

*The English Garden's guide to
exploring Honeysuckle Cottage*

Deborah Grow

English Garden Books, 1st Edition

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Welcome to the English Garden!

Hello! I am Deborah Grow, the founder of The English Garden and author of Honeysuckle Cottage. Our character, Ruff, and I will be guiding you through Honeysuckle Cottage and teaching you how to get the most of the songs, books and games. You can find further support at our youtube channel playlist called Honeysuckle Cottage Support at [English Garden Learning](#) and on our website, www.englishgarden.co.

The system of using Honeysuckle Cottage is called The Happy Learning System. You may be asking, “what is happy learning?” Happy Learning is a journey that lasts for a lifetime. It is a journey of discovery, exploration and delight in learning. We begin this journey at birth and we are given all the tools we need to become successful learners. We do, however, need some guides along our stages of growth. The English Garden is a safe, friendly and imaginative place, where young learners can grow. In The English Garden, we begin with Honeysuckle Cottage, where our first character Ruff will be your child’s friend and guide.

Ruff will teach your child many things in a child-friendly, “HAPPY” way by using music as the primary tool. The result is delightful learning for both children and those who teach them. Learning simple subtraction becomes a musical game of pulling the goats home from Billy Goat Hill with Ruff. Learning about animals becomes a plea for Just One More Pet from Ruff to his mom. By playing make-believe in The Weather Bee, your child can learn how to predict and ask questions. Learning colors and beginning phonics is disguised as a magic show to enchant the imagination. Science lessons become an adventure to hunt for bugs with Ruff. Beneath the fun and games, there are many layers of learning and Honeysuckle Cottage is designed to help your child become a HAPPY LEARNER, who has learned how to learn.

Steps to HAPPY Learning: “I’m Happy”

◆ Imagine It

We can start the creative learning engine by engaging the imagination. Show the children the cover to the book and ask some questions.

◆ Mix with the Magic of Music

Enjoy the rhythm, the instruments and the beat of the music to help your child intuit what the book is about.

◆ Hear It

Once their imagination is sparked, let the children hear the song and see the images. We use our ears to hear, but we think in images. As the children hear the song, they can understand the meanings of the words through the simple images in the book.

◆ Activate It

Young children are naturally active and want to touch things, spin things, open things, and move things. Each book in Honeysuckle Cottage has a game designed to engage the physical senses and to build learning skills such as memory, deductive thinking, perception, imagination, concentration and predicting.

◆ Pronounce It

The next step is to repeat the key words so that the child knows how to correctly say the key words. By listening to and repeating the Cool Key Words track, the child can become familiar with the key words and can start to sing along.

◆ Perform It

Gestures and movement are a great tool for helping children understand the meanings of the words. By turning each book into a performance with music, words and movement, confidence is gained and the child learns how to harmonize the mind with the body. A little performance, which can be as simple as a morning song time, can be a small goal that every child can successfully achieve.

◆ Yours Through Correct Repetition

We all grow up hearing “Practice makes perfect.” Unfortunately, this is not true. Practice makes permanent or as the famous football coach, Vince Lombardi said, “Practice does not make perfect. Only perfect practice makes perfect.” Correct repetition is key to learning any skill whether it be football, playing the piano or learning to read. By reviewing the music, words, games, and images often and finding creative ways to explore Honeysuckle Cottage, your child will be well on his or her way to HAPPY LEARNING THROUGH MUSIC.

WHAT MAKES MUSIC SO VALUABLE FOR THE YOUNG LEARNER

Let's take a look at some possibilities of music in the young learners classroom and how music can help young learners unlock the world around them.

◆M Multi-layered, Multi-Sensory Lessons

Through the simple songs in Honeysuckle Cottage, the children can learn not only vocabulary words but also study other subjects such as science and mathematics. Listening skills as well as communication skills are being developed.

◆U Unique expression and Universal Appeal

By giving children a chance to ignite their imagination, they can learn to express their opinions and ideas about the books and songs. Children are naturally drawn to music and rhythm, so the lesson becomes very engaging for them.

◆S Structure and Stress Patterns

The words to the songs in Honeysuckle Cottage were carefully crafted to help young learners understand the stressed words in a sentence and to understand the rise and fall of words within a sentence. English is a musical language, and music is the natural vehicle to carry young learners through a successful lesson.

◆I Instinctive and Intuitive

Babies will turn to the sound of music and young learners will naturally move to the beat of a rhythm. When that natural response to rhythm is combined with vocabulary and patterned sentences, learning becomes intuitive.

◆C Connection

One of the key factors for a healthy self-esteem is a sense of belonging. Music offers an excellent opportunity to connect with the group, with the teacher and with their own ideas, feelings and emotions.

Music and 21st Century Learning Skills

Music helps young learners tap into their higher faculties of learning (their “superpowers” of MR PIWI) as well as skills for 21st century learning. (**M**emory, **R**eason, **P**erception, **I**magination, **W**ill, **I**ntuition).

Honeysuckle Cottage uses music as a bridge between conscious and subconscious learning. When these learning tools are combined, you create a “star”, a **HAPPY LEARNER**.



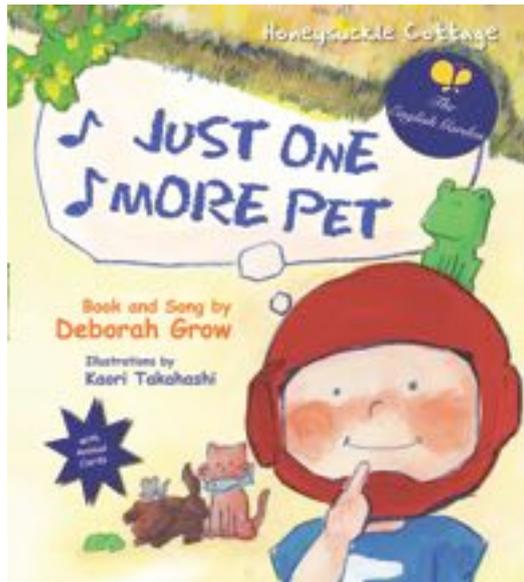
Now we are ready to begin our exploration of Honeysuckle Cottage. It is my hope that this manual, which is packed full of activities to enhance the learning process of Honeysuckle Cottage, will give you hours of fun and spark ideas of your own on how to make Ruff and Honeysuckle Cottage come alive! If you come across any questions, ideas or comments while exploring Honeysuckle Cottage, please drop me a line at deborah@englishgarden.co. I would love to hear from you!



