# I Am Healthy

## Topics and Themes
- healthy habits
- parts of the body
- action words
- values (be considerate)

## Strategies and Skills
- use prior knowledge
- use mime and gesture for meaning
- use songs, chants, and games to learn words and sentences

## Prereading and Prewriting
- practice reading a story
- practice psychomotor skills
- identify letters a, n, p, t and their corresponding sounds
- trace capital and small letters

## Communication Objectives
- identify healthy habits
- identify parts of the body
- count objects and recognize numbers: 20–29

## Language Objectives
- ask and answer questions
- use action words
- use the simple present and present progressive

## Content Connections
### Art:
- make posters showing healthy habits
- make people and animal posters
- paint with sponges
- make a crayon box

### Language Arts:
- perform chants
- role play conversations

### Math:
- count to twenty-nine
- trace and write numbers: 21–29
- learn about sets of ten

### Music:
- sing songs
- move to music

### Science:
- make healthy snacks
MATERIALS
• Jolly Giraffe Puppet
• Unit 2 Poster
• Class Audio CD A, Level 3
  Songs and Chants: They Are Healthy!; Guess the Habit; Healthy Habits; The Shape Game;
  Tiger Starts with T; P Is for Popcorn
• Picture Cards
• Student Book, Level 3, pages 14–25
• Unit 2 Stickers and Cutouts
• Workbook, Level 3, pages 10–17
• magazines; pillow; soap; toothbrush; toothpaste; comb; tissues; jump rope; paper bag; large paper shapes; play dough; plastic tub and water; mirror; toy bed or blanket; letter and number cards; tissue boxes, buttons, beads, sponges; paint; paper cups; healthy snacks

VOCABULARY

Key Vocabulary
brushing teeth, combing hair, eating healthy food, exercising, sleeping, taking a shower, using a tissue, washing hands

Extended Vocabulary
brush, comb, soap, toothbrush, toothpaste, tissue, jump rope; healthy, healthy habits; pillow, alligator, net; play hopscotch, hang, sneeze

Recycled Vocabulary and Actions
apple, eyes, nose, mouth, hands, ears, teeth, pizza, popcorn, tiger, telephone, ant, nurse, baby; stamp, clap, jump, run, swim, kick, climb, throw

VALUES
Be Considerate, page T23
Children learn a value and talk about it.

PROJECTS

My Crayon Box, page T24
Children do an art project and talk about it.

BULLETIN BOARD IDEAS
Label the bulletin board “Healthy Habits.” Invite children to draw pictures of themselves doing something healthy. Then let each one show his or her picture, name the healthy habit, and attach the picture to the bulletin board. Include realia or drawings of brushes, combs, toothbrushes, toothpaste, tissues, soap, apples, and bottles of water around the border of the bulletin board. Refer to the bulletin board often as you teach the unit.

NLP TIP
Involve children’s emotions when presenting new vocabulary or concepts. Ask children to act out a healthy habit and at the same time show whether they like or don’t like doing it. Help the class say, He/she likes/doesn’t like (exercising). Then ask children to do the healthy activities as if they were their favorite cartoon character, for example, Sleep like Winnie the Pooh or Brush your teeth like Shrek.

HOME-SCHOOL CONNECTION
Invite children to make a chart for recording how often they take a shower, exercise, or do something else that is healthy. At school, help them make the chart and practice filling it in. Then have them take the charts home and complete them. Encourage children to talk to their families about healthy habits; some may want to record family members’ healthy habits on their charts.

TELL-A-STORY
Be Healthy, pages T21–T22
Summary: A girl tells her friends how to be healthy. She says, “Brush your teeth.” She says, “Eat healthy food.” The girl and her friend eat fruit and sandwiches. These are healthy foods. The boy sneezes. He uses a tissue. The girl says, “Exercise.” She and her friends play ball. Exercise is healthy. Now the girl is in bed. Her mother says, “Sleep well.” Sleeping is a healthy habit, too.

NEWCOMER PRETEACHING ACTIVITIES
1. Use Jolly Giraffe to point to parts of your body as you say, These are my (eyes). This is my (nose). Ask children, What do you do with your (nose)? Model a response and have them repeat, I (smell) with my (nose).
2. Hold up several objects one by one, for example, a flower, a book, a bell, and an apple, and ask, Can you (smell) a flower? Repeat the questions using other senses.
3. Clap as you say, I can clap. Flap your arms and say, I can’t fly. Ask children, Can you (fly)? Encourage them to respond using the patterns, Yes, I can and No, I can’t. Then children can show the class how they can or can’t do the activity.
I Am Healthy

Listen and point. Say.
WARM UP

OBJECTIVES
• identify healthy habits
• use action words

KEY VOCABULARY
brushing teeth, combing hair, eating healthy food, exercising, sleeping, taking a shower, using a tissue; washing hands

MATERIALS
Class Audio CD; Poster; magazines, scissors, chart paper, markers, glue

BEFORE USING THE BOOK

CREATING INTEREST
Display the Poster. Play the song. Point to each healthy habit as you name it in the song. Help children pantomime the healthy actions as they sing along with you.

