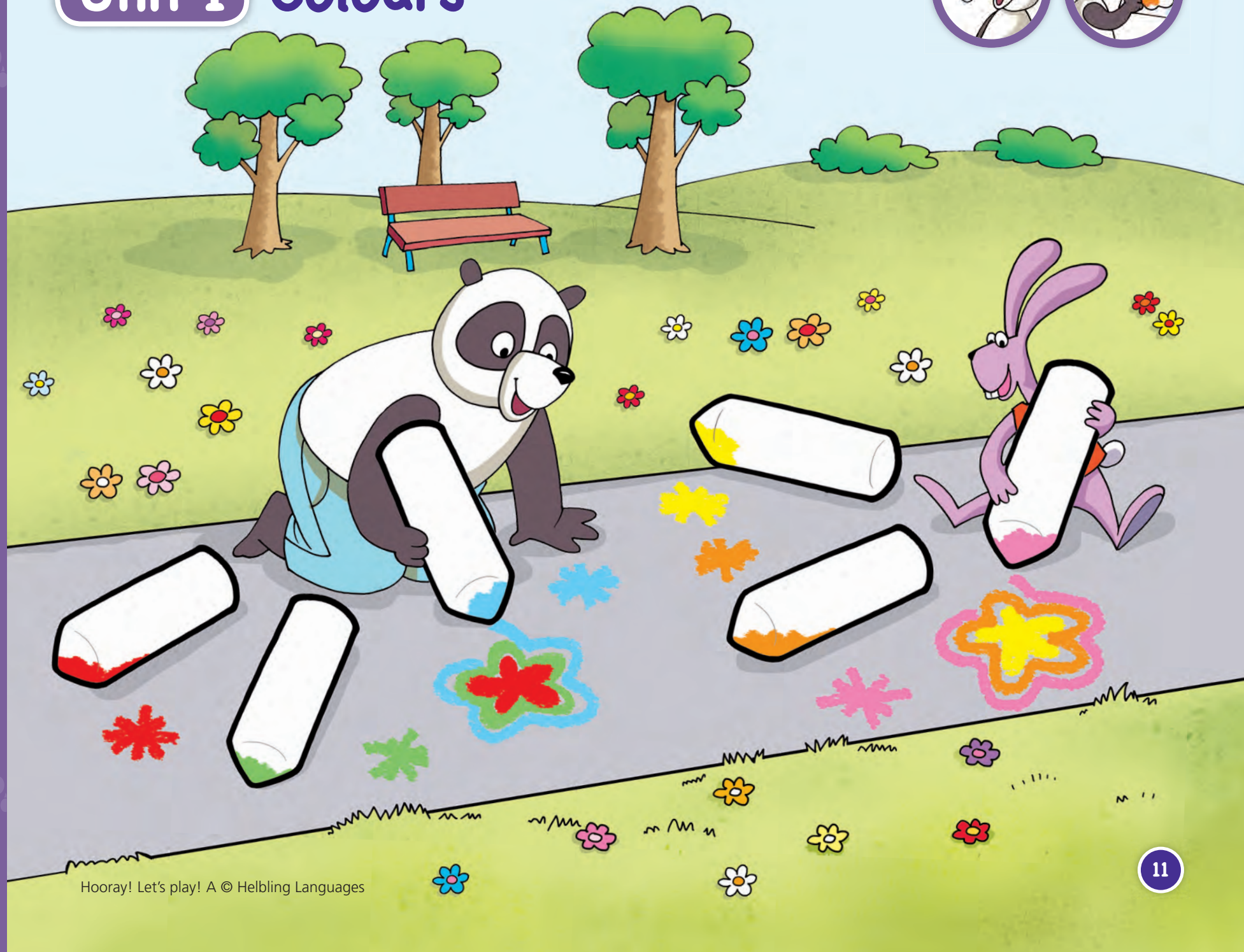


Unit 1 Colours




Hooray! Let's play! A © Helbling Languages

Unit 1 Colours

