

Overview

Children identify parts of the body and learn TPR songs and chants.

Grammar

*Here is my (head). Here is his (knee).
Where's your (back)?
I have (two arms).
I have (little ears). My dog has (big ears).
How many (ears) do you have?
I have a (headache). I have a pain in my (leg).
Put your (foot) on your (knee).*

Vocabulary

head, neck, shoulder, knee, back, bone, arm, hand, leg, eye, ear, spider, brown, hair, sick, tummy, What's wrong? horse, lion, leaf, lollipop, banana, bike, mouth, up, down, angry, tree (hop, shake, turn, crayon, bird, lizard, hen, body, foot, feet, fingers, toes, girl, boy, pain, doctor, quick, hot dog, hammer, ladder)

Songs and Chants

Chant: I Have One Head (Lesson 1)
Song: The Bones (Lesson 1)
Chant: Eyes, Ears, Neck, Hair (Lesson 2)
Singing game: Hokey Pokey (Lesson 2)
Poem: Three Little Monkeys (Lesson 3)
Chant: Mother, Mother (Lesson 3)
Song: Head and Shoulders (Lesson 5)

Early Literacy

Track print: left to right and top to bottom

Match spoken word to written word
"Read" rebus sentences
Match and recognize initial letter sounds
Match written words
Trace and write letters

Math

Recognize and write numbers (Lesson 6)
Count (Lessons 1, 2, 3, 6)
Classify (Lesson 4)
Identify shapes (Lesson 5)
Create picture graphs/charts (Lesson 2)

Art

Self-portraits (Lesson 5)
Illustrate sentences (Lesson 2, 4)
Create shape people (Lesson 5)
Illustrate Word Books (Lesson 4)
Handprint mural (Lesson 7)



Featured Teaching Strategy

All about me

Children like to talk about themselves. Give them plenty of opportunity to share information and express opinions, using familiar language patterns: *This is my ..., I have ..., I like ..., I see ..., I can ...*

Children can draw a picture to illustrate a fact or opinion, and then share it with the class. If you wish, write the child's sentence at the bottom of the picture.

Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
Week 1	Lesson 1: Unit opener Student Book pp. 20–21 Activity Book p. 20	<i>Here is my (head). Here is his (knee). Where's your (back)? I have (two arms). head, neck, shoulder, knee, back, bone, arm, leg, hand</i> (Extra: <i>foot, feet, finger, toe, hop, shake, turn</i>)	Introduce and practice key language. Identify parts of the body. Learn an action chant and song. Give and follow TPR commands. Early literacy: match and identify written words. Early math: count to 10, trace numbers. Develop gross and fine motor skills.
Week 2	Lesson 2: Say and do Student Book p. 22 Activity Book p. 21 Lesson 3: Conversation Student Book p. 23 Activity Book pp. 23–24	<i>I have (little ears). My dog has (big ears). How many (ears) do you have? ears, eyes, spider, brown, hair</i> (Extra: <i>crayon, boy, girl, bird, hen, body</i>) <i>I have a (headache). I have a pain in my (leg). What's wrong? sick, tummy</i> (Extra: <i>doctor, quick, pain</i>)	Introduce and practice key language. Review colors and big/little. Develop listening skills. Early math: count, create a picture graph. Color and assemble a puzzle. Learn an action song and play a singing game. Role-play a conversation: ask about someone's health and say what's wrong. Early literacy: "read" a rebus poem.
Week 3	Lesson 4: Early literacy and pronunciation Student Book p. 24 Activity Book p. 25 Lesson 5: Song Student Book p. 25 Activity Book p. 26 Unit 3 Picture Stickers	<i>horse, lion, leaf, bike, lollipop, banana</i> (Extra: <i>hot dog, hammer, ladder</i>) <i>mouth; That's all!</i>	Introduce and practice key language. Early literacy: match and/or recognize initial letter sounds b, h, l; "read" rebus directions; write letters. Develop listening and pronunciation skills. Review prepositions: <i>in, on, under, next to</i> . Learn, act out, and "read" a TPR song. Create new verses. Develop gross and fine motor skills.
Week 4	Lesson 6: Try this! Student Book p. 26 Activity Book p. 27 Lesson 7: Unit review Student Book p. 27	<i>Put your (head) up/ down. Put your (foot) on your (knee). up, down, angry, tree</i> Unit review	Early literacy: "read" and follow rebus directions, match written words, recognize initial letter sounds, write own name. Early math: count, match. Give and follow TPR directions. Review unit grammar and vocabulary. Develop listening skills.

