

TEACHER ACTIVITIES

Activity 1

(May be used anytime after lesson 10)

OBJECT IDENTIFICATION

Objective: To increase the students' ability to recognize and group different objects

Materials: Several 9 x 12-inch envelopes, catalogs and/or magazines, scissors, and paste

Preparation: Draw or paste a picture of one of the objects introduced in Teacher Presentation Book A (lessons 1-10) on the outside of each envelope. Arrange the envelopes on a display board or in a file.

Directions: Distribute scissors, paste, and picture sources to the students. Have them find and cut out pictures of objects similar to the ones shown on the envelopes and put them in the appropriate envelopes. For example, if the picture on the envelope shows a car, students should cut out pictures of cars.

Variations: Later in the program use the pictures for other games and activities such as

- (1) having the students mix together the various pictures and then compiling them in categories
- (2) having the students identify each picture they are putting in the envelope by saying, for example, "This is a man."

Activity 2

(May be used anytime after lesson 11)

ACTIONS-PICTURES

Objective: To reinforce the students' ability to imitate actions on command and to make complete statements describing the actions

Materials: Cardboard, catalogs and/or magazines, scissors, and paste

Preparation: Make flash cards showing pictures of people standing, sitting, and performing various actions.

Directions: Appoint a leader and have him or her hold up a flash card. Have the group perform the appropriate action. The leader then calls on a student to tell what action the group performed. Allow different students a turn at being leader.

Activity 3

(May be used anytime after lesson 14)

OBJECT IDENTIFICATION

Objective: To strengthen the students' ability to recognize different objects

Materials: Catalogs and/or magazines, a blank duplicating master, scissors, and paste

Preparation: Divide the duplicating master into three equal columns by drawing lines. At the top of the first column draw a picture of a girl, in the second column draw a picture of a boy, and in the third column draw a picture of a dog. Duplicate as many copies as needed. Tell the students to find pictures in the catalogs and/or magazines similar to those on the duplicating master and cut them out and paste them in the appropriate columns. (Explain the word column to the class.)

Variations: Have the students make up other categories for additional exercises.

Activity 4

(May be used anytime after lesson 15)

ACTIONS-PICTURES

Objective: To help develop the students' powers of observation

Materials: Magazines and scissors

Directions: Select an action and briefly discuss it with the group. Distribute magazines and scissors to the students and have them cut out all the pictures they can find that show that action. The student with the most pictures in a given time wins the game.

Activity 5

(May be used anytime after lesson 15)

ACTIONS

Objective: To have the students listen carefully and follow directions to perform certain actions

Materials: None

Directions: The students should be seated in such a way as to allow free movement in all directions. They must be able to hear you clearly at all times. Read slowly to the students, emphasizing any words that are in heavy type. When the story calls for the students to perform an action, signal by clapping or snapping your fingers.

Introduction: Today I'm going to tell you about two children, Henry and Martha. I want you to listen, and when you hear my signal, I want the boys to do the same thing Henry does and the girls to--do- the same thing Martha does. Wait until you hear me clap (or snap my fingers) and then you do the things you're supposed to do. Here is the story.

Story: Henry and Martha were in the same class at school. Henry always listened to the teacher and did what he was told to do. Martha never listened to the teacher and always did something else.

When the teacher said, "Hold up your hand," Henry held up his hand but Martha touched her nose. (Signal.) When the teacher said, "Touch your nose," Martha held up her hand but Henry did what he was told to do. (Signal.)

When the teacher said, "Stand up," Henry stood up but Martha did not stand up. (Signal.) When the teacher said, "Touch your shoe," Henry touched his shoe but Martha touched her head. (Signal.) When the teacher said, "Sit down," Henry did what he was told to do but Martha stood up. (Signal.)

When the teacher said, "Touch your shoe," Henry touched his shoe but Martha touched her head. (Signal.) When the teacher said, "Touch your head," Henry touched his head but Martha touched her shoe. (Signal.)

One day when all the boys and girls in the class were wiggling their fingers (signal), the teacher told them to wiggle them faster. Henry wiggled his fingers faster but Martha stopped. (Signal.) When the teacher told the boys and girls to stop, Henry stopped but Martha wiggled her fingers faster. (Signal.)

Then the teacher talked to Martha and said, "Martha, why do you always do something different? You must not be listening. Henry listens and he always does the right thing. I would like you to listen and do the right thing just as Henry does."

Martha thought and thought. Then she smiled at the teacher (signal) and shook her head up and down. (Signal.) Now she would do the right thing when the teacher told her to. She would do the same thing as Henry did.

The teacher smiled at Martha because she was going to listen and try harder. When the teacher said, "Hold up your hand," Henry and Martha both held up their hands. (Signal.) Then the teacher said, "Touch your nose" (signal), "Touch your head" (signal), "Wiggle your fingers" (signal), and "Stop." (Signal.)