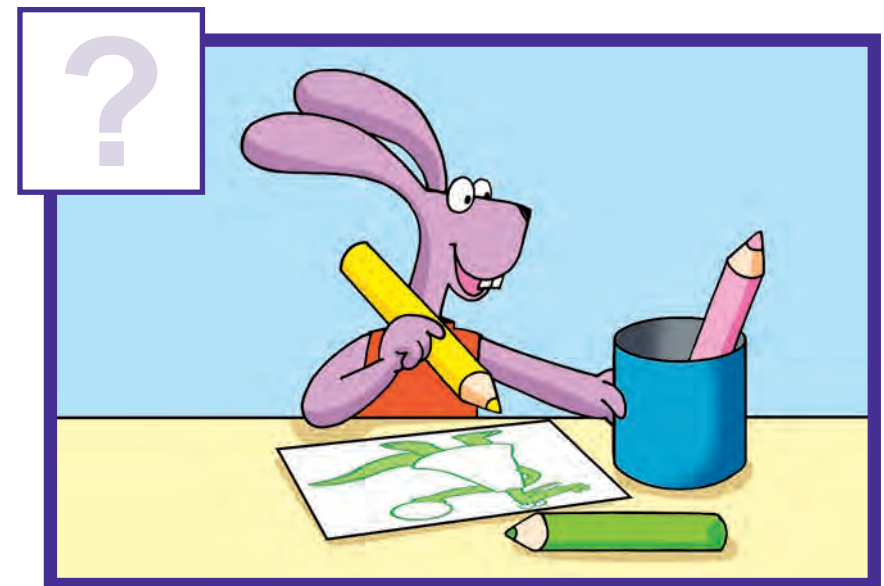
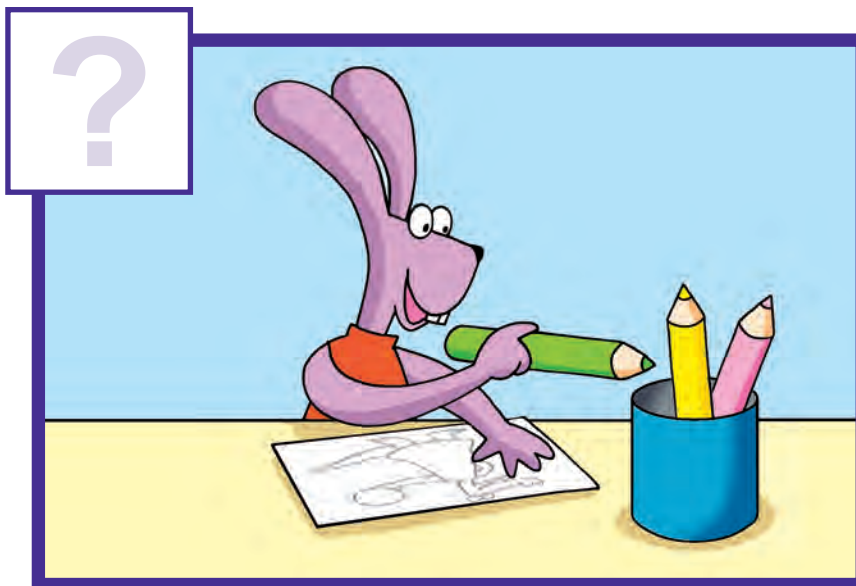
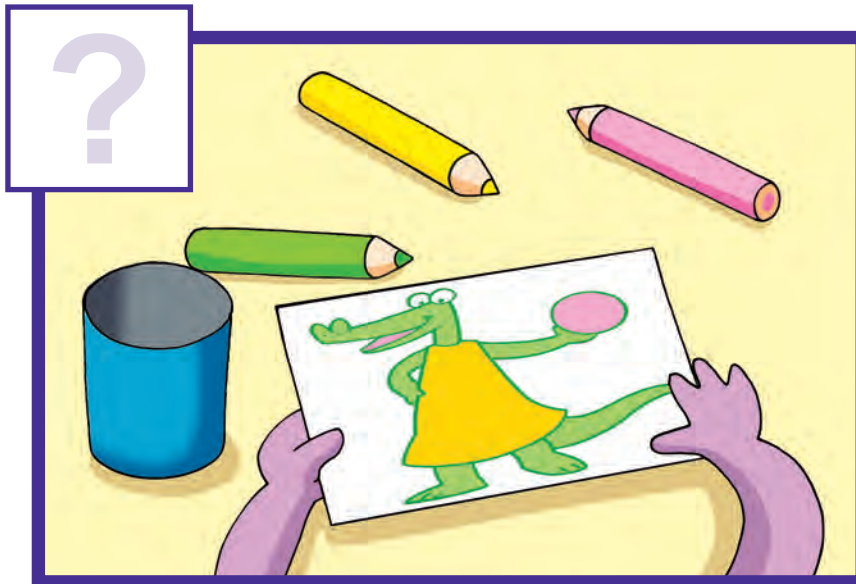
LESSON 1

