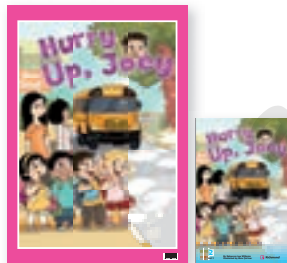


Overview

Unit 1

Lessons	Early Learning Goals	Vocabulary	Language
1-4	<p>To say <i>hello</i> and <i>good-bye</i> to classmates</p> <p>To say one's name and a friend's name</p> <p>To exchange greetings and introduce one's self and friend</p> <p>To develop relationships and show interest in peers</p> <p>To identify and describe school objects</p> <p>To review and identify colors and numbers to 5</p>	<p>hello, good-bye, Dino, teacher, children, classroom, board, poster, shelf, table, chair, book, boy, girl, friend, colors, numbers 1-5, backpack, lunch box, pencil bag (pencil case), colored pencil, paintbrush, school bus, name tags</p>	<p><i>Hello, Dino. Good-bye, Mr. Carlos. What's this? It's a (board). This is a (chair). What's his/her name? His/Her name is (Jimmy). Jimmy and Kelly are friends. What's your name? My name is (Paco). Who's he? He's Jimmy. He's a boy. Who's she? She's (Kelly). She's a girl. This is Kelly's backpack. What number do you see? One. Color Kelly's backpack purple. What color is Kelly's backpack? It's purple. Kelly has a purple backpack. Does Kelly have a (purple) backpack? Yes, she does./No, she doesn't. Draw a picture of Dino.</i></p>
5-8	<p>To identify school supplies and describe their functions</p> <p>To describe school-related activities</p> <p>To say what one likes to do at school</p> <p>To listen to a chant and follow along</p> <p>To develop phonemic awareness</p>	<p>school, cutting, drawing, painting, gluing, coloring, singing, writing, scissors, pencil, paintbrush, crayon, glue stick, colored pencil, cut, draw, paint, glue, color, sing, write</p>	<p><i>Point to the (boy). What is this (boy) doing? (He's) (cutting). I cut with my scissors. She's painting. I can paint, too. What is he/she doing? He/She is painting. This is a paintbrush. I paint with a paintbrush. We write with our pencils at school. Do you like to (draw)? Yes, I do./No, I don't. I like to sing. I don't like to write. What do the dinosaurs like to do? They like to (sing). Do we (sing) at school?</i></p>
9-12	<p>To identify, count and write numbers 1-5</p> <p>To say how old one is as well as another person</p> <p>To identify party-related vocabulary</p> <p>To identify shapes in party objects and count them</p> <p>To record information on a graph</p>	<p>numbers 1-5, birthday cake(s), candles, cake, circle, square, triangle, rectangle, shape, balloons, presents, hats, birthday party, graph</p>	<p><i>What number is this? Show me (four) fingers. Show me the cake with (four) candles. Draw (four) candles on the cake. How old are you? I'm (four) years old. Point to the balloons. How many balloons are there? Let's count. 1, 2, 3, 4. Show me your (red) crayon. Color four boxes on the graph. What shape are the balloons? Circles. What color is the circle? Red. Color the balloons red.</i></p>
13-16	<p>To make predictions about what will happen in a story</p> <p>To listen to and follow a story and ask questions about it</p> <p>To identify classroom objects and members of the family</p> <p>To sequence a story and act it out</p> <p>To understand the importance of taking care of one's school things</p>	<p>mommy, daddy, sister, pencil case, backpack, book, lunch box, school bus, bed, toy box, shelf, table, sofa, chair, car, in, on, under, paper, recycle, water bottle</p>	<p><i>Who's she? Mommy. Joey can't find his pencil case. Where is his pencil case? It is under the bed. I have a crayon. I don't have a backpack. He is (is NOT) taking care of his school things. Is he taking care of his school things? Yes, he is./No, he isn't.</i></p>



Informative Reader: I Like to Go to School

Pre-reading Activities: During Lesson 1

1 Introduce the Topic

Show students **Poster 1**.

T: *I see a classroom. There is a lunch box on the shelf.
There is a red backpack.*

Point to the classroom objects on **Poster 1** and then to the same or similar ones in your 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.

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 boy. He looks happy. He is going to school.
This is his teacher. The boy has a blue lunch box.*

4 Making Predictions

Display the front cover. Ask, *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. Place **Flashcards** in a pile: (Unit 1) *backpack, lunch box, paintbrush, colored pencil*; (Unit 4) *cow* and (Unit 7) *cheese*. 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 *paintbrush* **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 classroom objects.

T: *What do you see?*

Look at the pages again with the students. Have volunteers point to classroom objects. Have students repeat the words and then look around the classroom to find similar or matching vocabulary items. Then have them point to and name each one.

After pages 3, 5 and 7, invite a volunteer to turn the page.

First Reading: During Lesson 1

1 Listen to the Story 8

Display the **Big Book**. Read the title. Display the *look, listen and be quiet* **CLCs**. Play Track 8, *I Like to Go to School*. Point to the pictures and use gestures to convey meaning.

2 Game: Scan and Find

Display the cover of the **Big Book**.

T: *What's in the book?*

Hold up the **Flashcards** from *Making Predictions* in the *Pre-reading* activity.

T: *Is this in the book?*

Hold up a **Flashcard**.

Students nod and say *yes* or shake their head and say *no*. Flip through the pages for them to confirm their predictions. When they see the object, they hold up their hand and say *Stop*.

Second Reading: After Lesson 4

Check Comprehension

Display the **Big Book**, one page at a time. Ask volunteers to point to classroom objects with the **Finger Pointer**. Then ask questions and encourage responses from the students.

Pages 2–3: Point to classroom objects.

T: *Are these lunch boxes? Is this a pencil case? Does the teacher have a backpack?*

Continue with **Pages 4–7**.

Third Reading: After Lesson 8

Oral Cloze

Distribute **Mini-readers** to the students. Read the text on each page, leaving out key words for students to supply orally.

T: *This is my new ...* (Point to a backpack.)

Ss: *... (backpack).*

Fourth Reading: After Lesson 12

Game: Choose an Object

Have students look through their **Informative Mini-readers** and find a picture of a classroom object (*pencil case, paintbrush, backpack, colored pencil*). Have them point to the picture while remaining quiet. When everyone has found a classroom object, ask a volunteer to point to it in the **Big Book**. Name the classroom object together.

After Review Pages

Review the Story

Display the **Big Book** one page at a time. Have students respond to your questions using the vocabulary and language structures presented in the unit.

P2: Point to the classroom objects. Ask, *Is this a lunch box? Where is your lunch box?*

Have students point to their own lunch boxes.

P3: Point to the children and ask, *Are they sitting in a circle? Are they listening carefully? Are they good listeners? Are they talking?*

P4: Point to the classroom objects the children are using and ask, *What's this? What are these? Is this a colored pencil?*

P5: Point to the children's lunch boxes and ask, *Is it lunch time? What color is Daniel's lunch box? Is this an apple? Does Sofia have carrots?*

P6: Point to Daniel and ask, *Is Daniel listening to the teacher? Can Daniel count to five? How many candles are on the cake?*

P7: Point to Daniel. Ask, *Is Daniel cleaning up the classroom? Is he putting books away? Is he helping Diego? Is it time to go home?*

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

Early Learning Goals: To say *hello* and *good-bye* to classmates; To say one's name and to greet others; To exchange greetings

Vocabulary: *hello, good-bye, Dino, teacher, children, classroom, board, poster, shelf, table, chair, book*

Language: *Hello, Dino. Good-bye, Dino / Mr. Carlos. What's this? It's a (board). This is a (chair).*

Materials: **CLCs, Stick Puppets** (teacher, Kelly, Jimmy), **Dino Puppet, Big Book** (*I Like to Go to School*), **Finger Pointer, Poster 1**, crayons, **Activity Book**

Preparation: Detach **Activity Book** page 41 for each student. Follow the instructions on the reverse page.

NOTE: Check for activities on *Story Time Ideas*, page TG5B. Bring in **Poster 1**, Unit 1 **Flashcards** and others.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: *I Clap and Say Good Morning* ²

Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

Circle Time 1

1 Make a Circle Routine ⁵

T *Make a circle.*

Show the *make a circle* and *sit down* **CLCs**. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Stick Puppet Presentation: Teacher, Kelly, Jimmy, Dino ^{9, 10}

Show the teacher **Stick Puppet** (on page TG168).

TP: *Hello, boys and girls. My name is Mr. Carlos.*

T/Ss: *Hello, Mr. Carlos.*

Use the teacher **Stick Puppet** (on page TG168) to greet the students.

TP: *Hello, (Beto). Hello, (Sara).*

T/Ss: *Hello, Mr. Carlos.*

Put Mr. Carlos away and have students say good-bye.

T/Ss: *Good-bye, Mr. Carlos.*

Introduce the Jimmy and Kelly **Stick Puppets** (on page TG168). Hold up the Jimmy **Stick Puppet** (on page TG168).

T: *What's your name?*

JP: *My name is Jimmy.*

T: *Hello, Jimmy.*

T/Ss: *Hello, Jimmy.* (Students wave to Jimmy.)

Play the first part of Track 9, *Hello! What's Your Name?*

Sing, *Hello! What's your name? How are you today?* While students listen, hold up Jimmy to sing the response, *Fine, thanks. My name is Jimmy. I'm ready to work and play.*

Repeat the procedure for the second and third parts of Track 9 using the Kelly puppet and **Dino Puppet**.

Now play Track 10, *Hello! What's Your Name?* (karaoke version). Choose three volunteers to come to the front and sing a new version of the song based on their names. Call up new volunteers and sing the song again.

3 Listen and Do Review: *Raise Your Hand, Stand Up, Sit Down*

Give **Dino Puppet** commands for raising your hand, standing up, and sitting down. Use gestures and prompt students to respond, together and individually.

T: *Raise your hand, Dino. Stand up, Dino. Sit down, Dino. Raise your hand, children. Stand up, children.*

Sit down, children.

T: *Raise your hand, (Luisa). Stand up, (Luisa). Sit down, (Luisa).*

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

Repeat the sequence. Encourage confident students to give commands to the class. Whisper prompts.

Story Time: *I Like to Go to School*

1 Introduce the Topic

Go to the **Pre-reading Activities** section of page TG5B for ideas about introducing the story.

2 Listen to the Story ⁸

Go to the **First Reading** section of page TG5B for ideas about reading the story.

Circle Time 2

1 Song: *This Is a Table* ¹¹

Show the *sing* **CLC**. Play Track 11, *This Is a Table*. Use the

Finger Pointer to point to objects in the classroom as you lead the students in singing the song.

2 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 Puppet** scratch his head.)

DP: *A shelf?*

T: *No, Dino.* (Shake your head.) *It's a ...*

T/Ss: *... table.*

Continue with other vocabulary words depicted on the poster. As an extension, have students point to similar items in the classroom.

Work Time

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

Show the *point, draw, color* and *work time* **CLCs**. Hand out the **Student's Books** opened to page 5. Have students point to and identify the classroom objects.

T: (Point to a chair.) *This is a ...*

T/Ss: *... chair.*

T: *What's this?* (Point to the board.)

