



Lesson 1 Big Question What can our bodies do?

Unit Objectives

- Learn parts of the body and actions vocabulary
- Follow a story about some dancing and singing gorillas
- Practice the sounds /g/, /dʒ/, /f/
- Talk about the parts of the body we have and what we can / can't do
- Practice asking for permission
- Art: Making art with our bodies
- Practice number 3
- Review learning and do a project

Little Step 1: Start the Class

Use an opening routine from page 17.

Recycling Using Flashcards or a volunteer, quickly point to the different facial features from Unit 2 and see which words children remember. Repeat several times, focusing on the words children find difficult.

Little Step 2: During the Class

Before the Book

Watch.

Tell the class they are about to start a new unit. Play the Unit 3 introduction video to introduce the unit topic. Pause the video at different points and ask, in L1, what children can see and what they think they will learn about in this unit.

Use the Flashcards to teach the new vocabulary (*arms, hands, legs, feet*). Show each Flashcard, say the word, and demonstrate wiggling that body part. Have children copy you. Now play *The Wiggle Game*. Slowly, start to wiggle your hands and say: *hands, hands, hands*. Encourage children to join in. Continue with your arms, legs, and feet. Next, work backward. Stop moving each part of the body, one by one, until you are perfectly still. Say: *Wow! Our bodies are amazing.*

Lesson Objective

Introduce the topic of the body, practice new vocabulary, and sing a song


Vocabulary

arms, hands, legs, feet; boy, girl

Language

What can you see? I can see (boys and girls). Move your (arms). Shake your (hands).

Materials

Tickles puppet; Flashcards: *arms, hands, legs, feet*; Unit 2 Flashcards; bookmarks cut from construction paper (1 per child); crayons; stickers
 Use Presentation Plus to watch the videos.

With the Book Student's Book p. 31

Listen. Say. Sing.

Have children look at page 31. Point to the Big Question and ask: *What can our bodies do? Look! What can you see?* Encourage children to say: *I can see boys and girls. Say: Yes! They're running!* Draw attention to the vocabulary pictures and labels. Play the audio. Children listen and point to the pictures. Play the audio again. Children listen and repeat the words.

Track 18, Vocabulary

arms, hands, legs, feet

Play the song audio or watch the song video. Encourage children to join in with the actions and sing along. Have them sit down for verses 3 and 4 so they can lift their legs and feet off the ground.

Track 19, Song: Shake Your Body

Move your arms, up, up, up! (*raise your arms*)

(repeat line and action)

Move them all around, 'round, 'round. (*wave your arms around*)

Put them on the ground, ground, ground. (*bend over and touch the floor*)

Shake your **hands**, shake, shake, shake! (*shake your hands in front of you*)

(repeat line and action)

Shake your **hands** left. (*shake hands to the left*)

Shake your **hands** right. (*shake hands to the right*)

Shake your **hands** all around. (*shake your hands round in a circle shape*)

(repeat verse 1 with: **Kick your legs**; repeat verse 2 with: **feet**)

After the Book

Ask: *What can our bodies do?* Give children commands from the song: *Move your arms / legs. Shake your hands / feet.* Change the order and say them quicker each time so it's difficult for children to keep up!

Little Step 3: Finish the Class

Play *Tickles Says*. Give children instructions preceded by *Tickles says*, e.g., *Tickles says, "Shake your hands."* If you don't use *Tickles says*, children keep still. After the game, ask children to sit or lie down, close their eyes, and breathe deeply to help them relax.

Little Step 4: More Practice

Point to a volunteer's arms / hands / legs / feet. Name them incorrectly for children to correct.

Creativity Help children make a bookmark that they can use to find the right page in the unit. Give each child a bookmark-shaped piece of construction paper, as well as some crayons and stickers to decorate it. Once the bookmarks are ready, help children find page 31 and place the bookmark inside.

Little Step 5: Activity Book

 Do Activity Book page 31.



What can our bodies do?



Watch.



Listen.



Say.



Sing.



arms



hands



legs



feet

Vocabulary: arms, hands, legs, feet

Unit 3

31

What is the story about?



Listen.



Point.



Say.

Story

The Coconut Band



Unit 3

Story Language: gorilla, hands, feet, jump, tap, coconut; He / She / We / They can (jump).



Lesson 2 Story

Lesson Objective

Listen to or watch and enjoy a story

Vocabulary

gorilla, hands, feet, jump, tap, coconut

Language

He / She / We / They can (jump).

Oracy

Model listening

Materials

Tickles puppet; Flashcards: *hands, feet*; downloadable Phonics Flashcards: *gorilla, jump, feet*; cutout of a coconut; Big Book

Use Presentation Plus to watch the video.

Little Step 1: Start the Class

Use an opening routine from page 17.

Little Step 2: During the Class

Before the Book

Use the Flashcards, downloadable Phonics Flashcards, actions, and cutout to review and teach the vocabulary.