They Are Healthy!
Look at the children. What do you see? They are doing things. They are healthy. Look at the children. What do you see? They are doing things. They are healthy.

He is brushing his teeth.
He is brushing his teeth.
He is brushing his teeth.
He is healthy like you and me!

He is combing his hair.
He is combing his hair.
He is combing his hair.
He is healthy like you and me!

She is washing her hands.
She is washing her hands.
She is washing her hands.
She is healthy like you and me!

(REPEAT THE FIRST VERSE.)

WHILE USING THE BOOK

TEACHER TALK
Point to the picture. Look at the family. Find out what the children know. What do you see?

Point to the baby. Mime the action and ask children to listen, point, and repeat. She’s sleeping. It’s a healthy habit. Repeat for the other key vocabulary. (He’s taking a shower. He’s brushing his teeth. She’s combing her hair. He’s exercising. He’s washing his hands. She’s eating healthy food. She’s using a tissue.)

CHILDREN’S RESPONSE
Talk about what they see: people, rooms, what people are doing.

LISTEN, POINT, AND REPEAT. She’s sleeping. It’s a healthy habit. Repeat for the other key vocabulary. (He’s taking a shower. He’s brushing his teeth. She’s combing her hair. He’s exercising. He’s washing his hands. She’s eating healthy food. She’s using a tissue.)

EXTENSION ACTIVITY
Divide the class into pairs. Have children take turns pointing to a picture in a magazine while their partner names the healthy habit.

AFTER USING THE BOOK

GAMES AND ACTIVITIES

HEALTHY HABITS POSTERS Ask children to work in groups of five or six. Give each group some magazines, chart paper, scissors, markers, and glue. Help each group choose a different healthy habit and make a poster showing people doing that healthy action. Display the posters and invite the class to say something about each one. For example, They’re brushing their teeth.

HEALTHY ACTIONS Name each of the following actions as you model them: brushing teeth, combing hair, taking a shower, exercising, sleeping, washing hands, eating healthy food, using a tissue. Then invite children to stand up and do the actions with you as you say them.

WORKBOOK: PAGE 10. TE: PAGE 111.

TEACHING TIP
When teaching children a new song, it can be helpful to first teach the words without the music. This way you can focus on pronunciation and make sure children aren’t just moving their lips to the music.
Presentation

Objectives
- identify healthy habits
- express ownership

Key Vocabulary
brushing teeth, combing hair, eating healthy food, exercising, sleeping, taking a shower, using a tissue, washing hands

Materials
Class Audio CD; Puppet; small pillow; soap; toothbrush; toothpaste; comb; tissues; jump rope; paper bag

1 BEFORE USING THE BOOK
Creating interest
Bring these objects to class: small pillow, soap, toothbrush, toothpaste, comb, tissues, and jump rope. Hold up each item, say its name, and ask children to repeat. Do this several times, pointing out items in random order. Then place the items in a paper bag. Children can take turns picking an item from the bag and holding it up in the air as you say, (He) has a (comb). Ask children to repeat each statement. Then they can use the objects to act out a healthy habit, name it, and say, It's a healthy habit!

Use Jolly Giraffe to help you model the conversation. Then hand out tissues and let children practice the action with a partner.

A: (sneezing) Achoo!
B: Do you have a cold?
A: Yes, I do. Give me a tissue, please.
B: (handing over a tissue) Here!
A: Thank you.
B: Don’t forget to wash your hands.

2 WHILE USING THE BOOK

Teacher Talk

**Guess the Habit**
- Let's play a game!
- Get a partner!
- We'll take turns talking.
- And have fun!
- What am I doing?
- Do you know?

**Healthy Habits** Play the “Guess the Habit” song and tell children they can use it to play a game with a partner. One partner will act out a healthy habit and the other will guess what the first one is doing.

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Children’s Response

Listen, point, and repeat. Trace the line under each action as they say it. 
- **Sleeping. Combing hair.**

Point to each picture again. Listen, point, and repeat. 
- **She's sleeping.** Repeat for the other key vocabulary. 
- (She's combing her hair. She's exercising. She's eating healthy food. He's taking a shower. He's washing his hands. He's using a tissue. He's brushing his teeth.)

