TEACHER'S EDITION

BIG FUN 2

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Mario Herrera
Barbara Hojel

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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر بر خط و حامل به ثبت رسیده است
کپی بر داری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

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Mario Herrera Barbara Hojel

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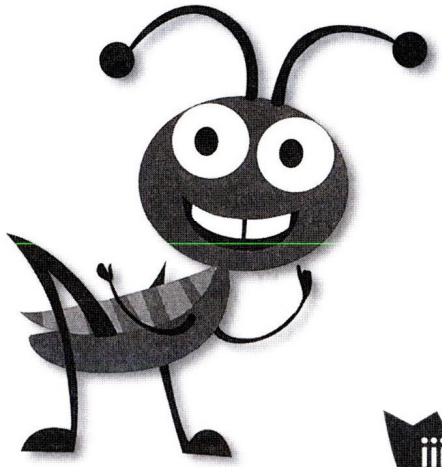


A Letter from the Authors

Hello! Welcome to the world of *BIG Fun*. We hope you will enjoy using this extraordinary program!

The language in each unit is presented through themes children are familiar with. Such themes provide foundations for the vocabulary and sentence structures that students learn in each unit. *Big Fun* also has engaging songs that use the language from the unit.

Playing is big in *Big Fun*! Children practice what they are learning by singing, reciting chants and poems, and playing games. To keep the classroom experience vibrant, we offer suggestions for small, large, and whole group activities.

Big Fun also introduces math concepts, provides pre-reading and beginning reading and writing activities, and highlights values while putting them into practice. *Big Fun* includes projects, where children use all the English they know to learn and talk about amazing topics from nature.

To top it all off, children participate in the assessment process throughout the year as they prepare for the end-of-year performance called Show Time, which parents can attend to witness what their children have learned during the year.

The most important thing is to have **big fun** in the classroom!

Enjoy teaching English!

Barbara Hojel
Mario Herrera

Mario Herrera

Mario Herrera holds a BA in Education and an MA in TEFL. He has authored and co-authored bestselling ELT programs worldwide, including *Balloons, Pockets, Parade, Backpack, Big English,* and *Cool Chat,* which range from preschool to secondary school levels. He has 25 years of experience training teachers and travels around the world on behalf of Pearson Education conducting seminars and workshops with large numbers of participants. He has won several academic awards.

Barbara Hojel

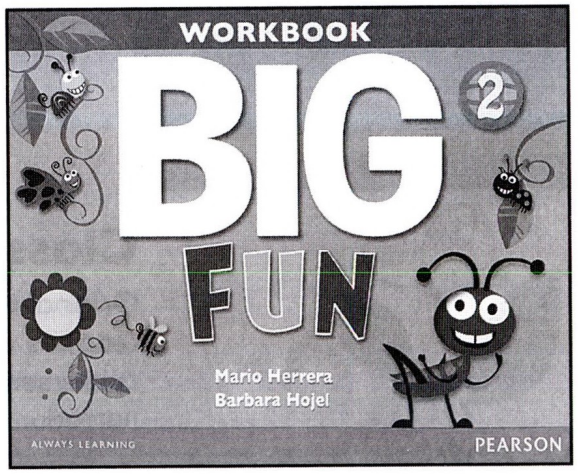
Barbara Hojel has an MA in education from The Johns Hopkins University and over 34 years of experience teaching very young children and training teachers. She has led workshops and trained teachers around the world. She has authored and co-authored material for very young learners: *Pockets*, *Hip Hip Hooray* Starter Level, *My ABC Storybook*, *Buttons*, *English for Me! Storybooks*, *Balloons*, and the *My English Book* series. She has also written material for teachers: *EFL/ESL Class Starters*, *Poems,* and *Fingerplays*.

Components

Student Book with CD-ROM

The Student Book contains eight units with developmentally appropriate and fun theme-related activities. Each unit is 12 pages long. After each unit, students are guided to the Show Time unit, where they keep track of what they are learning in preparation for a final, end-of-year show. *Big Fun* presents target language in context. A cute insect mascot (ant in Level 1, cricket in Level 2, and caterpillar in Level 3) leads the children through their practice activities. Press-outs or Cutouts and Stickers provide additional fun and enhance psychomotor skill development. Skills that young learners need are systematically introduced so that, by the end of Level 3, they are able to read and write words and simple sentences. Theme-related Little Books promote children's interest in reading and provide an important home-school connection. A well-developed math curriculum presents numbers 1–3 in Level 1, 1–20 in Level 2, and 1–100 in Level 3. Children develop basic math skills, beginning with shape recognition, followed by counting and, finally, sequencing. The *Amazing* nature segment allows students to explore an aspect of nature, with a hands-on project to extend learning. The CD-ROM includes various fun theme-related activities as well as the Little Book animations.

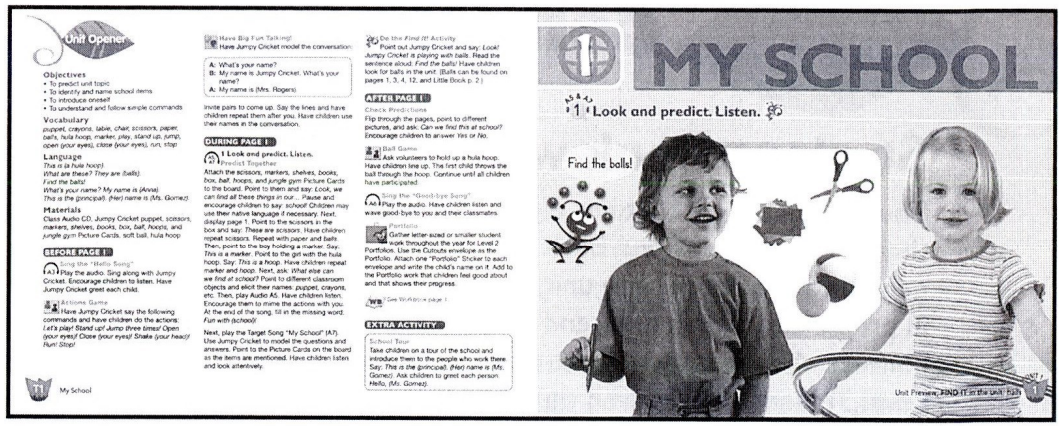
Workbook with Audio CD



The Workbook gives children focused reinforcement and extension. It can be completed in class or as homework. A variety of activities recycle the vocabulary and language structures. The accompanying Audio CD contains the Little Book audio tracks and the songs and chants from the Student Book. Together with their families, children can read the stories, sing, and chant along with the Audio CD as they demonstrate the gestures they have learned in class.

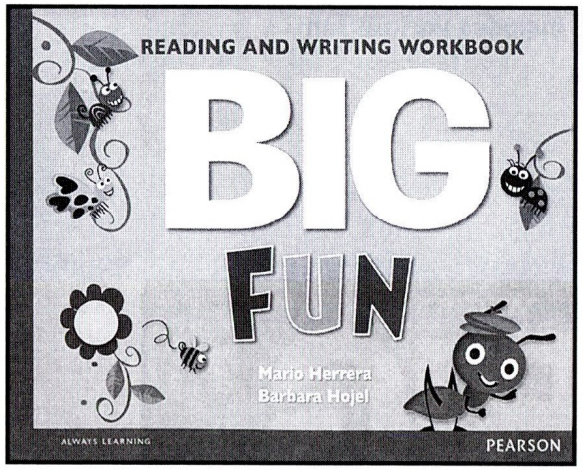
Interleaved Teacher's Edition

The Teacher's Edition contains full-size Student Book pages and provides step-by-step, teacher-friendly lesson plans. The first two pages of each unit give an overview of content and materials. The lessons follow a three-step plan for using each Student Book page: *Before*, *During*, and *After*. The Teacher's Edition contains photocopiable letters to students' families that explain what the children are learning and that enable the families to understand and support their children's growth.



ActiveTeach

The ActiveTeach contains an interactive version of the Student Book, resource material for teachers, and a Songs video, including TPR gestures and movements for teachers and children to follow. There is also a wonderful Show Time video, which demonstrates how to set up the end-of-year show. In addition, it includes the Little Book animations, songs, chants, and Picture Cards.



Reading and Writing Workbook

The Reading and Writing Workbook offers additional letter, pre-reading, and pre-writing practice for Level 3. Illustrations and photographs provide strong visual support.

Class Audio CD

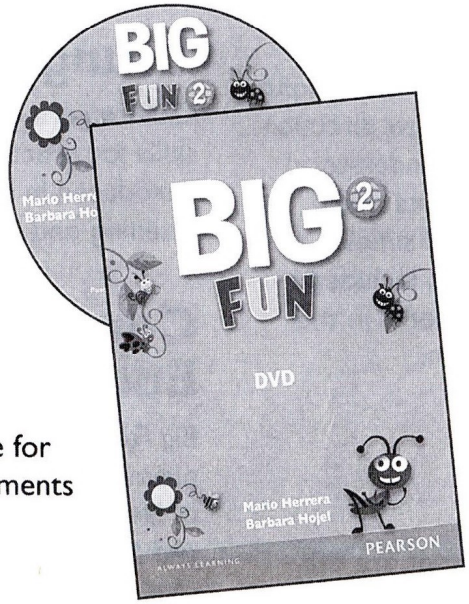
Original songs and chants will delight both teachers and children. Vocabulary structures, conversations, listening activities, and Little Book narrations are also included on the Audio CD.

Posters

Five posters per level provide additional reinforcement of important concepts. The *Show Time* Posters will help teachers pull together children's ideas and create a fantastic year-end show!

DVD

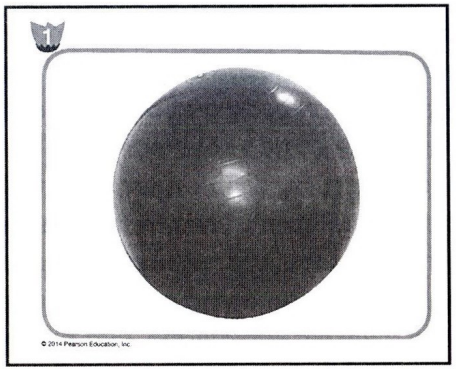
The DVD program entertains as it educates. It contains three elements: 10 songs per level that showcase gestures (TPR), the Little Books—which come to life as Animated Stories—and the Show Time video, which demonstrates to teachers how to prepare for the end-of-the-year show. These three elements are also found in the ActiveTeach.



Companion Website

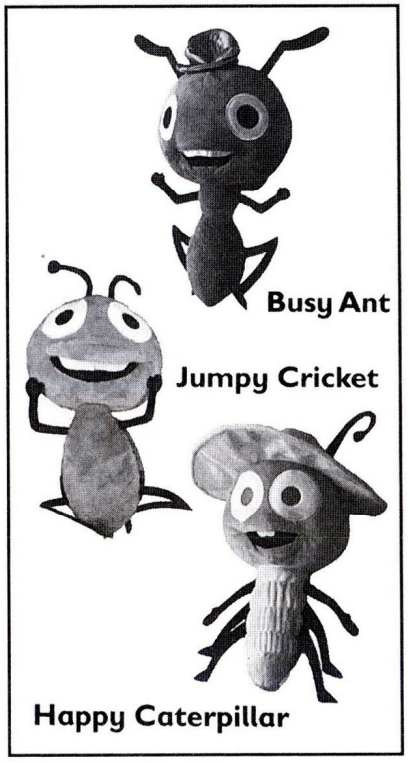
Since *Big Fun* is the steppingstone to *Big English*, visit www.pearsonelt.com/bigenglish for more information on the program and a preview of what's to come!

Picture Cards



A set of Picture Cards with photos provides fun ways to recycle and practice target vocabulary. The Picture Cards also appear in the ActiveTeach.

Puppets



Plush puppets, one per level, help teachers model the language using the adorable Student Book mascots.

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Scope and Sequence

Unit and Theme	Topics and Themes	Communication Objectives
1 My School	School objects; colors (pink, red, blue); greetings; identify and trace numbers (one to three); action verbs; demonstrative pronouns (*this, these*)	Identify and name school items; greet someone and say good-bye; introduce oneself; identify and trace numbers; count to 3; understand basic commands; understand the locations of things
2 My Senses	Senses; parts of the body associated with each sense; tastes (sweet, sour, salty); numbers (four to six); action verbs	Identify and name senses and parts of the body associated with each sense; identify tastes (sweet, sour, salty); express likes and dislikes; identify and trace numbers; count to 6; understand and follow basic commands
3 My Family	Family members; homes (*house, apartment*); pets (*dog, cat, fish, bird*); numbers (seven to nine); action verbs	Identify and name family members; ask for information; express possession; identify people's homes; identify and trace numbers; count to 9; understand and follow basic commands
4 My Toys	Toys; numbers (ten to twelve); feelings (happy, sad, scared, mad); days of the week; action verbs	Identify and name toys; identify feelings; express possession; identify same and different; identify and trace numbers; count to 12; understand and follow basic commands
5 Food	Food and drinks; numbers (thirteen to fifteen); action verbs	Identify and name food items; express likes and dislikes; express wants; order food in a restaurant; identify and trace numbers; count to 15; understand and follow basic commands
6 My Clothes	Clothes; numbers (sixteen, seventeen); weather (rainy, windy, sunny, hot, cold); days of the week; action verbs	Identify and name clothing items; express possession; identify types of weather; identify and trace numbers; count to 17; understand and follow basic commands
7 Animals	Animals; numbers (eighteen, nineteen); demonstrative pronouns (*this, that, these, those*); action verbs	Identify and name animals; express preferences; identify and describe locations of animals; identify and trace numbers; count to 19; understand and follow basic commands
8 My World	Places; vehicles; community workers; numbers (twenty); action verbs	Identify and name places in a neighborhood, vehicles, and community workers; describe location; describe destination; identify and trace numbers; count to 20; understand and follow basic commands

Program Features

Little Books

Theme-related Little Books offer children interesting and entertaining reading and provide an important home-school connection. Parents will be delighted to see how much their children are learning and can share in the process. The Little Books are also provided as "Animated Stories" on the CD-ROM that children can take home. They show the same language and vocabulary in the Little Books, but the scenes come alive with movement and music! Teachers can also use these stories in class by playing the DVD video or by accessing them on the ActiveTeach.

Values

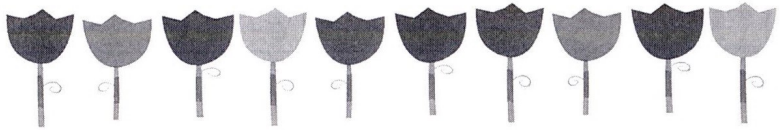
Encouraging values in young children is as important as teaching skills in the classroom! Teachers are given illustrated scenarios throughout the Student Book, plus songs, chants, and games, to help convey the meaning of a particular value to children. By the time children finish Level 3, many will be able to talk about the values in a meaningful way.

Amazing! and Projects

Amazing! is a special feature focusing on nature, with a gentle introduction of CLIL (Content and Language Integrated Learning). *Amazing!* is divided into two parts. The first part showcases close-up photographs to engage children and make them want to learn about the topic. Teachers can also bring in real objects for children to observe, touch, smell, listen to, or taste. The second part offers a project page where children can make something to enhance their understanding of the previous lesson.

Show Time

Show Time assesses children's progress and invites collaboration in an end-of-the-year show for friends and parents. Based on principles of Assessment for Learning, children review what they have learned throughout the year, as a step toward reflecting on their own learning. Their awareness that they are learning and their understanding about when they need to ask for help are the first steps in helping children assess their own learning. Children record what they liked best after completing each unit in the unit Wrap-up. In Unit 9 the teacher uses these personal responses to plan the show. The *Show Time* Poster helps teachers organize all the children's ideas. Then the class makes background scenery and costumes, and everyone enjoys Show Time!



TIPS FOR TEACHERS

Create an environment for learning. Make sure children can access materials on their own. You can label shelves and containers of the materials with symbols or shapes so children know where to put away the items. This makes dealing with materials easier.

Create a Helper chart. This chart will help teach children responsibilities. You can do this daily by picking names at random so children get different tasks.

Create a Classroom Rules chart. This chart will remind children how you expect them to behave. Keep the rules positive and simple, for example: *We are all friends; We use inside voices; We walk in class; We help each other; We keep our classroom neat.*

Create a Portfolio for each student. Portfolios are a very visual and concrete way of assessing children's progress throughout the year. In their portfolio, they will keep work they feel good about and that shows their progress. As children advance through the program, they will become more aware of what to include in the portfolio.

Plan, plan, plan! Read your Teacher's Edition before you plan your week. It will give you an overview of what materials are needed and ideas for activities that you can add to your own.

Use icons for quick reference. The following icons appear throughout the *Big Fun* Student Books and Teacher's Editions.

Find It!

21st Century Skills

Math

Show Time

Speaking

Workbook

Home-School Connection

Portfolio

Competency-based Education

Game

Art

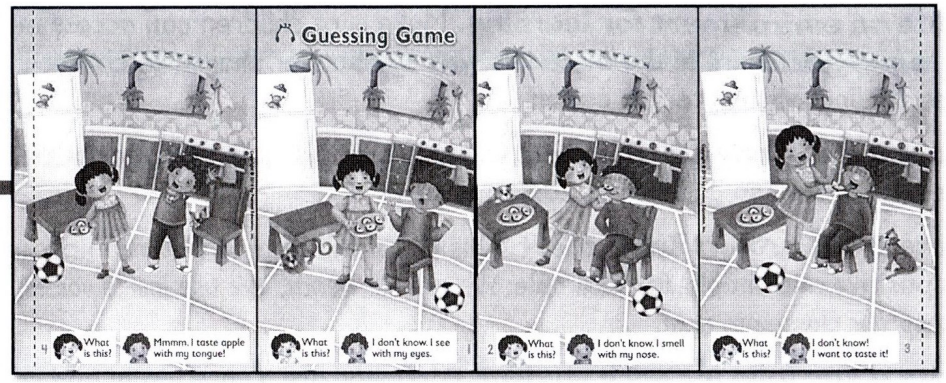
Audio

Assessment for Learning

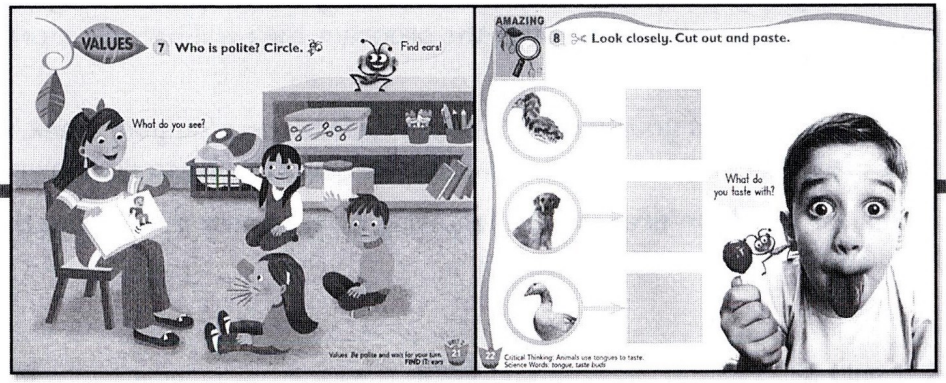
Project

Amazing

Each unit has a pull-out Little Book with audio support. Role-plays and Animated Stories on the CD-ROM, the DVD, and ActiveTeach provide extensions.

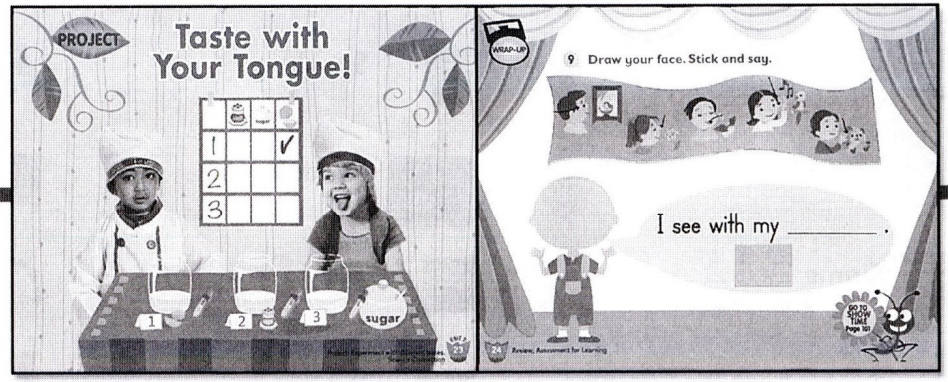


Values are presented with illustrated scenes and reinforced with a task.



Amazing! provides an introduction to CLIL using nature photography. Students are asked to take a closer look at the natural world that surrounds them.

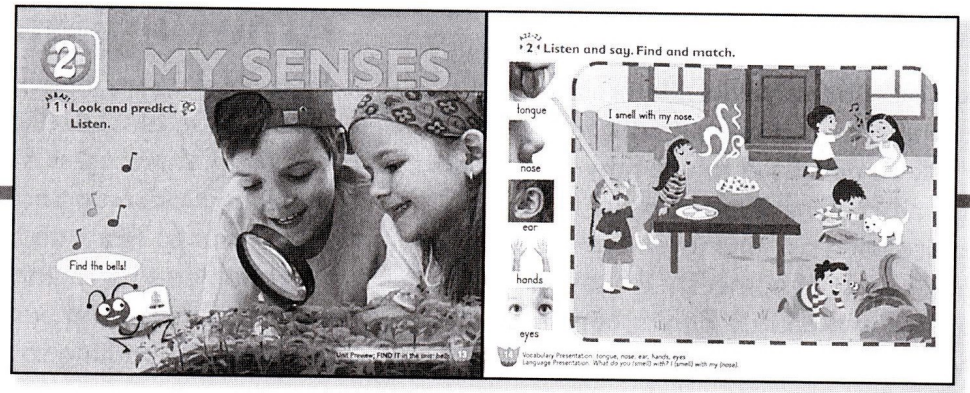
A project extends the learning from *Amazing!* It helps develop problem-solving skills, creativity, and imagination.



The Wrap-up revisits language and vocabulary. Children choose Stickers to complete the page. Then they go to the Show Time page, choose their favorite activity from the unit, and draw or write a personal response.

A Student Book Unit

The unit opener includes a "Find It" vocabulary item that children search for throughout the unit. Children use picture clues to predict the unit theme, and they work on academic skills such as reasoning and critical thinking.



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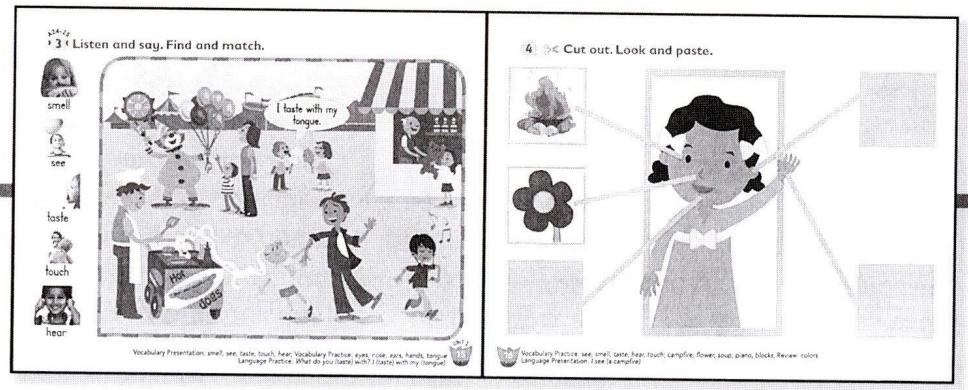
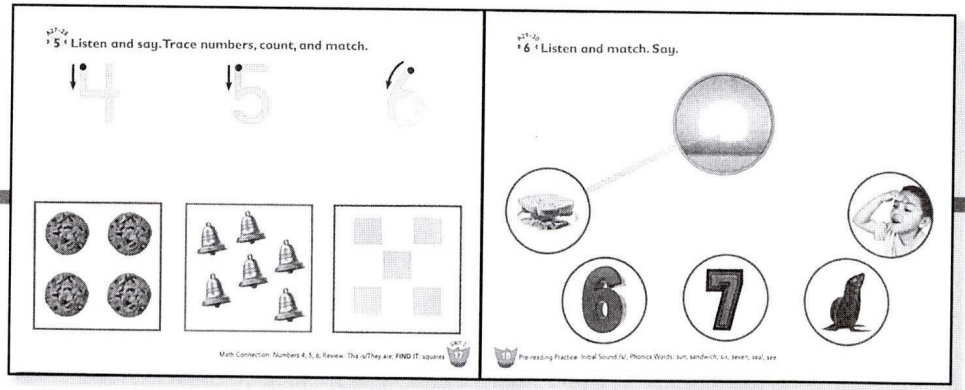
Target language is introduced and practiced with half of the new vocabulary. Children play games and sing songs.

A new context is used to review the target structure presented on the previous page. Children are introduced to the second half of the new target vocabulary, which is related to the vocabulary learned on the previous page.



Children use Cutouts in Level 2 to practice vocabulary and structures. This psychomotor skill helps advance children's readiness.

Children identify numbers, trace them, and count to 20.



Children start identifying beginning sounds as well as their corresponding uppercase and lowercase letters.

Time Guidelines

The Student Book can be taught one unit per month. If you teach 30 minutes each day, five days a week, follow the white section of the chart below. The gray section shows how to teach more. If you teach fewer days a week, spend less time on each section of the lesson.

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Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	***Opener*** BEFORE, DURING	AFTER + WB	***Target Language*** BEFORE, DURING	AFTER + WB	***Target Language*** BEFORE, DURING
	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER
2	AFTER + WB	***Practice*** BEFORE, DURING	AFTER + WB	***Math*** BEFORE, DURING	AFTER + WB
	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework
3	***Reading Readiness*** BEFORE, DURING	AFTER + WB	***Little Book*** BEFORE, DURING	AFTER + WB	***Values*** BEFORE, DURING
	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER
4	AFTER + WB	***Amazing*** BEFORE, DURING	AFTER + WB	***Project*** BEFORE, DURING, AFTER	***Wrap-up*** BEFORE, DURING, AFTER
	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	BEFORE, DURING, AFTER

WB = Workbook

The WB can be done in class or taken home as homework, in which case an Extra Activity can be done in class.

The Big Ideas behind *Big Fun*

Big Fun teaches young children English in the same way they learn their native tongue—by making sure they listen, imitate, repeat, and begin to speak on their own. Starting with basic vocabulary and target language, children learn English in the context of eight engaging themes. They learn about math, reading and writing readiness, values, and nature as they practice their motor skills and have fun doing creative projects. Children learn English, transfer knowledge, and become critical thinkers.

Language Development

Children enjoy learning as they use English in meaningful ways. Once children can understand and follow directions, understand what others are saying, and be understood, they are communicating. *Big Fun* helps students reach this language development goal by means of simple conversation practice and memorable songs included in the audio program. Additional songs and chants in the Teacher's Edition enrich the overall program.

Reading and Writing Readiness

Readiness helps children master the skills that are the bases for reading and writing in English. By the end of Level 2, children will have learned a few letters and sounds, and, by the end of Level 3, they will have begun to read and write words. Since English is not a phonetic language, children will learn sight words and how to sound out words. They will be able to read simple sentences and write a few sentences. A Reading and Writing Workbook supports and extends these skills.

21st Century Skills

Young learners need to acquire knowledge and skills to live successfully in today's increasingly complex world. *Big Fun* presents language and engages children in activities embedded within the four "C's" that are foundational for 21st Century Skills: Critical thinking/problem solving, Creativity/innovation, Communication, and Collaboration. The Teacher's Edition supports the development of these skills through fun and challenging activities.

Young Learners English (YLE)

Children are guided to learn listening and speaking skills for practical use in natural contexts. The dialogues introduced in each unit begin preparation for the kinds of listening and speaking assessments in the YLE exams.

Competency-based Education (CBE)

Big Fun features competency-based activities that promote learning through discovery and the development of life skills within the following formative areas: *Personal and Social Development, Physical Development and Health, Mathematical Thinking, Language and Communication, Artistic Expression and Appreciation,* and *Discovering Our World.* *Big Fun* helps young children achieve autonomy and develop critical thinking skills, enabling them to integrate successfully into the real world.

Target Language		Reading and Writing Readiness	CLIL Math	CLIL Amazing! Nature and Science	Value
What is this? It is (a jungle gym). *What are these? They are (hoops).* *This is (a box).* *These are (shelves).*	*Hello, my name is (Kayla).* Understand the prepositions *in, on* Understand adverbs *inside, outside*	Practice motor skills; visual discrimination	Numbers (1–3)	Observing how snails move	Respecting the teacher and listening
What do you (see) with? I (see) with my (eyes). *Do you like (sweet) food? Yes, I do./No, I don't.*	*I see (a campfire).*	Identify initial sound /s/; practice motor skills; practice visual discrimination	Numbers (4–6)	Observing how animals use their tongues to taste	Being polite and waiting for your turn
Who is (she)? (She) is my (grandmother). *Who are they? They are my (grandparents).* *What is this? It is my (house).* *What are these? They are my (pets).*	*What school do you go to? I go to (Sunshine Nursery School).* *What is your teacher's name? My teacher's name is (Mrs. Smith).* *My (grandmother) has (a dog).* *Where does (Grandmother) live? In (a house).*	Identify initial sounds /m/ and /f/; practice motor skills; practice visual discrimination	Numbers (7–9)	Observing birds' nests	Appreciating family members
What do you have? *I have (a tricycle).*	*Do you have (a (play house)? Yes, I do./No, I don't.*	Practice motor skills; practice visual discrimination; identify animal sounds	Numbers (10–12)	Observing how the sky changes	Sharing toys to make something together
What do you like? I like (fish). *Do you like (corn)? Yes, I do./No, I don't.*	*What do you want to eat? I want (chicken), please.*	Identify initial sound /s/; identify and write uppercase and lowercase *Ss*; practice motor skills; practice visual discrimination	Numbers (13–15)	Observing that plants grow from seeds	Using table manners
What is (he) wearing? (He) is wearing (shorts).	*What does (she) have? (She) has (an umbrella).* *It is (sunny).*	Identify initial sound /m/; write uppercase and lower case *Mm*; practice motor skills; practice visual discrimination	Numbers (16–17)	Observing how feathers help birds	Helping others
This is (a cat). That is (a horse). *These are (dogs). Those are (ducks).* *What's your favorite animal? I (like) horses.*	*Where is the (chicken)? Here it is.* *It is (under) the tree.* Understand the prepositions *in, under, next to*	Identify initial sound /l/; identify and write uppercase and lowercase *Ll*; practice motor skills; practice visual discrimination	Numbers (18–19)	Observing how chicks come from eggs	Taking care of animals
Where is the (restaurant)? *It is over there. It is (next to) the (fire station).*	*Where is the (fire truck) going? It's going to the (fire station).* Understand the prepositions *next to, behind, in front of*	Identify initial sound /f/; identify and write uppercase and lowercase *Ff*; practice motor skills	Numbers (20)	Observing the phases of the moon	Recycling

UNIT 1
OVERVIEW

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Communication Objectives

- Identify and name school items
- Greet someone
- Introduce oneself
- Understand basic commands
- Identify location of objects

Topics and Key Vocabulary

School Objects:
scissors, markers, shelves, books, box, ball, hoops, jungle gym

Greetings:
hello

Colors:
pink, red, blue

Numbers:
one, two, three

Demonstrative Pronouns:
this, these

Action Verbs:
play, stand up, close (your eyes/mouth), open (your eyes/mouth), run, stop, point, say, listen, climb, cut out, look, paste, do, trace, count, match, draw, clean up, work, switch, color, write, paint, respect, find, wiggle, live, move, eat, walk, watch, put, sing, make, stick

Nature and Science Words:
snail, trail

Target Language and Structures

- *What is this? It is a jungle gym.*
- *What are these? They are hoops.*
- *Hello. My name is Kayla.*
  Hi. My name is Tony.
- Understand prepositions: *in, on*
- Understand adverbs: *inside, outside*

Content Connections

Math:
Identify and trace numbers: 1, 2, 3

Count to 3

Nature and Science:
Observe how snails move

Art:
Make a snail

Music:
Sing and act out songs

Move to music

Language Arts:
Say and act out chants

UNIT 1 OVERVIEW

Amazing and Project

Identify how snails move

Project: *Make a Snail*

Reading and Writing Readiness

Practice motor skills

Practice visual discrimination

Little Book

Draw and Color

Competency-based Education

Competency work within the following formative areas:

Discovering Our World:
Observe living creatures in nature; Amazing page, p. T10

Personal and Social Development:
Understand the external rules and conventions that regulate one's conduct in different settings; Values page, p. T9

Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about school items at home

Sing songs and say chants at home

Values

Respecting the teacher and listening

Unit Opener

Objectives

- To predict unit topic
- To identify and name school items
- To introduce oneself
- To understand and follow simple commands

Vocabulary

puppet, crayons, table, chair, scissors, paper, balls, hula hoop, marker, play, stand up, jump, open (your eyes), close (your eyes), run, stop

Language

This is (a hula hoop).
What are these? They are (balls).
Find the balls!
What's your name? My name is (Anna).
This is the (principal). (Her) name is (Ms. Gomez).

Materials

Class Audio CD, Jumpy Cricket puppet, *scissors, markers, shelves, books, box, ball, hoops,* and *jungle gym* Picture Cards, soft ball, hula hoop

BEFORE PAGE 1

Sing the "Hello Song"

A3 Play the audio. Sing along with Jumpy Cricket. Encourage children to listen. Have Jumpy Cricket greet each child.

Actions Game

Have Jumpy Cricket say the following commands and have children do the actions: *Let's play! Stand up! Jump three times! Open (your eyes)! Close (your eyes)! Shake (your head)! Run! Stop!*

Have Big Fun Talking!

Have Jumpy Cricket model the conversation:

A: What's your name?
B: My name is Jumpy Cricket. What's your name?
A: My name is (Mrs. Rogers).

Invite pairs to come up. Say the lines and have children repeat them after you. Have children use their names in the conversation.

DURING PAGE 1

1 Look and predict. Listen.

A5, A7

Predict Together

Attach the *scissors, markers, shelves, books, box, ball, hoops,* and *jungle gym* Picture Cards to the board. Point to them and say: *Look, we can find all these things in our...* Pause and encourage children to say: *school!* Children may use their native language if necessary. Next, display page 1. Point to the scissors in the box and say: *These are scissors*. Have children repeat *scissors.* Repeat with *paper* and *balls*. Then, point to the boy holding a marker. Say: *This is a marker*. Point to the girl with the hula hoop. Say: *This is a hoop*. Have children repeat *marker* and *hoop.* Next, ask: *What else can we find at school?* Point to different classroom objects and elicit their names: *puppet, crayons,* etc. Then, play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing word: *Fun with (school)!*

Next, play the Target Song "My School" (A7). Use Jumpy Cricket to model the questions and answers. Point to the Picture Cards on the board as the items are mentioned. Have children listen and look attentively.

Do the *Find It!* Activity

Point out Jumpy Cricket and say: *Look! Jumpy Cricket is playing with balls*. Read the sentence aloud: *Find the balls!* Have children look for balls in the unit. (Balls can be found on pages 1, 3, 4, 12, and Little Book p. 2.)

AFTER PAGE 1

Check Predictions

Flip through the pages, point to different pictures, and ask: *Can we find this at school?* Encourage children to answer *Yes* or *No*.

Ball Game

Ask volunteers to hold up a hula hoop. Have children line up. The first child throws the ball through the hoop. Continue until all children have participated.

Sing the "Good-bye Song"

A6 Play the audio. Have children listen and wave good-bye to you and their classmates.

Portfolio

Gather letter-sized or smaller student work throughout the year for Level 2 Portfolios. Use the Stickers envelope as the Portfolio. Attach one "Portfolio" Sticker to each envelope and write the child's name on it. Add to the Portfolio work that children feel good about and that shows their progress.

WB See Workbook page 1.

EXTRA ACTIVITY

School Tour

Take children on a tour of the school and introduce them to the people who work there. Say: *This is the (principal). (Her) name is (Ms. Gomez)*. Ask children to greet each person: *Hello, (Ms. Gomez)*.

Vocabulary

Objectives
- To identify school items
- To repeat names of school items
- To understand and follow simple commands

Vocabulary
scissors, markers, shelves, books, look, point, say, run, touch, stop, listen

Language
What are these? They are (scissors).

Materials
Class Audio CD, *scissors, markers, shelves, books, box, ball, hoops,* and *jungle gym* Picture Cards, Jumpy Cricket puppet, pencils, beanbag

BEFORE PAGE 2

Vocabulary Presentation
Display the *scissors, markers, shelves,* and *books* Picture Cards. Hold up each card as you say the word. Say the word again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

Look, Point, and Say
Attach the *scissors, markers, shelves,* and *books* Picture Cards to the board at children's eye level. Invite a child to come up. Say: *Markers*. Have the child point to the corresponding card. Then, say: *Look for markers*. Encourage the child to walk around the room and look for markers. Have him or her point to the markers when he or she finds them and say the word: *Markers*. Repeat with *scissors, shelves,* and *books* and other children.

Target Song "My School"
A7 Play the Target Song "My School." Display all Unit 1 Picture Cards around the room. Use Jumpy Cricket to model the questions and answers in the song. He sings the children's part. Walk around the room and have Jumpy Cricket point to the school items as they are mentioned in the song. Have children listen and look attentively.

DURING PAGE 2

2 Listen and say. Find and match.
A8, A9 Play Audio A8. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the scissors, markers, shelves, and books in the scene. Then, show them how to trace a line from the photo of the scissors to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

scissors markers shelves books

Point to the scene and the speech bubbles. Say the dialogue that goes with the scene: *What are these? They are scissors*. Play Audio A9 and point to the photos as children repeat.

What are these? They are scissors.
What are these? They are markers.
What are these? They are shelves.
What are these? They are books.

AFTER PAGE 2

What Are These?
Walk around the room and point to some books. Throw a beanbag to a child and ask: *What are these?* Encourage him or her to answer: *They are books*. Repeat the procedure with *scissors, markers,* and *shelves* and other children.

"Stop, Look, and Listen Chant"
A4 Play the audio and say the chant for children to calm down at the end of class. Have children listen and do the actions with you.

WB See Workbook page 2.

EXTRA ACTIVITY

Say, Run, and Touch
Place the *scissors, markers, shelves,* and *books* Picture Cards along the chalkboard ledge. Have children form two lines facing the board. Call out the name of a school item and choose a child to repeat the word and run and touch the picture. Then he or she can say the word again and go to the back of the line. Continue until everyone has participated.

Vocabulary

Objectives
- To identify school items
- To repeat names of school items
- To understand adverbs: *inside, outside*
- To understand and follow simple commands

Vocabulary
box, ball, hoops, jungle gym, inside, outside, play (with a hula hoop), climb (on a jungle gym)

Language
What is this? It is (a ball).
What are these? They are (hoops).
The books are inside.
The jungle gym is outside.

Materials
Class Audio CD, soft ball, *box, ball, hoops, jungle gym, scissors, markers, shelves,* and *books* Picture Cards, Jumpy Cricket puppet, pencils, white paper (one sheet per child), crayons

BEFORE PAGE 3

Vocabulary Presentation
Display the *box, ball, hoops,* and *jungle gym* Picture Cards. Hold up the cards as you say the words. Say the words again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

Yes or No
Display the *box, ball, hoops,* and *jungle gym* Picture Cards. Have children sit in a circle. Roll a ball to a child. Hold up a Picture Card and ask *Is this (a box)?* or *Are they (hoops)?* Encourage the child to answer affirmatively or negatively. Repeat the procedure until all children have participated.

DURING PAGE 3

3 Listen and say. Find and match.
A10, A11 Play Audio A10. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the box, ball, hoops, and jungle gym in the scene. Then, show them how to trace a line from the photo of the box to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

box ball hoops jungle gym

Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *What is this? It is a hoop.* Play Audio A11 and point to the photos as children repeat.

What is this? It is a box.
What is this? It is a ball.
What are these? They are hoops.
What is this? It is a jungle gym.

Next, point to the books and say: *Look. The books are inside.* Make a gesture to indicate *inside*. Then, point to the jungle gym and say: *The jungle gym is outside.* Make a gesture to indicate *outside*. Point to different items in the scene and encourage children to say if they are inside or outside.

AFTER PAGE 3

Sing the Target Song "My School"
A7 Play the Target Song. Attach all the Unit 1 Picture Cards to the board. Use Jumpy Cricket to model the questions and answers in the song. He sings the children's part. Have him point to the school items on the board as they are mentioned. Have children listen and look attentively.

Inside, Outside
Display page 3. Divide the class into two teams. Point to an item in the scene and say: *The jungle gym is outside.* Have a child from team A clap if your statement is correct or make a sad face if it is wrong. If the child's response is correct, he or she wins a point for his or her team. Repeat with other items and alternate teams. The team with the most points wins.

"Look at Me Chant"
A12 Play the audio and say the chant. Have children listen and do the actions with you. Play the audio again and encourage children to chant with you.

WB See Workbook page 3.

EXTRA ACTIVITY

Draw and Color
Distribute white paper and crayons. Encourage children to draw and color a school item. When the drawings are complete, have children take turns holding up their drawings. Have Jumpy Cricket ask each child *What is it?* or *What are they?* Praise all efforts.

Practice

Objectives
- To identify and name school items
- To review prepositions: *in, on*
- To review demonstrative pronouns: *this, these*
- To practice visual discrimination
- To understand and follow simple commands

Vocabulary
box, ball, jungle gym, boy, shelves, books, in, on, cut out, look, paste, say, do

Language
This is (a ball).
These are (shelves).
The (ball) is (in) the (box).
The (boy) is (on) the (jungle gym).
The (books) are (on) the (shelves).

Materials
Class Audio CD, box, book, table, classroom items, Cutouts, scissors, glue, pencils, Jumpy Cricket puppet, *scissors, markers, shelves, books, box, ball, hoops,* and *jungle gym* Picture Cards, play dough

BEFORE PAGE 4

Review *in* and *on*
Have children sit in a semicircle. Put a box at the front of the room. Ask: *What is it? It is a box*. Then, hold up a book and ask: *What is it? It is a book*. Next, say: *(Jimmy), put the book in the box*. Then say: *The book is in the box*. Next, invite another child to come up and encourage him or her to put the book on the table. Then say: *The book is on the table*. Repeat the procedure with other classroom items and children.

DURING PAGE 4

4 Cut out. Look and trace. Paste.
Hold up the Cutouts for page 4. Point to the one that depicts a ball in a box. Say: *The ball is... the box*. Have children complete the sentence with *in*. Repeat the procedure with the remaining Cutouts: *The boy is on the jungle gym. The books are on the shelves*. Help children to cut out the Cutouts. Next, have them look at page 4. Point to each picture and say: *This is (a box). These are (shelves)*. Then, invite children to trace a line from the box to the ball, first with their index finger and then with a pencil. Have them trace another line from the ball to the shaded area and say: *The ball is in the box*. Encourage children to put a small amount of glue on the corresponding Cutout and ask them to paste it in the correct box. Repeat the procedure with the remaining Cutouts.

AFTER PAGE 4

Say and Do!
After children have been using supplies, read them the following poem. Read it a second time and ask children to repeat each line after you. Then, during a third reading, have them do the actions mentioned in the second verse as they say the lines. When they have finished, say: *Thank you for cleaning up*.

We don't want a messy room!
No, No, No, No!
We don't want a messy room!
Let's clean up!

Put the scissors in the box.
Put the crayons in the can.
We don't want a messy room!
No, No, No, No!

Target Song "My School"
A7 Play the audio and sing along. Use Jumpy Cricket to model the questions and answers. Hold up the *school items* Picture Cards as the different items are mentioned.

TIP: Trash Captain
Assign one child to be a Trash Captain. He or she can pass the trash basket to each table at the end of each project. This way trash will not be in the way when the class goes on to the next activity.

WB See Workbook page 4.

EXTRA ACTIVITY

Play Dough Balls
Put some play dough in the center of each table. Show children how to roll the play dough between their palms to make balls. As children work, walk around the room and ask: *What are they? They are balls*.

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Math

Objectives
- To review numbers: 1, 2, 3
- To count to 3
- To review demonstrative pronouns: *this, these*
- To review school items

Vocabulary
one, two, three, scissors, hoops, jungle gym, listen, say, trace, count, match, draw

Language
Let's count!
This is (a jungle gym).
These are (hoops).
How many (hoops) do you see?

Materials
Class Audio CD, beanbag, pencils, box, blocks, craft stick, sandbox, crayons, tape, white paper (one sheet per child)

BEFORE PAGE 5

Review Shapes
Have children stand in a circle. Throw a beanbag to a child and say: *Circle!* Have the child look around the room for something with a circular shape. Have him or her shout *Circle!* when he or she finds the shape. Repeat the procedure with *triangle, square,* and *rectangle*. Play several rounds.

"Numbers 1, 2, 3 Chant"
A13 Write the numbers 1, 2, and 3 on the board. Say: *One*. Hold up a crayon and say: *One crayon*. Repeat with *two* and *three*. Have children repeat after you. Then, play the audio, say the chant, and do the actions. Have children listen and look attentively. Play the audio again. Encourage children to join in by doing the actions and naming the numbers 1, 2, and 3.

DURING PAGE 5

5 Listen and say. Trace numbers, count, and match.
A13, A14

Play Audio A13. Have children listen, repeat each number, and do the corresponding actions.

one two three

Next, display page 5. Point to each number. Say: *This is the number 1*. Have children repeat *one* after you. Continue with the numbers 2 and 3. Show children how to trace the numbers 1, 2, and 3, first with their index finger and then with a pencil.

Then, direct children's attention to the school items below the numbers. Say: *These are scissors*. Have children repeat *scissors* after you. Repeat the procedure with *hoops*. Then, say: *This is a jungle gym*. Children repeat *jungle gym* after you. Next, have children count the items. Say: *Let's count. How many (scissors) do you see? 1, 2. Two (scissors).*

Then, show children how to trace a line from the number 1 to the picture that depicts one item. Say: *One jungle gym*. Repeat the procedure with *two scissors* and *three hoops*.

AFTER PAGE 5

Let's Count
Put several blocks inside a box. Invite a child to take one block out of the box and hold it up. Say: *One (block)*. Have children repeat after you. Repeat the procedure with two and three blocks. Next, invite volunteers to come up and take one, two, or three blocks from the box. Encourage the class to count the items out loud as the child gets them out of the box.

Trace the Numbers
Take children to the playground and have them sit around the sandbox. Give a craft stick to a child and say: *One!* Encourage the child to trace the number 1 in the sand. Repeat with the numbers 2 and 3 and other children. Continue until all children have traced at least one number in the sand.

WB See Workbook page 5.

EXTRA ACTIVITY

Three Colors
Put crayons of different colors inside a box. Have each child choose three crayons. Tape each child's crayons together. Next, distribute white sheets of paper. Have children draw whatever they want using the three crayons. Display children's artwork in a visible place in the classroom. Praise all efforts.

Reading Readiness

Objectives

- To review colors
- To practice visual discrimination
- To practice fine motor skills

Vocabulary

yellow, red, green, orange, pink, white, black, purple, brown, blue, flowers, pick up, water, cut out, listen, match, paste, close, clean up, work, play, touch, switch

Language

It is (red).
He is watering the flowers.
What are these? They are flowers.
Is it a (pink) flower? Yes./No.
It is a (pink) flower.

Materials

Class Audio CD, yellow, red, green, orange, pink, white, black, purple, brown, and blue items, tray, scissors, glue, Jumpy Cricket puppet, Unit 1 Picture Cards, tape, construction paper shapes (different colors)

BEFORE PAGE 6

Color Switch Game

Have children sit in a circle. Put a tray with yellow, red, green, orange, pink, white, black, purple, brown, and blue objects in the center. Walk outside the circle and tap a child on the shoulder. Say: *Pick up red!* The child gets up, runs to the tray, picks up a red item, and says: *It is red!* The child goes back to his or her place with the red item. Repeat with other colors and children. At times say: *(Red) and (purple), switch!* Have children get up and switch places. Continue playing until all children have picked an object from the tray.

DURING PAGE 6

A16 **6 Cut out. Listen, match, and paste.** Point to Jumpy Cricket on the page. Say: *He is watering the flowers.* Point to the flowers: *What are these? They are flowers.* Point to the first flower: *Is it pink? Yes.* Say: *It is a pink flower.* Repeat with the red and the blue flowers.

Direct children to the Cutouts for Unit 1. Point to the flowers: *What are these? They are flowers.* Point to the first Cutout: *Is it a flower? Yes. Is it red? Yes.* Say: *It is a red flower.* Repeat with the remaining Cutouts. Next, explain that children will cut out the photos of the flowers and match them to the photos on the page. Then, play the audio and have children listen and repeat.

It is pink. It is a pink flower.
It is red. It is a red flower.
It is blue. It is a blue flower.

Finally, help children cut out the flowers. Encourage them to put a small amount of glue on the Cutouts. Have them paste each Cutout next to the flower that is the same color.

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AFTER PAGE 6

A15 **Say the "We Have Finished Chant"** Play the audio. Say the chant and do the actions. Have children listen. Play the audio again. Say the chant and encourage children to do the actions with you. This chant will help children transition to the next activity.

Play the Touch Game

Attach the Unit 1 Picture Cards to the board at children's eye level. Say: *Jumpy Cricket, touch the (ball).* If he touches the correct card, have the class clap. Say: *Yes, Jumpy Cricket, this is (a ball).* If he touches the wrong card, say: *No, Jumpy Cricket, try again!*

Once children understand the game, invite a child to come up. Jumpy Cricket says: *Touch the (jungle gym).* Continue in this way with other children until all cards have been touched. Play several rounds.

WB See Workbook page 6.

EXTRA ACTIVITY

Shape Puzzles

Cut large shapes (circles, triangles, squares, and rectangles) out of colored construction paper. Cut each shape into three pieces and place each shape puzzle in the center of a different table. Have children put the pieces together. When they finish, ask: *What is it? It is (a square). Is it (red)?*

AUDIO SCRIPT

A17 Draw and Color

1. Mrs. Barrera: Draw and color.
2. Tina: It's a ball.
   Mrs. Barrera: Very good!
3. Mrs. Barrera: What are these?
   Bobby: They are puppets!
4. Kathy: Your turn. Draw and color.

HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. Since this book covers several topics, there is much to talk about. The children in the story use art supplies to draw pictures and make puppets. Children may enjoy doing these activities with their family members at home.

SHOW TIME PREPARATION

AFL Tell children that role-playing the story is something they can do as part of their end-of-the-year Show Time! Remind children that they are learning English to speak in class and at home, but also for their Show Time celebration. Encourage them to use art supplies, clothes, and props as they role-play.

Little Book

Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review school items

Vocabulary

scissors, markers, shelves, books, box, ball, hoops, jungle gym, paper, paint, paintbrushes, crayons, table, teacher, pencils, puppets, draw, color, write

Language

What is this? It is (a ball).
What are these? They are (puppets).
Draw and color.
Let's paint.
I am writing my name.

