

Word Time

Quick, Active Lessons that Build Language Skills

vocabulary

thinking

speaking

Sample Lessons

Handwriting Without Tears®
GET SET FOR SCHOOL™

Pre-K

MY BODY

Action Sentences

Children learn about their bodies with new words and sentences. Today's words are action verbs. Children learn the verbs by doing and moving.

Objectives

1. Learn two action verbs: **inhale** and **exhale**.
2. Say two complete sentences.
3. Use new vocabulary in conversation.
4. Use prepositions to tell location.

Setup

Word Box with:

Word Cards: **inhale exhale**

Props: none



Opening

Squawker flies around the room saying, **Squawk! Squawk!** to call children to the circle. Squawker lands under the chair. Ask the Word Helper to tell you where Squawker is.



Say,
It's time for Squawker.

Where are we?
We are in the circle.

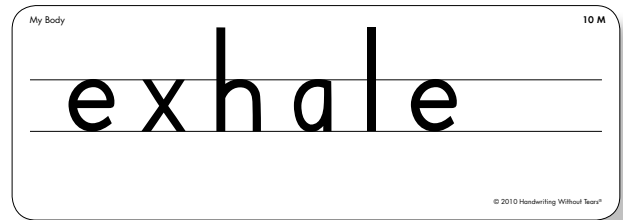
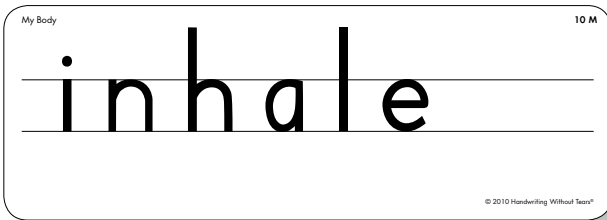
Where is he?
Squawker is under the chair.

Ask again, **Where is Squawker?**

Have children answer, **Squawker is under the chair.**

Have Helper bring Squawker to you. Say, **Now Squawker is ready. He is in the circle.**

Give the Word Box to your Helper.



Lesson Plan

Look Squawker asks, **What are today's words?** Have Helper show each Word Card. **This word is inhale, i-n-h-a-l-e, inhale. This is exhale, e-x-h-a-l-e, exhale.**

Have Squawker and the class repeat words and letters with you.

Inhale means to take air in when you breathe.

Exhale means to let air out when you breathe.

Do Have children inhale with their hands on their chests.
Have children exhale with one hand on their chests and the other in front of their mouths.

Say We inhale air.

We exhale air.

Talk Squawker says,
**We can inhale with our mouths or noses. What happens when you inhale?
When we exhale, we can blow on things like dandelions. What other
kinds of things can you blow on?**

Keep talking. Encourage children to talk about experiences with **inhale** and **exhale**.

Closing

Have children repeat today's words. Sing "Letters, Words, and Sentences" together.
Everyone thanks the Word Helper.

A Little More Talk

- We smell things when we inhale through our noses, but not when we inhale through our mouths. Inhale through your nose to smell a flower and then inhale with your mouth to see the difference.

Tuesday/Thursday Opportunities on pages 16–17 can be used to review and extend lesson concepts.

My Body

10 M

inhal e

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My Body

10 M

exhale

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MY BODY

Describing Sentences

Children learn about their bodies with new words and sentences. Today's words are adjectives. We use adjectives to describe how something looks, smells, tastes or feels.

Objectives

1. Learn two adjectives: **empty** and **full**.
2. Say two complete sentences.
3. Use new vocabulary in conversation.
4. Use prepositions to tell location.



Setup

Word Box with:

Word Cards: **empty full**

Props: basket of toys

Opening

Squawker flies around the room saying, **Squawk! Squawk!** to call children to the circle. Squawker lands under the table. Ask the Word Helper to tell you where Squawker is.



Say,
It's time for Squawker.

Where are we?
We are in the circle.

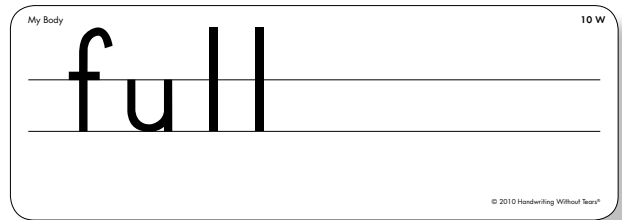
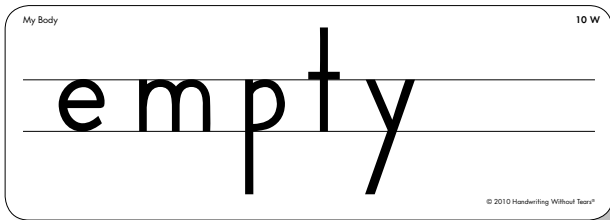
Where is he?
Squawker is under the table.

