

## **TEACHER ACTIVITIES**

### **Activity 1**

### **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

## **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**

## 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.) finge58 598.5921CID 6 35pt

**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 co

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)



**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 \_\_\_\_\_."

**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**



## 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)



**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,**

**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.





## 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.