

# 2

## How do we take care of ourselves?

 Listen.  Say.  Sing.



wash my face



brush my hair



eat healthy food



put on a jacket



drink water

**Key Vocabulary:** wash my face, brush my hair, eat healthy food, put on a jacket, drink water

**Tracks:** 7 and 8

What is the story about?

 Listen.  Point.  Say.

# Good Job, Oliver!



face



jacket



lunchbox



He washes his face.



He brushes his hair.

**Key Vocabulary:** face, jacket, lunchbox, get up, bathroom, good job, kitchen, breakfast, window, cold

**Key Language:** What's the story about? What can you see? What does Oliver do? He (washes his face).

**Track:** 9

# 2

## Lesson 2, Story

### Objectives

- To predict what a story is about.
- To identify characters and actions in a story.
- To act out parts of a story.
- To practice beginning sounds *f, j, l, k, g*.

### Key Vocabulary

- face, jacket, lunchbox, get up, bathroom, good job, kitchen, breakfast, window, cold*

### Key Language

- What's the story about? What can you see? What does Oliver do? He (washes his face).*

### Materials

- Tickles, Big Book 2, relaxing music, pictures of morning routines: brushing teeth/hair, getting dressed, taking a shower, making lunch (1 set per child), paper, colored pencils, relaxing music

### Little Step 1: Start the Class

Play a round of Tickles Says. Name actions. Children perform the actions only when the command is preceded by the phrase *Tickles says*. *Tickles says put on your jacket*. Children mime putting on a jacket. *Eat healthy food*. Children do nothing.

### Little Step 2: Before the Book

Say the *Story Time Chant* (see page 17). Open the Big Book to *Good Job, Oliver!* Children look at the pictures. Have children make predictions: *What do you think the story is about? Is it about a lion?* Play Track 9, pointing to each scene. Children follow along. Ask children if their predictions were correct. Then encourage them to name things they can see.

Play the track again and act out parts of the story to help children understand: mime getting out of bed, and then washing your face, and so on.



### With the Book



**Listen.**



**Point.**



**Say.**

Have children look at page 18. Point to and say the phonics words *face, jacket, and lunchbox*. Say: *Let's listen to the story!* Play the first two scenes of Track 9. Pause after each and ask: *What does Oliver do? (He gets up early. He washes his face. He brushes his hair.)* Say: *He gets up early.* and mime the action. Encourage children to do the same and, if they're ready, say the sentences. Repeat for the other actions in these two scenes. Finally ask: *Who is the main character in the story? (Oliver.)*

**Pre-literacy** Children listen to the phonics words at the end of the track. Point to them in the Student's Book. Then write *face* on the board and draw a picture. Point to the letter *f* and say its sound several times: *f-f-f-face*. Make an *f* shape in the air and have children imitate you. Repeat with *j-j-j-jacket, l-l-l-lunchbox, k-k-k-kitchen, and g-g-g-good*.

### After the Book

Write *morning* on the board and draw a simple picture of the sun rising. Ask about children's morning routines and make a mind map of the activities they mention. Play Track 8. Sing *This Is the Way* and do the actions.

### Little Step 3: Finish the Class

Instruct children to point to different body parts: *Touch your head. Touch your ears*. This may create a bit of excitement; to calm children down, have them close their eyes and listen to relaxing music.

### Little Step 4: More Practice

**Personalization** Children put the pictures of morning routines (see Materials) in order. Monitor and ask: *Do you get up early? Do you wash your face? Do you brush your hair? What happens first? Do you brush your teeth and then brush your hair? Do you get your lunchbox ready? Does your mom or dad help you?* Encourage children to describe the pictures. Provide support as needed.

**Creativity** Hand out paper and colored pencils. Have children draw what's in their lunchbox.

### Little Step 5: Activity Book and CLIL Connection



Do Activity Book page 18.



See CLIL Connection Activities on page 273.

**Objectives**

To name characters and actions in a story.

To retell a story.

**Key Vocabulary**

*face, jacket, lunchbox, get up, bathroom, good job, kitchen, breakfast, window, cold*

**Key Language**

*What's the story about? What can you see? What does Oliver do? He (washes his face).*

**Materials and Preparation**

Tickles, happy/sad faces (see page 17), paper, watercolors, straws

**Little Step 1:  
Start the Class**

If the children made *happy/sad* paper plates in Unit 1 (see page 17), use them now. Otherwise, have them draw a happy face and a sad face on a piece of paper. Make a happy face and have children call out *Happy!* and show the happy face. Repeat with *Sad!* Do this a few times, increasing speed as much as possible to make it fun.

