

I Can Do It, Too!

Early Learning Goals	Vocabulary	Language
<ul style="list-style-type: none"> To say one's name and age. To count up to 6. To identify and name shapes and colors. 	<i>boy, girl, birthday, cake, candles, circle, rectangle, square, triangle, birthday, cake, candles, party, hat, presents; numbers 1 to 6; colors</i>	<i>Hello, what's your name? My name's (Andy). Hello, (Andy). How many candles are there on (her) cake? (Five) candles. How old are you? I'm (five). What shape is this? It's a (triangle). What color is it? It's (red). What shape is the (hat)? It's a (triangle).</i>
<ul style="list-style-type: none"> To identify and name actions. To say which actions one can / can't do. To say which actions others can / can't do. 	<i>color, count, cut, glue, paint, play, read, ride a bike, sing, speak English, swim, write</i>	<i>He can (paint). Can you (ride a bike)? Yes, I can. / No, I can't. She can (play video games). Can you? Yes, I can. / No, I can't. I can (ride a bike). (He) can (read). I can (read), too.</i>
<ul style="list-style-type: none"> To enjoy listening to a story. To ask questions about a story. To recall the sequence of a story. 	<i>bird, butterfly, dog, fish, frog, parrot, rabbit, snake, clap, fly, hop, jump, slither, run, swim</i>	<i>It's a (bird). I can (hop). Can Jolly run? Yes, she can. / No, she can't. Can you (clap) like a (seal)? I can (clap) like a (seal).</i>

Math Concept: Shapes



Value: We Are Friends

Poster

1. Working with the Poster P

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

T: *Look. Where are they?*

Ss: *At school.*

Introduce the words *draw, cut, count, write, color, glue, read* and *play* by pointing to the pictures.

2. Working with Unit Opener 1 SB P

Cut out the Droplet, Teacher, Andy and Mandy **Cutouts** and glue them onto a tongue depressor to make **Stick Puppets**. Hand out the **Student's Book** opened to page 3. Distribute the **Finger Puppet** for Unit 1. Have students point to the school actions in their **Student's Book**. Play Track 1, *Point to...* Encourage students to sing along and point to the boy or girl doing the action mentioned in the song as you point to them on the **Poster** with the **Teacher Stick Puppet**.

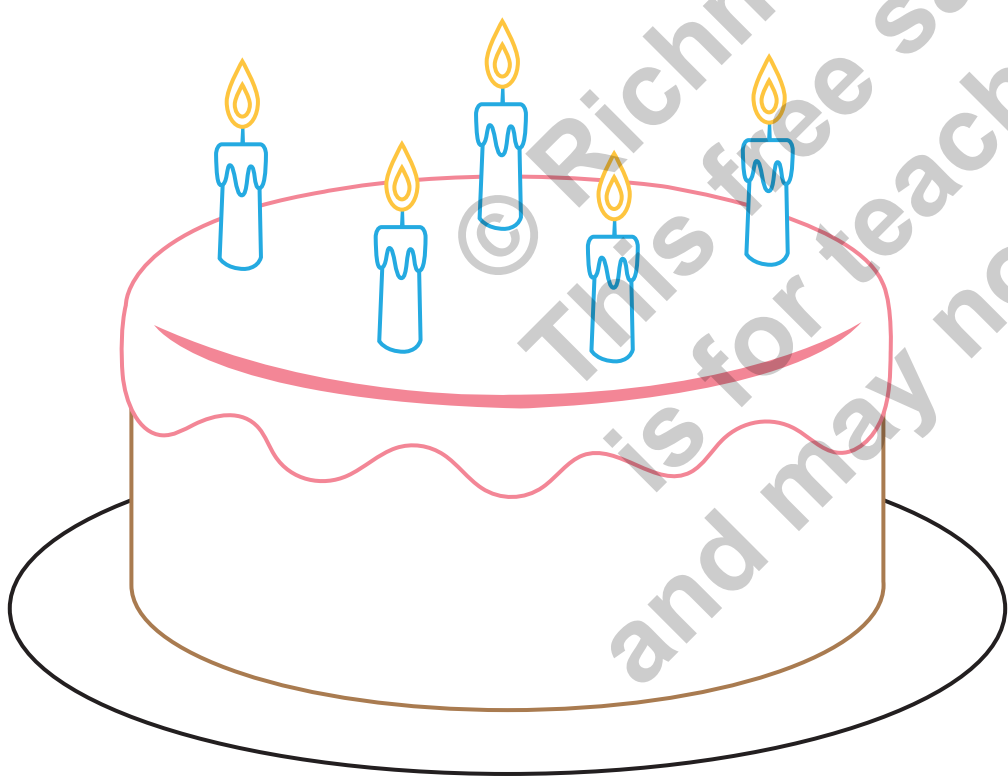
T: *Put on your finger puppet. Point to (cut).*



I Can Do It, Too!



 Count and color.



Early Learning Goals:

To say one's name and age.
To count up to 6.

Vocabulary:

boy, girl, birthday,
cake, candles;
numbers 1 to 6

Language:

Hello, what's your name? My name's (Andy). Hello, (Andy). How many candles are there on (her) cake? (Five) candles. How old are you? I'm (five).

Materials:

crayons, plastic containers, modeling clay, straws (1 per student), Teacher, Andy and Mandy Stick Puppets, 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 Laura).

Introduce the Teacher Stick Puppet to the class.

TEACHER STICK PUPPET: Hello, boys and girls.

I'm Miss Ana.

T: Miss Ana is a teacher. Say "hello" to Miss Ana.

T/Ss: Hello, Miss Ana.

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 the procedure with Mandy. Then ask students their names.

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

S: My name's (Rodrigo).

