

2

I Am Healthy

Overview






Topics and Themes

- healthy habits
- parts of the body
- action words
- values (be considerate)

Communication Objectives

- identify healthy habits
- identify parts of the body
- count objects and recognize numbers: 20–29

Content Connections

-  Art:
 - make posters showing healthy habits
 - make people and animal posters
 - paint with sponges
 - make a crayon box
-  Language Arts:
 - perform chants
 - role play conversations
-  Math:
 - count to twenty-nine
 - trace and write numbers: 21–29
 - learn about sets of ten
-  Music:
 - sing songs
 - move to music
-  Science:
 - make healthy snacks

Strategies and Skills

- use prior knowledge
- use mime and gesture for meaning
- use songs, chants, and games to learn words and sentences

Prereading and Prewriting

- practice reading a story
- practice psychomotor skills
- identify letters *a, n, p, t* and their corresponding sounds
- trace capital and small letters

Language Objectives

- ask and answer questions
- use action words
- use the simple present and present progressive

MATERIALS

- Jolly Giraffe Puppet
- Unit 2 Poster
- Class Audio CD A, Level 3
Songs and Chants: They Are Healthy!; Guess the Habit; Healthy Habits; The Shape Game; Tiger Starts with T; P Is for Popcorn
- Picture Cards
- Student Book, Level 3, pages 14–25
- Unit 2 Stickers and Cutouts
- Workbook, Level 3, pages 10–17
- magazines; pillow; soap; toothbrush; toothpaste; comb; tissues; jump rope; paper bag; large paper shapes; play dough; plastic tub and water; mirror; toy bed or blanket; letter and number cards; tissue boxes, buttons, beads, sponges; paint; paper cups; healthy snacks

VOCABULARY

Key Vocabulary

brushing teeth, combing hair, eating healthy food, exercising, sleeping, taking a shower, using a tissue, washing hands

Extended Vocabulary

brush, comb, soap, toothbrush, toothpaste, tissue, jump rope; healthy, healthy habits; pillow, alligator, net; play hopscotch, hang, sneeze

Recycled Vocabulary and Actions

apple, eyes, nose, mouth, hands, ears, teeth, pizza, popcorn, tiger, telephone, ant, nurse, baby; stamp, clap, jump, run, swim, kick, climb, throw

VALUES



Be Considerate, page T23

Children learn a value and talk about it.

PROJECTS



My Crayon Box, page T24

Children do an art project and talk about it.

NLP TIP

Involve children's emotions when presenting new vocabulary or concepts. Ask children to act out a healthy habit and at the same time show whether they like or don't like doing it. Help the class say, *He/she likes/doesn't like (exercising)*. Then ask children to do the healthy activities as if they were their favorite cartoon character, for example, *Sleep like Winnie the Pooh* or *Brush your teeth like Shrek*.

HOME-SCHOOL CONNECTION



Invite children to make a chart for recording how often they take a shower, exercise, or do something else that is healthy. At school, help them make the chart and practice filling it in. Then have them take the charts home and complete them. Encourage children to talk to their families about healthy habits; some may want to record family members' healthy habits on their charts.

BULLETIN BOARD IDEAS

Label the bulletin board "Healthy Habits." Invite children to draw pictures of themselves doing something healthy. Then let each one show his or her picture, name the healthy habit, and attach the picture to the bulletin board. Include realia or drawings of brushes, combs, toothbrushes, toothpaste, tissues, soap, apples, and bottles of water around the border of the bulletin board. Refer to the bulletin board often as you teach the unit.

TELL-A-STORY



Be Healthy, pages T21–T22

Summary: A girl tells her friends how to be healthy. She says, "Brush your teeth." She says, "Eat healthy food." The girl and her friend eat fruit and sandwiches. These are healthy foods. The boy sneezes. He uses a tissue. The girl says, "Exercise." She and her friends play ball. Exercise is healthy. Now the girl is in bed. Her mother says, "Sleep well." Sleeping is a healthy habit, too.

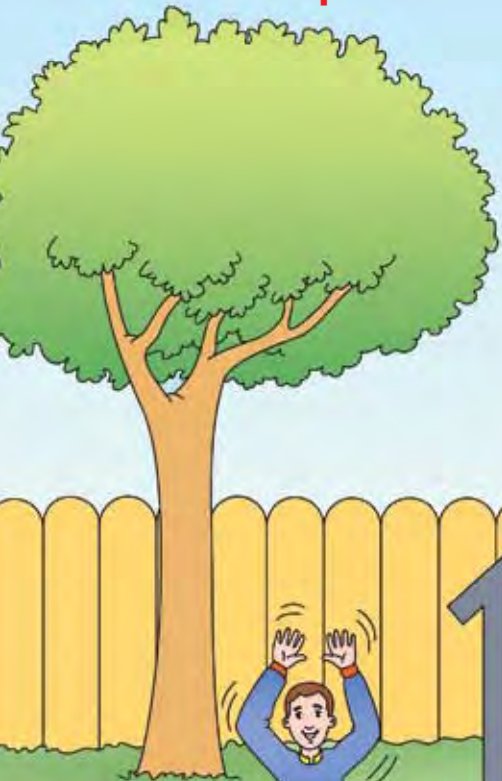
NEWCOMER PRETEACHING ACTIVITIES

1. Use Jolly Giraffe to point to parts of your body as you say, *These are my (eyes). This is my (nose)*. Ask children, *What do you do with your (nose)?* Model a response and have them repeat, *I (smell) with my (nose)*.
2. Hold up several objects one by one, for example, a flower, a book, a bell, and an apple, and ask, *Can you (smell) a flower?* Repeat the questions using other senses.
3. Clap as you say, *I can clap*. Flap your arms and say, *I can't fly*. Ask children, *Can you (fly)?* Encourage them to respond using the patterns, *Yes, I can* and *No, I can't*. Then children can show the class how they can or can't do the activity.

2

I Am Healthy

Listen and point. Say.



Warm Up

Objectives

- identify healthy habits
- use action words

Key Vocabulary


brushing teeth, combing hair, eating healthy food, exercising, sleeping, taking a shower, using a tissue, washing hands

Materials

Class Audio CD; Poster; magazines, scissors, chart paper, markers, glue

1 BEFORE USING THE BOOK

Creating Interest

 A15 Display the Poster. Play the song. Point to each healthy habit as you name it in the song. Help children pantomime the healthy actions as they sing along with you.

They Are Healthy!

Look at the children. What do you see?
They are doing things. They are healthy.
Look at the children. What do you see?
They are doing things. They are healthy.

He is brushing his teeth.
He is brushing his teeth.
He is brushing his teeth.
He is healthy like you and me!

