

E100.ESb 4.47

Curriculum Section
EDUCATION DIVISION
Northern Administration Branch
Department of Indian Affairs and Northern Development OTTAWA
'Cet's Begin English!

on
TEACHING ENGLISH AS A SECOND LANGUAGE
1965 Summer Course

Consultant: Miss M. F. Gaynor

Chairman: Sister Genevieve Rocan - Joseph Bernier School, $\begin{aligned} \text { Chesterfield Inlet, N.W.T. }\end{aligned}$

| Miss Vivian Julien | - Padloping Island, N.W.T. |
| :--- | :--- |
| Miss Helen Wiftshire | - Pangnirtung, N.W.T. |
| Miss Elsie Hall | - Sir John Franklin School, |
| Yellowknife, N.W.T. |  |

Illustrator: Miss Naomi Nakashimo, Port Harrison, P.Q.

Authorized for use in Schools operated by the Department of Indian Affairs and Northern Development.

7-67-200-2nd

During the 1965 Summer Course on Teaching English as a Second Language, teachers from various centres in the North worked together to set out an English teaching program for northern children.

This Committee revised and expanded English Through Pictures Daily Lesson plans (Lessons l-50), a program prepared by Sister Genevieve Rocan of Chesterfield Inlet and based on many years of experience in teaching English to non-English speaking beginners.

The Manual produced by this Committee followed the graded introduction of basic sentence patterns and essential structural vocabulary as set out in English Through Pictures. The illustrations in the Manual were done by Miss Naomi Nakashima.

A follow-up to the first manual was prepared by Marion Burke of the Curriculum Section at the request of teachers attending the 1967 Keewatin Frobisher Conference. Miss Burke based her work on Lessons 51-85 of Sister Rocan's English Through Pictures Daily Lesson Plans and prepared special Teaching Notes and Conversations to accompany the volume.

Both Manuals are interim publications and as such are subject to revision.

D.W. Simpson, Chief, Education Division

## PREFACE

In the teaching of English as a second language, priority should be given to developing the pupil's skills in understanding and speaking the language. After the pupil has a sound foundation in the aural-oral skills, reading and writing can follow.

At first, the pupil reads and writes only what he can understand and say. The vocabulary and sentence patterns encountered in reading should be those which he can use readily in his oral language.

The teacher's texts, English Through Pictures, Books 1 and 2, authorized for the teaching of English as a second language provide through a carefully graded sequence the key sentence patterns and the minimum essential structural vocabulary of English. The use of this basic framework of language must become automatic if the learner is to achieve growth in mastery of the language.

Teachers must, therefore, build on and around this framework. Throughout the day, many situations will arise in which the sentence patterns and structural vocabulary taught in the daily Language period can be practised and drilled in meaningful ways.

Moreover, to the basic vocabulary presented in the text, English Through Pictures, will be added nouns needed to talk about local situations and vocabulary required in each of the subject areas of the school program.

Teachers have expressed the need for a guide which would set out suggestions to help them provide a comprehensive language progran. Ideas for more imaginative methods of meaningful drills, follow-up activities, enrichment situations, and pictures with which the young child can identify, it was felt would answer this need.

At the three-week Summer course in 1965, a group of teachers began work on revision and expansion of an outline prepared by Sister Rocan. The group worked on the first twenty-three pages of English Through Pictures correlating them with the Social Studies Program and adding songs, poems and games. The work was arranged into fifty-lesson plans. The outline of each lesson has been prepared for a period of approximately fifteen minutes, gradually increasing to twenty-five minutes or so, as the children become more acquainted with the English syntex patterms. However, the teacher should not hesitate to combine or divide lessons according to the needs of her particuiar class.

The-fifty lessons in "Let's Begin English" represent the first half of the childs' first year of school. In the short time available to the committee, revision of the entire year's work was not possible. The second half of this book will be completed at a later date. It is hoped that this book will be helpful to all teachers of Beginners.

Teachers are asked to send in their Corments and suggestions which would improve this guide.

## TABLE OF CONTENTS

1. Suggested Program for the First Year ..... vi--x.
2. Lessons 1-50 ..... 1
3. Songs and Poems ..... 116
4. Social Studies Program correlation ..... 148
5. Basic Word List ..... 153

Aims to be achieved by the average NON-ENGEISH-SPEAKIFG child, during his first school year.
IMPORTANT - No Text Books are being placed within the reach of the pupil, until he has acquired a fair amount of vocabulary; thus enabling him to answer questions in short, but good English sentences.

Material needed for the use of the Teacher at the beginning of the year.

- English Through Pictures - pocket book
- We Read Pictures
- 奴ote: The Pre-Reading Language books are being used throughout the year
- Our Big Book
- Pre-Primers with Flash Cards
- Think-and-Do-Book - for reference in selecting vocabulary: Dick Jane Stick cane
- Numbers We See (vocabulary)
- Our Number Workshop-reference for Teacher-prepared copies and Oral Language

Material needed for each pupil, but to be distributed only after 3 or 4 months

- E.T.P. booklet - The 40 first pages
- We Read Pictures (after 4-6 weeks)
- We Read More Pictures
- Before We Read
- We Look and See
- We Work and Play - Think-and-Do Book
- We Come and Go
- Numbers We See p.p. 1-32 approximately
- Our Number Workshop p.p. 1-38
- Guidebooks for above
- The Number Readiness Charts
- Arithmetic Cards - Set I
$\infty$ As the vocabulary used in the Basic Reading Tests differs greatly from the Basic English patterns, it might be advisable to substitute another type of Test - Gate's Primary Tests appear to be more in the line of a Beginneris daily seatwork.

Aims to be achieved by the NON-ENGIISH-Speaking child, during his first school year - (cont ${ }^{\text {d }}$ )

- Printing -

Teacher-prepared copies
(see Getting Ready to Write)

- A Basic Writing Course (G.E. Stothers)
- Rhyming Words \& Initial Consonant CHARTS
- Action Words CHARTS
- Picture-word CARDS
- Mother Goose Nursery Rhymes CHARTS
- Reference Books - to be used during Oral Language Periods
- Look and Learn - Nature Study
- Social Studies:- Stories About Linda and Lee
- Tom and Susan (after completion of "We Work and Play")
- Personal Development:
- My First Book to Health Author: Laidlaw
- Happy Days with Our Friends
- Physical Education:- Aretic District -

Curriculum Guide 1964.
Mackenzie District -
Provincial and Local Programs.

$$
1 \text { rrograms. }
$$

- Material needed for pupils after 3 or 4 months
- Ready to Write
- First verse from 10-12 Nursery R. (choral speech or songs)
- Look and Learn
- Units on $\infty$ Toys
- Pets
- Family
- Farm
- General idea about Special Days
- English Through Pictures FIIMSTRIPS - Captionless - Parts I \& II
- English Through Pictures FIMMSTRIPS - Captioned - Parts I \& il
- We Read English FILMSTRIPS - Parts 1, 11 and - Part 111, for Social Studies Unit on Family
- Anglophone Recordings - The first 3 records
- Album - 3 records Sounds Around Us

Around the House
Around the Farm

- Prinary Phonics FILMSTRIPS 1-6 Group 1
- The Dolch Phonetic-Readiness Game Series
- A Flannel Board with good variety of Felt Cut-Outs
- Note: A simple piece of board covered with cotton flannel (pastel blue or green). The STAND for above could also be hand-made; but, if no stand is available, the board can be placed on the chalkboard ledge during the time of the lesson.
- A Dollhouse with furniture
- A Model Toy Farm
- A PICTURE File - Large, clear and simple coloured pictures, mounted on construction paper or bristol board. Pictures related to $\begin{aligned} \text { Focabulary list. }\end{aligned}$

| 9:00 | (10) | Opening Exercises ..... | The Lord's Prayer. Salute to the Flag. Greetings <br> Roll Call - Use of Basic English Patterns: "I am here" "She Is Not Here ${ }^{1}$ |
| :---: | :---: | :---: | :---: |
| 9:10 | (20) | Oral Language | English Through Pictures - Formal Lesson |
| 9:30 | (10) | P.T. \& Vocabulary | Action Songs or Singing Games |
| 9:40 | (15) | Talking Time. | Activities related to "Numbers We See" vocabulary (Basic English Patterns) |
| 9:55 | (15) | Printing................ | At Chalkboard, or large sheets of newsprint and crayons, or kindergarten ${ }_{\text {pencils }}$ |
| 10:10 | (17) | Reading Readiness...... | Dolch Picture-Word Cards - small groups (later) Our Big Book - Pre-Primers |
| 10:27 | (18) | Doing-Time............. | Monday Tuesday E.T.P. Sodnesday Thursday Friday |
| 10:45 | (15) |  | RECESS |
| 11:00 | (30) | Language \& Reading Readiness... | Social St. E.T.F. Mhonics or Health \& $\quad$ R T Social St. |
| 11:30 | (15) | Music \& Language....... | Records Songs Rhythm Band Songs Records |
| 11:45 | (15) | Reading Readiness....... | Charts: Action-Words, etc.....(later) Flash Cards Labels around the room, on furniture |
| 12:00 |  | Dismissal |  |
|  | * Ti | me Allotment for ART is | included in Doing-Time: Crafts - Illustrations in Booklets - Seatwork. |

## Suggested T I ME - TAB I E for Beginners - After-Noon Period

| 1:30 | (5) | Opening Exercises ........ |  |
| :---: | :---: | :---: | :---: |
| 1:35 | (15) | Reading Readiness ........ | Language Books: MNe Read Pictures" |
| 1:50 | (15) | Number Readiness ......... | Teacher-Prepared Copies (later) "Our Number Workshop" |
| 2:05 | (16) | Phonetic Readiness........ | Rhyming Words or Initial Consonant Charts (Pictures) Dolch Games |
| 2:21 | (5) | P.T. \& Language .......... | Nursery Rhymes Dramatization |
| 2.26 | (19) | Talking \& Doing .......... | Making Charts - Little Pre-Readers .... <br> Activities related to Reading Readiness |
| 2:45 | (15) |  | RECESS |
| 3:00 | (30) | Reading Readiness <br>  <br> Language | Story - Telling with Picture-Books (later) Supplementary Pre-Readers |
| $3: 30$ |  | Dismissal |  |

Lesson 1-page 1, frame 1 I, I AM
VOGABULARY: I; AM (Page 4) Note I - page 37, We Work and Play

## Suggested Activities:

(1) Children sit in semi-circle on the floor or low chairs.
(2) Draw life-size chart (outline) of pupil from newsprint or newspaper. The pupil holds outline against himself. This gives the idea of identification "I".
(3) Draw a picture of himself - "I" or look at himself in the mirror "I".

Method:
A. a. Teacher: "I" - repeat 2 or 3 times
b. Group: "I" - (The teacher gets this response by gesture only)
c. First Pupil: "I"
d. Second Pupil "I" . . . . . as many volunteers as possible.

Action Song: Tune - Three Blind Mice
$I, I, I$,
$I, I, ~$
Tra la la la, la, la la
Tra la la la, la, la la
I, I, I,
B. Syntax Pattern: I am $\qquad$ -
a. Teacher: I am Sr. Rocan (2 or 3 times)
b. First Pupil: I am Josepi.
c. Second Pupil: I am Maria.
d. All the other pupils in turns

Action Song: Tune - Frere Jacques
Where is Peter?
Where is Peter?
Here I am.
Here I am.
How are you this morning?
How are you this morning?
I am fine,
I am fine.


## C. Suggested Activities:

(a) Physical Education Period: Action Song: Tune: Frere Jacques

## (See words in Syntax Pattern below)

VOCABULARY: RUN, RUNNING, CAN (CAN (We Work and Play, p.8)
(RUN (We Look and See, p. 21)

Syntax Pattern:
(Words of Song) I am running.
I am rumning, I am running. Run, run, run,
La .........La...........
I can run. I can run.
(b) Seatwork:

Prepare a cut and paste exercise, using pictures (boy, girl, man, woman) with label - "I"

Lesson 2 - page 1 , frame 2
VOCABULARY: YOU ARE (Page 5) Note YOU - page 32, Wo Come and Go SEE - page 9, We Look and See

## Suggested Activities:

(1) Draw a life size chart (outiine) of pupil from newsprint, newspaper, brown paper. Attach outline to board (wall, etc.) and print "You". This gives the idea of identification - "You".
(2) Game - Hiding Game

A pupil hides behind the leader.
Pupil (hiding): "Who am I?" (in disguised voice)
Leader: "You are ..........
A. a. Teacher: "You"
b. First Pupil, to teacher: "You"
c. Third Pupil, to teacher: "You"
d. Pupils taking turns "You"
e. First Pupil to Second: "You" etc..... etc.......
B. - a particular child is asked to stand

Teacher: "You are Josepi. I am Sr. Rocan"

Pupil: "I am Josepi. You are Sr. Rocan."

Teacher: "I am Sr. Rocan. You are Naria".

All pupils should be invited to participate......
C. Pupil: "I am Maria.

You are Josepi." - All pupils among themselves.

## Suggested Activities:

(1) Repeat Song: "I am running" .. (Tune, Frere Jacques) with 2nd verse: "You are running"
(2) Record: "I see You" (Album 2, Song About Stories in the Pre-Primer Progran)

Lesson 3 - Page 1, frames 3 \& 4

VOCABULARY - (nil) YOU - plural form
(a boy and girl standing beside the teacher)

Method:
a. Teacher:
" "YOU" - to the girl
"YOU" - to the boy
"YOU" - to both
b. Same procedure as above with different groups.

$$
\begin{aligned}
& \text { " " - " " " " " boys and girls together. } \\
& \text { " " - group of boys and one girl. } \\
& \text { " " - " " girls and one boy. }
\end{aligned}
$$

c. Pupils take turns saying "You' to Teacher and girls
to Teacher and boys
to whole class.