Recycling Bring the class together into a circle. Show children the Big Book. Flip through the stories from Units 1 and 2 and ask questions to review vocabulary and what happened.

Sing the *Reading Time* song from Unit 1, Lesson 2 (page 23). Open the Big Book to Unit 3 *The Coconut Band*. Review the words *gorilla, jump, and tap*. Point to the gorilla in the Big Book and have children pretend to be gorillas by thumping their chests as they say: *I'm a gorilla*. Then, have children jump up and down as they say: *jump, jump, jump*. Next, have them tap their hands on the desk as they say: *tap, tap, tap*. Use the Big Book to read the story.

With the Book Student's Book pp. 32–33

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

Have children open their books to page 32. Point to the question at the top of the page and ask: *What is the story about? (Gorillas.) Say: Let's listen to the story!*

Play the audio. Point to each frame in turn and show that the sound effect signals it's time to move to the next frame. Encourage children to follow along, pointing to each frame in their books. Play the story again or watch the video. This time pause after each

frame and ask: *What are the gorilla's names? What can they do with their hands / feet? Can they jump / tap?* When you have finished using the Student's Book, remind children to put their bookmarks in their book before they close it.

Track 20, Story: The Coconut Band

Mike is a happy gorilla.
He can do many things with his hands and feet.
He can jump, jump, jump!
He can tap, tap, tap!

Mike and Annie are happy gorillas.
They can do many things with their hands and feet.
They can jump, jump, jump!
They can tap, tap, tap!

Mike and Annie like coconuts.
Mike can jump, jump, jump with a coconut.
Annie can tap, tap, tap the coconut.
They can play music together like a music band.
The Coconut Band!

The Coconut Band can play together.
They can sing and have fun:
"We are the Coconut Band.
We can jump, jump, jump!
We can tap, tap, tap!
We are the Coconut Band."

After the Book

Read the story aloud or replay the audio, but pause and encourage children to say the next word, e.g., Say: *Mike is a happy ...* Thump your chest to prompt children to say: *gorilla*. Then say: *He can ...* Jump up and down to prompt children to say: *jump, jump, jump*.

Little Step 3: Finish the Class

Bring out Tickles. Encourage children to give him instructions from the story, e.g., *Tickles, jump / tap / play music*. Make him do the appropriate movements.

Little Step 4: More Practice

Creativity Say: *Let's tap like the gorillas. Let's be the Coconut Band*. Tap out a basic rhythm on the table with your fingers, like one long tap and three short taps, and encourage children to copy you. Do this a few times with a variety of simple rhythms. If children are doing well, gradually make the rhythms longer and slightly more complex. Have children continue the activity in small groups.

Little Step 5: Activity Book

Do Activity Book page 32.



Oracy Model listening

When a child comes to tell you something, try to give them your full attention. Stop what you are doing, make eye contact, listen carefully, and respond. If children are not listening, remind them of these active listening skills and ask them to practice listening in the same way. Ask children why they think it's important to listen carefully to others.



Lesson 3 Story

Lesson Objective

Listen to or watch the story and practice the sounds /g/, /dʒ/, /f/

Phonics

gorilla /g/, *jump* /dʒ/, *feet* /f/

Vocabulary

coconut, tap, hands

Language

He / She / We / They can (jump).

Materials

Tickles puppet; downloadable Phonics Flashcards (Units 1–3); Units 1–3 Flashcards beginning with *b, s, t, h, k, m*; pencils; crayons; paper; books; washable paint; large piece of paper with the letter *f* drawn on it; paper towels

Use Presentation Plus to watch the video.

Little Step 1: Start the Class

Use an opening routine from page 17.

Recycling Review the phonics sounds and words from Units 1 and 2. Write the letters on the board and point to them as children say the sounds. Show children Flashcards of things beginning with each letter and elicit the words. Put the Flashcards around the room. Say a sound and a word, e.g., *h, h, h, hair*, and have children run to the correct picture.

Little Step 2: During the Class

Before the Book

You may want to use the downloadable Phonics Flashcards (available on Cambridge One) to present the sounds, or use Presentation Plus. Put the downloadable Phonics Flashcards on the board (or write the letters). Point to each in turn, say the sound and word, and have children do the action: *gorilla* – be a gorilla; *jump* – jump; *feet* – point to your feet. Have children repeat as they do the action.

Have children sit in a circle and sing *Reading Time* (see page 23). See what children can remember about the story *The Coconut Band*. Ask questions with supporting gestures: *Who's in the story? What can they do?* Play the audio or watch the video, pausing where appropriate to ask: *Who's this? What can he / she / they do?* Play the story again for children to enjoy. Encourage them to join in with some of the lines. Then say the sounds and have children point to the corresponding picture and say the sound and the word.



With the Book Student's Book pp. 32–33



Listen.



