# TEACHER'S EDITION

# BIG FUN 1

مرجع زبان ایرانیان

Mario Herrera
Barbara Hojel

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کپی بر داری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

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# BIG 1 FUN

Mario Herrera Barbara Hojel

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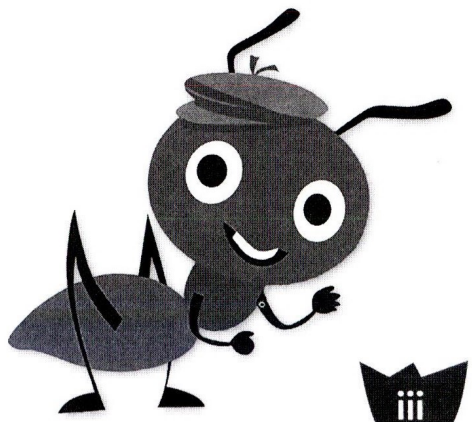


# A Letter from the Authors

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.

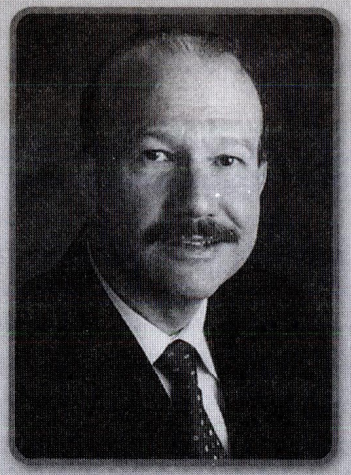
To top it all off, children participate in the assessment process throughout the year as they prepare for the end-of-year performance called Show Time, which parents can attend to witness what their children have learned during the year.

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.

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## 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.

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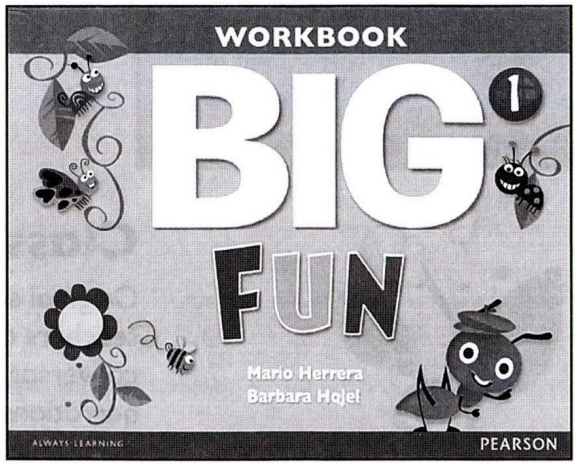
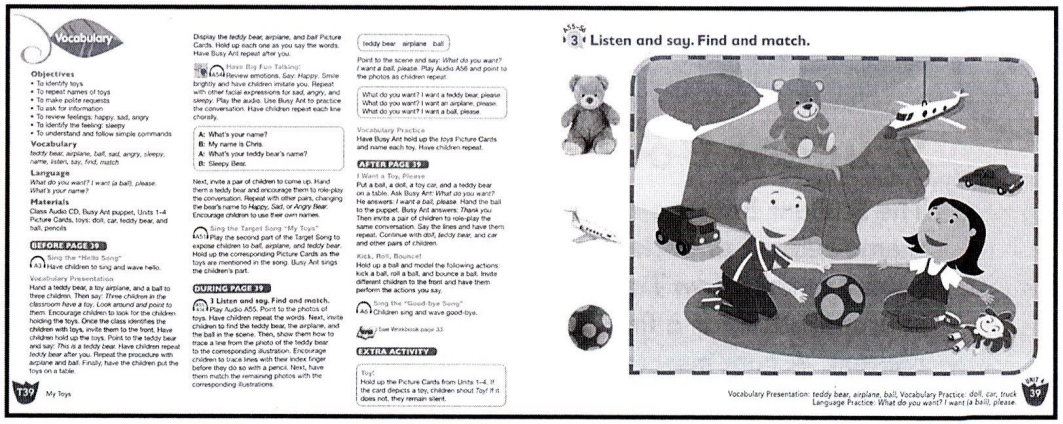
## Workbook with Audio CD

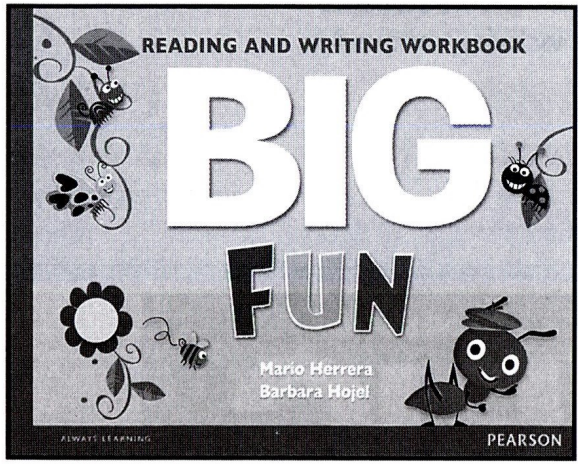



The Workbook gives children focused reinforcement and extension. It can be completed in class or as homework. A variety of activities recycle the vocabulary and language structures. The accompanying Audio CD contains the Little Book audio tracks and the songs and chants from the Student Book. Together 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 with ActiveTeach




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. 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

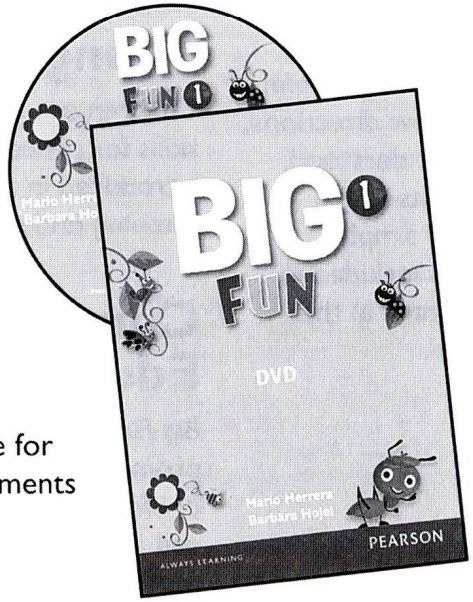
Original songs and chants will delight both teachers and children. Vocabulary structures, conversations, listening activities, and Little Book narrations are also included on the Audio CD.

## Posters

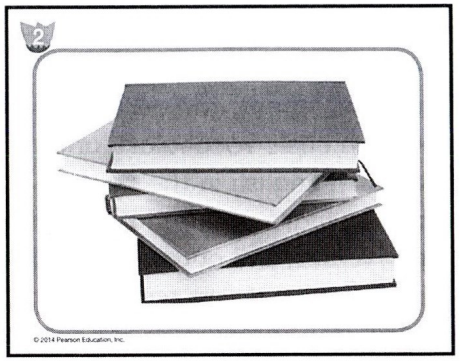
Five posters per level provide additional reinforcement of important concepts. The *Show Time* Posters will help teachers pull together children's ideas and create a fantastic year-end show!

## 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.

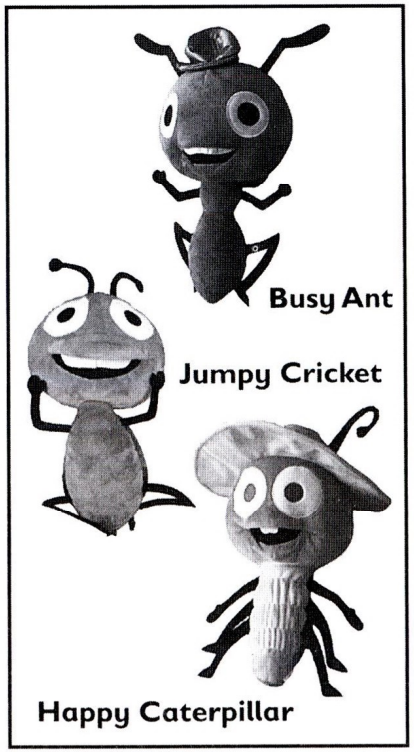



## Picture Cards



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.

## 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!

# 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.

# 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!

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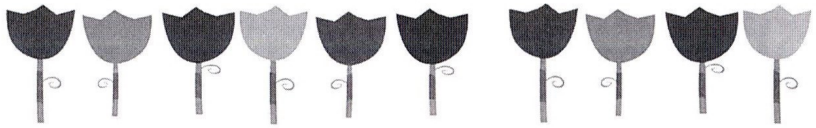
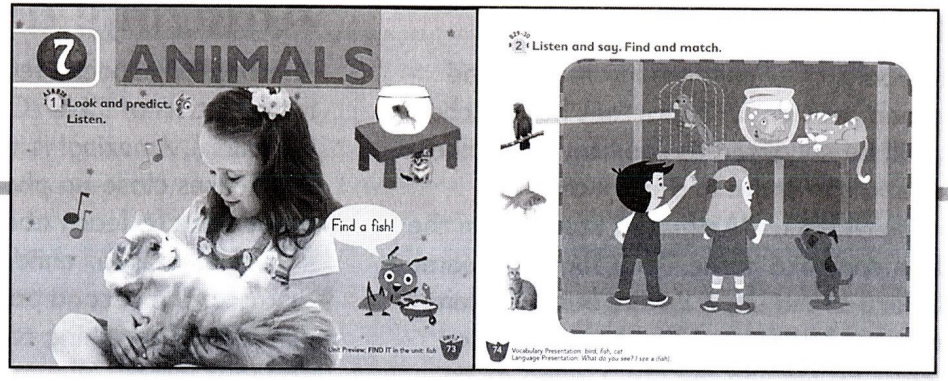


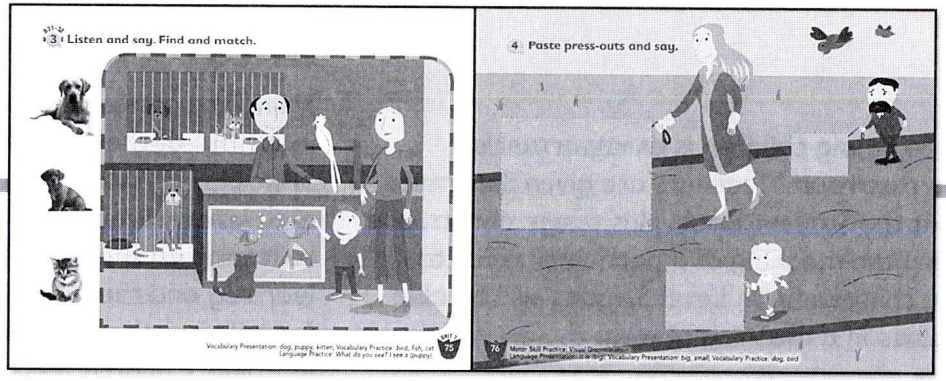
# A Student Book Unit

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.



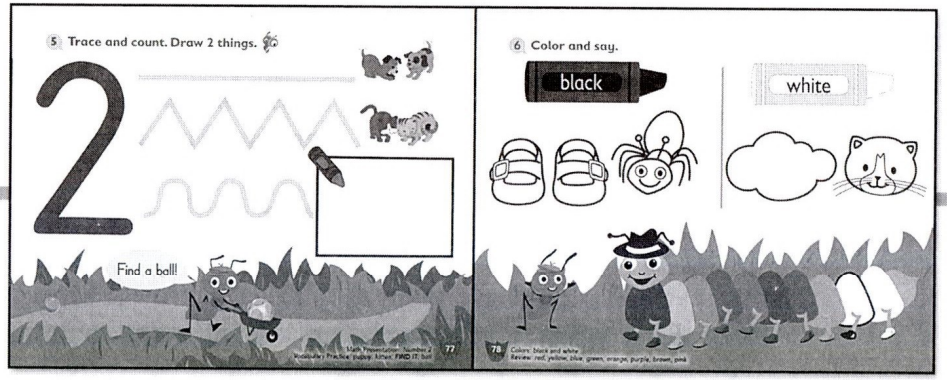

Target language is introduced and practiced with half of the new vocabulary. Children play games and sing songs.

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.



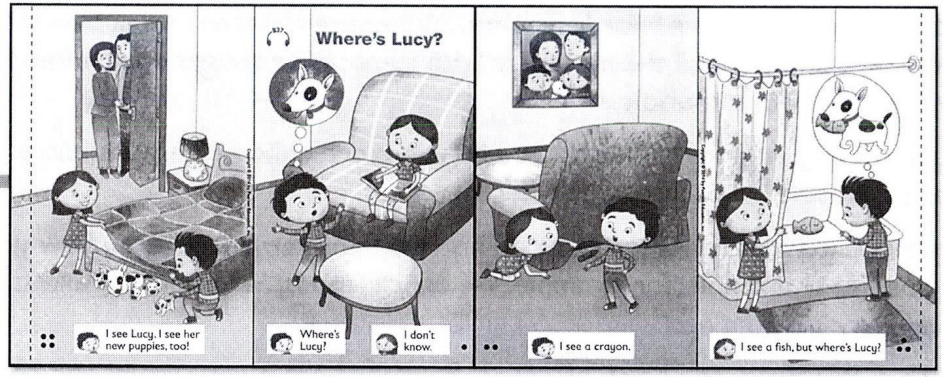

Children use Press-outs in Level 1 to practice vocabulary and structures. This psychomotor skill helps advance children's readiness.

Children are introduced to some math concepts, including shapes and numbers.




Reading and writing development begins here. In Level 1 the focus is on colors, since sounds and letters have not yet been introduced.

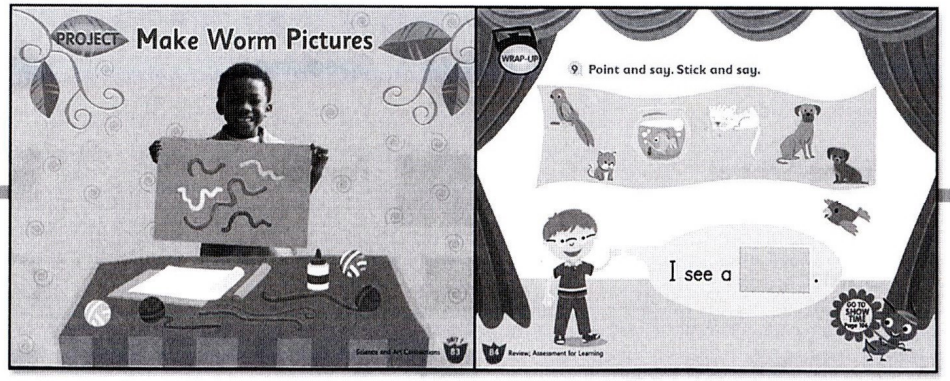
Each unit has a pull-out Little Book with audio support. Role-plays and Animated Stories on the CD-ROM, the DVD, and ActiveTeach provide extensions.




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.

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# 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

Portfolio

Competency-based Education

Game

Art

Audio

Assessment for Learning

Project

Amazing

# 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.

| 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 | ***Colors*** 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.

# Scope and Sequence



| Unit and Theme | Topics and Themes | Communication Objectives | |
|---|---|---|---|
| **1 My Class** | Classroom objects; colors (red); greetings; action verbs; demonstrative pronouns (this, these) | Identify and name classroom items; greet someone and say *good-bye*; understand basic commands; identify location of objects | |
| **2 My Body** | Parts of the body; colors (yellow); action verbs; recognize feelings (happy, sad); demonstrative pronouns (this, these) | Identify and name parts of the body; introduce oneself; understand and follow basic commands; identify what is missing | |
| **3 My Family** | Family members; places; colors (blue); action verbs; recognize feelings (happy, sad, angry); recognize size (big, small) in relation to families; demonstrative pronouns (this, these) | Identify and name family members; understand and follow basic commands; ask for information; identify the location of objects | |
| **4 My Toys** | Toys; colors (green); action verbs; recognize feelings (happy, sad, angry, sleepy) | Identify and name toys; make polite requests; ask for information; understand and follow basic commands; identify the location of objects | |
| **5 My Lunch** | Food and drinks; colors (orange, purple); action verbs | Identify and name foods and drinks; express possession; express likes and dislikes; ask for information; understand and follow basic commands | |
| **6 My Clothes** | Clothes; colors (brown, pink); numbers (one); action verbs; demonstrative pronouns (this, these) | Identify and name clothes; count to 1; name the color of clothes; make polite requests; understand and follow basic commands | |
| **7 Animals** | Animals; colors (black, white); numbers (two); action verbs; size (big, small) | Identify and name animals; count to 2; identify size; identify location of objects; understand and follow basic commands | |
| **8 My World** | Community workers; work-related objects; numbers (three); colors (red, yellow, blue, green, orange, purple, brown, pink, black, white); action verbs | Identify and name community workers; count to 3; express possession; understand and follow basic commands | |

| Target Language | | Pre-reading/ Pre-writing | CLIL Math | CLIL Amazing! Nature and Science | Value |
|---|---|---|---|---|---|
| *What is this?*<br>*It is (a puppet).*<br>*This is (a crayon).* | Understand the preposition *on* | Practice motor skills; practice visual discrimination | Shapes (circle) | Observing living things in a garden | Working together |
| *This is (a nose).*<br>*These are (eyes).*<br>*What is this?*<br>*It is (a nose).* | *What are these?*<br>*They are (eyes).*<br>*What is your name?*<br>*My name is (Maria).* | Practice motor skills; practice visual discrimination | Shapes (square) | Observing insects | Greeting one another |
| *Who is this?*<br>*This is my (mother).*<br>*Who are they?*<br>*They are my (grandparents).*<br>*These are my (grandparents).* | *Where do you go to school?*<br>*I go to (Sunshine Preschool).*<br>Understand the preposition *next to* | Practice motor skills; practice visual discrimination | Shapes (triangle) | Observing ants' behavior and habitat | Respecting others' things |
| *What do you want?*<br>*I want (a car), please.*<br>*What is your name?*<br>*My name is (Chris).* | *What is your cat's name?*<br>*Fluffy.*<br>Understand the prepositions *in, on, under, next to* | Practice motor skills; practice visual discrimination | Shapes (rectangle) | Observing the effect of the wind on plants and trees | Sharing |
| *What do you have?*<br>*I have (a sandwich).*<br>*Do you like (milk)? Yes./No.* | *Where do you live?*<br>*I live in (Mexico City).* | Practice motor skills; practice visual discrimination | Shapes (circle, square, triangle, rectangle) | Observing how food grows | Trying new things |
| *What do you want?*<br>*I want (a skirt), please.*<br>*This is (a skirt). It is (purple).* | *These are (pants).*<br>*They are (blue).* | Practice motor skills; practice visual discrimination | Numbers (1) | Observing that water makes animals and plants wet | Helping each other |
| *What do you see?*<br>*I see (a dog).*<br>*Is the (puppy) big or small?*<br>*It is (small).* | Understand the prepositions *in front of, behind* | Practice motor skills; practice visual discrimination | Numbers (2) | Observing how worms move | Taking care of pets |
| *How many (firefighters) do you see?*<br>*I see (two firefighters).* | *The (doctor) has (a shot).* | Practice motor skills; practice visual discrimination | Numbers (3) | Observing how plants and flowers grow | Recycling |

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# UNIT 1 OVERVIEW

## Communication Objectives

Identify and name classroom items

Greet someone and say *good-bye*

Understand basic commands

Identify location of objects

## Topics and Key Vocabulary

**Classroom Objects:**
*puppet, chair, table, crayon, paper, shelf*

**Greetings:**
*hello, good-bye*

**Colors:**
*red*

**Action Verbs:**
*look, find, listen, say, match, trace, color, draw, point, stick*

**Shapes:**
*circle*

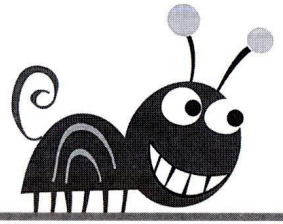
**Nature Words:**
*grass, flower, ladybug, garden*

## Target Language and Structures

*What is this? It is (a crayon).*

*This is (a table).*

Understand the preposition *on*



## Content Connections

**Math:**
Identify shapes: circle

**Nature and Science:**
Observe living things in a garden

**Art:**
Draw a garden

**Music:**
Sing and act out songs
Move to music

**Language Arts:**
Say and act out chants

## Amazing and Project

Observe living things in a garden

Identify wings on insects

**Project:** *Draw a Garden*

## Little Book

*School Days*

# UNIT 1 OVERVIEW

## Pre-reading and Pre-writing

Practice motor skills

Practice visual discrimination

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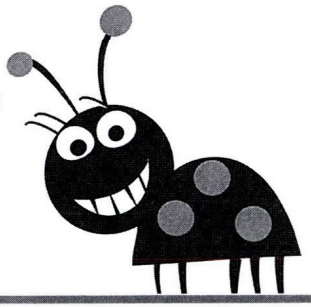

## Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about classroom objects at home

Sing songs and say chants at home

## Competency-based Education

Competency work within the following formative areas:

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

**Personal and Social Development:**
Developing sensitivity toward others;
Little Book page, p. T8

## Values

Working together

# Unit Opener

## Objectives
- To exchange greetings
- To predict unit topic
- To identify classroom objects
- To understand and follow simple commands

## Vocabulary
*hello, good-bye, teacher, friends, wave, say, clap, look, point, smile, listen, predict, find, classroom objects, crayon*

## Language
*Look at me. Look and point. Listen.*
*Find the (crayon).*

## Materials
Class Audio CD, Busy Ant puppet, classroom objects, Stickers page, box, crayons, blindfold, music CD

## BEFORE PAGE 1

### Sing the "Hello Song"
A3 Sing the "Hello Song" at the beginning of the class. Children will enjoy the routine, and it will help them get ready to start speaking English. Play the audio, sing along, and have children listen. Play the audio again, encouraging children to wave hello.

Next, hold up Busy Ant and walk around the room. Have Busy Ant greet all children: *Hello, (Mary).*

### Say the "Hand Signal Chant"
A4 This chant gets children's attention and teaches classroom commands. Play the audio, say the chant, and demonstrate the actions. Repeat and have children do the actions with you.

**TIP:** Routines
Preprimary children thrive on routines. The songs and chants in *Big Fun* let children know exactly what to expect.

## DURING PAGE 1

### 1 Look and predict. Listen.
A5, A7

### Predict Together
Display page 1. Point to the paper, shelf, and the puppet. Say the words and have children repeat after you. Ask: *Where do we find a puppet, paper, and a shelf? Where do we find these objects?* Lead children to answer: *In my classroom!* Children may use their native language if they cannot say it in English.

Next, play Audio A5. Mime the actions. Encourage children to follow along. At the end of the song, fill in the missing words: *Fun with (my classroom)!*

Then, play the Target Song "My Class" to expose children to the new vocabulary. Use the puppet to model the questions and answers in the song. Have the puppet point to the corresponding classroom objects as they are mentioned in the song.

### Do the *Find It!* Activity
Display page 1. Point to Busy Ant with the crayon. Say: *Find a crayon!* Point to the crayon and say: *Crayon*. Encourage children to flip through the unit pages and look for all the crayons. (There are crayons on pages 1, 3, 6, and 12 as well as on Press-outs and Little Book pages.)

## AFTER PAGE 1 irLanguage.com

### Check Predictions
Have children walk around the room and point to paper, crayons, shelves, and/or puppets. Then ask: *(Julie) can we find (paper) in our classroom?* Encourage the child to answer affirmatively. Repeat with other children.

### Find the Crayons!
Put several classroom objects inside a box. Invite a child to the front. Blindfold the child and ask him/her to take a crayon out of the box. Have the child hold up the object and show it to the class. Have Busy Ant ask: *Crayon?* Encourage the class to answer *Yes!* or *No!* Help the child remove the blindfold and help him/her see if the item is a crayon or not. If it is a crayon, he/she may keep it, if not, the child has to put it back inside the box. Repeat with other children.

### Sing the "Good-bye Song"
A6 Play the audio and have Busy Ant sing to the children. Encourage children to wave good-bye.

### Portfolio
Gather letter-sized or smaller student work throughout the year for Portfolios for Level 1. Use the Press-outs 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

### Clap!
Have children stand in a circle. Model the action *clap*. Play some background music and encourage children to clap. Stop the music and have children stop clapping. Repeat several times.

# Vocabulary

## Objectives
- To identify classroom objects
- To repeat names of classroom objects
- To follow simple commands

## Vocabulary
*puppet, chair, table, hello, good-bye, sing, listen, say, find, match, point, trace, run*

## Language
*What is this? It is (a puppet).*
*Is this (a table)? (Yes./No.)*

## Materials
Class Audio CD, Busy Ant puppet, *puppet*, *chair, crayon, paper, shelf* and *table* Picture Cards, pencils, ball, shelf, chair, puppet

## BEFORE PAGE 2

### Sing the "Hello Song"
A3 Play the audio and sing along. Have children wave hello. Start encouraging children to sing along.

### Vocabulary Presentation
Display the *puppet*, *chair,* and *table* Picture Cards. Say the words and have Busy Ant repeat after you. Do it once more, encouraging children to repeat the words aloud.

### *Yes* and *No*
Have children shake their heads *No* and nod their heads *Yes*. Hold up each Picture Card and say a word. If the word matches the picture, children say *Yes* and nod. If it doesn't match, children say *No* and shake their heads.

### Target Song
A7 Play the first part of the Target Song "My Class." Use the puppet to model the conversation. Have him point to the classroom objects as they are mentioned in the song. Have children listen.

## DURING PAGE 2

### 2 Listen and say. Find and match.
A8, A9 Play Audio A8. Display page 2. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the puppet, the chair, and the table in the scene. Then, show them how to trace a line from the photo of the puppet 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.

puppet chair table

Point to the scene on the page and say: *What is this? It is a puppet*. Play Audio A9 and point to the photos as children repeat the language.

What is this? It is a puppet.
What is this? It is a chair.
What is this? It is a table.

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## AFTER PAGE 2

### Run, Point, and Say
Attach the *puppet, chair,* and *table* Picture Cards to the board at children's eye level. Have a child stand at the back of the room. Say *Puppet!* and encourage him or her to run to the front and touch the corresponding card. Have the child name the item. Repeat with other children and target vocabulary.

### What Is This?
Have children sit in a circle. Next, roll a ball to a child. Hold up a puppet and ask: *What is this?* Encourage him/her to answer: *It is a puppet.* Roll the ball to another child. Point to a chair and ask: *What is this?* Have him/her answer: *It is a chair.* Finally, roll the ball to a third child. Point to a shelf. Ask: *What is this? It is a shelf.* Repeat until all children have participated.

### Sing the "Good-bye Song"
A6 Play the audio and sing the "Good-bye Song." Singing the "Hello Song" and the "Good-bye Song" every day will help children master them quickly and enjoy the routines.

WB See Workbook page 2.

## EXTRA ACTIVITY

### Greeting Game
Invite children to stand in a circle. Stand inside the circle and use Busy Ant to help you model the following greeting: *Hello. My name is ___.* Let Busy Ant answer: *Hello. My name is Busy Ant.* Then, wave to Busy Ant and say: *Good-bye.* Have Busy Ant wave to you as he says: *Good-bye.* Move around the circle and repeat the conversation with several children.

# Vocabulary

## Objectives
- To identify classroom objects
- To repeat names of classroom objects
- To follow simple commands

## Vocabulary
*crayon, paper, shelf, sing, stand up, walk, jump, march, dance, stop, sit down, listen, say, find, match, trace, touch*

## Language
*What is this? It is (a crayon).*

## Materials
Class Audio CD, Busy Ant puppet, *puppet, chair, table, crayon, paper,* and *shelf* Picture Cards, pencils, classroom objects, items different from classroom objects, music CD

## BEFORE PAGE 3

**Sing the "Hello Song"**
A3 Play the audio and start encouraging children to sing along and wave hello.

**Sing the "Action Game Song"**
A10 Play the audio. Have children listen and do the actions along with you. This song helps children understand the teacher's directions and helps them get ready for the next activity.

**Vocabulary Presentation**
Display the *crayon*, *paper,* and *shelf* Picture Cards. Hold up each card as you say the word. Have Busy Ant repeat after you. Encourage children to repeat the words after the puppet.

**Target Song "My Class"**
A7 Play the second part of the Target Song to reinforce the words *crayon, paper,* and *shelf.* Use the puppet to model the conversation. Have Busy Ant point to the classroom objects as they are mentioned in the song. Have children listen and look at the object Busy Ant points to.

## DURING PAGE 3

**3 Listen and say. Find and match.**
A11, A12 Play Audio A11. Point to the photos, say the words, and have children repeat after you. Then, have them find the crayon, the paper, and the shelf in the scene. Next, show them how to trace lines to match the photos with the corresponding illustrations. Encourage them to trace the lines with their index finger before they do so with a pencil.

crayon paper shelf

Point to the scene. Say: *What is this? It is a crayon.* Play Audio A12 and point to the photos as children repeat the target language.

What is this? It is a crayon.
What is this? It is paper.
What is this? It is a shelf.

**Puppet, Chair, Table!**
Practice the vocabulary presented on page 2 (*puppet, chair, table*). Point to these items on page 3 and ask: *What is this?* Prompt children to answer chorally: *It is (a chair).*

## AFTER PAGE 3

**Touch and Say**
Attach the *puppet, chair, table, crayon, paper,* and *shelf* Picture Cards to the board at children's eye level. Model with Busy Ant: *Touch the (crayon).* Busy Ant touches the crayon and says: *It is (a crayon).* Ask the class: *What is this?* Have children answer chorally: *It is (a crayon).* Repeat with the other target items.

**Classroom Object!**
Have children sit in a circle. Place several objects inside it. Walk around the circle and play some music. Stop the music and tap a child's shoulder. Say: *Classroom object!* Encourage the child to stand up and select a classroom object from the ones inside the circle. Have the child take the item back to his/her place. Continue playing until there are no more classroom objects left.

**Teacher Can't See**
Hold a Picture Card above your head so you cannot see it but the children can. Ask: *Is it (a crayon)?* Prompt children to call out *Yes* or *No*. Repeat with the other cards.

**Sing the "Good-bye Song"**
A6 Play the audio. Have children listen and have them wave good-bye.

WB See Workbook page 3.

## EXTRA ACTIVITY

**Look and Jump!**
Show the *classroom objects* Picture Cards. Show a card and name the object. If it is the correct object, children jump in place. If it is not, they stand still.

# Practice

## Objectives
- To practice fine motor skills
- To identify classroom objects
- To practice visual discrimination
- To understand the preposition *on*

## Vocabulary
*crayon, paper, table, press out, glue, on*

## Language
*What is it? It is (a crayon).*
*What is this? This is (a table).*

## Materials
Class Audio CD, Busy Ant puppet, music CD, beanbag, Press-outs page, classroom objects, glue

## BEFORE PAGE 4

**Sing the "Hello Song"**
A3 Play the audio and invite children to sing along and wave hello.

**Have Big Fun Talking!**
A13 Play the audio. Use Busy Ant to model the conversation.

**A:** Hello!
**B:** Hello!
**A:** Let's go play!

Invite a pair of children to role-play the conversation. Play the audio as many times as needed. Repeat with other pairs of children.

**Say the "Hand Signal Chant"**
A4 This chant helps children understand classroom rules and commands. This time, say *Press-out!* instead of *Listen to me!* Display the Unit 1 Press-outs and show children how to pop them out.

**"Let's Start Working"**
A14 Play the audio and sing this song as a cue that it is time to start working on the new page.

## DURING PAGE 4

**4 Paste press-outs and say.**
Hold up the Unit 1 Press-outs. Help children press them out. Hold up the *crayon* Press-out and ask: *What is it? It is a crayon.* Repeat with the *paper* Press-out. Next, display page 4. Help children put a small amount of glue on the Press-outs and ask them to paste them in the boxes. Point to Busy Ant and explain that he is pointing to the table and saying *This is a table!* Have children repeat *This is a table!*

**Talk about It**
As children work, walk around the room. Point to the Press-outs and to the table on page 4. Then, ask *What is this?* Encourage children to answer: *This is (a crayon).*

**TIP: Develop Cues**
It is a good idea to develop a cue in your classroom for times when you want children only to look and listen, such as folding your hands in front of yourself or placing your hands on your shoulders. As children copy your action, the class will gradually quiet down.

## AFTER PAGE 4

**Hot Potato**
Have children sit in a circle. Hand a child a beanbag, which will be the hot potato. Play some music and have children pass around the beanbag. Stop the music and say, *It's paper.* Encourage the child with the hot potato to stand up and look around the room for some paper. Repeat the procedure with *table* and *crayon.* Play several rounds.

**Say the "Shape Chant"**
A15 Play the "Shape Chant" to preview circles. Have children stand and hold hands in a circle as they chant.

**This Is a Table!**
Have children stand in a circle. Put a table inside the circle. Throw a beanbag to a child. Have him/her run to the table, touch it, and shout: *This is a table!* Encourage the class to clap when the child touches the table. Repeat the procedure until all children have participated.

**Sing the "Good-bye Song"**
A6 Play the audio and invite children to sing along and wave good-bye.

WB See Workbook page 4.

## EXTRA ACTIVITY

**Naming Game**
Place classroom objects on a table where children can see them. Show them how to hold up an item that you name. Invite them to come up and pick out the item as you say its name. Ask classmates to clap if children are correct.

# Math

## Objectives
- To identify and name shapes: circle
- To practice tracing circles
- To practice visual discrimination

## Vocabulary
*circle, chair, trace, say, walk, jump, march, find, shape, look, start, work*

## Language
*What is it? It is (a circle).*
*Do you see another circle?*
*Find (a chair).*

## Materials
Class Audio CD, various colored paper circles, Busy Ant puppet, scissors, colored paper, pencils, illustrated storybook

## BEFORE PAGE 5

**Sing the "Hello Song"**
A3 Play the audio. Have children listen and wave hello. Encourage them to start singing.

**Circles in the Air**
Hold up a paper circle. Say: *It is a circle.* Trace a big circle in the air with your index finger. Say: *It is a circle.* Have children trace circles in the air and say: *Circle.*

**Say the "Shape Chant"**
A15 Before class, cut various circles out of colored paper and place them around the room. Play the audio. Say the chant and invite children to listen and do the actions that go with it.

**Sing "Let's Start Working"**
A14 Use this song throughout the program as a cue that it is time for children to begin working in their books. Say and model: *Open your books to page 5.*

## DURING PAGE 5

**5 Trace and say.**
Point out a circle on the page and say: *Circle.* Have children repeat after you. Then trace the circle with your finger. Start at the dot and trace counterclockwise. Then trace with a pencil. Have children trace the circle in their books, first with their index finger and then with a pencil.

Use gestures and ask: *Do you see another circle?* Help children see that the sun, the balloon, and the donut are circles. Have them trace the sun and the balloon.

**Do the *Find It!* Activity**
Point to Busy Ant with the chair in his wheelbarrow. Read the text aloud: *Find a chair!* Have children find chairs on the page. (There are two.) Extend the activity by asking children to point to chairs in the room.

## AFTER PAGE 5

**Circle Hunt**
Hide the paper circles around the room. Place a table at the front. Then say: *Let's go on a circle hunt!* Encourage children to walk around and look for the circles. Ask them to put the circles they find on the table.

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**Circle!**
Have children sit in a semicircle. Show them a storybook and flip through the pages. Have children shout *Circle!* every time they see one.

**Walk in a Circle!**
Have children stand in a circle. Say *On the count of three, let's walk in a circle. Ready? 1, 2, 3, walk!* Repeat with *jump* and *march.*

**Sing the "Good-bye Song"**
A6 Play the audio. Have children listen and wave good-bye. Encourage children to sing along.

See Workbook page 5.

## EXTRA ACTIVITY

**Circle Game**
Take children to the playground. Trace a circle on the ground. Extend your hands as you invite children to make a circle. Say: *Let's make a circle.* Tell children that you will be the leader and they will follow you around the circle, doing what you say. March on the circle as you chant: *March, march, march on the circle.* Encourage children to chant with you as they march on the circle. Repeat with: *jump on the circle, walk on the circle,* and *dance on the circle.* Model the actions. Then lead children in doing various actions as they chant.

# Colors

## Objectives
- To identify and name colors: red
- To identify red items
- To color items red

## Vocabulary
*red, crayon, apple, watermelon, caterpillar, color, say, point*

## Language
*Is it red? (Yes.) This color is red. This is (a crayon). It is red.*

## Materials
Class Audio CD, red crayons, red items, shoebox, red paper, glue, marker, Busy Ant puppet, large piece of construction paper, scissors, tape

## BEFORE PAGE 6

### Sing the "Hello Song"
A3 Play the audio and have children listen and wave hello. Start encouraging them to sing along.

### Review "Shape Chant"
A15 Say the "Shape Chant" again. Play the audio and do the actions that go with it. Invite children to do the actions. Some may be ready to chant along. Praise all efforts.

**TIP: Repetition**
Revisiting objectives through songs, chants, and other activities provides children with the practice they need in order to master language and skills.

### Sing the "Color Song" (Red)
A16 Gather red things. Point to each one and have Busy Ant say: *Red*. Have children repeat each time. Then switch to asking. As you point to something, have the puppet ask: *Is it red?* Shake your head and say *No* or nod your head and say *Yes.*

Play the audio, sing the song, and do the gestures that go with it. Play the song again and encourage children to do the actions along with you. Some may be ready to sing along.

### Sing "Let's Start Working"
A14 Play the audio and sing this song to let children know that it is time to open their books. Say and model: *Open your books to page 6.*

## DURING PAGE 6

### 6 Color and say.
Point to the crayon on the page and say: *What is this?* Prompt children to answer using the new language: *It is a crayon.* Point to the crayon and say: *This is a crayon. It is red.* Point to the caterpillar's hat and shoes and say: *Red*. Then pick up a red crayon and point to the apple on the page. Distribute red crayons and invite children to color in the apple, the watermelon, and the caterpillar's body segment red.

## AFTER PAGE 6

### Red Box
Create a "red box." Decorate a shoebox with red paper and write *RED* on it. Have children walk around the room and look for red objects. Encourage them to put the items inside the box. Finally, take the items out of the box and show them to the class. Encourage children to say *Red* each time.

### Find Red
Have children sit in a circle. Hand the puppet a red crayon and say: *Find red.* The puppet "walks" over to something red and touches it with the crayon. The puppet says: *Red*. Then the puppet hands the crayon to a child and says: *Find red*. The child stands up and walks to touch something red with the crayon. He or she says *Red* and gives the crayon to the next child. Help him or her say: *Find red.* Continue in this way until all children have participated.

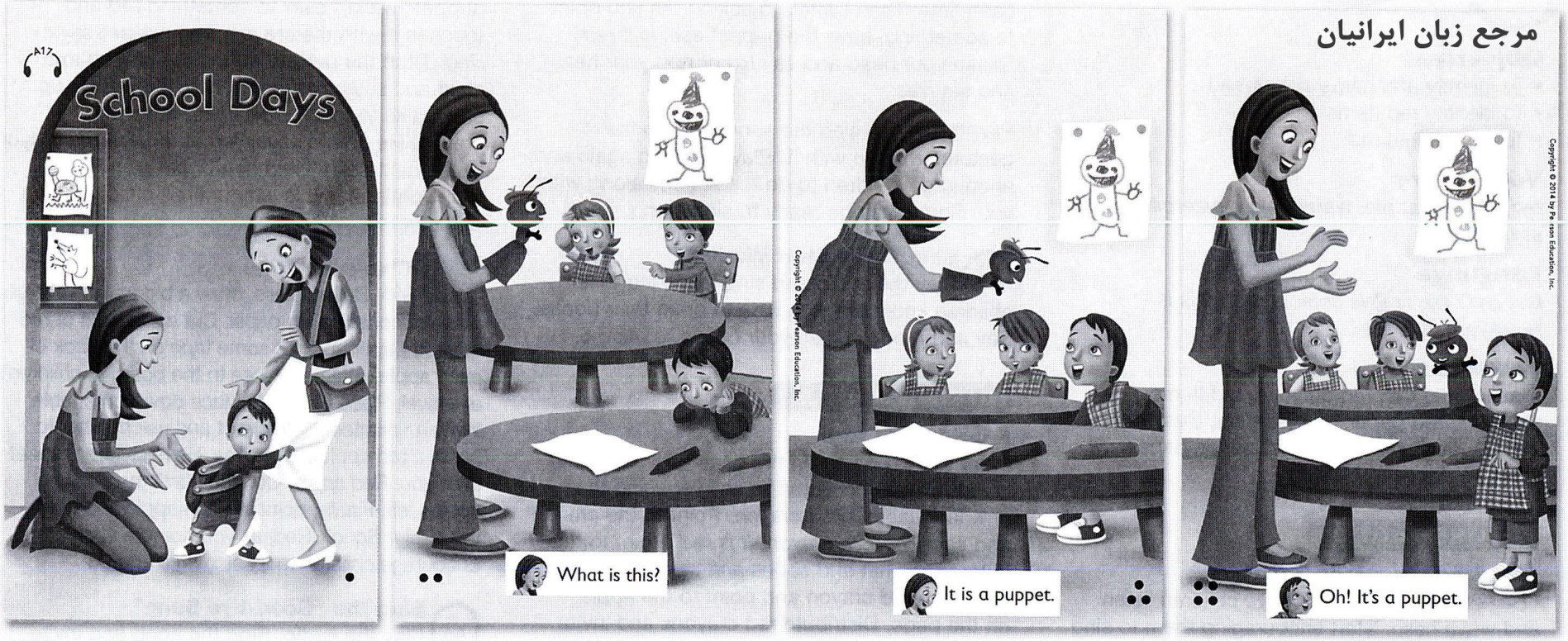
### Apple Tree!
A16 Before class, draw a big tree on a large piece of construction paper. Cut apples out of red colored paper and put some tape on the back of each apple. Attach the tree to the board at children's eye level. Place the apples face down on a table. Invite a volunteer to the front and ask him/her to paste a red apple on the tree. Have children repeat after you: *Red apple.* Continue until there are no apples left. Finally, point to each apple and play the "Color Song" (Red) as you point to each apple. Encourage children to try singing along.

### Sing the "Good-bye Song"
A6 Play the audio. Sing the song and invite children to wave good-bye. Some may be ready to sing along.

WB See Workbook page 6.

## EXTRA ACTIVITY

**Touch Red!**
Distribute red items around the room. Children walk around the room looking for the red items. When a child touches a red item, he/she says: *Red!* The class repeats *Red* and claps.




## AUDIO SCRIPT

A17 **School Days**

1. [no audio on this page]
2. Ms. Sanchez: What is this?
3. Ms. Sanchez: It is a puppet.
4. Carlos: Oh! It's a puppet.

## HOME-SCHOOL CONNECTION

Encourage children to take their Little Book home to share with their families. This book is about school, school supplies, and shyness, so there are many things to talk about. The children in the story draw pictures and play with a puppet at school. Children may enjoy doing these activities at home as well.

## SHOW TIME PREPARATION

AFL Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Start talking about Show Time by suggesting ideas for the program, such as role-playing this story, for example.

# Little Book

## Objectives
- To assemble a Little Book
- To listen to and read a story
- To role-play a story

## Vocabulary
*paper, table, crayon, chair, school, book, title, story, page*

## Language
*What is this? It is (a puppet).*
*Is this (a table) or (a puppet)? It is (a table).*
*This is the title.*
*This is page (1).*

## Materials
Class Audio CD, Busy Ant puppet, DVD or ActiveTeach, red items, *chair, shelf,* and *table* Picture Cards, beanbag

## BEFORE THE LITTLE BOOK

### Sing the "Hello Song"
A3 Play the audio. Invite children to wave hello. Start encouraging them to sing along.

### Sing the "Color Song"
A16 Play the audio and do the gestures. Play it again and have children join in. Say: *Show me red.* Have Busy Ant demonstrate touching or pointing to something red. Then ask volunteers to show you red things around the classroom.

### Access Prior Knowledge
Smile and say: *I feel happy.* Draw a happy face on the board. Next say, *I feel sad*. Draw a sad face. Tell children they are going to read a story about a boy who felt sad on his first day of school. Invite children to say how they felt on their first day of school, happy or sad. Provide language support as necessary.

## DURING THE LITTLE BOOK

### A17 School Days
**1.** Have children turn to page 7. 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 things. Praise and encourage all efforts.

**3.** Explain the conventions of the Little Books to children. Point to the title and say: *This is the title. The title of the story is "School Days."* Draw four sets of dots on the board. Point to each set and count the dots. Have children count with you. Then point to the dots on page 1 and say: *This is page 1.* Repeat for the remaining pages. Next, point to the drawing of the teacher next to the lines and say: *This is what the teacher says.* Invite a child to point to the boy and to the corresponding drawing next to the lines. Ask: *Who is talking now?* Encourage children to answer: *The boy.*

**4.** Play the audio while you show children the pages. Do not point or gesture, just let them listen and look at the book.

**5.** Play the audio again. This time, for pages 2 and 3, point to the drawing of the character that shows who is speaking: *the teacher.* On page 4, point to Carlos and then to the words he says. Use the pictures and pantomime to help children understand what is happening.

**6.** Check children's comprehension. Point to different items in the story and ask: *Is this (a table) or (a puppet)?*

## AFTER THE LITTLE BOOK

### CBE Role-play
Act out the story with the puppet to reinforce comprehension. Try to copy the expressive voices used by the characters. Invite children to participate. Say the lines while children act out the story.

### A2 Parade around the Room
Play the "Big Fun Theme Song" during the parade. Have children stand in a line behind you and march around the room. Call out an action and have the children do the action while following: *jump, walk, dance, clap,* and *raise your hand*. At the end, say: *Sit down.* Have children return to their seats.

### Play the DVD
As a reward, show the story on the *Big Fun* video or in the ActiveTeach.

### A6 Sing the "Good-bye Song"
Play the audio. Have children listen and wave good-bye. Encourage children to sing along. Some may be ready to do so.

WB See Workbook page 7.

## EXTRA ACTIVITY

### Chair, Table, Shelf
Have children sit in a circle. Throw a beanbag to a child and show the *chair* Picture Card. Have the child stand up and run to a chair. Have him/her stand next to the chair and remain there. Repeat the procedure with *table* and *shelf.* Continue playing until there are no children in the circle.

## Values

### Objectives
- To learn a value: Working together
- To use language to express a value

### Vocabulary
*value, work, together, draw, color, yourself*

### Language
*We work together.*

### Materials
Class Audio CD, crayons, Unit 1 Picture Cards, Busy Ant puppet, classroom and non-classroom objects

## BEFORE PAGE 9

**Sing the "Hello Song"**
A3 Play the audio. Invite children to wave hello. Start encouraging them to sing along.

**Sing the Target Song**
A7 Revisit the Target Song "My Class." Play the audio and use Busy Ant to model the conversation. Stop the audio when a classroom object is mentioned. Invite a volunteer to stand up and look around the room for that item. Repeat with other items and volunteers. You may encourage children to start singing their part. Praise all efforts.

**Let's Work Together**
Tell Busy Ant: *Make a circle*. He thinks about it, takes some chalk, and draws a circle on the board. Say: *Let's work together. Let's make a circle.* Draw half of a circle on the board at children's eye level and have the puppet finish it. Say: *We work together.* Use body language to show the meaning of the word *together*.