## Suggested Activities:

VOCABULARY - JUMP, JUMPING (We Look and See - p. 20)
(1) Review song: "I am Running"
"You are Running" (Tune: Frere Jacques)
(2) Teach plural form: "I AM junping YOU ARE jumping"


## Directions

| I see you, | A | - I set of four, arranged |
| :---: | :---: | :---: |
| I see you, | B | as couples |
| Tra la la la la, |  | - A and D look to right and left, skip (swing) with partner on spot to change positions. |
| I see you, | B | - B and C look to right and |
| I see you, | $\wedge$ | left of partner, skip (swing) with partner on |
|  | D | spot to return to first |
|  | c | positions. |
| You see me, | A | - B and C come forward and |
| And I see you, | B | skip (swing) in the centre |
| You greet me, |  | and return to positions |
| And I greet you. | C | to face A and D. |
| You see me, | A | - B and C swing with A and D |
| And I see you, | B | on the spot ending with |
| You greet me, |  | reverse positions ( $B$ behind |
| And I greet you. | C | A - C behind D). |

Repeat: - When the dance is repeated, couples will end in beginning position shown above.

B
A
D
C

Lesson 4 - page 2, Frame 1
VOCABULARY: HE - IS (p.4) - 1 (p.8) - BOY
Method:
A. a. Teacher: "HE" - to each boy
b. Group: "HE" - to each boy
B. Syntax Pattern: HE IS A BOY
a. Teacher: "Josepi is a boy. (Josepi is standing beside teacher)
b. Group: "Josepi is a boy. He is a boy."
"Denis is a boy.
He is a boy."
All the other boys . . . . . .
c. Teacher: "You are a boy" (To Josepi)
" " " " $"$ " $"$ (it is important not to look at the person referred
d. Drill for "I am a boy.

Boys - You are a boy."
3. Girls "You are a boy. He is a boy."

## Suggested Activities:

(1) Use old magazines or catalogues. Cut out and paste pictures of boys.
(2) Games: Arrange teans of girls for various games.

- "You are a boy. You go there. You go with the boys.". etc.
Lesson 5 - page 2, Frame 2
VOCABULARY: SHE - GIRL
Method:
A. a. Quick drill on the pronouns. I, You, You (plural form) He.
b. Review syntax patterns: "I am
$\qquad$ ." (name)
You are..........
is a boy.
He is a boy.
B. Syntax Patterns: SHE IS A GIRL
a. Teacher: "Maria is a girl.She is a girl."
Lena is a girl.She is a girl.
b. All the other girls...........
c. Teacher: "You are a girl. (To Maria)
Teacher: She is a girl. Group:d. Drill You are a girl.for I am a boy.Boys
\& You are a boy.He is a boy.Girls I am a girl.She is a girl.


## Suggested Activities:

(1) Game: Teacher blindfolds herself, feels a child's hair "You are a girl"
"You are a boy" etc...
The children may take turns doing this.
(2) Tape the sentences and words of the first five lessons, having the children themselves speaking. This can be taped back with actions, gestures and is a good review.
(3) Correlated activities similar to Lesson 4.

Game: Girls and Boys
Rhyme: We are the girls. We are the boys. We like to come to school To read books And play with toys.

Lesson 6-Page 2, Frames 3 \& 4
Note: Use many many objects first and then the drill.

## VOCABULARY: IT

Material: Pictures for review of these e.g. pencil, book, ball, hat, chair; toy, car, airplane

Method:
A. a. Teacher "IT" holding a pencil
b." " " " book....etc...
b. $n$ touching a chair

It (one pencil)
It
Same procedure for the other items.
Note (1) Teach by opposition. "IT" can not be used for people. We cannot use sentences here. But use sentence later:
"It is a book, pencil, etc.
(objects of same category)
B. Quick Drill: $\quad$ IT - HE - SHE

Action Song: Three Blind Mice
"What is this, What is this,
It is a book. It is a hat, It is a chair, It is a cat, Tra, la, la, la.


Lesson 7 - page 3, Frames 1, 2, 3, \& 4
VOCABULARY: THEY
Material - Toy or carved animals - dogs, bears, birds, kittens ...
(see "Numbers We See")

- Pictures of - 1 boy
- Pictures of - 2 or more boys


## Method:

A. Frame 1 - Pointing to a boy - HE
He - " " another boy
He - " " " picture
B. Frame 2-THEY (persons)

Practice with different groups as for Lesson 3
C. Frame 3-IT - pointing to a dog

IT - " " another animal
D. Frame 4 - THEY - pointing to each group of animals (adding and subtracting as in Lesson 6)
E. - After this Lesson, review pages 1, 2 and 3 - showing only the first 12 frames of English Through Pictures Captionless Filmstrips. (This is a good way of testing your pupils)

- Show it a second time during which the first part of Side l, Record 1 could be played - Children then listen)
- The record is played a second time and the children repeat after each word.
- Songs - No. 1 and No. 4 (Beginning with Beginners p.6)


## Suggestive Activities:

(1) Show filmstrip at same time as record.
(2) Transfer record to tape (or MAKE OWN TAPE). Tape can be more easily used for repetitive and drill exercises.
 $\theta$ I I


Lesson 8-page 4 - Frames 1 \& 2

```
VOCABULARY: HERE - THERE (HERE - p. 20 - We Come and Go)
    (THERE- not included in Pre-Primer Vocabulary)
```

Method:
A. Syntax Pattern: I AM HERE

Teacher - I am here
Pupils - taking turns - I am Here
B. Syntax Pattern: HE IS THERE

Teacher: Josepi is there (3 or 4 boys standing in different directions) He is there

Group -
Teacher - Joani is there Here is there

I am here
Teacher: Paul is here
He is here Denis is there

Pupils take turns - "___is here"
"I am here"

## Suggested Activities:

(1) Action song: Tune - Frere Jacques

Where are you? Where are you? I am here? Where are you? Where are you? I am here?



Variation: $\quad$| Where is Joani (Josephee) |
| :--- |
| Where is Joani (Josephee) |
| I am here, |
| Where is Joani (Josephee) |
| Where is Joani (Josephee) |
| I am here. |.

(2) Game: Hide the Thimble (Leader hides the thimble and asks "Where is it?) Pupil: "It is here"

Note: VOCABULARY: WILL COME - WILL $C 0$ (We Look and See p.p. 24 \& 32)
By this time, the above verbs have been incidentally taught; if so, the teacher may use this opportunity to say:
"Will you come here, Paul"
"Will you go there, Joani"
C. Syntax Pattern - SHE IS HERE

Same procedure as A \& B
D. Syntax Pattern - SHE IS THERE



Lesson 9 - page 5-Frames I \& 2

VOCABUIARY: UP (p. $28-$ We Look \& See)

Material - Toy or clay animals made by the pupils (or carved)

## Method:

Review: A. Syntax Pattern: IT IS HERE
a. Teacher pointing to a toy dog - It is here. Group
b. Removing animal from the table, the teacher places it on the window sill (or other convenient spot) She says - "It is here."
c. Leaving animal in position, she takes 8 to 10 steps backwards. Then pointing to the same animal she says:
"It is there."

## Suggested Activities:

"Hide the Thimble" gane could be applied here. "Pin the Tail on the Donkey" could be adapted.
B. Repeat lesson with a bird, a bear, etc., giving each pupil his turn, to participate.

Action Song: Tune - Frere Jacques
It is up here, It is up here.
It is here, it is here.
Tra-la........Tra-la............
It is here. It is here.
2. It is up there.

Lesson 10 - page 5 - Frames $3 \& 4$

VOCABULARY: ARE - taught in Lesson 2
A. Syntax Pattern - THEY ARE HERE

Frame 3 Joani is here.
Maria is here.
He is here.
She is here.
They are here.
Drill with - boys only - "They are here"
girls only both
B. Syntax Pattern: THEY ARE THERE

VOCABULARY: NOT (We Come and Go - p. 34)
Josepi is there.
He is not here (nodding)
Lena is there.
She is not here.
They are there.
They are not here. I am here. I am not there. He is here.
She is here.
They are here. He is there.
She is there.
They are there.

Lesson 11 - page 6 _Frames 1 \& 2
VOCABULARY: NIL
Method:
A. Frame 1 Syntax Pattern: YOU ARE THERE
(Simon is standing in a corner of the room)
a. Teacher to Simon - "I am here, You are there).
Group to Simon - Sister is here, You are there.
Group to Teacher - Simon is there, He is there.
b. (Maria is standing in another corner of the room)
Group to Maria - You are there. (Pointing) Simon is there.
B. Frame 2 Syntax Pattern: (Plural) YOU ARE THERE
(Teacher motions Maria to stand beside Simon)
or "Maria will go there."
a. (Large gesture) - You are there.
Group to Teacher - He is there.
Group to Teacher - She is there.
Group to Simon and Maria - You are there.
b. Maria to Teacher and Group - You are there, Simon is here,
He is here, I am here.
Simon to Teacher and Group - You are there, Maria is here,
She is here, I am here.
c. Drill with different groups: boys and girls alternately, to establish the right concept of the plural form of "YOU".

## Suggested Activities:

Action Song: "You are There" (Beg, with Beg, p. 7, no. 1)



Lesson 12 - page 6, Frames 3 \& 4
VOCABULARY: WE (p. $24-$ We Come and Go)

## Method:

A. Syntax Pattern - YOU ARE HERE

Frame 3

> a. Review Frame 2, a (see Lessoñ 11) b. Teacher motions Maria to come to her. " to Maria - Simon is there, He is there. c. Group to Teacher - Simon is there, Maria is here. " " He is there, You are here. d. Maria to Teacher - I am here, Simon is there. He is there, You are here.
B. Syntax Pattern - WE ARE HERE

Frame 4 (A boy and girl facing teacher)
a. Teacher - I am here. to boy - You are here. to girl - You are here. (large gesture) - We are here.
b. Drill with boy and girl participating in lesson. I am here. She/He is here, You are here. We are here.
to Group - You are there.
c. Group - We are here, You are there.
C. Drill with different groups.

Suggested Activities: Action Song: We are running/dancing/standing/jumping
(1) Singing Game: to the tune of "I See You"
(2) Singing Game: to the tune of "Fire Is Burning"

Divide into three groups - sing actions as a "round"



Lesson 13 - page 7, Frames 1, 2, 3, 4
VOCABUIA RY: NIL
Material - Toy or clay bears or dogs.
2 or 3 pupils standing with teacher

Method:
A. Frame 1 Syntax Pattern:- It is there (pointing to animal)

- I am here.
- He is here (boy participating in demonstration)
- She is here (eirl participating in demonstration)
- It is there (pointing to animal)
B. Frame 2 Syntax Pattern: - They ARE THERE
A. Teacher walks to animal touches it and says:
"It is here"
B. Holding up a second animal (same kind) she repeats: "It is here"
Placing the animal beside the first one, she says:
"They are here"
C. Teacher goes back to the group and pointing, says:
"They are there"
Note: the teacher leads the lesson in giving the sentences patterns, but she must encourage all the learners to participate at least by imitation.
C. Frame 3 - Syntax Pattern - WE ARE HERE - THEY ARE THERE
D. Frame 4 -
- They are there - We are here
- You are here
- I am here - She/He is here
- We are here - They are there.
E. Dramatization: Pupils acting as dogs (barking)

Note: After this Lesson, pages $1-8$ E.T.P. could be reviewed
Action Song: Where oh where has my little dog gone,
E.T.P. Filmstrips - Captionless - Part I Frames l-28 along with anglophone Recording, Side 1, Parts 1 \& 2 Tape records

Note: Approximately 6 weeks of teaching is required to cover 28 frames.

Lesson 14 - page 8 - Frames 1 \& 2
VOCABULARY - THIS MAN WOMAN
Method:
Material - 1 large picture of "A Man" - "A Woman" (Eskimo if available) smaller pictures of "A man" "A woman"
A. Frame 1-Syntax Pattern - This is a man. (Joani standing beside Teacher)
a. Teacher - This is a boy. Joani is a boy, He is a boy. This is a boy.
b. (picture) - This is a man - He is a man. This boy is here - This man is here.
B. Drill with several boys and pictures: This is a boy - This is a man.

Frame 2 - This is a woman (Therese is standing beside Teacher) Same procedure as above -

Suggested Activities:
During the Music Period teach:
"The Muffin Man" (Song from "Our Singing World") The First Grade Bk - Album 1-B

Display the Mother Goose Chart -
"There was an old WOMAN"
Even if they do not understand all the words, the children will enjoy hearing you recite at least the first 4 lines ...

Use of Filmstrip "We Learn English" part One (Indian Affairs Dept.)



Lesson 15 - page 8-Frames 3 \& 4
VOCABULARY - THAT
Material - Pictures of "A Man" - "A Woman"
Method:
A. Syntax Pattern - That is a man.

Frame 3 This is a boy - That is a boy. This is a man - That is a man.
B. Syntax Pattern - That is a woman.

Frame 4 This is a girl - That is a girl. This is a woman - That is a woman This/That is a boy woman man girl

## Suggested Activities:

Drill * This is a pencil - That is a book etc. ... etc. ...
Action Song: Tune - Three Blind Mice (Beg. with Beg. p. 6 no. 3)
What is this?
What is this?
La What is this?

This) is a $\qquad$ That)
 I I I
 I


Lesson 16 - page 9 - Frames 1 \& 2
VOCABULARY - NIL
Method:
A. Frame 1- Syntax Pattern - This man is here.

Joani is here.
He is here.
Josepi is there.
He is thore.
Joani is a boy.
He is a boy.
This is here.
He is here.
Large Picture-This is a man.
This man is here.
B. Frame 2- Syntax Pattern - That man is there.