He is combing his hair.
He is combing his hair.
He is combing his hair.
He is healthy like you and me!

She is washing her hands.
She is washing her hands.
She is washing her hands.
She is healthy like you and me!

(Repeat the first verse.)

2 WHILE USING THE BOOK

Teacher Talk

Point to the picture. **Look at the family.** Find out what the children know. **What do you see?**

Point to the baby. Mime the action and ask children to listen, point, and repeat. **She's sleeping. It's a healthy habit.** Repeat for the other key vocabulary. **(He's taking a shower. He's brushing his teeth. She's combing her hair. He's exercising. He's washing his hands. She's eating healthy food. She's using a tissue.)**

Extension Activity

Divide the class into pairs. Have children take turns pointing to a picture in a magazine while their partner names the healthy habit.


Children's Response


Talk about what they see: people, rooms, what people are doing.

Listen, point, and repeat. **She's sleeping. It's a healthy habit.** Repeat for the other key vocabulary. **(He's taking a shower. He's brushing his teeth. She's combing her hair. He's exercising. He's washing his hands. She's eating healthy food. She's using a tissue.)**

3 AFTER USING THE BOOK

Games and Activities

 **Healthy Habits Posters** Ask children to work in groups of five or six. Give each group some magazines, chart paper, scissors, markers, and glue. Help each group choose a different healthy habit and make a poster showing people doing that healthy action. Display the posters and invite the class to say something about each one. For example, *They're brushing their teeth.*

 **Healthy Actions** Name each of the following actions as you model them: *brushing teeth, combing hair, taking a shower, exercising, sleeping, washing hands, eating healthy food, using a tissue.* Then invite children to stand up and do the actions with you as you say them.

 **Workbook:** Page 10. **TE:** Page 111.

TEACHING TIP

When teaching children a new song, it can be helpful to first teach the words without the music. This way you can focus on pronunciation and make sure children aren't just moving their lips to the music.

Presentation

Objectives

- identify healthy habits
- express ownership

Key Vocabulary

brushing teeth, combing hair, eating healthy food, exercising, sleeping, taking a shower, using a tissue, washing hands


Materials

Class Audio CD; Puppet; small pillow; soap; toothbrush; toothpaste; comb; tissues; jump rope; paper bag

1 BEFORE USING THE BOOK

Creating Interest


Bring these objects to class: small pillow, soap, toothbrush, toothpaste, comb, tissues, and jump rope. Hold up each item, say its name, and ask children to repeat. Do this several times, pointing out items in random order. Then place the items in a paper bag. Children can take turns picking an item from the bag and holding it up in the air as you say, *(He) has a (comb)*. Ask children to repeat each statement. Then they can use the objects to act out a healthy habit, name it, and say, *It's a healthy habit!*

 Use Jolly Giraffe to help you model the conversation. Then hand out tissues and let children practice the action with a partner.

A: *(sneezing)* Achoo!
B: Do you have a cold?
A: Yes, I do. Give me a tissue, please.
B: *(handing over a tissue)* Here!
A: Thank you.
B: Don't forget to wash your hands.

2 WHILE USING THE BOOK

Teacher Talk

 Play the audio and model the activity by doing the first item. Or say, **Listen, point, and repeat. Trace the line under each action as you say it. Sleeping. Combing hair. Exercising. Eating healthy food. Taking a shower. Washing hands. Using a tissue. Brushing teeth.**

Point to each picture again. **Listen, point, and repeat. She's sleeping.** Repeat for the other key vocabulary. **(She's combing her hair. She's exercising. She's eating healthy food. He's taking a shower. He's washing his hands. He's using a tissue. He's brushing his teeth.)**

Help children open their books so they can see pages 14 and 15 together. Point to the girl sleeping on page 15. **She's sleeping. It's a healthy habit.** Then ask children to look at page 14. **Show me the baby sleeping. Repeat. The baby is sleeping. It's a healthy habit.** Repeat for the other key vocabulary.

Extension Activity

Divide the class into pairs. Have one child in a pair hold up a prop such as a toothbrush, comb, or pillow. The other child can identify the prop and use it as a clue to name a healthy habit. *He has a toothbrush. He's brushing his teeth.*

Children's Response


Listen, point, and repeat. Trace the line under each action as they say it. **Sleeping. Combing hair. Exercising. Eating healthy food. Taking a shower. Washing hands. Using a tissue. Brushing teeth.**

Listen, point and repeat. **She's sleeping.** Repeat for the other key vocabulary. **(She's combing her hair. She's exercising. She's eating healthy food. He's taking a shower. He's washing his hands. He's using a tissue. He's brushing his teeth.)**

Point to the baby sleeping on page 14. **The baby is sleeping. It's a healthy habit.** Repeat for other key vocabulary.

3 AFTER USING THE BOOK

Games and Activities

 **Healthy Habits** Play the "Guess the Habit" song and tell children they can use it to play a game with a partner. One partner will act out a healthy habit and the other will guess what the first one is doing.

Guess the Habit

Let's play a game!	You are combing your hair.
Get a partner!	Yes, you got it!
We'll take turns talking.	Now it's your turn.
And have fun!	
What am I doing?	
Do you know?	

What am I doing?

Do you know?

You are using a tissue.

Yes, you got it!

Now it's your turn.

What am I doing?

Do you know?

You are exercising.

Yes, you got it!

Now it's your turn.

Repeat the first verse and have children continue with other healthy habits.



Workbook: Page 11. **TE:** Page 111.

TEACHING TIP

Encourage children to play the "Healthy Habits" game without teacher intervention. This will give them a chance to talk among themselves in English.



Listen, point, and say. Trace.



sleeping



combing hair



exercising



eating healthy food



taking a shower



washing hands



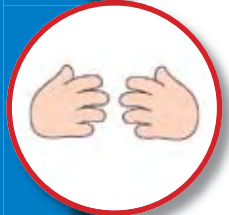
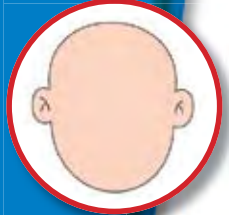
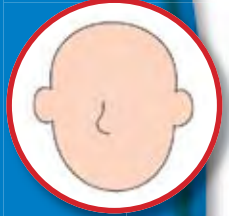
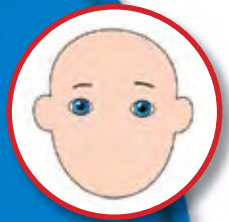
using a tissue



brushing teeth



Listen and circle.



They're exercising.



