will not know the character's name but elicit ideas about who she might be (in L1 if need be). Explain that she is Sue, Ben's neighbour, and talk about what a neighbour is (someone who lives next door, near our house or in our block of flats). Point to the house on the right and say: This is Ben's house. Point to the house on the left and say: This is Sue's house. Point out that she is Ben, Gina and Pandy's friend.
- Listen to the CD (CD Track 07) and encourage the children to point to Sue when they hear her name.
- Tell the children that this girl's name is Sue and encourage them to say: Sue. Point to Sue's mummy and ask: Who's this? Sue's mummy or Sue's daddy? Point to Sue and ask: What's her name?
- Point to Ben's house and ask: Is this Ben's house? Elicit: Yes from the children and repeat with Sue's house. Then tell the children they are going to finish drawing the two houses. Hand out crayons and tell the children to trace over the dotted lines. Walk around the class helping children who are struggling while, at the same time, monitoring progress. When they have finished they can talk about the different colours in the picture.
- Point to Ben and say: Ben's a boy. Point to different boys in the class and say, for example: Marco's a boy. Robert's a boy. Point to Gina in the picture and say: Gina's a girl. Point to different girls in the class and say, for example: Cristina's a girl. Maria's a girl. Show a picture of Sue and ask: Girl or boy?

Moral and Civic Education
- Point out to the children (in L1 if need be) that it's important to help our friends (like Pandy is helping Ben).

Closing
- Listen to the Bye Bye song (CD Track 06) and wave using the puppet.

Extension
- Place a large piece of poster paper on the wall. Divide the page in half. On one half, draw a head and shoulders picture of a boy (or place the image or flashcard of a boy). Do the same with the picture of a girl on the other side. Hand out magazines to the children and encourage them to tear out pictures of boys and girls and to place them in the correct column.

Track 07
**Speaker:** Listen, point and trace.
**Ben:** This is Sue!
She's my friend... and my neighbour too.
**Gina:** Hello Sue!
**Pandy:** How are you?
**Sue:** Fine thanks Pandy!
How about you?
Unit 1  This is my Family

Lesson 3

Warm up
• Play the Hello song (CD Track 04) and greet the children using Pandy.
• Make sure the children are familiar with the new character, Sue, from the previous lesson. Use the Flashcard for Sue and ask: Who’s this? Ask the children if they remember who Sue is (Ben’s neighbour; Ben and Gina’s friend). Ask: Is Sue a boy or a girl? Ask the same question about Ben and Gina, using flashcards.

Lesson
• Distribute the Class Books and show the children page 6. Look at the picture and name some of the characters (Pandy, Sue, mummy, daddy, granny, grandad).
• Listen to the song (CD Track 08). Show the children the actions. Listen again encouraging the children to do the actions.

Track 08
Speaker:
Listen and sing.
Family, family
Oh, I love my family! (fold arms and hug oneself)
Family, family,
I've got a big family! (Spread arms to show big)
Sue:
I've got a brother, a big brother,
(Point to picture of brother)
And a little sister too (Point to picture of sister)
I've got a big family, (Spread arms to show big)
How about you? (Raise arms as if asking a question)

Chorus:
Family, family
Oh, I love my family!
Family, family,
I've got a big family!

Sue’s brother:
I've got a mummy and a daddy.
(Point to picture of mummy and daddy)
A granny and a grandad too.
(Point to picture of granny and grandad)
I've got a big family (Spread arms to show big)
How about you? (Raise arms as if asking a question)

Chorus:
Family, family
Oh, I love my family!
Family, family,
I've got a big family!

