



K2 · Week 6 · Term 1

Day 1

Learning goal: Identify words for body parts.

Learning outcome: L Follow the steps for various activities. **Vocabulary:** *arm, hand, jump, knee, leg, toes*

Topic: Taking Care of Myself

Value: Honesty

Stage	Resources	Teacher's Notes
Oral Language	Track: <i>Head, Shoulders, Knees and Toes</i>	Have students stand in a circle. Play the track <i>Head, Shoulders, Knees and Toes</i> . Lead students in singing and touching the corresponding body parts. Greet students and encourage them to respond to your greetings.
Story Time	BE a Bookworm!: <i>I Like Myself</i>	Picture Walk-Through Display the cover of the story <i>I Like Myself</i> and show the picture to the students. Ask, <i>What can you see? Who is he?</i> Give options for the students to choose the best answer. Ask about every page and elicit the parts of the body or the colors.



Stage	Resources	Teacher's Notes
LP- Opening	Girl finger puppet	<p>Game: <i>Mary Says</i> Hold up the girl puppet. Invite students to stand in a circle. Have the puppet give students commands for different parts of their bodies. Tell them they must only follow the commands that are preceded by <i>Mary says</i>. If a student follows a command that is not preceded by <i>Mary says</i>, he or she must sit down. The last student standing wins the game.</p>
LP- Development	<p>Student's Book, page 46</p> <p>Tracks: K2 T1 W6 Listen. K2 T1 W6 Listen and point. K2 T1 W6 Listen and check. K2 T1 W6 Listen, point, and repeat.</p> <p>Crayons</p>	<p>Listen and follow the instructions. Listen. Make sure students have their books closed. Play the K2 T1 W6 Listen track and encourage students to act out the words with you. Play the track again and have students point and mime by themselves. Listen and point. Have students open their books and play the K2 T1 W6 Listen and point track. Have students point at the words or pictures as they hear them. Listen and check. Explain that students will hear the list of words again but in a different order. As students do not know how to write yet, have them check the box by the picture in the order they hear it. Play the K2 T1 W6 Listen and check track. Monitor. Listen, point, and repeat. Play the K2 T1 W6 Listen, point, and repeat track. Have students listen to each word. Pause the track after each word and have students point and repeat the words in different pitches, such as high, deep, squeaky and so forth.</p>
LP-Consolidation	<p>Photocards: <i>jump, knee, arm, leg, toes, hand</i></p>	<p>Show the photocards and ask children to name them. Let each student take a turn lying down on a piece of butcher paper while another student traces around their body. The students can then color in their own facial features and clothing.</p>



K2 · Week 6· T1 1

Day 2

Learning goal: Identify body parts.

Learning outcome: L Pick up words from stories to express his/her own opinions. **Vocabulary:** *hands, arms, knees, legs, toes, face*

Topic: Taking Care of Myself

Value: Honesty

Stage	Resources	Teacher's Notes
<p>Oral Language</p>		<p>Greetings Greet students and encourage them to respond. T: <i>Good morning.</i> Ss: <i>Good morning.</i> T: <i>How are you today?</i> Ss: <i>Fine, thanks. How are you?</i> T: <i>Fine, thanks.</i></p> <p>Calendar Identify today's date with the students. Write it across the top of the board for visual reference. T: <i>What's the date today? What do we celebrate today? Is anybody's birthday today?</i></p>
<p>Story Time</p>	<p>BE a Bookworm!: <i>I Like Myself</i></p> <p>Track: <i>I Like Myself</i></p>	<p>Give students the BE a Bookworm! guided readings book. Open the book to the story <i>I Like Myself</i>. Play the track <i>I Like Myself</i> and turn over the pages at the correct time. Ask students to listen and follow the story. Encourage them to point to pictures they like in this story.</p>



Stage	Resources	Teacher's Notes
LP- Opening	<p>Track: <i>Head, Shoulders, Knees and Toes</i></p>	<p>Vocabulary: <i>Body Parts</i> Play the track <i>Head, Shoulders, Knees, and Toes</i>. Ask students to sing and point to the corresponding parts of their body.</p>
LP- Development	<p>Student's Book, page 47 Crayons</p>	<p>Listen and cross out. Give out Student's Books. Ask students to look at the page and point to and describe elements they recognize from the BE a Bookworm! Then, read the first sentence and ask students to identify the picture that represents the meaning of the sentence. Have students cross out the picture that doesn't match with the sentence. Repeat the procedure for the remaining two. Invite students to repeat the sentences chorally.</p>
LP-Consolidation	<p>Cutouts 6 Grooming Poster Cutouts: <i>brush, comb, shampoo, sponge, toothbrush, toothpaste</i></p>	<p>Help students find Cutouts 6. Explain that the boy and the girl are missing something. T: <i>Look at the pictures. What is missing?</i> Ss: <i>Arms. Legs.</i> Ask students to paste the cutouts on a piece of construction paper. Have students color them and then, help them cut out the pictures. When they finish, show students how to put their fingers through the holes, so their fingers look like arms and legs. Put the cutouts away for further activities.</p> <p>Keep my body clean Hold up the Grooming Poster Cutouts one at a time. T: <i>What's this?</i> Ss: <i>It's a toothbrush.</i> T: <i>We brush our teeth with a toothbrush.</i> Model the action with the boy cutout, and encourage students to mime it as they repeat after you. Continue with the following actions: <i>wash our hands with soap, brush/comb our hair with a brush/comb, wash our hair with shampoo, wash our body with a sponge, dry our hands with a towel.</i> Discuss the importance of taking care of our bodies through personal hygiene.</p>



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Day 3

Learning goals:

PA Repeat sounds.

