

1 Overview

Children identify school objects and exchange friendly greetings.

Grammar

What's this? A (book).

Is it a (chair)? (Yes).

It's a (chair).

What's your name? My name is ...

Vocabulary

book, pencil, ball, car, chair, table; hello; name; yes, no; very good (teacher, rabbit, red, blue)

Songs and Chants

Picture chant (Lesson 1)

Song: Listen, What's This? (Lessons 1 and 3)

Song: What's Your Name? (Lesson 2)

Early Literacy Skills

Top to bottom, left to right progression

Listening skills

Visual awareness: details

Auditory awareness: syllables

Trace and recognize one's own name

Follow directions

Make and share a book

Math

Match (Lessons 3, 4 and 5)

Continue a pattern (Lessons 1, 4 and 5)

Sort (Lessons 3 and 4)

Art

Decorate Activity Cards (Lesson 1)

Draw missing objects (Lesson 3)

Make a class banner (Lesson 4)

Decorate Activity Card folders (Lesson 4)



Featured Teaching Strategy

Words in motion

In *Fingerprints*, children learn new words using all three techniques: visual, auditory and kinesthetic. They **see** a picture, **say** the word and **do** a motion.

The motion focuses the child's attention, reinforces the meaning of the word and sometimes serves as a pronunciation aid. (for example: a two-syllable word might have a gesture composed of two motions).

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book: pp. 4–5 Activity Book: pp. 5–8	<i>What's this?</i> <i>A (book).</i> <i>book, pencil,</i> <i>ball, car</i> (Extra: <i>teacher</i>)	Introduce, practice and act out key vocabulary. Learn a chant and a song. Follow TPR directions. Science: identify objects by their sounds. Early math: continue a pattern. Develop gross and fine motor skills. Early literacy: left to right progression.
Week 2	Lesson 2: Conversation Student Book: p. 6 Activity Book: pp. 9–10	<i>What's your name?</i> <i>hello, name</i>	Exchange friendly greetings. Early literacy: trace own name, clap syllables in name. Learn a song, play a singing game. Develop gross and fine motor skills.
Week 3	Lesson 3: Say and do Student Book: p. 7 Activity Book: p. 11	<i>Is it a (chair)?</i> <i>(Yes).</i> <i>It's a (chair).</i> <i>chair, table,</i> <i>yes, no</i> (Extra: <i>rabbit</i>)	Review Lesson 1–2 vocabulary. Ask and answer simple yes/no questions. Recall missing item in a series. Science: identify objects by their sounds, people by their voices. Learn a song. Early math: match, continue a pattern. Develop fine motor skills: draw circles.
Week 4	Lesson 4: Try this! Student Book: p. 8 Activity Book: p. 12 Lesson 5: Unit review Student Book: p. 9	<i>My name is ...</i> <i>Very good!</i> (Extra: <i>red,</i> <i>blue</i>)	Review and act out Unit 1 vocabulary. Early literacy: trace and recognize own name; left to right and top to bottom progression. Develop listening skills. Early math: match, sort, continue a pattern. Develop fine motor skills: draw circles.

Grammar

What's this? A (book).

Vocabulary

book, pencil, ball, car

(Extra: *teacher*)

Materials

a toy car

👉 Picture Cards: book, pencil, ball, car

👉 Photocopiable pictures: book, pencil, ball, car

👉 Books, pencils, a ball,

Introduce the language

Words in motion

Introduce vocabulary with real objects or Picture Cards. Teach a gesture for each word. Have children repeat the gesture and the word after you.



book pretend to open a book and read



pencil write a check mark (✓) in the air



ball pretend to bounce a ball



car pretend to drive a car

Vocabulary practice

Display the Picture Cards: *book, pencil, ball* and *car*. Say the words with the class. Then point at a picture and ask: *What's this?* Help children respond with the phrase: *A (book)*. Have them do the accompanying gesture.

Vocabulary games for warm up and review

Vocabulary TPR

Display the four vocabulary objects or Picture Cards. Say to a child: *Show me a (car)*. The child points to or picks up the object.

Say the word

Ask *What's this?* as you make the gesture for *book, ball, car* or *pencil*. Have children say the word and repeat the gesture. Later, let them ask the questions and act out the gestures.

