

3

What can our bodies do?



Point.



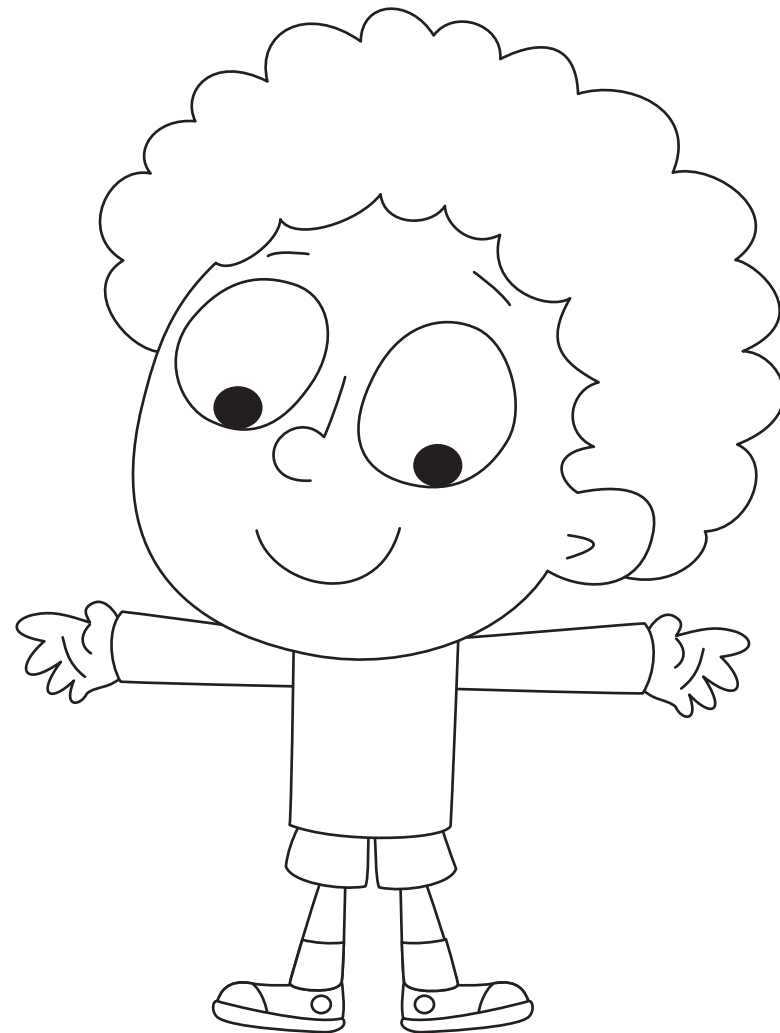
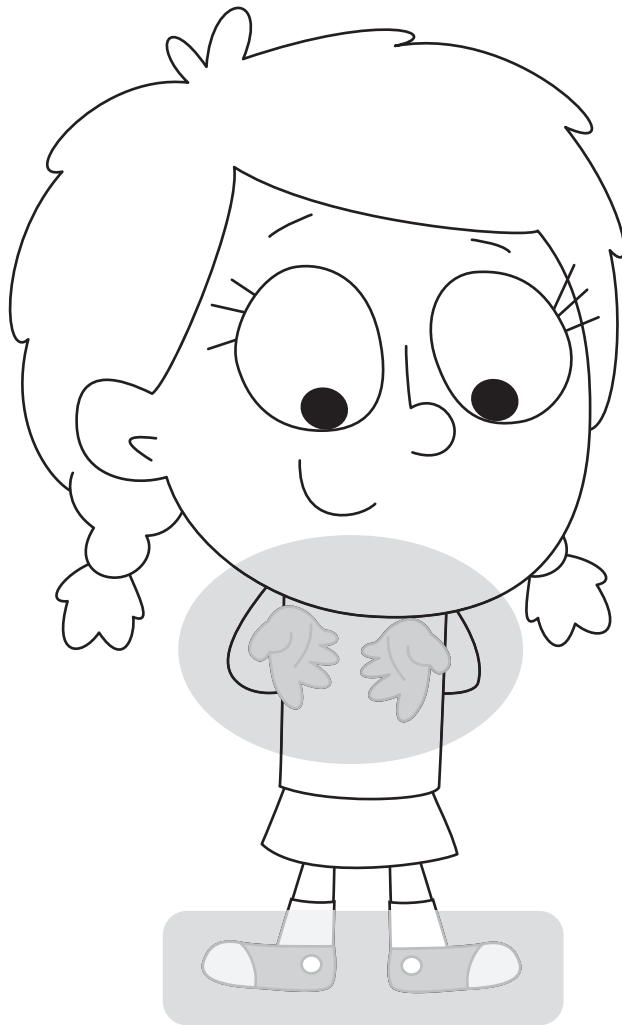
Stick.



Color.