Colours chant

Red, green, blue,
Yellow, orange, pink for you.

- Play the *Colours chant*.  **CD 1/13**
- Point to each of the crayons on the page as you say or hear the colours.
- Repeat the chant and encourage the children to join in and point at the colours.
- Ask the children to colour the crayons.

EXTRA:  **WS 5**



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Unit 1 Colours

LESSON 2


Colours action story

Take a green pencil.

Take a yellow pencil.

Take a pink pencil.

Colour the picture. It's Connie.

- Play the *Colours action story* and act it out.  **CD 1/14**
- Encourage the children to listen and join in with the actions.
- Play the action story again and ask the children to draw the correct number of dots/ write the correct number in the square next to each picture.

EXTRA:  **WS 6**



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Unit 1 Colours

LESSON 3


A blue balloon for Rosie (a song)

A blue balloon for Rosie,
A blue balloon for Rosie.

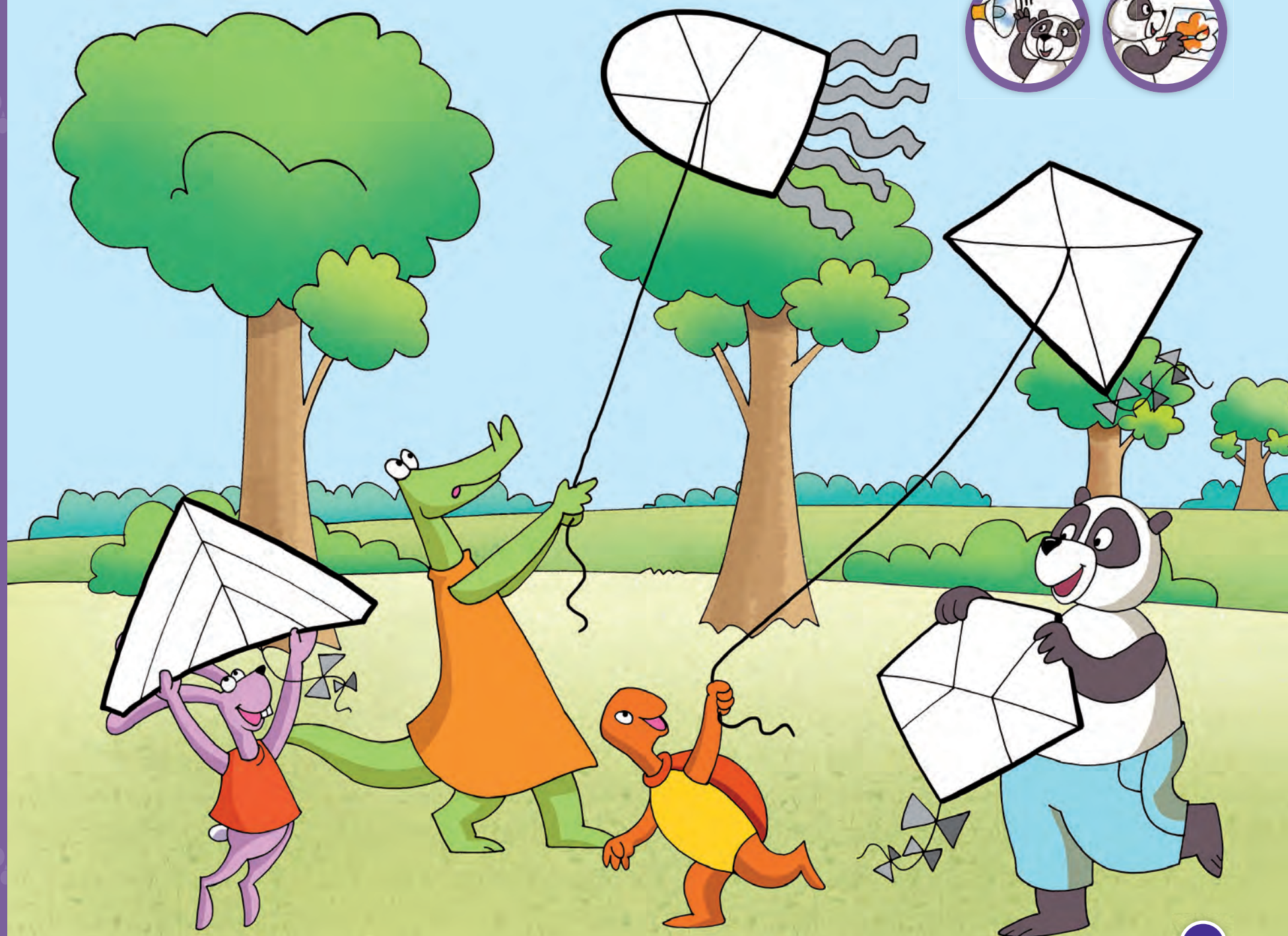
A red balloon for Tom,
A red balloon for Tom.