Help children open their books so they can see pages 14 and 15 together. Point to the girl sleeping on page 15. **She's sleeping. It's a healthy habit.** Then ask children to look at page 14. **Show me the baby sleeping. Repeat. The baby is sleeping. It's a healthy habit.** Repeat for the other key vocabulary.

Extension Activity
Divide the class into pairs. Have one child in a pair hold up a prop such as a toothbrush, comb, or pillow. The other child can identify the prop and use it as a clue to name a healthy habit. **He has a toothbrush. He's brushing his teeth.**

3 AFTER USING THE BOOK

Games and Activities

**Healthy Habits** Play the “Guess the Habit” song and tell children they can use it to play a game with a partner. One partner will act out a healthy habit and the other will guess what the first one is doing.

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**TEACHING TIP**
Encourage children to play the “Healthy Habits” game without teacher intervention. This will give them a chance to talk among themselves in English.
Listen, point, and say. Trace.

- sleeping
- combing hair
- exercising
- eating healthy food
- taking a shower
- washing hands
- using a tissue
- brushing teeth
Listen and circle.

They’re exercising.
Objectives
• identify healthy habits
• use action words
• identify parts of the body
• use the present progressive

Vocabulary
eyes, nose, mouth, ears, teeth, hands; legs, arms; his, her; stretching, jumping, throwing, hanging, running, climbing, playing hopscotch

Materials
Class Audio CD; Puppet; play dough; plastic tub and water; mirror; toy bed or blanket

BEFORE USING THE BOOK
Creating Interest
Say, Let’s exercise. Model stretching as you say, Stretch. Invite children to join you. When the whole class is stretching, say, We are stretching. Encourage children to continue stretching as they repeat, We are stretching. Repeat with the following: jumping, throwing, running, hanging, and climbing.

A19 Play the “Healthy Habits” chant several times. Explain that you will say the first sentence, the children will say the second, and you and they will say the third sentence together. Mime actions.

Healthy Habits
Wash your hands, just like me!
Wash your hands, just like me!
Wash, wash, wash, wash your hands! (Repeat.)
Brush your teeth, just like me!
Brush your teeth, just like me!
Brush, brush, brush, brush your teeth! (Repeat.)
Combs your hair, just like me!
Combs your hair, just like me!
Comb, comb, comb, comb your hair! (Repeat.)

WHILE USING THE BOOK

Teacher Talk

Play the first two pairs of sentences on the audio. Model pointing to each child and circling each part of the body as it is described. She’s playing hopscotch. She’s exercising her legs. She’s hanging. She’s exercising her arms. Repeat.

Play the next three pairs of sentences on the audio, one at a time. Listen. Point to each child and circle the part(s) of the body he or she is exercising. Repeat each sentence.

Children’s Response

She’s playing hopscotch. She’s exercising her legs. She’s hanging. She’s exercising her arms. Circle the body part.

Extension Activity
Divide the class into five groups. Have each group simultaneously act out a different activity from the page. Name three of the exercises: (jumping), (throwing), (running). The children doing those activities freeze, so the only ones moving are the ones (hanging) or (playing hopscotch). Repeat a few times and then allow volunteers to lead.

AFTER USING THE BOOK

Games and Activities
So Healthy Use Jolly Giraffe to help you model the conversation. Then ask children to practice it in pairs.

A: What are your healthy habits?
B: I sleep and eat healthy food. What are your healthy habits?
A: I take a shower. I brush my teeth and comb my hair. I exercise, too.
B: Wow! We are so healthy.

Healthy Home Set up the dramatic play area as a home. Provide play dough for making healthy meals, a plastic tub for washing hands before cooking and eating, a mirror for brushing teeth and combing hair, and a toy bed or blanket for sleeping. Encourage children to role-play family members and act out and talk about healthy habits.


TEACHING TIP
Children can use the conversation they learned in the “So Healthy” activity when performing their role plays or they can make up their own conversation.
Practice

Objectives
• count, trace, and write numbers: 20–29
• learn sets of ten
• review shapes

Vocabulary
brush, comb, tissue, toothbrush, toothpaste, soap, apple, water; one, two, . . . twenty-nine

Materials
Class Audio CD; pencils; number cards; paper shapes

1 BEFORE USING THE BOOK
Creating Interest
Put twenty pencils in a cup and nine in another cup. Take one pencil at a time out of the first cup and count aloud. When you reach twenty, say, I have twenty pencils. Then have one child take one pencil at a time out of the second cup and put it in the first one. Hold up the first cup and say: Now I have (twenty-one) pencils. How many pencils do I have?