Presentation/Practice

Objectives

- identify healthy habits
- use action words
- identify parts of the body
- use the present progressive

Vocabulary

eyes, nose, mouth, ears, teeth, hands; legs, arms; his, her; stretching, jumping, throwing, hanging, running, climbing, playing hopscotch

Materials

Class Audio CD; Puppet; play dough; plastic tub and water; mirror; toy bed or blanket

1 BEFORE USING THE BOOK

Creating Interest



Say, *Let's exercise*. Model stretching as you say, *Stretch*. Invite children to join you. When the whole class is stretching, say, *We are stretching*. Encourage children to continue stretching as they repeat, *We are stretching*. Repeat with the following: *jumping, throwing, running, hanging, and climbing*.

Play the "Healthy Habits" chant several times.
 Explain that you will say the first sentence, the children will say the second, and you and they will say the third sentence together. Mime actions.

Healthy Habits

Wash your hands, just like me!
Wash your hands, just like me!
Wash, wash, wash, wash your hands! (*Repeat.*)

Brush your teeth, just like me!
Brush your teeth, just like me!
Brush, brush, brush, brush your teeth! (*Repeat.*)

Comb your hair, just like me!
Comb your hair, just like me!
Comb, comb, comb, comb your hair! (*Repeat.*)

2 WHILE USING THE BOOK

Teacher Talk

Point to the pictures in the Picture Dictionary. **What do you see?** Pause. **Listen and repeat. Eyes. Nose. Mouth. Ears. Teeth. Hands.**

Play the first two pairs of sentences on the audio. Model pointing to each child and circling each part of the body as it is described. **She's playing hopscotch. She's exercising her legs. She's hanging. She's exercising her arms. Repeat.**

Play the next three pairs of sentences on the audio, one at a time. **Listen. Point to each child and circle the part(s) of the body he or she is exercising. Repeat each sentence.**

Extension Activity

Divide the class into five groups. Have each group simultaneously act out a different activity from the page. Name three of the exercises: (*jumping*), (*throwing*), (*running*). The children doing those activities freeze, so the only ones moving are the ones (*hanging*) or (*playing hopscotch*). Repeat a few times and then allow volunteers to lead.

Children's Response

Say what they see. Then listen and repeat. **Eyes. Nose. Mouth. Ears. Teeth. Hands.**

She's playing hopscotch. She's exercising her legs. She's hanging. She's exercising her arms. Circle the body part.

Listen to the audio. Point to each child and circle the part(s) of the body he or she is exercising as it is described. Repeat each sentence.

3 AFTER USING THE BOOK

Games and Activities

So Healthy Use Jolly Giraffe to help you model the conversation. Then ask children to practice it in pairs.

A: What are your healthy habits?
B: I sleep and eat healthy food. What are your healthy habits?
A: I take a shower. I brush my teeth and comb my hair. I exercise, too.
B: Wow! We are so healthy.

Healthy Home Set up the dramatic play area as a home. Provide play dough for making healthy meals, a plastic tub for washing hands before

cooking and eating, a mirror for brushing teeth and combing hair, and a toy bed or blanket for sleeping. Encourage children to role-play family members and act out and talk about healthy habits.

Workbook: Page 12. **TE:** Page 111.

TEACHING TIP

Children can use the conversation they learned in the "So Healthy" activity when performing their role plays or they can make up their own conversation.

Practice

Objectives

- count, trace, and write numbers: 20–29
- learn sets of ten
- review shapes

Vocabulary

brush, comb, tissue, toothbrush, toothpaste, soap, apple, water; one, two, . . . twenty-nine


Materials

Class Audio CD; pencils; number cards; paper shapes

1 BEFORE USING THE BOOK

Creating Interest

Put twenty pencils in a cup and nine in another cup. Take one pencil at a time out of the first cup and count aloud. When you reach twenty, say, *I have twenty pencils*. Then have one child take one pencil at a time out of the second cup and put it in the first one. Hold up the first cup and say: *Now I have (twenty-one) pencils. How many pencils do I have?*

 Create and display number cards for 20–29. Then play “The Twenties Family” chant once, pointing to the appropriate number cards.

The Twenties Family

What comes after number 19?
The Twenties Family!
Listen to the numbers now
And say them along with me.

20, 21, 22,
23, 24, 25,
26, 27, 28, 29.
That’s the Twenties Family!

Say 28. **28.** Say 22. **22.**
Say 26. **26.** Say 24. **24.**
The Twenties Family!

2 WHILE USING THE BOOK

Teacher Talk

Point to pictures in Picture Dictionary. **What do you see? Listen and repeat. Brush and comb. Tissue. Toothbrush and toothpaste. Soap. Apple. Water.**

Point to the first group of ten toothbrushes at the top of the page. **Use your pencil point to count and mark off these toothbrushes. One, two, . . . ten.** Point to one of the cups of ten the girl holds. **This is a set of ten toothbrushes. Repeat.** Point to the second group. **Let’s keep counting. Eleven, twelve, . . . twenty.** Point to the second cup of ten toothbrushes. **This is another set of ten. There are twenty toothbrushes in all. Repeat.**

Point to the number 20. Let’s trace the number 20 with our fingers.

Point to the two sets of cups in the lefthand column. **Each cup has a set of ten toothbrushes. Point and repeat.** Point to the one toothbrush alongside the cups. **One more toothbrush makes twenty-one. Point and repeat. Trace and write the number 21 on the line.**

Do the same for the eight other items on the page.

Extension Activity

Ask one child in a pair to place 21 to 29 small objects in a box. Write the number of objects on the bottom of the box. The other child counts the objects and checks the number written on the bottom.

Children’s Response

Say what they see. Then listen and repeat. **Brush and comb. Tissue. Toothbrush and toothpaste. Soap. Apple. Water.**

Use their pencil point to count and mark off **one, two, . . . ten. This is a set of ten toothbrushes. Eleven, twelve, . . . twenty. This is another set of ten. There are twenty toothbrushes in all.**

Point to the number 20. Trace the number 20 with their fingers.

Point to the two sets of cups in the lefthand column. **Each cup has a set of ten toothbrushes.** Point to the one toothbrush alongside the cups. **One more toothbrush makes twenty-one.** Trace and write the number 21 on the line.

Listen, point, and repeat for the eight other items.

3 AFTER USING THE BOOK

Games and Activities

 **A23** Shape Game Play “The Shape Song.”

The Shape Song

Do you know me?
Listen carefully to the song.
I have two short sides
And two sides that are long.
Do you know me?
I am shaped like a door.
I bet you can guess what I am.

Do you know me?
I’m a mountain so high.
Though I sit on the ground,
I reach up to the sky.
Do you know me?
If I have three sides,
I bet you can guess what I am.