Say.



Circle.

Point to the phonics pictures on page 33 and elicit the sounds and words: *g, g, g gorilla; j, j, j jump; f, f, f feet*. Draw attention to the labels under each picture. Play the audio and have children point to the pictures as they repeat each sound and word. Point to each picture several times and have children say the sound and word. Then have children circle the gorilla in Frame 1. Say: *Look, it's Mike. He's a gorilla. These are his feet. He can jump!* After children have circled the items, write the letters on the board, and point to them. Ask children to say or repeat the sound and the corresponding word from the story.

Track 21, Phonics

g-g-g-gorilla
j-j-j-jump
f-f-f-feet

Ask: *How does the story answer our Big Question: What can our bodies do?* Encourage children to tell you the things Mike and Annie can do with their bodies (jump, tap, play music, sing).

After the Book

Have children sit in a circle. Review the nine downloadable Phonics Flashcards for Units 1–3 and put them in the middle of the circle. Draw a letter on the board. Have children say the sound and point to the correct Flashcard. Repeat for all the sounds.

Then turn over all the Flashcards and encourage children to remember what they are, e.g.,: *What's this? (g-g-g-gorilla)*

Remember to add the new letters to your classroom phonics display (see page 24, After the Book section).

Little Step 3: Finish the Class

Line children up to leave the class. Write the letters *g, j*, and *f* on the board. For each child, point to a letter and have them do the action as they say the sound and word. Provide help and guidance as necessary.

Little Step 4: More Practice

Personalization Show children a picture of Mike and Annie from the story. Focus on their feet. Say: *Mike and Annie can jump with their feet. What can you do with your feet?* Hand out pencils, crayons, paper, and books. Challenge children to take off their shoes and socks and see what they can do with their feet. Ask: *Can you hold a pencil / draw / pick up a book with your feet?* Finally, place a large piece of paper on the floor with a letter *f* drawn on it. Have children paint the bottoms of their feet and make footprints as they follow the shape of the letter *f*. Encourage them to say *f, f, f, feet*. For further practice of the phonics sounds and letter formation, you can also use the Phonics Book.

Little Step 5: Activity Book



Do Activity Book page 33.

How does the story answer
our Big Question?

 Listen.  Say.  Circle.

Story



gorilla



jump



feet



Phonics: gorilla /g/, jump /ʃ/, feet /f/

Unit 3

33

Is this a scene from the story?

Look. Say. Color.





Lesson 4 Literacy

Lesson Objective

Consolidate comprehension and identify scenes from the story

Vocabulary

banana, coconut, gorilla; jump, tap; arms, hands, legs, feet; big, long; colors

Language

What is it? It's a (gorilla). Is it in the story? Yes, it is. No, it isn't. What does he look like? His (hands) is / are (big).

Materials

Tickles puppet; cutouts of a male gorilla, a coconut and a banana; cutouts of other objects that are / aren't in the story (optional); Big Book; clean plastic bottles (1 per child); rice or dry beans; paper; tape or glue; paints; paintbrushes

Little Step 1: Start the Class

Use an opening routine from page 17.

Little Step 2: During the Class

Before the Book

Play the story audio (Track 20) or watch the video again. Encourage children to follow in their books and copy the actions. Draw a vertical line down the center of the board. At the top of the left side of the board, draw a large green checkmark. At the top of the right side, draw a large red X. Show the cutout of a gorilla and ask: *What is it? (It's a gorilla.) Is it in the story? (Yes, it is.)* Have a child come and stick the gorilla on the left side of the board under the green check. Now repeat the procedure with the coconut cutout. Finally, show the banana. Say: *Look! It's a banana. Is it in the story? (No, it isn't.)* Have a child stick it under the red X. If you want, you could also show cutouts of other objects from the story, e.g., *a hat, sunglasses, a palm tree, etc.*, as well as some objects that don't appear in the story, e.g., *a chair, an apple, a book, etc.*

With the Book Student's Book p. 34

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

Have children look at page 34. Point to the question at the top of the page and ask: *Is this a scene from the story?* Explain that the word *scene* means a picture from the story. Point to the first scene. Ask: *Is this a scene from the story? Yes or No?* Point to the green check as you say *Yes* and to the red X as you say *No*. If children are unsure, display the Big Book and have

them look at the story scenes again. When children have answered *Yes*, have them color the circle with the green check. Repeat with the other two scenes. Children should color the X under picture 2 and the check under picture 3.

After the Book

Show children the cutout of a male gorilla. Say: *This is a gorilla. It's a boy.* If you like, give the gorilla a name, e.g., *His name is Gary the gorilla.* Ask: *Is Gary big? (Yes, he is.)* Ask: *What does Gary look like?* Encourage children to describe the gorilla, e.g., *His hair is (black). His eyes are (brown). His nose is (big). His hands are (big). His arms are (long).* Ask children to pretend to be a gorilla and have them move around the classroom like gorillas.

