



Gumdrops

Rebecca Lee Williams

3

Teacher's Guide





58 St. Aldates
Oxford, OX1 1ST
United Kingdom

Gumdrops
Teacher's Guide Level 3

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Managing Editor: Jacaranda Ruiz
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. 11, 12, 13, 17, 18, 19, 24, 25, 27, 29, 30, 31, 32, 33, 34, 56, 57, 70; Mónica Cáhue pp. 3, 35, 42, 51, 59; Herenia González pp. 4, 5, 6, 7, 10, 14, 15, 16, 20, 21, 22, 23, 26, 28, 36, 38, 39, 40, 41, 43, 52, 53, 54, 55, 58, 60, 61, 62, 63, 64, 66, 69, 70, 71, 73, 74, 75, 76, 77, 78, 79, 80; Tania Juárez pp. 44, 45, 46, 47, 48, 49, 50, 72; Alma y Guadalupe Pacheco pp. 8, 9; David Peón p. 64

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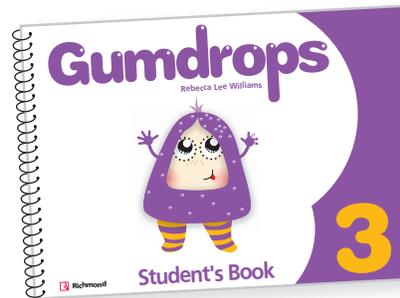
About Gumdrops

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

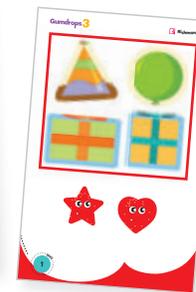
The series incorporates the most recent methodologies that have proven to be effective in English Language Teaching. It provides students with positive early childhood experiences in a wide range of relevant contexts. **Gumdrops** gives children an opportunity to learn a second language at a very young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



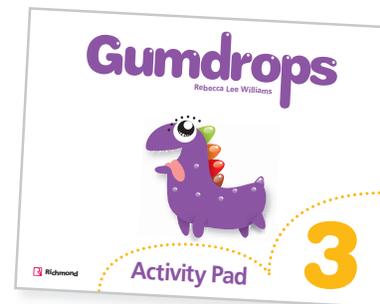
Finger Puppets



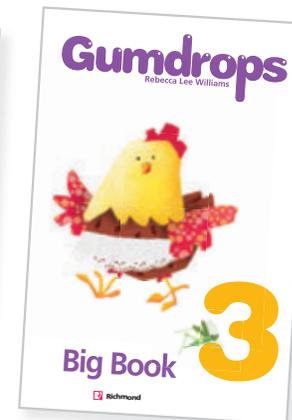
Mini-flashcards



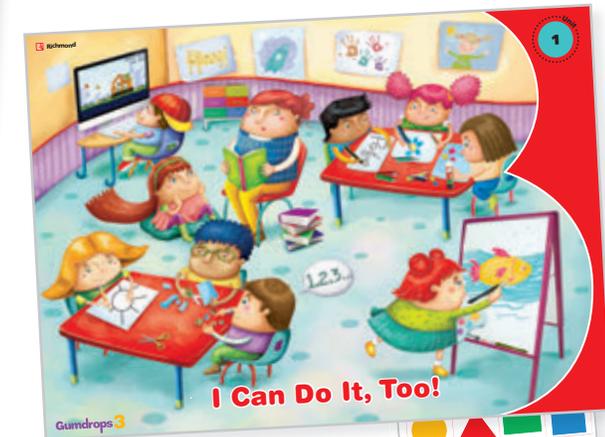
Student's Audio/
Interactive CD-ROM



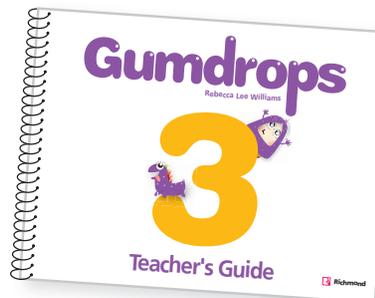
Activity Pad



Big Book



Posters



Teacher's Guide



Stick Puppets



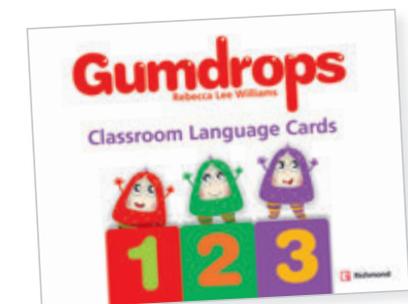
Cutouts



Class Audio



Teacher's Resource
CD-ROM



Classroom Language Cards

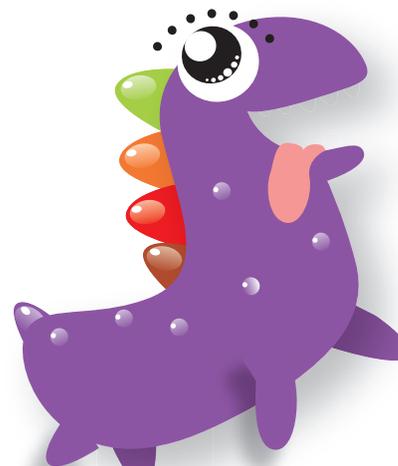
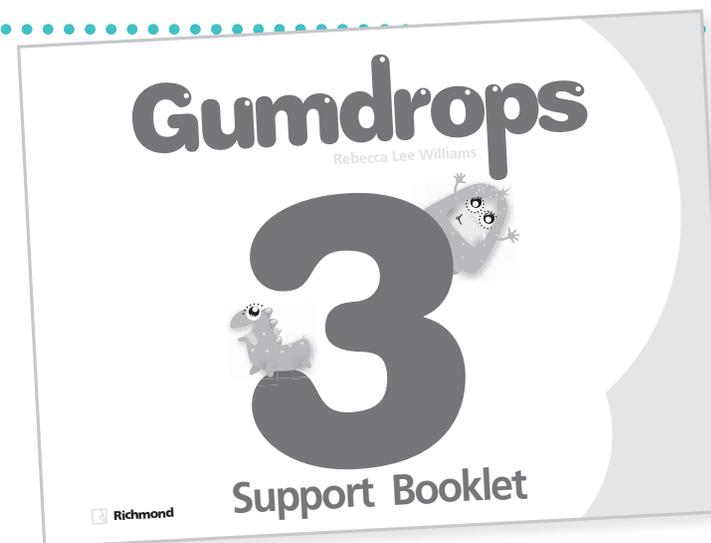


Gumdrops aims to foster a positive attitude toward language and learning in general. Although it focuses primarily on the teaching of English, it also contains a balanced program of carefully planned activities that promote the development of the child as a whole, with special attention given to teaching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

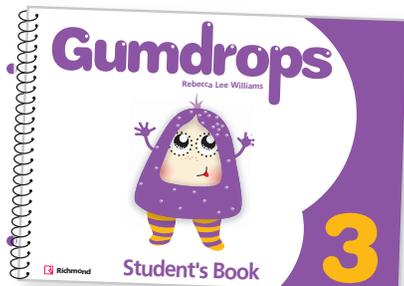
Gumdrops features a *Gumdrops Support Booklet* available on the *Teacher's Resource CD-ROM*. It provides a wealth of ideas and tips to allow teachers to make the most of all the components included in the program. In the *Gumdrops Support Booklet* you will find the following: the philosophy and methodology 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

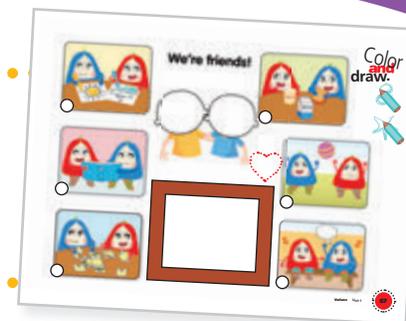
Student's Book

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



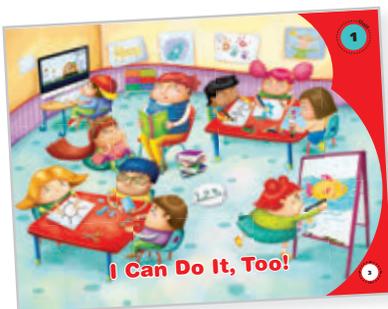
Values Pages

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.



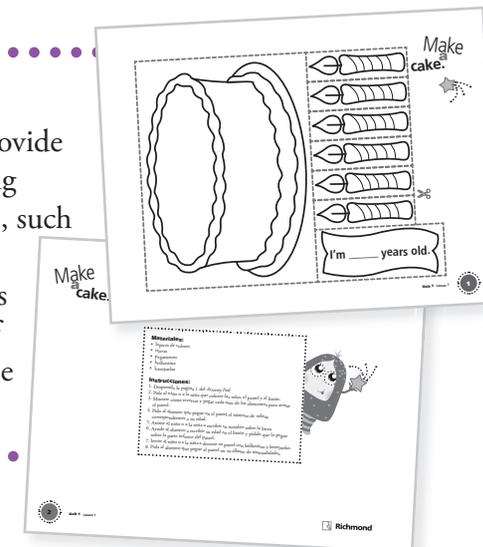
Unit Openers

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.



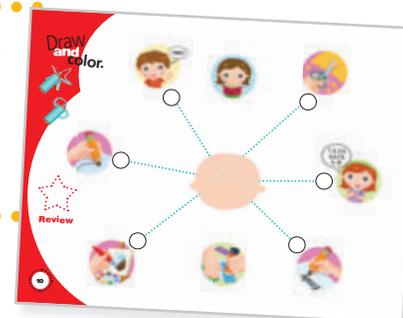
Class Pages

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.



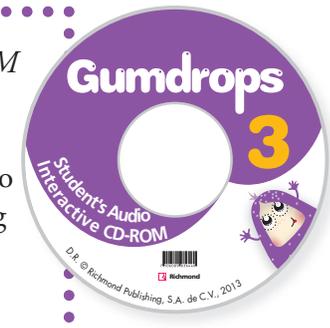
Finger Puppets

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 3 recorded by native English speakers for students to listen to outside the classroom. Sixteen engaging and fun interactive games are also included on the *CD-ROM*.



Interactive Games

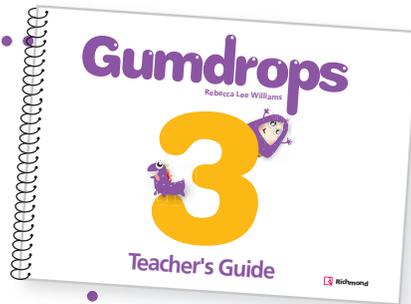
Gumdrops 2 and *3* feature 16 interactive games with fun extension activities. Stories with highlighted text and audio are also included to develop children's reading and listening skills. These interactive games are excellent tools that parents can use to foster their children's psychomotor development.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

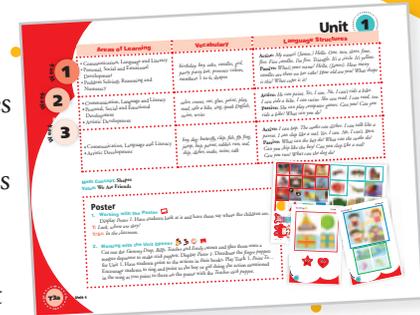
Each class is divided into four phases:

- 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.

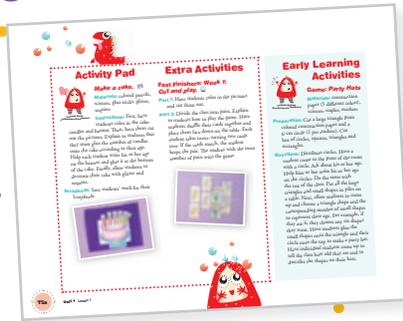


The class lesson pages contain easily identifiable icons that indicate when each component has to be used.

- Activity Pad* (AP icon)
- Student's/Class Audio* (1 icon)
- Big Book* (BB icon)
- cutouts* (scissors icon)
- finger puppets* (finger icon)
- mini-flashcards* (cards icon)
- poster* (poster icon)
- stick puppets* (stick figure icon)
- stickers* (sticker icon)
- Student's Book* (SB icon)
- Teacher's Resource CD-ROM* (TCH icon)
- Interactive CD-ROM* (INT icon)

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 photocopiable *Scrapbook* cover for each unit on the *Teacher's Resource CD-ROM*.



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.



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.



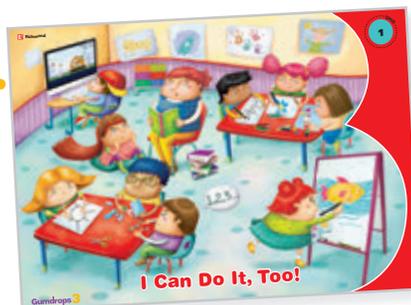
Big Books

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 from 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

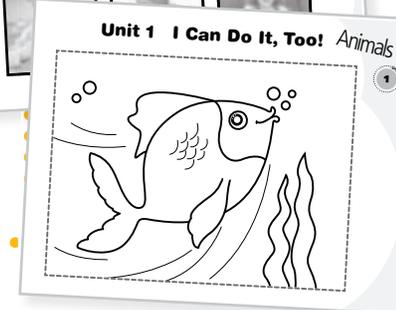
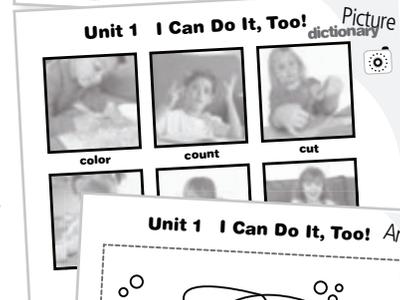
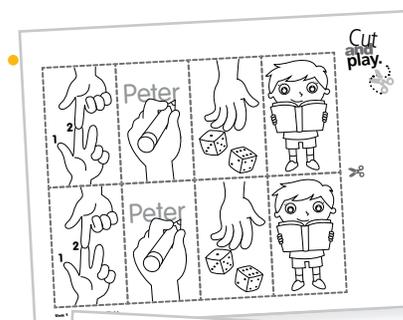
Each unit comes with large, theme-related cutout cards. These beautifully illustrated visual aids allow the teacher to present and practice language through a variety of games and activities.



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	Communication, Language and Literacy; Personal, Social and Emotional Development; Problem Solving, Reasoning and Numeracy; Artistic Development	<i>birthday, boy, butterfly, cake, candles, clap, color, count, cut, dog, fish, fly, frog, girl, glue, hop, jump, paint, parrot, party, party hat, play, presents, rabbit, read, ride a bike, run, seal, skip, sing, slither, snake, speak English, swim, talk, write</i> ; colors, numbers 1 to 6, shapes	<i>My name's (James.) Hello. One, two, three, four, five. Five candles. I'm five. Triangle. It's a circle. It's yellow. He can paint. Yes, I can. No, I can't ride a bike. I can ride a bike. I can swim. She can read. I can read, too. I can hop. The snake can slither. I can talk like a parrot. I can clap like a seal. Yes, I can. No, I can't.</i>
Unit 2	Knowledge and Understanding of the World; Problem Solving, Reasoning and Numeracy; Artistic Development; Communication, Language and Literacy	<i>ant, bee, butterfly, buzzing, caterpillar, flower, grasshopper, in, jumping, ladybug, leaf, log, long, munching, next to, on, plant, pecking, short, spider, under, weaving, worm</i> ; colors, numbers 1 to 10	<i>It's a spider. The bee is on the flower. It's in the grass. The spider is next to the tree. Long caterpillar. It's a long caterpillar. They are grasshoppers. One, two, three... ten.</i>
Unit 3	Problem Solving, Reasoning and Numeracy; Communication, Language and Literacy; Artistic Development	<i>bathroom, bedroom, brush teeth, cat, chimney, circle, cook, dog, door, duck, feed the dog, hen, help, house, kitchen, living room, make the bed, play, read, rectangle, roof, set the table, square, sun, sweep the floor, take out the trash, tree, triangle, wash the dishes, water the plants, window</i> ; family members, household chores, numbers 1 to 10	<i>It's a square. It's yellow. Father. He's in the bedroom. He's playing. Grandpa's sweeping the floor. She can feed the dog. He's feeding the dog. I can sweep the floor.</i>
Unit 4	Knowledge and Understanding of the World; Problem Solving, Reasoning and Numeracy; Communication, Language and Literacy	<i>air, flower, flowers, ground, grow, hole, leaves, orange, papaya, peas, plant, plants, planting, pot, roots, seed, soil, short, shorter, the shortest, stem, sun, sunshine, tall, taller, the tallest, tree, water, watermelon</i> ; colors, days of the week, numbers 1 to 20	<i>It's a plant. The yellow one. The purple one. The yellow flower is the tallest flower. Eleven, twelve, thirteen... twenty. It's blue. One, two... ten! There are ten seeds.</i>
Unit 5	Knowledge and Understanding of the World; Problem Solving, Reasoning and Numeracy; Physical Development; Artistic Development; Communication, Language and Literacy	<i>apple, banana, brush/comb my hair, cake, candy, chicken, chips, dry my hands, teeth, drink water, eat fruit/vegetables/cake, exercise, get rest, healthy/unhealthy habits, potato, soda, take a shower, wash my body, wash my hair, wash my hands, water</i> ; body parts, grooming items, numbers 1 to 10	<i>Neck. Hand. One, two... eight. Eight fingers. It's a brush. No, it isn't. It's a (toothbrush). I brush my teeth with a toothbrush. (She's) brushing her teeth. Healthy habit. Unhealthy.</i>
Unit 6	Knowledge and Understanding of the World; Artistic Development; Problem Solving, Reasoning and Numeracy; Communication, Language and Literacy	<i>arms, bear, big, bunch of bananas, claw, crocodile, elephant, fierce, giraffe, gorilla, hippo, horn, kangaroo, legs, lion, long, monkey, neck, panda, politely, rhinoceros, short, small, snake, tail, teeth, tiger, zebra, zoo</i> ; colors, numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100	<i>It's a hippo. It's purple. It's a giraffe. The kangaroo has a long tail. They're big. They're bananas. Ten, twenty... thirty. It's a crocodile. It's long. It's green.</i>
Unit 7	Knowledge and Understanding of the World; Artistic Development; Problem Solving, Reasoning and Numeracy; Communication, Language and Literacy	<i>apples, carrots, dentist, doctor, firefighter, mail carrier, nurse, police officer, take away, teacher, vet, watermelons</i> ; tools	<i>She's a doctor. He's a doctor. They are doctors. Police officer. A nurse. A dentist. I'm a (doctor). Who's a (firefighter)?</i>
Unit 8	Knowledge and Understanding of the World; Communication, Language and Literacy; Artistic Development	<i>beach, beach ball, beach towel, big, boat, building sand castles, car, collecting shells, eating, floaties, floating, Kids' Club, life ring, long, mountain, plane, playing, river, road, shells, shell hunt, sitting in the sun, sliding, splashing, sun, sunscreen, swimming, track, train, under</i> ; colors, family members, numbers 1 to 100	<i>She's swimming. She's Mom. He's splashing. He's collecting shells. They are eating. We're splashing. It's a train.</i>

Unit 1

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 • Problem Solving, Reasoning and Numeracy 	<p><i>birthday, boy, cake, candles, girl, party, party hat, presents; colors, numbers 1 to 6, shapes</i></p>	<p>Active: <i>My name's (James.) Hello. One, two, three, four, five. Five candles. I'm five. Triangle. It's a circle. It's yellow.</i></p> <p>Passive: <i>What's your name? Hello, (James). How many candles are there on her cake? How old are you? What shape is this? What color is it?</i></p>
<ul style="list-style-type: none"> • Communication, Language and Literacy • Personal, Social and Emotional Development • Artistic Development 	<p><i>color, count, cut, glue, paint, play, read, ride a bike, sing, speak English, swim, write</i></p>	<p>Active: <i>He can paint. Yes, I can. No, I can't ride a bike. I can ride a bike. I can swim. She can read. I can read, too.</i></p> <p>Passive: <i>She can play computer games. Can you? Can you ride a bike? What can you do?</i></p>
<ul style="list-style-type: none"> • Communication, Language and Literacy • Artistic Development 	<p><i>boy, dog, butterfly, clap, fish, fly, frog, jump, hop, parrot, rabbit, run, seal, skip, slither, snake, swim, talk</i></p>	<p>Active: <i>I can hop. The snake can slither. I can talk like a parrot. I can clap like a seal. Yes, I can. No, I can't. Run.</i></p> <p>Passive: <i>What can the boy do? What can the snake do? Can you skip like the boy? Can you clap like a seal? Can you run? What can the dog do?</i></p>

Math Concept: Shapes
Value: We Are Friends

Poster

1. Working with the Poster

Display *Poster 1*. Have students look at it and have them say where the children are.

T: *Look, where are they?*

T/Ss: *In the classroom.*

2. Working with the Unit Opener

Cut out the *Gummy Drop*, *Billy*, *Teacher* and *Emily* cutouts and glue them onto a tongue depressor to make *stick puppets*. Display *Poster 1*. Distribute the *finger puppets* for Unit 1. Have students point to the actions in their books. Play Track 1, *Point To...* Encourage students to sing and point to the boy or girl doing the action mentioned in the song as you point to them on the poster with the *Teacher stick puppet*.





Unit
1

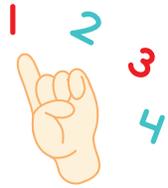
I Can Do It, Too!

3





Count
and
color.



I'm 5.

I'm 6.



Unit 1 Lesson 1





<p>Learning Goals: Students can use new words they have heard.</p>	<p>Vocabulary: <i>birthday, boy, cake, candles, girl;</i> numbers 1 to 6</p>	<p>Language Structures: Active: <i>My name's (James.) Hello. One, two, three, four, five. Five candles. I'm five.</i> Passive: <i>What's your name? Hello, (James). How many candles are there on her cake? How old are you?</i></p>	<p>Materials: crayons, plastic containers, play dough, straws</p>
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Communication, Language and Literacy

Before the Class

1. Greetings

Introduce yourself and say hello to students.

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

Introduce the *Teacher stick puppet* to the class.

TEACHER PUPPET: *Hello, boys and girls. I'm Miss Martha.*

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

T/Ss: *Hello, Miss Martha.*

2. Game: What's Your Name?

Introduce the *Billy* and *Emily stick puppets* to students using the *Teacher stick puppet*.

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

BILLY PUPPET: *My name's Billy.*

TEACHER PUPPET: *Hello, Billy. Say hello to Billy.*

Ss: *Hello, Billy!*

Repeat with Emily. Then ask students their names.

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

S: *My name's (James).*

TEACHER PUPPET: *Hello, James.*

Continue until all students have said their names.

During the Class

1. Presentation: How Old Is Emily?

Draw a birthday cake with five candles on the board. Explain that it's Emily's birthday.

T: (Hold up the *Emily stick puppet*.) *It's Emily's birthday. Look at her cake. How many candles are there on her cake? Let's count.*

T/Ss: *One, two, three, four, five. Five candles.*

T: *How old is Emily?*

Ss: *Five.*

Continue in the same manner with Billy and six candles on the cake.

2. How old are you?

Use the *stick puppets* to ask the students how old they are. Help them respond.

BILLY PUPPET: *Hello, (Karla).*

S: *Hello, Billy.*

BILLY PUPPET: *I'm six. How old are you?*

T/S: *I'm five.*

Repeat with several students.

3. Student's Book: Count and color.

Hand out the *Student's Book* open to page 4. Distribute crayons. Have students identify the characters on the page and say their ages.

T: *Who's this?*

Ss: *Emily.*

T: *How old is Emily?*

Ss: *Five.*

Have students count and color the candles on her cake.

T: *Let's count the candles on her cake. One, two, three, four, five. She's five. Color the candles and the cake.*

Continue in the same manner with Billy.

After the Class

1. Birthday Cake

Distribute plastic containers, play dough, and straws. Have students put the play dough in their containers to make a cake. Give each student a straw cut into five or six pieces.

T: *Put five candles on your cake.*

Repeat with different numbers between 1 and 5, at random.

Extra Activities

1. Fast Finishers

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





Learning Goals:

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

Vocabulary:

birthday, cake, candles, party, party hat, presents; colors, shapes

Language Structures:

Active: *Triangle. It's a circle. It's yellow.*
Passive: *What shape is this? What color is it?*

Materials:

backpack,
crayons

Before the Class

1. Song: *Where Is Jimmy?*

Play Track 2, *Where Is Jimmy?* Encourage students to sing the song three times.

2. Presentation: *Shapes*

Introduce the *shape cutouts*. Have students name the shapes and their colors.

T: *This is a triangle. What shape is this?*

Ss: *Triangle.*

T: *What color is the triangle?*

Ss: *Red.*

Then put the *shape cutouts* in a backpack. Reveal just a small part of one of the shapes in the top of the backpack. Ask the class to guess what shape it is.

T: *What shape is this? Is it a circle? Is it a square?*

During the Class

1. Song: *The Shape Song*

Distribute the *shape cutouts*. Have students stand in a line with their shapes laid out on the floor in front of them. Play Track 3, *The Shape Song*. Encourage students to sing and act out the song.

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

Hand out the *Student's Book* open to page 5. Tell students it is Billy's birthday. Have them point to and identify the objects in the scene.

T: *Point to the hats. Point to the balloon. Point to the presents. Point to the cake.*

Have students observe the candles on the cake. Ask them how old Billy is. Then have them identify the shapes of the objects.

T: (Point to a hat.) *What shape is this hat?*

Repeat with the presents, and the balloon. Distribute the *stickers* in the red section and have students identify the shapes. Have them put the *stickers* in the correct place in their books. Finally, distribute crayons and give instructions for coloring the objects as follows: *triangle-yellow, circle-purple, square-blue, and rectangle-orange.*

After the Class

1. Review: *Shapes*

Call four students to the front of the classroom. Give them a *shape cutout*. Have the class name and describe the shapes the students are holding.

T: *What shape does (Rick) have?*

Ss: *It's a circle.*

T: *What color is it?*

Ss: *It's yellow.*

Next, attach the *shape cutouts* to different locations in the classroom. Give individual students instructions to go to one of the shapes.

T: *(Claudia), walk to the triangle.*

Extra Activities

1. Fast Finishers

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

2. Activity Pad: *Make a cake.*

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





Stick
and
color.



Unit 1 Lesson 1





Activity Pad



Personal, Social
and Emotional Development

Make a cake.

Materials: colored pencils, scissors, glue sticks, glitter, sequins

Instructions: First, have students color in the cake, candles and banner. Then, have them cut out the pictures. Explain to students that they must glue the number of candles onto the cake according to their age. Help each student write his or her age on the banner and glue it at the bottom of the cake. Finally, allow students to decorate their cake with glitter and sequins.

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



Extra Activities

Fast Finishers: Week 1: Cut and play.

Part 1: Have students color in the pictures and cut them out.

Part 2: Divide the class into pairs. Explain to students how to play the game. Have students shuffle their cards together and place them face down on the table. Each student takes turns, turning two cards over. If the cards match, the student keeps the pair. The student with the most number of pairs wins the game.



Early Learning Activities



Problem Solving,
Reasoning and Numeracy

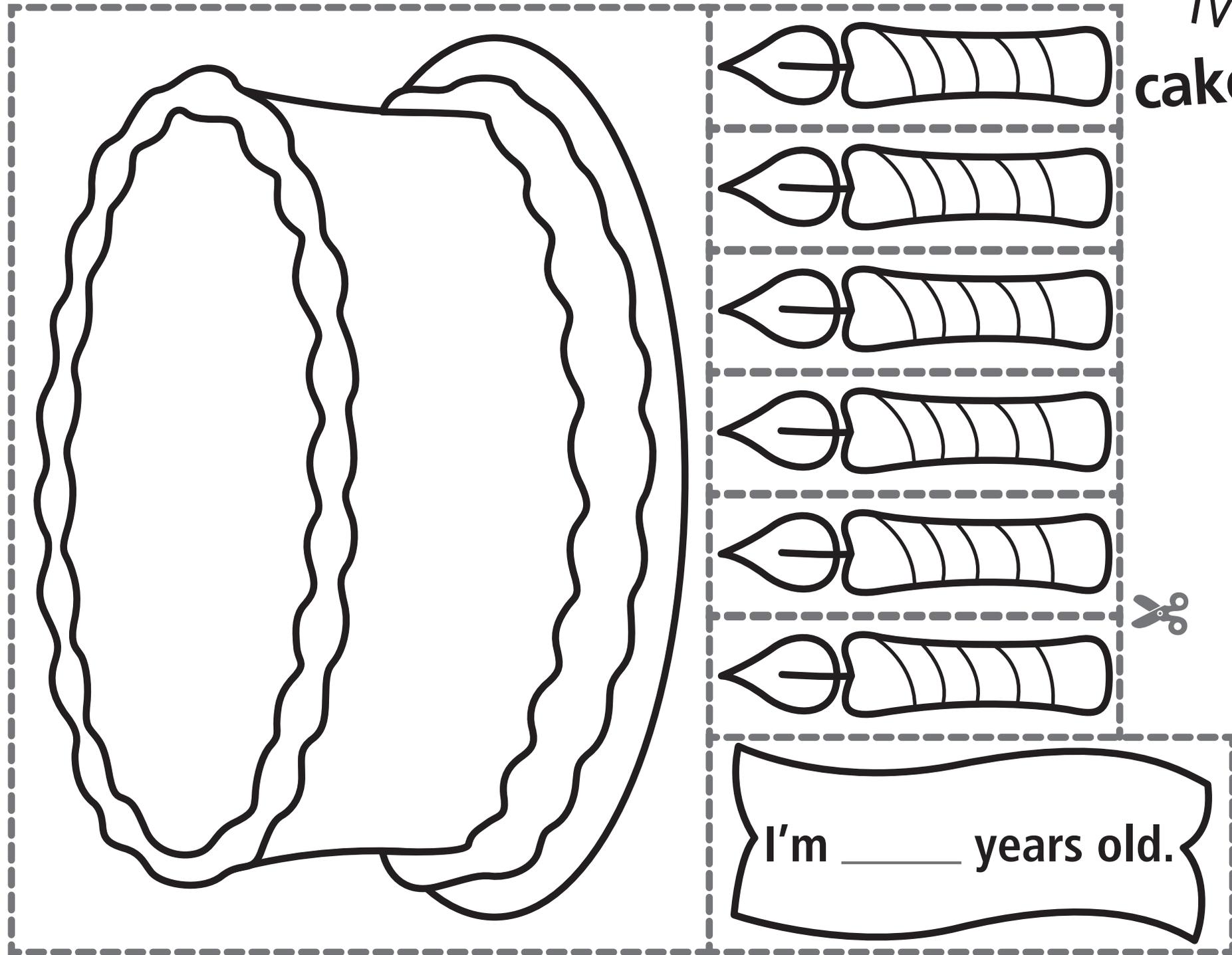
Game: Party Hats

Materials: construction paper (5 different colors), scissors, stapler, markers

Preparation: Cut a large triangle from colored construction paper and a 6-cm circle (1 per student). Cut lots of circles, squares, triangles and rectangles.

Directions: Distribute circles. Have a student come to the front of the room with a circle. Ask about his or her age. Help him or her write his or her age on the circles. Do the same with the rest of the class. Put all the large triangles and small shapes in piles on a table. Next, allow students to come up and choose a triangle shape and the corresponding number of small shapes to represent their age. For example, if they are 6, they choose any six shapes they want. Have students glue the small shapes onto the triangle and their circle onto the top to make a party hat. Have individual students come up to tell the class how old they are and to describe the shapes on their hats.





Make
a
cake.



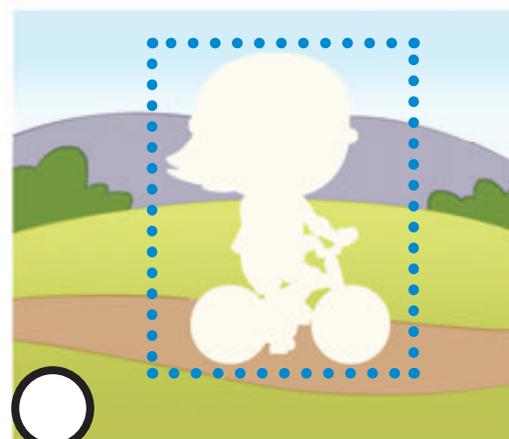
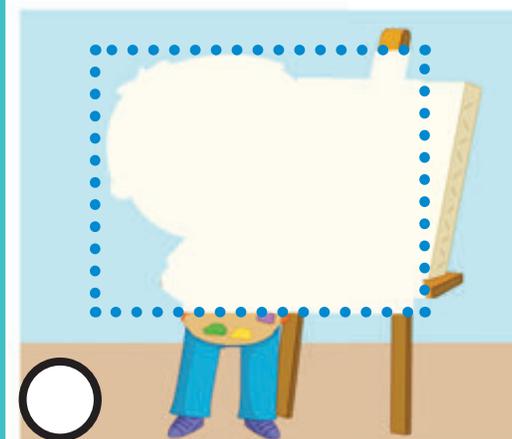
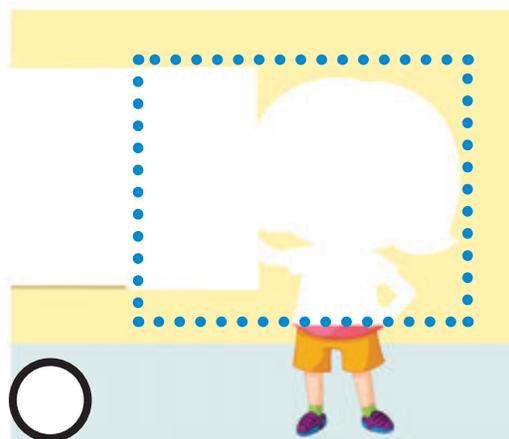
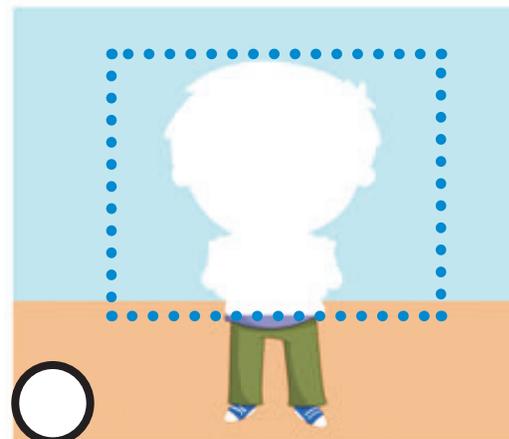
I'm _____ years old.

Unit 1 Lesson 1





Look and stick.



Unit 1 Lesson 2





<p>Learning Goals: Students can communicate their own abilities and the ability of others.</p>	<p>Vocabulary: <i>color, count, cut, glue, paint, play, read, ride a bike, sing, speak English, swim, write</i></p>	<p>Language Structures: Active: <i>He can paint. Yes, I can. No, I can't ride a bike.</i> Passive: <i>She can play computer games. Can you? Can you ride a bike?</i></p>	<p>Materials: crayons</p>
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Before the Class

- Song: *Where Is Jimmy?***
Play Track 2. Encourage students to sing the song three times.
- Presentation: *Actions***
Display the *action cutouts*. Name each action and have students repeat as they mime the corresponding action.
T: *He can paint.*
Ss: *He can paint.* (Students mime painting.)

During the Class

- Chant: *Let's All Sing***
Play Track 4, *Let's All Sing*. Teach the words to the chant as students do the actions. Repeat the chant three times.
- Presentation: *Can You Ride A Bike?***
Hold up an *action cutout* and ask the *Billy stick puppet* if he can perform the action.
T: (Hold up the *cutout* of the boy riding a bike.) *Billy, can you ride a bike?*
BILLY STICK PUPPET: *No, I can't ride a bike. Can you ride a bike?*
T: *Yes, I can. Raise your hand if you can ride a bike.*
Ss: (Students who can do the action raise their hand.)
Repeat with the remaining *action cutouts*.
- Student's Book: *Look and stick.***
Hand out the *Student's Books* open to page 6. Describe each action and have students identify the corresponding picture.
T: *She can play computer games.*
Ss: (Students point to the corresponding picture.) *She can play computer games.*
Distribute the *stickers* in the blue section. Have students carefully peel off the *stickers* and put them in the corresponding place in their books.
Finally, distribute crayons and describe an action. Ask students if they can do it or not.

If they can, have them color the circle.
T: *She can play computer games. Can you?*
S1: *Yes, I can.*
T: *Color the circle blue.*

After the Class

- Song: *Good-bye***
Play Track 5, *Good-bye*. Encourage students to sing the song three times.

Extra Activities

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



Learning Goals:

Students can communicate their own abilities and the ability of others.

Vocabulary:

color, count, cut, glue, paint, play, read, ride a bike, sing, speak English, swim, write

Language Structures:

Active: *I can ride a bike. I can swim. She can read. I can read, too.*

Passive: *What can you do?*

Materials:

crayons, paper clips, pencils

Before Class

1. Chant: *Let's All Sing*

Play Track 4. Teach students the words to the chant as they do the actions. Repeat the chant three times.

2. Game: *Roll And Remember*

Place the *action cutouts* on the chalk ledge. Have students sit in a circle on the floor. Roll a ball to a student and have him or her name something he or she can do using the *cutouts* as a reference. Then tell the student to roll the ball to someone else. The student who catches the ball says another sentence.

T: (Rolling the ball to S1.) *What can you do?*

S1: *I can ride a bike.* (Rolling the ball to S2.)

S2: *I can swim.*

Repeat until all the actions have been mentioned.

During the Class

1. Student's Book: *Look and color.*

Hand out the *Student's Book* open to page 7. Name an action and have students point to the corresponding picture. Then encourage them to raise their hand if they can do the action. Distribute crayons and have them color the section corresponding to the actions they can do. Encourage them to say what they can do.

Then divide the class into pairs. Place a paper clip on the clown's nose, holding it down with a pencil tip. Explain how to play the game. Tell students to take turns spinning a paper clip and waiting for it to stop. Then, have them describe what the boy or girl in the picture can do and whether or not they can do the same thing.

S1: *She can read. I can read, too.*

Walk around the class monitoring the activity.

After the Class

1. Rhyme: *I Am Special*

Write the title and the words to Track 6 on the board, leaving a large space after the first *can* in the third line. Attach the *action cutouts* to the board. Have students identify them. Then ask a student what he or she can do. Put the corresponding *action cutout* in the blank space in the song.

Play Track 6, *I Am Special*. Run your finger under the text on the board as you lead students in "reading" the rhyme. When you get to the third line, refer to the verb pictured. Ask another student what he or she can do and replace the *action cutout* in the blank space with a new one that corresponds to his or her response. Lead the students in "reading" the new version of the rhyme. Continue until everyone has participated.

Extra Activities

1. Fast Finishers

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

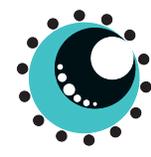
2. Activity Pad: *Make a crown.*

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





Look and color.



I can paint!



I can paint, too!



Unit 1 Lesson 2





Activity Pad



Personal, Social
and Emotional Development

Make a crown. AB

Materials: colored pencils, scissors, glue sticks, white cardboard, gold foil paper, stapler

Preparation: Make 4 cm wide strips of cardboard paper (2 per student.)

Instructions: Have students color in the pictures of the actions and help them cut them out. Encourage them to select three activities they can do and glue them on the crown. Tell students to color the crown and glue golden paper onto the cardboard strips. Staple the strips onto the crown. Then fit strips around students' head and staple the ends together.

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



Extra Activities

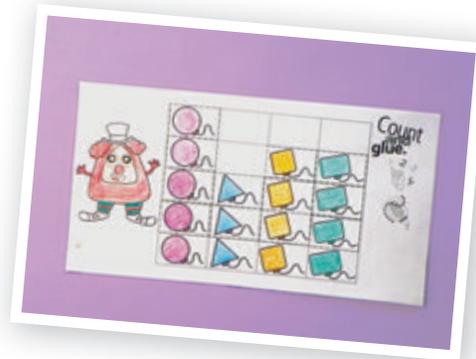
Fast Finishers: Week 2: Count and glue. TCH

Part 1: Have students color in the gumdrop and the balloons.

Part 2: Have students cut out the balloons. Then encourage them to identify the shapes of the balloons. Finally, have them glue the balloons onto the corresponding columns and complete the table.

Optional: Ask students to count the balloons.

T: *How many square balloons are there?*



Early Learning Activities



Artistic Development

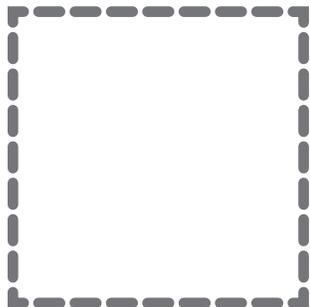
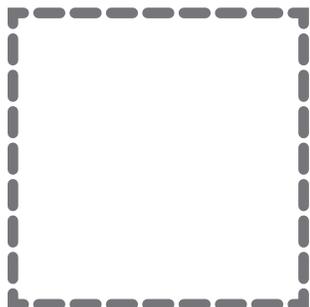
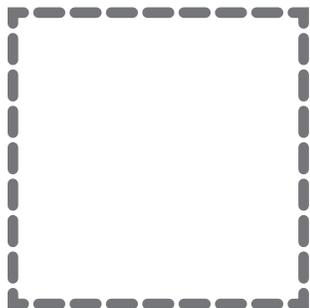
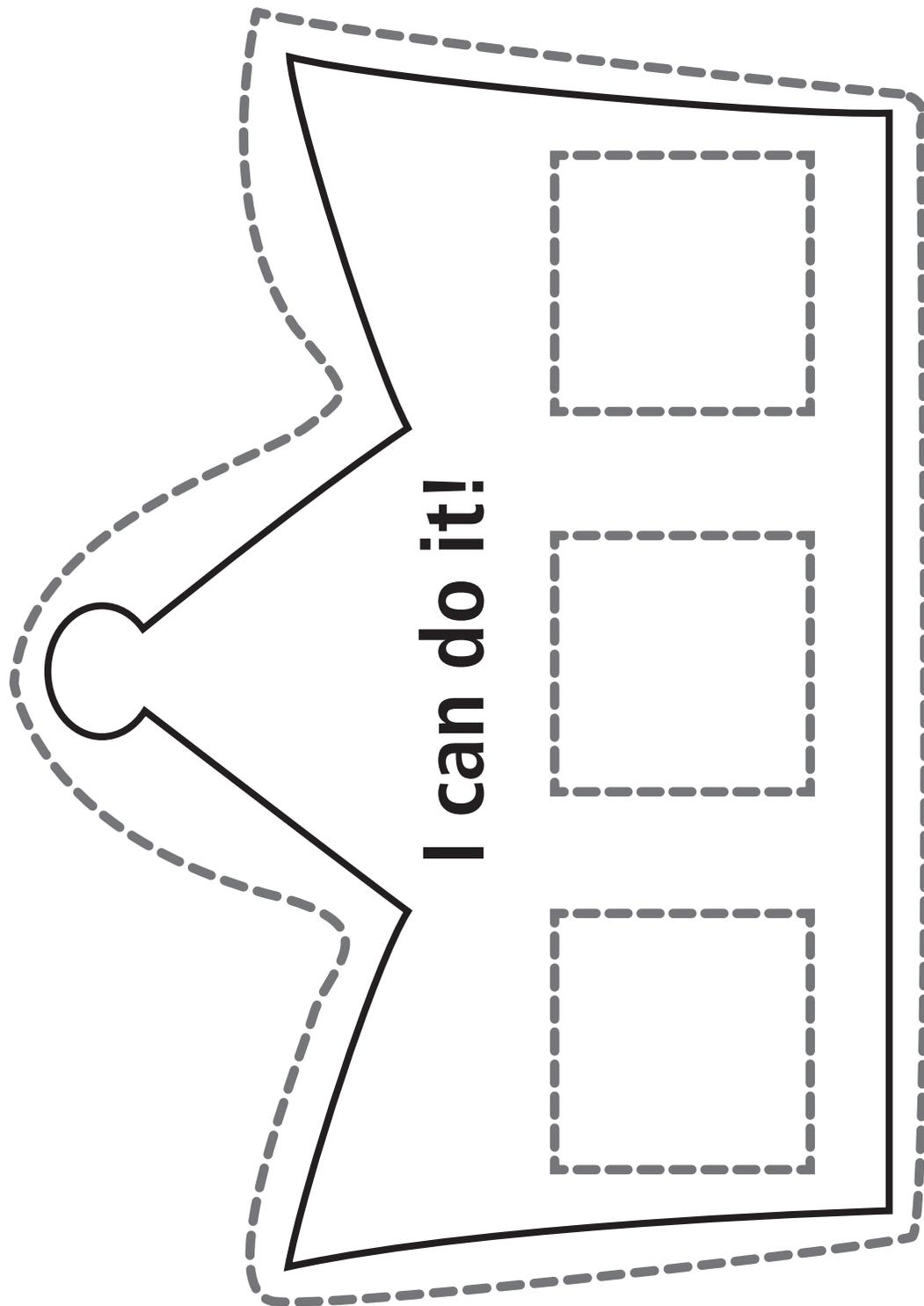
My Tablet

Materials: tissue boxes, black paint, paintbrush, white paper, crayons, scissors, 2 wooden sticks, tape

Preparation: Have students paint their tissue boxes black. Help them cut out a larger rectangular shape from the top of the box to represent the tablet screen. Place each box on its side. Make two small holes in the same place on the top and bottom of the box near the edges.

Directions: Distribute white paper and crayons. Help students fold their papers into quarters. Have them draw a picture of an action they can do in each section. Help them tape their drawings together to make a long strip. Tape each end of the strip to a wooden stick. Roll the strip around one of the sticks until the first picture is showing. Place the illustrated strip inside the box and insert the sticks through the holes of the box so that the first picture is showing on the "screen." Have the students describe his or her pictures.





Make
a
crown.





Look
and
stick.



Unit 1 Lesson 3





<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> <p><i>boy, butterfly, clap, fish, fly, frog, jump, parrot, skip, slither, run, snake, swim</i></p>	<p>Language Structures:</p> <p>Active: <i>I can hop. The snake can slither. I can talk like a parrot.</i></p> <p>Passive: <i>What can the boy do? Can the snake skip? What can the snake do? Can you skip like the boy?</i></p>	<p>Materials:</p> <p>crayons, <i>Animals templates, Actions templates, I can hop template</i> (from the <i>Teacher's Resource CD</i>)</p> <p>Preparation:</p> <p>Print out the <i>templates</i>. Color the <i>Animals</i> and <i>Actions templates</i>.</p>
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Before the Class

- 1. Presentation: Animals**  
Attach the *Animals templates* to the board. Have the *Gummy Drop stick puppet* point to and present the animals.
- 2. Presentation: Actions** 
Have students stand in a circle. Hold up the *Actions templates*, one at a time. Say and mime the actions. Encourage students to do the same.
T: *I can hop.* (Mime the action.)
Ss: *I can hop.* (Students mime the action.)
- 3. Song: I Can Hop Like A Rabbit** 
Have students stand in a circle. Play Track 7, *I Can Hop Like A Rabbit*. Encourage students to sing and act out the song.

During the Class

- 1. Listen to the story.**  
Display the *Big Book* page 4. Point to the title and read it out loud. Play Track 8, *I Can Do Many Things*. Point to the corresponding pictures on the *Big Book* pages 4 to 7 while students listen to the story.

- 2. Ask questions about the story.** 
Ask students questions similar to the following about the pictures on each page:
What can the boy do? Can the snake skip? What can the snake do? Can you skip like the boy? Can you slither like the snake?
- 3. Student's Book: Look and stick.**  
Hand out the *Student's Books* open to page 8. Distribute the *stickers* in the green section. Have students identify the animals. Then give them instructions for putting the *stickers* in the correct place in their books.
T: *Show me the snake. What can the snake do? The snake can...*
Ss: *slither.*
T: *Stick the snake in place.*
Repeat with the remaining *stickers*.
- 4. Let's retell the story.**    
Hand out the *Student's Book* open to page 81. Distribute *finger puppets*. Play Track 8. Point to the corresponding pictures in the *Big Book*, while students point to them in their books. Encourage them to join in as they retell the story.

After the Class

- 1. Songbook, Part 1**  
Copy the text from the *I can hop template* on the board. (See Preparation.) Read the text aloud. Encourage students to repeat. Invite them to finish the sentences.
T: *I can hop, hop, hop like a...*
S: *rabbit.*
Have a volunteer choose an animal and its corresponding action as mentioned in Track 7.
S: *I can talk, talk, talk like a parrot.*
Write the words in the blanks. Reread all the text. Repeat with different students. Distribute crayons and *templates*. Have students draw a picture of the animal performing the action they chose. Save students' work for the next lesson.

Extra Activities

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

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





Communication,
Language and Literacy

Learning Goals:

Students enjoy hearing new stories.
Students can recognize parts of the story that are missing and complete the story.

Vocabulary:

dog, butterfly, clap, fish,
fly, frog, jump, hop,
parrot, rabbit, run, seal,
slither, snake, swim, talk

Language Structures:

Active: *I can clap like a seal. Yes, I can. No, I can't. Run.*
Passive: *Can you clap like a seal? Can you run? What can the dog do?*

Materials:

Animals templates,
and *I can hop template*
from previous lesson,
crayons, colored pencils

Before the Class

1. Song: *I Can Hop Like A Rabbit*

Ask students to stand in a circle. Play Track 7. Lead students in singing and acting out the song.

During the class

1. Game: *Mime And Guess*

Place the *Animals templates* face down on a table. (See Materials.) Have a volunteer come up, choose a *template* and mime how the animal moves. Tell the rest of the class to raise their hands to guess which animal it is. Then ask the student who guesses if he or she can move like that animal.

T: *Can you clap like seal?*

S: *Yes. I can clap like a seal.* (Student mimes the action.)

2. What is the story about?

Display the *Big Book* pages 4 to 7. Invite students to say what the story is about.

3. Listen to the story.

Play Track 8. 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 81. 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.

T: *Point to the boy. The boy can run.*

5. Student's Book: *Look and draw.*

Hand out the *Student's Book* open to page 9. Distribute colored pencils. Then give students instructions for pointing to the pictures and coloring them in according to their outline.

T: *Point to the dog. Color the dog brown.*

Next, give students instructions for pointing to the animals again. Ask them to describe what each animal can do. Have them draw a happy face if they can perform the same action and a sad face if they cannot.

T: *Point to the dog. What can the dog do?*

S: *Run.*

T: *Can you run? Draw a happy face.*

6. Did you like the story?

Discuss the story. Ask students to describe which parts they liked and did not like about the story. Ask them to name the actions they can and cannot do.

After the Class

1. Songbook, Part 2

Write the text of the *I can hop template* on the board. Distribute crayons and students' *I can hop templates*. Have them finish coloring in their pictures. Ask each student to name the action and the animal he or she has drawn. Write his or her response in the blanks. Afterwards, have volunteers come to the board with their *templates*, one at a time. Ask a student to name his or her action and 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

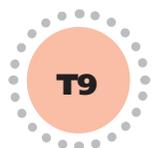
1. Fast Finishers

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

2. Activity Pad: *Color and cut.*

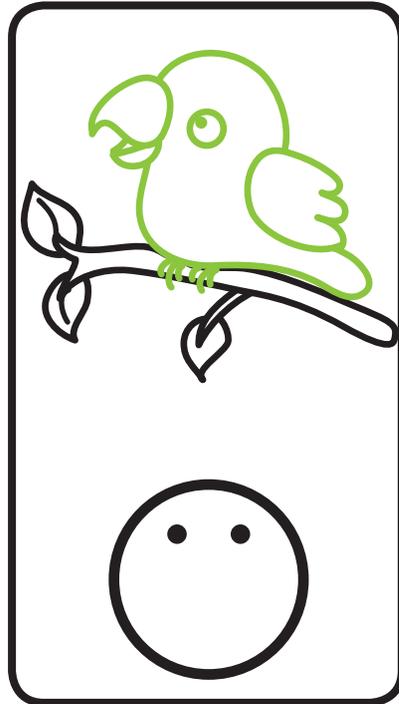
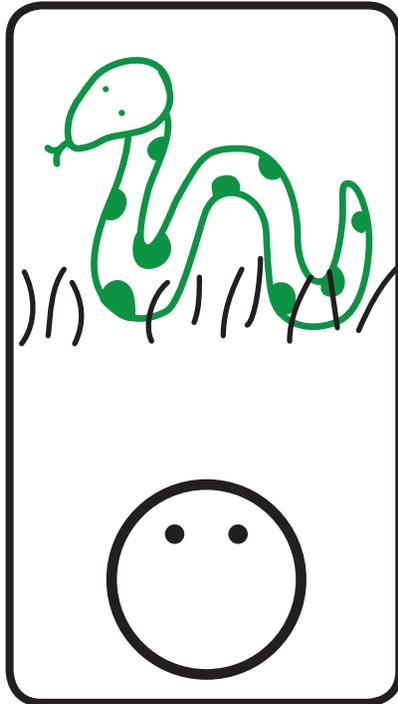
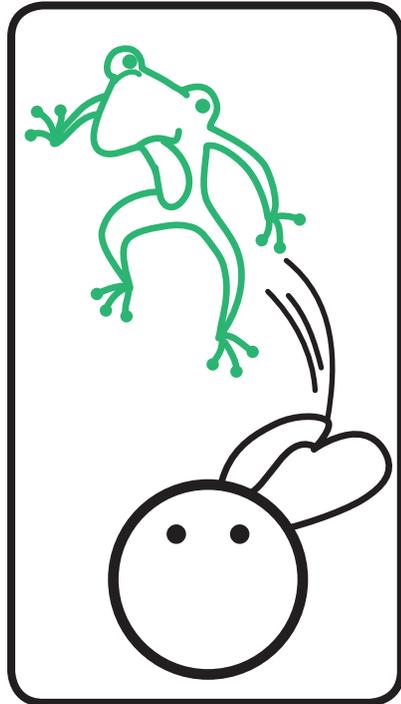
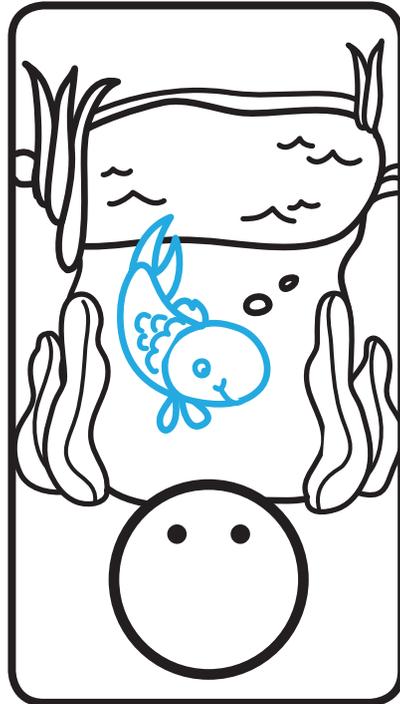
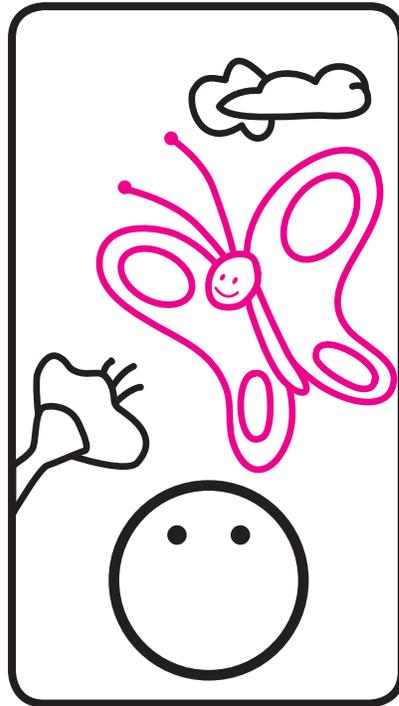
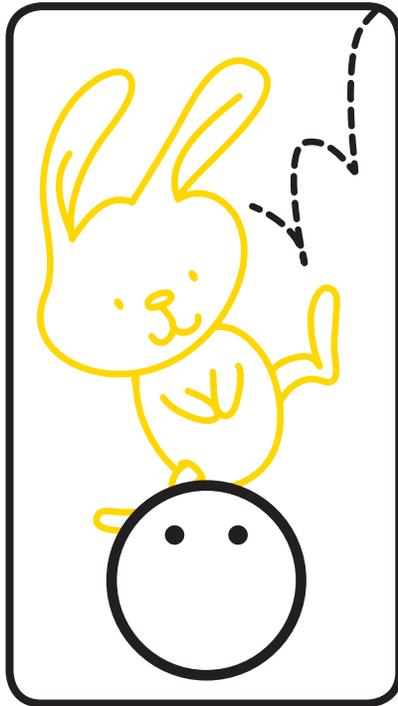
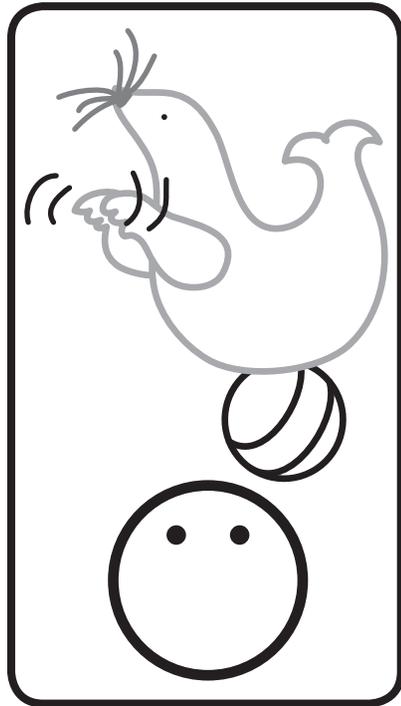
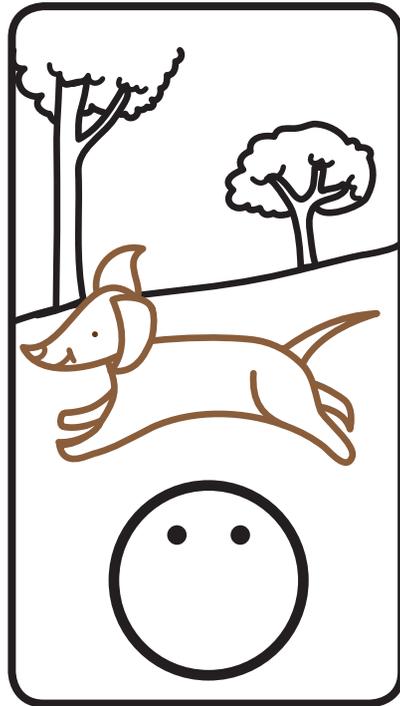
See instructions for the *Activity Pad*, on page T9a.

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



T9

Unit 1 Lesson 3

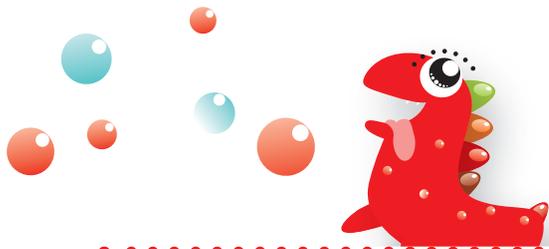


Look
and
draw.



Unit 1 Lesson 3





Activity Pad



Artistic Development

Color and cut.

Materials: pencil, markers, glue sticks, scissors, white construction paper, cardboard, squares of green paper, box tops

Instructions: Distribute materials. Have students glue the paper squares onto their box top or cardboard. Have them draw their facial features and hair on the blank face and color in the rest of pictures. Help them cut out the pictures, glue them onto construction paper and the cut them out again. Glue the pond onto the box top or cardboard. Have students fold the flaps so that the characters stand up. Play Track 8. Have students use the pictures to retell the story.



Extra Activities

Fast Finishers: Week 3: Color and say.

Part 1: Ask students to color the boy and the animals in the picture.

Part 2: Ask students to finish coloring in the pictures.

Optional: Encourage them to say how each animal can move.



Early Learning Activities



Communication,
Language and Literacy

Talking Parrot

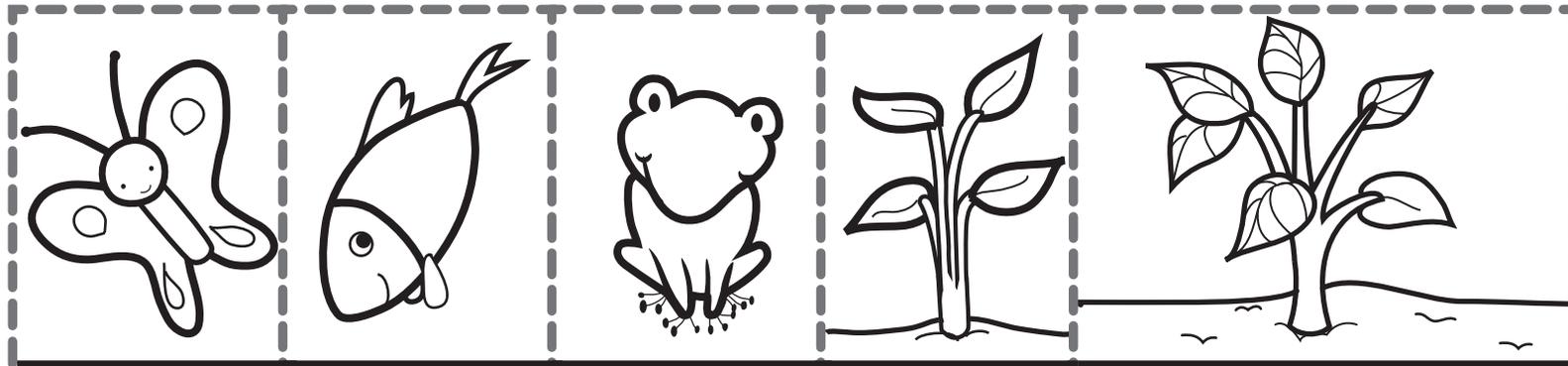
Materials: watercolors, paintbrushes, glue, straws, scissors, colored feathers, 2 fasteners, *Talking parrot template* (from the *Teacher's Resource CD*), *mini-flashcards*

Preparation: Print out and photocopy the *template* (1 per student).

Directions: Distribute materials and *templates*. Have students paint the parrot. Have them cut out the picture. Help students attach the wings to the bird with the paper fasteners and glue on colored feathers. Tape a straw to the back of the bird to make a stick puppet.

Activity: Distribute the *mini-flashcards*. Divide students into pairs. Student 1 (S1) is the parrot and Student 2 (S2) is the child. S2 picks a card and asks: *What can he or she do?* S1 repeats the question, using the parrot puppet. S2 describes the action on the card. If S2 does it correctly, S1 repeats what the child says and flaps the puppet's wings. If S2 is incorrect, S1 does not respond and S2 must try again to describe the action. Then have the students switch roles.





fold

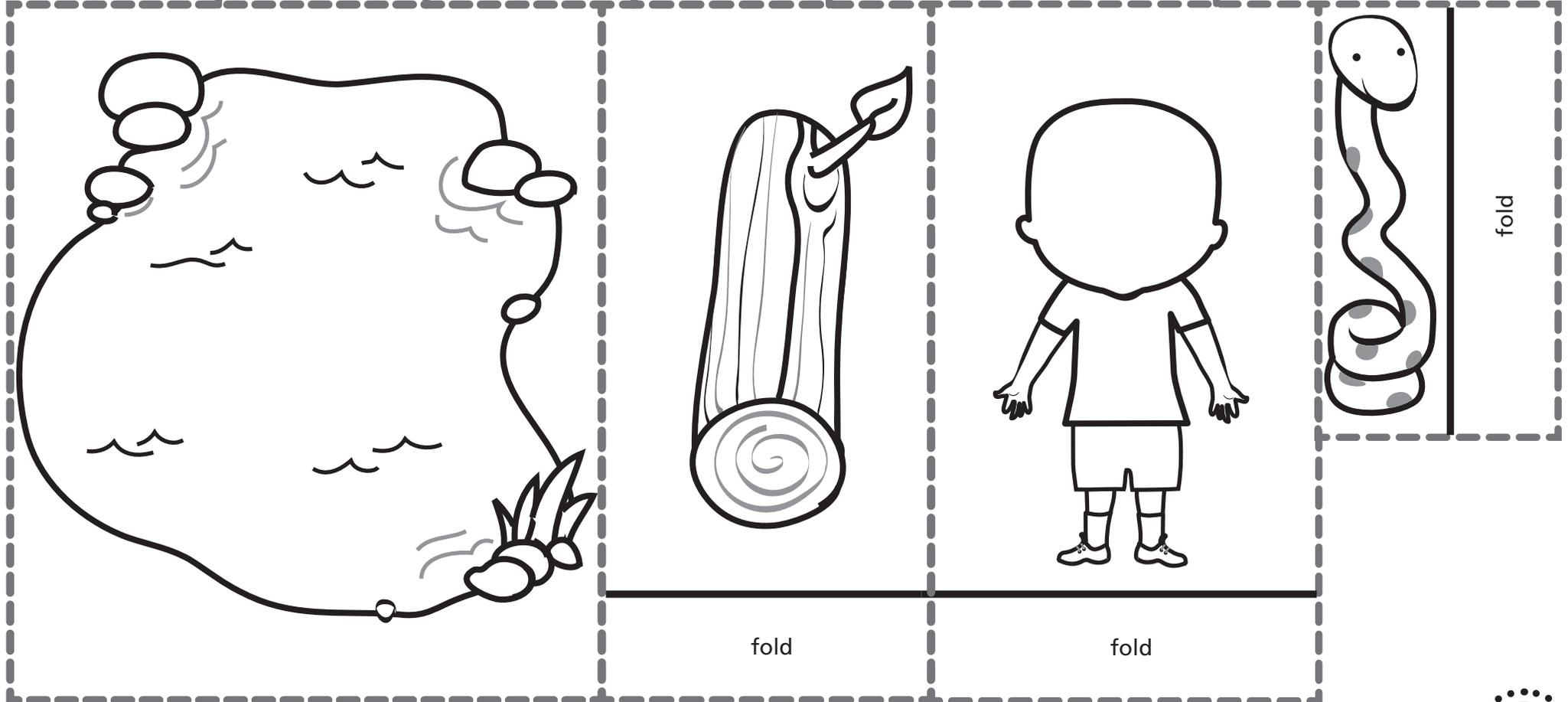
fold

fold

fold

fold

Color
and
cut.



fold

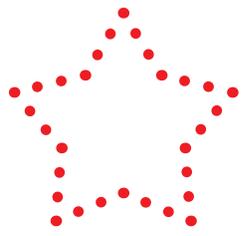
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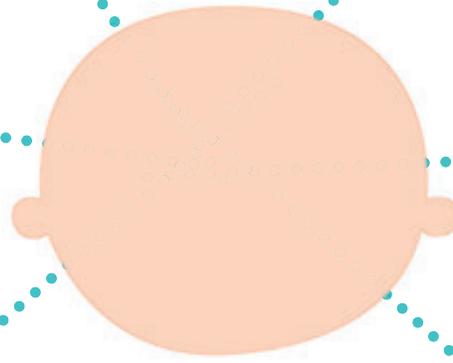


Draw
and
color.



Review

10





Value

We Are Friends

Vocabulary: *friends, draw, read, play, talk*

1. Talk About the Value

Encourage students to talk about their friends and what they like to do with them. Encourage students to make new friends and invite those students who are alone to play.

2. Student's Book: Color and draw.

Hand out the *Student's Book* open to page 67. Have students draw their face and their friend's face on the blank faces. Then have students color the circle of the activities they do together. Finally, tell them to draw a picture of their favorite activity. If the activity is done correctly, students stick the *Reward sticker* in place.