PH Identify the letter s by name.

Learning outcome: L Identify beginning sound: s

Vocabulary: snake, sun, pear, six, scissors, pencil, cat, sock, two

Topic: Taking Care of Myself

Value: Honesty

Stage	Resources	Teacher's Notes
<p>Oral Language</p>	<p>Track: <i>If Anybody Asks You Who I Am</i></p>	<p>Play the track <i>If Anybody Asks You Who I Am</i>. Sing the song along with students. Perform this dialogue: T: <i>Good morning.</i> Ss: <i>Good morning.</i> T: <i>How are you today?</i> Ss: <i>Fine thanks.</i> Calendar Repeat the calendar routine.</p>
<p>Story Time</p>	<p>BE a Bookworm!: <i>I Like Myself</i></p>	<p>Interactive Reading Use the CAR technique. Comment something wrong on purpose and wait for students to correct it. For example, <i>I don't like myself.</i> Ss: <i>I like myself!</i> T: <i>I like my knees.</i> Ss: <i>I like my hands!</i> Then, use the Ask and wait. T: <i>Are these his knees?</i> Ss: <i>No they are his hands.</i> Finally use the Respond and add more. T: <i>Yes, you're right, He likes his hands. He has two hands. You have two hands.</i></p>

Theme: Knowing Ourselves

Universal Understanding: The more I learn about myself, the more I like myself.

Essential Question: What do I like about myself?

Topic: Taking Care of Myself

Value: Honesty



Oral Language	<p>Learning goal: Interact with different types of classroom talk, stories, chants, songs, and rhymes.</p> <p>Learning Outcome: L Carry out the steps to complete an activity.</p>
Interactive Reading	<p>Learning goal: Listen attentively to stories in class.</p> <p>Learning Outcome: L Listen to stories and express his/her reactions.</p>

WEEK 1	Literacy			Learning Domains	
	Vocabulary	Story/ Language	Phonemic and Phonological Awareness	Math	Learning Domain / Project
	Day 1	Day 2	Day 3	Day 4	Day 5
		<p>Learning goal:</p> <ul style="list-style-type: none"> • Associate words with pictures. <p>Learning Outcome:</p> <ul style="list-style-type: none"> • L Follow the steps for various activities. 	<p>Learning goal:</p> <ul style="list-style-type: none"> • Follow a story along while listening. <p>Learning Outcome:</p> <ul style="list-style-type: none"> • L Listen to stories and express his/her reactions. 	<p>Learning goal:</p> <ul style="list-style-type: none"> • PH: Recognize their name in sentences. • PA: Recognize words in sentences. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • L Use letters and/or graphic representations for his/her text. 	<p>Learning goal:</p> <ul style="list-style-type: none"> • Classify objects. <p>Learning Outcome:</p> <ul style="list-style-type: none"> • L Identify similarities and differences.

Language used:	<p>Day 1 bathroom, classroom, door, lunchbox, shelf, teacher</p> <p>Day 2 draw, paint, cut, glue, wave</p> <p>Day 3 girl, name, draw, paint, cut, glue, wave</p> <p>Day 4 pencil, scissors, crayons, glue sticks, paintbrushes</p> <p>Day 5 playground, classroom, bathroom</p>
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K2 • Week 2 • Term 1

Theme: Knowing Ourselves

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Essential Question: What do I like about myself?

Topic: Taking Care of Myself

Value: Honesty



Oral Language	<p>Learning goal: Interact with different types of classroom talk, stories, chants, songs, and rhymes.</p> <p>Learning Outcome: L Use words about himself/herself and where he/she lives.</p>
Interactive Reading	<p>Learning goal: Associate spoken word to graphics within a story page read.</p> <p>Learning Outcome: L Pick up words from stories to express his/her own opinions.</p>

WEEK 2	Literacy			Learning Domains	
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	Day 1	Day 2	Day 3	Day 4	Day 5
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Language used:	<p>Day 1 <i>crayon, marker, paintbrush, pencil, pencil case, scissors</i></p> <p>Day 2 <i>hungry, sad, thirsty, sad, mad, scared, happy</i></p> <p>Day 3 <i>hungry, sad, thirsty, sad, mad, scared, happy, school, sentence</i></p> <p>Day 4 <i>teddy bear, boy, woolen cap, cap, watering can, snail, plant pot</i></p> <p>Day 5 <i>glue stick, pencil, crayon, marker, scissors, playground</i></p>
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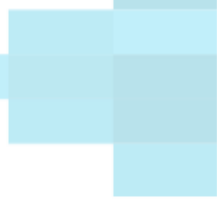
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