## Overview

### Unit 2 I Keep My Body Clean

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| 1–4     | To identify and count body parts  
To recognize and sequence numbers 1–10  
To count to 10  
To trace numbers to 10  
To listen to, retell and act out a predictable chant | body, head, shoulder, arm, leg, hand, feet, fingers, knees, toes, eyes, ears, mouth, nose, numbers 1–10, bath, whole self, shake, turn | What's this? It's a (leg). What are these? They're (hands). This is my leg. Touch your (shoulders). These are my ears. How many ears do you have? I have two ears. What number is this? (Ten.) How many fingers do you have? I have ten (fingers). Show me (four) fingers. I put my hand in. I take my hand out. I give my hand a shake. |

| 5–8     | To identify grooming items  
To describe daily grooming routines/actions  
To follow patterns  
To say which grooming items are in a bag  
To describe one's personal grooming items  
To understand that we each have our own toothbrush | towel, shampoo, brush, comb, toothbrush, toothpaste, soap, bathroom, sink, toilet, bathtub, bag | What's this? It's a (comb). What's in the bag? I think it's a brush. Is this a (comb)? Yes, it is./No, it isn't. It's a (towel). Towel, soap, soap.... What comes next? Draw a towel. I have my toothpaste. I don't have my toothbrush. I need my toothbrush. I have a red toothbrush. This is my red toothbrush. It's my own toothbrush. What color is Dino's brush? What color is your towel? |

| 9–12    | To identify grooming items  
To identify grooming habits/actions  
To follow instructions  
To talk about grooming items with actions  
To talk about grooming routines and related items  
To understand the importance of keeping one's body clean | wash my hands, dry my hands, comb my hair, brush my teeth, take a shower, wash my hair, brush my hair | Wash your hands. What is Jimmy doing? He is washing his hands. What is Kelly doing? She is brushing her teeth. I brush my teeth with a toothbrush. What do you need to brush your teeth? I need a toothbrush. What does she need? She needs a toothbrush and toothpaste. Does she need a comb? Yes, she does./No, she doesn't. |

| 13–16   | To make predictions about what will happen in a story  
To listen attentively and to enjoy a story  
To retell a story  
To listen to and answer questions about a story  
To identify characters, features and events in a story  
To talk about one's favorite part of a story  
To listen to and recall the sequence of events in a story  
To talk about the importance of keeping our body clean | taking a shower, drying off, brushing my teeth, combing my hair, wash, rinse, dry, bathtub, bubbles | What is Little Tiger doing? He is taking a bath. What does he need? He needs soap. He's brushing his teeth. What does he need to brush his teeth? He needs a toothbrush and toothpaste. He can brush his teeth by himself. Can you (brush your teeth) by yourself? Number 1. I wash my hands. Number 2. I rinse my hands. Number 3. What comes next? I dry my hands. Is he keeping his body clean? Are Dino's (hands) clean? No. Wash your hands, Dino. |
Informative Reader: Going to Grandma’s House

Pre-reading Activities: During Lesson 1

1. **Introduce the Topic**
   - Show students Poster 2 with the grooming items. Cutouts attached (toothbrush, toothpaste, comb, towel, shampoo, soap, brush).
   - **T:** Jimmy is in the bathroom. I see soap. I see a toothbrush. Point to the grooming item Cutouts on Poster 2 to introduce the topic.

2. **Develop Concepts of Print**
   - Display the front and back of the Big Book cover. Model how to hold the book properly.

3. **Talk about the Cover**
   - Point to the title and read it. Point to the cover illustration and link it to the theme of the lesson.
   - **T:** Look. I see a boy. He looks happy. He is visiting his grandma and grandpa. He has a blue suitcase.

4. **Making Predictions**
   - Display the front cover. Ask, What’s in the book? Pretend to check the book without showing the pages. If students say something in their native language, repeat it in English.
   - Place Flashcards in a pile: toothbrush, toothpaste, comb, towel, shampoo, soap, brush; (Unit 7) fish and (Unit 8) flower. Point to the Big Book cover.
   - **T:** What’s in the book? (Hold up a Flashcard from Unit 2.)
   - **T:** Is this in the book? (Show the towel Flashcard.) Students nod and say yes or shake their head and say no. Repeat with the remaining Flashcards.

