

Lesson 1: Pinocchio the puppet

Content

The vocabulary is introduced in context through the story of Pinocchio, a character young children are familiar with at this age. The children practise the vocabulary which includes: numbers 1-10, toys and games, topic and story related vocabulary. The vocabulary is further consolidated through games, songs and fun activities.

Linguistic objectives

Children are expected:

- to learn vocabulary:
 - a. numbers 1-10
 - b. toys and games: *puppet, doll, teddy bear, toy, hopscotch, puzzle*
 - c. topic related vocabulary: *star, boy, friend*
- to learn phrases like: *Who's this? play together, on the floor, touch your nose, stand up straight, do it again*
- to be able to greet people, introduce themselves and their friends
- to be able to talk about toys and games: *We play hopscotch, We do puzzles*
- to be able to identify and produce the written form of the words
- to consolidate language from previous lessons

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to expose the children to a different version of a story possibly familiar to them
- to encourage dramatisation and group/pairwork
- to encourage singing and chanting
- to promote inductive learning abilities
- to activate schemata

Suggested resources

- storycards
- realia/flashcards (Pinocchio puppet/doll, a doll, a teddy bear, a star)
- masks of Pinocchio, doll and teddy bear
- CD and CD player
- boardmarkers

Suggested procedure (up to 5 days)

Student's book

Step 1: Do a brainstorming session about the character of Pinocchio. Ask the children if they know Pinocchio and his story. Show Picture 1 one on the screen (if projector and computer are available), otherwise use the book. Elicit as much information as possible.

Step 2: The children open their books and listen to the story on the CD twice while looking at the pictures. Act out the story with the help of the masks and realia. The children listen to the story again and point to the corresponding pictures. This step may be repeated as many times as deemed necessary.

Step 3: Check the understanding of new vocabulary by asking relevant questions: e.g. "Show me a doll. / Who are Pinocchio's friends?". Consolidate previous toy items the children have learned from previous lessons, e.g. ball, kite, car, bell, etc. Bring in realia (soft toys) if possible. Ask questions such as: "Do you play hopscotch (mime)/do puzzles?" and expect a "Yes" or "No" reply from the children. Further extend to other games the children play by asking questions such as "Do you play football/basketball/computer games?"

Step 4: Put the storycards on the board and ask the children to provide the corresponding storylines. This can be done in groups and the children can look in their books to find the correct lines.

Step 5: Put the storycards on the board in random order and ask the children to come to the board and arrange them according to the story. At this stage encourage the children to provide the storylines as well.

Step 6: Ask the children listen to the story again. Invite them to act it out with masks (Pinocchio, the doll, a teddy bear). All children should be given the opportunity to participate in the role-playing activity.

Step 7: First activity: Ask the children to find the four toys hidden in the picture. Discuss where the toys are thus exposing them to other language such as wall, bookcase, desk, floor and prepositions of place on, in, under.

Step 8: Second activity: Act out the rap song while the children follow the actions. Repeat the song as many times as deemed necessary.

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Step 9: Third activity: The children listen to the sentences and point to the correct picture. Elicit information about the other pictures when checking answers.

Step 10: Fourth activity: Give the children time to read the six sentences and to decide which is the corresponding picture. After checking answers ask further questions to help children produce more language, e.g. 'The doll is happy. Are you happy?', expecting a 'yes/no' answer. 'Miss Butterfly is a teacher. What colour are Miss Butterfly's wings?' (gesturing for 'wings' to help learners' understanding) expecting learners to revise the colours. 'Pinocchio is sad. Why is Pinocchio sad?' expecting the answer 'He's a puppet/toy, not a boy'. 'These are my friends. Who are your friends?' expecting the answer 'Mary, Alex,...' 'We play hopscotch. Do you play hopscotch?' expecting a 'yes/no' answer, and further 'What games do you play with your friends?' expecting names of games as an answer. 'The teddy bear is hungry. Are you hungry?' expecting a 'yes/no' answer and further revise feelings.

Activity book

First activity: Ask the children to match each word to the corresponding picture. Use realia to demonstrate each item.