(Chorus) Shapes and sizes we have them all.
It doesn’t matter if we’re big or small.
Rectangles, triangles, circles, and squares!
We have all shapes and sizes
And we are everywhere.

Continue with two new verses and the chorus.

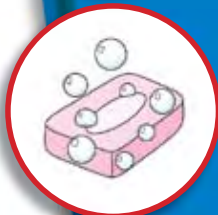


Count, trace, and write.

20 =



=



21 _____



26 _____



22 _____



27 _____



23 _____



28 _____



24 _____



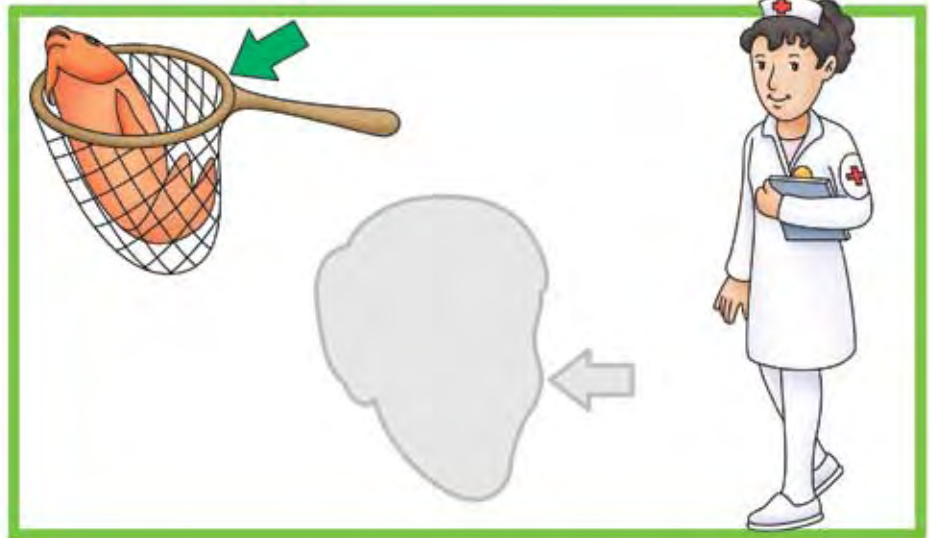
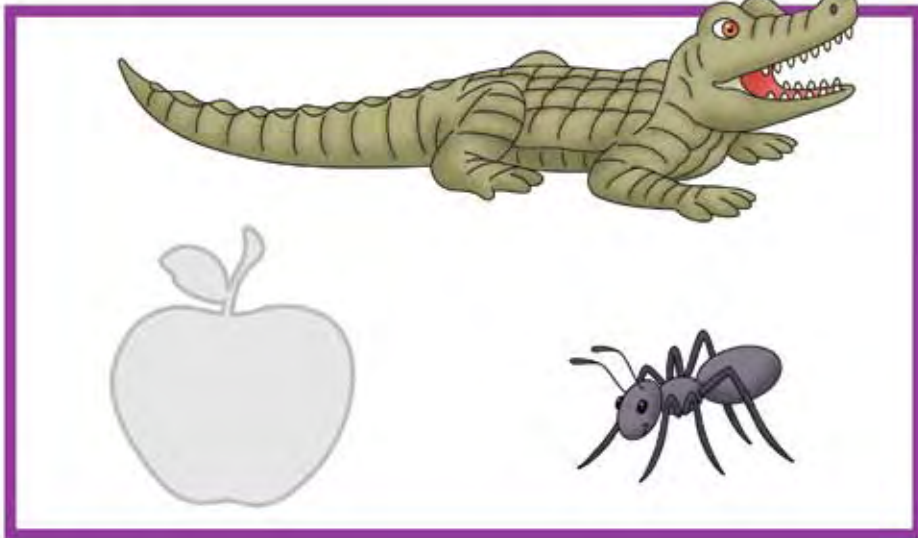
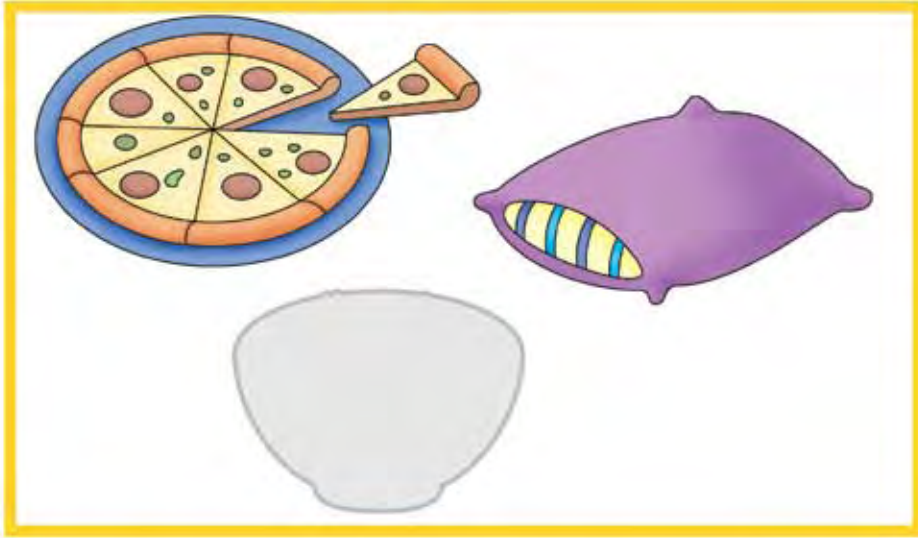
29 _____



25 _____



Listen and stick. Say.



Practice

Objectives

- recognize and name items that begin with /æ/ like *apple*, /n/ like *net*, /p/ like *pizza*, and /t/ like *tiger*
- practice psychomotor skills

Vocabulary

pizza, pillow, popcorn, tiger, telephone, toothbrush, alligator, apple, ant, net, nose, nurse


Materials

Class Audio CD; Picture Cards of telephone, pizza, alligator, nurse; Stickers; paper, crayons

1 BEFORE USING THE BOOK

Creating Interest

Hold up the Picture Cards one by one as you say, *I see a (telephone)*. Repeat this with all four pictures until children are familiar with the words. Say, *telephone* (emphasize the *t* sound). *What sound do you hear at the beginning of telephone? What other things start with /t/ like telephone? (For example, tiger, toothbrush, toes, turtle.)* Repeat for /æ/, /n/, and /p/.


 Play the chant and teach children to emphasize the /p/ and /t/ and extend the /æ/ and /n/. Give four children Picture Cards of a telephone, pizza, alligator, and nurse. Have them hold up the card when the class chants the sound.