T/Ss: *It's a board.*

Say *hello* to Dino and the teacher and have students repeat. Distribute crayons. Students draw in their own facial features and hair on the outlined student and then color that student and Dino.

Closing

Time to Go Routine ³

Show the *stand up* **CLC**. Play Track 3, *Good-bye Song*. Lead the class in singing good-bye to Dino. Repeat with Kelly, Jimmy and with other members of the class.

Extension Activity

Activity Book: *Make a stand-up classroom.*

Go to page 41, Lesson 1.



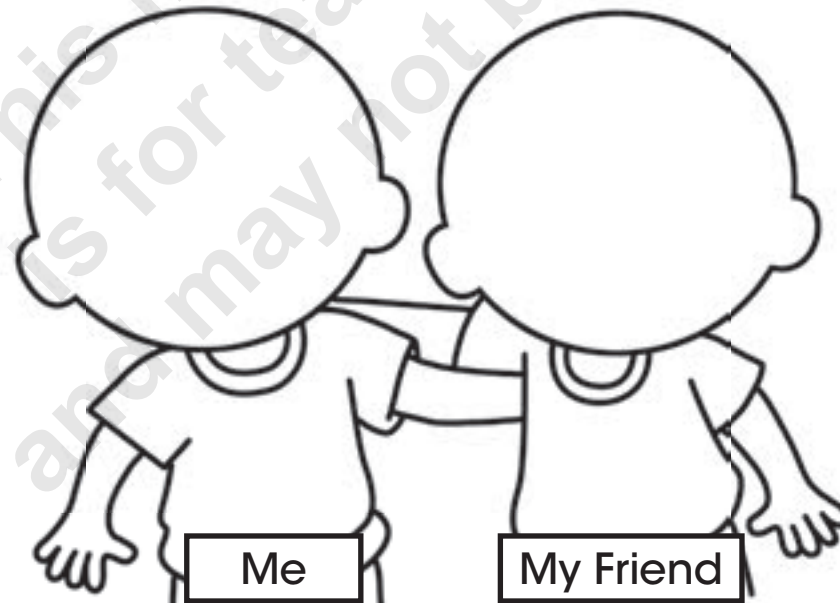
I'm Ready for School

Unit 1

Point, draw and color.



Point, draw and color.



Early Learning Goals: To say one's name and a friend's name; To introduce one's self and friend; To develop relationships and show interest in peers

Vocabulary: boy, girl, friend

Language: What's his / her name? His / Her name is (Jimmy). Jimmy and Kelly are friends. What's your name? My name is (Paco). What's your friend's name? (Her) name is (Jenny). Who's he? He's Jimmy. My name is Juan. I'm a (boy). (He's) (David). (He's) a (boy).

Materials: CLCs, Jimmy and Kelly **Stick Puppets**, **Dino Puppet**, crayons, a small ball

Opening

1 Song: I Like My English Class ¹

Display the *sing* CLC. Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: I Clap and Say Good Morning ²

Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

3 Song: Hello! What's Your Name? ¹⁰

Have three volunteers come to the front. Play Track 10, *Hello! What's Your Name?* (karaoke version) and sing a version of the song based on the volunteers' names. Call another set of three volunteers to the front and sing the song again.

Circle Time 1

1 Make a Circle Routine ⁵

T: *Make a circle.*

Show the make a circle and *sit down* CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Concept Presentation: Friendship

Use the Jimmy and Kelly **Stick Puppets** (on page TG168). Hold up the Jimmy puppet.

T: *What's his name?*

T/Ss: *His name is Jimmy.*

Hold up the Kelly puppet.

T: *What's her name?*

T/Ss: *Her name is Kelly.*

T: *Jimmy and Kelly are friends.*

Have the puppets give each other a hug to show their friendship.

3 Friendship Circle

Have students stand in a circle and hold hands. Hold up **Dino Puppet** and squeeze his hand.

T: *You're my friend.*

Use **Dino Puppet** to squeeze the hand of one of the students in the circle.

DP: *You're my friend.*

That student then squeezes the hand of the student next to him or her in the circle.

S1: *You're my friend.*

Continue until all students in the circle have had a turn to say, *You're my friend*.

4 Song: You're My Friend ¹²

Divide students into pairs. Have them face each other. Play Track 12, *You're My Friend*. Lead students in singing and acting out the song.

5 What Do You Like to Do with Your Friend?

Use the Kelly and Jimmy **Stick Puppets** (on page TG168). Hold up the Jimmy puppet.

T: *Jimmy, what's your friend's name?*

JP: *(Her) name is (Kelly).*

T: *What do you like to do with your friend?*

JP: *I like to play games with my friend.*

Now hold up the Kelly puppet.

T: *Kelly, what's your friend's name?*

KP: *(His) name is (Jimmy).*

T: *What do you like to do with your friend?*

KP: *I like to read books with my friend.*

Have the puppets ask individual volunteers what they like to do with their friends. Guide students in giving their answers. Whisper prompts if necessary.

JP: *What's your name?*

S1: *My name is (Paco).*

JP: *(Paco), what's your friend's name?*

S1: *(Her) name is (Jenny).*

JP: *What do you like to do with your friend?*

S1: *I like to draw pictures with my friend.*

Work Time

Point, draw and color.

Show the *point, draw, color* and *work time* CLCs. Hand out **Student's Books** opened to page 6. Have students point to and identify the characters.

T: (Point to Jimmy.) *Who's he?*

T/Ss: *He's Jimmy.*

T: (Point to Kelly.) *Who's she?*

T/Ss: *She's Kelly.*

T: *They are friends.*

Distribute crayons. Have students draw themselves in one of the blank faces. Then have them draw a friend in the other blank face. When they have completed drawing and coloring, have individual students describe their pictures. Whisper prompts as necessary.

T: *Who's this?* (Point to picture of the student.)

S1: *This is me. My name is (Juan). I'm a boy.*

T: *What's your friend's name?* (Point to picture of the friend.)

S1: *He's (David). (He's) a (boy).*

Circle Time 2

Game: Introductions

Display the *play games* CLC. Begin the game by introducing yourself.

T: *I'm Miss Gaby. I'm a girl.*

Then roll a ball to a student and introduce him or her.

T: *(She's) (Sasha). (She's) a (girl).*

S1 introduces herself (or himself) and then rolls the ball to S2 and introduces him (or her). Continue until all students have participated.

Closing

Time to Go Routine ³

Play Track 3, *Good-bye Song*. Lead the class in singing good-bye to Dino. Repeat with Kelly, Jimmy and other members of the class.

Early Learning Goals: To identify school objects; To describe one's school supplies; To review and identify colors and numbers to 5

Vocabulary: colors, numbers 1–5, backpack, lunch box, pencil bag (pencil case)

Language: *This is Kelly's backpack. What number do you see? One. What color is number 1? Purple. Color Kelly's backpack purple. What color is Kelly's backpack? It's purple. Kelly has a purple backpack. Does Kelly have a (purple / yellow) backpack? Yes, she does. / No, she doesn't.*

Materials: CLCs, red, blue, yellow, green, purple, orange, pink, brown, black, white and gray crayons, **Dino Puppet**, classroom objects **Flashcards**, **Poster 1**, classroom objects Cutouts, Jimmy and Kelly **Stick Puppets**, **Finger Pointer**, **Activity Book**

* See **Cutouts List** on **Teacher's Resource CD**.

Opening

Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

Circle Time 1

1 Make a Circle Routine  ⁵

T: *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Level 1 Color Review: Show Me

Distribute red, blue, yellow, green, purple, orange, pink, brown, black, white and gray crayons. Give students commands.

T: *Show me (pink). Show me (black).*

Students hold up corresponding colored crayons.

3 Vocabulary: Classroom Objects  

Display the classroom objects **Flashcards** on the board.

T: *Look at all the classroom objects. What's this?*

Use **Dino Puppet** to point to one of the classroom objects **Flashcards**.

T: *It's (a lunch box)*

Ss: *(A lunch box.)*

T: *What color is it?*

Ss: *It's (red).*

Repeat with the remaining classroom objects.

4 Poster Activity: Build a Classroom 

Display **Poster 1** and the classroom objects Cutouts. Ask students to help you build a classroom on the poster.

T: *(Becca), put the (yellow backpack) on the poster.*

S1 attaches the *(yellow backpack)* Cutout to the poster. Have different students attach the remaining classroom objects.

5 Language Presentation: What Color is Kelly's Backpack? 

Display **Poster 1** with the *purple backpack* and *yellow backpack* Cutouts attached. Use the Kelly and Jimmy **Stick Puppets** (on page TG168). Hold up the Kelly puppet and the purple backpack.

T: *Kelly, what color is your backpack?*

KP: *It's purple.*

T: *Kelly, is your backpack red?*

KP: *No. It's purple.*

T: *Kelly has a purple backpack.*

T: *(Ask students.) What color is Kelly's backpack?*

T/Ss: *It's purple.*

T: *Kelly has a purple backpack.*

Now hold up the Jimmy puppet. Repeat the procedure, asking about Jimmy. Point to the blue backpack on the poster.

6 Songs: Kelly Has a Purple Backpack; Purple Backpack  ^{13, 14, 15}

Display **Poster 1** with the *backpack* Cutouts attached. Play Track 13, *Kelly Has a Purple Backpack*. Use the **Finger Pointer** to point to their backpacks (purple and blue) on the poster as you lead the singing.

Call two volunteers to the front and have them each point to one of the backpacks on the poster. Then play Track 14, *Kelly Has a Purple Backpack* (instrumental version) and sing a new version of the song. Repeat several times.

Finally, use the **Finger Pointer** to point to the purple backpack on **Poster 1** again. Play Track 15, *Purple Backpack* and lead the class in singing the first part of the song. Have students nod their heads yes as they answer the question, *Does Kelly have a purple backpack?* (*Yes, she does.*) Pause the track. Point to the purple backpack again and tell students they will sing about Jimmy now.

Have the students shake their heads *no* as they answer the question, *Does Jimmy have a purple backpack?* (*No, he doesn't.*)

Work Time

Student's Book: Look and color.  

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

Distribute purple, red, yellow, blue and black crayons. Have students point to and identify the numbers and colors on the bottom of the page. Explain that students will color the classroom objects according to the numbers and their matching colors.

T: *(Point to Kelly's backpack.) This is Kelly's backpack. What number do you see?*

Ss: *One.*

T: *What color is number 1?*

Ss: *Purple.*

T: *Color Kelly's backpack purple.*

Have students color Kelly's backpack purple. Student continue to color the remaining classroom objects by number. Then ask yes / no questions about the classroom objects.

Circle Time 2

Game: Changing Chairs 

See page xi for instructions on how to play *Changing Chairs*. Use the classroom objects **Mini-flashcards**.

Closing

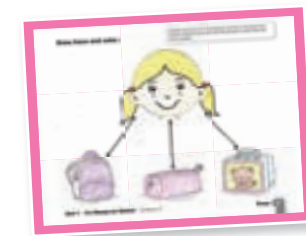
Time to Go Routine  ⁷

Show the *line up* CLC. Play Track 7, *English Class Is Over*. Have the class line up, sing and wave.

Extension Activity

Activity Book: Draw, trace and color. 

Go to page 3, Lesson 3.



Look and color.



Look, draw and color.