Deborah Grow, President
The English Garden
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Chapter 1

Just One More Pet



Things to Explore with Ruff

- ◆ Animals
- ◆ Memory and Concentration
- ◆ Matching
- ◆ Sorting and Order
- ◆ Same and Different
- ◆ Rhyming Words
- ◆ Fishing for ABCs and More
- ◆ Patterned Sentence "I have a"

Start Your Imagination Engines

Ask the children to take a pretend key out of their pocket and unlock their imagination. Use your hand to cover up the pets on the front cover and show the children the front cover. Read the title and introduce Ruff.

Some Sample Questions

Who is this boy? (*His name is Ruff and he has a lot of pets.*)

What pets do you think he might have?

What does the title mean, "Just One More Pet"?

What pet might he want?

Do you have a pet? What pet would you want?

Why does he wear a red cap? (*He loves rugby and is always ready to play.*)

What is rugby?

HAPPY Step #1 Hear It

Put on Track #1. Have the children just listen and look. Turn the pages and point to the animals that are named. For the first lesson, introduce the book and song. Relax and enjoy!

HAPPY Step #2 Activate It

Make the learning active by incorporating an age appropriate game. Several games have been given, so you can have a variety of ways to play. For example, one lesson can be to find the matches and the next lesson to explore the concepts of same and different.

Activities for 2-3 Year Olds

WALK AND MATCH

Lay one set of cards face up in a row on one side of the room. Line the children up on the other side of the room. Give each child a card while you say the animal or person on the card. Count down, "5,4,3,2,1" and tell the children to walk across the room and find the same card. The children should bring the matching cards back to the starting line. The teacher takes those cards and gives a new card. Repeat the process until all cards have been matched.

SIT AND MATCH

Have the children sit in a circle. Put all cards face down in the middle of the circle. Have the children take turns to turn over one card at a time. Then ask the children to check if there is a match. If so, explain to the children why it is a match. For example, "CAT, CAT It's the SAME." Repeat the process until all matches have been found. The teacher can collect the matching cards or have the children put the matching cards behind them.

SAME OR DIFFERENT

The teacher holds the cards and turns over a few cards at a time making sure there is only one match at a time. For example CAT, DOG, MOUSE, ALLIGATOR, CAT. Then the teacher asks the children to find the ones that are the same. This can be done in turns if possible. If the children are not able to take turns yet, ask all the children to find the cards that are the same.

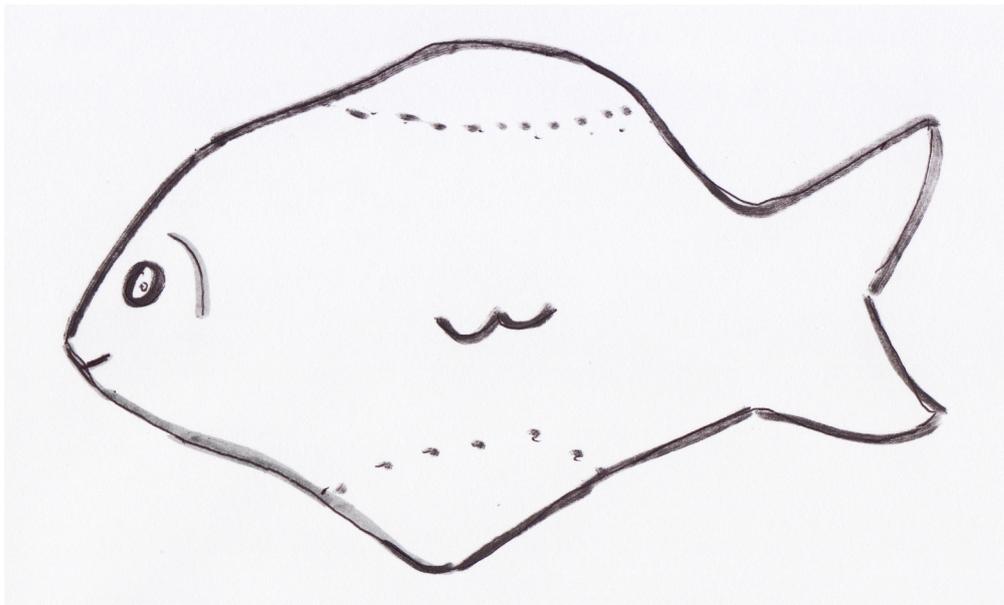
THE LAKE OF LEARNING

Using the template provided, make fish for Ruff's lake. Make 26 identical fish using the same color and markings. Write one uppercase letter on each fish. Attach a small paper clip to each fish and fashion a fishing pole out of tightly-rolled paper or a drum stick. Attach a small ring magnet to the end with string. When a child "catches" a fish, he or she can put it on the appropriate place on the ABC chart. At a subsequent lesson, introduce lowercase abc fish and make a chart of this as well. Once these are becoming familiar, mixing the fish in the same pond and offering both uppercase and lowercase charts will provide a multi-task game. Children will need to sort and match.

For older children, more challenging games can be introduced. For example, they can fish for the cool key words in each book (in this case animals). Finally rhyming words can be introduced so that children are looking for patterns to words and develop their intuition about word families. When introducing a new concept, give the children only one chart until they understand the pattern. Then when a clear understanding is gained, you can put all the fish in the pond with lots of fishing poles and see if they can figure out which chart the fish belong on.

