

**Theme: Community Helpers**  
**Po Leung Kuk Tin Ka Ping Kindergarten**

Level:	K3
Session:	1 of 3
Text:	<i>Five Little Monkeys</i> (Rhyme)
Learning Activities:	Listening and speaking activity, drama activity
Learning Objectives:	<ul style="list-style-type: none"><li>➤ To help children understand and enjoy the rhyme</li><li>➤ To develop children's interest in learning English through saying rhymes</li><li>➤ To provide children with opportunities to listen to and speak English in an enjoyable way</li><li>➤ To learn the meaning of and say '<i>No more monkeys jumping on the bed!</i>'</li></ul>
Resources:	Cutouts (a bed, five little monkeys, a doctor and Mama), props (headbands, the doctor's robe, earrings)

What to do:

**1** (Setting the context)

- Discuss the context (e.g., characters, setting, and time) of the rhyme with children.
- Draw the scenario (a house with a cutout of a bed inside) on the board and tell the story.
- Invite children's participation and introduce the characters of the story.
- Ask children: *What animal lives in the house?*  
*How many of them are there?*
- Tell children: *It's late and the monkeys should go to sleep.*  
*However, they did not go to sleep.*

**2** (Introducing the rhyme)

- Tell the story of the rhyme using cutouts.
- Help children understand and enjoy the story with the help of voices, gestures and facial expressions. Let children hear the words and rhythm of the rhyme in the process.

- Say '*No more monkeys jumping on the bed*' for the doctor with voices and facial expressions.
- Invite children to count the number of monkeys left on the bed and repeat the story.
- Repeat the story with the rhythm of the rhyme and invite children to say with the doctor: *Let's tell the monkeys that they should not jump on the bed.*
- Guide children to say with gestures: *No more monkeys jumping on the bed!*

#### Lyrics of Five Little Monkeys

*Five little monkeys jumping on the bed.*

*One fell off and bumped his head.*

*Mama called the doctor and the doctor said,*

*'No more monkeys jumping on the bed!'*

(Repeat the rhyme by replacing the word 'five' with 'four', 'three', 'two' and 'one'.)

### **3** (Saying the rhyme)

- Say the rhyme again with finger play.
- Invite children to chime in with hand gestures and actions.

### **4** (Extended Activity)

Drama activity: Role-play

- Invite five children to be the five little monkeys.
- Ask the monkeys to jump onto the bed which is represented by the mats.
- Invite one child to be the doctor and another one to be the mother.
- Ask the monkeys, the doctor and the mother to enact the story while the rest of the class says the rhyme.
- Repeat the activity by inviting another group of children to take on the roles of the characters.

**Theme: Community Helpers**  
**Po Leung Kuk Tin Ka Ping Kindergarten**

Level:	K3
Session:	2 of 3
Text:	<i>Five Little Monkeys</i> (Rhyme)
Learning Activities:	Listening and speaking activity, drama activity
Learning Objectives:	<ul style="list-style-type: none"><li>➤ To help children understand and enjoy the rhyme</li><li>➤ To expose children to listening and speaking English in a meaningful context</li><li>➤ To provide children with opportunities to listen to and speak English in an enjoyable way</li><li>➤ To learn the meaning and pronunciation of '<i>doctor</i>' and '<i>bumped his head</i>'</li><li>➤ To recognise the print of '<i>doctor</i>'</li></ul>
Resources:	Cutouts (a bed, five little monkeys, a doctor and Mama), props (headbands, doctor's robes, earrings), pictures of different community helpers

What to do:

## **1 (Setting the context)**

- Discuss the context (e.g., characters, setting, and time) of the rhyme with children.
- Draw the scenario (a house with a cutout of a bed inside) on the board and tell the story.
- Ask children: *What animals lived in the house?*  
*Do you remember?*
- Remind children of the story characters by showing cutouts of them.

## **2 (Introducing the rhyme)**

- Invite a few children to be doctors. Put robes on them to signify their roles.
- Ask children: *What are they?*
- Invite the rest of the class to be the mother.

- Retell the story with the rhythm of the rhyme and cutouts of monkeys. Create dialogues for the doctor and the mother. Add dialogues between the third and fourth lines of the rhyme:  
Line 1: *Five little monkeys jumping on the bed.*  
Line 2: *One fell off and bumped his head.*  
Line 3: *Mama called the doctor and the doctor said,*  
Doctor: *What happened to the monkey?*  
Mother: *It bumped its head!*  
Line 4: *No more monkeys jumping on the bed!*
- Repeat the story with four, three, two and one monkey(s).
- Show the text of the rhyme. Track and read it aloud for children.
- Write and outline the word '*doctor*' on the board.
- Guide children to find the word '*doctor*' from the text.
- Put a picture of a *doctor* above the word '*doctor*'.

