

# Back to School

Early Learning Goals	Vocabulary	Language
<ul style="list-style-type: none"> <li>To greet and say one's name.</li> <li>To identify and name school objects.</li> <li>To show interest in peers.</li> </ul>	<i>boy, girl, teacher, book, lunch box, chair, schoolbag, friend, shake hands</i>	<i>Hello, (Teacher Tom). What's your name? My name's (Alice). What's this? It's a (book). Hello, (Sylvia). Hello, (Miss Carmen). Hello, (Mandy). I'm your friend, (Andy). Who's this? Me. Who's your friend? (Patty.) Are you a boy or a girl? I'm a boy / girl.</i>
<ul style="list-style-type: none"> <li>To review colors.</li> <li>To identify and name school objects.</li> <li>To know the functions of school objects.</li> </ul>	<i>pencil, marker, scissors, glue stick, crayon, pencil case, paintbrush; colors</i>	<i>What's this? It's a (pencil). Is it a (pencil)? Yes. / No. Show me the (green) strip. What color is your (book)? It's (blue). What are these? They're (scissors). What do we do with (scissors)? We (cut) with (scissors).</i>
<ul style="list-style-type: none"> <li>To identify and name school actions.</li> <li>To make predictions about a story.</li> <li>To listen to a story attentively.</li> <li>To recognize missing parts of a story and complete it.</li> </ul>	<i>cut, paint, glue, color, sing, draw, play, say "hello," glue, school, animals</i>	<i>What do you like to do at school? I like to (cut). Do animals like to (cut)? Yes. / No. They like to (say "hello"). What do we need to (paint)? (A paintbrush.) What does (John) do? He (cuts). The animals at school, like to (say "hello"). What do you like to do at school? I like to (cut) at school.</i>

**Math Concept:** Sequences



**Value:** I Listen to the Teacher

## Poster

### 1. Working with the Poster

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

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

**Ss:** *They're at school.*

Have students identify if the children are boys or girls and if they look happy or sad.

Finally, ask students how they feel about coming back to school.

### 2. Working with the Unit Opener 1

Cut the Droplet, Teacher, Andy and Mandy **Cutouts** and glue them onto a tongue depressor to make **Stick Puppets**. Display **Poster 1**. Name and point to the actions on the **Poster**, using the **Andy Stick Puppet**. Hand out the **Student's Book** opened to page 3 and distribute the **Finger Puppets** for Unit 1. Play Track 1, *Point to...* Invite students to sing along and point to the actions in their books with their **Finger Puppet**.

**T:** *Put on your finger puppet. Point to (cut).*





# Back to school



School



 Look and stick.



**Early Learning Goals:**

To greet and to say one's name.  
To identify and name school objects.

**Vocabulary:**

boy, girl, teacher,  
book, lunch box,  
chair, schoolbag

**Language:**

Hello, (Teacher Tom).  
What's your name? My name's  
(Alice). What's this? It's a (book).

**Materials:**

Teacher, Andy and Mandy Stick Puppets, Unit 1  
Cutouts, come here CLC, Unit 1 Stickers, Fast Finisher:  
Lesson 1: Part 1

**Before the Class****1. Greetings** 

Introduce yourself and say hello to students.

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

Introduce the Teacher Stick Puppet. Encourage students to reply.

**TEACHER STICK PUPPET:** Hello, boys and girls. I'm Teacher Tom.

**T:** Tom is a teacher. Say "hello" to Teacher Tom.

**T/SS:** Hello, Teacher Tom.

**2. Game: What's Your Name?** 

Introduce the Andy and Mandy Stick Puppets to students, using the Teacher Stick Puppet.

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

**ANDY STICK PUPPET:** My name's (Andy).

**TEACHER STICK PUPPET:** Hello, (Andy).

Say "hello" to (Andy).

**SS:** Hello, (Andy)!

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

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

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

**During the Class****1. Presentation: School Objects**  

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

**2. More Practice**   

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

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

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

Show the *come here* CLC. Name the action as you mime to convey meaning. Have students repeat the action and mime as well. Show the CLC to ask one of them to come to the front.

**T:** (Julie), come here.

Give the student the Teacher Stick Puppet.

Name an object and have the student point to the corresponding object with the Stick Puppet.

**T:** (Lunch box.) Point to the (lunch box).

Repeat the procedure with different students.

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

Hand out the Student's Book opened to page 4. Have students identify Teacher Tom, Andy, and Mandy. Distribute the corresponding Unit 1 Stickers. Name a classroom object.

Ask students to identify the Sticker and then the object in their Student's Book. Have students adhere the Sticker onto the corresponding outline.

**T:** Look for the (chair). Put the (chair) sticker in the correct place.

Repeat the procedure with *book* and *schoolbag*.

**After the Class****1. Song: Time to Go Home** 

Play Track 3, *Time to Go Home*. Teach students the words to the song and encourage them to sing along. Encourage them to wave good-bye when the action is mentioned in the song.

**Extra Activities****1. Fast Finishers** 

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

**Early Learning Goals:**

To greet and to say one's name.  
To show interest in peers.

**Vocabulary:**

*friend, shake hands, boy, girl*

**Language:**

*Hello, (Sylvia). Hello, (Miss Carmen). Hello, (Mandy). I'm your friend, (Andy). Who's this? Me. Who's your friend? (Patty.) Are you a boy or a girl? I'm a boy / girl.*

**Materials:**

crayons, beanbag, *line up* CLC, Andy, Mandy, Droplet and Red Droplet Stick Puppets, Fast Finisher Lesson 1: Part 2, Activity Book

**Before the Class****1. Greeting Students** **CLC**

Show the *line up* CLC, name the action and have students repeat the action. Tell them that like the droplets, they are going to line up outside the classroom. Encourage them to greet you as they come in the classroom.