Objectives
• Take part in a song
• Recognise and talk about members of a family
• Develop gross motor skills through actions
• Develop visual discrimination

Language
• Sue, Pandy, brother, sister, granny, grandad, mummy, daddy, I’ve got a (big family), big, little, baby, sausages, glasses

Materials
• Puppet, playhouse poster, crayons, CD Audio, flashcards (brother, sister, granny, grandad, Sue, Ben, Gina), Activity Book page 5

Divide the class into six groups: one is mummy, one is daddy, one is sister, one is brother, one is granny, and the last one is grandad.
When the children hear the word for the family member of their group they wave or do another simple action.
Explain the concept of big and little when referring to family members. Explain the relationship between the members of Sue’s family looking at the picture. Say, for example: Look! Sue’s little sister! She’s a baby!
Look at the picture and talk to the children about their own families. Have they got brothers and sisters? How many? Have they got a big brother or sister? Be sure to introduce the concept (in L1 if necessary) of being an only child.
Look at the picture again and point to sausages.
Say: Mmm... Sausages! Ask the children: How many? Do the same for the glasses on the tray.

**Panda Pointer**

Keep in mind that not all children have traditional or stable home situations. Take this into account and don’t place emphasis on right or wrong domestic settings.

- Collect the Class Books, distribute the Activity Books and help the children to find page 5. Ask the children who the characters are (Pandy and Sue). Explain that Pandy and Sue are friends and that Pandy is helping his friend Sue at her house. Point to the sausages on the barbeque. Ask: How many? Explain to the children that they need to finish the sausages (tracing) and colour them.

**Moral and Civic Education**

- Talk to the children (in L1 if necessary) about being a good friend. Talk about things good friends do for each other and encourage the children to be caring and friendly to each other.

**Closing**

- Sing the Bye Bye song (CD Track 06) using Pandy at the end of the lesson.

**Extension**

- Hand out blank pieces of paper and encourage the children to draw pictures of themselves enjoying activities with their friends or family. When the children have finished, they can compare their drawings. These can later be kept in the child’s portfolio.

**Panda Pointer**

If pictures are included in the child’s portfolio, be sure to mark the date on the drawing.
Unit 1  This is my Family

Lesson 4

Warm up

• Play the Hello Song (CD Track 04) and greet the children using Pandy.
• Play the song A big family from the previous lesson. (CD Track 08) Encourage the children to sing along and do the actions.
• Use the Playhouse Poster and flashcards to review key vocabulary. Hide a flashcard behind the door of the playhouse, knock on the door (on the table) and ask: Who’s in the Playhouse? Mummy? Daddy? Sister? Encourage the children to guess who it is.
• Use Pandy to ask different children about their families. Ask for example: Have you got a brother or a sister? Is he your big brother or your little brother? What’s your sister’s name?

Lesson

• Distribute the Class Books and show the children where page 7 is. Look at the pictures of the family. Ask the children to point to mummy and daddy. Explain the children that they need to put stickers in the correct place to complete the pictures of the family. Show the children the stickers at the end of the Class Book. First ask the children to peel off the stickers of the baby and stick it on the first picture. Say: Oh, a baby! Repeat for the second picture, this time telling the children that the baby is now a boy. Do likewise for the third picture and say: Oh! Look! He’s got a little sister! She’s a baby!

Panda Pointer
Children at this age are still developing fine motor skills. Some will have problems peeling off the stickers. Help, if they head.

• Talk to the children about their family history and point out the progression of time from one image to the next. Explain that the little baby grows up to be a boy and then, years later, is a big brother. Encourage the children to talk about their own family situations.

• Option: show some personal family photos or photos of families from magazines or books. Talk about the different family members with the children.

Closing

• Collect the Class Books.
• Sing the Bye Bye song (CD Track 06) using Pandy at the end of the lesson.
• Option: send a note home encouraging parents to allow their children to bring family photos of them as babies to the class. Make a Family History Mural and display the photos.

Extension

• The children sit in a circle. Place the flashcards for boy, girl, granny, grandad, sister, brother, baby in the centre of the circle with space around them for the children to move. Invite groups of 4 children to stand up and hold hands. Say, for example: Look! It’s granny! The children in the group of four form a circle around the flashcard depicting granny.
• Continue until all the children have taken part in the activity.

