

Gumdrops

Rebecca Lee Williams

2

Teacher's Guide



58 St. Aldates
Oxford, OX1 1ST
United Kingdom

Gumdrops
Teacher's Guide Level 2

Publisher: Justine Piekarowicz
Managing Editors: Jacaranda Ruiz, Alejandra Zapiain
Editorial Team: Miroslava Guerra

Art Director: Marisela Pérez
Design, Art Coordination and Layout: Isabel Arnaud, Celia Alejos
Cover Design: Isabel Arnaud
Technical Direction: Salvador Pereira
Technical Coordination: Susana Alcántara, Julián Sánchez, Daniel Santillán

Illustrations: A Corazón Abierto pp. 32, 33, 34, 40, 48, 49, 64, 65, 70, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104; Mónica Cáhue pp. 8, 53, 54, 55, 56, 81, 82, 83, 100, 101; Herenia González pp. 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 18, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 35, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 50, 51, 52, 57, 58, 59, 63, 66, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80; Claudia Navarro pp. 19, 24, 25, 87, 88, 89; Natalia Vázquez pp. 16, 17, 84, 85, 86

Photographs: © Ana Paula Hernández pp. T5a, T7a, T13a, T23a, T29a, T31a, T39a, T41a, T45a, T68a, T69, T70, 71, 72; © PHOTOS. COM: Alexei Zaycev p. 35; Anna-Yarullina p. 51; Andy Dean p. 29; Arthur Kwiatkowski p. 12; Christian J. Stewart p. 35; Comstock pp. 12, 35; Cstar55 p. 51; De Santis Paolo p. 35; DessieDavidova p. 27; Dmitry Kalinovsky p. 51; Elvis Santana p. 11; Galina Barskaya p. 35; Goce Risteski p. 35; Hans Slegers p. 35; Hero30 p. 35; Hkeita p. 35; Jupiterimages p. 35; John Foxx p. 35; Juicybits p. 51; Maksym Bondarchuk p. 51; Natalia Lukiyanova p. 35; Natalia Siverina p. 51; PaulMaguire p. 35; Peter Zurek p. 35; Petro Feketa p. 29; Photos.com p. 35; Pixel107 p. 35; Polka Dot Images p. 12; SangHyunPaek p. 51; Sibel Yilmaz p. 35; Stefan Petru Andronache p. 51; Stockbyte p. 51; Tim Walton p. 12; Viacheslav Krisanov p. 35; Xiaoke ma p.35; © RICHMOND ARCHIVE: pp. 7, 8, T5a, T7a, T9a, T13a, T15a, T17a, T21a, T23a, T25a, T29a, T31a, T33a, T37a, T39a, T41a, T45a, T47a, T49a, T53a, T55a, T57a, T61a, T63a, T65a, T67a, T68, T69, T70, T71, T72 ; Herenia González p. 11, 36, 51

Richmond publications may contain links to third party websites. We have no control over the content of these websites, which may change frequently, and we are not responsible for the content or the way it may be used with our materials. Teachers and students are advised to exercise discretion when accessing the links.

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the Publisher.

The Publisher has made every effort to trace the owner of copyright material; however, the Publisher will correct any involuntary omission at the earliest opportunity.

Printed in Mexico
ISBN: 978-607-06-0754-7
First Edition: 2013

D.R. © Richmond Publishing, S. A. de C. V., 2013
Av. Río Mixcoac No. 274, Col. Acacias,
Del. Benito Juárez, C.P. 03240, México, D.F.

This book was printed in

Contents



About Gumdrops	iv
Student's Components and Resources	vi
Teacher's Components and Resources	viii
Scope and Sequence	xi

Unit 1	3a
Lesson 1	4
Lesson 2	6
Lesson 3	8
Values and Review	10

Unit 2	11a
Lesson 4	12
Lesson 5	14
Lesson 6	16
Values and Review	18

Unit 3	19a
Lesson 7	20
Lesson 8	22
Lesson 9	24
Values and Review	26

Unit 4	27a
Lesson 10	28
Lesson 11	30
Lesson 12	32
Values and Review	34

Unit 5	35a
Lesson 13	36
Lesson 14	38
Lesson 15	40
Values and Review	42

Unit 6	43a
Lesson 16	44
Lesson 17	46
Lesson 18	48
Values and Review	50

Unit 7	51a
Lesson 19	52
Lesson 20	54
Lesson 21	56
Values and Review	58

Unit 8	59a
Lesson 22	60
Lesson 23	62
Lesson 24	64
Values and Review	66

Holidays	67
Tracks	73

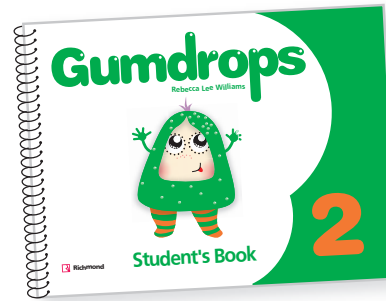
About Gumdrops

Gumdrops is an exciting, comprehensive, four-level preschool series based on current theories and ongoing research regarding early childhood learning and development.

The series incorporates the most recent methodologies that have proven to be effective in English Language Teaching. It provides students with positive early childhood experiences in a wide range of relevant contexts. **Gumdrops** gives children an opportunity to learn a second language at a very young age through fun and motivating child-centered activities.

Gumdrops provides teachers with innovative, easy-to-use materials that ensure a well-rounded, structured program.

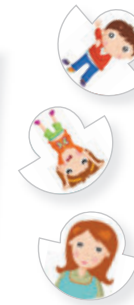
The vast array of **Gumdrops** components have been specifically designed to give teachers multiple ways to introduce, model and review new vocabulary and language structures in a variety of contexts. These visually attractive resources hold children's interest, allow for individual progress and keep them actively engaged in the learning process day after day.



Student's Book



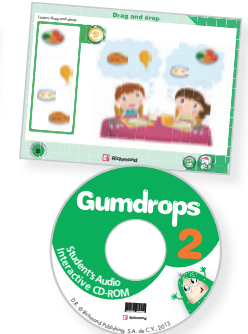
Stickers



Finger Puppets



Mini-flashcards



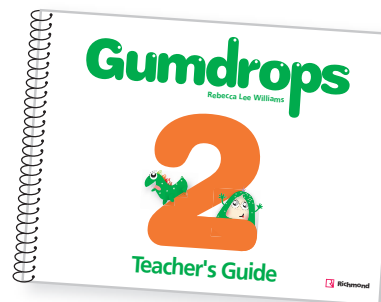
Student's Audio/
Interactive CD-ROM



Activity Pad



Big Book



Teacher's Guide



Posters



Cutouts



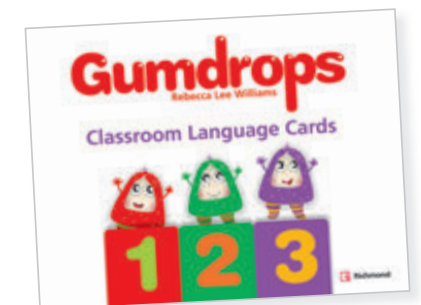
Stick Puppets



Class Audio



Teacher's Resource
CD-ROM



Classroom Language Cards

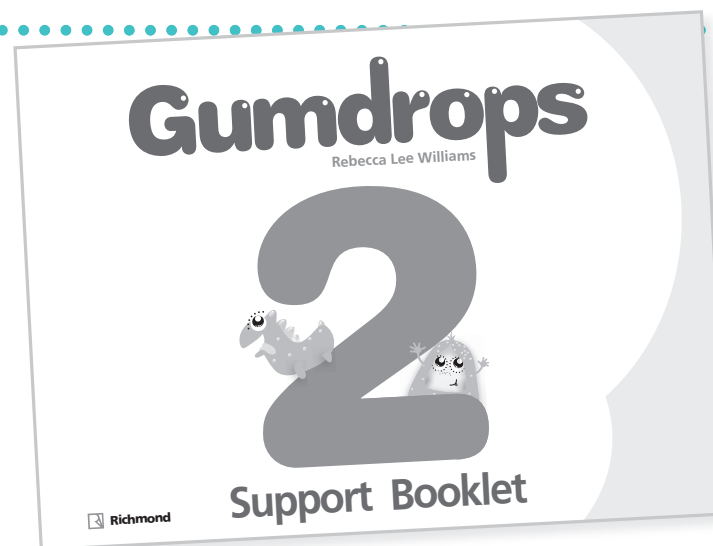


Gumdrops aims to foster a positive attitude toward language and learning in general. Although it focuses primarily on the teaching of English, it also contains a balanced program of carefully planned activities that promote the development of the child as a whole, special attention given to teaching vocabulary and essential skills.

Gumdrops...

- takes advantage of children's natural ability to acquire a second language at a young age, which can result in cognitive benefits that will appear from becoming bilingual.
- observes the natural stages of language learning: Preproduction, Early Production and Speech Emergence.
- helps students develop six crucial areas of learning: Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge of the World; Artistic Development and Physical Development.
- gives students multiple exposure to each new lexical group through fun and focused vocabulary practice.
- takes into account different learning styles, and allows students to develop and respond at their own pace through a variety of activities.
- includes songs, chants, recorded stories and interactive games to develop children's listening skills.
- incorporates games that are highly motivating and allow the teacher to activate children's prior knowledge.
- offers beautifully illustrated stories and rhymes, both original and traditional, especially created to stimulate children's appreciation for literature.
- gives flexibility by providing core and extension activities.

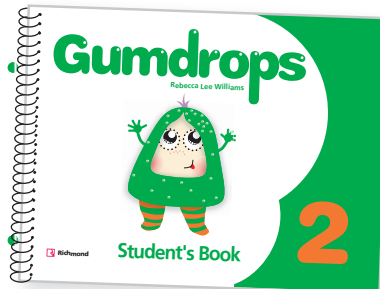
Gumdrops features a *Gumdrops Support Booklet* available on the *Teacher's Resource CD-ROM*. It provides a wealth of ideas and tips to allow teachers to make the most of all the components included in the program. In the *Gumdrops Support Booklet* you will find the following: the philosophy and methodology of the series and the course structure; tips for presenting and practicing language with *posters*, *cutouts* and *stick puppets*; tips for using the *Classroom Language Cards*, the *Big Book*, the *Class Audio* and the *Scrapbook*; tips for developing mathematical skills; and ideas to carry out assessments and record keeping, as well as pronunciation and general teaching tips.



Student's Components and Resources

Student's Book

The *Student's Book* contains full-colored pages with a variety of fun activities.



Values Pages

Gumdrops offers a theme-related values page at the end of each unit to help students learn and develop important character traits in all areas of learning.



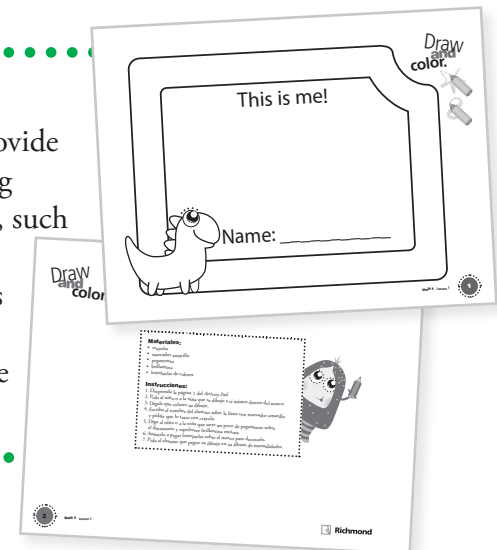
Unit Openers

The Unit Opener is a reproduction of the *poster*. This vividly illustrated page at the beginning of each unit facilitates the presentation of new vocabulary and is used to activate prior knowledge of the theme.



Activity Pad

The *Activity Pad* contains detachable pages of stimulating activities that provide extra hands-on practice for developing essential readiness skills and concepts, such as cutting, drawing, coloring, finger-painting and assembling. Instructions are printed in Spanish on the back of each page to enable students to do the activity at home with their parents.



Class Pages

Each class page offers activities that teach language and vocabulary while developing essential skills appropriate to the age, such as sticking, gluing, tracing, coloring, matching, classifying, counting and making patterns.



Review Page

Each unit ends with a page that offers students the opportunity to review the vocabulary and language presented in the unit.



Holiday Pages

There are six pages of appealing holiday-related activities to be used at appropriate times throughout the year.



Stickers

Stickers provide young learners with yet another engaging learning tool to be used alongside the *Student's Book*. Each unit is accompanied by two pages of fun, colorful *stickers* which are designed to develop readiness skills and serve as motivational rewards.



Mini-flashcards

There are two pages of vibrant *mini-flashcards* for each unit. These versatile and colorful cards are mainly designed to present, practice and review vocabulary. After using them to build language and critical thinking skills, students create their own *Picture Dictionary* for their *Scrapbooks* at the end of each unit.



Finger Puppets

Gumdrops gives students one delightful *finger puppet* for each unit. These can be used to focus students' attention while working with the Unit Opener, the *Student's Book* and the *Big Book*.



Student's Audio/Interactive CD-ROM

The *Student's Audio/Interactive CD-ROM* contains songs, rhymes, chants and stories from Level 2 recorded by native English speakers for students to listen to outside the classroom. Sixteen engaging and fun interactive games are also included on this component.



Interactive Games

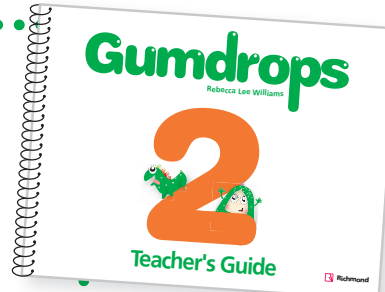
Gumdrops 2 and **3** feature 16 interactive games with fun extension activities. Stories with highlighted text and audio are also included to develop children's reading and listening skills. These interactive games are excellent tools that parents can use to foster their children's psychomotor development. **Gumdrops 2** and **3** *Interactive Games* are included on the *Student's Audio/Interactive CD-ROM*.



Teacher's Components and Resources

Teacher's Guide

Gumdrops Teacher's Guide offers comprehensive, step-by-step notes that are interleaved with the *Student's Book* and *Activity Pad* pages. These easy-to-follow notes allow teachers to organize their classes at a glance and ensure that the content of each lesson contains a variety of activity types that are both developmentally appropriate and appealing to students.

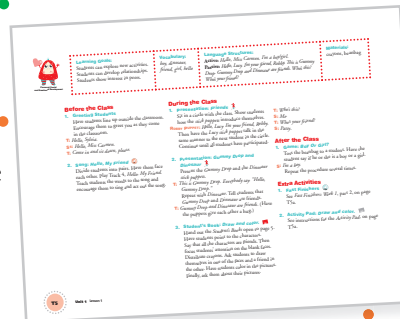


Lesson Pages

To help teachers make the most of **Gumdrops**, the *Teacher's Guide* includes a page that corresponds to each page in the *Student's Book*. The lesson pages present the core material for the program. Teachers can quickly see the learning goals, the vocabulary and sample language that will be taught in the lesson, as well as a list of required materials and preparation.

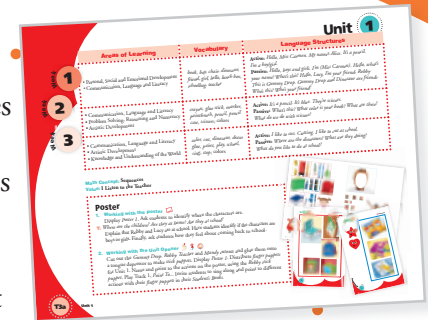
Each class is divided into four phases:

- 1. Before the Class:** This phase offers activities designed to recycle language previously learned and to present new vocabulary.
- 2. During the Class:** This phase offers presentation activities to reinforce new vocabulary and language through structured activities. It provides clear instructions on how to use the corresponding *Student's Book* class page.
- 3. After the Class:** This phase offers activities to give further reinforcement through a wide array of games and activities.
- 4. Extra Activities:** This phase indicates the corresponding *Fast Finishers* or *Activity Pad* page that can be done after each lesson or at home.



Unit Overview

The first page of each unit provides an overview of areas of learning, vocabulary and language structures that will be covered each week, highlighting the corresponding math concept and value. The Unit Overview page includes suggestions for working with the Unit Opener and the *poster* to activate prior knowledge and to present new vocabulary.



The class lesson pages contain easily identifiable icons that indicate when each component has to be used.

Activity Pad



poster



Student's/Class Audio



stick puppets



Big Book



stickers



cutouts



Student's Book



finger puppets



Teacher's Resource
CD-ROM



mini-flashcards

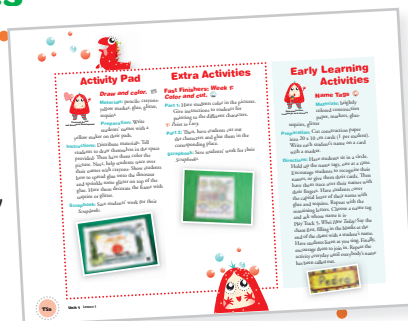


Interactive CD-ROM



Extension Activities Pages

Gumdrops Teacher's Guide also includes a page with extension activities with detailed instructions related to the corresponding *Activity Pad* page and the *Fast Finishers* task per week. These activities help students consolidate the new vocabulary and language. A hands-on optional lesson, called Early Learning Activities, linked to the Areas of Learning and unit theme, is also provided. The activities covered in the extension pages can be used as learning evidence to be included in students' *Scrapbooks*. **Gumdrops** provides a photocopyable *Scrapbook* cover for each unit on the *Teacher's Resource CD-ROM*.



Classroom Language Flashcards

These visual cue cards vividly illustrate common classroom commands. Use them when you are giving students instructions along with the English command. Students will quickly associate the picture cue with the command, providing understanding.



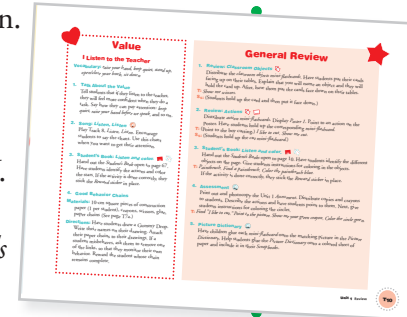
Holiday Pages

This section is found after Unit 8 and includes instructions on how to use the Holiday pages in the *Student's Book* and *Activity Pad*, providing fun holiday-related songs, crafts and activities. Use these pages at the appropriate times during the school year.



Value and General Review Pages

The last page of every unit contains the teacher's notes for appropriate activities that highlight key values. Activities for general review are also provided to activate key vocabulary and language structures covered in the lessons. Suggestions are given to assess both individual and class progress and detect any weak areas that need extra attention. The final page of each unit contains step-by-step instructions for using the Review Page in the *Student's Book* and the *Assessments* included on the *Teacher's Resource CD-ROM*. Instructions for students to create their own *Picture Dictionaries* with their *mini-flashcards* are also found in this section.



Big Books

The *Big Book* is a beautifully illustrated collection of original and traditional stories and chants that will delight and animate students while exposing them to natural language. There is one theme-related story per unit. The *Big Books* are accompanied by audio that enables students to hear the stories as told by a native English speaker. A projectable version of the stories is included on the *Teacher's Resource CD-ROM*.



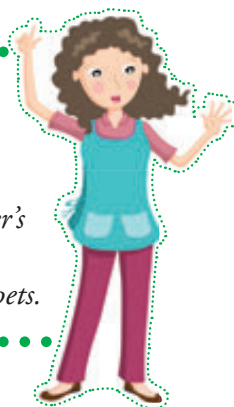
Posters

Gumdrops posters provide the teacher with an effective visual tool to introduce and reinforce target vocabulary and language. Each unit comes with a large, colorful, theme-related *poster*. A reproduction of the *poster* is included in the Unit Opener of the *Student's Book* to keep individual students engaged while you are working with a volunteer in front of the class. Suggestions for use are given in both the *Teacher's Guide* and the *Gumdrops Support Booklet*. A projectable version of the posters is included on the *Teacher's Resource CD-ROM*.



Stick Puppets

The *stick puppets* enable the teacher to model language in an entertaining way. They can also be used to encourage more reserved students to participate through role-playing. See the *Teacher's Guide* and the *Gumdrops Support Booklet* for further suggestions on how to use the *stick puppets*.



Class Audio

The *Class Audio* includes recordings by native English speakers of all the songs, chants, rhymes and stories as well as the songs and chants of the Holidays section. A transcript of all the recordings appears at the back of the *Teacher's Guide* as a reference. A digital copy of the transcript is included on the *Teacher's Resource CD-ROM* so that you can send it to parents.



Cutouts

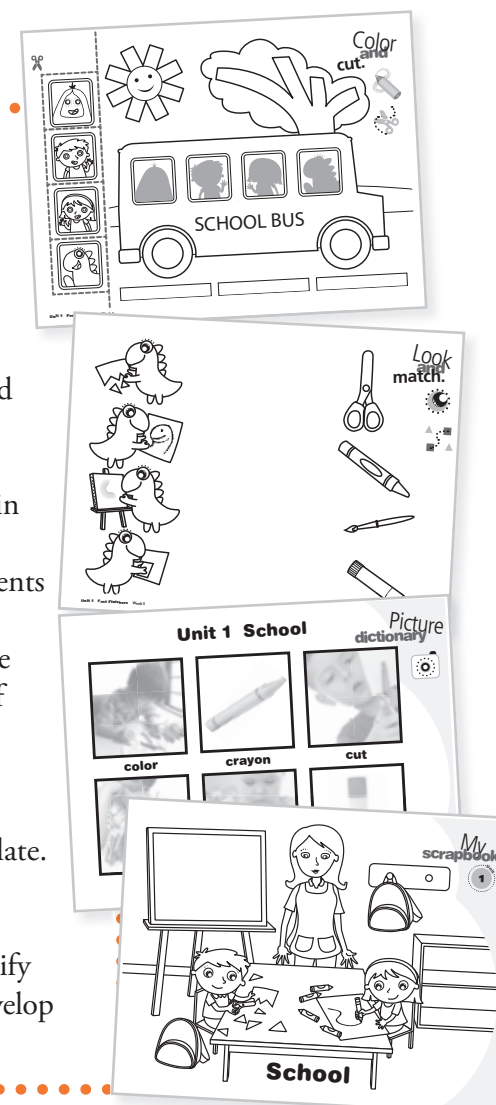
Each unit comes with large, theme-related cut-out cards. These beautifully illustrated visual aids allow the teacher to present and practice language through a variety of games and activities.



Teacher's Resource CD-ROM

This includes:

- The *Gumdrops Support Booklet*, which contains the series philosophy and methodology, as well as valuable tips for presenting language and vocabulary, developing skills and making the most of all of the **Gumdrops** components.
- Unit 0 and Track 0, to be used in the first days of classes.
- *Fast Finishers* pages to give students who finish early a purposeful, independent activity to do while you are working with the rest of the class.
- Photocopiable assessments for each unit.
- A Generic Progress Chart template.
- *Scrapbook* covers for each unit.
- *Picture Dictionary* pages.
- Numerous templates that simplify class preparation and further develop and extend a range of skills.



Scope and Sequence

	Areas of Learning	Vocabulary	Language Structures
Unit 1	Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Artistic Development; Knowledge and Understanding of the World	<i>book, boy, chair, color, crayon, cut, dinosaur, draw, friend, girl, glue stick, hello, lunch box, marker, paint, paintbrush, pencil, pencil case, play, school, schoolbag, scissors, sing, stop, teacher; colors</i>	<i>Hello, Miss Carmen. My name's Alice. It's a pencil. I'm a boy/girl. It's blue. They're scissors. I like to cut at school.</i>
Unit 2	Knowledge and Understanding of the World; Problem Solving, Reasoning and Numeracy; Physical Development; Artistic Development; Communication, Language and Literacy; Personal, Social and Emotional Development	<i>arm, body, ears, eyes, face, foot, hair, hand, head, leg, mouth, nose, clap, dance, hop, jump, knees, lift, reach, run, toes, touch; clothes, colors, numbers 1 to 10</i>	<i>Good morning, Miss (Carmen). Hello, Lucy. It's an arm. Head. Run! Yellow. Yes./No. Touch your toes. I have one nose. I have two arms.</i>
Unit 3	Knowledge and Understanding of the World; Artistic Development; Problem Solving, Reasoning and Numeracy; Communication, Language and Literacy	<i>barn, chick, cow, different, duck, egg, eleven, farm, goat, hen, horse, rooster, same, sheep, ten, turkey, twelve</i>	<i>It's a cow. Yes, it is./No, it isn't. It's a horse. They're chicks. They're turkeys. One, two, three... ten, eleven, twelve. Twelve eggs. A cow goes moo.</i>
Unit 4	Communication, Language and Literacy; Personal, Social and Emotional Development; Problem Solving, Reasoning and Numeracy; Artistic Development	<i>baby, bear, bed, big, bowl, brother, chair, chubby, circle, dad, grandma, grandpa, Mama, medium, mom, old, Papa, sister, square, tall, thin, triangle, small, short, young; colors</i>	<i>It's a square. It's yellow. Hi, Mom. Good-bye, Mom. She's Mom. She's old. They're old. He's Dad. Dad is tall. Yes./No. She's Goldilocks. It's a bowl. It's green. It's a big bowl. It's Baby Bear's spoon.</i>
Unit 5	Communication, Language and Literacy; Personal, Social and Emotional Development; Artistic Development; Problem Solving, Reasoning and Numeracy	<i>armchair, bed, bedroom, closet, doll house, house, kitchen, lamp, living room, mice, mouse, night table, playroom, refrigerator, shelf, sink, shower, sofa, stove, tea, teacup, toilet, bathtub, TV; colors, family members, numbers 1 to 15</i>	<i>He's in the living room. She's in the bedroom. It's a sofa. It goes in the living room. A stove. It's blue. On the box. Nina's on the box. Under the bed.</i>
Unit 6	Communication, Language and Literacy; Personal, Social and Emotional Development; Artistic Development; Problem Solving, Reasoning and Numeracy	<i>breakfast, brush your teeth, comb your hair, daytime, dress, eat, evening, get dressed, go to sleep, moon, morning, nighttime, pajamas, pants, put on a dress and socks, put on pajamas, put on slippers, read a story, shoes, shorts, skirt, sun, sweater, take a bath, take a shower, take a bath, T-shirt, wake up; colors, days of the week</i>	<i>I wake up in the morning. In the morning. Yes./No. It's day. I take a shower. At night. This is a T-shirt. These are slippers. Nighttime. I wear my T-shirt in the daytime. I brush my teeth. Yes, I can./No, I can't.</i>
Unit 7	Knowledge and Understanding of the World; Problem Solving, Reasoning and Numeracy; Artistic Development; Personal, Social and Emotional Development; Communication, Language and Literacy; Physical Development	<i>behind, bench, bird, boy, butterfly, climb, climbing frame, crawl, flower, girl, grass, hop, in front of, jump, march, nuts, on, park, rabbit, run, sit, skip, slide, squirrel, swing, tree, under, walk; colors, numbers 1 to 20</i>	<i>It's a squirrel. They're nuts. This is a flower. It's a tree. It's on the climbing frame. The rabbit is behind the tree. Yes./No. The rabbit is under the slide. I'm walking.</i>
Unit 8	Personal, Social and Emotional Development; Artistic Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy	<i>birthday cake, breakfast, bugs, chicken, chocolate, dinner, eggs, fish, fruits, hungry, juice, like, lunch/don't like meat, milk, monster, nails, pizza, rice, salad, snails, slugs, spaghetti, sugar, thirsty, vegetables, water, yogurt; numbers 1 to 20</i>	<i>It's spaghetti. Yes./No. I want spaghetti, please. It's food. He wants meat. She wants milk. It's a sandwich. Cereal, toast, pancakes. I want eggs and toast. Juice and a sandwich. I like carrots. I don't like carrots.</i>

Week 1
Week 2
Week 3

Areas of Learning	Vocabulary	Language Structures
<ul style="list-style-type: none"> Personal, Social and Emotional Development Communication, Language and Literacy 	<i>book, boy, chair, dinosaur, friend, girl, hello, lunch box, schoolbag, teacher</i>	<p>Active: <i>Hello, Miss Carmen. My name's Alice. It's a pencil. I'm a boy/girl.</i></p> <p>Passive: <i>Hello, boys and girls. I'm (Miss Carmen). Hello, what's your name? What's this? Hello, Lucy, I'm your friend, Robby. This is Gummy Drop. Gummy Drop and Dinosaur are friends. Who's this? Who's your friend?</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Problem Solving, Reasoning and Numeracy Artistic Development 	<i>crayon, glue stick, marker, paintbrush, pencil, pencil case, scissors; colors</i>	<p>Active: <i>It's a pencil. It's blue. They're scissors.</i></p> <p>Passive: <i>What's this? What color is your book? What are these? What do we do with scissors?</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Artistic Development Knowledge and Understanding of the World 	<i>color, cut, dinosaur, draw, glue, paint, play, school, sing, stop; colors</i>	<p>Active: <i>I like to cut. Cutting. I like to cut at school.</i></p> <p>Passive: <i>Where are the dinosaurs? What are they doing? What do you like to do at school?</i></p>

Math Concept: Sequences

Value: I Listen to the Teacher

Poster

1. Working with the Poster

Display *Poster 1*. Ask students to identify where the characters are.

T: *Where are the children? Are they at home? Are they at school?*

Explain that Robby and Lucy are at school. Have students identify if the characters are boys or girls. Finally, ask students how they feel about coming back to school.

2. Working with the Unit Opener

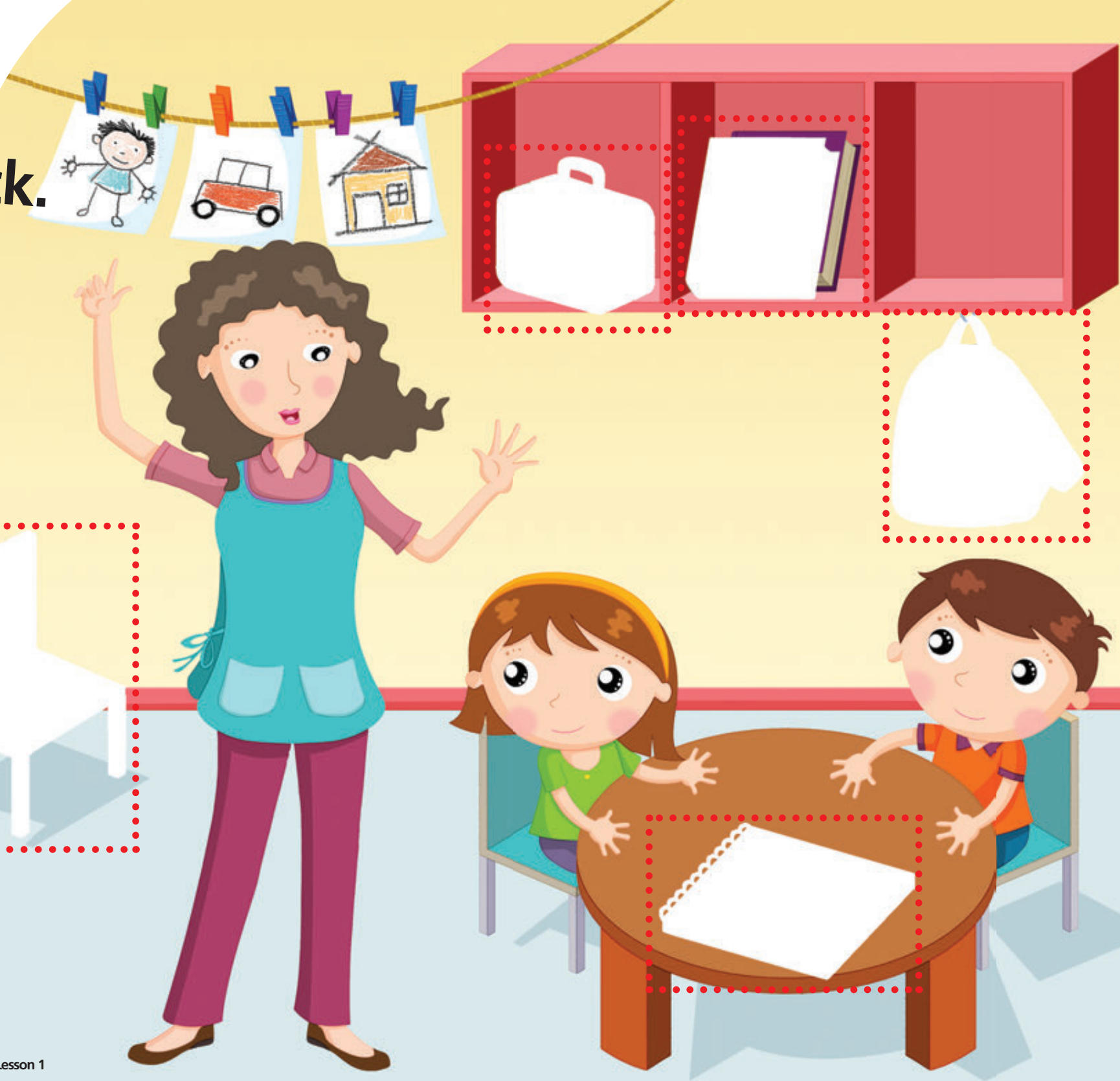
Cut out the *Gummy Drop*, *Robby*, *Teacher* and *Mandy* cutouts and glue them onto a tongue depressor to make *stick puppets*. Display *Poster 1*. Distribute *finger puppets* for Unit 1. Name and point to the actions on the poster, using the *Robby stick puppet*. Play Track 1, *Point To...* Invite students to sing along and point to different actions with their *finger puppets* in their *Student's Books*.





Back to School

Look
and
stick.



Learning Goals:

- Students can recreate words they hear and incorporate them in their own language use.
- Students can recreate conversations.

Vocabulary:

- book, boy, chair, girl, hello, lunch box, schoolbag, teacher*

Language Structures:

- Active:** *Hello, Miss Anna. My name's Alice. It's a book.*
- Passive:** *Hello, boys and girls. What's this? Hello, what's your name? I'm (Miss Carmen).*

Materials:

- realia: classroom objects (chairs, books, lunch box and schoolbags);
- glue, tongue depressors

Before the Class

1. Greetings

Introduce yourself and say hello to students.

T: *Hello, boys and girls. I'm Miss (Carmen.)*

Introduce the *Teacher stick puppet*.

Encourage students to reply.

TEACHER PUPPET: *Hello, boys and girls.*

I'm Miss Anna.

T: *Miss Anna is a teacher. Say hello to Miss Anna.*

T/Ss: *Hello, Miss Anna.*

2. Game: What's Your Name?

Introduce the *Robby* and *Lucy stick puppets* to students, using the *Teacher stick puppet*.

TEACHER PUPPET: *Hello, what's your name?*

ROBBY PUPPET: *My name's Robby.*

TEACHER PUPPET: *Hello, Robby. Say "hello" to Robby.*

Ss: *Hello, Robby!*

Repeat with *Lucy*. Then ask each student his or her name and greet him or her in the same manner.

TEACHER PUPPET: *Hello, what's your name?*

S: *My name's Alice.*

During the Class

1. Presentation: School Objects

Play Track 2, *I Can See...* Use the *Teacher stick puppet* to guide students in pointing to the corresponding objects in the classroom when they are mentioned.

2. More Practice

Attach the *book, lunch box* and *schoolbag cutouts* to the board. Name each object and have students identify it.

T: *It's a book. What's this?*

Ss: *It's a book.*

Invite individual students to come to the front, one at a time. Give a student the *Teacher stick puppet*. Name an object, and have the student point to the corresponding object with the *stick puppet*.

3. Student's Book: Look and stick.

Hand out the *Student's Books* open to page 4. Have students identify the *Teacher, Robby, and Lucy*. Distribute the *stickers* in the red section. Name a classroom object. Ask students to identify the *sticker* and then the object in their *Student's Book*. Help students peel off the *sticker* and put it in the corresponding place.

T: *Look for the chair. Peel off the chair. Put the chair sticker in the correct place.*

After the Class

1. Song: Time To Go Home

Play Track 3, *Time To Go Home*. Teach students the words to the song and encourage them to sing along.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T5a.



Learning Goals:

Students can explore new activities.
Students can develop relationships.
Students show interest in peers.

Vocabulary:

*boy, dinosaur,
friend, girl, hello*

Language Structures:

Active: *Hello, Miss Carmen. I'm a boy/girl.*

Passive: *Hello, Lucy. I'm your friend, Robby. This is Gummy Drop. Gummy Drop and Dinosaur are friends. Who's this? Who's your friend?*

Materials:

crayons, beanbag

Before the Class

1. Greeting Students

Have students line up outside the classroom. Encourage them to greet you as they come in the classroom.

T: *Hello, Sylvia.*

Ss: *Hello, Miss Carmen.*

T: *Come in and sit down, please.*

2. Song: Hello, My Friend

Divide students into pairs. Have them face each other. Play Track 4, *Hello, My Friend*. Teach students the words to the song and encourage them to sing and act out the song.

During the Class

1. Presentation: Friends

Sit in a circle with the class. Show students how the *stick puppets* introduce themselves.

ROBBY PUPPET: *Hello, Lucy. I'm your friend, Robby.*

Then have the *Lucy stick puppet* talk in the same manner to the next student in the circle. Continue until all students have participated.

T: *Who's this?*

S: *Me.*

T: *Who's your friend?*

S: *Patty.*

2. Presentation: Gummy Drop and Dinosaur

Present the *Gummy Drop* and the *Dinosaur stick puppets*.

T: *This is Gummy Drop. Everybody say, "Hello, Gummy Drop."*

Repeat with *Dinosaur*. Tell students that *Gummy Drop* and *Dinosaur* are friends.

T: *Gummy Drop and Dinosaur are friends. (Have the puppets give each other a hug.)*

After the Class

1. Game: Boy Or Girl?

Toss the beanbag to a student. Have the student say if he or she is a boy or a girl.

S: *I'm a boy.*

Repeat the procedure several times.

Extra Activities

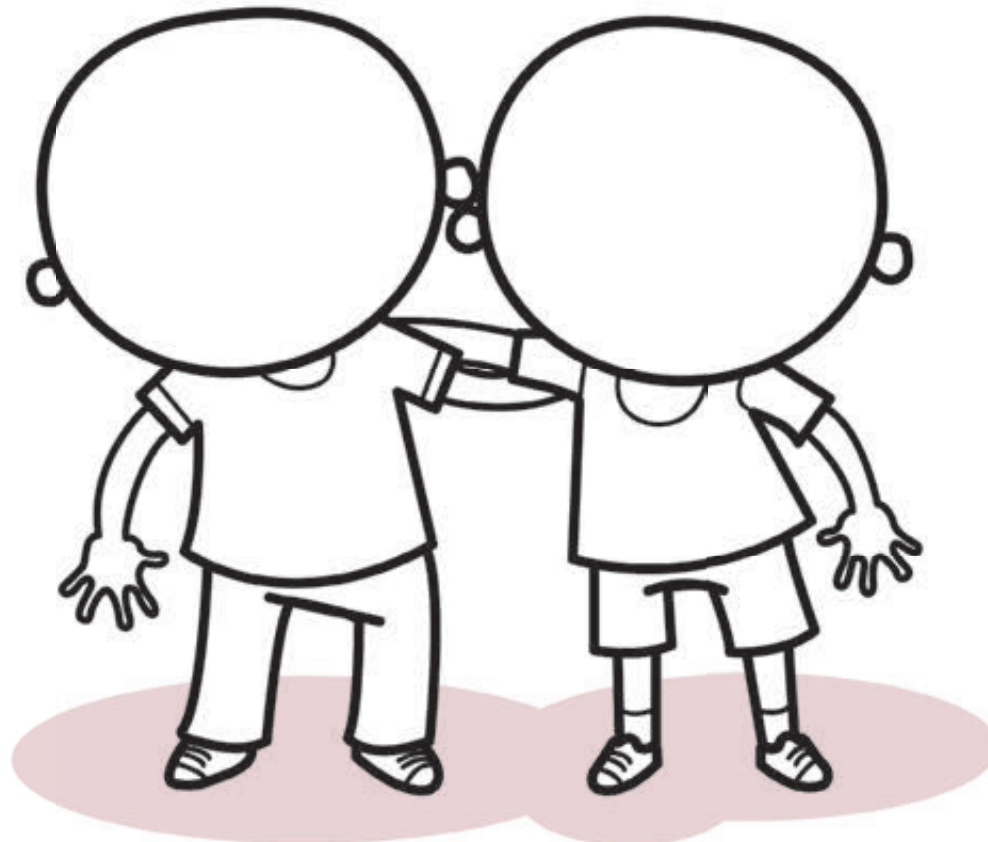
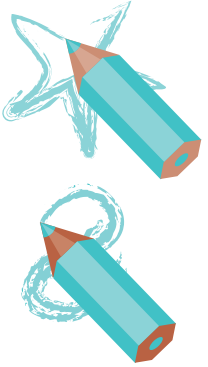
1. Fast Finishers

See *Fast Finishers: Week 1*, part 2, on page T5a.

2. Activity Pad: Draw and color.

See instructions for the *Activity Pad*, on page T5a.

Draw
and
color.



Activity Pad



Personal, Social
and Emotional Development

Draw and color.

Materials: pencils, crayons, yellow marker, glue, glitter, sequins

Preparation: Write students' names with a yellow marker on their pads.

Instructions: Distribute materials. Tell students to draw themselves in the space provided. Then have them color the picture. Next, help students trace over their names with crayons. Show students how to spread glue onto the dinosaur and sprinkle some glitter on top of the glue. Have them decorate the frame with sequins or glitter.

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 1: Color and cut.

Part 1: Have students color in the pictures. Give instructions to students for pointing to the different characters.

T: *Point to Lucy.*

Part 2: Then, have students cut out the characters and glue them in the corresponding place.

Scrapbook: Save students' work for their *Scrapbooks*.



Early Learning Activities



Communication,
Language and Literacy

Name Tags

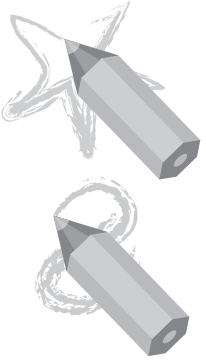
Materials: brightly colored construction paper, markers, glue, sequins, glitter

Preparation: Cut construction paper into 20 x 10 cm cards (1 per student). Write each student's name on a card with a marker.

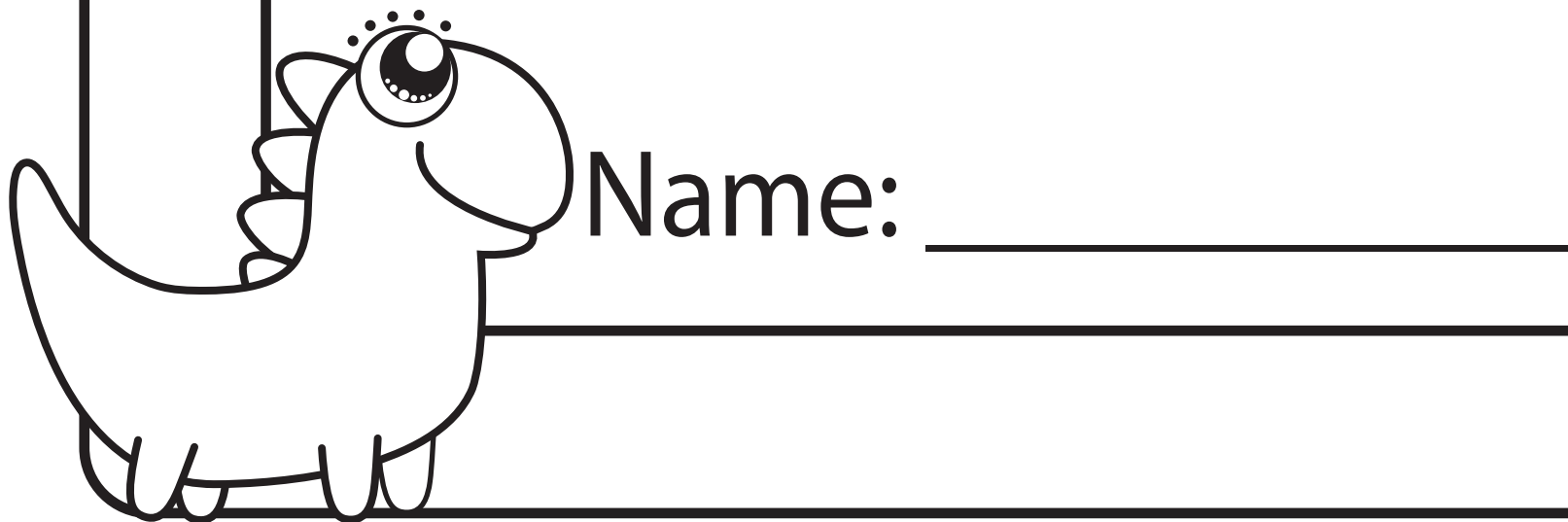
Directions: Have students sit in a circle. Hold up the name tags, one at a time. Encourage students to recognize their names, or give them their cards. Then have them trace over their names with their fingers. Have students cover the capital letter of their name with glue and sequins. Repeat with the remaining letters. Choose a name tag and ask whose name it is. Play Track 5, *Who's Here Today?* Say the chant first, filling in the blanks at the end of the chant with a student's name. Have students listen as you sing. Finally, encourage them to join in. Repeat the activity everyday until everybody's name has been called out.



Draw
and
color.

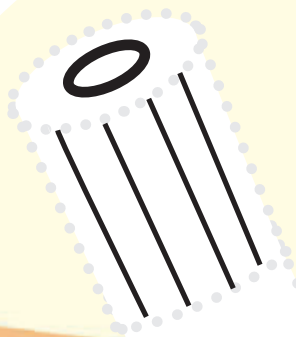
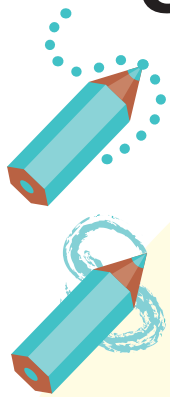


This is me!



Name: _____

Trace
and
color.



Learning Goals:

Students can appropriately use new words they have heard in familiar contexts.

Vocabulary:

crayon, glue stick, marker, paintbrush, pencil, pencil case, scissors; colors

Language Structures:

Active: *It's a pencil.*
Passive: *What's this?*

Materials:

pencils, crayons, red, blue, yellow, orange, pink, purple, brown, black, white and green construction paper, scissors, paper fastener, hole punch

Preparation:

Cut a strip of each color of construction paper (3 x 8 cm). Punch a hole at the bottom. Fasten the strips together with a paper fastener to make a fan (1 per student).

Before the Class

1. Song: Hello, My Friend

Divide students into pairs. Have them face each other. Play Track 4. Encourage students to sing and act out the song. Have students change partners and repeat the activity.

2. Review: Red, Yellow, Blue, Green

Distribute fans. (See Preparation.) Tell students to work silently with their fans. Then, give them commands for showing you the red, blue, yellow or green strips.

T: *Show me yellow.*

Ss: (Students hold up the yellow strip.)

Walk around the class helping individual students find the correct strip and hold it up. Give individual students a thumbs-up signal if they are correct. Shake your head if they are incorrect, and tell them to look for a different strip.

When the activity has finished, show students how to close the fans, then collect and store them away.

During the Class

1. Presentation: Classroom Objects

Display the *classroom objects cutouts*, one at a time, and present them. Then have students identify them.

T: *What's this?* (Show the *pencil cutout*.)

T/Ss: *It's a pencil.*

2. Student's Book: Trace and color.

Hand out the *Student's Books* open to page 6. Hold up the *marker cutout*. Ask students to look for the marker and point to it in their books.

T: *Marker. Point to the marker.*

Continue in the same manner with *scissors, glue stick, crayon, pencil, pencil case* and *paintbrush*.

Next, distribute pencils and ask students to trace over the outline of the marker, crayon and paintbrush.

T: *Marker. Trace over the marker.*

Distribute crayons. Tell students to color in the objects.

After the Class

1. Game: Guessing The Classroom Objects

Put the *school objects cutouts* face down on a table. Choose a *cutout* without showing it to the class and have individual students guess what is on the *cutout*. Then have the whole class identify it.

T: *What's this?*

S1: *Pencil?*

T: *No.*

S2: *Marker?*

T: *Yes, this is a marker. What's this?*

Ss: *It's a marker.*

Have the student who guesses correctly choose the next *cutout*.

2. Song: English Class Is Over

Play Track 6, *English Class Is Over*. Encourage students to sing and act out the song.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T7a.

Play Game 1 on the *Interactive CD-ROM*. 



Learning Goals:

Students can appropriately use new words they have heard in familiar contexts.
Students are aware of the functions of a range of school objects.

Vocabulary:

crayon, glue stick, marker, paintbrush, pencil, scissors; colors

Language Structures:

Active: *It's blue. They're scissors.*

Passive: *What color is your book? What are these? What do we do with the scissors?*

Materials:

fans (see page T6),
crayons

Before the Class

1. Song: *Hello, My Friend*

Divide students into pairs. Have them face each other. Play Track 4. Encourage students to sing and act out the song. Have students change partners and repeat the activity.

2. Game: *Give Me*

Distribute the following *cutouts* to five students: *crayon, glue stick, marker, paintbrush* and *pencil*. Then ask the students to go to the front of the class. Display the *Gummy Drop stick puppet*. Give students commands.

T: *Rick, give Gummy Drop the crayon.*

S: (Student gives the *Gummy Drop stick puppet* the *crayon cutout*.)

Continue in the same manner until all students have participated.

During the Class

1. Review: *Colors*

Distribute fans. (See Materials.) Remind students they must work silently. Ask them to show you the red, blue, yellow, orange or green strips.

T: *Show me orange.*

Walk around the class helping individual students. When the activity has finished collect and store the fans away.

4. Student's Book: *Match and color.*

Hand out the *Student's Book* open to page 7. Distribute crayons. Ask students to point to the crayon in their books. Ask students what color the crayon is. Have students find the other crayon and trace over the dotted line to match them. Then have them color the crayon blue.

T: *Show me your blue crayon. Match the crayon with the crayon. Color the crayon blue.*

Repeat the procedure with the rest of the classroom objects. Finally, name an object. Encourage students to say what we use the object for, by miming the actions.

T: *What are these?*

Ss: *They're scissors.*

T: *What do we do with the scissors?*

Ss: (Students mime cutting paper.)

After the Class

1. Game: *Go For The Colors*

Divide the class into five groups and assign red, yellow, blue, green or orange to each one. Tell students that when you say "Go!" they must find as many items in the classroom with their assigned color as they can. When you say, "Stop!" students need to go back and sit in a large circle with their items. Have members of each group place their items in the middle of the circle. Ask the whole class what color the items are.

T: *What color is your book?*

Ss: *It's blue.*

2. Song: *English Class Is Over*

Play Track 6. Encourage students to sing and act out the song

Extra Activities

1. Fast Finishers

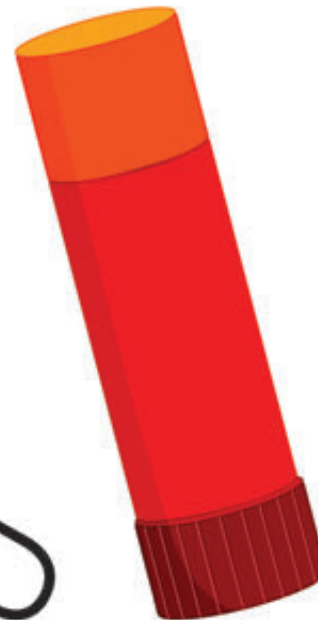
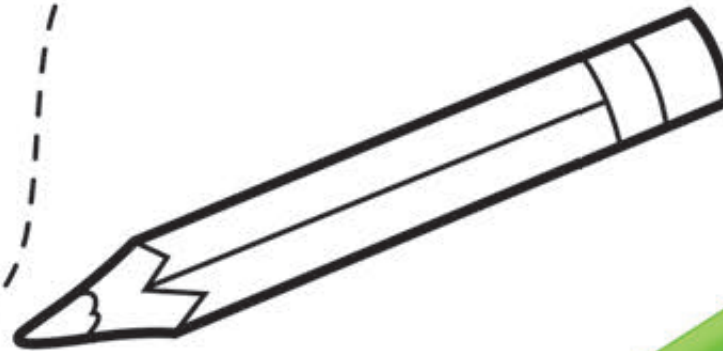
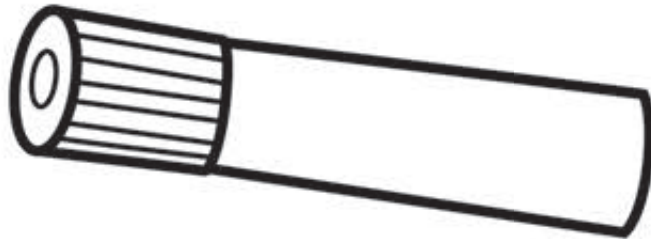
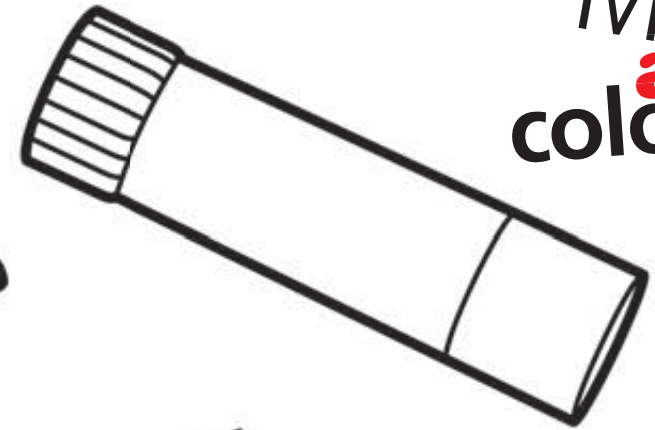
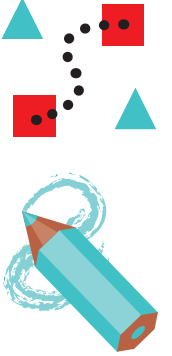
See *Fast Finishers: Week 2*, part 2, on page T7a.

2. Activity Pad: *Color and cut.*

See instructions for the *Activity Pad*, on page T7a.

Play Game 2 on the *Interactive CD-ROM*. 

Match
and
color.





Activity Pad



Artistic Development

Color and cut. AP

Materials: crayons, yellow marker, scissors

Preparation: Write students' names with a yellow maker in the space provided.

Instructions: Distribute materials. Have students color the objects. Help them trace their name with crayons over your handwriting. Cut out the strip and the pencil case. Cut along the dotted lines in the pencil case in order to make two slits. Help students insert the strip in the pencil case and show one classroom object at a time. Ask questions about the color of their objects.

T: *What color is your glue stick?*

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

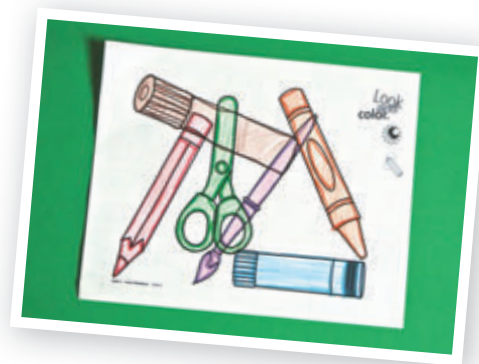
Fast Finishers: Week 2: **Look and color.** TCH

Part 1: Explain to students that they are going to find the classroom objects and then they are going to trace the outlines of each object with markers.

Part 2: Finally, have students color in the objects with crayons.

Optional: Have students point to the objects and say what color they are.

S: *It's a red pencil.*



Early Learning Activities



Problem Solving,
Reasoning and Numeracy

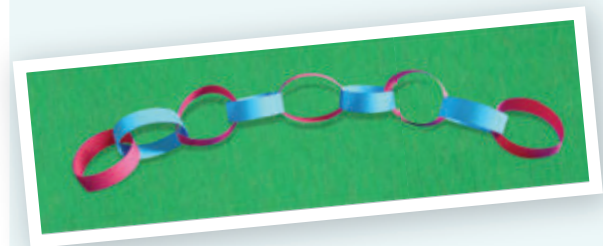
Paper Chains

Materials: red, blue, yellow, green and orange construction paper, glue, scissors

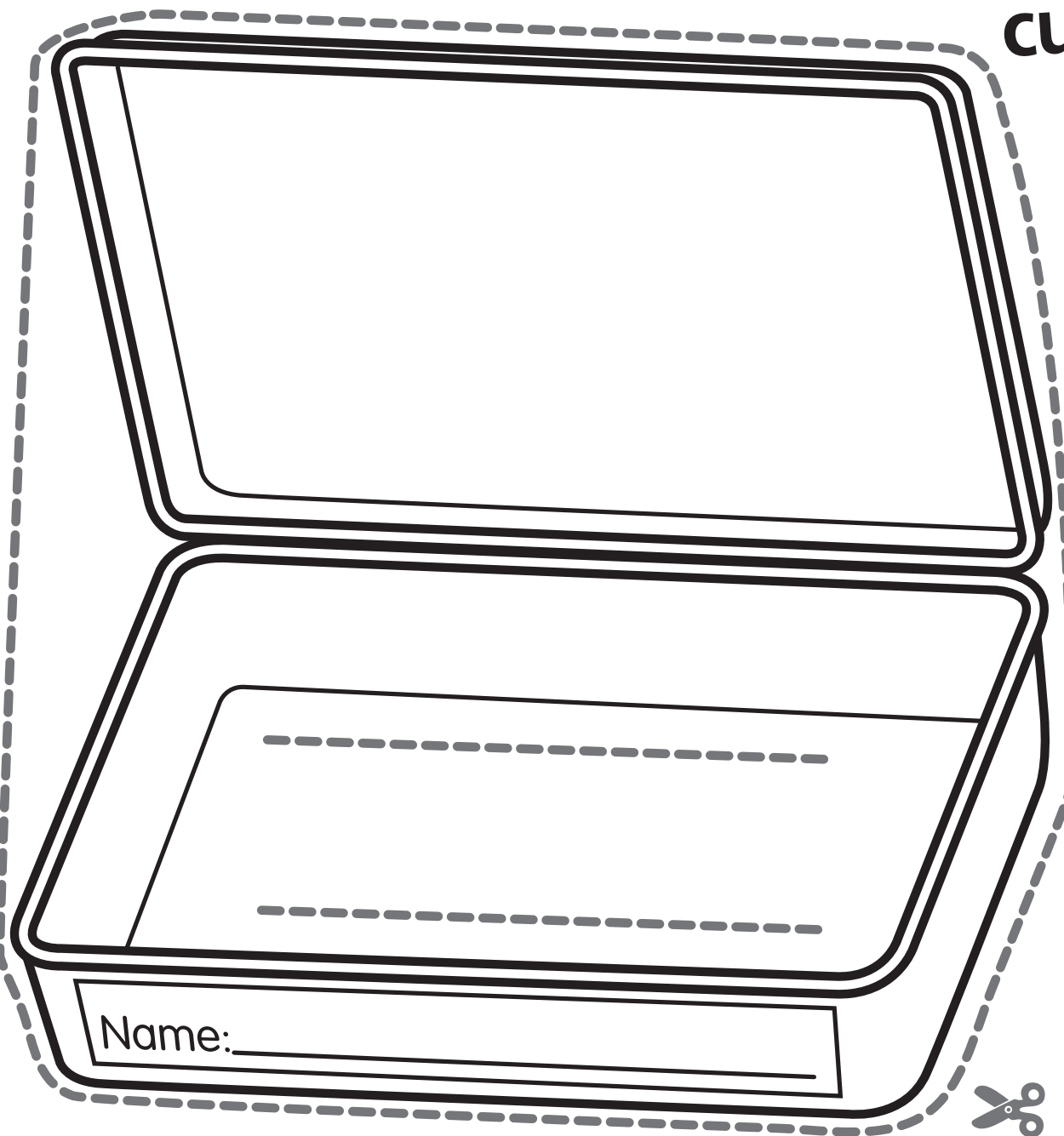
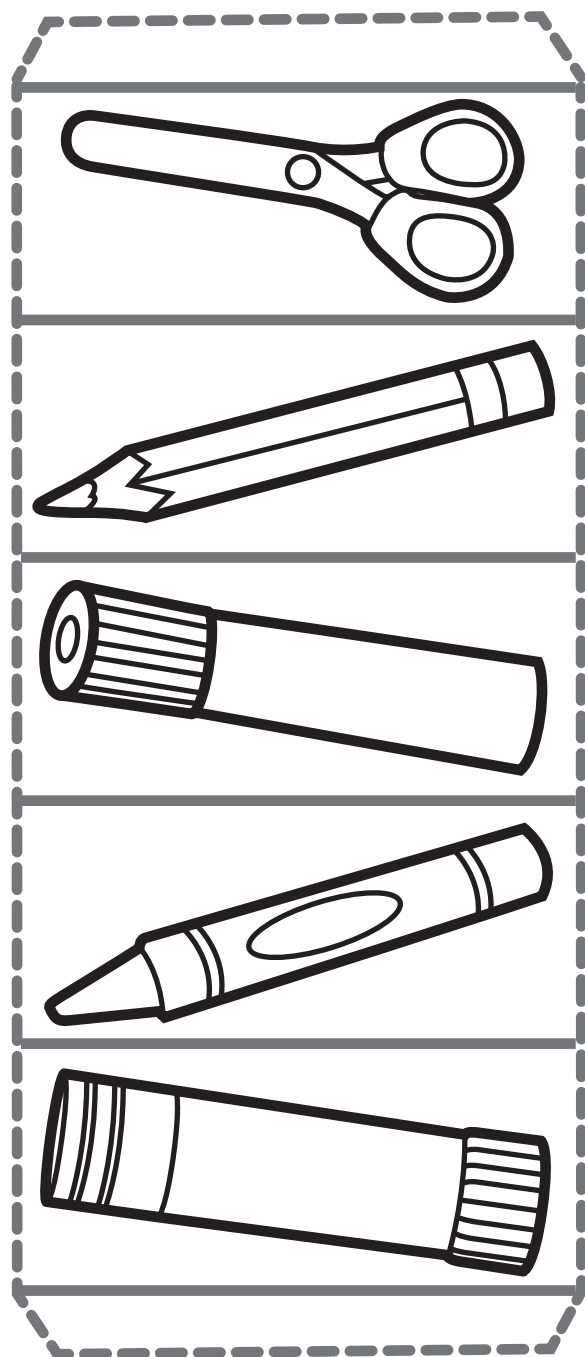
Preparation: Cut paper into 1 x 10 cm strips. Make lots of strips for each color.

