

Areas of Learning	Vocabulary	Language
<ul style="list-style-type: none"> To say one's name. To greet and to say good-bye. 	<i>hello, good-bye, Andy, Mandy, teacher, Droplet, friends</i>	<i>Hello. Good-bye. Hello, Droplet. Look! It's Andy. Hello, (Andy). Good-bye, (Andy). I'm (Andy). I'm (Mandy). They're / We're friends.</i>
<ul style="list-style-type: none"> To identify names of school objects. To name school objects. 	<i>book, chair, table, backpack, pencil, scissors, crayon, glue stick</i>	<i>It's a (chair). Book. Pencil. Look! A book. Point to the (book/crayon). This is a (chair/pencil). What's this? What's missing? They're the same.</i>
<ul style="list-style-type: none"> To listen to and follow a story. To identify school objects. To answer questions about a story. 	<i>color, cut, glue, draw, sing, scissors, pencils, crayons, glue sticks</i>	<i>Color. Cut. Glue. Draw. Sing. What can you see? Point to (sing). Do boys and girls glue? No. Boys and girls cut. Look, the (crayons) are on the table. Boys and girls color at school.</i>

Math Concept: Sorting Classroom Objects



Value: I Can Clean Up

Poster

1. Working with the Poster **P**

Display **Poster 1**. Identify the location (school) and the items in the scene.

T: *This is the school. This is the teacher. This is a girl.*

Make general questions to ask about the poster to activate prior knowledge.

T: *Where are the children? Where is the teacher? What are they doing?*

2. Working with Unit Opener 1 **SB**

Distribute the **Finger Puppet** for Unit 1. Hand out the **Student's Book** opened to page 3. Play Track 1 *Put Your Finger on...*, have students sing along and point to different elements in their books.

T: *Put on your finger puppet. Put your finger on the (boy).*

Repeat with *girl* and *teacher*.





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Look and stick.



Early Learning Goals:

To say one's name.
To greet and to say good-bye.

Vocabulary:

*hello, good-bye,
Andy, Mandy,
teacher*

Language:

*Hello. Good-bye.
Look! It's (Andy). Hello, (Andy).
Good-bye, (Andy).*

Materials:

newspaper, box or bucket, tongue depressors, *put on, take off* and *point* CLCs, Unit 1 Stick Puppets, Unit 1 Stickers, Unit 1 Finger Puppet, Fast Finisher Lesson 1: Part 1, Activity Book

Before the Class

1. Greetings

Glue a tongue depressor onto the back of each **Stick Puppet** (included in the **Teacher's Cutouts**). Introduce yourself to class and say hello to students.

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

Introduce the Teacher **Stick Puppet** to the class.

TEACHER PUPPET: *Hello, boys and girls.*

I'm Miss Nicky.

T: Miss Nicky is a teacher. Say hello to Miss Nicky.

T/SS: Hello, Miss Nicky.

2. Song: **Hello, What's Your Name?**

Introduce **Stick Puppets** Mandy and Andy to students. Use the Teacher **Stick Puppet** and the song, *Hello, What's Your Name?*

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

MANDY PUPPET: *(Mandy, Mandy), that's my name.*

TEACHER PUPPET: *(Mandy, Mandy), that's your name. We're so happy that you came. Say hello to (Mandy).*

Ss: Hello, (Mandy)!

Repeat with Andy. Continue in the same manner, addressing different children. Play Track 2, *Hello What's Your Name?* Invite students to sing and complete the last verse with their own name.

During the Class

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

Hand out the **Student's Book** opened to page 4. Show the *point* CLC and invite students to mime the action. Have students identify Andy and point to him in their books.

T: Who's this? It's Andy. Who's this?

T/SS: It's Andy.

T: Point to Andy.

Distribute **Unit 1 Stickers**. Point to the outlines in the **Student's Book** where students have to adhere the **Stickers**. Have students adhere the **Andy Sticker** in its place. Repeat the procedure with **Mandy** and **Miss Nicky**. Finally, have students point to **Andy** and **Mandy** again and say hello to him and her.

2. **Finger Puppet**

Show students the *put on* CLC. Demonstrate the activity by putting on a **Finger Puppet** as you say *put on*. Invite students to do the same. Have students put on their **Finger Puppet** again. Give students commands for pointing to the teacher and characters in their books.

T: Point to the (teacher).

Finally, show students the *take off* CLC. Demonstrate the activity by taking off a **Finger Puppet** as you say *take off*. Invite students to do the same.

After the Class

1. Game: **Listen and Toss**

Have students sit in a circle. Give each student a crumpled-up piece of newspaper. Place a bucket or box in the middle. Name each child one at a time. When the child hears his or her name, he or she must throw his or her paper ball in the box or bucket and then sit quietly until everyone's name has been called.

2. **Saying Good-bye**

When it's time to go, hold up the Teacher, **Andy** and **Mandy Stick Puppets** one at a time. Have the children say hello and good-bye to each **Stick Puppet**.

T/SS: Hello, (Andy). Good-bye, (Andy).

Extra Activities

1. **Fast Finishers**

See **Fast Finishers: Lesson 1: Part 1** on page T5a.

2. **Activity Book: Draw and color.**

See instructions for the **Activity Book** on page T5a.

Early Learning

Goals:

To say one's name.
To greet.

Vocabulary:

*Droplet, Andy,
Mandy, hello,
friends*

Language:

*Hello, Droplet.
I'm Andy. I'm Mandy.
They're / We're friends.*

Materials:

sticky tack, crayons, music, stuffed animal, Unit 1 Stick Puppets, circle CLC, Fast Finisher Lesson 1: Part 2

Before the Class

1. Song: Hello, What's Your Name?

Play Track 2, *Hello, What's Your Name?* Sing the song with the Andy and Mandy Stick Puppets. Finally, greet the students with the puppets and encourage them to say hello.