Second activity: Ask the children to write the names of the toys under the corresponding picture by putting the jumbled letters in order. If they need help they can refer back to the story (pair/groupwork).

Third activity: The children listen to the numbers and draw the lines to form the picture of an ice cream.

Fourth activity: The children have to do the mathematical equation to find the answer.

Student's book

Lesson 1: Pinocchio, the puppet. Listen and read.

Tammy: Who's this, Yuri?
Collodi: Hi children! I'm Carlo Collodi.
Let me tell you a story about ...

Pinocchio: Hi, I'm Pinocchio and I'm a puppet!
These are my friends. A doll and a teddy bear.

Doll : Hi, Pinocchio.
Teddy bear: Hello, Pinocchio.
Pinocchio: We play together ...
Doll: We play hopscotch!
Pinocchio: And we do puzzles...
Teddy bear: We love puzzles!
Pinocchio: But I can't go out! I'm a puppet.
Pinocchio singing: Star light, star bright,
Can I be a boy tonight?
Can I be a boy tonight?
I am a toy and not a boy.

Activity 1 KEY: Point to the 4 toys.

The puppet is on the wall.
The doll is in the bookcase.
The teddy bear is under the desk.
The puzzle is on the floor.

Activity 2 SCRIPT: Let's rap!

One, two, three and four
Everybody on the floor
Five, six, seven, eight
Touch your nose. Stand up straight
Nine and ten, nine and ten
Come on now, let's do it again!

Activity 3 SCRIPT: Listen and choose.

1. [Example] Pinocchio is sad. (a)
2. Mouse is scared.
3. We do puzzles.
4. Pinocchio is a boy.

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Activity 3 KEY: Listen and choose.

1. ▶ a [Example]
2. ▶ a
3. ▶ b
4. ▶ b

Activity 4 KEY: Match and say the letter.

1. ▶ B [Example]
2. ▶ A
3. ▶ E
4. ▶ F
5. ▶ C
6. ▶ D



Activity book

Activity 1 KEY: Match the pictures with the words.

- A. puzzle
- B. doll
- C. puppet
- D. star
- E. teddy bear
- F. boy
- G. hopscotch [Example]

Activity 2 KEY: Find and write the words.

1. puppet [Example]
2. doll
3. star
4. bear
5. puzzle
6. boy

Activity 3 SCRIPT: Listen and draw.

2, 5, 10, 2, 7, 6, 4, 3, 1, 8, 9

Activity 3 KEY: Listen and draw.

▶ An ice-cream cone.

Activity 4 KEY: What's the missing number?

- A. 6 [Example]
- B. 5
- C. 8
- D. 3
- E. 1
- F. 2
- G. 10
- H. 7

Unit 3: The story of Pinocchio

Lesson 2: Pinocchio, the boy

Content

The vocabulary is introduced in context through the continuation of the story of Pinocchio. The vocabulary is further consolidated through games and fun activities.

Linguistic objectives

- to learn the following vocabulary and verbs:
 - a. places: *town, park, sports centre, school, restaurant*
 - b. vocabulary related fun activities: *play, run, hide, swing, slide*
 - c. vocabulary related to the story: *hungry, sandwich*
- to learn topic related phrases: *I'm hungry, Let's get....., Where are you?*
- to practise the pattern "*I can.....*" and consolidate the pattern "*Can you....?*", "*Yes, I can/No, I can't*"
- to be able to identify and produce the written form of some words
- to consolidate language from previous lessons

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to activate schemata relating to places they visit and activities they are involved in
- to expose the children to a different version of a story possibly familiar to them
- to encourage dramatisation and group/pairwork
- to promote inductive learning abilities

Suggested resources

- storycards
- realia/flashcards
- CD and CD player
- boardmarkers

Suggested procedure (up to 5 days)

Student's book

Step 1: Books are kept closed at the beginning of the lesson. Tell the story beginning with the last picture of the previous lesson where Pinocchio makes a wish to the star to become a boy. Act out the story of the shooting star presenting Pinocchio as a boy (his wish granted). Ask the children to listen to the story on the CD twice. Retell the story during the second time by using a puppet/flashcards/mime.