Early Learning Goal: To introduce oneself

Vocabulary: school bus, name tags

Language: *The children go to school on the bus. Draw a picture of Dino. Who is she? What's her name?*

Materials: CLCs, crayons, **Fast Finishers** Lesson 4 (on **Teacher's Resource CD**), Jimmy and Kelly **Stick Puppets**, **Big Book** and **Informative Mini-readers** (*I Like to Go to School*), **Response Fans** (in **Student's Resource Book**), **Activity Book**

Preparation: Assemble *I Like to Go to School* **Mini-readers** for students.

Opening

Song: Hello! What's Your Name? ¹⁰

Play Track 10, *Hello! What's Your Name?* Guide students in singing and acting out the song.

Work Time

Student's Book: Look, draw and color.  

Show the *look, draw, color* and *work time* **CLCs**. Hand out **Student's Book** opened to page 8. Distribute crayons. Kelly, Jimmy and Dino go to school on a bus. We can see Jimmy and Kelly, but not Dino. Explain that students must help Dino draw his face on the bus.

T: *The children go to school on the bus.*

T: (Point to Kelly.) *Who is she? What's her name?*

T/Ss: *Kelly.*

Repeat for Jimmy. Then point to the empty school bus window over Dino's name.


T: *Who goes here?*

T/Ss: *Dino!*

T *Draw a picture of Dino.*

Students draw Dino's face in the empty school bus window. Then they color Jimmy, Kelly and the bus. Afterward, ask students if they take the bus to school.

Extension Activity

Fast Finishers: Draw yourself and make a name tag. 

Go to the **Teacher's Resource CD** and have the class do the Lesson 4 Fast Finishers activity.



Extra Lesson

1 End-of-the-Week Review Activities ^{9, 11, 12, 13, 15}

Review the songs *Hello! What's Your Name?* (Track 9), *This Is a Table* (Track 11), *You're My Friend* (Track 12), *Kelly Has a Purple Backpack* (Track 13) and *Purple Backpack* (Track 15).

2 Look for It!  

Display **Student's Book** pages 5–8, one at a time. Point to the look **CLC**.

T: *Look for a (paintbrush).*

Tell students to say *Stop* and signal with their hands when they see a (paintbrush). Repeat with *lunch box, backpack, pencil bag* and *colored pencil*.

3 Finish off Work  

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

Presentation Time

Students Introduce Themselves  

Invite volunteers to come forward and show their pictures and name tags from the **Fast Finishers** activity to the class. Use the Kelly and Jimmy **Stick Puppets** (on page TG168) to model. Kelly puppet points to her picture on **Student Book** page 8.

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

Then guide S1 to point to his / her picture.

T/S1: *Hello, friends. My name is (Ben). I'm a boy.*

Kelly puppet then points to Jimmy puppet.

KP: *This is my friend, Jimmy. He's a boy.*

Then guide S1 to invite a student to come forward.

T/S1: *This is my friend, Andrea. She's a girl.*

Story Time: I Like to Go to School

1 Talk About the Cover 

Display the **Big Book**. Show students the cover. 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.

2 Listen and Follow  ⁸

Distribute assembled **Informative Mini-readers**. Play Track 8, *I Like to 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 classroom objects on each page one at a time. Ask questions similar to the following and model responses with **Response Fans**.

Page 2

T: *Point to Daniel's backpack. Does Daniel have a (yellow) backpack?*

Ss: *Yes. / No.*

T: *Point to Sofia's lunch box. What color is Sofia's lunch box?*

T/S1: *It's pink.*

Page 3

T: *Point to the teacher. Does he have a (book)?*

Ss: *Yes. / No.*

Have individual students point to their own backpacks / lunch boxes / pencil cases.

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

Model responses and have students repeat.

Go to the **Second Reading** section of page TG5B for an additional activity.

NOTE: The **Mini-reader** uses the term *pencil case*, while the **Flashcard** uses the term *pencil bag*. These two items are similar except that a pencil case is made from hard plastic and a pencil bag is made from cloth or soft plastic.

Early Learning Goals: To identify school supplies and describe their functions; To describe school-related activities

Vocabulary: school, cutting, drawing, painting, gluing, coloring, singing, scissors, pencil, paintbrush, crayon

Language: Point to the (boy). What is this (boy) doing? (He's) (cutting). I cut with my scissors. She's painting. I can paint, too. I paint with my paintbrush. You can do it, too. Paint!

Materials: CLCs, classroom activities Flashcards, classroom objects or pictures (including pencil, crayon, scissors, glue stick, paintbrush, colored pencil), Poster 1, classroom activities Cutouts, sets of classroom activities Mini-flashcards, a ball, Stickers (in Student's Resource Book), Finger Pointer

* See Cutouts List on Teacher's Resource CD.

Opening

1 Song: I Like My English Class

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: I Clap and Say Good Morning

Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

Circle Time 1

1 Make a Circle Routine

T: Make a circle.

Show the make a circle and sit down CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Vocabulary: New and Review Classroom Objects and Activities

Introduce students to the new classroom activities vocabulary (*painting, cutting, coloring, gluing, writing and drawing, singing*). Display the classroom activities Flashcards. Point to each activity as you name it.

T: This boy is drawing. He's drawing.

T/SS: He's drawing.

Point to the different classroom activities and ask students to identify them.

T: What's this girl doing?

T/SS: She's (gluing).

Review previously taught classroom objects: *pencil, crayon, scissors, glue stick and paintbrush*. Have students sit in a circle with the real objects (or pictures of the objects) in the middle. Ask students to give you one of the objects.

T: (Eric), give me the glue stick.

3 Game: Charades

See page xi for instructions on how to play *Charades*. Use the classroom activities Flashcards.

4 Poster Activity: What is he doing?

Display Poster 1 and the classroom activities Cutouts (*drawing, painting, writing, gluing, coloring, cutting*). Point to each classroom activity as you name it and attach it to the poster.

T: What is this (boy) doing? (He's) (cutting). I cut with my scissors. (Mime cutting with scissors.) I can cut, too!

Attach the Cutout to the poster. Continue with the rest of the classroom activities Cutouts.

5 Song: You Can Do It, Too!

Display Poster 1 with the classroom activities Cutouts attached. Play Track 16, *You Can Do It, Too!* As you play the track, point to corresponding Cutouts on the poster and mime the actions.

6 Game: Name Three in Order

Show the look and listen CLCs. See page xi for instructions on how to play *Name Three in Order*. Use the classroom activities Cutouts. For example: *He's cutting. She's painting. He's gluing.*

Work Time

1 Chant: Listen, Listen

Play Track 4, *Listen, Listen*. Lead students in acting out the chant.

2 Mini-flashcards: Show Me

Give out sets of classroom activities Mini-flashcards. Display the draw Mini-flashcard.

T: What's this girl doing? Ss: She's (drawing).

T: Show me (drawing).

Students hold up the appropriate Mini-flashcard. Repeat with the remaining classroom activities.

3 Student's Book: Look and stick.

Show the look, stick and work time CLCs. Hand out Student's Books opened to page 9. Have students point to the boys and girls and ask them what classroom activities they are doing.

T: What is this boy doing?

T/SS: He is cutting.

T: Do we cut at school?

T/SS: Yes, we do.

Distribute Stickers. Have students carefully peel back the Stickers and stick them over the corresponding outlines. Then ask questions: *What is this boy / girl doing? Can you paint? Is he / she singing?*

4 Review Song: You Can Do It, Too!

Display Poster 1 with the classroom activities Cutouts attached. Play Track 16, *You Can Do It, Too!* Have volunteers come to the front and point to the corresponding Cutout with the Finger Pointer as you sing each verse.

Circle Time 2

Game: Roll and Ask

See page xi for instructions on how to play *Roll and Ask*. Use the classroom activities Mini-flashcards. Ask students questions based on what Mini-flashcard they knock over. For example:

T: What's (she) doing?

S1: (She's) (coloring).

Closing

Song: English Class Is Over

Before singing, guide students in a discussion of what they did in class and what they learned. Accept and praise any answers the students try to give.

T: Stand up, children. Make a line. (Guide students in making a line.)

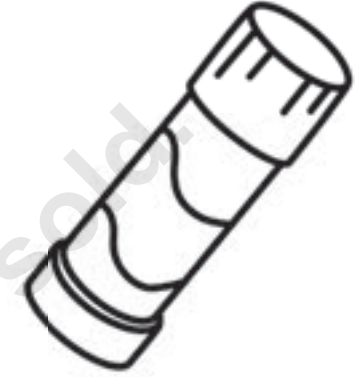
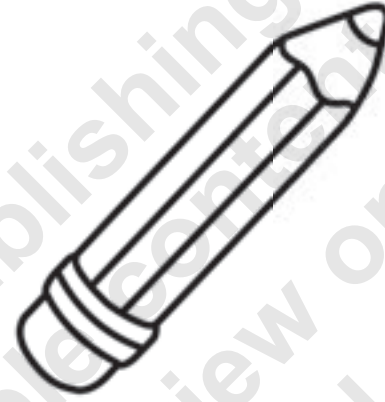
T: English class is over. It's time to say good-bye.

Play Track 7, *English Class Is Over*, and wave as you sing.

Look and stick.



Match and color.



Early Learning Goals: To identify school supplies and describe their functions; To describe school-related activities

Vocabulary: *paintbrush, scissors, crayon, pencil, glue stick, colored pencil, painting, cutting, coloring, gluing, writing, drawing*

Language: *What is he / she doing? He / She is painting. This is a paintbrush. I paint with a paintbrush. We write with our pencils at school.*

Materials: CLCs, Dino Puppet, classroom objects or pictures (including pencil, crayon, scissors, glue stick, paintbrush, colored pencil), classroom activities Cutouts, crayons, a bag, **Activity Book**

* See **Cutouts List** on **Teacher's Resource CD**.

Preparation: Detach **Activity Book** page 43 for each student. Follow the instructions on the reverse page.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: *I Clap and Say Good Morning* ²

Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

Circle Time 1

1 Make a Circle Routine ⁵

T: *Make a circle.*

Show the *make a circle and sit down* CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Correct Dino

Display the following real classroom objects or pictures at the front of the class: paintbrush, scissors, crayon, pencil, glue stick and colored pencil. Have **Dino Puppet** point to a classroom object and talk about it. Correct him as necessary.

DP: (Dino points to the crayon.) *This is a glue stick.*

T/Ss: *No, Dino! It's a crayon.*

3 Review Song: *You Can Do It, Too!* ¹⁶

Play Track 16, *You Can Do It, Too!* As you play the track, have volunteers come to the front and mime the corresponding classroom activity as you sing each verse.

4 Song: *What Is This, Boys and Girls?* ¹⁷

Display the following classroom objects or pictures at the front of the class: paintbrush, scissors, pencil and glue stick. Point to each object and have students identify it. Play Track 17, *What Is This, Boys and Girls?* Hold up the corresponding object or picture for each verse. For example, hold up the paintbrush for verse 1. Have students mime painting with a paintbrush.

5 Game: *Musical Chairs*

See page xi for directions on how to play *Musical Chairs*. Put classroom objects on the chairs: pencil, crayon, scissors, glue stick, paintbrush and colored pencil. Students who sit on a chair with a classroom object identify it and describe it while the other students mime the action you do with each object.