TEACHER STICK PUPPET: Hello, (Rodrigo).

Continue in the same manner until all students have said their names.

During the Class

1. Presentation: How Old Is Mandy?

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

T: (Hold the Mandy Stick Puppet.)

It's (Mandy's) birthday. Look at (her) cake.

How many candles are there on (her) cake?

Let's count them.

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

T: How old is (Mandy)?

Ss: (Five.)

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

2. Presentation: How Old Are You?

Use the Stick Puppets to ask students how old they are. Help them respond.

ANDY STICK PUPPET: Hello, (Karla).

S: Hello, Andy.

ANDY STICK PUPPET: I'm six. How old are you?

T/S: I'm (five).

Repeat until all students have said their age.

3. Student's Book: Count and color.

Hand out the Student's Book opened to page 4. Distribute crayons. Have students identify the characters on the page. Guide students to say the sentence in the characters' speech bubbles. Tell them to point to the words as they say them.

T: Who's this?

Ss: (Mandy).

T: How old is (Mandy)?

Ss: (Five.)

Have students count and color the candles on her cake.

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

Continue in the same manner with Andy.

After the Class

1. Birthday Cake

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

T: Put (five) candles on your cake.

Repeat with different numbers between 1 and 6 at random.

Extra Activities

1. Fast Finishers

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



Early Learning Goals:

To identify and name shapes and colors.

Vocabulary:

circle, rectangle, square, triangle, birthday, cake, candles, party, hat, presents; colors

Language:

What shape is this? It's a (triangle).
What color is it? It's (red). What shape is the (hat)? It's a (triangle).

Materials:

crayons, backpack, sing CLC, Unit 1 Cutouts, Fast Finisher Lesson 1: Part 2, Activity Book

Before the Class

1. Song: Where Is Jimmy? CLC

Show students the *sing* CLC. Have them tell you what they think the next activity will be about. Once they say "sing" (even in their native language), have all of them repeat the word. Then play Track 2, *Where Is Jimmy?* Encourage students to sing along with the song three times.

During the Class

1. Presentation: Shapes

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

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

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

T: *What color is the (triangle)?*

Ss: *(Red.)*

Then put the shape **Cutouts** in a backpack.

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

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

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

2. Song: The Shape Song

Have all students stand up and do the following actions: stretch their arms, touch their nose, bend down and touch their knees. Then have four volunteers come to the front and stand in a line.

Distribute the shape **Cutouts**. Have the volunteers lay out the **Cutouts** on the floor in front of them. Play Track 3, *The Shape Song*. Encourage students to sing along and place the **Cutouts** accordingly. Have the rest of the class mime the actions. Repeat the song until all students have hold a shape **Cutout**.

3. Student's Book: Trace and color.

Hand out the **Student's Book** opened to page 5. Tell students it is Andy's birthday. Have them point to the objects in the scene: *hats, balloon, presents and cake*.

T: *Point to the (hats).*

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

T: *What shape is the (hat)?*

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

Repeat with the presents and the balloon.

Finally, distribute crayons and give students instructions for tracing and coloring the objects according to their outlines.

T: *Trace (Andy's hat) (yellow). Color it.*

After the Class

1. Review: Shapes

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

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

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

T: *What color is it?*

Ss: *It's (yellow).*

Next, attach the shape **Cutouts** to different locations in the classroom. Finally, give individual students instructions to go to one of the shapes.

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

Extra Activities

1. Fast Finishers

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

2. Activity Book: Make a cake.

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



Trace and color.



Extra Activities

Activity Book

Make a cake. **AB**

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

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

Optional: Divide the class into pairs. Have students show their cake to their partners and say their age. Monitor the activity and provide help if necessary.

S1: *I'm (five).*

S2: *I'm (six).*

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



Fast Finishers: Lesson 1

Cut and play. **TR**

Part 1: Have students color the pictures and cut them out following the dotted lines.

Part 2: Divide the class into pairs. Explain to students how to play the game. Have students shuffle their cards together and place them facedown on the table. Each student takes turns, turning two cards over. If the cards match, the student keeps the pair. The student who has more cards paired wins the game.

Optional: Have students identify the school actions and name them as they place the cards face up. Monitor the activity and provide help if necessary.



