

Unit of Work: The Very Hungry Caterpillar.

This unit of work is designed for five year old children. Therefore the objectives are going to be for them, but this can be adapted to four and three year old children.

OBJECTIVES:

- To develop an awareness of the different pronunciation of the English language.
- To show interest in the English language in order to communicate in the classroom through games and activities.
- To develop a positive attitude to their peers through games and other interactive activities.
- To create interest in natural science concepts.
- To develop an artistic awareness through art work.
- To develop musical sensitivity through songs.
- To be able to understand the basic vocabulary of the story, specially the key words and structures.
- To be able to recognize and perform classroom management commands.

CONCEPTS:

▶ Contents:

-Vocabulary:

Nature concepts: egg, caterpillar, leaf, cocoon, butterfly.

Adjectives: small, hungry, big

Colours: orange, green, red, yellow.

Numbers: one, two, three, four, five (already known)

Fruit: apple, pear, plum, strawberry, orange.

Other food: sandwich, pizza, lollipop, salami, lemon.

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Verbs: come, eat, is, have (a stomachache), sleep, make. Children only need to understand these verbs, not reproduce them.

-Grammatical structures:

Receptive:	but he's still hungry
	he eats
	what colour is...?/what is this?
	What is it?
	what's the missing one?
	What does it eat on (day of the week)?
	How many (objects) are there?

Productive: My caterpillar is (colour)
 My butterfly is (colour)

-Classroom instructions and orders:

Glue the pages.
Cut out.
Colour the (object) in (colour)
Open your eyes.
Close your eyes.
Show me (object)
Point to the (object)
Look here!
Listen to me.
Repeat.
Stick the caterpillar.
Stand up.
Clap your hands.
Hands up/ down.
Jump.
Turn around.
Sit down.
Sit in a circle.
Stamp the potato.

▶ Procedures:

- Cutting out pictures previously coloured on a photocopy.
- Work with plasticine: spreading technique.
- Stamp the potato shape on a piece of paper.
- Follow instructions from the teacher to colour different drawings from the photocopies.
- Put into practice the procedures for each particular game.

▶ Attitudes:

- To show interest in what is going to happen in the story.
- To show creativity when colouring their pictures.
- To be proud of their own works of art.
- To show interest in the butterfly life cycle.

SEQUENCING:

This unit of work is divided in seven lessons. Each lesson lasts for forty-five minutes. As this group has English twice a week, this unit of work will take about one month to complete.

RESOURCES AND MATERIAL:

***Flashcards:** fruit, food, butterfly, egg, caterpillar, leaf, cocoon, the numbers one to ten.

***Realia:** both fake and real fruit, toys, a sock to be used as a caterpillar, a leaf and a hand made caterpillar, butterfly and cocoon made up of cardboard.

***Frieze:** a forest. Colourful, to stick up the leaf, the egg, the cocoon and all the different pieces of fruit.

***Cut outs:** each item that is part of the story.

***Others:** straws to make puppets, and theatre box.

***Chants:** An apple, yummy.

Two pears, yummy, yummy.

Three plums, yummy, yummy, yummy.

Four strawberries, yummy, yummy, yummy, yummy.

Five oranges, yummy, yummy, yummy, yummy, yummy.

***Songs:** -Hi, hello song.

-Bye-bye, see you tomorrow song.

-One, two, three, four song.

-Days of the week song with T.P.R

- If you are happy

***Games:** -What's missing?.

-Chinese whispers.

-Stick the caterpillar.

-Pass the ball.

-Theatre representation.

-Feed the caterpillar.

THE VERY HUNGRY CATERPILLAR.

Adapted text for four and five year old children.

A beautiful egg!

Oh, look! A caterpillar!

He's very hungry.

On Monday he eats an apple, but he's still hungry.

On Tuesday he eats two pears, but he's still hungry.

On Wednesday he eats three plums, but he's still hungry.

On Thursday he eats four strawberries, but he's still hungry.

On Friday he eats five oranges, but he's still hungry.

On Saturday he eats a sandwich, pizza, a lollipop, lemon and salami and he has a stomachache.

On Sunday he eats a green leaf and then he is happy.

He is big, big, very big.

And one day, he becomes a beautiful butterfly.

For three year olds we will leave out the days of the week and the expression “he’s still hungry” which we will change for “yummy”. It will be like this:

A beautiful caterpillar!
He’s very hungry.
He eats an apple. Yummy!
He eats two pears. Yummy!
He eats three plums. Yummy!
He eats four strawberries. Yummy!
He eats five oranges. Yummy!
He is big, big, very big.
Look! Now it’s a butterfly!

