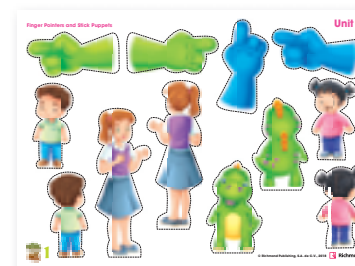


Lessons	Early Learning Goals	Vocabulary	Language
1–4	<ul style="list-style-type: none"> To say <i>hello</i> and <i>good-bye</i> To follow simple instructions To say one's name with help To identify oneself as a boy or a girl To say one's name 	hello, good-bye, Dino, teacher, Miss Maria, Kelly, Jimmy, boy, girl, name tag	<i>Hello, (Dino). Good-bye, (Dino). What's your name? My name is (Kelly). (Jimmy) is a (boy). I'm a (boy). (Kelly) is a (girl). I'm a (girl). Are you a (girl)? Yes, I am. Help (Dino). Are you a boy or a girl?</i>
5–8	<ul style="list-style-type: none"> To repeat the names of classroom objects To recognize and name classroom objects To review and practice naming classroom objects To follow simple instructions To name the classroom object one is holding To identify classroom objects To listen to a story To start to retell a predictable chant with help 	poster, flashcard, table, chair, book, same, pencil, crayon, scissors, glue stick, backpack, children, school	<i>What's this? It is a (table). I don't know. This is a (table). (Table, table). They are the same. What are these? They are (scissors). It is not a (chair). What is this? It is a (glue stick). A (girl)? It is not a (girl). It is a (crayon). This is my (crayon). What can you see?</i>
9–12	<ul style="list-style-type: none"> To identify classroom objects To review classroom objects To identify the colors red, yellow and blue To classify objects by color To name the colors red, yellow and blue To identify oneself as a boy or a girl and say one's name 	red, blue, yellow, box, crayon, pencil, glue stick, scissors, table, chair, book, t-shirt, painting, dinosaur, boy, girl	<i>What's this? It is a (red) (crayon). Put the (red) (crayon) in the (red) box. It is not a (red) (crayon). It is a (red) (glue stick). Is it (red)? Yes, it is. No, it isn't. It is not (red). What color is this? It is (blue). My name is (Diego). I am a (boy). This is my (painting). This is (red).</i>
13–16	<ul style="list-style-type: none"> To review classroom objects To follow simple commands To learn to use polite requests: <i>Please. Thank you.</i> To make predictions about a story To listen to and enjoy a story To listen to and recall the sequence of a story To identify school objects To act out a story To learn about the importance of helping out at school To participate in taking care of the classroom 	please, thank you, you're welcome, pencils, scissors, box, help, crayons, boy, girl, teacher, cleaning up, classroom, clean, shelf, book, poster, toys, paper, recycling box	<i>Put the (pencil) in the (box). Help me clean up. What do you see? I see (pencils). I can help. What is this? It is a (yellow pencil). I can help you. Put your finger on the (crayon). Color the (crayon). Show me. They are working together. They are cleaning up. Is he/she helping? Are they helping? Yes./No. I can help. I can (put the pencils) in the (box). Can (you) (put the pencils) in the (box)? Yes./No. He/She can help. He/She can (put the pencils) in the (box).</i>



Informative Reader Pre-reading Activities:

I Go to School

1 Introduce the Topic

Show students **Poster 1**.

T: *Look. I see children. They are at school.*

Point to the classroom items on **Poster 1** and then to the same items in the classroom to introduce the topic.

2 Develop Concepts of Print

Display the front and back of the **Big Book** cover. Model how to hold the book properly. (See page x.)

3 Talk About the Cover

Point to the title and read it. Point to the cover illustration and link it to the theme of the lesson.

T: *Look. I see a girl. This is her mommy. It's time for school. Wave good-bye. (Mime action.) Good-bye, mommy.*

4 Making Predictions

Display the front cover of the **Big Book**. Have students predict.

T: *What's in the book?*

Pretend to check the book without showing the pages. If students say something in their native language, repeat it in English. (See page x.)

Place **Flashcards** in a pile: (Unit 1) *crayon, pencil, book, chair, table, backpack*; (Unit 7) *cat*; and (Unit 8) *bee*. Point to the **Big Book** cover.

T: *What's in the book?*

Hold up a **Flashcard** from Unit 1.

T: *Is this in the book?*

Show the (*crayon*) **Flashcard**.

Students nod and say yes or shake their heads and say *no*. Repeat with the remaining **Flashcards**.

5 Picture-read the Book

Display the **Big Book** one page at a time. Ask students to name people and objects.

T: *What do you see?*

As students look at the pages with you again, ask volunteers to point to people, activities and school supplies. Have students repeat the words and then look around the classroom to find matching vocabulary items. Have them point to and name each one.

Invite a volunteer to turn pages 3, 5 and 7.

First Reading: Big Book

1 Listen and Follow ⁹

Display the **Big Book**. Read the title. Show the *look, listen* and *be quiet* **CLCs**. Play Track 9, *I Go to School*. Point to the pictures and gesture to convey meaning.

2 Game: Scan and Find

See page xii for instructions on how to play *Scan and Find*. Display the cover of your *I Go To School* **Big Book**.

Second Reading: After Lesson 4

1 Assemble and Distribute Mini-readers

Model book handling and concepts of print with one **Informative Mini-reader**. (See page x.)

2 Listen and Follow ⁹

Display the cover of the **Mini-reader**. Have students show their covers. Play Track 9, *I Go to School*. Point to the pictures and model turning the pages when you hear the bell.

3 Listen and Point

Display the **Big Book** one page at a time and read the text. Ask volunteers to point to items with the **Finger Pointer** while students look for the same pictures in their **Mini-readers**.

T: *Look. A (girl). Put your finger on the (girl).*

Point to known vocabulary items again and have students name them with you.

T: *This is a... Ss: ...(girl).*

4 Check Comprehension

Pages 2–3: Point to people and objects. Ask *Is this a boy? What is his name? What is your name? Is she a teacher?*

Pages 4–7: Reread and have students name objects.

Third Reading: After Lesson 8

1 Listen and Follow ⁹

Play Track 9, *I Go to School*, and have students follow along in their **Informative Mini-readers**.

2 Oral Cloze

Read the text on each page, leaving out key words for students to supply orally.

T: *These are...* (Point to pencils.) **Ss:** *...(pencils).*

3 Back Cover: Find the Pictures

Point to the pictures on the back cover of the **Big Book**. Have students point to and name each one. (See page x for instructions.)

Fourth Reading: After Lesson 12

Have students look through their **Informative Mini-readers** and find a picture of an object (*a table, a chair, a book*). Have them point to the picture while remaining quiet. When everyone has found the object, ask a volunteer point to it in the **Big Book**. Name the object together. (See page TG16 for additional activities.)

After Review Pages

1 Echo-read the Story

Students repeat each line after you.

2 Check Comprehension

Display the **Big Book** one page at a time. Ask students questions and have them respond using the vocabulary and language structures presented in the unit.

P2: Point to the teacher and Amy and then to students. Ask, *Is this a boy? Is this a teacher?*

Ask students, *Are you a boy/girl? Are you a teacher?*

P3: Point to the children and ask, *Is he/she a boy/girl? Is her name Amy? Is his name Ben?* Point to students and ask, *What's his/her name? What's your name?*

P4: Point to pictures of known vocabulary and ask, *Is this a table/chair? What's this? Is it a chair? What color is the crayon?*

P5: Point to the picture and say, *It's circle time. Do we have circle time? Do we listen to stories? Do we sing songs?*

P6: *Look. The children are working. Do we work at school? Is this a crayon? What color is this crayon?* Have students identify colors and name known vocabulary.

P7: *Look. The children are lining up to go home.* Have students wave good-bye to each other. Ask them if they like school.

Home Connection: Ask students to share the **Informative Mini-readers** with their families.

Early Learning Goals: To say *hello* and *good-bye*; To follow simple instructions

Vocabulary: *hello, good-bye, Dino, teacher*

Language: *Hello, (Dino). Good-bye, (Dino).*

Commands: *Stand up. Sit down. Come here. Make a circle. Let's sing. Put your finger on (Dino). Close your book.*

Materials: CLCs, students' name tags, **Dino Puppet**, and a special box or bag for storing him in, crayons, a box, one pompom or crumpled-up piece of recycled paper per student, **Activity Book**

Preparation: Make two name tags for each student: one to wear as a necklace and one to use as a flashcard.

Opening

Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class. (See Welcome Week, Lesson 1, page xxi.) Welcome students as they arrive and help them put on their necklace name tags (see **Preparation**).

T: *Hello, (Axel).*

Introduce yourself to the class.

T: *Hello, children. My name is Miss/Mr. (your name).*

Encourage students to say *hello* to you.

T/Ss: *Hello, Miss/Mr. (your name).*

Circle Time 1

1 Make a Circle Routine ⁷

T: *Make a circle.*

Show the *make a circle and sit down* CLCs. Guide students in making a circle. (See Welcome Week, Lesson 1, page xxi.)

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Dino Puppet Presentation ²

Take **Dino Puppet** out of his special box or bag and hold him up.

T: *Hello, Dino.*

Wave to the puppet.

DP: *Hello, Miss/Mr. (your name).*

Make **Dino** wave.

DP: *Hello, boys and girls.*

Dino waves to the class.

T/Ss: *Hello, Dino.*

Have students wave.

T: *Let's sing!*

Play Track 2, *Hello, Dino!* Sing the song twice. Encourage students to wave and sing.

3 Dino Says Hello

Use **Dino Puppet** to say *hello* to the students.

T: *Hello, (Andrea).*

DP: *Hello, (Andrea).*

Make **Dino** wave.

T/S: *Hello, Dino.*

The student waves to **Dino**. Encourage students to say *hello* to **Dino** and then to each other.

4 Listen and Do: *Stand Up, Sit Down*

Show the *stand up and sit down* CLCs. Give **Dino Puppet** commands for standing up and sitting down. Use gestures and repeat with individuals or pairs.

T: *Stand up, Dino. Sit down, Dino. Stand up, children. Sit down, children.*

T: *Stand up, (Pedro). Sit down, (Pedro).*

T/Ss: *Stand up, children. Sit down, children.*

Repeat the sequence. Guide confident students in giving commands to the class. Whisper prompts.

5 Song: *Good-bye, Dino!* ⁵

T: *It's time for Dino to go. Good-bye, Dino! Let's sing!*

Play Track 5, *Good-bye, Dino!* Sing and wave as you put **Dino Puppet** away. Encourage students to join in.

Work Time

Student's Book: Point, sing and color.

^{10, 11}

Show the *look and work time* CLCs. Hand out **Student's Books** opened to page 5. Point with excitement to Dino in your book and encourage students to do the same.

T: *Look! It's Dino! Hello, Dino.*

Wave to Dino.

T/Ss: *Hello, Dino.*

Students wave to Dino.

T: *Put your finger on Dino.* (Model.)

T: *Put your finger on the teacher.* (Model.)

T: *Let's sing!*

Play Track 10, *Put Your Finger on Dino*. Have students sing and point to Dino. Play Track 11, *Put Your Finger on Dino* (karaoke version). Have students sing the new version: *Put your finger on the (teacher)*.

Distribute crayons and show students how to color the teacher's dress and Dino's t-shirt. Walk around while students are working, giving them positive feedback. When they have finished coloring, have them wave *good-bye* to the characters on the page.

T: *Good-bye, Dino.*

Wave to Dino.

T: *Good-bye, teacher.*

Make Dino wave to the teacher.

Tell students to close their books. From now on, give students instructions for closing their books each day.

Circle Time 2

Listening Practice: Listen and Toss

Place a box in the middle of the circle. Give each student a pompom or a crumpled-up piece of recycled paper. Whisper students' names one at a time. Encourage them to toss the pompom in the box when they hear their name.

Closing

Time to Go Routine ¹²

Show the *stand up and line up* CLCs.

T: *It's time to go. Line up.*

Guide students in getting their things and lining up. Play Track 12, *Time to Go*. Lead the class in singing and waving as they stand in line.

Extension Activity

Activity Book: Draw and color.

Go to page 3, Lesson 1.



Point, sing and color.



Point, sing and trace.



Early Learning Goals: To say *hello* and *good-bye*; To say one's name with help

Vocabulary: *hello, good-bye, Miss Maria, Kelly, Jimmy*

Language: *What's your name? My name is (Max).*

Commands: *Stand up. Sit down. Come here. Put your finger on (Kelly). Make a circle.*

Materials: CLCs, students' name tags flashcards, Teacher, Kelly and Jimmy **Stick Puppet** Cutouts (**Poster 1**), crayons, a small soft ball, **Fast Finishers** Lesson 1 (on **Teacher's Resource CD**)

Preparation: Cut out Kelly, Jimmy and Teacher **Stick Puppets**. Make a puppet with the front and back cutouts of each character by gluing the pieces together with a straw in the middle. Print **Fast Finishers** Lesson 1 (on **Teacher's Resource CD**) for each student.

Opening

Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class. (See Welcome Week, Lesson 1, page xxi.)

Circle Time 1

1 Make a Circle Routine ⁷

T: *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Guide students in making a circle. (See Welcome Week, Lesson 1, page xxi.)

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last the last line.

2 Say Hello/Good-bye to Students

Hold up students' name tags to be used as flashcards, one at a time.

T: *(Axel). Stand up. Come here.*

Wave *hello* to (Axel).

T/Ss: *Hello, (Axel).* **T/Ss:** *Sit down, (Axel).*

Wave *good-bye* to (Axel). Repeat with other students.

3 Stick Puppet Presentation: Teacher, Kelly, Jimmy ^{13, 14}

Show the Teacher **Stick Puppet**.

TP: *Hello, boys and girls. My name is Miss Maria.*

T/Ss: *Hello, Miss Maria.*

Use the Teacher **Stick Puppet** to greet the students.

TP: *Hello, (Max). Hello, (Laura).*

T/Ss: *Hello, Miss Maria.*

Put Miss Maria away and have students say *good-bye*.

T/Ss: *Good-bye, Miss Maria.*

Introduce the Jimmy and Kelly **Stick Puppets**.

Hold up the Kelly **Stick Puppet**.

T: *What's your name?*

KP: *My name is Kelly.*

T: *Hello, Kelly.*

T/Ss: *Hello, Kelly.*

Students wave to Kelly.

Play the first part of Track 13, *What's Your Name?* (My name is Kelly.) Sing the question, *What's your name?* Hold up Kelly to sing the response, *My name is Kelly*, while students listen.

