

Preschool English

5+

# JUMP FOR JOY

## AGE 5 TEACHER'S BOOKLET



Student's Book

# UNIT 1- GREETING

## A- HELLO, MY FRIEND

- 1- Start the lesson with greeting the students. Greet the student's in different ways. Enter the class again ( Say: Hello!). Leave the class and say: Good bye. Let students listen to the recording. Then, call a student in front of the board and tell him / her to imitate what you did. Play 'Hello - Good bye' game. To illustrate 'Hello'; wave or shake hands, lean forward, nod your hand. To illustrate 'Good bye'; turn back and wave hand, take a tissue and wave it, open the door and wave hand as if leaving the room. Once the ways of illustration is completed, show the students the ways repeatedly to ensure that they are learned. Then, start playing the game by randomly acting the illustrations . When you feel that your students are ready, call volunteers to swap roles with and let the others guess 'Hello' or 'Good bye'.
- Use your body posture to indicate 'Hello' or 'Good bye'. After you repeat this activity a few times, call some volunteer students to act out and tell the rest of the class guess whether it is 'Hello' or 'Good bye'. You may use the finger puppets in the teacher's pack to make it more fun. Listen and repeat 'hello-Good bye'
- 2- Before playing the recording, tell students that they're going to listen and circle the correct picture. In order to teach the imperatives used in the activity, you may draw on the board or mime. After this, play the recording a few times. Get students' responds and elicit them. Give positive feedbacks.
- 3- Use the magnet flashcards. Hold them one by one in the air repeating their names. Repeat this activity a few more time. Hold them again without saying them and letting the students answer what each picture symbolizes.
- 4- Before starting 'stickers activity', review the parts of the day just with listening. Then, tell the students that they are going to listen and stick the correct pictures into the boxes. Let them listen to the recording two or three times. Elicit the answers from their books.

## B- WHAT'S YOUR NAME?

- 1- As a lead-in activity, use the hand puppets to practice asking for and telling names. Let the Ss. role-play it for a few times. Then, let them listen to the recording and find the names of the people in the pictures. Ask and elicit the answers. Give positive feedback.



**2-** This time explain the students that they are going to come and introduce themselves. Choose one volunteer student to meet you. Then, choose two volunteer students to introduce themselves and meet their friend. Do this as many times as possible.

## **C- DO IT YOURSELVES.**

**1-** In this activity, students will choose the puppets, name them and role-play 'asking for and telling names' dialogue. The puppets will be included in the Teacher's Pack.

**2-** This is going to be another fun activity for the students. The teacher is going to have students choose one of the masks that he/she has in the Teacher's Pack. The students will again name their masks, wear them and again role-play asking for and telling names.

**3-** The aim of this activity is to learn the usage of 'His / Her' when telling names. One student will volunteer to come in front of the class. He/she will choose the person to introduce. The third student will come to meet the second student chosen by the first. To illustrate, the teacher should act out a sample dialogue with two students.

**4-** To make the song activity more effective, you can use the link below:  
<https://www.youtube.com/watch?v=Uv1JkBL5728>

The aim of the song activity is both to have fun and also to reinforce what has been learned throughout the unit.

# **UNIT 2- BEAUTIFUL BUTTERFLY**

## **A- COLOURS OF NATURE**

**1-** Start the lesson with using the poster that you have in the teacher's pack. Hold the butterfly and say the names of the colours one by one. You can use the colour balloons as well.

**2-** Tell the students that they are going to listen to the track and repeat the colours. Have them listen as many times as they need.,

**3-** As the third activity, you'll talk about the favourite colours of the students. As an example, you can talk about yourself or you can use some pictures to



show your other people's favourite colours. Tell them to listen and find the names of the kids on the page. Elicit their answers.

- 4- In this listening activity, explain the students that they're going to listen and stick the correct colour balloons. First, show them the sticker page. Then, play the recording. Pause when some of your students have difficulty in sticking. Walk around the class to check their books. Support and give positive feedback.