Little Step 3: Finish the Class

Display page 34 so children can see all three scenes. Act out one of the scenes and have children guess which scene it is, e.g., scene 1: dance, sing, and pretend to tap coconuts; scene 2: pretend to peel and eat bananas; scene 3: jump up and down. Have a volunteer come to the front and point to the scene you are acting out, or have them say 1, 2, or 3. Once children understand the game, have them come to the front in small groups to act out one of the scenes for the rest of the class to guess.

Little Step 4: More Practice

Creativity Distribute plastic bottles and fill each one with rice or dry beans to make maracas (see Materials). Make sure the bottles are properly sealed.

Help children cover the bottles with paper. Hand out paints and paintbrushes and have children paint them however they want. Say: *Shake your maracas like this!* Shake out a rhythm on your maraca and have children copy you. Repeat with a variety of different rhythms and then invite children to take over your role.

Personalization Move your hands / arms / legs / feet and ask: *What are these?* Encourage children to copy you and answer: *These are my (hands).* Ask: *Can you shake your (legs)?* Have children do the action. Repeat with: *Can you move your (arms) up? Can you tap / jump?*

Little Step 5: Activity Book

Do Activity Book page 34.



Lesson 5 Values

Lesson Objective

Explore the value of washing our hands

Vocabulary

clean, dirty; hands; eat

Language

Wash your hands.

Materials

Tickles puppet; pieces of fruit for children to eat (check there are no allergies); pencils or crayons; shaving cream; aprons

Little Step 1: Start the Class

Use an opening routine from page 17.

Little Step 2: During the Class

Before the Book

Play verse 2 of the Lesson 1 song (Track 19) and have children do the actions with their hands. Call out instructions and do the actions: *Hands up. Hands down. Hands on the ground.* Have children copy you. After a while, continue calling out instructions in a random order. Stop doing the actions yourself and see if children follow the instructions correctly. When you've finished, look at your hands and say: *Oh, no! The ground is dirty. Now our hands are dirty! Wash your hands, please.* Have children take turns to wash their hands. When everyone has finished, say: *Show me your hands! Great job, everyone. Now our hands are clean! Now we can eat!* Invite children to eat pieces of fruit. Always ensure there are no allergies in your class before you give children any food.

With the Book Student's Book p. 35

Follow. Trace. Talk.

Have children look at page 35. Point to the girl's hands in the first picture and ask: *What are these? (Hands.) Are they clean or dirty? (Dirty.)* Say: *Oh, no! She wants to eat.* Pretend to put food in your mouth as you rub your tummy. Ask: *Can we eat with dirty hands?* Encourage children to shake their heads and say: *No.* Follow the path to the second picture with your finger and have children do the same in their books. Say: *Look! She's washing her hands. Are they clean or dirty? (Clean.)* Say:

Yes, her hands are clean! Follow the path to the final picture with your finger and have children do the same in their books. Point to the final picture and say: *Look! He's eating. Yummy!* Ask: *Can we eat with clean hands? (Yes.)* Hand out pencils or crayons and have children draw a path through the maze. Point to each picture in turn and have children repeat after you: *Dirty hands.* (make a sad face) *Wash your hands, please!* (pretend to wash your hands) *Clean hands! Hooray! Let's eat.* (smile and pretend to eat)

When they have finished, ask: *Why is it important to wash our hands?* Encourage children to talk in L1 about the reasons why we wash our hands. Explain that if we put dirty hands in our mouths, we can get sick. Make regular hand-washing part of your classroom routine, especially before children eat.

After the Book

Teach children the following chant and have them pretend to wash their hands:

Wash our hands,

Lots of soap, (*pretend to rub soap on your hands*)

Front and back, (*rub the front and back of each hand*)

In between, (*clean between the fingers*)

Round and round. (*rub one hand over the other*)

Little Step 3: Finish the Class

Talk to children in L1 about other times when we should wash our hands, e.g., after using the restroom, after doing a messy activity like painting or gluing, after we eat something messy, after we play outside, etc.

Little Step 4: More Practice

Creativity Have children sit down in their places and give each child an apron. Put some shaving cream on each table. Invite children to use their hands to make drawings on the table with the shaving cream. Encourage children to feel the texture. When they have finished playing, say: *Show me your hands! Are they clean or dirty? (Dirty.) Wash your hands, please.* Have children wash their hands as they say the chant from the After the Book section.

Little Step 5: Activity Book

Do Activity Book page 35.