*T: Hello, (Sylvia).*

*S: Hello, Miss (Carmen).*

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

**2. Song: Hello, My Friend** **udn4**

Divide students into pairs. Have them face each other. Present the words "friend" and "shake hands." Have each pair of students shake hands as they say, "Hello, my friend." Play Track 4, *Hello, My Friend*. Teach students the words to the song and encourage them to sing and act out the song.

**During the Class****1. Presentation: Friends** **↑**

Sit in a circle with the class. Show students how the **Stick Puppets** introduce themselves.

**ANDY STICK PUPPET:** *Hello, (Mandy). I'm your friend, (Andy).*

Then have the Mandy **Stick Puppet** talk in the same manner to the next student in the circle. Continue until all students have participated.

**2. Presentation: Droplets** **↑**

Present the Droplet and the red droplet **Stick Puppets**.

*T: This is Droplet. Say, "Hello, (Droplet)."*

*Ss: Hello, (Droplet).*

Repeat with the Red Droplet. Tell students that Droplet and Red Droplet are friends.

*T: Droplet and Red Droplet are friends.*

(Have the puppets give each other a hug.)

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

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

Say that all the characters are friends. Focus students' attention on the blank faces.

Distribute crayons. Ask students to draw themselves on one of the faces and a friend on the other. Have students color the pictures.

Finally, ask individual students about their pictures.

*T: Who's this?*

*S: Me.*

*T: Who's your friend?*

*S: (Patty).*

**After the Class****1. Game: Boy or girl?**

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

*T: Are you a boy or a girl?*

*S: I'm a (boy).*

Repeat the procedure several times.

**Extra Activities****1. Fast Finishers** **TR**

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

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

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

 Draw and color.



# Extra Activities

## Activity Book

Draw and color. **AB**

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

**Preparation:** Write students' names with a yellow maker on the line.

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

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



## Fast Finishers: Lesson 1

Color and cut. **TR**

**Part 1:** Have students color the pictures. Hold the template and ask students to identify the different characters. Give instructions to students for pointing to them.

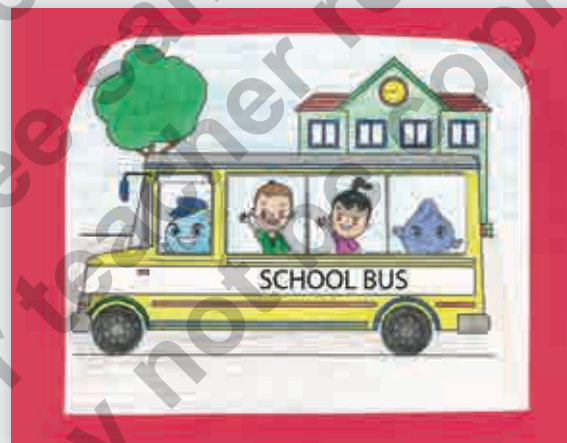
**T:** *Who's this?*

**S:** *(Mandy.)*

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

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

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



## Early Learning Activities



### Name Tags

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

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

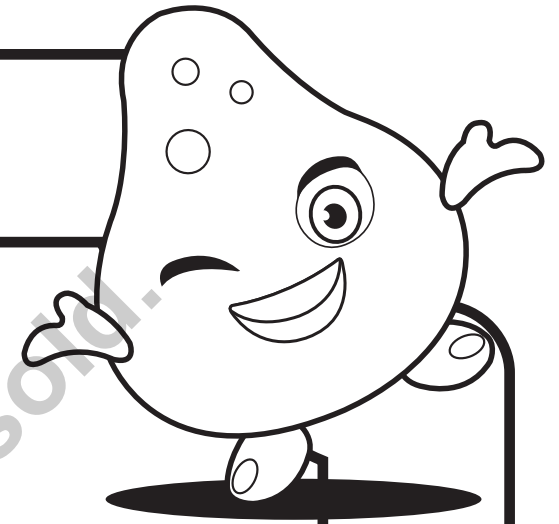
**Instructions:** Have students sit in a circle. Hold up the name tags, one at a time. Encourage students to recognize their names or give them their cards. Next, have them trace over their names with their fingers. Have students cover the capital letter of their name with glue and sequins. Repeat with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





Draw and color.

This is me!



Name: \_\_\_\_\_

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Trace and color.



**Early Learning Goals:**

To review colors.  
To identify and name school objects.

**Vocabulary:**

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

**Language:**

*What's this? It's a (pencil).  
Is it a (pencil)? Yes. / No.  
What's this? It's a (marker).*

**Materials:**

3 x 8 cm strips of red, blue, yellow, orange, pink, purple, brown, black, white and green construction paper; hole punch; paper fasteners; pencils; crayons, **Unit 1 Cutouts**; **Fast Finisher Lesson 2**

**Before the Class****1. Song: Hello, My Friend**

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

**2. Review: Colors**

Put the strips of paper together (one of each color). Punch a hole at the bottom. Fasten the strips together with a paper fastener to make a fan (1 per student). Distribute fans. Give time for students to hold their fans and spread the strips. Then give students commands for showing you the red, blue, orange, yellow or green strips.

**T:** *Show me (yellow).*

**Ss:** (Students show the yellow strip.)

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

**During the Class****1. Presentation: Classroom Objects**

Display the classroom objects **Cutouts** one at a time. Guide students to name each one of them.

