1B UNIT 3 : Talent Show

3

Overview

Children talk about and demonstrate actions they can do.

Grammar

I can (dance). What can you do?
(Pete) can (sing).
We can (dance).
I can shake my (head).
Can you help me? Yes, I can.

Vocabulary

dance, sing, count, sleep, help, run, pull, stop, shake; jar, cream, butter

Songs and Chants

Song: I Can Dance (Lesson 1)
Partner chant: Pull! (Lesson 3)
Chant: Run, Hop, Dance and Stop (Lesson 3)
Song: Shake, Shake, Shake (Lesson 4)
Turn-taking chant: I Can Shake (Lesson 4)
Fingerplay: Little Bird (Lesson 5)

Early Literacy Skills

Top to bottom, left to right progression
Role-play conversations
Learn and act out songs and chants
Create new verses
Draw circles and lines

Art

Decorate Activity Cards (Lesson 1)
Make a take-home book (Lesson 4)
Make a take-home poster (Lesson 5)

Math

Sort (Lesson 1)
Sequence (Lesson 2)
Count (Lessons 1, 2, 4 and 5)
Generate a pattern (Lesson 1)

Featured Teaching Strategy

Playful learning

Young children learn by playing. In *Fingerprints*, as well as miming new vocabulary and using new structures in role-plays, language is reinforced and expanded through guessing games, circle games and action songs.

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book pp. 16–17	*I can (dance).* *What can you do?* *(Pete) can (sing).* *dance, sing, count, sleep* *run, pull*	Introduce, practice and act out key vocabulary. Learn an action song. Left to right progression. Early math: count. Follow TPR directions.
Week 2	Lesson 2: Conversation Student Book p. 18 New Edition Activity Book: pp.14–15	*Can you help me? Yes, I can.* *help*	Role-play helping situations. Make polite requests. Describe a picture.
Week 3	Lesson 3: Say and do Student Book p. 19	*We can (run).* Review: *I can (run).* *run, pull, stop*	Talk about and demonstrate what you can do. Learn a partner chant and a "follow the leader" chant. Develop fine motor skills. Left to right progression.
Week 4	Lesson 4: Try this! Student Book p. 20 New Edition Activity Book: pp.16–17 Lesson 5: Unit review Student Book p. 21 New Edition Activity Book: pp.18–19	*I can shake my (head).* Review: *Put the (cream) in the (jar).* *shake, jar, cream, butter*	Early science: make butter. Learn an action song, an action chant and a turn-taking chant. Review body parts vocabulary. Early math: count. Early literacy: understand sequenced pictures.

lesson 1

Grammar
I can (dance). What can you do?
(Pete) can (sing).

Vocabulary
dance, sing, count, sleep, run, pull

Materials
- Photocopiable pictures: walk, hop, climb, fly, dance, sing, count, sleep
- Bag
- Inkpads, stickers, markers, paint
- Poster with the words *I can ... 1, 2, 3.* and a pocket

Introduce the language

Words in motion

Use photocopiable pictures to review *walk, hop, climb* and *fly* and to teach *dance, sing, count* and *sleep*.
For example:

- show the picture and say the verb: *Count*
- do the action (count with your fingers: *One, two, three*)
- say the sentence: *I can count.*

Have children repeat words and actions after you.

Slow and fast

Have children chant or sing the sentence: *I can dance* as they dance first to a slow and then to a fast beat. Repeat with the other verbs.

Vocabulary games for warm-up and review

Roll a verb

Tape photocopiable pictures to the six sides of a square box or lightweight block to make a giant die. Let a child roll the die. Children say the verb that is shown on the top, do the action together, then say the sentence. For example: *Sleep.* (They rest their heads on their hands and snore.) *I can sleep.*

What can you do?

Children form a circle. Display photocopiable pictures in the middle. One child walks around the outside of the circle tapping each child's shoulder, counting to five. The class counts along with him or her. The child says to the child tapped on the number five: *Hello, (Tom). What can you do?* That child can refer to the pictures as he or she answers and demonstrates: *I can (dance).* The next child in the circle then starts counting again from one, with the first child taking his or her place.

Act it out

One child pulls a picture from a bag and acts out the verb shown. Ask: *What can (Pete) do?* The class answers: *(Pete) can (count).*

Use the book

Vocabulary Pictures

Say: *Dance. I can dance*, dancing as you do so. Have children point to the correct picture and repeat your words and actions. Continue with the other pictures. Then ask a child to point to a picture and say the word: *Sleep.* The class says the word in a sentence and does the action: *I can sleep.*

Picture Scene search

Say: *I can (sing).* Have children point to the correct child in the talent show scene and repeat your sentence.

