

# Hippo and Friends 1

## Unit 1 - Pencils and pencil case

Before the class: Enlarge the worksheet to A3 size. Cut out one of the pencils and colour it in. Draw a picture of yourself or take a photo, and affix it to the pencil's frame. Colour and cut out the pencil case. Photocopy sufficient worksheets for each child to have one pencil.

In class: Give each child a pencil to colour in and ask them to draw a picture of themselves to fit within the frame or to affix a photo. The pencils can be used in a variety of ways:

(1) When allocating points to a team, the points can be represented by the pencils. You may wish to photocopy a number of pencil cases and assign them to teams, e.g. the blue pencils, the red pencils...so that when a child is given a point for an activity, this is represented by a pencil.

(2) The pencils can be used when calling the register. Those children not at school on a given day can have their pencils put into the pencil case(s).

(3) At the end of the year, the children can be given the pencil to keep as a bookmark.

Note that if you attach a piece of velcro to the back of each pencil and a long strip along the wall, the pencils can be stored in class. Other small strips of velcro can be attached to the pencil case(s).

## Unit 2 - Moon face game

Before the class: Photocopy the dice worksheet onto card. Colour it in, cut it out and stick it together. Alternatively, affix the six sides to a dice you already have. (Some chocolate boxes are a perfect cube) Photocopy one face worksheet per child (and maybe one face dice each – see below).

In class: Show the children the face worksheet and the dice. Throw it. If you throw a face, go over the dotted lines to make the face outline clearer. Once you have drawn the face, you can proceed with the game in any order you wish. Each time one of the features is thrown, it can be traced over and coloured in. Allow the children to play in teams at a whole-class level first so that it is clear what the rules of the game are. The winning team is the first one to complete the face. Once the rules are clear, the children can play in small groups. The dice can be left in the classroom for those children who finish early.

## Unit 3 - House card

Before the class: Photocopy the worksheet, preferably onto card. Cut out the house outline and punch or cut two sides of the door so that it can be opened. Fold the worksheet in half along the dotted line. Colour in the house and then open the door. Draw yourself in the gap. Photocopy one worksheet per child.

In class: Revise the parts of the house. Look excited about the door and ask, "Shall I open it?" Tentatively pull it open and then look relieved and say, "Oh! It's me. Hello!"

Hand out the worksheets and show the children how to make their own cards. They can also make the windows lift-the-flap and can draw two friends or two family members. Remind them to do this with the card open so as not to punch/cut through the two parts of the card.

Once everyone has completed their house cards, you can use them for colour and number revision. E.g. How many green doors? Or practise, "Knock, knock, who's there" "It's...(María)"

## Unit 4 - Elephant finger puppets

Before the class: Copy the worksheet, preferably onto an A3 card. Colour it in and cut it out. Punch or cut out the finger holes. Photocopy one worksheet per child.

In class: Put two of the finger puppets on and show how they can talk to each other, dance, jump, etc. Then ask for volunteers so that all of the characters are able to move. Use the finger puppets to act out the story.

Show the children how to make their own versions.

## Unit 5 - Weather and clothes crowns

Before the class: Photocopy the worksheets, preferably onto card. Colour in and cut out the weather cards and the clothes cards as classroom copies. Affix to strips of card to make crowns. Photocopy as many worksheets as you need for each child to have one of the weather cards/crowns and one of the clothes ones (for game two).

In class: Choose four or eight volunteers depending on the game you wish to play. Illustrate the games with the classroom copies and then show the children how to make their own crowns so that you can then play on a class level.

(1) Divide the class into four teams. Each child should wear the crown they have made. Place the clothes (real or flashcards) in the middle of the room. Say e.g. "coat". The first child wearing a windy crown to pick up the item or flashcard wins a point. Alternatively, name the weather and the child has to hand you the related item of clothing (respecting the weather/clothes pairs taught in the unit). They can get an extra point if they name the item of clothing.

(2) Divide the class in two. Half the children should wear weather crowns and half clothes crowns. Say, for example, "It's raining. I want my wellies." The quickest pair to get together wins.

(3) Play "ladders" with the children in groups of sixteen. The children sit on the floor facing each other, their legs stretched out in front of them and their feet together. There should be sufficient space between the "rungs" (the children's legs) for a child to put their feet. Two "Sunny" children should sit opposite each other, two "Wellies", etc. One side of the ladder forms one team, the other another. The teacher (or a child helper) calls out one of the weather types or items of clothing. The two children wearing those crowns should stand up and make their way up to the top of the ladder (stepping over the children's legs), then back to the bottom of the ladder round the outside and finally back to their places making their way up the ladder again. The first child to sit down wins a point for their team. Note that this game may initially seem confusing but is great fun once the mechanics of it are mastered. You may wish to ask the form tutor for help when playing this game for the first time.

## Unit 6 - Flower game/bouquet

Before the class: Copy half of the worksheet (the flowers half) onto A3 paper or card. Make as many sets of flowers as there are groups in the class. Colour each of the five flowers a different colour, cut out and laminate them. Affix velcro or Blu-Tack to the back of each. Enlarge the picture of the vase to A3 size and make a copy for each group.

Affix velcro if you intend to use it. Photocopy one flower for each child adding a stalk and a leaf.

