Using the Teacher and Student Books

Unit Theme
Each level of the series is divided into units, and each unit has a theme. The theme brings unity to each group of lessons, and it connects with content areas such as science, social studies, and math.

Objectives
Each lesson has one or more objectives, which focus on character principles and language. The specific words and language features that will be taught and reviewed in the lesson are also included for the teacher to preview.

Materials and Preparation
This section gives the teacher specific instructions about materials to collect and prepare before teaching the lesson. The materials in bold print are provided.

Warm-up and Introduction Activities
Each lesson begins with a specific warm-up activity to remind children that “English Time” is starting. These sections help the teacher communicate the lesson theme and goals to the students.

First Language Icon
This icon signals that the teacher can use either the first language or English to communicate with the students.

LESSON 11

SPECIAL FEATURES OF THE TEACHER BOOK

People

LESSON 11

MATERIALS
• SB pp. 41–44
• BLMs 11.1–11.11
• CDs A5, A13, A14, A15
• CD player
• sock puppet
• Backpack holding a bar of soap (all other objects removed)
• Soap, towel, and bowl of water
• Crayons
• Scissors for each child

PREPARATION
• Make 1 set of story cards from BLMs 11.1–11.8.
• Copy BLM 11.9 for each child.
• Print out BLMs 11.10–11.11.
• Gather the empty student backpack folders (or make new ones, using BLM 10.3).
• Create 1 minibook for each child, using SB pp. 41–42 (see instructions below).

To make an 8-page minibook (quarter-page size):
• Cut the page along the dotted line.
• Place page number 8 and cover page 1 on top of the page number 6 and 3.
• Fold the pages along the solid line. Check to be sure that the pages are in the correct order.
• Staple the pages together along the solid line.

Lesson Activity Sequence
Each lesson moves in a clear sequence through seven stages: Introduction (including Warm-up Routine and Introduction sections), Instructional Input, Guided Practice, Independent Practice, Assessment, Looking Back, and Extension Activities.
I am 4 years old. I can help with my arms, my hands, my fingers, and my thumbs. I give crayons to everyone. I help my mother at home. I pick up my things. I help my brother. I pick up an orange. I help my teacher at school. I pick up the crayons. I give my pants and shirt to my mother to wash. I give the orange to him. Thank you, God, for my arms, my hands, my fingers, and my thumbs.

Lesson 11

**Arms, Hands, Fingers, and Thumbs**

Name:

Ask, “Is it good (smile) or bad (frown) to wash your hands?” Children respond, “It is good.” Say, “We can do good things with our hands.”

• Explain in the children’s first language that God gives us our bodies and that we can do good things with them. After we wash our hands, we can prepare food for others.

2. **God Gives Us Bodies Song, Verse 1** (CD A13, Words in app. A)
   - Listen to the chorus and the first verse on the CD.
   - Next, go over the words slowly without the music. Have the children repeat them after you. Together, move the body parts as you say their names.
   - Explain the meaning of the song in the children’s first language so that they enjoy the song from the beginning.
   - Finally, sing along with the CD, stopping after verse 1.

3. **Arms, Hands, Fingers, and Thumbs Story** (BLMs 11.1–11.8; Lesson 3, app. A; CD A5; CD A14, Words in app. A)
   - Begin with Finger Play Chant (CD A5).
   - The story emphasizes the pattern “I pick up ___ (object). I give ___ (object) to ___ (person).”
   - Tell the story, using the BLMs and pointing to each picture.
   - Play CD A14, showing each page to the children as they listen to the story.

4. **Counting Hands**
   - Say, “Let’s look at our hands. I have 2 hands: 1 hand (raise your hand), 2 hands (bring your other hand up to the first one). Do you have 2 hands? Show me your hands. Let’s count them: 1-2.”
   - “Fingers! How many fingers do we have? Let’s count.” (Hold up your fingers and count, asking the children to repeat each number after you: 1-2-3-4-5-6-7-8-9-10.)

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**Lesson Activities**

Each activity has a title. Instructions to the teacher are given in a clear step-by-step process. Bullets (•) guide the teacher from one step to the next.

**Blackline Masters**

Teaching helps for each lesson are available on a CD. The blackline masters (BLMs) include picture word cards, worksheets, and games.

**Audio CD: Songs, Chants, and Stories**

The lesson shows which audio CD track the teacher will use to teach a song or chant or to provide listening practice with a story. The words for each song, chant, and story are included in the teacher book appendix (app.).

**Embedded Student Book Pages**

To help the teacher, the student book (SB) pages are included in the teacher book so that the teacher sees exactly what the students see.