



K-1  
Beginners

# Hands-On ENGLISH™

An English Language Development Program

## Grammar Forms & Language Function

# Grammar Forms & Language Function Preview

## Hands-On ENGLISH®

K–1 Beginners English Language  
Development Program

*Hands-On English* delivers age-appropriate content grounded in state and national English language development and subject matter standards, including English language arts, math, and science. With an emphasis on engagement, the program immerses students from day one in interesting, meaningful tasks that contextualize and promote language learning.

Take a look at the preview of the *Hands-On English* grammar and language functions tasks to see the systematic approach that allows teachers to implement and scaffold explicit and robust grammar instruction while integrating uses in reading and writing tasks that lead to oral language development. The program is organized by vocabulary, grammar forms, and language function/tasks and features ready-made sentence frames.

As you preview this packet, **note the red highlighted sections on pages 3 and 4** that showcase grammar and language function objectives. This sample is focused on grammar forms and language functions but the full chapter covers all language skills. The included lessons, teacher slides, and printables are only a small sample of the complete chapter. To access the full chapter with all the lessons and activities, visit [www.ballard-tighe.com/ell/pilotseries](http://www.ballard-tighe.com/ell/pilotseries).

Enjoy the preview, and **please reach out** with any questions or if you'd like a closer look at **Hands-On English** or any of our other English language development programs.

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# Chapter 3

## Overview

# I Feel Silly!

ESSENTIAL QUESTION How do you feel today?

### LANGUAGE DEVELOPMENT GOALS

- Parts of the body
- Expressing feelings and emotions
- Identifying aches and pain

### TEXTS

- Fiction: *Ouch!*
- Informational: *Everyday People*
- Chants/Poems: *How Do You Feel?*, *My Body*

### CONTENT CONNECTIONS

- Language Arts

### ACADEMIC SKILLS

- Participate in collaborative conversations with partners, peers, and adults about topics and texts
- Ask and answer questions about key details in a text
- Combine drawing, dictating, and writing to compose a simple text
- Identify words in a text that suggest feelings
- Identify a similarity between two people in two texts

### FLEX ACTIVITIES & LESSONS

### OBJECTIVES

#### Building Connections

Students illustrate and then share a personal or made up “ouch” story or “happy” story. Best completed during Lesson 5. (page 17)

#### Capstone Project

Students create and illustrate a mini-book about feelings and then present their book orally to the class.

#### EnglishMat

Themes: Feelings, Family  
Students describe characters orally and/or in writing. They tell who the characters are, what they are doing, and how they feel. Best introduced after Lesson 5.

#### Reflection

Review the Essential Question: How do you feel today?  
Students talk about the words they learned in the chapter to describe feelings and their body. Best completed after Lesson 10 or the Capstone Project.

