

# Overview

Children talk about their clothes and discuss what to wear in hot and cold weather.

## Grammar

*(Dan) has a (hat).*

*Who has a (jacket)?*

*The (tiger) has (blue socks).*

*What's next?*

*I like your (hat)! I like my (hat).*

*What do you wear on a (cold) day? I wear a (hat).*

*Two green hats.*

*What color is your (hat)?*

## Vocabulary

*jacket, hat, skirt, pants, shoes, boots, socks, mittens, shorts; hen, hammer, hot dog, horse; hot, cold (clothes)*

## Songs and Chants

Song: Dan Has a Jacket (Lesson 1)

Song: I Like My Glasses (Lesson 3)

Song: Harry Has a Hammer (Lesson 4)

Song: What Do You Wear? (Lesson 5)

## Early Literacy Skills

Auditory discrimination: initial letter sound "h"

Write letter forms: H and h

"Read" rebus sentences

Track print: left to right and top to bottom

match spoken word to written word

Create original song verses

Sort words beginning with h and t

Trace word labels

Make a take-home song book

## Math

Count (Lessons 1, 4)

Continue a pattern (Lessons 2, 6)

Classify (Lessons 1, 6, 7)

## Art

Color Teddy's Clothes (Lesson 1)

Tactile Letters (Lesson 4)

Make a Hat (Lesson 6)



## Featured Teaching Strategy

### Language and math

Graphing activities provide a wonderful opportunity to engage children in meaningful language. Children can talk about their favorite color as they place a paper square of that color in the correct row: *I like (green)*. They can form lines (a people graph) according to the color socks they are wearing: *I have (blue) socks*. They then practice numbers as they count the number of items in each row. In this unit, children create a picture graph in Lesson 6. You might try integrating similar activities into other lessons.

# Monthly Planner



	Student Materials	Grammar and Vocabulary	Learning Objectives
<b>Week 1</b>	Lesson 1: Unit opener Student Book pp. 36–37 Activity Book p. 34	<i>Dan has a hat. Who has a jacket? jacket, hat, skirt, pants, shoes, boots (Extra: clothes)</i>	Practice key language. Ask and answer questions about clothes. Ask and answer questions about what people have. Role-play a conversation about clothes. Art: dress and redress felt figures. Learn a song and create new verses. Early math: sort objects by color and type.
<b>Week 2</b>	Lesson 2: Say and do Student Book p. 38  Lesson 3: Conversation Student Book p. 39 Activity Book pp. 35–36	<i>The tiger has blue socks. What's next? socks, mittens, shorts  I like your hat! I like my hat. t-shirt, glasses (Extra: wear, thanks)</i>	Practice key language. Name and describe possessions (clothes). Sing a song and create new song verses. Early literacy: match word labels to objects. Early math: continue a pattern: <i>black sock, red sock ...</i> Role-play a conversation: exchange compliments. Develop gross motor skills.
<b>Week 3</b>	Lesson 4: Early literacy and pronunciation Student Book p. 40 Activity Book pp. 37–38  Lesson 5: Song Student Book p. 41 Activity Book p. 39	<i>hen, hammer, hot dog, horse  What do you wear on a (cold) day? I wear a (hat).</i>	Practice key language. Early literacy: recognize and write letters H and h; recognize and pronounce initial sound "h" Art: make H and h posters Learn a song and create new verses. Practice gross and fine motor skills: color, cut and trace. "Read" and learn a rebus song; create new verses.
<b>Week 4</b>	Lesson 6: Try this! Student Book p. 42 Activity Book p. 40  Lesson 7: Unit review Student Book p. 43 Activity Book p. 41	<i>Two green hats. What color is your hat?  Unit review</i>	Art: make a hat. Learn a chant describing by color. Early literacy: Make take-home word books. Early math: make a picture graph; play a matching game. Review unit grammar and vocabulary. Mime action verbs Practice listening skills. Give and follow TPR directions. Fine motor: draw, color, glue, circle, trace.

### Grammar

Dan has a hat.  
Who has a jacket?