In class: Revise the colours of the flowers. Then illustrate how the game is to be played. Choose a volunteer group to help you make the instructions clear to the group as a whole. Put the vases on the wall and the sets of flowers on the floor in front of them. Call one of the colours and the first member of the team should go forward, pick up that coloured flower and put it "in" the vase. Then call another colour, etc until all the flowers have been put into the vase. When playing with the whole group, line the groups up opposite the vases and call the first colour. The first members of each team should race to put the flower of that colour into the vase. The winning team gets a point. For this, you can use the pencils (see unit one) or you can draw a flower for each group on the board. First draw a circle for each group and then add a petal for each point won. The first team to complete the flower wins.

In another session, you can give the children a flower each (with stalk and leaf) to colour in. In the centre of each flower, they can draw their faces. They should cut out their flower. When all the flowers are ready, they can be made into a "bouquet" and presented to the class teacher as a present.

## Unit 7 - Animal masks

Before the class: Photocopy each of the two animal masks onto A3 card. Attach strips of card or elastic bands to the masks so that they can be worn. Photocopy masks for each child (half the class will be lions and half the class elephants).

In class: Show the children the masks and use them to play two games. Play music and encourage the children to dance. Then stop the music and put on one of the masks. If you put on the lion, they must play sleeping lions, i.e. all lie down as still as possible. The winners are those who do not move. Put the music on again, dance and then again stop the music and put on a mask. Of course, it can be the lion mask again or the elephant one. When you put on the elephant mask, the children must bend forward and join hands as though they were elephants walking tip to tail.

Show the children how to make the masks and, of course, let them wear them home.

## Unit 8 - Food charts

Before the class: You can ask the parents to help make the following activity successful. Photocopy one worksheet per child and prepare a note for the parents asking them to help their child fill in the chart over a number of days or a week. Each time the child eats one of the pieces of fruit, they should put a cross in the corresponding part of the chart. So, if a child eats two apples, they should have two crosses next to the apple.

Make sure you ask all the parents to return the worksheet on the same day. Do one A3 photocopy as a classroom chart.

