

CD
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LET'S CHANT LET'S SING



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What's This? What's That? w 5-6

What's this? * *

What's that? * *

This is a spider.

That's a cat.

What's this? * *

What's that? * *

This is a baseball.

That's a bat.

This is a spider.

That's a cat.

This is a baseball.

That's a bat.



Use pictures of these objects as references for the chant.



Let's Learn

Look at That! What's That?

7-8

Look at that! * *
 What's that? * *
 What's that on your hat?
 What's that? * *
 It's a cat. * *
 It's a cat. * *
 What's that on your hat?
 It's a cat. * *



Look at that! * *
 What's that? * *
 What's that on your desk?
 It's a cat. * *
 Look at that! * *
 What's that? * *
 What's that in your bag?
 It's a cat. * *



Look at that! What's that?
 Look at that! What's that?
 It's a cat. * *
 It's a cat. * *

Use pictures as references for the chant. For a variation, have students make cats, hats, and bags out of paper or other material. Students can use the objects as references for the chant.



Let's Learn Some More

This, That, These, Those w9-10

This, * that, *

These, * those, *

What are these? *

What are those? *

These are spiders.

Those are frogs.

These are rabbits.

Those are dogs.

This, * that, *

Those, * these *

What are those? *

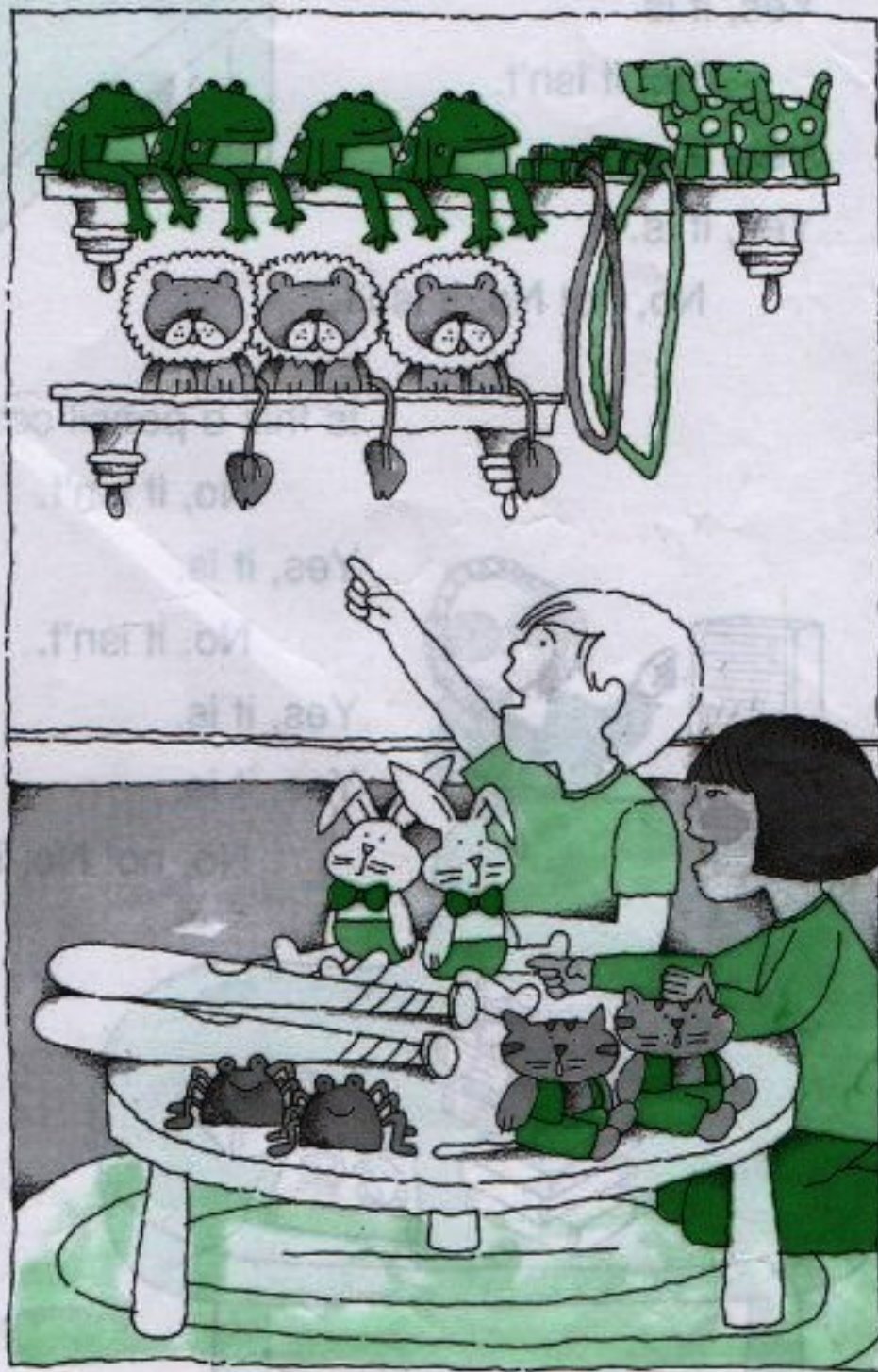
What are these? *

Those are jump ropes.

These are bats.

Those are lions.

These are cats.



Use pictures as references for the chant.



Let's Learn Some More

Yes, It Is, No, It Isn't ~ 11-12

Is that a frog?

No, it isn't.

