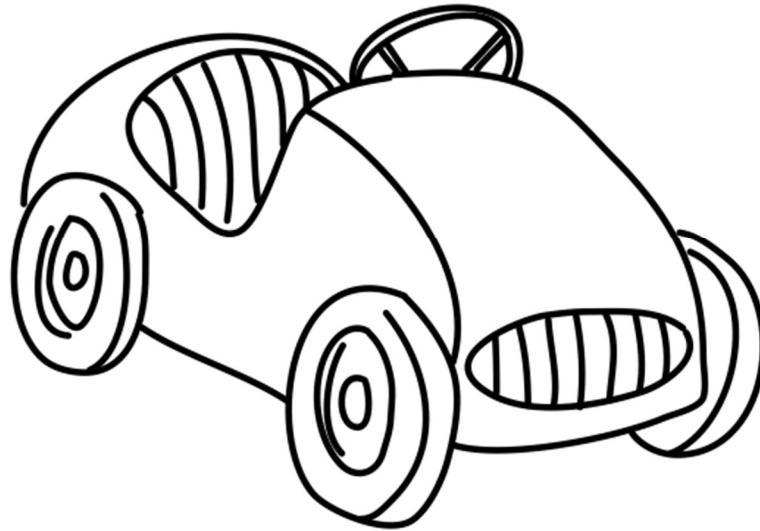


## Preschool English Lessons – Playground Series

# READY, SET, GO!

### Includes:

Complete Instructions  
Parent Homework Schedule  
Lesson Script Cards  
Images for activities/coloring



# How to Use Preschool English Lessons

For Ready, Set, Go! Lessons 1-5, from Playground Series

*Hi, we're so happy you're giving our lessons a try. Our hope is they will serve you well as tools to help families who want to become bilingual with their children. If you do teach several of the lessons, let us know by emailing [languagelearningforchildren@gmail.com](mailto:languagelearningforchildren@gmail.com) and we will send you a feedback form to fill out! Your contribution may be vital to our next version of this project, as well as future lesson series we may write.*

*-Christine & Alyssa (author and editor)*

## **About us and this project:**

We are three women who have experienced mothering our children in a country not our own, with a language foreign to us. It was hard. We wanted to create a curriculum that was focused on helping mothers say the phrases they need to say to parent their children, and giving kids phrases they need to be able to play in their new language. We want to help parents and children have joy and confidence by giving them the right words to build a bilingual relationship within and outside their family.

Our intent in this project is to create a valuable tool for English speaking families to use in home visits with refugee families or in classroom preschool/nursery settings.

## **Authors:**

Christine Lewis - B.A. in Cultural Anthropology and Linguistics, mother of three, eight years curriculum development experience, 2 years TESOL experience in India.

Alyssa Johnson - 10 years classroom management experience, mother of two, 3 years curriculum development experience, 3 years running TESOL programs in India.

Elaine Theissen - B.A. in Humanities, English Lit and Philosophy, M.A. in Speech Language Pathology, TEFL certified, 3 years speech pathology experience, 7 years experience running language center in North Africa, mother of three, grandmother of one.

**These lessons are for:** Small groups of 2-4 parents with their children under age 5 OR small group of 2-6 children, all under age 5 whose parents speak another language at home and want their little ones to learn English. All lessons are to be taught by a native English speaker.

**Class format:** Once a week class, one hour long. The parents will come with and stay with the children (think like a "Mommy & Me" class) OR integrated into a daily preschool class (as 10 min every hour or half hour once per day). Schedule for that hour is recommended: Lesson (20 min), Playtime (30 min), Snacktime (10 min), End of class song (2 min).

**Expectation for teacher:** your time commitment (classroom time plus 10 minutes prep before lessons), your interaction with participant families, preparation of materials and classroom (classroom could be any homey location with enough space for movement and sitting on floor.)