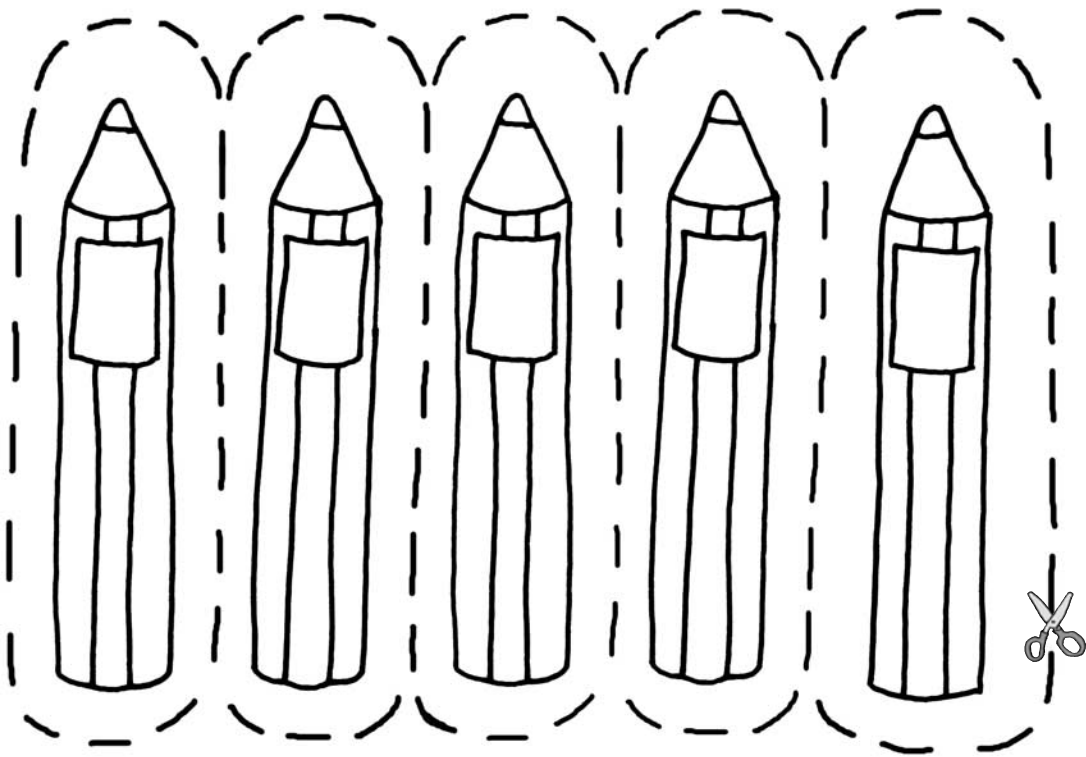
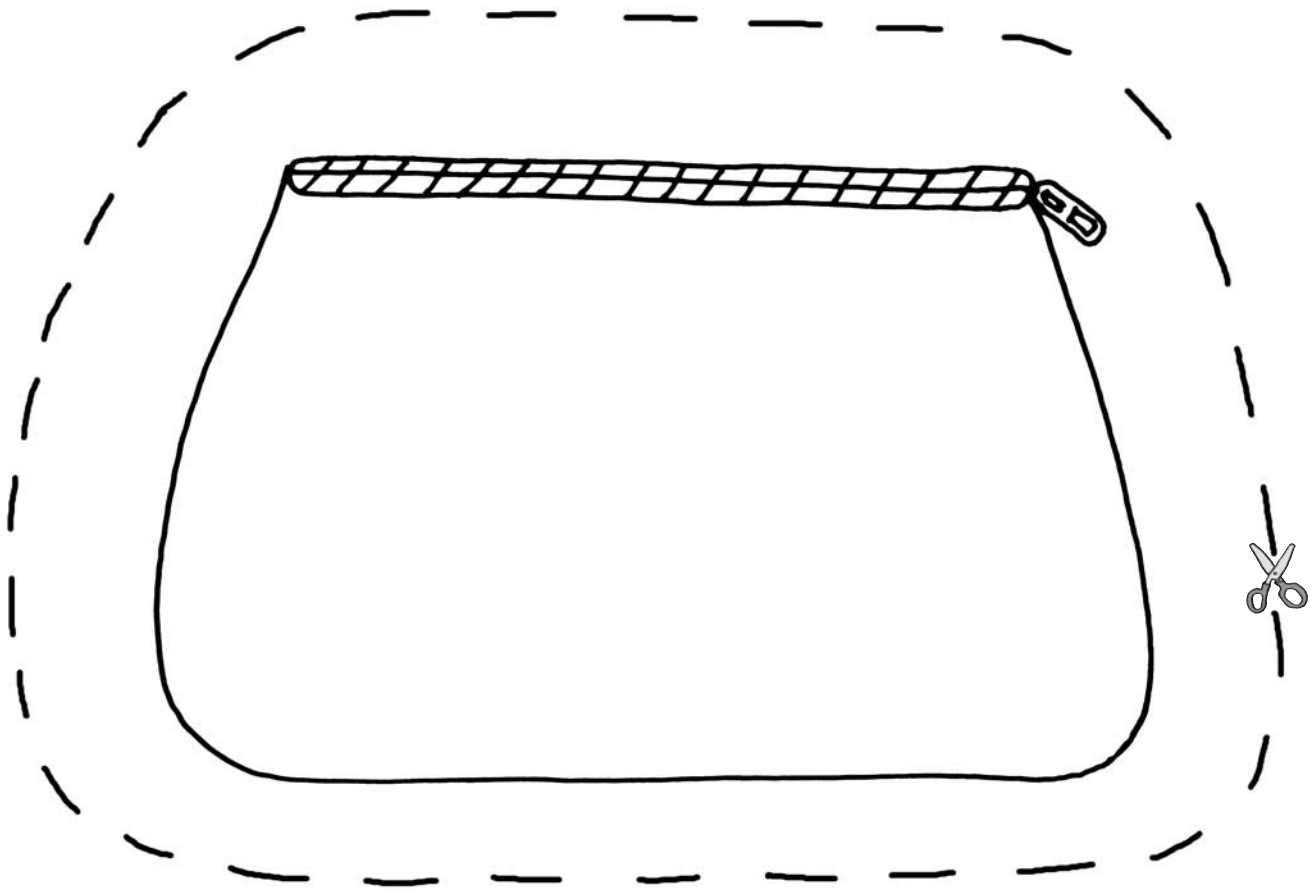
In class: Ask the children to transfer the details from their individual chart onto the classroom chart. Once all the details are on the chart, add up the number of each (how many blocks of five?) to see which fruit is most popular. Obviously, if the pears come out as most popular, you can make Hippo appear as if he has won, if the bananas, Monkey. This will prevent the children from feeling that they have "lost". Alternatively, encourage the parents to give their children fruit on a given day of the week to eat at school (preferably if your class is before the break so you can see the fruit). Again, transfer the numbers to the chart to see which fruit is chosen by most children. There may be a difference in the most popular fruit depending on whether they are eating it at school or at home so you may even want to do both activities and compare the results. Hopefully, the activity will encourage the children to want to eat more healthily.

