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Narrative Big Book: *Is This Your Nose?*
Early Learning Goals: To recognize and say the parts of the face on yourself and on others; Gross Motor (GM): To cross your arms over your body

Vocabulary: eyes, face, mouth, nose

Language: My (eyes). Kelly’s (nose).

Materials: Flashcards (face, mouth, nose, eyes), Stick Puppets (Dino, Jimmy and Kelly), glue, Big Book (Is This Your Nose?)

Opening
Welcome to Class
Play Track 3, Hello (see page TG5). Do the beginning of class routine.

Circle Time
1 Make a Circle Routine
Play Track 2, Make a Circle (see page TG5). Guide students in sitting in a circle.

2 Waving Arms
Wave your hands in the air: first the left, then the right, then both. Continue waving both hands but move your arms across your body as you do so. Encourage students to do the same to help with gross motor coordination. Repeat the word hello while you are waving. Let students move around and have fun.

3 Parts of the Face
Draw the outline of a face on the board. Ask students if they know what it is. Draw the mouth. Ask what else you need to complete the face. Ask them to point to places on their own face (eyes, nose, mouth). Complete the drawing as they say different parts of the face. Repeat the words in English as you draw them. At the end of the activity, ask students to go back to their seats.

Work Time
1 My Eyes
Teach the word eye by pointing to one of your eyes and saying the word eye. Have students repeat the word. Hold up the eyes Flashcard as you point to both your eyes and repeat the word eyes. Exaggerate the -s so they can hear it. Ask them to hold out their right hand and then have them point to their right eye. Repeat with their left hand and left eye.
T: W ave. Point to your eye. (Hold up your right hand. Then wave and point.)
T: W ave. Point to your eye. (Hold up your left hand. Then wave and point.)
My eye. My eyes.

Have students point to both eyes when you use the plural.
T: Point to your eyes.

2 Face Recognition
Using the Flashcards, teach and practice saying the words face, mouth, nose and eyes. Have students point to their own facial features and say each word with you.
T: Eyes. My eyes.
T/SSs: Eyes. My eyes.

Take out your Dino, Jimmy and Kelly Stick Puppets. Choose one and point to a part of its face.
T: Look! Kelly’s eyes. Look! Jimmy’s nose. Look! Dino’s mouth.

Have students come to the front of the classroom and point to their own facial features and say each word with you.
T/SSs: Kelly’s (eyes).

3 Student’s Book: Pop out and glue.
Hand out the Student’s Books to students. Pop out the face and glue it on the picture. Help students use the words eyes, nose, mouth, with students. Say the words Eyes and Nose and have students point to the parts of the face.
T/SSs: Eyes. Nose. Mouth.

Have students trace a line around the face in their books with their fingers and review the word face. Help students pop out the face and glue it on the picture.

4 Sing the Song
Play Track 14, My Face. Have students listen and point to the parts of their own face.

Story Time: Is This Your Nose?

1 Story Time Circle
Play Track 6, Story Time, as you help students to sit in a circle on the floor (see page TG9).

2 Introduce the Topic
Display the cover of the Is This Your Nose? Big Book and point to the title. Point to each word as you read it. Explain a little bit about the picture using gestures to support meaning.
T: Look. This is Eli. Say hello to Eli.
T/SSs: Hello, Eli.
T: Eli is sad. (Pretend to cry.)

3 Picture-Read the Book
Display the Big Book one page at a time. Have a student open the book to the first page of the story. Allow students to look at the pictures as you turn the pages. Point to the animals and noses on each page and ask what they are.

Read the story and point to the characters as they appear in the story. Try to use different voices for each character.

Closing
Good-bye Routine
Play Track 4, Good-bye (see page TG5). Do the good-bye routine.

Fun Activity
Game: Eyes and Nose
Play Eyes and Nose with students. Say the words eyes and nose and have students point to their own eyes and nose. Change the order or repeat the words and make it a little faster each time.
T: Eyes, nose, nose, eyes, nose, eyes, eyes...
Unit 2  My Face  Lesson 2

Opening
Welcome to Class
Play Track 3, Hello (see page TG5). Do the beginning of class routine.

Circle Time
1 Make a Circle Routine
Play Track 2, Make a Circle (see page TG5). Guide students in sitting in a circle.