Fish Template

You can make 26 fish quickly by copying one and tracing it onto construction paper. Then staple several sheets of construction paper together with the cut-out template on top and you can cut about five at a time. Adding the markings and the uppercase letter only takes a few minutes. You can use the same process to make lowercase ABC fish, key word or rhyming word fish.



UPPERCASE ABC CHART SAMPLE

You can make a big chart like this on large poster board or a very large sheet of construction paper. The lowercase chart, key word chart and rhyming word chart can be made in the same way.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Activities for 4 Year Olds and up

CONCENTRATION

Turn all the cards face down and have the players take turns to turn over two cards to search for matching pairs. The player or team with the most matching pairs wins.

ORDER RACE

Divide the class into two teams. The teacher says the animal names in the same order as in the song. The first team to correctly line up the cards in the correct order wins.

GO FISH

Divide the class into 3 teams. Each team receives 4 cards with the rest going into the “pond” in the middle. Let the children decide on a color for their team, such as “The Pink Team”, “The Green Team”, etc. One team is chosen to start and asks one of the other teams for a specific card; for example the pink team begins, “Blue team, do you have a dog?” If they do, it must be handed over. If not, the pink team draws a card. All matches are discarded. At the end of the game, the team with the most matches wins.

HAPPY Step #3 Pronounce It

Look at book slowly together and pronounce the cool key words (track #11).

Play Track #6 and let the children hear the book read. Ask the children to say the “Cool Key Words” when they come in the song as you point to the pictures. Alternatively you can line up the cards in the correct order and ask the children to say the words when they come in the song. The teacher can point to the appropriate card to help them.

You can use your mascot frog castanet to help you show how many syllables each cool word has. For example, click once for cat and four times when you say al-li-ga-tor.

For older learners, age 4 and up, have them repeat the phrase “I have a” several times. Play track #12 and ask them to repeat the phrases as prompted on the CD.

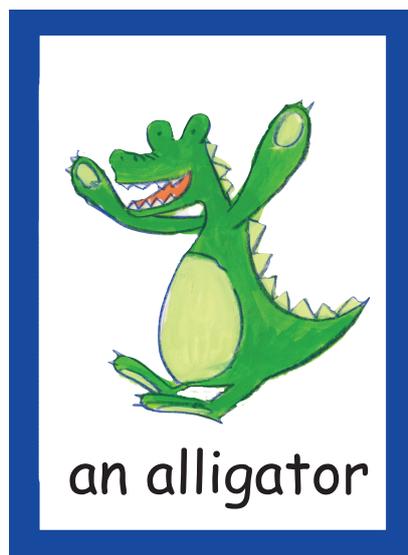
If the teacher or any students need support in learning the melody, play track #13 (Sing and Repeat) to break it into smaller, call and answer pieces.

Pronunciation Activity Ages 3 and Up

ALLIGATOR OUT!

Set up chairs in a row in the middle of the room with the same number of chairs as students. Some chairs should face front and some face back. Make sure there is a safe walking space around the chairs. Put a card face down on each chair, making sure one chair only has an alligator. Start the music to Just One More Pet. Randomly stop the music and each child has to say "I have a" plus the animal name on their card. Make a picture necklace using the image below by copying and attaching a piece of yarn. The child who says "I have an alligator!" has to wear the alligator picture necklace and they become teachers helpers to stop the music or place the cards on the chairs for the next round. When the next child becomes an alligator, the first child passes the necklace and they work together to set up the next round. Each time the cards are shuffled and one alligator card is place randomly. Play can continue until only one champion remains.

Alligator Picture Necklace Template



HAPPY Step #4 Perform It

Now you are ready to start performing. Gestures would be a good place to start. Put the book down and stand up. Come up with a cute “Cat” gesture such as rubbing your cheeks with your fists and perhaps a “Meow”. This will be done after the phrase, “I have a cat”. The chart below lists suggested gestures to add movement to the song. The children can perform while singing along with track #1 or perform to the karaoke version on track #14.

Word Cue	Suggested Gesture	Word Cue	Suggested Gesture
Cat	Hands in fists and rub your cheeks	Bird	Make a talking bird with your hand
Dog	Wag your tail by moving your hips right and then left.	Lamb	Sleeping gesture
Mouse	Swing your long mouse tail by making a circle with your right hand	Bug	“Shhh”
Frog	Squat down frog-style with your hands on the floor between your feet.	Stag Beetle King	Walk your fingers across your hand and do surprise hands on “OH”
Snake	Hold your snake with in your left fist. Your right thumb up says “Cool!” Then open both hands and drop your snake in the school. Then Laugh.	Hive - Bees	Make little circles with your index finger in front of you
Fish	Make a fish with your palms together and let him “swim”	One more pet	Hold up index finger for #1
Alligator	Make prayer position - “really, really, really” (turn hands right-left-right). On the words “alligator so”, clap hands in front with straight arms right on top of left (Like alligator jaws). Then on “But my Mom when I ask her” put hands on hips. On “big, fat, NO” , make an X with your arms.	Mommy Please	Prayer position

HAPPY Step #5 Yours Through Correct Repetition

Alternate between singing looking at the book and practicing the movements of the song. Here are few more ideas of how to repeat the lesson in new and challenging ways.

Activities for More Repetition for ages 3 and Up
Make It Give each child some modeling clay and ask the children to make one of Ruff's pets.
Draw It Give each child a big piece of white construction paper and ask the children to draw one of Ruff's pets. If you like, these can be attached to paper headbands and worn when you dance and sing the song.
Write It Let the children make their own Just One More Pet book. Give them some drawing paper and let them draw the pets for their book. Alternatively, they can cut pictures from a magazine and glue them to blank pages.
Sing It and Record It Record the children singing Just One More Pet and play it at random times throughout the week, for example, while they are eating lunch or after rest time. You will find the children have great interest in hearing themselves and will sing along without any prompting from you.