Create and display number cards for 20–29. Then play “The Twenties Family” chant once, pointing to the appropriate number cards.

The Twenties Family
What comes after number 19?
The Twenties Family!
Listen to the numbers now
And say them along with me.

20, 21, 22,
23, 24, 25,
26, 27, 28, 29.
That’s the Twenties Family!
Say 28. Say 22. 22.
The Twenties Family!

2 WHILE USING THE BOOK

Teacher Talk
Point to the first group of ten toothbrushes at the top of the page. Use your pencil point to count and mark off these toothbrushes. One, two, . . . ten. Point to one of the cups of ten the girl holds. This is a set of ten toothbrushes. Repeat. Point to the second group. Let’s keep counting. Eleven, twelve, . . . twenty. Point to the second cup of ten toothbrushes. This is another set of ten. There are twenty toothbrushes in all.
Point to the number 20. Let’s trace the number 20 with our fingers.
Point to the two sets of cups in the lefthand column. Each cup has a set of ten toothbrushes. Point and repeat. Point to the one toothbrush alongside the cups. One more toothbrush makes twenty-one. Point and repeat. Trace and write the number 21 on the line.
Do the same for the eight other items on the page.

Children’s Response
Use their pencil point to count and mark off one, two, . . . ten. This is a set of ten toothbrushes. Eleven, twelve, . . . twenty. This is another set of ten. There are twenty toothbrushes in all.
Point to the number 20. Trace the number 20 with their fingers.
Point to the two sets of cups in the lefthand column. Each cup has a set of ten toothbrushes. Point to the one toothbrush alongside the cups. One more toothbrush makes twenty-one. Trace and write the number 21 on the line.
Listen, point, and repeat for the eight other items.

Extension Activity
Ask one child in a pair to place 21 to 29 small objects in a box. Write the number of objects on the bottom of the box. The other child counts the objects and checks the number written on the bottom.

3 AFTER USING THE BOOK

Games and Activities
Shape Game Play “The Shape Song.”

The Shape Song
Do you know me?
Listen carefully to the song.
I have two short sides
And two sides that are long.
Do you know me?
I am shaped like a door.
I bet you can guess what I am.

Count, trace, and write.

20 = [mugs with toothbrushes] =

21 ________

22 ________

23 ________

24 ________

25 ________

26 ________

27 ________

28 ________

29 ________
Listen and stick. Say.
Objectives
• recognize and name items that begin with /æ/ like apple, /n/ like net, /p/ like pizza, and /t/ like tiger
• practice psychomotor skills

Vocabulary
pizza, pillow, popcorn, tiger, telephone, toothbrush, alligator, apple, ant, net, nose, nurse

Materials
Class Audio CD; Picture Cards of telephone, pizza, alligator, nurse; Stickers; paper, crayons

1 BEFORE USING THE BOOK
Creating Interest
Hold up the Picture Cards one by one as you say, I see a (telephone). Repeat this with all four pictures until children are familiar with the words. Say, telephone (emphasize the t sound). What sound do you hear at the beginning of telephone? What other things start with /t/ like telephone? (For example, tiger, toothbrush, toes, turtle.) Repeat for /æ/, /n/, and /p/.

Play the chant and teach children to emphasize the /p/ and /t/ and extend the /æ/ and /n/. Give four children Picture Cards of a telephone, pizza, alligator, and nurse. Have them hold up the card when the class chants the sound.

Tiger Starts with T
/t/, /t/, tiger. 
/t/, /t/, telephone. 
/n/, /n/, nurse. 
/n/, /net/. 
/æ/, /æ/, alligator. 
/æ/, /æ/, ant. 
/p/, /p/, pizza. 
/p/, /p/, pillow. 

2 WHILE USING THE BOOK

Teacher Talk | Children’s Response
---|---
Play the audio for page 18. Or say, Touch the yellow box. What do you see? | Listen to and follow the audio for page 18. Or, touch the yellow box. I see pizza. I see a pillow.
Point to the stickers. Show me the sticker that begins like pillow and pizza (popcorn). What is it? Point to the yellow box. Stick the popcorn here. | Point to the sticker of popcorn. Popcorn. Stick the popcorn sticker in the yellow box.
Touch the blue box. What do you see? | Touch the blue box. I see a tiger. I see a telephone.
Look at the stickers. What starts like tiger? Find the sticker that starts like tiger (toothbrush). What is it? Point to the blue box. Stick the toothbrush here. | Toothbrush. Stick the toothbrush sticker in the blue box.
Repeat for the purple box (alligator, ant, with apple sticker) and the green box (net, nurse, with nose sticker). | Repeat for the purple box (alligator, ant, with apple sticker) and the green box (net, nurse, with nose sticker).

