

**About Section 3:** In this section, students continue to develop listening skills. They will learn to count to ten and match oral language of numbers with 1-to-1 equivalence. Students will practice following directions using spatial commands and body parts. Students demonstrate comprehension through physical responses and movements as they participate in songs, stories and games. Learners may begin to give directions using the target language of classroom commands, body parts and numbers. Children may also develop speaking abilities while they are learning to count to ten. Students will respond using yes and no replies, saying one- to two-word utterances, and using hand gestures to demonstrate comprehension of simple questions such as: How are you? and How old are you?

**Where this fits in:** This is an early section that is designed for beginning-level students who have some prior exposure to the language, yet a limited working knowledge of the target language. The teacher provides visual cues, and gestures, and models and facilitates hands-on activities to help students follow directions and apply the language through physical responses, listening and various speech-emergent activities.

**Expectations for the end of this section:**

- **Most students will** understand how to follow one-step oral directions and will show comprehension using physical responses. Most students will identify the target language of body parts, classroom commands, classroom objects, colors, shapes and counting to five.
- **Some students will have made more progress and will** understand and respond to simple either/or, or yes/no questions with gesturing and single-word answers using the target language of body parts, classroom commands, class objects, colors, shapes and numbers.
- **Some students will have progressed further and will** understand and follow two-step oral directions that include more vocabulary such as spatial language and numbers to ten. They will be able to use the language to give directions, respond to another person, or ask for objects or items related to the target language of study using one- to two-word utterances.

**OBJECTIVES & STANDARDS**

**LESSON / TEACHING CARD NUMBER**

		11	12	13	14	15
• 10	Matches oral language to body parts				█	
• 11	Develops an increasing ability to count in sequence to 10	█				█
• 14	Responds with gestures to songs and chants modeled by the teacher	█	█			
• 15	Identifies colors through sorting objects		█	█	█	
• 16	Recognizes repeating patterns		█	█	█	
• 17	Recognizes attributes of same and different			█		
• 18	Begins to develop speaking abilities				█	█