Now the teacher is very happy with Martha. She said, "You were listening, Martha, and you did the right thing. You showed me that you are smart." Then the teacher looked at the rest of the class and said, "Clap your hands for Martha. She can do the right thing now." (Signal.) Martha **always** did the right thing after that, and everyone was very, very happy.

Activity 6

(May be used anytime after lesson 17)

ACTIONS

Objective: To strengthen the students' ability to identify and describe an action

Materials: None

Directions: Call on a student to stand up and pantomime an action. Then ask the other students to guess what action is being performed. They must “say the whole thing”—for example: “Joan is jumping.” The first student to respond correctly is the next person to do an action.

Variations: Have the students take turns suggesting actions, and call on others to perform them.

Activity 7

(May be used anytime after lesson 18)

INFORMATION: Names

Objective: To help the students learn their classmates' first names

Materials: None

Directions: Have the students sit in a circle. Select one student to be the 'starter.' The starter taps someone else, who goes to the middle of the circle with the starter. They shake hands, say "How do you do," and tell each other their first name. Then you tap the two students, and ask the class to repeat each student's name. The student who was chosen by the starter then becomes the starter and continues with the game.

Activity 8

(May be used anytime after lesson 19)

OBJECT IDENTIFICATION

Objective: To reinforce the students' ability to recognize objects by shapes and sizes

Materials: Boxes of different sizes, balls, pencils, chalkboard eraser, a blindfold, and a table

Directions: Say the name of each object as you show it to the students. Then place all the objects in the center of the table. Blindfold a student and have him or her feel each object and name it. The student must 'say the whole thing'-for example: “This is a ball.” Let the students take turns being blindfolded and identifying the objects.

Activity 9

(May be used anytime after lesson 21)

OBJECT IDENTIFICATION

Objective. To reinforce the students' ability to identify objects from clues and make complete statements about them

Materials: None

Directions: Tell the students that you will give them clues about various objects found in the classroom. For example: "I'm thinking of something in this classroom that opens and closes and has a knob on it. What is it? Say the whole thing." Or: "Something has four legs, and we sit on it"; "There's something on the wall, and we use it to tell time."

Activity 10

(May be used anytime after lesson 22)

DISCRIMINATION- A and An

Objective: To strengthen the students' knowledge of how to label objects with the appropriate article, either **a** or **an**

Materials: None

Directions: Divide the group into Team 1 and Team 2. Say the word **oar** and have a student from Team 1 say a complete sentence, using the word **oar** and its article. If the student's sentence is satisfactory, his or her team earns a point. If the student makes an error, someone on the other team takes a turn. The team with the most points wins the game; the students might be awarded special stickers or stars to wear.

Some other words to have the students use in sentences are **door, floor, eye, fly, ball, ax, ear, eggs, leg, farm, arm, deer, ant, plant, towel, and owl.**

Activity 11

(May be used anytime after lesson 30)

ACTIONS

Objective: To have the students listen carefully and follow directions to identify common objects

Materials: Objects found in a classroom

Directions: The students should be seated in such a way as to allow free movement in all directions. They must be able to hear you clearly at all times. Read the script aloud and

emphasize any words that are in heavy type. When the script calls for the students to perform an **action**, signal by clapping or snapping your fingers.

Introduction. Today we're going to do some actions. Listen so that you can hear what you're supposed to do. When you're doing the actions don't make any noise, so that you can hear what I tell you to do next. Wait until you hear me clap (or snap my fingers) and then do the things you're supposed to do. Here we go.

Script:

- Point to the teacher. (Signal.)
- Point to the chalkboard. (Signal.)
- Point to the door. (Signal.)
- Point to the window. (Signal.)
- Point to the teacher's desk. (Signal.)
- Point to the cabinet. (Signal.)
- Point to the clock. (Signal.)
- Point to the bookcase. (Signal.)
- Point to the wall. (Signal.)
- Point to the ceiling. (Signal.)
- Point to the bulletin board. (Signal.)
- Point to the teacher's chair. (Signal.)

Activity 12

(May be used anytime after lesson 32)

OBJECT IDENTIFICATION

Objective: To reinforce the students' ability to observe and remember

Materials: Medium-size box; seven or eight small objects, such as a marble, a toy car, an eraser, and a paper clip

Directions: Have the students identify the objects and observe them for one or two minutes. Put all the objects in the box and remove it from the students' sight. Let the students take turns saying a complete sentence about some item that was put in the box; for example: "There is a pencil in the box." If a student can remember all the objects that are in the box, he or she wins the contest.

Activity 13

(May be used anytime after lesson 33)

PART-WHOLE: Head

Objective: To strengthen the students' ability to identify and name various parts of the head

Materials: Magazines, scissors, paper, and paste

Directions: Review the parts of the head with the class. Then have the students cut out various parts of the head from different pictures found in the magazines. For example, the ears and the nose can be cut from one picture, while the eyes, mouth, and hair can be cut from another picture. The children paste the parts of the head on a sheet of paper and take turns showing their papers to the class.