LESSON 1. (45 Min)

- 1) Hello song (from Teddy’s Train CD, Heinemann) (1min)
- 2) Review numbers: 1-7. We show the flashcards and we ask the children to repeat each number chorally. Then the teacher will ask some pupils individually. (3min)
- 3) The teacher lays all the flashcards on the carpet floor. As she puts them down we keep saying the numbers all together. The teacher has taken one away before hand and she asks the children which one is missing. (3min).
- 4) We show them plastic fake pieces of fruit: apple, pear, orange, plum and strawberry. They repeat each word after the teacher chorally. Then the teacher asks ‘what’s this?’ holding each piece of fruit at a time.(4min)
- 5) Review the colours: red, green, orange and yellow with a TPR activity. The teacher will assign an action for each colour and then she will call out each colour for the children to perform it. Red is jump. Green is touch your head. Orange is dance. Yellow is freeze. (3 min.)
- 6) Now the teacher asks: “what colour is the apple?” holding up the apple flashcard and they would have to answer “red”. We will do this with the rest of the fruit except with the plum. (3min).
- 7) Match activity. We will hand in a photocopy. On the right-hand side there are some pieces of fruit which appear in the story, and on the left-hand side there are some numbers from one to five. The purpose of this activity is that pupils match the numbers with the appropriate quantity of fruit. (2 min.)
- 8) We will give them a photocopy with the three pieces of fruit on it. Now we will give the following instructions: “colour the apple in red, colour the pear in green, colour the orange in orange”. We will give them trays with all different kinds of coloured crayons so that they will need to identify the colours. (6min)
- 9) They will cut out each piece of fruit and they will write their name behind each piece of fruit so that the cards do not get lost or mixed.. (8min).
- 10) When all the pieces of fruit have been cut, the teacher will say: “show me the red apple”, and each child will have to choose the red apple among the three pieces of fruit and he/she will have to hold it up so that we can check that they have discriminated the correct piece of fruit. (3min)
- 11) Bye-bye song. (from Teddy’s Train CD, Heinemann) (1min)

LESSON 2.

- 1) Hello song (1min).
- 2) Review the numbers learnt in lesson one with flashcards. (1min)
- 3) Game with numbers. We will give a small card with a number from one to ten to each child. Obviously there will be several ones, twos, threes, etc. The teacher will call out a number from one to ten and the children who have got that number assigned will stand up. Whenever the teacher calls out another number, these pupils will sit down. We will call out the numbers in order at the beginning and then at random. (3 min).
- 4) In order to learn the days of the week, we will use the numbers 1-7. We will present a big caterpillar with seven rings, one for each day of the week. Each ring will have a number from 1-7 underneath each day. The numbers are shown in order. The pupils will repeat each day of the week in order after the teacher. This will be done twice sequentially and then again twice at random. (4 min)
- 5) Game: Stick the caterpillar. A child will have to stick a small caterpillar on the first ring if the teacher says "Monday", then the teacher will say "Tuesday" and another student will have to stick the small caterpillar on the second ring. If the student does not recognize the day of the week they are asked for, we will call out the previously assigned number to each ring to help them. (9 min).
- 6) We hand in photocopies with pictures of a plum, a strawberry, a sandwich, a pizza, a lollipop, a lemon and salami. Each photocopy has only got one picture that the children will have to colour and cut out. (5min)
- 7) Song of the days of the week. We have made up the following song designed specifically to learn the days of the week. This song is a Total Physical Response activity. (6min)

Monday, stand up.
Tuesday, clap your hands.
Wednesday, hands up
Thursday, hands down.
Friday, jump.
Saturday, turn around.
Sunday, sit down.

- 8) A nature activity. The teacher or the children will buy a caterpillar at a pet shop. One can buy ten caterpillars for one euro. The teacher will divide these ten caterpillars into different shoe boxes. The teacher will make some breathing holes with a knife and the children will regularly feed them with leaves. After two weeks approximately, the caterpillars will become butterflies. The children will observe this life cycle throughout the two weeks. (5 min)
- 9) Goodbye song. (1 min).

LESSON 3.

- 1) Hello song. (1min).

- 2) Song with the numbers one to ten to review the numbers learnt in lesson 2. We have made up this song in order to learn the numbers one to ten.(5min).

