

# Overview

Children identify family members and talk about personal objects.

## Grammar

- ✓ *Hello, (Mom).*
- ✓ *This is my (dog).*
- ✓ *Is this (mom)?*
- ✓ *Find (Dad). Find my (ball).*

## Art

- Decorate Activity Cards (Lesson 1)
- Make a fingerprint road (Lesson 3)
- Make an "I love you" card (Lesson 4)
- Make a picture puzzle (Lesson 5)

## Vocabulary

*mom, dad, sister, brother, baby, dog; doll, bike, truck; I love you (family, paper, glue, circle, square)*

## Songs and Chants

- Picture chant (Lesson 1)
- Chant: I Love You (Lesson 1)
- Song: Hello, Mom (Lesson 1)
- Song: Find the Baby (Lesson 2)
- Song: Go! Go! Go! (Lesson 3)
- Song: This Is My Dad (Lesson 5)

## Early Literacy Skills

- Top to bottom, left to right progression
- Listening skills
- Part – whole awareness
- Act out a dialog
- Recognize one's own name
- Trace lines
- Draw circles
- Follow directions

## Math

- Match (Lesson 4)
- Continue a pattern (Lesson 1)
- Sort (Lesson 3)
- Identify shapes (Lesson 4)



## Featured Teaching Strategy

### Total Physical Response (TPR)

*Fingerprints* uses Total Physical Response (TPR) as a key teaching strategy. TPR is based on the natural way that children acquire their first language: they respond to words first non-verbally and later verbally. In *Fingerprints*, children are given directions such as *Stand up*. They demonstrate their understanding by a "physical response": they stand up.

# Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
<b>Week 1</b>	Lesson 1: Unit opener Student Book: pp. 10–11 Activity Book: pp. 13–16	<i>Hello, (Mom). Find (Dad). Is this (Mom)? mom, dad, sister, brother, I love you (Extra: family)</i>	Introduce, practice and act out key vocabulary. Early literacy: top to bottom, left to right progression. Learn a chant and a song. Follow TPR directions. Early math: continue a pattern. Develop gross and fine motor skills.
<b>Week 2</b>	Lesson 2: Conversation Student Book: p. 12	<i>This is my (dog). baby, dog</i>	Review Lesson 1 vocabulary. Have short conversations and exchange greetings. Early literacy: act out a dialog. Play a singing game. TPR activity: <i>This is my book</i> . Develop gross and fine motor skills.
<b>Week 3</b>	Lesson 3: Say and do Student Book: p. 13 Activity Book: p. 17	Review: <i>This is my (bike). Find my (ball). doll, truck, bike (Extra: go)</i>	Review Unit 1 and 2 vocabulary. Recall the missing item in a series. Follow TPR instructions: <i>Show me ...</i> Early literacy: trace a line. Learn a song. Early math: sort. Develop gross and fine motor skills.
<b>Week 4</b>	Lesson 4: Try this! Student Book: p. 14 Activity Book: p. 18  Lesson 5: Unit review Student Book: p. 15 Activity Book: pp. 19–20	Review: <i>This is my (brother). Review: I love you. (Extra: paper, glue, square, circle)</i>	Review Unit 1 and 2 vocabulary and grammar. Play a singing game. Early math: match. Science: identify objects by touch. Develop gross and fine motor skills. Early literacy: left to right, top to bottom progression. Develop listening skills.




Grammar

*Find (dad).*  
*Is this (mom)?*

Vocabulary

*mom, dad, brother, sister;*  
*I love you*  
(Extra: *family*)

Materials

-  Picture Cards: man, woman, boy, girl
-  Bag
-  Picture placards for children to wear

## Introduce the language

### Family vocabulary

Introduce *dad, mom, brother* and *sister* with Picture Cards. Have the class say each word after you. Have children find the family members on the Family poster.

### Puppet play

Hold up each Picture Card and have it greet the class: *Hello, children*. Have children wave to the puppet and say: *Hello, (mom)*.

### Words in motion

Teach the sentence *I love you* with gestures, for example:  
*I* point to yourself  
*love* hug yourself  
*you* point to other

### Practice the song language

Pick up each Picture Card and speak to it: *Hello, mom*. Pretend to hug the picture, saying: *I love you*. Have children repeat the words and gestures.

## Vocabulary games for warm-up and review

### Point to mom

Place the Picture Cards on different walls in your classroom. Say: *(Mom). Point to (mom)*. Children point to the correct picture. Place the pictures in different spots and play the game again.