Extension Activity
Divide the class into pairs. One partner names a sound (/p/, /t/, /n/, /æ/) and the other points to a Picture Card or sticker and then names the words. They switch and repeat.

3 AFTER USING THE BOOK

Games and Activities
Listening Game Display one Picture Card on the board. Ask children to clap when they hear a word that begins with the same sound as the picture, and stamp if it’s a different sound. You can say the following words and also mix in words beginning with /θ, /ð, /n/, and /s/: toothpaste, teacher, toy, touch, taste, ten; paper, post office, puppet, pencil, police officer; pink; nose, night, neck, nine, nest, no; ambulance, animal, astronaut, ant, apple.

People and Animal Posters Divide the class into four groups and assign one of the following sounds to each: /æ/, /p/, /t/, /n/. Give children paper and crayons and ask them to draw as many things as they can think of that begin with the sound. Let groups take turns holding up their drawings and naming the people and animals. Then ask children to name the initial sound. Write the letters a, p, t, and n as column heads across the top of a sheet of chart paper. After naming the initial sounds, invite children to attach their drawings to the poster. Display the poster in the classroom and refer to it throughout the lesson.


TEACHING TIP
Tell children achoo is the American way of “writing” the sound you make when you sneeze.
**Practice**

**Objectives**
- recognize initial sounds: /æ/, /n/, /p/, /t/
- name and trace small and capital letters: a, n, p, t
- practice fine motor skills

**Vocabulary**
alligator, tiger, pizza, nurse, popcorn, turtle, ant, nose

**Materials**
Class Audio CD; Picture Cards of alligator, telephone, pizza, nurse; paper; glue; sponges; paint; letter cards

### BEFORE USING THE BOOK

**Creating Interest**
Display alligator, telephone, nurse, and pizza cards. Write Aa on a sticky note. Say /æ/, alligator and stick the note on the alligator. Point to the A and say, capital A. Point to the a and say, small a. Explain that this letter makes the sound /æ/. Have children repeat /æ/, alligator. Repeat for telephone, pizza, and nurse.

Play the song. Model the actions and guide children to copy as they sing.

**TEACHING TIP**
When teaching letter sounds, be sure to distinguish between the sound and the letter name. For example, the letter a makes the sound /æ/ as in apple and the letter p makes the sound /p/ as in pillow.

**P is for Popcorn**

P is for popcorn.

/t/, /t/ popcorn! (Jump like popcorn popping.)

A is for ant.

/æ/, /æ/ ant! (Crawl quickly like an ant.)

T is for turtle.

/t/, /t/ turtle! (Crawl slowly like a turtle.)

N is for nose.

/n/, /n/ nose! (Wiggle your nose.)

I know these sounds and letters.

I know these letters and sounds.

Sounds and letters make words.

Words are all around.

### WHILE USING THE BOOK

**Teacher Talk**

Point to the page. **Show me the alligator.** Touch the capital A. Capital A. Repeat. Trace the capital A. A makes the sound /æ/ like alligator. Say, /æ/.

Run your finger along the line to the small a. **Small a.** Repeat. Trace the line. Trace the small a. A makes the sound /æ/ like alligator. Say, /æ/. Point to the empty box at the end of the row. **Draw something that begins with /æ/.**

**Children’s Response**

Point to the alligator. **Capital A.** Trace the capital A. /æ/.

Small a. Trace the line. Trace the small a. /æ/. Draw something that begins with /æ/.

**Touch the tiger.** Touch the capital T. Capital T. Repeat. Trace the capital T. T makes the sound /t/ like tiger. Say, /t/ (extend the sound).

Run your finger along the line to the small t. Small t. Repeat. Trace the line. Trace the small t. T makes the sound /t/ like tiger. Say, /t/ (extend the sound).

Point to the empty box at the end of the row. **Draw something that begins with /t/.** Repeat for capital and small p and n.

**AFTER USING THE BOOK**

**Games and Activities**

**Sponge Paintings**

Cut out block letters from paper (A, a, N, n, P, p, T, t). Divide the class into small groups and set aside a pile of letters for each group. Give children paper, sponges, and paint. Show them how to use the sponges like paintbrushes to paint pictures on their papers. When children have finished and the sponge paintings have dried, give out the block letters and glue. Show children how to paste letters to their pictures. Then let them take turns showing their pictures to other children at their table, and naming the letters and colors.

**Match Game**

Make two sets of cards for each small group or pair of children; one with capital T, N, P, and A and the other with small t, n, p, and a. Shuffle the cards and place them facedown on a table. Let children take turns flipping over two cards to make a match (capital and small letter).