Hold up the Jimmy **Stick Puppet**.

T: *What's your name?*

JP: *My name is Jimmy.*

T: *Hello, Jimmy.*

T/Ss: *Hello, Jimmy.*

Have students wave to Jimmy. Play the second part of Track 14, *What's Your Name?* (My name is Jimmy.) (karaoke version). Sing the question, *What's your name?* Hold up Jimmy to sing the response, *My name is Jimmy*.

4 Students Say Hello to the Stick Puppets

Hold up Kelly and put Jimmy behind your back. Have students say *hello* to Kelly.

T/Ss: *Hello, Kelly.*

Switch positions and have the students say *hello* to Jimmy. After a few rounds, include the teacher puppet as well.

T/Ss: *Hello, Miss Maria.*

5 Song: *What's Your Name?* ¹⁴

Invite a volunteer to come to the front of the class. Play Track 14, *What's Your Name?* (karaoke version). Lead the class in asking the question and help the volunteer sing the response at the appropriate time: *My name is (Diego)*. Repeat with other students.

Work Time

Student's Book: Point, sing and trace.

 ¹³

Show the *listen* and *work time* CLCs. Hand out **Student's Books** opened to page 6.

T: *Look, it's Kelly. Put your finger on Kelly.* (Model.)

T/Ss: *Hello, Kelly.*

Students wave.

Play the first part of Track 13, *What's Your Name?* (My name is Kelly.)

T: *Make a circle.* (Model.)

Show students how to use their finger to trace the dotted line around Kelly.

Check that all students finish their circles. Continue with Jimmy.

T: *Look, it's Jimmy. Put your finger on Jimmy.* (Model.)

T/Ss: *Hello, Jimmy.*

Students wave.

Play the second part of Track 13, *What's Your Name?* (My name is Jimmy.)

T: *Make a circle.* (Model.)

Show students how to use their finger to trace the dotted line around Jimmy. Repeat with Miss Maria. Distribute crayons and show students how to trace the dotted lines. Have students say *good-bye* to the characters and close their books.

Circle Time 2

Game: *Roll and Ask*

See page xii for instructions on how to play *Roll and Ask*. Lead the class in asking a student his/her name.

Closing

Time to Go Routine ⁶

Hold up the Kelly **Stick Puppet**. Play Track 6, *Good-bye, Dino!* (karaoke version). Students sing *Good-bye, Kelly* and wave. Repeat with Jimmy.

Extension Activity ^{FF}

Go to the **Teacher's Resource CD** and have the class do the **Fast Finishers** Lesson 1 activity.



Early Learning Goals: To identify oneself as a boy or a girl; To say one's name with help

Vocabulary: *boy, girl, teacher*

Language: *What's your name? My name is (Diego). Jimmy is a boy. I'm a (boy). Kelly is a girl. I'm a (girl). Are you a (girl)? Yes, I am.*

Commands: *Stand up. Sit down. Come here. Put a (sticker) on the (boy).*

Materials: CLCs, Kelly, Jimmy and Teacher **Stick Puppets**, **Stickers**, crayons, balloon

Opening

1 Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the beginning of class routine. (See Welcome Week, Lesson 1, page xxi.)

2 Sing *Hello to Kelly and Jimmy* ³

Play Track 3, *Hello, Dino!* (karaoke version). Lead the class in singing *hello* to Kelly and Jimmy. Use the **Stick Puppets** to ask students to say their names.

KP: *My name is Kelly. What's your name?*

T/S: *My name is (Diego).*

Circle Time 1

1 Make a Circle Routine ⁷

T: *Make a circle.*

Show the *make a circle and sit down* CLCs. Guide students in making a circle. (See Welcome Week, Lesson 1, page xxi.)

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Language Presentation: *I'm a Boy./I'm a Girl.*

Have boys sit on one side of the circle and girls on the other. Hold up the Teacher **Stick Puppet**.

TP: *Hello. My name is Miss Maria. I'm a teacher.*

Ss: *Hello, Miss Maria.*

Point to yourself and say, *I'm a teacher.*

Point to Miss Maria and yourself several times.

T: *Teacher.* (Point to the puppet.)

T: *Teacher.* (Point to yourself.)

T: *I'm a teacher.* (Point to yourself.)

Put Miss Maria away.

T/Ss: *Good-bye, Miss Maria.*

Hold up Jimmy in your right hand.

JP: *Hello. My name is Jimmy. I'm a boy.*

Put down Jimmy. Now hold up Kelly in your left hand.

KP: *Hello. My name is Kelly. I'm a girl.*

Point to several girls, one at a time.

T: *Girl, girl, girl...Kelly is a girl.*

Put Kelly down and pick up Jimmy again in your right hand.

Point to several boys.

T: *Boy, boy, boy...Jimmy is a boy.*

3 Song: *I'm a...* ¹⁵

Hold up the Kelly **Stick Puppet**.

T: *Kelly is a girl. Girls, stand up. Let's sing!*

Play the first part of Track 15, *I'm a... girl*. Use Kelly to lead the girls in singing the song. Put Kelly away and hold up the Jimmy **Stick Puppet**.

T: *Jimmy is a boy. Boys, stand up. Let's sing!*

Play the second part of Track 15, *I'm a... (boy)*.

Use Jimmy to lead the boys in singing the song.

4 Listen and Do: *Stand Up, Sit Down*

Show the *stand up and sit down* CLCs. Give students the following commands.

T: *Boys, stand up. Boys, sit down. Girls, stand up. Girls, sit down. Boys, stand up. Girls, stand up. Boys and girls, sit down.*

Repeat the sequence. Ask confident volunteers to give the commands. Whisper to prompt them.

5 Language Presentation: *Are You a Girl/Boy? Yes, I Am.*

Attach the Kelly **Stick Puppet** to one side of the board. Ask a girl volunteer to stand up.

T: *Kelly is a girl. (Amanda), stand up. Come here.*

T: *Kelly is a girl. (Amanda) is a girl.*

Choose a different girl volunteer.

T: *(Laura), are you a girl?*

T/S: *Yes, I am.*

T: *(Laura) is a girl. Stand up. Come here.*

Repeat with some of the other girls.

T: *Girls, sit down.*

Attach the Jimmy **Stick Puppet** to the other side of the board. Repeat the activity with some of the boys.

Work Time

Student's Book: Point, sing, stick and trace.



Show the *look and work time* CLCs. Hand out **Student's Books** opened to page 7.

T: *Look. Jimmy is a boy. Put your finger on the boy.*

Repeat with *Kelly is a girl* and *Miss Maria is a teacher*. Play Track 11, *Put your Finger on Dino* (karaoke version). Have students point to Jimmy. Lead them in singing *Put Your Finger on the boy*. Repeat with *Kelly/girl* and *Miss Maria/teacher*. Distribute **Stickers**. Give students instructions for pointing to each one.

T: *Put your finger on Jimmy. Put the sticker here.*

Show students how to carefully peel off Jimmy's sticker and put it in the correct place in their books. Repeat with Kelly and Miss Maria. Distribute crayons. Ask students to trace the lines from left to right, as they say *boy/girl/teacher* three times. Have students say *good-bye* to the characters and close their books.

Circle Time 2

Game: *Tap a Balloon*

See page xii for instructions on how to play *Tap a Balloon*.

Say *I'm a teacher* and encourage a male /female student to reply *I'm a boy/girl*.

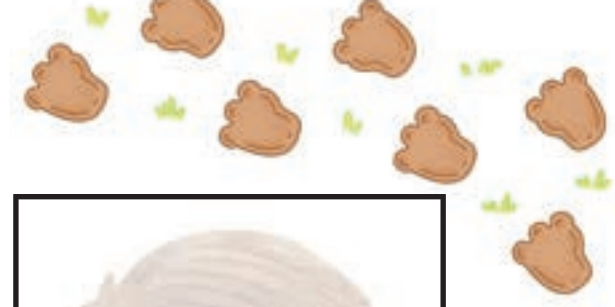
Closing

Time to Go Routine ¹⁵

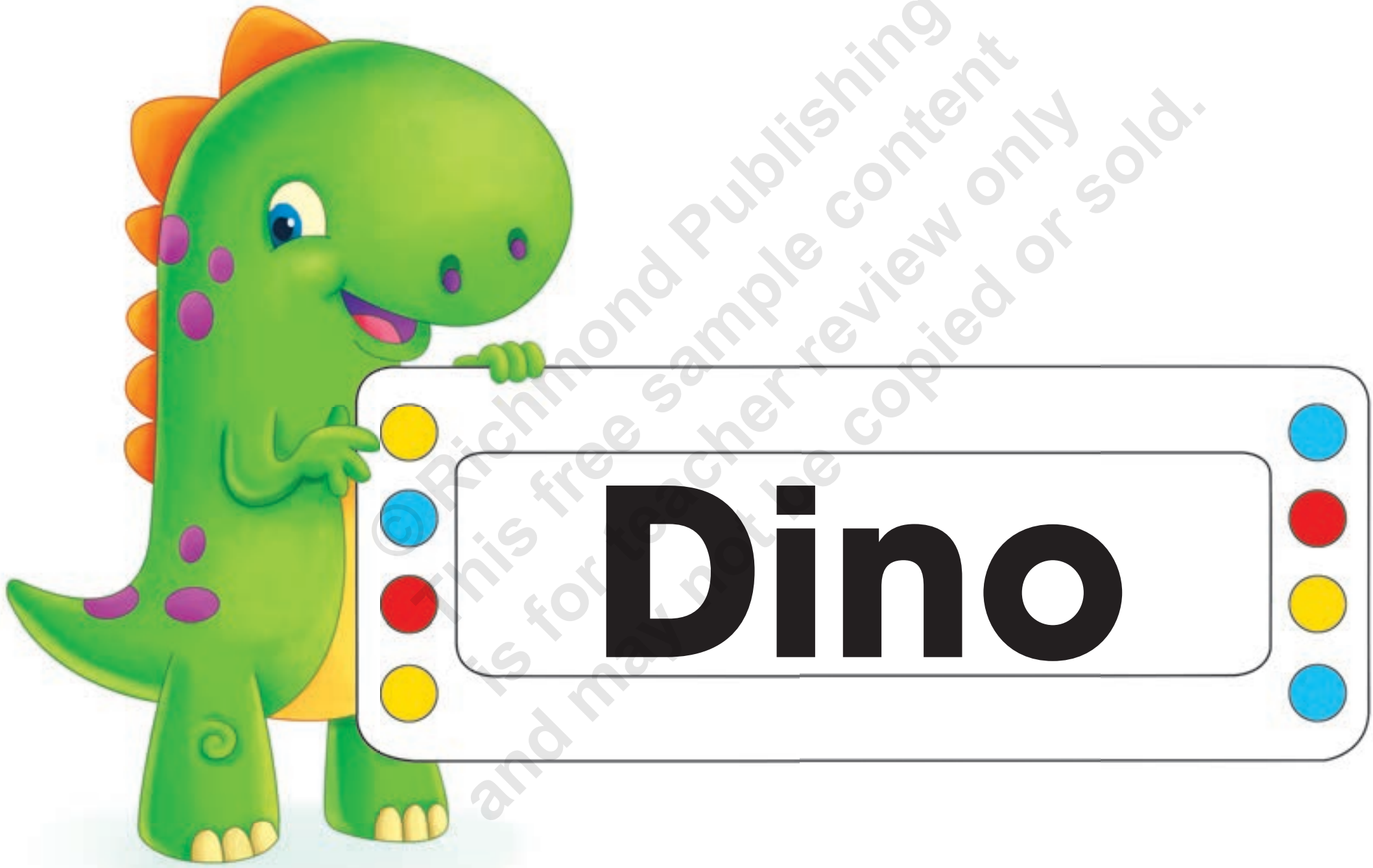
T: *It's time to go. (Girls) stand up. Good-bye, (girls).*

Play the first part of Track 15, *I'm a... (girl)*. Have the girls stand up and sing the song as they wave *good-bye*. Play the second part of Track 15, *I'm a... (boy)* and repeat the activity with the boys.

Point, sing, stick and trace.



Help Dino decorate his name tag.



Early Learning Goals: To say one's name; To identify oneself as a boy or a girl

Vocabulary: name tag, boy, girl

Language: *Help (Dino). What's your name? My name is (Carlos). Are you a boy or a girl? I'm a boy/girl.*

Materials: Dino Puppet, CLCs, glue sticks, beans or confetti, a photo of each student (optional), **Activity Book**, **Big Book**, **Informative Mini-readers**, **Response Fans** (in **Student's Resource Book**)

Preparation: Detach **Activity Book** page 41 for each student. Write students' names in large letters in the frame. Detach and assemble the *I Go to School* **Mini-readers** for students. Fold in half and staple.

Opening

1 Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the beginning of class routine. (See Welcome Week, Lesson 1, page xxi.)

2 Song: *Hello, Dino!* ²

Play Track 2, *Hello, Dino*. Have students wave to **Dino Puppet** and sing.

3 Song: *What's Your Name?* ¹³

Play Track 13, *What's Your Name?* Have a volunteer say his or her name at the appropriate time. For example, *My name is (Lisa)*. Repeat with other students.

Work Time

Student's Book: Help Dino...

Show the *look* and *work time* **CLCs**. Hand out **Student's Books** opened to page 8. Distribute glue sticks and confetti.

T: *Look, it's Dino. Hello, Dino. Put your finger on Dino.*

T: *Look, a name tag. Put your finger on the name tag.* (Model.)

T: *Oh...Look!*

Point to the unfinished sections.

T: *Help Dino.* (Model.)

T: *Put circles here.*

Model how to glue confetti on the frame.

Extension Activity

Activity Book: Make a Name Tag

Hand out detached **Activity Book** page 41 (see **Preparation**). Show students how to glue beans or confetti onto the letters of their names and around the frame. Help them fold their name tags so that they stand up by themselves. Have students draw a picture or attach a photo of themselves on the back of the name tag.



Extra Lesson

1 End-of-the-week Review Activities ^{2, 5, 13, 15}

Review the songs *Hello, Dino!* (Track 2), *Good-bye, Dino!* (Track 5), *What's Your Name?* (Track 13) and *I'm a...* (Track 15).

2 Look For It!

Display **Student's Book** pages 5–8 from Unit 1, one at a time. Show the *look* **CLC**.

T: *Look for (Kelly).*

Teach students to say *Stop* and signal with their hands when they see *(Kelly)*. Repeat with *Jimmy, Miss Maria, Dino, girl, boy* and *teacher*.