3. My Friend's Picture

Materials: piece of white, black and colored construction paper, colored chalk, facial tissues, scissors, glue

Directions: Give students a piece of construction paper and colored chalk. Ask students to draw a picture of their friends. Then have students cut out their pictures and glue them onto the black piece of paper. Mount the pictures on a contrasting colored piece of construction paper and display them in the classroom.

4. Song: It's Fun To Be Together

Play Track 9, *It's Fun To Be Together*. Encourage students to sing.



General Review

1. Review: Actions

Display *Poster 1*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to different actions. Have the rest of the class identify them.

S1: (Points to the boy cutting.)

Ss: *He can cut.*

2. Game: Memory Game

Divide the class into pairs. Distribute the *mini-flashcards*. Have students shuffle their cards together and place them face down on the table. Each student takes turns, turning two cards over and naming the actions on the cards. If the cards match, the student keeps the pair. The student with the most number of pairs wins the game.

3. Student's Book: Draw and color.

Hand out the *Student's Book* open to page 10. Have students identify the actions. Then tell them to draw in their face on the blank face. Explain to students that they should color in the circles to indicate which actions they can do. Finally encourage them to say what they can do.

S1: *I can draw.*

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. Ask students to circle the actions with different colors.

T: *Point to "I can draw". Show me your red crayon. Circle "I can draw", red.*

Have students match the things they can do with the thumbs-up symbol and the ones they can't do with the thumbs-down symbol.

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*.



Unit 2

Week 1

- Knowledge and Understanding of the World
- Problem Solving, Reasoning and Numeracy
- Artistic Development

ant, bee, butterfly, caterpillar, flower, grasshopper, in, ladybug, leaf, log, next to, on, plant, spider, under, worm

Active: *It's a spider. The bee is on the flower. It's in the grass. The spider is next to the tree.*
Passive: *What's this? Where is the bee? Where's the worm? The spider is next to the tree.*

Week 2

- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Artistic Development

caterpillar, long, short, worm; colors

Active: *Long caterpillar. Brown. It's a long caterpillar. Green.*
Passive: *This is a long caterpillar. What color is the long worm? What's this? What color is the long caterpillar?*

Week 3

- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Artistic Development

bee, buzzing, caterpillar, grasshopper, jumping, ladybug, munching, peeking, spider, weaving, worm; numbers 1 to 10

Active: *They are grasshoppers. One, two, three... ten.*
Passive: *What creatures are these? How many (bees) do you see? How many bees are there? Let's count.*

Math Concept: Prepositions, Long and Short, Numbers 1 to 10

Value: I Can Be Polite

Poster

1. Working with the Poster

Display *Poster 2*. Have students look at the poster and have them say where the children are.

T: *Look, where are they?*

T/Ss: *In the garden.*

Explain that the children are looking at creatures. Talk about the importance of living creatures in this world. Have them name as many creatures as possible and talk about their favorite one.

2. Working with the Unit Opener

Display *Poster 2*. Distribute the *finger puppets* for Unit 2. Name a creature and have students point to it in their *Student's Books* while a volunteer points to it on the *poster* with the *Teacher stick puppet*. Play Track 10, *Where Can It Be?* Encourage students to sing and point to the creatures in their books. Continue singing the song and ask students to point to the pictures with their *finger puppets* in their books.





Unit
2

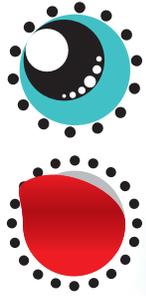
Creatures Everywhere!

11

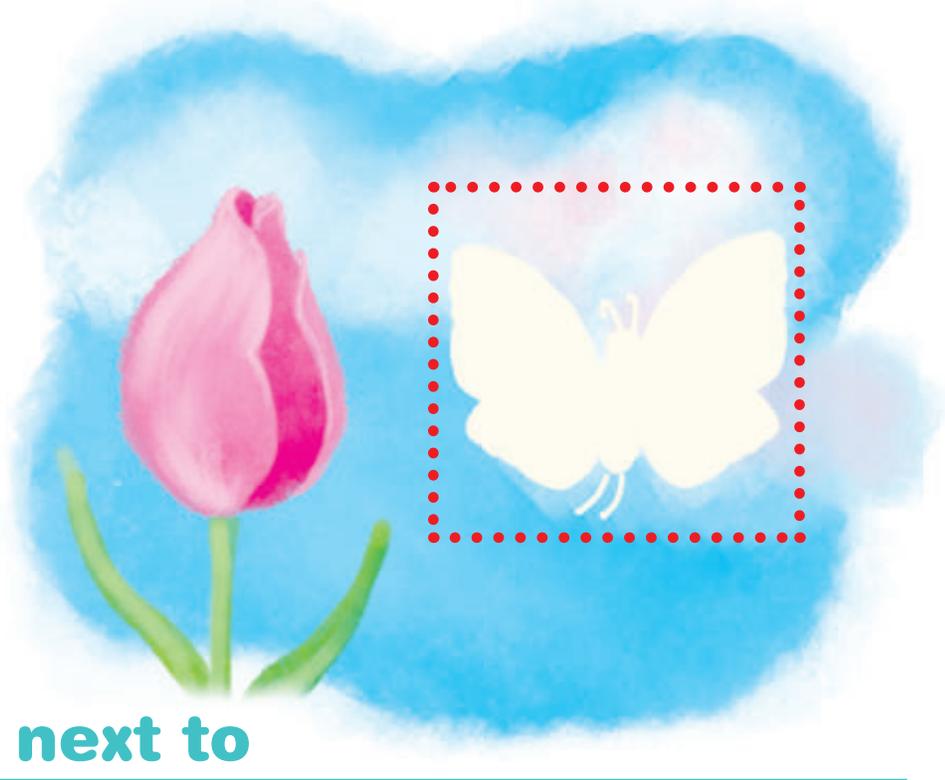




Look
and
stick.



on



next to



under



in



12

Unit 2 Lesson 4



Learning Goals:

Students can identify features in the natural world, such as insects.

Vocabulary:

ant, bee, butterfly, flower, grasshopper, in, leaf, log, on, next to, plant, under

Language Structures:

Active: *It's a spider. The bee is on the flower.*

Passive: *What's this? Where is the bee?*

Materials:

sticky tack



Before the Class

1. Song: *Where Is Jimmy?*

Play Track 2, *Where Is Jimmy?* Invite a volunteer to come up. Encourage students to sing the song, changing the word *Jimmy* to the volunteer's name. Repeat for three more students.

During the Class

1. Vocabulary: *Creatures*

Display the *creatures cutouts*, one at a time. Encourage students to repeat after you.

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

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

Place each *cutout* on the chalk ledge.

Next, use the *stick puppets* to point to and introduce the *natural items cutouts*. Have students repeat.

EMILY PUPPET: *This is a log. What's this?*

Ss: *It's a log.*

Attach the *natural items cutouts* to the board. Next, distribute the *creatures cutouts*. Ask individual students to come to the front of the class. Have the *stick puppets* give them instructions for attaching the *creatures cutouts* with sticky tack.

BILLY PUPPET: *Put the bee on the flower.*

Alternate the prepositions: *next to, under* and *in*.

2. Song: *Bugs All Around*

Display the *natural items cutouts* on the board and the *creatures cutouts* on the chalk ledge. Play Track 11, *Bugs All Around*. Encourage students to sing along. Put the *cutouts* on the corresponding place mentioned in the song.

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

Hand out the *Student's Books* open to page 12. Distribute the *stickers* in the red section. Have students identify the bee. Ask them to carefully peel off the *sticker* and place it on the flower.

T: *Put the bee on the flower.*

Continue in the same manner with the rest of the activity. Finally, ask students where the creatures are.

T: *Where is the bee?*

Ss: *The bee is on the flower.*

After the Class

1. Game: *Listen And Do*

Attach the *natural items cutouts* to the board. Divide the class into two teams, Team 1 and Team 2. Invite a member from Team 1 to the front and give him or her a command for putting one of the *creatures cutouts* in a specific location.

T: *Put the grasshopper next to the log.*

Continue alternating teams until all students have participated.

Extra Activities

1. *Fast Finishers*

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



Knowledge and Understanding of the World

Learning Goals:

Students can respond to instructions by placing objects appropriately.

Vocabulary:

caterpillar, flower, in, ladybug, leaf, log, next to, on, plant, spider, under, worm

Language Structures:

Active: *It's in the grass. The spider is next to the tree.*

Passive: *Where's the worm? The spider is next to the tree.*

Materials:

markers, chalk, sticky tack

Before the Class

1. Game: Guess The Picture

Divide the board into three sections. In the first section, start drawing grass at the bottom. Encourage students to guess what it is.

T: *What's this?*

Ss: *Flower?*

T: *No, it isn't.*

Ss: *Grass?*

T: *Yes, it is! Say "grass."*

Continue in the same manner, drawing a leaf in the second section and a flower in the third section. Save the pictures for the following activity.

2. Song: Bugs All Around

Attach the *natural items cutouts* to the board. Place the *creatures cutouts* on the chalk ledge. Invite a volunteer to come to the front for each verse. Play Track 11. Encourage students to sing along. Help volunteers attach the *creatures cutouts* in the correct place mentioned in the song.

During the Class

1. Presentation: Where Are The Creatures?

Place the *ladybug, butterfly, ant, caterpillar, bee* and *worm cutouts* on the chalk ledge.

Place a *cutout* on one of the pictures you drew on the board, using sticky tack. Describe its location and have students repeat.

T: (Teacher places the bee under the flower.)

T: *Where's the bee?*

T/Ss: *It's under the flower.*

Give students plenty of practice identifying the locations by placing the *cutouts* on different pictures.

2. Point to...

Display *Poster 2*. Name each creature. Give a student the *Gummy Drop stick puppet*. Ask him or her to point to a creature on the *poster*. Then ask the rest of the class to describe the location of the creature the student has pointed to.

T: *Worm.*

S: (Student points the worm on the poster.)

T: *Where's the worm?*

Ss: *It's in the grass.*

3. Student's Book: Look and draw.

Display the *natural items* and the *creatures cutouts* on the board. Put the *spider cutout* next to the *tree cutout*. Describe the scene and have students repeat.

T/Ss: *The spider is next to the tree.*

Continue in the same manner with: *ant in the log, butterfly on the plant, and worm under the leaf.*

Hand out the *Student's Books* open to page 13. Have students identify the *plant, tree, leaf, log* and *flower*. Distribute markers. Give students instructions for drawing in their books the same scene that is on the board.

T: *Draw a spider next to the tree.*

After the Class

1. Game: Jump Over The Line

Display *Poster 2*. Draw a horizontal line on the floor with chalk. Make statements about the locations of the creatures. If the statements are true, students jump over the line. If they are false, they stay in place.

Extra Activities

1. Fast Finishers

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

2. Activity Pad: Make a scene.

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

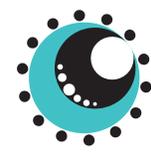


113

Unit 2 Lesson 4



Look
and
draw.



Unit 2 Lesson 4





Activity Pad



Problem Solving,
Reasoning and Numeracy

Make a scene. AB

Materials: paintbrushes, watercolors, scissors, glue sticks, empty paper rolls (1 per student)

Preparation: Cut out the paper rolls in half.

Instructions: Distribute materials. First, have students paint the pictures with watercolors and allow them to dry. Then tell students to cut out the pictures following the dotted lines. Have students glue the log and the flower on the paper rolls so they can stand up. Give students instructions for putting the ladybug and ant in different locations.

T: *Put the ladybug next to the flower. Put the ant on the log.*



Extra Activities

Fast Finishers: Week 1: Look and color. TCH

Part 1: Have students color in the picture.

Part 2: Have them cut out the butterfly. Give instructions to students to place the butterfly in different locations in the classroom.

T: *Put the butterfly on the table.*



Early Learning Activities



Artistic Development

Bugs in a Box

Materials: play dough or plasticine, paint, paintbrushes, shoe box and pipe cleaners (2 per student), natural objects

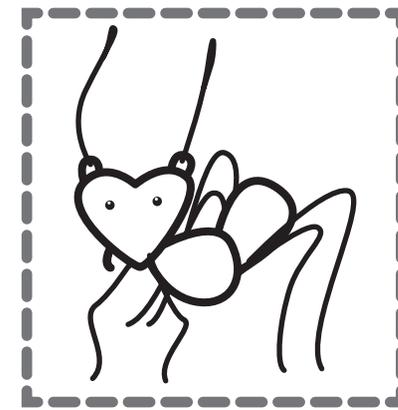
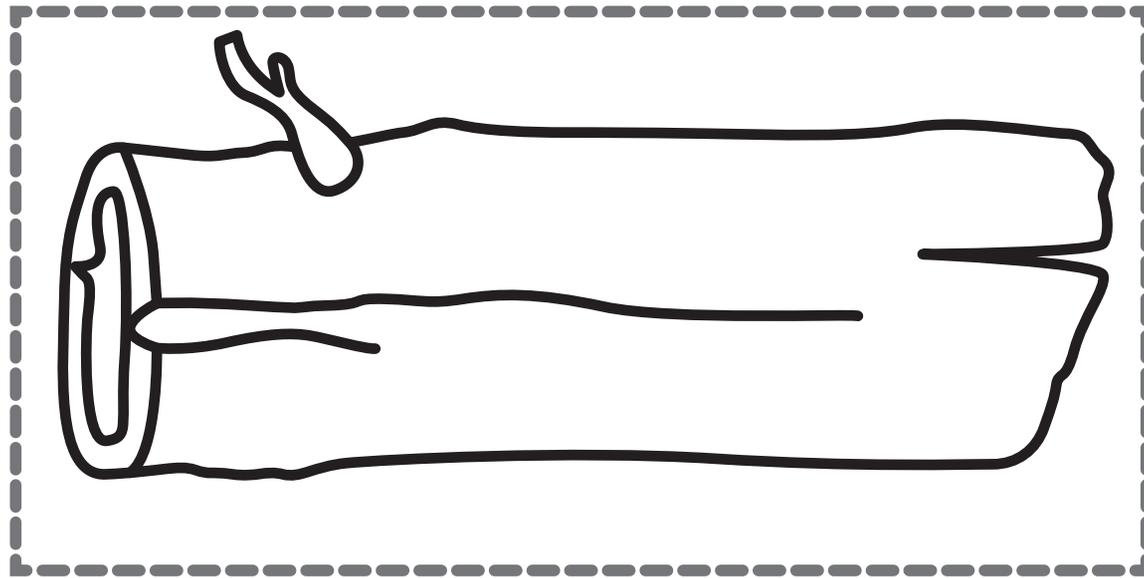
Preparation: Cut pipe cleaners into quarters. Take students on a walk to gather leaves, rocks, twigs and grass or bring in the natural objects yourself.

Directions: Distribute materials. Ask students to paint the inside of their boxes and glue on natural objects to create a scene. Distribute plasticine or play-dough. Tell students to make an insect out of plasticine. Have them put two pieces of pipe cleaner into each bug's head for antennae and six pieces for the legs. Have students place their bugs in various locations in the box. Ask them to describe the locations of their bugs.

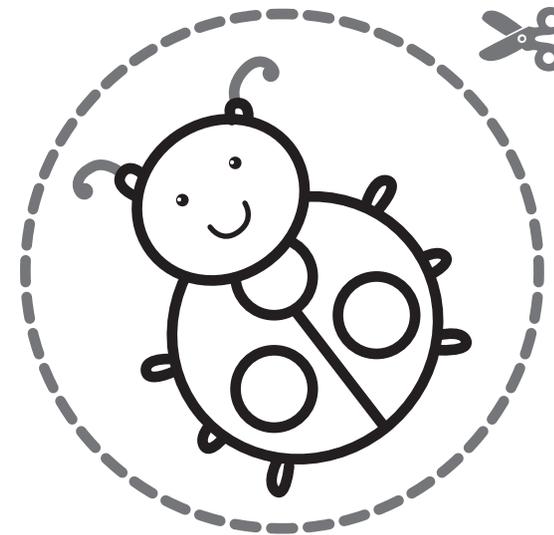
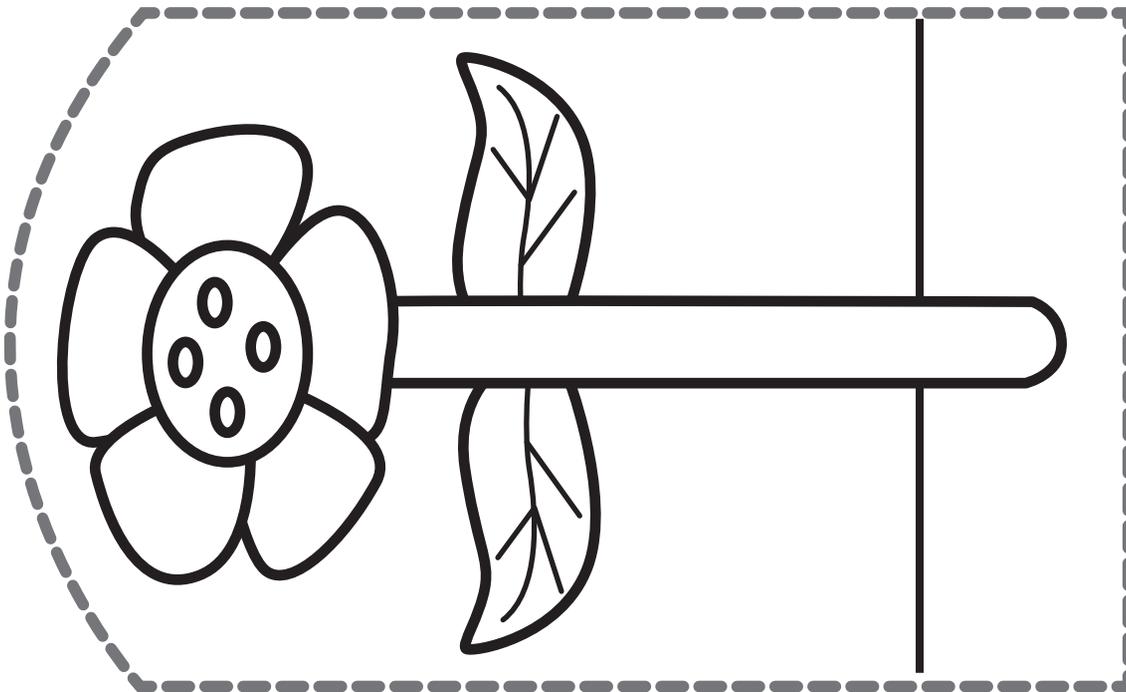


Unit 2 Lesson 4



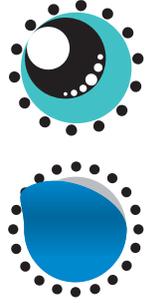


Make
a
scene.





Look
and
stick.



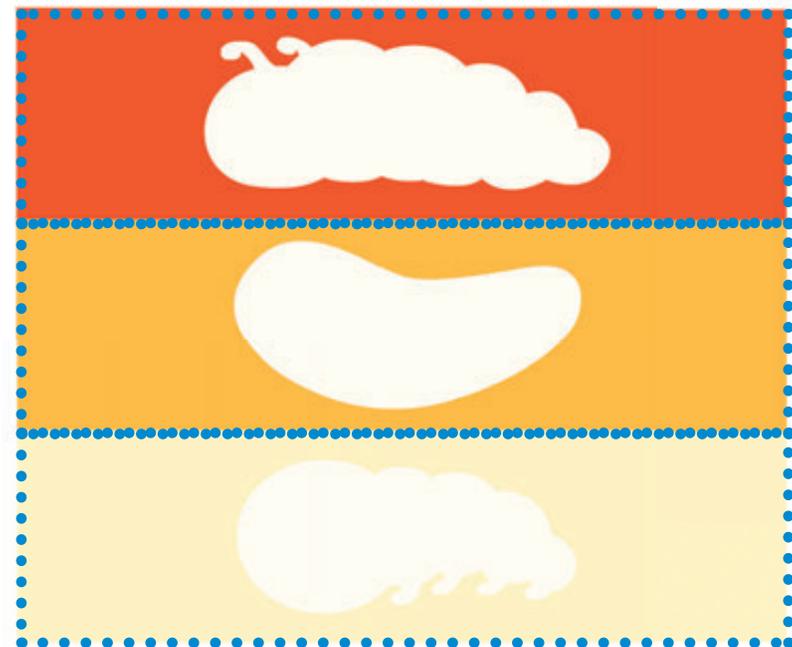
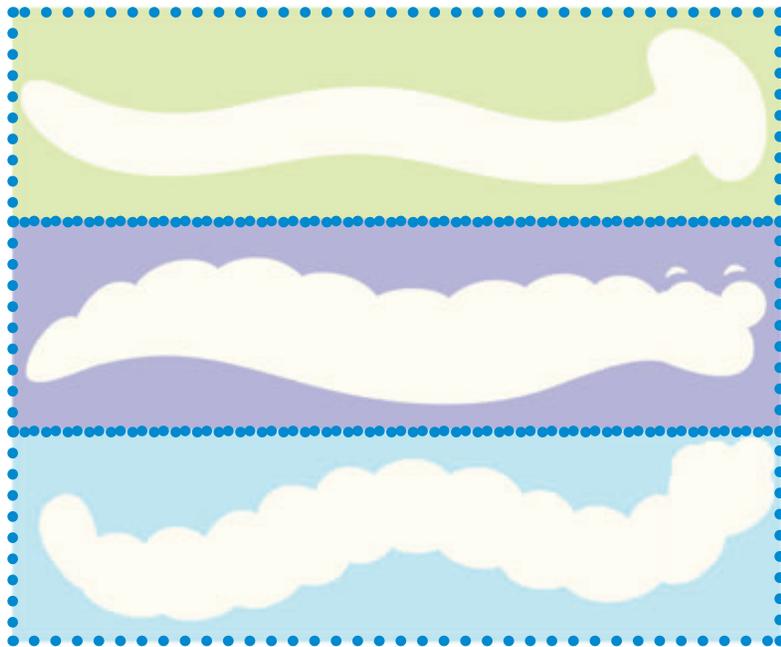
My worm
is long.



My worm
is short.

long

short





<p>Learning Goals: Students can identify objects by length.</p>	<p>Vocabulary: <i>caterpillar, long, short, worm; colors</i></p>	<p>Language Structures: Active: <i>Long caterpillar. Brown.</i> Passive: <i>This is a long caterpillar. What color is the long worm?</i></p>	<p>Materials: sticky tack, crayons</p>
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Before the Class

1. Song: *Bugs All Around*

Display the *natural items* and the *creatures cutouts* on the board. Play Track 11. Encourage students to sing. Place the *cutouts* on the correct place mentioned in the song. Afterwards, change the location of the *cutouts* and lead the students in singing the new verses.

During the Class

1. Presentation: *Long And Short*

Display the *long worm* and the *short worm*, the *long caterpillar* and the *short caterpillar cutouts*, one at a time. Describe them and have students repeat.

T: *This is a long caterpillar. Say "long caterpillar."*

Ss: *Long caterpillar.*

Attach the *leaf, plant, log* and *flower cutouts* to the board. Display the *worms* and *caterpillars cutouts*. Invite individual students to come to the front, and give them instructions for attaching the *cutouts* to the board with sticky tack.

T: *Put the short worm on the leaf. Put the long caterpillar next to the flower.*

2. Song: *Worms*

Play Track 13, *Worms*. Have students sing and act out the song three times. Have them scrunch, stretch out, wiggle or crawl, accordingly.

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

Hand out the *Student's Book* open to page 14. Give students commands for pointing to the brown worm and have students describe it.

T: *Billy has a long brown worm. Point to the long worm. What color is the long worm?*

Ss: *Brown.*

Distribute crayons and have students trace the word *long*. Distribute the *stickers* in the blue section. Have students carefully peel the long worms *stickers* off and put them in the corresponding place in their books. Do the same for the short worm. Walk around the room and ask individual students to describe their stickers.

T: *Point to the long worm. What color is it?*

S: *Red.*

After the Class

1. Game: *What's Missing?*

Place the *long* and *short worms* and *caterpillars cutouts* on the chalk ledge. Point to them and have students identify them. Then tell students to close their eyes while you remove one of the *cutouts*. Ask students to open their eyes and identify the missing *cutout*.

T: *What's missing?*

Ss: *The short caterpillar.*

Extra Activities

1. Fast Finishers

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

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





Communication,
Language and Literacy

Learning Goals:

Students can identify objects by length.

Vocabulary:

caterpillar, long, short, worm; colors

Language Structures:

Active: *It's a long caterpillar. Green.*

Passive: *What's this? What color is the long caterpillar?*

Materials:

crayons, box, plastic straws, scissors, play dough, CD with lively music

Before Class

1. Song: Worms

Play Track 13. Have students sing and act out the song.

2. Vocabulary: Long and Short

Have students sit in a circle. Put the *worms* and *caterpillars cutouts* in a box. Choose a student (Student A) to pick a *cutout* from the box, identify it and hold it up.

T: *What's this?*

S: *It's a long caterpillar.*

Ask Student A to pass the box to another student (Student B). Have Student B choose another *cutout*. Repeat the procedure until all the students have had a turn.

3. Game: Pass The Cutouts

Have the students sit in a circle. Play lively music and have them pass around the *worms* and *caterpillars cutouts*. Stop the music and have students holding the *cutouts* describe them.

S: *I have a long worm.*

Repeat several times.

During the Class

1. Student's Book: Look and color.

Hand out the *Student's Book* open to page 15. Describe the pictures and have students point to the creatures on the page.

T: *Point to the long caterpillar. Point to the short caterpillar. What color is the long caterpillar?*

Ss: *Green.*

Distribute crayons. Give instructions for coloring in the rest of the long creatures green and the short creatures yellow.

2. More Practice: Close Your Eyes

Cut plastic straws into various lengths, and distribute them to students (two per student). Ask students to close their eyes, and put a piece of straw in each of their hands. Ask them to identify by touch which section is longer and which is shorter. Then have them open their hands and put the straws together to compare and check their answers. Have students change straws and do the activity again.

After the Class

1. Play Dough Snakes

Tell students they are going to make a short snake and a long snake. Distribute play dough at students' work areas. Begin by having students roll two pieces of play dough between the palms of both hands until they are smooth balls. Next, tell them to put their balls on the table, and show them how to roll the play dough balls into snakes by keeping their fingers straight. Encourage students to experiment and find ways of making their snakes longer or shorter. Walk around and observe whether students can discriminate between *long* and *short*.

T: *Point to the long snake. Point to the short snake.*

Extra Activities

1. Fast Finishers

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

2. Activity Pad: Fold and glue.

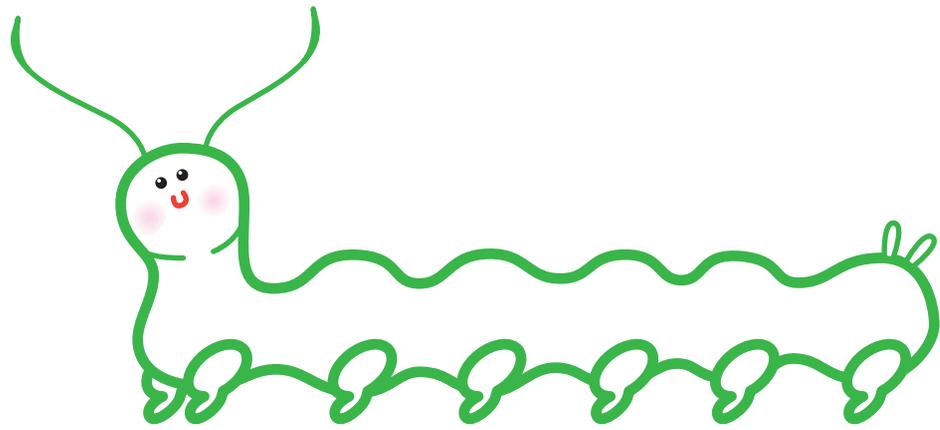
See instructions for the *Activity Pad*, on page T15a.



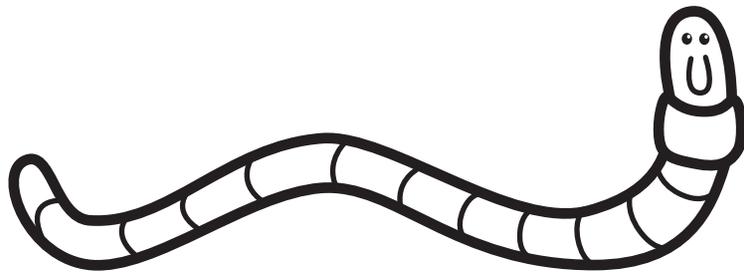
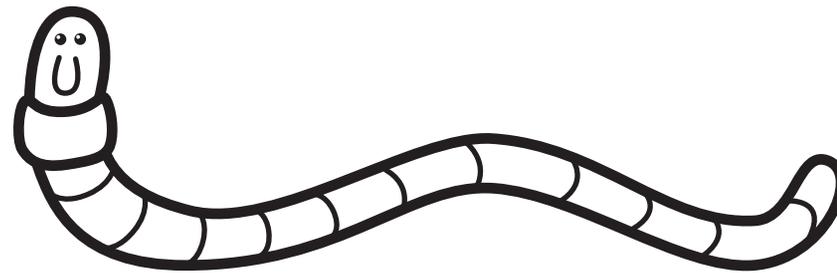
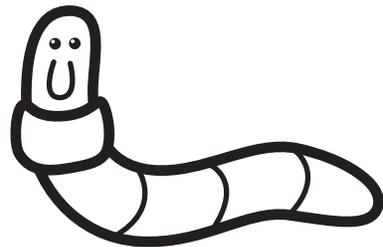
T15

Unit 2 Lesson 5





Look
and
color.





Activity Pad



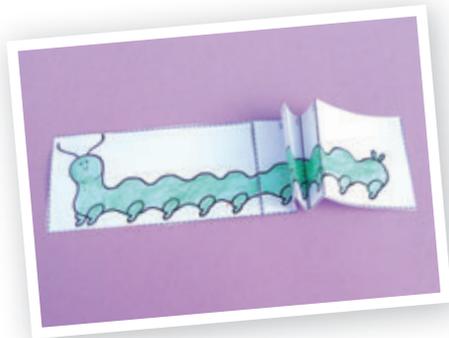
Problem Solving,
Reasoning and Numeracy

Fold and glue. 

Materials: crayons, scissors, glue

Instructions: Distribute materials. Have students color in the pictures. Then tell them to cut out both parts of the caterpillar. Help students fold the second section of the caterpillar. Show them how to glue both sections of the caterpillar together. Give students commands for making it short and long.

T: *Show me the long caterpillar. Show me the short caterpillar.*



Extra Activities

Fast Finishers: Week 2:
Look and draw. 

Part 1: Have students identify the patterns and draw the corresponding picture.

Ss: *Long, short, long, short.*

T: *What comes next?*

Part 2: Have students color in the pictures.



Early Learning Activities



Artistic Development

Make a Caterpillar

Materials: movable eyes, egg cartons, paintbrushes, pom-poms, pipe cleaners, scissors, glue

Preparation: Cut out six sections of an egg carton for each student.

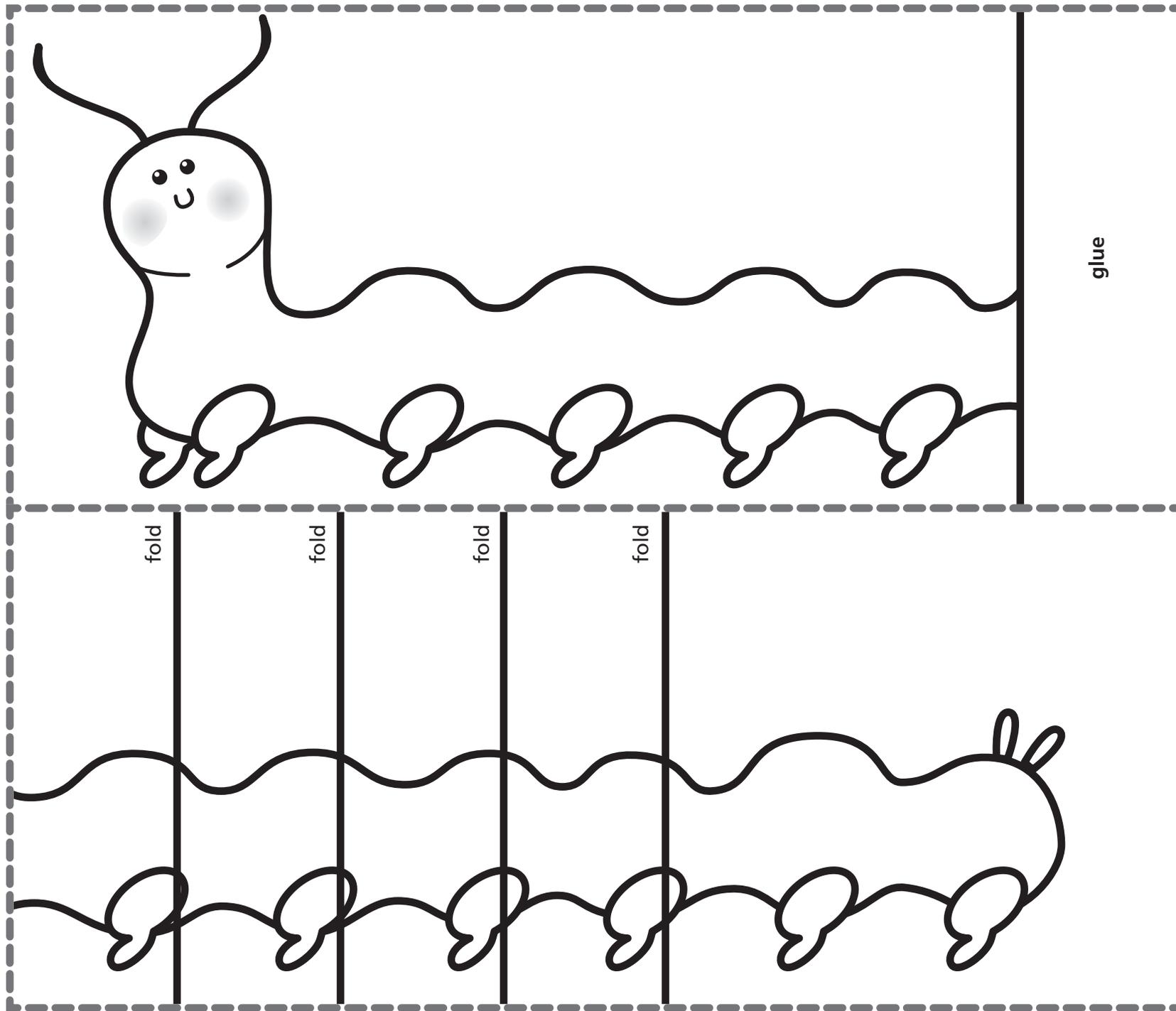
Directions: Distribute the sections of egg cartons, paintbrushes and paint. Have students paint each section a different color. Distribute glue, moveable eyes, pom-poms and pipe cleaners. Ask students to glue a pop-pom onto the top of each section. Show them how to glue on the moveable eyes to the head section. Next, help them bend pieces of pipe cleaners to form the mouth and antennae and glue them in place. Glue a pom-pom on each antenna. After students have finished their caterpillars, have them find something longer and something shorter than their caterpillars.

S1: *My caterpillar is longer than the pencil.*

S2: *My caterpillar is shorter than the table.*



Unit 2 Lesson 5

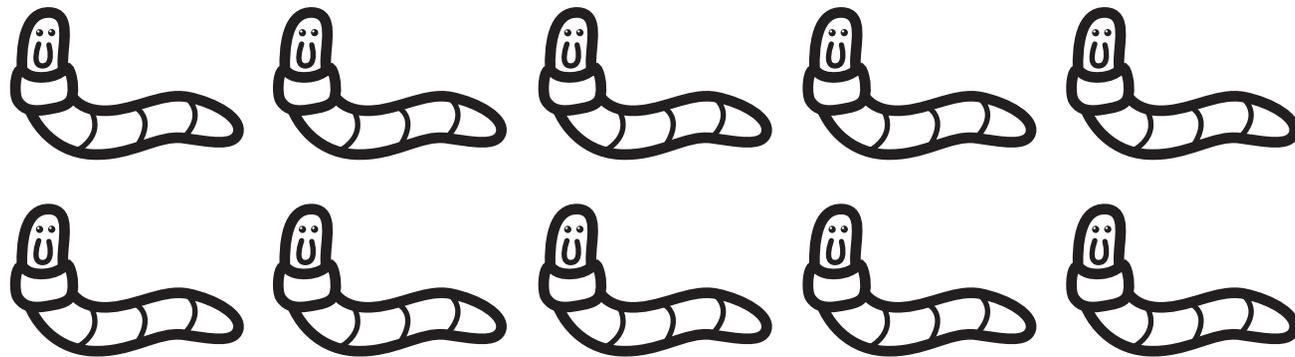
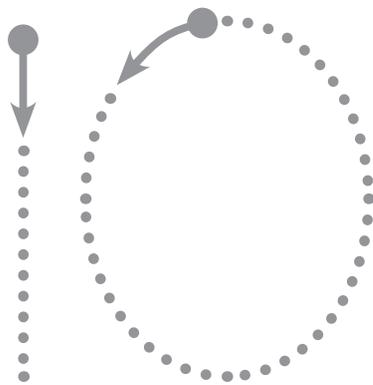
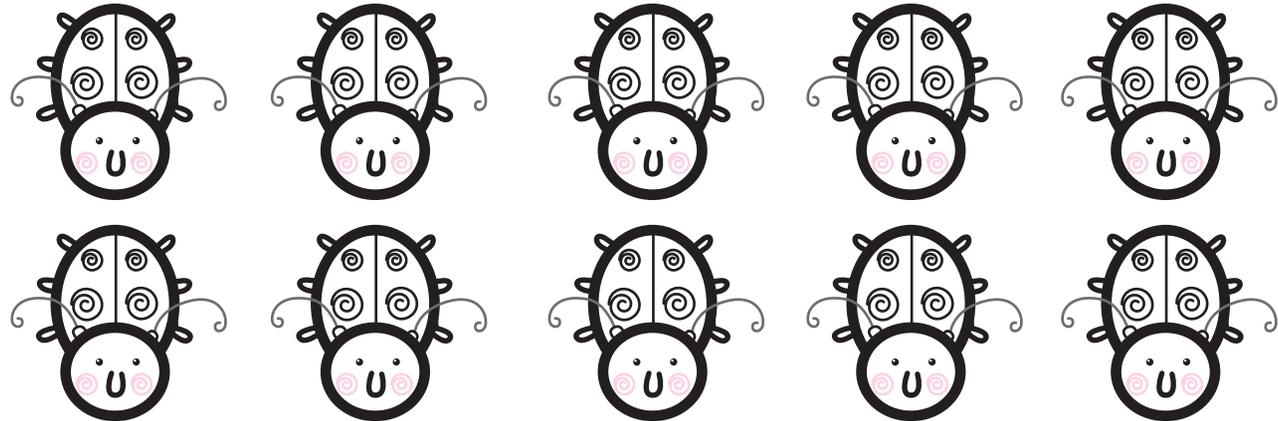
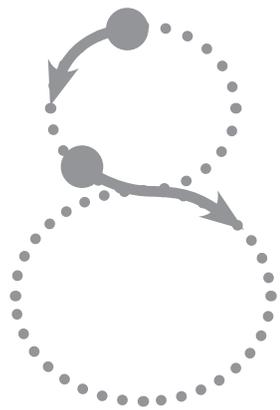
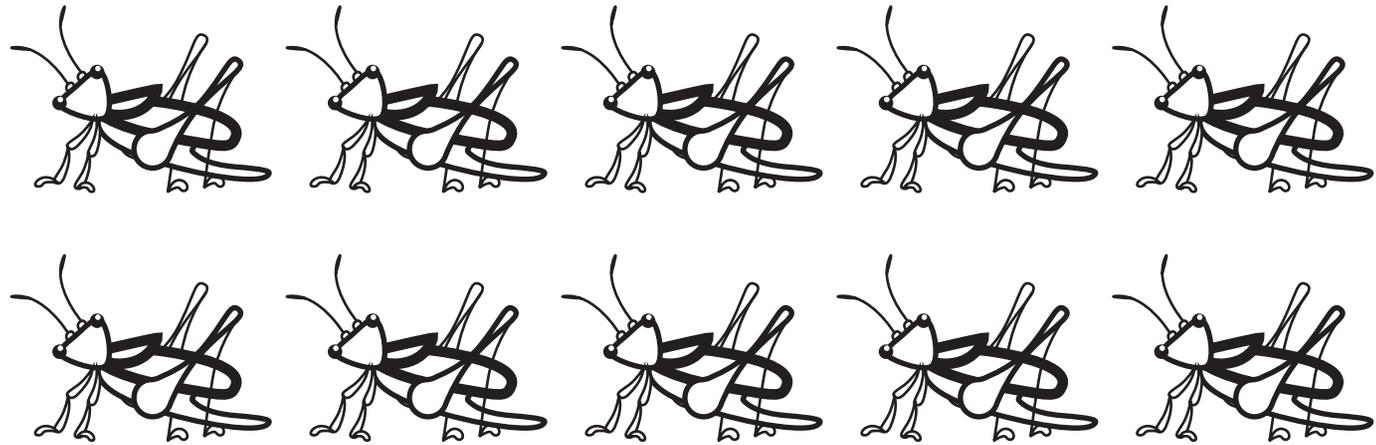
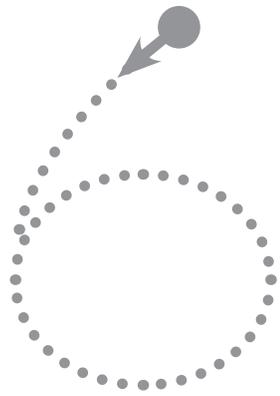


**Fold
and
glue.**





Trace
and
color.





<p>Learning Goals:</p> <ul style="list-style-type: none"> Students can listen attentively for 10 minutes. Students can respond to what he or she has heard by answering questions. 	<p>Vocabulary:</p> <p>bee, buzzing, caterpillar, grasshopper, jumping, ladybug, munching, peeking, spider, weaving, worm; numbers 1 to 10</p>	<p>Language Structures:</p> <p>Active: <i>They are grasshoppers. One, two, three... ten.</i></p> <p>Passive: <i>What creatures are these? How many (bees) do you see?</i></p>	<p>Materials:</p> <p>crayons, <i>Let's go exploring template</i> (from the <i>Teacher's Resource CD</i>)</p> <p>Preparation:</p> <p>Print out the <i>template</i> (1 per student).</p>
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Before the Class

1. Review: Numbers 1 to 10

Write the numbers 1 to 10 on the board. Point to and name each number in order. Have students repeat after you. Point to different numbers at random and have students identify them. Next, erase a number. Call on a student to identify the missing number. If he or she is correct, let that student erase the next number. Continue the game until all the numbers have been erased.

During the Class

1. Presentation: Actions

Place the *creatures cutouts* on the chalk ledge. Show one *cutout* at a time and have students name the creature. Elicit different ways each creature can move. Display the *Big Book* pages 8 to 13. Present the new action vocabulary: *buzzing, jumping, peeking, weaving and munching*. Afterwards, mime an action and have students guess which creature moves in the corresponding manner.

2. Chant: Move Like A Creature

Have students stand in a circle. Play Track 12, *Move Like A Creature*. Encourage students to join in as they act out the chant.

3. Listen to the story.

Display the *Big Book* page 8. Point to the title and read it aloud. Play Track 14, *Let's Go Exploring*. Point to the corresponding pictures on the *Big Book* pages 8 to 13, 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: *What creatures are these? How many (bees) do you see? What are the bees doing? Can you buzz like a bee?*

5. Student's Book: Trace and color.

Hand out the *Student's Book* open to page 16. Point to each number and have students identify it. Ask them to trace over it with their finger. Next, have students identify the creatures in each row.

T: *What creatures are these?*

T/Ss: *They are grasshoppers.*

Next, distribute crayons. Have students trace over the numbers and color in the corresponding number of creatures.

T: *Count ten worms.*

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

T: *Color ten worms blue.*

After the Class

1. Let's Go Exploring, Part 1

Copy the text from the *template* on the board. (See Preparation.) Write the words *seven caterpillars* in the blanks. Read the text aloud. Encourage students to repeat.

T: *Let's go exploring! What can you see? I see seven caterpillars next to the tree.*

Have a volunteer come up to the board and draw a picture of seven caterpillars next to a tree. Erase the words in the blanks. Repeat the procedure with different students, changing the number and type of creature each time. Distribute the *templates and crayons*. Have students draw a picture of themselves and between 6 and 10 creatures next to a tree. Save students' work for the next lesson.

Extra Activities

1. Fast Finishers

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

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



Learning Goals:

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

Vocabulary:

bee, buzzing, caterpillar, grasshopper, jumping, ladybug, munching, peeking, spider, weaving, worm; numbers 1 to 10

Language Structures:

Active: *One, two, three... ten.*
Passive: *How many bees are there? Let's count.*

Materials:

Let's go exploring template from previous lesson, crayons, ball

Before the Class

1. Game: Ball Toss

Have students stand in a large circle. Shout *One!* and toss a ball to a student. When the student catches the ball, he or she says the next number in the sequence aloud and tosses the ball to another classmate. When students reach the number 10, tell them to reverse the sequence, counting backwards from 10 to 1.

During the class

1. What is the story about?

Display the *Big Book* pages 8 to 13. 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. Point to...

Hand out the *Student's Book* open to page 83. 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.

T: *Point to the bees. How many bees? Let's count.*

4. Student's Book: Count and stick.

Hand out the *Student's Book* open to page 17. Give students instructions for pointing and coloring the pictures.

T: *Point to the grasshoppers. Color the grasshoppers green.*

Distribute the *stickers* in the green section. Have students identify the numbers. Then give students instructions for counting the creatures and putting the *stickers* in the corresponding location in their books.

T: *Point to the bees. How many bees are there? Let's count.*

T/SS: *One, two, three... ten.*

T: *Find number 10. Put number 10 sticker in the box below the bee.*

Next, name a creature and have students say the corresponding number. Say a number and have students name the corresponding creature.

5. Retell the story.

Hand out the *Student's Book* open to page 83. Distribute *finger puppets*. Play Track 14. Point to the pictures in the *Big Book*, while students point to them in their books. Encourage them to retell the story.

After the Class

1. Let's Go Exploring, Part 2

Write the text from the *template* on the board. Distribute crayons and students' *templates*. Have them finish coloring in their pictures. Ask each student to name the creatures he or she has drawn. Write the student's response in the blanks. Next, have volunteers come to the board with their pictures. Have the students describe how many creatures they have drawn. Fill in the blanks accordingly and lead students in "reading" the text. Repeat the procedure with other students. Save students' work to put in their *Scrapbooks*.

Extra Activities

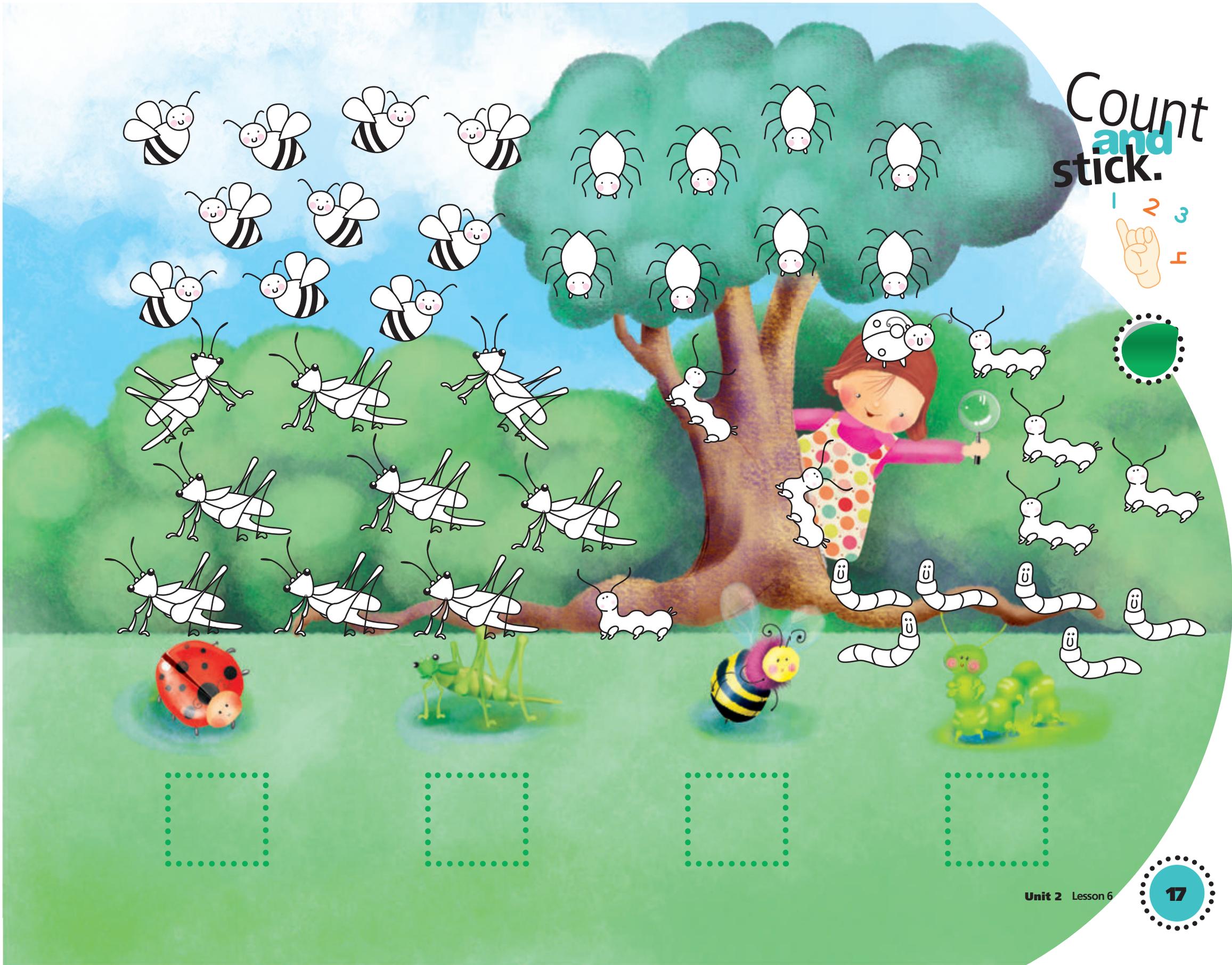
1. Fast Finishers

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

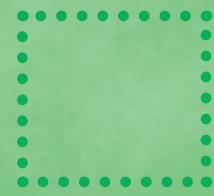
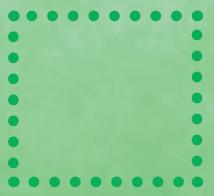
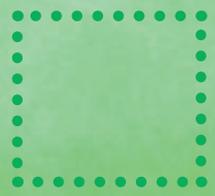
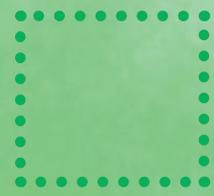
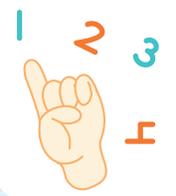
2. Activity Pad: Cut and fold.

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





Count and stick.





Activity Pad

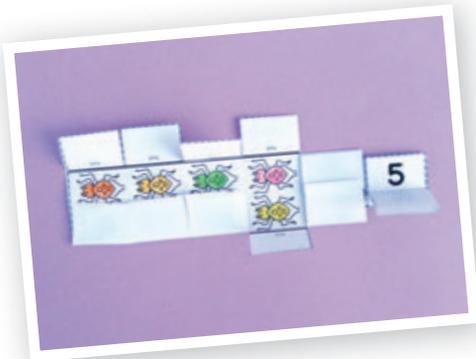


Problem Solving,
Reasoning and Numeracy

Cut and fold. 

Materials: colored pencils, scissors, stapler, glue sticks

Instructions: Distribute materials. Have students color in the spiders different colors. Next have them cut out the number cards. Help students staple the number cards in order. Have them glue the stapled cards onto the box that says *glue*. Then ask students to cut out the game board. Show students how to fold back each section to cover the spiders. To play, students choose a number card, identify it and open the corresponding number of doors on the game board. Help students count the number of spiders showing, which should match the number on the card.

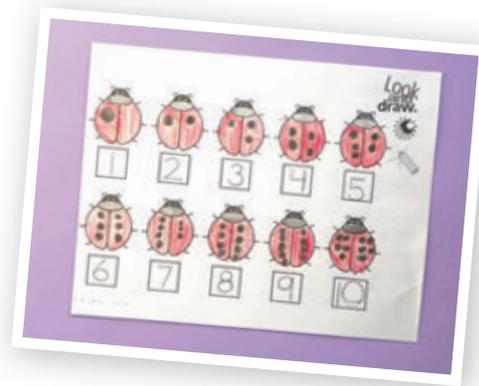


Extra Activities

Fast Finishers: Week 3:
Look and draw. 

Part 1: Have students identify and trace over the numbers. Then have students draw the corresponding number of spots on the ladybugs.

Part 2: Finally, have students color in the pictures.



Early Learning Activities



Artistic Development

Ants on an Anthill 

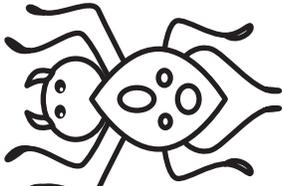
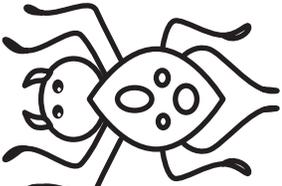
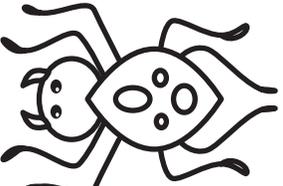
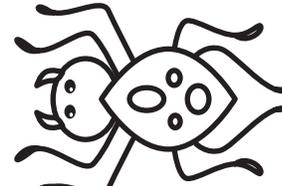
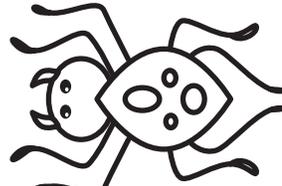
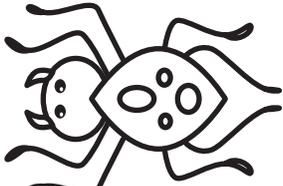
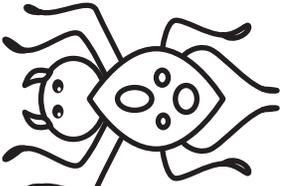
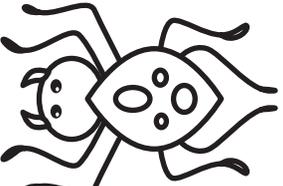
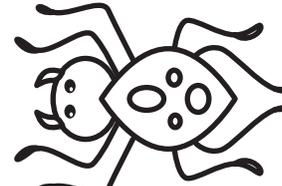
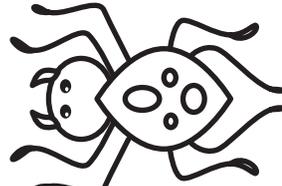
Materials: picture of an anthill, bowl, spoon, paper plates, box of raisins, cookie sheets, peanut butter, powdered milk, honey, vanilla

Preparation: Make a batch of edible dough ahead of time for every 5 or 6 students: Mix a cup of peanut butter, a cup of powdered milk, 1/2 cup honey, 1 teaspoon vanilla. Mix ingredients and chill for an hour.

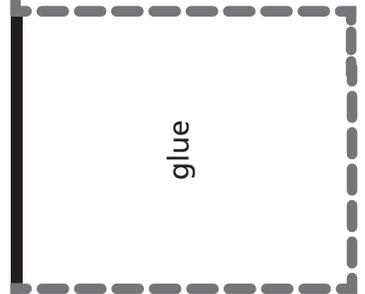
Directions: Show students a picture of an anthill and explain that ants live in anthills. Ask students to hold up 10 fingers. Play Track 15, *Ten Little Ants*. Have students fold down a finger for each verse. Tell them that they are going to make an anthill that they can eat. Distribute paper plates. Give each student a small ball of dough. (See Preparation.) Tell them to form their dough into an anthill. Display raisins. Have students come up and count out 10 raisins to use as ants. Have them put their "ants" on their anthills. Lead students in saying the rhyme.





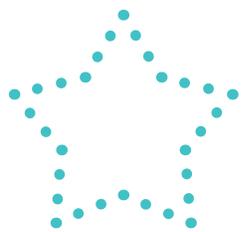
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fold	fold	fold	fold	fold
5	4	3	2	1
fold	fold	fold	fold	fold
				
				
fold	fold	fold	fold	fold

Cut
and
fold.



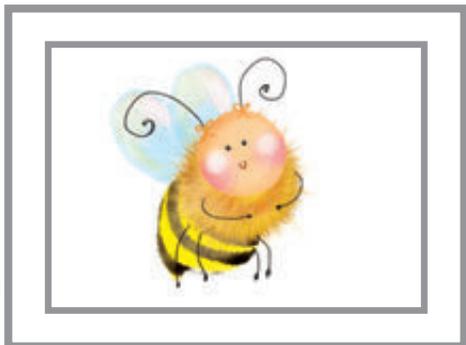
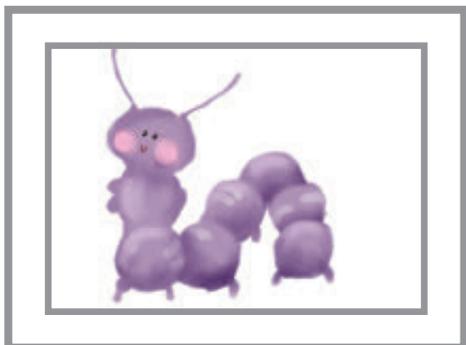
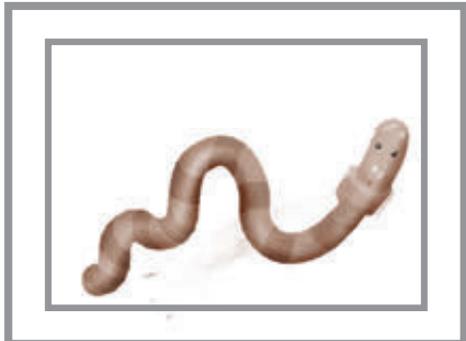
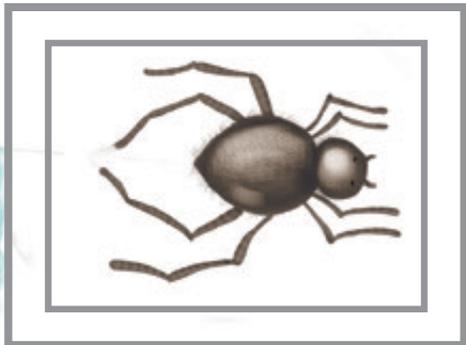
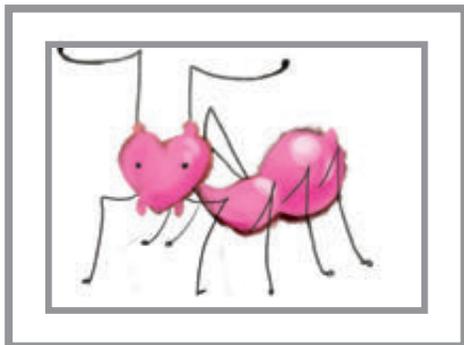
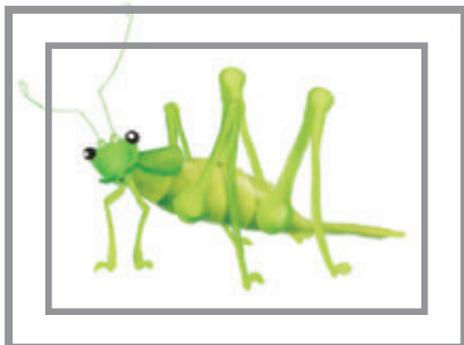
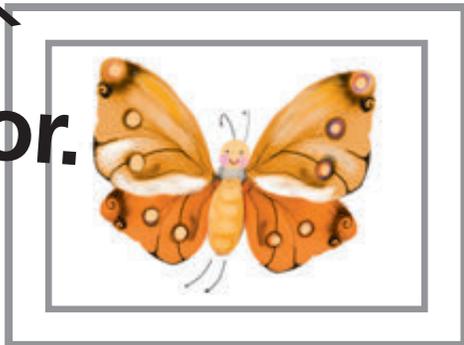


Look
and
color.



Review

18





Value

I Can Be Polite

Vocabulary: *polite, please, sorry*

1. Talk About the Value

Encourage students to talk about the importance of being polite to their friends and teacher. Explain to students that we should use magic words such as *please* and *thank you*.

2. Student's Book: Trace and repeat.

Hand out the *Student's Books* open to page 68. Then remind students about the magic words that make us polite. Read each phrase in the speech bubbles. Distribute crayons. Have students follow along and trace the words. If the activity is done correctly, students stick the *Reward sticker* in place.

3. Bee Necklaces

Materials: oval shapes from yellow construction paper, stripes from black construction paper, tear-shaped wings from white construction paper, black yarn, scissors, hole punch, markers, glue

Directions: Distribute materials. Show students how to glue three strips onto the ovals to make their bees' bodies. Next distribute markers and have them draw on eyes. Give each student two wings and show them how to glue them in place. Finally, punch a hole at the bottom of the bee and thread a piece of yarn through the hole. Tie the yarn to make a necklace. Have students wear the necklaces to remind them to be polite to their classmates.



General Review

1. Review: Creatures

Display *Poster 2*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to different creatures. Have the rest of the class name the creature the student points to.

S: (Points to the spider.)

Ss: *It's a spider.*

2. Bingo Template

Print out the *Bingo board template*. (See *Teacher's Resource CD*.)

Show students how to place a different *mini-flashcard* in each section. Call out names of *mini-flashcards*. Then have children turn them over. The first student who gets three in a row says *Bingo!*

3. Student's Book: Look and color.

Hand out the *Student's Book* open to page 18. First, give students instructions for coloring in the frames.

T: *Point to the butterfly. Color the frame orange.*

Then ask students to color the creatures in the middle of the page the same color as the ones in the frames. If the activity is done correctly, students stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy *Unit 2 Assessment*. Distribute copies and crayons. First, give instructions to students to trace the numbers with different colors.

T: *Point to number one. Show me a blue colored pencil. Trace number one blue.*

Then have them draw creatures in each box.

T: *Point to number one. Draw one butterfly.*

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*.

Unit 3

Week 1
Week 2
Week 3

Week	Areas of Learning	Vocabulary	Language Structures
1	<ul style="list-style-type: none"> Problem Solving, Reasoning and Numeracy Communication, Language and Literacy Artistic Development 	<i>bathroom, bedroom, brush teeth, chimney, circle, cook, door, house, kitchen, living room, play, read, rectangle, roof, square, sun, tree, triangle, window</i>	<p>Active: <i>It's a square. It's yellow. Sister. Father. He's in the bedroom. He's playing.</i></p> <p>Passive: <i>This is a square. What is it? What color is the circle? Who's missing? Who's he? Where is brother? What's he doing?</i></p>
2	<ul style="list-style-type: none"> Communication, Language and Literacy Artistic Development 	<i>cook, feed the dog, make the bed, set the table, sweep the floor, take out the trash, wash the dishes, water the plants; family members</i>	<p>Active: <i>Grandpa's sweeping the floor. Father. He's feeding the dog. Yes, I can. She can feed the dog. He's feeding the dog.</i></p> <p>Passive: <i>Who's he? What's Father doing? Carmen, can you make you bed? What can Emily do? What's (Leo) doing?</i></p>
3	<ul style="list-style-type: none"> Communication, Language and Literacy Artistic Development 	<i>cat, dog, duck, hen, help; household chores, numbers 1 to 15</i>	<p>Active: <i>Two. I can, said Tom. I can sweep the floor. Sweep the floor.</i></p> <p>Passive: <i>What comes after number 1? Who can help me make the bed? Who can help me sweep the floor? What can the cat do? The cat can...</i></p>

Math Concept: Shapes and Numbers 1 to 15
Value: I Can Help

Poster

1. Working with the Poster

Display *Poster 3*. Have students look at it and have them identify the family members and the rooms in the house.

T: *Look, it's father. Where is he?*

T/Ss: *In the kitchen.*

2. Working with the Unit Opener

Display *Poster 3*. Distribute *finger puppets* for Unit 3. Have students point to the family members and the rooms in the house in their *Student's Book*. Play Track 16, *Look For Father*. Encourage students to sing and point to the family members in their books.



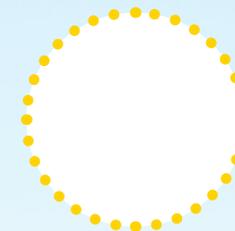
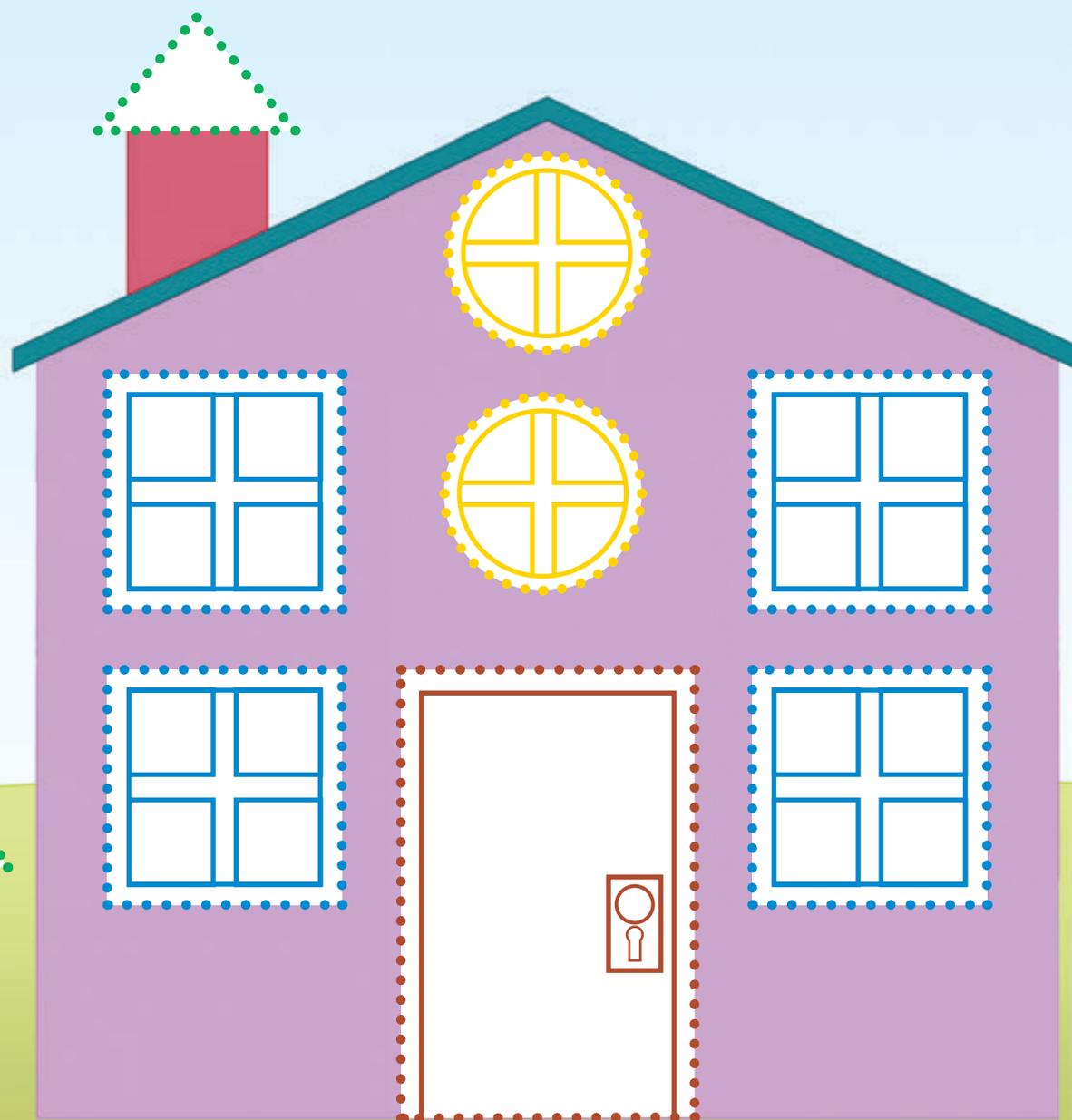
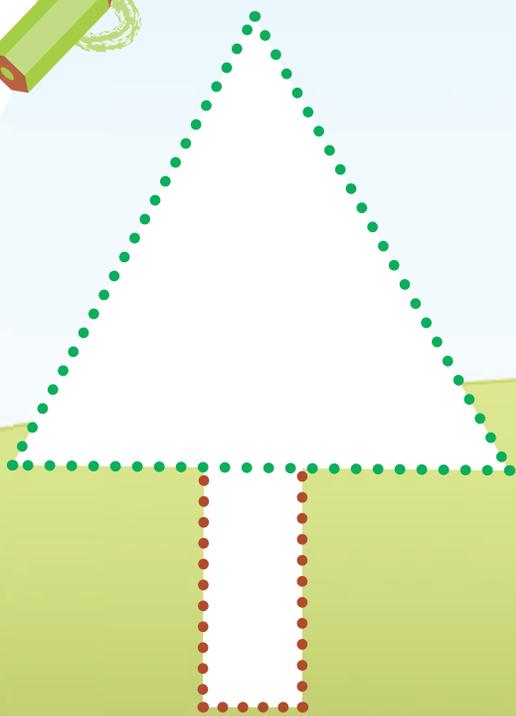


At Home





Trace
and
color.





