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/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 level 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:

| Physical (P) | - Needs activities to develop motor skills  
- Needs physical movement and coordination activities. | How the course responds  
- Reward systems (E)(S)  
- I can... certificates (E)  
- Topics which reflect material in their mother tongue (I)(E)  
- Chants and Fingerplays (I)(P) |
|-------------|-------------------------------------------------|---------------------------------------------------------------|
| Social (S)  | - Needs to develop non-linguistic skills (behaviour, socialisation)  
- Needs praise and recognition  
- Needs rules and routines  
- Depends heavily on the teacher's directions. | - Stories (I)  
- Movement games (P)(S)  
- 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. (S)(I) |
| Emotional (E) | - Moody  
- Feelings of insecurity and omnipotence  
- Easily frustrated | - Surprises activities for variety in class (I)(EXP) |

### 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 instructions 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 shapes, 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 111. 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.
Welcome my friends!

Lesson 1

Warm up
- Wave and say Hello to the class. Encourage them to wave and say hello to you.
- 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 various children. Encourage them to try and repeat the word: playhouse.
- Then show the panda puppet to the class and have a conversation with the panda. Say: Hello Pandy. Welcome my friend! 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, 4, 5, 6. Tap six 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, Sue and Gina. Show the cards and elicit the character’s name: Pandy, Ben, Sue, Gina. Hide different cards behind the door of the playhouse. Knock on the table and say: Who’s in the playhouse? Ben? Gina? Pandy? Sue? Open the door and check. Repeat with the other characters.
- Open the Class Book at page 2. Point to the characters and the playhouse and look surprised. Say: Look! Pandy, Gina, Sue, 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 (Sue).
- (CD Track 02) Play the initial sound effects of the storm. Pretend to be scared (without scaring the children, of course). Pretend to look up at the sky. Continue playing the rest of the CD track. Look surprised when the magic bells chime. Listen to the chant and do the actions. Listen again, encouraging the children to do the actions.

Track 02
Speaker: Listen and say the chant.
Chorus: Hello, hello (Wave)
Welcome my friends!
(Stretch out your arms)
Welcome to our playhouse!
(Show playhouse poster)
We are Sue, Gina (Show flashcards)
Pandy and Ben! (Show flashcards)
We’re here again!
Hello, hello (Wave)
Welcome my friends!
(Stretch out your arms)

Objectives
- Introduce the characters of the course
- Take part in a chant
- Learn how to greet others
- Develop fine motor skills
- Review counting to 6
- Show a positive attitude towards English

Materials
- panda puppet, Playhouse poster, crayons , CD Audio, flashcards (Ben, Gina, Sue and Pandy), Activity Book (page 2)
children to say boy or girl each time.

- Then, help the children to find page 2. Point and ask the children to identify the characters and say their names. Ask them to identify the girls: Sue and Gina, and the boy: Ben. Then the children may colour their favourite character.

- Finally, do a class survey to find out which character the majority like most. Name a character, and ask the children who have chosen that character to raise their hands so you can count them.

**Closing**

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

**Lesson 2**

**Warm up**

- (CD track 02) Use the flashcards for Pandy, Ben, Sue and Gina. Show the cards and elicit their names. Pandy, Ben, Sue, Gina. Stick them on the board and play the chant from the opening page of the Starter Unit. Encourage the children to do the actions.

- Hand out some balloons to various children, elicit their colour each time. Elicit: Red, pink, purple etc. Repeat, and invite the children to repeat after you. Then play a TPR game using these balloons. Say a colour, and ask the child who has that colour balloon, to throw it to another child, then that child says the colour and throws it to another child. Repeat the procedure till you catch the balloon. Then do the same with the rest of the balloons.

**Lesson**

- Distribute the Class Books. Say: Open your books at page 3. Go round the class helping the children to find the right page.

- Discuss the situation in L1. Pandy, Gina, Ben and Sue are playing together in the playhouse. Pandy and Gina are asking their friends to look for animals and toys on a big poster.

**Language**

- Pandy, playhouse, Ben, Gina, colours, counting to 5, animals (horse, rabbit, sheep, mouse, donkey, duck), toys (train, balloon, plane, drum, ball, doll, car) food (sandwich, apple, orange juice)

**Objectives**

- Recognise the characters of the course
- Review animals, toys, colours and food
- Take part in a song
- Develop fine motor skills
- Review counting to 6

**Materials**

- panda puppet, CD Audio, flashcards of the characters, realia: balloons in many colours, red, pink, purple, brown, orange, black and white, Activity Book (page 3)

**Track 03**

Speaker: Listen and sing.