S1: *It's a pencil. We write with our pencils at school.*

6 Game: *Find the Match*

Display the six classroom activities Cutouts (*painting, cutting, coloring, gluing, writing and drawing*) on the board. Place the following real classroom objects on a nearby desk or table: paintbrush, scissors, crayon, glue stick, pencil and colored pencil.

Divide the class into two teams. Have a student from each team come to the front. Call out one of the classroom activities Cutouts (*painting*). The students must look for the corresponding classroom object while the others chant the activity. For example:

T/Ss: *Painting, painting, painting.*

The first student to find the correct object (paintbrush) gets a point for the team.

Work Time

Student's Book: Match and color.

Show the *listen, color and work time* CLCs. Hand out **Student's Books** opened to page 10. Have students point to and identify the classroom objects at the top of the page.

T: *What's this?*

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

Now point to the pictures of children doing classroom activities at the bottom of the page and ask questions.

T: *What is she doing?*

T/Ss: *She is painting.*

Display the *color* CLC. Distribute crayons. Have students trace the line that connects the paintbrush to the girl painting. As they match the pictures, they say, *This is a (paintbrush). I (paint) with a (paintbrush)*. Have students continue making matches with the remaining classroom objects and activities.

Then ask students questions: *What's he / she doing? What's this? What do you do with a (pencil)?*

Circle Time 2

Game: *What's in the Bag?* ¹⁷

Put the classroom activities Cutouts in a bag.

Ask the students to sit in a circle. Take out one Cutout at a time and ask students to identify the activity.

T: *What is (he) doing?*

Ss: *(He) is (writing).*

Put the Cutout back in the bag. Play Track 17, *What Is This, Boys and Girls?* Have the students pass the bag around the circle. Pause the track. The student holding the bag removes a Cutout and uses its name in the line from the song, *What is This, Boys and Girls?*

S: *We (write) with our (pencils) at school.*

Closing

Time to Go Routine ³

Show the *stand up* CLC. Play Track 3, *Good-bye Song*. Have the class stand up, sing and wave.

Extension Activity

Activity Book: Color, cut and play

Go to page 43, Lesson 6.



Early Learning Goals: To describe school-related activities; To say what one likes to do at school

Vocabulary: *sing, write, cut, paint, color, draw, glue, like, don't like*

Language: *What is he doing? He is drawing. Do you like to (draw)? Yes, I do. / No, I don't. I like to sing. I don't like to write.*

Materials: CLCs, classroom activities **Mini-flashcards**, a beanbag, classroom activities Cutouts, **Response Fans** (in **Student's Resource Book**), crayons, **Activity Book**

* See **Cutouts List** on **Teacher's Resource CD**.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: *I Clap and Say Good Morning* ²

Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

Circle Time 1

1 Make a Circle Routine ⁵

T: *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Chant: *Listen, Listen* ⁴

Play Track 4, *Listen, Listen*. Lead students in acting out the chant.

3 Mini-flashcards: *Show Me*

Give out the classroom activities **Mini-flashcards**. Display the *paint* **Mini-flashcard**.

T: *Paint. I like to paint. Show me paint.*

Students mime the action and hold up the appropriate **Mini-flashcard** as they describe it.

T/Ss: *Paint. I like to paint.*

Repeat with the remaining classroom activities.

4 Game: *Toss and Name*

See page xi for instructions on how to play *Toss and Name*. Use classroom activities Cutouts and have students say, *I like to (draw). / I don't like to (draw).*

5 I like it! I don't like it!

Display the classroom activities Cutouts on the board. Distribute **Response Fans** to each student. Point to the *paint* Cutout.

T: *What is he doing?*

Ss: *He is painting.*

T: *Do you like to paint?*

Explain to students that if they really to paint, they should hold up a **Response Fan** with *three stars* on it. Have them clap and say, *Yes, I do!* If they don't like to paint, they should hold up a **Response Fan** with only one star on it. Have them shake their heads and say, *No, I don't.* If they don't really like or dislike the classroom activity, they should hold up a **Response Fan** with *two stars* on it. (They can also use the *thumbs up / thumbs down* **Response Fans**.)

Work Time

1 Student's Book: *Trace, draw and color.*

Show the *listen, draw, color* and *work time* CLCs. Hand out **Student's Books** opened to page 11. Distribute crayons. Have students point to and identify the classroom activities at the top of the page.

T: *What is he doing?*

T/Ss: *He is singing.*

Have students trace the lines around the balloons, first with their fingers and then with a crayon.

Students then draw a happy face on the person holding the balloon if they like doing that classroom activity. They draw a sad face if they don't like doing that classroom activity. They then color the people at the bottom of the page to finish off the activity.

Afterward, ask students questions about their completed **Student Book** pages.

T: *Do you like to (sing)?*

S1: *Yes, I do. I like to (sing).*

T: *Do you like to (write)?*

S1: *No, I don't. I don't like to (write).*

2 Song: *Clean Up!* ⁶

Show the *clean up* CLC. Play Track 6, *Clean Up!* Encourage students to work together as they sing. Say *Thank you* to the students when they have finished and encourage them to respond *You're welcome*.

Circle Time 2

Real Classroom Activities Graph

Hold up the *glue, color* and *draw* classroom activities Cutouts and have students point to and identify them. Display the Cutouts on the chalk ledge or on the floor. Tell students to choose which of the classroom activities is their favorite. Invite students to come to the front one at a time and form a line in front of their favorite activity. When all the students are standing, count the number of students in each line out loud. Ask students which activity is the most popular.

Closing

Song: *English Class Is Over* ⁷

Before singing, guide students in a discussion of what they did in class and what they learned. Accept and praise any answers the students try to give.

T: *Stand up, children. Line up.* (Guide students in making a line.)

T: *English class is over. It's time to say good-bye.*

Play Track 7, *English Class Is Over*, and wave as you sing.

Extension Activity

Activity Book: *Trace, match and color.*

Go to page 4, Lesson 7.



Trace, draw and color.



Listen and color.

I Like School



Early Learning Goals: To listen to a chant and follow along; To develop phonemic awareness; To use new words and phrases students have heard in familiar contexts; To say what one likes to do at school

Vocabulary: *sing, write, cut, paint, color, draw, glue, like, stop*

Language: *What do the dinosaurs like to do? They like to (sing). Do we (sing) at school? Do you like to (sing)? Yes, I like to (sing). / No, I don't.*

Materials: CLCs, crayons, **Fast Finishers** Lesson 8 (on **Teacher's Resource CD**), **Big Book** and **Informative Mini-readers** (*I Like to Go to School*), **Activity Book**

Opening

1 Song: *I Like My English Class* 1

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

Chant Time: I Like School

1 Chant Preview: Look and Point

Hand out **Student's Book** opened to page 12. Display your book and read the title, *I Like School*.

2 Name the Activities

Have students point to and name the activities the dinosaurs are doing. Prompt with beginning sounds if necessary.

T: (Point to the top left picture.) *What do the dinosaurs like to do?*

T/Ss: *They like to (say hello).*

3 Listen and Follow: *I Like School* 18

Display the *listen* and *point* CLCs. Play Track 18, *I Like School*. Point to the pictures in your book while students follow along.

4 Oral Cloze

Point to each picture on **Student's Book** page 12. Read the chant (Track 18) slowly, pausing before key words at the ends of lines to give students a chance to say them.

T: *I like to say ...*

T/Ss: *... hello ...*

T: *in the ...*

T/Ss: *... morning.*

T: *I like to say ...*

T/Ss: *... hello ...*

T: *... today.*

Work Time

Student's Book: Listen and color.

Model putting your hand up in the *Stop* position with all five fingers extended. Call a volunteer to the front of the room and give instructions for walking and stopping.

T: *(Paulo), please walk.* (S1 walks a few steps.)

T: *(Paulo), stop.* (S1 stops immediately.)

Repeat this procedure with different students.

Show the *listen*, *color* and *work time* CLCs. Have the class return to **Student's Books** page 12. Distribute crayons.

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

Model, pointing at Dino in top left picture.

T: *What does (Dino) like to do?*

T/Ss: *(He) likes to (say hello).*

T: *Color (Dino)!*

Repeat the procedure for the remaining three black and white dinosaurs. Afterward, ask students related questions.

T: *Do we (sing) at school?*

T/Ss: *Yes!*

T: *(Eddie), do you like to (sing)?*

S1: *Yes, I like to (sing). / No, I don't.*

Extension Activity

Fast Finishers: Make a class book.

Go to the **Teacher's Resource CD** and have the class do the Lesson 8 **Fast Finishers** activity.



Extra Lesson

1 End-of-the-Week Review Activities 16, 17

Review the songs and chants: *You Can Do It, Too!* (Track 16) and *What Is This, Boys and Girls?* (Track 17).

2 Look for It!

Display **Student's Book** pages 9–12 from Unit 1, one page at a time. Point to the *look* CLC.

T: *Look for (a girl writing with a pencil).*

Teach the students to say *Stop* and signal with their hands when they see it. Repeat with *a boy gluing with a glue stick*, *a girl painting with a paintbrush*, *a boy singing*.

3 Finish Off Work

Have students finish off any incomplete work from their **Student's Book** and **Activity Book**.

Presentation Time

Act It Out

Invite different groups of students to come to the front and act out each scene on **Student's Book** page 12. Have students mime the actions and say, *I like to (say hello)*. The rest of the class mimes the actions as they listen.

Story Time: I Like to Go to School

1 Talk About the Cover

Display the cover of the **Big Book** and ask students to tell you what they remember about the story.

2 Listen and Follow 8

Distribute assembled **Informative Mini-readers**. Play Track 8, *I Like to Go to School*, and have students follow along in their **Mini-readers**. Encourage them to turn the page when they hear the “magical bell”.

3 Check Comprehension

Display the **Big Book** one page at a time. Point to the classroom objects and activities and ask questions.

Page 4: Point to the girl.

T: *Is she cutting? Are these scissors? Do you like to cut?*

Ss: *Yes. / No.*

Go to the **Third Reading** section of page TG5B for an additional activity.

Early Learning Goals: To identify, count and write numbers 1–5; To understand a one-to-one correspondence

Vocabulary: numbers 1–5, birthday cake(s), candles

Language: What number is this? Show me (four) fingers. Show me the cake with (four) candles. Draw (four) candles on the cake.

Materials: CLCs, crayons, Stickers, play dough, straws (one per student)

Preparation: Ask students to bring a small round plastic container from home for play dough. Cut each straw into five equal pieces. Detach **Activity Book** page 45 for each student. Follow the instructions on the reverse page. NOTE: Bring enough play dough for each student to make a small birthday cake. Use your favorite play dough recipe (or find one online). Then save students' "cakes" for *Lesson 10* in their labeled plastic containers.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: *I Clap and Say Good Morning* ²

Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

3 Review Song: *You Can Do It, Too!* ¹⁶

Play Track 16, *You Can Do It, Too!* As you play the track, have volunteers come to the front and mime the corresponding classroom activity as you sing each verse.

Circle Time 1

1 Make a Circle Routine ⁵

T: *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Birthday Cake!

Draw a simple birthday cake on the board. Then write the numbers 1–5 below the cake. Point to one of the numbers under the cake.

Have an individual student come to the front.