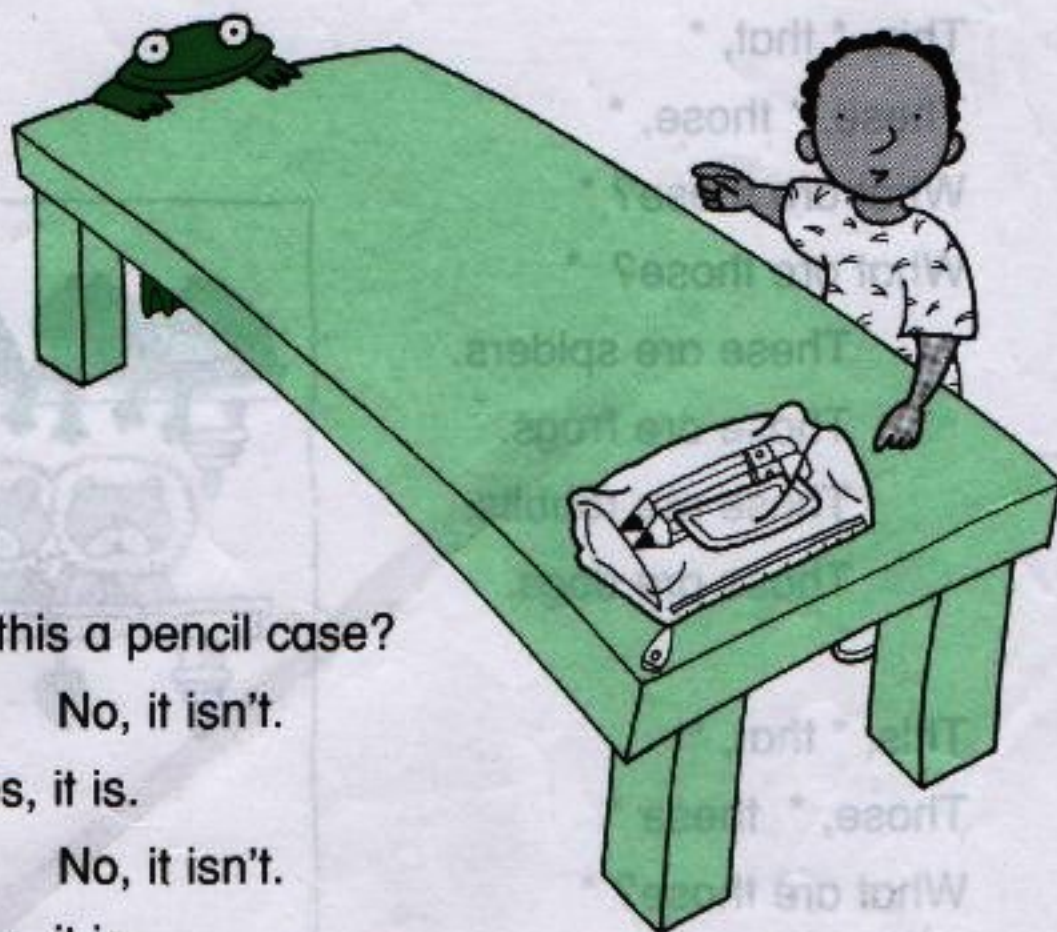
Yes, it is.

No, it isn't.

Yes, it is.

Yes, it is.

No, no! No, it isn't.



Is this a pencil case?

No, it isn't.

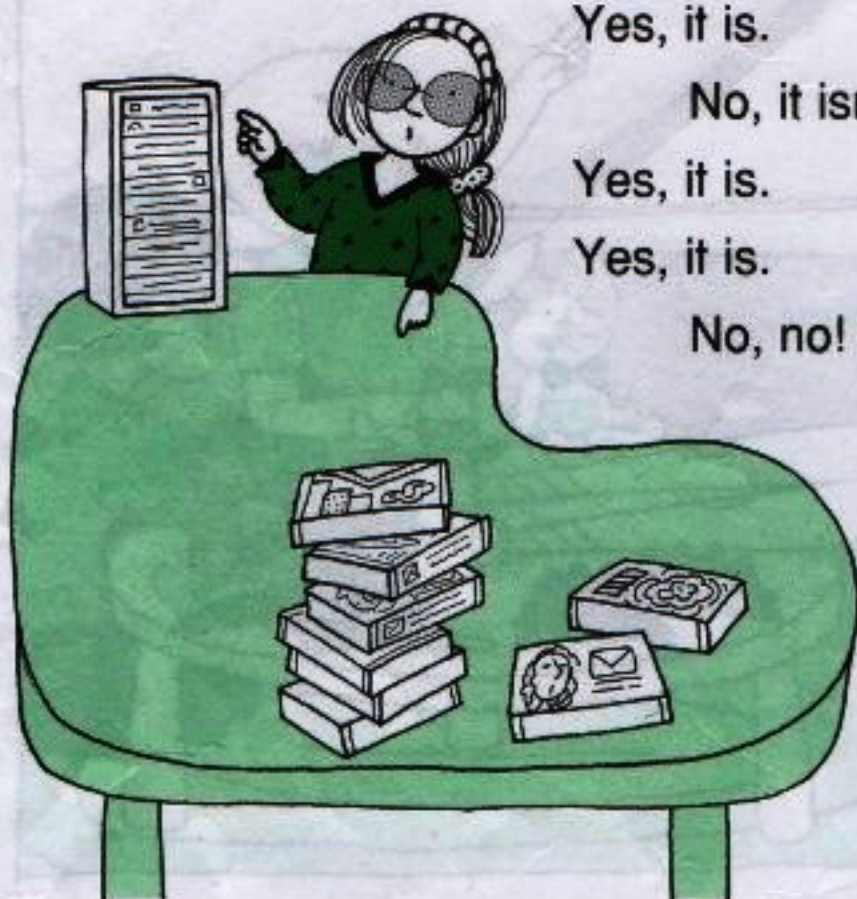
Yes, it is.