### ASSESSMENT & EVALUATION

### FOR USE DURING

**Form 1** Adjectives (Feelings)

Lessons 7, 10

**Form 2** Verbs (Feelings) & Grammar

Lessons 7, 8, 10

**Form 3** Nouns (Parts of the Body)

Lessons 6, 8, 10

**Capstone Form**

Capstone Project

**EnglishMat Form**

EnglishMat

| Target Vocabulary*                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Target Functions                                                                                                                                                                                                                                 | Grammatical Forms                                                                                                                                                                        | Sentence Frames                                                                                                                                                                                                                                                                     | Lesson(s)                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>NOUNS</b><br><b>Parts of the Body</b><br>arm<br>body<br>doctor<br>ear<br>elbow<br>eye<br>face<br>finger<br>foot<br>hair<br>hand<br>head<br>knee<br>leg<br>mouth<br>neck<br>nose<br>nurse<br>stomach<br>toe<br><br><b>VERBS</b><br><b>Feelings</b><br>cry<br>feel<br>frown<br>hurt<br>laugh<br>make<br>scream<br>smile<br><br><b>ADJECTIVES</b><br><b>Feelings</b><br>bored<br>brave<br>happy<br>hungry<br>mad<br>sad<br>scared<br>shy<br>sick<br>silly<br>surprised<br>tired | Ask about feelings<br>Describe feelings                                                                                                                                                                                                          | Interrogative ( <i>how</i> )<br>Adjectives                                                                                                                                               | How do you feel?<br>I feel _____.<br>How does _____ feel?<br>_____ feels _____.<br>How does _____ make you feel?<br>_____ makes me feel _____.                                                                                                                                      | Lessons 1-3, 7,<br>9, 10 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ask to identify things (parts of the body)<br>Identify things (parts of the body)                                                                                                                                                                | Possessive pronoun ( <i>my</i> )<br>Articles ( <i>a/an</i> )<br>Regular plurals<br>Demonstrative pronouns ( <i>this, these</i> )<br>Subject-verb agreement ( <i>this is, these are</i> ) | What is this?<br>This is (my) _____.<br>This is a/an _____.<br>What are these?<br>These are (my) _____.                                                                                                                                                                             | Lessons 4, 7, 8,<br>10   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ask about well-being<br>Describe aches and pains                                                                                                                                                                                                 | Interrogative ( <i>what</i> )<br>Possessive pronoun ( <i>my</i> )<br>Subject-verb agreement ( <i>hurts/hurt</i> )                                                                        | What hurts?<br>My _____ hurts.<br>My _____ hurt.                                                                                                                                                                                                                                    | Lesson 6                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Work With Text**                                                                                                                                                                                                                                 |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                     |                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Understand comprehension questions<br>Describe details in illustrations<br>Understand vocabulary in context<br>Justify answers with reference to text<br>Identify details about characters and events<br>Identify a similarity between two texts | Interrogatives ( <i>what + want, how + feel, how do you know, what word tells how, which pictures, what happened, who...in this picture</i> )<br>Simple present<br>Pronoun reference     | What does ____ want to do?<br>____ wants to ____.<br>How does ____ feel _____?<br><small>(place, time)</small><br>____ feels ____.<br>How do you know?<br>What word tells how ____ feels?<br>What happened to ____?<br>Point to the part of this story that is like the ____ story. | Lessons 5, 9             |

\*Words in green = Vocabulary Cards

\*\*These do not appear as printed frames. The Work With Text frames are shown on the lesson slides.

|                                       | Objectives                                                                                                                                                                                                                          | Materials                                                                                                                                                             | Preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1</b><br>Explore the Topic  | <ul style="list-style-type: none"> <li>Introduce and practice a chant: <i>How Do You Feel?</i></li> <li>Introduce the Essential Question: How do you feel today?</li> </ul>                                                         | <b>PROGRAM MATERIALS</b><br>Frames C3F1-2<br><br><b>ONLINE RESOURCES</b><br>Slides 1A-B                                                                               | <b>CREATE</b> <ul style="list-style-type: none"> <li>Anchor Chart</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Small objects to elicit feelings, such as toys, stuffed animals, candy, rubber snake</li> <li>Crayons, markers, and paper</li> </ul>                                                                                                                                                                                             |
| <b>Lesson 2</b><br>Work with Words    | <ul style="list-style-type: none"> <li>Introduce and practice using adjectives</li> <li>Identify feelings orally</li> <li>Ask and answer questions about feelings</li> </ul>                                                        | <b>PROGRAM MATERIALS</b><br>Frames C3F2-4<br><br><b>ONLINE RESOURCES</b><br>Slides 1A-B, 2<br>Printable 1: Our Feelings                                               | <b>PRINT &amp; CUT</b> <ul style="list-style-type: none"> <li>Printable 1: One set of pictures per class</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>Lesson 3</b><br>Work with Language | <ul style="list-style-type: none"> <li>Describe feelings</li> <li>Create an illustration and label it with a sentence about feelings</li> </ul>                                                                                     | <b>PROGRAM MATERIALS</b><br>Frames C3F5-6<br><br><b>ONLINE RESOURCES</b><br>Slides 2, 3A-L<br>Printable 1: Our Feelings<br>Printable 2: Pictures to Inspire           | <b>PRINT &amp; CUT</b> <ul style="list-style-type: none"> <li>Printable 1: One picture per student</li> <li>Printable 2: One picture per pair</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Hand puppet or stuffed animal</li> <li>Crayons, markers, and paper</li> <li>Pictures from magazines</li> <li>Talking Box: 8-10 small items to elicit feelings</li> </ul> <b>REUSE</b> <ul style="list-style-type: none"> <li>Anchor Chart</li> </ul> |
| <b>Lesson 4</b><br>Work with Words    | <ul style="list-style-type: none"> <li>Introduce and practice using vocabulary: parts of the body</li> <li>Introduce and use regular plural forms</li> <li>Introduce and use demonstratives <i>this</i> and <i>these</i></li> </ul> | <b>PROGRAM MATERIALS</b><br>Frames C1F9-10; C3F7-9<br>Vocabulary Cards<br>Student Cards<br><br><b>ONLINE RESOURCES</b><br>Slides 4A-B, 5<br>Printable 3: Body Diagram | <b>PRINT</b> <ul style="list-style-type: none"> <li>Printable 3: One template per group</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Large chart paper to trace students' body outline: one per group</li> </ul>                                                                                                                                                                                                                                |
| <b>Lesson 5</b><br>Work with Text     | <ul style="list-style-type: none"> <li>Listen to and repeat a fictional text: <i>Ouch!</i></li> <li>Ask and answer comprehension questions about a story orally</li> <li>Retell events in a story</li> </ul>                        | <b>PROGRAM MATERIALS</b><br>Frames C1F9, 12, 20; C3F3-4<br>Big Book B<br><br><b>ONLINE RESOURCES</b><br>Slides 6, 7A-B, 8A-B<br>Printable 4: Story Pictures           | <b>PRINT</b> <ul style="list-style-type: none"> <li>Printable 4: One set of pictures per pair</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Hand puppet or stuffed animal</li> <li>Crayons, markers, and paper</li> </ul>                                                                                                                                                                                                                        |