Invite a volunteer to the board. Use gestures and say: *Let's make a circle together. You, me, and Busy Ant.* Draw part of a circle. Have the puppet draw the second part, and have the volunteer connect the last part. Say: *We work together.*

Have all children stand up. Reach your hands out and say: *Let's make a big circle. Let's work together.* Guide the children in getting into a big circle, holding hands. Say: *We work together.*

**I See You!**
Invite children to stand in a circle and play a quick game of *Peek-a-boo*. Cover your eyes and then uncover them. Gesture to one of the children in the circle and say: *I see YOU! Hello, (Jenny).* The child responds: *Hello, (Teacher).*

**Musical Cues**
A4, A14 Use the "Hand Signal Chant" to direct children from the circle back to their seats. On the last line say: *Sit down in your chair.*

Then, sing "Let's Start Working" to cue children that it is time to begin working in their books. Display page 9. Say: *Open your books to page 9.*

## DURING PAGE 9

**7 Draw and color yourself.**
Point to the page and say: *The children work together to water the plant.* Point to the boy and the girl and say: *This is a boy. This is a girl.* Next, point to the child in the center and say: *This is you!* Have children draw and color a picture of themselves. Remind them to include all facial features.

## AFTER PAGE 9

**Who's Wearing Red?**
Walk around and tap children who are wearing something red. Point to the red clothing or item and say: *Red*. Invite volunteers to follow your lead. They can tap the same children or find new ones.

(If children wear uniforms, you can do an alternate activity: Give them each a different colored crayon to hold and tap the children holding red.)

**Sing the "Action Game Song"**
A10 Play the audio. Have children listen and do the actions. This will help them review classroom commands.

**Sing the "Good-bye Song"**
A6 Play the audio and have children listen and wave good-bye. Encourage children to sing along.

WB See Workbook page 8.

## EXTRA ACTIVITY

**Odd One Out**
Place a crayon, a sheet of paper, and an apple on a table. Have children stand around the table. Then, invite a volunteer to point to the object that is not a classroom object. If he/she points to the apple, have the class clap. Repeat for several rounds with other items and children.

# Amazing

## Objectives
- To appreciate nature
- To learn about gardens
- To observe details

## Vocabulary
*grass, flower, ladybug, garden*

## Language
*What is this? This is (a ladybug).*

## Materials
Class Audio CD, Busy Ant puppet, pencils, *puppet, shelf, table, crayon, paper,* and *chair* Picture Cards, photos or illustrations of gardens, a flower, grass, and a ladybug, shoebox, garden items from home, green construction paper, scissors, tape, white sheets of paper, small cards, marker

## BEFORE PAGE 10

### Sing the "Hello Song"
A3 Play the audio. Encourage children to sing along and wave hello.

### Memory Game
Place the *puppet, shelf, table, crayon, paper,* and *chair* Picture Cards on a table. Model with Busy Ant. Say: *Show me the table, chair, and paper.* The puppet has to find the cards and show them in the same order. Have him find the *table* Picture Card, but then pretend not to know which cards come next. Ask the class for help. Say: *Work together. Help Busy Ant. Which cards come next?* Encourage children to answer: *Chair and paper.* After another round, invite pairs of children to play. Have them work together to show the cards in order, saying each word as they do so.

### Build Background
Display pictures for *grass, flower,* and *ladybug*. Say each word and have children repeat. Display photos or illustrations of gardens. Say, *This is a garden.* Ask: *What do you see?* Point out the grass, flowers, animals, trees, bugs, and other living things. Ask: *Do you have a garden? What do you see in it?* Children may use their native language if necessary. Finally, take children to the playground and have them point to things they can see in a garden: trees, grass, flowers, etc.

### Sing "Let's Start Working"
A14 Play "Let's Start Working" to cue children to open their books to page 10.

## DURING PAGE 10

### CBE A18 8 Look closely. Trace the circles.
Point to the garden scene and play the "Amazing Chant." Have children listen as you chant. Then play the chant again and encourage children to sing along. Point to each circled picture and ask: *What is this?* Have children answer chorally: *This is (a ladybug).*

Read the directions aloud. Model how to trace the circle around the grass. Distribute pencils. Have children trace the other two circles on their own. Walk around while children work and ask: *What is this?* Help them answer: *This is (a ladybug).*

### Sing "My Garden"
A19 Play the audio and have children listen. Then play the audio again and stop it every time a garden item is mentioned. Have children point to the item on the page. Then, play the song again and encourage children to sing along.

## AFTER PAGE 10

### Classroom or Garden?
To play the game, shuffle all Picture Cards and the photos or illustrations of the garden, grass, ladybug, and flower. Then slowly show one at a time. Have children jump when they see an item that belongs in a garden. Ask them to sit down if they see an item that belongs in the classroom. Play the game several rounds.

### Make a Class Garden
Have the class work together to create a class garden diorama. Have children bring something from home that might be found in a garden, such as a flower, a leaf, some grass, or a rock. Some children may simply draw a picture. Arrange the items in a shoebox covered with green construction paper and labeled *Our Class Garden.* Use small cards to label all the items in the display.

### Sing the "Good-bye Song"
A6 Play the audio. Invite children to wave good-bye. Invite them to sing along. By now, most children should be able to do so.

WB See Workbook page 9.

## EXTRA ACTIVITY

### Garden!
Take children to the playground. Have them stand in a circle. Next, encourage them to walk around and point to something that belongs in a garden: *a flower, a bee, grass, etc.* Have them shout the word *Garden!* when they find one.

# Project

## Objectives
- To make an art project
- To follow directions
- To talk about gardens

## Vocabulary
*garden, draw, grass, flower, ladybug, trees*

## Language
*This is my garden.*
*What is this?*
*This is (a flower).*

## Materials
Class Audio CD, Busy Ant puppet, crayons and other art supplies

## BEFORE PAGE 11

### Sing the "Hello Song"
A3 Play the audio. Have children wave hello and encourage them to sing along. Next, invite a child to stand up, walk to a classmate, and greet him/her: *Hello, (Maria).* Repeat with other children.

### Revisit the Amazing Garden
Look back at Student Book page 10. Point to the scene and ask: *What is this?* Prompt children to answer: *It is (a garden).*

### Sing "Let's Start Working"
A14 Play the audio and sing the song to cue children that it is time to work in their books. Have them open their book to page 11. Hand out crayons and art supplies.

## DURING PAGE 11

### Draw a Garden
Read the project title aloud: *Draw a Garden.* Brainstorm to list some of the items children might include in their garden. Provide language support if necessary. Record their ideas in pictures on the board. Support and encourage children to use as much English as they can. Distribute art supplies.

As children draw, circulate and point to items in their pictures. Ask: *What is this?* Help them answer: *This is (grass).* Provide English words for items they cannot name.

## AFTER PAGE 11

### Busy Ant Says
Chlldren will finish their projects at different times. Invite early finishers to join in playing a few rounds of *Busy Ant Says*. Encourage children to follow the actions that Busy Ant says. If they do not hear "*Busy Ant Says...*" before the command, they have to stand still.

### Share Your Garden
A19 Play the audio and sing the song "My Garden." After you sing the song together a few times, invite volunteers to show their projects to the class. Make sure everyone can point to and say one thing about his or her picture, such as: *This is a ladybug. It is red. It is a flower.* Praise all efforts, even if a child can produce only a single word.

### Statue Game
Play this game to review vocabulary children have learned in this unit. Say a word and encourage children to become a statue of the item and freeze. Tell children that there are no wrong answers. Here are some ideas:

| | |
|---|---|
| Chair: | pretend to sit |
| Table: | get down on hands and knees like a table |
| Crayon: | stand tall and straight |
| Paper: | lie on the floor with arms and legs out |
| Circle: | form a circle with your arms |
| Flower: | stand tall with arms stretched out like leaves |
| Grass: | stand tall and straight in a group with others |
| Ladybug: | curl up into a tiny ball on the floor like a bug |

### Sing the "Good-bye Song"
A6 Play the audio. Have children wave good-bye and encourage them 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
*puppet, chair, table, crayon, paper, sticker, stick, say*

## Language
*What is it? What color is it?*
*Where can you see it?*
*I like it! It is fun! I don't like it. It is not fun!*

## Materials
Class Audio CD, Busy Ant puppet, Stickers, Portfolio Envelopes, white sheets of paper, art supplies

## BEFORE PAGE 12

### Sing the "Hello Song"
A3 Have children sing and wave hello.

### Did You Like It?
Play a few notes of a song from Unit 1. Clap and say: *I like it!* Repeat the procedure, but now fold your arms and frown. Say: *I don't like it!* Then play a few notes of all the songs in Unit 1 (Audios A4, A5, A7, A10, A14, A15, A16, A18, and A19) and have children decide whether they liked them or not by repeating your gestures.

Play the first few notes of any Unit 1 song and pause the audio to see if children can sing the first line. Repeat the procedure with other songs.

### AFL Think about Learning
Review Unit 1 page by page with the children. Show Busy Ant a page in Unit 1. Have him clap and say: *I like it! It is fun!* Then show him another page. Have Busy Ant draw a sad face on the board and say: *I don't like it. It is not fun!* Then, show children Unit 1 page by page and have them clap or make a sad face depending on whether they liked the activity.

## DURING PAGE 12

**9 Point and say. Stick and say.**
Help children point to each vocabulary word on the banner and say: *It is (a puppet).* Then point to the item that the boy is holding. Ask: *What is this?* Direct children to the Stickers page and have them find the crayon and stick it in the box. Ask volunteers to show their work. 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 children think of what they like most from Unit 1. Say: *What I like most from Unit 1 is the puppet!* Say this with a very excited voice and smile. Explain that they should make a drawing of what they like 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 and remind children they are working toward the end-of-the-year Show Time.

**TIP: Model Responses**
Create an example of the personal response drawing and use it to show children what to do. For example, draw a garden and explain that your favorite part of Unit 1 was drawing a garden for the Project page.

### AFL Children Decide!
After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Maria) likes the ant puppet. (Andy), did you also like the ant puppet?* 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 and encourage children to sing their part. Praise all efforts.

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

### Portfolio
Have children review the things in their Portfolio Envelope and share their work with the class. You may ask each child simple questions about his or her work: *What is it? What color is it? Where can you see it? In your classroom? In a garden?*

WB See Workbook page 10.

# UNIT 2 OVERVIEW

## Communication Objectives

- Identify and name parts of the body
- Introduce oneself
- Understand and follow basic commands
- Identify what is missing

## Topics and Key Vocabulary

**Parts of the Body:**
*eyes, nose, mouth, ears, hands, feet*

**Colors:**
*yellow*

**Shapes:**
*square*

**Action Verbs:**
*wiggle, turn around, race, touch, nod, shake, close, open, paste, greet, fly*

**Recognize Feelings:**
*happy, sad*

**Demonstrative Pronouns:**
*this, these*

**Nature Words:**
*bee, butterfly, wings*

## Target Language and Structures

*This is (a nose). These are (eyes).*

*What is this? It is (a nose).*

*What are these? They are (eyes).*

*What's your name? My name is (Maria).*

## Content Connections

**Math:**
Identify shapes: square

**Nature and Science:**
Observe wings on insects

**Art:**
Paint a butterfly

**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

Identify wings on insects

**Project:** *Paint a Butterfly*

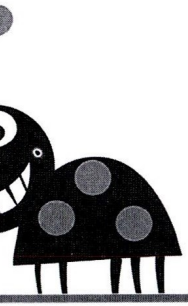
## Pre-reading and Pre-writing

Practice motor skills

Practice visual discrimination

## Little Book

*What Is This?*



## Competency-based Education

Competency work within the following formative areas:

**Mathematical Thinking:**
Recognize characteristics of geometrical shapes; Math page, p. T17

**Personal and Social Development:**
Understand that conventions and rules regulate our behavior; Values page, p. T21

## Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about parts of the body at home

Sing songs and say chants at home

## Values

Greeting one another

# Unit Opener

## Objectives
- To exchange greetings
- To predict unit topic
- To identify parts of the body
- To understand and follow simple commands

## Vocabulary
*hello, good-bye, body, eyes, nose, mouth, look, listen, predict, wiggle, turn around*

## Language
*What's your name? My name is (Maria).*
*Find eyes!*

## Materials
Class Audio CD, Busy Ant puppet Portfolio Envelopes, illustrated story books

## BEFORE PAGE 13

### Sing the "Hello Song"
A3 Play the audio. Children listen and Busy Ant greets children. Then, play the audio again. Encourage children to sing along and wave hello.

### Have Big Fun Talking!
A20 Hold up Busy Ant and ask him: *What's your name? My name is Busy Ant.* Then play the audio and have children listen. Next, invite a child to the front. Have Busy Ant ask him or her: *What's your name? My name is (Susie).* Repeat until all children have participated.

**A:** What's your name?
**B:** My name is Maria.

### Say the "Hand Signal Chant"
A4 Say the "Hand Signal Chant" and have children open their books to page 13.

## DURING PAGE 13

### 1 Look and predict. Listen. Predict Together
A5, A22 Display page 13. Say: *Look at the girl.* Next, point to her eyes, ears, nose, and mouth. Say the words and encourage children to point and repeat after you. Use gestures and say: *Point to your eyes.* Repeat with *ears, nose,* and *mouth*. Say: *My eyes, ears, nose, and mouth are parts of my...* Then, point to your whole body. Encourage children to say: *Body!* Children may say it in their native language if they cannot say it in English. Play Audio A5. Encourage children to listen and do the actions with you. At the end of the song, fill in the missing words: *Fun with (my body)!*

Next, play the Target Song "My Body" (A22) to expose children to the new vocabulary. Use the puppet to model the questions and answers in the song. Point to the body parts as they are mentioned in the song. Have children listen and look at the body parts you point to.

### Do the *Find It!* Activity
Point out Busy Ant with the Potato Head in his wheelbarrow. Read the text aloud: *Find eyes!* Point to all the eyes on page 13 and say: *Eyes.* Have children flip through the Unit 2 pages. Say: *Find eyes!* (Eyes are found on all pages in the unit.)

## AFTER PAGE 13

### Check Predictions
Have children stand in a circle. Say: *Eyes!* Have them point to their eyes. Repeat with: *ears, nose,* and *mouth.* Then, point to your nose and make a gesture as if you were trying to remove it. Do the same with other body parts. Say: *My nose, my eyes, and my mouth are all parts of my...* Point to your whole body. Encourage children to complete the sentence: *body!* Then, point to a child's mouth. Ask: *Is your mouth part of your body? Yes!* Repeat the procedure with *nose* and *eyes.* Then ask other volunteers the same question. Encourage them to answer affirmatively.

### Sing "Sh! Sh! Sh!"
A21 Use this song as a signal for children to calm down and pay attention to the teacher. Play the audio. Repeat the song, singing it more softly each time. Children will have to be quiet in order to hear.

### Sing the "Action Game Song"
A10 Play the audio to review the actions children learned in Unit 1. Have children do the actions and invite them to sing along. Then sing the song again without the audio to introduce the actions *wiggle* and *turn around.* Have children listen and do the actions.

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

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

WB See Workbook page 11.

## EXTRA ACTIVITY

### Find Eyes!
Divide the class into groups of four. Give each group an illustrated story book. Then, say: *Let's find eyes!* Have children look for eyes in their books and point to them.

# Vocabulary

## Objectives
- To identify parts of the body
- To repeat names of parts of the body
- To review classroom objects
- To follow simple commands

## Vocabulary
*eyes, nose, mouth, body, listen, say, match show, race, touch*

## Language
*This is (a mouth). These are (eyes).*
*What is this? It is (a nose).*
*What are these? They are (eyes).*

## Materials
Class Audio CD, Busy Ant, *eyes, nose, mouth, chair, paper,* and *crayon* Picture Cards, tape, small plastic tub, soap, towel, plastic doll

## BEFORE PAGE 14

### Sing the "Hello Song"
A3 Play the audio. Invite children to sing and wave hello.

### Vocabulary Presentation
Invite a child to the front. Have Busy Ant point to the child's eyes, nose, and mouth. Have Busy Ant say each word and children repeat. Continue with other children. Then, show the *eyes, nose,* and *mouth* Picture Cards. Hold up the *nose* Picture Card and say *This is a nose.* Repeat with *mouth.* Finally, hold up the *eyes* Picture Card and say: *These are eyes.* Invite volunteers to come up, point to each card, and repeat the words after you.

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### Listen and Point
Have Busy Ant say *Point to your eyes.* Children follow the puppet's instructions. Repeat with *nose* and *mouth*. The puppet starts the game very slowly, increasing speed gradually as the game progresses.

### Sing the "Body Song"
A23 Play the audio as you point to your eyes, ears, nose, and mouth and do the movements. Invite children to follow along.

### Target Song
A22 Play the first part of the Target Song. Use Busy Ant to model the conversation in the song. Point to your nose, mouth, and eyes as they are mentioned in the song. Have children listen and imitate your actions.

## DURING PAGE 14

### 2 Listen and say. Find and match.
A24, A25 Play Audio A24. Point to the photos of the vocabulary items, say the words, and have children repeat. Invite children to find the eyes, nose, and mouth in the scene. Show them how to trace a line from the photo of the *eyes* to the corresponding illustration in the scene. Have children trace lines with their index finger before they do so with a pencil. Have them match the remaining photos with the corresponding illustrations.

eyes nose mouth

Use the puppet to say the dialogue that goes with the scene. Play Audio A25. Point to the photos as children repeat the target language.

What are these? They are eyes.
What is this? It is a nose.
What is this? It is a mouth.

## AFTER PAGE 14

### Point and Say
A4 Play the audio and say the "Hand Signal Chant." Encourage children to follow your directions. Then, say the chant without the audio. Replace *Listen to me* with *Point to your nose/ mouth/eyes.*

### Listen and Show
Invite six children to the front. Give each child a Picture Card. Say: *My Body!* Have children with *body parts* Picture Cards hold them above their heads. Repeat the procedure with *classroom objects* Picture Cards. Play several rounds with other children.

### Listen, Race, Touch!
Attach the *eyes, nose,* and *mouth* Picture Cards to the board. Divide the class into two teams. Have a child from each team stand at the back of the room. Busy Ant says: *Eyes!* Children race to the front and touch the corresponding card. The first child who touches the correct card wins a point for his/her team. Play several rounds.

### Sing the "Good-bye Song"
A6 Play the audio. Encourage children to wave good-bye and sing along.

WB See Workbook page 12.

## EXTRA ACTIVITY

### Baby's Bath
Place a plastic tub with water, soap, and a towel on a table. Childen stand around the table. *Look, the baby needs a bath.* Model the action. Children help you bathe and dry the baby.

# Vocabulary

## Objectives
- To identify parts of the body
- To repeat names of parts of the body
- To understand and follow simple commands

## Vocabulary
*ears, hands, feet, listen, say, find, match, nod, shake*

## Language
*These are (ears).*
*What is this? It is (a hand).*
*What are these? They are (feet).*

## Materials
Class Audio CD, *My Body* Poster, Busy Ant puppet, *ears*, *hands,* and *feet* Picture Cards, pencils, doll

## BEFORE PAGE 15

### Sing the "Hello Song"
A3 Play the audio. Encourage children to wave hello and sing along.

### Vocabulary Presentation
Point to your ears and say: *These are ears.* Repeat with *hands* and *feet.* Then, have children repeat the words after you. Next, have Busy Ant hold up the *ears* Picture Card and say: *nose.* Encourage children to look at the card, shake their heads and say: *No!* Then invite them to say the correct word: *ears*. Repeat the procedure with the remaining cards. Have children answer affirmatively or negatively.

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**TIP: Introducing a Concept**
When introducing a new concept, it is important to show several examples so children can identify the constant. If the concept is "eyes," encourage children to point to eyes on puppets, stuffed animals, and pictures of people, for example.

### Target Song
A22 Play the second part of the Target Song to expose children to the words *ears, hands,* and *feet*. Use the puppet to model the questions and answers. Point to the body parts as they are mentioned in the song. Have children listen and look attentively.

## DURING PAGE 15

### 3 Listen and say. Find and match.
A27, A28 Play Audio A27. Point to the photos that show the vocabulary items and have children repeat the words. Next, invite children to find the *ears, hands,* and *feet* in the scene. Then, show them how to trace a line from the photo of the *ears* to the corresponding illustration. 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.

ears hands feet

Point to the scene and say: *What are these? They are feet.* Play Audio A28 and point to the photos as children repeat the target language.

What are these? They are ears.
What are these? They are hands.
What are these? They are feet.

### Vocabulary Practice
Practice *eyes, nose,* and *mouth*. Hold up a doll and invite a volunteer to come up and point to her eyes. Have the class say *eyes* aloud. Repeat the same procedure with *nose* and *mouth* and other children. Repeat several rounds.

## AFTER PAGE 15

### Show Me!
Attach the *My Body* Poster to the board. Then, invite a child to the front and say: *Show me the eyes.* Have the child point to the illustration that depicts the eyes. Repeat the procedure with other children and *nose, mouth, ears, hands,* and *feet.* Play several rounds.

### Look and Match
Display the *My Body* Poster. Have children sit in a semicircle. Have Busy Ant tap a child on the shoulder and invite him/her to the front. Have the puppet point to the photo of the eyes and ask: *What are these?* Have the child answer: *They are eyes.* Then have the child trace a line with his/her finger from the photo of the eyes to the eyes of the child on the Poster. Repeat the same procedure with the remaining body parts and other children.

### Sing the "Good-bye Song"
A6 Play the audio. Encourage children to wave good-bye and sing along.

WB See Workbook page 13.

## EXTRA ACTIVITY

**Body Movements**
Ask children to watch you carefully. Move a body part and call out its name. Demonstrate by shaking your hands as you say: *Hands.* Then perform other actions such as opening your mouth, blinking your eyes, moving your feet, and wiggling your nose.

# Practice

## Objectives

- To introduce oneself
- To identify and name parts of the body
- To practice motor skills
- To practice visual discrimination
- To identify feelings: happy, sad
- To identify what is missing

## Vocabulary

*name, nose, feet, happy, sad, paste, say*

## Language

*What is your name? My name is (Miguel).*
*What is your teacher's name?*
*My teacher's name is (Mrs. Blake).*
*This is (a nose). These are (feet).*
*What is this? It is (a nose).*
*What are these? They are (eyes).*

## Materials

Class Audio CD, Unit 2 Press-outs, Busy Ant puppet, beanbag, glue, body cutouts, bag

## BEFORE PAGE 16

### Sing the "Hello Song"

A3 Play the audio. Have children wave hello and encourage them to sing along.

### Have Big Fun Talking!

A29 Play the audio. Use Busy Ant to practice the conversation below.

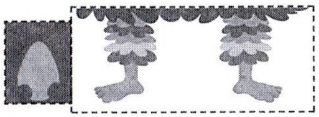
**A:** What is your name?
**B:** My name is Miguel.
**A:** What is your teacher's name?
**B:** My teacher's name is Mrs. Blake.

Have children repeat each line after you and the puppet. Then invite a child to the front. Have Busy Ant ask the questions. Encourage the child to answer. Repeat with other children. Play the audio several times if necessary.

### What's Missing?

Start drawing a simple face on the board, but leave out the eyes and some other features. Turn to the puppet, shrug your shoulders, and say: *Look at this face. What's missing?* The puppet answers: *The eyes!* Say: *Thank you, Busy Ant.* Then, invite volunteers to say what else is missing. Point to your own body parts to help them answer: *Ears, nose,* and *mouth*. Draw the missing parts. Next, start drawing the torso. Say: *Look at this body. What's missing?* Continue the procedure to review *hands* and *feet*.

## DURING PAGE 16



### 4 Paste press-outs and say.

Hold up the Unit 2 Press-outs. Say: *This is a nose. These are feet.* Help children press them out. Then hold up the *nose* Press-out and ask: *What is this?* Have them answer: *It is a nose.* Repeat with the *feet* Press-out. Next, display page 16. Help children put a small amount of glue on the Press-outs and ask them to paste them in the correct boxes.

### Talk about It

As children work, walk around the room and point to the other body parts on the page and ask: *What is this? What are these?* Help children answer: *It is a (mouth). They are (hands).* Next draw a happy face on the board. Point to it and say: *happy.* Have children repeat the word with you. Then draw a sad face and repeat the procedure. Direct children's attention to the monsters on page 16. Point to the red monster and ask: *Is he happy or sad?* Encourage children to answer: *He is happy.* Then point to the purple monster. Ask: *Is he happy or sad?* Have children answer: *He is sad.*

### Target Song "My Body"

A22 Play the audio. Use the puppet to model the questions and answers. Point to the body parts as they are mentioned in the song. Have children look and point to their own body parts.

## AFTER PAGE 16

### Can I Trick You?

Have children stand in a circle. Do and say: *Open and close your eyes.* Prompt children to do the same. Repeat with other actions: touch your ears, clap your hands, touch your feet, open and close your mouth, point to your nose.

Explain to the class that you will try to trick them. Touch your ears and say: *Open and close your mouth.* Have Busy Ant say: *No, Teacher!* Then do the correct action. Then, open and close your mouth. Busy Ant says: *Yes, Teacher!* Continue with other actions having children say *Yes, Teacher!* or *No, Teacher!* depending on whether what you say corresponds to what you do.

### Sing the "Good-bye Song"

A6 Play the audio. Encourage children to wave good-bye and to sing along.

WB See Workbook page 14.

## EXTRA ACTIVITY

### Body Parts!

Draw a head and a torso on the board at children's eye level. Place cutouts of body parts into a bag. Have children take turns coming up to the board and pulling a body part from the bag. If they can identify it correctly, tape it onto the board. Have the class clap if they agree.

# Math

## Objectives
- To identify and name shapes: square
- To practice tracing squares
- To review shapes: circle
- To review parts of the body
- To practice visual discrimination

## Vocabulary
*square, circle, shape, clap your hands, shake your hands, close your eyes, touch your nose, open your mouth, trace, say, find*

## Language
*What is it? It is (a square).*
*Do you see another (square)?*
*Find a crayon!*

## Materials
Class Audio CD, Unit 2 Picture Cards, Busy Ant puppet, play dough, various different-sized squares cut out of yellow paper, pencils, scissors, beanbag

## BEFORE PAGE 17

**Sing the "Hello Song"**
A3 Play the audio. Encourage children to listen, wave hello, and sing along.

**1, 2, 3, Stop!**
Have children stand in a circle. Say: *Look! We made a circle!* Have the children repeat *circle* after you. Then, say and do the action: *Clap your hands!* Say: *1, 2, 3. Stop!* Have children stop moving, put their arms behind their back, and wait for the next instruction. Repeat the procedure with: *Shake your hands, close your eyes, touch your nose,* and *open your mouth.*

**Say the "Shape Chant"**
A30 Hold up a square and ask: *What is it?* Have Busy Ant answer: *It is a square.* Have children repeat after Busy Ant. Then, place various different-sized squares cut out of yellow paper all around the room. Then play the audio. Say the chant and do the gestures. Have children listen. Then, play the audio again and encourage them to do the gestures with you.

## DURING PAGE 17

**5 Trace and say.**
Show children the square on the page. Put your finger on the dot and model tracing the square with your finger. Have children follow along. Then hold up a pencil. Tap the pencil on the dot and model tracing the square. Distribute pencils and help children trace the square.

Use gestures and ask: *Do you see another square?* Help them see the additional squares on the page. Have children trace the other squares, first with their index finger and then with a pencil.

**Do the *Find It!* Activity**
Point to Busy Ant and say: *Find a crayon!* Encourage children to try to find a crayon on the page. (One is hidden in the grass.) Have children stand up and look for crayons in the classroom.

## AFTER PAGE 17

**Play Dough Shapes**
Use play dough to have children practice making circles and squares. They can roll out the play dough into strips and then shape them into circles. Then have them make squares. Walk around the room, point, and ask: *What is this?* Help children answer: *It is a (circle).*

**TIP: Art Activities**
Preteach some key signals and phrases so children become accustomed to following directions in English. For example, turn the lights on and say: *Shh! Be quiet.* Hold up two crayons, give one to a child, and say: *Please share.* And hold up the trash can and sing: *Clean up, clean up!*

**Find Squares!**
Hide the yellow squares around the room. Invite a pair of children to search for squares. Say: *Work together. Find a square.* Children work together to find one square. Invite them to show it to the class. Encourage them to say: *It is a square.* Repeat with other pairs of children.

**Target Song "My Body"**
A22 Attach the Picture Cards to the board at children's eye level. Play the Target Song and stop the audio every time a body part is mentioned. Invite a volunteer to come up and point to the corresponding Picture Card. Repeat with all the body parts mentioned in the song and other children. Then play the audio again and invite children to try to sing their part.

**Sing the "Good-bye Song"**
A6 Play the audio. Encourage children to wave good-bye and sing along.

WB See Workbook page 15.

## EXTRA ACTIVITY

**Beanbag Toss**
Tape the *body parts* Picture Cards to the floor. Have children sit in a circle around the cards. Hand the beanbag to a child. Encourage him/her to throw it and say what it lands on: *It is (a nose).* Repeat until all children have participated.

# Colors

## Objectives
- To identify and name colors: yellow
- To identify yellow items
- To color items yellow
- To review colors: red
- To review parts of the body

## Vocabulary
*red, yellow, sponge, color, say, paint, press*

## Language
*It is (yellow).*
*Is it (yellow)? Yes./No.*

## Materials
Class Audio CD, Busy Ant puppet, red items, yellow items, large piece of paper, tape, yellow crayons, sponges, plastic containers, yellow tempera paint, sheets of white cardboard paper, crayons, white sheets of paper (one per child)

## BEFORE PAGE 18

### Sing the "Hello Song"
A3 Play the audio. Encourage children to wave hello and sing along.

### Review Red
A16 Play the audio and sing the "Color Song" (Red). Do the gestures and invite children to join in. Have children look around and point to red items as they sing.

### Sing the "Color Song" (Yellow)
A31 Gather yellow things. Hold up each one and have Busy Ant say: *It is yellow.* Have children repeat *yellow* each time. Then, place objects of different colors on a table. Hold up one item and have Busy Ant ask: *Is it yellow?* Shake your head and say *No* or nod your head and say *Yes.*

Next, play the audio and do the gestures. Play it again and invite children to join in.

### Say the "Hand Signal Chant"
A4 Use the Hand Signal Chant to review the direction *"Color."* Attach a large piece of paper to the board. Draw a square and color it yellow as you say the chant. Say *Color, color, color* when the direction says *clap, clap, clap.* Then draw several circles and squares. Invite volunteers to come up and color in the shapes as you clap three times.

## DURING PAGE 18

### 6 Color and say.
Point to the crayon on the page. Say: *It is yellow.* Point to the caterpillar's hat and say: *It is yellow.* Next, distribute yellow crayons and encourage children to color in the sun and the flower on the page.

Point to the caterpillar's first segment. Ask: *Is it yellow?* Children answer: *No*. Then ask: *Is it red?* Children say: *Yes!* Then encourage them to color the second segment yellow.

## AFTER PAGE 18

### Sponge Painting
Divide the class into four groups. Distribute sponges, containers with yellow paint, and sheets of white cardboard paper. Invite every child in each group to dip the sponge into the yellow paint and press it on the piece of paper. Let dry.

Then hold up a piece of paper and ask: *Is it yellow?* Have children answer affirmatively. Keep every child's work for their Portfolios.

### Red! Yellow!
Move furniture aside and attach a long strip of tape to the floor. Encourage children to stand in line along the strip. Then, attach a red circle to the right side of the board and a yellow one to the left. Say: *Yellow!* and encourage children to jump to the yellow side and then get back in line. Then say: *Red!* and repeat the procedure. Play the game several rounds.

### Let's Move!
A26 Play the audio and sing the "Actions Song" to get children moving and reinforce the actions they know.

### Sing the "Good-bye Song"
A6 Play the audio. Encourage children to wave good-bye and sing along.

WB See Workbook page 16.

## EXTRA ACTIVITY

### Self-portraits
Give children paper and crayons and ask them to draw a picture of themselves. Remind them to include eyes, ears, a nose, a mouth, hands, and feet. Praise their efforts. Then, ask children to use a crayon to circle the body parts as you name them.

## AUDIO SCRIPT

A32 **What Is This?**

1. Matt: What is this?
   Sue: It is a square.
2. Matt: They are circles.
3. Anita: They are circles.
4. Together: It is a face!

## HOME-SCHOOL CONNECTION

Encourage children to take home their Little Book to share with their families. Since this book is about school, colors, art supplies, and parts of the body, there are many things to talk about. The children in this story use art supplies to make a face with shapes. Children may enjoy doing these activities at home, too.

## SHOW TIME PREPARATION

AFL Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Talk about Show Time by suggesting ideas for the program. Have them make a shape collage to be displayed on the classroom walls during the show.

# Little Book

## Objectives
- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review feelings: happy, sad
- To review parts of the body

## Vocabulary
*happy, sad, face, circle, square, paper, paint, paint brushes, book, title, story, page, draw*

## Language
*What is this? It is (a square).*
*What are these? They are (circles).*
*This is (a face).*
*What is this? It is (a mouth).*
*What are these? They are (eyes).*

## Materials
Class Audio CD, Busy Ant puppet, DVD or ActiveTeach, red construction paper, different-sized squares cut out of colored paper, glue

## BEFORE THE LITTLE BOOK

### Sing the "Hello Song"
A3 Play the audio. Have children wave hello and encourage them to sing along.

### Make Faces
Have Busy Ant draw a big circle on the board at children's eye level. Say: *We are going to draw a happy face.* Smile and have children smile along with you. Invite a volunteer to come up and draw the eyes. Have other volunteers draw the ears and the nose. Finally, invite a child to the front and smile at him or her. Say: *(Annie), please draw a mouth like this one.* (Point to your mouth.) Finally say, *Look, this is a happy face. Let's all make a happy face.*

Repeat the same procedure, asking childen to draw a sad face on the board and then making sad faces.

## DURING THE LITTLE BOOK

### A32 What Is This?
**1.** Have children turn to page 19. 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?* Have children name people, colors, shapes, and other things. Praise all efforts.

**3.** Point to the title and say: *This is the title. The title of the story is "What Is This?"* Count the dots on each page for children to identify the page numbers. Have children count with you.

Then point to the dots on page 1 and say: *This is page 1.* Repeat for the remaining pages. Next, point to the children and say: *The boy and the girl are working together.*

**4.** Play the audio while you show children the pages. Have children listen and look at the illustrations.

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

**6.** Check comprehension. Point to different items in the story and ask: *Is this (a circle) or (a square)? What is this? It is (a nose) What are these? They are (eyes).* Finally, point to the whole face and ask: *What is this? It is a face!* Point to the art supplies and say: *The children used paper, paint, and paintbrushes to make the face.* Point to each item and have children repeat after you.

## AFTER THE LITTLE BOOK

### Role-play
Role-play with the puppet to reinforce story comprehension. Try to imitate the voices of the characters on the audio. Urge children to participate. Invite three children to the front and assign a character to each one. Have children mime the actions while you say the lines. Repeat with other groups of three children. Next, you may invite advanced children to role-play the story, saying the lines. Praise all efforts.

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

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

WB See Workbook page 17.

## EXTRA ACTIVITY

### Square Collage
Place paper squares of different sizes in the center of each table. Give children a sheet of red construction paper and glue. Model how to glue squares to the page. Then, invite children to make square collages. When they have finished, let children take turns tracing around the squares with their finger as they say: *Square*. Walk around and ask: *What is this? It is a square.*

## Values

### Objectives
- To learn a value: Greeting one another
- To use language to express a value
- To exchange greetings
- To revisit the value: Working together
- To review parts of the body
- To review feelings: happy, sad

### Vocabulary
*hello, sad, happy, name, play, greet, trace, say*

### Language
*Hello, Busy Ant.*
*Busy Ant is (happy).*
*What's your name? My name is (Olivia).*
*We greet one another.*

### Materials
Class Audio CD, Busy Ant puppet, a toy cat, pencil, play dough, round things to make impressions (bottoms of crayons, cookie cutters, juice cans, etc.)

## BEFORE PAGE 21

**Sing the "Hello Song"**
A3 Play the audio. Have children walk around the room and wave hello to all their classmates. Encourage them to sing along.

**Sing the "Body Song"**
A23 Play the audio to review body parts. Point to your eyes, ears, nose, and mouth as you sing. Next, invite children to point to the body parts mentioned in the song and join in.

**Let's Work Together**
Revisit the value of working together from Unit 1. Show children the giant body silhouette they created in response to the Little Book. Remind them that they worked together to create this artwork. Have children brainstorm other ways they can work together in the classroom, for example, cleaning up or picking up toys. They may use their native language. Provide language support as necessary.

**Talk about Greeting One Another**
Role-play the conversation below with Busy Ant and a toy cat.

**Cat:** *(Playing a game.)*
**Busy Ant:** Hello, Cat.
**Cat:** *(Ignores him.)*
**Busy Ant:** Hello, Cat.
**Cat:** *(Continues playing.)*
**Busy Ant:** *(Is sad and walks away.)*

Say: *Cat, that's not nice. Busy Ant is sad.* Draw a sad face on the board for clarity. *Please say hello to Busy Ant.* Role-play again. Cat greets Busy Ant.

**Cat:** *(Playing a game.)*
**Busy Ant:** Hello, Cat.
**Cat:** *(Looks up.)* Hello, Busy Ant. Let's play.
**Busy Ant:** *(Is happy. They play together.)*

Praise Cat. Say: *Good job! You said* hello *to Busy Ant. Busy Ant is happy.* Draw a happy face on the board for clarity and erase the sad face. Then say: *It's important to greet one another.* Then divide the class into pairs. Encourage them to greet each other: *Hello, (Peter). Hello, (Pat).* Invite some pairs to the front to role-play the conversations.

## DURING PAGE 21

**7 Trace and say.**
CBE Display page 21. Point to the children and say: *They greet one another. They say hello.* Read the speech bubbles as you point: *Hello! Hello!*

Point to the jungle gym in the scene and encourage children to trace the arc. Have them do so first with their index finger and then with a pencil. Monitor the activity closely and provide support as necessary.

## AFTER PAGE 21

**Have Big Fun Talking!**
A33 Play the audio. Role-play the conversation below with Busy Ant.

**A:** Hello!
**B:** Hello!
**A:** What's your name?
**B:** My name is Olivia. What's your name?
**A:** My name is Ryan.
**B:** Let's play.

Invite two children to the front. Say the lines and have them repeat after you. Encourage children to substitute their own names. Repeat with other pairs of children. Play the audio as many times as needed. More advanced children might like to role-play the conversation without any help at all.

**TIP: Modeling**
Modeling exactly what you want children to do is very important. They learn from watching and listening, then practicing themselves.

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

WB See Workbook page 18.

## EXTRA ACTIVITY

**Play Dough Circles**
Divide the class into groups of four. Distribute play dough and round things to make circle impressions. Model how to flatten the play dough and encourage children to press the objects in it to make circles. Walk around and ask: *What is this? It is a circle.*

# Amazing

## Objectives
- To appreciate nature
- To observe details
- To learn about bugs with wings

## Vocabulary
*bee, butterfly, wings, ladybug, grass, flowers, look, trace, fly, buzz*

## Language
*What is this? It is (a bee).*
*What are these? They are (wings).*

## Materials
Class Audio CD, Busy Ant puppet, pencils, pictures or illustrations of a butterfly and a bee, Unit 2 Picture Cards

## BEFORE PAGE 22

**Sing the "Hello Song"**
A3 Play the audio. Have children wave hello and sing along. Then hold up Busy Ant and have him greet each child. Have children greet Busy Ant, too.

**Build Background**
Show the photos or illustrations of the bee and the butterfly. Say each word and have children repeat.

Show children page 10 and say: *Look at the garden.* Reinforce the Amazing vocabulary from Unit 1. Say: *I see grass and flowers and ladybugs in gardens.* Put the book down and hold up the pictures or illustrations of the butterfly and the bee. Ask: *Can we find butterflies and bees in gardens?* Encourage children to answer: *Yes!*

**Sing "I Fly Like This"**
A34 Play the audio and sing. Encourage children to gesture with you. Play the audio again. Some children may be ready to sing along.

Draw a butterfly, a ladybug, and a bee on the board. Point to each picture and name it. Have children repeat after you. Then say: *These insects have wings.* Draw arrows to point to each insect's wings. Then point to your arms and say: *These are arms. Let's imagine they are wings.* Finally, encourage children to flap their arms and fly around the room, using their "wings."

## DURING PAGE 22

**8 Look closely. Trace the circles.**
A18 Point to the scene. Play the audio and say the "Amazing Chant." Play the audio again and invite children to join in.

Point to each circled picture and ask: *What is this?* Prompt the class to repeat after the puppet: *It is a (butterfly).* Then point specifically to their wings. Ask: *What are these?* Prompt the class to repeat after the puppet: *They are wings!* Point to the speech bubble on the page and say: *They have wings!*

Read the directions: *Look closely. Trace the circles.* Model tracing the circle around the bee. Then have children trace the circles on their own. Walk around while children work. Ask: *What is this?* Help children answer: *It is a bee. It is a butterfly. What are these? They are wings.*

## AFTER PAGE 22

**Buzz and Fly**
Say: *I am a bee.* Make a buzzing sound as you zip around the room. Say: *1, 2, 3! Follow me! 1, 2, 3! Buzz like a bee!* Prompt children to follow you and buzz around the room. Then say: *Stop!* and have everybody freeze.

Next, say: *1, 2, 3! Follow me! Fly, fly, fly! Fly like a butterfly!* Delicately flap your arms and float around the room. Prompt children to follow you. Say: *Stop!* and have everyone freeze again. Repeat for a few rounds, alternating *bee* and *butterfly*.

**Sing "Sh! Sh! Sh!"**
A21 Children may be excited after buzzing and flying, so play the song "Sh! Sh! Sh!" to calm them down at the end of class.

**Sing the "Good-bye Song"**
A6 Play the audio. Have children sing along and wave good-bye. Have Busy Ant wave good-bye to the children, too.

WB See Workbook page 19.

## EXTRA ACTIVITY

**Matching Game**
Attach the *body parts* Picture Cards to the board. Have Busy Ant point to a card. Encourage children to point to the corresponding part of the body and name it: *Eyes!* Repeat until all body parts have been identified.

# Project

## Objectives
- To make an art project
- To follow directions
- To talk about butterflies
- To use fine motor skills

## Vocabulary
*butterfly, bee, ladybug, wings, bugs, paper, glue, draw, fly, paint, fold, dry*

## Language
*What is this? It is (a butterfly).*
*What are these? They are (wings).*

## Materials
Class Audio CD, white paper folded in half, paints, paintbrushes, tape, clothespins, clothesline, crayons, white sheets of paper

## BEFORE PAGE 23

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

**Sing "I Fly Like This"**
A34 Play the audio to revisit the song as you do the gestures. Play again and invite children to gesture with you.

**Revisit the Amazing Wings and Bugs**
Look back at page 22. Point to the bee and butterfly and ask: *What is this?* Prompt the answer: *It is a (bee).* Then point to their wings and ask: *What are these?* Prompt the answer: *They are wings!* Flap your arms and say: *Wings make bees and butterflies fly!* Start "flying" around the room. Have children "fly" around the room with you. Then have children think of other animals that have wings. Provide language support as necessary.

**Sing "Let's Start Working"**
A14 Play the audio to cue children it is time to work in their books.

## DURING PAGE 23

**Paint a Butterfly**
Gather paints and paintbrushes. Model how to do the project. Display page 23 and read the title of the project aloud: *Paint a Butterfly.* Then show children how to follow these steps:

**1.** Paint on only one side of the paper. Say: *Paint a wing.*

**2.** Fold paper in half, making a symmetrical design. Say: *Fold.*

**3.** Set paper aside to dry. Say: *Dry.*

**4.** Open and close the paper to make the butterfly fly. Say: *Fly!*

Once you have modeled how to paint the butterfly, distribute art supplies and invite children to paint their own butterflies. Walk around and provide help if necessary. As you walk, ask: *What is this? It is a butterfly. What are these? They are wings.*

**TIP: Mistakes Are OK**
Some children get upset when their work is not "perfect." This can stop them from taking risks. When you model the project, let some of the paint go outside the lines or make some other minor mistake. Laugh about it, shrug your shoulders, and say something like: *Oops! Oh, well!* This shows them that it is OK to make mistakes.

## AFTER PAGE 23

**Say the "Amazing Chant"**
A18 Hold up children's work for the whole class to see. Play the audio and say the chant as you do this to keep the class interested. Say: *It's a butterfly* instead of *It's a garden.*

**Floating Butterflies**
Hang a clothesline across your classroom. Use clothespins to hang up the butterflies to make them float around the room.

**Butterflies, Bees, and Ladybugs!**
Divide the class into pairs. Distribute crayons and white paper. Assign an insect to each child in every pair and have him/her draw it. When children are finished, say *Butterflies!* Have children who drew butterflies, show their drawings and jump in place. Then say: *Bees!* and repeat the procedure.

**Sing the "Good-bye Song"**
A6 Play the audio. Have children sing along and ask them to wave good-bye to the butterflies they made.

# 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

*nose, mouth, eyes, ears, feet, hands, bee, butterfly, wings, sing, clap, point, say, stick*

## Language

*What is this? It is (a bee).*
*What are these? They are (wings).*

## Materials

Class Audio CD, Busy Ant puppet, Stickers, Picture Cards, Portfolio Envelopes

## BEFORE PAGE 24

### Sing the "Hello Song"

A3 Play the audio. Children sing and wave hello.

### Stop and Sing

Revisit the songs and chants from Unit 2 (Audios A22, A23, A26, A30, A31, and A34). Play the first line of each song. Then invite a volunteer to the front. Have him or her say *Stop!* when he or she hears a song 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 are these? Do bees have wings?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

## DURING PAGE 24

### 9 Point and say. Stick and say.

Help children point to each vocabulary word on the banner and say: *It is (a nose). They are (eyes).* Then point to the doll that the girl is holding. Point to the eyes. Ask: *What are these?* Direct children to the Stickers page and have them find the eyes and stick them in the box. Ask volunteers to show their work and read the sentence aloud: *They are 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 think of what they like most from Unit 2. Say: *What I like most from Unit 2 are the butterflies and the bees!* Say this with a very excited voice and smile as you point to the butterfly and the bee on page 22. Encourage children to draw what they like 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.

**Model Responses**

Create an example of the personal response drawing and use it to show children what to do. For example, draw a butterfly and tell the class that what you like most from Unit 2 are the butterflies and how they fly.

Remind children that they are working toward a show they will perform at the end of the year.

### AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Anna) likes the bee. (David), did you also like the bee? 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 pictures 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

A22 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Busy Ant. Then, encourage children to join in and sing their part.

### Sing the "Good-bye Song"

A6 Play the audio. Have children sing along and ask them to wave good-bye to the butterflies they made.

### Portfolio

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

WB See Workbook page 20.