Language

• mummy, daddy, baby, family, boy, girl, sister, brother

Objectives

• Identify members of a family
• Develop visual discrimination
• Learn how to use / place stickers
• Talk about families

Materials

• puppet, unit stickers, unit flashcards
• Optional: family photos

Objectives

• Identify members of a family
• Develop visual discrimination
• Learn how to use / place stickers
• Talk about families

Materials

• puppet, unit stickers, unit flashcards
• Optional: family photos
Lesson 5

Warm up
- Play the Hello song (CD Track 04) and greet the children using Pandy.
- Use flashcards and the Playhouse poster to review key vocabulary from unit (granny, grandad, mummy, daddy, brother, sister, baby)

Lesson
- Before distributing the books, talk to the children about where they live (house, flat...).
- Distribute the Class Books and show the children where page 8 is. Draw the children’s attention to the coloured frames around the pictures and encourage them to say the colours. Afterwards, say a colour and encourage the children to make the sound and do the action for the animal in that coloured frame.
- Look at the pictures of the baby animals one by one. Say: Look! A baby bird. What sound does a baby bird make? Encourage the children to flap imaginary wings and chirp like birds. Say: Look! A baby kangaroo! What can a baby kangaroo do? Encourage the children to hop or jump on the spot like kangaroos. Say: Look! A baby bear. What sound does a baby bear make? Encourage the children to growl like baby bears. Explain to the children that some animals live in special places (not in houses or flats).
- Explain to the children that they are going to listen and point to the correct picture. Present the listening by pointing to the different animals in your book. Play the audio again (CD Track 09) encouraging the children to listen and point.

Track 09

Speaker: Listen and point.
Bird: My home is a nest.
Kangaroo: My home is a pouch.
Bear cub: My home is a cave.

- Talk to the children again about where the different animals live. Point to the bird and say: Look, a nest! And do the same for pouch and cave.
- Talk to the children about where they live again. Ask: Do you live in a nest? No!
- Collect the Class Books and distribute the Activity Books and crayons. Turn to page 6 and explain to the children that they need to match the baby animals with their homes and their mummy.
- Repeat the listening (CD Track 09) looking at the Activity Book instead of the Class Book. Encourage the children to circle the different animals when they are named.

Extension
- Encourage the children to colour their favourite animal.
- Encourage the children to draw a picture of their home (or their dream home). Display the pictures and congratulate the children on their creativity.

Closing
- Collect the Activity Books
- Say and do the actions for the chant from the unit (CD Track 05). When the chant is over, use an imaginary camera to take photos of different children in class.
- Sing the Bye Bye Song (CD Track 06) using Pandy at the end of the lesson.

Language
- baby, home (bird-nest, kangaroo-pouch, bear-cave)

Objectives
- Look at animals and their homes
- Develop critical thinking skills
- Develop listening comprehension
- Talk about families

Materials
- Puppet
- Flashcards
- Playhouse poster
- Crayons
- pictures of different families taken from magazines (optional)
- Activity Book (page 6)
Unit 1 This is my Family

Lesson 6

Warm up

- Play the Hello Song (CD Track 04) and greet the children using Pandy.
- Play the song from the unit (CD Track 08) and invite the children to sing along and to do the actions.
- Show the flashcards for boy, girl, granny, grandad, mummy, daddy. Encourage the children to say the words. Place four of the cards face down on the playhouse poster and encourage the children to guess which cards they are. Turn the cards over and say the word. Repeat with different cards.
- Pass out the flashcards to six different pupils. Say the words (boy, girl, granny, grandad, mummy, daddy) one by one and encourage the children to hold up their card when they hear the word. When they have each held their card up, tell them to pass the six cards to six different children. Repeat until all the children have had a turn.