### Yes or no?

Hold up a picture and ask: *Is this (sister)?* Prompt children to nod or shake their heads and answer *Yes* or *No*. When they answer yes, have them wave and say: *Hello, (sister)!* Gradually, have children take over the teacher's role, holding up a Picture Card and asking: *Is this (mom)?*



### Chant: I Love You

This chant previews the language in the song: Hello, Mom. Put the Picture Cards in a bag. Have a child draw a card. Say the chant. When you come to the underlined word, the child shows the card and the rest of the class say the word.

*I love you. Yes, I do.*  
*Hello, sister, I love you.*



## Use the book

### Picture chant

Say: *Find (mom)* and have children point to the Vocabulary Picture. Repeat with the other pictures, then teach the following chant.

Teacher: *Find mom*.

Children (point to picture): *Hello, mom*.

Teacher: *Find brother*.

Children (point to picture): *Hello, brother*.

Teacher: *Find sister*.

Children (point to picture): *Hello, sister*.

Teacher: *Find dad*.

Children (point to picture): *Hello, dad*.

### Picture Scene search

Hold up the Student Book page. Point to a Vocabulary Picture and say the word: *(Mom)*. Have children repeat the word. Then point to the Picture Scene and say: *Find (mom)*. Have them point to the picture in their own books and say the word.

### Picture Stickers

Use the Unit 2 stickers. Point and say the words together. Then have the class look at the Picture Scene in their books. Say: *Show me (dad)*. Have children point to dad in the Picture Scene and place the sticker on top of the outline. Repeat with the other stickers.

## Activity Book, pages 13 and 15

Have children decorate one Activity Card a day, using paint on their fingertips, crumpled or torn paper, glitter, crayons, and so on. Have them store the cards in their Activity Card folders.

around their necks:  
mom, dad, brother, sister



- Photos of children's families
- Photocopiable pictures, enlarged: mom, dad, brother, sister

### Song: Hello, Mom

Play the song. Have children point to the picture of each person named in the song. Play the song again and encourage children to sing along.

#### Singing game

Choose four children to wear the picture placards: mom, dad, brother, sister. Have the correct child stand as the class sings a verse to him or her. At the end of the verse, encourage that child to say the line (along with the recording): *I love you, too.*

#### Verse 1

Brother and sister: *Hello, mom. I love you.  
I love you. Yes, I do.  
Hello, mom. I love you.  
I love you. Yes, I do.*

Mom (speaking): *I love you, too.*

#### Verse 2

Brother and sister: *Hello, dad. I love you.  
I love you. Yes, I do.  
Hello, dad. I love you.  
I love you. Yes, I do.*

Dad (speaking): *I love you, too.*

#### Verse 3

Sister: *Hello, brother. I love you.  
I love you. Yes, I do.  
Hello, brother. I love you.  
I love you. Yes, I do.*

Brother (speaking): *I love you, too.*

#### Verse 4

Brother: *Hello, sister. I love you.  
I love you. Yes, I do.  
Hello, sister. I love you.  
I love you. Yes, I do.*

Sister (speaking): *I love you, too.*

## More practice

### Activity Card games

#### Find dad

Children place their four cards in front of them. Give directions: *Find (dad)*. Children hold up the correct card. Encourage them to give directions: *Find (brother)*.

#### Stand up, sit down

Teach the commands *Stand up* and *Sit down*. Have each child take just one card from his or her folder. Give directions: *(Mom), stand up*. All children holding the (mom) card stand up. Say: *Mom, sit down*.

#### What's next?

Tell half the class to take out their brother card. Tell the other half to take out their sister card. Help several children line up in a patterned row, holding their cards in front of them: brother, sister, brother, sister. "Read" the pattern (from left to right) with the class, then ask: *What's next?* Continue the pattern by adding more children to the line.

#### Family photo show

Have the class bring in photos to display on a bulletin board. Ask several children to come to the board and point to people in their photos: *Point to (dad)*.

### Interactive bulletin board

Cut the photocopiable pictures of mom, dad, sister and brother into two or three pieces. Provide the pieces for just one picture at a time. Children put the puzzle together and identify the person. Later, mix the pieces of two puzzles together and let the children sort and assemble the two puzzles.



UNIT  
2

# Hello, Mom!



mom



dad



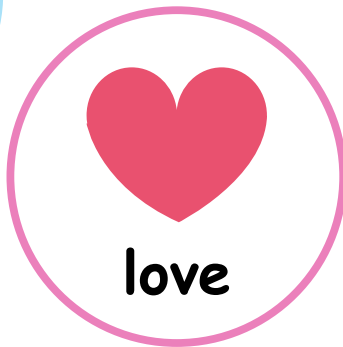
brother



sister



family



love





Hello, Dad! I love you.