Early Learning Activities

Party Hats

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

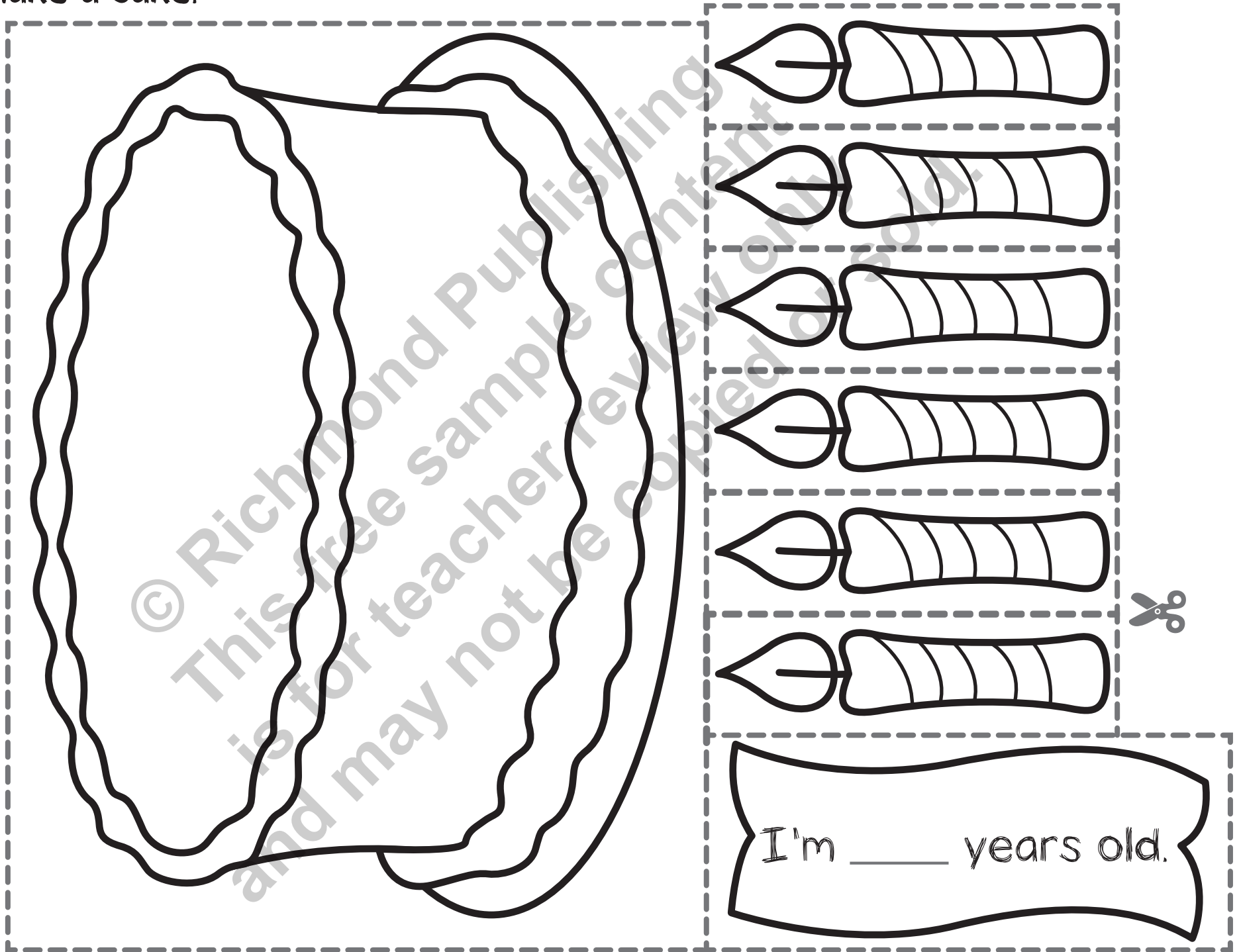
Preparation: Cut out a large triangle from colored construction paper and a 6-cm circle (1 per student). Cut out lots of circles, squares, triangles and rectangles.

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

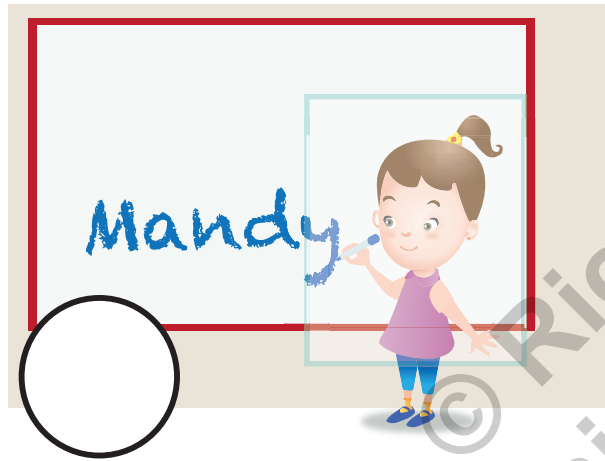
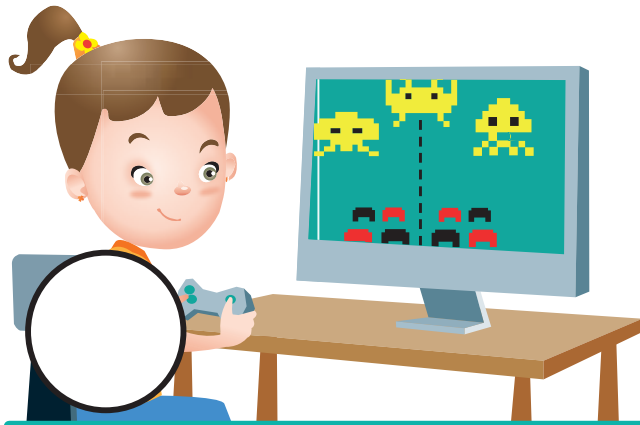




Make a cake.



Stick and color.



**Early Learning Goals:**

To identify and name actions.
To say which actions one can / can't do.

Vocabulary:

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

Language:

He can (paint.) Can you (ride a bike)? Yes, I can. / No, I can't. She can (play video games). Can you? Yes, I can. / No, I can't.

Materials:

crayons, Unit 1 Cutouts, Andy Stick Puppet, Unit 1 Stickers, Fast Finisher Lesson 2: Part 1

Before the Class**1. Song: Where Is Jimmy?**

Play Track 2, *Where is Jimmy?* Encourage students to sing the song three times. Then divide the class in two groups. Have one group sing the questions and the other the answers mentioned in the song.

During the Class**1. Presentation: Actions**

Display the actions **Cutouts**. Name each action and have students repeat as they mime the corresponding action.

T: *He can (paint).*

Ss: *He can (paint).* (Students mime painting.)

2. Chant: Let's All Sing

Display the *sing, paint, count, write* and *read* **Cutouts** on the board. Play Track 4, *Let's All Sing*. Teach students the words to the chant and encourage them to sing. Point to the corresponding pictures as the actions are mentioned in the song. Then play the track again and encourage students to sing along and mime the corresponding actions.

