

THE UGLY DUCKLING



jumpingducks



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SONGS



ACTIVITY 1

LET'S MEET THE CHARACTERS AND THE SETTINGS OF THE PLAY!

JACK, THE FUNKY DUCK



TOM
THE FARMER



SOPHIE
THE FARMER



THE FARM

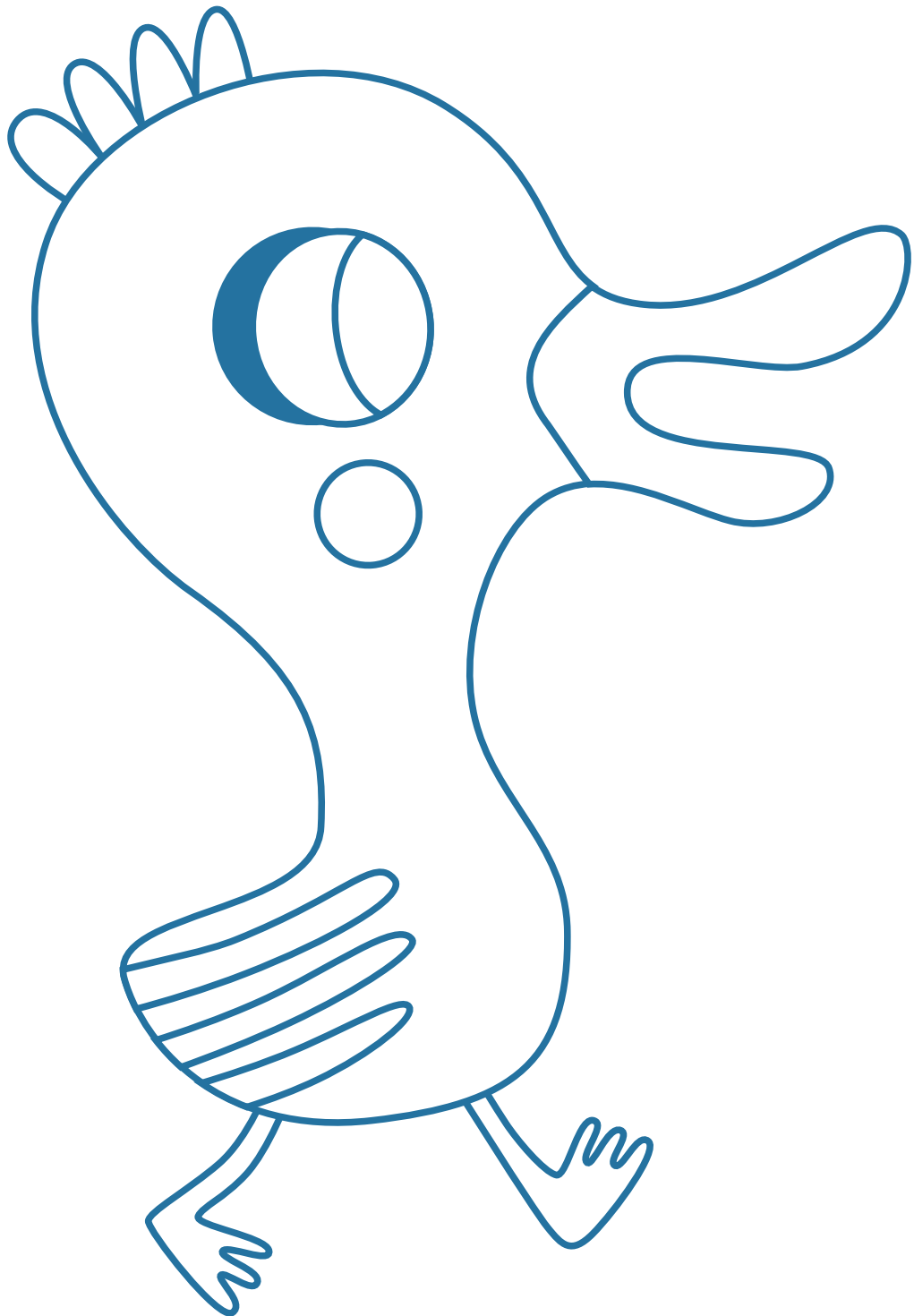


THE WOODS



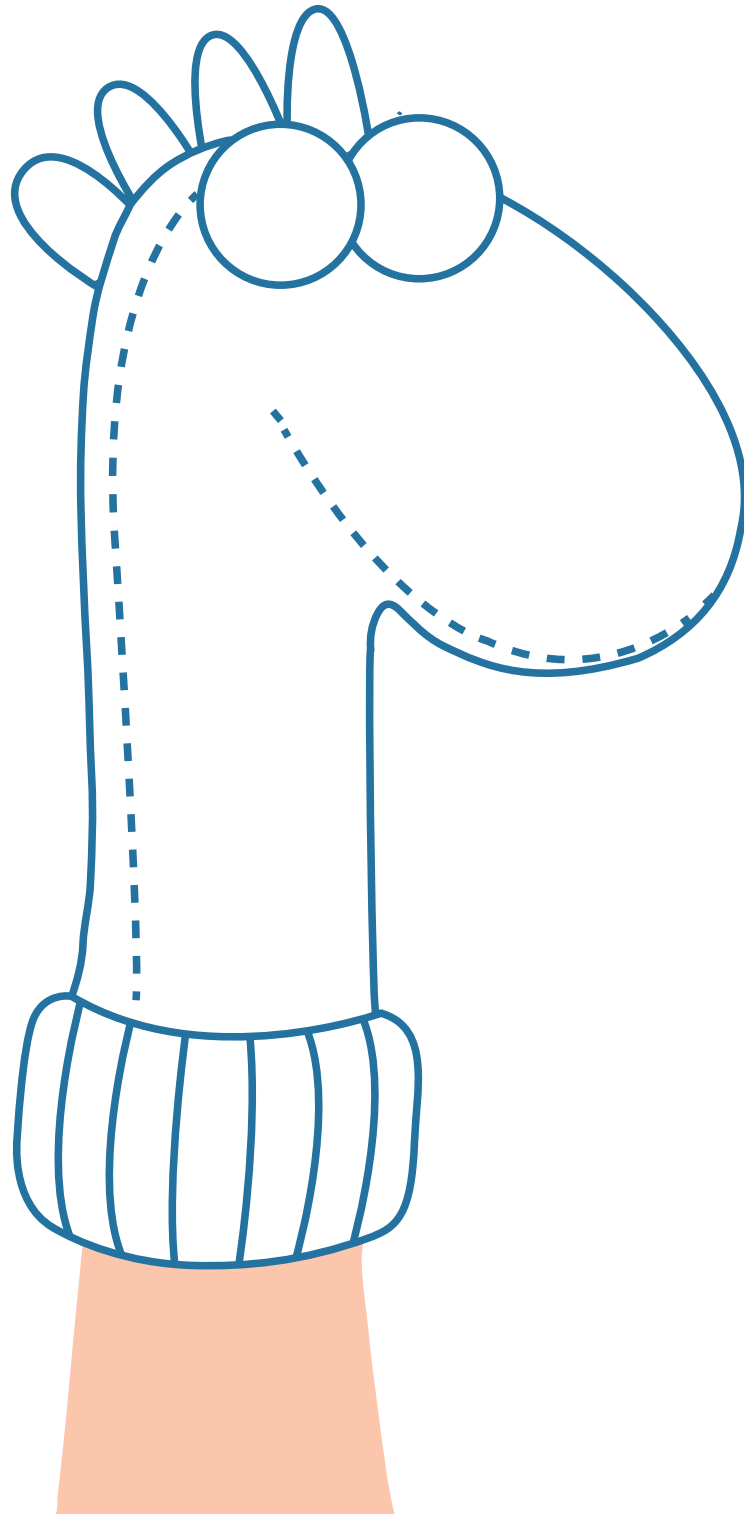
ACTIVITY 2

THIS IS THE UGLY DUCKLING



ACTIVITY 3

LET'S MAKE SOMETHING TOGETHER!



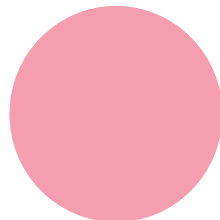
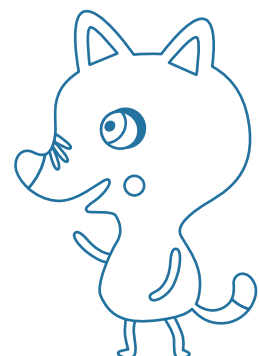
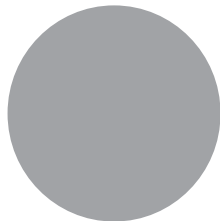
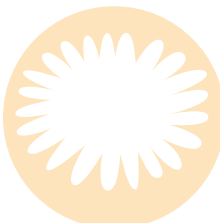
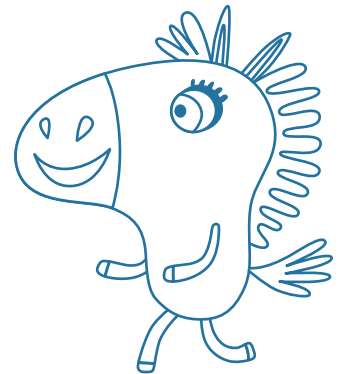
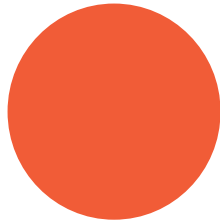
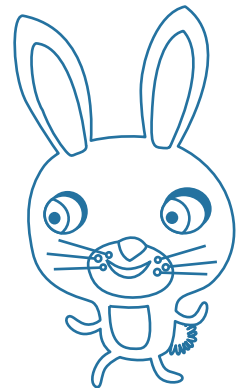
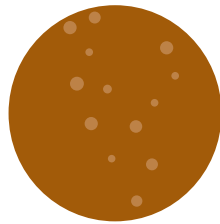
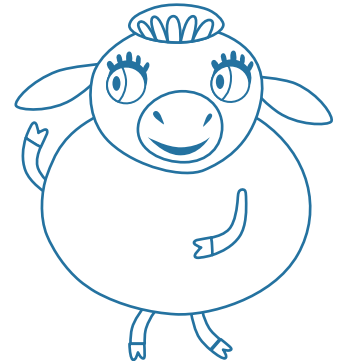
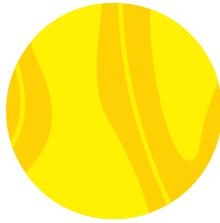
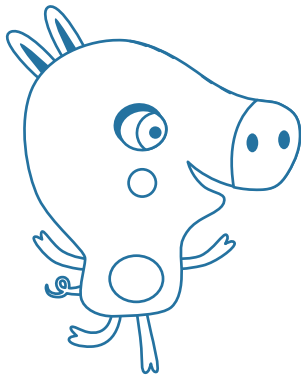
ACTIVITY 4

LOOK, POINT AND MATCH
LET'S MEET THE FARM ANIMALS!