## **B- HAVE FUN WITH COLOURS.**

- 1- In this activity students will listen and colour the caterpillar. Play the recording. Pause in between each colour to give them enough time to colour. When they all finish, repeat the colours one by one together with the students.
- 2- In this game the idea is to call out a student to the board and tell him / her to grab an object that is in the same colour with the colour you're saying. Start the sentences as: Show me something ..... and each time end your sentence with a different colour. (Give small gifts when they do well.)
- 3- In this part, your students will create their own flower with choosing their own leaves and they'll tell it. Choose some volunteer students and ask them what colour their flower is. You can prepare flashcards to hang on the board according to the colours they choose for their flowers.

## **C- COLOURS ON ME TODAY**

- 1- Start the lesson with reviewing the colours and then ask them to tell the colours on you. After that, tell them to come to the board and tell the colours of their clothes that day.
- 2- Tell the students that this is going to be a listening activity. And that they are going to listen and colour the flags. According to the level of your students, names of countries can be taught.
- 3- In this game, students will listen to the colours of the pictures on the page. Let them listen as many times as they need. Then, start the game. Ask them to choose one of the pictures but not say the name of it. Tell the others to ask 'Is it ....!' and a colour at the end of the question. According to the answers the students will try to guess the picture.
- 4- The aim of the song activity is both to have fun and also to reinforce the colours that they've learned throughout the unit.



# UNIT 3 – NUMBERS

## A- HOW OLD ARE YOU?

- 1- The first activity is to learn the numbers up to 20. You can use the flashcards to have various activities and games. (E.g.: Put the numbers on the table. Tell one of them and ask the students to take the correct number.) Play the recording and tell them to ask and answer their ages by swapping roles. ( They don't have to tell their real age.)
- 2- Play the recording. Ask the students to repeat when you pause. Give one number to each student and call out one number. That students it to stand or raise the number. The one that can't stand will be out of the game.
- 3- First, explain the students that they are going to listen and stick the numbers they hear. Direct them to the stickers page. While listening, pause and wait for the students when necessary. Then, repeat the numbers they stuck.

## B- I CAN COUNT.

- 1- Talk about the picture for a while. Ask the students what they see in the picture. Then, have them count the number of objects and animals given below the page. Elicit their answer. Do not make direct correction.
- 2- This activity is like a game. You need to hold the numbers flashcards in your hand and hide them behind you. Randomly hold one of the number cards and tell the students to quickly say the number. Repeat this as many times as your students want.
- 3- The activity aims to review colours and ensure the comprehension of the numbers. Review the colours if necessary. After that, tell the students that they are again going to do a listening activity. Explain them that they are going to listen and colour the numbers. Make them prepare their colour pencils. Play the recording. Pause in between the numbers to let them colour them. Walk around the class and check.

## C - LET'S PLAY GAMES.

- 1- Greet the students. Review the numbers and colours. Then, show the head on the page one by one. First, talk about the colour of the hat and then the number on it. Ask them the number and they'll tell you the colour. Do it vice versa. Repeat this as many times as you want.
- 2- Explain the students that they are going to find '5' differences between two pictures. Have them focus on the differences in numbers. Tell them to circle the differences on one of the pictures. Elicit their answers.



- 3- First, talk about what they see in the pictures. Make them focus on counting the correct thing in each picture. ( Giraffe; spots , scare crow; buttons, Umbrella; pieces, ice cream; scoops.)
- 4- The aim of the song activity is both to have fun and also to reinforce the colours that they've learned throughout the unit.

# UNIT 4 – MY BODY

## A- MY TOY MONSTER

- 1- As a lead-in activity use the poster and talk about what the students see. Let them know that they're going to learn the parts of the body.

Use the poster and make them repeat the parts of the body after you. Second, play the recording and have them repeat after it. Third, play the game " number – body". Say one number and wait for the students to say the name of that body part. Repeat this as many times as you can.

- 2- Get the students ready for another listening activity. Explain them that they're going to put the parts of the body in order according to the recording. Elicit their answers and give positive feedback.
- 3- Show the picture. First ask the colours of both of the monsters. Then, explain the students that they're going to find the differences between the two toys. Make them focus on the body parts.