Say the phrase

Hold up a Picture Card and ask: *What's this?* Have children say the word: *Car*. Respond: *Yes! A car*. Repeat the phrase slowly and clearly, clapping with each syllable: *A car*. Have children repeat after you.

Listen and guess

In this activity, children learn to identify objects by the sound they make. Say *Listen!* as you demonstrate the sound each vocabulary object can make: bounce a ball, flip the pages of a book, write with a pencil, pull back and release a toy car. Then have children put their heads on the table and close their eyes. Say: *Listen, what's this?* Repeat one of the sounds and let children call out the word.



Use the book

Picture chant

Have children point to the Vocabulary Pictures as they repeat each line of this chant after you.

Teacher: Book

Children: Book

Teacher: Ball

Children: Ball

Teacher: Pencil

Children: Pencil

(tap foot twice)

(tap foot twice)

Teacher: Car

Children: Car

Teacher: Beep, beep, vroom!

Children: Beep, beep, vroom!

Tap and say

Hold up a Picture Card and ask: *What's this?* Have children find the matching Vocabulary Picture in their book and chant the phrase, tapping the picture with each syllable: *A (pencil)*.

Picture Stickers

Use the Unit 1 stickers. Point and say the words together. Then have children look at the Picture Scene in their books. Say: *Show me a car*. Have them point to the outline of the car in the Picture Scene, then place the sticker of the car on top of the outline. Repeat with the other stickers: *pencil, book* and *ball*.



Picture Scene search

Hold up the Student Book pages. Point to a Vocabulary Picture and ask: *What's this? (Ball/A ball.)* Point to the Picture Scene and say: *Show me a ball.* Have children point to the ball in the Picture Scene in their own book and say the word. This develops their awareness of visual details.



Song: Listen, What's This?

Play the first four verses of the song. In each verse, have children name and point to the correct object in their book. Play the song again and have the class sing along, doing the gesture for each object during the sound effect.

Verse 1

Adult: *Listen, listen! What's this?*

It's ... a ... (pause)

Children: *Ball!*

Adult: *A ball.*

Children: *A ball.*

Adult and children: *A ball, ball, ball.*

Adult: *A ball.*

Children: *A ball.*

Adult and children: *A ball, ball, ball.*

Verse 2: *book*

Verse 3: *pencil*

Verse 4: *car*

Activity Book, pages 5 and 7

Children use these four Activity Cards in language games throughout the unit. Have them decorate one Activity Card a day.

book make balls out of small scraps of paper; glue paper balls to book

pencil dip tip of finger in paint or ink and make fingerprints along the pencil

car use glue and glitter or colored sand

ball use crayon or dip a sponge in paint

Collect the cards at the end of the activity. In Lesson 4, children make folders in which to keep the Activity Cards for each unit.

More practice

Show me

Have children place their Activity Cards in front of them. Give directions: *Show me a (car).* Children hold up the correct picture.

Extra vocabulary

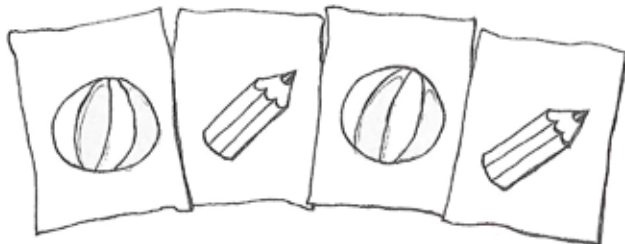
Use the Picture Scene to introduce the word *teacher*.

What's next?

Place books and pencils in an alternating pattern: *book, pencil, book, pencil*, etc. Touch each object as you chant the words with the class. Then ask: *What's next?* Have children continue the pattern by adding objects to the row.

Interactive bulletin board

Use photocopyable pictures to make patterns for children to "read" and continue. Use two pictures per pattern.

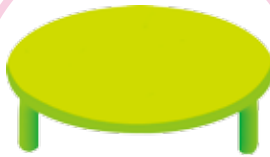


UNIT
1

What's this?



chair



table



ball



car



book



pencil



School





What's this?



It's a ball.



Extension:

Show me a ball

Listen! What's this?





What's your name?

1



2



Hello!



Hello!



What's your name?



My name is Sam.



Hello, Sam.



Grammar

What's your name?