3 Finish Off Work

Have students finish any incomplete work from their **Student's Book**. Time permitting, do additional fine motor options from **Activity Book** pages.

Presentation Time

Students Share Their Name Tags

Distribute students' finished name tags from **Activity Book** page 41. Have individuals share their work.

T: *What's your name?*

Encourage students to point to their names as they respond.

Prompt in a whisper if necessary.

T/S: *My name is (Carlos).*

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

T/SS: *I'm a (boy).*

Revisiting Big Book: *I Go to School*

1 Talk About the Cover

Display the cover of *I Go to School* **Big Book**. Read the title as you run your finger under the text. Ask *What's in the book?* Prompt students to say what they remember about the story.

Go to the *Second Reading* section of page TG5B for more review activity ideas.

2 Listen and Follow ⁹

Distribute assembled *I Go to School* **Informative Mini-readers**. Play Track 9, *I Go to School*. Help students follow along in their books.

3 Check Comprehension

Distribute **Response Fans** and give students instructions for holding up the *thumbs up* and *thumbs down* **Response Fans**. Have students point to the people on each page one at a time. Ask questions similar to the following and model responses.

Page 2

T: *Point to (Amy). Is she a girl? Is she a boy? Is she a teacher?*

Ss: *Yes./No.*

Students hold up the *thumbs up* or *thumbs down* **Response Fans** accordingly. Ask individual students the following:

T: *Are you a (girl/boy/teacher)?*

T/S: *I'm a (girl).*

Page 3

T: *Point to Ana. Is she a girl? Is she a boy? Is she a teacher?*

Ss: *Yes./No.*

Students nod yes or shake their heads *no* as they hold up the *thumbs up/thumbs down* **Response Fans** accordingly. Repeat with Ben. Ask individual students questions.

T: *Are you a (girl/boy/teacher)?*

Model responses and have students repeat.

Early Learning Goals: To repeat the names of classroom objects; To recognize classroom objects
Vocabulary: poster, flashcard, table, chair, book, same
Language: *What's this? It is a (table). I don't know. This is a (table). (Table, table). They are the same.*
Commands: *Put your finger on the (table). Color the (chair).*
Materials: Poster 1, CLCs, book, table, and chair, classroom objects Flashcards, Dino Puppet, Dino's special box or bag, crayons, Activity Book
Preparation: Place table, chair and book Flashcards in Dino's special box or bag.

Opening

1 Song: It's English Time! 1

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class. (See Welcome Week, Lesson 1, page xxi.)

2 Song: What's Your Name? 14

Play Track 14, *What's Your Name?* (karaoke version). Call students up one by one. Have the class sing the question and have the individual students sing their names at the appropriate time. Make sure all students have a chance to sing their names.

3 Poster Activity: Listen and Point P

Display **Poster 1**.

T: *Look. A poster. What's this?*

Point to the poster.

T/Ss: *A poster.*

Point to the characters and elicit their names.

T: *Who's this? Ss: (Jimmy.)*

Ask volunteers to point to the characters.

T: *(Marco), put your finger on (Kelly). (Model.)*

T/Ss: *Hello, (Kelly).*

Wave to the character.

Circle Time 1

1 Make a Circle Routine 7

T: *Make a circle.*

Show the *make a circle and sit down* CLCs. Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Vocabulary Presentation: Listen and Repeat



Take out the special box that contains **Dino Puppet** and the *table, chair* and *book* Flashcards. Take **Dino** and one of the **Flashcards** out of the box.

T: *Hello, Dino. What's this, Dino?*

DP: *I don't know.*

Make **Dino** look puzzled.

T: *It is a flashcard! Wow!*

Look excited. Take out the two other cards one by one.

T: *It is a...*

T/Ss: *...flashcard.*

Hold up the *table* Flashcard. Name it and encourage students to repeat after you.

T: *Look at this flashcard. It is a table. Table, table.*

T/Ss: *It is a table. Table, table. It is a table.*

Have **Dino** point to a real table.

T/Ss: *Table, table. It is a table. It is a table.*

Display the *table* Flashcard, naming it again. Point to another table and give students a chance to identify it.

T: *This is a table.*

Point to the Flashcard.

T: *And this is a...*

Point to a real table.

Ss: *...table.*

T/Ss: *Table. Table. They are the same.*

Repeat with the *chair* and *book* Flashcards.

3 Song: What's This? 16

Put the *book, table* and *chair* Flashcards on the board.

Show the *sing* CLC. Play Track 16, *What's This?* Use **Dino Puppet** to point to the Flashcards as the question is asked.

Sing the response and encourage students to join in.

Repeat the activity having half the class ask the question and the other half answer.

4 Poster Activity: Correct Dino

Display **Poster 1**. Point to a *table* on the poster and ask **Dino Puppet** to guess what it is.

T: *What's this, Dino?*

DP: *I don't know.*

Make **Dino** scratch his head.

DP: *A chair?*

T: *No, Dino.*

Shake your head.

T: *It is a...*

T/Ss: *...table.*

Continue with other vocabulary words on the **Poster**.

Work Time

1 Student's Book: Look and color.

Show the *look* and *work time* CLCs. Hand out **Student's Books** opened to page 9. Help students point to and name the objects in the first column.

2 Sing and Point: Put Your Finger on Dino 11

Play Track 11, *Put Your Finger on Dino* (karaoke version). Point to the corresponding pictures as students sing the new version of the song. Distribute crayons. Have students name the objects in the first row.

T/Ss: *Chair, book, chair.*

Point to the first chair.

T: *Chair... and...*

Point to the second chair.

Ss: *...chair.*

T: *Chair and chair. They are the same. Color the chair.*

Follow the same procedure with the remaining rows.

Circle Time 2

Game: Race to the Board

See page xii for instructions on how to play *Race to the Board*. Use the *table, chair* and *book* Flashcards.

Closing

Time to Go Routine 15, 12

T: *It's time to go home. (Boys) stand up. Good-bye, (boys).*

Play Track 15, *I'm a...* Follow the same procedure you did on page TG7. Play Track 12, *Time to Go*. Lead the class in singing and waving.

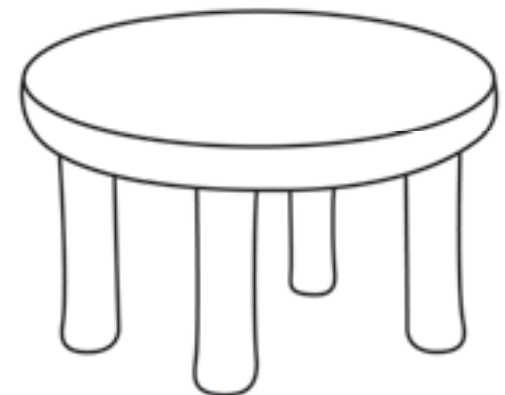
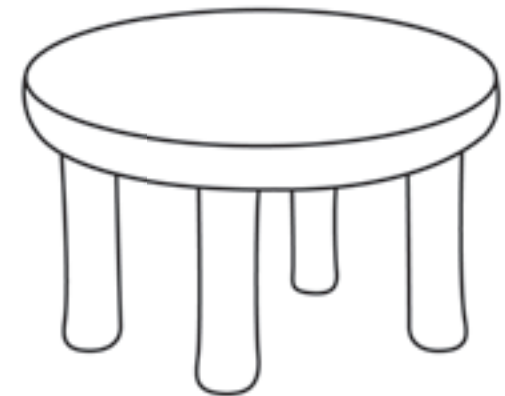
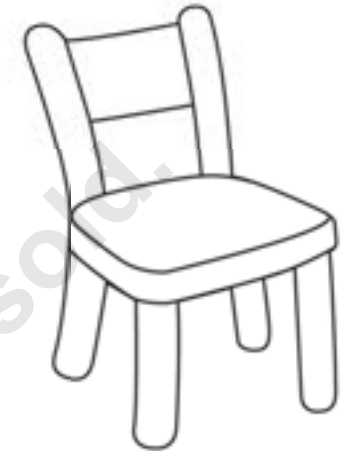
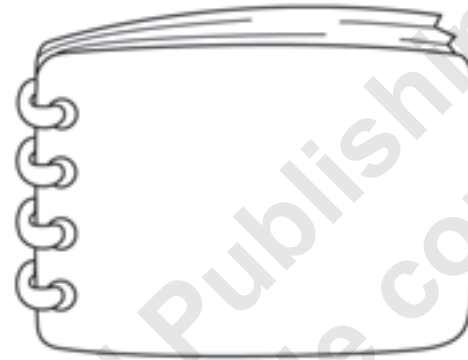
Extension Activity

Activity Book: Trace and color.

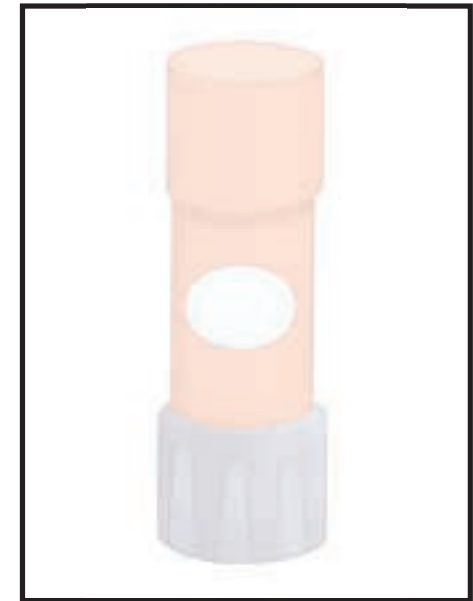
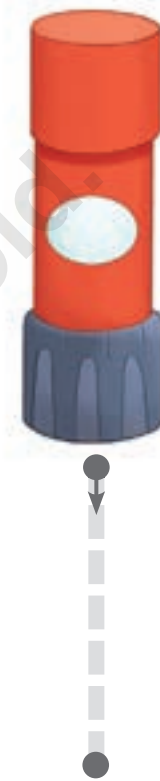
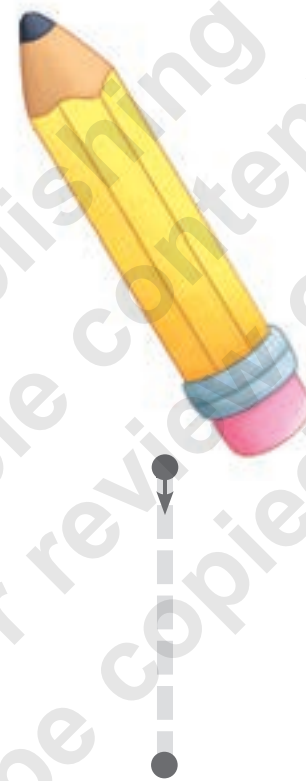
Go to page 4, Lesson 5.



Look and color.



Point, trace and stick.



Early Learning Goals: To recognize classroom objects; To repeat the names of classroom objects; To review and practice naming classroom objects
Vocabulary: *pencil, crayon, scissors, glue stick*
Language: *What is this? It is a (chair). What are these? They are (scissors). It is not a (chair). It is a (crayon).*
Commands: *Shh! Quiet please. Show me a (crayon). Put your finger on the (sticker).*
Materials: CLCs, classroom objects **Flashcards** and **Mini-flashcards**, **Dino Puppet**, Dino's special box or bag, crayons, **Stickers**, **Fast Finishers** Lesson 6 (on **Teacher's Resource CD**)
Preparation: Print **Fast Finishers** Lesson 6 (on **Teacher's Resource CD**) for each student.

Opening

1 Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class. (See Welcome Week, Lesson 1, page xxi.)

2 Look and Sing ¹³

Invite a volunteer to come up. Play Track 13, *What's Your Name?* Guide the class in singing the question. Help the volunteer respond at the appropriate time. Repeat with other students.

Circle Time 1

1 Make a Circle Routine ⁷

T: *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Guide students in making a circle. (See Welcome Week, Lesson 1, page xxi.)

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Song: *What's This?* ¹⁷

Attach these **Flashcards** to the board: *crayon, pencil, glue stick* and *scissors*. Point to each one as you name it. Have students repeat after you.

T: *(Crayon). (Crayon, crayon, crayon). It is a (crayon).*

Ss: *(Crayon). (Crayon, crayon, crayon). It is a (crayon).*

Play Track 17, *What's This?* (karaoke version). Use **Dino Puppet** to sing the question and to point to the *crayon, pencil* and *glue stick* **Flashcards**. Sing the response, *It is a (crayon)*. Encourage students to join in.

3 Song: *What Are These?* ¹⁸

Play Track 18, *What Are These?* Point to the corresponding **Flashcards**. Have students repeat after you.

4 Game: *Pass the Cards* ¹⁸

See page xi for instructions on how to play *Pass the Cards*. Use the *crayon, pencil, scissors* and *glue stick* **Flashcards**. Play Track 18, *What Are These?* to play.

5 Game: *Correct Dino*

See page xi for instructions on how to play *Correct Dino*. Use the *crayon, pencil, glue stick* and *scissors* **Flashcards**.

Work Time

1 Chant: *Open, Close Them* ⁸

Play Track 8, *Open, Close Them*. Lead students in saying and acting out the chant. Use this chant whenever you want students to be very quiet and ready for the activity that follows.

2 Mini-flashcards: *Show Me*

Distribute the following **Mini-flashcards** on a ring: *pencil, crayon, scissors* and *glue stick*. Allow students time to look through the **Mini-flashcards** and to comment on them.

Display the following **Flashcards** on the board: *pencil, crayon, scissors* and *glue stick*. Help students name them.

Point to the *crayon* **Flashcard**.

T: *Shh... Quiet, please! Show me the crayon.* (Model.)

Have students look for the corresponding card and hold it up. Give them a thumbs up if they are correct. Shake your head *no* and encourage them to look for another **Flashcard** if they are wrong. Point to the *crayon* **Flashcard** again and have students name it three times. Repeat with the remaining items.

3 Student's Book: Point, trace and stick.



Show the *look* and *work time* CLCs. Hand out **Student's Books** opened to page 10. Have students point to and name the objects at the top.

T: *Put your finger on the (crayon). It is a...*

Ss: *...(crayon).*

Repeat with *pencil, scissors* and *glue stick*.

Distribute crayons. Show students how to trace the line between the matching objects, first with their fingers and then with a crayon.

Give out **Stickers** and help students identify them.

T: *Put your finger on the (crayon) sticker. Put the (crayon) sticker on the (crayon).* (Model.)

Show students how to carefully peel off the **Stickers** and put them in the correct places in their books. Have students point to the matching pictures and name them.

T/Ss: *(Crayon, crayon). They are the same.* (Model.)