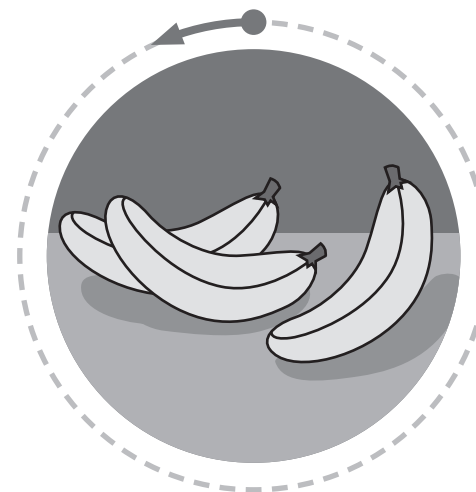
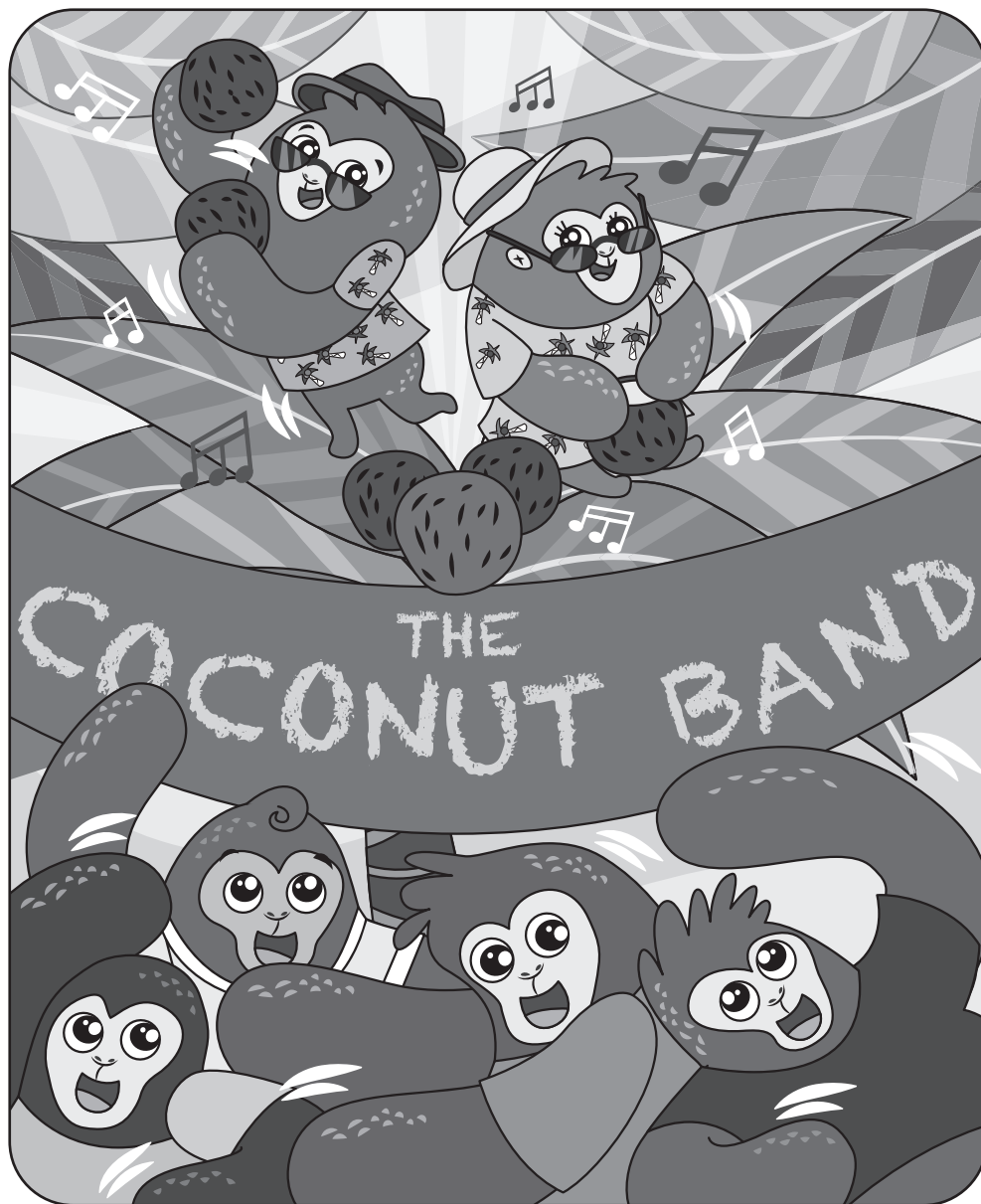
Say.



Vocabulary: arms, hands, legs, feet. Say each new word, and children point to each body part as you say it. Say: (Hands / Feet). Stick the (hands / feet) on the girl. Children stick each sticker on the girl as you say it. Then say: (Arms / Legs). Color the arms / legs on the boy. Children color each body part (on the boy only) as you say it. Finally, children point to and name each body part.

Circle. Say.

Story



Point. Say. Match. Follow.

g



j



f



Phonics: *gorilla* /g/, *jump* /ʤ/, *feet* /f/. Say the letter sounds /g/, /ʤ/, /f/. Children point to the correct letter and repeat the sounds. Next, say the words for children to point to the correct picture. Children trace the lines to match the letters to the pictures, and say the words. Finally, children follow the letters with their finger to help develop pre-writing skills.