Directions: Display paper strips. Have each student choose two colors to make a pattern. Ask students to choose five strips of each color. Show them how to glue the strips together, following the color pattern to create paper chains. When students have completed ten links in their chain, have them show it and help them "read" their pattern out loud to the class.

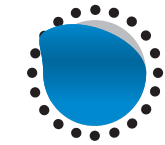
Note: Collect students' paper chains for the Values Activity.



Color
and
cut.



Stick
and
trace.



Learning Goals:

Students can use new words or phrases they have heard in familiar contexts.

Vocabulary:

color, cut, dinosaur, draw, house, glue, paint, play, say hello, school, sing, stop

Language Structures:

Active: *I like to cut. Cutting.*

Passive: *Where are the dinosaurs? What are they doing? What do you like to do at school?*

Materials:

crayons, markers, *I like school template* (from the *Teacher's Resource CD*)

Preparation:

Print out the *I like school template* or write the text on a piece of paper. (1 per student)

Before the Class

1. Song: *Hello, My Friend*

Divide students into pairs. Have them face each other. Play Track 4. Encourage students to sing and act out the song.

During the Class

1. Presentation: *Actions*

Display *Poster 1*. Point to a picture and say a sentence about the action.

T: *I like to cut.* (Mime cutting paper.)

Encourage students to repeat the sentence and mime the action. Repeat the procedure with *paint, glue, color, sing, draw* and *play*.

2. Make Predictions: *I Like School*

Display the *Big Book* page 4. Ask students to make predictions about the story.

T: *Where are the dinosaurs? What are they doing?*

Ss: *Cutting.*

Display the *Big Book* pages 4 to 9, one at a time. Have students look at each picture and ask them to name and describe as many things as they can.

T: *What's he doing?*

3. Listen to the story.

Hand out the *Student's Books* open to page 81. Play Track 7, *I Like School*. Point to the corresponding pictures on the *Big Book* pages 4 to 9 while students listen to the story and follow along in their books. Invite individual students to come up and use their *finger puppets* to point to different items on the page. The other students should look for the same items and use their *finger puppets* to point to them in their books.

T: *Point to the boy dinosaur.*

Repeat with *girl dinosaur, teacher dinosaur, table, chair* and *crayon*.

4. Student's Book: *Stick and trace.*

Hand out the *Student's Books* open to page 8. Explain to students that the pictures show what the dinosaurs do from the moment they get to school until they go home. Distribute crayons and the *stickers* in the blue sections. Have students identify the actions in their *Student's Books* and the *stickers*. Help them peel the *stickers* off and put them in the correct places in their *Students Books*. Next, have students trace over the dotted lines to connect the pictures. Finally, encourage students to say what the dinosaurs like to do at school.

Ss: *The dinosaurs like to cut.*

After the Class

1. *I Like School, Part 1*

Copy the text from the *I like school template* on the board. (See Preparation.) Read the text out loud. Encourage students to repeat. Ask students what they like to do.

T: *Mariana, what do you like to do at school?*

S: *I like to cut.*

Write the action on students' *templates*.

Reread the texts out loud. Distribute markers and *templates*. Have students draw a picture of what they like to do at school in the middle of the page. Save students' work for the next lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T9a.



Learning Goals:

- Students can listen attentively for five minutes.
- Students can recognize parts of the story that are missing and complete the story.

Vocabulary:

color, cut, dinosaur, draw, glue, paint, play; colors

Language Structures:

Active: *I like to cut at school.*
Passive: *What do you like to do at school?*

Materials:

colored pencils, markers, *I like school templates* from previous lesson

Before the Class

1. Song: *Hello, My Friend*

Divide students into pairs. Have them face each other. Play Track 4. Encourage students to sing and act out the song.

During the Class

1. What is the story about?

Display *Big Book* page 4. Invite students to say where the dinosaurs are and what they are doing.

2. Listen to the story.

Play Track 7. Point to the corresponding pictures on the *Big Book* pages as students listen to the story. Encourage them to mime the actions.

3. Complete the story.

Display the *Big Book* pages 4 to 9, one at a time. Read the story out loud. Pause at the end of each sentence and have students complete the sentences with the key words.

T: *I like to say hello in the...*

Ss: *morning.*

T: *I like to say hello today.*

I like to say hello, but now I...

Ss: *stop!*

T: *It's time to start our day.*

Follow the same procedure for the remaining pages.

4. Review: *Actions*

Distribute the *actions mini-flashcards*.

Say different actions. Have students hold up the corresponding *mini-flashcard*.

T: *Cut. I like to cut. Show me cut.*

Ss: (Students hold up the corresponding card.)

5. Student Book: *Look and trace.*

Give instructions to students for drawing circles in the air. Make sure students draw the circles counterclockwise.

Hand out the *Student's Books* open to page 9. Distribute colored pencils. Name a color and an action. Have students identify the action and circle it counterclockwise several times with the corresponding color.

T: *Show me your blue pencil. Point to play. Circle play.*

Continue in the same manner with the rest of the actions and colors.

After the Class

1. *I Like School, Part 2*

Distribute markers and the *I like school templates*. (See Materials.) Have students finish coloring in their pictures. Walk around the class and ask each student to describe what he or she likes to do at school. Have a student come up with his or her picture. Write the text on the board. Read the line with the class. Encourage the student to show everyone his or her picture. Help the student “read” the text on his or her page. Have the student point to each word as you read.

T/S: *I like to cut at school.*

Repeat the procedure with other students. Save students' work for their *Scrapbooks*.

Extra Activities

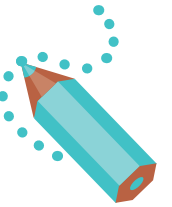
1. Fast Finishers

See *Fast Finishers: Week 3*, part 2, on page T9a.

2. Activity Pad: *Finger-paint and glue.*

See instructions for the *Activity Pad*, on page T9a.

Look
and
trace.



Activity Pad



Finger-paint and glue.

Materials: finger paint, crepe paper, glue, glitter, plastic containers

Preparation: Cut crepe paper into small squares. Pour paint into plastic containers.

Instructions: Distribute materials. Tell students to paint the dinosaur with their fingers. Have them crumple small pieces of crepe paper to make balls. Once the paint is dry, tell students to glue the balls onto the dinosaur's back. Then, tell students to spread glue onto the body and sprinkle glitter.

Optional: Ask students to identify what color the dinosaur is.

Scrapbook: Save students' work to put in their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 3: Look and match.

Part 1: Have students identify the actions. Then ask them to identify the missing classroom objects in each action. Tell students to match the actions with the objects.

Part 2: Have students color in the pictures.

Optional: Ask students questions about the missing school objects and the actions.

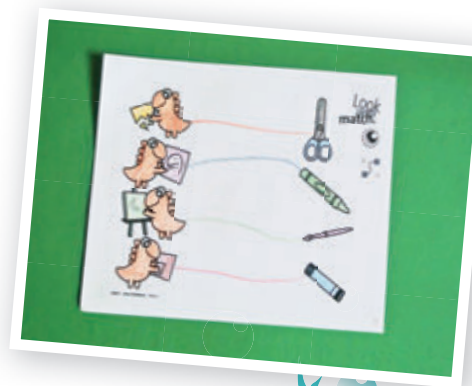
T: *What does Dinosaur like to do at school?*

S: *Cut.*

T: *What's missing?*

S: *Scissors.*

Scrapbook: Save students' work for their *Scrapbooks*.



Early Learning Activities



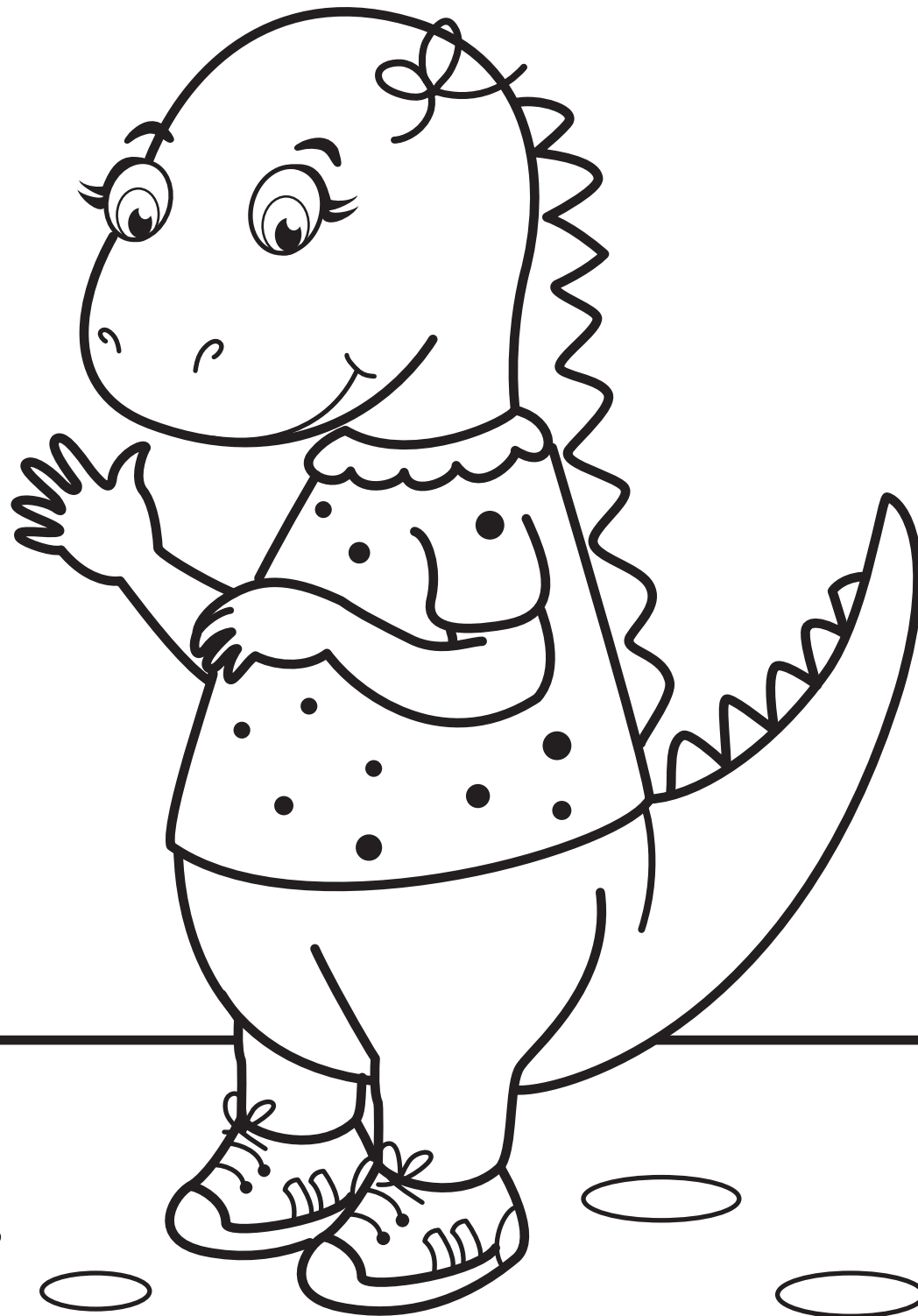
My Face

Materials: colored chalks, white construction paper, pencil, moveable eyes, scissors, glue, pieces of yarn for mouth, strips of crepe paper or lengths of yarn in hair tones, mirrors

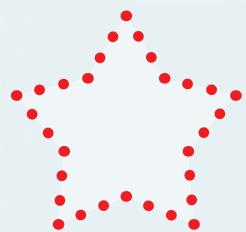
Preparation: Cut a circle out of construction paper for each student. Cut yarn or crepe paper into varying lengths for the hair. Cut black yarn into 8-cm lengths for the mouth.

Directions: Tell students to draw their face. Encourage them to look in a mirror to see how they look. Distribute circles and colored chalks. Have students choose the color that best represents their skin tone. Have them color the circle and draw their cheeks and nose. Help them glue on the mouth, eyes and pieces of yarn or crepe paper for hair. Make sure students understand that everybody is different and that is what makes us special. Ask students how they are different physically.

Finger-paint
and
glue.



Listen
and
color.



Review





Value

I Listen to the Teacher

Vocabulary: *raise your hand, keep quiet, stand up, open/close your book, sit down*

1. Talk About the Value

Tell students that if they listen to the teacher, they will feel more confident when they do a task. Say how they can pay attention: *keep quiet, raise your hand before we speak*, and so on.

2. Song: Listen, Listen

Play Track 8, *Listen, Listen*. Encourage students to say the chant. Use this chant when you want to get their attention.

3. Student's Book: Listen and color.

Hand out the *Student's Book* open to page 67. Have students identify the actions and color the stars. If the activity is done correctly, they stick the *Reward sticker* in place.

4. Good Behavior Chains

Materials: 10-cm square pieces of construction paper (1 per student), crayons, scissors, glue, paper chains (See page T7a.)

Directions: Have students draw a Gummy Drop. Write their names on their drawing. Attach their paper chains to their drawings. If a student misbehaves, ask them to remove one of the links, so that they monitor their own behavior. Reward the student whose chain remains complete.



General Review

1. Review: Classroom Objects

Distribute the *classroom objects mini-flashcards*. Have students put their cards facing up on their tables. Explain that you will name an object and they will hold the card up. After, have them put the cards face down on their tables.

T: *Show me scissors.*

Ss: (Students hold up the card and then put it face down.)

2. Review: Actions

Distribute *action mini-flashcards*. Display *Poster 1*. Point to an action on the poster. Have students hold up the corresponding *mini-flashcard*.

T: (Point to the boy cutting.) *I like to cut. Show me cut.*

Ss: (Students hold up the *cut mini-flashcard*.)

3. Student's Book: Listen and color.

Hand out the *Student's Books* open to page 10. Have students identify the different objects on the page. Give students instructions for coloring in the objects.

T: *Paintbrush. Find a paintbrush. Color the paintbrush blue.*

If the activity is done correctly, they stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy the Unit 1 *Assessment*. Distribute copies and crayons to students. Describe the actions and have students point to them. Next, give students instructions for coloring the circles.

T: *Find "I like to cut." Point to the picture. Show me your green crayon. Color the circle green.*

5. Picture Dictionary

Have children glue each *mini-flashcard* onto the matching picture in the *Picture Dictionary*. Help students glue the *Picture Dictionary* onto a colored sheet of paper and include it in their *Scrapbooks*.

Week 1
Week 2
Week 3

Areas of Learning	Vocabulary	Language Structures
<ul style="list-style-type: none"> Knowledge and Understanding of the World Problem Solving, Reasoning and Numeracy 	<i>arm, body, ears, eyes, face, foot, hair, hand, head, leg, mouth, nose</i>	<p>Active: <i>Good morning, Miss (Carmen). Hello, Lucy. It's an arm. Head.</i></p> <p>Passive: <i>This is an arm. What is this? Where do the eyes go? Touch your arm. What's missing? This is a mouth.</i></p>
<ul style="list-style-type: none"> Physical Development Artistic Development 	<i>clap, dance, ears, eyes, hair, hop, jump, kick, knees, lift, mouth, nose, reach, run, toes, touch; colors</i>	<p>Active: <i>Run! Yellow. Yes. Touch your toes.</i></p> <p>Passive: <i>Can you say "run"? What color is the frame? (Mark), can you run? Touch your toes.</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Artistic Development Personal, Social and Emotional Development 	<i>facial features; body parts; numbers 1 to 10; clothes</i>	<p>Active: <i>I have one nose. I have two arms. Five.</i></p> <p>Passive: <i>Jump to number 6. What's this? What number is red?</i></p>

Math Concept: Numbers 1 to 10

Value: I Exercise My Body to Stay Healthy

Poster

1. Working with the Poster

Display *Poster 2*. Ask students the names of the characters and what they are doing. Point to Robby's arm as you name it. Have students point to their arms.

T: (Point to Robby's arm on the poster.) *Arm.*

Ss: (Students point to their arm)

Continue with other body parts. Finally, ask students to shake different body parts.

T: (Shake your hand.) *Everybody, let's shake our hand.*

2. Working with the Unit Opener

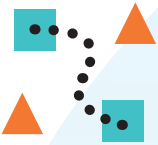
Display *Poster 2*. Distribute *finger puppets* for Unit 2. Name the body parts as you point to them on the poster. Play Track 9, *Point To... (Karaoke Version)*. Invite students to point to different body parts with their *finger puppets* in their *Student's Books*.





My Body

Stick
and
match.



Learning Goals:

- Students can recognize body parts.
- Students can name body parts.

Vocabulary:

*arm, body, eyes,
foot, hand, head,
leg*

Language Structures:

Active: *Good morning, Miss (Carmen). Hello, Lucy. It's an arm.*
Passive: *This is an arm. What is this? Where do the eyes go?
Touch your arm.*

Materials:

none



Before the Class

1. Greetings

Greet students and encourage them to reply.

T: *Good morning, boys and girls.*

Ss: *Good morning, Miss (Carmen).*

Hold up the *Lucy stick puppet* and greet students again.

T: *Hello, Lucy. Say "hello" to Lucy.*

Ss: *Hello, Lucy.*

Repeat with the *Robby stick puppet*.

Use the *stick puppets* to greet individual students.

ROBBY PUPPET: *Hello, (Patty).*

S: *Hello.*

2. Song: *Hello, My Friend*

Divide students into pairs. Have them face each other. Play Track 4. Encourage students to sing and act out the song.

During the Class

1. Presentation: *Body Parts*

Display *Poster 2*. Present the word *arm* as you point to the picture on the poster. Have students identify it.

T: *This is an arm. What is this?*

Ss: *It's an arm.*

Repeat the procedure with *eyes, foot, hand, head* and *leg*. Point to the complete picture and present the word *body*. Next, point to each body part and have students name it.

2. Student's Book: *Stick and match.*

Hand out the *Student's Book* open to page 12. Distribute the *stickers* in the red section. Ask students to identify each body part. Help students peel off the *stickers* and put them in the corresponding place.

T: *Look for eyes. Peel off the eyes. Where do the eyes go? Put the sticker on the eyes.*

Finally, have students match Lucy's body parts with the pictures around it.

3. More Practice: *Body Parts*

Display the *body parts cutouts* on your desk. Name a body part and ask a student to attach the corresponding *cutout* to the board.

T: *Take an arm. Attach it to the board.*

Have students attach all *body parts cutouts* to make a person. Repeat the procedure several times.

4. Song: *Tap It! Part 1*

Play Track 10, *Tap It! Part 1*. Teach students the song and encourage them to sing and act out the words.

After the Class

1. Game: *Listen, Look And Do*

Give instructions to students for touching different parts of the body. Say the instructions faster and faster each time.

2. Song: *Time To Go Home*

Play Track 3. Teach students the words to the song and encourage them to sing.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T13a.

Play Game 3 on the *Interactive CD-ROM*. 



Learning Goals:

- Students can recognize body parts.
- Students can name body parts.

Vocabulary:

- ears, eyes, face, hair, mouth, nose

Language Structures:

- Active:** *It's a mouth. Head.*
- Passive:** *This is a mouth. What is this? What's missing?*

Materials:

- inflated balloon, crayons, paper

Before the Class

1. Song: Hello, My Friend

Play Track 4. Encourage students to sing and act out the song.

2. Game: Tap A Balloon

Have students stand in a circle. Tap a balloon lightly against a student's head. Ask the student to name the body part touched by the balloon.

T: *Here goes the balloon.* (Tap the balloon on student's head.)

S1: *Head.*

Have all the students tap their head as they say "head" three times. Next, have the student whose head you tapped, tap another student gently with the balloon. Have that student name the body part touched by the balloon. Continue until all students have participated.

During the Class

1. Presentation: Facial Features

Name each *facial features cutout* as you attach it to the board to make a face. Have students identify it.

T: *This is a mouth. What is this?*

S: *It's a mouth.*

Introduce the word *face* by pointing to the complete image. Next, point to each of the facial features and have students name them.

2. More Practice: What's Missing?

Remove the *facial features cutouts*, one at a time. Call on individual students to say what's missing.

T: *What's missing?*

3. Student's Book: Trace and draw.

Draw a face on the board. Trace a circle around it, counterclockwise. Invite students to come to the front and trace over the circle. Hand out the *Student's Book* open to page 13. Distribute crayons and have students trace over the circles counterclockwise. Then ask them to point to the facial features of the boy in the red circle. Encourage them to figure out which feature is missing.

T: *Point to one ear. Point to the other ear. Point to one eye. What's missing?*

Ask students to draw in the missing body parts. Repeat with the rest of the pictures.

4. Song: Tap It! Part 2

Play Track 11, *Tap It! Part 2*. Teach students the song and encourage them to sing and act out the words.

After the Class

1. Draw a face.

Distribute paper and crayons. Draw a picture of your face on the board and say who it is. Have students draw their own face on the paper. Display students' work around the classroom.

Extra Activities

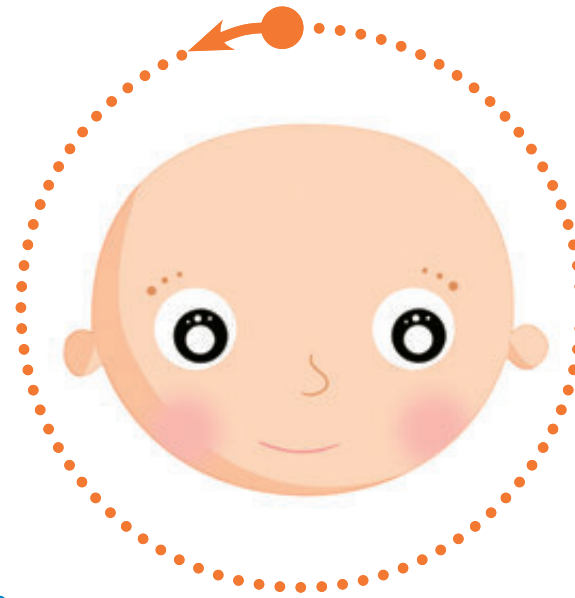
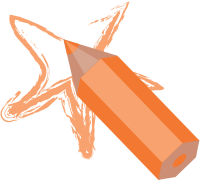
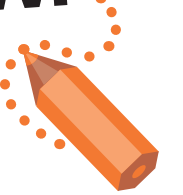
1. Fast Finishers

See *Fast Finishers: Week 1*, part 2, on page T13a.

2. Activity Pad: Do the puzzle.

See instructions for the *Activity Pad*, on page T13a.

Trace
and
draw.





Activity Pad



Do the puzzle.

Materials: crayons, scissors, glue sticks, sheets of paper (1 per student)

Instructions: Distribute materials. Have students color in the pictures. Then, help them cut out the puzzle pieces. Have students assemble their puzzles. Finally, ask them to glue their finished puzzles onto the sheets of paper.

Optional: Name different body parts or facial features. Have students point to them.

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 1: Draw and color.

Part 1: Have students draw themselves in the blank face.

Part 2: Then, have students color in the picture.

Optional: Invite students to count their fingers first and then the fingers in their pictures.

T: *How many fingers do you have? Let's count.*

T/Ss: *One, two, three, four... ten!*

T: *Now, let's count the fingers in the picture.*

Scrapbook: Save students' work for their *Scrapbooks*.



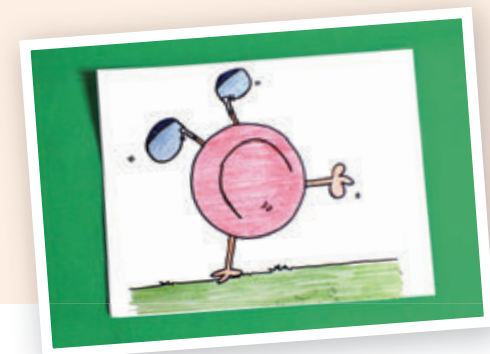
Early Learning Activities



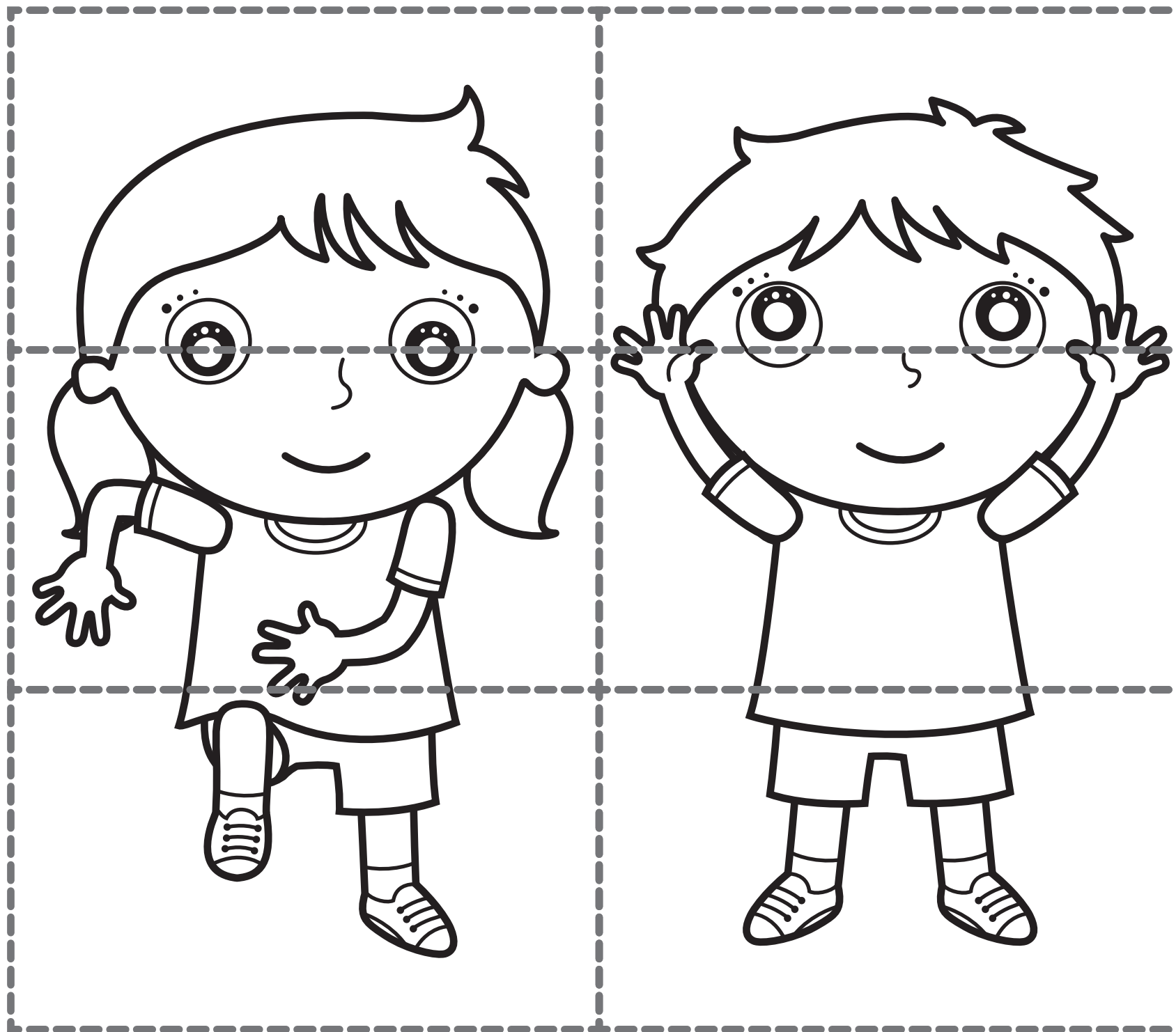
Drawing Shapes

Materials: piece of white construction paper (1 per student), crayons, fine black markers

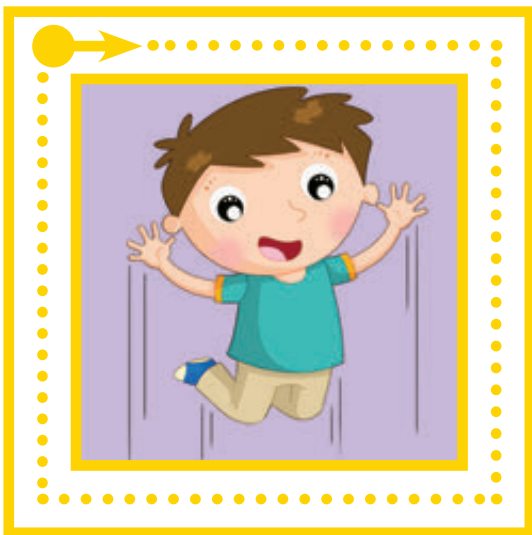
Directions: Elicit names of shapes: *circle, triangle, square, and rectangle*. Next, have a volunteer come up to the board and draw one of the shapes. Have the rest of the class guess which shape he or she is drawing. The student who guesses correctly draws the next shape. Finally, draw a large triangle on the board. Have different volunteers draw the eyes, ears, nose, mouth, arms, legs, hands and feet. Distribute white paper and crayons. Have students choose a shape and draw in its body parts. Have students trace over their drawings with a fine black marker and then color them in. Display their pictures in the classroom.



Do
the
puzzle.



Trace
and
sing.





Learning Goals:

- Students can control body movements.
- Students can make movements in their places and around the perimeter.

Vocabulary:

- clap, dance, hop, jump, kick, run*; colors

Language Structures:

Active: *Run! Yellow.*

Passive: *Can you say "run"? What color is the frame?*

Materials:

- fans (See Unit 1, page T6), markers

Before the Class

1. Song: Tap It! Part 1

Play Track 10. Encourage students to sing and act out the song.

2. Review: Colors

Distribute fans. (See Materials.) Ask students to show you the red, blue, yellow, green and orange strips.

T: *Show me orange.*

Ss: (Students hold up the orange strip.) Give individual students a thumbs-up signal if they are correct. Shake your head if they are incorrect, and tell them to look for a different strip. Collect fans and store them away.

During the Class

1. Presentation: Actions

Have students stand in a circle. Name an action as you perform it. Encourage students to do it along.

T: *Run!* (Run in your place.)

Ss: (Students run in their places.)

Repeat with *clap, dance, hop, kick* and *jump*.

2. Presentation: Let's Run!

Name an action as you do it. Invite students to stand up and say what they can do.

T: *Let's run! Can you say, "run"?* (Run in your place.)

Ss: *Run!*

Repeat the activity with *clap, dance, hop, kick* and *jump*.

3. Student's Book: Trace and sing.

Hand out the *Student's Book* open to page 14. Name the actions and have students point to them. Ask students about the color of the frames.

T: *What color is the frame?*

Ss: *Yellow.*

Distribute markers. Have students trace over the dotted lines with the corresponding marker.

4. Song: Use Your Feet

Play Track 12, *Use Your Feet*. Encourage students to sing along as they act out the words.

After the Class

1. Game: Follow The Leader

Take students to the playground. Have them form a line behind you. Say, "I can jump" as you jump around the playground. Have students follow your lead. Repeat with different actions.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T15a.



Physical Development

Learning Goals:

Students can incorporate their imagination into their movements.
Students can move in their places and around the perimeter.

Vocabulary:

arm, ears, eyes, foot, head, hair, knees, lift, leg, mouth, nose, reach, toes, touch

Language Structures:

Active: *Yes. Touch your toes.*
Passive: *(Mark), can you run? Touch your toes.*

Materials:

crayons, beanbag

Before the Class

1. Song: Use Your Feet

Play Track 12. Encourage students to sing and act out the song.

2. Game: Show Me

Have students sit in a circle. Ask individual students to show you they can do different actions.

T: *(Mark), can you run?*

S: *Yes.*

T: *Show me.*

Ss: (Student runs around the circle.)
Continue until all the students have participated.

During the Class

1. Presentation: Following Instructions

Have students stand up. Give an instruction. Mime the action and have students repeat the instruction as they perform the action.

T: *Touch your toes.* (Touch your toes.)

Ss: *Touch your toes.* (Students touch their toes.)
Repeat with *reach up high, touch your nose* and *lift your knees*.

2. More Practice: Instructions

Have five students come up to the front. Give them instructions. The student who does not follow an instruction correctly, must go back to his or her seat. The last student who remains standing wins. Have the rest of the class monitor the actions. Repeat until all students have participated.

3. Student's Book: Trace and stick.

Hand out the *Student's Book* open to page 15. Distribute the *stickers* in the blue section. Have students identify the actions. Help students peel off the *stickers* and put them in the correct places. Next, distribute crayons. Have students trace over the dotted lines several times to match the pictures that show similar actions.

After the Class

1. Game: The Beanbag Game

Have students sit in a circle. Put the *facial features* and *body parts cutouts* in the middle of the circle. Toss a beanbag. Ask students to touch the facial feature or body part depicted in the *cutout* that the beanbag landed on. Invite individual students to throw the beanbag and give instructions.

2. Song: English Class Is Over

Play Track 6. Encourage students to sing and act out.

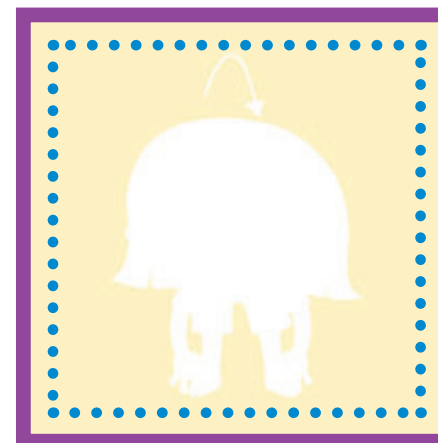
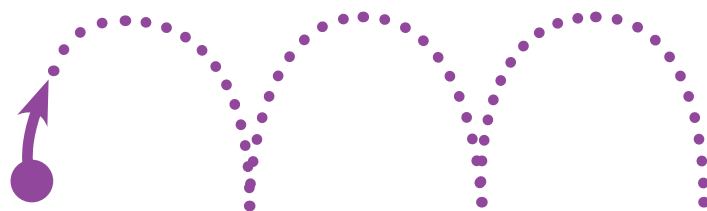
Extra Activities

1. Fast Finishers

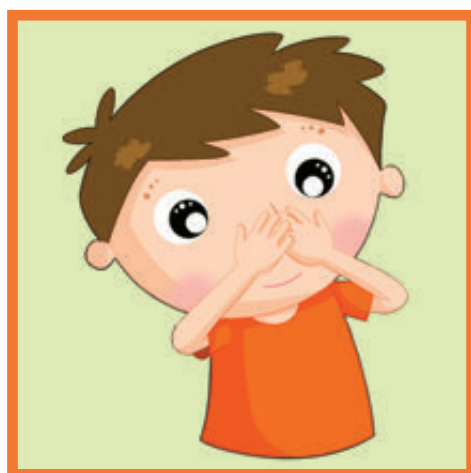
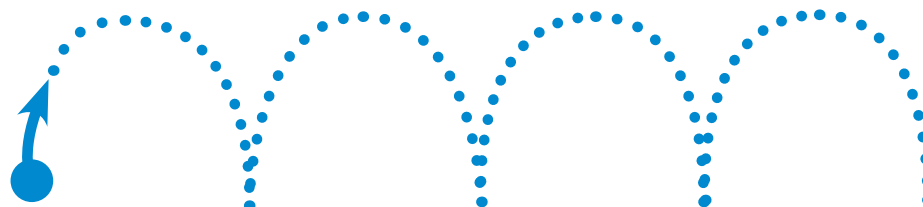
See *Fast Finishers: Week 2*, part 2, on page T15a.

2. Activity Pad: Make a puppet.

See instructions for the *Activity Pad*, on page T15a.



Trace
and
stick.





Activity Pad Extra Activities



Artistic Development

Make a puppet.

Materials: skin-colored chalk, markers, scissors, hole punch, yarn (different colors), glue, moveable eyes, paper fasteners (4 per student)

Preparation: Cut yarn into varying lengths for the hair.

Instructions: Distribute the materials. Tell students to color the face, arms and legs with chalk, and the clothes with markers. Show students how to glue on the moveable eyes and the yarn to represent the hair, nose and mouth. Help students cut out the pieces. Punch holes through the dots and help students assemble the puppet, using the paper fasteners. Give instructions and have students make their puppet follow them.

Scrapbook: Save students' work for their *Scrapbooks*.



Fast Finishers: Week 2: Color and cut.

Part 1: Have students color in the pictures with crayons.

Part 2: Help students cut out Robby, Lucy and Gummy Drop and the two circles at the bottom of each character. Explain to students that they are going to insert their fingers in the holes to represent the character's legs.

Optional: Give instructions. Have the children do the actions with the characters.

T: *Gummy Drop, run!*

Ss: (Students put on their Gummy Drop puppets and pretend to run with their fingers.)



Early Learning Activities



Physical Development

Move Your Body

Materials: music CD with contrasting tracks: lively fast music and slow music, CD-player

Directions: Have students stand in a circle. Play Track 13, *I Can Walk*. Encourage them to chant along and do the actions. Next, repeat the activity, doing each verse at a slow pace to begin with and then at a faster pace. Afterwards, play a CD track with fast music. Name an action. Have students perform the corresponding action quickly. Model the action first.

T: *Run!*

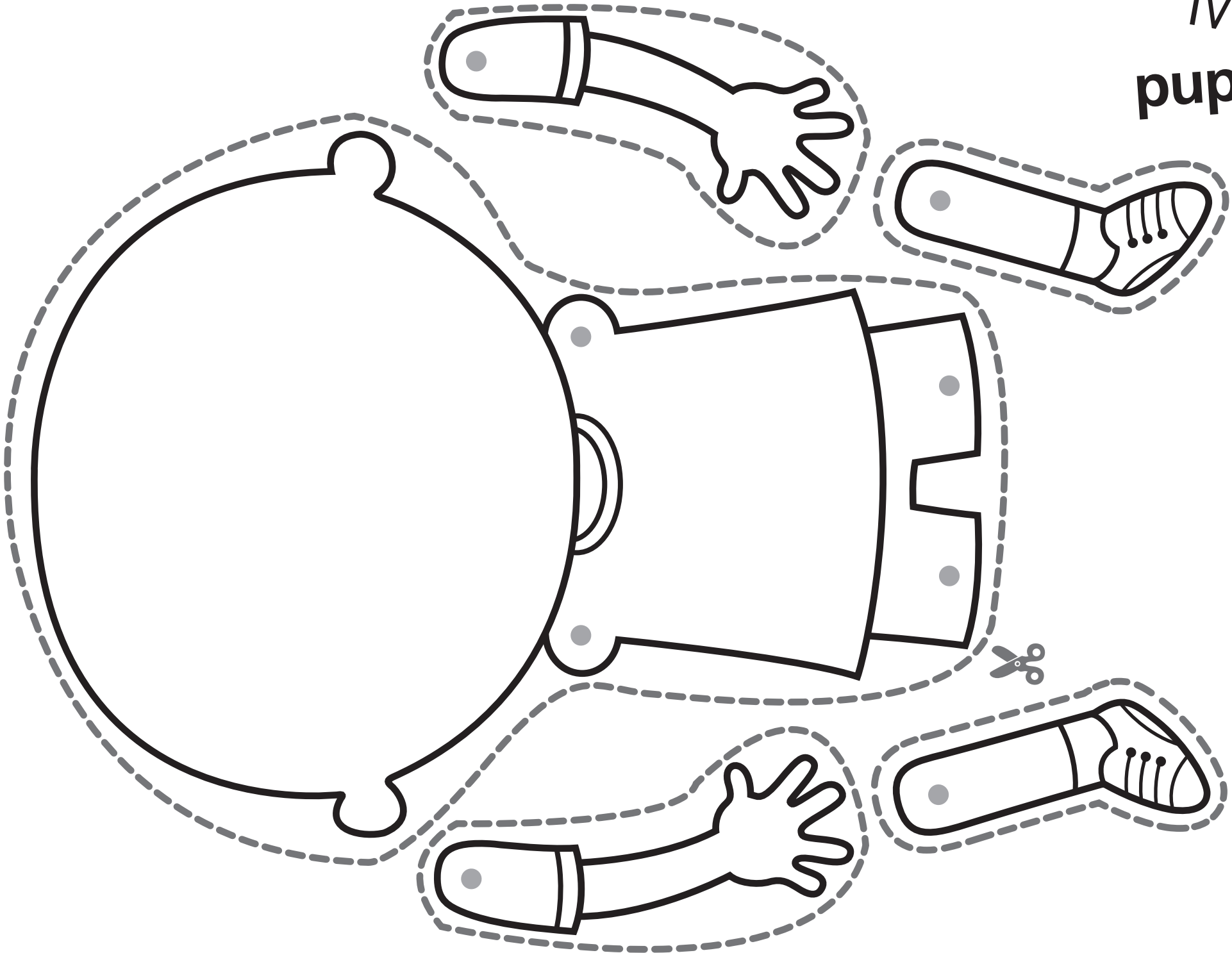
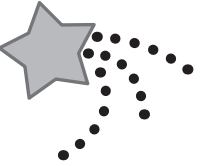
Ss: (Students run quickly.)

Then play a track with slow music. Ask students to perform the same action slowly. Repeat with different actions. Finally, play both types of music at random and have the students dance or move freely to the music.

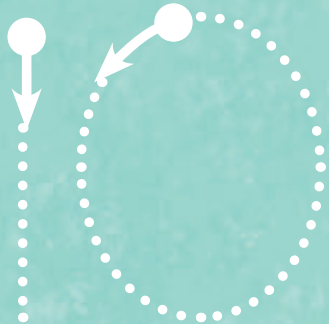
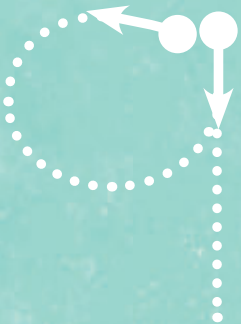
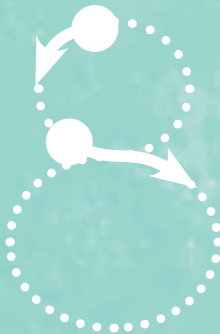
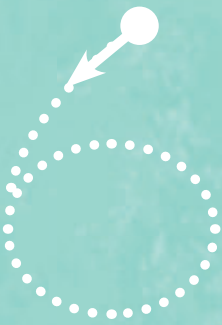
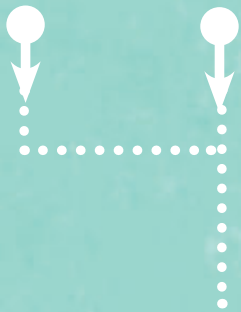
Note: If space is limited, do the activity outside.



Make
a
puppet.



Trace
and
stick.



Learning Goals:

Students enjoy hearing new stories.
Students can listen attentively for five minutes.

Vocabulary

facial features; body parts; numbers 1 to 10; clothes

Language Structures:

Active: *I have one nose.*
Passive: *Jump to number 6. What's this?*

Materials:

construction paper, sheets of paper, crayons, markers, *Numbers templates*, *I'm a Superhero! template* (from the *Teacher's Resource CD*)

Preparation:

Print out and laminate the *Numbers templates*.
Print out the *I'm a Superhero! template* or write the text on a piece of paper (1 per student).

Before the Class

1. Chant: One, Two

Teach students the words to the following chant and ask them to show the corresponding number of fingers.

One, Two

One, two,

Three, four,

Five, six,

Seven, eight,

Nine and ten.

Go ahead,

And count again!

During the Class

1. Review: Numbers 1 to 10

Display the *Numbers templates* 1 to 10 on different walls in the classroom. (See Preparation.) Point to the numbers in order and invite students to name them. Repeat the procedure, but this time point to the numbers randomly.

Finally, give commands to students to go to the numbers performing different actions, like hopping, running or jumping.

T: *Jump to number 6.*

2. Make Predictions: *I'm a Superhero!*

Display the *Big Book* page 10. Ask students to make predictions about the story.

T: *What is the girl doing? Where is she?*

Display pages 10 to 15, one at a time. Have students identify as many things as they can.

T: *What's this? Point to the girl's eyes.*

3. Listen to the story.

Play Track 14, *I'm a Superhero!* Point to the corresponding pictures on the *Big Book* pages 10 to 15, while students listen. Invite individual students to come up and use their *Teacher stick puppet* to point to body parts, facial features and clothes.

4. Student's Book: *Trace and stick.*

Hand out the *Student's Book* open to page 16. Encourage students to count out loud from 1 to 10 as they point to each number. Then, distribute crayons and ask students to trace over the numbers. Next, distribute the *stickers* in the green section and have students identify the skirt and the blouse. Finally, help students peel off the *stickers* and put them in the corresponding places.

After the Class

1. *I'm a Superhero! Part 1*

Copy the text from the *I'm a Superhero! template* on the board. (See Preparation.)

Read the text out loud. Encourage students to repeat. Invite a student to name a part of the body to complete the sentence.

T: *I have...* (Point to your nose.)

S: *one nose.*

Write *one nose* in the blank to complete the sentence on the board. Reread the complete text. Repeat the procedure with other students and different parts of the body: *ten fingers*, *two arms*, and so on. Distribute the *templates*. Have each student draw a picture of himself or herself dressed up as a superhero. Save students' work for the next lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T17a.



Learning Goals:

- Students can use new words or phrases they have heard in familiar contexts.
- Students can recognize parts of the story that are missing and complete the story.

Vocabulary:

- facial features;
- body parts;
- numbers 1 to 10

Language Structures:

- Active:** *I have two arms. Five.*
- Passive:** *What number is color red?*

Materials:

- colored pencils, *I'm a Superhero!* templates from the previous class, fans (See page T6)

Before the Class

1. Song: One, Two

Teach students the words to the chant and encourage them to show the corresponding number of fingers. (See Page T16.)

2. Review: Body Parts and Actions

Distribute the *mini-flashcards* for Unit 2. Name a body part or an action. Have students hold up the corresponding *mini-flashcard*.

During the Class

1. What is the story about?

Display the *Big Book* pages 10 to 15. Invite students to say what the story is about.

2. Listen to the story.

Play Track 14. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.

3. Complete the story.

Display the *Big Book* pages 10 to 15, one at a time. Read the story, leaving out key words and having students fill them in orally.

T: *I have ten strong...*

Ss: *fingers*

T: *and ten strong...*

Ss: *toes.*

4. Review: Colors

Distribute fans. (See Materials.) Ask students to show you the red, blue, yellow, green and pink strips. Collect fans and store them away.

5. Student's Book: Look and color.

Hand out the *Student's Book* open to page 17. Distribute colored pencils. Name a color and ask students to tell you the number for that color.

T: *Point to red. What number is the color red?*

Ss: *Five.*

Continue in the same manner with the remaining colors and numbers. Finally, have students color in the picture using the color code.

After the Class

1. I'm a Superhero!, Part 2

Distribute crayons and students' *templates*. Have students color in their pictures. Have each student identify a body part. Ask how many of those body parts he or she has.

T: *How many arms do you have?*

S: *Two.*

Encourage the students to say, "I have two arms," as you write his or her response on the *template*. Help the student "read" the text. Repeat the procedure with the rest of the students. Finally, write examples of the students' texts on the board. Read them out loud with the whole class.

Scrapbook: Save students' work for their *Scrapbooks*.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 2, on page T17a.

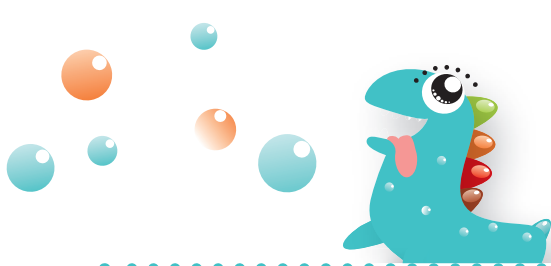
2. Activity Pad: Color and play.

See instructions for *Activity Pad*, on page T17a.

Play Game 4 on the *Interactive CD-ROM*.

Look
and
color.





Activity Pad



Artistic Development

Color and play.

Materials: crayons, glitter, glue, scissors, plastic or paper cups (1 per student)

Instructions: Tell students to color in Gummy Drop and the gumdrops. Then, have students spread glue onto the pictures and sprinkle glitter on them. Help students cut out the pictures. Fold the Gummy Drop and glue it onto the plastic or paper cup, as if it were sitting down. Say a number and have students put the corresponding number of gumdrops into the cup.

T: Three.

Ss: (Students put three gumdrops inside the cup.)



Extra Activities

Fast Finishers: Week 3: Make a crown.

Preparation: Cut out a strip of colored construction paper long enough to go around students' heads

Part 1: Have students color in the stars. Then, have them spread glue on the stars and sprinkle glitter on them.

Part 2: Help students cut out the stars and glue them in order onto a strip of construction paper. Finally, staple both ends of the strips together to make a crown.



Early Learning Activities



Personal, Social
and Emotional Development

Superhero Costume

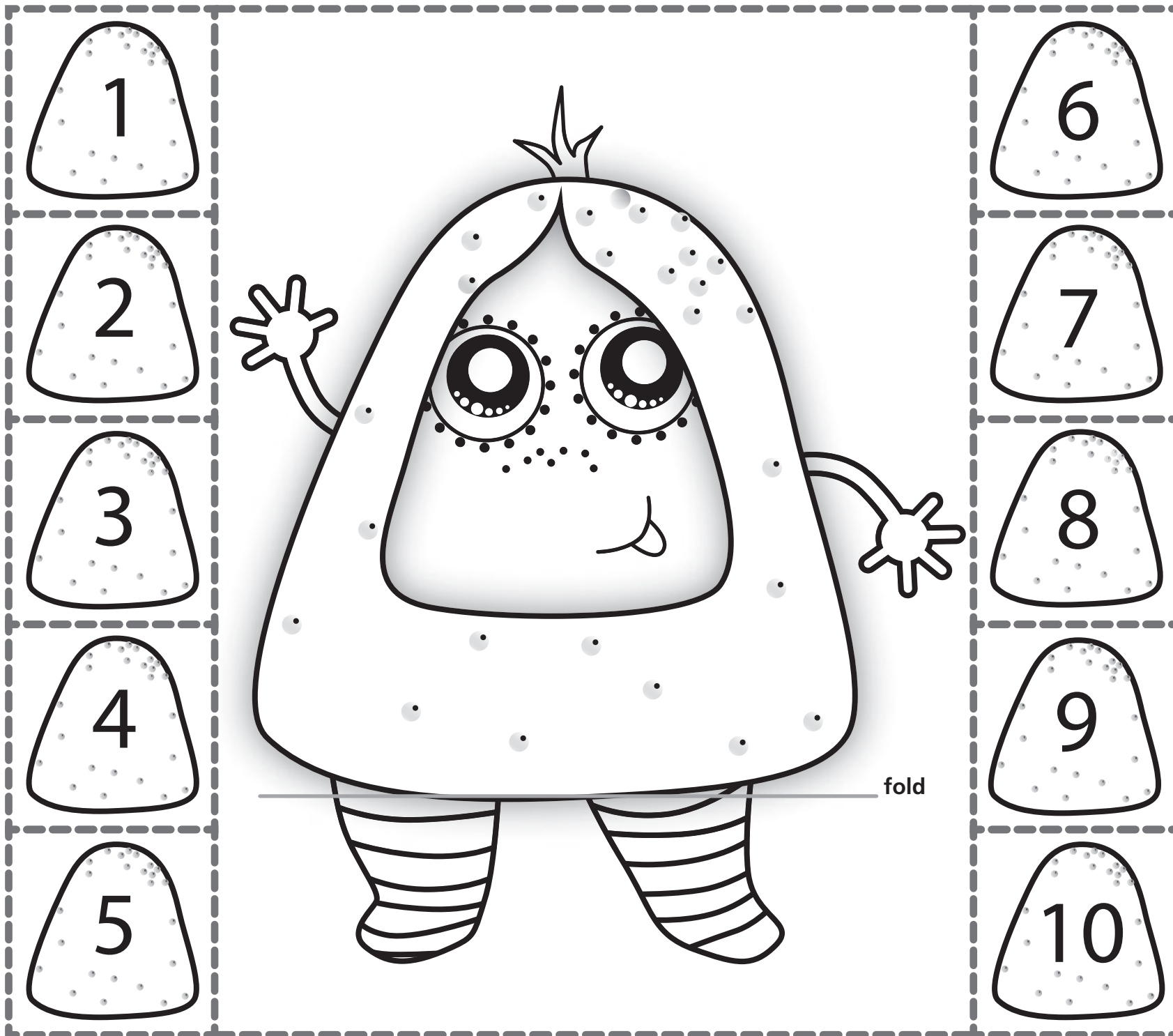
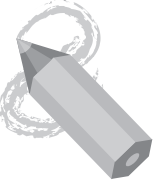
Materials: crepe paper, letter-sized piece of construction paper (1 per student), hole punch, markers, glue, glitter, ribbon, elastic, stapler, scissors, *Star and mask template*

Preparation: Make a copy of the *template* for each student. Cut crepe paper into sections (approximately 1 meter per student).

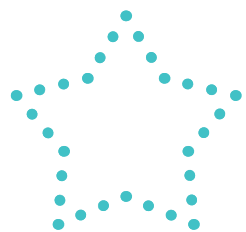
Directions: Distribute the *templates* and materials. Help students cut out the pictures, glue them onto construction paper and cut them out again. Write the first letter of students' names on the star. Have them color and decorate the pictures with glitter. Punch a hole through the top of the star and thread a piece of ribbon through it to make a necklace. Staple a piece of elastic to both sides of the mask. Make a cape with crepe paper. Staple a piece of ribbon or elastic to the two top corners to tie the ends together. Have students wear their costumes and retell the story.



Color
and
play.



Trace
and
color.



Review





Value

I Exercise My Body to Stay Healthy

Vocabulary: *raise your hands, touch your toes, walk, run, crawl, jump*

1. Game: Teacher Says

Give students commands like *raise your hands up high, touch your toes, walk, run, crawl and jump*. Have students follow only those commands preceded by “Teacher says.”

2. Student's Book: Point and color.

Hand out the *Student's Book* open to page 68. Have students identify the actions.

T: *Point to Dad. Dad can raise his hands up high. Continue with Mommy can walk, Robby can play, Baby can crawl and Sister can jump rope.* Next, have students color in the pictures. If the activity is done correctly, students stick the *Reward sticker* in place.

3. Talk About the Value

Talk to students about the importance of exercising. Explain that when they run, jump and play, they are exercising. Remind them of the activities the family was doing. Ask them what kinds of activities they do with their families to stay active.

4. Song: Exercise

Play Track 15, *Exercise*. Encourage students to sing and do the corresponding actions.



General Review

1. Review: Facial Features

Display *Poster 2*. Give the *Teacher stick puppet* to a student. Have him or her point to the characters' facial features.

T: *Point to Lucy. Point to her eyes.*
Repeat the procedure with different students.

2. Review: Body Parts

Attach the *body parts cutouts* to the board. Ask individual students to come to the board and assemble the body parts to make a complete body. Develop students' awareness that their bodies are symmetrical, or that they are the same on both sides.

T: *How many heads does she have?*

Ss: *One.*

Continue in the same manner with the rest of the *body parts cutouts*. Finally, give students the *Teacher stick puppet* to point to and name each body part.

3. Student's Book: Trace and color.

Hand out the *Student's Book* open to page 18. Have students trace over the dotted lines. Then ask them to identify and color the facial features and body parts.

T: *Point to the eyes. Show me your blue pencil. Color the eyes blue.*
If the activity is done correctly, students stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy the *Unit 2 Assessment*. Distribute copies and crayons. Have students color the body parts in the girl's picture.

T: *Color the eyes green. Color the head yellow, etc.*
Then have students count the body parts and circle the correct number next to the corresponding body part in the squares.

5. Picture Dictionary

Have children glue each *mini-flashcard* onto the matching picture in the *Picture Dictionary*. Help students glue the *Picture Dictionary* onto a colored sheet of paper and include it in their *Scrapbooks*.

Week 1
Week 2
Week 3

Areas of Learning	Vocabulary	Language Structures
<ul style="list-style-type: none"> Knowledge and Understanding of the World Artistic Development 	<i>barn, chick, cow, duck, farm, goat, hen, horse, rooster, sheep, turkey, same, different</i>	<p>Active: <i>It's a cow. Yes, it is./No, it isn't. It's a horse. They're chicks.</i></p> <p>Passive: <i>What's this? Is this a cow? What are these? Which animal is different? A chick lives on the farm.</i></p>
<ul style="list-style-type: none"> Problem Solving, Reasoning and Numeracy Artistic Development 	<i>egg, eleven, ten, twelve; farm animals</i>	<p>Active: <i>Eleven. Twelve. They're turkeys. One, two, three... ten, eleven, twelve. Twelve eggs.</i></p> <p>Passive: <i>What number is this? What are these? How many eggs are there?</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Artistic Development Knowledge and Understanding of the World 	<i>farm, farmer; farm animals; numbers 1 to 2</i>	<p>Active: <i>It's a cow. A cow goes moo. It's brown.</i></p> <p>Passive: <i>What animal is this? What sound does the cow make?</i></p>

Math Concept: Numbers 1 to 12
Value: Our Parents Take Care of Us

Poster

1. Working with the Poster

Display *Poster 3*. Have students identify the scene.

T: *This is a farm. What's this?*

Ss: *It's a farm.*

Introduce the words *barn*, *fence* and *farmer* by pointing to the pictures. Have students identify them.

T: *Look. This is the farmer. The farmer lives on the farm. Who's he?*

Ss: *The farmer.*

2. Working with the Unit Opener

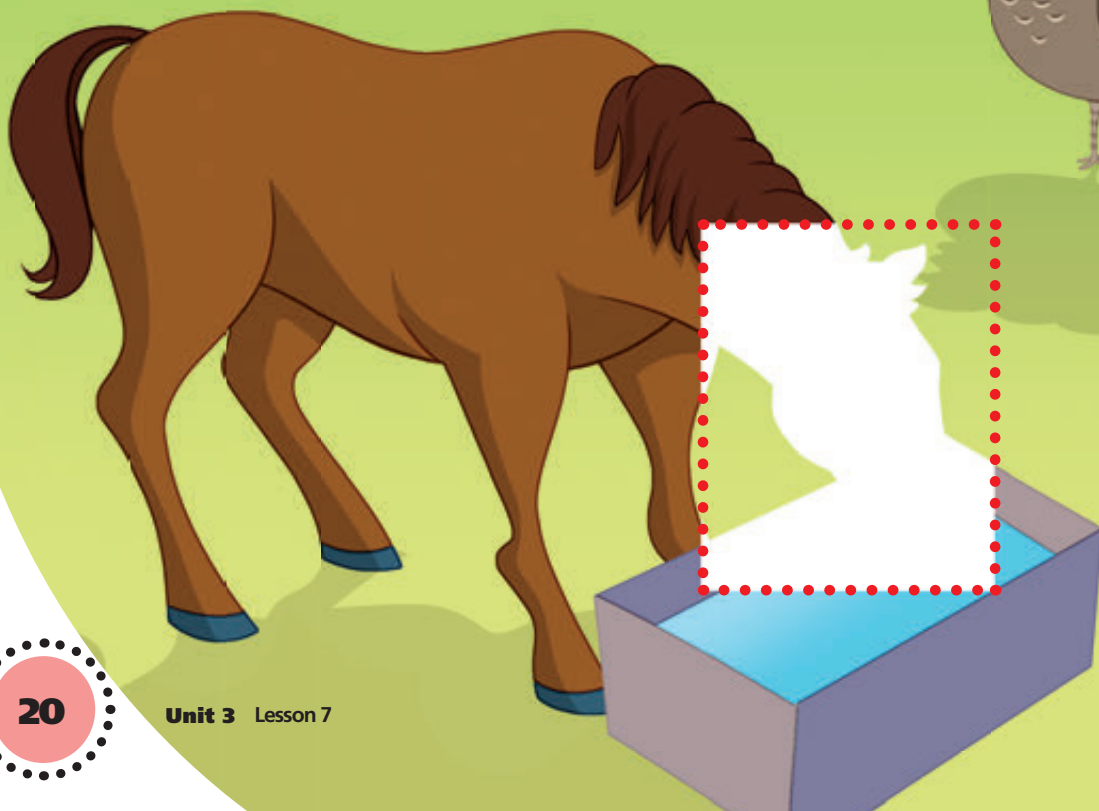
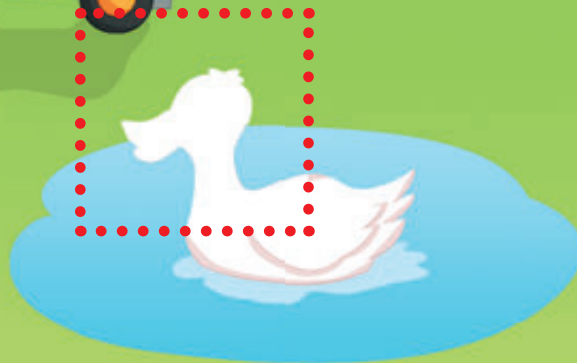
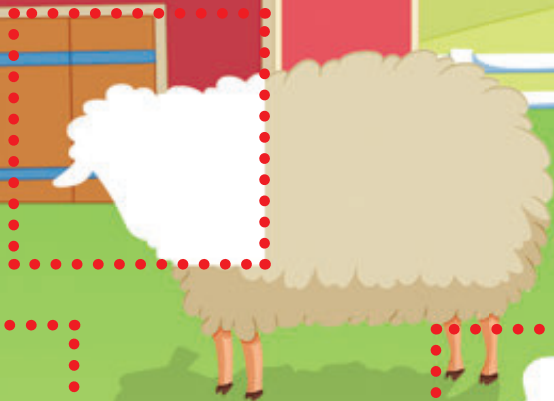
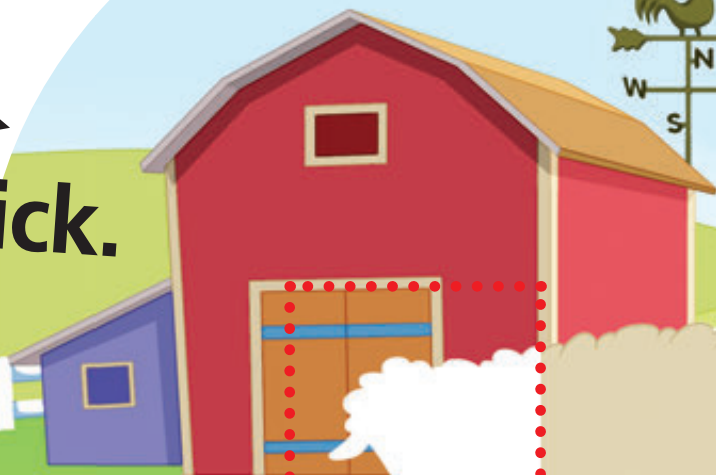
Cut out and glue the *farmer cutout* onto a tongue depressor. Display *Poster 3*. Distribute *finger puppets* for Unit 3. Name the farm animals as you point to them on the poster with the *farmer stick puppet*. Have students point to them with their *finger puppets* in their *Student's Books*.