|                                                   | Objectives                                                                                                                                                                                                                                                                        | Materials                                                                                                                                                                                                    | Preparation                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 6</b><br><b>Work with Language</b>      | <ul style="list-style-type: none"> <li>Introduce and practice a doctor-patient dialogue</li> <li>Ask and answer questions about physical well-being using possessive pronouns</li> </ul>                                                                                          | <b>PROGRAM MATERIALS</b><br>Frames C3F10-12<br>Vocabulary Cards<br>Student Cards<br><br><b>ONLINE RESOURCES</b><br>Slides 4A-B, 9A-C<br>Form 3                                                               | <b>GATHER</b> <ul style="list-style-type: none"> <li>Two hand puppets or stuffed animals</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| <b>Lesson 7</b><br><b>Develop Academic Skills</b> | <ul style="list-style-type: none"> <li>Identify and describe feelings orally</li> <li>Create an illustration to portray a feeling, part of the body, or verb</li> <li>Describe a drawing orally</li> </ul>                                                                        | <b>PROGRAM MATERIALS</b><br>Frames C1F9, 20; C3F3-4, 8-9<br>Vocabulary Cards<br><br><b>ONLINE RESOURCES</b><br>Slides 1A-B, 2, 4A-B, 5, 10<br>Printable 5: Roundtable<br>Forms 1-2                           | <b>PRINT &amp; CUT</b> <ul style="list-style-type: none"> <li>Printable 5: One set of templates per group of four students</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Chart paper for each group</li> <li>Crayons, markers, glue</li> </ul> <b>CREATE</b> <ul style="list-style-type: none"> <li>For Roundtable, divide each group's chart into four numbered quadrants clockwise from one to four</li> </ul> |
| <b>Lesson 8</b><br><b>Work with Language</b>      | <ul style="list-style-type: none"> <li>Identify and describe parts of the body orally</li> <li>Introduce and practice using articles <i>a</i> and <i>an</i></li> <li>Identify parts of the body in writing using <i>a</i> and <i>an</i></li> </ul>                                | <b>PROGRAM MATERIALS</b><br>Frames C1F9-10; C3F7-9<br>Vocabulary Cards<br>Student Cards<br><br><b>ONLINE RESOURCES</b><br>Printable 3: Body Diagram<br>Forms 2-3                                             | <b>PRINT</b> <ul style="list-style-type: none"> <li>Printable 3: One template per pair</li> </ul> <b>CREATE</b> <ul style="list-style-type: none"> <li>T-Chart</li> </ul>                                                                                                                                                                                                                                                          |
| <b>Lesson 9</b><br><b>Work with Text</b>          | <ul style="list-style-type: none"> <li>Introduce and read an informational text: <i>Everyday People</i></li> <li>Ask and answer comprehension questions about a text orally</li> <li>Identify and describe a favorite person</li> </ul>                                           | <b>PROGRAM MATERIALS</b><br>Frames C1F12, 20; C3F5-6<br>Big Book B<br><br><b>ONLINE RESOURCES</b><br>Slides 11, 12A-B                                                                                        | <b>GATHER</b> <ul style="list-style-type: none"> <li>Crayons, markers, and paper</li> </ul>                                                                                                                                                                                                                                                                                                                                        |
| <b>Lesson 10</b><br><b>Review &amp; Apply</b>     | <ul style="list-style-type: none"> <li>Ask and answer questions about the body</li> <li>Ask and answer questions about feelings</li> <li>Use regular plural nouns, articles (<i>a</i>, <i>an</i>), and demonstrative pronouns (<i>this</i>, <i>these</i>) in sentences</li> </ul> | <b>PROGRAM MATERIALS</b><br>Frames C1F9-10; C3F3-9<br>Vocabulary Cards<br>Student Cards<br><br><b>ONLINE RESOURCES</b><br>Slide 2<br>Printable 2: Pictures to Inspire<br>Printable 6: Thank You<br>Forms 1-3 | <b>PRINT &amp; CUT</b> <ul style="list-style-type: none"> <li>Printable 2: One picture per student</li> <li>Printable 6: One template per student (for Extend)</li> </ul> <b>REUSE</b> <ul style="list-style-type: none"> <li>Student drawings from Lesson 9 Activity 2</li> </ul> <b>GATHER</b> <ul style="list-style-type: none"> <li>Crayons and markers</li> </ul>                                                             |