## B - WHAT COLOUR IS YOUR TOY?

- 1- In this activity students are required to choose one of the toys and talk about the body parts and the colour of it.
- 2- Use the flashcards to do this activity. Hold one of the flashcards and point at a body part. Ask the name of the body part. Repeat this as many times as possible.
- 3- The aim of the activity is to improve the students' listening abilities. They need to listen and find the correct toy. Refer them to the sticker pages. Give them some time to examine the toys. You can talk about the toys before listening. Play the recording. Pause when necessary. Elicit the students' answers and give positive feedback.

## C - LET'S PLAY A GAME.

- 1- The aim of this activity is to reinforce the comprehension of body parts. Point at one of your body parts and ask the students the name of the body part.



Choose one of the volunteer students and take your role. Repeat this as many times as you want. You can play this game with the whole class.

- 2- Tell the students to prepare their colour pencils on their desks. Explain them that they're going to draw their own toys. Tell them to feel free to draw their toy the way they want. Call out volunteers to describe their toys on the board. According to the level of the students "have got - has got" can be taught.
- 3- This activity aims to ensure learning the body parts. First tell the students to match the body parts and then talk about the toys.
- 4- The aim of the song activity is both to have fun and also to reinforce the body parts that they've learned throughout the unit.

## UNIT 5 - I LOVE MY CLASSROOM

### A – IN MY BACKPACK

- 1- Start the lesson with a lead-in activity. Take one of the students' backpack and ask what it is. Let them answer in their mother tongue. Say "Yes, it is a backpack". Continue with taking out school stuff in the backpack. One by one tell the names of the objects in it. Tell the students to repeat after you. Then, play the recording and tell the students to repeat after each object is said.
- 2- Before the listening activity, teach the students the prepositions 'in - on and under'. Put some objects under the table, on the table and in the backpack. Slowly and one by one put the objects, in under and on something. Explain the students that they're going to listen and draw lines to place the objects where it is said in the recording. Elicit their answers.
- 3- To play this game you need to put as many objects as you can on the teacher's table. Pull the table in front of the class so that all the students can easily follow you while putting the objects. After this, call a volunteer student and make him/ her point when you say the name of the object. Do the same activity with as many students as you can. (As an option, you can choose a student to take your place and direct the game)

### B - IN MY CALSSROOM

- 1- Before the listening activity, ask the students to look around the class and say what they see. You can do this in their mother tongue. Then, have them



open their books. This time tell them to compare the classroom in the picture and theirs. Finally, play the recording and make them repeat. Ask them how many of the objects' names they remember. Elicit their answers. Correct if necessary.

- 2- Again in this activity, before you start listening you need to refer the students to the sticker pages. First, talk about the objects on the sticker page. Then, play the recording and get them stick the pictures and then say their names.
- 3- The aim in this activity is to connect numbers and school objects. First, task the students to say the names of the objects. Then, ask them to count and say "How Many?". If you like you can get them talk about the colours as well.

## **C - I HAVE A DARK BLUE BACKPACK.**

- 1- As a warm up and a preparation for the lesson after greeting the students, ask them to put what they want in their backpacks. Then, call two of them to come to the board with their backpacks. In terns tell the two students to take out one object each time and say the name of it. <the one who cannot say will sit back to his / her place. The winner will get a small gift. ( like a pencil or an eraser or may be a sharpener.)
- 2- Before listening, talk about the objects they see on the page. Then, announce them that it is going to be a listening activity. After that, tell them to be careful about the colour of the object and the backpack. Make them draw their lines to take the objects to the correct backpacks. Elicit their answers and give positive feedback.
- 3- First, review the prepositions, then ask "Where" questions using the objects on the page. Elicit the students' answers.
- 4- The song activity will be useful both to review and ensure the learning with having the pleasure of singing and dancing for the students.

# **UNIT 6 - MY CLOTHES**

## **A - IN MY WARDROBE**

- 1- In the beginning of the lesson you can use the poster that you have in your pack. Show the picture and ask the students what they see. Elicit their answers in their mother tongue. Secondly, play the recording and make the students repeat. Thirdly, use flashcards to play various games with the students as mentioned in the previous parts.
- 2- Inform the students that they are going to do a listening activity again. Show the page on their book and talk about the clothes on the page. Elicit their answers and give positive feedback. Following this, play the recoding and





ask the students to match the clothes with the correct person by drawing their lines. Get their answers and elicit them.