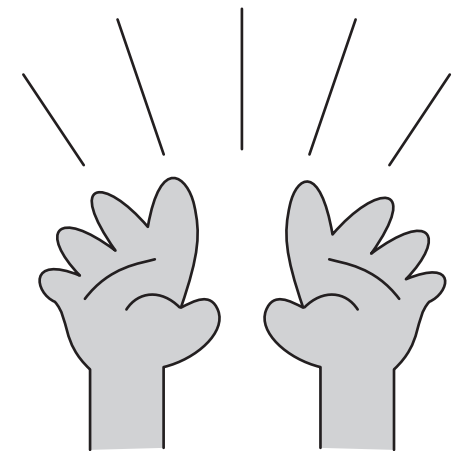
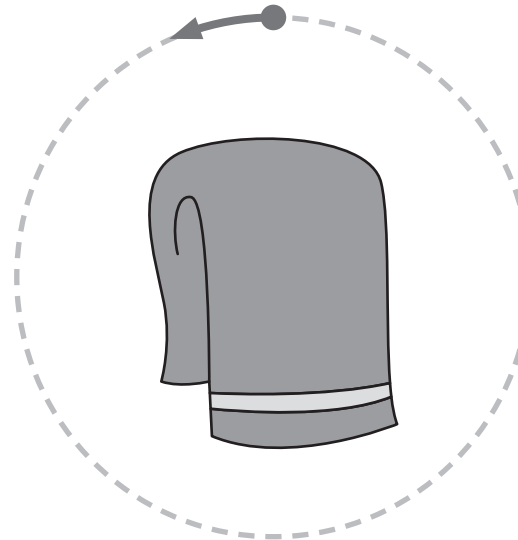
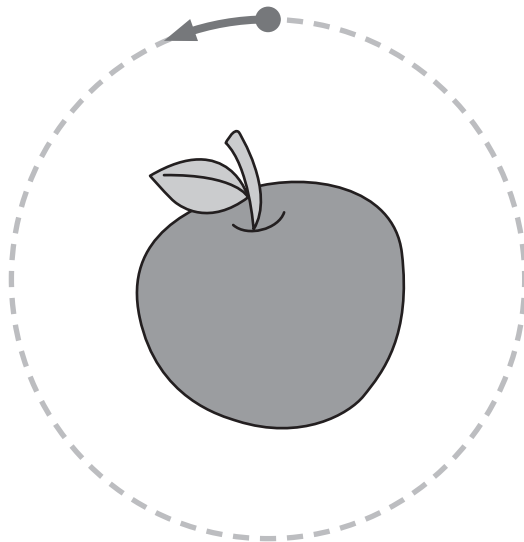
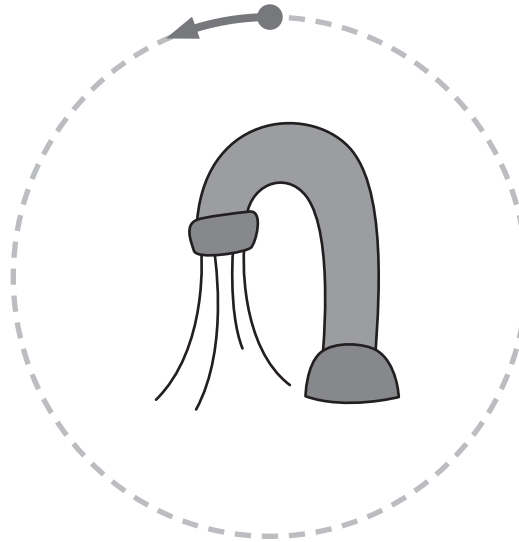
Look. Circle. Color.

Literacy



Look. Say. Circle.