Step 2: Ask the children to open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as deemed necessary.

Step 3: Check the understanding of new vocabulary by asking relevant questions: e.g. '*Show me /Where is the town/park/restaurant/...?*' Also ask questions such as: "*Can Pinocchio run/ hide/....?*" and expect a "Yes" or "No" reply from children at this stage. Have pictures of the places in the classroom to show and mimes the activities. Also ask questions such as: "*Can you run/ slide/....?*" and expect a "Yes" or "No" reply from the children. Further extend to places by asking questions such as "*Do you go to the sports centre/ restaurant/...?*"

Step 4: Put the storycards on the board and ask the children to retell the story. They can find the corresponding storylines in their books. Then, repeat this activity but have the storycards in random order.

Step 5: Ask the children to listen to the story again. Invite them to act out the story. All children should be given the opportunity to participate in the role-playing activity.

Step 6: First activity: Ask the children to find the odd one out. You have the opportunity to consolidate the new vocabulary and additionally ask them what the other three pictures show. Also expose them to the superordinate terms toys and buildings. The activity can be done in pairs.

Step 7: Second activity: Ask the children to listen to the sounds and to guess where Pinocchio is.

Step 8: Third activity: Ask the children to listen and find their way from 'start' to certain places and get further practice with the new vocabulary, as well as revise some vocabulary previously taught.

Step 9: Fourth activity: Ask the children to listen to the instructions and do what "Pinocchio says".

Lesson 2: Pinocchio, the boy

Activity book

First activity: Ask the children to circle the words that represents the pictures given. If they need help, they may refer to the story. The activity can also be done in pairs.

Second activity: Ask the children to recognise the pictures and write the missing letters of the names on the signs.

Third activity: Explain that the same sound is missing from both words in each sentence. Emphasise this by repeating the example. The children look at the pictures to write the missing letters based on their ability to produce these words orally.

Fourth activity: Ask the children to fill in the questionnaire about themselves by drawing either of the two faces, depending on whether they can/can't do the activities mentioned.

They can then proceed by asking two of their friends in class and noting down their answers. Ask the children to either talk about the things they can/can't do or report their findings concerning their friends. The children produce the patterns "Can you ...?", "Yes, I can/No, I can't".



SCRIPTS & KEYS

Student's book

Lesson 2: Pinocchio, the boy. Listen and read.

Pinocchio: Oh, I'm a boy and not a toy!
Now I can go out and see the town.
This is the town. Super!
Oh, a park!
I can play on the swing ...
...I can play on the slide.
I can run....
... I can hide.
I'm hungry. Are you?
Let's get a sandwich – or two.

Pinocchio's Father: Where are you Pinocchio?

Activity 1 KEY: One is different. Find it.

1. The pencil [Example]
2. The puzzle
3. The sandwich
4. The town

Activity 2 SCRIPT: Listen. Where is Pinocchio?

1. [Example] Sound of a forest. (forest)
2. Sound of a school
3. Sound of a sports centre
4. Sound of a restaurant
5. Sound of a park
6. Sound of a town

Activity 2 KEY: Listen. Where is Pinocchio?

1. forest [Example]
2. school
3. sports centre
4. restaurant
5. park
6. town

Unit 3: The story of Pinocchio

Lesson 2: Pinocchio, the boy

Activity 3 SCRIPT: Listen and go to ...

1. start – teddy bear – puzzle – hide – doll – hopscotch – swing – hide – where are you?
2. start – doll – swing – pencil – rubber – star – doll – hopscotch – swing – puppet – where are you?
3. start – doll – swing – hopscotch – doll – teddy bear – slide – star – pencil – puppet – puzzle – where are you?
4. start – teddy bear – slide – puppet – rubber – star – pencil – hopscotch – swing – where are you?

Activity 3 KEY: Listen and go to ...

1. → park
2. → sports centre
3. → restaurant
4. → school

Activity 4 KEY: Let's play "Pinocchio says..."

Clap your hands! [Example]

Play hopscotch! Run! Slide! Swing! Dance! Jump!
Sing! Play the drum!

Activity book

Activity 1 KEY: Circle the words.