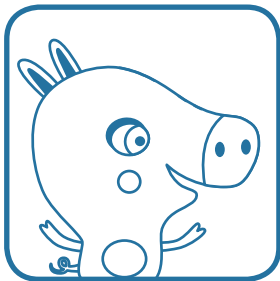
ACTIVITY 5

LOOK AND MATCH WHO'S WHO?

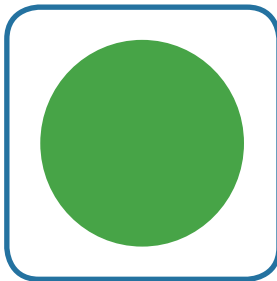


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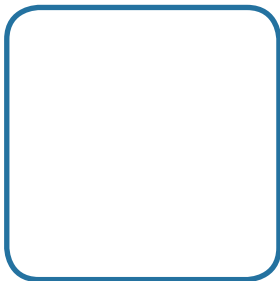
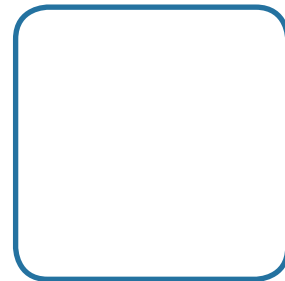
LOOK AND COMPLETE
ANIMALS CAN BE DIFFERENT!



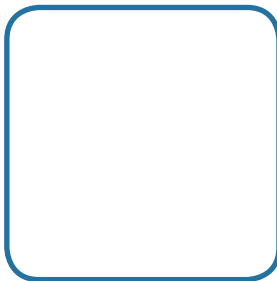
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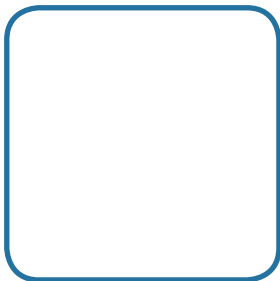
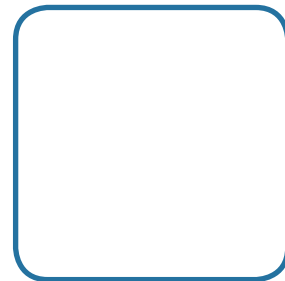
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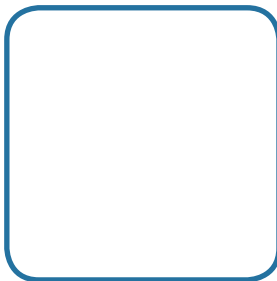
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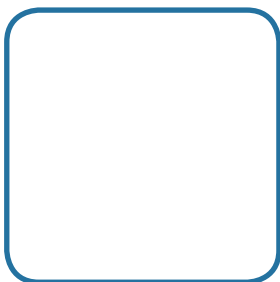
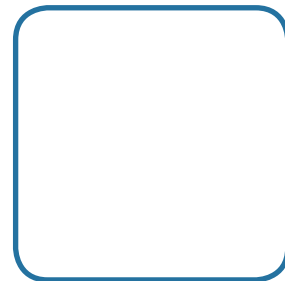
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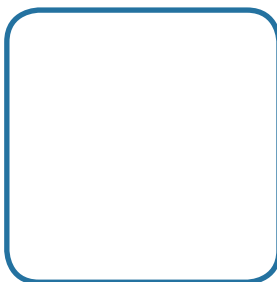
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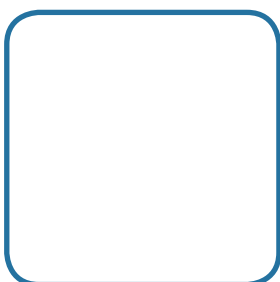
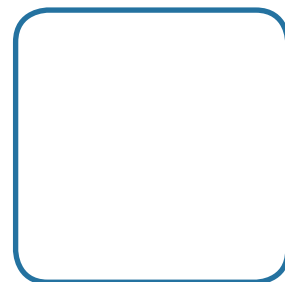
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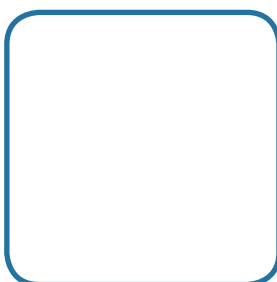
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ACTIVITY 7

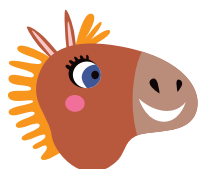
LOOK, IDENTIFY AND WRITE



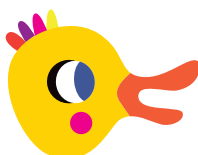
1 _____



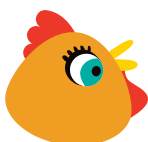
2 _____



3 _____



4 _____



5 _____



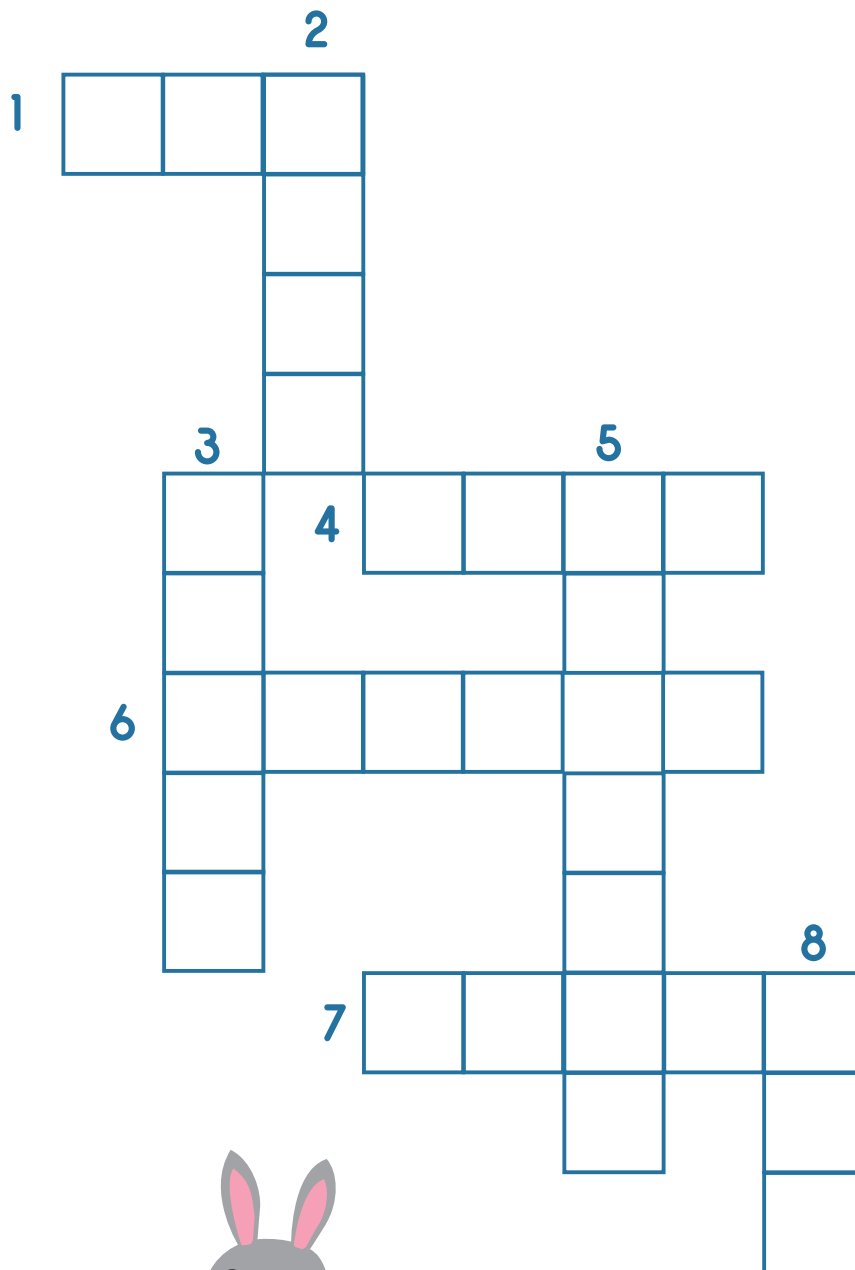
6 _____



7 _____

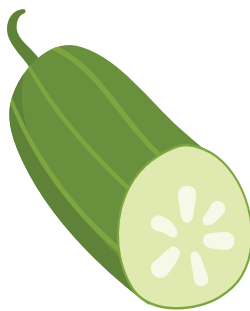
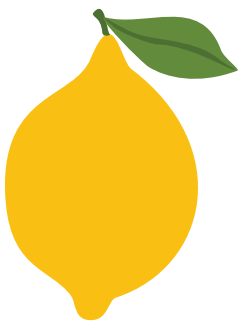
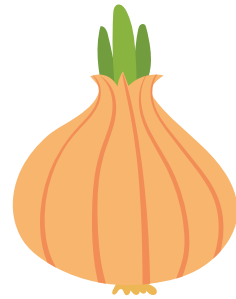
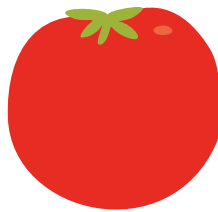


8 _____



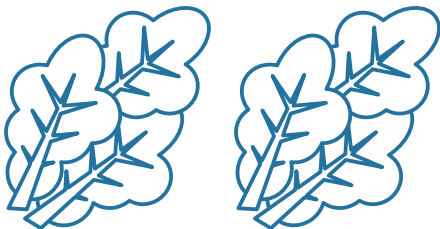
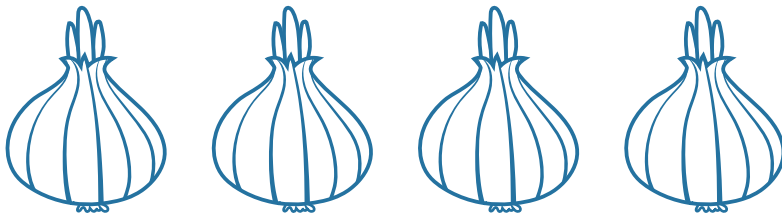
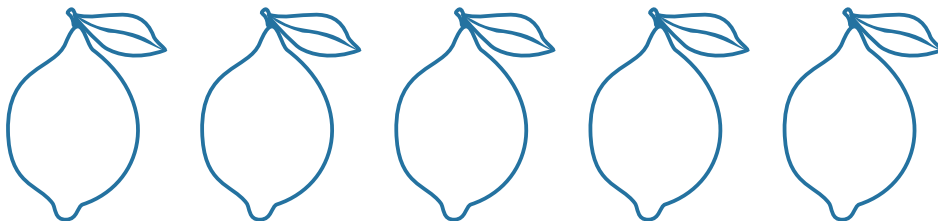
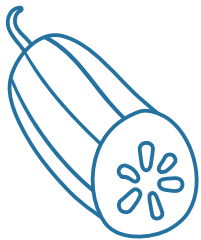
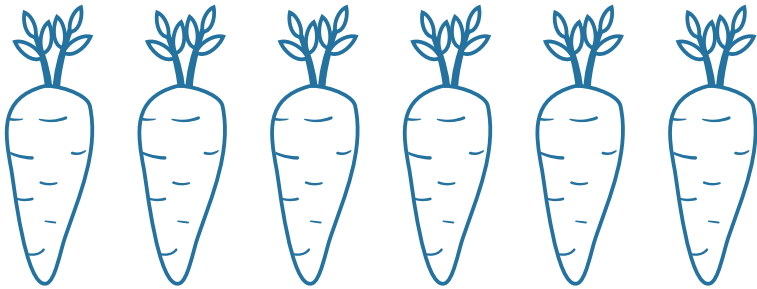
ACTIVITY 8

LOOK, COUNT AND REPEAT
WE'RE GOING TO THE FARM!