<p>Learning Goals: Students can identify shapes.</p>	<p>Vocabulary: <i>chimney, circle, door, house, rectangle, roof, square, sun, tree, triangle, window</i></p>	<p>Language Structures: Active: <i>It's a square. It's yellow. Sister.</i> Passive: <i>This is a square. What is it? What color is the circle? Who's missing?</i></p>	<p>Materials: paper (1 sheet per student), crayons</p>
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Before the Class

1. Shapes: **Circle, Triangle, Square, Rectangle**

Draw a circle, a triangle, a square and a rectangle on the board. Use the *Gummy Drop stick puppet* to point to the shapes. Name them and have students repeat.

T: *This is a square. What is it?*

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

Point to the shapes, one at a time, and have students trace them in the air and identify them chorally.

During the Class

1. Presentation: **The Family**

Distribute the *family members cutouts* to different students. Introduce the family members as students step forward, say hello and then step back in line.

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 17, *Meet The Family*. Assign each family member to one student. Encourage students to listen and sing the song. When they hear their assigned family member, ask them to step forward.

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

Hand out the *Student's Book* open to page 20. Have students identify the house, the door and the windows.

T: *Look, it's a house.*

Point to the door. Distribute crayons and have students identify the shapes and color them.

T: *Point to the circle. What color is the circle?*

Ss: *It's yellow.*

T: *Color the circle yellow.*

After the Class

1. Game: **Who's Missing?**

Display the *family members cutouts* on the chalk ledge. Tell students to close their eyes and remove a *cutout*.

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

Ss: *Sister.*

Repeat with the rest of the *cutouts*.

2. Dictation: **Shapes**

Trace shapes in the air. Have students do the same. Give each student a sheet of paper and crayons. Help students fold the paper into quarters. Give them directions for drawing a shape in each section.

T: *Draw a circle in the first space. Draw a triangle in the second space. Draw a square in the third space. Draw a square in the last space.*

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

Extra Activities

1. **Fast Finishers**

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



Communication,
Language and Literacy

Learning Goals:

Students can understand and describe everyday routines.

Vocabulary:

bathroom, bedroom, brush teeth, cook, kitchen, living room, play, read

Language Structures:

Active: *Father. He's in the bedroom. He's playing.*
Passive: *Who's he? Where is brother? What's he doing?*

Materials:

crayons

Before the Class

1. Song: Meet The Family

Play Track 17. Encourage students to sing the song three times.

2. Family Members

Attach the *father, mother, sister, brother, grandma* and *grandpa cutouts* to the board. Have the *Emily stick puppet* point to each *cutout* as she introduces her family to the class.

EMILY PUPPET: *Do you want to meet my family? This is my mommy. This is my daddy. Continue with the rest of the cutouts. Then have the Emily stick puppet point to the family members and ask students to identify them.*

EMILY PUPPET: *Who's he?*

Ss: *Father.*

During the Class

1. Presentation: Rooms

Display *Poster 3*. Use the *Emily stick puppet* to introduce the rooms.

EMILY PUPPET: *Look at the rooms in my house. (Puppet points to the bedroom.) This is the bedroom. Say, "Bedroom."*

Ss: *Bedroom.*

2. Song: My Father Likes To Brush His Teeth

Play Track 18, *My Father Likes To Brush His Teeth*. Encourage students to sing along. Point to the rooms in the house on *Poster 3* when they are mentioned in the song.

3. Student's Book: Color and stick.

Hand out the *Student's Books* open to page 21. Distribute the *stickers* in the red section. Have students carefully peel off the *stickers* and stick them in the correct place in their books.

T: *Show me the sister sticker. Put sister in the correct place.*

Next, distribute crayons and have students color the pictures. Then ask students questions about the locations of the family members and about their actions.

T: *Where is brother?*

Ss: *He's in the bedroom.*

T: *What's he doing?*

Ss: *He's playing.*

After the Class

1. Listen and do.

Display *Poster 3*. Attach the *family members cutouts* to the board. Give students commands for putting different family members in different rooms.

T: *Put brother in the bathroom.*

S: (Student puts the *brother cutout* in the bathroom.)

Then ask the class where the family members are.

T: *Where's brother? Is he in the living room?*

Ss: *No, he isn't.*

T: *Where's brother?*

Ss: *He's in the bathroom.*

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 2, on page T21a.

2. Activity Pad: Cut and glue.

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

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



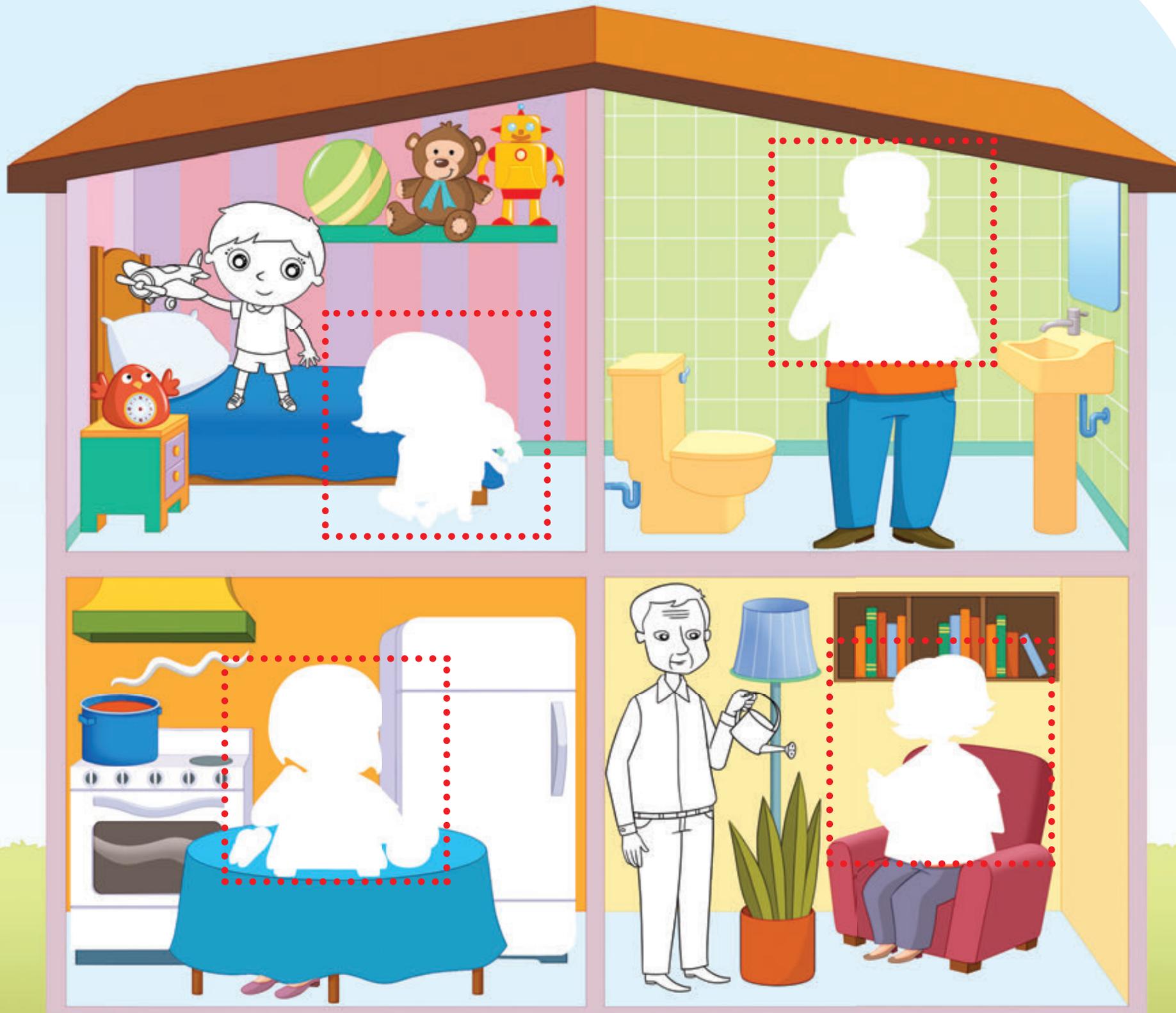
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Unit 3 Lesson 7





Color
and
stick.



Unit 3 Lesson 7





Activity Pad



Cut and glue. AP

Materials: crayons, scissors, glue, white sheets of construction paper, colored pencils

Instructions: Distribute materials. First, have students color in the house. Then tell them to cut out the house and glue the parts onto construction paper. Next, encourage students to draw more objects around the house, like flowers, grass, trees, etc.

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



Extra Activities

Fast Finishers: Week 1: Cut and play. TCH

Part 1: Have students color in the shapes.

Part 2: Have students cut out the dominoes. Divide the class into pairs and explain to students how to play dominoes.



Early Learning Activities



Make a House

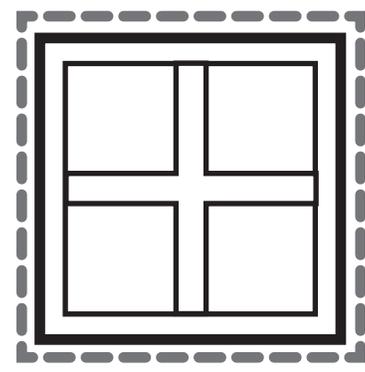
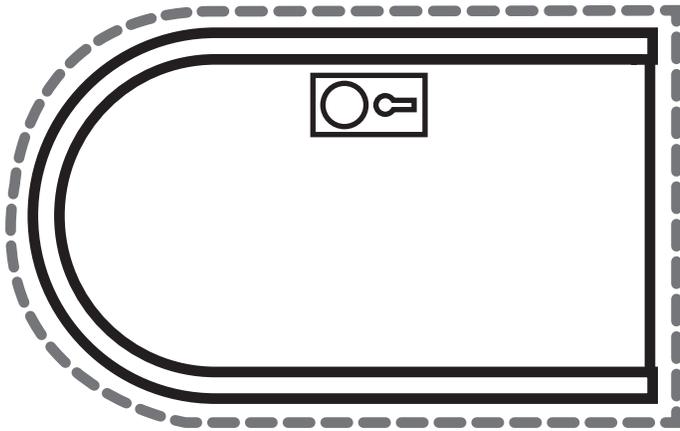
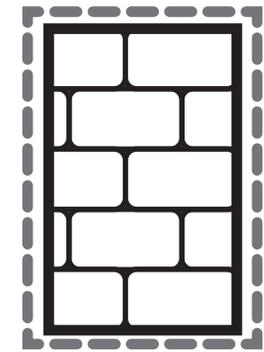
Materials: red, blue, yellow and green construction paper, tissue paper, scissors, glue, markers

Preparation: Cut a large triangle to represent a roof, a yellow rectangle to represent the house and a green rectangle to represent the door (1 per student). Cut squares to represent windows in all 4 colors. Cut tissue paper into 5 cm squares.

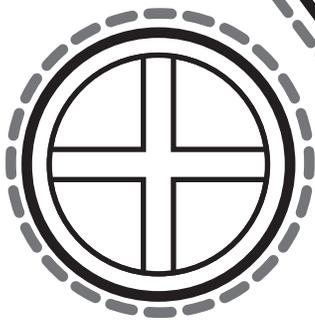
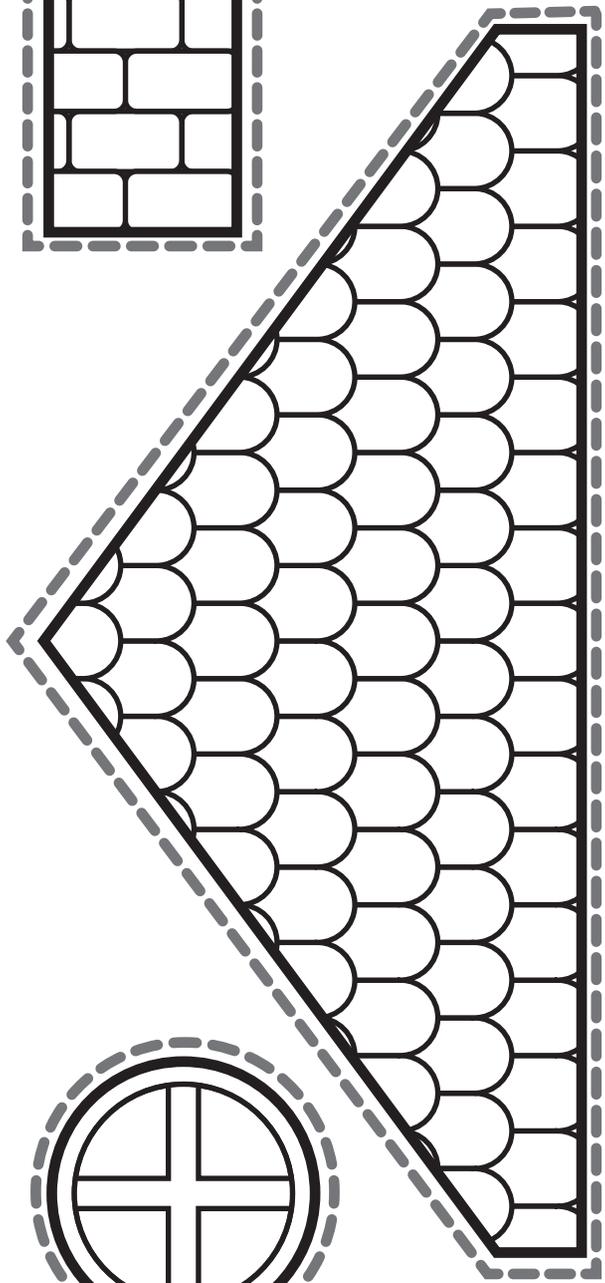
Directions: Distribute large triangles and rectangles. Have students glue the shapes together to make a house. Provide pre-cut shapes for door and windows. Tell students to glue on the shapes. Have them draw on flowers and a tree with markers and glue tissue paper balls around the windows. Have students identify the parts of the house and the shapes they have used. Ask them questions.

T: *What color is the door? What shape is the roof?*



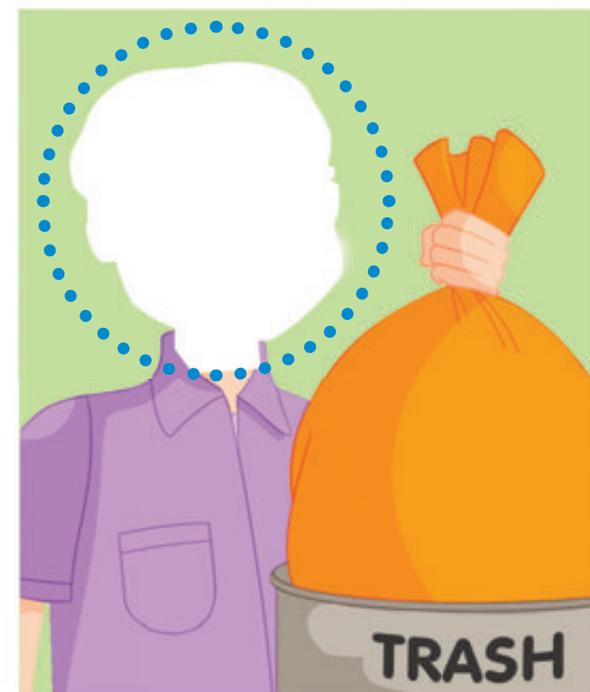
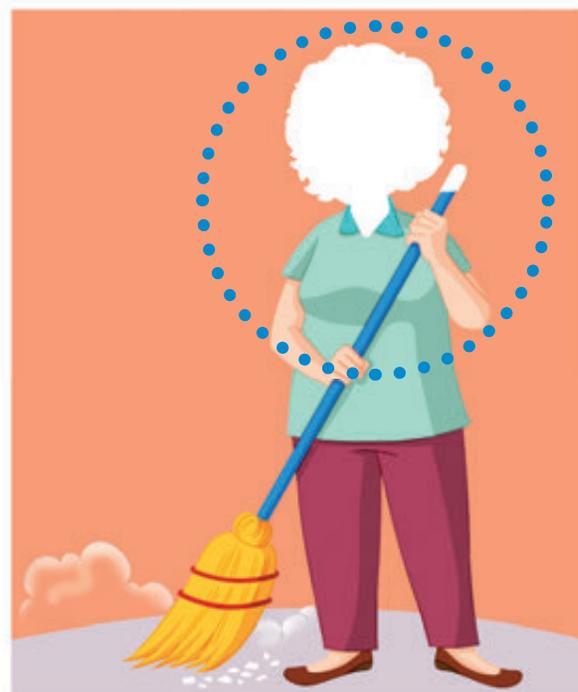
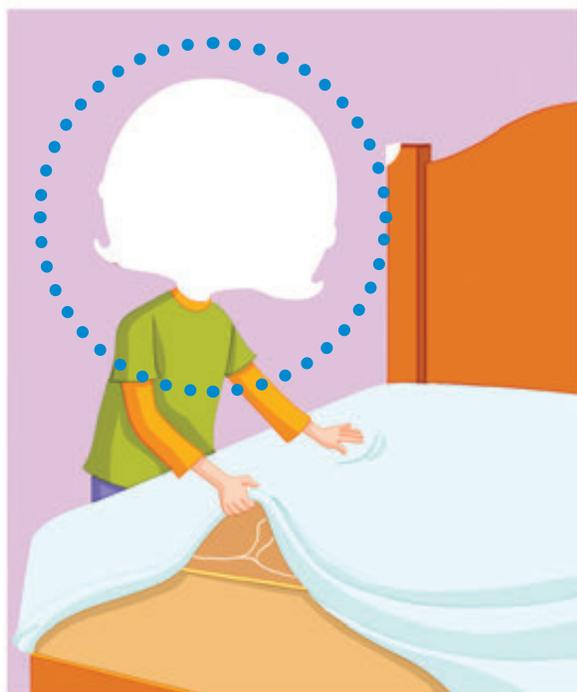


Cut and glue.





Point
and
stick.





<p>Learning Goals: Students can identify and describe household chores.</p>	<p>Vocabulary: <i>cook food, make the bed, set the table, sweep the floor, take out the trash, wash the dishes; family members</i></p>	<p>Language Structures: Active: <i>Grandpa's sweeping the floor. Father. He's feeding the dog.</i> Passive: <i>Who's he? What's Father doing?</i></p>	<p>Materials: CD with lively music</p>
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Before the Class

1. Song: My Father Likes To Brush His Teeth (Karaoke Version) 
Hand out the *Student's Book* open to page 22. Play Track 19. Encourage students to sing along and point to the actions in the *Student's Book*: *father-wash the dishes-kitchen; brother-set up the table-dining room; mother-cook-kitchen; sister-make the bed-bedroom; grandma-sweep-living room; grandpa-take out the trash-garden.*

2. Presentation: Chores 
Attach the *chores cutouts* to the board. Hold up the *Emily stick puppet*.
EMILY PUPPET: *Look, this is my family. Everyone is busy cleaning up the house.*
Then point to each family member. Describe what each one is doing and have students repeat.
T: (Point to Grandpa.) *Who this?*
Ss: *Grandpa.*
T: *Grandpa has a job to do. He's sweeping the floor.*
Repeat.
Ss: *Grandpa's sweeping the floor.*
T: *Let's sweep the floor like Grandpa.* (Guide students in miming the chore.)
Repeat with the remaining cutouts.

During the Class

1. Song: This Is The Way We Clean The House 
Display the *chores cutouts* on the chalk ledge. Play Track 20, *This Is The Way We Clean The House*. Point to the corresponding *cutout* as you lead students in singing and acting out the song.

2. Student's Book: Point and stick. 
Hand out the *Student's Book* open to page 22. Distribute the *stickers* in the blue section. Have students identify the family members and stick them in the correct place in their *Student's Book*. Point to each picture and describe what the corresponding family member is doing. Have students repeat.
T: (Point to the first picture.) *Dad is washing the dishes. Repeat.*
Ss: *Dad is washing the dishes.*

After the Class

1. Game: Pass The Picture 
Have students sit in a circle. Play lively music. Ask them to pass around the *chores cutouts*. Pause the track and ask students holding the *cutouts* to identify the family member and the chore he or she is performing. Continue playing the song.
T: *Who's he?*
S: *Father.*
T: *What's Father doing?*
Ss: *He's feeding the dog.*
Repeat the activity until all students have participated.

Extra Activities

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



Learning Goals:

Students can identify and describe household chores.

Vocabulary:

feed the dog, make the bed, pick up the toys, set the table, wash the dishes, water the plants

Language Structures:

Active: *Yes, I can. She can feed the dog. He's feeding the dog.*

Passive: *Carmen, can you make you bed? What can Emily do? What's (Leo) doing?*

Materials:

white construction paper (1 large sheet per student), markers

Preparation:

Chore charts. Divide each sheet of construction paper into eight vertical columns crossed by five horizontal rows. In the top row, write the days of the week (starting with Monday in the second column).

Before Class

1. Song: *This Is The Way We Clean The House*

Play Track 20. Point to the corresponding *chores cutout* as you lead students in singing and acting out the song.

2. Presentation: *I Can...*

Attach the *making the bed cutout* on the board. Encourage students to identify the chore. Then ask if they can do the corresponding chore at home.

T: *Can you make your bed at home? Raise your hand.*

Ss: (Students who can make their beds raise their hands.)

Ask students individually.

T: *Carmen, can you make you bed?*

S: *Yes, I can.*

Change the *cutout* and repeat the activity.

During the Class

1. Student's Book: *Trace and play.*

Hand out the *Student's Book* open to page 23. Ask students to identify and point to what the characters can do.

T: *Billy can set the table.*

Ss: (Students point to the corresponding picture.)

Distribute markers. Have students trace over the dotted lines.

T: *Trace the house number 1 with red.*

Continue in the same manner with the rest of the activity. Finally, ask students questions about Emily and Billy.

T: *What can Emily do?*

Ss: *She can feed the dog.*

2. Game: *Charades*

Divide the class into two teams. Place the *chores cutouts* facedown in a pile. Invite a student from the first team to the front. Have him or her choose a *cutout* and mime the action. A member from his or her team must guess the action. Award a point for each correct guess.

T: *What's (Leo) doing?*

S: *He's feeding the dog.*

After the Class

1. Personal Chore Charts

Distribute chore charts. (See Preparation.) Have students choose four chores that they can do at home. Distribute markers. In the first column, have students draw pictures of themselves doing each chore. Go around the class. Help students write the name of the chore below each drawing. Explain to students that they will take home their chore chart. Starting Monday, they should keep track of the chores they do each day. When they do a chore, they should mark the corresponding column. Each day, ask students about their chore charts, and find out which chores they did the day before.

Extra Activities

1. Fast Finishers

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

2. Activity Pad: *Make a booklet.*

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





①



②



③



Trace
and
play.



④



⑤



⑥





Activity Pad



Communication,
Language and Literacy

Make a booklet. 

Materials: pencil, colored pencils

Instructions: Distribute materials. Have students color in the pictures. Then tell them to draw themselves in the blank faces. Next, have them cut out the pictures on the dotted lines. Finally, show students how to fold the paper into a booklet.

Optional: Ask students about the chores they can do.

T: *Can you pick up your toys?*

S: *Yes, I can.*



Extra Activities

Fast Finishers: Week 2:
Color and cut. 

Part 1: First, have students color in the pictures.

Part 2: Then help them cut out the pictures on the dotted lines. Cut out the two slits. Show students how to slide the strips of paper into the slits. Encourage them to say if they can do the chore or not.

S: *I can feed the dog.*



Early Learning Activities



Artistic Development

Clean the House 

Materials: large box, family member's clothing, broom, plastic dishes and dishcloths; saucepan and wooden spoon; place mats, spoons, forks and knives; watering can and plant; blanket, sheet and pillow; trash bag full of crumpled paper; dog food and dog bowl; toys and box

Directions: Display clothing and ask students to identify which family member they think the items are for. Have four to six volunteers get dressed up. Encourage them to introduce themselves.

S: *I'm (Mommy).*

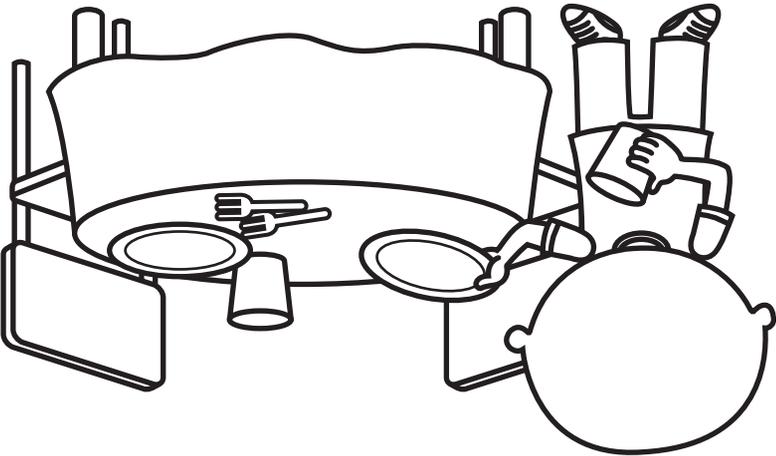
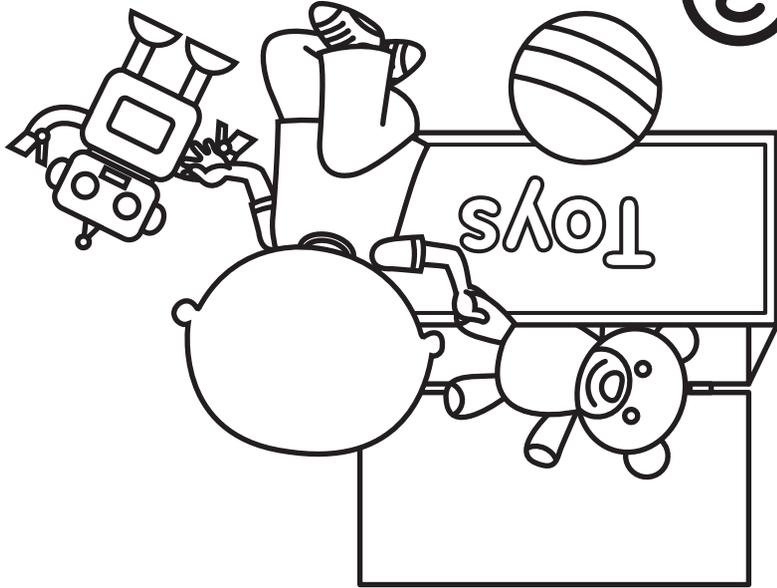
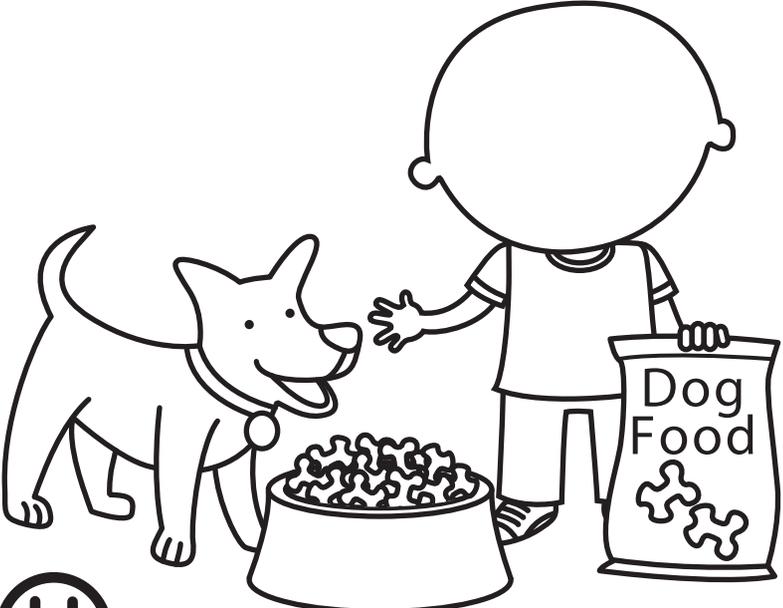
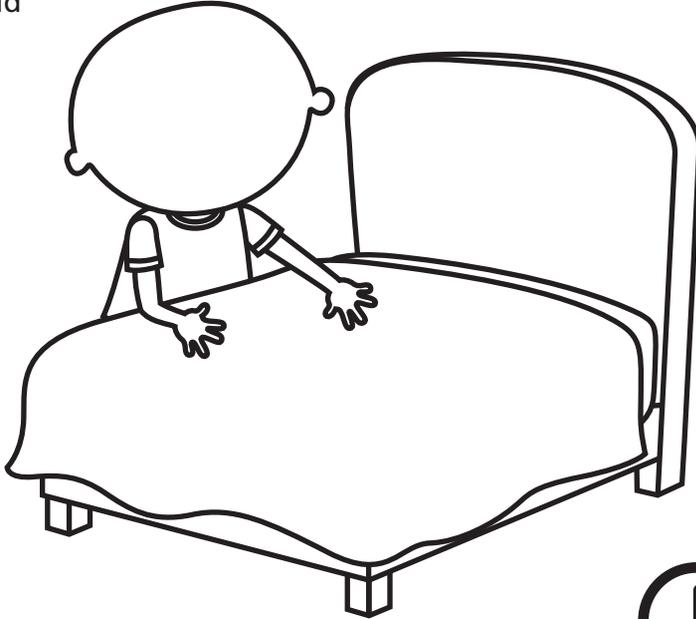
Set up the props and invite a group to role-play different chores. Let them play freely for several minutes. Change items and students and repeat the activity. Invite a student to role-play a specific chore. Play Track 20. Lead students in singing and acting out the corresponding verse from the song, as the student performs the chore.





Make a booklet.

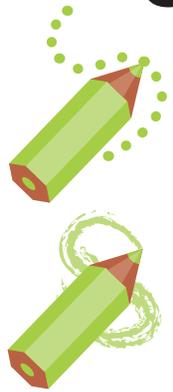


<p>③ I can set the table.</p> 	<p>fold</p> <p>② I can pick up my toys.</p> 
 <p>④ I can feed my dog.</p>	<p>fold</p>  <p>① I can make my bed.</p>





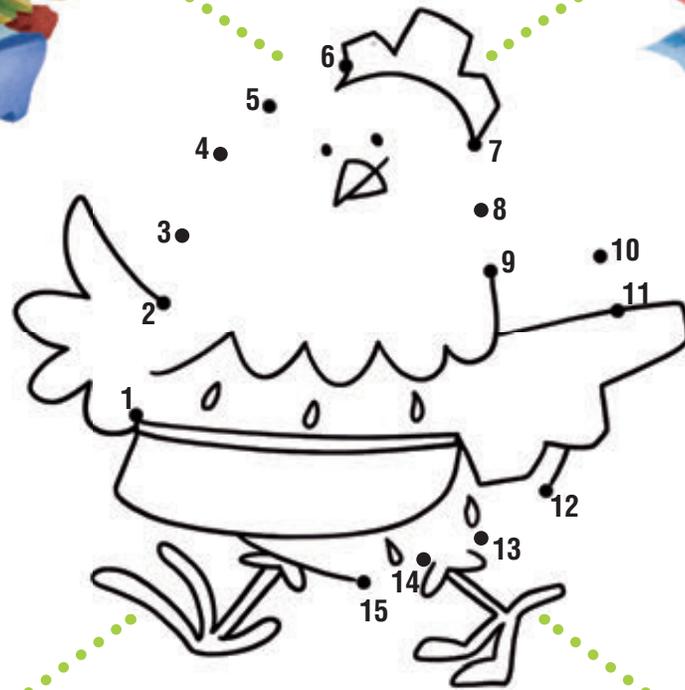
Trace
and
color.



make
the bed



make
cookies



hen



sweep
the floor



wash
the dishes





<p>Learning Goals:</p> <ul style="list-style-type: none"> Students can listen attentively for 5 minutes. Students can identify characters, features and events in stories. 	<p>Vocabulary:</p> <p><i>cat, dog, duck, hen, help, make cookies, picking up toys, setting the table, sweeping the floor, taking out the trash, washing dishes; numbers 1 to 15</i></p>	<p>Language Structures:</p> <p>Active: <i>Two. I can, said Tom.</i></p> <p>Passive: <i>What comes after number 1? Who can help me make the bed?</i></p>	<p>Materials:</p> <p>markers, crayons, <i>Number cards 1 to 15, Little Red Hen template</i> (from the <i>Teacher's Resource CD</i>)</p> <p>Preparation:</p> <p>Print out the <i>Number cards</i> and photocopy the <i>template</i>.</p>
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Communication, Language and Literacy

Before the Class

- 1. Presentation: Numbers 1 to 15**

Attach the *Number cards 1 to 15* to the board, in order. (See Preparation.) Name each number and have students repeat three times. Point to the numbers randomly and have students identify them. Distribute the *Number cards* and help students put themselves in order. Finally, call out a number and have that student step forward.
- 2. Song: This Is The Way We Clean The House**

Attach the *chores cutouts* to the board. Point to each one and have students describe the action. Next attach a *Number cards 8 to 15* to each *cutout* randomly. Call out a number and have students describe the chore. Describe a chore and have students say the corresponding number. Finally, call out a number and lead students in singing the corresponding verse on Track 20.

During the Class

- 1. Listen to the story.**

Display the *Big Book* pages 14 to 21. Point to the title and read it out loud. Play Track 21, *The Little Red Hen*. Point to the corresponding pictures on the *Big Book* while students listen to the story.
- 2. Ask questions about the story.**

Ask students questions similar to the following about the pictures on each page: *What's the Little Red Hen doing? Can the dog help the Little Red Hen?*
- 3. Student's Book: Trace and color.**

Hand out the *Student's Books* open to page 24. Have students point to number one on the Little Red Hen.

T: *Point to the number 1. What comes after number 1?*

Ss: *Two.*

Distribute markers. Guide students in connecting the dots from 1 to 15 and color in the picture. Have students trace over the word *hen*. Help them point to the word and "read" it. Next, elicit all the chores the red hen has to do. Have students point to the corresponding pictures and trace over the text. Have students point to each word to "read" the text.

After the Class

- 1. The Little Red Hen, Part 1**

Copy the text from *The Little Red Hen template* on the board. (See Preparation.) Display the *chores cutouts* on the board. Have a volunteer come up and attach a *cutout* to the first blank and write his or her name in the second blank. Read the text out loud. Encourage students to repeat.

T: *Who can help me make the bed?*

S: *I can, said Tom.*

Repeat the procedure with different students. Distribute *templates* and crayons. Have students draw a picture of themselves helping the Little Red Hen perform a chore. Save students' work for the next lesson.

Extra Activities

- 1. Fast Finishers**

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

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





Learning Goals:

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

Vocabulary:

cat, dog, duck, hen, help; household chores

Language Structures:

Active: *I can sweep the floor. Sweep the floor.*
Passive: *Who can help me sweep the floor? What can the cat do? The cat can...*

Materials:

CD with lively music, crayons, *Little Red Hen* templates from previous lesson

Before the Class

1. Game: *Pass The Cutouts*

Have students sit in a circle. Distribute *chores cutouts* at random. Play lively music. Have students pass the *cutouts* around the circle. Pause the track. Students with *cutouts* hold them up. Ask questions and have the remaining students look around to see who is holding the corresponding *cutout*.

T: *Who can help me sweep the floor?*

Ss: *Linda!*

S: *I can sweep the floor.*

Play the music again and repeat the procedure.

During the Class

1. What is the story about?

Display the *Big Book* pages 14 to 21. Invite students to say what the story is about.

2. Listen to the story.

Play Track 21. 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 86. 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. Student's Book: *Trace and stick.*

Hand out the *Student's Book* open to page 25. Remind the students that the other animals are going to help the Little Red Hen clean the house. Have them point to the pictures at the top of the page. Elicit which animal is performing each chore. Encourage students to trace over the dotted lines with their finger to find out.

T: *Who can help sweep the floor?*

S: *The cat.*

Distribute the *stickers* in the green section. Have students identify the animals. Then ask students to stick the *stickers* in the correct place in their books.

T: *Show me the cat. What can the cat do? The cat can...*

S: *Sweep the floor.*

Distribute crayons. Have students trace over the dotted lines to connect the pictures.

After the Class

1. *The Little Red Hen, Part 2*

Write the text from *The Little Red Hen* template on the board. Distribute crayons and students' *templates*. Have students color in their pictures. Help them write their names in the second blank. Walk around the class and ask each student to name the chore that he or she drew. Write the student's response in the first blank. Afterwards, have volunteers come to the board with their *templates*, one at a time. Fill in the blanks on the board according to students' *templates*. Help the student "read" the text. Repeat the procedure with other students.

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

Extra Activities

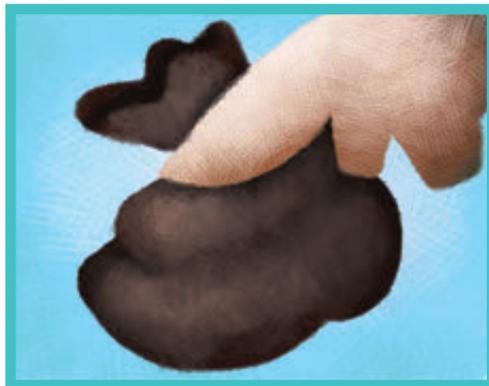
1. Fast Finishers

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

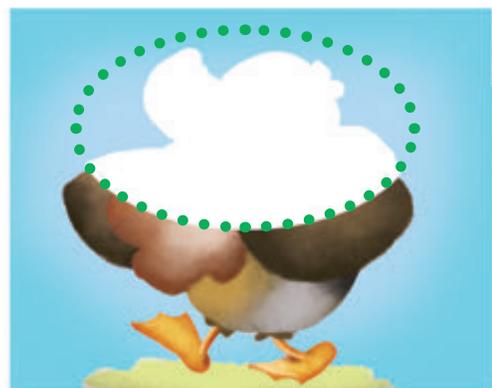
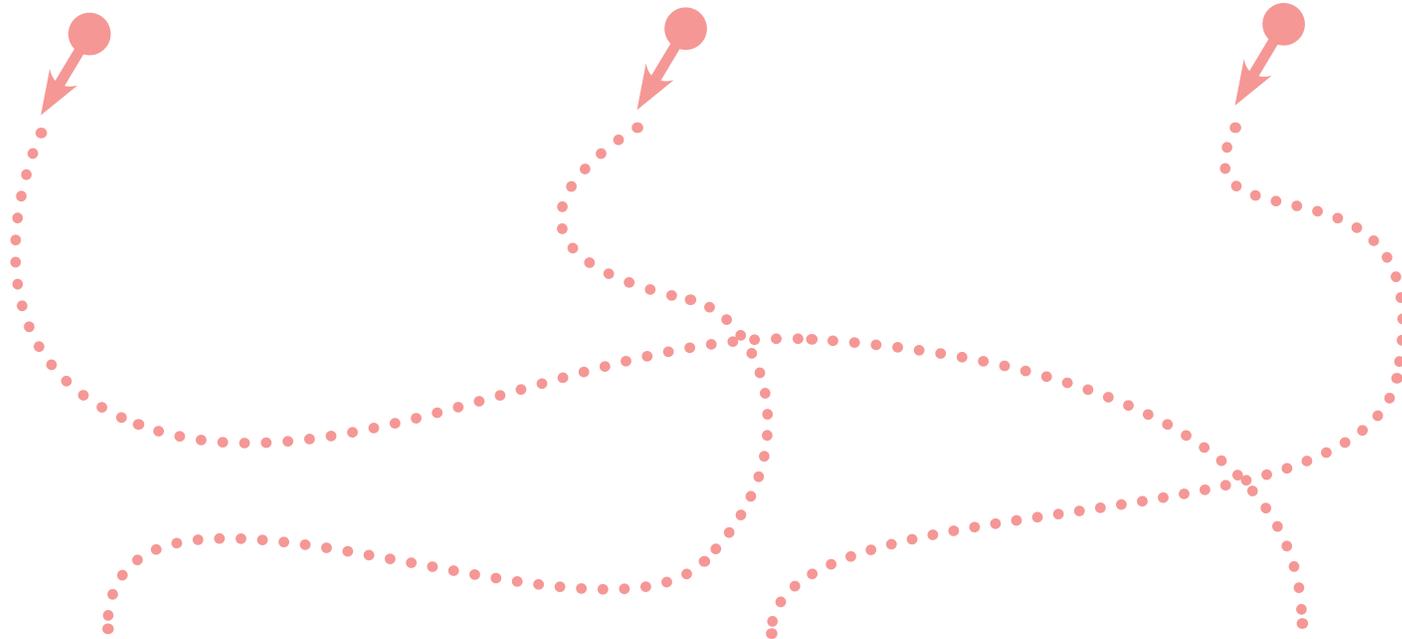
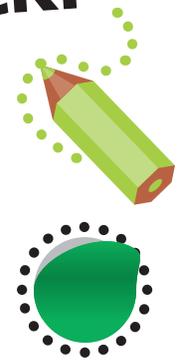
2. Activity Pad: *Make stick puppets.*

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





Trace
and
stick.





Activity Pad



Artistic Development

Make stick puppets.

Materials: crayons, scissors, tongue depressor, glue, brown and black onionskin paper, white and red feathers

Instructions: Distribute materials. Have students point to and identify the characters and color in the pictures. Help students cut out the pictures on the dotted lines. Show them how to glue a tongue depressor onto the back of each animal to make stick puppets.

Optional: Have students glue a few feathers onto the hen and the duck. Ask them to glue balls of onionskin paper onto the cat and the dog. Afterwards, invite different groups of students to the front with their stick puppets. Play Track 21. Guide them in retelling the story. Repeat with other groups.



Extra Activities

Fast Finishers: Week 3: Look and circle.

Part 1: First, ask students to start coloring the pictures.
Part 2: Then, tell them to finish coloring the pictures. Say a chore. Have students identify it and circle the corresponding picture.



Early Learning Activities



Communication, Language and Literacy

Cookie Count

Materials: 2 plastic trays, black markers, light brown construction paper, scissors, *Number cards 1 to 15*

Cookies: Cut construction paper into 5 cm circles. Make 15 circles. Draw black dots on the circles to represent chocolate chips.

Directions: Display a tray and paper cookies. Write the following chant on the board: *Cookies, cookies, on a tray. How many cookies did we bake today?* Read the text and teach the students the chant. Hold up a *Number card* when you say *today*.

T: *Cookies, cookies, on a tray. How many cookies did we bake today?* (Hold up *Number card 12*.)

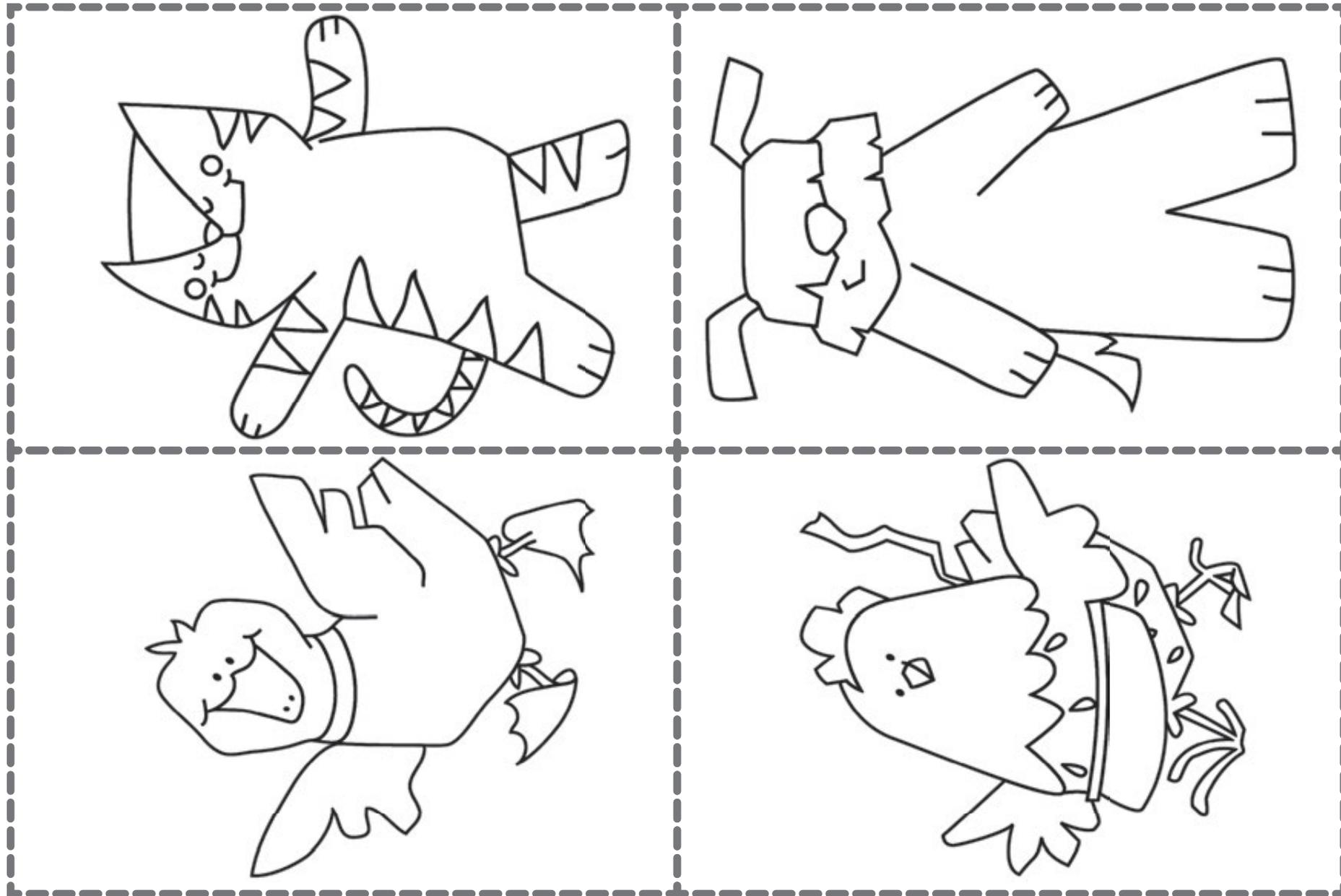
S: *Twelve.*

Have a volunteer come up and count out the corresponding number of cookies on the tray while you lead the class in counting chorally. Repeat with a few other students.



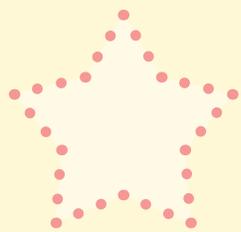
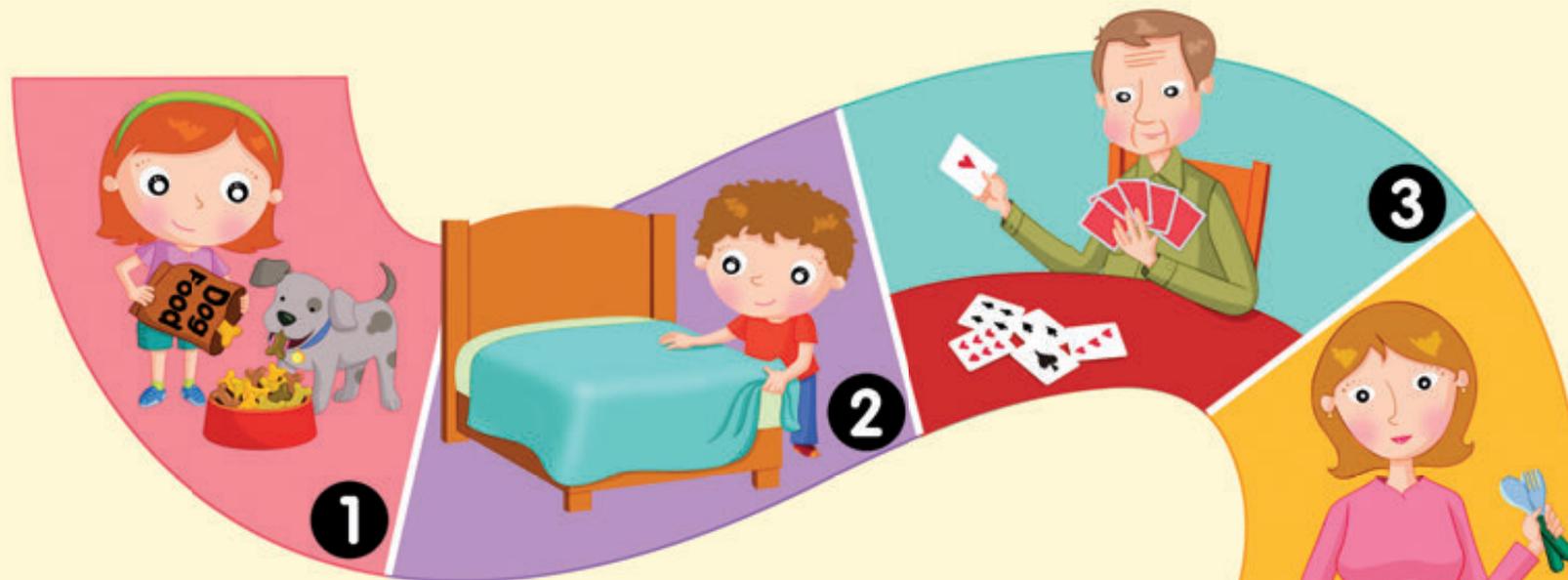


Make stick puppets.





Listen
and
point.



Review





Value

I Can Help

Vocabulary: *I can...*; chores

1. Talk About the Value

Remind students that being part of a family includes helping with chores. Write the following rhyme on the board and attach a *chore cutout* to the blank space in the third line: *Helping hands, helping hands. / Helpers we can be! / I can _____ / Just watch me!*

Lead students in chanting the rhyme, filling the blank with the name of the chore on the *cutout*. Then ask them to raise their hand if they do the corresponding chore at home. Change the *cutouts* to repeat the activity.

2. Student's Book: Look and color.

Hand out the *Student's Books* open to page 69. Remind students of the importance of working together. Describe what each child is doing. Have students repeat after you.

T: *Brother is picking up the toys. What is he doing?*

Ss: *Picking up the toys.*

Ask students if they can do the chores.

T: *Can you pick up your toys?*

Ss: *Yes, I can.*

Distribute crayons. Ask students to color in the happy face if they can do the chores or the sad face if they cannot. If the activity is done correctly, they stick the *Reward sticker* in place.



General Review

1. Review: Family Members and Chores

Divide the class into six groups: *mother, father, sister, brother, grandma* and *grandpa*. Have students sit in a circle, and give each of them a piece of newspaper. Have students crumple the newspaper into a ball. Place a box in the middle of the circle. Tell students to be very quiet for this activity. Whisper the name of a family member.

T: *Mother.*

Ss: (Students in the *mother* group throw their newspaper balls in the box.) Repeat with the remaining family members. Next, follow the same procedure with the *chores cutouts*. The corresponding family members must throw their balls in the box when their chore is mentioned.

2. Student's Book: Listen and point.

Hand out the *Student's Book* open to page 26. First, have students identify the family members and the chores.

T: *Point to number one. Who is it?*

Ss: *It's Emily.*

T: *What is she doing?*

Ss: *She's feeding the dog.*

Continue in the same manner with the rest of the activity. If the activity is done correctly, students stick the *Reward sticker* in place.

3. Assessment

Print out and photocopy the *Unit 3 Assessment*. Distribute copies and crayons. First, have students match the family member with the chores.

T: *Point to mother. Match mother with washing the dishes.*

Then have students color the frames of the chores.

T: *Point to washing the dishes. Color the frame red.*

4. 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*.



Unit 4

Week 1
Week 2
Week 3

Week	Areas of Learning	Vocabulary	Language Structures
1	<ul style="list-style-type: none"> Knowledge and Understanding of the World Problem Solving, Reasoning and Numeracy Communication, Language and Literacy 	<i>air, flower, ground, grow, hole, plants, planting, pot, seed, soil, short, shorter, the shortest, sun, sunshine, tall, taller, the tallest, tree, water; colors</i>	<p>Active: <i>It's a plant. The yellow one. The purple one. The yellow flower is the tallest flower.</i></p> <p>Passive: <i>What is it? Show me the cotton. Put some cotton in your cup. Show me the beans. Put four beans in your cup. Pour some water on the cotton. Who is taller? Who is shorter? Which flower is the tallest? Which flower is the shortest?</i></p>
2	<ul style="list-style-type: none"> Problem Solving, Reasoning and Numeracy Knowledge and Understanding of the World 	<i>orange, papaya, peas, seeds, watermelon; numbers 1 to 20</i>	<p>Active: <i>Eleven, twelve, thirteen... twenty. It's blue. One, two... ten! There are ten seeds.</i></p> <p>Passive: <i>What color is number eleven? Point to the watermelon. How many seeds are there?</i></p>
3	<ul style="list-style-type: none"> Communication, Language and Literacy Problem Solving, Reasoning and Numeracy 	<i>flowers, leaves, plant, roots, stem; colors, days of the week</i>	<p>Active: <i>Flower. Seeds. It is purple. Stem.</i></p> <p>Passive: <i>What's this? What are they? What day is it? Did the flower change? What color is the flower? What color are the leaves? What color were the leaves on Wednesday?</i></p>

Math Concept: Numbers 1 to 20, Tallest, Shortest
Value: I Take Care of Plants

Poster

1. Working with the Poster

Display *Poster 4*. Have students look at it and have them say where the children are.

T: *Look, where are the children?*

T/Ss: *They are in a flower shop.*

Explain that the tags on the flowers are prices. Quickly review numbers 1 to 20. Hold up the *Number cards 1 to 20* (from the *Teacher's Resource CD*) and have students identify them.

2. Working with the Unit Opener

Display *Poster 4*. Distribute *finger puppets* for Unit 4. Have students point to the number 12 in their *Student's Books*. Play Track 22, *Can You Find The Number?* Encourage students to sing and point to the other numbers with their *finger puppets* in their books.



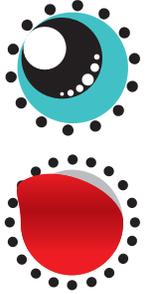


From Seed to Flower

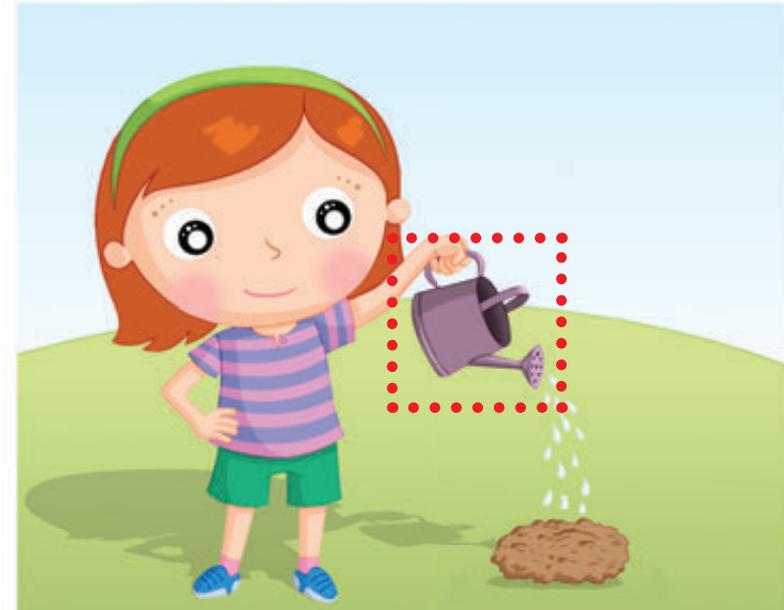




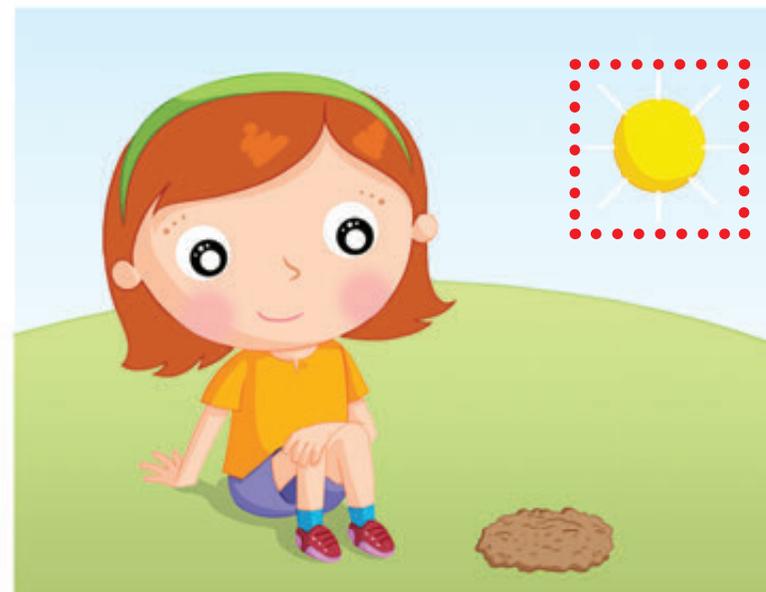
Look
and
stick.



Take a little seed, put it
in the ground.



Water it, water it, water
all around.



Add a little sunshine,
just like so...



Watch the plant, watch the
plant, watch the plant grow!





<p>Learning Goals: Students will notice what plants need to grow and thrive.</p>	<p>Vocabulary: <i>air, ground, grow, hole, plants, planting, pot, seed, soil, sun, sunshine, water</i></p>	<p>Language Structures: Active: <i>It's a plant.</i> Passive: <i>This is a plant. What is it? Show me the cotton. Put some cotton in your cup. Show me the beans. Put four beans in your cup. Pour some water on the cotton.</i></p>	<p>Materials: plant, clear plastic cup full of soil, small jar, water, plastic cups, cotton, beans (4 per student)</p>
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Before the Class

1. Rhyme: *I'm Growing*

Play Track 23, *I'm Growing*. Encourage students to join in as they act out the rhyme.

During the Class

1. Presentation: *Plants Grow From Seeds*

Hold up a real plant. (See Materials.) Present the word *plant* and have students repeat.

T: *This is a plant. What is it?*

Ss: *It's a plant.*

Explain that plants grow just like children do. Hold up a bean and tell students that it is a seed. Explain that plants grow from seeds. Hold up a clear plastic cup full of soil. (See Materials.) Play Track 24, *Watch It Grow*. Use the *seed, soil, sun* and *watering can cutouts* to act out the song while students listen.

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

Hand out the *Student's Books* open to page 28. Play Track 24. Lead students in pointing to the corresponding pictures for each verse of the song. Distribute the *stickers* in the red section. Have students carefully peel off the *stickers* and put them in the correct place in their books. Play Track 24 again. Encourage students to join in as they point to the corresponding pictures.

After the Class

1. Sprouting Beans

Explain to students that they will be planting beans and watching them grow throughout the unit. Give each student a clear plastic cup, some cotton, four beans and some water. Hold up and name each item and have students repeat after you. Give students commands for putting their beans in their cups. Demonstrate each step.

T: *Show me the cotton. Put some cotton in your cup. Show me the beans. Put four beans in your cup. Pour some water on the cotton.* Label the cups with students' names. Place the cups where they will have sunlight. Allow about five days for the beans to start sprouting before you add soil to the cups.

Extra Activities

1. Fast Finishers

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





Learning Goals:

Students can identify objects by size.

Vocabulary:

flower, short, shorter, the shortest, tall, the taller, tallest, tree; colors

Language Structures:

Active: *The yellow one. The purple one. The yellow flower is the tallest flower.*

Passive: *Who is taller? Who is shorter? Which flower is the tallest? Which flower is the shortest?*

Materials:

crayons, realia (from previous lesson)

Before the Class

1. Song: Watch It Grow!

Play Track 24. Use the *cutouts* and realia from Lesson 9 and repeat the activity. Afterwards, play the track again and teach students the following actions as they say the rhyme:

Line 1: Mime holding a seed between their thumb and index finger.

Line 2: Mime putting the seed into a hole in their fist.

Line 3: Mime watering the seed.

Line 4: Open and close hands to represent the sun rays shining down.

Line 5: Push one hand up through their fist to represent the plant growing.

During the Class

1. Presentation: The Tallest And The Shortest

Have three students of varying heights come up. Ask them questions similar to the following: *Who is taller? Ernesto or Sofia? Who is shorter? Rodrigo or Sofia? Who is the tallest? Who is the shortest?* Have the students line up in order from shortest to tallest and then from tallest to shortest. Repeat with other groups of students. Next, attach the three *flowers cutouts* of varying heights to the board. Have students describe them.

T: *Which flower is the tallest?*

S: *The yellow one.*

Have a volunteer come up and draw a circle around the yellow *flower cutout*.

Repeat the procedure with the purple *flower cutout*.

T: *Which flower is the shortest?*

S: *The purple one.*

2. Show Me!

Distribute the *tall, medium and short flowers mini-flashcards*. Have students hold up the tallest or shortest flowers at a fast pace.

3. Student's Book: Trace and color.

Hand out the *Student's Book* open to page 29. Have students point to the red flower at

the top of the page. Distribute crayons and have students color them.

T: *Point to the red flower. The red flower is the tallest. Color the red flower.*

Repeat with *green flower* and *the shortest*.

Next, have students color the tallest flowers red and the shortest flowers green.

After the Class

1. Game: Listen, Do And Say

Attach a *tall, medium and short flower cutout* to each side of the board. Divide the class into two teams. Have a member from each team go to the board. Give students commands for circling the tallest or shortest flower. Teams get one point for circling the correct flower. If they can make a sentence about the flower, they get another point.

S: *The yellow flower is the tallest flower.*

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 2, on page T29a.

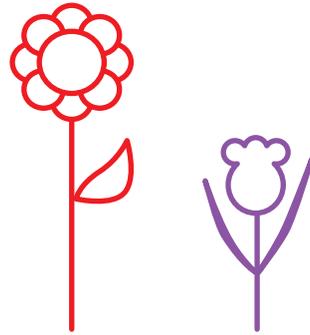
2. Activity Pad: Make a booklet.

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



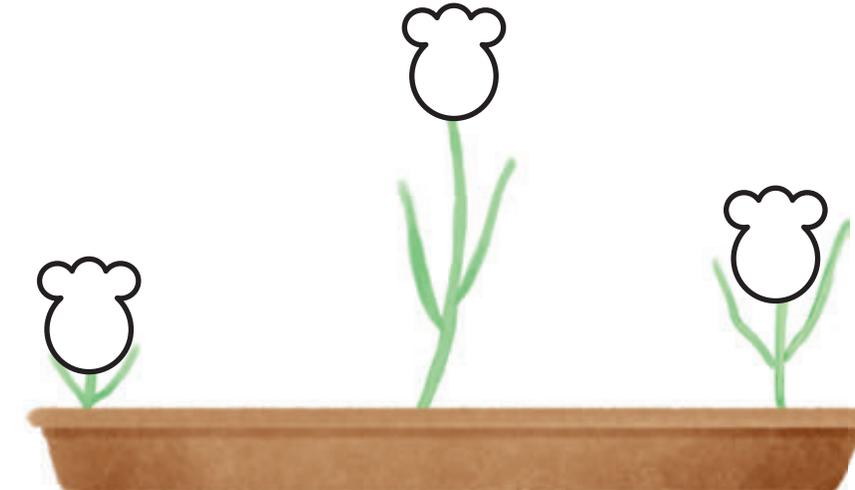
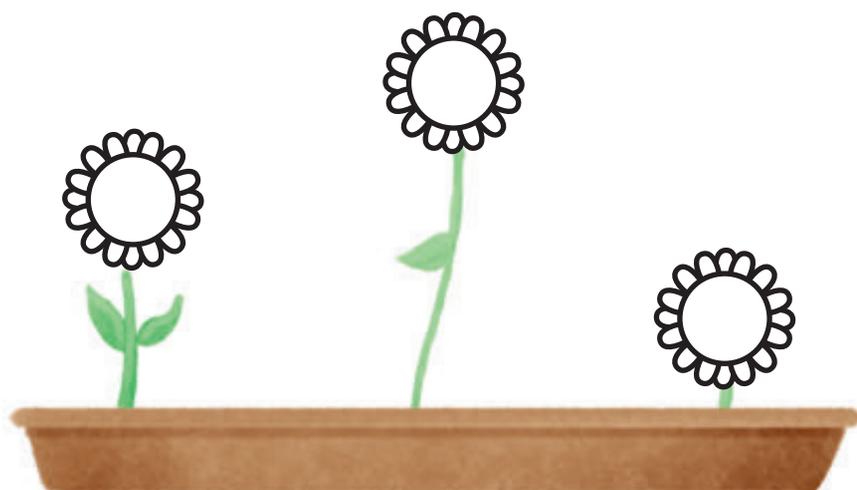
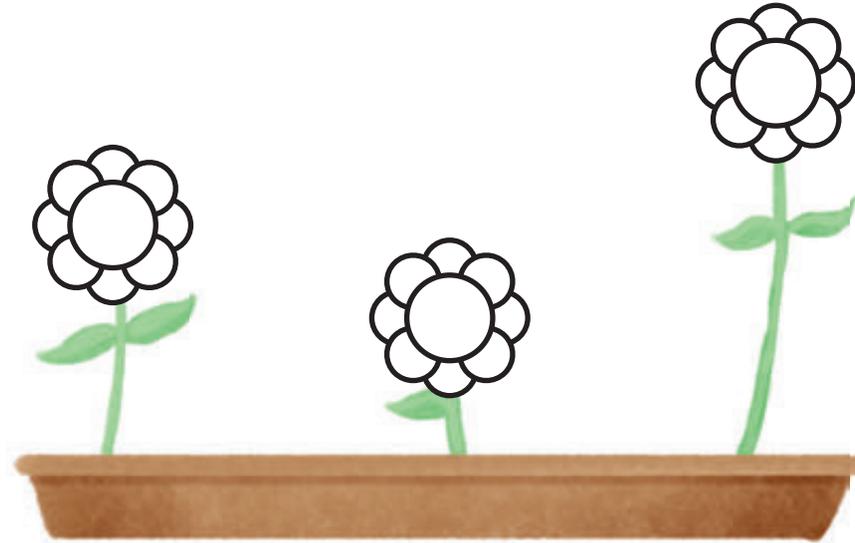
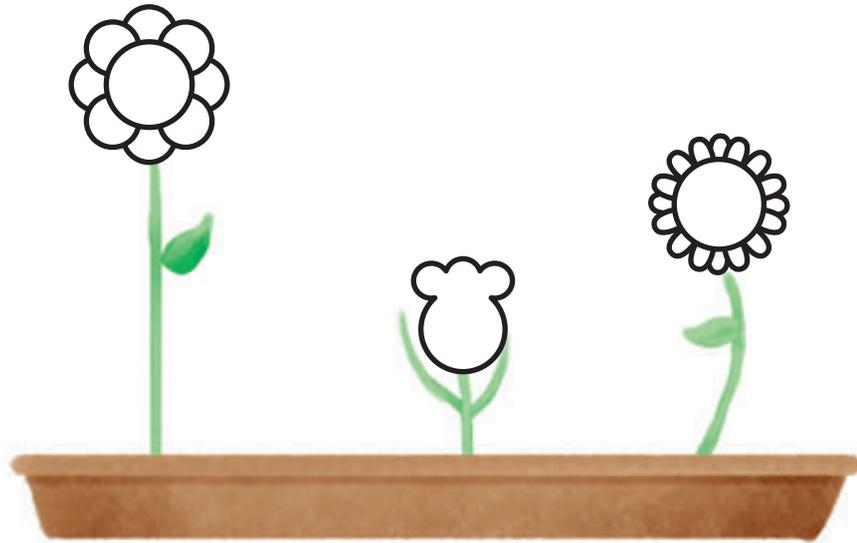


tallest



shortest

Trace
and
color.