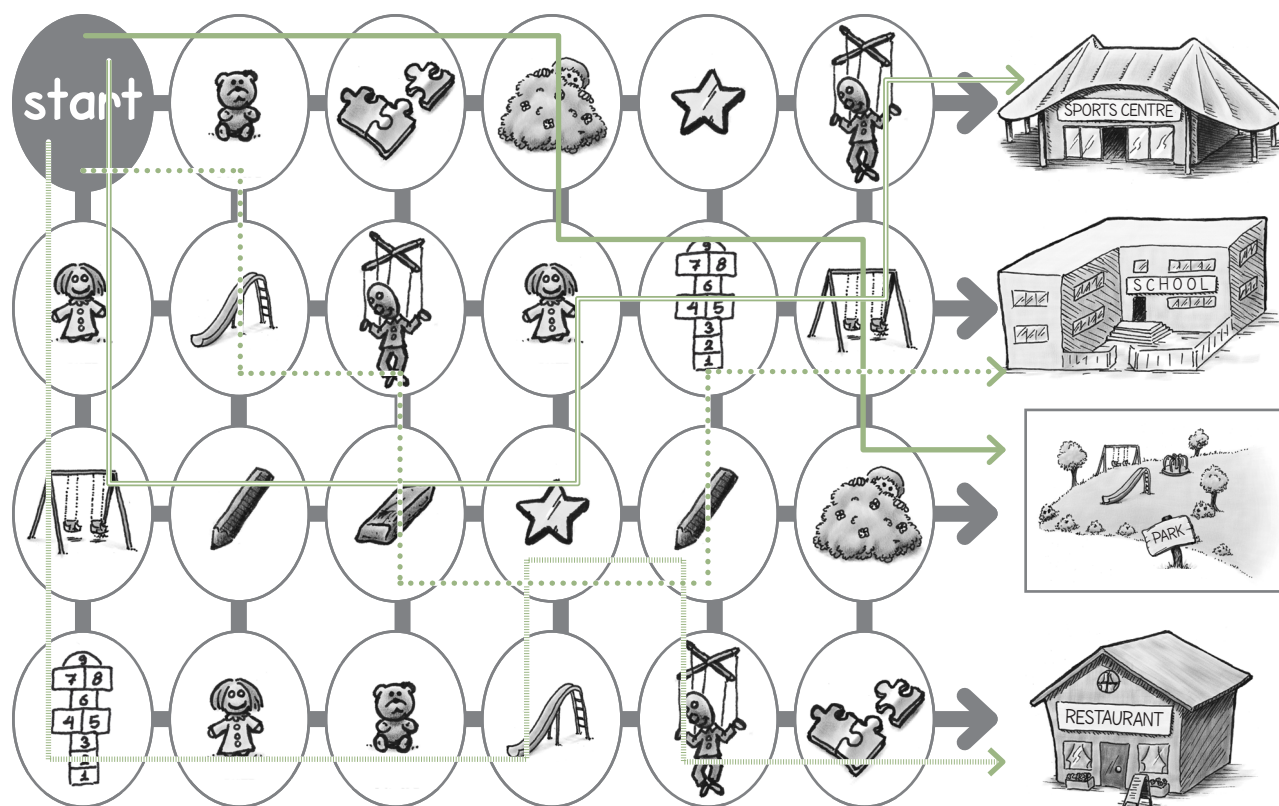
forest [Example], swing, slide, town, park, school

Activity 2 KEY: Write the missing letters.

- A. Park [Example]
- B. Restaurant
- C. Town
- D. School
- E. Sports Centre

Activity 3 KEY: Write the missing letters.

1. Mark is in the park. [Example]
2. Pinocchio is a boy and not a toy.
3. I can play on the slide, and I can hide.
4. The cat is fat.
5. Bella is angry and hungry.



Lesson 3: Pinocchio at home

Content

The vocabulary is introduced in context through the continuation of the story of Pinocchio. The vocabulary is further consolidated through games and fun activities.