Song: I Can Dance

Play the song. Have the class point to the child in the Picture Scene doing the action described in each verse. Play the song again and have children sing along.

Verse 1
Child: ***I can dance.*** **Group:** ***I can, too.***
Child: ***I can dance.*** **Group:** ***I can, too.***
Child: ***I can dance.*** **Group:** ***I can, too.***
All: ***What can you do?***

Verse 2: ***sing*** **Verse 3:** ***count***
Verse 4: ***sleep***

Act out the verses

Divide the class into two groups. Choose two leaders for each group. Give the Group 1 leaders (Verses 1 and 3) photocopiable pictures *dance* and *count*, and the Group 2 leaders (Verses 2 and 4) *sing* and *sleep*. Play the song. At first, children will just mime the actions, later encourage them to sing along.

Verse 1 (Group 1)
I can dance. **(Leader holds up picture and dances.)**
I can, too. **(Whole group dances.)**
What can you do? **(Point to Group 2.)**

Verse 2 (Group 2)
I can sing. **(Leader holds up picture and sings.)**
I can, too. **(Whole group sings.)**
What can you do? **(Point to Group 1.)**

to hold a photocopiable picture after *can*.

Box or block to make a giant die

Activity Book, pages 61 and 63

Have children decorate the borders of the Activity Cards: ***dance, sing, count*** and ***sleep***. Use different colors and materials (inkpads, stickers, markers or paint). Children can create color patterns, for example: blue sticker, yellow sticker, blue sticker, yellow sticker. Play dance music as children decorate the dance card, sing-along music for ***sing***, a counting song for ***count*** and a lullaby for ***sleep***.

More practice

TPR chain

Build a chain of commands. Children can perform the actions in their places, or in a circle.

Stand up. Dance. Sit.
Stand up. Dance. Sing. Sit.
Stand up. Dance. Sing. Count. Sit.
Stand up. Dance. Sing. Count. Sleep. Sit.

New song verses

Sing and act out new verses to I Can Dance using the verbs ***walk, hop, climb*** and ***fly***. Sing your new verses to the music-only section at the end of the song.

Activity Card games

Class actions

A child chooses an Activity Card, but does not show it to the class. The child says the verb: ***Sleep***. The class shows understanding by doing the action and saying the sentence: ***I can sleep***. The child shows the Activity Card and says: ***Very good!***

Choose a card

Ask children to choose one Activity Card and put the rest away. One child stands, shows his or her card and says: ***I can (sing).*** All the other children with a ***sing*** card stand and say: ***I can, too.*** Then they sing.

Interactive bulletin board

Ask a child to choose a photocopiable picture to post on the board. Show children how to lead a chant by pointing to the words, then the picture and finally the numbers. This builds early literacy skills: an understanding of left to right progression and the one-to-one correspondence between the spoken and written word.

Say the words on the board three times. Do the appropriate action as you chant: ***One, two, three.*** (For sing, sing the numbers: ***One, two, three***. For count, hold up one, two and then three fingers as you say the numbers.) Use the following photocopiable pictures: ***walk, hop, fly, climb, dance, sing, count*** and ***sleep***.

UNIT 3

I can dance.

Talent Show

I can dance.
What can you do?

I can sing.

Extension:

Stand up. Dance.
Sit down.

Who can sing?
I can sing.

Can you help me?

Oh, no! Sam, can you help me?

Yes, I can.

Thank you.

You're welcome.

Have a conversation. Role-play situations.

lesson 2

Grammar
Can you help me? Yes, I can.

Vocabulary
help

Materials
- Crayons in a cup
- Large towel or sheet
- Stuffed animal or doll
- Picture Cards: girl, boy
- Photocopiable pictures: walk, hop, climb, fly, dance, sing, count, sleep

Introduce the language

Asking for help

Stage situations in which you ask for children's help. For example: spill a cup filled with crayons and ask a child: *Leah, can you help me?* Prompt the child to answer: *Yes, I can.*

After the child helps you put the pencils back in the cup, say: *Thank you!* Coach the child to respond: *You're welcome.*

Ask other children for help with other situations. For example, opening a door for you when you have your arms full, working together to rock a toy animal in a towel or sheet (like a hammock), hanging a large sign, folding a towel or sheet, carrying objects or moving a table.