## **What to communicate with the participant parents:**

- This class is for parents who want to walk alongside their children in English development and begin to speak English at home.
- This class is for children under age 5. For Parents and children class: You will stay with your child in the class, and do the homework daily at home.
- This speaking/production of language is not the goal of these lessons. The goal is welcoming your child warmly into the world of hearing and enjoying playing in English. Your child is not expected to speak full phrases after these lessons.
- You will be the one reinforcing the English learned in the class by doing the homework with your child at home. This will be 10-15 minutes per day, or more frequently if your child wants to. Homework involves you speaking simple script, and watching youtube English song/story videos together with your child.
- Keep the homework fun. Do not force the child to do it. Begin homework activities when child is in a happy mood, and end with a meal or a snack.

## **Research and Philosophy Behind our lessons:**

- Ten minutes a day of foreign language reinforcement/practice is better than a long intensive class once a week.  
Preschool and younger children can learn a second language as easily as they learned their first. They need a nurturing adult speaking it to them in a positive, non-shaming, playful way with daily exposure.  
Children listen for 1.5+ years before they speak their first language. Listening long before speaking is proven to improve child's comprehension and accent.
- For bilingualism to bless the whole family, parent and child should both become comfortable speaking the new language with each other.
- The child receives more than just a new way to talk. They are learning a new culturally appropriate way to do daily life and an appreciation of the difference.
- The use of song and story in each lesson comes from Charlotte Mason's philosophy of education.

- Classroom dynamics are based on the Positive Parenting/Attachment parenting philosophies, and linguistic rules come from the Natural Language Learning Method and speech pathology.

## Lessons

These lessons are formatted as little cards for easy reference in class (see PDF of Ready, Set, Go Lessons 1-5). The left column of cards are the instructions for each activity, the right column cards are the “scripts” for each activity. Referring to the script cards during class can give your spoken English in class consistency. Read all instruction cards alongside the script cards before class so you can understand the activities, prepare materials, and execute them smoothly. Highlight the spoken parts of each script with a colored pen for clarity (Spoken parts non-italicized, other prompts italicized). For the songs, be sure you can recall the tune of each song easily, or keep a phone or laptop nearby in class to play the music videos from our website. Pictures and coloring sheets used in lesson 2, 3 & 4 appear after the cards and can be duplicated for classroom use.

All Lessons have the exact same sequence: Opening, Puppet Greeting, Puppet Play, Song, Activity A, Activity B, Story, Toy Reveal, Cleanup, Goodbye. However, each of the five lessons has a different Activity A and B cards. These need to be switched out for the current lesson each week. One set of the lesson cards is all you need for all five lessons. You may want to glue instruction cards to the back of corresponding script cards. Be sure to sequence the cards (numbered in the upper right corner) and add the proper Activity A and B cards before each class.

## Homework

The homework consists of songs, stories, and scripts that the parent can show/play with the child to keep spoken English fun and refreshed throughout the week. Children this age learn quickly but also forget it quickly too! Doing the homework daily will be enough to keep their active brains reminded of English they are learning between classes. Duplicate the following Homework sheet for the parents to take home after the first class. Separately, email parents links to our website which has all the videos for these five lessons on one page.

### Things you will need by Lesson:

Items:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Go Dog Go book	x	x	x	x	x
Puppets	x	x	x	x	x
Masking tape	x	x	x	x	X
Box of toys	x	x	x	x	x
Medium-sized Doll	x				
Primary color crayons		x	x		
Printed coloring pages		x			
Printed & colored full-page pictures			2 Dog, 2 Tree	Tree, Dog, Car, Water, House	
Stick (broom handle, foam pool noodle)					x
Snacks (optional)	x	x	x	x	x
Blanket, rug, or mats (for gathering children closely; optional)	x	x	x	x	x

# Homework

Instructions: Do these easy activities and watch these videos with your child/children every day following the weekly lesson. (Time: 10-20 min)