- 3- The third activity aims to ensure that the names of clothes are learned. To achieve that, first ask the students to look at the page and say the names of the clothes one by one. If there is any problem, use your flashcards to reinforce them. Then, try asking again. Repeat this as many times as necessary. You play role playing game to help the students memorize.

## **B - WHAT'S ON ME TODAY?**

- 1- The third activity is again a listening. As a warm up activity, ask the students to look at the pictures and talk about what those four people are wearing. Also, talk about the colours of their clothes. After this, play the recording and let them find which person is being described. Have the students repeat the names of the clothes when listening is completed.
- 2- This activity is aimed to be totally a speaking activity. If possible, you can open the pdf version on your smart board and call out students to the board to talk about the clothes on the people that are on the page. If that is not possible, you can use different posters and talk about them. After that you can continue with talking about the kids on the page. Encourage the students to come to board and speak.
- 3- Call out a volunteer student to the board and describe the class what he or she is wearing including the colours of the student's clothes. You can use "have - has got". Call out as many students as your class needs to be ready to do the activity their own. When it is achieved, invite two students to describe each other's clothes. Do it as many times as you can.

## **C - MY FAVOURITE CLOTHES**

- 1- One day before doing this activity tell the students to bring one outfit that they love the most with them. The next day ask them to show what they have brought. You start the activity with showing one of your favourite outfit. Hold it up in the air and say: " This is a .....( name of the outfit) and it is my favourite cloth.". Then, ask the students to do the same. Do this with as many students as you can. When all is done, continue with the book and do the page. Have the students say the name and the colours of the clothes they see on the page. According to the level of your students you can teach them the usage of 'His and her favourite and he- she has got.'
- 2- Inform the students that the activity is going to be a listening and sticking one. Refer the students to the sticker pages. Talk about the pictures on the sticker page a bit. Following that, Play the recording and pause when necessary to ensure that the students can catch up with both listening and sticking.
- 3- As this page has also a poster, you can use the poster to do various ac-



tivities. First, you can talk about the clothes in each wardrobe. Then, you play the game "Who has...?". To do this, you need to give names to both of the games. Choose names for the girls with your students. Following that, choose an outfit and say its name and ask who has that outfit. Elicit the students' answers and praise them when they give correct answers. Ask the same question as many times as you want.

- 4- Before listening to the song. Make the students to look at the pictures and teach them that they are wearing ( putting on )a cloth. Then play the song and meanwhile role play putting on the clothes mentioned in the song.

## UNIT 7- WEATHER ON TV

### A - WEATHER FORECAST

- 1- Hang the poster on the board and talk about it a bit with the students. Inform them that they're going to listen and repeat the recording. While listening and repeating, point at each picture. Play the recording for the second time. This time ask a volunteer student to point at the pictures. You can do this a few more times.
- 2- Ask the students to open their books page 67. Ask them what weather events are shown in the pictures. Tell the students that this is a Turkish Map. ( You can teach your students the directions according to their level.) Talk about the weather events in the pictures and elicit their answers. Play the recording and get them number the pictures in accordance with the order in the recording. Elicit their answers and write them on the board. Refer them to the previous page again. Have them role play like the reporter on page 66. Praise and encourage them to role play.
- 3- Explain the students that they can choose and stick the pictures they want on the sticker pages. Refer them to the sticker page and give them some time to choose and stick. Encourage them to come to the board and talk about the weather events on their pages.

### B - HOW IS THE WEATHER TODAY?

- 1- In the beginning of the lesson review the days of the week with your students. When you think that they are ready, explain them that they are going to listen and match the days with the weather. Play the recording and get their answers.
- 2- This activity is a similar to the previous one about this time your students have to listen and stick the correct weather event under the days. First, start with the days on the page. Then, play the recording and pause when they are



sticking. When they finish ask which weather events they stuck. and elicit their answers.

- 3- In order to play the game on the page the students need to first match the weather events to the activities. Second, teach them the activities. Third, explain the game with an example. E.g.: It is windy today. Let's fly a kite or it is sunny and hot today. Let's go swimming. (Let's go to the beach.)