3. Presentation: Can You Ride a Bike?

Hold up an action **Cutout** and ask the **Andy Stick Puppet** if he can perform the action.

T: (Hold up the **Cutout** of the boy riding a bike.) *Andy, can you (ride a bike)?*

ANDY STICK PUPPET: *No, I can't (ride a bike). Can you (ride a bike)?*

T: *Yes, I can. Raise your hand if you can (ride a bike).*

Ss: (Students who can do the action raise their hand.)

Repeat with the remaining action **Cutouts**.

4. Student's Book: Stick and color.

Hand out the **Student's Book** opened to page 6. Describe each action and have students identify the corresponding picture. Guide students to name the action as well.

T: *She can (play video games).*

Ss: (Students point to the corresponding picture.) *She can (play video games).*

Distribute the corresponding **Unit 1 Stickers**. Have students adhere the **Stickers** onto the corresponding outlines. Finally, distribute crayons and describe an action. Ask students if they can do it or not. If they can, have them color the circle.

T: *She can (play video games). Can you?*

S: *Yes, I can.*

T: *Color the circle (blue).*

After the Class**1. Song: Good-bye**

Play Track 5, *Good-bye*. Encourage students to sing the song three times and mime the corresponding actions. You can ask them to choose the movements to convey the meaning of the actions.

Extra Activities**1. Fast Finishers**

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

Early Learning Goals:

To say which actions one can / can't do. To say which actions others can / can't do.

Vocabulary:

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

Language:

*I can (ride a bike). (He) can (read).
I can (read), too.*

Materials:

ball, crayons, paper clips, pencils, Unit 1 Cutouts, Fast Finisher Lesson 2: Part 2, Activity Book

Before the Class

1. Chant: Let's All Sing

Play Track 4, *Let's All Sing*. Review the words to the chant. Encourage students to sing along and do the corresponding actions. Repeat the chant three times.

2. Game: Roll and Remember

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

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

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

S2: *I can (swim).*

Repeat the procedure until all the actions have been mentioned.

During the Class

1. Student's Book: Look and color.

Hand out the **Student's Book** opened to page 7. Name an action and have students point to the corresponding picture. Encourage them to raise their hand if they can do the action. After that, distribute crayons and have students color the spaces according to the actions they can do and to the outlines. Then divide the class into pairs. Place a paper clip on Dropler's nose, holding it down with a pencil tip. Explain how to play the game. Tell students to take turns spinning the paper clip and waiting for it to stop. Then have them describe what the boy or girl in the picture can do and ask them whether or not they can do the same actions.

S: *(He) can (read). I can (read), too.*

Walk around the class, monitoring the activity.

After the Class

1. Rhyme: I Am Special

Write the title and the words to Track 6, *I Am Special* on the board, leaving a large space after the first *can* in the third line. Attach the actions **Cutouts** to the board. Have students identify them. Then ask a student what he or she can do. Put the corresponding **Cutout** in the blank space. Play Track 6, *I Am Special*. Run your finger under the text on the board as you lead students in "reading" the rhyme. When you get to the third line, refer to the corresponding action **Cutout**. Ask another student what he or she can do and replace the action **Cutout** in the blank space with a new one that corresponds to his or her response. Then lead students in "reading" the new version of the rhyme. Continue until everyone has participated.