That is Josepi.
Josepi is there.
He is there.
Josepi is a boy.
He is a boy.
That boy 18 thore.
He is there.
A second picture of a man - That is a man That man is there

Drill - This / That is book
It $\quad$ is a ball

This / That book is here / there This / That ball is here / there

```
Lesson 17 - page 9 - Frames 3&4
VOCABULARY - NIL
Material - Pictures of "A Woman"
Method:
A. Frame 3-Syntax Pattern - This woman is here.
                                    same procedure as - Lesson 16 - substitute girl
B. Frame 4 - Syntax Pattern - That woman is there.
        see Frame 2 - Lesson 16
C. Drill - This man is here.
        (boy)
        That man is there.
        That girl / Woman is here / there.
Suggested Activities: Record: "The Gingerbread Man"
    Action Song: Tune - Three Blind Mice (Beg. with Beg. p. 6, no. 3)
    What is this?
        What is this?
        Tra la la la
        Who is this?
        This is a man
        That is a man
        It is a man
        There is a man
        Tra la la la
```

Lesson 18 - page 10 - Frame 1, 2 and 3
VOGABULARY - TABLE HAT
Material - tables (actual size) and plastic tables from dollhouse 1 of each - ball, book, pencil, others.. (known vocabulary)

Method:
A. Frame l- Syntax Patterns - This is a table. $\begin{array}{r}\text { This table is here. It is here. } \\ \text { a. This is a book. This book is here. It is here. } \\ \text { ball } \begin{array}{r}\text { pencil......... }\end{array} \\ \text { b. This is a table. This table is here. It is here. }\end{array}$
B. Frame 2 Syntax Patterns: That is a table. That table is there. It is there.
a. That is a book. etc..
b. That is a table. That table is there. It is there.
C. Frame 3 Syntax Patterns: This is a hat. It is a hat.

Material: Hats - different kinds and sizes (or paper hats)
Pictures of Hats - "A Hat"
a. This is a book. It is a book ... ball, pencil
b. This is a girl. She is a girl.
c. This is a hat. It is a hat.
d. This is a boy, He is a boy.

Suggested Activities:
Action Song: "This is a hat, and that is a hat." (Tune: Here We Go Round the Mulberry Bush
(Beg., with Beg. p. 8, no. 2)
Singing Game: "Did You Ever See A Lassie, Do This Way and That"



Lesson 19 - page 10 - Frame 4
VOCABUIARY - hand THE THUMB FINGERS (the - page 35 - We Work \& P.)
Material - Cut-outs of "a hand" (Number Readiness Charts no. 3, no. 10)

- 1 doll - books, hats, pencils ... other known items

Method:
A. lst syntax pattern - This is a hand
a. (lifting up one of the doll's hand)
-This is a hand. It is a hand.
(other doll's hand)
-This is a hand. It is a hand.
B. 2nd syntax pattern - These are the fingers.
a. (touching the fingers, one by one)
-This is a finger.
b. These are the fingers.
c. (in the case, the words Up and Down are known)
-using cut-outs)" - One finger is up.
Two fingers are down."
Note: The Number Readiness Charts give ample practice in connection with this part of the lesson. To avoid confusion in the mind of the learner, the teacher must remember that the thumb is being introduced as "Number 3 ".
C. 3rd syntax pattern - This is the thumb.
a. This is a finger. This finger is the thumb. It is the thumb. This is the thumb.

Suggested Activities: Action Song - "This Old Man ..... on my thumb" Number Readiness Charts 3 and 4

Note: After this lesson, review pages 8, 9, 10 Anglophone Recording: Unit 1, Part 3 E.T.P. Filmstrips: Captionless - Frames 29-40
(2) Action Song: Family Fingers


2. Mother finger, Mother finger,

Where are you?
Here I am, Here I am,
How do you dol
3. Brother finger, Brother finger,

Where are you?
Here I am, Here I am, How do you dol
4. Sister finger, Sister finger, Where are you?
Here I am, Here I am,
How do you do!
5. Baby finger, Baby finger, Where are you?
Here I am, Here I am, How do you dol
6. Family fingers, Family fingers, Where are you?
Here we are, Here we are, How do you do!

## Directions

(1) Children hold up their hands with fingers clenched.

Middle finger $=$ Father finger
Index finger $=$ Mother finger
Thumb - brother
Ring finger - sister
Little finger - baby
(2) Pupils put up called finger in the song, For the family they hold up all fingers,
(3) To the same tune the roll can be called as follows:

Teacher: Lena, Lena, where are you? Where are you?
Pupil: Here I am, here $I$ am, How do you do!

Teacher: Oleepeeka, Oleepeeka, are you here? Yes, I am, Yes, I am, I am here.
(4) Variation: - for cocoamandmbiscuit time

Time for cookie, Time for cookie
All sit still.
Have a cookie, Have a cookie,
And a pill.

Lesson 20 - page 11 - Frames 1 \& 2
VOCABULARY - MY HEAD (my - We Work \& Play), p. 36) is
Material - doll, the pupils ${ }^{\prime}$ own hats other items (known vocabulary) belpnging to each child Pictures: "a head, " nose"

Method:
A. Syntax Pattern - This is my head.
(pointing to all) A. This is a head. It is the doll's head
This is a man's / woman's head.
This is Joani's head. - ... Maria's head.
This is my head.
B. This is my pencil, crayons,
C. This is my nose, mouth, .... (known vocabulary) This is my head.
B. Syntax Pattern - THIS IS MY HAT
A. This is my hat. My hat is here / there. It is here / there. My hat is red / yellow.
C. Drill -
B. This is my hand. This is my hat. This is my head.
D. C. This is my hat. That is not my hat. It is Joani's hat.

Suggested Activities -
(1) Action Song: "Where is my hat?" Tune: Frere Jacques
or Tune: We Go Gathering Nuts in May

Lesson 21 - page 11 - Frame 3
VOCABULA FI - IN (p. 53 - We Come and Go)

- LOOK (p. 3 - We Look and See)

Material - Pupil's hats, pencils, boxes (of crayons)

## Method:

A. Syntax Patterns - MY HAT IS IN MY HAND. - IT IS IN MY HAND.
a. This is my pencil. My pencil is in the box. It is in this box. It is in that box.
b. My pencil is in my desk. It is in my desk. (table) book
box
c. My hat is in my hand. It is in my hand. ly box is in my hat. It is in my hat. My pencil is in my box. It is in my box.
__book $\qquad$ -
-
crayons are $\qquad$ .They are $\qquad$
Drill - My $\qquad$ is in my
is in my
is in this/that
is in my

Suggested Activities:
(1) Action Song: Tune "London Bridge is Falling Down" or "The Farmer in the Dell" with variation.

My hat is in my hand, in my hand, in my hand My hat is in my hand.
Hand, hand, hand, hand, hand
(2) This is a box in my hand

Look at the box

Lesson 22 - page 11 - Frame 4
VOCABULARY - ON
Material - Objects belonging to the pupils: Hats, ......
Method:
A. Syntax Patterns - "My hat is on my head. It is on my head.
a. This is my head. This is my hat. My hat is on my head. It is on my head.
b. That is my hat. It is on the table. It is on that table. It is there.
c. Drill with other objects -

My is on my head.
It is on my head.
d. My hat is in my hand. It is in my hand.

Suggested Activities:
(1) Action Song: "My Hat is on my head" (see lesson 21

My hat is on the hook (Tune: London Bridge)
My hat is on the floor
My hat is on my desk.

Lesson 23 - page 12 - Frames 1, 2, 3
vocabulary - his

```
Material - Pupils' hats - or make colored hats from newsprint or crepe paper.
    This might be helpful as Eskimo children are not
    always familiar with the object "hat".
```

Method:
A. Framel - Syntax Pattern: THIS IS MY HAT

This is my hat. It is red/yellow. My hat is in my hand. This is my hand / mouth, nose, ... My hat is here. It is in my hand.
B. Frame 2-Syntax Pattern: THAT IS HIS HAT

That is Joani's hat. That is his hat.
My hat is in my hand. His hat is in his hand.
My hat is here. His hat is there.
My hat is red. His hat is yellow. That is Simon's hat. (repeat with other pupils)
C. Frame 3-Syntax Pattern - HIS HAT IS ON HIS HEAD

This is his hat. That is his head.
This is my head. My hat is on my head. His hat is on his head. It is on his head.

This / That / The book is on his head. It is there. His pencil is in his hand. His hat is in his hand.
(paper hats) My hat is on his head. His hat is on my head.
Suggested Activities:
(1) Action Song: Tune: London Bridge Is Falling Down

His hat is on his head, On his head, on his head His hat is on his head, His yellow hat.
(2) Game: Pin The Hat on His Head - adapt to the seasons for variation e.g. pin hat on Santa's head, Easter Bunny's head, etc. pin to drawing made by pupil, etc.

Lesson 24 - page 12 - Frame 4
VOCABULARY - HER
Material - Pupil's hats ..... others - or make colored hats from newsprint or
crepe paper.

## Method:

A. Syntax Pattern - Her hat is in her hand.
a. My hat is in my hand. It is in my hand. Joani's hat is in his hand. It is in his hand. His hat.
b. Maria's hat is in her hand. It is in her hand.

Her hat is in her hand. It is in her hand. Her pencil / book is in her hand. It is in her hand.
c. Her hat is on her head.
d. Joani's hat is in her hand. It is in her hand. Maria's hat is in Joani's hand. Her hat is in his hand. It is in his hand.

Drill -
e. Her/His $\qquad$ is in/on $\qquad$ her $\qquad$ this that the

## Suggested Activities:

(1) Action Song: Tune: London Bridge is Falling Down

Her hat is on her head, On her head, on her head, Her hat is on her head, Her yellow hat.
(2) Game: Pin Her Hat on Her Head

- adapt to seasons for variation
e.g. Halloween's Witch hat
- pin to drawing cut-out, made by pupils.





```
Lesson 25 - page 13 - Frame I
```


## VOCABULARY - YOUR

```
Material - Children's belongings: hats, coats, shoes
```

    - Pupils' name-cards
    
## Method:

A. Syntax Patterns - THAT IS YOUR HAT. IT IS ON THE TABLE.
a. This is my hat. It is on my head.
his
her
her

| b. That is your head. |  |
| :---: | :---: |
| " " " " |  |
| " | " |

c. That is your hat. It is on your head. Your hat is on the table. It is on the table.
this
that
d. My hat is on the table. His coat this Her shoe(s) that
$\qquad$ are $\qquad$ .

Suggested Activities:
(1) Game: Teacher says: "We will play a game, With our names."

What is your name?
(card) This is my name. It is Maria My name is Maria.
Maria says - What is your name?.....

Lesson 26 - page 13 - Frames 2 \& 3 (first half)
vocabulary - those these
Material - Children's hats, coats, shoes .....
Method:
A. Syntax Patterns: Those are your hats. They are on the table.

Frame 2 (different groups)
a. That is your hat. It is on the table. That is your hat. It, is on the table. Those are your hats. They are there. on the / that table.
b. That / Those is/are your shoe(s) coat
c. This / That is your hat. It is on the table. It is here/there.

Those are your hats. They are on the table. floor hook(s)
B. Frame 3 (first half) Syntax Pattern - THESE ARE MY HANDS
a. These are my hands

These are my eyes
These are my ears
These are my shoulders
These are my arms These are my legs These are my knees

Suggested Activities:
(1) Action Songs: Tune: Here We Go Round The Mulberry Bush
(Canadian Singer - Bk. I - p.96)
"Head and Shoulders and Toes"
"These are books and those are books" (Beg. with $\overline{\mathrm{B}} . \mathrm{p} .8$, no. 8)
(2) Listen to the Record - "The Mexican Hat Dance"
(3) Action Song: Tune: Three Blind Mice
This Is Yy Body


ACTION SONG - This is My Body
Tune: Three Blind Mice
I have two hands,
I have two feet,
I have two ears and (a long, long nose
(a short, short nose
(a turned up nose
Two thumbs, eight fingers, two legs, ten toes, Two eyes that see and hair that grows, And grows, grows, grows.

Variations:
Arrange boys and girls as partners standing opposite each other.

All sing verse with "I have two hands" etc. and point to parts.

The girls sing "He has two hands" etc. and point to partners.

The boys sing "She has two hands" etc. and point to partners.

All sing in unison "You have two hands" etc. and point to partners.

Lesson 27 - page 13 - Frame 3 (second half)
VOCABULARY - RIGHT LEFT
Method:
A. Syntax Patterns - This is my right hand. This is my left hand.
a. These are my hands. / shoulders / arms /legs
N.B. (To avoid confusion, the Teacher should not be facing the pupils)
(hand raised) - This is my right hand.

- This is my right shoulder.
- This is my right arm.
- This is my right knee.
- This is my right leg.
- This is my right foot.
- This is my right hand. This is my left hand. (Repeat as in $\mathrm{b}_{\mathrm{o}}$ ) .... This is my left shoulder.


## Suggested Activities:

(1) Singing Game:
"Here We Go Looby-10o"
(Record, side 5-Album 1-A, The First Gr. Bk.) (or "The Canadian Singer" Bk. l- p. 97)
(2) Action Song: "Hop, Hop, right foot" - Record-Side 4 (Album 1-A, The First Grade Book)
(3) Rhyme: "First Touch your nose" ....... .......Touch your shoulders, left and right
(4) Action Song: Tune -"Twinkle Twinkle Little Star"
Lesson 28 - page 13 - Frame 4
VOCABULARY - NIL
Method:
A. Syntax Pattern - THOSE ARE YOUR HANDS

- These are my hands, /shoulders/eyes/knees/toeshisher
Those are your hands/shoulders/eyes.
B. Syntax Pattern - THAT IS YOUR RIGIT HAND
This is my right hand.
This/that is his/her right hand.
That is your right hand/shoulder/eye
Syntax Patern - THAT IS YuUR LEFT HAND
(same procedure as in B.)
C. Review - pages 11,12 and 13.
- E.T.P. Filmstrips-Cantionless, frame 4l-52
- Anclophine Recording - Unit l, Part 4
Note: "We Learn English" Filnstrips, Part 1 could also be used very effectively in an oral lesson. (no reading at this stage)
Frame 1 - That is a man. - He is standing. - Where is the nan? - He is there.
- What is this? - That is a hat. - It is big.
- That is his hat. - It is on his head.
- What color is the hat? - It is yellow.