# UNIT 3 OVERVIEW

مرجع زبان ایرانیان

## Communication Objectives

- Identify and name family members
- Understand and follow basic commands
- Ask for information
- Identify the location of objects

## Topics and Key Vocabulary

**Family Members:**
*mother, father, baby, brother, sister, grandparents*

**Places:**
*park, home, living room*

**Related Vocabulary:**
*crib*

**Colors:**
*blue*

**Shapes:**
*triangle*

**Action Verbs:**
*move, swat, work, twist, put on, make*

**Recognize Feelings:**
*happy, sad, angry*

**Recognize Size:**
*big, small* (in relation to families)

**Demonstrative Pronouns:**
*this, these*

**Nature Words:**
*ant, anthill, family*

## Target Language and Structures

*Who is this? This is my (mother). Who are they? They are my (grandparents).*

*This is my (mother). These are my (grandparents).*

*Where do you go to school? I go to (Sunshine Preschool).*

Understand the preposition *next to*

## Content Connections

**Math:**
Identify shapes: triangle

**Nature and Science:**
Observe ants' behavior and habitat

**Art:**
Make an ant headband

**Music:**
Sing and act out songs
Move and dance to music

**Language Arts:**
Say and act out chants
Role-play

# UNIT 3 OVERVIEW

## Amazing and Project

Observe ants' behavior and habitat

Project: *Make an Ant Headband*

## Pre-reading and Pre-writing

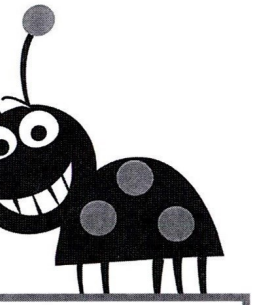
Practice motor skills

Practice visual discrimination

www.irLanguage.com

## Little Book

*My Family*



## 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
- Use props to role-play at home
- Respect others' things at home

## Competency-based Education

Competency work within the following formative areas:

**Personal and Social Development:**
Understand that conventions and rules regulate our behavior; Values page, p. T33

**Discovering Our World:**
Make observations about living creatures; Amazing page, p. T34

## Values

Respecting others' things

# Unit Opener

## Objectives
- To exchange greetings
- To predict unit topic
- To identify and name family members
- To practice a short dialogue to ask for information
- To understand and follow simple commands

## Vocabulary
*father, mother, brother, sister, baby, family, school, go, predict, find, look, listen, touch*

## Language
*Where do you go to school?*
*I go to (Sunshine Preschool).*
*This is a family. This is my family.*
*This is a baby. Find a baby.*

## Materials
Class Audio CD, Busy Ant puppet, photos of families, picture or illustration of a school, Units 1, 2, and 3 Picture Cards, circles and squares cut out of construction paper to make picture frames, glue, ball

## BEFORE PAGE 25

### Sing the "Hello Song"
A3 Play the audio and have children sing along and wave hello.

### Have Big Fun Talking!
A35 Attach the illustration of the school to the board. Ask Busy Ant: *What is this? It is a school.* Next, play the audio and act out the conversation with the puppet. Have children listen.

**A:** Where do you go to school?
**B:** I go to Sunshine Preschool.

Next, invite a pair of children to the front. Say the lines and have children repeat them aloud and act out the conversation. Use the name of your school, instead. Praise all efforts. Repeat with other pairs of children.

### Sing "Let's Start Working"
A14 Play the audio and invite children to sing along. Use the song to cue children that it's time to start working in their books.

## DURING PAGE 25

### 1 Look and predict. Listen.
A5, A36

### Predict Together
Display page 25. Say: *This is a boy. He is holding a picture.* Then point to each family member and say: *This is the father. This is the mother. This is the sister. This is the baby!* Point to all family members and ask: *What are they all part of?* Encourage children to say: *A family!* They may use their native language if necessary.

Next, play Audio A5. Mime the actions. Encourage children to follow along. At the end of the song, fill in the missing words with: *Fun with (my family)!*

Next, play the Target Song "My Family" (A36) to expose children to the new vocabulary. Use the puppet to model the questions and answers. Have the puppet point to the family members in the picture as they are mentioned in the song.

### Do the *Find It!* Activity
Point out Busy Ant with the baby in his wheelbarrow. Say: *Find a baby!* Point to the baby on page 25 and say: *This is a baby.* With the children, find as many babies as you can in the unit. (Babies are on pages 25, 26, 27, 28, and 36.)

## AFTER PAGE 25

### Check Predictions
Have children bring in pictures of their families. Invite volunteers to come up and show their pictures to the class. Encourage them to say: *This is my family.*

### Listen, Look, Touch!
Attach the *family* Picture Cards to the board at children's eye level and draw a circle around them. Repeat with the *classroom objects* and *body parts* Picture Cards. Have children sit in a semicircle. Then roll a ball to a child. Say: *Family!* Encourage the child to stand up and touch the family. Follow the same procedure with *classroom objects* and *body parts* Picture Cards. Repeat with other children.

### Sing the "Good-bye Song"
A6 Play the audio. Have children wave good-bye and sing along.

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

WB See Workbook page 21.

## EXTRA ACTIVITY

### Frame the Family
Cut large circles and squares from construction paper and give them to the children to use as frames. Have children draw a picture of their family in the frame. When children have finished their drawings, have them come up and show their work.

# Vocabulary

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

## Vocabulary
*mother, father, baby, park, picnic, card, listen, say, find, match, move, swat*

## Language
*Who is this? This is (my mother).*
*They are at the park.*
*They are having a picnic.*

## Materials
Class Audio CD, Busy Ant puppet, construction paper, *mother, father,* and *baby* Picture Cards, pencils, necklace, tie, baby doll, flyswatter

## BEFORE PAGE 26

### Sing the "Hello Song"
A3 Play the audio. Invite children to sing along and wave hello.

### Vocabulary Presentation
Display the *mother, father,* and *baby* Picture Cards. Point to or hold up each card as you say the word. Say the word again and have Busy Ant repeat after you. Do it once more and encourage children to say the words.

Then invite a boy and a girl to the front. Put a tie around the boy's neck and have the girl wear a necklace. Have the girl hold the baby doll. Say: *This is a family.* Point to each family member and name them: *father, mother, baby*. Then invite volunteers to come up. Name the family members and have children point to them. Repeat the procedure, allowing different children to role-play the family members.

### Target Song
A36 Play the first part of the Target Song. Use Busy Ant to model the questions and answers. Have the puppet sing the children's part. Hold up the *mother, father,* and *baby* Picture Cards as the family members are mentioned in the song.

## DURING PAGE 26

### 2 Listen and say. Find and match.
A38, A39 Play Audio A38. Point to the photos of the vocabulary items, say the words, and have children repeat. Then, encourage children to look for the mother, father, and the baby in the scene.

Then, show them how to trace a line from the photo of the mother 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.

mother father baby

Point to the family members and the park. Say: *They are at the park.* Then point to the tablecloth, the basket, and the food items. Say: *They are having a picnic.* Play Audio A39 and point to the photos as children repeat.

Who is this? This is my mother.
Who is this? This is my father.
Who is this? This is the baby.

## AFTER PAGE 26

### Let's Move!
A26 Play the audio and sing the "Actions Song" to get children moving and to reinforce the actions they already know.

### Hidden Card
Invite two children to the front. Cover the *mother* Picture Card with a piece of construction paper. Slowly slide the paper away to reveal the picture. The first child to call out the correct word and identify the picture wins. Repeat with *father* and *baby*.

### Swat It!
Attach the *mother, father,* and *baby* Picture Cards to the board at children's eye level. Invite a child to the front and hand him/her a flyswatter. Name one of the family members and encourage the child to swat the corresponding Picture Card.

### Sh! Sh! Sh!
A21 Children will be excited after the game. Play the audio to calm them down.

### Sing the "Good-bye Song"
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 22.

## EXTRA ACTIVITY

### Walk, Walk, Walk
Take children to the playground. Ask them to form a line. Encourage them to say in chorus *Walk, walk, walk* as they walk. Begin to walk more quickly and say: *Walk quickly.* Encourage children to follow your lead. Then, walk more slowly and tell children: *Walk slowly.* Ask them to say *Walk, walk, walk* as they continue to walk. Then say *Shhh!* Model whispering *Walk, walk, walk* and tell children: *Walk quietly.* Review some of the actions that children already know, asking them to do them quickly, slowly, or quietly.

# Vocabulary

## Objectives
- To identify family members
- To repeat names of family members
- To follow simple commands
- To practice a short dialogue to ask for information

## Vocabulary
*brother, sister, grandmother, grandparents, school, family, listen, say, find, match, walk*

## Language
*Who is this? This is my (brother).*
*Who are they? They are my (grandparents).*
*This is my family.*
*They're in the house. They're in the living room.*
*They're talking. They're playing a game.*

## Materials
Class Audio CD, Busy Ant puppet, *brother, sister,* and *grandparents* Picture Cards, pencils, red, blue, yellow, and green paint, paper (one sheet per child), picture of your family

## BEFORE PAGE 27

**Sing the "Hello Song"**
A3 Invite children to sing along and wave hello.

**Have Big Fun Talking!**
A40 Play the audio. Use Busy Ant to practice the conversation below.

> **A:** Where do you go to school?
> **B:** I go to Rainbows Preschool.

Pair up children. Model the question and have Child A repeat. Then model the answer and have Child B repeat. Repeat with other pairs until all children have practiced the conversation. Have children say their school's name.

**Vocabulary Presentation**
Show the *brother, sister,* and *grandparents* Picture Cards. Hold up each card as you say the word. Do it again, and have the puppet repeat after you. Repeat and encourage children to say the words.

**Target Song**
A36 Play the second part of the Target Song. Use the puppet to model the questions and answers. Hold up the *family members* Picture Cards as they are mentioned.

## DURING PAGE 27

**3 Listen and say. Find and match.**
A41, A42 Play Audio A41. Point to the photos, say the words, and have children repeat. Next, invite children to find the brother, sister, and the grandparents in the scene. Then, show them how to trace a line from the photo of the brother 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.

> brother sister grandparents

Point to the family members and to the furniture. Say: *They are at home. They are in the living room.* Then, point to the table and the board game and say: *They're playing a game.* Point to the grandparents and say: *They're talking.* Play Audio A42 and point to the photos as children repeat. Make sure to point only to the grandmother in the photo of the grandparents.

> Who is this? This is my brother.
> Who is this? This is my sister.
> Who are they? They are my grandparents.

**Vocabulary Practice**
Have children point out other people on the page and say the words.

## AFTER PAGE 27

**Sing the "Action Game Song"**
A10 Sing and do the movements. Play the audio again and have children join in.

**Families**
Invite one boy and two girls to the front. Hand the boy the *father* Picture Card. Hand the girls the *sister* and *mother* Picture Cards. Next, invite another child to the front. Say: *This is your family.* Then point to the father and ask: *Who is this?* Have the child answer: *This is my father.* Repeat the procedure with *mother* and *sister*. Continue in the same manner, inviting various children to represent different combinations. Finally, show a picture of your family and say: *This is my family. All families are different and unique. I love my family!*

**Sing the "Good-bye Song"**
A6 Children sing and wave good-bye.

WB See Workbook page 23.

## EXTRA ACTIVITY

**Fingerprints Families**
Let children dip the tips of their fingers into the paint and make five fingerprints on paper. When it's dry, they can draw eyes, noses, hair, and bodies for each fingerprint, make fingerprint families, and tell who each family member is.

# Practice

## Objectives

- To identify and name colors: red, yellow, blue
- To identify big and small in relation to families
- To understand prepositions: *next to*
- To practice motor skills
- To practice visual discrimination

## Vocabulary

*blue, red, yellow, baby, big, small, paste, say, dance, whisper*

## Language

*This is a small family. This is a big family.*
*Do you have a (big) family? (Big.)*
*This is a baby. This is a crib.*
*The (blue) crib is next to the (red) crib.*
*(Anna) is next to (Jimmy). Who is next to (Anna)?*

## Materials

Class Audio CD, Press-outs, Busy Ant puppet, red, blue, and yellow paper strips, *family* Picture Cards, pictures of a large and a small family, scissors, glue, tape, family pictures (children bring family photos), circles, squares, and triangles cut out of colored paper

## BEFORE PAGE 28

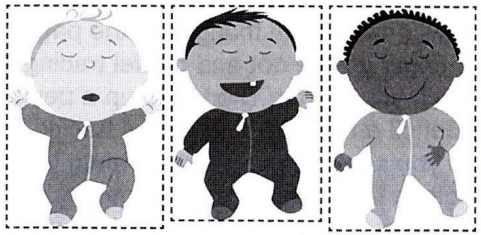
**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**Sing "Families"**
A43 Attach pictures of a small and a large family to the board and sing "Families." Have children listen and do the actions. Invite a volunteer to come up. Say: *Point to the (small) family*. Repeat with other volunteers.

**Big and Small Families**
Attach the picture of a big family to the board. Say: *This is a big family.* Hold your hands wide apart to indicate *big*. Next, attach a picture of a small family. Say: *This is a small family.* Hold your hands close together to indicate *small*. Be sure your tone of voice is the same in both cases.

**Sing "Let's Start Working"**
A14 Have children listen to the song to indicate that it is time to start working in their books.

## DURING PAGE 28



**4 Paste press-outs and say.**
Hold up the Unit 3 Press-outs. Help children press them out. Hold up the *baby in the blue baby suit* Press-out. Ask: *What is this? It's a baby.* Point to the suit and ask: *What color is it? It's blue.* Repeat with the rest of the babies. Then display page 28. Point to a crib and say: *This is a crib. The blue crib is next to the red crib. The red crib is next to the yellow crib.* Next, help children put a small amount of glue on the Press-outs and paste them in the corresponding boxes. Then, invite three children to the front. Have them stand next to each other. Point to them to help children understand the preposition *next to*. Say: *(Ann) is next to (Jimmy). (Jimmy) is next to (Mike).* Then, point to a child and ask: *Who is next to (Ann)? (Jimmy!)* Repeat with other groups of children. Make groups larger every time.

**Target Song "My Family"**
A35 Play the audio. Use Busy Ant to model the questions and answers. Have children listen. Then, attach the *family* Picture Cards to the board. Play the audio again and stop it when a family member is mentioned. Invite a volunteer to point to the corresponding Picture Card. Continue with other children until all family members have been identified.

## AFTER PAGE 28

**Dance!**
A16, A31, A45 Cut out blue, red, and yellow paper strips. Give a strip to each child. Play one of the color songs (Audios A16, A31, and A45). Encourage children to listen attentively. Then, if the song matches their color, they dance.

**Whisper, Whisper**
Invite children to sit in a circle, and place the *family* Picture Cards in the center. Whisper a family member to a child. Encourage the child to whisper it to the child next to him/her, and so on. Invite the last child to say the word aloud and pick up the corresponding Picture Card. If the card is correct, he/she keeps it. If not, he/she puts it back. Continue for several rounds.

**My Family**
Invite children to the front to show their family picture. Have them say: *This is my family.* Then ask: *Do you have a big or small family?* Have the child answer: *(Big)*. Repeat until all children have shown their family pictures. Finally, have the class say which child has the largest family.

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

WB See Workbook page 24.

## EXTRA ACTIVITY

**Touch the Shape!**
Tape paper circles, squares, and triangles around the classroom. Call out a shape: *Circle!* Encourage children to look for it and touch it.

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# Math

## Objectives
- To identify and name shapes: triangle
- To practice tracing triangles
- To review shapes: circle, square
- To practice visual discrimination

## Vocabulary
*triangle, circle, square, trace, say, find, jump*

## Language
*What is this? It is (a triangle).*
*Find paper!*

## Materials
Class Audio CD, various triangles cut out of blue construction paper, blue paper, large circle, square, and triangle cut out of colored paper, scissors, music CD, beanbag, tape

## BEFORE PAGE 29

**Sing the "Hello Song"**
A3 Play the audio. Invite children to sing along and wave hello.

**Say the "Hand Signal Chant"**
A4 Play the audio to get children warmed up for class.

**Circles and Squares**
Draw a pattern of circles and squares on the board. Point to each one, prompting the class to name the shapes with you.

**Say the "Shape Chant" (Triangle)**
A44 Cut several triangles out of blue paper and place them around the room. Play the audio. Say the chant and do the actions. Play it again and invite children to do the actions with you. Some may be ready to sing along.

## DURING PAGE 29

**5 Trace and say.**
Show children the triangle on the page. Put your finger on the dot and model tracing the triangle with your finger. Then hold up a pencil. Tap the pencil on the dot and model tracing the shape as you say *Triangle*. Have children trace the triangle in the scene, first with their index finger and then with a pencil. Have them say: *Triangle*. Use gestures and ask: *Do you see another triangle?* Help them see the additional triangles on the page. (The mountains are triangles.) Have children trace the mountains.

**Do the *Find It!* Activity**
Point to Busy Ant with the paper in his wheelbarrow and say: *Find paper!* Encourage children to find the paper on the page. (The ant's parachute is also made of paper.)

## AFTER PAGE 29

**Sing "Around the Circle"**
A37 Play the audio to review *circle*. Sing along and do the movements. Invite children to join in and get moving.

**Jump to the Shape!**
Move furniture aside. Tape the large circle, square, and triangle to the floor. Then, ask children to stand in a circle around the shapes. Play some music and have children walk in a circle. Stop the music and throw a beanbag to a child. Say: *Jump to the circle!* Have the child jump, stand on the circle, and go back to his/her place. Repeat with the square and triangle and other children. Play several rounds.

**Sing the "Good-bye Song"**
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 25.

## EXTRA ACTIVITY

**Body Triangles!**
Divide the class into groups of three. Have each group lie down on the floor and form a triangle with their bodies.

# Colors

## Objectives
- To identify and name colors: blue
- To identify blue items
- To color items blue
- To review colors: red, yellow

## Vocabulary
*blue, yellow, red, color, bird, whale, say, run*

## Language
*Is it blue? Yes./No.*
*It's blue. They're blue.*
*What is this? It is (a whale).*
*What color is this? It's (blue).*

## Materials
Class Audio CD, Busy Ant puppet, blue crayons, blue, red, and yellow items, shoebox, ball, white sheets of paper (one per child), blue finger paint

## BEFORE PAGE 30

**Sing the "Hello Song"**
A3 Play the audio. Have children sing and wave hello.

**Red and Yellow!**
A16, A31 Play the audio to review the colors red and yellow. Do the gestures and invite children to join in.

**Sing the "Color Song" (Blue)**
A45 Hold up one blue item and have Busy Ant say: *It is blue.* Have children repeat after Busy Ant. Put several blue, yellow, and red objects inside a shoebox. Take out a blue item and ask: *Is it blue?* Have Busy Ant answer: *Yes!* Then take a red item and ask: *Is it blue?* Have the puppet answer: *No!* Repeat the procedure with the remaining items, inviting the class to answer *Yes* or *No*. Finally, play the audio. Sing along and do the gestures. Play it again and have children join in.

## DURING PAGE 30

**6 Color and say.**
Point to the crayon on the page. Say: *It's blue.* Point to the caterpillar's hat and the blue shoe. Say: *They're blue.* Then distribute blue crayons and have children color the bird and whale blue. Point to the caterpillar's first and second segments. Invite children to name the colors: *Red and yellow.* Then have children color the third segment blue.

## AFTER PAGE 30

**Run to Something Blue**
Have children stand in a circle. Then say: *At the count of three, run to something blue. Ready? 1, 2, 3!* Encourage children to look for blue objects around the room and run to them once they find them. Have them shout *Blue!* when they reach the blue item.

**Have Big Fun Talking!**
A46 Hold up a blue item and model the conversation below with the puppet. Invite children to repeat each line after you and Busy Ant. Play the audio and have children listen.

**A:** What color is this?
**B:** It's blue.
**A:** Good-bye!
**B:** Good-bye!

Invite a pair of children to the front and encourage them to role-play the conversation. Have them listen to the audio as many times as needed. Then pair up children and give each pair a blue, yellow, or red object. Have them practice the conversation, alternating roles. Monitor closely. More advanced children may be ready to practice the dialogue without any help.

**What Color Is It?**
Have children stand in a circle. Roll a ball to a child and say a color: *(Blue!)* Have him/her look around the room for a blue item. Instruct the child to put the item inside the circle. Repeat with red and yellow items and other children. Then, hold up each item and ask: *What color is it?* Have the class answer: *It's (blue).*

**Sing the "Good-bye Song"**
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 26.

## EXTRA ACTIVITY

**Blue Objects**
Give children paper and blue finger paint. Ask them to paint blue objects. For example, they could make a crayon, a balloon, the sky, etc. Have them say *Blue, blue, blue* as they paint.

## AUDIO SCRIPT

A47 **My Family**

1. Juan: This is my mother.
2. Juan: This is my sister.
   Luz: Hello!
3. Juan: This is my brother.
   Roy: What?
4. Jorge: Hi!

## HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. This book covers the topic of friends and family members, so there are many things to talk about. The boy in the story is introducing a friend to his family members. Children may practice similar introductions with family members at home.

## SHOW TIME PREPARATION

AFL Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Talk about Show Time by suggesting ideas for the program, such as drawing their own family tree, for example.

# Little Book

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

## Vocabulary
*family, mother, sister, brother*

## Language
*Who is this?*
*This is my (mother).*
*Hello!*
*Hi!*

## Materials
Class Audio CD, Busy Ant puppet, DVD or ActiveTeach, *family* Picture Cards, bowl, blue crayons, soft ball

## BEFORE THE LITTLE BOOK

**Sing the "Hello Song"**
A3 Play the audio. Invite children to sing along and wave hello.

**Let's Move**
A26 Sing the "Actions Song" to get children moving and active at the beginning of the class.

**Hit It!**
A36 Attach the *family* Picture Cards to the board at children's eye level. Have children sit in a semicircle as they listen to the song. Pause the audio every time a family member is mentioned. Invite a child to come up and throw a soft ball at the corresponding Picture Card. Repeat the procedure with different children until all family members have been identified. You may play the song several times.

## DURING THE LITTLE BOOK

**A47 My Family**

**1.** Have children turn to page 31. 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?* Have children name people, colors, shapes, and other things. Praise all efforts.

**3.** Point to the title and say: *This is the title. The title of the story is "My Family."* Count the dots on each page and have children repeat after you. Point to page 1. Say: *This is page 1.* Repeat with the remaining pages. Next, point to Juan on page 1 and to the corresponding drawing of him next to the lines. Ask: *Who is speaking? Juan!* Repeat with the remaining characters.

**4.** Play the audio and let children listen attentively.

**5.** Play the audio again. This time, point to the drawings of the characters next to the lines on each page to show who is speaking. Point to and name things in the pictures to help clarify meaning.

**6.** Check comprehension: Point to different people in the story and ask: *Who is this? Is this the brother or the sister? Is this the mother or the brother?* Point to the monkey in the last scene. *Is this Juan's brother?* Encourage children to answer negatively. Point out that Juan is laughing and that he considers the monkey part of the family.

## AFTER THE LITTLE BOOK

**Role-play**
Role-play with Busy Ant to reinforce story comprehension. Try to imitate the voices of the characters on the audio. Next invite five children to the front and assign a character to each one. Encourage them to role-play the story. Say the characters' lines and have each child repeat after you. Repeat the procedure with different children.

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

**Sing the "Good-bye Song"**
A6 Play the audio. Have children sing along and wave good-bye.

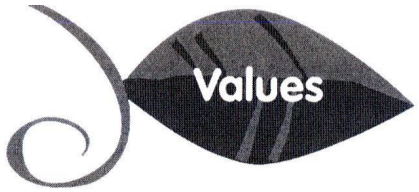
WB See Workbook page 27.

## EXTRA ACTIVITY

**Blue Crayon for Me, Blue Crayon for You**
Hold up a bowl filled with various colored crayons. Make sure there are several blue crayons. Say the chant below with Busy Ant.

Blue
Blue, blue, blue.
Blue, blue, blue.
Blue crayon for me. *(take from bowl)*
Blue crayon for you. *(give to puppet)*

Invite one child to the front. Say the chant again. Take a blue crayon from the bowl and say: *Blue crayon for me.* Then take another blue crayon and hand it to the child. Say: *Blue crayon for you.* Next, have a pair of children come up. Say the chant and have them repeat it out loud. Have one child take a crayon and keep it. Encourage him/her to give another crayon to his/her partner. Repeat with other pairs of children.




## Objectives

- To learn a value: Respecting others' things
- To use language to express a value
- To revisit the value: Greeting one another
- To review feelings: happy, sad

## Vocabulary

*hello, drawing, happy, sad, respect, respectful, color*

## Language

*We greet one another.*
*It's good to greet one another. We show respect.*
*We respect others' things.*
*Who is respectful?*

## Materials

Class Audio CD, crayons, Busy Ant puppet, another puppet, blocks, two child-like drawings, crayons, white sheets of paper (one per child)

## BEFORE PAGE 33

### Sing the "Hello Song"

A3 Play the audio. Invite children to sing along and wave hello.

### Revisit Value

Revisit the value of greeting one another from Unit 2. Show Student Book page 21 and say: *Greet one another.* Have children turn to the child next to them and greet him/her. Then display the Little Book, *My Family.* Point out that everyone greets one another: *Look, they all say hello.* Then say: *It's good to greet one another. We show respect.*

### Talk about Respecting Others' Things

Role-play the scene below with Busy Ant and another puppet.

**BA:** *(Shows class a drawing he made.)* This is my drawing. *(Acts proud and puts drawing on the table. Leaves.)*
**P:** *(Enters and plays with blocks on top of Busy Ant's picture, tearing it.)*
**BA:** *(Busy Ant comes back, looks at ruined picture and cries.)* I am sad.
**T:** *(Look at Puppet and say:)* That's not nice. Busy Ant is sad. You have to respect others' things.

Role-play again. This time, Puppet is careful not to ruin Busy Ant's artwork.

**BA:** *(Shows class another drawing he made. Acts proud, puts the drawing on the table, and leaves.)*
**P:** *(Enters, looks at the drawing, and plays with his blocks away from it.)*
**BA:** *(Busy Ant comes back, looks at the drawing and feels happy.)*
**T:** *(Look at Puppet and say:)* Good job! You respect others' things.

## DURING PAGE 33

### CBE 7 Who is respectful? Color.

Have children open their books to page 33. Point to the boys and say: *They are brothers.* Point to the one knocking the papers off the desk. Shake your head and say: *This brother is not being nice. He does not respect others' things.* Point to the other brother and say: *This brother is being nice. He respects other's things. Good job!*

Point to the two brothers and ask: *Who is respectful?* Invite a volunteer to come up and point to the respectful boy. Then say: *Color the respectful boy.* Finally, have children repeat after you: *We respect others' things.*

## AFTER PAGE 33

### Who Is Respectful?

Invite a child to the front. Encourage him/her to sit at your desk. Have him/her look at your things, without touching anything. Ask: *Does (Alex) respect others' things? Yes! Is he respectful? Yes.*

Then invite another child to the front. Have him/her take a piece of paper from your desk and tear it. Then ask: *Does (Anna) respect others' things? No. Is she respectful? No.* Repeat the procedure with other children and behaviors.

### Sh! Sh! Sh!

A21 Play the audio for children to calm down before the class ends.

### Sing the "Good-bye Song"

A6 Play the audio. Encourage children to sing along and wave good-bye.

WB See Workbook page 28.

## EXTRA ACTIVITY

### Family Fun Time

Ask children to draw pictures of special things they love to do with family members. Have children come up and show their drawings to the class. Point to the family members and ask: *Who is this? Who are they?*

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# Amazing

## Objectives
- To appreciate nature
- To observe details
- To learn about ants

## Vocabulary
*bird, nest, family, house, ant, anthill, live, work, big, sister*

## Language
*This is an ant. This is an anthill.*
*Ants live in anthills.*
*Ants work together.*

## Materials
Class Audio CD, Busy Ant puppet, crayons, pictures of nest, bird, house, and family, big box, pencils, picture of a family

## BEFORE PAGE 34

### Sing the "Hello Song"
A3 Play the audio. Invite children to sing along and wave hello.

### Sing "Families"
A43 Have Busy Ant hold up the picture of a family. Play the audio and invite children to sing along.

### Build Background
Show pictures of a nest, a house, a bird, and a family. Point to each picture, say the word, and have children repeat. Hold up the nest and the bird pictures and say: *Birds live in nests.* Have Busy Ant ask you: *Where do families live?* Show the house picture and say: *Families live in houses.*

## DURING PAGE 34

CBE **8 Look closely. Trace the circles.** Point to the speech bubble and read it aloud: *This is an anthill!* Have children repeat after you. Have children look closely at the photos in the circles. Point to the ant and say: *This is an ant.* Have children repeat the word aloud. Then point to the other circle and say: *Ants work together to take food to their house. Ants live in anthills.*

Next, have children trace the circles, first with their index finger and then with a pencil.

### Have Big Fun Talking!
A48 Display page 34. Say: *Look at the ants. This is an ant family.* Ask: *Is it a small or a big family? Big!* Next, point to the anthill and say: *This is their house.* Next, play the audio and practice the conversation below with Busy Ant. Busy Ant can act very excited as he talks about his "family" and "house."

**T:** What is this? *(point to the anthill)*
**BA:** This is my house.
**T:** Your house?
**BA:** Yes, it's an ant house.
**T:** Who is this? *(point to the single ant)*
**BA:** She is my sister.
**T:** Your sister? Is she an ant?
**BA:** Oh yes, she is an ant.
**T:** Who are they? *(point to the group)*
**BA:** My family! They are all ants.
**T:** You have a big family. *(gesture "big")*
**BA:** Yes. Ants have big families.

## AFTER PAGE 34

### Ants Work Together
Set furniture aside. Say: *We are a big ant family. Let's bring our things to our anthill.* Place a box in the center of the room. Divide the class into groups of four. Have each group carry an item and put it inside the box. Say: *Ants work together. Look, we have many things in our anthill!*

### Sing the "Actions Song"
A26 Play the audio and have children listen. Next sing the song without the audio. Sing *Ants!* instead of *Boys and girls!* Have children pretend they are ants and do the movements as you sing.

### Sing the "Good-bye Song"
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 29.

## EXTRA ACTIVITY

### Colors!
Take children to the playground. Have them sit in a circle. Then call out a color: *(Yellow!)* Have them stand up and race to something yellow and point to it. Once all have found something yellow, ask them to sit down again. Repeat the procedure with *red* and *blue*.

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# Project

## Objectives

- To make an art project
- To follow directions
- To talk about ants
- To use fine motor skills
- To review feelings: happy, sad
- To learn the feeling: angry

## Vocabulary

*ant, bugs, headband, antennae, triangle, circle, happy, sad, angry, glue, twist, put on, make*

## Language

*What is this? It's an ant.*
*What are these? These are antennae.*
*Make an ant headband.*
*Hello, my name is Busy Ant.*
*What is your name?*

## Materials

Class Audio CD, Busy Ant puppet, paper strips cut to fit children's heads, pipe cleaners, paper triangles, art supplies, tape, photos or illustrations of different insects, such as bees, ladybugs, and ants

## BEFORE PAGE 35

### Sing the "Hello Song"

A3 Play the audio. Invite children to sing along and wave hello.

### Sing "We Love Bugs"

A49 Play the audio and sing the song for the class. Then attach pictures of bugs (ants, bees, ladybugs) to the board. Say: *These are insects or bugs. We all love bugs!* Play the audio again and encourage children to join in. They may only repeat the line: *Bugs, bugs, we love bugs.*

**TIP: One Step at a Time!**
For multi-step projects, first show the entire process. During the demonstration, children only watch. Then show one step at a time and help children copy each step.

## DURING PAGE 35

### Make an Ant Headband

Before class, prepare the art supplies for the project. For each child, gather: a strip of paper sized to his/her head circumference, a paper triangle, two pipe cleaners, and tape. Children may use markers, crayons, glitter, glue, and other art supplies to decorate the headbands.

Show children page 35 and read the title of the project aloud: *Make an Ant Headband.* If children want to decorate their headbands, have them do this first. Then show children how to follow these steps and help them make their headbands:

**1.** Tape the triangle to the middle of the paper strip. Say: *Tape the triangle.*

**2.** Tape the headband to form a circle. Say: *Make a circle.*

**3.** Tape the antennae to the headband. Say: *Tape these.*

**4.** Curl the pipe cleaners around your finger. Say: *Twist, twist, twist.*

**5.** Put the ant headband on. Say: *Put it on!*

## AFTER PAGE 35

### Have Big Fun Talking!

Draw three faces on the board: happy, sad, and angry. Point to the happy face and say: *I am happy.* Smile. Have children smile, too. Then say: *I am sad.* Make a sad face and have children imitate your gestures. Point to the angry face: *I am angry.* Frown. Encourage children to frown, too. Have children wear their headbands and practice conversations. Encourage them to have fun using "ant names." Model the conversation below with Busy Ant. Have children listen attentively.

**BA:** Hello! My name is Busy Ant. What is your name?

**T:** My name is Happy Ant. *(smile)*

Next, invite a pair of children to the front. Have them look at the faces on the board and encourage each one to choose a name: Happy, Sad, or Angry Ant. Then help them practice the conversation. Repeat with other pairs of children.

### Ant Parade

A49 Have children march around the room wearing their ant headbands as you play "We Love Bugs."

### Sing the "Good-bye Song"

A6 Play the audio. Have children sing along and wave good-bye.

# 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
*mother, father, baby, sister, brother, grandparents*

## Language
*Who is this? This is my (mother).*
*Who are they? They are my grandparents.*

## Materials
Class Audio CD, Busy Ant puppet, Stickers, Portfolio Envelopes, slips of red, yellow, and blue paper, hat

## BEFORE PAGE 36

### Sing the "Hello Song"
A3 Play the audio and have children sing along and wave hello.

### Revisit Songs
Write the names of the Unit 3 songs and chants on red, yellow, and blue slips of paper (Audios A36, A37, A43, A44, A45, and A49). Have volunteers pick the slips from a hat. Encourage children to stand at the front, holding their slips. Then have the class vote and choose a color: red, blue, or yellow. Play the songs that are written on the slips of the color that children chose. Encourage children to sing along and do the corresponding movements.

### Think about Learning
AFL Have children look at each page in Unit 3. Remind them what they learned on each, for example: *Look at the family. Who is this? Who are they? Is this a circle or a triangle? What color is this?* Encourage children to clap if they liked the page or to make a sad face if they did not like it.

## DURING PAGE 36

### 9 Point and say. Stick and say.
Help children point to each vocabulary word on the banner and say: *It is my (mother).* Then point to the item that the girl is holding. Ask: *Who is this?* Direct children to the Stickers page and have them find the *mother* Sticker and stick it in the box. Ask volunteers to show their work and read the sentence aloud: *This is my mother.* 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. 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. Remind children that they are working toward a show they will perform at the end of the year.

**TIP: Model Responses**
Create an example of a personal response drawing and use it to show children what to do. For example, draw an ant. Hold up the drawing, smile, and say with an excited voice: *The ant is what I liked most from Unit 3. I liked learning about ants.*

### Children Decide!
AFL After children complete their drawings, invite them to display them. Hold up a drawing and say: *(John) likes how ants work together. (Sandra), did you also like the ants?* 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
A36 To consolidate what children have learned in the unit, play the Target Song one more time and have children sing their part.

### Sing the "Good-bye Song"
A6 Play the audio. Have children sing along and wave good-bye.

### Portfolio
Have children review the things in their Portfolio Envelope to date. Encourage each child to show you his/her most recent work.

WB See Workbook page 30.

# UNIT 4 OVERVIEW

## Communication Objectives

- Identify and name toys
- Exchange greetings
- Make polite requests
- Understand and follow basic commands
- Identify the location of objects
- Ask for information

## Topics and Key Vocabulary

**Toys:**
*doll, car, truck, teddy bear, airplane, ball, boat, game*

**Colors:**
*green*

**Shapes:**
*rectangle*

**Action Verbs:**
*hop, swim, share, choose*

**Recognize Feelings:**
*happy, sad, angry, sleepy*

**Nature Words:**
*wind, plants, trees*

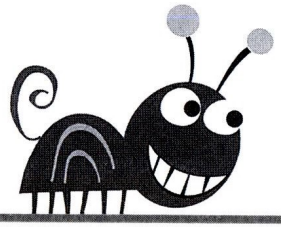
## Target Language and Structures

*What do you want?*
*I want (a car), please.*

*What's your name?*
*My name is (Chris).*

*What's your cat's name?*
*Fluffy.*

Understand the prepositions *in, on, under*



## Content Connections

**Math:**
Identify shapes: rectangle

**Nature and Science:**
Observe the effect of wind on plants and trees

**Art:**
Make a wind toy

**Music:**
Sing and act out songs
Move to music

**Language Arts:**
Say and act out chants

# UNIT 4 OVERVIEW

## Amazing and Project

Observe the effect of wind on plants and trees

Project: *Make a Wind Toy*

## Pre-reading and Pre-writing

Practice motor skills

Practice visual discrimination

## Little Book

*Dollhouse*

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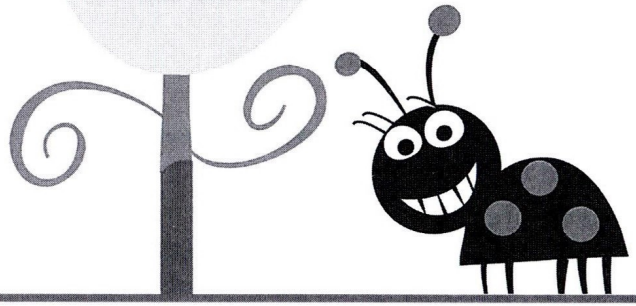


## Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about toys at home

Sing songs and say chants at home

Use props to role-play at home

Play with a wind toy at home

## Competency-based Education

Competency work within the following formative areas:

Personal and Social Development: Develop sensitivity toward the needs of others; Values page, p. T45

Discovering Our World: Experiment with diverse elements to understand the natural world; Project page, p. T47

## Values

Sharing

# Unit Opener

## Objectives
- To exchange greetings
- To predict unit topic
- To identify toys
- To understand and follow simple commands
- To ask for information

## Vocabulary
*hello, toy cat, name, toys, look, predict, listen, walk, jump, march, dance, turn around, wiggle, stand up, sit down, touch your (nose), clap, fly, laugh, wave*

## Language
*Hello, (Leon).*
*This is my toy cat. What's your cat's name?*
*Is this (a toy)? Yes./No.*

## Materials
Class Audio CD, Busy Ant puppet, stuffed toy cat, bag, book, and other classroom objects, toys: cars, truck, stuffed toy animals, doll, ball, etc., *toys* Picture Cards, blindfold

## BEFORE PAGE 37

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

**Have Big Fun Talking!**
A50 Play the audio and have children listen. Then invite a boy and a girl to the front. Hand a toy cat to the girl. Encourage the children to role-play the dialogue. Say the lines and have them repeat. Follow the same procedure with other pairs of children. Encourage children to use their own names and to change the cat's name. Praise all efforts.

**A:** Hello, Leon.
**B:** Hello, Nina. Who is this?
**A:** This is my toy cat.
**B:** What's your cat's name?
**A:** Fluffy Cat.
**B:** Hello, Fluffy Cat!

## DURING PAGE 37

**1 Look and predict. Listen.**
A5, A51 **Predict Together**
Walk around the room holding a bag. Look at different objects. Hold up a book, shake your head, and say *No*. Then, hold up a stuffed animal, nod your head, and say *Yes!* and put it inside the bag. Repeat with other objects, putting only toys inside the bag. Have children pay close attention. Then empty the bag and show the toys to the children. Say: *Can I play with these things? Yes! Are they classroom objects? No! What are they?* Elicit: *Toys!* They may use their native language if they cannot answer in English. Finally, say: *Yes! They are toys. We can have big fun with toys!*

Next, play Audio A5. Mime the actions. Encourage children to follow along. At the end of the song, fill in the missing word: *Fun with (toys)!*

Then, play the Target Song "My Toys" (A51). Use the puppet to model the questions and answers. Attach the *toys* Picture Cards to the board and have Busy Ant point to them as they are mentioned in the song.

**Do the *Find It!* Activity**
Point out Busy Ant with the toy car in his wheelbarrow. Point to the car and say: *This is a car.* Read the text aloud: *Find a car!* Help children find the cars in Unit 4 (on pages 37–39, 42, and 48).

## AFTER PAGE 37

**Check Predictions**
Put several items inside a bag. Invite a child to come up. Blindfold him/her and ask him/her to take a toy out of the bag. Have the child take out an item and show it to the class. Ask: *Is it a toy?* Have them answer affirmatively or negatively. If the object is a toy, say: *Very good, (Lucy). It's a toy!* Let the child take it to his/her place. If it is not a toy, say: *Sorry, (Lucy). This is not a toy.* Put the object on a table. Make children feel comfortable and explain that there are no right or wrong answers. Repeat the procedure until all toys have been taken out of the bag.

**Parade around the Room!**
A2 Have children stand in a line. They will walk in a parade around the room. Call out an action and have the children do the action as they parade around the room: *walk, jump, march, dance, turn around, wiggle, stand up, sit down, touch your (nose), clap, fly, laugh, wave.* Play the "Big Fun Theme Song" during the parade. At the end, say: *Sit down.* Have children return to their seats.

**Sing the "Good-bye Song"**
A6 Play the audio. Children sing and wave good-bye.

**Portfolio**
Encourage children to identify work they want to include in their Portfolios.

WB See Workbook page 31.

## EXTRA ACTIVITY

**Find Cars!**
Hide several toy cars around the room. Hold up a toy car and say: *Find the cars!* Have children walk around the room and look for them. Once a child finds a car, ask him/her to give it to you.

# Vocabulary

## Objectives
- To identify toys
- To repeat names of toys
- To make polite requests
- To understand and follow simple commands

## Vocabulary
*doll, car, truck, listen, say, find, match, race*

## Language
*What do you want? I want (a car), please.*
*This is (a doll).*
*This is my special toy.*

## Materials
Class Audio CD, Busy Ant puppet, *doll, car,* and *truck* Picture Cards, toys: car, truck, balls, and doll, pencils, white sheets of paper, crayons

## BEFORE PAGE 38

### Sing the "Hello Song"
A3 Play the audio. Invite children to sing along and wave hello.

### Vocabulary Presentation
Hold up a doll and say: *This is a doll.* Have children repeat the word *doll* after you. Then hold up a toy car and a toy truck and repeat the procedure.

Next, place the three toys on a table. Have children stand around it. Point to the toys and have children name them. Start by pointing to the toys very slowly, increasing speed gradually.

Display the *doll, car,* and *truck* Picture Cards. Point to each card as you say the word. Say the word again and have Busy Ant repeat after you. Do it once more and encourage children to say the words aloud.

### Target Song "My Toys"
A51 Play the first part of the Target Song. Use Busy Ant to model the questions and answers in the song. Busy Ant sings the children's part. Hold up the *doll, car,* and *truck* Picture Cards as they are mentioned in the song. Have children look and listen.

## DURING PAGE 38

### 2 Listen and say. Find and match.
A52, A53 Play Audio A52. Have children listen and repeat the words. Next, invite children to find the doll, car, and truck in the scene. Then, show them how to trace a line from the photo of the doll 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.

doll car truck

Point to the scene and say the dialogue that goes with it: *What do you want? I want a car, please.* Play Audio A53 and point to the photos as children repeat.

What do you want? I want a doll, please.
What do you want? I want a car, please.
What do you want? I want a truck, please.

## AFTER PAGE 38

### My Special Toy
Hold up a doll and say: *This is a doll. It's my special toy.* Hug the doll and say: *I love my doll.* Then, distribute white sheets of paper and crayons. Encourage children to draw their special toy. When children finish, invite them to show their drawings to the rest of the class. You may wish to say the toy names in English. Keep children's work for their Portfolios.

### Race to the Toy!
Before the activity, hide a toy truck, a toy car, and a doll around the room. Have children stand in a circle in the center of the room. Then say: *When I stop clapping, look for the truck. Ready?* Start clapping and then stop. Encourage children to race and look for the toy. Have the child who finds the toy give it to you. Hold up the truck and say: *This is a truck.* Have children repeat *truck* after you. Repeat the procedure with *car* and *doll*.

### Sing the "Good-bye Song"
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 32.

## EXTRA ACTIVITY

### Play Ball
Take children to the playground to play ball. Divide the class into small groups. Have each group spread out and form a line. Make sure children leave lots of room between players. Hold up the ball and ask: *What is it?* Help children respond: *It is a ball.* Then, give the first child in each line a ball. Call out how you want the first child to pass the ball to the next child in line, for example: *throw the ball, kick the ball, bounce the ball*. Encourage children to pass the ball according to your instructions.

# Vocabulary

## Objectives
- To identify toys
- To repeat names of toys
- To make polite requests
- To ask for information
- To review feelings: happy, sad, angry
- To identify the feeling: sleepy
- To understand and follow simple commands

## Vocabulary
*teddy bear, airplane, ball, sad, angry, sleepy, name, listen, say, find, match*

## Language
*What do you want? I want (a ball), please.*
*What's your name?*

## Materials
Class Audio CD, Busy Ant puppet, Units 1–4 Picture Cards, toys: doll, car, teddy bear, and ball, pencils

## BEFORE PAGE 39

### Sing the "Hello Song"
A3 Have children to sing and wave hello.

### Vocabulary Presentation
Hand a teddy bear, a toy airplane, and a ball to three children. Then say: *Three children in the classroom have a toy. Look around and point to them.* Encourage children to look for the children holding the toys. Once the class identifies the children with toys, invite them to the front. Have children hold up the toys. Point to the teddy bear and say: *This is a teddy bear.* Have children repeat *teddy bear* after you. Repeat the procedure with *airplane* and *ball*. Finally, have the children put the toys on a table.

Display the *teddy bear, airplane,* and *ball* Picture Cards. Hold up each one as you say the words. Have Busy Ant repeat after you.

### Have Big Fun Talking!
A54 Review emotions. Say: *Happy*. Smile brightly and have children imitate you. Repeat with other facial expressions for *sad, angry,* and *sleepy.* Play the audio. Use Busy Ant to practice the conversation. Have children repeat each line chorally.

**A:** What's your name?
**B:** My name is Chris.
**A:** What's your teddy bear's name?
**B:** Sleepy Bear.

Next, invite a pair of children to come up. Hand them a teddy bear and encourage them to role-play the conversation. Repeat with other pairs, changing the bear's name to *Happy, Sad*, or *Angry Bear*. Encourage children to use their own names.

### Sing the Target Song "My Toys"
A51 Play the second part of the Target Song to expose children to *ball, airplane,* and *teddy bear*. Hold up the corresponding Picture Cards as the toys are mentioned in the song. Busy Ant sings the children's part.

## DURING PAGE 39

### 3 Listen and say. Find and match.
A55, A56 Play Audio A55. Point to the photos of toys. Have children repeat the words. Next, invite children to find the teddy bear, the airplane, and the ball in the scene. Then, show them how to trace a line from the photo of the teddy bear to the corresponding illustration. 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.

teddy bear airplane ball

Point to the scene and say: *What do you want? I want a ball, please.* Play Audio A56 and point to the photos as children repeat.

What do you want? I want a teddy bear, please.
What do you want? I want an airplane, please.
What do you want? I want a ball, please.

### Vocabulary Practice
Have Busy Ant hold up the *toys* Picture Cards and name each toy. Have children repeat.

## AFTER PAGE 39

### I Want a Toy, Please
Put a ball, a doll, a toy car, and a teddy bear on a table. Ask Busy Ant: *What do you want?* He answers: *I want a ball, please.* Hand the ball to the puppet. Busy Ant answers: *Thank you.* Then invite a pair of children to role-play the same conversation. Say the lines and have them repeat. Continue with *doll, teddy bear,* and *car* and other pairs of children.