**Little Step 2:  
Before the Book**

Gather children around in a circle. Sing the *Story Time Chant* (see page 17). Then ask: *What do you remember about the story Good Job, Oliver!?* Take out the Big Book and walk through the story encouraging children to call out words they remember. Ask questions: *Does Oliver eat healthy food? Does he wash his face? Why?* Play Track 9, once or twice, pausing where appropriate to ask questions: *Who's this? What is he doing?*

**With the Book**

 **Listen.**  **Point.**  **Say.**

Have children look at the story scenes on page 19. Ask: *Who is the story about? What's the story about? What can you see?* Say: *Let's listen to rest of the story!* Play the last two scenes of Track 9. Pause the track after each scene and ask: *Where is Oliver? What's Oliver doing?*

Next, play the story again, but this time, pause just before the Key Vocabulary and encourage children to call out the final phrase. Then children listen to the words *face, jacket* and *lunchbox*, repeat the them and point to the objects.

Finally, ask the Big Question: *How do we take care of ourselves?* Then ask: *How does the story help us answer our Big Question?* Allow children to respond as possible and guide them as needed: *How does Oliver take care of himself? Does he wash his face? What else does he do?*

**After the Book**

Help children retell a shortened version of the story. Show the Student's Book and point to the first scene. Say the sentence several times. Children mime the action and repeat as possible. Continue for the rest of the story.

Scene 1: *He washes his face.*

Scene 2: *He brushes his hair.*

Scene 3: *He eats healthy food.*

Scene 4: *He puts on his jacket.*

Finally, invite children to retell other actions scenes, and provide support as needed.

**Little Step 3:  
Finish the Class**

Play Freeze. Have children walk around in a circle and give them instructions: *Put on your jacket.* Children mime the actions. When you say: *Freeze!* children freeze as though they were in the middle of the action.

**Little Step 4:  
More Practice**

**Creativity** Give children a piece of paper and ask them to draw a circle with two eyes, a nose, and a mouth. Most children's creations will not look like a face, but it will be recognizable to them. Pour some watery paint on the faces and show children how to make straggly hair by blowing through the straw. You could use a variety of colors to make multicolored hair.

**Little Step 5:  
Activity Book and CLIL Connection**

**Do Activity Book page 19.**



**See CLIL Connection Activities on page 273.**

How does the story help us answer our Big Question?

 Listen.  Point.  Say.



He eats healthy food.



He puts on his jacket.

**Key Vocabulary:** face, jacket, lunchbox, get up, bathroom, good job, kitchen, breakfast, window, cold

**Key Language:** What's the story about? What can you see? What does Oliver do? He (washes his face).

Track: 9

What does Oliver do in the story?

👁️ Look. 📄 Match. 💬 Say.



**Key Language:** *What does (Oliver) do? Does this happen in the story?*

# 2

## Lesson 4, Literacy

### Objectives

To distinguish details in a story.  
To recall what happens in a story.

### Key Vocabulary

*wash his face, brush his hair,  
eat healthy food, put on a jacket,  
drink water, read a book, play*

### Key Language

*What does Oliver do in the story?  
Does this happen in the story?*

### Materials and Preparation

Tickles, Big Book 2, blown-up balloon,  
pictures of: brush your hair, put on a  
jacket, eat healthy food, wash your face,  
drink water

### Little Step 1: Start the Class

Refer to the Tips and Tricks section in your online Resource Bank.

**Recycling** Children sit in a circle. Have Tickles throw a balloon to a child and ask: *Do you like to color at school?* If the child answers *yes*, s/he acts out the action. If they answer *no*, Tickles throws the balloon to the next child.

### Little Step 2: Before the Book

Mime some of the actions from the story and encourage children to call them out. Gather the children together in a circle and review *Good Job, Oliver!* in the Big Book. Focus on the actions in each frame. If children are ready, go through all of the actions in the story. Otherwise, concentrate on the actions printed in the Student's Book. Ask: *How does Oliver take care of himself?* Elicit: *He washes his face. He brushes his hair. He eats healthy food. He puts on his jacket.*



### With the Book

**Look.** **Match.** **Say.**

Have children look at the pictures on page 20. Ask: *What is the story about?* Help children answer: *Oliver's morning routine. What does Oliver do in the story?* Point to each picture and ask: *Does this happen in the story? Does Oliver (wash his face)? Does Oliver play with toys?* Encourage children to answer *Yes* or *No*. Children draw lines to match the picture of Oliver in the center to the things he does in the story. Then check answers by reviewing what Oliver does in the story: *Oliver washes his face / brushes his hair / eats healthy food / puts on a jacket.*