**Workbook:** Page 15. **TE:** Page 112.
Trace and draw.

A  a

T  t

P  p

N  n
Cut and paste (page 113) and/or draw. Say.

My healthy habits!
**Application**

**Objectives**
- identify healthy habits
- use action words
- ask and answer questions

**Vocabulary**
brushing teeth, combing hair, taking a shower, exercising, sleeping, washing hands, eating healthy food, using a tissue; healthy habit, bathroom

**Materials**
Class Audio CD; Puppet; Poster; Cutouts (SB, page 113)

**BEFORE USING THE BOOK**

**Creating Interest**
Display the Poster. Invite children to name as many healthy habits as they can. Ask questions such as, *Is the boy (brushing his teeth) or (combing his hair)? Is this a healthy habit?* Then choose volunteers to act out healthy habits. Encourage the class to name the action and say, *It’s a healthy habit.*

Use pantomime to act out healthy habits. After you perform each action, ask children, *Is this a healthy habit?* Help them answer, *Yes, it is a healthy habit.* Then choose volunteers to act out healthy habits. Encourage the class to name the action and say, *It’s a healthy habit.*

Use Jolly Giraffe to help you introduce the conversation. Then invite children to practice it with a partner.

A: May I go to the bathroom, please?
B: Yes. Don’t forget to wash your hands.
A: I wash my hands. I comb my hair.
B: Very good! Those are healthy habits.

**WHILE USING THE BOOK**

**Teacher Talk**

**Children’s Response**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point to each cutout and ask: <em>What is (she) doing? Is it a healthy habit?</em></td>
<td><em>(She’s) (using a tissue.) It’s a healthy habit.</em></td>
</tr>
<tr>
<td>Ask, <em>Do you have healthy habits?</em> Point to the cutouts. Show me your healthy habits. Help children cut and paste their choices of healthy habits on page 20.</td>
<td><em>Yes, I have healthy habits.</em> Point to, cut, and paste cutouts.</td>
</tr>
<tr>
<td>Ask children to point to their pages and say, <em>My Healthy Habits.</em></td>
<td>Point to their pages and say, <em>My Healthy Habits.</em></td>
</tr>
</tbody>
</table>

**Extension Activity**

Divide the class into pairs. Have the pairs exchange their pages and ask each other about their healthy habits: *Do you have healthy habits? Show me your healthy habits.*

**AFTER USING THE BOOK**

**Games and Activities**

Healthy Harry Play a modified version of “Simon Says.” The leader, Healthy Harry, pantomimes healthy habits and asks the class to repeat the actions, *Healthy Harry says brush your teeth. Healthy Harry says use a tissue.* The leader may ask the class to perform a healthy habit without first saying, *Healthy Harry says.* Children who mime this habit are asked to sit down. The last child left standing becomes the next leader.

**TEACHING TIP**

Encourage children to ask permission to go to the bathroom in English. Children learn by using language in real classroom situations.
Tell-a-Story

USING THE BOOKS

Use the following steps as a guide when presenting the Tell-a-Story books.

Step 1: Give children time to look at the pictures on each page. Encourage them to tell you about the people and things they see. Listen to what they have to say and ask questions. Let children show you how much they know! Introduce vocabulary important to the story as the opportunity arises.

Step 2: Model telling the story. Run your hand under the title as you say it. Use the summary and audio text to simply retell the story presented on each page. Point to items on the page and use gestures to help children with meaning.

Step 3: Play the audio of the text. Help children follow along.

Step 4: Have children retell the story in pairs. Walk around and praise children for their efforts.

Follow-up Activity: Revisit the Tell-a-Story another day; this time as you retell the story, pause at various points in the story and encourage children to predict the next word or words. Praise the children for how much English they have learned!

Save each of the Tell-a-Story books in a large envelope marked with a child’s name. You can pull them out at any time to use over and over for a fun activity. At the end of the level, each child will have a library of books to take home!

Using the Tell-a-Story books will give children an interest in storybooks. Whenever possible, read simple stories to children in English. Children will enjoy looking at the pictures and listening to the language in books. They begin to realize that the illustrations and the print are important as you point them out. They come to know how to handle books. Invite children to look at books by themselves after you have read them aloud.

HOME-SCHOOL CONNECTION

Make a connection with families on Tell-a-Story days. Encourage children to take the Tell-a-Story book home and share it with their families.