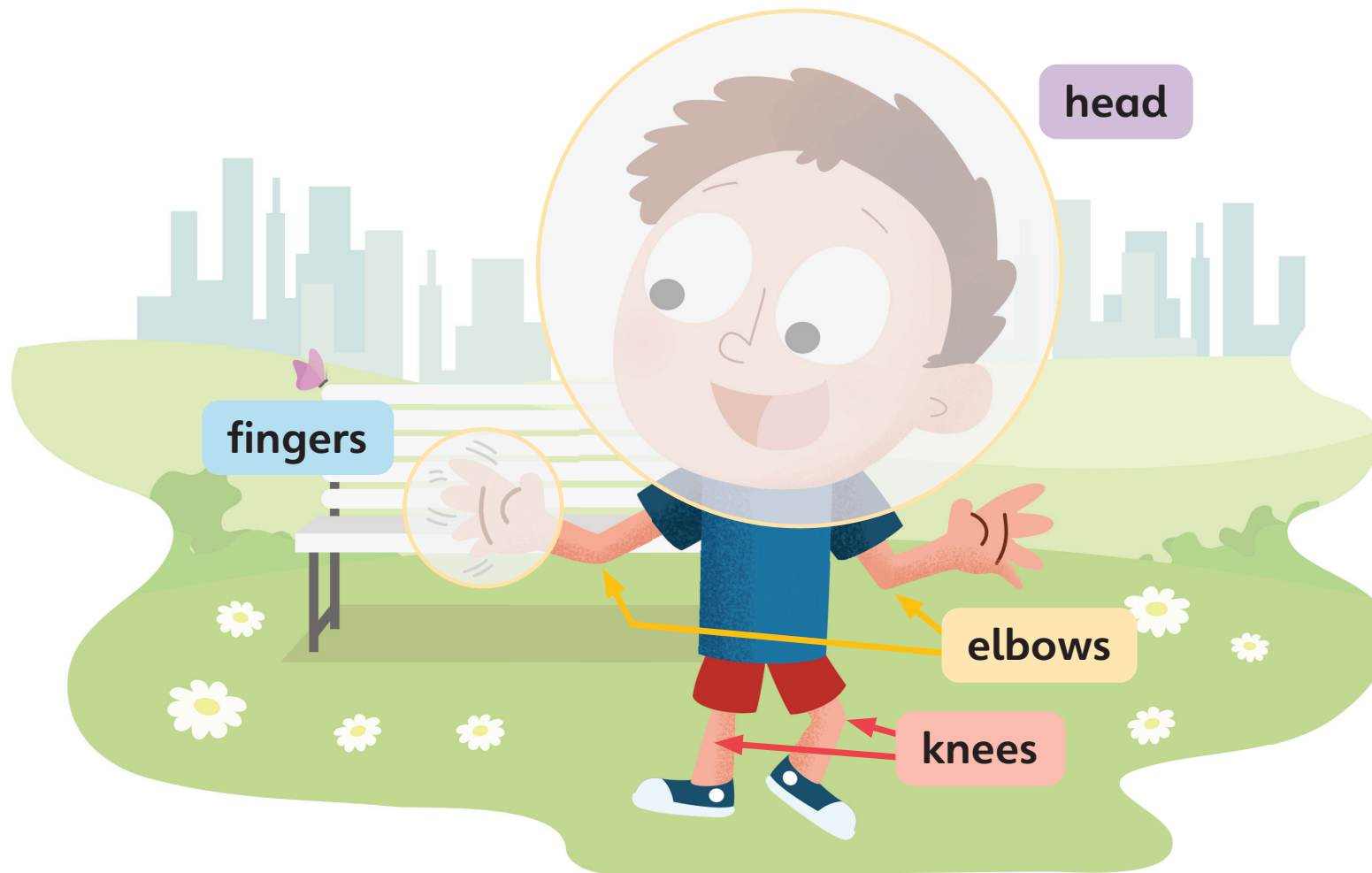
Why is it important to wash our hands?

Follow. Trace. Talk.



Can you name the parts of the body?

 Listen.  Say.  Stick.





Lesson 6 Vocabulary

Lesson Objective

Name parts of the body

Vocabulary

head, fingers, elbows, knees

Language

This is / These are my (knees).

Oracy

Listening and memory

Materials

Tickles puppet; Flashcards: *head, fingers, elbows, knees*; Unit 3 Stickers

Little Step 1: Start the Class

Use an opening routine from page 17.



Oracy Listening and memory

Put children in pairs and ask them to recall one thing you said to the class the previous day, or something a friend said to them. Ask if anyone can remember something they heard a week ago. Ask children to think about why they remember some of the things they hear. You can repeat this activity frequently during the year and make it part of your classroom routines.

Little Step 2: During the Class

Before the Book

Teach the new vocabulary (*head, fingers, elbows, knees*) using the Flashcards. Hold up a Flashcard and have children touch or show the corresponding part of the body as they say the word. Repeat several times, changing the order and gradually increasing the speed. Have volunteers come to the front and secretly show them a Flashcard. Have them say the corresponding word. The class touch or show that part of the body.

With the Book Student's Book p. 36

Listen. Say. Stick.