2. Game: Who's Missing?

Hold up the Stick Puppets, one at a time.

DROPLET PUPPET: *Hi, I'm Droplet. Hello, boys and girls.*

T/Ss: *Hello, Droplet.*

T: *Droplet is our friend. Let's say hello to Droplet again.*

T/Ss: *Hello, Droplet.*

Repeat with Miss Nicky. Attach the four Stick Puppets onto the board with sticky tack. Have students close their eyes. Remove one puppet and have students say who is missing.

T: *Who's missing?*

Ss: *(Andy)*

During the Class

1. Practice

Draw a picture of a boy's face, a girl's face and Droplet's face on the board. Ask students to identify each one. Then help the children point to the different characters.

T: *Point to (Andy).*

Show the circle CLC. Next, have students draw circles in the air.

T: *Circle (Andy).*

Help students circle Andy. Continue in the same manner with Mandy and Droplet. Talk to the children about being friends. Explain that Droplet, Andy and Mandy are friends.

T: *They're friends.*

2. Student's Book: Circle and color.

Hand out the Student's Book opened to page 5. Have students point to the characters.

T: *Point to (Droplet).*

Distribute crayons. Give students instructions for coloring Droplet and circling the characters. Explain to students that they have to follow the direction indicated by the arrow.

T: *Point to (Mandy). Circle (Mandy).*

After the Class

1. Game: Pass Droplet

Play some music. Pass around a stuffed animal or the Droplet Stick Puppet. Stop music. Then have the class say hello to the child holding the stuffed animal or the Stick Puppet.

T: *What's your name?*

S: *(María).*

T: *(María) is our friend. We're friends. Say hello to (María).*

Ss: *Hello, (María).*

Repeat with several other children.

Extra Activities

1. Fast Finishers

See Fast Finishers: Lesson 1: Part 2 on page T5a.



Circle and color.



Extra Activities

Activity Book

Draw and color. AB

Materials: pencils, crayons, markers

Instructions: Distribute pencils and crayons. Have students draw themselves. Then write students' names on the line with a yellow marker. Invite them to trace over their names with markers. Finally, have students color the frame.

Scrapbook: Save students' work to include it in their Scrapbooks.



Fast Finishers: Lesson 1

Follow the maze. TR

Part 1: Have students point to the teacher and the children. Have them show you their index finger and trace over the maze from the children to the teacher. Then ask students to color the pictures.

Part 2: Have students trace over the maze with their index finger and then with a crayon. Have students finish coloring the pictures.

Scrapbook: Stick the sheet on colored paper and save students' work for their Scrapbooks.



Early Learning Activities

My Self-Portrait



Materials: two pieces of construction paper per student (one white and another colored), tempera paint, paintbrushes, newspaper to cover tables

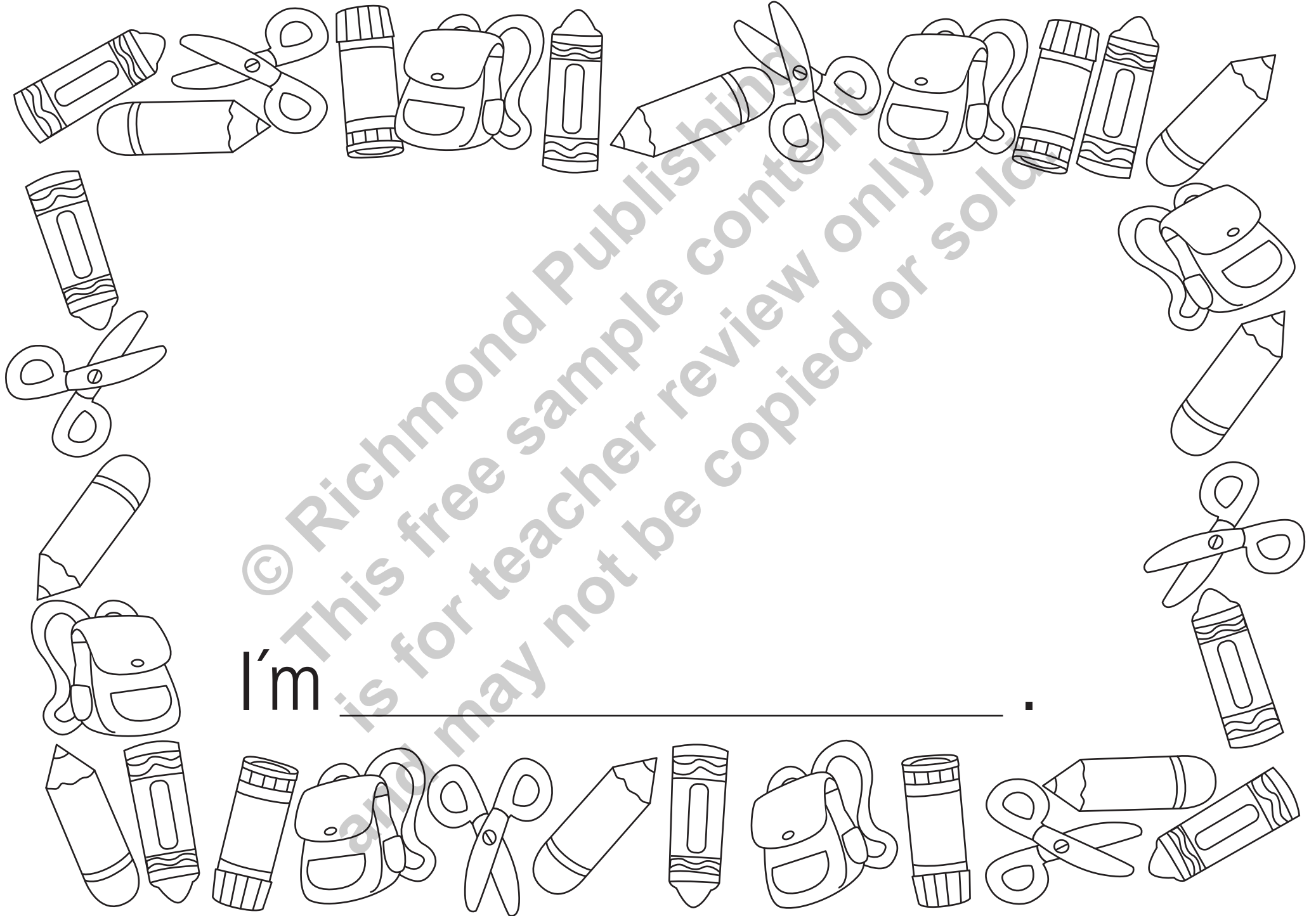
Instructions: Give students a white piece of construction paper. Help them draw a large circle on the paper. Ask students to paint the circle with skin-colored paint. Once the paint is dry, have students paint their hair and face. Help them cut out the painting and glue them onto a colored piece of construction paper. Write each child's name below his or her drawing.