Activity 14

(May be used anytime after lesson 33)

ACTIONS

Objective: To strengthen the students' ability to describe an action by pantomiming

Materials: None

Directions: The students should be seated in such a way as to allow free movement in all directions. They must be able to hear you clearly at all times. Read the story aloud and emphasize any words that are in heavy type. When the story calls for the students to perform an action, signal by clapping or snapping your fingers.

Introduction: I'm going to tell you a story. While I'm telling it to you, listen carefully so that you can hear what you're supposed to do. Wait until you hear me clap (or snap my fingers), and then do the things you're supposed to do. Here's the story.

Story: Every one in the Alvarez family was very ex-cited one morning. It was the day they were going to the fair. Everyone helped get breakfast. Mother **cracked some eggs** (signal) and put them in the pan to cook. Father **peeled some oranges** (signal) and put one on every plate.

When breakfast was over, mother and father did the dishes. They were in such a hurry that they almost forgot to **wash the table**. (Signal.) While father washed the table mother went to **iron some clothes**. (Signal.)

Soon it was time to go. As they were going out the door, they **petted the cat**. (Signal.) Mother **drove the car** (signal) and the children sat in the back and **read a book**. (Signal.)

When they got to the fair, they saw many games to play. Two of the children **went fishing**. (Signal.) Father tried a chopping contest. The ax was not sharp, so he had a hard time cutting a big log. He **chopped and chopped**. (Signal.) While he was chopping, one of the children **bounced a ball** (signal) and the other one **waved a flag**. (Signal.)

They **ate hamburgers** at lunchtime. (Signal.) They had orange juice. The children thought it was fun to **drink from a bottle**. (Signal.)

When they got home, the children wrote letters to their friends. They all **wrote with pencils** (signal) so that if they made a mistake, they could **rub it out with an eraser**. (Signal.)

Later that day, they had supper and talked about the fun they'd had at the fair. Soon it was time for bed. That was one night that it was easy for them to **go to sleep**. (signal)

Activity 15

(May be used anytime after lesson 46)

PART-WHOLE- Table, Pencil, Toothbrush

Objective: To help the students gain a better understanding of parts of objects

Materials: A large drawing of a table with one leg missing, a cutout picture of a table leg, tape, and a blindfold

Directions: Tape the drawing of the table to the chalkboard and explain to the students that they are going to play Tape the Leg on the Table (a variation of Pin the Tail on the Donkey). Blindfold a student and have him or her try to position the missing leg in the appropriate place on the table. (Put a small piece of tape at the top of the leg so the child can easily attach it to the table.)

Variations: Play the same game with parts of a toothbrush or a pencil.

Activity 16

(May be used anytime after lesson 52)

PRONOUNS-ACTIONS: She, He, They

Objective: To help the students describe actions in a statement by using appropriate pronouns

Materials: Several pictures cut from magazines showing people performing various actions

Directions: Show the pictures to the students and have them describe what is happening in the pictures. Have them use the words **she**, **he**, and **they** when describing actions in complete sentences.

Activity 17

(May be used anytime after lesson 53)

PREPOSITIONS-On, In

Objective: To help develop the students' understanding of prepositions

Materials: An eraser

Directions: Tell the students to close their eyes while one child hides the eraser somewhere in the classroom. Choose another student to look for the eraser within a three-minute time limit. He or she searches for the object by asking questions that contain the preposition **on** or **in**, such as: "Is it **on** a shelf? 'Is it **in** a drawer?" If and when that child finds the eraser, he or she gets to hide it for the next game. Otherwise, the child who originally hid the eraser gets to hide it again.

Activity 18

(May be used anytime after lesson 55)

POLARS: Full, Big, Wet, Old

Objective: To reinforce the students' understanding of polar words

Materials: Several sheets of drawing paper and crayons

Directions: Divide the class into four groups and assign each group one of the following polars: full-not full; big-not big; wet -not wet; and old-not old. Then tell the students to fold their paper in half and draw two pictures that show something that illustrates their assigned polars. Later, have the students show their pictures and tell about them.

Activity 19

(May be used anytime after lesson 58)

PLURALS

Objective: To help the students recognize whether a word ending refers to one or more than one

Materials: Two boxes, several magazines, scissors, and a table

Preparation: Display two boxes on top of the table. Show a picture of a single object on one box, and a picture of several objects of the same kind on the other box.

Directions: Have the students look in magazines and cut out five pictures of single objects and put them in the box marked for single objects. Then have the students look for different pictures of several objects of one kind, cut them out, and put them in the other box. When the students have finished putting the pictures in the second box, review the contents of each box with them and discuss the pictures.

Activity 20

(May be used anytime after lesson 63)

INFORMATION: Tomorrow

Objective: To help give the students a better understanding of the meaning of the word tomorrow

Materials: None

Directions: At the end of the school day (Monday through Thursday) call on different students to perform tasks that you want done the next day. For example, "Mary, I would like you to water the plants tomorrow," or "Michael, I would like you to erase the chalkboard after class tomorrow," and so on. On Friday, have the students tell about their expected activities for Saturday by completing a sentence such as: "Tomorrow I will _____."