No, it isn't.

Yes, it is.

Yes, it is.

No, no! No, it isn't.



Are these cassettes?

No, they aren't.

Are those cassettes?

No, they aren't.

Yes, they are.

Yes, they are.

No, no! No, they aren't.

Make new verses using other objects.



Let's Talk

I'm Cold 15-16

What's the matter?

I'm cold. * *

What's the matter?

He's cold. * *

What's the matter?

He's cold. * *

He's very, very cold. * *



What's the matter?

I'm tired. * *

What's the matter?

She's tired. * *

What's the matter?

She's tired. * *

She's very, very tired. * *



What's the matter?

I'm sad. * *

What's the matter?

He's sad. * *

What's the matter?

He's sad. * *

That's too bad. That's too bad.

Students can perform this chant in a chain. Have them sit in a circle or semi-circle. Each student says one line of the chant. Note that the pronouns in each verse will vary depending on who says the second line.



Let's Learn

Who's She? ✓19

Who's she? **

Who's she? **

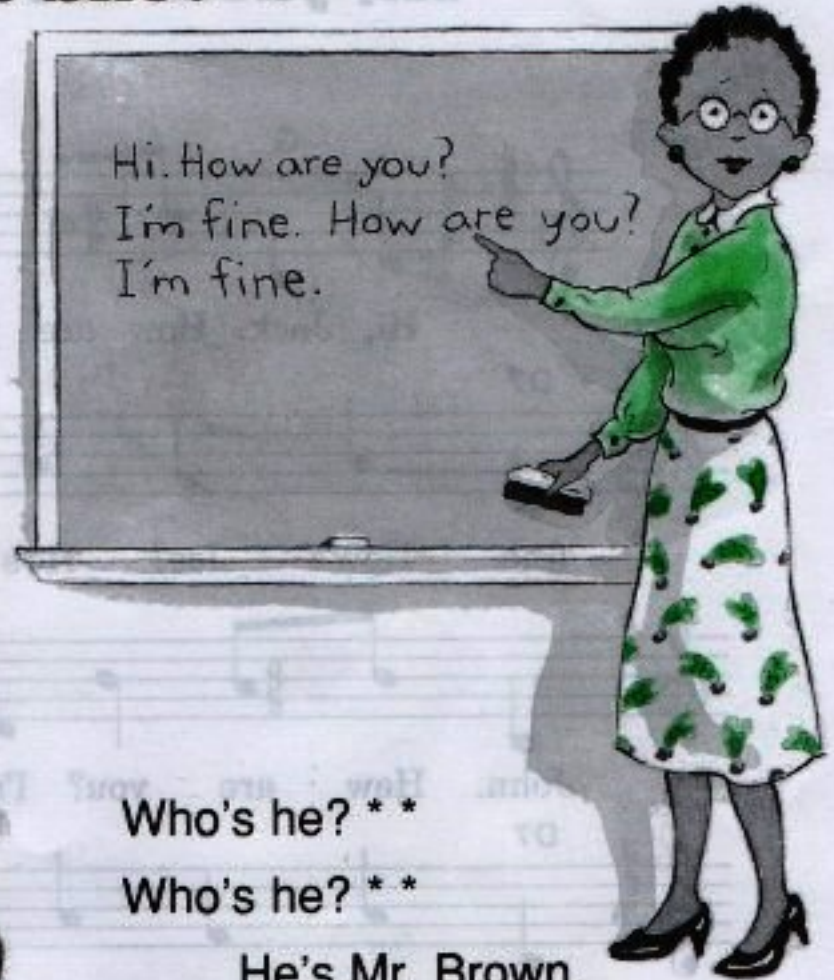
She's Mrs. Brown.

She's Mrs. Brown.

Who's Mrs. Brown?

Who's Mrs. Brown?

She's my English teacher. *



Who's he? **

Who's he? **

He's Mr. Brown.

He's Mr. Brown.

Who's Mr. Brown?

Who's Mr. Brown?

He's my music teacher. *



Have students say the chant referring to their own teachers. Students can draw a picture or bring in a photo of their teacher for reference.



Let's Learn Some More

Is He a Teacher?

w21-22



Is he a teacher?

Yes, he is.

Is she a student?

Yes, she is.

Are they nurses?

No, they aren't.

They're doctors. * * *



Is he a farmer?

No, he isn't.

Is she a cook?

No, she isn't.

Are they teachers?

No, they aren't.

They're students. * * *



Continue with other occupations. Hold up occupation picture cards or pictures from magazines and allow students to give yes or no answers to your prompts.

Try to follow the same pattern that is set in the chant (i.e., two "yes" answers and one "no" answer, followed by three "no" answers).



Let's Learn

Where's the Bed? ~25-26

Where's the bed? * *

It's in the bedroom. *

Is this the bedroom? *

Yes, it is. * *

Where's the bathtub? *

It's in the bathroom. *

Is this the bathroom? *

Yes, it is. * *

Where's the stove? * *

It's in the kitchen. *

Is this the kitchen? *

Yes, it is. * *

Where's the sofa? *

It's in the living room. *

Is this the living room? *

Yes, it is. * *



Make new verses using other household items (e.g., TV, lamp).