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

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

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

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

**T:** (*Marker.*) *Point to the (marker).*

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

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

**T:** (*Marker.*) *Trace over the (marker).*

Distribute crayons. Tell students to color the school objects.

**After the Class****1. Game: Guessing the Classroom Objects**

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

**T:** *What's this?*

**S1:** *Is it a (pencil)?*

**T:** *No.*

**S2:** *Is it a (marker)?*

**T:** *Yes. It is a (marker). What's this?*

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

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

**1. Song: English Class Is Over**

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

**Extra Activities****1. Fast Finishers**

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

### Early Learning Goals:

To review colors. To identify and name school objects. To know the functions of school objects.

### Vocabulary:

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

### Language:

Show me the (green) strip. What color is your (book)? It's (blue). What are these? They're (scissors). What do we do with (scissors)? We (cut) with (scissors).

### Materials:

fans (see page T6), crayons, Droplet Stick Puppet, Fast Finisher Lesson 2: Part 2, Activity Book

## Before the Class

### 1. Song: Hello, My Friend

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

### 2. Game: Give Me

Distribute the following Cutouts to five students: *crayon, glue stick, marker, paintbrush and pencil*. Have students come to the front of the class. Display and hold the Droplet Stick Puppet. Give students commands.

**T:** (Rick), give Droplet the (crayon).

**Ss:** (Student gives the Droplet Stick Puppet the *crayon Cutout*.)

Continue in the same manner until all students have participated.

## During the Class

### 1. Review: Colors

Distribute fans. Ask students to show you the red, blue, yellow, orange or green strips.

**T:** Show me the (orange) strip.

Walk around the class helping individual students. Next, have individual students say what color the rest of the class should show.

**S1:** Show me the (green) strip.

When the activity has finished, collect and store the fans away.

### 2. Student's Book: Match and color.

Hand out the Student's Book opened to page 7. Distribute crayons. Ask students to point to the crayon in their books. Ask students what color the crayon is.

**T:** Point to the (crayon). What color is it?

**Ss:** It's (blue).

Have students find the other crayon and trace over the line with their index finger or crayon to match them. Then have them color the crayon blue.

**T:** Match the (crayon) with the (crayon).

Color the (crayon) (blue).

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

**T:** What are these?

**Ss:** They're (scissors).

**T:** What do we do with (scissors)?

**Ss:** (Students mime cutting paper.)

**T:** That's right. We (cut) with (scissors).

## After the Class

### 1. Game: Go for the Colors

Divide the class into five groups and assign a color (red, yellow, blue, green or orange) to each one. Tell students that when you say "Go!" they must find as many items in the classroom with their assigned color as they can.

When you say, "Stop!" students need to go back and sit in a large circle with their items. Have members of each group place their items in the middle of the circle. Ask the whole class what color the items are.

**T:** What color is this (book)?

**Ss:** It's (blue).

### 2. Song: English Class Is Over

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

## Extra Activities

### 1. Fast Finishers

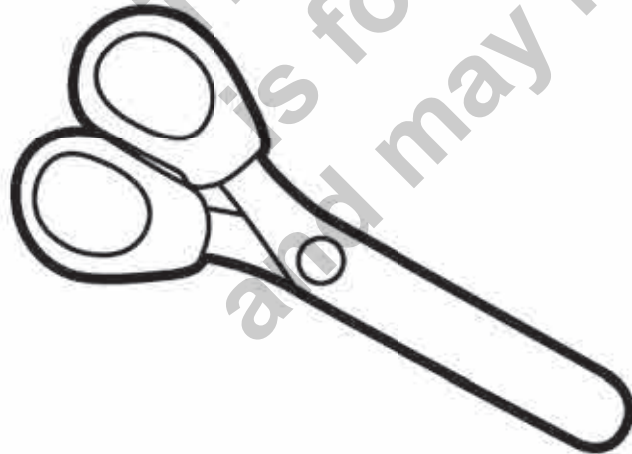
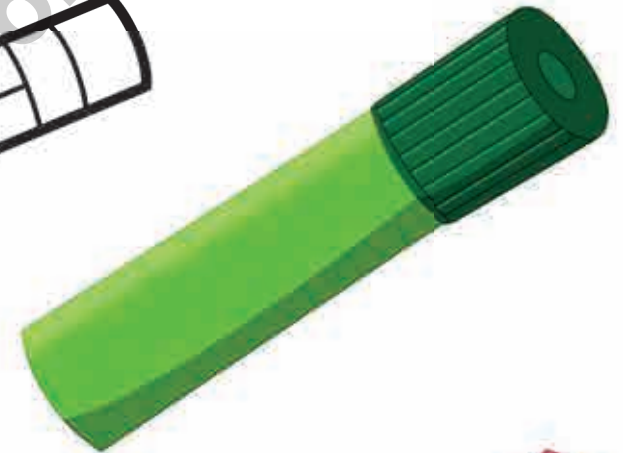
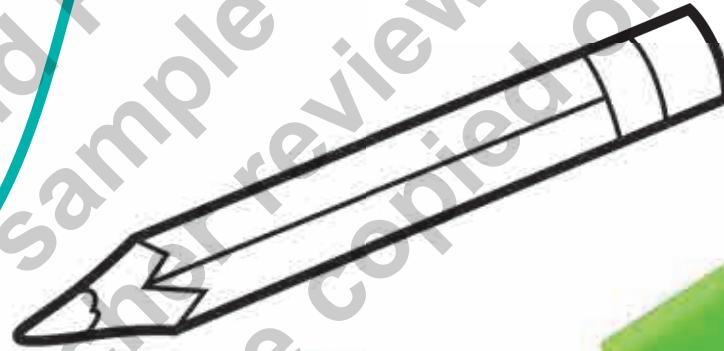
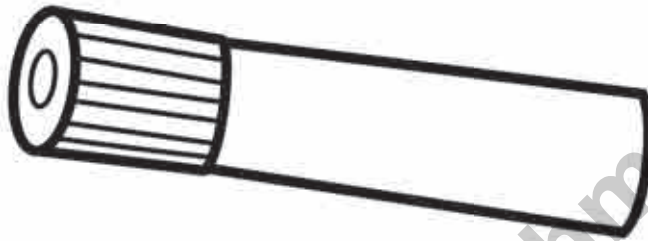
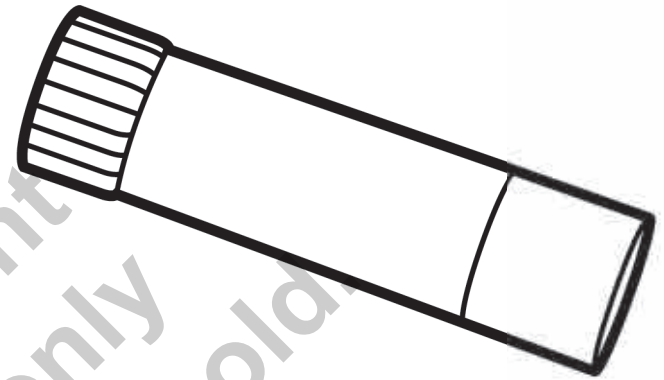
See Fast Finishers: Lesson 2: Part 2 on page T7a.