A green balloon for Connie,
A green balloon for Connie.

A yellow kite for me,
A yellow kite for me.

- Play the *A blue balloon for Rosie* song.  **CD 1/15**
- Let the children listen to the song, watch you doing the actions, then join in with the actions.
- Ask the children to match the characters to the balloons and encourage them to draw themselves.

EXTRA:  **WS 7**



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Unit 1 Colours

LESSON 4


Colours listening activity

Colour Peter's kite orange.

Colour Rosie's kite blue.

Colour Tom's kite green.

Colour Connie's kite pink.

- Play the *Colours listening activity*.  CD 1/17
- Ask the children to listen and colour the kites.

EXTRA:  WS 8



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Unit 1 Colours

LESSON 5

The kites (a story)

Tom,
Peter &
Connie:

Hello, Rosie.

Rosie: Hello, Connie. Hello, Peter.
Hello, Tom.

Tom: What's the matter?

Rosie: Look, my yellow kite.

Tom: I've got an idea.

Rosie: Great.

Tom: Look, Rosie.

Rosie: Great idea.

Peter: Go, Tom, go.

Tom: Oh, no. My blue kite.

Rosie: And my yellow kite.

Connie: I've got an idea.

Rosie &

Tom: Great.

Connie: Look, Rosie. Look, Tom.

Rosie &

Tom: Great idea.

Peter: Go, Connie, go.

Rosie: Thank you, Connie.

Tom: Thank you.

Connie: Oh, no. My red ball.

Peter: Look, Connie.

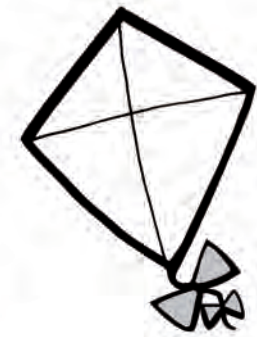
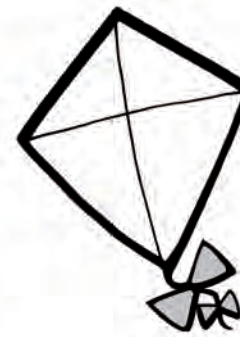
Rosie: Great idea.

Tom: Go, Peter, go.

All: Hooray.

- Watch *The kites* DVD cartoon.
- Ask the children to stick the stickers in the correct place and colour the tree.

EXTRA:  WS 9 a+b



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Unit 4 Toys




Hooray! Let's play! A © Helbling Languages

Unit 4 Toys

LESSON 1

Toys chant

My car, my teddy, my plane, OK.
My doll, my scooter, my train. Hooray!

