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 numbered 8 and cover page 1 on top of the page numbered 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.

LANGUAGE OBJECTIVES
Students will learn vocabulary for (1) counting 1–10, and (2) describing parts of the body.

CHRISTIAN WORLDVIEW/CHARACTER EDUCATION
Students will learn that God gave us bodies to do good things.

VOCABULARY

<table>
<thead>
<tr>
<th>Focus</th>
<th>Review</th>
<th>Receptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>arms, hands, fingers, thumbs, (bar of) soap, wash, one, thing, good</td>
<td>children, teacher, mother, brother, action vocabulary</td>
<td>numbers 1–10, water, orange, bad, things, pick, help</td>
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</tbody>
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LANGUAGE FEATURES

<table>
<thead>
<tr>
<th>Focus</th>
<th>Receptive</th>
</tr>
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<tbody>
<tr>
<td>I pick up ___</td>
<td>How many things are in ___ (my, your) backpack?</td>
</tr>
<tr>
<td>I give the ___ to ___</td>
<td>I help ___</td>
</tr>
<tr>
<td>There is ___</td>
<td>Who wants to ___?</td>
</tr>
<tr>
<td>Do it with me!</td>
<td></td>
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</tbody>
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WARM-UP ROUTINE
1. Greeting Routine
   - Greet the children by saying, “Hello, children.” They say, “Hello, teacher’s name.”
   - Ask, “How are you?” They say, “Fine, thank you,” and ask you the same question.

2. Backpack Routine
   - Show your backpack and say, “I have something new. Look! Soap. What do we do with soap?” Students respond.
   - Say, “We wash with it.”
   - Empty the backpack and say, “There is 1 thing in the backpack.” (Hold up 1 finger as you say the number.)
   - Say, “There is 1 bar of soap in the backpack. We use the soap to wash.”

INTRODUCTION
Communicating the Objective
- Say that today we will learn more words about the body. We will also count to 10.

INSTRUCTIONAL INPUT
1. Vocabulary Demonstration
   - Gather soap, a towel, and a bowl of water.
   - Follow this pattern:
   - “I am washing my hands with soap (point to soap) and water (point to water).” Have the children say this with you 2–3 times.
   - Ask, “Who wants to wash your hands?” Allow children to wash hands one by one.
   - Ask, “What are you doing?” Ask the rest of the class, “What is ___ (child’s name) doing?” Have them say, “___ (He, She) is washing ___ (his, her) hands.”

Using the Teacher and Student Books

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 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 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.