Chapter 2



What Was That Bug?

Things to Explore with Ruff

- ◆ Bugs
- ◆ Deductive Thinking
- ◆ Blended Consonants (SK, FL, ST, BL, TH, WH)
- ◆ Musical Rests and Thinking Time
- ◆ Where bugs and other creatures live
- ◆ Rhyming Words
- ◆ Patterned Sentence "I saw a...."

Start Your Imagination Engines

Again ask the children to take out the pretend key to unlock their imaginations and show the children the front cover. Read the title and ask some questions.

Some Sample Questions

What is Ruff doing?

What is he looking for?

What do you think Ruff sees now?

Do you like to look for bugs?

Did you ever catch a bug with a net?

Can you name some bugs?

Do you have a favorite bug?

HAPPY Step #1 Hear It

Put on Track #2. Have the children just listen and look. Turn the pages and point to the bugs that are named. For the first lesson, introduce the book and song. Relax and enjoy!

HAPPY Step #2 Activate It

Activity for 2-3 Year Olds

The Bug Hunt

Tape or glue images of the four bugs onto index cards. Leave some index cards blank and mix with the bug cards, so they have to “hunt” for the bugs. You can make several images for each bug so everyone can catch all four bugs. Hide the cards around the room and give each child a small paper bag and have them go on a “bug hunt”. Have the children say the name of the bug that they “caught” and put it into their bag.



Activity for 3 year olds and up

Animal Detective Game

Give an explanation about an animal and ask the children to guess what the animal is. For example, “This is a big animal and it lives on a farm. It gives us milk and it says, ‘Mooooo.’” The children can call out, “It’s a cow!”

You could also use this method to review Just One More Pet. “It is big and green. It can swim in the water and also come up on the land. Ruff’s Mom did not want him to get this pet.” The children can answer, “It’s an alligator!” You could also put the animal cards from Just One More Pet on the floor face up so the children can choose the animal you are describing.

Then give explanations about the bugs in What Was That Bug? and see if the children can guess which bug you are describing.

Rhyme Time

Explain to the children what rhyming words are and give a few examples.

Rhyming words are words that sound the same at the end. Show them how words like “bee” and “see” are rhyming words, but “bee” and “tie” are not rhyming words. The ending of the words must sound alike.

Print the rhyming word chart below and glue it onto cardboard. Cut them out to make cards. Show the children the word cards. Taking turns, have a child turn over two cards to try to find rhyming words. If he or she is successful in finding a rhyme, the child gets to keep the cards. The person or team with the most cards wins the game.

What Was That Bug? Rhyming Word Chart

night	light	fight	right
jar	star	sky	fly
back	black	red	bed
sting	wing	ring	king
see	bee	game	name

HAPPY Step #3 Pronounce It

Look at book slowly together and pronounce the cool key words (track #15).

Play Track #7 and let the children hear the book read. Ask the children to say the bug names when they come in the song as you point to the pictures.

You can use your mascot frog castanet to help you show how many syllables each cool word has. For example, click once for bee and three times for la-dy-bug.

For older learners, age 4 and up, have them repeat the phrase “I saw a” several times. Play track #16 and ask them to repeat the phrases as prompted on the CD.

If the teacher or any students need support in learning the melody, play track #17 (Sing and Repeat) to break it into smaller, call and answer pieces.

HAPPY Step #4 Perform It

Now you are ready to start performing. Here are some sample gestures you can use. You might want to break the class up into groups of three for the first three lines of the song. You can perform it while singing along to track #2 or the karaoke version on track #18.

Word Cue	Gesture
Bug	Binoculars - Group 1 Binoculars up on the word "bug"
Verse #1 - Night Verse #2 - High Verse #3 - Flowerbed Verse #4 - Night	Binoculars down Fists on Hips
Bug	Binoculars - Group 2 Binoculars up on the word "bug"
Verse #1 - Light Verse #2 - Sky Verse #3 - Head Verse #4 - Fight	Binoculars down Fists on Hips
Bug	Binoculars - Group 3 Binoculars up on the word "bug"
Verse #1 - Jar Verse #2 - Back Verse #3 - Wings Verse #4 - Bug	Verse #1 - All three groups hold a pretend jar Verse #2 - Both hands point to their back Verse #3 - Draw wings with both index fingers Verse #4 - Both hands in prayer position
Verse #1 - Star Verse #2 - Black Verse #3 - Stings Verse #4 - Rug	Verse #1 - Right hand in fist and open 3 times Verse #2 - Right Index Finger points up Verse #3 - Right Index Finger jabs open left palm Verse #4 - Shhh! after the word rug

Chorus	Gesture
I like bugs. I like this game.	Clasp hands in front of chest.
How many bugs can you name?	Left hand on hip and right hand in fist. Open one finger at a time. (How Many Bugs Can You with all five open for Name)
Verse #1 - What did Verse #2 - It flies Verse #3 - Tell me Verse #4 - Its name	Left hand still on hip. Right hand palm up open hand
Verse #1 - I see Verse #2 - Daytime Verse #3 - What bug Verse #4 - Has a	Left palm up open hand
Verse #1 - A firefly Verse #2 - Ladybug, you're right. Verse #3 - That's it, a bee. Verse #4 - Stag Beetle King	Verse #1 - Star Gesture as before Verse #2 - Cup Hands and let "Ladybug" go on "right" Verse #3 - Spiraling "bee" gesture with finger Verse #4 - Both hands in fists on "king"

HAPPY Step #5 Yours Through Correct Repetition

Alternate between singing looking at the book and practicing the movements of the song. Here are few more ideas of how to repeat the lesson in new and challenging ways.