Tune: Twinkle, Twinkle Little Star

## Directions

> Right hand,
> Left hand, Clap together.

- Arrange in sets of four, partners facing

A B as shown. Each member of set will lift and clap hands as words of song
B B indicate. This will emphasize for each member the "Right" and "Left" in opposition.

Right foot,
Left foot,
Tap together.

- Same as above .- tap with foot as indicated.

Right hand,
Left hand, Clap together.

Right foot,
Left foot,
Tap together.

- Partners clap right hand, left hand, both hands together.
N.B. Slow pace of song slightly.
- Partners point foot with each partner. N.B. Slow pace of song slightly.
- Partners link arms and skip around in the centre, returning to positions.
- link right arms, reverse and link left arms.

Right hand, Left hand, Tra la la. Right foot, Left foot, Tra la la.

Repeat: Members of set turn to person standing beside him/her and new partners repeat actions.

| A | A |
| :--- | :--- |
| B | B |

Action Song:
(Tune: TWINKLE TWINKLE)

Left right, left right, walk walk stop,
Running, running running stop.
Skipping, skipping, skipping, stop.
Hopping, hopping, hop, hop, stop.

Lesson 29 - page 14 - Frames 1 \& 2
VOCABULARY - WILL TAKE OFF
Material: Pupils' and Teacher's hats - or any other possession e.g. book, pencil
Method:
A. Syntax Pattern: His hat is on the table.

Frame 1 hat is on the shelf. Her hat is on the desk. IT

- My book is on the shelf. I will take my book off the shelf. liy hat is on the table.
- Her book/pencil is on this/that table.

| " | " | " | " | " |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| " | " | " | " | " |  |  |  |  |

- She will take her book off this/that

She ........ it ......

- His hat is on the table. (book, coat .......) He will take his hat off the table.
it

Suggested Activities:
(1) Drill - My hat is on the table.

He will take my hat off the table.
His hat .................
I will take his ...........
She will take his hat off the table.



Lesson 30 - page 14 - Frames $3 \& 4$
VOCABULARY - TAKING TOOK
Method:
A. Syntax Pattern - He is TAKING it off the table.

- That is his hat. - It is on the table. He will take his hat off the table. it
He is TAKING it off the table.
- That is her book. - It is on the desk. pencil her
Her hat is on the table. It is on the table. She will take her hat of $f$ the table. She is TAKING it off the table.
- This is my hat. /book/coat .... It is on ......

I will take it off the table.
I am taking it off the table.
B. Syntax Pattern - He TOOK it off.

Frame 4 He is taking his hat off the table.
He took it off the table.
He took his hat off the table,/shelf/desk.

```
Lesson 31 - page 15 - Frames 1 \& 2
```

VOCABULARY - PUT PUTTING

## Method:

A. Syntax Patterns; - He will put his hat on his head. He is putting his hat on his head.

- This is my hat. This is my head. I will put ny hat on my head.
it
I am putting my hat on my head.
it
- Joani will put his hat on his head. He
it
- He is putting his hat on his head.
it
- This is Maria. - This is her head. This is her hat. She will put her hat on her head.
it
She is putting it on her head.
Drill - That is Denis. His book is in his hand. It is in his right/left hand. He will put his book on his head. He is putting his book on his head. " " " " " " your head. You are putting your hat on your head. " " " " book " " desk.

Suggested Activities:
(1) Action Song: Put Your Finger On Your Nose


Variation: Put your finger on your eye (mouth, ear, chin, cheek, etc.)

## Variation: Action Song: If You're Happy

If you're happy and you know it, Clap your hands. If you're happy and you know it, Glap your hands. If you're happy and you know it, And you really want to show it, Clap your hands, clap your hands, clap your hands.

## Sing a Happy Song

Sing a happy song, And clap your hands (clap, clap) Sing a happy song,
And clap your hands (clap, clap)
Clap your hands with joy,
Smile at every girl and boy, Sing a happy song, And clap your hands. (clap, clap)

Sing a happy song,
And tap your foot. (tap, tap)
Sing a happy song,
And beat your drum. (bong, bong)

# 1. Be careful little eyes what you seed <br> Be careful little dyes what you see. <br> There's a Father up above, <br> Looking down on all with love, So, be careful little eyes what you see. <br> Variations for the verses to follow: 

2. Be careful little ears what you hear ......
3. Be careful little ears what you bay ......
4. Be careful little hands what you do ......
5. Be careful little feet where you walk

Lesson 32 - page 15 - Frame 3
VOCABULARY - NIL
Method:
Syntax Patterns - He PUT his hat on his head. He put it ON .
A. Teacher - I will put my hat on my head. Pupils - You will put your hat on your head.

Teacher - I am putting my hat on my head. Pupils - You are putting your hat on your head.

Teacher - My hat is on my head.
Pupils - Your hat is on your head.
Teacher - I put my hat on my head.
Pupils - You put your hat on your head.
Teacher - I put it on.
Pupils - You put it on.
B. Repeat A. Joani will put his hat on his head.

He ...........
C. Repeat patterns as in A.

- Maria will put her hat on her head.

She
D. I am putting my coat on my shoulders

Lesson 33 - page 15 - Frame 4
VOCABULARY - WAS
Method:
Syntax Patterns - It was on the table. It is on his head.
A. - Teacher - This is my hat.

Pupils - That is your hat.
Teacher - Where is my hat?
Pupils - It is on the table. It is there.
Teacher - I will put it on my head.
Pupils - You will put your hat on your head. it

Teacher - I put it on.
Pupils - You put it on.
Teacher - It was on the table.
Pupils - It is on your head.
B. - Repeat as above - Substitute He and His.
C. - Repeat A. - Substitute She and Her.

Suggested Activities:
(1) Action Song: "My book was on my desk" (Beg. with Beg. p. 8) Tune: "The Farmer's in the Dell"
(2) Question Drills: Where is my pencil?

Where was it?
(3) Action Song: Where did you put.........? (Beg. with Beg. p. 8, no. 5)

Lesson 34 - page 16 - Frames 1 \& 2
VOGABULARY - NIL
Material: Pupils' and Teacher's hats. - or other objects (pencil, book, etc.)
Method:
A. Syntax Pattern - HE WILL TAKE HIS HAT GF HIS HEAD

Frame 1 a. His hat is on the table/desk
He will take it off the table. He is taking it off the table. He took it off the table. It is in his hand.
b. He will put his hat on his head.

He is putting it on his head.
He put it on. It was in his right/left hand. It is on his head.
c. His hat is on his head. He will take his hat of $f$ his head it
B. Syntax Pattern - HE IS TAKING HIS HAT OFF HIS HEAD

Frame 2 Joani/he is taking his hat off his head. He is taking his coat off his shoulders.

Suggested Activities:
Repeat $A$ and $B$ - Substitute $I$ and She
Action Songs - (See Lesson 33)

Lesson 35 - page 16 - Frames 3 \& 4
VOCABULARY - NIL
Material - Pupils' and Teacher's hats.
Method:
A. Syntax Patterns - HIS HAT IS IN HIS HAND.

Frame 3

| Teacher - | His hat is on his head. |
| :--- | :--- |
|  | He will take his hat of his head. |
| Joani - | I am taking my hat off my head. |
| Teacher - | Where is his hat? |
|  | It is in his hand right/left |

Teacher - Where was it?
P. - It was on my/his head.
B. Syntax Patterns: HE TOOK HIS HAT OFF. IT IS IN HIS HAND

Frame 4 - What did he do?

- He took his hat off his head.
- He took it off his head.
- He took it off.
- Where is it?
- It is in his hand. - It was on his head.
C. Repeat above - Substitute I and She

Note: After this lesson, review pages $14,15,16$ Filmstrips - Captionless Part 1, frames 53-64 Anglophone Recording - Unit 2, Part 1

Suggested Activities:
(1) Game: Hide an object. Have children look for it. Teacher: Where is it? Pupil: It is here,
(2) Make up a song to the tune of Billy Boy e.g. Where is your hat, Billy Boy Billy Boy?
Lesson 36 - page 17 - Frames 1 \& 2
VOCABULARY - NIL
Material - Hats (different kinds) Pictures of hats - TABLES
Method:
A. Frame 1 Syntax Patterns a. THIS IS A HATIt/That is a hat.
b. THESE ARE HATS
Those/They are hats.
c. THIS IS A HAND
It/That is a hand.
d. THESE ARE HANDSThose/They are hands.
B. Frame 2 Syntax Patterns a. THIS IS A TABLEIt/That is a table.
b. THESE ARE TABLES
Those/They are tables.
Drill - Substitute other known objects - singular and plural forms
a. 'This is a shoe
It my
That your
her/his
b. These are crayons.
Those nyyourher/his

Suggested Activities:
(1) - Listen to Record: "Mexican Hat Dance" Tune: Here We Go Round The Mulberry Bush

- Action Song: (Beg. with Beg. p. 8, no. 2-This is a book no. 3 - These are books)

Make up words using these sentence patterns.

Lesson 37-page 17-Frames 3 \& 4
VOCABULARY - MEN WONEN
Material - Pictures "a man" "a woman" Men and women
Method:
A. Frame 3

| Syntax Patterns: $\quad$ a. THIS IS A MAN |  |
| :--- | :--- |
|  | a. This is a boy. |
| That/He is a boy. |  |
| (picture) | $-\quad$This is a man. <br> That/He is a man |
| (second picture) | $-\quad$ as above |
| Syntax Patterns: $\quad$ b. THESE ARE MEN |  |

(If the word "group" has been introduced in Number Readiness)
B. Frame 4 Syntax Patterns - THIS IS A WOMAN THESE ARE WOIEN

Same procedure as in A - Substitute "girl"
Suggested Activities: (1) Display picture of the Nursery Rhyme: "Rub-Dub-Dub-... Three Men

## Recitation of same Rhyme

Note: Do not emphasize this lesson too much with six year old pupils. Older beginners, however, are able to understand this lesson quite well.
Lesson 38-page 18 - Frames 1 \& 2
VQGABULARY - is (Possessive form for noun)
Material - doll - Picture of - man - woman
Method: A. Frame 1
Syntax Patterns: This is a man. This is his hand.It is the man's hand.
a. This is a boy.This is his hand.It is his right/left hand.It is the boy's hand.These are the boy's hands.They " " " "
b. This is a man.
This is his hand.
It is the man's hand.
It is his right/left hand.these are the man's hand.
B. Frame 2Symtax Patterns: This is a woman. This is her hand.It is the woman's hand.
Same procedure as A.
C. In above, substitute DOLL

## Sucgested Activities:

(1) In above, substitute other parts of body: This is his nose.
That is the doll's head, mouth, nose. Right/left shoulder, knee
(2) Rhymes and Verses with Actions:

## Finger Qames for Parts of Body

Two little eyes that open and close, (opening and closing eyes)
Two little ears and one little nose, (touching ears and nose)
Two little cheeks and one little chin, (touching cheeks and chin)
Two little lips with teeth closed in (closing mouth tight)

## Parts of the Body

Eyes - I have two eyes to see with,
Tongue - A tongue to say "Good-day"
Hands - I have two hands to wave with, (waving hands)
Feet - Two feet to run away, (pointing to feet)

Lesson 39 - page 18 - Frame 3
vOcabulary - NOW
Material - Boys' Hats - A man's hat - Large picture of "a man"
Method:
A. Frame 3 - Syntax Patterns (See E.T.P. Pocket Book p. 18)

Teacher - What is this?
This is a boy's hat.
Teacher - Wherc is the boy's hat?
It is on a boy's head.
Teacher - Joani will take his hat off. Joani - I will take my hat off. Pupils - You will take your hat off. Joani - I an taking my hat off. Pupils - He is taking his hat off.

You are taking your hat off.
Pupils - He took it off. Joani - I took it off. Pupils - You took it off.

Teacher - Now, where is the/his hat?
Now, the/ his lat is in the boy's hand - right/left It is in the boy's hand. It is in his hands.

Teacher - Where was the hat?
It was on the boy's head.
B. (man's hat) This is a man's hat. I/you/he/she will put it on the man's head. Am/are/is putting. I/you/he/she put it on the man's head. It is on the man's head.
C. In above patterns, substitute, will take off, taking, took off "Will put, putting, put $\frac{\mathrm{Now}}{\mathrm{it11}}$, it is in my/her/his hands.

Now, it is in the man's hands.

```
Lesson 40 - page 18 - Frame 4
VOCABULARY - NIL
Material - Girls' hats - A woman's hat - Picture of a woman - A doll
Method:
    Syntax Patterns: THIS IS A WOMAN'S HAT
        IT IS ON THE WOMAN'S HEAD
    NOW IT IS IN THE WOMAN'S HANDS
    IT IS IN HER HANDS
```

Same procedure as Lesson 39
Substitute - woman, girl, doll
Suggested Activities:
(1) Action Song: "Monkey See, Monkey Do"

2. When you STAMP, STAMP, STAMP, your feet, The monkey STAMPS, STAMPS, STAMPS his feet. Oh Monkey see, and monkey do, The monkey does the same as you
3. When you MAKE A FUNNY FACE, The monkey MAKES A FUNNY FACE. Oh, monkey see, and monkey do, The monkey does the same as you.
4. PUT YOUR HAT UPON YOUR HEAD, The monkey PUTS HIS HAT THERE TOO, Oh, monkey see, and monkey do, The monkey does the same as you.