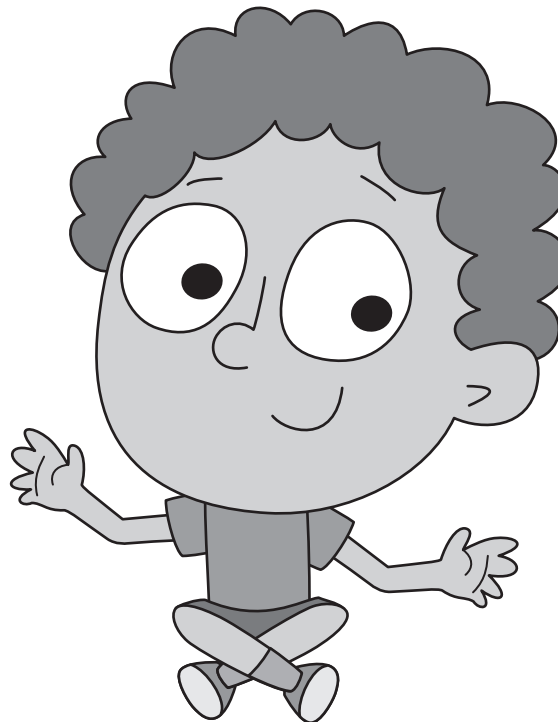
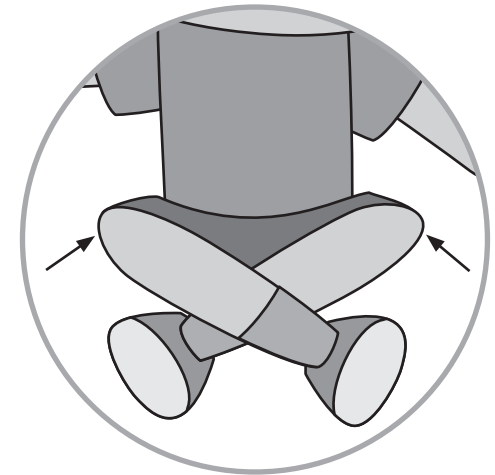
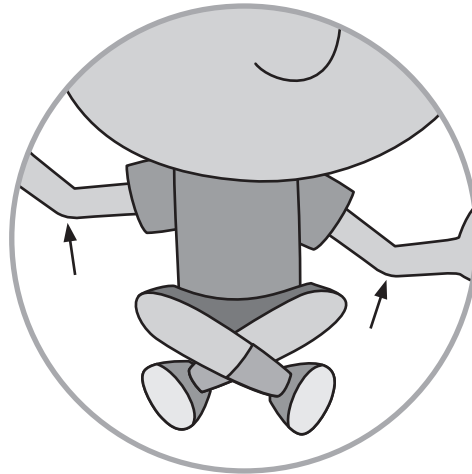
Values



Values: Washing our hands. Children look at the picture of the girl and describe what they see. Ask: *What is she doing?* (*Washing hands.*) Then point to the four pictures in the middle of the page. Ask: *What does she need to wash her hands?* Children circle the things that are needed to wash your hands.

Point. Match. Say.

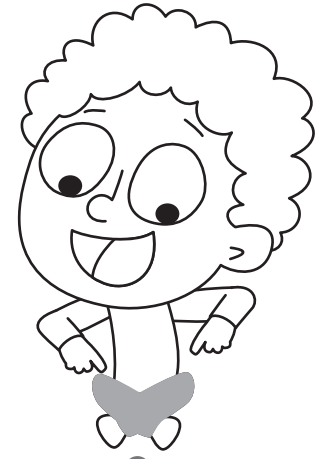
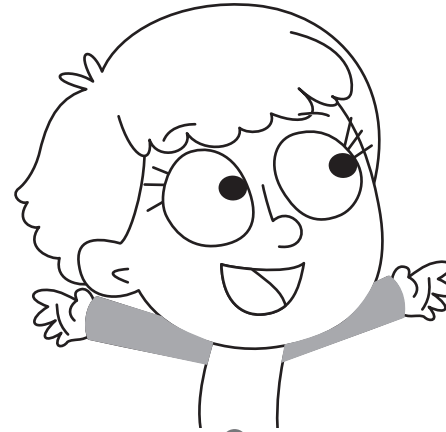
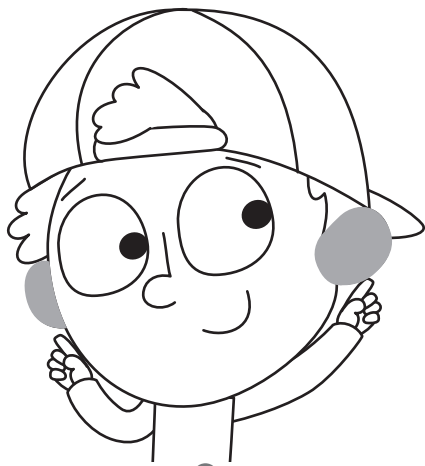
Vocabulary





Match.  Say.

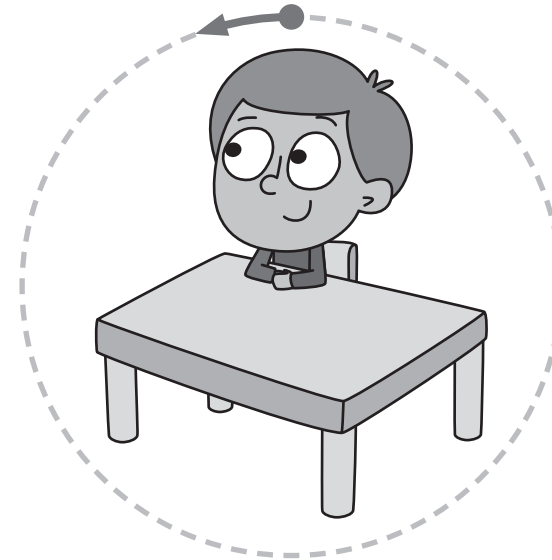
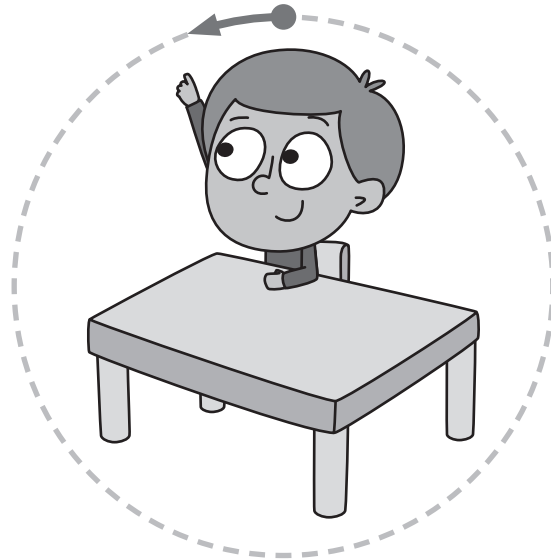
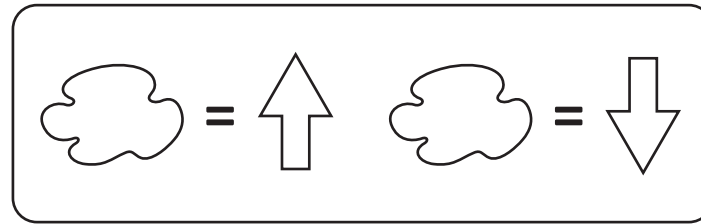
Language



