

# UNIT 4: LET'S WASH OUR HANDS

## LESSON ONE

### Activity 1

**Directions:** Read the chant/song together out loud with your teacher.

### I Have My Head on My Shoulders

I have my head on my shoulders.  
My hands behind my back.  
My feet are walking home.  
My friend is keeping track.

My hair is moving in the wind.  
My eyes can see the ground.  
My ears are listening to my friend  
Who makes a noisy sound.

My arms are swinging front to back.  
My trip is almost done.  
My face is feeling nice and warm  
From walking in the sun.

### Activity 2

**Directions:** Copy into your exercise book the words for body parts named in the chant. There are 10 body parts in the chant.

## LESSON TWO

### Activity

**Directions:** Match the beginning parts of the words below to their endings from the Word Bank. Write each complete word in your exercise book.

1.	h_ _ _	5.	t_ _
2.	n_ _ _	6.	f_ _ _
3.	l_ _	7.	m_ _ _ _
4.	ch_ _	8.	e_ _

Word Bank – Endings			
_ _ in	_ ar	_ oot	_ and
_ eg	_ outh	_ ose	_ oe

## LESSON THREE

### Activity


**Directions:** In your exercise book write five sentences about things you can taste, hear, see, smell and touch. Share your sentences in a small group.

**Example:** I can see trees in the school compound.

# LESSON FOUR

## Activity 1

**Directions:** Copy the gap sentences into your exercise book. Use the Word Bank to complete the sentences.

	<ol style="list-style-type: none"><li>1. I can _____ with my _____.</li><li>2. I can _____ with my _____.</li><li>3. I can _____ with my _____.</li><li>4. I can _____ with my _____.</li><li>5. I can _____ with my _____.</li></ol>
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Word Bank				
Sense Organs				
eye(s)	ear(s)	nose	tongue	finger(s)
Verbs				
smell	see	taste	touch/feel	hear

## Activity 2

**Directions:** In your exercise book draw the correct body part for each of your sentences.

## LESSON FIVE

### Activity 1

**Directions:** In your exercise book draw a stick picture of a body. Label the body parts using the words in the Word Bank. Share your drawing in a small group.

Word Bank – Body Parts							
shoulder	arm	hand	leg	knee	toe	head	foot

### Activity 2

**Directions:** In your exercise book draw parts of the body above the shoulder. Label the parts using the words in the Word Bank.

Word Bank Parts Above the Shoulder			
eye	hair	lip	chin
tongue	tooth	neck	nose
beard	cheek	mouth	ear

### Activity 3

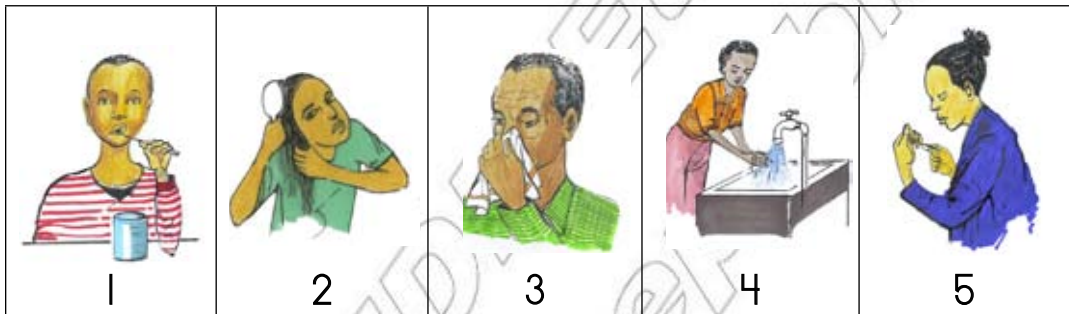
**Directions:** Play the game, Unjumble, in a group of eight students. You will put jumbled sentences about body parts into the correct order.

## LESSON SIX

### Activity

**Directions:** Copy the following sentences into your exercise book. Match them to the correct picture.

- Haile is washing his hands.
- Amira is cutting her fingernails.
- My father is blowing his nose.
- My sister is brushing her hair.
- Hadish is cleaning his teeth.



## LESSON SEVEN

### Activity I

**Directions:** Read the story, “Ashango Plays in the Mud,” silently as your teacher reads it out loud. As your teacher names one of Ashango’s body parts, point to the same part on your body.