Lesson 41 - page 19 - Frames 1 \& 2
VOCABULARY - GIVE TO GIVING
Material - Pupils' hats
Method:
A. Frame 1

Syntax Pattern - HE WILL GIVE HIS HAT TO THE MAN

Joani -
a. - Joani will give his book to Denis He will give it to Denis. I will my book to Denis. You will give your book to Denis.
b. - He will give his hat to the boy. I will give my coat to the boy. You will give your pencil to the boy.
it. this/that boy.
B. Frame 2

Syntax Pattern - HE IS GIVING HIS HAT TO THE MAN
I am giving my pencil to the boy. You are giving your pencil to me. (incidentally taught) He is giving his hat to the boy (other nouns).

Suggested Activities:
Action Song: Tune: "Frere Jacques"
I am giving, I am giving.
My big book, My big book,
Tra ......... La
To the boy. To the boy.
Substitute other pronouns, possessive adjectives, nouns, colors:
"Your red hat"

Lesson 42 - page 19 - Frames $3 \& 4$
vocabulary - Gave him
Material - Pupils' hats, coats, mittens, shoes
A. Frame 1

Method:
a. Syntex Pattern - HE GAVE IT TO THE MAN
He will give his hat to the boy.

| You | your | Denis. |
| :--- | :--- | :--- |
| I | my | you/Denis/the boy. |

b. Syntax Pattern - HE GAVE IT TO HIM

Teacher - Joani gave his hat to Denis/the boy.
Pupils - He gave his hat to the boy. He gave it to him.
Joani - I gave it to him. He/You gave his/your hat to me.
Joani - I gave it to you/Denis.
B. Frame 4

Syntax Pattern - I'f IS IN THE MAN:S HANDS NOW.
Where is the hat now? It/The hat is in the boy's hands now his
your
my
C. Repeat A and B with coat, mitten, shoe.

Suggested Activities: Review pages 17, 18, 19
E.T.P. Filmstrips Captionless: Part 1-Fr. 65-76 Anglophone Recordings - Unit 2, Part 2.

Lesson 43 - page 20-Frames 1 \& 2
VOCABULARY - NIL
A. Frame 1

Syntax Pattern - THE MAN WILL GIVE HIS HAT TO THE WOMAN
a. You will give your hat to the girl. I will give my hat to the girl. You will give your hat to me.
b. He will give his hat to the girl.
B. Frame 2

Syntax Pattern - HE IS GIVING HIS HAT TO THE WOMAN

> Joani will give his hat to Maria/the girl.
> Joani - I am giving my hat to Maria. Maria - Joani/He is his hat to me. You are giving your hat to me. He is giving his hat to the girl
C. Repeat A and B with other pupils.

Substitute other nouns, such as:
He will give a blue box to the girl/boy. She will give the ball to that girl. You are giving your pencil to the girl. I am giving this big book to this girl. Joani will give these books to Maria. He will give those books to Maria.

## Lesson 44 - page 20 - Frames $3 \& 4$

VOGABULARY - NIL
Method:
A. Frame 3-Syntax Patterns:
he gave it to the woran. he gave it to her
a.- Joani will give his hat to the girl.
b.- I am giving my hat to the girl.

You are giving your hat to the girl. He is giving his hat to the girl.
c.- He gave his hat to the girl.

He gave it to Maria.
He gave it to her.
You gave it to her.
I gave it to her.
d.- Repeat "c" substitute my/your to replace "his"
B. Frame 4 - Syntax Pattern:

IT IS IN THE WOMN'S HANDS NOW.
Where is the boy's hat now?
It is in the girl's hands now. Where was the boy's hat? Where was it?
It was in the boy's right/left hand. The boy's hat is in the girl's hands now. It is in her hands now.
C. Repeat A and B with other pupils.

Lesson 45 - page 21 - Frames 1 \& 2
VCCABULARY - NIL
Material - Table - Hats (doll's, man's)
Method:
A. Frame 1Syntax Pattern - THE NOMAN WILL PUT THE HAT ON THE TABLE
a. That is a man's hat. The man's hat is in the girl's hand. It is in her right/left hand.

Maria - It is in my right/left hand. It is in your right/left hand.
b. The girl will put the man's hat on the table.
The girl will put the doll's hat on the shelf.
The girl will put the boy's hat on the desk.
c. Substitute other pronouns and possessive objectives.
B. Frame 2
Syntax Pattern - SHE IS PUTTING IT ON THE TABLE
The cirl is putting the doll's hat on the desk.
The girl is putting it on the desk.
Where is the doll's hat now?
It is on the desk now.
She put it there.
C. The girl will put her mitten on the floor (incidentally taught)
The boy will put his mitten on the/this book.
She/I/You will put her/my/your mitten on that floor.
my/her.

Lesson 46-page 21 - Frame 3 \& 4
VOCABULARY - NIL "What did she do?"
Material - Hats; doll's, man's, woman's, boy's, girls'
Method:
A. Frame 3

Syntax Pattern - SHE PUT IT THERE

- That is a doll's hat.
- It is in the girl's right/left hand.
- It is in her hand.
- She is putting it on the table.
- She will put it on the table.
- What did she do?
- She put the hat on the table.
- She put the doll's hat on the table.
- She put it on the table.
B. Frame 4

Symtax Pattern - IT WAS IN HFR HAND. IT IS ON THE TABLE

- Where was the doll's hat?
- It was in the girl's hand.
- It was in her right/left hand.
- Where is it now?
- It is on the table.
- The girl put it on the table.
- She put it there.
C. Repeat A and B - Substitute other pronouns, nouns .........

Lesson 47 - page 22 - Frames 1, 2 \& 4
VOCABULARY - SHIP WATER
Material - Pictures of ship-ships

## Method:

A. Syntax Pattern - THIS IS A SHIP
a. That is a big/little ship.

What color is the ship? It is
B. Syntax Patern - THESE ARE SHIFS
a. This is a ship. This is a ship.

These are ships.
This ship is big. That ship is bigger.
These ships are here. Those ships are there.
They are there.
C. If a toy ship is available it could be floated in a container of water and these sentences reviewed.

Syntax Pattern.
Where is the ship? I will put the ship on the water.
The ship is on the water. I am putting the ship on the water.
It is on the water. I put the ship on the water.
It was in my hand.
It is on the water now.
Suggested Actfrities: Make miniature paper ships and have them floated in water.
Draw the children's attention to ships that visit the comnunity. e.g. C.D. Howe, ships bringing freight to the community.

Note: 1. Here it may be necessary to emphasize the difference between 'ship' and 'boat'.
2. Frame three page 23 shows a ship in a bottle. This frame has not been included here. Children of the north would find this frame obscure.

Lesson 48 Page 23 Frame 1

VOGABULARY - Bottle Cup (incidentally taught)
Material - Bottles, cups, water in a container
Method:
Syntax Patterns: THIS IS WATER. THIS IS A BOTTLE
The bottle is in Mary's hand
This is a bottle. This is water.
I will put the water in the/this bottle.
You will put the water in the/this bottle.
I am putting the water in the bottle.
You are putting the water in the bottle.
I put it in the bottle.
You put it in the bottle.
The water is in the bottle now.
It is in the bottle now.
It was in the cup. (or other known word)
Where is the bottle?
The bottle is in my/your/her/hand.
The bottle is in a girl's/boy's hand.
Repeat above substituting $H e$ and She for I and You.
Review: The water is in the bottle.
It was in the cup.
It is in the bottle now.

Lesson 49 - page 23 - Frame 2
VOcABULARY - GLASS
Material - Glasses and bottles (different sizes) Water

## Method:

Frame 2 - Syntax Patterns: This is a glass. - It is on the table.

- This/that is a bottle. - This/that is a glass.
- This glass is in my hand. - It is
- This is water. - I will put the water in the glass.
- You/she/he will put it in the glass.
- I am putting it in the glass. You are putting it in the glass. He is/she is putting it in the glass.
- I put the water in the glass. You/he/she
- Where is it now? - It is in the glass; now.
- Where was it? - It was in the cup.
- Where is the glass? - It is in your hand. Where is the glass? - It is in my hand. Where is the glass? - It is in his/her hand.
- I will put the glass on the table. You will put the glass on the table.
- I am putting the glass on the table. You are putting the glass on the table.
- I put the glass on the table. You put the glass on the table.
- Where is the glass now? - It is on the table.
- Where was it? - It was in your hand.
- This is a glass. - It is on the table.

For older beginners: other meanings of the word glass could be pointed out.
e.g. - window pane spectacles

Lesson 50 - page 23 - Frames 3 \& 4
VOCABULARY - FLOOR (incidentally taught) AND
Material - Glass - bottles - water

## Method:

## A. Frame 3

Syntax Pattern - NOW THE GLASS IS OFF THE TABLE.

- This is a glass. - It is on the table.
- Now the glass is off the table.
- Where was it? - It was on the table.


## B. Frame 4

Syntax Pattern - THE GLASS AND THE WATER ARE ON THE FLOOR.

- I will put the/this flass on the table.
- You will put the/this glass on the table.
- I am putting the glass on the table. You are putting the glass on the table.
- I put it on the table. You put it on the table.
- I am putting water in the glass. You are putting water in the glass.
- I put water in the glass. You put water in the glass.
- Now the glass is off the table.
- The glass and the water are on the floor.
- Where was the glass? - It was on the table.
- Where was the water? It was in the glass.

Repeat A and B - Substitute She/He
Substitute other objects: toys, pencils, etc.





$$
\begin{array}{ll}
I & 0 \\
0 & \Pi
\end{array}
$$










## -



## OFF TO SCHOOL

(LITTLE SONGS FOR LITTLLE PEOPLE



MARCH TOGETHER


Variation: Here are some musical partners.
You can make one long song by singing "Canada" right after singing "March Together". You can also sing "March Together" at the same time as "Canada", for a second part. See how they sound this way,

Acknowledgement:

- songs copied from Songtime -4, published by Holt, Rinehart and Winston of Canada Ltd., Toronto, copyright 1963, pages $98-99$
- not reproduced for comnercial purposes.


1. The Po - lar bear, the Po - lar bear, His
2. The Po - lar bear, the Po - lar bear, On


## WINTER



UP, Up in the Sky...
Up, up in the sky,
The little birds fly,
Down, down in their nests,
The little birds rest.
With a wing on the right,
With a wing on the left,
The little birds all night rest.
When the sun shines upon the dew goes away, Good-morning dear sunshine the littile birds sing, How nice are the flowers, how green is the grass, How great is our Heavenly Father so kind and good.

Sweetly sings the donkey at the break of day, If you do not feed him, this is what he'll say: Iha. Iha:
"(5 times)
Good-morning
Good morning to you, Good morning to you, Were're all in our places, With sunshiny faces,
So, this is the way
To start a new day. (To greet you today)
Welcome
How do you do kind friends and how are you?
How do you do kind friends and how are you?
We hope, you'll like your stay.
And come back again someday.
How do you do kind friends and how are you?
Good Morning Merry Sunshine
Good morning merry sunshine, How did you wake so soon, You scared the little birds awake And shine away the moon.

HERE WE GO.

Here we go
To and fro,
In a merry, merry row.
Footsteps light,
Faces bright,
We will make our line just right.
Quickly marching round and round,
Do not look upon the ground.
Follow me, follow me,
Singing merrily.
Singing merrily, merrily, merrily. (soft)
Singing merrily, merrily, merrily.
Follow me, follow me, (loud)
Singing, merrily!

The lst Gr. Book Record 2B Side 4 Instruments: Triangle, drum etc. Air: Rum-tum-tum.
(Play tune all over again while marching, music only)
Singing merrily, merrily, merrily;
Singing merrily, merrily, merrily;
Follow me, follow me, (Loud)
Singing merrily

HAPPY BOYS AND GIRIS
Records: "Sing \& Play Album 1

Happy boys and girls are we. Having fun as you can see.
Run and skip and jump and play, To jolly songs all day.

Swing high, Swing low, Singing as we go.

HEAD AND SHOULDERS
Tune: London Bridge
Head and shoulders, knees and toes, Knees and toes, kees and toes, Head and shoulders, knees and toes, Byes, ears, mouth and nose.

Clap your hands,
Lightly, lightly clapping,
Sing your song,
Sweetly, sweetly singing.
Clap your hands
Lightly, lightly clapping.
Clap and sing,
Singing in a ring.
(Repeat first and second verses.)
Clap, clap, hold; (do not clap on "hold")
Clap, clap, clap, clap, clap, clap.
Clap, clap, hold;
Clap, clap, clap, clap, clap, clap;
Clap, clap, hold;
Clap, clap, clap, clap, clap, clap
Clap, clap, hold
Clap, clap, clap, clap, clap, hold.

HOP
Gr. I Singing Bk.
Hop, hop, right foot.
(Some children march, others play tune)
Hop, hop, left foot,
Hop right, hop left.
Hop, hop, hop.
(Play tune once with band, No words)
Repeat words.
UP AND DOWN See-saw, See-saw, up.
Up and down.
Up and down.
See-saws go up;
See-saws go down.
The DOWN is a bump;
The UP is a jump.

## Tiptoeing

Lightly, lightly tiptoe, Not a single sound.
Lightly, lightly tiptoe,
Gently move around.
First, touch your nose,
Then, touch your toes.
Touch your hair
And touch the chair,
Touch your shoulders
Left and right.
Wave your arms
Birds in flight;
Now, be quiet as a mouse (very low)
And tippytoe around the house.
The Clock
Tick-toc...Tick-toc,
Merrily sings the clock.
It's time for work... It's time for play.
So, it sines throughout the day.
Tick-toc... Tick-toc.
Merrily sings the clock.