### Vocabulary

jacket, hat, skirt, pants,

shoes, boots  
(Extra: clothes)  
Review colors

### Materials

Picture cards and

photocopiable pictures:  
jacket, hat, boots, skirt,  
pants, shoes. One set colored  
in: yellow boots, blue pants,  
purple hat, green skirt, black  
jacket, red shoes

## Introduce the language

### Teach clothes vocabulary

Use real clothes if possible, otherwise use pictures.  
Practice words with Language Games. (See More practice.)

#### Black jacket

Hold up a photocopiable picture you have colored and ask:

*What's this? A jacket.*

*What color is the jacket?*

Have children practice saying the phrase:

*Black jacket*

*It's a black jacket.*

#### Amy has a skirt

Bring in clothes that children can slip on over their own clothing. Hold up each item and ask: *What's this?*  
Have a child put on the piece of clothing. Have the class repeat after you: *Amy has a skirt.*  
Repeat these steps with each item of clothing. After each round, point to each child model and have the class repeat the sentence: *(David) has a (hat). (Jeremy) has a (jacket). (Amy) has a (skirt).*

#### Who has a hat?

Have three volunteers put on the jacket, hat, and skirt. Hold up the picture for *hat* and ask the class: *Who has a hat? (Ian) has a hat.*  
Hold up another Picture Card and have the class ask the question with you: *Who has a (jacket)?* then answer it. Repeat this activity with the two plural items: pants and shoes. Ask:  
*Who has blue pants?*  
*Who has big shoes?*

## Use the book

### Vocabulary Pictures

Hold up a Student Book and point at the picture as you review each word. Have children point to the Vocabulary

Picture in their books as they repeat the word. Then, name the pictures out of sequence:  
*Point to the (shoes).*  
*What color are the (shoes)?*

### Picture Scene

Introduce the characters in the Picture Scene as Dan (the boy) and Lily (the girl). Say: *This is Lily. Hello, Lily*  
*This is Dan. Hello, Dan*  
Have the children greet the characters.  
Ask: *Who has a jacket? Dan. Lily.*  
Point to Dan and ask: *What does Dan have?*  
Point to Dan's jacket to prompt an answer. Let a child answer, then have the class repeat the full sentence:  
*Dan has a jacket.*  
Place the jacket Picture Card on the board. Let a child name another thing Dan is wearing. Point to the picture cards as you say the two sentences with the class:  
*Dan has pants. Dan has a jacket.* Do these steps with both characters.

### Song: Dan Has a Jacket

Play the song. Have children listen and point to the clothing items named. Play the song again, encouraging them to sing along.

#### Verse 1

*Dan has a jacket, a green jacket.*  
*Dan has a jacket, oh yeah.*

#### Verse 2: a hat, a yellow hat

#### Verse 3: pants, black pants

#### Verse 4: boots, purple boots

#### Verse 5

*Lily has a jacket, a red jacket,*  
*Lily has a jacket, oh yeah.*

#### Verse 6 a skirt, a blue skirt

#### Verse 7: shoes, red shoes

### New verses

Have four children each put on an article of clothing. The class will sing new verses about their classmates' clothes.



- 🐾 Dressing-up clothes in a bag
- 🐾 A felt cut-out boy and girl, and felt clothes for the Interactive bulletin board
- 🐾 Pictures of clothes from catalogs, cut out and mounted on card

### Activity Book, page 34

Children color the teddy's clothes, then talk about their pictures: *Teddy has red pants, a blue jacket and a yellow hat.*

## More practice

### Interactive bulletin board

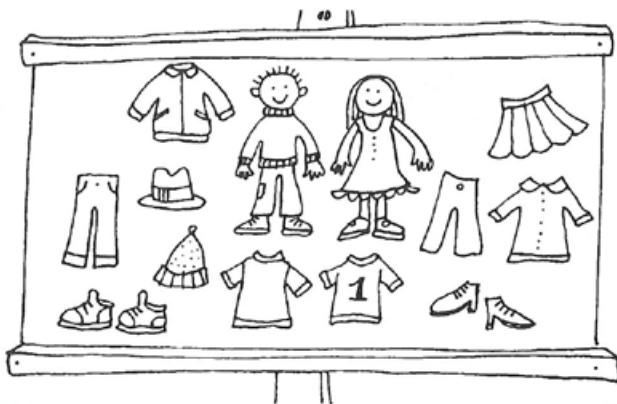
#### Felt folk

Make two figures from felt, a boy and a girl. Provide clothes of colored felt or colored paper with velcro on the back.