## Unit 9 - Seaside objects game

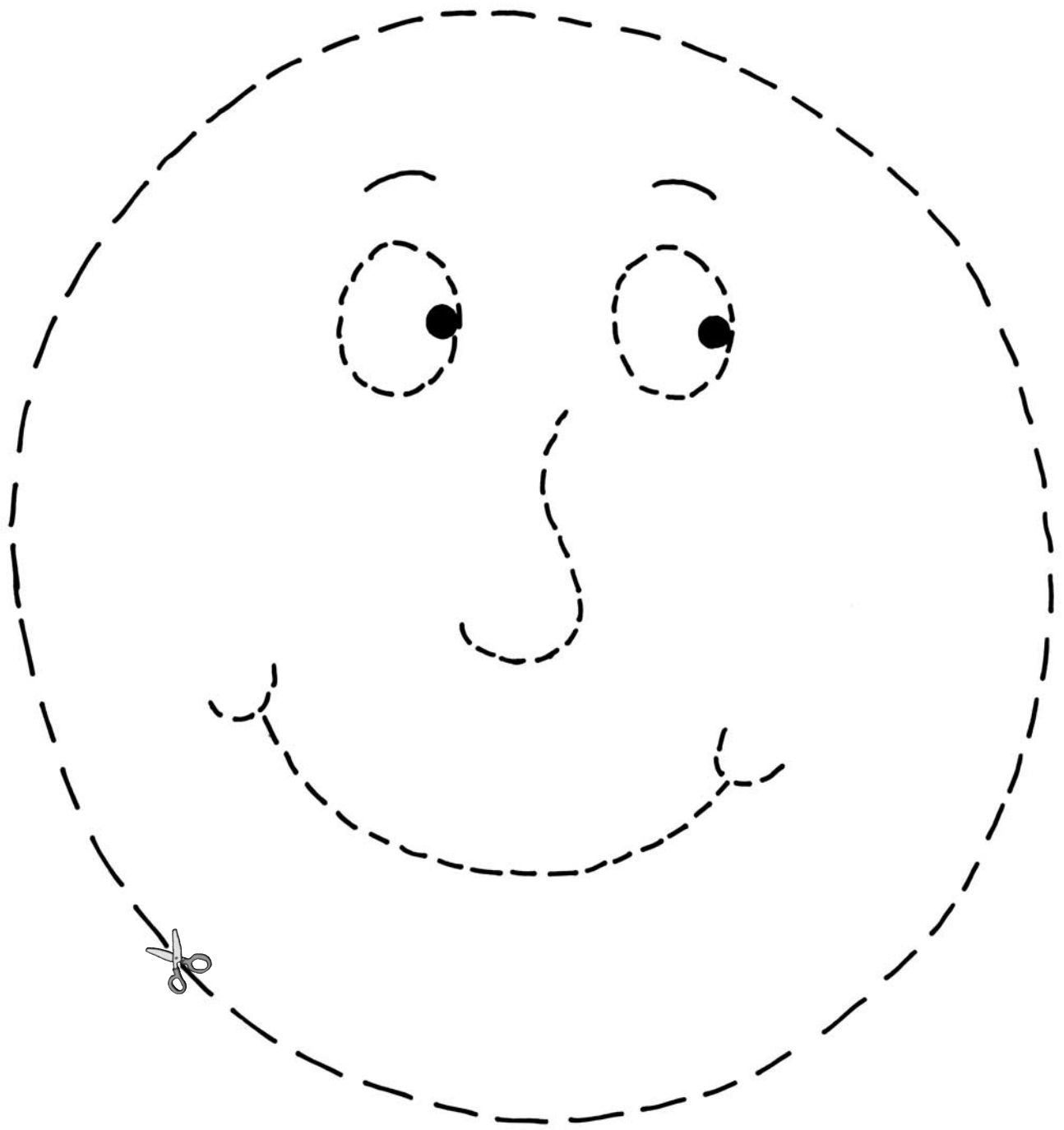
Before the class: Make two copies of the worksheet. Label one 'A' and the other 'B'. Use red, yellow, blue and green to colour the items, making sure that you match the colours used on Worksheet 'A' and on Worksheet 'B'. E.g. if on Worksheet 'A' you colour a bucket red, a spade yellow, a fish blue and a house green, then colour one of the buckets from Worksheet 'B' red, one of the spades yellow, one of the fish blue and one of the houses green, etc. Cut Worksheet 'A' in four so that you have four cards with four objects each, and, for better results, laminate them (or photocopy them onto card). Then take Worksheet 'B' and cut out all the individual objects so that you have 16 cards.

In class: Divide the class into four teams and lay the sixteen cards from Worksheet 'B' on the floor face up. Revise what is on each card (colour and object), then turn the cards face down. It will be easier for the children if the cards are placed in rows. Then show the children how to play: give each group one of the cut up squares from Worksheet 'A' and demonstrate that if you turn over a card that corresponds in colour and object with one of the items on the list, it can be kept. However, if not, it must be turned face down again. The first member of the first team should turn over a card and keep it or put it back. Play then proceeds to the next group. Once a full round has been completed, the second member of each team has a turn and so play continues until one of the teams wins by locating the four objects on their list. Once the children have mastered the rules, the game can be given to fast finishers to play by themselves whilst the rest of the group catches up.