Have children look at page 36. Ask: *Who is it? (Leo.) Say: Look! This is Leo's body. Can you name the parts of the body?* Play the audio. Children listen and point to the

parts of the body. Play the audio again. Children listen and repeat the words. Draw attention to the word labels. Highlight the *f* in *fingers* and the *h* in *head*. Point and ask: *What sound does this letter make?*

Track 22, Vocabulary

head, fingers, elbows, knees

Help children find the Stickers and stick them on the correct parts of Leo's body. Provide assistance as needed.

After the Book

Put children in pairs and have them stand up and face each other. Call out one of the parts of the body: *head / elbows / knees / fingers* and have children move or wiggle that part of the body as quickly as they can. Encourage children to watch their partner carefully and check they are both moving the same part of the body.

Little Step 3: Finish the Class

Teach children this rhyme to end of the class:

Two little hands go clap, clap, clap. (*clap your hands 3 times*)

Two little fingers go tap, tap, tap. (*tap two fingers together 3 times*)

Two little arms go thump, thump, thump. (*do a thumping motion with your arms 3 times*)

Two little feet go jump, jump, jump. (*jump 3 times*)

One little body turns round and round. (*turn around*)

Then everyone sits quietly down. (*sit down*)

Little Step 4: More Practice

Have the class stand up. Stand with your back to the class. Hold out your left hand and say: *Left. This is my left hand. Shake your left hand.* Check that children are following you and repeat with the right hand. Continue with *arms, legs, feet, elbows, and knees*.

Little Step 5: Activity Book

Do Activity Book page 36.



Lesson 7 Language

Lesson Objective

Say the number of body parts we have

Vocabulary

face, eyes, nose, forehead, mouth, ears, cheeks, arms, hands, legs, feet, head, elbows, knees

Language

How many (heads) do you have? I have (one head). How many (knees) does she / he have? She / He has (two knees).

Materials

Tickles puppet; Flashcards: *face, eyes, nose, forehead, mouth, ears, cheeks, arms, hands, legs, feet, head, elbows, knees*; large sheets of brown craft paper; crayons; markers

 Use Presentation Plus to watch the video.

Little Step 1: Start the Class

Use an opening routine from page 17.

Little Step 2: During the Class

Before the Book

Review the numbers 1 and 2 by writing both numbers on the board. Point to each number and have children say it as they hold up the correct number of fingers. Say: *One finger. / Two fingers.* and have children repeat. Have volunteers come to the front. Show them one finger or two fingers and ask: *How many fingers can you see?* Have them point to the correct number on the board as they say: *One finger / Two fingers.*

Say: *I have one head.* and touch your head. Have children do the same and repeat the sentence. Repeat with: *I have one nose / mouth,* etc. Then continue with *I have two legs / elbows / knees,* etc. When children are comfortable with the structure, ask: *How many (heads) do you have?* and encourage them to answer: *I have (one head).* Repeat with *arms, knees,* and *feet.*

 **With the Book** Student's Book p. 37

 **Count.**  **Trace.**  **Say.**  **Sing.**

Have children look at page 37. Point to the picture of Leo on the left and say: *Look! It's Leo. Let's count the parts of his body.* Point to his head in isolation and ask: *What is it?* Encourage children to name the body part. Then ask: *How many heads does Leo have? One or two?* Point to the numbers on the page as you say this. Encourage children to answer: *One head.* and circle

the number 1. Say: *He has one head.* and have children repeat. Continue with the other body parts and have children say: *He has two arms. He has two knees. He has two feet.* Make sure they circle the correct number for each body part.

Play the video or audio for the chant and encourage children to join in and touch or move each body part. Use gestures to help reinforce meaning and repeat the chant several times to allow children to become familiar with it.

Track 23, Chant: *I Have One Head*

How many **heads** do you have?
I have **one** ... I have **one** ... I have **one head!**
(repeat with: **two hands, two knees, two feet**)

After the Book

Bring out Tickles. Point to different parts of his body and ask: *How many (eyes) does Tickles have?* Encourage children to answer: *He has (two eyes).* Invite a volunteer to the front to point to another one of Tickles' body parts and ask: *How many (ears) does Tickles have?* Encourage the rest of the class to answer.

Little Step 3: Finish the Class

Divide the board in half with a vertical line. Write 1 at the top of the left side and 2 at the top of the right side. Show a Flashcard (see Materials) and ask: *What can you see?* Encourage children to name the body part. Then ask: *How many (mouths) do you have?* Encourage children to answer: *I have (one mouth).* Place the Flashcard under the number 1. Ask

individual children to come to the front and repeat the procedure. Have the child place the Flashcard under the correct number. Continue with the rest of the Flashcards.