Vocabulary

hello, name

Materials

- ☀ Picture Cards: boy, woman, girl, book, pencil, car, ball
- ☀ Play microphone (homemade)



Introduce the language

What's your name?

Use TPR actions to teach the question. Shrug your shoulders as you say *what*; point as you say *your*; and trace a circle as you say *name*.

Words in motion

Hand the play microphone to a child. Ask: *What's your name?* Prompt the class to repeat the question and gestures. The child stands and says his or her name. The class waves and responds: *Hello, (Andrew)!*

Use the book

The conversation

Hold up the Student Book page. Point to the teacher and the boy as you say their lines. Children repeat after you.

Picture 1 Teacher: *Hello!*
Boy: *Hello!*

Picture 2 Teacher: *What's your name?*
Boy: *Sam.*
Teacher: *Hello, Sam.*

Puppet play

Use the *woman* and *boy* Picture Cards as puppets to represent the teacher and Sam. Divide the children into two groups. One group repeats the teacher's lines after you; the other repeats Sam's lines.

☞ Listen, watch, point and say

Move the Picture Card puppet as each character speaks on the recording. Then have children open their books and point to the picture of the teacher or Sam as each speaks. Play the conversation again, pausing so children can repeat each line.

New conversations

Draw children's attention to the picture of Linda. With a child, repeat the puppet play using the teacher and the girl Picture Card, calling it Linda. Repeat for Ben and Sally, then have children take turns to choose the boy or girl puppet and use their own names. The rest of the class can say the teacher's lines with you.

🎵 Song: What's Your Name?

Children form a circle. Hand the microphone and the boy Picture Card to a child. Sing the chorus together. The child with the Picture Card stands in the middle and says: *Sam!* at the beginning of the verse. The rest of the class wave to "Sam" and sing the verse.

For the second verse, "Sam" gives the microphone and the girl Picture Card to a different child.

Chorus

Hello, hello. What's your name?
Hello, hello. What's your name?
Hello, hello. What's your name?
What's your name?

Verse 1

(Spoken:) *Sam!*
Hello, Sam, hello. (Clap, clap.)
Hello, Sam, hello. (Clap, clap.)
Hello, Sam. Hello, Sam.
Hello, Sam, hello. (Clap, clap.)

Verse 2: Linda

Verses 3–5: Children say their own names.

📖 Activity Book, page 9

Write all the children's names on their nameplates. Have them trace over their name by dipping a finger in paint or ink and making dots.

More practice

Clap your name

Ask a child: *What's your name?* The child says his or her name, clapping the syllables. Have the class repeat and clap the child's name. Then have that child ask another: *What's your name?*

What's this?

This activity reviews language from Lesson 1. Display objects or Picture Cards: *book, pencil, car, ball*. Have children take turns to hold up one item and ask classmates: *What's this?*

Grammar

*Is it a (chair)? Yes/No.
It's a (book).*

Vocabulary

chair, table

yes, no

(Extra: *rabbit*)

Materials

Picture Cards: ball, book, pencil, car, chair, table

Photocopiable pictures: ball, book, pencil, car, chair, table

Introduce the language

Words in motion

Use objects or Picture Cards to introduce the new vocabulary. Teach children the following gestures. Have them repeat the gesture and the word after you.

table move both hands across to draw the top of a table (move hands apart); move hands down to draw the legs
chair pretend to sit in a chair

Song: Listen, What's This?

Play Listen and guess (see page T4) with *chair, table* and Lesson 1 words. Then play the full version of the song Listen, What's This? (see page T5). Have children listen and name the items.

Verse 5: **table**

Verse 6: **chair**

What's missing?

Display four vocabulary objects or Picture Cards in a row. Point and say the names together. Have children close their eyes. Remove one object or picture. Have them open their eyes. Ask: *What's missing?*

Yes or no?

Hold up a picture and ask: *Is it a (book)?* Prompt children to nod or shake their heads and answer *Yes* or *No*. When they answer yes, have them repeat the phrase after you: *It's a (book).*

Use the book

Preparation

Gather books of different sizes, a pencil, a chair and a ball. Hold up an item and ask: *Is it a book?* If the answer is yes, have children draw a circle in the air. If the answer is no, have them draw an X in the air.

Say and do

Have children point to the chair on the left of the page. Ask: *Is it a chair? (Yes.)* Have them circle the picture, following the dotted line.