I love you, too.



**Extension:**

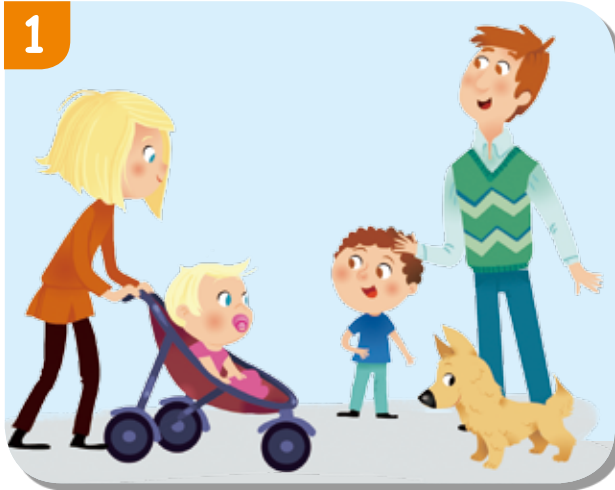
Find Mom.

Say, "Hello, Mom. I love you. Yes, I do."





# This is my dog.



Hello, Daniel.



Hello, Mrs. Sands.



This is my baby.



Hello, Baby.



This is my dog.



Woof! Woof!



mom



dad



sister



Have a conversation. Play a chanting game.




Grammar

*This is my (dog).*

Vocabulary

*baby, dog*

Materials

-  Picture Cards: baby, dog
-  Picture placards: mom, dad, brother, sister, baby, dog
-  Baby dolls, toy dogs

## Introduce the language

### Words in motion

Use Picture Cards to introduce *baby* and *dog*. Teach appropriate gestures, for example:

*dog* beg and pant like a dog, or pull on a leash

*baby* pretend to rock a baby in your arms

### Practice introductions

Bring a child to the front of the class and introduce him or her: *This is (Amanda)*. Have the class respond:

*Hello, Amanda.*

Help that child introduce another classmate:

Amanda: *This is David.*

Class: *Hello, David.*

Continue this chain of introductions.

### This is my book

This activity reviews Unit 1 vocabulary and introduces a new language structure and concept: *This is my (book)*. Each child will need a book and a pencil. Pick up your own book or pencil, or touch your table or chair, and say: *This is my (chair)*. The children pick up or touch their own book, pencil, table or chair and say: *This is my (chair)*.

### This is my baby

Display baby dolls and toy dogs. Pick up a doll, rock her and say: *This is my baby*.

Have the class repeat your words and actions. Repeat the steps for *dog*.

Ask children to come up, choose a baby doll or a dog and say: *This is my (dog)*.

## Use the book

### The conversation

Hold up the Student Book page. Introduce the mother and the boy as Mrs. Sands and Daniel. Encourage children to suggest what the characters might be saying. Point to the characters and say their lines. Then have children repeat the dialog.

Mrs. Sands: *Hello, Daniel.*

Daniel: *Hello, Mrs. Sands.*

Mrs. Sands: *This is my baby.* (baby gurgles)

Daniel: *Hello, baby.* (pause) *This is my dog.*  
(woof-woof)

### Listen, point and say

Play the conversation. Have children open their books and point to the characters as they speak. Play the conversation again, pausing so children can repeat each line.

### Act it out

Have two children mime the roles of Mrs. Sands and Daniel. Mrs. Sands holds a baby doll. Daniel holds a toy dog. Play the dialog. Have the class repeat the lines as the actors mime the motions: waving as the characters say *hello* and holding up the props as they introduce the *baby* and the *dog*.

### New conversations

Have children make new conversations using the pictures in their book. Say: *Find (mom)*. Have children point to the small picture of Daniel's mom. Practice the conversation, changing Daniel's last line to *This is my mom*. Repeat with the other small pictures.

### Singing game: Find the Baby

Review family vocabulary with the picture placards. Have six children put on the placards and sit facing away from the class. Choose one child to walk in front of the seated children. Play the song. The rest of the class sings along and claps. At the end of the first verse, pause the recording. The standing child touches the child wearing the baby placard. That child stands and faces the class. A new child can be the "searcher" for each verse.

#### Verse 1

*Find the baby.* (Clap, clap, clap.)

*Find the baby.* (Clap, clap, clap.)

*Find the baby.* (Clap, clap, clap.)