Grammar

Here is my head. Here is his knee.
Where's your back? I have two arms.

Vocabulary

head, neck, shoulder, knee, back, bone, arm, leg, hand
(Extra: foot/feet, finger, toe; hop, shake, turn)

Materials

👉 15 self-adhesive word labels: head, neck, shoulder (2), arm (2), hand (2), leg (2), knee (2), foot (2)
👉 Photocopiable pictures:

Introduce the language

TPR: Point and say

Point to your head, neck, shoulders, back, arms, hands, legs, knees, feet as you say the word. Children will point to their own head, neck, etc. and repeat the word. When children are ready, say a word without pointing, for example: *arms*. Children will point to their own arms and repeat: *arms*.

Say the sentence

Repeat the TPR Point and say activity, but say a complete sentence instead of just the word: *Here is my head. Here are my shoulders*. Children will repeat the sentence and motion. When children are ready, ask a question: *Where is your back? Where are your arms?* Children will point and answer: *Here is my back. Here are my arms*.

Poster: All About Me

Ask questions about the boy in the poster: *Where is his leg?* Have children point and say: *Here is his leg*. Invite children to ask the questions.

🎵 Chant: I Have One Head

Teach the words and motions to the chant. (Touch your head, neck, back, arms and legs as you say the words. Point to your feet and stamp them. Wiggle your fingers. Point to and wiggle your toes. Frame your face with your hands as you say, *I think I'm pretty neat!* Explain that "pretty neat" means very nice.)

*I have 1 head, 1 neck, 1 back,
2 arms, 2 legs, 2 feet. (stamp, stamp)
I have 10 fingers. I have 10 toes,
I think I'm pretty neat.*

When children are comfortable with the chant, play the recording. Have them do the motions and join in with the words when they are ready.

Use the book

Vocabulary Pictures

Say the name of the pictures, first in order, then in random order. Have children point to the correct picture as they repeat the word.

Picture Scene search

Hold up a Student Book. Have children point to the boy. Ask: *Where's his (neck)?* Children will point in their books and say: *Here is his (neck)*. Repeat with the girl in the poster: *Where's her knee? (Here is her knee.)*

Our bones

Point to the poster of the bones. Ask: *What do you see? (Bones.)* Point to the shoulder bone: *Can you feel your shoulder bone?* Point to the leg: *How many bones in the leg? Can you feel the bones in your leg?* Point to the hand: *There are many bones in the hand. Can you feel the bones in your hand?*

🎵 Song: The Bones

Teach the words to the verses as you point to the picture of the bones. Then play the recording. Children should point to each bone in their body as it is named and dance the motions in the chorus.

*The head bone's connected to the neck bone
The neck bone's connected to the back bone
The back bone's connected to the leg bones
So let's move our bones.*

**Chorus: Hop! Hop! Hop!
Shake! Shake! Shake!
Turn! Turn! Turn!
Let's move our bones.**

*The shoulder bone's connected to the arm bone
The arm bone's connected to the hand bone
The hand bone's connected to the finger bones
So let's move our bones.*

Chorus

*The knee bone's connected to the leg bone
The leg bone's connected to the foot bone
The foot bone's connected to the toe bones
So let's move our bones.*

Chorus

shoulder, arm, knee, toes,
leg, fingers
👉 Magazine picture puzzles
(see below)
👉 Board spinner (see More
practice)

📖 Activity Book, page 20

Do the Partner finger count (More practice) before assigning this page. Children trace the fingers and numbers as they count.

More practice

Vocabulary games Simon says "Please"

Play a variation of the game Simon Says. Explain to children that if you say: **Please touch your head**, they are to follow your direction. However, if you do not say please, but simply, **Touch your head**, they should stand still. Gradually let children take over the teacher role.

Silly teacher!

Repeat the activity Say the sentence, but tell the children that sometimes you will make mistakes. If you point to your head and say: **Here is my head**, they should repeat your words and gesture. However, if you point to your head and say: **Here is my foot**, children should say: **No!** In this case, ask: **Where's your foot?** Children should point to their foot and answer: **Here is my foot**.