### After the Book

Bring out Tickles. Ask children: *What do you think, is Tickles healthy? How does he take care of himself?* Encourage children to give examples: *He washes his face.* Encourage children to think of ways they can help Tickles take care of himself. Ask: *Can he wear one of your jackets? Can we feed him healthy food?*

### Little Step 3: Finish the Class

Play Corners. Attach action pictures (see Materials) around the room. Cover your eyes and say: *one, two, three, go, go go!* Children go and stand by one of the

Flashcards. Pretend to think long and hard and then say one of the actions. The children standing by the corresponding Flashcard are out of the game and sit down. Continue until most of the children are out.

### Little Step 4: More Practice

Line children up in two rows, facing each other. Tell one side they are the mirror. Their job as the mirror is to copy everything the other person does. Tell the other children they are getting ready for school. Whisper actions to these children, for example, *Brush your hair.* The mirror copies and, if possible, says the action. Once you have covered the target language, include other actions.

### Little Step 5: Activity Book and CLIL Connection



**Do Activity Book page 20.**



**See CLIL Connection Activities on page 273.**

**Objectives**

To discuss the importance of taking care of ourselves.

To practice giving encouragement.

**Key Vocabulary**

*take care of ourselves / himself / herself, wash, eat healthy food, drink water*

**Key Language**

*How can we take care of ourselves? We can (eat healthy food). Is (he) taking care of (himself)?*

**Materials and Preparation**

Tickles, pencils, markers, paintbrushes, glue sticks, scissors, pieces of paper numbered 1–10, paper, hairbrush, toothbrush, soap, toothpaste

**Little Step 1:  
Start the Class**

Refer to the Tips and Tricks section in your online Resource Bank.

**Recycling** Accidentally drop some pencils, markers, paintbrushes, glue sticks, and scissors. Ask children for some help: *Oh, no! I dropped ...* See if children can say the name of the item and then ask: *Can you help me?* Have children say the *Clean-up Chant*:

*Pick it up. Put it away.*

*Now it's ready for another day!*

**Oracy Giving Encouragement**

Talk to children about the importance of giving encouragement. Ask Tickles one way he takes care of himself. He replies: *I clean my fur.* Say: *Good idea!* And have Tickles smile and purr. Ask children to repeat the phrase.

**Little Step 2:  
Before the Book**

Discuss with children how being active helps to keep our bodies strong. Ask some children what their favorite physical activity is: *Do you like running? Do you like jumping? Do you like playing ball?* Tell the class you will practice some fun exercises. Place number cards (see Materials) face down on a table. Select a card at random and show it to the class.

Then tell children to do an action that number of times: *Touch your toes nine times!* Activities can include jumping up and down, hopping on one foot, doing jumping jacks. Show children the actions as needed. Then have pairs or small groups give one another similar instructions. Monitor and prompt children to give their peers encouragement.

**With the Book**

 **Look.**  **Say.**  **Color.**

Have children look at page 21. Ask: *How can we take care of ourselves?* Point to the first picture and ask: *What is he doing?* Recast in L1, rephrase, and provide language as necessary: *He's washing himself/taking a bath.* Ask: *Is he taking care of himself?* Elicit *Yes* or *No*. Repeat for all the pictures. Finally, children color the frames of the pictures that show ways we take care of ourselves (washing, eating healthy food, drinking water). Review by repeating the question *How can we take care of ourselves?* and answering *We can (eat healthy food).* Have children say: *Good idea!* after each answer.

**After the Book**

Sing *This Is the Way*, but stay silent for the phrases *brush our teeth*, etc. Instead, replace it with a mime and encourage the children to join in.

**Little Step 3:  
Finish the Class**

Practice the question *How do you take care of yourself as a class.* Model with Tickles again and respond *Good idea!* Then have pairs or small groups take turns asking and answering the question. They can mime their responses as needed but encourage partners to say *Good idea!* Each time. Monitor and provide support as needed.

**Little Step 4:  
More Practice**

Have children take off their jackets or sweaters. Then ask children to put them back on and zip or button them up. This is a very good way to practice fine motor skills with young children.

**Little Step 5:  
Activity Book and CLIL Connection**

**Do Activity Book page 21.**



**See CLIL Connection Activities on page 273.**



Is it important to take care of ourselves?

 Look.  Say.  Color.



**Key Vocabulary:** take care of, ourselves / himself / herself, wash, eat healthy food, drink water

**Key Language:** How can we take care of ourselves? We can (eat healthy food). (Is he) taking care of (himself)?