Give children directions: *Find the blue hat. Put the blue hat on the girl.*

Let children dress the figures as they wish, then describe them, for example: *The boy has a green jacket.*

Let children ask each other: *Who has (red shoes)?*



### Language games for warm up and review

#### Mystery picture

Slowly pull a Picture Card out of an envelope, asking: *What's this?* Children will name the article of clothing as soon as they recognize the partially revealed picture.

#### Musical chairs

Place chairs in a circle, one fewer chair than children. Place Picture Cards on six chairs. Play music while children circle around chairs. When the music stops, children quickly sit down. Children with Picture Cards will stand in the center of the circle. The child without a chair

will say one of those children's names, then choose a classmate to say a sentence about that child: *Joe has a (hat).*

#### Clothes bag

Put clothes in a bag. Have children pass the bag around a circle while music plays. Stop the music. The child holding the bag will take out an article of clothing and put it on. Continue until the bag is empty. Have the children with clothes stand. Let other children in the class take turns asking the class questions: *Who has a (jacket)?*

#### Sort and say

Cut items of clothes from catalogs and glue onto card.

The clothes should be familiar colors. Have each child take a card. Ask: *Who has (pants)?* All children holding pants will stand up with their cards. Have the class count the number of pants, then ask: *Who has (green) pants?* Encourage full sentences: *Jack has (green) pants.*

Have children with (red) clothes stand up. Count how many red clothes. Have children make statements, for example: *Jenny has a (red) jacket. Ted has a (red) hat.*



Dan has a hat.



hat



pants



skirt



jacket



boots



shoes



Dan has a hat.  
Who has red shoes?  
Lucy has red shoes.



**Extension:**

Dan has a hat, blue pants, and black shoes.





# What's next?



The tiger has  
socks.



The turtle has  
shorts.



The monkey has  
mittens.



**Grammar**

The tiger has blue socks.  
What's next?

**Vocabulary**

socks, mitten, shorts

**Materials**

- 🐾 Picture Cards: socks, mittens, shorts, hat, jacket
- 🐾 Two sets of word labels for Picture Cards
- 🐾 Socks and mittens cut

- from two colors of paper
- 🐾 Socks, mittens, shorts, hat, jacket
- 🐾 Felt mittens, socks and shorts for the Interactive bulletin board

## Introduce the language

### Socks, mittens, shorts

Introduce these words with Picture Cards. For practice, use activities suggested in Language games (Lesson 1, More practice).

### Mime game

Display the Picture Cards for socks, mittens, and shorts. Pretend to put on a pair of socks (or mittens, or shorts). Let children guess the item of clothing. Add the hat and jacket Picture Cards and review the words. Continue the mime game using these clothing items as well.

### Jim has mittens

Have a child secretly choose a Picture Card and act out putting on that article of clothing. Have the class guess what he or she has. Help the class repeat the full sentence: *Jim has mittens.*  
Add hat and jacket.

### Pattern game

Create cut-out paper socks: four of one color and eight of a second color. Place socks on the board, creating a color pattern, for example: red sock, green sock, green sock; red sock, green sock, green sock. Chant the pattern with the children and ask: *What's next?* Let a child add the next sock, continuing the pattern. Chant the pattern again and let a different child add a sock.  
Repeat this activity with paper mittens.  
Help children create their own two-item patterns (for example: red sock, yellow mitten; red sock, yellow mitten) and ask their classmates: *What's next?*

## Use the book

### Picture talk

Point to each animal at the top of the Student Book page. Ask: *What's this?*  
Next ask: *Who has (shorts)?* Let children point and answer: *The turtle.* Help them repeat the full sentence: *The turtle has shorts.* Repeat for all three pictures.