### **3** (Saying the rhyme)

- Say the rhyme again with finger play.
- Invite children to chime in with the hand gestures and actions.

### **4** (Extended Activity)

Drama activity: Charade

- Show children picture cards of different community helpers one by one and ask: *What is he/she?*
- Invite a child to mime one of the community helpers.
- Invite the rest of the class to guess the name of the community helper.
- Repeat the activity by inviting children to take turns miming different community helpers.

**Theme: Community Helpers**  
**Po Leung Kuk Tin Ka Ping Kindergarten**

Level:	K3
Session:	3 of 3
Text:	<i>The Lollipop Is Sticky (Max's Adventure-English Letter Story Series-Letter L)</i>
Learning Activities:	Storytelling activity, phonics activity, singing
Learning objectives:	<ul style="list-style-type: none"><li>➤ To understand and enjoy the story</li><li>➤ To develop children's awareness of the letter-sound relationship in fun and meaningful ways</li><li>➤ To participate in the process of storytelling by saying the letter sound /l/, /l/, /l/</li><li>➤ To learn the meaning and pronunciation of 'lollipop'</li><li>➤ To provide children with opportunities to listen to and say the letter sound by using multi-sensory approaches</li></ul>
Resources:	<i>The Lollipop Is Sticky (Max's Adventure-English Letter Story Series-Letter L)</i> , a song sheet, lollipops

What to do:

## **1 (Before Storytelling)**

- Show the first picture card and introduce the main characters, Max and Miss Betty to children.
- Ask children: *What can you see in the picture? Where are they?*
- Tell children that Max will push his tongue to the teeth and say /l/, /l/, /l/ in the story.
- Ask children to say the sound /l/, /l/, /l/ when they hear the same sound in the story.

## **2 (During Storytelling)**

- Tell the story with Kamishibai:
  - Card 1: *Today, Max draws really well. Miss Betty gives Max a lollipop.*
  - Card 2: *'This is a gummy lollipop! Yummy!' Max says. Max tries to give the gummy lollipop a little bite. Oh no! The gummy lollipop is very sticky!*

Card 3: *A small bit of the gummy lollipop sticks to the back of Max's teeth. Max feels very uncomfortable. He tries to use his tongue to push the bit of gummy lollipop off his teeth. Max goes, '/l/, /l/, /l/ ...'*

Card 4: *Max tries so hard to push the lollipop off his teeth. He goes, '/l/, /l/, /l/ ...' but he still cannot do it. The gummy lollipop is stuck in Max's mouth!*

Card 5: *Mummy takes Max to the dentist. The dentist takes the gummy lollipop out of Max's mouth carefully. The dentist says, 'No more gummy lollipops, Max!' Max feels sorry.*

- Use voice, gestures and facial expressions to help children understand and enjoy the story.
- Introduce the meaning of the word 'lollipop' in the story.
- Invite children to make the gestures and say the sound /l/, /l/, /l/.

### **3** (After Storytelling)

#### **Introducing the letter sound /l/**

- Show the picture card and discuss the illustrations on the card with children.
- Draw children's attention to the *lollipop* in the picture.
- Track and read aloud the sentence 'The lollipop is sticky.'
- Guide children to identify letter 'l' at the beginning of the word 'lollipop'.
- Introduce the letter sound /l/ to children and guide children to practise pronouncing the letter sound /l/ with gestures.
- Ask children: *Do you know any word that also begins with the letter l?*
- Write the words on the board.
- Guide children to practise pronouncing the letter sound /l/ by reading aloud the words.

#### **Singing: The Lollipop Is Sticky**

- Show the song sheet of the song *The Lollipop Is Sticky*.
- Sing the song for children while tracking the text.
- Invite children to sing the song with teacher.
- Give each child a lollipop. Ask them to hold it and pretend to lick it when singing the song.

Lyrics of *The Lollipop Is Sticky*  
(Tune: *Skip to My Lou*)

*The lollipop is sticky.*  
*The lollipop is sticky.*  
*The lollipop is sticky.*  
*That is the sound of 'l'.*

Title: *The Lollipop Is Sticky (Max's Adventure-English Letter Story Series-Letter L)*  
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