Tiger Starts with T

/t/, /t/, <i>tiger</i> .	<i>Tiger</i> starts with <i>T</i> .
/t/, /t/, <i>telephone</i> .	<i>Telephone</i> starts with <i>T</i> .
/n/, /n/, <i>nurse</i> .	<i>Nurse</i> starts with <i>N</i> .
/n/, /n/, <i>net</i> .	<i>Net</i> starts with <i>N</i> .
/æ/, /æ/, <i>alligator</i> .	<i>Alligator</i> starts with <i>A</i> .
/æ/, /æ/, <i>ant</i> .	<i>Ant</i> starts with <i>A</i> .
/p/, /p/, <i>pizza</i> .	<i>Pizza</i> starts with <i>P</i> .
/p/, /p/, <i>pillow</i> .	<i>Pillow</i> starts with <i>P</i> .

2 WHILE USING THE BOOK

Teacher Talk

 Play the audio for page 18. Or say, **Touch the yellow box. What do you see?**

Pizza. Pillow. Repeat. What sound do you hear at the beginning of each word?

Point to the stickers. **Show me the sticker that begins like *pillow* and *pizza*** (popcorn). **What is it?** Point to the yellow box. **Stick the popcorn here.**

Touch the blue box. What do you see?

Look at the stickers. What starts like *tiger*? Find the sticker that starts like *tiger* (toothbrush). **What is it?** Point to the blue box. **Stick the toothbrush here.**

Repeat for the purple box (alligator, ant, with apple sticker) and the green box (net, nurse, with nose sticker).

Extension Activity

Divide the class into pairs. One partner names a sound (/p/, /t/, /n/, /æ/) and the other points to a Picture Card or sticker and then names the words. They switch and repeat.

Children's Response

Listen to and follow the audio for page 18. Or, touch the yellow box. **I see pizza. I see a pillow.**

Pillow. Pizza. /p/.

Point to the sticker of popcorn. **Popcorn.** Stick the popcorn sticker in the yellow box.


Touch the blue box. **I see a tiger. I see a telephone.**


Toothbrush. Stick the toothbrush sticker in the blue box.

Repeat for the purple box (alligator, ant, with apple sticker) and the green box (net, nurse, with nose sticker).

3 AFTER USING THE BOOK

Games and Activities

 **Listening Game** Display one Picture Card on the board. Ask children to clap when they hear a word that begins with the same sound as the picture, and stamp if it's a different sound. You can say the following words and also mix in words beginning with /f/, /l/, /m/, and /s/: *toothpaste, teacher, toy, touch, taste, ten; paper, post office, puppet, pencil, police officer, pink; nose, night, neck, nine, nest, no; ambulance, animal, astronaut, ant, apple.*

 **People and Animal Posters** Divide the class into four groups and assign one of the following sounds to each: /æ/, /p/, /t/, /n/. Give children paper and crayons and ask them to draw as many things as they can think of that begin with the sound. Let groups take turns holding up their

drawings and naming the people and animals. Then ask children to name the initial sound. Write the letters *a*, *p*, *t*, and *n* as column heads across the top of a sheet of chart paper. After naming the initial sounds, invite children to attach their drawings to the poster. Display the poster in the classroom and refer to it throughout the lesson.

 **Workbook:** Page 14. **TE:** Page 112.

TEACHING TIP

Tell children *achoo* is the American way of "writing" the sound you make when you sneeze.

Practice

Objectives

- recognize initial sounds: /æ/, /n/, /p/, /t/
- name and trace small and capital letters: *a, n, p, t*
- practice fine motor skills

Vocabulary

alligator, tiger, pizza, nurse, popcorn, turtle, ant, nose


Materials

Class Audio CD; Picture Cards of alligator, telephone, pizza, nurse; paper; glue; sponges; paint; letter cards

1 BEFORE USING THE BOOK

Creating Interest

Display alligator, telephone, nurse, and pizza cards. Write *Aa* on a sticky note. Say /æ/, *alligator* and stick the note on the alligator. Point to the *A* and say, *capital A*. Point to the *a* and say, *small a*. Explain that this letter makes the sound /æ/. Have children repeat /æ/, *alligator*. Repeat for *telephone, pizza, and nurse*.

 Play the song. Model the actions and guide children to copy you as they sing.

P Is for **Popcorn**

P is for *popcorn*.

/p/, /p/ popcorn! (*Jump like popcorn popping.*)

A is for *ant*.

/æ/, /æ/ ant! (*Crawl quickly like an ant.*)

T is for *turtle*.

/t/, /t/ turtle! (*Crawl slowly like a turtle.*)

N is for *nose*.

/n/, /n/ nose! (*Wiggle your nose.*)

I know these sounds and letters.

I know these letters and sounds.

Sounds and letters make words.

Words are all around.

2 WHILE USING THE BOOK

Teacher Talk

Point to the page. **Show me the alligator.** Touch the capital *A*. **Capital A. Repeat. Trace the capital A. A makes the sound /æ/ like alligator. Say, /æ/.**

Run your finger along the line to the small *a*. **Small a. Repeat. Trace the line. Trace the small a. A makes the sound /æ/ like alligator. Say, /æ/.** Point to the empty box at the end of the row. **Draw something that begins with /æ/.**

Touch the tiger. Touch the capital *T*. **Capital T. Repeat. Trace the capital T. T makes the sound /t/ like tiger. Say, /t/ (extend the sound).**

Run your finger along the line to the small *t*. **Small t. Repeat. Trace the line. Trace the small t. T makes the sound /t/ like tiger. Say, /t/ (extend the sound).**

Point to the empty box at the end of the row. **Draw something that begins with /t/.** Repeat for capital and small *p* and *n*.

Children's Response

Point to the alligator. **Capital A.** Trace the capital *A*. /æ/.

Small a. Trace the line. Trace the small *a*. /æ/. Draw something that begins with /æ/.



Touch the tiger. **Capital T.** Trace the capital *T*. /t/ (extend the sound).


Small t. Trace the line. Trace the small *t*. /t/ (extend the sound).

Draw something that begins with /t/. Repeat this for capital and small *p* and *n*.

3 AFTER USING THE BOOK

Games and Activities

  **Sponge Paintings** Cut out block letters from paper (*A, a, N, n, P, p, T, t*). Divide the class into small groups and set aside a pile of letters for each group. Give children paper, sponges, and paint. Show them how to use the sponges like paintbrushes to paint pictures on their papers. When children have finished and the sponge paintings have dried, give out the block letters and glue. Show children how to paste letters to their pictures. Then let them take turns showing their pictures to other children at their table, and naming the letters and colors.