Let's Learn Some More

There's a Lamp on the Big Blue Table ^{w 27-28}

There's a lamp on the big blue table.

Where?

Next to the big blue chair. * *

There's a cat on the big blue sofa.

Where?

Next to the big blue chair. * *

There's a bird behind the sofa.

Where?

Next to the big blue chair. * *

There's a dog in front of the sofa.

Where?

Next to the big blue chair. * *



Have students color these objects according to the description in the chant. Have students make up new verses using classroom furniture.



Let's Learn Some More

Are There Books in the Bathtub?

Are there books in the bathtub? * *

No, there aren't. * *

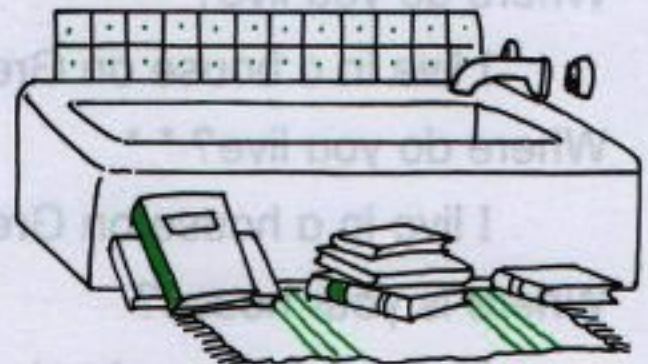
Are there books in the sink? * *

No, there aren't. * *

Are there books in the refrigerator? * *

No, there aren't. * *

No, there aren't. No, there aren't. * * * *



Is there a bird on the bed? * *

Yes, there is. * *

Is there a spider on the sofa? * *

Yes, there is. * *

Is there a baby in the bathtub? * *

Yes, there is. * *

Yes, there is. Yes, there is. * * * *



Ask students to write three questions with "Are there...?" and three questions with "Is there...?" Then, have them draw a picture to illustrate the answers to their questions. Next, have the students work in pairs to answer each other's questions following the pattern in the chant.



Let's Learn Some More

Where Do You Live?

Where do you live? * *

I live in a house on Green Street.

Where do you live? * *

I live in a house on Green Street.

Where is your house?

It's next to the school.

Where is the school?

In front of the trees.

Where are the trees?

Behind the school.

Behind the school on Green Street.



Have students work in pairs to create their own version of this chant, substituting *Green Street*, *school*, and *trees* with other words.

Pairs can perform their chants for the class.



Look at Me!

Look at me. **

I can climb a tree.

Look at me. **

Look at me. **

Look at him. * He can swim. **

Look at him. * He can swim. **

Look at me. **

I can climb a tree.

Look at me. **

Look at me. **

Look at her. * She can run. **

Look at her. * She can run. **

Look at me. **

I can climb a tree.

Look at me. **

Look at me. **



Have three students act out the chant (i.e., pantomime climbing a tree, swimming, and running) while the rest of the class recites the chant. For variety, substitute other verbs.



Let's Learn Some More

How Old Is She?

How old is she?

She's three years old.

How old is she?

She's three.

Can she run? Can she jump?

Yes, she can.

She can run.

She can climb a tree.

How old is he?

He's two years old.

Can he climb a tree?

Can he talk?

He can climb a tree.

He can count to three.

He can talk, talk, talk, talk, talk.



Have students bring in pictures of their younger siblings, relatives, or friends. Students can work in pairs or small groups, asking questions about each other's pictures (How old is she? Can he talk? Can she read a book?, etc.).



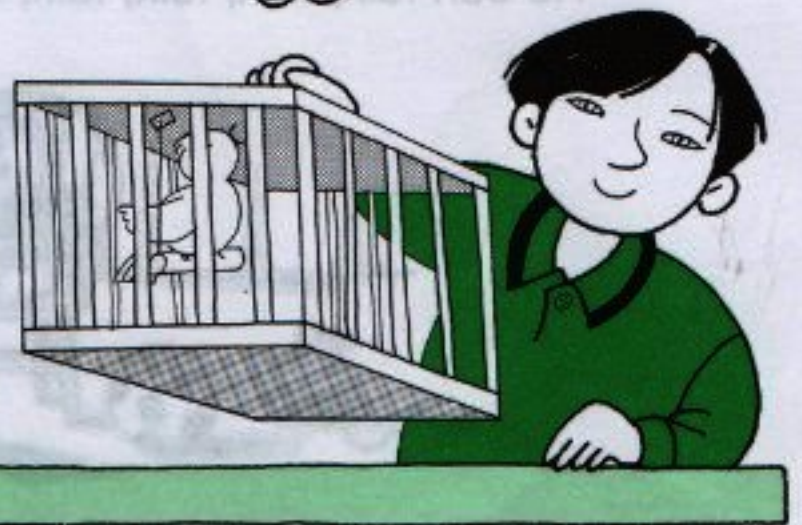
My Dog Can Walk

My dog can walk, but he can't talk.
He can walk. * *
But he can't talk.

My bird can fly, but he can't swim.
He can fly. * *
But he can't swim.

My fish can swim, but he can't fly.
He can swim. * *
But he can't fly.

My bird can sing. My bird can fly.
But he can't say, "Hi,"
And he can't say, "Bye."