Little Step 4: More Practice

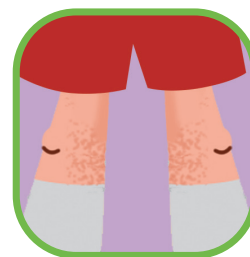
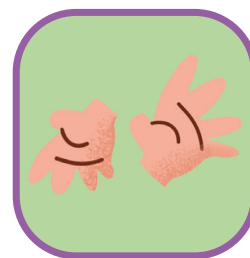
Creativity Put children in pairs. Distribute big sheets of brown craft paper, markers, and crayons. One child lies on the craft paper with their arms and legs spread out. The other child carefully draws around their body with a crayon. Together, they then complete the picture by drawing and coloring facial features, hair, clothing, etc. Have children show their pictures to the class. Encourage the class to ask questions, e.g., *How many (hands) does (Maya) have?* The two children take turns to point to that body part on their picture and answer: *He / She has (two hands).* Finally, display the pictures around the classroom.

Little Step 5: Activity Book

 **Do Activity Book page 37.**

How many parts of the body does Leo have?

1 2 3 Count. Trace. Say. Sing.

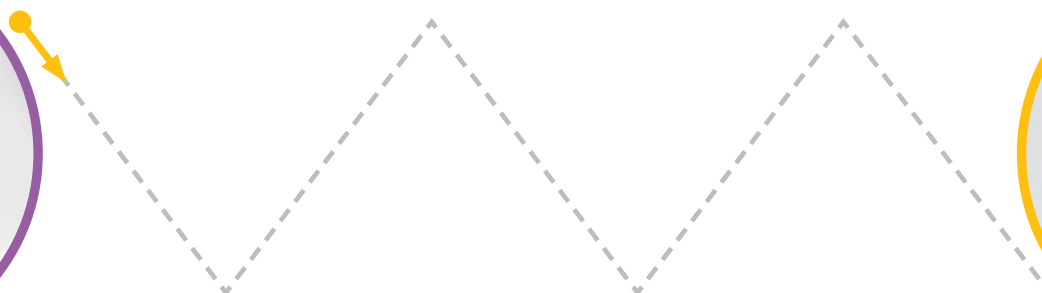
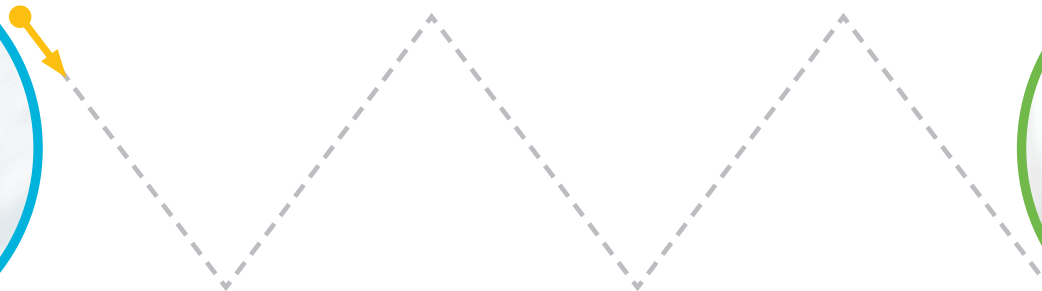


Language: How many (heads) do you have? I have (one head). How many (hands) does he / she have? He / She has (two hands).

Unit 3 37

Are their bodies up or down?

Look. Follow. Say. Match.





Lesson 8 Concept

Lesson Objective

Introduce the contrasting concepts *up* and *down*

Vocabulary

up, down; arms, legs

Language

My / His / Her (arms) are (up).
Are his / her (legs) up or down?

Materials

Tickles puppet

Little Step 1: Start the Class

Use an opening routine from page 17.

Little Step 2: During the Class

Before the Book

Put your arms by your side and slowly lift them above your head as you say: *Up, up, up*. Have children do the same. Then slowly return your arms to your side as you say: *Down, down down*. Repeat several times. Now have children sit on the floor and have them lift their legs up and down as they say the words. Finally, have children point their index fingers and draw a zig-zag line in the air as they say: *Up, down, up, down*.

With the Book Student's Book p. 38

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

Have children look at page 38. Point to the first picture and ask: *Are his arms up or down? (His arms are up.)* Repeat with the picture of the boy with his arms down. Follow the zig-zag line with your finger as you say: *Up, down, up, down*. Have children do the same. Then have them trace over the line with a pencil or crayon. Next, point to the girl jumping and ask: *Are her legs up or down? (Her legs are up.)* Repeat with the picture of the girl standing still. Finally, have children match the pictures by tracing the zig-zag line in their books with a pencil or crayon. While they do this, have them say: *Up, down, up, down*. Point to each picture in turn and say: *My arms / legs are up / down!* Have children do the action and repeat the sentence.

After the Book

Have children stand in a circle. Play some music and have children walk around in a circle. Call out an instruction from time to time: *My arms are up!* / *My arms are down!* Have children move their arms to the correct position as they continue walking in a circle.