## **C - WEAR YOUR RAINCOAT!**

- 1- This page and the activities you are going to are related with both weather and clothes. Start the lesson with making your students to look at the page and talk about the seasons and the weather. Then, have the students talk about the clothes the people in the pictures are wearing. Now, you can carry on with playing a game. In this game the idea is you to say the weather condition and the students to find an appropriate cloth for that. E.g.: the teacher says: 'It is rainy today.' And the students say: ' Wear your raincoat. Go on the activity with different examples.
- 2- Before doing the matching activity on the page, ask your students to tell the names of clothes they remember without looking at their books. When it is over, tell them to open their books and match the clothes to the weather conditions. Elicit their answers and give positive feedback.
- 3- First, explain your students that they are going to do a listening activity. Afterwards, play the recording and get your students repeat. Following the listening activity, talk about the weather in each season. You can also add clothes into the subject and talk about them too.
- 4- The song activity will be useful for the students both to review and ensure the learning with having the pleasure of singing and dancing. They'll mainly review the weather and seasons.

# **UNIT 8 – MY HOUSE**

## **A - WE HAVE A SMALL HOUSE.**

- 1- The first aim in this activity is to teach the rooms of a house. Use the poster to teach the rooms. Play the recording. Pause and make the students repeat the names of the rooms. Review the meaning of big and small. Then, teach the usage of "have - has and don't have - doesn't have." Continue with playing the recording again. After listening, ask the students "does he have " questions. Elicit the students answers.
- 2- One day before the activity tell the students to prepare a poster of their houses. When they come to school the next day, call volunteer students to



talk about their houses. Call as many students as you can to the board.

- 3- Tell the students that they're going to compare the two houses in the pictures. First, make the students focus on one of the pictures and talk about it. After that, focus on the second one. Finally, ask the students to compare them.

## **B - ROOMS IN MY HOUSE**

- 1- This activity aims to reinforce the learning of the rooms of a house. Play the recording. While the students are listening pause and point at the rooms and say their names. When the listening is over, call volunteer students to use the poster to point at the rooms and say their names.
- 2- Ask the students to look at the picture and ask them what they see. They'll answer household and rooms. Play the recording and have them repeat.
- 3- The aim of this activity is to reinforce the parts of a house and teach them household. Ask the students to match the household to the rooms. Elicit their answers and give positive feedback.

## **C - IN MY ROOM**

- 1- In the beginning of the lesson tell the students to look at the page and try to remember the names of the household. Explain them that they're going to listen and repeat. Play the recording. Ask them to point at the pictures while listening. You do the same on the smart board or your own book. Walk around the class and see the students' pointing.
- 2- In this activity, the students are to do a speaking activity. Get them look at the page and the pictures. Give an example about how they'll do the activity. E.g.: Soap is in the bathroom, teapot is in the kitchen.
- 3- The aim of this activity is to teach the students the negative form of "is (isn't)" and the preposition "in". Ask them what's wrong about each picture. Give them an example. E.g.: Owen isn't in the living room. It is in the kitchen.
- 4- The song activity will be useful for the students both to review and ensure the learning with having the pleasure of singing and dancing.

# **UNIT 9 - MONTHS**

## **A - MY BIRTHDAY IS IN FEBRUARY.**

- 1- Before starting the activity talk a bit about the students' birthdays. Inform them that they're going to learn the months of a year. Explain them that they're going to listen and circle their month of birth. Play the recording and



pause in between each month. After that, you start as an example and say your month of birth; My birthday is in ..... . Ask the students to do the same. Ask as many students as you can. Listen to the recording again and this time tell the students to repeat.

- 2- This activity is a multi-task one. The first one is to review the family members. The second is to use "his, her". Review the months of the year and their pronunciation. Give some time to the students to draw their hearts. Ask them on which months they drew their hearts. Ask them whose birthday those months are. Elicit their answers and make corrections if necessary.
- 3- This is a speaking activity about months and family member. The students are required to prepare posters of their family members. If they can't stick a photo, they can also draw. Choose two volunteer students to stand in front of the class facing each other and asking 'who is this? 'When is his - her birthday?'. Call out more students and tell them to do the same. Praise and give positive feedback.