T: *What number is this?*

S1: *(Four.)*

T: *Show me (four) fingers.*

S1 holds up corresponding number of fingers.

T: *Draw (four) candles on the cake.*

S1 draws corresponding number of candles on the cake. Repeat several times with different students and different numbers of candles.

3 Review: Numbers 1–5

Call out a number between 1–5 and have students hold up the corresponding number of fingers. Repeat several times with different numbers.

Then reverse the activity with you holding up a number of fingers between 1–5 and the students calling out the corresponding number.

4 Game: Trace and Guess

Put students into pairs. Ask one student in each pair to close his or her eyes. Then write a number between 1–5 on the board. Give the students with their eyes open a moment to look at and remember the number. Erase the number and have those students then trace the number on their partner's back with their fingers. Have the students with their eyes closed guess the number by holding up the corresponding number of fingers. Have pairs take turns tracing numbers.

Work Time

Student's Book: Trace, count and stick. 

Show the *listen, count, stick* and *work time* CLCs. Hand out **Student's Books** opened to page 13. Distribute crayons. Have students identify the numbers on the page.

T: *Point to number (1).*

Have students trace the number 1, first with their fingers, and then with a crayon. Repeat with the remaining numbers. Have students trace the lines from each number to the birthday cakes with the corresponding number of candles.

Model drawing a line from the number 1 to the cake.

T: *How many candles do you see?*

T/Ss: *(One).*

Distribute **Stickers**. Have students point to and name the number of candles on each **Sticker**.

Show students how to carefully peel off the **Stickers** and stick them onto the corresponding outlines on the page.

Choose a number and have students respond by pointing to the corresponding birthday cake.

T: *Show me the cake with (four) candles.*

Circle Time 2

Let's Make a Birthday Cake (Part 1)

Distribute plastic containers, play dough, and straws. Have students put the play dough into their containers to make a cake. Give each student a straw cut into five pieces to use as candles. Give students commands for putting candles on their cakes.

T: *Put three candles on your cake.*

Repeat with different numbers between 1–5.

Time to Go Routine ³

Play Track 3, *Good-bye Song*. Have individual students come to the front of the class. Have them lead the class in singing good-bye.

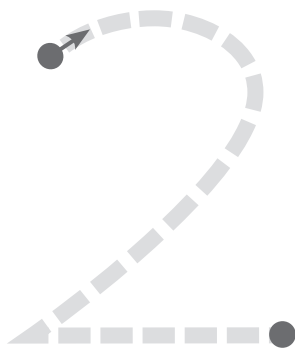
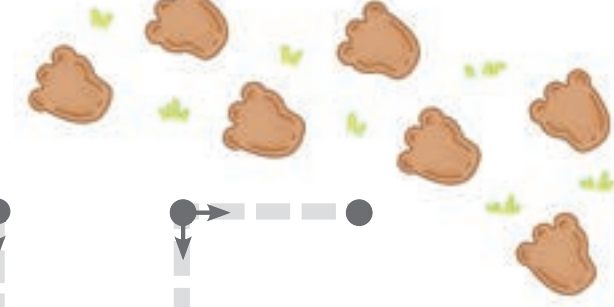
Extension Activity

Activity Book: Color, cut and glue. 

Go to page 45, Lesson 9.



Trace, count and stick.



Trace, draw and write.



4



5



Early Learning Goals: To identify, count and write numbers 1–5; To say how old a character is; To say how old one is

Vocabulary: *cake, candles, numbers 1–5*

Language: *How old are you? I'm (four) years old. Show me (four) fingers. Draw (four) candles on the cake.*

Materials: CLCs, Numbers Cards 1-5 and sets of students' number cards 1–5 (see **Preparation**), Jimmy and Kelly **Stick Puppets**, play dough birthday cakes with straw candles (from *Lesson 9*), **Dino Puppet**, crayons

Preparation: Assemble from *Welcome Week, Lesson 3: Numbers Cards 1–5* and sets of students' number cards.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: *I Clap and Say Good Morning* ²

Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

Circle Time 1

1 Make a Circle Routine ⁵

T: *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Put the Numbers in Order

Display **Number Cards 1-5** in random order at the front. Have individual students come to the front to put the cards in order from one to five.

3 Language Presentation: How Old Are You?

Draw two simple birthday cakes on the board. Draw one cake with four candles (for Jimmy) and one cake with five candles (for Kelly). Use the Jimmy and Kelly **Stick Puppets** (on page TG168). Hold up the Jimmy puppet.

T: *It's Jimmy's birthday. Look at his cake. How many candles are on his cake? Let's count.*

T/Ss: 1, 2, 3, 4.

T: *How old are you, Jimmy?*

JP: *I'm four years old.*

Repeat the procedure with the Kelly puppet.

Display the play dough birthday cakes that students made in *Lesson 9, Circle Time 2* at the front of the class. Ask a volunteer to come forward and point out his or her birthday cake.

T: *It's (Maria's) birthday. Look at (her) cake. How many candles are on (her) cake. Let's count.*

T/Ss: (1, 2, 3, 4).

T: *How old are you, (Maria)?*

S1 *I'm (four) years old.*

Repeat with several volunteers.

4 Song: *How Old Are You?* ^{19, 21}

Play Track 19, *How Old Are You?* Lead the class in singing the song. Hold up **Dino Puppet** as he sings the questions and Jimmy **Stick Puppet** (on page TG168) as he sings the answers. Pause the track after verse one. Then hold up **Dino Puppet** and the Kelly **Stick Puppet** (on page TG168). Repeat the procedure for the second verse. Have two volunteers come to the front of the class and say how old they are. Play Track 21, *How Old Are You?* (karaoke version) and sing a new version of the song based on their ages. Have the volunteers hold up their hand with the corresponding number of fingers as you lead the class in singing. Repeat with different volunteers.

Work Time

1 Chant: *Listen, Listen* ⁴

Play Track 4, *Listen, Listen*. Lead students in acting out the chant.

2 Show Me

Give out a set of student's number cards 1–5 to each student. (See **Preparation**.) Review the numbers.

T: *Show me (one).*

Students hold up the corresponding card.

Then put students into pairs and have them put the cards in order from one to five.

3 Student's Book: Trace, draw and write.

Show the *listen, draw, write* and *work time* CLCs. Hand out **Student's Books** opened to page 14. Distribute crayons. Have students point to and identify Jimmy and his age.

T: *Who's this?*

Ss: *It's (Jimmy).*

T: *How old is Jimmy?*

Ss: *He's (four) years old.*

Have students trace the line from Jimmy to the number 4, first with their fingers and then with a crayon.

Ask them to draw the corresponding number of candles on top of Jimmy's birthday cake.

Repeat the same procedure for Kelly. Then point to the child at the bottom of the page. Have students draw their own features on the blank face. Call an individual student to the front.

T: *How old are you?*

S1: *I'm (four) years old.*

T: *Show me (four fingers).*

S1 shows four fingers.

T: *Draw (four) candles on the cake.*

Students complete the **Student's Book** page by writing their age in the box and drawing the corresponding number of candles on the cake.

Circle Time 2

Let's Make a Birthday Cake (Part 2) ²⁰

Distribute the play dough birthday cakes (made by students in *Lesson 9*). Have them put the corresponding number of straw candles on their cake to represent their age. Explain to students that on their birthday, they can make a wish when they blow out the candles. Play Track 20, *Make a Wish*. Lead the students in saying the rhyme. On the last line, pretend to blow out the candles.

Closing

Time to Go Routine ³

Show the *stand up* CLC. Play Track 3, *Good-bye Song*. Have the class stand up, sing and wave.

Early Learning Goals: To identify party-related vocabulary; To count sets of objects; To identify shapes in party objects; To record information on a graph

Vocabulary: circle, square, triangle, rectangle, shape, balloons, presents, hats, cake, birthday party, graph

Language: Point to the balloons. How many balloons are there? Let's count. 1, 2, 3, 4. Show me your (red) crayon. Color four boxes on the graph. What shape are the balloons? Circles.

Materials: CLCs, **Template 5** (see **Preparation**), a bag, crayons, scissors, **Activity Book**

Preparation: Print **Template 5** (*Shapes*) for each student from *Welcome Week*, Lesson 5. Cut out one set of shapes (from the template) for use in activities.

NOTE: Save sets of shape cutouts for future lessons.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: *I Clap and Say Good Morning* ²

Play Track 2, *I Clap and Say Good Morning*. Lead students in singing and doing the actions.

3 Review Song: *How Old Are You?* ²¹

Play Track 21, *How Old Are You?* (karaoke version). Call two volunteers to the front of the class. Sing a new version of the song based on their ages. Have the volunteers hold up their hand with the corresponding number of fingers as you lead the class in singing. Repeat with different volunteers.

Circle Time 1

1 Make a Circle Routine ⁵

T: *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Play Track 5, *Sit in a Circle*. Encourage students to join in.

2 Presentation: Shapes and properties

Review the shape cutouts from **Template 5** one at a time. Have students repeat.

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

Ss: *A triangle.*

T: *It has three sides.*

Repeat with the remaining shapes, pointing out the following: a circle is round; a square has four sides that are all the same; a rectangle has four sides—two short sides and two long sides.

Then put the shape cutouts in a bag. Reveal just a small part of one of the shapes at the top of the bag. Ask the class to guess what shape it is.

T: *What shape is this? Is it a circle? Is it a rectangle?*

Ss: *It's a rectangle.*

T: *How many sides does it have?*

Ss: *Four.*

T: *Are they all the same?*

Ss: *No.*

Have students identify each shape.

3 Chant: *Shapes* ²²

Play Track 22, *Shapes*. Hold up the corresponding shape cutout for each verse as you lead the students in chanting.

4 Game: *Race to the Board*

See page xi for instructions on how to play *Race to the Board*. Use the shape cutouts. For variety, call out shape properties. For example, *Four sides all the same*, etc.

5 Shape Template Work ²²

Distribute scissors, crayons and copies of **Template 5** (*Shapes*). Have students color the shapes however they want and cut them out on the dotted lines. Play Track 22, *Shapes*. Lead students in chanting the rhyme and holding up the corresponding shape for each verse.

Work Time

Student's Book: Count and draw.

Show the *listen, count, draw* and *work time* CLCs. Hand out **Student's Books** opened to page 15. Distribute crayons. Review the party-related vocabulary with students by pointing to and identifying each item. (*These are balloons.*)

Then have students count each party-related item and color the corresponding number of boxes on the graph.

T: *Point to the balloons.*

Students point to the balloons.

T: *How many balloons are there? Let's count.*

T/Ss: *1, 2, 3, 4.*

T: *Show me your (red) crayon. Color four balloons on the graph.* Afterward, ask students about the different shapes and their properties.

T: *What shape are the balloons?*

T/Ss: *Circles.*

T: *Do circles have four sides all the same?*

T/Ss: *No!*

T: *Are circles round?*

T/Ss: *Yes!*

Circle Time 2

1 Chant: *Shapes* ²²

Play Track 22, *Shapes*. Lead students in chanting the rhyme and holding up the corresponding shape for each verse.

2 Game: *Step Forward*

See page xi for instructions on how to play *Step Forward*. Use the shape cutouts from earlier activities. When a student steps forward, have him or her say describe the shape. For example, *This is a circle*.