Circle Time 2

Game: *What's Missing?*

See page xii for instructions on how to play *What's Missing?* Use the *crayon, pencil, scissors* and *glue stick* **Flashcards**.

Closing

Time to Go Routine ²¹

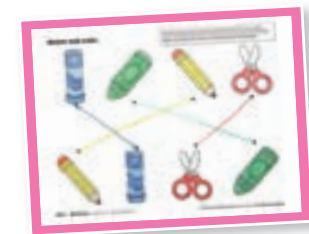
Show the *stand up* and *line up* CLCs.

T: *It's good-bye time. Line up.*

Play Track 21, *Good-bye, Children*. Lead the class in singing and waving *good-bye* to each other.

Extension Activity ^{FF}

Go to the **Teacher's Resource CD** and have the class do the **Fast Finishers** Lesson 6 activity.



Early Learning Goals: To recognize and name classroom

objects; To name the classroom object one is holding

Vocabulary: *backpack, glue stick, crayon, book, table, chair, children, scissors*

Language: *What is this? It is a (glue stick). I don't know. A (girl)? It is not a (girl). It is a (crayon). This is my (crayon).*

Commands: *Put your finger on the (book). Go to the (table). Boys and girls, look at me. This is my new (backpack). Come and see.*

Materials: CLCs, classroom objects **Flashcards, Poster 1, Dino Puppet, Finger Pointer**, pencils, crayons, books, glue sticks, backpack

Opening

1 Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the beginning of class routine. (See Welcome Week, Lesson 1, page xxi.)

2 Game: *Name Three in Order*

See page xi for instructions on how to play *Name Three in Order*. Show the *look* and *listen* CLCs. Use the *crayon, book, table, chair, glue stick, scissors* and *pencil* **Flashcards**.

3 Poster Activity: *Correct Dino*

Display **Poster 1** and **Dino Puppet**. Ask a volunteer to come up. Give him or her the **Finger Pointer**. Allow the volunteer to choose what to point to on **Poster 1**. Ask **Dino Puppet** questions.

T: *What is this, Dino?*

DP: *I don't know. A (girl)?*

T: *No, it is NOT a (girl). It is a...*

Ss: *...(glue stick).*

T/Ss: *No, it is NOT a (girl). It is a (glue stick).*

Repeat with other volunteers and objects.

Circle Time 1

1 Make a Circle Routine ⁷

T: *Make a circle.*

Show the *make a circle and sit down* CLCs. Guide students in making a circle. (See Welcome Week, Lesson 1, page xxi.)

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Song: *This Is My...* ²⁰

Display the *look* CLC. Put a pencil, a glue stick, a book, a crayon and a pair of scissors in a backpack. Have **Dino Puppet** hold up the backpack.

DP: *Look at my backpack! This is my backpack.*

Play Track 20, *This Is My...* Have **Dino Puppet** take the items out of the backpack as they are mentioned in the song.

3 Game: *Pick and Say*

See page xi for instructions on how to play *Pick and Say*.

Work Time

Student's Book: *Point, color and trace.*

Show the *look* and *work time* CLCs. Hand out **Student's Books** opened to page 11. Distribute crayons.

T: *Look. It's Dino! This is Dino's backpack. Put your finger on Dino's backpack.*

Have students point to each picture.

T: *Put your finger on the (pencil). (Point.)*

T: *This is Dino's (pencil).*

Have them color the picture in the corresponding color. Repeat with the remaining pictures.

Show students how to trace the lines from each picture to Dino, first with their finger and then with a crayon.

T: *Say good-bye to Dino. Close your book. (Model.)*

Circle Time 2

1 Game: *Go to the...*

See page xi for instructions on how to play *Go to the...* Use the *table, chair, book, pencil, scissors, crayon* and *glue stick* **Flashcards**.

2 Game: *Musical Chairs*

See page xi for instructions on how to play *Musical Chairs*. Use the *table, chair, book, crayon, glue stick, scissors* and *pencil* **Flashcards**.

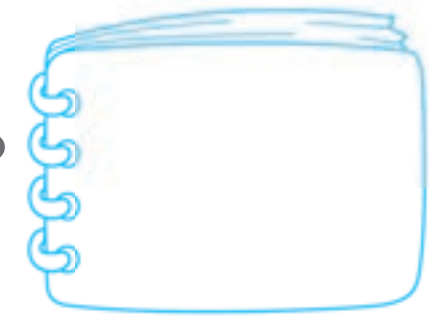
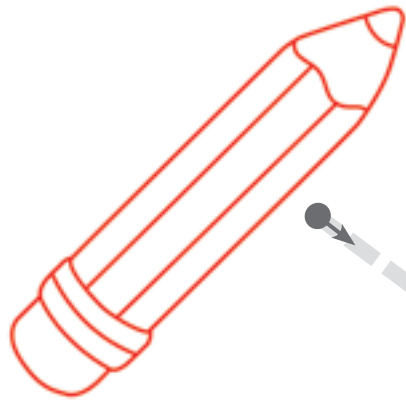
Closing

Time to Go Routine ²²

T: *It's good-bye time. Line up. Let's sing!*

Play Track 22, *Good-bye, Children* (karaoke version) three times. Lead the class in singing the new version and waving good-bye to **Dino Puppet**.

Point, color and trace.



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Listen and color.

My School Things



Early Learning Goals: To identify classroom objects; To listen to a story; To start to retell a predictable chant with help

Vocabulary: *backpack, pencil, book, school*

Language: *This is my (backpack.) What's this? It is a (pencil). What can you see? My name is (Max). Look at me. This is my (pencil). Look and see.*

Materials: CLCs, Activity Book, crayons, glue sticks, two pieces of construction paper to make a Class Book cover, Stick Puppets, Flashcards, stapler, Big Book

Opening

Song: It's English Time! 1

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class.

Chant Time

1 Preview: My School Things

Hand out **Student's Books** opened to page 12. Display your book and read the title, *My School Things*. Ask students to look at the first picture.

2 Name the Objects

Show the *look* CLC. Have students point to the first picture. Encourage them to name the characters and objects they know. Prompt with beginning sounds if necessary.

T: *Look. What can you see?*

Point to your eye and then to Kelly.

Ss: *Kelly.*

Repeat with *Jimmy, Dino, school, backpack, crayon* and *book*.

Work Time

1 Listen and Follow: My School Things 23

Show the *look* and *work time* CLCs. Hand out **Student's Books** opened to page 12. Play Track 23, *My School Things*. Point to the pictures in your book while students listen to the story and follow along. Do the activity twice.

2 Student's Book: Listen and color.

Distribute crayons. Have students point to and color the objects in the first three pictures of **Student's Book** page 12.

T: *Put your finger on (the backpack).* (Model.)

T: *What's this?*

T/Ss: *It is a (backpack).*

T: *Put your finger on the (backpack). Color the (backpack).* (Model.)

Repeat for the next two objects. Have students point to the last picture as you demonstrate in your book.

T: *Look. A school!* (Point.) *Kelly, Jimmy and Dino are going to school.*

T: *Put your finger on the school. Color the school.*

Have students name the classroom objects.

3 Oral Cloze

Point to each picture on Page 12 one at a time. As you point, read the chant, leaving out key words. Help students fill in the blanks orally.

T: *My name is (Kelly).*

Point to (Kelly).

T: *Look at...*

Ss: *...me.*

T: *This is my...*

Point to the (backpack).

Ss: *...(backpack).*

T: *Look and...*

Point to your eye.

Ss: *...see.*

Extension Activity

Activity Book: Make a class book.

Detach and hand out **Activity Book** Page 43 for each student. Help students identify the pictures on the strip: *book, backpack, crayon* and *pencil*. Distribute crayons and glue sticks and have students color in the pictures on the strip. Have them choose one of the pictures. Then help them cut it out and glue it in the box on their class book page. Walk around asking individual students, *What's your name?* Encourage them to respond and write their names on the top line. Point to the picture in the box and ask, *What's this?* Write the name of the object on the second line.



Presentation Time

1 Read the Class Book

Staple the Class Book pages together. Make a cover with two pieces of construction paper. Write *My New School Things, by (your name's) Class* on the cover. Display the Class Book cover and read the title. Have students come to the front of the class as you read their pages.

T: *(Diego). Come here.*

Point to the words as you read them. Encourage each student to say his or her name and the name of the object they chose.

T/S: *My name is...*

S: *...(Diego).*

T/S: *Look at me.*

T/S: *This is my...*

Point to the object.

S: *...(crayon).*

T/S: *Look and see!*

After sharing the book, put it in your class library so students can reread it at any time. The next time you read it, have students remember or predict which object each student chose before you read his or her page.

2 Act it Out 23

Display **Student's Book** page 12. Give three volunteers the corresponding **Stick Puppets** and **Flashcards**: Kelly (backpack), Jimmy (pencil) and Dino (book). Play Track 23, *My School Things*, and guide students in retelling the story with the **Flashcards** or real objects. Repeat with other groups of students.

Revisiting Big Book: I Go to School

Check Comprehension

Page 4: Point to *table(s), chair(s), book(s)*.

T: *Is this a (table)? Are these (chairs)?*

Ss: *Yes./No.*

Page 5: Point to *teacher, boy, girl*.

T: *Is she a girl? Is he a boy? Is she a teacher?*

Ss: *Yes./No.*

Page 6: Point to the *pencils, crayons, scissors, glue stick, boy, girl*.

T: *Is it a pencil? Are these scissors?*

Ss: *Yes./No.*

Point to the objects again. Have students name the objects and then point to similar ones in the classroom.

Go to the *Third Reading* section of page TG5B for more review activity ideas.

Early Learning Goals: To recognize the colors *red*, *yellow* and *blue*; To identify classroom objects

Vocabulary: *box, crayon, pencil, glue stick, scissors, table, chair, book, red, blue, yellow*

Language: *What's this? It is a (red) (crayon).*

Commands: *Stand up, (Laura). Go to the (red) box. Show me a (red) (crayon). Put your finger on the (red) (crayon). Trace the line.*

Materials: classroom objects and colors **Flashcards, CLCs**, *red, blue* and *yellow* crayons, a backpack, **Dino Puppet**, three shoe boxes, **Activity Book**

Preparation: Paint or cover one shoe box in *red*. Write the word *red* on the side. Follow the same procedure to make *blue* and *yellow* color boxes.

Opening

1 Song: *It's English Time!* ¹

Do the routine to signal the beginning of class.

2 Song: *I'm a...* ¹⁵

Have the girls stand up. Play the first part of Track 15, *I'm a... (girl)* Lead the girls in singing the song. Play the second part of Track 15, *I'm a... (boy)*. Follow the same procedure.

3 Flashcard Review

Hold up a book and slowly reveal one of the following **Flashcards** from behind it: *crayon, pencil, glue stick, scissors, table, chair, book*. Help students describe each **Flashcard** as quickly as possible.

T/Ss: *(Glue stick). It is a (glue stick).*

T/Ss: *(Scissors). They are (scissors).*

Repeat with the remaining **Flashcards**.

Circle Time 1

1 Make a Circle Routine ⁷

T: *Make a circle.*

Show the *make a circle* and *sit down* **CLCs**. Guide students in making a circle.

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Language Presentation: *It is a red crayon?*

Put a *red*, a *blue* and a *yellow* crayon in the backpack.

Show the backpack to the students and **Dino Puppet**.

T: *What's this, Dino?*

DP: *It is a...*

Make **Dino Puppet** hesitate.

T/Ss: *...backpack.*

T: *Hmm... And what's IN the backpack?* (Model and point.)

Encourage individual students to guess what is IN the backpack.

S: *(Glue stick)?*

T: *Hmm. Let's see...*

Take out a (red) crayon with enthusiasm.

T: *Look... A crayon! A (red) crayon. What's this?*

T/Ss: *A (red) crayon. It is a (red) crayon.*

Open the backpack again.

T: *Oh... And a...*

T/Ss: *...(blue) crayon!*

Repeat with the third crayon.

3 Song: *Point to the Color* ²⁴

Display the *red, yellow* and *blue* **Flashcards** in different parts of the room. Name them as you do it. Encourage students to repeat.

T: *(Red). A (red) flashcard.*

Ss: *(Red). A (red) flashcard.*

Play Track 24, *Point to the Color*. Guide students in singing and pointing to the corresponding **Flashcards** as they are mentioned in the song.

4 Color Boxes: *Show Me*

Display the *red, blue* and *yellow* color boxes in the classroom (see **Preparation**). Put the classroom objects **Flashcards** in each box according to their color. Invite individual students to find specific cards.

T: *(Laura), go to the (red) box. Show me a (red) (crayon).*

The student holds up the (red) (crayon) **Flashcard**. Help the class describe the object.

T/Ss: *It is a (red) (crayon). (Red, red, red).*

Repeat with other **Flashcards**.

Work Time

Student's Book: Trace and color. ²⁴

Show the *look* and *work time* **CLCs**. Hand out **Student's Books** opened to page 13. Point to the red crayon and have students repeat after you.

T/Ss: *It is a red crayon.*

Repeat with the *blue* and *yellow* crayons. Play Track 24, *Point to*

the Color. Lead students in singing and pointing to the corresponding crayons.

T: *Put your finger on the red crayon. Trace the line.*

Show students how to trace the line three times with their index finger as they chant, *Red, red, red*. Distribute crayons and have students trace over the *red* line with a *red* crayon and color the splotch *red*. Repeat the procedure with the *blue* and *yellow* crayons.

Circle Time 2

1 Game: *Color Hunt*

Hold up the classroom objects **Flashcards** one at a time. Help students describe each object.

T/Ss: *It is a (red) (table).*

Hide the **Flashcards** around the classroom. Divide the class into two teams and ask a member from each team to come up.

T: *(Red). Look for the (red) (glue stick).*

Have the class clap and chant, *Red, red, red* as the two students look for the cards. The first student to find the card and put it in the corresponding box wins a point for their team. Then the student takes a bow while the class claps for them.

2 Game: *Come to the Middle*

See page xi for instructions on how to play *Come to the Middle*. Give each student a *red, yellow* or *blue*.

Closing

Time to Go Routine ⁶

Invite a student to come up. Play Track 6, *Good-bye, Dino!* (karaoke version). Students sing and wave to (Lisa). Repeat with other students.