Be Healthy

Summary: A girl tells her friends how to be healthy. She says, “Brush your teeth.” She says, “Eat healthy food.” The girl and her friend eat fruit and sandwiches. These are healthy foods. The boy sneezes. He uses a tissue. The girl says, “Exercise.” She and her friends play ball. Exercise is healthy. Now the girl is in bed. Her mother says, “Sleep well.” Sleeping is a healthy habit, too.

Values Connection: The story illustrates the values of practicing healthy habits, considering others, and being friendly. On page 1, the girl brushes her teeth and tells others to do the same. On page 2, the girl and her friend eat a healthy lunch together and the boy uses a tissue to cover his nose. He considers others by not spreading germs. On page 3, the girl and her friends play ball together. Exercising is a healthy habit. On page 4, the mother tells the girl to “Sleep well,” another healthy habit.
Page 2
Girl: Eat healthy food.

Page 3
Girl: Exercise.

Page 4
Mother: Sleep well.
Values

Objectives
• learn a value: Be Considerate
• use TPR to express a value
• use language to express a value

Values Language
Use a tissue. Cover your mouth. It’s a healthy habit. Be considerate. We like to help others. (You) are considerate.

Materials
book, pencil, or other classroom items; markers, paper, tissues, tissue paper, clippings from magazines, glue

1 BEFORE USING THE BOOK
Creating Interest
Ask children to think of ways they can be considerate of others. Prompt them by miming the following situations: (1) drop a book or pencil on the floor and (2) go out the door with someone following close behind you. Say: *Tell me how you can be considerate.* When children describe how to be considerate, choose volunteers to act out the considerate behavior for the class. Then say: *Thank you for picking up my (book). You are considerate. Thank you for holding the door. You are considerate.* Have the volunteers say: *You’re welcome. We like to help others.* Invite children to form pairs and talk about other ways they can be considerate. Encourage them to role play the situations they describe. Then have volunteers act out their examples for the rest of the class. After each role-play, have the class say: *You are considerate.*

2 WHILE USING THE BOOK

Teacher Talk | Children’s Response
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Point to the girl. *She’s sneezing.* Repeat. Point to the boy and say: Be considerate. Give her a tissue. | Point to the girl. *She’s sneezing.* Point to the boy. Be considerate. Give her a tissue.
Point to the girl and say: Be considerate. Use a tissue. It’s a healthy habit. | Point to the girl. Be considerate. Use a tissue. It’s a healthy habit.
Point to the tissue box. *This is a tissue box.* Repeat. Point to the boy. The boy has a tissue. Repeat. Point to where the boy got the tissue. Connect the dots in number order and color the box. | This is a tissue box. The boy has a tissue. Point to the tissue box. Connect the dots in number order and color the box.
Point to the boy and girl. They are considerate. Repeat. | Point to the boy and girl. They are considerate.

Extension Activity
Have pairs of students act out the scene in the picture, using this dialogue: *Here’s a tissue. Thank you. You are considerate.*

3 AFTER USING THE BOOK

Games and Activities

Show Values Have children draw pictures or find magazine clippings to show people being considerate. Invite them to create frames with rolled up pieces of tissue or tissue paper they paste around the pictures. Display the artwork and have children discuss it.

Count the Dots When students have connected the dots on page 23 in their Student Books, ask them to find the number one, point to it, and say *one* aloud. Then have them continue to point and count aloud until they reach twenty. Then ask children to extend the activity by making their own follow-the-dots drawing, with dots numbered 1 though 29.


TEACHING TIP
Remind children to always say “Thank you” when someone gives them something or helps them in some way. Tell them that being considerate includes saying “Thank you” when helped and “You’re welcome” when thanked for your help.
Connect the dots and color. Say.
My Crayon Box

Cut and paste. Decorate.
Project

Objectives
• make an art project: My Crayon Box
• follow directions
• talk about the project
• review colors

Project Language
This is my crayon box. Look at all the crayons. See all the colors. This is a (blue) crayon. May I have a (red) crayon?

Materials
Empty square tissues boxes, glue, scissors, markers, colored construction paper, tissue paper, crayons

Steps in the Project

1. Prepare the Box
   Teacher: Cut off the tops of the tissue boxes and show children how to cut and paste colored paper to the four sides of the box. Let the children choose their favorite colors.
   Children: Cut and paste colored paper of their choice to the four sides of the tissue box.

2. Decorate the Box
   Teacher: Help children to draw or paste simple paper shapes on the sides of the box, like the heart shown on the Student Book page, and cut out and crumple colorful tissue paper and paste it to these shapes.
   Children: Draw or paste simple paper shapes on the sides of the box. Cut out and crumple colorful tissue paper and paste it to these shapes.