### What's next?

Distribute red, yellow, and orange crayons. Chant the Row 1 pattern together: *black sock, red sock, red sock; black*

*sock, red sock, ...* Ask: *What's next?* Have children color the final sock red. Repeat for Rows 2 and 3.

## More practice

### Interactive bulletin board:

#### Dress the people

- Add felt mittens, socks, and shorts to the display.
- Continue to use the activities described in Lesson 1.

### 🎵 New song verses

Bring in a pair of mittens, socks, and shorts. Have three children model these clothes while the class sings about them:

*Jill has (shorts), (orange shorts).*

*Jill has (shorts), oh yeah.*

### Clothing store labels

Place word labels under Picture Cards. Practice "reading" the words with the class. Display real clothes on the table. Show a word label from the second set of labels. Help children "read" the label by finding the matching word under the Picture Card. Have a child put the label by the real clothes item on the table.







**Grammar**

I like your hat! I like my hat.

**Vocabulary**

t-shirt, glasses (Extra: wear, thanks)

**Materials**

-  Dressing-up clothes
-  Glasses or sunglasses
-  Hand puppet
-  Picture Cards: t-shirt, hat, jacket, shoes

## Introduce the language

### Puppet chat

Have a hand puppet compliment children one by one: *I like your (socks, skirt, pants, hair, pencil), Linda.*  
Prompt children to reply: *Thank you.*

### New vocabulary

Give a child a pair of glasses. Say: *I like your glasses, Ben.* Have the class repeat the sentence. Let the child respond: *Thank you.*  
Show the children a t-shirt to teach the word.

### Compliments

Put on dressing-up clothes, for example, socks, a hat, and mittens. Point to one item and help the class compliment you on that: *I like your hat, (Ms. Lisa).*  
Say: *Thanks!* Explain that *Thanks* means the same as *Thank you.*

## Use the book

### Picture talk

Have the children talk about the clothes the girl and boy are wearing:  
*The girl has (glasses).*  
*The boy has a (t-shirt).*

### The conversation

Help children point to the correct pictures as they listen to the dialog. Pause the dialog so the class can repeat each line.

**Boy:** I like your glasses.

**Girl:** Thank you!

**Girl:** I like your t-shirt.

**Boy:** Thanks!

Divide the class into two groups. One group will repeat the boy's lines; the other will repeat the girl's lines.

### New conversations

Divide the class into two groups. The groups will take turns complimenting each other. Hold up Picture Cards to cue the compliments:  
Group A: *I like your (shoes).*  
Group B: *Thanks!*

### Song: I Like My Glasses

Pretend to hold on to your imaginary glasses, as if showing them off, and say: *I like my glasses.*  
Have children repeat your words and actions. Pretend to pull up your socks, point to your shoes, and show your hands in imaginary mittens as you say each time: *I like my (socks).*  
Play the song and do the appropriate actions as you listen to the verses. Teach the words line by line. Explain that the word cool means nice-looking and trendy. Play the song again, as the class sings along.

#### Verse 1

*I like my glasses, I like my glasses.*

*My glasses are very, very cool.*

*I like my glasses, I like my glasses.*

*I wear my glasses to school.*

**Verse 2:** *socks*      **Verse 3:** *shoes*

**Verse 4:** *mittens*

#### New song verses

Display Picture Cards. Have children sing verses about these clothes to the music at the end of the song.

### Activity Book, pages 35 and 36

Cut, fold, and color to form a take-home song book. Say the title together: *I like my t-shirt.* Have children point to the pictures as you sing the song together.

## More practice

### Role-play

Have two children choose toys, then compliment each other's toy.

**Child 1:** *I like your monkey.*

**Child 2:** *Thank you. I like your truck.*



# I like your glasses!



 I like your glasses.