Find videos at [www.languagelearningforchildren.com/ready-set-go-series.html](http://www.languagelearningforchildren.com/ready-set-go-series.html)

## Week of Lesson 1

<p>Day 1</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch “Walking Walking Song” video.</li> <li><input type="checkbox"/> Watch Greeting video. Play greeting with toys/puppets.</li> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video.</li> </ul>	<p>Day 2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch “Walking Walking Song” video. Do actions with the song.</li> <li><input type="checkbox"/> Watch Greeting video. Play greeting with dolls.</li> </ul>	<p>Day 3</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch “Walking Walking Song” video. Do actions with the song.</li> <li><input type="checkbox"/> Watch Greeting video. Play greeting with puppets/toys.</li> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video.</li> </ul>	<p>Day 4</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play greeting with puppets/toys.</li> <li><input type="checkbox"/> Watch the Puppet Race video.</li> <li><input type="checkbox"/> Watch the “Clean up Song” video. Clean up puppets/toys.</li> </ul>	<p>Day 5</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the Puppet Race video. Play racing with puppets/toys.</li> <li><input type="checkbox"/> Watch the “Clean up Song” video. Clean up puppets/toys.</li> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video.</li> </ul>
--	---	--	---	---

## Week of Lesson 2

<p>Day 1</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch “Walking Walking Song” Video. Do actions with the song.</li> <li><input type="checkbox"/> Watch Greeting video. Play Greeting with puppets/toys.</li> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video. Point at things in video as they are read.</li> </ul>	<p>Day 2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sing along to “Walking Walking Song” video.</li> <li><input type="checkbox"/> Watch Puppet Race video. Play racing with puppets/toys.</li> <li><input type="checkbox"/> Watch “Clean Up Song” video. Clean up puppets and toys.</li> </ul>	<p>Day 3</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video. Point at things in video as they are read.</li> <li><input type="checkbox"/> Look for 4 things in the house that are colored red, blue, green or yellow.</li> <li><input type="checkbox"/> Watch “Clean Up Song” video. Put back all the things.</li> </ul>	<p>Day 4</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play greeting and puppet race with dolls.</li> <li><input type="checkbox"/> Sing along to “Walking Walking Song” video. Play with dolls doing actions with the song.</li> <li><input type="checkbox"/> Watch “Clean Up Song” video. Clean up dolls.</li> </ul>	<p>Day 5</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video. Point at things in video as they are read.</li> <li><input type="checkbox"/> Look for 4 things in the house that are colored red, blue, green or yellow.</li> <li><input type="checkbox"/> Watch “Clean Up Song” video. Put back all the things.</li> </ul>
---	---	--	---	--

## Week of Lesson 3

<p>Day 1</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play dolls watching “Walking Walking Song” video.</li> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video. Point out red, blue, green and yellow things as they appear in video.</li> <li><input type="checkbox"/> Using paper and crayons, scribble in red, blue, green and yellow colors. Say the colors as you use them.</li> </ul>	<p>Day 2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sing along to “Walking Walking Song” video.</li> <li><input type="checkbox"/> Watch Puppet Race video. Play racing with cars.</li> <li><input type="checkbox"/> Watch “Clean Up Song” video and clean up cars.</li> </ul>	<p>Day 3</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use puppets/toys to sing “Walking Walking Song” with video.</li> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video. Point out red, blue, green and yellow things as they appear in video.</li> <li><input type="checkbox"/> Using paper and crayons, draw shapes in red, blue, green</li> </ul>	<p>Day 4</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch Greeting video. Play greeting with toys/puppets.</li> <li><input type="checkbox"/> Play toys/puppets and sing “Walking Walking Song” with video.</li> <li><input type="checkbox"/> Watch “Clean up Song” video and clean up toys/puppets.</li> </ul>	<p>Day 5</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play greeting with toys/puppets.</li> <li><input type="checkbox"/> Watch Go Dog Go read-aloud video. Point out red, blue, green and yellow things as they appear in video.</li> <li><input type="checkbox"/> Using paper and crayons, draw trees in red, blue, green and yellow colors. Say the colors as you use them.</li> </ul>
--	--	--	---	---