### Kick, Roll, Bounce!
Hold up a ball and model the following actions: kick a ball, roll a ball, and bounce a ball. Invite different children to the front and have them perform the actions you say.

### Sing the "Good-bye Song"
A6 Children sing and wave good-bye.

WB See Workbook page 33.

## EXTRA ACTIVITY

### Toy!
Hold up the Picture Cards from Units 1–4. If the card depicts a toy, children shout *Toy!* If it does not, they remain silent.

# Practice

## Objectives

- To make polite requests
- To identify and name toys
- To practice motor skills
- To practice visual discrimination
- To identify what is missing
- To understand prepositions: *in, on, under*

## Vocabulary

*teddy bear, airplane, doll, ball, chair, big, small, in, on, under*

## Language

*What is it? It's (an airplane).*
*The doll is on the chair. The teddy bear is in the airplane. The ball is under the airplane.*

## Materials

Class Audio CD, Press-outs, Busy Ant puppet, glue, toys: teddy bear, doll, boat, puppet, game board, and train, a big and a small toy, paper bags (one per child), crayons, yarn, glue, art supplies

## BEFORE PAGE 40

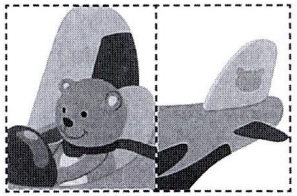
A3 **Sing the "Hello Song"**
Children sing and wave hello.

A57 **Say the "I Want Chant"**
Hold up the boat and say: *This is a boat.* Have children repeat *boat*. Repeat with *teddy bear, doll, puppet, game,* and *train*. Then place the toys around the room. Play the audio. Have children stand up, march and clap to the beat, and look at the toys as they march around the room. Then, play the audio again. This time, children point to the toys as they march. Finally, play the song a third time. Sing along and invite children to join in. Praise all efforts.

A34 **Let's Fly**
Draw a bird, a butterfly, and an airplane on the board. Point to the wings on each and ask Busy Ant: *What are these?* He answers: *They are wings.* Say: *Birds, butterflies, and airplanes have wings. They can fly!* Flap your arms and "fly" around the room. Next, say: *Let's imagine we are airplanes. We have wings. Now, let's fly.* Play "I Fly Like This" and have children pretend to fly around the room. Sing and substitute *airplanes* with *ladybugs* and *butterflies*.

A51 **Target Song "My Toys"**
Use the puppet to model the questions and answers. Busy Ant sings the children's part. Hold up the *toys* Picture Cards as they are mentioned in the song. Have children look and listen.

## DURING PAGE 40



**4 Paste press-outs and say.**
Hold up the Unit 4 Press-outs. Say: *This is a teddy bear. And look, what is this?* Say: *It is part of an airplane.* Help children press them out. Next, display page 40. Help children put a small amount of glue on the Press-outs and paste them in the correct boxes.

Then, point to the airplane and ask: *What is this? It's an airplane.* Say: *The teddy bear is in the airplane.* Gesture so children understand *in*. Then point to the doll. Ask: *What is this? It's a doll.* Repeat with *chair*. Say: *The doll is on the chair.* Again, gesture to indicate *on*. Finally point to the ball. *What is this? It's a ball.* Say: *The ball is under the airplane.* Indicate *under*. Then say *in, on,* and *under* and have children imitate your gestures.

## AFTER PAGE 40

**Guess the Toy**
Invite a child to come up. Whisper a toy: *(Airplane).* Encourage the child to mime playing with that toy. Have Busy Ant ask: *What is this?* Say: *Let's work together and guess the toy. Ready?* Elicit: *It's an (airplane).* Play several rounds with other children and toys.

**TIP: Cooperative Games**
Cooperative games help children learn better. Children work together to guess the toy.

A58 **Sing "Big and Small"**
Play the song. Do the suggested gestures. Next, hold up a toy. Ask: *Is it big or small? (Big!)* Then play the song again, holding up the big and small toys as you sing. Encourage children to sing along.

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

WB See Workbook page 34.

## EXTRA ACTIVITY

**Puppets**
Give each child a paper bag. Place crayons, yarn, and other art supplies in the center of each table. Model how to make a puppet. Show how you will put the puppet on your hand. Then, invite children to make faces on and decorate their puppets. Let children take turns holding up their puppets and saying: *It is a puppet.*

# Math

## Objectives

- To identify and name shapes: rectangle
- To practice tracing rectangles
- To review shapes: circle, square, triangle
- To review toys: doll
- To identify patterns
- To practice visual discrimination

## Vocabulary

*rectangle, square, triangle, circle, shape, pattern, doll, swat, trace, say, find, march*

## Language

*This is (a square). Run and swat the (circle). Find a doll!*

## Materials

Class Audio CD, Busy Ant puppet, pencils, colored paper rectangles, scissors, flyswatter, plastic container, flour, craft sticks, music, *Shapes* Poster, construction paper, salt, glue

## BEFORE PAGE 41

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

### Swat the Shapes

Draw a circle, square, and triangle on the board to review the shapes. Have a child stand at the back of the room with a flyswatter. Say: *Run and swat the circle.* Repeat with the remaining shapes and other children. Play several rounds.

A59 **Say the "Shape Chant"**
Place the rectangular cutouts around the room. Play the audio. Say the chant and do the actions. Play it again and invite children to do the actions and chant with you.

## DURING PAGE 41

123 **5 Trace and say.**
Show children the rectangle on the page and say: *Rectangle*. Put your finger on the dot and model tracing the rectangle. Then hold up a pencil. Tap the pencil on the dot and model tracing the shape as you say: *Rectangle*. Have children trace the rectangle in their own books, first with their index finger and then with a pencil. Have them say: *Rectangle*. Using gestures, ask: *Do you see another rectangle?* Help them see the additional rectangles on the page: the dollhouse and the gift box. Ask children if they see any other shapes they know. Point out the red roof and the flower and review triangle and circle.

**Do the *Find It!* Activity**
Point to Busy Ant and say: *Find a doll!* Children try to find a doll. (There is one in the wheelbarrow and another in the dollhouse.)

## AFTER PAGE 41

### Trace Shapes

Place a plastic container with flour in the center of the room. Have children sit around it. Hand a craft stick to a child and encourage him/her to trace a rectangle in the flour. Repeat with other children. Have children say *Rectangle* as they trace the shape. Then invite children to trace circles, squares, and triangles.

123 **Math Connection: Practice Patterns**
Before class, prepare drawings of four patterns using three of the known shapes. Make each pattern different, for example: *square-triangle* or *circle-rectangle-square*.

Have children sit in a circle and place the four patterns in the center. Then say a pattern: *Triangle-square-triangle*. Have children listen and look attentively. Next, invite a volunteer to point to the corresponding pattern. Have him/her name the pattern. Repeat the procedure with the remaining patterns. Play several rounds.

### Rectangle March

Move furniture aside. Use tape to make a large rectangle on the floor. Play some music and have children march along the rectangle. Stop the music and have children freeze. Start the music again and invite them to continue marching.

### Find the Shapes!

Attach the Shapes Poster to the board at children's eye level. Point to each shape. Ask: *What is this? It is (a circle).* Next, invite a volunteer to come up. Have him/her point to the circle and trace a line with his/her finger to an item in the scene with the same shape. Repeat with: square, triangle, and rectangle and other children.

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

WB See Workbook page 35.

## EXTRA ACTIVITY

### Salty Shapes

Hand out construction paper and salt. Use glue to make circles and squares on children's paper. Let children sprinkle salt on it. When the shapes are dry, encourage children to close their eyes and run their fingers over the shapes. Ask: *What is it? Is it a circle or square?*

# Colors

## Objectives
- To identify and name colors: green
- To identify green items
- To color items green
- To review colors: red, blue, yellow

## Vocabulary
*green, red, blue, yellow, paint, color, say, dance*

## Language
*Is it (green) or (red)? It's (green).*

## Materials
Class Audio CD, green crayons, green items, Busy Ant puppet, paint containers, yellow finger paint, blue finger paint, white sheets of paper, slips of colored paper, music CD, large green, red, blue, and yellow paper circles, toys: car, truck, teddy bear, doll, airplane, and ball, Unit 4 Picture Cards, bag, red, yellow, blue, and green crayons

## BEFORE PAGE 42

### Sing the "Hello Song"
A3 Play the audio. Have children sing and wave hello.

### Review Colors
A16, A31, A45 Hold up a red item and sing the corresponding "Color Song." Have children join in. Repeat with blue and yellow.

### Sing the "Color Song" (Green)
A60 Gather green things. Hold up each one and have Busy Ant say: *It's green.* Have children repeat. Then hold up each item and have the puppet ask: *Is it green or (red)?* Encourage children to answer: *It's green.* Play the audio. Sing along and do the gestures that go with it. Play it again and encourage the children to join in.

## DURING PAGE 42

### 6 Color and say.
Point to the crayon on the page. Say: *It's green.* Have children repeat after you. Point to the caterpillar's face, hat, and green shoe and say: *They're green.* Have children repeat after you. Point to the grass and say: *It's green.* Then have children color the tree and car green. Point again to the caterpillar. Invite children to name the colors that are on his body already: red, yellow, blue. Finally have them color the fourth segment green, and say: *Green*.

## AFTER PAGE 42

### What Color Do You Get?
Divide the class into groups of four. Place a container with yellow finger paint and another one with blue finger paint in the center of each table. Distribute white sheets of paper.

Encourage children to put one finger in the yellow paint and press it on the white paper. Then ask him/her to put another finger in the blue paint and press it on top of the yellow paint on the paper. Have them mix the colors. Ask: *What color do you get?* Have children answer: *Green!*

### Color Dance
Prepare red, yellow, blue, and green slips of paper. Give each child a slip of paper. Have children form teams (e.g., those with red slips are on the red team). Have each team say their color aloud. Play music and call out a color. Only children on that team dance. Everyone else freezes. Continue in this way and play several rounds.

### Circles and Toys!
Tape large green, blue, red, and yellow paper circles to the floor. Place a toy (car, truck, teddy bear, doll, airplane, or ball) on each circle. Have children stand around the circles. Say a color: *red*. Invite a child to go to a red circle and pick up the toy that is on it. Ask: *What is it?* Encourage him/her to answer: *It's (a ball).* Encourage children to clap if the answer is correct. Play until all toys have been picked up.

### What Is This?
Show each Unit 4 Picture Card and then drop it into a bag. For each one, ask: *What is this?* Prompt the class to answer chorally: *It is (a doll).* Then invite a volunteer to choose a card from the bag and show it to the class. Have Busy Ant ask: *What is this?* Help the child answer: *It is (a car).* Then turn to the class: *Is it (a doll)?* Encourage children to answer: *Yes./No.*

**TIP: Forming Teams**
Here is another fun way to divide the class into teams: Hand out sets of photocopied pictures and have children find others who are holding the same picture.

### Sing the "Good-bye Song"
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 36.

## EXTRA ACTIVITY

### Red, Blue, Yellow, Green Toys!
Place crayons of the same color and white sheets of paper in the center of each of four tables. Have children draw toys. Then, say: *Red!* Have the children who used the red crayons, come up and show their red toys. Repeat the procedure with: yellow, blue, and green.

## AUDIO SCRIPT

A61 **Dollhouse**

1. Keiko: I want dolls.
   Ana: Let's find dolls.
2. Keiko: Look!
   Ana: Yay!
3. Ana: This is the mother!
   Keiko: I want a doll family!
4. Together: We have BIG baby dolls!

## HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. Since this book covers many topics, including toys and family members, there are many things to talk about. The two girls in this story use things creatively to make toys. Children may enjoy doing these activities at home, too.

## SHOW TIME PREPARATION

AFL Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Talk about Show Time by suggesting ideas for the program, such as role-playing this story and making the dolls.

# 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 classroom objects

## Vocabulary
*dolls, big, family, want, find*

## Language
*I want dolls.*
*I want a doll family*
*Let's find dolls.*
*We have big dolls!*
*This is the mother.*

## Materials
Class Audio CD, Busy Ant puppet, DVD or ActiveTeach, *doll, car, truck, teddy bear, airplane,* and *ball* Picture Cards, tape, balls or beanbags, music CD, clothespins, tissue box, markers

## BEFORE THE LITTLE BOOK

### Sing the "Hello Song"
A3 Play the audio. Invite children to sing along and wave hello.

### Three in a Row
Have Busy Any say three actions, such as: jump, turn around, sit down. Do the actions in that order and have the children copy you. Then have the puppet say the same three actions but in a different order. Prompt children to do the actions in the new order. Continue in this way, changing the order and adding new actions to keep the game interesting.

## DURING THE LITTLE BOOK

### A61 Dollhouse

**1.** Have children turn to page 43. 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?* Have children name people, colors, shapes, and other things. Praise all efforts.

**3.** Review the conventions of the Little Books. Point to the title and say: *This is the title. The title of the story is "Dollhouse."* Have children count the dots with you on each page to identify page numbers. Then show page 1. Say: *This is page 1.* Repeat for the remaining pages. Next, point to to the drawing of Keiko's head next to the lines and say: *This is what Keiko says.* Invite a child to point to the other girl and to the corresponding drawing next to her lines. Say: *Anna is talking now.*

**4.** Play the audio while you show children the pages. Have them listen and look at the book.

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

**6.** Check children's comprehension. Point to different toys in the story and ask: *Is this (a doll) or (a teddy bear)? Who wants dolls? Keiko.* Hold up a clothespin, a marker, and a tissue box. Explain that in the story the girls find those materials and use them to make dolls. *Do they make a doll family? Yes! Is the family big or small? Big!*

## AFTER THE LITTLE BOOK

### Role-play
Role-play with Busy Ant to reinforce comprehension. Try to copy the expressive voices of the characters on the audio. Invite two children to the front. Say the lines while they act them out. Provide them with the art supplies so they can make the dolls while role-playing. Model how to make the dolls first. Keep the dolls for the Show Time presentation.

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

### Sing the "Good-bye Song"
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 37.

## EXTRA ACTIVITY

### Toy Hunt!
Place the Unit 4 Picture Cards around the room. Say: *Let's go on a toy hunt.* Play music and have children look for the toys. Children who find a card should shout: *(Car)!* Continue until all cards have been found.

## Values

### Objectives
- To learn a value: Sharing
- To use language to express a value
- To exchange greetings
- To ask for information
- To make polite requests
- To review prepositions: *on, under, in, next to*

### Vocabulary
*hello, name, school, teacher, doll, teddy bear, color, say, share, in, on, next to, under*

### Language
*We share.*
*I want a doll, please.*
*Hello! What's your name?*
*Where do you go to school?*
*What's your teacher's name?*
*Put the doll (in) the box.*

### Materials
Class Audio CD, crayons, doll, teddy bear, Busy Ant puppet, box yarn, popsicle or craft sticks

## BEFORE PAGE 45

**Sing the "Hello Song"**
A3 Invite children to sing along and wave hello.

**Have Big Fun Talking!**
A62 Play the audio. Have Busy Ant model the conversation and children listen.

**A:** Hello! What's your name?
**B:** My name is Bobby. What's your name?
**A:** My name is Marisa. Where do you go to school?
**B:** I go to Robin Hill Preschool.
**A:** Me, too! What's your teacher's name?
**B:** Ms. Diaz. What's your teacher's name?
**A:** Ms. Newman. Let's play!
**B:** OK, let's play!

Then, invite a pair of children to the front and encourage them to role-play the conversation. Say the lines and have them repeat after you. Repeat with other pairs. Encourage children to answer with information about themselves.

**Let's Share**
Use Busy Ant, a doll, and a teddy bear to role-play the conversation below. Have children look and listen.

**T:** I want the doll, please. *(pointing to doll)*
**BA:** No! *(holding doll)*
**T:** I want the teddy bear, please. *(pointing to teddy bear)*
**BA:** No! *(holding teddy bear)*
**T:** *(looking sad)* That's not nice, Busy Ant. Please share.

Role-play again. This time Busy Ant shares.

**T:** I want the doll, please. *(pointing at doll)*
**BA:** Sure! *(handing doll)*
**T:** Thank you! It's good to share!

Invite volunteers to role-play the conversation. Help them with the lines and encourage them to pantomime. Repeat other children and toys.

## DURING PAGE 45

**7 Color and say.**
CBE Have children turn to page 45. Point to the items in the scene and ask: *What is this? What color is it?* Encourage children to answer.

Point and say: *Look! They are sharing the toys! Good job!* Distribute crayons and have children color the truck and doll. Have them repeat after you: *We share.*

## AFTER PAGE 45

**Sing "Sharing Is Fun!"**
A63 Play the audio and sing the song. Pantomime and use props to clarify meaning. Then play the audio again. Encourage children to do the actions with you.

**In, on, under, next to!**
Place a table in the center of the room. Put a box and a doll on the table and ask children to sit around it. Invite a volunteer to come up and have Busy Ant give him/her instructions: *Please put the doll in the box. Thank you, (Mike).* Then invite another child. Have Busy Ant say: *Please put the doll next to the box. Thank you, (Laura).* Busy Ant asks a third child to put the doll under the table. A fourth child has to put the doll on the table. Repeat the procedure with other children.

**Sing the "Actions Song"**
A26 Play the audio. Have children do the actions. Encourage them to sing along. This will help them get moving at the end of the class.

**Sing the Good-bye Song**
A6 Children sing along and wave good-bye.

WB See Workbook page 38.

## EXTRA ACTIVITY

**Circles and Squares**
Show children how to use yarn to make circles and craft sticks to make squares. Invite children to experiment and make circles and squares. Ask: *What is this? It is a (circle).*

# Amazing

## Objectives
- To appreciate nature
- To observe details
- To learn that the wind blows plants and trees

## Vocabulary
*bird, rabbit, wind, kite, plants, tress, blow, fly, hop, swim*

## Language
*I want a kite, please.*
*The wind moves plants and trees.*

## Materials
Class Audio CD, Busy Ant puppet, crayons, music CD, strips of crepe paper, beanbag

## BEFORE PAGE 46

**Sing the "Hello Song"**
A3 Play the audio. Invite children to sing along and wave hello.

**Sing "Fly Like a Bird"**
A64 Draw a bird, a rabbit, and a fish on the board. Say *This is (a bird).* Have children repeat the words after you. Then, say: *Birds fly.* Mime flying and have children do the action. Then say: *Rabbits hop.* Start hopping and encourage children to hop in place. Finally, say: *Fish swim.* Mime swimming and have children follow along. Next, play the audio. Have children listen and do the actions along with you.

**Build Background**
Draw some plants, trees, and the wind on the board. (The wind may be a cloud blowing, for example.) Point to the drawing and say: *These are plants. These are trees. This is the wind.* Have children repeat the words after you. Point to the wind and make a blowing sound. Have children imitate the sound. Then, have children get up and stand still. Say: *You are plants and trees.* Then start blowing and say: *I am the wind. The wind moves plants and trees.* Encourage children to sway from one side to the other as you blow.

Lead children in a quick action chant. The first time, chant to Busy Ant. Show the puppet getting knocked over by the wind in the last line. Repeat and invite the class to participate.

Wind, wind, wind. *(move arms like wind)*
It blows, blows, blows.
Wind, wind, wind. *(move arms like wind)*
Knocks me off my toes!
1-2-3 whooosh! *(pretend to lose balance)*

## DURING PAGE 46

**8 Look closely. Trace the circle.**
Hold up a strip of crepe paper and blow on it. Say: *The wind is blowing. Look how the paper moves!* Distribute strips of crepe paper and have children repeat the action. Finally say: *This is the way the wind moves trees and plants.*

Next, display page 46. Point to the kite and say: *This is a kite. The boy is flying the kite in the wind.* Point to the speech bubble and have children repeat after Busy Ant: *I want a kite, please.* Then direct their attention to the circle. Ask: *What is this? It's grass. Does the wind move plants? Yes!* Model tracing the circle around the grass. Then have children trace the circle on their own.

## AFTER PAGE 46

**Fly around the Room!**
Draw a bird, a butterfly, a bee, an airplane, and a kite on the board. Point to each one as you demonstrate the following actions:

- Flap your arms like wings and say: *I fly like a bird. Tweet, tweet. Fly like a bird with me.* Children join in.
- Zip around the room, flapping your arms close to your body and say: *I fly like a bee. Buzz, buzz. Fly like a bee with me.* Children join in.
- Flutter your arms like wings gently and say: *I fly like a butterfly. Hum, hum. Fly like a butterfly with me.* Children join in.
- Move around the room with your arms straight out and say: *I fly like an airplane. Zoom, zoom. Fly like an airplane with me.* Children join in.
- Use your arms to make a triangle above your head. Fly around the room and say: *I fly like a kite. Whoosh, whoosh. Fly like a kite with me.* Children join in.

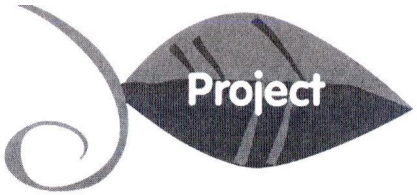
Play background music as you and the children fly around the room.

**Sing the "Good-bye Song"**
A6 Play the audio. Have children sing along and wave good-bye.

See Workbook page 39.

## EXTRA ACTIVITY

**Hot Potato**
Have children sit in a circle. Give one child a beanbag, which will be the "hot potato." Play some background music and ask children to pass the hot potato around. Stop the music. Have the child with the hot potato stand up and follow your instructions: *Jump!* The child jumps in place. Continue playing for several rounds. Ask children to do different actions: run, walk, fly, etc.




## Objectives

- To make an art project
- To follow directions
- To talk about the wind
- To use fine motor skills

## Vocabulary

*red, blue, yellow, paper, tube, streamers, doll, car, truck, ball, airplane, teddy bear, fly, wind, tape, run, choose*

## Language

*I want a doll, please.*
*Run!*

## Materials

Class Audio CD, Busy Ant puppet, red, blue, yellow, and green paper, paper tuber tubes, long crepe paper streamers, tape, Unit 4 Picture Cards, toys: doll, car, truck, ball, airplane, and teddy bear

## BEFORE PAGE 47

### Sing the "Hello Song"

A3 Play the audio. Invite children to sing along and wave hello.

### Values Connection: Work Together

Before class, create four large envelopes by taping together sheets of colored paper (red, blue, yellow, and green). Show the class four Picture Cards from the unit. Have children close their eyes. Put one Picture Card inside each envelope. Children are not supposed to know which card is in each envelope.

Invite a volunteer to the front. Shuffle the envelopes and say: *I want a doll, please.* Busy Ant and the volunteer work together to figure out which envelope the *doll* Picture Card is in. Finally, they choose an envelope and pull out the card to confirm their choice. Have the volunteer hand the *doll* Picture Card to you. Say: *Thank you!*

Continue with other pairs of children until all Picture Cards have been located.

### Sing "Let's Start Working"

A14 Play the audio to cue children that it is time to work in their books.

## DURING PAGE 47

### Make a Wind Toy

CBE

Before class, assemble the art supplies needed for the project. For each child you will need: a paper towel tube, long streamers or strips of paper, and tape. Point out to children that the materials on the table in the picture become part of the wind toy that the boy is carrying. Ask children what colors they see in his wind toy: yellow, red, blue, and green.

Show children page 47 and read the title of the project aloud: *Make a Wind Toy.* Then show children how to follow these steps:

**1.** Choose colored paper streamers.
Say: *Choose colors.*

**2.** Tape the paper streamers to the tube.
Say: *Tape these.*

**3.** Run so that the streamers move in the wind.
Say: *Run!*

**4.** Once you have modeled the steps, help children make their wind toy.

**5.** Take children to the playground. Have them run and play with their wind toys.

**TIP: Art Is Beautiful**

Sometimes a drawing or project may not look perfect, but if a child spends time and effort on it, it's beautiful to him or her! Praise all projects, even if they aren't as "perfect" as others.

## AFTER PAGE 47

### Sing "Sharing Is Fun!"

A63 Revisit the Values Song. Play the audio. Have children listen and do the movements with you. Play the audio again and encourage children to sing along. Some may be ready to join in!

### Sing the "Good-bye Song"

A6 Play the audio. Have children sing along and wave good-bye.

# 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

*doll, car, truck, teddy bear, airplane, ball, clap, point, stick, say*

## Language

*What do you want? I want (a ball), please.*

## Materials

Class Audio CD, Busy Ant puppet, Stickers, Unit 4 Picture Cards, Portfolio Envelopes, a teddy bear, white sheet of paper

## BEFORE PAGE 48

### Sing the "Hello Song"

A3 Play the audio. Children sing along and wave hello.

### Guess!

Hold up a Picture Card and cover it with a white sheet of paper. Start revealing a part of the card and ask: *What is it?* Have children guess: *It is (a doll).* Continue in the same manner until the Picture Card is totally displayed. Repeat with the remaining cards.

### Revisit Songs

Play a few notes of the songs and chants in Unit 4 (Audios A51, A57, A58, A59, A60, A63, and A64). Have children clap if they liked that song or chant or make a sad face if they didn't. Play the songs children liked and encourage them to sing along.

### AFL Think about Learning

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

## DURING PAGE 48

**9 Point and say. Stick and say.**

Help children point to each vocabulary word on the banner and say: *It is (a doll).* Then point to the speech bubble and ask: *What does the girl want?* Direct children to the Stickers page and have them find the blue toy car and stick it in the box. Ask volunteers to show their work and read the sentence aloud: *I want a car, please.* 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 page103. Help children think of what they liked most from Unit 4. Say: *What I liked most from Unit 4 is the wind toy and singing the "Shape Song!"* Say this with a very excited voice and smile as you display page 47.

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.

Remind children that they are working toward a show they will perform at the end of the year.

**TIP: Model Responses**

Create an example of a personal response drawing and use it to show children what to do. For example, draw a series of shapes. Say that your favorite shape is the rectangle and that your favorite part of the unit was singing the "Shape Song."

### AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Maria) likes the doll. (Rachel), did you also like the doll?* 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

A51 To consolidate what children have learned in the unit, play the Target Song and have children sing their part.

### Sing the "Good-bye Song"

A6 Play the audio. Children sing and wave good-bye.

### Portfolio

Remember to put letter-sized or smaller student work into each student's Portfolio Envelope. Have children show you the work they liked most from Unit 4.

WB See Workbook page 40.

مرجع زبان ایرانیان

# UNIT 5 OVERVIEW

## Communication Objectives

- Identify and name food and drinks
- Say where you live
- Understand and follow basic commands
- Identify what is missing

## Topics and Key Vocabulary

**Food:**
*lemonade, sandwich, apple, cookie, banana, carrot, milk*

**Colors:**
*orange, yellow*

**Shapes:**
*circle, square, triangle, rectangle*

**Action Verbs:**
*clap your hands, stamp your feet, close your eyes, jump up high, spin around*

**Recognize Feelings:**
*happy, sad*

**Nature Words:**
*lemon, lemon tree, carrot*

## Target Language and Structures

*What do you have?*
*I have (a sandwich).*

*Where do you live?*
*I live in (Mexico City).*

*Do you like (milk)? Yes./No.*

## Content Connections

**Math:**
Identify shapes: circle, square, triangle, rectangle

Identify a sequence

**Nature and Science:**
Recognize that some food grows on trees and some food grows in the ground

**Music:**
Sing and act out songs

Move and dance to music

## Amazing and Project

Recognize that some food grows on trees and some food grows in the ground

Project: *Make Lemonade*

## Little Book

*A Surprise*

# UNIT 5 OVERVIEW

## Pre-reading and Pre-writing

Practice motor skills

Practice visual discrimination

Practice sequencing

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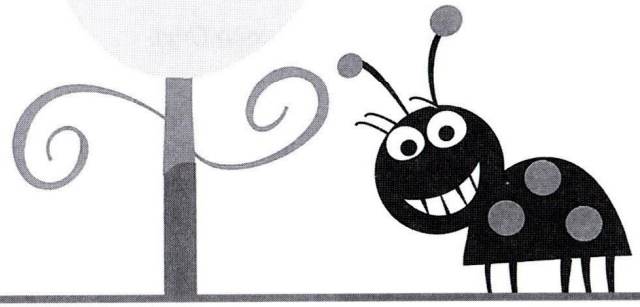


## Home-School Connection

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:

**Mathematical Thinking:**
Recognize patterns in a sequence; Practice page, p. T52

**Mathematical Thinking:**
Recognize characteristics of geometrical shapes; Math page, p. T53

## Values

Trying new things

# Unit Opener

## Objectives
- To say where you live
- To predict unit topic
- To identify food
- To understand and follow simple commands

## Vocabulary
*hello, good-bye, lunch, lunchbox, sandwich, lemonade, apple, cookie, eat, look, listen, predict, walk, jump, dance, wave, clap, fly, laugh, wiggle*

## Language
*Where do you live? I live in (Mexico City).*
*Find a cookie!*

## Materials
Class Audio CD, Busy Ant puppet, colored paper, pictures of food, glue, a sandwich, an apple, a bottle of lemonade, a cookie, a lunchbox

## BEFORE PAGE 49

### Sing the "Hello Song"
A3 Children listen and Busy Ant greets children. 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!
B1 Hold up Busy Ant and ask him: *Where do you live?* Have the puppet answer: *I live in Mexico City.* Then play the audio and have children listen. Next, invite a child to the front and have Busy Ant ask him/her *Where do you live?* Encourage the child to answer with the name of his or her town or city. Repeat until all children have participated.

**A:** Where do you live?
**B:** I live in Mexico City.

### What Do You Want?
Glue four magazine photos of food to colored construction paper. Display the pictures, hold up Busy Ant, and ask: *What do you want?* He points to the picture on the red paper and says: *I want red!* Next, say *Yum, yum, it is an apple!* Have children take turns coming to the front. Have the puppet ask: *What do you want?* Prompt them to identify the food using the color of the paper. Then tell them what the food is.

## DURING PAGE 49

### 1 Look and predict. Listen.
A5, B2

### Predict Together
Display page 49. Point to the girl and her lunchbox and say *Yum!* while rubbing your tummy. Have Busy Ant look at the food items, point to each, and name them. Then, say *We eat salad, apples, milk, and cookies because they are all . . .* Encourage children to say *food.* 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 do the actions with you. At the end of the song, fill in the missing word: *Fun with (food)!* Next, play the Target Song "My Lunch" (B2) to expose children to the new vocabulary. As each item of food is mentioned, take it out of the lunchbox and hold it up. Have children listen and look at the food items.

### Do the *Find It!* Activity
Point out Busy Ant with the cookie in his wheelbarrow. Say: *Find a cookie!* Point to the cookie in the girl's lunchbox and say *Cookie.* Say: *Find a cookie!* Encourage children to look for the cookies in Unit 5 (on pages 49, 51, 52, and 60).

## AFTER PAGE 49

### Check Predictions
Hold up the apple and the cookie and have Busy Ant mime eating each one and then say *Yum!* Say: *We can eat an apple and a cookie because they are . . .* Encourage children to complete the sentence with *food*. Rub your tummy and say *Yum*. Encourage children to do the same. Then, hold up the apple and ask a volunteer: *Is an apple food?* Encourage him/her to answer affirmatively.

### Parade around the Room
A2 Have children form a line and walk around the room. Play Audio A2 and call out an action to have children perform as they walk around the room. Say: *walk, jump, dance, wave, clap, fly, laugh,* and *wiggle*. Have children mimic you.

### Sing the "Good-bye Song"
A6 Play the audio. Invite children to sing along 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 41.

## EXTRA ACTIVITY

### Action Race
Use an open space for this activity. Have children stand on a "start line" and mark an end point with a chair or another object several meters away. Call out an action, such as: *jump, hop, wiggle,* or *dance*. Have children perform the action to the "finish line." Repeat the procedure with other action verbs.

# Vocabulary

## Objectives
- To identify food and drink
- To repeat names of foods and drink
- To review toys
- To understand and follow simple commands

## Vocabulary
*hello, good-bye, lunch, sandwich, lemonade, apple, listen, say, find, match, stand, jump*

## Language
*What do you have? I have (a sandwich).*

## Materials
Class Audio CD, Busy Ant puppet, *sandwich*, *apple*, and *lemonade* Picture Cards, pencils

## BEFORE PAGE 50

**Sing the "Hello Song"**
A3 Play the audio. Invite children to sing along and wave hello.

**Vocabulary Presentation**
Hold up Busy Ant and have him ask you: *What do you have?* Mime eating an apple, holding it with one hand, and make a crunching sound as your bite into it. Say: *I have an apple.* Then, have him ask you the same question two more times and mime eating a sandwich and drinking lemonade. In each case, respond with *I have* and the name of the item. Next, hold up the Picture Cards and name each one in turn. Invite a child to the front and give him/her a Picture Card. Have Busy Ant ask the child: *What do you have?* Have the child answer: *I have (lemonade).* Repeat the procedure until all children have participated.

**Eat an Apple!**
Hold up Busy Ant and have him shout out *Apple!* Show the corresponding Picture Card and have children mime eating an apple. Repeat the procedure for *lemonade* and *sandwich* and have children mime drinking lemonade and eating a sandwich.

**Sing the Target Song "My Lunch"**
B2 Play the first part of the Target Song. Sing the questions and have Busy Ant sing the answers. Stick the Picture Cards to the board and have children point to the appropriate one each time a food or drink item is mentioned.

## DURING PAGE 50

**2 Listen and say. Find and match.**
B3, B4 Play Audio B3. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the sandwich, lemonade, and apple in the scene. Show them how to trace a line from the photo of the sandwich 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.

sandwich lemonade apple

Use the puppet to say the dialogue that goes with the scene. Play Audio B4 and point to the photos as children repeat the target language.

What do you have? I have a sandwich.
What do you have? I have lemonade.
What do you have? I have an apple.

## AFTER PAGE 50

**Teacher Can't See**
Hold a Picture Card above your head so that you cannot see it. Say: *I have (an apple).* Encourage children to call out *Yes or No*. Repeat with the other Picture Cards.

**Stand or Jump!**
Shuffle the *apple, lemonade,* and *sandwich* Picture Cards with the Unit 4 Picture Cards. Show each card in turn and have children stand still if the card shows a toy or jump if the card shows a food or drink item. Play several rounds.

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

WB See Workbook page 42.

## EXTRA ACTIVITY

**Head, Shoulders, Knees, and Toes**
Have children stand and form a circle. Sing the nursery rhyme *Head, Shoulders, Knees, and Toes* slowly, touching each body part in turn. Invite children to mimic your actions:

Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees, and toes,
Knees and toes,
And eyes and ears and mouth and nose.
Head, shoulders, knees, and toes,
Knees and toes!

Repeat the song several times, increasing the speed as children become more familiar with the lyrics and actions.

# Vocabulary

## Objectives
- To identify food and drink
- To repeat names of food and drink
- To understand and follow simple commands

## Vocabulary
*hello, good-bye, lunch, cookie, carrot, milk, listen, say, find, match, jump, turn around, march, wiggle*

## Language
*What do you have? I have (carrots).*

## Materials
Class Audio CD, Busy Ant puppet, *cookie, carrot,* and *milk* Picture Cards, pencils, a cookie, a carrot, a carton of milk, a lunchbox, a sandwich, a bottle of lemonade, an apple, a banana, a cookie (in a packet)

## BEFORE PAGE 51

**Sing the "Hello Song"**
A3 Play the audio. Encourage children to sing along and wave hello.

**Vocabulary Presentation**
Hold up each Picture Card in turn and name it: *cookie, carrot, milk*. Have children listen and repeat the names. Then, hold up Busy Ant and have him ask you: *What do you have?* Holding up the *carrot* Picture Card, say: *I have milk!* Have children look at the Picture Card and encourage them to shake their heads, and say *No!* Then invite them to say the correct word: *Carrot!* Repeat the procedure with the rest of the cards and have children answer affirmatively or negatively.

**Sing the Target Song "My Lunch"**
B2 Play the second part of the Target Song to expose children to the words *cookie, carrot,* and *milk*. Use the puppet to model the conversation. Show the corresponding food item each time it is mentioned in the song. Have children listen and look attentively.

## DURING PAGE 51

**3 Listen and say. Find and match.**
B5, B6 Play Audio B5. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the cookie, carrot, and milk in the scene. Show them how to trace a line from the photo of the cookie 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.

cookie carrot milk

Point to the scene and say the dialogue that goes with it. Use Busy Ant to answer the questions: *What do you have? I have (a cookie).* Play Audio B6 and point to the photos as children repeat the target language.

What do you have? I have a cookie.
What do you have? I have carrots.
What do you have? I have milk.

**Vocabulary Practice**
Practice *sandwich, lemonade,* and *apple*. Have children sit in a semicircle, and take out the lunchbox containing the sandwich, bottle of lemonade, and apple. Take the sandwich out of the lunchbox and have the class say the word *sandwich* aloud. Repeat with the other items.

## AFTER PAGE 51

**Draw and Guess**
Show each Picture Card and name the item. Have children repeat after you. Next, make a drawing on the board of each food item and invite a child to take a Picture Card and match it to the corresponding drawing on the board. Repeat the procedure with the other Picture Cards and with other children.

**Jump for Lemonade**
Have children stand in a semicircle. Shuffle the Picture Cards and then slowly show one at a time. Tell children to jump when they see the *lemonade* card. Have them stand completely still until you reveal the card. They jump in place until you show the next card. Play more rounds with the directions *turn around for the apple, march for the milk,* and *wiggle for the cookie*.

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

WB See Workbook page 43.

## EXTRA ACTIVITY

**Pass the Banana**
You need a banana, an apple, and a cookie (in a packet) for this activity. Have children stand in a circle. Hold up the banana, say the word, and hand it to the child next to you. Have him/her repeat the word and hand it to the next child in the circle. Have the banana go around the circle twice before introducing the next item, an apple. Say the word to a different child and begin the process again. Finally add the cookie, so that the three items are circulating. Have the items circulate several times.

# Practice

## Objectives
- To identify and name food and drink
- To practice fine motor skills
- To practice visual discrimination
- To identify and continue a sequence

## Vocabulary
*hello, good-bye, cookies, lemonade, milk, bananas, boy, girl, paste, say*

## Language
*What is this? It is (a cookie).*
*Do you like (milk)? Yes./No.*

## Materials
Class Audio CD, Busy Ant puppet, a banana, Unit 5 Press-outs

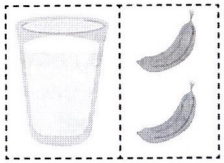
## BEFORE PAGE 52

**Sing the "Hello Song"**
A3 Play the audio. Encourage children to sing and wave hello.

**Do You Like . . .?**
Hold up a banana and mime eating it. Say *banana* and have children repeat after you. Next hold the banana toward Busy Ant's mouth and ask: *Do you like bananas?* Have the puppet reply *Yes* enthusiastically. Then show him the Picture Card for *milk*. Ask: *Do you like milk?* Have the puppet shake his head and say: *No! Yuck!* Next, invite a child to the front and show him/her the banana. Have Busy Ant ask him/her the same question. Have him/her answer either *Yes* or *No*. Repeat the procedure with the remaining Picture Cards and other children.

**Boy, Girl, Boy, Girl**
Have children stand up. Invite a boy and a girl to stand next to each other. Then have another boy stand next to the girl. Each time a boy moves to stand next to a girl, say *boy*, and each time a girl moves to stand next to a boy, say *girl*. Encourage children to anticipate the next child to move and say *boy* or *girl*. Have children continue to form a pattern until it is no longer possible.

## DURING PAGE 52



CBE **4 Paste press-outs and say.**
Point to the items in the first row on the page and name them. Have children repeat after you: *milk, cookies, milk, cookies*. Then hold up Busy Ant and have him point to the items and repeat the sequence. Next, point to the space at the end and say: *What comes next?* Prompt children to say: *Milk*. Follow the same procedure with the second pattern. Next, hold up the Press-outs for Unit 5 and point to the milk. Ask: *What is this?* Encourage them to say: *Milk*. Repeat the same procedure with the bananas. Help children put a small amount of glue on the Press-outs and place them in the correct spaces. Finally, as a class, call out the sequences in each row: *milk, cookies, milk, cookies, milk* and *bananas, lemonade, bananas, lemonade, bananas!*

## AFTER PAGE 52

123 **Math**
Have children stand in a circle. Say two actions: *clap* and *turn around*. Invite the whole class to perform each action. Then, say *clap* and invite a child in the circle to clap. Next, say *turn around* and have the child next to him/her turn around. Continue going around the circle calling out alternate commands until children begin to anticipate what they have to do.

**Sing the Target Song "My Lunch"**
B2 Play the audio and use Busy Ant to model the conversation. Invite children to mime eating or drinking for each item that they hear.

**Sing the "Good-bye Song"**
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 44.

## EXTRA ACTIVITY

**What Is Missing?**
Place several objects that children are familiar with on a table (a sandwich, an apple, a doll, a teddy bear, etc.). Have children make 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. Take away one item, remove the cloth, and ask children: *What is missing?*

# Math

## Objectives

- To identify and name shapes: circle, square, triangle, rectangle
- To review colors
- To review food
- To practice visual discrimination

## Vocabulary

*hello, good-bye, circle, square, triangle, rectangle, shape, truck, find, color, say*

## Language

*What is this? It is (a circle).*
*Find a truck!*

## Materials

Class Audio CD, *Shapes* Poster, Busy Ant puppet, yellow, red, green, and blue crayons, 4 large sheets of paper, beanbag

## BEFORE PAGE 53

### Sing the "Hello Song"

A3 Play the audio. Encourage children to sing along and wave hello.

### Review Shapes

Display the *Shapes* Poster. Have children sit in a semicircle. Point to each shape and ask: *What color is the (circle)?* Prompt children to answer: *(Yellow)*. Then invite a child to use his or her index finger to point to another circle in the scene. Repeat with the remaining shapes and other children.

### Human Shapes

Draw a circle on the board. Have children stand up and ask them to hold hands and make a circle. When the circle is formed, say the word *circle* and have children repeat the word. Then, draw a square on the board and have children form a square. Say *square* and have children repeat. Continue the procedure with *rectangle* and *triangle*.

## DURING PAGE 53

### 5 Find and color. Say.

CBE 123 Use Busy Ant to show children how to complete the page. Point to the yellow circle and ask him: *What is this?* Have the puppet reply: *It is a circle.* Then ask: *What color is it?* Have him reply: *It is yellow.* Tell him to point to the circles on the page and color them yellow. Have the puppet point to each circle in turn. Next, invite children to color the circles. Follow the same procedure with square, triangle, and rectangle.

### Do the *Find It!* Activity

Point to Busy Ant with a truck in his wheelbarrow. Say: *Find a truck!* Encourage children to try to find a truck on the page. After finding the truck, ask children what shape the boy is placing on top of it. Lead them into saying *Rectangle*.

## AFTER PAGE 53

### Sing "Circles in the Air"

B7 Have children stand and form a semicircle. Play the audio. As you sing the song, draw shapes in the air. Encourage children to mimic you. Then, play the audio again, pausing after each shape. Draw the shape in the air and encourage children to say its name. Repeat with the remaining shapes.

### Sing the Target Song "My Lunch"

B2 Play Audio B2 and have children listen carefully. Each time a food item is mentioned, hold up a Picture Card. Have children nod their head and say *Yes* or shake their head and say *No* to indicate if it is the correct card or not.

### Sing the "Good-bye Song"

A6 Play the audio. Invite children to sing along and wave good-bye.

WB See Workbook page 45.

## EXTRA ACTIVITY

### Beanbag Shape Toss!

Draw a shape on four large sheets of paper: a circle, a square, a triangle, and a rectangle. Place the sheets on the floor, in a line, at the front of the class. Then, invite children to come and stand in a line close to the shapes. Say the name of a shape and have children point to the corresponding shape on the floor. Give a beanbag to a child and have him/her try to throw the beanbag onto the appropriate shape. Let other children have a turn. Continue the procedure with the other shapes and ensure that all children have a turn throwing the beanbag onto a shape.

# Colors

## Objectives
- To identify and name colors: orange, purple
- To identify orange and purple items
- To review colors: red, yellow, blue, green

## Vocabulary
*hello, good-bye, red, yellow, blue, green, orange, purple, color, say*

## Language
*What is this? It is (a circle).*

## Materials
Class Audio CD, Busy Ant puppet, butterflies cut out of purple and orange paper, orange, blue, green, red, and yellow crayons, four copies of the *butterflies* Templates (cut out), music CD, cookie, tissue paper, box

## BEFORE PAGE 54

### Sing the "Hello Song"
A3 Play the audio. Encourage children sing and wave hello.

### Pass and Say
Have children sit in a circle. Hand a child a red crayon and say: *Red*. Have him/her pass it to the next child in the circle and say *Red*, and so on, around the circle. When the crayon is a quarter of the way around the circle, introduce the yellow crayon in the same way. Follow the procedure with the blue and then the green crayons. There will be four crayons circulating in the circle. Encourage children to listen carefully to the child handing them a crayon.

### Sing "Orange and Purple"
B8 Hold up an orange crayon and have Busy Ant say: *It is orange.* Repeat: *It is . . .* Pause for children to say *orange*. Then hold up the purple crayon and repeat the procedure. Play Audio B8 and encourage children to listen and sing along. As children sing, place the orange and purple butterflies around the room. Have children point to them as they sing.

## DURING PAGE 54

### 6 Color and say.
Point to the orange crayon on the page and say: *It is orange.* Then point to the top of the caterpillar's hat and say: *It is orange.* Next, distribute orange crayons and invite children to color the orange and the flower. Repeat for purple with the truck and grapes. When finished, have children point to each item and say either *Orange* or *Purple*.

Point to the caterpillar in the scene. Name the colors that are already there. Have children repeat after you. Then ask children to color the remaining two segments orange and purple.

## AFTER PAGE 54

### Purple and Orange Butterflies
Divide the cut out butterflies from the template among children and distribute purple and orange crayons. Invite children to color half of their butterflies purple and the other half orange. Then, collect all butterflies and ask children to put their heads down on the desk and close their eyes. Hide all of the butterflies around the classroom, in places where children can reach them. Then, have children open their eyes. Invite two children to the front. Show one of them a purple crayon and the other an orange crayon. Ask them to look around the room for the butterflies that correspond to their color.

After a few minutes, invite the children to sit down with their butterflies. Next, invite two more children to the front and continue the procedure until all butterflies have been found.

### Sing "Colors Review"
B9 Play the audio and sing the song to practice colors. Point to yellow, orange, blue, and green items in the room as you sing. Invite children to point with you.

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

WB See Workbook page 46.

## EXTRA ACTIVITY

### Unwrap the Presents
Put a cookie in a box and wrap it with several layers of colored tissue paper (red, yellow, blue, green, orange, and purple). Have children sit in a circle and put on a CD of happy music. Play the music as children pass the present around the circle. Then stop the music and have the child holding the present unwrap one layer. Have the child say what color the paper is: *It is (blue)!* Continue until the present has been unwrapped. The last child gets to open the box and eat the cookie.

## AUDIO SCRIPT

**B10 A Surprise**

1. Niki: I have milk.
2. Niki: I have carrots.
3. Niki: What do YOU have?
4. Twins: We have lunch and . . . a surprise!

## HOME-SCHOOL CONNECTION

Encourage children to take their books home to share with their families. Since this book covers topics such as lunch, school, and classmates, there are many things to talk about. The twin boys in this story receive homemade Valentines cards. Children may enjoy making their own Valentines cards at home, too.