Then have them point to the two pictures on the right as you ask: *Is it a*

chair? If the answer is yes, children circle the picture; if no, they draw an X through it. Repeat for the pictures on the bottom part of the page, asking: *Is it a table?*

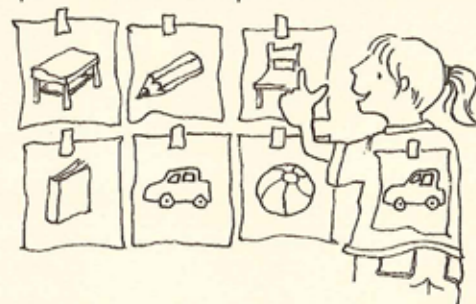
Activity Book, page 11

Point to the book in the picture, asking: *What's this?* Then ask: *What's missing?* Have children trace the chair outline with their finger. Repeat these steps with the second picture. Then have children dip their fingertip in paint or ink and make dots along the outline of the chair and table.

More practice

Guess!

Attach a photocopiable picture to a child's back. Do not show the picture to the child. Display a complete set of pictures on the wall as clues: *book, pencil, ball, car, chair* and *table*. To find out what is on his or her back, the child asks questions. For example: *Is it a chair?*



Name game

One child sits at a table with his or her eyes closed. The other children stand behind. Choose one standing child by tapping them on the shoulder. He or she says: *Hello, (child's name).* The child guesses who is speaking: *Is it Paul?* The class answers yes or no.

Poster: School

- Have a child hand a Picture Card to a classmate and ask: *What's this? (A chair/It's a chair.)* Then say: *Show me a chair.* Both children find a matching picture in the poster. Encourage them to lead the rest of the class in repeating the word.
- Children take turns to point to an object in the poster and ask: *What's this?*

Extra vocabulary

Use the poster to teach the word *rabbit*.



Is it a chair?



1 Is it a chair?



Yes.



Yes.



No.

2 Is it a table?



Yes.



No.



Yes.

Circle the matching objects. Sing a song.





Try This!

Make an activity card folder.

You need:

a large piece of paper
(30 cm x 42 cm) 

paint 

shallow containers 

a picture 



DIY:

1. Get a large piece of paper.
2. Fold and tape or staple the edges.
3. Dip right palm in red paint and left palm in blue paint.
4. Make two handprints on the front of the folder.

Grammar

My name is ...

Vocabulary

Review

(Extra: *red, blue*)

Materials

☀️ Large piece of paper or cloth

☀️ 30 cm. × 42 cm. piece of paper for each child

☀️ Paint, shallow containers

for the paint

☀️ Photo of each child

Introduce the language

Make a class banner

Write the word *Hello!* in the center of a large piece of cloth or paper. Pour paint into shallow containers. Let each child make a handprint on the banner. Make your own handprint as well. Write the child's name below the handprint. After the paint dries, attach a photo of the child (or yourself) next to the handprint.

My name is ...

Point to your name on the banner and say: *My name is (Ms Ida)*. Have children come to the banner, point to their names and say: *My name is (Michael)*.

Use the class banner daily

This will help children recognize their names visually.

- Point to the names as you take attendance.
- Have children point to their names as you take attendance.
- Have children teach their name to a friend.
- Have children find a classmate's picture and name.

Show me

Have children place their four Activity Cards on the table in front of them. Say: *(Book)*. Children hold up that Activity Card and repeat the word.

Use the book

Talk about the photo

Introduce the girl in the photograph: *This is Emma*. Encourage the class to say: *Hello, Emma*. Point to the name on the Activity Card folder. Say: *This is Emma's name*. Show children how to move their finger from left to right under the letters as they "read" Emma's name aloud.

Explain that Emma has made a folder to hold her Activity Cards. Tell children that they will also make a folder. Point to each Activity Card and ask: *What's this?*

Extra vocabulary

Introduce the words *red* and *blue* by pointing to the paint in the photograph. Practice the words with objects in the classroom. Ask: *Is it (red)? Point to (blue)*.

Make Activity Card folders

Give each child a piece of paper, approximately

30 cm. × 42 cm., folded as shown in the photograph. Children can help tape or staple the edges.