One, two, three, four. One, two, three, four.
Five, six, seven. Five, six, seven.
Eight, nine, ten. Eight, nine, ten.
Clap your hands. Clap your hands.

- 3) Now the teacher presents the new vocabulary needed for the story with flashcards. As the children are familiarized with the words: sandwich, pizza and salami due to the similarity with the Spanish language, we will also introduce the words: plum, strawberry, lollipop, lemon and caterpillar. (5min)
- 4) Game: Washing line. We will hang each flashcard along a washing line held between two chairs. As we hang each flashcard with one peg, the teacher will say the names of each of these seven words and the children will repeat chorally. The teacher will ask the children to close their eyes and she will ask a pupil to take away one flashcard from the washing line or she will do it herself. Now the teacher will ask the whole class to open their eyes and guess what the missing card is. This game will be repeated several times until we check that all the students have assimilated the vocabulary. (12min)
- 5) The teacher will point to a flashcard in the washing line and she will ask what the colour of each piece of food is. In this activity, children already know the red, yellow, orange and green colours. For this reason, we will only ask for the apple, the pear, the orange, the strawberries, the lollipop and the lemon. (4min)
- 6) Now, holding up the caterpillar flashcard, the teacher will ask 'Is the caterpillar sad?' The teacher will say 'nooooo' and then ask 'Is the caterpillar happy?' and everyone will probably answer 'yeess'. And now the teacher will sing the song 'If you are happy' from Robby Rabbit 1 (CD 2, track 14), Heinemann. The children will join in naturally. (5 min.)

If you are happy, happy, happy, clap your hands (clap, clap)
If you are happy, happy, happy, clap your hands (clap, clap)
If you are happy, happy, happy,
If you are happy, happy, happy,
If you are happy, happy, happy, clap your hands (clap, clap)

- 7) We hand in a photocopy of a labyrinth activity where they will have to find the path from a regular size caterpillar to a bigger one and on to the butterfly. They will have to colour the path and the insects. (4min)
- 8) Bye-bye song. (1min)

Lesson 4.

- 1) Hello song. (1min)
- 2) A game to review all the vocabulary from the three previous lessons. The teacher will hand out adhesive cards with pictures: ten with different pieces of food, four with colours (orange, red, yellow and green), and ten with numbers one to ten. The children will sit down in a circle and each of them will have a card stick to his/her clothes. Then we will give one of them a ball which will

- keep on passing from one child to the next one as the music plays in the cassette. When the teacher stops the cassette player, the child who has got the ball in his/her hands will have to say in English the name of the card that he/she has got. The teacher will stop the music paying attention so that all the vocabulary can be reviewed here. (8 min)
- 3) Song: I am a hungry caterpillar. The teacher will put on the caterpillar made up of a sock and she will ask 'how are you, caterpillar?' and the teacher will pretend to be the caterpillar answering 'I'm very hungry'. Now the teacher will sing along with the children (7min)
- I am a hungry caterpillar
And I want some fruit
I am a hungry caterpillar
And I need some fruit
I am a hungry caterpillar
And I want some fruit
A hungry caterpillar
Who wants some nice fruit
- 4) The teacher will show a real leaf and she will say "This is a leaf" and we ask them to repeat by asking them "What's this?" (1 min)
- 5) Now we tell the story. The teacher uses a green sock which is cut out at both ends. As the story is told, the teacher wears the sock caterpillar on her hand and she feeds the food to the caterpillar by putting it into its mouth. In the end, the teacher brings out a toy butterfly. At the same time that the story is being told, the teacher should mime the phrase: "he's still hungry" by moving their hands around their stomachs; "He has a stomachache" by bending and touching her stomach with a painful face; "he feels happy" by smiling. Some children will probably join in naturally with the mime actions. (7 min)
- 6) An art activity. They will make three different coloured balls of plasticine in order to make a caterpillar. They will put the balls of plasticine together to create the caterpillar. They can choose between four colours: red, yellow, green and orange. (5min)
- 7) Once the caterpillar has been made, each child will show to the rest of the class his/her work of art and they will say "My caterpillar is..." and they will mention the three colours that they have used for the caterpillar. (3min)
- 8) Game: Chinese whispers. We will divide the class in two rows. The teacher will tell the child at the end of it a sentence such as "My caterpillar is yellow" or any other colour, and he/she will have to transmit the message to the next person in the line. The row which manages to pass the message quicker and correctly is the winner. Then the first child in the row will go to the last position in the row. Now the teacher will give another sentence again. (7 min).
- 9) Bye-bye song. (1min).