## **B- MONTHS IN A SEASON.**

- 1- First, start the activity with reviewing the months ( You can also review the weather in each season). Then, explain the students that they are going to listen to the recording and match the seasons to the months. Inform them that there are three months for each season. Play the recording twice and then elicit their answers.
- 2- Make the students to look at the page and observe the three months with different colours. Say them in groups of three. Then, say the seasons. Tell the students that they're asked to match the months and the seasons. Walk around the class and see their answers.
- 3- Refer the students to the sticker page and ask them what they see in the pictures. Say them that they're seasons and explain them that they're going to listen and stick the correct picture into the empty boxes.

## **C - SUMMER HOLIDAY**

- 1- Explain the students that this is again a listening activity. Before playing the recording ask the students what weather conditions they see in the pictures. Elicit their answers. Say the names of the months and make them repeat. Then, play the recording and have the students match the weather to the months. Elicit their answers and praise them.
- 2- The aim of this activity is to match the numbers to the seasons. You can get students to prepare a numbers and months poster before this activity or you can prepare and show it your own. While you are counting the numbers, students say the months. This way you can prepare them to the activity they're going to do. Start the activity with asking them the numbers in each



box. Then, ask the students to match the seasons to the numbers. Finally, get them to speak about the seasons and the months. E.g.: March , April and May are Spring months.

- 3- To play this game, you need cards of numbers up to 12. You can write the names of the months on the cards. Call out two volunteer students to the board. Put the cards on the table. Say one number or one month and ask the students to pick it. Who takes the card faster wins. Play the same game with as many students as you can.
- 4- The song activity provides both joy and review of the months for the students. Play the song and have the students repeat the months of the year.

## UNIT 10 – AT THE GREENGROCER'S

### A - YUMMY FRUIT

- 1- If possible, bring some real fruits to the class or use the poster or bring plastic fruits to teach them while doing the listening activity. This way, the usage of visual aids and auditory will help the students learn faster. Play the recording while holding the poster or the fruits. Point at them while the students are listening. Play it one more time and make the students repeat.
- 2- This activity on the page is to match weather to fruits. The students will be able to learn the seasons some fruits grow too. Then, start talking about the names of the fruits and the weather conditions in the pictures. Explain the students that water melon and cherry are summer fruits and orange is a winter fruit. You can continue with asking if they like them or not.
- 3- In this activity, the students will be able to review the names of some animals and their favourite fruits.

### B - HEALTHY VEGETABLES

- 1- You can again use the poster to teach the vegetables. After teaching, tell the students to open their books on page 98. Talk about the vegetables a bit. Then, have the students draw their hearts for the ones they love. Following this, play the recording and get the students to repeat. When this is also over, ask the students about their favourite vegetables. Give an example to guide them: I love broccoli. I love green broccoli.
- 2- Infor the students that they are going to listen and match the people to the



vegetables. Play the recording twice. Walk around the class and see the students' answers. Get their answers and encourage them.

- 3- In this activity the students are going to learn how to ask questions. They'll ask 'yes- no questions'. E.g.: Is it big? Is it small? Is it green, Is it a summer fruit? Is it red? Is it a winter vegetable... etc. After giving some examples and sensing that the students are ready, call two volunteer students to ask and answer. You can use the flashcards to stick on the forehead of the student to ask the questions to guess. In this case, the other students should choose the flashcard. Repeat this with as many students as you can.

## C - MY SHOPPING LIST

- 1- Have the students open their books on page 101. Ask them where the people are. Inform the students that they are going to listen and draw pictures of fruits and vegetables according to the ones they're going to hear. When the listening process is over, get their answers and encourage them to participate.
- 2- First refer the students to the sticker pages. Tell them to choose the pictures they want and stick on one of the baskets. Then, ask them to talk about their favourite fruits and vegetables: I love cherry, orange and strawberry. In the second part of the speaking, they'll tell their friends' favourites. Jenny loves cauliflower, eggplant and watermelon. You can invite the students to the board to talk about their choices.
- 3- This activity aims to talk about others' likes and dislikes. They reinforce the usage of 'third person singular ( He, she) and the negative forms of them. Elicit their answers and give positive feedback.
- 4- The song activity provides both joy and review of fruits and vegetables for the students. Play the song and have the students repeat the fruits and vegetables. Change the fruits and vegetables and sing the song again. You can do this a few more times.



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