- Play the *Toys chant*.  CD 2/2
- Encourage the children to point and join in doing the actions.
- Ask the children to stick in the pictures.
- Encourage them to draw themselves in the picture.

EXTRA:  WS 19



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Unit 4 Toys

LESSON 2

Toys action story

Fly your plane.
Drive your car.
Hug your teddy.
Kiss your doll.

- Play the *Toys action story* and act it out.  **CD 2/3**
- Encourage the children to listen and join in with the actions.
- Play the action story again and ask the children to draw the correct number of dots/ write the correct number in the square next to each picture.

EXTRA:  **WS 20**



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Unit 4 Toys

LESSON 3


I'm on my little bike (a song)

I'm on my little bike, ting, ting, ting.
I'm on my little bike, ting, ting, ting.
I'm on my little bike, I'm on my little bike.
I'm on my little bike, ting, ting, ting.

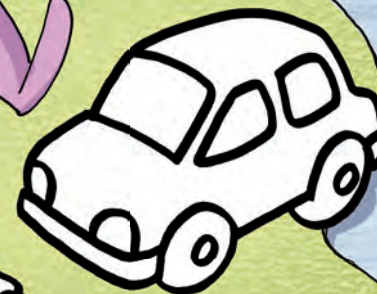
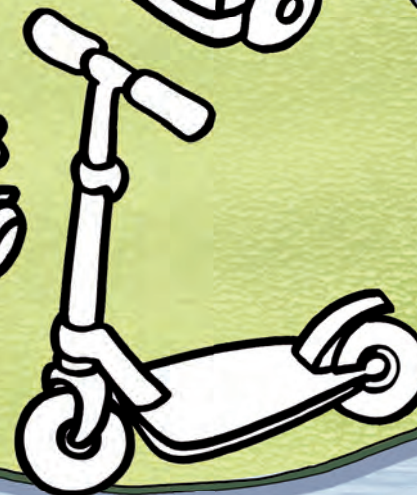
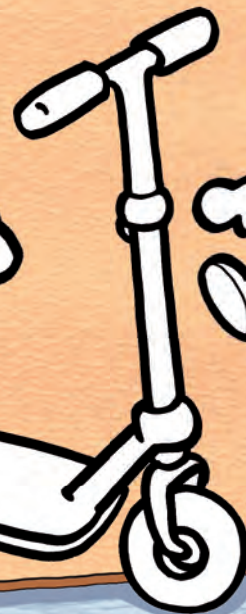
I'm in my little car, vroom, toot, toot.
I'm in my little car, vroom, toot, toot.
I'm in my little car, I'm in my little car.
I'm in my little car, vroom, toot, toot.

I'm on my little train, choo, choo, choo.
I'm on my little train, choo, choo, choo.
I'm on my little train, I'm on my little train.
I'm on my little train, choo, choo, choo.

I'm in my little plane, whoo, whoo, whoo.
I'm in my little plane, whoo, whoo, whoo.
I'm in my little plane, I'm in my little plane.
I'm in my little plane, whoo, whoo, whoo.

- Play the *I'm on my little bike* song.  CD 2/4
- Encourage the children to follow the path and point to each of the toys as they hear them in the song.
- Ask them to draw a line along the path to the airport.