Extra Activities

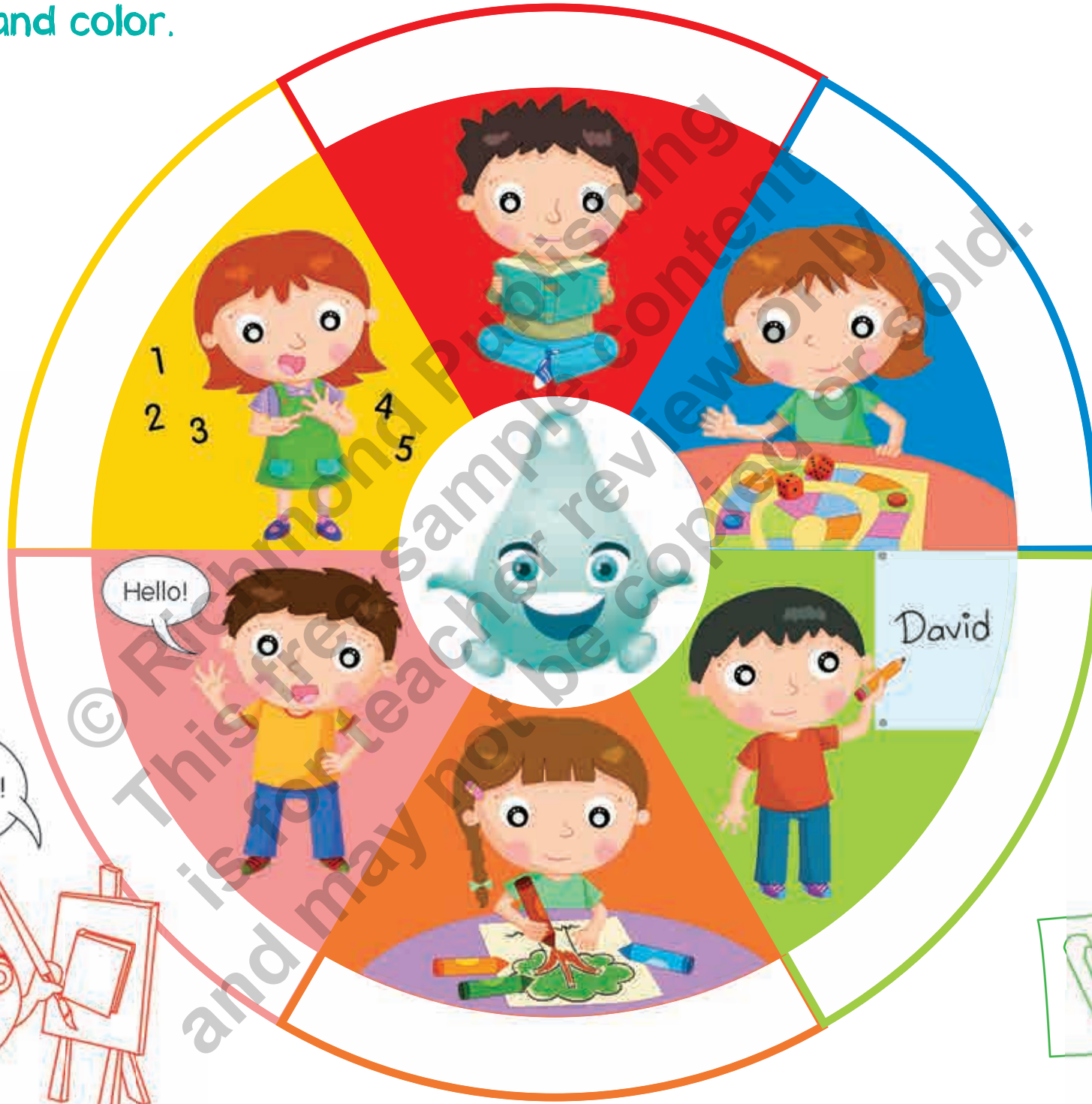
1. Fast Finishers

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

2. Activity Book: Make a crown.

See instructions for the **Activity Book** on page T7a.

 Look and color.



Extra Activities

Activity Book

Make a crown. **AB**

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

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

Instructions: Have students color the pictures of the actions. Help students cut out the pictures. Encourage them to select three activities they can do and glue them on the crown. Tell students to color the crown and glue golden paper onto the cardboard strips. Staple the strips onto the crown. Then fit strips around students' heads and staple the ends together. Finally, have students wear their crowns.



Fast Finishers: Lesson 2

Count and glue. **TR**

Part 1: Have students color Droplet and the balloons. Tell students that Droplet is going to a birthday party.

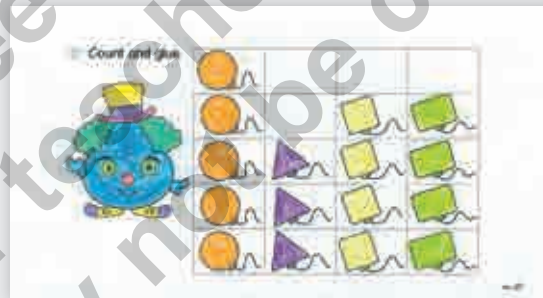
Part 2: Have students cut out the balloons. Then encourage them to identify the shapes of the balloons. Finally, have them glue the balloons onto the corresponding columns and complete the table.

Optional: Ask students to count the balloons according to their shape.