Language: **How many (knees) does he / she have? He / She has (two knees).** Children look at the pictures at the top of the page and name the body parts shown in silhouette in each picture. They trace the lines to match each child to the appropriate body parts. They then point and say: *He / She has (two ears).*

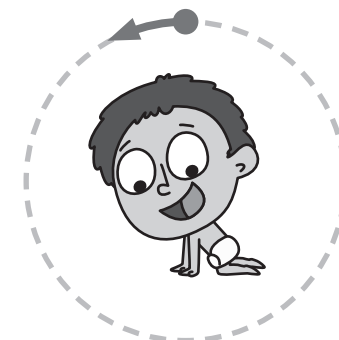
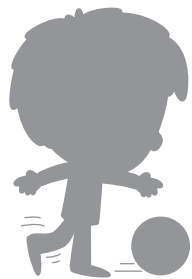
Look. Color. Circle. Say.

Concept



Look. Circle. Say.

Vocabulary

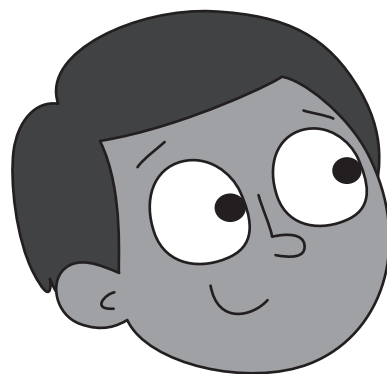
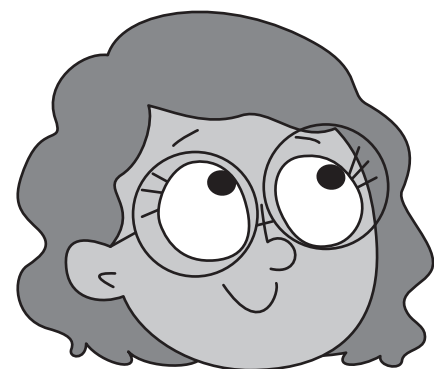
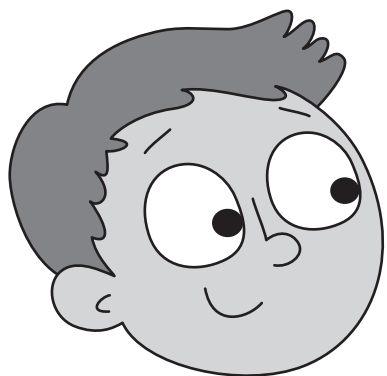


Vocabulary: *run, dance, crawl, kick*. Children point to and name the actions in the dotted circles: *kick, dance, run, crawl*. Point to the silhouette on the top row, and ask children what action it represents (*Dance*). They find and circle the picture that matches the silhouette. Ask: *Can you dance?* and encourage children to show you if they say Yes. Repeat with the other three rows.