On the Farm

Look
and
stick.





Learning Goals:

Students can identify and name farm animals.

Vocabulary:

barn, chick, cow, duck, farm, goat, hen, horse, rooster, sheep, turkey

Language Structures:

Active: *It's a cow. Yes, it is./No, it isn't.*
Passive: *What's this? Is this a cow?*

Materials:

crayons, paper (1 sheet per student), scissors, red construction paper, tape

Preparation:

Draw and cut out a large barn from construction paper.

Before the Class

1. Song: Hello, My Friend

Divide students into pairs. Have them face each other. Play Track 4. Encourage them to sing and act out the song.

During the Class

1. Presentation: Come To The Farm.

Hold up a piece of construction paper, and place the *cow cutout* behind it. Play Track 16, *Come To The Farm*. Slowly start to reveal the *cutout*. Have students shout the answer to the question at the end of the song. Play Track 17, *Come To The Farm (Karaoke Version)*. Repeat with the rest of the *farm animals cutouts*.

2. Questions

Display the *farm animals cutouts*, one at a time, and have students identify them.

T: *What's this?*

Ss: *It's a cow.*

Next, ask questions about the animals.

T: (Point to the chick.) *Is this a cow?*

Ss: *No, it isn't.*

3. Student's Book: Look and stick.

Hand out the *Student's Books* open to page 20. Have students identify the animals and mimic the sounds they make. Distribute the *stickers* in the red section. Point to the heads and encourage students to identify the animals they belong to. Help students peel off the *stickers*.

Hold up each one and have students identify the animals again, before they place the *stickers* in the corresponding places.

4. More Practice: Farm Animals

Distribute the *farm animals mini-flashcards*. Name three farm animals and have students put the corresponding *mini-flashcards* on their desks in the same order. Repeat the procedure several times.

After the Class

1. Farm Animals Collage

Display the barn. (See Preparation.) Help the class identify it.

T: *What's this?*

T/Ss: *It's a barn.*

Distribute crayons and sheets of paper. Have students draw a picture of their favorite farm animal. Then invite them to tape their pictures to the barn. Point to the animals and have the students name them.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T21a.



Learning Goals:

Students can identify and name farm animals.

Vocabulary:

chick, cow, duck, goat, horse, rooster, sheep, turkey

Language Structures:

Active: *It's a horse. They're chicks. The horse.*

Passive: *What's this? What are these? What animal is different? A chick lives on the farm.*

Materials:

inflated balloon, crayons

Before the Class

1. Song: *When Cows Get Up In The Morning* 🎵 🎵

Play Track 18, *When Cows Get Up In The Morning*. Show students the corresponding *cutouts* when the animals are mentioned. Encourage students to sing along.

2. Game: *Tap The Balloon*

Have students stand in a circle. Tap the balloon to a student and name an animal that lives on a farm.

T: *A chick lives on the farm.*

Have the student tap the balloon to another student and name another animal that lives on a farm.

S1: (Taps the balloon to a partner.)

S2: *Cow.*

Repeat the procedure until all students have named at least one animal.

During the Class

1. Presentation: *Animal Groups* 🎵 🎵

Hold up the *animal groups cutouts*, one at a time, and ask students to identify them.

T: *What are these?*

Ss: *They're chicks.*

2. Name the animals. 🎵 🎵

Display the *farm animals* and *animal groups cutouts* on the chalk ledge. Have the *farmer stick puppet* point to them and have students name them.

FARMER PUPPET: *What's this?*

S: *It's a horse.*

FARMER PUPPET: *What are they?*

S: *They're cows.*

3. Student's Book: *Cross out and color.* 📖

Hand out the *Student's Books* open to page 21. Have students identify the animals. Distribute crayons. Ask students which animal does not belong in each section and have them cross it out.

T: *Point to the chicks. Point to the horse. Which animal is different?*

Ss: *The horse.*

T: *Cross out the horse.*

Have students color the chicks. Do the same with the rest of the animal groups.

After the Class

1. Game: *Hide The Cow* 🎵 🎵

Ask a volunteer to leave the room. Hide the *cow cutout* in the classroom, leaving part of it visible. Have the volunteer come back into the room and look for the hidden cow. The rest of the class begins to say, "Moo, moo..." If the student is close to the hidden cow, the class "moos" loudly. If the student moves further away, the class "moos" more softly. Repeat the game with other volunteers and other farm animals.

Extra Activities

1. Fast Finishers 🎵

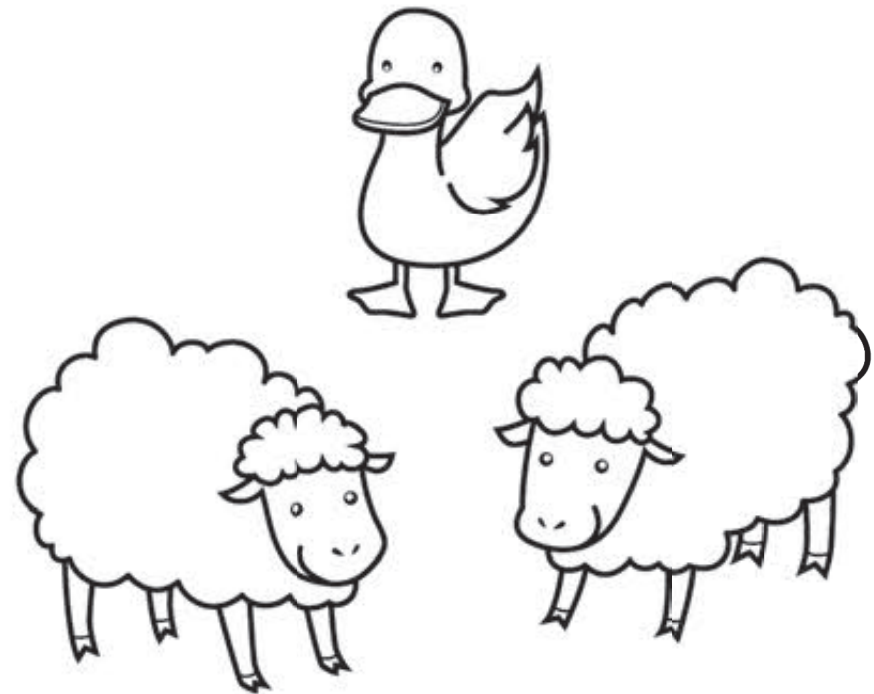
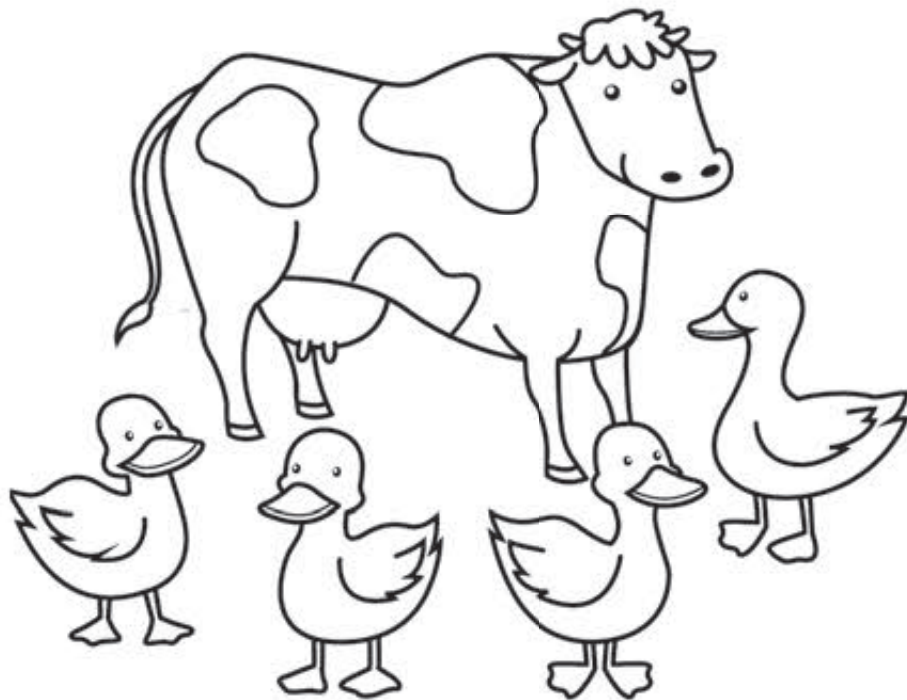
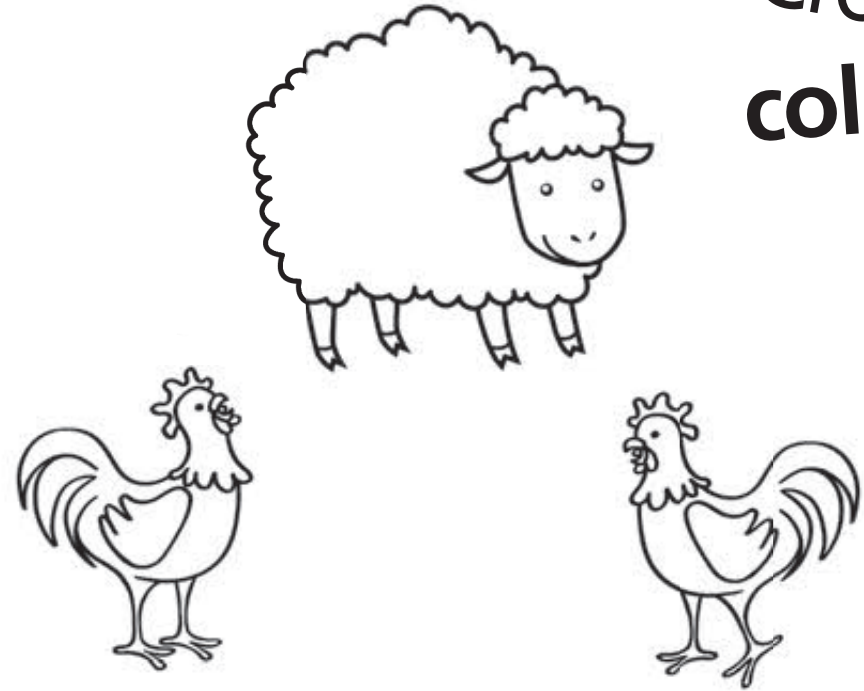
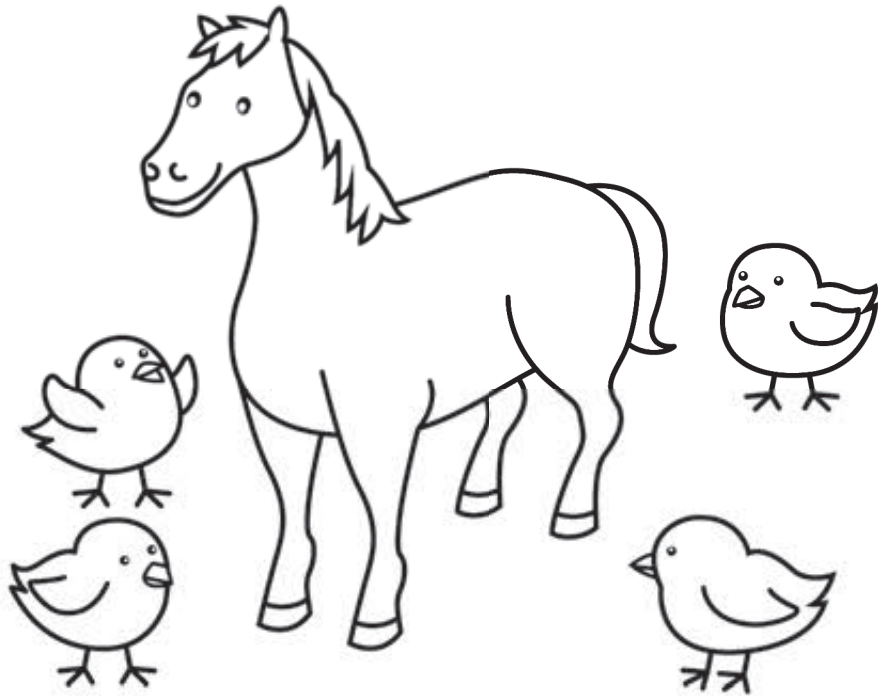
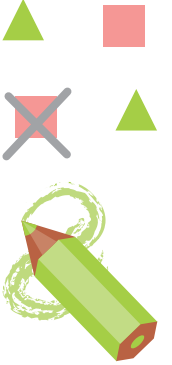
See *Fast Finishers: Week 2*, part 2, on page T21a.

2. Activity Pad: *Make masks.* 📖

See instructions for the *Activity Pad*, on page T21a.

Play Game 5 on the *Interactive CD-ROM*. 🎵

Cross out
and
color.





Activity Pad



Artistic Development

Make masks.

Materials: watercolors, paintbrushes, plastic containers, black and white crepe paper, glue, scissors, hole punch, elastic band

Preparation: Cut black and white crepe paper into small squares. Cut elastic bands into lengths long enough to tie around students' heads.

Instructions: Distribute materials. Have students paint the masks with watercolors. Once they are dry, show students how to crumple small balls of crepe paper and glue them onto the cow's spots and onto the top of the sheep's head. Help students cut out the masks. Punch holes on either side of the masks. Tie the elastic bands through the holes. Encourage students to put on their masks and walk around the classroom mimicking the animals.



Extra Activities

Fast Finishers: Week 1: Look and color.

Part 1: Have students find the farm animals and color them in with colored pencils.

Part 2: Tell students to finish coloring the picture.

Optional: Name a farm animal and have students point to it.

T: *Point to the chick.*

Ask students what color their animals are.

T: *What color is your chick?*

S: *Yellow.*

Scrapbook: Save students' work for their *Scrapbooks*.



Early Learning Activities



Artistic Development

Farm Animals

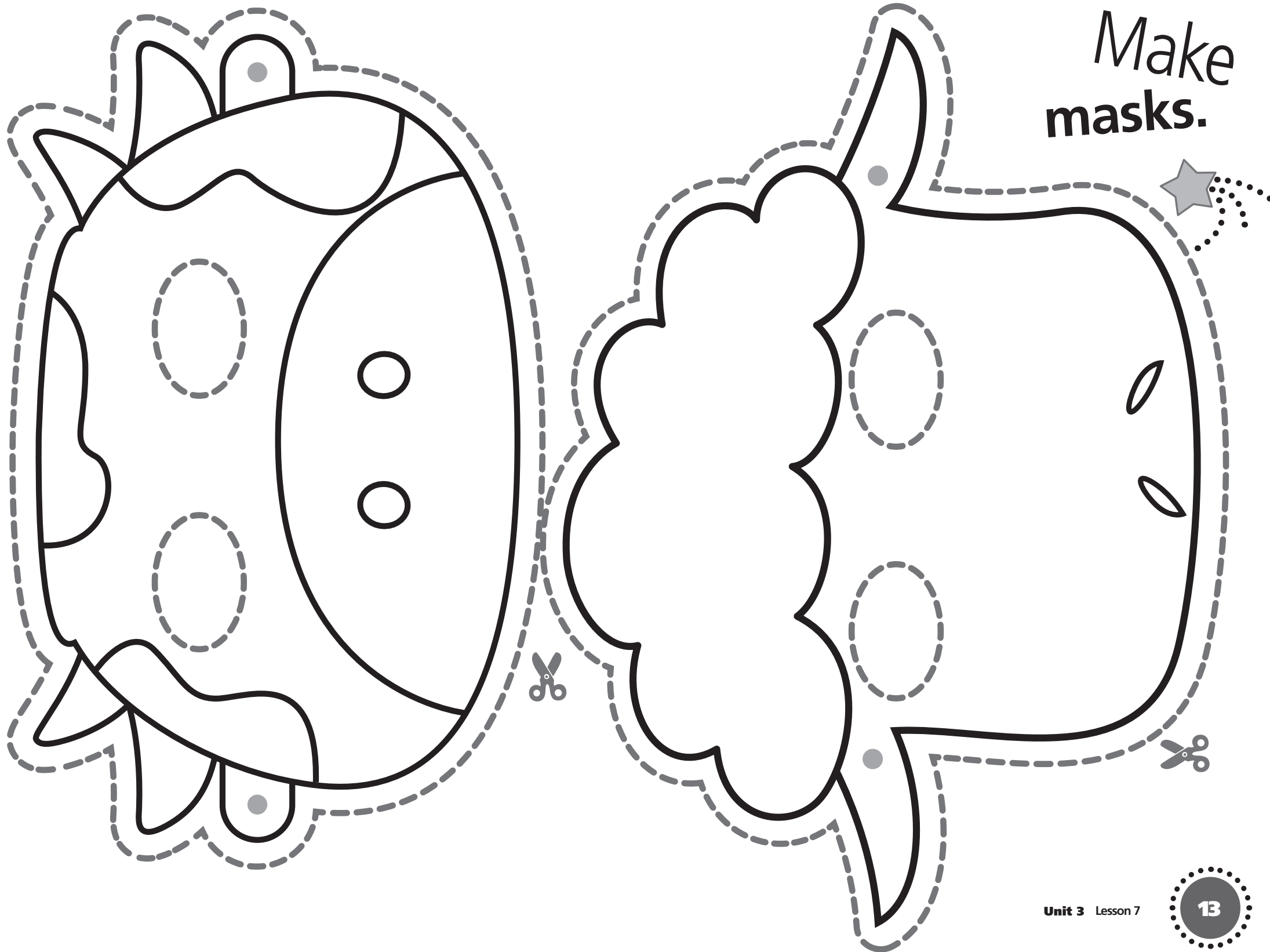
Materials: cardboard boxes, plastic bottles, milk cartons, toilet paper rolls, feathers, yarn, moveable eyes, pom-poms, cotton, scraps of paper, glue, paint, masking tape, paintbrush

Preparation: Rinse out cartons and bottles. Make samples of farm animals.

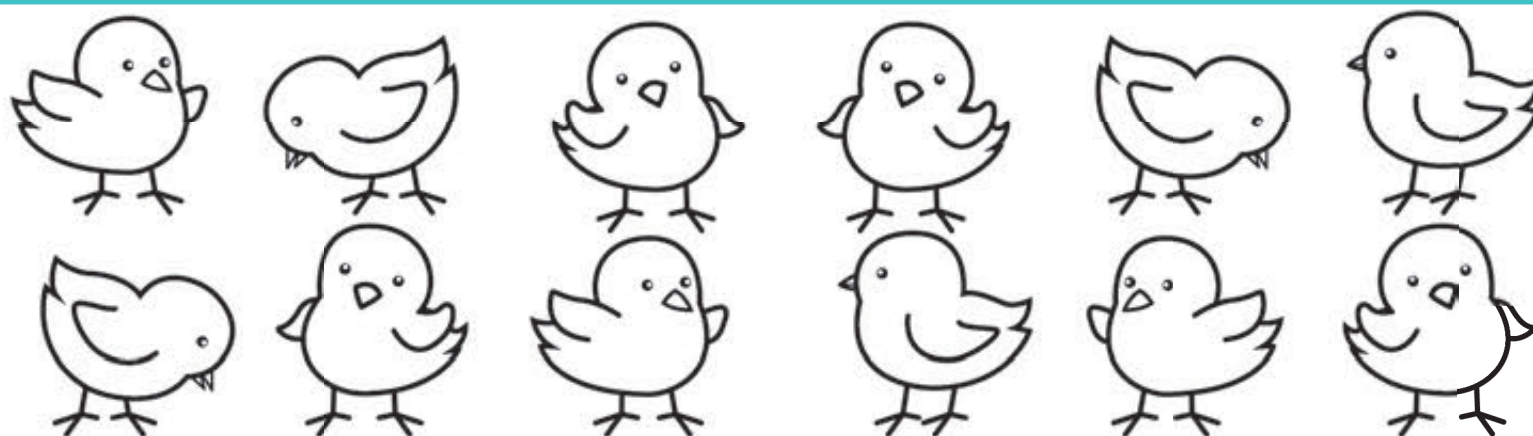
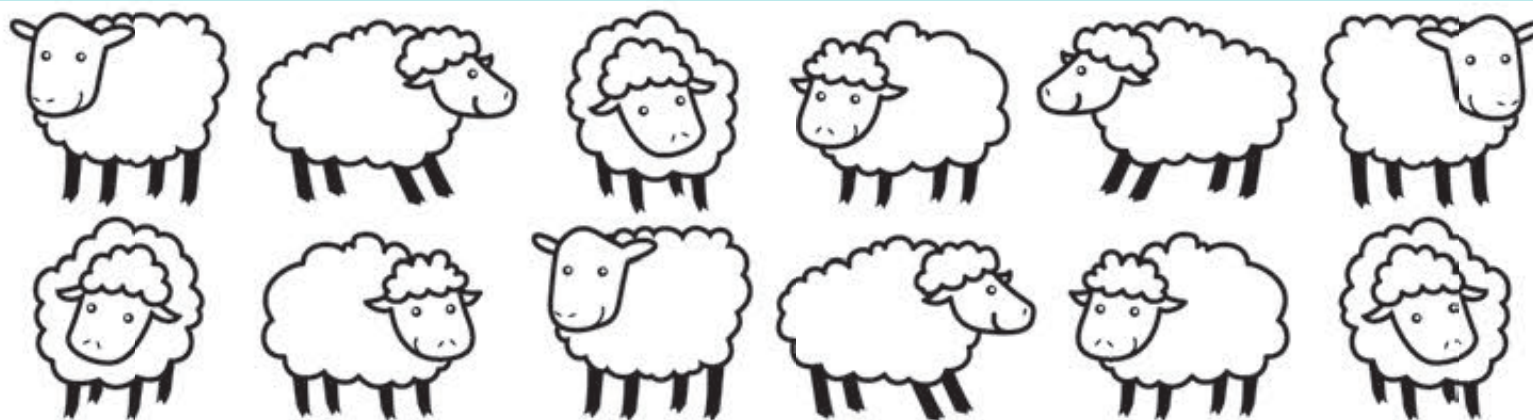
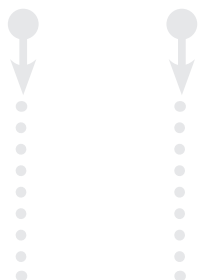
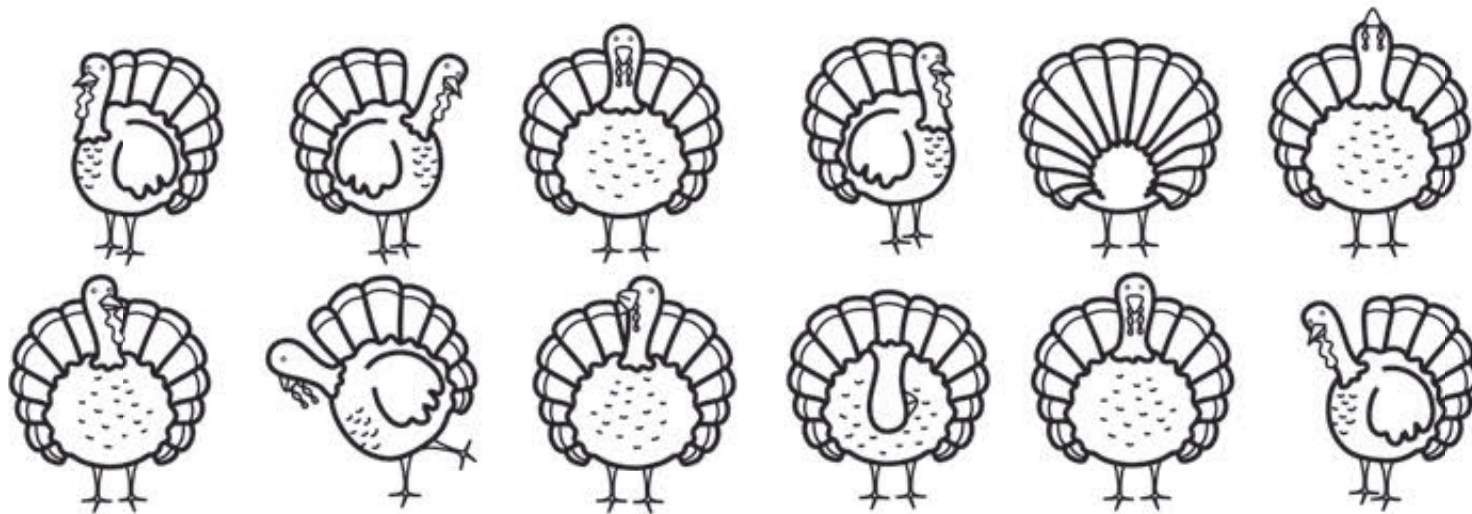
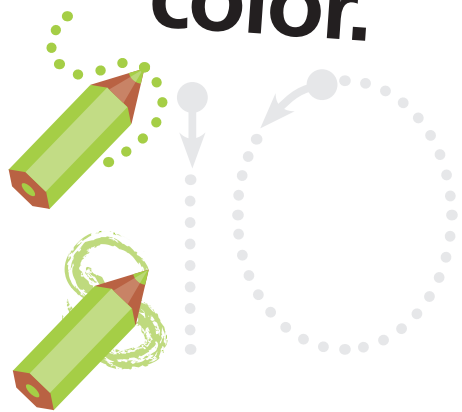
Directions: Show students your samples. Ask them to choose a farm animal. Have them select the items they need to make that animal. Distribute paint and paint brushes. Have students paint the boxes, bottles or cartons. Finally, help them add collage materials for body parts. Have them show their work and name the animals they made.



*Make
masks.*



Trace
and
color.





Learning Goals:

Students can recognize numbers from 1 to 12.
Students can match numerals to groups of objects.

Vocabulary:

eleven, twelve;
farm animals

Language Structures:

Active: *Eleven. Twelve.*

They're turkeys.

Passive: *What number is this? What are these?*

Materials:

CD with lively music, paper (1 sheet per student), crayons, *Numbers 1 to 12 templates*, *Turkeys and chicks template* (from the *Teacher's Resource CD*)

Preparation:

Print out and laminate the *Numbers templates*.
Print out the *Turkeys and chicks template*. Make six copies. Color and cut out the animals.

Before the Class

1. Song: *When Cows Get Up In The Morning*

Play Track 18. Show students the *farm animals cutouts* as the animals are mentioned in the song. Encourage students to sing.

2. Game: *Musical Chairs*

Line up students' chairs back to back in two rows. Place the *farm animals* and *animal groups cutouts* at random on different chairs. Play lively music. Lead students in walking around the chairs. Pause the music and have students sit on the nearest chair. Ask students with *cutouts* to identify and count the animals. Collect the *cutouts* and redistribute them. Play the music again. Repeat the procedure several times until all students have described an animal.

During the Class

1. Chant: *One, Two*

Encourage students to say the chant *One, Two*. (See page T16.) Show the corresponding number of fingers.

2. Presentation: *Numbers 1 to 12*

Divide the board into two sections: numbers and animals. Attach eleven pictures of turkeys to the animals side of the board. Then, attach the *Number 11 template* on the numbers side. (See Preparation.) Encourage students to count the turkeys out loud as you point to them.

T: *Look, turkeys. Let's count them.*

T/Ss: *One, two, three... eleven.*

Then point to the *Number 11 template*. Encourage students to say *eleven*. Trace the number 11 with your finger over the *template*. Invite students to trace it in the air. Finally, have different students count the turkeys out loud and trace the number 11 on the board. Repeat the procedure with the chicks and the number 12.

3. Student's Book: *Trace and color.*

Hand out the *Student's Books* open to page 22. Have students identify the numbers and the animals on the page.

T: *What number is this?*

Ss: *Ten.*

T: *What are they?*

Ss: *They're turkeys.*

Distribute crayons. Have students trace over the numbers and color the corresponding number of pictures.

After the Class

1. Draw a picture.

Distribute paper and crayons. Write a large number 12 on the board. Have students copy it at the top of their sheets. Next, ask them to choose their favorite farm animal and draw twelve of them on their sheet. Finally, have them share their work with the class.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T23a.



Learning Goals:

- Students can recognize the numbers 1 to 12.
- Students can match numerals to groups of objects.

Vocabulary:

egg, eleven, ten,
twelve, eleven, hen

Language Structures:

- Active:** *One, two, three... ten, eleven, twelve. Twelve eggs.*
- Passive:** *How many eggs are there?*

Materials:

- finger paint,
- plastic containers,
- Numbers templates

Before the Class

1. Song: When Cows Get Up In The Morning

Play Track 18. Show students the *farm animals cutouts* as the animals are mentioned in the song. Encourage students to sing.

2. Review: Numbers 1 to 12

Hold up the *Number templates* from 1 to 12, first in order and then randomly. Have students identify them. Distribute the *templates* to twelve students. Ask them to go to the front. Help them put themselves in order from 1 to 12. Ask the rest of the class questions. Have them raise their hands to respond individually.

T: Who has number 3?

If the student responds correctly, he or she should take the place of the student holding the *Numbers template*. Continue until everyone has participated.

During the Class

1. More Practice: Numbers 1 to 12

Draw ten eggs in a nest on the board. Hold up the *Robby* and *Lucy stick puppets* and the *hen cutout*. Have *Robby* introduce the character and count the eggs.

ROBBY PUPPET: *This is Hickety Pickety. She's a hen. She lays eggs. How many eggs did she lay? Let's count them. One, two... nine, ten. She laid ten eggs!*

LUCY PUPPET: *How many eggs are there?*

Ss: *Ten.*

Write the number *10* on the board. Draw another egg in the nest.

ROBBY PUPPET: *Look, she laid another egg. How many eggs are there now?*

Help students count the eggs. Write the number *11* on the board. Name the number and have students repeat. Repeat the procedure with the number *12*.

2. Student's Book: Count and stick.

Hand out the *Student's Book* open to page 23. Have students look at the nests. Explain what nests are for.

T: *Hens lay their eggs in nests.*

Distribute the *stickers* in the blue section. Point to the top nest. Ask students to count the eggs out loud.

T: *How many eggs are there in the nest?*

T/Ss: *Let's count. One, two, three... nine, ten.*

Have students identify the number 10 in the *stickers*. Help them peel off the *sticker* and stick it in the correct place. Finally, distribute finger paint in plastic containers and have students paint the eggs.

After the Class

1. Rhyme: Hickety Pickety

Ask students if they remember the story about Hickety Pickety, the black hen. Tell them they are going to learn a rhyme about her. Play Track 19, *Hickety Pickety*. Draw twelve eggs on the board. Teach students the words to the rhyme. Encourage them to say the rhyme as you point to the eggs on the board. Continue saying the rhyme until you reach the number 12.

Extra Activities

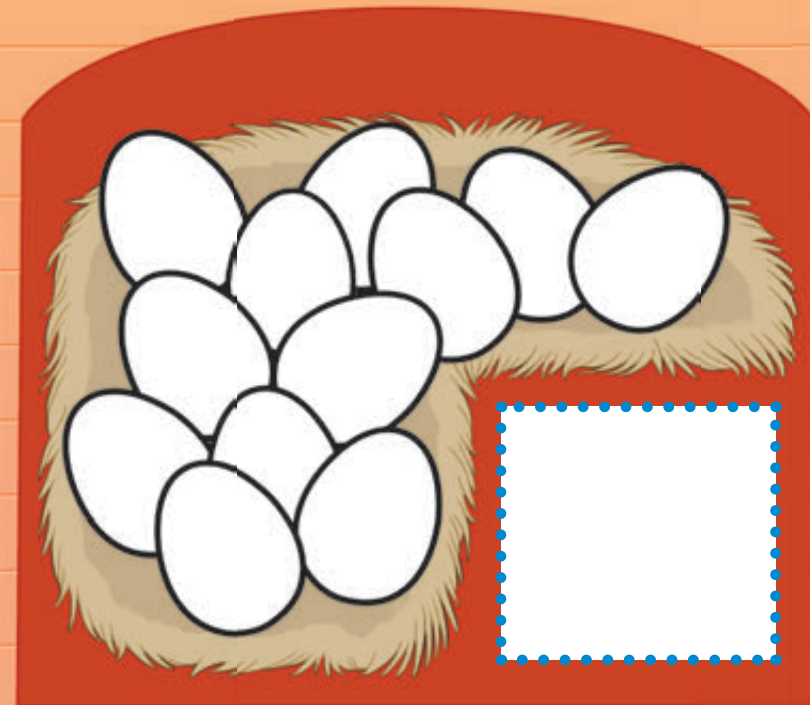
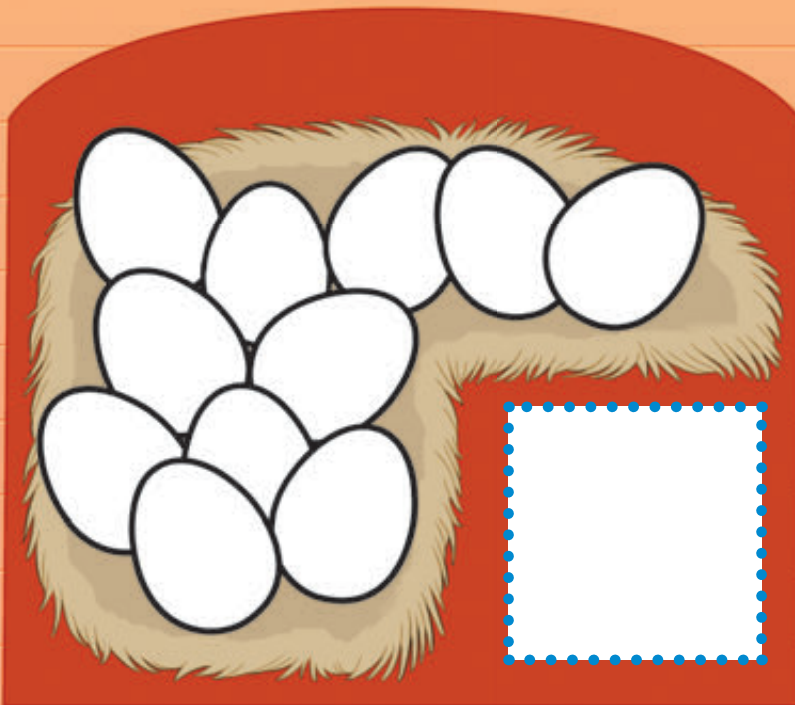
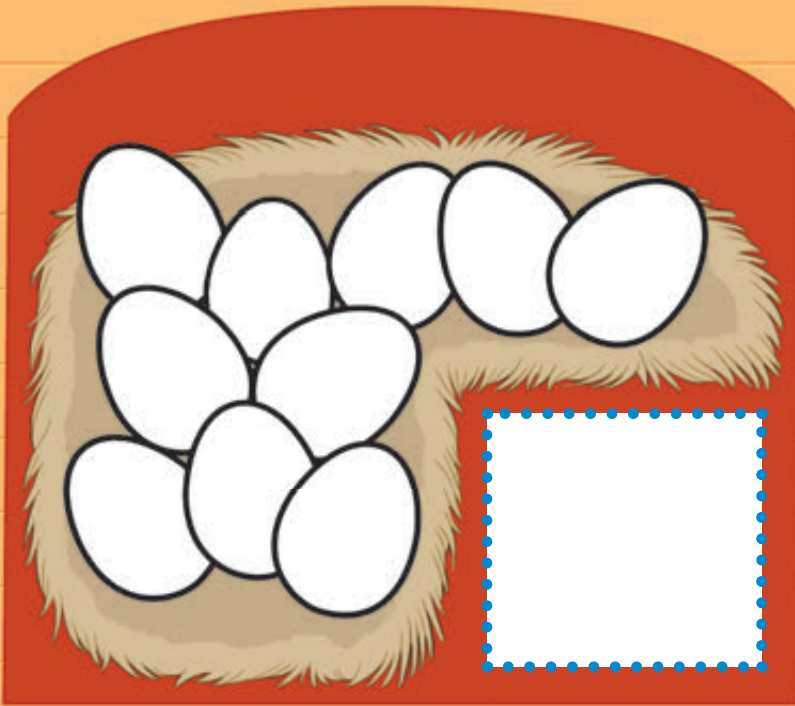
1. Fast Finishers

See *Fast Finishers: Week 2*, part 2, on page T23a.

2. Activity Pad: Paint and glue.

See instructions for the *Activity Pad*, on page T23a.

Count
and
stick.





Activity Pad



Artistic Development

Paint and glue.

Materials: yellow paint, plastic containers, yellow yarn, glue, crayons, scissors

Preparation: Cut yarn into varying lengths.

Instructions: Distribute materials. Have students paint the nest with the yellow paint. Once the paint is dry, show students how to glue the yarn onto the nest. Tell students to color in the eggs with crayons. Help students cut out the pictures. Give instructions for putting the eggs in the nest.

T: *Four. Put four eggs in the nest.*

Ss: (Students put four eggs in the nest.)

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 2: Count and cut.

Part 1: Tell students to count the animals and color in the pictures and the numbers with crayons.

Part 2: Distribute scissors and help students cut out the puzzle pieces. Ask students to do the puzzles again. After students have played with their puzzles, give them a sheet of white paper and glue sticks. Have them glue their puzzles on the paper.

Optional: Give instructions for counting the animals out loud.

T: *(Mary), how many sheep are there? Let's count.*

S: *One, two...ten .*



Early Learning Activities



Problem Solving,
Reasoning and Numeracy

Spotty Cows

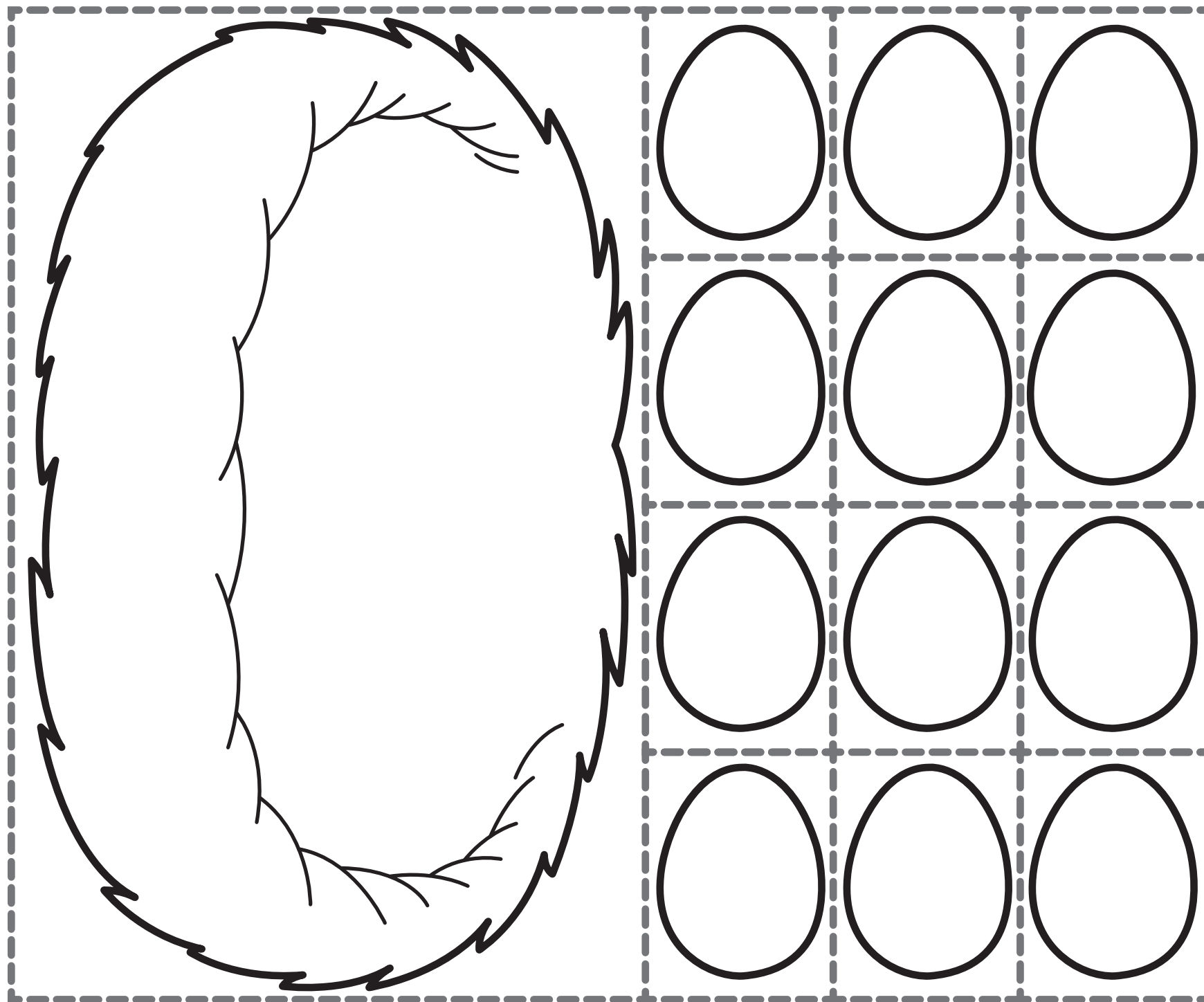
Materials: white paper, *Spotty cow template*, index cards, black beans, paper cups (1 per group).

Preparation: Make a photocopy of the *Spotty cow template* (1 per student). Write the numbers 9, 10, 11 and 12 on the index cards (1 set per group).

Directions: Divide the class into groups of four and distribute the cards. (See Preparation). Give each group a cup with beans in it. Students in each group take turns choosing a number card and placing the corresponding number of beans on their cow. Show students how to count together to verify each other's work.

Optional: Use tissue paper balls instead of beans.





Paint
and
glue.



Draw
and
color.



Learning Goals:

Students enjoy hearing new stories.
Students can listen attentively for five minutes.

Vocabulary:

farm, farmer;
farm animals

Language Structures:

Active: *It's a cow. A cow goes moo.*
Passive: *What animal is this?*
What sound does the cow make?

Materials:

CD with lively music, paper, crayons, markers, *Old MacDonald template* (from the *Teacher's Resource CD*)

Preparation:

Print out the *Old MacDonald template* or write the text on a sheet of paper (1 per student).

Before the Class

1. Song: *When Cows Get Up In The Morning*

Play Track 18. Show students the *farm animals cutouts* as the animals are mentioned in the song. Encourage students to sing.

During the Class

1. Farm Animal Noises

Show students the *cow cutout*. Have them identify it.

T: *What animal is this?*

S: *It's a cow.*

T: *What sound does the cow make?*

S: *A cow goes moo.*

Continue the game with: *duck-quack*, *sheep-baa*, *horse-neigh* and *goat-neah*.

2. Mime the animal.

Have students stand in an open space. Play some music and have them walk around. Pause the music and name a farm animal. Have students mime the animal's movements and make the corresponding noise.

3. Make Predictions: *Old MacDonald*

Display the *Big Book* page 16. Ask students to make predictions about the story.

T: *Who is this? Where is he? Is this a barn?*

Display the *Big Book* pages 16 to 21, one at a time. Have students look at each picture and ask them to name and point to as many animals as they can.

4. Listen to the story.

Play Track 20, *Old MacDonald*. Point to the corresponding pictures on the *Big Book* pages 16 to 21 while students listen. Distribute *finger puppets*. Invite individual students to come up and use their *finger puppet* to point to different items and animals on the page.

5. Student's Book: *Draw and color.*

Hand out the *Student's Books* open to page 24. Name an animal and have students point to the picture in their books. Ask students what is wrong with the animals (the faces are missing). Distribute markers. Have students draw and color in the animals' faces. Finally, ask students questions about the color of their animals.

T: *What color is your hen, (Monica)?*

S: *It's brown.*

After the Class

1. *Old MacDonald, Part 1*

Copy the text from the *Old MacDonald template* on the board. (See Preparation.) Read it out loud. Encourage students to repeat. Invite a student to complete the sentences.

T: *Old MacDonald had a farm, E-I-E-I-O. And on his farm he had a ...*

S: *cow.*

Write the word *cow* in the blank. Reread the text. Repeat the procedure with different students. Distribute crayons and the *Old MacDonald templates* or sheets. Have students draw a picture of their favorite farm animal. Save students' work for the next lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T25a.



Learning Goals:

Students can recognize parts of the story that are missing and complete the story.

Vocabulary:

farm, farmer; farm animals; numbers 1 to 12

Language Structures:

Active: *It's a cow. A cow goes moo.*

Passive: *What animal is this? What sound does the cow make?*

Materials:

crayons, markers, *Old MacDonald templates* or sheets from previous lesson

Before the Class

1. Rhyme: Hickety Pickety

Play Track 19. Draw ten or twelve eggs on the board. Encourage students to say the rhyme as you point to the eggs on the board.

2. Review: Animal Noises

Show students the *cow cutout*. Have them identify the animal.

T: *What animal is this?*

S: *It's a cow.*

T: *What sound does the cow make?*

S: *A cow goes moo.*

Continue the game with: *duck-quack, sheep-baa, horse-neigh* and *goat-neah*.

T: *Old MacDonald had a farm...*

Ss: *E-I-E-I-O.*

T: *And on his farm he had a duck...*

Ss: *E-I-E-I-O.*

T: *With a quack, quack here. And a quack, quack there. Here a...*

Ss: *quack.*

T: *There a...*

Ss: *quack*

T: *Everywhere a...*

Ss: *quack, quack.*

4. Student Book: Connect and stick.

Hand out the *Student's Book* open to page 25. Distribute the *finger puppets* for Unit 3.

Have students put them on. Ask them to identify and point to the farmer, barn and goat. Next, have students point to and name the numbers from 1 to 10. Distribute markers. Tell students to join the dots using their *finger puppets* first and then a marker.

T: *Draw a line from 1 to 2.*

Next, distribute the *stickers* in the green section. Tell students to put them in the correct places.

After the Class

1. Old MacDonald, Part 2

Write the text from the *Old MacDonald template* on the board. Distribute crayons and students' *Old MacDonald templates* or sheets. Distribute crayons. Have students finish coloring in their pictures. Ask each student to name his or her animal. Write the student's response in the blank.

Ask a student to name his or her animal and fill in the blank on the board. Help the student "read" the text. Repeat the procedure with other students.

Scrapbook: Save students' work for their *Scrapbooks*.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 2, on page T25a.

2. Activity Pad: Draw and sing.

See instructions for the *Activity Pad*, on page T25a.

During the Class

1. What is the story about?

Display the *Big Book* pages 16 to 21. Invite students to say what the story is about.

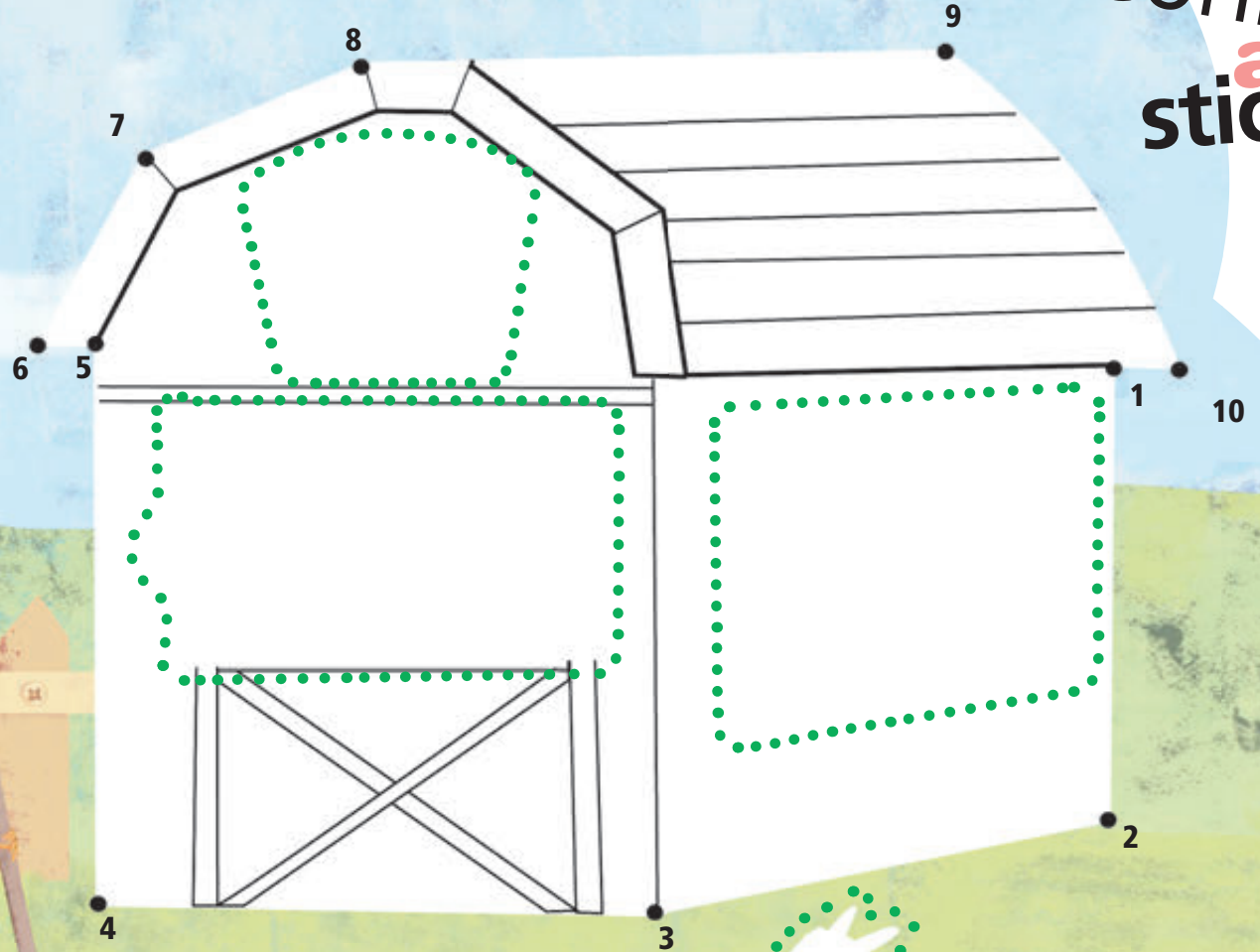
2. Listen to the story.

Play Track 20. Point to the corresponding pictures in the *Big Book* pages as students listen to the story. Encourage them to join in the song.

3. Complete the story.

Display the *Big Book* pages 16 to 21, one at a time. Say the story, leaving out key words and having students fill them in orally.

Connect
and
stick.



Activity Pad



Draw and sing.

Materials: colored pencils

Instructions: Tell students to draw their faces in the blank farmer's face. Then encourage them to draw animals on their farm. Next, have students color them. Finally, play Track 20 and encourage students to sing the song.

Optional: Ask students to say which animals they have on their farms.

S: *On my farm I have a duck.*



Extra Activities

Fast Finishers: Week 3: Color and cut.

Part 1: Explain to students that they are going to make a barn. Have them color in the pictures with crayons.

Part 2: Help students cut out the strip. Then cut along the dotted lines on either side of the barn door to make slits. Demonstrate how to insert the strip into the slits and how to pass the animals through the barn's door.

Optional: Finally, play Track 20 and encourage students to sing the song.



Early Learning Activities



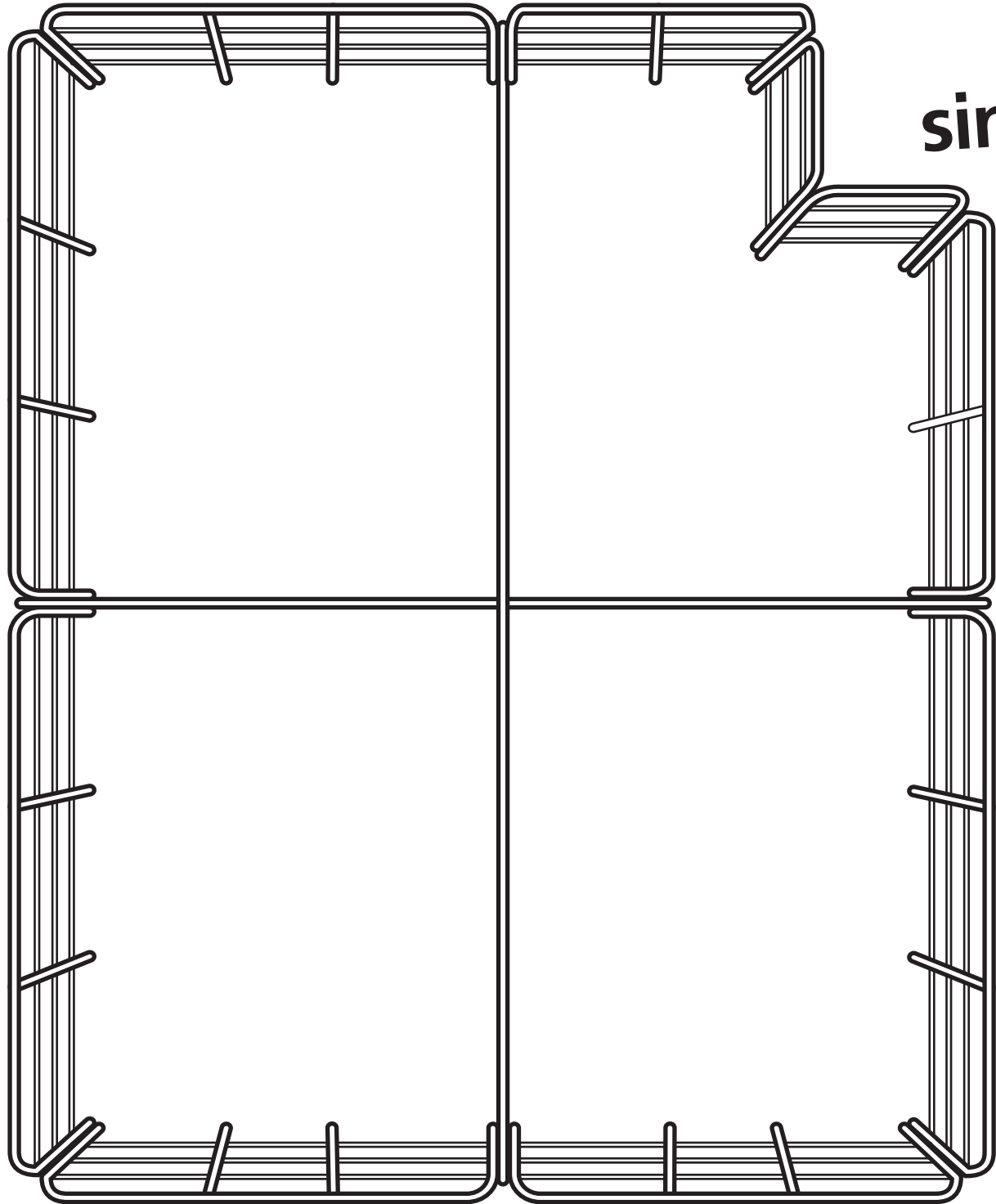
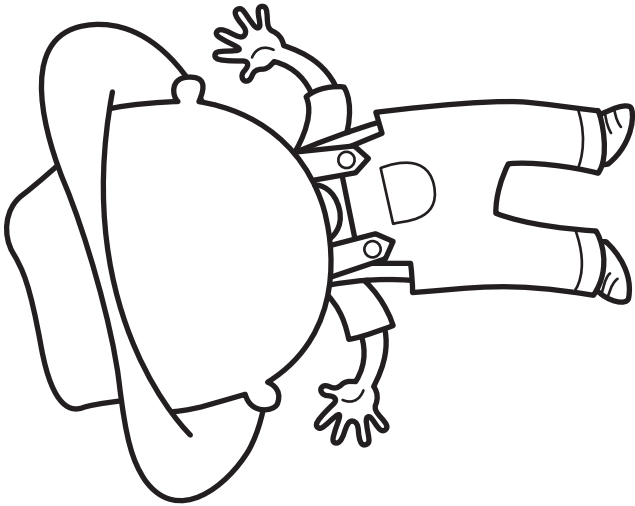
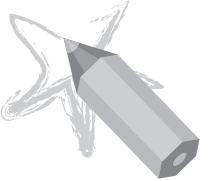
Milking a Cow

Materials: 2 chairs, broomstick, yarn, powdered milk, purified water, rubber glove, heavy rubber band, construction paper, farmer's hat, small stool, small bucket, needle, markers, scissors

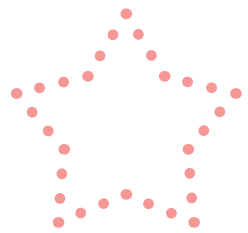
Preparation: Draw a cow's head and tail on construction paper and cut them out.

Directions: Place the chairs facing each other. Place the broomstick between the chairs, making sure it's at eye level. Attach the cow's head and tail to the backs of the chairs. Next, mix water and powdered milk and fill the rubber glove with it. Seal the top of the glove with a rubber band. Attach the glove tightly to the center of the stick with the yarn. Poke small holes in the fingers of the glove with the needle. Place the bucket beneath the glove. Have students sit on the stool, put on the farmer's hat and milk the cow.

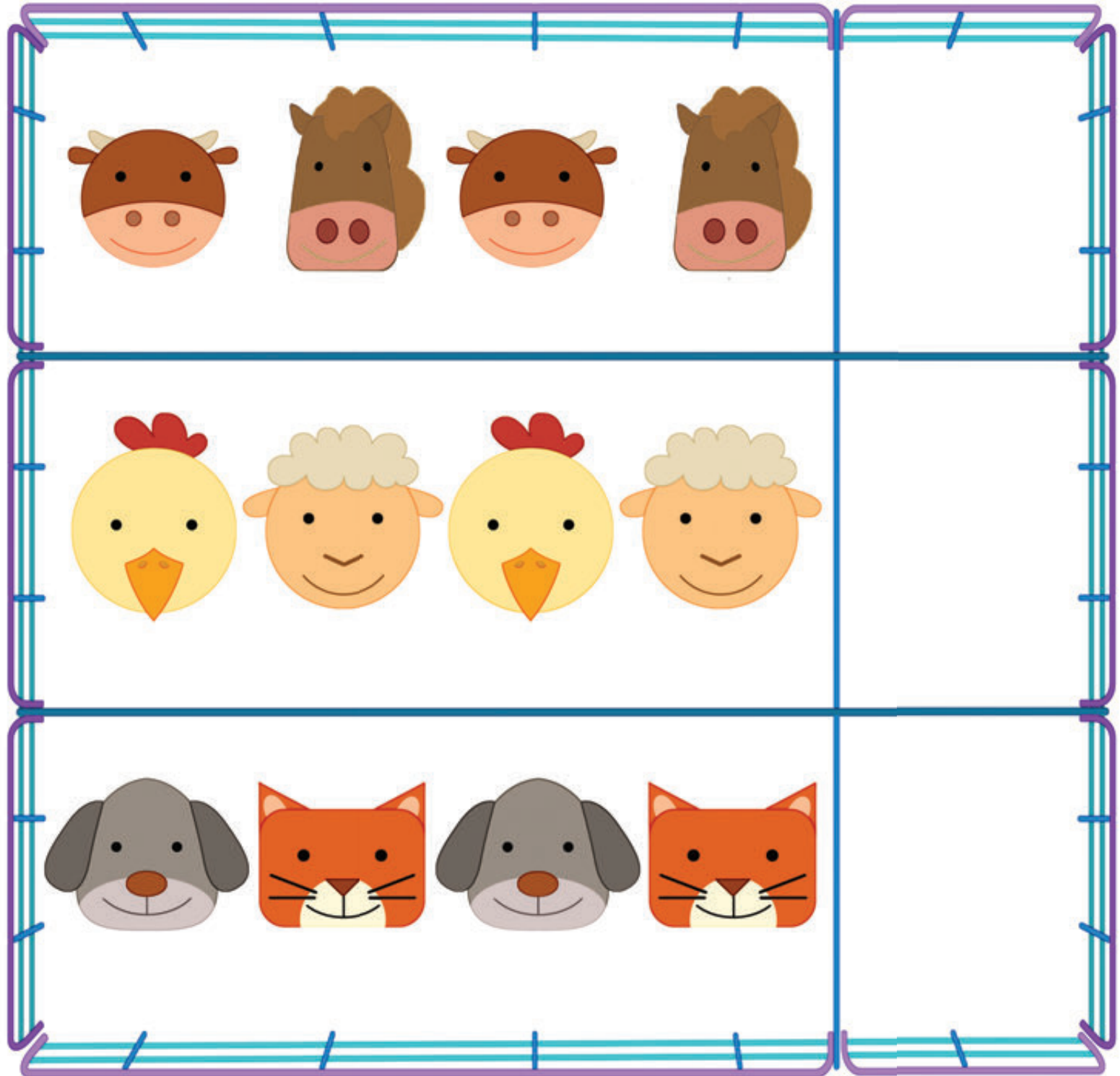
Draw
and
sing.



Look
and
draw.



Review



Value

Our Parents Take Care of Us

Vocabulary: family members

1. Talk About the Value

Talk about how parents take care of their children: they take them to school, they bathe them, and so on. Finally, ask students how they feel when their parents take care of them.