Activity Pad

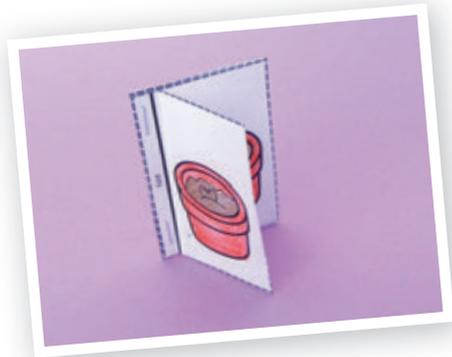


Make a booklet.

Materials: crayons, scissors, stapler

Instructions: First, have students color in the pictures. Have them cut out the pictures on the dotted lines. Tell students to put the pictures in order. Help them staple their booklets together. Finally, encourage them to turn the pages to “watch their plant grow”.

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

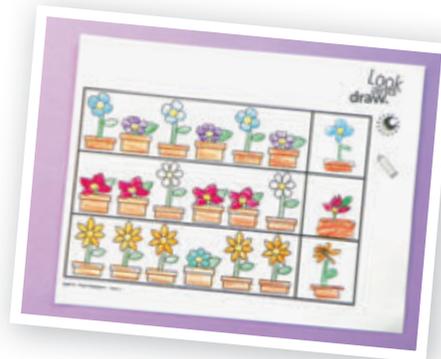


Extra Activities

Fast Finishers: Week 1: Look and draw.

Part 1: First, have students look at the patterns: *tall, short, tall, short, etc.* Then have them color in the flowers and pots.

Part 2: Finally, have students draw the flower that comes next following the sequence.



Early Learning Activities

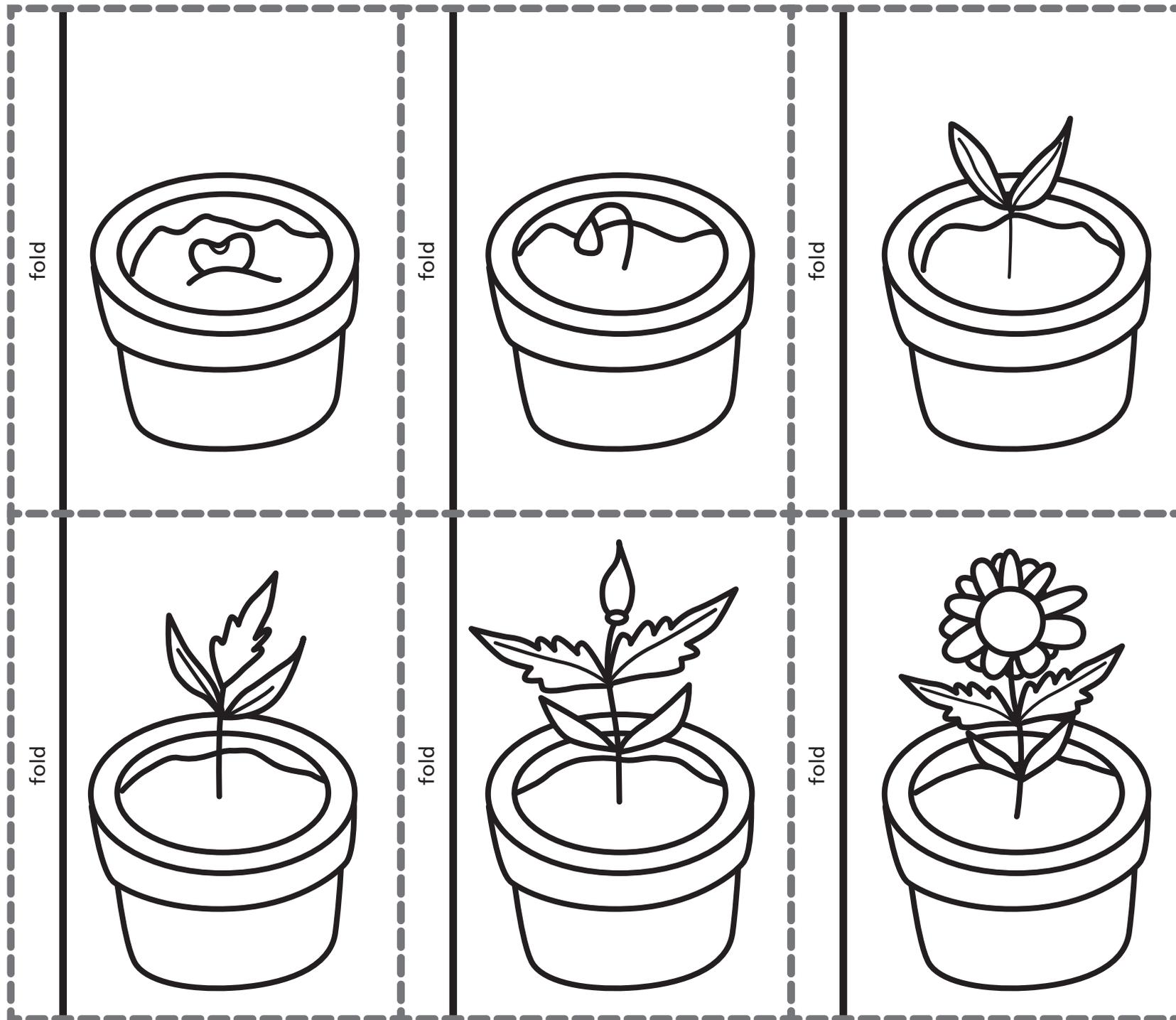


Soil Sammy

Materials: jars, small pieces of colored construction paper, buttons, glue, knee-high pantyhose, grass seeds, soil, water, scissors, moveable eyes

Directions: Distribute materials. Have students decorate their jars with construction paper and buttons. Place the grass seeds in the toe of the pantyhose and put soil on top of the seeds. Make sure that the ball of soil is bigger than the opening of the jar. Next, tie a knot under the ball of soil and submerge it in water. Explain that this is Soil Sammy’s head. Fill the jar with water and place the head above the mouth of the jar, making sure that the end of the hose absorbs the water to wet the grass seeds. Cut a few small holes in the hose to help the grass grow. Finally, have students decorate Soil Sammy’s face with moveable eyes.



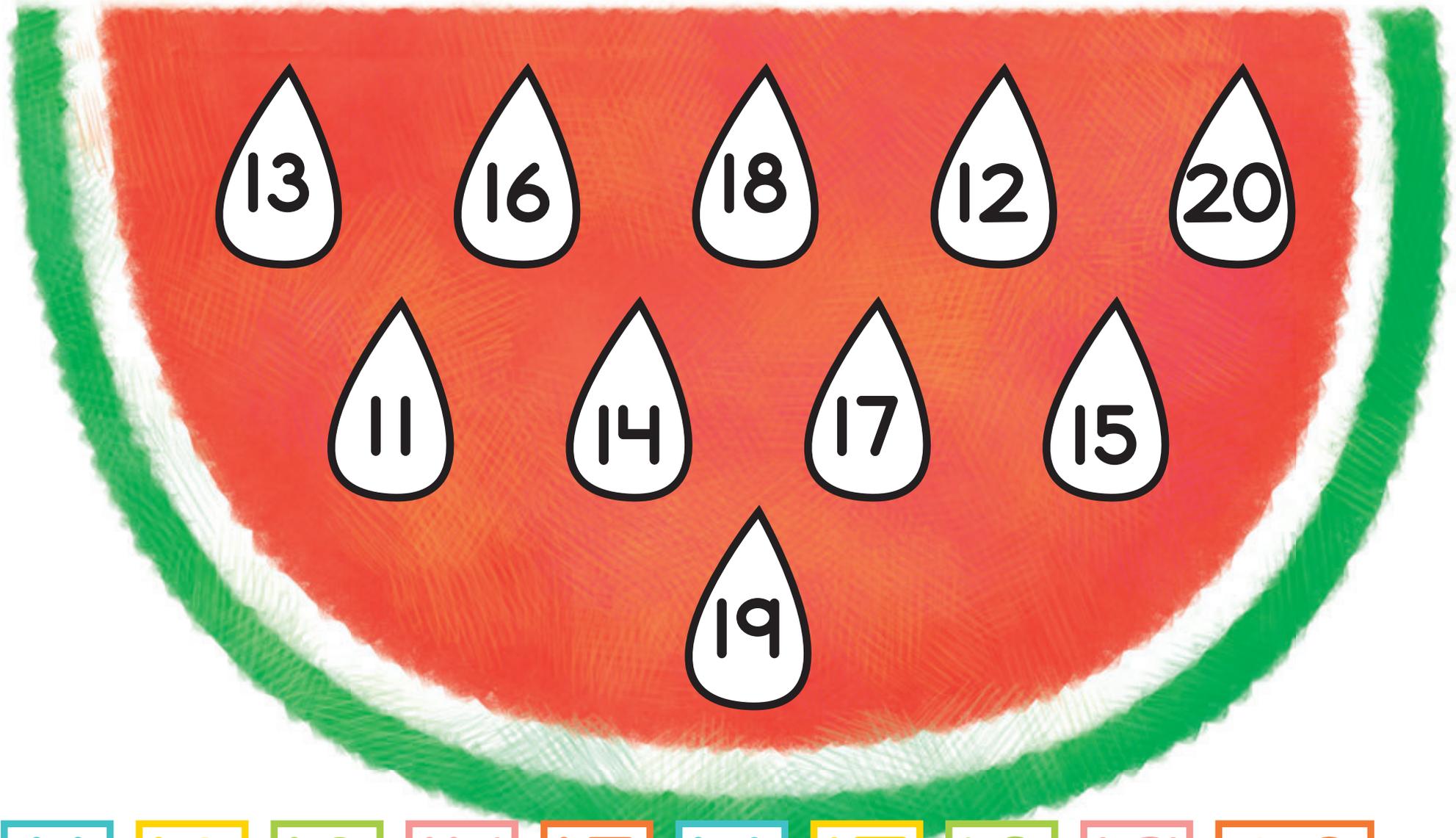


Make
a
booklet.





Look
and
color.



Unit 4 Lesson 11





<p>Learning Goals: Students can count up to 20.</p>	<p>Vocabulary: <i>seeds, watermelon; numbers 1 to 20</i></p>	<p>Language Structures: Active: <i>Eleven, twelve, thirteen... twenty. It's blue.</i> Passive: <i>What color is number eleven?</i></p>	<p>Materials: 4 different types of seeds, paper plates, construction paper, watermelon, napkins, plastic spoons, knife, markers, <i>Number cards 11 to 20</i> (from Unit 3)</p>
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Problem Solving, Reasoning and Numeracy

Before the Class

1. Review: Numbers 11 to 20

Attach the *Number cards 11 to 20* to the board. Point to the numbers in order and have the students name them. Repeat the procedure in random order. Ask students to close their eyes. Remove one of the numbers. Tell students to open their eyes and raise their hand to tell you which number is missing. The student who is correct takes your place at the front, writes in the missing number and removes the next number. Play until everyone has had a chance to participate.

During the Class

1. Sorting Seeds

Bring in four different types of seeds (corn, beans, sunflower seeds, pumpkin seeds). Divide the class into small groups. Give each group a plate with seeds and a piece of construction paper folded in quarters. Have students classify the seeds by type into each section of the paper, then have them count the number of each type of seed.

2. Student's Book: Look and color.

Hand out the *Student's Book* open to page 30. Count from 11 to 20 out loud. Have students count along and point to the numbers at the bottom of the page.

T/S: *Eleven, twelve, thirteen... twenty.*

Distribute markers. Ask student to point to number eleven at the bottom of the page. Ask students what color the number is. Have them find the number in the watermelon and color it the same color.

T: *What color is number eleven?*

Ss: *It's blue.*

T: *Color the seed with the number eleven blue.*

After the Class

1. Counting Watermelon Seeds

Distribute napkins, paper plates and plastic spoons. Bring a watermelon into school. (See Materials.) Ask students to wash their hands. Cut the watermelon into slices. Put the slices on paper plates. Have students help you distribute the slices on paper plates. Ask individual students to predict how many seeds their slice of watermelon has. Write the predictions on the board. Show students how to remove the seeds and put them to one side of their plate. When students have finished eating their watermelon, have them count the seeds. Have students tell the class how many seeds they thought their watermelon had and then have them count out the actual number of seeds chorally. Wash and save seeds for the next class.

Extra Activities

1. Fast Finishers

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

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





Learning Goals:

Students can count up to 20.

Vocabulary:

orange, papaya, peas, seeds, watermelon; numbers 1 to 20

Language Structures:

Active: *One, two... ten! There are ten seeds.*

Passive: *Point to the watermelon. How many seeds are there?*

Materials:

Number cards 1 to 20 (from Unit 3), white construction paper, glue, markers, watermelon seeds (from previous lesson)

Before Class

1. Check bean plants.

Check the bean plants to see how much they have grown. (See Lesson 10.) Make comparisons: Whose bean plant is the tallest or the shortest?

2. Game: Around The World

Have students stand in a row side by side. Have the first student in the row (S1) stand behind the second student (S2). Take out the *Number cards* 1 to 20. Show S1 and S2 a *Number card*. If S1 correctly identifies the number on the card before S2, have S1 stand behind the next student in line (S3). If S2 correctly identifies the number before S1, have S2 stand behind S3 and ask S1 to stand in S2's place. Repeat the procedure moving along the row.

During the Class

1. Student's Book: Stick and count.

Hand out the *Student's Books* open to page 31. Name each fruit and vegetable and have students point to the corresponding picture.

T: *Point to the watermelon. Repeat, "watermelon."*

Ss: *Watermelon.*

Distribute the *stickers* in the blue section.

Have students put the *stickers* in the correct place. Finally, distribute markers and ask them to count the seeds and write the correct number in the box.

T: *Point to the watermelons. Count the seeds.*

Ss: *One, two...ten !*

T: *How many seeds are there?*

Ss: *There are ten seeds.*

T: *Write number ten in the box.*

After the Class

1. How Much Does It Cost?

Display *Poster 4*. Point to the flowers and have students say how much they cost.

2. Counting Watermelon Seeds

Distribute markers and white construction paper. Show students how to draw a slice of watermelon without seeds. Ask them to color in the picture. Have students sit around tables. Place watermelon seeds from the last lesson on the plates. You can use paper seeds if real seeds are unavailable. Hold up a *Number card* between 11 and 20. Have students put the corresponding number of seeds on their watermelon. Ask students to glue real or paper seeds onto their watermelon pictures.

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

Extra Activities

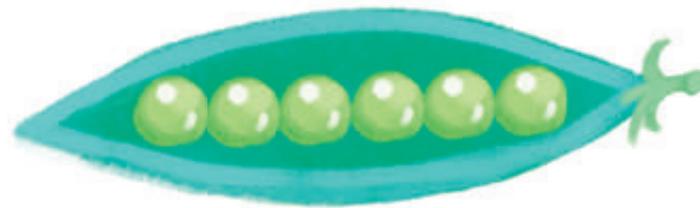
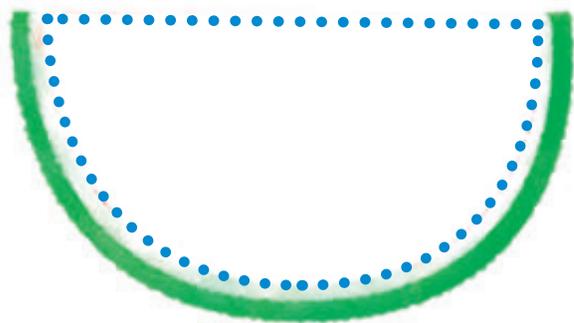
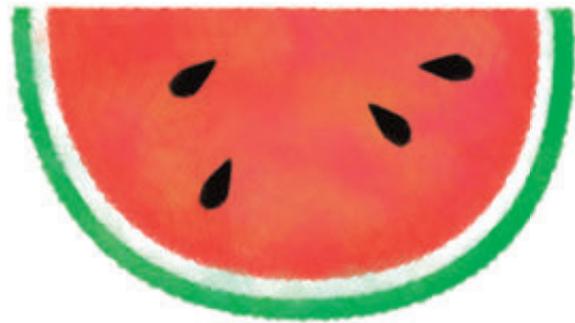
1. Fast Finishers

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

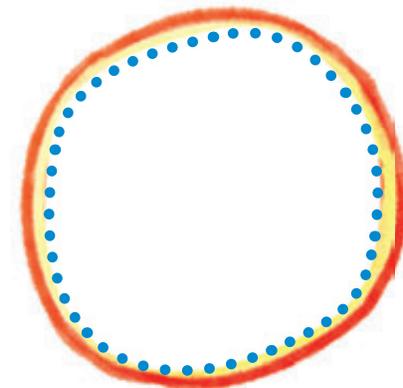
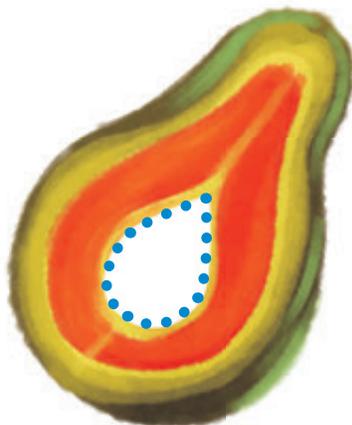
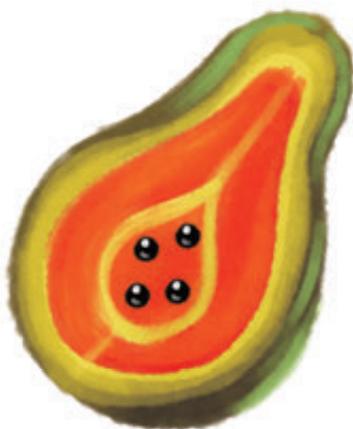
2. Activity Pad: Make a crown.

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





Stick
and
count.



Unit 4 Lesson 11





Activity Pad



Knowledge and Understanding of the World

Make a crown. AP

Materials: scissors, different colored crepe paper, glue, white construction paper, stapler

Preparation: Cut out strips of paper for each student.

Instructions: First, have them color in the flowers. Then show them how to crumple small balls of crepe paper and glue them onto the flowers. Ask students to glue the flowers onto the strips of paper in order. Finally, staple both ends of the strip together and put them around students' heads.



Extra Activities

Fast Finishers: Week 2: Trace and color. TPH

Part 1: First, have students identify the numbers and trace them with colored pencils.

Part 2: Next, tell students to count the corresponding number of flowers and color them in.



Early Learning Activities



Problem Solving, Reasoning and Numeracy

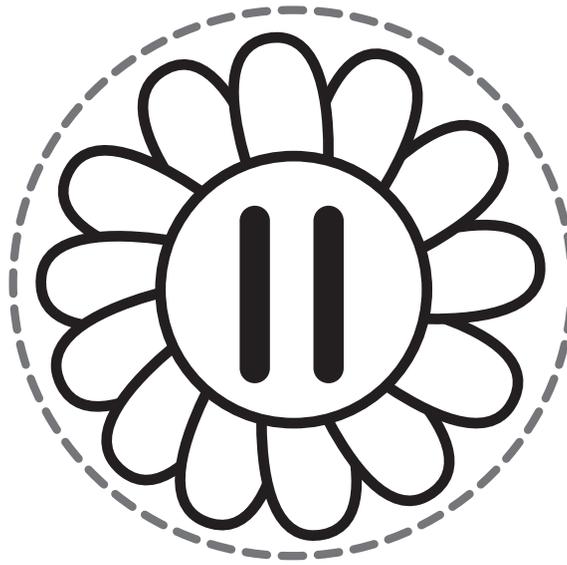
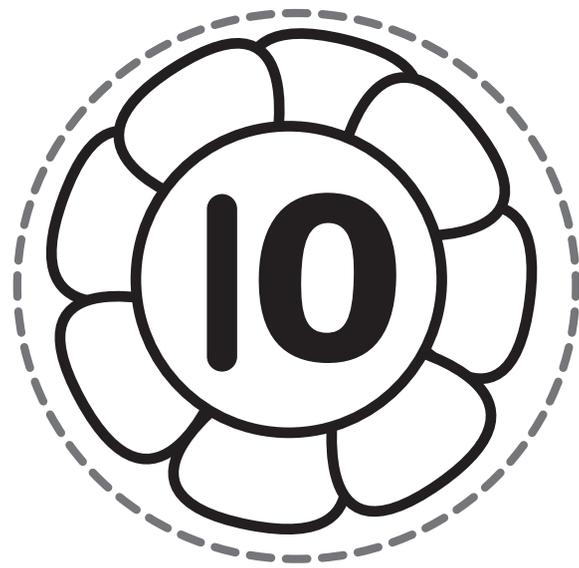
Sunflower Game TPH

Materials: real sunflower seeds, *Sunflower board templates*, crayons, *Number cards 11 to 20*

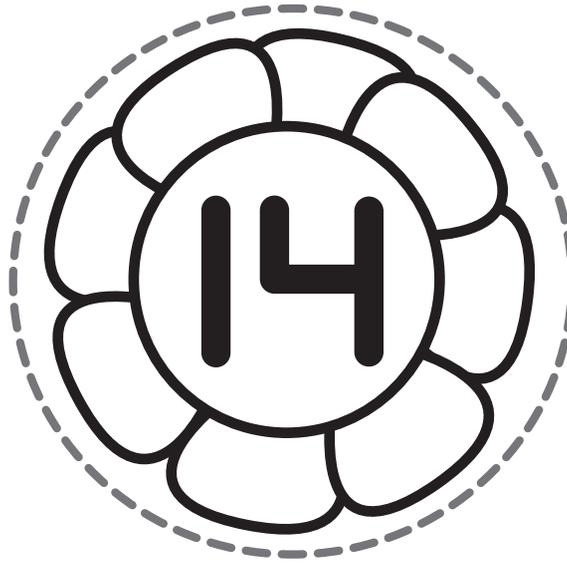
Preparation: Photocopy the *templates*. Make a set for every four students so each one has a different game board.

Directions: Divide the class into groups of four. Distribute *templates*. Have students color in the flowers. Then, place a plate with 40 sunflower seeds on each table. Place the *Number cards* randomly facedown on a table. Pick a card and call out a number. Have students find the corresponding number and cover it with a seed. When students have covered all their numbers, they shout out, "Sunflower!" There should be one winner at each table. Check by having them uncover the seeds and name the numbers.





Make
a
crown.





Look
and
color.



Sunday



Monday



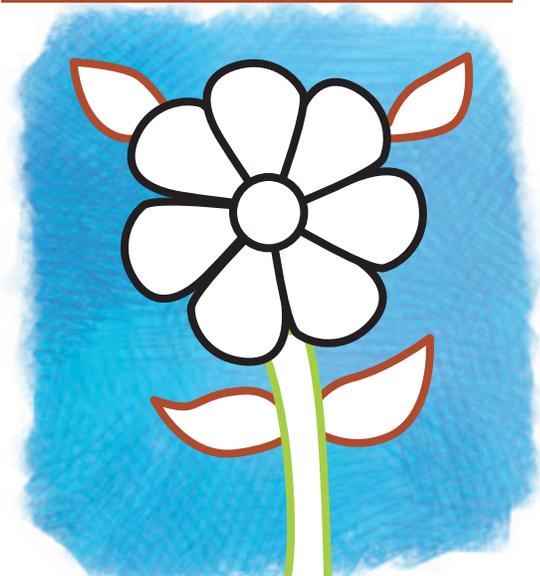
Tuesday



Wednesday



Thursday



Friday





<p>Learning Goals:</p> <ul style="list-style-type: none"> Students enjoy hearing new stories. Students can communicate likes and dislikes. 	<p>Vocabulary:</p> <p>flowers, leaves, plant, roots, stem; colors, days of week</p>	<p>Language Structures:</p> <p>Active: Flower. Seeds. It is purple.</p> <p>Passive: What's this? What are they? What color is the flower? What day is it? Did the flower change? What color are the leaves? What color were the leaves on Wednesday?</p>	<p>Materials:</p> <p>crayons, sticky tack, My magic seed template (from the Teacher's Resource CD)</p> <p>Preparation: Print out the template (1 per student).</p>
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Before the Class

1. Song: Days Of The Week  
Write the days of the week on the board. Play Track 25, *Days Of The Week*. Use the *Gummy Drop stick puppet* to point to the days as you lead students in singing.

2. Check bean plants.
Check bean plants to see how much they have grown. (See Lesson 10.)

2. Game: Show Me 
Distribute the *mini-flashcards*. Point to each part of the complete plant on the board and name it. (See previous activity.) Have students hold up the corresponding *mini-flashcard* when you mention the parts.

3. Listen to the story.  
Display the *Big Book* page 22. Point to the title and read it out loud. Play Track 26, *The Magic Seed*. Point to the corresponding pictures on the *Big Book* pages 22 to 27 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: *What day is it? Did the flower change? What color is the flower? What color are the leaves? What color were the leaves on Wednesday?*

5. Student's Book: Look and color. 
Hand out the *Student's Books* open to page 32. Distribute crayons. Have students point to and trace over each day of the week first with their index fingers and then with a crayon. Next, have them point to a day and describe how the flower looked.

T: Point to Monday. What color is the flower?

S: It's purple.

Have students color in the flowers according to the outlines.

After the Class

1. My Magic Seed, Part 1  
Distribute crayons and the *My magic seed templates*. Write each student's name on the line below "by". Play Track 25. Have students point to the days of the week as they sing the song. Have students draw themselves holding a seed below the word *Sunday*. Ask them to draw a flower with a stem and two leaves in each section. Save students' work for the next lesson.

Extra Activities

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

During the Class

1. Presentation: Plant Parts  
Use the *sunflower parts cutouts* to teach the parts of the plant. Attach the complete sunflower plant in place on the board. Use the *Billy stick puppet* to point to each part and name it. Have students repeat.

BILLY PUPPET: *This is the flower. What's this?*

Ss: Flower.

Put the *sunflower seeds cutout* in the middle of the flower.

BILLY PUPPET: *These are the seeds. What are they?*

Ss: Seeds.

Next, remove one of the parts and have students say what is missing. Reassemble the *cutouts* to make a complete plant. Attach them to the board using sticky tack.





Learning Goals:

- Students can listen attentively for five minutes.
- Students can identify days of the week.

Vocabulary:

- flower, leaves, roots, seed, stem

Language Structures:

- Active: *Stem.*
- Passive: *What's this?*

Materials:

- paper, sticky tack, crayons, *My magic seed template* from previous lesson

Before the Class

1. Song: Days Of The Week

Write the days of the week on the board. Play Track 25. Use the *Gummy Drop stick puppet* to point to the days as you lead students in singing the song.

2. Review: Parts of the Plant

Use the *sunflower parts cutouts* to review the parts of the plant. Attach the complete sunflower plant to the board using sticky tack. Have students identify the different parts of the plant. Next, ask volunteers to remove one of the parts and have students name what is missing.

During the Class

1. What is the story about?

Display the *Big Book* pages 22 to 27. Invite students to say what the story is about.

2. Listen to the story.

Play Track 26. Point to the corresponding pictures in the *Big Book* pages as students listen to the story.

3. Point to...

Hand out the *Student's Book* open to page 90. 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. Student's Book: Look and stick.

Hand out the *Student's Books* open to page 33. Distribute the *stickers* in the green section. Have students identify the missing parts of the flower.

T: (Point to the stem.) *Look. What's this?*

Ss: *Stem.*

Tell students to carefully peel off the *stickers* and stick them in the corresponding place. Finally, have students point to the flower, stem and leaves in each picture.

After the Class

1. My Magic Seed, Part 2

Distribute crayons and students' *My magic seed templates*. Have students color in their pictures. Tell them to choose a different color for the flowers and leaves each day. Afterwards, have volunteers come to the board with their pictures one at a time. Have the student choose a day of the week and describe his or her flower for the corresponding day. 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 T33a.

2. Activity Pad: Color and cut.

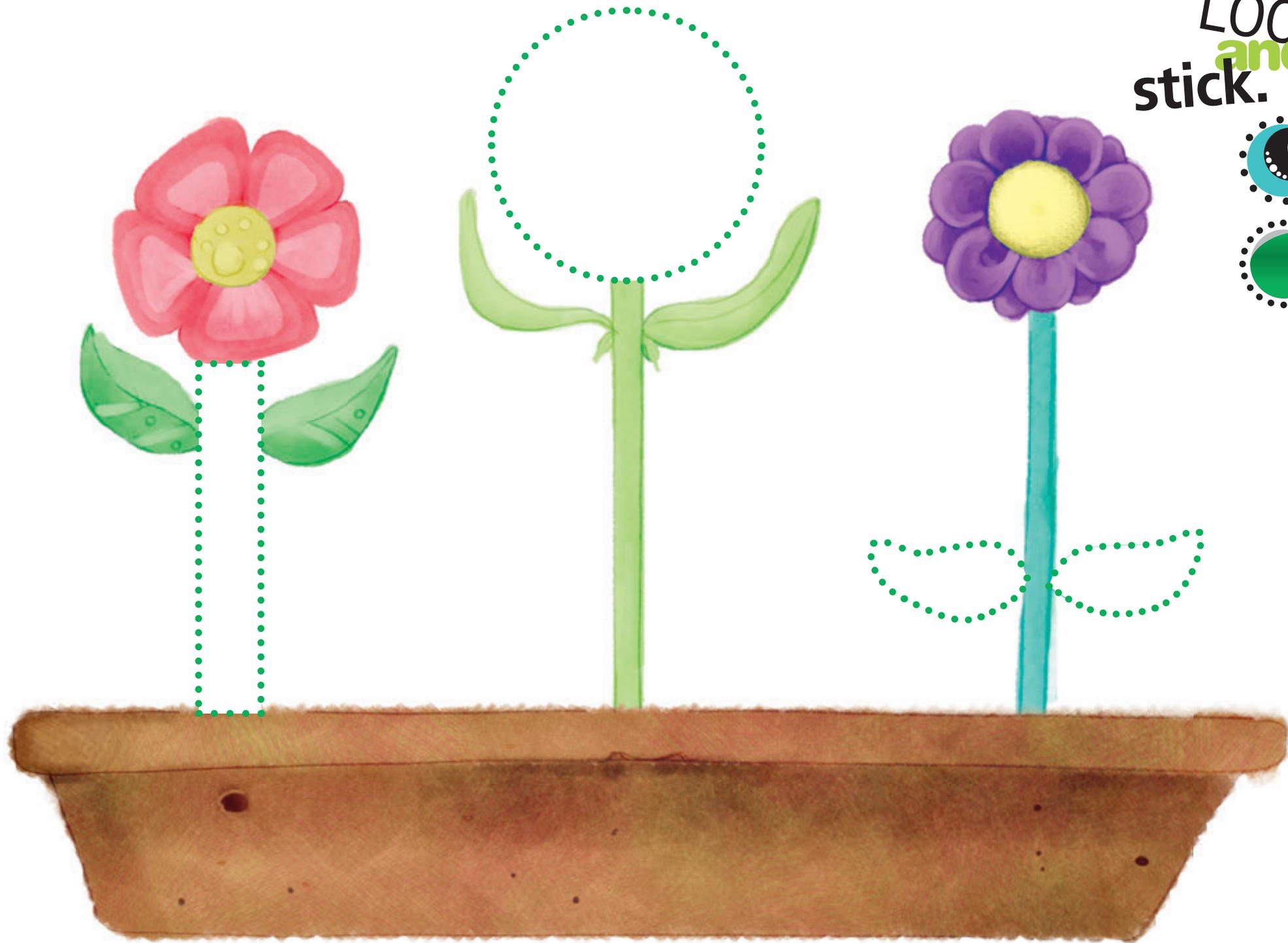
See instructions for the *Activity Pad*, on page T33a.

Play Game 8 on the *Interactive CD-ROM*.





Look
and
stick.





Activity Pad



Communication,
Language and Literacy

Color and cut.

Materials: watercolors, paintbrushes, plastic containers, leaves, grass, flower, petals, glue, sheets of paper

Instructions: First, have students paint the pictures. Show them how to glue grass, leaves and petals onto the pictures. Help students cut out the pictures. Finally, have students glue the flower onto a sheet of paper.

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

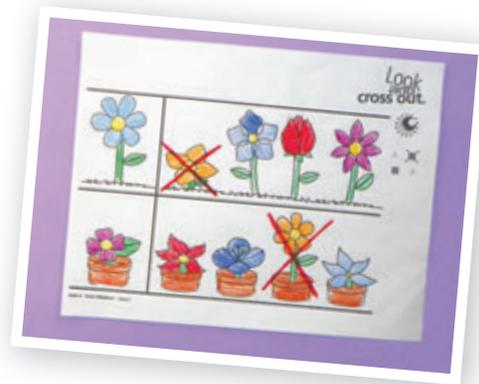


Extra Activities

Fast Finishers: Week 3: Look and cross out.

Part 1: First, ask students to color all the flowers.

Part 2: Then have them cross out the flower that is different.



Early Learning Activities



Problem Solving,
Reasoning and Numeracy

Five Little Flowers

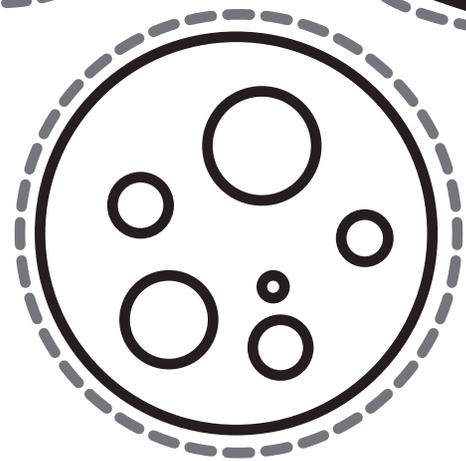
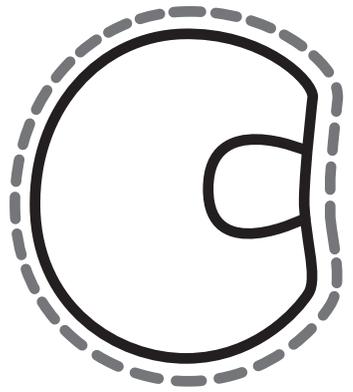
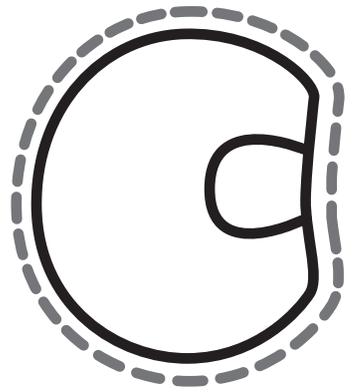
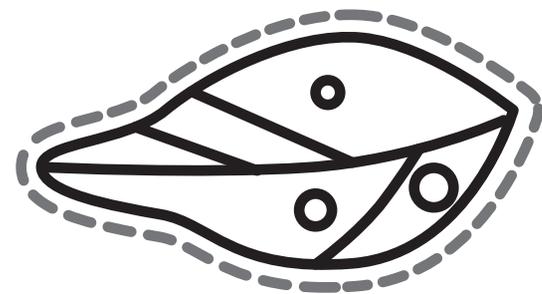
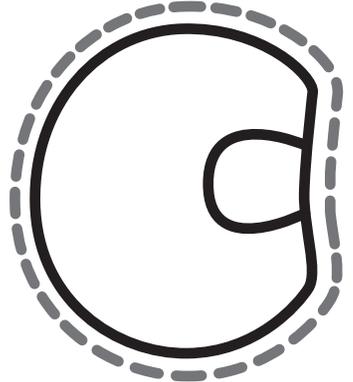
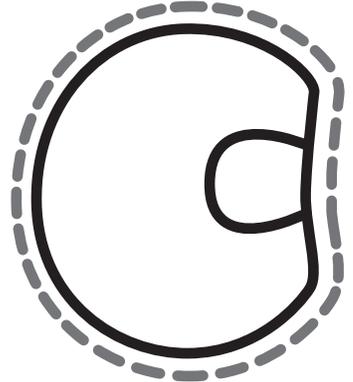
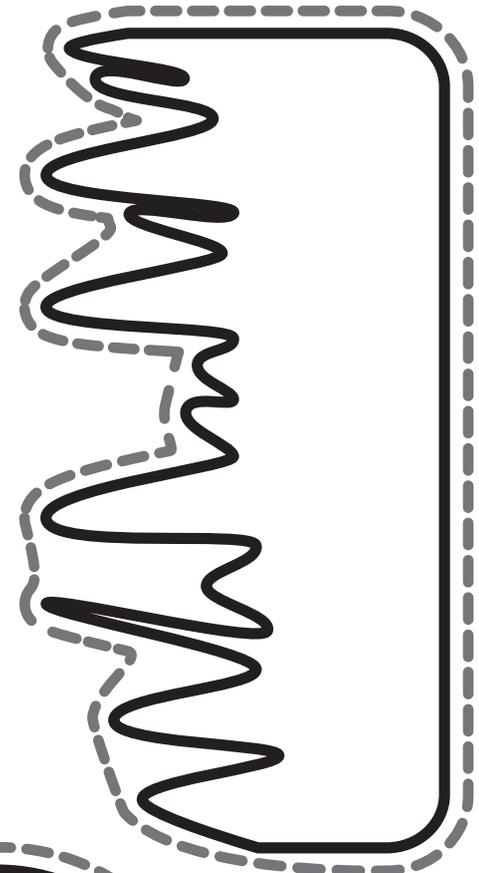
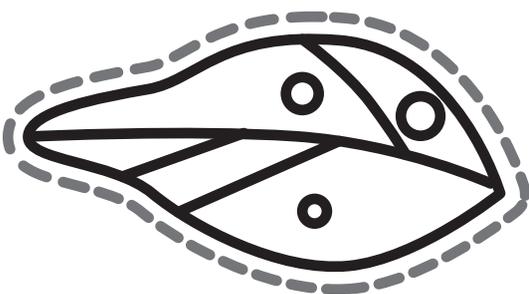
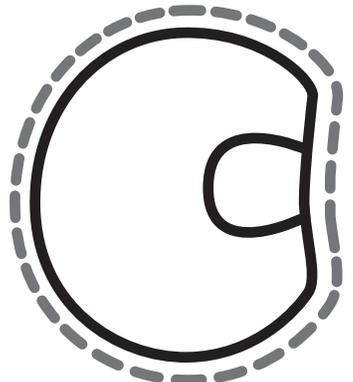
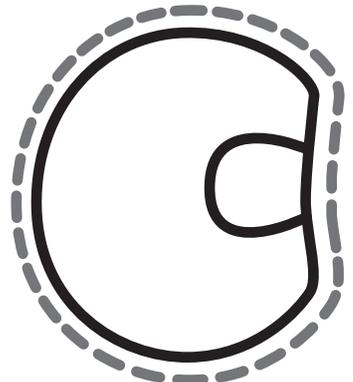
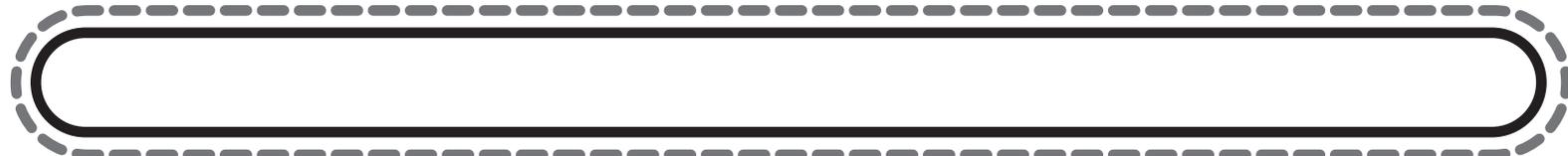
Materials: five paper plates, foamy in 5 different colors, pom-pom balls, 10 wooden sticks, green construction paper, scissors, glue

Directions: Cut the inside of a paper plate out to make a flower shape. Cut and glue petal shapes around the edge of the plate. Cut leaves from green construction paper. Glue pom-pom balls around the inside. (See sample below.) Attach a wooden stick to make a mask. Make five flower masks. Invite five students to come to the front. Give each one a flower mask and a leaf to hold. Invite three girls and two boys to come to be the children who pick the flowers each time.





Color
and
cut.

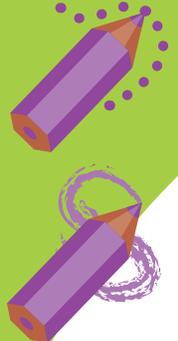


Unit 4 Lesson 12



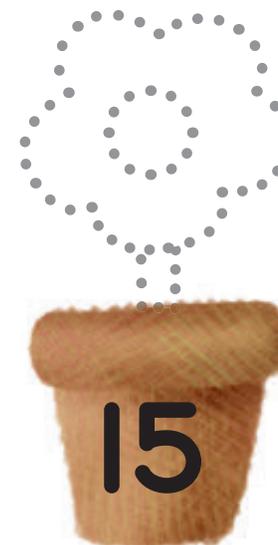
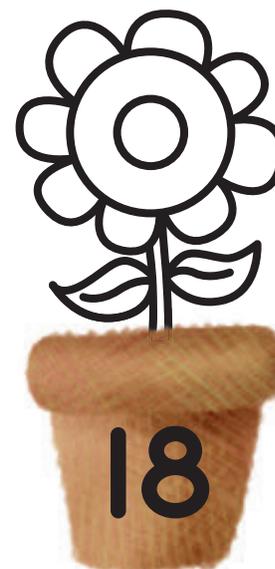
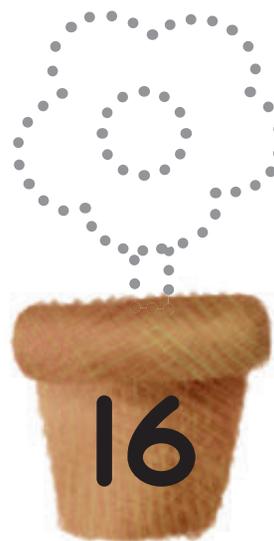
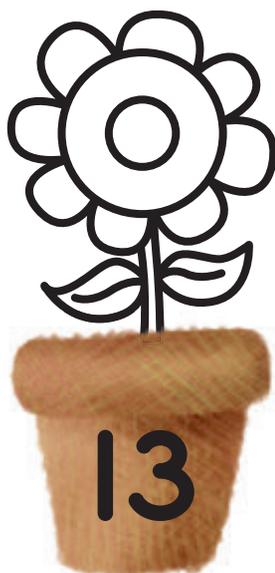
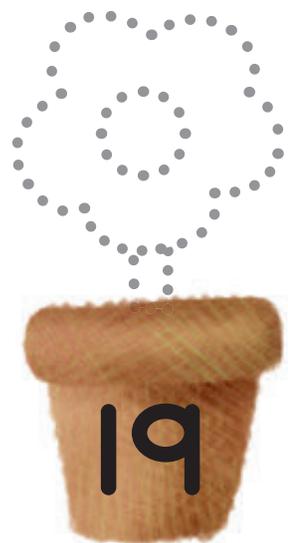
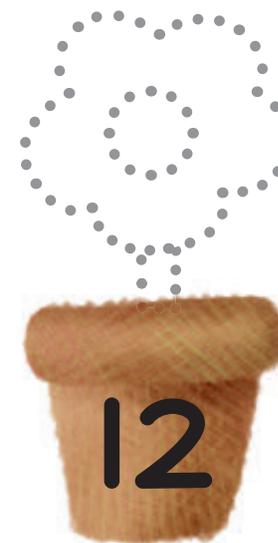
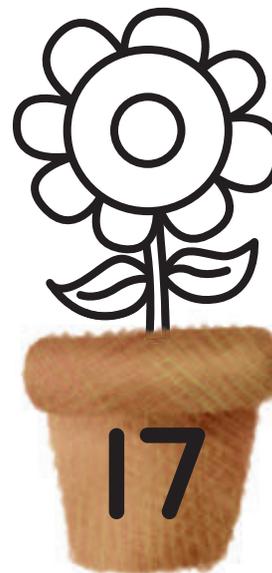
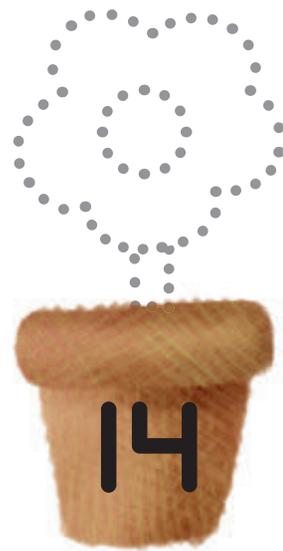
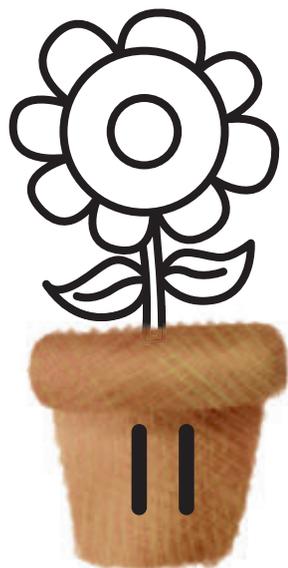
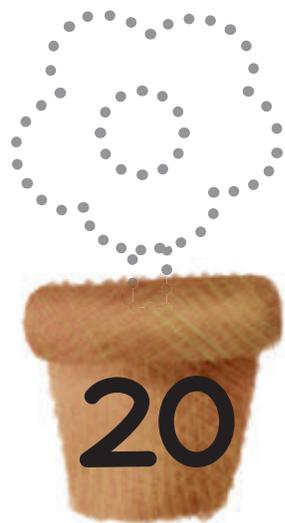


Trace
and
color.



Review

34





Value

I Take Care of Plants

Vocabulary: *plant, seed, soil, sun, water*

1. Talk About the Value

Talk to students about the importance of taking care of plants and all living beings on our planet. Then attach the *seeds cutout* to the board with sticky tack. Ask the students what they think the seeds need to grow and hold up the *soil cutout*.

Attach the *soil cutout* next to the *seed cutout* to the board. Tell students that plants also need water, sun and air.

2. Student's Book: Look and color.

Hand out the *Student's Book* open to page 70. Have students observe the different pictures. Ask them to name the elements they see in each picture that show what plants need to grow.

T: (Pointing to the first picture.) *What do plants need to grow?*

Ss: *They need (sun).*

Distribute crayons. Ask students to color in the sun. Follow the same procedure for the other pictures. If the activity is done correctly, students stick the *Reward sticker* in place.



General Review

1. Game: Memory Game

Divide the class into pairs. Distribute the *mini-flashcards*. Have students shuffle their cards together and place them facedown on the table. Each student takes turns, turning two cards over and naming them.

S: *Seeds.*

If the cards match, the students keeps the pair. The student with the most number of pairs wins the game.

2. Number Review: 1 to 20

Materials: *Number cards 1 to 20.* Have students sit in a circle. Place number cards in the middle. Ask volunteers to toss a bean bag on the number cards. Have students name the number it lands on.

3. Student's Book: Trace and color.

Hand out the *Student's Book* open to page 34. Name the numbers from 11 to 20 in order. Have students point to them. Then, distribute crayons and have students color the flowers.

T: *Point to number twelve. Trace the flower with the pink crayon. Color the flower pink.* If the activity is done correctly, they stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy Unit 4 *Assessment*. Distribute copies and crayons. First have students trace the numbers. Then, ask them to count the flowers and write the correct numbers in the boxes.

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*.

Unit 5

Week 1

- Knowledge and Understanding of the World
- Problem Solving, Reasoning and Numeracy
- Physical Development
- Artistic Development

exercise; body parts, numbers 1 to 10

Active: Neck. Hand. One, two... eight. Eight fingers.
Passive: This is a neck. What's this? What is it? Three fingers plus five fingers. How many altogether?

Week 2

- Knowledge and Understanding of the World
- Physical Development

brush/comb my hair, dry my hands, wash my body, wash my hair, wash my hands; grooming items

Active: It's a brush. Red. No, it isn't. It's a (toothbrush). I brush my teeth with a toothbrush. (She's) brushing her teeth.
Passive: What's this? Red, blue, yellow. What comes next? Is this a comb? What is it? What's (Emily) doing?

Week 3

- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Physical Development

apple, banana, cake, candy, chicken, chips, teeth, drink water, eat fruit/vegetables/cake, exercise, get rest, healthy/unhealthy habits, potato, soda, take a shower, wash my hands, water

Active: I eat fruits and vegetables every day. Healthy habit. Soda. Unhealthy.
Passive: I'm healthy. Is it a healthy or unhealthy habit? What's this? Is it healthy or unhealthy?

Math Concept: Addition to 10
Value: I Take Care of My Teeth

Poster

1. Working with the Poster

Display *Poster 5*. Have students look at it. Ask them what the children are doing. Encourage them to say if the actions are healthy or unhealthy.

T: Look, what is the girl doing?

T/Ss: She's drinking water.

2. Working with the Unit Opener

Display *Poster 5*. Distribute the *finger puppets* for Unit 5. Describe the healthy habits as you point to them on the *poster*. Have students do the same in their *Student's Books*. Play Track 27, *Drink Your Water*. Encourage students to join in as they mime the actions.



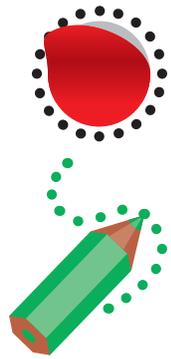


A Healthy Body





Stick
and
trace.



shoulder

hand

neck

leg

knee

foot

arm

elbow





<p>Learning Goals: Students can identify parts of the body. Students can follow simple commands.</p>	<p>Vocabulary: body parts</p>	<p>Language Structures: Active: <i>Neck. Hand.</i> Passive: <i>This is a neck. What's this? What is it?</i></p>	<p>Materials: markers, beanbag</p>
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Before the Class

1. Song: **Head, Shoulder, Knees And Toes** 🎵

Have students stand in a circle. Play Track 28, *Head, Shoulders, Knees And Toes*. Lead students in singing as they touch the corresponding body parts.

2. Presentation: **Body Parts** 🎒

Display the *body parts cutouts*, one at a time. Name the body parts and have students repeat each word.

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

Ss: *Neck.*

Repeat with the remaining *cutouts*.

Next, name a body part and have students tap their corresponding body part three times.

T: *Neck, neck, neck.*

Ss: *Neck, neck, neck.* (Students tap their neck three times.)

During the Class

1. Concept: **Exercise** 🏃

Present the word *exercise*. Remind students about how exercise is good for keeping our bodies healthy and strong. Invite volunteers to go to the front and demonstrate a type of exercise they can do to stay healthy: *running, jumping, touching their toes, etc.*

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

Hand out the *Student's Book* open to page 36. Distribute markers. First have them draw in their facial features and hair. Then ask them to draw themselves wearing shorts and a T-shirt.

Next, name a body part and have students point to it, first on the picture and then on themselves.

Afterwards, name a body part and have students point to the word. Guide them in tracing over the words. Finally, distribute the *stickers* in the red section. Have students peel them off and stick them on the corresponding places.

After the Class

1. Game: **Toss The Beanbag** 🎒

Place the *body parts cutouts* on the floor face up. Have students sit in a circle around the *cutouts*. Throw a beanbag at a *cutout*. Have the class chorally identify the *cutout* it lands on and then point to the corresponding body part.

T: *What is it?*

Ss: *Hand.*

Extra Activities

1. **Fast Finishers** 🕒

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



Learning Goals:

- Students can identify parts of the body.
- Students can combine two groups together and count the total number of objects.

Vocabulary:

- body parts,
- numbers 1 to 10

Language Structures:

- Active:** *One, two... eight. Eight fingers.*
- Passive:** *Three fingers plus five fingers. How many altogether?*

Materials:

- crayons, gumdrops (10 per student), *Number cards 1 to 5* (from the *Teacher's Resource CD*), 15-cm squares from red and blue construction paper (1 per student)
- Preparation:** Print out and laminate the *Number cards*.

Before the Class

1. Song: *Head, Shoulders, Knees and Toes*

Play Track 28. Encourage students to sing along as they act out the song.

2. Presentation: *Addition*

Ask five boys to come up to the front. Have the rest of the class count them.

T: *How many boys do we have in this group? Let's count.*

T/Ss: *One, two... five. Five boys.*

Ask two boys to come up and stand on the other side. Guide students in counting them. Next ask the boys to stand closer together to make one group. Count them again. Repeat the activity with other groups of girls and boys up ten.

During the Class

1. More Practice: *Adding Fingers*

Write the following on the board:

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Ask a volunteer to come up, pick a *Number card* and hold up the corresponding number of fingers on his or her right hand.

T: *What number is this?*

S: *Three.*

T: *Show me three fingers.*

Write the number 3 in the first blank.

Ask another student to do the same. Write the number the second student picks in the second blank.

T: *Three fingers plus five fingers. How many altogether? Let's count.*

T/Ss: *One, two... eight. Eight fingers altogether.*

Write the number 8 in the third blank.

Read the equation with the students.

Continue with other students.

2. Student's Book: *Count and write.*

Hand out the *Student's Book* open to page 37. Distribute crayons. Have students point to the first hand, count the number of fingers and trace over the number in the box. Have students count the total of fingers and write the answer in the corresponding box. Follow the same procedure for the remaining photos.

After the Class

1. Game: *Counting Gumdrops*

Give each student ten gumdrops and a red and blue square paper. Give students instructions.

T: *Show me two gumdrops. Put two gumdrops on the red square.*

Next tell them to put between one and five gumdrops on the blue square. Finally, ask them to tell you how many there are all together. Show them how to move the gumdrops from the blue square to the red square, count the total and hold up the corresponding number of fingers.

Extra Activities

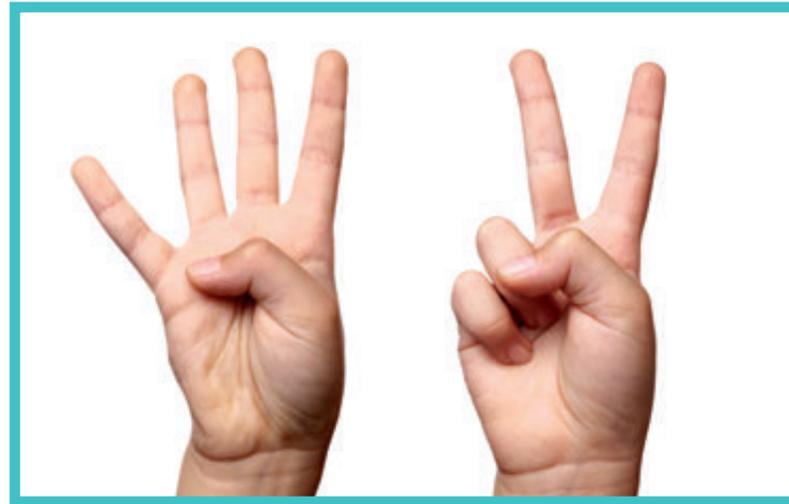
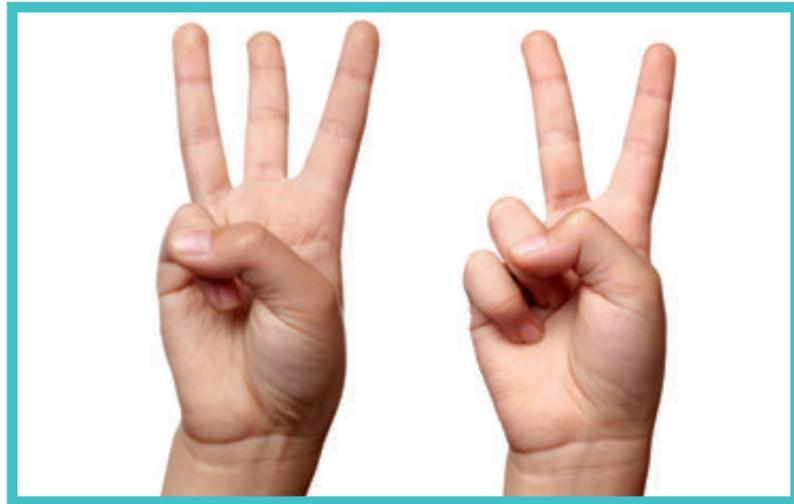
1. Fast Finishers

See *Fast Finishers: Week 1*, part 2, on page T37a.

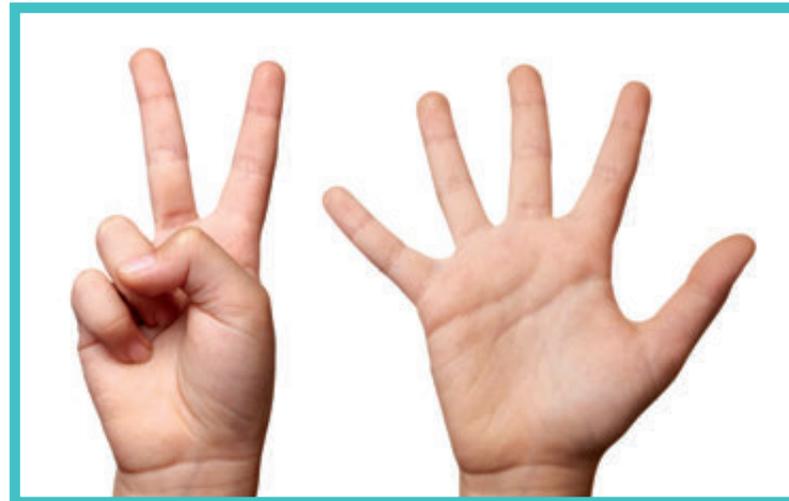
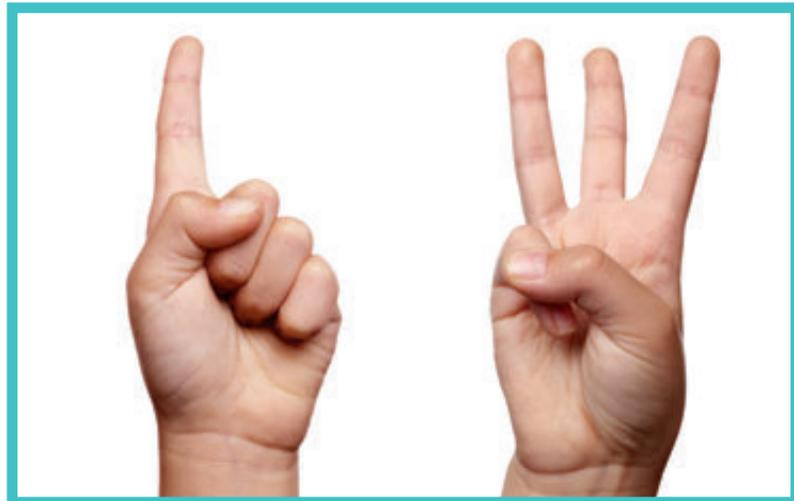
2. Activity Pad: *Color and cut.*

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





Count
and
write.





Activity Pad



Physical Development

Color and cut.

Materials: color pencils, scissors

Instructions: Have students color in the gumdrops. Help them cut along the dotted line. Show

them how to fold the gumdrops so that they stand up on the semicircular base. (See Picture 1, on page 25 of the Activity Pad.) Encourage students to name each action. Show them how to put the gumdrops in a row. Name an action: *ride, hop, jump, march*. Ask students to blow on the corresponding gumdrop to make it move forward.



Extra Activities

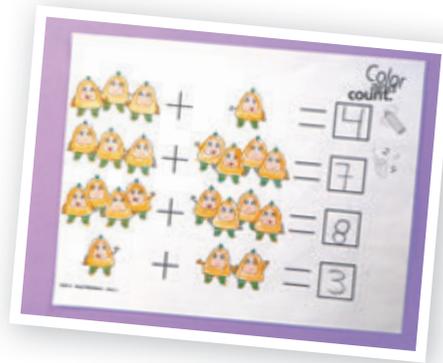
Fast Finishers: Week 1:

Color and count.

Part 1: First have students color in the gumdrops.

Part 2: Then ask them to add the two groups of gumdrops together and write the answer in the box.

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



Early Learning Activities



Artistic Development

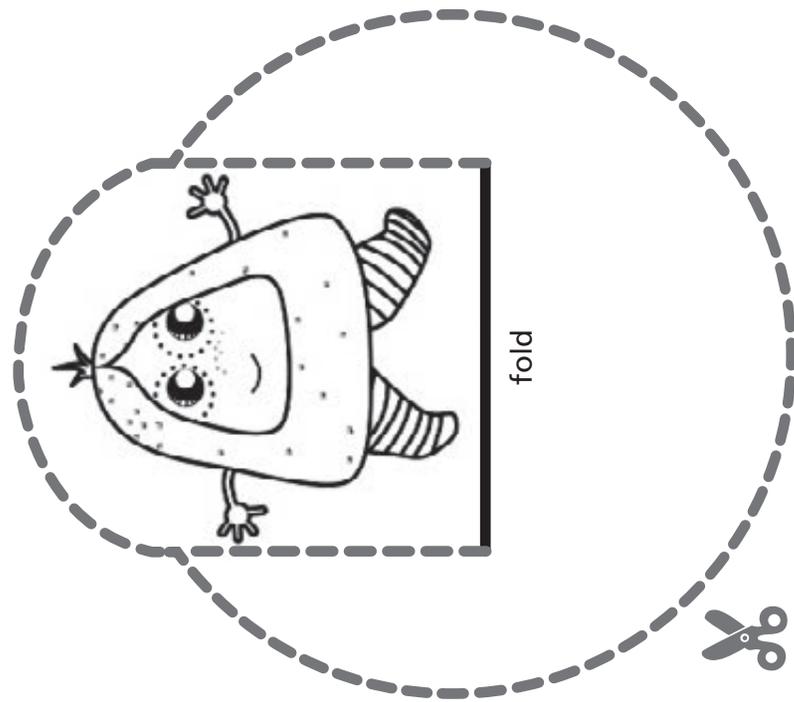
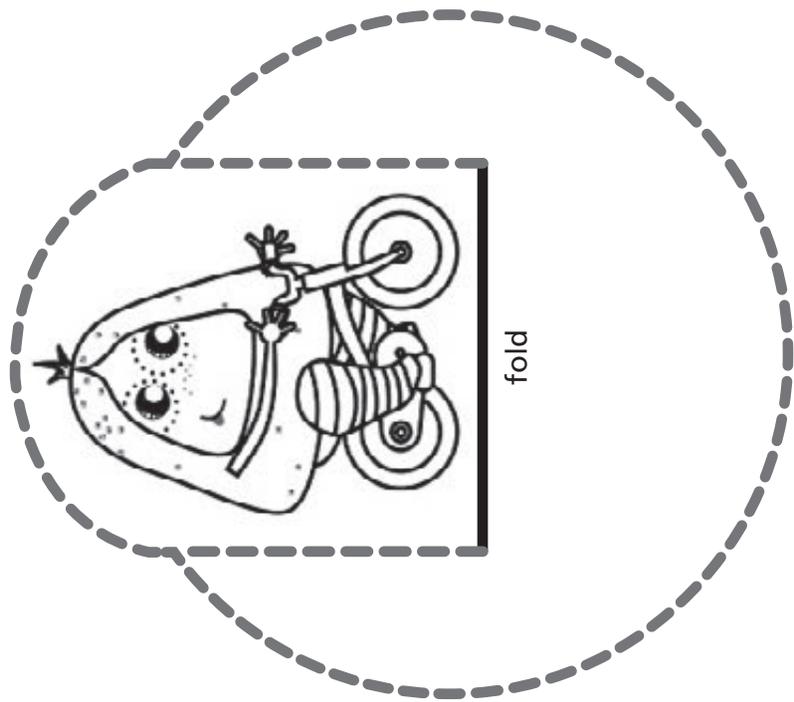
My Body in Action

Materials: brightly colored construction paper, pencils, watered-down glue solution, paintbrushes, plasticine

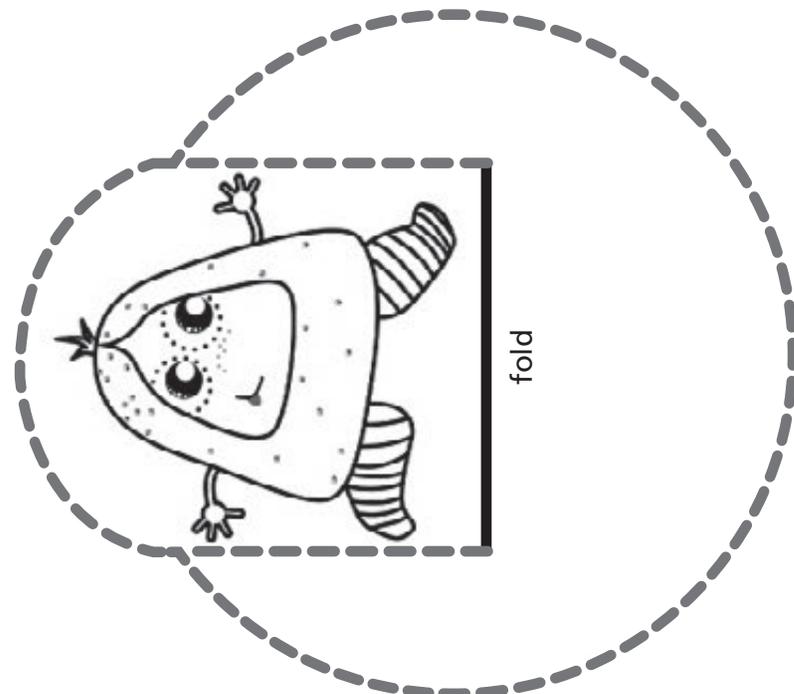
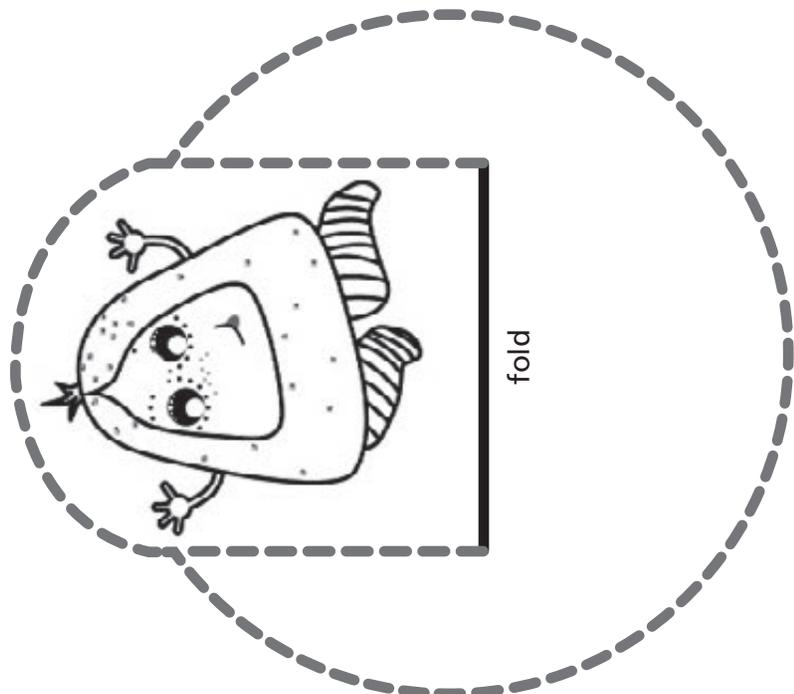
Preparation: Cut construction paper into 15 x 25 cm rectangles (1 per student).