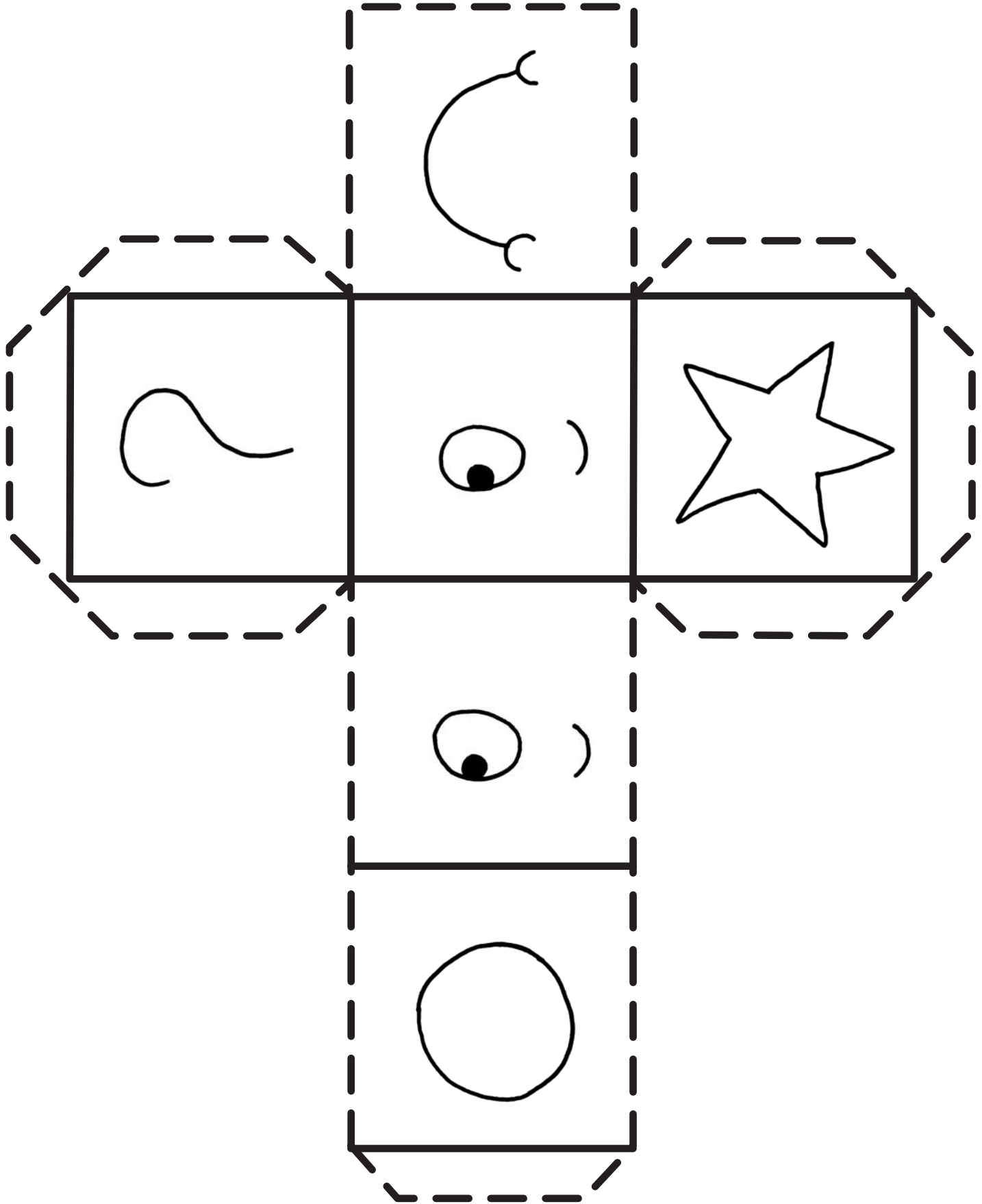
# Unit 1



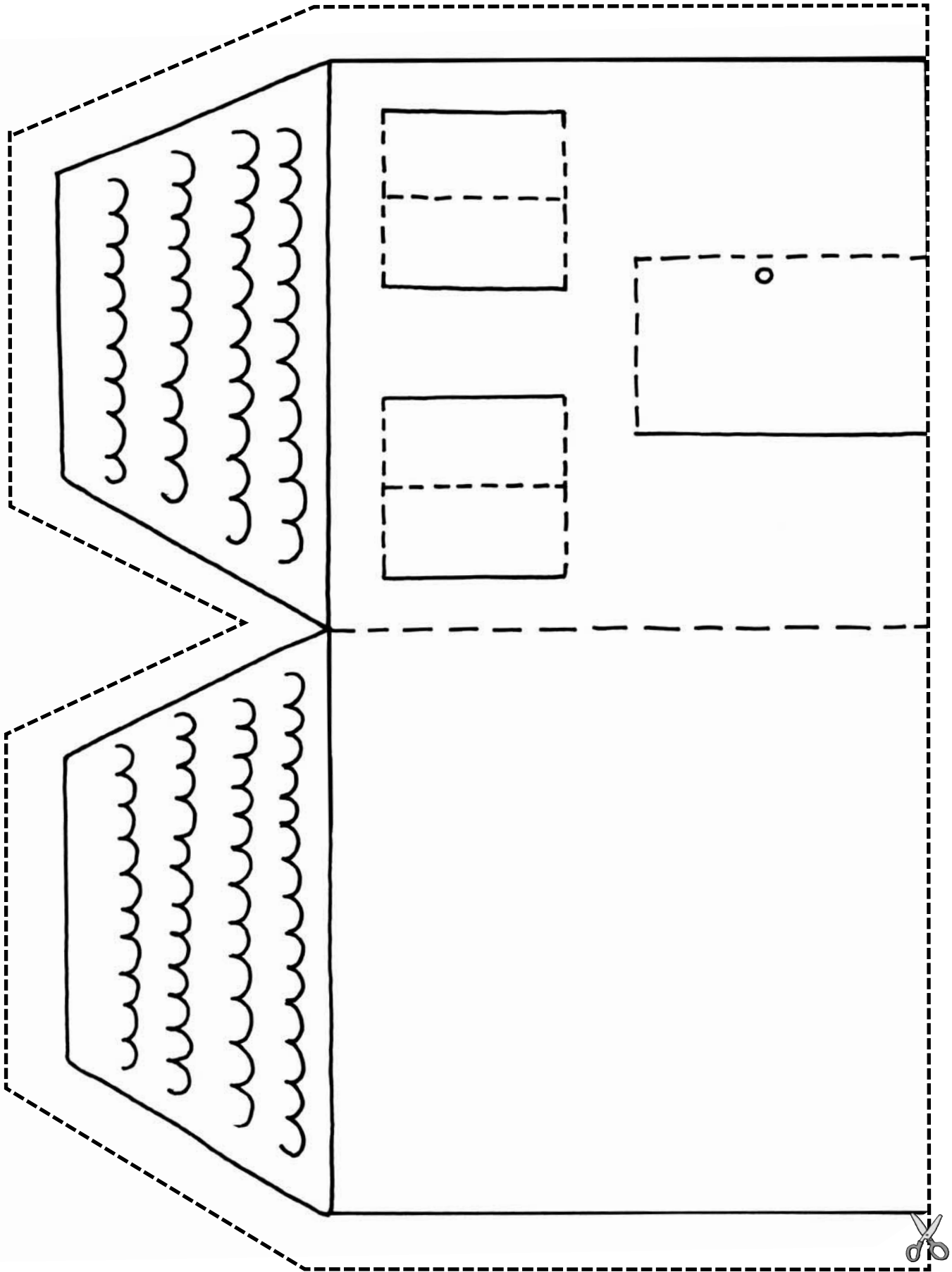
# Unit 2