 Thank you.



 I like your T-shirt.

 Thanks!



shirt



cap

Have a conversation.  
Sing a song.





# Horses and hats.



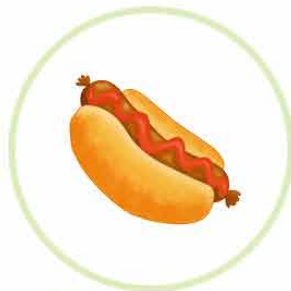
hat



hen



hammer



hot dog



This is a hammer.

Trace the letters H and h.  
Say words beginning with h. Sing a song.

### Vocabulary

hen, hammer, hot dog, horse

### Materials

👉 Picture Cards: horse, hammer, hot dog, hen, hat  
👉 “Happy face” stamp or stickers for decoration

## Introduce the language

### Words beginning with H and h

Display Picture Cards of words beginning with H and h. Say the words with the class. Have the children say the “h” sound that they hear at the beginning of each word, then the word itself.

### Pronunciation tip

Have children pretend they are running and panting: *h-h-h*. Mouths should be relaxed and open as they exhale sharply.

### Writing H and h

Display “big H, little h” posters on the wall. Use a crayon to trace a big H. In the child’s home language, talk about the strokes: *Draw a line down. Draw another line down. Draw a line across in the middle*. Have children “air write” giant H’s with you. Then have a child go to each poster and trace the big H with a crayon as the class chants: *Big H, Big H. H, H, H, H*. Let a new set of children step up to the posters and repeat. Follow the same steps for writing little h.

## Use the book

### What do you see?

Let children name objects on the page. Help children note that the words begin with “h”. Point to the horse. Say: *The horse has a hat*. Have children repeat the sentence.

### Say and trace

Point out the H and h on the horse’s blanket. Have children trace the letters at the top of the page.

### Picture Stickers

Distribute the stickers. Say: *Show me the (hammer)*. Say: *This is a hammer. Put the (hammer) in your book*.

### Activity Book, pages 37 and 38

Have children cut out and color the Activity Cards. For Activity Card games, see Lesson 6.

### Song: Harry Has One Hammer

Point to the pictures at the bottom of the page. Say: *This is Harry. Say, ‘Hello, Harry.’*

Say: *Harry has hammers*. (Children repeat.)

*How many hammers does Harry have?*

Count the hammers together: *Four hammers. Harry has four hammers*.

Play the song and pretend to hammer: one hammer (right hand), two hammers (both hands), three hammers (two hands and one foot), four hammers (both hands, both feet). Encourage children to hammer and sing along.

#### Verse 1

*Harry has one hammer,  
One hammer, one hammer.  
Harry has one hammer,  
Hello, Harry, hello!*

#### Verse 2: two hammers

#### Verse 3: three hammers

#### ● Verse 4: four hammers

## More practice

### Letter of the Month: H and h

#### Snacks

Hot dogs.

#### Hen, hen, hen, horse

Children sit in a circle. One child walks around the circle, tapping classmates on the head, chanting: *Hen, hen, hen*. Finally the child taps a head and says: *Horse!* The child tapped jumps up and chases the first child who is running around the circle trying to sit in the vacant spot before being tagged.

#### Tactile letters

Write the letters H and h on sturdy paper. Have children use a ‘happy face’ stamp or ‘happy face’ stickers to cover the lines of the letters.

**Grammar**

What do you wear on a (cold) day? I wear a (hat).

**Vocabulary**

hot, cold

**Materials**

☀️ Picture Cards: hot, cold

☀️ Picture Cards: words beginning with h and t

☀️ Clothes in a bag: summer hat, winter hat, jacket,

mittens, t-shirt, shorts

☀️ Photocopiable pictures: summer hat, winter hat, jacket, mittens, tshirt, shorts

☀️ Interactive bulletin board showing the rebus poem.

## Introduce the language

### New vocabulary

Introduce *hot* and *cold* with Picture Cards and mime (*It's hot! It's cold!*).