Activities for More Repetition for ages 3 and Up

Make It

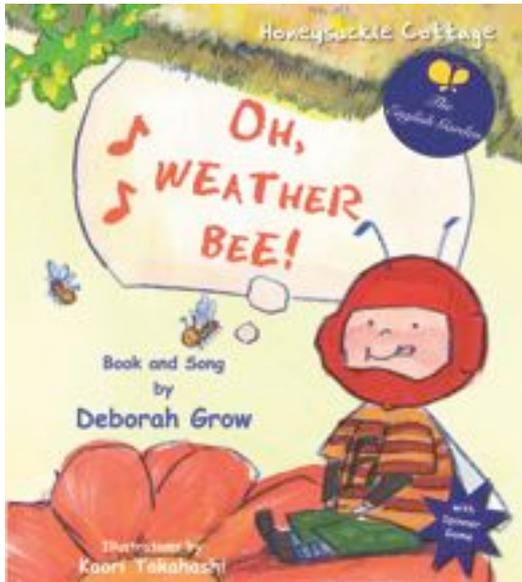
Take a small styrofoam ball and a larger styrofoam ball and bond or tape them together. Use magic markers to make a bumblebee stripes with black and yellow on the larger ball and a face on the small ball. Use cut pieces of pipe cleaner to make antennae. A bit of thin paper attached to cut bendy straws make perfect wings and your bees are ready to fly around the classroom. Hang them from the ceiling with string and watch them fly in the breeze.

Draw It

Give each child a big piece of white construction paper and ask the children to draw one the bugs that Ruff caught.

Chapter 3

Oh, Weather Bee!



Things to Explore with Ruff

- ◆ Weather
- ◆ Predicting
- ◆ First homophone (bee and be)
- ◆ Asking questions
- ◆ Activities for different weather
- ◆ Instruments
- ◆ Patterned Sentence “Will it be...?”

Start Your Imagination Engines

Again ask the children to take out the pretend key to unlock their imaginations and show the children the front cover. Read the title and ask some questions.

Some Sample Questions

Why is Ruff dressed up like a bee?

Do you ever pretend to be someone or something, for example, a princess,
a superhero or a cat?

What does the title “Weather Bee” mean?

How is the weather today?

Can you think of some things to do when it is sunny, rainy or snowy?

Do you think Ruff will do those things?

Can you name any musical instruments? (piano, guitar, drum, etc)

HAPPY Step #1 Hear It

Introduce some instruments that they will hear in the Weather Bee.



Conga Drums

Image- Jazz Face at
German Language Wiki



Acoustic Guitar

Image-Wiki Commons



Shakuhachi

Japanese

Bamboo Flute

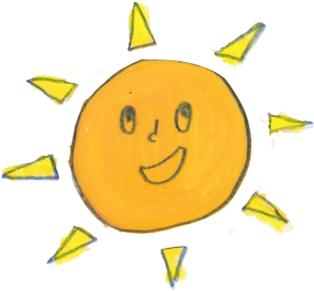
Image-Wiki Commons

Put on Track #3 and just listen and look. Turn the pages and point to weather pictures as they come in the book. For the first lesson, introduce the book and song. Relax and enjoy! You can pretend to play the instruments as you hear them in the introduction and in the interlude.

Happy Step #2 Activate It

Sing Oh Weather Bee at the end of the morning greetings and have one or two little helpers predict the weather by spinning the spinner and announcing tomorrow's weather prediction. Each day in turn the children can enjoy being the weather person for the class. You might want to put a sticker-type magnet on the back of the weather spinner and put it on the magnetic board or for use at home on the refrigerator. Anytime can become a time to check tomorrow's weather.

To turn it into a real science lesson, you might think of making a weather chart for the week and put weather pictures with words to reinforce the lesson. For example, you could notate with a picture and word the weather prediction from the spinner and then check the next day to see if it was correct or not. This could teach not only weather but other valuable vocabulary and concepts as well such as today/tomorrow and yes/no.

Today	Tomorrow's Prediction	Was this correct?
 sunny	 snowy	NO or YES

This could naturally lead to some logical thinking questions, such as, "Why do you think it won't snow tomorrow?" If it is summer, the children can realize what conditions are necessary for it to snow, to be icy etc.

HAPPY Step #3 - Pronounce It

Play track #19 (Cool Key Words) and show the appropriate page in the book or point to the weather on the weather spinner. Have the children repeat the word as prompted on the CD. Ask the class, “How is the weather today?”

Go through the book slowly and say the weather words only. Then go through the book again while listening to the book read on track #8. Get the children to say the weather words in the appropriate place.

You can use your mascot frog castanet to help you show how many syllables each cool word has. Point out to the children that all the weather words in the book have two clicks.

On the next lesson ask the children to practice the phrase “Will it be”. Go through the book again slowly and ask the children to say “Will it be” while you point to the words “Will it be” each time they occur. Next get them to try to track #20 (Listen and Repeat).

If the teacher or any students need support in learning the melody, play track #21 (Sing and Repeat) to break it into smaller, call and answer pieces.

HAPPY Step #4 Perform It

Word Cue	Suggested Gesture
Windy	Make an upward spiral with your hand from your head to indicate your hat being blown away.
Sunny	Swing your arms like you are running
Snowy	Rub your arms to warm up because it's cold. Then make the shape of a snowman.
Rainy	Wiggle your fingers from high to low to indicate rain falling down.
Cloudy	Cover your eyes as if you have to guess something. Then open your eyes and put your right hand out palm up to check for rain on the word “wet” and do the same with the left hand on the word “dry”.
Stormy	Make a big lightning zig-zag mark with your finger and then open both palms like you are surprised on “I will run and hide”
Foggy	Make open-fingered hands with your palms facing your eyes to pretend you are hiding.

Word Cue	Suggested Gesture
icy	Pretend to skate and then pretend to slip by putting holding one foot out in front of you and balancing yourself.

