

Hello Stories Teacher's Guide

Hey Mosi! Hey Mosi! What do you See? (Lesson 1:)

Textbook Page	Activity Description	Flashcards/ Materials
	<p style="text-align: center;">My Name is...</p> <ol style="list-style-type: none">1. Students write their name in the new book!	
1-2	<p style="text-align: center;">Opposites Vocabulary</p> <ol style="list-style-type: none">1. Teach Opposites vocabulary with cards or the book.2. Play a fun game to practice "I am ..." or "I'm not..." Musical Cards/Chairs: Place the opposites cards under chairs or on the floor in a circle. Kids walk around the cards while music is playing. When the music stops, the kids stop and sit or pick up the closest card. then the kids make a sentence about their card to keep it or get a point etc. "I am hungry." or "I am not hungry."	Opposites Cards
	<p style="text-align: center;">Find it!</p> <ol style="list-style-type: none">1. Place all the animal cards from the story books so far on the floor face up. You can use other animal cards too. Call out an opposite word, for example "BIG". The students have to find one animal card that matches the word. For example bear or Elephant. The students make a sentence to keep the card and/ or get a point. "A bear is big."	Animal Cards
	<p style="text-align: center;">Read a Book</p> <ol style="list-style-type: none">1. Dear Zoo / Can you Guess? Animals by Eric Carle	

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Hey Mosi! Hey Mosi! What do you See? (Lesson 2:)

Textbook Page	Activity Description	Flashcards/ Materials
1-2	<p style="text-align: center;">Opposites Vocabulary</p> <ol style="list-style-type: none">1. Play a game to review opposites vocabulary.2. Look at pages 1-2 in the book. Point to the pictures and have the students say the words for a pair of opposites (old and young). Then make a sentence about yourself (I am old.) and circle the picture that describes you. *The students can be both hungry and thirsty or neither. Both options are okay. The same goes for other sets of opposites like cool and cute.3. Go through all of the pictures on one or both pages (This depends on how long you think your students can stay focused. I usually do one page each lesson). Then say all of the things about yourself that you circled and let your students do the same. "I am young. I am hungry. I am thirsty. I am tall. I am fast." Everyone can clap after each student presents about themselves.	Opposites Cards
	<p style="text-align: center;">Describe the Animals Game</p> <ol style="list-style-type: none">1. Play a game to practice using the adjectives to describe different animals. Example: -Animal Card Relay Race: Place all the animals face down on one side of the room. Split the class into teams. The teams line up. The first player at the front of each line runs and picks an animal card, then runs back and makes a sentence, "The giraffe is tall." or "It is tall." After making a sentence they tag the next player's hand, and the next player runs to get a card and make a sentence. Play until all the cards are gone. Count to see which team got the most cards.	Animal Cards
	<p style="text-align: center;">Read a Book</p> <ol style="list-style-type: none">1. Dear Zoo / Can you Guess? Animals by Eric Carle	

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Hey Mosi! Hey Mosi! What do you See? (Lesson 3:)

Textbook Page	Activity Description	Flashcards/ Materials
	<p style="text-align: center;">Giant Dominoes</p> <ol style="list-style-type: none">1. Print out the giant dominoes. Cut and laminate.2. Pass 7 domino cards to each student or team.3. Place 1 domino card on the floor. The first player finds a matching animal and places it next to the animal on the domino card on the floor. Then the student makes a sentence to describe the animal.4. Players take turns until they run out of cards. If a player can not play, they choose a new domino card from the pile. The first player to run out of cards wins. .	Giant domino cards
1-2	<p style="text-align: center;">Opposites Vocabulary</p> <ol style="list-style-type: none">1. Students continue circling the pictures that describe them and practice sharing about themselves to the class.2. We sometimes have our students take a photo of themselves or draw a photo of themselves and make a simple video using the App Chatterpix. The kids can record their voice and their photo or drawing will talk.	
	<p style="text-align: center;">Read a Book</p> <ol style="list-style-type: none">1. Dear Zoo / Can you Guess? Animals by Eric Carle	

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Hey Mosi! Hey Mosi! What do you See? (Lesson 4:)

Textbook Page	Activity Description	Flashcards/ Materials
	<p style="text-align: center;">Giant Dominoes</p> <ol style="list-style-type: none">1. Play Giant dominoes again to review and have fun with your students. This time, try to level up the speaking target for students. (It's big. It's not small. or It's cool and fast.)	Giant domino cards
3	<p style="text-align: center;">Body Vocabulary</p> <ol style="list-style-type: none">1. Sing some songs that teach body parts My favorites are (Head, Shoulders, Knees & Toes / Hula Pokey by Elf Learning / The Pinocchio by Super Simple Songs)2. Use the flashcards to teach the body vocabulary on page 3. Have the students touch their body parts as they say the new words. Ask questions like, "Do you have long arms or short arms?" "Do you have a big mouth or a small mouth?" etc.	Body Cards
	<p style="text-align: center;">Animal Karuta</p> <ol style="list-style-type: none">1. Place the animal cards on the floor. Make a sentence. "It has long legs." The students try to find an animal card with long legs. Other options: It has big or small ears. / It has a big nose or mouth. / It has big feet. etc.2. You can also hold up animal cards and describe the animals together as a class.	Animal Cards
	<p style="text-align: center;">Read</p> <ol style="list-style-type: none">1. The Mixed Up Chameleon by Eric Carle *There is a fun activity for this book that I got from Kizclub.com. I will send it to you.	