		and yellow colors. Say the colors as you use them.		
--	--	--	--	--

## Homework (Continued)

### Week of Lesson 4

<p>Day 1</p> <input type="checkbox"/> Sing “Walking Walking Song” with child while doing actions. <input type="checkbox"/> Watch Go Dog Go read-aloud video. Repeat words and phrases aloud occasionally. <input type="checkbox"/> Put a blanket or rug on the ground. Jump on rug, jump over rug. You can do with with different objects too.	<p>Day 2</p> <input type="checkbox"/> Play greeting with child. <input type="checkbox"/> Play racing with child. <input type="checkbox"/> Using paper and crayons, draw cars and houses.	<p>Day 3</p> <input type="checkbox"/> Sing “Walking Walking Song” with child while doing actions. <input type="checkbox"/> Watch Go Dog Go read-aloud video. Repeat your favorite words as you hear them in the video. <input type="checkbox"/> Using puppets/toys, play putting things on, over, and under other things.	<p>Day 4</p> <input type="checkbox"/> Play greeting with toys/puppets. <input type="checkbox"/> Sing “Walking Walking Song” with puppets/toys doing the actions. <input type="checkbox"/> Using paper and crayons, draw trees and dogs.	<p>Day 5</p> <input type="checkbox"/> Play with toys standing on, over and under a box/basket. <input type="checkbox"/> Watch Go Dog Go read-aloud video. Repeat phrases including the words on, over and under as you hear them. <input type="checkbox"/> Sing “Clean Up Song” and clean up toys.
--	--	---	---	--

### Week of Lesson 5

<p>Day 1</p> <input type="checkbox"/> Play racing with child going in and out of a door or other location.	<p>Day 2</p> <input type="checkbox"/> Using paper and crayons, draw pictures from Go Dog Go and say the associated phrases.	<p>Day 3</p> <input type="checkbox"/> Play greeting with your child. <input type="checkbox"/> Play racing with car toys, racing in and out of a tunnel (made from a tube, blanket, or chair).	<p>Day 4</p> <input type="checkbox"/> Using paper and crayons, draw pictures from Go Dog Go and say the associated phrases.	<p>Day 5</p> <input type="checkbox"/> Play racing with your child, doing different actions from “Walking Walking Song”.
--	---	--	---	---

## CLASS OPENING INSTRUCTIONS

1

Starting the class may be hard because the children and parents might be talking and playing. A great way to get their attention is to say, "Hello, thank you for coming to Preschool English Time. We are so happy you are here. The first thing we will do today is to sing a song." Then use the script card to aid you in singing the song with the right-hand motions (see video on website for hand motions).

*Use this card & script for every lesson.*

## PUPPET GREETING INSTRUCTIONS

2

1. Get out two puppets and do the script TWICE.
2. Bring out all puppets and give a pair of puppets to each parent/child pair.
3. Encourage each pair to move the mouths of their puppets in turn as YOU say the words. Go around the circle of parents and children this way. If a child is shy and hides during their turn, have the parent wear the puppet and move the mouth as you do the talking. If the child wants to keep the puppet but not take a turn, that is fine. They are still getting to hear the scripts whether they are getting a personal turn moving the puppet or not.

*Use this card & script for every lesson.*

## CLASS OPENING SCRIPT

1

*Get attention of class.*

Hello, thank you for coming to Preschool English Time. We are so happy you are here. The first thing we will do today is to sing a song.

*Sing and do hand motions:*

Hello friends, Hello friends,  
Hello friends, I am so happy you are here.

## PUPPET GREETING SCRIPT

2

Puppet 1: Hello, how are you?

Puppet 2: I am fine. How are you?