LESSON 5.

- 1) Hello song. (1min)
- 2) Warm-up activity. We have made up this simple chant. (5min)
An apple, yummy.

Two pears, yummy, yummy.

Three plums, yummy, yummy, yummy.

Four strawberries, yummy, yummy, yummy, yummy.

Five oranges, yummy, yummy, yummy, yummy, yummy.

We ask the children to stand up and hold to form a train after the teacher. Whenever they hear the word “yummy” they must take a step forward. In this way, they are assuming that the quantity of fruit has to do with the times they are going to hear “yummy” and the steps they will take forward.

- 3) We tell the story by means of the cardboard caterpillar who walks along the forest frieze. The teacher sticks all the fruit on the caterpillar as it keeps eating. The teacher uses a repetitive structure: The hungry caterpillar eats (number of coloured fruit), munch, munch, munch, munch, munch. (8min)
- 4) All the children have one apple, one pear and one orange that they cut out in lesson number one. Moreover, they also have all the food cut out from lesson 2. All in all, all the food will be taken care of by all the children. After that, we will listen to the story from the CD and the children will hold the appropriate food when it is mentioned in the story. In this way, we will be checking if they are discriminating the pronunciation acoustically for each piece of food. This activity will be repeated twice. (10 min).
- 5) Art activity. The children make a butterfly with a potato shape. In this sense, we will cut the potato in two pieces and we will give it the shape of a butterfly. We will make four of these. Each child will apply the potato to the piece of paper four times, each of them with a different colour from the ones they have learnt. Each potato will be used only with one of the four different colours so it does not become a mess. (6min)
- 6) Each pupil will show the picture, and pointing to each butterfly, they will state the colour of each one to the rest of the class. (4min)
- 7) Goodbye song. (1min)

LESSON 6.

- 1) Hello song. (1min)
- 2) The children will reconstruct the story through questions that the teacher will ask. For example:

“who is this?”	a caterpillar”
“what does it eat on Monday?”	an apple”
“what colour is the apple?”	red”
“how many plums are there?”	three”
“how many pears are there?”	two.”

And at the same time, we keep on showing the children the original story book. (7min)

- 3) We hand in strips of paper of different length. Our aim is that the children make their own story book “The very hungry caterpillar” The strips of paper will have the pictures drawn with the different foods and the rest of elements of the story. The children will have to colour them as much as possible, if not all. (12min).
- 4) Art activity. In order to colour the front page, we will give them a small ball of plasticine so that they can spread it with their fingers to colour the shape of a caterpillar. (3min)

- 5) Once it has been coloured, they will have to put the different strips of papers in order. To do so, we will ask them what happens in the story so that they can put them in order. (5min)
- 6) Finally, some of the pages on the left will be glued together as a means of binding. And in this way, they will have a nice little story book. (5min)
- 7) Bye-bye song. (1min)

LESSON 7.

- 1) Hello song. (1min)
- 2) We will hand in a photocopy of a caterpillar, a leaf, a cocoon, a butterfly, a happy face and a big caterpillar. They will colour them and they will cut them out too. Each photocopy will only have one item. (5min)
- 3) Once this is done, they will glue each item to a straw and in this way, we will have all the necessary elements for a theatre representation. Let's bear in mind that we already had all the other objects needed for the story that they prepared in lesson 2. (8 min)
- 4) Now the children or the teacher will represent the story behind the decorated mobile theatre available at the school, or just in front of the class if there is no theatre box. (7min)
- 5) Game: Feed the caterpillar. All the children sit in a circle. The teacher will give each student one of the items needed for the story. These items will be a mixture of plastic fake food and the ones they have produced for the theatre representation. The teacher will tell the story again calling out each food, for example "an apple" and the child who has it will stand up and give it to the caterpillar. When all the food has been fed to the caterpillar, this one will become a butterfly and all the children will wave their arms simulating a butterfly. (12 min)
- 6) Now we show the video of the story so that the children can understand better through a visual aid. (5min)
- 7) Bye-bye song. (1 min)

EVALUATION.

The evaluation needs to take into account all the different variables in the teaching-learning process. Therefore, we have analysed the teacher's performance, the children's reaction and behaviour, the appropriateness of the materials used in the sessions and the procedures needed for them.

Children's reaction and behaviour.

As we have worked with infant children, we have been observing them all the time. In this sense, we have followed a formative evaluation by which observation is done continuously inside the classroom.

