

## Daily Life and Celebrations

**Themes** Routines, Clothes We Wear, Holiday and Celebrations, Seasons of the Year

**Goal** To help students learn to tell the difference between daily routines and special occasions.

**Materials** Large size paper or Styrofoam cups, popsicle sticks or straws, paper cut-out attached to stick with tape.

**Description** Cut out a figure of a person. See page 19. Add clothing details to represent everyday clothes, holiday clothes, summer clothes or winter clothes. Attach cut-out to stick with tape. Poke hole in bottom of cup to make pop-up puppet. Host a puppet fashion show.



Use puppets to sing *Are You Sleeping* and *Lazy Marie*.

Use puppets to introduce the day's schedule or to introduce a calendar with the days of the week. Sample calendar found on page 19.

Use puppets to review names:

    (name)     is here today                      puppet is down

    (name)     is here today

Yeah,     (name)    !                                  puppet pops out

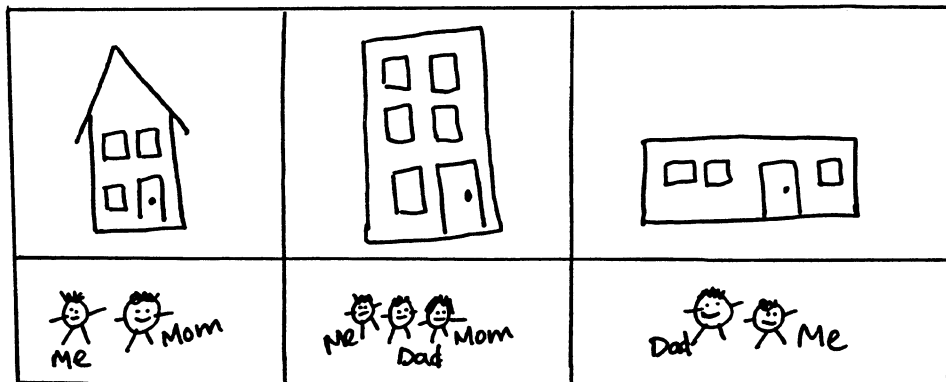
- Variations**
1. Divide class into relay teams. Students see how quickly they can dress into their snow pants and coat. Otherwise, students could select clothes from a suitcase and see how quickly they can dress into an outfit.
  2. Show various seasons of the year on your neighborhood collage.

**Closure** Review words for clothes when using pop-up puppets: shirt, jeans, shoes and hat. See vocabulary words on page 27.

Sing songs, *Are You Sleeping?* and *Lazy Marie* while you color pages 4, 5 and 7 in *Teach Me English* and while you begin your day together.

## Home Sweet Home

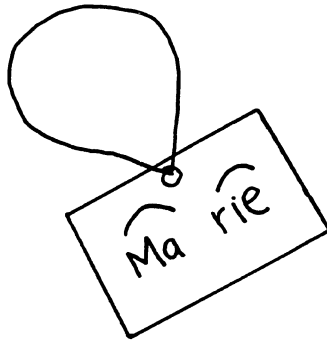
- Themes** Places People Live, Families, Our Community
- Goal** To help students understand that families live in different kinds of dwellings.
- Materials** Pictures of different types of houses (homes, apartment buildings, high rises, house boats, huts, trailers, tents, cabins, cottages), stamp/ink pad (see recipe #1 on page 17), butcher paper, marker.
- Description** Show the pictures of various types of housing and create a chart on a large piece of butcher paper. Talking to one student at a time, help them show where their family lives by using thumbprints. Use ink pad and thumb to place thumbprints on chart. Identify members of each family by writing names under each thumbprint. Have student add arms, legs, features and hair to thumbprints to resemble their family. Discuss different types of families.



- Variations** As a class, make a neighborhood collage (urban, suburban or rural). Cut and paste or paint pictures of dwellings found in your community on a large sheet of butcher paper. Create a Marie figure to mount on the collage.
- \*\*** Allow for the collage to grow in the weeks ahead. Look for additional neighborhood collage activities throughout the teacher's guide.
- Closure** Make flashcards for common objects in your home or classroom and tape words to these objects. See vocabulary word lists on pages 26 and 28.
- Color pages 2 and 3 in *Teach Me English*. Use only color crayons you have learned from the tape. Colors: Grey, brown, white, blue, black, green, yellow, red.

## What Is Your Name?

<b>Themes</b>	I'm Me and I'm Special, Families, Friends, Alike and Different
<b>Goals</b>	To help students understand that every person speaks a language or several languages.
<b>Materials</b>	Index cards with each student's first name written on it and the number of syllables emphasized, hole punch, yarn to string into necklace.
<b>Description</b>	Stand in a circle wearing name necklaces. Each student takes a turn to say his or her name and then stamps feet for each syllable. Discover whose names have the same pattern of stamps, and have them do it together. Refer to page 22 for pronunciation of vowels and letters.



<b>Variations</b>	<ol style="list-style-type: none"><li>1. Older students may want to look in a name book and write the meaning of their name on their name necklace.</li><li>2. Each syllable could represent a different movement. For instance, I might say, "Ma" and at the same time jump on one foot. Then I would say, "rie" and touch my toes. The group as a whole repeats the name with the same movement. Everyone in the circle gets a turn.</li></ol>
<b>Closure</b>	<p>Listen to the song, <i>The More We Get Together</i>. Try skipping and holding hands while singing the song.</p> <p>Sing the song while coloring page 1 in <i>Teach Me English</i>.</p> <p>See vocabulary list on page 23 for various words used to describe people in your family or at school.</p>

**Welcome to *Teach Me English!***  
For Preschool through Grade 6

*Teach Me English* initiates an inviting approach to language learning by using popular children's songs. A child's early exposure to English and the American culture enhances their appreciation of our society. What better gift to offer our youth than the tools and ideas to better understand the world we live in.

The English language developed mainly from the Anglo-Saxon and Norman-French languages. Today, English is the most widely spoken language in the world. In many countries, it is either the native language or a secondary language. Over 350 million people speak English as their native language. It has a very large vocabulary with over 600,000 words.

This guide was written and developed by Lynn Bunge, a teacher who has worked with children ages 16 months to 18 years. Her experience in both indoor and outdoor teaching settings has been incorporated into this guide to enhance your curriculum with hands-on-learning activities.

We are pleased to have you join us in promoting language learning, and we invite your comments as we strive to enrich our children.



Judy Mahoney  
President, Teach Me Tapes, Inc.