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Hey Mosi! Hey Mosi! What do you See? (Lesson 5:)

Textbook Page	Activity Description	Flashcards/ Materials
	<p style="text-align: center;">Body Parts Songs</p> <ol style="list-style-type: none"> Sing the body parts songs again to review 	
	<p style="text-align: center;">Body Parts Review Game: Touch and Jump!</p> <ol style="list-style-type: none"> Have the students line up against the wall at one side of the room. Call out a body part. The students have to touch the body part and say it out loud. The students who can do it get to take one jump forward. Continue the game until the students get to you (the teacher and can give you a high five.) Once the students understand the game, they can take turns and be the leader. I usually have 2 students be the leader together. Then I stand on the other side and line up with the other students to play along. * It really helps the students if they have the body cards to help them choose what body part to call out. 	Body cards
4	<p style="text-align: center;">What's Missing</p> <ol style="list-style-type: none"> Point & say all of the body parts on the potato head on page 3. Look at the potato heads on page 4. Look worried and ask, "What's missing?!" The student can finish drawing the missing body parts. 	
	<p style="text-align: center;">Mixed Up Chameleon Game</p> <ol style="list-style-type: none"> You can make funny chameleons with the game if you decide to use it. We have used the activity year after year and my students love it. 	Mixed Up Chameleon Game
	<p style="text-align: center;">Read</p> <ol style="list-style-type: none"> The Mixed Up Chameleon by Eric Carle 	

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Hey Mosi! Hey Mosi! What do you See? (Lesson 6:)

Textbook Page	Activity Description	Flashcards/ Materials
	<p style="text-align: center;">Body Parts Songs</p> <ol style="list-style-type: none">1. Sing the body parts songs again to review	
	<p style="text-align: center;">Body Parts Review Game: Touch and Jump!</p> <ol style="list-style-type: none">1. Play again as a quick warm up. This time the students should be much better and more confident leaders.	Body Cards
	<p style="text-align: center;">Make your own Potato Head</p> <ol style="list-style-type: none">1. Print out the Potato heads for each student.2. Print out the different potato head parts and cut them out yourself or let the students cut them out.3. Students can choose the potato head parts they like and make lots of funny faces or make one silly potato head and glue the parts onto their potato.4. After the students make 1 or more potato heads they should describe it/them to you.5. We have our students make a lot of funny potato head and describe them first. Then they make their favorite potato head and glue it on the paper.	Potato Head PDF
	<p style="text-align: center;">What do you see? Flash Card Game</p> <ol style="list-style-type: none">1. Cover most of an animal card with a piece of paper. Slowly move the piece of paper, so you can see a little part of the animal and ask the class, "What do you see?" Say the animal body part you can see together. " 4 Long legs, Brown spots, a long neck." When the students know what it is, they can yell or say, "It's a giraffe." OR "I see a giraffe." Whatever you want the speaking target to be. Keep playing with different animal cards.2. You can also cut a small hole in a piece of black paper and move that around the flash card	Animal Cards
5-15	<p style="text-align: center;">Read Book</p> <ol style="list-style-type: none">1. Mosi, Mosi What Do you See	

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Hey Mosi! Hey Mosi! What do you See? (Lesson 7:)

Textbook Page	Activity Description	Flashcards/ Materials
	<p style="text-align: center;">Body Parts Songs</p> <ol style="list-style-type: none">1. Sing the body parts songs again to review	
5-15	<p style="text-align: center;">Camafloge Zoo</p> <ol style="list-style-type: none">1. Place the camafloge cards around the room. Get the students to form a line behind you (on the zoo train) and start to walk around the room. Say, "CHOO CHOO" and start walking around the room. Chant, "We're walking at the zoo, We're walking at the zoo, walking walking walking ...STOP! What do you see?" Then point to the camafloge picture. The students have to look and find the animal and then call it out.2. Keep playing and go around the room and find all of the camafloge animals at the zoo.	Camafloge Cards
4	<p style="text-align: center;">What do you see? Flash Card Game</p> <ol style="list-style-type: none">1. Play the What do you see game again to review.	
	<p style="text-align: center;">Read Book</p> <ol style="list-style-type: none">1. Mosi, Mosi What Do you See	
16	<p style="text-align: center;">Draw: What do you See?</p> <ol style="list-style-type: none">1. Students Draw an animal on page 16.2. When all of the students finish drawing, the students can show their picture to the class and ask, "What do you see?"	
17-21	<p style="text-align: center;">Boys and Girls What do you See?</p> <ol style="list-style-type: none">1. Look at all of the camafloge pictures in the book together and find the animals.	

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Hey Mosi! Hey Mosi! What do you See? (Lesson 8:)

Textbook Page	Activity Description	Flashcards/ Materials
	<p style="text-align: center;">Body Parts Songs</p> <ol style="list-style-type: none">1. Sing the body parts songs again to review	
	<p style="text-align: center;">Camaflouge Zoo</p> <ol style="list-style-type: none">1. Play the camaflouge zoo together. You can walk or jump or skip etc. as you play.	Camaflouge Cards
	<p style="text-align: center;">Fun Review Games</p> <ol style="list-style-type: none">1. Play any of the games from the past to review opposites or body parts.	
	<p style="text-align: center;">Make a What do you See Book</p> <ol style="list-style-type: none">1. Give each student a paper to draw an animal. Then Cut out a piece of construction paper and tape it over part of the animal .2. Write or have the students write 'What do you see?' at the top of the page.3. Then put all of the pages together into a book.4. Read the book aloud with the class. Life the flaps to see the animals.	