T: *It's time to go home. Let's sing to (Lisa).*

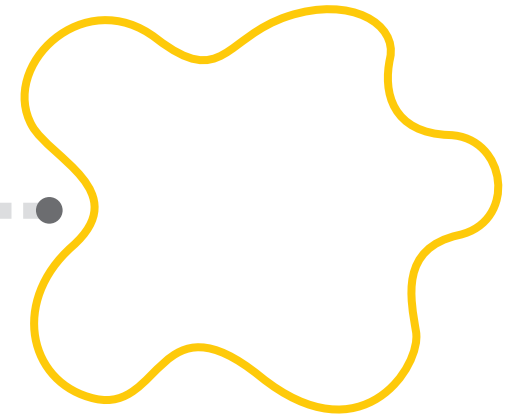
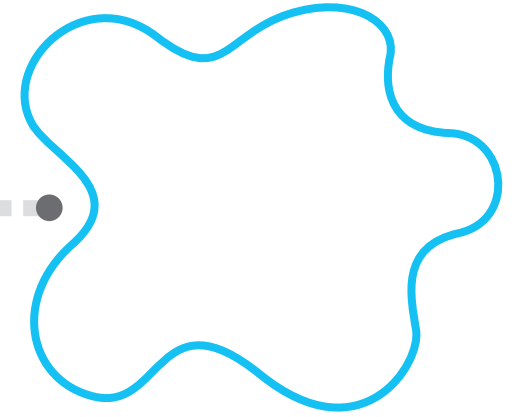
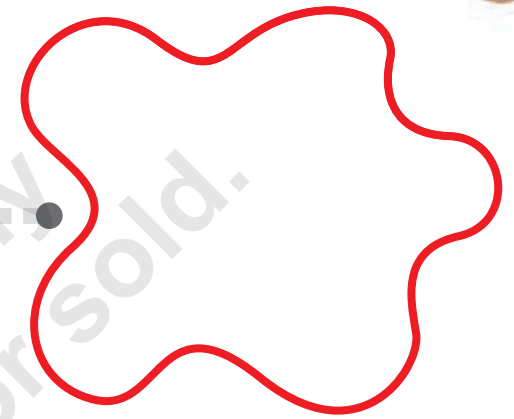
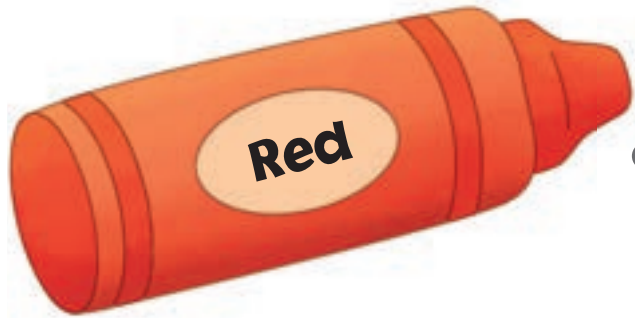
Extension Activity

Activity Book: Tear and glue.

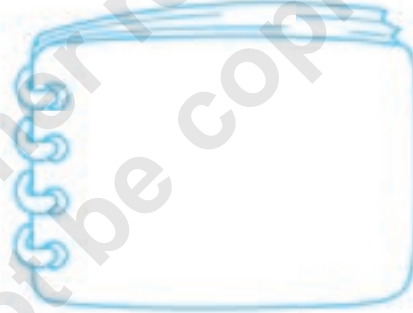
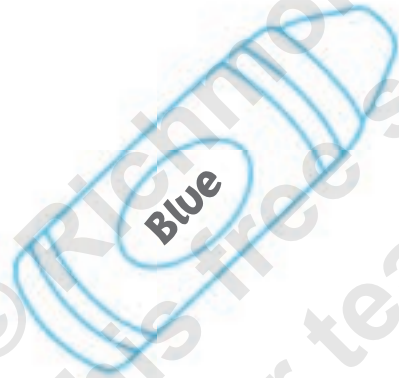
Go to page 5, Lesson 9.



Trace and color.



Color and stick.



Early Learning Goals: To review classroom objects; To identify the colors *red*, *yellow* and *blue*. To classify objects by color

Vocabulary: *red*, *yellow*, *blue*, *table*, *chair*, *book*, *crayon*, *pencil*, *scissors*, *glue stick*, *t-shirt*

Language: *Put the (red) (crayon) in the (red) box. It is not a (red) (crayon). It is a (red) (glue stick).*

Commands: *Come to the middle. Go back. Show me (blue). Put your finger on the (red) (t-shirt). Point to the (red) (backpack).*

Materials: **Poster 1**, **Finger Pointer**, **CLCs**, *red*, *yellow* and *blue* crayons, color boxes, classroom objects and colors

Flashcards, **Dino Puppet**, *red*, *blue* and *yellow* **Mini-flashcards**, **Stickers**, two pipe cleaners for making loops of different colors, **Fast Finishers** Lesson 10 (on **Teacher's Resource CD**)

Preparation: Make a loop by twisting the 2 pipe cleaners together. Print **Fast Finishers** Lesson 10 (on **Teacher's Resource CD**) for each student.

Opening

1 Song: *It's English Time!* 1

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class.

2 Song: *Point to the Color* 24

Display **Poster 1**. Give **Dino Puppet** the **Finger Pointer**. Play Track 24, *Point to the Color*. Lead students in singing and pointing to the colors on the **Poster** along with **Dino**.

Circle Time 1

1 Make a Circle Routine 7

T: *Make a circle.*

Show the *make a circle* and *sit down* **CLCs**. Guide students in making a circle.

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Song: *The Colors March* 26

Have students stand in a circle. Hand out *red*, *yellow* and *blue* crayons so that each student has only one crayon.

Give students instructions for coming to the middle.

T: *(Red), come to the middle.* (Model.)

T: *(Red), go back.* (Model.)

Lead students in chanting, *Red, red, red* as the students with *red* crayons march into the middle of the circle then back to their place. Repeat with *blue* and *yellow*. Play Track 26, *The Colors March*. Have students march around the circle as they follow the instructions in the song.

3 Correct Dino: *Put It in the Box*

Display the classroom objects **Flashcards** and color boxes on a table. See **Preparation** from Lesson 9, page TG13.

T: *Dino, help me. Listen carefully.* (Point to your ear.)

T: *Look at the flashcards.* (Point to one of your eyes.)

T: *Put the red (crayon) in the red box.*

Have **Dino Puppet** hold up a different *red* **Flashcard**.

DP: *A red (CRAYON)?*

T: *No, Dino. It is NOT a red (crayon). It is a red...*

Ss: *...(glue stick).*

Dino Puppet holds up another *red* **Flashcard**.

DP: *A red (CRAYON)?*

T: *No, Dino. It is NOT a red (crayon). It is a red...*

Ss: *...(table).*

Ask a volunteer to help **Dino Puppet** put the correct card in the box. Repeat with the other items and colors.

Dino Puppet and colors holds up the correct color but an incorrect item.

Work Time

1 Chant: *Open, Close Them* 8

Play Track 8, *Open, Close Them*, and lead students in acting out the chant.

2 Mini-flashcards: *Show Me*

Put the *red*, *blue* and *yellow* **Mini-flashcards** on a ring for each student. Whisper commands for holding up different colors.

T: *Show me (yellow).*

Have students hold up the (*yellow*) **Mini-flashcard**. Model by holding up the corresponding full-sized **Flashcard**.

Repeat with the other colors. Then do the activity again, changing it slightly: hold up a color **Flashcard** and have students name it and hold up the matching **Mini-flashcard**.

Repeat with the other colors.

3 Student's Book: Color and stick.

Show the *look* and *work time* **CLCs**. Display the **Student's Book** opened to page 14.

T: *Look! Dino has a red t-shirt!*

Point to the red t-shirt, the red crayon and then the red backpack as you name them.

T: *A red t-shirt, a red crayon and a red backpack.*

Point to and name the items again with the students. Give them crayons and have them color the items in the correct color.

Repeat with the *blue* and *yellow* items in the remaining rows. Distribute **Stickers** and give instructions.

T: *Put your finger on the red sticker. Put the red sticker in your book.*

Show students how to peel off the *red* **Sticker** and put it in their books. Repeat with the *blue* and *yellow* **Stickers**. Have students point to different objects.

T: *Put your finger on the (blue) (crayon). Point to the (red) (backpack).*

Circle Time 2

Game: *Loop Something*

See page xi for instructions on how to play *Loop Something*. Display **Poster 1**. Use *red*, *blue* and *yellow* objects.

Closing

Time to Go Routine 12

Show the *stand up* and *line up* **CLCs**. Play Track 12, *Time to Go*. Lead the class in singing and waving as they stand in line.

Extension Activity ^{FF}

Go to the **Teacher's Resource CD** and have the class do the **Fast Finishers** Lesson 10 activity.



Early Learning Goals: To review classroom objects; To identify the colors *red*, *yellow* and *blue*; To classify objects by color

Vocabulary: *red*, *yellow*, *blue*, *table*, *chair*, *book*, *crayon*, *pencil*, *glue stick*

Language: *What's this? It is a (red) (crayon). Is it (red)? Yes, it is. No, it isn't. It is not (red).*

Commands: *Make an X on the (pencil).*

Materials: **CLCs**, classroom objects and colors **Flashcards**, **Poster 1**, Jimmy **Stick Puppet**, red and blue crayons, red, blue and yellow classroom objects such as crayons, markers, colored pencils and glue sticks

Opening

1 Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class.

2 Game: *Name Three in Order*

See page xi for instructions on how to play *Name Three in Order*. Show the *look* and *listen* **CLCs**. Use all of the classroom objects **Flashcards**.

T/Ss: *A (red table), a (blue book), a (red crayon).*

Circle Time 1

1 Make a Circle Routine ⁷

T: *Make a circle.*

Show the *make a circle* and *sit down* **CLCs**. Guide students in making a circle.

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Poster Activity: *Look, Say and Do*

Display **Poster 1**. Use the Jimmy **Stick Puppet** to point to colored objects and ask questions.

JP: *Is it (red)? (Point to an object that is not (red).)*

T/Ss: *No! (Shake your head and fingers.)*

T: *No, it isn't. It is NOT (red).*

JP: *Is it (red)? (Point to a (red) object.)*

T/Ss: *Yes!* (Nod your head and give a thumbs up.)

T: *Yes, it is. It is (red).*

Repeat this activity with *blue* and *yellow*, asking students to repeat the complete sentence, *Is it red?*

Next, hold up the (*blue*) **Flashcard**. Use Jimmy to a chant the questions. Encourage students to chant the response with you. Repeat each sequence three times.

JP: *Is it (red)?*

T/Ss: *No, it isn't.*

JP: *Is it (red)?*

T/Ss: *No, it isn't.*

JP: *Is it (red)?*

T/Ss: *No, it isn't. It is NOT (red).*

Follow the same procedure with *blue* and *yellow*.

3 Find the One That Is Different

Put the classroom objects **Flashcards** in a pile. Attach two *red* cards and one *blue* card to the board. Point to each flashcard and help students describe the objects.

T: *What's this?*

T/Ss: *It is a (red) (table).*

Point to the **Flashcards** again as you name the color.

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

Look puzzled. Frown and scratch your head. Repeat more slowly, encouraging students to join in.

T: *Red, red...*

Point to the *blue* object.

T: *Is it red?*

T/Ss: *No, it isn't! It is not red.*

Remove the *blue* card and replace it with a *red* card.

T: *Red, red, red. YES! They are all red.*

Repeat the activity with two *yellow* objects and one *red* object.

Work Time

Student's Book: *Color and cross out.*

Show the *look* and *work time* **CLCs**. Hand out **Student's Books** opened to page 15.

Distribute *red* and *blue* crayons. Point to the *red* splotch at the top.

T: *Look, it's Dino. Let's help Dino. Put your finger on the red splotch. Show me your red crayon. Color it red.* (Model.)

Repeat with the *blue* splotch. Point to the objects below on the left side.

T: *What's this?*

T/Ss: *It is a chair.*

T: *Is it red?*

Ss: *Yes, it is. It is a red chair.*

Repeat with *table* and *book*. Point to the *pencil*.

T: *What's this?*

T/Ss: *It is a pencil.*

T: *Is it red?*

T/Ss: *No, it isn't. It is not red.*

T: *Make an X on the pencil.* (Model.)

Guide students in tracing the X, first with their finger and then with a crayon as they say, *It is NOT red*. Follow the same procedure with the objects on the right side of the page.

Circle Time 2

1 School Objects Sort

Divide students into small groups. Place red, blue and yellow objects such as crayons, markers, pencils and glue sticks on different tables. Say, *Go!* and have students sort the objects by colors into three groups as quickly as they can. Have them name the objects.

2 Song: *The Colors March* ²⁶

Have students stand in a circle. Hand out red, blue and yellow crayons. Do *The Colors March* activity (see Unit 1, Lesson 10 on page TG14.) Give students instructions for coming to the middle.

T: *(Red), come to the middle.*

Lead students in chanting and marching as they say, *Red, red, red. It is red.*

T: *(Red), go back.*

Mime the action. Repeat with *blue* and *yellow*.

Play Track 26, *The Colors March*, and have students march around the circle as they listen to and follow the instructions in the song.

Closing

Time to Go Routine ^{6, 12}

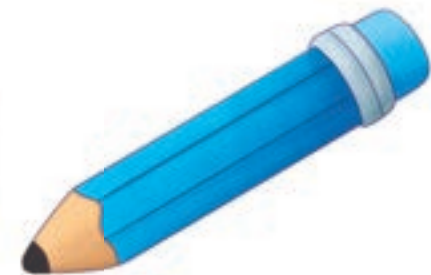
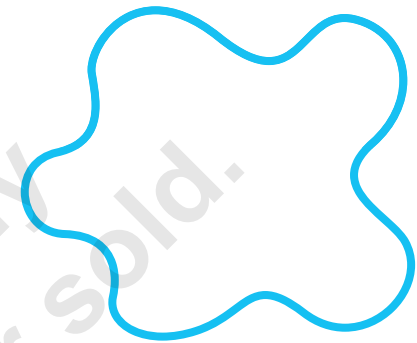
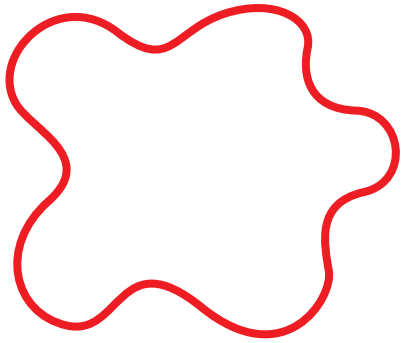
Invite a student to come to the front of the class. Play Track 6, *Good-bye, Dino!* (karaoke version). Students sing and wave to the student. Repeat with other students.

Show the *stand up* and *line up* **CLCs**.