# Lesson 3

## ESSENTIAL QUESTION

How do you feel today?

# Work with Language

### OBJECTIVES

- Describe feelings
- Create an illustration and label it with a sentence about feelings

### SENTENCE FRAMES

C3F5-6

Our Feelings

happy sad mad bored

tired silly shy sick

brave scared hungry surprised

Chapter 3

### Activity 1 How Does It Make You Feel?

Look at pictures and describe the feelings they elicit



**SLIDE 2** Review the new adjectives by pointing to each word on the slide (or anchor chart), and have students act it out.

**SLIDES 3A-L** For each picture on the slide, ask students: **How does \_\_\_\_ make you feel? \_\_\_\_ makes me feel \_\_\_\_.** Model the conversation with a puppet, and then ask for volunteers. Use *it* to simplify the exchange for students as they practice the first time. C3F5-6

**LINES OF COMMUNICATION PRINTABLE 2** If this is the first time doing this routine, model it several times as needed. Give each student in Line 1 a picture from the printable. (There are 12 different pictures.)

- C3F5 Line 1: (*shows picture*) How does it make you feel?
- C3F6 Line 2: (*acts out the feeling*) \_\_\_\_ makes me feel \_\_\_\_.

Remind Line 2 students that it's important to match their words, body, and facial expressions to the feeling when they answer the question. Reassure students that there is no right or wrong answer when expressing their feelings about the picture. Students may have different reactions.

Printable 2: Pictures to Inspire

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Printable 2 (cont'd): Pictures to Inspire

Chapter 3

Printable 2 (cont'd): Pictures to Inspire

Chapter 3

⬇ Sit in a circle with the pictures from Printable 2 placed in a stack in the middle. Pick up a picture and ask the student to the right of you: **How does it make you feel?** Have the student act out the feeling. Then, ask the class: **How does it make him/her feel?** State the answer in a full sentence, and have the class echo repeat. Continue around the circle in the same manner.

| TARGET VOCABULARY                                                                                                                | TARGET FUNCTIONS                        | GRAMMATICAL FORMS                          |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------|
| <b>Verbs:</b> feel, make<br><b>Adjectives:</b> bored, brave, happy, hungry, mad, sad, scared, shy, sick, silly, surprised, tired | Ask about feelings<br>Describe feelings | Interrogative ( <i>how</i> )<br>Adjectives |

Activity 2

## Be an Illustrator

Illustrate a feeling and write about it

**WRITE** **PRINTABLE 1** Tell students you are going to give them a picture showing an emotion, and they are going to draw a picture that shows what makes them feel that way. Brainstorm examples with the class, and add them to the anchor chart from Lesson 1, as needed. Ask questions, such as: **What makes you feel bored? What makes you feel silly?** Give each student a picture from Printable 1. Guide students to draw a picture that reflects the emotion and then write or copy the sentence to label their drawing: It makes me feel \_\_\_\_.