Scrapbook: Save students' work to include it in their Scrapbooks or display it around the classroom.



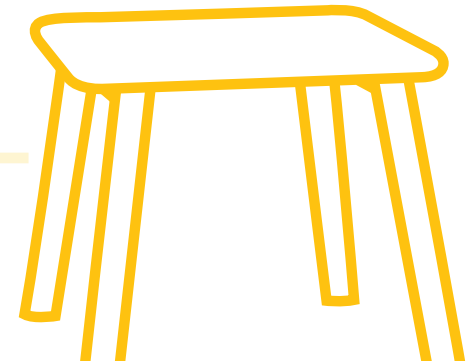
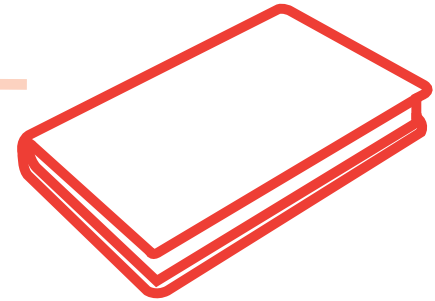


Draw and color.



I'm _____.

 Trace and color.



Early Learning Goals:

To identify names of school objects.
To name school objects.

Vocabulary:

book, chair, table, backpack

Language:

*It's a (chair).
Look! A (book). Point to the (book).
This is a (chair) What's this?*

Materials:

piece of construction paper, crayons, Unit 1 Cutouts, Unit 1 Mini-flashcards, *point, be quiet*, and *show* CLCs, Poster 1, Unit 1 Finger Puppet, Fast Finisher Lesson 2: Part 1

Before the Class

1. Vocabulary Presentation **CLC**

Display the *chair, book, table* and *backpack Cutouts* on the board. Point to each picture as you name each one of them. Have students repeat the names.

T: *(Book). Repeat.*

Ss: *(Book).*

Next, hold up the **Cutouts** one at a time and have students identify them.

T: *What's this?*

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

Finally, place the **Cutouts** in different locations around the classroom. Show the *point* CLC. Give students commands for pointing to different **Cutouts**.

T: *Point to the (book).*

2. Show Me! **CLC** **MF**

Display the *be quiet* CLC. Use gestures to demonstrate the action and invite students to do the same. Explain to students that this is a quiet game. Then distribute the *chair, book, backpack* and *table* Mini-flashcards. Display the *show* CLC. Use body language to demonstrate the action. Hold up the *chair* Cutout.

T: *Look! It's a (chair). Show me the (chair).*

Students hold up the *chair* Mini-flashcard.

Repeat with *book* and *table* several times varying the order.

During the Class

1. Chant: Open Your Book **SB**

Distribute Student's Books. Play Track 3, *Open Your Book*. Guide students in opening and closing their books.

2. Student's Book: Trace and color. **SB**

Hand out the Student's Book opened to page 6. Name an object and have students point to the corresponding object.

T: *Point to the (book).*

Distribute crayons. After that, ask students to trace over the lines with their fingers, and then with a crayon, following the direction indicated by the arrow. Finally, have them color the objects.

3. More Practice **SB** **P**

Have students put on their Teacher Finger Puppet and turn to the Unit Opener on page 3 in their Student's Book. Display Poster 1. Have different students come up to the Poster and point to different school objects (table, backpacks, chairs and books) while the rest of the class points to the same object on their Student's Books with their Finger Puppet.

After the Class

1. Game: What's Behind the Wall?

Hold up a piece of construction paper. Slowly reveal part of the *book* Cutout and have students name the object.

T: *Look. What's this? Is it a table? Is it a backpack?*

Ss: *No. It's a (book)!*

Repeat with the *chair, table*, and *backpack* Cutouts.

Extra Activities

1. Fast Finishers **TR**

See **Fast Finishers: Lesson 2: Part 1** on page T7a.

Early Learning Goals:

To identify names of school objects.
To name school objects.

Vocabulary:

pencil, scissors, crayon, glue stick

Language:

Book. Pencil. What's missing? Book. Point to the crayon. This is a pencil. They're the same.

Materials:

realia: glue sticks, pencils, crayons, scissors, Unit 1 Cutouts, Unit 1 Mini-flashcards, Unit 1 Stickers, Fast Finisher Lesson 2: Part 2 Activity Book

Before the Class

1. Vocabulary Review: What's missing? ✂

Display the following Cutouts on the board: *chair, table, book* and *backpack*. Point to the different objects and have students identify them. Then tell students to close their eyes while you remove one of the Cutouts. Ask students to open their eyes and identify the missing picture.

T: *What's missing?*

Ss: *(Book.)*

2. Vocabulary Presentation

Place the real objects at the front of the class. Hold up a pencil and name it. Then have a student come to the front and point to the object that is the same.