2 Today’s Color
Use the red Flashcard to teach the word red. Draw a square on the board with a red marker. Hold up your red marker or crayon and point to the square and the red Flashcard as you repeat the word red several times so it is clear that red refers to the color. Invite students to come to the board and color in your square with a red marker.

3 Touch Your Face
Point to your mouth and review the word mouth. Have students repeat the word. Ask them to follow the outline of their lips with their fingers. Show them how to go from left to right on the top lip and then right to left along the bottom lip. Review the words eyes and nose and have students point to their eyes and nose as they repeat the words. At the end of the activity, ask students to go back to their seats.

Work Time

1 Sing the Song
Play Track 15, The Color Song. Use the Dino Stick Puppet to teach the song and have students sing along. Encourage them to wave their hands in the air as though they are coloring as they sing. They can even hold a red crayon in their hands to help them.

Song: The Color Song
It’s color time, it’s color time.
I sing the color song.
It’s color time, it’s color time.
I color all day long.
Today my crayon is...red.
Red, red, red, red...

2 Parts of the Face
Draw the outline of a face on the board. Ask where the mouth goes. Invite students to come to the board to show you. Repeat with the eyes and nose. After you complete the drawing, invite students to draw over the parts of the face in different color markers.

3 Student’s Book: Finger paint
Hand out the Student’s Books opened to page 23. Ask students to show you their red finger paint and invite them to color the crayon red. Show them how to move across the page from left to right. Ask them about their pictures.

T: What color is it?
SS: Red.

Closing
Good-bye Routine
Play Track 4, Good-bye (see page TG5). Do the good-bye routine.

Fun Activity
Game: Dino Says...
Play Dino Says... using two parts of the face. Students point to one part of their face with their right hand and the other part of their face with their left hand. Hold up the Dino Stick Puppet each time you say a command.

T: Dino says point to your eyes and mouth.
Finger paint.
Opening
Welcome to Class
Play Track 5, School Is Fun (see page TG9). Do the beginning of class routine.

Circle Time
1 Make a Circle Routine
Play Track 2, Make a Circle (see page TG5). Guide students in sitting in a circle.

2 Sing the Song
Play Track 11, Up and Down (see page TG15). Remind students of the actions and encourage them to sing some of the key words as they wave their scarves. Then have students set down their towels or scarves. Play the song again, but this time, have students use their fingers to go up and down, not their arms.

3 Finger Gym
Ask students to show you their thumbs and their index fingers. Give them small balls of cotton, wool or tissue paper and have them roll them between their index fingers and thumbs. Play Track 9, Finger Play, as they do this (see page TG13).

At the end of the activity, ask students to go back to their seats.

Work Time
1 Number One
Hold up your index finger and say, One. Encourage students to hold up their index finger and repeat the word.

T: Show me one.

SS: One.

Display the one and (number) 1 Flashcards on the wall and point to either one as you say the word. Help students understand that “1” and “one” are the same.

2 Student’s Book: Trace, glue and say.
Hand out the Student’s Books opened to page 25. Distribute red crayons. Point to the big number one and say the word. Have students trace the lines on the number, first with their fingers going up and down, and then with a red crayon. Give students a small piece of recycled paper or tissue paper and have them make a small ball with their fingers. Have them glue one ball onto the picture of the die. Repeat the word one as you walk around and point to their work.

3 Sing the Song
Play Track 16, Numbers Are Fun. Use the Dino Stick Puppet to teach the song. Have students hold up their numbers for you to see.

Song: Numbers Are Fun
It’s time to learn my numbers.
Numbers are fun!
Today I’m learning numbers.
Look everyone!
Today it’s number…one.
One, one, one...

Story Time: Is This Your Nose?

1 Story Time Circle
Play Track 6, Story Time, as you help students to sit in a circle on the floor (see page TG9).

2 Listen to the Story
Hold up the Is This Your Nose? Big Book and ask students questions to remind them of the story. Ask them if they remember the title of the story and to point to the words.

T: Point to Eli. Is she sad? Where is her nose?

Play Track 17, Big Book: Is This Your Nose? Have students look at the pictures on each page as they listen. Remember to have a volunteer turn the page at the sound of the “magical” bell. Ask questions to help comprehension.

T: Are the other animals helping Eli find her nose?

