

Theme: Animals
SA Tin Ka Ping Kindergarten

Level:	K3
Session:	1 of 5
Text:	<i>Bark, George</i> (Big book story)
Learning Activities:	Storytelling activity, singing activity
Learning objectives:	<ul style="list-style-type: none">➤ To understand and enjoy the story when the teacher tells the story with stick puppets, cutouts and a glove➤ To participate in the process of storytelling by saying: <i>Bark, George!</i>➤ To listen to and understand the animal names: <i>cat, dog, cow, pig</i> and <i>duck</i>➤ To enjoy singing the song <i>Bark, George</i>
Resources:	Stick puppets, cutouts, a glove, song sheet

What to do:

1 (Before Storytelling)

- Introduce George and George's mother by using stick puppets.
- Invite predictions from children: *George's mother is teaching George how to bark. How will George bark?*
- Guide children to make guesses.

2 (During Storytelling)

- Tell the story with stick puppets and cut-outs. Help children understand and enjoy the story by using voices, facial expressions and actions.
- Encourage children to participate in the process of storytelling by saying '*Bark, George*' with George's mother and doing actions.
- Invite children to predict the ending: *What will George say?*

3 (After Storytelling)

Singing: *Bark, George* – Version 1 (Tune: *Three Little Pigs*)

- Ask children: *How did George bark finally? ... Yes, George says, 'Arf, arf, arf!'*
- Show the song sheet. Sing the song to children while tracking the

text.

- Put on a headband of George's mother and sing again while manipulating the stick puppet of George to show children that the song is the conversation between George and his mother. (George's mother sings *Bark, George*, and George sings the rest.)
- Invite one child to put on the headband of George's mother and sing the song in the role of George's mother. Invite the whole class to be George and sing in the role of George.
- Let children sing in different roles if time allows.

Lyrics of *Bark, George* – Version 1

(Tune: *Three Little Pigs*)

Bark, George. Arf, arf, arf!

Bark, George. Arf, arf, arf!

Bark, George. Arf, arf, arf!

I am a little dog.

Book Title: *Bark, George*

Author: Jules Feiffer

ISBN: 978-0062051851

Theme: Animals
SA Tin Ka Ping Kindergarten

Level:	K3
Session:	2 of 5
Text:	<i>Bark, George</i> (Big book story)
Learning Activities:	Storytelling activity, singing activity
Learning objectives:	<ul style="list-style-type: none">➤ To enjoy listening to the story <i>Bark, George</i> when the teacher retells the story with the large and small cut-outs, stick puppets and a glove➤ To participate in the process of retelling the story by making the animal sounds (<i>quack, meow, moo, oink</i>)➤ To identify the animal sounds➤ To enjoy singing the song <i>Bark, George</i> (Version 2)
Resources:	Stick puppets, a large cut-out of George, small cut-outs (cat, cow, pig, duck), a glove, a headband of George

What to do:

1 (Before Storytelling)

- Remind children of George by showing a large cut-out.
- Ask children if they remember the story *Bark, George*.
- Invite children to help retell the story.

2 (During Storytelling)

- Tell the story with large and small cut-outs, stick puppets and a glove. Help children enjoy the story with the help of voice, facial expressions and sound effects.
- Invite children to participate in the process of retelling the story by:
 - saying '*Bark, George*' with actions
 - making the animal sounds with George
 - guessing what animal will be pulled out from George
- Ask questions to check children's understanding of the story in the process, e.g.,
 - *What sound does the cat make?*

3 (After Storytelling)

Singing: *Bark, George* – Version 2 (Tune: *Three Little Pigs*)

- Show the song sheet. Model singing the song while tracking the lyrics.
- Invite children to ask George to bark again by singing '*Bark, George*' in the song with actions. Manipulate the cut-out of George to show that George sings '*Meow, meow, meow*' again.
- Ask children: *What animal is inside George?*
- Prompt children's answers and reveal the answer by pulling out a cut-out of a cat from inside George.
- Ask children: *What will George say now?*
- Introduce other verses of the song in similar ways.
- Invite one child to be George by putting on a headband of George.
- Guide that child to stand behind the white board and choose an animal cut-out (cat, duck, pig or cow) to hide inside his/her uniform.
- Guide the class and the child to sing a verse of the song in roles.
- Ask the class: *What sound does George say? What animal is inside George?*
- Take out the animal cut-out hidden in the child's uniform to reveal the answer.
- Repeat the game by inviting different children to be George each time.
- Repeat the game later by dividing the class into two groups and guide them to sing in roles.