## 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 foods and drink
- To review feelings: happy/sad

## Vocabulary
*hello, good-bye, lunch, lunchbox, milk, carrots, surprise, book, title, story, page, happy, sad*

## Language
*What do you have? I have (milk). I have (carrots).*

## Materials
Class Audio CD, Picture Cards, Busy Ant puppet, DVD or ActiveTeach, shoeboxes, crayons, white paper, glue, purple and yellow balloons

## BEFORE THE LITTLE BOOK

### Sing the "Hello Song"
A3 Play the audio. Encourage children to sing along and wave hello.

### Sing the Target Song "My Lunch"
B2 Display the Picture Cards on the board. Have children join in with the parts of the song they can. Encourage them to point to the relevant Picture Card each time an item is mentioned.

### Make a Lunchbox
Hand out shoeboxes covered in white paper to the children. Tell them that they are going to turn them into lunchboxes. Provide children with crayons and other art supplies for decorating. Have them make whatever designs they wish on their lunchbox.

## DURING THE LITTLE BOOK

### B10 A Surprise
**1.** Have children turn to page 55. Carefully tear out the page and fold it in half to make a Little Book.

**2.** Preview the story with the class. Show 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 number dots help you find your place; the pictures help tell the story; and the drawings of the characters' heads next to the lines tell you which character is speaking.

**4.** Play the audio while you show children the pages. Have children listen and look at the illustrations.

**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 the girl and ask: *Does she have (milk) or (lemonade)*? Point to the boys in the last scene and ask: *Are they happy or sad?* Finally, point to the pictures of the lunchboxes and food and drinks and ask what all the children have. Elicit: *Lunch.*

## AFTER THE LITTLE BOOK

### Role-play
Role-play with Busy Ant to reinforce story comprehension. Use the lunchboxes children made earlier as props for 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 while you say the lines. Repeat with other groups of three 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 use their lunchboxes at home as props to role-play the story with their families. Children can look at the pictures to remember the story 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.

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

WB See Workbook page 47.

## EXTRA ACTIVITY

### Colored Balloons
Hand out a purple and yellow balloon to each child alternately and have children form a circle. Have children hold their balloons steady, until you say *Purple!* Children with the purple balloons then toss them to the other children with purple balloons. Have children ensure that their balloons do not touch the floor. Then say *Yellow!* Children with purple balloons stand still and children with yellow balloons continue the process. Repeat for a few rounds of each color.

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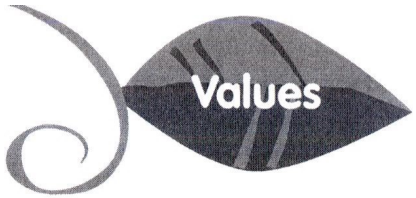



## Objectives

- To learn a value: Trying new things
- To use language to express a value
- To review colors
- To review food and drinks

## Vocabulary

*hello, good-bye, sad, happy, trace, say, tricycle, swimming, eat fish, clap your hands, stamp your feet, shake your arms, close your eyes, jump up high, spin around*

## Language

*Do you like (fish)? Yes.*
*It is good to try new things.*

## Materials

Class Audio CD, Busy Ant puppet, another puppet, selected Picture Cards, a tricycle, crayons

## BEFORE PAGE 57

### Sing the "Hello Song"

A3 Play the audio. Encourage children to sing along and wave hello.

### Sing "The Wiggly Dance"

B11 Have children stand in a semicircle to see your actions clearly. Play Audio B11 and use gestures and mime that correspond to each action. Encourage children to mimic you.

### We Try New Things

Role-play the following scene with Busy Ant and another puppet using the *carrot, milk,* and *tricycle* Picture Cards.

**BA:** Hi, Bob. Try some of my milk.
**P:** Yuck. No, I don't like milk.
**BA:** Oh. Try a carrot, Bob.
**P:** No! Yuck! I don't like carrots.
**BA:** Oh. Do you like to ride tricycles? *(Busy Ant moves toward the tricycle)*
**P:** No!

Look at the other puppet and say: *That is not nice. Busy Ant is sad. It is good to try new things.*

Repeat the role-play, but have the puppet say *Yes* to trying each item. Next, say: *Good. Busy Ant is happy now because you like to try new things.*

### Make Busy Ant Happy

Using the Picture Cards and the tricycle, invite a child to the front and have Busy Ant say to the child: *Try a (carrot), (Juan).* Make a happy face and encourage the child to say *Yes*. Repeat the procedure with the remaining items and other children. At the end, say: *Busy Ant is happy because you want to try new things.*

## DURING PAGE 57

### 7 Color the faces.

Point to the scene and say: *All the children are trying something new.* Then point to the picture of the boy on the tricycle and say what he is doing. Then ask: *Is the boy happy (smiling) or is he sad (frowning)?* Encourage children to say *Happy*. Next have them color the happy face. Continue in the same way with the rest of the scenes. Finally, ask Busy Ant: *Is it good to try new things?* Have the puppet reply: *Yes. We try new things.* Invite children to repeat the value after the puppet.

## AFTER PAGE 57

### Something to Try

Display the Picture Cards on the board and show children the scenes on the Values page. Ask Busy Ant: *What do you want to try?* Have the puppet point to the swimming scene and say: *I want to try swimming!* Then, invite a child to the front and show him/her a Picture Card or point to a scene on the page and have Busy Ant ask the same question. Encourage him/her to say: *I want to try (fish).* Repeat the procedure with other children.

### Sing the Good-bye Song

A6 Play the audio. Invite children to sing along and wave good-bye.

WB See Workbook page 48.

## EXTRA ACTIVITY

### Eensey Weensey Spider

Have children stand and form a circle. Sing the nursery rhyme *The Eensey Weensey Spider*. Use mime to show the spider moving up and then falling down. Encourage children to mimic you. Sing the song several times and encourage children to join in as they can:

Eensey weensey spider
Went up the water spout. *(move your fingers to simulate a walking spider)*
Down came the rain
And washed the spider out. *(wiggle your fingers to simulate rain)*
Out came the sun
And dried up all the rain. *(draw a sun on the board)*
And eensey weensey spider
Went up the spout again. *(move your fingers to simulate a walking spider)*

# Amazing

## Objectives
- To appreciate nature
- To observe details
- To learn that some food grows on trees and some in the ground
- To review food and drink

## Vocabulary
*hello, good-bye, lemon tree, lemon, carrot, grow, look, trace, stretch*

## Language
*I have (a lemon).*

## Materials
Class Audio CD, Busy Ant puppet, *food* Picture Cards, pencils, white paper, crayons, green and brown paper, construction paper, tape, red and green circles, familiar items, blindfold

## BEFORE PAGE 58

### Sing the "Hello Song"
A3 Play the audio. Encourage children to sing along and wave hello.

### Let's Grow and Move
Draw several flowers on the board. With each picture, make the flower bigger to show that it's growing. Say: *The flower grows.* Then draw a baby, who becomes a boy, who becomes a man. Say: *The baby grows. The boy grows.* Gesture to the class and say: *Now it's your turn!*

While you chant, invite children to "grow" as big as they can, stretching their arms up high and standing on tiptoes.

**Grow, Grow, Grow**
Get down low, everybody. *(crouch down)*
Make yourself small. *(crouch down further)*
Now it's time to grow! *(get up slowly)*
Slowly, slowly, *(up a little more)*
Grow, grow, grow. *(up a little more)*
Slowly, slowly, *(up a little more)*
Reach up high. *(stand up)*
Slowly, slowly, *(arms up)*
Grow, grow, grow. *(arms up)*
Slowly, slowly, *(arms up)*
To the sky! *(reach as high as possible)*

## DURING PAGE 58

### 8 Look closely. Trace the circles.
A18 Point to the scene and play Audio A18. Encourage children to chant along with you.

Next, point to the trees and say: *These are trees.* Then point to the ground and say: *This is the ground.* Next, point to the picture of the lemon and say: *Lemons grow on trees.* Mime picking a lemon from a tree. Have children copy your action. Next, point to the picture of a carrot and say: *Carrots grow in the ground.* Mime pulling something from the ground and encourage children to copy you. Have children look at the photos of the lemon tree and the carrots growing in the ground.

Finally, have Busy Ant say *Circle* and have children repeat after him. Then have Busy Ant trace a circle in the air. Have children do the same. Distribute pencils and have children trace around the circles.

## AFTER PAGE 58

### Class Apple Tree
Using brown and green construction paper, make a simple tree for your bulletin board. Prepare one red and one green circle for each child. Say: *Apples grow on trees. Here is an apple.* Hold up one of the circles and write a child's name on it. Hand him/her the apple. Say: *Here is an apple. The apple grows on the tree.* Have the child tape his/her apple to the tree.

### Sing the Target Song "My Lunch"
B2 Play the first half of Audio B2 and invite children to join in singing and miming. Then, invite six volunteers who are ready to sing with the audio to perform the second part of the song. Give the *sandwich* Picture Card to one pair, the *apple* picture card to the next, and the *lemonade* Picture Card to the last. Pause the audio each time an item is about to be mentioned and invite children to say the word.

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

WB See Workbook page 49.

## EXTRA ACTIVITY

### I Have a Pencil!
Gather several objects that children are familiar with, such as classroom objects, food, and toys. Put them on the table in front of you and blindfold yourself. Next, pick up an object and guess what it is (ensuring that you often say the incorrect name): *I have (a puppet)!* Have students say *No!* and correct you: *You have (a doll)!* Continue in this way with the rest of the objects.

# Project

## Objectives
- To do a cooking and math project
- To follow directions
- To talk about drinks
- To use fine motor skills
- To review colors

## Vocabulary
*hello, good-bye, lemon, lemonade, sugar, drink, squeeze, scoop, pour, stir, clap your hands, stamp your feet, shake your arms, close your eyes, jump up high, spin around*

## Language
*What do you have? I have (lemonade).*

## Materials
Class Audio CD, Busy Ant puppet, measuring spoon and cup, lemons, pitcher of water, sugar, spoon, *placemat* Template (one per child), crayons, large sheets of thick paper, *food* Picture Cards, red, yellow, orange, blue, green, and purple crayons, cups, music CD

## BEFORE PAGE 59

### Sing the "Hello Song"
A3 Play the audio. Encourage children to sing along and wave hello. Have Busy Ant greet the children as they do so.

**TIP: Give Praise**
Everyone likes to know when he or she is doing something correctly. Praise children for following directions, not only for getting the right answer. You can say: *Good job! Nice try! Fantastic! That's the way to do it!*

### Washing Hands Is Fun
Tell children that it is important to wash their hands before cooking. Mime rubbing your hands together, as if washing them. Have Busy Ant reiterate what you say and rub his hands together, too. Next, put on a CD of happy music and invite children to form a line to wash their hands. While children wait their turn, call out actions for them to perform, such as: *clap your hands, stamp your feet, shake your arms, close your eyes, jump up high,* and *spin around.*

## DURING PAGE 59

### Make Lemonade
Lay out the supplies on a table. Use English throughout to expose children to new language. Children should each have a chance to do various tasks. Show and say the directions. Then allow children to try:

**1.** Squeeze a lemon into the pitcher. Say: *Squeeze the lemon.*

**2.** Measure sugar and dissolve in water. (See tip below.) Say: *Scoop the sugar.*

**3.** Pour water into the pitcher. Pour the sugar mixture into the pitcher. Say: *Pour the sugar/water.*

**4.** Stir with a spoon. Say: *Stir the lemonade.*

Tip: Sugar will not easily dissolve in cold water. If you can, heat a small amount of water and dissolve the sugar in it to make a syrup.

## AFTER PAGE 59

### Placemats
Hand out *placemat* Templates. Point to the large circle and say: *It is a plate.* Then, point to the small circle and say: *It is a cup.* On the board, attach all the *food* Picture Cards for children's reference. Then hand out crayons and invite children to draw food that they like on the plate and a drink in the cup. When finished, ask children questions about their food and drinks *What do you have (Maria)?* Encourage them to respond with the items they drew: *I have (carrots) and (milk).*

### I Can Sing a Rainbow
Hand out a red, yellow, orange, green, and purple crayon to five children. Then sing the song and invite children to copy your gestures. As you call out the color names, pause and invite the child with the corresponding crayon to hold it up high for everyone to see. Repeat the song several times.

Red and yellow and pink and green,
Purple and orange and blue.
I can sing a rainbow, sing a rainbow,
Sing a rainbow, too.

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

# 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, sandwich, lemonade, apple, cookie, carrot, milk, sing, clap, point, say, stick*

## Language

*What do you have? I have (a sandwich).*

## Materials

Class Audio CD, Busy Ant puppet, Stickers, Unit 5 Picture Cards, Portfolio Envelopes, paper, crayons

## BEFORE PAGE 60

### Sing the "Hello Song"

A3 Play the audio. Encourage children to sing along and wave hello. Have Busy Ant greet the children as they do so.

### Stop and Sing

AFL Revisit the songs and chants from Unit 5 (Audios B2, B7, B8, B9, and B11). Then invite a volunteer to the front. Have him/her say *Stop!* when he or she hears a song that he or she likes. Play the audio and encourage the whole class to sing along. You may repeat the procedure with other children and songs.

### Think about Learning

AFL Review Unit 5 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 are these?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

## DURING PAGE 60

**9 Point and say. Stick and say.**

Help children point to each vocabulary word on the banner and name each item: *It is (a cookie).* Have children repeat after you. Then point to the boy's plate and ask: *What do you have?* Imitate the voice of a young boy and reply: *I have a sandwich.* Direct children to the Stickers page and have them find the correct Sticker and stick it in the box. Ask volunteers to show their work and read the sentence aloud: *I have a sandwich.* 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 children decide what they liked most from Unit 5. Say: *What I liked most from Unit 5 was the color purple!* Hold up a purple crayon as you say this and use a very excited voice as you point to it. 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.

### Children Decide!

AFL After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Luis) liked making (lemonade). (Anna) 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 Lunch"

B2 To consolidate what children have learned in the unit, play the Target Song. First, practice the conversation with Busy Ant. Then, encourage children to join in and sing their part.

### Sing the "Good-bye Song"

A6 Play the audio. Children sing and wave good-bye.

### 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 50.

# UNIT 6 OVERVIEW

## Communication Objectives

- Identify and name clothes
- Count to 1
- Name the color of clothes
- Make polite requests
- Understand and follow basic commands

## Topics and Key Vocabulary

**Clothes:**
*pants, skirt, sweater, shoes, socks, T-shirt*

**Numbers:**
*one*

**Colors:**
*brown, pink*

**Action Verbs:**
*stretch, put on, eat, drink, wash your face, brush your teeth, comb your hair, wear, wake up, sleep, want, count, shout, dress up, help, run*

**Demonstrative Pronouns:**
*this, these*

**Nature Words:**
*wet, raindrop*

## Target Language and Structures

*What do you want? I want (a skirt), please.*

*This is (a skirt). It is (purple).*

*These are (pants). They are (blue).*

## Content Connections

**Math:**
Identify numbers: 1

**Nature and Science:**
Observe that rain makes animals and plants wet

**Art:**
Make rain in a jar

**Music:**
Sing and act out songs
Move to music

**Language Arts:**
Say and act out chants

# UNIT 6 OVERVIEW

## Amazing and Project

Observe that rain makes animals and plants wet

Project: *Make Rain in a Jar*

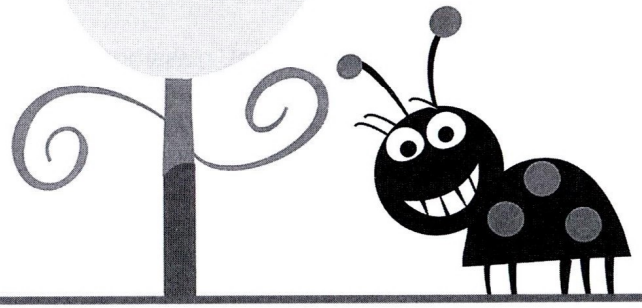
## Little Book

*Let's Play*

## Pre-reading and Pre-writing

Practice motor skills

Practice visual discrimination



## Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about clothes at home

Sing songs and say chants at home

Use props to role-play at home

## Competency-based Education

Competency work within the following formative areas:

**Artistic Expression and Appreciation:**
Represent imaginary situations through play or dramatic expression; Little Book page, p. T67

**Discovering Our World:**
Formulate explanations about observable natural phenomena; Amazing page, p. T70

## Values

Helping each other

# Unit Opener

## Objectives
- To exchange greetings
- To predict unit topic
- To identify clothing items
- To understand and follow simple commands

## Vocabulary
*clothes, toys, classroom objects, wear*

## Language
*I can wear this. These are clothes.*

## Materials
Class Audio CD, Busy Ant puppet, classroom objects, toys, clothing items, *classroom objects, toys,* and *clothes* Picture Cards, crayons, white sheets of paper (one per child)

## BEFORE PAGE 61

### Sing the "Hello Song"
A3 Play the audio and have children sing along and wave hello.

### Have Big Fun Talking!
B12 Use Busy Ant to model the conversation. Then invite a pair of children to come up. Say the lines and have children repeat after you. Repeat with other pairs of children.

**A:** Hello! What is your name?
**B:** My name is Henry. What's your name?
**A:** My name is Fiona. Where do you go to school?
**B:** I go to Cherry Lane Preschool.
**A:** Me, too! What's your teacher's name?
**B:** Ms. Romero. Where do you live?
**A:** I live on Convent Road. Where do you live?
**B:** I live on Elm Street. Let's go play!
**A:** OK!

## DURING PAGE 61

### 1 Look and predict. Listen.
A5, B13 **Predict Together**
Have children sit in a circle. Put several classroom objects, toys, and clothing items in the center. Put on a sweater and say: *I can wear this.* Then hold up a toy car and say: *I can't wear this.* Invite a child to come up and point to an item he/she can wear. Repeat with other children and items. Then, hold up all the clothing items and say: *I can wear all these. They are . . .* Encourage children to complete the sentence with *clothes!* They may use their native language if they cannot say it in English. Then have children repeat after you: *These are clothes.*

Display page 61. Say: *Look at the boy.* Point to the clothing items and have children repeat after you: *sweater, pants, shoes.* 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 clothes)!*

Next, play the Target Song "My Clothes" (B13) to expose children to the new vocabulary. Use the puppet to model the conversation. Display the *pants, sweater,* and *skirt* Picture Cards and point to them as they are mentioned in the song. Have children listen and look attentively.

### Do the *Find It!* Activity
Display page 61. Point to Busy Ant with the shoes in his wheelbarrow. Say: *Find shoes!* Point to the boy's shoes and say: *These are shoes.* Encourage children to flip through the unit pages and look for shoes. (There are shoes on pages 61–69 and 72.)

## AFTER PAGE 61

### Check Predictions
Have children point to their shoes. Then say: *Are they clothes? Yes!* Repeat with other clothing items. Finally, have them point to their clothes and encourage them to say: *My clothes!*

### Point to Clothes
Place the *classroom objects, toys,* and *clothes* Picture Cards on a table. Have children stand around the table. Invite a volunteer to point to a card that depicts a clothing item. If he/she points to an incorrect card, say: *(Patrick), this is not a clothing item.* Point to a clothing and say: *This is a clothing item.* Encourage the child to take the card with him/her. If a child makes a mistake, make him/her feel comfortable and explain that there are no right or wrong answers.

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

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

WB See Workbook page 51.

## EXTRA ACTIVITY

### My Clothes
Hold up your favorite clothing item and say: *I love this (sweater). It's my favorite (sweater).* Draw a heart and a happy face on the board for clarity. Next, distribute crayons and white sheets of paper. Encourage children to draw their favorite clothing item. Invite volunteers to come up and show their drawings to the rest of the class.

# Vocabulary

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

## Vocabulary
*pants, skirt, sweater, clap, stamp feet, shake arms, close eyes, jump, spin around, wake up, sleep*

## Language
*This is (a sweater). These are (pants).*
*What do you want?*
*I want (a skirt), please.*

## Materials
Class Audio CD, sweater, skirt, pants, *pants, skirt,* and *sweater* Picture Cards, tape, Busy Ant puppet, price tags, pants, sweater, skirt, shoes, socks, and T-shirt, pencils, alarm clock

## BEFORE PAGE 62

### Sing the "Hello Song"
A3 Have children sing along and wave hello.

### Vocabulary Presentation
Hold up a sweater and say: *This is a sweater.* Have children repeat *sweater* after you. Repeat with *skirt*. Then hold up a pair of pants. Say: *These are pants.* Have children repeat *pants* after you.

### Touch and Say!
Attach the *pants, skirt,* and *sweater* Picture Cards to the board at children's eye level. Have children sit in a semicircle. Invite a child to the front and say: *Pants!* Have the child point to the corresponding card. Repeat with *skirt* and *sweater* and other children.

### Target Song "My Clothes"
B13 Play the first part of the Target Song "My Clothes." Display the clothing items around the room and write *Clothing Store* on the board. Say: *This is a clothing store.* You may even put price tags on the clothing items for children to understand the concept of *clothing store*. Use Busy Ant to model the questions and answers in the song. He sings the children's part. Hand Busy Ant the pants, skirt, and sweater as they are mentioned in the song. Have children listen and watch attentively.

## DURING PAGE 62

### 2 Listen and say. Find and match.
B14, B15 Play Audio B14. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the *pants,* the *skirt,* and the *sweater* in the scene. Then, show them how to trace a line from the photo of the pants 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.

pants skirt sweater

Point to the scene and say the dialogue that goes with it: *What do you want? I want a skirt, please.* Play Audio B15 and point to the photos as children repeat.

What do you want? I want pants, please.
What do you want? I want a skirt, please.
What do you want? I want a sweater, please.

## AFTER PAGE 62

### My Store Is Open
B15 Place the following clothing items with price tags on a table: pants, a skirt, and a sweater. Next, play Audio B15 again. Have children listen. Then, invite a child to the front and ask: *What do you want?* Say: *I want (pants), please.* Have the child repeat after you and point to the corresponding item. Hand the pants to the child. Repeat the procedure with *skirt* and *sweater*. Then, invite other children to role-play the conversation with you. More advanced children may be able to answer the question instead of just repeating the lines after you.

### Do the "Wiggly Dance"
B11 Play the audio. Sing and dance to the music. Use gestures and pantomime as you sing. Have children follow your lead.

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

WB See Workbook page 52.

## EXTRA ACTIVITY

### Wake Up!
Say *Shh!* as you lay your head on your hands and close your eyes to act out sleeping. Tell children *Shh! Sleep!* Help them do the actions. Then make an alarm clock ring and tell children *Wake up!* Next, ask some children to sleep and ask others to wake them up.

# Vocabulary

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

## Vocabulary
*shoes, socks, T-shirt, sweater, skirt, pants, want*

## Language
*This is (a T-shirt).*
*These are (socks).*
*What do you want?*
*I want (a T-shirt), please.*

## Materials
Class Audio CD, pair of shoes, socks, T-shirt, price tags, pants, sweater, skirt, shoes, socks, and T-shirt, Busy Ant puppet, pencils, *shoes, pants, socks, T-shirt, skirt,* and *sweater* Picture Cards

## BEFORE PAGE 63

**Sing the "Hello Song"**
A3 Have children sing and wave hello.

### Vocabulary Presentation
Hold up a pair of shoes and say: *These are shoes.* Have children repeat *shoes* after you. Repeat with *socks*. Then, hold up a T-shirt and say: *This is a T-shirt.* Have children repeat *T-shirt* after you.

**Target Song "My Clothes"**
B13 Play the second part of the Target Song "My Clothes." Display clothing items around the room and write *Clothing Store* on the board. Display the following clothing items with price tags around the room: pants, skirt, sweater, shoes, socks, and T-shirt. Use Busy Ant to model the conversation in the song. He sings the children's part. Hand Busy Ant the clothing items as they are mentioned in the song. Have children listen and look attentively.

## DURING PAGE 63

**3 Listen and say. Find and match.**
B16, B17 Play Audio B16. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the shoes, the socks, and the T-shirt in the scene. Then, show them how to trace a line from the photo of the shoes 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.

shoes socks T-shirt

Point to the scene and say the dialogue that goes with it: *What do you want? I want a T-shirt, please.* Play Audio B17 and point to the photos as children repeat.

What do you want? I want shoes, please.
What do you want? I want a socks, please.
What do you want? I want a T-shirt, please.

### Vocabulary Practice
Attach the *shoes, pants, socks, T-shirt, skirt,* and *sweater* Picture Cards to the board at children's eye level under the heading *Clothing Store*. Draw or attach a price tag next to each card. Have children sit in a semicircle. Then, have Busy Ant say *I want shoes, please.* Have a child come up and take the *shoes* Picture Card and hand it to Busy Ant. Repeat the procedure with the remaining Picture Cards and other children.

## AFTER PAGE 63

**Have Big Fun Talking!**
B18 Hold up the *sweater* Picture Card. Play the audio and have children listen. Then, use Busy Ant to model the conversation.

**A:** What is this?
**B:** It's a sweater.
**A:** Is it blue?
**B:** Yes, it is.

Next, invite pairs of children to come up. Display the rest of the *clothing* Picture Cards and say the lines. Have children repeat after you. Encourage children to answer affirmatively or negatively.

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

WB See Workbook page 53.

## EXTRA ACTIVITY

**Matching Game**
Attach the *clothing* Picture Cards to the board and place the clothing items around the room. Point to one card and ask a child: *What is this? It is (a skirt).* Then invite him/her to look around the room for the item named. When the child finds the matching clothing item say *Excellent!* Continue until all items and Picture Cards have been matched. Play for several rounds.

# Practice

## Objectives

- To identify and name clothing items
- To review colors: red, blue, yellow, orange, purple
- To practice motor skills
- To practice visual discrimination

## Vocabulary

*red, blue, yellow, orange, purple, pants, T-shirt, socks, shoes, skirt, hat, get up, stretch, put on, eat, drink, wash your face, brush your teeth, comb your hair*

## Language

*Get up. Let's stretch.*
*Put on your (pants).*
*Eat an apple.*
*Drink some milk.*
*Wash your face.*
*Brush your teeth.*
*This is (a skirt). It is (purple).*
*These are (pants). They are (blue).*

## Materials

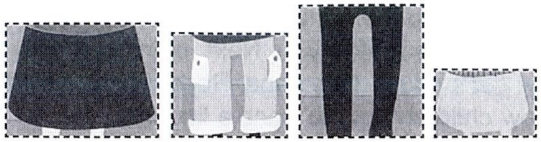
Class Audio CD, Busy Ant puppet, Press-outs, circles cut out of colored paper: red, blue, yellow, orange, and purple (one of each), tape, *clothing* Picture Cards

## BEFORE PAGE 64

**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**Say the "Time for School Chant"**
B19 Hold up Busy Ant and say: *Busy Ant, we have to get ready for school.* Next, play the audio. Sing along, do the actions, and have children listen. Play the audio again. Have children join in and do the actions.

## DURING PAGE 64



**4 Paste press-outs and say.**
Hold up the Press-outs for Unit 6. Point to the purple skirt and say: *This is a skirt. It is purple.* Have children repeat after you. Then point to the pants. Say: *These are pants. They are blue.* Repeat the procedure with the other Press-outs. Next, help children press them out. Display page 64. Help children put a small amount of glue on the Press-outs and ask them to paste them in the correct boxes.

## AFTER PAGE 64

**Let's Have Fun Talking!**
B20 Play the audio and model the conversation with the puppet.

**A:** Is the sweater blue?
**B:** Yes, it is.
**A:** Are the pants green?
**B:** No, they aren't.

Then, invite a pair of children to the front. Play the audio and have them listen. Next, have them say the lines and encourage them to role-play the dialogue. Repeat with other pairs. Extend the activity by having children talk about their own clothing items.

**Sing "And Purple, Too!"**
B22 Attach the red, blue, orange, purple, and yellow circles to the board at children's eye level. Play the audio and sing along. Have Busy Ant point to the corresponding circles as the colors are mentioned in the song. Then, play the audio again. Encourage children to join in by naming the colors. Finally, play the song again. Invite a volunteer to point to the red circle. Stop the audio. Then, invite another child to point to the blue circle. Repeat the procedure with other children until all colors have been identified.

**Target Song "My Clothes"**
B13 Play the audio. Use Busy Ant to model the conversation. Sing along and have children listen. Hold up the *clothing* Picture Cards as the different clothing items are mentioned.

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

WB See Workbook page 54.

## EXTRA ACTIVITY

**Simon Says**
Say *(Simon says:) Jump!* Have children do the action only if they hear *Simon Says* first. If they do not hear *Simon Says,* they have to stand still.

# Math

## Objectives
- To learn the number 1
- To count to 1
- To review clothing items

## Vocabulary
*one, shoe, teddy bear, sweater, skirt, pants, shoes, T-shirt, socks, count, find*

## Language
*Let's count. One shoe.*
*Find a teddy bear!*

## Materials
Class Audio CD, crayon, Busy Ant puppet, toy car, sweater, puppet, pencils, crayons, *clothing* Picture Cards, toys, ball, clothing items, sponges (one per group), plastic containers (one per group), tempera paint, glue, white paper circles, squares, triangles, and rectangles (one of each per child), white sheets of paper (one per child)

## BEFORE PAGE 65

**Sing the "Hello Song"** A3
Have children sing and wave hello.

**Sing the "Number Song: One"** B21
Write the number 1 on the board and say: *One*. Hold up a crayon and say: *One crayon.* Repeat with *puppet, toy car,* and *sweater*. 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 number one.

## DURING PAGE 65

**5 Trace and count. Draw 1 thing.**
Point to the number 1. Say: *One*. Have children repeat after you. Next, point to the shoe. Say: *Let's count. One shoe.* Repeat with *T-shirt*. Show children how to trace a line from the number 1 to the shoe. Say: *One shoe.* Repeat with *T-shirt*. Then, have children trace the lines with a pencil.

Finally, point to the empty box. Distribute crayons and encourage children to draw one thing. Then ask them to trace the line from the number 1 to the object they drew, first with their index finger and then with a pencil.

**Do the *Find It!* Activity**
Point to Busy Ant with a teddy bear in his wheelbarrow. Say: *Find a teddy bear!* Children look for a teddy bear on the page. (There is a teddy bear on the T-shirt.)

## AFTER PAGE 65

**Clothing Race**
Attach the *clothing* Picture Cards to the board at children's eye level. Divide the class into two teams. Have a member of each team stand at the back of the room. Say: *Race to the board. Bring me the sweater.* The child who gives you the *sweater* Picture Card wins a point for his/her team. Repeat until all clothing items have been identified. The team with most the points wins the game.

**Bring Me One Toy!**
Display toys around the room. Have children sit in a circle. Roll a ball to a child and say: *Stand up and bring me one toy.* Have the child look for a toy, hand it to you, and say: *One toy*. Play several rounds until all children have participated.

**Let's Count!**
Place several clothing items inside a box. Invite a child to take one object out of the box. Say: *One (skirt).* Have children repeat after you. Repeat the procedure until there are no items in the box. Encourage children to count the items aloud: *One (shoe).*

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

WB See Workbook page 55.

## EXTRA ACTIVITY

**Sponge Shapes**
Give children the glue and the paper circles, squares, triangles, and rectangles of different sizes. Help them glue the shapes on a sheet of paper. Then, have them dip their sponges into the paint and encourage them to paint their shapes. When the shapes are dry, encourage children to share their paintings and name the shapes and colors.

# Colors

## Objectives
- To identify and name colors: brown, pink
- To identify brown and pink items
- To color items brown and pink
- To review colors: red, blue, green, orange, purple, yellow
- To understand and follow instructions

## Vocabulary
*brown, pink, red, yellow, blue, green, orange, purple, cookie, teddy bear, balloon, cotton candy, shoes, caterpillar, color, say, shout*

## Language
*Is it (brown)? Is it (yellow)? Yes./No.*

## Materials
Class Audio CD, red, blue, orange, purple, and yellow items, brown crayons, pink crayons, bag, plastic hanger, circles cut out of colored paper (three per child), glue, glitter, string, hole punch

## BEFORE PAGE 66

**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**Sing "And Purple, Too!"**
B22 Play the audio and sing the song to review the colors children know. Place red, blue, orange, purple, and yellow items around the room. As you sing, point to the items as each color is mentioned.

**Sing "Brown and Pink"**
B23 Hold up a brown crayon. Say: *It is brown.* Have children repeat after you. Then hold up a pink crayon and repeat the procedure. Next, play the audio. Sing along and hold up the brown or pink crayon every time each color is mentioned in the song. Encourage children to join in by naming the colors and repeating your gestures.

## DURING PAGE 66

**6 Color and say.**
Display page 66 and distribute brown and pink crayons. Next, direct children's attention to the brown crayon. Say: *It is brown.* Have them repeat after you and color the cookie and the teddy bear brown. Then, point to the pink crayon. Say: *It is pink.* Have children color the balloon and the cotton candy pink.

Point to the caterpillar's first segment. Ask: *Is it yellow? No. Is it red? Yes.* Repeat with the remaining segments. Then, point to the seventh and eighth segments. Encourage children to color them brown and pink.

## AFTER PAGE 66

**Brown and Pink!**
Hold up a brown and a pink crayon. Say the following chant and have children listen. Then invite them to join in by naming the colors and repeating your gestures.

**Brown and Pink Chant**
What is brown? Hmmm—chocolate. *(hold up a brown crayon and rub your tummy)*
Brown shoes, brown pants, brown socks . . . *(show a brown crayon)*
Colors, colors, colors everywhere!

What is pink? Hmmm—pink crayons. *(hold up a pink crayon)*
Pink shirt! *(hold up a pink crayon)*
Pink triangles! *(make a triangle with your fingers)*
And pink socks! *(hold up a pink crayon)*
Colors, colors, colors everywhere.

**Shout the Color!**
Put objects of different colors inside a bag. Invite a child to come up, take an item from the bag, and show it to the rest of the class. Have children shout the color. *(Red!)* Continue until there are no objects left in the bag.

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

WB See Workbook page 56.

## EXTRA ACTIVITY

**Circle Mobiles**
Give children three circle cutouts, glitter, and glue. Model how to sprinkle the glitter to glue it to each circle. Once the glue is dry, have children shake off the extra glitter. Use a plastic hanger and string to create a mobile. Invite children to hold one circle, trace around it with their finger, and say: *It is a circle.* Then, use a hole punch and help children add their circles to the mobile.

## AUDIO SCRIPT

CBE B24 **Let's Play**

1. Ms. Reyes: Let's play.
   Children: Yes! Yes!
2. Laura: I want it!
   Kim: No! I want it!
3. Joe: Look at YOU!
4. Ms. Reyes: I want a picture, please!

## HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. This book is about dressing up, clothing, friends, and taking pictures, so there are many things to talk about. The teacher and the children in this story dress up and take pictures. Children may enjoy doing the same with their family members.

## SHOW TIME PREPARATION

AFL Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Start talking about Show Time by suggesting ideas for the program. Encourage them to role-play this story and to dress up, for example.

# Little Book

## Objectives

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

## Vocabulary

*children, teacher, clown, costume, wig, happy, angry, clothes, play, want, look, dress up, share*

## Language

*Let's play.*
*I want (a dress).*
*I want it.*
*I want that.*
*Here you go.*
*Look at you!*
*Let's dress up.*

## Materials

Class Audio CD, silly outfit (for teacher), Busy Ant puppet, clothing items/dress-up clothes (sweater, dress, pants, hat, etc.), DVD or ActiveTeach, crayons, picture of a puddle, blue colored paper, tape, scissors, beanbag

## BEFORE THE LITTLE BOOK

**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**Let's Play Dress-up!**
B25 Play the audio. Dressed up in a silly outfit, model the conversation with Busy Ant.

Then, invite pairs to come up. Help children dress up in silly outfits and say the lines. Have them repeat after you and role-play the conversation.

## DURING THE LITTLE BOOK

**Let's Play**
B24

**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 "Let's Play."* Count the dots on each page for children to identify the page numbers. Have children count with you. Next, point to the drawing of Ms. Reyes' head next to the lines and say: *This is what Ms. Reyes says.* Point to the pictures of the children's heads next to the lines and say: *Now, Laura, Kim, and Joe are speaking.*

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

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

**6.** Check children's comprehension. Point to the different clothing items in the story and ask: *Is it big or small?* Next, point to the first scene. Say: *The children are wearing their uniforms.* Turn to page 2. Ask: *Are they playing dress-up? Yes! Are they sharing the clothes? No! Are they angry? Yes!* Display page 3. Ask: *Are they sharing the clothes now? Yes! Are they happy? Yes!* Finally, turn to page 4. Point to the teacher, use gestures, and say: *Look! The teacher is wearing a costume.* Have children repeat *costume* after you. Repeat the procedure with *wig*. Finally say: *The teacher is a clown!*

## AFTER THE LITTLE BOOK

**Role-play**
B24 Role-play with Busy Ant to reinforce story comprehension. Try to copy the expressive voices of the characters on the audio. Next, invite children to come up to participate. Assign a character to each, say the lines, and have them repeat after you. If you have dress-up clothes that work with the story, invite children to use them during the 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.

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

WB See Workbook page 57.

## EXTRA ACTIVITY

**Jump into the Puddle**
Show the picture of a puddle. Say *This is a puddle.* Then make puddles cut from blue colored paper. Take children to the playground and tape puddles onto the ground. Have children stand in a circle. Throw a beanbag to a child and have him/her jump into a "puddle." Repeat until all children have participated.

## Values

### Objectives
- To learn a value: Helping each other
- To use language to express a value
- To revisit the value: Sharing
- To review clothing items
- To review feelings: happy

### Vocabulary
*square, triangle, rectangle, teddy bear, happy, T-shirt, pants, sweater, shoes, shape, race, share, help, find*

### Language
*What is this? It is (a sweater).*
*What are these? They are (shoes).*
*Help the boy find shoes.*
*Is this (Pedro's) T-shirt? Yes./No.*

### Materials
Class Audio CD, tape, teddy bear, Busy Ant puppet, pencils, crayons, white sheets of paper (one per child), art supplies, three hula hoops

## BEFORE PAGE 69

A3 **Sing the "Hello Song"**
Have children sing and wave hello.

**Race to the Shapes**
Play this game to review shapes and to revisit the value of sharing. Take children to the playground. Use tape to create a large square, triangle, and rectangle on the ground. Have children stand around the shapes. Start clapping. When you stop clapping, call out a shape: *Triangle!* Have children race to stand inside the triangle. Repeat with *square* and *rectangle*. Make sure the shapes are large enough for all children to fit inside. Say: *Nice job! You are sharing the shapes.*

**Let's Help!**
Hide a teddy bear somewhere in the classroom. Have Busy Ant look for the teddy bear. Say: *Let's find the teddy bear, Busy Ant.* Busy Ant looks and looks, but he cannot find it. Say: *Let's help Busy Ant find the teddy bear.* Encourage children to look around for the bear. When a child finds it say: *Thank you, (Lily). You helped Busy Ant. Busy Ant is happy.* Repeat a few times, giving other children a chance to help.

## DURING PAGE 69

**7 Help the boy find his shoes. Circle them.**
Display page 69. Point to the boy and say: *The boy looks and looks. Let's help him find his shoes.* Have children look at the scene and look for the shoes. Have them point to the shoes once they find them. (The shoes are under the bed.) Have children circle the shoes, first with their index finger and then with a pencil. Finally, point to the items in the scene and have children identify them. *What is this? It is a (sweater). What are these? They are (shoes).*

## AFTER PAGE 69

**Draw Clothes**
Distribute crayons, art supplies, and white sheets of paper. Help children draw a T-shirt on the sheet of paper. Encourage children to decorate and personalize their T-shirts. As children work, walk around the room and ask: *What is this? It is a T-shirt.* Finally, collect all drawings. You will need them for the next activity.

B26 **Have Big Fun Talking!**
Place children's T-shirt drawings around the room. Play the audio and model the conversation with Busy Ant. As you do, look around until you find the drawing you are looking for.

**A:** Help me find Pedro's T-shirt.
**B:** Is this Pedro's T-shirt?
**A:** No.
**B:** Is this Pedro's T-shirt?
**A:** No.
**B:** Is this Pedro's T-shirt?
**A:** Yes! Thank you, Gaby. You are a good helper!

Next, invite pairs to the front. Have them practice the conversation. Say the lines and have children repeat after you. Ask children to look for another classmate's T-shirt. Continue until all T-shirts are found.

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

WB See Workbook page 58.

## EXTRA ACTIVITY

**Jump to One!**
Place three hula hoops on the floor. Put an object inside one of the hula hoops. Have children stand around them. Invite a volunteer to jump inside the hula hoop that has one item. Say: *Jump to one!* If the child does this correctly, have the class clap. Repeat with other children, alternating the hula hoops that have one item.

# Amazing

## Objectives
- To appreciate nature
- To observe details
- To learn about rain and its effects on animals and plants

## Vocabulary
*rain, raindrop, animals, plants, umbrella, raincoat, listen, run, close the door*

## Language
*This is rain. These are raindrops.*
*Rain makes animals and plants wet.*
*Is the boy wet? No.*
*Is the animal wet? Yes.*
*Are the plants wet? Yes.*

## Materials
Class Audio CD, picture showing a rainy scene, pencils, colored chalk, plastic containers with water (one per table), sheets of construction paper (one per child)

## BEFORE PAGE 70

**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**Rain, Rain**
Show children the picture of a scene in which it is raining. Use gestures and say: *Look! This is rain. These are raindrops.* Have children repeat *rain* and *raindrops* after you. Then, put a plastic container filled with water on a table. Invite children to put their hands in the container. Say: *Your hands are wet. Rain makes animals and plants wet.*

**Say the "Amazing Chant!"**
A18 Play the audio. Say the "Amazing Chant" and do the actions. Have children listen. Play the audio again and encourage them to join in.

**Sing the "Rain Song"**
B27 Attach the picture of the rainy scene to the board. Play the audio, do all the actions, and have children listen. Play the audio again and have children join in. Have children mime the actions with you.

## DURING PAGE 70

CBE **8 Look closely. Trace the circles.** Display page 70. Point to the different items in the scene. Say: *This is a boy.* Have children repeat *boy* after you. Repeat with *rain, umbrella, raincoat,* and *dog*.

Then, say: *The boy is walking his dog. It is raining.* Point to the dog. Say: *The dog is wet. Rain makes us wet.* Then point to the raindrops rolling off the umbrella. Ask: *Is the boy wet? No!* Explain that the child is not wet because he is wearing a raincoat and using an umbrella.

Then point to the circles and ask children to say what they see. Ask: *Is this an animal? Yes. Are these plants? Yes. Is the animal wet? Yes. Are the plants wet? Yes.*

Next, read the directions: *Look closely. Trace the circles.* Model tracing the circles around the animal and the plants. Have children trace the circles, first with their index finger and then with a pencil.

## AFTER PAGE 70

**Sing "Rain, Rain, Go Away"**
Sing the "Rain, Rain, Go Away" song:

Rain, rain, go away.
Come again another day.
Little (Jimmy) wants to play.
Rain, rain, go away.

Have children listen. Next, have children sit in a circle. Walk around the circle and tap a child on the shoulder. Then, sing the song again, saying the child's name. Encourage children to join in. Repeat with other children.

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

WB See Workbook page 59.

## EXTRA ACTIVITY

**Wet Drawings**
Place colored chalk and a plastic container filled with water in the center of each table. Encourage children to draw pictures on their sheets of construction paper. Then, have them dip their fingers into the water. Say and model: *Sprinkle raindrops! Look! Your drawings are wet!*

# Project

## Objectives
- To make a science project
- To talk about rain
- To learn about rain and its effects on animals and plants

## Vocabulary
*rain, raindrop, cloud, puddle, jump*

## Language
*I want that, please.*
*What is this? It is (a crayon).*
*Do not touch. It is hot.*
*It is cold.*
*I see rain.*
*We all get wet.*

## Materials
Class Audio CD, classroom items, toys, large glass jar with metal lid, ice cubes, metal dish, boiling water, flashlight, white sheets of paper (one per child), crayons

## BEFORE PAGE 71

**Sing the "Hello Song"** A3
Have children sing and wave hello.

**Revisit the "Rain Song"** B27
Sing the "Rain Song" again and invite children to do the actions with you. Encourage them to sing along.

**I Want That!**
Have children sit in a circle. Place several classroom objects and toys inside the circle. Walk around the circle and tap a child's shoulder. Point to an object and say: *I want that, please.* Have the child get the item and give it to you. Then ask: *What is this? It is (a crayon).* Have the class clap if the answer is correct. Make children feel comfortable and explain that there are no wrong answers.

## DURING PAGE 71

**Make Rain in a Jar**
Before class, assemble the materials needed for the project: a large glass jar with a metal lid, ice cubes, a metal dish that fits on the jar, and boiling water.

Place all the supplies on a table so that children can all see.

**1.** Carefully pour the boiling water into the jar. Gesture and say: *Do not touch. It is hot.*

**2.** Close the jar with the metal lid.

**3.** Place the ice cubes in the metal dish. Let children feel the dish. Gesture and say: *It is cold.*

**4.** Place the dish with ice cubes on top of the sealed jar. Say: *Look!*

**5.** The jar will start to steam up. Say: *I see a cloud.* Draw a cloud on the board for clarity. You can turn off the lights and shine a flashlight through the jar to make this easier to see.

**6.** The water will begin to condense along the sides and lid of the jar. Eventually some droplets will drip down the sides of the jar or fall from the lid. Say: *Look! I see rain!*

**TIP:** Classroom Safety
The activity only works if the water is boiling. Be careful pouring and using the hot water so children don't get hurt. Until the water is safely sealed in the jar, you might tell children to stay an arm's length away from the table, just to be safe.

## AFTER PAGE 71

**We All Get Wet**
Say this chant and act it out to explain to children what happened in the jar.

**We All Get Wet**
The hot, hot, hot *(point to boiling water)*
Goes up, up, up. *(lift hands, palms up)*
The cold, cold, cold *(point to ice cubes)*
Goes down, down, down.
*(lower hands, palms down)*
Then the rain, rain, rain
*(wiggle fingers like raindrops)*
Falls down, down, down,
*(wiggle fingers down)*
And we all get wet!
*(brush water off your arms)*

**Art Response**
Distribute white sheets of paper and crayons. Have children draw what they observed during the project. Encourage children to share their drawings and to describe them. They may use their native language. Provide language support. Every response is fine and valuable. Praise all efforts.

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

# 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
*pants, skirt, sweater, shoes, socks, T-shirt, want*

## Language
*I want (shoes), please.*

## Materials
Class Audio CD, slips of paper, hat, Stickers page, crayons, Busy Ant puppet

## BEFORE PAGE 72

### Sing the "Hello Song"
A3 Have children sing and wave hello.

### Revisit Songs: Surprise!
Revisit the songs and chants from Unit 6 (Audios B13, B19, B21, B22, B23, and B27). Write the name of each on a slip of paper and put it inside a hat. Invite a child to select a slip of paper from the hat and give it to you. Read the title of the song aloud and play the audio. Encourage children to sing along and do the actions. Repeat with other volunteers.

