

Unit 4

LESSON 1

Topic Introduction
Student's Book pages 30–31

Objective

Identify and name:
dancing, singing, clapping



1 Warm Up

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

2 Introduce the Topic

- Bookwork** Help children open their books at pages 30–31. Show children the photo on pages 30–31. Say *Look!* Ask questions about the photo:
 - Point to one of the dresses and ask *What is this?* (a dress)
 - Ask *What colour dresses can you see?* (yellow, orange, green, red)
 - Point to the girl in the middle wearing the yellow dress and ask:
 - What colour 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 41 / Video: Sc. 1, Listen to the Song). 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 Flashcards 62–69 without saying the words.

IWB / Website: Video Option
Show children the vocabulary presentation on the video without playing the audio. Use Video: Sc. 2, Vocabulary.

3 Teach the Vocabulary

- Play **Sing a Song** (Audio: TR 41 / Video: Sc. 1, Listen to the Song). Dance around to the music. Say *Dancing*. Invite children to get up and dance with you. Say *We are dancing!*
- Tell children to stop dancing. Now start singing *la, la, la* to the music. Say *Singing*. Then ask children to start singing with you. Say *We are singing!*

Around the World Video: Scene 1

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.



- Ask children to stop singing. Now start clapping to the music. Say *Clapping*. Then ask children to start clapping with you. Say *We are clapping!*
- Say *Let's say the words*. Play Audio: TR 36 while showing Flashcards 62–64 (dancing, singing, clapping). Ask children to repeat each word twice.

dancing dancing
singing singing
clapping clapping

IWB / Website: Video Option Show children the vocabulary presentation of the words *dancing, singing* and *clapping* on the video. Use Video: Sc. 2, Vocabulary.

- Say *Now let's listen to a chant*. Play the **Unit 4 Chant** (Audio: TR 37). The first time, ask children just to 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.* (Stamp your feet four times.)
 - I like clapping.* (Clap your hands four times.)

Language

New: clapping, dancing, singing

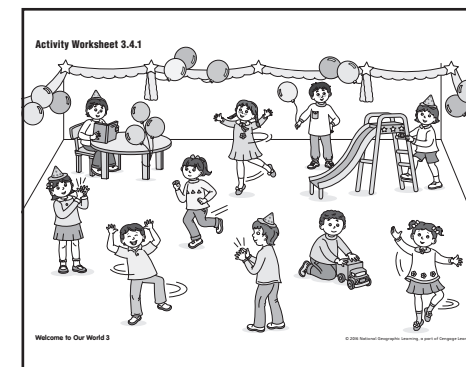
Recycle: circle, climb, dress, flower, green, hair, happy, numbers 1–10, orange, play, red, run, square, yellow

Receptive: What is this?; What colour (dresses can 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.; Can you hear music?; (Start/Stop) dancing!; What are you doing?

Singing
(Sing *la, la, la*.)
Dancing
(Stamp 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

- Class Audio CD: TR 2–5, 36, 37, 41
- IWB: Video, Routine and Sc. 1–2, Big Book 3: *Little Parrot Can Skate*
- Website: Video, Routine and Sc. 1–2
- Teacher's Resource CD-ROM / Website: Worksheet 3.4.1 (optional), Home-School Connection Letter
- Flashcards 62–69
- Big Book 3: *Little Parrot...*

4 End the Lesson

- Play the **Tidy Up Song** (Audio: TR 4 / Video: Routine) while children help you tidy 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, Listen to the song.
- Say *Goodbye!* to each child as the children leave.

Additional Activities

- Say *Listen to the clapping*. Clap twice. 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, tell children to count and tell you the number of claps.
- Play a game of musical statues. Play the **Sing a Song** (Audio: TR 41 / Video: Sc. 1, Listen to the

Song). Ask *Can you hear music? Start dancing!* After 10–15 seconds, stop the music and say *No music? Stop dancing!* Tell children to stop dancing. Stop and start the music a few more times, telling children to 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)