Magazine picture puzzles

Mount photos of people on brightly colored paper. Cut each into 5–8 parts. Let children reassemble the picture puzzles individually or in small groups. Circulate and ask children questions about their picture puzzles: **Point to her eyes. Where are his arms? What's this?**

Partner finger count

Have children count their partners' outstretched fingers, starting with a baby finger and counting straight across. Partners can count in unison.

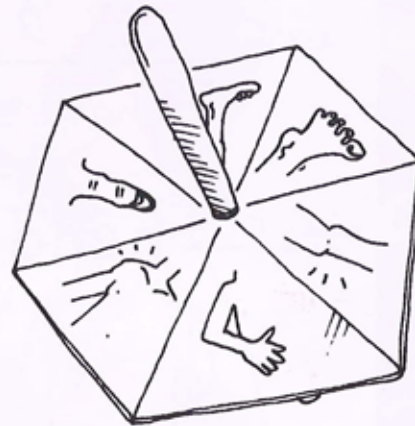
How many fingers?

Have children face a partner, holding their right hands in a fist at their shoulder. Partners count: **1, 2, 3, Go!** then stretch out their arms, each extending 1–5 fingers. Have the partners count the total number of fingers extended.



Touch your leg

Glue photocopyable pictures on a large spinner (see Materials). Have children take turns spinning and giving classmates commands: **Touch your (leg)**.



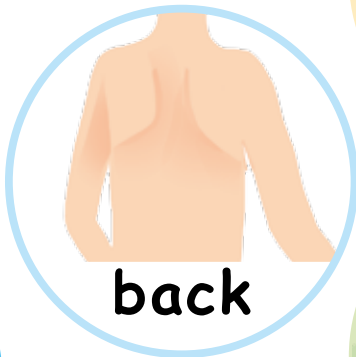
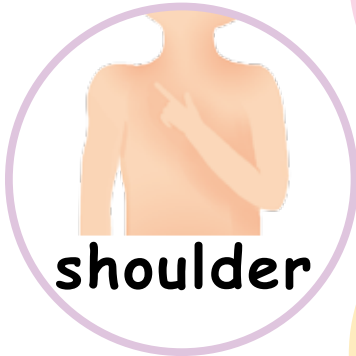
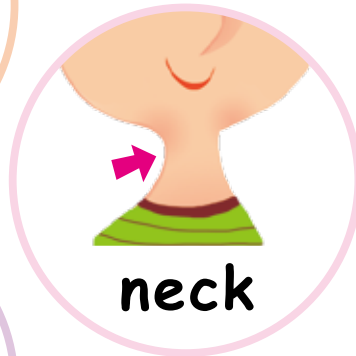
Poster: All About Me

Hold up a word label you have prepared (see Materials). Ask children to find the matching word in their book. Let a child identify the word and attach the label to the All About Me Poster, for example, attaching the label arm to the boy's arm.



UNIT
3

Here is my neck.