Ask again, **Where is Squawker?**

Have children answer, **Squawker is under the table.**

Have Helper bring Squawker to you. Say, **Now Squawker is ready. He is in the circle.**

Give the Word Box to your Helper.



Lesson Plan

Look Squawker asks, **What are today's words?** Have Helper show each Word Card. **This word is empty, e-m-p-t-y, empty. This is full, f-u-l-l, full.**

Have Squawker and the class repeat words and letters with you.

Empty is when nothing is inside.

Full is when there is so much inside that no more can fit.

Do Have Helper dump the toys into a pile on the floor. Have him/her show the empty basket. Have each child take a toy from the pile and place it in the basket as it is passed around the circle. At the end, have Helper show the full basket.

Say The basket is empty.

The basket is full.

Talk Squawker says, **When you finish drinking, your cup is empty. What else could be empty?**

You can pour a bowl full of cereal. What would you like in a full bowl?

Keep talking. Encourage children to talk about experiences with **empty** and **full**.

Closing

Have children repeat today's words. Sing "Letters, Words, and Sentences" together.

Everyone thanks the Word Helper.

A Little More Talk

- *When you are hungry, what part of your body is empty? How do you make it full?*

Tuesday/Thursday Opportunities on pages 16–17 can be used to review and extend lesson concepts.

My Body

10 W

empty

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My Body

10 W

full

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MY BODY

Questions & Answers

Children learn about their bodies with new words and sentences. Today's words are nouns. Nouns name people, places, or things. We use nouns to ask and answer questions.

Objectives

1. Learn two nouns: **lungs** and **chest**.
2. Say two complete sentences.
3. Use new vocabulary in conversation.
4. Use prepositions to tell location.

Setup

Word Box with:

Word Cards: **lungs chest**

Props: picture of lungs



Go to *A Click Away* to download this coloring page.



Opening

Squawker flies around the room saying, **Squawk! Squawk!** to call children to the circle. Squawker lands under the umbrella. Ask the Word Helper to tell you where Squawker is.



Say,
It's time for Squawker.

Where are we?
We are in the circle.

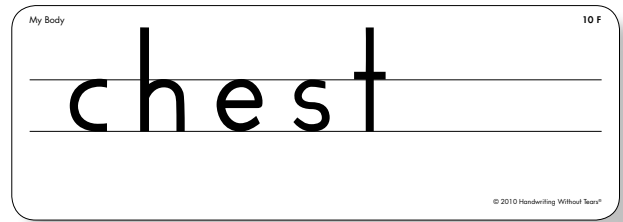
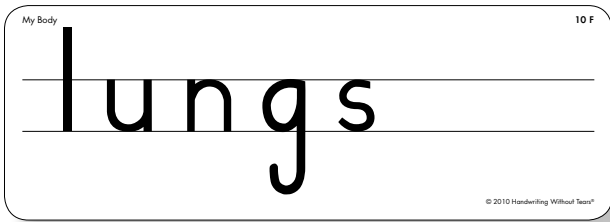
Where is he?
Squawker is under the umbrella.

Ask again, **Where is Squawker?**

Have children answer, **Squawker is under the umbrella.**

Have Helper bring Squawker to you. Say, **Now Squawker is ready. He is in the circle.**

Give the Word Box to your Helper.



Lesson Plan

Look Squawker asks, **What are today's words?** Have Helper show each Word Card.

This word is lungs, l-u-n-g-s, lungs. This is chest, c-h-e-s-t, chest.

Have Squawker and the class repeat words and letters with you.

Your lungs hold the air that you need to breathe.

Your chest holds your lungs.

Do Have Helper show the picture of the lungs.

Have children put their hands on their chests to feel their lungs inflate as they breathe.

Have them take deep breaths, short breaths, or see how long they can hold their breaths.

Say Where are your lungs?

Your lungs are in your chest.

Talk Squawker says,

When you inhale, your lungs are full of air. What else can be full of air?

(balloons, tires, air tanks)

Your chest goes up and down when you breathe. What else do you know about your chest?

Keep talking. Encourage children to talk about experiences with **lungs** and **chest**.

Closing

Have children repeat today's words. Sing "Letters, Words, and Sentences" together.

Everyone thanks the Word Helper.

A Little More Talk

- Your chest has bones to protect your lungs. We call these bones, ribs.

Ribs act like a cage around your lungs. We call this the rib cage.

My Body

10 F

lungs

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My Body

10 F

chest

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