3. Put the Crayons in the Box
   Teacher: Have the children personalize their crayon boxes by adding glitter, beads, etc. They can also write their names or paste photos of themselves on their boxes. Tell each child to put crayons of many colors in his or her box and show it to a partner, saying: This is my crayon box. Look at all the crayons.
   Children: Personalize their crayon boxes by adding glitter, beads, etc. Write their names or paste their photographs on their boxes if they wish. Put crayons of many different colors in their boxes and show them to a partner, saying: This is my crayon box. Look at all the crayons.

Show and Talk
1. Ask a volunteer to stand in front of the class and hold up his or her crayon box and say: Look at my crayon box. See all the colors. Then have the volunteer take out a crayon and give it to another child, saying: Here. This is a (blue) crayon. Have the child receiving the crayon, say, Thank you. May I have a (red) crayon? The volunteer says, Yes. Here is a (red) crayon. Continue with other volunteers and other colors.
2. Have a child hold up his or her crayon box and say: Look at all the crayons. Let’s count them. Then have the volunteer take out one crayon at a time from the box while the class counts along. Children should be able to count up to twenty-nine.

Extend the Project
Children can use the same materials to make other fancy boxes to hold pencils, markers, buttons, post-its, erasers, or other school or art supplies. Remind children that keeping their supplies in boxes helps them to keep their classrooms neat and be considerate of others.

Teaching Tip
Give children opportunities to count when you pass out paper, crayons, and other art materials.
**Assessment**

**Objective**
- assess the concepts and language learned in this unit

**Vocabulary**
- brushing teeth, combing hair, taking a shower, exercising, sleeping, washing hands, eating healthy food, using a tissue, healthy habit; sneeze, stamp, clap, stretch, jump, run, swim, kick, climb, bend, throw

**Materials**
- Poster; cards with numbers 0–29; paper bag; paper circles, squares, triangles, and rectangles of different sizes and colors; pictures of a pillow, pizza, popcorn, tiger, telephone, toothbrush, alligator, ant, apple, nurse, net, and nose; paper cups; raisins; dried fruits; Jolly Giraffe sticker

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**BEFORE USING THE BOOK**

**Creating Interest**

Say each of the following and perform the actions: brush teeth, comb hair, take a shower, exercise, sleep, wash hands, eat healthy food, use a tissue, sneeze, stamp, clap, stretch, jump, run, swim, kick, climb, bend, throw, hang. Then invite children to perform the actions as you name them.

Display the Poster. Point to each of the children and say, What is (be) doing? Have children name the healthy habit.

Place number cards with the numbers 0–29 in a paper bag. Let children take turns picking a number from the bag and naming it. Then ask that child to choose a volunteer to clap that number of times.

Place paper shapes of various colors around the classroom. Tell a child, I see a (pink) (circle). Ask the child to find that colored shape and give it to you.

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**WHILE USING THE BOOK**

**Teacher Talk**

Point to the first item and play the audio. Continue by pointing to each of the items that follow, asking the children What is she doing? or What is he doing?

Model how to play the game with a volunteer. Point to the picture and say, combing hair. Slide your finger along the path. Point to and name each healthy habit you land on. Take turns with your partner to finish the game.

Divide the class into pairs. Now you play the game. Children take turns sliding their fingers along the path and pointing to and naming each healthy habit. Walk around to help children play.

Point to the Jolly Giraffe sticker. Good. You are learning English. Put the sticker here. Clap.

**Children’s Response**

He’s washing his hands. She’s exercising. He’s using a tissue. She’s eating healthy food. He’s brushing his teeth. She’s sleeping. He’s taking a shower.

Follow your model to learn how to play the game.

Play with partners. Take turns sliding fingers along the path and pointing to and naming each healthy habit.

Stick the sticker on the page. Clap.

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**AFTER USING THE BOOK**

**Games and Activities**

**Healthy Snacks**

Invite children to wash their hands and help make a healthy snack. Give each child a small paper cup. Place a plate of raisins and other dried fruits on each table. Children can count out twenty raisins and nine pieces of other fruit and put them in their cups. After filling their cups, children can eat their snacks and say, It’s a healthy habit.

**I like Popcorn**

Gather pictures of things starting with p, t, a, and n. Give each child a picture. Encourage individuals to move around the room and find other children with pictures of items beginning with the same sound as theirs. Have children with pictures with the same beginning sound form small groups. When all groups have been formed, let children take turns saying the names of their pictures. Then children can name each group’s initial sound.

**Workbook:** Page 17. **TE:** Page 112.

**TEACHING TIP**

Invite children to sing the songs they learned in the unit as they point to healthy habits on the Poster.
Listen. Point and say. Stick.

What is she doing?

She’s combing her hair.