Let students look at the pages to locate the noses and point to them.

Narrative Big Book: Is This Your Nose?
Look. Eli is sad. Where is her nose?
“Where is my nose?” asks Eli.
“Is this your nose?” asks Gerald.
“Is this your nose?” asks Leo.
“Oh, no! It’s not my nose. My nose is long,” says Eli.
“Is this your nose, Eli?” asks Mandy.
“Yes, this is my nose!” says Eli. “Thank you.”
Everyone is very happy.

Closing
Good-bye Routine
Play Track 4, Good-bye (see page TG5). Do the good-bye routine.

Fun Activity
Game: Find the Number
Play Find the Number. Put the one and (number) 1 Flashcards, as well as magazine cutouts or pictures of the number 1 (see Preparation), around the classroom. (Have students close their eyes as you hide them.) Have students walk around and look for them. Tell them to wave and point and say, One each time they find one.

Early Learning Goals:
To recognize and draw the number 1.

Fine Motor (FM): To do finger exercises.

Vocabulary:
one

Language:
one

Materials: Dino Stick Puppet, scarves or small towels (1 per student), small balls of cotton, wool or tissue paper (1 per student), one and (number) 1 Flashcards, red crayons, small pieces of recycled paper or tissue paper, glue, magazine cutouts and/or pictures of the number 1 (see Preparation).

Big Book (Is This Your Nose?)
Preparation: Cut the number 1 from magazines in different sizes and colors (and/or draw and cut out pictures of the number 1).
Trace, glue and say.
Early Learning Goals: To recognize and say the parts of the face on yourself and on others; Fine Motor (FM): To practice fine motor coordination skills
Vocabulary: eyes, nose, mouth, face, red
Language: Is this your (nose)? Yes./No. This is Jimmy’s (nose). This is my (nose).

Materials: Stick Puppets (Dino, Jimmy, Kelly and Teacher), magazine cutouts (see Preparation), tongs, small balls of cotton or wool, 2 cardboard (shoe) boxes, a piece of cardboard, glue, scissors, red crayons, Flashcards, (eyes, nose, mouth), Big Book (Is This Your Nose?)
Preparation: Cut out pictures from magazines of the eyes, nose and mouth of different animals. Draw a face on the piece of cardboard and cut out a big hole for the mouth. Glue the face over one of the boxes so it can collect the small cotton or wool balls.

Opening
Welcome to Class
Play Track 5, School Is Fun (see page TG9). Do the beginning of class routine.

Circle Time
1 Make a Circle Routine
Play Track 2, Make a Circle (see page TG5). Guide students in sitting in a circle.

2 Game: Dino Says...
Play Dino Says... to review face vocabulary. Introduce the commands open and close by asking students to open and close their eyes. After that, ask them to open and close their mouths. Demonstrate the actions. Then, give students commands and have them follow the command only if it is preceded by Dino says. For example, hold up the Dino Stick Puppet and say:
T: Dino says, “(Point to your nose.)” (Students point to their noses.)
Hold up the Teacher Stick Puppet and say:
T: Teacher says, “(Close your eyes.)” (Students don’t close their eyes.)

3 Language Presentation: Is This Your Nose?
Display a few magazine cutouts of the eye, nose and mouth of different animals. Point to each cutout and ask the Jimmy and Kelly Stick Puppets if that part of the face belongs to them. Help the students to reply as they point to the correct part on Jimmy’s face.
T: Is this your (nose)?
T/SS: No! This is Jimmy’s (nose).
After a few times with Jimmy and Kelly, hold up the magazine cutouts and ask students the same questions. Have them point to their own faces and reply with the correct part.
T: Is this your (mouth)?
SS: No. This is my (mouth).

4 Feed the Face
Put a small box in the middle of the circle containing small cotton or wool balls. Put the box with the face next to it. Using tongs, have each student “feed” the face by picking up a cotton or wool ball and putting it into the open mouth. At the end of the activity, ask students to go back to their seats.

Work Time
1 Finger Walk SB
Hand out the Student’s Books opened to page 27. Point to the first picture of Jimmy and say what it is.
T: This is Jimmy’s face.
Have students point to the picture in their books as they say the word.
T: Point to Jimmy’s face. (Students point to Jimmy’s face.)
SS: Face.
Have students follow the lines between the pictures of Jimmy’s face with their fingers. When they reach the end of the line, they say the word face again. Repeat for the pictures of the nose and mouth.