Lyrics of *Bark, George* – Version 2

(Tune: *Three Little Pigs*)

Bark, George. Meow, meow, meow!

Bark, George. Meow, meow, meow!

Bark, George. Meow, meow, meow!

I am a little dog.

* The underlined parts will be changed to '*Quack, quack, quack!*', '*Oink, oink, oink!*' and '*Moo, moo, moo!*' in other verses.

Book Title: *Bark, George*

Author: Jules Feiffer

ISBN: 978-0062051851

Theme: Animals
SA Tin Ka Ping Kindergarten

Level:	K3
Session:	3 of 5
Text:	<i>Oh, Dear!</i> (Big book story)
Learning Activities:	Storytelling activity, game
Learning objectives:	<ul style="list-style-type: none">➤ To understand and enjoy the story <i>Oh Dear!</i> when the teacher tells the story with the storybook➤ To participate in the process of storytelling by saying '<i>No eggs here!</i>' with actions➤ To listen to and understand the animal names: <i>cow, cat, pig, duck, dog, sheep, hen</i>
Resources:	Cutout (hen), an empty basket, toy eggs

What to do:

1 (Before Storytelling)

- Identify and read aloud the book title and author's name to children.
- Talk about the illustrations on the book cover and introduce the boy, Buster, in the story.
- Tell children that Buster wants to fetch eggs from the animals. Ask children: *What animals should Buster go to for eggs?*

2 (During Storytelling)

- Tell the story with the storybook.
- Draw children's attention to Buster and the animals' facial expressions when telling the story.
- In each of the later scenes, ask children: *What animal will Buster go to? Any eggs here?*
- Encourage children to participate in the process of storytelling by saying '*No eggs here!*' with actions.
- Invite children to make different animal sounds along with different animals in the process.
- When the story is finished, ask children: *What animals did Buster go to? Which animal has eggs? (The hen)*

3 (After Storytelling)

Game: The egg hunt

- Conduct this activity at other class time.
- Divide children into three groups.
- Guide one group to play the game each time.
 - Show the cut-out of the hen in the story and an empty basket.
 - Tell children that the hen has lost her eggs. Invite children to help look for the eggs.
 - Bring children to look for eggs in different rooms in the school. (There are eggs in the last room only.)
 - In each room, ask children: *Any eggs here?*
- Prompt children to say '*No eggs here!*' in response when there are no eggs in the room.

Book Title: *Oh Dear!*

Author: Rod Campbell

ISBN: 978-0230707214

Theme: Animals
SA Tin Ka Ping Kindergarten

Level:	K3
Session:	4 of 5
Text:	<i>Oh, Dear!</i> (Big book story) (The story was introduced in the previous session.)
Learning Activities:	Process Drama (Initiation Phase)
Learning Objectives:	<ul style="list-style-type: none">➤ To participate and take roles in the Process Drama➤ To talk about the animal names, the sounds the animals make and the things the animals are looking for➤ To express ideas through gestures and making sound effects
Resources:	Cutouts (hen, cow, cat, pig, duck, dog, sheep), an empty basket, toy eggs, a tambourine, paper, pencils, colour pencils, crayons, scissors, glue sticks

What to do:

Initiation Phase–The lost eggs

The hen has lost her eggs in the basket. Her animal friends help her look for the eggs in the farm. The eggs were found finally.