 **Match Game** Make two sets of cards for each small group or pair of children; one with capital *T, N, P,* and *A* and the other with small *t, n, p,* and *a*. Shuffle the cards and place them facedown on a table. Let children take turns flipping over two cards to make a match (capital and small letter).

 **Workbook:** Page 15. **TE:** Page 112.

TEACHING TIP

When teaching letter sounds, be sure to distinguish between the sound and the letter name. For example, the letter *a* makes the sound /æ/ as in *apple* and the letter *p* makes the sound /p/ as in *pillow*.



Trace and draw.



A a



T t



R r



N n





Cut and paste (page 113) and/or draw. Say.



My healthy habits!

Application

Objectives

- identify healthy habits
- use action words
- ask and answer questions

Vocabulary

brushing teeth, combing hair, taking a shower, exercising, sleeping, washing hands, eating healthy food, using a tissue; healthy habit, bathroom

Materials


Class Audio CD; Puppet; Poster; Cutouts (SB, page 113)

1 BEFORE USING THE BOOK

Creating Interest

Display the Poster. Invite children to name as many healthy habits as they can. Ask questions such as, *Is the boy (brushing his teeth) or (combing his hair)? Is this a healthy habit?*

Use pantomime to act out healthy habits. After you perform each action, ask children, *Is this a healthy habit?* Help them answer, *Yes, it is a healthy habit.* Then choose volunteers to act out healthy habits. Encourage the class to name the action and say, *It's a healthy habit.*

 Use Jolly Giraffe to help you introduce the conversation. Then invite children to practice it with a partner.

- A: May I go to the bathroom, please?
B: Yes. Don't forget to wash your hands.
A: I wash my hands. I comb my hair.
B: Very good! Those are healthy habits.

2 WHILE USING THE BOOK

Teacher Talk

Point to each cutout and ask: **What is (she) doing? Is it a healthy habit?**

Point to Jolly Giraffe in the center of page 20. **Look at Jolly Giraffe. Listen and repeat. Jolly Giraffe is happy. He has healthy habits.**

Ask, **Do you have healthy habits?** Point to the cutouts. **Show me your healthy habits.** Help children cut and paste their choices of healthy habits on page 20.

Ask children to point to their pages and say, **My Healthy Habits.**

Extension Activity

Divide the class into pairs. Have the pairs exchange their pages and ask each other about their healthy habits: *Do you have healthy habits? Show me your healthy habits.*

Children's Response

(She's) (using a tissue.) It's a healthy habit.


Look at Jolly Giraffe. Listen and repeat. **Jolly Giraffe is happy. He has healthy habits.**

Yes, I have healthy habits. Point to, cut, and paste cutouts.

Point to their pages and say, **My Healthy Habits.**

3 AFTER USING THE BOOK

Games and Activities

 **Healthy Harry** Play a modified version of "Simon Says." The leader, Healthy Harry, pantomimes healthy habits and asks the class to repeat the actions, *Healthy Harry says brush your teeth. Healthy Harry says use a tissue.* The leader may ask the class to perform a healthy habit without first saying, *Healthy Harry says.* Children who mime this habit are asked to sit down. The last child left standing becomes the next leader.

TEACHING TIP

Encourage children to ask permission to go to the bathroom in English. Children learn by using language in real classroom situations.

Tell-a-Story

USING THE BOOKS

Use the following steps as a guide when presenting the Tell-a-Story books.

Step 1: Give children time to look at the pictures on each page. Encourage them to tell you about the people and things they see. Listen to what they have to say and ask questions. Let children show you how much they know! Introduce vocabulary important to the story as the opportunity arises.

Step 2: Model telling the story. Run your hand under the title as you say it. Use the summary and audio text to simply retell the story presented on each page. Point to items on the page and use gestures to help children with meaning.

Step 3: Play the audio of the text. Help children follow along.

Step 4: Have children retell the story in pairs. Walk around and praise children for their efforts.

Follow-up Activity: Revisit the Tell-a-Story another day; this time as you retell the story, pause at various points in the story and encourage children to predict the next word or words. Praise the children for how much English they have learned!

Save each of the Tell-a-Story books in a large envelope marked with a child's name. You can pull them out at any time to use over and over for a fun activity. At the end of the level, each child will have a library of books to take home!

Using the Tell-a-Story books will give children an interest in storybooks. Whenever possible, read simple stories to children in English. Children will enjoy looking at the pictures and listening to the language in books. They begin to realize that the illustrations and the print are important as you point them out. They come to know how to handle books. Invite children to look at books by themselves after you have read them aloud.

HOME-SCHOOL CONNECTION



Make a connection with families on Tell-a-Story days. Encourage children to take the Tell-a-Story book home and share it with their families.

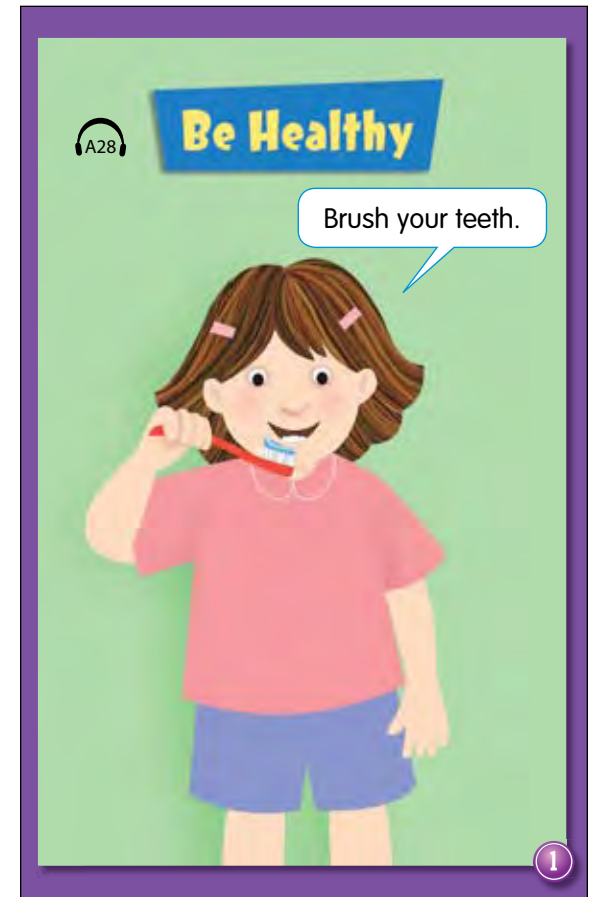
BE HEALTHY



Summary: A girl tells her friends how to be healthy. She says, "Brush your teeth." She says, "Eat healthy food." The girl and her friend eat fruit and sandwiches. These are healthy foods. The boy sneezes. He uses a tissue. The girl says, "Exercise." She and her friends play ball. Exercise is healthy. Now the girl is in bed. Her mother says, "Sleep well." Sleeping is a healthy habit, too.