5. **Picture-Read the Book**
   - Display the Big Book one page at a time. Ask students to name grooming items.
   - **T:** What do you see?
   - Have students look at the pages with you again. Have volunteers point to grooming items and repeat the words. After pages 3, 5 and 7, invite a volunteer to turn the page.

First Reading: During Lesson 1

1. **Listen to the Story**
   - Display the Big Book. Read the title. Display the look, listen and be quiet CLCs. Play Track 26, Going to Grandma’s House. Point to the pictures and gesture to convey meaning.

2. **Game: Scan and Find**
   - Display the cover of the Big Book.
   - **T:** What’s in the book?
   - Hold up the Flashcards from Making Predictions in the Pre-reading activity.
   - **T:** Is this in the book?
   - Hold up a Flashcard. Students nod and say yes or shake their head and say no. Flip through the pages for them to confirm their predictions. When they see the object, they hold up their hand and say Stop.

Second Reading: After Lesson 4

**Check Comprehension**

Display the Big Book, one page at a time. Ask volunteers to point to grooming items with the Finger Pointer. Then ask questions and encourage responses from the students.

**Pages 2–3:**
- Point to grooming items. Ask, Is this a brush? Is this a comb? Does the boy have a wash bag? Continue with Pages 4–7.

Third Reading: After Lesson 8

**Oral Cloze**

Distribute Mini-readers to the students. Read the text on each page, leaving out key words for students to say.

**T:** This is my ... (Point to the wash bag.)

**Ss:** ... (wash bag).

Fourth Reading: After Lesson 12

**Game: Choose an Object**

Have students look through their Informative Mini-readers and find a picture of a grooming item (toothbrush, toothpaste, comb, towel, shampoo, soap, brush). Have them point to the picture while remaining quiet. When everyone has found a grooming item, ask a volunteer to point to it in the Big Book. Name the grooming item together.

After Review Pages

**Review the Story**

Display the Big Book one page at a time. Have students respond to your questions using the vocabulary and language structures presented in the unit.

**P2:** Point to the boy’s things on his bed. Ask, Is this a wash bag? What color is the suitcase?

**P3:** Point and ask, Does the boy have a brush? What color are his pajamas?

**P4:** Point to the grooming items and ask, What’s this? Is this the boy’s brush? Does he wash his hands with shampoo? Who helps the boy wash his hair?

**P5:** Point and ask, What does the boy put in his wash bag? Does he wash his hands with shampoo? Who helps the boy wash his hair?

**P6:** Point and ask, Does the daddy help the boy? What color is the boy’s brush?

**P7:** Point and ask, Is it time to go to Grandma’s house? Is the boy holding the suitcase? Is the boy saying good-bye to his brother and sister?

**Home Connection:** Ask students to share the Informative Mini-readers with their families.
Opening

Song: I Like My English Class

Play Track 1, I Like My English Class. Do the routine to signal the beginning of class.

Circle Time 1

1 Make a Circle Routine

T: Make a circle.
Show the make a circle and sit down CLCs. Play Track 5, Sit in a Circle. Encourage students to join in.

2 Review: Facial Features and Body Parts

Display the body parts Cutouts of Kelly on the board. Review the body parts students learned in Level 1: eyes, ears, mouth, nose, arm, leg, hand, foot. T: (Point to Kelly’s eyes) What’s this? T/SS: It’s a mouth.

3 More Body Parts

Display the following body parts Cutouts: body, legs, arms. Give instructions for students to attach body parts to Kelly on the board.

T: (Point to Kelly’s body on the board.) What’s this?

Story Time: Going to Grandma’s House

Go to the Pre-reading Activities section of page TG23B for ideas about introducing the story.

1 Introduce the Topic

Go to the First Reading section of page TG23B for ideas about reading the story.

2 Listen to the Story

Go to the First Reading section of page TG23B for ideas about reading the story.

Circle Time 2

1 Song: Head, Shoulders, Knees and Toes

Play Track 2, Head, Shoulders, Knees and Toes. Lead students in singing and acting out the song.

2 Look and Say

Display Kelly’s body on the board with her body parts Cutouts attached. Use Dino Puppet and the Finger Pointer to practice the body parts vocabulary.