Evaluation sheet 1: Pass the ball. *The child is able to play:*

Course: 5 year olds. Pupil: Date: 28 th May.	1.-Without problems	2.-With certain difficulty	3.-With a lot of difficulty	4.-The child is not able to play it
Ralphy		X		
Ana	X			
Chaimae	X			
Paloma		X		
Michel.		X		

1.- Pupils who fully understand the procedure of the game and who can say the word too.

2.-Pupils who can pass the ball, identify the word in Spanish but can not say it in English.

3.-Pupils who can pass the ball but can not say the appropriate word in English.

4.-Pupils who can not pass the ball and can not say the word in English.

Evaluation sheet 2. Feed the caterpillar.

Course: 5year olds. Date: Pupil:	1.- Recognise the food.	2.- Understanding of the story.	3.-Understand the process of the caterpillar cycle of life.
Alejandro	X	X	X
Rubén	X		X
Tabatha	X	X	
Rocio		X	
Juan	X		X
Eric		X	
Alberto	X	X	
.....			

- 1.- Pupils identify and recognise the food in the story.
- 2.- Pupils understand the story when it makes the mime actions.
- 3.- Pupils understand the process of life of the caterpillar into a butterfly.

Evaluation sheet 3: For all artistic activities.

Course: 5 year olds. Date: Pupils:	A)Understanding of the instructions.	B) Degree of creativity.
Alejandro.	1	2
Rubén.	1	1
Tabatha.	1	1
Rocio.	2	2
Eric.	3	1
Alberto.	2	3

A) Understanding of the instructions:

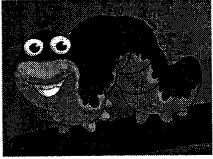






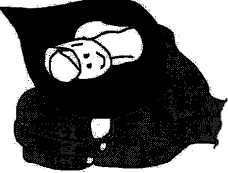






- 1.- without problems.
- 2.- with certain difficulty.
- 3.- with a lot of difficulty.
- 4.-is not able.

B) Degree of creativity:

- 1.- A lot
- 2.- Average
- 3.- Poor
- 4.- None

Children's feelings about the sessions:

EVALUATION SHEET GIVEN TO THE CHILDREN

<p><u>STORY</u></p> 			
<p><u>GAMES</u></p>			
<p><u>MATERIALS</u></p> 			
<p><u>Teachers</u></p>			

Appropriateness of the materials.

Materials:	Attractive	Appropriate	Poor	Inadequate
Flashcards				
Realia				

Cut outs				
Other				
The very hungry caterpillar.				

Teacher’s assessment:

1)Our own comments about each other on how we performed in the preparatory sessions as well as in the story telling itself.

2)The analysis of the video recording to evaluate our own performance in terms of voice, gestures, pitch, idioms, key structure repetition, etc.

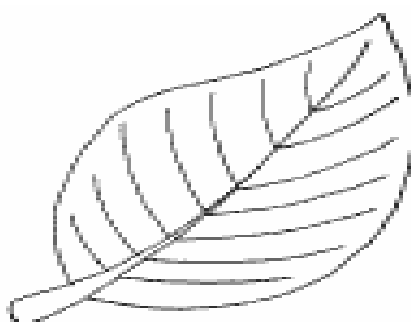
3)Reflection on the practice. For instance, when we did the preparatory session for 3 year old children, we realised that for some reason, children were not doing the activity they were supposed to do. We asked each child to be one of the food items and to go to the table where each flashcard lay.

They would not go to that table because they realised that it was not their own place to sit down (each child in this classroom has a fixed place and chair where they sit at and where his/her name is written down).