Activity 21

(May be used anytime after lesson 65)

CLASSIFICATION: Vehicles

Objective: To strengthen the students' ability to identify vehicles and make statements about them

Materials: Magazines, scissors, paste, and several sheets of construction paper

Directions: Have the students cut out pictures of various vehicles from magazines and paste them on construction paper. This can be done as a group project or by individuals. Ask the students to identify the vehicles by name.

Variations: Have the students use this activity with other classifications.

Activity 22

(May be used anytime after lesson 67)

PART-WHOLE: Elephant, Wagon, Tree

Objective: To help develop the students' observation of objects that have missing parts

Materials: Catalogs or magazines and scissors

Preparation: From a catalog or magazine, cut out a picture of either an elephant, a wagon, or a tree. Eliminate one part of the picture.

Directions: Divide the class into two teams, A and B. Hold up the picture and ask someone from team A what part of the object is missing. If the student answers correctly, that person's team earns a point; if not, the question passes to a person on team B. Ask someone on team B the answer to the next picture you hold up. The team with the most points wins.

Activity 23

(May be used anytime after lesson 70)

PART-WHOLE: Umbrella

Objective: To acquaint the students with the parts of an umbrella

Materials: An umbrella

Directions: Show the students the umbrella and let them take turns naming its parts. Demonstrate and review how an umbrella works; then let the students take turns opening and closing it.

Activity 24

(May be used anytime after lesson 72)

AND ACTIONS

Objective: To increase the students' ability to describe two actions by making two statements joined with the word **and**

Materials: None

Directions: Tell the students to watch the actions you are going to do. Then shake your head and clap your hands. Say, "I am shaking my head and clapping my hands."

Ask a volunteer to perform two actions in front of the class. Then have the students think of a sentence that tells what that student is doing. Explain that the word **and** should be used in their sentences. Call on someone to say his or her sentence, and then let that person perform two new actions in front of the class.

Activity 25

(May be used anytime after lesson 74)

PREPOSITIONS: In back of, Under, Next to

Objective: To encourage the students to use prepositions to describe relationships between objects

Materials: Pictures of familiar animals and tape

Preparation: Find pictures of animals, such as a tiger a monkey a lion, and any other animals the students can readily identify. Tape them in various positions on the chalkboard. Move one in back of another animal, under another animal, or next to another animal.

Directions: Ask a student a question such as: "Where have I placed the lion?" The student who answers your question with a complete sentence about the animal is then asked to rearrange that animal's position on the chalkboard.

Activity 26

(May be used anytime after lesson 75)

TENSE: Was, Were

Objective: To strengthen the students' ability to use the past tense when describing a performed action

Materials: A storybook

Directions: Read a short story to the students and then ask them questions about it. Begin your questions with the words **What was** or **What were**, and have students answer you with a complete statement using **was** or **were**.

Activity 27

(May be used anytime after lesson 76)

COLOR: Blue, Yellow, Black, Green, Red

Objective: To reinforce the students' ability to recognize and identify colors

Materials: Blue, yellow, black, green, and red paper squares, tape, and chalk

Preparation: Tape the colored squares on the chalkboard with enough room underneath each one for tallying points.

Directions: Divide the class into five teams, one for each color. Begin with the first color on the board and have the first team look around the classroom for items of that color. For each appropriate item found, a point is earned. The other four teams play the game the same way. Set a time limit for each team. The team with the most points at the end of the game wins.

Activity 28

(May be used anytime after lesson 77)

CLASSIFICATION: Food

Objective: To help teach the students to identify foods and make statements about them

Materials: Drawing paper, crayons, scissors, a small tray, a table, and two chairs

Directions: Have the students draw pictures of their favorite foods and cut them out. Then explain that the class will play the game Restaurant. The pictures are collected and put in the "kitchen" of the restaurant where one student, the "cook," keeps the drawings. Two children then sit at the restaurant table and give their orders to the "waiter" or "waitress," who in turn gives the verbal order to the cook. The cook then puts the food on a tray so that it can be served to the customers.

Activity 29

(May be used anytime after lesson 85)

COLOR: Blue, Yellow, Black, Green, Red

Objective: To help reinforce the student's recognition of colors through an action game.

Materials: None

Directions: Have the students line up on one side of the gym or playground. Assign one student to be the fire fighter and have him or her stand in the middle of the area. When that person calls out: "Fire fighter calling red," all the other students wearing red clothing attempt to run across the area before the fire fighter can tag them. The ones who are tagged are eliminated from the game. The others return to the starting line. The fire fighter continues calling all other colors and tagging players. The last remaining player becomes the new fire fighter.

Activity 30

(May be used anytime after lesson 86)

SHAPE: Triangle, Circle

Objective: To help teach the students to recognize shapes and identify them by name

Materials: None

Directions: Have the students look around the classroom to find various objects in the shape of a triangle or a circle. Then have them identify the shape by saying, for example, "The doorknob has the shape of a circle," or "The light fixture has the shape of a triangle."