2. Student's Book: Look and match.

Hand out the *Student's Book* open to page 69. Explain that some characters are the parents and others are their young. Have students identify them.

T: *Point to father farmer. Point to his son.*

Tell students to match the parents and their children with a line. If the activity is done correctly, students stick the *Reward sticker* in place.

3. Song: I'm a Mommy Cow

Directions: Have students sit in a circle.

Distribute the *mini-flashcards*. Choose a girl to be the mommy cow and give her the *cow cutout*. Play Track 21, *I'm a Mommy Cow*, and have the girl walk around the circle for the first verse. For the remaining verses, have all students holding *cow mini-flashcards* stand up and follow the girl, as they sing. Repeat until all students have participated.

General Review

1. Review: Farm Animals

Display *Poster 3*. Give the *farmer stick puppet* to different students. Give them instructions for pointing to the farm animals.

2. Farm Animals: Snap

Divide the class into pairs. Have them put their *farm animals mini-flashcards* in a pile face down. Ask both students to take a card and place it face up on the table. When two identical cards are uncovered, the first student to say "Same!" keeps the cards only if he or she can name the animal. Walk around monitoring the activity.

3. Rhyme: Hickety Pickety

Play Track 19. Draw twelve eggs on the board. Encourage them to say the rhyme as you point to the eggs.

4. Student's Book: Look and draw.

Hand out the *Student's Book* open to page 26. Encourage students to identify the farm animals and the pets. Next, have them finish the sequence orally.

T: *Cow, horse, cow, horse, what comes next?*

Tell students to draw in the corresponding animal. If the activity is done correctly, they stick the *Reward sticker* in place.

5. Assessment

Print out and photocopy the *Unit 3 Assessment*. Distribute copies and crayons. Have students identify the animals. Then name a color and give instructions to color in the circles as follows: *cow-black, horse-yellow, chick-orange, duck-red, rooster-green, sheep-blue, hen-brown and turkey-purple*.

T: *Show me the yellow crayon. Point to the horse. Color the circle yellow.*

6. Picture Dictionary

Have children glue each *mini-flashcard* onto the matching picture in the *Picture Dictionary*. Help students glue the *Picture Dictionary* onto a colored sheet of paper and include it in their *Scrapbooks*.

Week 1
Week 2
Week 3

Areas of Learning	Vocabulary	Language Structures
<ul style="list-style-type: none"> Communication, Language and Literacy Personal, Social and Emotional Development 	<i>baby, brother, circle, dad, grandma, grandpa, mom, old, sister, square, triangle, young; colors</i>	<p>Active: <i>It's a square. It's yellow. Hi, Mom. Good-bye, Mom. She's Mom. She's old. They're old. Blue.</i></p> <p>Passive: <i>This is a square. What is it? What color is the square? Who is she? What shape is Grandma's face? Is Grandma young or old?</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Problem Solving, Reasoning and Numeracy 	<i>chubby, thin, tall, short; family members</i>	<p>Active: <i>He's Dad. Dad is tall. Yes./No.</i></p> <p>Passive: <i>Who's this? Is she tall or short? She's short. Is Grandpa chubby or thin?</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Artistic Development Personal, Social and Emotional Development 	<i>Papa, Mama, Baby, bear, bed, bowl, chair, small, medium, big</i>	<p>Active: <i>She's Goldilocks. It's a bowl. It's green. It's a big bowl. It's Baby Bear's spoon.</i></p> <p>Passive: <i>This is Goldilocks. Who's she? Baby Bear's bowl is small. Papa Bear's bowl is big. Whose bowl is this?</i></p>

Math Concept: Classifying

Value: I Am Honest

Poster

1. Working with the Poster

Display *Poster 4*. Have students identify Lucy. Tell them that she is with her family. Talk about different kinds of families. Explain that some families have moms and dads and others just have a mom or a dad. Explain that the most important part of a family is that they love and take care of each other. Ask students how they show their love for their family.

2. Working with the Unit Opener

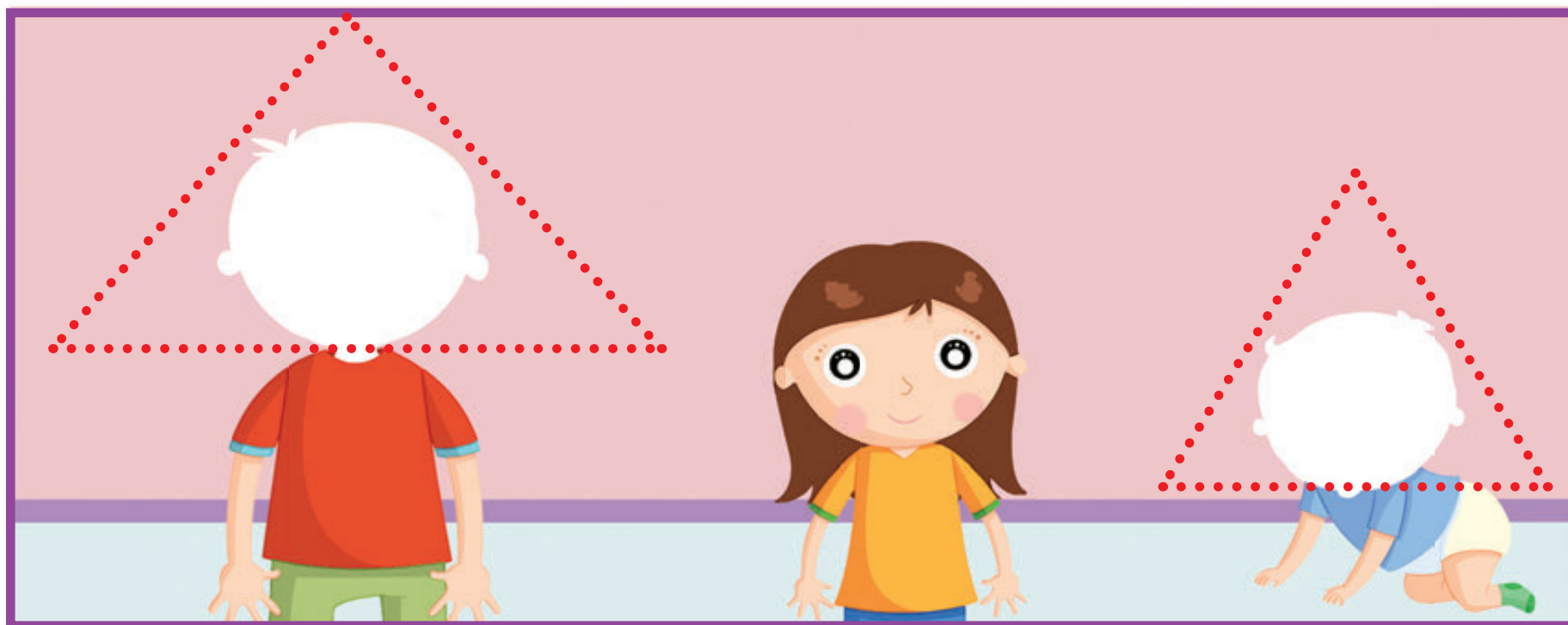
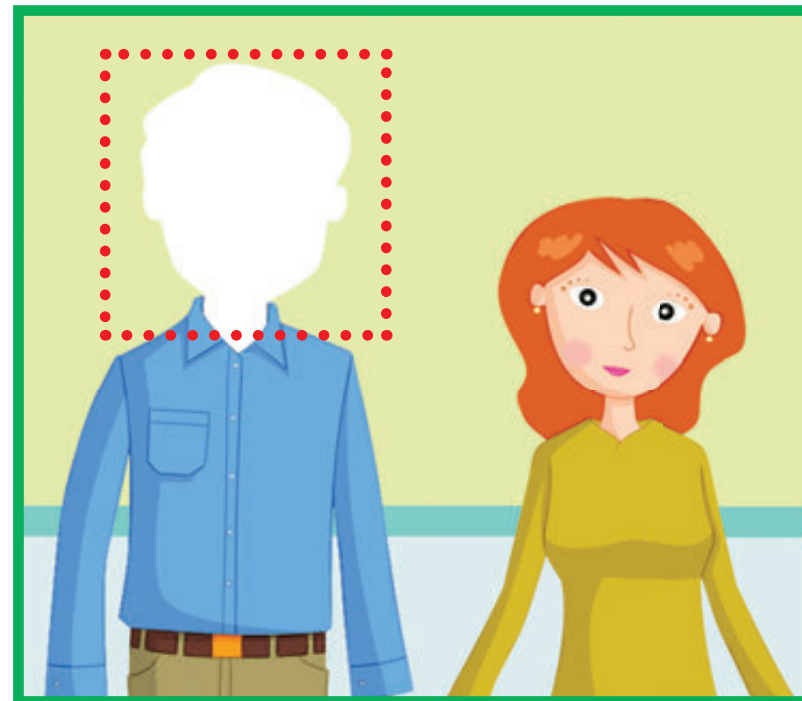
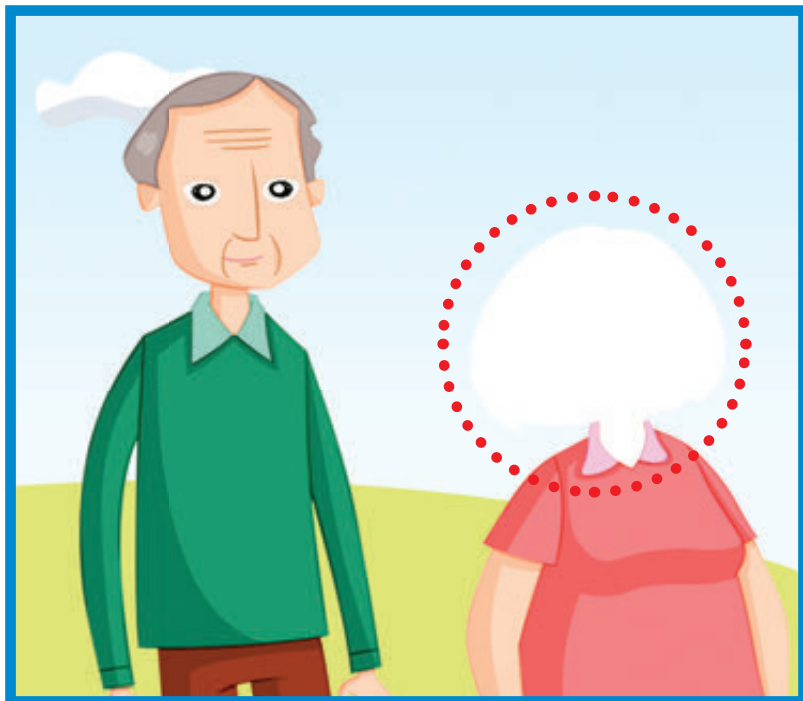
Display *Poster 4*. Distribute the *finger puppets* for Unit 4. Name different family members as you point to them on the poster with the *Lucy stick puppet*. Have students point to them in their *Student's Books*. Play Track 9, *Point To...* (*Karaoke Version*). Invite students to sing along and point to different family members with their *finger puppets* in their books.





We Are Different!

Look
and
stick.



Learning Goals:

- Students can recreate words they hear and incorporate them into their own language.
- Students can use new words they have heard appropriately in familiar contexts.

Vocabulary:

baby, brother, circle, dad, grandma, grandpa, mom, sister, square, triangle

Language Structures:

Active: *It's a square. It's yellow. Hi, Mom. Good-bye, Mom.*

Passive: *This is a square. What is it? What color is the square? What shape is Grandma's face?*

Materials:

paper (1 sheet per student),
crayons



Before the Class

1. Song: Hello, My Friend

Divide students into pairs. Have them face each other. Play Track 4. Encourage students to sing and act out the song.

2. Shapes: Circle, Triangle, Square and Rectangle

Place the *shapes cutouts* along the chalk ledge. Use the *Gummy Drop stick puppet* to point to and present each shape.

GUMMY DROP: *This is a square. What is it?*

T/Ss: *It's a square.*

Then, hold up the shapes, one at a time, and have students trace them in the air and identify them chorally. Finally, ask students what color each shape is.

T: *What color is the square?*

Ss: *It's yellow.*

During the Class

1. Presentation: The Family

Distribute the *family members cutouts* to different students. Ask them to step forward, when you name their corresponding family member. Have the rest of the class say hello. Then have the student step back in line as the rest of the class says good-bye.

T: *This is Mom. Say, "Hello, Mom."*

Ss: *Hello, Mom.*

T: *Say, "Good-bye, Mom."*

Ss: *Good-bye, Mom.*

2. Song: Meet The Family

Play Track 22, *Meet The Family*. Have students listen to the song. Ask the students who have a *cutout* to step forward when they hear their assigned family member.

3. Student's Book: Look and stick.

Distribute the *stickers* in the red section. Ask students to identify the family members and the shapes.

T: *Point to Grandma. What shape is Grandma's face?*

Continue with the other family members. Hand out the *Student's Books* open to page 28. Help students peel off the *stickers*. Hold up each *sticker*, and have students identify the family members again before they stick the *stickers* in the corresponding places.

After the Class

1. Game: Who's Missing?

Display the *family members cutouts* on the chalk ledge. Have students put their *family members mini-flashcards* on their desks. Tell students to close their eyes. Take a *cutout* from the chalk ledge. Ask who is missing and have the students hold up the corresponding *mini-flashcard*.

T: (Remove the *sister cutout*.) *Who's missing?*

Ss: *Sister.* (Hold up the *sister mini-flashcard*.)

2. Review: Shapes

Trace shapes in the air. Have students do the same. Distribute materials. Help students fold the sheet into quarters. Have them draw a shape in each section.

T: *Draw a circle in the first space. Draw a triangle in the second space (etc.).*

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T29a.

Play Game 6 on the *Interactive CD-ROM*. 



Learning Goals:

Students can recreate words they hear and incorporate them into their own language. Students can use new words they have heard appropriately in familiar contexts.

Vocabulary:

baby, brother, dad, grandma, grandpa, mom, old, sister, young; colors

Language Structures:

Active: *She's Mom. They are old. She's old. Blue.*

Passive: *Who's she? Is Grandma young or old?*

Materials:

paper, crayons

Before the Class

1. Review: *Who is he? Who is she?* 🗣️

Display the *family members cutouts* on the chalk ledge. Point to each character and ask students who they are.

T: (Point to Mom.) *Who is she?*

T/Ss: *She's Mom.*

Have students repeat chorally and individually.

2. Song: *Meet The Family* 🎵 🗣️ 🧸

Display the *family members cutouts* on the chalk ledge. Give the *Lucy stick puppet* to a student. Play Track 22. Have the student with the *stick puppet* point to each family member when mentioned. Encourage students to sing along.

During the Class

1. Presentation: *Old And Young* 🗣️

Hold up the *grandma* and *grandpa cutouts*. Explain to students that *grandpa* and *grandma* are old. Have students repeat chorally and individually.

T: *Look, Grandma and Grandpa are old.*

T/Ss: *They are old.*

Attach the *grandma* and *grandpa cutouts* to the left-hand side of the board. Repeat the procedure with *baby* and *young*. Then attach the *baby cutout* to the right-hand side of the board.

2. More Practice: *Young Or Old?* 🗣️

Hold up the *family members cutouts*, one at a time. Invite student to identify if they are old or young.

3. Student's Book: *Look and color.* 📖

Hand out the *Student's Book* open to page 29. Ask students to look at the photographs on the left side of the page. Ask questions about whether each person is old or young. Then ask questions about the color of the frames.

T: *Point to Grandma. Is Grandma old or young?*

Ss: *She's old.*

T: *What color is the frame?*

Ss: *It's blue.*

Have students look at the pictures on the right side. Ask them which family member is old or young. Distribute crayons. Have students color the frames blue if the family members are old, and red if they are young.

After the Class

1. Pictures: *Young And Old*

Distribute materials. Help students fold the paper in half. Have students draw a picture of a family member who is young on the left, and one who is old on the right. Have students show their pictures. Ask questions to help students describe their pictures.

T: *Who's he?*

S: *Grandpa.*

T: *Is he young or old?*

S: *He is old.*

Extra Activities

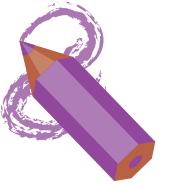
1. Fast Finishers 🗣️

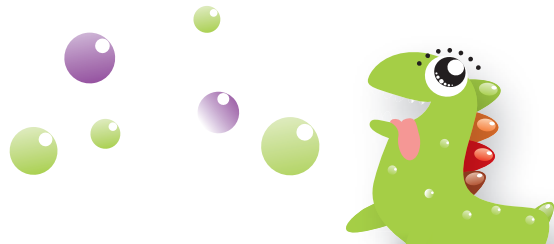
See *Fast Finishers: Week 2*, part 2, on page T29a.

2. Activity Pad: *Make a family tree.* 📖

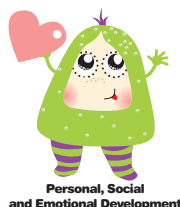
See instructions for the *Activity Pad*, on page T29a.

Look
and
color.





Activity Pad



Make a family tree.

Materials: green and brown paint, small sponges, red construction paper, sheets of paper, crayons, scissors, glue

Preparation: Draw apples on red construction paper and cut them out (1 apple per family member for each student)

Instructions: Have students paint the tree using the sponges. Tell them to draw their family members on the sheets of paper and then cut them out. Make sure the drawings fit the apple shapes. (See Preparation.) Distribute the apples and have students glue their pictures onto the apples. Help them glue the apples onto the leaves, showing how the family members are related to each other.

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 1: Look and color.

Part 1: Have students identify the mother and father. Have them color in the two family members.

Part 2: Then tell students to identify the brother, sister and baby and color them in.

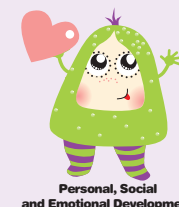
Optional: Ask students to point to the family members and answer questions about whether they are young or old.

T: *Point to Dad. Is he old or young?*

Scrapbook: Save students' work for their *Scrapbooks*.



Early Learning Activities



My Family

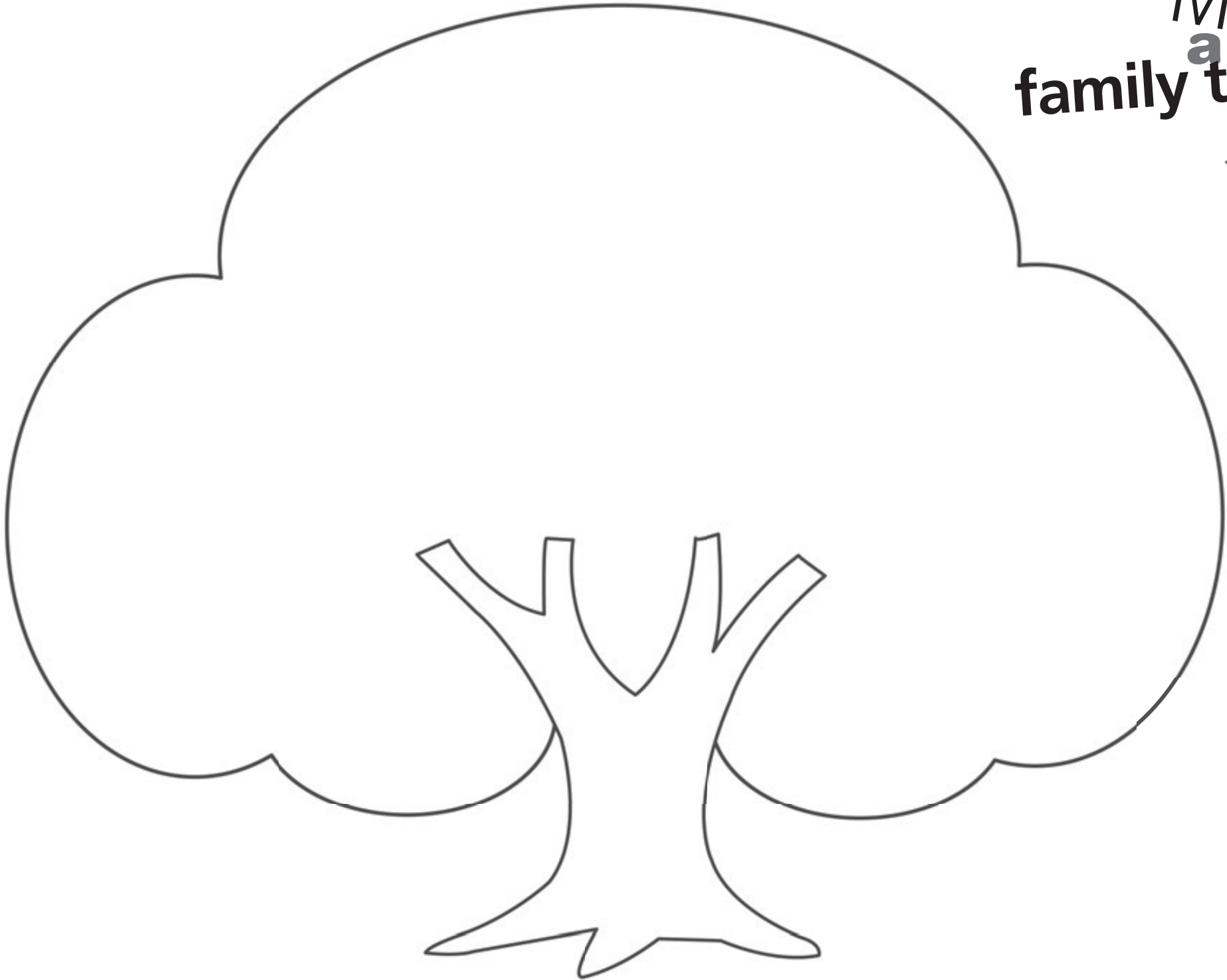
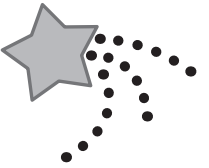
Materials: red markers, magazines, scissors, glue sticks, *House template*

Preparation: Print out and make copies of the *House template* (1 per student).

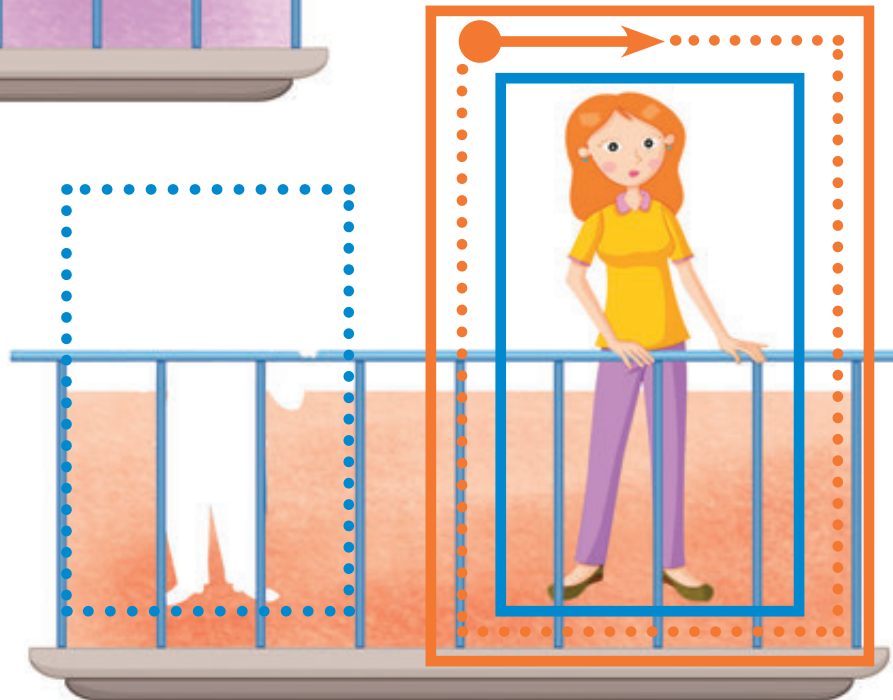
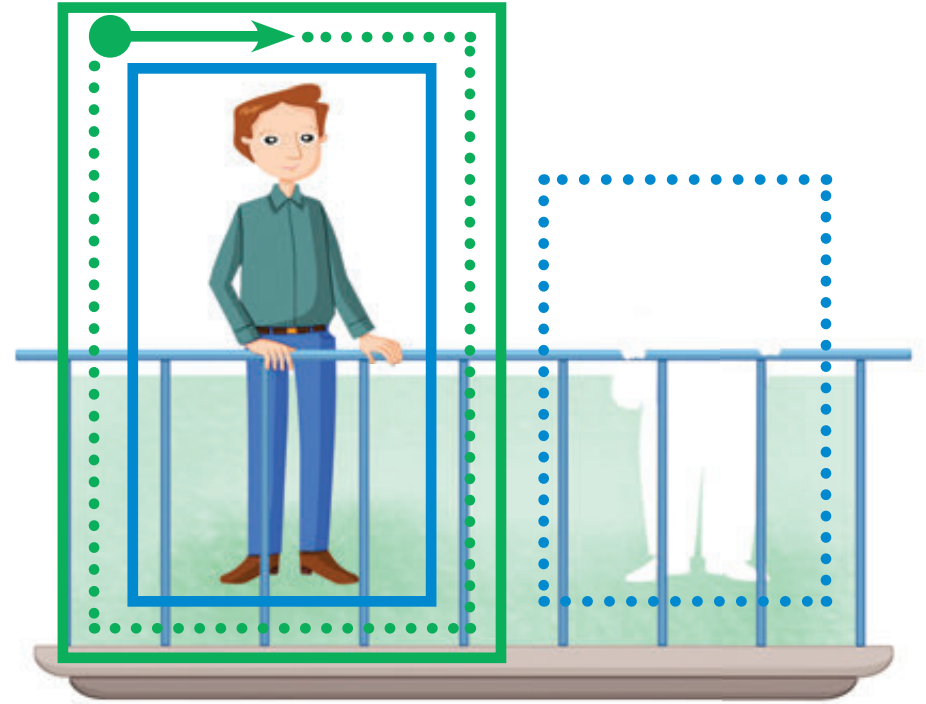
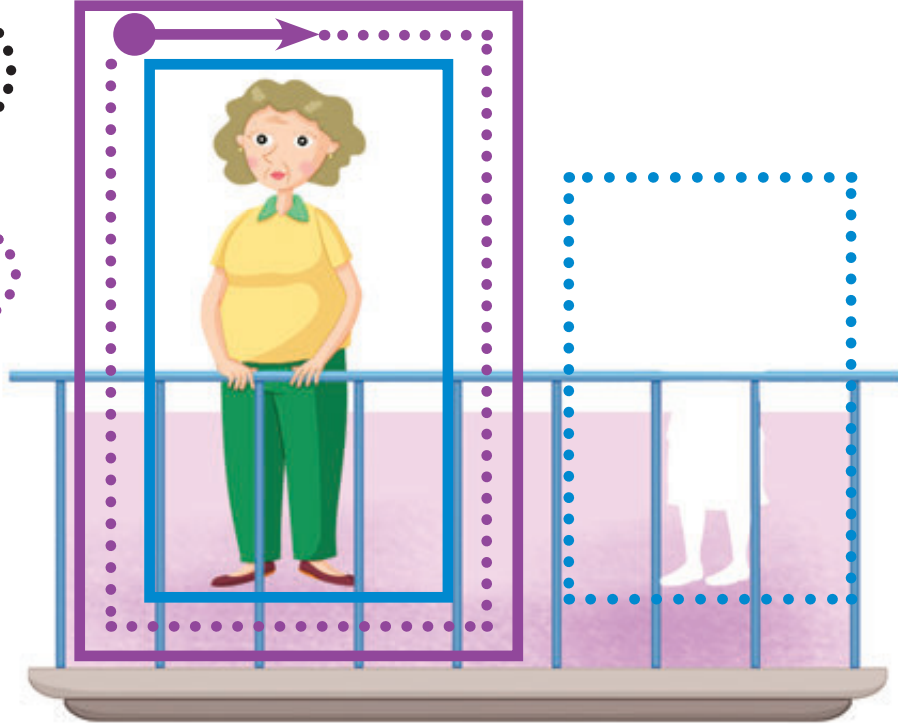
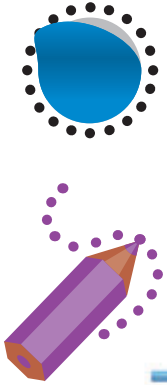
Directions: Distribute the *templates* and materials. Have students color the roof red. Write each student's name and address on the line at the bottom of their houses. Then, have them look for pictures in magazines to represent each member of their family. Help students cut out the pictures. Have them glue the pictures onto the *templates*. Make sure pictures fit. Finally, ask students to identify the family members.



Make
a
family tree.



Stick
and
trace.



Learning Goals:

Students can say words they hear and incorporate them into their own language.

Vocabulary:

short, tall; family members

Language Structures:

Active: *He's Dad. Dad is tall.*

Passive: *Who's this? Is she tall or short? She's short.*

Materials:

crayons



Before the Class

1. Song: Meet The Family

Display the *family members cutouts* on the chalk ledge. Give the *Lucy stick puppet* to a student. Play Track 22. Have the student point to each family member mentioned in the song with the *stick puppet*. Encourage students to sing along.

During the Class

1. Presentation: Tall And Short

Attach the *cutouts* to the board in the following order: *mom, dad, grandpa, baby, brother, sister* and *grandma*. Have students identify each family member.

T: *Who's this?*

Ss: *He's Dad.*

Then point to the tall family members and explain that they are tall. Mime *tall* to convey meaning. Have students repeat chorally and individually.

T: *Dad is tall.* (Mime the adjective *tall*.)

Ss: *Dad is tall.*

Follow the same procedure with *short*.

2. More Practice

Display *Poster 4*. Point to the family members, one at a time, and ask students about whether they are tall or short.

T: *Who's this?*

Ss: *She's sister.*

T: *Is she tall or short?*

Ss: *She's short.*

3. Student's Book: Stick and trace.

Hand out the *Student's Books* open to page 30. Distribute the *stickers* in the blue section. Help students peel off the *stickers* and stick them in the corresponding places

in their books. Distribute crayons. Then have students point to the different family members and trace over the dotted lines.

T: *Point to the short grandma. Point to the tall grandma. Show me your purple crayon. Trace over the dotted line.*

After the Class

1. Game: I'm Tall, I'm Short

Say "I'm tall" as you stretch your arms way up high and stand on your toes. Ask students to repeat the sentence and mime the movements. Then say "I'm short" as you bend down. Encourage students to repeat the sentence and do the movements. Finally, alternate the sentences. Encourage students to do the corresponding movements.

2. Chant: I'm Tall

Play Track 23, *I'm Tall*. Teach students the words to the chant and encourage them to chant along as they act it out.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T31a.



Learning Goals:

Students can recreate words they hear and incorporate them into their own language.
Students can use new words they have heard in familiar contexts.

Vocabulary:

chubby, thin;
family members

Language Structures:

Active: *Yes./No. She's thin.*
She's thin. Is Grandpa chubby or thin?

Materials:

CD with happy and soft music, crayons

Before the Class

1. Chant: *I'm Tall*

Play Track 23. Encourage students to say the chant and act it out.

2. Review: *Family Members*

Put the *family members cutouts* in a pile. Ask a student to take a *cutout*, look at it and hide it behind his or her back. Have the rest of the class guess which family member it is. When someone guesses correctly, have the student show the *cutout*.

S1: *Is it Mom?*

S2: *Yes. (Shows the cutout.)*

The student who guesses correctly goes to the front and chooses a different *cutout*. Repeat the procedure until several students have participated.

During the Class

1. Presentation: *Chubby and Thin*

Attach the following *cutouts* to the board: *mom, grandpa, dad, and grandma*. Have students look at the *cutouts*. Explain that some people are tall and others are short; some are chubby and others are thin. Encourage students to be very respectful when talking about people's height and weight. Remind them that we are all different and that is what makes us unique. Then, point to the *mom* and *grandpa cutouts*. Describe them and have students repeat *thin* chorally and individually. Next, repeat the procedure with the *grandma* and *dad cutouts*, and the adjective *chubby*.

2. Song: *This Is An Old Person*

Play Track 24, *This Is An Old Person*. Hold up the following *cutouts* for each verse: first verse, *grandma* and *baby*; second verse, *grandpa* and *sister*; third verse, *dad* and *mom*. Play the track again. Encourage students to sing along as you point to the corresponding *cutouts*.

3. Student's Book: *Look and circle.*

Hand out the *Student's Books* open to page 31. Distribute crayons. Have students focus their attention on the grandpa and grandma in the green rectangle. Ask them if they are

chubby or thin. Have students trace over the circles. Then ask them to circle the chubby family members blue, and the thin family members, orange.

After the Class

1. Game: *Miming*

Play happy or soft music. Say an adjective: *young, old, tall, short, chubby* or *thin*. Have students mime the adjective as they dance to the music. Alternate adjectives and music.

T: *Tall.*

Ss: (Students stand on their toes and stretch their arms up as they dance to the music.)

Extra Activities

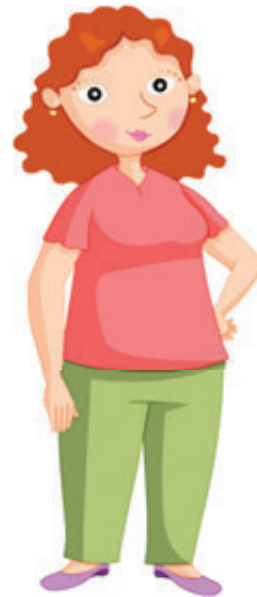
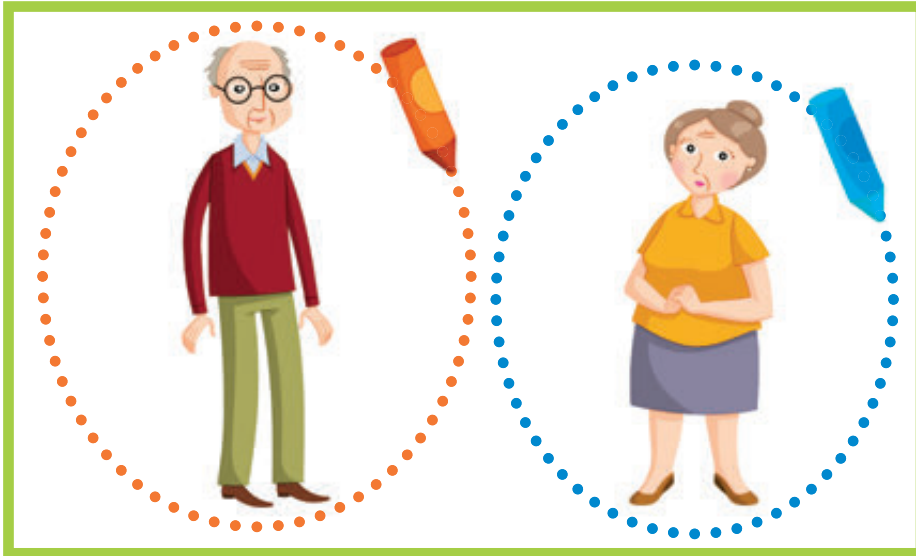
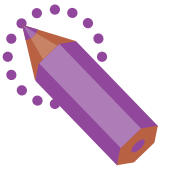
1. Fast Finishers

See *Fast Finishers: Week 2*, part 2, on page T31a.

2. Activity Pad: *Color and classify.*

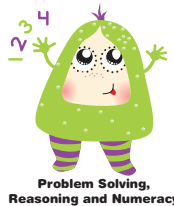
See instructions for the *Activity Pad*, on page T31a.

Look
and
circle.





Activity Pad



Color and classify.

Materials: crayons, scissors, paper (1 sheet per student), markers, glue sticks

Instructions: Have students color in the pictures with their crayons. Then tell them to classify the family members into the following categories: *thin* and *chubby*, and *tall* and *short*. Fold sheets of paper in half and use markers to write *chubby* on one side and *thin* on the other. Finally, have students glue the pictures on the corresponding side of the sheet.

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 2: Match and color.

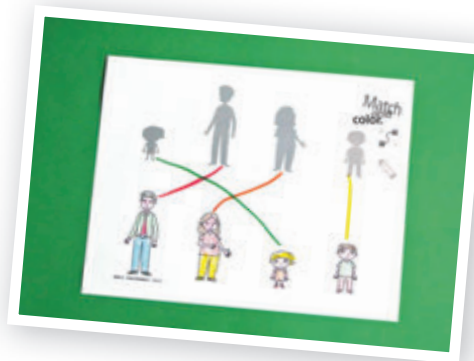
Part 1: First, have students identify the silhouettes and match them to the corresponding family member.

Part 2: Then, encourage students to color in the pictures.

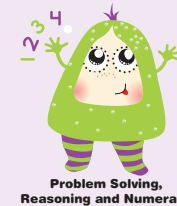
Optional: Ask students questions about the family members.

T: *Who is thin?*

Ss: *Dad and Sister.*



Early Learning Activities



People Come in All Shapes and Sizes

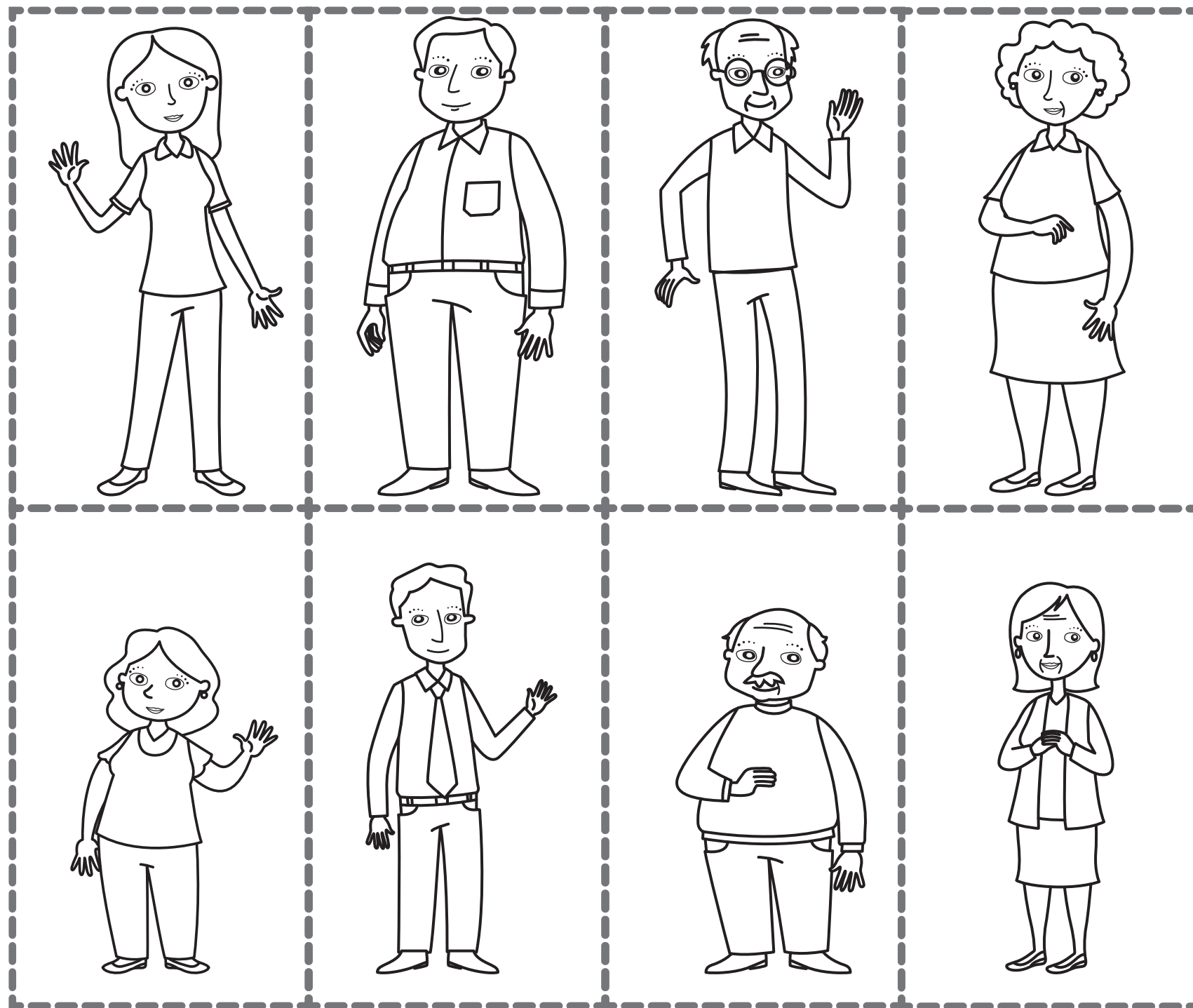
Materials: 6 large pieces of construction paper, scissors, glue sticks, marker, magazines

Preparation: Make posters by writing one of the following headings on each piece of construction paper: *Tall, Short, Chubby, Thin, Young* and *Old*.

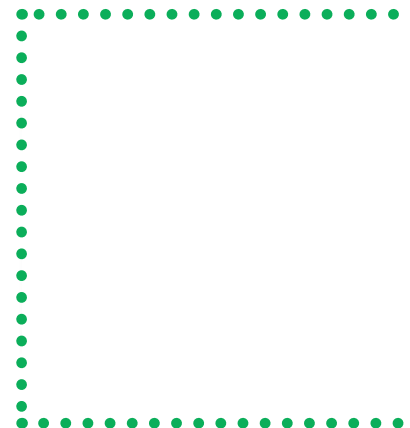
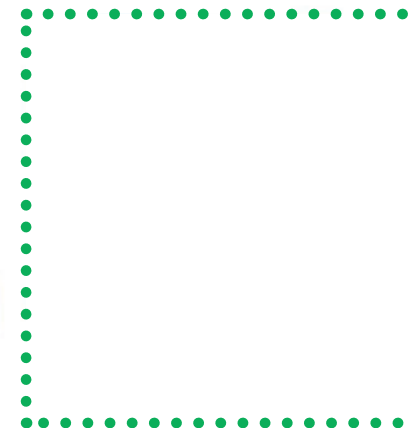
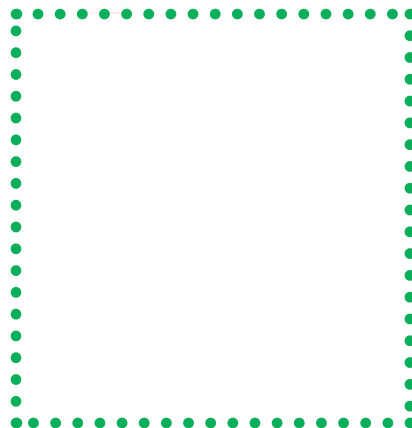
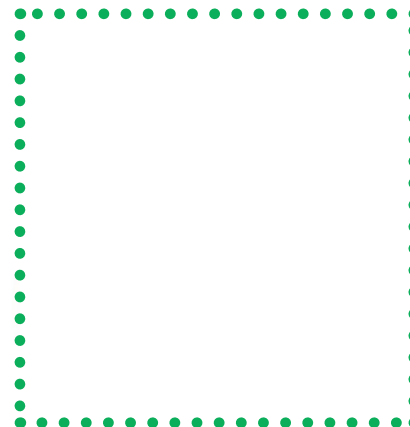
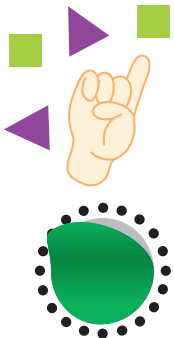
Directions: Divide the class into six groups. Give each group a poster. Distribute magazines, scissors and glue sticks. Ask groups to cut out pictures of people who have one of the six characteristics. Then, have them glue their pictures on the posters. Display them around the classroom.



Color
and
classify.



Point
and
stick.



Learning Goals:

Students can identify characters, features and events in stories.

Vocabulary:

Papa, Mama, Baby, bear, bed, bowl, chair, big, medium, small

Language Structures:

Active: *She's Goldilocks. It's a bowl. It's green. It's a big bowl.*
Passive: *This is Goldilocks. Who's she? Baby Bear's bowl is small.*

Materials:

paper, crayons, glue, sequins, glitter, *Story characters template* (from the *Teacher's Resource CD*)

Preparation:

Print out the *template*. Color and laminate the characters.

Before the Class

1. Chant: I'm Tall

Play Track 23. Encourage students to say the chant and act it out.

During the Class

1. Presentation: Characters

Introduce the story characters.
(See Preparation.)

T: *This is Goldilocks.*

Distribute characters. Give instructions for holding up the character you name.

T: *Show me Goldilocks.*

Finally, hold up each character again and have individual students identify them.

T: *Who's she? She's Goldilocks. Who's she?*

S: *She's Goldilocks.*

2. Listen to the story.

Display the *Big Book* page 22. Point to the title and read it out loud. Play Track 25, *Three Bears*. Point to the corresponding pictures on the *Big Book* pages 22 to 29, while students listen.

3. Ask questions about the story.

Ask students questions similar to the following about the pictures on each page:
Who's this? What's this? What color is this?
Is this Papa Bear's bowl? What color is Papa Bear's bowl? Is this Baby Bear's bed? What color is his bed? Does Goldilocks like Baby Bear's bed?

4. Presentation: Big, Medium and Small

Draw three bowls and three chairs on the board, with the following characteristics: *big, medium* and *small*.

Point to each picture and describe it. Have students repeat chorally and individually

T: *This is Papa Bear's bowl. It's a big bowl. Repeat.*

5. Student's Book: Point and stick.

Hand out the *Student's Book* open to page 32. Distribute the *stickers* in the green section. Have students identify the characters, the objects and the size of each object. Have students put the *stickers* in the corresponding place.

T: *Look, it's Baby Bear. Point to Baby Bear's bowl. Baby Bear's bowl is small. What color is Baby Bear's bowl? Show me Baby Bear's chair. Stick Baby Bear's chair here.*

After the Class

1. The Three Bears, Part 1

Distribute crayons and paper. Have students draw and color in a picture of the three bears. Distribute sequins, glue and glitter. Encourage them to decorate the border of the page. Save students' work for the next lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T33a.



Learning Goals:

Students can identify characters, features and events in stories.
Students can act out the story.

Vocabulary:

Papa, Mama, Baby, bear, bed, bowl, chair, big, medium, small

Language Structures:

Active: *It's Baby Bear's spoon.*
Passive: *Papa Bear's bowl is big. Whose bowl is this?*

Materials:

story characters (See page T32), props: 3 chairs, big, medium-size and small bowls, blankets; paper, glue, crayons, Three bears page (See page T32)

Preparation:

Write the following sentence on a strip of paper:
_____ *Bear is my favorite bear.* (1 per student)

Before the Class

1. Greet the characters.

Introduce the story characters. (See Materials.)

T: *This is Papa Bear. Say Hello, to Papa Bear.*

Ss: *Hello, Papa Bear.*

Next, hold up each character again. Have individual students say "Hello" to him or her. Then, invite students to say *Good-bye* to him or her.

During the Class

1. What is the story about?

Display the *Big Book* pages 22 to 29. Invite students to say what the story is about.

2. Listen to the story.

Play Track 25. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.

3. Point to...

Hand out the *Student's Book* open to page 90. Distribute the *finger puppets*. Have a volunteer come to the front. Ask him or her to point to the bowls, the beds or the chairs in the *Big Book* with the *Teacher stick puppet*, while the rest of the class points to them in their books.

4. Student's Book: *Point and color.*

Hand out the *Student's Book* open to page 33. Have students identify and point to the bears. Then, have students point to an object. Ask them questions about it.

T: *Point to the small spoon. Whose spoon is it? Mama Bear's, Papa Bear's or Baby Bear's?*

T/Ss: *It's Baby Bear's spoon.*

Finally, distribute crayons and have students color the objects the same color as the frame around the characters.

T: *Color the small spoon red.*

3. Act it out.

Display the story characters on the chalk ledge. Ask four students to come up and choose a character. Play Track 25. Help students act out the story with the props. (See Materials.) Encourage the rest of the class to join in on the lines "Somebody's been..., " as they imitate the voices on the recording.

After the Class

1. The Three Bears, Part 2

Allow students to say which parts of the story they liked or did not like. Write the following on the board: _____ *Bear is my favorite bear.* Help students read the sentence. Next, distribute students' *Three bears pages* from the previous lesson. Hand out the paper strips. (See Preparation.) Have students trace over the sentence with crayons and glue it on the page. Walk around the class and ask each student to name their favorite bear. Write the students' responses on the page. Display students' pages around the classroom and point to each word to help them "read" the text.

Scrapbook: Save students' work to put in their *Scrapbooks*.

Extra Activities

1. Fast Finishers

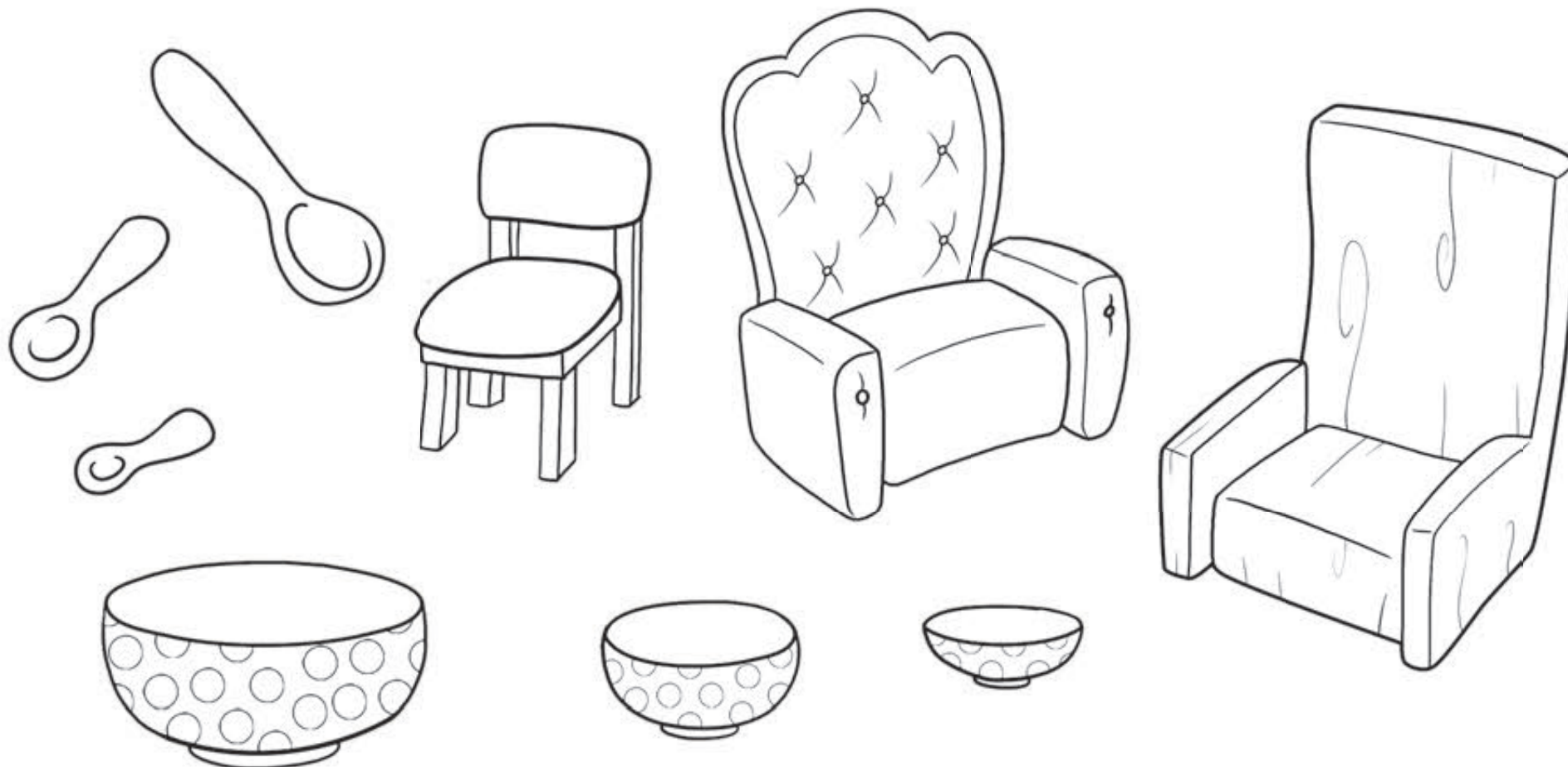
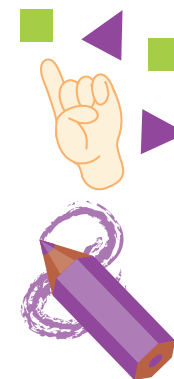
See *Fast Finishers: Week 3*, part 2, on page T33a.

2. Activity Pad: *Make stick puppets.*

See instructions for the *Activity Pad*, on page T33a.



Point
and
color.



Activity Pad



Artistic Development

Make stick puppets.

Materials: crayons, scissors, tongue depressors, glue

Instructions: Explain to students that they are going to make stick puppets. Distribute materials. Have students color in the characters from the story. Then help them cut the puppets out. Finally, show students how to glue the tongue depressors onto the back of the puppets.

Optional: Have students act out the story with their stick puppets.



Extra Activities

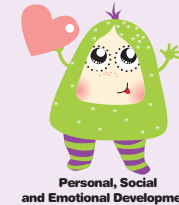
Fast Finishers: Week 3: Look and cross out

Part 1: Ask students to describe the bears in each row as tall, short, thin or chubby. Next have students identify the bear that is different from the rest and cross it out.

Part 2: Finally, tell students to color in the bears that are the same.



Early Learning Activities



Personal, Social and Emotional Development

Do You Like Oatmeal?

Materials: instant oatmeal, cups, spoons, milk and raisins, water,

CD with happy music

Directions: Make instant oatmeal with the class. Boil some water. Place cups on a table in front of the classroom. Pour some instant oatmeal into the cups. When the water has boiled, pour a little bit into each student's cup. Make sure students do not touch the cups. Pick up a cup of oatmeal. Wave your hand over the cup.

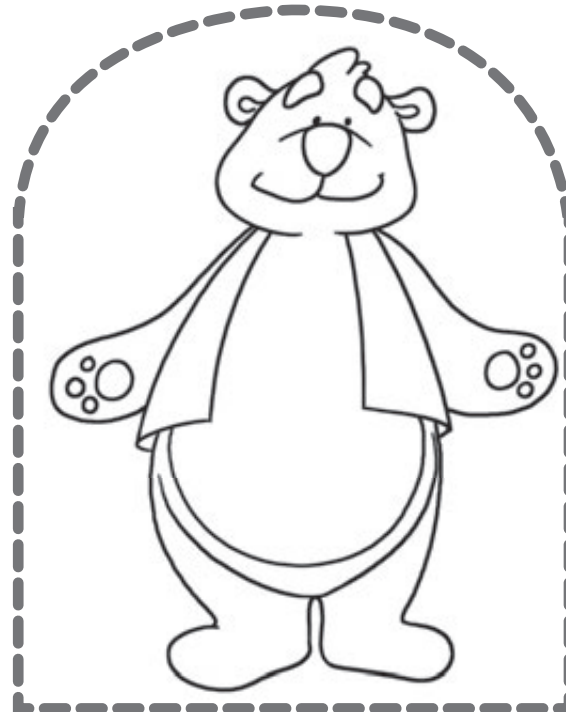
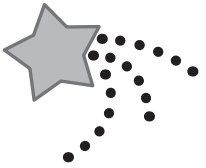
T: *It's too hot! We can't eat it yet. Let's go for a walk.*

Play happy music. Walk around the classroom while the oatmeal is cooling. Have students sit down. Make sure the oatmeal has cooled down. Distribute cups and spoons. Have students add milk and raisins before they try the oatmeal.

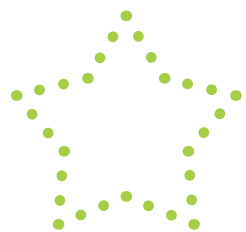
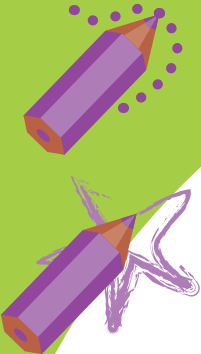
T: *Let's try it. Is it too hot? No, it's just right. Let's eat our oatmeal.*

Encourage students to say whether they like the oatmeal or not.

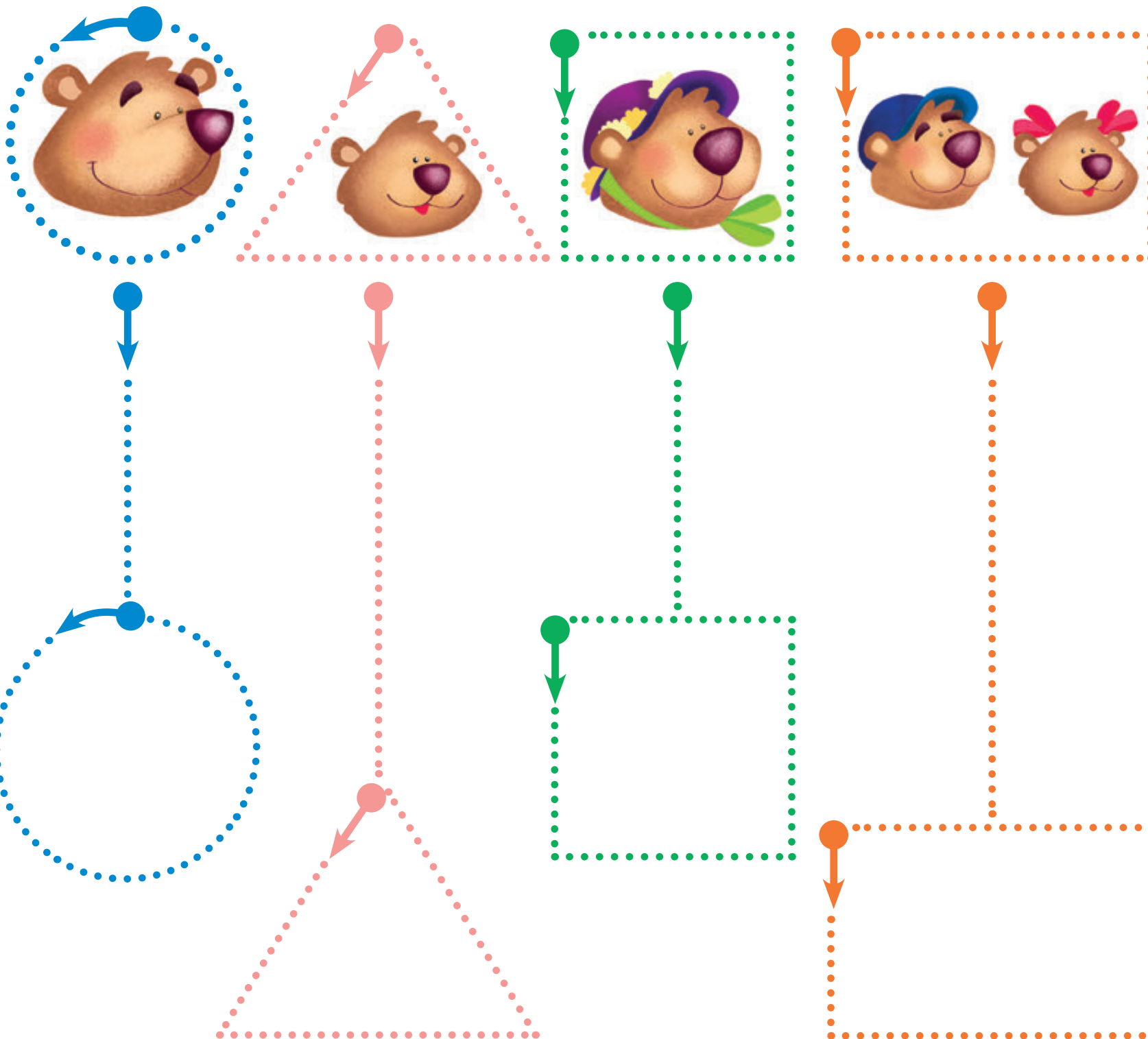
Make
stick
puppets.



Trace
and
draw.



Review



Value

I Am Honest

Vocabulary: bear; school objects

1. Talk About the Value

Talk about what it means to be honest, relating it to the story. Explain that we have to tell the truth and we cannot steal or take things that do not belong to us. Explain that Goldilocks did many things without permission. Ask students what they think should happen if someone takes somebody else's things. Ask them what they should do if they find something that does not belong to them.

2. Student's Book: Look and color.

Hand out the *Student's Book* open to page 70. Have students point to the first bear. Explain that he has lost his schoolbag. Have students match the bears to the school objects below each picture. Then have students color the objects. If the activity is done correctly, students stick the *Reward sticker* in place.

3. Value Game: Lunch Box Mix Up

Have students get their lunch boxes. Ask a volunteer to look carefully at all the lunch boxes and then leave the room. Have two students exchange lunch boxes. Ask the volunteer to come back into the room. He or she must try to identify which of the lunch boxes were exchanged by asking "Is this your lunch box?". Have students exchange lunch boxes and say "thank you" to each other.

General Review

1. Review: Family Members and Sizes

Display *Poster 4*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to a family member on the poster. Ask students questions about the family member.

T: *Is Dad tall or short? Is Dad old or young?*

2. Family Members: Snap

Divide the class into pairs. Ask pairs to put their *family members mini-flashcards* in a pile face down. Have both students take a card from the pile and place it face up on the table. Explain that, when two identical cards are uncovered, the first student to say "Same!" gets to keep the cards if he or she can describe the family member. Walk around the class monitoring the activity.

3. Student's Book: Trace and draw.

Hand out the *Student's Books* open to page 34. Encourage students to identify the characters. Distribute crayons. Then have them identify and trace over the dotted lines. Finally, ask them to draw each character in the corresponding shape.

T: *Point to the circle. Trace over the line and the circle. Draw Dad in the circle.*

If the activity is done correctly, they stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy the Unit 4 *Assessment*. Distribute copies and crayons. Have students identify the family tree and the family members. Then name a family member and a color. Give instructions for coloring the frames as follows: *dad—orange, mom—red, grandpa—blue, grandma—yellow, sister—pink, brother—purple, baby—yellow.*

5. Picture Dictionary

Have children glue each *mini-flashcard* onto the matching picture in the *Picture Dictionary*. Help students glue the *Picture Dictionary* onto a colored sheet of paper and include it in their *Scrapbooks*.