HAPPY Step #5 - Yours Through Correct Repetition

Alternate between singing looking at the book and performing it with movements until the whole class is comfortable. When you are ready, put on your own little show! Make a deadline to perform it for a small audience. If you are ready for the karaoke challenge, try track #22, otherwise sing along with #3.

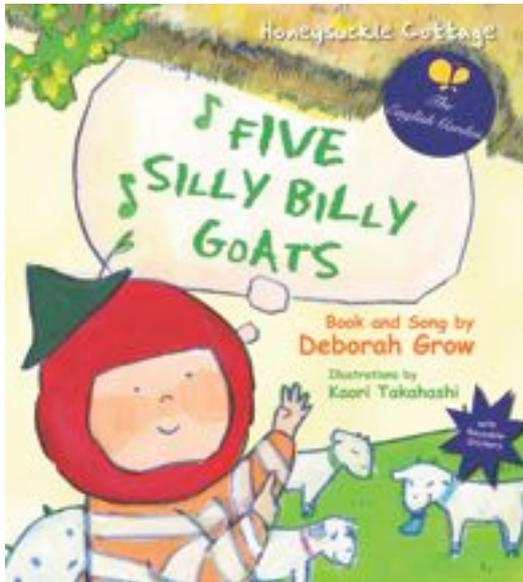
Activities for More Repetition for ages 3 and Up

Pretend it

Make a TV screen by cutting the top and bottom off a carton and placing it on the table so you can see through it. Use a pretend or real microphone and ask the children to tell today's weather to the class.

Chapter 4

Five Silly Billy Goats



Things to Explore with Ruff

- ◆ Numbers & Clothing
- ◆ Simple Subtraction
- ◆ Logical Thinking
- ◆ Music - Minor Key
- ◆ Musical Style - Tango
- ◆ Dance - Learn a simple Tango
- ◆ Patterned Sentences "That's mine. I dropped it."

Start Your Imagination Engines

Again ask the children to take out the pretend key to unlock their imaginations and show the children the front cover. Read the title and ask some questions.

Some Sample Questions

Where is Ruff now? (*This place is called Billy Goat Hill in The English Garden.*)

Why does one goat have a sock?

Whose sock do you think it is?

What does silly mean?

Do goats ever really eat socks? (*They like to try! I once had a goat try to eat my sweater at a petting zoo!*)

HAPPY Step #1 Hear It

Put on Track #4 and just listen and look. Turn the pages and point to the numbers and clothing that are named. For the first lesson, introduce the book and song, then relax and enjoy!

Ask the children if the music sounds mysterious. If you have access to a piano, you might want to play a major chord (such as c, e, g) and then play it again as a minor chord (c, e flat, g). For very small children, you may want to characterize the chords as “happy” or “sad”.

Ask the children what instruments they hear an on the next listening, try to identify these instruments when you hear them and pretend to play them when you hear them.



Russian Type Accordion



Piano



Violin

Happy Step #2 Activate It

Activity for Ages 2 and Up

Sing It

The simple song below can be sung at circle time or any time you have a few minutes in the day. By saying the words, "It's so easy", you can reinforce the idea that math (or any subject) is not difficult unless you think it is so. Use your fingers to show the numbers and let the children count your fingers. Older children can imitate your finger movements.

IT'S SO EASY!

DEBORAH GROW

SIMPLY ♩ = 120

SOPRANO

It's so EA - SY. It's so EA - SY. FIVE MI - NUS ONE IS FOUR.
THREE MI - NUS ONE IS TWO.
ONE MI - NUS ONE IS ZERO.

It's so EA - SY. It's so EA - SY. FOUR MI - NUS ONE IS THREE.
TWO MI - NUS ONE IS ONE.
FIVE FOUR THREE TWO ONE ZERO.



Activity for Ages 3 and Up

Sock, Sock, Who dropped the Sock?

This is a variation of the old game "Button, button, who dropped the button." Seat the children in a circle with their hands open behind them, ready to catch the sock. One child goes around the outside of the circle, while all the children and the teacher say, "Sock, sock, who dropped the sock?" At some point, the child drops the sock into another child's hands. This child gets up and chases the first child around the circle. The first child sits in the second's child place and the game starts again. (Originally the game is that if the second child can tag the first child, he or she keeps going around the circle but for more participation, it is recommended to alter the rules to let more children have a chance to play.) Variations could add other pieces of clothing mentioned in the song such as a shirt, shorts or a cap.

Note - For three year olds, some of the more reticent students might be more comfortable going around the circle if the teacher holds their hand.

HAPPY Step #3 Pronounce It

Listen to the Cool Key Words on track #23. Have the children repeat the word as prompted. Show the images in the book to reinforce the meanings of the words.

Go through the book slowly and say the number when they see it on the page. Go through the pages one more time and show the children the clothing that Ruff has dropped. Ask the children to name the article of clothing. Then follow along while listening to the book read on track #9. Ask the children to say the number and the article of clothing when it comes in the story.

You can use your mascot frog castanet to help you show how many syllables each key word has. Point out to the children that all the key words in this book have only one click (one syllable).

On the next lesson ask the children to practice the phrase "That's mine! I dropped it." Go through the book again slowly and ask the children to say "That's mine. I dropped it." while you point to the sentences, "That's mine. I dropped it." each time they occur.

When they are ready, use track #24, listen and repeat as the book is read phrase by phrase.

If the teacher or any students need support in learning the melody, play track #25 (Sing and Repeat) to break it into smaller, call and answer pieces.

HAPPY Step #4 Perform It

Five Silly Billy Goats is a classic tango. Why not teach the children a very simple tango step that can be repeated on each verse? To help the children learn which hand or foot is left or right, simplify it by color-coding them with hair ribbons or elastic ponytail holders. For example, right hand has a red ribbon and left hand has a blue ribbon. Color-code the feet in the same way. So instead of calling right hand up, you can say, “Red hand up.” Even children whose native tongue is not English can understand quickly and easily.