EXTRA:  WS 21 a+b




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Unit 4 Toys

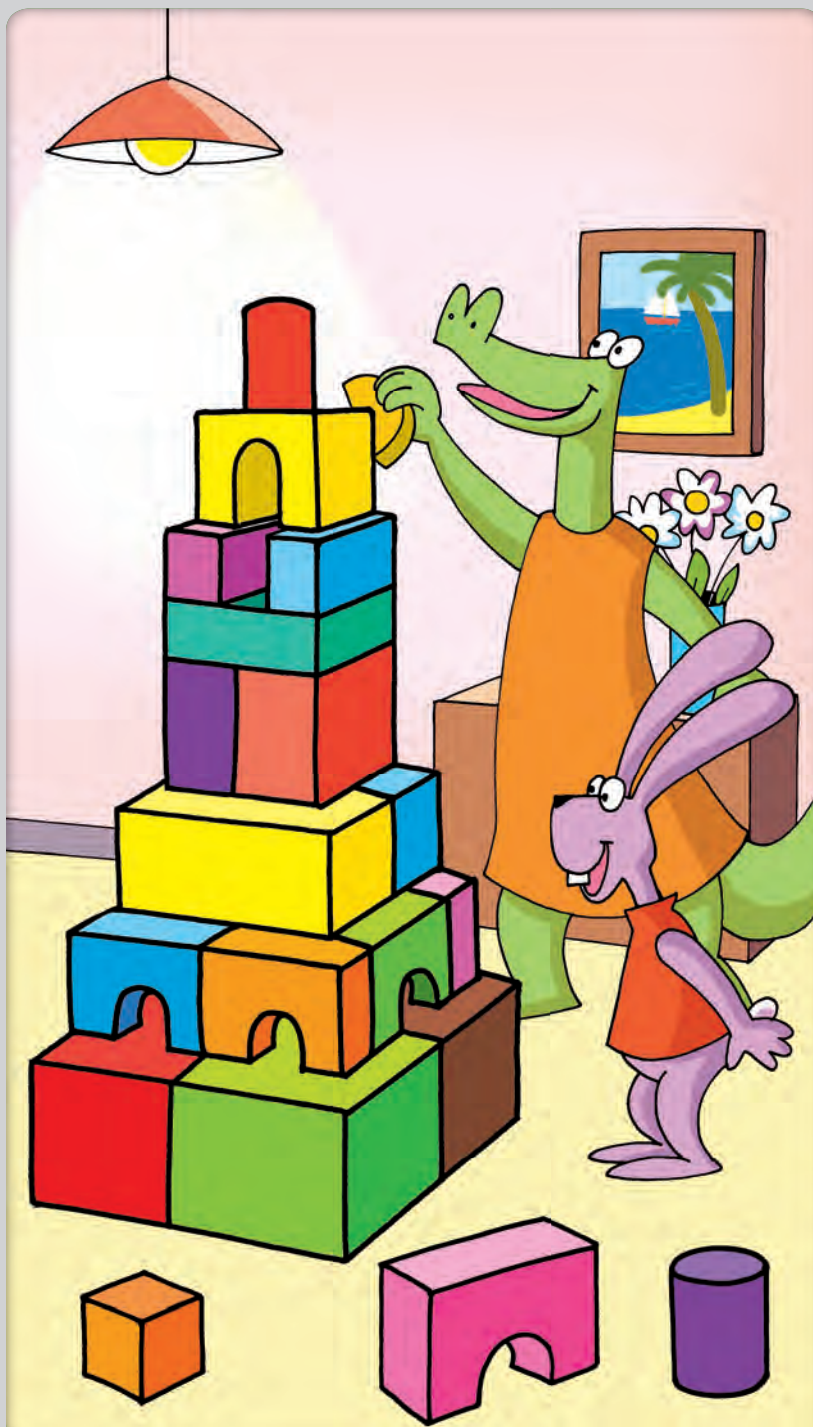
LESSON 4

Toys listening activity

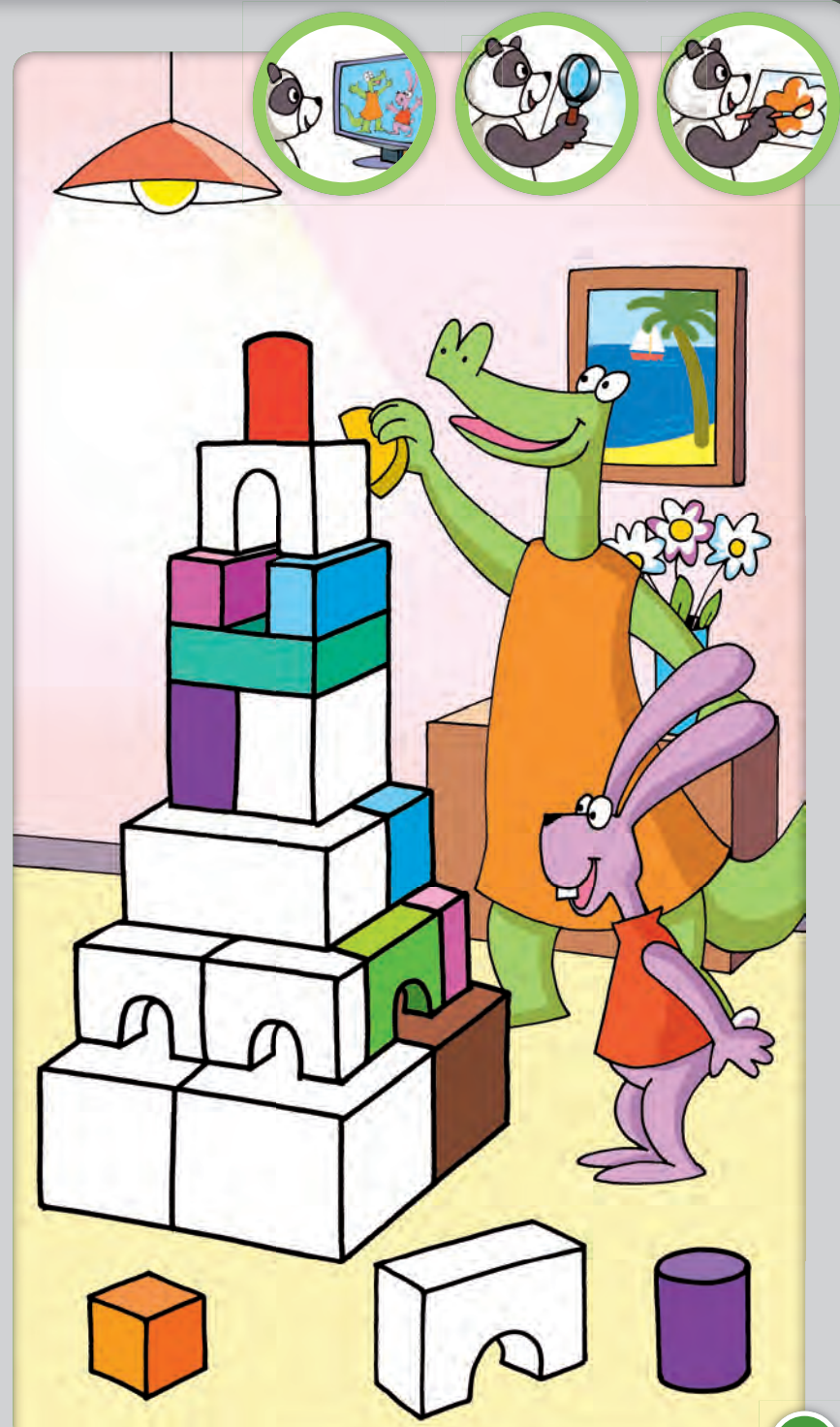
Colour Peter's teddy yellow.
Colour Rosie's doll pink.
Colour Peter's scooter blue.
Colour Rosie's scooter green.
Colour Peter's plane red.
Colour Rosie's car orange.

- Play the *Toys listening activity*.  CD 2/6
- Ask the children to listen and colour the toys.

EXTRA:  WS 22



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Unit 4 Toys

LESSON 5

The tower (a story)

Rosie: Hello, Connie.

Connie: Hello, Rosie.

Rosie: Come in.

Connie: Thank you.

Rosie: Let's play.

Connie: OK.

Rosie: Let's build a tower.

Connie: Great. A big tower.

Rosie: What a big tower! I love it!

Rosie: Let's play with the car.

Connie: Yes, great idea! Vroom!

Connie: Let's play with the doll.

Rosie: Yes, great idea!

Rosie: Let's play with the plane.

Connie: Yes, great idea! Woosh!

Connie: Let's play with the ball.