Materials

Class Audio CD, Jumpy Cricket puppet, *scissors, markers, shelves, books, box, ball, hoops,* and *jungle gym* Picture Cards, classroom objects, pencil, white sheets of paper (one per child), paint, paintbrushes, DVD or ActiveTeach

BEFORE THE LITTLE BOOK

Sing the Target Song "My School"

A7 Before you sing the Target Song, attach the Unit 1 Picture Cards to the board at children's eye level. Name each item and invite children to come up and point to it. Then, play the audio. Use Jumpy Cricket to model the conversation. Have children listen. Stop the audio every time a school item is mentioned and invite a child to come up and point to it.

DURING THE LITTLE BOOK

A17 Draw and Color

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and clothes.

3. Point to the title and say: *This is the title. The title of the story is "Draw and Color."* Have children identify the page numbers. Next, point to the drawings of the characters next to the lines to help children know who is speaking: *This is what Mrs. Barrera says. This is what the children say*.

4. Play the audio while you show children the pages. Have them listen.

5. Play the audio again. This time, point to the pictures next to the lines to show who is speaking. Point to the scenes and pantomime to help clarify meaning.

6. Check children's comprehension. Point to the different classroom items in the story and ask: *What is this? It is (a pencil). What are these? They are (crayons)*. Next, point to the first scene. Say: *Mrs. Barrera wants the children to draw and color*. Turn to page 2. Point to Tina's drawing. *What is this? It is a ball*. Display page 3. Say: *Look at Bobby*. Point to the puppets and ask: *What are these? They are puppets*. Finally, turn to page 4. Point to the girl. *Kathy says: "Your turn. Draw and color."* Have children repeat *draw and color* after you. Encourage children to say what they think the teacher will draw and color. Provide language support when necessary.

AFTER THE LITTLE BOOK

Role-play

Role-play the story with Jumpy Cricket. Next, invite children to come up. Assign a character to each, say the lines, and have them repeat after you. Encourage children to use classroom items as they role-play.

Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

WB See Workbook page 7.

EXTRA ACTIVITY

Let's Paint

Distribute white sheets of paper and paintbrushes: *Let's paint! First, I am going to write my name on my paper*. Hold up a pencil and a piece of drawing paper and write your name: *I am writing my name*. Have children repeat *write* after you. Walk around the room and write the children's names on their papers. Encourage them to use the paint and paintbrushes to paint whatever they want. Invite children to come up and show their paintings to the class. Ask: *What is it?* Provide language support as needed.

Values

Objectives
- To learn a value: Respect the teacher and listen
- To use language to express a value
- To review school items

Vocabulary
teacher, boy, girl, table, shelves, scissors, markers, books, box, yourself, hula hoop, jungle gym, triangle, respect, listen, say, jump, draw, color, find, look, play, wiggle, climb

Language
We respect the teacher and listen.
Find it!
Listen.
Look at me.
Listen and look.

Materials
Class Audio CD, Jumpy Cricket puppet, another puppet, pencils, crayons, *hoops* and *jungle gym* Picture Cards, craft sticks (three per child), white construction paper (one sheet per child), glue

BEFORE PAGE 9

Listening to the Teacher
Cup your ear, point to yourself, and ask Jumpy Cricket: *Do you listen to the teacher?* Have him answer: *Yes!* Then, as you point to yourself, ask the class: *Do you listen to the teacher?* Encourage them to answer: *Yes!* Say: *It is good to respect the teacher and listen.*

Teacher Says...
Tell Jumpy Cricket to do several actions. Point out how he listens to the teacher and does what he or she says. Use another puppet and have him say: *Look, Jumpy Cricket respects the teacher. He listens to her/him.* Then, have children stand in a circle and do several actions. Say: *Listen. Jump!* Have children jump in place: *Very good!* Repeat with other actions.

DURING PAGE 9

CBE 7 Trace and draw yourself.
Display page 9. Point to the teacher and say: *The teacher gives instructions.* Point to the children: *The boys and girls respect the teacher and listen.* Next, point to each child: *Boy, girl...* Then, point to the outlined child and say: *This is you! You respect the teacher and listen to (her), too.* Distribute pencils and crayons and encourage children to draw and color themselves. Next, point to the items in the scene and have children identify them. *What is this? It is (a table). What are these? They are (crayons).*

Do the *Find It!* Activity
Have children find Jumpy Cricket on the page. Point to the speech bubble and read what he says: *Find a box!* Encourage children to find a box in the scene. (There is a box on the table.) Have children say what they see in the box: *Markers.*

A15 Say the "We Have Finished Chant"
Play the audio. Say: *Listen!* Say the chant to help children transition to the next activity.

AFTER PAGE 9

A4 "Stop, Look, and Listen Chant"
Play the audio, say the chant, and do the actions. Have children listen. Then, play the audio again. Have children look, listen, and do the actions along with you. Praise their good listening.

A12 Say the "Look at Me Chant"
Display the *hoops* and the *jungle gym* Picture Cards. Hold up one card and ask: *Is this a jungle gym? Yes./No. Are they hoops? Yes./No.* Then, play the audio, say the chant, and do the actions. Say: *Listen and look.* Then, play the audio again. Encourage children to chant the words they know and to do the actions along with you.

WB See Workbook page 8.

EXTRA ACTIVITY

Triangles!
Say: *Listen to me. We are going to make triangles.* Place craft sticks, white sheets of construction paper, and glue in the center of each table. Show children how to make triangles by gluing the craft sticks together on the construction paper. Praise all efforts. Say: *Very good! You listen to your teacher!*

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Amazing

Objectives
- To appreciate nature
- To observe details
- To learn how snails move
- To practice fine motor skills
- To identify sounds

Vocabulary
snail, trail, gardens, shells, leaves, name, outside, play, make, live, move, eat, walk, stop

Language
Hello. My name is (Kayla).
Let's go outside to play!
What are these? They are snails.
Snails live in gardens.
Snails move slowly.
Snails live in shells.
Snails eat leaves.
Snails make trails.

Materials
Class Audio CD, Jumpy Cricket puppet, picture or drawing of a garden, leaf, crayons, bell, drum

BEFORE PAGE 10

Have Big Fun Talking!
A18 Play the audio and act out the conversation with Jumpy Cricket. Play the audio again and have children repeat the lines. Finally, invite a pair of children to come up. Say the lines and have them repeat after you. More advanced children may be able to act out the conversation without any help.

G: Hello, my name is Kayla.
B: Hi! My name is Tony.
G: Let's go outside to play!
B: OK! Let's go.

Build Background
Attach the picture of a garden to the board at children's eye level. Invite children to come up, point to items in the scene, and name the objects they know: *garden, plants, flowers, bees,* and so on. Then, draw a large snail on the board. Say: *This is a snail. Snails live in gardens, too.*

Say the "Amazing Snails Chant"
A19 Play the audio. Have children listen as you chant and do the actions. Then, play the audio and encourage children to do the actions with you. Some children may even join in the chant.

DURING PAGE 10

CBE 8 Look closely. Color the frame around the snail's trail.
Display page 10. *Look at the snails. They are amazing!* Tell children that snails live in gardens and that they move very slowly. Encourage children to stand up and make very slow movements. Have children sit down. Point to the snails' shells on the page and say: *Snails live in their shells. They eat leaves.* Hold up a leaf and mime eating it. Next, point to the shaded trail behind the first snail on the page.

Say: *Look! This is a trail. Snails make trails when they move.* Have children point to the snail's trail and repeat *trail* after you. Then, distribute crayons. Encourage children to look at the three circles at the top of the page. Have them color the frame around the snail's trail. Finally, have children look for Jumpy Cricket on the page. Read what he says: *What are these?* Encourage children to answer: *They are snails.*

AFTER PAGE 10

Move like a Snail!
Show Jumpy Cricket and ask: *Jumpy Cricket, how do snails move? Slowly!* Encourage children to stand up. Say: *Let's imagine we are snails. Listen. Run, snails!* Encourage children to run in place in slow motion. Repeat with other actions: walk, clap, shake your body, etc.

WB See Workbook page 9.

EXTRA ACTIVITY

Walk! Stop!
Take children to the playground and have them stand in a circle. Ring a bell and say: *Walk!* Have them walk around the circle every time they hear the bell. Then, play the drum and say: *Stop!* Have children stop when they hear the drum. Play several rounds, alternating the *Walk!* and *Stop!* sounds.

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Project

Objectives
- To do an art project
- To talk about snails
- To learn how snails move
- To use fine motor skills

Vocabulary
snail, slowly, carrots, trails, leaves, house, shell, glue, glitter, scissors, books, markers, shelves, box, ball, hoops, jungle gym, move, eat, bring, watch, trace, color, make, put, sing

Language
Snails move slowly.
Snails eat carrots.
Snails eat leaves.
Snails make trails.
Trace the shell.
Color the snail.
Use glue to make a trail.
Put glitter on the glue.

Materials
Class Audio CD, Jumpy Cricket puppet, crayons, glue, glitter, *scissors, markers, shelves, books, box, ball, hoops,* and *jungle gym* Picture Cards, beanbag

BEFORE PAGE 11

Revisit the "Amazing Snails Chant"
A19 Play the audio. Say the chant and do the actions. Play the audio again. Invite children to do the actions with you. Encourage them to sing along.

Snails Move Slowly
Draw a large snail on the board. Have children sit in a circle and have Jumpy Cricket make some statements about snails. Invite children to nod and say *Yes* if the statements are correct or to shake their heads and say *No* if they are incorrect: *Snails move slowly. Yes. Snails eat carrots. No. Snails eat leaves. Yes. Snails make trails. Yes*. Praise all correct answers.

DURING PAGE 11

Make a Snail
Before class, assemble the materials needed for the project: crayons, glue, and glitter. Place the supplies in the center of each table. Show children page 11 and read the title of the project aloud: *Make a Snail*. Have children follow these steps:

1. Trace the snail's shell with a crayon. Say: *Trace the shell.*

2. Color the snail. Say: *Color the snail*.

3. Use glue to make a trail behind the snail. Say: *Use glue to make a trail.*

4. Sprinkle glitter over the glue. Say: *Put glitter on the glue*.

As children work, walk around the room. Point to their snails and trails. Ask individuals: *What is this? It is (a snail).*

Let children's work dry and then encourage them to hold up their books and show their snails to the rest of the class. Invite children to name their snails.

AFTER PAGE 11

Memory Game
Divide children into groups of three. Show them three Picture Cards briefly: *scissors, box, markers*. Ask children to look at the cards carefully and to try to remember them. Then, turn the cards over. Choose a group and invite it to name the items.

Encourage children to work together as they come up with the answers. Repeat the procedure with other Picture Cards. Make it more challenging by showing four cards or shortening the time children have to see the cards.

Snail
Have children stand in a cricle. Say an action and have children carry it out: *Run!* Encourage children to run in place. As children run, throw a beanbag to a child. Say: *Snail!* Encourage the child to continue running in place but now in slow motion. Repeat the procedure with other children and actions. Play until all children have been "snails."

Wrap-up

Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

Vocabulary

snails, trails, markers, jungle gym, shelves, balls, hoops, box, scissors, books, face, draw, stick, say

Language

What is this? It is (a ball).
What are these? They are (markers).

Materials

Class Audio CD, Stickers page, crayons, Jumpy Cricket puppet

BEFORE PAGE 12

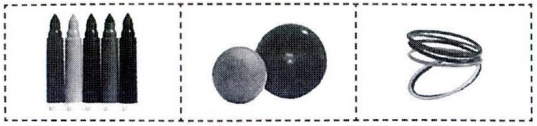
Kids' Choice

Revisit the songs and chants from Unit 1 (Audios A3, A4, A5, A6, A7, A12, A13, A15, and A19). Play a short part of each song or chant. Have children choose two or three songs. Play the audios and encourage children to sing along and do the actions.

AFL Think about Learning

Review Unit 1 page by page with the children. Have them look at each page attentively and remind them what they learned on each, for example: *Look. What is this? What are these? Do snails make trails when they move?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

DURING PAGE 12



9 Draw your face. Stick and say.

Help children point to each vocabulary word on the banner and say: *This is (a ball). These are (markers)*. Then point to the child on the page and say: *This is you!* Encourage children to draw their face. Next, point to the school items. Ask: *What are these?* Direct children to the Stickers page and have them find the markers, balls, and hoops and stick them in the boxes. Ask volunteers to show their work and read the sentence aloud: *They are (markers)*. Clap for a job well done!

AFTER PAGE 12

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 100. Help them think of what they liked most from Unit 1. Say: *What I liked most from Unit 1 are the snails!* Say this with a very excited voice and smile as you point to the snails on page 10. Encourage children to draw what they liked most from Unit 1: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

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AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Alice) liked to trace numbers and to count to three. (Larry), did you also like counting?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

Sing the Target Song

A7 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Jumpy Cricket. Then, encourage children to join in and sing their part.

Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside their Portfolio.

WB See Workbook page 10.

UNIT 2 OVERVIEW

Communication Objectives

- Identify and name senses and parts of the body
- Identify tastes: sweet, sour, salty
- Express likes and dislikes
- Understand and follow basic commands

Topics and Key Vocabulary

Senses:
see, smell, touch, hear, taste

Body Parts:
eyes, nose, hands, ears, tongue

Numbers:
four, five, six

Tastes:
sweet, sour, salty

Action Verbs:
stomp your feet, shout, stretch, see, smell, touch, hear, taste

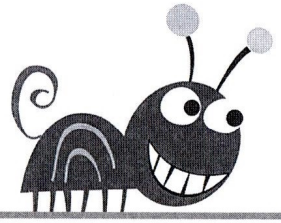
Nature and Science Words:
tongue, taste buds

Target Language and Structures

What do you (see) with? I (see) with my (eyes).

I see (a campfire).

Do you like (sweet) food? Yes, I do./No, I don't.



Content Connections

Math:
Identify and trace numbers: 4, 5, 6

Nature and Science:
Observe how animals use tongues to taste

Music:
Sing and act out songs

Move and dance to music

Language Arts:
Say and act out chants

Role-play

UNIT 2 OVERVIEW

Amazing and Project

Observe how animals use tongues to taste

Project: *Taste with Your Tongue*

Little Book

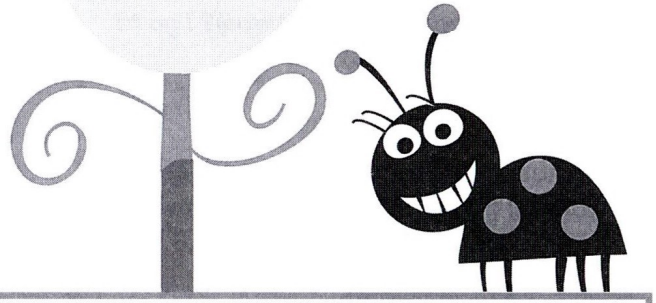
Guessing Game

Reading and Writing Readiness

Practice motor skills

Identify initial sound /s/

Practice visual discrimination



Home-School Connection

Take home the Little Book

Take home Show Time drawings

Use props to role-play at home

Competency-based Education

Competency work within the following formative areas:

Discovering Our World:
Make observations about living creatures in nature; Amazing page, p. T22

Mathematical Thinking:
Use numbers in diverse situations to draw on the principles of counting; Math page, p. T17

Values

Being polite and waiting for your turn

Unit Opener

Objectives
- To exchange greetings
- To predict unit topic
- To identify senses
- To understand and follow simple commands
- To review body parts

Vocabulary
hello, good-bye, senses, see, hear, smell, taste, touch, eyes, ears, hands, nose, tongue, bell

Language
Where do you go to school, (Alexia)? I go to (Pleasant Valley School).
Find the bells!

Materials
Class Audio CD, Jumpy Cricket puppet, bell, magnifying glass, pencil, picture or small model of a star

BEFORE PAGE 13

Sing the "Hello Song"
A3 Play the audio. Children listen, and Jumpy Cricket greets children. Then, play the audio again and have children turn to the person next to them. Encourage them to sing hello and wave to their partner.

Have Big Fun Talking!
A20 Model the conversation with Jumpy Cricket expressively. Then, play the audio and have children listen attentively.

A: Where do you go to school, Alexia?
B: I go to Pleasant Valley School. Where do you go to school?
A: I go to Crossroads Nursery School.
B: I like my school.
A: I like my school, too!

Next, invite a child to the front and have Jumpy Cricket ask him/her: *Where do you go to school?* Encourage the child to say the correct name of the school. Repeat with the other children.

DURING PAGE 13

1 Look and predict. Listen.
A5, A21

Predict Together
Ring the bell. Cup your ear with your hand and invite children to mimic you. Move around the room ringing the bell near each child. Then, ask: *What do we hear with?* Lead children into saying: *Our ears!* Next, hold up the magnifying glass and a pencil. Examine the pencil with the magnifying glass and say: *I see a big pencil!* Point to your eyes as you say this. Take the magnifying glass around the room and have each child take a turn looking at the pencil. Then, ask: *What do we see with?* Lead children into saying: *Our eyes!* Display page 13 and point to the children's eyes and then to the plants. Ask: *What do they see with?* Elicit: *Eyes*. Then point to your eyes and say: *We use our eyes to see*. Point to your ears and say: *We use our ears to hear*. Then say: *Seeing and hearing are our...* Pause and lead children into saying: *senses.* They may say it in their native language if they cannot say it in English. Next, play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing word: *Fun with (senses)!* Finally, play the Target Song (A21) to expose children to the new vocabulary. As each sense is mentioned, point to the relevant body part and have children mimic you.

Do the *Find It!* Activity
Point out Jumpy Cricket with the bell. Ring the bell and say: *Find the bells!* Encourage children to flip through the Unit 2 pages. Say: *Find the bells!* (There are bells on pages 13, 14, 15, and 17.)

AFTER PAGE 13

Check Predictions
Have Jumpy Cricket ring the bell loudly. Put your hand to your ear and encourage children to mimic you. Say: *We use our ears to...* Pause and elicit: *hear*. Then ask the class: *Is (hearing) a sense?* Encourage children to answer affirmatively. Repeat the procedure for *seeing* using the magnifying glass and the pencil.

Sing the "Good-bye Song"
A6 Invite children to sing and wave good-bye.

Portfolio
Remember to put letter-sized or smaller student work into each student's Portfolio Envelope. Help children to decide what work they want in their Portfolio.

WB See Workbook page 11.

EXTRA ACTIVITY

Twinkle, Twinkle, Little Star
Have children sing the nursery rhyme. Hand a picture or small model of a star to a child and, as the group sings, have children focus on the star.

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Sing the nursery rhyme a few times, having a different child hold the star each time.

Vocabulary

Objectives
- To identify senses
- To repeat names of senses
- To review body parts
- To understand and follow simple commands

Vocabulary
hello, good-bye, senses, see, hear, smell, taste, touch, eyes, nose, tongue, ears, hands

Language
What is this? It is (a nose).
What are these? They are (eyes).
What do you (smell) with? I smell with my (nose).

Materials
Class Audio CD, Jumpy Cricket puppet, a picture of a star, a bell, a stuffed toy animal, a chocolate bar, a real or fake flower, *tongue, nose, ear, hand,* and *eyes* Picture Cards, pencils, a CD of upbeat music

BEFORE PAGE 14

Body Parts Review
Have children stand and form a circle. Point to your nose and have children point to theirs. Say: *What is this? It is a...* Pause and encourage children to say: *nose*. Then, point to your eyes and have children do the same. Say: *What are these?* Encourage children to say: *They are eyes*. Repeat the procedure with the other body parts.

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Vocabulary Presentation
Display the picture of the star on the board and place the bell, stuffed toy animal, chocolate bar, and flower on the table. Look at the star and say: *I see with my eyes*. Have children repeat after you. Repeat the procedure for each object, substituting the appropriate sense. Then, show each Picture Card in turn and ask: *What do you (smell) with?* Show the *nose* Picture Card. Have children reply: *I smell with my nose*. Repeat the procedure for each of the senses.

Sing the Target Song "Senses"
A21 Play the Target Song. Sing the questions and have Jumpy Cricket sing the answers. Show the appropriate Picture Card each time a sense is mentioned and have children point to the corresponding body part.

DURING PAGE 14

2 Listen and say. Find and match.
A22, A23 Play Audio A22. Point to each body part in turn and have children mimic you. Say the words and have children repeat. Next, invite children to find the corresponding scene for each body part. Read: *I smell with my nose*. Show children how to trace the line from the photo of the nose to the corresponding illustration in the scene. Encourage children to trace the lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

tongue nose ear hands eyes

Use the puppet to say the dialogue that goes with the scene. Play Audio A23 and point to the corresponding Picture Cards as children repeat the target language.

What do you taste with? I taste with my tongue.
What do you smell with? I smell with my nose.
What do you hear with? I hear with my ears.
What do you touch with? I touch with my hands.
What do you see with? I see with my eyes.

AFTER PAGE 14

Role-play
Role-play the scene on Student Book page 14. Place the realia for each sense on a table. Point to the chocolate bar and ask Jumpy Cricket: *What do you taste with?* Have the puppet reply: *I taste with my tongue*. Then, invite a child to the front. Have Jumpy Cricket model the question for a different object. Have the child reply: *I (touch) with my (hands)*. Continue in this way with the rest of the class. Repeat the senses as many times as needed.

WB See Workbook page 12.

EXTRA ACTIVITY

Musical Senses Statues
Play some upbeat music and have children dance. Stop the music after a while and shout out the name of a sense: *(Taste!)*. Have children stop dancing, point to the corresponding body part (their tongue), and freeze in that position. Repeat the procedure for all of the senses.

Vocabulary

Objectives
- To identify senses
- To repeat names of senses
- To review body parts
- To review colors
- To understand and follow simple commands

Vocabulary
hello, good-bye, senses, see, hear, smell, taste, touch, eyes, nose, tongue, ears, hands

Language
This is (a nose). These are (eyes).
What do you (taste) with? I (taste) with my (tongue).

Materials
Class Audio CD, Jumpy Cricket puppet, Unit 2 Picture Cards, box, objects that correspond to each sense

BEFORE PAGE 15

Body Parts Review
Point to each body part that corresponds to a sense and say: *This is (a nose).* Have children repeat after you. Have children point to the corresponding body part each time.

Vocabulary Presentation
Hold up each *sense* Picture Card and have Jumpy Cricket say the corresponding name. Have children repeat after him. Then, hold up each *body parts* Picture Card and have children mime the sense and name it.

Sing the Target Song "Senses"
A21 Play the Target Song and have children listen attentively and join in when they can. Each time a sense is mentioned, hold up the corresponding Picture Card and have children point to the corresponding body part.

DURING PAGE 15

3 Listen and say. Find and match.
A24, A25 Play Audio A24. Point to the photos, name the senses, and have children repeat. Have children mime each sense as you say it. Next, invite them to find the corresponding pictures in the scene. Show them how to trace a line from the photo of the child tasting to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

smell see taste touch hear

Point to the scene and say the dialogue that goes with it. Use Jumpy Cricket to answer the questions: *What do you see with? I see with my eyes.* Play Audio A25 and point to the photos as children repeat the target language.

What do you see with? I see with my eyes.
What do you smell with? I smell with my nose.
What do you taste with? I taste with my tongue.
What do you touch with? I touch with my hands.
What do you hear with? I hear with my ears.

Vocabulary Practice
Have Jumpy Cricket say to the children: *I see a bird!* Invite children to mime looking far into the distance. Then have him say: *I taste a hotdog.* Invite children to mime tasting by sticking out their tongue and then making chewing sounds. Continue the procedure for the rest of the senses.

AFTER PAGE 15

What's in the Box?
Place the sense items in the box. Have Jumpy Cricket take out an item for taste and say: *I smell with my nose.* Invite children to correct him: *No! I taste with my tongue.* Continue in this way with the rest of the objects, having children correct the puppet each time.

WB See Workbook page 13.

EXTRA ACTIVITY

Number Groups
On sheets of paper write the number 1, 2, or 3. Make sure there are enough sheets for each child in the class. Hand out a number at random to each child. Next have children look at each other's numbers and form groups so that all 1s are together, all 2s are together, etc. When children are seated with their number group, have children say their number aloud, in order: *One! Two! Three!*

Practice

Objectives

- To identify and name senses
- To practice visual discrimination
- To review colors
- To review body parts

Vocabulary

hello, good-bye, see, smell, taste, hear, touch, campfire, flower, soap, piano, blocks, loud, soft, happy, cut out, look, paste, clap, stomp, shout

Language

I see (a campfire). I smell (a flower).
Is this loud or soft?

Materials

Class Audio CD, Jumpy Cricket puppet, Cutouts, drums and other musical instruments

BEFORE PAGE 16

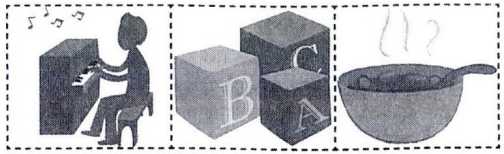
Have Big Fun Talking!

A31 Play the audio. Model the conversation below with Jumpy Cricket, having him answer the first question.

A: What do you see with?
B: I see with my eyes. Don't you think I am amazing?
A: Yes, I do!

Next, invite a child to the front and have Jumpy Cricket ask the question, substituting another sense for *see. What do you (taste) with, (Anna)? I taste with my (tongue).* Repeat the procedure with other children and the rest of the sense verbs.

DURING PAGE 16



4 Cut out. Look and paste.

Have children look at the page. Point to the girl's body parts and ask *What is this?* or *What are these?* Have children name the body parts in turn. Then have children look at the Cutouts. Start with the *campfire* Cutout and say: *I see a campfire*. Have children repeat after you. Then ask: *What do we see with?* Elicit: *Eyes*. Ask children where the picture belongs. Help children cut it out and paste it in the appropriate box. Continue the procedure for: *I smell a flower, I taste soup, I hear a piano,* and *I touch some blocks*. Each time, have children name the corresponding body part and paste the Cutout in the correct place.

AFTER PAGE 16

Sing the Target Song "Senses"

A21 Play the audio and use the puppet to model the conversation. Invite children to point to each corresponding body part.

Loud or Soft?

Take a drum and hit it softly. Say *soft* in a whisper and have children repeat. Then, hit the drum loudly and say *loud* in a loud voice. Have children repeat. Then hit the drum softly and say: *Is this loud or soft?* Encourage children to say: *Soft*. Repeat the procedure for *loud.* Next, hand out instruments to children and call out *Loud!* or *Soft!* Have children play accordingly.

Find Something Orange!

Invite children to stand up. Say: *Find something orange!* Have children look and find something orange in the room. Have them hold up the object when they find it. Repeat the procedure for all colors.

Sing "My Crayon Box"

A26 Play the audio and have children listen attentively. Each time they hear a color, have them point to the corresponding color in the scene on page 16. Play the audio again and have children join in when they can.

WB See Workbook page 14.

EXTRA ACTIVITY

If You're Happy and You Know It

Have children stand and form a circle. Sing the song and have children join in with the actions.

If you're happy and you know it, clap your hands. (*clap, clap*)
If you're happy and you know it, clap your hands. (*clap, clap*)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands. (*clap, clap*)

Then for *clap your hands* substitute *stomp your feet, shout hooray,* and *do all three!*

Math

Objectives

- To identify and name numbers: 4, 5, 6
- To review numbers: 1, 2, 3
- To practice visual discrimination
- To review senses

Vocabulary

hello, good-bye, four, five, six, numbers, frog, smell, hear, touch, taste, see, ears, eyes, nose, tongue, hands, listen, say, trace

Language

What are these? They are (cookies).
There are (four) cookies.

Materials

Class Audio CD, Jumpy Cricket puppet, pencils, a brown paper bag, coins, a slice of lemon, a stuffed toy animal

BEFORE PAGE 17

Introduce Numbers 4, 5, and 6

Invite a child to the front, tap him/her lightly on the shoulder, and say: *One!* Have children repeat. Then, invite a second child to the front and repeat the procedure saying *Two!* Continue with a third child and *Three*. Have children say: *One, two, three!* Then, invite up a fourth child. Tap him/her on the shoulder and say: *Four!* Have children repeat. Continue the procedure for *Five* and *Six*. Each time, count from number 1 and have the class join in.

Say "Numbers 4, 5, 6 Chant"

A27 Play the audio. Say the chant, and hold up the appropriate number of fingers for each number. Play it again and invite children to mimic your actions and join in when they can.

DURING PAGE 17

CBE 123 A27, A28 **5 Listen and say. Trace numbers, count, and match.**

Play the audio. Have Jumpy Cricket say the numbers and invite children to repeat after him. Play the audio again and have children hold up the corresponding number of fingers each time.

four five six

Have children look at the number 4 on the page. Say *four* and have children repeat after you. Trace it with your finger and have children do the same. Hand out pencils and have children trace the number. Continue the procedure for numbers 5 and 6. Next, have children look at the photos. Point to the cookies and ask: *What are these? They are...* Pause and elicit *cookies*. Then put your finger on the first cookie and say: *One*. Have children mimic you. Count the rest of the cookies. Have children point and say the number each time. Finally, say: *There are four cookies!* Have children repeat the phrase. Next, invite children to match the cookies to the correct number above. Continue in this way with the bells and squares.

Do the *Find It!* Activity

Hold up Jumpy Cricket and say: *Find squares!* (There are five green squares.)

AFTER PAGE 17

I Smell with My Ears!

Place a slice of lemon in a brown paper bag. Have Jumpy Cricket shake it, smell it, and put his ear to it. Have him say: *I smell with my ears!* Encourage children to say: *No! You smell with your nose!* Repeat the procedure for hearing coins jingling in the bag and feeling a stuffed toy animal. Each time, have Jumpy Cricket say an incorrect phrase and have children correct him.

WB See Workbook page 15.

EXTRA ACTIVITY

Five Little Speckled Frogs

Invite five children to the front to act as if they were frogs, jumping and making *ribbit* sounds. Sing the nursery rhyme and, each time a frog disappears, have one child sit down.

Five little speckled frogs
Sitting on a speckled log
Eating some most delicious grubs,
Yum, yum.
One jumped into the pool
Where it was nice and cool.
Now there are four green speckled frogs,
Glub, glub.

Repeat the song, substituting *three* for *four* and so on, until there are no green speckled frogs. Repeat the nursery rhyme, until all children have had a turn being a frog.

Reading Readiness

Objectives

- To identify initial /s/ sound
- To identify and name items that begin with the /s/ sound
- To review colors

Vocabulary

hello, good-bye, sun, sandwich, six, seven, seal, see, same, different, listen, match, say, sailor, sea, colors

Language

What sound do you hear at the beginning of sun? *The /s/ sound.*

Materials

Class Audio CD, Jumpy Cricket puppet, pictures of the sun, a seal, a sandwich, a ball, a dog, and a pencil, colored crayons, blindfold

BEFORE PAGE 18

Sunny Sounds

Have children sit in a circle and give a child the picture of the sun. Say */ssss/* and have children repeat the sound. Then say *sun* (exaggerating the /s/ sound) and have children repeat. Have the child go and stand in the center of the circle. Then, give another child the sandwich picture. Say *sandwich* (exaggerating the /s/ sound) and have children repeat the word. Then point to the child in the center and say: *Same or different?* Lead children into saying: *Same*. Then, give a third child the ball picture. Say the word and have children repeat it. Ask them: *Same or different?* Lead them into saying: *Different*. Have the child with the ball picture stand outside of the circle. Continue the procedure for the rest of the pictures. In the end, there will be three children in the center of the circle and three outside of the circle.

DURING PAGE 18

6 Listen and match. Say.

A29, A30 Play Audio A29 and do the actions that go with it. Hold up the corresponding picture each time a word is mentioned. For numbers 6 and 7, hold up the appropriate number of fingers. Repeat the audio and invite children to join in when they can.

Next, have children look at page 18. Play Audio A30 and have them listen attentively and point to each corresponding picture in turn.

sun sandwich six seven seal see

Invite them to draw lines from the sun to each item. Finally, say *sun* and have children repeat the word. Say all of the words and have children repeat after you.

AFTER PAGE 18

Clap for /s/!

Have children stand and form a circle. One by one, show the pictures of objects both beginning with /s/ and not beginning with /s/. Say the name of an object and invite children to clap if it begins with /s/ and stay still if it doesn't.

Blind Color Guess

Blindfold Jumpy Cricket and place colored crayons in front of him. Have him take a crayon and guess what color it is: *Blue!* Have children respond with *Yes* or *No*. Allow him three chances to guess the correct color. Then, invite a child to the front and blindfold him/her. Have him/her pick up a crayon and guess its color. Have the rest of the class say *Yes* or *No*. Allow the child three guesses and then allow the class to reveal the correct color if the color has not been guessed correctly. Repeat the procedure until all children have participated.

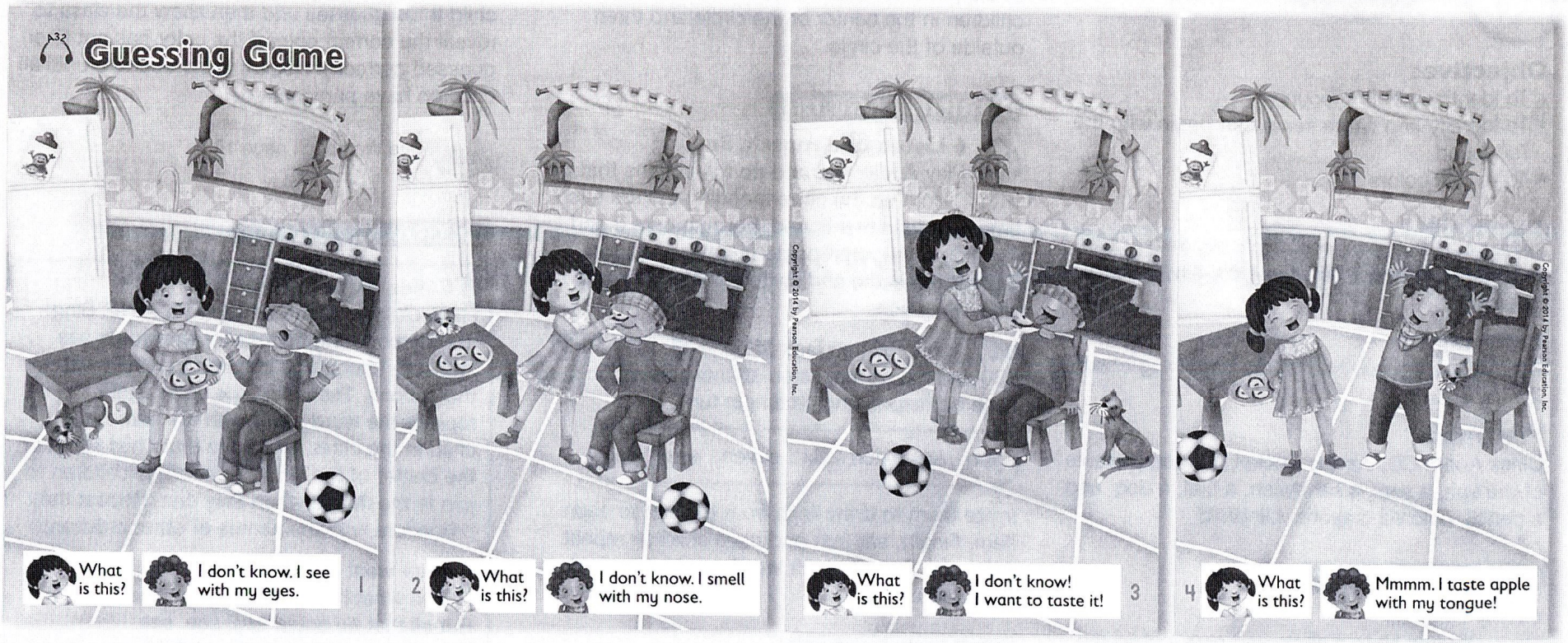
WB See Workbook page 16.

EXTRA ACTIVITY

A Sailor Went to Sea

Have children stand and form a circle. Sing the rhyme, using actions for the words *sea* and *see*. Encourage children to join in with the actions. Then, sing the song again, replace the word *sailor* with the name of a child in the class, and have that child stand in the center of the circle. Encourage children to join in the rhyme when they can. Repeat the procedure with the names of other children.

A sailor went to sea, sea, sea,
To see what he could see, see, see,
But all that he could see, see, see,
Was the deep, dark bottom of the sea,
sea, sea.



AUDIO SCRIPT

A32 Guessing Game

1. Gail: What is it?
   Frank: I don't know. I see with my eyes.
2. Gail: What is it?
   Frank: I don't know. I smell with my nose.
3. Gail: What is it?
   Frank: I don't know. I want to taste it.
4. Gail: What is it?
   Frank: Mmmm. I taste apple with my tongue!

HOME-SCHOOL CONNECTION

Encourage children to take their books home to share with their families. Since this book covers several topics, there are many things to talk about. The two children in this story play a guessing game with food. Children may enjoy playing a similar game with their family members at home.

SHOW TIME PREPARATION

AFL Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. It is important for them to have a context for their learning that they can understand.

Little Book

Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review senses

Vocabulary

hello, good-bye, see, hear, touch, taste, smell, ears, eyes, nose, tongue, hands, title, page, say, clap, turn around, put hands up, put hands down, crawl, stick out tongue

Language

I see with my eyes.
I taste (apple) with my tongue.

Materials

Class Audio CD, Jumpy Cricket puppet, DVD or ActiveTeach, *senses* and *body parts* Picture Cards, blindfold

BEFORE THE LITTLE BOOK

Sing the Target Song "Senses"

A21 Before singing the song, call out each sense in turn and have children point to their corresponding body part: *Taste!* (Children touch their tongue.) Then, play the audio and have children touch the corresponding body part as each sense is mentioned. Encourage children to join in when they can. Finally, display the *senses* Picture Cards on one side of the board and the *body parts* Picture Cards on the other. Invite children to come to the front and match each sense with its corresponding body part. Continue the procedure until all senses and body parts have been matched.

DURING THE LITTLE BOOK

A32 Guessing Game

1. Have children turn to page 19. Show them how to tear the page from the book and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Have children name people, colors, shapes, and other things. Praise all efforts.

3. Review the conventions of the Little Books: the title is on the front page; the page numbers help you find your place; the pictures help tell the story; and the drawings of the characters next to the lines tell you who is speaking.

4. Play the audio while you show children the pages. Don't point or gesture—just let children listen and look at the pages.

5. Play the audio again. This time, point to the drawings of the characters next to the lines that show who is speaking. Point to the pictures to help clarify meaning.

6. Check comprehension. Point to different people in the story and ask: *What does he see with? What does he smell with? What fruit is the girl giving him?*

AFTER THE LITTLE BOOK

Role-play

Role-play with Jumpy Cricket to reinforce story comprehension. Try to imitate the voices of the characters on the audio. Invite two children to the front and assign a character to each one. Have children mime the actions (using the blindfold) while you say the lines. Repeat with other pairs of children. Next, you may invite advanced children to role-play the story and say the lines. Praise all children for their efforts.

Home-School Connection

Have children take the Little Book home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or ActiveTeach.

WB See Workbook page 17.

EXTRA ACTIVITY

Watch and Do!

Have children stand in a circle. Call out an action and act it out. Have children mimic you. Each time, call out the actions faster and faster so that children are changing from one action to another more quickly. Use: clap three times, turn around, put your hands up, put your hands down, jump three times, crawl like a bug, and stick out your tongue.

Values

Objectives
- To learn a value: Be polite and wait for your turn
- To use language to express a value
- To review colors

Vocabulary
hello, good-bye, hands up, polite, take turns

Language
Who is polite?
We put up our hands.

Materials
Class Audio CD, Jumpy Cricket puppet, colored crayons, a CD of upbeat music

BEFORE PAGE 21

Impolite Puppet
Hold up Jumpy Cricket and ask: *Hello, how are you today, Jumpy Cricket?* Have the puppet look around the room and whistle, without answering you. Repeat the question and have him behave in the same way. Then, place colored crayons on a table and invite a child to the front. Say to him/her: *Choose a color that you like, (Juan).* Before the child can choose, have Jumpy Cricket say: *No! Me, me! I want to choose!* Say to Jumpy Cricket in a firm voice: *No, Jumpy Cricket. It is (Juan's) turn. You must wait for your turn.*

Next, ask children: *Is Jumpy Cricket being polite?* Lead them into saying: *No.* Then ask: *Is Jumpy Cricket waiting for his turn?* Elicit the same response. Then say: *Jumpy Cricket, be polite and wait for your turn!* Repeat the sketch, but, this time, have the puppet answer your questions politely and wait for his turn. Finally, say: *Good, Jumpy Cricket!*

"Taking Turns Chant"
A33 Tell children that taking turns is important and remind them how Jumpy Cricket behaved in the previous sketch. Put up your hand and say: *We put up our hand when we want to speak.* Have children mimic you. Then, play the audio and have children practice putting up their hands.

DURING PAGE 21

7 Who is polite? Circle.
Point to the scene and read the question that the teacher is asking. Then ask children: *Who is shouting out?* Invite children to point to the girl who is shouting out. Ask: *Is she waiting her turn?* Elicit: *No.* Then point to the other two children and ask: *Are they shouting out?* Elicit: *No.* Ask: *Are they waiting for their turn and being polite?* Elicit: *Yes.* Next, invite children to circle the polite children.

Do the *Find It!* Activity
Point to Jumpy Cricket with the big ears and say: *Find ears!* Invite children to point to the ears of the characters on the page.

AFTER PAGE 21

Role-play
Invite children to role-play the scene at the beginning of the lesson to practice being polite and taking turns. Invite a child to the front and have him/her first behave in an impolite way, as Jumpy Cricket did. Then, have him/her be polite and wait for his/her turn.

Silent Hands Up
Have children sit in a circle. Call out children's names in random order and have the corresponding child raise his/her hand without saying anything. Next, call out a color and have all children wearing that color raise their hands in silence. At the end, congratulate all children on being polite and raising their hands.

WB See Workbook page 18.

EXTRA ACTIVITY

Musical Chairs
Arrange chairs in a row in the center of the room. Play a CD of upbeat music and have children walk quickly around the chairs. As they walk, call out actions, such as, *Hands up! Touch your nose! Crawl!* Have children do the actions as they walk. When you stop the music, have children try to sit down on a chair, but make it clear that pushing is not allowed. Each time you stop and start the music, take one chair away until there is only one left. Have children without a chair sit down on the floor.

Amazing

Objectives
- To appreciate nature
- To observe details
- To observe how animals use tongues to taste
- To review senses

Vocabulary
hello, good-bye, tongue, taste buds, snake, dog, goose, arm, leg, hand, foot

Language
Do you like (bananas)? Yes, I do./No, I don't.
What do you taste with? I taste with my tongue.

Materials
Class Audio CD, Jumpy Cricket puppet, a banana, crackers, cheese, cookies, blindfold, Cutouts, *senses* and *body parts* Picture Cards

BEFORE PAGE 22

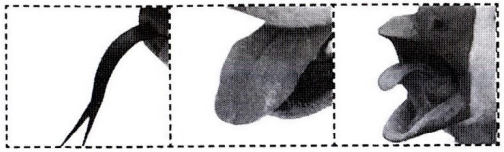
Tasting Food
Hold up the banana and ask Jumpy Cricket: *Do you like bananas?* Have him say: *No, I don't.* Then, hold up a cookie and ask him: *Do you like cookies?* Have him say: *Mmm. Yes, I do!* Next, invite a child to the front and ask him/her the same question using the other foods. Encourage him/her to say: *Yes, I do./No, I don't.* Repeat the procedure with other children.

Next, have a child come to the front and blindfold him/her. Have him/her taste a piece of the cookie. Ask him/her: *What is it?* Have him/her guess the food. Then, have the child say if he/she likes it or not. Continue the procedure with the rest of the foods and other children.

Finally, ask children: *What do we taste with?* Elicit: *Tongue*. Then tell children we also use our taste buds to taste things. Have them repeat *taste buds*.

Sing "Amazing Tongues"
A34 Play the audio and have children stick out their tongues each time the word *tongue* is mentioned. Play it again and encourage children to join in when they can.

DURING PAGE 22



CBE **8 Look closely. Cut out and paste.**

Have children look at the page and point to the boy's tongue. Say: *The dots on the boy's tongue are taste buds*. Invite children to touch their own taste buds.

Then, point to each of the three animals in turn. Elicit what they are and make the sound of each. Have children repeat and mimic you. Say: *Animals use tongues to taste*. Have children look at the Cutouts. Elicit what they are: *Tongues*. Then, help children match each tongue to the appropriate animal. Help them to stick the Cutouts in place.

Finally, point to Jumpy Cricket's speech bubble and ask: *What do you taste with?* Encourage children to say: *I taste with my tongue*.

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AFTER PAGE 22

Sing the Target Song "Senses"
A21 Play Audio A21 and invite children to join in singing and pointing to the corresponding body part for each sense. Show the corresponding Picture Card each time a sense or body part is mentioned. Then, invite five volunteers who are ready to sing with the audio to perform the song. Invite each child to sing responses to the questions: *I (see) with my (eyes)*. At the end, applaud all children.

WB See Workbook page 19.

EXTRA ACTIVITY

The Hokey Cokey
Have children stand and form a circle. Then, sing the song and have children mimic the actions. Repeat the song and substitute *left* for *right* and *arm, hand,* and *foot* for *leg*. It doesn't matter if children don't know their left from right. Have them mimic you each time.

You put your (right leg) in,
Your (right leg) out:
In, out, in, out.
You shake it all about.
You do the hokey cokey,
And you turn around.
That's what it's all about!

Whoa, the hokey cokey,
Whoa, the hokey cokey,
Whoa, the hokey cokey,
Knees bend, arms stretch,
Rah rah rah!

Project

Objectives
- To do a science project
- To follow directions
- To talk about different tastes
- To record information

Vocabulary
hello, good-bye, sweet, sour, salty, shake, put, say

Language
Is it sweet, sour, or salty? It is (sweet).
Do you like (sweet) food? Yes, I do./No, I don't.

Materials
Class Audio CD, Jumpy Cricket puppet, a lemon or lime, candy, a bag of salty chips, lime slices, salt, sugar, index cards, jars with water, eyedroppers

BEFORE PAGE 23

What Do We Taste with?
Draw a large picture of a tongue on the board. Point to the tongue and ask: *What do you taste with?* Encourage children to say: *I taste with my tongue*. Then point back to the picture on the board and ask: *What do we have on our tongues?* Encourage children to say: *Taste buds*. Draw some dots on the tongue to represent taste buds. Then, say: *Our taste buds help us to taste foods that are salty* (hold up the bag of chips), *foods that are sweet* (hold up the candy), *and foods that are sour* (hold up the lemon or lime). Repeat *salty, sweet,* and *sour* and have children say the words after you.

DURING PAGE 23

Taste with Your Tongue!
Give the following items to each small group of children: three jars with an inch of water in each, three eyedroppers, lime slices, salt, sugar, and three index cards. Tell children that they are going to add things to water to make it sour, salty, or sweet.

Show children page 23 and read the title of the project aloud: *Taste with Your Tongue!* Then show children how to follow these steps:

1. Fold the index cards in half. Number them from 1 to 3. Say: *Fold the cards. Number them.*

2. Place three jars on a table. Put a card next to each. Say: *Put the cards next to the jars.*

3. Squeeze the lime into the first jar. Say: *Squeeze the lime into number 1.*

4. Shake salt into the second jar. Say: *Shake salt into number 2.*

5. Spoon sugar into the third jar. Say: *Put sugar into number 3.*

6. Use the eyedropper to taste the water from each jar. Do not let the eyedropper touch your tongue. Say: *Taste the water in each jar.*

7. Check the boxes on the page for *sour, salty,* or *sweet*. Say: *Check the boxes for each jar.*

Help children put enough lime juice, salt, or sugar into the jars so that they can taste the sourness, saltiness, and sweetness. Guide them to understand that limes taste sour, salt tastes salty, and sugar tastes sweet.

AFTER PAGE 23

Tasting Food
Give a slice of lemon or lime to Jumpy Cricket and have him mime tasting it. Ask: *Is it sweet, sour, or salty, Jumpy Cricket?* Have him say: *It is sour!* Then ask: *Do you like sour foods?* Have him say: *No, I don't!* Then, invite a child to the front and repeat the procedure with a piece of candy. Have him/her taste it and elicit: *Sweet*. Continue the procedure with the bag of chips for *salty*. Continue until all children have had a turn tasting and describing a food.

Wrap-up

Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

Vocabulary

hello, good-bye, nose, eyes, tongue, ears, hands, smell, see, taste, hear, touch

Language

What do you (see) with? I (see) with my (eyes).

Materials

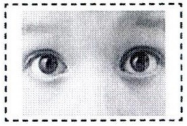
Class Audio CD, Jumpy Cricket puppet, Stickers, Picture Cards, Portfolio Envelopes, paper, crayons

BEFORE PAGE 24

AFL **Stop and Sing**
Revisit the songs and chants from Unit 2 (Audios A21, A26, A27, A29, A33, and A34). Then invite a volunteer to the front. Have him/her say *Stop!* when he/she hears a song that he/she likes. Play the audio and encourage the whole class to sing along. You may repeat the procedure with other children and songs.

AFL **Think about Learning**
Review Unit 2 page by page. Have children look at each page attentively, and remind them what they learned on each, for example: *Look. What is this? What do you see?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

DURING PAGE 24



9 Draw your face. Stick and say.
Help children point to each vocabulary word represented on the banner. Say: *I (smell) with my (nose).* Have children repeat after you. Then point to the face and ask children: *What do you see?* Lead children into saying: *A face.* Say: *Draw your face!* Encourage children to draw their eyes, nose, and mouth. Then direct them to the Stickers page and ask the question: *What do you see with?* Encourage them to say. *I see with my eyes.* Have them stick the eyes in the appropriate place. Finally, ask volunteers to show their work and read the sentence aloud: *I see with my eyes.* Clap for a job well done!

AFTER PAGE 24

Prepare for Show Time!
Point out the mascot with the flower at the bottom of the page. Direct children to page 101. Help children decide what they liked most from Unit 2. Say: *What I liked most from Unit 2 was tasting sweet candy!* Use an excited voice as you point to the project on page 23. Encourage children to draw what they liked most from Unit 2: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

AFL **Children Decide!**
After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Carla) liked learning (that animals also have tongues). (Alex), did you also like that? What did you like, then?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

Home-School Connection
Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

B28 **Sing the Target Song "Senses"**
To consolidate what children have learned in the unit, play the Target Song. First, practice the conversation with Jumpy Cricket. Then, encourage children to join in and sing their part.

Portfolio
Have children review the things in their Portfolio Envelope to date. Walk to each child's place and have him/her show you his/her favorite work. Make sure children put all pages back inside the Portfolio.

WB See Workbook page 20.

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UNIT 3 OVERVIEW

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Communication Objectives

- Identify and name family members
- Ask for information
- Express possession
- Identify people's homes
- Understand basic commands

Topics and Key Vocabulary

Family Members:
grandfather, grandmother, aunt, uncle, cousin

Homes:
house, apartment

Pets:
dog, cat, fish, bird

Numbers:
seven, eight, nine

Demonstrative Pronouns:
this, these

Action Verbs:
throw, hit, have, show, tell, love, appreciate, fly, turn around, hop, hug, fold (your arms), weave

Nature and Science Words:
nest, swallow, eagle, hummingbird, robin

Target Language and Structures

Who is (she)? (She) is my (aunt).