Puppet 1: I am fine.

## PUPPET PLAY INSTRUCTIONS

Before class, create a clear starting line near where you are seated. Create a clear finish line a distance away, parallel to the starting line. (Ideal lines would be the edge of a rug to another edge of a rug, or one doorway to another doorway. If your space does not have any existing lines, use tape to create them.)

1. TRANSITION: Once each pair has finished their turn with the greetings take the puppets off your hands and say, "Now the puppets are friends and they want to play." Use the sign for "friends" from the song and the sign for "play" as you say them, repeat this sentence a few times until you have all the children's attention. Then put the puppets back on your hands and start the script.

2. After modeling it twice, do the script again so each parent and child can act/move mouth of their puppets, in turn (Just as in the Puppet Greeting.)

*Use this card & script for every lesson.*

## PUPPET PLAY SCRIPT

Puppet 1: Do you want to race?

Puppet 2: Sure!

Puppet 1: That is the starting line. (physically move the puppet over the starting line.) That is the finish line. (Move Puppet over finish line. Return to the start line and have both puppets behind the start line.)

Puppet 1: Ready, set, Go! (Both puppets race across finish line, Puppet 1 wins.)

Puppet 1: I won! (Make your face very happy)

Puppet 2: I lost! (Make your face very sad.)

Puppet 1: Good race. (Make a friendly face.)

Puppet 2: Good race. (Make a friendly face.)

## SONG INSTRUCTIONS

(Lesson 1) Play the song or Sing the song, "Walking, Walking, Walking" with you doing the actions. Sing the song through twice, second time slightly faster. Children and parents can listen and do actions as they desire.

(Lesson 2) Sing the song while you and the children do the actions.

(Lesson 3 & 4) Sing the song doing the actions with the children. Then sing the song again where the children do the actions without you.

(Lesson 5) Sing song and let the children do the actions alone the first time.

*Use this card & script for every lesson.*

## SONG SCRIPT

*(Tune: Are you Sleeping?)*

Walking, walking, Walking, walking,

hop, hop, hop, hop, hop, hop

running, running, running, running, running, running

now let's stop, now let's stop

Tip toe, tip toe, tip toe, tip toe

jump, jump, jump, jump, jump, jump

swimming, swimming, swimming, swimming, swimming, swimming

now let's sleep, now let's sleep

*Spoken:* Wake up, it's time to go, are you ready to go fast/again? Okay! *(sing song again)*

## LESSON 1 ACTIVITY A INSTRUCTIONS

1. Get out the doll. Say actions from song (always using verb ending “ing”) while moving the doll’s body, legs or arms to best show the action. Say and show each action twice. Make the doll move directly towards different children to draw their interest.
2. Give the doll to a child (or parent, if no child is reaching to take it). Say an action and let the child move the doll. The child might do different actions with the doll. Simply describe the action the child is doing (example: “Flipping. Falling.”)

## LESSON 1 ACTIVITY A SCRIPT

Running. Running. *Have the doll run from side to side in front of the children, or if the space allows have the doll run toward a child.*

*Do the same for:* Walking, hopping, jumping, swimming, sleeping, tip-toeing.

*Offer the doll to the children and have them move the doll in any action. Describe it with verb ending “ing”.*

## LESSON 1 ACTIVITY B INSTRUCTIONS

Have children race with the doll. Make sure you have a clear start and finish line and say “Ready, Set, Go” for each race then end the race saying “You won!” Or “The doll won”. Do any of the following races: Running race with the doll. Walking race with the doll. Hopping race with the doll. Jumping race with the doll. Tip toe race with the doll. Swimming race with the doll. If appropriate, you can ask the children to wait in a line and wait for their turn. Keep the form of the sentence the same and do the action as you say the new word, so the child can figure out what you mean from context.