Make new verses using other animals and verbs.



Let's Learn Some More

Can Your Pony Sing?

Can your pony sing?

No, he can't.

Can your dog dance?

No, he can't.

Can your cat count to four?

Can he open the door?

No, he can't.

No, he can't.

No, he can't. * *

Can your fish swim?

Yes, he can.

Can your frog jump?

Yes, he can.

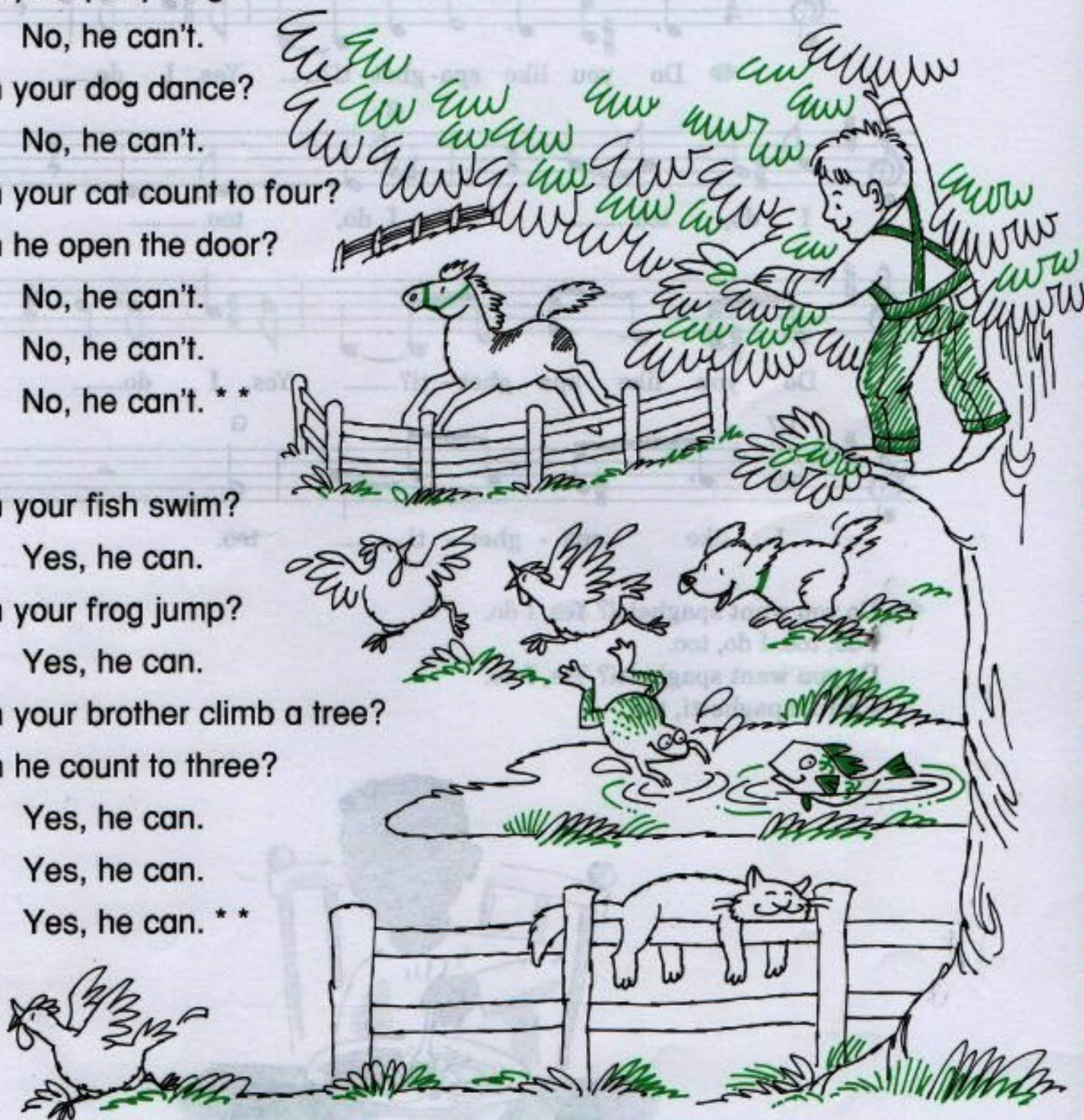
Can your brother climb a tree?

Can he count to three?

Yes, he can.

Yes, he can.

Yes, he can. * *



Have students recite the chant with opposite answers (e.g., "Can your pony sing? Yes, he can."). Students can draw pictures of the new verses and use their pictures as references for the revised chant.



Do You Want a Hot Dog?

Do you want a hot dog?

* No, thank you.

* No, thank you.

I'm not hungry.

Do you want a salad?

* No, thank you.

* No, thank you.

I'm not hungry.

Do you want a sandwich?

* No, thank you.

I'm not hungry.