Verse 2: *dad*

Verse 3: *mom*

Verse 4: *brother*

Verse 5: *sister*

Verse 6: *dog*

## More practice

### Song: What's Your Name?

Play the singing game from Unit 1, Lesson 2.



**Grammar**

Review: *This is my (bike).*  
Find my (ball).

**Vocabulary**

*doll, truck, bike*

(Extra: *go*)

**Materials**

- 👤 Picture Cards: truck, bike, doll, car
- 👤 Picture placards: mom,

dad, sister, brother

- 👤 Bookmark for each child
- 👤 Show-and-tell toys that children have brought in

## Introduce the language

### New words

Use Picture Cards to teach *doll, truck* and *bike*, and to review *car*. Have children practice the words. Then ask: *Is this a (car)?* Children answer *Yes* or *No*. When they answer yes, have them repeat: *It's a (car).*

### What's missing?

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

### Conversations

Have four children wear picture placards: mom, dad, sister, brother. Give each child a Picture Card, then lead conversations like the following.

Teacher: *Hello, (Sister).*

Sister: *Hello.*

Teacher (pointing to Picture Card): *What's this?*

Sister: *This is my (doll).*

## Use the book

### Words we know

Have children turn to the Student Book page. Ask volunteers to identify pictures on the page.

### Say and do

Have children place their bookmark under the first row. Have them tap the picture of the car as they say *This is my car* in the voice of the sister. Have children trace the line from the *sister* to the *car*, first with a finger and then with a crayon or pencil.

Repeat these steps as you help children draw a line from the *brother* to the *bike* (row 2), and from the *baby* to the *truck* (row 3).

### 📖 Activity Book, page 17

Children make a road for a bike, a car and a truck. Have them dip their fingers in paint and fill the road with fingerprint dots.

### 🎵 Song: Go! Go! Go!

Use the pictures in the Student Book to teach the words to this call-response song. Have the class suggest motions for driving a car, riding a bike and driving a truck. Play the song and have children sing along. After each verse, let them do the motion.

#### Verse 1

Child: *This is my car.*

Child : *Go! Go! Go!*

Child : *This is my car.*

Child : *Go! Go! Go!*

Children: *This is my car.*

Children: *Go! Go! Go!*

Children: *This is my car.*

Children: *Go! Go! Go!*

#### Verse 2: *bike*

#### Verse 3: *truck*

## More practice

### 📌 Interactive bulletin board

Add baby and doll picture puzzles to the display.

### Toys from home

Ask children to bring one toy from home: a toy car, toy truck, ball or doll. Use the toys for the following activities. Show and tell: *This is my (doll).*

TPR directions: *Show me a (ball).*

Find and say: Put all the toys together. Say to a child: *Find your (doll).* The child gets their (doll) and says: *This is my (doll).*

Sorting: Ask children to group all the dolls together, then all the cars, and so on.



### Find my ball

Put some of the toys on the table. Have a child show his or her toy, saying: *This is my (ball).* The other children close their eyes as the child puts the toy back, then chooses another child and says: *Find my (ball).*



# This is my bike.



1

This is my car. Go! Go! Go!



2

This is my bike. Go! Go! Go!



3

This is my truck. Go! Go! Go!



Join the children to their toys. Sing a song.





# Try This!

Make an "I love you" card.

## You need:

paper 

glue 

yarn 

a set of paper shapes:

one square  one circle 

two strips  one heart 



## DIY:

1. Get the paper shapes.
2. Glue the square onto the paper.
3. Glue the circle and the two strips.
4. Draw your face on the card.
5. Glue on yarn for the hair.
6. Glue the heart.

Grammar  
Review

Vocabulary

Review  
(Extra: *paper, glue,*

*square, circle*)

Materials

- 👤 Picture placards: man, woman, boy, girl, baby, dog
- 👤 White paper (for card),

glue, crayons, markers  
👤 Colored paper shapes

## Introduce the language

### Preparation

Review the gestures for *I love you* (see page T10). Display a Picture Card of a family member and chant the new sentence with the class as you do the gestures and point to the Picture Card: *I love you, sister.*

### 🎵 Singing game: Find the Baby

Review the game from Lesson 2 (page T12).

### Extra vocabulary

Hold up a piece of *paper*, saying the word. Have children repeat it. Repeat for *glue, circle* and *square*. Distribute the materials and say a word. Children can point to the object or hold it up.

## Use the book

### Talk about the photo

Have children note that the boy has decorated the person on the card to look like himself. If appropriate, have them point to and name different things in the photograph. Help children make up a conversation for the boy and his mom:

Boy: *I love you, Mom.*

Mom: *I love you, too.*

Tell children that they are going to make an “I love you” card like the one in the photograph. They can give it to their mom, dad, sister or brother.