3 Game: Listen and Point

Display Kelly’s body on the board with all the body parts Cutouts attached. Divide the class into two teams. Call a member from one team to the front. Give him or her an instruction to point to a body part using the Finger Pointer. Say, Point to the hand. The student gets a point if he or she points to the correct body part. Then call a member from the other team to the front for a turn.

Extension Activity

Activity Book: Trace, draw and color.

Go to page 7, Lesson 1.

Work Time

Student’s Book: Stick and trace. CLC SB

Show the listen, stick and work time CLCs. Hand out the Student’s Books opened to page 23. Distribute Stickers. Have students point to and identify the body parts on the stickers. T: (Point to the leg sticker.) What’s this?

T/SS: It’s a leg

Have students match the Stickers to the body parts on the page. Show students how to carefully peel off the Stickers and stick them onto the corresponding outlines. Now distribute crayons. Have students trace the lines that connect the stickers to Jimmy’s body parts.

T: (Point to the sticker of Jimmy’s hand on the Student Book page.) What’s this?

T/SS: It’s a hand.

Circle Time 2

Game: What’s Missing?

Draw a simple picture of a person on the board. Have students close their eyes and then erase a body part. Once students have opened their eyes, call on a volunteer to name the missing part and then redraw it on the person.

Closing

Time to Go Routine

Show the stand up CLC. Play Track 3, Good-bye Song. Lead the class in singing good-bye to Dino. Repeat with Kelly, Jimmy and then with other members of the class.

Extension Activity

Activity Book: Trace, draw and color.

Go to page 7, Lesson 1.
Stick and trace.
**Early Learning Goals:** To identify body parts; To follow basic commands; To count body parts

**Vocabulary:** body, head, shoulder, arm, leg, hand, foot, knees, fingers, toes, eyes, ears, mouth, nose

**Language:** Touch your ears. These are my ears. How many ears do you have? I have two ears.

**Materials:** CLCs, body parts Cutouts, Finger Pointer, Response Fans, crayons

* See Cutouts List on Teacher’s Resource CD.

### Circle Time 1

#### Opening

1. **Song:** I Like My English Class [CLC 1]
   - Display the sing CLC. Play Track 1, I Like My English Class. Do the routine to signal the beginning of class.

2. **Song:** I Clap and Say Good Morning [CLC 2]
   - Play Track 2, I Clap and Say Good Morning. Lead students in singing and doing the actions.

3. **Song:** Head, Shoulders, Knees and Toes [CLC 27]
   - Play Track 27, Head, Shoulders, Knees and Toes. Lead students in singing and acting out the song.

#### Circle Time 1

1. **Make a Circle Routine** [CLC 5]
   - **T:** Make a circle.
   - **SS:** Show the make a circle and sit down CLCs. Play Track 5, Sit in a Circle. Encourage students to join in.

2. **Poster Activity: Review Body Parts** [P]
   - Display Kelly’s body on the board with the body parts Cutouts attached. Give students instructions for pointing to Kelly’s facial features and body parts with the Finger Pointer.
   - **T:** (Haide), point to Kelly’s mouth.
   - Student points to Kelly’s mouth.
   - Continue by asking other students to point out the remaining facial features and body parts.

#### 3 Yes or No? [SRB]

Distribute Response Fans. Say sentences about facial features and body parts. Use corresponding gestures, as needed. Students hold up the thumbs up Response Fan if they agree and the thumbs down Response Fan if they disagree.

- **T:** I have one shoulder.  
  - **SS:** No.  
  - **T:** I have two hands.  
  - **SS:** Yes.

#### 4 Listen and Do

Give students instructions for touching facial features and body parts. Have students respond to you as you give instructions.

- **T:** Touch your shoulders.
- **SS:** These are my shoulders.
- **T:** How many shoulders do you have?  
  - **SS:** I have two shoulders.  
  - Continue to give instructions, guiding students as necessary.

#### 5 Game: Body Parts: One or Two?

Name a body part and have students touch it as they hold up the corresponding number of fingers.

- **T:** Knees.
- **SS:** Students touch their knees and hold up two fingers.
- **Variation:** Play this as a team game.

#### 6 Song: I Have a Head [CLC 28]

- Play Track 28, I Have a Head. Lead students in singing as they point to the body parts mentioned in the song.