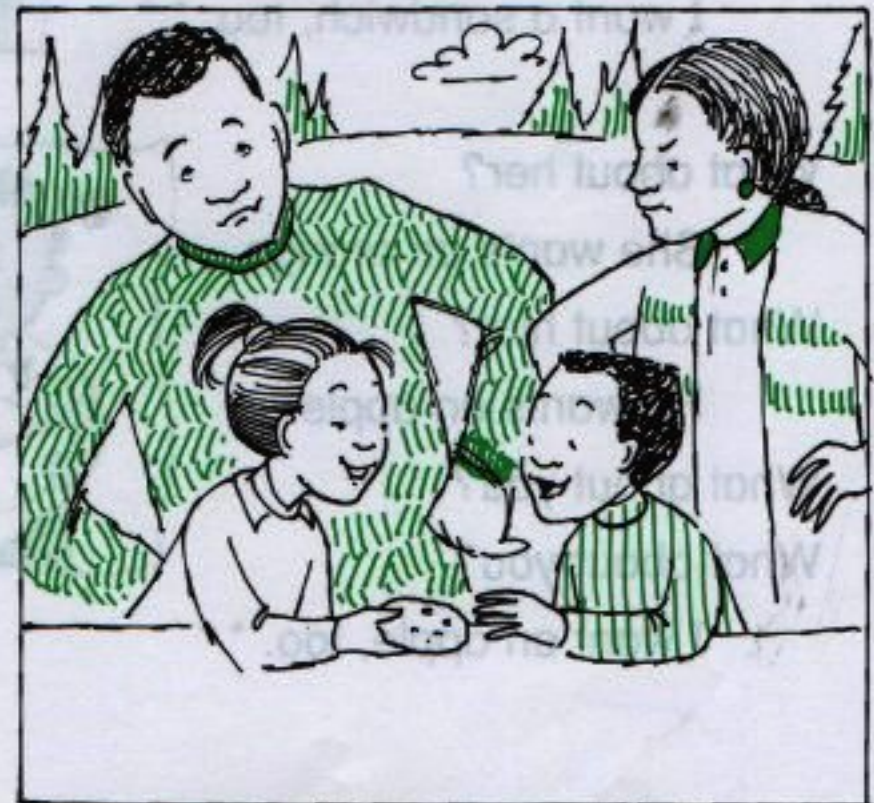
I'm not hungry.

Do you want a cookie?

* Oh, thank you.

* Oh, thank you.

* Yes, please.



Make new verses using other food vocabulary.



I Want a Salad

I want a salad.

What about you?

I want a salad, too. * *

Ted wants a hot dog.

What about you?

I want a hot dog, too. * *

Meg wants a cookie.

What about Sue?

Sue wants a cookie, too. * *

Bill wants a sandwich.

What about you?

I want a sandwich, too. * *

What about her?

She wants an orange.

What about him?

He wants an apple.

What about you?

What about you?

I want an apple, too. * *



Have students act out the chant using pictures or props. Substitute the names in the chant with the students' actual names.

For variety, use other food vocabulary.



Let's Learn Some More

Hungry Boy Chant

What does he want?

What does he want?

Listen carefully.

He wants

One egg,

Two bananas,

Three hot dogs,

Four hamburgers,

Five cookies,

Six sandwiches.

* He's a hungry boy. * *

He's a very hungry boy. * *

He's a hungry boy. * *

He's a very hungry boy. * *



Make new verses using other food vocabulary.



Let's Talk

Kenny's Dog Likes Candy

Kenny's dog likes candy.

Kenny's dog likes hats.

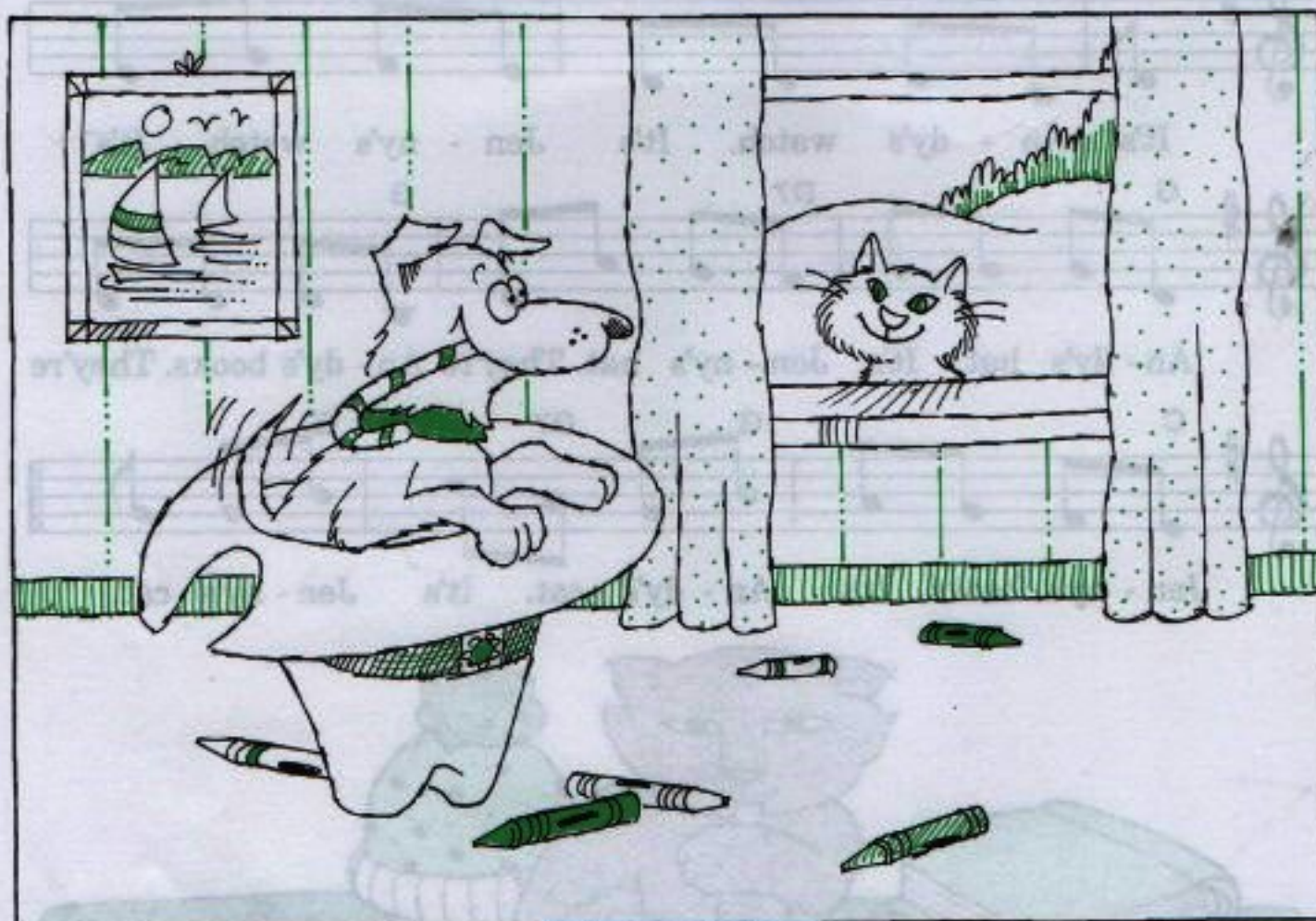
Kenny's dog likes crayons.