### TPR directions

Each child (and you) will need: paper, glue and a set of paper shapes (one square, one circle, two strips, one heart). Hold up the square and say: *Find this*. If you have taught the extra vocabulary, you can use this during the activity.

Demonstrate how to glue the square (the body) onto the paper. Repeat for the circle (the head) and the two strips (the arms).

Have each child draw eyes, nose and mouth to make the person on the card look like himself or herself. Children could also glue on yarn for the hair.

Then show the class how to attach the heart, connecting the ends of the two arm strips.

### 🎵 Song: Hello, Mom

Hold up the matching Picture Card (see page T11) as you play each verse of the song. Have children hold up their cards as they sing to each family member, for example: *Hello, mom. I love you. I love you. Yes I do.* Move the woman Picture Card as you say the answering line: *I love you, too.*

### 📖 Activity Book, page 18

Children draw a line between matching objects.

## More practice

### Family photo show

Have children point to people in their family photos and say: *This is my (brother). This is my family.*

### This is my book

Repeat the activity from Lesson 2 (page T12). If children are confident, let them lead the activity.

### Feel and guess

Place a toy or classroom object in a pillow-case or opaque plastic bag. Have children try to identify it by feel. Ask: *What's this? Is it a (ball)?*

### Poster: Family

- Say to a child: *Find the (baby)*. When the child points to the person in the poster, have the class say: *Hello, (baby)*.
- Point to objects in the poster and ask: *What's this?*
- Hand children Picture Cards. Have them say the word, then find the matching picture(s) in the poster.

### Personalize the cards

You could write *I love you, (mom)* and the child's name on each card, and have them trace their name with a crayon. Encourage them to say *I love you, (mom)* as they present their card.

Grammar  
Review

Vocabulary  
Review

Materials

- 👤 Bookmark for each child
- 👤 Picture placards: mom, dad, sister, brother, baby
- 👤 Picture Cards: man, woman, boy, girl, baby, dog,

- truck, bike, doll, ball, pencil, car, book, chair, table
- 👤 Large sheet of paper, glue

## Review the language

### Family vocabulary

Review family member vocabulary through Activity Card games (see page T11).

#### 🎵 Song: This Is My Dad

Show the picture placards as you teach the song. Then have children join hands in a circle. One child stands in the center wearing the dad picture placard. The class circles and sings.

#### Verse 1

Children: *This is my dad. This is my dad.  
Hello! Hello!*

Dad: *Hello! Hello!*

Children: *This is my dad.*

At the end of the verse, give the mom placard to another child. Mom joins dad in the middle of the circle as the class circles and sings:

#### Verse 2

Children: *This is my mom, etc.*

Repeat for the remaining verses.

Verse 3: *brother*

Verse 4: *sister*

Verse 5: *family*

### Listen and circle

Put two Picture Cards on the board. Say a word or sentence. Have a child circle the matching picture. Put a different pair of pictures on the board and repeat.

*Baby.*

*A (truck).*

*This is my (dog).*

*What's this? A (pencil).*

*Is this a (car)? Yes.*

### Very good!

Praise the children for their good work. Review the expression: *Very good!*

## Use the book

### Listening comprehension

Have children place a bookmark under the first row of pictures. Say the script below. For each pair of pictures, children should 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. *Mom. This is my mom.*
2. *Dad. I love you, dad.*
3. *Find baby. Hello, baby.*
4. *This is my truck.*

### 📖 Activity Book, page 19

Children make a picture puzzle. Color the picture and cut along the lines.

## More practice

### Take-home posters

Have each child make a poster by gluing his or her four Activity Cards on a large sheet of paper. They can also glue the puzzle from the Activity Book (see above) on the poster. Write the child's name on the poster and ask questions:

*What's this?*

*Is this mom?*

*Point to dad.*

Let the children take the posters home to share with their parents.



# Listen and Check



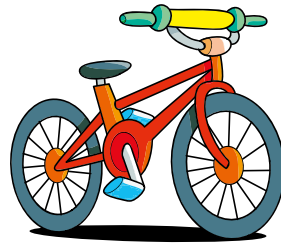
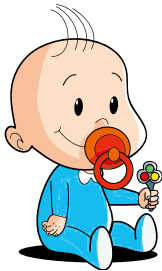
1



2



3



4



1. Mom. This is my mom.
2. Dad. I love you, Dad.
3. Hello, Baby.
4. This is my truck.