2 Student’s Book: Point and trace. SB
Have students point their fingers in the air and make big lines going from left to right. Distribute a red crayon to each student. Ask them to show you their red crayons. Review the word red.
T: What color is it?
SS: Red.

Repeat the activity from Finger Walk but have students trace the lines in their books using their red crayons, not their fingers. Repeat the words as often as needed.
T: Nose...nose.

Story Time: Is This Your Nose?
1 Story Time Circle
Play Track 6, Story Time, as you help students to sit in a circle on the floor (see page TG9).

2 Review the Topic
Ask students to point to their own noses and teach the phrase, This is my nose. Show them magazine pictures of noses from different animals and ask them if this is their nose.
T: Is this your nose?
SS: No.

3 Listen and Follow
Open the Is This Your Nose? Big Book to page 3 of the story and play Track 17, Big Book: Is This Your Nose? Point to the pictures of Eli and the different noses that are offered on pages 4 and 5 as you read along with the recording. Remember to have a volunteer turn the page at the sound of the “magical” bell.
On page 6, point to the picture of the elephant trunk and ask:
T: Is this Eli’s nose?
SS: Yes!
Have students cheer with Eli.

Closing
Good-bye Routine
Play Track 4, Good-bye (see page TG5). Do the good-bye routine.

Fun Activity
Game: Face Hopscotch
Play Face Hopscotch. Place the eyes, nose and mouth Flashcards on the floor and have students jump with both feet from one picture to the next. They should call out the name of the part of the face they land on. Alternatively, ask them to jump next to each Flashcard to avoid damaging the materials.

Unit 2 My Face Lesson 4
Point and trace.
Openings
Welcome to Class
Play Track 5, School Is Fun (see page TG9). Do the beginning of class routine.

Circle Time
1 Make a Circle Routine
Play Track 2, Make a Circle (see page TG5). Guide students in sitting in a circle.

2 Make Funny Faces
Put magazine cutouts of different parts of the face in the box. Have each student take one out and say what part it is. Have them put the pictures on the floor in front of them and help them put together faces using pictures that other students have taken out.
T: What is it?
SS: A nose.
T: Who has a mouth?
Continue making funny faces with different combinations.

3 Cover Up
Call out the name of a part of the face and have students cover that part on their own face. Have them take turns calling out different parts of the face so they practice saying the words.
At the end of the activity, ask students to go back to their seats.

Work Time
1 My Ears
Teach the word ear by pointing to one of your ears and saying the word ear. Have students repeat the word. Hold up the ears Flashcard as you point to both of your ears and repeat the word ears. Exaggerate the -s so they can hear it. Ask them to hold out their right hand and then have them point to their right ear. Repeat with their left hand and left ear.
T: Wave. Point to your ear. (Hold up your right hand, wave and point.)
W: Wave. Point to your ear. (Hold up your left hand, wave and point.)
My ear. My ears.
Have students point to both ears when you use the plural.
T: Point to your ears.

2 Sing the Song
Show the Jimmy and Kelly Stick Puppets. Play Track 18, This Is Me. Use Kelly to lead students in singing the first verse. Point to Kelly's eyes and nose and have students point to their own facial features. Use Jimmy to lead students in singing the second verse in the same manner.

Track 18
Song: This Is Me
This is me, this is me,
This is me as you can see.
Look at my eyes, eyes, eyes.
Look at my nose, nose, nose.
This is me! And only me!

This is me, this is me,
This is me as you can see.
Look at my ears, ears, ears.
Look at my mouth, mouth, mouth.
This is me! And only me!

3 What's Missing?
Draw a face on the board with all of the main features except the nose. Ask students what is missing. Draw in the nose. Repeat by erasing and drawing in other parts of the face. Use the eyes, nose, mouth and ears Flashcards to do a similar activity. Have three students come to the front of the classroom. Give two students Flashcards (eyes, nose) and ask, What is missing? When the students guess correctly, give the third student the mouth Flashcard. Continue the activity with different combinations of students and parts of the face.