### 2. Activity Book: Color and cut.

See instructions for the Activity Book on page T7a.



Match and color.



# Extra Activities

## Activity Book

Color and cut. **AB**

**Materials:** crayons, yellow marker, scissors

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

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

**T:** *What color is your (marker)?*

**S:** *It's (green).*

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



## Fast Finishers: Lesson 2

Look and color. **TR**

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

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

**Optional:** Have students point to the objects, name them and say what color they are.

**S:** (Point to the pencil.) *It's a (red) (pencil).*

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



## Early Learning Activities



### Paper Chains

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

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

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

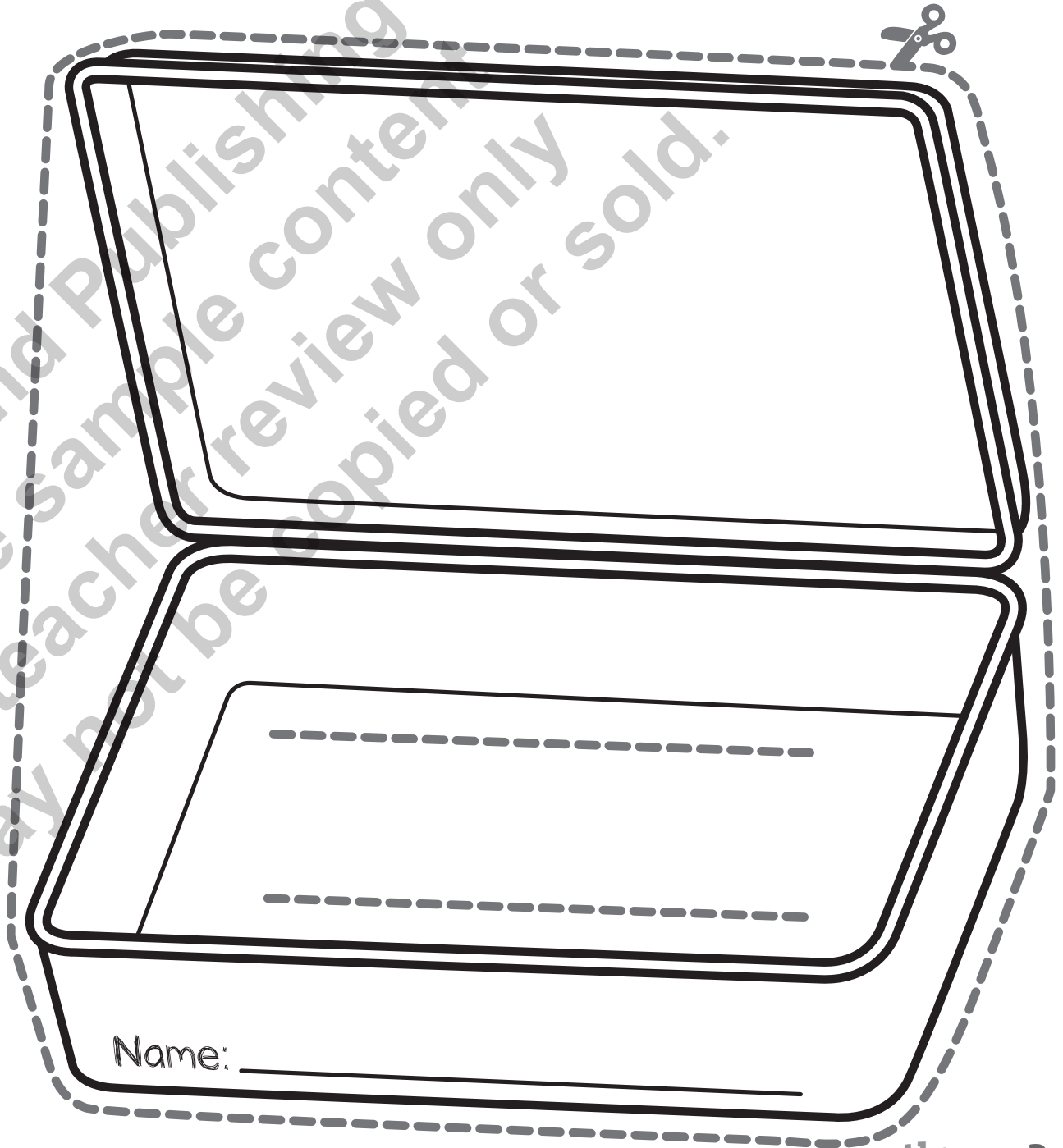
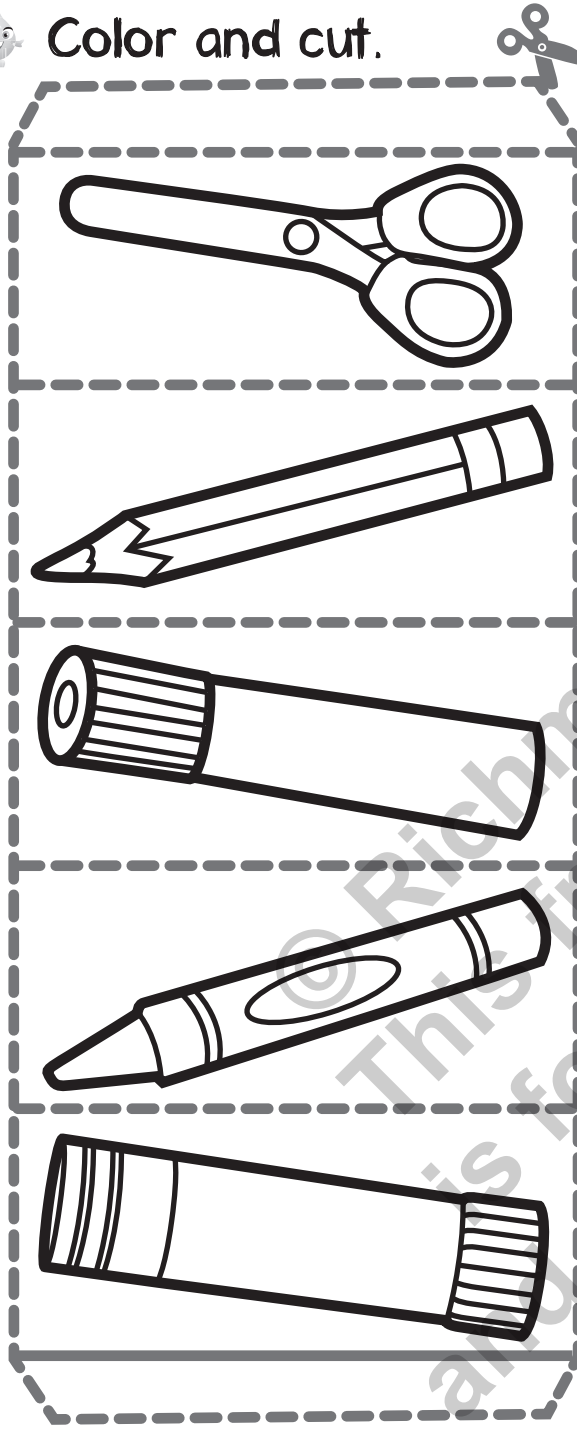
**T/S:** *Red, blue, red, blue...*

**Note:** Collect students' paper chains for further use at the end of the unit.





Color and cut.



 Trace and stick.



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### Early Learning Goals:

To identify and name school actions.  
To make predictions about a story.  
To listen to a story attentively.

### Vocabulary:

school actions

### Language:

*What do you like to do at school? I like to (cut). Do animals like to (cut)? Yes. / No. They like to (say "hello"). What do we need to (paint)? (A paintbrush.)*