### Work Time

**Student’s Book: Listen and color.** [CLC SB]

Show the listen, color and work time CLCs. Hand out Student’s Books opened to page 24. Distribute crayons. Have students point to and identify the highlighted body parts in each picture. For example, Touch your head. Students point to the corresponding picture and then touch their own corresponding body part. Then draw students’ attention to the frame around the picture.

**T:** What color is the frame?  
**T/SS:** Blue.

**T:** Show me your blue crayon. Color the frame blue.

Repeat for the remaining five pictures.

Next, have students point to the pictures again, count the number of body parts and color in the corresponding number, 1 or 2.

Finally, call out a color and have students touch the corresponding body part(s) and provide a description.

- **T:** Pink.

Students touch their shoulders.

- **T:** How many shoulders do you have?  
  - **SS:** I have two shoulders.

### Circle Time 2

#### Game: Body Count Chain

Arrange students to stand in a circle. Explain that students are going to build a chain of body parts that they have two of (shoulders, arms, legs, etc.). Start the chain off by naming a body part you have two of yourself. Have students repeat and point to the corresponding body part.

- **T:** I have two eyes.
- **SS:** I have two (eyes).

Students point to their eyes. Then ask the student to your left to do the same by naming an additional body part.

- **S1:** I have two shoulders.
- **SS:** I have two shoulders.

Students point to their shoulders. Continue until students can no longer name an additional body part.

#### Time to Go Routine [CLC 7]

Show the line up CLC. Play Track 7, English Class Is Over. Have the class line up, sing and wave.

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**Unit 2  I Keep My Body Clean  Lesson 2**
**Early Learning Goals:** To recognize and sequence numbers 1–10; To count to 10; To trace numbers to 10

**Vocabulary:** numbers 1–10, fingers, toes

**Language:** What number is this? (Ten.) How many fingers do you have? I have ten (fingers). Show me (four) fingers.

**Materials:** CLCs, a bean bag, Numbers Cards 1–10 and sets of student number cards (from Welcome Week, Lesson 3), a pom-pom (small) ball for each pair of students in class, crayons. 

**Activity Book**

**Preparation:** Detach Activity Book page 49 for each student. Follow the instructions on the reverse page.

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**Opening**

1. **Song:** *I Like My English Class*  
   Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2. **Song:** *I Clap and Say Good Morning*  
   Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

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**Circle Time 1**

1. **Make a Circle Routine**  
   "Make a circle. Show the make a circle and sit down CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in."

2. **Finger Count**  
   Hold up each finger on your hands, one at a time, as you say, I have 1, 2, 3, ... 10 fingers. Repeat and have students do it with you.  
   T: *How many fingers do you have?*  
   T/SS: *Ten. I have ten fingers.*  
   Call volunteers to come forward and lead the class in the finger count. Guide as necessary.

3. **Chant:** *I Have Ten Little Fingers*  
   Play Track 30, *I Have Ten Little Fingers*. Lead students in chanting as you do the actions mentioned in the chant.

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**Circle Time 2**

**Game:** *Number Work*

Hold up the Numbers Cards 1–10 in order. Then have students identify them at random. Next, have ten students go to the front. Distribute the Numbers Cards. Have the students get in order as quickly as they can. Repeat with other groups until everyone has had a chance to participate. Then ask students to sit in a circle. Have the first student in the circle say, One, the next one say Two, and so on up to ten. If someone makes a mistake, start again from number 1.

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**Closing**

**Time to Go Routine**  
Show the line up CLC. Play Track 7, *English Class Is Over*. Have the class line up, sing and wave.

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**Extension Activity**

**Activity Book:** Trace, cut and glue. 
Go to page 49, Lesson 3.

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**4 Show Me Fingers**

Say a number from one to ten. Have students hold up the corresponding number of fingers.  
T: Show me (four) fingers. Students hold up four fingers.

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**5 Game:** *Toss and Name*

See page xi for directions on how to play Toss and Name. Use Numbers Cards 1–10. Have students identify the number that their bean bag lands on together and then clap the corresponding number of times.