T: *This is a pencil. Show me another pencil.*

Then point to the pencils again, name them one by one and have students repeat.

T: *This is a pencil. This is a pencil, too. Pencil, pencil. They're the same. Say, pencil.*

Ss: *Pencil.*

Repeat with different objects.

During the Class

1. Chant: Where Can It Be? 🎧 📖 ✂

Pass out the *scissors, crayon, glue stick* and *pencil* Mini-flashcards. Hold up the *pencil, scissors, crayon* and *glue stick* Cutouts one at a time. Play Track 4, *Where Can It Be?* Lead students in chanting as they hold up the corresponding Mini-flashcard.

2. Student's Book: Look and stick. 📖 ✂

Hand out the Student's Book opened to page 7. Give students commands for pointing to the school objects.

T: *Point to the (crayon).*

Distribute Stickers. Point to the school objects framed in red in the Student's Book. Have students adhere the Stickers onto the corresponding outlines.

After the Class ✂

1. Game: Hide the Cutout

Hide one of the following Cutouts somewhere in the classroom: *pencil, scissors, crayon, glue stick, book, chair, table* and *backpack*. Ask a boy and a girl to come up to the front of the class. Hold up or point to a real object: *crayon*. Have the rest of the class chant, "Crayon, crayon, crayon!" while the boy and the girl look for the Cutout. Have the class clap for the child who finds the corresponding Cutout. Repeat with the remaining cards.

Extra Activities

1. Fast Finishers 📖

See Fast Finishers: Lesson 2: Part 2 on page T7a.

2. Activity Book: Make a backpack. 📖

See instructions for the Activity Book on page T7a.

 Look, stick and trace.



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Extra Activities

Activity Book

Make a backpack. AB MF

Materials: colored tissue paper, glue, scissors, construction paper

Instructions: Cut tissue paper into small squares. Have students decorate the backpack with tissue paper squares. Help them pop the top section of the backpack out so they can put school object **Mini-flashcards** inside. Give students commands for putting different **Mini-flashcards** in their bags.
T: Show me the (crayon). Put it in your backpack.

Scrapbook: Help students stick their backpack on construction paper. Save their work to include it in their **Scrapbook**.

Fast Finishers: Lesson 2

Concentration Game TR 

Part 1: Ask students to point to the pictures with their **Teacher Finger Puppet**.

T: Point to the (crayons).

Then have students color the pictures.

Part 2: Have students finish coloring the pictures. Help students glue the pictures onto a piece of cardboard and cut them out. Then show students how to play *Concentration*. Encourage them to play in pairs.



Early Learning Activities

My Crayon Can



Materials: newspaper, small juice can (1 per student), tissue paper (in bright colors), glue sticks, watered-down white glue, scissors, paintbrushes

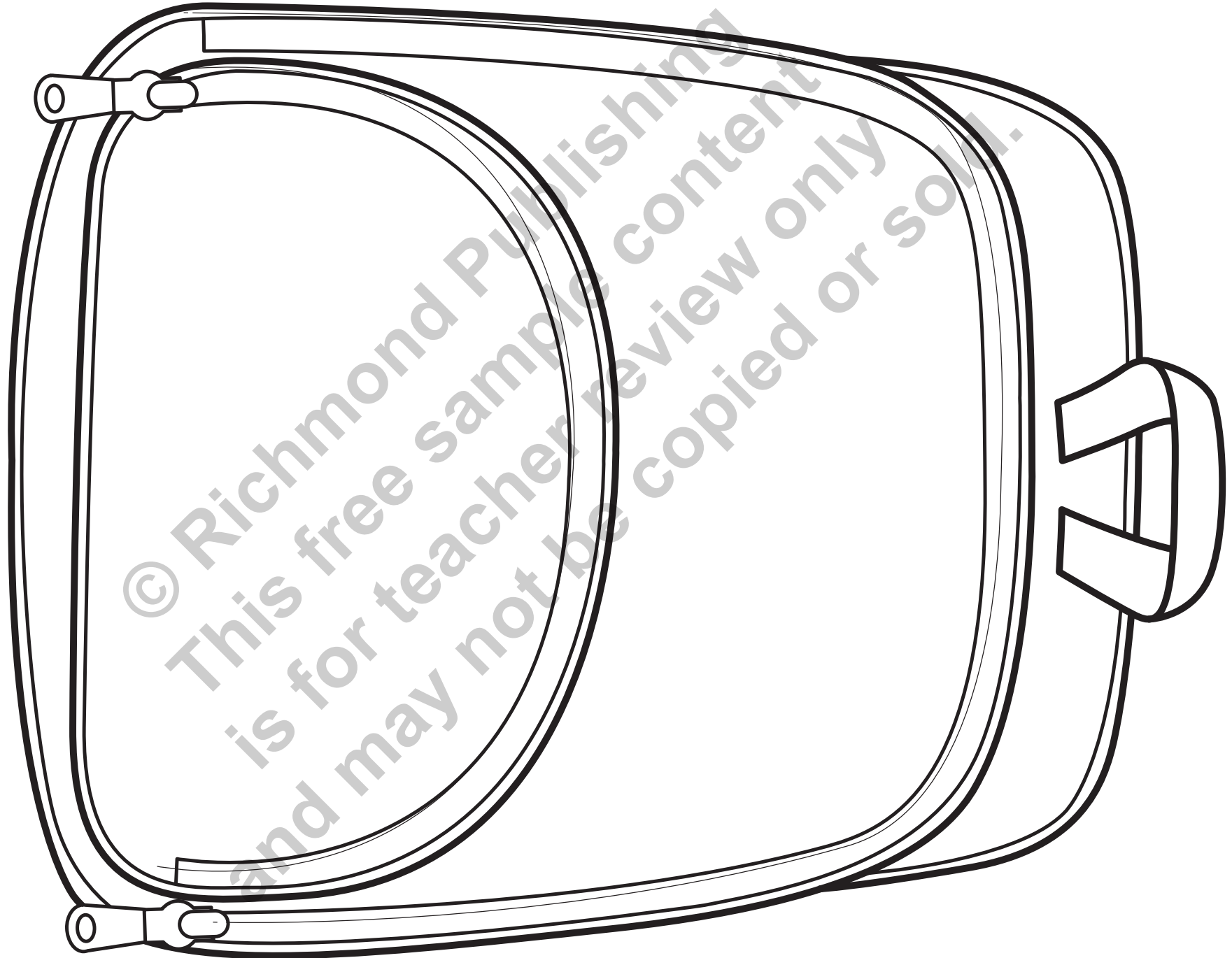
Preparation: Cut out a lot of tissue paper squares in different colors.