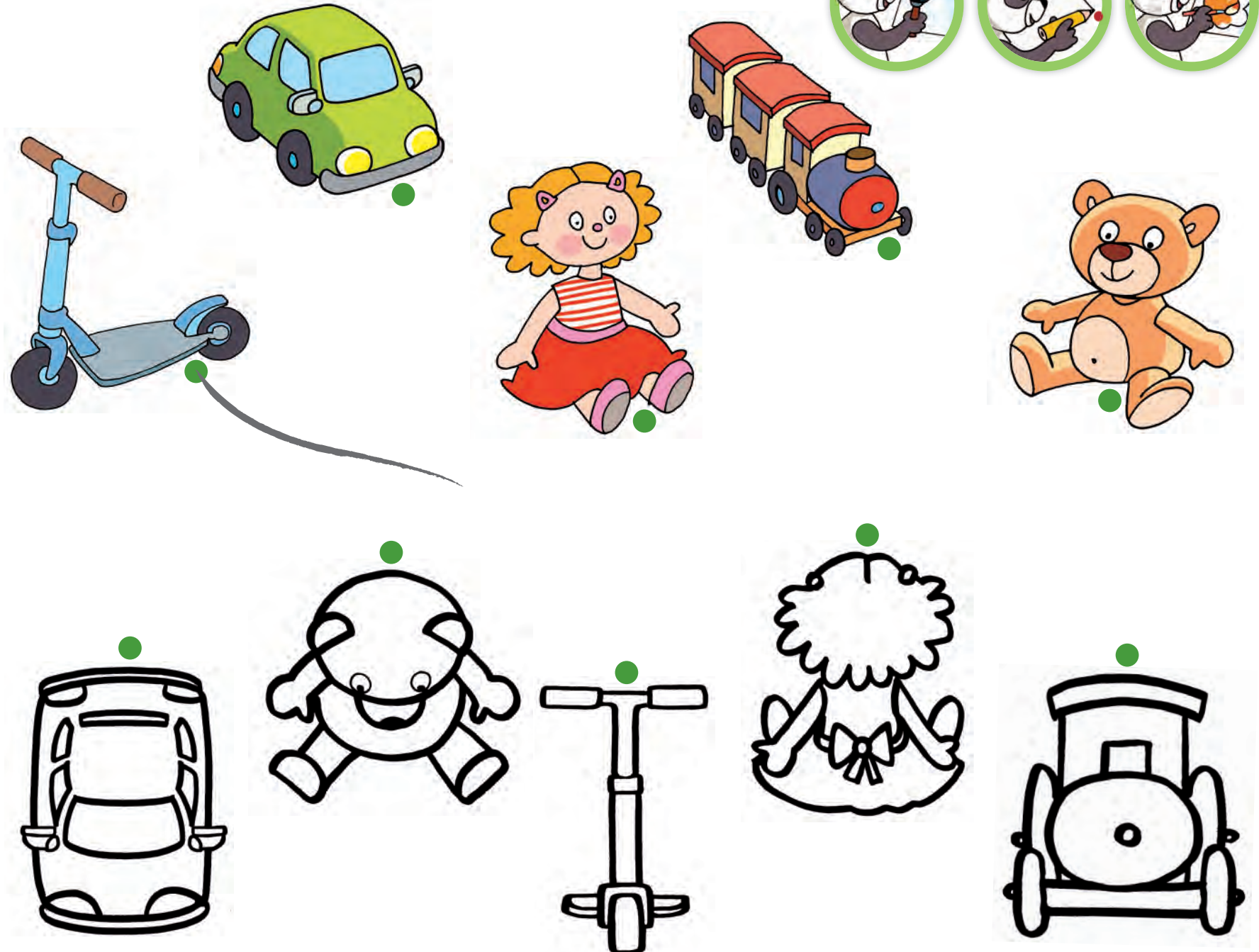
Rosie: Yes, great idea!

Connie: Oh, no! Sorry, Rosie.

Rosie: It's OK, Connie.

- Watch the *The tower* DVD cartoon.
- Ask the children to colour the tower in the second picture using information from the first picture.

EXTRA:  WS 23 a+b



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Unit 4 Toys

LESSON 6

Thinking Skills

- Ask the children to match the toys and draw a line.
- Encourage them to colour the toys.