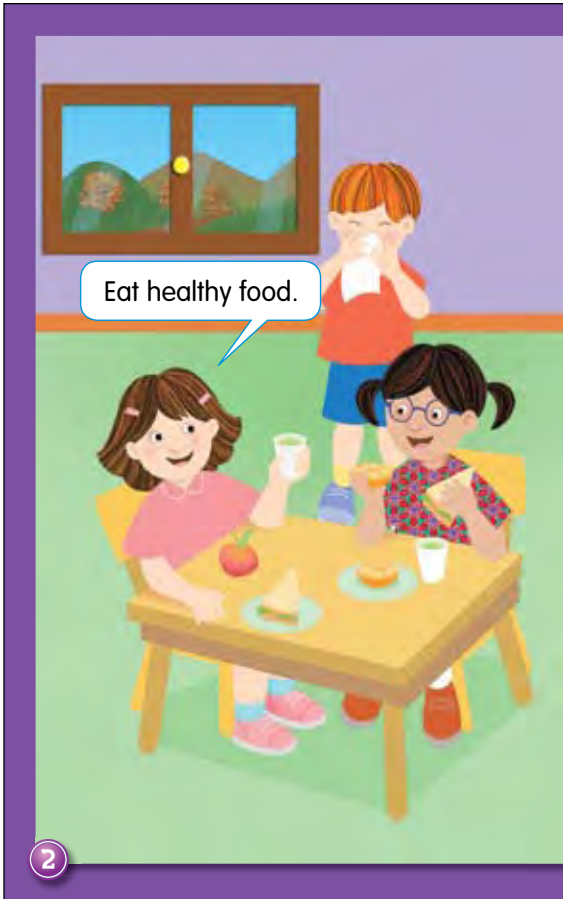
Values Connection: The story illustrates the values of practicing healthy habits, considering others, and being friendly. On page 1, the girl brushes her teeth and tells others to do the same. On page 2, the girl and her friend eat a healthy lunch together and the boy uses a tissue to cover his nose. He considers others by not spreading germs. On page 3, the girl and her friends play ball together. Exercising is a healthy habit. On page 4, the mother tells the girl to "Sleep well," another healthy habit.



 A28 **AUDIOSCRIPT**

Page 1

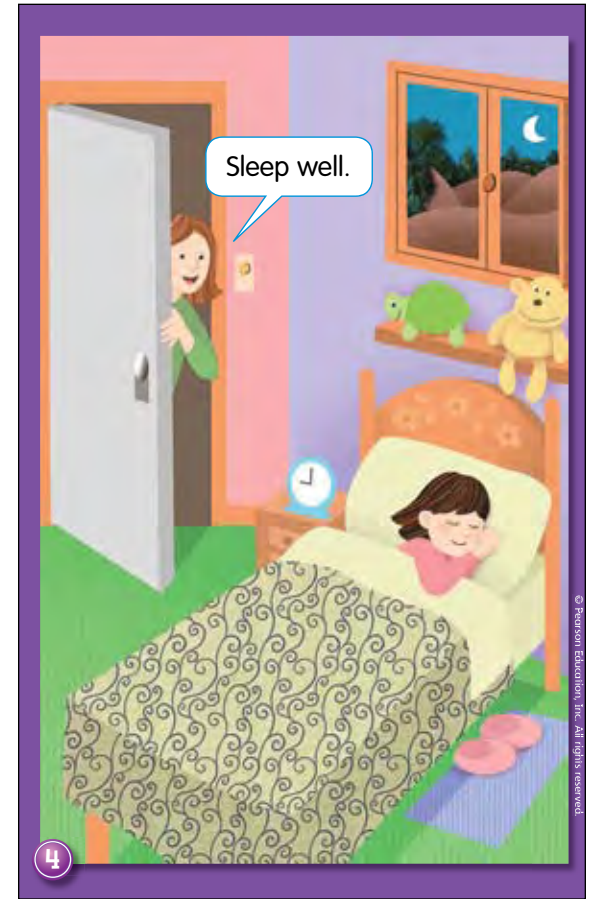
Girl: Brush your teeth.



Page 2
Girl: Eat healthy food.



Page 3
Girl: Exercise.



Page 4
Mother: Sleep well.

Objectives

- learn a value: Be Considerate
- use TPR to express a value
- use language to express a value

Values Language

Use a tissue. Cover your mouth. It's a healthy habit. Be considerate. We like to help others. (You) are considerate.

Materials

book, pencil, or other classroom items; markers, paper, tissues, tissue paper, clippings from magazines, glue

1 BEFORE USING THE BOOK

Creating Interest

Ask children to think of ways they can be considerate of others. Prompt them by miming the following situations: (1) drop a book or pencil on the floor and (2) go out the door with someone following close behind you. Say: *Tell me how you can be considerate.* When children describe how to be considerate, choose volunteers to act out the considerate behavior for the class. Then say: *Thank you for picking up my (book). You are considerate. Thank you for holding the door. You are considerate.* Have the volunteers say: *You're welcome. We like to help others.*

Invite children to form pairs and talk about other ways they can be considerate. Encourage them to role play the situations they describe. Then have volunteers act out their examples for the rest of the class. After each role-play, have the class say: *You are considerate.*

2 WHILE USING THE BOOK

Teacher Talk

Point to the girl. She's sneezing. Repeat. Point to the boy and say: Be considerate. Give her a tissue.

Point to the girl and say: Be considerate. Use a tissue. It's a healthy habit.

Point to the tissue box. **This is a tissue box. Repeat.** Point to the boy. **The boy has a tissue. Repeat. Point to where the boy got the tissue. Connect the dots in number order and color the box.**

Point to the boy and girl. They are considerate. Repeat.

Extension Activity

Have pairs of students act out the scene in the picture, using this dialogue: *Here's a tissue. Thank you. You are considerate.*

Children's Response

Point to the girl. **She's sneezing.** Point to the boy. **Be considerate. Give her a tissue.**


Point to the girl. **Be considerate. Use a tissue. It's a healthy habit.**


This is a tissue box. The boy has a tissue. Point to the tissue box. Connect the dots in number order and color the box.

Point to the boy and girl. **They are considerate.**

3 AFTER USING THE BOOK

Games and Activities

 **Show Values** Have children draw pictures or find magazine clippings to show people being considerate. Invite them to create frames with rolled up pieces of tissue or tissue paper they paste around the pictures. Display the artwork and have children discuss it.