Activity 31

(May be used anytime after lesson 90)

PART-WHOLE- Body

Objective: To strengthen the students' ability to identify the various parts of the body

Materials: None

Directions: Have the students form a circle. Sing the song "Do the Hokey-Pokey and Turn Yourself Around" to the class. Then have the students sing the song with you, as all of you perform the actions that accompany the words.

Activity 32

(May be used anytime after lesson 90)

ACTIONS

Objective: To have students listen carefully and follow directions to identify parts of the body

Materials: None

Directions: The students should be standing. They must be able to hear you clearly at all times. Read the script aloud and emphasize any words that are in heavy type. When the script calls for the students to perform an action, signal by clapping or snapping your fingers.

Introduction: Today we're going to do some actions. Listen so that you can hear what you're supposed to do. When you're doing the actions don't make any noise, so that you can hear what I tell you to do next. Wait until you hear me clap (or snap my fingers) and then do the things you're supposed to do. Here we go.

Script:

Touch your **ear**. (Signal.)

Wiggle your **nose**. (Signal.)

Shake your **head**. (Signal.)

Wave your **hand**. (Signal.)

Wiggle your **leg**. (Signal.)

Touch your **mouth**. (Signal.)

Touch your **hair**. (Signal.)

Touch your **chin**. (Signal.)

Wiggle your **thumb**. (Signal.)

Touch your **elbow**. (Signal.)

Touch your **knee**. (Signal.)

Touch your **neck**. (Signal.)

Jump up and down. (Signal.)

Draw a line on the **floor** with your **finger**. (Signal.)

Smile if you're having **fun**. (Signal.)

Activity 33

(May be used anytime after lesson 92)

PREPOSITION: **Between**

Objective: To have the students perform designated actions that involve the preposition **between**

Materials: Small objects found in the classroom (paper clips, erasers, and pencils) and three or four tables or desks

Directions: Divide the class into three or four groups and have them sit around a table or desk. Give each group three different objects. Have the students take turns being "the leader" of their group. The leader names one of the objects and instructs another child to put it between the other two objects. For example, "Take the pencil and put it between the paper clip and the eraser."

Activity 34

(May be used anytime after lesson 97)

INFORMATION: Months (January to May)

Objective: To help strengthen the students' ability to name the first five months of the year in order and learn some important dates in those months

Materials: A current calendar

Directions: Display the calendar and ask which students have birthdays in January, February, March, April, or May. Then mark those students' birthdays on the calendar. Call on individuals to recite the months January through May, and then take a few moments to discuss some dates in those months that are important.*

For example:

January 1-New Year's Day

February 2-Groundhog Day

February 12-Abraham Lincoln's Birthday February 14-St. Valentine's Day

February 22-George Washington's Birthday Second Sunday in May-Mother's Day May 30-Memorial Day

*For countries other than the United States, discuss holidays that are appropriate for that geographical area.

Activity 35

(May be used anytime after lesson 98)

CLASSIFICATION: Clothing, Animals

Objective: To reinforce the students' ability to distinguish between clothing and animal classifications

Materials: None

Directions: Play a variation of baseball with the class. Divide the group into two teams and let the students select names for their teams. Specify three bases in the room. Then explain that when you "pitch" to a "batter," he or she must give the name of some article of clothing or the name of an animal in order to proceed to first base. (The students must respond in ten seconds, and a correct answer may not be given more than once.) The second "batter's" correct answer advances batter 1 to second base and allows batter 2 to go to first base. If a batter does not respond or give a correct answer within ten seconds, an "out" is called. After three "outs," the first team sits down and the next team is "up to bat."

Activity 36

(May be used anytime after lesson 102)

SOME, ALL, NONE -ACTIONS

Objective: To strengthen the students' understanding of the meaning of such words as **some**, **all**, and **none**

Materials: Eight paper clips

Directions: Have the students gather around your desk as you put several paper clips on the top of the desk. Then ask a student to pick up some of the clips and put them in his or her pocket. Call on someone else to tell what just took place, describing the action with a complete sentence. Next, have another child take all the paper clips and hand them to a friend. Someone else then describes that action with a complete sentence. And finally, have all the paper clips put back on the desk and tell the students that none of the clips will be moved.

Activity 37

(May be used anytime after lesson 104)

SHAPE: Triangle, Circle, Rectangle

Objective: To strengthen the students' ability to recognize and discriminate between shapes

Materials: Several pieces of cardboard, drawing paper, pencils, and crayons

Preparation: Cut the cardboard into rectangles, triangles, and circles.

Directions: This activity can be done by a small group of students rather than the entire class. Show the students how they can make a picture of a clown by tracing the shapes in pencil on drawing paper: a circle for the face, a triangle for the hat, a rectangle for the body, triangles for arms and legs, and so on. After the students trace the various parts of the clown's body, have them color the clowns and display their pictures.

Activity 38

(May be used anytime after lesson 107)

BEFORE-AFTER

Objective: To help the students apply the concepts of before and after to the left-right progression of pictures

Materials: The comic section of a Sunday newspaper, scissors, paste, and cardboard.