Lesson

- Distribute the Class Books and crayons. Play a game: Open and Close. Children open and close their books according to your instructions. Give instructions very slowly first, and little by little get faster.
- Help the children to find page 9. Look at the page and ask the children to identify and name the family members in rows 1 and 2 (mummy, daddy, grandad, granny). In row 3, point and ask: How many boys? Three.
- Explain to the children that they need to look and circle the picture that is different. Do an example on the board if need be. For example, draw a table and three chairs on the board. Say: What’s different? Encourage one of the children to come to the front and to circle the table. Allow time for the children to circle the image that is different in each line. Check answers. Point to the first row and ask: What’s different? (Grandad). Repeat with the other two rows. Congratulate the children on their good work.

Closing

- Use flashcards to do more What’s different? activities. Children do not have to know or say the words, they just have to identify which one is different. Place, for example, 3 flashcards of people on the board and one flashcard with an animal. The children identify that the animal flashcard is different.
- Sing the Bye Bye Song (CD Track 06) using Pandy at the end of the lesson.

Extension

- Get the children to point and name the family members in each row all together and to repeat which one is different, for example, row 1: granny, grandad, mummy, daddy, what’s different?
- Tell the children to take out their gommetts from the end of the book. Say: Mummy (the children place a gommet on mummy) Say: Pandy (the children place a gommet on Pandy)
**Lesson 7**

**Warm up**
- Play the *Hello Song* (CD Track 04) and greet the children using Pandy.
- Play a game with flashcards of the unit and the Playhouse poster. Hide a flashcard of a family member behind the Playhouse door. Knock and ask: *Who is it? Mummy? Daddy?* And get the children to guess.

**Lesson**
- Distribute the Class Books. Ask the children to identify and name the characters on page 10 (*Sue, Pandy*). Explain that Sue and Pandy are looking at photos of Pandy’s family. Elicit vocabulary from the children by asking: *Who is it? (granny, grandad, sister).*
- Play the listening (CD Track 10) and explain the task: the children have to circle the family member they hear. Pause after each part so the children can circle the corresponding picture.

**Track 10**

*Speaker:* Listen and circle.
*Sue:* Who’s this?
*Pandy:* This is my grandad!
*Speaker:* Circle grandad.
*Sue:* Who’s this?
*Pandy:* This is my little sister.
*Speaker:* Circle sister.
*Sue:* Who’s this?
*Pandy:* This is my granny.
*Speaker:* Circle granny.
*Speaker:* Circle grandad.

**Language**
- *granny, grandad, Sue, Ben, Gina, mummy, daddy, Pandy*

**Objectives**
- Identify members of a family
- Develop visual discrimination
- Develop listening comprehension
- Talk about families

**Materials**
- puppet, unit flashcards, playhouse poster, Activity Book (page 7)

**When they have finished,** encourage the children to name the characters they have circled (*granny, grandad, sister*).

**Moral and civic education**
- Talk to the children about the importance of respecting grandparents and helping younger brothers and sisters.

**Collect the Class Books** and distribute the Activity Books and crayons. Point to different pictures on page 7 and ask: *Who’s this? Is it granny or grandad? Who’s this? Is it Sue or Pandy?*
- Explain the task: the children have to circle the corresponding picture according to your instructions. Demonstrate the activity (circling using your finger) before beginning the activity. Point to the first row and say: *Granny. Circle granny.* Point to the second row and say: *Boy. Circle the boy.* Point to the third row and say: *Daddy. Circle daddy.* Pause after the first picture to check the children are circling the correct one in each row.
- When the children have finished the activity, ask them to colour the pictures.

**Closing**
- Collect the Activity Books and crayons.
- **Option:** Randomly pick groups of 5 or 6 children and have them stand in a row at the front of the class. Hold your hand above the head of different children and encourage the rest of the class to say: *Boy or Girl.* Repeat with different groups of children.
- Sing the *Bye Bye song* (CD Track 06) using Pandy at the end of the lesson.