ACTIVITY 8

LOOK, COUNT AND REPEAT
WE'RE GOING TO THE FARM!



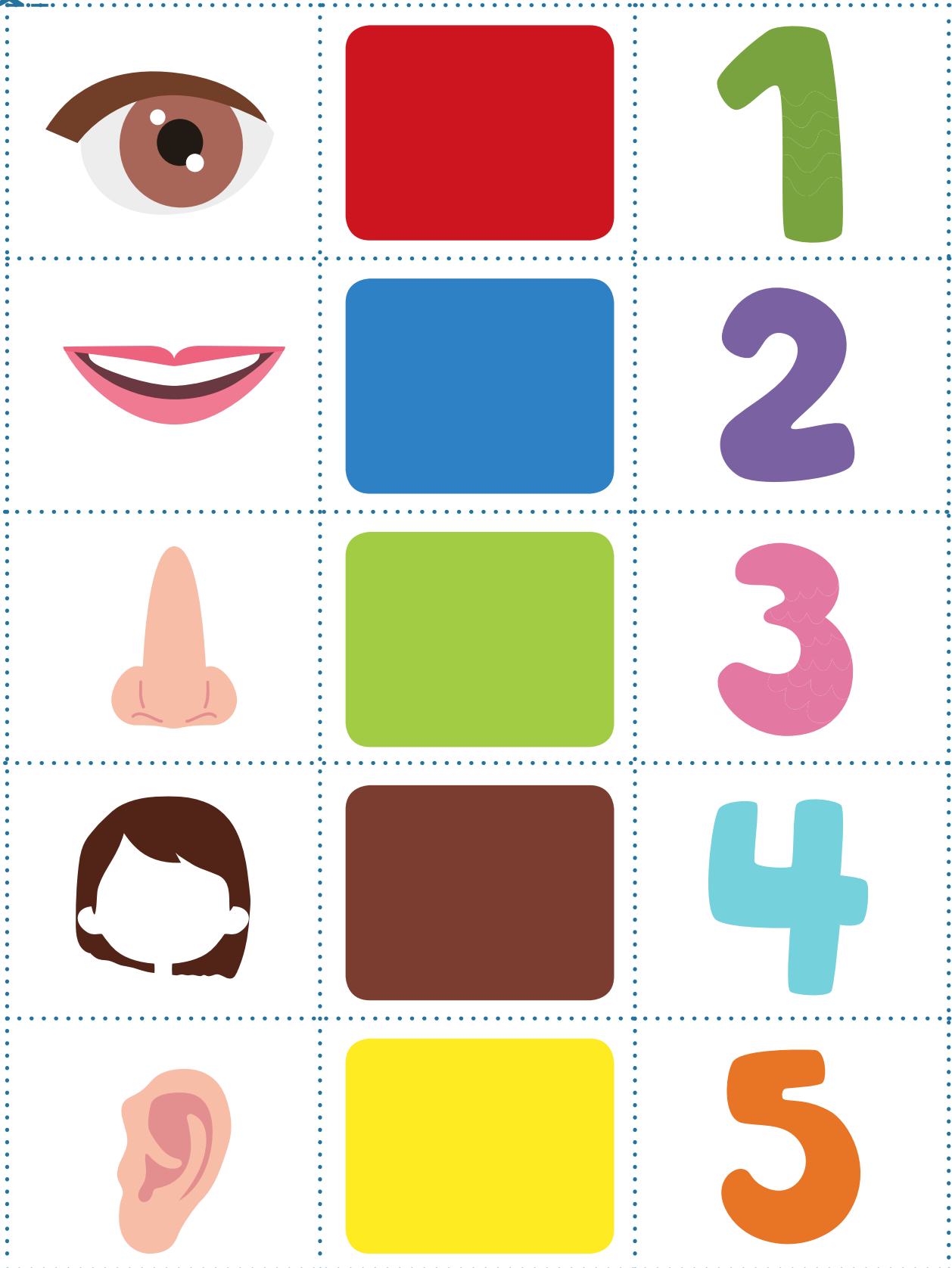
ACTIVITY 9

**DRAW AND TELL
WHAT'S IN YOUR BASKET?**



ACTIVITY 10

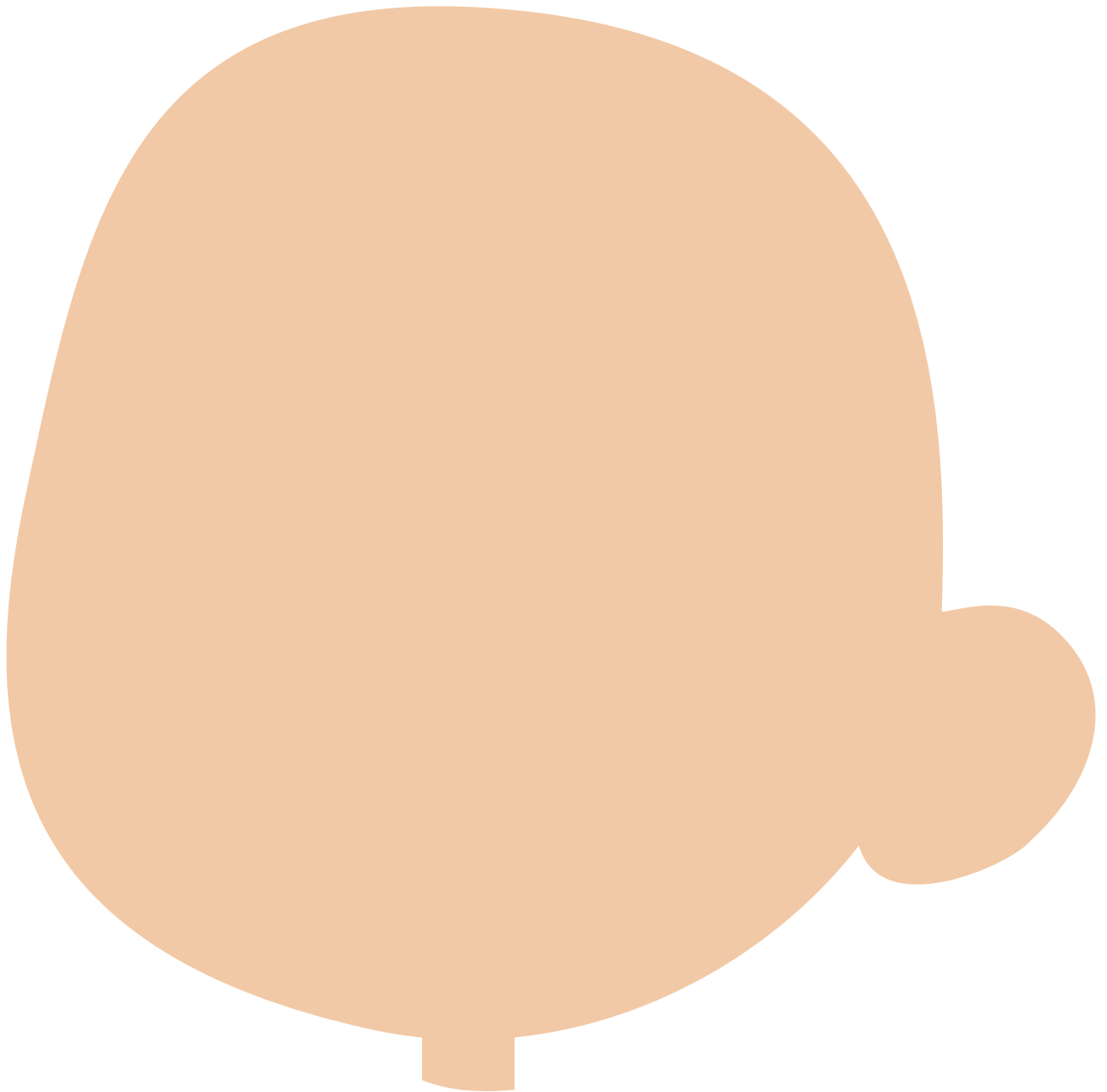
LOOK, COUNT AND SAY...
PARTS OF THE FACE!