Directions: Select an easily understood comic strip and go through the story with the class. Then have a few students take turns retelling the story as you guide them by asking, "What happened just before _____?" and "What happened just after _____?"

Activity 39

(May be used anytime after lesson I 10)

PART-WHOLE: Flower, Coat, House, Shoe, Nail, Chair

Objective: To help the students identify objects and name their parts

Materials: Pictures of a flower, a coat, a house, a shoe, a nail, and a chair

Directions: Display pictures of the objects mentioned above. Have the students take turns pointing to the parts of the objects and naming them. You might give a small prize—a cookie or a piece of candy—to students who name all the parts correctly.

Activity 40

(May be used anytime after lesson 112)

BEFORE-AFTER

Objective: To help the students use the words **before** and **after** when reviewing and dramatizing stories from the kit's storybook

Materials: Stories from the *Language for Learning* Kit

Directions: Review with the students one of their favorite stories from the storybook. Ask questions beginning with "What happened **before** _____--?" and "What happened **after** _____?" Then ask for volunteers to portray the characters and dramatize the story for the other students.

Activity 41

(May be used anytime after lesson 114)

POLAR PAIRS: Tall-short

Objective: To strengthen the students' ability to describe pictures with a statement containing **tall** or **short**

Materials: Drawing paper and crayons

Directions: Discuss with the students some things that are tall and some things that are short. Distribute paper and crayons, and show the students how to fold their paper in half. Then have the students draw a picture of a tall object on one half of the paper and a picture of a short object

on the other half of the paper. The students take turns telling about their pictures when they finish drawing them.

Activity 42

(May be used anytime after lesson 115)

LOCATIONS: People associated with various locations (doctor, carpenter, fire fighter, dentist, grocer, farmer)

Objective: To help the students gain a better understanding of some occupational roles

Materials: None

Directions: Have the students play the game Who Am I? First have them think about and discuss the jobs done by a doctor, a carpenter, a fire fighter, a dentist, a grocer, and a farmer. Then have a volunteer stand before the--class, assume one of the roles mentioned above by describing some of the jobs he or she performs, and ask "Who Am I?" The first person to guess the correct answer is the next person to ask "Who Am I?"

Activity 43

(May be used anytime after lesson 125)

WHERE, WHO, WHAT, WHEN

Objective: To help teach the students to discriminate between **where, who, what, and when** questions

Materials: None

Directions: Select two students to stand in front of the class, shake hands, and introduce themselves to each other. Have one child ask the other child a question beginning either **where, who, what, or when**. The second child should answer the question with a complete statement and then ask the first child a question. Different pairs of students can take turns doing this question-and-answer activity.

Activity 44

(May be used anytime after lesson 131)

ACTIONS

Objective: To have the students listen carefully and follow directions to perform certain actions, and to have them respond to questions in the story

Materials: Several sheets of drawing paper and crayons

Directions: The students should be seated in such a way as to allow free movement in all directions. They must be able to hear you clearly at all times. When the story calls for answers or for actions to be performed by the students, signal by clapping or snapping your fingers.

Introduction: This is a story about a visit from a very special person from outer space. See if you can help our visitor learn about how we live on the planet Earth.

Story: One evening, Gerald thought he saw a shooting star fall from the sky into a field not far from his house. He was very excited, so he told his twin sister, Marie, about what he had seen. Marie jumped up from her chair. What did she do? (Signal.) Yes, she jumped up from her chair.

"Let's go see where it landed," Marie said. "Yes, we'll go and look around," Gerald said. What will they do? (Signal.) Yes, they'll go and look around.

Gerald and Marie ran to the field. Sure enough, there was something on the ground. A little bit of smoke was rising from it. "I'm not sure this is a shooting star," Marie said. What do you think it is? Take a guess. (Signal.)

Marie and Gerald slowly walked over to the thing on the ground. It was still hot, so they couldn't get very close. Why couldn't they get close? (Signal.) Yes, it was still hot. They took a good look at the thing. Gerald said, "I think it's a flying saucer." It looked like a giant hamburger. Suddenly the top of the hamburger started to turn. Marie and Gerald were scared. They stood very still. What did they do? (Signal.) Do the same thing Gerald and Marie did. (Signal.) Sit down now and listen. Then the top fell off the hamburger. They became more afraid, so they put their hands over their eyes. What did they do? (Signal.) Do the same thing Gerald and Marie did. (Signal.)

Something crawled out of the middle of the hamburger. It didn't look big. It wasn't big; so it was ... (signal). Yes, it was small. It kept coming out, and they saw that it wasn't fat, so it was ... (signal). Yes, skinny. The thing stood up, and Marie and Gerald saw that it wasn't tall, so it was ... (signal). Yes, short. The thing had three arms and three legs and a big head with three eyes. It didn't have a nose, but it had a big mouth. The mouth started to open. And what came out of the mouth was a voice that wasn't scary at all. The voice said, "Don't be afraid of me because I don't look the same as you. I have come to learn about your planet. My name is Boona. I am from a planet very far away. I will not hurt you. Will you be my friends and help me to learn?"