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**6 Trace and Guess**

Divide the class into pairs and assign each member a number, 1 or 2. Have all those with number 1 close their eyes and turn away from the board. Hold up a Numbers Card between 1 and 10. Those with number 2 trace the number on that card on their partner’s back.  
T: *What number is it?*  
S1s: *(Five.)*  
Hold up the Numbers Card again and have students identify it. Repeat the procedure, having students switch roles. Review all numbers (1–10).

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**7 Toss and Count**

Divide the class into pairs. Give each pair a pom-pom (small) ball. Have pairs toss the ball back and forth to each other as they count to ten. (S1 tosses the ball to S2 and says, One. S2 tosses the ball back to S1 and says, Two.) When pairs have counted to ten, divide students into new pairs and have them repeat the activity.

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**Work Time**

**1 Show Me Numbers**

Give out the student number cards (from Welcome Week, Lesson 3). Display one of the Numbers Cards.  
T: *Show me number (7).* Students hold up the appropriate card. Repeat with the remaining number cards.

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**2 Student’s Book:** Trace and sing. 
Show the look, sing and work time CLCs. Hand out Student’s Books opened to page 25. Distribute crayons. Have students point to and identify the numbers.  
T: *What number is this?*  
T/SS: *(Ten.)*  
Then give students directions for tracing the numbers.  
T: *Point to number (3)*  
Students point to number 3.  
T: *Show me your (red) crayon. Trace number 3.*  
Afterward, play Track 30, *I Have Ten Little Fingers*. Have students point to the numbers on the page as you chant together.

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**Unit 2 I Keep My Body Clean Lesson 3**
Trace and sing.

1 2 3 4 5

6 7 8 9 10

Unit 2  I Keep My Body Clean  Lesson 3
Listen and color.

Looby Loo

26 twenty-six
Opening

Song: I Like My English Class

Play Track 1, I Like My English Class. Do the routine to signal the beginning of class.

Chant Time: Looby Loo

1 Chant Preview: Look and Point

Hand out Student’s Books opened to page 26. Display your book and read the title, Looby Loo.

2 Name the Body Parts

Have students point to and name the body parts they know from Student’s Book page 26. Prompt with beginning sounds if necessary.

T: What is this? T/Ss: It’s a (hand).

NOTE: Following lyrics of the Looby Loo chant (Track 31), the first two pictures (on the top row) are for Dino’s hand and foot only. Teacher could circle the hand and foot on those pictures in each Student’s Book.

3 Chant: Looby Loo

Play Track 31, Looby Loo. Have students point to the corresponding pictures in the Student’s Book as they listen to the chant.

4 Oral Cloze

Read the Looby Loo chant (from Track 31) slowly, pausing before key words at the ends of lines to give students a chance to say them.

For example:

T: I put my hand in. Ss: hand in.
T: I take my hand out. Ss: hand out.
T: I give my hand a shake. Ss: shake. (x3)

Work Time

Student’s Book: Listen and color.

Show the listen, color and work time CLCs. Have the class return to Student’s Book page 26. Distribute crayons. Explain that Dino wants to take a bath, but he also wants to test the water to make sure it is the right temperature. Give students instructions for coloring Dino’s body parts in the first five pictures.

Demonstrate what you want students to do with the picture on the top left. Put your finger on Dino’s hand, outlined in green.

T: Show me your green crayon. Color Dino’s hand green. Then have students complete your sentence and do the actions.

T: When Dino does the Looby Loo, he puts his hand...

T/Ss: in.

T: Then Dino takes his hand...

T/Ss: out.

Repeat the procedure for the next four pictures.

Top row: Picture 2, foot; Picture 3, arm. Bottom row: Picture 4, leg; Picture 5, head.

For Picture 6, Dino puts his whole self in because the water is just right for his bath.

Extension Activity

Fast Finishers: Connect the dots and color.

Go to the Teacher’s Resource CD and have the class do the Lesson 4 Fast Finishers activity.

Presentation Time

1 I Can Count to Ten

Model counting to ten on your fingers.

T: I can count to ten.

Hold up one finger at a time as you count. Invite individual students to come to the front and repeat the activity.

2 Act It Out

Have students stand in a circle. Give students commands for holding up their hand.

T: Show me your hand.