ACTIVITY 11

INFANTS (1)

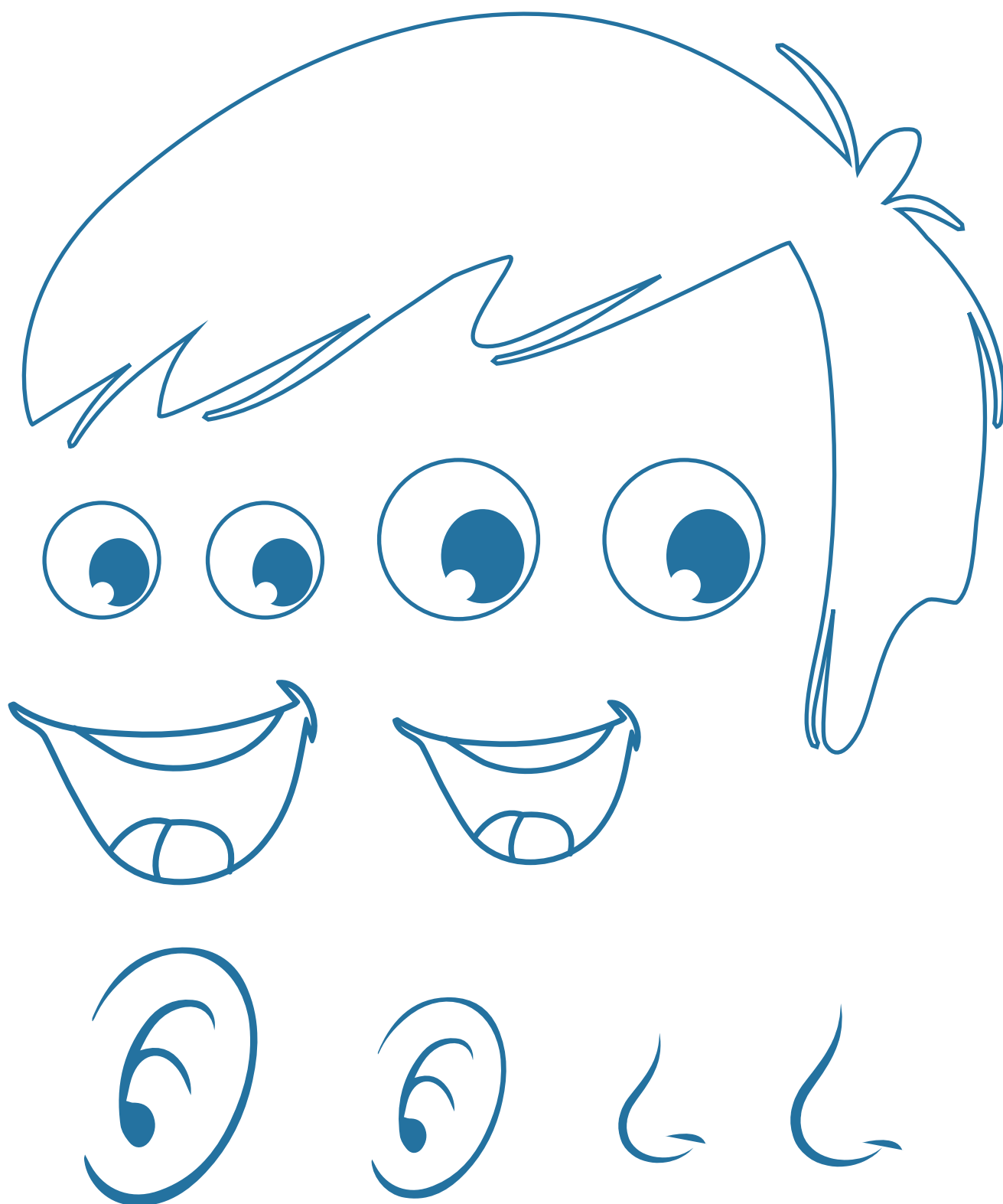
CUT OUT AND CREATE YOUR
OWN FACE!



ACTIVITY 11

INFANTS (2)

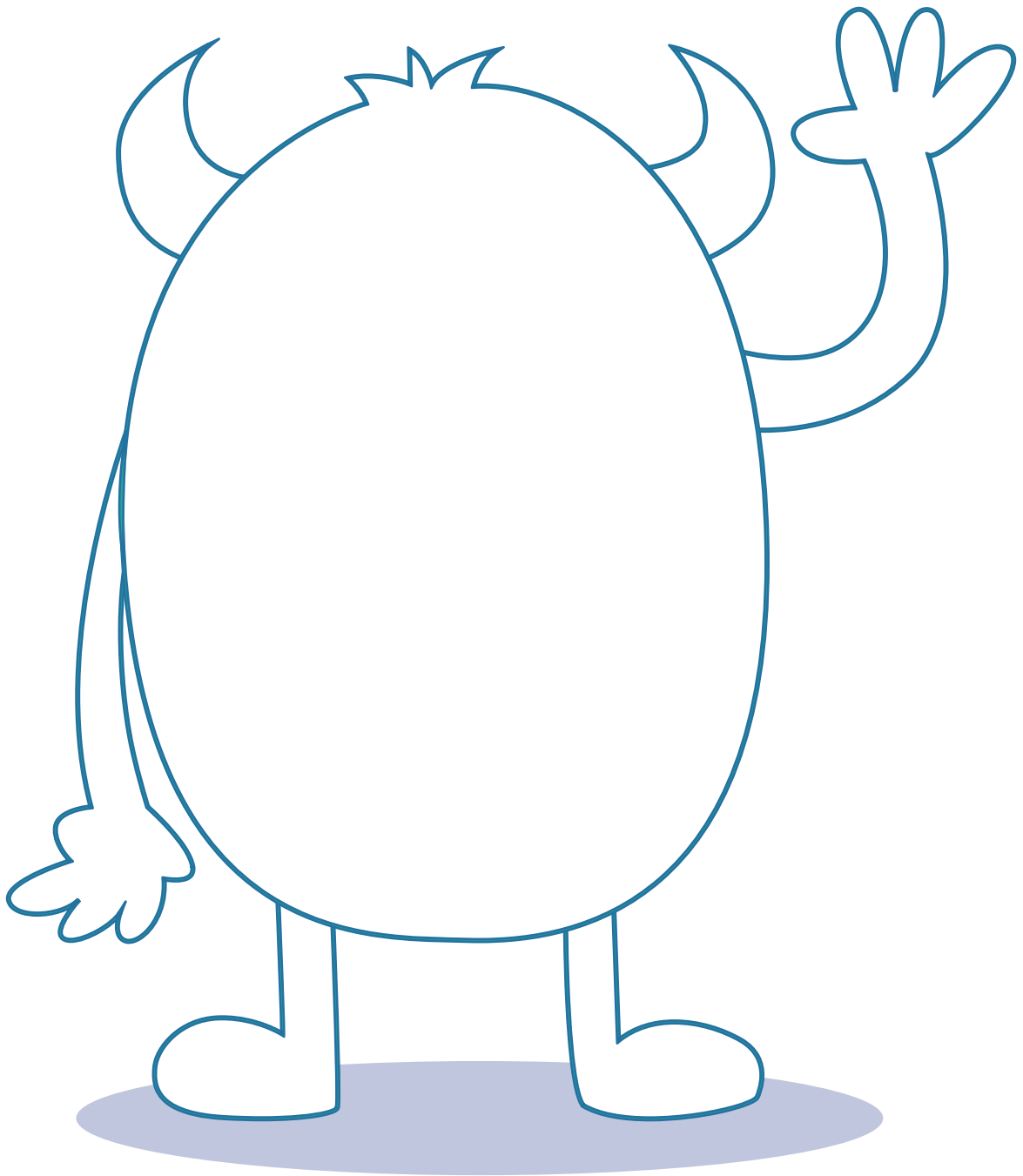
CUT OUT AND CREATE YOUR OWN FACE!



ACTIVITY 12

PRIMARY

DRAW AND DESCRIBE...
YOUR OWN MONSTER!



ACTIVITY 13

LOOK AND REPEAT



I WAKE UP



I HAVE A SHOWER



I GET DRESSED



I EAT BREAKFAST



I GO TO SCHOOL

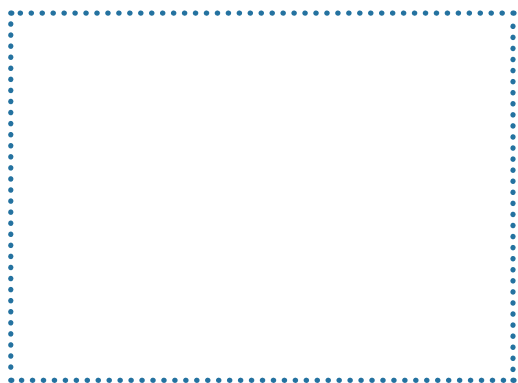
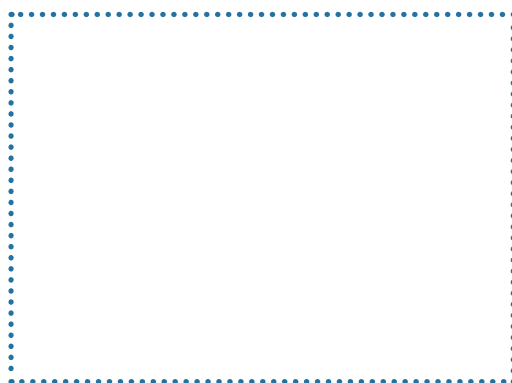
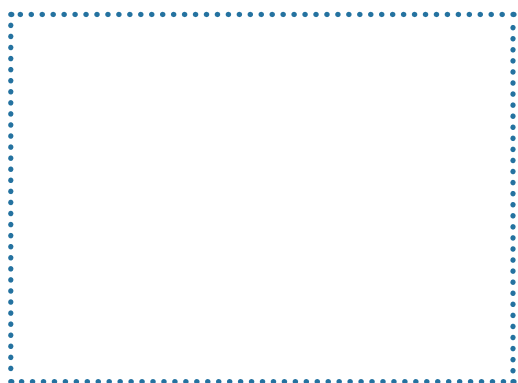
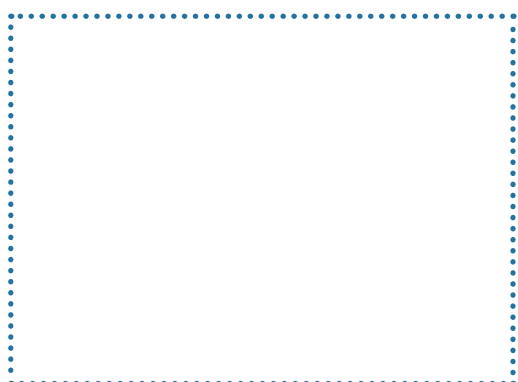
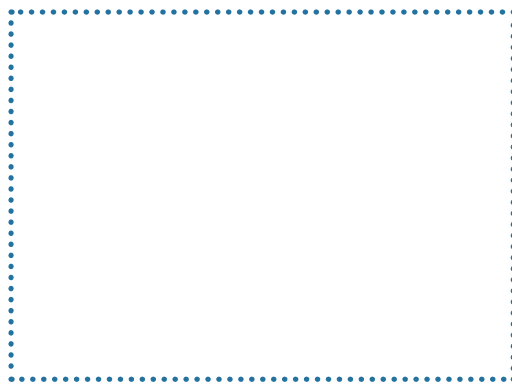
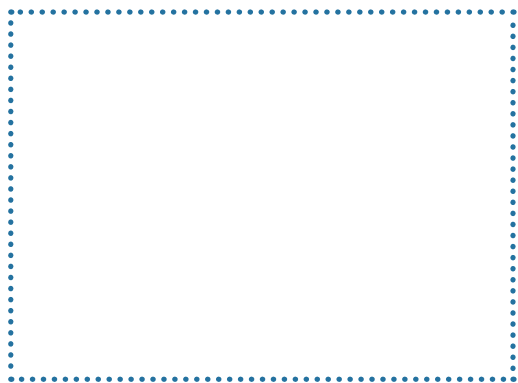


I EAT LUNCH/DINNER



I GO TO BED

ACTIVITY 13



ACTIVITY 14

LOOK AND CONNECT... WHAT TIME IS IT?