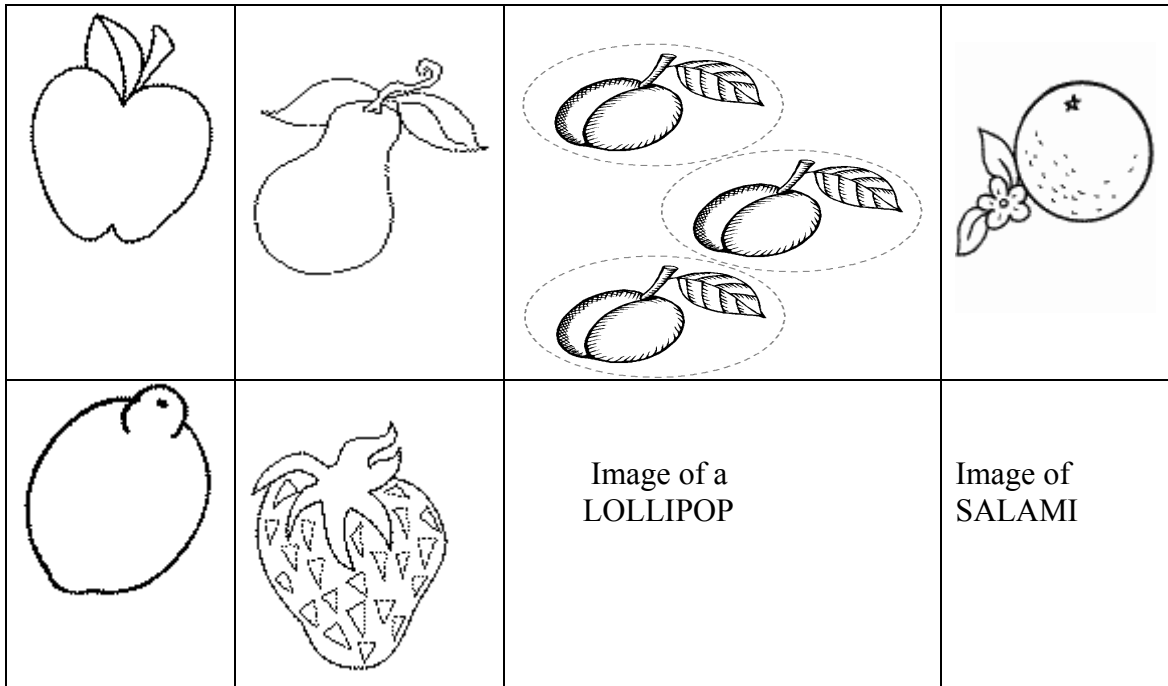
COMPUTER ACTIVITIES FOR THE VERY HUNGRY CATEPILLAR.

Activity 1. The programme will tell the story in English as the different pictures keep showing on the screen.

Activity 2. Practise the numbers from 1 to 10. The activity will show a big green leaf where the defining lines will show the numbers one to ten in order. The programme will say a number and the child will have to click on it. Afterwards, the programme will utter another correlative number and a line will be drawn by the programme. For example, the programme might say: “One, two”, “six, seven”, “ four, five”, etc.



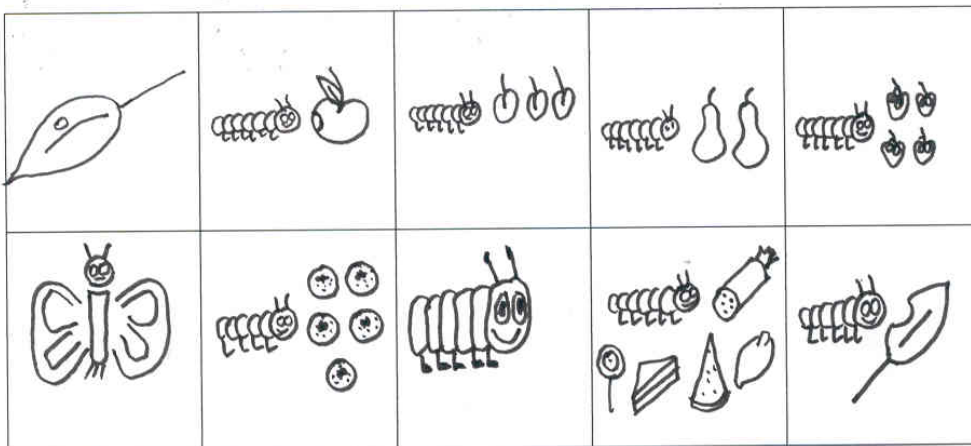
Activity 3. A grid showing eight boxes with food: apple, pear, plum, orange, lemon, strawberry, lollipop and salami. There is also six coloured small boxes: orange, red, yellow, green, blue and purple.