Who are they? They are my grandparents.

What school do you go to? I go to (Grassy Knoll Nursery School).

What is your teacher's name? My teacher's name is (Mrs. Hernandez).

My grandmother has (a dog).

Where does Grandmother live? In (a house).

Content Connections

Math:
Identify and trace numbers: 7, 8, 9

Count to 9

Nature and Science:
Observe that birds live in nests

Art:
Make a paper nest

Music:
Sing and act out songs

Move to music

Language Arts:
Say and act out chants

UNIT 3 OVERVIEW

Amazing and Project

Observe that birds live in nests

Project: *Make a Paper Nest*

Reading and Writing Readiness

Identify initial sounds /m/ and /f/

Practice motor skills

Practice visual discrimination

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Little Book

Show and Tell

Competency-based Education

Competency work within the following formative areas:

Discovering Our World:
Represent real or imaginary characters and situations through play or dramatic expression; Little Book page, p. T32

Personal and Social Development:
Develop sensitivity toward the needs, viewpoints, and feelings of others; Values page, p. T33

Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about family members at home

Sing songs and say chants at home

Values

Appreciating family members

Unit Opener

Objectives
- To predict unit topic
- To identify and name family members
- To ask for information
- To understand and follow simple commands

Vocabulary
grandfather, grandmother, aunt, uncle, cousin, father, mother, brother, baby, family, look, predict, listen, find, throw, hit

Language
This is my (aunt).

Materials
Audio CD, Jumpy Cricket puppet, Unit 1 and *grandfather, grandmother, aunt, uncle,* and *cousin* Picture Cards, soft ball, tape

BEFORE PAGE 25

Sing the "Hello Song"
A3 Play the audio. Children sing along and wave hello.

Have Big Fun Talking!
Use Jumpy Cricket to model the conversation below.

A: What school do you go to?
B: I go to Grassy Knoll Nursery School.
A: What is your teacher's name?
B: My teacher's name is Mrs. Hernandez.

Then, invite pairs to come up. Say the lines and have children repeat them after you. Have children use the name of their school and teacher in the conversation. More advanced children may act out the conversation without repeating the lines after you.

DURING PAGE 25

1 Look and predict. Listen.
A5, A36
Predict Together
Attach the *grandfather, grandmother, aunt, uncle,* and *cousin* Picture Cards to the board at children's eye level. Point to them and name them. Then, say: *Look, just like father, mother, sister, brother, and baby, all these people are part of the...* Encourage children to say: *family!* Children may use their native language if necessary.

Next, display page 25. Point to the aunt in the box. In a child's voice say: *This is my aunt.* Repeat with: *grandmother, grandfather, uncle,* and *cousin*. Next, point to the father and say: *This is my...* Encourage children to complete: *father*. Continue with the remaining family members children already know.

Then, play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing words: *Fun with (my family)!*

Next, play the Target Song "My Family" (A36) to expose children to the new vocabulary. Use Jumpy Cricket to model the questions and answers. Point to the Picture Cards on the board as the family members are mentioned in the song. Have children listen and look attentively.

Do the *Find It!* Activity
Point out Jumpy Cricket and say: *Look! Jumpy Cricket is holding two babies*. Read the sentence aloud as you underline it with your finger: *Find the babies!* Have children look for babies in the unit. (Babies can be found on pp. 25, 26, 27, 30, 36, and Little Book p. 4.)

AFTER PAGE 25

Check Predictions
Flip through the pages and point to different pictures and ask: *Is this a family member?* Encourage children to answer *Yes* or *No.*

Hit the Family Members
Attach the Unit 1 and the *grandfather, grandmother, aunt, uncle,* and *cousin* Picture Cards to the board. Have children sit in a semicircle. Give a soft ball to a child and encourage him or her to throw the ball and hit a Picture Card that depicts a family member: *Throw the ball and hit a family member!* Play until all children have participated.

Sing the "Good-bye Song"
A6 Have children sing and wave good-bye.

Portfolio
Remember to put letter-sized or smaller work into each student's Portfolio Envelope.

WB See Workbook page 21.

EXTRA ACTIVITY

Family Song: "This Is the Way..."
Sing the song with the children to the tune of "Here We Go Round the Mulberry Bush."

This is they way I hug
My father, hug my father,
Hug my father.
This is the way I hug
My father,
Every day!

Repeat with other family members.

Vocabulary

Objectives
- To identify family members
- To repeat names of family members
- To understand and follow simple commands

Vocabulary
grandfather, grandmother, aunt, uncle

Language
Who is (she)? (She) is my (mother).
Who are they? They are my (grandparents).

Materials
Class Audio CD, *grandfather, grandmother, aunt,* and *uncle* Picture Cards, pencils, tape

BEFORE PAGE 26

Vocabulary Presentation
Display the *grandfather, grandmother, aunt,* and *uncle* Picture Cards. Hold up each card as you say the word. Say the word again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket. Then, hold up the *grandfather* and *grandmother* Picture Cards together. Say: *Grandparents.* Have children repeat after you.

Target Song "My Family"
A36 Play the Target Song "My Family." Display the *grandfather, grandmother, aunt,* and *uncle* Picture Cards around the room. Use Jumpy Cricket to model the questions and answers in the song. He sings the children's part. Walk around the room and have Jumpy Cricket point to the cards as they are mentioned in the song. Have children listen and look attentively.

DURING PAGE 26

2 Listen and say. Find and match.
A37, A38 Play Audio A37. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each family member. Next, invite children to find the grandfather, grandmother, aunt, and uncle in the scene. Then, show them how to trace a line from the photo of the grandfather to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

grandfather grandmother aunt uncle

Point to the scene and to the speech bubble. Say the dialogue that goes with the scene: *(She) is my (grandmother). Who are they? They are my (grandparents.)* Play Audio A38 and point to the photos as children repeat.

Who is he? He is my grandfather.
Who is she? She is my grandmother.
Who is she? She is my aunt.
Who is he? He is my uncle.

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AFTER PAGE 26

Family Race!
Attach the *grandfather, grandmother, aunt,* and *uncle* Picture Cards to the board at children's eye level. Divide the class into two teams. Have a child from each team stand at the back of the room. Then shout: *Grandfather!* Have the children race to the board and touch the corresponding card. The child who touches the correct card first wins a point for his or her team. Play several rounds. The team with most points wins the game.

WB See Workbook page 22.

EXTRA ACTIVITY

Listening Game
Invite children to play a listening game with Jumpy Cricket. Invite four children to come up. Hand each child a Picture Card: *grandfather, grandmother, aunt,* and *uncle*. Say: *grandfather, uncle, aunt, grandmother*. Have children listen and arrange themselves accordingly. Play several rounds. Then invite other children to participate.

Vocabulary

Objectives

- To identify family members
- To identify places where people live
- To repeat names of family members and places where people live
- To understand and follow simple commands
- To review numbers: 1–6

Vocabulary

cousin, house, apartment, pets, cat, dog, grandfather, grandmother, aunt, uncle, listen, say, find, match, stop

Language

Who is (she)? (She) is my (cousin).
Who are they? They are my (grandparents).
What is this? It is my (house).

Materials

Class Audio CD, *cousin, house, apartment, pets, grandfather, grandmother, aunt,* and *uncle* Picture Cards, pencils, family pictures (have children bring pictures of their families from home), music CD, beanbag

BEFORE PAGE 27

Vocabulary Presentation

Hold up the *cousin, house, apartment,* and *pets* (*cat* and *dog*) Picture Cards. Name the new words and have children repeat after you.

Target Song "My Family"

A36 Attach the *grandfather, uncle, grandmother, aunt, cousin,* and *pets* Picture Cards to the board. Play the Target Song "My Family." Point to the cards as they are mentioned in the song. Use Jumpy Cricket to model the questions and answers in the song. He sings the children's part. Have children listen and look attentively.

DURING PAGE 27

A39, A40 **3 Listen and say. Find and match.** Play Audio A39. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the cousin, the house, the apartment, and the pets in the scene. Then, show them how to trace a line from the photo of the cousin to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

cousin house apartment pets

Point to the scene and to the speech bubble. Say the dialogue that goes with the scene: *Who is (she)? (She) is my (cousin). What is this? It is my (house)*. Play Audio A40 and point to the photos as children repeat.

Who is she? She is my cousin.
What is this? It is my house.
What is this? It is my apartment.
What are these? They are my pets.

Vocabulary Practice

Display pages 26 and 27. Invite a child to come up and pretend to be the child in the scene who is speaking. Point to the grandmother and ask: *Who is she?* Encourage the child to answer: *She is my grandmother*. Repeat with other family members. Invite other volunteers to play the role of the child. Repeat the same procedure with the vocabulary items on page 27.

AFTER PAGE 27

Stop!

Before class, ask children to bring in a family picture. Then, play some music and have children dance around the room holding up their pictures. Stop the music and have children stop dancing. Point to a family member on a child's picture and ask: *Who is (she)?* Encourage the child to answer: *(She) is my (aunt)*.

WB See Workbook page 23.

EXTRA ACTIVITY

Catch and Count!

Have children stand in a circle. Throw a beanbag to a child and say a number: *Five!* Encourage the child to walk around the room and count 5 items. If he/she does so correctly, have the class clap! Repeat the procedure with other children. Encourage children to count 1–6 items.

Practice

Objectives

- To identify and name family members
- To practice visual discrimination
- To express possession
- To ask where someone lives
- To understand and follow simple commands

Vocabulary

grandmother, grandfather, grandma, grandpa, pets, dog, fish, bird, cat, house, apartment, live, have

Language

Grandma has a fish, a bird, and a cat.
Uncle has a dog.
Where does (Grandma) live? In (a house).
Where do you live? In (a house).

Materials

Class Audio CD, *grandfather, grandmother, apartment, house*, and *pets* Picture Cards, scissors, Cutouts, glue, beanbag, white sheets of paper (two per child), crayons and art supplies, tape

BEFORE PAGE 28

People We Know

A41 Explain that grandma and grandpa are affectionate terms for *grandmother* and *grandfather*. Hold up the *grandmother* Picture Card. Say: *This is my grandmother. I love her very much. I prefer to call her "Grandma."* Then, hold up the *grandfather* Picture Card. Say: *This is my grandfather. I also love him very much. I prefer to call him "Grandpa."* Have children repeat *grandma* and *grandpa* after you. Then, play the audio and display pages 26 and 27. Sing along, do the actions, and point to the family members as they are mentioned in the song. Play the audio again and have children join in.

DURING PAGE 28

4 Cut out. Paste and say.

Hold up the Cutouts for page 28. Point to the one that depicts the uncle and the dog. Say: *Look! This is my uncle. He has a...* Have children complete: *dog!*

Next, point to the Cutout that shows the grandmother. Say: *This is my grandmother. She has pets. She has a...* Have children complete: *fish and bird*. Then, point to the Cutout that shows a cat. Say: *My grandmother also has a...* Encourage children to answer: *cat!*

Next, help children to cut out the pictures. Have them look at page 28. Say: *My grandma lives in a red house, and my uncle lives in a blue apartment*. Encourage children to put a small amount of glue on the corresponding Cutouts and ask them to paste them in the correct boxes.

As children work, ask individuals: *Where does Grandma live? In a house. Where does Uncle live? In an apartment. Where do you live? In (a house). What pets do you have? I have (a cat).*

AFTER PAGE 28

Where Do You Live?

Attach the *house* and the *apartment* Picture Cards to the board at children's eye level. Throw a beanbag to a child and ask: *Where do you live?* Encourage him or her to come up, point to the corresponding card, and say: In *(a house)*. Repeat with other children.

Then, distribute drawing paper and art supplies. Have children draw their homes. Invite children to come up and show their drawings to the rest of the class. Ask: *Where do you live?* Encourage them to say: *In (a house)*.

WB See Workbook page 24.

EXTRA ACTIVITY

My Pet

Attach the *pets* Picture Cards to the board. Then, ask: *Who has a pet?* Encourage children who have pets to raise their hands. Then ask: *What pet do you have? I have (a dog)*. Provide language support if needed. Then, distribute drawing paper and art supplies. Have children draw their pets. Encourage children with no pets to draw a pet they would like to have. Invite children to show their drawings to the rest of the class.

Math

Objectives
- To learn numbers: 7, 8, 9
- To count to 9
- To review demonstrative pronouns: *this, these*
- To review shapes
- To review colors

Vocabulary
numbers, one, two, three, four, five, six, seven, eight, nine, rectangles, triangles, squares, green, red, yellow, listen, say, trace, count, match

Language
This is the (number 7).
These are (rectangles).
How many (rectangles) do you see?
Let's count!

Materials
Class Audio CD, beanbag, squares, rectangles, circles, and triangles cut out of colored paper, pencils, crayons, bag, music CD

BEFORE PAGE 29

Shapes Review
Take children to the playground. Have them stand around the sandbox. Throw a beanbag to a child and name a shape: *Triangle!* Encourage the child to trace a triangle in the sand with his/her finger. Repeat with *Rectangle* and *Square* and other children.

"Numbers 7, 8, 9 Chant"
A42 Write the numbers 7, 8, and 9 on the board and say: *Seven*. Hold up seven squares and say: *Seven squares*. Repeat with the numbers 8 and 9. Have children repeat after you. Then, play the audio, say the chant, and do the actions. Have children listen and look attentively. Play the audio again. Encourage children to join in by doing the actions and naming the numbers 7, 8, and 9.

DURING PAGE 29

5 Listen and say. Trace numbers, count, and match.
A43 Play audio A43. Have children listen and repeat each number.

seven eight nine

Next, display page 29. Point to each number. Say: *This is the number 7*. Have children repeat *seven* after you. Continue with the numbers 8 and 9. Show children how to trace the numbers 7, 8, and 9, first with their index finger and then with a pencil.

Then, direct children's attention to the shapes below the numbers. Say: *These are rectangles*. Have children repeat *rectangles* after you. Next, point to the triangles and ask: *What are these? They are triangles*. Repeat with squares. Point to the shapes and ask: *What color are the (rectangles)? (Green.)* Then, ask: *How many rectangles do you see?* Count the shapes with the children: *1, 2, 3, 4, 5, 6, 7, 8, 9. Nine rectangles*. Repeat with the triangles and the squares.

Then, show children how to trace a line from the number 7 to the box that contains seven shapes. Say: *Seven triangles*. Repeat the procedure with the eight squares and nine rectangles.

AFTER PAGE 29

"We Have Finished Chant"
A14 Play the audio and have children join in and do the actions.

Counting Game
Put several crayons inside a bag. Invite a child to come up, to take one crayon out of the bag and, to hold it up. Ask: *How many crayons do you see? One (crayon)*. Repeat the procedure with 2–9 crayons.

WB See Workbook page 25.

EXTRA ACTIVITY

Shapes Game
Distribute squares, triangles, circles, and rectangles cut out of colored paper. Play some music and have children dance. Then shout: *Rectangles!* Children holding rectangles should sit down. Repeat with the remaining shapes.

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Reading Readiness

Objectives

- To identify initial sounds /m/ and /f/
- To identify and name items that begin with the sounds /m/ and /f/

Vocabulary

mother, moon, milk, monkey, father, finger, five, fish, sound, listen, match, say

Language

(Mother) starts with the (/m/) sound.

Materials

Class Audio CD, pictures of a mother, moon, milk, monkey, father, finger, the number 5, and a fish, pencils

BEFORE PAGE 30

Introduce the Sounds

Hold up the picture of the moon. Say: *This is the moon.* Have children repeat *moon* after you. Then, say: *Moon starts with the /m/ sound.* Exaggerate the beginning sound. Say */mmmm/* and have children repeat the sound. Then, hold up the pictures of the mother, monkey, and the glass of milk and follow the same procedure.

Next, show the picture of a finger and say: *This is a finger*. Then, say: *Finger starts with the /f/ sound*. Exaggerate the beginning sound. Say */ffff/* and have children repeat the sound. Hold up the pictures of the father, the fish, and the number five and repeat the procedure.

"Letter Sounds (*M* and *F*)"

A44 Play the audio. Sing the song and do the actions that go with it. Repeat and invite children to do the actions and repeat the new sounds /m/ and /f/.

DURING PAGE 30

6 Listen and match. Say.

A45 Have children look at page 30. Play Audio A45 and have children listen attentively and point to each corresponding picture in turn.

mother moon milk monkey
father finger five fish

Point to the mother and the glass of milk. Say: *Mother and milk start with the /m/ sound*. Show children how to trace a line from the picture of the mother to the picture of milk, first with their index finger and then with a pencil. Have them repeat the sound as they trace the line: */mmmm/*. Then, have children draw lines from the mother to other pictures that show words that begin with the /m/ sound. Repeat the procedure with *father* and the /f/ sound. Finally, say all of the words and have children repeat them after you.

AFTER PAGE 30

Swat It!

Attach to the board at children's eye level the following pictures: mother, moon, milk, monkey, father, finger, the number 5, and a fish. Have children sit in a semicircle. Hand a flyswatter to a child and say: */ffff/*. Invite the child to swat a picture that begins with the /f/ sound. Then say */mmmm/* and invite another child to swat a picture that shows a word that begins with the /m/ sound. Play until all children have participated.

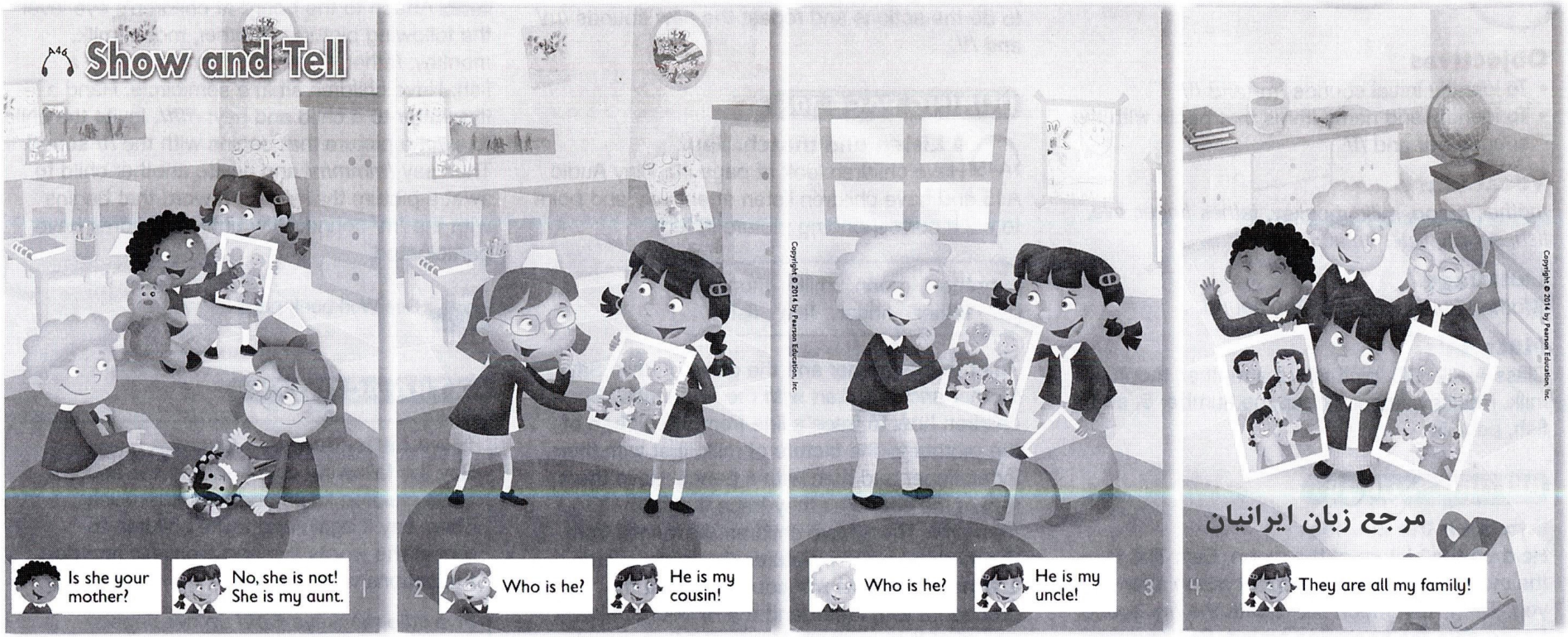
WB See Workbook page 26.

EXTRA ACTIVITY

"Five Little Monkeys Chant"

Say the following chant and do the actions. Have children listen and look attentively. Then, say it again and invite children to repeat the words *five* and *monkeys* and do the actions with you.

Five little monkeys *(hold up five fingers)*
Jumping on the bed. *(jump in place)*
One fell off *(hold up one finger)*
And bumped his head. *(tap your head)*
Mama called the doctor,
And the doctor said: *(mime talking on the phone)*
"No more monkeys jumping on the bed!"
(shake your head)



AUDIO SCRIPT

A46 Show and Tell

1. Tim: Is she your mother?
   Beth: No, she is not. She is my aunt.
2. Fran: Who is he?
   Beth: He is my cousin.
3. Josh: Who is he?
   Ben: He is my uncle.
4. Beth: They are all my family.

HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. This book is about family members. The girl in the story talks about her family to her classmates. Children may enjoy doing the same with their family members.

SHOW TIME PREPARATION

AFL Tell children that they can bring pictures of their families and show them to their classmates as part of the end-of-the-year Show Time. Remind them that they are learning English for speaking in class and at home.

Little Book

Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review family members
- To review classroom objects

Vocabulary

father, mother, brother, aunt, cousin, uncle, grandpa, grandma, people, show, tell

Language

Is (she) your (mother)? No (she) is not.
Who is (she)? (She) is my (aunt).
Is this the (mother) or the (aunt)?
What is this? It is (a table).
What are these? They are (books).

Materials

Class Audio CD, Jumpy Cricket puppet, white paper (one sheet per child), crayons, DVD or ActiveTeach

BEFORE THE LITTLE BOOK

"People We Know"

A41 Play the audio. Display pages 26 and 27 and point to the family members as they are mentioned in the song. Have children listen and look attentively. Then, play the audio again and encourage children to join in.

DURING THE LITTLE BOOK

A46 Show and Tell

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and clothes.

3. Point to the title and say: *This is the title. The title of the story is "Show and Tell."* Have children identify the page numbers. Next, point to the drawings of the characters next to the lines. This will help children know who is speaking: *This is what (Tim) says.*

4. Play the audio while you show children the pages. Have them listen.

5. Play the audio again. This time, point to the drawings next to the lines that show who is speaking. Point to the pictures and pantomime to help clarify meaning.

6. Check children's comprehension. Say: *The girl is showing her friends pictures of her family.* Point to the different people in the story and ask: *Is this the (mother) or the (aunt)? Look at the children. Are they happy or sad? Are they inside or outside?* Finally, point to different classroom objects and have children identify them: *What is this? It is (a table). What are these? They are (books).*

AFTER THE LITTLE BOOK

CBE Role-play

Role-play the story with Jumpy Cricket to reinforce comprehension. Try to copy the expressive voices of the characters on the audio. Next, invite children to come up to participate. Play the audio and have children repeat. Invite several groups of children to come up and role-play.

Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

WB See Workbook page 27.

EXTRA ACTIVITY

My Family

Distribute white paper and crayons. Encourage children to draw their family. Remind them to include grandparents, aunts, uncles, and so on.

Invite children to share their drawings with the rest of the class. Encourage them to say: *This is my (mother). These are my (cousins).* Continue until all children have participated.

Values

Objectives
- To learn a value: Show you appreciate family members
- To use language to express a value
- To review family members

Vocabulary
family, boy, grandmother, grandfather, draw, show, love, appreciate, hug, help

Language
Show you appreciate family members.
Find the grandfather!
Draw someone in your family.
This card is for my (cousin).

Materials
Class Audio CD, Jumpy Cricket puppet, crayons, dish, kitchen towel, baby doll, *grandmother* Picture Card, cookies, Thank You card, white paper (one sheet per child), art supplies, marker

BEFORE PAGE 33

Sing the Target Song
A36 Play the audio and use Jumpy Cricket to practice the questions and answers in the song. Have children listen attentively. Play the audio again and encourage children to join in.

Appreciating Family Members
Use Jumpy Cricket to talk about family members. Hold up a picture of your family and say: *Look, Jumpy Cricket. This is my family. I love my family*. Draw a big heart on the board. Jumpy Cricket says: *I love my family, too!* Then, say: *I love and appreciate my family. I hug them every day!* Hug Jumpy Cricket to demonstrate hugging.

Then, hold up a dish and a kitchen towel and say: *I love and appreciate my mother. I help her with the dishes*. Mime drying the dishes. Then have Jumpy Cricket say: *I help my aunt with the baby*. Have the puppet cradle a baby doll.

Finally, invite children to come up and show in words and gestures what they do to show their family members that they love and appreciate them. Provide language support as needed.

DURING PAGE 33

CBE 7 Draw someone in your family.
Display page 33. Explain that the boy loves and appreciates his grandmother. He made a card for her. Then, encourage children to draw a family member in the box. As children work, ask them: *Who is this?* Finally, have them show their family member to the rest of the class: *This is my (uncle)*.

Do the *Find It!* Activity
Have children find Jumpy Cricket on the page. Point to the speech bubble and read what he says: *Find the grandfather!* Encourage children to find the grandfather in the scene. (He is in the picture on the wall.)

AFTER PAGE 33

Sing "Grandma Made Me Cookies."
A47 Hold up the *grandmother* Picture Card and some cookies. Play the audio, sing along, and have children listen. Play the audio again and encourage children to sing along.

Thank You Cards
Show a Thank You card you made. Say: *This is a Thank You card for my aunt. She gives me candy*. Encourage children to make a Thank You card for a family member.

Distribute white paper and help children fold it in two. Have them decorate the front of the card. Write *Thank You* inside every card. Invite children to come up, show their cards, and say: *This card is for my (cousin)*. Have children deliver their cards when they get home or when they see their family member.

WB See Workbook page 28.

EXTRA ACTIVITY

Jump for Family Members!
Have children stand in a circle. Stand in the center. Explain that you will say different words. Children jump in place if you name a family member. If not, they stand still.

Amazing

Objectives

- To appreciate nature
- To observe details
- To learn about birds' houses
- To practice fine motor skills
- To review colors

Vocabulary

house, apartment, family, grandmother, bird, nest, swallow, eagle, hummingbird, robin, live, fly

Language

This is my (house).
I live in (a house) with my family.
My grandmother lives in (an apartment).
Birds live in nests.
(Eagles) live in nests.

Materials

Class Audio CD, Jumpy Cricket puppet, *house, apartment,* and *grandmother* Picture Cards, pictures of a bird and a nest, Cutouts, glue, large shapes of the number 9 cut from construction paper (one per child), art supplies

BEFORE PAGE 34

Build Background

Show the *house* Picture Card and say: *This is my house. I live in a house with my family*. Then, hold up the *apartment* and the *grandmother* Picture Cards. Say: *My grandmother lives in an apartment*. Then, show the picture of a bird and hold up the *house* Picture Card. Ask Jumpy Cricket: *Do birds live in houses?* Have Jumpy Cricket answer: *No!* Have him hold up the picture of a nest and say: *Birds live in nests!* Hold up the pictures of the bird and nest and have children repeat the words after you.

DURING PAGE 34

8 Look closely. Cut out and paste.

Display page 34. Point to the bird and ask: *What is it? It is a bird*. Then say: *This bird is a swallow*. Have children repeat *swallow* after you. Repeat with *nest*. Then, say: *Swallows live in nests*. Next, point to the photos of each of the following birds: *eagle, hummingbird,* and *robin*. Say: *This is (an eagle)*. Have children repeat the birds' names after you.

Next, show the Cutouts for Unit 3, page 34. Point to the first Cutout and say: *These are eagles. They live in a nest*. Point to the second Cutout and say: *This is a hummingbird. It lives in a nest*. Finally, point to the third Cutout: *These are robins. They live in a nest*. Next, help children cut out the birds. Have them put some glue on the back of each Cutout and glue it in the corresponding box on the page.

AFTER PAGE 34

Draw a Bird's Nest

Distribute white paper and crayons. Encourage children to draw a bird in a nest. Have children share their drawings with the rest of the class.

Robins!

Hold up Jumpy Cricket and say: *Jumpy Cricket, birds come in different colors. Yes, the robin is red!* Move furniture aside and have children stand in a circle. Give each child a crayon. Then shout: *Robins!* Have children holding red crayons, "fly" freely around the room. Collect crayons and distribute them again. Make sure the same children do not get a red crayon again. Shout *Robins!* and play another round.

WB See Workbook page 29.

EXTRA ACTIVITY

Number Nine

Cut large shapes of the number 9 out of construction paper. Distribute them along with art supplies and encourage children to decorate their nines. Then invite children to come up and show their work to the rest of the class.

Project

Objectives
- To do an art project
- To talk about birds' nests
- To use fine motor skills
- To review adverbs: *inside, outside*

Vocabulary
stand up, sit down, jump, turn around, clap, hop, put, hug, fold (your arms)

Language
Weave the paper.
Go up and over.
Go down and under.
Weave the whole paper.

Materials
Class Audio CD, construction paper, ruler, pencil, scissors, sheets of colored construction paper, small bowls (one per child), pair of dice, blocks, pictures of a bird, a table, a bed, a kite, a mountain, a shower, and a river

BEFORE PAGE 35

Get Moving!
Get children up and moving. Give and demonstrate these commands. Have children follow them: *Sit down! Stand up! Jump! Turn around! Clap nine times! Hop eight times! Put your hands under the table! Put your hands on the table! Hug a classmate! Fold your arms like this!* Congratulate children for a job well done.

DURING PAGE 35

Make a Paper Nest
Before class, assemble and prepare the art supplies for the project. For each child, create a paper "loom" by drawing parallel lines with a ruler on a sheet of construction paper. Make sure the lines stop at least an inch away from the edges of the paper. Cut the lines, being careful to stop at the margins. The end result will be a paper loom on which children can weave paper strips.

Then, cut sheets of different colored construction paper into strips (about an inch wide), enough so that each child has about ten strips.

Show children page 35 and read the title of the project aloud: *Make a Paper Nest*. Show children how to follow these steps:

1. Take one strip and weave. Say: *Weave the paper. Go up and over. Go down and under.*

2. Take another strip and weave. Say: *Weave the paper. Go down and under. Go up and over.*

3. Weave strips until the paper is full. Say: *Weave the whole paper.*

4. Put it in a small bowl. Say: *Good job! It is a nest!*

AFTER PAGE 35

Parade around the Room
A2 Play the *Big Fun* theme song and have children parade around the room as they show each other their nests.

TIP: Keep Everyone Involved!
Remember to keep everyone involved in an activity or you will lose their attention.

Inside or Outside?
Draw two pictures far apart on the board: clouds to represent *outside* and the frame of a house to represent *inside*. Point to the clouds and say: *Outside*. Have children repeat. Then, point to the house and say: *Inside*. Have children repeat. Next, show pictures of objects one at a time and invite children to touch one of the pictures on the board to show where it belongs.

Wrap-up

Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

Vocabulary

grandfather, grandmother, aunt, uncle, cousin, house, apartment, pets, live

Language

Who is (she)? (She) is my (aunt).
Who are they? They are my (grandparents).
What is this? It is my (house).
What are these? They are my (pets).
Where does (Grandmother) live? In (a house).

Materials

Class Audio CD, paper slips, hat, Stickers page, Jumpy Cricket puppet

BEFORE PAGE 36

Choose a Song

Write the names of the Unit 3 songs and chants (A36, A41, A42, A44, A47) on slips of paper and put them into a hat. Invite volunteers to come up and pick a slip from the hat to determine the order in which you will play the audios. Play the songs and chants and encourage children to sing or chant and do the actions.

Think about Learning

AFL Review Unit 3 page by page with the children. Have them look at each page attentively and remind them what they learned on each, for example: *Look. Who is (she)? Who are they? What is this? What are these? Where does (Grandmother) live? Where do birds live?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

DURING PAGE 36

9 Stick and say.

Help children point to each vocabulary word on the banner. In a girl's voice say: *(She) is my (aunt). This is my (house). These are my (pets).* Have children repeat the words after you. Next, direct children to the Stickers page and have them find the grandmother, aunt, and cousin and stick them in the boxes. In a girl's voice say: *She is my grandmother. She is my aunt. She is my cousin.* Have children repeat after you. Ask volunteers to show their work, point to the Stickers, and read the sentences aloud: *She is my (grandmother).* Clap for a job well done!

AFTER PAGE 36

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 102. Help them think of what they liked most from Unit 3. Say: *What I liked most from Unit 3 were the birds and their nests!* Say this with a very excited voice and smile as you point to the birds on page 34. Encourage children to draw what they liked most from Unit 3: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

Children Decide!

AFL After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Jules) liked the (nest project). (John) did you also like the (project)?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

Home-School Connection

Have children bring home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

Sing the Target Song

A36 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Jumpy Cricket. Then, encourage children to join in and sing their part.

Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.

WB See Workbook page 30.

UNIT 4 OVERVIEW

Communication Objectives

- Identify and name toys
- Identify emotions: happy, sad, scared, mad
- Understand and follow basic commands
- Identify same and different

Topics and Key Vocabulary

Toys:
puppet, tricycle, car, game, blocks, swing, slide, action figure, play house

Numbers:
ten, eleven, twelve

Emotions:
happy, sad, scared, mad

Days of the Week

Action Verbs:
pant, skip

Nature and Science Words:
clouds, rain, lightning, thunder

Target Language and Structures

What do you have? I have (a tricycle).

Do you have a play house? Yes, I do./No, I don't.

Content Connections

Math:
Identify and trace numbers: 10, 11, 12

Nature and Science:
Study how the sky changes

Music:
Sing and act out songs

Move and dance to music

Language Arts:
Say and act out chants

Role-play

UNIT 4 OVERVIEW

Amazing and Project

Study how the sky changes

Project: *Make Clouds!*

Reading and Writing Readiness

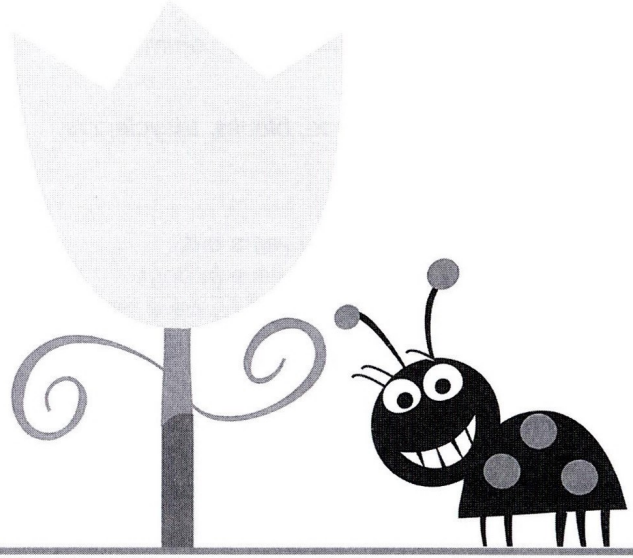
Practice motor skills

Identify initial sound /s/

Practice visual discrimination

Little Book

Outdoor Fun



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Home-School Connection

Take home the Little Book

Use props to role-play at home

Take home Show Time drawings

Competency-based Education

Competency work within the following formative areas:

Mathematical Thinking:
Use numbers in diverse situations to draw on the principles of counting; Math page, p. T41

Discovering Our World:
Make observations of elements in nature; Amazing page, p. T46

Values

Sharing toys to make something together

Unit Opener

Objectives
- To exchange greetings
- To predict unit topic
- To identify toys
- To understand and follow simple commands

Vocabulary
hello, good-bye, toys, game, blocks, tricycle, car, puppet

Language
How old are you? I am (four) years old.
Do you have any pets? Yes, I have (a dog).
Do you have (a brother)? No, but I have a new baby (sister).
Find the slides!

Materials
Class Audio CD, Jumpy Cricket puppet, a stuffed toy dog, a picture of a baby girl, a board game, finger puppets, a ball

BEFORE PAGE 37

Sing the "Hello Song"
A3 Play the audio. Children listen, and Jumpy Cricket greets them. Then play the audio again. Have children turn to the person next to them, and encourage them to sing hello and wave to their partner.

Have Big Fun Talking!
A48 Hold up Jumpy Cricket and model the conversation with him, using expression. Hold up four fingers when he says: *I am four years old*. Then, have the puppet display the stuffed toy dog and the picture of a baby girl for each corresponding answer. Play the audio and have children listen attentively.

A: How old are you, Julia?
B: I am four years old.
A: Do you have any pets?
B: Yes, I have a dog.
A: Do you have a brother?
B: No, but I have a new baby sister!

Next, invite a child to the front and have Jumpy Cricket ask him/her the questions. Model the answers and have the child repeat them or, for an advanced child, help him/her only when needed. Repeat the procedure with other children.

DURING PAGE 37

1 Look and predict. Listen. Predict Together
A5, A51 Role-play a scene with Jumpy Cricket in which you pretend to play a board game. Use a real board game and take turns moving along the board. Have Jumpy Cricket say *This game is fun!* in an excited voice. Next, take out the finger puppets and act out a dialogue between them. Have Jumpy Cricket say: *These puppets are fun!* Display page 37 and have children look at the toys. Point to the game and then to the one that you used as a prop and say: *Game*. Have children repeat. Point to each toy in turn, name it, and have children repeat. Then say: *Game, tricycle, blocks, and a car are all...* Pause and lead children into saying: *toys*. They may say it in their native language if they cannot say it in English. Then, play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing word: *Fun with (toys)!*

Next, play the Target Song "My Toys" (A51) to expose children to the new vocabulary. As each toy is mentioned, point to the corresponding one on the page. Have children mimic you. Encourage children to clap at the end of the song.

Do the *Find It!* Activity
Point out Jumpy Cricket on the slide and say: *Find the slides!* Encourage children to flip through the Unit 4 pages. Repeat: *Find the slides!* (Slides are on pages 37, 38, 39, 40, 41, and 48.)

AFTER PAGE 37

Check Predictions
Take the board game and invite a child to the front to play with you for a few minutes. Then, invite another child to put the finger puppets on his/her fingers and act out a dialogue. Have Jumpy Cricket point to the game and ask what it is. Encourage children to say: *Game*. Repeat the procedure for the puppets. Then say: *We play with toys. They are fun*. Then ask the class: *Is the game a toy?* Encourage children to answer affirmatively. Repeat the procedure for the other toys on the page.

Sing the "Good-bye Song"
A6 Have children sing and wave good-bye.

Portfolio
Remember to put letter-sized or smaller student work into each student's Portfolio Envelope. Help children to decide what work they want in their Portfolio.

WB See Workbook page 31.

EXTRA ACTIVITY

I Like... Ball Toss
Have children stand and form a circle. Say: *I like puppets*. Then, toss the ball to a child and have him/her say: *I like* (name of a toy). Then, have him/her toss the ball to another child. Repeat until all children have participated. Allow children to repeat names of toys.

Vocabulary

Objectives
- To identify toys
- To repeat names of toys
- To understand and follow simple commands
- To repeat and name the days of the week

Vocabulary
hello, good-bye, toys, swing, tricycle, car, slide, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Language
What do you have? I have (a tricycle).

Materials
Class Audio CD, Jumpy Cricket puppet, *swing, tricycle, car,* and *slide* Picture Cards, a large calendar with the days of the week, a tricycle, a car for children, pencils, a CD of upbeat music

BEFORE PAGE 38

Sing the "Days of the Week" Song
A49 Show the large calendar and point to *Sunday*. Say it aloud and have children repeat. Then, say each day of the week, in consecutive order, pointing to the corresponding day on the calendar each time. Have children repeat the names after you. Then, play Audio A49. Have children join in singing the days of the week when they can. Sing the song a second time. Finally, say: *Today is...* Pause and encourage children to say what day it is.

Vocabulary Presentation
Invite two children to the front and have them play with the tricycle and car. Repeat the procedure with other children. Then point to each item in turn and elicit or give its name. Have children repeat after you. Then hold up the Picture Cards for *tricycle* and *car* and have children say the words again. Finally, hold up the Picture Cards for *swing* and *slide*. Say their names and have Jumpy Cricket mime using each one. Say their names again and have children repeat after you.

Sing the Target Song "My Toys"
A51 Play the Target Song. Sing the questions and have Jumpy Cricket sing the answers. Show the appropriate Picture Card each time a toy is mentioned.

DURING PAGE 38

2 Listen and say. Find and match.
A52, A53 Play Audio A52. Point to each toy in turn and have children do the same. Say the words and have children repeat. Next, invite children to find the corresponding scene for each toy. Point to the swing and show children how to trace a line from the photo of the swing to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

swing tricycle car slide

Use the puppet to say the dialogue that goes with the scene. Play Audio A53 and point to the corresponding Picture Cards as children repeat the target language.

What do you have? I have a swing.
What do you have? I have a tricycle.
What do you have? I have a car.
What do you have? I have a slide.

AFTER PAGE 38

Musical Cards
Have children sit in a circle. Hand out the Picture Cards. Play music and have children pass the cards around the circle. Stop the music and invite each child holding a Picture Card to raise it above his/her head and say: *I have (a car).* Repeat the game a few times.

Toy, Toy, Tricycle!
This game is based on *Duck, Duck, Goose!* Children sit in a circle. One child is "it." He/she walks behind the children and repeats the word *toy,* tapping a child each time. When the child who is "it" says *tricycle!* the tapped child gets up and runs. They both run around the circle. The first child to get back to the seat wins. The other child becomes "it." Play several rounds.

WB See Workbook page 32.

EXTRA ACTIVITY

Musical Toys
Play music and have children dance. After a few minutes, stop the music. Call out *slide, swing, tricycle,* or *car* and have children mime using the toy. Then, start the music again and repeat the procedure with the rest of the toys.

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Vocabulary

Objectives
- To identify toys
- To repeat names of toys
- To review actions
- To understand and follow simple commands

Vocabulary
hello, good-bye, toys, tricycle, car, slide, swing, action figure, blocks, game, play house, walking, clapping, jumping, marching, running, panting, having fun, sitting, sleeping, march, hop, skip, crawl, stomp, listen, say, find, match

Language
What do you have? I have (an action figure).

Materials
Class Audio CD, Jumpy Cricket puppet, Unit 4 Picture Cards, pencils, puppet, a toy car, a toy truck, a ball

BEFORE PAGE 39

Vocabulary Presentation
Hold up each Picture Card and have Jumpy Cricket name the toy. Have children repeat after the puppet. Then, hold up each Picture Card and have children name it.

Sing the Target Song "My Toys"
A51 Play the Target Song and have children listen attentively and join in when they can. Each time a toy is mentioned, hold up the corresponding Picture Card.

DURING PAGE 39

3 Listen and say. Find and match.
A54, A55 Play Audio A54. Point to the photos of the vocabulary items, name them, and have children repeat them after you. Next, invite children to find the corresponding pictures in the scene. Show them how to trace a line from the photo of the action figure to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

action figure blocks game play house

Point to the scene and say the dialogue that goes with it. Use Jumpy Cricket to answer the question: *What do you have?* Point to the action figure. Have him say: *I have an action figure.* Play Audio A55 and point to the photos as children repeat the target language.

What do you have? I have an action figure.
What do you have? I have blocks.
What do you have? I have a game.
What do you have? I have a play house.

Vocabulary Practice
Have Jumpy Cricket point to the other toys in the illustration and ask children: *What do you have?* Encourage children to respond: *I have (a tricycle).* Continue the procedure for the remaining toys.

AFTER PAGE 39

Have Big Fun Talking!
A56 Play the audio. Model the conversation with Jumpy Cricket. Hold up the puppet, truck, car, and ball as they are mentioned.

A: Hello, Andy!
B: Hi, Luis.
A: Let's play!
B: What do you have?
A: I have a puppet and a car. What do you have?
B: I have a truck and a ball.
A: Let's share our toys!
B: OK! Let's play!

Invite a child to role-play the dialogue with Jumpy Cricket. Say his/her part, have him/her repeat, and hold up the relevant toys as he/she names them. Repeat with other children. Next, say: *Let's play!* Have children mime playing with a toy. Then call out: *Let's share!* Have children mime giving a toy to the person next to them.

Sing the "Actions Song"
A50 Play the song and have children mimic your actions. Play the song again and have them join in when they can. Then call out other actions for children to perform: *crawl, spin around, shake your arms,* etc.

WB See Workbook page 33.

EXTRA ACTIVITY

Actions Race
Call out, demonstrate, and have children do the following: *march, hop, skip, crawl, stomp, clap,* and *jump*. Then, have children form a line at one end of the room. Call out an action and have them race to the other side of the room performing that action. Repeat several rounds.

Practice

Objectives

- To identify and name toys
- To practice visual discrimination
- To review colors
- To review days of the week

Vocabulary

hello, good-bye, action figure, play house, swing, slide, gray, colors, look, color

Language

Do you have a play house? Yes, I do./No, I don't.

Materials

Class Audio CD, Jumpy Cricket puppet, red, blue, green, orange, yellow, purple, and pink objects and sheets of paper, colored crayons, Unit 4 Picture Cards, a large calendar with the days of the week, colored crayons, pencil, sheet of paper, a selection of toys, cloth

BEFORE PAGE 40

Color Search

Hide colored objects (red, blue, green, yellow, purple, orange, and pink) that children are familiar with around the room. Then, hand out colored sheets of paper to pairs of children. Have them say their color out loud. Next, invite them to look for objects of the same color around the room. When they find their objects, ask: *What do you have?* Encourage them to reply: *I have (a purple car).* Continue until all children have found their colored items. Finally, take a pencil and a sheet of white paper. Draw a large circle and color it in. Have Jumpy Cricket point to the circle and say: *Gray*. Invite children to repeat the name of the color after him.

DURING PAGE 40

4 Look and color.

Have children look at the page. Point to the action figure and ask Jumpy Cricket: *What do you have?* Have him reply: *I have an action figure*. Have children repeat the phrase. Then, ask them: *What colors do you see?* Have them point to and name the colors of the action figure. Repeat the procedure for the rest of the toys. Next, hand out colored crayons and invite children to color the half pictures with the same colors. Finally, give Jumpy Cricket the *slide* Picture Card and ask: *Do you have (a play house)?* Have him say: *No, I don't*. Then, elicit from the class what toy he has. Invite children to the front and repeat the procedure with the other Picture Cards, having children reply *Yes, I do* or *No, I don't*.

AFTER PAGE 40

Sing the Target Song "My Toys"

A51 Display the Picture Cards one by one and elicit the name of each toy. Then, distribute the Picture Cards at random to children and have them form a circle. Play Audio A51 and have children join in when they can. Each time a toy is mentioned, pause the CD and have the child with the corresponding Picture Card hold it up for everyone to see. Next, redistribute the Picture Cards and play the audio again.

Sing the "Days of the Week" Song

A49 Display the large calendar and point to Sunday. Say *Sunday* and have children repeat. Continue in this way with the other days of the week. Then, play the audio and have children join in when they can. As they sing, point to each day of the week on the calendar. When finished, have children sit in a circle, and say: *Sunday*. Point to *Monday* on the calendar and invite a child to say: *Monday*. Continue going around the circle having children say the names of the days of the week. If necessary, have Jumpy Cricket say the names and have children repeat after him.

WB See Workbook page 34.

EXTRA ACTIVITY

Missing Toy

Place several toys that children are familiar with on a table (a puppet, an action figure, a game, a doll, etc.). Have children form a semicircle around the table. Name each item and have children say the names after you. Then, cover the items with a cloth and have children close their eyes. Remove one toy. Take away the cloth and ask children: *Which toy is missing?* Once they have identified the missing toy, reveal it again and place it back on the table. Continue the procedure, taking away two items, then taking away three items, and so on, until only one item remains on the table.

Math

Objectives

- To identify and name numbers: 10, 11, 12
- To review numbers: 1–9
- To practice visual discrimination
- To review toys
- To identify objects that are the same and different

Vocabulary

hello, good-bye, ten, eleven, twelve, numbers, slide, kite, ball, same, different

Language

What are these? These are (kites).
These are the same. These are different.

Materials

Class Audio CD, Jumpy Cricket puppet, colored beanbags, colored balls

BEFORE PAGE 41

The Same or Different?

Display two red beanbags. Have Jumpy Cricket look at them and say: *These are the same!* Have children repeat. Then take two blue balls and repeat the procedure. Next, take a red beanbag and a blue beanbag and have the puppet say: *These are different!* Invite children to repeat. Continue the procedure, holding up two identical or different items until you can elicit *These are the same* or *These are different* from children.

Introduce Numbers 10, 11, and 12

Invite a child to the front, tap him/her lightly on the shoulder, and say: *One!* Have children repeat. Then, invite another child to the front and repeat the procedure for: *Two*. Continue in the same way for numbers up to nine. Then, invite a tenth child. Say *Ten* and have children repeat after you. Each time a child joins the line, count from one and have the class join in. Continue the procedure for *eleven* and *twelve*.

Sing "Writing Numbers 10, 11, 12"

A57 Have Jumpy Cricket say *Ten* and have children repeat. Air draw a 1 and a 0 and have children mimic you. Repeat the procedure for *Eleven* and *Twelve*.

Play the audio and draw each number in the air in turn. Play it again and invite children to mimic your actions and join in when they can.

DURING PAGE 41

CBE A58 5 Listen and say. Trace numbers, count, and match.

Play the audio. Have Jumpy Cricket say the numbers and invite children to repeat after him.

ten eleven twelve

Have children look at the number 10 on the page. Say *Ten* and have children repeat after you. Trace it with your finger and have children do the same. Hand out pencils and have children trace the number. Continue the procedure for *Eleven* and *Twelve*. Next, have children look at the balls. Point to them and ask: *What are these? These are...* Pause and elicit *balls*. Then put your finger on the first ball and count: *One*. Have children mimic you. Count the rest of the balls, having children point and say the number each time. Finally, say: *There are ten balls!* Have children repeat the phrase. Next, invite children to match the balls to the number 10. Continue in this way with the slides and kites.

AFTER PAGE 41

What Number Is Missing?

Have children stand and form a circle. Clap once and say: *One!* Have children repeat after you. Then, clap twice and say: *Two!* Again, have children repeat. Clap three times but, this time, do not say the number. Then, clap four times and say: *Four!* Have children repeat. Finally, ask: *What number is missing?* Elicit: *Three*. Repeat the procedure for other sets of numbers.

WB See Workbook page 35.

EXTRA ACTIVITY

Ten Green Bottles

Invite ten children to come and stand in a line at the front of the class. Sing the song and have children join in when they can. Each time a "bottle falls," have one child sit down. Repeat the song until there are "no green bottles."

Ten green bottles sitting on the wall.
Ten green bottles sitting on the wall.
And if one green bottle
Should accidentally fall,
There'll be nine green bottles sitting on the wall.

Reading Readiness

Objectives

- To identify animal sounds
- To review animals
- To identify size: big, little

Vocabulary

hello, good-bye, monkey, seal, duck, cat, big, little, small

Language

What sound does a (monkey) make? (Oo ahh.)
Is the (cat) big or little? It is (little).