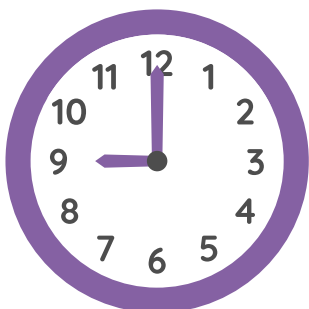
GOOD
EVENING



GOOD
NIGHT



GOOD
MORNING



GOOD
AFTERNOON

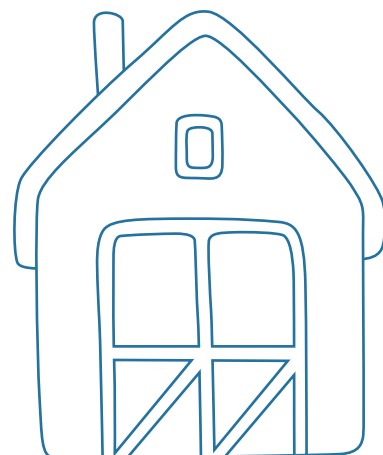
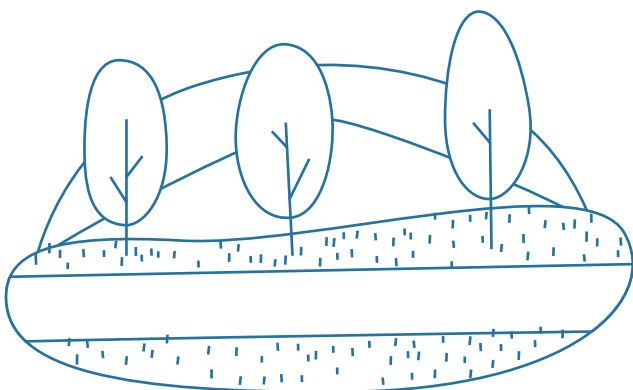
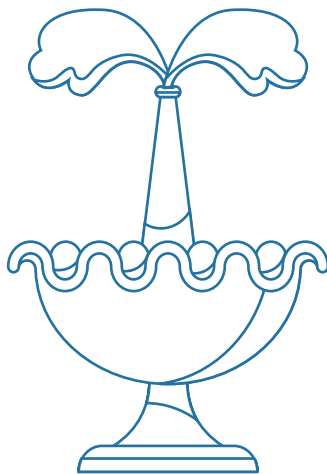
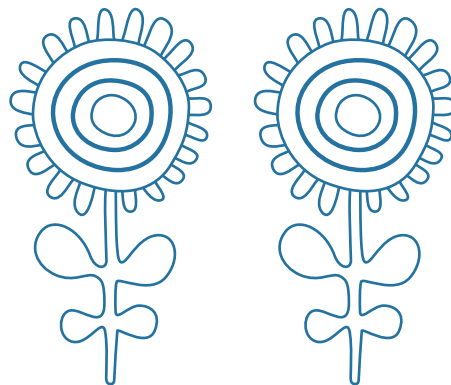
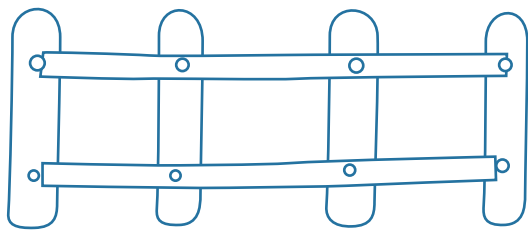
ACTIVITY 15

LET'S GO AND EXPLORE THE WOODS!



ACTIVITY 15

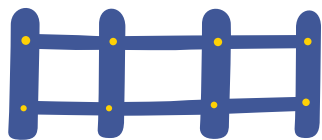
LOOK AND FIND ALL THE
DIFFERENT WORDS FOR THINGS
AROUND THE FARM!



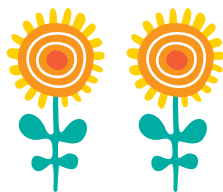
ACTIVITY 16

LOOK AND FIND ALL THE
DIFFERENT WORDS FOR THINGS
AROUND THE FARM!

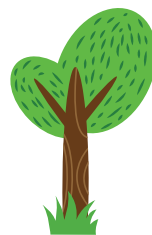
Y O L Q J O F I R D L B O T L F F A
A V V E V R O E R Y Q Q L P J A M A
U H O U S E B N N G T G R V X X L Z
D X F S P J I Z N C S O E K I J U D
O Z O G U H V W K J E R D Q M Y O W
H L U P V W H W P Q K B D B I J E A
V L N S A W Y S B L Y P H N T F D T
H I T Q A T S G I Y I H Y H Z M Q R
H W A P B K H V Y F L O W E R S Y E
S R I V E R Y R H C N H R B D R N E
B G N M S Z L J I Z K B I X E C A X
C B X J M M V Z M Q O W D V G R A A



F _ _ _ _



F _ _ _ _ _



T _ _ _



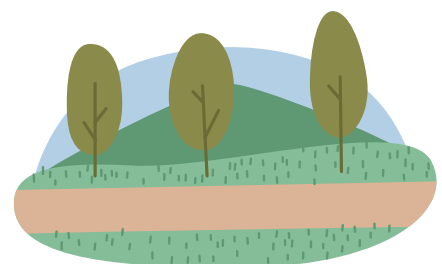
F _ _ _ _ _



R _ _ _ _

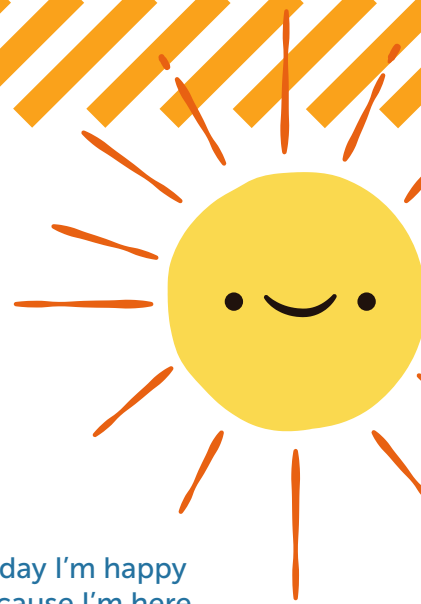


H _ _ _ _



P _ _ _

SONG 1



HELLO: THE FUNKY DUCK



Hello, what's up?
My name is Jack
The funky duck.

Amazing! You are
fantastic.
Great singers!

Today I'm happy
Because I'm here
Today you're happy
Because you're gonna
sing.

Hello, what's up?
Sing with me
It's super fun.

Hello, what's up?
My name is Jack
The funky duck.

In one, two, one, two,
three, four:

So, let's start in one, two,
one, two, three, four:

Hello, what's up?
Sing with me it's super fun

Doo, doo, doo.
Doo, doo, doo, doo.
Doo, doo.
Doo, doo, doo, doo, doo.

Doo, doo, doo.
Doo, doo, doo, doo.
Doo, doo.
Doo, doo, doo, doo, doo.

I am a duck.
He is a farmer.
You are pupils.
And she/he is a teacher.

Again!

Hello teacher!

Doo, doo, doo.
Doo, doo, doo, doo.
Doo, doo.
Doo, doo, doo, doo, doo.

Yeah! I'm so proud of you
kids!

Hello, what's up?
My name is Jack
The funky duck.

Hello, what's up?
My name is Jack
The funky duck.

Hello, what's up?
My name is Jack
The funky duck.





MY FRIENDS AND I



SQUEAK

My friends and I
We live on the farm
We are a happy team
And we sing with charm

My friends and I
We live on the farm
Today we are gonna learn
How they sound

Are you ready my little foxes?

The chicken on the farm says:
Cluck, cluck, cluck (x2)

The mouse on the farm says:
Squeak, squeak, squeak (x2)

And me, a duck, I say:
Quack, quack, quack
I say:
Quack, quack, quack.

The pig on the farm says:
Oink, oink, oink. (X2)

The goat on the farm says:
Meh, meh, meh. (X2)

And me, a duck, I say:
Quack, quack, quack
I say:
Quack, quack, quack.

What does the chicken say?
Oink? Noo! Meh? Nooo!
Cluck? Yeees!

The sheep on the farm says:
Baa, baa, baa. (X2)

The horse on the farm says:
Neigh, neigh, neigh (x2)

And me, a duck, I say:
Quack, quack, quack.
I say
Quack, quack, quack.

The cow on the farm says:
Moo, moo, moo. (X2)

The rooster on the farm says
Cock - a - doodle - doo (x2)

And me, a duck, I say:
Quack, quack, quack.
I say:
Quack, quack, quack.

What does the cow say?
Baa? Nooo! Cock - a - doodle
- doo?
Nooo! Moo? Yeees!

My friends and I
We live on the farm
We are a happy team
And we sing with charm

My friends and I
We live on the farm
And now we know
How they sound



SONG 2 / ACTIVITY

LISTEN, LOOK AND FIND...
THE ANIMALS AND THEIR SOUNDS!



MOOO



QUACK



NEIGH



OINK



BAA

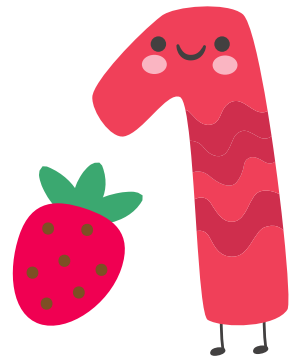
SQUEAK



SONG 3



THE FARM IS FULL OF COLOURS



The farm is full of colours
and we love to discover them
Open your eyes, repeat after me
The funky colour list!

Number one is red, red, red
Number one is red, red, red

Tomatoes, strawberries and
watermelon
All of them have the colour red

Number two is yellow
Number two is yellow

Bananas, lemon and sweetcorn
All of them have the colour yellow

And clap clap clap with me

Number one is? Red!
Number two is? Yellow!
The farm is full of colours

The farm is full of colours
And we love to discover them
Open your eyes, repeat after me
The funky colour list!