orange	red	yellow	green	blue	purple

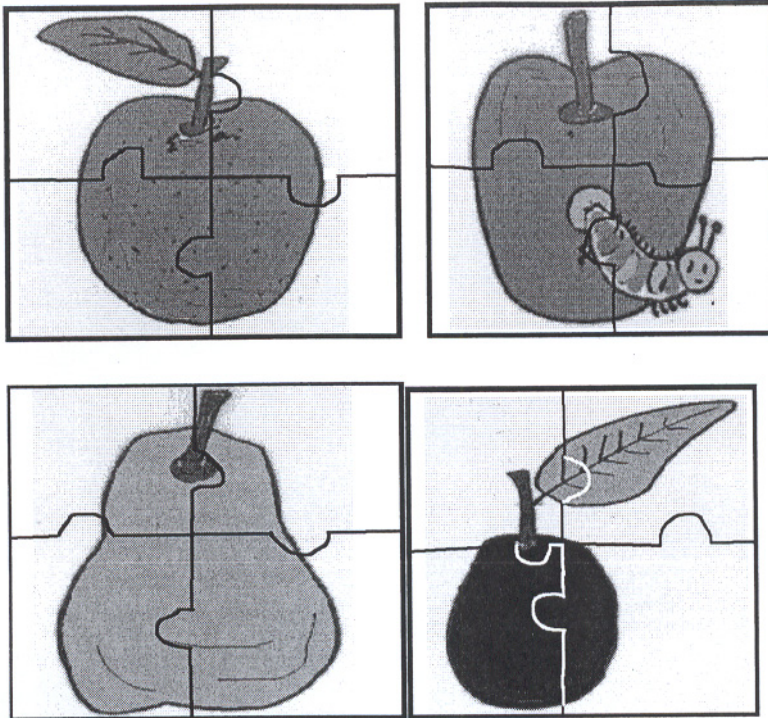
The child will have to click on the colour they choose and drag it towards the corresponding food. If they succeed, the programme will colour the piece of food and it will congratulate the child. If not, the child will hear a sound such as: “uaa, uaa, uaa”.

Activity 4. Sequence the different pictures of the story in the correct order.



Activity 5: puzzles.