### Materials:

Poster 1, Unit 1 Story Cards, Teacher Stick Puppet, Unit 1 Stickers, *I Like School* Template, Fast Finishers: Lesson 3: Part 1

## Before the Class

### 1. Song: Hello, My Friend

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

## During the Class

### 1. Presentation: Actions

Display **Poster 1**. Point to a picture and say a sentence about the action. Encourage students to repeat the sentence and mime the action.  
**T/Ss:** *I like to (cut).* (Mime cutting paper.)  
Repeat the procedure with *paint, glue, color, sing, draw and play*.

### 2. Story: The Animals at School

Display scene 1 from the **Unit 1 Story Cards** and read the title aloud. Guide students in talking about the illustrations. Ask students to make predictions about the story. If they make predictions in their native language, say the words in English  
**T:** *What can you see?*  
**Ss:** ... *animals with school bags.*  
**T:** *What do you think the story is about?*  
**Ss:** ... *animals go to school?*  
**T:** *animals go to school... I think you're right.*  
Show the rest of the **Story Cards** one at a time. Have students look at each picture and describe as many things as they can.

### 3. Listen to the Story

Display **Story Cards** scenes 1 to 6. Play Track 7, *The Animals at School*. Point to the corresponding pictures as students listen to the story. Ask students if their predictions about the story were similar to or different from the story.

### 4. Listen and Point

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 as you describe the scene.  
**T:** *The animals at school like to (cut).*  
**S1:** (Student points to scene 2.)  
Repeat with *say "hello," paint, sing, glue and play*.