Students hold up their hand. Repeat with arm, foot and leg. Next, place a large plastic bath tub (like a baby’s bath tub or a simple plastic bowl of water) in the middle of the circle. Remind students about the importance of taking a bath or a shower.

Play Track 31, Looby Loo. Lead students in chanting and miming the action.

Story Time: Going to Grandma’s House

1 Talk About the Cover

Display the Big Book. Show students the cover. Read the title as you run your finger under the text. Ask, What’s in the book? Prompt students to say what they remember about the story.

2 Listen and Follow

Distribute assembled Informative Mini-readers. Play Track 26, Going to Grandma’s House. Help students follow along in their books.

3 Check Comprehension

Distribute Response Fans and give students instructions for holding up the thumbs up and thumbs down Response Fans. Point to the grooming items on each page one at a time. Ask questions similar to the following.

Page 2

T: Does the boy have a (yellow) brush? Does he have a comb?

Ss: Yes. / No.

Model responses. They say Yes by holding up the thumbs up Response Fan and say No by holding up thumbs down. Ask individual students about their own items.

T: What color is your toothbrush?

Go to the Second Reading section of page TG23B for an additional activity.
Opening

Song: I Like My English Class

Play Track 1, I Like My English Class. Do the routine to signal the beginning of class.

Circle Time 1

1 Make a Circle Routine

T: Make a circle.
Show the make a circle and sit down CLCs. Play Track 5, Sit in a Circle. Encourage students to join in.

2 Vocabulary: Grooming Items

Introduce students to the new grooming items vocabulary. Display the grooming items Flashcards.

T: This is a toothbrush.
SS: Toothbrush.
Point to the items and ask students to identify them.

T: Is this a (comb)?
T/SS: Yes, it is. / No, it isn’t.

3 Chant: Where Can It Be?

Play Track 32, Where Can It Be? Teach students the words to the chant as you mime the corresponding actions. Then display the grooming items Flashcards. Call a volunteer to the front to point to one of the items. Play Track 33, Where Can It Be? (karaoke version) and do a new version of the chant based on the Flashcard.

4 Game: What’s Behind the Wall?

See page xi for instructions on how to play What’s Behind the Wall? Use the grooming items Flashcards.

5 What’s in the Bag?

Before doing the activity, teach students the phrase, I think it’s a .... Explain that we say this when we believe something is true.
Display real grooming items (small towel, shampoo, brush, comb, toothbrush, toothpaste and soap). Have students identify each one. Then place one of the items in a bag. Have a student put his or her hand in the bag and identify the item by touch. Lead the class in asking the student questions.

T: What’s in the bag?
S1: I think it’s a (brush).
Have the student take the item out of the bag.

T: Is it a (brush)?
S1: Yes, it is. / No, it isn’t.

Work Time

1 Chant: Listen, Listen

Play Track 4, Listen, Listen. Lead students in acting out the chant.

2 Mini-flashcards: Show Me

Give out the grooming items Mini-flashcards. Display the comb Mini-flashcard.

T: What’s this?
SS: It’s a (comb).
T: Show me (comb).
Students hold up the appropriate Mini-flashcard. Repeat with the remaining grooming items.

3 Student’s Book: Look and color.

Show the listen, color and work time CLCs. Have students point to and identify the black and white grooming items on the page. Then they color them, according to your directions.

T: Point to the toothbrush.

Extension Activity

Activity Book: Look and color.

Go to page 8, Lesson 5.

Closing

Song: English Class Is Over

Before singing, guide students in a discussion of what they did in class and what they learned. Accept and praise any answers the students try to give.

T: Stand up, children. Line up. (Guide students in making a line.)
T: English class is over, it’s time to say goodbye.
Play Track 7, English Class Is Over, and wave as you sing.

Early Learning Goals: To identify grooming items; To describe daily grooming routines/actions

Vocabulary: towel, shampoo, brush, comb, toothbrush, toothpaste, soap, bathroom, sink, toilet, bathtub

Language: What’s this? It’s a (comb). What’s in the bag? I think it’s a brush. Is this a (comb)? Yes, it is. / No, it isn’t.

Materials: CLCs, grooming items Flashcards, real grooming items (including a small towel, shampoo, brush, comb, toothbrush, toothpaste and soap), a bag, sets of grooming items Mini-flashcards, crayons, Activity Book