### Dress for the weather

Put a t-shirt, shorts, sun hat, winter hat, warm jacket and mittens in a bag. Teach the chant:

*What do you wear on a hot, hot day?* Have one child choose an article of clothing, hold it up and say: (*A t-shirt*). Have the class chant: *I wear (a t-shirt)*.

Have the child put on the t-shirt and stand at the front of the room. Repeat these steps with two more children.

Repeat all three sentences as children model the hot weather clothes: *I wear (a t-shirt)*. Have children place clothes back in the bag. Repeat the activity. This time ask: *What do you wear on a cold, cold day?*

## Use the book

### Chant the words

Post sentence strips and pictures on the Interactive bulletin board to build the verse shown in the Student Book. Point to words and pictures as children clap and repeat the lines. Let several children do the pointing, leading the class in the rhythmic chant.



### Song: What Do You Wear?

Play the song. Have children point to the words in their own books as they listen and sing along with Verse 1. Have them point to the correct pictures at the bottom of the page for Verses 2–6.

#### Verse 1

*What do you wear on a hot, hot day?*

*Hot, hot day; hot, hot day.*

*What do you wear on a hot, hot day?*

*On a hot, hot day.*

*I wear a hat on a hot, hot day.*

*Hot, hot day; hot, hot day.*

*I wear a hat on a hot, hot day.*

*On a hot, hot day.*

#### Verse 2: *a t-shirt*

#### Verse 3: *shorts*

**Verse 4:** *What do you wear on a cold, cold day? a jacket*

#### Verse 5: *boots*

#### Verse 6: *mittens*

### Original verses

Have a child choose new pictures to post on the Bulletin Board. Point to the words and pictures as you and the children sing the verse.



### Activity Book, page 39

Have children trace H and h at the top of the page. Say the words together. Have children circle words beginning with h, and draw an X through the picture if it does not.

## More practice

### Word sort

Display an assortment of Picture Cards showing words beginning with H and h, and T and t. Have children choose which pictures to post on the Interactive bulletin board under the letters H and h and which under the letters T and t.



# What do you wear?



What do you wear on a ☀️ ☀️ day?

I wear a 🧐 on a ☀️ ☀️ day.

☀️ ☀️ day, ☀️ ☀️ day.

I wear a 🧐 on a ☀️ ☀️ day.

On a ☀️ ☀️ day.



Sing a song.  
Create new verses.





# Try This!

Make a paper hat and a class graph.

## You need:

green, yellow, blue,  
and orange art materials:

paper strips 

feathers 

buttons 

pompoms 

yarn 

tinsel 

paper clips 



green									
yellow									
blue									
orange									

## DIY:

1. Get a paper strip.
2. Decorate the paper strip with art materials.
3. Fasten the paper strip with paper clips to make a hat.
4. Wear the hat and talk to a friend.

**Grammar**

Two green hats. What color is your hat?

**Materials**

👉 Green, yellow, blue and

orange art materials for hats (gathered in separate color piles): paper strips, feathers, buttons, pompoms, yarn, tinsel, etc.

👉 A picture graph (see

Student Book)

👉 Paper squares

👉 Paper clips

👉 A sample hat for yourself

## Introduce the language

### An orange hat

Model the (orange) hat you have made. Prompt children to say:

*(Ms. Ida) has an (orange) hat.*

Ask: *What color is my hat? (Orange).* Sing a verse of the Lesson 1 song:

*Ms. Ida has a hat, an (orange) hat.*

*Ms. Ida has a hat, oh yeah.*

## Use the book

### Picture talk

Point to the boy and girl in the photo. Prompt children to say: *The (boy) has a green hat.*

### Two green hats

Draw attention to the picture graph in the photo. Say together: *What color is your hat?* Explain that a class made this graph to show what colors their hats were.

Ask: *How many green hats?*

Count the squares on the graph together. *Two green hats.*

Repeat with yellow, blue, and orange.