Week 1
Week 2
Week 3

Areas of Learning	Vocabulary	Language Structures
<ul style="list-style-type: none"> • Communication, Language and Literacy • Personal, Social and Emotional Development • Artistic Development 	<p>house, living room, bedroom, kitchen; colors; family members</p>	<p>Active: He's in the living room. She's in the bedroom. Father.</p> <p>Passive: Look at the rooms in my house. This is the kitchen. Where's the blue Gummy Drop? Where's sister? Who is it?</p>
<ul style="list-style-type: none"> • Personal, Social and Emotional Development • Problem Solving, Reasoning and Numeracy 	<p>armchair, bed, closet, night table, lamp, refrigerator, shelf, sink, shower, sofa, stove, toilet, bathtub, TV; colors; rooms of the house</p>	<p>Active: It's a sofa. It goes in the living room. A stove. It's blue.</p> <p>Passive: This is a sofa. What's this? Where does it go? (James), what color is the TV?</p>
<ul style="list-style-type: none"> • Communication, Language and Literacy • Artistic Development • Personal, Social and Emotional Development 	<p>mouse, mice, playroom, doll house, tea, teacup; colors; rooms in a house; furniture; numbers 1 to 15</p>	<p>Active: On the box. Nina's on the box. Under the bed. One, two, three, four... fifteen. Thirteen.</p> <p>Passive: What color is this mouse? Where is the red mouse? Is Nina mouse in the bedroom, hiding under her bed? Who's in the bedroom hiding under the bed? What number is this?</p>

Math Concept: Numbers 1 to 15

Value: I Follow the Rules at Home

Poster

1. Working with the Poster

Display *Poster 5*. Have students identify the house.

T: What's this?

T/Ss: It's a house.

Ask students if they live in a house or an apartment. Next, have them look at the poster and say what objects they have at home.

2. Working with the Unit Opener

Display *Poster 5*. Distribute the *finger puppets* for Unit 5. Name an object at a time. Have students point to each object in their *Student's Books*. Play Track 26, *What Do You Have?* Teach the words to the song and encourage students to sing and point to the corresponding objects with their *finger puppets* in their books.





Home

Color
and
say.



Learning Goals:

Students can use new words they have heard appropriately in familiar contexts.

Vocabulary:

house, living room, bedroom, kitchen, bathroom; colors

Language Structures:

Active: *He's in the living room.*

Passive: *Look at the rooms in my house. This is the kitchen. Where's the blue Gummy Drop?*

Materials:

response fan
(See page T6),
crayons



Before the Class

1. Song: *It's Time To Start The Class*

Play Track 27, *It's Time To Start The Class*. Teach students the words to the song and encourage them to sing.

2. Review: *Colors*

Distribute the response fans. (See Materials.) Give students commands for showing you different colors

T: *Show me purple.*

Ss: (Students hold up the purple strip.)

Walk around the class helping students find the correct strip and hold it up. Give individual students a thumbs-up signal if they are correct. Shake your head if they are incorrect, and tell them to look for a different strip. When the activity has finished, collect and store the fans away.

During the Class

1. Presentation: *Rooms*

Display *Poster 5*. Use the *Gummy Drop stick puppet* to introduce the rooms in the house.

GUMMY DROP PUPPET: (Puppet points to the kitchen.) *Look at the rooms in my house. This is the kitchen. Say "Kitchen."*

Ss: *Kitchen.*

Repeat with the rest of the rooms.

2. Student's Book: *Color and say.*

Hand out the *Student's Books* open to page 36. Have students point to the gumdrops. Then ask them where each gumdrop is located.

T: *Point to the blue gumdrop. Where's the blue Gummy Drop?*

T/Ss: *He's in the living room.*

Continue in the same manner with the rest of the activity. Finally, distribute crayons and have students color the gumdrops according to the outline.

3. Song: *Rooms In My House*

Distribute *finger puppets*. Play Track 28, *Rooms In My House*. Encourage them to sing as they point to the corresponding rooms in their *Student's Books*, page 36, using their *finger puppets*. Finally, name different rooms and have students point to them.

After the Class

1. Game: *Where's Gummy Drop?*

Display *Poster 5*. Attach the *Gummy Drop stick puppet* to different rooms. Ask students questions.

T: (Put Gummy Drop in the living room.) *Where's Gummy Drop?*

Ss: *He's in the living room.*

Change the locations of the *stick puppet* and continue the activity.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T37a.

Play Game 7 on the *Interactive CD-ROM*. 



Learning Goals:

Students can say words they hear and incorporate them into their own language.

Vocabulary:

house, living room, bedroom, kitchen, bathroom; family members

Language Structures:

Active: *She's in the bedroom. Father.*

Passive: *Where's sister? Who is it?*

Materials:

family members cutouts
(from Unit 4)

Before the Class

1. Song: *Rooms In My House*

Distribute *finger puppets*. Play Track 28. Teach students the words to the song and encourage them to sing as they use their *finger puppets* to point to the corresponding rooms in their *Student's Book*, pages 36 and 37. Finally, name different rooms and have students point to them.

During the Class

1. Presentation: *Where's Dad?*

Display the *family members cutouts* (see Materials) on the chalk ledge. Display *Poster 5*. Attach the *cutouts* to different rooms on the *Poster*. Ask students where each family member is.

T: *Where's Dad?*

Ss: *He's in the living room.*

Repeat with other family members and change the location of the *cutouts*.

2. Student's Book: *Look and stick.*

Hand out the *Student's Books* open to page 37. Name the rooms and have students point to them in their books. Then, distribute the *stickers* in the red section. Have students identify each family member. Help students peel off the *stickers* and put them in the correct places in their books.

T: *Where is sister?*

Ss: *She's in the bedroom.*

Continue in the same manner with the rest of the activity. Finally, say a sentence and have students say which family member the sentence refers to.

T: *He's in the kitchen. Who is it?*

Ss: *Father.*

After the Class

1. Game: *Where Is The Family?*

Display the *family members cutouts* on the chalk ledge. Display *Poster 5*.

Divide the class into two teams. Attach the *cutouts* to different rooms in the poster.

Invite one student from each team to go to the front and examine the poster carefully for a few seconds. Then, have the two students stand facing the class with their backs to the poster. Ask them a question.

T: *Where's Dad?*

The first student to answer correctly wins a point for his or her team. Change the locations of the *cutouts* and repeat the procedure with different students. Continue playing until all students have participated.

Extra Activities

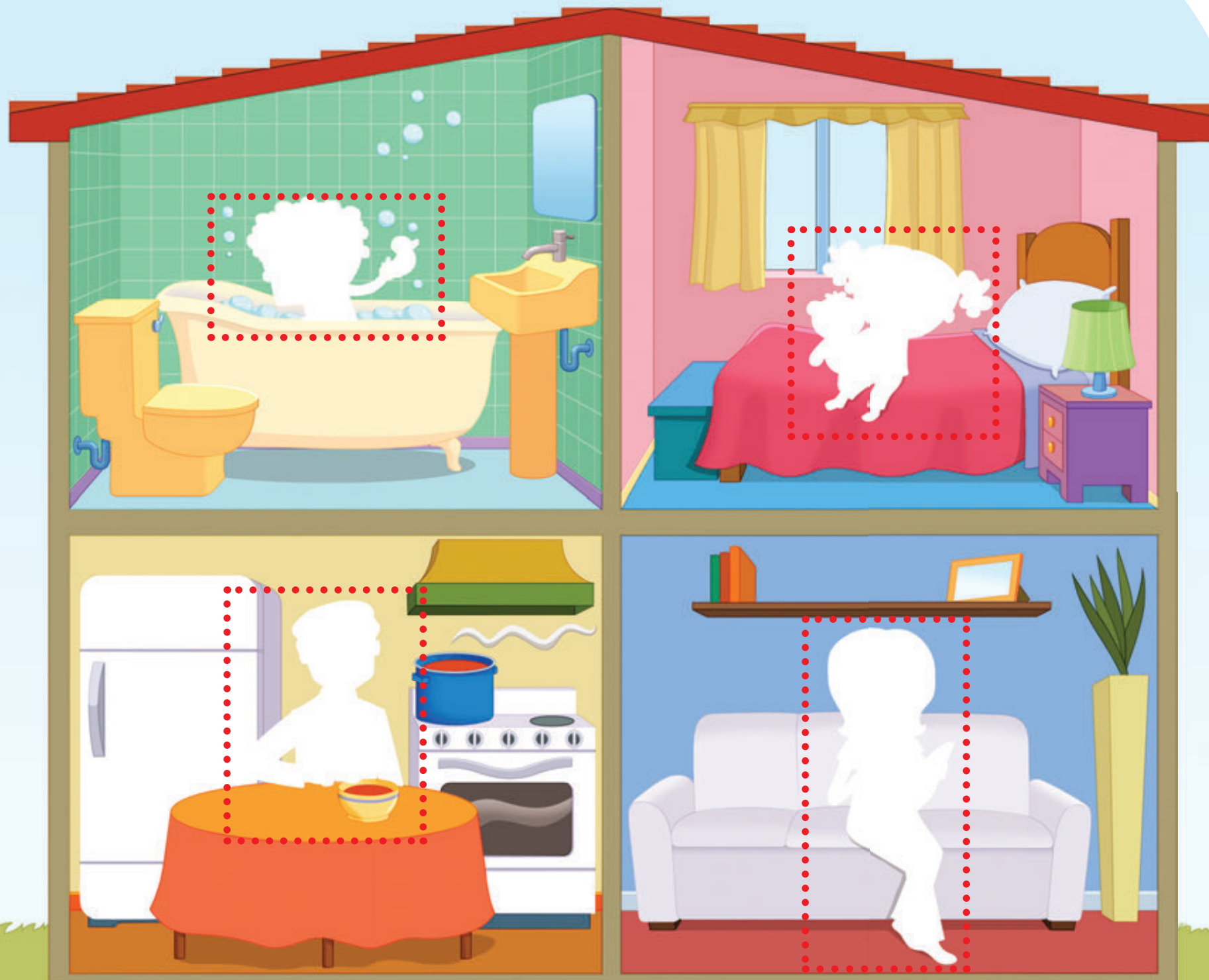
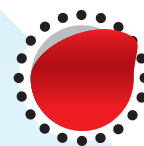
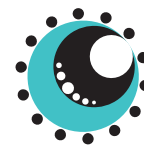
1. Fast Finishers

See *Fast Finishers: Week 2*, part 2, on page T37a.

2. Activity Pad: *Color and glue.*

See instructions for the *Activity Pad*, on page T37a.

Look
and
stick.



Activity Pad



Artistic Development

Color and glue.

Materials: crayons, scissors, glue sticks

Instructions: Distribute materials. Have students color in the pictures. Help them cut out the family members and the house. Show students how to place the family members in different rooms. Finally, tell students to glue each family member onto any room they like.

Optional: Ask students questions about where each family member is located.

T: *Where is Mom?*

S: *She's in the bathroom.*

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 1: Cut and glue.

Part 1: First, have students identify the rooms. Then ask them to color all the pictures.

Part 2: Then, help students cut the faces out and glue them onto any of the bodies.

Optional: Ask students which family member is in each room.

T: *Where is Dad?*

S: *In the bedroom.*

Scrapbook: Save students' work for their *Scrapbooks*.



Early Learning Activities



Personal, Social and Emotional Development

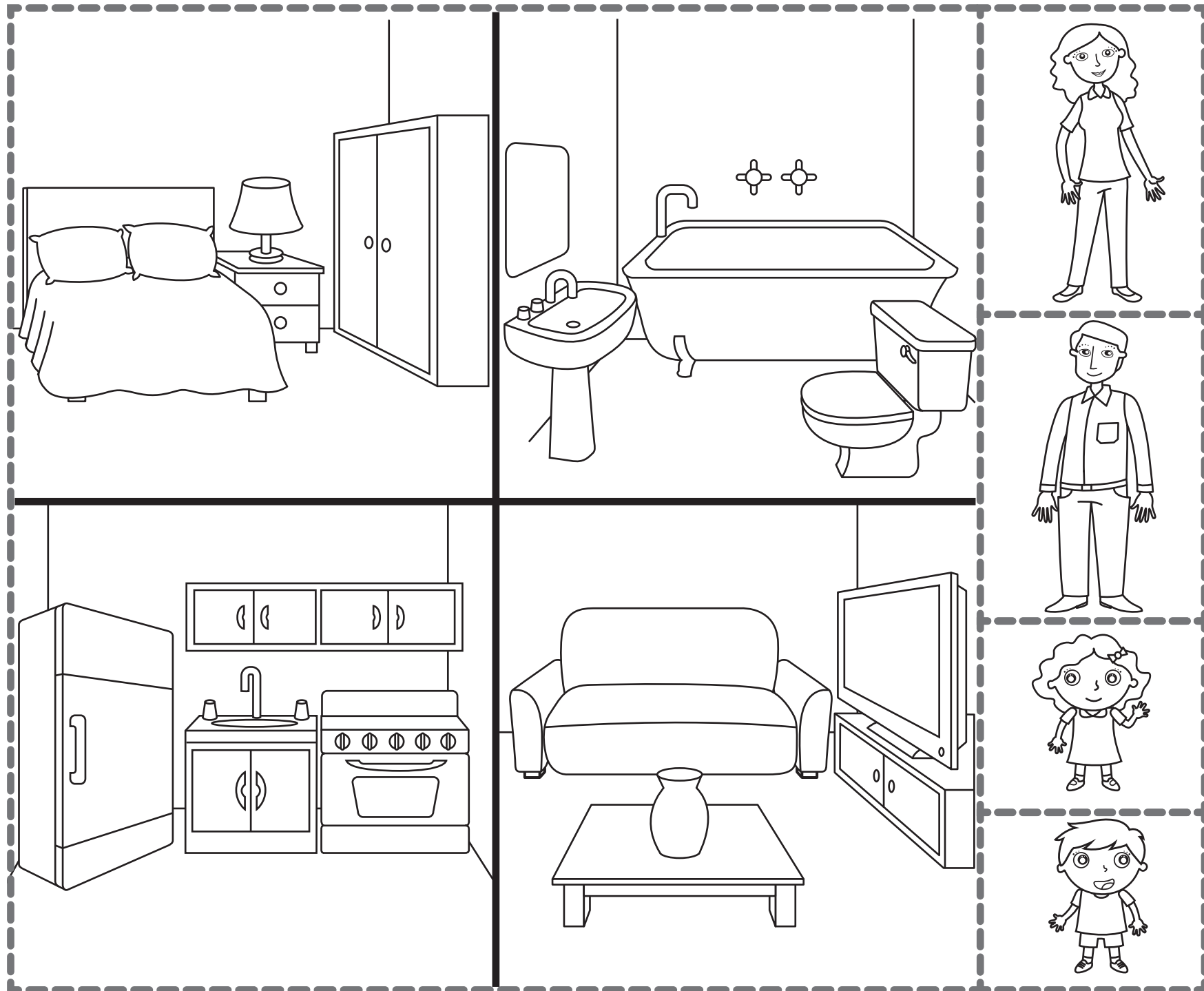
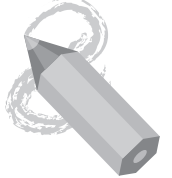
Family at Home

Materials: large cardboard box, clothes for all family members, household items

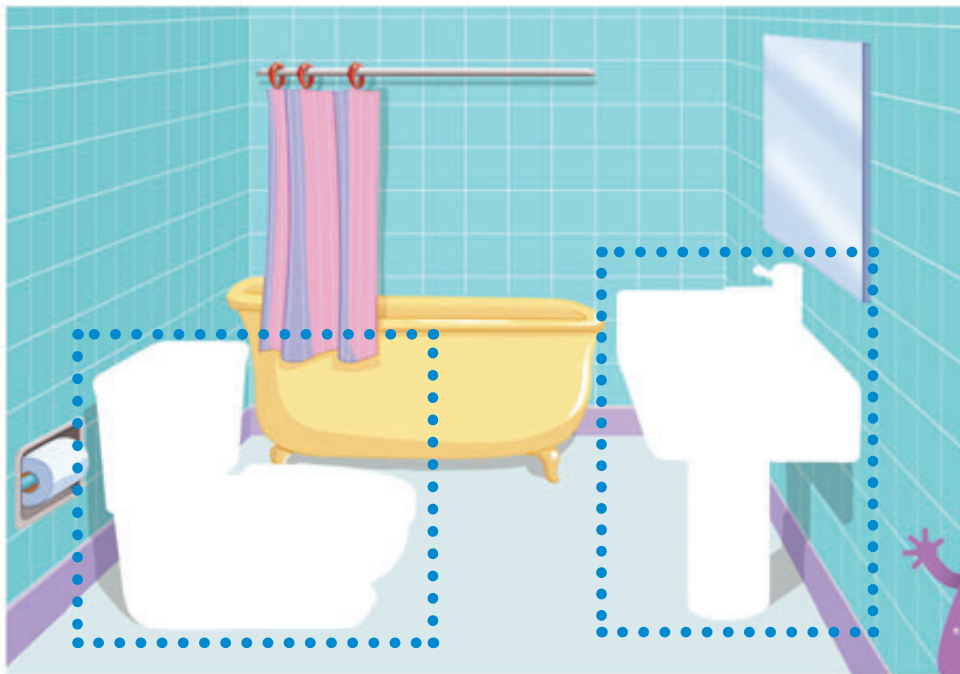
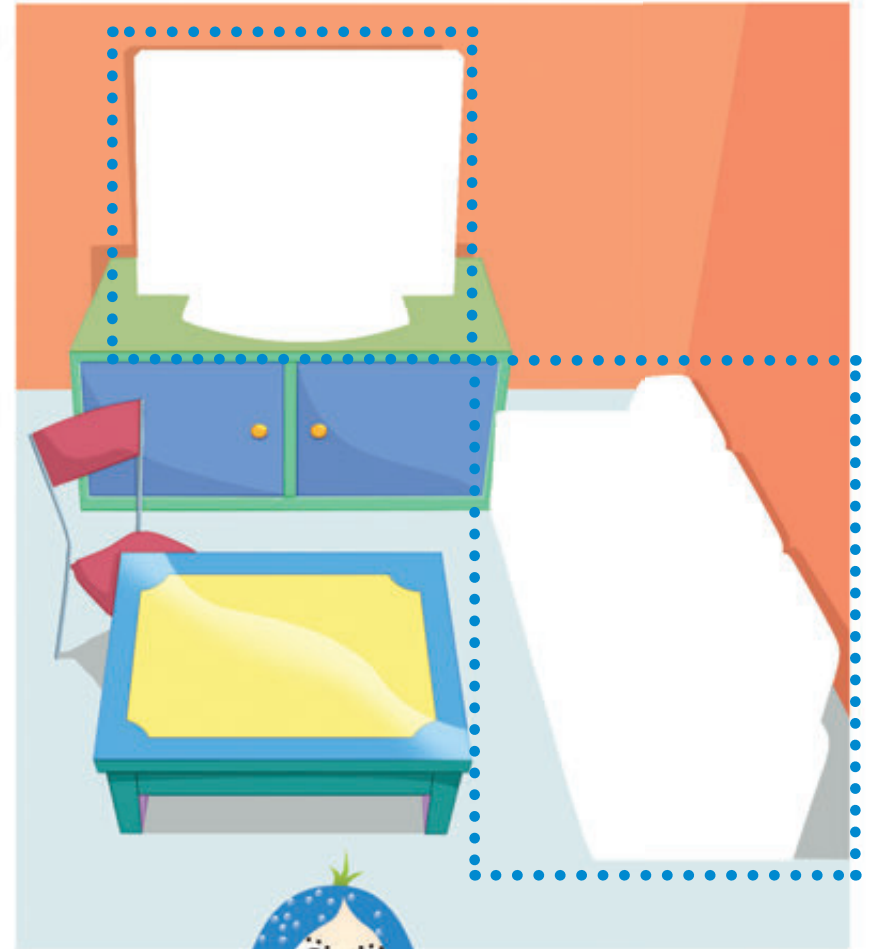
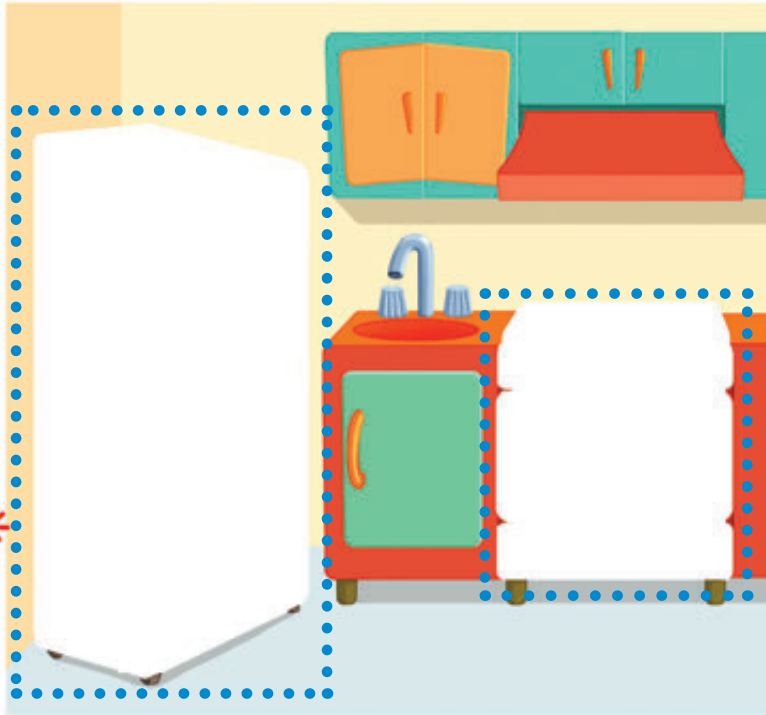
Preparation: Bring in various articles of clothing and accessories for each member of the family. Bring in items such as cups and plates, soap and towel, blankets, pillows and cushions. Push a few chairs together and cover them with cushions to make a sofa.

Directions: Display clothing and ask students to identify which family member the items belong to. Have four to six volunteers get dressed up. Next, display the props for the kitchen. Set them up and invite a group to role-play being in the kitchen. Follow the same procedure for the other rooms. Then rotate the groups, until everyone has participated. Ask students which family member they are and what room they are in.

Color
and
glue.



Look
and
stick.



Learning Goals:

Students can talk about objects from home.

Vocabulary:

armchair, bed, closet, night table, lamp, refrigerator, shelf, sink, shower, sofa, stove, toilet, bathtub, TV; rooms in a house

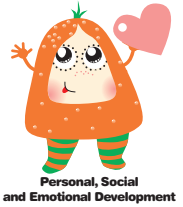
Language Structures:

Active: *It's a sofa. It goes in the living room. A stove.*

Passive: *This is a sofa. What's this? Where does it go?*

Materials:

box

**Before the Class****1. Song: It's Time To Start The Class** 

Play Track 27. Encourage students to sing along.

2. Game: Where's Gummy Drop?  

Display *Poster 5*. Attach the *Gummy Drop stick puppet* to different rooms. Ask students questions about Gummy Drop.

T: *Where's Gummy Drop?*

Ss: *He's in the living room.*

Change the locations of the *stick puppet*.

During the Class**1. Presentation: Furniture**  

Hold up the *sofa cutout*. Name it and have students identify it.

T: *This is a sofa. What's this?*

Ss: *It's a sofa.*

Encourage students to repeat. Repeat with the other *furniture cutouts*. Next, pick out another *cutout*. Ask a student in which room of the house they can find that item of furniture. Then, have him or her hold the *cutout* next to the corresponding room and object on *Poster 5*.

T: *What's this?*

S: *It's a sofa.*

T: *Where does it go?*

T/S: *It goes in the living room.*

2. Song: What Do You Have? (Karaoke Version)  

Attach the *furniture cutouts* to the board. Have students name each object. Play Track 29, *What Do You Have? (Karaoke Version)*. Encourage students to sing the song.

3. Student's Book: Look and stick.  

Hand out the *Student's Books* open to page 38. Distribute the *stickers* in the blue section. Name each piece of furniture and have students point to it.

Then help them peel off the *stickers* and stick them in the corresponding place in their books. Ask questions about where each object goes.

T: *Where does the sofa go?*

Ss: *It goes in the living room.*

After the Class**1. Game: What Do You Have?** 

Put the *furniture cutouts* in the box. Divide the class into two groups. Have a member from one group choose a *cutout* from the box. Lead the class in asking the student what he or she has.

T/Ss: *What do you have?*

S: *A stove.*

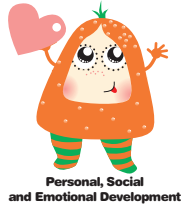
T/Ss: *Where does it go?*

S: *It goes in the kitchen.*

Continue, alternating between the two groups until everyone has participated.

Extra Activities**1. Fast Finishers** 

See *Fast Finishers: Week 2*, part 1, on page T39a.



Learning Goals:

- Students can say words they hear and incorporate them into their own language.
- Students can talk about household items

Vocabulary:

armchair, bed, closet, night table, lamp, refrigerator, shelf, sink, shower, sofa, stove, toilet, bathtub, TV; colors; rooms of the house

Language Structures:

Active: *It goes in the living room. It's blue.*

Passive: *Where does the sofa go? (James), what color is the TV?*

Materials:

crayons, *Bingo board template* (from *Teacher's Resource CD*)

Preparation:

Print out the *Bingo board template* (1 per student).

Before the Class

1. Song: *It's Time To Start The Class*

Play Track 27. Teach students the words to the song and encourage them to sing.

2. Review: *Furniture*

Hold up a book. Hide a *furniture cutout* inside the book. Slowly start to show part of a *cutout*. Have students guess which *cutout* it is. Repeat with the remaining *cutouts*.

During the Class

1. Song: *Where Does It Go?*

Display *Poster 5*. Hold up the *sofa cutout*. Ask students where it goes. Give the *cutout* to the first student that raises his or her hand. Have him or her put the *cutout* in the correct room on the poster.

T: *Where does the sofa go?*

S: *It goes in the living room.*

Play Track 30, *Where Does It Go?* Teach students the words to the song and encourage them to finish it accordingly. Repeat the procedure with the rest of the items.

3. Student's Book: *Point and color.*

Hand out the *Student's Books* open to page 39. First, ask them to point to the objects in order.

T: *Point to the sink. Point to the shower.*

Then, ask them to point to the objects in random order.

T: *Point to the toilet. Point to the shelf.*

Next, distribute crayons and ask them to color in the objects. Finally, ask students about the color of the objects.

T: *(James), what color is the TV?*

S: *It's black.*

After the Class

1. Game: *Bingo!*

Distribute the *Bingo board templates* (See Preparation.) Show students how to put a different *furniture mini-flashcard* in each space. Call out the names of the furniture. Then have children turn the *mini-flashcards* over. The first student who gets three *mini-flashcards* in a row, says "Bingo!"

Extra Activities

1. Fast Finishers

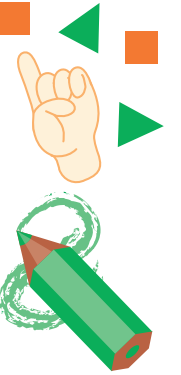
See *Fast Finishers: Week 2*, part 2, on page T39a.

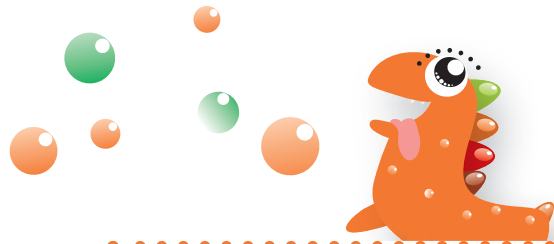
2. Activity Pad: *Color and glue.*

See instructions for the *Activity Pad*, on page T39a.

Play Game 8, on the *Interactive CD-ROM*. 

Point
and
color.





Activity Pad



Color and glue.

Materials: crayons, scissors, glue sticks

Instructions: Distribute materials. Have students color in the rooms and the furniture. Help them cut out all the pictures. Next, have them place the furniture item in the correct row. Finally, have them glue the pictures in place.

Optional: Ask students where each object goes.

T: *Where does the bed go?*

Ss: *It goes in the bedroom.*

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 2: Do the puzzle.

Part 1: First, have students color in the rooms in the house.

Part 2: Then, show students how to cut out the puzzle pieces. Distribute sheets of paper. Have students do the puzzle and glue it onto a sheet of paper.



Early Learning Activities



House Poster

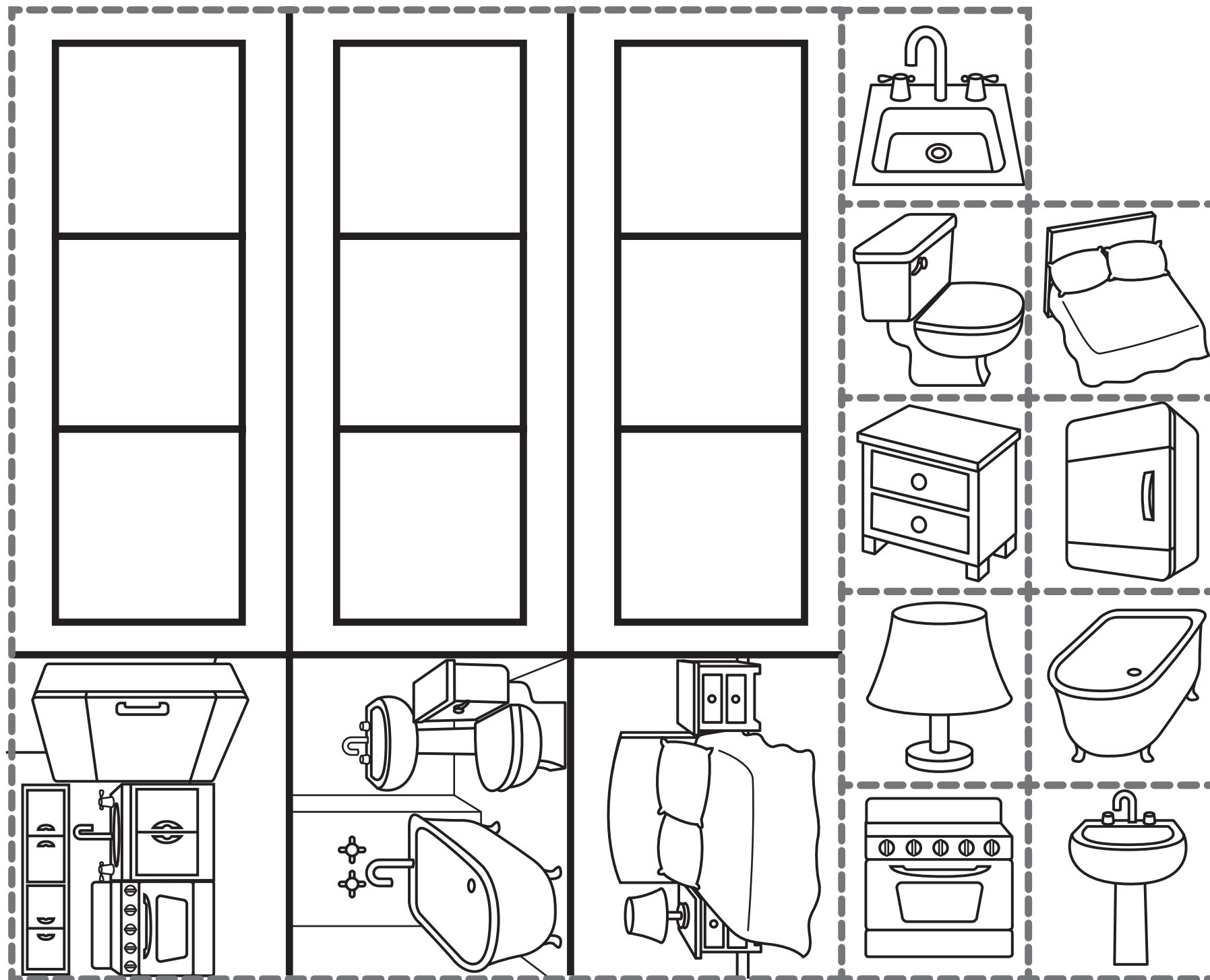
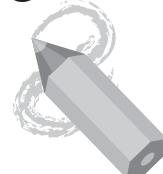
Materials: crayons, scissors, glue, home decorating magazines, 4 large pieces of construction paper

Preparation: Look for pictures of furnished rooms. Cut out a simple house shape from construction paper (1 per group).

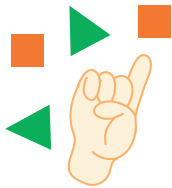
Directions: Display pictures of furnished rooms. (See Preparation.) Ask students to identify them. Help students sort them into four sets: *bedrooms, bathrooms, kitchens, and living rooms*. Divide the class into groups of four and give each group a house shape. (See Preparation.) Have each group choose a picture from each set. Ask students to cut out furniture, and glue it onto their posters. Have them point to and describe a different room.



Color
and
glue.



Color and point.





Learning Goals:

Students can listen attentively for five minutes.
Students can identify characters, features and events in stories.

Vocabulary:

mouse, playroom, doll house, tea, teacup; colors;
rooms in a house; furniture

Language Structures:

Active: *On the box. Nina's on the box. Under the bed.*
Passive: *What color is this mouse? Where is the red mouse? Is Nina mouse in the bedroom, hiding under her bed?*

Materials:

box, crayons, scissors, paper plate (1 per student), markers, elastic band, hole punch, *Nina mouse template* (from *Teacher's Resource CD*)

Preparation:

Print out the *Nina mouse template*. Color the picture and laminate it.

Before the Class

1. Song: *It's Time To Start The Class*

Play Track 27. Teach students the words to the song and encourage them to sing.

During the Class

1. Presentation: *In, On, Under, Behind*

Present Nina mouse to students. (See Preparation.)

T: *This is Nina. Nina is a mouse. She's Nina Mouse.*

Display a box. Put Nina mouse on the box.

T: *Look at Nina. Nina is on the box.*

Lead the students in chanting as follows:
"On the box, on the box. Nina's on the box." Repeat with *in, under* and *behind* the box. Next, invite individual students to the front of the class and give them commands for placing Nina mouse in, on, under and behind different places. Have them chant the location

T: *Put Nina mouse on your chair.*

S: (Student puts the picture on their chair.)

T/Ss: *On the chair, on the chair, Nina's on the chair.*

2. Listen to the story.

Display the *Big Book* page 30. Point to the title and read it out loud. Play Track 31, *Where Is Nina Mouse?* Point to the corresponding pictures on the *Big Book* pages 30 to 35, while students listen to the story.

3. Ask questions about the story.

Ask students questions similar to the following about the pictures on each page:
Is this mouse Nina? What color is this mouse? Where is the red mouse? Is Nina mouse in the bedroom, hiding under her bed?

4. Student's Book: *Color and point*

Hand out the *Student's Books* open to page 40. Have students listen and point to the picture you describe.

T: *The mouse is under the bed.*

Continue with *in the dollhouse, behind the armchair* and *in the teacup*. Then distribute crayons and have students color the mice, according to their outlines. Finally, ask them where each mouse is.

After the Class

1. Mouse Mask

Distribute paper plates and markers. Have students draw and color in a mouse face on the paper plate to make a mask. Punch holes on either side of the paper plate and tie the elastic band through the holes. Cut out holes for the eyes. Finally, encourage students to put on their masks and walk around the classroom mimicking a mouse. Keep mask for later use.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T41a.



Learning Goals:

Students can identify characters, features and events in stories.
Students can act out a story.

Vocabulary:

mice, mouse;
numbers 1 to 15; colors

Language Structures:

Active: *One, two, three, four... fifteen. Thirteen.*
Passive: *What number is this?*

Materials:

Nina mouse, mouse mask (See page T40), props: 3 chairs, blankets, 4 boxes big enough for students to sit in, crayons, finger paint

Preparation:

Draw a cupboard, a shower, a teacup and a dollhouse at the side of each box.

Before the Class

1. Song: *It's Time To Start The Class*

Play Track 27. Teach students the words to the song and encourage them to sing.

2. Review: *Prepositions*

Attach the *furniture cutouts* to the board. Give a student the Nina mouse picture. (See Materials.) Ask him or her to put Nina mouse in, on, under or behind one of the pieces of furniture.

T: *Put Nina Mouse under the sofa.*

During the Class

1. What is the story about?

Display the *Big Book* pages 30 to 35. Invite students to say what the story is about.

2. Listen to the story.

Play Track 31. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.

3. Point to...

Hand out the *Student's Book* open to page 94. Distribute *finger puppets*. Have a volunteer come to the front. Give him or her instructions for pointing to different items in the *Big Book* with the *Teacher stick puppet*, while the rest of the class points to them with their *finger puppets* in their books.

4. Presentation: *Numbers 1 to 15*

Draw fifteen mice on the board. Count them out loud. Encourage students to join in.

5. Student's Book: *Trace and finger-paint.*

Hand out the *Student's Books* open to page 41. Draw thirteen mice on the board. Write 13 next to the mice and have students identify it.

T: *What number is this?*

T/Ss: *Thirteen.*

Point to each mouse and encourage students to count the mice out loud.

T: *Let's count. One, two, three... thirteen.*

Distribute crayons and ask students to show you a blue crayon and trace over the number 13 several times in their books. Distribute finger paint and have students count and color thirteen mice in their books. Repeat the procedure with the numbers 14 and 15.

After the Class

1. Act It Out

Have students put on their mouse masks. (See Materials.) Ask six students to come up and choose a character from the story *Where Is Nina Mouse?* Play Track 31. Help students act out the story with the props. (See Materials.) Encourage the rest of the class to join in on the lines, "No, it's me!"

Extra Activities

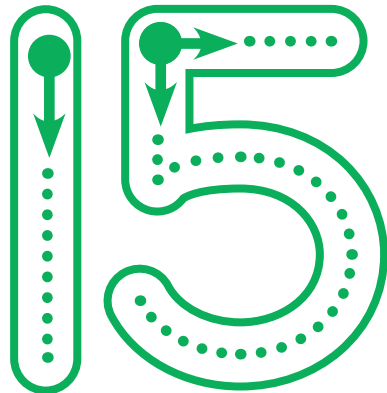
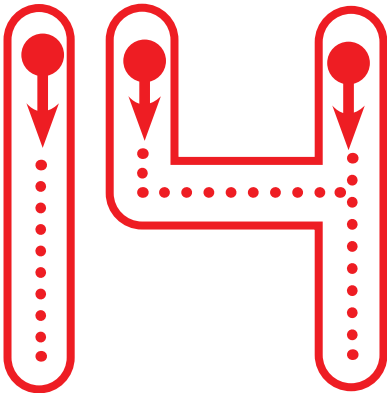
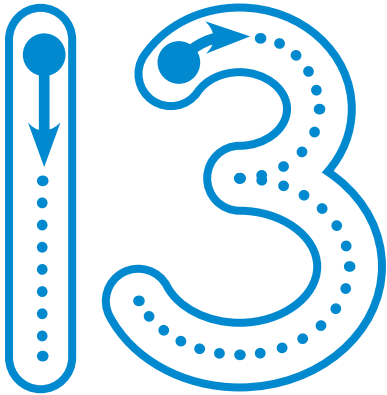
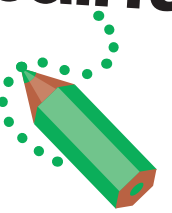
1. Fast Finishers

See *Fast Finishers: Week 3*, part 2, on page T41a.

2. Activity Pad: *Color and count.*

See instructions for the *Activity Pad*, on page T41a.

Trace
and
finger-paint.



Activity Pad



Artistic Development

Color and count. AP

Materials: watercolors, water containers, paintbrushes, scissors

Instructions: Distribute the materials. Then, tell students to paint the mice with watercolors. Help them cut out the mice and the number cards. Have students pick out a number and count the corresponding number of mice.



Extra Activities

Fast Finishers: Week 3: Look and color. TCH

Part 1: Ask students to find the mice and color them in.

Part 2: Finally ask students to color the rest of the picture.

Optional: Encourage students to talk about where the mice are.

T/S: *The red mouse is under the table.*



Early Learning Activities



Personal, Social and Emotional Development

Where's the Mouse? TCH

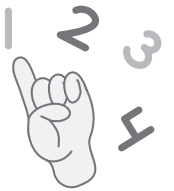
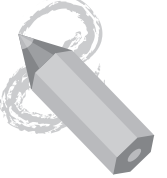
Materials: crayons, scissors, tape, movable eyes, glue, *Mouse template*

Preparation: Print out the *Mouse template* (1 per student).

Directions: Distribute crayons and *Mouse templates* and have students color the pictures in. Help them cut out the pieces. Roll the half circle into a cone and tape it together. Help students fold the tabs for the ears. Have them glue the ears onto the corresponding places. Distribute glue and movable eyes. Have students glue the eyes onto the mouse. Ask students to put their mice in different locations and say where they are.

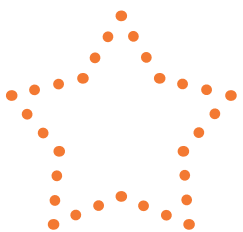
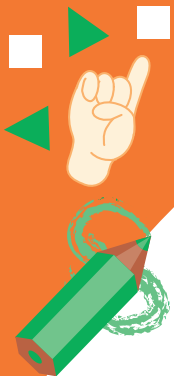


Color
and
count.

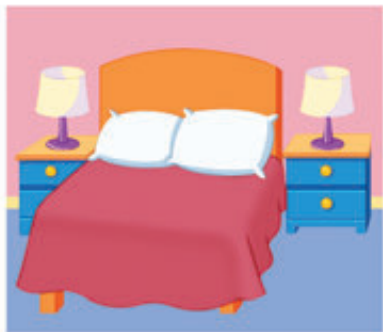


							
							
							
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	

Point and color.



Review





Value

I Follow the Rules at Home

Vocabulary: *share, rules, happy, sad*

1. Talk About the Value

Ask students if they have rules to follow at home. Have students give you different samples of the rules at home. Explain that parents set rules so that the family gets along better and in some cases to keep them safe from accidents. Finally, invite students to say what the consequences are when they do not follow the rules.

2. Student's Book: Look and color.

Hand out the *Student's Book* open to page 71. Have students say what happens in each scene. Encourage them to say if the characters are following house rules or not. Then, have students color the happy gumdrop if the characters are following the rules, or the sad gumdrop if they are not. If the activity is done correctly, they stick the *Reward sticker* in place.

3. We Follow Rules at Home

Materials: props: blanket, doll, ball, book, bowls, spoons, chairs, tables

Directions: Put a blanket, a pillow and some toys in front of the room. Set up a bedroom scene. Invite a student to come up. Tell him or her to act out either behaving or misbehaving. Discuss each student's behavior, then change props and follow do the same with other rooms, scenes and students.



General Review

1. Review: Furniture

Display *Poster 5*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to the different rooms and the objects in the rooms. Ask questions about the objects.

T: *Point to the sink. Where does the sink go?*

2. Game: Concentration

Distribute the *furniture mini-flashcards*. Divide the class into pairs. Give each pair two sets of *mini-flashcards*. Have students place the cards face down on their tables. Ask the first student to choose any two cards and turn them over. If the pictures match, he or she keeps the cards and takes another turn. If the pictures do not match, the cards are turned face down again and the second student takes a turn. Have students play until all pairs have been found.

3. Student's Book: Point and color.

Hand out the *Student's Books* open to page 42. Encourage students to identify the rooms and the objects in the room. Ask students which object does not belong in that room.

T: *Which object doesn't belong in the bedroom?*

Ss: *The fridge.*

Have students color the objects that belong in that room. Repeat the procedure with the rest of the rooms and objects in the left column. If the activity is done correctly, students stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy the *Unit 5 Assessment*. Distribute copies and crayons. Give instructions for coloring the objects as follows: *toilet-blue, bed-yellow, stove-green, and sofa-gray*. Finally, ask students to match the objects to the corresponding rooms.

5. Picture Dictionary

Have children glue each *mini-flashcard* onto the matching picture in the *Picture Dictionary*. Help students glue the *Picture Dictionary* onto a colored sheet of paper and include it in their *Scrapbooks*.

Week 1

1

Week 2

2

Week 3

3

Areas of Learning

Vocabulary

Language Structures

- Communication, Language and Literacy
- Personal, Social and Emotional Development
- Artistic Development

brush your teeth, daytime, eat breakfast, evening, get dressed, morning, sun, wake up, go to sleep, moon, nighttime, put on pajamas, read a story, take a shower, take a bath

Active: Day. I wake up in the morning. In the morning. Yes./No. It's day. I take a shower. At night.

Passive: This is the sun. What's this? When do we see the sun, during the day or at night? Is it day or night? It's daytime. Is it morning or night? Do you wake up in the morning or at night? Is he waking up?

- Personal, Social and Emotional Development
- Artistic Development

daytime, dress, nighttime, pajamas, pants, shoes, shorts, skirt, sweater, T-shirt; colors

Active: This is a T-shirt. These are slippers. Yes./No. Pink. Nighttime. I wear my T-shirt in the daytime

Passive: What do we wear in the daytime? Is Robby or Lucy in the daytime? It's daytime. Is Lucy wearing a dress? What color are the pajamas?

- Communication, Language and Literacy
- Artistic Development
- Problem Solving, Reasoning and Numeracy

brush teeth, comb hair, put on a dress and socks, put on slippers, take a bath; days of the week

Active: I brush my teeth. Yes, I can./No, I can't. They're buttons. One, two, three,... eighteen.

Passive: Can you take a bath by yourself? What day is it? What are these?

Math Concept: Numbers 1 to 18

Value: I Am Independent

Poster

1. Working with the Poster

Display *Poster 6*. Have students look at the poster and explain that these are actions we do every day. Point to each picture, name the actions and ask students to raise their hands if they can do them on their own.

T: (Point to get dressed.) *Robby can get dressed. Can you get dressed?*

2. Working with the Unit Opener

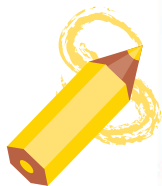
Display *Poster 6*. Distribute the *finger puppets* for Unit 6. Name an action and have students point to it in their *Student's Books*. Play Track 32, *This Is The Way I Wake Up*. Encourage students to sing and point to the corresponding action with their *finger puppets* in their books.





My Routine

Look
and
color.



Learning Goals:

- Students can use new words they have heard appropriately in familiar contexts.
- Students can communicate with others about daily routines.

Vocabulary:

brush your teeth, daytime, eat breakfast, get dressed, morning, sun, wake up

Language Structures:

Active: *Day. I wake up in the morning. In the morning.*
Passive: *This is the sun. What's this? When do we see the sun, during the day or at night? Is it day or night? It's daytime. Is it morning or night? Do you wake up in the morning or at night?*

Materials:

crayons,
paper



Before the Class

1. Song: *It's Time To Start The Class*

Play Track 27. Encourage students to sing the song.

2. Presentation: *Night or Day?*

Hold up the *sun cutout*. Ask questions and encourage students to identify it.

T: *This is the sun. What's this?*

Ss: *The sun.*

T: *When do we see the sun, in the day or at night?*

T/Ss: *Day.*

Repeat with the *moon cutout* and *at night*.

During the Class

1. Presentation: *Morning Actions*

Display *Poster 6*. Point to the first picture and describe it.

T: *Look. It's daytime. The sun is up. Robby is waking up.*

Use the *Robby stick puppet* to describe the actions Robby does in the morning. Have students repeat after you.

ROBBY PUPPET: *It's daytime. I wake up.*

Ss: *I wake up.*

Repeat the procedure with *get dressed, brush teeth* and *have breakfast*.

2. Song: *I Wake Up In The Morning*

Present the word *morning* using the *sun cutout*. Play Track 33, *I Wake Up In The Morning*. Encourage students to sing and act out the song.

3. Student's Book: *Look and color.*

Hand out the *Student's Book* open to page 44. Ask students if it is morning or night.

T: *Is it morning or night?*

Ss: *Morning.*

Then have students point to the actions and ask them if they are done during the morning or at night.

T: *Robby is waking up. Point to wake up. Do you wake up in the morning or at night?*

Ss: *In the morning.*

Finally, distribute crayons and have students color each picture.

T: *I eat breakfast in the morning. Color the picture.*

After the Class

1. Routine Pictures

Distribute paper and crayons. Have students draw a picture of themselves doing one of the morning actions. Have them come to the front and describe their pictures.

S1: *I wake up in the morning.*

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T45a.



Learning Goals:

Students can say words they hear and incorporate them into their own language.
Students can communicate with others about home experiences.

Vocabulary:

go to sleep, moon, nighttime, evening, put on pajamas, read a story, take a shower, take a bath

Language Structures

Active: *Yes./No. It's day. I take a shower. At night.*

Passive: *Is he waking up? Is it day or night? Do you take a shower in the morning or at night?*

Materials:

none

Before the Class

1. Song: *I Wake Up In The Morning*

Play Track 33. Encourage students to sing and act out the song.

2. Review: *Day and Night*

Display *Poster 6*. Use the *Lucy stick puppet* to point to each action and ask questions. Encourage students to answer *yes* or *no*.

LUCY PUPPET: *What's Robby doing? Is he waking up?*

Ss: *Yes.*

Then have students tell you if it is night or day.

T: *Is it night or day?*

Ss: *It's day.*

Continue in the same manner with the remaining actions.

During the Class

1. Presentation: *Nighttime Actions*

Display *Poster 6*. Hold up the *moon cutout*. Ask students if it is day or night.

T: *Look, is it day or night?*

Ss: *It's night.*

Then use the *Robby stick puppet* to describe the actions on the poster. Have students repeat after you.

ROBBY PUPPET: *It's nighttime. I take a shower.*

Ss: *I take a shower.*

Follow the same procedure with *put on my pajamas* and *go to sleep*.

2. Song: *I Take A Bath In The Evening*

Play Track 34, *I Take A Bath In The Evening*. Encourage students to sing and act out the song.

3. Student's Book: *Look and stick.*

Hand out the *Student's Book* open to page 45. Have students identify if it is day or night. Then, name the actions and have students point to them. Ask students if the actions are done in the day or at night.

T: *Point to take a bath. Do you take a bath in the morning or at night?*

Ss: *At night.*

Then distribute the *stickers* in the red section. Have students peel off the *stickers* and put them in the correct places in their books. Finally, describe the pictures and have students point to them.

After the Class

1. Game: *Touch It!*

Display *Poster 6* and divide the class into two teams. Name one of the actions and have a member from each team touch the corresponding picture on the *poster*. The first student who touches the correct picture gets a point for his or her team. Repeat with the remaining actions until all students have participated. The team with the most points wins.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 2, on page T45a.

2. Activity Pad: *Make a booklet.*

See instructions for the *Activity Pad*, on page T45a.

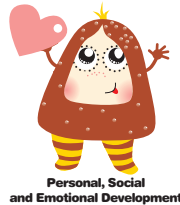
Play Game 9, on the *Interactive CD-ROM*.



Look
and
stick.



Activity Pad



Make a booklet. AP

Materials: colored pencils, scissors, stapler

Instructions: Have students draw their face in the four blank faces.

Next, ask them to color in the pictures. Help students cut out the booklet along the dotted lines. Help them staple the pages together to make a booklet.

Optional: Encourage students to “read” the actions in their booklets out loud.

T/S: *I wake up in the morning.*

Scrapbook: Save students’ work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 1: Look and color. TCH

Part 1: Have students color in the pictures and decide if the activities are done in the daytime or at night.

Part 2: Help students cut out the suns and the moons and glue them in the corresponding squares.

Optional: Ask students to tell you when each activity is done, in the daytime or at night.

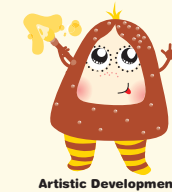
T: *Do you eat breakfast in the daytime or at nighttime?*

Ss: *In the daytime.*

Scrapbook: Save students’ work for their *Scrapbooks*.



Early Learning Activities



Songbook TCH AS

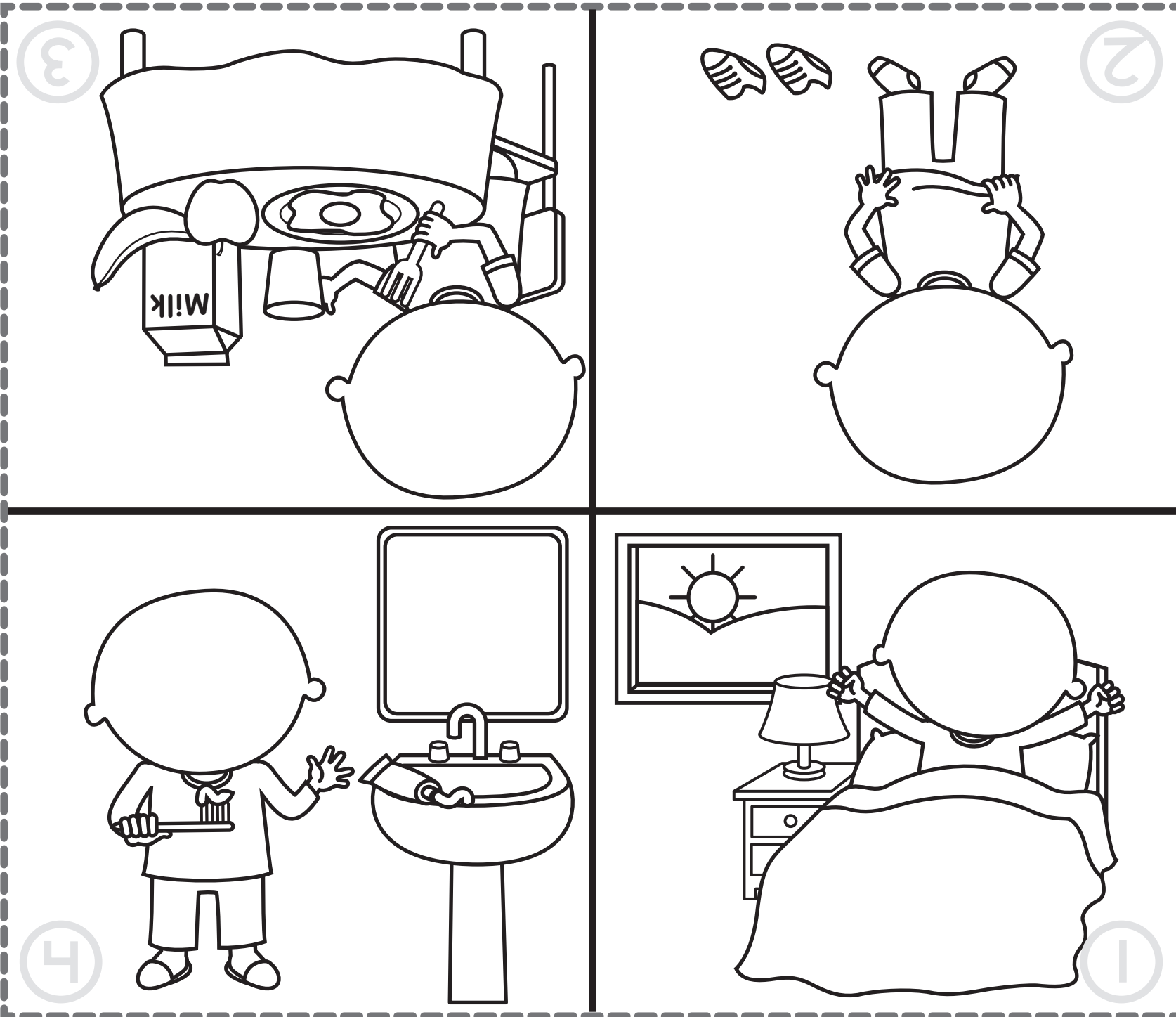
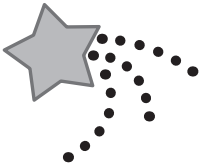
Materials: *Busy mornings* and *Busy evenings* templates, crayons, construction paper, markers, stapler

Preparation: Print out the *templates* (1 per student)

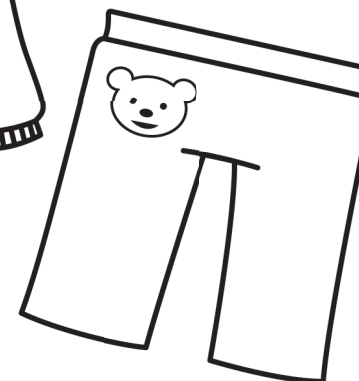
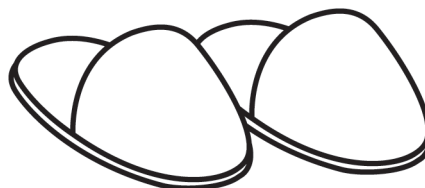
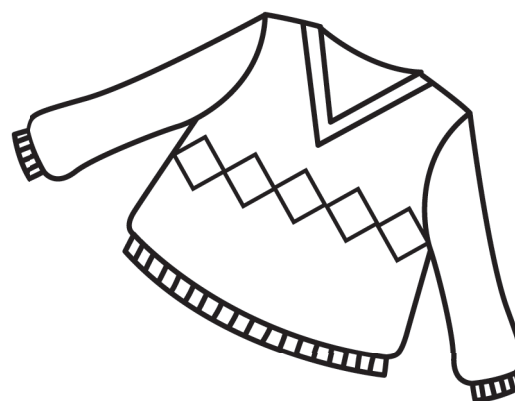
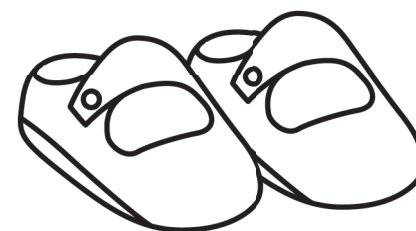
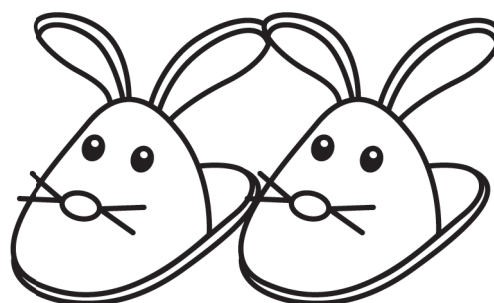
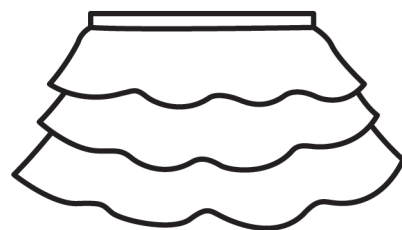
Directions: Distribute *templates*. Have students draw and color in a picture of themselves performing an activity they do in the morning and an activity they do at night. Ask individual students to describe their pictures. Write their responses in the blanks with a marker. Make a cover for the book with the title *Busy Mornings*. Staple all the pages together to make a class songbook. Lead the class in “singing” each page, following the same tune as Track 33.

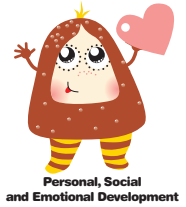


Make a booklet.



Look
and
color.





Learning Goals:

Students can follow instructions for dressing and undressing stick puppets.

Vocabulary:

daytime, dress, nighttime, pajamas, pants, shoes, shorts, skirt, slippers, sweater, T-shirt; colors

Language Structures:

Active: *This is a T-shirt. These are slippers.*

Passive: *I wear my T-shirt in the daytime. It's daytime. What do we wear in the daytime?*

Materials:

response fans
(See page T6),
crayons, sticky
tack

Before the Class

1. Song: *I Take A Bath In The Evening*

Play Track 34. Encourage students to sing and act out the song.

2. Review: *Colors*

Distribute response fans. (See Materials.)
Give students commands for showing you different colors.

T: *Show me orange.*

Ss: (Students hold up the orange strip.)

During the Class

1. Presentation: *Clothes*

Hold up and name the *clothes cutouts*. Have students repeat chorally and individually.

T/Ss: *This is a T-shirt. These are slippers.*

Distribute the *clothes cutouts* to different students. Name the clothing items and have the student with the corresponding *cutout* stand up. Redistribute the *cutouts* and repeat the procedure until all students have participated.

2. Dress Lucy and Robby.

Cut out the *Robby* and *Lucy cutouts* and glue them onto a tongue depressor to make *stick puppets*.

Attach the *Lucy* and *Robby stick puppets* to the board. Put all the *clothes cutouts* on the chalk ledge. Tell students that Lucy and Robby are going to give them instructions so that they can help them get dressed.

ROBBY PUPPET: *I wear my T-shirt in the daytime.*

Distribute sticky tack. Have individual students stick the corresponding *clothes cutouts* on the *stick puppets* to dress them. Repeat with different students.

3. Student's Book: *Look and color.*

Hand out the *Student's Books* open to page 46. Distribute crayons and have students color the clothes that Lucy wears in the daytime.

T: *Point to Lucy. It's daytime. What do we wear in the daytime?*

Ss: *Skirt. Dress. Shoes.*

Repeat the procedure with Robby and *at nighttime*.

After the Class

1. Game: *I Spy*

Display the *clothes cutouts* on the chalk ledge. Lead students in the following game.

T: *I spy with my little eye... something yellow. What is it?*

Ss: *The shoes.*

T: *No.*

Ss: *The T-shirt.*

T: *Yes, it's the yellow T-shirt.*

Repeat the game until all the *cutouts* have been described.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T47a.

Play Game 10 on the *Interactive CD-ROM*.



Learning Goals:

Student can follow instructions for dressing and undressing stick puppets.

Vocabulary:

daytime, dress, nighttime, pajamas, pants, shoes, shorts, skirt, slippers, sweater, T-shirt; colors

Language Structures:

Active: *Pink. Nighttime. I wear my T-shirt in the daytime.*

Passive: *It's daytime. Is Lucy wearing a dress?*

Materials:

crayons, paper, pencil, sticky tack, realia: 2 pairs of pants, 2 T-shirts, 2 sweaters, 2 pairs of shoes

Before the Class

1. Song: Let's Get Dressed For School

Play Track 35, *Let's Get Dressed For School*. Encourage students to sing. Then ask two students to come up to the front. Give each student a set of clothes. (See Materials.) Play Track 35 again. Encourage the rest of the class to sing while the two students get dressed. Repeat until all students have participated.