Directions: Tell students that they will be making a model of themselves in motion. Distribute pre-cut rectangles. (See Preparation.) Have students draw, in pencil, pictures of themselves jumping, hopping, exercising or dancing on the paper rectangles. Next, have them draw themselves wearing shorts and a T-shirt or jogging pants. Distribute plasticine and students' body outlines. Show students how to use the plasticine to cover their drawings. When students are finished, have them go over their pictures with a watered-down glue solution to make them shiny. Display students' work in the classroom.



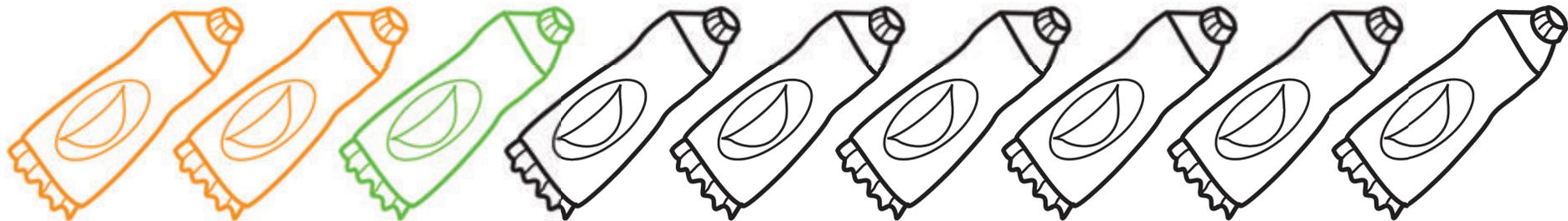
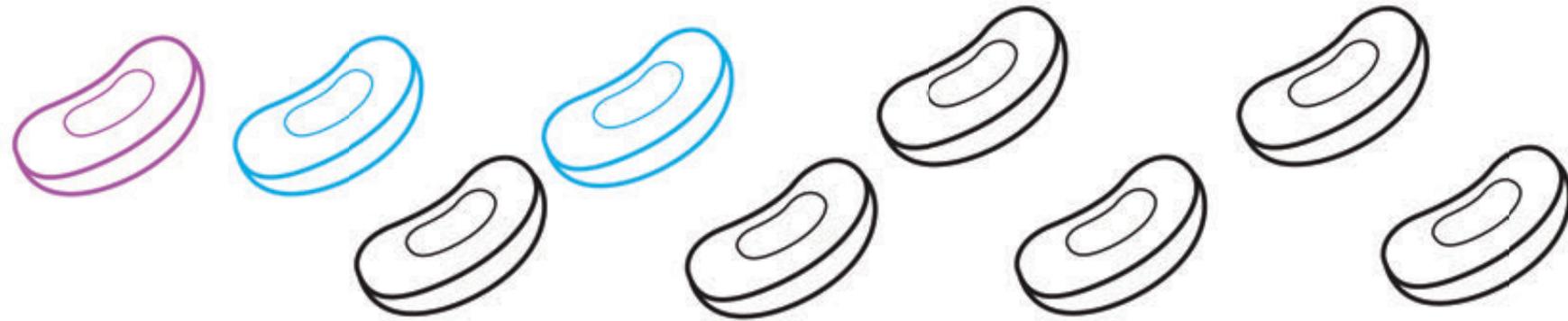
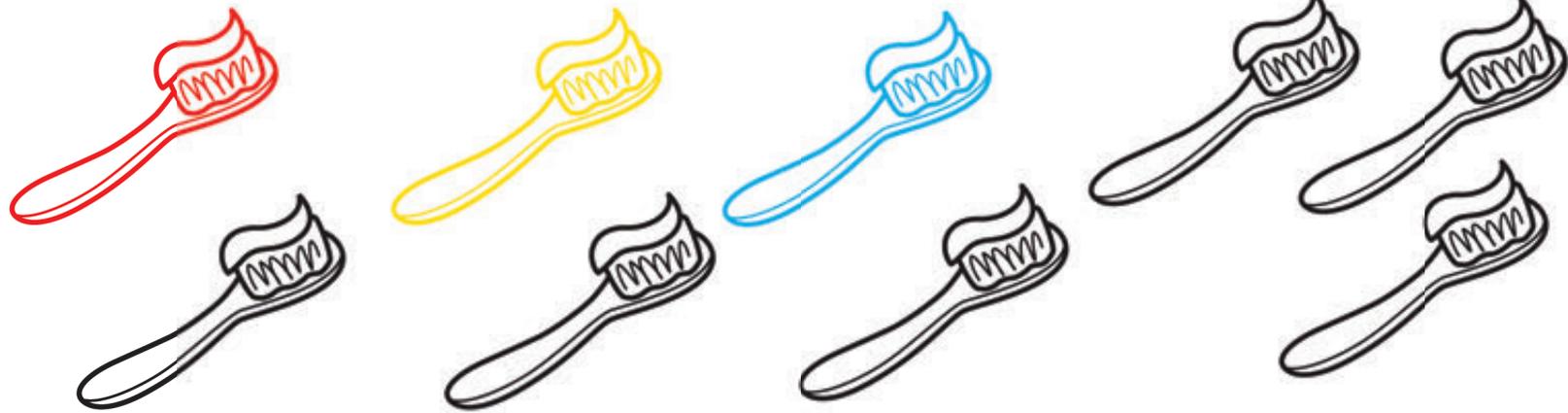


Color
and
cut.





Look
and
color.





<p>Learning Goals: Students can identify grooming items. Students recognize the importance of keeping themselves clean.</p>	<p>Vocabulary: grooming items</p>	<p>Language Structures: Active: <i>It's a brush. Red.</i> Passive: <i>What's this? Red, blue, yellow. What comes next?</i></p>	<p>Materials: toothbrush, soap, brush, toothpaste, comb, towel, shampoo, sponge, bag, <i>Number cards 10 to 20</i> (from the <i>Teacher's Resource CD</i>), colored pencils</p>
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Before the Class

1. Song: Head, Shoulders, Knees And Toes

Play Track 28. Lead students in singing and acting out the song.

2. Presentation: Grooming Items

Explain to the students that keeping clean is an important part of taking care of our bodies. Put the grooming objects in a bag. (See Materials.) Use the *Emily stick puppet* to take the objects out of the bag, one at a time, to introduce the new vocabulary.

EMILY PUPPET: *This is a brush. What's this?*

Ss: *It's a brush.*

Repeat with the remaining objects.

During the Class

1. Game: Find The Objects

Have students sit in a circle. Tell students to close their eyes as you quickly hide the grooming objects in the classroom. Next distribute the *Number cards 10 to 20*.

Name a number between 10 and 20 and a grooming object.

T: *Number seventeen. Brush.*

Have the student who is holding the corresponding number card look for the hidden object and bring them back to the circle. Redistribute the *Number cards* and play again.

2. Student's Book: Look and color.

Display the *Student's Book* open to page 38. Distribute colored pencils. Have students point to the red toothbrush in the first row.

T: *Point to the red toothbrush. Color the toothbrush red.*

Ss: (Students point to and color the red toothbrush.)

Follow the same procedure with the blue and yellow toothbrushes. Next help students read the color pattern in the first row.

T: *Red, blue, yellow. What comes next?*

Ss: *Red.*

Guide students in coloring in the rest of the toothbrushes in the first row. Repeat with the rest of the activity.

After the Class

1. Game: Draw And Guess

Draw any one of the grooming objects on the board, line by line. Encourage students to guess the object you are drawing. Continue drawing until a student guesses the objects. Repeat with different objects.

Extra Activities

1. Fast Finishers

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

Play Game 9 on the *Interactive CD-ROM*.





Physical Development

Learning Goals:

Students can identify grooming items.
Students recognize the importance of keeping ourselves clean.

Vocabulary:

brush/comb my hair, dry my hands, wash my body, wash my hair, wash my hands; grooming items

Language Structures:

Active: *No, it isn't. It's a (toothbrush). I brush my teeth with a toothbrush. (She's) brushing her teeth.*
Passive: *Is this a comb? What is it? What's (Emily) doing?*

Materials:

crayons, toothbrush, soap, brush, shampoo, sponge, toothpaste, comb, towel, blanket, long clothesline

Before the Class

1. Game: What's Under The Blanket?

Place the real grooming objects under a blanket. (See Materials.) Point to an object and ask students questions. Have them try to identify it by its shape.

T: *Is this a comb?*

Ss: *No, it isn't.*

T: *What is it?*

Ss: *It's a (toothbrush).*

2. Song: I Brush My Teeth With A Toothbrush

Display real grooming items. (See Materials.) Demonstrate how to use each one.

T: *What's this?*

Ss: *It's a (toothbrush).*

T: (Mime brushing your teeth.) *I brush my teeth with a toothbrush. Repeat.*

Ss: *I brush my teeth with a toothbrush.* (Students mime the action.)

Repeat with the remaining objects, then play Track 29, *I Brush My Teeth With A Toothbrush*. Hold up the corresponding object as you lead students in singing and acting out the song.

During the Class

1. Student's Book: Trace and stick.

Display the *Student's Book* open to page 39. Ask students to identify the actions in the different pictures on the page.

T: *What's (Emily) doing?*

Ss: *(She's) brushing her teeth.*

Distribute the *stickers* in the blue section. Give students instructions for pointing to different items. Next give students instructions for putting their finger on a specific action and follow the dotted line.

T: *Point to (Emily) brushing her teeth. Follow the line to the box. What goes in the box?*

Ss: *Toothbrush.*

Show students how to carefully peel off the *sticker* and stick it in the corresponding box. Repeat the procedure with the remaining *stickers*. Afterwards, distribute crayons and have students trace over the dotted lines with the corresponding colors.

After the Class

1. Game: True Or False?

Put a clothesline on the floor and have students line up on it. Designate one side of the line as *true* and the other side as *false*. Have the *Gumdrop stick puppet* hold a *grooming object cutout*, name the object and say what it is used for.

GUMMY DROP PUPPET: *The soap is for combing my hair.*

If the students think *Gumdrop* has made a correct statement, they jump on the *true* side of the line; if not, they jump on the *false* side. If a student jumps on the wrong side of the line, he or she must sit down. The last student to remain standing is the winner.

Extra Activities

1. Fast Finishers

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

2. Activity Pad: Color and play dominoes.

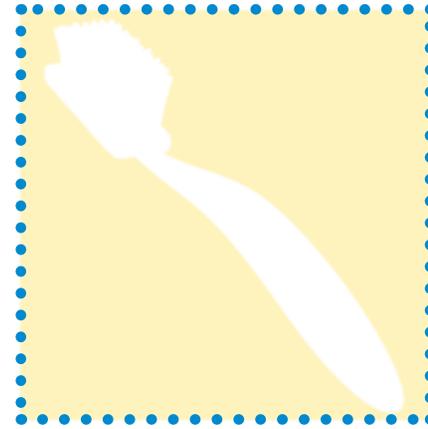
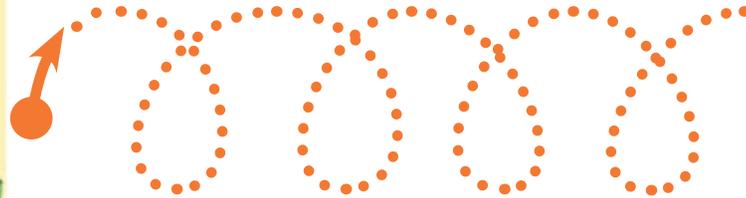
See instructions for the *Activity Pad*, on page T39a.

Play Game 11 on the *Interactive CD-ROM*. 

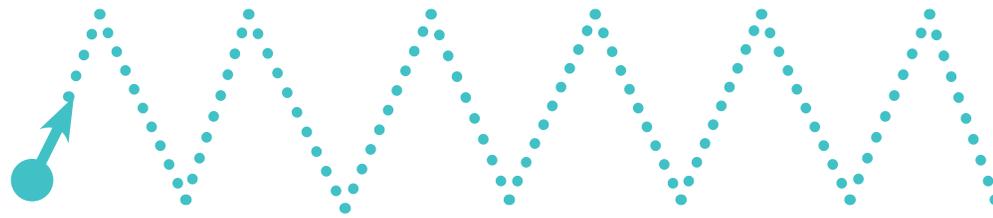
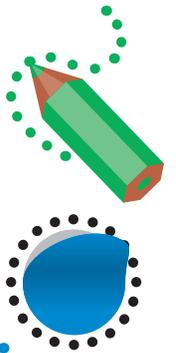


T39

Unit 5 Lesson 14



Trace
and
stick.





Activity Pad



Knowledge and Understanding of the World

Color and play dominoes.

Materials: colored pencils, scissors

Instructions: Ask students to color in the illustrations. Help students to cut along the dotted line to obtain six domino pieces. Teach students how to play dominoes by matching the grooming objects to the corresponding actions.

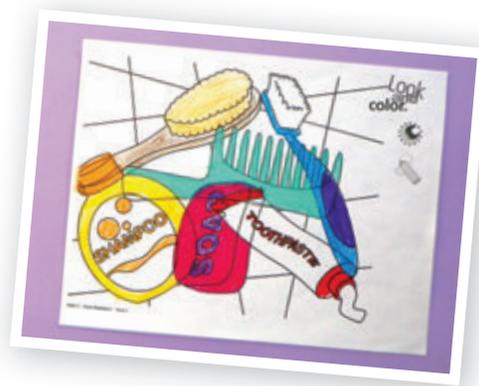


Extra Activities

Fast Finishers: Week 2: Look and color.

Part 1: First have students look for the hidden objects and outline them.

Part 2: Then have students color in the objects and name them.



Early Learning Activities



Physical Development

Wash Your Hands

Materials: colored construction paper, finger paint, paintbrushes, small plastic trays, paper towels, *Wash your hands template*

Preparation: Print out the *template* (1 per student).

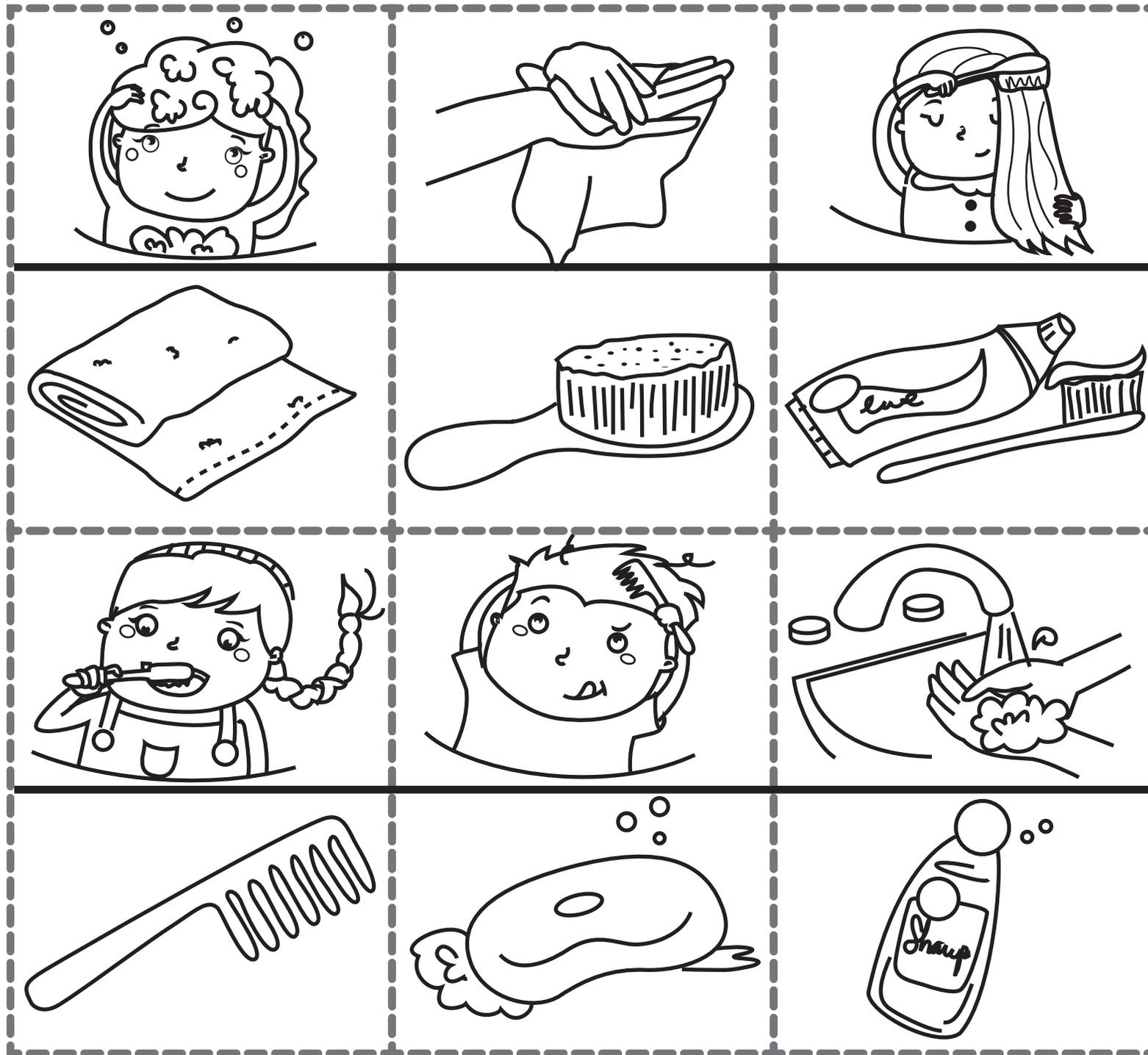
Directions: Ask students when they should wash their hands: *before they eat and after they go to the toilet*. Emphasize that we need to wash our hands to get rid of germs. Explain that germs are tiny bugs that we cannot see, but they can make us sick. Demonstrate the correct way to wash and dry their hands. Afterwards, distribute *templates*. Have students brush a bit of tempera paint onto both hands. Help them make their handprints at the top of the page, then wash and dry their hands.

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



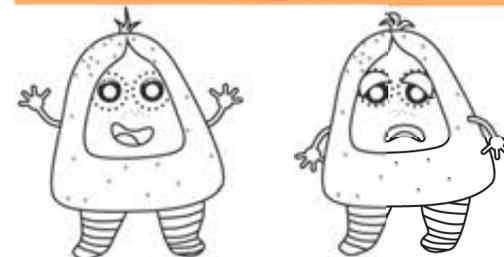
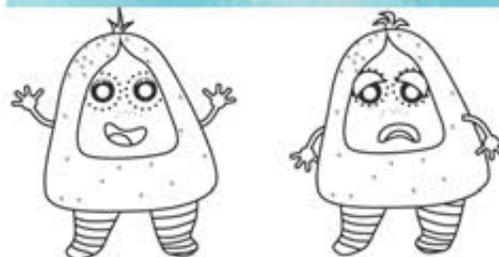
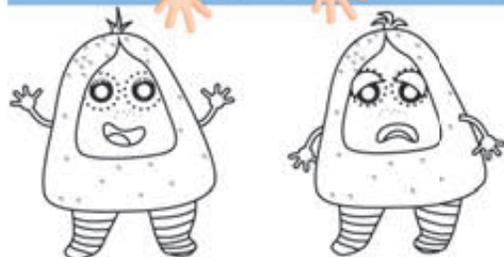
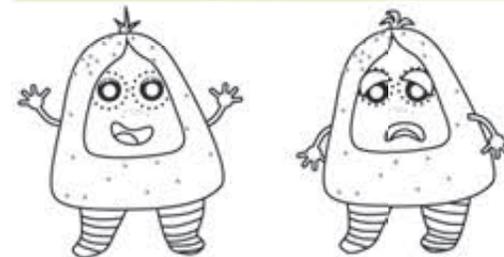
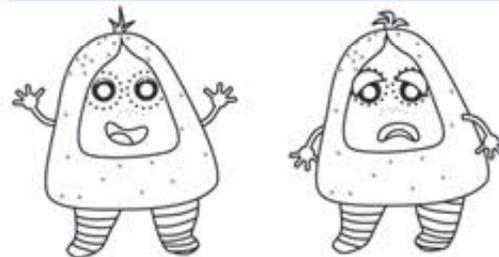
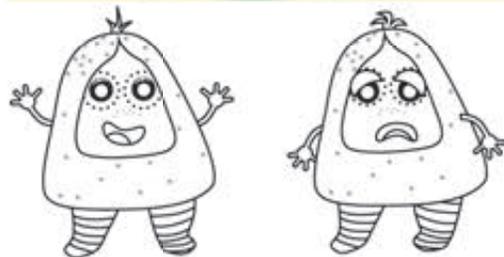
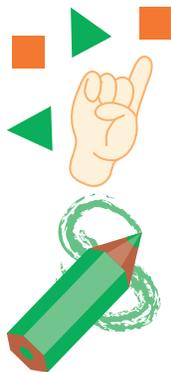


Color
and play
dominoes.





Point
and
color.





<p>Learning Goals:</p> <ul style="list-style-type: none"> Students can respond to questions about a story. Students recognize the importance of keeping healthy. 	<p>Vocabulary:</p> <p><i>brush my teeth, drink water, eat fruit/vegetables/cake, exercise, healthy/unhealthy habits, take a shower, wash my hands, get rest</i></p>	<p>Language Structures:</p> <p>Active: <i>I eat fruits and vegetables every day. Healthy habit.</i></p> <p>Passive: <i>I'm healthy. I eat fruits and vegetables every day. Is it a healthy or unhealthy habit?</i></p>	<p>Materials:</p> <p>crayons, <i>My healthy body template</i> (from the <i>Teacher's Resource CD</i>)</p> <p>Preparation: Print out the <i>template</i> (1 per student).</p>
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Before the Class

1. Song: Drink Your Water

Play Track 27. Hold up the corresponding *healthy habits cutouts* for each verse. Lead students in acting out the chant as they join in.

The other members from Team 1 have to guess the action. Give a point for each correct guess. Alternate teams. The team with the most points wins the game.

T/Ss: *Healthy habit.*

Finally, have students color the healthy or unhealthy gumdrop, accordingly.

During the Class

1. Presentation: Healthy Habits

Use the *Billy stick puppet* to remind students of the importance of keeping healthy. Attach the *health habits cutouts* to the board. Use the *stick puppet* to point to each *cutout* as you describe it.

BILLY PUPPET: (Flexing muscles.) *I'm healthy. This is what I do to stay healthy.*

Have the *stick puppet* point to a *healthy habits cutout* and describe it.

BILLY PUPPET: *I eat fruits and vegetables every day.* Have students repeat each healthy habit sentence three times. Repeat with the remaining *cutouts*.

2. Game: Healthy Habits Charades

Divide the class into two teams. Place the *healthy habit cutouts* facedown in a pile. Have a student from Team 1 go to the front, choose a *cutout* and mime the action.

3. Listen to the story.

Display the *Big Book* page 28. Point to the title and read it out loud. Play Track 31, *My Healthy Body*. Point to the corresponding pictures on the *Big Book* pages 28 to 33 while students listen to the story.

4. Ask questions about the story.

Display the *Big Book* pages, one at a time. Ask questions similar to the following about the pictures on each page: *What's this? What are these? What does he or she do to stay healthy? Do you drink water every day?*

5. Student's Book: Look and color.

Hand out the *Student's Book* open to page 40. Distribute crayons. Give students commands for pointing to and naming each action. Next, have students say if it is a healthy or an unhealthy habit.

T: *Point to exercise. Is it a healthy or unhealthy habit?*

After the Class

1. My Healthy Body, Part 1

Copy the text from the *template* on the board. (See Preparation.) Read the text out loud. Invite students to name some things they can do to stay healthy. Write the words in the blank.

T/S: *I take a shower every day to stay healthy.*

Reread the text. Distribute *templates*. Have students each draw a picture of something they do to stay healthy. Save student's work for the next lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T41a.





Learning Goals:

- Students can point to familiar elements in a story.
- Students can identify healthy and unhealthy foods.

Vocabulary:

- apple, banana, cake, candy, chicken, chips, healthy, potato, soda, unhealthy, water

Language Structures:

- Active:** *Soda. Unhealthy.*
- Passive:** *What's this? Is it healthy or unhealthy?*

Materials:

- crayons, *My healthy body template* from previous lesson

Before the Class

1. Song: *Drink Your Water*

Distribute *mini-flashcards*. Play Track 27. Have students hold up the corresponding card for each verse. Play the track again. Lead students in acting out the chant.

Have students clap for healthy food and say *No, thanks*, for junk food.

3. What is the story about?

Display the *Big Book* pages 28 to 33. Invite students to say what the story is about.

to identify the foods and drinks and say whether they are healthy or not. Tell students to carefully peel off the *stickers* and put them in the corresponding place.

During the Class

1. Presentation: *Healthy Or Unhealthy*

Remind students that fruits and vegetables are healthy foods. Tell them that some foods taste good but are not healthy. Draw a healthy-looking gummy drop on one side of the board and an unhealthy one on the other. Use the *Gummy Drop stick puppet* to hold up the following *cutouts* one at a time: *apple, candies, potato chips, milk, soda* and *carrot*.

GUMMY DROP PUPPET: *This is soda. What's this?*

Ss: *Soda.*

T: *Is it healthy or unhealthy?*

T/Ss: *Unhealthy.*

Place the *soda cutout* below the unhealthy gummy drop. Repeat with remaining *cutouts*.

4. Listen to the story.

Play Track 31. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.

5. Point to...

Hand out the *Student's Book* open to page 93. Distribute *finger puppets*. Have a volunteer come to the front. Have him or her point 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.

After the Class

1. *My Healthy Body, Part 2*

Distribute crayons and students' *My Healthy Body templates*. Have them color in their pictures. Ask each student to describe what they do to stay healthy. Write the response in the blank. Have volunteers come to the front with their pictures. Help them "read" the text. Repeat the procedure with other students.

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

Extra Activities

1. Fast Finishers

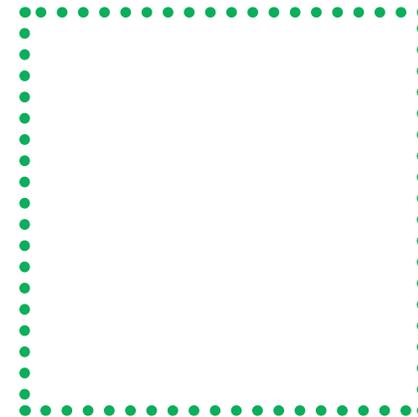
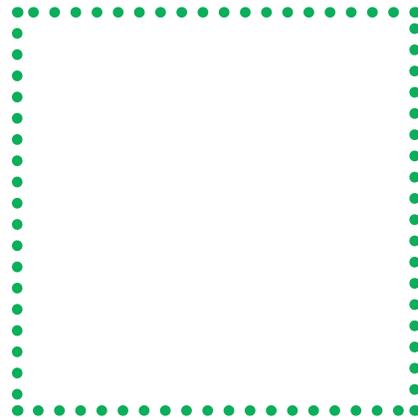
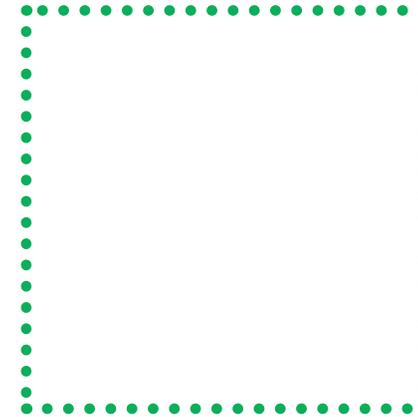
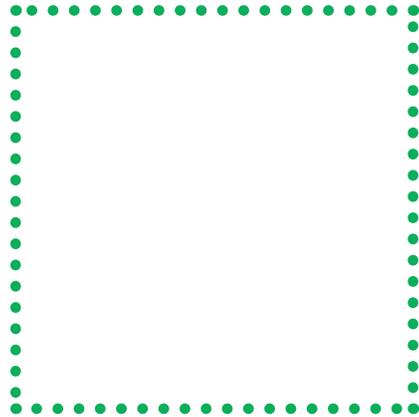
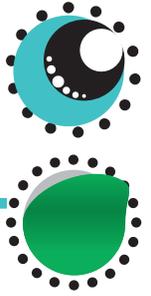
See *Fast Finishers: Week 3*, part 2, on page T41a.

2. Activity Pad: *Cut and sort*.

See instructions for the *Activity Pad*, on page T41a.



Look
and
stick.





Activity Pad

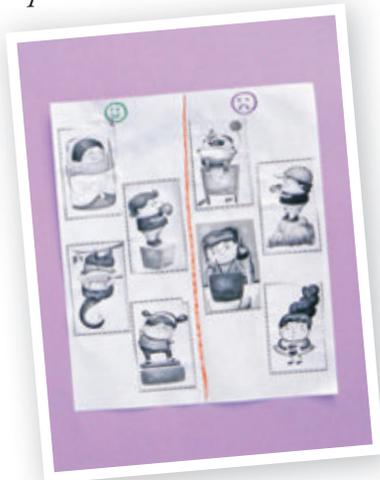


Cut and sort.

Materials: scissors, white glue, white paper

Instructions: Help students cut out the illustrations, to obtain eight rectangles. Distribute white paper. Have students fold the white paper down the middle vertically. Encourage student to classify the activities into two groups, healthy and unhealthy. Tell students to glue the healthy activities onto the right column, and the unhealthy activities onto the left column.

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

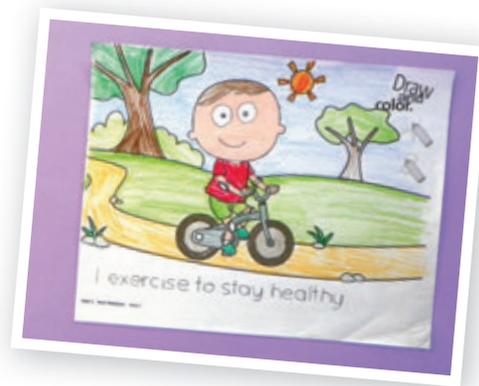


Extra Activities

Fast Finishers: Week 3: Draw and color.

Part 1: First, have students draw in their facial features and hair.

Part 2: Then, have students color in the picture and trace over the sentence, *I exercise to stay healthy.*



Early Learning Activities



Fruit Salad

Materials: a sharp knife, a plate, an apple, a pear, a banana, grapes, a bowl, cups and spoons

Directions: Have students wash their hands. Show the class the fruit that you brought in and have them identify it. Remind the students about slicing and dicing the fruit in the story. Cut the fruit into small pieces, except the grapes. Put in on the plate. Invite some students to help you. *Put the apple in the bowl.* Continue with the banana and the pear. Have students count out six grapes and put them in the bowl. Then invite other students to stir the fruit. Give each student a cup and a spoon. Have them come up one at a time to be served. Allow students to eat the fruit salad.

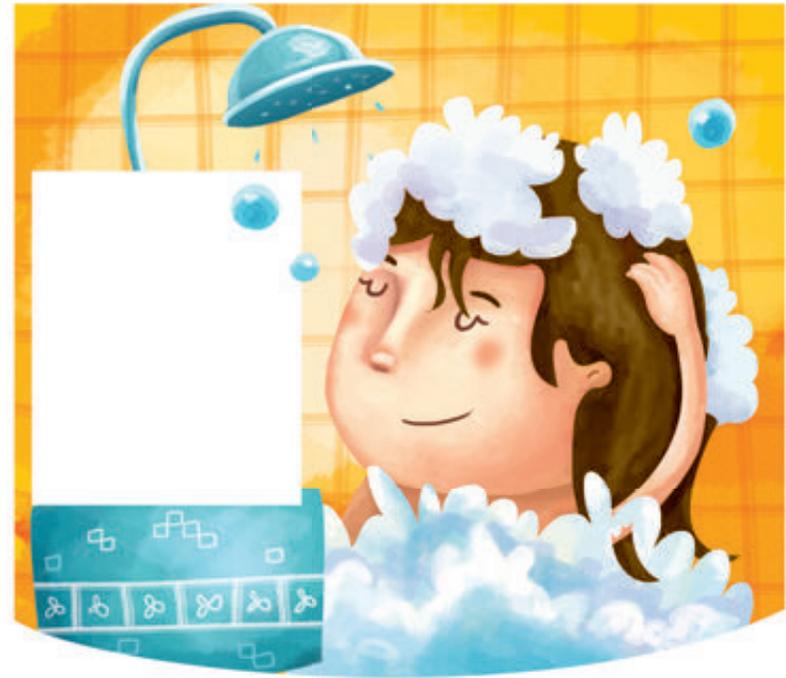




Cut
and
sort.




Look
and
draw.



Review





Value

I Take Care of My Teeth

Vocabulary: *teeth, healthy, unhealthy; food*

1. Talk About the Value

Talk to students about the importance of going to the dentist and brushing their teeth. Remind students that it is not healthy to eat too many sweets. Explain that unhealthy foods are not good for our teeth and that we have to brush our teeth after eating sweets to keep them happy and healthy.

2. Student's Book: Trace and color.

Hand out *Student's Book* open to page 71. Have students point to the happy tooth and the sad tooth. Next have them point to each picture and identify it.

T: *What's this?*

Ss: *Milk*

T: *Is milk good or bad for your teeth?*

Ss: *Good.*

T: *Draw a line to the happy tooth.*

Have students draw a line from foods and drinks that are good for their teeth to the happy tooth and those that are not to the sad tooth. Finally, have students color in the pictures according to the outlines. If the activity is done correctly, they stick the *Reward sticker* in place.



General Review

1. Bingo

Print out the *Bingo boards*. (See *Teacher's Resource CD*.) Show students how to place a different *mini-flashcard* in each square. Describe a healthy habit.

T: *I brush my teeth.*

Have students turn over the corresponding *mini-flashcard*. The student who gets three in a row, says, *Bingo!*

2. Student's Book: Look and draw.

Hand out the *Student's Book* open to page 42. Have students point to the first picture. Elicit the healthy habit.

T: *I eat healthy...*

Ss: *food.*

Have students draw a picture of healthy food on the plate. Repeat with the remaining pictures: *I wash my hair with... shampoo. I brush my teeth with... toothpaste. I wash my hands with... soap.*

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

3. Assessment

Print out and photocopy the *Unit 5 Assessment*. Distribute copies and crayons. Have students identify the healthy habits and trace over the dotted lines according to your directions.

T: *I drink water to stay healthy. Trace over the line with your green crayon.*

4. 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*.

Unit 6

Areas of Learning

Vocabulary

Language Structures

Week 1

- Knowledge and Understanding of the World
- Artistic Development

bear, big, elephant, giraffe, hippo, kangaroo, legs, lion, long, monkey, neck, small, short, tail, tiger, zebra, zoo; colors

Active: It's a hippo. It's purple. It's a giraffe. The kangaroo has a long tail. They're big. The tail.

Passive: This is a hippo. What's this? What color is the hippo? This is a giraffe. Point to the elephant's ears. Are they big or small? What's missing?

Week 2

- Problem Solving, Reasoning and Numeracy

bunch of bananas, lion, monkey; numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Active: Ten. Twenty. They're bananas. Ten, twenty... thirty.

Passive: Let's count by tens. What number comes after ten when we are counting by tens? What are they? How many bananas are in the bunch?

Week 3

- Communication, Language and Literacy

arms, big, claw, crocodile, elephant, fierce, giraffe, gorilla, hippo, horn, kangaroo, legs, lion, long, monkey, neck, panda, politely, rhinoceros, short, small, snake, tail, teeth, tiger, zoo; colors

Active: It's a crocodile. It's long. It's green. Long.

Passive: What's this? The crocodile has a tail. Is it long or short? What color is the crocodile? Are the lion's feet long or short?

Math Concept: Counting by Tens

Value: I Respect Animals

Poster

1. Working with the Poster

Display *Poster 6*. Have students look at it and have them say where the children are.

T: Look, where are the children?

T/Ss: They are at the zoo.

Encourage students to raise their hands if they have ever visited the zoo. Ask them to name the animals they have seen at the zoo.

2. Working with the Unit Opener

Display *Poster 6*. Distribute *finger puppets* for Unit 6. Have students point to the animals as you name them, using the *Teacher stick puppet*. Then play Track 32, *Come To The Zoo*. Encourage students to sing and point to the corresponding animal with their *finger puppets* in their *Student's Books*. Continue the song naming the rest of the animals.





Unit
6

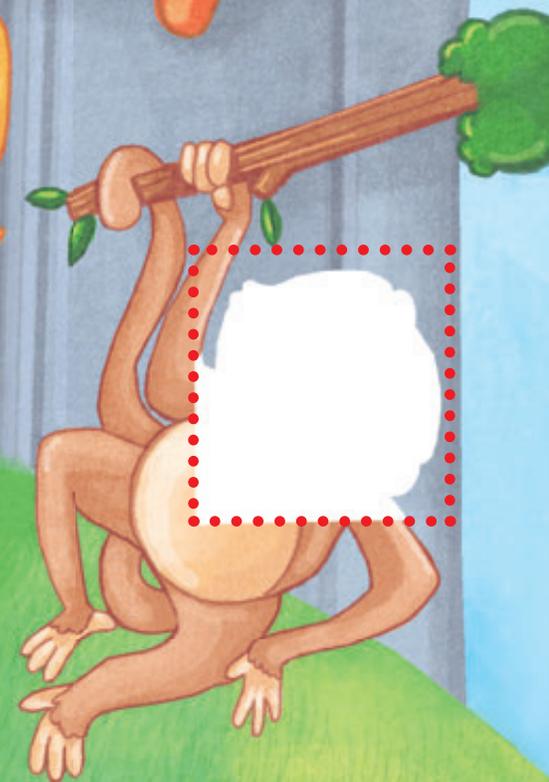
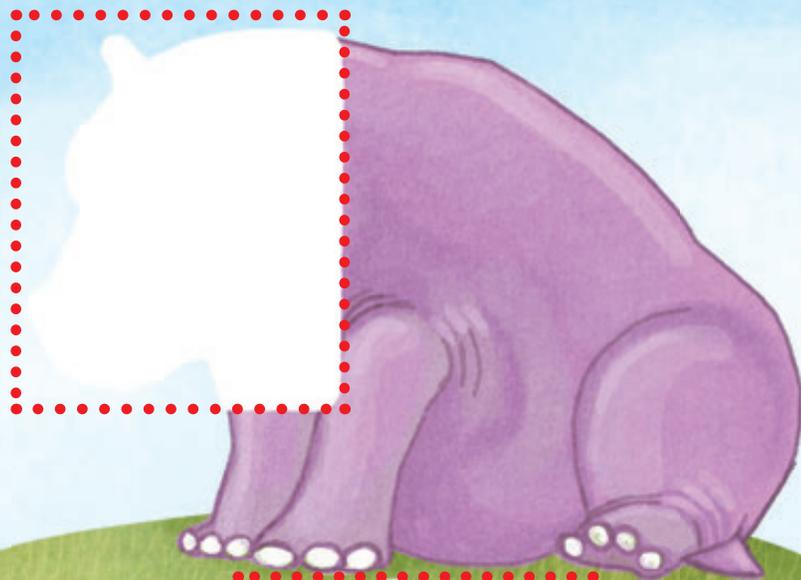
Zoo Animals

43





Look
and
stick.





<p>Learning Goals: Students can identify zoo animals.</p>	<p>Vocabulary: <i>hippo, lion, monkey, tiger, zebra, zoo;</i> colors</p>	<p>Language Structures: Active: <i>It's a hippo. It's purple.</i> Passive: <i>This is a hippo. What's this? What color is the hippo?</i></p>	<p>Materials: purple, orange, black, white, yellow and brown objects, pictures of animals in their natural habitats, colored construction paper, pencils</p>
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Before the Class

1. Game: Hidden Objects

Encourage students to find purple, orange, black, white, yellow and brown objects around the classroom. (See Materials.) When a student finds an object, he or she raises his or her hand. Give the student permission to stand up, walk over to the object and touch it. Then ask him or her to say the color of the object.

S: *It's yellow.*

During the Class

1. Presentation: Zoo Animals

Display the *hippo, tiger, zebra, lion* and *monkey cutouts*, one at a time. Name the different animals and have students repeat.

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

Ss: *It's a hippo.*

Invite six students to the front and give each one a different *cutout*. Name each animal and have the student with the corresponding *cutout* step forward and spin around. Repeat the procedure with different students and different *cutouts*.

2. Student's Book: Look and stick.

Hand out the *Student's Book* open to page 44. Point to different animals and have students identify them.

T: *What's this?*

Ss: *It's a monkey.*

Distribute the *stickers* in the red section. Have students carefully peel off the animal faces and put them on the correct bodies in their books. Then have students point to each animal. Ask them what color the animals are.

T: *Point to the hippo. What color is the hippo?*

Ss: *It's purple.*

After the Class

1. Animal Paintings, Part 1

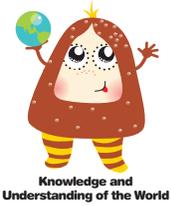
Show students pictures of zoo animals in their natural habitat. (See Materials.) Talk about where each animal naturally lives. Next, distribute sheets of colored construction paper and pencils. Have students draw their favorite zoo animal in their natural habitat. Keep pictures for next lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T45a





Learning Goals:

- Students can identify zoo animals.
- Students can identify objects by size.

Vocabulary:

bear, big, elephant, giraffe, hippo, kangaroo, legs, long, monkey, neck, small, short, tail, tiger, zebra

Language Structures:

- Active:** *It's a giraffe. The kangaroo has a long tail. They're big. The tail.*
- Passive:** *This is a giraffe. What's this? Point to the elephant's ears. Are they big or small? What's missing?*

Materials:

- crayons, paint, paintbrushes, students' animal drawings, from previous lesson, shiny paper

Before the Class

1. Presentation: More Zoo Animals

Display the *kangaroo, elephant, giraffe, rhino, crocodile* and *snake cutouts*, one at a time.

Name the animals and have students repeat.

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

Ss: *It's a giraffe.*

2. Presentation: Short, Long

Display the *kangaroo, elephant, giraffe, rhino, hippo* and *zebra cutouts* on the chalk ledge. Point to and describe different parts of the animals' bodies and have students repeat.

T: *The kangaroo has a long tail. Repeat.*

T/Ss: *The kangaroo has a long tail.*

Repeat with *elephant-short tail, giraffe-long neck, rhino-shot neck, hippo-short legs* and *zebra-long legs*.

During the Class

1. Presentation: Big, Small

Display the *elephant, monkey* and *lion cutouts*. Point to the elephant's ears and have students identify their size.

T: *Point to the elephant's ears. Are they big or small?*

T/Ss: *They're big.*

Repeat the procedure with *monkey-sm all ears, elephant-b ig nose* and *lion-sm all nose*.

2. Song: All Kinds Of Animals

Display the *elephant, snake, monkey, giraffe, kangaroo, tiger* and *panda cutouts* on the chalk ledge. Have students identify the animals. Play Track 33, *All Kinds Of Animals*.

Encourage students to sing. Point to the animals when their characteristics are mentioned in the song.

3. Student's Book: Look and color.

Hand out the *Student's Book* open to page 45. Ask students to point to the animals and have them identify the missing body parts.

T: *Point to the kangaroo. What's missing?*

Ss: *The tail.*

T: *Is the kangaroo's tail long or short?*

Ss: *Long.*

Distribute crayons and have students color the tail. Repeat the procedure with the rest of the animals.

After the Class

1. Animal Paintings, Part 2

Distribute students' animal drawings from previous lesson, paintbrushes and paint. Have students paint their drawings. When pictures are dry, mount them on shiny paper. Display the pictures on the bulletin board.

2. Guess the animal

Display the *zoo animals cutouts*. Have students identify the animals by the length of their body parts.

T: *It has a short neck. What is it?*

Ss: *It's a kangaroo.*

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 2, on page T45a.

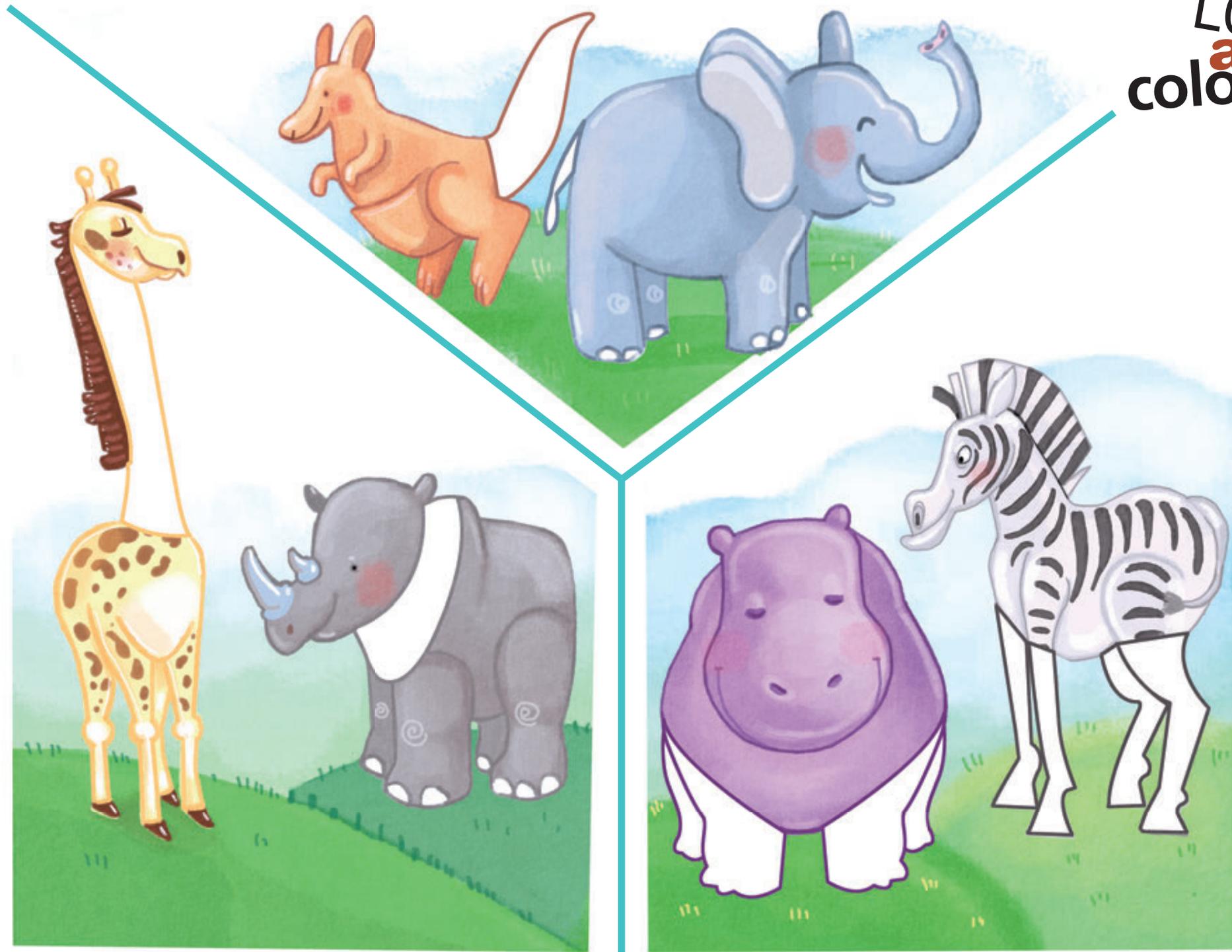
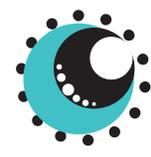
2. Activity Pad: Make a zoo.

See instructions for the *Activity Pad*, on page T45a.





Look
and
color.



Unit 6 Lesson 16





Activity Pad



Artistic Development

Make a zoo. AP

Materials: colored pencils, glue, white construction paper, scissors, shoe box top or cardboard, green, blue and brown paper, gray crepe paper

Instructions: Tell students that they are going to make a zoo. First, have them color in the pictures. Ask them to glue the page onto construction paper and wait for it to dry. Help students cut out the pictures. Show them how to fold the tabs to make the figures stand up. Help them cut out pieces of green, blue and brown paper and glue them onto the shoe box top to represent grass, water and mud. Have students crumple small gray crepe paper and glue it on the top as rocks forming a path where people walk. Ask students to arrange the animals onto their corresponding setting.



Extra Activities

Fast Finishers: Week 1: Cut and assemble. TCH

Part 1: First, have students paint the monkey and allow it to dry.

Part 2: Then, have them cut out the monkey and assemble it with paper fasteners.



Early Learning Activities



Knowledge and Understanding of the World

Lion Tail TCH

Materials: large sheet of construction paper, scissors, tape, blindfold, glue, confetti, glitter, yarn, crayons, *Lion tail template*

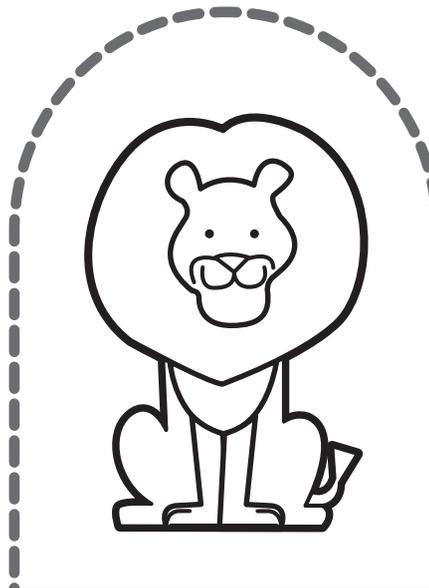
Preparation: Draw a large lion without a tail on construction paper. Photocopy the *templates* (1 per student).

Directions: Distribute *templates* and materials. Have students color, decorate and cut out the lion tails. Help students attach a piece of tape to the top of the tails. Attach the picture of the lion you drew to a wall at students' height. Blindfold a student and spin him or her around. Then have the student try to attach the tail to the lion. Repeat the procedure with all the students. The student that places the tail closest to its correct position wins.

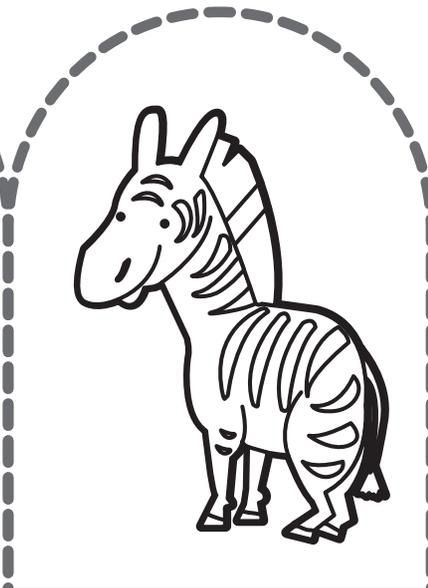




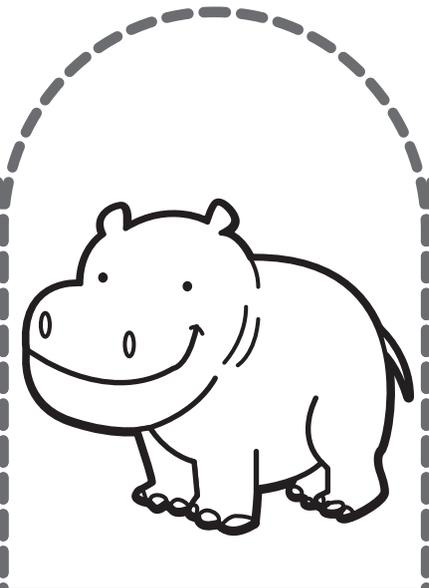
Make
a
zoo.



fold



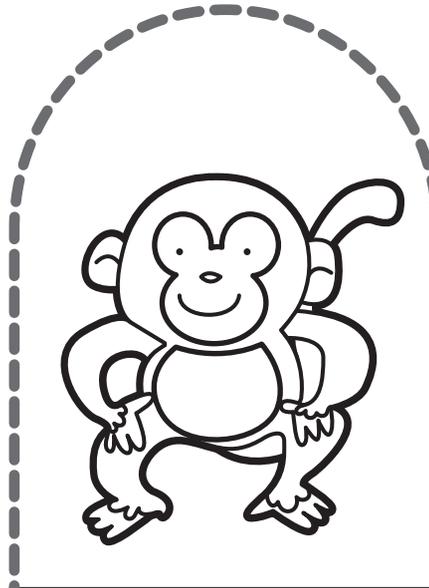
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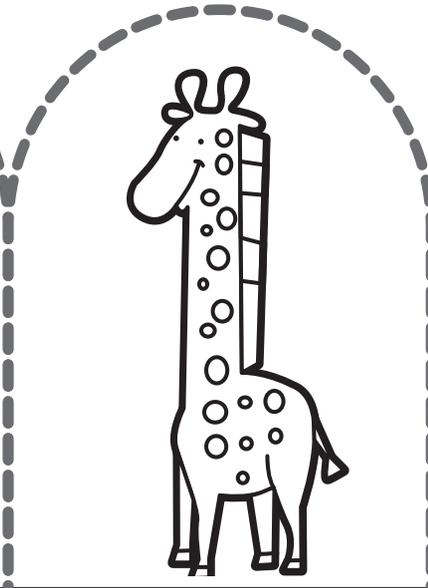
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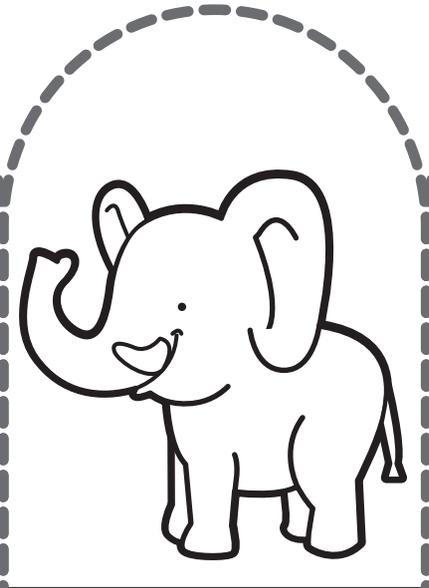
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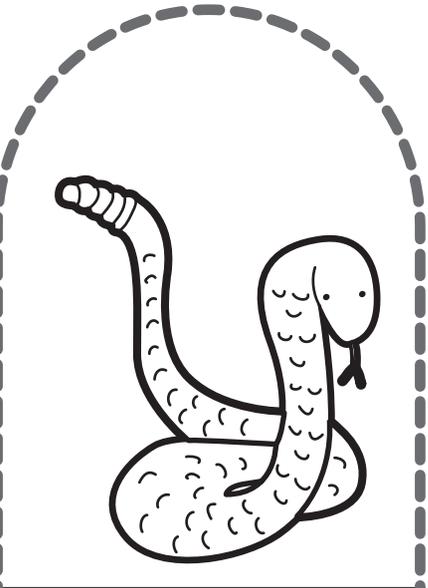
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fold



fold



fold





<p>Learning Goals: Students can count up by 10 up to number 100.</p>	<p>Vocabulary: <i>lion, monkey</i>; numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100</p>	<p>Language Structures: Active: <i>Ten. Twenty.</i> Passive: <i>Let's count by tens. What number comes after ten when we are counting by tens?</i></p>	<p>Materials: ball, <i>Number cards 11 to 20, Tens template</i> (from the <i>Teacher's Resource CD</i>), crayons Preparation: Print out and laminate <i>cards and templates.</i></p>
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Before the Class

1. Review: Numbers 11 to 20

Attach the *Number cards 11 to 20* to the board. Point to the numbers in order and have the students name them. Repeat the procedure in random order. Ask students to close their eyes. Remove one of the *cards*. Tell students to open their eyes and raise their hand to tell you which number is missing. The student who is correct takes your place at the front and removes another *Number card*. Play until everyone has participated.

During the Class

1. Presentation: Counting By Tens

Attach the *Tens templates* to the board. (See Preparation.) Point to each set of tens and encourage students to count along.

T: *Let's count by tens. (Point to the first tens.) Ten.*

Ss: *Ten.*

T: (Point to the next tens.) *Twenty.*

Ss: *Twenty.*

Repeat the procedure until students have counted up to one hundred.

2. Song: I Can Count By Tens!

Attach the *Tens templates* to the board. Play Track 34, *I Can Count By Tens*. Teach students the words to the song and encourage them to sing. Point to each number as it is mentioned in the song.

3. Student's Book: Trace and connect.

Hand out the *Student's Book* open to page 46. Name each number. Have students point to the numbers with the dotted lines.

T/Ss: *Point to ten. Point to twenty.*

Distribute crayons and have students trace over the numbers.

T: *Trace over the number ten.*

Then ask them to connect the numbers in the lion's mane.

T: *Find the number ten. What number comes after ten when we are counting by tens?*

Ss: *Twenty.*

T: *Draw a line from ten to twenty.*

Finally, ask students to name the animal and color it in.

After the Class

1. Game: Roll The Ball

Have students sit in a circle. Give one student the ball. (See Materials.) Have him or her say the first number in the sequence and roll the ball to their partner. Ask him or her to say the second number in the sequence.

S1: *Ten.*

S2: *Twenty.*

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T47a.

Play Game 11 on the *Interactive CD-ROM*.





Learning Goals:

Students can count up by 10 up to number 100.

Vocabulary:

bunch of bananas, monkey;
numbers 10, 20, 30, 40, 50, 60,
70, 80, 90, 100

Language Structures:

Active: *They're bananas. Ten. Ten, twenty, thirty...*
Passive: *What are they? How many bananas are in the bunch?*

Materials:

Ten templates from previous lesson, chalk

Before Class

- 1. Song: I Can Count By Tens!**  
Attach the *Tens templates* to the board. Play Track 34. Encourage students to sing. Point to each number as it is mentioned in the song.
- 2. Review: Counting By Tens**
Write numbers by tens on the board. Clap and count. Then, have students count and clap the tens from 10 to 100. Continue clapping and counting until students are able to chant without prompting.

During the Class

- 1. Student's Book: Count and stick.**  
Hand out the *Student's Books* open to page 47. Have students identify the fruit.
T: *What are they?*
Ss: *They're bananas.*
Ask students how many bananas are in each bunch.
T: *How many bananas are in the bunch?*
Ss: *Ten.*
Encourage students to count by tens.
T: *Let's count by tens.*
T/Ss: *Ten, twenty, thirty...*
Distribute the *stickers* in the blue section. Have students carefully peel off the *stickers* and put them in the corresponding place in their books.
- 2. More Practice: Counting By Tens**
Write the numbers by tens from 10 to 100 on the board. Name a number and invite a student to come to the board and circle the number.
T: *Marco, circle the number twenty.*
S: (Student circles the number 20.)
Continue in the same manner until all students have participated.

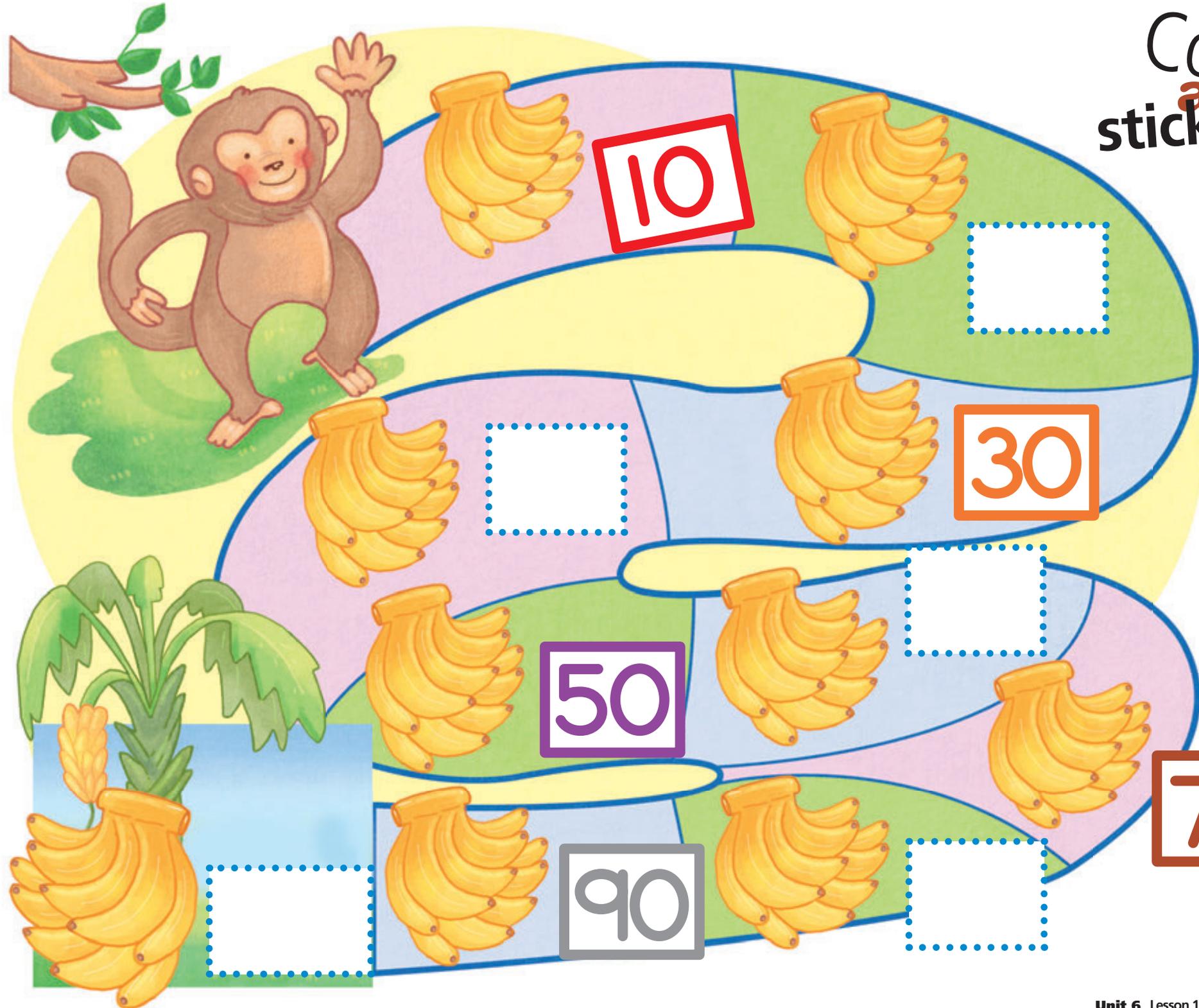
After the Class

- 1. Game: Jump!**
Take students to the playground. Divide the class into groups of three. Draw a palm tree with 10 leaves on the floor for each group. Write tens from 10 to 100 in each leaf. Name a number and have a student from each group jump to the corresponding number.
T: *Jump to number thirty.*
Repeat the game several times alternating students in each group.

Extra Activities

- 1. Fast Finishers** 
See *Fast Finishers: Week 2*, part 2, on page T47a.
- 2. Activity Pad: Color and cut.** 
See instructions for the *Activity Pad*, on page T47a.







Activity Pad



Problem Solving,
Reasoning and Numeracy

Color and cut.

Materials: brown colored pencil, black marker, scissors, glue, green paper, brown crepe paper, strips of white construction paper (1 per student)

Instructions: First, have students color the trunk of the palm tree brown. Then tell them to trace the numbers with black markers. Have them cut green paper and glue it onto the leaves. Show them how to crumple small balls of crepe paper and glue them onto the coconuts. Have students cut out the pictures. Help them glue the trunk together onto the strip of construction paper. Have students glue the leaves onto the tree. Give students instructions for placing the monkey on different numbers.

T: Put the monkey on number sixty.



Extra Activities

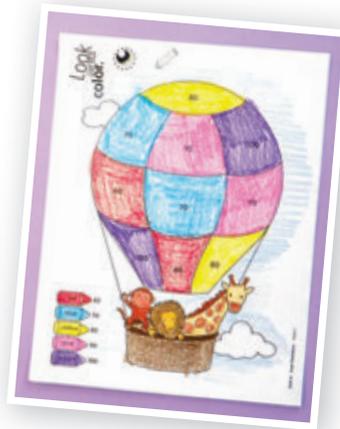
Fast Finishers: Week 2: Look and color.

Part 1: First, have students count by tens and identify the colors.

T: What color is number sixty?

Ss: Red.

Part 2: Next, have them color in the picture following the color code.