To prepare for the dance step, have the children practice crossing one foot over the other “scissors step”. You might want to play a variation of the old game “Mother May I” to reinforce this step as well as the numbers in the song.

Have the children put a red ribbon around their right wrist and right ankle. Then give them two blue ribbons and have them put those around their left wrist and left ankle.

Use yellow tape or yarn to make a starting line on the floor and green tape to make a finish line about 10 feet (about 3 meters) in front of the yellow line. Line the children up on the yellow line with their feet and bodies facing left but their heads looking front. You are ready to begin.

Activity for ages 3 and up

Mother, May I?

The teacher is the “mother” and stands at the opposite end of the room. Line the children up facing left but looking forward. The children say together, “Mother, may I take 5 jumps?” The “mother” says, “No, but you can take 5 scissors steps (red, blue, red, blue, red).” Next the children ask, “Mother, may I take 4 jumps?” The “mother” says, “No, but you can take 4 scissors steps.” You can repeat this with 3 steps, 2 steps and 1 step. The game continues until one child reaches the teacher.

Next have the children, stand in the same formation as the “Mother, May I?” game, facing left and looking front. Now it is time to put the step to the words of the song. First do it with no music very slowly to get the pattern. (open red, cross blue, open red, cross blue) First have the children practice the steps for the feet. Once they have learned the feet, add the simple hand movements. Step down on the words that are red or blue. Start on the yellow line.

Word Cue	Dance Step	Word Cue	Dance Step
Five	Pick up the red foot and move it forward (still pointing left)	chewing	Red foot down (open scissors)
Silly	Pick up the blue foot and start moving it across the red foot.	on some	Pick up blue foot
Billy	Put the blue foot down in front of and cross over the red foot. (Like scissors)	Tin cans	Blue foot down
Goats were	Pick up the red foot and start moving it forward	and some	Red foot down (open scissors)
Standing	Red Foot Down (open Scissors)	socks	Blue foot down (cross scissors)
on some	Pick up the blue foot and start moving it across the red foot	That’s mine! said Ruff. I dropped it on the floor.	Put red foot down to turn front (feet are shoulder width apart facing front). Everyone should be on the green line now facing front.
rocks,	Blue foot down, (cross scissors)	He pulled him home and then there were four.	Face front while moving back to the yellow line.

Once the children are secure with the foot movements, add the simple hand movements. Repeat the same motions for each verse but change the number of fingers held up to indicate the change in number of goats.

Word Cue	Hand Movements
Introduction/Interlude music	Wait with both hands on belly.
Five silly billy goats	stretch red hand facing front in a big star to show the number five and hold it there until "That's mine!"
"That's mine," said Ruff.	Both hands on chest
I dropped it on the floor.	Blue hand on waist and right hand indicates dropping something by making a fist and opening it to the side.
He pulled him home and then there were four.	Use both hands to pretend to pull the goat home with both arms in front and hands in fist.
Interlude	Wait facing left with hands on belly.

Big Finish Verse 5

Word Cue	Step and Hands
On the final verse - “You’re chewing on my cleat”	Shake finger at the goat “No, No” gesture
He pulled him home	Pull goat back to yellow line
He pulled him home (2nd time)	Pull but stay on yellow line
Bleat	Hands on hips
BLEEEEEAT	Look at ceiling and shake head side to side saying “Bleeat”

HAPPY Step #5 - Yours Through Correct Repetition

Alternate between singing looking at the book and performing it with movements until the whole class is comfortable. When you are ready, put on your own little show! Make a deadline to perform it for a small audience. If you are ready for the karaoke challenge, try track #26, otherwise sing along with #4.

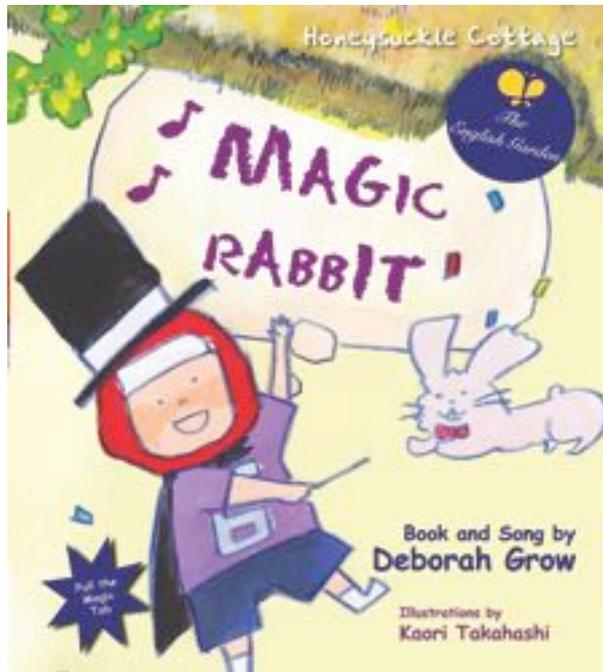
Activities for More Repetition for ages 4 and Up

Design It

Put clothing words into a hat and have each child pick a word out of the hat. Explain the word if they cannot read yet and have them draw that image with crayons. For example, if the word you picked was shirt, you would draw an image of a shirt on paper or on the board. They can design their clothing as they like, for example a shirt with a cat on it or a hat with the number #1 on it.

Chapter 5

Magic Rabbit



Things to Explore with Ruff

- ◆ Colors
- ◆ Imaginative Thinking
- ◆ Beginning consonant phonics (red rabbit run; green rabbit go)
- ◆ First Contraction (I will - I'll)
- ◆ Patterned Sentence “I have a “

Start Your Imagination Engines

Again ask the children to take out the pretend key to unlock their imaginations and show the children the front cover. Read the title and ask some questions.

Some Sample Questions

What is Ruff wearing?