Kenny's dog likes cats.

Kenny's cat likes chocolate cake.

Kenny's cat likes eggs.

Kenny's cat has two blue eyes
and four short ugly legs.



Have the students draw a picture of Kenny's cat and what it likes, based on the details from the chant. Students can use their drawings as references for the chant.



What Do You Have in Your Bag?

What do you have in your bag?

Look and see.

Books! Books! One, two, three.

One for you, and two for me.

Books! Books! One, two, three.

What do you have in your hand?

Look and see.

Candy bars! Candy bars! One, two, three.

One for you, and two for me.

Candy bars! Candy bars! One, two, three.

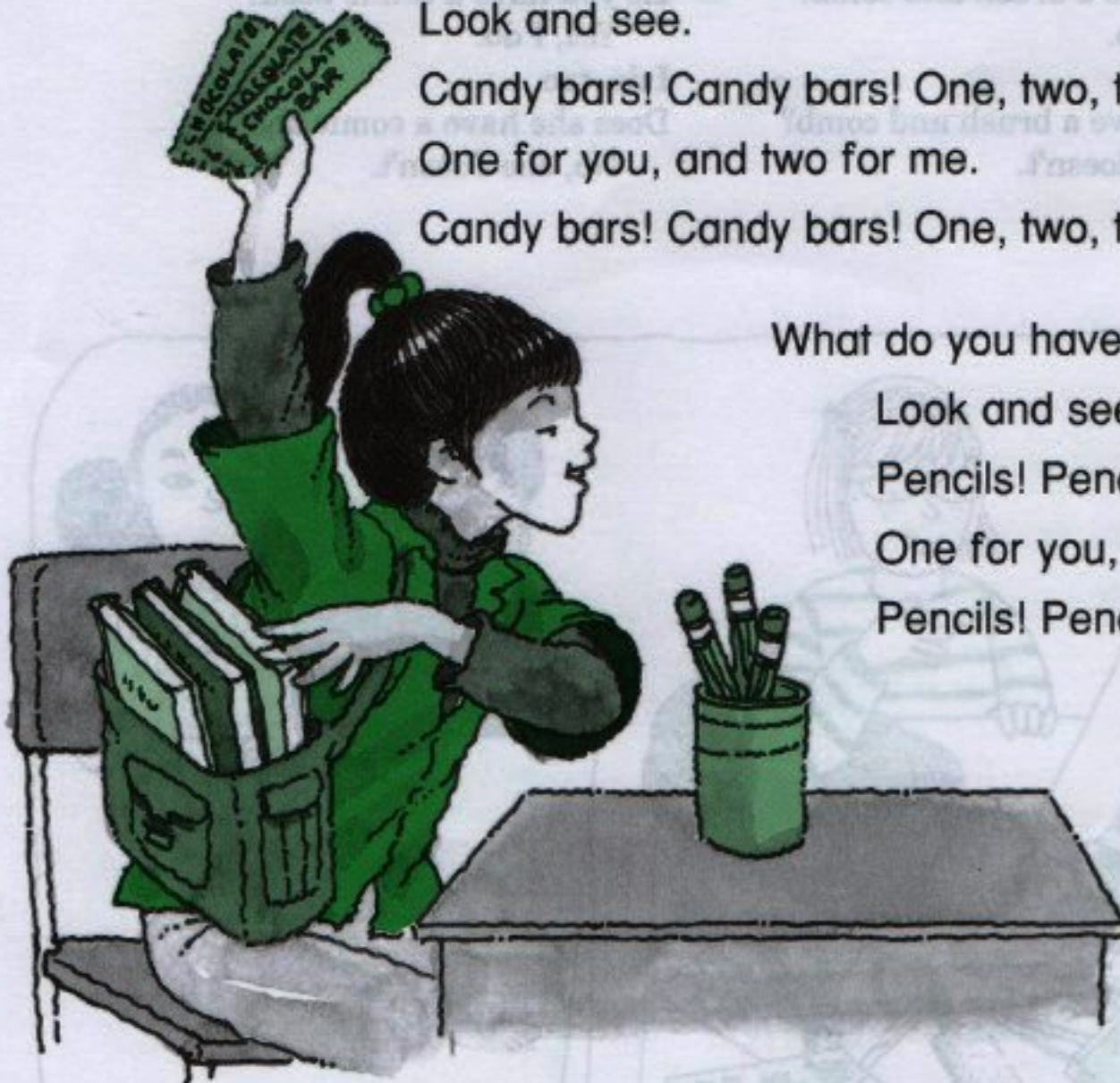
What do you have on your desk?