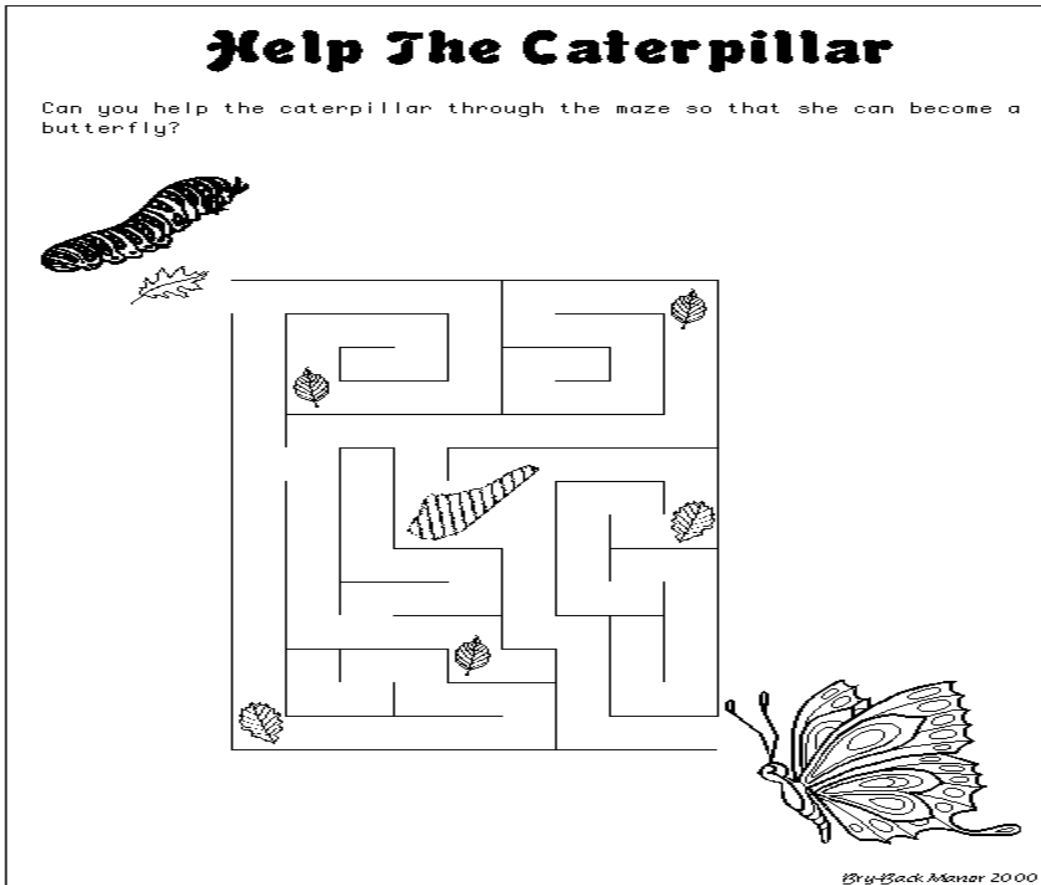
Puzzles



Activity 6. The caterpillar will appear in the middle of the screen with some pieces of fruit around itself. Children will have to click on the fruits and feed them to the caterpillar. As the caterpillar eats the fruit, it will become with the same colour as the fruit it ate, for example if the child gives it an apple, the caterpillar will become red, green if it eats a pear, etc. When the child feeds the caterpillar the programme will make a sound such as “Munch, munch, munch”, and another to show the caterpillar is still hungry. Once the caterpillar has eaten all the fruits, it will become either a big caterpillar or a butterfly.

Activity 7. Match activity. On the left side the numbers 1 to 5 will appear in order, and on the right side the fruit that the caterpillar eats will appear in a mixed way. The children will have to click on a number and drag the mouse until they get to the appropriate amount of fruit that corresponds to the number. For example, if the child clicks on number 2, he will have to drag it to the two apples on the screen. When the pupil succeeds, a congratulation phrase or music will be heard.

Activity 8. Find the correct path in the maze.



Activity 9.

A caterpillar will show and underneath there will be a basket full of mixed fruit which appears in the story. The caterpillar will speak up and ask the children the amount and type of fruit he wants to eat. The child will discriminate acoustically the fruit and the number of pieces he/she will have to click on and give it to the caterpillar. For example, it will say: "I want four apples", so the child will click one by one on four apples and drag them to the caterpillar.

Activity 10

Size and colour. One of the activities is to order an element from the story (caterpillar, butterfly, leaf or any fruit) in the correct order. There will be for example four different sized caterpillars. The programme will ask the child to order the caterpillars from the biggest to the smallest or viceversa. For example:



Regarding colour, the activity will ask to colour the object, whether it is fruit or any other item, from the lightest to the darkest shade or viceversa. The objects will come out from the right in the correct order. Then the programme will alter its original place and the child will have to find out the appropriate place according to the previously asked colour sequence. For example:



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APPENDICES:

◆ Appendix 1: Template for lesson 1, activity 8 : colour the fruit according to the teacher's instructions.

◆ Appendix 2: Templates of the plum, strawberry, caterpillar, big caterpillar, sandwich, pizza, lollipop, salami, lemon, leaf, butterfly, happy face, for lesson 2, activity 6.

◆ Appendix 3: Template for a labyrinth activity, for lesson 3, activity 6.

◆ Appendix 4: Template for a match activity for lesson 5, activity 4.

◆ Appendix 5: Templates to make a small story book of The Very Hungry Caterpillar.

◆ Appendix 6: Flashcards of the different items shown in the story book: egg, caterpillar, apple, pear, plum, strawberry, orange, sandwich, pizza, salami, lollipop, lemon, leaf, butterfly.

◆ Appendix 7: A small frieze with a small caterpillar sticker for the game Stick the Caterpillar, for lesson 2, activity 5.

◆ Appendix 8: Small adhesive cards of numbers 1-10, food and colours (red, blue, green and orange) for the game Pass the Ball in lesson 4, activity 2.

◆ Appendix 9: Scripts of taped material:

Chant "The fruit":

An apple, yummy.

Two pears, yummy, yummy.

Three plums, yummy, yummy, yummy.

Four strawberries, yummy, yummy, yummy, yummy.

Five oranges, yummy, yummy, yummy, yummy, yummy.

Song: "The numbers"

One, two, three, four. One, two, three, four.

Five, six, seven. Five, six, seven.

Eight, nine, ten. Eight, nine, ten.

Clap your hands. Clap your hands.

Song: "Days of the week"

Monday, stand up.

Tuesday, clap your hands.

Wednesday, hands up

Thursday, hands down.
Friday, jump.
Saturday, turn around.
Sunday, sit down.

If you are happy

If you are happy, happy, happy, clap your hands
If you are happy, happy, happy, clap your hands
If you are happy, happy, happy,
If you are happy, happy, happy,
If you are happy, happy, happy, clap your hands

Hi, hello song from Teddy's train.

Hi, hello hello
Hi, hello hello
Hi, hello
Hi, hello
Hi, hello hello

Bye-bye song from Teddy's train.

Bye-bye see you tomorrow
Bye-bye see you tomorrow
Bye-bye see you tomorrow
Bye-bye, bye-bye.

◆ Appendix 10: A green sock to represent the caterpillar in the theatre box, in lesson 7, activity 4.