Instructions: Cover tables with newspaper. Distribute materials. Show students a sample crayon can or the photo below. Tell them they are going to make a can to keep their crayons in. Show them how to glue the squares onto their cans in an overlapping manner, covering the entire outside surface.

When dry, have students use a paintbrush to cover their crayon cans with the watered-down glue mixture to give it a shiny effect. Write students' names on their cans.



 Make a backpack.



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 Listen and trace.



Early Learning Goals:

To listen to and follow a story.
To identify school objects.
To answer questions about a story.

Vocabulary:

color, cut, glue, draw, sing, scissors, glue sticks, pencils, crayons

Language:

Color. Cut. Glue. Draw. Sing. What can you see? Point to (sing). Do boys and girls glue? No. Boy and girls cut.

Materials:

ball, crayons, milk cartons, rubber bands, *color, cut, glue, draw, sing* and *paint* CLCs, Teacher Stick Puppet, Poster 1, Unit 1 Story Cards, Unit 1 Cutouts, Fast Finisher Lesson 3: Part 1

Before the Class

1. Story Introduction P CLC

Display **Poster 1**. Ask questions about the scene. Point to the objects students know.

T: *What school objects can you see?*

Ss: *(Pencils. Crayons.)*

Then talk about the actions students can do at school. Use the Teacher **Stick Puppet** to point to them. Use the **CLCs** to present them: *color, cut, glue, draw, sing* and *paint*. Show each **CLC** and ask students to repeat the name of the action and mime it.

During the Class

1. Story: **Boys and Girls at School** SC

Display scene 1 from the **Unit 1 Story Cards** and read the title aloud. Guide students in talking about the illustrations. Encourage them to name the objects and characters they are familiar with.

T: *What can you see?*

Ss: *(Boys and girls. Backpacks and chairs.)*

Hold the **Story Cards** and peek at them. Do not show them to students yet; instead, encourage them to make predictions about the story. If they make predictions in their native language, say the words in English, pretending to check the **Story Cards**.

S: *...boys and girls color?*

T: *...boys and girls color. Ah! That's interesting.*

2. Listen to the Story SC TR 5

Display **Story Cards** scenes 1 to 6. Play **Track 5, Boys and Girls at School**. Point to the corresponding scene as students listen. Use gestures to convey meaning.

3. Listen and Point SC TR

Display **Story Cards** scenes 1 to 6. Invite individual students to the front and have them use the Teacher **Stick Puppet** to point to different actions.

T: *Point to (sing).*

Repeat with different items from the story.

4. Check Comprehension SC

Finally, ask students questions about the actions in the **Story Cards**.

T: *(Point to scene 3.) Do boys and girls glue?*

T/Ss: *No! Boys and girls cut.*

5. Student's Book: **Listen and trace.** SB

Hand out the **Student's Book** opened to page 8. Give students commands for pointing to the actions.

T: *Point to (draw).*

Distribute crayons. Invite students to trace around each picture, following the arrows. Then encourage volunteers to point and name the action. Repeat with the rest of the actions.

After the Class

1. Game: **Roll and Say** TR

Attach the following **Cutouts** to the board: *draw, color, cut, glue, paint* and *sing*. Attach them to milk cartons with rubber bands. Name an action. Ask students to roll a ball to knock down the milk carton with the corresponding picture. Encourage students to identify and name the actions on the milk cartons they knock down.

Extra Activities

1. Fast Finishers TR

See **Fast Finishers: Lesson 3: Part 1** on page T9a.

Early Learning Goals:

To listen to and follow a story.
To identify school objects.
To answer questions about a story.

Vocabulary:

*color, cut, glue,
draw, sing, scissors, glue
sticks, pencils, tables*

Language:

*Point to (the glue stick).
Look! The... (crayons) are on the table.
Boys and girls color at school.*

Materials:

crayons, beanbag, Poster 1, Unit 1 Stickers,
Unit 1 Story Cards, Unit 1 Cutouts, Fast
Finisher Lesson 3: Part 2, Activity Book

Before the Class

1. Poster Review **P** **SB**

Display **Poster 1**. Hand out the **Student's Book** open to page 3. Give instructions to students to point to different school objects: *scissors, glue stick, pencil, crayon, book, table and backpack*.

T: *Point to the (glue stick).*

During the Class

1. Story: **Boys and Girls at School** **SC** **TR** **5**

Play Track 5, *Boys and Girls at School*. Point to the corresponding pictures on **Story Cards** scenes 1 to 6 as students listen to the story.

2. Sequence the Story Cards **SC** **TR** **5**

Display the **Story Cards** in the wrong order. Then model how to order them, starting with scene 1. Continue with the rest of them. Play Track 5, *Boys and Girls at School*. Point to the corresponding cards as students listen. Then have six students hold the cards in the wrong order and have the class try to order them.

3. Retell the Story **SC**

Display **Story Cards** scenes 1 to 6 one at a time. Say the words to the story, leaving out key words and having students fill them in.