Use the book

Talk about the picture

What do you see?
Point to the girl. Point to the boy.
How many crayons do you see?
Point to the cup. Where is the cup? On the table.
How many crayons are in the cup? One.
What color is the crayon?
Point to the (chair). How many crayons are on the (chair)?
Where is the (yellow) crayon?

The conversation

Have children watch as you point to the picture of the child speaking each line.

Picture 1 **Girl:** ***Oh, no! Sam, can you help me?***
Boy: ***Yes, I can.***
Picture 2 **Girl:** ***Thank you.***
Boy: ***You're welcome.***

Play the conversation again. Have children point to the speakers in their own books.

Practice the conversation

Divide the class into two groups. Have one group stand under the girl Picture Card. This group repeats the girl's lines. The other group stands under the boy Picture Card and repeats the boy's lines. Play and pause the conversation. Direct the correct group to repeat the lines. Have the groups reverse roles and repeat.

Role-play

Provide a cup of crayons. Have two children act out the conversation as you play and pause the recording.

Activity Book, page 65

Have children look at the picture and name the objects they know. Then have them draw a line from the picture of a person needing help to the picture of that person receiving help.

New Edition

Activity Book page 14 and Page 15

Have children go through the path. Look at the pictures and answer.
For example: What can you do? I can sing. We can sing.
Have children read the sticker (We can sing.) and paste it on the correct space.

More practice

Song: Please and Thank You

Review the song from Unit 3, Lesson 2 (see page T18).

Polite TPR game

Let children take turns drawing a photocopiable picture from a bag and giving a polite instruction to their classmates, for example: *Please sing.* When the class follow the instruction, the child says: *Thank you.* If the child forgets to say please, the class does nothing.

lesson 3

Grammar
We can (run).
Review: *I can (run).*

Vocabulary
run, pull, stop

Materials
- Rope
- Bookmark for each child

Introduce the language

Note: This lesson introduces the pronoun *we*. Do not expect children to master the contrast between *I* and *we*. Consider this as a gentle first exposure.

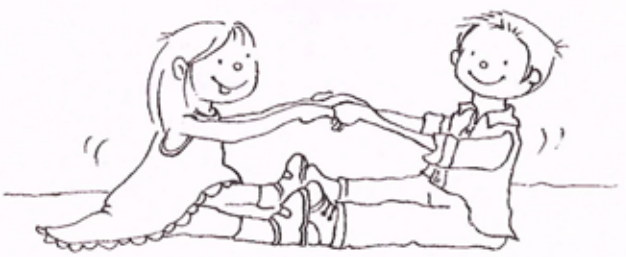
Words in motion

Teach the word *pull* with an appropriate gesture. Hold one end of the rope. Have a child hold the other end. Tug lightly as you say: *I can pull.* Have the child repeat your words and actions.

Ask another child to join you, and repeat the action. This time say: *We can pull.* Repeat several times, contrasting one person *(I can pull)* with more than one *(We can pull).*

Partner chant

Have children sit on the floor with a partner. Have them put the bottom of their feet against the bottom of their partner's feet, hold hands and take turns gently pulling, as if they were rowing a boat. Have partners chant: *pull, pull,* as they take turns pulling.



Chant: Run, Hop, Dance and Stop

Introduce *run* and *stop* with appropriate motions. Then play the recording. This is a follow-the-leader chant. Say and act out the *I can* statements. Have the class follow your lead, chanting and acting out the *We can* statements.

Teacher: *I can run.* **Children: *We can run.***
Teacher: *I can hop.* **Children: *We can hop.***
Teacher: *I can dance.* **Children: *We can dance.***
Teacher: *I can stop.* **Children: *We can stop.***

Use the book

Look and say

Draw attention to the pictures on the left of the Student Book page. Point and say: *I can ...* Let children supply the verb.

Say: *Find "I can (run)."* Have children point to the matching picture.

Say and do

Have children place a bookmark under the first pair of pictures. Ask children to explain how the two pictures are different. Have children point at each picture and chant with you: *I can run. We can run.*

Have children draw a line from the picture on the left to the picture on the right, staying on the path. For more practice, children can use two or three crayons of different colors and draw several lines.

Repeat these steps with the remaining pairs of pictures.