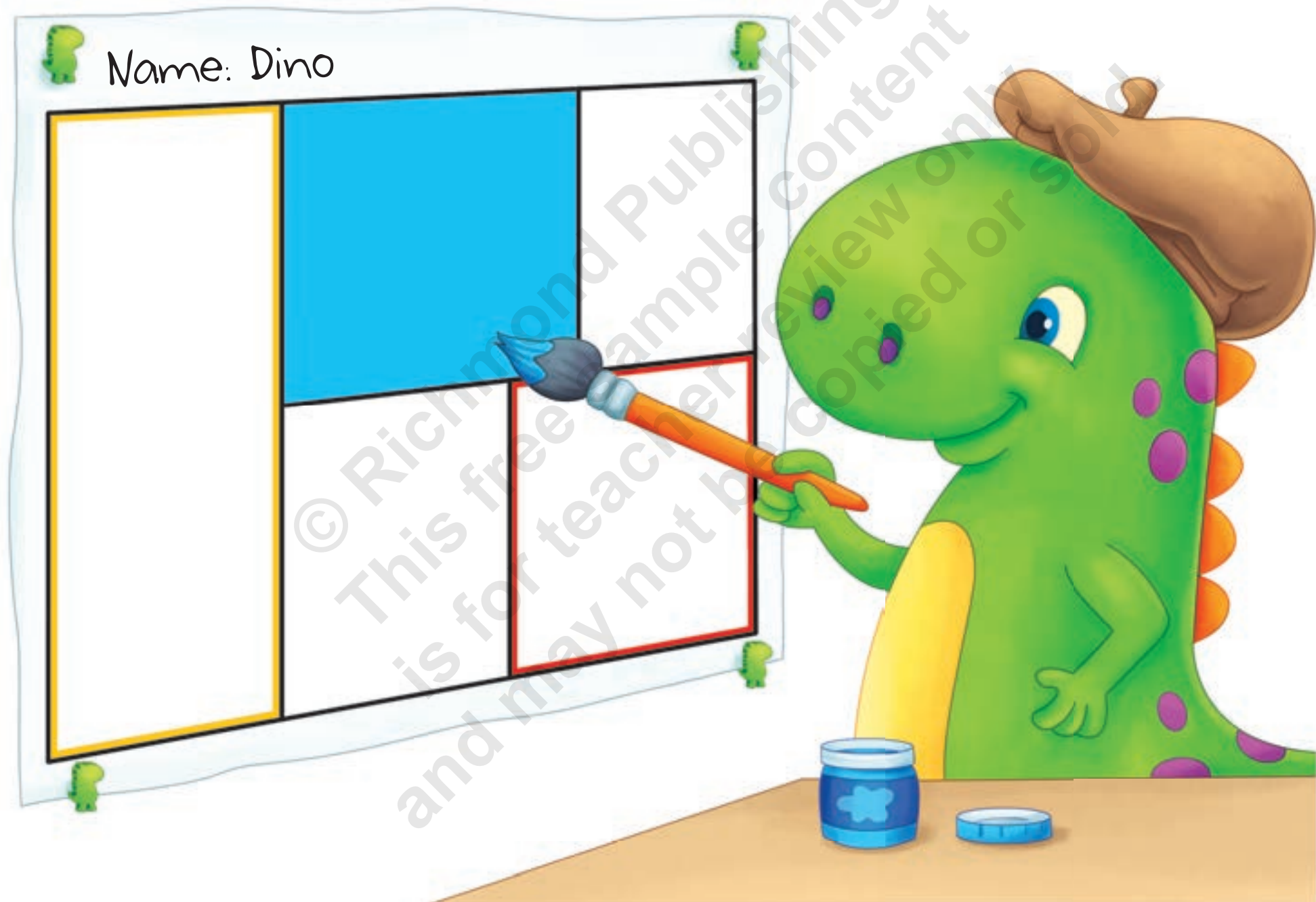
T: *It's time to go home. Make a line. Let's sing!*

Play Track 12, *Time to Go*. Lead the class in singing and waving as they stand in line.

Color and cross out.



Look and color.



Early Learning Goals: To name the colors *red*, *blue* and *yellow*; To review classroom objects; To identify oneself as a boy or a girl and say one's name

Vocabulary: *red*, *yellow*, *blue*, *painting*, *boy*, *girl*, *dinosaur*

Language: *What color is this? It is (blue). My name is (Diego). I am a (boy). This is my painting. This is (red).*

Materials: classroom objects **Flashcards**, **CLCs**, crayons, **Activity Book**, red, yellow and blue paint or markers, black construction paper to mount students' paintings, **Dino Puppet**, **Informative Mini-readers**, **Big Book**, **Response Fans** (in **Student's Resource Book**)

Opening

1 Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class.

2 Song: *Hello, Dino!* ²

Play Track 2, *Hello Dino*, and lead the class in singing.

3 Song: *What Color Is This?* ²⁹

Hold up classroom objects **Flashcards** one at a time.

T: *What color is this?*

T/Ss: *It is (red).*

Play Track 29, *What Color Is This?* (karaoke version) as you hold up the **Flashcards** again. Encourage students to join in on both the question and the answer.

T/Ss: *What color is this?*

T/Ss: *It is (blue).*

Divide the class into two groups. Repeat the activity.

Lead one group in asking the questions and the other in answering. Then switch.

Work Time

Student's Book: Look and color.

Show the *look* and *work time* **CLCs**. Hand out **Student's Books** opened to page 16. Distribute crayons. Give students instructions for helping Dino finish his painting.

T: *Look!*

Point to Dino.

T: *This is Dino's painting. Help Dino color this (yellow).*

Point to the section outlined in *yellow*. Repeat with the *red* section.

Extension Activity

Activity Book: Make a painting.

Detach and hand out **Activity Book** page 45 for each student. Say, *This is (Laura's) painting... This is (Diego's) painting...* as you hand them out.

Distribute red paint, crayons or markers. Encourage students to paint one of the sections red. Follow the same procedure with yellow and blue paint. Allow students to paint the remaining sections using the colors they choose.

When the paintings are dry, mount them on black construction paper. Write students' names on their paintings. Walk around the class and encourage students to name the colors in their paintings when you point to them.

T: *What color is this?*

S: *It is (red).*



Extra Lesson

1 End-of-the-week Review Activities ^{24, 26}

Review the songs *Point to the Color* (Track 24) and *The Colors March* (Track 26).

2 Look for It!

Have students look for a (*red*) (*crayon*), a (*blue*) (*crayon*), a (*yellow*) (*backpack*) and a (*red*) (*book*).

3 Finish Off Work

Have students finish off any incomplete work from Unit 1, Lessons 9 through 12.

Presentation Time

Show and Say

Use **Dino Puppet** and a finished **Student's Book** page to demonstrate how to present finished paintings to the class. Ask volunteers to share their paintings with the class one by one. Help students repeat what **Dino** says, adapting it accordingly.

DP: *Hello, boys and girls.*

T/S: *Hello, boys and girls.*

DP: *My name is Dino.*

S: *My name is (Diego).*

DP: *I am a dinosaur.*

S: *I am a (boy).*

DP: *This is my painting.*

S: *This is my painting.*

DP: *This is (blue). This is (red). This is (yellow).*

Make **Dino** point.

Ss: *This is (blue). This is (red). This is (yellow).*

Label the paintings with the students' names and display their work in the classroom.

Revisiting Big Book: *I Go to School*

1 Talk About Colors

Distribute **Informative Mini-readers**. Review the **Big Book**, revisiting activities from Lessons 1 to 8. Go to the *Fourth Reading* section of page TG5B for an alternative activity.

2 Focus on Colors

Display the cover of the **Big Book** and then the pages one at a time. Instruct students to point to different colored objects.

T: *Put your finger on the (red) (table).*

Distribute **Response Fans**. Point to different colored items on each page and ask questions.

T: *Is it (yellow)?*

Ss: *Yes, it is./No, it isn't.*

Students hold up the corresponding *thumbs up/thumbs down* **Response Fan**. Have students identify the objects on each page.

T: *What's this?*

T/Ss: *It is a (blue) chair.*

Point to some objects in the classroom and have students describe them.

T: *What's this?*

Ss: *It is a (yellow) book.*

3 Check Comprehension

Display the back cover of your *I Go to School* **Big Book**. Help students find the back cover of their **Mini-readers**. Point to the first picture and have students do the same.

T: *Look. I see a...*

Point to the (*pencil*).

T/Ss: *...(pencil).*

T: *Look for the (pencil).*

Help students look carefully at the cover and each page of their **Mini-readers** for the same picture. Have them point to it and say, *Stop!* when they see it. Invite a volunteer to point to the picture in your **Big Book** and identify the item. Repeat with the remaining pictures.

Early Learning Goals: To review classroom objects; To follow simple commands; To learn to use polite requests (*Please. Thank you.*); To make predictions about a story; To listen to and enjoy a story

Vocabulary: *help, please, thank you, you're welcome, crayons, pencils, scissors, box*

Language: *Put the (pencil) in the (box). Help me clean up. What do you see? I see (pencils). I can help.*

Materials: CLCs, box, pencil, crayons, book, scissors, glue stick, **Story Cards, Finger Pointer, Activity Book**

Opening

Song: *It's English Time!* ¹

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class.

Circle Time

1 Make a Circle Routine ⁷

T: *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Guide students in making a circle.

T: *Stand up, (Diego). Come here. Make a circle.*

Play Track 7, *Make a Circle*. Lead students in singing the song. Have them sit down quietly as you sing the last line.

2 Song: *Put the... in the Box* ³⁰

Place a pencil, a crayon, a book, scissors and a glue stick in a box. Then “accidentally” drop the box.

T: *Oh, no! Help me! Please help me clean up!*

Call five students to come up. Give individual students directions for picking up the different items.

T: *(Pablo), pick up the (pencil), please. (Model.)*

T: *Thank you.*

Play Track 30, *Put the... in the Box*. Lead the class in singing while the volunteers put their objects in the box.

T: *Thank you, boys and girls. Thank you for helping.*

Encourage students to respond.

T/Ss: *You're welcome.*

Story Time: *I Can Help You*

1 Talk About the Cover

Show the *look* CLC. Display the cover **Story Card** and read the title, *I Can Help You*, aloud. Guide students in talking about the illustration on the cover. Point to the boy.

T: *Look! I see a...*

Point to your eye and then to the boy.

Ss: *...boy!*

Encourage students to name the objects they know.

T: *What do you see?*

Ss: *(Scissors, box...)*

Accept and praise any answers students give.

2 Let's Predict: What's the Story About?

Show interest in the story to arouse students' curiosity. Hold the **Story Cards** in your lap.

T: *What's in the story?*

Read the title again as you point to the words. Peek at the **Story Cards**, but don't let students see them.

T: *What's in the story? What's the story about?*

Encourage students 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** each time without showing them to the class.

S1: *...boy!*

T: *A boy. Ah! That's interesting!*

S2: *...pencil!*

T: *Pencil... Hmm! Good idea!*

3 Picture Walk: Listen, Point and Repeat

Display the **Story Cards** one card at a time. Have students look at each card and describe as many things as they can. Point to familiar objects and help students name them. Point to **Story Card 1**.

T: *Look. I can see (pencils). These are...*

Ss: *...(pencils).*

Invite different students to come up and point to other common objects on **Story Card 1**.

T: *(Diego). Come here. Put your finger on the (pencils).*

Follow the same procedure with the remaining **Story Cards**.

4 Listen to the Story ³¹

T: *Let's listen to the story!*

Play Track 31, *I Can Help You*. Display the **Story Cards**. Point to the corresponding pictures with the **Finger Pointer** while students watch and listen. Play the story again and point to the pictures. Use gestures to convey meaning. Ask students to go back to their seats.

Work Time

1 Student's Book: Color and trace.

Show the *look* and *work time* CLCs. Hand out **Student's Books** opened to page 17. Give students directions for pointing to the items at the top of the page.

T: *Point to the (yellow crayon). Put the (yellow crayon) in the box. Trace a line. (Model.)*

Have students trace the line three times with their finger. Repeat with the blue pencil and the red glue stick.

Distribute crayons and have students color the school objects and trace the lines.

2 Song: *It's Time to Clean Up!* ⁴

Show the *clean up* CLC. Play Track 4, *It's Time to Clean Up!* Guide students in collecting the materials they have been using and putting them away. Encourage them to work together as they join in with the song. Say, *Thank you*. To the students when they have finished and encourage them to respond, *You're welcome*.

Closing

Time to Go Routine ⁶

Play Track 6, *Good-bye, Dino!* (karaoke version). Lead the class in singing and waving to a volunteer. Repeat with other students. Show the *stand up* and *line up* CLCs.

T: *It's time to go home. Make a line. Let's sing!*

Play Track 6 again to say, *Good-bye, boys and girls*. Lead students in singing and waving as they stand in line.