The Elephant (finger-play)
The clephant has a great bif trunk, That goes swingine, swincing so
He has tiny, tiny cyes that show him where to go. His huge lone ears go flapping, flapping up and down; His great feet go stumping, stumping on the ground.

## Little Suirrels (finger-play)

Five little squirrels sat on a tree. The first one said: "What do I see? The second one said: "I smell a gun. The third one said "Oh, dol Let's runt The fourth one said: "Let's hide in the shade. The fifth one said: "I'm not afraid."
(Clap hand) Bang! .....went the gun And they ran. Everyone:

Raise up your head, Raise up your chest. That is the way to look your best!

## The Rag Doll

I'm just a rag doll, so limpety limp,
Ny body is made without bones.
My head, my neck, my arms, my feet
Are heavy, as heavy as stones
I'm just a rag doll; so limpety limp,
So limpety, limpety limp.

## Skipping

Skipping is fun, skipping is fun.
Skipping is fun for everyone.
The more you skip, the better you skip.
So, .. skip, skip, skip.
Walking
Hear the beat, beat, beat
Of the fect, feet, feet
Of the children as they walk in the street, street, street.
Hear the boom, boom, boom,
And the boom, boom, boom,
of the children, as they walk
In the room, room, room.

Numbers
One, to,
Buckle my shoe.
Three, four,
Shut the door,
Five, six
Pick up sticks.
Seven, eight, Lay them straight.

Nine, ten,
A good fat hen.
12345678910
One, two, three, four, five. I caught a fish alive, Six, seven, eight, nine, ten, I let it go again.

## Numbers Are Fun

Numbers are fun, whatever you do; First comes one and then comes two. After 2 come three and four Then comes 5. Now, count once more. 12345.

You can count to five; that is fine, Number 6 is next in line. Then come 78910. Now, let's stop and count again. 12345678910.

Why did you let it go?
Because it bit my finger so. Which finger did it bite?
The little finger on the right. Oh! Oh! Oh!

Tic-tac-toe, And around I go. If I stop, I stop on this.
(Draw a large circle on chalkboard and write numbers all around : inside circle)
I Have A Little Toothbrush
I have a little toothbrush,
I use it every day,
To help my teeth so clean and white,
And save them from decay.
I have soap and towel,
I use them, you can tell,
My mother says that cleanliness,
Will help to keep me well.
Food We Like Tune: Row, row your boat
Eat, eat lettuce leaves
And frijoles too.
Corn and potatoes, carrots, tomatoesAre very good for you.
Eat, eat fresh fruit,
That's the proper way,Oranges, cherries, apples, strawberries,
Fresh fruit while you play.
Eat, eat butter and cheese,
Drink milk every day,
Ice cream and cake our mothers will make
To keep us happy and gay.
Working TogetherTune: Did you ever see a lassie
When we all work together,Together, togetherWhen we all work together,
How happy we'll be.
Father and mother and sister and brother,
When we all work together,
How happy we'll be.

Tune: "London Bridge"
(Actions: Touch parts of body)

1. Head and shoulders, knees and toes, Knees and toes, knees and toes. Head and shoulders, knees and toes; Eyes, ears, mouth and nose.
2. (Tune: Mulberry Bush) Taken from: School District No. 37 Delta 1961

My Knees, Hy Toes
My head, my shoulders, my knees, my toes (sing 3 times)
We'll all clap hands together
(clap hands)
My toes, my knees, my shoulders, my head (sing 3 times)
We'll all clap hands together.

Teddy Bear
Teddy Bear, Teddy Bear, Turn around.
Teddy Bear Teddy Bear,
Touch the ground,
Teddy Bear, Teddy Bear, Show your shoe, Teddy Bear, Teddy Bear, Skidoo, Skidoo, Skidoo.

The Bear Went Over the Mountain
Tune: (Marlborough s'en wa't'en guerre)
The bear went over the mountain (repeat twice)
-
-
To see what he could see. And all that he could see. And all that he could see, And all that he could see. Was the other side of the mountain (repeat twice)

Was all that he could see.
Tune: "Frere Jacques" Clean Hands
I have clean hands,
I have clean hands.
Look and see,
Look and see.
Lots of soap and water.
Good for me,
cood for me.

Sunrise Dance The Can. Singer Book 1 p. 23
Na na he na ha ha, Na na he na ha ha; Na na he na ha ha, Na na he na ha ha;
Ho Ho.
Make a circle. Face the dmmmers, who sit in the circle. While you dance around the circle, always keep facing the drumners.
l. Take a long step to the side with the right foot. This is a loud step.
2. Bring the left foot up beside the right. This is a soft step.

Repeat these two steps around the circle. The drum beats loud-soft, loud-sof't all through the dance.

Peace Pipe Song
Brothers, sing the peace pipe song, As we are passing the pipe along;

Hear my song, the peace pipe song.
E-jung - a; $\qquad$ e - hung - a
(Sit in a circle. As you sing, pass the pipe to the rhythm of the song. The first beat of each measure).

1. Neasure my arms; Measure my nose, Measure myself, Way down to my toes.
2. Stretch high Touch the sky, See the sky, See the birds, Flying by.
3. I stretch and find it fun. Trying to touch the sun. I bend and touch the floor. Then I run to the door.
(Towards end of the year)
4. First touch your nose. Then, touch your toes, Touch your hair, And touch the chair. Touch your shoulders Left and right. Wave your arms Birds in flight; Now, be quiet as a mouse And tip-toe around the house.
5. Hear the beat, beat, beat. Of our feet, feet, feet, In the street, street, street,

## The Clock

Tick-toc ... Tick-toc....
Merrily sings the clock.
It's time for work, It's time for play.
So, it sings throughout the day. Tick-toc... Tick-tock Merrily sings the clock.

## RHYMES

(The number word could be changed)
Two little rabbits, Go hop, hop, hop.
Dear little rabbits, Please stop, stop, stopl
(right, left Hop)
Hop, hop right foot;
Hop, hop left foot.
Hop right, Hop left;
Hop, hop, hop.
Up, up, in the sky,
The little birds fly, Down, down, in their nests, The little birds rest.

With a wing on the right, With a wing on the left. The little birds, All night rest.

## SUGCESTIONS FOR ACTION IITH "HERMAN"

"Herman likes good things to eat" _ chilaren make motions of eating.
"He plows" _ extend hands and arms from chest to imitate motions in plowing.
"Starts to Sow them" _ move arms and hands as if broadcasting seeds.
"Herman keep it up" - same as above.
"With good carrots" - children bend with right hand to floor and move it slowly upward.
"_ yellow corn" __bring hand and am high above head as if looking at a high stalk of corm.
"_ other foods that nourish" _ children fling both arns wide.

## A HLALTH ROUID

(Tune: "Row, Row, Row Your Boat")
Clean, clein, clean your teeth, Clean them twice a day, Thoroughly, thorouchly, thoroughly, thorouchly, That's the only way.

BILLY BOY
Girls 1 Have you washed and brushed your teeth, Billy-Boy, Billy-Boy, Have you washed and brushed your teeth, Charming Billy?

Boys Yes, I've washed and brushed my teeth, up above and underneath, I'm a clean boy, but some boys are dirty.

Girls 2 Do you sit and stand up straight, Billy-Boy, Billy-Boy, Do you sit and stand up straight, Chaming Billy?

Boys Yes, I sit and stand up straight, and for meals I'm never late, I'm a cood boy, but some boys are funny.

Girls 3 Do you work and play out doors, Billy-Boy, Billy-Boy, Do you work and play out doors, Chamning Billy?

Boys Yes, I work and play out doors, that's the best of all the chores, Im a wise boy, but some boys are silly.

Girls 4 Have you had your class of milk, Billy-Boy, Billy-Boy, Have you had your flass of milk, Charming Billy?

Boys 4 Yes, I've had a glass of milk, and I feel as fine as silk, I'm a wisc boy, but some boys are simy.

Girls 5 Do you ço to bed on time, Billy-Boy, Billy-Boy, Do you go to bed on tirne, Charming Billy?

Boys Yes, I ģo to bed on time, and when I rise, I'm feeling fine, I'm a wise boy, but some boys are silly,

SUGGESTIONS FOR ACTION WITH MBILII-BOLR
Havc girls sing questions. Boys answer. This might be reversed and boys sing questions, using a girl's name in place of, "Billy-Boy".

## Winking

It would be fun to wink I think.
But when I try to shut one eye,
The other closes too,
It won't stay open
No matter what I do.
When Daddy winks it's easy,
Seems like there's nothing to it,
So, I'll keep trying very hard
And one day I shall do it.
Water Words
I know eleven words to spell,
A word we all know very well.
"WATER" is the word I mean;
It can be ice or fog, or steam
Or frost, or hail, or dew or snow,
Or sleet or vapor H2 0 .
Of course, I should not leave out rain,
Which nurtures root or bulk or grain.

## Noisemakers

Tick-tock, tick-tock!
Look at me - I an a clock.
Ding-dell, ding-dell!
Look at me - I am a bell.
Rum-tum, rum-tum!
Look at me, I am a drum.
Root-tootI
Look at me - I am a flute.
Bing-bong, bing-bong!
Look at me - I am a gong.

Left to right motion with head - a pendulum movement.

Left to right motion with hand, as though ringing a bell.

Beating motion, hands in front, as though using drumsticks.

Fingers moving at left of mouth as though fingering a flute.

Swing arms together toward the right, backward and forward, as though clasping hammer and hitting gong.

To introduce this verse, read it aloud first, leaving out the name of the noisemaker. Let pupils guess what it is, using the rhyme and pantomined action clues. Then ask the children to act out the noisemakers. They could make up their own.

My (rhythm) sticks co click-click-click. With a click ( $x x$ ) and a clock ( $x x$ )
My rhythm sticks go click-click-clack
With a click ( $x x$ ) and a clack ( $x x$ )

My Drum
I have a little drum, I hold it in my hand, It goes a rub-a dub-a dub-dub When I play it in the band.

My Triangle
I love to hear the triangle ring, Ring .... ding .... Ring .... Ding .... At Christmas time, A merry tune it likes to sing Ring ... Ding. Ring ... Ding.

## My Tambourine

Listen to my tambourine;
Ting - a - ling. Ting - a-ling - ling
Listen to my tambourine
Ting - a - ling - ling - a - ling.

Listen to my tambourine, Tap-a-tap-tap. (repeat)
Listen to my tambourine, Tap-a-tap- tap-a-tap.

Listen to my tambourine Ting-a-ling-ling (shake) tap-a-tap-tap Listen to my tambourine, Ting-a-ling-ling (shake) tap-a-tap.

Bells
Ding, dong (bells)
Merry Christmas,
Four o'clock, the chimes are singing, Back and forth, the bells are ringing, Ding, dong ... Ding ... dong

The Cymbals
Crash! Zing! The cymbals sing, Around and around I go, Crash Zing!
Slower -- Slower-mslow.

Rattles
Shake your rattles high, Shake you rattles low, Shake your rattles low, And around you go.

Be careful.... little eves, etc. ...
Be careful little eyes, what you see.
Be careful little eyes, that you see,
There's a Father up above,
Looking down with his love.
So, be careful little eyes, what you see.
Be careful little ears what you hear...
Be careful little mouth what you say...
Be careful little hands what you do ...
Be careful little feet where you walk...
RHYMES - Measuring
Measure my arms, Measure my nose,
Measure myself, way down to my toes.
Stretching
Stretch high, touch the sky;
See the birds, flyine by.
I stretch and stretch and find it fun, To reach and try to touch the sun.
I bend and bend to touch the floor, Until the muscles in my legs get sore.

Jumping
Jump, jump, jump;
See, how high I can jump; I wish that I could learn very soon, To jump like the cow that went over the moon, Jump, jump, jump.

Yaming (slowly)
At night when I am sleepy,
There's something inside, makes me yawn and yawn and yawn...
My jaws start to open my mouth very wide;
And ... I yawn, and yawn ... and yawn ...
Hopping
Hop, hop, hop, Hop, hop, hop, Turn to the right, and
Turn to the left, and Change your feet, with
A hop, hop, hop.

## Morming

When children get up in the morning, This is what they say, "Good-morning, good-morning. How are you today?
Days of the Week
Sneeze on Monday, sneeze for danger;
Sneeze on Tuesday, kiss a stranger;
Sneeze on Wednesday, get a letter;
Sneeze on Thursday, something better;
Sneeze on Friday, sneeze for sorrow;
Sneeze on Saturday, see your sweetheart tomorrow.
A sunshiny shower,
Won't last half an hour,
Rain before seven, Fine by eleven.
Rules
The cock doth crow, To let you know, If you be wise, Tis time to rise.
For early to bed, And early to rise, Is the way to be healthy, Wealthy and wise.
A Funny Clown
I am a funny clown, I say A, O, E.
My mouth is opened wide,
When I say A A A. ly lips are very round,
When I say 000 .
I move ny lips right back
When I say E E E.
I am a little funny clown.
RUNNING (Tune Mulberry Bush)
What is Tomny running for.
Running for, running for?
What is Tommy running for
On this fine Day,
Jinny will run after him,
After him, after him,
That's what Tommy's running for
On this fine day.
MARCHING (tune Mulberry Bush)
Here we go marching, marching, marching.
Here we go marching, marching along-
Clara and Nellie and Alice and Liz-
We all go marching, singing a song.
BOUNCING AND CATCHING A BALI (tune Mulberry Bush)

1. Over and over I bounce my ball.Bounce my ball, bounce by ball.Over and over I bounce my ball,
All on a happy morning.
2. Over and over I catch my ball
Catch my ball, catch my ball.
Over and over I catch my ball,
All on a happy morning.

Tune - Little Sir Echo or Mulberry Bush

1. Lazy Mary, will you get up,

Will you get up, will you get up?
Lazy Mary, will you get up,
Will you get up today?
2. No, mother, I won't get up,

I won't get up, I won't get up.
No, mother, I won't get up,
I won't get up today.