Early Learning Activities



Problem Solving,
Reasoning and Numeracy

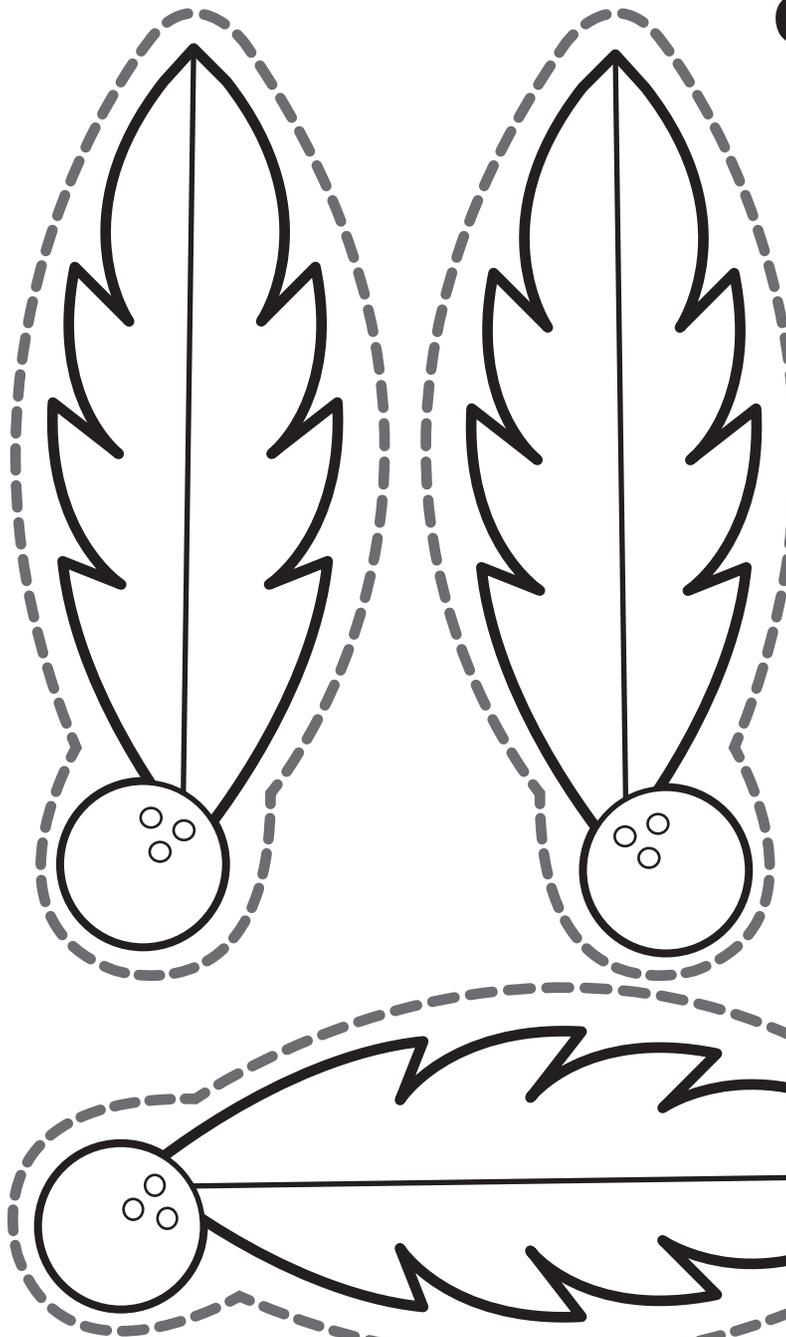
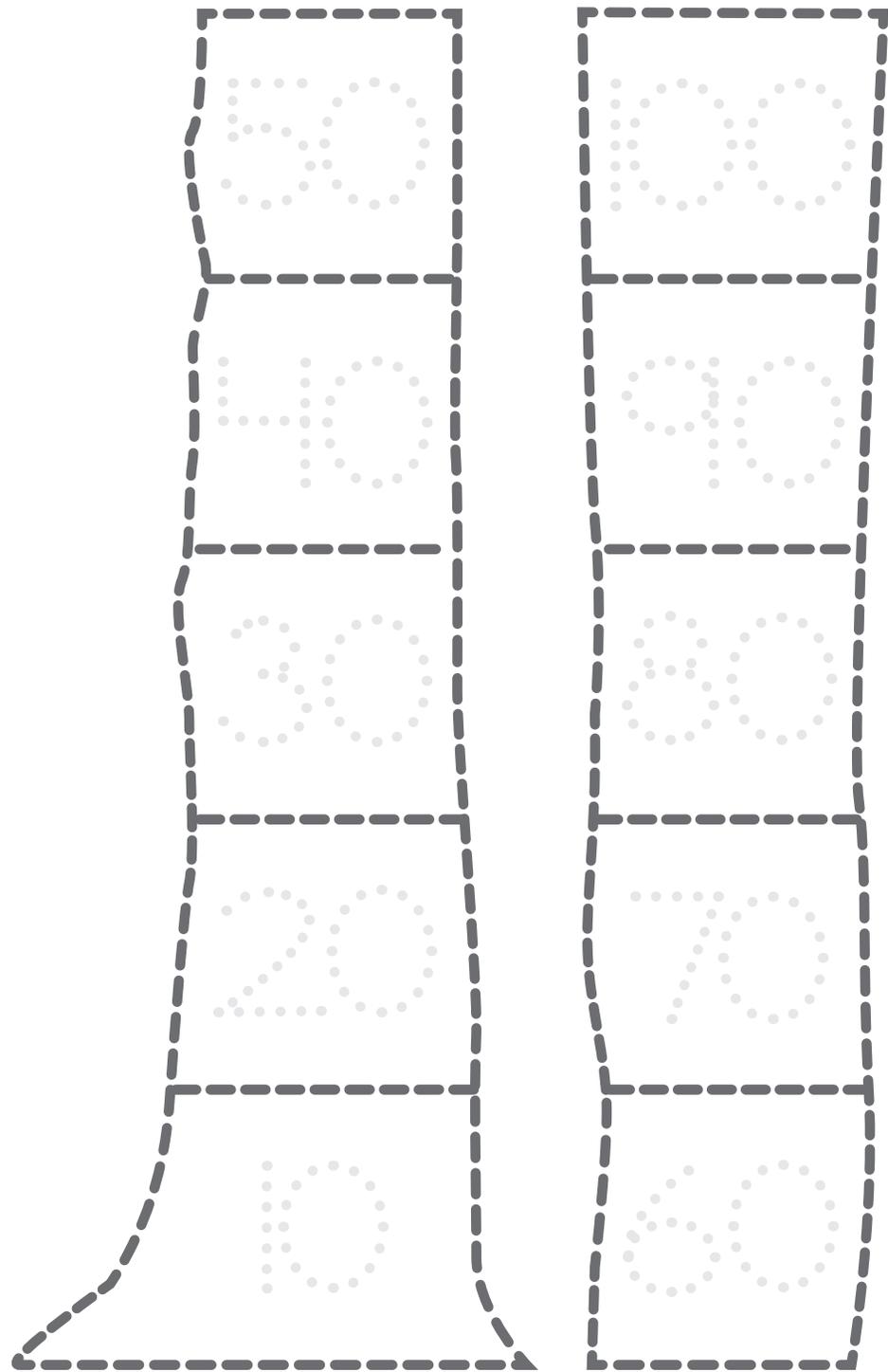
Feed the Elephant

Materials: beans (100 per student) in a plastic resealable bag, cups (10 per student), paper, crayons, *Tens templates*

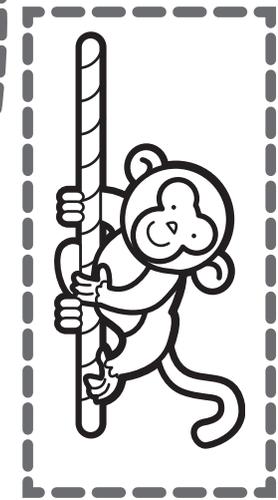
Directions: Guide students in counting out ten beans to put in the first cup. Repeat with the remaining beans, putting ten beans in each cup. Next lead students in counting the cups of beans by tens.

Encourage students to group the cups in different ways and continue to count by tens, to see how many beans there are. Next, distribute paper and crayons. Have students draw and color in a picture of an elephant. Place the *Tens templates* facedown on a table. Have a volunteer come up, pick a number and show it to the class. Have students place the corresponding number of cups below their elephant pictures.





Color
and
cut.





Look
and
color.





<p>Learning Goals: Students can listen attentively for five minutes.</p>	<p>Vocabulary: <i>arms, big, claw, crocodile, fierce, gorilla, horn, lion, panda, politely, rhinoceros, small, snake, tail, teeth, zoo; colors</i></p>	<p>Language Structures: Active: <i>It's a crocodile. It's long. It's green.</i> Passive: <i>What's this? The crocodile has a tail. Is it long or short? What color is the crocodile?</i></p>	<p>Materials: crayons, <i>Tens templates</i> from Lesson 16, <i>My trip to the zoo template</i> (from the <i>Teacher's Resource CD</i>) Preparation: Print out the <i>template</i> (1 per student).</p>
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Before the Class

- 1. Song: I Can Count By Tens!**  
- Attach the *Tens templates* to the board. Play Track 34. Encourage students to sing. Point to each number as it is mentioned in the song.

During the Class

- 1. Presentation: New Vocabulary**  
- Attach the *lion, crocodile, snake, gorilla, rhino* and *panda cutouts* to the board. Use the *Billy stick puppet* to point to each animal and have students repeat after you.

BILLY PUPPET: *This is a crocodile. What's this?*

Ss: *It's a crocodile.*

Continue in the same manner with the rest of the animals.

- 2. Review: Animal's Body Parts** 

Attach the *crocodile cutout* to the board. Point to the crocodile's tail and name the body part.

T: *The crocodile has a tail. Repeat.*

Ss: *The crocodile has a tail.*

T: *Is it long or short?*

Ss: *It's long.*

Continue asking about the animals' body parts: *lion-mane, snake-tail, gorilla-feet, rhino-legs* and *panda-eyes*.

- 3. Listen to the story.**  

Display the *Big Book* page 34. Point to the title and read it out loud. Play Track 35, *My Trip To The Zoo*. Point to the corresponding pictures on the *Big Book* pages 34 to 39 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: *What is this? What color is the lion? Is the boy scared? Is the girl happy? What are these?*

- 5. Student's Book: Look and color.** 

Hand out the *Student's Book* open to page 48. First, have students identify each animal. Then, distribute crayons and give instructions to students to color the animal's body parts.

T: *Point to the lion. Point to the lion's mane. Color the mane yellow.*

Finally, ask students what color the animals are.

T: *What color is the crocodile?*

Ss: *It's green.*

After the Class

- 1. My Trip To The Zoo, Part 1**  

Distribute *templates*. Play Track 35 and have students listen. Copy the text from the *template* on the board. Read the text out loud. Encourage students to repeat. Invite them to finish the sentences.

T: *I went to the zoo and what did I see? A...*

S: *crocodile*

T: *looking at me!*

Write the word *crocodile* in the blank. Reread the text from the beginning. Continue in the same manner with the rest of the text. Distribute *templates* and *crayons*. Have students each draw themselves in the picture and draw an animal from the story. Save students' work for the next lesson.

Extra Activities

- 1. Fast Finishers** 

See *Fast Finishers: Week 3*, part 1, on page T49a.





Learning Goals:

- Students can listen attentively for 10 minutes.
- Students can say if they liked the story or not.

Vocabulary:

- arms, big, claw, crocodile, fierce, gorilla, horn, lion, long, panda, politely, rhinoceros, short, small, snake, tail, teeth, zoo*

Language Structures:

- Active:** *Long.*
- Passive:** *Are the lion's feet long or short?*

Materials:

- markers, crayons, *My trip to the zoo template* from previous lesson, sheets of paper

Before the Class

1. Song: All Kinds Of Animals

Display the *elephant, snake, monkey, giraffe, kangaroo, tiger* and *panda cutouts* on the chalk ledge. Have students identify the animals. Play Track 33. Encourage students to sing. Point to the animals when their characteristics are mentioned in the song.

During the Class

1. What is the story about?

Display the *Big Book* pages 34 to 39. Invite students to say what the story is about.

2. Listen to the story.

Play Track 35. 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 96. 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. Student's Book: Look and stick.

Hand out the *Student's Book* open to page 49. Distribute the *stickers* in the green section. Have students identify the missing animal body parts. Tell students to carefully peel off the *stickers* and put them in the corresponding place. Finally, have students answer questions about the animals.

T: *Are the lion's feet long or short?*

Ss: *Long.*

5. Did you like the story?

Distribute paper and markers. Have students draw a picture of the story. Ask them if they liked the story or not.

T: *(Alex), do you like the story?*

Display pictures on the bulletin board.

After the Class

1. My Trip to the Zoo, Part 2

Distribute crayons and *templates*. Have students color in their pictures. Walk around the class and ask each student to name the animal they drew. Write the student's response in the blank spaces. Afterwards, have volunteers come to the board with their pictures, one at a time. Help the students "read" the text.

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

Extra Activities

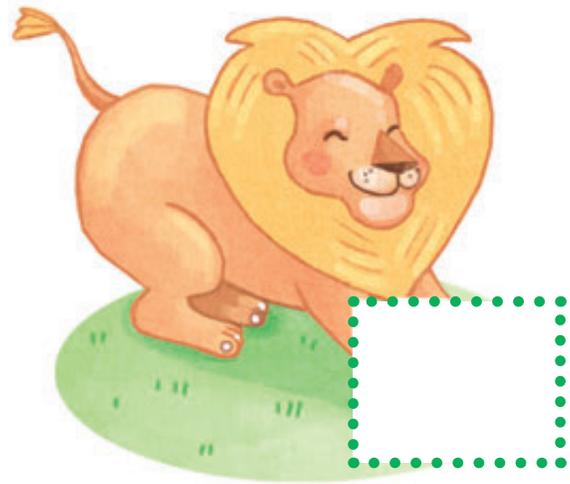
1. Fast Finishers

See *Fast Finishers: Week 3*, part 2, on page T49a.

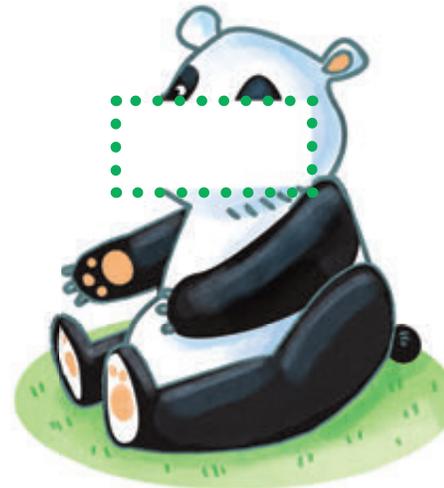
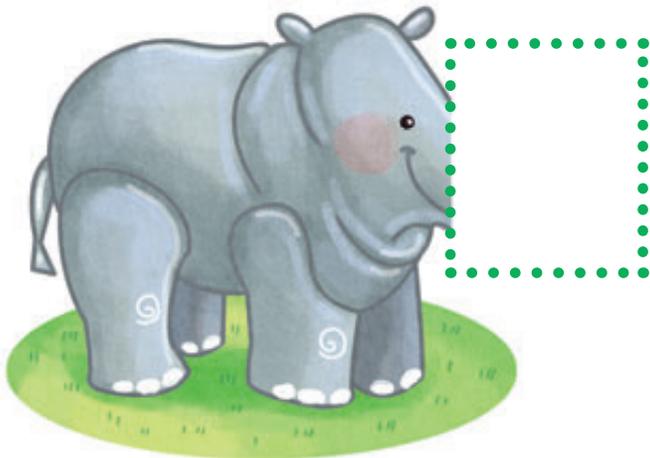
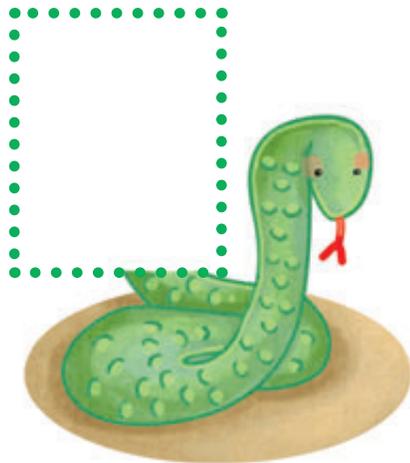
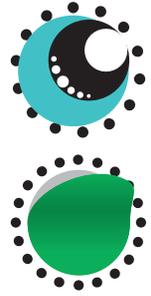
2. Activity Pad: Cut and assemble.

See instructions for the *Activity Pad*, on page T49a.





Look
and
stick.





Activity Pad



Communication,
Language and Literacy

Cut and assemble.

Materials: pencil, markers, scissors, paper fastener

Instructions: First, have students draw themselves in the blank face. Then, tell them to color in the pictures. Encourage them to cut out the circles. Assemble the circles with the paper fastener. Make sure the circle with the child goes on top and the animal circle on the bottom. Play Track 35. Encourage students to move the window to the corresponding animal.

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



Extra Activities

Fast Finishers: Week 3: Do the puzzle.

Part 1: First, ask students to color in the scene.

Part 2: Then have them cut out the pieces and do the puzzle. Finally, have them glue it onto a piece of paper.



Early Learning Activities



Communication,
Language and Literacy

Binoculars

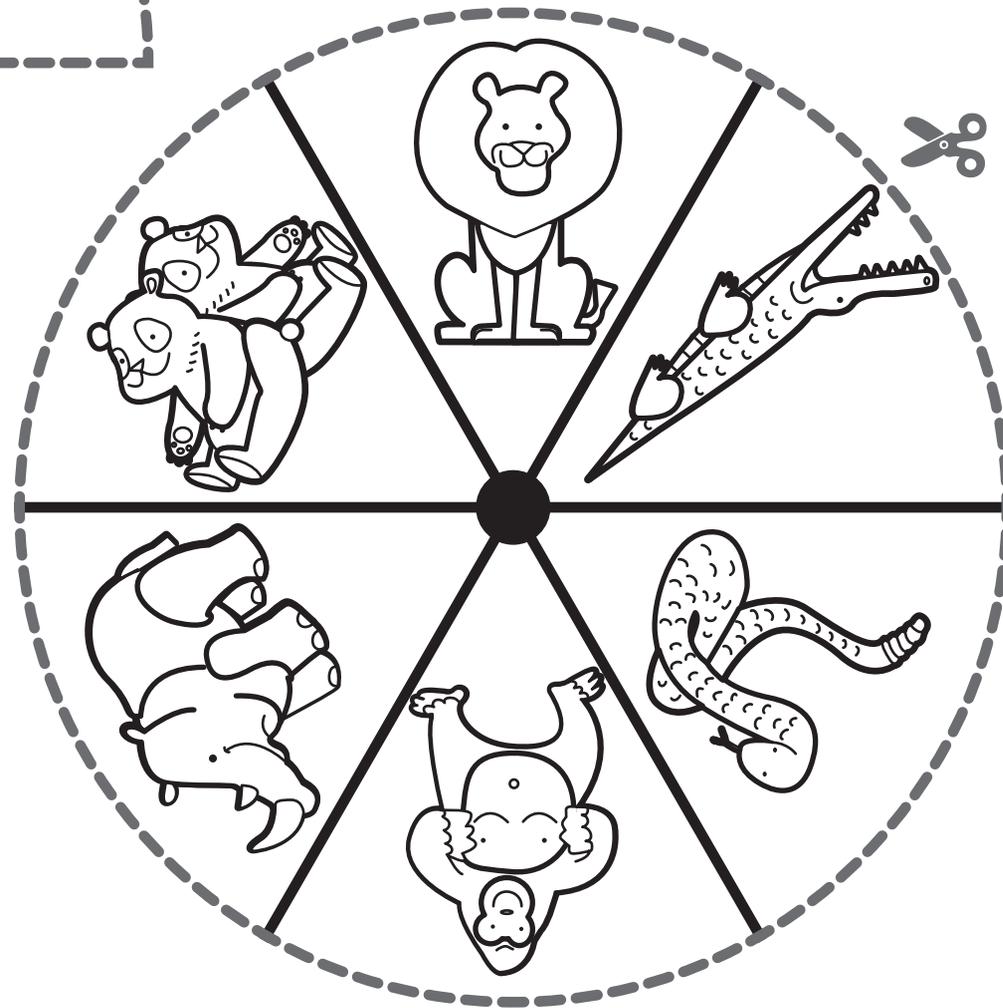
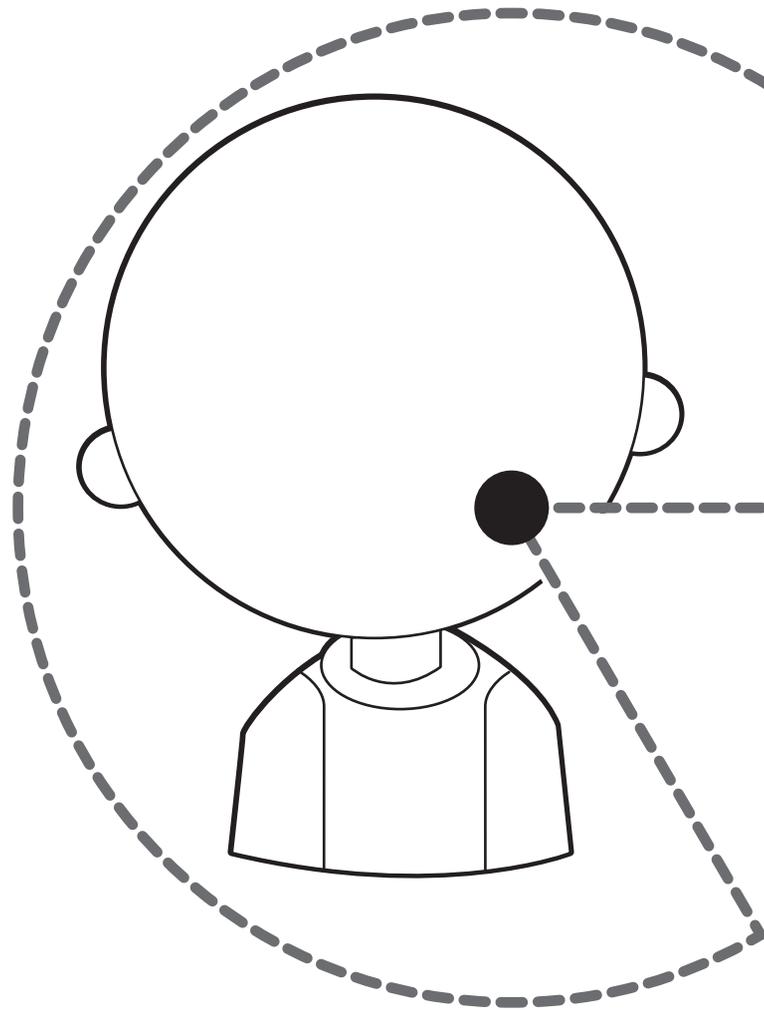
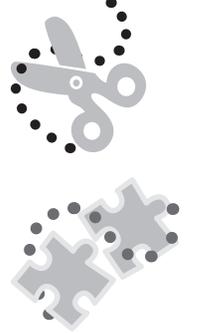
Materials: toilet paper rolls (2 per student), masking tape, green and brown paint, sponges, hole punch, newspaper, *zoo animals cutouts*

Directions: Distribute toilet paper rolls and masking tape. Tape the toilet paper rolls together with masking tape to make a pair of binoculars. Distribute green and brown paint and sponges. Show students how to sponge paint their binoculars in an overlapping manner to give them a camouflaged look. Hide the *zoo animal cutouts* around the room so that just a part of the animal is showing. Pass out students' binoculars. Lead students in walking around the class while you chant: *Were going on safari, follow me. I'm looking for a zebra, where can it be?* ask them to look for an animal. When they see the animal, they point to it and shout out "I see..."





Cut
and
assemble.



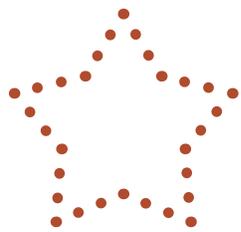


Color
and
trace.



Start

zebra
hippo
rhino
panda
lion



Review



Value

I Respect Animals

Vocabulary: zoo, habitat, zoo animals

1. Talk About the Value

Talk to children about respecting animals' natural habitats and new zoos providing natural habitat enclosures instead of cages. Talk about how animals use camouflage to protect themselves.

2. Student's Book: Look and circle.

Hand out the *Student's Book* open to page 72. Have students look for and find the animals in the picture.

Then give instructions to students to circle the animals.

T: *Show me your red pencil. Circle the panda red.*
Continue in the same manner with the rest of the activity. If the activity is done correctly, students stick the *Reward sticker* in place.

3. Game: I Went To The Zoo

Ask five students to stand at the front of the class. Give each student a *zoo animals cutout*, keeping one for yourself. Show the class your *cutout*.

T: *I went to the zoo. I saw a (monkey).*
Have a student repeat what you say and add the animal pictured on his or her *cutout*.

S1: *I went to the zoo and I saw a (monkey) and a (kangaroo).*

Then ask another student to repeat what the first student said and add the animal pictured on his or her *cutout*. Continue playing in the same manner.



General Review

1. Game: Bingo

Print out *Bingo boards* (from the *Teacher's Resource CD*). Show students how to place a different *mini-flashcard* in each place. Call out names of cards. Then have children turn them over. The first student who gets three turned-over *mini-flashcards* in a row says, "Bingo!"

2. Game: Musical Chairs

Place chairs in a circle. Put a *Tens template* (from the *Teacher's Resource CD*) on each chair.

Play music while students walk around the chairs. Pause the music. Have students pick up a *template*, identify the number and sit down in the chair.

3. Student's Book: Color and trace.

Hand out the *Student's Book* open to page 50. Have students identify the animals and color the corresponding circle.

T: *Point to the rhino. Color the circle green.*

Next, write the word *rhino* on the board. Encourage students to identify the same word in their books and trace over it.

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. First, have students trace the numbers with crayons.

T: *Trace number ten with blue.*

Finally, tell them to draw a zoo animal in each box.

T: *Point to number ten. Draw a kangaroo.*

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*.



Unit 7

Areas of Learning

Vocabulary

Language Structures

Week 1

- Knowledge and Understanding of the World
- Artistic Development

dentist, doctor, firefighter, mail carrier, nurse, police officer, teacher, vet

Active: *She's a doctor. He's a doctor. They are doctors. Police officer.*
Passive: *Who are you? I'm a doctor. What do you do? I help you take care of your body. Who are you? I'm a firefighter. What do you do? I put out fires. She keeps you safe. Who is it?*

Week 2

- Knowledge and Understanding of the World
- Artistic Development

dentist, doctor, firefighter, mail carrier, nurse, police officer, teacher, vet; tools

Active: *A nurse. A dentist. I'm a (doctor). Who's a (firefighter)? Doctor. Firefighter.*
Passive: *Who uses these? A dentist uses a toothbrush. Who uses this?*

Week 3

- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy

apples, carrots, oranges, take away, watermelons; community helpers, tools

Active: *The mail carrier. Doctor. Five. Three.*
Passive: *Who's he? Who's she? Which helper do you see? Who uses this? Who takes (care of our teeth)? Who did the girl see first? How many carrots? Take away two. Cross out two. How many are left?*

Math Concept: Subtraction from 10
Value: I Can Be Anything

Poster

1. Working with the Poster

Display *Poster 7*. Have students look at it and explain where the people are. Then say who the people are.

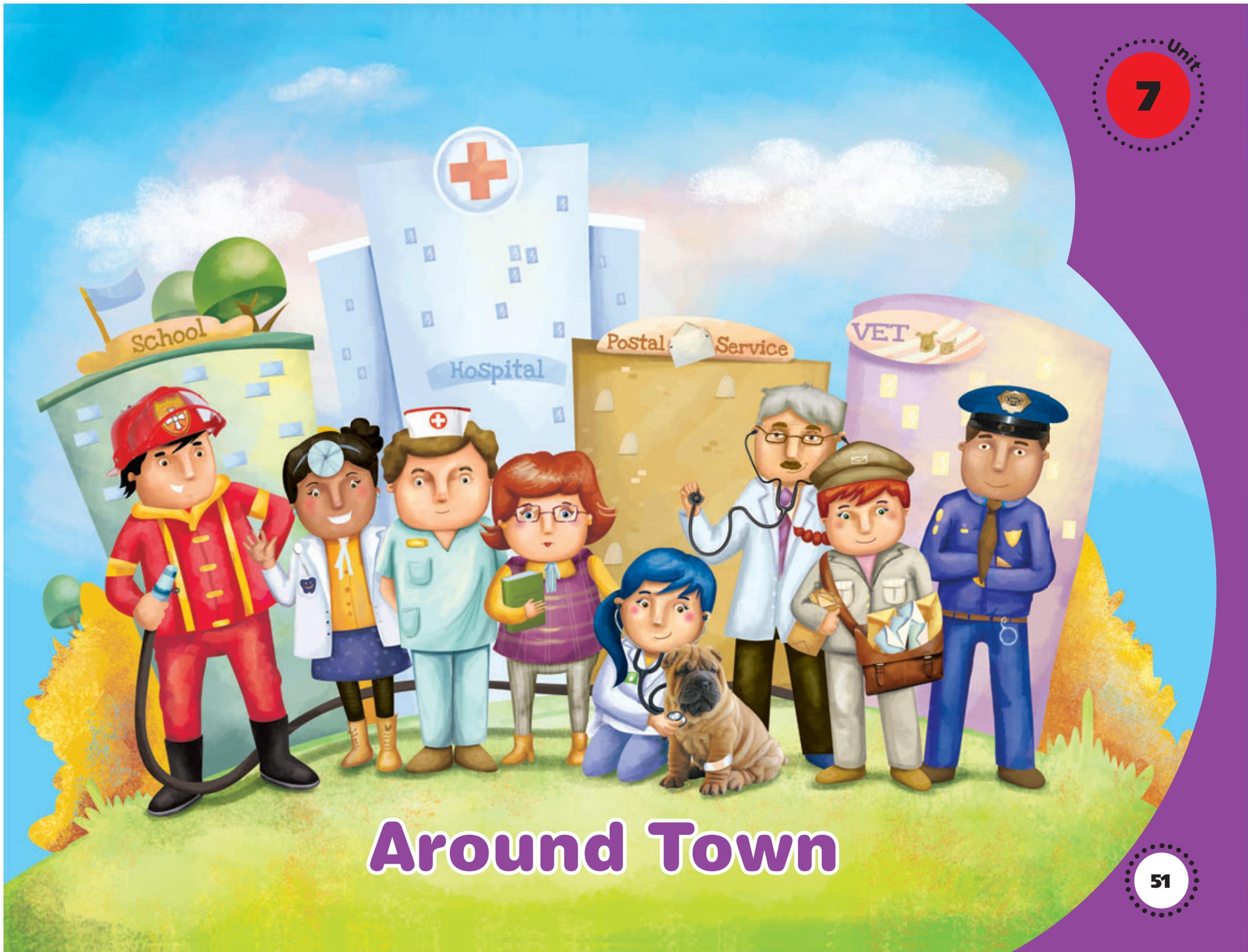
T: *Where are the people? They are in a town. All of these people live in the town. They all have different jobs. They are called community helpers.*

Ask student to name any of the helpers they have seen in their community.

2. Working with the Unit Opener

Display *Poster 7*. Distribute *finger puppets* for Unit 7. Name one community helper at a time. Have students point to each one in their *Student's Books*. Play Track 36, *Point To The Helpers*. Teach the words to the song and encourage students to sing and point to the corresponding helper with their *finger puppets* in their books.



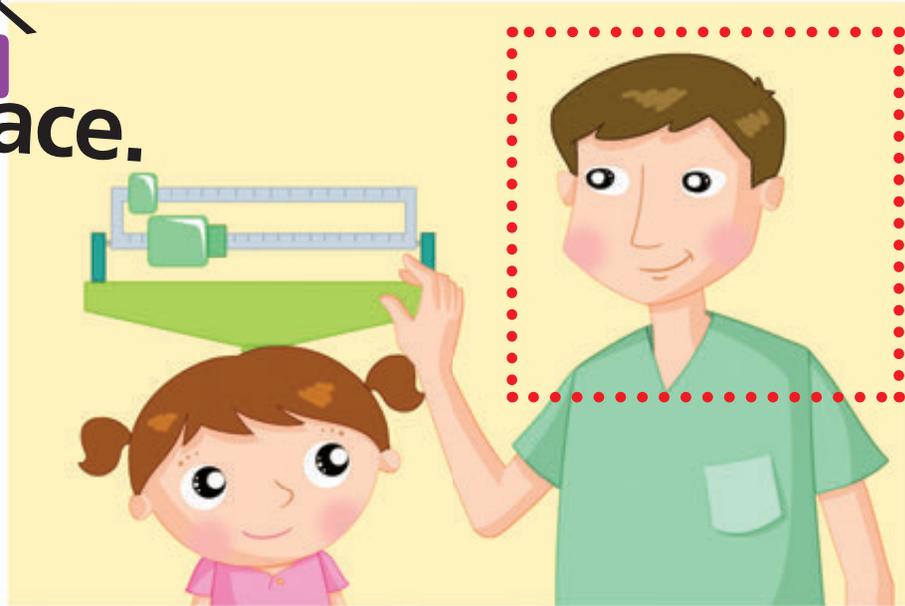


Around Town

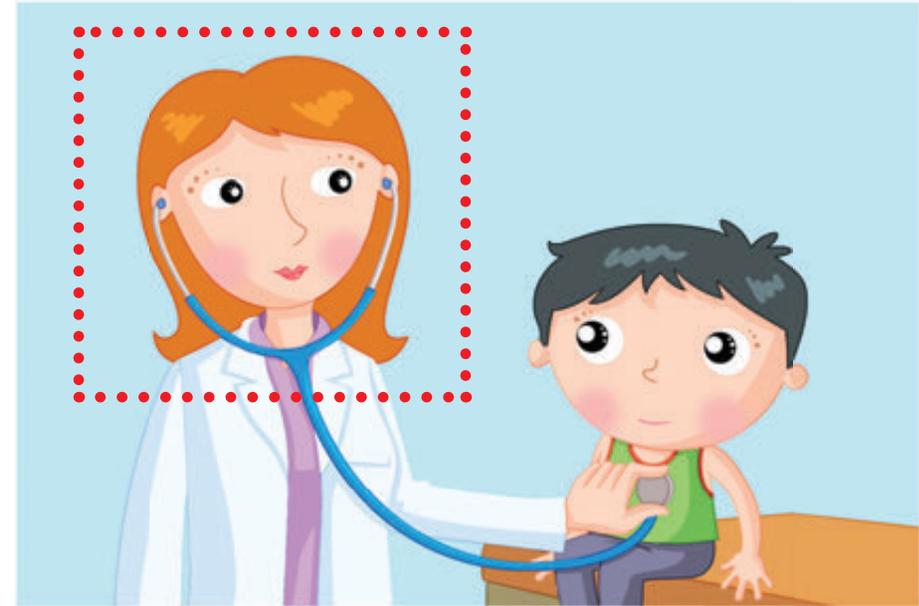




Stick
and
trace.



nurse



doctor



vet

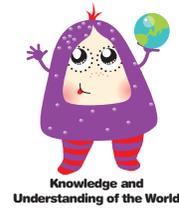


dentist





<p>Learning Goals: Students can identify community helpers.</p>	<p>Vocabulary: <i>dentist, doctor, nurse, vet</i></p>	<p>Language Structures: Active: <i>She's a doctor. He's a doctor. They are doctors.</i> Passive: <i>Who are you? I'm a doctor. What do you do? I help you take care of your body.</i></p>	<p>Materials: markers</p>
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Before the Class

1. Presentation: *Helpers In My Town*

Attach the following *helpers cutouts* to the board: *doctor, nurse, vet* and *dentist*. Point to and name each one. Explain that both men and women can work in whatever profession they want. Point to the poster, then to the same *cutout* as you name each occupation.

T: *Look, she's a doctor. He's a doctor. They are doctors.*

Encourage students to repeat.

Ss: *She's a doctor. He's a doctor. They are doctors.*

2. Song: *Thank You, Helpers, Part 1*

Distribute the following *mini-flashcards*: *doctor, nurse, vet* and *dentist*. Explain to the students that these people help us. Play Track 37, *Thank You, Helpers, Part 1*. Encourage students to join in as they hold up the corresponding *mini-flashcard*.

During the Class

1. Presentation: *Community Helpers*

Attach the *nurse, doctor, vet* and *dentist cutouts* to the board. Use the *Emily stick puppet* to ask each helper what they do.

EMILY PUPPET: *Who are you?*

DOCTOR: *I'm a doctor.*

EMILY PUPPET: *What do you do?*

DOCTOR: *I help you take care of your body.*

Repeat with: *nurse—I take your temperature and I give you medicine; vet—I help you take care of your pets; dentist—I check your teeth and I help you take care of your teeth.*

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

Distribute the *stickers* in the red section. Have students point to the community helpers on the *stickers*.

Hand out the *Student's Book* open to page 52. Show students how to carefully peel off the *stickers* and stick them in the corresponding silhouette on the page.

Randomly describe what each helper does and have students point to the corresponding picture.

Finally, distribute markers and ask students to trace over the words.

After the Class

1. Game: *Who's Missing?*

Attach the *helpers cutouts* to the board. Ask students to close their eyes. Remove a *cutout*. Ask students to open their eyes and identify the missing helper.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T53a.



Learning Goals:

Students can identify community helpers.
Students can identify what community helpers do.

Vocabulary:

firefighter, mail carrier, police officer, teacher

Language Structures:

Active: *Police officer.*

Passive: *Who are you? I'm a firefighter. What do you do? I put out fires. She keeps you safe. Who is it?*

Materials:

colored pencils

Before the Class

1. Song: Thank You, Helpers,

Part 2

Distribute the following *mini-flashcards*: *teacher, firefighter, mail carrier* and *police officer*. Attach the same *cutouts* to the board. Remind students that both men and women can choose any profession they want. Play Track 38, *Thank You, Helpers, Part 2*. Lead students in singing the song as they hold up the corresponding *mini-flashcards*.

During the Class

1. Presentation: More Helpers

Attach the following *helpers cutouts* to the board: *teacher, firefighter mail carrier* and *police officer*. Use the *Billy stick puppet* to ask each helper what they do.

BILLY PUPPET: *Who are you?*

FIREFIGHTER: *I'm a firefighter.*

BILLY PUPPET: *What do you do?*

FIREFIGHTER: *I put out fires.*

Continue with *police officer*—*I help keep you safe; mail carrier*—*I bring you letters and packages; teacher*—*I help you learn new things.*

2. Student's Book: Trace and color.

Hand out the *Student's Book* open to page 53. Distribute colored pencils. Point to the different helpers and ask students to identify them. Randomly describe what each helper does. Ask students to point to the corresponding picture.

T: *She keeps you safe. Who is it?*

Ss: *Police officer.*

Then give students commands for coloring in the helpers' clothes.

T: *Point to the firefighter. He's wearing a jacket. Color his jacket red.*

Repeat with *teacher*—*purple apron; police officer*—*blue shirt* and *mail carrier*—*brown bag*. Finally, have students trace over the words first with their fingers and then with colored pencils.

After the Class

1. Game: Who Is It?

Attach the *helpers cutouts* to the board. Distribute *mini-flashcards*. Describe what one of the helpers is wearing. Ask students to hold up the corresponding *mini-flashcard*. Describe what each helper does and have students hold up the corresponding *mini-flashcard*.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 2, on page T53a.

2. Activity Pad: Color and cut.

See instructions for the *Activity Pad*, on page T53a.





firefighter



teacher

Trace
and
color.



police officer



mail carrier





Activity Pad



Knowledge and Understanding of the World

Color and cut.

Materials: colored pencils, scissors, glue, construction paper

Instructions: Have students color in the pictures. Encourage them to glue the page onto construction paper. Help them cut out the pictures following the dotted lines. Show students how to fold the flaps so that each community helper stands up. Ask students to practice holding up different community helpers and saying who they are.

S: *I'm a nurse.*

Divide the class into pairs. Next, have a student choose a community helper without showing it to his or her partner. Ask the partner to guess which picture the other student is hiding.

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



Extra Activities

Fast Finishers: Week 1: Cut and assemble.

Part 1: Have students identify the helpers and color the picture.

Part 2: Then, have students cut out the puzzle on the dotted lines, mix up the pieces and assemble it. Finally, have them glue the assembled puzzle onto another piece of paper.



Early Learning Activities



Artistic Development

My Favorite Helper

Materials: letter-sized brightly colored construction paper, tempera paint, paintbrushes, newspaper

Directions: Display the *helpers cutouts* on the chalk ledge. Have students identify them. Next describe what one of the helpers is wearing and have students guess which helper it is.

T: *She's wearing a blue shirt, black pants and a blue hat. Who is it?*

Ss: *Police officer.*

Tell students to choose a helper to paint. Leave the *cutouts* up for the students to use as a reference. Distribute materials. Have students paint a picture of their favorite helper. When paintings are dry, have students come to the front to describe their pictures.

T: *Who's he?*

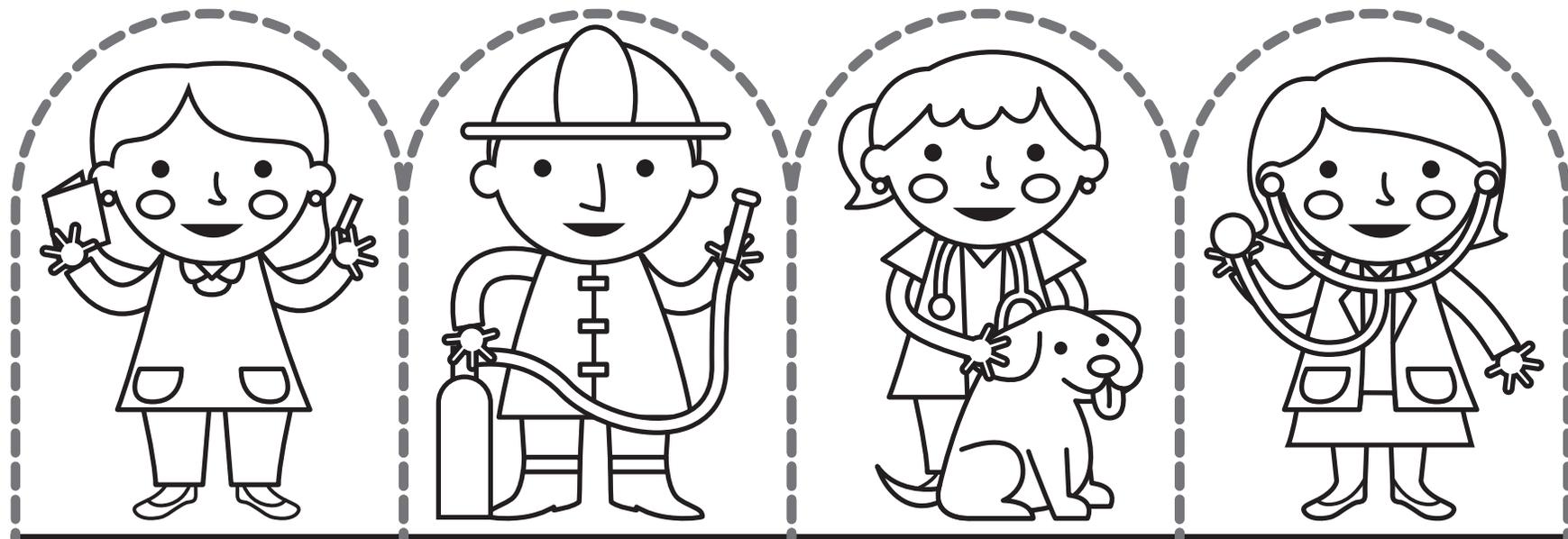
Ss: *He's a firefighter.*

T: *What's he wearing?*

Ss: *He's wearing a red hat and a red coat.*

Display the paintings in the classroom.





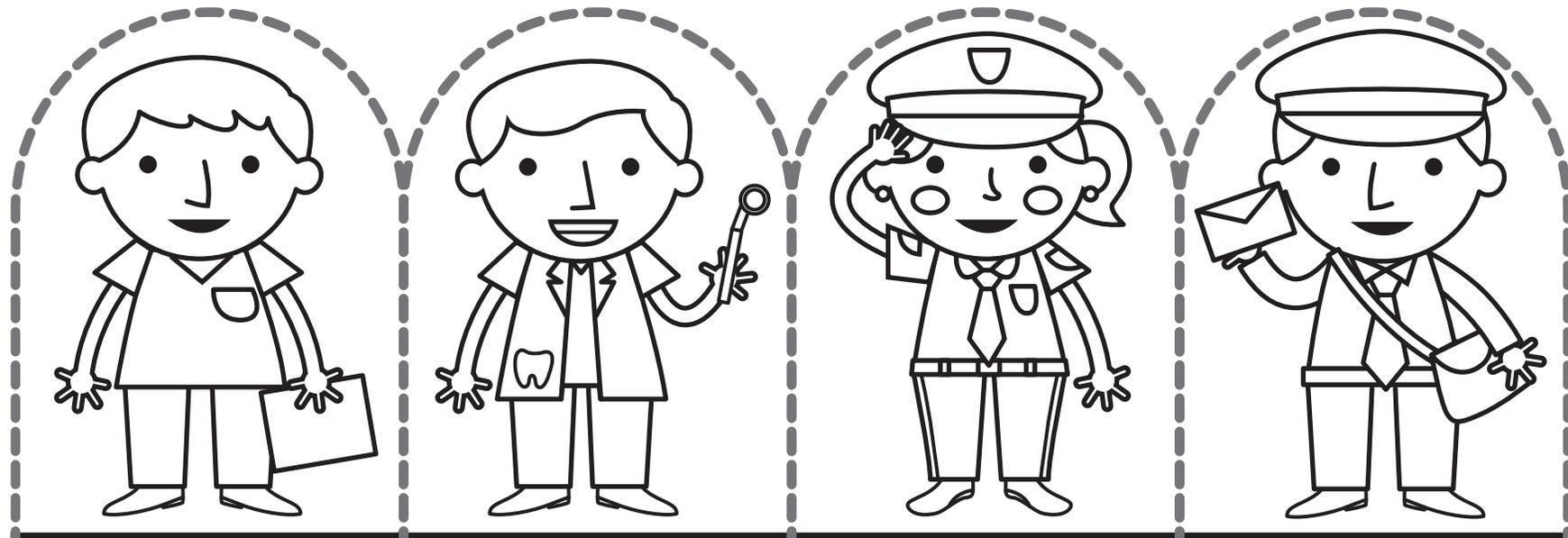
fold

fold

fold

fold

Color and cut.



fold

fold

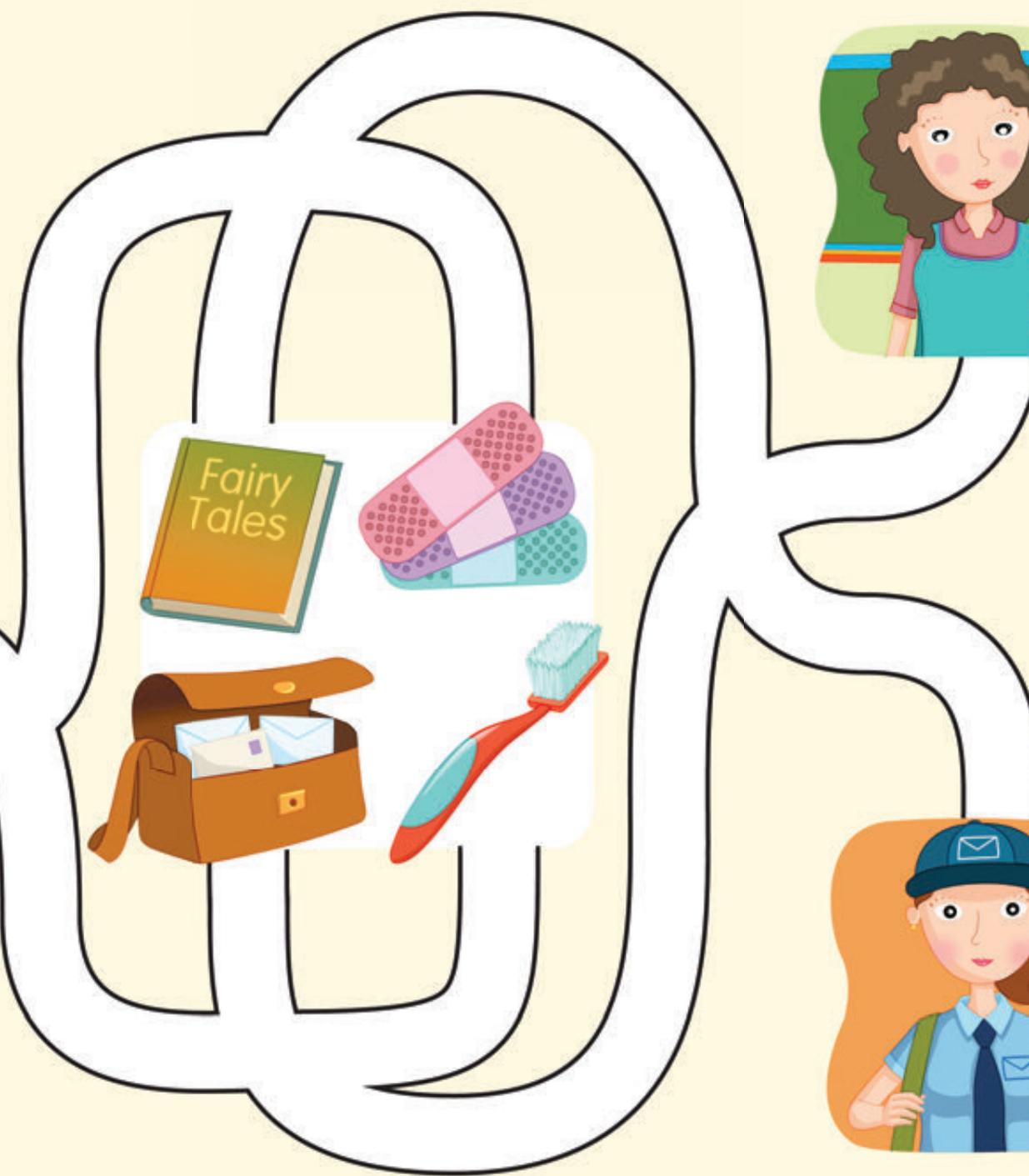
fold

fold





Look
and solve
the maze.





<p>Learning Goals: Students can identify community helpers. Students can match community helpers with the tools they use.</p>	<p>Vocabulary: <i>dentist, doctor, firefighter, mail carrier, nurse, police officer, teacher, vet; tools</i></p>	<p>Language Structures: Active: <i>A nurse. A dentist. I'm a (doctor). Who's a (firefighter)?</i> Passive: <i>Who uses these? A dentist uses a toothbrush.</i></p>	<p>Materials: crayons, balloon, CD with lively music</p>
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Before the Class

1. Song: Thank You, Helpers, Parts 1 and 2

Distribute *mini-flashcards*. Play Tracks 37 and 38. Have students hold up the corresponding *mini-flashcard* as you lead the class in singing the songs.

2. Presentation: Tools

Explain that each helper uses special tools they need to do their job. Attach the following *helper cutouts* vertically to the left side of the board: *doctor, dentist, vet, nurse, mail carrier* and *teacher*. Have students identify the helpers. Next hold up the *tools cutouts* for the nurse: *thermometer* and *syringe*. Ask questions.

T: *Who do you think uses these? A nurse uses these things. Who uses these?*

T/Ss: *A nurse.*

Attach the nurse's *tools cutouts* next to the *nurse cutout*. Follow the same procedure with *doctor-stethoscope and medicines; dentist toothbrush and toothpaste; mail carrier-bag and packages; teacher-board and book*.

During the Class

1. Chant: Who Uses These?

Remove the *tools cutouts* from the board. Hold them up the nurse's *tools cutouts*. Have a volunteer come to the board. Play Track 39, *Who Uses These?* Have the student attach the *tools cutouts* next to the *nurse cutout* to the board. Ask students to continue singing with *dentist, doctor, vet, teacher* and *mail carrier*.

2. Student's Book: Look and solve the maze.

Hand out the *Student's Book* open to page 54. Distribute crayons. Name each helper and have students point to them. Next show students how to trace over the mazes first with their fingers, then with a crayon to see which tools each helper uses. Afterwards, point to the tools and ask students who uses each set of tools.

T: *Look, who uses these?*

Ss: *A dentist.*

T: *That's right. A dentist uses a toothbrush.*

After the Class

1. Game: Tap A Balloon

Ask students to stand in a circle. Name a helper. Tap a balloon to a student and ask him or her to name a helper. Have that student tap the balloon to another student.

T: *Police officer.* (Tap the balloon.)

S: *Firefighter.* (Taps the balloon to another student.)

2. Game: I'm A ... Who's A ...?

Have students sit in a circle. Play lively music. Pass around the *helpers cutouts*. Pause the music. Have the student holding the *teacher cutout* say *I'm a teacher*. Then ask about another helper. Have the student who is the corresponding helper to continue.

T/S1: *I'm a teacher. Who's a (doctor)?*

S2: *I'm a (doctor). Who's a (firefighter)?*

Continue until all the helpers have been identified. Redistribute cards so that everyone gets a chance to play.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T55a.

Play Game 12 on the *Interactive CD-ROM*.



Knowledge and Understanding of the World

Learning Goals:

Students can identify community helpers.
Students can associate community helpers with the tools they use.

Vocabulary:

dentist, doctor, firefighter, mail carrier, nurse, police officer, teacher, vet; tools

Language Structures:

Active: Doctor. Firefighter.
Passive: Who uses these?
Who uses this?

Materials:

crayons, CD with lively music, bag

Before Class

1. Review: Tools

Distribute *mini-flashcards*. Hold up one of the doctor's, nurse's, vet's and dentist's *tools cutouts*, one a time. Have students identify who uses the tools.

T: Who uses these?

Ss: Doctor.

2. Who uses these?

Attach the following *helpers cutouts* vertically to the left side of the board: *firefighter*, *police officer*, *teacher* and *mail carrier*. Have students identify the helpers. Next hold up the firefighter's *tools cutouts*. Ask students questions.

T: Who uses these?

T/Ss: A firefighter.

Attach the firefighter's *tools cutouts* next to the *firefighter cutout*. Follow the same procedure with the remaining *cutouts*. Remove the *tools cutouts* from the board. Hold up the *firefighter's tools cutouts*. Have a volunteer come to the board. Ask the student *Who uses these?* Have him or her attach the *helmet* and *hose cutouts* next to the *firefighter cutout* on the board. Repeat with *police officer-cap*, *badge* and *whistle*; *mail carrier-bag* and *packages*; and *teacher-board* and *book*.

During the Class

1. Student's Book: Stick and match

Hand out the *Student's Book* open to page 55. Distribute the *stickers* in the blue section. Have students point to each *sticker* and say which helper uses it. Then have students carefully peel off the corresponding *sticker* and put it in their books. Have students point to and identify the hose.

T: This is a hose. Who uses this?

Ss: Firefighter.

Direct students' attention to the tools on the right side of the page.

T: What else does the firefighter use? Point to the picture.

Distribute crayons. Next have students draw a line from the fire fighter to the ladder. Repeat with the remaining helpers and tools.

After the Class

1. Game: Pass The Bag

Have students make a circle and sit on the floor. Put the *tools cutouts* into the bag. Take out the *cutouts*, one by one, and have students identify which helper uses those tools. Put the *tools cutouts* back in the bag. Distribute the *helpers cutouts* at random. Play lively music. Have students pass the bag around the circle. Pause the music and have the student with the bag take out one *cutout* and say which helper uses the tool. Continue playing the game until all students have participated.

2. Game: Mime And Guess

Divide the class into two teams. Have a student from Team 1 mime an action that one of the community helpers would perform. The rest of Team 1 must guess who the helper is in less than a minute to get a point. Then Team 2 takes a turn.

Extra Activities

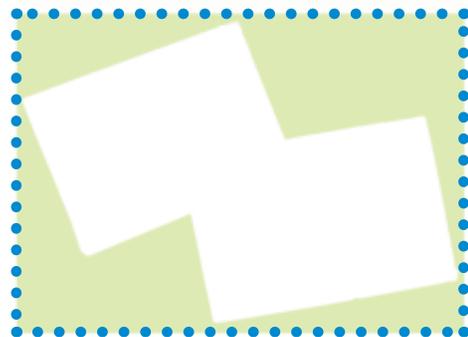
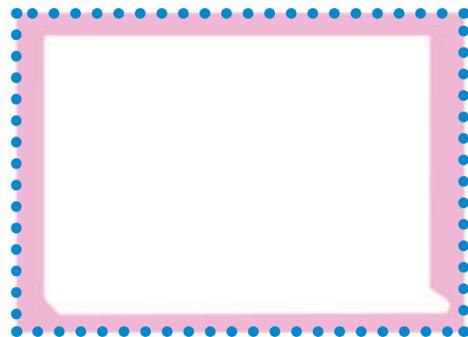
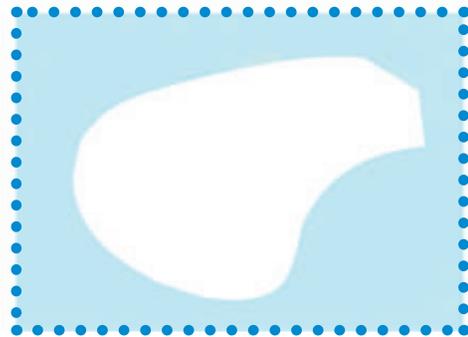
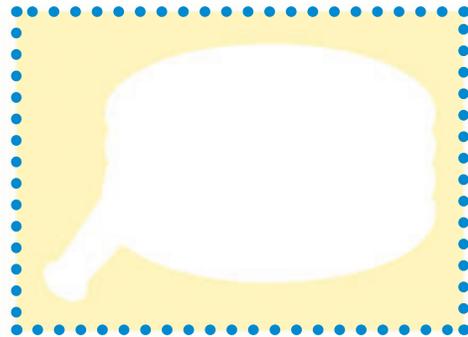
1. Fast Finishers

See *Fast Finishers: Week 2*, part 2, on page T55a.

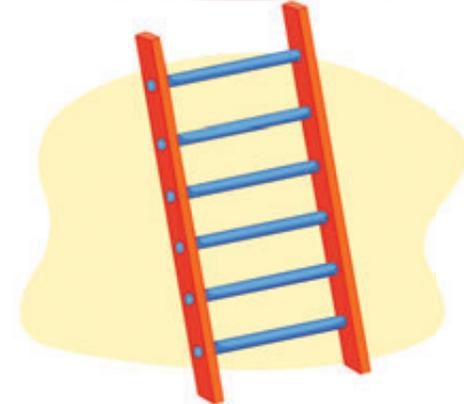
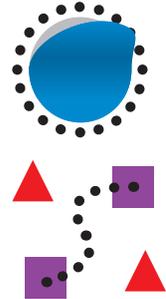
2. Activity Pad: Color and cut.

See instructions for the *Activity Pad*, on page T55a.





Stick
and
match.





Activity Pad



Knowledge and Understanding of the World

Color and cut.

Materials: markers, scissors, glue, sheets of paper

Instructions: Have students color the hats and the gumdrop.

Next, have them cut out all the pictures. Invite them to stick the hat belonging to his or her favorite profession on the gumdrop and play with it. After playing, have the students stick all the pieces onto a sheet of paper and save their work for their *Scrapbooks*.



Extra Activities

Fast Finishers: Week 2: Cut and glue.

Part 1: First, have students color the pictures.

Part 2: Next, have them cut out the pictures of the tools and glue them in the corresponding boxes.

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



Early Learning Activities



Artistic Development

My Wallet

Materials: brightly colored construction paper (1 letter-sized piece per student), hole punch, yarn, scissors, stapler, sequins, foil stars, glue, markers

Preparation: Fold a sheet of construction paper in half (1 per student). Punch holes along the sides. Cut yarn into 50-cm lengths (3 per student).

Directions: Distribute materials. Have students lace a piece of yarn through the holes on each side of the wallet. Help them tie and trim the loose ends. Help students write their name with markers in large letters in the middle of their wallet. Show them how to spread glue on the letters and cover it with confetti or glitter. Invite students to decorate their wallet. Save student's work for the activities on page T57a.

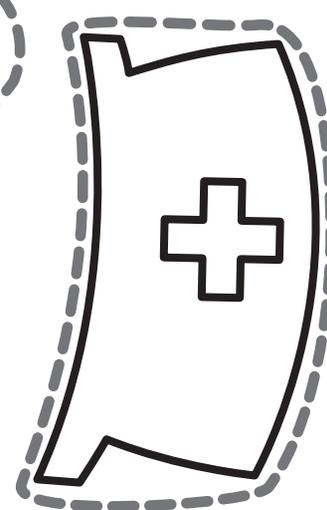
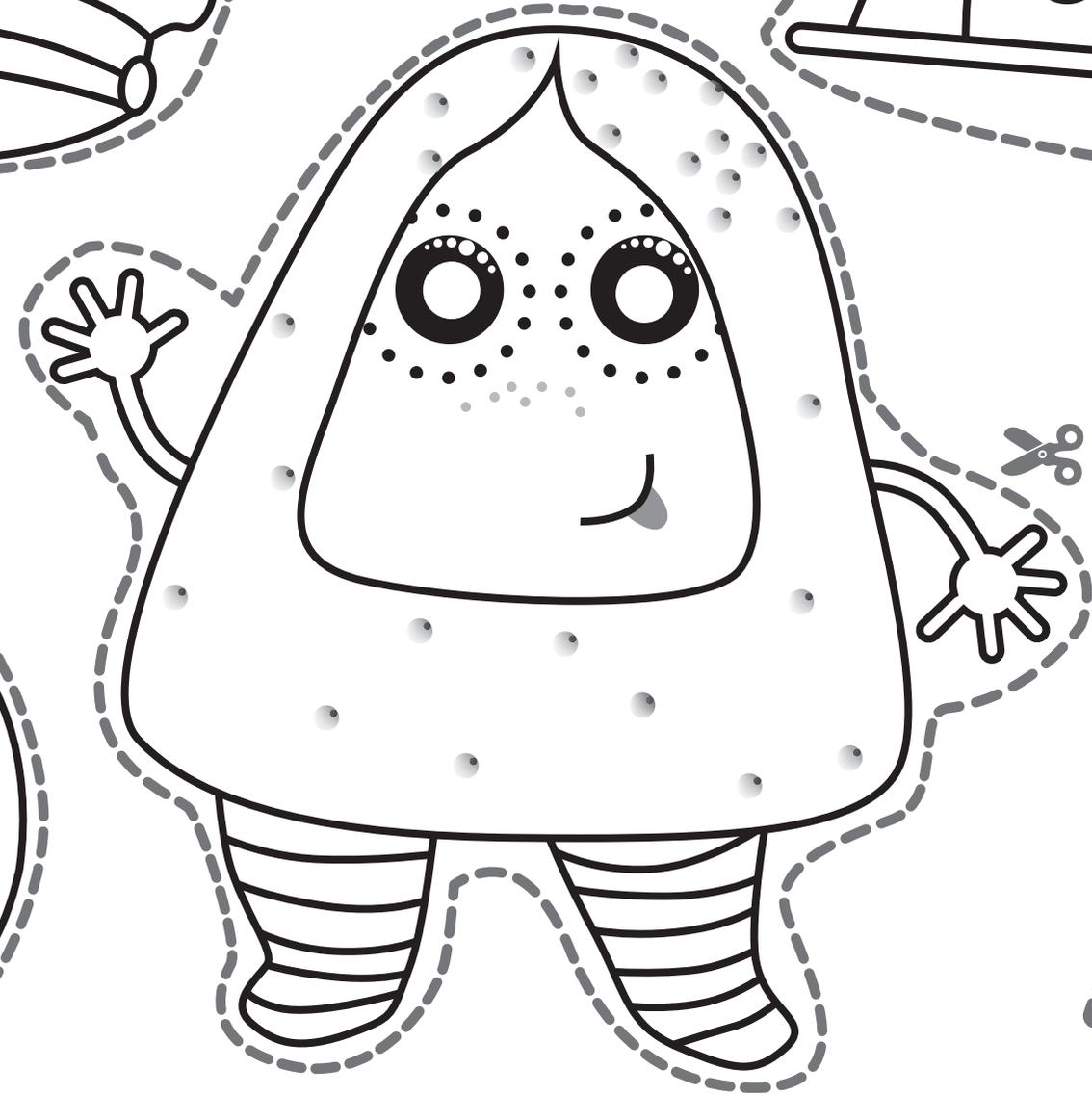
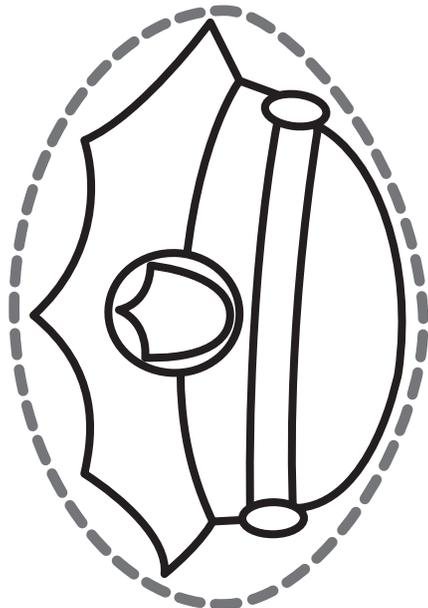
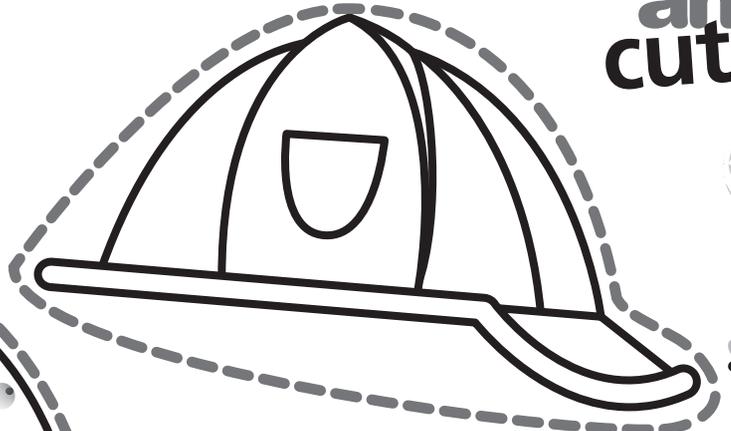
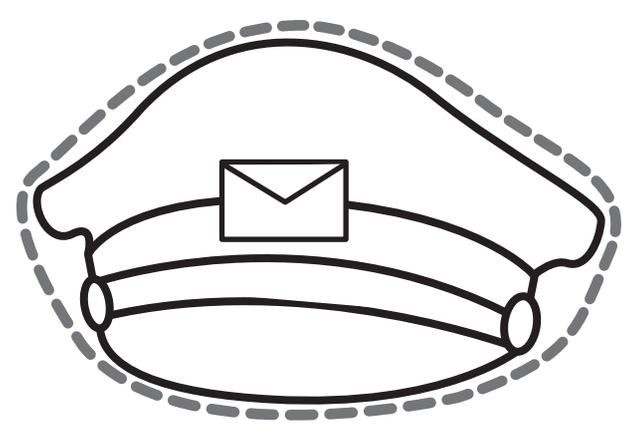


Unit 7 Lesson 20





Color
and
cut.

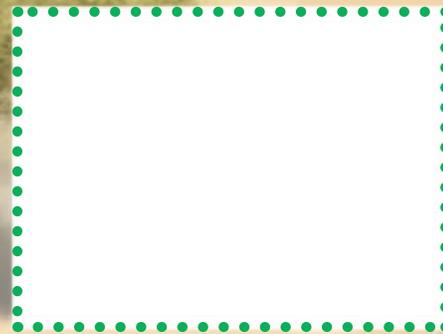




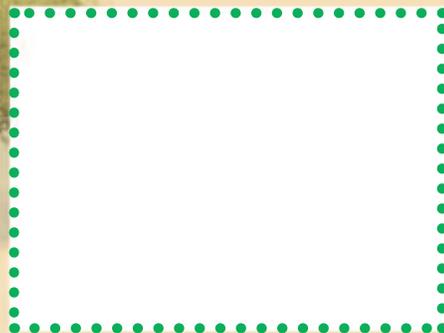
Look
and
stick.



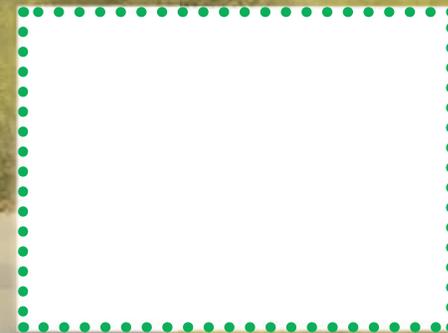
1



2



4



3



5



6





<p>Learning Goals:</p> <ul style="list-style-type: none"> Students can listen attentively for 10 minutes. Students can identify characters, features and events in stories. 	<p>Vocabulary:</p> <p>community helpers, tools</p>	<p>Language Structures:</p> <p>Active: <i>The mail carrier. Doctor.</i></p> <p>Passive: <i>Who's he? Who's she? Which helper do you see? Who uses this? Who takes (care of our teeth)? Who did the girl see first?</i></p>	<p>Materials:</p> <p>crayons, <i>To the market template</i> (from the <i>Teacher's Resource CD</i>)</p> <p>Preparation: Print out the <i>template</i> (1 per student).</p>
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Before the Class

1. Game: Tic-Tac-Toe

Make a tic-tac-toe grid on the board. Draw a gumdrop in the middle square, which will be a free space. Attach a *tools cutout* to each square. Divide the class into two teams: X and O. Ask a student from the X team to come to the board, point to a *cutout* and say which helper uses the tool depicted. If he or she correctly identifies the helper who uses the tool, remove the *cutout* and draw an X in the space. If he or she is incorrect, the *cutout* remains. Continue alternating between the teams. The team to get three X's or O's in a row wins.