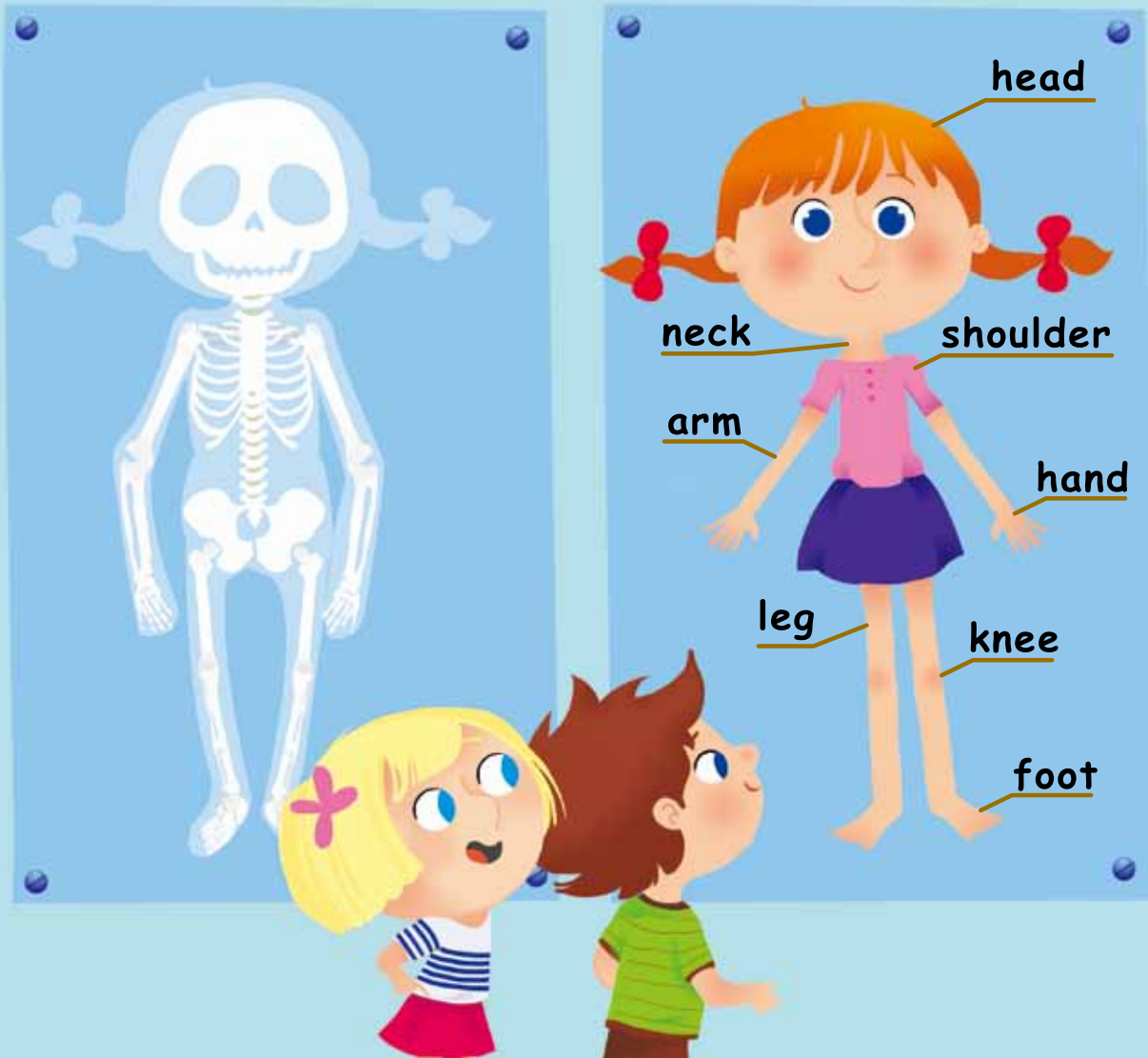
Healthy and
Strong



 Here is her knee.



 Here is my back.



Extension:

Where is your back?
Where are your arms?
Here are my arms.
Let's move our bones.





My rabbit has big ears.



I have little ears.
My rabbit has big ears.

Follow drawing directions.
Play a singing game.

Grammar

I have little ears. My dog has big ears.
How many ears do you have?

Vocabulary

ears, eyes, spider, brown, hair
(Extra: crayon, boy, girl, bird, lizard, hen, body)

Materials

- 🖍️ Big and little crayons: red, black, blue, brown
- 🖼️ Picture Cards: boy, dog, spider, bird, bee, lizard, hen
- 📄 Colored and graph paper

Introduce the language

Eyes, ears, neck, hair

Touch each part of your head as you recite this chant.

Eyes, eyes, eyes, ears.

Ears, ears, ears, neck.

Neck, neck, neck, hair.

Ask the children: *How many (eyes) do you have?*

Colors

Use colored paper to teach or review black, red, blue, brown. Ask:

Who has (blue) eyes?

Who has (brown) hair?

Who has a red crayon?

Give each child a big or little crayon: red, blue, brown or black. Have children with a certain color crayon come to the front of the room. Help their classmates say: *Rob has a (red) crayon. Lila has a (red) crayon.*

Ask: *Who has a (big) (red) crayon? (Rob has a big red crayon.)*

Use the book

Picture talk

Have children look at the Picture Scene. Ask: *What do you see? (A boy, girl, rabbit and spider)* Show children how to make a spider by linking their thumbs. Count the legs, then make the spiders run away.