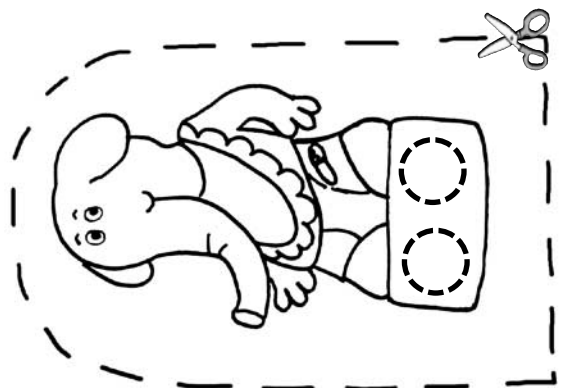
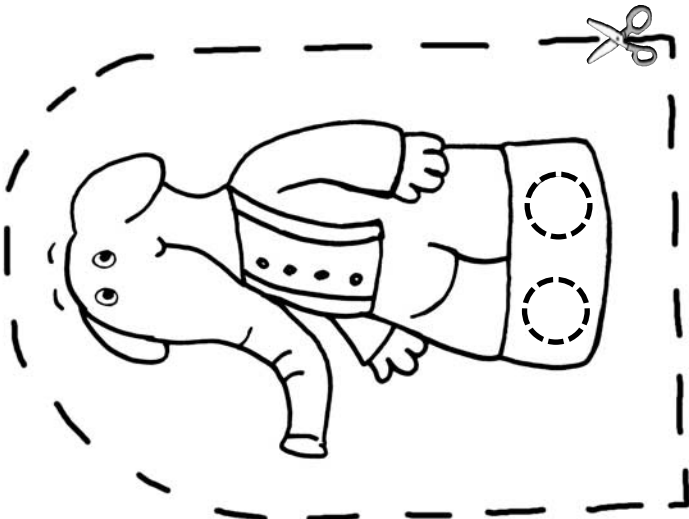
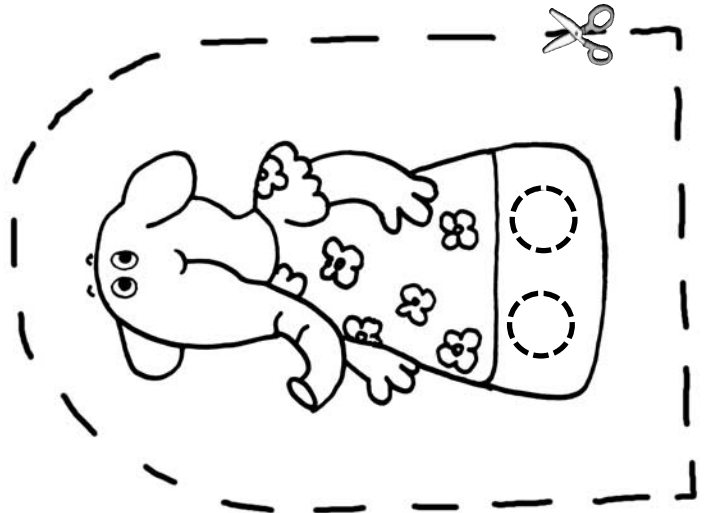