**↑** Have students replace *it* in their sentences with more specific details, such as: *The picture makes me feel \_\_\_\_.* *Swimming makes me feel \_\_\_\_.*

Alternatively, let students choose pictures cut out from magazines. Have them glue a picture to a piece of paper, and then copy or write the sentence.



### EXTEND: ORAL PRACTICE

**TALKING BOX** Gather eight to ten items that elicit a variety of emotions, and put them in a small box, such that students can't see the items. For example, a small fuzzy stuffed toy, a block, a crayon, a Band-Aid, a plastic bug or spider, a stick of gum, a fake mustache, an eye patch, and so forth. Show students the box and tell them that it is called a Talking Box.

Take out an item from the box, and say: **It makes me feel \_\_\_\_.** Model with a few items, and then, pass the box to a student. Guide students to take out an item and use the frame. Go around the circle until all students have had a chance to talk.



# Lesson 6

## Work with Language

### ESSENTIAL QUESTION

How do you feel today?

#### OBJECTIVES

- Introduce and practice a doctor-patient dialogue
- Ask and answer questions about physical well-being using possessive pronouns

#### SENTENCE FRAMES

C3F10-12

#### VOCABULARY

#### CARDS

+ student cards

##### Nouns

|         |       |        |       |
|---------|-------|--------|-------|
| arm     | body  | ear    | elbow |
| eye     | face  | finger | foot  |
| hair    | hand  | head   | knee  |
| leg     | mouth | neck   | nose  |
| stomach | toe   |        |       |

doctor nurse

#### Activity 1 Let's Move: My Body

Review a chant and vocabulary related to the body



**REVIEW** **SLIDES 4A-B** Review the chant from Lesson 4. Do it a few times, and have students point at the different parts of the body as they chant. Then, divide the class into two groups, A and B. Do a "call and response" with group A saying the *this/these* lines and group B saying the choral lines *head and nose, head and nose*.

#### Activity 2 Doctor, My Elbow Hurts!

Introduce and practice a doctor-patient dialogue



**VOCABULARY CARDS** Introduce *doctor* and *nurse* with the vocabulary cards. Tell students that today they are going to pretend to talk to a doctor. Ask them if they know what doctors and nurses do. Tell students: **If you are sick or hurt, you go see the doctor or the nurse. You tell the doctor about your problem.**

Put the stack of vocabulary cards for parts of the body in front of you. Pick up a card, and model the following frames. Tell students that when more than one thing hurts, you just say *hurt*. Provide examples using the vocabulary cards.

C3F10 What hurts?

C3F11 My \_\_\_\_\_ hurts.

C3F12 My \_\_\_\_\_ hurt.

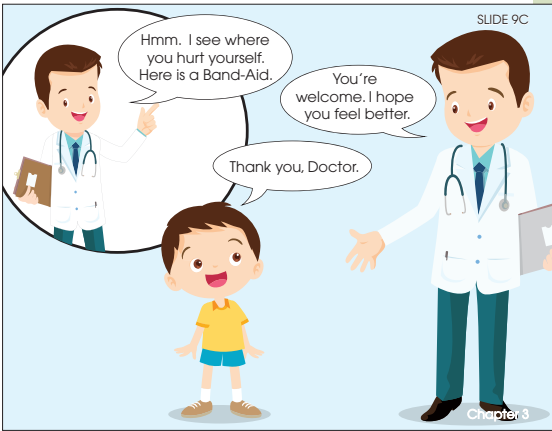
**MODEL** **SLIDES 9A-C** Then, introduce the dialogue using two hand puppets or stuffed animals. (Only use singular parts of the body.)



#### TEACHING TIP

An authentic doctor-patient dialogue would likely be different from this example. However, this dialogue provides a starting point for students to communicate what they feel with medical professionals at school and in the community. Introduce other ways to tell a doctor or nurse about how you feel, even when you don't know the words. For example, point to your throat or head and say, "It hurts here." Have students repeat the lines and actions. Teach frequently used terms, such as *sore throat*.

| TARGET VOCABULARY                                                                                                                                                     | TARGET FUNCTIONS                                 | GRAMMATICAL FORMS                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------|
| <b>Nouns:</b> arm, body, doctor, ear, elbow, eye, face, finger, foot, hair, hand, head, knee, leg, mouth, neck, nose, nurse, stomach, toe<br><b>Verbs:</b> feel, hurt | Ask about well-being<br>Describe aches and pains | Interrogative ( <i>what</i> )<br>Possessive pronoun ( <i>my</i> ) |



Reinforce *my* by pointing at your own body and *your* by pointing at a student volunteer.