Materials

Class Audio CD, Jumpy Cricket puppet, photos of a big monkey and a little monkey

BEFORE PAGE 42

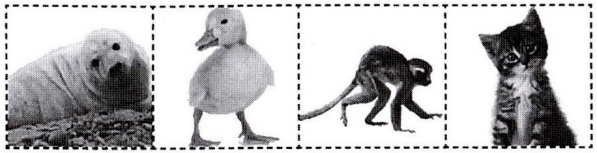
Big and Little

Draw a big duck on the board. Elicit what animal it is and say *Big* as you move your arms far apart to make yourself look as big as you can. Then, draw a little duck next to it, elicit what it is, and say *Little* holding your arms close together to make yourself look as small as you can. Repeat the procedure for other sets of animals: monkeys, seals, and cats. Have children mimic your actions.

Animal Sounds and Letter Sounds

Show children the picture of the big monkey. Elicit what it is and ask: *Is it big or little?* Lead children into saying *Big*. Repeat the procedure for the picture of the little monkey. Then ask: *What sound does a monkey make?* Accept all suggestions. Then, say, a monkey says: *Oo ahh! Oo ahh!* Encourage children to repeat the sounds. Point to the picture of the big monkey and ask: *Does a big monkey say "Oo ahh, Oo ahh"?* Elicit: *Yes*. Then, repeat the procedure for the little monkey. Next, say: *A big monkey and a little monkey make the same sound*. On the board, write *Oo ahh*. Have children make the sound: *Oo ahh*.

DURING PAGE 42



A59, A60 **6 Cut out, listen, and paste. Sing.** Play Audio A59 and do the actions and sounds that go with it. Play the audio again and invite children to join in when they can.

Next, have children look at the Cutouts. Point to and name each animal in turn. Ask: *Is the (cat) big or little?* Elicit: *Little*. Then, have children look at page 42. Point to and name each animal in turn. Ask the same question and elicit *Big* for each animal. Play Audio A60 and have them listen attentively and point to each pair of corresponding pictures in turn.

big monkey	little monkey
big duck	little duck
big seal	little seal
big cat	little cat

Next, help children to cut out the Cutouts and stick the little animals next to the corresponding big animals. Finally, sing Audio A59 a second time. This time add an extra verse for *cat* and have children mimic you in making the *meow* sound.

AFTER PAGE 42

Big and Little Animals

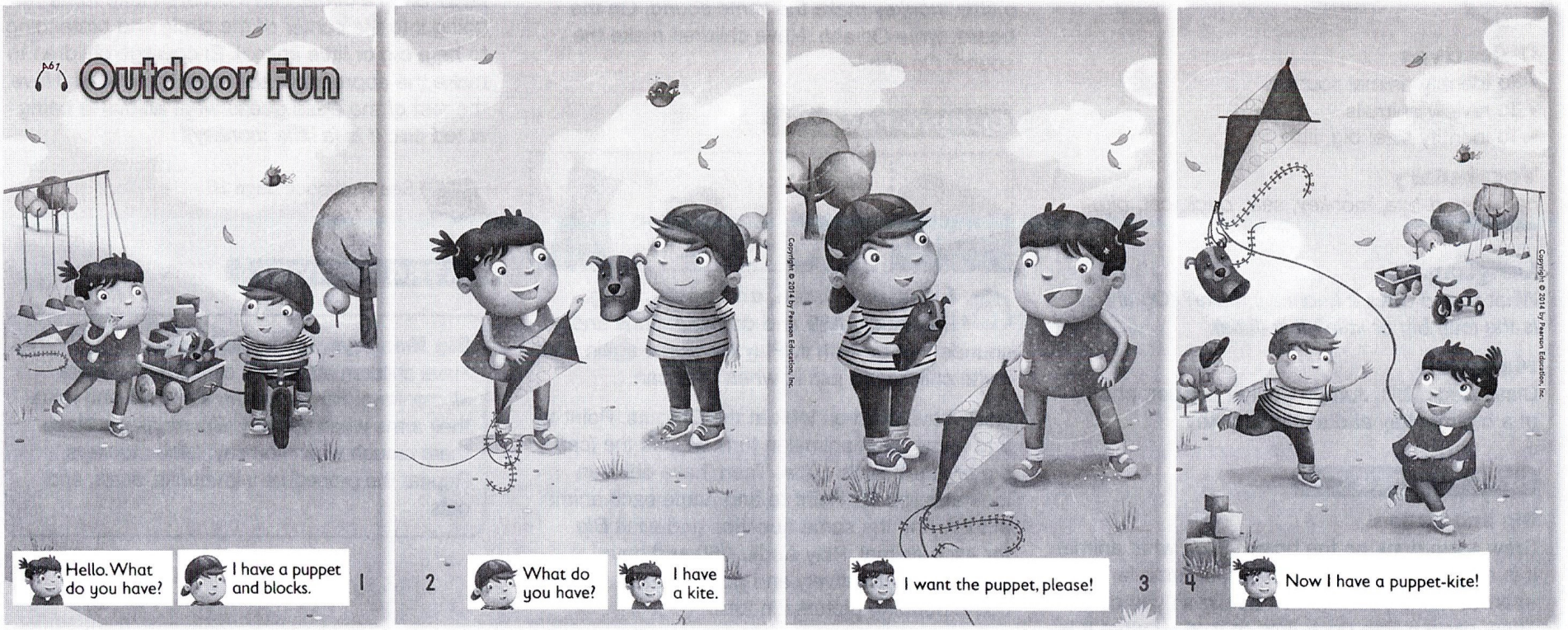
Sit in a circle. Have children take turns going into the center of the circle and pretending to be a big or little animal. Encourage children to make the appropriate sound of the animal. Have the rest of the class guess what animal is being acted out: *It is (a little monkey)!*

WB See Workbook page 36.

EXTRA ACTIVITY

Big Monkeys, Little Monkeys!

Have children stand in a circle. Say: *We are all monkeys.* Have children stand tall and raise their arms when you say: *Big monkeys*. Have them crouch when you say: *Little monkeys*. Repeat the procedure with ducks, seals, and cats.



AUDIO SCRIPT

A61 Outdoor Fun

1. Kate: Hello. What do you have?
   Raul: I have a puppet and blocks.
2. Raul: What do you have?
   Kate: I have a kite.
3. Kate: I want the puppet, please.
4. Kate: Now I have a puppet-kite!

HOME-SCHOOL CONNECTION

Encourage children to take their books home to share with their families. Since this book covers several topics, there are many things to talk about. The two children in this story create something new with their toys as they play together. Children may enjoy doing this with their toys as they play at home.

SHOW TIME PREPARATION

AFL Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. It is important for them to have a context for their learning that they can understand.

Little Book

Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review toys
- To review days of the week

Vocabulary

hello, good-bye, toys, puppet, kite, blocks, title, page, number

Language

What do you have? I have (a kite).

Materials

Class Audio CD, Jumpy Cricket puppet, DVD or ActiveTeach, *toys* Picture Cards, a kite, blocks, a large calendar with the days of the week

BEFORE THE LITTLE BOOK

Sing the Target Song "My Toys"

A51 Before singing the song, show each Picture Card in turn and have children say its name. Then, play the audio and encourage children to mime playing with each toy as it is mentioned. Play the audio again and have children join in when they can.

DURING THE LITTLE BOOK

A61 Outdoor Fun

1. Have children turn to page 43. Show them how to tear out the page from the book and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Have children name people, colors, shapes, and other things. Praise all efforts.

3. Review the conventions of the Little Books: the title is on the front page; the page numbers help you find your place; the pictures help tell the story; and the pictures of the characters next to the lines tell you which character is speaking.

4. Play the audio while you show children the pages. Don't point or gesture—just let children listen and look at the pages.

5. Play the audio again. This time, point to the drawing of the character's head that shows who is speaking. Point to the pictures to help clarify meaning.

6. Check comprehension. Point to different people in the story and ask: *What does (she) have? What toys do you see?*

AFTER THE LITTLE BOOK

Role-play

Role-play with Jumpy Cricket to reinforce story comprehension. Try to imitate the voices of the characters on the audio. Invite two children to the front and assign a character to each one. Have children mime the actions (using the toy props) while you say the lines. Repeat with other pairs of children. Next, you may invite advanced children to role-play the story and say the lines. Praise all children for their efforts.

Sing the "Days of the Week" Song

A49 Display the large calendar and point to Sunday. Say *Sunday* and have children repeat. Continue with the other days of the week. Then, play the audio and have children join in when they can and point to each day on the calendar. Then, say: *Sunday*. Point to *Monday* on the calendar and invite a child to say: *Monday*. Continue for the remaining days of the week. If necessary, have Jumpy Cricket say the names and have children repeat after him.

Home-School Connection

Have children take the Little Book home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or ActiveTeach.

WB See Workbook page 37.

EXTRA ACTIVITY

Miss Polly

Sing the song several times and have children join in when they can.

Miss Polly had a dolly
Who was sick, sick, sick.
So she phoned for the
Doctor to come quick, quick, quick.
The doctor came with
His bag and his hat,
And he knocked on the door
With a rat-a-tat-tat!
He looked at the dolly,
And he shook his head,
And he said,
"Miss Polly put her straight to bed!"
He wrote on a paper for a pill, pill, pill.
"I'll be back in the morning,
Yes, I will, will, will!"

Values

Objectives

- To learn a value: Share toys to make something together
- To use language to express a value
- To review colors
- To review toys
- To identify emotions: happy, sad, mad, scared

Vocabulary

hello, good-bye, share, toys, play house, blocks, puppet, doll, action figure, color, happy, sad, mad, scared

Language

What do you see?
We shared toys to make something together.

Materials

Class Audio CD, Jumpy Cricket puppet, blocks, crayons, a marker

BEFORE PAGE 45

Working Together

Place a large pile of blocks at the front of the class. Say to Jumpy Cricket: *We're going to make a house!* Begin to build a house-like structure with the puppet. Then, invite a child to the front and say: *(Roberto), help us make a house!* Invite the child to place blocks to make a house. Repeat the procedure, calling up another child. When finished, say: *We shared toys to make something together!* Repeat the procedure with other children until everyone has participated.

DURING PAGE 45

7 Color blocks. What do you see?

Point to the scene and ask: *What do you see?* Have children say what toys they can see in the scene. Then, hand out colored crayons and invite children to color the blocks in colors of their choice. When finished, ask: *What colors did you use, (Ana)?* Have children say what colors they used for the blocks. Then, point to the children and ask: *Are they building something together?* Elicit: *Yes*. Then, ask: *What are they building?* Elicit: *A play house*.

Do the *Find It!* Activity

Point to Jumpy Cricket with the puppet and say: *Find the puppets!* Invite children to point to the puppets on the page.

AFTER PAGE 45

Sing "Sometimes"

A62 Smile and exaggerate a happy face. Say *Happy* and have children repeat after you and mimic your expression. Make an unhappy face and say: *Sad*. Have children repeat the word and mimic your expression. Then, have Jumpy Cricket make ghostly sounds and hover in the air. Tremble and make a scared expression. Say *Scared* and have children repeat after you. Have them make a scared expression. Finally, have the puppet take a marker and doodle all over the board. Make an angry expression. Say *Mad* and have children repeat after you. Invite them to make a mad expression.

Then, review *happy, sad, scared,* and *mad* by calling them out, making the expressions, and having children imitate you.

Finally, play the audio and invite children to make the appropriate face for each emotion. Play the audio a second time and have children join in when they can.

WB See Workbook page 38.

EXTRA ACTIVITY

If You're Happy and You Know It

Have children stand and form a circle. Sing this variation of the song and encourage children to mimic your actions and join in when they can. Repeat the song several times. Then, ask children what animal they look like. (A monkey.)

If you're happy and you know it,
Scratch your side.
If you're happy and you know it,
Scratch your side.
If you're happy and you know it,
Then you really ought to show it.
If you're happy and you know it,
Scratch your side.

If you're happy and you know it,
Jump up and down...

If you're happy and you know it,
Say *Oo aah...*

If you're happy and you know it,
Do all three...

Amazing

Objectives

- To appreciate nature
- To observe details
- To observe how the sky changes
- To review senses
- To review toys

Vocabulary

hello, good-bye, clouds, rain, lightning, thunder, toys, same, different

Language

Do we see (clouds)?
Do we touch (rain)?

Materials

Class Audio CD, Jumpy Cricket puppet, pictures of a sky with clouds, a sky with rain, and a storm, Cutouts, *toys* Picture Cards

BEFORE PAGE 46

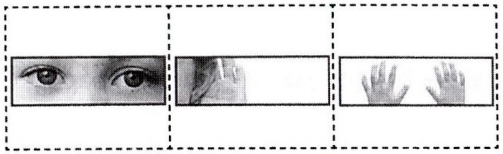
What's in the Sky?

Show each picture of the different types of weather. Say *Rain* and mimic raindrops falling with your fingers. Have children repeat and mimic your actions. Continue the procedure for *Clouds* and *Thunder and lightning*. Have children look outside. Say: *Look at the sky. What do you see?* Have children say what they can see. Then, ask: *Does the sky always stay the same?* Elicit: *No*. Say: *The sky changes. It is different on different days*.

Sing "Amazing Clouds"

A63 Sing the song and act out the gestures clearly. Have children listen attentively and mimic your gestures. Play the audio a second time and have children join in when they can.

DURING PAGE 46



CBE **8 Look closely. Cut out and paste.** Hold up the picture of the clouds and ask: *Do we see clouds?* Point to your eyes and elicit: *Yes*. Then, ask: *Do we hear clouds?* Point to your ears and elicit: *No*. Finally, ask: *Do we touch clouds*? Point to your hands and elicit: *No*. Repeat the procedure for *rain* and *thunder and lightning* to elicit what senses we use for each.

Next, have children look at page 46, and point to the first picture. Ask: *What are these?* Elicit: *Clouds*. Then point to the eyes and say: *We...* Pause and encourage children to say: *see clouds*. Have children look at the picture of rain. Elicit the senses we use for rain and have children look at the Cutouts. Help them to cut out the eyes, ears, and hands and stick them below the picture. Repeat the procedure for thunder and lightning.

Next, point to Jumpy Cricket in the airplane and then to the cloud. Ask: *What is this?* Elicit from children: *It is a cloud!*

AFTER PAGE 46

Sing the Target Song "My Toys"

A51 Play Audio A51 and invite children to join in singing when they can. Show the corresponding Picture Card each time a toy is mentioned. Then, invite volunteers who are ready to sing with the audio to perform the song. Invite each child to sing the names of the toys as you hold up the appropriate Picture Cards. At the end, applaud all children.

Guess the Weather

On the board, draw raindrops and ask children to guess what it is. Elicit: *Rain*. Repeat the procedure for *Clouds* and *Thunder and lightning*.

WB See Workbook page 39.

EXTRA ACTIVITY

I Hear Thunder

Have children stand, and sing the rhyme to them. Use gestures and have them mimic you. Sing the rhyme several times and have them join in when they can.

I hear thunder. I hear thunder.
Oh, don't you? Oh, don't you?
Pitter, patter, raindrops.
Pitter, patter, raindrops.
I'm wet through.
So are you!

Project

Objectives
- To do an art and science project
- To follow directions
- To use fine motor skills

Vocabulary
hello, good-bye, sky, cloud, rain, thunder, lightning

Language
What do you have? I have (a cloud).

Materials
Class Audio CD, Jumpy Cricket puppet, white paint, light blue construction paper, paintbrushes

BEFORE PAGE 47

Clouds, Rain, Storm!
Have children stand and form a circle. Call out: *Clouds*. Have children use their index finger to make an outline of a cloud in the air. Then, call out: *Rain*. Say *Pitter, patter* and use your fingers to imitate falling rain. Have children mimic you. Next, say: *Storm!* Have children stomp their feet and clap their hands as loudly as they can. Repeat the procedure a few times, changing the order of the words until children are able to react without your guidance.

Clouds and the Senses
Draw a cloud on the board and have Jumpy Cricket point to his ear and say: *I hear clouds!* Encourage children to shout: *No*. Point to your eyes and lead children into saying: *I see clouds*. Repeat the procedure for *rain* and *lightning*, having children say which sense corresponds to each weather type. For *thunder*, stomp your feet and elicit the answer.

DURING PAGE 47

Make Clouds!
Before class, assemble the art supplies needed for the project. For each child you will need a sheet of light blue construction paper, white paint, and a paintbrush. Point out that each material on the table in the picture is used to make clouds.

Show children page 47 and read the title of the project aloud: *Make Clouds!* Then show children how to follow these steps:

1. Fold the paper in half. Say: *Fold the paper.*

2. Unfold the paper. Use the paintbrush to drip a generous amount of paint on one side of the paper. Say: *Drip paint on one side*.

3. Fold the unpainted side of the paper over to meet the painted side. Say: *Fold the paper*.

4. Unfold the paper to reveal a symmetrical cloud shape. Say: *Open the paper*. Ask: *What do you have?* Elicit: *I have a cloud!*

5. Finally, collect the cloud pictures and bind them together to make a class book of clouds.

AFTER PAGE 47

Sing "Amazing Clouds"
A63 Play the audio and invite children to join in with the actions. Play the audio a second time and have children join in with the lyrics when they can.

What's the Weather Doing?
Have children look out the window or, if possible, take them outside. Ask: *What do you see in the sky?* Elicit: *sun, clouds, rain, lightning,* etc. Finally, ask children: *Is the sky always the same?* Elicit: *No!*

Wrap-up

Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

Vocabulary

hello, good-bye, game, blocks, action figure, slide, swing, play house, car, tricycle

Language

What do you have? I have (a tricycle).

Materials

Class Audio CD, Jumpy Cricket puppet, Stickers, Portfolio Envelopes, crayons

BEFORE PAGE 48

AFL Stop and Sing

Revisit the songs and chants from Unit 4 (Audios A49, A50, A51, A57, A59, A62, and A63). Then invite a volunteer to the front. Have him/her say *Stop!* when he/she hears a song that he/she likes. Play the audio and encourage the whole class to sing along. You may repeat the procedure with other children and songs.

AFL Think about Learning

Review Unit 4 page by page. Have children look at each page attentively and remind them what they learned on each, for example: *Look. What is this? What do you see?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

DURING PAGE 48

9 Draw your face. Stick and say.

Help children point to each vocabulary word on the banner, and say: *I have (a game).* Have children repeat after you. Then point to the face and ask children: *What do you see?* Lead children into saying: *A face.* Say: *Draw your face!* Encourage children to draw their eyes, nose, and mouth. Then point to the boy and have Jumpy Cricket ask him: *What do you have?* In a different voice, say: *I have a car, a tricycle, and a game!* Have children look at the Stickers, peel them off, and stick them in the appropriate places. Finally, ask volunteers to show their work and ask them: *What do you have?* Have them reply: *I have a car, a tricycle, and a game.* Clap for a job well done!

AFTER PAGE 48

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 103. Help children decide what they liked most from Unit 4. Say: *What I liked most from Unit 4 was learning about sharing toys to make something together!* Use an excited voice as you point to the picture on the Values page (T45). Encourage children to draw what they liked most from Unit 4: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Alejandro) liked learning (about clouds). (Emma), did you also like that? What did you like, then?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

Sing the Target Song "My Toys"

A51 To consolidate what children have learned in the unit, play the Target Song. First, practice the conversation with Jumpy Cricket. Then, encourage children to join in and sing their part.

Portfolio

Have children review the things in their Portfolio Envelope to date. Walk to each child's place and have him/her show you his or her favorite work. Make sure children put all pages back inside the Portfolio.

WB See Workbook page 40.

UNIT 5 OVERVIEW

مرجع زبان ایرانیان

Communication Objectives

- Identify and name food items
- Express likes and dislikes
- Express wants
- Understand and follow basic commands

Topics and Key Vocabulary

Food:
meat, fish, oranges, salad, corn, watermelon, potatoes, chicken

Numbers:
thirteen, fourteen, fifteen

Action Verbs:
like, want, sleep, guess, look for, use, grow, cover, plant, give, need, water

Nature and Science Words:
fruit, seeds

Target Language and Structures

What do you like? I like (fish).

Do you like (corn)? Yes, I do./ No, I don't.

What do you want to eat? I want (chicken), please.

Content Connections

Math:
Identify and trace numbers: 13, 14, 15

Count to 15

Nature and Science:
Observe that plants grow from seeds

Music:
Sing and act out songs

Move to music

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UNIT 5 OVERVIEW

Amazing and Project

Observe that plants grow from seeds

Project: *Plant a Seed*

Reading and Writing Readiness

Identify initial sound /s/

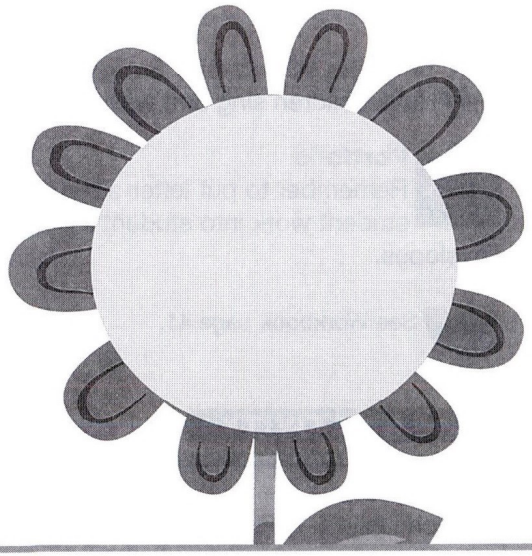
Practice motor skills

Identify and write uppercase and lowercase *Ss*

Practice visual discrimination

Little Book

I Like Apples

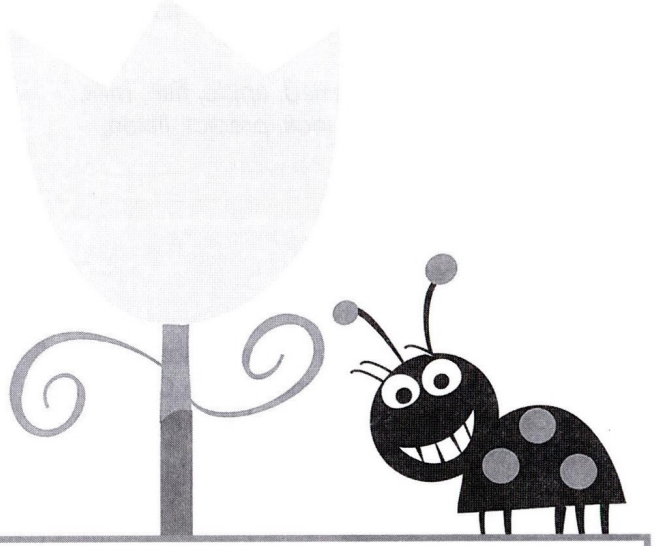


Competency-based Education

Competency work within the following formative areas:

Language and Communication:
Identify characteristics of the writing system; Reading Readiness page, p. T54

Discovering Our World:
Make observations about elements in nature; Amazing page, p. T58



Home-School Connection

Take home the Little Book

Talk about food items at home

Take home Show Time drawings

Sing songs and say chants at home

Values

Using table manners

Unit Opener

Objectives
- To predict unit topic
- To identify and name food items
- To understand and follow simple commands

Vocabulary
food, watermelon, corn, salad, apple, fish, milk, carrot, cookie, sandwich, look, predict, listen, find

Language
Is this food?
Find the watermelon!

Materials
Class Audio CD, apple, carrot, sandwich, milk carton, cookie, lunchbox, *food* Picture Cards, Jumpy Cricket puppet, Units 1–4 Picture Cards, music CD, beanbag, tape

BEFORE PAGE 49

Sing the "Hello Song"
A3 Children sing along and wave hello.

Guessing Game
Bring in real food items that children learned in Level 1, for example: an apple, a milk carton, a carrot, cookies, and a sandwich. Place the items on a table and make up riddles about the food: *It is red. It is a fruit.* Invite volunteers to point to the corresponding food. Repeat until all food items have been identified.

Say the "Stop, Look, and Listen Chant"
A4 Play the audio and do the actions. Have children listen and do the actions with you.

DURING PAGE 49

1 Look and predict. Listen.
A5, B1

Predict Together
Display a lunchbox and open it. Don't let children see what is inside. Then, say: *What do you think is inside?* Encourage children to say: *Food!* Open the lunchbox and show its contents. See if children can name the food items. Provide language support if needed. Next, point to the children on page 49. Say: *Look, they are eating fruit. They are eating watermelon!* Have children repeat *watermelon.* Point to the food items inside the box. Point to the apple and ask: *What is this? It is an apple.* Then, point to the rest of the food items and ask: *Is this food?* Have children answer affirmatively. Then, name each food item and have children repeat after you: *corn, salad, fish.*

Then, play Audio A5. Have children listen. Encourage them to do the actions with you. At the end of the song, fill in the missing word: *Fun with (food)!*

Finally, play the Target Song "Food" (B1). Use Jumpy Cricket to model the questions and answers. Display the *food* Picture Cards around the room. Point to them as they are mentioned in the song.

Do the *Find It!* Activity
Point out Jumpy Cricket. Read the sentence aloud as you underline it with your finger: *Find the watermelon!* (The children on the page are eating watermelon.) Have children look for watermelons in the unit. (Watermelons can be found on pages 50, 51, 58, 60, and Little Book page 3.)

AFTER PAGE 49

Check Predictions
Flip through the pages, point to different pictures, and ask: *Is this food? Can you eat this?* Encourage children to answer *Yes* or *No*.

Food Hunt
Hide the *food* Picture Cards around the room. Have children stand in a circle. Say: *Let's go on a food hunt! At the count of three, turn around and start looking for food! Ready? 1, 2, 3!* When a child finds a *food* Picture Card encourage him or her to hand it to you: *Good job, (Jenny)!* Continue until all the cards have been found.

Sing the "Good-bye Song"
A6 Have children sing and wave good-bye.

Portfolio
Remember to put letter-sized or smaller student work into student's Portfolio Envelopes.

WB See Workbook page 41.

EXTRA ACTIVITY

Hot Potato
Attach Units 1–5 Picture Cards to the board at children's eye level. Have children sit in a circle. Use a beanbag as a hot potato. Play some music and have children pass the hot potato around. Stop the music. Have the child holding the hot potato go to the board and touch a card that shows a food item. Play several rounds.

Vocabulary

Objectives
- To identify food items
- To repeat names of food items
- To express likes
- To understand and follow simple commands

Vocabulary
meat, fish, oranges, salad, apples, carrots, cookies, milk, like, listen, say, find, match

Language
What do you like? I like (fish).

Materials
Class Audio CD, *meat, fish, orange,* and *salad* Picture Cards, Jumpy Cricket puppet, pictures of apples, carrots, cookies, and milk, tape, beanbag

BEFORE PAGE 50

Vocabulary Presentation
Display the *meat, fish, orange,* and *salad* Picture Cards. Hold up each card as you say the word. Say the word again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

Look, Point, and Say
Attach the *meat, fish, orange,* and *salad* Picture Cards to the board at children's eye level. Invite a child to come up. Say: *meat*. Have the child point to the corresponding card and repeat the word after you. Repeat with the remaining cards and other children.

Target Song "Food"
B1 Play the Target Song "Food." Attach all Unit 5 Picture Cards to the board at children's eye level. Use Jumpy Cricket to model the questions and answers in the song. He sings the children's part. Have Jumpy Cricket point to the food items as they are mentioned in the song. Have children listen and look attentively.

DURING PAGE 50

2 Listen and say. Find and match.
B2, B3 Play Audio B2. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each food item. Next, invite children to find the meat, fish, oranges, and salad in the scene. Then, show them how to trace a line from the photo of the meat to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

meat fish oranges salad

Next, point to the scene and to the speech bubble. Say the dialogue that goes with the scene. Imitate a child's voice and say: *I like fish*. Play Audio B3 and point to the photos as children repeat.

What do you like? I like meat.
What do you like? I like fish.
What do you like? I like oranges.
What do you like? I like salad.

AFTER PAGE 50

What Do You Like?
Attach the pictures of apples, carrots, cookies, milk, and the *meat, fish, orange,* and *salad,* Picture Cards to the board at children's eye level. Have children sit in a semicircle. Throw a beanbag to a child and ask: *What do you like?* Have the child come up and take the corresponding card. Have him or her answer: *I like (salad)*. Repeat with other children.

Say the "Stop, Look, and Listen Chant"
A4 Play the audio and say the chant for children to calm down at the end of the class. Have children listen and do the actions with you.

WB See Workbook page 42.

EXTRA ACTIVITY

What Am I Eating?
Have children sit in a semicircle. Mime eating an apple. Have children guess what you are eating: *An apple!* Repeat with the following: watermelon, corn, a cookie, and a sandwich.

Vocabulary

Objectives
- To identify food items
- To repeat names of food items
- To express likes
- To understand and follow simple commands

Vocabulary
corn, watermelon, potatoes, chicken, meat, fish, oranges, salad, like, draw, color

Language
What do you like? I like (corn).
Do you like (corn)? Yes, I do./No, I don't.

Materials
Class Audio CD, *corn, watermelon, potatoes,* and *chicken* Picture Cards, Jumpy Cricket puppet, tape, Unit 5 Picture Cards, ball

BEFORE PAGE 51

Vocabulary Presentation
Display the *corn, watermelon, potatoes,* and *chicken* Picture Cards. Hold up each card as you say the word. Say the word again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

Sing the Target Song "Food"
B1 Display all the *food* Picture Cards around the room. Play the audio and use Jumpy Cricket to help you practice the questions and answers in the song. Walk around the room and have Jumpy Cricket point to each food item as it is mentioned on the audio. Have children listen and look attentively.

DURING PAGE 51

3 Listen and say. Find and match.
B4, B5 Play Audio B4. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the *corn, watermelon, potatoes,* and *chicken* in the scene. Then, show them how to trace a line from the photo of the corn to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

corn watermelon potatoes chicken

Look at the scene and point to the grandmother and grandfather. Point to the speech bubbles. Say the dialogue that goes with the scene: *Do you like corn? Yes, I do*. Play Audio B5 and point to the photos as children repeat.

What do you like? I like corn.
What do you like? I like watermelon.
What do you like? I like potatoes.
What do you like? I like chicken.

Vocabulary Practice
Attach all Unit 5 Picture Cards to the board. Have children sit in a semicircle. Roll a ball to a child. Have him or her come up. Say a word and have him or her take the corresponding card. Repeat until all food items have been identified.

AFTER PAGE 51

Have Big Fun Talking!
B6 Play the audio and model the conversation with Jumpy Cricket. Then, invite a volunteer to come up and have Jumpy Cricket practice the conversation with him or her. Jumpy Cricket asks the questions. Repeat with other children.

A: Hi, Linda.
B: Hi, Enrique.
A: Do you like apples?
B: Yes, I do!
A: Do you like oranges?
B: Yes, I do!
A: Do you like watermelon?
B: Yes, I do!
A: Let's make fruit salad!
B: Yum! I love fruit salad!
A: Me, too!

WB See Workbook page 43.

EXTRA ACTIVITY

What Do You Like?
Attach the *food* Picture Cards to the board at children's eye level. Have children sit in a semicircle. Then, invite a volunteer to the front and ask: *Do you like (meat)?* If his or her answer is affirmative, have the class clap. If his or her answer is negative, continue asking until the child comes up with something he or she likes.

Practice

Objectives

- To identify and name food items
- To express wants
- To practice visual discrimination
- To understand and follow simple commands

Vocabulary

meat, fish, chicken, corn, potatoes, salad, milk, lemonade, juice, please, want, eat, walk, clap, jump, march, run, pant, sit, sleep

Language

What do you want to eat? I want (chicken), please.

Materials

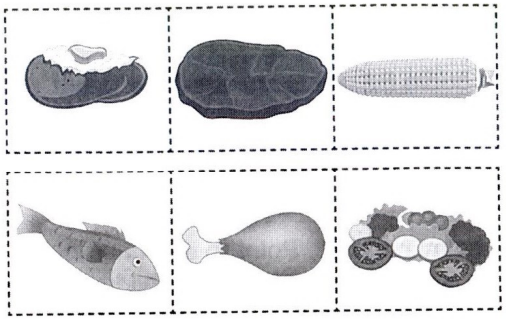
Class Audio CD, lemonade, apple juice (one cup per child), paper cups, Cutouts, scissors, glue, Jumpy Cricket puppet, plastic containers (one per table), flour, craft sticks (one per child)

BEFORE PAGE 52

Lemonade or Apple Juice?

Bring to school some lemonade and apple juice. Hold up the lemonade and say: *This is lemonade*. Have children repeat *lemonade* after you. Then, hold up the apple juice and say: *This is apple juice*. Distribute plastic cups. Go to each child's place and ask: *Do you want lemonade or apple juice?* Have them decide. Serve. Have children enjoy their drinks.

DURING PAGE 52



4 Cut out, choose, and paste food. Color the drink.

Hold up the Cutouts for page 52. Point to each Cutout. Ask: *What is it? It is (meat)*. Next, help children cut them out. Have children look at page 52. Point to the waiter and say: *Look! This is a restaurant. This is the waiter*. Have children repeat *waiter* after you. Say: *Point to the table. Look. This is a plate. This is a glass*. Then, have a child look at his or her Cutouts, and ask: *What do you want to eat?* Encourage him or her to answer: *I want to eat (meat)*. Explain that he or she may choose more than one food item. Repeat the procedure with other children. Finally, have children put a small amount of glue on the Cutouts of the food they want to eat and paste them on the plate. Have children color the glass according to what they want to drink. You may suggest: *Do you want lemonade? Color your glass yellow*.

TIP: Variety

It is important to use a variety of activities to teach the same vocabulary concept because all children learn in different ways and at different speeds.

AFTER PAGE 52

Target Song "Food"

B1 Play the audio and sing along. Use Jumpy Cricket to model the questions and answers in the song. Hold up the *food* Picture Cards as they are mentioned in the song.

Sing the "Actions Song"

A50 Play the audio. Sing along and do the actions. Next, play the audio again, have children do the actions, and encourage them to sing along.

WB See Workbook page 44.

EXTRA ACTIVITY

Trace Eights!

Place a plastic container with flour in the center of each table. Give each child a craft stick. Then, say: *Eight!* Encourage children to take turns tracing the number 8 in the flour.

Math

Objectives
- To learn numbers: 13, 14, 15
- To count to 15
- To review food items

Vocabulary
number, thirteen, fourteen, fifteen, cake, carrot, pizza, listen, say, trace, count, match, guess, glue, look

Language
These are (cakes).
How many (carrots) do you see?
Let's count!

Materials
Class Audio CD, blocks, pencils, plastic bottle, 15 buttons, plastic containers, uncooked pasta, glue, paper (one sheet per child), marker, box, classroom objects, ball

BEFORE PAGE 53

"Writing Numbers 13, 14, 15"
B7 Write the numbers 13, 14, and 15 on the board. Point to the number 13 and say: *This is the number 13.* Put 13 blocks on a table and count them with the children. Repeat with the numbers 14 and 15. Have children repeat after you. Then, play the audio, sing the song, and do the actions. Have children listen and look attentively. Play the audio again. Encourage children to join in by doing the actions and naming the numbers 13, 14, and 15.

DURING PAGE 53

5 Listen and say. Trace numbers, count, and match.
B8 Play the audio B8. Have children listen, and repeat each number.

thirteen fourteen fifteen

Next, display page 53. Point to each number. Say: *This is the number 13.* Have children repeat *thirteen* after you. Continue with the numbers 14 and 15. Show children how to trace the numbers 13, 14, and 15, first with their index finger and then with a pencil.

Then, direct children's attention to the food items below the numbers. Say: *These are cakes.* Have children repeat *cakes* after you. Repeat the procedure with *carrots* and *pizzas*. Next, have children count the items. Say: *Let's count. How many (cakes) do you see? 1, 2, 3,... 15. 15 (cakes).*

Finally, show children how to trace a line from the number 15 to the cakes. Say: *15 cakes.* Repeat the procedure with *13 carrots* and *14 pizzas*.

AFTER PAGE 53

Guessing Game
Put 15 buttons inside a transparent plastic bottle. Have children take turns guessing how many buttons are in the bottle. Write children's names on the board and their guesses next to their names. Whoever guesses the correct number of buttons or gets closest wins the game.

Pasta Numbers
Give each child some glue and a sheet of paper with a number between 1 and 15 written on it. Then, put a container with small uncooked pasta in the center of each table. Help children trace the number with the glue and then press the pasta onto the number. Have children name the number they are making. Let dry and display children's artwork.

WB See Workbook page 45.

EXTRA ACTIVITY

Look and Count
Write the numbers 1 to 15 on the board. Point to each number and have children name it. Then, put 15 objects inside a box. Put the box on a table. Invite a child to come up. Then, throw a ball to another child and have him or her say a number from 1 to 15: *Seven!* The child at the table has to take seven objects out of the box and put them on the table. Have the class count aloud: *1, 2, 3, 4, 5, 6, 7.* Then, have the child put the objects back into the box. Play several rounds.

Reading Readiness

Objectives

- To learn the letter *Ss*
- To identify words that begin with the letter *Ss*
- To practice visual discrimination
- To practice fine motor skills

Vocabulary

letter, snake, soup, salad, sandwich, sun, socks, seal, listen, say, cut out, paste, trace, write, clap, look for

Language

This is the letter S.
This is big S.
This is small s.
S *is for* (sandwich).

Materials

Class Audio CD, pencils, storybooks

BEFORE PAGE 54

Big *S*, Small *s*

Draw a big snake and a small snake on the board at children's eye level. Point to the big snake and say: *This is a big snake*. Point to the small snake and say: *This is a small snake*. Make the corresponding gestures to clarify big and small. Then, say: *The snake says /ssss/*. Have children repeat the /s/ sound after you. Next write a big *S* or a small *s* next the corresponding snake. Say: *This is the letter* S. *This is big* S *and this is small* s. S *is for* snake. Have children repeat the word *snake* exaggerating the beginning sound: *Sssnake*.

Then, invite a child to come up and point to the big *S*. Have another child come up and point to the small *s*. Follow the same procedure with other words that begin with the letter *Ss*.

DURING PAGE 54

CBE B9, B10 **6 Listen and say. Cut out and paste. Trace and write.**

Point to the snakes on page 54. Say: *This is a big snake and this is a little snake*. Have children repeat *sssnake* after you exaggerating the beginning sound.

Then point to the photos of the soup, the sandwich, and the socks. Name the items and have children repeat them after you: *sssoup, sssandwich,* and *sssocks*. Then, say: S *is for* soup, sandwich, *and* socks. Next, play the audio. Have children listen and repeat the words.

soup salad sandwich sun socks seal

Show children the Cutouts for page 54. Point to the first Cutout. Say: *This is sssalad*. S *is for* salad. Repeat the procedure with *seal* and *sun*. Help children cut out the pictures. Then have them add some glue to the back of each Cutout. Play the audio again. Have children listen and paste the Cutouts in the correct order. Pause the audio after each word.

Next, direct children's attention to the letters *S* and *s* at the bottom of the page. Say: *This is big* S, *and this is small* s. Then, show them how to trace the letters first with their index finger and then with a pencil. Have them write the letters on the lines several times.

Finally, play Audio B10 and sing the "*Letter S Song.*" Display page 54 and point to the letters and items as they are mentioned in the song. Play the audio again and encourage children to sing along.

AFTER PAGE 54

Clap for *Ss*

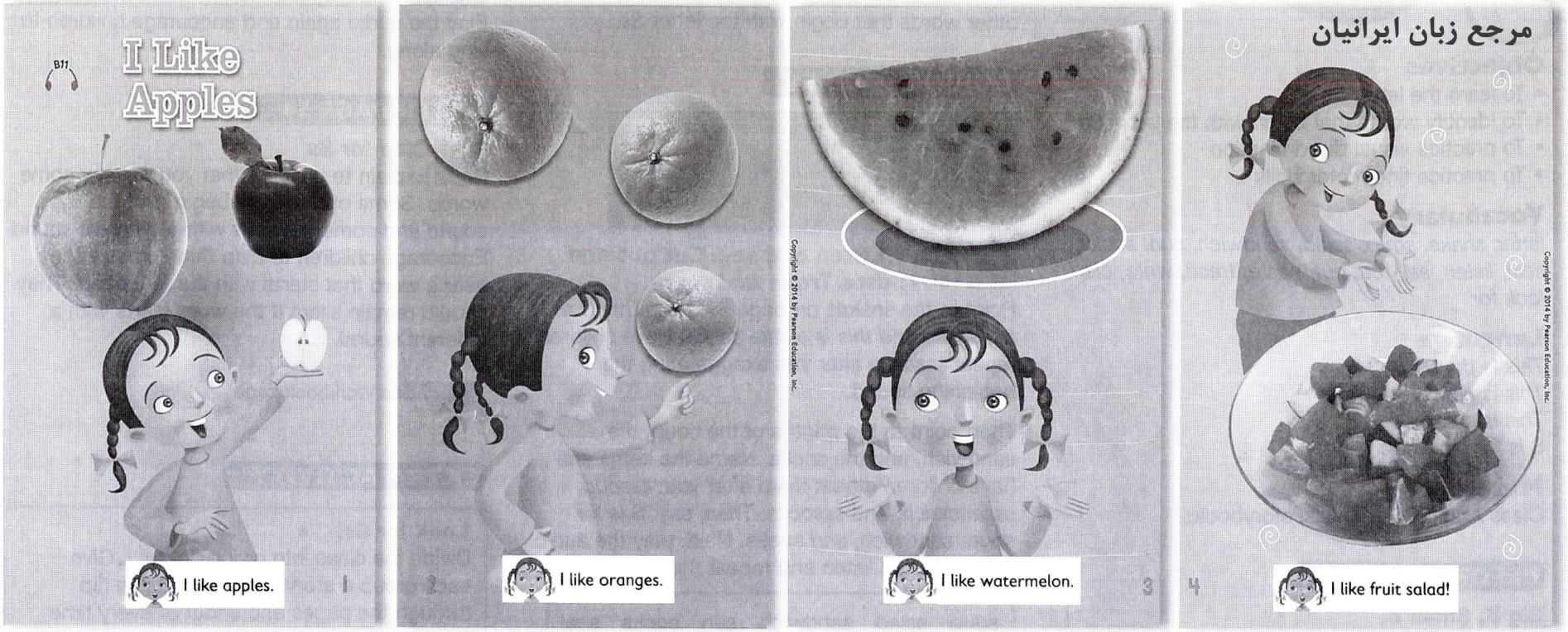
Explain to children that you will say some words. Some of them will begin with the /s/ sound and some will start with a different sound. Encourage children to clap three times if they hear a word that starts with the /s/ sound. They should remain silent if the word starts with a different sound.

WB See Workbook page 46.

EXTRA ACTIVITY

Look for *Ss*!

Divide the class into groups of four. Give each group a storybook. Have them flip through the pages and shout *S!* every time they find the letter *Ss*.



AUDIO SCRIPT

B11 **I Like Apples**

1. Marisol: I like apples.
2. Marisol: I like oranges.
3. Marisol: I like watermelon.
4. Marisol: I like fruit salad.

HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. This story is about food and health, so there are many things to talk about. Children may enjoy preparing a fruit salad with their family members at home.

SHOW TIME PREPARATION

AFL Have children talk about their favorite food. Remind them that they are learning English for speaking in class and at home. Tell them that they can bring chopped fruit to make a fruit salad and share it with their family and friends as part of the end-of-the-year Show Time.

Little Book

Objectives
- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review food items

Vocabulary
apples, oranges, watermelon, salad, like

Language
What is this? It is (an apple).
What are these? They are (oranges).
I like (apples).

Materials
Class Audio CD, *meat, fish, orange, salad, corn, watermelon, potatoes,* and *chicken* Picture Cards, bags, Jumpy Cricket puppet, DVD or ActiveTeach

BEFORE THE LITTLE BOOK

What Am I Eating?
Have children sit in a circle. Place the *food* Picture Cards in bags, one picture per bag, and close the bags. Play music and have children pass the bags. Then, stop the music. One at a time, the children holding the bags peek inside at the card and then pantomime eating the food. Have the class guess what they are eating. Jumpy Cricket may help by asking simple questions, like: *Is it yellow? Is it red?*

DURING THE LITTLE BOOK

B11 I Like Apples
1. Carefully tear out the page along the margin and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and clothes.

3. Point to the title and say: *This is the title. The title of the story is "I Like Apples."* Help children identify the page numbers on each page. Have children count with you. Next, point to the pictures next to the lines. This will help children to know who is speaking: *This is what Marisol says*.

4. Play the audio while you show children the pages. Have them listen.

5. Play the audio again. This time, point to the pictures on the page that show who is speaking. Point to the illustrations and pantomime to help clarify meaning.

6. Check children's comprehension. Point to each fruit and ask: *What are these? They are (apples). What is this? It is watermelon.* Then, ask: *What does Marisol like? Apples, watermelon, and oranges. Does she like fruit salad? Yes!*

AFTER THE LITTLE BOOK

Role-play
B11 Invite a child to the front. Play the audio and encourage him or her to repeat the lines and act out the story. Have the child point to the corresponding fruits in the Little Book as he or she role-plays. Repeat with other children.

TIP: Contextual Learning
During snack time or at lunchtime, you may wish to help children talk about what they are eating.

Play the DVD
As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

WB See Workbook page 47.

EXTRA ACTIVITY

Apples and Oranges
Divide the class into two teams. One team will be Apples and the other will be Oranges. Say: *Apples, jump!* Encourage the "apples" to jump in place. Then, say: *Oranges, dance!* and have the "oranges" dance. Repeat the procedure with other actions, alternating teams.

Values

Objectives
- To learn a value: Use table manners
- To use language to express a value
- To review food items

Vocabulary
table manners, apple, salt, please, good, bad, use, color

Language
Use table manners.
Salt, please?
Here you are.
Thank you.

Materials
Class Audio CD, Jumpy Cricket puppet, another puppet, two apples, Unit 5 Picture Cards, plastic utensils, paper plates (one per child), glue, old magazines (one per table), scissors

BEFORE PAGE 57

Using Table Manners
Use Jumpy Cricket and another puppet to talk to children about table manners. Put two apples on a table. Have the other puppet take an apple and mime eating it. Then, have Jumpy Cricket say: *An apple, please?* The other puppet turns around and ignores Jumpy Cricket. Shake your head and say: *These are bad table manners!* Then, have Jumpy Cricket ask again: *An apple, please?* Have the other puppet pass an apple to Jumpy Cricket: *Here you are*. Jumpy Cricket replies *Thank you* and starts eating the apple. Smile and say: *These are good table manners!*

DURING PAGE 57

7 Color the scene showing good table manners.
Display page 57. Point to the first scene and ask: *What is this? It is corn. What is this? It is salt.* Explain that the crickets are at the table. Point to the cricket holding the corn. Read the speech bubble out loud and have children repeat: *Salt, please?* Follow the same procedure with the second cricket: *Here you are!*

Next, direct children's attention to the second scene. *Look! Here are the two crickets again.* Point to the speech bubble and say: *Salt!* Have children repeat after you. Point out that the first cricket does not say *Please* and that the second cricket does not want to pass the salt. Then, encourage children to color the scene that shows good table manners. Point to the scenes and ask: *Which scene shows good table manners?* Encourage children to point to the first scene.

Do the *Find It!* Activity
Have children find salt on the page. Invite volunteers to point to the salt shakers. (There are four salt shakers.)

AFTER PAGE 57

Say the "We Have Finished Chant"
A15 Play the audio. Say: *Listen!* Say the chant to help children transition to the next activity.

Sing the "Being Polite Song"
B12 Play the audio and have children listen attentively. Play the audio again and encourage children to join in.

Role-play
Invite two children to come up. Have them sit at the table. Place paper plates and plastic utensils on the table. Put the *food* Picture Cards in the center of the table. Have children role-play good table manners:

A: (Chicken), please?
B: Here you are!
A: Thank you.

Repeat with other pairs of children.

WB See Workbook page 48.

EXTRA ACTIVITY

Food I Like
Have children create collages by cutting out magazine pictures of foods they like and gluing them onto paper plates. Encourage children to show their collages and talk about what they like. Provide language support as necessary.

Amazing

Objectives
- To appreciate nature
- To observe details
- To learn that plants grow from seeds
- To practice fine motor skills

Vocabulary
fruit, seed, plants, grow

Language
There are seeds in fruit.
Plants grow from seeds.

Materials
Class Audio CD, apple, knife, pictures of fruits with visible seeds (orange and watermelon), pencils, letter *S* shapes (one per child), seeds (a bunch per child), glue, round plastic lids (one per child), play dough, two plastic containers with seeds, apple seeds, orange seeds, blindfold

BEFORE PAGE 58

Build Background
Show children an apple. Ask: *What is this? It is an apple*. Cut the apple in half and point to the seeds. Say: *These are apple seeds*. Hold up one seed and say: *Plants grow from seeds*. Then, draw a seed, a plant, and an apple tree on the board so children can understand the process.

"Taking Turns Chant"
A33 Play the audio. Have children listen. Then, play the audio again and have children join in. Finally, walk around the room and show children the pictures of an orange and a watermelon. Have them take turns pointing to the seeds. Say: *These are (orange) seeds*. Have children repeat *seeds* after you.

DURING PAGE 58

8 Look and say. Match.
Display page 58. Point to the apple, the orange, and the watermelon. Ask: *What are these? They are fruits*. Then point to the orange, apple, and watermelon seeds and ask: *What are these? They are seeds*. Point to the watermelon and ask a volunteer: *What is this? It is watermelon*. Repeat with *orange* and *apple* and other children. Then, ask children to point to the seeds that correspond to each fruit. Say: *Point to the (apple) seeds*.

Next, encourage children to trace a line from the seeds to the corresponding fruits, first with their index finger and then with a pencil. Finally, read the words *fruit* and *seeds* at the bottom of the page. Have children repeat the words after you.

AFTER PAGE 58

S Is for *Seeds*
Distribute letter *S* shapes, glue, and seeds. Hold up a letter *S* and ask: *What letter is it? It is letter* S. *Is it big* S *or small* s? *It is big* S. Then hold up a bunch of seeds and say: *What are these? They are seeds*. Next, encourage children to decorate their letters by gluing seeds on them. Let dry. Display children's work.

Seed Designs
Give each child a round plastic lid, some play dough, and a bunch of seeds. Show children how to fill the lid with play dough. Then, encourage them to press the seeds into the play dough in any way they wish. Let dry and harden. Display children's seed designs around the room.

Race and Count!
Put two plastic containers with seeds on a table at the front of the room. Divide the class into two teams, A and B. Invite a child from each team to stand at the back of the room. Then, write a number from 1 to 15 on the board. Say: *Bring me (12) seeds*. Children race to the front and take the corresponding number of seeds from the containers. The first child to do so correctly wins a point for his or her team. Put the seeds back in the containers and play several rounds. The team with most points wins the game.

See Workbook page 49.

EXTRA ACTIVITY

Hold up two apple seeds. Say: *These seeds are the same. They are apple seeds*. Have children repeat *same* after you. Then hold up an apple seed and an orange seed. Say: *These seeds are different. This is an apple seed, and this is an orange seed*. Have children repeat *different* after you.

Next, invite a child to come up. Blindfold him or her and give him or her an orange seed and an apple seed. Have the child touch the seeds and say if they are the same or different. Repeat with other children and two same or different seeds.