Linguistic objectives

Children are expected:

- to learn vocabulary such as: hand, lie, nose.
- to learn topic related phrases: back home, Are you sure? I'm sorry
- to be able to practise the patterns: 'Have you got', 'Yes, I have', 'No, I haven't'
- to be able to identify and produce the written form of some words
- to consolidate language from previous lessons

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to activate children's knowledge relating to the story of Pinocchio
- to encourage dramatisation and group/ pairwork
- to promote inductive learning abilities

Suggested resources

- storycards
- realia/flashcards
- CD and CD player
- boardmarkers

Suggested procedure (up to 5 days)

Student's book

Step 1: Books are kept closed at the beginning of the lesson. Tell the story beginning with the last picture of the previous lesson where Pinocchio's father (Gepetto) is worried about Pinocchio who has not returned home yet. The children listen to the story on the CD twice. Retell the story by using a puppet/flashcards/mime.

Step 2: Ask the children to open their books and listen to the story while looking at the pictures. While listening, they should point to the corresponding pictures. This step may be repeated as many times as deemed necessary.

Step 3: Check understanding of new vocabulary by asking relevant questions: e.g. "Has Pinocchio got a toy/sandwich/.....?" and expect a "Yes" or "No" reply from children at this stage. Then point to Pinocchio's nose and ask the children what they see and why the nose is growing in order to activate children's knowledge of the story and introduce the word "lie". Ask children if lying is good or bad, and introduce apologising "I'm sorry".

Step 4: Put the storycards on the board and ask the children to retell the story using the corresponding storylines. Repeat this activity with the storycards placed in random order. This can be done in groups and learners look at their books to find the correct lines.

Step 5: Ask the children to listen to the story again. Invite them to act out the story. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into four groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually. Point out the fact that at the end of the story we still do not know what Pinocchio has got in his hand and the children can be asked to guess. Do not reveal the answer at this stage.

Step 6: First activity: Ask the children to repeat this tongue twister until they feel comfortable saying it.

Step 7: Second activity: Ask the children to decide what Pinocchio can buy with the 8 Euros he has. This activity can be done in pairs or groups.

Step 8: Third activity: Ask the children to look at the pictures and tell the story.

Unit 3: The story of Pinocchio

Lesson 3: Pinocchio at home

SCRIPTS & KEYS

Step 9: Fourth activity: The children throw the dice and have to do what is written on the square they land on. There are 8 squares and they must go and come back in order to finish.

Activity book

First activity: Ask the children to match the words with the pictures.

Second activity: Ask the children to listen and number the pictures. This is an opportunity to practise listening skills and revise basic patterns and phrases from the story. If there is difficulty, the listening script can be repeated as many times as deemed necessary.

Third activity: Ask the children to find the hidden phrase. They can write this in capitals or in small case letters.

Fourth activity: Ask the children to solve the mystery of what Pinocchio has got in his hand. They need to refer to the whole story in order to track Pinocchio's route to town, starting and ending at 'home'.



Student's book

Lesson 3: Pinocchio at home. Listen and read.

Pinocchio's Father: Pinocchio! You're back home! What have you got in your hand? Have you got a toy?

Pinocchio: No, I haven't.

Pinocchio's Father: Have you got a sandwich?

Pinocchio: No, I haven't.

Pinocchio's Father: What have you got in your hand?

Pinocchio: Nothing, daddy.

Pinocchio's Father: Are you sure?

Pinocchio: Yes, I am.

Pinocchio's Father: Pinocchio ...! This is a lie. Look at your nose!

Pinocchio: I'm sorry, daddy.

Pinocchio's Father: Let's all play together!

Pinocchio, doll and teddy bear: Yippee!

Activity 1 SCRIPT: Let's say it!

Tonight the night is light and bright.

Activity 2 KEY: Let's eat!

[Example] A sandwich, juice and an orange (5 Euros).

Activity 3 KEY: Tell the story.

1. Pinocchio is a puppet [Example]
2. He is sad
3. He is a boy
4. He can play on a swing and on a slide
5. Pinocchio is back home
6. Pinocchio is sorry

Lesson 3: Pinocchio at home

Activity book

Activity 1 KEY: Match the pictures with the words.