**PRACTICE** Repeat the dialogue with a different picture card of the body. Have the class repeat the patient’s lines. Then, repeat the dialogue again, having the class repeat the doctor’s lines. Then, divide the class into two groups, A and B. Have group A say the doctor’s lines and group B say the patient’s lines. Do this a few times, and then reverse roles.

⬇ If the class needs additional support, focus on the patient part of the dialogue only and eliminate the A-B group practice.

Call upon a student volunteer, and say that you are going to practice the conversation together for the class. You will be the doctor, and the volunteer will be the patient. Have the volunteer pick a card from the pile. Then, model the skit as a pair. Have the class echo each line. Add drama to make it more fun for the students, for example, say “ouch” or “aww” when the student says something hurts, and use a sympathetic voice. Repeat the skit with a few students.

⬆ Have students practice the skit in pairs and then present their versions to the class.

### EXTEND: ORAL PRACTICE

**STUDENT CARDS** Have A-B partners practice the doctor-patient dialogue modeled in Activity 2. Give them student cards if they need help remembering parts of the body. If time permits, pairs could perform their dialogues for the class.

⬇ If this is difficult for students, have them practice the frames:  
 C3F10-11 What hurts? My \_\_\_\_\_ hurts.

**FORMATIVE ASSESSMENT**  
 Form 2: Grammar  
 • Possessive pronoun (*my*)  
 Form 3: Nouns (Parts of the Body)

# Lesson 8

## Work with Language

### ESSENTIAL QUESTION

How do you feel today?

#### OBJECTIVES

- Identify and describe parts of the body orally
- Introduce and practice using articles *a* and *an*
- Identify parts of the body in writing using *a* and *an*

#### SENTENCE FRAMES

C1F9-10; C3F7-9

#### VOCABULARY

#### CARDS

+ student cards

#### Nouns

|         |       |        |       |
|---------|-------|--------|-------|
| arm     | body  | ear    | elbow |
| eye     | face  | finger | foot  |
| hair    | hand  | head   | knee  |
| leg     | mouth | neck   | nose  |
| stomach | toe   |        |       |

#### FORMATIVE ASSESSMENT

Form 3: Nouns (Parts of the Body)

#### TEACHING TIP

If students are unfamiliar with the concepts of vowels and consonants, say and write the five vowels in a place where students can refer to the list, and say them all together. If it is helpful, associate the vowels with fingers, from *a* (thumb) to *u* (little finger).

#### Activity 1 A Leg, an Arm

Introduce and practice using articles *a* and *an*



Tell students that you are going to play Mind Reader, but first you need to look at some special words they need to use in their sentences. Write these two frames on the board, and underline *a* and *an*:

C1F10 This is a \_\_\_\_.

C3F7 This is an \_\_\_\_.

Tell students: **Words like *arm* that start with the vowels "a," "e," "i," "o," and "u" all need *an*. You can use *a* with all the other words that start with consonants, like "b" and "c."**



If the class needs more support, give A-B partners 2-3 student cards instead. Place a stack of vocabulary cards in front of you and pick up a card. Give clues and have the pairs hold up their cards when they identify the answer. Ask "What is this/are these?" and help them respond using *a* and *an* when appropriate.



More advanced students can play teacher when they are ready.

**VOCABULARY CARDS** Create a T-Chart with the headings *a* and *an*. Show a picture card and the corresponding word card. Ask students what letter it starts with, and then ask if the letter is a vowel or a consonant. Have students say the words with you with the article. For example: *an arm*. Write the word in the correct column on the T-Chart as students repeat it after you again.

#### T-CHART

*a*

*an*

**MIND READER STUDENT CARDS** Sit in a circle with students. Give each student one student card. Tell them not to show their cards to anyone. Model the activity. Tell students: **I will begin. I will give you clues about my picture. Listen carefully to my clues.**

#### Example 1

I have one of these.

I use this to smell.

C1F9 What is this?