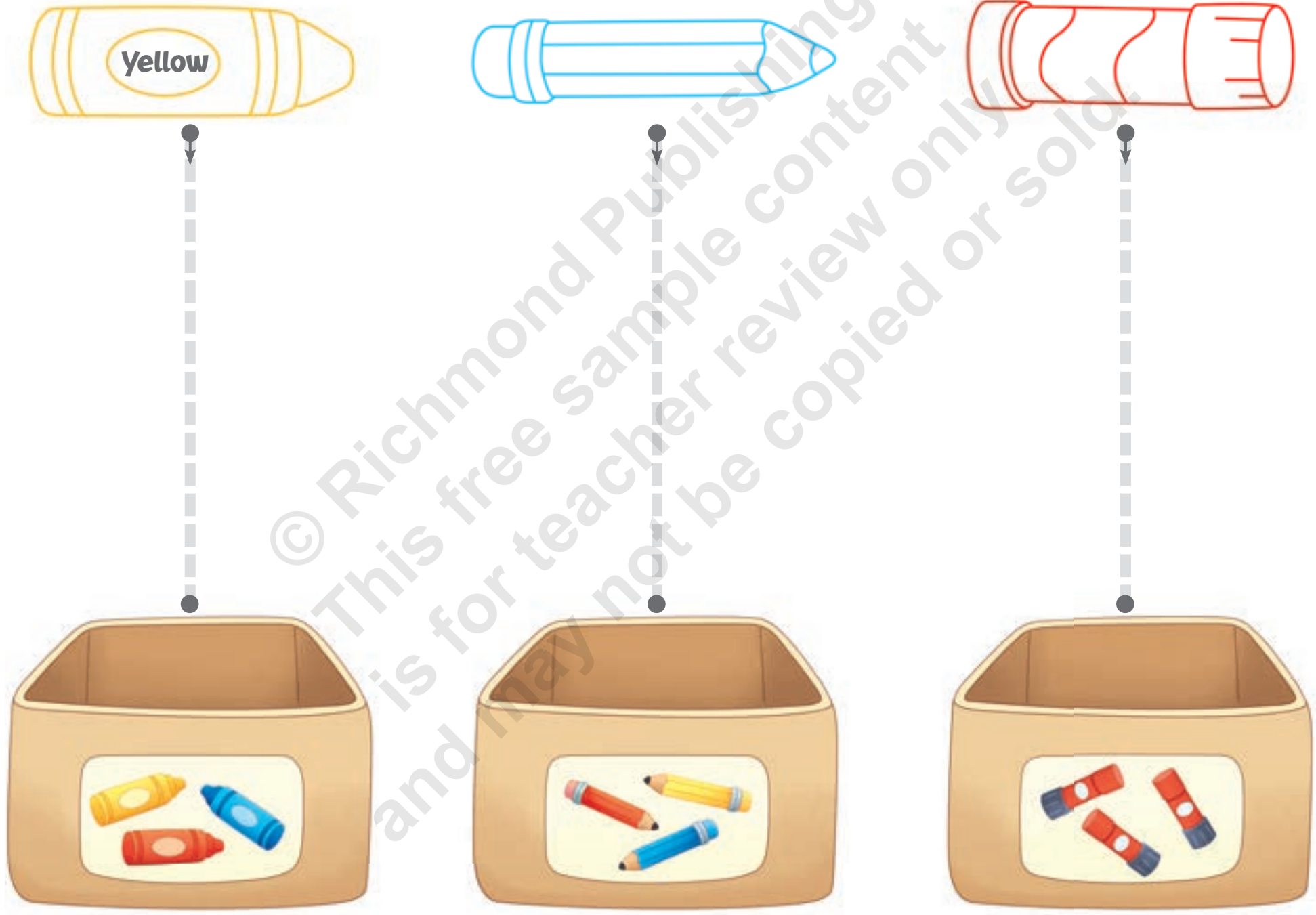
Extension Activity

Activity Book: Trace, match and color.

Go to page 6, Lesson 13.



Color and trace.



Listen, point and color.



Early Learning Goals: To review classroom objects; To listen to and enjoy a story; To listen to and recall the sequence of a story

Vocabulary: pencils, crayons, scissors, boy, girl, teacher, box, help

Language: *What's this? It is a (yellow pencil). Thank you. You're welcome. I can help you. Put the (pencil) in the (box). Put your finger on the (crayon). Color the (crayon).*

Materials: classroom objects **Flashcards**, a box, **Narrative Mini-readers**, **Story Cards**, **Finger Pointer**, **CLCs**, crayons, **Activity Book**

Preparation: Assemble *I Can Help You Narrative Mini-readers* (in **Student's Resource Book**) for students.

Opening

1 Song: *It's English Time!* 1

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class.

2 Song: *Put the... in the Box* 30

Give the *pencil*, *glue stick*, *crayon*, *scissors*, and *book* classroom objects **Flashcards** to five students. Show them how to hold the **Flashcards** so that the class can see and name them.

T: *What's this?* **T/Ss:** *It is a (yellow pencil).*

Put a box in front of the class. Play Track 30, *Put the... in the Box*. Have the students put the **Flashcards** in the box as they are named in the song.

T: *Thank you, boys and girls. Thank you for helping me.*

Encourage students to respond.

T/Ss: *You're welcome.*

Story Time: *I Can Help You*

1 Listen and Follow **SRB** 31

Hand out students' pre-assembled **Narrative Mini-readers**. Check that students are holding them correctly. Hold up an *I Can Help You Mini-reader*.

T: *Look. A book!*

T: *Hold the book carefully. Like this...* (Model.)

T: *Not like this, like this...*

T: *Like this?* (Hold it upside down.)

Ss: *No!*

Turn it upside down, then turn it back to the front.

Look at one of the students' *I Can Help You Mini-readers* to encourage them to do the same.

T: *Show me your book.*

Students show you the covers of their books. Point to the title, *I Can Help You*.

T: *What's in the story?*

Pretend to look through the pages. Encourage students to comment on the story. Repeat in English anything they say in their native language. Play Track 31, *I Can Help You*. Help students follow along in their books as they listen to the story. Remind them to turn the page when they hear the audio cue. Model.

2 Talk About the Cards: Point and Do **SC** **SRB**

Display the **Story Card** cover on the board. Read the title again, and then hold up the rest of the **Story Cards** one by one. Invite students to point to different items on each **Story Card** with the **Finger Pointer** while the class points to the same items in their own *I Can Help You Mini-readers*.

Story Card 1

T/Ss: *Point to the pencils. Point to the box.*

Ask volunteers to point to objects on the **Story Cards** while students repeat after you and point to the same objects in their **Mini-readers**.

T/Ss: *Put the pencil in the box.* (Mime the action.)

Story Card 2

T: *Point to the crayons. Point to the box. Point to the teacher.* (Students point.)

T/Ss: *Put the crayons in the box.* (Mime the action.)

Mime dropping the box and have students mime the action.

T: *Oh, no!* (Mime the expression.)

Story Card 3

T: *Point to the boy. Point to the girl. Point to the box. Point to the crayons.*

T/Ss: *Put the crayons in the box.* (Mime the action.)

Story Card 4

T: *Point to the boy and the girl.*

T/Ss: *The girl can help the boy. They are working together. They are cleaning up.* (Mime picking up the crayons.)

3 Check Comprehension **SC**

Display the **Story Cards** again, one at a time. Lead a discussion about the story. Point to different items on each **Story Card** and ask questions. *Is he a boy? Is she a girl? Is this a (pencil)? Can the boy put the (pencils) in the box? Can the boy and girl work together?*

4 Sequence the Story Cards **SC** 31

Display the cover and read the title. Model how to put the **Story Cards** in order. Give the cards to four students and have them stand in line so that the cards are in the wrong order. Look carefully at the cards and pause to think. Put the first card at the beginning then put the rest of the cards in the correct order. Play Track 31, *I Can Help You*. Use the **Finger Pointer** to point to the corresponding cards. Repeat with four different students and let the class try to correctly sequence the cards.

Ask students to go back to their seats.

Work Time

1 Student's Book: Listen, point and color. **CLC** **SB**

Show the *look* and *work time CLCs*. Hand out **Student's Books** opened to page 18. Point to the girl.

T: *Look! The girl is helping the boy.*

Give students directions for pointing to the crayons on the page.

T: *Put your finger on a (red) crayon.* (Model.)

Repeat with yellow and blue crayons. Distribute crayons.

T: *Put your finger on a (red) crayon. Color the (red) crayon.*

Have students color the crayons according to the outlines.

2 Song: *It's Time to Clean Up!* **CLC** 4

Show the *clean up CLC*. Play Track 4, *It's Time to Clean Up!* to signal that it is time to clean up. Encourage students to work together as they sing.

Closing

Time to Go Routine **CLC** 12

Show the *stand up and line up CLCs*.

T: *It's time to go home. Line up. Let's sing!*

Play Track 12, *Time to Go*. Lead students in singing and waving as they stand in line.

Extension Activity

Activity Book: Sequence the story. **AB**

Go to page 47, Lesson 14.



Early Learning Goals: To identify school objects; To act out a story

Vocabulary: pencils, crayons, scissors, boy, girl, teacher, box, help, cleaning up

Language: I can help you. Put the (pencil) in the (box). Show me. They are working together. They are cleaning up.

Materials: Unit 1 Flashcards, Narrative Mini-readers, Story Cards, pencils, crayons, a box, CLCs, Stickers, Dino Puppet, Fast Finishers Lesson 15 (on Teacher's Resource CD); Optional: white paper

Preparation: Assemble I Can Help You Narrative Mini-readers for students. Print Fast Finishers Lesson 15 (on Teacher's Resource CD) for each student.

Opening

1 Song: It's English Time! ¹

Play Track 1, *It's English Time!* Do the routine to signal the beginning of class.

2 Flashcard Review

Hold up all the Flashcards from Unit 1, one at a time.

T: Is it red?

T/Ss: Yes, it is./No, it is not.

T: What is it?

Ss: It is a (blue table).

Repeat with blue and yellow.

Story Time: I Can Help You

1 Listen and Follow ³¹

Hand out pre-assembled I Can Help You Narrative Mini-readers and check that students are holding them correctly. Play Track 31, *I Can Help You*. Have students follow along in their own Mini-readers. Encourage them to join in the chant and to turn the page when they hear the audio cue.

2 Oral Cloze

Display Story Cards 1 to 4, one at a time. Read the story slowly, pausing before key words at the end of the line to give students a chance to say them. Start with Story Card 1.

T: Look, look, look. Look at...

Ss: ...me.

T: I put the pencils in the...

Point to the box.

Ss: ...box.

T: One, two...

Ss: ...three.

Repeat with Story Cards 2 to 4.

3 Act It Out

Display the Story Cards one by one. Guide students in acting out each scene.

Story Card 1

Put some pencils, a few crayons and a box on a table. Ask a confident volunteer to act out the scene while you say the words, encouraging the rest of the class to join in.

Story Card 2

Have the student gently drop the box of crayons.

T/S: Oh, no!

Story Card 3

Invite another student to pick up some of the crayons. Whisper to the student to have him or her say, *I can help you*.

Story Card 4

Have both students work together to pick up the classroom objects. Whisper to the first student to have him or her say, *Thank you*. Whisper to the second student to have him or her say, *You're welcome*. Have other pairs of students act out the story. Ask students to go back to their seats.

Work Time

1 Student's Book: Look and stick.

Show the look and work time CLCs. Hand out Student's Books opened to page 19. Distribute Stickers.

T: Show me the (pencil).

Students hold up the pencil Sticker.

T: Put the (pencil) in the box. (Model.)

Help students to carefully peel off the (pencil) Sticker and put it in the correct place in their book. Repeat with the remaining Stickers.

2 My Favorite Part

Display the Story Cards, one at a time. Take out Dino Puppet.

T: Do you like this, Dino?

Point to Story Card 1.

DP: Yes, I like it. It is my favorite part.

Make Dino clap. Ask students who liked Story Card 1 the best to clap. Repeat with the rest of the Story Cards.

3 My Favorite Part Picture

Time permitting, distribute white paper and crayons. Ask students to draw and color a picture of their favorite part of the story.

Closing

Time to Go Routine ²¹

Show the stand up and line up CLCs.

T: It's good-bye time. Line up. Let's sing!

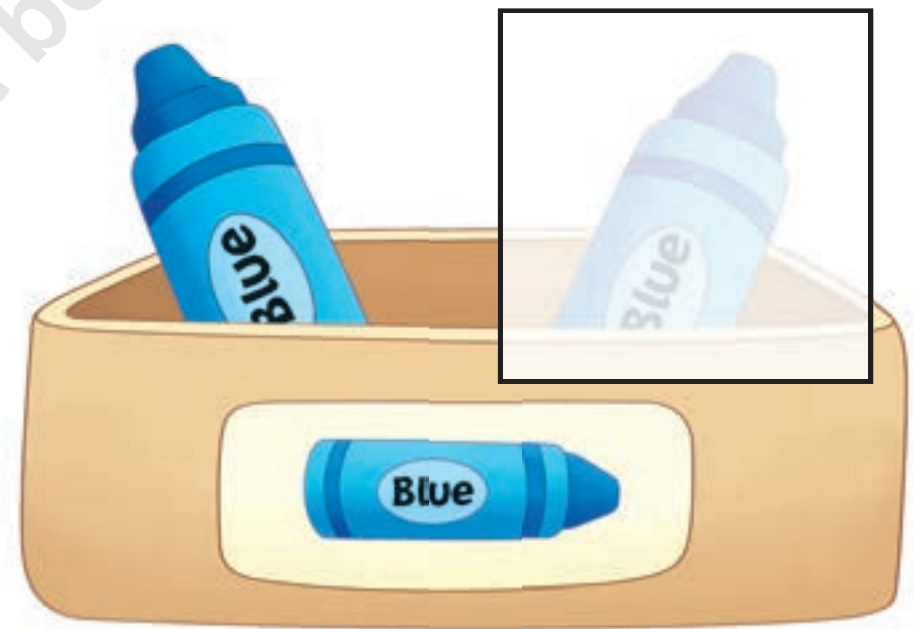
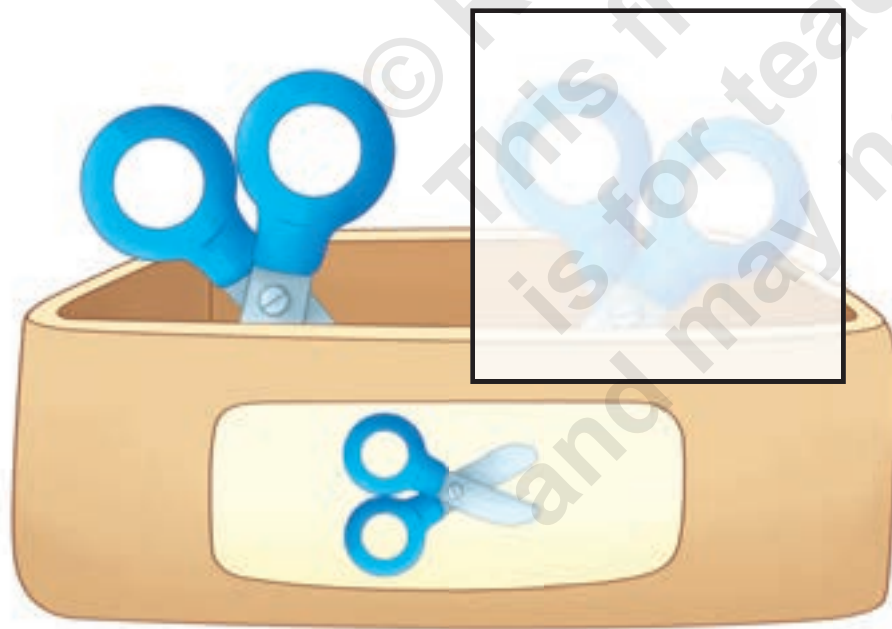
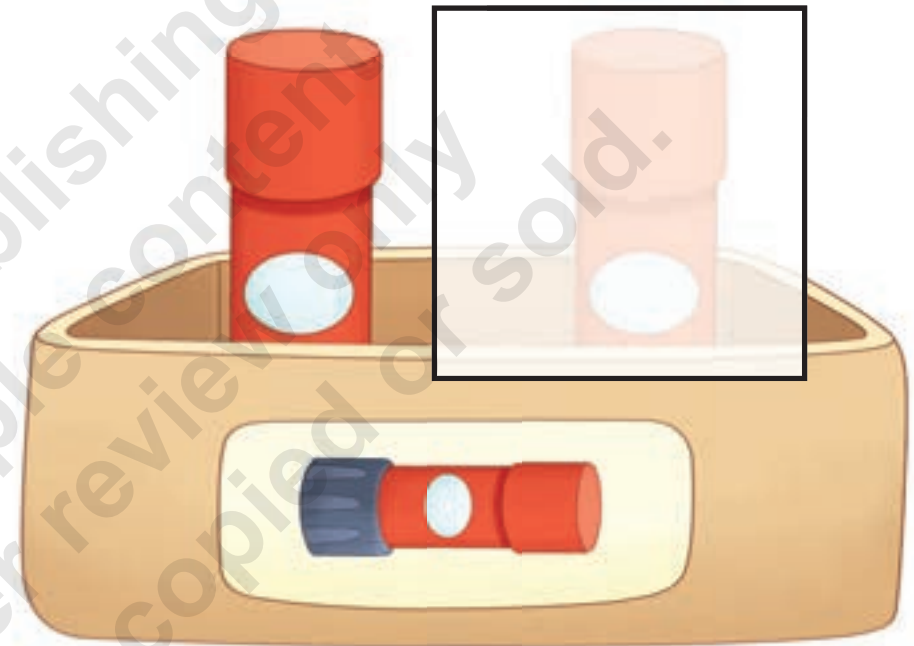
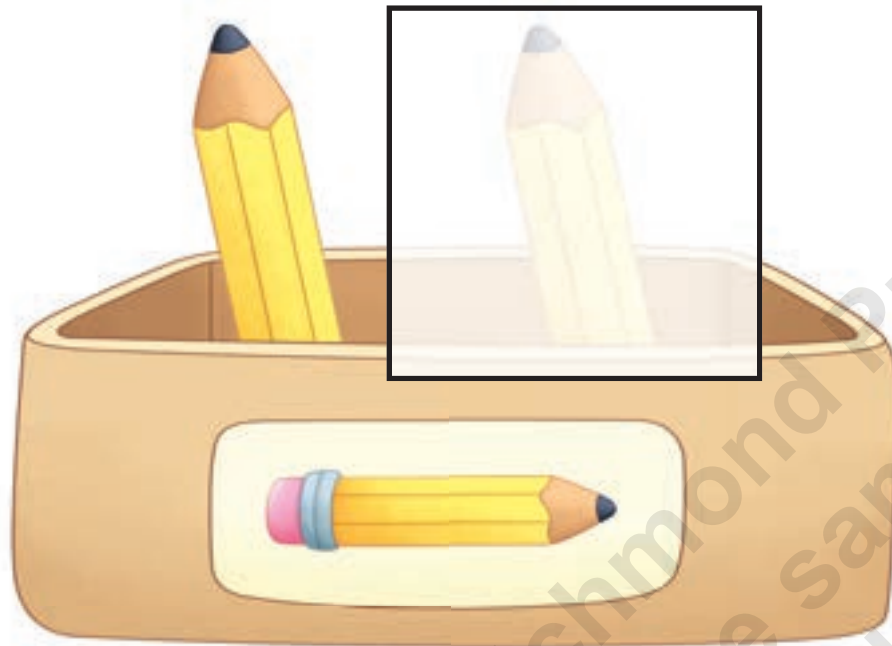
Play Track 21, *Good-bye, Children*. Lead the class in singing and waving as they stand in line.