T: *How many (square) balloons are there?*

T/Ss: *There are (four).*

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



Early Learning Activities



My Tablet

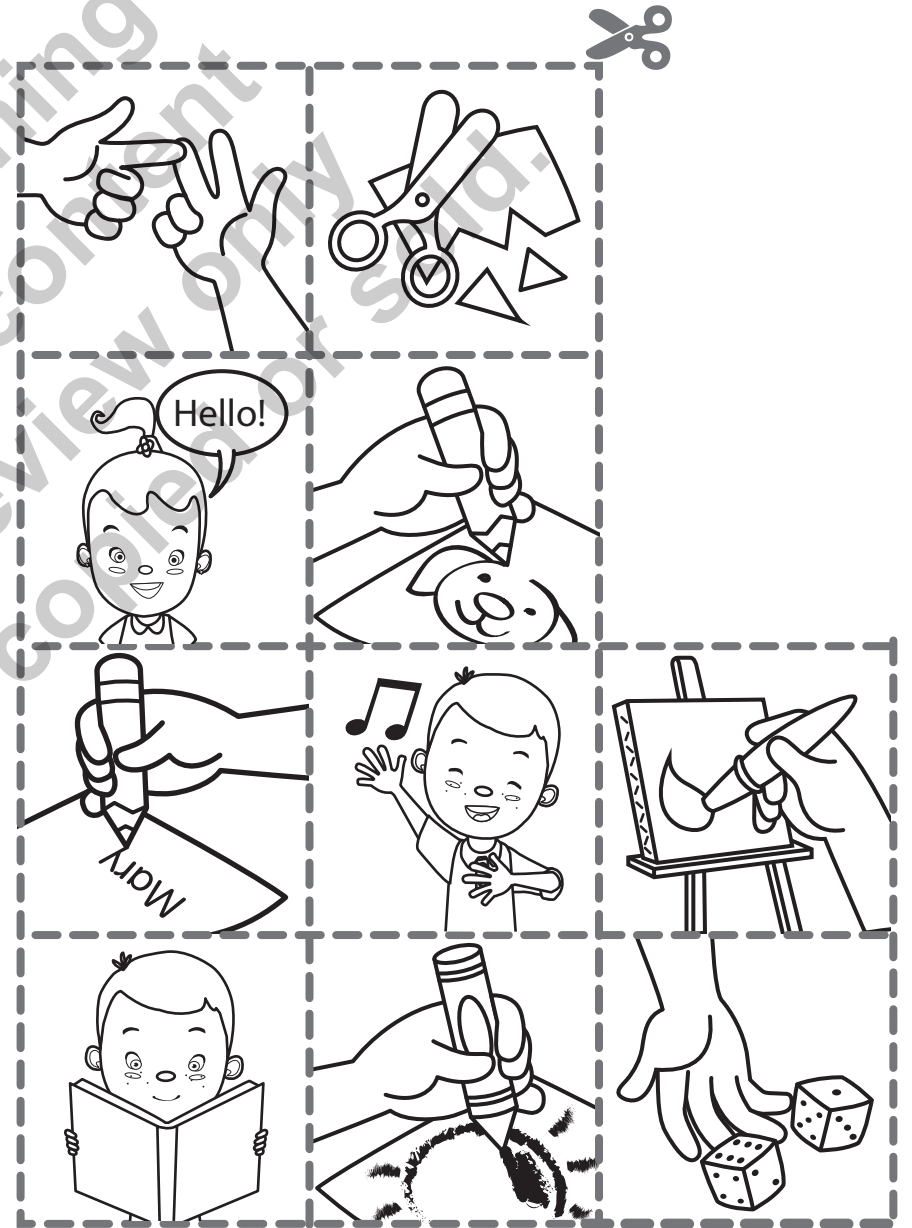
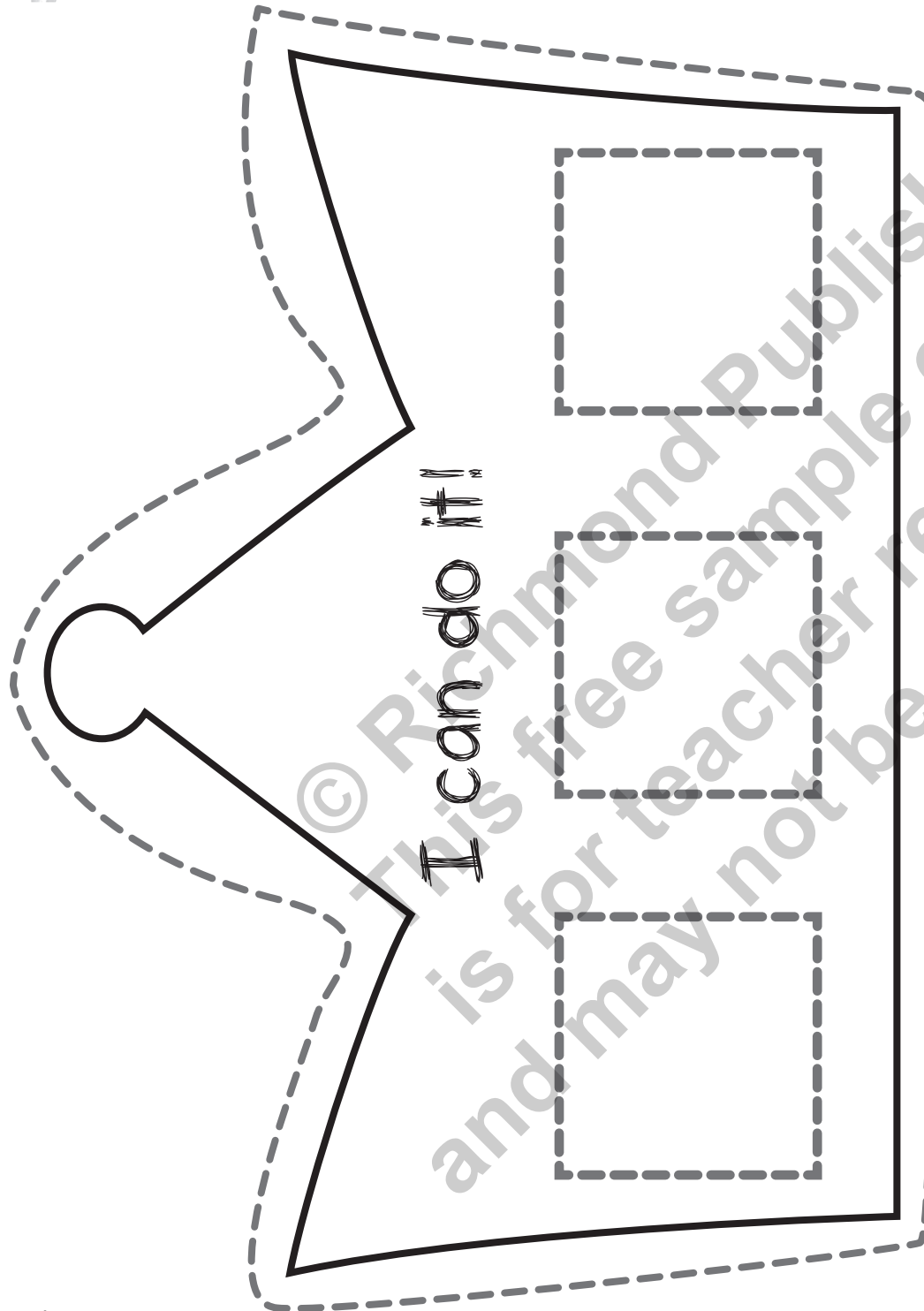
Materials: tissue boxes, black paint, paintbrush, white paper, crayons, scissors, 2 wooden sticks, tape

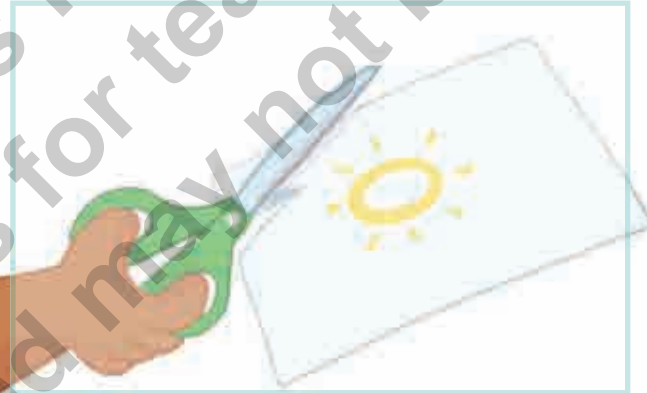
Preparation: Have students paint their tissue boxes black. Help them cut a larger rectangular shape from the top of the box to represent the tablet screen. Make small holes in each side of the box. Two on the top and two at the bottom of the box, near the edges.