4 Student's Book: Color and glue.
Hand out the Student's Books opened to page 29. Point to the picture of Jimmy and review the parts of the face by asking students to point.
T: Point to the (mouth).
Point again and ask what the part is.
T: What is it?
SS: A (mouth).
Point to the face and ask what is missing. Students should identify that there are no eyes. Give each student a magazine cutout or picture of eyes and have them complete the picture by gluing in pictures of eyes and coloring in the rest of the face.

Closing
Good-bye Routine
Play Track 4, Good-bye (see page TG5). Do the good-bye routine.

Fun Activity
Game: Who Is It?
Play Who Is It? Take pictures of the students or the characters from the book and fold them in half vertically. Hold them up so only one half is visible and have students identify who it is.
T: Who is it?
SS: It's Dino/(name of student)!

Unit 2 My Face Lesson 5
Color and glue.
Early Learning Goals: To recognize and say the parts of the face on yourself and on others; Fine Motor (FM): To practice folding paper

Vocabulary: hair

Language: My (hair).

Materials: Dino Stick Puppet, pieces of paper for folding (1 per student and for yourself), hair Flashcard, Stick Puppets (Jimmy, Kelly and Teacher), magazine cutouts of different hairstyles, glue, small pieces of dried pasta, red crayons, Template 1 (see Preparation)

Preparation: Print copies of Template 1 (Hair) for each student (on the Class CD and Teacher Resource CD) and cut out each doll.

Opening

Welcome to Class

Play Track 5, School Is Fun (see page TG9). Do the beginning of class routine.

Circle Time

1 Make a Circle Routine

Play Track 2, Make a Circle (see page TG5). Guide students in sitting in a circle.

2 Fold the Paper

Take a piece of paper and fold it in half. Show students how to put the edges together and press down to make a crease in the paper. Give students paper and have them practice folding it.

3 Hairstyles

Teach the word hair by pointing to your hair and saying the word. Hold up the hair Flashcard as you point to your hair and repeat the word. Use the Jimmy, Kelly and Teacher Stick Puppets to show that there are different types (color, length, style) of hair. Invite students to touch their own hair as they repeat the word. Hand out magazine cutouts of different hairstyles for students to look at and share. At the end of the activity, ask students to go back to their seats.

Work Time

1 Comb Your Hair

Pretend to comb your hair and have students imitate you with their own hair. Pretend your hair is really long and brush it down.

T: My hair. (Elongate the word hair by saying the word slowly)

Pretend it is really short and just comb it quickly on top of your head.

T: My hair. (Say the word hair quickly.) Let students have fun pretending to comb their own hair.

2 Student's Book: Glue and say

Hand out the Student's Books opened to page 31. Review the parts of the face with students. Ask them where the hair is and encourage students to point to the space at the top of the head. Give each student a handful of dried pasta. Explain that they need to glue hair on the head using the pasta. Walk around helping them by putting the glue on the page and prompting them to place the pasta pieces on that glue. Repeat the word hair as you walk around and see how they have placed the pasta pieces on the head.

Closing

Good-bye Routine

Play Track 4, Good-bye (see page TG5). Do the good-bye routine.

Fun Activity

Haircut

Hand out the copies of Template 1 (Hair). (See Preparation.) Distribute red crayons and have students color the doll’s hair red. Then encourage the students to fold the paper to make it look like they have cut the hair.
Glue and say.
Early Learning Goals:
To understand where features are on a face; To sort and categorize parts of the face

Vocabulary:
eyes, nose, ears, mouth, face, hair

Language: What are these? (Eyes). What is this? It's a (mouth).

Materials: Dino Stick Puppet, Flashcards (mouth, nose, eyes, ears, face, hair), magazine cutouts (see Preparation), glue

Preparation: Cut out several pictures from magazines showing different parts of the face (eyes, nose, ears, mouth, hair).

Opening

Welcome to Class

Play Track 5, School Is Fun (see page TG9). Do the beginning of class routine.

Circle Time

1 Make a Circle Routine

Play Track 2, Make a Circle (see page TG5). Guide students in sitting in a circle.

2 Parts of the Face Review

Review the parts of the face by pointing to your own face and repeating the words (eyes, nose, mouth, ears, hair).

Hold up the eyes, nose, mouth, ears and hair Flashcards as you point to your face and have students repeat the words. Hold up the cards again and have students point to the parts on their own faces.