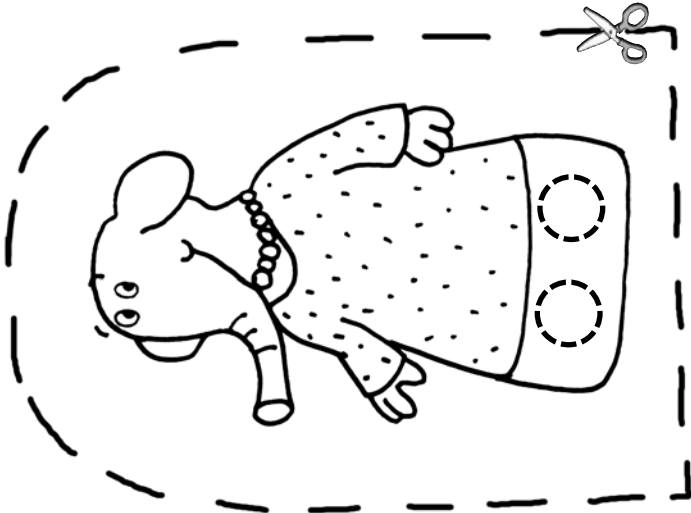
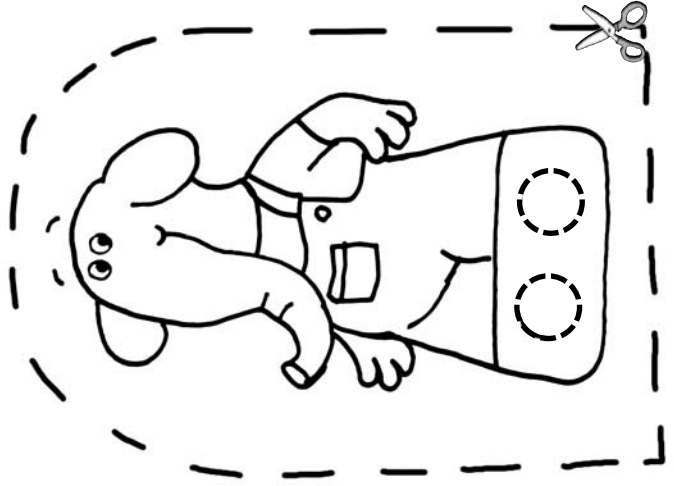
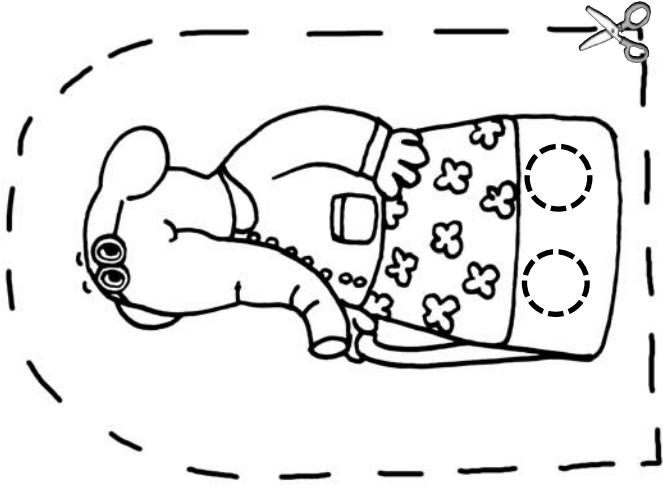
# Unit 2