2. Dress Lucy and Robby.

Attach the *Lucy* and *Robby* stick puppets to the board. (See page T46.) Put all the *clothes cutouts* on the chalk ledge. Tell students that Lucy and Robby are going to give them instructions for getting them dressed.

LUCY PUPPET: *I wear my pajamas at night.*

Distribute sticky tack. Have students stick the corresponding *clothes cutouts* on the *stick puppets* to dress them. Repeat with different students. Next, give individual students instructions for taking the clothes off the *stick puppets*.

During the Class

1. Student's Book: Look and stick.

Hand out the *Student's Book* open to page 47. Point to the sun and ask students questions.

T: *Is it daytime or nighttime?*

Ss: *Daytime.*

Repeat with *moon* and *nighttime*. Distribute the *stickers* in the blue sections. Have students carefully peel off the *stickers* and put them in the corresponding places in their books to dress the characters. Finally, ask students questions about the pictures.

T: *Is Lucy wearing a dress?*

Ss: *No.*

T: *Is Lucy wearing pajamas?*

Ss: *Yes.*

T: *What color are the pajamas?*

Ss: *Pink.*

T: *Do we wear pajamas in the daytime or at nighttime?*

Ss: *At nighttime.*

After the Class

1. Game: Daytime And Nighttime Clothes

Distribute paper and crayons. Have students draw a sun on one side and a moon on the other. Next have them draw themselves dressed for daytime below the sun, and for nighttime below the moon. When they have finished, encourage them to describe their pictures.

S: *I wear my red dress in the daytime.*

Use a pencil to write what students say underneath their pictures and have them trace over it with crayons. Display students' drawings around the classroom.

Extra Activities

1. Fast Finishers

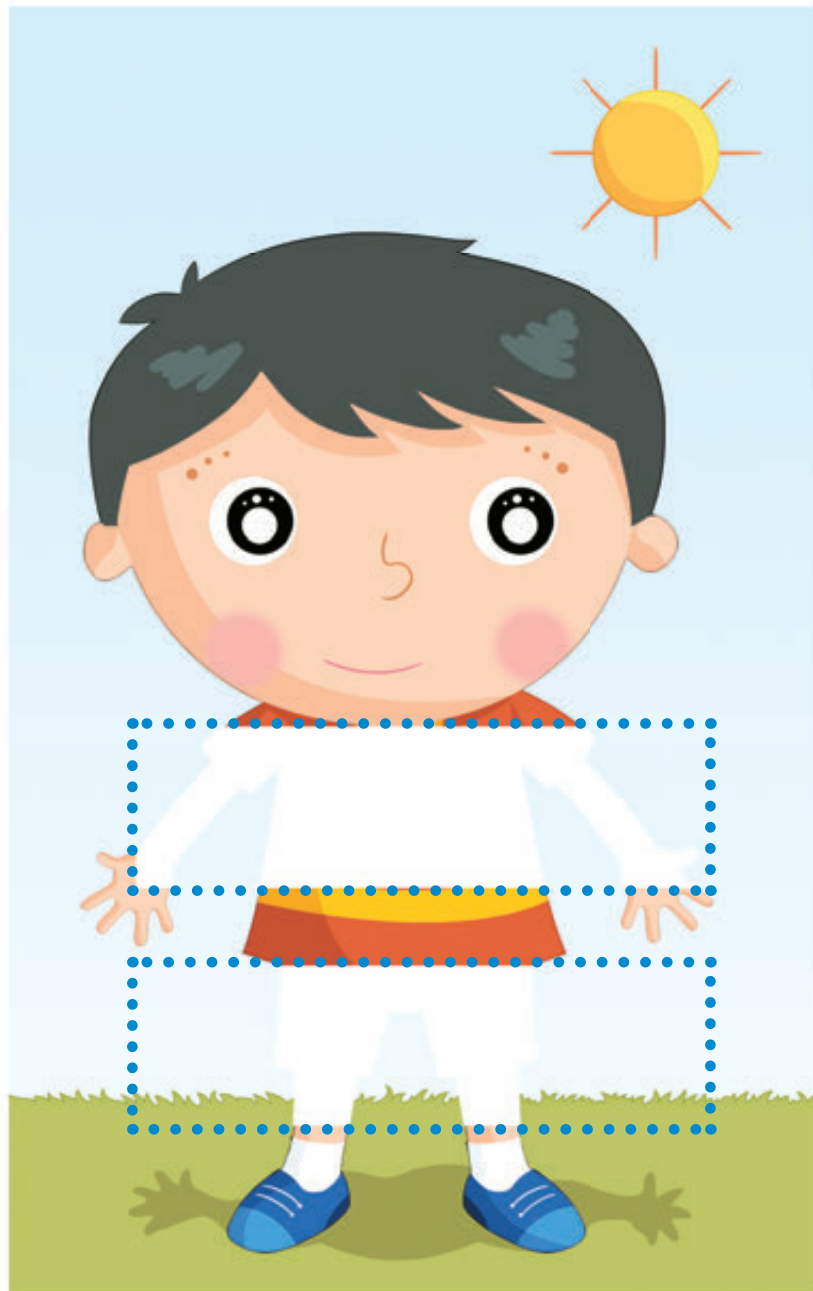
See *Fast Finishers: Week 2*, part 2, on page T47a.

2. Activity Pad: Make mixed pictures.

See instructions for the *Activity Pad*, on page T47a.

Play Game 11 on the *Interactive CD-ROM*. 

School

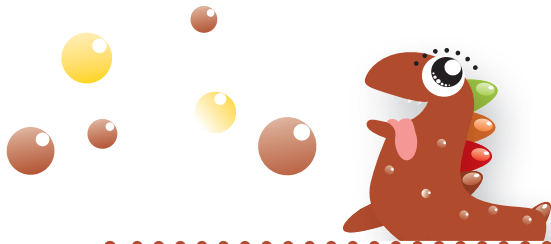


Bedroom

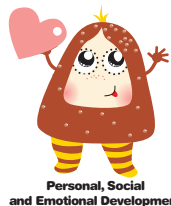


Look
and
stick.





Activity Pad



Make mixed pictures.

Materials: colored pencils, scissors, glue sticks, cardboard

Instructions: Have students draw and color in their face and hair onto the blank face.

Then, ask them to color in the rest of the pictures. Help them cut out the pictures on the dotted lines. Next, encourage students to make different outfits with the pieces. Finally, have students glue the pieces onto cardboard to make complete outfits.



Extra Activities

Fast Finishers: Week 2: Color and cut.

Part 1: Have students draw their faces onto the blank face and color in the pictures.

Part 2: Help students cut out the clothes. Finally, have them put on and take off the paper doll's clothes.

Optional: Have students describe what the doll is wearing.

T: *What are you wearing?*

Ss: *I'm wearing pajamas and slippers.*

T: *Do you wear pajamas and slippers in the daytime or at night?*

Ss: *In the nighttime.*



Early Learning Activities



Stick Puppets

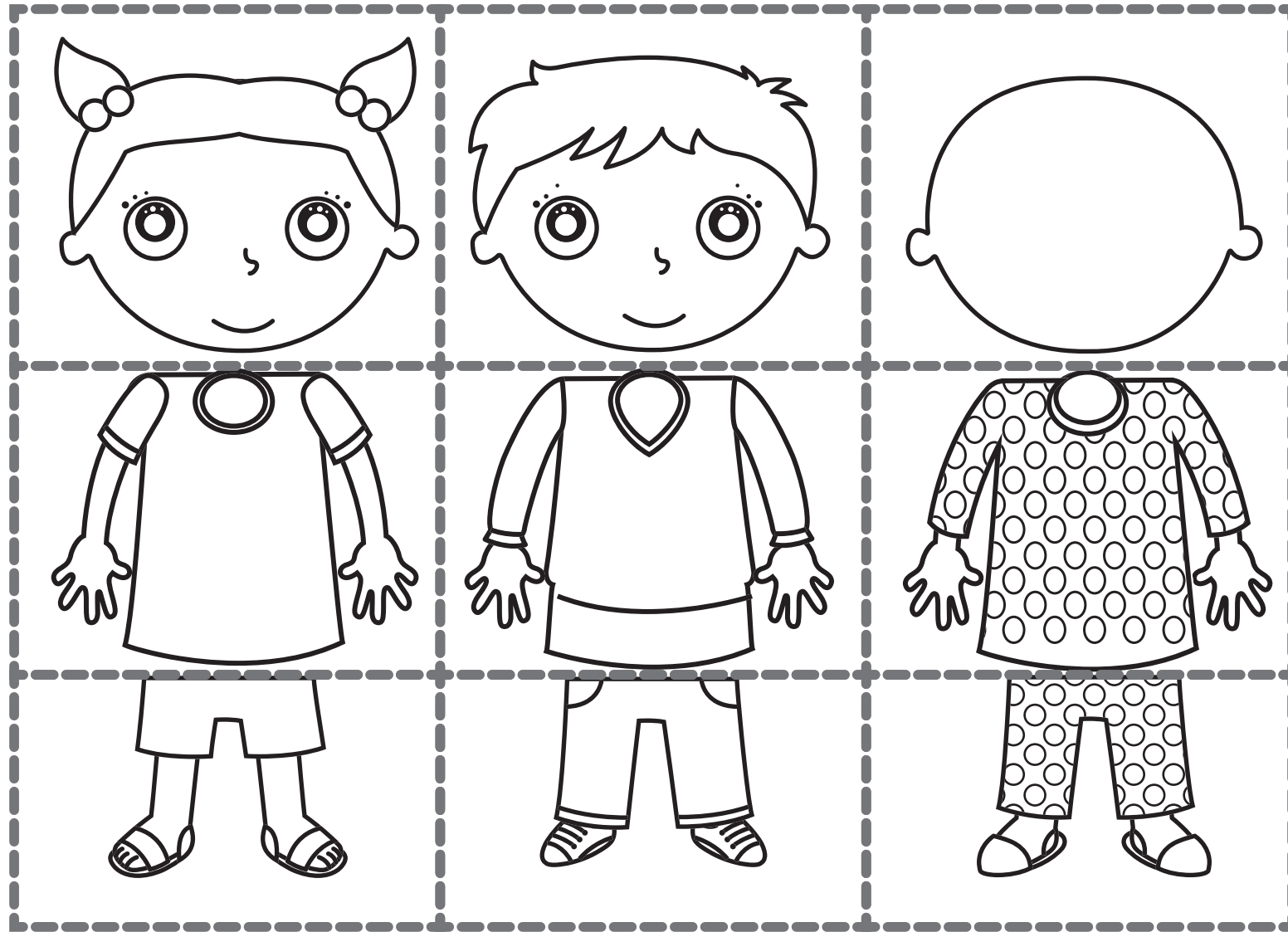
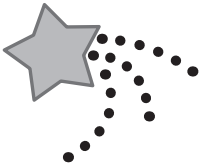
Materials: old pajamas and school uniforms or clothes students wear to school, scissors, glue, crayons, tongue depressor (1 per student), *Two-sided stick puppet template*

Preparation: Photocopy the *template* (1 per student). Cut the old clothing up into small squares. (See Materials.)

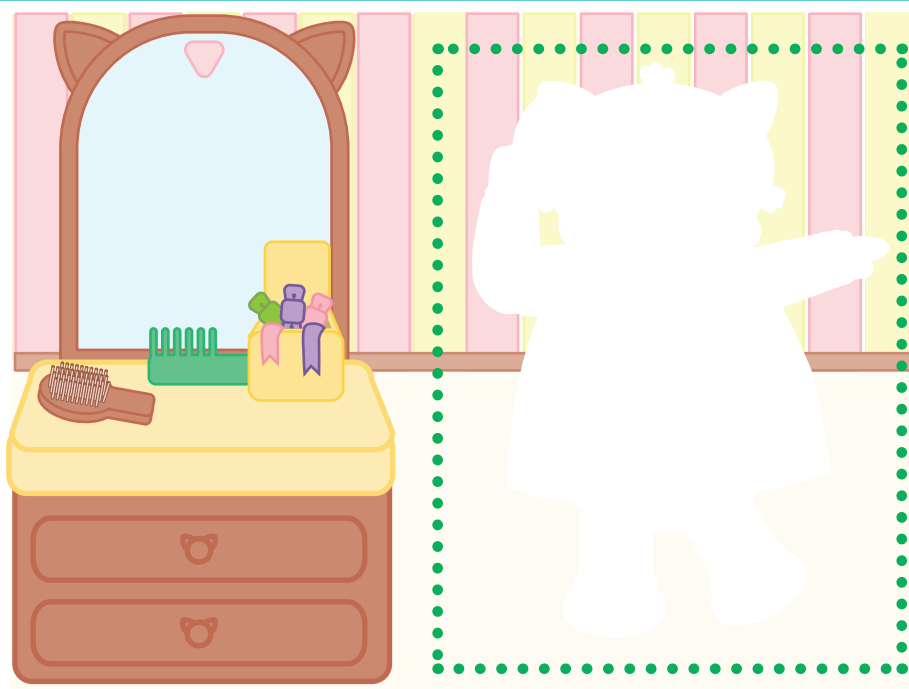
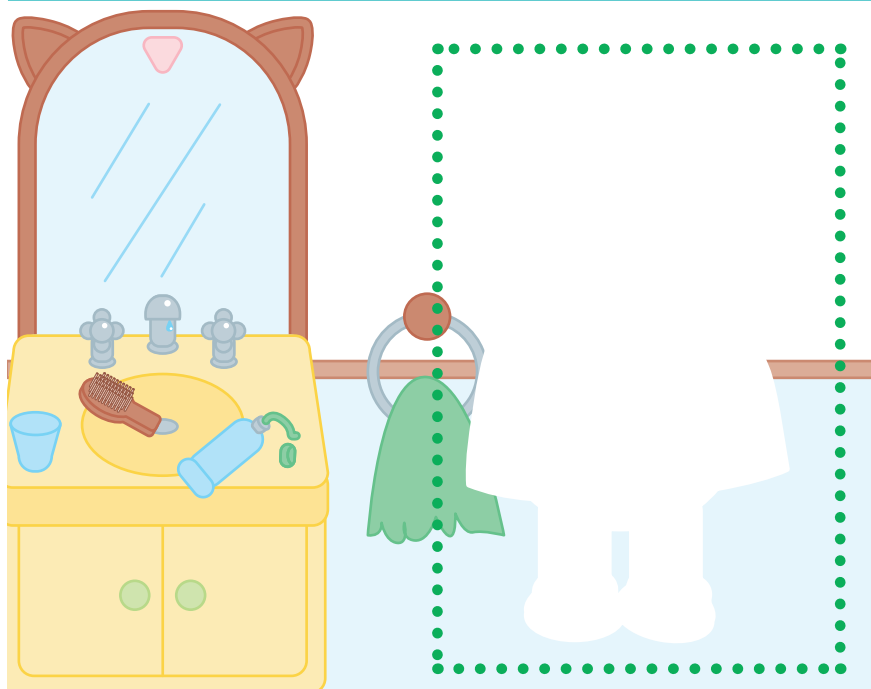
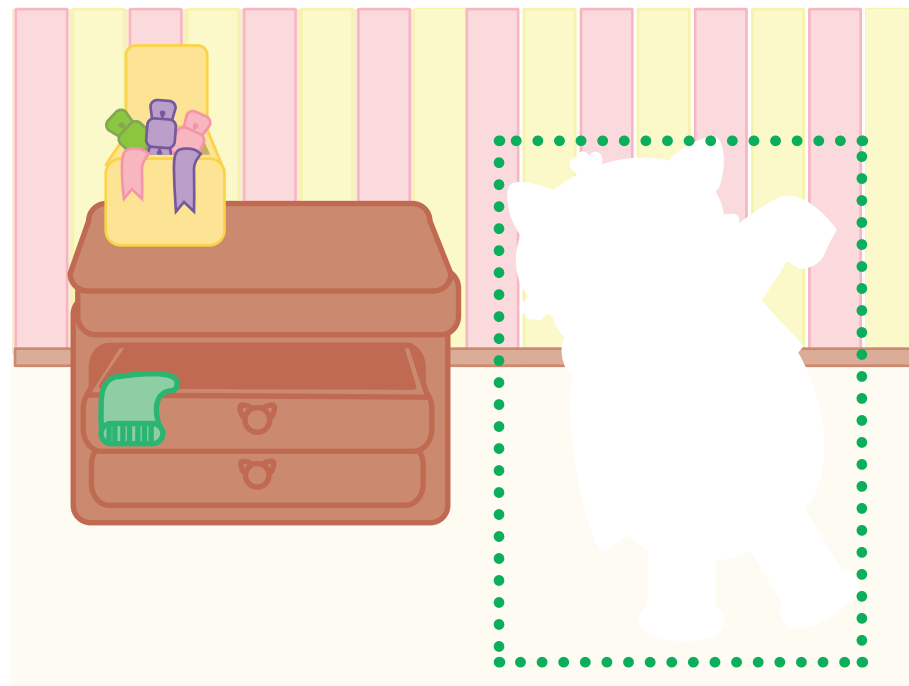
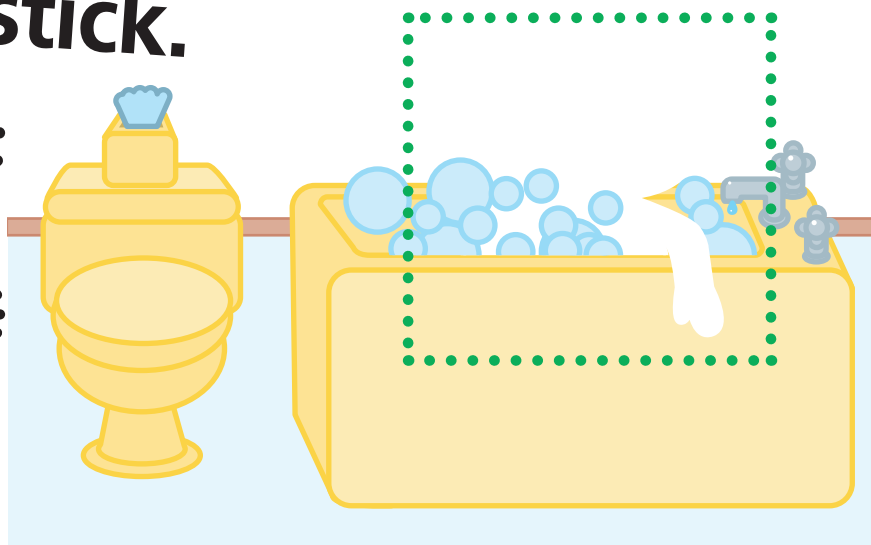
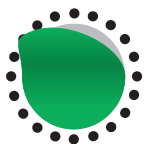
Directions: Distribute *templates*. (See Materials.) Have students draw and color in their faces and hair on both sides of the puppets. Tell students that on one side they will be dressed for school, and on the other they will be dressed for bed. Distribute cloth squares and glue. Show students how to cover the school side with material scraps to make it look like they are dressed for school. Have them cover the pajama side with scraps from pajamas. Next help them cut out the pictures, fold them and glue a tongue depressor in the middle to make a stick puppet. Ask students what they are wearing on both sides.



Make
mixed
pictures.



Look
and
stick.



<p>Learning Goals:</p> <ul style="list-style-type: none"> Students can listen attentively for five minutes. Students can identify characters, features and events in stories. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> <i>brush teeth, comb hair, put on a dress and socks, put on slippers, take a bath;</i> days of the week 	<p>Language Structures:</p> <p>Active: <i>I brush my teeth. Yes, I can./No, I can't.</i></p> <p>Passive: <i>Can you take a bath by yourself? What day is it?</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> calendar, realia: slippers, soap, toothbrush, comb, sweater, crayons, glue sticks, construction paper, paper, scissors, hole punch, elastic band, <i>Cat mask template</i> (from the <i>Teacher's Resource CD</i>) <p>Preparation:</p> <ul style="list-style-type: none"> Print out the <i>template</i> (1 per student)
--	--	---	--

Before the Class

1. Song: Let's Get Dressed For School

Play Track 35. Encourage students to sing and act out the song.

During the Class

1. Presentation: Days Of The Week

Point to and name the days of the week on a calendar. Have students repeat. (See Materials.) Play Track 36, *Days Of The Week*. Teach the students the words to the chant and encourage them to chant along as you point to each day.

2. Review: Daily Actions

Show students a toothbrush. (See Materials.) Encourage students to say what they do with a toothbrush and mime the action.

T: *I brush my teeth.*

Ss: (Students mime brushing their teeth).

I brush my teeth.

Repeat the procedure with *slippers* and *put on slippers*, *soap* and *take a bath*, *comb* and *comb my hair*, and *sweater* and *put on my sweater*.

3. Listen to the story.

Display the *Big Book* page 36. Point to the title and read it aloud. Play Track 37, *Little Kitty Gets Dressed*. Point to the corresponding pictures on the *Big Book* pages 36 to 41 while students listen to the story.

4. Ask questions about the story.

Ask students questions similar to the following about the pictures on each page of the *Big Book*: *Who is she? Is it morning or night? Can Kitty get up by herself? Is she happy? Can Kitty brush her teeth by herself? Can Kitty comb her hair by herself? Can Kitty put on a dress and socks by herself? Is Kitty going to school? Is there school today? What day is it?*

5. Student's Book: Look and stick.

Hand the out the *Student's Book* open to page 48. Distribute the *stickers* in the green section. Name a picture and have students listen and point to it.

T: *Kitty is taking a bath.*

Ss: (Students point to the first picture.)

Help students peel off the *stickers* and put them in the correct places in their books.

Finally, ask students if they can do the actions by themselves.

T: *Can you take a bath by yourself?*

Ss: *Yes, I can./No, I can't.*

After the Class

1. Cat Mask

Distribute crayons, glue sticks, scissors and *Cat mask templates*. (See Preparation.) Have students color in the mask and help them cut it out. Then have them glue the mask onto construction paper and help them cut it out again. Punch holes on either side of the mask and tie an elastic band through the holes. Cut out holes for the eyes. Encourage students to put on their masks and walk around the classroom pretending to be cats. Save the masks for the following lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T49a.

Play Game 16 on the *Interactive CD-ROM*. 



Learning Goals:

Students can identify characters, features and events in stories.
Students can act out the story.

Vocabulary:

brush teeth, comb hair, put on a dress and socks, put on slippers, take a bath; days of the week

Language Structures:

Active: *They're buttons. One, two, three... eighteen.*
Passive: *What are these?*

Materials:

Cat mask (See page T48), props: 3 chairs, blankets, toothbrush, slippers, comb, dress and socks; calendar, crayons, *Numbers 10 to 18 templates* (from the *Teacher's Resource CD*)

Preparation:

Print out the *Numbers templates*. Laminate them for further use.

Before the Class

1. Song: *Days Of The Week*

Play Track 36. Encourage students to sing. Point to the days of the week on the calendar and have students repeat. (See Materials.)

During the Class

1. Presentation: *Numbers 10 to 18*

Attach the *Numbers templates* to the board. (See Preparation.) Have students identify numbers 10 to 15. Draw seventeen buttons. Introduce the word *button*. Have students count out loud.

T: *They're buttons. What are these?*

T/Ss: *They're buttons.*

T: *Let's count the buttons.*

T/Ss: *One, two, three... sixteen.*

Encourage students to repeat seventeen, chorally and individually, as you point to the corresponding *template*. Trace over the number 16 with your finger, while students do the same in the air. Finally, ask volunteers to come to the board and lead the rest of the class in counting the buttons chorally as they point to each one. Repeat the procedure with the numbers 17 and 18.

2. What is the story about?

Display the *Big Book* pages 36 to 41. Invite students to say what the story is about.

3. Listen to the story.

Play Track 37. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.

4. Point to...

Hand out the *Student's Book* open to page 97. Distribute the *finger puppets*. Have a volunteer come to the front. Give him or her instructions for pointing to different items in the *Big Book* with the *Teacher stick puppet* while the rest of the class points to them with their *finger puppets* in their books.

5. Student's Book: *Look and color.*

Hand out the *Student's Book* open to page 49. Count from 10 to 18 out loud. Have students count along as they point to the corresponding numbers in the boxes. Ask students what color the numbers are.

T: *Point to number 10. What color is number 10?*

Ss: *Orange.*

Distribute crayons. Give instructions for coloring the circles on Kitty's nightgown according to the color of the boxes.

After the Class

1. Game: *Act It Out*

Have a student put on his or her cat mask. Play Track 37. Help him or her act out the story with the props. (See Materials.) Encourage the rest of the class to join in telling the story.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 2, on page T49a.

2. Activity Pad: *Make a Kitty necklace.*

See instructions for the *Activity Pad*, on page T49a.

Play Game 12 on the *Interactive CD-ROM*. 

Look
and
color.



Activity Pad



Artistic Development

Make a Kitty necklace.

Materials: watercolors, plastic containers, toothbrush, scissors, hole punch, yarn

Instructions: Distribute the materials. Tell students to paint Kitty with watercolors, using the toothbrush. Help them cut out Kitty. Punch a hole at the top and help students thread a piece of yarn through the hole. Have students put on their necklace.



Extra Activities

Fast Finishers: Week 3: Count and draw.

Part 1: Ask students to trace over the numbers several times with crayons.

Part 2: Then ask students to color and count the dots in the first pair of pajamas. Finally, have students draw the corresponding number of dots for each pair of pajamas.



Early Learning Activities



Problem Solving, Reasoning and Numeracy

Number Review

Materials: Numbers 1 to 18 templates, beanbag, construction paper, scissors, glue, CD with lively music

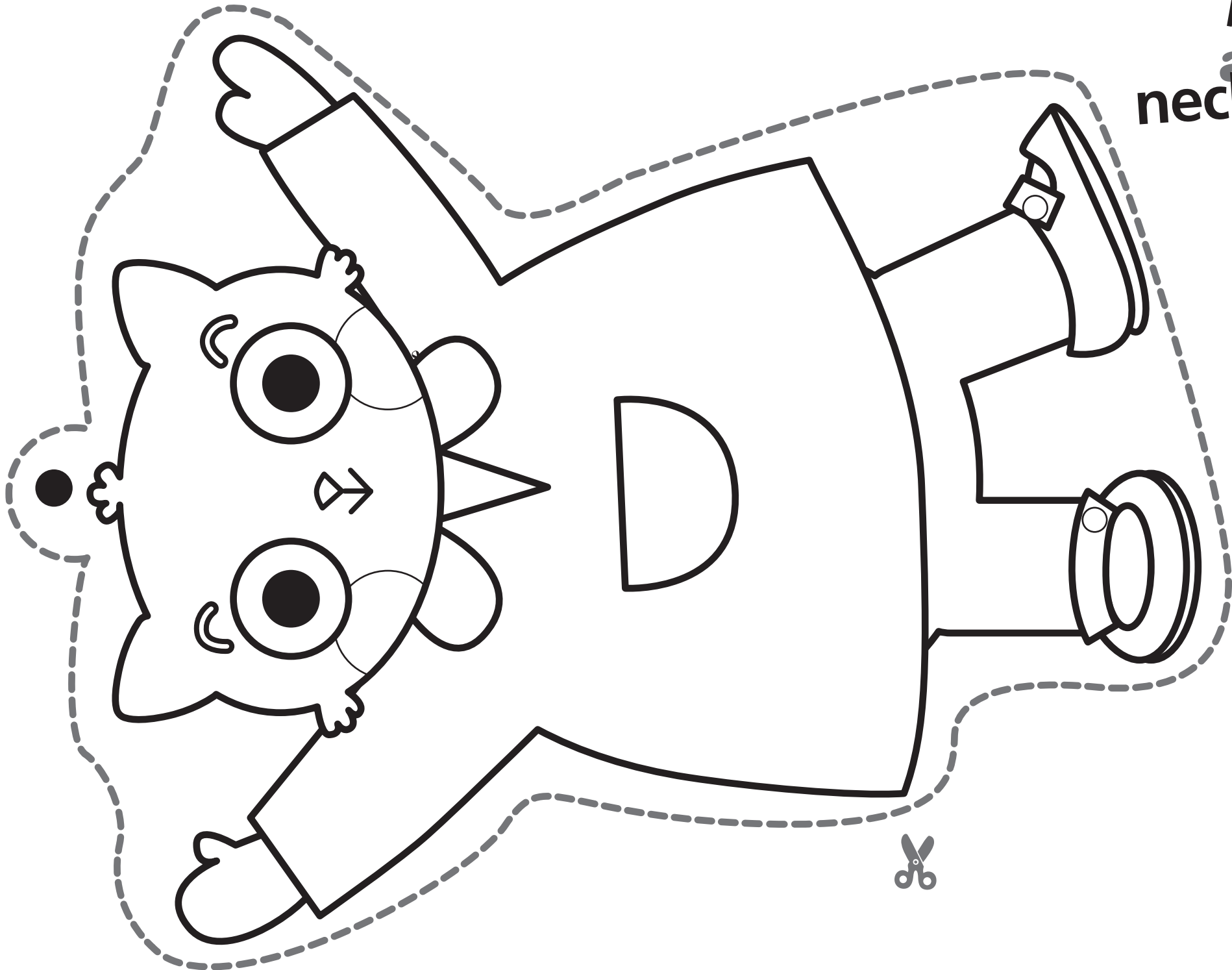
Preparation: Glue the templates on construction paper and laminate them.

Directions: Use the following games to review number recognition.

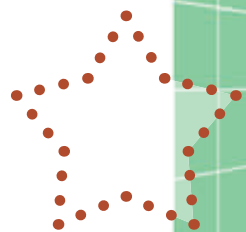
Toss a Beanbag: Place the Numbers templates 1 to 18 on the floor face up. Have students sit in a circle around the templates. Ask a student to toss a beanbag onto a number. Encourage the rest of the students to shout out the number. Repeat until all students have participated.

Musical Chairs: Line up two rows of chairs back to back. Place the templates at random on different chairs. Play lively music. Lead students in marching around the chairs. Pause the music and have students sit on the nearest chair. Ask students with templates to identify the number on their chairs.

Make
a Kitty
necklace.



Color
and
circle.



Review





Value

I Am Independent

Vocabulary: actions; *morning, night*

1. Talk About the Value

Ask students if they can do different activities on their own.

T: *Can you get up by yourself? Raise your hand.*
Ask them how they feel when they do things by themselves. Explain that, little by little, they will be able to do most things on their own without adults' help.

2. Student's Book: Look and color.

Hand out the *Student's Book* open to page 72. Have students look at and describe the scenes. Encourage them to say if they can do the actions by themselves or not. Distribute crayons and have students color the frame yellow if the action is done in the morning, or blue if the action is done at night. If the activity is done correctly, students stick the *Reward sticker* in place.

3. Game: I Am Independent

Directions: Have students stand in a circle. Ask a girl to stand in the middle and act out something she can do by herself. Have the girl choose a boy and repeat the activity. Play Track 38, *What Can You Do?* Encourage students to sing along and act out the song.



General Review

1. Review: Actions

Display *Poster 6*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to an action. Have the rest of the students name the action and mime it.

2. Game: Show Me!

Invite a student to come to the front of the class. Whisper an action and have him or her mime it. Have the rest of the students hold up the corresponding *mini-flashcard*.

T: (Whispers.) *Wake up.*

S1: (Mimes the action.)

Ss: (Hold up the *wake up mini-flashcard*.)

3. Student's Book: Color and circle.

Hand out the *Student's Book* open to page 50. Encourage students to identify what each character is doing. Then have them say what is wrong with each picture.

T: *What's wrong with the first picture?*

Ss: *She's wearing slippers.*

T: *Do we wear slippers in the daytime?*

Ss: *No!*

Distribute markers and have students color in the pictures. If the activity is done correctly, they stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy the *Unit 6 Assessment*. Distribute copies and crayons to students. Have students identify the activities. Then ask them to draw the sun if the activity is done in the morning, or the moon if it is done at night. Finally, ask students to color the frames.

T: *Point to wake up. Color the frame blue.*

5. Picture Dictionary

Have children glue each *mini-flashcard* onto the matching picture in the *Picture Dictionary*. Help students glue the *Picture Dictionary* onto a colored sheet of paper and include it in their *Scrapbooks*.

Areas of Learning	Vocabulary	Language Structures
<ul style="list-style-type: none"> Knowledge and Understanding of the World Problem Solving, Reasoning and Numeracy Artistic Development 	<i>bench, bird, flower, grass, park, rabbit, squirrel, tree, nuts; numbers 1 to 20</i>	<p>Active: <i>It's a squirrel. They're nuts. Nineteen. This is a flower.</i></p> <p>Passive: <i>Look, it's a park. It's a squirrel. What is it? There are some flowers. These are nuts. What are these? This is number 19.</i></p>
<ul style="list-style-type: none"> Personal, Social and Emotional Development Problem Solving, Reasoning and Numeracy Artistic Development 	<i>behind, bench, bird, butterfly, boy, in front of, girl, on, rabbit, squirrel, tree, under</i>	<p>Active: <i>It's a tree. The rabbit is behind the tree. Yes./No. The rabbit is under the slide.</i></p> <p>Passive: <i>What's this? Where is the rabbit? Where is the squirrel? Lucy is next to the bench. (Susan), put Lucy in front of the swings.</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Artistic Development Physical Development 	<i>bench, bird, climb, climbing frame, crawl, hop, jump, march, park, rabbit, run, sit, skip, slide, swing, walk; colors</i>	<p>Active: <i>I'm walking. Yellow. Slide on the slides. Yes./No. Come on, everybody! Let's play in the park today!</i></p> <p>Passive: <i>What color is number 16? What color are the swings? Let's swing on the swings. (Alejandro), do you like the story?</i></p>

Math Concept: Numbers 1 to 20

Value: I Take Turns

Poster

1. Working with the Poster

Display *Poster 7*. Have students look at the poster and have them identify the place.

T: *Where are Lucy and Robby? Are they at school? At the park?*

T/Ss: *They are at the park.*

Ask students to raise their hands if they like going to the park. Finally, ask them which activities they like to do at the park.

2. Working with the Unit Opener

Display *Poster 7*. Distribute the *finger puppets* for Unit 7. Name one object at a time. Have students point to them in their *Student's Books*.

T: *Point to flower.*





At the Park

Look
and
stick.



Learning Goals:

Students can identify features in the natural world.

Vocabulary:

bench, bird, flower, grass, park, rabbit, squirrel, tree

Language Structures:

Active: *It's a squirrel.*

Passive: *Look, it's a park. It's a squirrel. What is it? There are some flowers.*

Materials:

none

**Before the Class****1. Song: It's Time To Start The Class** 

Play Track 27. Encourage students to sing the song.

2. Presentation: Park Words  

Display *Poster 7*. Use the *Gummy Drop stick puppet* to point to and ask about each item. Have students repeat chorally and individually.

GUMMY DROP *Look, it's a park. Look, it's a squirrel. What is it?*

T/Ss: *It's a squirrel.*

Repeat with *bench, bird, flower, grass, park, rabbit* and *tree*.

During the Class**1. Practice: Park Words**  

Display *Poster 7*. Ask individual students to come up. Give the *Gummy Drop stick puppet* to a student and have him or her point to different park objects on the poster. Continue until all students have participated.

2. Student's Book: Look and stick.  

Distribute the *stickers* in the red section. Have students identify the elements on them.

T: *Look, there are some flowers. Point to the flowers.* Then hand out the *Student's Book* open to page 52. Have students identify all the park objects in the picture, including the missing ones.

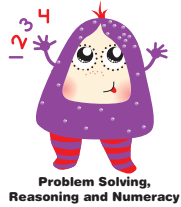
T: *Look, there's a bench. Point to the bench.* Finally, have students stick the *stickers* in the corresponding places.

After the Class**1. Song: Follow Me**  

Distribute the *park cutouts*. Have the class stand in line behind you. Play Track 39, *Follow Me*. Lead students in singing as they march around the classroom. Have the students with the *cutouts* hold them up when the objects are mentioned in the song.

Extra Activities**1. Fast Finishers** 

See *Fast Finishers: Week 1*, part 1, on page T53a.



Learning Goals:

Students can use new words or phrases they have heard in familiar contexts.
Students can recognize parts of the story that are missing and complete the story.

Vocabulary:

nuts, squirrel, tree; numbers 1 to 20

Language Structures:

Active: *It's a squirrel. They're nuts. Nineteen. This is a flower.*
Passive: *What is it? These are nuts. What are these? This is number 19.*

Materials:

crayons, colored chalks, white construction paper, *Numbers 10 to 20 templates* (from the *Teacher's Resource CD*)

Preparation:

Print out the *Numbers templates* and laminate them for further use.

Before the Class

1. Song: Follow Me

Distribute the *park cutouts* to students. Play Track 39, *Follow Me*. Lead them in singing as they march around the classroom. Have the students with the *cutouts* hold them up for each verse.

During the Class

1. Presentation: Numbers 10 to 20

Attach the *squirrel cutout* to the left-hand side of the board and the *tree cutout* to the right-hand side. Draw twenty nuts on the board in between the squirrel and the tree. Have students identify the pictures

T: *It's a squirrel. What is it?*

Ss: *It's a squirrel.*

T: *These are nuts. What are these?*

T/Ss: *They're nuts.*

T: *Let's help the squirrel get to the tree.*

Attach the *Numbers templates* to the board. (See Preparation.) Point to and say the number 19. Encourage students to repeat chorally and individually.

T: *This is number 19.*

Ss: *Nineteen.*

Trace the number 19 with your finger over the *template*. Invite students to do the same in the air. Count the nuts out loud. Encourage students to join in. Then, have different students count the nuts and trace the number 19 on the board. Repeat with the number 20.

2. Student's Book: Count and trace.

Hand out the *Student's Book* open to page 53. Have students identify the pictures.

Encourage them to count the nuts out loud. Then distribute crayons and have them trace over the numbers 19 and 20. Finally, have students color the nuts.

After the Class

1. Color with chalk.

Attach white construction paper to the classroom walls at students' eye level. Distribute colored chalks. Ask students to draw different park objects on the construction paper. Finally, have them show their pictures to the rest of the class. Encourage them to describe the pictures.

S: *This is a flower.*

Extra Activities

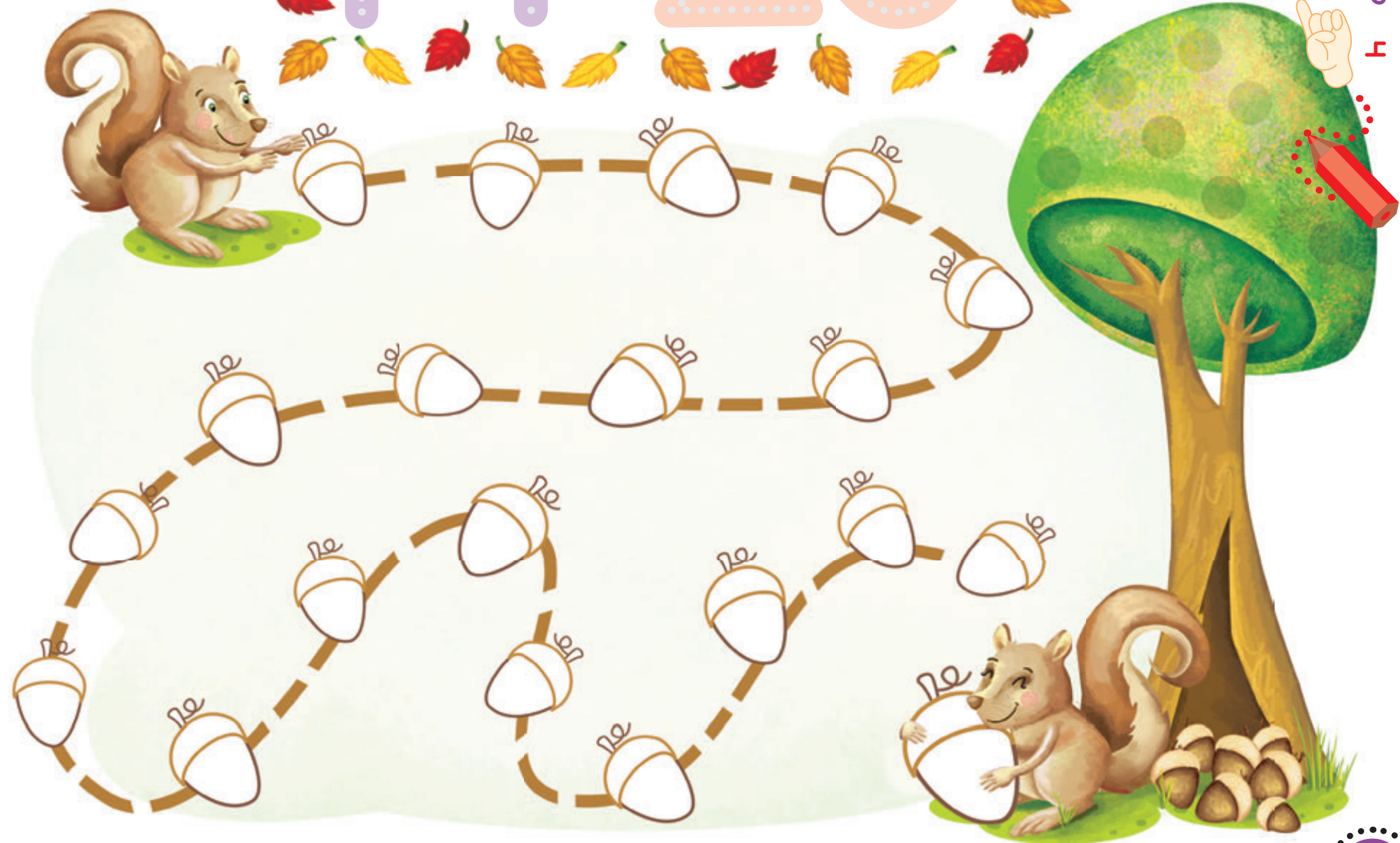
1. Fast Finishers

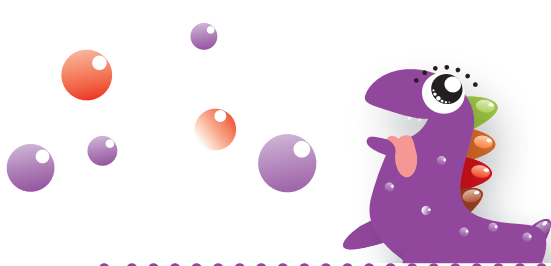
See *Fast Finishers: Week 2*, part 2, on page T53a.

2. Activity Pad: Make a park.

See instructions for the *Activity Pad*, on page T53a.

Count
and
trace.





Activity Pad



Make a park. AP

Materials: markers, scissors, cardboard paper or shoe box lid, green paint, paintbrushes, green onion-skin paper, glue sticks

Preparation: Cut green onion-skin paper into small squares.

Instructions: Distribute materials. Have students color in the pictures with markers. Then, help them cut out the pictures. Show students how to fold the bottom section of the pictures, so they stand up. Next, have students paint the cardboard paper or shoe box top with green paint and glue the green paper squares. Finally, have students glue the pictures onto the cardboard paper or shoe box top.

Optional: Encourage students to describe their parks.

T/S: *This is a tree. This is a bench.*



Extra Activities

Fast Finishers: Week 1: Cut and play. TCH

Part 1: First, have students color in the squirrel and the nuts with crayons. Help them cut out the squirrel and glue it onto a plastic cup.

Part 2: Then, tell students to cut out the nuts. Have them make ten dough balls. Explain to students how to play the game. Say a number from 1 to 10. Ask students to hold up the corresponding nut card and put the correct number of dough balls into the cup.

T: *Show me number 5.*

Ss: (Students hold up the nut with the corresponding number.)

T: *Put five nuts into the cup.*

Ss: (Students put five dough balls into the paper cup.)



Early Learning Activities



Number Recognition TCH

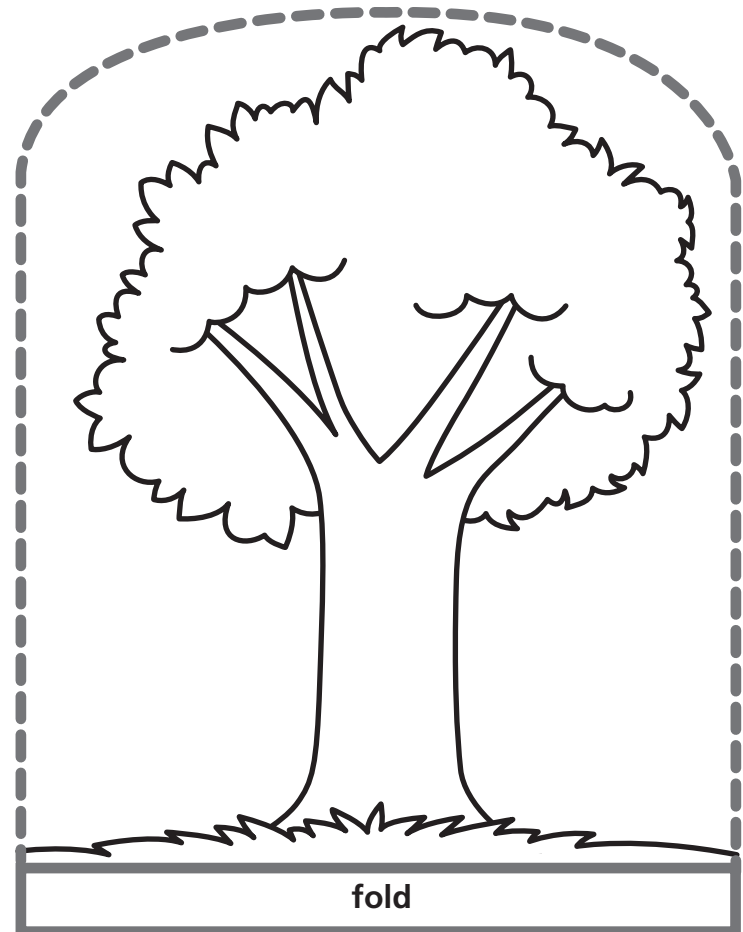
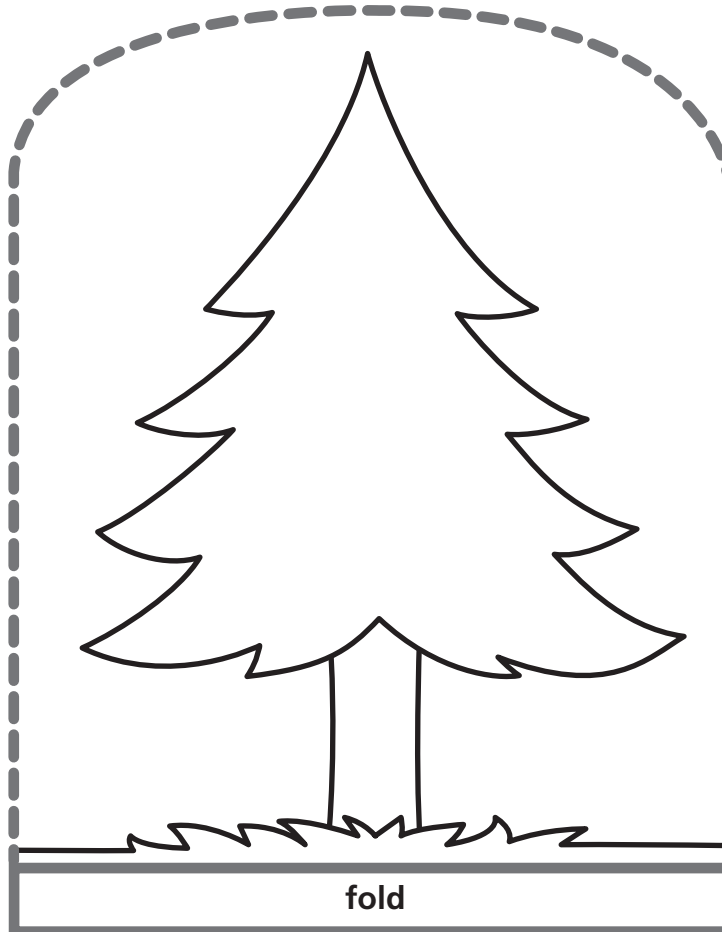
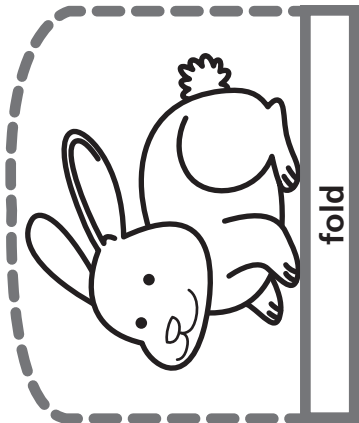
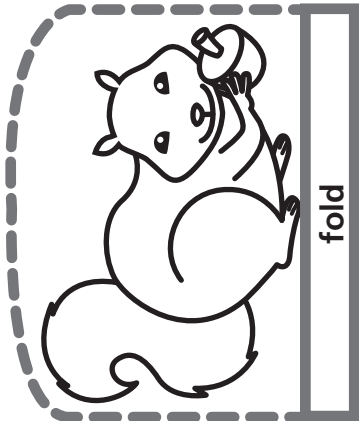
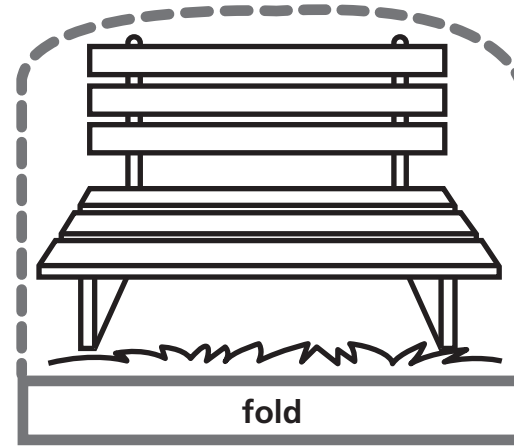
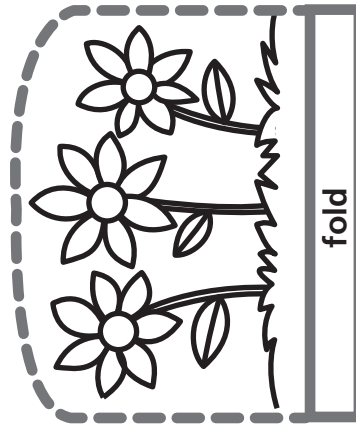
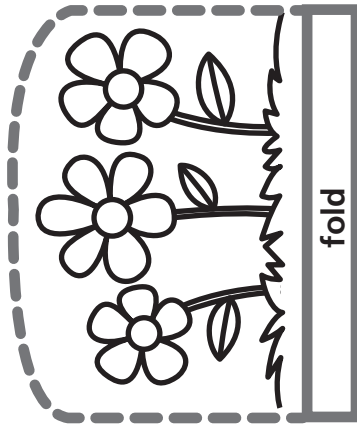
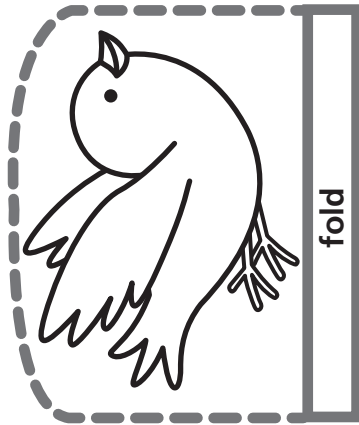
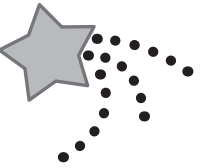
Materials: piece of red and blue construction paper and a small resealable plastic bag per student, scissors, glue, *Number cards*

Preparation: Print out the cards (1 set per student).

Directions: Distribute the *Number cards*, glue, scissors and construction paper. Have one half of the students glue their cards onto red construction paper and the other half glue them onto blue. Then, help them cut out the cards along the dotted lines. Distribute plastic resealable bags. Have students store their cards in the bags. Play the following game:

Number Hunt: Hide the cards face down in the classroom while students close their eyes. Call out a number at random and have students look for it. The student who finds the number has to identify it. If he or she does it correctly, he or she gets a point. Repeat until you have called out all the numbers

Make
a
park.



Look
and
color.



behind



in front of



on



under

Learning Goals:

- Students can describe where objects are using prepositions.
- Students can respond to instructions by placing objects appropriately.

Vocabulary:

behind, bench, bird, butterfly, in front of, on, rabbit, squirrel, tree, under

Language Structures:

Active: *It's a tree. It's on the climbing frame. The rabbit is behind the tree.*

Passive: *What's this? Where is the rabbit?*

Material:

crayons, bag, CD with lively music



Before the Class

1. Review: Park Words

Have five students come to the front of the class. Give a *park cutout* to each student. Name one item at a time. Have the student holding the corresponding *cutout* step forward.

T: *Bench, step forward.*

S: (Student holding the *bench cutout* steps forward.)
Repeat until all students have participated.

During the Class

1. Prepositions: *In, On, Under and Behind*

Hold up the *park cutouts* and have students identify them.

T: *What's this?*

Ss: *It's a tree.*

Then, put the *rabbit cutout* behind the *tree cutout*. Ask students where the rabbit is and help them answer.

T: *Where is the rabbit?*

T/Ss: *The rabbit is behind the tree.*

Have students repeat. Continue in the same manner with *squirrel in front of the tree, butterfly on the bench, bird under the bench and flower in front of the tree*. Next, have students come to the front to place the animals, on, under, behind or in front of the tree and bench.

2. Student's Book: Look and color.

Hand out the *Student's Book* open to page 54. Have students point to and name the pictures. Then, ask them where each animal is located.

T: *Where is the rabbit?*

Ss: *The rabbit is behind the tree.*

Distribute crayons and give instructions for students to color the animals.

T: *Color the rabbit brown.*

After the Class

1. Game: Pass The Bag Around

Have students sit on the floor in a circle. Put the *park cutouts* into a bag. Take the *cutouts*, one by one, and have students name them.

T: *What's this?*

Ss: *It's a butterfly.*

Next, put the *bench, tree and slide cutouts* in the center of the circle. Put the *butterfly, bird, rabbit and squirrel cutouts* in the bag. Play lively music. Have students pass the bag around the circle. Pause the music and have the student with the bag take out a *cutout* and name it. Give instructions to the student to put the animal in a location.

T: *Put the bird under the swing.*

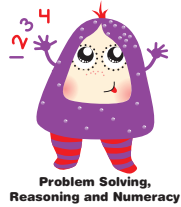
Continue until all students have participated.

Extra Activities

1. Fast Finishers

See *Fast Finishers*: Week 2, part 1, on page T55a.

Play Game 14 on the *Interactive CD-ROM*. 



Learning Goals:

Students can describe where objects are using prepositions.
Students can respond to instructions by placing objects appropriately.

Vocabulary:

behind, bench, bird, butterfly, boy, in front of, girl, on, rabbit, squirrel, tree, under

Language Structures:

Active: *Yes./No. The rabbit is under the slide.*
Passive: *Lucy is next to the bench. Where is the squirrel? (Susan), put Lucy in front of the swings.*

Materials:

none

Before the Class

1. Song: Follow Me!

Play Track 39. Encourage students to sing along. Attach the *park cutouts* to the board. Put them in the places mentioned in the song.

2. Review: Prepositions

Display *Poster 7*. Say true and false sentences about the locations of the different objects. Have students answer yes or no.

T: *Lucy is next to the bench.*

Ss: *No.*

T: *Lucy is behind the tree.*

Ss: *Yes.*

During the Class

1. Student's Book: Look and stick.

Hand out the *Student's Book* open to page 55. Have students point to the slide, the tree, the climbing frame and the bench. Distribute the *stickers* in the blue section. Say sentences and have students complete them.

T: *The _____ is under the slide.*

Ss: *The rabbit is under the slide.*

Then have students carefully peel off the corresponding *sticker* and stick it in the correct place in their books. Finally, ask students about the location of the objects.

T: *Where is the squirrel?*

Ss: *It's on the climbing frame.*

2. Where are Lucy and Robby?

Attach the *bench, climbing frame, slide and swings cutouts* to the board. Give a student the *Lucy stick puppet*. Ask him or her to put it in different locations.

T: *(Susan), put Lucy in front of the swings.*

Repeat the procedure with the *Robby stick puppet* and alternate the locations.

After the Class

1. Vocabulary: Same!

Divide the class into pairs. Have them put their *park mini-flashcards* in a pile facedown. Ask both students to take a card from the pile and place it face up on the table. When two identical cards are uncovered, the first student to say, "Same!" keeps the cards if he or she can name the object. Walk around the class monitoring the activity.

Extra Activities

1. Fast Finishers

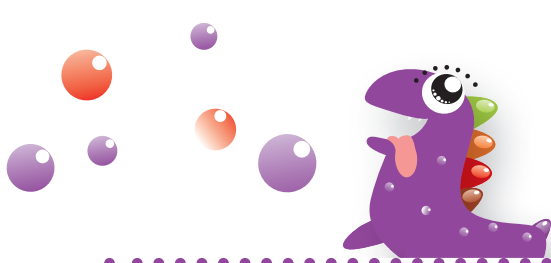
See *Fast Finishers: Week 2*, part 2, on page T55a.

2. Activity Pad: Color and glue.

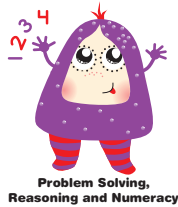
See instructions for the *Activity Pad*, on page T55a.

Look
and
stick.





Activity Pad



Color and glue. AP

Materials: crayons, scissors, green onion-skin paper, yarn, glue, toilet paper roll

Instructions: Have students color in the pictures and cut them out. Show students

how to crumple small balls of green onion-skin paper and glue them onto the tree. Have students glue yarn onto the bench. Then, help students cut out the toilet paper roll into two. Then, tell them to glue the bench onto one half of the roll and the tree onto the the other half. Finally, have students fold the animals and the flaps so the animals stand.

Optional: Give instructions to students for putting the different objects on different locations.

T: *Put the squirrel in front of the tree.*



Extra Activities

Fast Finishers: Week 2: Look and circle. TCH

Part 1: Have students find the three differences in the two pictures. Tell them to circle the differences in the picture on the right.

Part 2: Then, have students color in the picture on the left.

Optional: Ask students about the location of the characters and animals.

T: *Look at the picture on the left. Where is Robby?*



Early Learning Activities



My Park

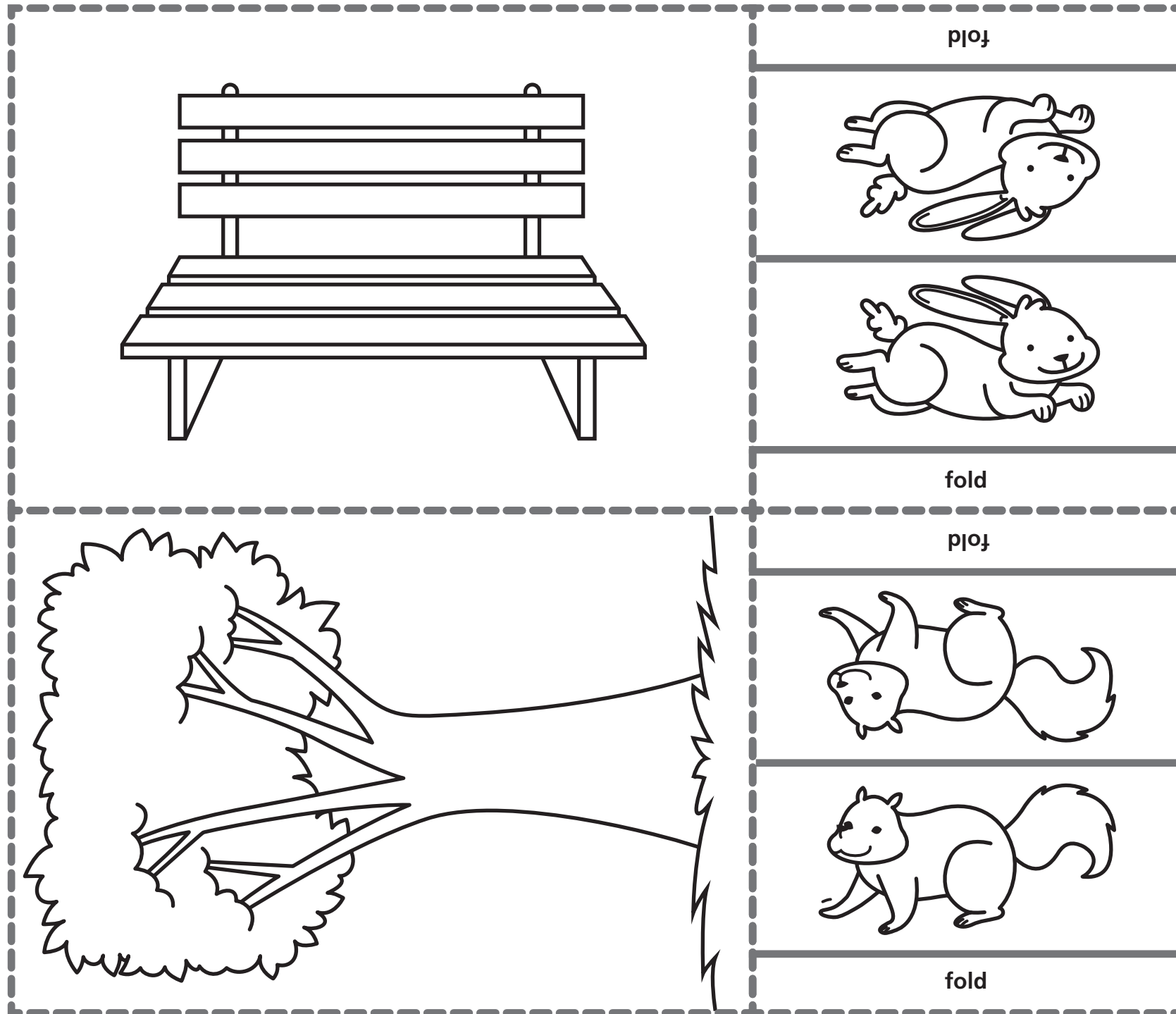
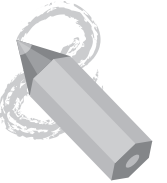
Materials: piece of white and colored construction paper (1 per student), crayons, watered-down blue tempera paint

Preparation: Make a sample picture of a park.