### AFL Think about Learning
Review Unit 6 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? Does rain make us wet?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

## DURING PAGE 72

### 9 Point and say. Stick and say.
Help children point to each vocabulary word on the banner and say: *This is a (sweater). These are (pants).* Then point to the girl and to the shoes. Ask: *What are these?* Direct children to the Stickers page and have them find the shoes and stick them in the box. Ask volunteers to show their work and read the sentence aloud: *I want shoes, please.* 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 them think of what they liked most from Unit 6. Say: *What I liked most from Unit 6 is the rain project!* Say this with a very excited voice and smile as you point to the project on page 71.

Encourage children to make a drawing of 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: *(Jenni) liked the rain project! (David), did you also like the rain 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 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
B13 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Busy Ant. Then, encourage children to join in and sing their part.

### Sing the "Good-bye Song"
A6 Play the audio. Children sing and wave good-bye.

### 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 60.

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# UNIT 7 OVERVIEW

## Communication Objectives

- Identify and name animals
- Count to 2
- Identify size: big, small
- Identify location of objects
- Understand and follow basic commands

## Topics and Key Vocabulary

**Animals:**
*bird, fish, cat, dog, puppy, kitten*

**Colors:**
*black, white*

**Numbers:**
*two*

**Size:**
*big, small*

**Action Verbs:**
*feed, walk (the dog), touch*

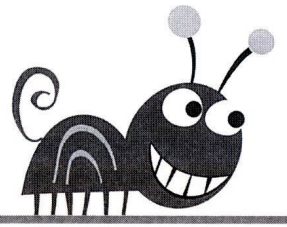
**Nature Words:**
*worm, dirt, bug*

## Target Language and Structures

*What do you see?*
*I see (a dog).*

*Is the (puppy) big or small?*
*It is (small).*

Understand the prepositions:
*in front of, behind*



## Content Connections

**Math:**
Identify numbers: 2

**Nature and Science:**
Observe how worms move

**Music:**
Sing and act out songs

Move and dance to music

**Language Arts:**
Say and act out chants

Role-play

## Amazing and Project

Observe how worms move

Project: *Make Worm Pictures*

## Pre-reading and Pre-writing

Practice motor skills

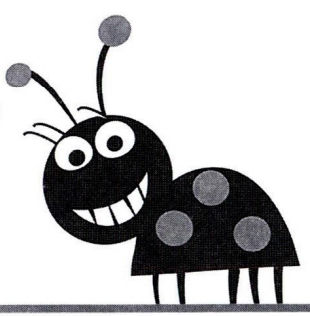
Practice visual discrimination

www.irLanguage.com

## Little Book

*Where's Lucy?*

# UNIT 7 OVERVIEW



## 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:

**Discovering Our World:**
Make observations about living creatures; Amazing page, p. T82

**Artistic Expression and Appreciation:**
Creatively communicate ideas using different art materials; Project page, p. T83

## Values

Taking care of pets

# Unit Opener

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

## Vocabulary
*hello, good-bye, animals, cat, fish, kitten, look, listen, predict, point, clap your hands, stamp your feet, shake your arms, close your eyes, jump up high, spin around*

## Language
*Find a fish!*

## Materials
Class Audio CD, Busy Ant puppet, stuffed toy animals

## BEFORE PAGE 73

### Sing the "Hello Song"
A3 Play the audio. Children listen, and Busy Ant greets children. Then play the audio again and have children turn to the person next to them, sing *Hello,* and wave to their partner.

### Play Copycat
Touch your nose and say: *This is my nose.* Have children imitate you by touching their noses and repeating the phrase. Then, touch your mouth, have children imitate you, and say: *This is my . . .* Pause for children to finish the phrase. Continue in this way with other body parts.

### Animal Bodies
Hold up a toy stuffed animal to show the class and say: *This is (Rabbit).* Point to the toy's mouth and say: *(Rabbit) has a mouth.* Then point to your mouth and say: *I have a mouth.* Next, invite a child to the front and say to him or her: *These are my eyes.* Point to your eyes. Then say to the child: *Point to Rabbit's eyes.* Have the child point to them. Then say: *I have eyes. Rabbit has eyes.* Invite children to repeat after you. Continue in this way with the rest of the body parts and with other children.

## DURING PAGE 73

### 1 Look and predict. Listen.
A5, B28

### Predict Together
Display page 73. Point the girl with her cat and mime petting a cat. Say the word *cat* and have children repeat after you. Repeat with *kitten.* Then point to the fish and make a swimming action. Say *fish* and have children repeat after you. Point to the stuffed animals from the previous activity and then point to the cat and fish. *What are they? They are all . . .* Pause and encourage children to say *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 "Animals" (B28) to expose children to the new vocabulary. As each animal is mentioned, hold up the corresponding stuffed animal if you have it for the class to see. Have children listen attentively. Encourage them to clap at the end of the song.

### Do the *Find It!* Activity
Point out Busy Ant with the fish in his wheelbarrow. Say: *Find a fish!* Point to the fish in the bowl and say: *fish*. Encourage children to flip through the Unit 7 pages. Say: *Find a fish!* (There are fish on pages 73, 74, 75, 81, 84, and Little Book p. 3.)

## AFTER PAGE 73

### Check Predictions
Have Busy Ant approach each stuffed animal. Have him speak to each one in turn: *Hello, (Rabbit). What do you have?* Make a sniffing sound and reply as the rabbit: *I have a nose, a mouth, ears, eyes, and feet!* Have each stuffed animal reply with the body parts that it has. Then say to children: *All animals have body parts.* Point to a stuffed animal and ask: *Is a (rabbit) an animal?* Encourage them to answer affirmatively. Continue in this way with other stuffed animals.

### Sing "The Wiggly Dance"
B11 Play Audio B11 and invite students to stand. Have them mimic your movements and join in the song when they can.

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

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

WB See Workbook page 61.

## EXTRA ACTIVITY

### Humpty Dumpty
Sing the nursery rhyme *Humpty Dumpty.* Invite children to sit in a circle on the floor and join in the rhyme when they can. At the point when Humpty falls, mime falling over and have children do the same.

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty
Together again!

Repeat the rhyme several times.

# Vocabulary

## Objectives
- To identify animals
- To repeat names of animals
- To understand and follow simple commands

## Vocabulary
*hello, good-bye, animals, bird, fish, cat, listen, say, find, match*

## Language
*What do you see? I see (a bird).*

## Materials
Class Audio CD, Busy Ant puppet, *bird, fish,* and *cat* Picture Cards, pencils

## BEFORE PAGE 74

### Sing the "Hello Song"
A3 Play the audio. Invite children to sing and wave hello.

### Vocabulary Presentation
Display the *bird, fish,* and *cat* Picture Cards. Name each animal and make its movement as you say its name (flying for *bird,* swimming for *fish,* and crouching for *cat*). Have Busy Ant say the words again. Then, encourage children to repeat the words.

### Animal Movements
Have children stand in a semicircle. Show the Picture Cards again, name each animal, and mime its movement. Then, show the Picture Cards one by one and say the name of the animal: *(Fish).* Invite children to mime the movement (swimming) of the animal.

### Target Song "Animals"
B28 Play the first part of the Target Song. Sing the questions and have Busy Ant sing the answers. Attach the Picture Cards to the board and have children point to the appropriate one each time an animal is mentioned.

## DURING PAGE 74

### 2 Listen and say. Find and match.
B29, B30 Play Audio B29. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the bird, fish, and cat in the scene. Show them how to trace a line from the photo of the bird 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.

bird fish cat

Use the puppet to say the dialogue that goes with the scene. Play Audio B30 and point to the photos as children repeat the target language.

What do you see? I see a bird.
What do you see? I see a fish.
What do you see? I see a cat.

## AFTER PAGE 74

### Role-play
Role-play the scene on Student Book page 74. Create a "pet store" by attaching the *bird, fish,* and *cat* Picture Cards to the board at children's eye level. Draw a window frame around the cards. Ask Busy Ant: *What do you see?* Have the puppet reply: *I see a bird.* Point to the bird. Then, invite two children to the front. Have Busy Ant model the same question and have one child repeat it. Have the second child reply: *I see (a cat).* Continue in this way with other pairs of children.

### Move and Sound like Animals
Say the name of each animal and have children make the movements that they learned earlier. As they begin to move like the animal, make the sound of the animal and have them mimic you. Say: *Bird!* (Mime flying and make tweeting sound.) Then say: *Cat!* (Mime crouching and crawling on the floor and meowing.) Next, say: *Fish!* (Mime swimming and make a swishing sound.)

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

WB See Workbook page 62.

## EXTRA ACTIVITY

### Fish, Cat, Bird!
Have children sit in a circle. Walk around the outside of the circle and tap children lightly on the shoulder as you walk by. Say the name of an animal (e.g., *fish*) as you tap their shoulder. Tell children that if you say *bird* on their turn, they must run around the outside of the circle, miming a flying action, until they reach their place again. Play a few rounds, changing the name of the target animal that children need to run for.

# Vocabulary

## Objectives
- To identify animals
- To repeat names of animals
- To understand and follow simple commands

## Vocabulary
*hello, good-bye, bird, fish, cat, puppy, dog, kitten, nod, shake, listen, say, find, match*

## Language
*What do you see? I see (a puppy).*

## Materials
Class Audio CD, Busy Ant puppet, *dog, puppy,* and *kitten* Picture Cards, pencils, stuffed toy animals

## BEFORE PAGE 75

### Sing the "Hello Song"
A3 Play the audio. Encourage children to sing and wave hello.

### Vocabulary Presentation
Hold up the Picture Cards in turn and name them: *dog, puppy,* and *kitten*. Have Busy Ant name them after you. Then, invite children to repeat the names. Next, hold up the *dog* Picture Card and have Busy Ant say: *Kitten!* 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.

### Target Song "Animals"
B28 Play the second part of the Target Song to expose children to the words *puppy, dog,* and *kitten*. Use the puppet to model the conversation. Show the corresponding Picture Card each time an animal is mentioned in the song. Have children listen and look attentively.

## DURING PAGE 75

### 3 Listen and say. Find and match.
B31, B32 Play Audio B31. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the dog, puppy, and kitten in the scene. Show them how to trace a line from the photo of the dog 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.

dog puppy kitten

Point to the scene and say the dialogue that goes with it. Use Busy Ant to answer the questions: *What do you see? I see a dog.* Play Audio B32 and point to the photos as children repeat the target language.

What do you see? I see a dog.
What do you see? I see a puppy.
What do you see? I see a kitten.

### Vocabulary Practice
Practice *bird, cat,* and *fish*. Have Busy Ant say to the children: *I see a bird!* Invite children to imitate the movement and sound of a bird. Then have him say: *I see a cat.* Invite children to imitate the movement and sound of a cat. Continue the procedure for *fish*.

## AFTER PAGE 75

### Acting like Animals
Point to the dog on the page, say the word, and have children repeat it. Then, move your arms apart to make yourself look big and say: *Woof, woof!* Have children mimic you. Next, point to the puppy on the page, say the word, and have children repeat it. Then, bring your arms close together and crouch to make yourself small. Make a whimpering noise and have children mimic you. Repeat the procedure with *kitten,* making yourself small and meowing.

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

WB See Workbook page 63.

## EXTRA ACTIVITY

### Animal Matching
Bring in at least four stuffed toy animals (preferably a dog, a puppy, a cat, a bird, and a kitten) and photos of the animals in real life. On the board, pin the photos of the real animals. Then show the stuffed animals to children one by one. Have them call out the name of the animal: *(Puppy!)*. Next, invite a child to the front and have him/her match the stuffed animal to the real photo of the animal on the board. Continue the procedure with the rest of the stuffed animals and other children.

# Practice

## Objectives
- To identify and name animals
- To practice fine motor skills
- To practice visual discrimination
- To identify what is missing

## Vocabulary
*hello, good-bye, cat, dog, bird, fish, puppy, kitten, big, small, paste, say*

## Language
*It is big. It is small.*
*What do you see? I see (a dog).*
*What do you have? I have (a cat).*
*Is your (cat) big or small? It is (big).*
*I like your cat. Thank you.*
*The cat is in front of the chair. The cat is behind the chair.*

## Materials
Class Audio CD, Busy Ant puppet, a large stuffed toy cat, Unit 7 Press-outs, *bird, fish, cat, dog, puppy,* and *kitten* Picture Cards, glue, familiar large and small objects, two boxes

## BEFORE PAGE 76

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

**Have Big Fun Talking!**
B33 Play the audio. Model the conversation below with Busy Ant, having him ask the questions. When you say *I have a cat,* reveal the stuffed toy cat and pet it. Stretch your arms wide apart when talking about its size in order to communicate *big*. Next, invite a child to the front and have Busy Ant ask him/her the questions. Give the stuffed animal to the child and have him/her repeat the answers after you model them.

**A:** What do you have?
**B:** I have a cat.
**A:** Is your cat big or small?
**B:** It's big.
**A:** I like your cat.
**B:** Thank you.

**Small or Big?**
Display the *puppy* and *dog* Picture Cards on the board. Direct children's attention to the puppy. Say: *This is a puppy. It is small.* (Bring your hands close together and shrink down as much as possible.) Then, point to the *dog* Picture Card and say: *This is a dog. It is big.* (Move your hands far apart and stretch out as far as you can.) Then say the phrases again and have children repeat after you, mimicking the movements for *small* and *big*.

## DURING PAGE 76

**4 Paste press-outs and say.**
Have children look at the page and say: *We need three dogs for three people.* Ask children to look at the empty spaces, and say: *Which space is big?* Use arm gestures expressively. Have children point to the biggest box. Say: *That is for a big dog.* Then repeat the procedure for the small box. Next, point to the largest Press-out and say: *What do you see? A dog. Is it big or small? (Big.)* Show children how to match the big dog to the big space. Help children to glue the Press-out in place. Repeat the procedure with the other Press-outs, having children identify and match sizes.

## AFTER PAGE 76

**Sing the Target Song "Animals"**
B28 Play the audio and use the puppet to model the conversation. Invite children to mime the movements of the animals each time one is mentioned.

**Where's the Cat?**
Show children the stuffed toy cat and elicit its name. Then take a chair and have children name it. Place the cat in front of the chair and say: *The cat is in front of the chair.* Invite children to repeat after you. Then place the cat behind the chair and say: *The cat is behind the chair.* Have children repeat the phrase. Next, take another object, such as a table or sheet of paper, and say the location of the animal in relation to the object. Each time, have children repeat.

**Sing the "Good-bye Song"**
A6 Children sing along and wave good-bye.

WB See Workbook page 64.

## EXTRA ACTIVITY

**Sorting Big and Small**
On a table, place a variety of objects that children are familiar with. The objects must be obviously large or small in size. On either side of the table, place two boxes, one labeled *big* and the other, *small*. Begin by holding up an object and having children name it. Next, ask children if the object is *big* (stretching your arms out) or *small* (bringing your arms close together). Invite a child to the front and have him/her place the object in the corresponding box. Continue in the same way with the rest of the objects.

# Math

## Objectives
- To identify and name numbers: 1, 2
- To review number 1
- To review animals
- To practice visual discrimination
- To review classroom objects

## Vocabulary
*hello, good-bye, cat, dog, bird, fish, puppy, kitten, big, small, number, one, two, ball, take, spin*

## Language
*What do you see? I see (two puppies). I see (two kittens).*
*Find a ball!*

## Materials
Class Audio CD, Busy Ant puppet, stuffed toy animals, classroom supplies, *puppy, dog, cat,* and *kitten* Picture Cards, variety of objects

## BEFORE PAGE 77

**Sing the "Hello Song"**
A3 Play the audio. Encourage children to sing and wave hello.

**Review the Number 1**
On the board, write the number 1. Then draw the number in the air and say: *One*. Have children copy your gesture and repeat the number. Next, arrange several items, such as classroom supplies and stuffed toy animals, on a table. Pick up a stuffed animal and say: *One (cat).* Have children repeat after you. Then, invite a child to the front and say: *Take one (pencil).* Have the child pick up the corresponding item. Continue the procedure with the rest of the objects and other children.

**Sing "Number Song: Two"**
B34 Take the items from the previous activity and add one more of each. Show the children sets of two objects, such as two pencils, two books, and so on. Hold up each set of objects in turn and say: *Two*. Then, have children repeat the word. Write the number 2 on the board at children's eye level and have them look and repeat the word again. Next, play Audio B34 and sing the song. Show children the actions to go with the lyrics and have them mimic you.

## DURING PAGE 77

**5 Trace and count. Draw 2 things.**
Have children look at the number 2 and trace it with their finger. Say *two* and have them repeat after you. Then have them look at the puppies on the right and ask: *What are these? They are . . .* Pause and lead children into saying *puppies*. Next, point to the first puppy and say: *One.* Then point to the second and say: *Two. One puppy, two puppies.* Have children repeat after you. Next, invite children to trace the line from the number to the puppies. Follow the same procedure for *kittens*. Next, point to the puppies and say: *Two . . .* Pause for children to say: *puppies*. Then point to the kittens and say: *Two . . .* Pause for children to say: *kittens*. Finally, point to the empty space and say: *Two . . .* Pause and shrug your shoulders. Encourage children to say any animal they wish. Next, invite them to draw the two animals in the space. To finish, have them trace the final line.

**Do the *Find It!* Activity**
Point to Busy Ant with the ball in his wheelbarrow and say: *Find a ball!* (There is a blue ball on the road.)

## AFTER PAGE 77

**Sing "Big and Small"**
A58 Sing the song using arm gestures to express *big* and *small*. Encourage children to mimic you. Each time you sing *small,* show the *kitten* or *puppy* Picture Card. Each time you sing *big,* show the *dog* or *cat* Picture Card.

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

WB See Workbook page 65.

## EXTRA ACTIVITY

**Jump for One, Spin for Two**
Have children stand and form a circle. Bring in one or two of a variety of objects that children are familiar with (e.g., two pencils, one apple, etc.). Hold up each item and have children name it. Then have them say *One* and jump in place if they see one item or say *Two* and spin around if they see two items. Continue the procedure with all of the objects.

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# Colors

## Objectives
- To identify and name colors: black, white
- To identify black and white items
- To review colors: red, yellow, blue, green, orange, purple, brown, pink

## Vocabulary
*hello, good-bye, red, yellow, blue, green, orange, purple, brown, pink, black, white, color, say*

## Language
*It is (black).*

## Materials
Class Audio CD, Busy Ant puppet, orange, blue, green, red, yellow, purple, brown, pink, black, and white crayons, a box, one box covered with white paper, one box covered with black paper, white and black objects, large circles cut from different colored paper (red, yellow, blue, green, orange, purple, brown, pink, black, white), music CD

## BEFORE PAGE 78

**Sing the "Hello Song"**
A3 Play the audio. Encourage children to sing and wave hello.

**Say the "I Like Colors" Chant**
B35 Play the audio and say the chant. Place the colored crayons in a box and, each time a color is mentioned, have Busy Ant take the corresponding crayon out of the box and show it to the children. Invite children to join in with the chant when they can.

**Say the "Black and White" Chant**
B36 Before the chant, show children a black crayon. Say *black* and have children repeat the word. Follow the same procedure with a white crayon.

Play the chant and invite children to say the names of the colors. Point to the corresponding crayon each time a color is mentioned. Play the chant again.

## DURING PAGE 78

**6 Color and say.**
Point to the black crayon on the page and say: *It is black.* Then point to the top of the caterpillar's hat and say: *It is black.* Next, distribute black crayons and invite children to color the shoes and the ant. Repeat for white with the cloud and the cat. When finished, have children point to each item and say either *black* or *white*.

Point to the caterpillar in the scene. Name the colors that are already there. Have children repeat after you. Then, ask children to color the remaining two segments black and white.

## AFTER PAGE 78

**Black and White Boxes**
Show children the black and white boxes. Have them name the color of each one. Then divide the class in two and give the white box to one group. Ask children to look around the classroom and put white objects into the box. (Ensure that there are sufficient white objects in the classroom for the activity.) When finished, have them show the contents of their box to the rest of the class. Repeat the procedure for the black box and the other group.

Finally, take all of the objects from each box and mix them together. Hold up the objects one by one and invite children to call out *black* or *white*.

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

WB See Workbook page 66.

## EXTRA ACTIVITY

**Colored Stepping-stones**
Place circles of different colored paper (red, yellow, blue, green, orange, purple, brown, pink, black, and white) in a circular pattern on the floor. Place as many circles as children in the class. Then, play a CD of happy music and invite children to stand on a circle of colored paper. As you play the music, have children walk forward around the circle, stepping on one "stepping stone" at a time. Stop the music after a short time and call out a color. Have all the children standing on the corresponding color raise their hand and repeat the color after you. Repeat the procedure until all colors have been called out.

## AUDIO SCRIPT

B37 **Where's Lucy?**

1. Sam: Where's Lucy?
   Lisa: I don't know.
2. Sam: I see a crayon.
3. Lisa: I see a fish, but where's Lucy?
4. Sam: I see Lucy. I see her new puppies, too!

## HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. This book covers topics such as animals, family members, and furniture, so there are many things to talk about. The children in this story search all over their home to find their dog. Children may enjoy acting out the story in their home.

## SHOW TIME PREPARATION

AFL Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Talk about Show Time by suggesting ideas for the program, such as role-playing this story, for example.

# 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, crayon, puppies, bird, fish, cat, dog, puppy, kitten, book, title, story, page*

## Language
*Where's Lucy?*
*I see (a crayon).*

## Materials
Class Audio CD, Busy Ant puppet, DVD or ActiveTeach, *animal* Picture Cards, beanbag

## BEFORE THE LITTLE BOOK

### Sing the "Hello Song"
A3 Play the audio. Encourage children to sing and wave hello.

### Hide and Seek Animals
Show each *animal* Picture Card in turn and say: *I see (a cat)!* Encourage children to repeat after you. Then encourage them to say the phrase without your help. When all Picture Cards have been reviewed, say to children: *Eyes closed, heads down.* Close your eyes, put your head on a desk, and have children mimic you. Next, hide the Picture Cards around the room. Then have Busy Ant say: *Wake up! Find an animal!* Encourage children to stand up and walk around the room to find an animal. When they find one, have them bring it back to you and name the animal that they found. Continue until all Picture Cards have been retrieved.

### Hot Potato
Have children sit in a circle and hand one child a beanbag. Play a song from the Audio CD and have children pass the beanbag around the circle as quickly as possible. Stop the music and have the child holding the beanbag stand up and go into the center of the circle. Say the name of an animal: *(Dog!)*. Have the child make the noise and imitate the movement of the animal. Give the child a round of applause. Then have him/her join the circle again. Continue the procedure until all animals have been covered.

## DURING THE LITTLE BOOK

### B37 Where's Lucy?

**1.** Have children turn to page 79. 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?* 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 number dots 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 character next to the lines that shows who is speaking. Point to the scenes to help clarify meaning.

**6.** Check comprehension. Point and ask: *Is this Lucy?* Then point to the fish and ask: *What do you see?* Elicit the correct answer. Next, point to the puppies and ask the same question. Finally, say: *Fish and puppies are both . . .* Pause and lead children to say: *animals*.

## AFTER THE LITTLE BOOK

### Role-play
Role-play with the puppet 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 while you say the lines. Repeat with other groups of two 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 reward, show children the animated version of the story on the *Big Fun* DVD or ActiveTeach.

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

WB See Workbook page 67.

## EXTRA ACTIVITY

### Follow the Leader
Use an open area for this activity. Have children stand in a line behind you. Move along a snaking path around the room and call out actions, such as: *jump, wiggle, dance, swim, fly, clap your hands, spin around,* and *shake your arms*. Demonstrate the action and have children mimic you. Each time you change the action, call out its name.

## Values

### Objectives
- To learn a value: Taking care of pets
- To use language to express a value
- To review animals

### Vocabulary
*hello, good-bye, fish, cat, pets, food, water, bed, trace, up, down, feed, walk (the dog), touch*

### Language
*The (fish is hungry). What does the (fish want)? (Food!)!*
*We take care of pets.*

### Materials
Class Audio CD, Busy Ant puppet, a stuffed toy animal (a puppy, if possible), two small plastic dishes, a blanket, a leash

### BEFORE PAGE 81

**Sing the "Hello Song"**
A3 Play the audio. Encourage children to sing and wave hello.

**Make the Puppy Happy**
Pretend Busy Ant is a pet owner. Use a stuffed toy animal (a puppy, if possible) as his pet. Have Busy Ant point to the stuffed toy and say: *This is my puppy, Bobby.* Using a different voice, have the puppy say: *I am hungry. Feed me!* Busy Ant places a plastic dish next to the puppy and says: *Here is some food, Bobby.* Have the puppy mime eating from the dish, making noises of contentment. A moment later, have the puppy say: *I'm thirsty.* Busy Ant then takes a second dish and puts it next to the puppy. He says: *Here is some water.* Then, have the puppy say: *Walk me!* Attach the leash to the puppy and have Busy Ant mime walking him. Next, have the puppy say: *Touch me!* Have Busy Ant mime petting the puppy. Finally, have the puppy say: *I am sleepy.* Busy Ant places the blanket on the floor and the puppy crawls onto to it and begins to sleep. Have him make snoring sounds.

Say: *Good job, Busy Ant. You are nice to Bobby the puppy. Bobby the puppy is happy. You take care of your pet.*

### DURING PAGE 81

CBE **7 Trace and say.**
Point to the scene and have children name the *fish* and the *cat*. Point to the fish, and, while rubbing your tummy, say: *The fish is hungry. What does the fish want?* Lead children to say: *Food*. Then ask: *Where is the food?* Encourage children to point to the boy with the package of fish food. Tell children that the boy is taking care of his fish by giving it food. Invite children to trace the lines from the food to the fish.

### AFTER PAGE 81

**Role-play**
Invite children to role-play the scene at the beginning of the lesson to practice taking care of an animal. Invite a child to the front and use the same stuffed toy animal (Bobby the puppy). Have the puppy ask for food, water, and a bed and have the child respond by providing the animal with the correct props. Repeat the procedure with other children.

**"Up and Down" Chant**
B38 Have children stand and form a semicircle. Say *Up* and put your arms in the air. Have children repeat the word and mimic your movement. Then say: *Down! Touch your toes.* Have children repeat the words and mimic your movement. Repeat the words and actions a few more times. Then, say the name of a child and have him/her make the up or down movement: *(Juan), up! (Eric), down!* Make sure that you call out the names of all children.

Play the chant and have children make the up and down movements. Play the audio a second time and have children join in with the lyrics when they can.

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

WB See Workbook page 68.

### EXTRA ACTIVITY rLanguage.com

**Row, Row, Row Your Boat**
Have children sit in a circle and hold hands. As you sing the nursery rhyme, have children rock back and forth and mimic your actions.

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Row, row, row your boat,
Gently down the stream.
If you see a crocodile,
Don't forget to scream! *(scream)*

Row, row, row your boat,
Gently down the shore.
But if you see a lion,
Don't forget to roar! *(roar)*

Row, row, row your boat,
Gently down the lake.
But if you see a little snake,
Don't forget to shake! *(shake body)*

# Amazing

## Objectives
- To appreciate nature
- To observe details
- To learn that a worm moves without legs or feet
- To review parts of the body

## Vocabulary
*hello, good-bye, bug, dirt, worm, look, trace*

## Language
*I see (a worm)!*

## Materials
Class Audio CD, Busy Ant puppet, tape, pictures or photos of a flower, tree, butterfly, bee, worm, bug, and ladybug, pencils, *animal* Picture Cards, stuffed toy animals

## BEFORE PAGE 82

**Sing the "Hello Song"**
A3 Play the audio. Encourage children to sing along and wave hello.

**What Lives in the Garden?**
On the board, draw a simple garden setting. Include grass, a tree, a small pond, the sky, and so on. Point to the scene and ask: *What is it?* Lead children to say: *It is a garden.* Then, show each photo or picture of the items children have already seen in previous units and have them name each one. Invite children to the front to attach each picture to the garden scene. Next, show the picture of the worm. Say the word and have children repeat it. Invite a child to place it where he/she thinks it belongs in the garden scene (in the dirt). Say: *Worms live in the dirt.* Point to the dirt and have children repeat the word after you. Repeat the procedure with the picture of a bug.

**How Do They Move?**
Show children the picture of the worm and ask: *Does a worm have legs?* Elicit: *No*. Then ask: *Does a worm have feet?* Elicit: *No*. Next, say: *You are going to be worms.* Lie on the floor and encourage children to mimic you. Imitate the wiggling movement of a worm, without using your feet to move yourself. After a few minutes, get up. Repeat the procedure for *bug* and have the whole class crawl on the floor like a bug.

**Sing "Amazing Worms"**
B39 Play the audio and encourage children to wiggle like worms, standing in their places. Play the audio a second time and, this time, have children get onto the floor and move around like worms.

## DURING PAGE 82

CBE **8 Look closely. Trace the circles.** Point to the dirt in the scene and elicit the word. Then ask: *What is in the dirt?* Lead children to say: *Worms and bugs.* Next, have children point to the creature that has legs to move itself and the one that doesn't. Ask which creature Busy Ant is pointing to.

Then have Busy Ant say *Circle* and encourage children to repeat after him. Have Busy Ant trace a circle in the air and invite children do the same. Then invite children to take a pencil and trace around the circles.

## AFTER PAGE 82

**Sing the Target Song "Animals"**
B28 Play the first half of Audio B28 and invite children to sing and make the movements and noises of the animals. Show the corresponding Picture Card each time an animal is mentioned. Then, invite three volunteers who are ready to sing with the audio to perform the second part of the song. Invite each child to sing a response to one of the questions: *I see a (puppy).* At the end, applaud all children.

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

WB See Workbook page 69.

## EXTRA ACTIVITY

**What Animal Is It?**
Bring in stuffed toy animals that children are familiar with. Have children take turns coming up to the front. Hold a stuffed animal above their head so they cannot see it. Then ask the rest of the class to make the sound of the animal for the child. Then have him/her call out the name of the animal. Continue the procedure with the rest of the animals and other children.

# Project

## Objectives

- To do an art project
- To follow directions
- To talk about worms
- To use fine motor skills
- To review colors

## Vocabulary

*hello, good-bye, worm, picture, teacher, school, airplane, sister, glue, place, press, wiggle*

## Language

*What do you see? I see (a worm).*
*My name is (Matt).*
*Where do you go to school? I go to (Glendale Preschool).*
*What is your teacher's name? It is (Mrs. Rodriguez).*
*Where do you live? I live on (Pond Road).*
*What is this? It is (an airplane).*
*What do you see? I see (a puppy).*
*Who is this? This is my (sister).*
*Is the (puppy) big or small? It is (small).*
*Is the (sweater) red or green? It is (red).*

## Materials

Class Audio CD, Busy Ant puppet, a model airplane, a stuffed toy puppy, a red sweater, a photo of a little girl, colored yarn pieces of different lengths, paper, glue

## BEFORE PAGE 83

### Sing the "Hello Song"

A3 Play the audio. Encourage children to sing and wave hello. Have Busy Ant greet children as they do so.

B40 Hold up Busy Ant and model the conversation with him. Ask the questions and have him reply according to the script. Show him the props (airplane, photo of a little girl, puppy, and sweater) each time one is mentioned. Then play the audio and have children listen attentively.

**A:** My name is Matt.
**B:** My name is Ricardo.
**A:** Let's play!
**B:** OK!
**A:** Where do you go to school?
**B:** I go to Glendale Preschool.
**A:** What's your teacher's name?
**B:** It's Mrs. Rodriguez.
**A:** Where do you live?
**B:** I live on Pond Road.
**A:** What is this?
**B:** It's an airplane.
**A:** Who is this?
**B:** This is my sister.
**A:** What do you see?
**B:** I see a puppy.
**A:** Is the puppy big or small?
**B:** It's small.
**A:** Is the sweater red or green?
**B:** It's red.

Next, invite a child to the front and have Busy Ant interview him/her using the questions. Use the props to cue the child and give him/her the answers. Encourage him/her to repeat the answers when necessary. Repeat the procedure with other children.

## DURING PAGE 83

### Make Worm Pictures

CBE On the board, draw a cartoon picture of a worm underground. Point to it and ask: *What is it?* Elicit: *A worm.* Then, have children look at the picture on the page of the boy with his worm picture and say: *You are going to make worm pictures!* Lay out the supplies on a table. Use English throughout to expose children to new language.

**1.** Choose pieces of yarn of different colors. Say: *Choose colors.*

**2.** Dot small drops of glue on the paper in wormlike squiggles. Say: *Glue.*

**3.** Place the pieces of yarn over the drops of glue and press. Say: *Place and press.*

Distribute the art supplies and have children work on their worm pictures. Help them when needed. When they finish, invite children to the front to show the rest of the class their pictures. Ask them to name the colors of their worms.

## AFTER PAGE 83

### Sing "Amazing Worms"

B39 Play the audio and encourage children to join in when they can. Have them wiggle like worms.

### Sing the "Good-bye Song"

A6 Play the audio. Invite children to sing along and wave good-bye.

# 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, bird, fish, cat, dog, puppy, kitten, point, say, stick*

## Language

*What do you see? I see (a bird).*

## Materials

Class Audio CD, Busy Ant puppet, Stickers, Portfolio Envelopes, paper, crayons

## BEFORE PAGE 84

### Sing the "Hello Song"

A3 Play the audio. Encourage children to sing and wave hello. Have Busy Ant greet the children as they do so.

### AFL Stop and Sing

Revisit the songs and chants from Unit 7 (Audios B28, B34, B35, B36, B38, and B39). 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 Point and say. Stick and say.

Help children point to each vocabulary word on the banner and name each item: *It is (a fish).* Have children repeat after you. Then point to the bird and ask children: *What do you see?* Lead children to say: *A bird.* Then direct them to the Stickers page and have them find the correct Sticker and stick it in the box. Ask volunteers to show their work and read the sentence aloud: *I see a bird!* 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 them decide what they liked most from Unit 7. Say: *What I liked most from Unit 7 was wiggling like a worm!* Wiggle as you say this and use a very excited voice as you point to the worms on 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 (making a worm picture). (Tanya), 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 their drawings to their families.

### Sing the Target Song "Animals"

B28 To consolidate what children have learned in the unit, play the Target Song. First, practice the conversation with Busy Ant. Then, encourage children to join in and sing their part.

### Sing the "Good-bye Song"

A6 Play the audio. Invite children to sing along and wave good-bye.

### 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 community workers
- Identify numbers: 3
- Count to 3
- Use the verb *to have* in simple present (third person)
- Understand and follow basic commands

## Topics and Key Vocabulary

**Community Workers:**
*firefighter, police officer, bus driver, dentist, doctor, nurse, gardener*

**Work-related Objects:**
*shot, baton, keys, shovel*

**Numbers:**
*three*

**Colors:**
*red, yellow, blue, green, orange, purple, brown, pink, black, white*

**Action Verbs:**
*see, throw, hit, go, bring, guess, do, grow, water, climb, play, buy*

**Nature Words:**
*flower, bee, grow*

## Target Language and Structures

*How many (firefighters) do you see? I see (two firefighters).*

*The (doctor) has (a shot).*

## Content Connections

**Math:**
Identify numbers: 3

**Nature and Science:**
Observe how plants and flowers grow

**Art:**
Make flowers

**Music:**
Sing and act out songs

Move to music

**Language Arts:**
Say and act out chants

# UNIT 8 OVERVIEW

## Amazing and Project

Observe how plants and flowers grow

Project: *Make Flowers*

## Pre-reading and Pre-writing

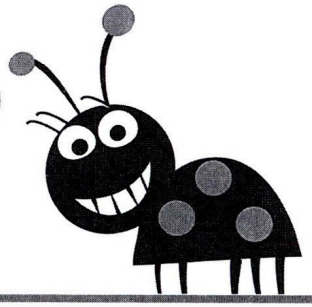
Practice motor skills

Practice visual discrimination

## Little Book

*Hospital*

مرجع آموزش زبان ایرانیان
www.IR.com
irLanguage.com



## Competency-based Education

Competency work within the following formative areas:

**Mathematical Thinking:**
Use numbers in diverse situations; Math page, p. T89

**Discovering Our World:**
Take care of and preserve the environment; Values page, p. T93

## Home-School Connection

- Take home the Little Book
- Take home Show Time drawings
- Talk about community workers at home
- Identify workers in their own community
- Sing songs and say chants at home
- Use props to role-play at home

## Values

Recycling

# Unit Opener

## Objectives
- To predict unit topic
- To identify community workers
- To review shapes: circle, triangle, square
- To review colors: purple, orange, pink
- To understand and follow simple commands

## Vocabulary
*community workers, purple, orange, pink, circle, triangle, square, take a walk, wave, find, stop*

## Language
*These are community workers.*
*Let's take a walk.*
*Is this a community worker? Yes./No.*

## Materials
Class Audio CD, Busy Ant puppet, *community workers* Picture Cards, picture of a park, white sheets of paper (one per child), purple, orange, and pink crayons

## BEFORE PAGE 85

### Sing the "Hello Song"
A3 Have children sing and wave hello.

### Let's Take a Walk
Place the *firefighter, police officer, bus driver, dentist, doctor,* and *nurse* Picture Cards around the room. Show the picture of a park and say: *Let's take a walk in the park.* Have children walk around the room with you as though you were walking in the park. Wave to the Picture Cards as you pass each one. Say the following chant as you walk.

**Let's Take a Walk Chant**
Let's take a walk.
Who do you see?
Hey! Look! I see (a firefighter). *(point)*
Hello! *(wave)*

Repeat with the remaining workers.

### Sing "Let's Start Working"
A14 Play the audio and invite children to sing along. Use the song as a cue that it's time to start work in their books.

## DURING PAGE 85

### 1 Look and predict. Listen.
A5, B41

### Predict Together
Attach the *community workers* Picture Cards to the board at children's eye level. Say: *Let's wave to them! They all help us and work in our community. They are . . .* Encourage children to complete the sentence: *community workers!* Children may use their native language if necessary.

Next, display page 85. Point to the children who are thinking about community workers. Ask: *Are they thinking about community workers? Yes!* 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 (workers)!*

Next, play the Target Song "My World" (B41) to expose children to the new vocabulary. Use Busy Ant to model the questions and answers. Point to the community workers on the board as they are mentioned in the song. Have children listen and look attentively.

### Do the *Find It!* Activity
Point out Busy Ant with the firefighter figure. Point to the figure and say: *This is a firefighter. Find a firefighter.* Together with the children, find as many firefighters in the unit as you can. (Firefighters are on pages 85, 86, 87, 89, and 96.)

## AFTER PAGE 85

### Check Predictions
Flip through the pages, point to different pictures, and ask: *Is this a community worker?* Encourage children to answer affirmatively or negatively.

### Stop! Game
Flip through the pages again. Have children shout *Stop!* when they see a community worker.

### Sing the "Good-bye Song"
A6 Play the audio. Have children sing and wave good-bye to the community workers on the board.

### Portfolio
Remember to put letter-sized or smaller student work into each student's Portfolio Envelope. Encourage children to identify work they want in their portfolio, as well.

WB See Workbook page 71.

## EXTRA ACTIVITY

### Color Match
Give each child a piece of paper and crayons. On the left side of the paper, ask children to draw, one beneath the other, a purple circle, an orange triangle, and a pink square. Ask them to draw purple, orange, and pink objects on the rest of the paper. When children have finished their drawings, model drawing a line from the shape to an object of the same color. Ask children to draw lines from each shape to all the objects of that color, one line per object. Walk around the room and provide help as necessary.

# Vocabulary

## Objectives
- To identify community workers
- To repeat names of community workers
- To understand and follow simple commands
- To identify numbers: 1, 2
- To count to 2

## Vocabulary
*firefighter, police officer, bus driver, one, two, shape, necklace, listen, say, find, match, see, throw*

## Language
*How many (firefighters) do you see? I see (two firefighters).*

## Materials
Class Audio CD, *community workers, food,* and *pets* Picture Cards, pencils, Busy Ant puppet, soft ball, tape, play dough, cookie cutters, straws, string

## BEFORE PAGE 86

A3 **Sing the "Hello Song"**
Have children sing and wave hello.

### Vocabulary Presentation
Hold up the *firefighter* Picture Card. Say: *This is a firefighter.* Have children repeat *firefighter* after you. Repeat with *police officer* and *bus driver.*

### How Many Fingers Do You See?
Write the numbers 1 and 2 on the board. Point to each numeral and say: *This is number (one).* Show the corresponding number of fingers. Then ask: *How many fingers do you see? One.* Repeat with *two*.

## DURING PAGE 86

B42, B43 **2 Listen and say. Find and match.**
Play audio track B42. Point to the photos of the vocabulary items, say the words, and have children repeat.

firefighter  police officer  bus driver

Next, invite children to find a firefighter, a police officer, and a bus driver in the scene. Then, show them how to trace a line from the photo of the firefighter to a corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Then, have them match the remaining photos with the corresponding illustrations.

Next, point to the scene and say the dialogue that goes with it: *How many firefighters do you see? I see two firefighters.* Play audio B43 and point to the photos as children repeat.

**A:** How many firefighters do you see?
**B:** I see two firefighters.
**A:** How many police officers do you see?
**B:** I see one police officer.
**A:** How many bus drivers do you see?
**B:** I see one bus driver.

## AFTER PAGE 86

B41 **Target Song "My World"**
Play the first part of the Target Song "My World." Display the *community workers* Picture Cards. Use Busy Ant to model the questions and answers in the song. He sings the children's part. Have Busy Ant point to the workers as they are mentioned in the song. Have children listen and look attentively.

### Throw the Ball!
Attach the *community workers, food,* and *pets* Picture Cards in random order to the board at children's eye level. Have children sit in a semicircle. Give a soft ball to a child. Encourage him/her to throw the ball at a community worker. Repeat until all workers have been identified.

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

WB See Workbook page 72.

## EXTRA ACTIVITY

**Shape Necklaces**
Invite children to use cookie cutters to make circles, squares, triangles, and rectangles from play dough. Help them use straws to make a hole in each shape. When the shapes have dried, help children string them to make shape necklaces. Encourage them to wear their necklaces and name the shapes.

# Vocabulary

## Objectives
- To identify community workers
- To repeat names of community workers
- To understand and follow simple commands
- To identify numbers: 1, 2
- To count to 2

## Vocabulary
*dentist, doctor, nurse, listen, say, find, match, see, walk, jump, stop, look, march, dance, sit down, listen, draw*

## Language
*How many (doctors) do you see? I see (one doctor).*

## Materials
Class Audio CD, *community workers* Picture Cards, Busy Ant puppet, pencils, white sheets of paper (one per child), crayons

## BEFORE PAGE 87

**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**Vocabulary Presentation**
Hold up the *dentist* Picture Card. Say: *This is a dentist.* Have children repeat *dentist* after you. Follow the same procedure with *doctor* and *nurse*.

**Target Song "My World"**
B41 Play the second part of the Target Song "My World." Display the *dentist, doctor,* and *nurse* Picture Cards. Use Busy Ant to model the questions and answers in the song. He sings the children's part. Point to the community workers as they are mentioned in the song. Have children listen and look attentively.

## DURING PAGE 87

**3 Listen and say. Find and match.**
B44 B45 Play Audio B44. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find a dentist, a doctor, and a nurse in the scene. Then, show them how to trace a line from the photo of the dentist 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.

dentist doctor nurse

Point to the scene and say the dialogue that goes with it: *How many (doctors) do you see? I see (one doctor).* Play Audio B45 and point to the photos as children repeat.

**A:** How many dentists do you see?
**B:** I see one dentist.
**A:** How many doctors do you see?
**B:** I see one doctor.
**A:** How many nurses do you see?
**B:** I see two nurses.

**Vocabulary Practice**
Display page 87 again. Say: *I see one police officer.* Have children look for the police officer in the scene. Repeat with *one bus driver* and *two firefighters*.

## AFTER PAGE 87

**Teacher Can't See**
Hold a Picture Card above your head so you cannot see it. Ask the class: *Is it a doctor?* Prompt them to call out *Yes* or *No*. Repeat with the remaining community workers.

**Sing the "Action Game Song"**
A10 Play the audio. Sing the song and do all the actions. Encourage children to join in.

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

WB See Workbook page 73.

## EXTRA ACTIVITY

**My Favorite Community Worker**
Attach the *community workers* Picture Cards to the board at children's eye level. Point to each card and say: *This is (a doctor).* Have children repeat *(doctor)* after you. Next, distribute paper and crayons. Ask children to draw their favorite community worker. Invite volunteers to the front and encourage them to show their drawings and say: *This is (a nurse).*

# Practice

## Objectives

- To identify and name community workers
- To use the verb *to have* in the third person
- To review classroom objects and toys
- To review pets
- To practice motor skills
- To practice visual discrimination

## Vocabulary

*nurse, police officer, bus driver, gardener, shot, baton, keys, shovel, has, say, race, paste*

## Language

*The (nurse) has (a shot).*
*(Luis) has (a puppy).*

## Materials

Class Audio CD, Busy Ant puppet, plastic bag, classroom objects, *community workers* and *pets* Picture Cards, Unit 8 Press-outs, glue, tape, drawings of a shot, baton, keys, shovel, and gardener

## BEFORE PAGE 88

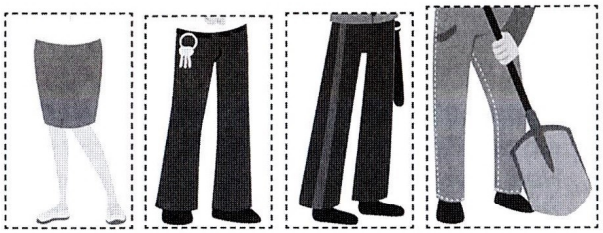
**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**Busy Ant Has a . . .**
Put several toys and classroom objects inside a bag. Have Busy Ant take an item from the bag. Have him hold up the object and show it to the class. Say: *Busy Ant has a . . .* Have children complete the sentence: *(crayon!)* Continue in the same manner until there are no more objects left inside the bag.

**Target Song "My World"**
B41 Play the audio. Use Busy Ant to model the questions and answers. Sing along and have children listen. Hold up the *community workers* Picture Cards as they are mentioned.

**Say the "Hand Signal Chant"**
A4 Play the audio. Chant along and do the actions. Invite children to join in.

## DURING PAGE 88



**4 Paste press-outs and say.**
Hold up the Unit 8 Press-outs. Help children press them out. Display page 88. Help children put a small amount of glue on the Press-outs and ask them to paste them in the correct boxes. Next, point to the first community worker. Say: *This is a nurse.* Have children repeat *nurse* after you. Follow the same procedure with *police officer, bus driver,* and *gardener*.

Point to the nurse's hand and to the shot. Say: *The nurse has a shot.* Have children repeat after you. Next, point to the police officer's baton. Say: *The police officer has a baton.* Have children repeat after you. Continue in the same manner with the bus driver's keys and the gardener's shovel.

## AFTER PAGE 88

**Race to the Animals**
Attach the *bird, fish, cat, dog, puppy,* and *kitten* Picture Cards to the board at children's eye level and move furniture aside. Divide the class into two teams and invite a child from each team to stand at the back of the room. Name an animal and have the children race to the front and take the corresponding card. The child who takes the correct card first wins a point for his/her team. Have the child show the card to the rest of the class. Say: *(Luis) has a . . .* Have children complete the sentence: *(puppy)*. Continue playing for several rounds. The team with most points wins the game.

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

WB See Workbook page 74.