Project

Objectives
- To do a science project
- To talk about seeds
- To observe that plants grow from seeds
- To use fine motor skills

Vocabulary
seed, plants, pot, soil, watering can, water, watch, put, make, cover, water (v), *give, grow, need*

Language
Plants grow from seeds.
Plant a seed.
Put soil in the flowerpot.
Make a hole.
Put the seed in.
Cover the seed.
Water the seed.
Give it sun.
Watch it grow.

Materials
Class Audio CD, Jumpy Cricket puppet, a variety of seeds, flowerpots, potting soil, watering cans, water, bell, beanbag, laundry basket

BEFORE PAGE 59

Build Background
Show children a pot filled with soil, a watering can, and some seeds. Point to the items and name them. Then say: *We know that plants grow from seeds. Seeds need water to grow*. Then, have Jumpy Cricket shout: *Let's plant a seed!*

DURING PAGE 59

Plant a Seed
Show page 59. Point to the title of the project and read it aloud: *Plant a Seed.* Point to the different items in the scene and name them. Have children repeat after you: *watering can, pot, soil, seeds*. Then say: *The boy is planting a seed. The seed will grow into a plant*. Draw a little seed on the board and then a plant for children to understand the process.

Before class, assemble all the supplies needed for the project. For each child, you will need a flowerpot or a container to use as a flowerpot, potting soil, and seeds. You will also need a watering can filled with water. Point out that they will be using the same materials that the boy in the picture uses. Then, show children how to follow these steps:

1. Fill the flowerpot or container with soil. Say: *Put soil in the flowerpot*.

2. Make a hole about an inch deep in the soil. Say: *Make a hole*.

3. Place the seed in the hole. Say: *Put the seed in*.

4. Cover the seed with soil. Say: *Cover the seed*.

5. Water the seed. Say: *Water the seed*.

6. Put the flowerpot in a sunny place. Say: *Give it sun and watch it grow*.

AFTER PAGE 59

Trees and Plants
Take children to the playground. Have them stand in a circle. Say: *Look around you. There are trees and plants. Now we know how they grow. They grow from seeds!* Then, ring a bell and have children walk in a circle. Stop ringing the bell and shout: *Go!* Encourage children to race to a plant or to a tree.

Sing the "Days of the Week" Song
A49 Hold up Jumpy Cricket and say: *Jumpy Cricket, we have to water our seeds every day*. Then, play the audio, sing along, and encourage children to join in.

Sing the "Little Seed Song"
Sing the following song to the tune of "Twinkle, Twinkle, Little Star."

Little, little, little seed,
I can't wait to see you grow.
You need water.
You need sun.
You need soil.
You need love.
Little, little, little seed,
I can't wait to see you grow!

Sing the song again and encourage children to sing along.

Wrap-up

Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

Vocabulary

corn, fish, potatoes, chicken, oranges, watermelon, salad, meat, like, want, draw, stick, say

Language

What is this? It is (meat).
What are these? They are (potatoes).
What do you like? I like (fish).
Do you like (fish). Yes, I do./No, I don't.
What do you want to eat?
I want (chicken), please.

Materials

Class Audio CD, Stickers page, crayons, Jumpy Cricket puppet

BEFORE PAGE 60

Did You Like It?

Revisit the songs and chants from Unit 5 (Audios B1, B7, B10, and B12). Play a few seconds of all the songs and chants in the unit. Have children clap if they liked the song or chant or make a sad face if they didn't. Then, choose one song, play the audio, and encourage children to sing along.

AFL Think about Learning

Review Unit 5 page by page with the children. Have them look at each page attentively, and remind them what they learned on each. Ask questions, for example: *What is this? What are these? Do you like (fish)? What do you want to eat? What number is this? What letter is this? S is for...? Do plants grow from seeds?* Finally, encourage children to clap if they liked the page or activity and to make a sad face if they didn't.

DURING PAGE 60

9 Draw your face. Stick and say.

Help children point to each vocabulary word on the banner and ask: *What is this? It is (corn). What are these? They are (potatoes).* Then point to the child on the page and say: *This is you!* Encourage children to draw their face. Next, point to the food items. Ask: *What do you like? I like (corn).* Next, direct children to the Stickers page and have them find the *meat, fish,* and *orange* and stick them in the boxes. Ask volunteers to show their work and read the sentence aloud: *I like (meat).* Clap for a job well done!

AFTER PAGE 60

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 104. Help them think of what they liked most from Unit 5. Say: *What I liked most from Unit 5 was planting the seed!* Say this with a very excited voice and smile as you point to the Project on page 59. Encourage children to draw what they liked most from Unit 5: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Tina) liked (the Little Book). (Carlos), did you also like (the Little Book)?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

Home-School Connection

Have children bring home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

B1 Sing the Target Song

To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Jumpy Cricket. Then, encourage children to join in and sing their part.

Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.

WB See Workbook page 50.

UNIT 6 OVERVIEW

Communication Objectives

- Identify and name items of clothing
- Express possession
- Identify types of weather
- Understand and follow basic commands

Topics and Key Vocabulary

Clothes:
shorts, hat, boots, raincoat, jacket, sandals, umbrella, bathing suit

Numbers:
sixteen, seventeen

Weather:
rainy, windy, sunny, hot, cold

Days of the Week

Action Verbs:
take off, zip up, zip down, button up, unbutton, hold up, pat, rub

Nature and Science Words:
seagulls, robin, parrot, peacock

Target Language and Structures

What is (he) wearing? (He) is wearing (shorts).

What does (she) have? (She) has an umbrella.

It is (sunny).

Content Connections

Math:
Identify and trace numbers: 16, 17

Nature and Science:
Observe how feathers help birds

Music:
Sing and act out songs

Move and dance to music

Language Arts:
Say and act out chants

Role-play

UNIT 6 OVERVIEW

Amazing and Project

Observe how feathers help birds

Project: *Make a Bird Puppet*

Reading and Writing Readiness

Identify initial sound /m/

Practice motor skills

Identify and write uppercase and lowercase *Mm*

Practice visual discrimination

Little Book

How Many?

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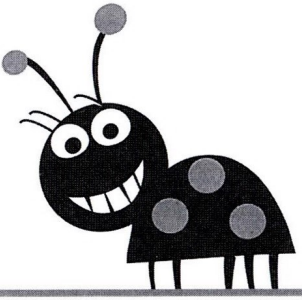
Competency-based Education

Competency work within the following formative areas:

Personal and Social Development:
Developing sensitivity toward others;
Values page, p. T69

Discovering Our World:
Observe living creatures in nature;
Amazing page, p. T70



Home-School Connection

Take home the Little Book

Take home Show Time drawings

Use props to role-play at home

Values

Helping others

Unit Opener

Objectives

- To exchange greetings
- To predict unit topic
- To identify clothes
- To understand and follow simple commands

Vocabulary

hello, good-bye, clothes, raincoat, boots, hat, bathing suit, umbrella, rainy, look, predict, listen

Language

How old are you? I am (four).
Where do you go to school? I go to (Willow Lake Preschool).
Do you like your school? Yes, I do!

Materials

Class Audio CD, Jumpy Cricket puppet, a female puppet, raincoat, boots, umbrella, hat

BEFORE PAGE 61

Sing the "Hello Song"

A3 Encourage children to sing and wave hello.

Have Big Fun Talking!

B13 Have Jumpy Cricket and the female puppet model the conversation. Hold up four fingers when Susie says: *I'm four*. Play the audio and have children listen attentively.

A: Mom, this is Susie. She's my friend.
B: Hello, Susie! How old are you?
C: I'm four.
B: Where do you go to school?
C: I go to Willow Lake Preschool.
B: Do you like your school?
C: Yes, I do!
A: Come on, Susie! Let's play on the swings! Good-bye, Mom!
B: Bye, Kyra. Bye, Susie. Have fun!

Next, invite a child to the front and have him/her role-play the part of Susie. Model the answers and have the child repeat them, or, for an advanced child, help him/her only when needed. Repeat the procedure with the other children.

DURING PAGE 61

1 Look and predict. Listen.

A5, B14

Predict Together

Put on the raincoat, boots, and hat and put up the umbrella. Role-play a scene of walking in the rain (repeat *pitter patter*) and have Jumpy Cricket say: *It is rainy! What are you wearing?* Reply: *Yes, it is rainy, Jumpy Cricket. I am wearing a hat, a raincoat, and boots!* Point to each item as you name it. Finally, have Jumpy Cricket point to your umbrella and ask: *What is this?* Reply: *It is an umbrella. We use umbrellas for the rain!*

Display page 61 and have children look at the items of clothing. Point to the raincoat and then to the one that you used as a prop and say: *raincoat*. Have children repeat. Point to each item in turn, name it, and have children repeat. Then say: *Raincoat, hat, boots, and swimsuit are all...* Pause and elicit: *clothes*. Then, play Audio A5. Encourage children to do the actions with you. At the end of the song, fill in the missing word: *Fun with (clothes)!*

Next, play the Target Song "My Clothes" (B14). As each item is mentioned, point to the corresponding items on the page. Have children mimic you.

Do the *Find It!* Activity

Point out Jumpy Cricket with the umbrella and say: *Find the umbrellas!* Encourage children to flip through Unit 6 pages. Repeat: *Find the umbrellas!* (Umbrellas are on pages 61, 63, 64, 65, 69, 72, and Little Book page 1.)

AFTER PAGE 61

Check Predictions

Take the raincoat, boots, and hat and invite a child up. Have him/her try on the items. Have Jumpy Cricket point to each item and ask what it is. Encourage children to call out the names of the clothing. Repeat the procedure with the puppets. Say: *We wear a raincoat, a hat, and boots in the rain*. Then ask: *Is (a raincoat) an item of clothing?* Encourage children to answer *Yes*. Repeat the procedure for the other items of clothing.

Sing the "Good-bye Song"

A6 Have children sing and wave good-bye.

Portfolio

Remember to help children decide what work they want in their Portfolio.

WB See Workbook page 51.

EXTRA ACTIVITY

Train Ride

Say to children: *Let's make a train!* Have children form a line, two by two, behind you. Make the *choo choo* noise and have children repeat. Move around the room and call out directions: *wave, stop, faster, eat your lunch*, etc.

Vocabulary

Objectives
- To identify clothes
- To repeat names of clothes
- To understand and follow simple commands
- To review days of the week

Vocabulary
hello, good-bye, clothes, bathing suit, shorts, sunny, rainy, sandals, hat, listen, say, find

Language
What is she wearing? She is wearing (a bathing suit).

Materials
Class Audio CD, Jumpy Cricket puppet, a large calendar with the days of the week, a bathing suit, shorts, sandals, and a hat, a picture of the sun, a picture of a cloud with rain, *bathing suit, shorts, sandals,* and *hat* Picture Cards, pencils, boots, a raincoat

BEFORE PAGE 62

Sing the "Days of the Week" Song
A49 Show the large calendar and point to *Sunday*. Say it aloud and have children repeat. Then, say each day of the week, in consecutive order, pointing to the corresponding day on the calendar each time. Have children repeat the names after you. Then, play Audio A49. Have children join in singing the days of the week when they can. Sing the song a second time. Finally, say: *Today is...* Pause and encourage children to say what day it is.

Vocabulary Presentation
Display the four clothing items and invite four children to the front. Have each child take an item and put it on or hold it against his/her body. Point to each child in turn and say: *(She) is wearing...* Pause and have children name the item. Continue with each volunteer. Repeat the procedure with another four children. This time, display the sun and rain pictures. Elicit *sunny* and *rainy*. Then, say: *When it's sunny, we wear...* Pause and elicit the clothing for warm weather. Repeat for *rainy*. Finally, hold up the Picture Cards for each item and have children say the words again.

Sing the Target Song "My Clothes"
B14 Play the Target Song and sing it with Jumpy Cricket. Show the appropriate Picture Card each time a clothing item is mentioned.

DURING PAGE 62

2 Listen and say. Find and match.
B15, B16 Play Audio B15. Point to each clothing item and have children do the same. Say the words and have children repeat. Next, invite children to find the corresponding picture for each clothing item. Point to the girl in the bathing suit. Ask: *What is she wearing?* Elicit the answer and show children how to trace a line from the photo to the corresponding illustration. Next, have them match the remaining photos with the corresponding illustrations.

bathing suit shorts sandals hat

Use the puppet to say the dialogue that goes with the scene. Play Audio B16 and point to the corresponding Picture Cards as children repeat the target language.

What is she wearing? She is wearing a bathing suit.
What is he wearing? He is wearing shorts.
What is she wearing? She is wearing sandals.
What is she wearing? She is wearing a hat.

AFTER PAGE 62

A Race to Dress!
Display all the clothing items. Invite a child to the front and give him/her ten seconds to put on as many items of clothing as he/she can. When the time is up, ask the rest of the class: *What is (he) wearing?* Elicit: *(He) is wearing (a raincoat) and (a hat)!* Repeat with other children.

WB See Workbook page 52.

EXTRA ACTIVITY

The Sun Has Got His Hat On
Have children form a circle. Place a hat on a child's head and pretend that he/she is the sun. Sing the song and have children join in when they can. Sing the song several times, having a different child wear the hat each time. You may substitute *sun* with the name of a child.

The sun has got his hat on,
Hip-hip-hip-hooray.
The sun has got his hat on,
And he's coming out today.
Now we'll all be happy,
Hip-hip-hip-hooray.
The sun has got his hat on,
And he's coming out today.

Vocabulary

Objectives
- To identify clothes
- To repeat names of clothes
- To understand and follow simple commands

Vocabulary
hello, good-bye, clothes, bathing suit, hat, shorts, sandals, jacket, raincoat, boots, umbrella, sunny, rainy, find, match

Language
What is (he) wearing? (He) is wearing (a jacket).
What does (he) have? (He) has (an umbrella).

Materials
Class Audio CD, Jumpy Cricket puppet, Unit 6 Picture Cards, pencils, a blindfold, a selection of clothes

BEFORE PAGE 63

Vocabulary Presentation
Hold up each Picture Card and have Jumpy Cricket say the name of each corresponding item of clothing. Have children repeat after the puppet. Then, hold up each Picture Card and have children name it in turn.

Sing the Target Song "My Clothes"
B14 Play the Target Song and have children listen attentively and join in when they can. Each time an item of clothing is mentioned, hold up the corresponding Picture Card.

DURING PAGE 63

3 Listen and say. Find and match.
B17, B18 Play Audio B17. Point to the photos of the vocabulary items, name them, and have children repeat them after you. Next, point to the scene and ask: *What is (he) wearing?* Elicit: *(He) is wearing (a raincoat)*. Show children how to trace a line from the photo of the raincoat to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Continue the procedure with the remaining photos. For the umbrella, ask: *What does he have?* Elicit: *He has an umbrella*.

jacket raincoat boots umbrella

Point to the scene and say the dialogue that goes with it. Use Jumpy Cricket to answer the questions: *What is he wearing?* Point to the boy in the jacket. Have him say: *He is wearing a jacket*. Play Audio B18 and point to the photos as children repeat the target language.

What is he wearing? He is wearing a jacket.
What is she wearing? She is wearing a raincoat.
What is she wearing? She is wearing boots.
What does he have? He has an umbrella.

Vocabulary Practice
Have Jumpy Cricket point to the other items in the illustration and ask children: *What is she wearing?* Pointing to the doll in the bathing suit. Encourage children to respond: *She is wearing a bathing suit*. Continue the procedure for the other items of clothing.

AFTER PAGE 63

Clothes for the Sun and the Rain
Invite two children to the front. Say that one child is dressing for a rainy day and the other is dressing for a sunny day. Have the rest of the class take turns coming to the front, taking a Picture Card, and handing it to the appropriate child. Each time a child hands over a Picture Card, have them say what it is. Continue the procedure until all Picture Cards have been handed over. Finally, have the two children at the front hold up each Picture Card and have the class say: *(He) is wearing (boots)*.

WB See Workbook page 53.

EXTRA ACTIVITY

Blindfolded Clothes Guess
Display a selection of clothes that children are familiar with. Name each one and have children repeat after you. Then, invite a child to the front. Blindfold him/her and have him/her feel each item of clothing. Give him/her 30 seconds to guess as many items of clothing as possible, just by touch. Repeat the procedure with other children.

Practice

Objectives
- To identify and name clothes
- To practice visual discrimination
- To review weather: *sunny, rainy, windy*

Vocabulary
hello, good-bye, sunny, windy, rainy, cloud, sun, umbrella, boots, raincoat, shorts, T-shirt, sandals, hat, sweater, pants, look, match, put it on, zip it up, zip it down, button up, unbutton

Language
It is (sunny).
What is he wearing? He is wearing (shorts).

Materials
Class Audio CD, Jumpy Cricket puppet, a picture of a sun, rain, and a cartoon cloud blowing wind, pencils, Unit 6 Picture Cards

BEFORE PAGE 64

Weather Review
Hold up Jumpy Cricket and role-play a scene with him. Attach the picture of the sun to the board. Pretend that you are walking in the hot sun, eating ice-cream. Wipe your forehead as though you were perspiring and pant a little. Say: *It is hot!* Have Jumpy Cricket repeat after you. Finally, say: *It is sunny*. Have children repeat after you.

Then, remove the picture of the sun from the board and put up the picture of rain. Role-play a scene with Jumpy Cricket in which you pretend to hold up an umbrella and dodge puddles. Say: *It is cold!* Make a *pitter patter* sound. Say: *It is rainy*. Have children repeat. Follow the same procedure for: *It is windy*. Walk with Jumpy Cricket and pretend that you are being blown by the wind.

Weather Dance
Have children stand and call out a type of weather: *It is windy!* Have children walk around the room as if they were walking in the wind. Continue the procedure for the remaining two types of weather. Finally, place each picture of a type of weather on the board, show each Picture Card in turn, and have children say *Stop!* when a picture matches the type of weather. Have them name the item of clothing and continue the procedure.

DURING PAGE 64

4 Look and match. Say.
Have children look at the page. Point to the pictures of the types of weather on the right hand side of the page and elicit each one from children: *It is (sunny)*. Then, point to the children on the left-hand side and ask: *What is (she) wearing?* Encourage children to reply: *(She) is wearing (a raincoat)*. Finally, help children match the weather types to the appropriately dressed children. Show them how to draw lines from one side of the page to the other. Finally, say: *It is (sunny)!* Point to the corresponding child and invite the class to say: *(He is wearing shorts, a T-shirt, and sandals.)*

AFTER PAGE 64

Sing the Target Song "My Clothes"
B14 Display the Picture Cards one by one and elicit the name of each item of clothing. Then, distribute the Picture Cards randomly to children and have them form a circle. Play Audio B14 and have children join in when they can. Each time an item of clothing is mentioned, pause the audio and have the child with the corresponding Picture Card hold it up for everyone to see. Next, redistribute the Picture Cards and play the audio again.

Sing the "Put It On Chant"
B19 Play the chant and each time an action is mentioned *(zip it up, zip it down, button up, unbutton)*, mime it and have children copy you. Play the audio a few times until children become confident with the actions. Finally, have children stand and call out each action in turn. Have children mime the action all together.

WB See Workbook page 54.

EXTRA ACTIVITY

Guess Who!
Invite three children to the front of the class. Have the rest of the class listen attentively to what you say in order to guess which child you are describing. Say: *This child is wearing (red pants, a blue T-shirt, and black boots)*. When a child guesses the correct person, have the three children sit down. Play a few rounds.

Math

Objectives
- To identify and name numbers: 16, 17
- To review numbers 1–15
- To practice visual discrimination
- To review clothes
- To review quantities: How many?

Vocabulary
hello, good-bye, sixteen, seventeen, numbers, hat, umbrella, stand on one foot, hold up one leg, stand on tiptoe, pat your head, rub your tummy, listen, say, cut out, paste, trace, count

Language
How many (hats) can you see? I can see (16 hats).

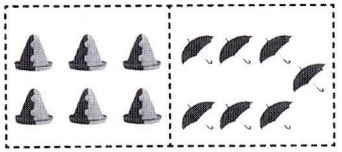
Materials
Class Audio CD, Jumpy Cricket puppet, beanbag, Cutouts

BEFORE PAGE 65

Introduce Numbers 16 and 17
Have children stand and form a circle. Say *One* and have children repeat after you. Toss the beanbag to a child and have the class say: *Two*. Invite that child to toss the beanbag again and continue the procedure for *Three* and so on. When the group reaches *Fifteen*, have the child toss the beanbag back to you. Say *Sixteen* and have the class repeat after you. Repeat the procedure for *Seventeen*, starting from *One*.

Sing "Writing Numbers 16 and 17"
B20 Have Jumpy Cricket say *Sixteen* and have children repeat. Air draw a 1 and a 6 and have children mimic you. Repeat the procedure for *Seventeen*. Play the audio and draw each number in the air in turn. Play it again and invite children to mimic your actions and join in when they can.

DURING PAGE 65



5 Listen and say. Cut out and paste. Trace and count.
B21 Play the audio. Have Jumpy Cricket say the numbers and invite children to repeat after him.

sixteen seventeen

Have children look at the number 16 on the page. Say *Sixteen* and have children repeat after you. Trace it with your finger and have children do the same. Hand out pencils and have children trace the number. Continue the procedure for *Seventeen*.

Next, have children look at the hats. Point to them and ask: *What are these? These are...* Pause and elicit *hats*. Then, ask: *How many hats can you see?* Put your finger on the first hat and count: *One*. Have children mimic you. Count the rest of the hats, having children point and say the number each time.

Finally, elicit: *I can see ten hats!* Say: *We need sixteen*. Count with children from 10 to 16, counting with your fingers as you do so. Have children mimic you. Next, invite children to look at the Cutouts, and ask: *How many hats can you see?* Elicit: *I can see six hats*. Help children to cut out and stick the hats in place. Next, count all of the hats together. When finished, say: *There are sixteen hats*. Have children repeat after you. Repeat the procedure for *Seventeen*.

AFTER PAGE 65

Number Olympics
Have children stand and form a circle. Call out actions: *stand on one foot, hold up one leg, stand on tiptoe, pat your head, rub your tummy,* and so on. Count to 16 or 17 each time and then have children stop the action.

WB See Workbook page 55.

EXTRA ACTIVITY

Ten in the Bed
Invite ten children to come and lie down in a line at the front of the class. Sing the song and have children join in when they can. Each time "one falls out," have one child roll away and then go and sit down. Repeat the song until there is "one in the bed, and the little one said *Good night!*"

There were ten in the bed,
And the little one said
Roll over! Roll over!
So they all rolled over,
And one fell out.
There were nine in the bed,...

Reading Readiness

Objectives
- To identify the initial sound /m/
- To practice tracing and writing *Mm*
- To review size: big, little

Vocabulary
hello, good-bye, moon, milk, mother, mouth, muffin, meat, listen, say, cut out, paste, trace, write

Language
Is this letter big or little? It is (big).
What is this? It is (a moon).

Materials
Class Audio CD, Jumpy Cricket puppet, pictures of a moon, milk, a mother, a mouth, a muffin, meat, a sandwich, a hat, and boots, a card with the letter *M* on it, a card with the letter *m* on it, Cutouts, paper, paint, paintbrushes

BEFORE PAGE 66

Introduce *Mm*
Write *M* and *m* on the board. Point to each letter in turn and say the /m/ sound. Have children repeat after you. Then, ask: *Is this letter big or little?* Point to the capital *M*. Elicit: *It is big*. Repeat the procedure for the lowercase *m*. Say each letter again and have children repeat. Then, ask: *Do they sound the same or different?* Elicit that they sound the same.

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Have children stand up, and say: *Rub your tummy!* Say */Mmmm/* and have children repeat after you. Next, hold up each picture and say the corresponding word, exaggerating the initial /m/ sound. Have children repeat after you. For each picture that begins with an /m/ sound, have them rub their tummy and, for each word that does not (*sandwich, hat,* and *boots*), have them stay silent.

DURING PAGE 66

B22, B23 6 Listen and say. Cut out and paste. Trace and write.
Play Audio B22 and hold up the corresponding *M* or *m* card or picture each time a letter or item is mentioned. Repeat the audio and invite children to join in when they can.

Next, have children look at page 66 and point to each item (or blank space) as it is mentioned. Pause the audio after each item and have children repeat the word.

moon milk mother mouth muffin meat

Next, help children cut out the Cutouts and stick the missing items in place. Have children hold up their book to check that all items are in the correct places.

Next, draw a capital *M* in the air and have children mimic you. Repeat the procedure for lowercase *m*. Invite children to trace the letters with a pencil at the bottom of the page. Then encourage them to copy the letters in the space provided. Help children as needed.

Finally, sing Audio B22 a second time and have children point to each item on the page when they hear it.

AFTER PAGE 66

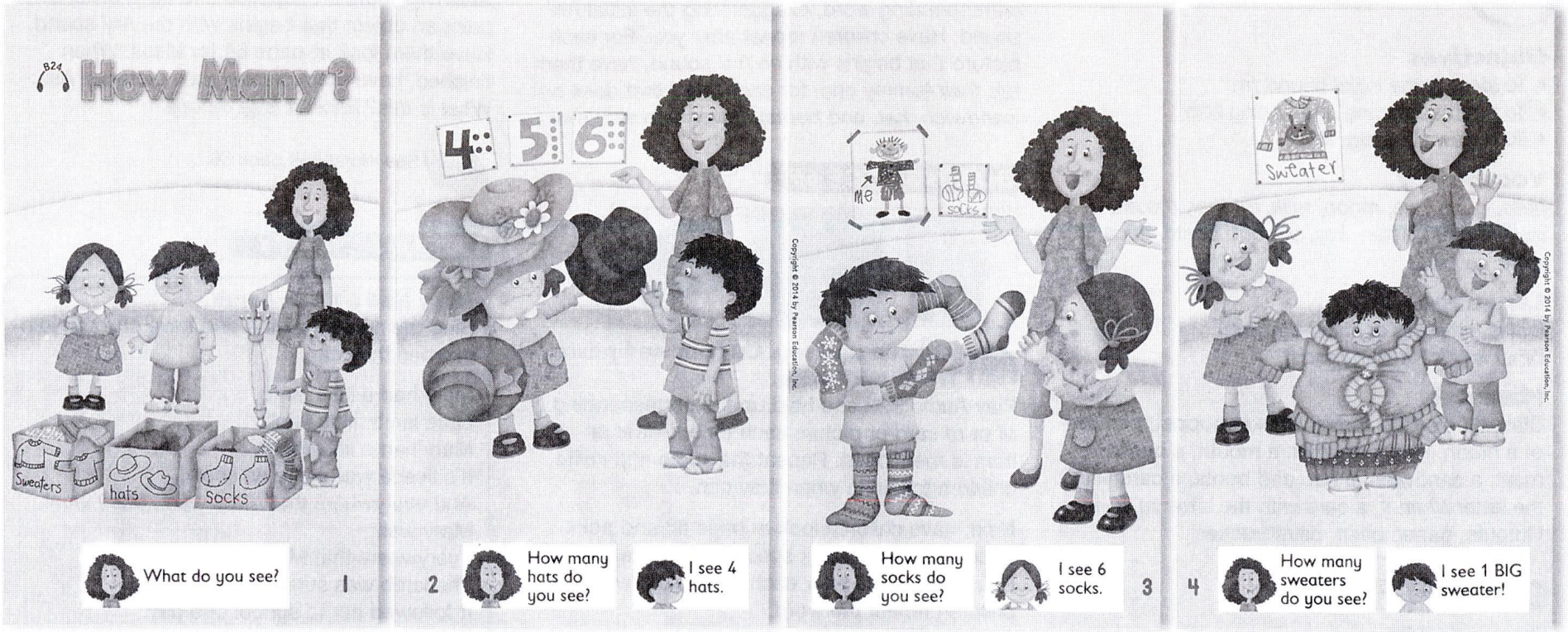
Mm Pictures
Distribute art supplies and have children paint an object that begins with the /m/ sound. Have them look at page 66 for ideas. When finished, have them display their pictures. Ask: *What is this?* Elicit: *It is (a moon)!*

WB See Workbook page 56.

EXTRA ACTIVITY

Mary Had a Little Lamb
Sing the nursery rhyme and have children join in when they can.

Mary had a little lamb,
Little lamb, little lamb.
Mary had a little lamb,
It's fleece was white as snow.
And everywhere that Mary went, Mary went,
Mary went,
Everywhere that Mary went,
The lamb was sure to go.
It followed her to school one day,
School one day, school one day.
It followed her to school one day,
Which was against the rule.
It made the children laugh and play,
Laugh and play, laugh and play.
It made the children laugh and play,
To see a lamb at school.
So the teacher turned him out,
Turned him out, turned him out.
So the teacher turned him out
And sent him straight away.



AUDIO SCRIPT

B24 How Many?

1. Mom: What do you see?
2. Mom: How many hats do you see?
   Juanito: I see 4 hats.
3. Mom: How many socks do you see?
   Laura: I see 6 socks.
4. Mom: How many sweaters do you see?
   Robert: I see 1 BIG sweater!

HOME-SCHOOL CONNECTION

Encourage children to take their books home to share with their families. The Little Book may offer activity ideas for children to do at home, such as telling their family members the English names of different items of clothing.

SHOW TIME PREPARATION

AFL Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. It is important for them to have a context for their learning that they can understand.

Little Book

Objectives
- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review clothes
- To review colors

Vocabulary
hello, good-bye, sweater, hat, socks, page, number, title

Language
What is he wearing? He is wearing (pants).

Materials
Class Audio CD, Jumpy Cricket puppet, DVD or ActiveTeach, Unit 6 Picture Cards, four hats, six socks, one sweater, *Colors* Poster

BEFORE THE LITTLE BOOK

Sing the Target Song "My Clothes"
B14 Before singing the song, point to children in the class and ask: *What is (he) wearing?* Have children reply: *(He) is wearing (pants, a T-shirt, a hat, and boots).* Then, play the audio and have children join in when they can. Hold up the corresponding Picture Card each time an item of clothing is mentioned.

DURING THE LITTLE BOOK

B24 How Many?

1. Have children turn to page 67. Show them how to tear out the page and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Have children name everything they can, including people, colors, and shapes. Praise all efforts.

3. Review the conventions of the Little Books: the title is on the front page; the page numbers help you find your place; the pictures help tell the story; and the drawings of the characters next to the lines tell you which character is speaking.

4. Play the audio while you show children the pages. Don't point or gesture—just let children listen and look at the pages.

5. Play the audio again. This time, point to the drawings of the characters that show who is speaking. Point to the pictures to help clarify meaning.

6. Check comprehension. Point to the clothing items on the pages and ask: *What does Laura see? Is the sweater big or little?*

AFTER THE LITTLE BOOK

Role-play
Role-play with Jumpy Cricket to reinforce story comprehension. Use the clothes as props to act out the story. Try to imitate the voices of the characters on the audio. Invite three children to the front and assign a character to each one. Have children mime the actions, using the props while you say the lines. Repeat with other pairs of children. Next, you may invite advanced children to role-play the story and say the lines. Praise all children for their efforts.

Home-School Connection
Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

Play the DVD
As a final reward, show children the animated version of the story on the *Big Fun* DVD or ActiveTeach.

WB See Workbook page 57.

EXTRA ACTIVITY

Colors
Display the *Colors* Poster, point to the yellow crayon, and say: *Yellow.* Have children repeat. Then, invite a child to the front and have him/her touch the yellow item on the Poster. Name the item as a class: *Raincoat.* Continue the procedure for the rest of the colors and items.

Values

Objectives
- To learn a value: Help others
- To use language to express a value
- To review clothes

Vocabulary
hello, good-bye, raincoat, umbrella, rainy, boots, hat, shoelaces, buttons, helping, look, color

Language
Is it sunny or is it rainy?
Who can help (Ana) with her shoelaces?

Materials
Class Audio CD, Jumpy Cricket puppet, a sweater with buttons, crayons, a long piece of rope, Unit 6 Picture Cards, a sheet of paper with *Yes* written on it, a sheet of paper with *No* written on it

BEFORE PAGE 69

Helping Others
Put your arms into the sleeves of the sweater and pretend that you cannot button it up. Struggle for a few moments. Then, say: *Jumpy Cricket, can you help me button up my sweater?* Have him laugh at you and say: *You cannot do it! No, I won't help you*. Make a sad face and say: *That is not very nice, Jumpy Cricket. It is good to help others*. Have Jumpy Cricket change his tone and say: *Oh, I'm sorry*. Role-play the scene again. This time, have the puppet help you button up the sweater. At the end, say: *Thank you, Jumpy Cricket. You helped me! It is good to help others.*

DURING PAGE 69

7 Who is helping? Look and color.
Point to the first scene and ask children: *What do you see?* Elicit the items of clothing. Then, ask: *Is the girl helping the other girl?* Point to each one. Elicit an affirmative answer. Then ask how the girl is helping. Elicit: *She is buttoning up the sweater*. Next, point to the second scene and ask: *Is it sunny or is it rainy?* Elicit that it is rainy. Then, ask what items of clothing children can see. Point to the boy trying to tie his shoelaces and ask: *Does he need help?* Elicit: *Yes*. Then ask if the girl next to him is helping. Elicit. *No*. *She is laughing*. Finally, invite children to color the person in the scene who is helping someone else.

Do the *Find It!* Activity
Point to Jumpy Cricket with the hat and say: *Find the hat!* Invite children to point to the hat on the page.

AFTER PAGE 69

Role-play
Have children take turns coming to the front and role-playing the scene from the beginning of the lesson with Jumpy Cricket. Have each child put on the sweater and struggle to button it up. Say: *Jumpy Cricket, can you help me?* Have the child repeat after you. Have the puppet assist the child in buttoning up the sweater. At the end, say: *Good, Jumpy Cricket. You helped (Juan).*

Let's Help Each Other
Invite two children with shoes that have laces to the front. Then, invite another two children who have sweaters with buttons. Have the children undo their laces or unbutton their sweaters. Then, ask: *Who can help (Ana) with (her shoelaces)?* Invite a volunteer to help each child. When finished, say: *Well done! You helped each other!* Repeat the procedure with other children.

See Workbook page 58.

EXTRA ACTIVITY

Jump the Line
Place a long piece of rope on the floor to divide the classroom in two. Have children stand on the rope. Place a sheet of paper with *Yes* written on it on one side of the rope and a sheet with *No* on the other. Show each Picture Card one by one and say what appears on the card. Ensure that on some occasions you say the correct item and on some occasions you say an incorrect item. Invite children to jump onto the *Yes* side or the *No* side depending on what you say. If they jump onto the *No* side, have them tell you what the correct item on the card is. Continue until you have shown all the Picture Cards.

Amazing

Objectives
- To appreciate nature
- To observe details
- To observe how feathers help birds
- To review clothes
- To review colors

Vocabulary
hello, good-bye, bird, feather, seagulls, robin, parrot, peacock, jacket, raincoat, dry, wet, warm

Language
What color are the (seagulls)?

Materials
Class Audio CD, Jumpy Cricket puppet, a jacket, a raincoat, an umbrella, a picture or puppet of a bird, a feather, Cutouts, Unit 6 Picture Cards, colored craft feathers, a large feather template, glue, two shirts with buttons

BEFORE PAGE 70

Do Birds Wear Raincoats?
Put on the jacket and raincoat and put up the umbrella. Pretend that it is raining. Make a *pitter patter* sound. Then, ask children: *Why do we wear a jacket and raincoat?* Elicit: *To stay warm and dry.*

Show the picture or puppet of a bird and elicit what animal it is. Then ask: *Do birds wear jackets and raincoats in the rain and cold?* Lead children into saying: *No!* Ask children how they think birds stay warm and dry. Show the feather and say: *Feathers help birds stay warm and dry.* Then, make a flapping motion and ask: *What else do birds have feathers for?* Elicit: *To fly!*

DURING PAGE 70

CBE 8 Look closely. Cut out and paste.
Have children look at the page and ask: *How many different types of birds do you see?* Elicit: *Four.* Point to the seagulls and say the word. Have children repeat after you. Ask: *What colors are the seagulls?* Elicit: *White, gray, and black.*

Next, point to the robin, say the word, and have children repeat after you. Ask if it is the same or different from the seagull. Ask what colors the robin is. Then, ask what colors they think its feathers are. Elicit: *The same colors.* Have children look at the Cutouts and choose the appropriate feather. Help children cut out the Cutout and stick it in place. Repeat the procedure for the remaining two birds. Finally, ask children again why birds have feathers.

AFTER PAGE 70

B14 Sing the Target Song "My Clothes"
Play Audio B14 and invite children to join in singing when they can. Show the corresponding Picture Card each time an item of clothing is mentioned. Then, invite volunteers who are ready to sing with the audio to perform the song. Have each child sing the names of the items of clothing as you hold up the appropriate Picture Cards. At the end, applaud all children.

Make a Feather
Hand out a feather template to each child. Ask each child what colors they want their feather to be. Hand out the corresponding colored craft feathers. Help children stick the craft feathers onto the template to make a big feather. Finally, have children display their feathers around the room.

WB See Workbook page 59.

EXTRA ACTIVITY

Button Up Race
Divide the class into two groups. Invite one child from each to the front and have him/her put his/her arms through the shirt sleeves. Next, invite each child's teammates to come to the front and button up his/her shirt. Encourage all children to participate. Have the children on the first team to finish buttoning up the shirt raise their hands. That team is the winner.

Project

Objectives

- To do an art and science project
- To follow directions
- To use fine motor skills
- To review colors

Vocabulary

hello, good-bye, bird, feather, fly, color, stick

Language

Choose colored pens.
Color your bird and stick feathers.

Materials

Class Audio CD, Jumpy Cricket puppet, a picture of different birds, a selection of real and artificially colored feathers, *bird puppet* Templates (cut out, one per child), rings made from card stock (one per child), construction paper, colored pens, craft feathers, glue, tape

BEFORE PAGE 71

Birds Review

Show children the picture of the different types of birds. Ask children: *Why do birds have feathers? Are all birds the same? What colors are these birds?* Encourage children to say that birds have feathers for flying and to keep them warm and dry.

Feather Examination

Distribute the selection of feathers and invite children to examine them. Ask children what colors the feathers are and if they come from big birds or small birds.

DURING PAGE 71

Make a Bird Puppet

Before class, assemble the art supplies needed for the project. For each child you will need a *bird puppet* Template and a card ring that fits his or her index finger. Point out to children that each material on the table in the picture is used to make a bird puppet. Show children page 71 and read the title of the project aloud: *Make a Bird Puppet!* Then show children how to follow these steps:

1. Choose what colors you want for your bird. Say: *Choose colored pens*.

2. Distribute colored pens, glue, and craft feathers. Say: *Color your bird and stick feathers*.

3. Help children to use tape to attach the bird to the ring. Say: *Attach the bird to the ring of paper with tape*.

4. Have children place the ring on their index finger and move their hand to make the bird "fly." Say: *Put your bird on this finger* (indicate which one) *and make your bird fly!*

AFTER PAGE 71

Let's Fly!

Have children put on their bird finger puppets. Then, call out a color and invite children whose birds contain that color to "fly" around the room. After a few minutes, say: *Stop!* Have those children sit down. Continue the procedure with all colors.

Wrap-up

Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

Vocabulary

hello, good-bye, clothes, shorts, hat, boots, jacket, raincoat, sandals, umbrella, bathing suit, draw, stick, say

Language

What is (he) wearing? (He) is wearing (shorts, boots, and a raincoat).

Materials

Class Audio CD, Jumpy Cricket puppet, Stickers, Portfolio Envelopes, paper, crayons

BEFORE PAGE 72

AFL Stop and Sing

Revisit the songs and chants from Unit 6 (Audios B14, B19, B20, and B22). Then invite a volunteer to the front. Have him/her say *Stop!* when he/she hears a song that he/she likes. Play the audio and encourage the whole class to sing along. You may repeat the procedure with other children and songs.

AFL Think about Learning

Review Unit 6 page by page. Have children look at each page attentively and remind them what they learned on each, for example: *Look. What is this? What do you see?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

DURING PAGE 72

9 Draw your face. Stick and say.

Help children point to each vocabulary word on the banner. Say each word in turn and have children repeat after you. Then point to the face and ask children: *What do you see?* Lead children into saying: *A face*. Say: *Draw your face!* Encourage children to draw their eyes, nose, and mouth. Then, point to the teacher and, in a voice that is different from your own, ask children: *What is he wearing?* Point to the child. Lead children into saying: *He is wearing a raincoat, shorts, and boots!* Have children look at the Stickers, peel them off, and stick them in the appropriate places. Finally, ask volunteers to show their work and ask them: *What is (she) wearing?* Have them reply: *(She) is wearing a raincoat, shorts, and boots*. Clap for a job well done!

AFTER PAGE 72

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 105. Help children decide what they liked most from Unit 6. Say: *What I liked most from Unit 6 was making a bird puppet!* Use an excited voice as you point to the picture on the Project page (71). Encourage children to draw what they liked most from Unit 6: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Victor) liked learning (about birds). (Emma), did you also like that? What did you like, then?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

A51 Sing the Target Song "My Clothes"

To consolidate what children have learned in the unit, play the Target Song. First, practice the conversation with Jumpy Cricket. Then, encourage children to join in and sing their part.

Portfolio

Have children review the things in their Portfolio Envelope to date. Walk to each child's place and have him/her show you his or her favorite work. Make sure children put all pages back inside the Portfolio.

WB See Workbook page 60.

UNIT 7 OVERVIEW

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Communication Objectives

- Identify and name animals
- Express likes
- Identify location of animals
- Understand demonstrative pronouns: *this, that, these, those*
- Understand and follow basic commands

Topics and Key Vocabulary

Animals:
cow, rabbit, chicken, sheep, lamb, horse

Related Vocabulary:
tractor, barn

Numbers:
eighteen, nineteen

Demonstrative Pronouns;
this, that, these, those

Action Verbs:
feed, brush, pet, cuddle, tap

Nature and Science Words:
egg, eggshell, chick

Target Language and Structures

What's your favorite animal?
I like (horses).

Where is the (chicken)? Here it is. It is (under the tree).

Where are the (lambs)? Here they are.

This is (a cat). That is (a horse).

These are (dogs). Those are (ducks).

Content Connections

Math:
Identify numbers: 18, 19

Nature and Science:
Observe how chicks come from eggs

Music:
Sing and act out songs

Move and dance to music

Language Arts:
Say and act out chants

Role-play

UNIT 7 OVERVIEW

Amazing and Project

Observe how chicks come from eggs

Project: *Make a Chick Card*

Reading and Writing Readiness

Identify initial sound /l/

Identify and write uppercase and lowercase *Ll*

Practice motor skills

Practice visual discrimination

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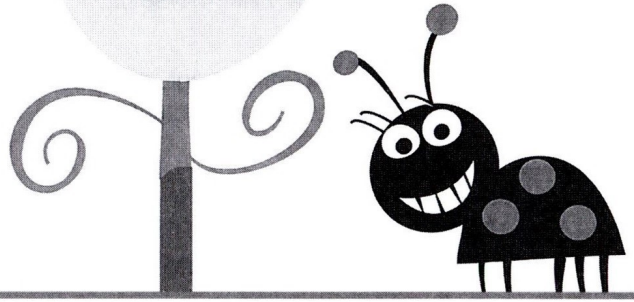
Little Book

Where Are the Lambs?



Home-School Connection

Take home the Little Book

Use props to role-play at home

Take home Show Time drawings

Competency-based Education

Competency work within the following formative areas:

Artistic Expression and Appreciation: Represent real or imaginary characters and situations through play or dramatic expression; Little Book page, p. T80

Language and Communication: Obtain and share information through diverse forms of oral expression; Vocabulary page, p. T74

Values

Taking care of animals

Unit Opener

Objectives
- To exchange greetings
- To predict unit topic
- To identify animals
- To understand and follow simple commands

Vocabulary
hello, good-bye, horse, lamb, rabbit, chicken, barn, look, predict, listen

Language
What is your favorite (animal)? I like (horses).

Materials
Class Audio CD, Jumpy Cricket puppet, pictures (or toys) of a lamb, rabbit, horse, and chicken

BEFORE PAGE 73

Sing the "Hello Song"
A3 Have children sing and wave hello.

Have Big Fun Talking!
B25 Hold up Jumpy Cricket and model the conversation with him, expressively. Smile when Jumpy Cricket says he likes horses.

A: What's your favorite animal?
B: I like horses.
A: I do, too.

Role-play the conversation again. This time, replace *horses* with your favorite animal. Then, invite a child to the front and have Jumpy Cricket role-play the conversation with him/her. Encourage the child to say what his/her favorite animal is. Repeat with the other children.

DURING PAGE 73

1 Look and predict. Listen.
A5, B26

Predict Together
Show the pictures (or toys) of a rabbit, a lamb, a horse, and a chicken in turn. Mime petting each one and elicit the sound each one makes from the children. Name the animals and have children repeat after you. Then, draw a barn structure on the board. Say: *These animals live in a barn.* Have children repeat *barn*. Hold up the animals so they look like they're inside the barn. Next, display page 73 and have children look at the animals. Point to the rabbit and then to the one that you used as a prop and say: *Rabbit*. Have children repeat. Point to each animal in turn, name it, and have children repeat. Then say: *Rabbits, lambs, chickens, and horses are all...* Pause and lead children into saying: *animals*. They may say it in their native language if they cannot say it in English. Then, play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing word: *Fun with (animals)!*

Next, play the Target Song "The Farm" (B26) to expose children to the new vocabulary. As the animals are mentioned, point to those that correspond on the page. Have children mimic you. Encourage children to clap at the end.

Do the *Find It!* Activity
Point out Jumpy Cricket on the tractor and say: *Find the tractors!* Encourage children to flip through the Unit 7 pages. Repeat *Find the tractors!* and have children look for the tractors in the unit. (Tractors are on pages 73, 74, 75, 77, 84, and on Little Book pages 3 and 4.)

AFTER PAGE 73

Check Predictions
Hold up each animal prop and invite children to make the sounds for it (*baa* for lamb; *sniff* for rabbit; and *neigh* for horse). Then say: *They all live in a...* Pause and elicit *barn*. Then ask: *Is (a rabbit) an animal?* Elicit: *Yes!* Repeat for the other animals.

Sing the "Good-bye Song"
A6 Have children sing and wave good-bye.

Portfolio
Remember to put letter-sized or smaller student work into each student's Portfolio Envelope. Help children to decide what work they want in their Portfolio.

WB See Workbook page 61.

EXTRA ACTIVITY

Old MacDonald
Have children stand and sing the nursery rhyme. Substitute *horse* with other animals from the lesson. Invite children to join in with the animal noises.

Old MacDonald had a farm,
E-I-E-I-O.
And on that farm he had a (horse),
E-I-E-I-O.
With a *(neigh neigh)* here,
And a *(neigh neigh)* there,
Here a *(neigh)*, there a *(neigh)*,
Everywhere a *(neigh neigh)*.
Old MacDonald had a farm,
E-I-E-I-O.

Vocabulary

Objectives

- To identify animals
- To repeat names of animals
- To understand and follow simple commands
- To identify and use prepositions of place: *under, next to*

Vocabulary

hello, good-bye, animals, cow, rabbit, chicken, sheep, under, next to, fence, listen, say, find, match

Language

Where is the (chicken)? Here it is. It is (under the tree).

Materials

Class Audio CD, Jumpy Cricket puppet, *cow, rabbit, chicken,* and *sheep* Picture Cards, stuffed toys of a rabbit and a sheep

BEFORE PAGE 74

Vocabulary Presentation

Hold up each Picture Card in turn and name it: *cow, rabbit, chicken,* and *sheep*. Have Jumpy Cricket name each after you. Then, invite children to repeat the names. Next, hold up the *cow* Picture Card and have Jumpy Cricket say: *Rabbit!* Encourage children to shake their heads and say: *No!* Then invite them to say the correct animal name. Continue in this way with the rest of the cards.

Next, place the *cow* Picture Card under your table and ask children: *Where is the cow?* Lead children into saying: *It is under the table*. Then, take the *chicken* Picture Card and place it next to the table. Ask children the same question to elicit *next to*.

Sing the Target Song "The Farm"

B26 Play the Target Song. Sing the questions and have Jumpy Cricket sing the answers. Show the appropriate Picture Card each time an animal is mentioned.

DURING PAGE 74

CBE B27, B28 2 Listen and say. Find and match.

Play Audio B27. Point to each animal in turn and have children do the same. Say the words and have children repeat. Next, invite children to find the corresponding picture for each animal. Point to the cow and ask: *Where is the cow?* Have children point to the cow. Then, point to the fence and say: *Here it is. It is next to the fence*. Show children how to trace a line from the photo of the cow to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Continue the procedure with the remaining photos, each time describing the location of each animal with a preposition of place.

cow rabbit chicken sheep

Use the puppet to say the dialogue that goes with the scene. Play Audio B28 and point to the corresponding scene as children repeat the target language.

Where is the cow? Here it is.
Where is the rabbit? Here it is.
Where is the chicken? Here it is.
Where is the sheep? Here it is.

AFTER PAGE 74

Where Is the Rabbit?

Hold up the toy rabbit, elicit its name, and place it under a chair. Ask children: *Where is the rabbit?* Lead children into saying: *Here it is. It is under the chair*. Then, place the stuffed toy next to a child. Ask the class: *Where is the rabbit?* Elicit: *Here it is. It is next to (Alex)*. Repeat the procedure for the toy sheep.

WB See Workbook page 62.

EXTRA ACTIVITY

Animal Act

Invite a child to the front and whisper the name of a farm animal to him/her. Have him/her walk around the room, making the appropriate sounds and movements of that animal. Invite the rest of the children to guess which animal is being acted out. When the animal has been guessed, repeat the procedure with the rest of the children.

Vocabulary

Objectives
- To identify animals
- To repeat names of animals
- To understand and follow simple commands
- To review prepositions of place: *under, next to, in*

Vocabulary
hello, good-bye, animals, tractor, barn, lamb, horse, chicken, cow, rabbit, cat, listen, say, find, match

Language
Where are the (lambs)? Here they are.
What is your favorite farm animal? (Chickens.)

Materials
Class Audio CD, Jumpy Cricket puppet, Unit 7 Picture Cards, pencils

BEFORE PAGE 75

Vocabulary Presentation
Hold up each Picture Card and have Jumpy Cricket say the name of each corresponding animal. Have children repeat after the puppet. Then, hold up each Picture Card and have children name it in turn.

Sing the Target Song "The Farm"
B26 Play the Target Song and have children listen attentively and join in when they can. Each time an animal is mentioned, hold up the corresponding Picture Card.

DURING PAGE 75

3 Listen and say. Find and match.
B29, B30 Play Audio B29. Point to the photos of the vocabulary items, name them, and have children repeat them after you. Next, point to the scene and ask: *Where is the tractor?* Elicit: *Here it is.* Point to the barn and lead children into saying: *It is next to the barn.* Show them how to trace a line from the photo of the tractor to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Continue the procedure with the remaining photos.

tractor barn lamb horse

Point to the scene and say the dialogue that goes with it. Use Jumpy Cricket to answer the questions. Have him point to each animal or item in turn. Play Audio B30 and point to the corresponding scene as children repeat the target language.

Where is the tractor? Here it is.
Where is the barn? Here it is.
Where are the lambs? Here they are.
Where are the horses? Here they are.