Look and see.

Pencils! Pencils! One, two, three.

One for you, and two for me.

Pencils! Pencils! One, two, three.



Use books, candy bars, and pencils as references for the chant.

Use pictures instead of real objects, if desired.



Let's Learn Some More

What Does She Have in Her Book Bag?

What does she have in her book bag?

* She has a spider.

What does she have in her book bag?

* She has a snake.

* She has a spider.

* She has a snake.

What does she have in her book bag?

* She has a snake.



What does he have in his book bag?

* He has a candy bar.

What does he have in his book bag?

* He has a cake.



* He has a candy bar.

* He has a cake.

What does he have in his book bag?

* He has a cake.

* She has a spider.

* She has a snake.

* He has a candy bar.

* He has a cake.

Make new verses using other objects.



Let's Talk

What Time Is It? It's Eleven O'clock

What time is it?

It's eleven o'clock.

Is it time for lunch?

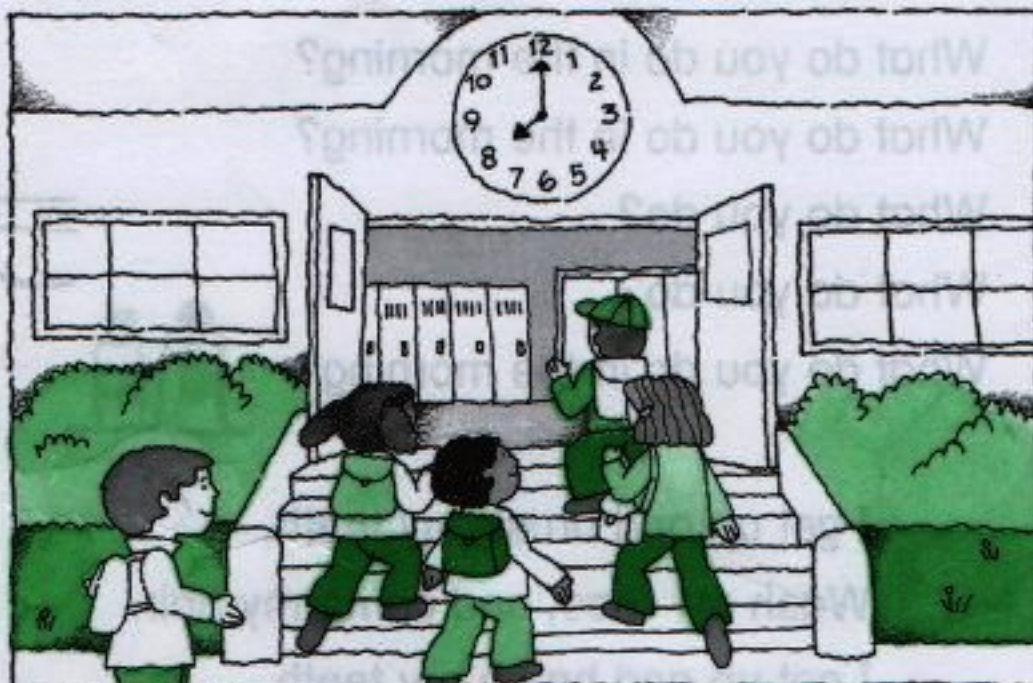
No, it isn't.

What time is it?

It's eight o'clock.

Is it time for school?

Yes, it is.



What time is it?

It's five o'clock.

Is it time for dinner?

No, it isn't.

What time is it?

It's ten o'clock.

Is it time for bed?

Yes, it is.

Make new verses using other times of the day. Indicate the different times using either a model clock with movable hands or a drawing of a clock on the board. For the answers, follow the pattern of the chant (i.e., first a "no" answer, then a "yes" answer).



What Do You Do in the Morning?

What do you do in the morning?

What do you do in the morning?

What do you do?

What do you do?

What do you do in the morning?

I get up and brush my teeth,
Wash my face, and comb my hair.
I get up and brush my teeth,
Wash my face, and comb my hair.

What do you do?

I brush my teeth.

What do you do?

I wash my face.

What do you do?

I comb my hair.

I comb my hair in the morning.



Repeat the chant using the third person singular tense (i.e., "What does she do in the morning? She gets up and brushes her teeth.").



Let's Learn Some More

What Does He Do at Six O'clock?

What does he do at six o'clock?

Six o'clock in the evening?

He eats dinner at six o'clock.

Six o'clock in the evening.



What does he do at seven o'clock?

Seven o'clock in the evening?

He studies English at seven o'clock.

Seven o'clock in the evening.



What does he do at eight o'clock?

Eight o'clock in the evening?

He watches TV or reads a book

At eight o'clock in the evening.



What does he do at nine o'clock?

Nine o'clock at night?

He takes a bath and goes to sleep

At nine o'clock at night.



Repeat the chant using the first person singular tense (e.g., "What do you do at six o'clock?"). For variety, also make new verses using other activities.