Extension Activity

Go to the Teacher's Resource CD and have the class do the Fast Finishers Lesson 15 activity.



Look and stick.



Look and color.



Lesson 16 Value: *I Can Help at School*

Early Learning Goals: To learn about the importance of helping out at school; To participate in taking care of the classroom

Vocabulary: *classroom, clean, help, shelf, books, poster, scissors, box, toys, paper, recycling box*

Language: *Is he/she helping? Are they helping? Yes./No. I can help. (I) can (put the pencils in the box). Can (you) (put the pencils in the box)? Yes./No. He/She can help. He/She can (put the pencils in the box).*

Materials: CLCs, Values Poster 1, Finger Pointer, Response Fans (in Student's Resource Book), crayons

Opening

Talk About the Value: *I Can Help at School* CLC VP

Show the *look* and *listen* CLCs. Display the Values Poster 1. Explain that the children in the photographs are cleaning up and putting things back in place, just like the children in the story *I Can Help You*. Use the Finger Pointer to point to each photo as you read the prompts. Discuss the pictures and ask students to respond to your prompts. Encourage them to show how they can help perform the tasks in each photo.

T: *Look at the poster. Are the children helping? Can you help clean up our classroom?*

P1: *Look at the boys. They are putting the balls in the box. They are helping. Can you help?*

P2: *Look at the boy. He can help. He can put the toys in the box. Can you put the toys in the box?*

P3: *Look at the boy. He can help. He can put the toys in the box. Can you put the toys in the box?*

P4: *Look at the girl. She can help. She can put the crayons in the box. Can you put the crayons in the box?*

P5: *Look at the girl. She can help. She can put the books on the shelf. Can you put the books on the shelf?*

P6: *Look at the girl. (Point to the paper.) She can help. She can put the paper in the recycling box. Can you put the paper in the recycling box?*

Work Time

1 Student's Book: Look and color. CLC SB

Show the *listen* and *work time* CLCs. Hand out Student's Books opened to page 20. Ask students to look at the pictures. Read the following descriptions and have students point to the corresponding pictures. Encourage them to make comments.

P1: *Put your finger on the boy dinosaur. He can help. He can clean up. He can put the crayons in the box.*

P2: *Put your finger on the girl dinosaur. She can help. She can clean up. She can put the book on the shelf.*

P3: *Put your finger on the girl dinosaur. Oh, no! The girl dinosaur is NOT helping. She is NOT cleaning up. She is NOT putting the pencils in the box.*

P4: *Put your finger on Dino and the girl dinosaur. They can help. They can clean up. They can put the papers in the recycling box.*

2 Yes or No? SRB SB

Distribute Response Fans. Guide students in pointing to each picture on Student's Book page 20 again.

T: *Put your finger on the (boy) dinosaur. Is he helping?*

Show students how to hold up the *thumbs up* Response Fan if the dinosaurs are helping and the *thumbs down* Response Fan if they are not helping. Distribute crayons. Give students instructions for pointing to each picture again. Show them how to color in the corresponding faces.

T: *Put your finger on the boy Dino. Is he helping?*

Ss: *Yes.*

T: *That's right. He is helping. Color the happy face. (Model.)*

Students hold up the *thumbs up* Response Fan.

T: *Put your finger on the girl dinosaur. Is she helping?*

Ss: *No.*

T: *Oh, no! She is not helping. Color the sad face. (Model.)*

Students hold up the *thumbs down* Response Fan.

3 Act out a Scene and Point SB

Help volunteers act out one of the scenes from Student's Book Page 20. Have the rest of the class guess what they are doing and say whether they are helping or not.

Closing

Time to Go Routine 6 CLC

Play Track 6, *Good-bye, Dino!* (karaoke version). Lead the class in singing and waving to a volunteer. Repeat with other students. Show the *stand up* and *line up* CLCs.

T: *It's time to go home. Make a line. Let's sing!*

Play the song again. Lead the class in singing and waving as they stand in line.

Early Learning Goals: To review and practice naming classroom objects; To follow simple instructions

Vocabulary: *table, chair, crayon, book, pencil, scissors, glue stick, backpack, red, yellow, blue*

Language: *What is this? It is a (chair). What are these? They are scissors. It is not a (chair). It is a (crayon).*

Materials: classroom objects **Flashcards, Mini-flashcards, Template 1** (on **Teacher's Resource CD**), **CLCs**, red, yellow and blue crayons; Optional: reward stickers

Preparation: Print out one copy of Template 1 (from the **Teacher's Resource CD**) for each student.

Opening

1 Review Game: *What's Missing?*

See page xii for instructions on how to play *What's Missing?*
Use the classroom object **Flashcards**.

2 Mini-flashcards: *Show Me*

Distribute **Mini-flashcards** for Unit 1: *table, chair, crayon, book, pencil, scissors, glue stick* and *backpack*.

T: *Show me (chair).*

Have students hold up the corresponding card as they name the object.

3 Mini-flashcards Bingo!

Distribute **Template 1** (a four-square Bingo card the same size as the **Mini-flashcards**). Show students how to place a different **Mini-flashcard** into each square face up. Name a vocabulary word and have students turn over the card you mentioned. The first student to turn over all their cards shouts, *Bingo!* Clap for the winner and play again.

Work Time

1 Student's Book: *Point, listen and color.*

Show the *listen* and *work time* **CLCs**. Hand out **Student's Books** opened to page 21.

Distribute *red, yellow* and *blue crayons*. Have students point to and name the different characters and objects: *Jimmy, Dino, table, chair, crayon, book, pencil, scissors, glue stick* and *backpack*.

T: *Put your finger on (Jimmy).*

Have students color the classroom objects according to your instructions.

T: *Put your finger on the (pencil). Show me your (red) crayon. Color the (pencil) (red).*

Optional: Have a few volunteers show their finished pages.
Optional: Give students reward stickers to stick on the pages.

2 Game: *Musical Chairs*

See page xi for instructions on how to play *Musical Chairs*. Use the *table, chair, book, crayon, glue stick* and *pencil Flashcards*. Play Track 20, *This Is My...*

3 Song: *It's Time to Clean Up!*

Show the *clean up* **CLC**. Talk about the importance of cleaning up. Play Track 4, *It's Time to Clean Up!* Have students work together to clean up and put away their materials and supplies as they sing the song.

Closing

Time to Go Routine

Show the *listen* and *work time* **CLCs**.

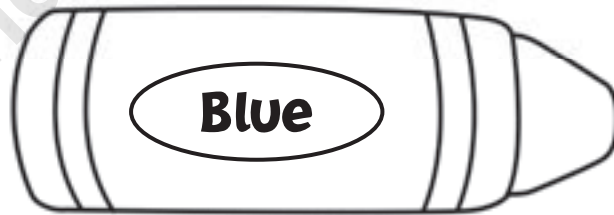
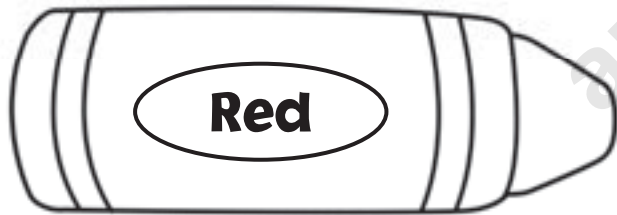
T: *It's time to go home. Line up. Let's sing!*

Play Track 12, *Time to Go*. Lead the class in singing and waving as they stand in line.

Point, listen and color.



Point, trace and color.



Early Learning Goals: To review the colors red, yellow, and blue

Vocabulary: *crayon, red, yellow, blue*

Language: *What is this? It is a (red) (crayon). Is it (red)? Yes, it is./No, it isn't. What color is it? It is (red). I like it. I don't like it.*

Materials: classroom objects and colors **Flashcards**, different colored classroom objects, red, yellow and blue crayons, **CLCs**, Kelly and Jimmy **Stick Puppets**, **Response Fans** (in **Student's Resource Book**), **Assessments Unit 1** (on **Teacher's Resource CD**)

Preparation: Print **Assessments Unit 1 1a** and **1b** for each student.

Opening

1 Review Game: Color Hunt

See page TG13, Lesson 9 for instructions on how to play *Color Hunt*. Use the classroom objects and colors **Flashcards**.

2 Song: The Colors March ²⁶

Play Track 26, *The Colors March*, and do the activity (see Lesson 10, page TG14).

3 School Objects Sort

Have students sort different colored classroom objects (see, Lesson 10, page TG14).

Work Time

1 Student's Book: Point, trace and color.

Show the *listen* and *work time* **CLCs**. Hand out **Student's Books** opened to page 22.

Distribute crayons. Have students point to the dinosaurs and then name their colors. Have them trace the lines from the

dinosaurs to the crayons three times, first with their finger and then with their crayon. Have them color the crayons according to the matching dinosaurs.

T: *Put your finger on the dinosaur. What color is it? Is it (red)?*

Ss: *Yes, it is./No, it isn't.*

T: *Trace the line. Color the crayon (red).*

2 I like it! I don't like it! ¹²

Play Track 12, *Time to Go*. Use the Kelly and Jimmy **Stick Puppets** to model how to rate this song from Unit 1. Have Kelly hold up a *three stars* **Response Fan**. Have her clap and say, *I like it!* Have Jimmy hold up a *one star* **Response Fan**. Have him shake his head and say, *I don't like it!*

3 Distribute Response Fans ¹²

Play Track 12, *Time to Go* once more and ask, *Do you like the song?* Explain to students that if they really liked the song, they should hold up a *three stars* **Response Fan**, and if they didn't like it, they should hold up a *one star* **Response Fan**. They can hold up a *two stars* **Response Fan** if they thought it was just okay.

Repeat with a few other songs. Show students some of the **Student's Book** pages and some of the activities that are stored in the *Classroom Portfolio*. Follow the same procedure for rating the activities, and talk about which ones were the most popular.

Go to the *After Review Pages* section of page TG5B for more review activity ideas.

Closing

Time to Go Routine ²¹

Show the *stand up* and *line up* **CLCs**.

T: *It's good-bye time. Line up.*

Play Track 21, *Good-bye, Children*. Lead the class in singing and waving *good-bye* to each other.

Assessments Unit 1

1 Assessment 1a: Listen and color.

Distribute **Assessment Unit 1 1a** and the red, blue and yellow crayons. Write students' names on the paper. Say the names of the different objects and people in the picture and have students point to them.

T: *Look! It's Dino's classroom. Here's Dino.*

Point to (Dino).

T: *Show me your red crayon. Color the dot below (Dino) (red).*

Repeat with door, whiteboard, poster, Kelly, Jimmy and teacher. Use different colors.

2 Assessment 1b: Listen and color.

Distribute **Assessment Unit 1 1a** and the red, blue and yellow crayons. Write students' names on the paper.

Point to the school objects in the first row and ask students to say what they are. Instruct students to color the dot below each object.

T: *What is this?*

Point to the (crayon).

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

T: *Color the dot (yellow).*

Repeat with the other objects in both rows using different colors.