

allows, choose children to “play teacher”: they choose a classmate and give him or her directions about where to place the counter.

- Use Role Playing** ➤ Bring out the box filled with classroom toys. Place one or two of them randomly on each shelf. Have one volunteer pretend to be a clerk in a toy store. Invite another child to be a customer in the store. Have the customer greet the clerk and ask about the price of a particular toy by identifying its position on a particular shelf: “I’d like to see the red car on the middle shelf. How much does it cost?” Invite the clerk to respond: “Here it is. It costs \$2.00.” Have pairs of children continue the role play and lead the class in comparing and contrasting the words *top*, *middle*, and *bottom* in relation to the locations of given toys.

## Left and Right



**ACTIVATE PRIOR KNOWLEDGE/BUILD BACKGROUND; ACCESS CONTENT**

**Objective** Use the words *left* and *right* to describe position.

**Materials** (*per child*) 1 sheet of construction paper; crayons; construction-paper bracelet (made from one strip with the ends taped together)

**Vocabulary** Left, right

**ESL Strategies**

**Use before** **CHECK** ✓

15–20 MIN

**Connect to  
Prior Knowledge of  
Language** ➤

Give each child a sheet of construction paper. Tell children they will make hand tracings. **First, raise your right hand.** Make sure all children are showing the correct hand. Then have each child place his or her right hand on the construction paper and make a tracing. Then have children repeat the process using their left hands. Continue to reinforce the meanings of *right* and *left* as children work. Encourage them to use the words, too.

**Use Total  
Physical Response** ➤

Have children sit in a circle. Give each of them a construction-paper bracelet. Reinforce the positional meaning of the word *right* as you help children put the bracelets on their right arms. Then lead them in a game of Simon Says. **Simon says put your right hand on your head.**



Help children understand how to perform the command. Explain that in Simon Says, a command that begins with “Simon says ...” must be obeyed. But anyone who performs an action when Simon hasn’t said to do it is “out.”

**Simon says put your right hand on your left foot.** Check to make sure that all children are performing the action correctly. **Now put your left hand on your right foot.** (Pause.) **Uh-oh! Simon didn't say to do that, did he? So if you did it, you have to go back to your chair and sit down.** (Allow time for children who are "out" to return to their seats.) **Simon says put your left hand on your nose.** Continue the game, sometimes saying "Simon says," sometimes not. The winner is the last child left in the circle.

## Same and Different



### ACCESS CONTENT

**Objective** Identify *same* and *different* by the attributes of color, shape, size, and kind.

**Materials** 1 red and 1 green, same-sized construction-paper circles; 2 yellow, different-sized construction-paper triangles; (*per group*) pair of similar items: a magazine and a hardcover book, a pencil and a pen, a penny and a tennis ball, and so on

**Vocabulary** Same (alike), different

### ESL Strategies

#### Use before **LEARN**

10–15 MIN

**Use** >  
**Demonstration**

Hold the same-sized red and green circles up so children can see them. **How are these two shapes the same?** Prompt children to recognize that they are both circles and are the same size. **How are they different?** Prompt children to recognize that they are different in color.

Hold up the different-sized yellow triangles. **How are these two shapes the same?** (*They are both yellow, and they are both triangles.*) **How are they different?** (*They are different sizes. One is bigger and one is smaller.*)

**Use Small-Group** >  
**Interactions**

Divide the class into small groups. Then hand out a pair of similar items, such as a magazine and a book, to each group. Have a volunteer lead each group in asking: "How are these two things the same? How are they different?" Have other children in the group answer the questions. Circulate among the groups and ask clarifying questions as necessary, referring to various attributes the objects may or may not have in common. (*For example, the magazine and the book are both made of paper. But the magazine has a soft cover, and the book has a hard cover.*)

## Sorting by One Attribute



### ACCESS CONTENT

**Objective** Sort objects by one attribute, such as color, shape, size, or kind.

**Materials** Circles, triangles, squares, and rectangles cut out of red, yellow, and blue construction paper

**Vocabulary** Sort