T: *Look! The... crayons are on the...*

Ss: *...table.*

T: *Boys and girls...*

Ss: *...color at school.*

4. Act It Out **SC**

Display the **Story Cards** one by one. Guide students in acting out each scene. Call some volunteers to the front of the class and have each student mime the scene while you say the words. Invite the rest of the class to join in. Finally, encourage students to tell you the activities they enjoy doing at school.

Remember that the story is included in the **Student's Resource Book**, which you can hand out to students for them to share with their family at home.

5. Student's Book: **Stick and trace.** **SB**

Hand out the **Student's Book** opened to page 9. Have students point to the different school objects and actions. Distribute crayons. Then ask students to trace the lines with their index finger and then with crayons following the arrows. Finally, distribute the **Stickers**. Point to the school objects framed in red. Have students match the **Stickers** to the corresponding outlines and ask them to adhere them.

After the Class

1. Game: **Toss a Beanbag**

Have students sit around a circle. Place the *color, cut, glue, draw, sing and paint* **Cutouts** in the middle of the circle. Invite students to toss a beanbag on the **Cutouts**. Then encourage them to name the corresponding action.

Extra Activities

1. Fast Finishers **TR**

See **Fast Finishers: Lesson 3: Part 2** on page T9a.

2. Activity Book: **Finger-paint and color.** **AB**

See instructions for the Activity Book, on page T9a.



Stick and trace.



Extra Activities

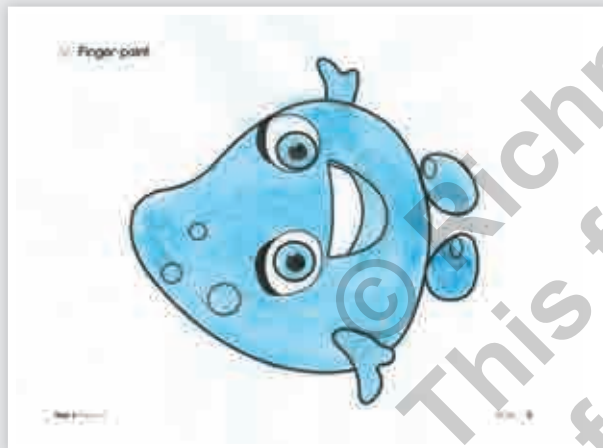
Activity Book

Finger-paint. **AB**

Materials: red, blue and yellow finger paint, crayons, plastic containers, newspaper to cover tables

Instructions: Cover tables with newspaper. Distribute materials. Give each student a plastic container with finger paint. Then encourage students to use their index finger and paint Droplet. Help students cut out the character.

Scrapbook: Save students' work to include it in their Scrapbooks.



Fast Finishers: Lesson 3

Paint the picture. **TR**

Part 1: Invite students to point to Droplet. Explain that Droplet likes to paint. Have students point to Droplet and the paintbrush. Ask students if they like to paint. Have them start coloring the picture.

Part 2: Show the page to students and point to the backpack. Tell students that Droplet is painting his backpack. Ask students to tell you what they would like to paint. Invite students to finish coloring the picture. Glue it onto construction paper.

Scrapbook: Save students' work to include it in their Scrapbooks.



Early Learning Activities

Sorting Classroom Objects



Materials: realia: red, blue and yellow crayons, books, pencils and glue sticks; 4 large pieces of construction paper: red, blue, yellow and green; box or other container.

Preparation: Put a selection of crayons, books, pencils and glue sticks in a box or other container.

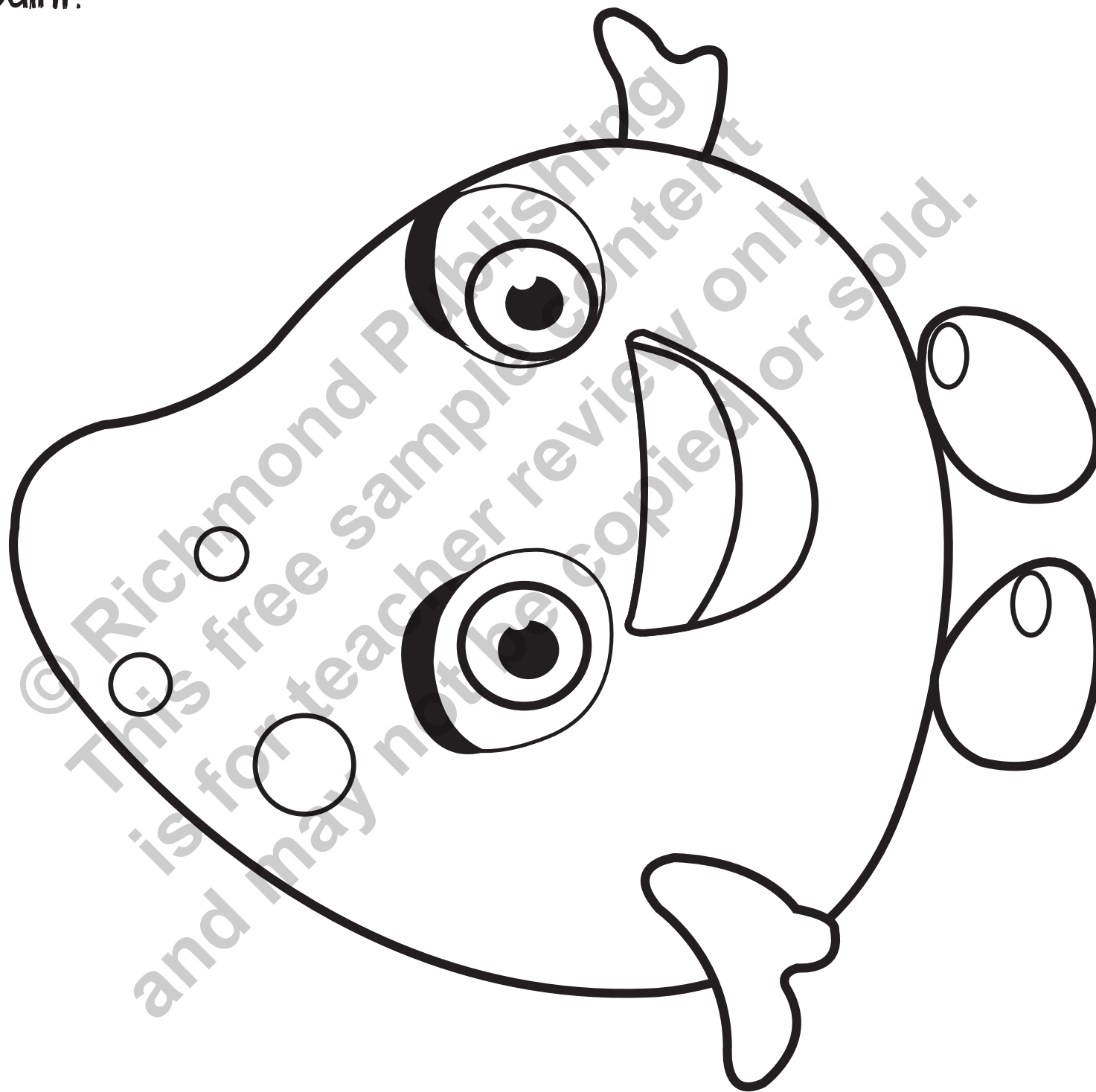
Instructions: Put the construction paper on the floor. Ask students to sit in a circle around them. Hold up a pencil.