### Ashango Plays in the Mud

Tenagne has a little brother. His name is Ashango. Ashango is three years old. He likes to play in the mud after it rains. He jumps in the mud. He kicks his feet in the mud. He falls on his stomach in the mud. He rolls on his back in the mud. He gets so dirty! Mother tells Tenagne to clean Ashango because he is so dirty!

Tenagne washes Ashango’s body. She washes his hair because Ashango has mud all over his head. She washes his back because he has mud all over his back. She washes his legs and arms because he has mud all over them. Tenagne cleans and cleans her little brother. Ashango is so muddy that he has mud in his nose. Ashango must blow his nose. He has mud on his lips. Tenagne helps him clean his teeth. She helps him wash his whole body. She cuts his fingernails, which have mud under them.

Finally Ashango is clean. Tenagne brushes his hair and helps him put on a clean shirt and clean shorts. Tenagne smiles because Ashango is now clean and tidy. Ashango smiles, too. He runs back to the mud. Splash!

## Activity 2

**Directions:** Tell your partner what happens in the story, “Ashango Plays in the Mud.” Tell what happens at the beginning, the middle and the end of the story.

## Activity 3

**Directions:** With a partner write two lists of words from the story, “Ashango Plays in the Mud.”

1. A list of the body parts mentioned in the story.
2. A list of the actions that Ashango does in the story.

Compare your lists in a small group.



## LESSON EIGHT

### Activity 1

**Directions:** Sing the song, “My Eyes Can See,” together out loud.

### My Eyes Can See

My eyes can see; my ears can hear,  
My nose can smell; my mouth can talk.  
My head can nod; my arms can hold,  
My legs can walk, and walk and walk.

### Activity 2

**Directions:** Work in a group to play the game, What am I doing? Mime action words from the Word Bank.

Word Bank – Actions				
blow	brush	put on	look	clean
smell	cut	wash	taste	touch

### Activity 3

**Directions:** In a small group make a poster about how to be clean and tidy (good hygiene).



## LESSON NINE

### Activity 1

**Directions:** Study the picture. Guess what the little girl has in her basket and where she is going.

### Activity 2

**Directions:** Read Part One of the story, “Amina and the Wolf,” silently as your teacher reads it out loud.



### Amina and the Wolf – Part One

Amina is ten years old. Amina’s mother makes her a new red dress. Amina likes to wear it because it is so beautiful. Amina’s mother tells her she can wear it when she visits her sick grandmother.

Amina’s mother makes some injera and cooks a stew of meat and cabbage for Amina to take to her grandmother. Amina puts the food in her basket. Her mother tells her to fetch some honey and tea to take to her grandmother. She puts these things in her basket, too.



Amina goes out of her house to walk to her grandmother’s house. She walks along the path through the woods.

She sings as she walks. It is the rainy season, and she smells the clean earth. She sees a bird fly away from a bush. She hears a sound in a bush. There is a wolf in the bush!

### Activity 3

**Directions:** Answer the questions about the story, “Amina and the Wolf – Part One.” Compare your answers with your partner’s.

1. How do you think Amina feels as she starts to walk through the woods to visit her grandmother? Find clues in the story.
2. How many things does she carry in her basket? Point to the words in the story.
3. How do you think she feels when she sees the wolf? What in the story tells you this?

### Activity 4

**Directions:** Talk with your partner about the things you take to your grandmother when you visit her.

## LESSON TEN

### Activity 1

**Directions:** With a partner find 8 verbs (action words) in Part One of the story. Write them in your exercise book.

### Activity 2

**Directions:** Tell your partner what you think happens next in the story, “Amina and the Wolf.”

### Activity 3

**Directions:** Read the dialogue in “Amina and the Wolf – Part Two” silently as your teacher reads it out loud.



### Amina and the Wolf – Part Two

Amina	Hello, Wolf! My name is Amina. How are you?
Wolf	Hello, Amina. I am hungry! What is in your basket?
Amina	Wolf, I cannot share this food with you. I must carry this basket of food to my sick grandmother.
Wolf	Amina, where does your grandmother live?
Amina	She lives in the house beside this path. It is not very far from here.
Wolf	I must go now, Amina. I can meet you at your grandmother's house.