Number three is orange
Number three is orange

Pumpkins, oranges and carrots
All of them have the colour orange

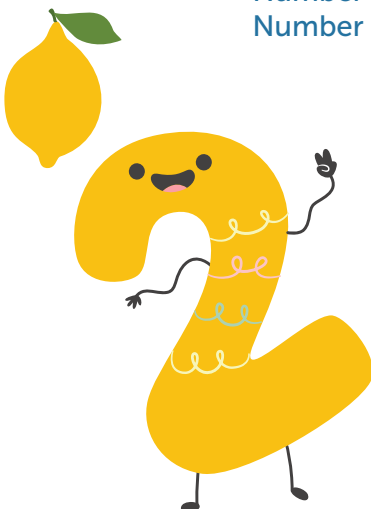
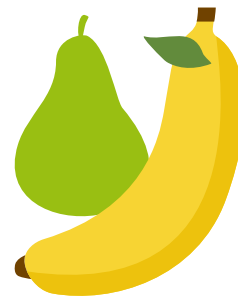
Number four is green
Number four is green

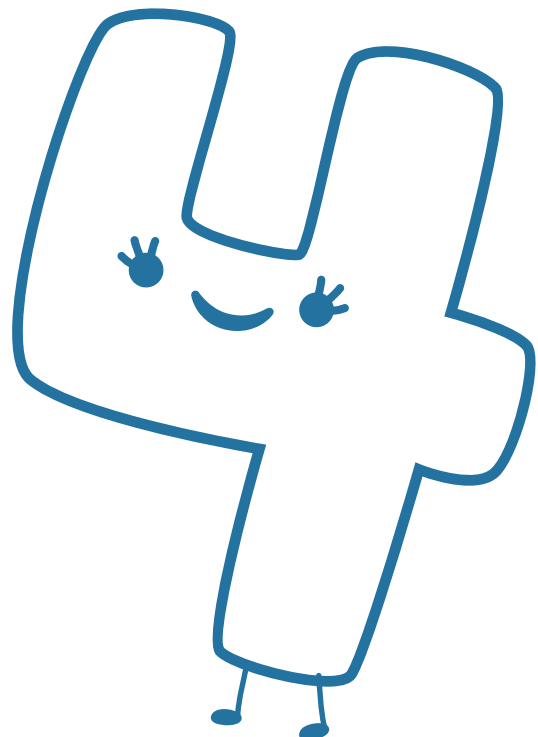
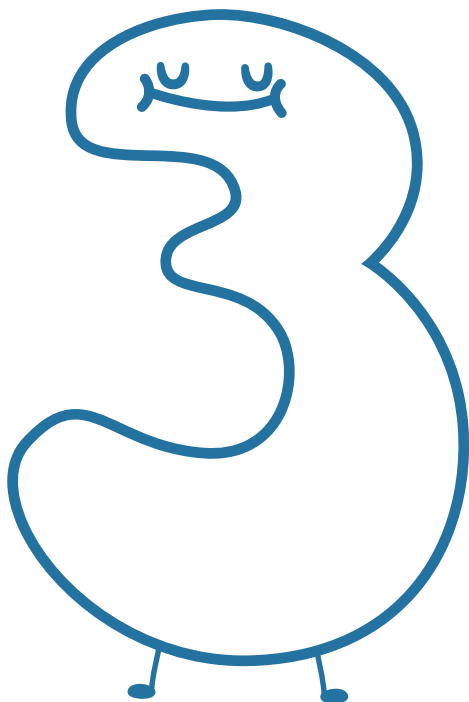
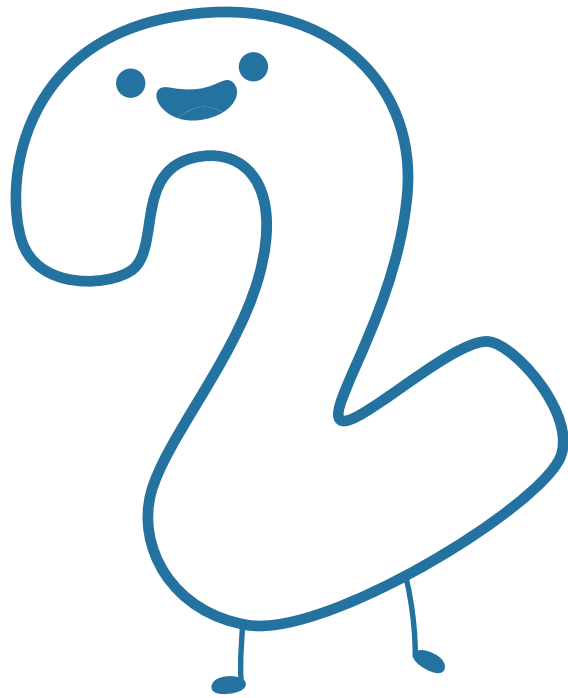
Pears, artichokes and broccoli
All of them have the colour green

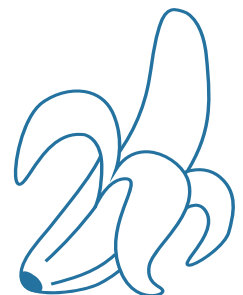
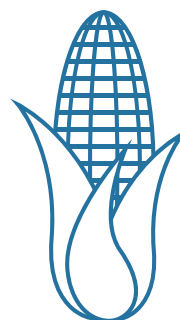
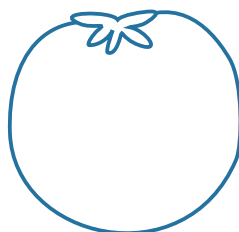
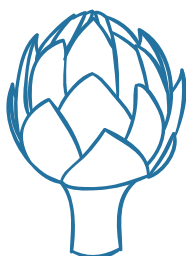
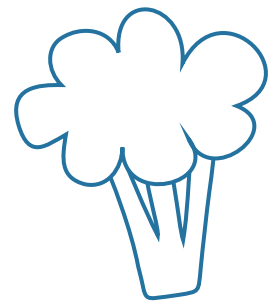
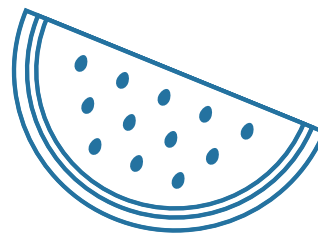
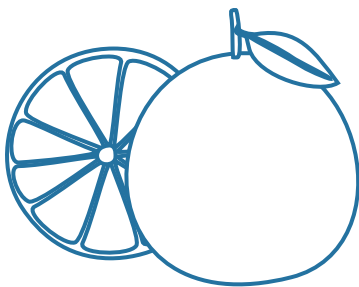
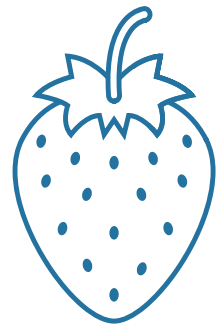
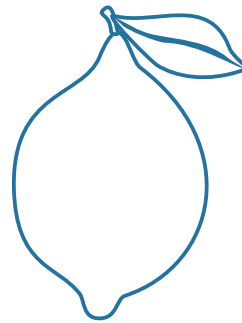
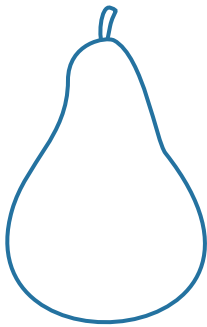
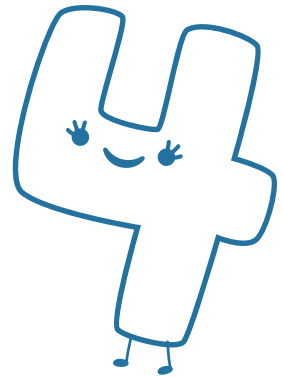
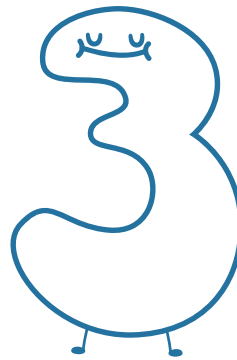
And clap clap clap with me

Number one is? Red!
Number two is? Yellow!
Number three is? Orange!
Number four is? Green!
The farm is full of colours

The farm is full of colours
The farm is full of colours.









ENJOY THE DIFFERENCE



Everyone is different
an that's okay
We come in many _____
sizes and shapes

And just because you
are not exactly like me
It's never a reason
for you to be _____

Look around
everything
is different, different, _____

Look around
that's the thing
Enjoy, enjoy the difference

Du-bi-du-ba yeah yeah
Du-bi-du-ba oh yeah
Du-bi-du-ba
Enjoy, enjoy the difference
Du-bi du-bi di-bi-du-ba

You can be a boy
or you can be a _____
You can wear glasses
or have long _____

You can run so _____
or you can be so quiet
You can speak so _____
or whistle so well

Just like me

Look _____
everything
is different, different, different

Look around
that's the thing
Enjoy, enjoy the difference

Du-bi-du-ba yeah yeah
Du-bi-du-ba oh yeah
Du-bi-du-ba
Enjoy, enjoy the difference
Du-bi du-bi di-bi-du-ba

And now, just repeat after me

Du-bi-du-ba (du-bi-du-ba)
Du-bi-du-ba (du-bi-du-ba)
Du-bi-du-ba (du-bi-du-ba)
Du-bi-du-ba (du-bi-du-ba)

Yeah! Great! Well done! And now we
can sing all together one more time!

Look around

is different, different, different

Look around
that's the thing
Enjoy, enjoy the difference

Enjoy, enjoy the difference

Enjoy, enjoy the difference.





BYE-BYE



It's the end
of my story
We have to say goodbye

I hope you learned
Some important things
From my story

To be kind
To open your mind
And discover
This beautiful world
Full of diversity

*Come on! But I'm not going to say
a goodbye full of sadness. We are
going to sing loud. Aren't we? Yeah!
You remember the first song? So
let's say goodbye with the hello
song!*

And one, two, and one, two, three...
Hello, what's up?
My name is Jack
The funky duck.

Hello, what's up?
Sing with me
It's super fun.

Doo, doo, doo.
Doo, doo, doo, doo.
Doo, doo.
Doo, doo, doo, doo, doo.

Amazing! You are the best!

Hello, what's up?
My name is Jack
The funky duck.

Hello, what's up?
Sing with me
It's super fun

Goodbye!



TEACHER'S NOTES



THE SONGS IN THE STORY

SONGS WITH EXTENDED SYNOPSIS

INTRODUCTION TO THE STORY: EXPLANATION FOR THE TEACHER ONLY.

BE CAREFUL! THIS INTRODUCTION MUST BE A SURPRISE FOR THE PUPILS!!

Mike is an electrician who comes to the school because he has been told he needs to change the lights in your class/theatre. They said there were several lights to change but they all look fine to him. Now he has to wait to be picked up, and he is getting bored.

In a trolley he finds different objects and asks the pupils to help him to see what's in there. Once the different elements are combined the Ugly Duckling is born, a duck made out of a sock, some feathers and an oven glove. He's a very special duck!

SONG 1 HELLO: THE FUNKY DUCK

Song to introduce Jack, the Ugly Duckling

While he waits to be picked up, Mike thinks it will be fun to tell the children the story of the Ugly Duckling. What's more, he's going to do his own version: this Ugly Duckling is different to the others; he's special. With the help of the whole class and saying some magic words, Mike will become Tom, the farmer, and behind him a beautiful farm appears. This is where the story begins.