Closing

Song: *English Class Is Over* ⁷

Before singing, guide students in a discussion of what they did in class and what they learned. Accept and praise any answers the students try to give.

T: *Stand up, children. Line up.* (Guide students in making a line.)

T: *English class is over. It's time to say good-bye.*

Play Track 7, *English Class Is Over*, and wave as you sing.

Extension Activity

Activity Book: Look and draw.





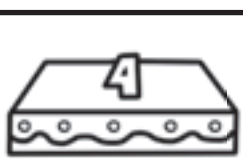
Go to page 5, Lesson 11.



Count and draw.

Happy Birthday!





Look, draw and color.



Early Learning Goals: To identify party-related vocabulary; To count sets of objects; To identify shapes in party objects

Vocabulary: circle, square, triangle, rectangle, balloons, presents, hats, cake, birthday party

Language: Point to the balloons. What shape are the balloons? Circles. What color is the circle? Red. Color the balloons red.

Materials: CLCs, shape cutouts from Lesson 11, crayons, **Fast Finishers** Lesson 12 (on **Teacher's Resource CD**), **Dino Puppet**, **Big Book** and **Informative Mini-readers** (*I Like to Go to School*), **Activity Book**

Opening

1 Song: *I Like My English Class* 1

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Review Chant: *Shapes* 22

Play Track 22, *Shapes*. Lead students in chanting the rhyme and holding up the corresponding shape for each verse. (Use the shape cutouts from Lesson 11.)

Work Time

1 Student's Book: Look, draw and color.

Show the *look, draw, color* and *work time* CLCs. Hand out **Student's Books** opened to page 16. Distribute crayons. Have students point to and identify the shapes and their colors at the bottom of the page.

T: *What's this?*

Ss: *It's a red circle.*

Then have students draw features on the two blank faces. Finally, have students color in the black and white circles, using the guide at the bottom of the page.

T: *Point to the balloons.*

Ss point to the black and white balloons.

T: *What shape are the balloons?*

T/Ss: *Circles.*

T: *What color is the circle?*

Point to the circle at the bottom of the page.

T/Ss: *Red.*

T: *Color the balloons red.*

Repeat for the remaining shapes on the page. Then sing *Happy Birthday to Dino*.

NOTE: This song does not appear on the audio.

2 Review Song: *How Old Are You?* 21

Play Track 21, *How Old Are You?* (karaoke version). Call two volunteers to the front of the class. Sing a new version of the song based on their ages. Repeat with different volunteers.

Extension Activity

Fast Finishers: Color, cut and glue FF

Go to the **Teacher's Resource CD** and have the class do the Lesson 12 **Fast Finishers** activity.

NOTE: Hats completed in this activity will be discussed in *Presentation Time* activity.



Extra Lesson

1 End-of-the-week Review Activities 19, 20, 22

Review the songs/chants *How Old Are You?* (Track 19) *Make a Wish* (Track 20), and *Shapes* (Track 22).

2 Look for It!

Display **Student's Book** pages 13–16 from Unit 1, one page at a time. Point to the *look* CLC.

T: *Look for a (cake with three candles).*

Teach the students to say *Stop* and signal with their hands when they see a (cake with three candles). Repeat with a cake with four candles, a green rectangle, a yellow square, a red circle.

3 Finish Off Work

Have students finish off any incomplete work from their **Student's Book**. Time permitting, do

additional fine-motor options from **Activity Book** pages. Display finished work in the class.

Presentation Time

Show and Say

Use **Dino Puppet** to demonstrate how to present finished hats from Lesson 12 **Fast Finishers** activity to the class. Invite volunteers to come up and share their hats with the class one at a time. Help students repeat what **Dino Puppet** says, adapting it accordingly.

T/Ss: *Dino, how old are you?*

DP: *I'm (four) years old. Miguel, how old are you?*

S1: *I'm (five) years old.*

Afterward, display students' hats around the classroom.

Story Time: *I Like to Go to School*

1 Talk about Classroom Objects

Distribute pre-assembled **Informative Mini-readers**. Review the **Big Book**, revisiting activities from Lessons 1, 4 and 8.

2 Focus on Classroom Objects

Display the cover and all the pages one at a time. Invite students to come up and point to the text (word by word) as you read. Look at each page, encouraging students to remember the text. Pause to give them the opportunity to remember / predict the words.

3 Find the Picture

Display the back cover of your *I Like to 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 ...* (Point to the carrots.)

T/Ss *... carrots.*

T: *Look for the carrots.*

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 come up and point to the picture in your **Big Book** and identify the item. Repeat with the remaining pictures.

Go to the **Fourth Reading** section of page TG5B for an additional activity.

Early Learning Goals: To make predictions about what will happen in a story; To listen to and follow a story; To identify classroom objects and members of the family

Vocabulary: *mommy, daddy, sister, pencil case, backpack, book, lunch box, school bus*

Language: *Who's she? Mommy. "Here's your (pencil case)," said Mommy. Draw a (pencil case).*

Materials: classroom objects **Flashcards, CLCs, Story Cards** (*Hurry Up, Joey*), **Finger Pointer**, crayons, **Fast Finishers** Lesson 13 (on **Teacher's Resource CD**)

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Game: *Go to the ...*

See page xi for instructions on how to play *Go to the ...*. Use the classroom objects **Flashcards**.

3 Review Song: *You Can Do It, Too!* ¹⁶

Play Track 16, *You Can Do It, Too!* As you play the track, have volunteers come to the front and mime the corresponding classroom activity as you sing each verse.

Story Time: *Hurry Up, Joey!*

1 Talk About the Cover

Display the *look* **CLC**. Then display cover **Story Card** and read the title *Hurry Up, Joey!* aloud. Guide students in talking about the illustration on the cover. Point to the bus

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

Encourage students to name the classroom objects that they know.

T: *What do you see?*

Ss: *I see a (backpack, lunch box ...).*

Accept and praise any answers the students try to 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?*

Point to the school bus and have students repeat.

T: *A school bus!*

Ss: *A school bus!*

Read the title again as you point to the words.

Peek at the **Story Cards**, but don't let the students see them.

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

Encourage students to make predictions about the story. If students 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.

T: *The children go to school. / They have fun on the bus. / That's interesting! / 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 items and classroom objects as they can. Point to familiar family members and objects and help students name them. Point to **Story Card 1**.

T: *Look. I can see a (pencil case). This is a ...*

Ss: *... (pencil case).*

Invite different students to come up and point to other family members or classroom objects on the **Story Card 1**.

T: *(Alex). Come here. Put your finger on the (pencil case).*

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

4 Listen to the Story: *Hurry Up, Joey!* ²³

Play Track 23, *Hurry Up, Joey!* Display the **Story Cards**, one at a time. 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.

Work Time

1 Student's Book: Trace and draw.

Show the *listen, draw* and *work time* **CLCs**. Hand out **Student's Books** opened to page 17. Distribute crayons. Have students point to each of the family members down the left side of the page. Describe each one in turn.

T: (Point to Mommy.) *Who's this?*

T/Ss: *Mommy.*

Model tracing the line from Mommy to the blank box with your finger.

T: *Here's your (pencil case), said Mommy.*

Students trace the line with their fingers and repeat.

T: *Draw a (pencil case).*

Have students trace the line with a crayon and then draw a pencil case in the box.

Repeat the same procedure for the rest of the story characters ("Here's your lunchbox," said Daddy. "Here's your book," said Sister.)

2 Song: *Clean Up!* ⁶

Show the *clean up* **CLC**. Play Track 6, *Clean Up!* Encourage students to work together as they sing. Say *Thank you* to the students when they have finished and encourage them to respond *You're welcome*.

Extension Activity

Fast Finishers: Color and cut. ^{FF}

Go to the **Teacher's Resource CD** and have the class do the Lesson 13 **Fast Finishers** activity.

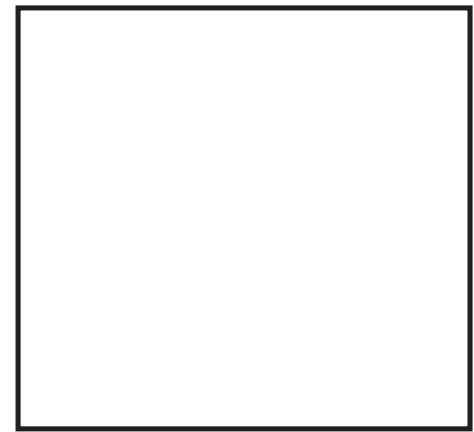


Closing

Time to Go Routine ³

Play Track 3, *Good-bye Song*. Have individual students come to the front of the class. Lead the class in singing good-bye to them.

Trace and draw.



Look and color.



Early Learning Goals: To listen to and follow a story; To answer questions about a story

Vocabulary: *bed, toy box, shelf, table, sofa / chair, pencil case, lunch box, car, book, backpack, in, on, under*

Language: *Joey can't find his pencil case. Point to Joey's pencil case. Where is his pencil case? It is under the bed.*

Materials: classroom objects (crayon, glue stick, pencil, paintbrush, etc.), small box, **Narrative Mini-readers** and **Story Cards** (*Hurry Up, Joey!*), **Response Fans** (in **Student's Resource Book**), **Finger Pointer**, **CLCs**, crayons, two beanbags, **Activity Book**

Preparation: Assemble *Hurry Up, Joey!* **Narrative Mini-readers** for students.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Review Prepositions: *In, On, Under*

Use classroom objects (crayon, glue stick, pencil, paintbrush, etc.) to review the prepositions. Put the classroom objects *in, on* and *under* a box.

T: (Put a crayon in a box.) *Where's the crayon?*

T/Ss: *The crayon is in the box.*

Repeat the procedure with different classroom objects.

Story Time: *Hurry Up, Joey!*

1 Listen and Follow ²³

Hand out pre-assembled *Hurry Up, Joey!* **Narrative Mini-readers** and check that students are holding them correctly. Play Track 23, *Hurry Up, Joey!* Help students follow along in their own readers. Encourage them to join in the story and turn the page when they hear the "magic bell". Afterward, students say what they remember about the story.

2 Talk About the Cards

Display the **Story Card** cover on the board. Read the title again, and then hold up **Story Cards**. Invite students to come up and point to different characters and actions on each **Story Card** with the **Finger Pointer** while the class

points to them in their own *Hurry Up, Joey!* **Mini-readers**.

Story Card 1

T: *Point to Joey.*

T/Ss: *Joey.*

Point to the pencil case.

T: *Joey can't find his ...*

T/Ss: *pencil case.*

T: *Who finds his pencil case?*

T/Ss: *Mommy.*

Story Cards 2 and 3

Repeat the prompts, using *lunch box/Daddy* for **Story Card 2** and *book* for **Story Card 3**. Continue for each of the **Story Cards**, using the target language focus where possible.

3 Check Comprehension

Distribute **Response Fans** and give students instructions for holding up the *thumbs up* and *thumbs down* **Response Fans**. Ask questions similar to the following and model responses. *Does Mommy find Joey's pencil case? Does Daddy find Joey's book? Is Joey's backpack under the chair?*

Students hold up their **Response Fans**. (*Thumbs up* if the answer is *Yes* or *thumbs down* if the answer is *No*.)