## LESSON 1 ACTIVITY B SCRIPT

*Choose a child. Do you want to race? Children may or may not respond.*

*Walk to starting line. That is the starting line.*

*Then walk to the finish line. That is the finish line.*

*Go to starting line with child. Ready, Set, Go!*

*Run with the doll as the child runs next to you. Give each child a turn.*

*You won/you lost. The doll won/the doll lost.*

*Add new actions to the race. Do you want to race, [action]? Add in hopping, walking, tip toeing, jumping, swimming, keeping sentence structure the same.*

## STORY INSTRUCTIONS

7

Read the book "Go Dog Go" by P. D. Eastman aloud to children. Read it slowly but naturally, with intonation and annunciation. Point at pictures as you say the words associated with them. Make sure all children can see the book from where they sit.

*Use this card & script for every lesson.*

## STORY SCRIPT

7

We are going to read a book. Everyone listen (*touch your ear*) and look at the pictures. (*touch your eye*) Time to be quiet. (*touch your lips*)

*Read "Go Dog Go" by P. D. Eastman.*

The end. The book is all done.

## TOY REVEAL INSTRUCTIONS

8

Bring out the special toys the children get to play with at the end of the lesson. Take one toy out at a time and say "That is a [name of toy]" three times, keeping the phrase "That is" consistent. Set out all the toys as quickly as possible so the children do not have to wait long to play. Then once all the toys are out, say, "It is time to play." While the children are playing, encourage the parents to learn the words and say them to their child every time the child brings them that toy. (Ideally parents would watch a video of you saying the names of the classroom toys so that they can practice those names before they come to class.)

*Use this card & script for every lesson.*

## TOY REVEAL SCRIPT

8

*Pull a toy out of the bag or basket and then place it on the floor or table.*

"That is a [name of toy]."

*Continue until all toys are out and named.*

"It's time to play!"

## PARENT LANGUAGE COACHING

8.5

While children play with toys, use this time to direct parents with their own English interactions at home with their children. If there is more than one parent, go around the room interacting with each parent individually.

Model playing with their children in English by commenting on the toy the child has chosen: "That's a toy car! That car is red." Encourage parents to speak English phrases at home and correct any bad pronunciation.

Read the upcoming week of homework and offer to explain activities to the parents or answer their questions.

## PARENT LANGUAGE COACHING SCRIPT

8.5

*Go around the room interacting with each parent.*

*Model playing in English.*

Hi, [child's name], I see you have a [toy]. Nice [toy]. What can you do with that [toy]?

*Practice English phrases the parent wants to use at home.*

*Correct their pronunciation.*

*Offer to explain and model homework activities.*

## CLEAN UP SONG INSTRUCTIONS

9

A few minutes before the end time of the class tell the children it is time to clean up. Sing this song as you start cleaning and motion for the parents and children to help as well. Sing it again and again until the room is cleaned then encourage all to clap at the end.

*Use this card & script for every lesson.*

## CLEAN UP SONG SCRIPT

9

It's time to clean up!

*Sing:* Clean up, Clean up, Everybody Everywhere,  
Clean Up, Clean Up, Everybody do your share!

*While putting away toys with kids:* [name of toy] is all done.

*With clapping:* All done! Good job!

**GOODBYE SONG INSTRUCTIONS****10**

At the end of class make sure to sing the same song every time, with same hand motions. Clap at the end of the song wave "Bye!" Dismiss the class.

*Use this card & script for every lesson.*

**LESSON 2 ACTIVITY A INSTRUCTIONS****5**

Bring out the crayons. Start with just Red and Yellow. Say: "That is red. That is yellow. That is red. That is yellow." Then put one crayon in each fist and put your fists behind your back. Then ask the children to pick. "Where is the red?" Show what is in your hand that the child picked or if the children do not pick open one hand first. Answer, "That is the red." Then open the other hand and say: "That is the yellow." Keep repeating as long as the children enjoy playing. Then you can add in green and blue. Keep all the crayons in one fist and always keep the red crayon alone as that is the one you are consistently having them search for.