The farmer says hello to the class and discovers Jack, a very strange and special duck. Jack doesn't know that he's different to the others and thinks that he's just another member of the family on the farm. He does the same things as the others: he gets up at the same time, has breakfast, plays, goes to the lake to bathe, washes his beak and feathers like the others. It's true that sometimes they laugh at him and he doesn't understand it. All the animals on the farm have special things: for example the pig goes 'oink, oink' and the chicken goes 'cluck, cluck, cluck'.

SONG 2 MY FRIENDS AND I

But although all the animals are very different, he's the only one they laugh at. A very arrogant rabbit appears, who doesn't want to play with Jack because she says he's very different. The sheep, white and beautiful, laughs at him too. Jack decides to leave the farm for the woods and see if there are animals who are different like him.

Tom is still happy, not knowing that one of his animals is planning to run away. The farmer lives with his fun-loving wife, Sophie, who appears with a basket full of fruits and vegetables and plays a fun game with the pupils: she'll need three volunteers to match the fruits and vegetables with their colours. Afterwards she will need everyone's help to sing and dance.

THE SONGS IN THE STORY

SONG 3 THE FARM IS FULL OF COLOURS

Mike, the electrician, appears again and recaps where they are in the story: Jack ran away last night and in the morning he meets a little green pig who describes her experience on the farm, and also a little horse who gives him advice and tells him that beauty is on the inside.

SONG 4 ENJOY THE DIFFERENCE

A howl can be heard: the wolf is coming! They all hide but Jack's colours are very bright and the wolf finds him. Jack is really scared but he discovers that the wolf is friendly and not at all dangerous. Everyone thinks he's bad but no-one comes near him, and he explains that when he howls it's because he's sad, because he doesn't have any friends. Jack realises that he is also guilty of thinking the wolf was dangerous without knowing the truth. He learns his lesson.

Jack goes back to the farm and tells everyone what he's learnt, and that life is more enjoyable if they learn to live with their differences. He is reunited with the other animals, who were very worried because he ran away. From that day on, everyone on the farm plays with everyone and no-one laughs at each other's differences.

SONG 5 BYE-BYE SONG

TEACHER'S NOTES

ACTIVITY 2: MY UGLY DUCKLING

LOOK AND COLOUR

This is the Ugly Duckling. He's a very nice duck who lives on a farm! As you can see, he has a lot of colours: orange, green, yellow, red... So now it's your turn. Colour this Ugly Duckling with your favourite colours, because...we like to be different!



Skills

Creativity and artistic competence



Duration

20 mins



Difficulty

Low



Objective

To familiarise pupils with the protagonist of the story and understand the background (where he comes from, what his problem is).



Steps

1. Introduce the character: "This is the Ugly Duckling. He is a duck that lives on a farm. However, he is not an ordinary duck, right?" Try to elicit the explanation that he is different because he is many different colours.
2. Talk about the acceptance of being different: the Ugly Duckling is different and that is what makes him special. We are all different in our classroom as well and that's what makes us all valuable.
3. Introduce the art activity. Ensure all pupils understand that they should not copy the character from the story but create their own unique Ugly Duckling.

ACTIVITY 3: MY UGLY DUCKLING

LET'S MAKE SOMETHING TOGETHER!

It's time to get to work! We're going to create our own Ugly Duckling so that we can have a thousand adventures together! Are you ready?



Skills

Creativity and artistic competence



Duration

30 mins



Difficulty

Medium



Objective

To familiarise pupils with the protagonist of the story and understand the background (where he comes from, what his problem is).



Steps

1. Find a colourful sock and stick on some material to create the eyes and the face. Try using recycled material just like our Ugly Duckling! E.g. bottle tops, paper balls, etc.
2. For primary school pupils: Engage pupils into introducing themselves. They can come up with a different name for their puppet and talk about it: "Hello, my name is _____ and I am a duck." "I am _____ years old." "I am _____(colours of the sock)."

TEACHER'S NOTES

ACTIVITY 4: ANIMALS

LOOK, POINT AND MATCH

Look closely at this picture of the farm. In it there are many different animals. Do you know them all? Listen carefully and match the different names with the pictures.



Skills

Listening and content acquisition



Duration

20 mins



Difficulty

Medium



Objective

To familiarise pupils with vocabulary related to farm animals - their names and what they look like.



Steps

1. Hold the image in front of the class and introduce each animal by calling its name.
2. After a few repetitions, introduce questions and answers, e.g.
 - a. What's this animal? It's a _____.
 - b. Is this a cow? YES/NO
 - c. What sound does a cow make?

ACTIVITY 5: ANIMALS

LOOK AND MATCH

All the animals have a different coat. Can you identify them? Match each animal with its body.



Skills

Content acquisition and speaking



Duration

30 mins



Difficulty

Medium-High



Objective

To familiarise pupils with the different bodies of the animals.
To practise the names of the colours.



Steps

1. Start by reviewing the names of the animals learnt in the previous activity.
2. Talk about how we can identify each animal by the colour of its body.
3. Match each animal with its body (in groups or pairs depending on age and knowledge).
4. For primary school pupils, talk about the colour of each animal using the structure: "This is a _____ (name of the animal). It's _____ (colour/s)."

TEACHER'S NOTES

ACTIVITY 6: ANIMALS

LOOK AND COMPLETE

Now that we've seen what the normal animals are like...let's play with the Ugly Duckling's friends! Look at the following sums and draw what's missing in each one.



Skills

Listening and artistic competence



Duration

20 mins



Difficulty

Medium



Objective

To match animals and colours in order to create different patterns.



Steps

1. Explain the activity carefully. Ensure everybody understands that the final box matches the 'addition' of the animal and that colour.
2. Give some time for pupils to work in pairs to try to complete the activity autonomously.
3. Check answers with the whole group and take a look at the different creations. Do they all look the same? Why not? Why is it interesting that everybody has done their own interpretation of the animals?

ACTIVITY 7: ANIMALS

LOOK AND COMPLETE

Let's try to complete this crossword with the different farm animals! Do you know them all?



Skills

Writing



Duration

20 mins



Difficulty

Medium-High



Objective

To review the names of the animals through a dynamic activity.



Steps

1. Start by revising the names of the different animals that have already been covered.
2. Ensure that all pupils are able to match each animal with its name.
3. Work through the crossword word by word, paying particular attention to the spelling. Allow time after each word for pupils to write it correctly.
4. Remind pupils that all the boxes must be used and if any remain empty they need to look for the mistake.



Answers

1. Cow; 2. Wolf; 3. Horse; 4. Duck; 5. Chicken; 6. Rabbit; 7. Sheep; 8. Pig

TEACHER'S NOTES

ACTIVITY 8: VEGETABLES

LOOK, COUNT AND REPEAT

Now that we've met the Ugly Duckling's friends, it's time to take a look around the farm. Here's a vegetable garden. Many different types of fruits and vegetables grow here... Do you know them all?



Skills

Listening and content acquisition



Duration

20 mins



Difficulty

Medium



Objective

To introduce pupils to vocabulary related to vegetables.



Steps

1. Identify the different names of the vegetables one by one, using repetition: first in order, then at random.
2. Ask at random for the different names, aiming to elicit a complete answer: "What's this?" "It's a carrot".
3. Try to connect the vocabulary with phrases already covered: "What colour is the carrot?" "The carrot is orange."
4. Tell pupils they are going to count how many vegetables there are of each type. You can choose a volunteer to point while the whole class counts in unison.
5. For primary school pupils: The last part of the task can be done individually on paper. Pupils count the vegetables, colour them in and write the number next to the drawing. Next you can work on the three structures combined:
 - This is a carrot
 - The carrot is orange
 - There are six carrots

ACTIVITY 9: VEGETABLES

DRAW AND TELL

Look! Walking around our farm we've found this basket. It looks like a vegetable basket, but...it's empty. Do you dare to fill it with your favourite vegetables?



Skills

Speaking and artistic competence



Duration

25 mins



Difficulty

Medium-High



Objective

To use the vocabulary for vegetables to design a unique creation and practise speaking skills.



Steps

1. Introduce the activity: the basket and what it should contain.
2. Allow 15 minutes for pupils to work individually, reminding them to use different vegetables, colours and quantities.
3. Get each pupil to present their basket to the group, asking them: "What do you have in your basket?" and encouraging pupils to respond with a complete structure, e.g. "I have three red tomatoes."

TEACHER'S NOTES

ACTIVITY 10: PARTS OF THE FACE

LOOK, COUNT AND SAY

Just like the Ugly Duckling, there are many people and animals in the world that are different to what we expect. Jack only has two eyes and one beak, but...what if he had more? Look at the picture and then practise the different parts of the face.



Skills



Duration



Difficulty



Objective



Steps

Speaking and content acquisition

20 mins

Medium

To introduce a new set of vocabulary: parts of the face.

To combine them with previous sets: numbers and colours.

1. Cut up the cards. "What do we have here? They're picture cards. We have parts of the face, colours and numbers. Let's make some funny combinations!"
2. Show each of the pieces in turn: "This is an eye." "This is number 3." "This is red." Use repetition to drill new vocabulary, and encourage pupils to respond with a full structure: "What's this?" "It's an eye."
 - **For infant school pupils:** Play with two of the three sets (parts of the face and colours or parts of the face and numbers). Take two cards at random and elicit the combination, e.g. "Three eyes" or "Blue eyes". Pupils could then draw the combination. Allow pupils to choose new combinations of cards.
 - **For primary school pupils:** Play with all three sets and elicit complete phrases, e.g. "There are three blue eyes".

EXTRA ACTIVITY

You could use the popular song, 'Head, shoulders, knees and toes'. The second part focuses on the parts of the face with the line: 'And eyes and ears and mouth and nose'.

TEACHER'S NOTES

ACTIVITY 11: PARTS OF THE FACE (INFANTS)

CUT OUT AND CREATE YOUR OWN FACE!

Now it's time to create our own faces! Choose the size of the different parts, cut them out, colour them and stick them in place. How does it look?



Skills

Speaking and artistic competence



Duration

30 mins



Difficulty

Medium



Objective

To introduce pupils to 'big' and 'small' and review previous vocabulary sets: parts of the face, colours and numbers.



Steps

1. Introduce the activity. "Look, a face!" Review the names of the different parts and highlight that there are different sizes for each part (big and small).
2. Allow pupils total freedom to choose the size of each part. They can then colour them as they wish and stick them in place. Done!
3. Encourage pupils to speak by asking them about their creations, e.g. "Oh! Look at those eyes!" "Are they biiiiig or small?" "What colour are they?"