T: *What's this?*

S: *Pencil.*

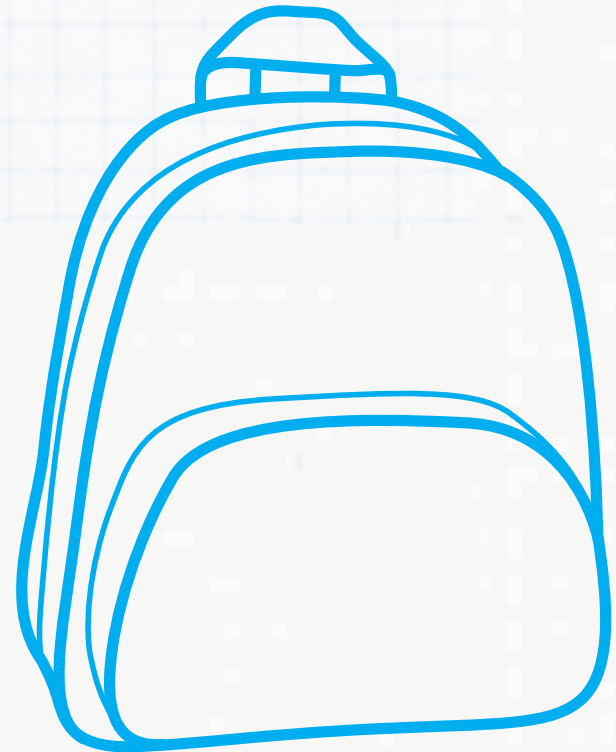
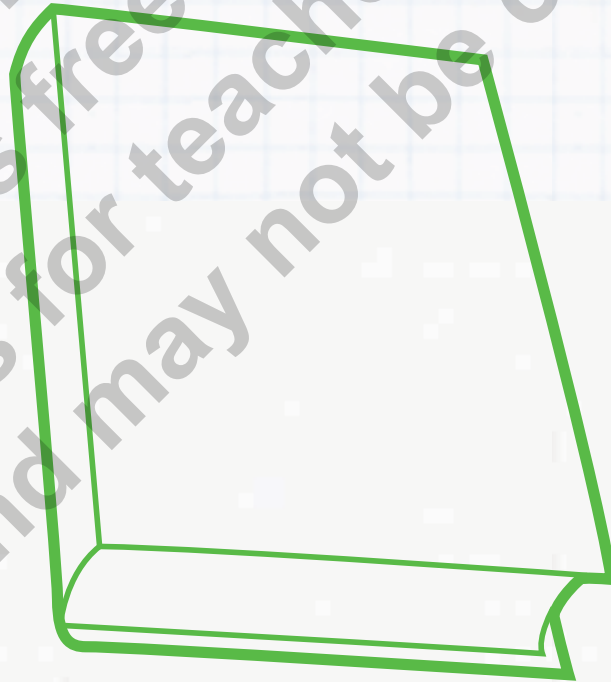
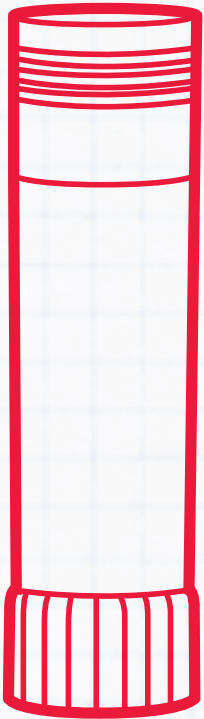
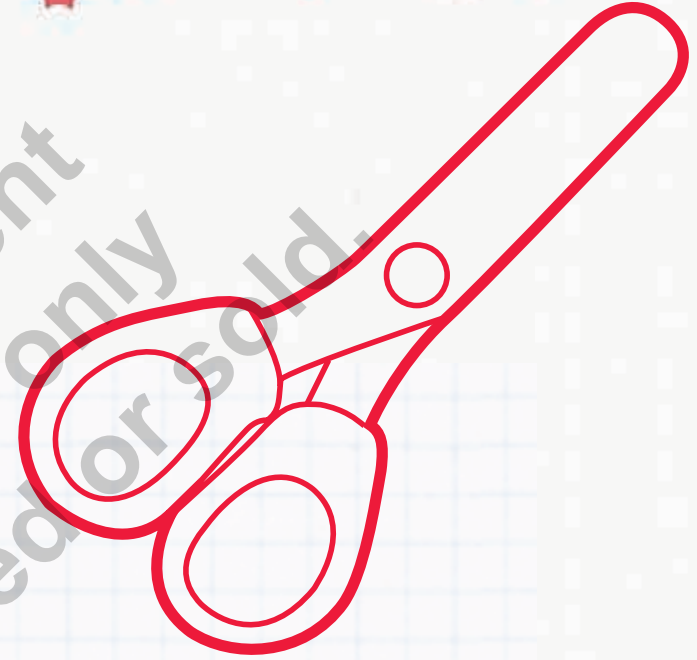
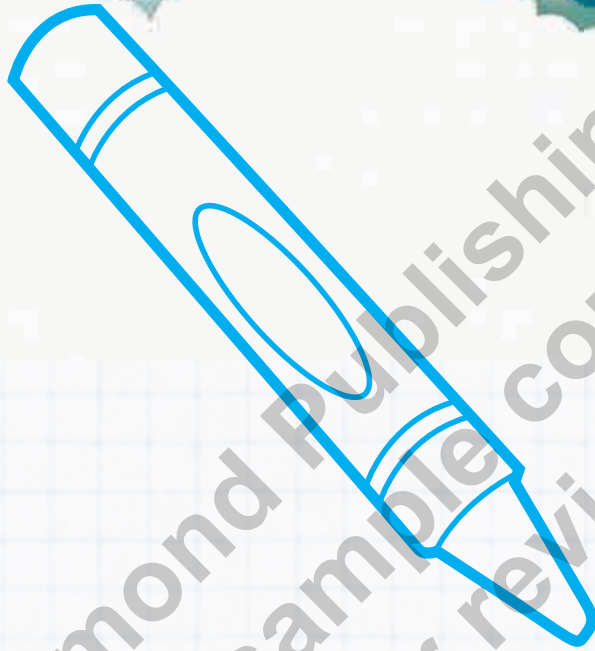
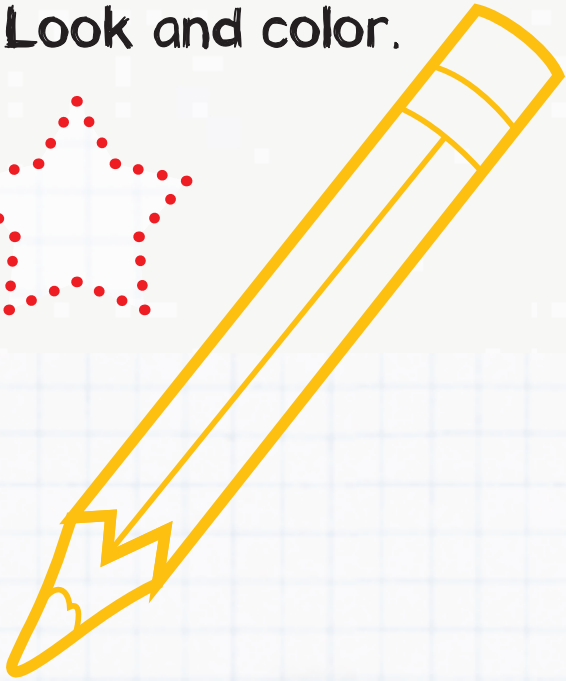
Put the objects on the paper as follows: pencil—red paper, book—blue paper, crayon—yellow paper and glue stick— green paper. Point to each object again and have students identify them. Ask students to remember the color of the paper each object is on. Put the objects back in the box. Have students come up, choose an object from the box and place it on the corresponding paper as they name the object.