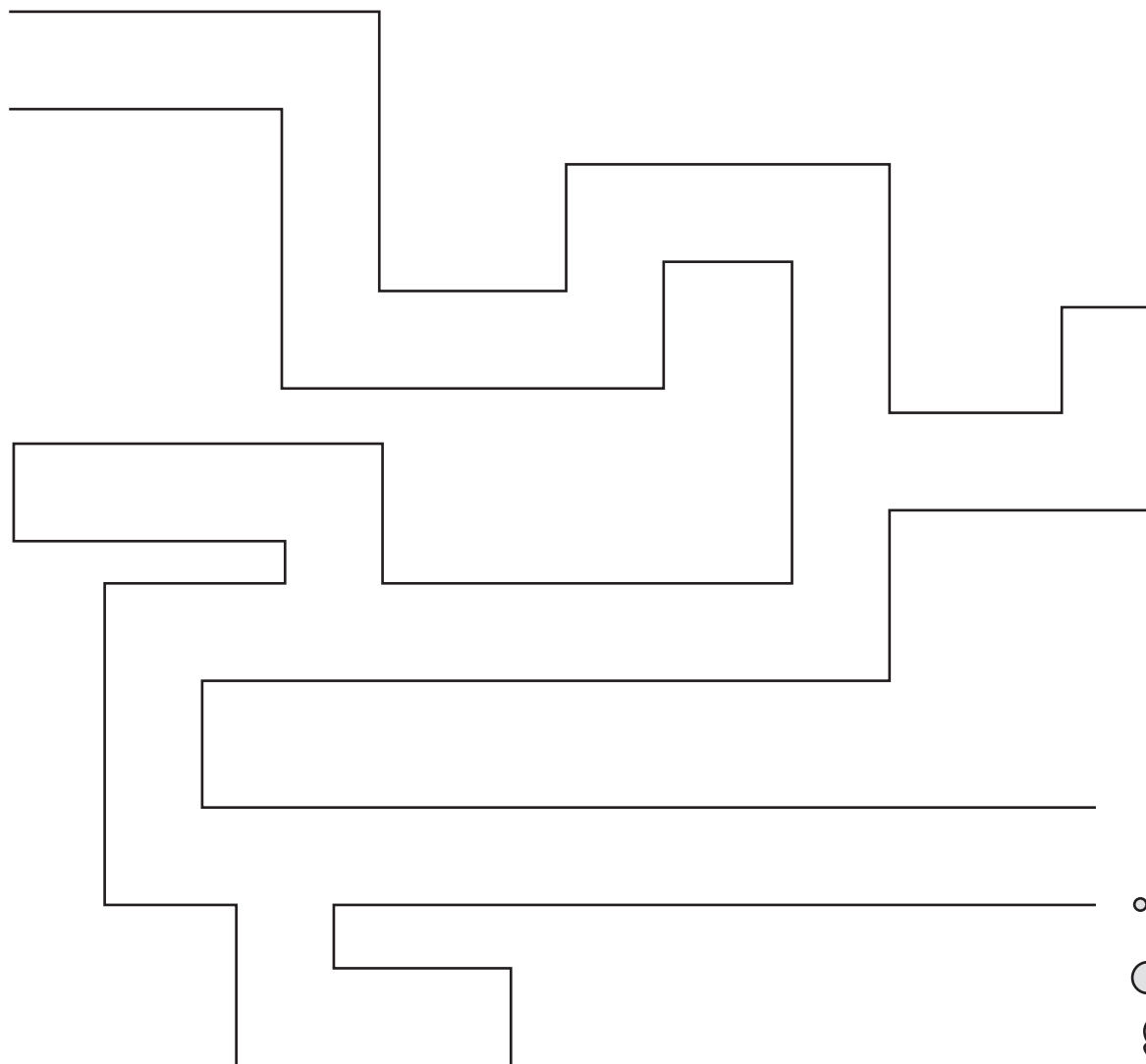
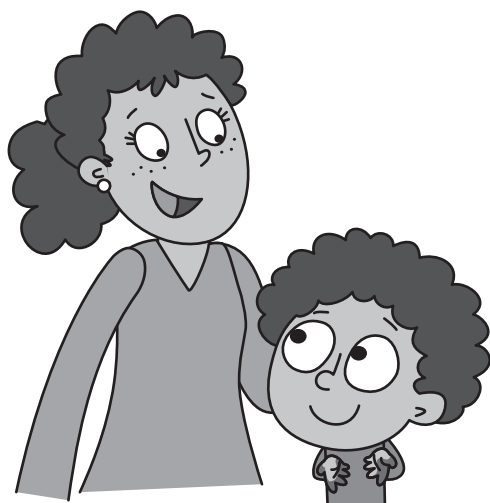
Match. Say.