## EXTRA ACTIVITY

**Matching Game**
Attach the *nurse, police officer,* and *bus driver* Picture Cards and the drawing of a gardener to the board at children's eye level. Then place the drawings of a shot, baton, keys, and shovel around the room. Say: *The nurse has a shot.* Invite a child to look around the room for the shot. Once he/she finds it, encourage him/her to come up and choose the corresponding community worker. Have the child show the pictures of the worker and the item to the class. Encourage him/her to say: *The nurse has a shot.* Repeat with the remaining workers and items.

# Math

## Objectives
- To learn the number 3
- To count to 3
- To review community workers

## Vocabulary
*three, doctors, firefighters, trace, count, draw, find, chant, make*

## Language
*This is the number three.*
*How many (doctors) do you see? I see (three doctors).*
*Let's count.*
*What is this? It is (a crayon).*

## Materials
Class Audio CD, three crayons, three books, pencils, crayons

## BEFORE PAGE 89

### Sing the "Hello Song"
A3 Have children sing and wave hello.

### Review One and Two
Write a dotted-line numeral 1 on the board at children's eye level. Hold up one finger and say: *This is the number 1.* Invite a child to come up and trace the number. Repeat with the number 2. Invite other volunteers to come up and trace the numbers 1 and 2.

### Sing "Number Song: Three!"
B46 Write the number 3 on the board and say: *Three.* Hold up three crayons and say: *Three crayons.* Have children repeat after you. Then hold up three books and repeat the procedure.

Next, play Audio B46, 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 singing along.

## DURING PAGE 89

### CBE 123 5 Trace and count. Draw 3 things.
Point to the number 3. Say: *Three.* Have children repeat after you. Next, point to the doctors. Say: *How many doctors do you see? Let's count.* Have children count with you: *1, 2, 3 doctors.* Repeat with the firefighters.

Show children how to trace the line from the number 3 to the doctors. Say: *I see three doctors.* Repeat with firefighters. Then, have children trace the lines with a pencil.

Finally, point to the empty box. Distribute crayons and encourage children to draw three things. Then ask them to trace the line from the number 3 to the objects they drew, first with their index finger and then with a pencil. Invite volunteers to show the items they drew and to count them.

### Do the *Find It!* Activity
Point to Busy Ant with an apple in his wheelbarrow. Say: *Find an apple!* Children look for an apple on the page. (One of the doctors is holding an apple.)

## AFTER PAGE 89

### Count the Shapes
Write a large numeral 3 on the board. Draw three circles, three triangles, and three rectangles at children's eye level. Point to the shapes and say the following chant. Encourage children to join in.

**Three Chant**
Three, three, three, *(hold up three fingers)*
This is the number three.
*(point to 3 on the board)*
Three, three, three, *(hold up three fingers)*
This is the number three.
*(point to 3 on the board)*

I see three triangles. One, two, three!
I see three circles. One, two, three!
I see three rectangles. One, two, three!
I see three squares. One, two, three!
And I see the number three!

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

WB See Workbook page 75.

## EXTRA ACTIVITY

### Triangles
Place crayons in the center of each table. Hold up a crayon and ask: *What is this? It is a crayon.* Then encourage children to count three crayons and then make a triangle with them. As children work, walk around the room and ask: *What is this? It is a triangle. How many crayons do you see? I see three crayons.*

# Colors

## Objectives

- To review colors: red, yellow, blue, green, orange, purple, brown, black, and white
- To understand and follow instructions

## Vocabulary

*red, yellow, blue, green, orange, purple, brown, black, white, color, say, hit, shout, find, sing*

## Language

*It is (brown).*
*Is it (yellow)? Yes./No.*
*What color is it? It is (red).*

## Materials

Class Audio CD, red, yellow, blue, and green circles cut from construction paper (one of each), orange, purple, brown, and pink triangles cut from construction paper (one of each), tape, beanbag, black crayon, white crayon, crayons for colors review (one crayon of each color per child)

## BEFORE PAGE 90

### Sing the "Hello Song"

A3 Have children sing and wave hello.

### Colors Songs

Review the songs you used to teach *red, yellow, blue,* and *green* (Audios A16, A31, A45, and A60). Divide the class into four groups. Place a colored circle in the center of each group's table. Next, have children take turns singing their own color song.

### Hit the Color!

Attach orange, purple, brown, and pink triangles (one of each) to the board at children's eye level. Hand a beanbag to a child. Name a color and have him/her throw the beanbag and hit the corresponding triangle. Repeat until all children have participated.

### Black and White

B36 Play the chant while you show a black and a white crayon. After each question, show a crayon and prompt children to call out *Black!* or *White!*

## DURING PAGE 90

### 6 Color and say.

B47 Display page 90. Say: *Let's color the caterpillar.* Distribute crayons. Point to the first segment of the caterpillar's body and ask: *What color is it?* Encourage children to answer: *It is red.* Have children to color it red. Repeat the procedure with the remaining segments.

When children finish, play "Fuzzy Caterpillar." Point to the caterpillar's corresponding segment as you sing the song. Have children listen and point, too.

### Sing the "Fuzzy Caterpillar" Song

B47 Point to the caterpillar on page 90 as you sing and do all the actions. Have children listen. Then play the audio again and encourage children to join in.

## AFTER PAGE 90

### Shout the Color!

Divide the class into two teams. Show a crayon and have children shout the color. The first team to do so correctly wins a point. If both teams shout the correct color simultaneously, they each win a point. Continue until all colors have been identified. Play several rounds. The team with most points at the end wins the game.

### Sing the "Good-bye Song"

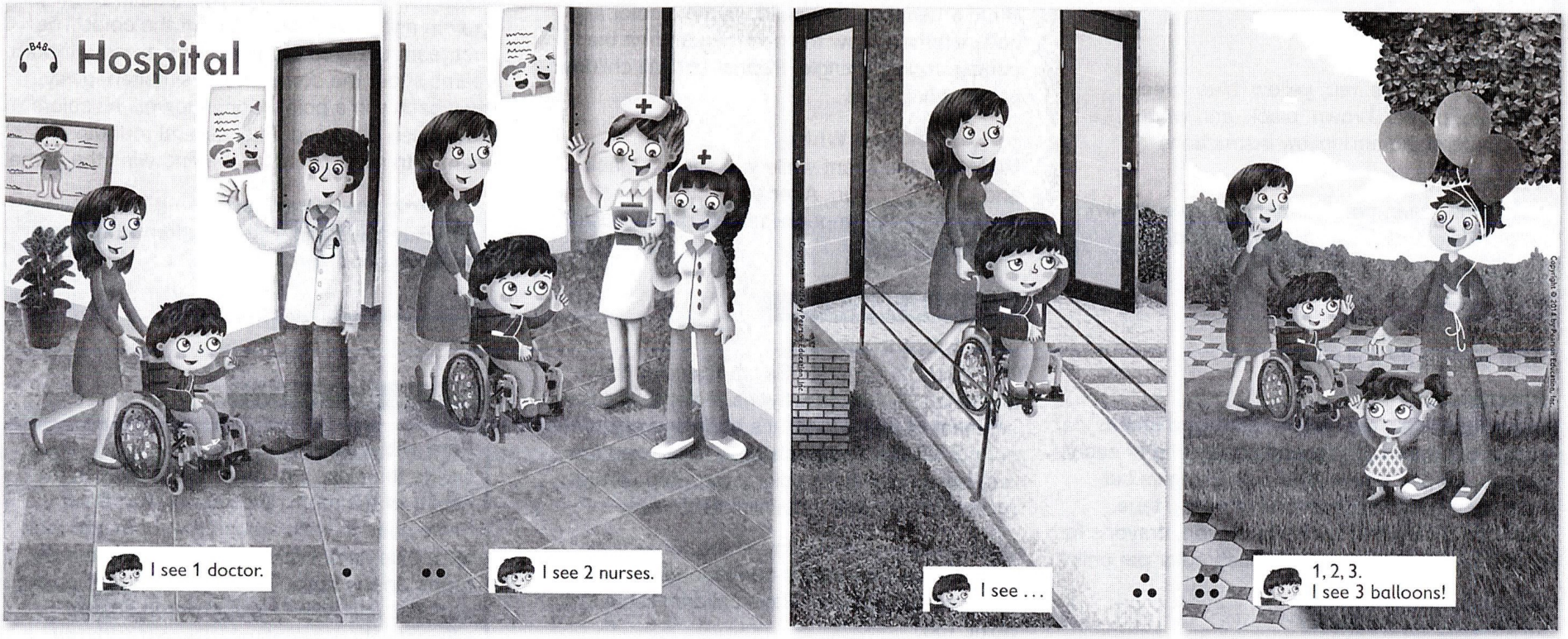
A6 Play the audio. Have children sing along and wave good-bye.

WB See Workbook page 76.

## EXTRA ACTIVITY

### Find the Colors!

Divide the class into pairs. Put a table in the center of the room. Call out a color: *Blue!* Invite pairs to walk around the room and look for a blue item. Have pairs put the item they found on the table. Then, hold up each object and ask: *Is it blue?* Have children answer affirmatively or negatively. Repeat with red, yellow, green, orange, purple, brown, pink, black, and white.




## AUDIO SCRIPT

CBE B48 **Hospital**

1. Daniel: I see 1 doctor.
2. Daniel: I see 2 nurses.
3. Daniel: I see . . .
4. Daniel: 1, 2, 3. I see 3 balloons!

## HOME-SCHOOL CONNECTION

Encourage children to take their Little Books home to share with their families. This book covers topics such as illness, doctors, nurses, hospitals, and balloons, so there are many things to talk about. The boy in this story visits a hospital. Children may enjoy pretending to visit a hospital with their family members at home.

## SHOW TIME PREPARATION

AFL Children will have the opportunity to participate in a show at the end of the year. In their Show Time celebration, they will show their families what they have learned in English class. Start talking about Show Time by suggesting ideas for the program. Encourage them to role-play this story.

# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review community workers and numbers

## Vocabulary

*hospital, boy, mother, balloons, nurse, doctor, see, stand up, sit down, march, clap, go, sing, bring*

## Language

*This is a hospital.*
*Let's go to the hospital.*
*How many (doctors) do you see? I see (one doctor).*
*Bring me (one block).*

## Materials

Class Audio CD, picture of a hospital, Busy Ant puppet, *nurse* and *doctor* Picture Cards, three balloons, doctor's coat and two nurse's hats (if available), blocks, toys, play money

## BEFORE THE LITTLE BOOK

### Sing the "Hello Song"

A3 Have children sing and wave hello.

### Activate Prior Knowledge

Show children the picture of a hospital. Say: *This is a hospital.* Then pantomime and say: *I broke my arm!* Busy Ant says: *Let's go to the hospital!* Next, hold up the *nurse* and *doctor* Picture Cards. Say: *We see nurses and doctors in a hospital.* Have children repeat *nurse, doctor,* and *hospital* after you.

### Sing the "Let's Start Working" Song

A14 Play the audio to cue children that it is time to start work in their books.

## DURING THE LITTLE BOOK

### B48 Hospital

**1.** Have children turn to pages 91 and 92. 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 "Hospital."* Count the dots on each page for children to identify the page numbers. Have children count with you. Next, point to Daniel's picture next to the lines and say: *This is what Daniel 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 of Daniel's head next to the lines to show who is speaking. Point to the pictures and pantomime to help clarify meaning.

**6.** Check children's comprehension. Point to the boy and say: *This is Daniel. He is at the . . .* Have children say: *hospital!* Point to the doctor and ask a child: *How many doctors do you see? I see one doctor.* Point to the nurse and ask another child: *How many nurses do you see? I see two nurses.* Finally, ask a third child: *How many balloons do you see? I see three balloons.* Have the class count the doctor, nurses, and balloons with you. Say: *Let's count!*

## AFTER THE LITTLE BOOK

### Role-play

Role-play the story with Busy Ant to reinforce comprehension. Try to copy the expressive voice of the character on the audio. Next, invite children to come up to participate. Say the lines and have the child playing Daniel repeat after you. If you have dress-up clothes and props that work with the story, invite children to use them during role-play.

### Play the DVD

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

### Sing the "Actions Song"

A26 Play the audio and encourage children to sing the song and do the actions.

### Sing the "Good-bye Song"

A6 Have children sing along and wave good-bye.

WB See Workbook page 77.

## EXTRA ACTIVITY

### Play Store

Set up a play store in the corner of the room using toys. Say: *Let's go to the store. Let's buy toys.* Then role-play buying an item from a child: *I want (a doll), please.* Have the child hand you the doll. Use play money to pay for the toys. Say: *Thank you.*

# Values

## Objectives

- To learn a value: Recycling
- To use language to express a value
- To revisit values in Units 1–8
- To review community workers
- To review prepositions of place: *in, on, under, next to, in front of, behind*

## Vocabulary

*bus, bus driver, firefighter, doctor, nurse, box, in, on, under, next to, in front of, behind, play, look, recycle, draw, color, count, guess, listen, do*

## Language

*We recycle.*
*How many (firefighters) do you see? I see (one firefighter).*

## Materials

Class Audio CD, old cardboard box, puppet (different from Busy Ant), empty plastic bottle, empty milk carton, scissors, crayons, buttons, shoebox, counters, *community workers* Picture Cards, *Values* Poster, soft ball

## BEFORE PAGE 93

### Sing the "Hello Song"

A3 Have children sing and wave hello.

### The Puppet Game

Show an old cardboard box. Say: *This is a box.* Have children repeat box after you. *Let's play with the box and a puppet.* Put the box on a table. Divide the class into two teams. Invite a child from team A to the front. Hand the child a puppet and say: *Put the puppet next to the box.* If the child follows the instructions correctly, he/she wins a point for his/her team. Have the class repeat after you: *The puppet is next to the box.* Continue with *in, on, under, in front of,* and *behind* and other children. Play several rounds. The team with most points wins the game.

### Introduce the Value: Recycling

Hold up an empty plastic bottle. Put some buttons inside the bottle. Say: *Look. I recycle.* Next, show children an empty milk carton cut into two halves. Have Busy Ant put some crayons inside one half and say: *Busy Ant recycles.* Finally, invite a pair of children to come up. Hand them an old shoebox. Encourage them to put counters inside it. Have them repeat after you: *We recycle.* Have the whole class say: *We recycle.*

**TIP: Recycling Center**
Set aside an area in the room for "recycling creativity." Children can bring in empty yogurt containers, empty paper towel rolls, and other clean and safe materials to be recycled. Put this material along with some tape in an art bin. Children can create crafts, monsters, and toys using only the tape and recycled materials.

## DURING PAGE 93

CBE **7 Draw and color the bus.**
Display page 93. Point to the girl and say: *Look! The girl is a bus driver.* Have children repeat *bus driver* after you. Next, say: *Look at the bus. The bus is a big box. The girl recycles.* Distribute crayons and have children draw and color the bus. Invite volunteers to come up and show their work to the rest of the class.

## AFTER PAGE 93

### Count the Community Workers

Divide the class into groups of three. Attach the *community workers* Picture Cards to the board. Have children look at the cards and decide which worker they want to be. Next, point to group A. Say: *(Firefighters) stand up!* Invite a child from another group to count the (firefighters) in group A: *How many (firefighters) do you see? I see (one firefighter).* Continue until all the workers in each group have been counted.

### Guess the Value

Display the *Values* Poster. Have children sit in a semicircle. Point to each value and review it with the class. Next, point to a value. *Is this "We share" or "We recycle?"* Roll a soft ball to a child and encourage him/her to come up, point to, and say the corresponding value. Repeat with the remaining values and other children. Play several rounds.

### Sing the "Good-bye Song"

A6 Have children sing along and wave good-bye.

WB See Workbook page 78.

## EXTRA ACTIVITY

### Listen and Do

Have children sit in a semicircle. Invite a volunteer to come up. Name an action: *Jump!* Have the child do the action. Encourage the class to clap if the child performs the action correctly. Repeat with other actions and children.

# Amazing

## Objectives

- To appreciate nature
- To observe details
- To learn how plants and flowers grow
- To review prepositions: *up, down, on*

## Vocabulary

*plant, flower, bee, seed, dirt, sun, grow, water, look, trace, count, climb*

## Language

*Plants and flowers grow.*
*How many flowers do you see? I see (one flower).*

## Materials

Class Audio CD, white sheets of paper (one per child), crayons, box

## BEFORE PAGE 94

**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**We All Grow**
Show children page 58. Say: *Some food grows on trees.* Then, revisit the chant "Grow, Grow, Grow." While you chant, invite children to "grow" as big as they can by stretching their arms up high and standing on their tiptoes.

**Sing "Plants Grow"**
B49 Before playing the audio, draw on the board the steps described in the song: Put a seed in the dirt. Water the plant. Give it sun. A green shoot grows. A flower opens. Say each step and point to it. Next, play the audio. Sing and do the actions.

Have children listen and look at the drawings on the board. Play the audio again. Have children join in and do the actions with you. (Do not erase the drawings. You will need them for the next activity.)

**Say the "Amazing Chant"**
A18 Play the audio. Say the "Amazing Chant" and do the actions. Have children listen. Play the audio again and encourage children to join in.

## DURING PAGE 94

**8 Look closely. Trace the circles.**
Display page 94. Use the pictures in the scene and the ones on the board to explain how plants and flowers grow. Next, point to the circles and ask children to say what they see. Ask: *Is this a flower? Yes. Is this a bee or a ladybug? A bee.*

Next, read the directions: *Look closely. Trace the circles.* Model tracing the circles around the flowers. Have children trace the circles, first with their index finger and then with a pencil.

## AFTER PAGE 94

**Sing "Watch Them Grow"**
B50 Play the audio. Have children listen. Next, have children line up. Say: *You are flowers. You grow and grow.* Then have them crouch down low. Play the audio again. As you sing along, have children "grow" gradually standing taller and taller.

**Count the Flowers**
Distribute white sheets of paper and crayons. Have children draw flowers. Explain that they should only draw one, two, or three flowers. Have each child show his or her work to the rest of the class. Ask a volunteer: *How many flowers do you see? I see (two flowers).* Repeat the procedure until all children have shown their drawings. Then, trace a dotted-line numeral on each child's work for him/her to trace that corresponds to the number of flowers he/she drew: 1, 2, or 3.

**Say the "Up and Down" Chant**
B38 Play the audio and say the chant. Have children do the actions and chant along with you.

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

WB See Workbook page 79.

## EXTRA ACTIVITY

**On the Box!**
Place a box at the front of the class. Revisit the preposition *on*. Say: *Climb on the box.* Have children climb on the box and then down onto the floor again. Allow children to take turns. Have the rest of the class clap as each child completes the exercise.

# Project

## Objectives

- To make an art project
- To follow directions
- To talk about flowers
- To use fine motor skills
- To review vocabulary

## Vocabulary

*flower, glue, sticks, crayons, cups, paper, hole, pretty, brother, butterfly, kitten, purple, teddy bear, big, small, yellow, crayons, pink, one, two, three, grow, make, play, go, buy*

## Language

*Let's make flowers.*
*Make a hole.*
*Make the cup pretty.*
*Glue the flower.*
*How many flowers do you see? I see (one flower).*
*I want (a doll), please.*

## Materials

Class Audio CD, Busy Ant puppet, flower shapes cut from colored construction paper (one per child), plastic cups (one per child), craft sticks, glue, crayons, art supplies

## BEFORE PAGE 95

**Sing the "Hello Song"**
A3 Have children sing and wave hello.

**Sing "Plants Grow"**
B49 Play the audio. Sing along and invite children to act it out.

**Sing "Let's Start Working"**
A14 Sing the song as a cue to children that it is time to start work in their books.

## DURING PAGE 95

**Make Flowers**
Before class, assemble the art supplies needed for the project. For each child you will need a flower shape cut out of colored construction paper, a paper or plastic cup, a craft stick, glue, crayons, buttons, ribbon, or other items to use as decorations.

Display page 95. Point out to children that all the materials on the table in the picture become part of the flower the girl is holding. Point to the materials and say: *Let's use glue, sticks, crayons, cups, and paper to make flowers.* Have children name the materials after you. Then have Busy Ant say: *Let's make flowers!*

Show children the following steps:

**1.** Poke a hole in the bottom of the cup. Say: *Make a hole.*

**2.** Decorate the cup. (Children can glue drawings or decorative items onto their cup). Say: *Make the cup pretty.*

**3.** Glue the flower shape to the craft stick. (Children may wish to decorate the flower first.) Say: *Glue the flower.*

**4.** Stick the craft stick through the hole in the cup. Say: *Look! A flower!*

Once you have demonstrated how to make a flower, encourage children to start making their own. Walk around the room and provide support as necessary. Next, have a child come up and hold up his/her flower. Ask: *How many flowers do you see?* Have a volunteer answer: *I see one flower.* Finally, invite groups of two and three children to show their flowers and repeat the question.

## AFTER PAGE 95

**Let's Have Fun Talking!**
B51 Model the conversations with Busy Ant. Then, invite a pair of children to the front and have them practice the first conversation. Say the lines and have them repeat after you. Repeat with the remaining conversations and other pairs of children. Next, invite children to practice the conversations with Busy Ant. Busy Ant asks the questions and children answer. Do not say the lines this time. Even if children can only produce a few words, they will feel pride in doing it on their own.

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

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# 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

*firefighter, police officer, bus driver, dentist, doctor, nurse, gardener, sing, point, say, stick, like*

## Language

*How many (doctors) do you see? I see (two doctors).*

## Materials

Class Audio CD, Stickers page, crayons, Busy Ant puppet

## BEFORE PAGE 96

### Sing the "Hello Song"

A3 Have children sing and wave hello.

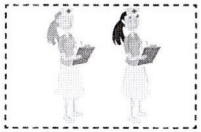
### Sing, Sing, Sing!

Revisit the songs and chants from Unit 8 (B41, B46, B47, B49, and B50). Divide the class into groups. Assign a song to each group. Play the audio and sing the song. Invite children to sing along and do the corresponding actions. Continue until all groups have participated. Children may not be able to sing a complete song, but this activity will prepare them for Show Time and help them develop self-confidence.

### AFL Think about Learning

Review Unit 8 page by page with the children. Have them look at each page attentively and remind them what they learned on each, for example: *Look. How many (firefighters) do you see? What is this? What are these?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

## DURING PAGE 96



### 9 Point and say. Stick and say.

Help children point to each vocabulary word on the banner and say: *This is a (firefighter).* Next, point to the girl and to the nurses. Ask: *What are they?* Direct children to the Stickers page and have them find the nurses and stick them in the box. Ask volunteers to show their work and read the sentence aloud: *I see 2 (nurses).* 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 are the community workers!* Say this with a very excited voice and smile as you point to the photos of the workers on pages 86 and 87. Next, 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 the Little Book. (David) did you also like the Little Book? What did you like?* 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 "My World"

B41 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Busy Ant. Then, encourage children to join in and sing their part.

### Sing the "Good-bye Song"

A6 Have children sing and wave good-bye.

### 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 from all units. Make sure children put all pages back inside the Portfolio.

WB See Workbook page 80.

# UNIT 9 OVERVIEW

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## Communication Objectives

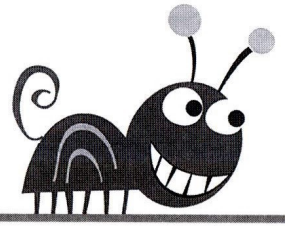
- Identify and name classroom objects, parts of the body, family members, toys, food items, clothes, animals, and community workers
- Exchange greetings
- Ask for information
- Make polite requests
- Identify numbers: 1, 2, and 3
- Count to 3
- Use the verb *to have* in simple present (first and third persons)
- Identify the location of things
- Understand and follow basic commands

## Topics and Key Vocabulary

- Classroom Objects
- Parts of the Body
- Family Members
- Toys
- Food
- Clothes
- Animals
- Community Workers
- Greetings
- Colors
- Shapes
- Numbers
- Action Verbs
- Feelings
- Places
- Size
- Demonstrative Pronouns: *this, these*
- Show Time Vocabulary: *mask, puppet, invitation, scenery, costume, props*

## Target Language and Structures

- *What is this? It is (a crayon).*
- *What are these? They are (eyes).*
- *This is (a mouth). These are (eyes).*
- *Who is this? This is my (mother).*
- *Who are they? They are my (grandparents).*
- *What's your name? My name is (Maria).*
- *What do you want? I want (a car), please.*
- *What do you have? I have (a sandwich).*
- *What do you see? I see (a fish).*
- *How many (firefighters) do you see?*
- *I see (two firefighters).*
- *The (nurse) has (a shot).*
- *The (doll) is next to the (box).*



## Content Connections

**Math:**
Identify numbers: 1, 2, 3

**Art:**
Make a mask

Make a puppet

**Music:**
Sing and act out songs

Move to music

**Language Arts:**
Say and act out chants

## Show Time Projects

*Make a Mask*
*Make a Puppet*

## Little Books

*School Days, What Is This?, My Family, Dollhouse, A Surprise, Let's Play, Where's Lucy?, Hospital*

# UNIT 9 OVERVIEW

## Show Time Materials

Show Time Invitation, ActiveTeach, 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 1 Posters, Class Audio CD, construction paper, glue

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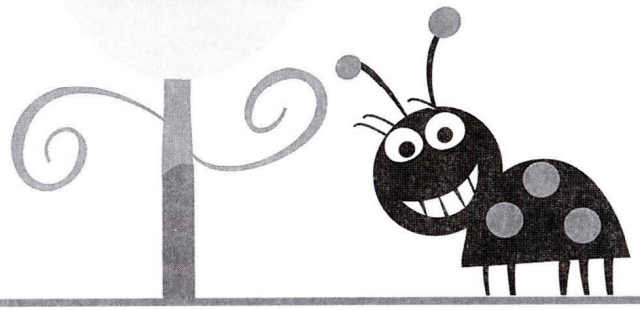

## Home-School Connection

- 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

Working together, Greeting one another, Respecting others' things, Sharing, Trying new things, Helping each other, Taking care of pets, Recycling

# 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
- To review feelings: happy, sad

## Vocabulary

Vocabulary from Units 1–8, *show, listen, sing, find, freeze, dance*

## Language

*Let's get ready for Show Time!*
*This is a T-shirt.*
*Find the T-shirt.*

## Materials

Class Audio CD, Units 1–8 Picture Cards, music CD, white sheets of paper (one per child), crayons

## 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 A13, A29, A33, A40, A46, A48, A50, A54, A62, B1, B12, B18, B20, B25, B26, B33, B40, and B51). Play the audios. Have children repeat each line after you and Busy Ant if needed. Next, invite pairs to come up and perform the conversations. Provide support as needed.

**Let's Look Back!**
AFL Look back at all Unit Opener pages. Point to the 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.

**Sing "Let's Start Working"**
A14 Play the audio and invite children to sing along. Use the song to cue children that it's time to start work in their books.

## DURING PAGE 97

**1 Listen and sing.**
CBE B52 Display page 97. Have children look at the children pictured. Say: *Look at the boy and the girl. 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 Busy Ant with a T-shirt in his wheelbarrow. Point to the T-shirt and say: *This is a T-shirt. Find the T-shirt.* Have children look for the T-shirt on page 97. (The boy is wearing a T-shirt.)

## AFTER PAGE 97

**Freeze Dance**
Review some of the children's favorite songs by playing Freeze Dance. Start by playing one of the songs in Unit 1. Encourage children to dance while the music is playing. Stop the music and have children freeze. Continue the game by playing other songs from Units 2–8. Finally, play one of the children's favorite songs and encourage them to sing along and pantomime.

**Hot Potato**
Have children sit in a circle. Pass out four Picture Cards from different units. The cards will be the hot potatoes. Have children pass the hot potatoes while you play some music.

Stop the music and have children stop. Ask the children holding the "potatoes" questions: *What is this? What are these?* Play the game for several rounds with other sets of four cards each time.

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

WB See Workbook page 81.

## EXTRA ACTIVITY

**Nature Drawings**
Flip through the Amazing pages and recall the Nature Words from Units 1–8: *grass, flower, ladybug, bee, butterfly, wings, ant, anthill, wind, plants, trees, lemon, lemon tree, carrot, wet, raindrop, bug, dirt, worm, flower,* and *grow*.

Next, distribute paper and crayons. Have children draw a scene in which they show all the nature words they recall. As children work, walk around the room and ask: *What is this? What are these?* Invite volunteers to show their nature scenes to the rest of the class.

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# Project

## Objectives

- To make an art project
- To follow directions
- To use fine motor skills
- To review vocabulary
- To review numbers: 1, 2, 3
- To review shapes: circle, square, triangle, rectangle
- To review prepositions: *on, in, under, behind, in front of, next to*

## Vocabulary

*circle, square, triangle, rectangle, mask, cat, eyes, ears, nose, whiskers, mouth, button, stick, shape, stand up, walk, jump, stop, look, march, dance, sit down, draw, make, glue*

## Language

*What is this? It is (a cat).*
*What are these? They are (eyes).*

## Materials

Class Audio CD, chalk, drum, beanbag, ball, table, paper plates (one per child), crayons, glue, buttons (one per child), small paper triangles (two per child), craft sticks (one per child)

## BEFORE PAGE 98

A3 **Sing the "Hello Song"**
Have children sing and wave hello.

A10 **Sing the "Action Game Song"**
Play the audio. Sing and do all the actions. Have children join in and do the actions along with you.

**Shapes Review**
Take children to the playground. Use chalk to trace four large shapes (circle, square, triangle, and rectangle) on the ground. Have children march around the playground while you play the drum. When you stop, have children run to a shape, stand inside it, and freeze. Throw a beanbag to a child and have him/her say the name of the shape he/she is standing in. Play the game for several rounds.

**Where Is It?**
Use a ball and a table. Put the ball on the table and say: *The ball is . . . the table.* Have children complete the sentence: *The ball is on the table.* Repeat with: *under, next to, behind,* and *in front of.*

## DURING PAGE 98

CBE **Make a Mask**
Before class, assemble the art supplies needed for the project. Have children open their books to page 98. Show the project and say: *Look at the mask. Is it a cat or a dog? A cat!* Show children how to make the mask.

**1.** Hold up the paper plate and draw the cat's eyes. Say: *Draw circles. Make eyes.*

**2.** Glue on the button to make the nose. Say: *Glue the button. It is the nose.*

**3.** Draw the mouth. Say: *Draw a mouth.*

**4.** Add whiskers. Say: *Draw whiskers.*

**5.** Hold up the paper triangles. Say: *Glue the triangles. They are ears.*

**6.** Hold up a craft stick. Say: *Glue the stick.*

**7.** Hold up the mask. Say: *It is a mask!*

Help children make their masks. While they work, ask them questions to practice vocabulary and language: *What is this? It is (a nose). What are these? They are (ears).*

## AFTER PAGE 98

**Role-play**
Invite a pair of children to come up. Have them use their masks to practice the conversation:

**A:** Hello. What's your name?
**B:** My name is (Kitty).
**A:** Hello, (Kitty). My name is (Snowball). Let's play!

Say the lines and have children repeat after you. Encourage children to name their own cats and use those names in the conversation.

A2 **"Big Fun Theme Song"**
Have children line up and hold up their masks. Then, play the "Big Fun Theme Song" and have them march around the room as they listen to the song.

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

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# Project

## Objectives
- To make an art project
- To follow directions
- To use fine motor skills
- To review vocabulary

## Vocabulary
*circle, eyes, nose, mouth, hair, yarn, crayon, puppet, chair, table, shelf, toy car, ball, pants, sweater, shoes, fish, nurse, cookie, stand up, make, walk, jump, march, dance, laugh, hug, glue, look, say*

## Language
*What is this? It is (a puppet).*
*What are they? They are (eyes).*
*What do you have? I have (a puppet).*
*(Lucy) has (a dog).*

## Materials
Class Audio CD, blocks, brown paper bags (one per child), crayons, yarn, glue, bingo cards (one per child), big buttons (nine per child), *classroom objects* and *animals* Picture Cards

## BEFORE PAGE 99

### Sing the "Hello Song"
A3 Have children sing and wave hello.

### Sing the "Around the Circle" Song
A37 Play the audio. Sing and do all the actions. Have children join in and do the actions along with you.

### Colors Review
Challenge children in a visual discrimination activity. Give each child two blocks. They can be the same or different colors, but most children should have two different colors. Have children sit in a circle. Have them identify their colors: *(Red and purple.)* Next, walk around the circle and tap only the children who have at least one red block. The rest of the class has to decide what color those children all have in common. Point to the red blocks and elicit the color: *Red!* Repeat with the remaining colors.

### Sing "Let's Start Working"
A14 Sing the song to cue children that it is time to start work in their books.

## DURING PAGE 99

### Make a Puppet
CBE Before class, assemble the art supplies needed for the project. Have children open their books to page 99. Show the project and ask: *What is it? It is a puppet. Let's make a puppet!*

Show children how to make the puppet.

**1.** Hold up a brown paper bag upside down. Slip your hand inside and open and close your hand to show how the puppet will speak. Point to the flap that opens and closes. Say: *This is the mouth.*

**2.** Draw eyes. Say: *Draw circles. Make eyes.*

**3.** Draw a nose. Say: *Draw a nose.*

**4.** Draw a mouth on the flap. Say: *Draw a mouth.*

**5.** Glue yarn to the top. Say: *Glue yarn. This is the hair.*

**6.** Hold up the puppet. Say: *This is a puppet!*

Help children make their puppets. While they work, ask them questions to practice vocabulary and language: *What is this? It is (a nose). What are these? They are (ears). What do you have? I have a puppet.*

## AFTER PAGE 99

### Role-play
Invite a pair of children to come up. Have them use their puppets to practice some of the conversations children learned in Level 1.

### Look and Say
Hand a child the *dog* Picture Card. Say: *(Lucy) has a . . .* Encourage children to complete the sentence: *(Lucy) has a dog.* Then, distribute the *animal* Picture Cards and have five children stand at the front. Give each one a card. Name and point to a child: *(Henry).* Have children say what that child has: *(Henry) has a (bird).* Repeat with the remaining children and items.

### Bingo
Make bingo cards with nine squares. (Make several versions so that children have different cards.) Include pictures of the following in the squares: crayon, chair, eyes, mouth, toy car, ball, pants, sweater, shoes, fish, nurse, and cookie.

Give children big buttons to use as markers. Name an item and have children check their cards for a matching drawing. Have them place a button on the square if they have the picture named. The first child to cover all the pictures on his/her card shouts: *Bingo!* Play several rounds.

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

# Show Time

## Objectives

- To review vocabulary and language
- To choose material for the Show Time presentation
- To practice for Show Time

## Vocabulary

classroom items, parts of the body, family members, toys, food items, clothes, animals, community workers

## Language

*What is this? It is (a crayon).*
*What are these? They are (eyes).*
*Who is this? This is my (mother).*
*Who are they? They are my (grandparents).*
*What do you want? I want (a car), please.*
*What do you have? I have (a sandwich).*
*What do you see? I see (a fish).*
*How many (firefighters) do you see? I see (two firefighters).*

## Materials

Class Audio CD, Units 1–8 Picture Cards

## BEFORE SHOW TIME PAGES

### Target Songs

Sing Units 1–8 Target Songs for children to practice vocabulary and language. Play the audios and have them sing their parts.

### Vocabulary and Language Review

Play vocabulary audios (Units 1–8) and show the Picture Cards for every unit. Ask: *What is this?* Have children identify each item.

Next, practice the target language. Play the target language audios (Units 1–8) 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 pages 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 puppet?*

As children show their response pages, ask the class questions, 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 shake or nod their heads *No* or *Yes*.

Take notes on children's preferences so you can start assembling the Show Time program. For every unit, look at the *Big Fun Show Time* Poster in the ActiveTeach for ideas of what to include in the show.

### Sing "Show Time"

B52 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.

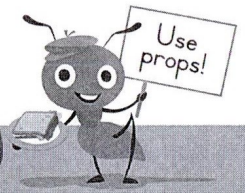
Say: *Let's practice for the show!* Refer to your notes to check the activities children have chosen for every unit. Help children decide what to practice first. Ask: *What do you want to do now? Sing the song? Practice a conversation? Role-play the story in the Little Book?*

WB See Workbook pages 82–89.

SHOW TIME

## Unit 5 MY LUNCH

Draw and say.






SHOW TIME

## Unit 6 MY CLOTHES

Draw and say.

SHOW TIME

## Unit 7 ANIMALS

Draw and say.

## Unit 8 MY WORLD

Draw and say.

SHOW TIME

## Unit 1 MY CLASS

Draw and say.

SHOW TIME

## Unit 2 MY BODY

Draw and say.

SHOW TIME

## Unit 3 MY FAMILY

Draw and say.

SHOW TIME

## Unit 4 MY TOYS

Draw and say.

### A11 SB page 3, Vocabulary
**MN:** crayon (pause) paper (pause) shelf (pause)

### A12 SB page 3, Language
**F:** What is this? (pause)
**M:** It is a crayon. (pause)
**F:** What is this? (pause)
**M:** It is paper. (pause)
**F:** What is this? (pause)
**M:** It is a shelf. (pause)

### A13 TE page T4, Conversation
**G:** Hello!
**B:** Hello!
**G:** Let's go play!

### A14 "Let's Start Working"
Are you ready? Are you ready?
Let's do this!
Look, look, look! *(point to eyes)*
Are you ready? Are you ready?
Yes! Yes! Yes! *(clap 3x)*
Ready, set, GO!
(repeat)

### A15 "Shape Chant" (Circle)
Circle, circle, circle! *(point to circles)*
It is a circle!
Circle, circle, circle! *(point to circles)*
Find the circle! *(point to eyes)*
A circle is a shape that I see everywhere!
Look! I see one there! *(point to eyes and a circle)*

### A16 "Color Song" (Red)
Red, red! *(show red things)*
This color is red! *(point to red things)*
(clap, clap, clap, clap, clap)
(repeat)

### A17 Unit 1 Little Book *School Days*
Page 1. (no audio)
Page 2. Carlos: What is this?
Page 3. Ms. Sanchez: It is a puppet.
Page 4. Carlos: Oh! It's a puppet.

### A18 "Amazing Chant"
Look. Look. Look! *(look excited and clap)*
This is amazing!
Yes. Yes. Yes!
This is Big Fun!
Look. Look. Look! *(look excited and clap)*
This is amazing!
Yes. Yes. Yes!
This is Big Fun!

### A19 "My Garden"
**All:** This is my garden. *(point)*
**C:** This is my garden. *(point)*
**All:** This is my tree. *(point)*
**C:** This is my tree. *(point)*
**All:** Grass, flowers, ladybugs . . .
All for me! *(point to self)*
(repeat)

## Unit 2, My Body

### A20 TE page T13, Conversation
**B:** What's your name?
**G:** My name is Maria.

### A21 "Sh! Sh! Sh!"
Let's be quiet!
Sh! Sh! . . . *(put finger over mouth)*
Please, look at me! *(point to eyes and self)*
(repeat 2x)

### A22 Target Song "My Body"
**(Part 1)**
**T:** What is this? *(point to nose)*
**C:** It is a nose. NOSE! *(point to nose)*
**T:** What is this? *(point to mouth)*
**C:** It is a mouth. MOUTH! *(point to mouth)*
**T:** What are these? *(point to both eyes)*
**C:** They are eyes. EYES! *(point to both eyes)*
La, la, la, la, la. La, la, la, la, la.

**(Part 2)**
**T:** What are these? *(point to both ears)*
**C:** They are ears. EARS! *(point to both ears)*
**T:** What are these? *(point to both feet)*
**C:** They are feet. FEET! (point to both feet)
**T:** What are these? *(show both hands)*
**All:** They are hands. HANDS! *(show both hands)*
**All:** Clap, clap, clap, clap, clap! *(clap 5x)*
Clap, clap, clap, clap, clap! *(clap 5x)*

### A23 "Body Song"
Eyes and ears and nose and mouth.
Jump up and down and turn around.
Eyes and ears and nose and mouth.

Wiggle, wiggle, wiggle with me, yeah.
Wiggle, wiggle, wiggle with me.

### A24 SB page 14, Vocabulary
**FN:** eyes (pause) nose (pause) mouth (pause)

### A25 SB page 14, Language
**F1:** What are these? (pause)
**F2:** They are eyes. (pause)
**F1:** What is this? (pause)
**F2:** It is a nose. (pause)
**F1:** What is this? (pause)
**F2:** It is a mouth. (pause)

### A26 "Actions Song"
All together, boys and girls. *(open arms)*
Stand up. Sit down. Turn around. *(do actions)*
March and clap. Jump and dance. *(do actions)*
All together, boys and girls. *(open arms)*

### A27 SB page 15, Vocabulary
**FN:** ears (pause) hands (pause) feet (pause)

### A28 SB page 15, Language
**M:** What are these? (pause)
**F:** They are ears. (pause)
**M:** What are these? (pause)
**F:** They are hands. (pause)
**M:** What are these? (pause)
**F:** They are feet. (pause)

# 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! *(put right hand over eyes and look around)*
Then take a closer look. *(same gesture, but lean forward)*
We'll learn beyond our book.
Look, oh, look! *(gesture with hand toward objects)*
(chorus)
(repeat last line of chorus)

## Unit 1, My Class

### A3 "Hello Song"

Hello, Teacher! *(wave right hand)*
Hello, friends! *(wave left hand)*
Hello, hello, hello! *(sway side to side)*

### A4 "Hand Signal Chant"

(clap, clap, clap)
1, 2, 3! *(hold up fingers)*
Children! Children! Look at me! *(point to eyes and to self)*
(clap, clap, clap)
1, 2, 3! *(hold up fingers)*
Children! Children! Listen to me! *(point to ears and self)*

### A5 "Let's Have Fun Song"

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 Class"

**(Part 1)**

**T:** What is this? What is this? *(point to table)*
**C:** It's a table. It is a table. *(point)*
**T:** What is this? What is this? *(point to chair)*
**C:** It's a chair. It is a chair. *(point)*
**T:** Is this a table? Is this a table? *(point to puppet)*
**C:** No. No. No. No. No. No. *(shake head)*
**C:** It's a puppet! It's a puppet! *(point to puppet)*

**(Part 2)**

**T:** What is this? What is this? *(point to shelf)*
**C:** It's a shelf. It is a shelf. *(point)*
**T:** What is this? What is this? *(point to crayon)*
**C:** It's a crayon. It is a crayon. *(point)*
**T:** Is this a crayon? Is this a crayon? *(point to paper)*
**C:** No. No. No. No. No. No. *(shake head)*
**C:** It's paper! It's paper! *(point to paper)*

### A8 SB page 2, Vocabulary

**MN:** puppet (pause) chair (pause) table (pause)

### A9 SB page 2, Language

**F:** What is this? (pause)
**M:** It is a puppet. (pause)
**F:** What is this? (pause)
**M:** It is a chair. (pause)
**F:** What is this? (pause)
**M:** It is a table. (pause)

### A10 "Action Game Song"

**T:** Stand up, please! *(children stand up from sitting position)*
Walk, walk, walk! *(walk in place)*
**C:** Walk, walk, walk! *(walk in place)*
**T:** Jump, jump, jump! *(jump in place)*
**C:** Jump, jump, jump! *(jump in place)*
**T:** STOP! Look at me. *(hold up hand for "stop" and point to self)*
**T:** STOP! Look at me. *(C stop and look at T)*
**T:** March, march, march! *(march in place)*
**C:** March, march, march! *(march in place)*
**T:** Dance, dance, dance! *(dance in place)*
**C:** Dance, dance, dance! *(dance in place)*
**T:** STOP! Look at me. *(hold up hand for "stop" and point to self)*
**T:** Sit down quietly. *(stop and quietly sit down)*

### A42 SB page 27, Language

**B1:** Who is this? (pause)
**B2:** This is my brother. (pause)
**B1:** Who is this? (pause)
**B2:** This is my sister. (pause)
**B1:** Who are they?
**B2:** They are my grandparents.

### A43 "Families"

Some families are big. *(open arms wide)*
Some families are small. *(arms close)*
It doesn't matter—*(shake head)*
We love them all! *(hug self)*
It doesn't matter—*(shake head)*
We love them all! *(hug self)*

### A44 "Shape Chant" (Triangle)

Triangle, triangle! *(point to triangles)*
It is a triangle! *(hold up a triangle)*
Triangle, triangle! *(point to triangles)*
Find the triangle! *(search gesture)*
A triangle is a shape that I see everywhere!
Look! I see one there! *(point)*

### A45 "Color Song" (Blue)

Blue, blue! *(show blue things)*
This color is blue! *(point to blue things)*
Clap, clap, clap, clap, clap! (clap)
(repeat)

### A46 TE page T30, Conversation

**G:** What color is this?
**B:** It's blue.
**G:** Good-bye!
**B:** Good-bye!

### A47 Unit 3 Little Book *My Family*

Page 1. Juan: This is my mother.
Page 2. Juan: This is my sister.
Luz: Hello!
Page 3. Juan: This is my brother.
Roy: What?
Page 4. Jorge: Hi!

### A48 TE page T34, Conversation

**F:** What is this? *(point to anthill)*
**Busy Ant voice:** This is my house.
**F:** Your house?
**Busy Ant voice:** Yes, it's an ant house.
**F:** Who is this? *(point to single ant)*
**Busy Ant voice:** She is my sister.
**F:** Your sister? Is she an ant?
**Busy Ant voice:** Oh yes, she is an ant.
**F:** Who are they? *(point to group)*
**Busy Ant voice:** My family! They are all ants.
**F:** You have a big family. *(gesture big)*
**Busy Ant voice:** Yes. Ants have big families.

### A49 "We Love Bugs"

Bugs, bugs, we love bugs.
Bugs, bugs, we love bugs.
We see flowers, and we see trees.
We see dirt, and we see bees.
We love the sun, and we love to sing.
But most of all we love one thing!
(repeat)
Bugs, bugs, we love bugs.
We love bugs!
Bugs, bugs, we love bugs. (repeat 2x)

## Unit 4, My Toys

### A50 TE page T37, Conversation

**G:** Hello, Leon.
**B:** Hello, Nina. Who is this?
**G:** This is my toy cat.
**B:** What's your cat's name?
**G:** Fluffy Cat.
**B:** Hello, Fluffy Cat!

### A51 Target Song "My Toys"

**(Part 1)**

**T:** What do you want? *(question gesture)*
What do you want? *(question gesture)*
**C:** I want a doll, please. *(point)*
Yes, yes, yes! *(nod)*
I want a doll, please. *(point)*
**T:** What do you want? *(question gesture)*
What do you want? *(question gesture)*
**C:** I want a car, please. *(point)*
Yes, yes, yes! *(nod)*
I want a car, please. *(point)*
**T:** What do you want? *(question gesture)*
What do you want? *(question gesture)*
**C:** I want a truck, please. *(point)*
Yes, yes, yes! *(nod)*
I want a truck, please. *(point)*
Thank you, thank you, thank you.

**(Part 2)**

**T:** What do you want? *(question gesture)*
What do you want? *(question gesture)*
**C:** I want a ball, please. *(point)*
Yes, yes, yes! *(nod)*
I want a ball, please. *(point)*
**T:** What do you want? *(question gesture)*
What do you want? *(question gesture)*
**C:** I want an airplane, please. *(point)*
Yes, yes, yes! *(nod)*
I want an airplane, please. *(point)*
**T:** What do you want? *(question gesture)*
What do you want? *(question gesture)*
**C:** I want a teddy bear, please. *(point)*
Yes, yes, yes! *(nod)*
I want a teddy bear, please. *(point)*
Thank you, thank you, thank you.