Demonstrate how to dip your left index finger in red paint and your right index finger in blue paint and make a row of fingerprints along the front flap of the folder. Have children chant with you as they make the fingerprint pattern: *red* (left finger), *blue* (right finger), *red, blue*, etc. Then show them how to dip their left palm in red paint and their right palm in blue paint and make two handprints on the front of the folder.

For the next day, write each child's name on the front of the folder in large letters. Children can trace over the letters with their finger or a crayon.

Have them hold up their folders, point to their names and chant: *My name is (Sarah)*. Ask each child: *What's your name?* and encourage them to respond: *My name is ...*

Say: *Show me a (pencil)*. Have children hold up the corresponding Activity Card and then put it in their folder.

Activity Book, page 12

Have children name the pictures then draw a line between the matching objects.

More practice

Matching names

Children match the name on their Activity Card folder with their name on the class banner.

Stand up

Have each child choose one Activity Card and put the rest away. Say one of the words *book, pencil, car* or *ball*. Children with that picture stand up, show their picture and say the word.

Interactive bulletin board

Have a child choose two sets of photocopiable pictures (for example, chairs and tables) and make a pattern for his or her classmates to "read" and continue: *chair, table, chair, table, ...*

Grammar

Review

Vocabulary

Review

*Very good!***Materials**

👉 Bookmark for each child
(page T89)

👉 Photocopiable pictures:
book, pencil, ball, car, chair,
table

👉 Picture Cards: ball, car,
pencil, book, chair, table

Review the language

Vocabulary and greetings

Review language through games.

Lesson 1: Vocabulary games; Show me; What's next?

Lesson 3: What's missing?; Guess; Name game

Lesson 4: Stand up

Poster: School

- One child chooses a Picture Card and asks the class: *What's this? (A table/It's a table.)* Have another child find that object in the poster and repeat the word.
- Help children make up a conversation for the boy and girl in the poster.

Sing and play

Listen and name the objects in Listen, What's This?
(Lesson 3)

Play the singing game: What's Your Name? (Lesson 2)

Conversations

Use the Picture Cards to have conversations with the class and individuals.

Teacher: *Hello, (children).*

Class/Child: *Hello, (your name).*

Teacher: *What's this?*

Class/Child: *A (pencil).*

Listen and circle

Prepare children for the Student Book activity. Put two Picture Cards on the board. Say a word or sentence. Have a child draw a circle around the matching picture. Put a different pair of pictures on the board and repeat with a new word or phrase:

Pencil.

A (book).

What's this? It's a (car).

Very good!

Praise the children's good work. Teach the expression *Very good!*

Use the book

Listening comprehension

Show children how to place a bookmark under the first row of pictures. Say the script below. For each pair of pictures, have children listen to your word(s), find the correct picture and circle it. Draw a circle in the air to prompt them. Scan their responses, praise and correct as needed.

1. *Book.*
2. *Ball.*
3. *A chair.*
4. *A pencil.*

More practice

Take-home books

Make a book for each child: fold two pieces of paper in half and staple them together. Write the child's name on the front cover. Have children glue their four Activity Cards on the pages of their book.

Group reading

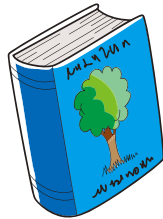
Use a child's take-home book. Have that child read their name as you run your finger under the letters on the cover. Turn the pages. Have the class name each picture in unison, then praise them: *Very good!* Repeat with several other books. Have children take the books home to share with their parents.



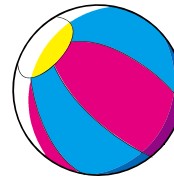
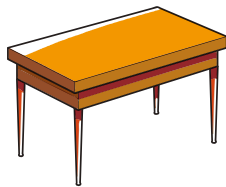
Listen and Check



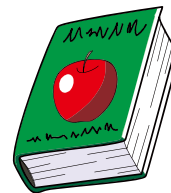
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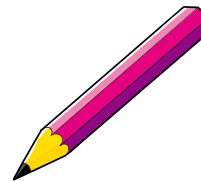
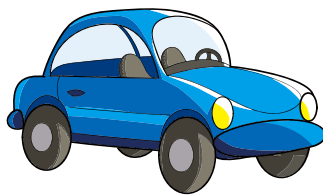
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3



4



1. A book.

2. A ball.

3. A chair.

4. A pencil.