Language



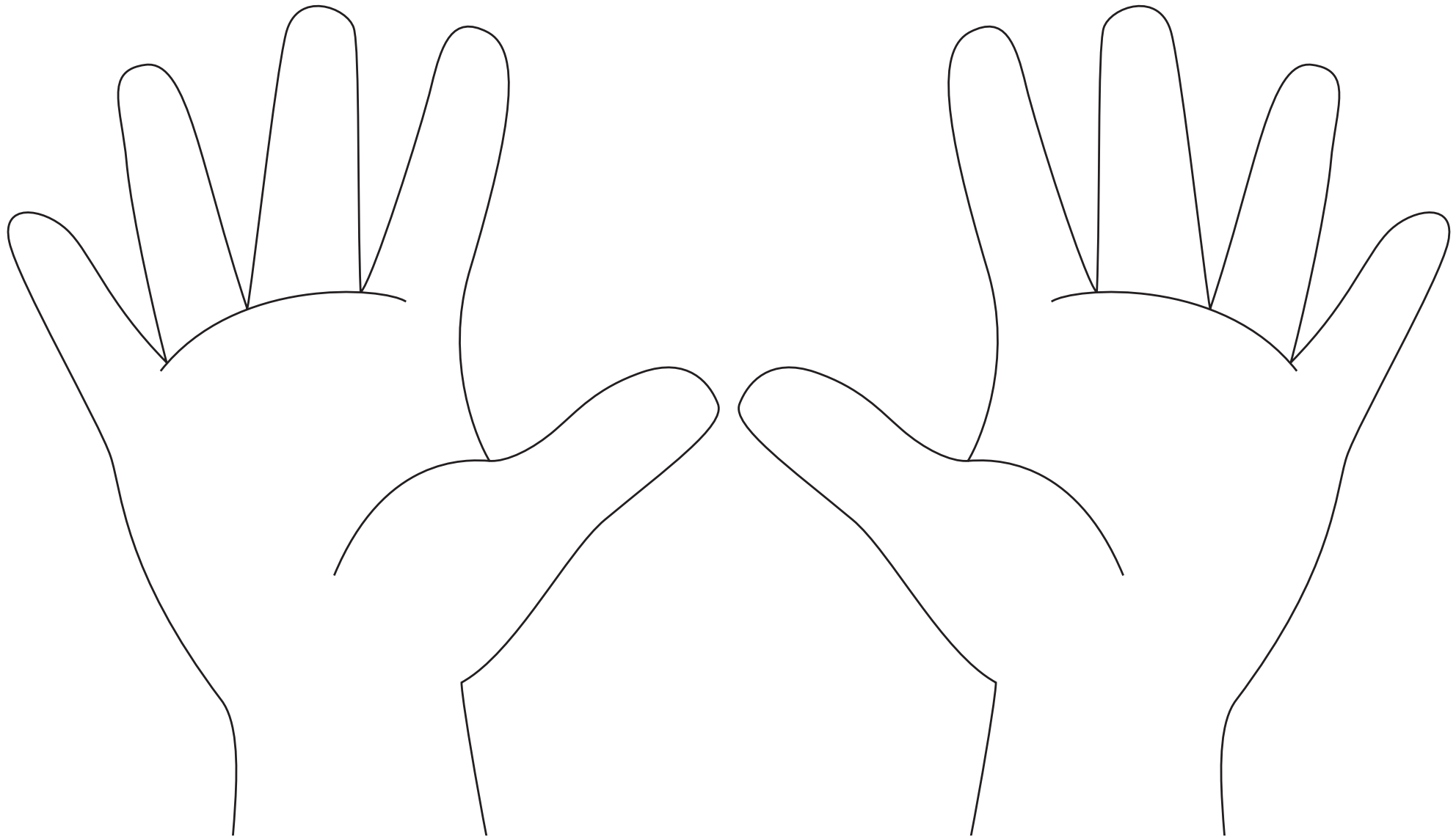
➔ Follow. 😊 Say.

Speaking



Language: *May I (wash my hands)? Yes, you may.* Remind children how we ask permission to go to the bathroom or wash our hands: *May I (wash my hands)?* Children repeat. Focus on the child on the left. Ask: *What does he say? (May I wash my hands?)* Say: *Yes, you may.* Children finger trace the path to the picture of the child washing his hands. They then trace it with a pencil. When they finish, they point and say: *I wash my hands!*