### A52 SB page 38, Vocabulary

**MN:** doll (pause) car (pause) truck (pause)

### A53 SB page 38, Language

**F:** What do you want? (pause)
**M:** I want a doll, please. (pause)
**F:** What do you want? (pause)
**M:** I want a car, please. (pause)
**F:** What do you want? (pause)
**M:** I want a truck, please. (pause)

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### A29 TE page T16, Conversation

**G:** What is your name?
**B:** My name is Miguel.
**G:** What is your teacher's name?
**B:** My teacher's name is Mrs. Blake.

### A30

**N: "Shape Chant" (Square)**

Square, square, square! *(point to squares)*
It is a square! *(hold up a square)*
Square, square, square! *(point to squares)*
Find the square! *(look gesture)*
A square is a shape that I see everywhere!
Look! I see one there! *(point)*

### A31 "Color Song" (Yellow)

Yellow, yellow! *(show yellow things)*
This color is yellow! *(point to yellow things)*
Clap, clap, clap, clap, clap! (clap)
Yellow, yellow! *(show yellow things)*
This color is yellow! *(point to yellow things)*
Clap, clap, clap, clap, clap! *(clap 5x)*

### A32 Unit 2 Little Book *What Is This?*

Page 1: Matt: What is this?
Sue: It is a square.
Page 2: Matt: They are circles.
Page 3: Anita: They are circles.
Page 4: Together: It is a face!

### A33 TE page T21, Conversation

**B:** Hello!
**G:** Hello!
**B:** What's your name?
**G:** My name is Olivia. What's your name?
**B:** My name is Ryan.
**G:** Let's play.

### A34 "I Fly Like This"

Butterflies fly, and so can I.
Look at me. *(point to self)*
Butterflies fly, and so can I.
I fly like this! *(put arms out to sides and pretend to fly)*

Ladybugs fly, and so can I!
Look at me. *(point to self)*
Ladybugs fly, and so can I!
I fly like this! *(put arms out to sides and pretend to fly)*

## Unit 3, My Family

### A35 TE page T25, Conversation

**G:** Where do you go to school?
**B:** I go to Sunshine Preschool.

### A36 Target Song "My Family"

**(Part 1)**

**T:** Who is this? Who is this? *(point)*
**C:** This is my mother, mother, mother. *(point)*
**C:** This is my father, father, father. *(point)*
**T:** Who is this? Who is this? *(point)*
**C:** This is the baby—wah, wah, wah, wah! *(rub eyes as though crying)*

**(Part 2)**

**T:** Who is this? Who is this? *(point)*
**C:** This is my brother, brother, brother. *(point)*
**C:** This is my sister, sister, sister. *(point)*
**T:** Who are they? Who are they? *(point)*
**C:** They are my grandparents—clap, clap, clap!
**C:** This is my big family!

### A37 "Around the Circle"

Stand up, please! Let's make a circle.
Watch me turn to walk in a circle.
Are you ready?
Walk around the circle. *(walk)*
Walk, walk, walk, walk . . . STOP! *(walk and stop)*
Jump around the circle. *(jump)*
Jump, jump, jump, jump . . . STOP! *(jump and stop)*

Down, down, down we go . . . *(squat down low)*
Up, up, up! *(stand up)*
Now we're ready to start again!
March around the circle. *(march)*
March, march, march, march . . . STOP! *(march and stop)*
Dance around the circle. *(dance)*
Dance, dance, dance, dance . . . STOP! *(dance and stop)*

Laugh, ha, ha! Laugh, laugh, ha, ha, ha, ha! *(laugh)*
Wave like this! *(wave)*
Hug your partner. *(hug)*
Now sit down. *(sit)*

### A38 SB page 26, Vocabulary

**FN:** mother (pause) father (pause) baby (pause)

### A39 SB page 26, Language

**F1:** Who is this? (pause)
**F2:** This is my mother. (pause)
**F1:** Who is this? (pause)
**F2:** This is my father. (pause)
**F1:** Who is this? (pause)
**F2:** This is the baby. (pause)

### A40 TE page T27, Conversation

**B:** Where do you go to school?
**G:** I go to Rainbows Preschool.

### A41 SB page 27, Vocabulary

**MN:** brother (pause) sister (pause) grandparents (pause)

## CD B

Class Audio CD B.

# Unit 5, My Lunch

### B1 TE page T49, Conversation

**B:** Where do you live?
**G:** I live in Mexico City.

### B2 Target Song "My Lunch"

**(Part 1)**

**All:** It is time for lunch! It is time for lunch! *(look at watch)*
Let's sit down and eat! *(pantomine sitting down)*
**T:** Look in your lunch box—*(pantomime looking in lunchbox)*
What do you see? *(gesture "what" with hands)*
**All:** I'll tell you and please tell me! *(point to a classmate and then to self)*
**T:** What do you have? *(gesture "what" with hands)*
**All:** I have a sandwich. *(take a "sandwich" out of lunchbox)*
**T:** What do you have?
**All:** I have an apple. *(take an "apple" out of lunchbox)*
**T:** What do you have?
**All:** I have lemonade. *(hold up "lemonade")*
**All:** Mmmm! *(rub tummy)*
**T:** I am hungry! Let's eat! *(pantomime unwrapping food and eating)*
**All:** We are hungry! Let's eat! *(pantomime unwrapping food and eating)*

**(Part 2)**

**All:** It is time for lunch! It is time for lunch! *(look at watch)*
Let's sit down and eat! *(pantomine sitting down)*
**T:** Look in your lunch box—*(pantomime looking in lunchbox)*
What do you see? *(gesture "what" with hands)*
**All:** I'll tell you and please tell me! *(point to a classmate and then to self)*
**T:** What do you have? *(gesture "what" with hands)*
**All:** I have carrots. *(take "carrots" out of lunchbox)*
**T:** What do you have?
**All:** I have milk. *(take "milk" out of lunchbox)*
**T:** What do you have?
**All:** I have a cookie. *(hold up a "cookie")*
**All:** Mmmm! *(rub tummy)*
**T:** I am hungry! Let's eat! *(pantomime unwrapping food and eating)*
**All:** We are hungry! Let's eat! *(pantomime unwrapping food and eating)*

### B3 SB page 50, Vocabulary

**FN:** sandwich (pause) lemonade (pause) apple (pause)

### B4 SB page 50, Language

**M:** What do you have? (pause)
**F:** I have a sandwich. (pause)
**M:** What do you have? (pause)
**F:** I have lemonade. (pause)
**M:** What do you have? (pause)
**F:** I have an apple. (pause)

### B5 SB page 51, Vocabulary

**MN:** cookie (pause) carrot (pause) milk (pause)

### B6 SB page 51, Language

**F:** What do you have? (pause)
**M:** I have a cookie. (pause)
**F:** What do you have? (pause)
**M:** I have carrots. (pause)
**F:** What do you have? (pause)
**M:** I have milk. (pause)

### B7 "Circles in the Air"

I see triangles. *(draw in air)*
I see squares. *(draw in air)*
I see circles *(draw in air)*
In the air.

I see rectangles. *(draw in air)*
I see squares. *(draw in air)*
I see circles *(draw in air)*
In the air.

### B8 "Orange and Purple"

This crayon is orange,
Orange, orange! *(hold up crayon)*
What else is orange?
Let's think, think, think! *(tap head)*

This crayon is purple,
Purple, purple! *(hold up crayon)*
What else is purple?
Let's think, think, think! *(tap head)*

I love orange and purple! *(make a heart with fingers)*

### B9 "Colors Review"

Yellow, orange, blue, and green,
Blue and green, blue and green.
Yellow, orange, blue, and green.
Colors! Colors! Colors!
(repeat)

### B10 Unit 5 Little Book *A Surprise*

Page 1. Niki: I have milk.
Page 2. Niki: I have carrots.
Page 3. Niki: What do you have?
Page 4. Twins: We have lunch . . . and a surprise!

### B11 "The Wiggly Dance"

Are you ready to clap your hands?
Are you ready to stamp your feet?
Are you ready to shake your arms?
Let's all do it now.

Are you ready to wiggle?
Wiggle, wiggle, wiggle.
We're doing the wiggly dance.

Are you ready to close your eyes?
Are you ready to jump up high?
(spoken: Let's jump!)
Are you ready to spin around?
Let's all do it now.
(repeat chorus 2x)

**A54 TE page T39, Conversation**

**B:** What's your name?
**G:** My name is Chris.
**B:** What's your teddy bear's name?
**G:** Sleepy Bear.

**A55 SB page 39, Vocabulary**

**FN:** teddy bear (pause) airplane (pause) ball (pause)

**A56 SB page 39, Language**

**M:** What do you want? (pause)
**F:** I want a teddy bear, please. (pause)
**M:** What do you want? (pause)
**F:** I want an airplane, please. (pause)
**M:** What do you want? (pause)
**F:** I want a ball, please. (pause)

**A57 "I Want Chant"**

Look! A teddy bear.
A teddy bear, a teddy bear,
I want a teddy bear, please.
Look! A teddy bear.
A teddy bear, a teddy bear,
I want a teddy bear, please.
Look! A doll.
A doll, doll,
I want a doll, please.
Look! A boat.
A boat, a boat,
I want a boat, please.
Look! A puppet.
A puppet, a puppet,
I want a puppet, please.
Look! A game.
A game, a game,
I want a game, please.
Look! A train.
A train, a train,
I want a train, please.

**A58 "Big and Small"**

**All:** Big, big, big. *(stretch arms wide)*
This is big! *(stretch arms wide)*
**C1:** This is small! *(bring hands close together)*
(repeat)

**A59 "Shape Chant" (Rectangle)**

Rectangle, rectangle! *(point to rectangles)*
It is a rectangle! *(hold up a rectangle)*
Rectangle, rectangle! *(point to rectangles)*
Find the rectangle! *(search gesture)*
A rectangle is a shape that I see everywhere!
Look! I see one there! *(point)*

**A60 "Color Song" (Green)**

Green, green! *(show green things)*
This color is green! *(point to green things)*
(clap 5x)
(repeat)

**A61 Unit 4 Little Book *Dollhouse***

Page 1. Keiko: I want dolls.
Ana: Let's find dolls.
Page 2. Keiko: Look!
Ana: Yay!
Page 3. Ana: This is the mother!
Keiko: I want a doll family!
Page 4. Together: We have BIG baby dolls!

**A62 TE page T45, Conversation**

**G:** Hello! What's your name?
**B:** My name is Bobby. What's your name?
**G:** My name is Marisa. Where do you go to school?
**B:** I go to Robin Hill Preschool.
**G:** Me, too! What's your teacher's name?
**B:** Ms. Diaz. What's your teacher's name?
**G:** Ms. Newman. Let's play!
**B:** OK, let's play!

**A63 "Sharing Is Fun!"**

Let's play with my car.
You and me. You and me! *(point to a classmate and then to self)*
We can play together. *(pantomime joining hands)*
Sharing is fun!

Let's play with my doll.
You and me. You and me! *(point to a classmate and then to self)*
We can play together. *(pantomime joining hands)*
Sharing is fun! (repeat line)

**A64 "Fly Like a Bird"**

**C1:** Let me see you fly.
Fly like a bird. *(flap arms like wings)*
Let me see you fly. *(flap arms like wings)*
Fly in the sky so high. *(flap arms like wings)*
**All:** Fly, fly, fly like a bird. *(flap arms like wings)*
Fly, fly, fly like a bird. *(flap arms like wings)*
Fly, fly, fly like a bird. *(flap arms like wings)*
**C1:** Let me see you fly.

**C2:** Let me see you hop.
Hop like a rabbit. *(hop)*
Let me see you hop. *(hop)*
Hop in the grass so green. *(hop)*
**All:** Hop, hop, hop like a rabbit. *(hop)*
Hop, hop, hop like a rabbit. *(hop)*
Hop, hop, hop like a rabbit. *(hop)*
**C2:** Let me see you hop. *(hop)*

**C3:** Let me see you swim.
Swim like a fish. *(move arms in swimming motion)*
Let me see you swim *(swim)*
In the ocean blue. *(swim)*
**All:** Swim, swim, swim like a fish. *(swim)*
Swim, swim, swim like a fish. *(swim)*
Swim, swim, swim like a fish. *(swim)*
**C3:** Let me see you swim. *(swim)*

**FN:** This is the end of CD A.

### B23 "Brown and Pink"

This crayon is brown,
Brown, brown!
What else is brown?
Let's think, think, think! *(tap head)*
*(have children point to brown things)*

This crayon is pink,
Pink, pink!
What else is pink?
Let's think, think, think! *(tap head)*
*(have children point to pink things)*

I love brown! I love pink! *(make heart with fingers)*
I love brown and pink! *(make heart with fingers)*

### B24 Unit 6 Little Book *Let's Play*

Page 1. Ms. Reyes: Let's play.
Children: Yes! Yes!
Page 2. Laura: I want it!
Kim: No! I want it!
Page 3. Joe: Look at YOU!
Page 4. Ms. Reyes: I want a picture, please!

### B25 TE page T68, Conversation

**G:** Let's play dress-up!
**B:** OK, let's play dress-up.
**G:** I want a dress.
**B:** Here you go.
**G:** I want that.
**B:** Here you go.
**G:** I want that.
**B:** Here you go. You are silly!
**G:** I like to play dress-up!

### B26 TE page T69, Conversation

**B:** Help me find Pedro's T-shirt.
**G:** Is this Pedro's T-shirt?
**B:** No.
**G:** Is this Pedro's T-shirt?
**B:** No.
**G:** Is this Pedro's T-shirt?
**B:** Yes! Thank you, Gaby. You are a good helper!

### B27 "Rain Song"

Look! It's raining! Look! It's raining!
Listen to the rain!
Pitter, patter, pitter, patter.
Listen to the rain!
(repeat stanza)
*(Pantomime raindrops falling first in a drizzle and then in a storm. Clap for thunder and then stop.)*
Run! Close the door! I'm wet! *(shake off water)*

## Unit 7, Animals

### B28 Target Song "Animals"

**(Part 1)**

**All:** Let's go to the pet store. *(gesture "let's go" with one arm)*
**T:** OK!
**All:** Let's have fun! *(clap 3x)*
**All:** Let's go walking. *(walk in place)*
**T:** Please don't run! *(wag index finger and put other hand on hip)*
**T:** What do you see? *(question gesture, then point to eyes)*
**All:** I see a bird. Look! *(point toward "bird")*
**T:** What do you see? *(question gesture, then point to eyes)*
**All:** I see a fish. Look! *(point toward "fish")*
**T:** What do you see? *(question gesture, then point to eyes)*
**All:** I see a cat. Look! *(point toward "cat")*
Bird, fish, cat! *(point toward "bird," "fish," "cat")*
Let's go see the pets!

**(Part 2)**

**All:** Let's go to the pet store. *(gesture "let's go" with one arm)*
**T:** OK!
**All:** Let's have fun! *(clap 3x)*
**T:** Let's go walking. *(walk in place)*
Please don't run! *(wag index finger and put other hand on hip)*
**T:** What do you see? *(question gesture, then point to eyes)*
**All:** I see a dog. Look! *(point toward "dog")*
**T:** What do you see? *(question gesture, then point to eyes)*
**All:** I see a puppy. Look! *(point toward "puppy")*
**T:** What do you see? *(question gesture, then point to eyes)*
**All:** I see a kitten. Look! *(point toward "kitten")*
Bird, fish, cat, dog, puppy, kitten!
I love them all!

### B29 SB page 74, Vocabulary

**FN:** bird (pause) fish (pause) cat (pause)

### B30 SB page 74, Language

**M:** What do you see? (pause)
**F:** I see a bird. (pause)
**M:** What do you see? (pause)
**F:** I see a fish. (pause)
**M:** What do you see? (pause)
**F:** I see a cat. (pause)

### B31 SB page 75, Vocabulary

**MN:** dog (pause) puppy (pause) kitten (pause)

### B32 SB page 75, Language

**F:** What do you see?
**M:** I see a dog. (pause)
**F:** What do you see?
**M:** I see a puppy. (pause)
**F:** What do you see?
**M:** I see a kitten. (pause)

### B33 TE page T76, Conversation

**G:** What do you have?
**B:** I have a cat.
**G:** Is your cat big or small?
**B:** It's big.
**G:** I like your cat.
**B:** Thank you.

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# Unit 6, My Clothes

### B12 TE page T61, Conversation

**G:** Hello! What is your name?
**B:** My name is Henry. What's your name?
**G:** My name is Fiona. Where do you go to school?
**B:** I go to Cherry Lane Preschool.
**G:** Me, too! What's your teacher's name?
**B:** Ms. Romero. Where do you live?
**G:** I live on Convent Road. Where do you live?
**B:** I live on Elm Street. Let's go play!
**G:** OK!

### B13 Target Song "My Clothes"

**(Part 1)**

**T:** My store is open! Come and play with me! *(wave people into store)*
My store is open. What do you want?
**C:** I want a skirt. I want a skirt, please.
I want a sweater. I want a sweater, please.
I want pants. I want pants, please.
**T:** Here you are! Here you are! *(pretend to hand things)*
**C:** Thank you! Thank you! Thank you! *(sway from side to side)*

**(Part 2)**

**T:** My store is open! Come and play with me! *(wave people into store)*
My store is open. What do you want?
**C:** I want shoes. I want shoes, please.
I want socks. I want socks, please.
I want a T-shirt. I want a T-shirt, please.
**T:** Here you are! Here you are! *(pretend to hand things)*
**C:** Thank you! Thank you! Thank you! *(sway from side to side)*

### B14 SB page 62, Vocabulary

**FN:** pants (pause) skirt (pause) sweater (pause)

### B15 SB page 62, Language

**F1:** What do you want? (pause)
**F2:** I want pants, please. (pause)
**F1:** What do you want? (pause)
**F2:** I want a skirt, please. (pause)
**F1:** What do you want? (pause)
**F2:** I want a sweater, please. (pause)

### B16 SB page 63, Vocabulary

**MN:** shoes (pause) socks (pause) T-shirt (pause)

### B17 SB page 63, Language

**F:** What do you want? (pause)
**M:** I want shoes, please. (pause)
**F:** What do you want? (pause)
**M:** I want socks, please. (pause)
**F:** What do you want? (pause)
**M:** I want a T-shirt, please. (pause)

### B18 TE page T63, Conversation

**B:** What is this?
**G:** It's a sweater.
**B:** Is it blue?
**G:** Yes, it is.

### B19 "Time for School Chant"

**MN:** Time to get up! Are you ready to go to school? (spoken)
**C:** No!
**T:** Time to get up! Let's stretch! *(stretch arms out)*
**C:** Stretch! Stretch! Stretch! *(stretch arms out)*
Put on your pants.
Put on your T-shirt.
Put on your socks and shoes.
**T:** Are you ready to eat?
**C:** Eat an apple.
Drink some milk.
Wash your face.
Brush your teeth.
Comb your hair.
Put on your sweater.
**T:** Are you ready to go to school?
**C:** Yes! *(nod)*
**C1:** Good-bye! *(wave)*

### B20 TE page T64, Conversation

**G:** Is the sweater blue?
**B:** Yes, it is.
**G:** Are the pants green?
**B:** No, they aren't.

### B21 "Number Song: One!"

One! One! One! *(hold up one finger)*
That is the number 1! *(point to 1 on the board or a poster)*
That is the number 1! *(point again)*
I see one book—1. *(hold up one finger or a book)*
I see one crayon—1. *(hold up one finger or a crayon)*
One for me! *(point to self)*

### B22 "And Purple, Too!"

I see red, and I see blue.
I see orange and purple, too.
I see red, and I see blue.
I see yellow and purple, purple, too.

I see colors everywhere!
Do you see them, too?
I see colors everywhere!
The sun is yellow. The sky is blue.

I see red, and I see blue.
I see yellow and purple, too.
I see red, and I see blue.
I see orange and purple, purple, purple, too.

# 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.*
*What is this? It is (a puppet).*

## 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 1 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 of the Show Time Invitation and fill in the information for every child: 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.

### 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. Children might wear the ant headbands they made in the Unit 3 project as they sing "We Love Bugs" (Audio A49), for example.

### 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.

Arrange the 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 audio tracks 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 as 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!

### B34 "Number Song: Two!"

Two! Two! Two! *(hold up two fingers)*
That is the number 2! *(point to 2 on the board or a poster)*
That is the number 2! *(point again)*
I see two books—1, 2. *(hold up two fingers or books)*
I see two crayons—1, 2. (hold up two fingers or crayons)
One for you and one for me . . . 1, 2!
*(point toward a classmate and then self)*

### B35 "I Like Colors"

Brown, pink, purple, green,
Orange, red, and blue.
I like green. I like orange.
I like red. And you?

### B36 "Black and White"

Black, white. Black, white.
What color do you see?
White, black. White, black.
Now, what do you see?

### B37 Unit 7 Little Book *Where's Lucy?*

Page 1. Sam: Where's Lucy?
Lisa: I don't know
Page 2. Sam: I see a crayon.
Page 3. Lisa: I see a fish, but where's Lucy?
Page 4. Sam: I see Lucy. I see her new puppies, too!

### B38 "Up and Down Chant"

Put your arms up! *(arms up)*
Put your arms down! *(arms down)*
Up, up, up. *(arms up)*
Down, down, down. *(arms down)*

### B39 "Amazing Worms"

Worms are just amazing! *(look excited)*
They live in dirt!
They like to wiggle, wiggle. *(wiggle hips)*
That is how they move! *(look surprised)*
(repeat)

### B40 TE page T83, Conversation

**B1:** My name is Matt.
**B2:** My name is Ricardo. (pause)
**B1:** Let's play!
**B2:** OK! (pause)
**B1:** Where do you go to school?
**B2:** I go to Glendale Preschool. (pause)
**B1:** What's your teacher's name?
**B2:** It's Mrs. Rodriguez. (pause)
**B1:** Where do you live?
**B2:** I live on Pond Road. (pause)
**B1:** What is this?
**B2:** It's an airplane. (pause)
**B1:** Who is this?
**B2:** This is my sister. (pause)
**B1:** What do you see?
**B2:** I see a puppy. (pause)
**B1:** Is the puppy big or small?
**B2:** It's small. (pause)
**B1:** Is the sweater red or green?
**B2:** It's red. (pause)

## Unit 8, My World

### B41 Target Song "My World"

**(Part 1)**

**C:** The people where I live—they help me.
**T:** Tell me the helpers that you see!
**C:** I see firefighters.
**T:** Who? / **C:** Firefighters.
**T:** Who? / **C:** Firefighters.
**C:** I see police officers.
**T:** Who? / **C:** Police officers.
**T:** Who? / **C:** Police officers.
**C:** I see bus drivers.
**T:** Who? / **C:** Bus drivers.
**T:** Who? / **C:** Bus drivers.
**T:** How many helpers do you see?
**T:** Let's count. *(show with fingers)*
**C:** One, two, three.

**(Part 2)**

**C:** The people where I live—they help me.
**T:** Tell me the helpers that you see!
**C:** I see dentists.
**T:** Who? / **C:** Dentists.
**T:** Who? / **C:** Dentists.
**C:** I see doctors.
**T:** Who? / **C:** Doctors.
**T:** Who? / **C:** Doctors.
**C:** I see nurses.
**T:** Who? / **C:** Nurses.
**T:** Who? / **C:** Nurses.
**T:** How many helpers do you see?
**T:** Let's count. *(show with fingers)*
**C:** 1, 2, 3.

### B42 SB page 86, Vocabulary

**MN:** firefighter (pause) police officer (pause) bus driver (pause)

### B43 SB page 86, Language

**M1:** How many firefighters do you see? (pause)
**M2:** I see two firefighters. (pause)
**M1:** How many police officers do you see? (pause)
**M2:** I see one police officer. (pause)
**M1:** How many bus drivers do you see? (pause)
**M2:** I see one bus driver. (pause)

### B44 SB page 87, Vocabulary

**MN:** dentist (pause) doctor (pause) nurse (pause)

### B45 SB page 87, Language

**F:** How many dentists do you see? (pause)
**M:** I see one dentist. (pause)
**F:** How many doctors do you see? (pause)
**M:** I see one doctor. (pause)
**F:** How many nurses do you see? (pause)
**M:** I see two nurses. (pause)

### B46 "Number Song: Three!"

Three! Three! Three! *(hold up three fingers)*
That is the number 3! *(point to 3 on the board or a poster)*
That is the number 3! *(point again)*
I see three books—1, 2, 3. *(hold up three fingers or books)*
I see three crayons—1, 2, 3. *(hold up three fingers or crayons)*
One for you, one for you, and one for me! 1, 2, 3. *(point toward a classmate, then another, then self)*

### B47 "Fuzzy Caterpillar"

Fuzzy caterpillar
Walking in the garden! *(walk in place)*
I see all the colors *(gesture)*
On your hat, *(pantomime putting on a hat)*
Your body, *(gesture toward your body)*
Your shoes. *(gesture toward your shoes)*
Oh! Good grief! *(hold head and make a funny face)*

I see red, I see yellow,
I see blue, and I see green! *(point four times, from left to right)*
I see orange, I see purple.
I see brown, and I see pink! *(point four times, from left to right)*

I see black, and I see white. *(point twice, from left to right)*
What a funny thing you are! *(put hands on hips)*
You walk and walk and walk and walk. *(walk in place as tempo slows down)*
BUT . . . you never get too far! *(put hands on hips, shake head, and smile)*

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### B48 Unit 8 Little Book *Hospital*

Page 1. Daniel: I see one doctor.
Page 2. Daniel: I see two nurses.
Page 3. Daniel: I see . . .
Page 4. Daniel: One, two, three. I see three balloons!

### B49 "Plants Grow"

Put a seed in the dirt . . . *(pantomime planting a seed in the ground)*
Watch it grow!
Water the plant. Give it sun . . . *(pantomime watering with a watering can)*
Oh, look. I see green. *(point at something on the ground)*
Up it grows! *(bend knees and rise as you gesture "up, up, up" with hands)*
Up, up, up. *(continue the gesture)*
Up, up, up! *(continue the gesture)*
Pop! A flower grows! *(open hands like flowers on "Pop" and sway to music)*
(repeat)

### B50 "Watch Them Grow"

Flowers, flowers, flowers,
All in a row.
Flowers, flowers, flowers,
Watch them grow.
(repeat)

### B51 TE page T95, Conversation

**G1:** What is this?
**G2:** It's a flower. (pause)
**G1:** Who is this?
**G2:** This is my brother. (pause)
**G1:** What do you have?
**G2:** I have a butterfly. (pause)
**G1:** Is this your kitten?
**G2:** No. (pause)
**G1:** What color is this?
**G2:** It's purple. (pause)
**G1:** Is the teddy bear big or small?
**G2:** It's big. (pause)
**G1:** Is the flower yellow or pink?
**G2:** It's pink. (pause)
**G1:** How many crayons do you see?
**G2:** I see three crayons.

## Unit 9, Show Time!

### B52 "Show Time"

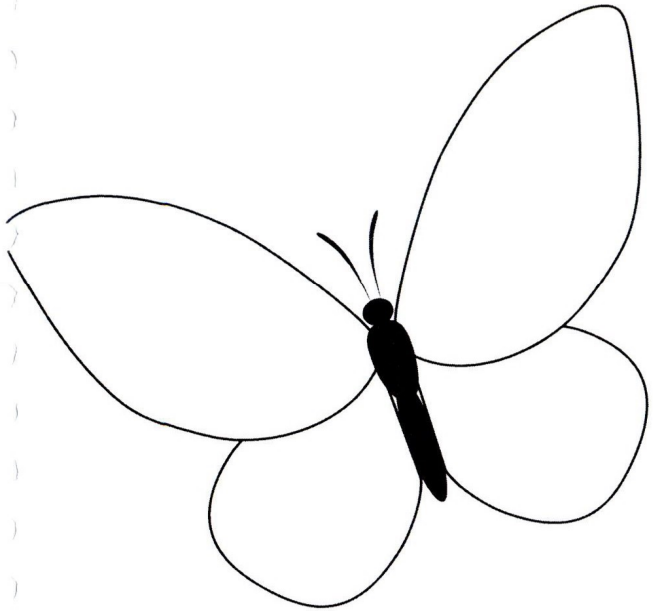
We are growing, growing, growing.
We are stars, and we shine.
We are learning lots of English.
Come and see. It's Show Time!

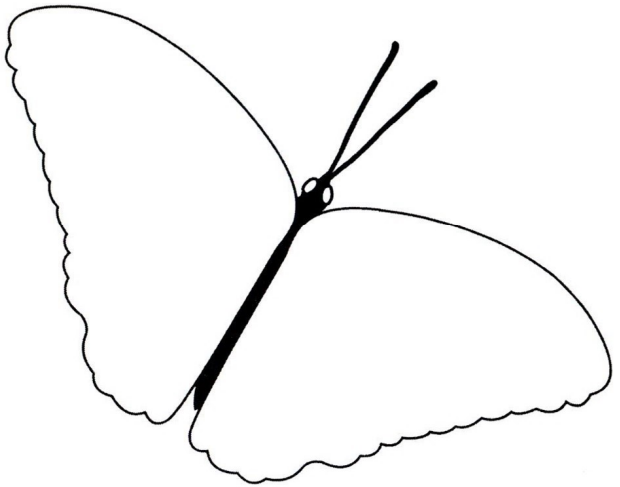
In our show you will find out
What we have learned this year.
We have much to talk about.
We'd like you to see and hear.

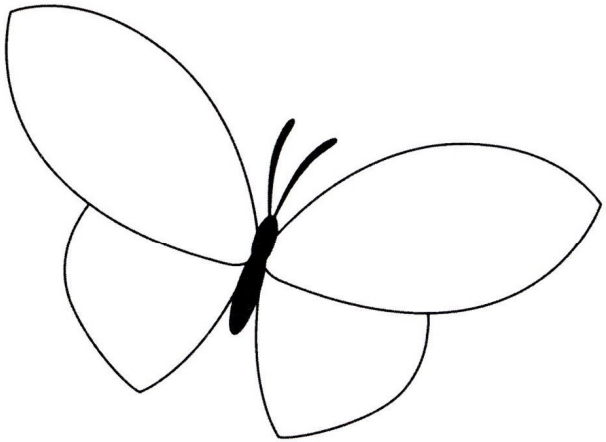
It's been fun to work together
With our teacher and our friends.
Please sit down to see our show.
Our learning never ends!

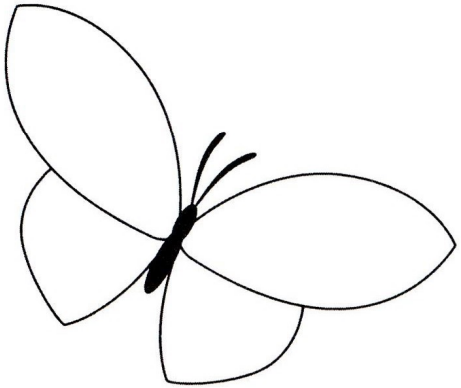
We are growing, growing, growing.
We are stars, and we shine.
We are learning lots of English.
Come and see. It's Show Time!
We are learning lots of English.
Come and see. It's Show Time!

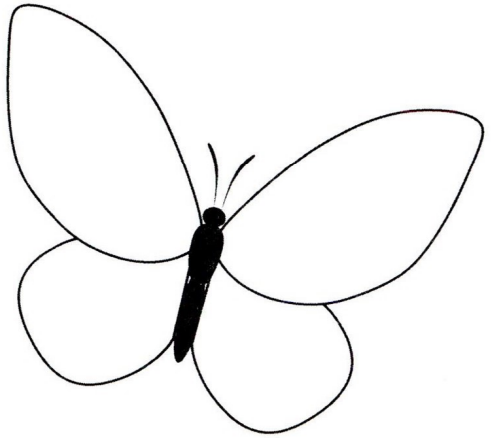
**FN:** This is the end of CD B.

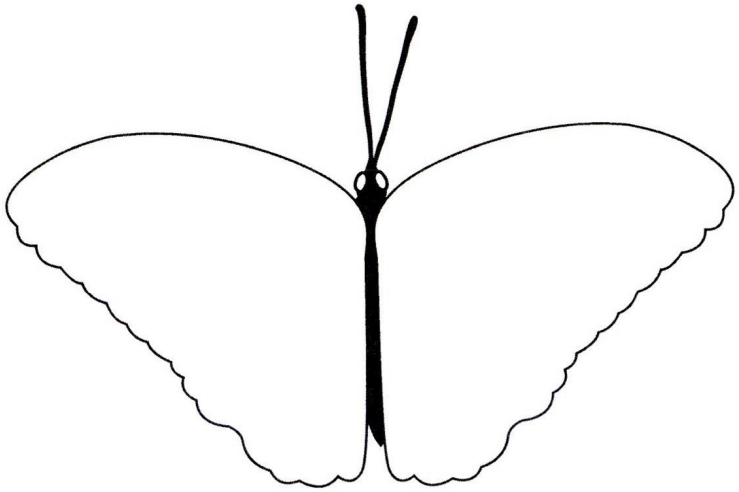












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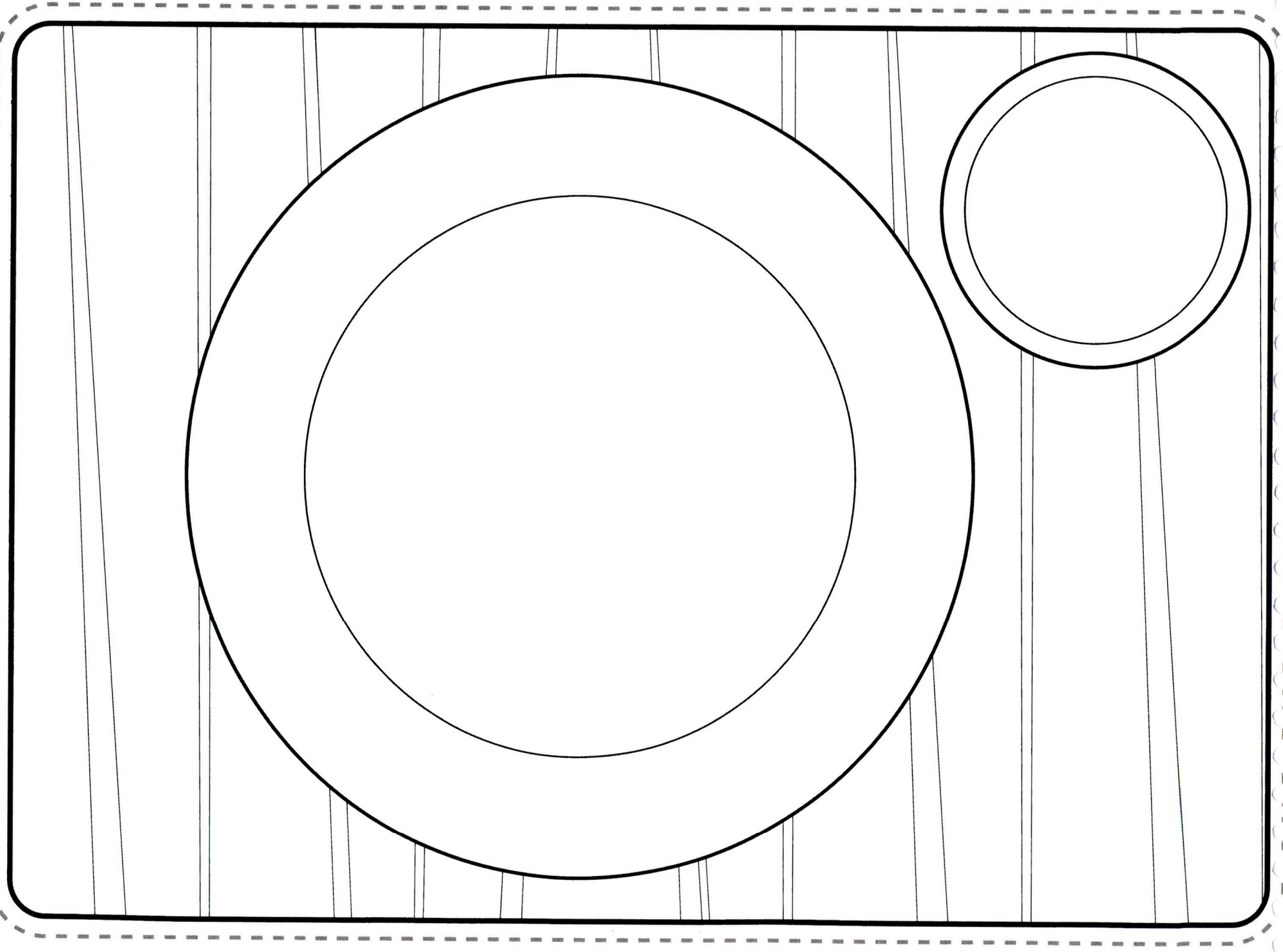
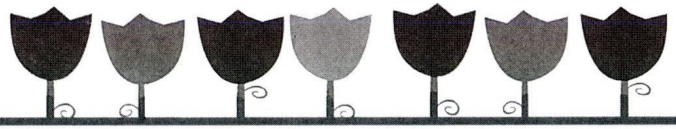


# Letters Home



## Unit 1

**Dear** _____

We are learning about school this month. We need to practice saying sentences like these:

*What is this? It is a chair.*

We need to practice using these words:

*puppet, chair, table, crayon, paper, shelf*

Can you also help me practice these things?

1. Finding things that are red
2. Finding things shaped like circles
3. Demonstrating or talking about the value: working together

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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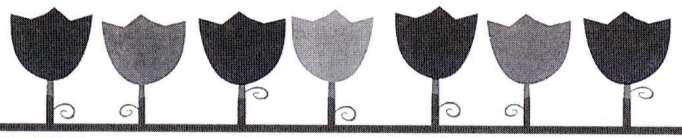
# Letters Home



## Unit 2

**Dear** _____

We are learning about our bodies this month. We need to practice saying sentences like these:

*What are these? They are eyes.*

We need to practice using these words:

*eyes, nose, mouth, ears, feet, hands*

Can you also help me practice these things?

1. Finding things that are yellow
2. Finding things shaped like circles and squares
3. Demonstrating or talking about the value: greeting one another

I love showing you what I'm learning.

Thank you for helping me practice English!

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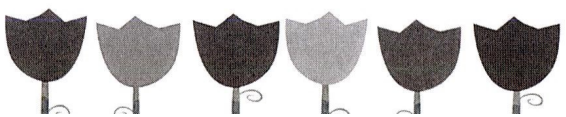
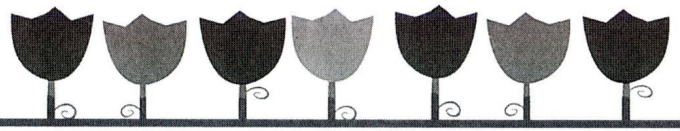


# Letters Home



## Unit 3

**Dear** _____

We are learning about families this month. We need to practice saying sentences like these:

*Who is this? This is my sister.*

We need to practice using these words:

*mother, father, baby, brother, sister, grandparents*

Can you also help me practice these things?

1. Finding things that are blue
2. Finding things shaped like circles, squares, and triangles
3. Demonstrating or talking about the value: respecting others' things

I love showing you what I'm learning.

Thank you for helping me practice English!

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# Letters Home

## Unit 4

**Dear** _____

We are learning about toys this month. We need to practice saying sentences like these:

*What do you want? I want a car, please.*

We need to practice using these words:

*doll, car, truck, teddy bear, airplane, ball*

Can you also help me practice these things?

1. Finding things that are green
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Demonstrating or talking about the value: sharing

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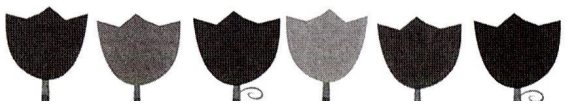
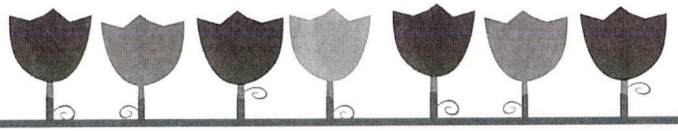


# Letters Home



## Unit 5

**Dear** _____

We are learning about food this month. We need to practice saying sentences like these:

*What do you have? I have a sandwich.*

We need to practice using these words:

*sandwich, lemonade, apple, cookie, carrot, milk, banana*

Can you also help me practice these things?

1. Finding things that are orange and purple
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Demonstrating or talking about the values: trying new things

I love showing you what I'm learning.

Thank you for helping me practice English!

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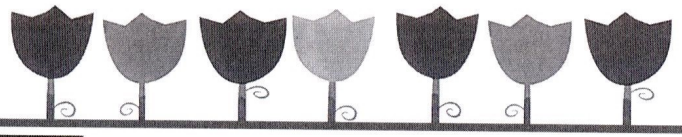
# Letters Home



## Unit 6

**Dear** _____

We are learning about clothes this month. We need to practice saying sentences like these:

*What do you want? I want a skirt, please.*

We need to practice using these words:

*pants, skirt, sweater, shoes, socks, T-shirt*

Can you also help me practice these things?

1. Finding things that are brown and pink
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Counting to 1
4. Looking for the number 1
5. Demonstrating or talking about the value: helping each other

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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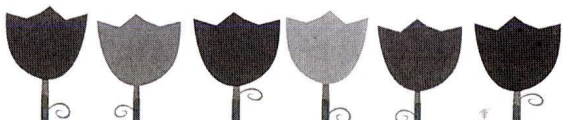
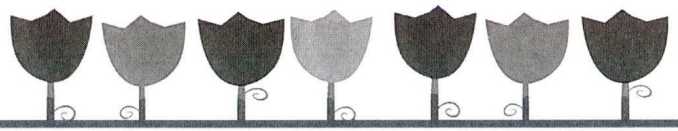


# Letters Home



## Unit 7

**Dear** _____

We are learning about animals this month. We need to practice saying sentences like these:

*What do you see? I see a bird.*

We need to practice using these words:

*bird, fish, cat, dog, puppy, kitten*

Can you also help me practice these things?

1. Finding things that are black and white
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Counting to 2
4. Looking for the number 2
5. Demonstrating or talking about the value: taking care of our pets

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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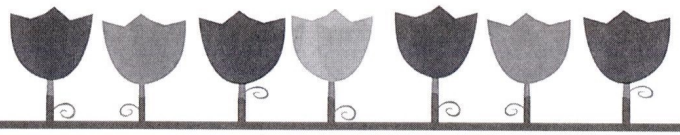
# Letters Home



## Unit 8

**Dear** _____,

We are learning about community workers this month. We need to practice saying sentences like these:

*How many firefighters do you see? I see two firefighters.*

We need to practice using these words:

*firefighter, police officer, bus driver, dentist, doctor, nurse, gardener*

Can you also help me practice these things?

1. Finding things that are red, yellow, blue, green, orange, purple, brown, pink, black, and white
2. Finding things shaped like circles, squares, triangles, and rectangles
3. Counting to 3
4. Looking for the number 3
5. Demonstrating or talking about the value: recycling

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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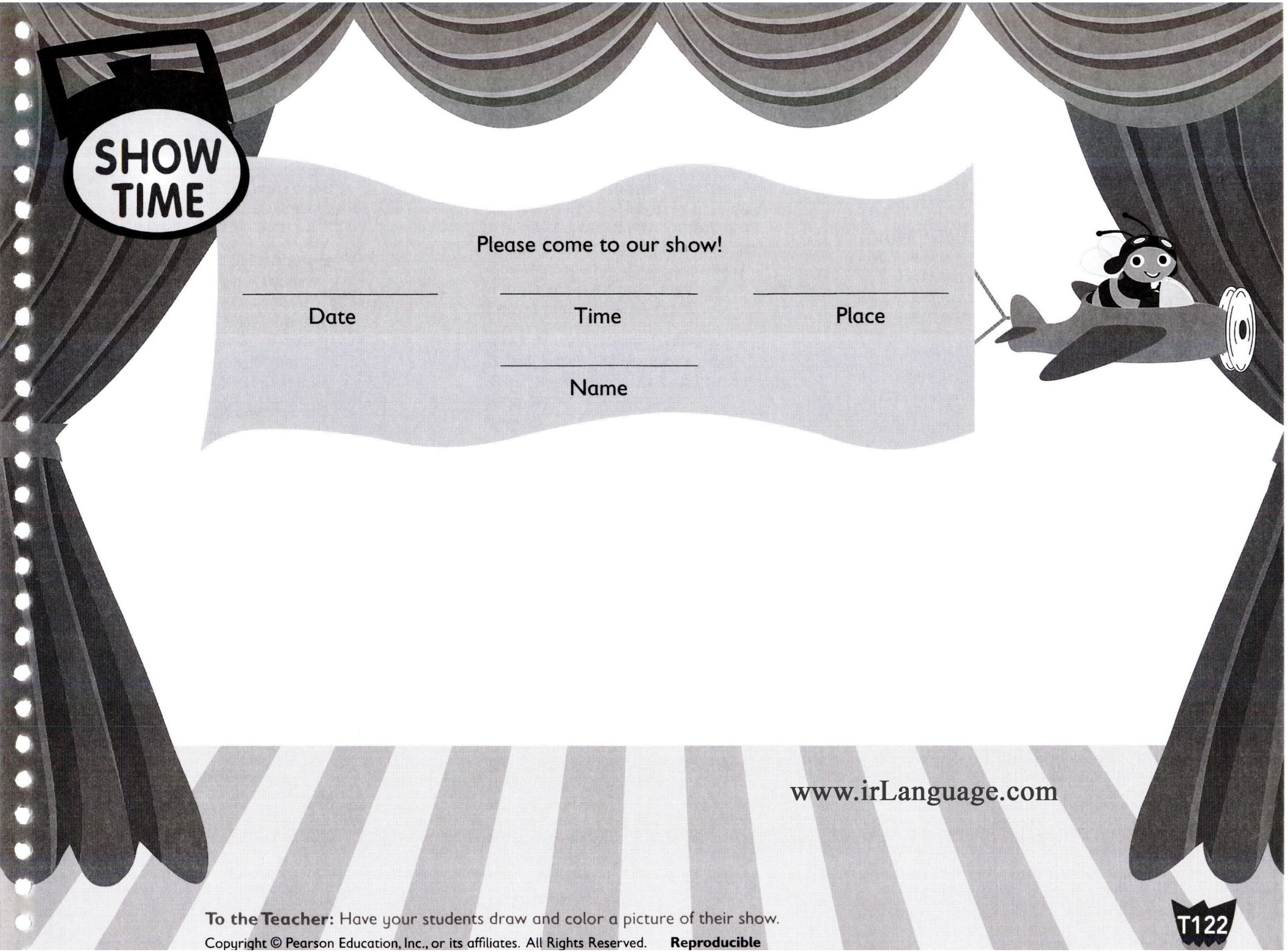


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**To the Teacher:** Have your students draw and color a picture of their show.

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# BIG FUN 1

## TEACHER'S EDITION

**Share in your students' success. Watch them enjoy learning English and new skills.**

**Big Fun** prepares students for a natural and positive experience with language:

- **Communication:** because young children like to express their interests and ideas
- **CLIL:** because young children are learning English and so much more
- **21st Century Skills:** because young children need to be prepared for the world that awaits them
- **Assessment for Learning:** because awareness and confidence lead to success.

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