## LESSON ELEVEN

### Activity 1

**Directions:** Retell to your partner what happens in Part Two of the story, “Amina and the Wolf.”

### Activity 2

**Directions:** Study the picture below. Tell your teacher what you think happens in Part Three of the story, “Amina and the Wolf.”

### Activity 3

**Directions:** Read the story, “Amina and the Wolf – Part Three” silently as your teacher reads it out loud.

### Amina and the Wolf – Part Three

Wolf runs to the house where Amina’s grandmother lives. It knocks on the door: rap, rap, rap. It hears Grandmother say, “Come in, Amina.”

Grandmother sees Wolf. She hides under the bed. She is afraid Wolf will eat her, but Wolf has another plan.

Wolf gets into Grandmother’s bed. It puts its head on the pillow. It pulls the blanket over its big, furry body. Its feet stick out from under the blanket. It smiles a big, toothy grin as it thinks about how it will eat Amina. Oh, it is so hungry!



## Activity 4

**Directions:** Work in a small group to tell three events you remember from the story, “Amina and the Wolf – Part Three.” Tell how you feel about the wolf.

# LESSON TWELVE

## Activity 1

**Directions:** Read the dialogue in “Amina and the Wolf – Part Four” silently as your teacher reads it out loud.

### Amina and the Wolf – Part Four

Amina	Hello, Grandmother. How are you feeling today?
Wolf	I am feeling better, Amina. Come near and kiss me.
Amina	Oh, Grandmother! Your eyes are so big!
Wolf	All the better to see you, my little peach!
Amina	Oh, Grandmother! Your ears are so big!
Wolf	All the better to hear you, my little mango!
Amina	Oh, Grandmother! Your hands are so big!
Wolf	All the better to touch you, my little potato!
Amina	Oh, Grandmother! Your nose is so big!
Wolf	All the better to smell the delicious food in your basket, my little tomato!
Amina	Oh, Grandmother! Your mouth is so big, and I can see your big teeth!
Wolf	All the better to eat you, my lovely lunch!

## Activity 2

**Directions:** Read the conversation above with your teacher. Say the words in the shaded boxes together out loud. Make your voice sound like Wolf.

### Activity 3

**Directions:** In your exercise book write answers to each of the following questions about “Amina and the Wolf – Part Four.” Share your answers with a partner.

1. Do you think Amina wants to kiss her Grandmother? Why?
2. Why do you think Wolf calls Amina “my little peach”?
3. What other fruits and vegetables does Wolf name when talking to Amina?
4. What do you think Amina will do next?
5. What do you think Wolf will do next?

### Activity 4

**Directions:** Read the ending of the story, “Amina and the Wolf,” silently as your teacher reads it out loud.

#### Amina and the Wolf – Part Five (Ending)

Amina runs outside. She sees a farmer. She shouts to the farmer for help. The farmer chases Wolf away.



Amina and the farmer find Grandmother under the bed. Grandmother thanks them for helping her. They all eat the delicious lunch together.

Wolf begins to hunt for food. What will it find?

*Adapted from the traditional story, “Little Red Riding Hood”  
by the Grimm Brothers*

## LESSON THIRTEEN

### Activity 1

**Directions:** Discuss the story, “Amina and the Wolf” in a small group. Your teacher will write discussion questions on the chalkboard. Report your discussion to your classmates.

### Activity 2

**Directions:** In your exercise book write numbers 1–5. Write the name of each body part: ear, nose, eye, finger, tongue. Then write a sentence about what you can do with each body part. Use actions words from the Word Bank.

**Example:** 1. Ear I can hear with my ears.

Word Bank – Verbs				
see	hear	smell	taste	feel

### Activity 3

**Directions:** Read the poem, “I think I’m a Little Crazy” out loud. In your exercise book, make a list of items from the poem that you can see, taste, touch, smell and hear.

#### I Think I’m a Little Crazy

I think I’m a little crazy!  
I don’t know what to do!  
When I smell a flower,  
I taste delicious stew.

I think I’m a little crazy!  
I don’t know what to do!  
When I look at a dog,  
I hear a frog! Don’t you?

I think I’m a little crazy!  
I don’t know what to do!  
When I eat a mango,  
I feel stones in my shoe.

I think I’m a little crazy!  
I don’t know what to do!  
My senses are all mixed up!  
Why? I don’t have a clue!