- 1** Divide the class into two groups. Guide one group to participate in the activity each time.
- 2** Use cut-outs and an empty basket to tell the beginning of the drama: *Hen has lost her eggs and her animal friends (cow, cat, pig, duck, dog, sheep) start to help her look for the eggs in the farm.*
- 3** Tell children they are going to be one of the animals in the story to look for the eggs for the hen.
- 4** Ask some children to talk about which animals they want to be, what actions they would do when acting as the animals and what sounds they would make

as the animals.

5 (Drama Activity: Group Improvisation)

- Guide the whole class to act as the animal friends of the hen to look for eggs in the farm. Invite children to make up actions and sounds in roles. Whenever a child finds an egg, he/she brings it to the hen (cut-out) and put it into the basket.

6 (Drama Activity: Mime and Freeze)

- Have each child use his/her body to create an image of the animal when hearing the signal of the tambourine.

7 (Drama Activity: Thought-tracking (Modified))

- Tap some children on the shoulders each round to ask each of them:
What animal are you? What sound do you make? What are you looking for? Are you looking for a fish/some food to eat?
- Have the hen (cut-out) thank the animals for finding the eggs for her in the end.

8 (Extended Activity)

Art and craft activity: Make an animal headband

- Conduct this activity at other class time.
- Guide each child to draw the animal that they act in the drama and make a headband for himself/herself.

Book Title: *Oh Dear!*

Author: Rod Campbell

ISBN: 978-0230707214

Theme: Animals
SA Tin Ka Ping Kindergarten

Level:	K3
Session:	5 of 5
Text:	<i>Oh, Dear!</i> (Big book story) (The story was introduced in the previous session.)
Learning Activities:	Process Drama (Experiential and Reflective Phase)
Learning Objectives:	<ul style="list-style-type: none">➤ To participate and take roles in the Process Drama➤ To say '<i>No eggs here!</i>' with good expression and gestures
Resources:	Cutouts (hen, cow, cat, pig, duck, dog, sheep), an empty basket, toy eggs, a tambourine, headbands (a hen, a fox and children's art work)

What to do:

Experiential Phase—The fox and the eggs

The hen is sick. She knows that the fox wants to eat her eggs. She gets help from her animal friends in the farm to look after the eggs and keep the eggs away from the fox.

1 Guide the whole class to participate in the activity.

2 Use cut-outs and a basket of toy eggs to tell the beginning of the drama:

The hen always looks after her eggs but today she is sick. She is worried that the fox may come to eat the eggs! So, she asks other animal friends (cow, cat, pig, duck, dog, sheep) to look after the eggs for her.

3 (Drama Activity: Teacher-in-role)

- Put on the headband of the hen and guide children to put on the animal headbands they made in the previous session and form groups of different kinds of animals.

- Guide children to get into the roles of different animal friends of the hen by using the signal of the tambourine.
- In the role of the hen, give each animal an egg to protect and remind them of the following:
 - *The fox will come to look for the eggs but don't fight with the fox or he will eat you up.*
 - *The fox cannot see well. He will smell for the eggs.*
 - *The fox will ask, 'Any eggs here?' Just tell him 'No eggs here!' and he will believe it and go away.*

4 (Drama game)

- In the role of the hen, ask the animals to have a nap first.
- Put on the headband of the fox and take the role of the fox to look for eggs among the animals.
- Prompt each group of children to say '*No eggs here!*' and interact with the children by asking the following questions:
 - *I am hungry. I can smell some eggs here. Any eggs here?*
 - *No eggs here? (Ask individual children.) What animal are you? And you? And you? ... (Ask the whole group of children.) What sound do you make? Oh, you are XXX. You are not hens. There should be no eggs here. Oh, I am hungry. Where are the eggs and the hens? Let me smell again!*
- In the role of the fox, go away.
- Get into the role of the hen again (by putting on the headband) to get back the eggs from the children and thank them for their help.
- Guide children to get out of the roles of the animals by using the signal of the tambourine.

Reflective Phase

- 5** Discuss with children the problems and challenges encountered in the drama.

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