

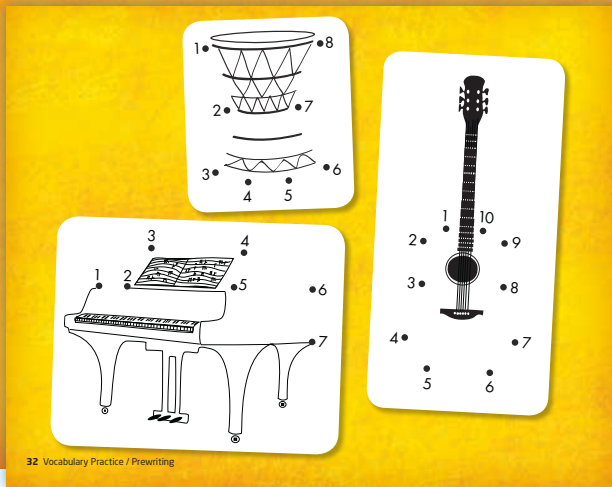
## LESSON 3

### Vocabulary Practice

Student Book p. 32

### Objective

Demonstrate understanding of: *dancing, singing, clapping, stomping, shouting, drum, guitar, piano*



### 1 Warm Up

- Say *Hello!* or *Hi!* to each child. Encourage children to greet you and each other by saying *Hello!* or *Hi!*
- Have children sing the **Hello Song** (Audio: TR 2 / Video: Routine) while waving to each other.
- Say the **Unit 4 Chant** (Audio: TR 33) with children. Have them do the actions as they say the chant.

### 2 Review

- Show children the *clapping, stomping, dancing, and shouting* picture cards one at a time. As you show each, ask *What is this?*
- Play the **Unit 4 Song: Sing a Song** (Audio: TR 39 / Video: SC 3). Say *Listen*. Say each of these instructions one at a time, and have children do them along with the music:
  - *Show me clapping.*
  - *Show me stomping.*

- *Show me dancing.*
- *Show me singing.*
- *Shout Hello.*

- Have children sit in a circle. Show children the *guitar, drum, and piano* picture cards one at a time, and ask *What is this?*
- Spread out the cards in the middle of the circle. Then say *Listen*. Play Audio: TR 38. Ask *What is it?* Invite a child to come to the center, pick up the card for the instrument that matches the sound, and say the word.
- Repeat this activity until each instrument has been reviewed two times.

### 3 Practice the Vocabulary

- **Bookwork** Help children open their books to p. 32. Point to the activity item at the top of the page. Point to the dot by the number 1. Say *Look at the number 1*. Then ask *Where is the number 2?*

- Say *Draw a line between the dots*. Point to the dots as you say the word *dots*, and then model drawing a line between them. Then have children do it.
- Point to the dot by the number 3, and show children how to draw a line between the number 2 and number 3 dots. Then say *Now you do it!*
- Have children finish connecting all of the dots in the picture. Move around the room to watch as children work. Provide help as needed.
- When children finish, have them hold up their books. Ask *What is it?* (a drum)
- Say *Show me how to play a drum*. Have children drum on their desks.
- Now point to the piano, and say *Now do this!* When children finish, have them hold up their books. Ask *What is it?*
- Say *Show me how to play a piano*. Have children put their hands out and move their fingers as though they are playing a piano.

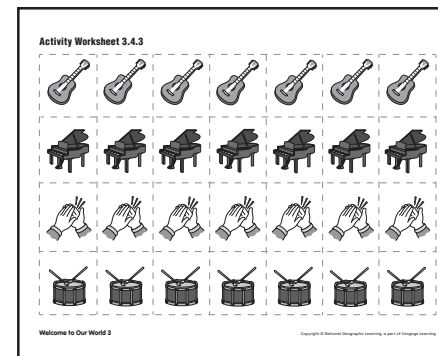
## Language

**Review:** dancing, clapping, singing, stomping, shouting, drum, guitar, piano

**Recycle:** numbers 1 (one) – 10 (ten)

**Receptive:** What is [this/it]?; Listen.; Show me [clapping].; Where is the number 2?; Draw a line between the dots.; Now you do it!; Show me how to play [a drum].; Now do this!; I say a word. You put down the card.; What cards do [you have/we need next]?; Put down three more cards.; Let's play a game. If I say "Please start clapping," start clapping. If I say "Start clapping," do not start clapping.; I must say "Please."

- Repeat the activity with the guitar.
- If time allows, let the children color each instrument.
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 3.4.3 and scissors to each child.
- **Worksheet** Have children cut the worksheet along the cutting lines. Have children put the pictures for each word in separate groups.
- Say *Listen. I say a word. You put down the card*. Say *Guitar*. Have children put a *guitar* picture down. Then say *Piano*. Have children put a *piano* picture next to the *guitar*



picture. Move around the room to check that children are following your directions correctly. Then continue the pattern, one at a time, having children add another guitar, another piano, and then another guitar.

- Ask *What cards do you have?* Have a child say the cards in order (guitar, piano, guitar, piano, guitar).
- Repeat the card pattern. Then ask *What card do we need next?* (a piano) Then, working as a class, one card at a time, have children continue building the pattern until they have eight cards in front of them in this order: guitar, piano, guitar, piano, guitar, piano, guitar, piano.
- Now say the following pattern two or three times, having children put down the cards in the correct order: drum, drum, clapping, clapping, drum. Ask *What cards do we need next? Put down three more cards.*
- Move around the room as children work, providing help as needed.

### Resources

- Video: Routine and SC 3
- Audio: TR 2–5, 33, 38–39
- Picture Cards 184–191
- Teacher's Resource CD-ROM: Worksheet 3.4.3 (optional), Mini Picture Cards 184–191 (optional)

### Materials

- scissors (optional)

### 4 End the Lesson

- Sing the **Clean Up Song** (Audio: TR 4 / Video: Routine) while children help you clean up the materials used in the lesson.
- Sing the **Goodbye Song** (Audio: TR 5 / Video: Routine). Have children wave goodbye to each other as they sing.

### Additional Activities

- Say *Let's play a game. If I say "Please start clapping," start clapping. If I say "Start clapping," do not start clapping.* Emphasize the word *not*. Say *I must say "Please."* Emphasize the word *please*. Say *Please start clapping!* Have children clap. Then say *Start clapping!* without saying *please*. If any children start clapping, smile and say *Do not start clapping. I did not say "please."* Continue this game,

reviewing the words stomping, dancing, shouting, and singing.

- Give each child one Unit 4 mini picture card. Have each child say the action or instrument they have. Play the **Unit 4 Song: Sing A Song** (Audio: TR 39 / Video SC: 3). Have a parade around the classroom, with each child doing the assigned activity or pretending to play the assigned instrument.