Draw a rabbit on the board as you say: *A rabbit has big ears. Do you have big ears or little ears? (I have little ears.)* Ask children what they think the boy is saying. Ask: *How many legs do you have? How many legs does a spider have?* Ask children what they think the girl is saying.

🗣️ Listen, say and do

Play the recording. Pause to let children repeat each sentence.

Boy: *I have little ears. My rabbit has big ears. I have brown eyes. My rabbit has red eyes.*

Girl: *I have 2 legs. My spider has 8 legs.*

Stop after each pair of sentences to have the children trace the rabbit's big ears, color its eyes red and trace the spider's 8 legs.

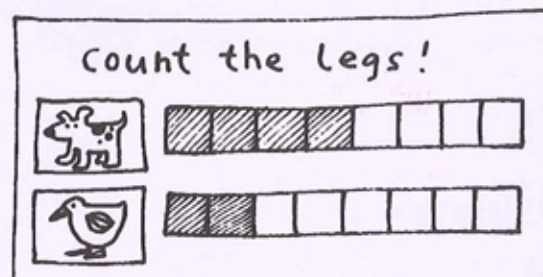
📖 Activity Book, page 21

Children color, cut out and reassemble the 5-piece puzzle.

More practice

Count the legs graph

Use the animal Picture Cards and strips of graph paper to create a chart for children to complete. Have children count the legs of each animal and say: *A dog has four legs.* Have a child color in that number of squares.



🎵 Song: Hokey Pokey

Stand in a circle with the children and do the "Hokey Pokey" as you listen to the recording. Encourage children to join in with the words when they are able.

*Put your arm in. Put your arm out
Put your arm in and shake it all about.
Do the Hokey Pokey and turn around.
That's what it's all about!*

leg, shoulder, knee, head, back, body

Grammar

I have a headache.
I have a pain in my leg.

Vocabulary

What's wrong? sick, tummy

(Extra: doctor, quick, pain)

Materials

👤 Puppet
🖨️ Photocopiable pictures:
parts of the body

Introduce the language

Puppet play

Stage a skit with a puppet.

You (holding your head): *I feel sick.*

Puppet: *What's wrong?*

You: *I have a headache.*

Puppet (patting you): *I'm sorry.*

You: *Thank you.*

Repeat the play, pausing for children to repeat each line. Let several children take turns working the puppet. Have the class say the lines for puppet. Change the conversation by complaining of a new ache each time, an earache, a backache, a tummy ache.

Use the book

Picture talk

Have children look at their books. Remind them of the puppet play and ask them what they think the characters are saying.

🗨️ The conversation

Point to the child and the nurse as you listen. Pause the recording so the class can repeat each line.

Child: *I feel sick.*

Nurse: *What's wrong?*

Child: *I have a tummy ache.*

Nurse: *I'm sorry!*

New conversations

Practice new conversations using the substitution complaints: a headache, earache, backache.

Partner role-play

Let two children act out the conversation, complaining of the ache of their choice. You may want to provide the nurse with a play stethoscope or other prop.

📖🗨️ Activity Book, pages 23–24

This is a take-home book of the poem, "Three Little Monkeys." First, teach the class the poem using 3 monkeys on a flannel board. Then have children chant and act out the parts. When children are very familiar with the words, have them color, cut and fold the take-home book.

*Three little monkeys jumping on the bed.
One falls off and bumps her head.
Mama calls the doctor and the doctor says
"Put that monkey right to bed!"*

Verse 2: *Two little monkeys*

Verse 3: *One little monkey*

More practice

🗨️ Chant: Mother, Mother

Post the photocopiable pictures for back, knee, neck, fingers, toes, nose and teach the words to the first verse. Repeat with the second verse. Then play the recording. After each complaint (*Oo, ah, I have a pain in my back.*) the class will clasp that part of their body and complain: *Oo, ah. Oo, ah.*

Mother, mother, I feel sick.

Run for the doctor, quick, quick, quick.

Oo, ah, I have a pain in my back. (Oo, ah. Oo, ah.)

Oo, ah, I have a pain in my knee. (Oo, ah. Oo, ah.)

Oo, ah, I have a pain in my (finger, toes, nose)

Mother, mother, I feel sick.

Run for the doctor, quick, quick, quick.

Oo, ah, I have a pain in my leg. (Oo, ah. Oo, ah.)