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



Make a crown.







Early Learning Goals:

To enjoy listening to a story.
To ask questions about a story.

Vocabulary:

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

Language:

It's a (bird). I can (hop). Can Jolly run? Yes, she can. / No, she can't.

Materials:

crayons, *Animals, Actions* and *I Can Hop Templates*, **Unit 1 Story Cards**, Teacher and Droplet Stick Puppets, **Unit 1 Stickers**, **Fast Finisher Lesson 3: Part 1**

Before the Class

1. Presentation: **Animals**

Print the *Animals Templates*. Attach them to the board. Have the Droplet Stick Puppet point to and present the animals.

T: *Look! It's a (bird). What is it?*

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

2. Presentation: **Actions**

Print the *Actions Templates*. Have students stand in a circle. Hold up the **Templates** one at a time and have students say and mime the actions.

T: *I can (hop).* (Mime the action.)

Ss: *I can (hop).* (Students mime the action.)

3. Song: **I Can Do Many Things**

Have students stand in a circle. Play Track 7, *I Can Do Many Things*. Encourage students to sing and act out the song.

During the Class

1. Story: **Jolly Can't Play**

Before listening to the story, let students know that this is a different part of the class. Hold up the **Story Cards** and show interest in the story to arouse students' curiosity.

T: *Look! It's story time.*

Display scene 1 from the **Unit 1 Story Cards**.

Read the title aloud, have students repeat it.

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: *Boys, girls, a ball ...*

T: *Look! The children are playing soccer.*

Are they happy or sad?

Ss: *... happy.*

Show the rest of the **Story Cards** one at a time. Have students look at them and name as many actions as they can.

2. Listen to the Story

Display **Story Cards** scenes 1 to 6. Play Track 8, *Jolly Can't Play*. Point to the corresponding pictures as students listen to the story.

3. Check Comprehension

Display **Story Cards** scenes 1 to 6. Ask students questions about different scenes as you point to the pictures using the Teacher Stick Puppet. Model the answers beforehand.

T: (Show scene 3.) *Can Jolly run?*

T/Ss: *No, she can't.*

T: (Show scene 5.) *Can Jolly play in the house?*

T/Ss: *Yes, she can.*

Finally, have students tell you if they enjoyed *Story Time*.

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

Hand out the **Student's Book** opened to page 8. Distribute the corresponding **Stickers**.

Have students identify the actions Jolly can / can't do. Help them adhere the **Stickers** onto the corresponding outlines. Finally, ask them if they can / can't do the actions.

After the Class

1. Songbook, Part 1

Print the *I Can Hop Template* and make a copy for each student. Copy the text on the board. Then read it aloud and have students finish the sentences.

T: *I can hop, hop, hop like a ...*

Ss: *... rabbit.*

Have a volunteer choose an animal and its corresponding action as mentioned in Track 7, *I Can Do Many Things*.

S: *I can (talk, talk, talk) like a (parrot).*

Write the words in the blanks. Reread all the text. Repeat with different students.

Then distribute crayons and **Templates**.

Have students draw a picture of the animal performing the action they chose. Save students' work for the next lesson.

Extra Activities

1. Fast Finishers

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

Early Learning Goals:

To recall the sequence of a story.

Vocabulary:

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

Language:

Can you (clap) like a (seal)?
Yes. I can (clap) like a (seal).

Materials:

colored pencils, crayons, *Animals* and *I Can Hop*
Templates from previous lesson, Unit 1 Story Cards,
Fast Finisher Lesson 3: Part 2, Activity Book

Before the Class

1. Song: **I Can Do Many Things**

Ask students to stand in a circle. Play Track 7, *I Can Do Many Things*. Lead students in singing and acting out the song.

2. Game: **Mime and Guess**

Place the *Animals Templates* facedown on a table. Have a volunteer come up, choose a **Template** and mime how the animal moves. Tell the rest of the class to raise their hands to guess which animal it is. Then ask the student who guesses whether he or she can move like that animal.

T: Can you (clap) like a (seal)?

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

During the Class

1. Story: **Jolly Can't Play**

Encourage students to tell you what the story is about. Guide them to say the actions Jolly and her friends did together. Then display the **Story Cards** scenes 1 to 6. Play Track 8, *Jolly Can't Play*. Point to the corresponding pictures as students listen to the story again.

2. Sequence the Story Cards

Show the **Story Cards** one at a time. Ask questions to students for them to associate the actions in the story to the characters' feelings.

T: Look! Jolly plays football with her friends. Are they happy or sad?

S: They are happy.

Then display the **Story Cards** on the board, but not in order. Model how to order them, starting with scene 1. Have students tell you how to order the rest of the cards. You can guide them by giving hints of the actions and feelings of the following scene. Once all the **Story Cards** are ordered, play Track 8, *Jolly Can't Play* and point to the corresponding pictures. Tell students they did a great job ordering the cards.

3. Retell the Story

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: Jolly is ...

Ss: ... playing football (with their friends).

T: They are having so much fun. Jolly loves to ...

Ss: ... play football.

Repeat the procedure with all the **Story Cards**. Finally, have students tell you the activities they enjoy doing with their friends. 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.

4. Student's Book: **Look and circle.**

Hand out the **Student's Book** opened to page 9. Give students instructions for pointing to the actions. Distribute colored pencils. Finally, ask students whether or not the children in the pictures can perform the actions and to circle the check marks or the x's accordingly.