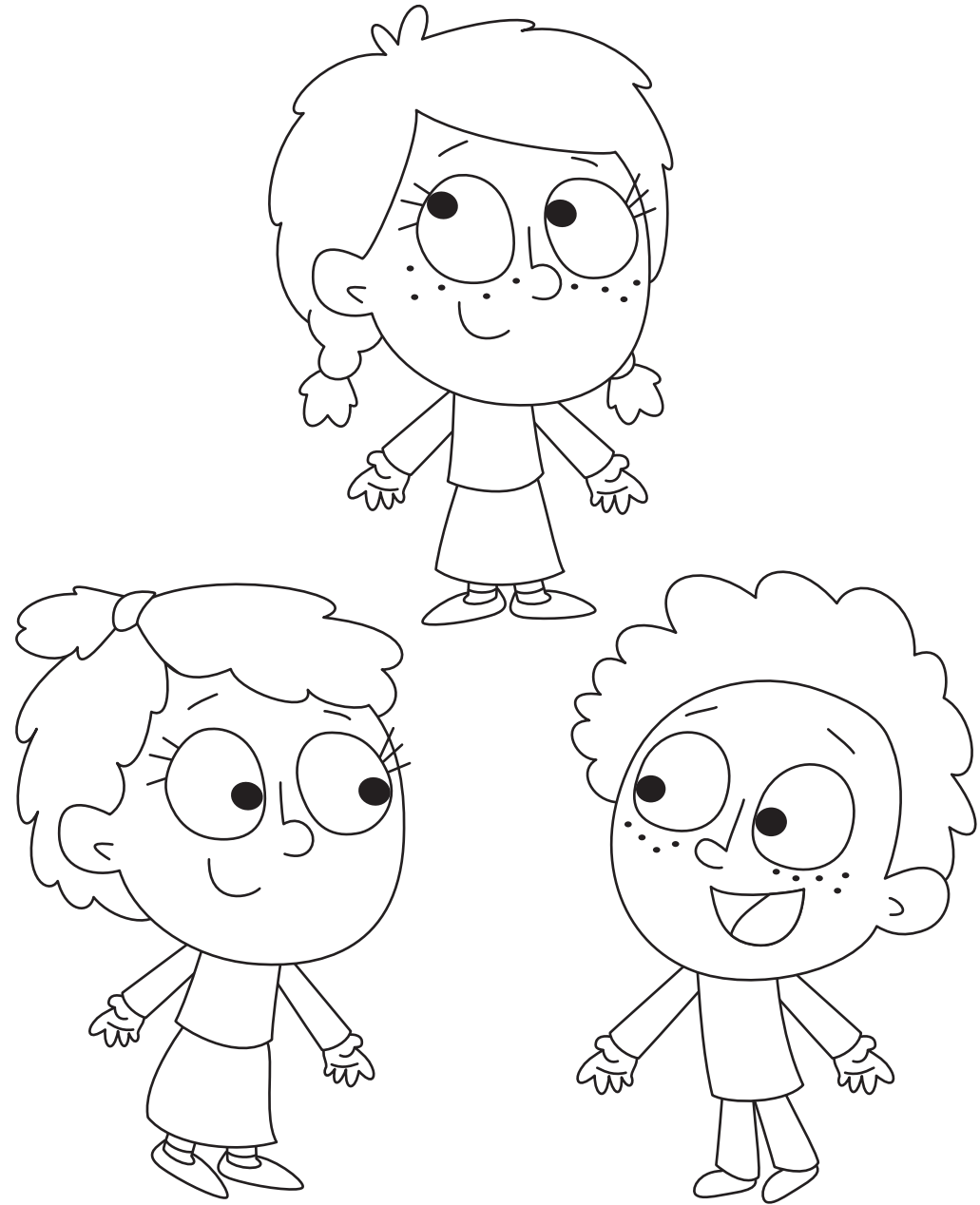
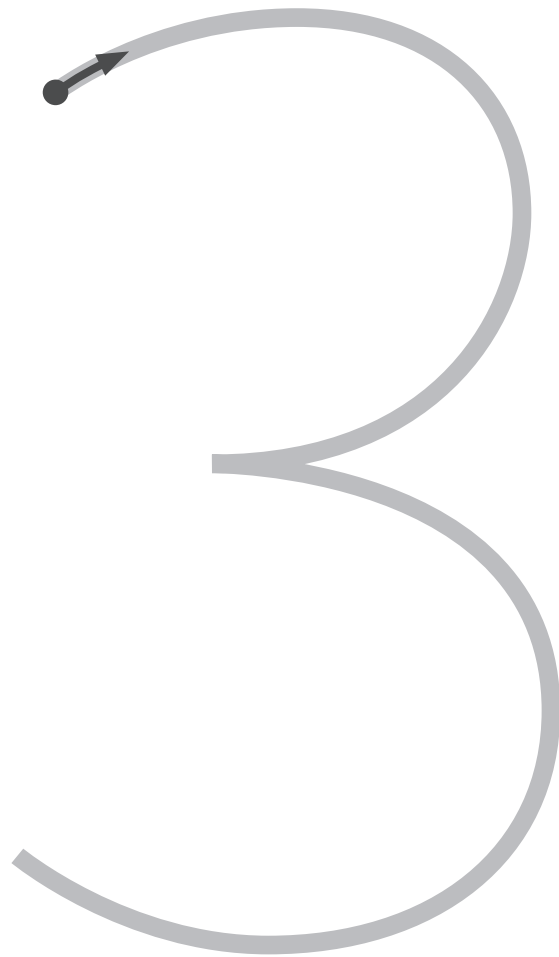
My Fingerprints



Art: Learning how we can use our bodies to be creative. Say: *Show me your fingers.* Children hold up their fingers and wiggle them in the air. Ask: *What can you do with your fingers?* Elicit answers, including *We can paint.* Then say: *We can make fingerprints!* and explain what it means. Children press each finger of their left hand onto an inkpad. Then, they make fingerprints on the corresponding fingers of the left-hand outline. Monitor to ensure they make each fingerprint in the correct place. Repeat with the right hand.

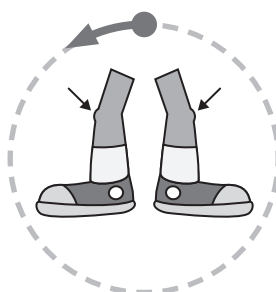
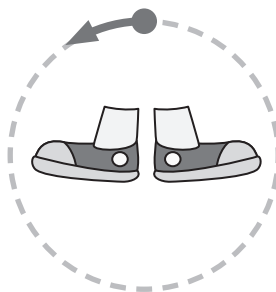
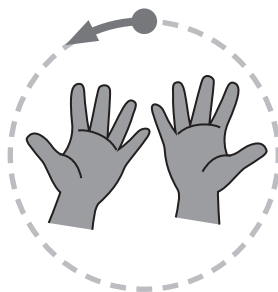
 Say.  Trace.  1 2 3 Count.  Color.

Numeracy



Numeracy: three. Children say the *Number 3 Chant* as they show three fingers: *Three, three, show me three. Show me three like this.* Then, they trace the number 3. Ask: *How many children can you see? Let's count: One, two, three.* Repeat, encouraging children to count. Help children to count and choose three crayons and use them to color the pictures.

What can our bodies do?



My favorite thing in Unit 3:

Unit 3