Remember to review both the singular and plural forms of eyes and ears. Exaggerate the -s so they can hear it.

T: My (ear). My (ears).

3 Sort the Parts of the Face

Place the magazine cutouts of parts of the face in the middle of the circle. Make sure you have several options for each part of the face. Explain that students will sort the facial features and put them into separate piles. Each student takes a turn to pick up a picture of a facial feature and put it in the correct pile.

After the activity, ask students to go back to their seats.

Work Time

1 Air Tracing

Have students hold up their index finger and trace wavy lines in the air. Pretend to be an airplane and go up and down and loop around. Have students imitate you.

2 Language Presentation: Singular and Plural

Use the face, mouth, nose, eyes and hair Flashcards to help students distinguish between singular and plural questions and answers. Hold up the mouth Flashcard and ask:

T: What is this?

T/SS: It's a mouth.

NOTE: For hair, have students respond, It's hair.

Help students to respond and repeat a few times with the face, nose and hair Flashcards. Then using the eyes and ears Flashcards, teach the plural:

T: What are these?

SS: Eyes.

3 Student's Book: Point, pop out and glue.

Hand out the Student's Books opened to page 33. Have students point to the parts of the face.

T: Point to the (eyes). Repeat with hair, nose, and mouth. Have students look for the ears. Ask:

T: What are these?

SS: Ears.

Help them to pop out each ear and glue it in the correct place on Kelly's picture.

4 Sing the Song

Play Track 18, This Is Me (see page TG29). Have students point to the different parts of their faces as they sing.

Closing

Good-bye Routine

Play Track 4, Good-bye (see page TG5). Do the good-bye routine.

Fun Activity

Game: Face to Face

Play Face to Face. Have students stand facing a partner. Call out the name of a facial feature and have them point to that feature on their own face. Encourage students to be mirror images so that if one student points to the left ear, the other points to the right one.
Point, pop out and glue.
Early Learning Goals: To understand the meaning of a story; To use artwork to support meaning.

Vocabulary: nose

Language: Is this your (nose)? Yes/No.

Materials: Dino Stick Puppet, Unit 2 Flashcards, glue, Big Book (Is This Your Nose?) lively music.

Opening

Welcome to Class 5

Play Track 5, School Is Fun (see page TG9). Do the beginning of class routine.

Circle Time

1 Make a Circle Routine 2

Play Track 2, Make a Circle (see page TG5). Guide students in sitting in a circle.

2 Vocabulary Review

Put the Unit 2 Flashcards around the classroom. Call out the name of one of the Flashcards and have students point to it without moving from where they are. Repeat the activity but this time you point, and have students call out the name.

Story Time: Is This Your Nose?

1 Story Time Circle 6

With students still seated in a circle on the floor, play Track 6, Story Time (see page TG9).

2 Review the Story 9

Display the cover of the Is This Your Nose? Big Book and ask students if they remember what happened in the story.

T: Eli has no nose.

Display the Big Book one page at a time. Point to each nose that the animals offer and ask:

T: Is this Eli’s nose?

Encourage students to respond Yes or No. Make sure all students understand which nose is Eli’s before you do the next activity. After the activity, ask students to go back to their seats.

Work Time

1 Student’s Book: Pop out and glue.

Hand out the Student’s Books opened to page 35. Have students look at the different noses and ask if any of them is Eli’s nose until students identify the correct one.

T: Is this Eli’s nose?

SS: No./Yes.

Ask them to point to the correct nose in their books. When they have the right nose, help them to pop it out and glue it in the correct place on Eli’s face.

2 Story Vote

Hold up the Big Book (Is This Your Nose?). Ask students if they liked the story. Encourage them to show their thumbs up or thumbs down gestures. Explain that thumbs up means something is good. Smile, point to the book and say, I like it as you give the thumbs up. Then look sad or bored, point to the book and say, I don’t like it as you give the thumbs down.

Closing

Good-bye Routine 4

Play Track 4, Good-bye (see page TG5). Do the good-bye routine.

Fun Activity

Game: Elephant Nose

Play Elephant Nose. Play music and have students walk around the classroom waving their arms in front of their faces like elephant trunks. Encourage them to wave their trunks at their classmates or blow their trunks and make noises.
Pop out and glue.