During the Class

1. Listen to the story.

Display the *Big Book* page 40. Point to the title and read it out loud. Play Track 40, *A Walk To The Market*. Point to the corresponding pictures on the *Big Book* pages 40 to 45 while students listen to the story.

2. Ask questions about the story.

Ask students questions similar to the following about the pictures on each page: *Who's he? Who's she? Which helper do you see? Who uses this? Who takes (care of our teeth)? What did Mom forget?*

3. Student's Book: Look and stick.

Hand out the *Student's Books* open to page 56. Distribute the *stickers* in the green section. Have students identify the community helpers.

T: *Point to Mike the mail carrier.*

Then ask students to put the *stickers* in the correct place in their books.

T: *Point to number two. Who did the girl see first?*

T/Ss: *The mail carrier.*

T: *Stick the mail carrier in box number two.*

Repeat with the remaining *stickers*.

Next, play Track 40. Have students point to the corresponding *stickers* as they listen to the story.

After the Class

1. To the Market, Part 1

Copy the text from the *To the market template* on the board. Display the *helpers cutouts* on the chalk ledge. Attach the *doctor cutout* next to the text. Write the word *doctor* in the blank. Read the text out loud. Encourage students to repeat.

T: *I'm walking to the market and guess who I see? A friendly...*

Ss: *doctor*

T: *Waving to me.*

Repeat the procedure with different helpers. Distribute crayons and *templates*. Have students draw a picture of their favorite helper on their paper. Save students' work for the next lesson.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 3*, part 1, on page T57a.

Play Game 13 on the *Interactive CD-ROM*. 





Communication,
Language and Literacy

Learning Goals:

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

Vocabulary:

apples, carrots, oranges, take away, watermelons; community helpers

Language Structures:

Active: Five. Three.
Passive: How many carrots?
Take away two. Cross out two.
How many are left?

Materials:

crayons, To the market templates from previous lesson

Before the Class

1. Song: Thank You, Helpers, Parts 1 and 2

Distribute mini-flashcards. Play Tracks 37 and 38. Have students hold up the corresponding *mini-flashcard* as you lead the class in singing the songs.

During the Class

1. What is the story about?

Display the *Big Book* pages 40 to 45. Invite students to say what the story is about.

2. Listen to the story.

Play Track 40. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.

3. Presentation: Subtraction

Write the following on the board:

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Ask five children to come to the front. Have the rest of the children to count them.

T: How many children? Let's count.

Write 5 in the first blank. Say the following.

T: Five take away two. Jorge and Lily, sit down.

(Write 2 in the second blank.)

T: Now how many children?

Write 3 in the last blank and read the equation with the students. Next, ask students to hold up four fingers, take away two and tell you how many are left.

4. Student's Book: Count and write.

Hand out the *Student's Books* open to page 57. Have students count the carrots.

T: How many carrots?

Ss: Five.

Distribute crayons. Have students trace over the number 5. Next tell them you want to buy two carrots.

T: Take away two. Cross out two.

Have students trace over the crosses and write the number 2 in the box.

T: How many are left?

Ss: Three. (Students write 3 in the box.)

Follow the same procedure for the remaining pictures.

After the Class

1. To the market, Part 2

Write the text from the template on the board. Distribute crayons and students' *templates*. Have students color in their pictures. Ask each student to name the helper they drew. Write the students' response in the blank. Afterwards, have volunteers come to the board with their pictures. Help them "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: Color and cut.

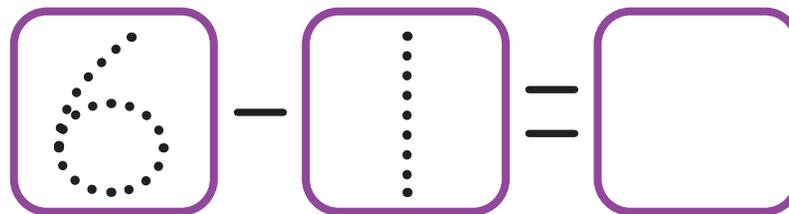
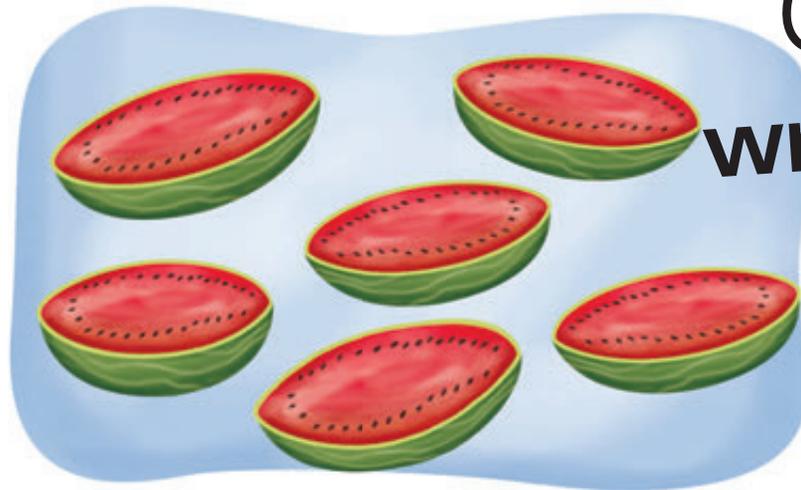
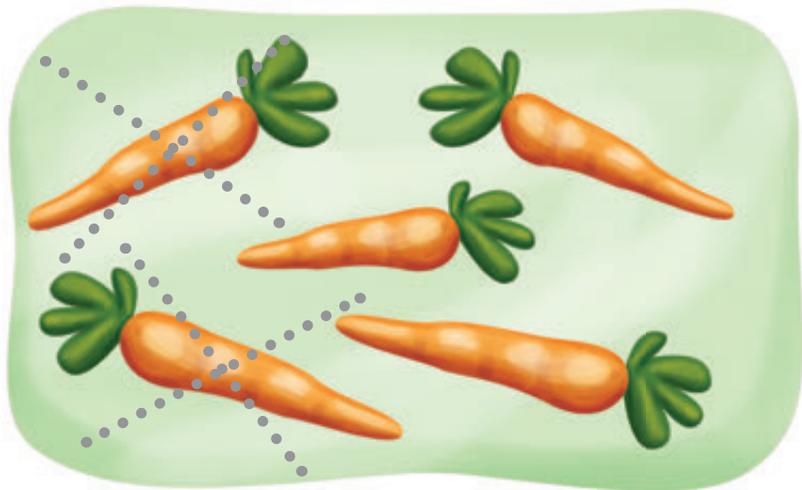
See instructions for the *Activity Pad*, on page T57a.

Play Game 14 the *Interactive CD-ROM*.

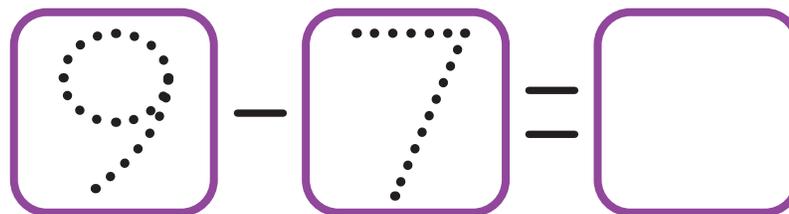
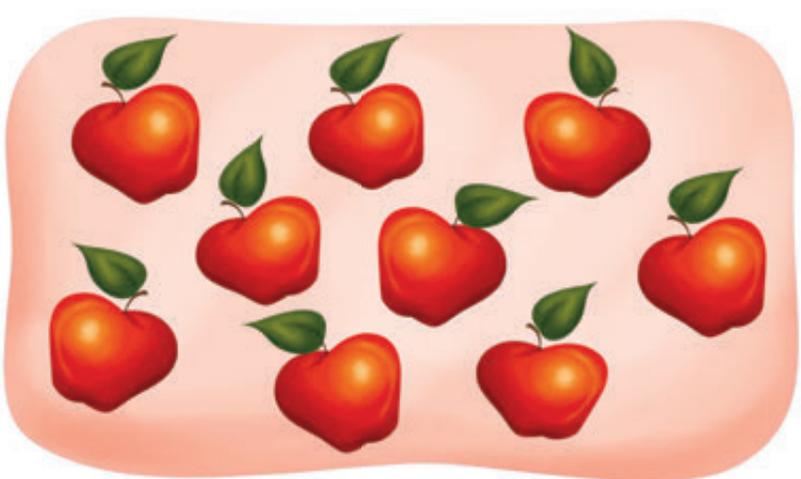
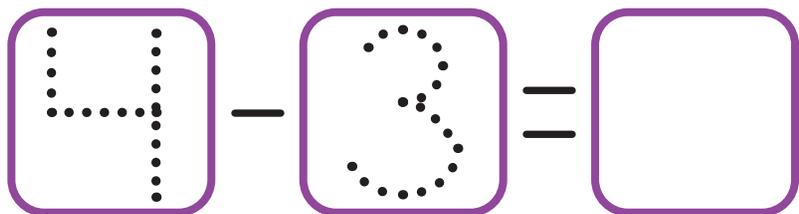
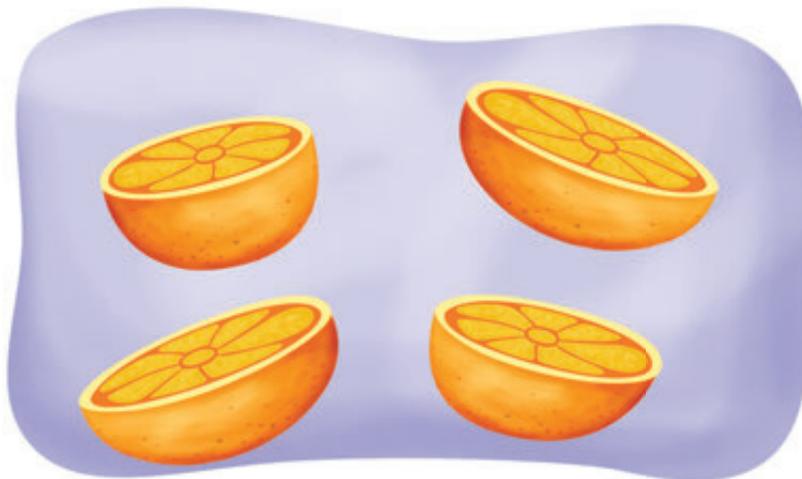
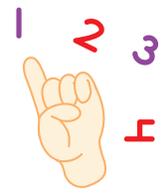


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Unit 7 Lesson 21



Count
and
write.





Activity Pad



Problem Solving,
Reasoning and Numeracy

Color and cut. 

Materials: crayons, scissors

Instructions:

Have students color in the coins. Ask them to cut following the dotted lines.

Invite the student to use the coins for practicing adding and subtracting.

T: Show me three coins. Show me six coins.
How many all together?

Ss: Nine.

T: Show me eight coins. Take four away.
How many left?

Ss: Four.

Optional: Have students store the coins in the wallet they made in the Early Learning Activity on page T55a.

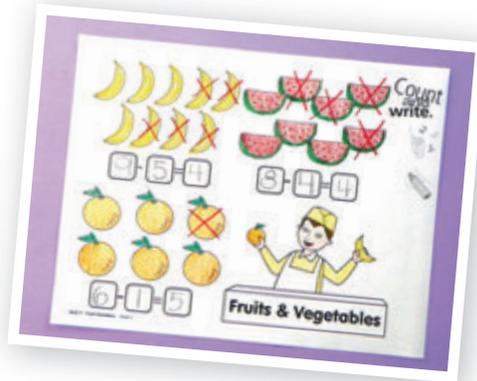


Extra Activities

Fast Finishers: Week 3:
Count and write. 

Part 1: First, ask students to color in the pictures.

Part 2: Then help them trace over the Xs and the numbers. Find the reminders and write the corresponding numbers in the boxes.



Early Learning Activities



Problem Solving,
Reasoning and Numeracy

In the Market 

Materials: fruits and vegetables, 10 index cards, marker, 10 baskets, paper coins from *Activity Pad* page 42, students' wallets (see page T55a), straw hat, plastic bags

Pad page 42, students' wallets (see page T55a), straw hat, plastic bags

Directions: Make price tags by writing the numbers 1-10 on index cards with a marker. Sort fruits and vegetables by type and put them in different baskets. Set up the props for a farmer's fruit and vegetable stand. Attach a price tag to each basket. Have one student be the farmer. Give him or her a straw hat. Give other student 10 coins from the *Activity Pad*, page 42 and the wallets from Lesson 20. Have students act out the following:

FARMER: Good morning.

CUSTOMER: Good morning. I want a banana, please.

FARMER: Three coins, please.

CUSTOMER: Here you are. (Gives farmer three coins.)

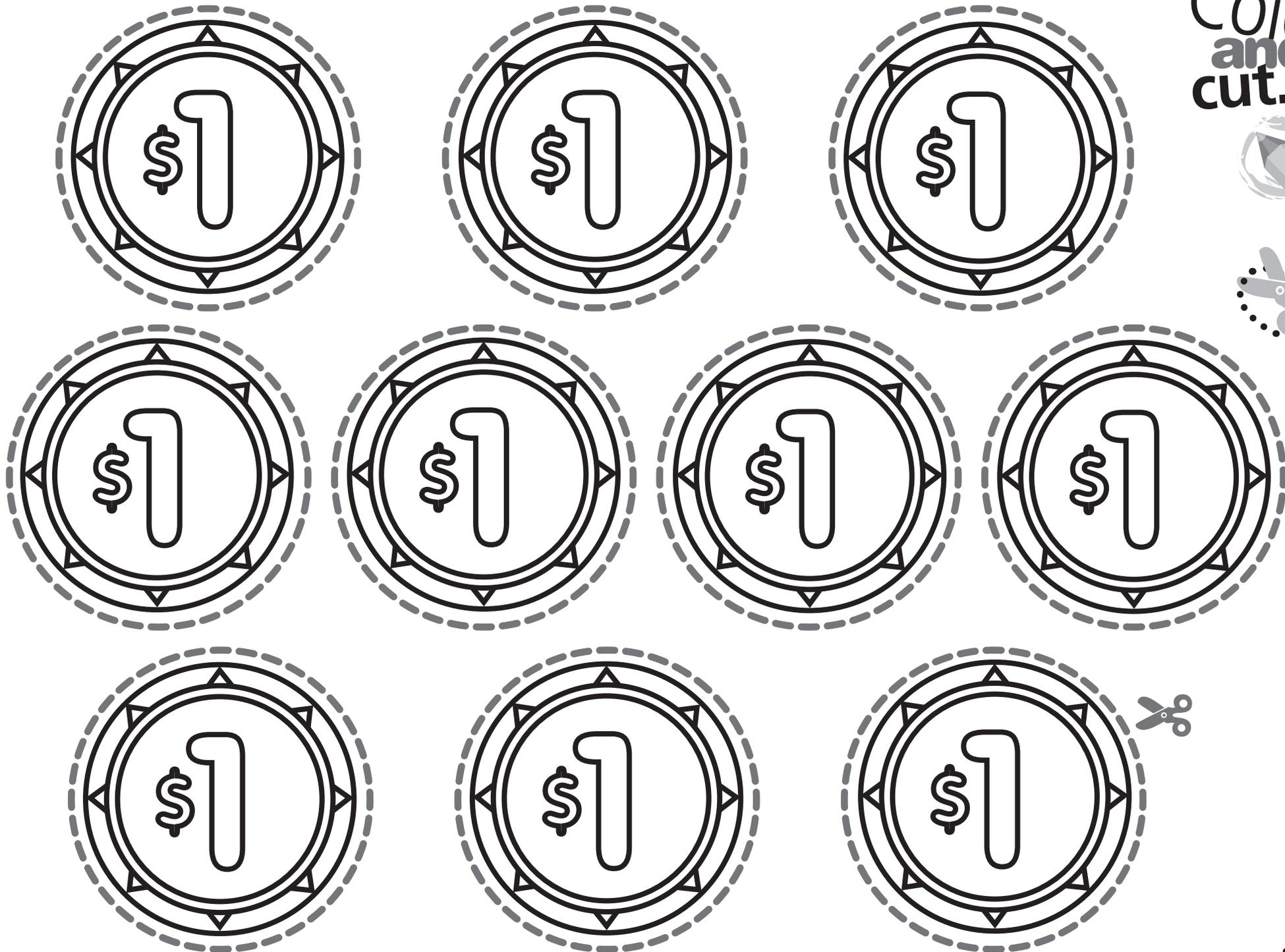
FARMER: Thank you. Here is your banana.

CUSTOMER: Thank you.

T: How many coins do you have left?

S: One, two, seven. Seven.

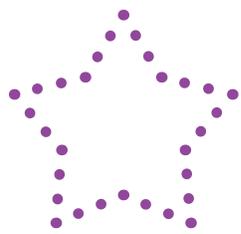




Color
and
cut.

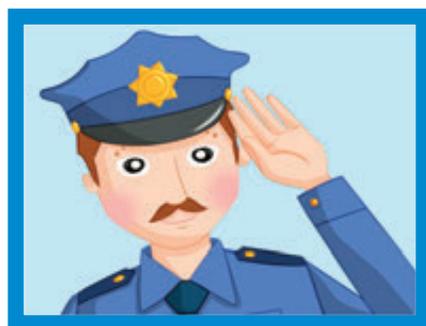
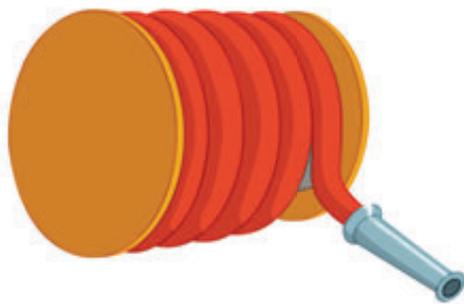
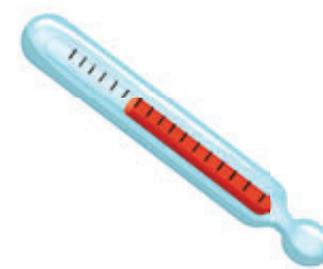


Look
and
match.



Review

58





Value

I Can Be Anything

Vocabulary: community helpers

1. Talk About the Value

Encourage students to talk about what they want to be when they grow up. Reinforce the idea that boys and girls can be anything they want.

2. Student's Book: Draw and color.

Hand out the *Student's Book* open to page 73. Have students identify the helpers and discuss what each one does. Distribute colored pencils. Point to the empty box and tell students to draw a picture of their favorite profession. Encourage individual students to share their pictures with the class. If the activity is done correctly, students stick the *Reward sticker* in place.



General Review

1. Review: Community Helpers

Display *Poster 7*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to the different helpers. Ask the rest of the class to identify them.

S: (Points to the dentist.)

Ss: *He's a dentist.*

2. Game: Who Uses This?

Display *Poster 7*. Divide the class into two teams. Give each team the *Emily* and the *Billy stick puppets*. Invite a student from each team to come to the poster with their *stick puppet*. Show the students a *tools cutout*. The first student to point with the *stick puppet* to the helper who uses the tools gets a point.

3. Student's Book: Look and match.

Hand out the *Student's Book* open to page 58. Have students identify the helpers. Point to the tools in the middle of the page and ask students which helper uses them. Finally, distribute crayons. Have students draw lines from the tools the corresponding helpers. If the activity is done correctly, students stick the *Reward sticker* in place.

4. Assessment

Print out and photocopy the *Unit 7 Assessment*. Distribute copies and crayons. First have students point to each helper. Have students color in the dots below each helper.

T: *Point to the teacher. Show me your brown crayon. Color the circle brown.*

Continue in the same manner with *doctor-red, vet-green, nurse-blue, dentist-yellow, firefighter-green, police officer-black* and *mail carrier-purple*.

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*.

Unit 8

Areas of Learning

Vocabulary

Language Structures

Week 1

- Knowledge and Understanding of the World
- Communication, Language and Literacy

beach, beach ball, beach towel, building a castle, collecting shells, floaties, life ring, playing, sitting in the sun, sun, sunscreen, swimming; clothing, family members

Active: *To the beach. She's swimming. She's Mom. Sun hat. A beach towel.*

Passive: *Where's Emily going? We can swim at the beach. What's she doing? Who's she? What's this? What should Emily pack?*

Week 2

- Communication, Language and Literacy
- Artistic Development

building sand castles, collecting shells, eating, floating, Kids' Club, playing, sitting in the sun, sliding, splashing, swimming; colors, family members

Active: *He's splashing. He's collecting shells. She's swimming. They are eating. Red. He's splashing. We're splashing.*

Passive: *What's he doing? What's father doing? What is she doing? What are they doing? What color is the frame? What are we doing?*

Week 3

- Communication, Language and Literacy
- Artistic Development

beach, big, boat, car, long, mountain, plane, river, road, shells, shell hunt, track, train, under; colors, numbers 10 to 100

Active: *It's a train. White. Ten, twenty. Twenty shells.*

Passive: *What color is the plane? Who's this? What's this? Where are they going? What color is the car? Is this a train? What's she doing? What are the children doing? How many shells?*

Math Concept: Counting by Tens

Value: I Can Follow Rules

Poster

1. Working with the Poster

Display *Poster 8*. Have students look at it. Have them say where the people are.

T: *Look, where are the people?*

T/Is: *They are at the beach.*

Encourage students to raise their hands if they've ever gone to the beach.

2. Working with the Unit Opener

Display *Poster 8*. Distribute *finger puppets* for Unit 8. Have students point to the children swimming. Play Tracks 41 and 42, *Swimming, Swimming, Parts 1 and 2*. Encourage students to sing and point to the actions mentioned with their *finger puppets* in their *Student's Books*.



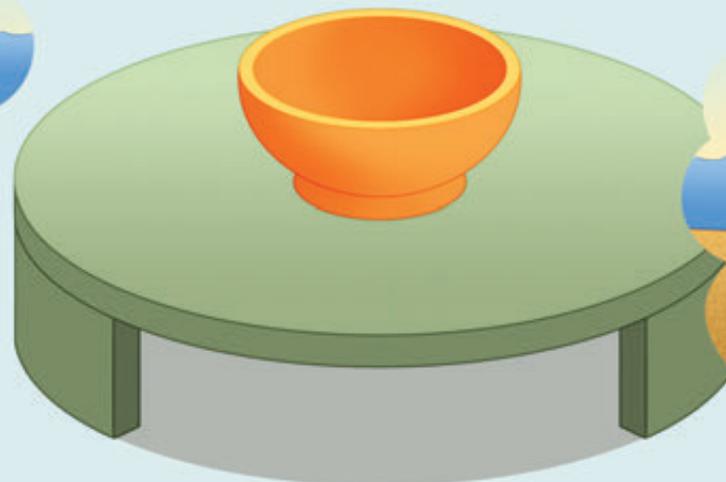


At the Beach





Look
and
stick.





<p>Learning Goals: Students will identify activities done at the beach.</p>	<p>Vocabulary: <i>beach, building a sand castle, looking for shells, playing, sitting in the sun, sun, swimming;</i> family members</p>	<p>Language Structures: Active: <i>To the beach. She's swimming. She's Mom.</i> Passive: <i>Where's Emily going? We can swim at the beach. What's she doing? Who's she?</i></p>	<p>Materials: sheets of paper (1 per student), crayons</p>
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Before the Class

1. Song: *Swimming, Swimming, Part 1*

Play Track 41. Distribute the following mini-flashcards: *swimming, sitting in the sun, and building sand castles*. Have students hold up the corresponding mini-flashcards as they sing.

2. Presentation: *Beach Actions*

Draw a suitcase on the board. Tell students that next week Emily's family is planning a vacation. Use the *stick puppets* to talk to each other.

EMILY PUPPET: *I'm excited. I'm going to the beach.*

T: *Where's Emily going?*

T/Ss: *To the beach.*

BILLY PUPPET: *I want to go to the beach, too. What can we do at the beach?*

Have the *Emily stick puppet* display the *actions cutouts* and describe them.

EMILY PUPPET: *We can swim at the beach. Look, she's swimming.*

BILLY PUPPET: *What's she doing?*

T/Ss: *She's swimming.*

Repeat with *We can build a sand castle. We can collect shells. We can sit in the sun.*

During the Class

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

Hand out the *Student's Book* open to page 60. Tell the students that Emily's family is planning their trip to the beach. Next explain that each family member is thinking about what they are going to do at the beach.

T: *Who's she?*

Ss: *She's Mom.*

T: *What's she doing?*

T/Ss: *She sitting in the sun.*

Repeat with *Dad/swimming, Emily/collecting shells, brother/building a sand castle.*

Distribute the *stickers* in the red section.

Help students peel off the *stickers* and stick them in the correct place.

After the Class

1. Game: *Find The Cutouts*

Hide the following *actions cutouts* in the classroom: *swimming, sitting in the sun, and building sand castles*. Divide the class into two teams. Play Track 41. Lead the students in singing the first verse of the song as the students look for the *swimming cutout*. The first student to find the *cutout* gets a point for the team. Repeat with verses two and three and other students.

2. Travel Brochure

Distribute sheets of paper and crayons. Show students how to fold the paper into three sections. Help them write the name of their favorite vacation spot on the front panel. Then have them draw pictures of what they can see and do at the vacation spot on the inside panels.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 1, on page T61a.



Knowledge and Understanding of the World

Learning Goals:

Students will identify beach objects.
Students can identify what to pack for a trip to the beach.

Vocabulary:

beach ball, beach towel, floaties, life ring, sunscreen; clothing

Language Structures:

Active: *Sun hat. A beach towel.*
Passive: *What's this? What should Emily pack?*

Materials:

resealable plastic bag, colored pencils, *Beach items template* (from the *Teacher's Resource CD*), scissors, construction paper, yarn, glue, tape, index cards (1 per student), beach ball
Preparation:
Photocopy the *template* (1 per student). Fold construction paper in half (1 half per student).

Before the Class

1. Song: *Swimming, Swimming, Part 1*

Play Track 41. Distribute the following *mini-flashcards*: *swimming, sitting in the sun, and building sand castles*. Have students hold up the corresponding *mini-flashcards* as they sing.

2. Vocabulary: *Beach Objects*

Show the *beach objects cutouts*, one at a time, and introduce the vocabulary.

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

Ss: *Sun hat.*

Put the *cutouts* into a bag. Ask a student to take a *cutout* out of the bag. Have him or her name the object depicted.

T: *Take a cutout from the bag. What is it?*

Ss: *It's a sun hat.*

Follow the same procedure for the remaining *cutouts*.

During the Class

1. Student's Book: *Color and circle.*

Hand out the *Student's Book* open to page 61. Have students point to and identify the items of clothing.

T: *Point to the sun hat. What's this?*

Ss: *A sun hat.*

Do the same for the remaining pictures. Then, distribute colored pencils. Tell students that Emily is going to the beach. Ask them to identify the clothes she should pack for her trip. Have them color in the clothes according to their outline.

T: *What should Emily pack?*

Ss: *A beach towel.*

T: *Yes, pack the beach towel. Color the beach towel pink.*

2. Game: *Let's Pack!*

Distribute construction paper and *Beach items templates*. Have students fold the paper to make a suitcase. Tell students that they are going to pack for a vacation on the beach. Make a name tag for the students by writing their names on an index card.

Help students tape a piece of yarn to both sides of the paper to make handles. Attach students' name tags to the construction paper. Finally, distribute colored pencils,

scissors and glue. Have them color and cut out the pictures in the *template*. Ask them to glue the pictures of the clothes and objects they would take on their trip.

After the Class

1. Game: *Beach Ball*

Have students stand in different parts of the classroom. Tap the beach ball to a student. Name a beach item. Then have that student name another beach item and tap the ball to another student.

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 1*, part 2, on page T61a.

2. Activity Pad: *Cut and play.*

See instructions for the *Activity Pad*, on page T61a.

Play Game 15 on the *Interactive CD-ROM*.

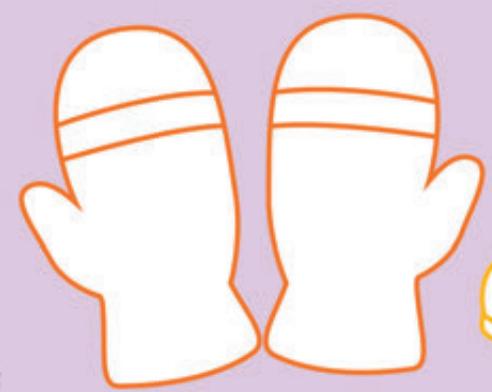
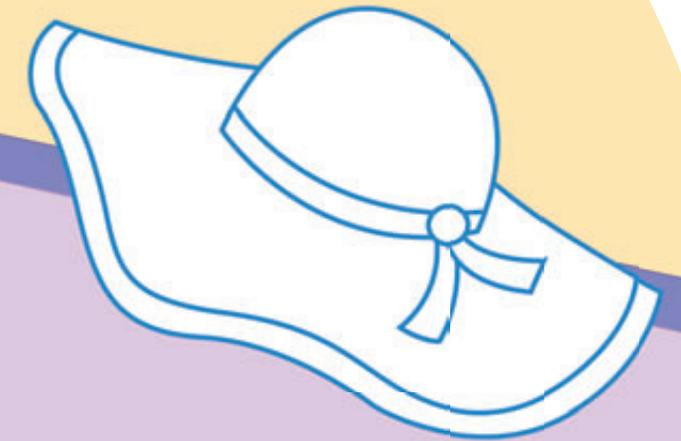
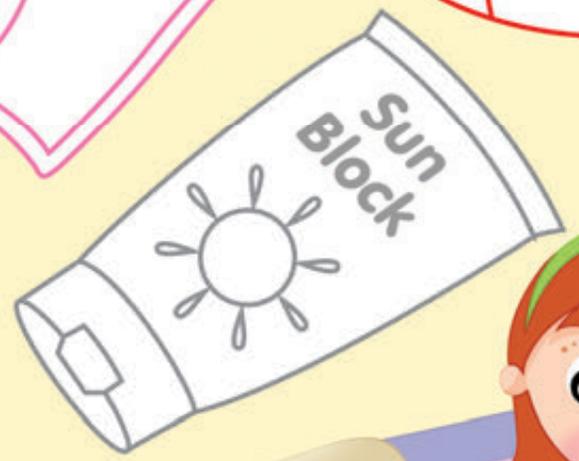
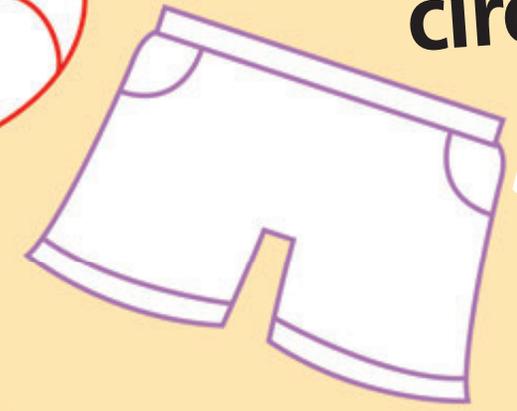
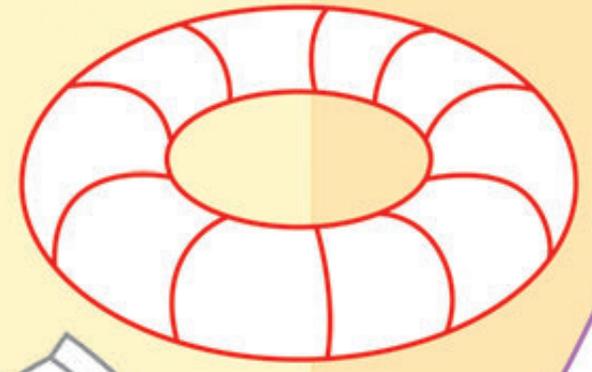
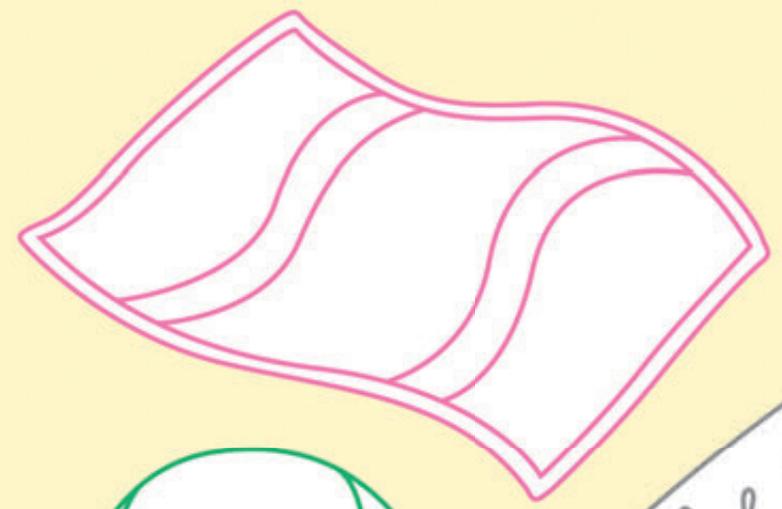
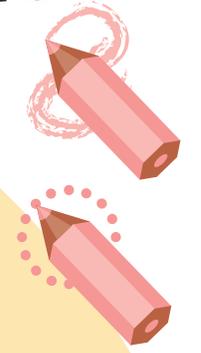


T61

Unit 8 Lesson 22



Color
and
circle.



Unit 8 Lesson 22





Activity Pad



Knowledge and Understanding of the World

Cut and play.

Materials: colored pencils, student's photograph to glue onto pictures face, glue, scissors

Instructions: Distribute materials. First have students color in the pictures. Then help them glue their photos onto the blank face. Tell students to cut out the pictures carefully. Have them fold the flaps carefully. Encourage students to dress the characters in different ways. Finally, have them glue the dressed character onto a sheet of paper.

Optional: Have students describe what they are wearing.

T: *What are you wearing?*

S: *I'm wearing a yellow swimsuit.*



Extra Activities

Fast Finishers: Week 1: Color and draw.

Part 1: First, have students color in the pictures.

Part 2: Then, have students identify the pattern and draw the missing object.

Optional: Have students say the patterns orally.

Ss: *Shell, shell, shell, castle, shell.*

T: *What comes next?*

Ss: *Shell.*



Early Learning Activities



Communication, Language and Literacy

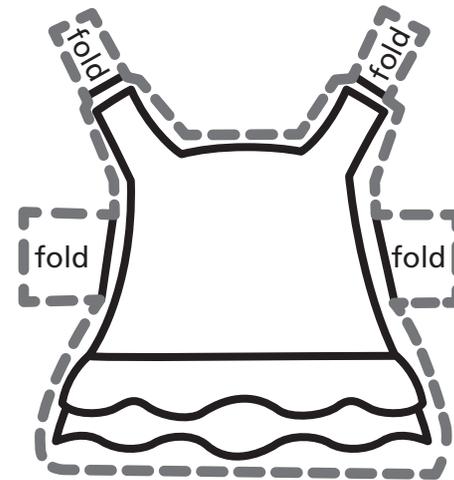
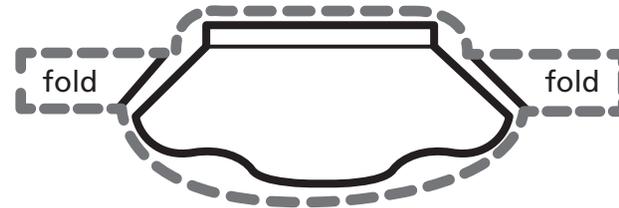
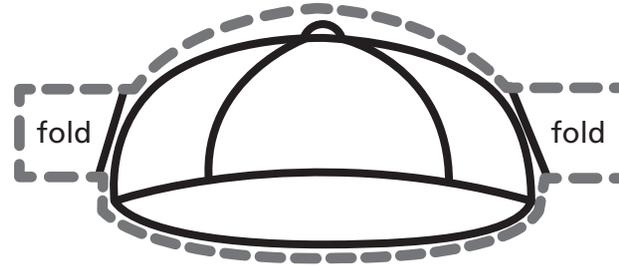
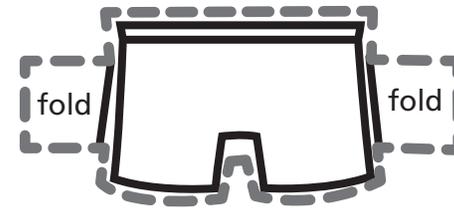
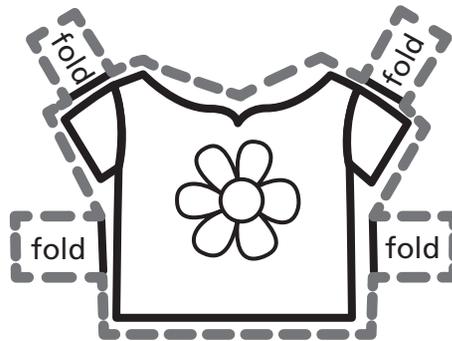
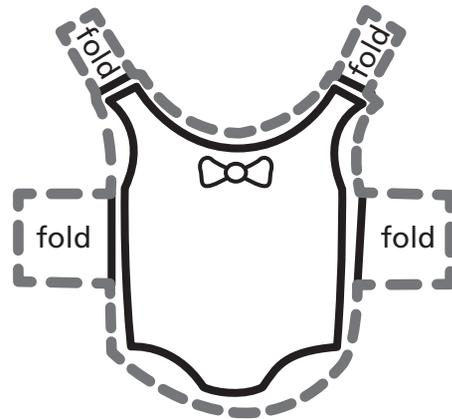
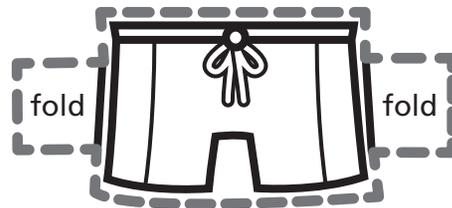
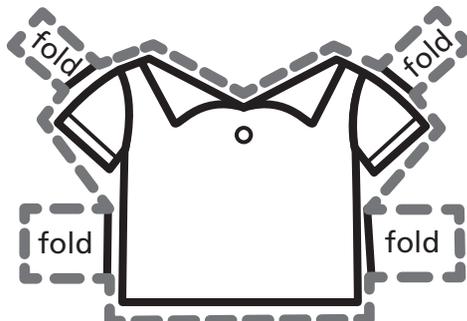
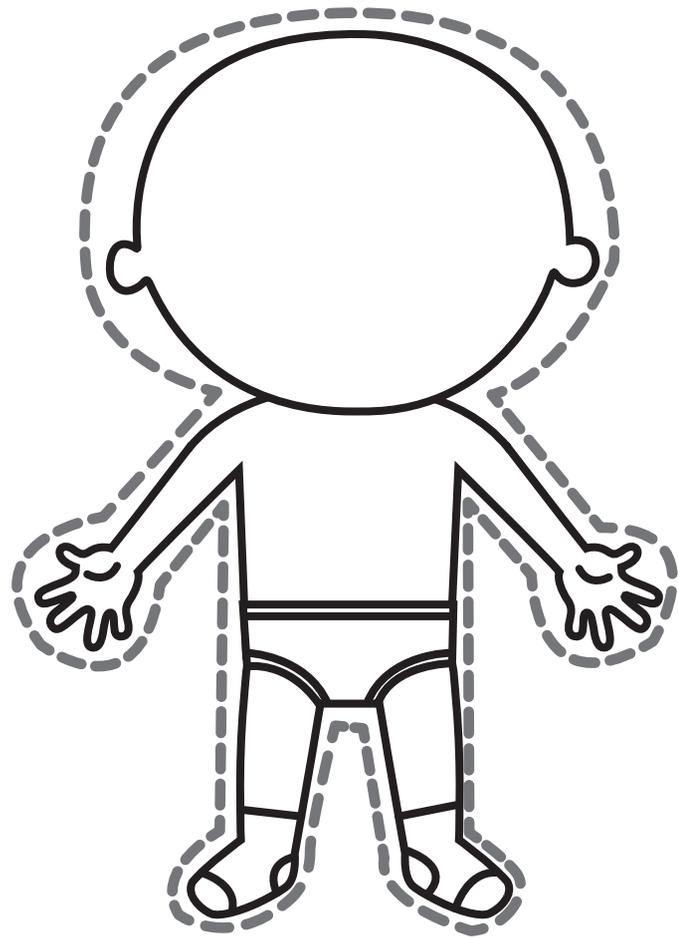
Beach Postcard

Materials: construction paper, scissors, colored markers, real postcards

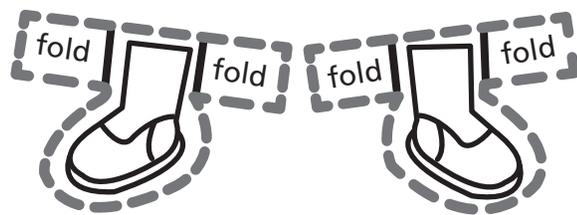
Preparation: Make a postcard for each student by cutting a sheet of letter-sized construction paper in half.

Directions: Display examples of real postcards. (See Materials.) Have students think of a place they want to visit on vacation and a person they want to send a postcard to. Distribute the postcards, crayons, and markers. Write the following text on the board: *Dear _____, I'm on vacation! I'm at the beach. It's fun here! Love, _____.* Point to the text on the board and read it. Help students copy the text on one side of the paper. If they can't, write the text for them with yellow marker. Next, have them draw a picture of the beach on the back and color it in. Help them fill in the missing text. Have them trace the text and sign their names below.



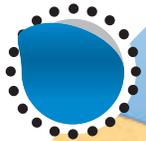


Cut and play.

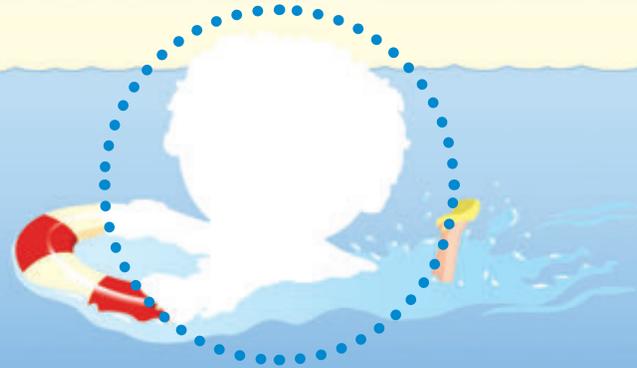




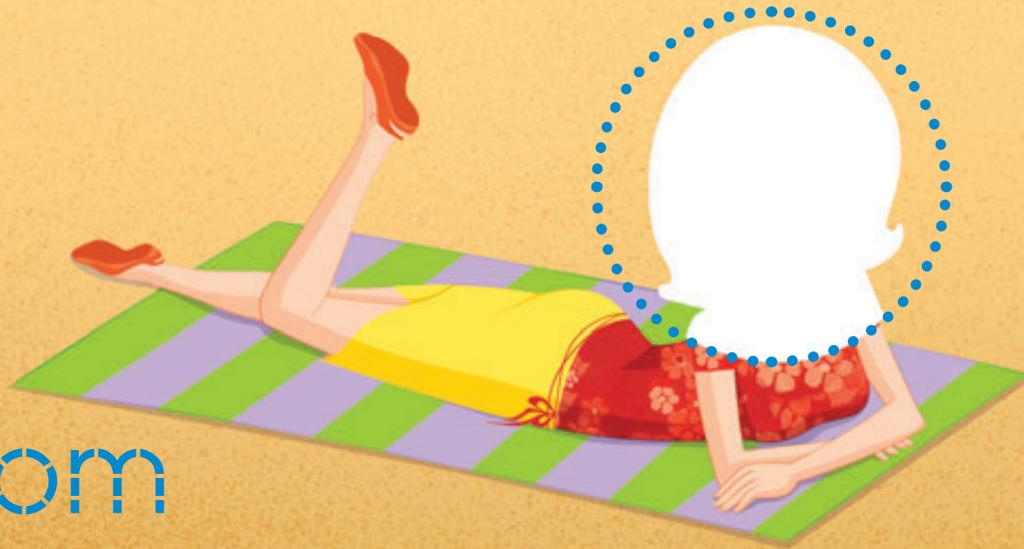
Look
and
stick.



brother



sister



Mom

Dad



62

Unit 8 Lesson 23





<p>Learning Goals: Students can describe ongoing actions.</p>	<p>Vocabulary: <i>building sand castles, collecting shells, eating, floating, playing, sitting in the sun, sliding, swimming;</i> family members</p>	<p>Language Structures: Active: <i>He's splashing. He's collecting shells. She's swimming.</i> Passive: <i>What's he doing? What's father doing? What is she doing?</i></p>	<p>Materials: white sheets of paper, crayons</p>
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Communication, Language and Literacy

Before the Class

1. Song: *Swimming, Swimming, Part 2*

Play Track 42. Distribute the following *mini-flashcards*: *playing*, and *sliding*. Have students hold up the corresponding *mini-flashcards* as they sing.

2. Presentation: *Actions*

Hold up the following *cutouts*: *collecting shells, building sand castles, splashing* and *swimming*. Have students identify the actions.

T: *What's he doing?*

T/Ss: *He's splashing.*

Repeat with the remaining *cutouts*: *sliding, playing, floating* and *eating*.

During the Class

1. Game: *Mime And Guess*

Display the *actions cutouts* on the board. Have five students come to the front and give each one an *actions cutout*. Tell the students to imagine they are at the beach. Have them mime the actions depicted. Ask the class questions about who is performing the actions.

T: *Who's building sand castles?*

Collect the *cutouts* and repeat the procedure with different students.

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

Hand out the *Student's Book* open to page 62. Tell students that *Billy's* family is at the beach. Distribute crayons. Have students identify the family members and trace over the words. Then, distribute the *stickers* in the blue section. Have students point to and identify the people in the *stickers* and stick them in the corresponding places in the *Student's Book*. Next, have students identify what actions the different family members are performing.

T: *What's father doing?*

T/Ss: *He's collecting shells.*

3. Game: *Beach Actions*

Place the *actions cutouts* facedown on a table. Have a student come up, pick a *cutout* and

mime the action. Have the rest of the class guess which action he or she is performing.

T: *What is she doing?*

Ss: *She's swimming.*

Have the first student who guesses correctly come up and pick the next card. Repeat the procedure until several students have participated.

After the Class

1. Beach Actions

Distribute paper and crayons. Have students draw a picture of themselves performing an action at the beach. When students have finished, ask volunteers to bring their pictures to the front and describe what they are doing.

T: *Mary, what are you doing?*

S: *I'm collecting shells.*

Then ask the rest of the class what action the student is performing.

T: *What's Mary doing?*

Ss: *She's collecting shells.*

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 1, on page T63a



Learning Goals:

Students can describe ongoing actions.

Vocabulary:

eating, Kids' Club, playing, sliding, splashing, swimming;
colors

Language Structures:

Active: *They are eating. Red. He's splashing. We're splashing.*
Passive: *What are they doing? What color is the frame? What's he doing? What are we doing?*

Materials:

bean bag, colored pencils

Before Class

1. Song: *Swimming, Swimming, Parts 1 and 2*

Play Track 41. Lead students in singing and acting out the song. Play Track 42 and repeat the procedure.

2. Game: *Around The World*

Have students sit in a circle. Choose a student to begin by standing behind the student next to him or her. Show them an *actions cutout*. They must say the action. If the first student correctly names the action before the second student, have the first student stand behind the next student in the circle. If the second student correctly names the action before the first, have him or her stand behind the third student. Ask the first student to stand in the place of the second student. Repeat the procedure, moving around the circle.

During the Class

1. Student's Book: *Look and color.*

Hand out the *Student's Book* open to page 63. Explain to students that these are photographs of *Billy's* visit to the Kids' Club at the beach with his sister. Give students commands for pointing to different family members and actions.

T: (Point to the first picture.) *What are they doing?*

Ss: *They are eating.*

Repeat with *They are splashing, They are sliding* and *They are playing with a ball*. Then, distribute colored pencils and give students commands for coloring in the picture frames according to the actions.

T: *Pick up your red pencil. They're eating. Color the frame red.*

Next, describe different actions and have students identify the corresponding color of the frame.

T: *Eating. What color is the frame?*

Ss: *Red.*

After the Class

1. Game: *Toss And Do*

Place the *actions cutouts* face up on the floor and have students stand in a circle around them. Have students take turns tossing the beanbag onto different *cutouts* and mimic the corresponding action. Then have the other students identify and mimic the action being performed.

T: *What's he doing?*

T/Ss: *He's splashing.*

T: *Let's all splash. What are we doing?*

T/Ss: *We're splashing.*

Extra Activities

1. Fast Finishers

See *Fast Finishers: Week 2*, part 2, on page T63a.

2. Activity Pad: *Cut and glue.*

See instructions for the *Activity Pad*, on page T63a.

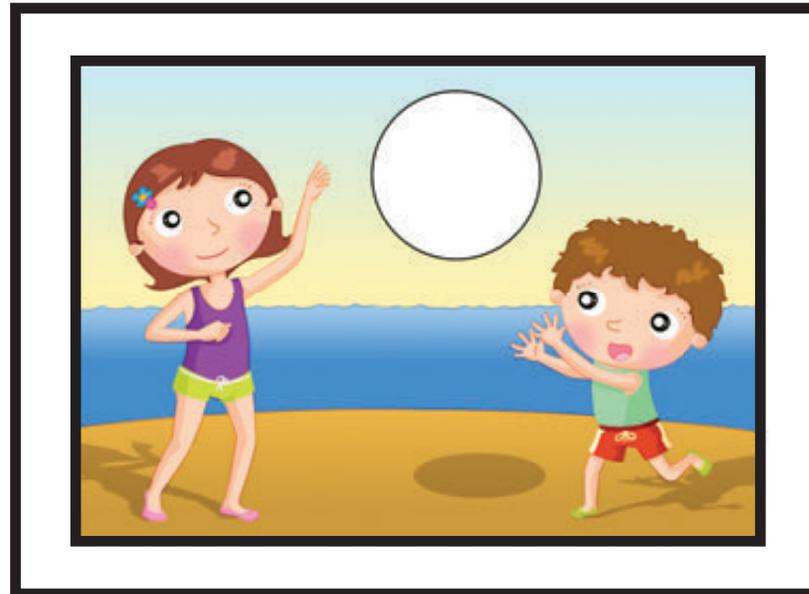
Play Game 16 on the *Interactive CD-ROM*.





Kids' Club

Look
and
color.





Activity Pad



Artistic Development

Cut and glue.

Materials: crayons, scissors, shoe box top or cardboard, sand or brown glitter, blue paper, glue

Instructions: First, have students color in all the pictures and have them cut them out. Have students fold on the black lines so the elements stand up. Show students how to glue blue paper and the sand or brown glitter onto the shoe box top or the cardboard to represent the sea and sand. Then tell students to glue the elements to make a beach scene.

Optional: Have students describe the scene.

S: *This is a sand castle.*



Extra Activities

Fast Finishers: Week 2: Glue and color.

Part 1: First, have students color in the picture and the shapes.

Part 2: Next, have them cut out the shapes and glue them in the corresponding place in the picture.



Early Learning Activities



Artistic Development

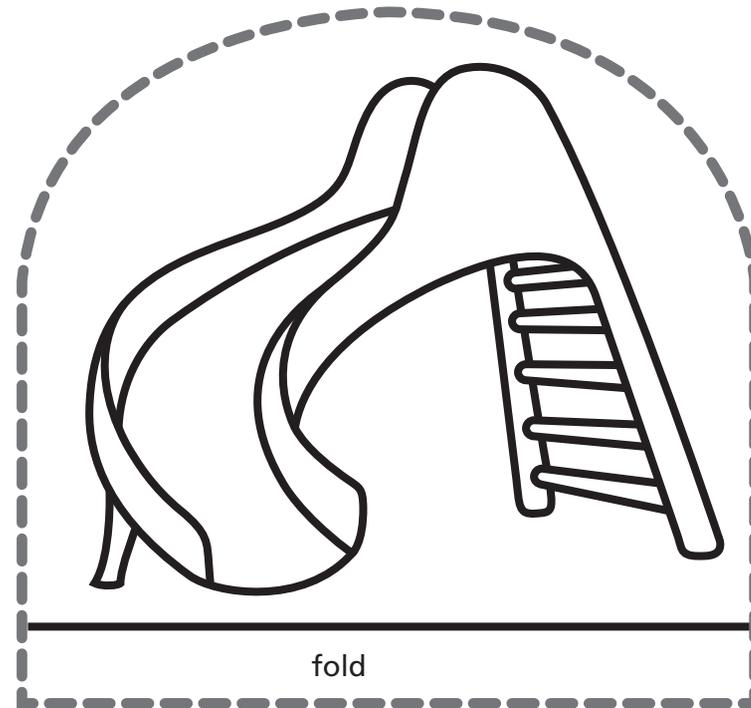
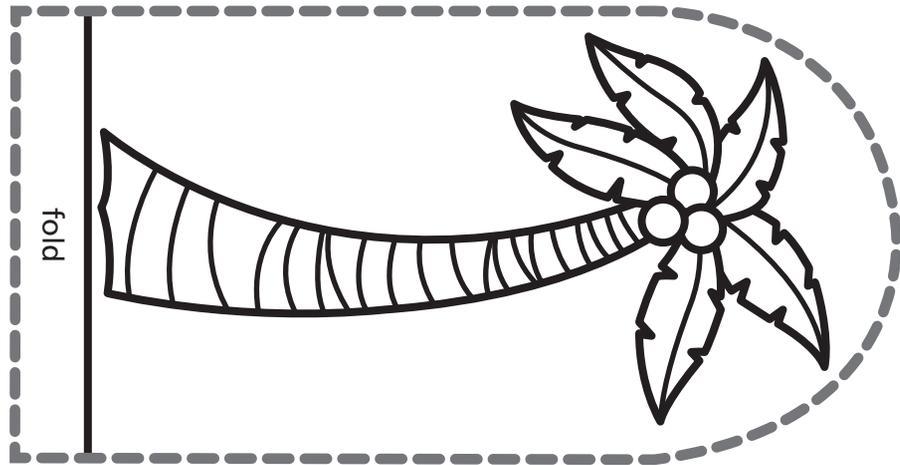
Beach Towels

Materials: letter-sized construction paper (2 pieces per student), markers, crayons, scissors, real beach towels or pictures of beach towels

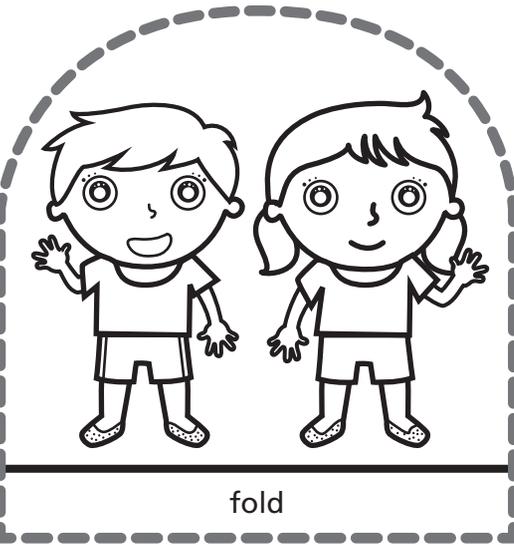
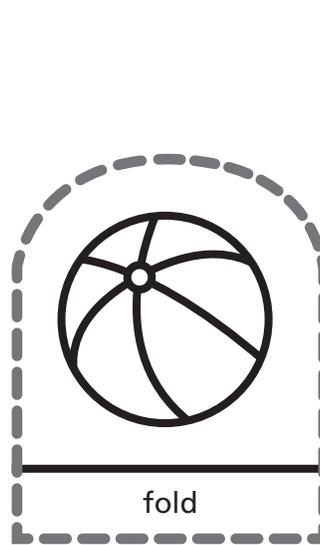
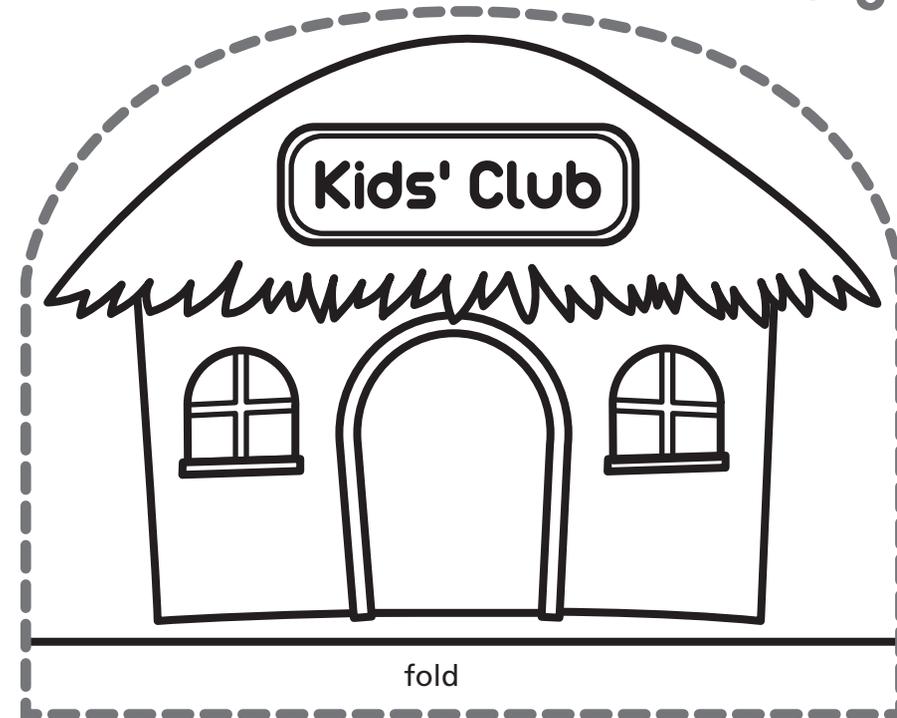
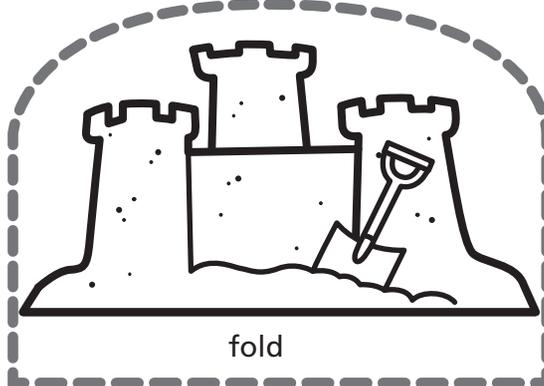
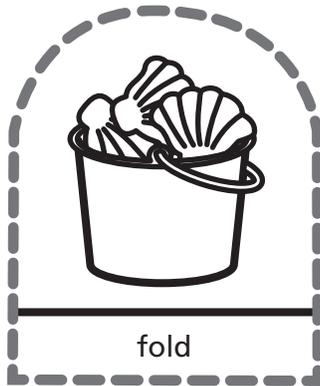
Preparation: Draw a picture of a girl wearing sunglasses, a sun hat and a swimsuit, on a beach towel.

Directions: Show students the picture. Remind students about the importance of wearing sunscreen, sun hats and sunglasses when they are in the sun. Show students some samples of beach towels. Distribute construction paper and markers. First, have students draw a picture of themselves wearing sunglasses, a sun hat and a swimsuit on the construction paper. Then help them outline their drawings in black marker and cut them out. Next, give students another piece of construction paper. Ask them to draw a colorful beach towel on it. Instruct students to glue the pictures of themselves to their beach towels.



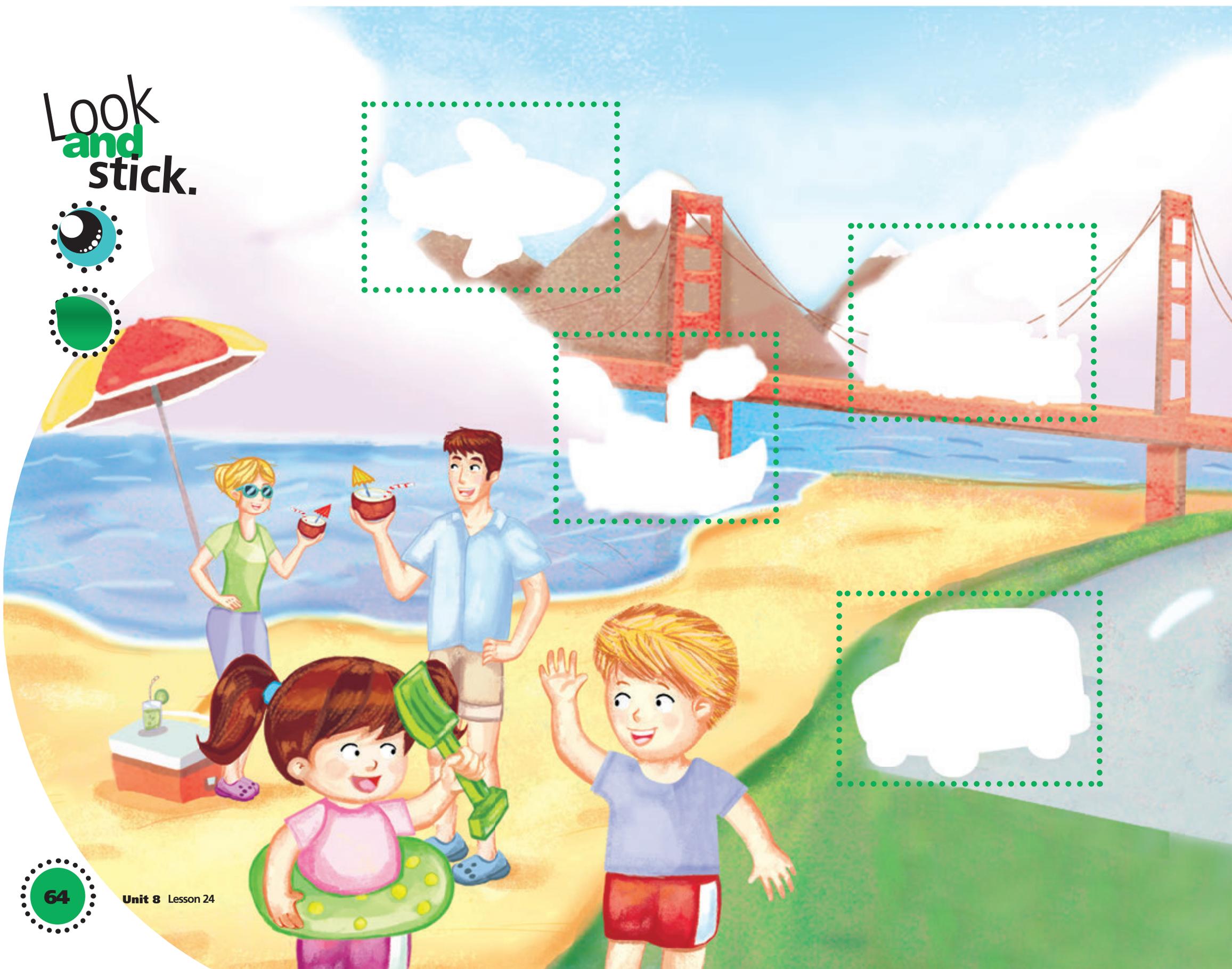


Cut
and
glue.





Look
and
stick.





<p>Learning Goals:</p> <ul style="list-style-type: none"> Students will enjoy hearing new stories. Students will identify the vehicles. 	<p>Vocabulary:</p> <p>beach, big, boat, car, long, mountain, plane, river, road, shell hunt, track, train, under; colors</p>	<p>Language Structures:</p> <p>Active: <i>It's a train. White.</i></p> <p>Passive: <i>What color is the plane? Who's this? What's this? Where are they going? What color is the car? What color is the boat? Is this a train? What's she doing? What are the children doing?</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> crayons, <i>Let's go to the beach 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).
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Before the Class

1. Presentation: Vehicles

Attach the *vehicle cutouts* to the board, one at a time. Present the vocabulary. Have students repeat.

T: *It's a train. Repeat.*

Ss: *It's a train.*

2. Song: You Can Travel In A Plane

Play Track 43, *You Can Travel In A Plane*. Lead students in singing the song as you hold up the corresponding *transportation cutouts*.

During the Class

1. Listen to the story.

Display the *Big Book* page 46. Point to the title and read it out loud. Play Track 44, *Let's Go To The Beach*. Point to the corresponding pictures on the *Big Book* pages 46 to 51 while students listen to the story.

2. Ask questions about the story.

Ask students questions similar to the following about the pictures on each page: *Who's this? What's this? Where are they going? What color is the car? What color is the boat? Is this a train? What's she doing? What are the children doing?*

3. Student's Book: Look and stick.

Hand out the *Student's Book* open to page 64. First, have students identify the family members.

T: *Point to father.*

Distribute the *stickers* in the green section. Have students identify the vehicles.

T: *Point to plane. What color is the plane?*

Ss: *White.*

Finally, tell students to put the *stickers* in the corresponding place in their books.

After the Class

1. Let's Go To The Beach, Part 1

Distribute the *Let's go to the beach templates*. (See Preparation.) Copy the text from the *template* on the board. Attach the *car cutout* to the board. Read the text out loud. Encourage students to repeat. Invite them to finish the sentences.

T: *Uh-oh! A...*

T/Ss: *road, a big black road.*

T: *We can't go over it. We can't go under it. We'll have to go...*

T/Ss: *on it!*

T: *Oh, no! What are we going to do?*

Write the corresponding words in the blanks. Reread the text from the beginning. Distribute the *templates* and crayons. Have students draw a scene from the story. 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 10 minutes.

Vocabulary:

shells; numbers
10-100

Language Structures:

Active: *Ten, twenty. Twenty shells.*
Passive: *How many shells?*

Materials:

paper, crayons, *Let's go to the beach template* from previous lesson, white sheets of paper

Before the Class

- Song: You Can Travel In A Plane.** Play Track 43, *You Can Travel In A Plane*. Lead students in singing the song as you hold up the corresponding *transportation cutouts*.

During the Class

- What is the story about?** Display the *Big Book* pages 46 to 51. Invite students to say what the story is about.
- Listen to the story.** Play Track 44. Point to the corresponding pictures on the *Big Book* pages as students listen to the story.
- Point to...** Hand out the *Student's Book* open to page 102. 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.

- More Practice: Counting By Tens**
Write the numbers by tens from 10 to 100 on the board. Name a number and invite a student to circle it.
T: *Marco, circle the number twenty.*
S: (Student circles the number 20.)
Continue in the same manner until all students have participated.
- Student's Book: Count and write.** Hand out the *Student's Book* open to page 65. Ask students to identify the number on the buckets. Then ask them to count the shells in the buckets.
T: *How many shells? Let's count.*
T/Ss: *Ten, twenty. Twenty shells.*
Next, distribute crayons and have students trace over the number 20.
T: *How do we write twenty?*
T/Ss: *Two-zero.*
T: *Trace over twenty.*
Continue in the same manner with the rest of the activity. Help students write the numbers, if necessary.

After the Class

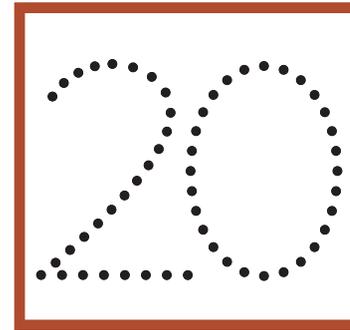
- Let's Go to the Beach, Part 2** Distribute crayons and students' *Let's go to the beach templates*. Have students finish coloring in their pictures. Walk around the class and ask each student which scene they chose. Complete the text in the blank spaces according to the chosen scene. Afterwards, have volunteers come to the board with their pictures, one at a time. Help the students "read" the text. Repeat the procedure with other students.