Vocabulary Practice
Have Jumpy Cricket point to the illustration and ask children: *Where is the cat?* Invite children to say: *Here it is. It is next to the tractor.* Continue the procedure for *rabbits* and *chickens*.

AFTER PAGE 75

Horses next to the Cats!
Divide the class into four groups. Say *Horse* to the first group. Have them all make the sound of a horse (*neigh*). Say *Lamb* to the next and have children make the appropriate sound (*baa*). Continue the procedure for *cow* (*moo*) and *cat* (*meow*). Have each group spend a few moments making its sound. Next, say: *Lambs under the table!* Have all of the "lambs" make their *baa* sound and crouch under their tables. Then, say: *Horses next to the cats!* Continue the procedure, using *under, next to,* or *in* each time, until all animal groups have moved several times.

Have Big Fun Talking!
B31 Hold up Jumpy Cricket and model the conversation with him. Then, play the audio.

A: What is your favorite farm animal?
B: Chickens. What's your favorite?
A: Lambs.

Next, have children take turns role-playing the conversation again with Jumpy Cricket. Encourage each child to say what his/her favorite farm animal is.

WB See Workbook page 63.

EXTRA ACTIVITY

Guess Your Favorite Animal
Invite a child to the front and ask him/her to think of his/her favorite farm animal, but not to say it aloud. Next, have the rest of the class try to guess the child's favorite animal. Ask: *Is it (a cow)?* Have the child reply *Yes* or *No*. Continue the procedure until the animal has been guessed. Then, repeat with other children.

Practice

Objectives
- To identify and name animals
- To practice visual discrimination
- To review weather: sunny, rainy, windy

Vocabulary
hello, good-bye, boy, girl, dog, horse, ducks, barn, farm, this, that, these, those

Language
This is (a cat). That is (a horse).
These are (dogs). Those are (ducks).

Materials
Class Audio CD, Jumpy Cricket puppet, pencils, books, stuffed toy animals or pictures of a cat, a horse, several dogs, and several ducks, Unit 7 Picture Cards, a variety of plastic farm and non-farm animals, a blindfold

BEFORE PAGE 76

This Is a Pencil!/That Is a Book!
Place a pencil on the desk in front of you (close to you). Point to the object and say: *This is a pencil*. Invite children to repeat after you. Then, place a book on another child's desk or on a shelf (far away from you). Point to it and say: *That is a book*. Invite children to repeat the phrase. Point to the pencil and say the first sentence again. Point to the book and repeat the second sentence.

Next, place several pencils on the desk in front of you. Count them and have children join in. Then, point to them and say: *These are pencils*. Have children repeat after you. Repeat the procedure for *books*, saying: *Those are books*.

DURING PAGE 76

4 Listen. Look and trace. Say.
B32 Play the audio and place the appropriate stuffed toy animals or pictures close to you or far away to demonstrate *this, that, these,* and *those*. Have children point to each animal or groups of animals as they are mentioned. Play the audio again and invite children to join in when they can. Next, have children look at the page. Point to the girl and elicit: *Girl.* Then, point to the cat close to her and ask: *What is this?* Lead children into saying: *This is a cat*. Invite children to trace the line from the girl to the cat and the line around it. Point back to the girl and then to the horse. Ask: *What is that?* Elicit: *That is a horse*. Have children trace the long line to and around the horse. Repeat the procedure by asking questions about the scene below, eliciting *these* for the dogs and *those* for the ducks.

AFTER PAGE 76

Sing the Target Song "The Farm"
B26 Display the Picture Cards one by one and elicit the name of each animal or item. Then, distribute the Picture Cards randomly to children and have them form a circle. Play Audio B26 and have children join in when they can. Each time an item on a Picture Card is mentioned, pause the audio and have the child with the corresponding Picture Card hold it up for everyone to see. Next, redistribute the Picture Cards and play the audio again.

Animals on a Farm
Show children a selection of plastic animals (some farm animals and some non-farm animals). Designate part of the classroom as the barn and invite children, one at a time, to come to the front and choose and name an animal that they think belongs on the farm. Have the rest of the class say *Yes* or *No* to agree or disagree with the child's choice. If they agree, have that child take the farm animal and place it in the "barn." Continue the procedure until all farm animals are in the "barn." Provide support as needed.

WB See Workbook page 64.

EXTRA ACTIVITY

Guess the Animal!
Invite a child to the front of the class. Blindfold him/her and put a plastic farm animal in the child's hands. Give him/her twenty seconds to guess which animal it is simply by feeling it. When the time is up, repeat the procedure with other children and different animals.

Math

Objectives
- To identify and name numbers: 18, 19
- To review numbers: 1–17
- To practice visual discrimination
- To review animals

Vocabulary
hello, good-bye, eighteen, nineteen, number, tractor, barn, listen, say, cut out, paste, trace, count, hop, flap

Language
Where is number (18)? Here it is.

Materials
Class Audio CD, Jumpy Cricket puppet, a beanbag, Cutouts, a ball

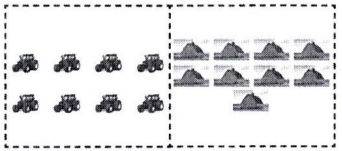
BEFORE PAGE 77

Introduce Numbers 18 and 19
Have children stand and form a circle. Say *One* and have children repeat after you. Toss the beanbag to another child and have the class say: *Two*. Invite that child to toss the beanbag again. Continue the procedure for *Three* and so on. When the group reaches *Seventeen*, have the child toss the beanbag back to you. Say *Eighteen* and have the class repeat after you. Do the same for *Nineteen*. Next, start the procedure again from *One* and continue to *Nineteen*.

Sing "Writing Numbers 18 and 19"
B33 Have Jumpy Cricket say *Eighteen* and have children repeat. Air draw a 1 and an 8 and have children mimic you. Repeat the procedure for *Nineteen*.

Play the audio and draw each number in the air in turn. Play it again and invite children to mimic your actions and join in when they can.

DURING PAGE 77



5 Listen and say. Cut out and paste. Trace and count.
B34 Play the audio. Have Jumpy Cricket say the numbers and invite children to repeat after him.

eighteen nineteen

Have children look at the page. Have children look at the tractors. Point to them and ask: *What are these? These are...* Pause and elicit *tractors*. Then, have them look at the Cutouts and invite them to point to the tractors. Help children cut out the Cutouts and stick them in place.

Then, ask them to count all of the tractors. Count as a class and have children tell you the total (18). Then, ask children: *Where is number 18?* Have them point to the number on the left and elicit: *Here it is*. Then, trace the number with your finger and have children do the same. Hand out pencils and have children trace the number. Continue the procedure for the barns and the number 19.

AFTER PAGE 77

Hop Like a Rabbit!
Have children stand and form a circle. Shout out: *Hop like a rabbit eighteen times!* Have children follow your lead in carrying out the action. Then, shout out: *Moo like a cow nineteen times!* Invite children to carry out the action. Repeat the procedure for *Flap like a chicken eighteen times* and *Baa like a sheep nineteen times*.

WB See Workbook page 65.

EXTRA ACTIVITY

1, 2, 3, 4, 5, Once I Caught a Fish Alive
Have children stand and form a circle. Sing the song using mime and invite children to join in when they can.

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

Repeat the song several times.

Reading Readiness

Objectives

- To identify the initial sound /l/
- To practice tracing and writing *Ll*
- To review size: big, little

Vocabulary

hello, good-bye, lizard, lemonade, lamb, lollipop, legs, lion, listen, say, cut out, paste, trace, write

Language

Is this letter big or little? It is (big).
What is this? It is (a lizard).

Materials

Class Audio CD, Jumpy Cricket puppet, pictures of a lizard, lemonade, a lamb, a lollipop, legs, a lion, a rabbit, a horse, and a sandwich, a card with the letter *L* on it, a card with the letter *l* on it, Cutouts, *Sounds* Poster

BEFORE PAGE 78

Introduce *Ll*

Write *L* and *l* on the board. Point to each letter in turn and say the /l/ sound. Have children repeat after you. Then, ask: *Is this letter big or little?* Point to the capital *L*. Elicit: *It is big*. Repeat the procedure for the lowercase *l*. Say each letter again and have children repeat. Then, ask: *Do they sound the same or different?* Elicit that they sound the same. Say */llll/* and have children repeat after you. Next, hold up each picture and say the corresponding word, exaggerating the initial /l/ sound. Have children repeat after you. For each word that begins with the /l/ sound, have children jump, and, for each word that does not (*rabbit, horse,* and *sandwich*), have children stay still.

DURING PAGE 78

B35, B36 **6 Listen and say. Cut out and paste. Trace and write.**

Play Audio B35 and hold up the corresponding *L* or *l* card or picture each time a letter or item is mentioned. Repeat the audio and invite children to join in when they can.

Next, play Audio B36 and have children look at page 78 and point to each item (or blank space) as they hear it. Pause the audio after each item and have children repeat it.

lizard lemonade lamb lollipop legs lion

Next, help children cut out the Cutouts and stick the missing items in place. Have children hold up their book, and check that all items are in the correct places.

Next, draw a capital *L* in the air and have children mimic you. Repeat the procedure for lowercase *l*. Invite children to trace the letters at the bottom of the page with a pencil. Then encourage them to copy the letters in the space provided. Help children when needed.

Finally, sing Audio B35 a second time and have children point to each item on the page as it is mentioned on the track.

AFTER PAGE 78

Act Out the *Ll* Word

Take the pictures used at the beginning of the lesson to illustrate the six words beginning with the /l/ sound. Show them to the class one by one and elicit what each one is. For each picture, have children do an appropriate action (e.g., *roar* for *lion, baa* for *lamb,* slither like a *lizard,* touch their *legs*, lick a *lollipop*, and drink *lemonade*). Have children practice each action twice. Next, hold up a picture and, without looking at it yourself, have children do the action for you to guess what the picture is. Continue the procedure for the rest of the pictures.

Sounds

Display the *Sounds* Poster and say the first sound: */ssss/*. Have children follow your example. Then, point to each vocabulary item in a random order and say each word. Have children repeat after you. Have children say *Stop!* when you reach a word that begins with the /s/ sound (*seal* or *sandwich*). Repeat the procedure for the rest of the sounds.

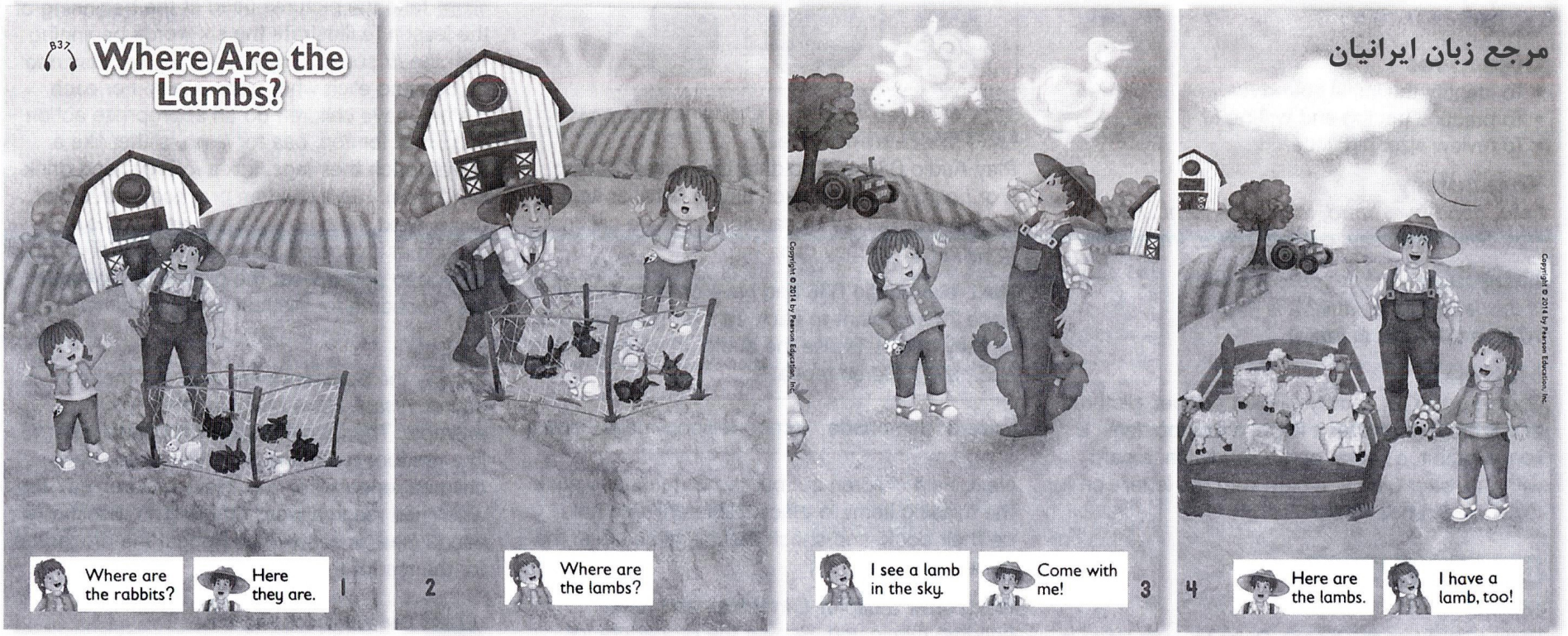
WB See Workbook page 66.

EXTRA ACTIVITY

Little Bo-Peep

Have children stand to sing the nursery rhyme. Repeat it several times until children can join in.

Little Bo-Peep has lost her sheep
And can't tell where to find them;
Leave them alone, and they'll come home
And bring their tails behind them.



AUDIO SCRIPT

B37 Where Are the Lambs?

1. Joan: Where are the rabbits?
   Farmer: Here they are.
2. Joan: Where are the lambs?
3. Joan: I see a lamb in the sky.
   Farmer: Come with me!
4. Farmer: Here are the lambs.
   Joan: I have a lamb, too.

HOME-SCHOOL CONNECTION

Encourage children to take their books home to share with their families. Since it covers many topics, there are many things to talk about. The girl and farmer use animals creatively to talk about what they see, even imagining animals in the clouds. Children may enjoy doing this activity at home with their families.

SHOW TIME PREPARATION

AFL Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. It is important for them to have a context for their learning that they can understand.

Little Book

Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review animals

Vocabulary

hello, good-bye, lamb, rabbit, page, number, title, this, that, these, those

Language

Where are the (rabbits)? Here they are.

Materials

Class Audio CD, Jumpy Cricket puppet, Unit 7 Picture Cards, plastic toy rabbits and lambs, paper, paint, paintbrushes, DVD or ActiveTeach, stuffed or plastic toy horse, dogs, cat, and ducks

BEFORE THE LITTLE BOOK

Sing the Target Song "The Farm"

B26 Before singing the song, hold up each Picture Card in turn. Have Jumpy Cricket say each word and have children repeat after him. Then, play the audio and have children join in when they can. Hold up the corresponding Picture Card each time an animal or item is mentioned.

DURING THE LITTLE BOOK

CBE B37 Where Are the Lambs?

1. Have children turn to pages 79 and 80. Show them how to tear out the page and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Have children name people, colors, shapes, and other things. Praise all efforts.

3. Review the conventions of the Little Books: the title is on the front page; the page numbers help you find your place; the pictures help tell the story; and the pictures of the characters next to the lines show you who is speaking.

4. Play the audio while you show children the pages. Don't point or gesture—just let children listen and look at the pages.

5. Play the audio again. This time, point to the drawings of the characters next to the lines that show who is speaking. Point to the pictures to help clarify meaning.

6. Check comprehension. Point to different scenes in the story and ask: *Where are the lambs? Where are the rabbits?* Then, ask what animal the girl sees in the clouds.

AFTER THE LITTLE BOOK

Role-play

Role-play with the puppet to reinforce story comprehension. Use the plastic animals as props to act out the story. Try to imitate the voices of the characters on the audio. Invite two children to the front and assign a character to each one. Have children mime the actions (using the props) while you say the lines. Repeat with other pairs of children. Next, you may invite advanced children to role-play the story and say the lines. Praise all children for their efforts.

Sing the "This and That Song"

B32 Play the audio and place the appropriate stuffed or plastic animals close to you or far away to demonstrate *this, that, these,* or *those*. Have children point to each animal or group of animals as it is mentioned. Play the audio again and invite children to join in when they can.

Home-School Connection

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or ActiveTeach.

WB See Workbook page 67.

EXTRA ACTIVITY

What Is Your Favorite Farm Animal?

Ask children: *What is your favorite farm animal?* Then, show the Picture Cards one by one and have children put up their hand for their favorite farm animal. Display the Picture Cards around the room so children can see them. Next, hand out paper, paint, and paintbrushes and have children make a picture of their favorite farm animal. When finished, display the pictures around the classroom for the rest of the children to see.

Values

Objectives
- To learn a value: We take care of animals
- To use language to express a value
- To review animals

Vocabulary
hello, good-bye, animals, cow, dog, feed, water, brush, play, pet, cuddle, walk, draw

Language
How do you take care of (Mittens)? I (brush) her.

Materials
Class Audio CD, Jumpy Cricket puppet, a stuffed toy cat, two bowls, a ball, a brush, crayons, Unit 7 Picture Cards, a sheet of paper with *Yes* written on it, a sheet of paper with *No* written on it, rope

BEFORE PAGE 81

Taking Care of Mittens
Show a stuffed toy cat to the class and say: *This is Mittens*. Encourage the class to greet the animal and have the cat make a *meow* sound. Then, ask Jumpy Cricket: *How do you take care of Mittens, Jumpy Cricket?* Have the puppet pretend to put food down and say: *I feed her*. Make crunching noises as the cat pretends to eat. Say: *What else?* Have the puppet say: *I give her water*. Have him pretend to put down water and have the cat make a lapping sound. Have the puppet throw the ball and say: *I play with her*. Have the cat chase the ball. Finally, have the puppet take the brush and brush the cat as he says: *I brush her*. Finally, say: *Good, Jumpy Cricket! You take care of Mittens very well! She is a happy cat*.

DURING PAGE 81

7 How do you take care of an animal? Draw.
Point to the first scene and ask children: *What do you see?* Elicit *a cow* and *a girl feeding it*. Ask: *Is she taking care of the cow?* Elicit an affirmative answer. Then, have children look at the next scene. Repeat the procedure and elicit that the boy is brushing the dog. Next, ask children how they take care of animals and, if needed, have Jumpy Cricket remind them by role-playing with Mittens again. Hand out crayons and invite children to draw a picture of themselves taking care of an animal of their choice. Finally, have children hold up their drawings for the rest of the class to see. For each picture, say a sentence that describes how the child is taking care of an animal and have the rest of the class repeat it. Praise all efforts.

Do the *Find It!* Activity
Point to Jumpy Cricket with the cow and say: *Find a cow!* Invite children to point to the cow on the page.

AFTER PAGE 81

Role-play
Have children take turns to come to the front and role-play the scene with the stuffed toy, Mittens, from the beginning of the lesson. Ask each child: *How do you take care of Mittens, (Juan)?* Invite the child to carry out one action that shows how they take care of the cat. At the end, say: *Well done! You all take care of animals!*

Let's Love Mittens!
Have children form a circle. Take the stuffed toy cat and hand it to a child. Encourage children to pass the cat around the circle until you call out an action: *Brush Mittens, Play with Mittens, Feed Mittens, Pet Mittens, Give Mittens water, Cuddle Mittens, Walk Mittens*. Rehearse each action several times so that children are confident in performing each. Continue the procedure until all children have performed an action.

See Workbook page 68.

EXTRA ACTIVITY

Letters
Take children to the playground. Divide the class into groups. Invite groups to form the letters S, M, and L with their bodies. Praise all efforts.

irLanguage.com

Amazing

Objectives
- To appreciate nature
- To observe details
- To observe how chicks come from eggs
- To review animals

Vocabulary
hello, good-bye, egg, eggshell, chick, look, cut out, paste

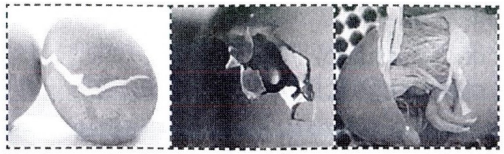
Language
Where do chicks come from?

Materials
Class Audio CD, Jumpy Cricket puppet, Cutouts, Unit 7 Picture Cards, pictures of a baby rabbit, a calf, and a chick, hard-boiled eggs (one per child), colored pens, glitter, glue, yarn

BEFORE PAGE 82

Baby Animals
Display the *sheep, rabbit, cow,* and *chicken* Picture Cards. Elicit their names and ask children if these animals are all big or small. Attach the Picture Cards to one side of the board. Then, hold up pictures of the *baby rabbit, calf,* and *chick*, and the Picture Card of the *lamb*. Have children say what each animal is, and ask if it is *big* or *small*. Elicit *small*. Say that these are baby animals. Attach the pictures to the other side of the board. Then, invite children to come to the front and match each big animal to its baby. Finally, take the picture of the chick and say: *We are going to find out where a chick comes from.*

DURING PAGE 82



8 Look closely. Cut out and paste the cutouts in order.
Have Jumpy Cricket hold up the picture of the chick as you hold up a hard-boiled egg. Have him say: *A chick comes from an egg*. Point to the chick and then to the egg. Point to the piece of eggshell and say: *This is the eggshell*. Have children repeat: *eggshell*. Next, hit the egg lightly on the desk until it shatters a little. Say: *The eggshell breaks when the chick is ready to come out and he starts to tap* (make a tapping sound by knocking on the desk).

Next, have children look at the page. Ask: *Where is the chick?* Have them point to it. Continue the procedure for *egg* and *eggshell*. Have children point to each one in turn. Direct children to the Cutouts and have them look at the first picture. Ask what they see. Elicit: *An egg*. Say that the chick is still inside and is not ready to come out. Then, have them look at the next picture. Ask if the eggshell is broken. Elicit an affirmative answer. Say that the chick is nearly ready to come out. Finally, have them look at the last picture. Ask if the chick is coming out of the egg. Elicit an affirmative answer.

Help children to cut out the Cutouts and place them in order in the spaces. Finally, ask children: *Where do chicks come from?* Lead them into saying: *An egg!*

AFTER PAGE 82

Sing the Target Song "The Farm"
B26 Play Audio B26 and invite children to join in singing when they can. Show the corresponding Picture Card each time an animal or item is mentioned. Then, invite volunteers who are ready to sing with the audio to perform the song. Invite each child to sing the names of the animals and items as you hold up the appropriate Picture Cards. At the end, applaud all children.

Decorate an Egg!
Give each child a hard-boiled egg. Tell them to take care of their egg. Distribute colored pens, yarn, glitter, and glue and invite children to decorate their egg by drawing a face and using yarn for hair. Tell children to give their egg a name and to take it home. Tell children that they need to take care of their new pet.

WB See Workbook page 69.

EXTRA ACTIVITY

Lay a Little Egg for Me
Have children stand and sing the song. Repeat it several times until children can join in.

Chick, chick, chick, chick, chicken,
Lay a little egg for me.
Chick, chick, chick, chick, chicken,
I want one for my tea.

Project

Objectives
- To do an art and science project
- To follow directions
- To use fine motor skills

Vocabulary
hello, good-bye, chick, egg, eggshell, card, make, tap, cheep, flap

Language
Where is the chick? Here it is.

Materials
Class Audio CD, Jumpy Cricket puppet, a picture of a chick, a hardboiled egg, egg patterns (a simple egg shape and a matching eggshell shape with a jagged crack across the middle; one per child), scissors, crayons, fasteners (one per child)

BEFORE PAGE 83

Chicks Review
Hold up a picture of a chick and elicit what it is. Ask: *Where does a chick come from? An egg*. Then, hold up a hardboiled egg and point to the shell. Ask: *What is this part of the egg?* Elicit: *Eggshell*. Then, say: *When a chick wants to come out of the egg, he...* Pause and make a tapping sound by hitting the desk lightly. Elicit: *taps*.

Have children stand and say the chant that follows. Use actions and invite children to mimic you. Say the chant several times and have children join in when they can.

The little chick goes tap, tap, tap, tap, tap, tap,
And the eggshell breaks!
The chick is free!
Cheep, cheep, cheep!
Cheep, cheep, cheep!

DURING PAGE 83

Make a Chick Card
Before class, assemble the art supplies needed for the project. For each child, you will need two photocopied patterns: a simple egg shape and a matching eggshell shape (with a jagged crack across the middle). You will also need drawing paper, crayons or markers, scissors, and a fastener for each child. Point out to children that all of the materials are shown in the steps on page 83. Read the title of the project aloud: *Make a Chick Card*. Then show children how to follow these steps:

1. Draw a picture of a chick inside the egg shape. Say: *Draw a chick*.

2. Cut out the two halves of the eggshell pattern. Say: *Cut the eggshell*.

3. Help children place the eggshell halves on top of the chick drawing. Punch a hole in one corner of the eggshell pieces and secure them in place with a fastener. Say: *Add the eggshells. Fasten them*.

Show children how to open and close their cards. Ask a volunteer for his or her card. Leaving the card closed, hold it up and ask: *Where's the chick?* Then open the eggshell and say: *Here it is!* Have children show their cards to a partner, asking and answering the same question.

AFTER PAGE 83

Hatching Chicks
Curl into a ball and lie on the floor. Say: *I am a chick in my egg*. Invite children to mimic you. After a few moments, say: *Tap, tap tap.* Have children follow your example. Pretend to hit your hands and feet against the eggshell. Then say: *Crack, crack, crack*. Have children repeat. Slowly move your body more vigorously and mime coming out of an eggshell. Have children mimic you. Then, say: *Flap, flap, flap*. Have children repeat. Move your arms up and down in a flapping motion. Then, say: *Cheep, cheep, cheep. We are chicks!* Have children repeat. Repeat the procedure a second time.

Wrap-up

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Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

Vocabulary

hello, good-bye, animals, cow, chicken, sheep, tractor, rabbit, barn, lamb, horse

Language

Where are the (rabbits)?

Materials

Class Audio CD, Jumpy Cricket puppet, Stickers, Unit 7 Picture Cards, Portfolio Envelopes, paper, crayons

BEFORE PAGE 84

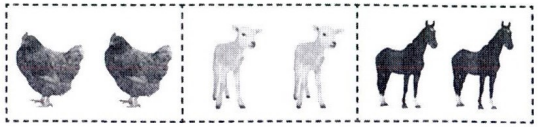
AFL Stop and Sing

Revisit the songs and chants from Unit 7 (Audios B26, B32, B33, and B35). Then invite a volunteer to the front. Have him/her say *Stop!* when he/she hears a song that he/she likes. Play the audio and encourage the whole class to sing along. You may repeat the procedure with other children and songs.

AFL Think about Learning

Review Unit 7 page by page. Have children look at each page attentively and remind them what they learned on each, for example: *Look. What is this? What do you see?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

DURING PAGE 84



9 Draw your face. Stick and say.

Say: *Where is the (rabbit)?* Have children point to the corresponding picture on the banner and repeat the word. Continue the procedure with the rest of the vocabulary items. Then, point to the face and ask children: *What do you see?* Lead children into saying: *A face*. Say: *Draw your face!* Encourage children to draw their eyes, nose, and mouth. Then ask the question: *Where are the...?* Pause and direct children to the Stickers. Have children attach the Stickers in their places. Finally, ask a volunteer to show his or her work, and ask the question: *Where are the (chickens)?* Then, invite the child to flip back to the Vocabulary Presentation pages to find his/her item. Have him/her point to it and elicit: *Here they are. They are (under) the (tractor)*. Continue the procedure for the rest of the Stickers. Clap for a job well done!

AFTER PAGE 84

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 106. Help children decide what they liked most from Unit 7. Say: *What I liked most from Unit 7 was taking care of animals!* Use an excited voice as you point to the animals on the Values page (81). Encourage children to draw what they liked most from Unit 7: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Jorge) liked learning (about chicks). (Alejandra), did you also like that? What did you like, then?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

Sing the Target Song "The Farm"

B26 To consolidate what children have learned in the unit, play the Target Song. First, practice the conversation with Jumpy Cricket. Then, encourage children to join in and sing their part.

Portfolio

Have children review the things in their Portfolio Envelope to date. Walk to each child's place and have him/her show you his or her favorite work. Make sure children put all pages back inside the Portfolio.

WB See Workbook page 70.

UNIT 8 OVERVIEW

Communication Objectives

- Identify and name places, vehicles, and community workers in a neighborhood
- Identify location of places
- Identify destination
- Understand and follow basic commands

Topics and Key Vocabulary

Places:
restaurant, park, fire station, school, hospital, police station, store, supermarket, toy store

Vehicles:
police car, fire truck, ambulance, truck

Community Workers:
police officer, firefighter, nurse, truck driver

Numbers:
twenty

Action Verbs:
drive, catch, take a bow, know, hide, seek, go shopping, bend down, take a bath, roll, decorate, put in, extend, look through, observe

Nature Words:
crescent moon, half moon, full moon

Target Language and Structures

Where is the restaurant? It is over there. It is (next to) the (fire station).

Where is the (fire truck) going? It's going to the (fire station).

Understand prepositions: *next to, behind, in front of*

Content Connections

Math:
Identify and trace numbers: 20

Nature and Science:
Observe the moon phases

Art:
Make a telescope

Music:
Sing and act out songs

Move to music

UNIT 8 OVERVIEW

Amazing and Project

Observe the moon phases

Project: *Make a Telescope*

Reading and Writing Readiness

Identify initial sound /f/

Identify and write uppercase and lowercase *Ff*

Practice motor skills

Practice visual discrimination

Little Book

Shopping with Mommy

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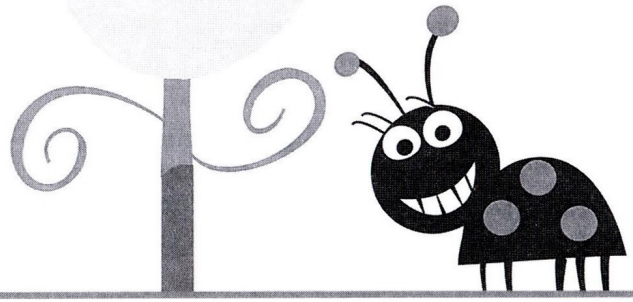
Competency-based Education

Competency work within the following formative areas:

Language and Communication:
Identify characteristics of the writing system; Reading Readiness page, p. T90

Discovering Our World:
Take care of the environment and propose solutions for its conservation; Values page, p. T93



Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about their neighborhood at home

Sing songs and say chants at home

Values

Recycling

Unit Opener

Objectives
- To predict unit topic
- To identify and name places in a neighborhood
- To name community workers
- To understand and follow simple commands

Vocabulary
firefighter, doctor, neighborhood, building, restaurant, school, fire station, park, look, predict, listen, work, find

Language
Who is (he)? (He) is (a firefighter).
Find the restaurant!

Materials
Audio CD, Jumpy Cricket puppet, pictures of a doctor, firefighter, and a police officer, *restaurant, park, fire station, school, hospital, police station, store,* and *supermarket* Picture Cards, Units 6 and 7 Picture Cards, tape, ball

BEFORE PAGE 85

Sing the "Hello Song"
A3 Play the audio. Children sing along and wave hello.

Say the "It's A Week Chant"
B38 Play the audio and have children listen. Then, play the audio again and encourage children to chant along.

Have Big Fun Talking!
Before class, gather pictures of a doctor, a police officer, and a firefighter. Display the picture of the doctor. Use Jumpy Cricket to act out the following conversation:

A: Who is he?
B: He is a doctor.
A: Say *hello* to the doctor, Jumpy Cricket.
B: Hello, doctor.

Repeat with the firefighter and police officer pictures. Next, invite pairs of children to come up and act out the dialogue. Have children use their own names in the conversation.

DURING PAGE 85

1 Look and predict. Listen.
A5, B39

Predict Together
Display page 85. Point to the boy and ask: *Who is he?* Encourage children to answer: *He is a firefighter*. Then, point to the girl. *Who is she? She is a doctor*. Point to the buildings inside the box and say: *Doctors and firefighters work in places like these. They are buildings. We see many buildings in our...* Encourage children to say: *neighborhood!* Children may use their native language if needed.

Point to the buildings and ask: *Are these buildings?* Have children answer affirmatively. Then, name each building or place and have children repeat after you: *restaurant, school, fire station,* and *park*.

Then, play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing words: *Fun with (our neighborhood)!*

Next, play the Target Song "My World" (B39) to expose children to the new vocabulary. Use Jumpy Cricket to model the questions and answers in the song. Display the *restaurant, park, fire station, school, hospital, police station, store,* and *supermarket* Picture Cards around the room. Have Jumpy Cricket point to them as they are mentioned in the song. Have children listen and look attentively.

Do the *Find It!* Activity
Point out Jumpy Cricket holding the picture of a restaurant. Read the sentence aloud as you underline it with your finger: *Find the restaurants!* Have children look for the restaurant on the page and point to it. Next, have them look for restaurants in the unit. (Restaurants can be found on pages 86, 87, 96, and Little Book p. 1.)

AFTER PAGE 85

Check Predictions
Flip through the pages and point to different pictures and ask: *Is this a neighborhood? Are these places we find in our neighborhood?* Encourage children to answer affirmatively or negatively.

Sing the "Good-bye Song"
A6 Play the audio. Have children sing and wave good-bye.

Portfolio
Remember to put letter-sized or smaller work into each student's Portfolio Envelope.

WB See Workbook page 71.

EXTRA ACTIVITY

Touch the Buildings
Attach the Units 6–8 Picture Cards to the board at children's eye level. Next, have children sit in a circle. Play some music and have children pass a ball around. Stop the music. Have the child holding the ball go to the board and touch a card that shows a building. Play several rounds.

Vocabulary

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Objectives

- To identify places in a neighborhood
- To repeat names of places in a neighborhood
- To identify location
- To understand and follow simple commands

Vocabulary

restaurant, park, fire station, school, neighborhood, next to, listen, say, find, match, see

Language

What is this? It is (a restaurant)
Where is the restaurant? It is over there. It is (next to) the fire station.
Thank you.
You're welcome.

Materials

Class Audio CD, *restaurant, park, fire station, school, hospital, police station, store,* and *supermarket* Picture Cards, Jumpy Cricket puppet, book, box, pencil

BEFORE PAGE 86

Vocabulary Presentation

Display the *restaurant, park, fire station,* and *school* Picture Cards. Hold up the cards as you say the words. Then, hold up the *restaurant* Picture Card. Ask: *What is this?* Jumpy Cricket answers: *It is a restaurant*. Have children repeat *restaurant* after Jumpy Cricket. Repeat the procedure with *park, fire station,* and *school*.

Is the Book next to the Pencil?

Have children stand around a table. Put a box, a book, and a pencil on the table. Ask: *Jumpy Cricket, is the box next to the book?* Have Jumpy Cricket answer affirmatively. Then, ask a child: *(Betty), is the book next to the pencil?* Encourage the child to answer affirmatively. Change the position of the objects and repeat the procedure with other children.

DURING PAGE 86

2 Listen and say. Find and match.

B40, B41 Play Audio B40. Point to the illustrations of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the restaurant, park, fire station, and school in the scene. Then, show them how to trace a line from the restaurant to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Repeat the procedure for *park, fire station,* and *school*.

restaurant park fire station school

Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Where is the restaurant? It is over there.* Play Audio B41 and point to the scene as children repeat.

Where is the restaurant? It is over there. It is next to the fire station.
Where is the park? It is over there.
Where is the fire station? It is over there. It is next to the restaurant.
Where is the school? It is over there. It's next to the supermarket.

AFTER PAGE 86

Target Song "My World"

B39 Play the Target Song "My World." Display the Unit 8 Picture Cards around the room. Have Jumpy Cricket model the questions and answers. Walk around the room and have Jumpy Cricket point to the places as they are mentioned. Have children listen and look attentively.

Have Big Fun Talking!

B42 Play the audio. Have Jumpy Cricket model the dialogue with you. Have children repeat the lines. Play the audio again. Then, invite pairs to come up. Have them listen, repeat the lines, and act out the conversation.

B: Look at the busy neighborhood! I see a restaurant.
G: Where is the restaurant?
B: It is over there!
G: I see it now. Thank you.
B: You're welcome.

WB See Workbook page 72.

EXTRA ACTIVITY

Where Is the Restaurant?

Attach the *restaurant, park, fire station,* and *school* Picture Cards to the board in order. Invite a child to come up. Point to the park and fire station. Then, ask: *Where is the park?* Elicit: *It is over there. It is next to the fire station*. Repeat with other children and places.

Vocabulary

Objectives

- To identify places in a neighborhood
- To repeat names of places in a neighborhood
- To identify location
- To understand and follow simple commands

Vocabulary

hospital, police station, store, supermarket, next to, in front of, behind, ice cream, listen, say, find, match, see, want

Language

What is this? It is (a store).
Where is the (school)? It is (behind) the hospital.

Materials

Class Audio CD, Jumpy Cricket puppet, Unit 8 Picture Cards, beanbag, empty milk cartons, colored paper, markers, glue or tape

BEFORE PAGE 87

Vocabulary Presentation

Display the *hospital, police station, store,* and *supermarket* Picture Cards. Hold up each card as you say the word. Say the word again and have Jumpy Cricket repeat after you. Encourage children to repeat the words after Jumpy Cricket.

The Restaurant Is in front of...

Before class make three different "buildings" with empty milk cartons. Cover them with colored paper and label them: *restaurant, fire station,* and *school.* Have children sit in a circle. Put the "buildings" in the center. Say: *The restaurant is next to the fire station*. Have a child put the buildings in the correct positions. Next, put the restaurant in front of the fire station. Say: *The restaurant is in front of the fire station*. Have children repeat *in front of.* Repeat the procedure for *behind*. Finally, invite children to change the positions of the buildings according to your instructions: *The (fire station) is (behind) the (restaurant).*

DURING PAGE 87

3 Listen and say. Find and match.

B43, B44 Play Audio B43. Point to the illustrations of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name it. Next, invite children to find the hospital, police station, store, and supermarket. Show them how to trace a line from the hospital to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Repeat for the the police station, store, and supermarket.

hospital police station store supermarket

Point to the scene and to the speech bubbles. Say the dialogue: *Where is the school? It is next to the hospital*. Play Audio B44 and point to the places as children repeat.

Where is the hospital? It is behind the fire station.
Where is the police station? It is next to the supermarket.
Where is the store? It is in front of the park.
Where is the supermarket? It is behind the restaurant.

AFTER PAGE 87

Have Big Fun Talking!

B45 Play the audio and have children listen. Then model the dialogue with Jumpy Cricket. Next, invite a pair of children to come up. Play the audio again. Have them listen, repeat the lines, and act out the conversation. Repeat with other pairs of children.

A: Where is the restaurant?
B: It is over there.
A: Where? I don't see it.
B: It is next to the ice cream store.
A: Mmm... I want an ice cream. Thanks!

WB See Workbook page 73.

EXTRA ACTIVITY

Walk to the Restaurant

Place the Unit 8 Picture Cards around the room. Have children stand in a circle. Throw a beanbag to a child and say: *Walk to the restaurant*. Have the class clap if the child goes to the correct place. Repeat with the remaining places and other children.

Practice

Objectives

- To identify and name vehicles in a neighborhood
- To review places in a neighborhood
- To review community workers
- To understand and follow simple commands

Vocabulary

police car, fire truck, ambulance, truck, toy store, hospital, police station, police officer, firefighter, nurse, truck driver, go, stop, drive

Language

What is it? It is (a police car).
Who is this? This is (a police officer).
Where is the (fire truck) going? It's going to the (fire station).

Materials

Class Audio CD, pencils, paper bags (one per child), scissors, crayons, red and green circles, tape, white paper (one sheet per child)

BEFORE PAGE 88

Sing the "Actions Song"

A50 Play the audio, do the actions, and have children listen and look attentively. Next, play the audio again. This time, encourage children to stand up, sing along, and do the actions with you.

DURING PAGE 88

4 Look and trace. Say.

Point to the vehicles at the top of the page. Say: *This is a police car. This is a fire truck. This is an ambulance. This is a truck.* Have children repeat the names of the vehicles after you. Next, point to the people inside the vehicles. Point to the police officer. Ask: *Who is this? This is a police officer.* Repeat with *firefighter* and *nurse*. Finally, point to the truck driver and say. *This is a truck driver. He drives a truck.* Mime driving. Have children repeat *truck driver* after you.

Next, direct children's attention to the buildings at the bottom of the page and repeat the procedure: *This is (a hospital).* Have children repeat after you. Next, point to the police car and say: *Where is the police car going?* Trace the path from the police car to the police station with your finger. Ask the question again: *Where is the police car going?* Encourage children to answer: *To the police station.* Say: *Very good! It's going to the police station.* Then, have children trace the path, first with their index finger and then with a pencil.

Next, have children trace the remaining paths. Ask: *Where is the (fire truck) going?* Encourage children to answer: *To the (fire station). Say: Yes, it's going to the (fire station).*

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AFTER PAGE 88

Go Cars

Have children make cars out of large paper bags. Have them draw and color circles for headlights. Cut the top and the sides and have children put on their cars.

Next, use tape to make an intersection on the floor. Divide the children into two groups and let each group stand facing the intersection. Hold up the red and green circles, act as a police officer, and direct traffic. Explain to children that green means "Go" and red means "Stop."

TIP: Go Cars
In the Go Cars activity, have children drive in place as they wait their turn to cross.

WB See Workbook page 74.

EXTRA ACTIVITY

My Street

Attach the Unit 8 Picture Cards to the board at children's eye level. Then, distribute white paper and crayons. Encourage children to look at the cards on the board and choose places in a neighborhood they would like to draw on their paper. Then, invite them to draw and color a street that shows the buildings they chose. Have children show their streets to the rest of the class and name the places they drew.

Math

Objectives
- To learn the number 20
- To count to 20
- To review community workers

Vocabulary
twenty, firefighters, square, circle, triangle, rectangle, ladybug, dots, listen, say, cut out, count, paste, trace, draw, catch, write, jump

Language
This is the number 20.
How many firefighters do you see?
Draw (ten) dots.

Materials
Class Audio CD, white paper (one sheet per child), crayons, stapler, Jumpy Cricket puppet, scissors, Cutouts, glue, pencils, play dough, *Numbers* Poster (a laminated copy), erasable black marker, soft ball, beanbag

BEFORE PAGE 89

Counting Books
Invite children to make a class counting book. Give children crayons and paper. Write a number from 1 to 19 on each child's paper. Then, ask children to draw that number of objects on the page. Staple the pages together and let children take turns "reading" the book, for example: *One, pencil, two crayons,* and so on.

"Writing Number 20 Song"
B46 Play the audio. Sing the song and do the actions. Have children listen attentively. Then, write numbers 1 to 20 on the board and have children count along with Jumpy Cricket.

DURING PAGE 89

5 Listen and say. Cut out and count. Paste and trace.
B47

Play the audio. Have children listen and repeat the number.

twenty twenty

Next, display page 89. Point to the number 20. Say: *This is the number 20.* Have children repeat *twenty* after you. Direct children's attention to the firefighters. Say: *Let's count. How many (firefighters) do you see? 1, 2, 3... 10 (firefighters).* Then, show the Cutouts for Unit 8, page 89. Help children cut them out.

Next, have children count the firefighters on each Cutout. Have children put some glue on the back of the Cutout that shows ten firefighters and ask children to paste it in the box. Say: *10 plus 10 equals 20.* Then, show children how to trace the number 20, first with their index finger and then with a pencil.

Finally, direct children's attention to the numbers at the bottom of the page. Have children point to the number 1 and say: *Let's jump from one number to another with Jumpy Cricket.* Have children count and point to each number from 1 to 20.

AFTER PAGE 89

Play Dough Shapes
Draw a triangle, a square, a circle, and a rectangle on the board. Point to each shape and have children name it. Next, distribute play dough. Encourage children to model one of the shapes. Ask children who made squares to stand up and show them to the rest of the class. Repeat with the remaining shapes.

Draw Dots on the Ladybug
Attach the *Numbers* Poster to the board. (Before class, laminate the Poster so children can draw on it using erasable markers.) Have children sit in a semicircle. Then, roll a soft ball to a child. Say: *Point to the number 10.* Have the child point to the corresponding number on the Poster. Then, hand him or her a black erasable marker. Say: *Draw ten dots on the ladybug.* You may draw the first one as an example. Have children count as their classmate draws the dots: *1, 2, 3... 10 dots.* Erase the dots. Repeat several times until a child draws 20 dots on the ladybug.

WB See Workbook page 75.

EXTRA ACTIVITY

Catch, Write, and Jump
Have children stand in a circle. Throw a beanbag to a child. Say a number: *(Ten).* Invite the child to write the number on the board. Then have him or her jump in place the corresponding number of times. Repeat with other children and numbers from 1 to 20.

Reading Readiness

Objectives

- To learn the letter *Ff*
- To identify initial sound /f/
- To practice visual discrimination
- To practice fine motor skills

Vocabulary

letter, fish, four, finger, fire station, feet, farmer, behind, in front of, next to, listen, say, cut out, paste, trace, write, hop, jump, turn around, take a bow, count, know

Language

This is the letter F.
This is big F.
This is small f.
F *is for* (fish).

Materials

Class Audio CD, pencils, *fish* Templates (one per child), crayons

BEFORE PAGE 90

Big *F*, Small *f*

Draw a big frog and a small frog on the board at children's eye level. Point to the big frog and say: *This is a big frog*. Point to the small frog and say: *This is a small frog*. Make the corresponding gestures to clarify big and small.

Next write a big *F* and a small *f* next to each frog. Say: *This is the letter* F. *This is big* F, *and this is small* f. Then, say: F *is for* frog. Have children repeat *fffrog* after you, exaggerating the /f/ sound. Follow the same procedure with other words that begin with the letter *Ff*.

Finally, invite a child to come up and point to the big *F*. Have another child come up and point to the small *f*. Repeat with other children.

DURING PAGE 90

CBE B49, B50 **6 Listen and say. Cut out and paste. Trace and write.**

Point to the frogs on page 90. Say: *This is a big frog, and this is a little frog*. Have children repeat *fffrog* after you, exaggerating the beginning sound.

Then, point to the photos of the fish, the finger, and the feet. Name the items and have children repeat them after you: *fffish, fffinger,* and *fffeet*. Then, say: F *is for* fish, finger, *and* feet. Next, play Audio B50. Have children listen and repeat the words.

fish four finger fire station feet farmer

Show children the Cutouts for page 90. Point to the first Cutout. Say: *This is the number 4.* F *is for* four. Repeat the procedure with *fire station* and *farmer*. Help children cut out the pictures. Then have them put some glue on the back of each Cutout. Play the audio again. Have children listen and paste the Cutouts in the correct order. Pause the audio after each word.

Next, direct children's attention to the letters at the bottom of the page. Say: *This is big* F, *and this is small* f. Then, show them how to trace the letters, first with their index finger and then with a pencil. Then, have them write the letters on the lines several times.

Then, play Audio B49 and sing the "*Letter F Song.*" Display page 90 and point to the letters and items as they are mentioned in the song. Play the audio again and encourage children to sing along.

AFTER PAGE 90

Hop for *Ff*

Explain to children that you will say some words. Some of them will begin with the /f/ sound and some will start with a different sound. Encourage children to hop in place if they hear a word that starts with the /f/ sound. They should stay still if the word starts with a different sound.

"Prepositions Chant"

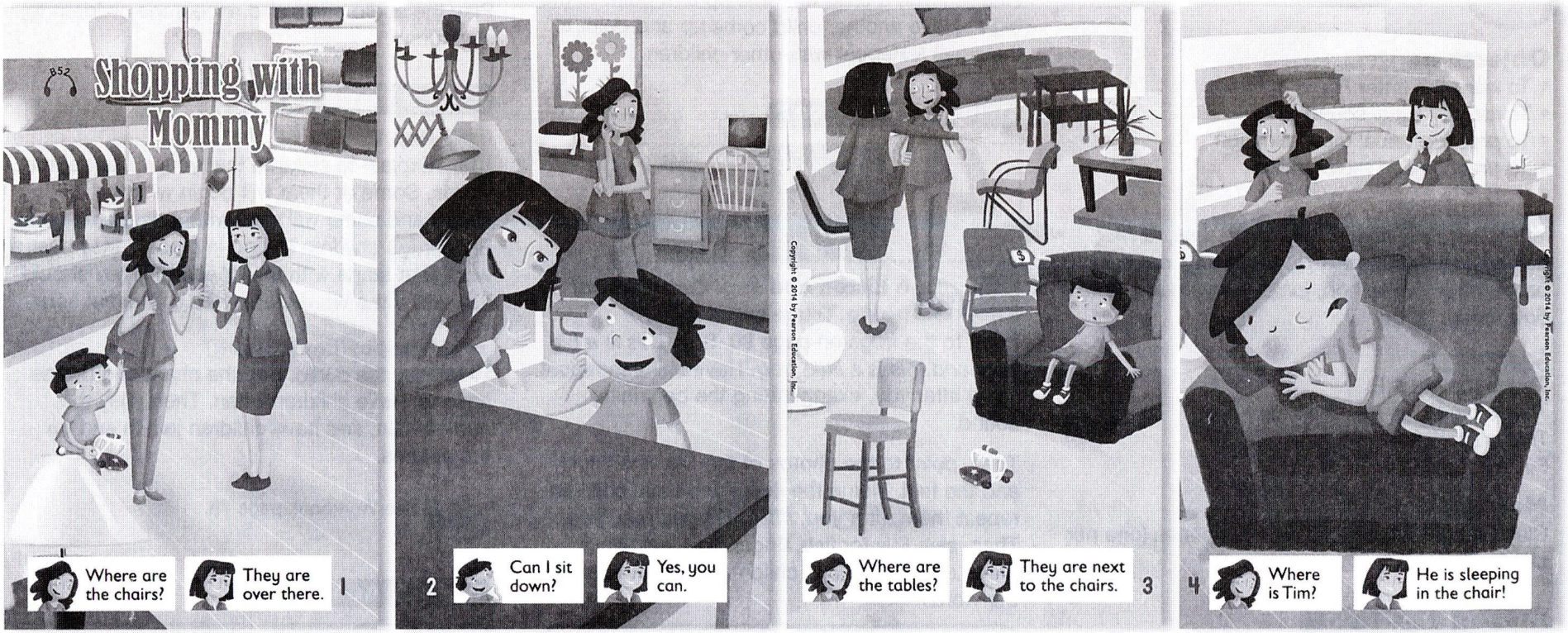
B48 Play the audio. Say the chant and do the actions. Have children listen. Then, play the audio again, and have children join in and do the actions.

WB See Workbook page 76.

EXTRA ACTIVITY

F Is for *Fish!*

Before class, make copies of the *fish* Template for every child. Hold up a fish and say: F *is for fffish*. Have children repeat *fffish* after you. Next, distribute the *fish* Templates and crayons. Have children color their fish. Invite children to come up and share their work with the class.



AUDIO SCRIPT

B52 **Shopping with Mommy**

1. Mommy: Where are the chairs?
   Salesclerk: They are over there.
2. Tim: Can I sit down?
   Salesclerk: Yes, you can.
3. Mommy: Where are the tables?
   Salesclerk: They are next to the chairs.
4. Mommy: Where is Tim?
   Salesclerk: He's sleeping in the chair!

HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. This story is about a child who goes shopping with his mom. At the end of the story, he is so tired that Mommy finds him sleeping in a chair. Children may enjoy playing *Hide and Seek* with their family members.

SHOW TIME PREPARATION

AFL Remind children that they are learning English for speaking in class and at home, but also for their Show Time presentation. Explain that they can role-play this story as part of the end-of-the-year Show Time.

Little Book

Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review places in a neighborhood
- To review family members
- To review community workers

Vocabulary

mommy, salesclerk, chair, table, sit down, hide, seek, go shopping

Language

Where are the chairs?
They are over there.
Where are the tables?
They are next to the chairs.
Can I sit down?
Where is Tim?
He's sitting on a chair.

Materials

Class Audio CD, Jumpy Cricket puppet, white paper (one sheet per child), crayons, DVD or ActiveTeach

BEFORE THE LITTLE BOOK

Hide and Seek

Have the class close their eyes and encourage a child to hide somewhere in the room. Then, have children open their eyes and ask: *Where is (Andrew)?* Have children look around and answer: *(He) is (next to the shelves).* Provide language support as necessary. Repeat the procedure with other children.

DURING THE LITTLE BOOK

B52 Shopping with Mommy

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.

2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and clothes.

3. Point to the title and say: *This is the title. The title of the story is "Shopping with Mommy."* Have children identify the page numbers. Next, point to the pictures next to the lines. This will help children know who is speaking: *This is what (Mommy) says.*

4. Play the audio while you show children the pages. Have them listen.

5. Play the audio again. This time, point to the drawings next to the lines to show who is speaking. Point to the pictures and pantomime to help clarify meaning.

6. Check children's comprehension. Say: *Mommy goes shopping with Tim. She wants a chair. She wants a table, too.* Point to the different people in the story and ask: *Is this the (salesclerk) or the (boy)? Look at the boy. Is he tired? Is he bored?* Mime tired and bored for clarity. Encourage children to answer: *Yes!* Point to objects children know and ask: *What is this? It is a (table). What are these? They are (chairs).* Finally ask individuals: *Do you like shopping with your (mommy)?*

AFTER THE LITTLE BOOK

Role-play

Role-play the story with Jumpy Cricket to reinforce comprehension. Try to copy the expressive voices of the characters on the audio. Next, invite three children to come up and act out the story. Play the audio and have children repeat the lines. Invite several groups of children to come up and role-play.

Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

WB See Workbook page 77.

EXTRA ACTIVITY

Shopping at the Toy Store

Distribute white paper and crayons. Encourage children to imagine they are going shopping with their family at a toy store. Ask them to draw what they want to buy there. Finally, invite children to come up and share their work with the rest of the class. Encourage them to say: *I want (a ball).* Provide language support as necessary.

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Values

Objectives
- To learn a value: Recycling
- To use language to express a value
- To review shapes and colors

Vocabulary
shapes, colors, circle, rectangle, triangle, square, red, green, pink, purple, brown, orange, bottle of soap, fork, shoelace, plastic bag, soap box, shower curtain, curtain rod, towel rack, bathtub, blue, play, point to, bend down, touch (toes), jump, sit down, look, match, take a bath, recycle

Language
Is this recyclable? Yes it is./No, it is not.
We recycle.

Materials
Class Audio CD, recyclable and non-recyclable objects, Jumpy Cricket puppet, pencils, plastic bottles (have children bring from home), containers of rice

BEFORE PAGE 93

"Shapes and Colors Song"
B51 Play the audio. Sing along and do the actions. Then, play the audio again and have children do the actions.

Is This Recyclable?
On a table, put recyclable objects (plastic bottles and empty boxes, for example) and non-recyclable items (mainly organic garbage). Have children stand around a table and point to each item. Throw a beanbag to a child and ask: *Is this recyclable?* Have him or her answer *Yes, it is* or *No, it is not*. Continue until all items have been sorted as recyclable or non-recyclable.

DURING PAGE 93

7 Look and match.
CBE Display page 93. Point to the cricket and say: *The cricket is taking a bath. The bathtub is a soap box. The shower curtain is a plastic bag. The towel rack is a fork. The shower is a soap bottle. The curtain rod is a shoelace.*

Then, point to the objects at the bottom of the page and name them. Have children repeat after you. Next, have children draw a line, first with their finger and then with a pencil, from the soap bottle to the shower in the scene. Repeat with the other objects.

Finally point to the speech bubble and read, with a funny voice, what the cricket says: *I recycle!*

Do the *Find It!* Activity
Have children look for forks on the page. (There are two forks: one is the towel rack and the other is at the bottom of the page.)

AFTER PAGE 93

Say the "We Have Finished Chant"
A15 Play the audio. Say: *Listen!* Say the chant to help children transition to the next activity.

Maracas!
A2 Before class, ask children to bring small plastic bottles with lids. Place a container with rice in the center of each table. Help children fill their bottles halfway with rice. Then, encourage them to shake their bottles and point out the sound they make.

Finally, have children stand in a circle, and play the "Big Fun Theme Song." Have children dance around the room, shaking the maracas they made with the recycled plastic bottles.

WB See Workbook page 78.

EXTRA ACTIVITY

"Ten Little Indians"
Sing the following song. Have children listen. Then, sing it again and encourage children to join in as best they can. Praise all efforts.

One little, two little, three little Indians

Four little, five little, six little Indians,

Seven little, eight little, nine little Indians

Ten little Indian boys!

Amazing

Objectives

- To appreciate nature
- To observe details
- To learn that the moon looks different every night
- To practice fine motor skills

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Vocabulary

crescent moon, half moon, full moon, night, stars, look

Language

What is this? It is the moon.
What is this? It is a star.
The moon looks different every night.
First, we see the crescent moon. Then, we see the half moon. Finally, we see the full moon!
Where are the stars? They are over there.

Materials

Class Audio CD, pictures of a full moon, a crescent moon, and a half moon, drawing of a star, Cutouts, scissors, glue, circles cut out of black construction paper (three per child), white paint, paint containers, paintbrushes, colored paper (one sheet per child), marker, tape

BEFORE PAGE 94

Build Background

Show children the picture of a full moon. Ask: *What is this? It is the moon. Very good! When can we see the moon, in the morning or at night?* Encourage children to answer: *At night!* Then, say: *The moon looks different every night*. Show the picture of the crescent moon and ask: *Is this the moon?* Encourage children to answer affirmatively. Next, show the picture of a half moon. Ask again: *Is this the moon? Yes!* Then, attach the pictures of the moon to the board at children's eye level in the following order: crescent, half, and full moon.

Point to them, name them, and have children repeat after you. Say: *First* (show one finger), *we see the crescent moon. Then* (show two fingers), *we see the half moon. Finally* (show three fingers), *we see the full moon!* (Leave the pictures on the board for the next activities.) Then, show the drawing of a star. Say, *This is a star. Can we see stars at night? Yes!*

DURING PAGE 94

8 Look closely. Cut out and paste.

Display page 94. Point to the moon. Ask: *What is this? It is the moon*. Then point to the stars and ask: *What are these? They are stars*. Next show children the Cutouts for Unit 8, page 94. Help them cut them out.

Then, direct children to the pictures on the board. Have them put some glue on the back of the Cutouts and have them paste them in the corresponding boxes, according to the phases of the moon: crescent, half, and full moon.

Next, point to Jumpy Cricket and to the baby cricket. Read the speech bubbles. Have children repeat the conversation after you: *Where is the moon? It's over there!* Have children point to stars on the page.

AFTER PAGE 94

Moon Phases

Place black construction paper circles, a container with white paint, and paintbrushes in the center of each table. Have each child take three black circles. Have children paint the circles with the white paint in order to show a crescent moon, a half moon, and a full moon. Let dry. Then, paste each child's moons on a colored sheet of paper and write his or her name on it. Display children's artwork on the classroom walls.

Sing the "Night Sky Song"

B53 Play the audio and do the actions that go with it. Play the audio again. Have children do the actions and encourage them to join in as best they can. Praise all efforts.

See Workbook page 79.

EXTRA ACTIVITY

Revisit "Twinkle, Twinkle, Little Star"

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

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Project

Objectives

- To do a science project
- To talk about the night sky, the moon, and stars
- To observe the moon phases
- To use fine motor skills

Vocabulary

nighttime, sky, moon, stars, full moon, half moon, crescent moon, new moon, telescope, roll (n), felt, paint, roll (v), glue, decorate, put in, extend, look through, observe

Language

What do you see?
Paint the roll.
Let dry.
Decorate the roll.
Roll up the yellow paper.
Put it in.
Glue the felt.
Extend the telescope.
Look through the telescope.

Materials

Class Audio CD, picture of the moon, drawings of stars, tape, flashlight, large piece of white cardboard, large circle cut out of royal blue paper, four circles cut out of black paper, moon shapes cut from white paper, butterfly clip, scissors, glue, paper towel roll (one per child), blue paint, paintbrushes, yellow construction paper, black felt, star stickers or glitter

BEFORE PAGE 95

Build Background

Close the curtains and turn the lights off. Say: *Let's imagine it is nighttime. Let's look at the sky.* Invite children to look at the ceiling. *What do you see?* (If possible, attach the picture of the moon and drawings of stars to the ceiling. Direct a flashlight to the moon and stars.) Encourage children to say: *The moon and stars*. Provide language support if needed. Open the curtains and turn on the lights. Draw some stars and the moon on the board. Point to them and name them. Have children repeat after you.

DURING PAGE 95

Make a Telescope

Before class, make a moon chart. Paste a large circle cut out of royal blue paper on a piece of white cardboard. Divide the circle into four parts, each part corresponding to a moon phase: full moon, half moon, crescent moon, and new moon. Paste four circles cut out of black paper in each section, cut the moon shapes out of white paper, and paste them in the corresponding black circles. Finally, use a butterfly clip to attach a movable yellow arrow to the center of the chart. Display the moon chart in a visible place in the room.

Display page 95. Point to the title of the project and read it aloud: *Make a Telescope*. Before class, assemble all the supplies needed for the project. For each child you will need a paper towel roll, blue paint, paintbrush, yellow construction paper, black felt, glue, and star stickers or glitter. Then, show children how to follow these steps:

1. Paint the paper towel roll blue. Say: *Paint the roll. Let dry.*

2. Decorate the roll. Children can paste star stickers or glue glitter on the roll. Say: *Decorate the roll.*

3. Roll up the yellow construction paper and glue it so it does not unroll. Say: *Roll up the yellow paper.*

4. Put the yellow tube inside the paper towel roll. Say: *Put it in.*

5. Cut black felt strips and glue them on both ends of the telescope. Say: *Glue the felt.*

6. Show children how to extend the telescope. Say: *Extend the telescope.*

7. Show children how to use the telescope. Say: *Look through the telescope.*

Next, help children assemble their telescopes. Then, explain that every night they will have to observe the moon with their telescopes. The next morning, children will have to report what phase the moon is in and move the arrow accordingly.

AFTER PAGE 95

Draw the Moon

Divide the class into two groups. Have two children stand at the back of the room. Then, say a moon phase. Have children run to the front and draw the corresponding moon phase. The first child to do so correctly wins a point for his or her team. Play several rounds. The team with most points wins the game.

Sing the "Night Sky Song"

B53 Play the audio, sing along, and do the actions that go with it. Have children listen. Play the audio again and have children do the actions and join in singing as best they can. Praise all efforts.

Wrap-up

Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning

Vocabulary

park, restaurant, fire station, school, police station, toy store, hospital, supermarket

Language

What is this? It is (a park).
Where is the (school)? It is (next to) the (hospital).

Materials

Class Audio CD, Stickers page, crayons, Jumpy Cricket puppet

BEFORE PAGE 96

Rate the Chants and Songs

Revisit the Unit 8 songs and chants (Audios B38, B39, B46, B48, B49, B51, and B53). Play the first notes of each song or chant. Have children stand up if they like the song or chant. Record the number of children standing for each song or chant. Look at the numbers, determine the class' favorite, and perform it.

AFL Think about Learning

Review Unit 8 page by page with the children. Have them look at each page attentively, remind them what they learned on each, and ask individual questions, for example: *What is this? What are these? Where is the (park)? Where is the ambulance going? How many firefighters do you see? Count them. What letter is this?* F *is for...? Do you recycle?* Finally, encourage children to clap if they liked the page or activity or to make a sad face if they didn't.

DURING PAGE 96

9 Draw your face. Stick and say.

Help children point to each vocabulary word on the banner, and ask: *What is this? It is (a park).* Then point to the child on the page and say: *This is you!* Encourage children to draw their face. Direct children to the Stickers page and have them find the hospital, the toy store, and the restaurant and stick them in the boxes. Ask volunteers to show their work and read the questions aloud: *Where is the (hospital)?* Direct children to page 86. Invite volunteers to answer: *The (hospital) is (behind the restaurant).* Repeat the procedure for *toy store* and *restaurant*. Have the class clap for a job well done!

AFTER PAGE 96

Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 107. Help them think of what they liked most from Unit 8. Say: *What I liked most from Unit 8 was the telescope!* Say this with a very excited voice and smile as you point to the project on page 95. Encourage children to draw what they liked most from Unit 8: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Nina) liked (tracing number 20). (Mike), what is your favorite activity from Unit 8?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

Sing the Target Song

B39 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Jumpy Cricket. Then, encourage children to join in and sing their part.

Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.

WB See Workbook page 80.

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Unit Opener

Objectives

- To assess vocabulary and language learned in Units 1–8
- To prepare for Show Time
- To use Assessment for Learning to reflect on their own learning
- To use fine motor skills

Vocabulary

Vocabulary from Units 1–8, *listen, sing, find, swat, pass*

Language

Hello, my name is Kayla.
Where do you go to school?
I go to Pleasant Valley School.
What do you see with?
I see with my eyes.
How old are you?
I am four years old.
What do you have?
I have a puppet.
Do you like apples? Yes, I do.
What is your favorite animal? I like horses.
Where is the restaurant? It is over there!

Materials

Class Audio CD, *Values* Poster, Jumpy Cricket puppet, flyswatter

BEFORE PAGE 97

Sing the "Hello Song"
A3 Have children sing and wave hello.

Let's Have Fun Talking!
Revisit some of the conversations children learned in Units 1–8 (Audios A18, A20, A31, A35, A48, A56, B6, B13, B25, B31, B42, and B45). Play the audios. Have children repeat each line, after you and Jumpy Cricket if needed. Next, invite pairs to come up and perform the conversations. Provide language support as needed. Praise all efforts.

AFL Let's Look Back!
Look back at all the Unit Opener pages. Point to photos and illustrations in every Unit Opener. Have children clap and make a happy face if they liked the opener or make a sad face if they didn't.

DURING PAGE 97

CBE 1 Listen and sing.
B54 Display page 97. Have children look at the children pictured. Say: *Look at the boys and girls. They are singing. They are getting ready for Show Time! Let's get ready for Show Time, too!* Play the audio. Sing and pantomime. Have children listen. Play the audio several times. Encourage children to pantomime and to sing as well. Praise all efforts.

Do the *Find It!* Activity
Point out Jumpy Cricket holding a flower. Read the speech bubble aloud: *Find the flowers!* Have children look for flowers in the unit. (Flowers can be found on pages 98, 104, 105, 106, and 107.)

AFTER PAGE 97

Hum Along
Begin humming a Target Song or another song that you know children enjoyed very much. See if children can remember the lyrics. It does not matter if they can only say a few words. Then, play the audio and have children join in singing and doing the actions.

Swat the Value!
Attach the *Values* Poster to the board at children's eye level. Have children sit in a semicircle. Hand a flyswatter to a child and have Jumpy Cricket say a value: *We appreciate family members*. Have the child come up and swat the illustration that depicts that value. Repeat until all values have been identified. Play several rounds.

Sing the "Good-bye Song"
A6 Play the audio. Have children sing and wave good-bye.

WB See Workbook page 81.

EXTRA ACTIVITY

Pass the Cards
Have children form two lines. Give only a few children Picture Cards from Units 1–8. Show them how to pass the cards alternately over their heads and under (between) their legs to the next child. Play music and have them pass the cards over and under. When the music stops, the children with cards hold them up and name them: *It is (a restaurant).* Begin the music again. When the last child in line gets a card, he or she runs to the front of the line and begins passing it again. Pause and restart the music a few times, switching the cards.

UNIT 9 OVERVIEW

Communication Objectives

Identify and name school objects, senses, parts of the body related to the senses, family members, toys, food items, clothes, animals, places, community workers, and vehicles in a neighborhood
Identify people's homes
Express possession
Express wants
Indicate location of animals
Indicate location of places
Indicate destination
Understand and follow basic commands

Target Language and Structures

What is this? It is (a ball).
What are these? They are (scissors). These are (shelves).
What do you (smell) with? I (smell) with my (nose).
I (see) (a campfire).
Who is (she)? (She) is my (grandmother).
Who are they? They are my (grandparents).
Where does (Grandmother) live? In (a house).
What do you have? I have (a tricycle).
Do you have (a play house)? Yes, I do./No, I don't.
What do you like? I like (fish).
Do you like (corn). Yes, I do./ No, I don't.
What do you want to eat? I want (chicken), please.
What is (she) wearing? (She) is wearing (a bathing suit).
Where is the (cow)? Here it is. It is (under the tree).
This is (a horse). That is (a cat). These are (dogs). Those are (ducks).
Where is the (restaurant)? It is over there. It is (next to) the (fire station).
Where is the (fire truck) going? It's going to the (fire station).

Topics and Key Vocabulary

School Objects
Senses
Parts of the Body Related to the Senses
Family Members
Toys
Food
Clothes
Animals
Places, Community Workers, and Vehicles in a Neighborhood
Greetings
Colors
Shapes
Numbers
Letters (*Ss, Mm, Ll, Ff*)
Action Verbs
Feelings
Size
Demonstrative Pronouns:
this, that, these, those
Show Time Vocabulary:
flower, mask, invitation, scenery, welcome, hello, thank you, paint (a garden background), have (fun), use (props), make (costumes)

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Content Connections

Math:
Identify numbers: 1–20

Art:
Make a flower mask

Make scenery

Music:
Sing and act out songs

Move to music

Language Arts:

Say and act out chants

UNIT 9 OVERVIEW

Show Time Projects

Make a Flower Mask

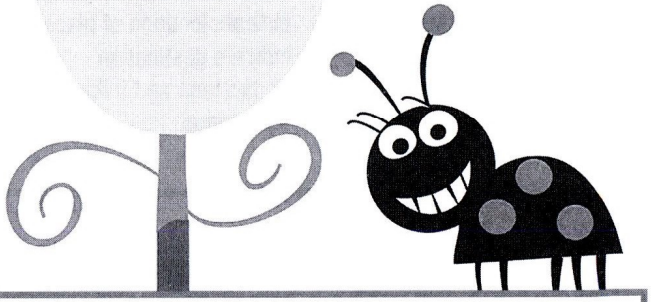
Make Scenery

Little Books

Draw and Color, Guessing Game, Show and Tell, Outdoor Fun, I Like Apples, How Many?, Where Are the Lambs?, Shopping with Mommy

Show Time Materials

Show Time Invitation, ActiveTeach or DVD, large sheets of green drawing paper, crayons, art supplies, markers, props, costumes, box, music CD, Picture Cards (Units 1–8), *Show Time* Poster, *Big Fun* Level 2 Posters, Class Audio CD, construction paper, glue



Home-School Connection

Talk about Show Time at home

Use props to role-play at home

Send home the Show Time Invitation

Take home the Show Time Picture Frame

Sing songs and say chants at home

Competency-based Education

Competency work within the following formative areas:

Artistic Expression and Appreciation:
Represent real or imaginary characters and situations through play or dramatic expression; Unit Opener page, p. T97

Artistic Expression and Appreciation:
Creatively communicate ideas using different art materials; Project pages, pp. T98–99

Values

Respecting the teacher and listening, Being polite and waiting for your turn, Showing you appreciate family members, Sharing toys to make something together, Using table manners, Helping others, Taking care of animals, Recycling

Project

Objectives

- To make an art project
- To follow directions
- To use fine motor skills
- To review vocabulary

Vocabulary

hoops, jungle gym, restaurant, park, fire station, school, hospital, police station, store, supermarket, in front of, behind, next to, flower, buttons, eyes, nose, yarn, mouth, face, petals, stick, handle, mask, color, glue, make

Language

What are these? They are hoops.
What is this? It is a jungle gym.
Where is the (restaurant)? It is (in front of) the (hospital).
Make a mask.
Color the petals.
Glue buttons and yarn.
Make a face.
Glue the petals.
Glue the stick.
Make a handle.
What's your name? My name is (Rose).
F *is for* flower.

Materials

Class Audio CD, *hoops* and *jungle gym* Picture Cards, beanbag, paper plates (one per child), small petal-shaped cutouts, crayons, buttons, glue, craft sticks, tape, yarn

BEFORE PAGE 98

Say the "Look at Me Chant"

A12 Display the *hoops* and *jungle gym* Picture Cards. Ask: *What are these? They are hoops. What is this? It is a jungle gym.* Then, play the audio. Say the chant and do all the actions. Have children join in and do the actions along with you.

Where Is It?

Direct children to page 86 to review the prepositions *in front of, behind,* and *next to*. Throw a beanbag to a child and ask: *Where is the (restaurant)? It is (in front of) the (hospital).* Continue until all children have participated.

"Being Polite Song"

B12 To review values, sing the "Being Polite Song." Play the audio and have children listen. Play it again and have them join in.

DURING PAGE 98

Make a Flower Mask

CBE Before class, assemble the art supplies needed for the project. For each child, you will need: a paper plate, small petal-shaped cutouts, crayons, buttons, glue, craft sticks, tape, and yarn. Say: *Open your books to page 98.* Show the project and read the title aloud: *Make a Flower Mask.* Hand out the paper plates and other materials. Show children how to follow these steps:

1. Display two petals and color them with different colored crayons. Say: *Color the petals.*

2. Point to the number 1 on the page. Glue buttons for the eyes and nose, and yarn for the mouth. Say: *Glue buttons and yarn. Make the face.*

3. Point to the number 2 on the page. Glue the petals around the face. Say: *Glue the petals.*

4. Point to the number 3 on the page. Tape or glue the craft stick to the back of the flower. Say: *Glue the stick. Make a handle.*

Help children make their masks. While they work, walk around the room and ask: *What is this? It is a flower.*

AFTER PAGE 98

Have Big Fun Talking!

When children's masks are dry, practice the following conversation with Jumpy Cricket:

A: What's your name?
B: My name is (Rose).
A: What is your name?
B: My name is (Daisy). Let's go play.

Explain to children that *rose* and *daisy* are names of flowers.

Then, invite a pair of children to come up. Have them use their masks to practice the conversation. Encourage children to use their names in the conversation. Invite other pairs to role-play the dialogue.

"Letter *F* Song"

B49 Write the letter *Ff* on the board. Ask: *What letter is this? It is the letter* F. Next, invite a child to come up and point to the big *F*. Then, have another child point to the small *f*. Hold up a flower mask and say: F *is for* fffflower. Have children repeat *fffflower* after you, exaggerating the /f/ sound. Finally, play the audio. Have children listen and parade around the room, holding up their flower masks.

Project

Objectives
- To make an art project
- To follow directions
- To use fine motor skills
- To review vocabulary

Vocabulary
behind, in front of, next to, jacket, sweater, hot, jump, turn around, take a bow, count, put on, zip up, zip down, button up, unbutton

Language
Make scenery.
Draw and color.
Paint.
Show your scenery.
What is this? It is (a school).

Materials
red circle, green rectangle, pink triangle, purple square, brown rectangle, orange square, blue circle, large sheet of drawing paper, crayons, pencils, paints, paintbrushes, Jumpy Cricket puppet, clothing items

BEFORE PAGE 99

Say the "Prepositions Chant"
B48 Use this chant to review the prepositions *behind, in front of,* and *next to* and the numbers 10 to 20. Play the audio and do the actions. Have children listen. Then, play the audio again and have children do the actions. Invite them to join in singing as best they can. Praise all efforts.

"Shapes and Colors Song"
B51 Use this song to review shapes and colors. Before the song, place a red circle, a green rectangle, a pink triangle, a purple square, a brown rectangle, an orange square, and a blue circle around the room. Play the audio and have children listen. Next, play the audio again and have children point to the corresponding shapes as they are mentioned in the song.

DURING PAGE 99

Make Scenery
CBE Display page 99. Say: *Look at the boy. He has a picture. The picture is a...* Encourage children to say: *farm*. Remind children that they are preparing a show for their families and friends. They will dance and sing during Show Time and they will need scenery behind them.

Point to the drawing of the farm on the page and say: *This is scenery. Look at the farm. Unit 7 is about farm animals. This is scenery about a farm and animals*. Then, display the Unit 1 opener page. Say: *Unit 1 is about...* Encourage children to complete: *school! Very good! So we need to make scenery for Unit 1 that shows our school*. Repeat the same procedure for the remaining units.

Then, divide the class into groups of four. Assign a Unit to each group and invite them to draw corresponding scenery. Show them how to follow these steps.

1. Point to the number 1 on the page. Have children draw and color their scenery on a large sheet of paper. Say: *Draw and color.*

2. Point to the number 2 on the page. Have children paint the background. Say: *Paint*.

3. Point to the number 3 on the page. Have children display their scenery. Say: *Show your scenery*.

As children work, use Jumpy Cricket to ask questions about the scenery: *What is this? It is (a school).*

AFTER PAGE 99

Show Your Scenery
Invite groups to the front and encourage them to show their scenery to the rest of the class. Help children describe their scenery by asking questions: *What are these? They are (toys).* Continue until all groups have shown their work.

What Is She Wearing?
Place different clothing items on a table. Invite a child to come up, choose a clothing item, and put it on. Then, ask the class: *What is (she) wearing? (She) is wearing (a hat).* Continue with other volunteers.

Say the "Put It On Chant"
B19 Play the audio and do the actions that go with it. Play the audio again and have children do the actions and join in singing as best they can. Praise all efforts.

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Show Time

Objectives

- To review vocabulary and language
- To choose material for the Show Time presentation
- To practice for Show Time

Vocabulary

school items, senses, family members, toys, food, clothes, animals, places

Language

What is this? It is (a ball).
What are these? They are (scissors).
What do you (smell) with? I (smell) with my (nose).
Who is (she)? (She) is my (mother)?
Who are they? They are my (grandparents).
What is this? It is my (house).
What do you have? I have (an action figure).
Do you have (a play house)? Yes, I do./ No, I don't.
What do you like? I like (fish).
Do you like (corn)? Yes, I do. /No, I don't.
What do you want to eat? I want (meat), please.
What is (she) wearing? (She) is wearing (a bathing suit).
Where is the (chicken)? Here it is. It is (under) the (tree).
Where are the (lambs)? Here they are.
Where is the restaurant? It is over there. It is (in front of) the (hospital).

Materials

Class Audio CD, Units 1–8 Picture Cards

BEFORE SHOW TIME PAGES

Target Songs

Sing the Units 1–8 Target Songs for children to practice vocabulary and language. Play the audios and have children sing their parts.

Vocabulary and Language Review

Play the Units 1–8 vocabulary audios and show the Picture Cards. Ask: *What is this? What are these?* Have children identify each item.

Next, practice the target language. Play the Units 1–8 target language audios and have children listen. Then, invite pairs to the front and encourage them to practice the dialogues. Say the lines and have children repeat after you. More advanced children will be able to practice the conversations on their own.

AFL Planning the Show

Explain to children that they are going to share their personal response page for every unit. Children will work with you to choose things from every unit that they want to include in the Show Time presentation. They will enjoy being part of the decision-making process. Take notes on children's preferences so you can start assembling the Show Time program.

DURING SHOW TIME PAGES

Have each child share his or her personal response page for every unit with the class. Encourage children to say what they drew: *This is (my family).* Repeat the procedure until all children have shown their drawings to the class. Provide language support as necessary. If you have shy children in the class, ask them direct questions about their drawings: *What is this? Is it (a jungle gym)?*

As children show their response pages, ask the class, for example: *Do you want this in the show? Do you want to sing this song? Do you want to read this book?* Have children nod their heads *Yes* or shake their heads *No*. Take notes on children's preferences so you can start assembling the Show Time program. Look at the *Show Time* Poster in the ActiveTeach for ideas about what to include in the show.

Sing "Show Time"

B54 Play the audio and have children listen. Play it again and encourage children to sing along. Children can sing this song and do the corresponding gestures to open their Show Time performance.

AFTER SHOW TIME PAGES

AFL Show Time Rehearsal

Explain to children that they have to practice the activities, songs, and conversations before they present the show to their parents and friends. Say: *Let's practice for the show!* Refer to your notes to check the activities children have chosen for every unit. Help children decide what to practice first. Ask: *What do you want to do now? Sing the song? Practice a conversation? Role-play the Little Book story?*

WB See Workbook pages 82–89.

Show Time

Objectives
- To get ready for Show Time
- To prepare Show Time props and material

Vocabulary
invitation, parents, garden, props, costumes, frame, make

Language
Let's make an invitation.

Materials
Show Time Invitation (print out from ActiveTeach and photocopy, one per child), large sheets of green construction paper, crayons, art supplies, markers, props, costumes, box, music CD, Picture Cards (Units 1–8), *Show Time* Poster, *Big Fun* Level 2 Posters, Class Audio CD, construction paper

GETTING READY FOR SHOW TIME!

Make an Invitation
Invite parents to Show Time personally. Create and send personal invitations. Say: *Let's make an invitation!* Before class, make copies for every child of the Show Time Invitation and fill in the information: date, time, place, and child's name. Next, distribute invitations and art supplies. Encourage children to draw and color a picture of their show. Finally, send the invitations home. This will show parents that their children want them to participate in their school activities and will make them feel welcome.

Show Time Program
Once children have decided what to include in the show, start planning the program. Integrate children's choices and balance the activities for variety. Make a list of participants to avoid omitting anyone.

Making the Scenery
Use large sheets of green construction paper and encourage children to take turns drawing items they can find in a garden: *flowers, butterflies, bees, ants,* etc. During Show Time, attach the sheets of green paper to the back of the "stage" to form scenery with a garden theme. You can also use the scenery children made for their Project on page T99.

Props and Costumes
Look at your program and start gathering all the props you will need for every activity. Have children identify the items. Ask: *What is this?* Provide language support if needed. Finally, put all props in a box so you have them readily available.

You may wish children to wear special costumes or dress up for a particular activity or for singing a particular song. This will make the show come alive.

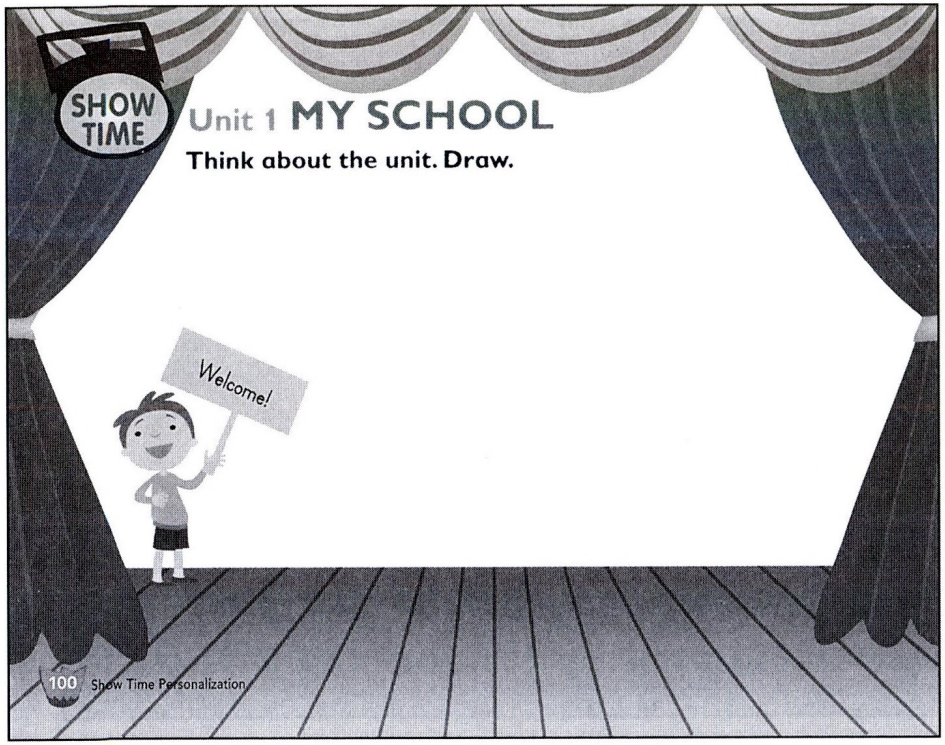
Seating Arrangement
During Show Time, there will be plenty of pair and small group activities, so it is important that children have mobility and easy access to the stage. For that reason, avoid lining children up in rows. The best classroom arrangement option for Show Time is a horseshoe or semicircle, with students facing the stage.

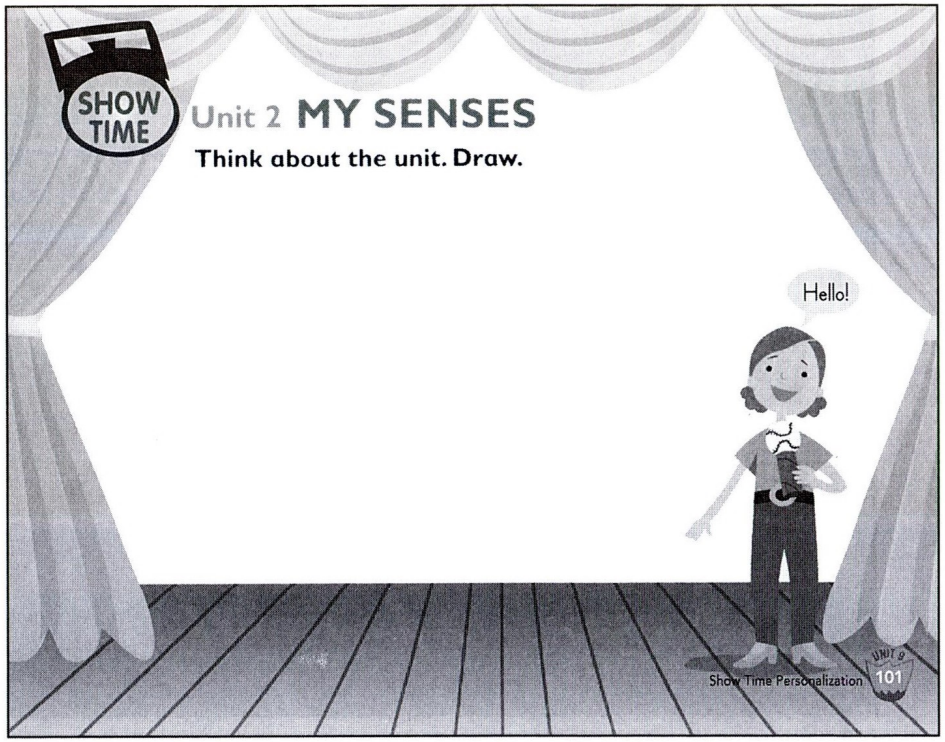
Next, arrange the remaining furniture so that parents are as comfortable as possible and have a clear view of the stage. If classroom space is limited, consider moving the event to a larger space where all parents and guests can be seated.

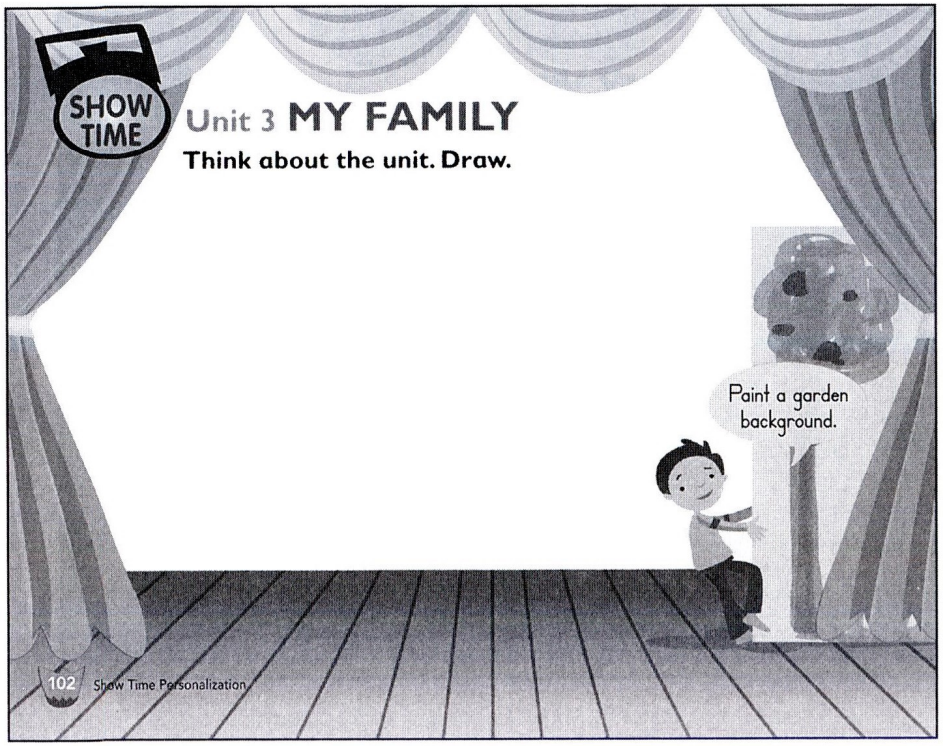
Background Music
You may wish to play some background music while children role-play or perform some activities. Prepare some instrumental music CDs for this purpose.

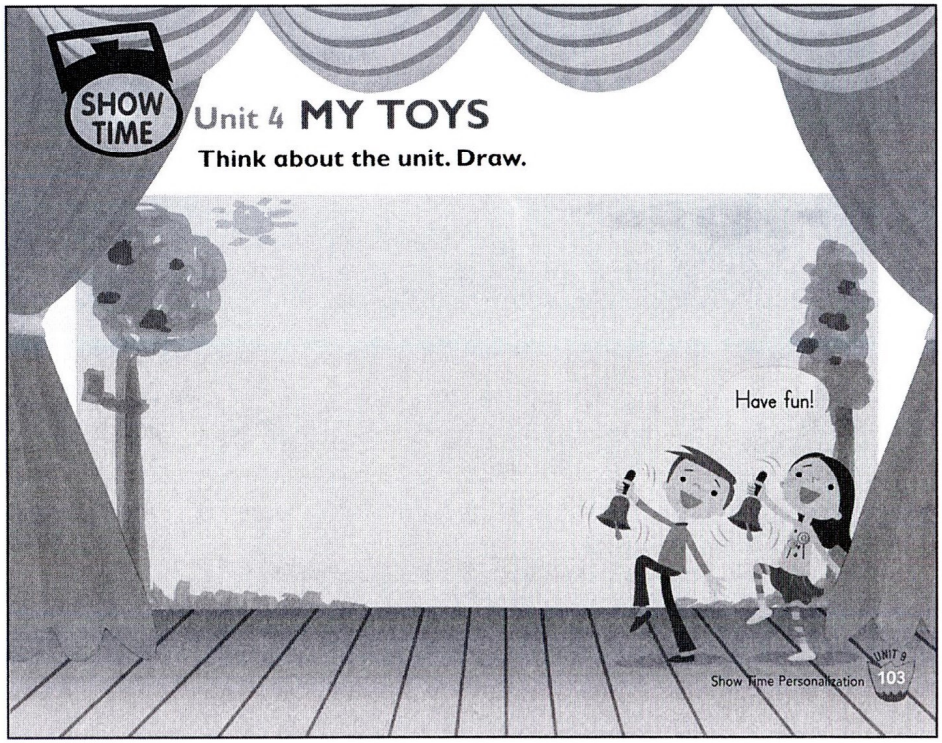
Picture Cards, Posters, and Class Audio CD
Check your program again to ensure which Picture Cards, Posters, and audios will be required.

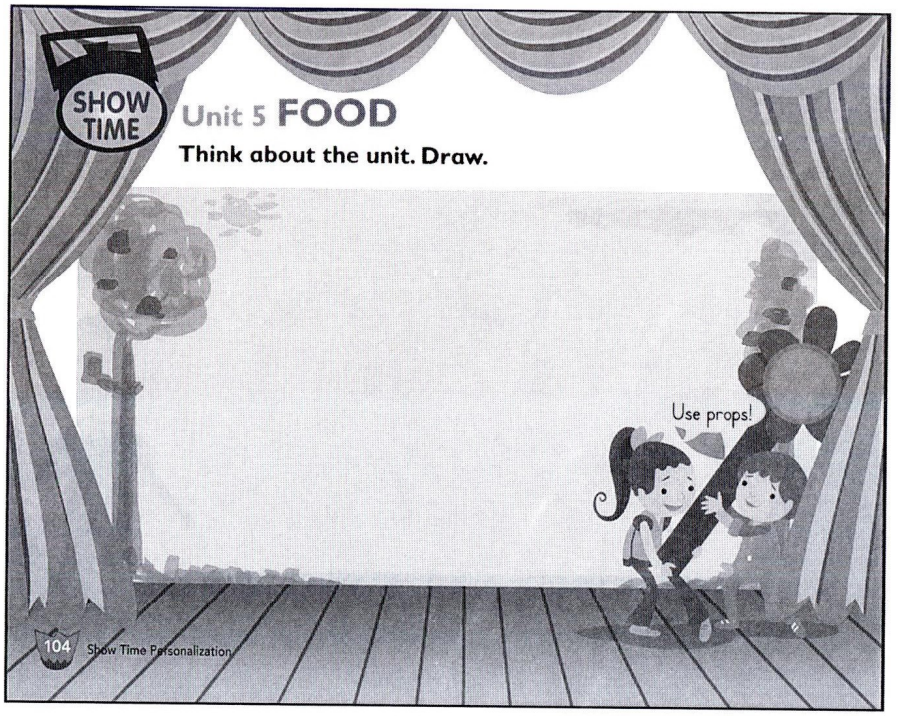
Show Time Photo Frame
Provide art supplies and show children how to make a picture frame so that parents can frame a photo from the Show Time performance! Have them follow your instructions the way they do when they are carrying out a class project. This little Show Time souvenir will remind parents about the wonderful time they spent with their children at school!

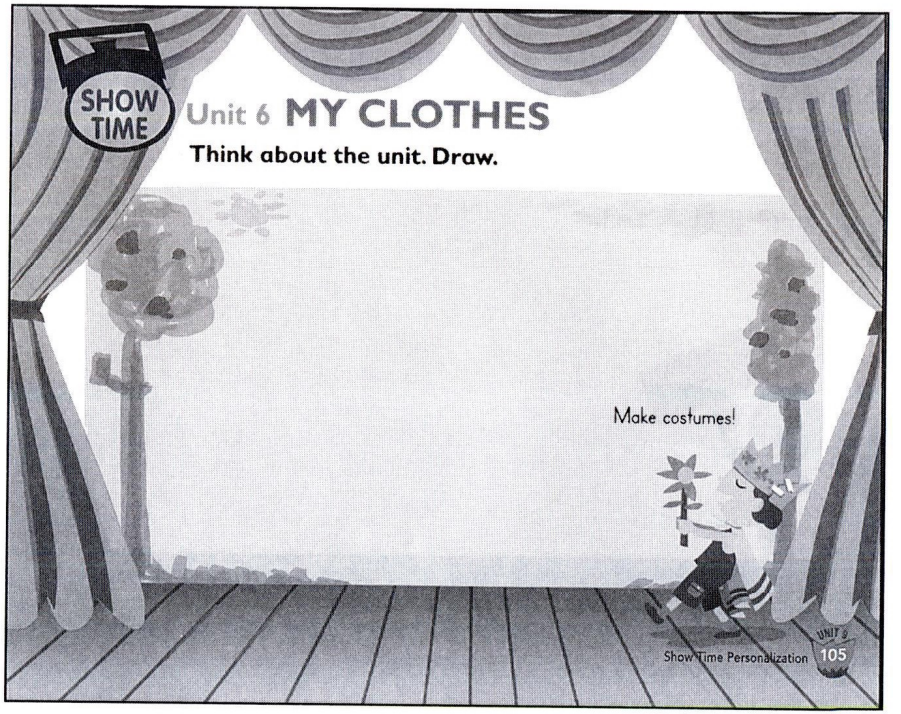

SHOW TIME
Unit 1 MY SCHOOL
Think about the unit. Draw.
Welcome!


SHOW TIME
Unit 2 MY SENSES
Think about the unit. Draw.
Hello!


SHOW TIME
Unit 3 MY FAMILY
Think about the unit. Draw.
Paint a garden background.


SHOW TIME
Unit 4 MY TOYS
Think about the unit. Draw.
Have fun!


SHOW TIME
Unit 5 FOOD
Think about the unit. Draw.
Use props!
104 Show Time Personalization


SHOW TIME
Unit 6 MY CLOTHES
Think about the unit. Draw.
Make costumes!
Show Time Personalization
UNIT 6
105

SHOW TIME
Unit 7 ANIMALS
Think about the unit. Draw.
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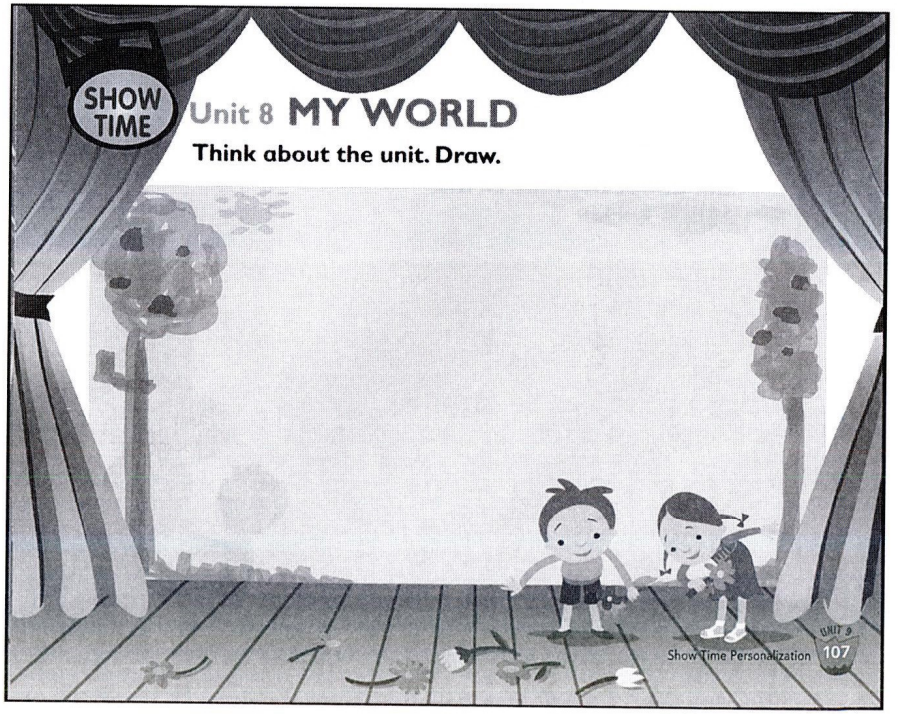
Thank you!
106 Show Time Personalization


SHOW TIME
Unit 8 MY WORLD
Think about the unit. Draw.
Show Time Personalization
UNIT 8
107

Audio Scripts

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Class Audio CD A.

A2 "Big Fun Theme Song"

From the sky to the ground *(point to sky and ground)*
And all the way around— *(spin around in place)*
We can have big fun! *(open arms out)*
If there's rain, *(wiggle fingers to mimic falling raindrops)*
If there's sun, *(form a circle with arms over head)*
Let's play with everyone. *(sweep arm to invite "everyone")*
We can have big, big fun! *(open arms out)*
Take a walk outside. *(walk in place, knees high, arms pumping)*
Our world is big and wide.
There are flowers and trees *(point toward the ground, then up toward "trees")*
And yellow bumblebees. *(mime being a bee, index fingers as antennae)*
Buzz, Buzz, Buzz! *(move around buzzing)*
(chorus)
Join your hands with me. *(point to self with both hands)*
Let's see what we can see! *(search gesture)*
Then take a closer look. *(same gesture, but lean forward)*
We'll learn beyond our book.
Look, oh, look! *(gesture toward objects)*
(chorus)
(repeat last line of chorus)

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Unit 1, My School

A3 "Hello Song"

T: Hello, everybody! *(wave)*
T: I am glad to see you. *(point)*
T: Hello! Hello! Hello! *(wave)*
T: To you and you and you... and you!
All: (repeat)

A4 "Stop, Look, and Listen Chant"

C1: When my teacher says:
Please listen. Stop and watch me.
C1: I put my hands on my head. *(hands on head)*
C1: I look at my teacher. *(look at teacher)*
C1: I am quiet. Shhh! Listen with me. *(finger on lips)*

A5 "Let's Have Fun"

Look and point. *(point to eyes, point)*
New things to think about. *(tap head)*
Look and point. *(point to eyes, point)*
New things to talk about. *(point to mouth)*
Look and smile. *(point to eyes, smile)*
Are you ready? *(gesture "what" with hands)*
Let's have fun.
Fun with _____. YAY! *(hold arms up)*

A6 "Good-bye Song"

Good-bye, Teacher! *(wave right hand)*
Good-bye, friends. *(wave left hand)*
Good-bye, good-bye, good-bye. *(sway side to side)*
I'll see you tomorrow. *(wave)*
Good-bye, good-bye, good-bye. *(sway side to side)*

A7 Target Song "My School"

T: In our classroom. What do you see? *(question gesture)*
C: Lots of things for my friends and me!
T: What are these? *(point)*
C: They are scissors! *(point)*
T: What are these? *(point)*
C: They are markers! *(point)*
T: What are these? *(point)*
C: They are books! *(point)*
T: Where do we keep them? *(question gesture)*
C: We keep them on the shelves! *(point)*
C: Scissors, markers, books—
C: We keep them on the shelves! (repeat line)
T: On our playground. What do you see? *(question gesture)*
C: Lots of things for my friends and me!
T: What are these? *(point)*
C: They are balls! *(point)*
T: What are these? *(point)*
C: They are hoops! *(point)*
T: What are these? *(point)*
C: Balls and hoops! *(point)*
T: Where do we keep them? *(question gesture)*
C: We keep them in the boxes! *(point)*
C: Balls and hoops. We keep them in the boxes. (repeat line)
T: And this? *(point)* (spoken)
C1: It's a jungle gym!
T: Where do we keep it?
C: It stays outside! (giggling)

A8 SB page 2, Vocabulary

MN: scissors (pause) markers (pause) shelves (pause) books (pause)

A9 SB page 2, Language

F1: What are these? (pause)
F2: They are scissors. (pause)
F1: What are these? (pause)
F2: They are markers. (pause)
F1: What are these? (pause)
F2: They are shelves. (pause)
F1: What are these? (pause)
F2: They are books. (pause)

A10 SB page 3, Vocabulary

MN: box (pause) ball (pause) hoops (pause) jungle gym (pause)

A11 SB page 3, Language

M: What is this? (pause)
F: It is a box. (pause)
M: What is this? (pause)
F: It is a ball. (pause)
M: What are these? (pause)
F: They are hoops. (pause)
M: What is this? (pause)
F: It is a jungle gym. (pause)

A12 "Look at Me Chant"

C1: I'm playing with my hula hoop.
C1: It's fun! Look at me! *(point to self)*
C1: Wiggling, wiggling, round and round.
All: Let's play all day! Yippee!
C1: I'm climbing on a jungle gym.
C1: It's fun! Look at me! *(point to self)*
C1: Climbing up, climbing down.
All: Let's climb all day! Yippee!