C1F10 This is a nose.

#### Example 2

I have ten of these.

I use them to paint.

C3F8 What are these?

C3F9 These are fingers.

| TARGET VOCABULARY                                                                                                          | TARGET FUNCTIONS                                                                  | GRAMMATICAL FORMS                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Nouns:</b> arm, body, ear, elbow, eye, face, finger, foot, hair, hand, head, knee, leg, mouth, neck, nose, stomach, toe | Ask to identify things (parts of the body)<br>Identify things (parts of the body) | Articles ( <i>a, an</i> )<br>Regular plurals<br>Demonstrative pronouns ( <i>this, these</i> )<br>Number agreement |

**PRACTICE** After giving a few examples, have students look at their cards and think of clues. Encourage students to use gestures and movement when giving clues. Remind them to use *a* or *an* in their sentences.

Activity 2

**Parts of the Body**  
Practice using articles *a* and *an*

**WRITE** **PRINTABLE 3** Show students the body diagram on the printable and tell them they are going to work together to label each part of the body using *a* and *an*. Do a few examples with the class. Give A-B partners a copy of the printable. Have students work together to label each part of the body with *a* or *an*, such as *an arm* or *a toe*.

 Have students write sentences to identify the parts of the body using *a* and *an*.

Close by filling out a class version of the printable together.



**FORMATIVE ASSESSMENT**  
Form 3: Nouns (Parts of the Body)

### EXTEND: ORAL PRACTICE

 **INSIDE-OUTSIDE** **STUDENT CARDS** Have students practice the frames below. Emphasize the correct usage of *a/an* and *this/these*.

- C1F9

What is this?
- C1F10

This is a \_\_\_\_.
- C3F7

This is an \_\_\_\_.
- C3F8

What are these?
- C3F9

These are \_\_\_\_.

Model the dialogue with a few volunteers, reminding students when to use *a/an* and *this/these*. Then, give each student in the inside circle a student card. Have students in the outside circle point to the card and ask the question using *this* or *these*.

STUDENT

CARDS

Nouns

arm

body

ear

elbow

eye

face

finger

foot

hair

hand

head

knee

leg

mouth

neck

nose

stomach

toe

**FORMATIVE ASSESSMENT**  
Form 2: Grammar

- Articles (*a/an*)
- Subject-verb agreement (*this is/these are*)

Form 3: Nouns (Parts of the Body)

# Our Feelings



happy



sad



mad



bored



tired



silly



shy



sick



brave



scared



hungry



surprised

# Pictures to Inspire Feelings



# Pictures to Inspire Feelings



# Pictures to Inspire Feelings



# Pictures to Inspire Feelings



# My Body

This is my body, head, and nose.

Head and nose.

Head and nose.

This is my stomach, face, and neck.

Face and neck.

Face and neck.

These are my arms, legs, and toes.

Legs and toes.

Legs and toes.



These are my ears, eyes, and knees.

Eyes and knees.

Eyes and knees.

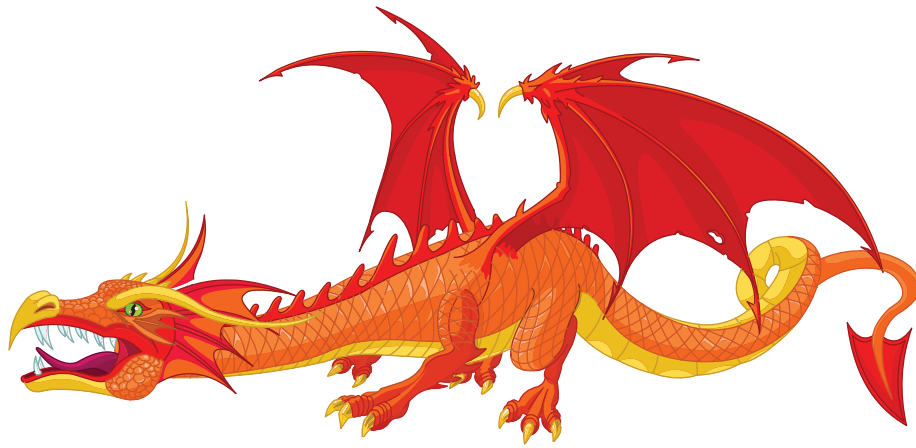
These are my hands, elbows, and feet.