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

Extra Activities

- Fast Finishers** See *Fast Finishers: Week 3*, part 2, on page T65a.
- Activity Pad: Color and cut.** See instructions for the *Activity Pad*, on page T65a.





Count
and
write.





Activity Pad



Communication,
Language and Literacy

Color and cut.

Materials: markers, scissors, glue, sheets of paper

Instructions: Distribute materials. First, have students color in the pictures. Then help them cut them out. Play Track 44 and allow students to listen to the story as they look at the *Big Book* pages. Finally, have them glue the vehicles on the sheets of paper.

Optional: Ask students what color their vehicles are.

T: Alex, what color is your plane?

S: Blue.

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



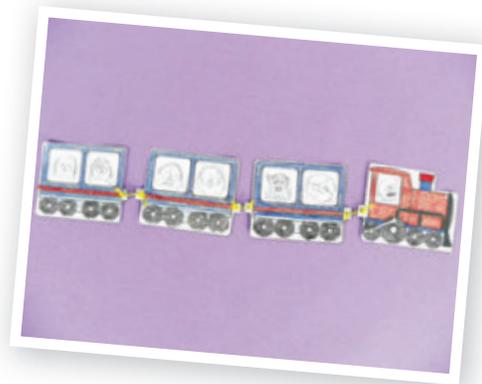
Extra Activities

Fast Finishers: Week 3: Cut and assemble.

Part 1: First, ask students to color in the train and draw themselves and their family on the windows.

Part 2: Then show them how to cut out the train and wagons. Help students punch holes on the gray dots. Next, help them use yarn to join the wagons together. Finally, have them glue the train onto a white sheet of paper.

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



Early Learning Activities



Artistic Development

My Sailboat

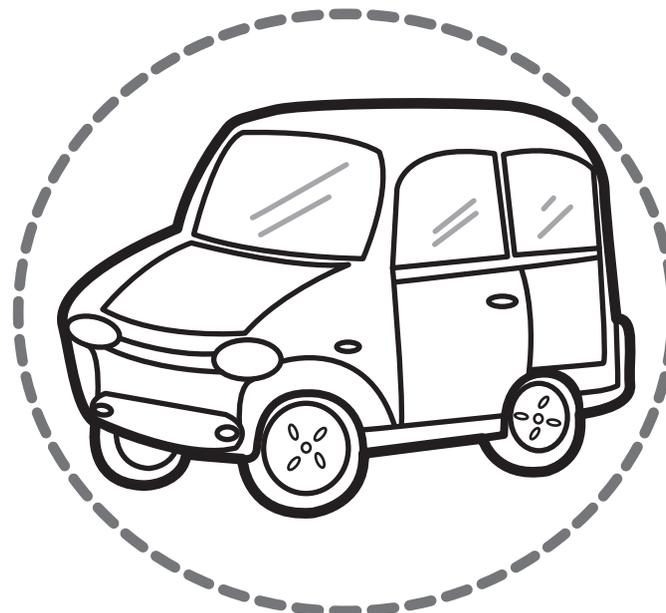
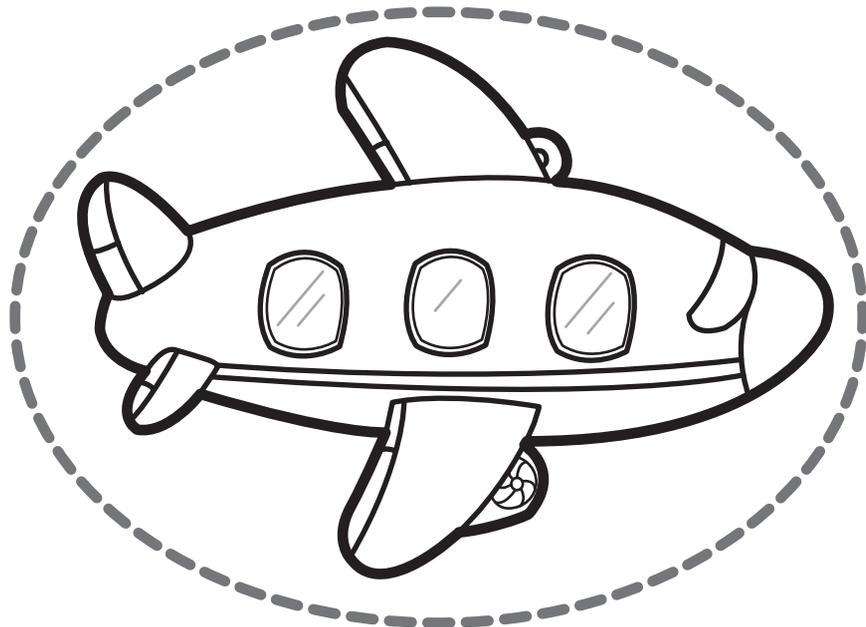
Materials: empty milk cartons and straws (1 per student), watercolors, paintbrushes, detergent, glue, scissors, foil stars or stickers, brightly colored construction paper, tape, plasticine, plastic tub, water

Preparation: Cut the side out of each milk carton. Add a little detergent to the watercolor paint.

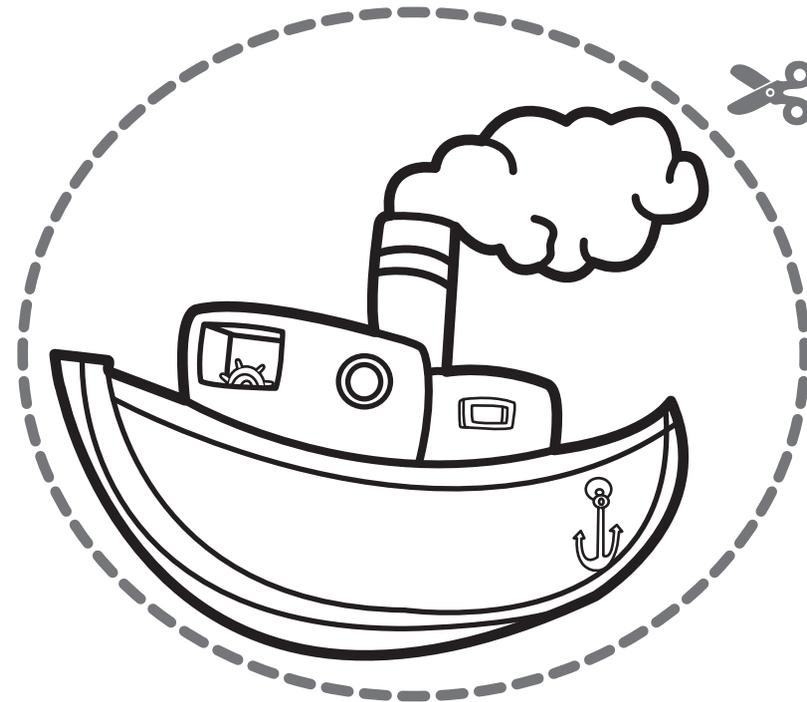
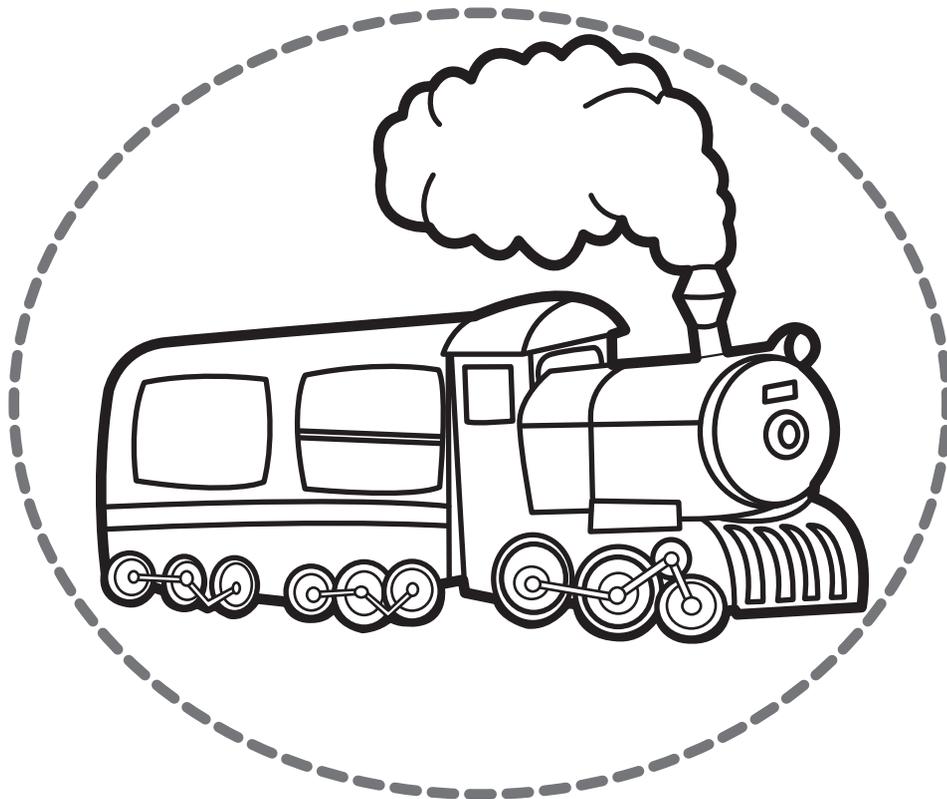
Directions: Distribute watercolor paint and paintbrushes. Have students paint their milk carton. Distribute construction paper. Help students cut out a large triangle to represent a sail. Have them decorate it by gluing on stickers or stars. Next, help students tape their sail to a straw. Have them place a ball of plasticine in the middle of the milk carton. Stick the sail into the plasticine so it stands up straight. Show students how they can float their boat in a tub of water.



Unit 8 Lesson 24

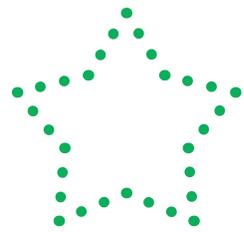


Color
and
cut.





Look
and
color.



Review





Value

I Can Follow Rules

Vocabulary: *car, sad, happy, seatbelt, tickets*

1. Talk About the Value

Talk about the importance of behaving properly while traveling. Encourage students to say the consequences of not following the rules.

2. Student's Book: Look and color.

Hand out the *Student's Book* open to page 74. Have students look and describe each scene.

T: *Where are the children?*

Ss: *In the car.*

T: *Do they have their seatbelts on?*

Ss: *No.*

T: *Are they waiting quietly?*

Ss: *No.*

Distribute crayons and have students color the happy or the sad face, according to the characters' behavior. If the activity is done correctly, they stick the *Reward sticker* in place.

3. Game: Act Out

Put two chairs in front of the room. Set the first scene from *Student's Book* page 74. Have two students sit in the chairs to represent the back seat of a car. Provide strips of crepe paper for seat belts. Tell students that you want them to act out either behaving or misbehaving on a car trip. Discuss their behavior. Set all the scenes and allow different students to act out each one.



General Review

1. Review: Beach Actions

Display *Poster 8*. Give the *Gummy Drop stick puppet* to a student. Have him or her point to different beach actions. Ask the rest of the class to name them.

S: (Points to the sliding.)

Ss: *He's sliding.*

2. Game: Bingo

Print out *Bingo boards* (from the *Teacher's Resource CD*). Show students how place a different *mini-flashcard* in each space. Call out names of *mini-flashcards*. Then, have children turn them over. The first student who gets three in a row, says, "Bingo!"

3. Student's Book: Look and color.

Hand out the *Student's Book* open to page 66. Name the actions and have students point to them.

T: *She's swimming.*

Ss: (Students point to the corresponding picture.)

Next, distribute colored pencils. Ask students to color the circle.

T: *She's swimming. Color the circle blue.*

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

4. Assessment

Print out and photocopy the *Unit 8 Assessment*. Distribute copies and colored pencils. First, have students point to the pictures.

T: *She's swimming. He's splashing.*

Then give instructions for writing a number from 1 to 6 for each picture.

T: *She's swimming. Write number one.*

Continue in the same manner with the rest of the assessment.

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: Count and color.

Materials: colored pencils

Instructions: Hand out the *Student's Book* open to page 75. Encourage students to point to the balls, candy canes, bells and stars. Then ask students to count them in silence and say how many there are. Finally, distribute colored pencils and give students instructions for coloring the corresponding number of squares in the chart.

T: Color ten squares for the balls.

2. Activity Pad: Cut and glue.

Materials: colored pencils, scissors, glue, white glitter

Instructions: Distribute colored pencils. Ask students to trace over the numbers. Encourage them to color the pictures. Help students cut out the squares and glue them in order. Have students spread glue and sprinkle white glitter onto the snowman.



3. Activity Pad: Make an advent calendar.

Materials: red and pink colored pencils, red crepe paper, cotton, glue, movable eyes, scissors, green construction paper, hole punch, ribbon with Christmas theme, red crayon dust

Instructions: Distribute materials. Have students color Santa's hat red and the face pink. Ask them to crumple small balls of crepe paper and glue them onto the hat. Have them glue cotton balls onto the lower section and the tip of the hat. Next, have them glue the movable eyes. Have them sprinkle the red crayon dust onto his cheeks and rub. Help them cut out and glue the picture onto green construction paper. Make two holes on the construction paper, thread the ribbon and make a knot at the end so the calendar can be hung. Finally, explain that the calendar will help them count the days until Christmas day comes, starting from December 1st.



4. Song: Up On The House Top

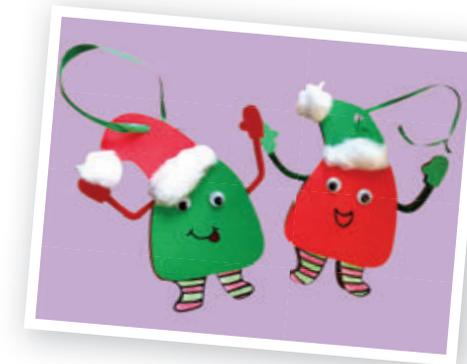
Play Track 45, *Up On The House Top*. (See *Class Audio*.) Lead students in singing along. Repeat the song three times.

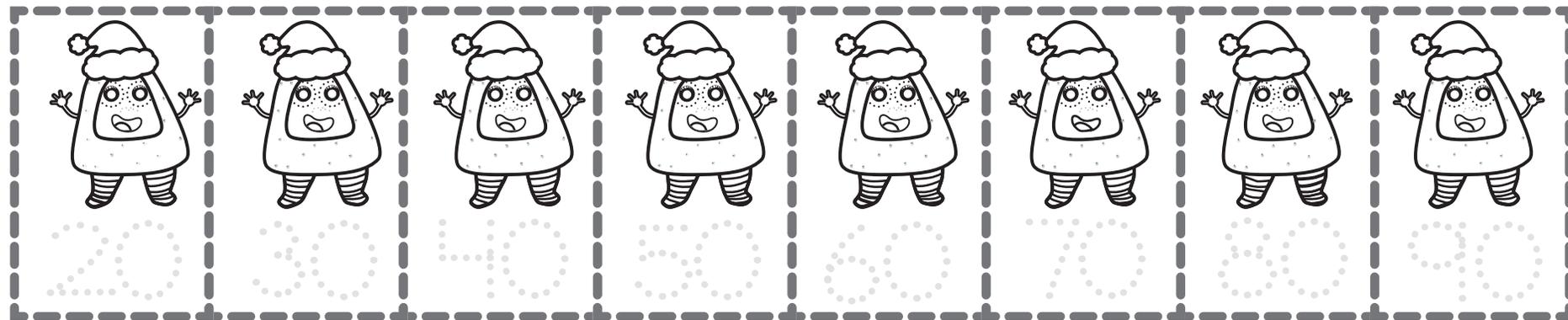
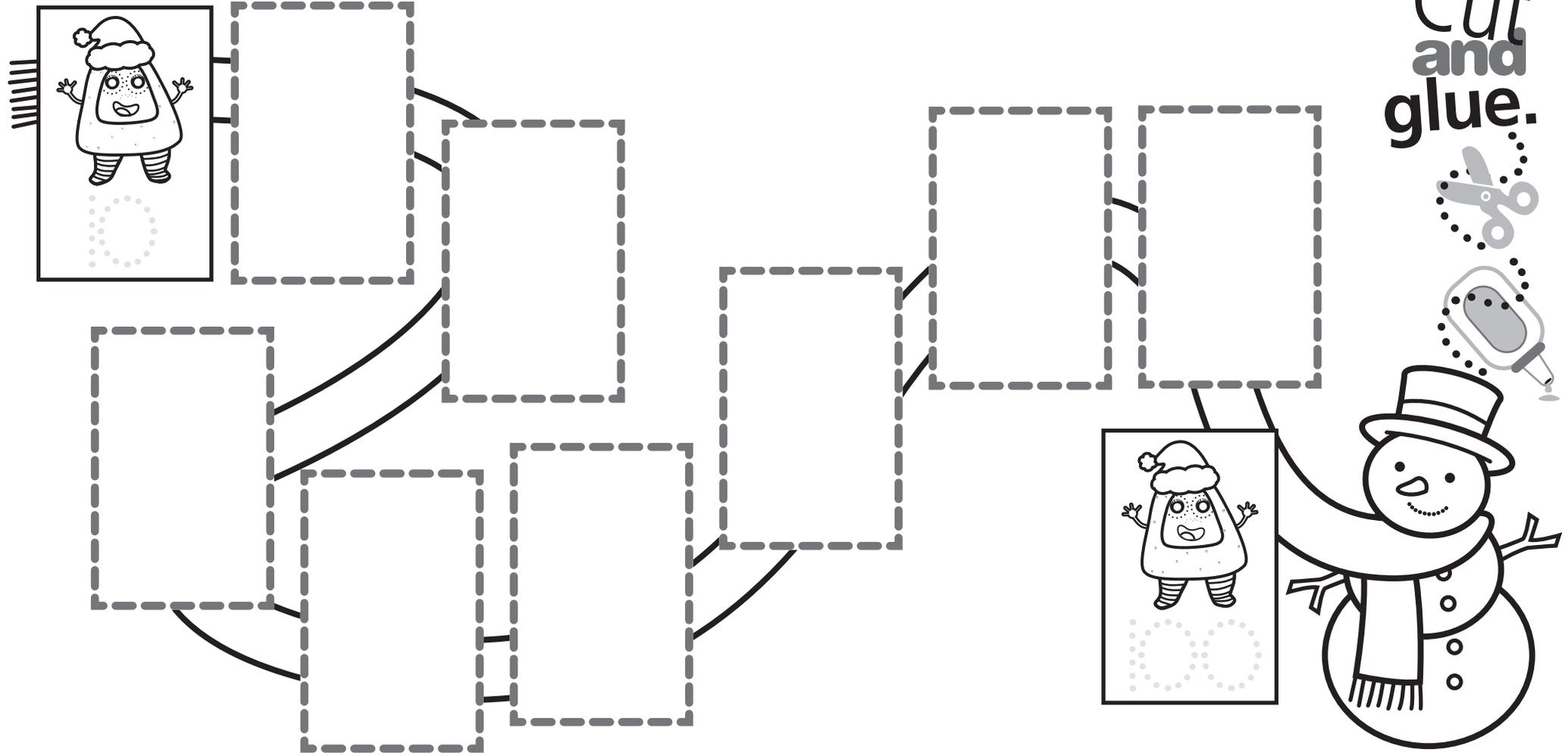
5. Gummy Drop Christmas Decorations

Materials: markers, movable eyes, pipe cleaners, cotton, ribbon, glitter, glue, hole punch, scissors, *Gummy Drop Decoration template*

Preparation: Punch holes on Gummy Drop's body for the arms.

Instructions: Distribute materials and *templates*. Have students color the pictures. Have them glue the hat, legs and eyes. Help them thread the pipe cleaners through the holes and twist them to make the arms. Ask students to glue the mittens onto the ends of the pipe cleaners. Have them decorate their hat with cotton and glitter and glue it onto Gummy Drop. Finally, punch a hole in the top of hat and thread a piece of ribbon or yarn through it so that student's can hang up their gummy drops.





Holidays: Valentine's Day

1. Student's Book: Look and color.

Materials: colored pencils

Instructions: Hand out the *Student's Book* open to page 76. Present the word *heart*, *banner*, *long* and *short* and have students repeat.

T: *What's this? It's a heart. Repeat.*

Ss: *It's a heart.*

Distribute colored pencils. Explain to students that they will color the long banners red and the short banners pink.

2. Activity Pad: Make Valentine's cards.

Materials: crayons, scissors, colored pencils

Instructions: Distribute materials. First, have students cut out the cards and fold them in half. Then, tell students to color in the pictures. Finally, encourage them to write "Happy Valentine's Day!" inside the cards and give them away to different friends.



3. Heart Person

Materials: red or pink construction paper, scissors, glue, tape, movable eyes, markers, sequins, glitter, pom-poms, hole punch, yarn or ribbon, *Heart person template*

Preparation: Print out the *template*. Trace hearts onto red or pink construction paper and cut them out. Make a set for each student: 1 large, 1 medium, 4 small hearts.

Instructions: Have students choose a medium-sized heart for the head, a large heart for the body and four small hearts for the legs. Distribute materials. Have students glue moveable eyes and draw a face of the medium-sized heart to make a head. Help them connect the head, arms and legs to the body by taping or gluing the pipe cleaners to the hearts. Show students how to use sequins, glitter and pom-poms to decorate their heart person. Punch a hole in the top of the head and thread a piece of yarn or ribbon through it so students can hang up their heart person.

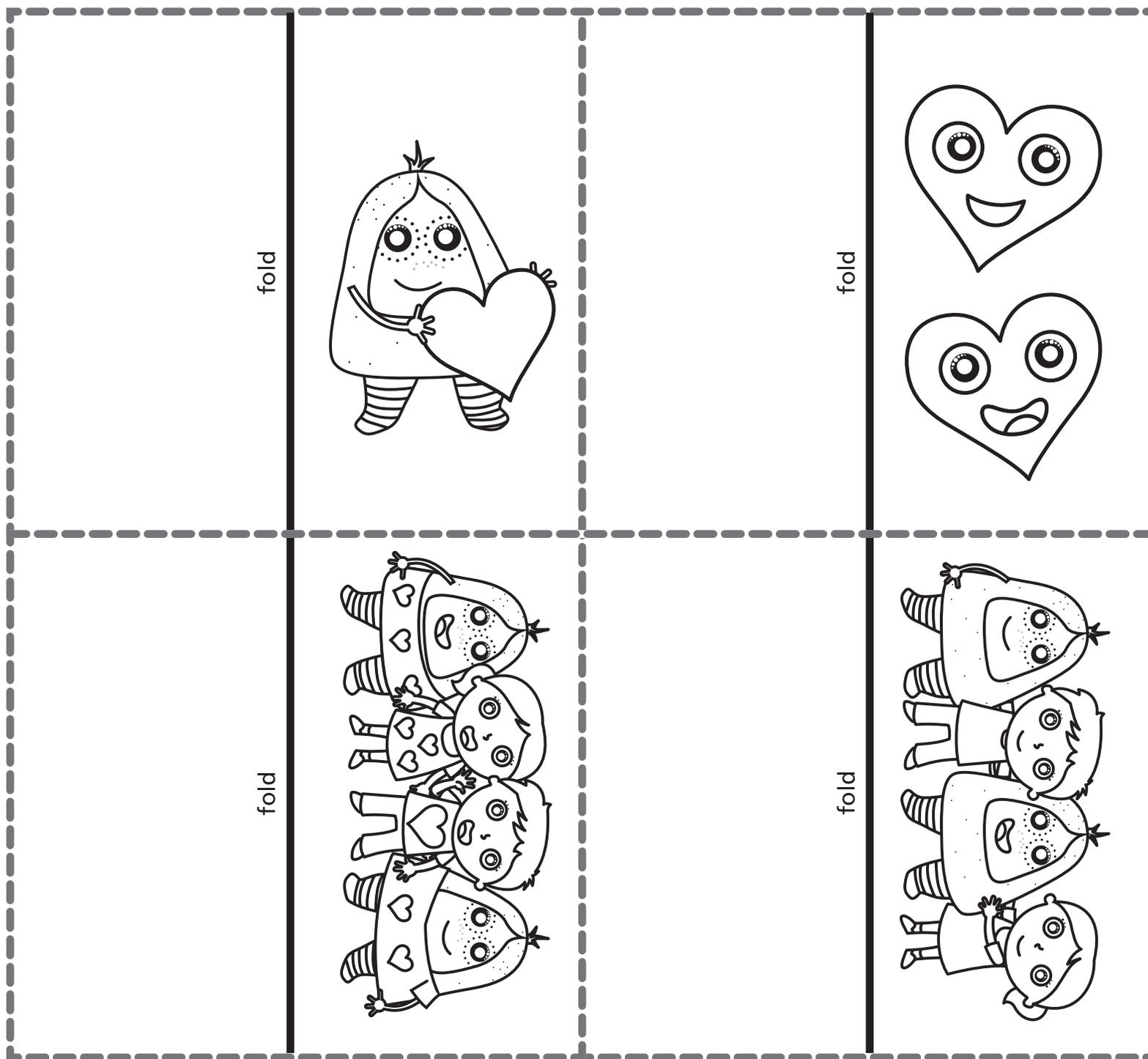


4. Song: Will You Be My Valentine?

Play Track 46, *Will You Be My Valentine?* (See *Class Audio*.) Lead students in saying the chant. Repeat the chant three times.



Make Valentine's cards.



Holidays: Easter

1. Student's Book: Count and write. SB

Materials: pencils

Instructions: Hand out the *Student's Book* open to page 77. Draw an Easter egg on the board. Present the words *Easter egg* and *basket*, and have students repeat. Distribute pencils and have students count by ten and write the correct number in the boxes.

2. Activity Pad: Cut and glue. AP

Materials: paintbrushes, watercolors, plastic container, green crepe paper, crayons, scissors, glue

Instructions: Distribute materials. First, help students cut out the scene. Then encourage them to paint the garden with watercolors. Once the scene is dry, show students how to tear the green crepe paper into small pieces and glue it onto the grass. Next, have them color the animals with crayons. Finally, have students cut them out and glue them onto the scene.



3. Activity Pad: Make a diorama. AP

Materials: white construction paper, glue, water colors, paintbrushes, plastic container, colored paper, glitter (various colors), scissors, a shoe box top

Instructions: Distribute materials. Have students glue page 57 of the *Activity Pad* onto construction paper and allow it to dry. Then guide students in coloring in and decorating the pictures with the collage materials. Next, ask them to cut out the pictures on the dotted lines. Help them fold the pictures along the solid lines, so they will stand up. Have students glue pieces of green paper onto the inside of a shoe box top to represent grass. Once the green paper is dry, help students glue the pictures to make a stand-up Easter Garden.



4. Make an Easter Bunny

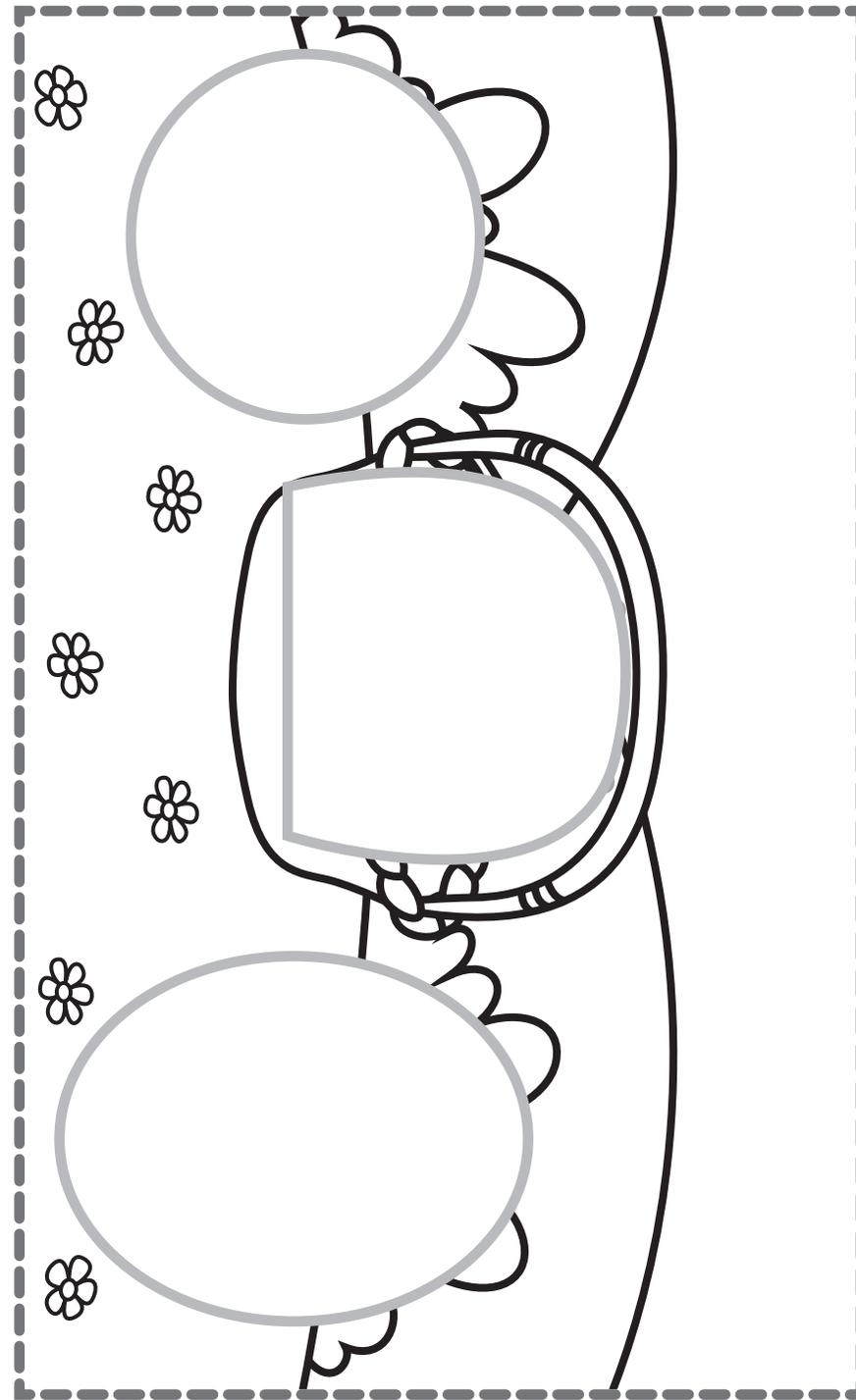
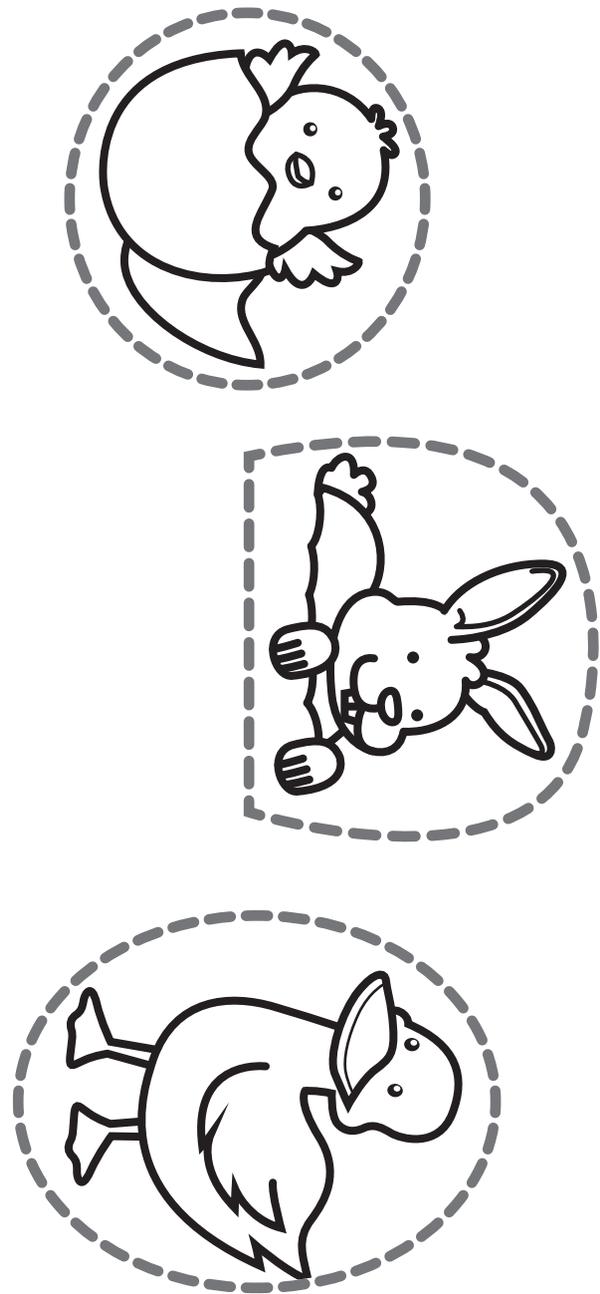
Materials: pink construction paper, white paper, scissors, glue, pink pom-pom, moveable eyes, cotton

Preparation: For each student: Cut a piece of pink letter-sized construction paper into 2 pieces: 8cm x 28cm and 13.5 x 28cm. Cut out two bunny ears from the end of the smaller strip of paper. Cut white paper in half.

Instructions: Distribute materials. Have students roll the pink paper into a cylinder and glue the ends together. Help them glue both paper rolls together to make the bunny's body. Help students glue the pink ears onto the middle of the white paper. Have them draw a 1 cm outline around the pink ear shapes with a pencil and cut them out. Next, have students glue cotton on the white part of the ears, then glue the ears on the smaller roll. Help them draw a mouth below the ears. Have students glue on the moveable eyes and a pom-pom for the nose. Ask them to glue a cotton ball on the back of the larger paper roll for the tail.

5. Chant: Easter Bunny 47

Play Track 47, *Easter Bunny*. (See *Class Audio*.) Have students sing along as they do the corresponding actions.



Cut
and
glue.



Holidays Easter



Holidays: Earth Day

1. Student's Book: Count and write.

Materials: pencils

Instructions: Hand out the *Student's Book* open to page 78. Present the words *Earth, snail, butterfly, flowers* and *ladybugs*. Have students repeat chorally and individually. Then, ask them how many snails there are and to write each number under the snails.

T: *How many snails are there?*

Ss: *One.*

T: *Write number one under one snail.*

T: *How many snails are there?*

Ss: *Two.*

T: *Write number two under the two snails. Now, one plus two makes...*

Ss: *Three.*

T: *Write number three in the box.*

Repeat the activity with the rest of the elements.

2. Song: Please Take Care Of The Trees

Play Track 48, *Please Take Care Of The Trees*. (See *Class Audio*.) Lead students in singing along. Repeat the song three times.

3. Activity Pad: Make a mobile.

Materials: crayons, green construction paper, glue, scissors, string (2 meters per student), hole punch, cardboard

Preparation: Make strips of green cardboard the same size as the sign on page 59.

Instructions: Explain to students that they are going to make a mobile. First, ask them to color in the pictures. Then, have them glue the pictures on the green construction paper. Once they are dry, have students cut them out again. Next, tell them to glue the sign onto the green cardboard paper strip. Punch the holes through all the pictures. Finally, show students how to thread the string through the holes. Help them tie knots at the end of the strings to make their mobile.



4. Fingerprint Trees

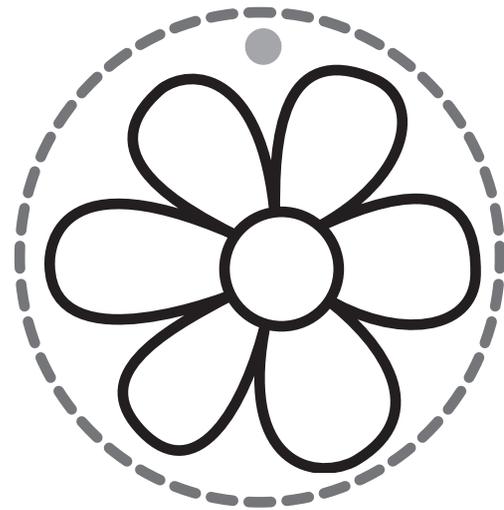
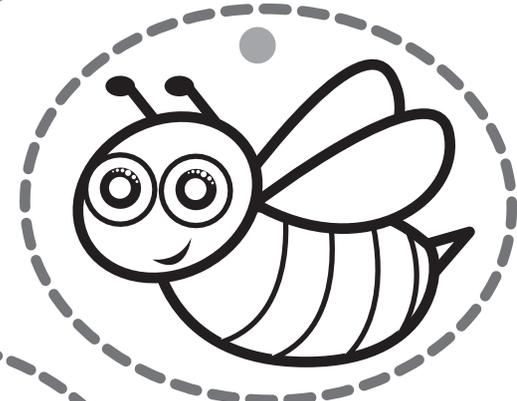
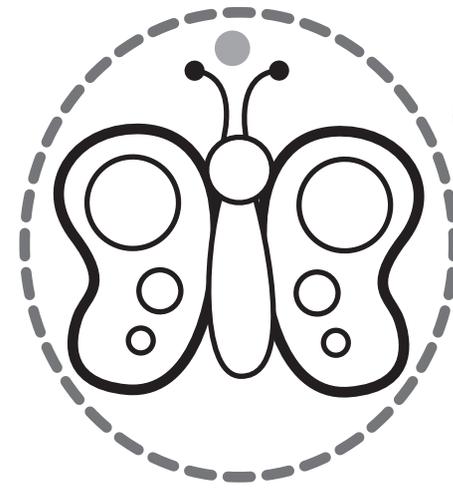
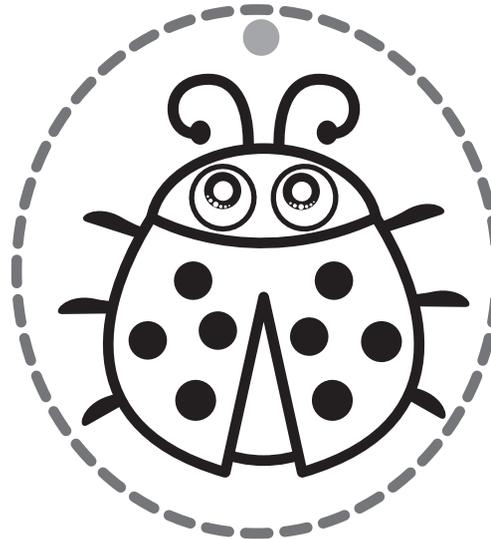
Materials: white paper, thick light and dark green paint, brown paint, construction paper, newspaper, paper towels, plastic trays, pencils

Instructions: Distribute paper. Show students how to draw the outline of a tree with pencil. Next cover tables with newspaper. Pour paint into plastic trays. Show students how to dip their fingertips into the green paint and press down on the paper to make the leaves. Next have them follow the same procedure for the trunk with brown paint. When paintings are dry, mount them on construction paper and display in the classroom before sending them home.





Happy Earth Day!



Make a mobile.



Holidays: Mother's Day

1. Student's Book: Color by number.

Materials: colored pencils

Instructions: First, encourage students to talk about the things they do on Mother's Day. Hand out the *Student's Book* open to page 79. Then, have them look at the picture and explain that the boy is giving his mother some presents. Next, name a number and have students say the corresponding color.

T: Forty. What color is it?

Ss: Green.

Distribute colored pencils. Give instructions for coloring the pictures using the color code.

2. Song: Mother's Day

Play Track 49, *Mother's Day*. (See *Class Audio*.) Lead students in singing along. Repeat the song three times.

3. Activity Pad: Make a pop-out card.

Materials: crayons, glitter (various colors), glue, scissors and white sheet of paper

Instructions: First, have students color in all the pictures and spread glue and sprinkle glitter onto the letters. Then ask students to cut out the sign and the pictures. Next, show them how to fold the sheet of paper in half. Draw four lines on the folded paper. (See Step 1 on page 61 of the *Activity Pad*.) Make sure each line is 4 cm long and 1 cm apart from each other. Help students cut out the lines. (See Step 2.) Then help them open the card and fold the flaps accordingly. (See Step 3.) Help students glue each flower onto a flap and the bee and butterfly to the card. Finally, have students glue the sign onto the front of the card.



4. Mother's Day Flower Magnet

Materials: moveable eyes, baby jar lidd and small magnet, tissue paper, glue, paint, black yarn, brightly colored pieces of construction paper, *Mother's Day flower template*

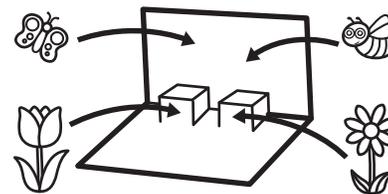
Preparation: Print out the *template*. Cut out petal shapes from two different colors of construction paper. Make six petals per student. Cut tissue paper into 2 cm squares.

Instructions: Help students paint the baby jar lid. While the lid is drying, distribute tissue paper squares. Have students roll the squares into balls. Ask them to glue the balls closely together inside the baby jar lids. Distribute flower petals. Show students how to glue the petals together to make a flower. Then have students glue the lid on top of the petals. Tell them to glue a small magnet on the back of the flowers. Finally, have them glue on the eyes and a small piece of black yarn for the mouth.

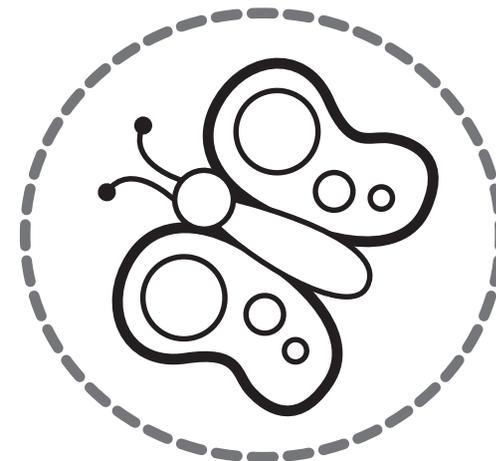
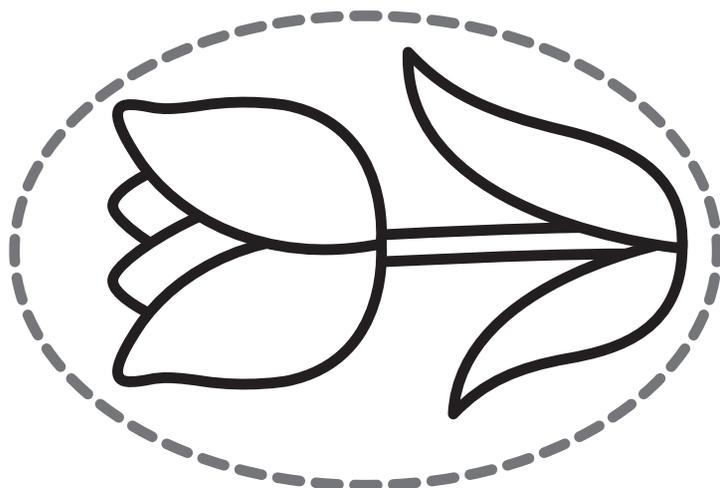
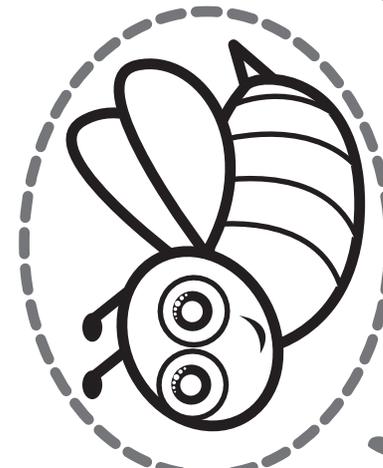
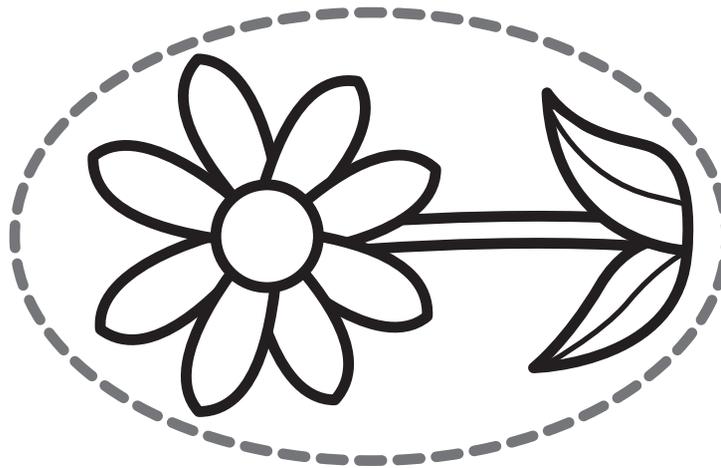




Happy Mother's Day!



Make a pop-up card.



Holidays: Father's Day

1. Student's Book: Look and color.

Materials: colored pencils

Instructions: Hand out the *Student's Book* open to page 80. Present the word *Father's Day*, and *tie* and have students repeat.

T: *Who is this? It's father.*

Ss: *It's father.*

T: *What is this? It's a tie.*

Ss: *It's a tie.*

Encourage students to say why we celebrate Father's Day and what they do with our fathers to celebrate it. Then distribute colored pencils and have students identify the pattern in the first tie.

T: *Yellow, blue, yellow, blue. .wh at comes next?*

Ss: *Yellow.*

Have students color in the ties following the pattern.

2. Song: *It's Father's Day*

Play Track 50, *It's Father's Day*. Lead students in singing along. Repeat the song three times.

3. Activity Pad: Make a card.

Materials: crayons, glitter, different colored paper, glue, scissors, blue paper (1 piece per student)

Instructions: First, have students color in and glue glitter onto the sign. Help them cut out the sign. Show them how to fold the blue sheet of paper in half and open it again. Finally, help students glue each flap of the sign onto one side of the inner section of the card, so when the card is opened, the sign will pop out.



4. Father's Day Coasters

Materials: cardboard, masking tape, brown shoe polish, contact paper, brown and black paper, scissors, glue, small photo of each student

Preparation: *For each student:* Cut cardboard into 10 cm squares, cut black paper into 9 cm circles and brown paper into 8 cm circles.

Instructions: Distribute materials. Have students cover the cardboard squares with overlapping pieces of masking tape. Help students rub brown shoe polish on top of the masking tape to give it a "leather" look. When dry, have them glue the black circles on the squares. Help them glue their photos to the middle of the circles. Cover with contact paper.

Optional: Have students draw a picture of their face instead of using a photo.





Make
a
card.



Track 1. Point to...

(Cut, cut.)
 Point to (cut).
 (Cut, cut.)
 Point to (cut).
 (Cut, cut.)
 Point to (cut).
 Point to (cut), children.

Following verses:

2. paint 3. glue 4. color 5. count
 6. draw 7. play 8. read 9. write

Track 2. Where Is Jimmy?

Where is Jimmy? Where is Jimmy?
 Here I am. Here I am.
 How are you today?
 Very well, I thank you.
 Please sit down. Please sit down.

Track 3. The Shape Song

Put your (square) in the air.
 Hold it high and keep it there.
 Put your (square) on your nose.
 Now bend down low and touch your toes.

Following verses:

2. circle 3. triangle 4. ...rectangle

Track 4. Let's All Sing

(Sing, sing,) we can (sing). Let's all (sing) together.
 (Sing, sing,) we can (sing). Let's all (sing) together.
 He can (sing).
 She can (sing).
 They can (sing) together.
 He can (sing).
 She can (sing).
 They can (sing) together.
 (Sing, sing,) we can (sing). Let's all (sing) together.
 (Sing, sing,) we can (sing). Let's all (sing) together.
 What else can you do?
 (Paint!)

Following verses:

1. paint 2. count 3. write 4. read

Track 5. Good-bye

Oh do you know it's time to go, it's time to go,
 it's time to go,
 Oh do you know it's time to go?
 It's time to say good-bye.

We had lots of fun today, fun today, fun today.
 We had lots of fun today.
 But now it's time to go.
 Wave good-bye to all your friends, all your friends,
 all your friends.
 Wave good-bye to all your friends.
 It's time to say good-bye. Good-bye!!!

Track 6. I Am Special

I am special. Look at me!
 I can count: one, two, three.
 I can... and I can sing.
 I can do most anything.

Track 7. I Can Hop Like a Rabbit

I can hop, hop, hop like a rabbit.
 I can run, run, run like a dog.
 I can swim, swim, swim like a fish.
 I can jump, jump, jump like a frog.
 I can talk, talk, talk like a parrot.
 I can run, run, run like a dog.
 I can clap, clap, clap like a seal.
 I can jump, jump, jump like a frog.

Track 8. I Can Do Many Things

I can skip with my long legs,
 My long legs, my long legs.
 I can skip with my long legs.
 Can you do it, too?
 "No, I can't," said the snake, "but I can slither."
 I can run with my fast feet,
 My fast feet, my fast feet.
 I can run with my fast feet.
 Can you do it, too?
 "No, I can't," said the fish, "but I can swim."
 I can clap with my small hands,
 My small hands, my small hands.
 I can clap with my small hands.
 Can you do it, too?
 "No, I can't," said the bird, "but I can fly."
 I can jump with my long legs,
 My long legs, my long legs.
 I can jump with my long legs.
 Can you do it, too?
 "Yes, I can do it, too!" said the frog.
 "I'm just like you!"

Track 9. It's Fun to Be Together

It's fun to (be) together, together, together,
 It's fun to (be) together and be your best friend.
 Your friends are my friends and my friends are your
 friends,
 It's fun to (be) together and be your best friend.
Following verses:
 2. sing 3. paint 4. play

Track 10. Where Can It Be?

(Butterfly, butterfly,) where can it be?
 Point to the (butterfly) just like me.
Following verses:
 2. little bee 3. little worm 4. ladybug
 5. caterpillar 6. spider 7. grasshopper
 8. little ant

Track 11. Bugs All Around

The bee is on the flower, the bee is on the flower,
 the bee is on the flower.
 Looking up at me.
Following verses:
 2. The butterfly's next to the plant...
 3. The grasshopper's under the leaf...
 4. The ant is in the log...

Track 12. Move Like a Creature

Let's all buzz, just like a bee,
 Just like a bee, just like a bee.
 Let's all buzz, just like bee.
 Buzz, buzz, buzz, today. Buzz!
 Let's all jump, just like a grasshopper,
 Just like a grasshopper, just like a grasshopper.
 Let's all jump, just like a grasshopper.
 Jump, jump, jump, today. Jump!
 Let's all weave, just like a spider, just like a spider,
 just like a spider.
 Let's all weave just like a spider.
 Weave, weave, weave, today. Weave!
 Let's all munch, just like a caterpillar,
 just like a caterpillar, just like a caterpillar.
 Let's all munch, just like a caterpillar.
 Munch, munch, munch, today. Munch!
 Let's all peek, just like a worm, just like a worm,
 just like a worm.
 Let's all peek, just like a worm.
 Peek, peek, peek, today. Peek!

Track 13. Worms

I'm a short, short worm and I'm crawling on the ground,
Wiggle, wiggle, wiggle, wiggle, wiggle all around.
I'm a long, long worm and I'm crawling on the ground,
Wiggle, wiggle, wiggle, wiggle, wiggle all around.
Short worms,
long worms,
crawling on the ground.
Long worms,
short worms
wiggle all around.

Track 14. Let's Go Exploring

Ladybug, ladybug, come with me.
Let's go exploring!
What will we see?
Ten busy bees buzzing happily.
Ladybug, ladybug, come with me.
Let's go exploring!
What will we see?
Nine green grasshoppers jumping next to me.
Ladybug, ladybug, come with me.
Let's go exploring!
What will we see?
Eight black spiders weaving busily.
Ladybug, ladybug, come with me.
Let's go exploring!
What will we see?
Seven fat caterpillars munching on the leaves.
Ladybug, ladybug, come with me.
Let's go exploring!
What will we see?
Six wiggly worms peeking out at me.
We went exploring, ladybug and me.
How many creatures did we see?

Track 15. Ten Little Ants

(Ten) little ants on a hill one day,
One got up and marched away.
How many ants on the hill today?
(Nine)
Following verses:
Nine/Eight
Eight/Seven
Seven/Six
Six/Five

Five/Four
Four/Three
Three/Two
Two/One
Last verse:
One little ant on a hill today,
It got up and marched away.
No little ants on the hill today.
They all left and went to play.

Track 16. Look for Father

Look for (Father), look for (Father).
Where can (he) be? Where can (he) be?
(He's in the kitchen), (he's in the kitchen). Come and
see. Come and see.
Following verses:
2. Mother/She's in the living room,
3. Sister/She's in the bathroom.
4. Brother/He's in the bedroom.

Track 17. Meet the Family

Meet my (mom). (She's) really (sweet).
The nicest (mom) you'll ever meet.
Say hello to the beat.
Hell-o, (mom).
Good-bye, (mom).
Following verses:
2. dad-neat 3. sister-sweet 4. brother-neat
5. grandma-sweat 6. grandpa-neat

Track 18. My Father Likes to Brush His Teeth

My father likes to brush his teeth. Where is (he)?
Can you see (him)? Please tell me.
He's in the bathroom. He's in the bathroom. He's in the
bathroom.
Can't you see?
Following verses:
My sister likes to play, play, play. She's in the bedroom.
My mother likes to cook, cook, cook. She's in the
kitchen.
My grandma likes to read, read, read. She's in the living
room.
My grandpa likes to water the plants. He's in the garden.

Track 19. My Father Likes to Brush His Teeth (Karaoke Version)

Track 20. This Is the Way We Clean the House

This is the way we (sweep the floor),
(Sweep the floor), (sweep the floor).
This is the way we (sweep the floor),
So early in the morning.
Following verses:
2. wash the dishes 3. take out the trash
4. set the table 5. make the bed
6. cook food

Track 21. The Little Red Hen

Once upon a time there was a little red hen.
She lived in a little house with her three lazy friends:
A lazy duck, a lazy cat and a lazy dog.
Every day, the little red hen got up very early.
She worked very hard.
"It's time to wash the dishes," said the little red hen.
"Who can help me wash the dishes?"
"I can't," said the duck.
"I can't," said the cat.
"I can't," said the dog.
"Then I'll do it myself," said the little red hen.
And she did.
"It's time to make the beds," said the little red hen.
"Who can help me make the beds?"
"I can't," said the duck.
"I can't," said the cat.
"I can't," said the dog.
"Then I'll do it myself," said the little red hen.
And she did.
"It's time to take out the trash," said the little red hen.
"Who can help me take out the trash?"
"I can't," said the duck.
"I can't," said the cat.
"I can't," said the dog.
"Then I'll do it myself," said the little red hen.
And she did.
"It's time to make cookies," said the little red hen.
"Who wants to help me make cookies?"
"I can't," said the duck.
"I can't," said the cat.
"I can't," said the dog.
"Then I'll do it myself," said the little red hen.
And she did.



“It’s time to eat the cookies,” said the little red hen.
 “Who wants to help me eat the cookies?”
 “I can,” said the duck.
 “I can,” said the cat.
 “I can,” said the dog.
 “Sorry friends, but you didn’t help me clean the house.
 So you can’t have any cookies,” said the little red hen.
 “We can help you,” said the duck, the cat and the dog.
 “Ok,” said the little red hen.
 “Who can help me take out the trash?” said the little red hen.
 “I can!” said the duck.
 “Who can help me sweep the floor?”
 “I can!” said the cat.
 “Who can help me pick up the toys?”
 “I can!” said the dog.
 “Thank you friends for helping me. Our work is done.
 It’s so much better when we work together. Now we can eat the cookies!” said the little red hen.

Track 22. Can You Find the Number?

Can you find the number two, number two, number two?
 Can you find the number two?
 And point to it for me?
 Can you find the number... number..., number...?
 Can you find the number... ?
 And point to it for me?
 Can you find the number... number..., number...?
 Can you find the number...?
 And point to it for me?

Track 23. I’m Growing

I’m growing very tall,
 And now I’m very small.
 Tall,
 Small.
 Tall,
 Small.
 I’m just a tiny ball.

Track 24. Watch It Grow

Take a little seed,
 Put it in the ground,
 Water it, water it, water all around,
 Add a little sunshine just like so,
 Watch the plant, watch the plant, watch the plant grow!

Track 25. Days of the Week

Sunday, Monday,
 Tuesday, Wednesday,
 Thursday, Friday, Saturday.
 Sunday, Monday,
 Tuesday, Wednesday,
 Thursday, Friday, Saturday.

Track 26. The Magic Seed

On Sunday, I saw a tiny seed on the ground.
 It was strange because there were a lot of birds eating seeds in the garden, but none of them wanted that seed, so I decided to plant it.
 On Monday, I went outside to water my seed, but it had already grown! It had a long green stem, blue leaves and a purple flower.
 On Tuesday, I went outside to water my plant.
 It had changed again! It had a long green stem with orange leaves and a pink flower.
 On Wednesday, I went outside to water my plant.
 It had changed again! It had a long green stem with yellow leaves and a red flower.
 On Thursday, I went outside to water my plant.
 It had changed again! It had a long green stem, brown leaves and a black flower.
 On Friday, I went to water my plant and it had changed again! It had a long green stem rainbow-colored leaves and a rainbow flower. It was beautiful!
 On Saturday, I painted a picture of my beautiful rainbow flower.

Track 27. Drink Your Water

(Drink, drink, drink your water) as slowly as you can.
 (Drink, drink, drink your water) as quickly as you can.
 Following verses:
 2. Brush, brush, brush your teeth
 3. Eat, eat, healthy food
 4. Take, take, take a shower
 5. Ex, ex, exercise
 6. Get, get, get your rest

Track 28. Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes,
 Knees and toes.
 Head, shoulders, knees and toes,
 Knees and toes.
 Elbows, neck and mouth and nose.

Head, shoulders, knees and toes,
 Knees and toes.
 Head, shoulders, knees and toes,
 Knees and toes.
 Head, shoulders, knees and toes,
 Knees and toes.
 Arms and legs and mouth and nose.
 Head, shoulders, knees and toes,
 Knees and toes.

Track 29. I Brush My Teeth with a Toothbrush

(I brush my teeth with a toothbrush, a toothbrush, a toothbrush).
 (I brush my teeth with a toothbrush), just like this.
 Following verses:
 2. I comb my hair with a comb
 3. I wash my hands with soap
 4. I dry my hands with a towel
 5. I wash my hair with shampoo
 6. I wash my body with a sponge

Track 30. If It’s Healthy and You Know It

If it’s healthy and you know it, clap your hands. If it’s healthy and you know it, clap your hands.
 If it’s healthy and you know it, then your body will really show it.
 If it’s healthy and you know it, clap your hands.
 If it’s junk food and you know it, say “No thanks.”
 “No, thanks!” If it’s junk food and you know it, say “No thanks.” “No, thanks!”
 If it’s junk food and you know it, then your body will really show it.
 If it’s junk food and you know it, say “No thanks.” “No, thanks!”

Track 31. My Healthy Body

This is my body. It’s a very healthy body.
 I stay healthy by doing this:
 I eat my fruit every day.
 I eat my fruit in every way.
 Chop, slice, squeeze, dice!
 I eat my fruit every day.
 This is my body. It’s a very healthy body
 I stay healthy by doing this:
 I eat my vegetables every day.
 I eat my vegetables in every way.



Chop, slice, squeeze, dice!
I eat my vegetables every day.
This is my body. It's a very healthy body.
I stay healthy by doing this:
I drink some water every day.
I drink some water come what may.
Water, ice, swallow, nice!
I drink my water every day.
This is my body. It's a very healthy body.
I stay healthy by doing this:
I like to exercise every day.
I like to exercise come what may.
Jump, run, swim, have fun!
I like to exercise every day.
This is my body. It's a very healthy body.
I stay healthy by doing this:
I take a shower every day.
I take a shower come what may.
Wash, splash, I'm clean in a flash!
I take a shower every day.
I take a shower come what may.
This is my body. It's a very healthy body.
I stay healthy by doing this:
I get my rest every day.
I get my rest come what may.
Dream, snore, dream some more!
I get my rest every day.
That's why I'm healthy in every way.

Track 32. Come to the Zoo

Come to the zoo,
Come with me,
Look for the zebra, 1,2,3.
Zebra, zebra, point with me.
Point to the zebra, 1,2,3.

Track 33. All Kinds of Animals

Some animals are big, some animals are small,
Some animals are short. Some animals are tall.
Some animals are plain. Some animals have spots.
Some animals have stripes. Some animals have dots.
Long tails or short tails,
Big ears or small...
Animals are different. One and all.

Track 34. I Can Count by Tens

I can count by tens!
You can count by tens!
We can count by tens!
Ready, begin...
10... 20 30... 40
50... 60 70... 80
90... 100
Ten groups of tens, let's start our count again.
10... 20 30... 40
50... 60 70... 80
90... 100

Track 35. My Trip To The Zoo

I went to the zoo and what did I see?
A fierce yellow lion looking at me.
He asked me politely, "Do you want to play?"
I looked at his claws and I ran away!
I went to the zoo and what did I see?
A fierce green crocodile looking at me.
He asked me politely, "Do you want to play?"
I looked at his teeth and I ran away!
I went to the zoo and what did I see?
A fierce green snake looking at me.
She asked me politely, "Do you want to play?"
I looked at her tail and I ran away!
I went to the zoo and what did I see?
A fierce black gorilla looking at me.
He asked me politely, "Do you want to play?"
I looked at his arms and I ran away!
I went to the zoo and what did I see?
A fierce gray rhinoceros looking at me.
He asked me politely, "Do you want to play?"
I looked at his horn and I ran away!
I went to the zoo and what did I see?
Black and white pandas looking at me.
They asked me politely, "Do you want to play?"
I said, "Yes, please!" and I stayed all day!

Track 36. Point to the Helpers

Point to the police officer in our town, in our town,
in our town.
Point to the police officer in our town. Point, point,
point.
Following verses:
2. firefighter 3. teacher 4. mail carrier
5. doctor 6. dentist 7. nurse 8. vet

Track 37. Thank You, Helpers, Part 1

You pick the (doctor) up,
You put the (doctor) down.
You pick the (doctor) up,
And show (her) all around.
You show (her) to your teacher,
And you show (her) to your friends.
That's what it's all about!
Thank you, Helpers.
Following verses:
2. nurse/her 3. vet/him 4. dentist/him

Track 38. Thank You, Helpers, Part 2

You pick the (firefighter) up,
You put the (firefighter) down.
You pick the (firefighter) up,
And show (her) all around.
You show (her) to your teacher,
And you show (her) to your friends.
That's what it's all about!
Thank you, Helpers.
Following verses:
2. police officer/her 3. mail carrier/him
4. teacher/him

Track 39. Who Uses These?

Who uses these?
Who uses these?
Whose can they be?
"They're mine," said the nurse.
They belong to me.

Track 40. A Walk to the Market

Every Monday, Mom and I go to the market.
On the way, there are lots of things to see.
Mike the mail carrier is making a delivery.
We wave hello, and he waves back.
Frances the firefighter is helping a cat in a tree.
We wave hello, and she waves back.
Daniela the doctor and Nick the nurse are in the hospital.
We wave hello, and they wave back.
David the dentist is checking someone's teeth.
Vanessa the vet is checking a dog.
We wave hello, and they wave back.
At last we arrive at the market, but Mom forgot her
purse! "Oh no!"
"Don't worry Mom. I have my own money."



Track 41. *Swimming, Swimming, Part 1*

Swimming, swimming,
 In the sun.
 Everybody's swimming.
 Let's have fun.
 Sitting, sitting,
 In the sun.
 Everybody's sitting.
 Let's have fun.
 Building castles,
 In the sun
 Everybody's building.
 Let's have fun.

Track 42. *Swimming, Swimming, Part 2*

Playing, playing,
 In the sun.
 Everybody's playing.
 Let's have fun.
 Splashing, splashing,
 In the sun.
 Everybody's splashing.
 Let's have fun.
 Sliding, sliding,
 In the sun.
 Everybody's sliding.
 Let's have fun.

Track 43. *You Can Travel in a Plane*

You can travel in an (plane).
 Yes, you can.
 You can travel in an (plane).
 Yes, you can.
 You can travel here to there.
 You can travel everywhere,
 You can travel in an (plane).
 Yes, you can.
 2. boat 3. car

Track 44. *Let's Go to the Beach*

We're going on a shell hunt.
 We're going to a big beach.
 It's a sunny day.
 Come on! Let's go!
 Uh-oh! A road, a big black road.
 We can't go over it. We can't go under it.
 We'll have to go on it!

Oh no! What are we going to do?
 Look! A car, a big yellow car. Brrrrmmm, brrrrmmm,
 brrrrmmm, brrrrmmm...
 Get in! Let's go!
 Uh-oh! A mountain, a big brown mountain.
 We can't go over it. We can't go under it.
 We'll have to fly around it!
 Oh no! What are we going to do?
 Look! A plane, a big white plane.
 Zoom, zoom, zoom, zoom...
 Get on! Let's go!
 Uh-oh! A river, a deep blue river.
 We can't go over it. We can't go under it.
 We'll have to sail on it!
 Oh no! What are we going to do?
 Look, a boat, a big purple boat. Row, row, row, row...
 Get on! Let's go!
 Uh-oh! A track, a long dusty track.
 We can't go over it. We can't go under it!
 We'll have to go on it!
 Oh no! What are we going to do?
 Look, a train, a long red train.
 Chug, chug, chug, chug...
 Get on! Let's go!
 We're going on a shell hunt. We're going to a big beach.
 It's a sunny day. Come on! Let's go!
 Look! A beach, a big beautiful beach.
 Hurray! We made it! Let's go and look for shells!

Track 45. *Up on the Housetop*

Up on the housetop reindeer pause,
 Out jumps good old Santa Claus.
 Down through the chimney with lots of toys,
 All for the little ones, Christmas joys.
 Ho, ho, ho! Who wouldn't go!
 Ho, ho, ho! Who wouldn't go!
 Up on the housetop, click, click, click,
 Down through the chimney with good Saint Nick.

Track 46. *Will You Be My Valentine?*

Will you be my valentine?
 I'll be yours if you'll be mine.
 I like you and you like me.
 Valentine friends we can be.
 Here's a heart I made for you.
 I'm your friend and your mine, too.

Track 47. *Easter Bunny*

Easter bunny, Easter bunny,
 With two long ears that look so funny.
 Please bring me a basket full of treats.
 With colored eggs and chocolate sweets.
 How many eggs did the Easter Bunny bring?
 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
 One hundred Easter eggs!
 Thank you, Easter Bunny!

Track 48. *Please Take Care of the Trees*

Please take care of the trees,
 Please take care of the mountains,
 And the bees.
 Don't throw trash everywhere,
 The world is ours for us to share.
 We want to climb the mountains,
 And run in the forest,
 Swim in the rivers,
 And play in the oceans.
 As children of the world, we say,
 "Please take care of the world today."
 "Please take care of the world for us."
 "Please take care of the world for you."
 "Please take care of the world for me."

Track 49. *Mother's Day*

Today's your special day, Mom!
 So I'll hug you when I say,
 "You know I love you very much,
 So have a happy day!"

Track 50. *It's Father's Day!*

Do you know it's Father's Day?
 It's Father's Day! It's Father's Day!
 Do you know it's Father's Day?
 Yes, it's Father's Day, all right!
 I'll give my dad a great big hug,
 A great big hug, a great big hug.
 I'll give my dad a great big hug,
 I'll squeeze him really tight.
 We'll play together all day long,
 All day long, all day long.
 We'll play together all day long,
 Until we say, "Good night."



Tracks