Little Step 3: Finish the Class

Split the class into two groups and have them sit on opposite sides of the classroom facing each other. Point to Group 1 and say: *My arms are up*. Have them put their arms up. Point to Group 2 and say: *My arms are down*. They keep their arms down. Now say to Group 1: *My legs are down*. and to Group 2: *My legs are up*. Have them do the corresponding actions. Once children have understood that Group 2 does the opposite of Group 1 (and vice versa), whisper a sentence to one group, e.g., *My legs are down*., and have them do the action and repeat the sentence. The other group watches and listens. Then they do the opposite action and say the corresponding sentence, e.g., *My legs are up*.

Little Step 4: More Practice

Creativity Put children in pairs and have them take turns to put their arms or legs up or down. Their partner copies the action and then says: *My arms / legs are up / down*. When they have had some time to do the activity in pairs, call on different pairs to come to the front. Ask one child to do an action. The other child describes what their partner is doing, e.g., *Her arms are up. His legs are down*. etc.

Little Step 5: Activity Book and Cross-curricular Connection

Do Activity Book page 38.



Art

Materials: paint; paintbrushes; large pieces of brown craft paper

Stand in front of the class and draw a zig-zag pattern in the air with your finger as you say: *Up, down, up, down*. Have children do the same. Put children in pairs or small groups and distribute materials. Invite children to use the paintbrushes to paint a large zig-zag pattern on their paper. They can do several stripes of different colors so everyone gets a turn. Once the paint is dry, have them take off their shoes and carefully walk along the zig-zag pattern as they say: *Up ... down ... up ... down*.



Lesson 9 Vocabulary

Lesson Objective

Recognize and name different actions

Vocabulary

run, dance, crawl, kick

Materials

Tickles puppet; Flashcards: *run, dance, crawl, kick*

 Use Presentation Plus to play the games for this unit.

Little Step 1: Start the Class

Use an opening routine from page 17.

Little Step 2: During the Class

Before the Book

Review the actions for gorilla, feet, and jump, e.g., say: *j-j-j-jump*, and have children do the action and repeat. Display the Flashcard for *run*. Run in place and say: *Run, run, run*. Have children do the same. Repeat for *dance, crawl*, and *kick*. Repeat a few times. Then give instructions and have children do the appropriate action. Encourage volunteers to come to the front and take over your role.

 **With the Book** Student's Book p. 39

 **Listen.**  **Say.**  **Match.**

Have children look at page 39. Point to the shadows and ask: *What are the actions?* Point to the shadow of a boy running and elicit the word *run*. Use your finger to trace the line from the shadow to the picture below as you say: *Run, run, run*. Have children do the same. Repeat for *dance, crawl*, and *kick*. Play the audio. Children listen and point to the pictures. Play the audio again. Children repeat the words. Draw attention to the word labels and point out the *k* sound at the beginning of *kick* and *crawl*. Ask: *What sound does this letter make?* and elicit the sounds.

Track 24, Vocabulary

run, dance, crawl, kick

Finally, have children trace the lines to match the shadows to the pictures. Put children in pairs and have them take turns to point to a picture and say the word. Their partner has to do the corresponding action.

After the Book

Hold the Flashcards in your hand so the class can't see them, and invite a volunteer to pick a card. Ask the child to look at the picture without showing it to the rest of the class and do the action. Encourage children to name the action. Repeat this process with the remaining Flashcards.

Little Step 3: Finish the Class

Have children line up ready to leave the classroom. Give each child an instruction (*Run. / Dance. / Crawl. / Kick.*) and have them do the action for five seconds.

Little Step 4: More Practice

Put the four Flashcards on different walls of the classroom. Call out an action and have children go to the correct Flashcard and do the action. Encourage them to say the word as they do the action. Invite volunteers to take over your role and call out actions for the class.

Recycling Play *Musical Statues*. Play some music and call out a verb: *run, dance, jump, crawl*, or *kick*. Encourage children to do the action while the music is on. Stop the music. As soon as the music stops, the whole class freezes in the appropriate action. Repeat the activity several times, calling out a different verb each time.

Little Step 5: Activity Book and Cross-curricular Connection

 Do Activity Book page 39.



Music

Materials: tambourine; Flashcards: *run, dance, crawl, kick*

Hold up the *run* Flashcard. Encourage children to say the word and do the action. Repeat the procedure with *dance, crawl*, and *kick*. Have children stand in a circle. Have them walk as you play the tambourine. Stop and say: *Run!* Encourage children to stop walking and run on the spot. Repeat the same procedure with *dance, crawl*, and *kick*.

What are the actions?

 Listen.  Say.  Match.



run

dance

crawl

kick

Vocabulary: run, dance, crawl, kick

Unit 3

39

What can you do?

Language

 Look.  Say.  Color.