ON OUR HOLIDAY (tune Mulberry Bush)
What'll we do when we all go out,
all go out, all go out,
On our holiday.
We'll take our fish nets when we go out
We'll take our tents when we go out
We'll take our --n.................
(children choose what they would like to take)

HUNTING SONG (Tune: Did you ever see a Lassie)
0 When we go a hunting, a hunting, a hunting,
0 when we go a hunting-it's this way and that,
It's this way and that way
It's this way and that way
0 when we go a hunting
It's this way and that.

## FINGER PLAY SONG

Eenie Weenie Spider went up the water spout. (fingers climb spout)
Down came the rain and washed the spider out. (hands fall down)
Out came the sunshine, dried up the rain. (sweep arms up sideways)
Eenie Weenie Spider went up the spout again. (gingers climb spout)

OH DEAR
Oh dearl What can the matter be?
Oh dearl What can the matter be?
Oh dearl What can the matter be?
Mother's so long at the store.

She promised to buy me
A pretty blue dress. (three times)
Mother's so long at the store.

Note: Other lines: 1. a pretty brown skirt
2. a pair of new pants
3. a new pair of ............ etc. Also substitute: Father's so long at the store

ACTION GAMES (From Canadian Singer Book 1, page 27. Accompany the song with rhythm sticks and wooden blocks). or to the tune of Here We Go Gathering Nuts in May
boat The boat is coming down the lake
Whoo-00-whoo-00-whoo-001
A stop here, it will make.
Whoo. $\qquad$

Sled The sled is coming down the road
Toot-oo-toot-oo-toot-oo
It aways brings a heavy load
Too-oo
airplane The airplane circles in the sky
ZOO-ZOO-ZOO-Z00-Z
I like to look and see it fly
Zoo-Zoo
-

One half of group (in pairs) circle the other half who stand in a loose circle. All sing+
"Go round and round the village ( 3 times)
As you have done before (once)"
Children in pairs stop and shake hands as all sing:
"Now shake hands with your partner ( 3 times)
As you have done beforell (Once)
Partners join hands and weave in and out the children in the circle as all sing:
"Go in and out the houses (3 times)
As you have done before". (once)
Groups change places and game starts over again.

ACTION SONG (CONTINUOUS VERBS - REVIEW)
Listen to me!
Banging and tapping!
I am a shoemaker,
Banging and tapping
Listen to mel

Listen to mel
Cutting and snipping!
I am a tailor,
Cutting and snipping:
Listen to me.

Listen to mel
Sawing and chopping!
I am a butcher,
Sawing and chopping

NUMBER AND ACTION RHYME (Teach with Strongly marked rhythm)
Throw the ball - Catch the ball
One two three - One two three
Bounce the ball-Catch the ball Four five six - Four five six

Drop the ball - Catch the ball Seven eight nine - Seven eight nine

Throw it and catch it and bounce it again One two three Four five six Seven eight nine Ten.

## NUMBER RHMME

One, Two, Three, Fourl
Come in, please, and shut the door.
Five, Six, Seven, Eight
It's time for school. You're very late.
Nine, Ten, Nine, Ten!
Don't be late for school again.

## ATRPLANES

1. All the little airplanes

Are standing in a row.
Waiting very quietly
Until it's time to go.
4. Now it's time for landing Roaring down they fly. Slowly and more slowly Till on the ground they lie.
2. Now they're slowly rising,

Rising in the sky.
High above the roof-tops,
Away, away they fly.
3. Flying, flying, flying

Round and round and round.
Diving, turning, climbing
High above the ground.
FOR REVIEW OF 'TAKEN' AND 'TCOK'
I've taken a pencil from the box,I've taken a paper too,I've taken a picture, just in caseI forget what I must do.
I've taken a picture from the wall
It shows the Knave of Hearts
Running away, just after he
Had taken the Queen's own tarts.
TWO LITTLE BLACKBIRDS ..... (finger play)
Tw little blackbirds
Sitting on a hill
One is Jack
One is Jill.
Fly away Jack
Fly away Jill
Come back Jack
Come back Jill.
THE BELLS

1. Ding Dong $!$ Ding Dong! 2. Dingt Donet Ding Dong
All the bells are ringing.
Ding Dongt Ding Dong!
All the birds are singing.Today's a holiday.Ding Dong 1 Ding Dong
Let's go out and play.

EASY POEMS (parts of the body)

1. I can tie my shoe-lace,

I can brush my hair.
I can wash my hands and face, And dry myself with care.

THE FAIRY HOUSE (to review 'house' and 'door')

1. There was a little house,

And it had a little door.
And I knocked on the knocker,
Oned Twol Threel Four.

ADVENTURES (to review: He, She, They, is, has)
He is a rat, and she is a rat,
And dow in the water they dwell.
And both are as black as a witch's cat
And they love one another well.

He has a tail, and she has a tail,
Both long and slender and fine,
And each says, "Yours is the finest tail
In the world, excepting mine."

QUIET POEM FOR REIAXATION
I've just come in from playing.
I'm tired as I can be.
I'll cross my arms and close my eyes
So I can't see.
2. I can clean my teeth, too,

Fasten up my frocks.
I can say 'How do you do;'
And pull up both my socks.

Tick! Tock!
Tick! Tock!
Goes the clock on the shelf,
Telling the time,
All by itself.

Round and round
The two hands go,
The big one quickly,
The other quite slow.
The clock on the shelf
Is telling the time,
Ding! Ding!
You can hear it chime.
Down comes the hammer
As heavy as can be
Hammer, hammer, hammer,
One, two, three
I am a jolly Jumping Jack. (pupils say it and point to self-pop down)
In a box of red and black
Lift the lid and I jump out (pupil jumps up)

Down the slide
We ride, we ride
Round we run, and then
Up we pop
To reach the top,
Down we come again.
The Big Clock
Slowly ticks the big clock
Tick-tock, tick-tock
But cuckoo clock ticks double quick
Tick-a-tock-a, tick-a-tock-a, tick-a-tock-a, tick

Taken from: "To God Through Music"
See, Puff, see,
I have a ball.
Come and get it when I call, Jump up Puff,
Up, Up, up, jump \& Oh! Puff \&
Come and see I am making something, One-two three,
Guess what it can be.
My Father made a boat for me,
I painted it bright red, Along came Puff and now I have, A yellow boat instead.

Ann goes up the big tall slide, Up, up, up, ohl see, Down-down, down the slippery slide, Ann comes to play with me.

Oh 1 Thimble, thimble where are you, You must be somewhere near,
Ohl thimble, thimble, I see you, On little puppy's ear.

## Jingle

There was a little man,
Who had a little gun,
And his bullets were made of lead, He shot a little fox,
And put it in a box,
"See how lucky I am" he said.
Mix. some bannock, Stir a bannock,
Pop it in the pan,
Fry the bannock
Toss the bannock
Catch it if you can

## TEETER TOTTER

Up and dow, up and dow, Jack and Jill are having fungr
Up and down, up and down,
Trying hard to reach the sun,
Up and down come and play,
Have a jolly time, we say,
On the ground through the air,
Laughing everywhere.
Over in the bushes in a nest, made of sticks,
Lived an old mother bird and her little birds six, "Sing", said the mother "We sing", said the six,
And they sang and were happy in the nest made of sticks.
First the heel,
And then the toe,
That's the way,
The dance will go,
First the toe,
And then the heel
That's the way,
The dance will feel.
Jump a jump,
And jump it big,
That's the way,
To dance a jig.
"Is (
"There, he is,
There, he is"
"Can he ring the bell?"
"Yes, he can, yes, he can"
Ring-a-ling, a-ling (loud)
"Is (
"Yes, she is"
"Yes, she is"
"Can she ring the bell?"
"Yes, she can, yes, she can"
Ting-a-ling, a-ling (soft)

## GAME

## MUSICAL MARCH

Each pupil is given an object nane from the vocabulary list. As the music stops, a picture card is pulled out at random and the pupil who has that object name takes his seat. The game continues until all the children are seated.

QUICK ROWING
Row, boys, row!
Up the river we go!
With a long pull,
And a strong prit,
Row, boys, rowl

ROPE SKIPPING Taken from: Acting Rhymes Edited by Clive Sansam
Over our heads, and under our toes, round and round, the skipping-rope goes, Over our head, and under our toes, if we nimble the skipping-rope goes.

OH WIEIE AND OH WILERE IS MY LITTLE DOG GONE?
Oh where and oh where is my little dog gone?
Oh where and oh where can he be?
With his ears cut short and his tail cut long Oh where oh where is he?

## POLLY PUT THE KETTLE ON

Polly put the kettle on
Polly put the kettle on
Polly put the kettle on
We'll all have tea
We'll all have tea
We'll all have tea
Sukey take it off again Sukey take it off again Sukey take it off again They're all gone away.

The children are divided into two teans and they form two lines facing each other. The players at the head of cech team join hands and slide up and down between the teams singing:

> A hunting we will go,
> $A$ hunting we will go,
> We'll catch the fox,
> And put hin in a box
> And then we'll let him Go.

At the word "GO" the players separate and each runs to the head of his team, then around the outside of the line and stands at the foot. The first child to reach the foot of his line schores a point for his team.

The the next two players go to the centre and slide up and down while they sing the song. The gane continues until all the players have had a chance. The team with tre highest score wins.

GAESS On \& Off
Put an old blanket on the floor.
The caller colls "on the blanket" and the children jurup on.
The caller calls "off the blanket" and the children jurip off.
Call guickly, changing off and on, trying to catch the children out. When a child makes a mistake he is eliminated.

## HUNTMG GAE

One child pretends to be the hunter, saying to the other, "Who would like to hunt seals with ve?" The rest of the children get in line behind him as he marches around the room looking for seals. Whe the hunter calls out "Bang" all the helpers run to their seats. The first one back to his seat is the hunter for the next expedition,

ClIARLIE OVER THE WATER (Good practice for pronouncing ch)
Children forin circle with one player in the riddle and walk around singing:
Charlie over the water
Charlie over the sea
Charlie caught a black firsh
But can't catch me.
As they say the last word, all squat quickly and the player in the centre tries to catch one before he can STUOP. The child who is caught goes to the centre of the circle.

## BLACK BIRD FLY

Black bird, black bird,
Blink your eye
Black bird, blac bird,
Fly, fly, fly. (Hove arms up and down)
Black bird, black bird,
Drop you wing (Dip one arn dowm)
Black bird, black bird,
Sing, sing, sing (Index finger and thumb at mouth)
opening and closing like a beat
Up and down,
Swoop and dip (Swoop arms up and down)
And sing your song (Beak opening and closing)
Black bird, black bird,
All-day-long (Amns extending outwards)

## CLAPPING

1. All get ready, now let's go,

Clap, clap, clap, clap, clan, clap,
Now stand up and in a row,
Clap, clap, clap. Clap, clap, clap.
2. Turn around and face the wall,

Clap, clap, clap, clap, clap, clap,
Down upon your knees now fall,
Clap, clap, clap, Clap, clap, clap.
3. Up again and turn around,

Clap, clap, clap, clap, clap, clap.
Turn aroind and then sit down,
Softly clapping not a sound.

FINGER PLAY for counting one, two, three and size relationships. Can be sung to tune (Mix a pancake).

Here's a ball. (Small circle made with thumb \& index finger of one hand) And here's a ball. (Larger circle made with thumbs \& index fingers)
And here's a ball, you see. (Huge circle made by using both arms)
Are you ready?
One, two, three. (Slowly indicate each ball while counting)

FIHGER PLAY FOR FARTS OF THE BODY
Eyes: I have two eyes to see with (Touch eyes)
Tongue: A tongue to say good-day (Stick tongue out)
Hands: I have two hands to wave with (wave)
Feet: Two feet to run away (Pointing to feet)

FINGER FLAY FOR PARTS OF TIE BUDX.
Two little eyes that open and close (Opening and closing)
Two little ears and one little nose (Touching ears and nose) Two little cheeks and one little chin (Touching cheeks and chin) Two little lips with teeth closed in (Closing mouth tightly)

During the first weeks, the emphasis is placed on class routine and good social adjustment. As soon as possible, the child should be encouraged to use polite terms, which are incidentally introduced, such as: Thank you, please, excuse me, May I go to the washroom.

The first formal Social Studies period should be started only after Lesson 14 in English Through Pictures. In most cases, the children will then be ready to begin the Unit on TOXS. Besides those formal lessons, the teacher will find many opportunities where the vocabulary pertaining to the Unit being studied, can be put into daily practice.

Four Units are expected to be covered during the first year:
TOYS
PETS
FAMILY
FARM

Also, participation in such special days as:
THANKSGIVING
HALLOWE ${ }^{\text {EN }}$
CHRISTMAS
VALENTINE DAY
EASTER

Vocabulary List of Toys. Teachers could add other toys as desired, or known to the children
ball
block
car
airplane
doll
Teddy Bear

| boat | kite |
| :--- | :--- |
| house | balloon |
| top | puzzle |

## Social Studies Program (continued)

UNIT ON TOYS
Vocabulary: Toy
Material required: a variety of toys. Place five or six toys (toys well known to the children)

Syntax Patterns: This is a ball. It is a ball.
It is little.

This ball is red. It is red.
A ball is a toy. It is a toy.
This is a big airplane.
This airplane is here/there.

It is yellow.

This is a toy.
Follow the same procedure with the top, the block - whatever toys are on display. The above sentence patterns are examples of the type of sentence patterns to follow. A greater variety of simple sentences could be introduced.

Drill on the following syntax patterns: (Use well known toys)

This/That ----------------- is/are here/there.
It is here. They are here.
This m-n--n-------- is a toy. It is a toy.
If the toy can be cranked use this syntax patterm.
This ------------ can go.
This ------------ can hop.