### 5. Check Comprehension

Finally, ask students questions about the actions in the **Story Cards**.  
**T:** (Point to scene 1.) *Do animals like to (cut)?*  
**T/Ss:** *No! They like to (say "hello").*

### 6. Student's Book: Trace and stick.

Hand out the **Student's Book** opened to page 8. Ask students to point to the actions.  
**T:** *Point to (paint).*  
Ask them about the objects needed to do the actions and to match both by tracing with their index fingers over the dotted lines.

**T:** *What do we need to (paint)?*

**Ss:** *(A paintbrush.)*

**T:** *Correct! Match ("paint") with the (paintbrush).*

Distribute the corresponding **Unit 1 Stickers** and have students adhere them onto the outlines. Finally, have them trace with a crayon over the dotted lines.

## After the Class

### 1. Template: I Like School, Part 1

Copy the text from the *I Like School* **Template** to the board. Read the text out loud. Encourage students to repeat. Ask students what they like to do.  
**T:** *(Mariana), what do you like to do at school?*  
**S:** *I like to (cut).*  
Print out the **Template** and write the action each student likes to do onto the corresponding line. Reread the texts out loud. Distribute markers and templates. Have students draw a picture of what they like to do at school in the middle of the page. Save students' work for the next lesson.

## Extra Activities

### 1. Fast Finishers

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



**Early Learning Goals:**

To identify and name school actions. To recognize missing parts of a story and complete it.

**Vocabulary:**

school actions

**Language:**

*What does (John) do? He (cuts). The animals at school like to (say "hello"). What do you like to do at school? I like to (cut) at school.*

**Materials:**

colored pencils, markers, Unit 1 Mini-flashcards, Unit 1 Story Cards, *I Like School* Template, Fast Finisher Lesson 3: Part 2, Activity Book

**Before the Class****1. Song: Hello, My Friend**

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

**2. Review: Actions**

Distribute the school actions Mini-flashcards. Say different actions. Have students hold up the corresponding Mini-flashcard.

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

**Ss:** (Students hold up the corresponding card.)

**During the Class****1. Story: The Animals at School**

Show students scene 1 from the Story Cards. Encourage them to say what they remember from the story. After that, play Track 7, *The Animals at School*. Point to the corresponding pictures on the Story Cards as students listen to the story. Encourage them to mime the actions.

**2. Retell the Story**

Display Story Cards scenes 1 to 6, one at a time. Read the story out loud. Pause at the end of each sentence and have students complete the sentences with key words.

**T:** *The animals at school like to...*

**Ss:** ... say "hello"

**T/Ss:** *All day long.*

Finally, follow the same procedure for the remaining cards.

**3. Listen and Do**

Whisper commands to a student to mime the actions from the story. Call a volunteer to the front of the class. Whisper "cut" to the student so he or she mimes the action. Ask the rest of the class about the action.

**T:** *What does (John) do?*

**T/Ss:** *He (cuts).*

Call on another student. Repeat with several other students. Finally, ask students about their favorite activity to do 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 Book: Look and color.**

Give instructions to students for drawing circles in the air. Make sure students draw the circles counterclockwise. Hand out the Student's Book opened to page 9. Distribute colored pencils. Name an action. Have students identify the action and circle it counterclockwise several times with their index finger. Then have them color the picture.

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

*Color the picture.*

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

**After the Class****1. Template: I Like School, Part 2**

Distribute markers and the *I Like School* Template from the previous class. Have students finish coloring their pictures. Walk around the class and ask each student to describe what he or she likes to do at school.

Have a student come up with his or her picture. Write the text on the board. Read the line with the class. Encourage the student to show everyone his or her picture. Help the student "read" the text on his or her page. Have the student point to each word as you read.