Marie uncovered her eyes and looked closely at Boona. The strangest thing about Boona was her color. She was mostly blue. What color was she? (Signal.) Yes, mostly blue, but her lips were green. What color were her lips? (Signal.) And she wore a red uniform that covered her body, her three arms, and her three legs. What color was her uniform? (Signal.) Yes, red. She was very colorful. Marie said, "We like your colors, we like the way you look, and we like your voice. We will help you to learn. You're right. You really don't look the same as us. You look different." Did Boona look the same as Marie? (Signal.) No, she looked ... (signal). That's right, she looked different.

Boona was happy. Here's a rule about Boona. When Boona is happy, she raises one arm. What does she do? (Signal.) Do what Boona does when she's happy. (Signal.) Now put your arm down and listen.

Boona said, "I am glad that you will help me. First tell me the name of the planet you live on." Tell Boona the name of the planet you live on. (Signal.) Boona said, "That's what I thought."

Gerald said, "How do you know how to talk like us?"

"I listened to your people talk on the radio in my spaceship. But I do not know all of your language. You will have to help me," said Boona.

"All right," Marie and Gerald said. "But first we have to go home."

"Home?" asked Boona.

"Home is a house," said Marie.

Boona said, "I know what a house is. Also I know about barns, gas stations, schools, and stores. They all have walls and a roof. They are gorfs."

"No," said Marie. "We call them something else. We call things that have walls and a roof buildings."

"Buildings," said Boona. "I have learned a new word for things like houses, gas stations, and barns. Let's go to your house."

So they walked to Gerald and Marie's house. They had to walk slowly because it was hard for Boona to walk on earth with three legs. When they got home, Gerald and Marie got ready for bed and asked Boona where she wanted to sleep. Boona said, "I don't know your word for it, but I like to sleep in a thing that has a counter, doors, and handles." What does Boona like to sleep in?

(Signal.) Yes, a cabinet.

"That is weird," said Gerald, "but I will let you sleep in the cabinet in my room." He led Boona to his room, opened up the cabinet doors, and Boona rolled up into a little ball inside it and went to sleep.

The next morning, Gerald and Marie woke Boona up and watched her unroll out of her ball shape. Boona stood up and said, "I am hungry. What do you call the things you eat on Earth?" Tell Boona the name for things we eat. (Signal.) Yes, food.

Boona said, "What is that thing there? I can see that it has a seat, a back, legs, and rungs, but what do you call it?" "It's a chair," said Gerald. "You will sit in one when you eat breakfast this morning." Boona asked, "Do you eat breakfast before you get up in the morning?"

Tell Boona when you eat breakfast. (Signal.) Yes, you eat breakfast after you get up in the morning.

After breakfast, Marie and Gerald took Boona outside. Boona was happy. Do you remember what Boona does when she's happy? She raises one arm. Do what Boona does when she's happy. (Signal.) Put your arm down now and listen.

Outside there were lots of things like grass, bushes, flowers, and trees. Boona said, "What do you call those things that grown in the ground?"

Marie said, "They are plants. Aren't they pretty?" Boona went over to the garden, reached out and pulled up some flowers, put them in her mouth, and ate them. "No!" cried Marie. "Those plants aren't food. You're not supposed to eat them."

"I think you are right. I feel sick. I think I need to see a lerp."

"A lerp?" Marie said. "I think you mean a doctor. You need to see a doctor when you feel sick. A doctor is a person who helps you get well."

So they rushed Boona to see Dr. McRae. They told Dr. McRae all about Boona.

Dr. McRae said, "I have never helped anyone from outer space, but I will try. Here, Boona, put this in your mouth so that I can tell what your temperature is." What do you call the tool that tells temperature? (Signal.) Yes, a thermometer.

"I will give you something to help you get well," Dr. McRae said to Boona.

Boona said, "I know, you're going to give me some leeloo."

Dr. McRae said, "We call it something else." Tell Boona what we call something that helps us get well. (Signal.) Yes, we call it medicine.

Boona took the medicine, and then she rolled up in a ball and went to sleep. In a few minutes she woke up. "I feel fine now. I am happy," she said. What does Boona do when she's happy? (Signal.) Do it. (Signal.) Put your arm down now and listen.

"I am so happy that I am going to show you some tricks I can do," said Boona; and suddenly she became very small and turned into something with a head, a shaft, and a point. What do you think that was? (Signal.) Yes, a nail.

Marie and Gerald clapped. Do the same thing they did. (Signal.) Stop clapping.

Marie said, "Do another trick."

Boona became bigger and turned into something that you sweep with that has a handle and bristles. What was that? (Signal.)

They said goodbye to Dr. McRae and then went to the person who helps the doctor. Boona said, "Goodbye, sorb."

"That's not right," said Gerald. Tell Boona what you call a person who helps a doctor. (Signal.) Yes, a nurse.