Directions: Draw sample pictures on the board of a rabbit in different locations: *in front of, next to, or behind a tree.* Show students your sample picture and tell them that they are going to draw a park scene. Distribute white construction paper and crayons. Tell students to draw a rabbit, a bird, a butterfly or a squirrel in the park. Encourage them to include flowers, grass, trees and a bench. Have students color in their pictures with crayons, and then paint over it with watered-down blue paint. When the pictures are dry, mount them on a piece of colored construction paper. Have students point to and name different objects in their pictures and describe the location of the animal they drew.



Color
and
glue.



Color
by
number.



Learning Goals:

Students can identify characters, features and events in stories.

Vocabulary:

bench, bird, climb, climbing frame, crawl, hop, jump, march, park, rabbit, run, sit, skip, slide, swing, walking; colors

Language Structures:

Active: *I'm walking. Yellow. Come on, everybody! Let's play on the park today.*

Passive: *What color is number 16? What color are the swings?*

Materials:

crayons, CD with lively music, *Children in the park template* (from the *Teacher's Resource CD*)

Preparation:

Print out the *template* (1 per student).

Before the Class

1. Song: *Follow Me!*

Play Track 39. Encourage students to sing along. Attach the *park cutouts* to the board. Put them in the places mentioned in the song.

2. Game: *Musical Chairs*

Line up students' chairs back to back in two rows. Place the *park cutouts* on each chair. Play lively music. Have students walk around the chairs. Pause the music. Have students sit down on the chair closest to them. Ask them to identify the *cutout* on their chair.

During the Class

1. Presentation: *Actions*

Say and mime an action. Encourage students to do the same.

T: *I'm walking.* (Mime the action.)

Ss: *I'm walking.* (Students mime the action.)

Repeat with *climb, crawl, jump, hop, march, swing* and *jump*.

2. Song: *Children In The Park*

Play Track 40, *Children In The Park*. Encourage students to sing and act out the song.

3. Listen to the story.

Display the *Big Book* page 42. Point to the title and read it out loud. Play Track 41, *Let's Go to the Park*. Point to the corresponding pictures on the *Big Book* pages 42 to 45 while students listen to the story.

4. Ask questions about the story.

Ask students questions similar to the following about the pictures on each page: *Are they at school? Where are they? What is she doing? What's this? What color is the slide? What are they doing? Do you like climbing on the frame?*

5. Student's Book: *Color by number.*

Hand out the *Student's Book* open to page 56. Distribute crayons. Ask students to color the picture by number.

T: *Point to the number 16. What color is the number 16?*

Ss: *Yellow.*

T: *Color the number 16 yellow.*

After the Class

1. *Children In The Park, Part 1*

Copy the text from the *template* on the board. (See Preparation.) Read the text out loud. Encourage students to repeat. Invite them to finish the sentences.

T: *Come on, everybody! Let's...*

S: *slide on the slide.*

T: *Let's play in the park today!*

Write the words *slide on the slide* in the blank. Reread the complete text. Repeat the procedure several times. Distribute the *templates* and crayons. Have students each draw a picture of an activity they can do at the park. Save students' work for next lesson.

Extra Activities

1. *Fast Finishers*

See *Fast Finishers Week 3*, part 1, on page T57a.



Learning Goals:

Students enjoy hearing new stories.
Students can recognize parts of the story that are missing and complete it.

Vocabulary:

bench, bird, climb, climbing frame, crawl, hop, jump, march, park, rabbit, run, sit, skip, slide, swing, walk; colors


Language Structures:

Active: *Yes./No. Come on, everybody! Let's play in the park today!*
Passive: *Let's swing on the swings. (Alejandro), do you like the story?*

Materials:

paper, markers, crayons, *Children in the park* template (See page T56)

Before the Class

1. **Song: *Children In The Park*** 
Play Track 40. Encourage students to sing and act out the song.

During the Class

1. Game: *Simon Says*

Have students stand up. Tell them they must follow only the commands that are preceded by “Simon Says.”

T: *Simon says, “I’m climbing.”*

If a student follows a command that is not preceded by “Simon Says,” he or she must sit down.

2. What is the story about?

Display the *Big Book* pages 42 to 45. Invite students to say what the story is about.

3. Listen to the story.

Play Track 41. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.

4. Point to...

Hand out the *Student's Book* open to page 100. Distribute the *finger puppets*. Have a volunteer come to the front. Ask him or her to point to different items in the *Big Book* with the *Teacher stick puppet*. Have the rest of the class point to them with their *finger puppets* in their books.

5. Student's Book: *Trace and stick.*

Hand out the *Student's Book* open to page 57. Distribute the *stickers* in the green section. Have students identify the playground equipment. Then, give them instructions to put the *stickers* in the correct places in their books. Distribute crayons and have students trace over the lines to match the characters to the playground equipment.

T: *Point to Robby. Point to the swings. Let's swing on the swings like Robby. Show me your red crayon. Trace over the line.*

6. Did you like the story?

Distribute paper and markers. Have students draw a picture of the story. Ask students if they like the story or not.

T: *(Alejandro), do you like the story?*
Display pictures on the bulletin board.

After the Class

1. *Children In The Park, Part 2*

Write the text of the *template* on the board. Distribute crayons and students' *Children in the park templates*. Have students finish coloring in their pictures. Walk around the class and ask each student to name the action represented in his or her picture. Write the student's response in the blank. Next, have volunteers come to the board with their pictures, one at a time. Ask the volunteer to name his or her action. Fill in the blank on the board. Help the student “read” the text. Repeat the procedure with other students.

Scrapbook: Save students' work to put in their *Scrapbooks*.

Extra Activities

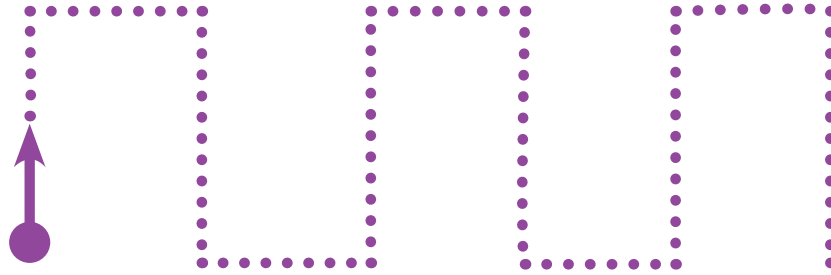
1. Fast Finishers

See *Fast Finishers: Week 3*, part 2, on page T57a.

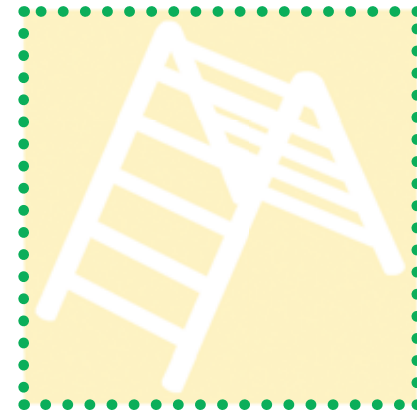
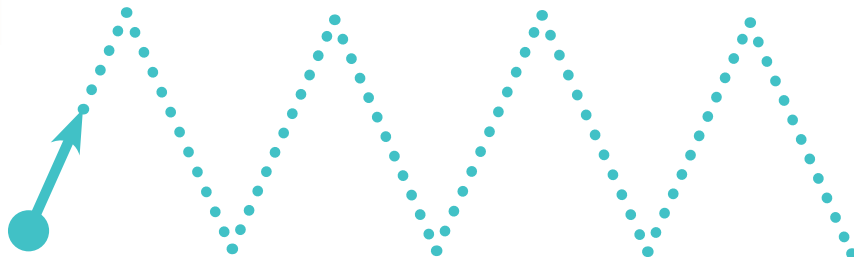
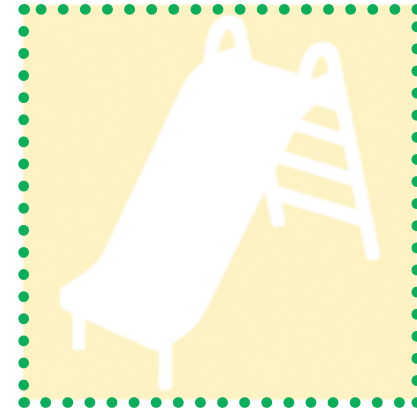
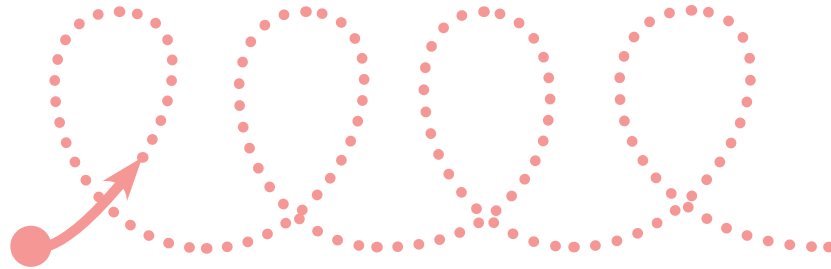
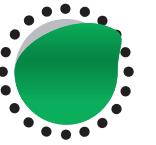
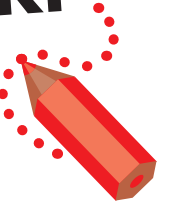
2. Activity Pad: *Make a slide.*

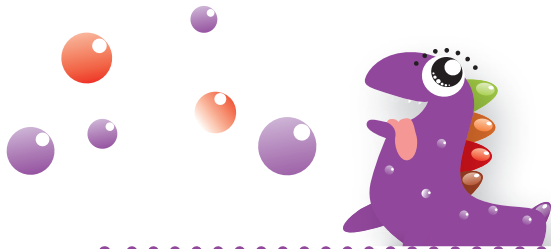
See instructions for the *Activity Pad*, on page T57a.

Play Game 13 on the *Interactive CD-ROM*.



Trace
and
stick.





Activity Pad



Make a slide.

Materials: colored pencils, scissors, tongue depressors (1 per student), glue sticks

Instructions: Distribute materials. First, have students draw themselves in the blank face and color in the rest of pictures. Help them cut out the pictures and along the dotted line down the slide. Then, show students how to glue the figure onto the tongue depressor. Slide each students' figure into the slide and show them how to move the figure up and down as if the character is sliding down the slide.



Extra Activities

Fast Finishers: Week 3: Do the maze and color.

Part 1: First, ask students to complete the maze in order to get to the park.

Part 2: Then, ask students to color in the pictures.



Early Learning Activities



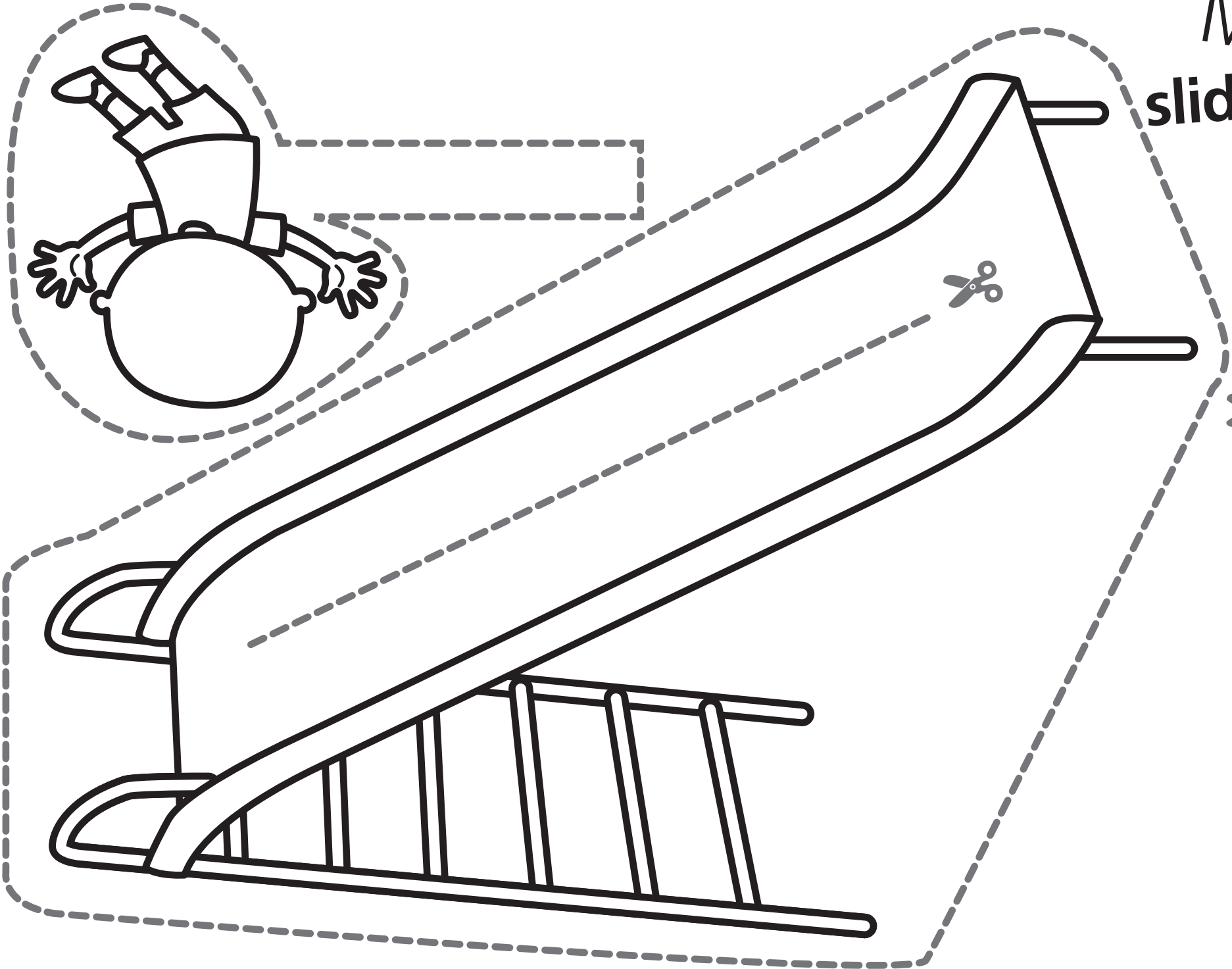
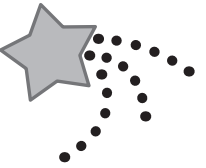
Relay Races

Materials: a long piece of string or chalk

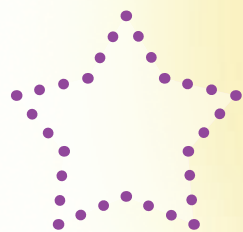
Directions: Take students out to the patio or playground (or make an open space in the classroom). Have them sit one behind the other in four parallel lines. Put the string on the floor in a straight line five meters in front of the first person in each row. Ask the first person in the row to stand up. Give students a command, for example, ask students to hop to the string, come back and sit at the back of their line. Repeat with the second student in each line, giving them a different command. Continue until all students have participated. Next, repeat the activity as a relay race.



Make
a
slide.



Listen
and
play.



Review



Value

I Take Turns

Vocabulary: playground equipment; actions

1. Talk About the Value

Preparation: If playground equipment is unavailable, bring in a few jump ropes, hoops or balls to share.

Instructions: Take students out to the school playground. Talk about the importance of following safety rules and taking turns while they are playing in the park. Have them help you demonstrate the rules for playing on each piece of equipment. Once all the students understand the rules, divide them into groups, one for each piece of equipment: *swings, slide, climbing frames*, and so on. Tell them that we have to take turns when we are playing. Allow each group between 5 and 10 minutes on each piece of equipment, then clap your hands or ring a bell to signal that they should move on to the next one.

2. Student's Book: Look and color.

Hand out the *Student's Book* open to page 73. Have students look at the different scenes and have them discuss each one. Encourage students to say if they children are taking turns or not. Then, have them color in the happy face if they are taking turns, or the sad face if they are not. If the activity is done correctly, they stick the *Reward sticker* in place.



General Review

1. Review: Park Words

Display *Poster 7*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to the different park objects on the poster. Ask the class to say what object it is.

S1: (Points to the flowers.)

Ss: *They're flowers.*

2. Review: Prepositions

Have students put the *mini-flashcards* on their desk. Give instructions to students to put different *animals mini-flashcards* in different locations.

T: *Put the bird on the bench.*

3. Student's Book: Listen and play.

Materials: paper, marker, scissors, tokens

Preparation: Write the numbers 1 to 3 on separate pieces of paper and fold them up (1 set per pair.) Fold each paper.

Hand out the *Student's Book* open to page 58. Encourage students to identify the park elements. Then divide the class into pairs. Give each pair of students the folded papers and the tokens. Ask students to put their tokens on the red gumdrop. Have them take a paper and look at the number in it. Ask them to move the corresponding number of spaces on the board and name the park element. The first student to arrive at the park wins the game. If the activity is done correctly, they stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy the *Unit 7 Assessment*. Distribute copies and crayons. Have students identify the park objects and color them.

T: *Point to the bench. Color it brown.*

Continue in the same manner with *flowers—red, tree—green, slide—blue, squirrel—yellow, grass—green, rabbit—black* and *climbing frame—purple*. Finally, have students solve the maze.

5. Picture Dictionary

Have children glue each *mini-flashcard* onto the matching picture in the *Picture Dictionary*. Help students glue the *Picture Dictionary* onto a colored sheet of paper and include it in their *Scrapbooks*.

Week 1
Week 2
Week 3

Areas of Learning	Vocabulary	Language Structures
<ul style="list-style-type: none"> Personal, Social and Emotional Development Artistic Development 	<i>chicken, fish, hungry, juice, meat, milk, pizza, rice, salad, spaghetti, thirsty, vegetables, water</i>	<p>Active: <i>It's spaghetti. Yes./No. I want spaghetti, please. It's food. He wants meat. She wants milk.</i></p> <p>Passive: <i>What is it? (Susan), are you hungry? What do you want to eat? Is the fish food or drink? What does he want to eat? What does she want to drink?</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Personal, Social and Emotional Development Artistic Development 	<i>breakfast, dinner, fruits, lunch, vegetables, yogurt; food</i>	<p>Active: <i>It's a sandwich. Cereal, toast, pancakes. For breakfast. I want eggs and toast. Juice and a sandwich.</i></p> <p>Passive: <i>What is it? We eat breakfast in the morning. What's for breakfast? Do you eat pancakes for breakfast, lunch or dinner? (Monica), what do want for breakfast?</i></p>
<ul style="list-style-type: none"> Communication, Language and Literacy Problem Solving, Reasoning and Numeracy 	<i>nails, snails, bugs, slugs, sugar, chocolate, eggs, milk, like, don't like, monster, birthday cake; numbers 1 to 20</i>	<p>Active: <i>Nails. I like carrots. I don't like carrots. Yes./No.</i></p> <p>Passive: <i>I don't like sugar. I like snails. Does the monster like sugar? (Alex), do you like the story?</i></p>

Math Concept: Numbers 1 to 20

Value: I Eat Healthy Snacks

Poster

1. Working with the Poster

Display *Poster 8*. Have students look at it and ask them to identify the food.

T: *What food can you see?*

Explain that Lucy and Roby are hungry. Have students repeat.

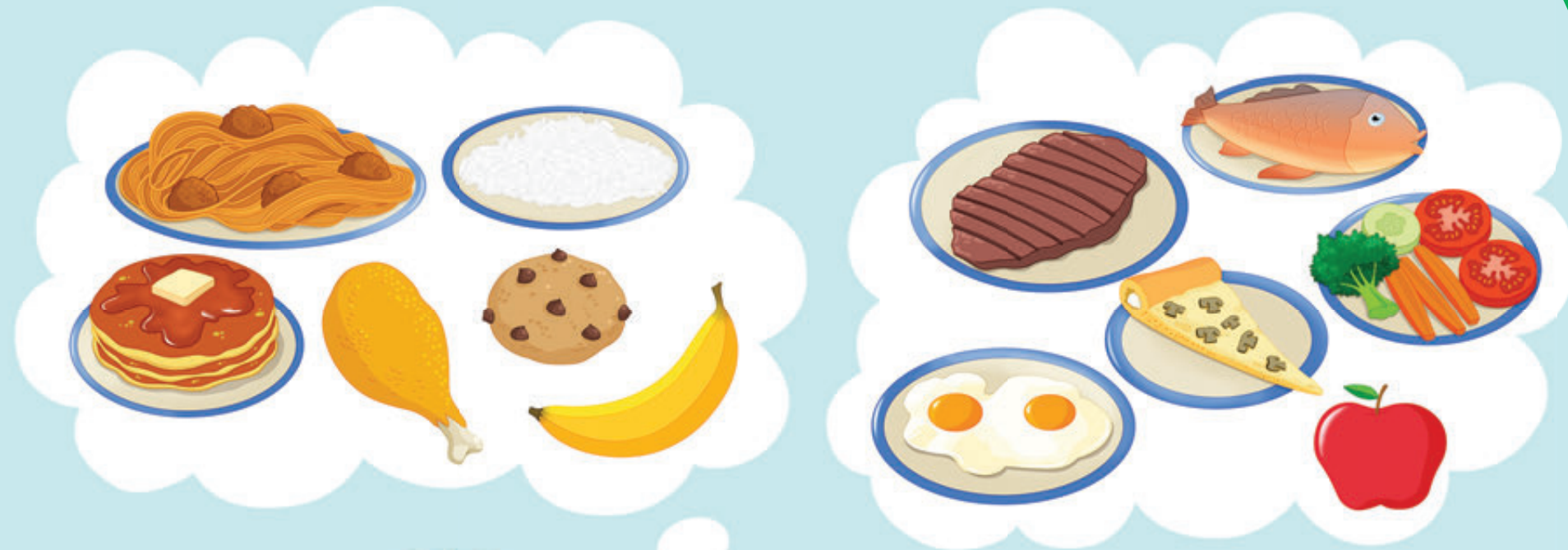
T/Ss: *Lucy and Robby are hungry.*

Finally, lead a discussion about students' favorite food and drink.

2. Working with the Unit Opener

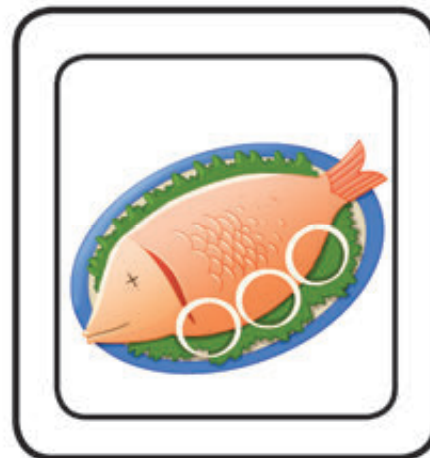
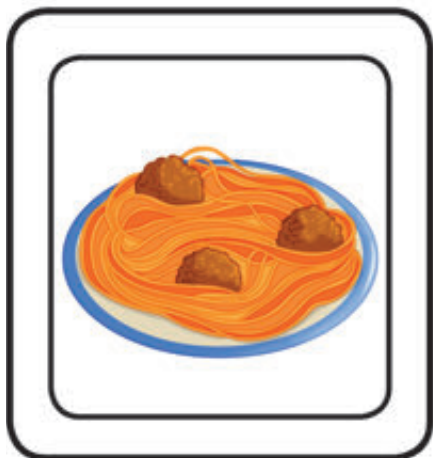
Display *Poster 8*. Distribute the *finger puppets* for Unit 8. Have students point to the chicken in their *Student's Books*. Play Track 42, *Point To The Chicken*. Teach students the chant and encourage them to point to the chicken. Complete the chant mentioning the rest of the food and have students point to the rest of the pictures in their books with their *finger puppets*.





Mealttime!

Look
and
color.



Learning Goals:

Students can express what they want.

Vocabulary:

chicken, fish, hungry, juice, meat, milk, pizza, rice, salad, spaghetti, thirsty, vegetables, water

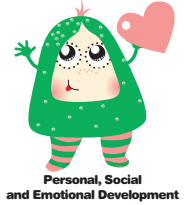
Language Structures:

Active: *It's spaghetti. Yes./No. I want spaghetti, please. It's food.*

Passive: *What is it? (Susan), are you hungry? What do you want to eat? Is the fish food or drink?*

Materials:

CD with soft music, crayons



Before the Class

1. Song: *It's Time To Start The Class*

Play Track 27. Encourage students to sing the song.

2. Presentation: *Food*

Display the *food* and *drinks* cutouts on the board. Point to and name each one. Have students repeat chorally and individually.

T: *This is spaghetti. What is it?*

Ss: *It's spaghetti.*

During the Class

1. Presentation: *What Does He Want To Eat?*

Display the *spaghetti, fish, meat, pizza* and *chicken* cutouts on the board. Point to the *chicken* cutout and rub your tummy.

T: *I'm hungry! I want chicken!*

Ask students if they are hungry and what they would like to eat. Help them answer.

T: *(Susan), are you hungry?*

S: *Yes.*

T: *What do you want to eat?*

T/S: *I want spaghetti, please.*

Give the students the *cutout* their names. Repeat the procedure until all students have participated. Continue in the same manner with *Are you thirsty? What do you want to drink?*

2. Song: *Everyone Is Hungry*

Play Track 43, *Everyone Is Hungry*. Encourage students to sing along and act out the song. Point to each *cutout* when it is mentioned.

3. Song: *Everyone Is Thirsty*

Play Track 44, *Everyone Is Thirsty*. Encourage students to sing along and act out the song. Point to each *cutout* when it is mentioned.

4. Student's Book: *Look and color.*

Hand out the *Student's Book* open to page 60. Have students point to Robby and ask them if he is hungry or thirsty. Distribute crayons. Then tell students to identify the food. Have them color the corresponding frames orange.

T: *Point to the fish. Is the fish food or drink?*

Ss: *It's food.*

Next, ask students if Lucy is hungry or thirsty. Ask them to identify the drinks and color the corresponding frames blue.

After the Class

1. Musical Fruit

Have students sit in a circle and distribute the *food* and *drinks* cutouts at random. Play soft music. Have students pass the *cutouts* around the circle. Pause the music. Name a food or drink and have the student with that *cutout* hold it up and name it.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T61a.



Learning Goals:

Students can express what they want.

Vocabulary:

chicken, fish, hungry, juice, meat, milk, pizza, rice, salad, spaghetti, thirsty, vegetables, water

Language Structures:

Active: *He wants meat. She wants milk.*

Passive: *What does he want to eat? What does she want to drink?*

Materials:

crayons

Before the Class

1. Song: *Everyone Is Hungry*

Play Track 43. Ask five students to come up to the front. Give each student a *food cutout*. Encourage the class to sing and act out the song. Have the student holding the corresponding *cutout* step forward when it is mentioned in the song.

2. Song: *Everyone Is Thirsty*

Play Track 44. Ask three students to come up. Give each student a *drinks cutout*. Encourage the class to sing and act out the song. Have the student holding the corresponding *cutout* step forward when it is mentioned in the song.

During the Class

1. Presentation: *What Does He Want To Eat?*

Attach the *food cutouts* to one side of the board and the *drinks cutouts* to the other. Have students identify the food and drinks. Have the *Robby stick puppet* “stand” in front of the *meat cutout*.

T: *Look, Robby is hungry. What does he want to eat? He wants meat.*

T/Ss: *He wants meat.*

Repeat the procedure alternating the *food cutouts*. Do the same with the *Lucy stick puppet* and the *drinks cutouts*.

T: *Look, Lucy is thirsty. What does she want to drink? She wants milk.*

Ss: *She wants milk.*

2. Student's Book: *Listen and stick.*

Hand out the *Student's Book* open to page 61. Have students identify Lucy. Distribute the *stickers* in the red section. Explain that you are going to say what Lucy wants to eat and drink and that they are going to identify the corresponding *stickers*, peel them off and stick them in the correct places in their books.

T: *Lucy wants fish, rice and juice.*

Repeat with Robby and *chicken, salad* and *milk*; Gummy Drop and *spaghetti, vegetables* and *water*. Then, distribute crayons and have students trace over the dotted lines.

Finally, ask them what each character wants to eat and drink.

T: *What does Lucy want to eat?*

After the Class

1. Game: *Who Is It?*

Display *Poster 8*. Have students look at it. Make up sentences about what the characters want to eat. Ask students to raise their hand to say who the sentence is about—Lucy or Robby.

T: *This person wants to eat spaghetti. Who is it?*

S: *Robby.*

Repeat until all students have participated.

Extra Activities

1. Fast Finishers

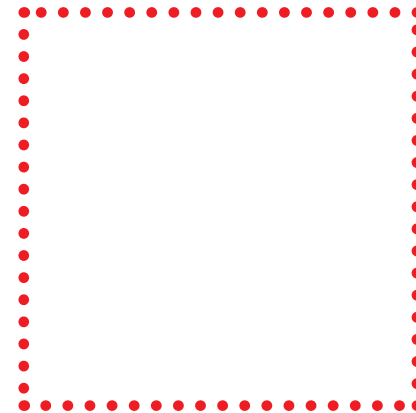
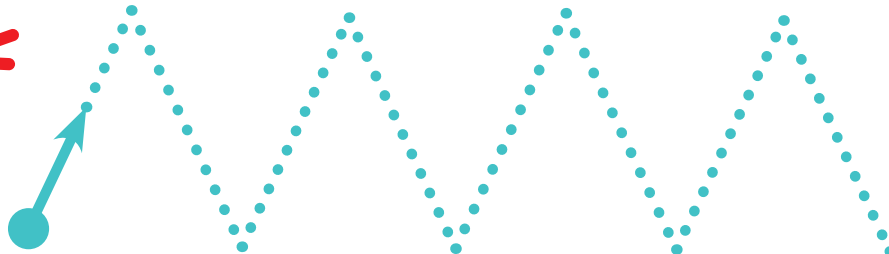
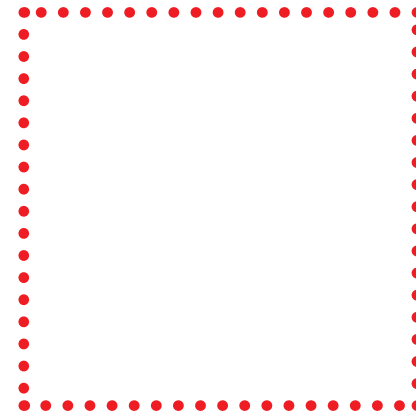
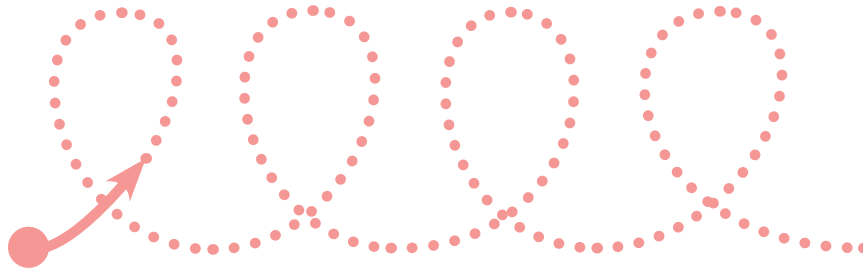
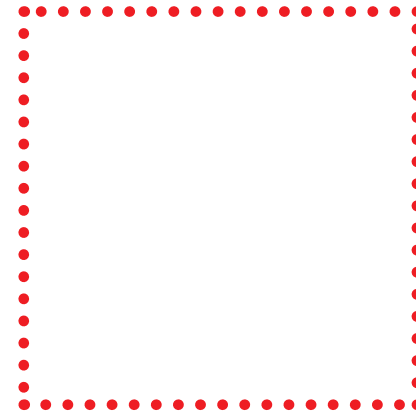
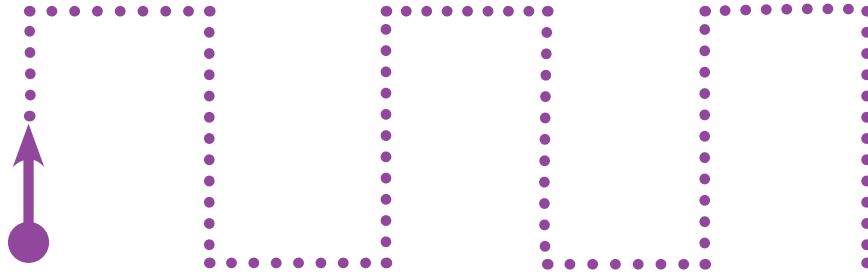
See *Fast Finishers: Week 2*, part 2, on page T61a.

2. Activity Pad: *Decorate and glue.*

See instructions for the *Activity Pad*, on page T61a.

Play Game 15 on the *Interactive CD-ROM*. 

Listen
and
stick.





Activity Pad



Artistic Development

Decorate and glue.

Materials: crayons, aluminum foil, glue, scissors, pictures of different food, colored sheets of paper, magazines

Preparation: Have students look for pictures of food in magazines and cut them out.

Instructions: Have students color in the plate with crayons and glue small pieces of aluminum foil onto the fork, spoon and knife. Then, help them cut out the pictures. Tell students to choose two or three different food pictures and glue them onto the plate. Finally, show them how to glue the plate, fork, spoon and knife onto a colored sheet of paper.

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 1: Color and count.

Part 1: Have students color in the fruit.

Part 2: Ask students to count the fruit and answer the questions under the graph. Tell students to write the number in the corresponding box.

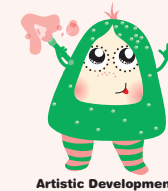
Optional: Ask students questions about the number of fruits.

T: *How many bananas are there?*

Ss: *Five.*



Early Learning Activities



Artistic Development

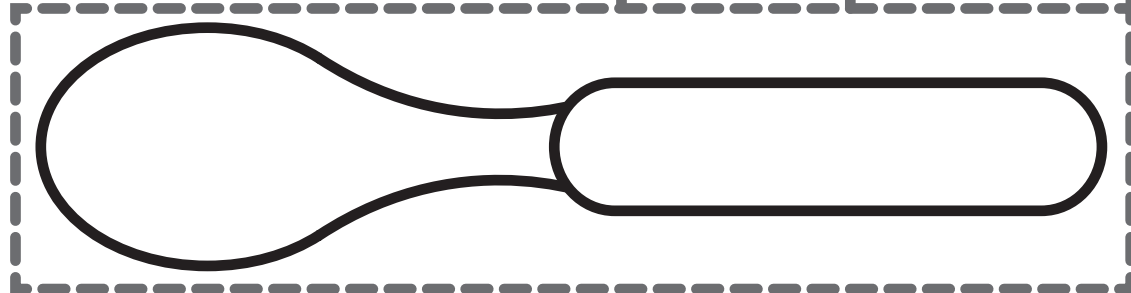
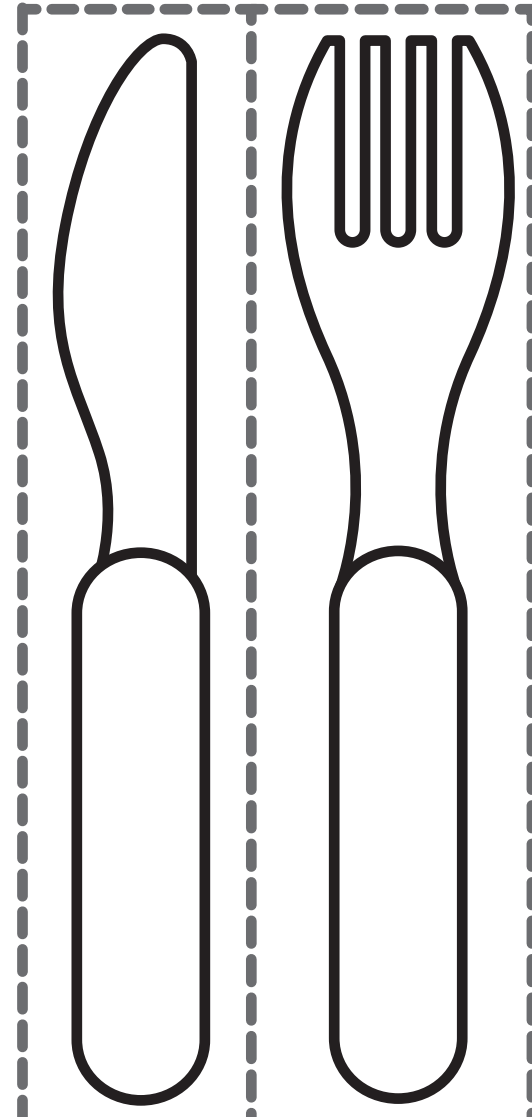
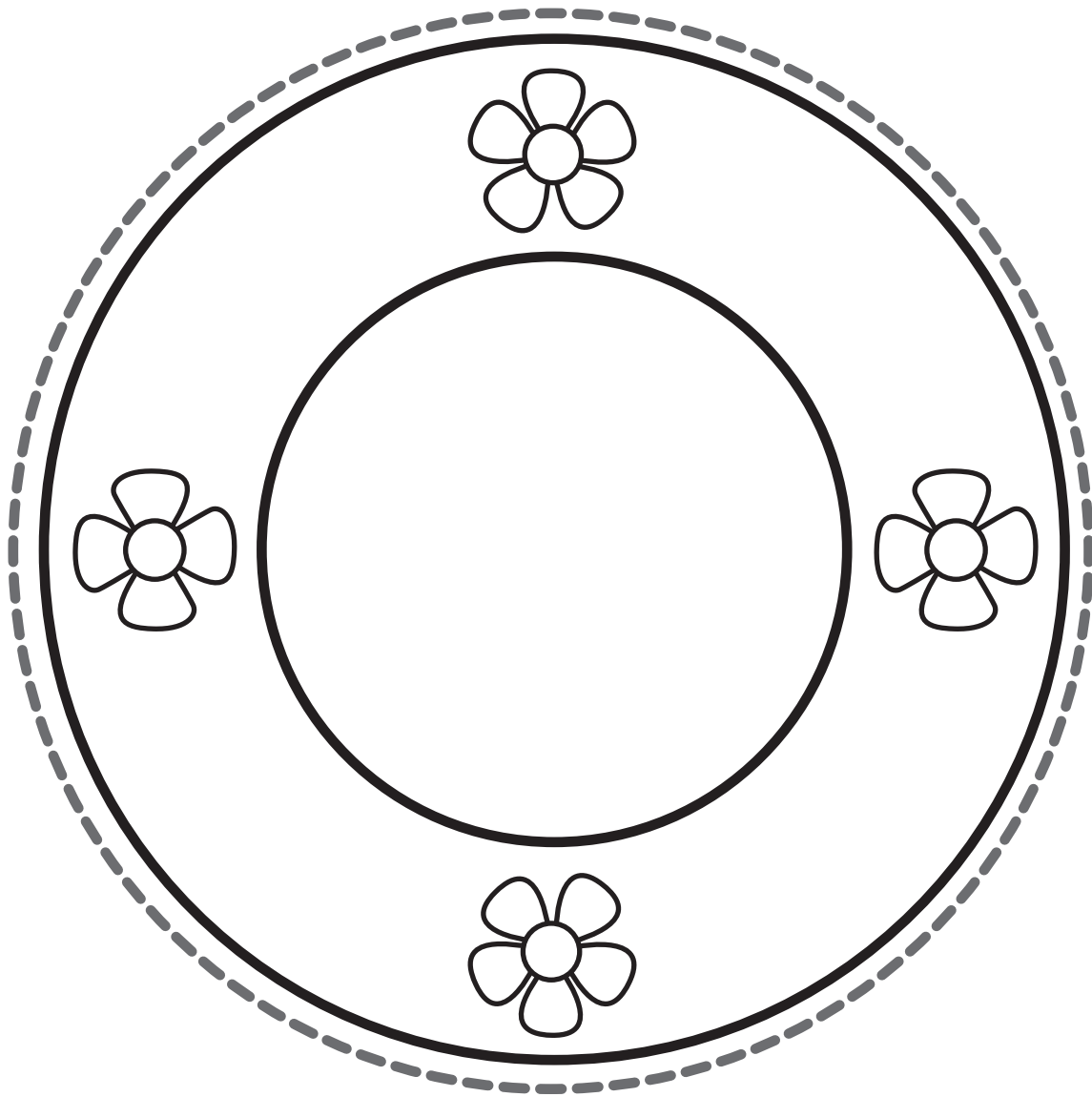
My Favorite Food Quilt

Materials: white paper (1 sheet per student), black markers, scissors, glue, yellow, red, blue and green construction paper

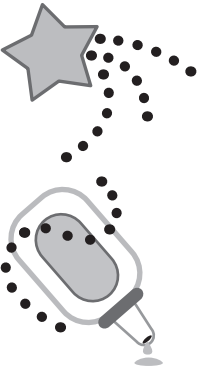
Preparation: Cut yellow construction paper into 30-cm squares (1 per student). Cut the other colors into 5-cm squares (7 of each color per student). Make two sample squares for yourself.

Directions: Show students your sample quilt squares. Explain what a quilt is. Distribute materials. Have students draw a picture of their favorite food and color it in. Help them outline their drawings in black marker and cut them out. Have students glue their pictures onto the middle of the larger square. Help them glue the small squares around the edge. Finally, ask them to come to the front and describe their pictures. Display the squares next to each other on the wall to make a quilt.

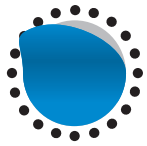
Optional: Follow the same procedure to make a favorite drink quilt.



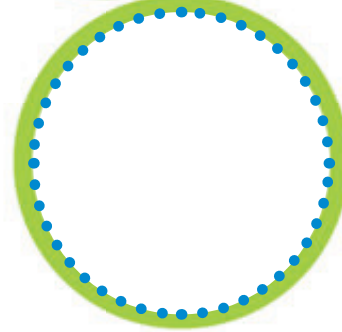
Decorate
and
glue.



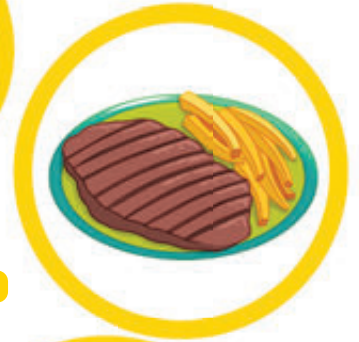
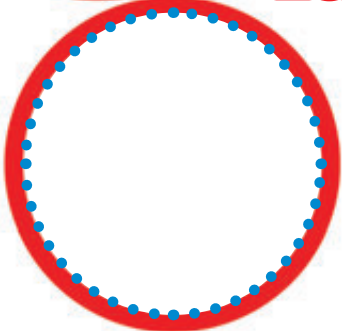
Look
and
stick.



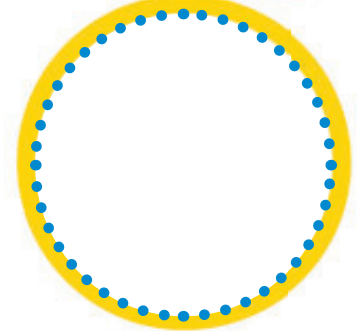
Breakfast



Lunch



Dinner



Learning Goals:

Students can use new words they have heard appropriately in familiar contexts.

Vocabulary:

breakfast, dinner, fruits, lunch, vegetables, yogurt; food

Language Structures:

Active: *It's a sandwich. Cereal, toast, pancakes*

Passive: *What is it? We eat breakfast in the morning. What's for breakfast?*

Material:

none



Before the Class

1. Game: Around The World

Have students stand in a row side by side. Have the first student in the row stand behind the second student. Show both students a *food* or *drink cutout*. If the first student correctly identifies the food or drink before the second, have the first student stand behind the next student in line. If the second student identifies the food first, have him or her stand behind the next student in line, and have the first student stand in the second student's place. Repeat the procedure moving along the row.

2. Food

Display *sandwich, fruits, vegetables, cereal, pancakes, toast, eggs, apple* and *carrots cutouts* on the board. Point to and name each *cutout*. Have students repeat.

T: *This is a sandwich. What is it?*

Ss: *It's a sandwich*

During the Class

1. Vocabulary: Morning, Afternoon and Evening

Draw three suns on the board: on the left, draw the sun low in the sky; in the middle, draw the sun high in the sky; and on the right, draw the sun setting. Describe the first picture and have students repeat.

T: *The sun is coming up. It's morning. I eat my breakfast in the morning. Repeat.*

T/Ss: *I eat my breakfast in the morning.*
Continue with *The sun is high in the sky/ afternoon/lunch* and *The sun is going down/ evening/dinner*.

2. Vocabulary: Meals

Write *breakfast, lunch, and dinner* on the board. Draw a large plate below each word. Next, point to and read the word *breakfast*. Use the *Robby stick puppet* and the *food cutouts* to describe his meals.

ROBBY PUPPET: *We eat breakfast in the morning. What's for breakfast?* (Puppet puts the *cereal cutout* on the plate.)

Ss: *Cereal.*

Repeat with *sandwiches* for *lunch* and *meat* for *dinner*. Continue with the *Lucy stick puppet* and *pancakes* for *breakfast*, *pizza* for *lunch* and *chicken* for *dinner*.

3. Student's Book: Look and stick.

Hand out the *Student's Book* open to page 62. Have students identify the morning, afternoon and evening. Explain when we eat breakfast.

T: *We eat breakfast in the morning.*

Distribute the *stickers* in the blue section. Have students look at the pictures in their books and say what we eat for breakfast.

T: *What's for breakfast?*

Ss: *Cereal, toast, pancakes.*

Ask students to find the corresponding *sticker* for breakfast.

T: *What else is there for breakfast? Look at your stickers.*

Ss: *Yogurt.*

Finally, have students put the *sticker* in the correct place. Repeat the procedure for *lunch* and *dinner*.

After the Class

1. Chant: I Eat Pancakes

Display the *food cutouts* on the board. Play Track 45, *I Eat Pancakes*. Have the *Robby stick puppet* point to the corresponding *cutouts*. Encourage students to chant along.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T63a.



Learning Goals:

Students can say words they hear and incorporate them into their own language.
Students can use new words they have heard appropriately in familiar contexts.

Vocabulary:

*breakfast, dinner
lunch; food*

Language Structures:

Active: *For breakfast. I want eggs and toast.
Juice and a sandwich.*

Passive: *Do you eat pancakes for breakfast, lunch
or dinner? (Monica), what do want for breakfast?*

Materials:

beanbag, colored
pencils

Before Class

1. Chant: *I Eat Pancakes*

Display the *food cutouts* on the board. Play Track 45. Have the *Robby stick puppet* point to the corresponding *cutouts*. Encourage students to chant along.

2. Game: *Toss A Beanbag*

Have students sit in a circle. Place the *food cutouts* in the middle of the circle. Explain to students that they are going to take turns throwing the beanbag at the *cutouts*, identifying the food that the beanbag lands on and naming the meal during which they eat that food.

Ss: *Pancakes.*

T: *Do you eat pancakes for breakfast, lunch or dinner?*

S: *For breakfast.*

During the Class

1. Student's Book: *Draw and circle.*

Hand out the *Student's Book* open to page 63. Have students point to the food items in each row as you describe them. Then ask students to draw their face in each blank. Distribute colored pencils. Explain to students that they are going to circle what they want for each meal. Walk around the class monitoring the activity. Then, name individual students and have them describe what they want to eat.

T: *(Monica), what do you want for breakfast?*

Ss: *I want eggs and toast.*

Continue asking other students about what they want to eat for each meal.

After the Class

1. Game: *What's For Lunch?*

Have students sit in a circle. Ask them to show and tell one of the things they have to eat in their lunch boxes. Help students with any new vocabulary.

T: *(Sarah), what's for lunch today?*

S: *Juice and a sandwich.*

Repeat until all students have participated.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 2, on page T63a.

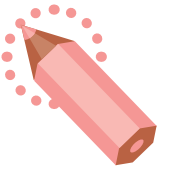
2. Activity Pad: *Color and cut.*

See instructions for the *Activity Pad*, on page T63a.

Breakfast



Draw
and
circle.

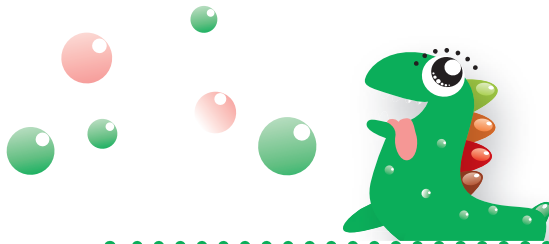


Lunch

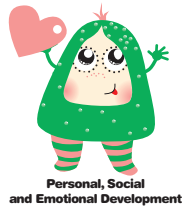


Dinner





Activity Pad



Color and cut.

Materials: crayons, scissors

Instructions: Have students color in the pictures. Have them draw themselves on the blank face. Then ask them to cut out the pictures.

Say *breakfast, lunch or dinner*. Encourage students to glue the pictures of food and drinks they want onto the corresponding spaces.

Scrapbook: Save students' work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 2: Trace and draw.

Part 1: Have students identify the meals and color in the pictures.

Part 2: Have students trace over the dotted lines. Finally, ask students to draw and color what they like to eat for each meal.

Optional: Ask students what they eat for each meal.

T: *What do you eat for breakfast?*

S: *Eggs and cereal.*



Early Learning Activities



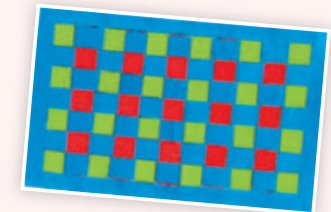
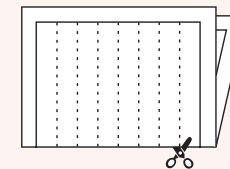
My Place Mat

Materials: construction paper, ruler, scissors, glue

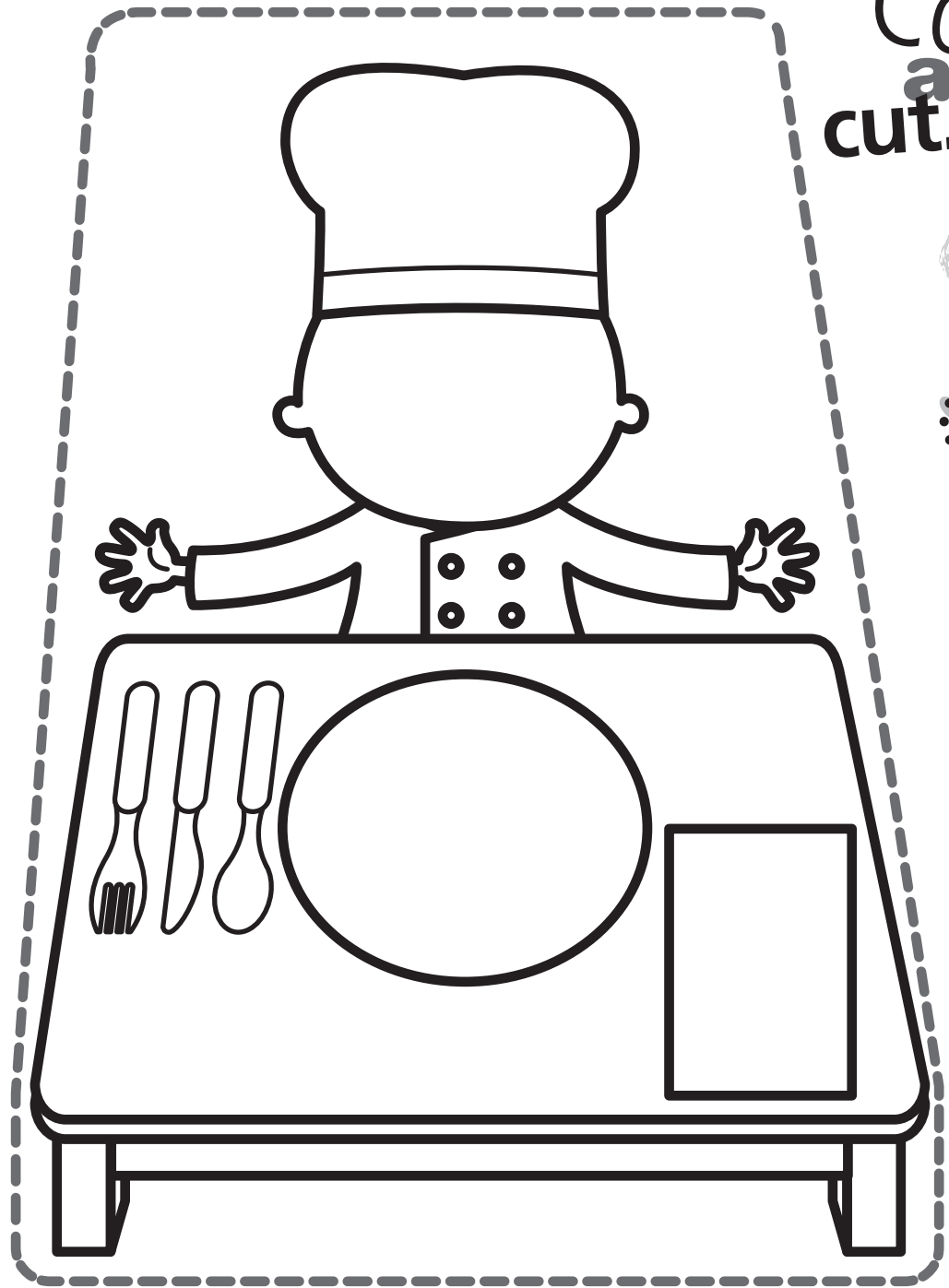
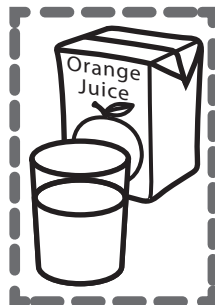
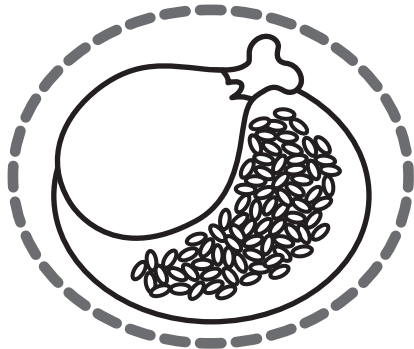
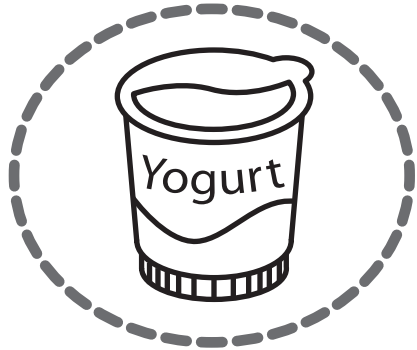
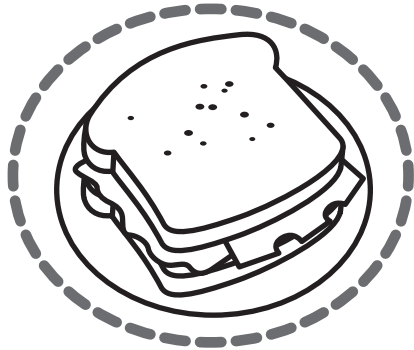
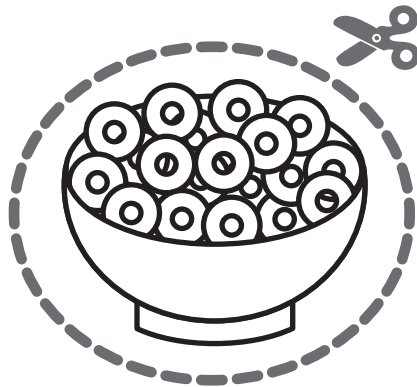
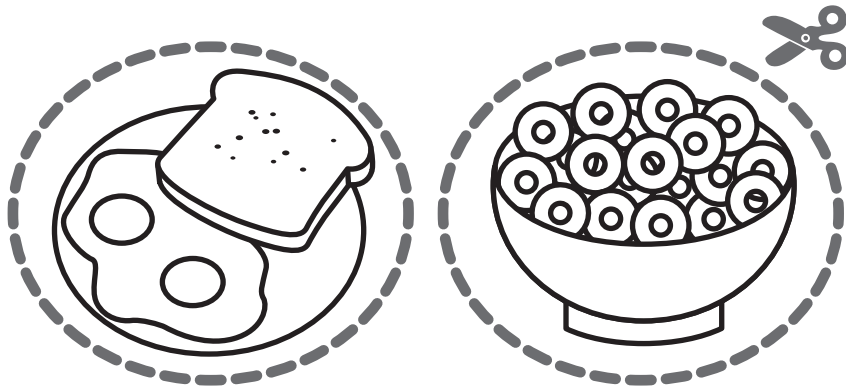
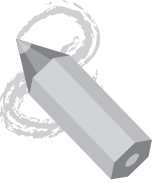
Preparation: Fold a large piece of construction paper

in half (1 per student). Draw borders 2 cm from the edge along three edges of one of the halves. Do not draw a border along the edge with the fold. Along that side, divide the space between the borders into seven 3-cm spaces. Draw lines from the marks on the fold to the opposite border. Cut along the lines. Next, cut 3-cm x 30-cm strips in colored construction paper. (See pictures below.)

Directions: Distribute place mats and paper strips. Have students weave strips of paper in and out through the spaces. Glue the strips in place.



Color
and
cut.



Look
and
stick.



I don't like...



I like...



Learning Goals:

- Students can listen attentively for five minutes.
- Students can communicate likes and dislikes.

Vocabulary:

nails, snails, bugs, slugs, sugar, chocolate, eggs, milk, like, don't like

Language Structures:

Active: *I like carrots. Nails. Yes./No.*

Passive: *I don't like sugar. I like snails. What are they? Does the monster like sugar?*

Materials:

markers, *I like/don't like template* (from the *Teacher's Resource CD*)

Preparation:

Print out the template (1 copy per student)

Before the Class

1. Chant: *I Eat Pancakes*

Play Track 45. Teach students the words to the song and encourage them to sing along.

During the Class

1. Presentation: *I like... I don't like...*

Place the *food cutouts* on the chalk ledge. Show one *cutout* at a time and have students identify the food. Take the *carrot cutout* and rub your tummy. Tell students you like carrots. Encourage students to repeat as they mime the action

T: *Mmm... I like carrots.*

Ss: *I like carrots.*

Repeat with other *food cutouts*. Then, hold up the *fish cutout* and make a face that expresses dislike.

T: *I don't like fish! Yuck!*

Encourage students to repeat the sentence as they act out that they dislike the food. Repeat with other *food cutouts*.

2. Listen to the story.

Display the *Big Book* page 46. Point to the title and read it out loud. Play Track 46, *Little Monster's Birthday Cake*. Point to the corresponding pictures on the *Big Book* pages 46 to 51, while students listen to the story.

3. Presentation: *Vocabulary*

Display the *Big Book* pages 46 to 51. Introduce the new vocabulary.

T: *These are nails. What are they?*

Ss: *Nails.*

4. Ask questions about the story.

Ask questions like the following about the pictures on each page: *Does the monster like sugar? Does he like snails? Does he like chocolate? Does he like nails? Does he like eggs?*

5. Student's Book: *Look and stick.*

Hand out the *Student's Book* open to page 64. Distribute the *stickers* in the green section. Have students identify the sugar, bugs, snails and eggs. Help them peel off the *stickers* and stick them in the corresponding places. Finally, have students complete the sentences.

T: *I don't like...*

Ss: *eggs.*

After the Class

1. *I Like/Don't Like, Part 1*

Copy the text from the *template* on the board. (See Preparation.) Read the text out loud. Encourage students to repeat. Invite one of them to finish the sentence.

T: *I like...*

S: *chicken.*

Write the student's answer in the blank. Reread the complete text. Repeat the procedure with *I don't like...* Distribute the *templates* and markers. Have students draw themselves and the corresponding food. Save students' work for the next lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T65a.



Learning Goals:

- Students can listen attentively for five minutes.
- Students can count up to 20.

Vocabulary:

- monster, birthday cake, nails, snails, bugs, slugs; numbers 1 to 20

Language Structures:

- Active:** *I like carrots. I don't like carrots.*
- Passive:** *(Alex), do you like the story?*

Materials:

- paper, markers, *I like/don't like templates* (See page T64), *Numbers 1 to 20 templates* (from the *Teacher's Resource CD*)

Preparation:

- Print out and laminate the *Numbers templates*.

Before the Class

1. Review: Numbers 1 to 20

Attach the *Numbers 1 to 20 templates* to the classroom walls. (See Preparation.) First, point to each number and have students name it.

Ss: *One, two, three... twenty.*

Then, give students instructions for walking, hopping, jumping or running to different numbers.

T: *(Simon), jump to number two.*

During the Class

1. Review: *I like... I don't like...*

Place the *food cutouts* on the chalk ledge. Show one *cutout* at a time and have students raise their hand and say if they like or don't like the food.

S1: *I like carrots.*

S2: *I don't like carrots.*

2. What is the story about?

Display the *Big Book* pages 46 to 51. Invite students to say what the story is about.

3. Listen to the story.

Play Track 46. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.

4. Point to...

Hand out the *Student's Book* open to page 102. Distribute the *finger puppets*. Have a volunteer come to the front. Give him or her instructions for pointing to different items in the *Big Book* with the *Teacher stick puppet* while the rest of the class points to them with their *finger puppets* in their books.

5. Student's Book: *Connect and color.*

Hand out the *Student's Book* open to page 65. First, have students point to each number with their index fingers. Then, distribute markers and have them draw a line from number 1 to number 2.

T: *Draw a line from one to two.*

Repeat with the remaining numbers up to 20. Finally, have students color in the picture.

6. Did you like the story?

Distribute paper and markers. Have students draw a picture of the story. Ask them if they like the story or not.

T: *(Alex), do you like the story?*

Display the pictures on the bulletin board.