Chorus: Look and find!

Animals and toys

Ben: I can see Animals!

I can see a horse,
A rabbit and a sheep.
A horse, a rabbit and a sheep.

Chorus: Look and find!

Animals and toys

Gina, Sue: I can see toys!

I can see a train,
a drum, and a plane.
A train, a drum and a plane
Starter Unit  Hello Pandy

- The animals and toys are not in any order on the poster, so the children have to look for them as they are named. Say: Point to the (rabbit). Point to the (train). Point to the pink (balloon). Do the same with the rest of the words.
- Play the song (CD Track 03) again and tell the children to point to the pictures in their books when they are named.
- Say: Close your books and put away the Class Books. Distribute the Activity Books and help the children to find page 3. Ask the children to identify the pictures in each row and circle the odd one out. If necessary, do the first row together, explaining that the odd one out is the train because it isn't an animal. Point to the duck and say: Is the duck an animal? Elicit: Yes from the children and ask the same question about the donkey and the rabbit. Finally ask: Is the train an animal? Elicit: No from the children and circle the train saying: It's a toy, and encourage the children to repeat.
- Finally ask the children to 'read' each row as you point to the pictures. Example: First row: duck, donkey, train, rabbit...

Closing
- Collect the activity books.
- Congratulate the children on their good work. Say: Bye to the children as you leave (or as they leave).
Unit 1

At the Park!

Lesson 1

Language
- park, slide, train, swing, bike, on the (train), sandpit, bench

Objectives
- Take part in a chant
- Talk about items found in a park
- Show a positive attitude towards learning
- Develop auditory skills
- Develop gross motor skills through actions
- Develop visual discrimination and fine motor skills

Materials
- panda puppet, playhouse poster, CD audio, flashcards (slide, train, swing, bike, sandpit, bench), crayons, Activity Book (page 4)

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

Track 04

Speaker: Let’s sing the hello song.
Chorus: Hello! Good morning!
How are you?
I’m fine.
I’m fine.
I hope you’re fine too!

- When the children have finished listening to the Hello Song, go through different answers to the question: How are you? Explain that, instead of saying: Fine, thanks they can say, for example: I’m tired, I’m sad... Mime different emotions (happy, sad, tired) and encourage the children to do the actions and say the word. Then ask once more: How are you? and elicit different emotions from the children.

Panda Pointer
The children will listen to the Hello Song during all the course. There’s no need for them to learn it by heart right now.

Lesson
- Show the children the flashcards for slide, swing, train, and bike. Encourage the children to listen and repeat the words. Show the children two of the cards and say the words. Then hide one of the two cards behind the door of the playhouse.

Encourage the children to knock on the table three times saying: 1 - 2 - 3. Ask, for example: What is it? A slide or a swing? Repeat with the other words.
- Option: teach the children a short rhyme, for example: 1 - 2 - 3. What’s behind the door? Let’s open and see! Or: 1 – 2 – 3 What can you see? Open the door and look with me!

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.

- Distribute the Class Books and help the children find page 4. Talk about the picture with the pupils. Point to the characters and ask: Who’s this? (Ben, Gina, Pandy, Sue). Ask: Is this Pandy? (No, it’s Ben). Explain that the children are enjoying a day in the park. Ask the children in class if they like going to the park, if there is a park near their house or near the school. Show the flashcards and ask the children to point to the different items in the picture.
- Ask the children questions about the scene, for example: Is Ben on the slide or the swing? Is Sue happy or sad? Encourage the children to count the trees and the flowers in the scene.

Moral and civic education
- Point out that Sue is wearing a helmet and riding on the cycle path. Talk to the children (in L1 if necessary) about the importance of wearing protective gear and riding in safe areas.
Point out that Pandy is not playing very safely on the swing. Tell the children that they need to be careful in the park or playground and not do more than they are capable of.

Play the chant In the Park (CD Track 05) and do the actions.

**Track 05**

**Speaker:** Listen and say the chant.

**Pandy:** In the park on a sunny day! (hold hands above your head to mime the sun)

Time for fun! (wave your arms in the air)

Time to play! (clap three times)

On the slide

Whoosh, whoosh! (move your hands as if going down the slide)

On the slide

Whoosh, whoosh!