Oo, ah, I have a pain in my (ear, shoulder, eye, foot)

(Oo, ah. Oo, ah.)

Clap your hands. (clap, clap, clap)

Shake your head.

Turn around. I feel fine again!



I feel sick.



What is wrong?



I feel sick.



I have a tummy ache.



I'm sorry.



headache



pain in my back



toothache

Have a conversation.
Learn a chant.





What do you see? I see a leaf.



h e a d



l e a f



b o y



l o l l i p o p



h a i r



b o x

Put a  on your 

Put a  on your 

Hop 3 times: 1, 2, 3.



Name each picture. Trace the first letter.
Follow drawing directions.
Learn an action rhyme.

Grammar

Review: What do you see? I see a leaf.

Vocabulary

horse, lion, leaf, lollipop,

banana, boy, bike, hair
(Extra: hot dog, hammer, ladder)

Materials

Picture Cards of words beginning with b, h and l

Photocopiable letter cards: b, h and l

Large letter posters with letters B/b, H/h and L/l

Box

Labels: animals, food, toys

Introduce the language

Teach/review vocabulary with Picture Cards (see Materials).

Chain conversation

Display 6–8 objects or Picture Cards on a table. Say: *I see a (bird)*. Put that Picture Card or object in a box. Ask a child: (*Liz*), *what do you see?* The child should answer: *I see a (baby)*, put that object in the box, then ask a classmate: (*Jack*), *what do you see?*

Beginning sounds

Show letter cards: b-bear, h-horse, l-lion. Have children repeat each word, then say the sound they hear at the beginning. Can children find a Picture Card that begins with the “b” sound like bear? Repeat for “h” horse and “l” lion.

Pronunciation tip: To make the “b” sound, press your upper and lower lips together and release sharply, with a puff of air.

Poster: All About Me

Ask: *What do you see that begins with “b”?*
With “h”? *With “l”?*

Preposition TPR

Review *in*, *on*, *under*, and *next to* with gestures. (See Unit 1, Lesson 2 and Unit 2, Lesson 1). Place a box on its side. Distribute Picture Cards, then give directions: *Put the bear on the box. Put the lion (next to) the box.*

Use the book

Say and write

Review the animals and initial sounds at the top of the page. Point to each picture and ask: *What do you see?* Children trace the first letter of the word.

Listen and draw

Give directions: *Point to the head. Draw a hat on the head. Point to the leaf. Draw a ladder under the leaf. Point to the boy. Draw a ball next to the boy. Point to the box. Draw a banana in the box.*

Action rhyme

Point to the words and pictures as you read the rhyme aloud together. Divide into groups. Group 1 chants the rhyme while Group 2 does the actions. Switch roles and repeat

Activity Book, page 25

Have children draw a line from each animal to the picture with the same beginning sound. Say: *The horse has a hat. The bear has a book*, and so on.

More practice

Letters of the month: B/b, H/h, L/l

Writing letters

Write the letters b, h and l together in the air. Have children trace over letters on posters (see Materials) with various colors of crayon or make letter forms with clay.

Children’s Word Books

Glue a photocopiable letter card (bear, horse or lion) to the top of a sheet of paper. Brainstorm words that begin with the letter. Each child will draw two things beginning with the letter. If you wish, ask: *What’s this?* and write a word label below each drawing.

Categories

Display category labels (animals, food, toys) and Picture Cards that fit into these categories. Have children take turns naming a picture and putting it under the correct category label.

Letter match

Have children find the letters b, h and l on the alphabet strip.

Lesson 5

Grammar

Review: I have... Jane has...

Vocabulary

mouth; That's all!

Materials

- Unit 3 Picture Stickers
- Photocopiable pictures: parts of the body
- Set of felt shapes; set of colored paper shapes for

each child: rectangles: 1 body, 2 arms, 2 legs, 2 feet; circles: 1 head, 2 hands
Board spinner (see Lesson 1)

Introduce the language

Brown eyes, red mouth

Point to your eyes and say: *I have brown eyes. Who has brown eyes?* Have brown-eyed children stand up, point to their eyes and say: *I have brown eyes.* Ask: *Who has blue eyes?* Have children with blue eyes stand and say: *I have blue eyes.* Repeat with hair and mouth: *Who has (brown) hair? Who has a red mouth?*

Felt shape figure

Place the felt rectangle on the board and say: *This is a body.* Hand out the other felt shapes. Ask: *Who has the (red head)?* The child with the red circle will stand and say: *I have the red head.* Have the child place the head on the body. Continue with arms, legs, hands and feet.