A13 "Numbers 1, 2, 3 Chant"

This number is 1! 1! 1! *(show 1 finger)*
This number is 1! 1! 1! *(show 1 finger)*
This number is 2! 2! 2! *(show 2 fingers)*
This number is 2! *(point)*
1, 2! 2! *(show each finger as you count)*
This number is 3! 3! 3! *(show 3 fingers)*
This number is 3! *(point)*
1, 2, 3! 3! *(show each finger as you count)*

A14 SB page 5, Math

FN: one (pause) two (pause) three (pause)

A15 "We Have Finished Chant"

We have finished working in our book today!
(hold up book)
Let's close our books. *(close book)*
And then clean up—
So we can work and play!
Yay! *(hands high in the air)*

A16 SB page 6, Cutouts

F: It is pink. (pause)
F: It is a pink flower. (pause)
F: It is red. (pause)
F: It is a red flower. (pause)
F: It is blue. (pause)
F: It is a blue flower. (pause)

A17 Unit 1 Little Book *Draw and Color*

Page 1. Mrs. Barrera: Draw and color.
Page 2. Tina: It's a ball!
Mrs. Barrera: Very Good!
Page 3. Mrs. Barrera: What are these?
Bobby: They are puppets!
Page 4. Kathy: Your turn. Draw and color.

A18 TE page T10, Conversation

G: Hello, My name is Kayla.
B: Hi! My name is Tony.
G: Let's go outside to play!
B: OK! Let's go.

A19 "Amazing Snails Chant"

I am a snail.
I move very slowly. *(walk in place slowly)*
I eat leaves, and *(chew slowly)*
I bring my house with me. *(pat your "shell")*
(repeat)
Do you like watching me?

Unit 2, My Senses

A20 TE page T13, Conversation

G1: Where do you go to school, Alexia?
G2: I go to Pleasant Valley School. Where do you go to school?
G1: I go to Crossroads Nursery School.
G2: I like my school!
G1: I like my school, too!

A21 Target Song "Senses"

T: What do you see with? Do you know? *(question gesture)*
C: I see with my eyes. I see with my eyes. *(point to eyes)*
T: What do you hear with? Do you know? *(question gesture)*
C: I hear with my ears. I hear with my ears. *(point to ears)*
T: What do you touch with? Do you know? *(question gesture)*
C: I touch with my hands! I touch with my hands! *(hold up hands)*
T: What do you smell with? Do you know? *(question gesture)*
C: I smell with my nose. I smell with my nose. *(point)*
C: I touch with my hands. I hear with my ears. I see with my eyes. *(point)*
T: What do you taste with? Do you know? *(question gesture)*
C: I taste with my tongue. I taste with my tongue. *(point to tongue)*
C: I smell with my nose. I touch with my hands. I hear with my ears. I see with my eyes. *(point)*
All: I am amazing. I am amazing.

A22 SB page 14, Vocabulary

MN: tongue (pause) nose (pause) ear (pause) hands (pause) eyes (pause)

A23 SB page 14, Language

F1: What do you taste with? (pause)
F2: I taste with my tongue. (pause)
F1: What do you smell with? (pause)
F2: I smell with my nose. (pause)
F1: What do you hear with? (pause)
F2 I hear with my ears. (pause)
F1: What do you touch with? (pause)
F2: I touch with my hands. (pause)
F1: What do you see with? (pause)
F2: I see with my eyes. (pause)

A24 SB page 15, Vocabulary

MN: smell (pause) see (pause) taste (pause) touch (pause) hear (pause)

A25 SB page 15, Language

F: What do you see with? (pause)
M: I see with my eyes. (pause)
F: What do you smell with? (pause)

M: I smell with my nose. (pause)
F: What do you taste with? (pause)
M: I taste with my tongue. (pause)
F: What do you touch with? (pause)
M: I touch with my hands. (pause)
F: What do you hear with? (pause)
M: I hear with my ears. (pause)

A26 "My Crayon Box"

There are many colors
In my crayon box.
Red, yellow, blue,
Purple and pink,
Black and orange, too.
White, brown, and green.
Some for me, some for you.
There are many colors
In my crayon box,
Like a rainbow, you see.
There are many colors
In my crayon box.
Come use them with me!

A27 "Numbers 4, 5, 6 Chant"

This number is 4. 4! 4! *(4 fingers up)*
This is number 4.
1, 2, 3, 4! *(fingers up one at a time)*
This is number 5. 5! 5! *(5 fingers up)*
This is number 5.
1, 2, 3, 4, 5! *(fingers up one at a time)*
This is number 6. 6! 6! *(6 fingers up)*
This is number 6.
1, 2, 3, 4, 5, 6! *(fingers up one at a time)*

A28 SB page 17, Math

FN: four (pause) five (pause) six (pause)

A29 "Letter Sounds (*S*)"

What sound does this begin with?
Listen carefully! *(cup ear)*
Listen for the first sound *(hold up one finger)*
Oh, so carefully!
Sssun begins with /ssss/!
Sssandwich begins with /ssss/!
Sssix begins with /ssss/!
Ssseal begins with /ssss/!
Sssee begins with /ssss/!
Ssseven begins with /ssss/!

A30 SB page 18, Pre-reading Practice

FN: sun (pause) sandwich (pause) six (pause) seven (pause) seal (pause) see (pause)

A31 TE page T18, Conversation

B1: What do you see with?
B2: I see with my eyes. Don't you think I am amazing?
B1: Yes, I do!

A32 Unit 2 Little Book *Guessing Game*

Page 1. Gail: What is this?
Frank: I don't know. I see with my eyes.
Page 2. Gail: What is this?
Frank: I don't know. I smell with my nose.
Page 3. Gail: What is this?
Frank: I don't know. I want to taste it.
Page 4. Gail: What is this?
Frank: Mmmm. I taste apple with my tongue!

A33 "Taking Turns Chant"

Taking turns is easy,
When we want to talk…
We put our hand up quietly,
And wait 'til others finish!

A34 "Amazing Tongues"

Isn't it amazing
What our tongues can do?
Taste buds know what's salty,
Sweet, and sour, too.
(repeat)

Unit 3, My Family

A35 TE page T25, Conversation

B: What school do you go to?
G: I go to Grassy Knoll Nursery School.
B: What is your teacher's name?
G: My teacher's name is Mrs. Hernandez.

A36 Target Song "My Family"

All: This is a family! Can you see?
Can you see? This is a family!
T: Who is he? *(point to the grandfather)*
C1: He is the grandfather.
T: Who is he? *(point to the uncle)*
C1: He is the uncle.
T: Who is she? *(point to the grandmother)*
C1: She is the grandmother.
T: Who is she? *(point to the aunt)*
C1: She is the aunt. This is a family.
T: This is a family.
T: (repeat chorus)
T: Who is she? *(point to the girl)*
C: She is the cousin.
T: Who is she? *(point)*
C: She is the cousin.
T: What are they? *(point to the pets)*
C: They are the pets.
T: What are they? *(point)*
C: They are the pets. This is a family.
T: This is a family.
FN: Where does the family live? (spoken)

A37 SB page 26, Vocabulary

FN: grandfather (pause) grandmother (pause) aunt (pause) uncle (pause)

A38 SB page 26, Language

M: Who is he? (pause)
F: He is my grandfather. (pause)
M: Who is she? (pause)
F: She is my grandmother. (pause)
M: Who is she? (pause)
F: She is my aunt. (pause)

M: Who is he? (pause)
F: He is my uncle. (pause)

A39 SB page 27, Vocabulary

FN: cousin (pause) house (pause) apartment (pause) pets (pause)

A40 SB page 27, Language

M: Who is she? (pause)
F: She is my cousin. (pause)
M: What is this? (pause)
F: It is my house. (pause)
M: What is this? (pause)
F: It is my apartment. (pause)
M: What are these? (pause)
F: They are my pets. (pause)

A41 "People We Know"

All: We know lots of people. *(arms wide)*
What about you? *(point to children)*
C1: We know fathers. *(point to picture)*
C2: We know mothers, *(point to picture)*
All: Sisters, and brothers, too!
C1: We know aunts. *(point to picture)*
C2: We know uncles. *(point to picture)*
All: We know cousins, too! *(point to picture)*
C3: We know grandpas. *(point to picture)*
C4: We know grandmas, *(point to picture)*
All: Friends, and neighbors, too!
We know lots of people. *(arms wide)*
What about you? *(point to children)*
(repeat last two lines)

A42 "Numbers 7, 8, 9 Chant"

This number is 7. 7! 7! *(7 fingers up)*
This number is 7.
1, 2, 3, 4, 5, 6, 7! *(fingers up one at a time)*
This number is 8. 8! 8! *(8 fingers up)*
This number is 8.
1, 2, 3, 4, 5, 6, 7, 8! *(fingers up one at a time)*
This number is 9. 9! 9! *(9 fingers up)*
This number is 9.
1, 2, 3, 4, 5, 6, 7, 8, 9! *(fingers up one at a time)*

A43 SB page 29, Math

MN: seven (pause) eight (pause) nine (pause)

A44 "Letter Sounds (*M* and *F*)"

What sound does this begin with?
Listen carefully! *(cup ear)*
Listen for the first sound— *(hold up one finger)*
Oh, so carefully!
Mmmilk begins with /*mmmm*/!
Mmmoon begins with /*mmmm*/!
Mmmonkey begins with /*mmmm*/!
Fffish begins with /*ffff*/!
Fffive begins with /*ffff*/!
Fffinger begins with /*ffff*/!

A45 SB page 30, Pre-reading Practice

MN: mother (pause) moon (pause) milk (pause) monkey (pause)
father (pause) finger (pause) five (pause) fish (pause)

A46 Unit 3 Little Book *Show and Tell*

Page 1. Tim: Is she your mother?
Beth: No, she is not! She is my aunt.
Page 2. Fran: Who is he?
Beth: He is my cousin!
Page 3. Josh: Who is he?
Beth: He is my uncle!
Page 4. Beth: They are all my family.

A47 "Grandma Gave Me Cookies"

Grandma gave me cookies
And some milk, too.
I made Grandma a drawing
To say *Thank you!*

Unit 4, My Toys

A48 TE page T37, Conversation

F: How old are you, Julia?
G: I am four years old.
F: Do you have any pets?
G: Yes, I have a dog.
F: Do you have a brother?
G: No, but I have a new baby sister!

A49 "Days of the Week"

There are seven days in a week.
They are in this song.
You can learn the names
By singing along.
Sunday—la, la, la,
Monday—la, la, lu,
Tuesday—da, da, dum,
Wednesday—doodely doo,
Thursday—la, la, la,
Friday—diddeley dee,
Saturday makes seven
Days in a week.
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.
Days of the week.

A50 "Actions Song"

All: I am walking, walking, walking. *(walk)*
I am clapping, clapping, too. *(clap)*
I am jumping, jumping. *(jump)*
I am having fun. Are you? *(point)*
I am marching, marching, marching! *(march)*
I am running, running, too. *(run)*
I am panting! *(pant)*
C1: I am tired! I am sitting... *(sit slowly)*
I am sleeping. Can't you see? *(close eyes)*

A51 Target Song "My Toys"

B: Do you want to play with me?
G: Yes! Let's go and play.
B: I have a tricycle, and I have a car.
G: You DO? That's great! (spoken)
I have a tricycle and a car, too.

B: Do you want to play with me?
G: Yes! Let's go and play.
B: I have a slide, and I have a swing.
G: You DO? That's great! (spoken)
I have a slide and a swing, too.

B: Do you want to play with me?
G: Yes! Let's go and play.
B: I have an action figure, and I have blocks.
G: You DO? That's great! (spoken)
I have an action figure and blocks, too.
B: Do you want to play with me?
G: Yes! Let's go and play.
B: I have a game, and I have a play house.
G: You DO? That's great! (spoken)
I have a game, but no play house.
B: Then come play at my play house today! (spoken)
G: Thank you! (spoken)

A52 SB page 38, Vocabulary

FN: swing (pause) tricycle (pause) car (pause) slide (pause)

A53 SB page 38, Language

M: What do you have? (pause)
F: I have a swing. (pause)
M: What do you have? (pause)
F: I have a tricycle. (pause)
M: What do you have? (pause)
F: I have a car. (pause)
M: What do you have? (pause)
F: I have a slide. (pause)

A54 SB page 39, Vocabulary

FN: action figure (pause) blocks (pause) game (pause) play house (pause)

A55 SB page 39, Language

F: What do you have? (pause)
M: I have an action figure. (pause)
F: What do you have? (pause)
M: I have blocks. (pause)
F: What do you have? (pause)
M: I have a game. (pause)
F: What do you have? (pause)
M: I have a play house. (pause)

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A56 TE page T39, Conversation

B1: Hello, Andy!
B2: Hi, Luis.
B1: Let's play!
B2: What do you have?
B1: I have a puppet and a car. What do you have?
B2: I have a truck and a ball.
B1: Let's share our toys!
B2: OK! Let's play!

A57 "Writing Numbers 10, 11, 12"

Let's write some numbers now.
Let's write some numbers now.
Ten. Let's write 10.
First you write a 1. Then you write a 0.
That makes 10. 10. 10.
Eleven. Let's write 11.
First you write a 1. Then you write a 1.
That makes 11. 11. 11
Twelve. Let's write 12.
First you write a 1. Then you write a 2.
That makes 12. 12. 12.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
We love to count and write.
We love to count and write.

A58 SB page 41, Math

MN: ten (pause) eleven (pause) twelve (pause)

A59 "Animals Talk"

The name of this animal is *monkey*!
This name of this animal is *monkey*!
When monkeys talk *(make hands talk)*
They don't say *monkey*!
When monkeys talk, *(make hands talk)*
They say *oo, ahh!*
The name of this animal is *duck*!
The name of this animal is *duck*!
When ducks talk *(make hands talk)*
They don't say *duck*!
When ducks talk, *(make hands talk)*
They say *quack, quack*!
The name of this animal is *seal*!
The name of this animal is *seal*!
When seals talk *(make hands talk)*
They don't say *seal*!
When seals talk, *(make hands talk)*
They say *arf, arf*!
We are finished now.
We won't sing anymore! *(gesture)*

A60 SB page 42, Cutouts

M1: 1.
M2: big monkey, little monkey
M1: 2.
M2: big duck, little duck
M1: 3.
M2: big seal, little seal
M1: 4.
M2: big cat, little cat

A61 Unit 4 Little Book *Outdoor Fun*

Page 1. Kate: Hello. What do you have?
Raul: I have a puppet and blocks.
Page 2. Raul: What do you have?
Kate: I have a kite.
Page 3. Kate: I want the puppet, please!
Page 4. Kate: Now I have a puppet-kite!

A62 "Sometimes"

Sometimes, I'm mad.
Sometimes, I'm scared.
Sometimes, I'm sad and blue.
And, sometimes, I'm happy.
Tell me, Billy, how are you?

A63 "Amazing Clouds"

Clouds are big *(arms open wide)*
And white and fluffy.
Some are small *(bring hands close together)*
And some are puffy!
Clouds are amazing things to see! *(look gesture)*
Clouds turn gray
And then start raining! *(wiggle fingers like raindrops)*
They turn black and
Then... *(clap loudly)* Bang! A storm!

Then the wind comes and pushes the clouds away! *(pretend to push away clouds)*

MN: This is the end of CD A.

CD B
Class Audio CD B.

Unit 5, Food

B1 Target Song "Food"

M: I am hungry! Are you? *(point to self and to children)*
F: Yes, I am. Let's go eat. *(rub tummy)*
M: What do you like? *(question gesture)*
F: I like salad. *(point to Picture Card)*
F: I like meat. *(point)*
F: I like fish. *(point)*
F: I like oranges! *(point)*
Both: Let's go eat!
M: I am hungry! Are you? *(point to self and to children)*
F: Yes, I am. Let's go eat. *(rub tummy)*
M: What do you like? *(question gesture)*
F: I like corn. *(point to Picture Card)*
F: I like watermelon. *(point)*
F: I like potatoes. *(point)*
F: I like chicken! *(point)*
Both: Let's go eat!

B2 SB page 50, Vocabulary

MN: meat (pause) fish (pause) oranges (pause) salad (pause)

B3 SB page 50, Language

F: What do you like? (pause)
M: I like meat. (pause)
F: What do you like? (pause)
M: I like fish. (pause)
F: What do you like? (pause)
M: I like oranges. (pause)
F: What do you like? (pause)
M: I like salad. (pause)

B4 SB page 51, Vocabulary

MN: corn (pause) watermelon (pause) potatoes (pause) chicken (pause)

B5 SB page 51, Language

F: Do you like corn?
M: Yes, I do.
F: Do you like watermelon?
M: Yes, I do.
F: Do you like potatoes?
M: Yes, I do.
F: Do you like chicken?
M: No, I don't. I don't eat meat!

B6 TE page T51, Conversation

B: Hi, Linda.
G: Hi, Enrique.
B: Do you like apples?
G: Yes, I do!
B: Do you like oranges?
G: Yes, I do!
B: Do you like watermelon?
G: Yes, I do!
B: Let's make fruit salad!
G: Yum! I love fruit salad!
B: Me, too!

B7 "Writing Numbers 13, 14, 15"

Let's write some numbers now.
Let's write some numbers now.
Thirteen. Let's write 13.
First you write a 1. *(write it)*
Then you write a 3. *(write it)*
That makes 13! 13. 13. *(point 3X)*
Fourteen. Let's write 14.
First you write a 1. *(write it)*
Then you write a 4. *(write it)*
That makes 14! 14. 14. *(point 3X)*
Fifteen. Let's write 15.
First you write a 1. *(write it)*
Then you write a 5. *(write it)*
That makes 15! 15. 15. *(point 3X)*
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.
We love to count and write.
We love to count and write.

B8 SB page 53, Math

FN: thirteen (pause) fourteen (pause) fifteen (pause)

B9 SB page 54, Cutouts

FN: soup (pause) salad (pause) sandwich (pause) sun (pause) socks (pause) seal (pause)

B10 "Letter *S* Song"

The name of this letter is capital *S! (hold up* S *card)*
The name of this letter is small *s. (hold up* s *card)*
When *S*s talk *(make hands talk)*
They don't say *S*.
When *S*s talk, *(make hands talk)*
They say */ssss/*!
Sss like *sssocks*. *(show picture)*
Sss like *sssun*. *(show picture)*
Sss like *sssoup*. *(show picture)*
Sss like *ssseal! (show picture)*
The capital *S* says */ssss/*! *(point to* S *card)*
The small *s* says */ssss/*, too! *(point to* s *card)*

B11 Unit 5 Little Book *I Like Apples*

Page 1. Marisol: I like apples.
Page 2. Marisol: I like oranges.
Page 3. Marisol: I like watermelon.
Page 4. Marisol: I like fruit salad!

B12 "Being Polite Song"

Don't forget to say *please*.
Don't forget to say *thank you*.
Don't forget to say *hello*.
Don't forget to say *good-bye*.
Be a star! Be a star!
Be polite wherever you are!
(repeat)

Unit 6, My Clothes

B13 TE page T61, Conversation

G1: Mom, this is Susie. She's my friend.
F: Hello, Susie! How old are you?
G2: I'm four.
F: Where do you go to school?
G2: I go to Willow Lake Preschool.
F: Do you like your school?
G2: Yes, I do!
G1: Come on, Susie! Let's play on the swings! Goodbye, Mom!
F: Bye, Kyra. Bye, Susie. Have fun!

B14 Target Song "My Clothes"

T: Look! It's sunny! It's a sunny day today. What is she wearing? *(question gesture)* What is she wearing today?
C: She is wearing a bathing suit. *(point)* She is wearing a hat. *(point)* She is wearing sandals. *(point)* How about that?
T: Look! It's sunny! It's a sunny day today. What is he wearing? *(question gesture)* What is he wearing today?
C: He is wearing shorts. *(point)* He is wearing a hat. *(point)* He is wearing sandals. *(point)* How about that?
T: Look! It's raining! It's a rainy day today. What is Sister wearing? *(question gesture)* What is she wearing today?
C: She is wearing a raincoat. *(point)* She is wearing a hat. *(point)* She is wearing boots. *(point)* How about that?
T: Look! It's raining! It's a rainy day today. What is Brother wearing? *(question gesture)* What is he wearing today?
C: He is wearing a jacket. *(point)* He isn't wearing a hat! *(point)* He has an umbrella. *(point)* How about that?

B15 SB page 62, Vocabulary

MN: bathing suit (pause) shorts (pause) sandals (pause) hat (pause)

B16 SB page 62, Language

F1: What is she wearing? (pause)
F2: She is wearing a bathing suit. (pause)
F1: What is he wearing? (pause)
F2: He is wearing shorts. (pause)
F1: What is she wearing? (pause)
F2: She is wearing sandals. (pause)
F1: What is she wearing? (pause)
F2: She is wearing a hat. (pause)

B17 SB page 63, Vocabulary

MN: jacket (pause) raincoat (pause) boots (pause) umbrella (pause)

B18 SB page 63, Language

M: What is he wearing? (pause)
F: He is wearing a jacket. (pause)
M: What is she wearing? (pause)
F: She is wearing a raincoat. (pause)
M: What is she wearing? (pause)
F: She is wearing boots. (pause)
M: What does he have? (pause)
F: He has an umbrella. (pause)

B19 "Put It On Chant"

Put on your jacket. It is cold outside!
Zip it up! Zip it up!
Oh, no! It's too hot!
Zip it down! Zip it down!
Put on your sweater. It is cold outside!
Button up your sweater. Button up your sweater!
Oh, no! It's too hot!
Unbutton your sweater. Unbutton your sweater.
And come inside to play!

B20 "Writing Numbers 16, 17"

Let's write some numbers now.
Let's write some numbers now.
Sixteen. Let's write 16.
First you write a 1. *(write it)*
Then you write a 6. *(write it)*
That makes 16! 16. 16. *(point 3X)*
Seventeen. Let's write 17.
First you write a one 1. *(write it)*
Then you write a 7. *(write it)*
That makes 17! 17! 17! *(point 3X)*
1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17.
We love to count and write.
We love to count and write.

B21 SB page 65, Math

FN: sixteen (pause) seventeen (pause)

B22 "Letter *M* Song"

The name of this letter is capital *M*! (hold up card)
The name of this letter is small *m*. *(hold up card)*
When *M*s talk *(make hands talk)*
They don't say *M*!
When *M*s talk *(make hands talk)*
They say */mmmm/*!
/Mmmm/ like *mmmother*. *(show picture)*
/Mmmm/ like *mmmoon*. *(show picture)*
/Mmmm/ like *mmmuffin*. *(show picture)*
/Mmmm/ like *mmmeat*! *(show picture)*
The capital *M* says */mmmm/*! *(capital* M *gesture)*
The small *m* says */mmmm/*, too! *(small* m *gesture)*

B23 SB page 66, Cutouts

FN: moon (pause) milk (pause) mother (pause) mouth (pause) muffin (pause) meat (pause)

B24 Unit 6 Little Book *How Many?*

Page 1. Mom: What do you see?
Page 2. Mom: How many hats do you see?
Juanito: I see 4 hats.
Page 3. Mom: How many socks do you see?
Laura: I see 6 socks.
Page 4. Mom: How many sweaters do you see?
Robert: I see 1 BIG sweater!

Unit 7, Animals

B25 TE page T73, Conversation
G: What is your favorite animal?
B: I like horses.
G: I do, too.

B26 Target Song "The Farm"
C: Farmer, farmer, where is the sheep? *(question gesture)*
T: Here it is! Isn't she sweet? *(hold up Picture Card)*
C: Farmer, farmer, where is the cow? *(gesture)*
T: Here it is! Do you see it now? *(hold up Picture Card).*
C: Where is the chicken, can you see? *(gesture)*
T: Here it is under the tree. *(hold up Picture Card)*
C: Farmer, farmer, where is the rabbit? *(gesture)*
T: Here it is! Let me grab it.
C: Where is the tractor, do you know? *(question gesture)*
T: Here it is, ready to go. *(hold up Picture Card)*
C: Farmer, farmer, where are the lambs? *(gesture)*
T: Here they are! Here are the lambs! *(hold up Picture Card).*
C: Farmer, farmer, where is the barn? *(gesture)*
T: Here it is, in the middle of the farm. *(hold up Picture Card)*
T: Where are the horses? They are not in the barn! *(gesture)*
C: Here they are! They are running on the farm. *(hold up Picture Card)*
T: Thank you! Thank you very much! (spoken)
C: You are welcome! (spoken)

B27 SB page 74, Vocabulary
FN: cow (pause) rabbit (pause) chicken (pause) sheep (pause)

B28 SB page 74, Language
M: Where is the cow? (pause)
F: Here it is. (pause)
M: Where is the rabbit? (pause)
F: Here it is. (pause)
M: Where is the chicken? (pause)
F: Here it is. (pause)
M: Where is the sheep? (pause)
F: Here it is. (pause)

B29 SB page 75, Vocabulary
FN: tractor (pause) barn (pause) lamb (pause) horse (pause)

B30 SB page 75, Language
F: Where is the tractor? (pause)
M: Here it is. (pause)
F: Where is the barn? (pause)
M: Here it is. (pause)
F: Where are the lambs? (pause)
M: Here they are. (pause)
F: Where are the horses? (pause)
M: Here they are. (pause)

B31 TE page T75, Conversation
G: What is your favorite farm animal?
B: Chickens. What's your favorite?
G: Lambs.

B32 "This and That Song"
G: This is a cat.
C: This is a cat.
G: That is a horse.
C: That is a horse.
They live on the farm, of course!
B: These are dogs.
C: These are dogs.
B: Those are ducks.
C: Those are ducks.
They live on the farm. What luck!

B33 "Writing Numbers 18, 19"
Let's write some numbers now.
Let's write some numbers now.
Eighteen. Let's write 18.
First you write a 1. *(write it)*
Then you write an 8. *(write it)*
That makes 18! 18. 18. *(point 3X)*
Nineteen. Let's write 19.
First you write a 1. *(write it)*
Then you write a 9. *(write it)*
That makes 19! 19. 19. *(point 3X)*
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19.
We love to count and write.
We love to count and write.

B34 SB page 77, Math
MN: eighteen (pause) nineteen (pause)

B35 "Letter *L* Song"
The name of this letter is capital *L*! *(hold up card)*
The name of this letter is small *l*. *(hold up card)*
When *L*s talk *(make hands talk)*
They don't say *L*!
When *L*s talk *(make hands talk)*
They say */llll/*!
/Llll/ like *llamb. (show picture)*
/Llll/ like *llion. (show picture)*
/Llll/ like *llemonade. (show picture)*
/Llll/ like *llollipop. (show picture)*
The capital *L* says */llll/*! *(capital* L *gesture)*
The small *l* says */llll/,* too. *(small* l *gesture)*

B36 SB page 78, Cutouts
MN: lizard (pause) lemonade (pause) lamb (pause) lollipop (pause) legs (pause) lion (pause)

B37 Unit 7 Little Book *Where Are the Lambs?*
Page 1. Joan: Where are the rabbits?
Farmer: Here they are.
Page 2. Joan: Where are the lambs?
Page 3. Joan: I see a lamb in the sky.
Farmer: Come with me!
Page 4. Farmer: Here are the lambs.
Joan: I have a lamb, too.

Unit 8, My World

B38 "It's a Week Chant"

Sunday, clap your hands.
Monday, stomp your feet.
Tuesday, wave your hands.
Wednesday, stomp your feet.
Thursday, shake your hands.
Friday, stomp your feet.
Saturday, raise your hands.
And count on your fingers. *(hold up your fingers)*
Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday!
It's a week!

B39 Target Song "My World"

B: Excuse me, excuse me. Where is the fire station? *(question gesture)*
G: It is over there! It is next to the restaurant. (point)
B: Excuse me, excuse me. Where is the restaurant? *(question gesture)*
G: It is over there! It is next to the fire station. *(point)*
B: Excuse me, excuse me. Where is the school? *(question gesture)*
G: It is over there! It is next to the supermarket. *(point)*
B: Excuse me, excuse me. Where is the park? *(question gesture)*
G: It is over there! *(point)* Look! Can you see the park?
B: Thank you! Thank you! Thank you very much!
G: La, la, la, la, la, la, la. Let's go play in the park!
B: Excuse me, excuse me. Where is the hospital? *(question gesture)*
G: It is over there! It is behind the fire station. *(point)*
B: Excuse me, excuse me. Where is the store? *(question gesture)*
G: It is over there! It is in front of the park. *(point)*
B: Excuse me, excuse me. Where is the supermarket? *(question gesture)*
G: It is over there! *(point)* It is behind the restaurant.
B: Excuse me, excuse me. Where is the police station? *(gesture)*
G: It is over there! It is next to the supermarket. *(point)*
B: Thank you. Thank you. Thank you very much.
G: La, la, la, la, la, la, la. Let's go play in the park!

B40 SB page 86, Vocabulary

FN: restaurant (pause) park (pause) fire station (pause) school (pause)

B41 SB page 86, Language

M: Where is the restaurant? (pause)
F: It is over there. It is next to the fire station. (pause)
M: Where is the park? (pause)
F: It is over there. (pause)
M: Where is the fire station? (pause)
F: It is over there. It is next to the restaurant. (pause)
M: Where is the school? (pause)
F: It is over there. It's next to the supermarket. (pause)

B42 TE page T86, Conversation

B: Look at the busy neighborhood! I see a restaurant.
G: Where is the restaurant?
B: It is over there!
G: I see it now. Thank you.
B: You're welcome.

B43 SB page 87, Vocabulary

FN: hospital (pause) police station (pause) store (pause) supermarket (pause)

B44 SB page 87, Language

M: Where is the hospital? (pause)
F: It is behind the fire station. (pause)
M: Where is the police station? (pause)
F: It is next to the supermarket. (pause)
M: Where is the store? (pause)
F: It is in front of the park. (pause)
M: Where is the supermarket? (pause)
F: It is behind the restaurant. (pause)

B45 TE page T87, Conversation

G: Where is the restaurant?
B: It is over there.
G: Where? I don't see it.
B: It is next to the ice cream store.
G: Mmm... I want an ice cream. Thanks!

B46 "Writing Number 20"

Let's write a number now.
Let's write a number now.
Twenty. Let's write 20.
First you write a 2. *(write it)*
Then you write a 0. *(write it)*
That makes 20! 20. 20. *(point 3X)*
1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17, 18, 19, 20.
We love to count and write.
We love to count and write.

B47 SB page 89, Math

MN: twenty (pause) twenty (pause)

B48 "Prepositions Chant"

Put your hands behind you.
Now jump up and down.
Put your hands in front of you.
Then turn around.
Put your hands next to you.
Take a bow.
Count from 10 to 20.
You know how!
10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20!

B49 "Letter *F* Song"

The name of this letter is capital *F*! *(hold up card)*
The name of this letter is small *f*. *(hold up card)*
When *F*s talk *(make hands talk)*
They don't say *F*! *(gesture)*
When *F*s talk *(gesture)*
They say */ffff/*! *(gesture)*
/Ffff/ like *fffour*. *(show picture)*
/Ffff/ like *fffeet*. *(show picture)*
/Ffff/ like *fffarmer*. *(show picture)*
/Ffff/ like *fffire station*! *(show picture)*
The capital *F* says */ffff/*! *(capital* F *gesture)*
The small *f* says */ffff/*, too! *(small* f *gesture)*

B50 SB page 90, Cutouts

MN: fish (pause) four (pause) finger (pause) fire station (pause) feet (pause) farmer (pause)

B51 "Shapes and Colors Song"

Please listen carefully—
Then think and do!
You point out shapes,
And play a game, too.
Point to a circle that is red!
Point to a rectangle that is green!
Now bend down and touch your toes!
Then stand up and touch your nose!
Point to a triangle that is pink.
Point to a square that is purple.
Point to a rectangle that is brown.
Jump two times and sit down!
Point to a square that is orange.
Now to a circle that is blue.
We have finished our game.
No more "Listen and Do!"
No more "Listen and Do!"

B52 Unit 8 Little Book *Shopping with Mommy*

Page 1. Mommy: Where are the chairs?
Salesclerk: They are over there.
Page 2. Tim: Can I sit down?
Salesclerk: Yes, you can.
Page 3. Mommy: Where are the tables?
Salesclerk: They are next to the chairs.
Page 4. Mommy: Where is Tim?
Salesclerk: He's sleeping in the chair!

B53 "Night Sky"

I reach up to the sky! *(reach)*
I reach up to the sky! *(reach)*
But I can't touch it... *(shake head)*
Why? Oh, why? *(question gesture)*
I think it's amazing,
To see the sky at night— *(sweep arm overhead)*
The sky is almost black, but...
The moon is like a light! *(point up)*
The tiny stars twinkle.
The wind moves the clouds. *(move arms like the wind)*
I think it's amazing
To see the sky at night! *(sweep arm overhead)*
I reach up to the sky. *(reach not so high, getting sleepy)*
I reach up to the sky! *(reach lower)*
I can't touch it— *(shake head)*
Good night! I say good night!
Good-bye. Good night. *(wave)*

Unit 9, Show Time!

B54 "Show Time"

We are growing, growing, growing.
We are stars, and we shine.
We are learning lots of English.
Come and see. It's Show Time!
In our show you will find out
What we have learned this year.
We have much to talk about.
We'd like you to see and hear.
It's been fun to work together
With our teacher and our friends.
Please sit down to see our show.
Our learning never ends!
We are growing, growing, growing.
We are stars, and we shine.
We are learning lots of English.
Come and see. It's Show Time!
We are learning lots of English.
Come and see. It's Show Time!

FN: This is the end of CD B.

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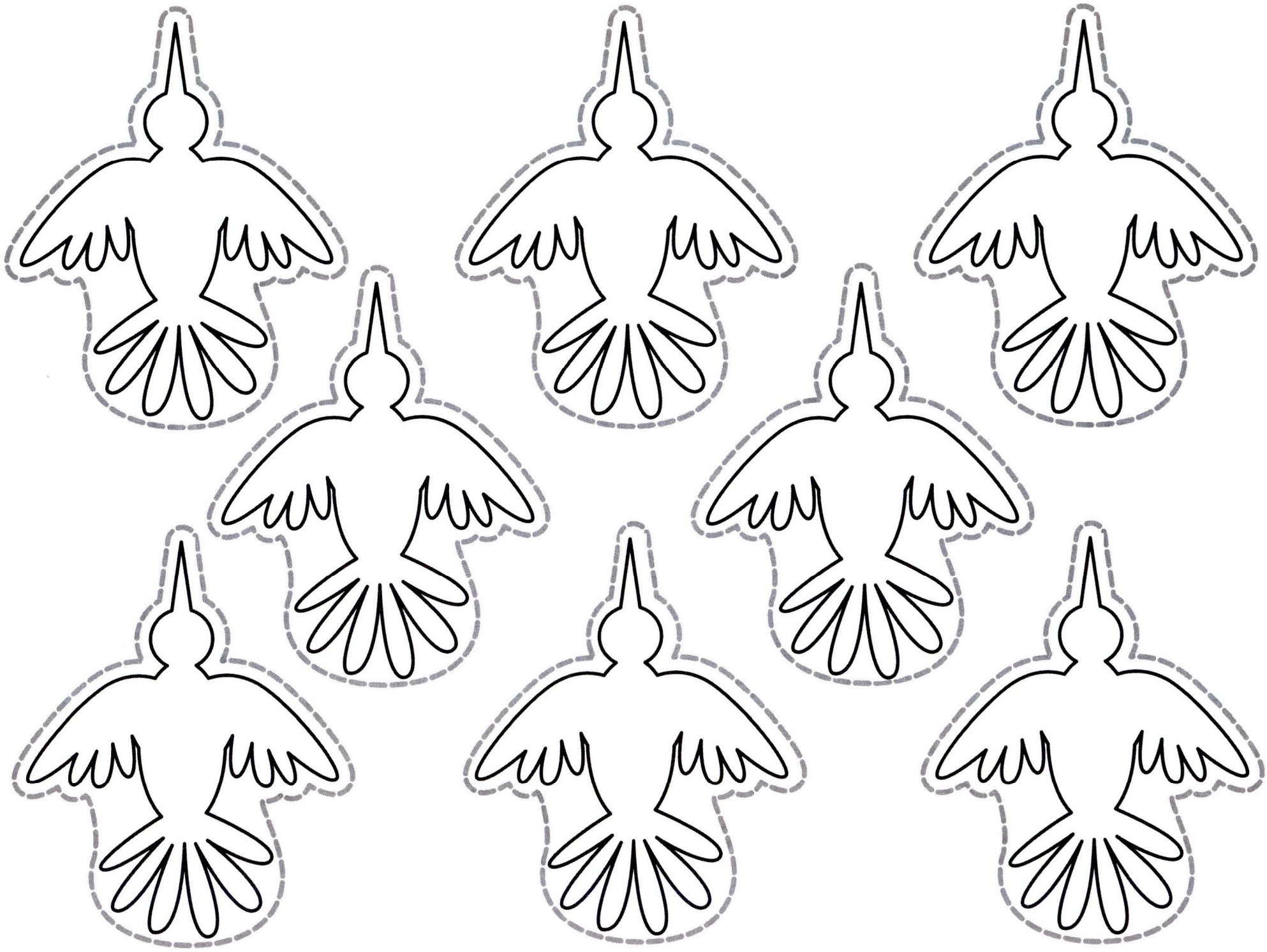

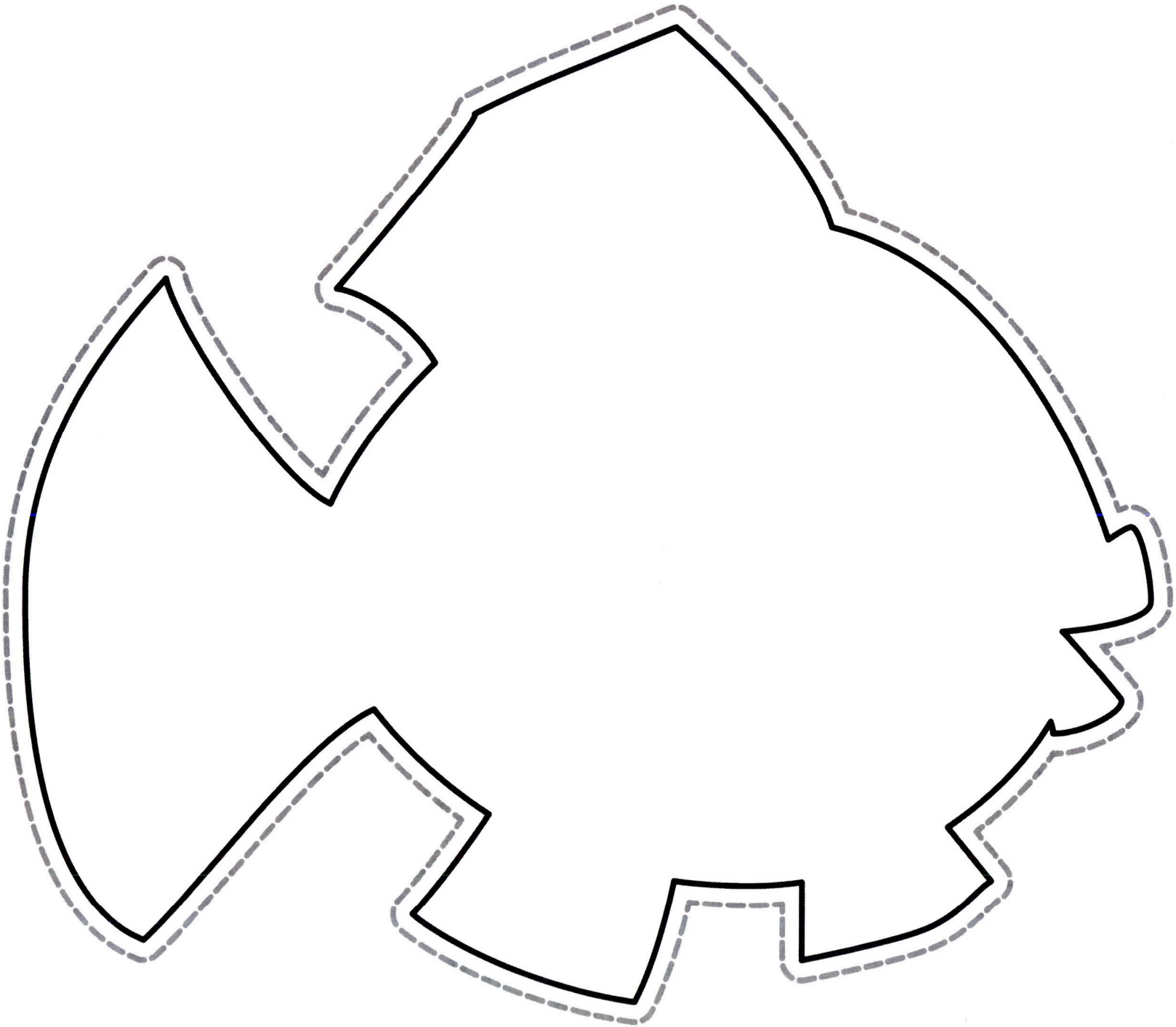

Dear _____

We are learning about school this month. We need to practice saying sentences like these:

What are these? They are balls.

We need to practice using these words:

scissors, markers, shelves, paper, ball, hoop, box, jungle gym

Can you also help me practice these things?

1. Counting things to three
2. Finding the number 3
3. Demonstrating or talking about the values: respecting the teacher and listening

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.

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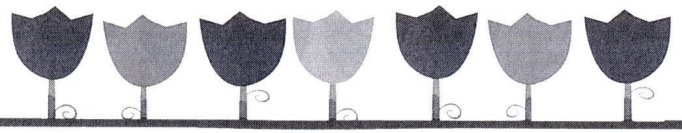

Unit 2

Dear _____,

We are learning about the five senses this month. We need to practice saying sentences like these:

What do you see with? I see with my eyes.

We need to practice using these words:

eyes/see, ears/hear, nose/smell, tongue/taste, hands/touch

Can you also help me practice these things?

1. Finding things shaped like circles and squares
2. Counting to six
3. Finding the numbers 4, 5, and 6
4. Demonstrating or talking about the values: being polite and waiting for your turn

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Dear _____

We are learning about family this month. We need to practice saying sentences like these:

Who is she? She is my grandmother. Who are they? They are my grandparents.

We need to practice using these words:

grandfather, grandmother, aunt, uncle, cousin, house, apartment, pets

Can you also help me practice these things?

1. Finding things shaped like squares, triangles and rectangles
2. Counting to nine
3. Finding the numbers 7, 8, and 9
4. Demonstrating or talking about the value: showing appreciation for family members

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Thank you for helping me practice English!

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Unit 4

Dear _____,

We are learning about toys this month. We need to practice saying sentences like these:

What do you have? I have a tricycle.

We need to practice using these words:

swing, tricycle, car, slide, action figure, blocks, game, play house

Can you also help me practice these things?

1. Counting to 12
2. Finding the numbers 10, 11, and 12
3. Demonstrating or talking about the value: sharing toys to make something together

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Thank you for helping me practice English!

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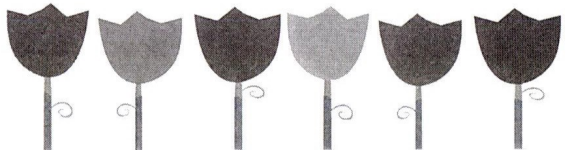

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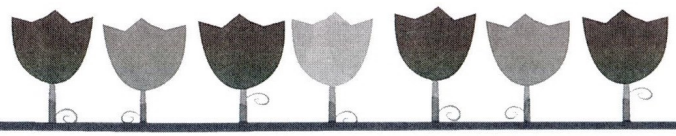

Unit 5

Dear _____,

We are learning about food this month. We need to practice saying sentences like these:

What do you like? I like fish. Do you like fish? Yes, I do./No, I don't.

We need to practice using these words:

meat, fish, orange, salad, corn, watermelon, potatoes, chicken

Can you also help me practice these things?

1. Counting to 15
2. Finding the numbers 13, 14, and 15
3. Finding the letter *S/s*
4. Demonstrating or talking about the values: using table manners

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Thank you for helping me practice English!

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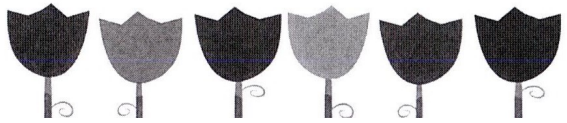

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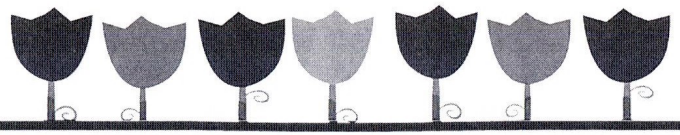

Unit 6

Dear _____

We are learning about clothes this month. We need to practice saying sentences like these:

What is she wearing? She is wearing a bathing suit. What does he have? He has an umbrella.

We need to practice using these words:

bathing suit, shorts, sandals, hat, jacket, raincoat, boots, umbrella

Can you also help me practice these things?

1. Counting to 17
2. Finding the numbers 16 and 17
3. Finding the letter *M/m*
4. Demonstrating or talking about the value: helping others

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Thank you for helping me practice English!

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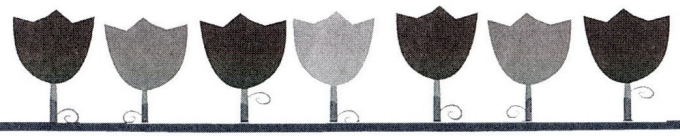

Unit 7

Dear _____

We are learning about farm animals this month. We need to practice saying sentences like these:

Where is the chicken? Here it is. It is under the tree.

We need to practice using these words:

cow, rabbit, chicken, sheep, lamb, horse, tractor, barn

Can you also help me practice these things?

1. Counting to 19
2. Finding the numbers 18 and 19
3. Finding the letter *L/l*
4. Demonstrating or talking about the value: taking care of animals

I love showing you what I'm learning.

Thank you for helping me practice English!

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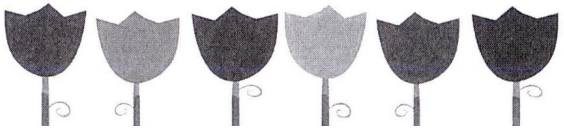

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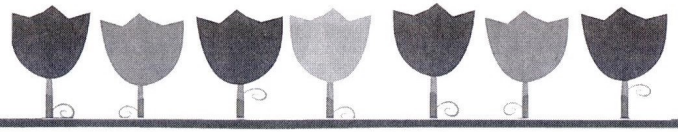

Unit 8

Dear _____

We are learning about places in the community this month. We need to practice saying sentences like these:

Where is the restaurant? It is over there. It is next to the fire station.

We need to practice using these words:

restaurant, park, fire station, school, hospital, police station, store, supermarket

Can you also help me practice these things?

1. Counting to 20
2. Finding the number 20
3. Finding the letter *F/f*
4. Demonstrating or talking about the value: recycling

I love showing you what I'm learning.

Thank you for helping me practice English!

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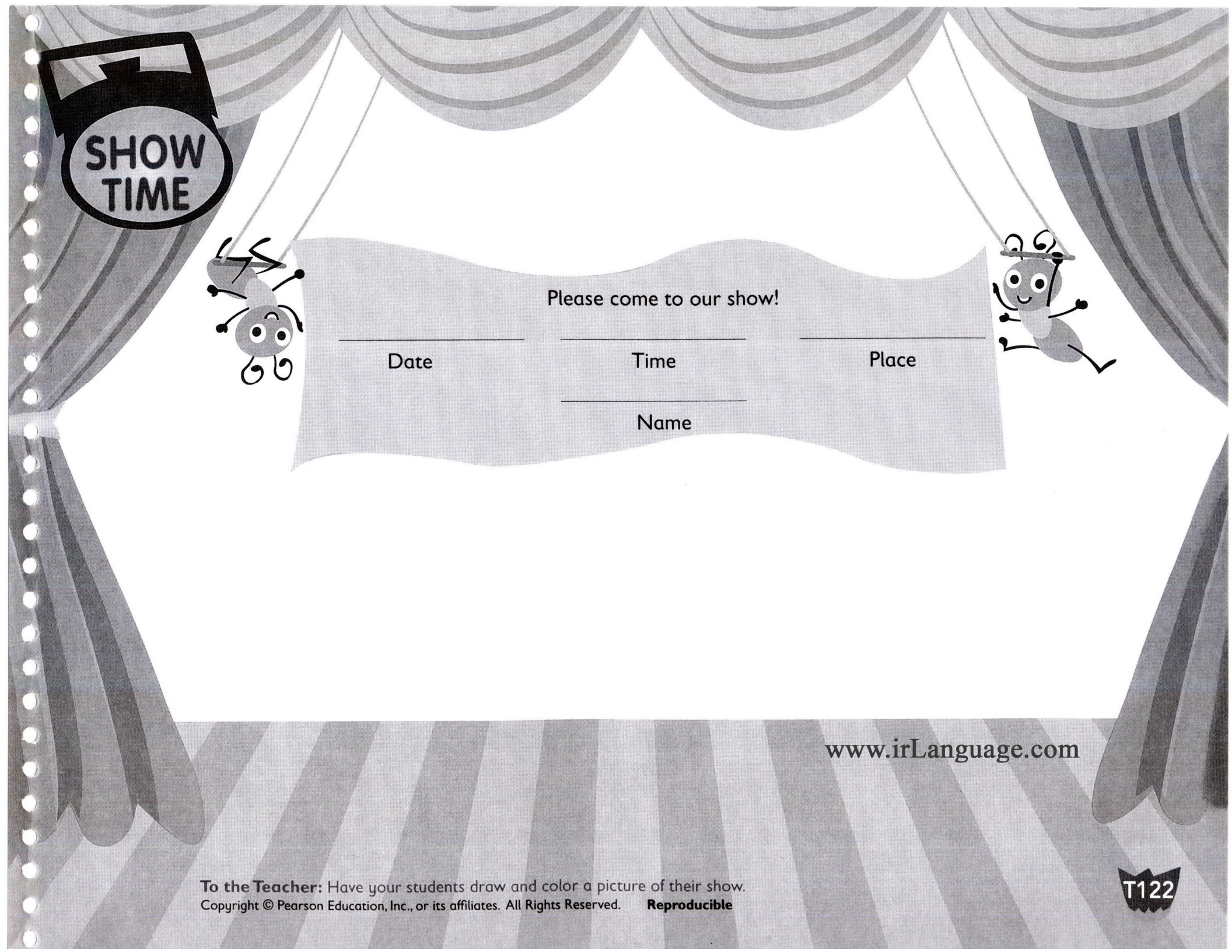

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To the Teacher: Have your students draw and color a picture of their show.

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