**GOODBYE SONG SCRIPT****10**

Goodbye friends, goodbye friends, goodbye friends,  
We're so happy you were here.  
Goodbye, friends, goodbye friends, goodbye friends,  
we're so happy you were here.

*With clapping and waving: Bye!*

**LESSON 2 ACTIVITY A SCRIPT****5**

*Show red and yellow.*

That is red. That is yellow. That is red. That is yellow.

*Hide crayons.*

Where is the red?

Yes! That's it. / No, that is the yellow. Where is the red?

*Repeat.*

*Add green and blue one at a time.*

**LESSON 2 ACTIVITY B INSTRUCTIONS****6**

Put all the crayons on the floor and give the children the coloring page for the lesson (showing several dogs and trees on one sheet) and let the children color the tree or the dog whatever color they like. Make sure to talk to them about what they are doing. Say, "That is a blue dog. That is a green tree. That is a yellow dog." Make sure to use the phrase "that is" rather than "this is" or "your tree is" keeping the phrase that is said before each new vocabulary helps the children know what to focus on and helps the new nouns stick better.

**LESSON 2 ACTIVITY B INSTRUCTIONS****6**

*Comment as children color the page.*

That is a blue dog. That is a yellow tree. Good job!  
Nice red tree.

**LESSON 3 ACTIVITY A INSTRUCTIONS****5**

Put the pictures on the floor. Pointing to each picture, identify it using the script.

Then give the children stickers. Have all the children put the sticker on the right picture together. Say, "That is a blue dog." Then motion for them to put the sticker on that picture and do it yourself as well. Say, "That is a blue tree." Then motion for them to put the sticker on that picture and do it yourself again.

Go through each picture having them put the stickers on the right picture.

Ask them if they want to take turns, then do all the pictures again allowing different children to respond with stickers in turn.

If the children are very young, do just 3-4 pictures at a time.

**LESSON 3 ACTIVITY A SCRIPT****5**

That is a blue dog.

That is a blue tree.

That is a yellow dog.

That is a yellow tree.

That is a red dog.

That is a red tree.

That is a green dog.

That is a green tree.

## LESSON 3 ACTIVITY B INSTRUCTIONS

Take the pictures that are now covered in stickers and tape them to the walls around the room. Then as a group, do the actions (from song) to the picture in a race. If the children are doing the activity well you can add in the different actions. Say, "Do you want to race swimming?" or use the other words like hopping, jumping, walking, etc.

## LESSON 3 ACTIVITY B SCRIPT

Do you want to race?

That yellow dog is the start line. That blue tree is the finish line. Ready, set go!

*Run with children to picture.*

Good race. Do you want to race again?

That [picture] is the finish line. Ready, set, go!

Good race!

Do you want to race with [action]?

Do races with each of the actions from song: walking, hopping, jumping, swimming.

## LESSON 3 ACTIVITY C INSTRUCTIONS

Have the children close their eyes and hide the crayons around the room. Then tell the children to find the crayons (in their native language), then say in English, "Ready, set, go!" Demonstrate looking for the crayons while you say, "Find the red. Find the green. Find the blue." As the children find the colors make sure to say, "That is green. That is red. That is blue." At the end you can say, "Stop, that is the green, that is the red, that is the blue, that is the yellow. We are finished. Good finding."

## LESSON 3 ACTIVITY C SCRIPT

*Cover your eyes, gesture to children to cover their eyes.*

*Hide crayons quickly in room.*

Open your eyes and find the crayons. Ready, set, go!

Find the red. Find the green. Find the blue.

*As children find the crayons:*

That is green. That is red. That is blue.

*End of game:* Stop, that is the green, that is the red, that is the blue, that is the yellow. We are finished. Good finding.