Use the book

Picture Stickers

Review the Picture Sticker words: back, feet, knees, mouth. Children can put the stickers in the picture frames in any order. These will be the words to new verses to the song.

New verses

Let children take turns announcing words for new verses, using the Picture Stickers in their books or naming other body parts. Sing and do the actions.

Activity Book, page 26

Children make self-portraits by gluing eyes and mouth to a face, coloring and adding hair. They show and tell: *I have (brown) eyes. I have a (red) mouth. I have (black) hair.*

Song: Head and Shoulders

Teach the first verse, line by line, with actions: touch your head and shoulders when they are mentioned, clap hands for *baby*, stretch arms and clap on 1, 2 and 3.

Head and shoulders, baby. 1, 2, 3!

Head and shoulders, baby. 1, 2, 3!

Head and shoulders, head and shoulders,

Head and shoulders, baby. 1, 2, 3!

Have children point at the pictures and words as they listen to the first verse. Play the recording again as children point and sing along. Play once more and have children stand up and do the actions as they sing.

Verses 2-3

Do the actions together as you sing the rest of the song. In the final verse, wave one big wave each time you hear the phrase: *That's all!* Clap on the word *baby*. Have children join in with the words of the song when they are ready.

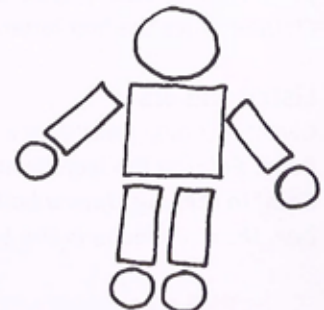
More practice

Shoulder to shoulder

Children face a partner. Spin the spinner and give directions based on the picture: *Shoulder to shoulder!* Partners will touch shoulders together. Play music, beat a drum or clap as partners slowly move or dance together, keeping their shoulders touching. Spin the spinner again and repeat.

Shape people

Give a set of paper shapes to each student (see Materials). Demonstrate as you give directions: *Find the pink head. Glue the head on the paper.* Let children add eyes, nose, mouth and hair to their shape people using yarn and buttons or crayons.





Head and shoulders.



and



, baby. 1, 2, 3!



and



, baby. 1, 2, 3!



and



, baby. 1, 2, 3!



and



and

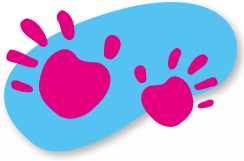
and

That's all!



Complete and sing a song.





Try This!

Do the pose.



DIY:

1. Be a happy cat. Lift your head up.
Put your back down.
2. Count to five.
3. Be an angry cat. Put your back up.
Put your head down.
4. Count to five.
5. Be a tree. Put your foot on your knee.
6. Count to five.

Grammar

Put your head up. Put your head down.

Put your foot on your knee.

Vocabulary

up, down, angry, tree



(angry)

☞ Photocopiable pictures: toes

fingers, arm, leg, head, knee

☞ Hand and foot pictures

(three of each) glued to the

six sides of a small box

Materials

☞ Two cards: up and down

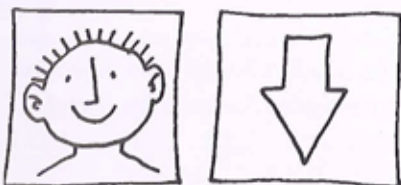
☞ Two cards: 😊 (happy) and

Introduce the language

Up and down

Have children point up and down as you chant the words together. Give TPR directions: **Put your fingers up. Put your fingers down.** Repeat with other body parts: **head, arm, leg, toes, knee.**

Place a photocopiable picture and an arrow card on the board. "Read" the directions with the children, then do the action: **Put your (head) (down).** Let children create new directions with pictures and arrows for the class to read and do.

**Happy, angry**

Show a smiley face card and have the children clap their hands as they chant **Happy, happy!** Show the frowning face. Have children place their hands on their hips and stamp their feet as they chant: **Angry, angry.** Hold up the cards in random order and let children respond.