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

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

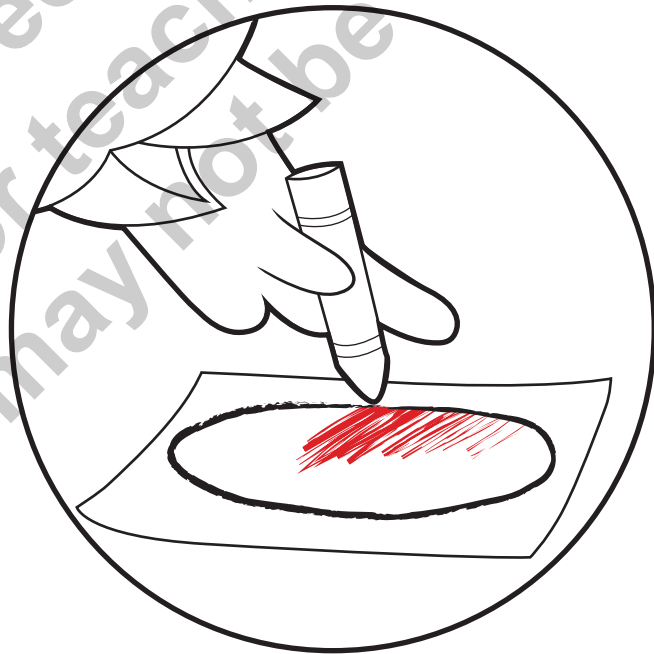
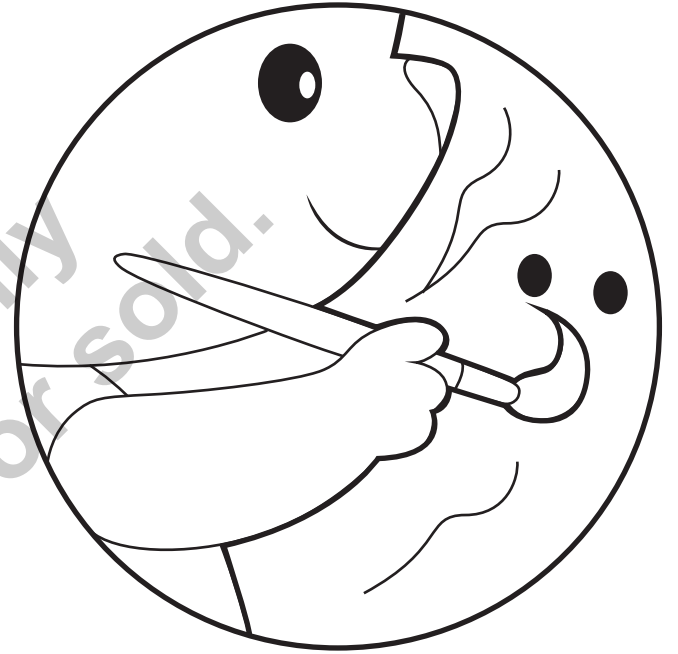
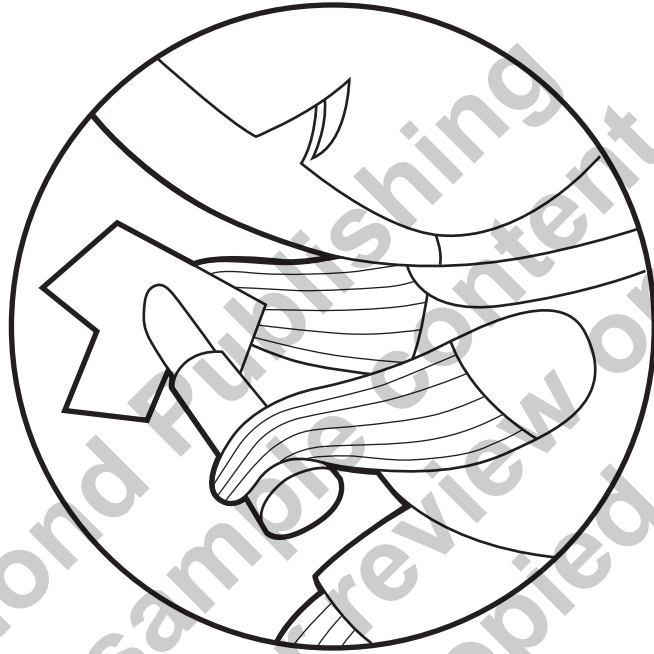
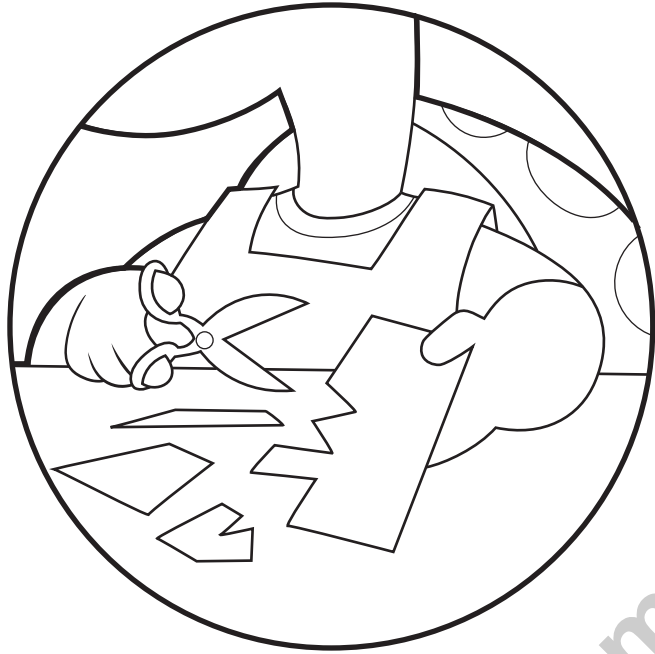
**Extra Activities****1. Fast Finishers**

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

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

See instructions for the Activity Book on page T9a.

 Look and color.



# Extra Activities

## Activity Book

Finger-paint and glue. **AB**

**Materials:** finger paint, blue crepe paper, glue, glitter

**Preparation:** Cut crepe paper into small squares.

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

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



## Fast Finishers: Lesson 3

Look and match. **TR**

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

**Part 2:** Have students color the pictures.

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

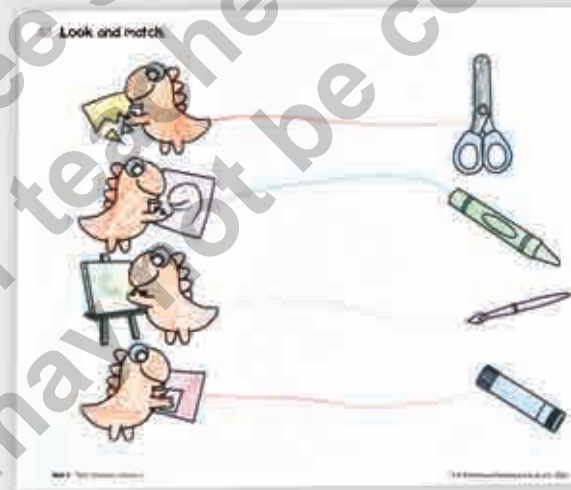
**T:** *What does the dinosaur like to do at school?*