What does he have in his hand?

What does the title mean, "Magic Rabbit"?

What do you think will be magical about the rabbit?

Have you ever tried a magic trick?

HAPPY Step #1 Hear It

Put on Track #5 and just listen and look. Turn the pages and point to the colors that are named. For the first lesson, introduce the book and song, then relax and enjoy!

Happy Step #2 Activate It

Activity for Ages 2 - 5

Sing It

Prepare paper or ribbons of red, green, pink, blue, yellow, and orange (corresponding to the colors and order in Magic Rabbit).

Give each child a colored paper and give yourself one for each one given to a student. Sit in a circle and pick up the red paper. Sing the song below and have the children with the red paper hold it up for you to see. At the end of the verse, give each child with a red paper, one of your red papers. Then begin again with the color green.

For older learners, have them do rock, papers, scissors to see who gets the color papers.

SHARING COLORS

LIVELY J - 140

DEBORAH GROM

SOPRANO

RED, RED, RED, RED, RED, RED I HAVE RED AND YOU DO TOO!

RED RED RED RED RED RED I WILL GIVE MY RED TO YOU.



Activity for Ages 4 and up

Colorful Things

Prepare four squares of paper in a variety of colors. Give each child four squares of the same color paper. Pair off the children into twos and have them “rock, paper, scissors”. The winner takes one of the opposing players and asks, “Name something green.” The answer can be anything green, for example, “a frog” or “grass”. The pair again plays “rock, paper, scissors” . Play continues until one player has taken all of the other players papers.

HAPPY Step #3 Pronounce It

Look at book slowly together and use the color papers from activity #2 to review the cool key words (track 26) in Magic Rabbit. (red, green, blue, pink, yellow and orange).

Play Track 10 and let the children hear the book read. Ask the children to say the colors when they come in the song as you point to the pictures.

You can use your mascot frog castanet to help you show how many syllables each cool word has. For example, click once for red and two times when you say yel-low.

Have the children repeat the phrase “Red rabbit, red rabbit, run, run, run” and “Green rabbit, green rabbit, go, go, go.” several times. For older children ages 4 and up, play track #28 and ask them to repeat the phrases as prompted on the CD.

If the teacher or any students need support in learning the melody, play track #29 (Sing and Repeat) to break it into smaller, call and answer pieces.

HAPPY Step #4 Perform It

Now you are ready to start adding some simple gestures. Here are some suggested gestures.

Verse One

Word Cue	Gesture	Word Cue	Gesture
I have a magic rabbit.	Hands on hips, face front	Red rabbit, red rabbit	March
Yes, I do. It's true.	Bow to the audience and back up. (down on DO and up on TRUE)	Run, run, run	jump and punch fist in the air with right hand
I have a magic rabbit.	Hands on hips, face front	Red rabbit, red rabbit	March
I'll show her to you.	Palms face up gesture to audience	Oh, what fun!	Palms open to face
I have a magic rabbit. Count with me One, two	Hands on hips, face front	Red rabbit, red rabbit	March
Beats after one, two	Use fingers to indicate #1 and #2	Get back in my hat	Shake index finger of right hand at rabbit
Just look and on the count of three, you'll see what she can do.	Wave the magic wand in circles in front with right hand	Red rabbit, red rabbit	March
(Magic Effect)	Wand goes up to the sky on the magic effect	Watch out for my cat!	Palms open on face, worried look

Verse Two

Word Cue	Gesture	Word Cue	Gesture
I have a magic rabbit.	Hands on hips, face front	Green rabbit, green rabbit	March
Yes, I do. It's true.	Bow to the audience and back up. (down on DO and up on TRUE)	go, go, go.	jump and punch fist in the air with right hand
I have a magic rabbit.	Hands on hips, face front	Blue rabbit, pink rabbit	March
I'll show her to you.	Palms face up gesture to audience	Stop! Oh no!	Palms open on face, worried look
I have a magic rabbit. Count with me One, two	Hands on hips, face front	Yellow rabbit, orange rabbit	Shrug shoulders, palms up (what is happening?)
Beats after one, two	Use fingers to indicate #1 and #2	Get back in my hat	Shake index finger of right hand at rabbit
Just look and on the count of three, you'll see what she can do.	Wave the magic wand in circles in front with right hand	I have some magic rabbits.	Hands on hips
Magic Effect	Wand goes up to the sky on the magic effect	And a Magic Cat!	Right palm to forehead (Oh no!)

Finale

Word Cue	Gesture
And a Magic Cat	Clasp Hands
And - a- Ma-gic- Cat	Bring arms up slowly until they are V-shaped.

HAPPY Step #5 Yours Through Correct Repetition

Alternate between singing looking at the book and performing it with movements until the whole class is comfortable. When you are ready, put on your own little show! Make a deadline to perform it for a small audience. If you are ready for the karaoke challenge, try track #30, otherwise sing along with #5.

Activities for More Repetition for ages 4 and Up

Magic Show

Have the children try to come up with a magic trick to show to the class. Let them use the phrase, "I have a magic scarf or I have a magic egg." I purchased a little plastic egg that has a hole in the side in which I tuck a ribbon. When you wave your hand, then pull the long ribbon the little children are amazed. They always want to give it a try. Your trick could be purchased or made.

Name That Color Rabbit

Make paper rabbits with the colors in the book. Let a child shuffle them behind his or her back. Before he or she pulls one paper rabbit from behind his or her back, the class can guess what color the rabbit will be.

Afterword

Success is built of small successes

Each song and book of Honeysuckle Cottage that your child successfully completes is a HAPPY learning milestone on which further success can be built. To enjoy the learning process is vital to creating the repetition necessary to move learning into long term memory. I hope this book has given you some ideas on how you can create a HAPPY learning environment for both you and your child.

Wishing you HAPPY LEARNING,



Deborah Grow

The English Garden

www.englishgarden.co