Elbows and feet.

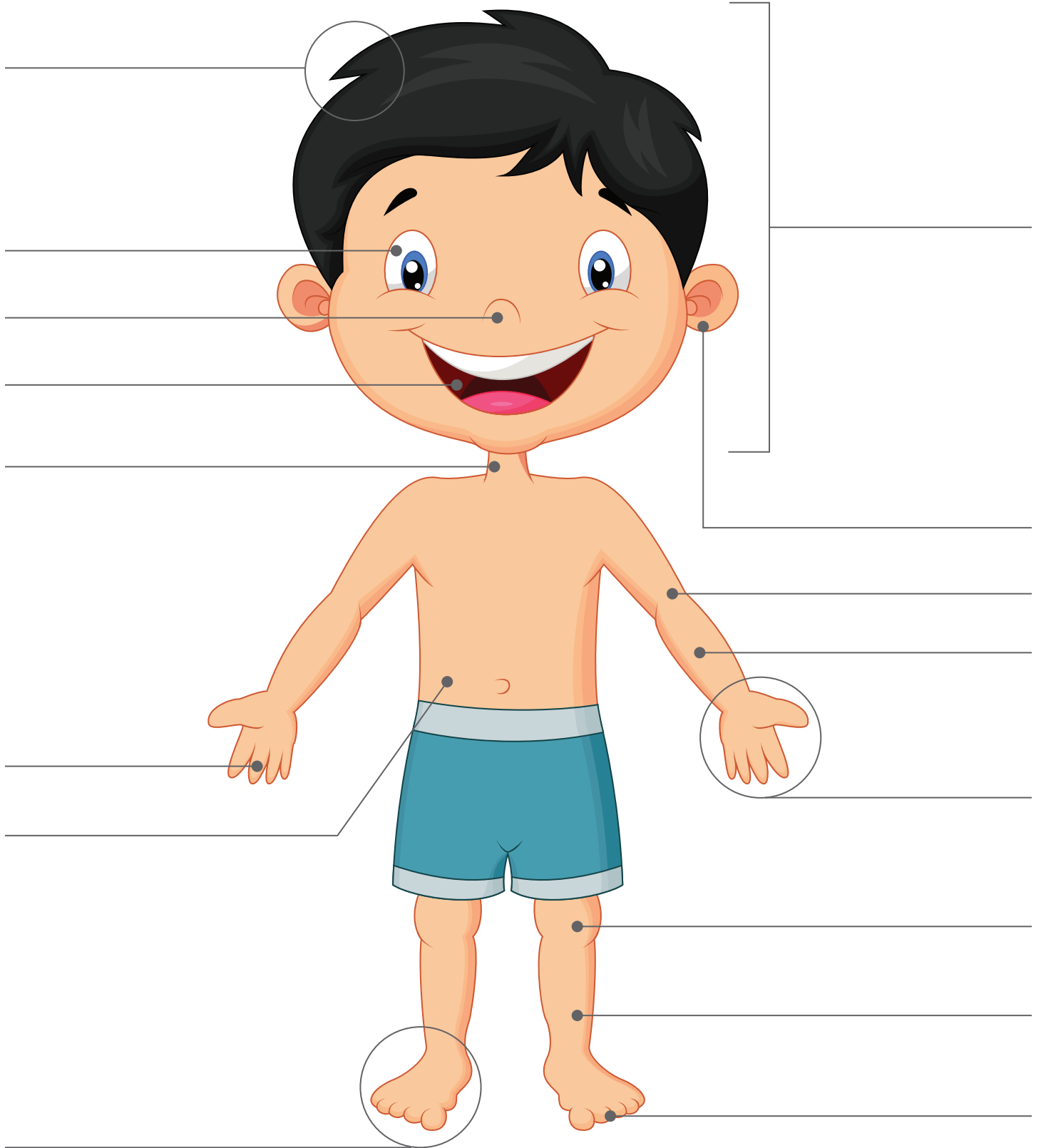
Elbows and feet.













## Formative Assessment Form 3: Nouns (Parts of the Body)

**Use during** • Lesson 6 • Lesson 8 • Lesson 10  
(Not all items appear in every lesson)

## Scoring

0 = student did not use the word or used it incorrectly  
1 = student used the word correctly

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

[illegible]



arm



body



doctor



ear