**S:** *(Cut.)*

**T:** *What does he need to (cut)?*

**S:** *(Scissors.)*

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



## Early Learning Activities

### Everybody Is Different at School



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

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

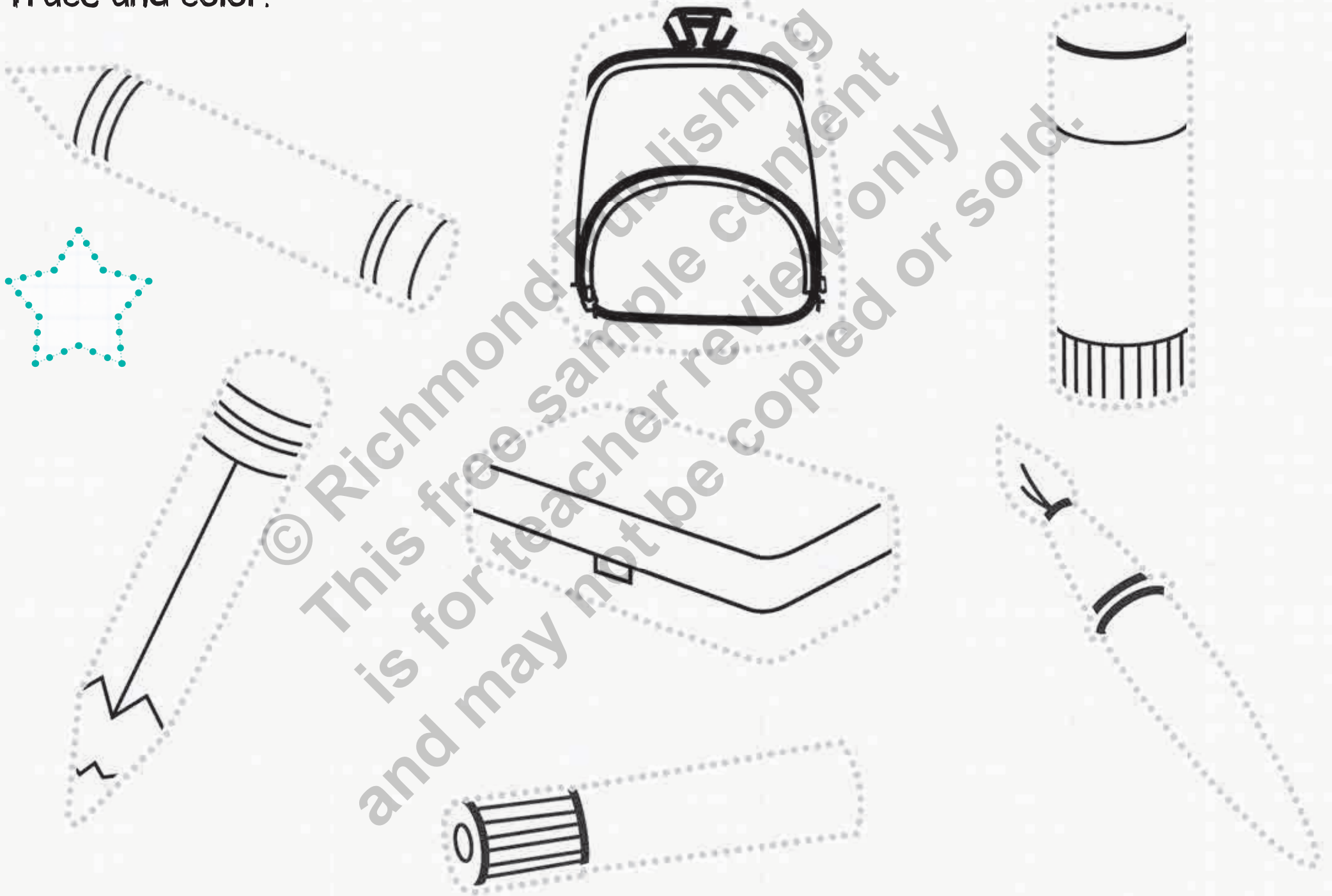
**Instructions:** Tell students to draw their face. Encourage them to look in a mirror to see how they look. Distribute circles and colored chalks. Have students choose the color that best represents their skin tone. Have them color the circle and draw their cheeks and nose. Help them glue on the mouth,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

 Finger-paint and glue.

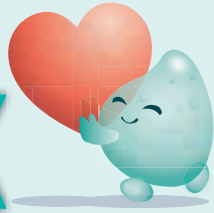


# Review

Trace and color.



## Value



### I Listen to the Teacher

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

#### 1. Talk about the Value

Tell students that if they listen to you carefully, they will feel more confident when they do a task. Present the commands you can give them during the class: *keep quiet, raise your hand, stand up, open / close your book, sit down*. Say the commands and have students mime the actions.

#### 2. Song: Listen, Listen

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

#### 3. Student's Book: Listen and color.

Hand out the **Student's Book** opened to page 67. Have students identify the actions and color the stars. If the activity is done correctly, they adhere the *reward Sticker* in place.

#### 4. Good Behavior Chains

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

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

## General Review

#### 1. Review: Classroom Objects

Distribute the classroom objects **Mini-flashcards**. Have students put their cards faceup on their tables. Explain that you will name an object and they will hold the card up. Afterward, have them put the cards facedown on their tables.

**T:** *Show me (scissors).*

**Ss:** (Students hold up the card and then put it facedown.)

#### 2. Review: Actions

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

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

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

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

Hand out the **Student's Book** opened to page 10. Have students identify the different objects on the page. Give students instructions for tracing the outlines of the objects.

**T:** *Find a (paintbrush). Hold your (blue) crayon. Trace over the (paintbrush).*

Finally, have students color the school objects. If the activity is done correctly, they adhere the *reward Sticker* in place.

#### 4. Assessment: Look and color.

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

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

#### 5. Picture Dictionary

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