

Unit 4

LESSON 1

Theme Introduction
Student Book pp. 30–31

Objective

Identify and name:
dancing, singing, clapping

4 Singing and Dancing



1 Warm Up

- Wave to children and say *Hello*. Have them wave and say *Hello* back to you.
- Have children sing the **Hello Song** (Audio: TR 2 / Video: Routine) as they wave hello to each other.

2 Introduce the Theme

- Bookwork** Help children open their books to pp. 30–31. Show children the photo on pp. 30–31. Say *Look!* Ask questions about the photo:
 - Point to one of the dresses, and ask *What is this?* (a dress)
 - Ask *What color dresses do you see?* (yellow, orange, green, red)
 - Point to the girl in the center wearing the yellow dress, and ask:
 - What color is her dress?* (yellow)
 - What is in her hair?* (a flower)
 - How does she feel?* (happy)

- Then say *These children are dancing*. Dance around a little as you say the word *dancing*.
- Play the **Unit 4 Song: Sing a Song** (Audio: TR 39 / Video: SC 1). Say *Listen to the music!* Start dancing to the music. Then say *I'm dancing to music*.
- Say *Let's learn about music!* Slowly show Picture Cards 184–190 without saying the words.

Video Option Show children the vocabulary presentation on the video without playing the audio. Use Video: SC 2.

3 Teach the Vocabulary

- Play the **Sing a Song** (Audio: TR 39 / Video: SC 1). Dance around to the music. Say *Dancing*. Have children get up and dance with you. Say *We are dancing!*
- Have children stop dancing. Now start singing *la, la, la* to the music. Say *Singing*. Then have children start singing with you. Say *We are singing!*
- Have children stop singing. Now start clapping to the music. Say

Clapping. Then have children start clapping with you. Say *We are clapping!*

- Say *Let's say the words*. Play Audio: TR 32 while showing the picture cards for *dancing, singing, and clapping*. Have children repeat each word two times.

dancing dancing
singing singing
clapping clapping

Video Option Show children the vocabulary presentation of the words *dancing, singing, and clapping* on the video. Use Video: SC 2.

- Say *Now let's listen to a chant*. Play the **Unit 4 Chant** (Audio: TR 33). The first time, have children just listen to the chant and watch you do the actions. The second time, encourage them to join in saying the chant and doing the actions.

I like singing.
[Sing *la, la, la, la.*]
I like dancing.
[Stomp your feet four times.]
I like clapping.
[Clap your hands four times.]

Around the World

The children singing are from Senegal. A version of this song is popular in Senegal. If you have a map of the world, show children Senegal on the map.



Language

New: dancing, singing, clapping

Recycle: hair, dress, red, yellow, green, orange, square, circle, flower, numbers 1 (one) – 10 (ten), play, run, climb, happy

Receptive: What is this?; What color [dresses do you see/is her dress]?; How does she feel?; These children are dancing.; Listen to the [music]!; Let's learn about music!; We are [dancing]!; Let's say the words.; Now let's listen to a chant.; Look at the children. Who is [dancing]?; Now you do it! Look for more [dancing] children. Is [he/she] [dancing]? Put a [circle] around [him/her/other dancing children].; Now let's watch and listen as children sing a song about music! They're from Senegal.; Do you hear music?; [Start/Stop] dancing!; What are you doing?

Singing

[Sing *la, la, la.*]

Dancing

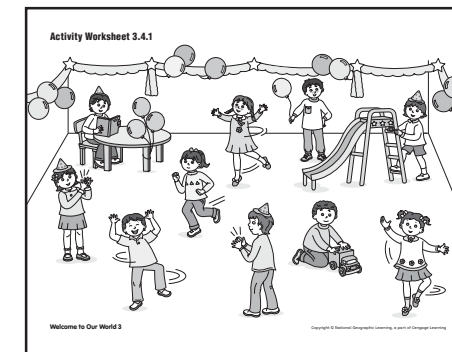
[Stomp your feet three times.]

Clapping

[Clap your hands three times.]

Singing, dancing, clapping!

- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 3.4.1 to each child.
- Worksheet** Hold up a worksheet. Say *Look at the children. Who is dancing?* Point to the boy reading, and ask *Is he dancing?* (no) Then ask *Is he reading?* (yes)
- Point to a girl dancing, and ask *Is she dancing?* Say *That's right. She's dancing*. Point to the dancing girl, and say *She is dancing. Put a circle around her*. Model putting a circle around the dancing girl. Say *Now you do it! Look for more dancing children. Put a circle around other dancing children*.
- Move around the class while children are working to watch and provide help as needed.



- Give children a minute or two to find and circle the two other dancing children. Then hold up the worksheet again, and ask *Who is clapping?* Point to the boy reading, and ask *Is he clapping?* (no) Then point to the clapping boy, and ask *Is he clapping?* Say *Yes, he's clapping*. Point to the clapping boy and say *He is clapping. Put a square around him*. Model putting a square around the clapping boy. Say *Now you do it! Put a square around another child who is clapping*. Give children a minute to find the other clapping child.

Resources

- Video: Routine, Getting Ready SC 6, and SC 1–2
- Audio: TR 2–5, 33, 39
- Picture Cards 184–190
- Teacher's Resource CD-ROM: Worksheet 3.4.1 (optional), Home-School Connection Letter
- Big Book 10

- When children are finished, review the worksheet together as a class. Point to the illustrations one by one, and ask *What is this?* Have children say the activity they see. As you come across each dancing child, place a circle around it. As you come across each clapping child, place a square around it. Then have children tell you how many children are dancing (three) and how many are clapping (two).

4 End the Lesson

- Play the **Clean Up Song** (Audio: TR 4 / Video: Routine) while children help you clean up the materials used in the lesson.
- Say *Now let's watch and listen as children sing a song about music! They're from Senegal*. Play Video: SC 1.
- Say *Goodbye!* to each child as the children leave.

Additional Activities

- Say *Listen to the clapping*. Clap two times. Say *How many?* Children should say *two*. Now clap three times, and ask *How many?* When children seem to understand the activity, do it a few more times with a greater number of claps. For example, clap six times, five times, eight times, nine times, seven times, and ten times. Each time, have children count and tell you the number of claps.
- Play a game of freeze dance. Play the **Sing a Song** (Audio: TR 39 / Video: SC 1). Ask *Do you hear*

music? Start dancing! After 10–15 seconds, stop the music and say *No music? Stop dancing!* Have children stop dancing. Stop and start the music a few more times, having children dance each time the music plays and stop dancing when the music stops.

- Record children singing a well-known song in their native language. Play the recording back for them, and ask *What are you doing?* (singing)