Activity Book, page 66

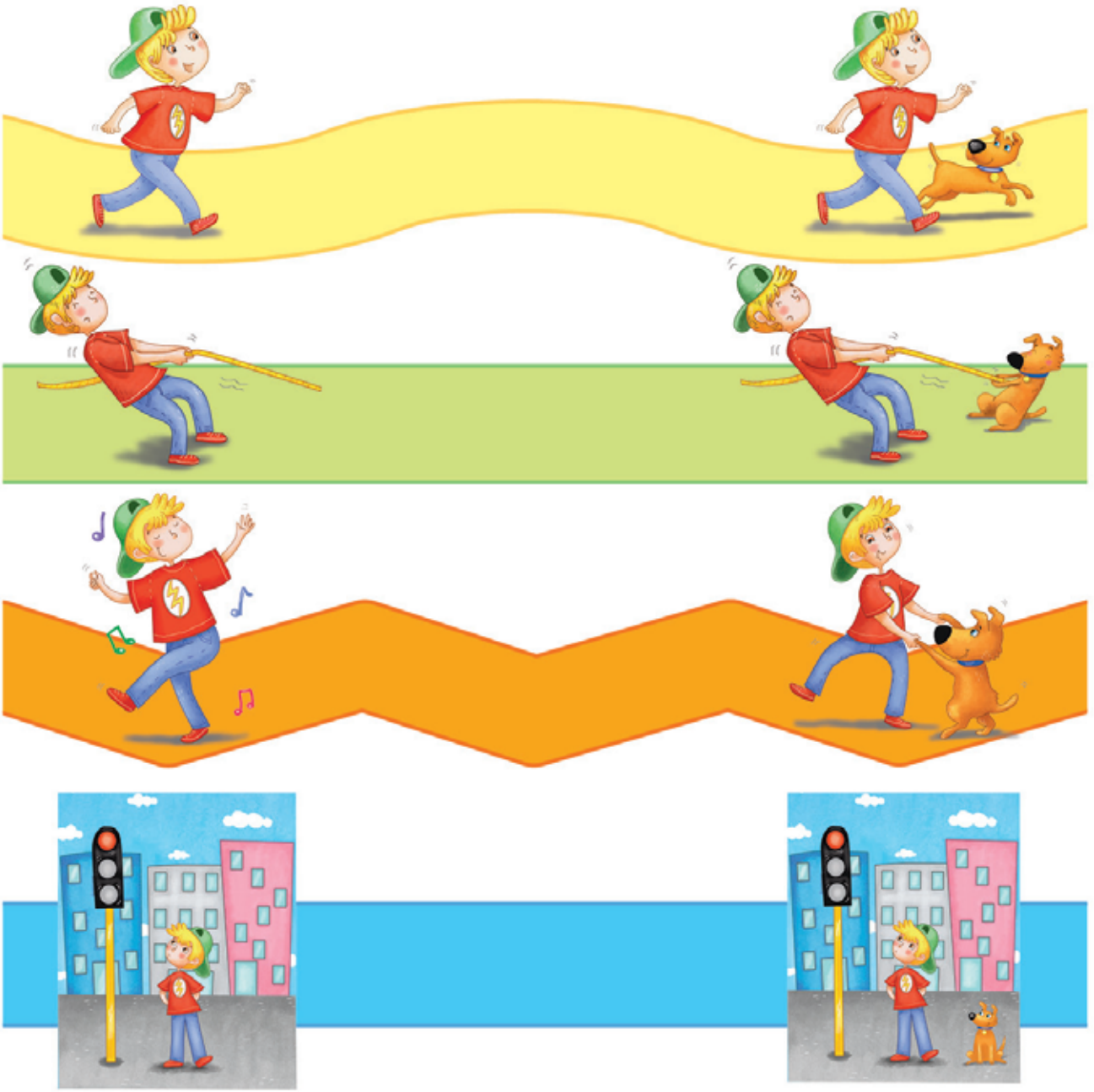
Have children draw a circle around all the pictures showing *I can pull.*

More practice

Interactive bulletin board

Make new verses for the chant using the verbs *climb* and *pull* (see page T17). Let children help you put the chant to music, making it a song. Sing it slow. Sing it fast.

We can run.



Introduce key vocabulary. Learn a chant.

Try This!

Make butter.