## Suggested Activities

1. Use page 11 of "Numbers We See"- it has excellent illustrations of toys.
2. Booklet: Have each child make a booklet. He refers to it, as "My little book" and later "My Little Book of Toys"

Material: The small size drawing book No. 1 is convenient. To add to its importance, the teacher prints on the cover, in large letters-TOYS.

How to Use: Page one. Direct the children as follows:
Draw a big ball. Colour it red.

Complete the booklet in this manner introducing a new toy on each page.

Note: Later, when the children are able to read and write, short sentences could be printed by the children under each illustration.
e.g. This is a ball. It is red. It is big.
3. Vocabulary Drill CARDS

This activity takes place after the pupils have been able to handle real toys.

Material: Construction paper and magazine or catalogue pictures of Method: toys - On one side of the paper paste a 'doll' or other toy. On the reverse side paste pictures of several 'dolls'

Syntax Pattern: This is a doll.
These are dolls.
The above drill could be used during the Number Readiness Period, adding fluency in repetitition of the same words. e.g.

A group of two dolls. The first doll.
Many dolls. As many dolls as girls.
4. For review the above mentioned cards serve for a Bulletin Board display. They should be left up for fifteen days approximately. Add description labels under each toy, and above display the sentence: "These are toys".
5. Story-Telling: With the help of large bright coloured picture books it is possible - after approximately six weeks - to start telling stories in short basic English sentences:

This is a little boy.
His name is --------. A toy is in his hand. It is a kite. The kite is red and yellow. The little boy is outside. He is playing. He is playing with his kite. He is happy.

Note: "With" has been introduced previously, in meaningful situations.
Repetition of the story. A good way to keep children interested is to have the story retold through questions and answers. Use simple question as follows:

Is this a boy or a girl?
What is his name?
What do you see in his hand?
What color is it?
Where is the boy?
6. Reading Readiness Charts:

These should be very simple at first. Here is a sample that can easily be made on bristol board. A large picture is pasted at the top, and under the picture short sentences are printed in LaRGF letters:

This is a ball.
It is a toy.
Other sentences could be added later:
This ball is bic/little.
It is red and blue.
7. Dollhouse Display:

Put out the furniture for one room at a time, teaching the vocabulary in English Through Pictures Patterns: e.g. This is a bed. I will put the bed here.
8. Records - Short Soncs about TOYS e.f. The Toy Balloon My Teddy Bear
9. Rhymes (two rows facinc)

Wo are the girls.
we are the boys.
We like to come to school.
To read books
And play with toys.

## Social Studies Program (continued)

## UNIT ON THE FARM

Use activities similar to those described in the unit on toys. Display a model Toy Farm, if available, to teach the names of the animals. Pictures could be used if no toy farm is available.

A mural could be made by the children. Films, filmstrips, records, and picture books will likely be available.

Rhymes and Songs are useful.
e.g. B aa-B aa Black Sheep

Old MacDonald Had a Farm
Hey Diddle Diddle

## UNIT ON PETS

Follow the procedure suggested for the unit on toys.
Filmstrips: "Our Pets" "My Dog Spot and I"
UNIT ON THE FAMILY
Activities as suggested for other units.
Filmstrips: We Learn English, Part Three.
Records: Sounds Around the Home
Songs and Rhymes: Family Fingers song.

| There Was An Old Woman Who Lived In A Shoe. |
| :--- |
| Old Mother Hubbard |
| My Son John |
| Bye Baby Bunting |

The words are numbered as they appear in the "English Through Pictures" pocket book. Other forms of these words are not included: (s), (ing), (er), and (est) though they will be introduced during the first school year.

| A | Page | B | Page | C | Page |
| :---: | :---: | :---: | :---: | :---: | :---: |
| after | 30 | bobby pin | - | classroom | - |
| again | 39 | boat | - | clean | - |
| airplane | 95 | body | 49 | clock | - |
| all | 49 | book | 112 | clothes | - |
| am | 4 | bookshelf | 44 | cloud | - |
| an | 25 | boot | 228 | clown | - |
| and | 23 | bottle | 22 | cluck | - |
| animal | 91 | bow-wow | - | coat | - |
| another | 61 | bowl | - | cold | - |
| answer | 30 | box | 84 | collar | - |
| apple | 82 | boy | 37 | color | - |
| are | 5 | bread | 99 | comb | 129 |
| arm | 25 | breakfast | - | come | 60 |
| as | 182 | broken | 162 | cookies | - |
| ask | - | brother | 109 | corn | - |
| at | 29 | brown | - | count | - |
| away | - | brush | 128 | cow | 91 |
|  |  | brushing | 129 | cry | 265 |
| B |  | by | 122 | cup | 91 |
|  |  | bump | - | cupboard | - |
| baby | 49 | bunny | - | cut | 155 |
| back | 84 | but | 38 |  |  |
| bag | 122 | butter | 99 | D |  |
| ball | 195 | butterfly | - |  |  |
| balloon | - | button | 167 | dark | 188 |
| banana | - | buy | - | day | 134 |
| barn | - |  |  | dear | - |
| basket | 82 | C |  | did | - |
| bat | - |  |  | different | 106 |
| be | - | cake | 243 | dime | - |
| bead | - | can | - | dirty | 125 |
| bear | - | cane | - | do | 4.1 |
| bed | 122 | car | - | doctor | - |
| before | 46 | caribou | - | dog | 44 |
| bell | 133 | cat | 268 | doll | 4 |
| belt | - | chair | - | door | 26 |
| between | 43 | change | 189 | down | 76 |
| big |  | cheese | 99 | draw | - |
| bird | - | chin | 50 | drawer | 51 |
| birthday | - | chicken | - | dress | 80 |
| black | 199 | children | - | drink | 98 |
| blow | 207 | Christmas | - | drum | - |
| blue | 245 | church |  | duck | - |
| board | 138 | circle |  |  |  |


| E | Page | G (cont'd) | Page | I (cont'd) | Page |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ear | 45 | give | 19 | if | 202 |
| eat | - | glass | 23 | igloo | - |
| egg | 96 | go | 29 | in | 11 |
| eight | - | goat | 107 | into | 60 |
| elephant | - | good | 98 | is | 4 |
| enough | 145 | goodbye | - | it | 2 |
| every | 143 | grandfather | - | its | 25 |
| eye | 40 | grandmother | - |  |  |
|  |  | grass | 244 | J |  |
| F |  | green | 245 |  |  |
|  |  | group | - | jar | - |
| face | 45 | guess | - | jump | - |
| fall | 176 | gun | - | jumping rope | - |
| family | 109 |  |  | just | - |
| far | 184 | H |  |  |  |
| farm | 230 |  |  | K |  |
| fat | 200 | hair | 46 |  |  |
| fast | - | half | 177 | keep | 96 |
| father | - | hanmer | - | kettle | 247 |
| few | - | hand | 10 | key | 58 |
| find | - | happy | 98 | kitchen | - |
| finger | 10 | hard | 101 | kite | - |
| fire | 195 | hat | 10 | kitten | - |
| first | 199 | have | 42 | knee | 50 |
| fish | - | he | 2 | knife | 77 |
| five | - | head | 11 |  |  |
| fixed | 254 | hear | - | $\underline{L}$ |  |
| flag | - | hello | - |  |  |
| floor | 23 | her | 12 | ladder | - |
| flower | 92 | here | 4 | large | - |
| fly | - | herself | 227 | last | 199 |
| food | 106 | high | 104 | laugh | 262 |
| foot | 25 | him | 19 | learn | 147 |
| for | 97 | himself | 250 | left | 13 |
| fork | 77 | hole | 127 | leg | 25 |
| four | - | home | - | let | 135 |
| frame | 27 | hook | 27 | letter | 136 |
| friend | 135 | hop | - | light | 44 |
| frog | - | horse | 91 | like | 130 |
| from | 36 | hour | 144 | line | 98 |
| front | 84 | house | 28 | lip | 241 |
| full | 189 | how | 134 | little | 134 |
| funny | - | hurry | - | live |  |
|  |  |  |  | long | 140 |
| G |  | $\underline{I}$ |  | look | 139 |
| gate | - | I | 1 |  |  |
| get | 71 | ice | 94 |  |  |
| girl | 37 | ice-cream | - |  |  |


| M | Page | $\underline{0}$ (cont'd) | Page | $\underline{\text { R (cont'd) }}$ | Page |
| :---: | :---: | :---: | :---: | :---: | :---: |
| make | 91 | old | 80 | read | 138 |
| man | 8 | on | 11 | ready | 105 |
| many | - | one | 35 | ped | 245 |
| marker | - | only | 216 | rest | 208 |
| may | - | open | 26 | ride | - |
| me | - | or | 49 | right | 13 |
| measure | 97 | orange | 100 | ring | - |
| meat | 99 | other | 40 | roll | 220 |
| merry-go-round | - | our | 41 | roller-skate | - |
| middle | 163 | out | 63 | roof | 154 |
| milk | 91 | over | 44 | room | 26 |
| mine | 242 |  |  | round | 142 |
| minute | 177 | P |  | run | - |
| money | 73 |  |  |  |  |
| monkey | 255 | page | 31 | $\underline{S}$ |  |
| moon | 142 | paint | 229 |  |  |
| more | - | pan | - | 's | 18 |
| morning | 138 | paper | 136 | same | 107 |
| mother | 108 | pen | 136 | sand | 266 |
| mountain | 110 | pencil | 157 | saw | - |
| mouth | 42 | penny | - | say | 42 |
| much | 134 | person | 37 | school | 138 |
| more | 187 | picture | 26 | scissors | 170 |
| music | 253 | pig | 91 | seal | - |
| ny | 11 | pin | 130 | seat | 25 |
| myself | - | pipe | 80 | second | 197 |
|  |  | place | 183 | see | 41 |
| N |  | plane | 95 | seven | - |
|  |  | plate | 78 | shake | 254 |
| name | 58 | play | 273 | she | 2 |
| near | 184 | please | 135 | sheep | 91 |
| neck | 50 | pocket | 58 | shelf | 38 |
| needle | 167 | potato | 97 | ship | 22 |
| never | - | pull | 205 | shirt | 124 |
| new | 80 | purple | - | shoe | 81 |
| nickel |  | push | 59 | short | 45 |
| night | 143 | put | 15 | shut | 26 |
| nine | - |  |  | sick | - |
| no | 30 | Q |  | side | 84 |
| noise | 252 |  |  | sing | - |
| nose | 42 | quack | - | sister | 109 |
| not | 30 | queen | - | six | - |
| now | 18 | question | 30 | sly | 142 |
| number | 36 | quick | 179 | sled | - |
| nurse | - |  |  | sleep | 272 |
|  |  | $\underline{\mathrm{R}}$ |  | slow | 179 |
| 0 |  |  |  | small | 195 |
|  |  | rabbit | - | smile | 262 |
| of | 26 | ran | - | snow | 176 |
| off | 14 | rain | 213 | soap | 127 |


| $\underline{S}$ (cont'd) | Page | T | Page | W (cont'd) | Page |
| :---: | :---: | :---: | :---: | :---: | :---: |
| sock | 125 | to | 10 | who | 58 |
| soft | 101 | today | 144 | why | 187 |
| some | 91 | toe | 50 | will | 14 |
| sometimes | 188 | together | 38 | wind | 75 |
| something | 150 | tomorrow | 144 | window | 26 |
| song | 253 | tongue | 241 | winter | 176 |
| soon | - | tooth | 103 | with | 37 |
| sound | 254 | toothbrush | 128 | woman | 8 |
| spoon | 77 | top | 243 | word | 136 |
| square | 202 | touch | 233 | work | 139 |
| stamp | 136 | train | 123 | write | 207 |
| star | 144 | tray | 86 |  |  |
| stick | 180 | tree | 82 | X |  |
| stocking | 81 | turn | 59 |  |  |
| stop | 251 | two | - | xylophone | - |
| store | 81 |  |  |  |  |
| story | 139 | $\underline{\mathrm{U}}$ |  | $\underline{Y}$ |  |
| straight | 159 |  |  |  |  |
| street | 28 | umbrella | 213 | yarn | - |
| strong | 161 | under | 44 | year | 175 |
| sugar | 241 | up | 75 | yellow | 245 |
| sun | 142 | us | 50 | yes | 30 |
| surprise | - |  |  | yesterday | 149 |
| sweater | - | V |  | you | 1 |
| sweet | 243 |  |  | your | 13 |
| swim | 266 | vase | - |  |  |
|  |  | violet | - | Z |  |
| T |  | very | 96 |  |  |
|  |  |  |  | Zebra | - |
| table | 10 | W |  | zipper | - |
| tail | 49 |  |  | zoo | - |
| take | 14 | wagon | - |  |  |
| talk | 237 | wait | 133 | Easter |  |
| tall | 246 | walk | 179 | Hallowe ${ }^{\text {en }}$ |  |
| teacher | 138 | wall | 27 | Santa Claus |  |
| ten | - | walrus | - |  |  |
| tent | - | vant | $\cdots$ |  |  |
| thank | - | was | - |  |  |
| that | 8 | wash | 127 |  |  |
| the | 10 | washcloth | 131 |  |  |
| them | 47 | watch | 201 |  |  |
| there | 4 | water | 22 |  |  |
| these | 10 | way | 269 |  |  |
| they | 2 | we | 6 |  |  |
| thing | 37 | week | 134 |  |  |
| this | 8 | wet | 127 |  |  |
| those | 13 | what | 30 |  |  |
| three | - | wheel | 219 |  |  |
| thumb | 10 | when | 65 |  |  |
| time | 35 | where | 38 |  |  |
|  |  | which | 48 |  |  |
|  |  | whistle | 253 |  |  |
|  |  | white | 129 |  |  |