## LESSON 4 ACTIVITY A INSTRUCTIONS

Put out the pictures: House, Dog, Water, Tree, Car. Identify each picture twice using phrase "That is a [object]." Then turn them all over mix the pages around and ask, "Where is the dog?" If a child does not try to flip a page over, flip it over yourself and say, "Yes, that is a dog." or "No, that is a house." and keep looking until you find it. Let the children flip the pages over for you as they show interest. If there are several very little ones in the class, start with three pictures at a time and then add the others gradually.

## LESSON 4 ACTIVITY A SCRIPT

*Spread out pictures, point at each one.*

That is a house. That is a dog. That is a tree. That is water.  
That is a car. That is a house. That is a dog. That is a tree.  
That is water. That is a car. That is a house.

*Flip over all pictures. Where is the dog?*  
Yes, that is a dog. / No, that is a house.

*Continue until all pictures have been found. Play this several times.*

## LESSON 4 ACTIVITY B INSTRUCTIONS

Put the pictures on the floor face up. Say, "Jump on the house." Then show how to jump on top of the picture with a house on it. Say, "Jump over the house." Then show how to jump over the picture with a house on it. Then say, "Jump on the dog. Jump over the dog." Continue until each child who wants to has been able to jump on and over each picture. Then add jump under the house. Show the child how to put the picture over their head and jump under it, repeat for each of the pictures. If they want a challenge, do pictures in jumbled order with turn taking.

## LESSON 4 ACTIVITY A INSTRUCTIONS

*Jump on the house. Demonstrate. Let children join you in jumping.*

*Jump over the house. Demonstrate. Let all children jump over.*

*Jump on the dog. Jump over the dog. Continue until each child who wants to has been able to jump on and over each picture.*

*Jump under the house. Hold picture over head and jump. Give children turns jumping under different pictures.*

## LESSON 5 ACTIVITY A INSTRUCTIONS

Go to the doorway to the room and say, "Let's walk in. Let's walk out." while you do the actions with the children. "Let's swim in. Let's swim out." "Let's walk in. Let's run out." "Let's tip toe in. Let's hop out." Keep going through the actions, mixing them up.

## LESSON 5 ACTIVITY A SCRIPT

Let's walk in. *Lead the children.*

Let's walk out.

Let's [swim/run/jump/hop/tip toe] in.

Let's [swim/run/jump/hop/tip toe] out.

## LESSON 5 ACTIVITY B INSTRUCTIONS

Get out a stick (try a foam pool noodle or other type of stick). Raise it high and have the children go under it. Say, "Go under. Ready, set, go!" Then put the stick on the ground. Say, "Jump over. Ready, set, go!"

"Go on the stick. Ready, set, go!" Show how to balance on the stick. Say, "Go under the stick. Ready, set, go!" and repeat, mixing up actions and stick orientation for variation.

## LESSON 5 ACTIVITY B INSTRUCTIONS

Go under! Ready, set, go!

Go over! Ready, set, go!

Go on the stick! Ready, set, go!

*Also:*

Hop under the stick.

Swim over the stick.

Tip-toe under the stick.

Jump on the stick.

*Make up other variations of stick orientation and action.*

## SNACKTIME INSTRUCTIONS (OPTIONAL)

---

Serving and enjoying a snack is sure to be any child's favorite time of the class. Do this at the end of class after the clean up and before the Goodbye.

Choose classic American snacks, and show the children the snack and identify it by its name (learning food and brand names is a part of cultural learning too) then offer it to each child one at a time. Give them a chance to respond with a nod, then say "Yes, please/thankyou." Gradually they may say "Yes, please/thankyou" without prompting.

## SNACKTIME SCRIPT (OPTIONAL)

---

*Show children snack.* Now it's snacktime. Today we are eating [name of snack]. Would you like some [name of snack]? *Offer it to each child, one at a time.*

Yes, please. *Give snack to child.*  
Thankyou.

Who would like more [name of snack]?  
Yes, please. Thankyou.  
Snacktime is all done.