- A. hand
- B. toy [Example]
- C. nose
- D. puppet
- E. sandwich

Activity 2 SCRIPT: Listen and number the pictures.

1. [Example] What have you got in your hand? (B)
2. Nothing, daddy.
3. This is a lie. Look at your nose.
4. I'm sorry, daddy.
5. Let's all play together! Yippee!

Activity 2 KEY: Listen and number the pictures.

1. ▷ B [Example]
2. ▷ E
3. ▷ D
4. ▷ A
5. ▷ C

Activity 3 KEY: Find and write the words.

1. swing [Example]
2. puppet
3. hand
4. toy
5. nose
6. slide

Activity 4 KEY: Can you find the magic phrase?

▷ I am sorry

Activity 5 KEY: Pinocchio, what have you got in your hand?

▷ Home – town – park – sports centre – restaurant – home.

I've got a star!

Art time!

Star Light, Start Bright.

Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims

- to develop critical awareness and art appreciation
- to develop, describe and express feelings about own and others' work
- to encourage creativity through art
- to develop visual literacy

Suggested resources

- coloured pencils or markers

Suggested procedure (1 day)

Step 1: Introduce the pupils to the work and life of artist Vincent Van Gogh. Describe, analyse and draw conclusions about one of his paintings, The Starry Night.

The painting can be downloaded from the following site: <http://www.wikipaintings.org/en/vincent-van-gogh/the-starry-night-1889>, or you can borrow an art book from the library that has the painting in it, to show to the children. The Starry Night by Vincent van Gogh, 1889, oil on canvas, 73.7 x 92.1 cm., Museum of Modern Art, New York, USA. 'The Starry Night' was painted in France, June 1889. It was painted from memory during the daytime.

Step 2: Ask the pupils questions that will help them to describe elements of the painting, analyse it and form some conclusions. For example: What do you see in the painting? What time of day is it? What colours did the artist use? What do you think the title is? Why did the artist choose to paint this scene? Do you like the painting? Why/why not?

Step 3: Using the template in the activity book, instruct the children to draw their own town at night from memory. They can use bright colours for the stars, a medium colour for the sky and landscape, and dark colours for the buildings and trees. They can add lit windows by including yellow squares in the buildings. It's a nice idea to include a well-known landmark; this could be the village church, the Parthenon, the White Tower etc.

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Step 4: Afterwards, the pupils can describe their work to the class and say how they feel about it. Alternatively, they can answer questions about their painting.

Extra activity: The pupils can continue to learn about Vincent van Gogh, perhaps look at some of his other famous drawings and paintings that are reproduced in books or on the Internet.

Extra online resources can be found on the PEAP website.

Project

Star cut-out

Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims

- learn to construct a basic hanging mobile that turns freely in the air
- to develop aesthetic appreciation
- to further develop fine motor skills
- to encourage creativity and imagination through art

Suggested resources

- brightly coloured poster paints and paint brushes
- glitter glue pens, sequins, and glue sticks
- scissors, fishing line, and two wire coat hangers

Suggested procedure (1 day)

Step 1: Ask the children to cut out both star shapes.

Step 2: Ask the children to design each star with patterns or colour the stars brightly on both sides. Sequins or glitter can be stuck onto the shapes. Allow both stars time to dry thoroughly.

Step 3: Each star has a line into the centre, cut along these lines.

Step 4: Slot the two stars together to make a 3-D star and secure them in place with some tape.

Step 5: Attach a length of fishing line, thread or ribbon using tape and hang it up.

Step 6: To make one class mobile, take two wire coat hangers, pass one through the other at right angles to make a cross shape and twist the tops together. Decorate with ribbon or tinsel and attach the pupils' stars using different lengths of fishing line so the stars fall to varying lengths. Turn off the lights and shine a torch on it!

Step 7: The children can practise some of the phrases in the unit, for example tonight the night is light and bright.

Extra online resources can be found on the PEAP website.

Unit Evaluation

Ask the children to colour the stars. Explain that the more they liked the unit components (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, ask the children to write their favourite words and phrases from Unit 3. Go around the class and offer help. Discuss the children's choices and answers in the self-assessment section.