4 Oral Cloze

Display **Story Cards 1 to 6**. Read the story slowly one section at a time, leaving out key words at the ends of sentences to give students a chance to say them.

Story Card 1

T: *Come on, Joey, don't*

Ss: *go slow.*

T: *Get your things. It's time ...*

Ss: *to go,*

T: *said Mommy. The bus is coming!*

Ss: *Hurry up!*

T: *said Mommy. But I can't find my ...*

Ss: *pencil case, ...*

Continue with the text on **Story Cards 1-6**.

Work Time

1 Student's Book: Look and color.

Show the *look, color* and *work time* **CLCs**. Hand out **Student's Books** opened to page 18. Have students point to and identify black and white objects in each picture. Distribute crayons and have students color in the black and white objects.

Afterward, guide students in talking about the objects.

T: *Joey can't find his pencil case. Point to Joey's pencil case.*

Students point to the pencil case.

T: *Where is his pencil case? T/Ss: It's under the bed.*

2 Game: *Directions*

Divide the class into two teams. Put a chair, box and table on each side of the class. Have a member from each team come to the front. Give them each a beanbag. Then explain that you are going to give them a command, but that they cannot carry it out until you say, *Go!*

T: *Throw the beanbag on the chair.*

Lead the class in chanting the command.

T/Ss: *Chair, chair, on the chair. Throw it on the chair.*

At the end of the chant say, *Go!* Both members should throw their beanbags and try to get them on the chair.

Students get a point if the beanbag lands on their chair. Repeat the activity with commands similar to the following: *Box, box, in the box. Throw it in the box. / Table, table, under the table. Throw it under the table.*

Closing

Time to Go Routine ³

Show the *line up* **CLC**. Play Track 3, *Good-bye Song*. Have the class line up, sing and wave.

Extension Activity

Activity Book: Trace and color.

Go to page 6, Lesson 14.



Early Learning Goals: To listen to and follow a story; To sequence a story; To act out a story

Vocabulary: *crayon, book, scissors, backpack, pencil case, lunch box, pencil, glue stick*

Language: *I have a crayon. I don't have a backpack.*

Materials: crayons, classroom objects **Flashcards, Narrative Mini-readers and Story Cards** (*Hurry Up, Joey!*), **CLCs, Activity Book**

Preparation: Detach **Activity Book** page 47 for each student. Follow the instructions on the reverse page.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Song: *Do You Have Your Crayon Today?*



Distribute a crayon to each student. Play Track 24, *Do You Have Your Crayon Today?* As you play the first verse of the track, have students hold up their crayon as you lead them in singing the song. For the second verse, have students shake their heads no to indicate they forgot their pencils. Display the classroom objects **Flashcards**. Have students choose two cards. Play Track 25, *Do You Have Your Crayon Today?* (instrumental version) and sing a new version of the song based on the cards. For example, *Do you have your paintbrush today? Yes, I do. Here it is. / Do you have your colored pencil today? No, I don't. I forgot it.*

Story Time: *Hurry Up, Joey!*

1 Listen and Follow **SRB** ²³

Hand out pre-assembled **Narrative Mini-readers**. Play Track 23, *Hurry Up, Joey!* Help students follow along in their own readers. Encourage them to read along and turn the page when they hear the “magic bell”. Afterward, students say what they remember about the story.

2 Sequence the Story Cards **SC**

Ask six students to come to the front of the class. Have them each choose a **Story Card** and then arrange themselves so the cards are in order. Repeat the activity with six more students.

3 Act It Out **SC**

Display the **Story Cards** one by one. Guide students in acting out each scene by whispering their lines to them. Use real classroom objects.

Story Card 1

Call two volunteers to the front to play the characters of Joey and Mommy. Place a pencil case nearby. Whisper their lines to them, encouraging the rest of the class to join in. Prompt the volunteer playing Joey to say, *But I can't find my pencil case.*

Prompt the volunteer playing Mommy to find the pencil case and say, *Here it is.*

Story Card 2

Repeat the procedure, changing the Mommy volunteer for a Daddy volunteer and changing the pencil case for a lunch box.

Joey says, *But I can't find my lunch box.* Daddy finds the lunch box and says, *Here it is.*

Story Cards 3–4

Repeat, changing the Daddy volunteer for a Sister volunteer and changing the lunch box for a book.

Joey says, *But I can't find my book.*

Sister finds the book and says, *Here it is.*

Story Card 5

Then have the volunteer playing Joey put a backpack on his or her back.

Sister says, *Come on, Joey. The bus is here.*

Joey says, *But I can't find my backpack.*

Story Card 6

Call all the volunteers back to the front.

Daddy says, *It's on your back.*

Mommy says, *Oh, Joey!*

Work Time

Student's Book: Look, mark and color. **CLC** **SB**

Show the *listen, color* and *work time* **CLCs**. Hand out **Student's Books** opened to page 19. Distribute crayons.

Point to the picture of the green crayon.

T: *What's this?*

T/SS: *A crayon.*

T: *Can you see another crayon?*

T/SS: *Yes!*

Point to the crayon in the black and white puzzle.

T: *Put a check next to the crayon.*

Then point to the blue scissors.

T: *What are these?*

T/SS: *Scissors.*

T: *Can you see another pair of scissors?*

T/SS: *No!*

T: *Don't put a check next to the scissors.*

Repeat for each item. Then have students color the items in the puzzle. Afterward, have individual students describe what's in the puzzle on their **Student's Book** page.

T: *Do you have a crayon?*

S1: *Yes, I have a crayon.*

T: *Do you have a backpack?*

S1: *No, I don't have a backpack.*

Closing

Time to Go Routine ³

Play Track 3, *Good-bye Song*. Have the class sing and wave.

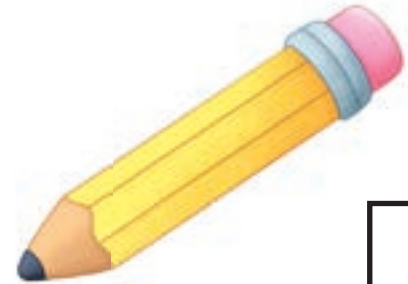
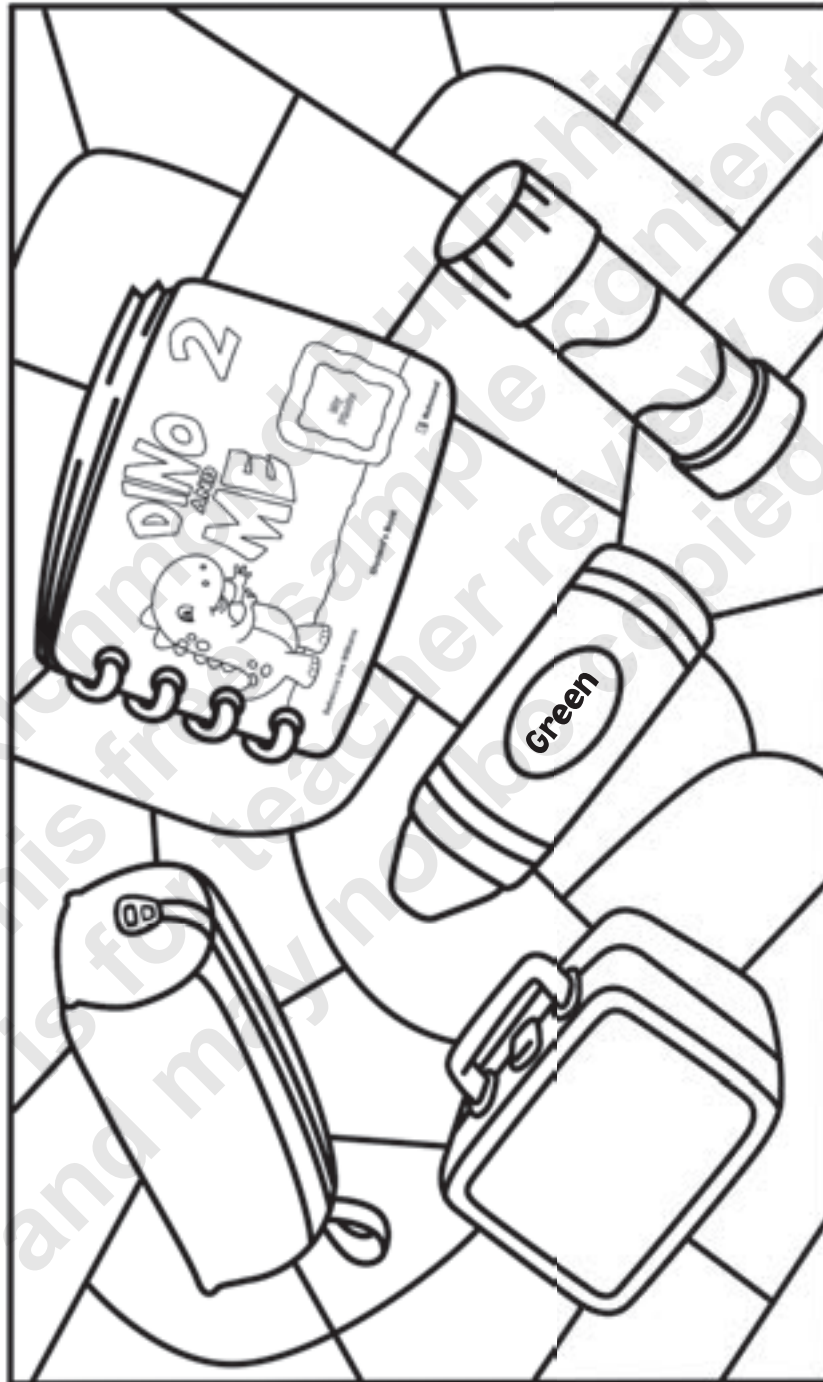
Extension Activity

Activity Book: Color, cut and glue. **AB**

Go to page 47, Lesson 15.



Look, mark and color.



Look and color.



Lesson 16 Value: *I Take Care of My School Things*

Early Learning Goal: To understand the importance of taking care of one's school things

Vocabulary: coat, crayon, pencil, glue stick, paper, recycle, backpack, shelf, pencil case, water bottle, table, chair

Language: He is taking care of his school things. He is NOT taking care of his school things. Is he taking care of his school things? Yes, he is. / No, he isn't.

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

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Talk About the Value: *I Take Care of My School Things*

Show the *look* and *listen* CLCs. Display the **Unit 1 Values Poster**. Explain that the children in the photographs are being responsible and taking care of their school things unlike the boy in *Hurry Up, Joey!* Use the **Finger Pointer** to point to each photo as you read the descriptions below. Discuss the photos and ask students to respond to your prompts. Encourage them to tell you what things they do to take care of their school things.

T: Look at the poster. Are the children taking care of their school things in each picture? Do you and your classmates take care of your school things? What do you do?

P1: Look at the girl. She is hanging up her coat. Is she taking care of her school things? Do you hang up your coat?

P2: Look at the children. They are putting away their school supplies. Are they taking care of their school things? Do you put away your school things?

P3: Look at the children and the teacher. They are recycling. Are they taking care of their school things? Do you recycle?

P4: Look at this girl. She has a nice lunch box. Is she taking care of her lunch bag? Do you take care of your lunch bag?

P5: Look at the boy. He has a blue backpack. Is he taking care of his backpack? Do you take care of your backpack?