You need:

- cream
- a knife
- crackers
- a jar

DIY:

1. Put the cream in the jar.
2. Shake, shake, shake. It's butter.
3. Spread the butter on the crackers.

lesson 4

Grammar
I can shake my (head).
Review: *Put the cream in the jar.*

Vocabulary
shake, cream, jar, butter

Materials
- Cream with high fat content
- Jar with a lid, knife
- Picture of a cow
- Crackers

Introduce the language

Chant: I Can Shake

Introduce the verb *shake* through a chant. Have children repeat your words and actions.
I can shake my head.
I can shake my hands.
I can shake my leg.

Song: Shake, Shake, Shake

Play the song and do the actions. Play the song again and encourage children to sing along.

Verse 1
I can shake, shake, shake my head.
Shake, shake, shake.
I can shake, shake, shake my head.
Sing and dance with me.

Verse 2: *hands* **Verse 3:** *leg*

Share background knowledge

Introduce the activity to the class in their home language. Explain that today they will be making butter. Ask if anyone knows what butter is made from. Hold up the *cream* and introduce the word. Ask if anyone knows where cream and milk come from. Hold up a picture of a cow.

Explain that you only need two things to make butter: *cream* and a *jar*. Hold up the jar and have children repeat after you: *Jar. This is a jar.*

Use the book

"Read" the recipe

Have children point to the pictures and repeat the directions after you.
Put the cream in the jar.
Shake, shake, shake.
It's butter!

Turn-taking chant: I Can Shake

Teach the class the following chant and explain that everyone will take turns shaking the jar while the class chants.
I can shake. Shake, shake, shake.
I can shake. Shake, shake, shake.
I can count. One, two, three, four, five. Stop!

Make butter

Pour about 4 cm. of heavy cream into the jar. Have children sit in a circle and take turns shaking the jar as the class chants. The cream will gradually form a ball of butter floating in buttermilk. Pour off the buttermilk and serve the butter on salted crackers.

Activity Book, pages 67–8

Remove the page from the book. Show children how to fold it in half to form a take-home book. Let children decorate the border of the cover. Practice "reading" the book together.

New Edition
Activity Book page 16 and Page 17

First, have children say the questions on the top.
Then, ask them to find the answers at the bottom.
Last, help children to connect the question and the correct answer pictures.

More practice

Review body parts

Sing the action song, Look at My Head (page T10) and review Partner play (page T13).

Practice counting

Have children play the 1-2-3 game (page T12) with a partner. Revisit the counting poem in Unit 2, Lesson 1.

lesson 5

Grammar
Review

Vocabulary
Review

Materials
- Bookmark for each child
- Photocopiable pictures: dance, sing, count, sleep, walk, hop, climb, fly
- Giant die from lesson 1

Review the language

Grammar and vocabulary

Review language through games and songs taught in this unit.
Lesson 1: Vocabulary and Activity Card games; Song: I Can Dance
Lesson 3: Partner chant; Chant: Run, Hop, Dance and Stop
Lesson 4: Song: Shake, Shake, Shake

Listen and circle

Prepare children for the Student Book activity. Put two pictures on the board. Say a 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 sentence.
(Walk).
I can (sing).
What can you do? I can (dance).
We can (count).

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. *I can dance.*
2. *What can you do? I can sing.*
3. *We can run.*
4. *We can sleep.*

New Edition

Activity Book page 18 and Page 19

Have children take out the materials.
Follow the steps on page 18 to make butter. Use the script on page 19. Encourage children to show and tell.

More practice

Children as teachers

Encourage children to point to a Student Book picture and ask their classmate: *What's this?* or *What can you do?*

Find your group

Post the photocopiable pictures in different parts of the room. Ask each child to choose one Activity Card and put the rest away. When you give a signal, children get up, holding their Activity Card. They do the action on their card, find others doing the same action and gather in a group under the picture. Ask each group: *What can you do?* Let them answer and demonstrate: *We can count. One, two, three, four, five.*

Take-home poster

Have children glue their four Activity Cards to a large piece of paper. Talk to each child about the pictures: *What's this? Show me "I can count". What can you do?*

Fingerplay: Little Bird

Review the fingerplay from 1B Unit 1, Lesson 5 (page T9). Divide the class into two groups. One group says the poem with finger and hand motions, while the other children stand up, pretend they are little birds and do the actions.

Little bird, little bird, hop, hop, hop.
Little bird, little bird, stop, stop, stop.
Little bird, little bird, wave goodbye.
Little bird, little bird, fly, fly, fly.

Listen and Check

1

2

3

4

1. I can dance.
2. What can you do? I can sing.
3. We can run.
4. We can sleep.