 Finger-paint.



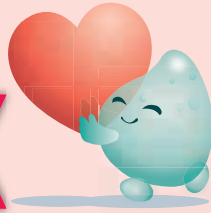
Review

Look and color.



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Value



I Can Clean Up

Vocabulary: *recycling box, scrap paper, scissors, crayons, glue sticks, pencils*

1. Talk about the Value

Take the time to talk to students about the importance of putting supplies back in place.

2. Student's Book: Look and match. **SB**

Hand out the **Student's Book** open to page 67. Explain to the children that they will help Droplet clean up the table by drawing a line from the objects to the corresponding containers. If the activity is done correctly, they adhere the *reward Sticker* in place.

3. Chant: Clean Up Everybody

Talk to students about the importance of working together to clean up after an activity. Play Track 6, *Clean Up Everybody*. Teach them the song. Use it whenever you want to indicate that it is time to clean up.

4. Recycling Box

Cover a large cardboard box with colored paper. Put a picture of Droplet on the box. Encourage students to put their scrap papers in the box after they do a cutting activity.

General Review

1. Look and Match. **MF**

Distribute the *book, chair, table, backpack, pencil, crayon, scissors* and *glue stick* **Mini-flashcards**. Hold up the *book* **Cutout**. Have students name it, find the matching **Mini-flashcard** as fast as they can and hold it up.

2. Template: Bingo Board **TR** **MF**

Print out the bingo boards. (See **Teacher's Resources**) Show students how to place a different **Mini-flashcard** on each space on the bingo board. Call out the objects on the cards. Then have children turn over the card with the object you mentioned. The first student who gets three turned-over cards in a row says "Bingo!"

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

Hand out the **Student's Book** opened to page 10. Give instructions to students to point to different objects:

T: *Point to the (backpack).*

Then have students color the backpack according to the color of the outline. Continue in the same manner with the rest of the activity. If the activity is done correctly, students adhere the *reward Sticker* in place.

4. Assessment: Listen and color. **TR**

Print out and photocopy the **Unit 1 Assessment**. Distribute copies and crayons to students. Write students' names on their papers. First have students identify and point to the pairs of objects. Then have them color only one of them.

T: *Point to the pencil and the crayon. Now point to the crayon. Color the crayon.*

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

5. Picture Dictionary **MF** **TR**

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