### Make hats

Hand out paper strips. Ask: *Blue, yellow, green or orange?* Have the children answer: *(Yellow), please.* Place collections of blue, yellow, green and orange art materials on four tables. Have children go to their chosen color's table to decorate their hats. Help children write their names on their hats, then use paperclips to fasten the hats around the children's heads.

### Make a picture graph

Distribute paper squares and crayons. Ask each child: *What color is your hat?* The child will color the square that color. Ask a child: *Justin, what color is your hat?* Help the child glue his or her square on the graph. Then have that child ask another: *Amy, what color is your hat?* When the graph is complete, ask: *How many (green) hats? (Six green hats.)*

## More practice

### Exchanging compliments

Have children adapt the conversation from Lesson 3.

*I like your (green) hat.*

*Thank you! I like your (yellow) hat.*

### Chant

When children are wearing their hats, ask: *Who has a (green) hat?* Children with green hats will stand up and say: *I have a (green) hat.* This can become a rhythmic action chant.

### Activity Book, page 40

Children use two crayons and color the hats in a repeating pattern, for example: blue hat, orange hat, blue hat, orange hat. Let each child show the class his or her pattern and lead the class in chanting it aloud.

## Activity Card games

### I have a hammer

Hold up an Activity Card and say: *I have a hammer.*

Children will pick up their matching Card and repeat the sentence. Have children take over the teacher's role.

### Act it out

Children choose an Activity Card and act out the word. Help the class respond: *Jane has a (hot dog).*

### Concentration

Use two sets of Activity Cards. Spread the cards face down. Have a child turn over a card and say the word: *(hat)*, then turn over a second card, and say that word. If it is another hat, the child removes the pair, saying: *Two (hats)!* If the pictures do not match, the child returns both cards face down. Another child takes a turn. When children understand the game, have them play with a partner.



## Review the language

Review grammar and vocabulary

Review the language through games.

Lesson 1: Song: Dan Has a Jacket

Language Games: Clothes

Lesson 2: Interactive bulletin board

Game: Jim has mittens.

Lesson 3: Song: I Like My Glasses

Lesson 4: Song: Harry Has One Hammer

Lesson 5: Song: What Do You Wear?

Rebus verses

Word sort: H and h, and T and t

Lesson 6: Activity Card games

### 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.

*Dad has glasses.*

*I like my shoes.*

*Who has mittens? Mom has mittens.*

*I have red socks.*

*This begins with "h": horse, bear*

## Use the book

### Listening comprehension

Have children place a bookmark under the first row of pictures. Say the script below. For each row 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. *This is a jacket.*

2. *Who has a hat? Dan has a hat.*

3. *Lily has yellow mittens.*

4. *This begins with "h": boat, hammer, jacket.*

### Oral language review

Check children's answers and ask each child one or two questions:

*What's this?*

*Who has glasses? Who has mittens?*

*What color is the jacket?*

Encourage children to work in pairs, pointing to pictures and asking their partner questions.

### Activity Book, page 41

Children draw lines to sort clothes and toys into two groups.

## More practice

### Who has a hen?

Choose three children to stand in front of the class. Give each child a picture card: hen, horse, hot dog. Have the class close their eyes as they chant: *Who has a hen? Who has a hen?* The child holding the hen Picture Card will make the sound of a hen. Children will raise their hands if they think they can name the child who has the hen:

*Chris has a hen.*

### A horse can walk

Have children pretend to be horses. Make a true or false statement about something a horse can do:

*A horse can (walk, drive, swim, run, sing)*

If the statement is true, the class will nod and repeat the sentence as they do the action: *Yes, a horse can walk.*

If the statement is not true, the class will shake their heads and correct the statement: *No, a horse can't drive.*

They will not mime the action.

### Take-home word books

Help children staple Activity Cards together to make a four-page booklet. Have the children trace over the words and practice "reading" their books to each other. Have children take home their word book to share with their families.



# Listen and Check



1



2



3



4



1. This is a jacket.
2. Who has a hat? Dan has a hat.
3. Lily has yellow mittens.
4. This begins with "h": boat, hammer, jacket.