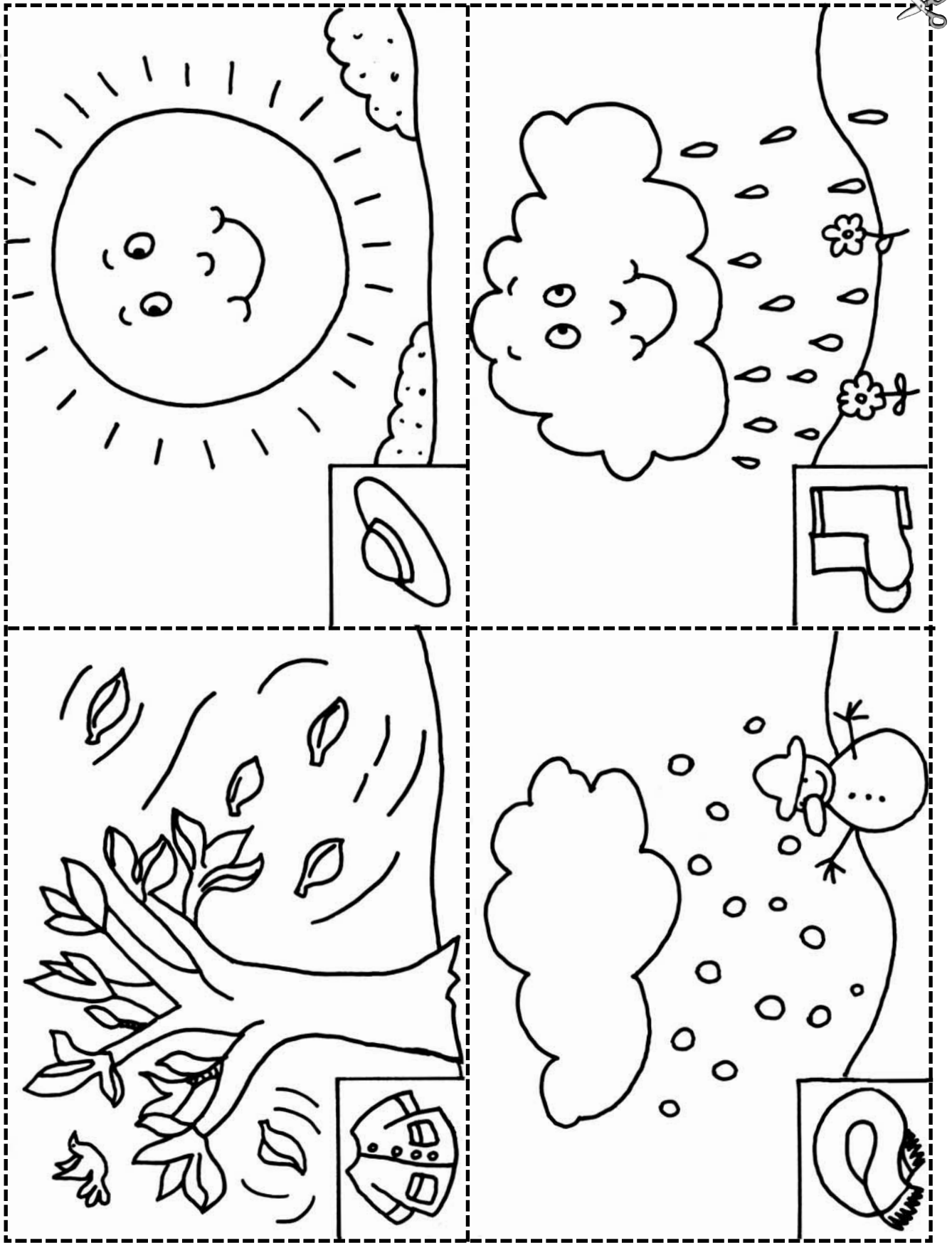
# Unit 3



# Unit 4

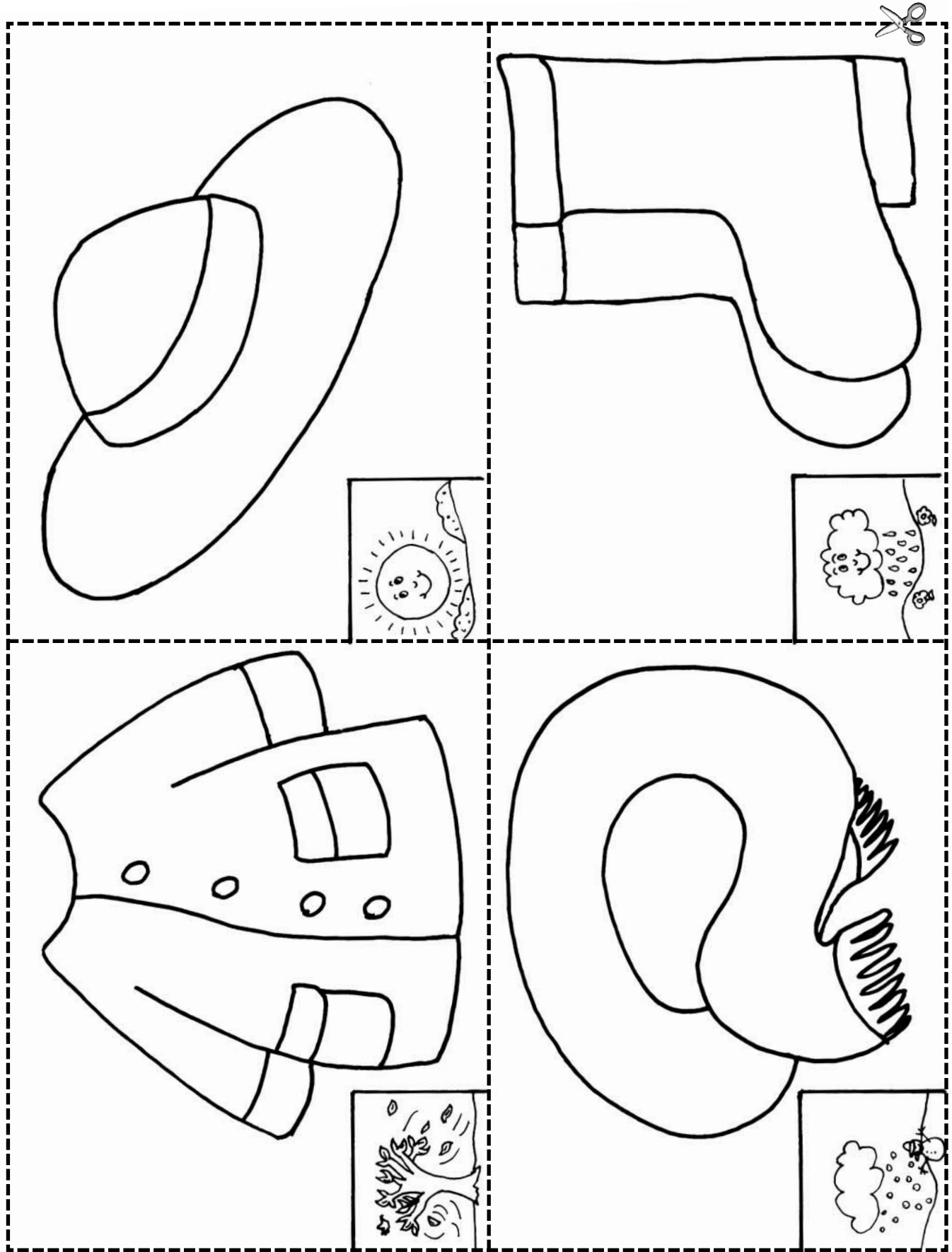


# Unit 5





# Unit 5



# Unit 6