After the Class

1. Songbook, Part 2

Copy the text of the *I Can Hop Template* on the board. Distribute crayons and students' **Templates** from the previous class. Have them color their pictures. Ask each student to name the action and the animal he or she has drawn. Write his or her response in the blanks. Then have volunteers come to the board with their work. Ask them to fill in the blank on the board. Help the students "read" their text. Repeat the procedure with other groups of students. Save students' work to include in their **Scrapbooks**.

Extra Activities

1. Fast Finishers

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

2. Activity Book: **Cut and glue.**

See instructions for the **Activity Book** on page T9a.

 Look and circle.



Extra Activities

Activity Book

Cut and glue. **AB**

Materials: crayons, glue sticks, scissors

Instructions: Have students identify Jolly and the actions. Have students color the pictures. Once they have finished, help them cut out the pictures. Then have students look at the happy and the sad face. Guide them to “read” the words under the faces as they point to them on the page. Tell students to glue the pictures in the corresponding row, taking into account that Jolly has her leg broken. Monitor the activity and provide help if necessary. Finally, ask students questions.

T: *Can Jolly (swim)?*

Ss: *No, she can't.*

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



Fast Finishers: Lesson 3

Color and say. **TR**

Part 1: Have students identify the actions the children are doing.

Part 2: Have students color the picture. Finally, encourage students to share their work with a partner.

Optional: Ask students which actions they can do with their friends.

T: *Can you (play) with your friends?*

Ss: *Yes, I can!*

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



Early Learning Activities

Talking Parrot **TR MF**



Materials: watercolors, paintbrushes, glue, straws, scissors, colored feathers, 2 fasteners, *Talking Parrot Template, Unit 1*
Mini-flashcards

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

Instructions: Distribute materials and *Templates*. Have students paint the parrot. Have them cut out the picture. Help students attach the wings to the bird with the paper fasteners and glue on colored feathers. Tape a straw to the back of the bird to make a stick puppet. Then tell students that parrots can imitate what people say. Tell them that for the second part of the activity they will be parrots. Distribute the **Mini-flashcards**. Divide students into pairs. Student 1 (S1) is the parrot and Student 2 (S2) is the child. S2 picks a card and asks: *What can he or she do?* S1 repeats the question, using the parrot puppet. S2 names the action on the card. If S2 does it correctly, S1 repeats what the child says and flaps the puppet's wings. If S2 is incorrect, S1 does not respond and S2 must try to name the action correctly. Then have students switch roles.

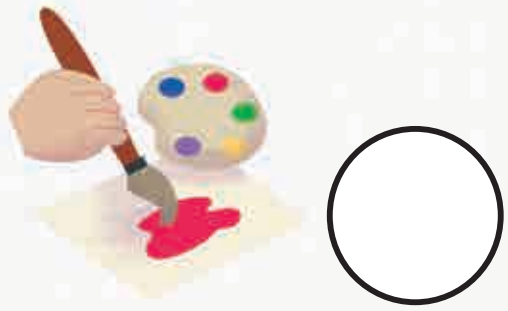
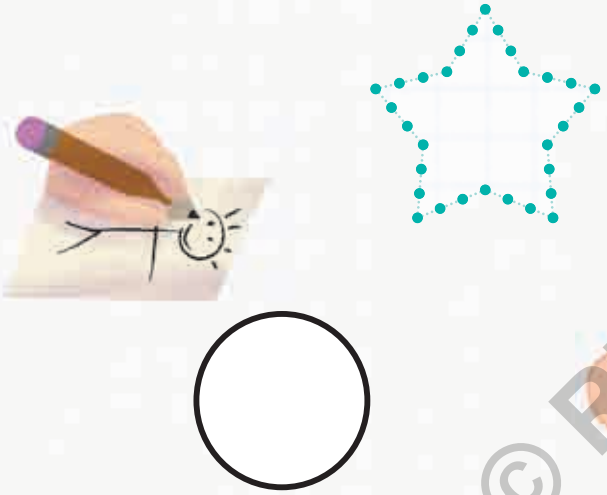
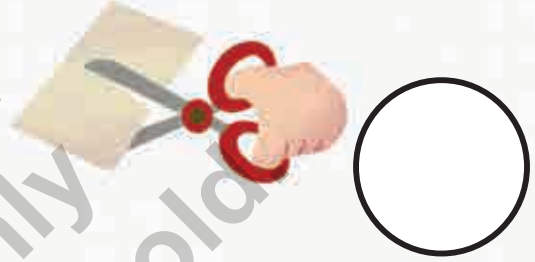


Cut and glue.



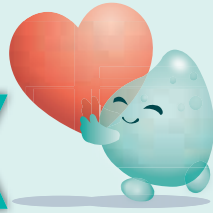
Review

Draw and color.



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Value



We Are Friends

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

1. Talk about the Value

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

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

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

3. Value Activity: My Friend's Picture

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

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

4. Song: It's Fun to Be Together

Play Track 9, *It's Fun to Be Together*. Teach students the words to the song. Encourage them to sing along.

General Review

1. Review: Actions **P**

Display **Poster 1**. Give the **Teacher Stick Puppet** to a student. Have him or her point to different actions. Have the rest of the class identify and name them.

S: (Points to the boy cutting.)

Ss: (*He can cut*).

2. Game: Memory **MF**

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

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

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

S: *I can draw*.

If the activity is done correctly, students adhere the *reward Sticker* in place.

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

Print out and photocopy the **Unit 1 Assessment**. Distribute copies and crayons to students. Ask them to circle the actions with different colors.

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

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

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

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 to include in their **Scrapbooks**.