ACTIVITY 12: PARTS OF THE FACE (PRIMARY)

DRAW AND DESCRIBE

Now...it's time to create our own little monsters! Draw all the parts of the face, thinking about the number, colour and size. Let your imagination go wild and invent the strangest monster!



Skills

Speaking and artistic competence



Duration

30 mins



Difficulty

Medium-High



Objective

To introduce pupils to 'big' and 'small' and review previous vocabulary sets: parts of the face, colours and numbers.

To practise speaking skills by presenting creations to the group



Steps

1. Introduce the activity: "Look, this is a monster, but...he needs a face!" Review the names of the parts of the face and highlight that there are many different possibilities combining size, number and colour.
2. Allow time for pupils to work individually and give them total freedom to express themselves in their creations.
3. Help pupils to give a short presentation, giving their monster a name and using the structure: "This is Timmy. Timmy has three blue eyes, two green noses, six yellow ears and a big mouth".

TEACHER'S NOTES

ACTIVITY 13: ROUTINES

LOOK AND REPEAT

How many things do you do in a day? Life on the farm is very busy and everybody has to do a lot of things between when they get up and when they go to sleep. In these pictures we can learn about all the things they do. Let's have a look!



Skills



Duration



Difficulty



Objective



Steps

Speaking and content acquisition

25 mins

Medium

To introduce pupils to vocabulary of daily routine using mime to aid comprehension.

1. Introduce the activity by showing the pictures.

a. For infant school pupils, identify each picture with a mime:

- I wake up: Stretch your arms up as if you have just woken up.
- I have a shower: Mime shampooing hair etc.
- I get dressed: Mime doing up buttons, putting on a T-shirt etc.
- I have breakfast: Mime eating cereal or a sandwich.
- I go to school: Mime waving goodbye, putting a backpack on and walking away.
- I eat lunch/dinner: Mime eating something with a knife and fork.
- I go to bed: Mime yawning, closing eyes and laying your face to one side on closed hands.
- Drill the vocabulary by playing around with the actions and phrases: call them out or mime them, first in order, then randomly, then varying the speed etc.
- You could play a version of musical statues: Pupils walk around the classroom and when you stop the music, call out a phrase, e.g. "Have a shower", and pupils have to freeze miming the action.

b. With primary school pupils, after teaching and drilling each phrase with its corresponding action, you could play the game 'Simon says'. Call out an action using the structure: "Simon says have breakfast" and pupils mime the action. However, if you give the instruction without saying "Simon says..." at the start, e.g. "Have breakfast", pupils should stay still.

2. Pupils create their own diary of routine, filling the boxes with their own drawings. Pupils with a higher level can fill two of the boxes with new actions that they do regularly, e.g. "I play football", "I play the piano", "I do my homework", "I watch TV", "I play with my brother" etc.

TEACHER'S NOTES

ACTIVITY 14: ROUTINES

LOOK AND MATCH

What time is it? We're going to help our friend the farmer with the time. Connect each action with the correct time using arrows. Let's practise!



Skills



Duration



Difficulty



Objective



Steps

Speaking and content acquisition

30 mins

Medium-High

To introduce the time and relate it to daily activities.

1. Introduce the different times and the expressions that go with them.

NOTE: Try to show the distinction with 'Good night', i.e. that we use it to say goodbye and not hello, by turning your back and waving over your shoulder.

- a. 9 am: Good morning!
 - b. 1 pm: Good afternoon!
 - c. 6 pm: Good evening!
 - d. 9 pm: Good night!
2. Practise the corresponding times and routines:
 - a. At 8 am I wake up.
 - b. At 1 pm I eat ____
 - c. At 6 pm I _____ (each child says what do they do at 6 pm)
 - d. At 9 pm I go to ____
 3. Explain the activity and allow time for pupils to complete it in pairs or small groups.
 4. Check answers as a group.

ACTIVITY 15: THE WOODS

LISTEN, POINT AND COLOUR

After learning all these things about the animals, we've decided to go for a walk outside the farm. There are so many different things to find! Trees, fountains, benches... Will you come with us for a walk in the woods?



Skills



Duration



Difficulty



Objective



Steps

Listening and speaking

20 mins

Medium

To familiarise pupils with different things that can be found in the area around a farm.

1. Show a panel with different elements that can be found in an outside environment: tree, flowers, fountain, river, house, path, fence. Use repetition until pupils are familiar with the words.
2. Pupils colour each item with the colour dictated by the teacher, e.g. a brown fence; a green tree; a yellow flower; a red house; a blue fountain; a brown path; a blue river.

TEACHER'S NOTES

ACTIVITY 16: THE FARM IN THE WOODS

WRITE, LOOK AND FIND

Now that we know lots of new words...it's time to find them in this word search! Let's go!



Skills



Duration



Difficulty



Objective



Steps

Writing

20 mins

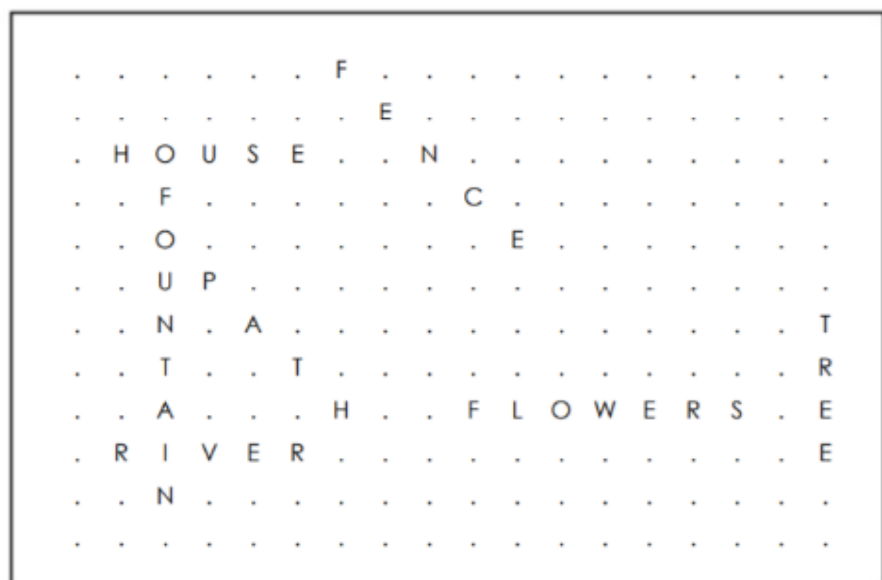
Medium

To review vocabulary related to the natural environment around a farm.

1. Introduce the activity and elicit the first word by pointing to the corresponding picture. Highlight that they already have the first letter of each word to help them.
2. Pupils can then work in pairs to try to remember the word for each picture and write it in the space.
3. For very young pupils, or if pupils seem to be struggling, write all the words on the board so they can match them to the pictures and copy them onto their sheets.
4. Check answers together and ensure all words are spelled correctly.
5. Allow time for pupils to work individually to find the words in the wordsearch.



Answers



SONGS: TEACHER'S NOTES

SONG 1: HELLO: THE FUNKY DUCK



Skills

Reading and listening comprehension



Duration

15-20 mins



Difficulty

Medium



Objective

To work on the content of the song.



Steps

1. Listen to the song once or twice.
2. Read the lyrics and ensure everybody understands the ideas and the difficult words.
3. Sing along.

SONG 2: MY FRIENDS AND I

LISTEN AND MATCH

Do you know what sounds all the animals make? We're going to listen to a song to learn them all. Ready?



Skills

Listening and speaking



Duration

30 mins



Difficulty

Medium-High



Objective

To work on the content of the song.



Steps

1. Introduce the different animals, ensuring pupils know them all.
2. Listen to the song once. "What does the song say? It's about the animals and their sounds!"
3. Show the sheet with the different animal drawings and sounds. Explain that you will now listen to the song again and as pupils hear each animal they should circle it with a pencil.
4. Listen again, pausing after each mention of an animal and its sound. Encourage pupils to repeat the sound of the animal while they identify it and circle it on their sheet. Primary school pupils can then write the names of the animals in the spaces.
5. Pupils draw a line to connect each animal to its sound.
6. Listen one last time and encourage pupils to join in with the animal sounds.

SONGS: TEACHER'S NOTES

SONG 3: THE FARM IS FULL OF COLOURS

• INFANTS

LISTEN AND COLOUR

The song we're going to listen to now is about numbers and colours. Do you know them all?



Skills

Listening



Duration

20 mins



Difficulty

Medium



Objective

To work on the content of the song.



Steps

1. Show the panel with the four numbers and review them.
2. Listen to the song once. "What's does the song say? It's about numbers and colours."
3. Listen again, pausing after each number to elicit its colour. Allow time for pupils to colour each number on their sheets with the colour mentioned in the song.
4. Listen a final time and encourage pupils to join in with the colours.

• PRIMARY

LISTEN AND COLOUR

The song we're going to listen to now is about numbers, colours, fruits and vegetables. Let's see how many you know!



Skills

Listening, colouring and content acquisition



Duration

20 mins



Difficulty

Medium-High



Objective

To work on the content of the song.



Steps

1. Show the panel one part at a time. "What can we see in the top part? Four numbers. And under them? Lots of fruits and vegetables." Point to each fruit and vegetable and elicit or teach its name.
2. Listen to the song once. "What's does the song say? It's about numbers and colours. And it mentions fruits and vegetables of each colour."
3. Listen again without pausing. Pupils should identify the colour of each number and colour in the number in the margin accordingly.
4. "Now for a challenge! We're going to try to identify the colours of the different fruits and vegetables in the song, and colour them in correctly."
5. Listen again, pausing after each verse for pupils to colour in the fruits and vegetables with the correct colour. Check as a group.
6. Listen a final time, encouraging pupils to join in with the colours and to point to the different fruits and vegetables as they are mentioned.

SONGS: TEACHER'S NOTES

SONG 4: ENJOY THE DIFFERENCE (HIGH LEVEL)

FILL IN THE GAPS



Skills

Listening and writing



Duration

20-25 mins



Difficulty

High



Objective

To develop listening comprehension and learn new vocabulary.



Steps

1. This is a difficult song that talks about the moral of the story: being different is good. Read the text together so that pupils can get the overall idea of what the song is about.
2. Play the song once for pupils to listen and read at the same time, ignoring the gaps for now.
3. Play the song one or two more times so pupils can try to guess the missing words.
4. Check answers and spelling as a group.



Answers

colours, mean, different, girl, hair, fast, loud, around, everything

SONG 5: BYE-BYE SONG



Skills

Reading and listening comprehension



Duration

15-20 mins



Difficulty

Medium-High



Objective

To work on the content of the song.



Steps

1. Listen to the song once or twice.
2. Read the lyrics and ensure everybody understands the ideas and the difficult words.
3. Sing along.