Boona got mad because she was making so many mistakes about words. Here's a rule about Boona. When Boona gets mad, she shakes her head. What's the rule? (Signal.) Yes, when Boona gets mad she shakes her head. Do what Boona does when she gets mad. (Signal.) Stop now and listen.

Gerald said, "We are a long way from getting back to Boona's spaceship. Let's take a bus." A woman driving a bus came by and picked them up. "Hi there, grup," said Boona.

She laughed at Boona and said, "I'm not a grup. We have another name for a person who drives a vehicle." Tell Boona what we call a person who drives a vehicle. (Signal.) "I am a driver," said the woman.

Boona got mad again. When Boona gets mad she ... (signal). Yes, she shakes her head. Do it. (Signal.) Stop now and listen.

Boona said, "I don't know what you call a person who rides in a vehicle." Do you know? Tell Boona. (Signal.) Yes, a person who rides in a vehicle is a passenger.

They got off the bus. Boona started to cross the street against the light. "Wait!" said Marie. "You cross the street when the light turns green."

Boona looked at the traffic light. It was red. "Let me ask you some questions to make sure that I understand your rule," Boona said. "When do you cross the street?" Tell her. (Signal.) "What do you do when the light turns green?" Tell her. (Signal.) Boona said, "I see. When the light turns green, I can cross the street."

Finally, they came to Boona's spaceship. Boona said, "Thank you for helping me learn. I will tell about you on my planet and about all the things I learned from you."

Marie and Gerald stood back as the ship lifted off and flew out of sight into space. "Maybe someday we can visit Boona's planet and learn about her world," said Gerald. Marie smiled and thought about what an adventure that would be.

Use your crayons and paper to draw a picture about this story. See if you can remember what colors Boona was. There are lots of things you could draw. Think about what Boona did and what she saw on Earth.

Activity 45

(May be used anytime after lesson 150)

LOCATIONS: Restaurant

Objective: To acquaint the students with a restaurant by visiting one

Materials: None

Directions: Visiting a restaurant can be an enjoyable and memorable experience for the students. You might make arrangements to have your class visit a nearby restaurant—perhaps one that serves some type of ethnic food. The students should enjoy preparing for the visit by learning how to give their food orders politely, how to use their silverware correctly, how to read a menu, and so on. This is a nice activity for the end of the school year, as a kind of “farewell” luncheon.

Activity 46

(May be used anytime after lesson 158)

LOCATIONS

Objective: To have the students name a location after being told its primary function and name people found in the location

Material: None

Directions: The students should be seated so that they can hear you clearly at all times. When the story calls for responses by the students—signal by clapping your hands or snapping your fingers.

Introduction: I'm going to tell you a story about Dozy's uncle. He needs information to help him find Dozy. Dozy told him to come and take him home, but he can't remember where he said he was going to be. Let's see if we can help him find Dozy.

Story: Dozy's uncle thinks this is the day to pick him up. Dozy told him to come and get him on the day after Sunday. What is the day after Sunday? (Signal.)

Maybe Dozy's uncle can find Dozy in the city. Could you tell me some things he would see in the city? (Signal.) Dozy's uncle saw something in the city that he had never seen before. It was on a pole at the corner of the sidewalk, and it had a red, a yellow, and a green light. What do you suppose that was? (Signal.) There was a man directing traffic, wearing a uniform and a badge, and blowing a whistle. Dozy's uncle thought it was a fire fighter. Who do you think it was? (Signal.)

After Dozy's uncle was in the city awhile, he went on a long walk to another place. The place had trees and plants and all kinds of animals. What do you call that place? (Signal.) There was an animal with spots, and he didn't look very friendly. At first Dozy's uncle thought it was a dog, but the animal growled at him. What animal could it have been? (Signal.) Next he saw a funny

animal with a long tail, and the animal used his tail to swing from tree to tree. He guessed it was a cat. What kind of animal could it have been? (Signal.)

When Dozy's uncle left the jungle, he was tired and wanted something to eat. He could not remember the name of the place where you go to buy a meal. What do you call that place? (Signal.) When he got to the place that he thought was a restaurant, he didn't see any waiters or menus. All the food was on shelves, and people were pushing carts up and down the aisles. He couldn't find a waiter anywhere. Finally he found a woman at the cash register. Where was Dozy's uncle? (Signal.) Dozy's uncle thinks Dozy told him he would be at the library or the airport. Do you find tables at a library? (Signal.) Do you find books at a library? (Signal.) Do you find card files at a library? (Signal.) What do you call the person who helps us find books? (Signal.)

Thank you for knowing all those things, but Dozy's uncle doesn't think the library is where Dozy is. Now he thinks he must be at the airport. What do you call the road where airplanes land and take off? (Signal.) What do you call the place where people wait for the airplanes to land? (Signal.) When Dozy's uncle found Dozy he told him how helpful you had been, and that he learned from you to listen carefully to information. Dozy's uncle asked me to thank you, boys and girls.