After the Class

1. *I Like/Don't Like, Part 2*

Distribute markers and *templates*. (See Materials.) Have students color in their pictures. Walk around the class and ask each student to name the food they drew. Write the students' response in the blank spaces. Afterwards, have volunteers come to the board with their pictures, one at a time. Ask them what they like and don't like. Help the students "read" the text. Repeat the procedure with other students.

SCRAPBOOK: Save students' work to put in their Scrapbooks.

Extra Activities

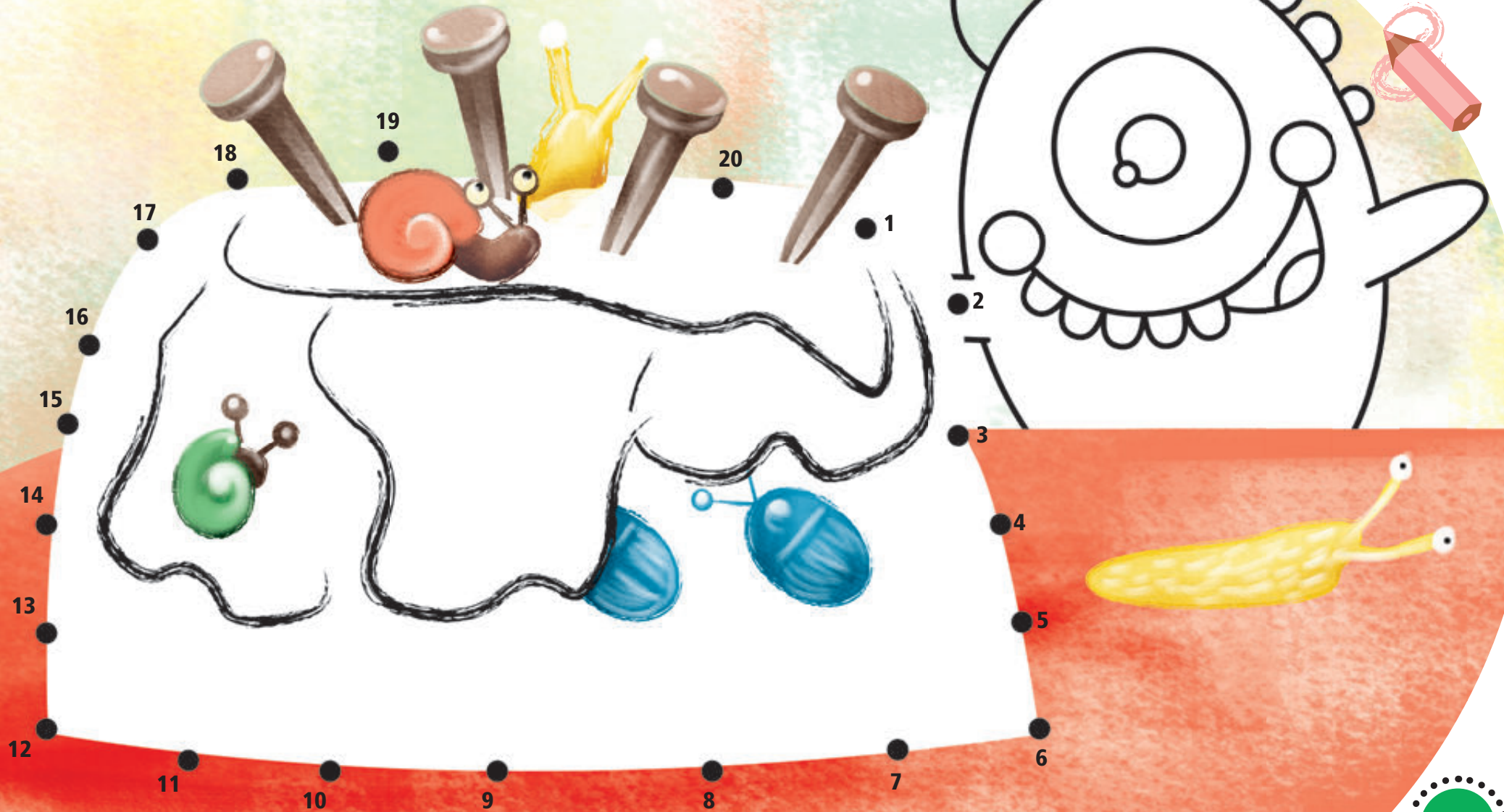
1. Fast Finishers

See *Fast Finishers: Week 3*, part 2, on page T65a.

2. Activity Pad: *Color and cut.*

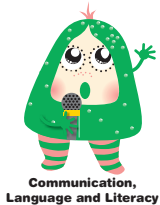
See instructions for the *Activity Pad*, on page T65a.

Connect and color.





Activity Pad



Communication,
Language and Literacy

Color and cut.

Materials: crayons, scissors, glue sticks, paper fasteners

Instructions: Distribute materials. Have students color and cut out the pictures. Then, help them cut the two slits in the monster's tummy. Assist students in sliding the food strips through the slits. Cut out the cross in the monster's face and the mouth. Attach the mouth to the monster's face with a paper fastener and make sure the mouth moves. Show students how to select a food picture, put it in the monster's belly and turn the mouth to happy if the monster likes the food and to sad if he doesn't.



Extra Activities

Fast Finishers: Week 3: Color and cut.

Part 1: Ask students to color in the pictures.

Part 2: Help students cut out the wheel and the arrow. Help them attach the arrow to the wheel with a paper fastener. Explain how to play with the food wheel. Divide the class into pairs. Have students take turns spinning the wheel. Ask them to say whether they like or don't like the food the arrow is pointing to.

S: *I like chocolate.*



Early Learning Activities



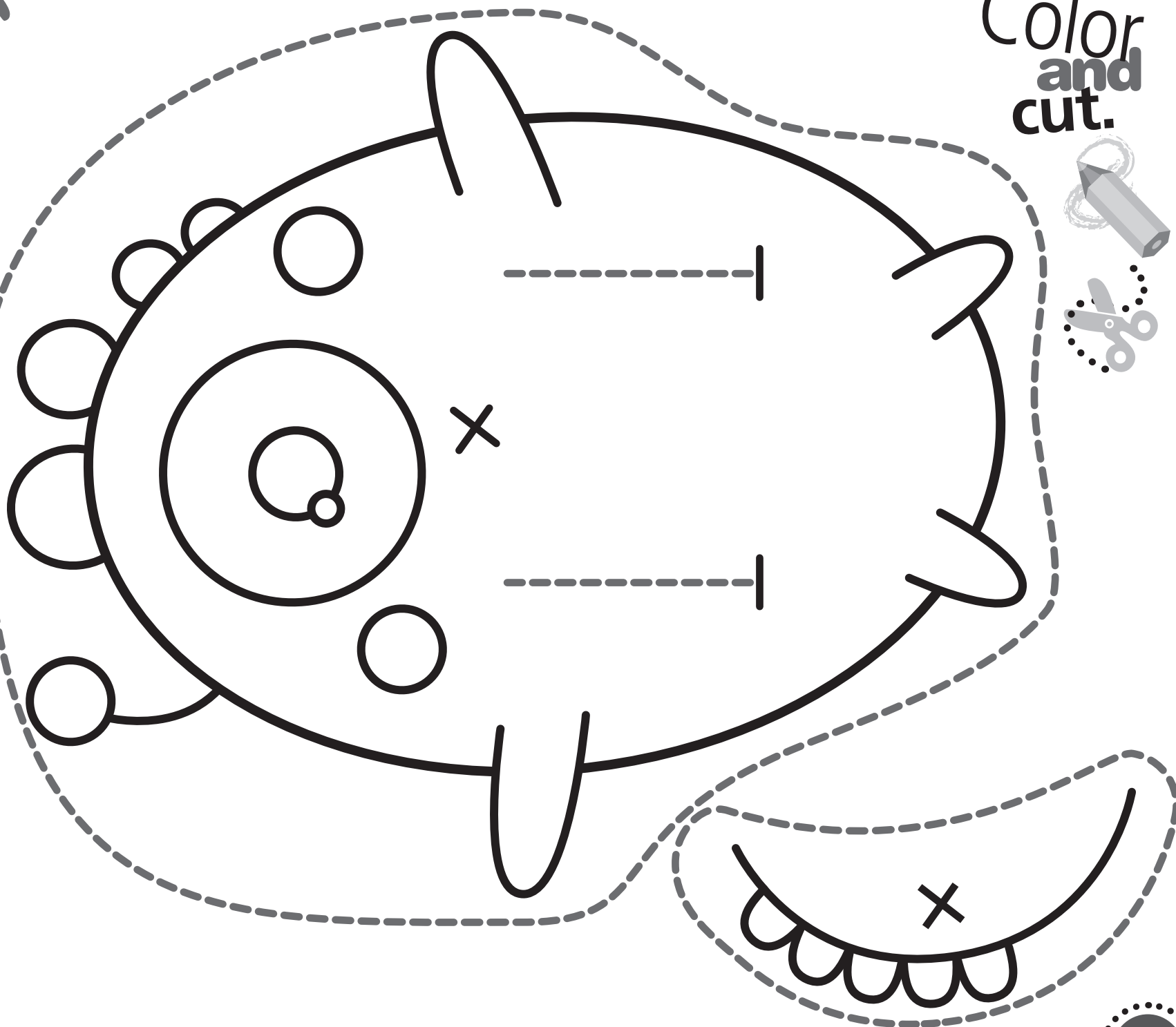
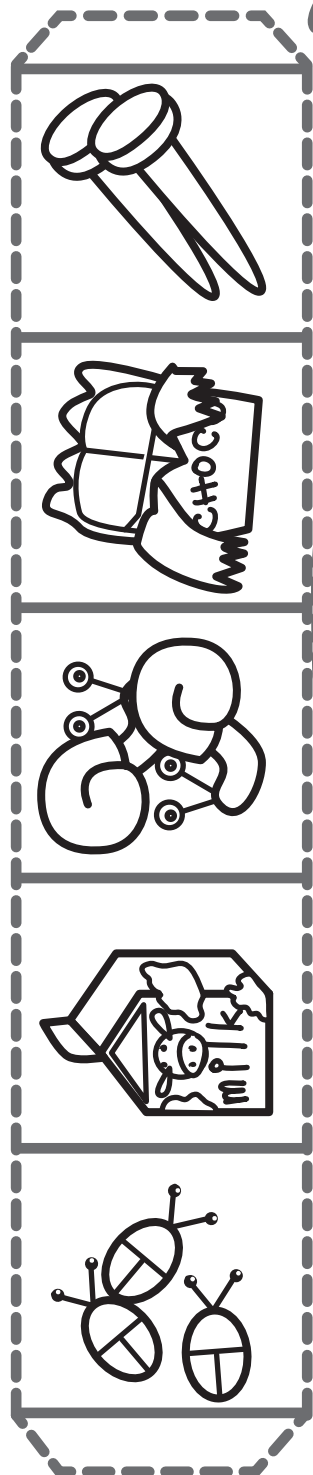
Problem Solving,
Reasoning and Numeracy

Count to 20.

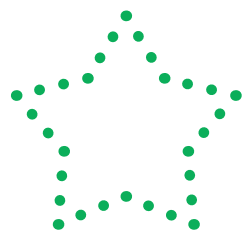
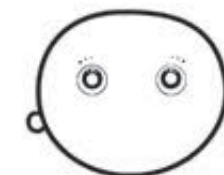
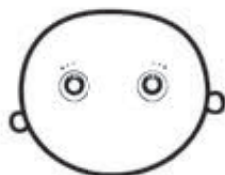
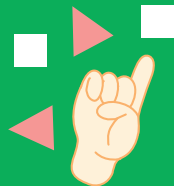
Materials: 2 to 3 boxes of O-shaped cereal or square-shaped cereal, plastic resealable bags and paper plates (1 per student), *Numbers 10 to 20 templates* (See page T65)

Directions: Ask students to wash their hands. Divide the class into small groups. Give each group a large bowl of cereal. Distribute plastic resealable bags and a paper plates. Ask students to count out twenty pieces of cereal and put them in their plastic bags. Put the *templates* face down on a table. (See Materials.) Have different students come up, pick a number and identify it. Guide the rest of the class in counting out the corresponding number of pieces of cereal on their plates chorally. After each number, have students put the cereal back in their plastic bags. Afterwards, students can eat their cereal.

Color
and
cut.



Point
and
draw.



Review



Value

I Eat Healthy Snacks

Vocabulary: food; *I like...*, *I don't like...*

1. Talk About the Value

If possible, bring some soda cans, cookies, cakes, chips, various fruits, carrots and drinking water into the classroom. Explain to students that all the food and drinks are snacks. Tell students that it's good to eat snacks in between meals, but these should be healthy. Have students classify the snacks as either healthy or unhealthy. Make sure students understand that we can eat all kinds of foods, but that they should limit the amounts of unhealthy snacks they eat.

2. Student's Book: Look and cross out.

Hand out the *Student's Book* open to page 74. Have students look at the different foods and identify them. Explain to students that some food items are healthy and others are unhealthy.

T: *Soda. Is the soda a healthy or unhealthy snack?*

Ss: *Unhealthy.*

Distribute crayons. Have students cross out the unhealthy snacks and circle the healthy ones.

T: *Cross out the soda.*

If the activity is done correctly, they stick the *Reward sticker* in place.



General Review

1. Review: Food

Display *Poster 8*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to different foods. Ask the rest of the class what food it is.

S1: (Points to the chicken.)

Ss: *It's chicken.*

2. Meals

Write *breakfast*, *lunch* and *dinner* on sheets of white paper (1 per student).

Distribute the *mini-flashcards* for Unit 8 and have students classify the food and drinks for each meal on their papers. Ask questions about what they eat for each meal.

T: *Do you eat yogurt for breakfast?*

S: *Yes.*

3. Student's Book: Point and draw.

Hand out the *Student's Book* open to page 66. Have students point to the food and drinks. Then, distribute colored pencils and ask them to draw a happy face if they like the food or a sad face if they don't. If the activity is done correctly, they stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy the Unit 8 *Assessment*. Distribute copies and crayons to students. Give instructions to students to draw food in each plate and drinks next to it.

T: *Show me your red crayon. Draw an apple on the first plate. Show me your orange crayon. Draw a glass of juice next to the plate...*

5. Picture Dictionary

Have children glue each *mini-flashcard* onto the matching picture in the *Picture Dictionary*. Help students glue the *Picture Dictionary* onto a colored sheet of paper and include it in their *Scrapbooks*.

Holidays: Christmas

1. Student's Book: Connect and color.

Materials: crayons, markers

Instructions: Hand out the *Student's Book* open to page 75. Encourage students to point to the presents and to Santa Claus. Distribute crayons. Have students color the presents according to their outlines. Then, focus their attention on the Christmas tree. Count from one to twelve out loud and have students point to each number in their books. Distribute markers and tell students to join the dots. Finally, allow them to color in the tree freely.

2. Christmas Tree

Materials: paper plate (1/2 plate per student), green tempera paint, paint brushes, scissors, glue sticks, stapler, sequins, yellow craft foam, stickers, glitter

Instructions: Distribute materials. Tell students to paint the paper plate green. Help them form a cone with the paper plate and staple the ends together. Then, help them cut out a star shape out of yellow craft foam and glue it to the top of the cone. Have students decorate their Christmas tree with stickers, glitter and sequins.

3. Song: Five Little Candles

Play Track 47, *Five Little Candles*. (See *Class Audio*.) Lead students in singing along as they do the corresponding actions and count with their fingers. Repeat the song three times.

4. Activity Pad: Make a Christmas decoration.

Materials: gold foil paper paper, gold glitter, movable eyes, yarn, scissors, glue, hole punch

Instructions: Explain to students that they are going to make an ornament for their Christmas tree. Help them glue gold foil paper onto the star. Show them how to glue around the edge of the star and sprinkle on gold glitter on the glue. Then, have students glue on the movable eyes. Help them cut a length of yarn and glue it on the star's mouth. Finally, punch a hole through the star and thread yarn through the hole and tie a knot.



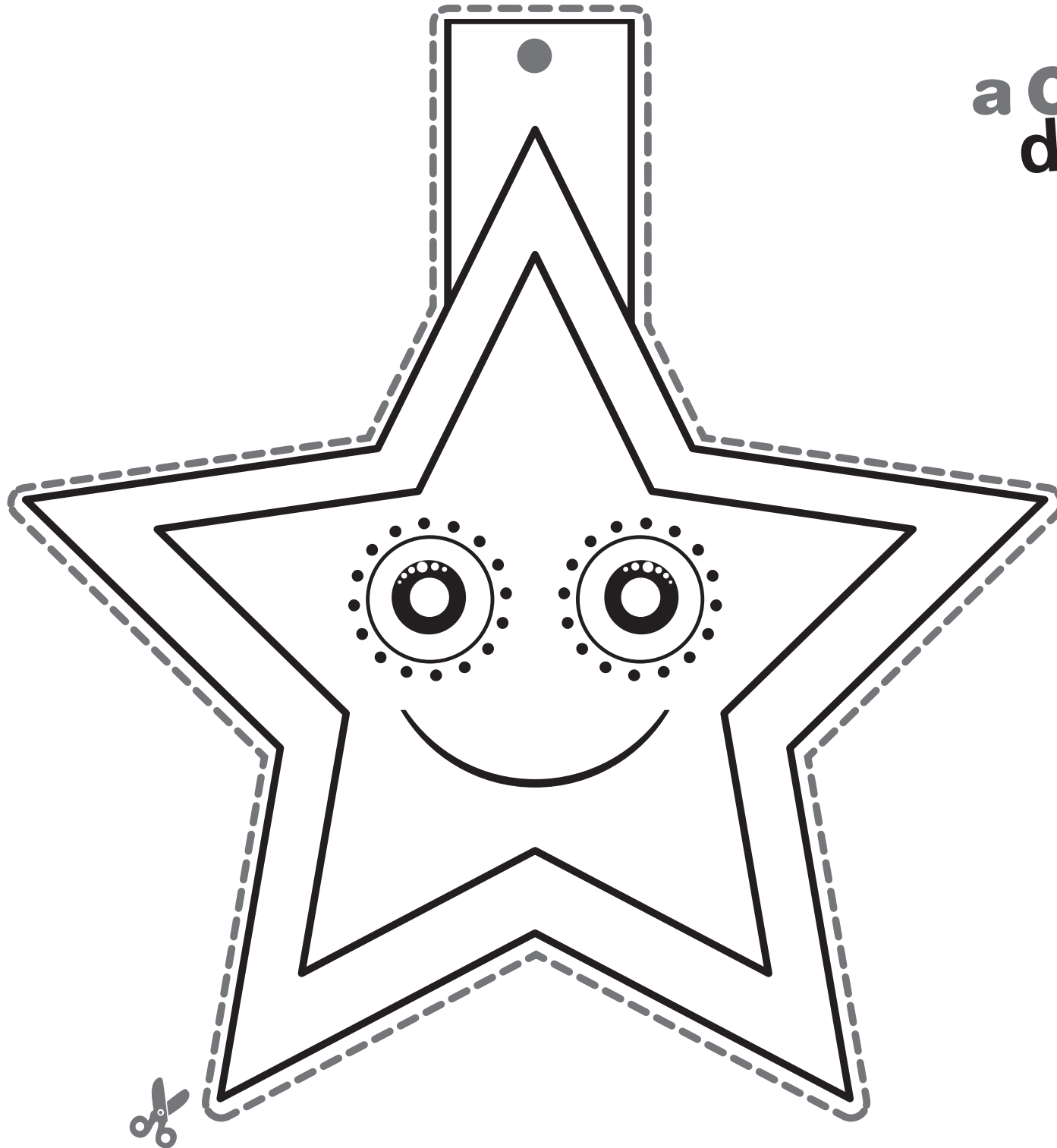
5. Activity Pad: Make a candy can.

Materials: red finger paint, cotton, glue, scissors, red paint or red construction paper, cans, candy

Instructions: Distribute materials. Ask students to paint the gumdrop with the finger paint. Show students how to glue cotton onto the hat and the gloves. Help them cut out the pictures. Glue red construction paper onto the can or have students paint the can with red paint. Next, help them glue the Santa gumdrop onto the can. Show them how to glue the legs and arms as if the gumdrop were sitting down. Finally, ask students to put candy inside the can.



Make
a Christmas
decoration.



Holidays: Valentine's Day

1. Student's Book: Color by number.

Materials: crayons

Instructions: Hand out the *Student's Book* open to page 76. Draw a heart on the board. Present the word *heart* and have students repeat.

T: *What's this? It's a heart. Repeat.*

Ss: *It's a heart.*

Distribute crayons. Have students identify the farm animals and make sure they realize that their heads are made up of hearts. Name a color and have students say the corresponding number.

T: *Red. What number is it?*

Ss: *Six.*

Then, have students color the pictures using the color code.

2. Chant: Valentines, Valentines

Play Track 48, *Valentines, Valentines*. (See *Class Audio*.) Lead students in saying the chant as they count. Repeat the chant three times.

3. Activity Pad: Make a headband.

Materials: crayons, scissors, glue, red construction paper, staplers

Preparation: Precut 40 x 7cm strips out of red construction paper for the headbands (1 per student).

Instructions: Distribute materials. Tell students to trace over the numbers in the hearts. Then, have them color in and cut out the hearts. Ask them to glue their hearts in order onto the headband. Finally, staple both ends of the headband together. Put the headband around each student's head.



4. Heart Butterfly

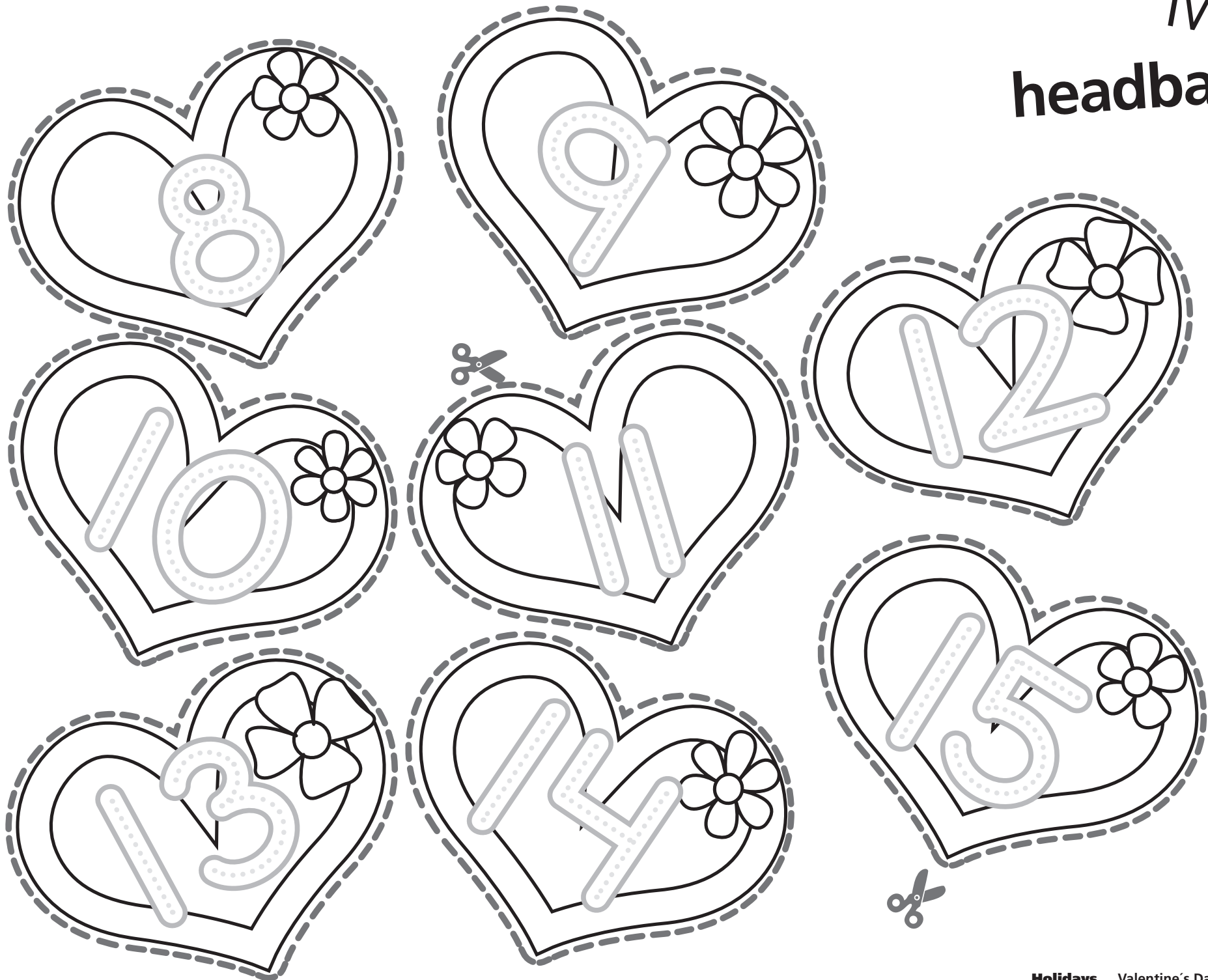
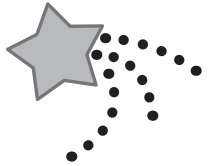
Materials: red, pink and white craft foam or construction paper, scissors, glue, tape, movable eyes, lollipops (1 per student), black marker, *Valentine's template* (from the *Teacher's Resource CD*)

Preparation: Print out the *template* and cut the hearts out. Trace the two small hearts onto pink foam, and the two big hearts and the two antennae onto red foam.

Instructions: Distribute materials. Have students cut out the shapes. Show them how to tape the lollipop onto the center of the wings. Tell students to glue the antennae onto the lollipop. Show students how to glue on the movable eyes and draw a smile with the marker on the lollipop. Finally, ask students to tape or glue the pink hearts onto the wings. Assign each student a classmate. Write the words "to..." and "from..." and the corresponding names on the pink hearts. Have student exchange lollipops.



Make
a
headband.



Holidays: Easter

1. Student's Book: Count and finger-paint.

Materials: finger paint

Instructions: Hand out the *Student's Book* open to page 77. Present the words *Easter egg* and *basket*, and have students repeat. Distribute finger paint. Ask students to print their fingerprints onto the baskets as if they were eggs. Say a number and have students point to the corresponding basket. Have students print the corresponding number of “eggs” on to the baskets. Continue onto the same manner with the rest of the activity.

2. Activity Pad: Make an Easter basket.

Materials: crayons, scissors, glue

Instructions: Distribute materials. Ask students to color the picture. Have them cut out the numbers and the picture. Then, ask students to choose a number and glue it onto the basket. Then ask them to glue the corresponding number of eggs onto the basket.



3. Activity Pad: Play a Memory Game.

Materials: markers, scissors, colored construction paper, glue sticks, glitter, hole punch, ribbon

Instructions: Distribute materials. Have students color and cut out the eggs. Next, explain how to play the memory game. Divide the class into pairs. Have each pair use only one set of cards. Have students place the cards face down on their desks and take turns turning over two cards at a time. If the cards match, students keep the pair of cards, if not, they turn them over again. The student with the most pairs wins the game. After playing the game, help students decorate the cards with glitters, glue them onto construction paper and cut them out again. Punch holes through the cards and thread a ribbon through each card to make an Easter decoration.



4. Song: I'm A Bunny

Play Track 49, *I'm A Bunny*. (See *Class Audio*.) Lead students in singing along as they do the corresponding actions. Repeat the song three times.

5. Rabbit Feet

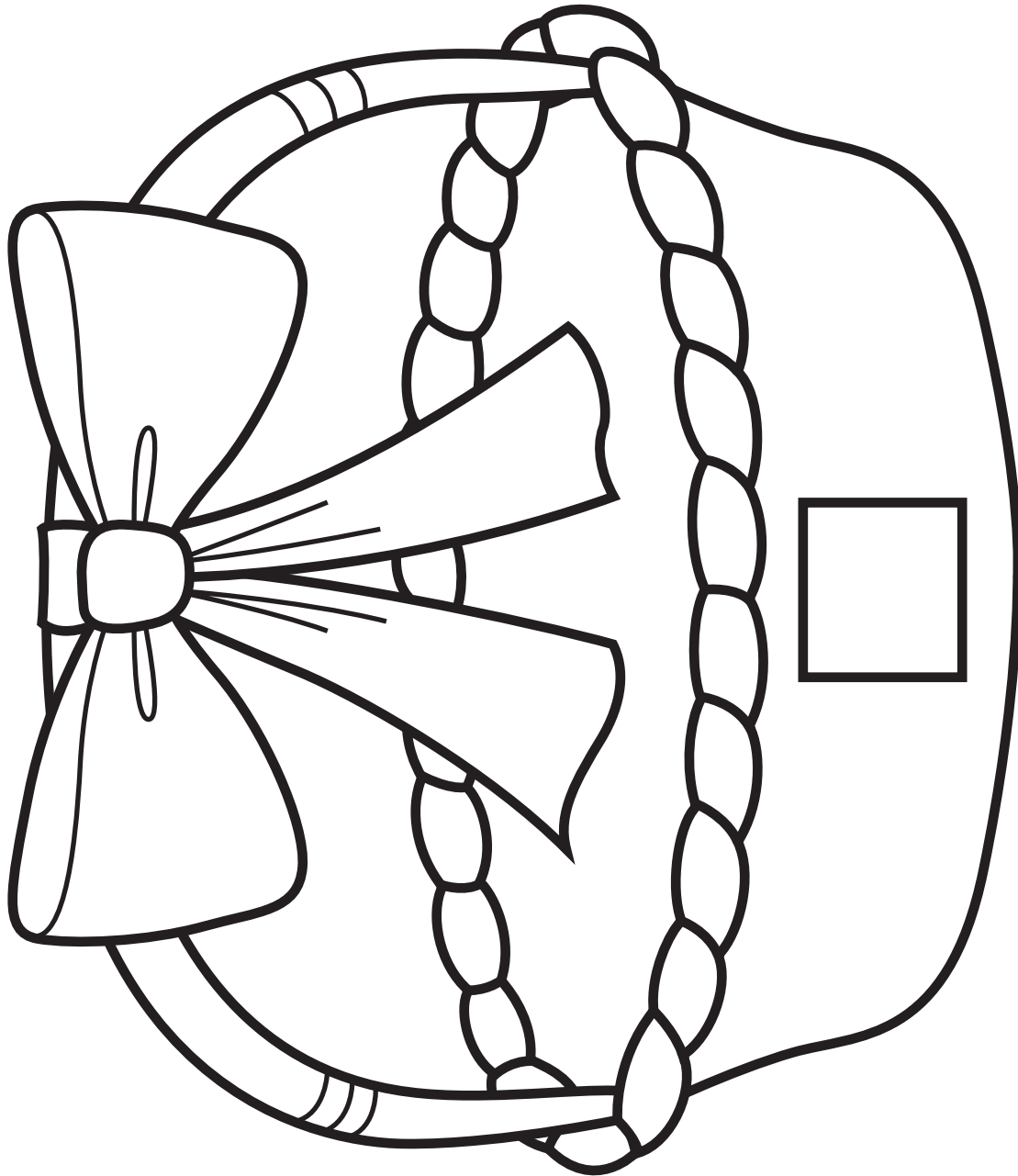
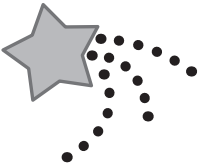
Materials: white and pink felt or craft foam, scissors, glue, bells, black marker, movable eyes, *Rabbit template* (from *Teacher's Resource CD*)

Preparation: Print out the *template*. Trace a the head onto white felt and the ears onto pink felt. (Make 2 rabbits per student.)

Instructions: Distribute the felt templates and have students cut out the pieces. Show them how to glue the pink felt onto the ears and glue the eyes onto the rabbit's face. Help students cut out two slits for the nose. Thread a bell through each shoelace. Next, thread the ends of the laces through the nose slits. Finally, lace up the shoes and tie them as usual.



Make
an Easter
basket.



8	<input type="text"/>	
9	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>
13	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	<input type="text"/>
15	<input type="text"/>	<input type="text"/>



Holidays: Earth Day

1. Student's Book: Trace and color.

Materials: colored pencils

Instructions: Hand out the *Student's Book* open to page 78. Present the word *Earth* and have students repeat chorally and individually.

T: *What's this? It's the Earth. This is where we live. Say, "Earth."*

Ss: *Earth.*

Have students trace over the dotted lines and color in the picture. Repeat the procedure with *tree* and *flower*.

2. Song: Go Round The Earth

Play Track 50, *Go Round The Earth*. (See *Class Audio*.) Lead students in singing along. Repeat the song three times.

3. Activity Pad: Make a flower pot.

Materials: crepe paper, glue, movable eyes, yarn, tracing paper, crayons, scissors, clean can, garden shovel, soil, flower seeds

Preparation: Crumple small balls of crepe paper. Cut the tracing paper into small squares.

Instructions: Explain to students that they are going to make a flower pot. First, have them glue the crumpled balls onto the letters. Then, distribute the rest of the materials. Ask students to color in the picture. Have them glue on the movable eyes and the yarn onto the mouth. Next, tell them to glue the tracing paper squares onto the strips. Ask them to cut out the strips and glue them onto the empty can. Finally, have students put soil into the can and plant their seeds.



4. Eco Friendly Crayons

Materials: used or broken wax crayons, aluminum foil, cookie cutters, a paper plate, sunny spot

Note: If the day is very hot, use broken crayons. If the day is cool, shave crayons to melt faster.

Instructions: First, have students cover their plate with aluminum foil. Then, put the crayons into a cookie cutter. Put the cookie cutters on the plates and place them in a sunny spot. Allow the crayons to melt. Once the crayons have melted, let them cool inside and pop them out of the cookie cutters.



Make
a
flower pot.

Earth
Day!



Holidays: Mother's Day

1. Student's Book: Look and draw.

Materials: colored pencils

Instructions: Draw a square, a rectangle, a triangle, a heart, a circle and a star on the board. Present the shapes. Have students repeat chorally and individually. Explain that Mother's Day is the day we celebrate our mothers. Lead students in talking about why they love their mothers and all the things that mothers do for them. Hand out the *Student's Book* open to page 79. Explain that in the picture we can see a box of chocolates, but it is incomplete. Tell students that we have to complete the pattern.

T: *Square, rectangle, square, rectangle. What comes next?*

Ss: *Square.*

Then distribute colored pencils and have students draw a square in the corresponding place.

2. Song: *This Little Heart*

Play Track 51, *This Little Heart*. (See *Class Audio*.) Lead students in singing along. Repeat the song three times.

3. Activity Pad: Make a card.

Materials: colored pencils, scissors, glue, sheet of construction paper (1 per student)

Instructions: Distribute materials. Have students draw themselves and their mothers in the corresponding faces. Then, ask them to color the card in and cut it out. Explain to students that they are going to make a card. Have them fold a sheet of construction paper in half and glue the picture of the flower pot onto the front of the card, and the picture of themselves and their moms on the inside of the card.



4. Mother's Day Flower

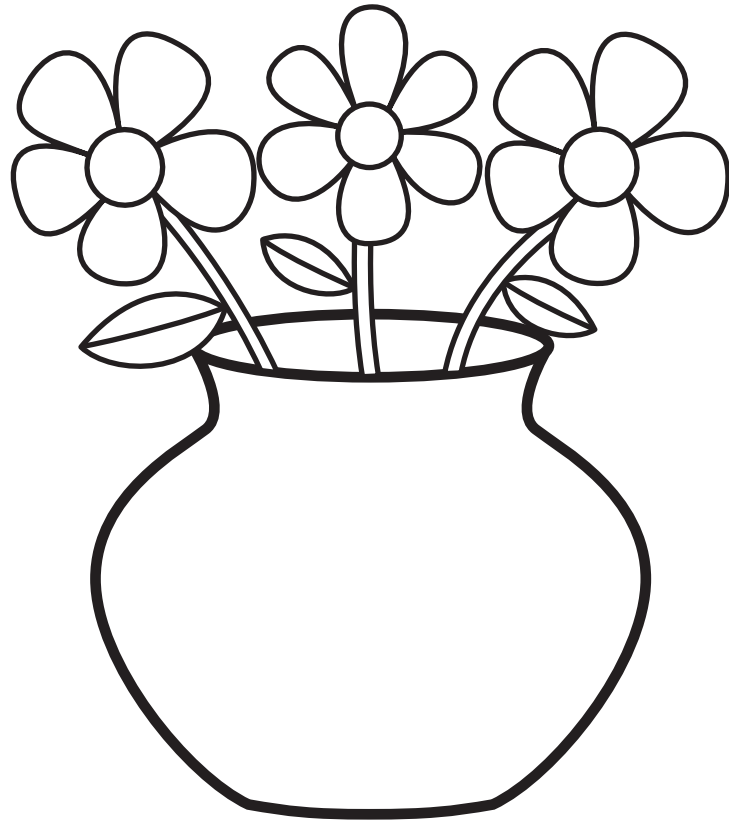
Materials: white and green construction paper, markers, red finger paint, scissors, glue, plastic container big enough for students' hands, clear laminate sheets

Preparation: Write on a strip of white construction paper, "I love you, Mom" (1 per student). Cut out green stems and leaves for each student from green construction paper.

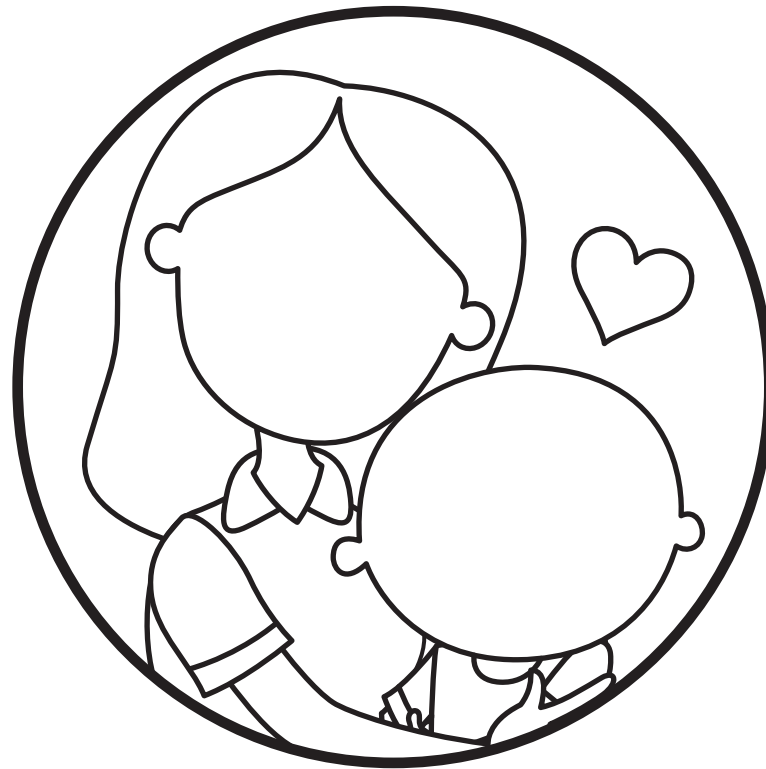
Instructions: First, put paint into plastic containers and have students put their hand into the paint. Make sure the palm of the hand is completely covered with red paint. Then make a handprint on the white construction paper. When the paint is dry, have students cut out the handprint. Show students how to glue the handprint, the leaves and the message onto the stem. Laminate so that it will last.



Make
a
card.



HAPPY
MOTHER'S
DAY



Love, _____.

Holidays: Father's Day

1. Student's Book: Draw and join.

Materials: colored pencils

Instructions: Hand out the *Student's Book* open to page 80. Present the word *Father's Day*, and have students repeat. Talk to students about Father's Day. Encourage them to say why we celebrate it and what they do to celebrate their fathers. Then, distribute colored pencils and have students draw their faces. Finally, ask them to find the path that takes them to their dad in their books.

2. Song: Happy Father's Day

Play Track 52, *Happy Father's Day*. (See *Class Audio*.) Lead students in singing along. Repeat the song three times.

3. Activity Pad: Make a card.

Materials: crayons, pencils, scissors, glue, yarn, colored sheets of paper, sheets of construction paper (1 per student)

Preparation: Cut colored paper into small squares.

Instructions: Distribute materials. Have students color in the card and draw themselves and their fathers in the corresponding faces. Then, have them glue yarn and colored paper onto the shirt and tie. Tell them to cut out the card. Explain to students that they are going to make a card. Have them fold a sheet of construction paper in half and glue the shirt onto the front of the card and the picture themselves with their dad on the inside of the card.



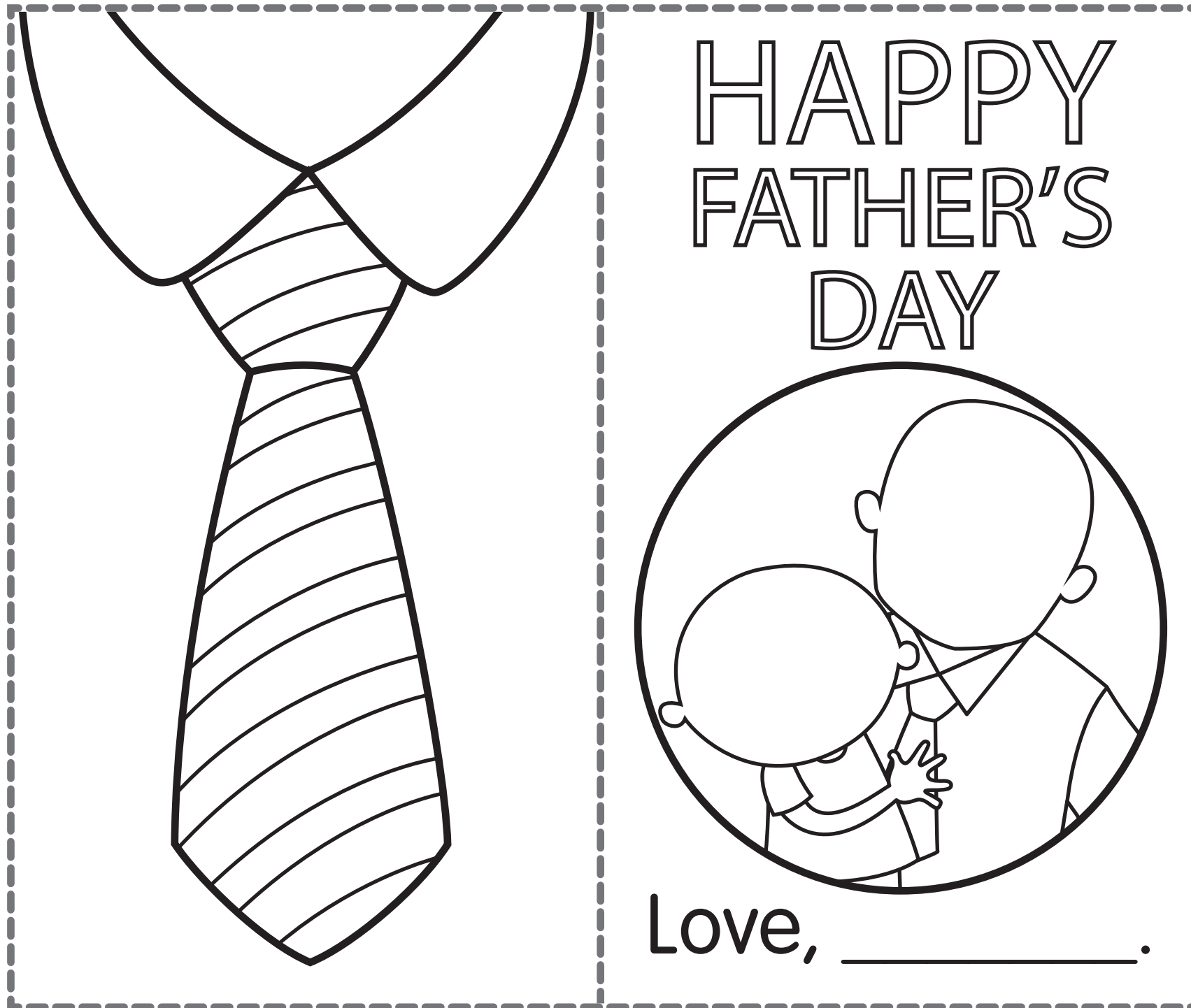
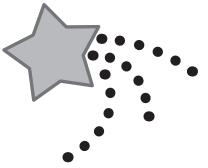
4. Dad's Pencil Holder

Materials: large wooden popsicle sticks, empty cans, hot glue, paint, paintbrushes, white yarn, makers, stickers, paper plate, tape ribbon

Instructions: Tape the popsicle sticks to the paper plate for students to paint. Distribute the rest of the materials. Ask students to paint the popsicle sticks. Once the paint is dry, use hot glue to glue the sticks together around the can. Make sure the bottoms of the sticks line up with the bottom of the can. Tie yarn around the top and bottom of the pencil holder for extra security. Help students write their names and the message, #1 Dad. Glue ribbon on top of the yarn. Allow students to decorate the pencil holder with stickers.



Make
a
card.



Track 1. Point to...

Point to cut, to cut, to cut.
Point to cut like this and like that.

Following verses:

2. Point to paint
3. Point to glue
4. Point to color
5. Point to sing
6. Point to draw
7. Point to play

Track 2. I Can See...

I can see a chair, a chair, a chair,
I can see a chair. Point, point, point.

Following verses:

2. book
3. lunch box
4. schoolbag

Track 3. Time to Go Home

Time to go home, time to go home.
All of the children are saying good-bye.
Time to go, time to go.
Everyone's waving good-bye.

Track 4. Hello, My Friend

Hello, my friend. How are you today?
I can shake your hand and say hello today.
Hello, my friend, hello I say.
Hello, my friend.

Track 5. Who's Here Today?

Is Tommy here today? Is Tommy here today?
If Tommy's here, stand up and say: "I am here today."
Yes, Tommy's here today, yeah!
Yes, Tommy's here today, yeah!
Let's clap our hands and shout hooray.
Our friend... is here today. Yeah!
...is here today, yeah!

Track 6. English Class Is Over

English class is over.
Now the class is done.
I learned a lot of English.
I had a lot of fun.
I say good-bye to my teacher.
I say good-bye to my friends.
I'll see you all tomorrow
When we meet again.

Track 7. I Like School

I like to say hello in the morning,
I like to say hello today.
I like to say hello, but now I stop!
It's time to start our day.
I like to sing, sing, sing in the morning,
I like to sing, sing, sing all day.
I like to sing, sing, sing, but now I stop!
It's time to draw today.
I like to draw, draw, draw in the morning,
I like to draw, draw, draw all day.
I like to draw, draw, draw, but now I stop!
It's time to cut today.
I like to cut, cut, cut in the morning,
I like to cut, cut, cut all day.
I like to cut, cut, cut, but now I stop!
It's time to paint today.
I like to paint, paint, paint in the morning,
I like to paint, paint, paint all day.
I like to paint, paint, paint, but now I stop!
It's time to play today.
I like to play, play, play in the morning,
I like to play, play, play all day,
I like play, play, play, but now I stop!
It's time to end our day.

Track 8. Listen, Listen

Listen, listen, one, two, three.
Are we ready? Let me see.
Fold your hands and look at me.
Now we're listening carefully.

Track 9. Point to... (Karaoke Version)

Track 10. Tap It! Part 1

Head, head, tap your head,
Tap your head with me.
Tap it once,
Tap it twice,
Tap it one, two, three.
Following verses:
2. arm
3. hand
4. legs
5. feet

Track 11. Tap It! Part 2

Nose, nose, tap your nose,
Tap your nose with me.
Tap it once,
Tap it twice,
Tap it one, two, three.
Following verses:
2. eyes
3. ears
4. head
5. mouth

Track 12. Use Your Feet

Use your feet and jump with me,
Jump with me, jump with me.
Use your feet and jump with me,
Use your feet and jump.
Following verses:
2. hands/clap
3. arms/dance
4. legs/run
5. foot/kick

Track 13. I Can Walk

I can walk,
I can walk,
I can walk and I can stop, yeah!
Following verses:
2. I can hop.
3. I can run.
4. I can jump.
5. I can skip.
6. I can crawl.

Track 14. I'm a Superhero!

I have ten strong fingers and ten strong toes.
I have two big eyes and one small nose.
One mouth to grin, two ears, one chin.
My legs are long.
And my arms are strong!
But that's not all, because you see...
I'm a superhero!
Yes! That's me!

Track 15. Exercise

Exercise, exercise, keep your body strong.
Everybody exercise as you sing along.
Following verses:
2. Touch your toes...
3. Lift your knees...
4. Reach up high...
5. Move your arms...

Track 16. Come to the Farm

Come to the farm, come with me.
I see a cow and the cow sees me.
Diddle, diddle, dum, dum.
Diddle, diddle dee.
I see a cow.
What do you see?

Track 17. Come to the Farm (Karaoke Version)

Track 18. When Cows Get Up in the Morning

When cows get up in the morning,
This is what they say,
Moo, moo, moo, moo.
It's time to start our day.
Moo, moo, moo, moo.
It's time to start our day.
Following verses:
2. sheep/baa, baa, baa, baa
3. ducks/quack, quack, quack, quack
4. chicks/peep, peep, peep, peep
5. horses/neigh, neigh, neigh, neigh

Track 19. Hickety Pickety

This is Hickety Pickety.
She's a black hen.
She's our friend.
She lays eggs.
How many eggs did she lay?
Let's count them.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
She laid ten eggs!
Following verses:
2. eleven
3. twelve

Track 20. Old MacDonald

Old MacDonald had a farm,
E-I-E-I-O!
And on his farm he had a hen,
E-I-E-I-O!
With a cluck-cluck here,
And a cluck-cluck there,
Here a cluck,
There a cluck,
Everywhere a cluck-cluck.
Old MacDonald had a farm,
E-I-E-I-O!
Following verses:
2. duck/quack, quack
3. cow/moo, moo
4. sheep/baa, baa
5. horse/neigh, neigh
6. goat/neah, neah

Track 21. I'm a Mommy Cow

I'm a mommy cow and I can't find my babies,
Can't find my babies, can't find my babies.
I'm a mommy cow and I can't find my babies.
Where, oh, where can they be?
If you're a baby cow, then please come home.
Please come home, please come home.
If you're a baby cow then please come home.
Stand up and follow me.
La, la, la, la, la, now we're all together,
All together, all together.

La, la, la, la, la, now we're all together,
We're all going back to the barn.

Track 22. Meet the Family

Meet my mom. She's really sweet.
The nicest mom you'll ever meet.
Say hello to the beat.
Hello, mom.
Good-bye, mom.
Following verses
2. dad/neat
3. sister/sweet
4. brother/neat
5. baby/sweet
6. grandma/sweet
7. grandpa/neat

Track 23. I'm Tall

I'm tall, tall, tall.
Look at me.
I'm tall, tall, tall.
Just like this.
I'm short, short, short.
Look at me.
I'm short, short, short.
Just like this.
I'm tall, tall, tall.
I can stretch so high.
I'm tall, tall, tall.
Up to the sky.
I'm short, short, short.
I bend down low.
I'm short, short, short.
I can touch my toe.
But I will grow.

Track 24. This Is an Old Person

This is an old person. This is a young person.
This is an old person. This is a young person.
This is an old person. This is a young person.
Fa-la-la-la-la.
This is a tall person. This is a short person.
This is a tall person. That is a short person.

This is a tall person. That is a short person.
 Fa-la-la-la-la.
 This is a fat person. This is a thin person.
 This is a fat person. This is a thin person.
 This is a fat person. This is a thin person.
 Fa-la-la-la-la.

Track 25. Three Bears

Once upon a time, there were three bears— a papa bear, a mama bear and a baby bear. One day, Mama Bear made some oatmeal.
 The bears tasted the oatmeal. It was too hot! So they decided to go for a walk.
 Papa Bear said, “Don’t forget to close the door.”
 Mama Bear said, “Don’t forget to close the door.”
 Baby Bear said, “Don’t forget to close the door.”
 But nobody closed the door.
 While they were out, a little girl named Goldilocks saw the door. She walked right in. She saw three bowls.
 First, she tasted Papa Bear’s oatmeal. “Too hot!” she said. Next, she tasted Mama Bear’s oatmeal. “Too cold!” she said. Finally, she tasted Baby Bear’s oatmeal. “Just right!” she said. And she ate it all up.
 Then, she saw three chairs. She sat down in Papa Bear’s chair. “Too hard!” she said. Next, she sat down in Mama Bear’s chair. “Too soft!” she said. Finally, she sat down in Baby Bear’s chair. “Just right!” she said.
 Boom! The chair broke, and Goldilocks fell down. Goldilocks was sleepy. She went upstairs. She saw three beds. She sat down on Papa Bear’s bed. “Too hard!” she said. Next, she sat down on Mama Bear’s bed. “Too soft!” she said. Finally, she sat down on Baby Bear’s bed. “Just right!” she said. And she went to sleep. Before long, the three bears came home. They saw the bowls. Papa Bear said, “Somebody’s been eating my oatmeal.” Mama Bear said, “Somebody’s been eating my oatmeal.” And Baby Bear said, “Somebody’s been eating my oatmeal, too! And it’s all gone!”
 The three bears saw the chairs. Papa Bear said,

“Somebody’s been sitting in my chair!” Mama Bear said, “Somebody’s been sitting in my chair!” And Baby Bear said, “Somebody’s been sitting in my chair, too. And look! It’s broken!”
 The three bears went upstairs. Papa Bear said, “Somebody’s been sleeping in my bed!” Mama Bear said, “Somebody’s been sleeping in my bed, too!” And Baby Bear said, “Somebody’s been sleeping in my bed, too. And look! There she is!” Goldilocks woke up, jumped out of bed, and ran home. Then, Papa Bear, Mama Bear and Baby Bear went downstairs and closed the door.

Track 26. What Do You Have?

What do you have?
 Three times please tell me.
 I have a sink, can’t you see?
 Sink, sink, sink,
 Point with me.
 Point to the sink 1, 2, 3.
Following verses:
 2. bed
 3. sofa
 4. fridge

Track 27. It’s Time to Start the Class

It’s time to start the class.
 It’s time to start the class.
 La, la, la, la, la, la.
 It’s time to start the class.
Following verses:
 2. It’s time to say hello.

Track 28. Rooms in My House

Look at the rooms in my house.
 Look at the rooms in my house.
 This is the bedroom,
 The bedroom, the bedroom.
 Look at the rooms in my house.
Following verses:
 1. living room
 2. bathroom
 3. kitchen

Track 29. What Do You Have?(Karaoke Version)

Track 30. Where Does It Go?

Where does it go? Where does it go?
 Where does it go? Please tell me.
 It goes in the...
 It goes in the...
 It goes in the...
 Can’t you see?

Track 31. Where Is Nina Mouse?

Where is Nina Mouse? Where is Nina Mouse?
 Where can she be? Where can she be?
 Is she in the bedroom, hiding under her bed?
 Let’s go see!
 “No, it’s me!”
 Where is Nina Mouse? Where is Nina Mouse?
 Where can she be? Where can she be?
 Is she in the kitchen, hiding in the cupboard?
 Let’s go see!
 “No, it’s me!”
 Where is Nina Mouse? Where is Nina Mouse?
 Where can she be? Where can she be?
 Is she in the living room, hiding behind the sofa?
 Let’s go see!
 “No, it’s me!”
 Where is Nina Mouse? Where is Nina Mouse?
 Where can she be? Where can she be?
 Is she in the bathroom, hiding in the shower?
 Let’s go see!
 “No, it’s me!”
 Where is Nina Mouse? Where is Nina Mouse?
 Where can she be? Where can she be?
 Is she in the dining room, hiding in the teacup?
 Let’s go see!
 “No, it’s me!”
 Where is Nina Mouse? Where is Nina Mouse?
 Where can she be? Where can she be?
 Is she in the playroom, hiding in the dollhouse?
 “Yes, it’s me! Come to tea.”

Track 32. *This Is the Way I Wake Up*

This is the way I wake up early,
Wake up early, wake up early.
This is the way I wake up early,
So early in the morning.

Following verses:

2. get dressed fast
3. have breakfast
4. brush my teeth
5. take a shower/late in the evening
6. put on my pajamas/at night
7. I go to sleep/at night

Track 33. *I Wake Up in the Morning*

I wake up in the morning, the morning,
The morning.

I wake up in the morning, 1, 2, 3.

Stretch, stretch this a way.

Stretch, stretch that a way.

Stretch, stretch this a way.

Stretch, stretch that a way.

I wake up in the morning, 1, 2, 3.

Following verses:

2. I dress myself for school/Clothes this a way/
Clothes that a way
3. I eat my breakfast quickly/Eat this a way/Drink
that a way
4. I brush my teeth in the bathroom/Brush this a
way/Brush that a way
5. I say good-bye to my family/Hugs this a way/
Hugs that a way/Kiss this a way/Kiss that a way
I say good-bye to my family and I go to school.

Track 34. *I Take a Bath in the Evening*

I take a bath in the evening, in the evening,
In the evening.

I take a bath in the evening, 1, 2, 3.

Take a bath this a way.

Take a bath that a way.

I take a bath in the evening, 1, 2, 3.

Following verses:

2. I put on my pajamas
3. My dad reads me a story
4. I go to sleep with my teddy bear

Track 35. *Let's Get Dressed for School*

Take out your T-shirt and put it on,
Put it on, put it on.

Take out your T-shirt and put it on.

Let's get dressed for school.

Following verses:

2. Take out your pants and put them on
 3. Take out your sweater and put it on
 4. Take out your shoes and put them on
- Now we're dressed for school.

Track 36. *Days of the Week*

Monday, Tuesday, Wednesday,
Thursday and Friday, go to school.
Saturday and Sunday are fun days!
Weekends are so cool!

Track 37. *Little Kitty Gets Dressed*

In the morning, I open my eyes. I wake up.
It's a sunny day. I get up all by myself.

I put on my slippers. Where are Mommy
and Daddy?

I go to the bathroom. I brush my teeth and comb
my hair all by myself.

I put on my pink dress. I put on my white socks and
my purple shoes. I can dress myself. Wow! I'm big.
Mommy and Daddy are asleep. I wake them up.

"Good morning! It's time to get up! I'm ready for
school! Look! I got dressed all by myself!"

But today is Sunday! There is no school today!
Let's go back to bed!

Track 38. *What Can You Do?*

What can you do little girl, little girl?

What can you do little girl, all by yourself?

I can brush my hair, brush my hair,
Brush my hair.

I can brush my hair, brush my hair... All by myself.

We can do it too, little girl, little girl.

We can do it too! We can do it just like you!

Following verse:

2. Little boy/jump up high

Track 39. *Follow Me*

Come to the park, follow me.
I see a rabbit behind the tree.
Rabbit, rabbit, that's what I see.
I see a rabbit behind the tree.

Following verses:

2. squirrel in front of the tree
3. butterfly on the bench
4. bird under the bench
5. flower in front of the tree

Track 40. *Children in the Park*

Children, children,
Running in the park.

Children, children,
Running in the park.

I can run with you.

That's what I can do.

Running here and there,

Running everywhere.

Following verses:

2. walking
3. hopping
4. jumping
5. skipping
6. crawling
7. marching

Track 41. *Let's Go to the Park*

Come on, everybody! Let's go to the park.
Go to the park, go to the park!

Come on, everybody! Let's go to the park.

Let's swing on the swings today!

Come on everybody! Let's slide on the slide.

Slide on the slide, slide on the slide!

Come on, everybody! Let's slide on the slide.

Let's play in the park today!

Come on, everybody! Let's climb on the frame.

Climb on the frame, climb on the frame!

Come on, everybody! Let's climb on the frame.

Let's play in the park today!

Come on, everybody! Let's sit on the bench.

Sit on the bench, sit on the bench!

Come on, everybody! Let's sit on the bench.
Let's rest in the park today!

Track 42. Point to the Chicken

Chicken, chicken, point to the chicken.
Chicken, chicken, point to the chicken.
Chicken, chicken, point to the chicken.
Point to the chicken, children.

Track 43. Everyone Is Hungry

Everyone is hungry.
Hurry, take your seat.
The chicken's on the table.
Come on, now let's eat. Mmmh, chicken.
Following verses:
2. fish
3. meat
4. pizza
5. spaghetti

Track 44. Everyone Is Thirsty

Everyone is thirsty,
Let's all have a drink.
The milk is on the table.
Drink, drink, drink. Ahhhh, milk.
Following Verses:
2. juice
3. water

Track 45. I Eat Pancakes

I eat pancakes for breakfast.
I eat sandwiches for lunch.
I eat spaghetti for dinner.
Munch, munch, munch!

Track 46. Little Monster's Birthday Cake

I don't like sugar...
But I do like snails.
I don't like chocolate...
But I do like nails.
I don't like eggs...
But I do like slugs.
I don't like milk...
But I do like bugs.

Mix it, bash it, give it a shake...
And here it is, the perfect birthday cake!

Track 47. Five Little Candles

Five little candles,
Five little candles,
Shine, shine, shine!
Along comes the wind.
Here it blows. Whoosh!
One little candle has to go.
Following verses:
2. Four/candles/All in a line
3. Three/candles/All in a line
4. Two/candles/All in a line
5. One/candle/Left in the line

Track 48. Valentines, Valentines

Valentines, valentines.
How many do you see?
Pretty little valentines.
Count them all with me.
One for Father.
One for Mother.
One for Baby, too.
One for Sister.
One for Brother.
And here is one for you!

Track 49. I'm a Bunny

I'm a bunny. I'm a bunny.
Hop, hop, hop.
Hop, hop, hop.
Jumping, jumping, jumping.
Jumping, jumping, jumping.
Now we flop.
Now we flop.

Track 50. Go Round the Earth

Go round and round the Earth.
Go round and round the Earth.
Go round and round the Earth.
Children of the world.
Now let's all work together.
Now let's all work together.

Now let's all work together.
To keep our planet clean.

Track 51. This Little Heart

This little heart I give to you.
You're always in my heart.
You know it's true.
Thank you, Mommy, for all you do!

Track 52. Happy Father's Day!

I'm so happy you're my dad.
Yes, I am.
I'm so happy you're my dad.
Yes, I am.
I'm so happy you're my dad.
Yes, I'm really, really glad.
I'm so happy you're my dad.
Yes, I am.