Use the book

Picture talk

Have children look at the photo. Ask: **What do you see?**

Say and do

Point to the poster of the tree. Ask: **What's this?** Have children trace over the word tree. Repeat with the cat poster.

Rebus reading

Hold up a Student Book and point to the words in the first box. Read the rebus directions aloud with the class. Pause to let the children provide the words: **cat, head, up, back, down.** Have the children point to the child's head. Ask: **Is her head up or down?** Have them point to her back. Ask: **Is her back up or down?**

Do the pose

Have children get on their hands and knees and do the Happy Cat pose as you read the directions aloud again. Count to 5 as children hold the pose. Repeat the read and do steps with the Angry Cat pose and the Tree pose.

Say and do

When you revisit this page, have children read the word on the tree poster and draw a line to the child doing the Tree pose. Repeat with the cat poster.

Yoga time

Put on music and have children alternate the happy cat and angry cat pose. It's a nice way to stretch! Count to seven as children hold each pose. Have children practice the Tree pose. It will be very challenging for some. Who can hold the pose and count to five? Can anyone hold it and count higher?

Activity Book, page 27

Have children practice counting objects (1–10) before you ask them to try this page.

More practice

Dice directions

Use the hand and foot box (see Materials) as a dice. Let pairs of children take turns throwing the dice and spinning the Body Parts spinner (see Lesson 1). Help them use the pictures to give directions to the class:

Put your foot on your toes.

Put your hand on your shoulder.

Grammar

Review

Vocabulary

Review

Materials

- 👉 Bookmark for each child (p. T135)
- 👉 Picture cards of words beginning with b, g, l and h
- 👉 Large sheet of paper; paint

Review the language

Review grammar and vocabulary

Use games and songs taught in this unit.

Lesson 1: Chant: I Have One Head; Song: The Bones;

Vocabulary games

Lesson 2: Chant: Eyes, Ears, Neck, Hair; Graph: Count the legs; Singing game: Hokey Pokey

Lesson 3: Poem: Three Little Monkeys; Chant: Mother, Mother

Lesson 4: Beginning sounds; Preposition TPR

Lesson 5: Song: Head and Shoulders (new verses);

Game: Shoulder to shoulder

Lesson 6: Yoga time; Dice directions

Use the book

Have children place a bookmark under the first row of pictures. Say the script for item 1 (see below). Have children find the right picture and circle it. Repeat for items 2–4.

Script

1 *This is my knee.*

2 *Put your hand on your head.*

3 *I have a tummy ache.*

4 *This begins with "l": leg, hand, back*

Oral language review

Check children's answers. Ask each child 1–2 questions:

What's this? What color are her eyes? What's wrong?

What do you see?

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

More practice

Team game

Form two teams: 4 boys versus 4 girls. Display 8 Picture Cards: 4 beginning with b and 4 beginning with g. Teams take turns choosing and naming a card. Boys must choose words beginning with b; girls must choose words beginning with g.

The game can also be played with a lion team versus a horse team. Lions must choose words beginning with l. Horses must choose words beginning with h.

Guessing game

Describe one of your children. Can classmates guess who it is? *I'm thinking of a girl. She has brown eyes. She has long brown hair. Kate is her sister. Sonya is her friend.*

Hand tower

Have partners take turns placing a hand on top of their partner's hand. One partner will chant: *My hand, your hand, my hand, your hand.* The child whose hand is on the bottom of the pile will pull it out and place it on top.

Handprint mural

Ask children to write their names on a large sheet of paper. Then have each child dip a hand in paint and make a handprint near his or her name.

Preposition TPR

Have children take out a book. Say: *Put your hand on your book. Put your hand (next to) your book.*



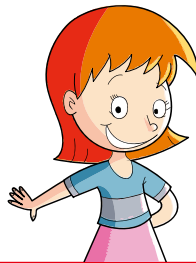
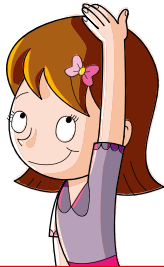
Listen and Check



1



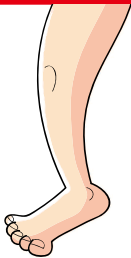
2



3



4



1. This is my knee.
2. Put your hand on your head.
3. I have a tummy ache.
4. This begins with "l": leg, hand, back.