 **Count the Dots** When students have connected the dots on page 23 in their Student Books, ask them to find the number one, point to it, and say *one* aloud. Then have them continue to point and count aloud until they reach *twenty*. Then ask children to extend the activity by making their own follow-the-dots drawing, with dots numbered 1 through 29.

 **Workbook:** Page 16. **TE:** Page 112.

TEACHING TIP

Remind children to always say "Thank you" when someone gives them something or helps them in some way. Tell them that being considerate includes saying "Thank you" when helped and "You're welcome" when thanked for your help.

Be Considerate



Connect the dots and color. Say.



My Crayon Box

Cut and paste. Decorate.



Project

Objectives

- make an art project: My Crayon Box
- follow directions
- talk about the project
- review colors

Project Language

This is my crayon box. Look at all the crayons. See all the colors. This is a (blue) crayon. May I have a (red) crayon?

Materials

Empty square tissues boxes, glue, scissors, markers, colored construction paper, tissue paper, crayons

STEPS IN THE PROJECT

1. Prepare the Box

Teacher: Cut off the tops of the tissue boxes and show children how to cut and paste colored paper to the four sides of the box. Let the children choose their favorite colors.

Children: Cut and paste colored paper of their choice to the four sides of the tissue box.

2. Decorate the Box

Teacher: Help children to draw or paste simple paper shapes on the sides of the box, like the heart shown on the Student Book page, and cut out and crumple colorful tissue paper and paste it to these shapes.

Children: Draw or paste simple paper shapes on the sides of the box. Cut out and crumple colorful tissue paper and paste it to these shapes.

3. Put the Crayons in the Box

Teacher: Have the children personalize their crayon boxes by adding glitter, beads, etc. They can also write their names or paste photos of themselves on their boxes. Tell each child to put

crayons of many colors in his or her box and show it to a partner, saying: *This is my crayon box. Look at all the crayons.*

Children: Personalize their crayon boxes by adding glitter, beads, etc. Write their names or paste their photographs on their boxes if they wish. Put crayons of many different colors in their boxes and show them to a partner, saying: *This is my crayon box. Look at all the crayons.*

SHOW AND TALK

1. Ask a volunteer to stand in front of the class and hold up his or her crayon box and say: *Look at my crayon box. See all the colors.* Then have the volunteer take out a crayon and give it to another child, saying: *Here. This is a (blue) crayon.* Have the child receiving the crayon, say, *Thank you. May I have a (red) crayon?* The volunteer says, *Yes. Here is a (red) crayon.* Continue with other volunteers and other colors.

2. Have a child hold up his or her crayon box and say: *Look at all the crayons. Let's count them.* Then have the volunteer take out one crayon at a time from the box while the class counts along. Children should be able to count up to twenty-nine.


EXTEND THE PROJECT

Children can use the same materials to make other fancy boxes to hold pencils, markers, buttons, post-its, erasers, or other school or art supplies. Remind children that keeping their supplies in boxes helps them to keep their classrooms neat and be considerate of others.

TEACHING TIP

Give children opportunities to count when you pass out paper, crayons, and other art materials.

HOME-SCHOOL CONNECTION

 Encourage children to take their finished projects home. Ask them to *show* their family their projects and to use English to *talk* about them.

Giving children choices adds to a sense of ownership of their projects.



Assessment

Objective

- assess the concepts and language learned in this unit

Vocabulary

brushing teeth, combing hair, taking a shower, exercising, sleeping, washing hands, eating healthy food, using a tissue, healthy habit; sneeze, stamp, clap, stretch, jump, run, swim, kick, climb, bend, throw

Materials

Poster; cards with numbers 0–29; paper bag; paper circles, squares, triangles, and rectangles of different sizes and colors; pictures of a pillow, pizza, popcorn, tiger, telephone, toothbrush, alligator, ant, apple, nurse, net, and nose; paper cups; raisins; dried fruits; Jolly Giraffe sticker

1 BEFORE USING THE BOOK

Creating Interest



Say each of the following and perform the actions: *brush teeth, comb hair, take a shower, exercise, sleep, wash hands, eat healthy food, use a tissue, sneeze, stamp, clap, stretch, jump, run, swim, kick, climb, bend, throw, hang*. Then invite children to perform the actions as you name them.


Display the Poster. Point to each of the children and say, *What is (he) doing?* Have children name the healthy habit.

Place number cards with the numbers 0–29 in a paper bag. Let children take turns picking a number from the bag and naming it. Then ask that child to choose a volunteer to clap that number of times.

Place paper shapes of various colors around the classroom. Tell a child, *I see a (pink) (circle)*. Ask the child to find that colored shape and give it to you.

2 WHILE USING THE BOOK

Teacher Talk

 **A29** Point to the first item and play the audio. Continue by pointing to each of the items that follow, asking the children **What is she doing?** or **What is he doing?**

Model how to play the game with a volunteer. Point to the picture and say, **combing hair**. Slide your finger along the path. Point to and name each healthy habit you land on. Take turns with your partner to finish the game.

Divide the class into pairs. **Now you play the game.** Children take turns sliding their fingers along the path and pointing to and naming each healthy habit. Walk around to help children play.

Point to the Jolly Giraffe sticker. **Good. You are learning English. Put the sticker here. Clap.**

Extension Activity

Ask children to count the pictures of healthy habits on the page. Ask, *How many healthy habits do you see?* Encourage them to answer in a complete sentence: *I see eight healthy habits.*

Children's Response

He's washing his hands. She's exercising. He's using a tissue. She's eating healthy food. He's brushing his teeth. She's sleeping. He's taking a shower.

Follow your model to learn how to play the game.

Play with partners. Take turns sliding fingers along the path and pointing to and naming each healthy habit.

Stick the sticker on the page. Clap.

3 AFTER USING THE BOOK

Games and Activities



Healthy Snacks Invite children to wash their hands and help make a healthy snack. Give each child a small paper cup. Place a plate of raisins and other dried fruits on each table. Children can count out twenty raisins and nine pieces of other fruit and put them in their cups. After filling their cups, children can eat their snacks and say, *It's a healthy habit.*



P like Popcorn Gather pictures of things starting with *p*, *t*, *a*, and *n*. Give each child a picture. Encourage individuals to move around the room and find other children with pictures of

items beginning with the same sound as theirs. Have children with pictures with the same beginning sound form small groups. When all groups have been formed, let children take turns saying the names of their pictures. Then children can name each group's initial sound.



Workbook: Page 17. **TE:** Page 112.

TEACHING TIP

Invite children to sing the songs they learned in the unit as they point to healthy habits on the Poster.



Listen. Point and say. Stick.

Unit 2
GOOD
JOB!

What is she doing?



She's combing her hair.