In the park on a sunny day! (hold hands above your head to mime the sun)

Time for fun! (wave your arms in the air)

Time to play! (clap three times)

(mime pulling the whistle of a train)

On the train

Toot, toot!

In the park on a sunny day! (hold hands above your head to mime the sun)

Time for fun! (wave your arms in the air)

Time to play! (clap three times)

On my bike

Ring, ring! (mime riding a bike and ringing the bell)

In the park on a sunny day! (hold hands above your head to mime the sun)

Time for fun! (wave your arms in the air)

Time to play! (clap three times)

On the swing

Up and down! (move arms up in front of you and then down by your side)

On the swing

Up and down!

Woaaahhh!!!! (wave your arms as if falling)

**Pandy:** On the swing

Up and down! (move arms up in front of you and then down by your side)

On the swing

Up and down!

Woaaahhh!!!! (wave your arms as if falling)

**Panda Pointer**

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

Play the chant again (CD Track 05) and encourage the children to do the actions. Option: Divide the class into four groups: Gina, Ben, Sue and 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. The whole class can join in for the chorus.

Before distributing the Activity Books, show the flashcards for bench and sandpit. Encourage the children to listen and say the words.

Distribute the Activity Books or have two children act as monitors and help hand out the material. Show the children where page 4 is.

Look at the Activity Book, show different flashcards and ask the children to point to the items in the illustration on the top half of the page. Point to the swing and ask, for example: Is this a swing or a sandpit?

Then tell the children to look at the picture on the bottom half of the page. Explain to the children that some of the things from the picture above are missing. Encourage the children to identify and then draw the missing objects. If there is time, they can colour the missing objects they have drawn. Go round the class monitoring progress and helping any children who may be having problems.

**Closing**

Explain that when someone leaves or when we leave, we say bye bye in English. Play the Bye Bye Song (CD Track 06) and wave good-bye to the children using Pandy.

**Track 06**

**Speaker:** Let’s sing the Bye Bye Song.

**Chorus:** Goodbye, goodbye

It’s time to say goodbye!

See you soon!

See you soon!

Goodbye, goodbye!

**Extension**

Tell the children to take out their gommets from the end of the Class Book. Say: Pandy-green (the children place a green sticker on Pandy) Say: Swings-red (the children place a red sticker on the swings)

Collect the Class Books and the Activity Books.
Warm up
- Play the Hello Song (CD Track 04) and greet the children using Pandy. Use Pandy to ask various children: What’s your name? Encourage the children to respond: I’m (Emma) or My name’s (Emilio).
- Play the In the Park chant (CD Track 05) and encourage the children to join in, by doing the actions.
- Show the children the flashcards from the previous lesson. Place four of the flashcards face up on the coloured shapes poster. Say, for example: Slide! Encourage the children to say the colour where the flashcard of the slide is. Repeat with other words from the unit.
- If the children are already quite confident with the new words, say a colour and get the children to say the name of the object on the colour, for example: Red - Slide

Lesson
- Distribute the Class Books and show the children where page 5 is. Explain that Sue is with her father and Pandy in the park. Ask the children about the weather and remind them of the key vocabulary words from the previous lesson. Point to Sue and ask: Who’s this? (Sue). Point to Pandy and say: Oh! Look! Pandy’s under the slide! Point to Sue’s daddy and say: Look! Here’s Sue’s daddy. He’s on the bench. Point to Sue and say: Look! Sue’s in the sandpit.

Panda pointer
To make prepositions of place easier to remember, encourage the children to do simple TPR hand signals to accompany the prepositions. For example, to show on, place one hand on top of the other; to show in, place one hand inside the other; to show under, place one hand beneath the other. Keep in mind that associating words with actions aids memory.

Language
- sandpit, bench, slide, swing in, on, under, daddy, characters, where’s (Sue)?

Objectives
- Talk about objects found in the park
- Develop fine motor skills
- Develop visual discrimination

Materials
- panda puppet, crayons, coloured shapes poster, unit flashcards, CD Audio

Moral and Civic Education
- Point out to the children (in L1 if need be) that it’s sometimes fun to play on our own and to create things on our own, just as Sue is doing with her sandcastle.

Closing
- Collect the class books.
- Play the Bye Bye Song (CD Track 06) and wave good-bye to the children using Pandy. Listen again, encouraging the children to wave.