P6: Look at this girl. She is putting away her book. Is she taking care of her book? Do you take care of your book?

Work Time

1 Student's Book: Look and point.

Show the *look*, *color* and *work time* CLCs. Hand out **Student's Books** opened to page 20. Explain that the page shows pictures of Dino with his school things. In some pictures, Dino is taking care of his school things. In some pictures, Dino is NOT taking care of his school things. Describe each picture. Point to the top left picture.

T: Look at Dino. He is hanging up his coat. He is taking care of his school things.

Repeat with the remaining pictures. Then describe one of the pictures and have students point to it.

T: Dino's water bottle is on the floor. He isn't taking care of his school things.

Students point to the bottom right picture.

2 Yes or No?

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

T: Put your finger on the picture with Dino and his coat. Is he taking care of his school things?

Show students how to hold up the *thumbs up* **Response Fan** if Dino is taking care of his school things and the *thumbs down* **Response Fan** if Dino is NOT taking care of his school things.

3 Student's Book: Look and color.

Distribute crayons. Give students instructions for pointing to each picture on **Student's Book** page 20 again. Show them how to color in the corresponding faces.

T: Put your finger on the picture of Dino hanging up his coat. Is he taking care of his school things?

Ss: Yes, he is.

T: That's right. He is taking care of his school things. Color the happy face. (Model.)

T: Put your finger on the picture of Dino with his water bottle on the floor. Is he taking care of his school things?

Ss: No, he isn't.

T: Oh, no! He is NOT taking care of his school things. Color the sad face. (Model.)

4 Act Out a Scene and Point

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 if they are taking care of their school things or not.

5 Song: *Clean Up!* ⁶

Show the *clean up* CLC. Play Track 6, *Clean Up!* Encourage students to work together as they sing. Say *Thank you* to the students when they have finished and encourage them to respond *You're welcome*.

Closing

Time to Go Routine ³

Play Track 3, *Good-bye Song*. Have the class sing and wave.

Early Learning Goal: To review and practice naming classroom objects

Vocabulary: *pencil, paintbrush, glue stick, scissors, pencil case, backpack, colored pencil*

Language: *Point to the (crayon). Show me your (blue) crayon. Color the dot (blue).*

Materials: classroom objects **Mini-flashcards**, **Poster 1**, classroom objects Cutouts, **CLCs**, crayons, **Finger Pointer**, real classroom objects (pencils, crayons, colored pencils, glue sticks, etc.), **Big Book** (*I Like to Go to School*)

* See **Cutouts List** on **Teacher's Resource CD**.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Chant: *Listen, Listen* ⁴

Play Track 4, *Listen, Listen*. Do the actions as you lead the students in saying the chant.

3 Review: *Show Me*

Distribute the classroom objects **Mini-flashcards**. Display the *colored pencil* **Mini-flashcard**.

T: *What's this?*

Ss: *It's a colored pencil.*

T: *Show me a colored pencil.*

Students hold up the *colored pencil* **Mini-flashcard**. Repeat with the remaining classroom objects.

4 Review Song: *This Is a Table* ¹¹

Play Track 11, *This Is a Table*. Use the **Finger Pointer** to point to objects in the classroom as you lead the students in singing the song.

5 Yes or No?

Display **Poster 1** with the classroom objects Cutouts attached. Point to different Cutouts and ask students questions about them.

T: *Is this a (lunch box)?*

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

Work Time

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

Show the *listen, color* and *work time* **CLCs**. Hand out **Student's Books** opened to page 21. Distribute crayons. Have students point to and identify the classroom objects.

T: (Point to the crayon.) *What's this?*

T/Ss: *It's a crayon.*

Have students color the dots next to each classroom object according to your instructions.

T: *Point to the (crayon). Show me your (blue) crayon. Color the dot (blue).*

Afterward, have students trace the lines from the classroom objects to the school, first with their fingers and then with a crayon.

2 Song: *Kelly Has a Purple Backpack* ^{13, 14}

Display **Poster 1** with the *purple backpack* and the *yellow backpack* Cutouts attached. Play Track 13, *Kelly Has a Purple Backpack*. Use the **Finger Pointer** to point to the backpack Cutouts on the poster as you lead the students in singing the song.

Display several pairs of classroom objects in different colors (a green crayon and a yellow crayon, a purple lunch box and a pink lunch box, etc.). Then play Track 14, *Kelly Has a Purple Backpack* (instrumental version) and sing a new version of the song based on the different-colored pairs of classroom objects.

3 Game: *Come to the Middle*

Display the *sit in a circle* **CLC**. See page xi for instructions on how to play *Come to the Middle*. Use the real classroom objects (pencils, crayons, colored pencils, glue sticks, etc.).

Story Time: *I Like to Go to School*

Echo Read the Story

Display the **Big Book**. Revisit the story by reading it aloud and having students repeat each line after you.

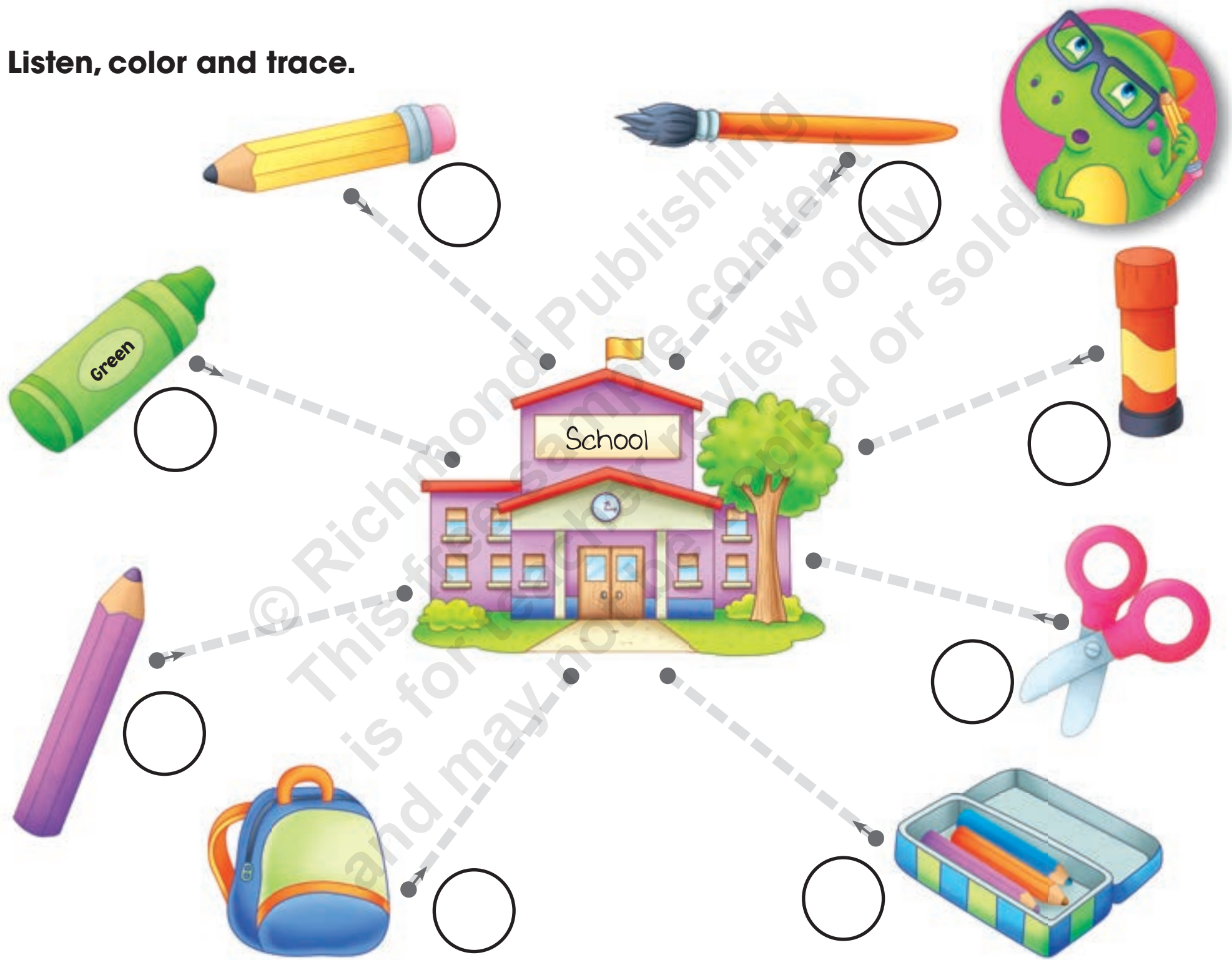
Go to the **After Review Pages** section of page TG5B for a final review activity.

Closing

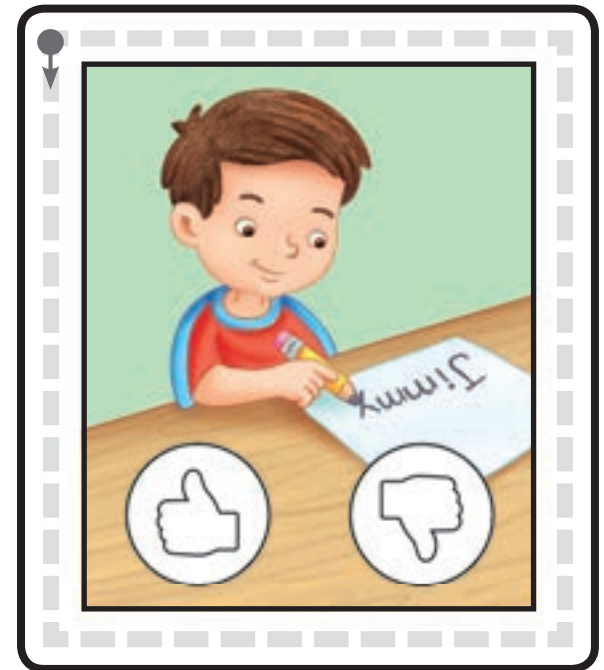
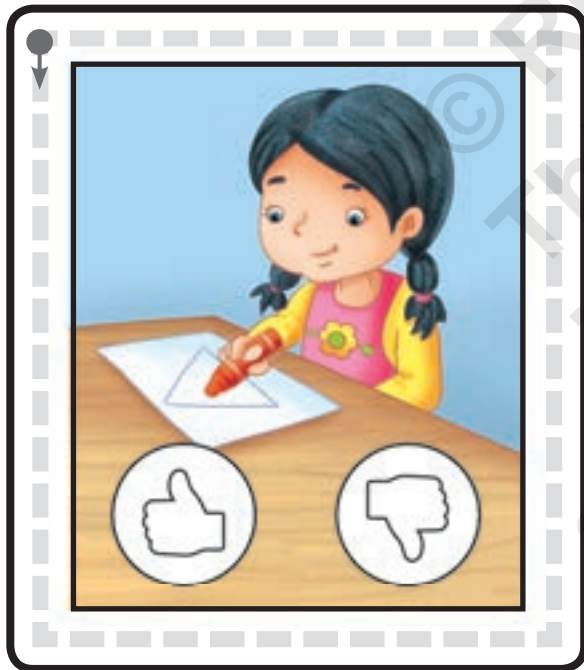
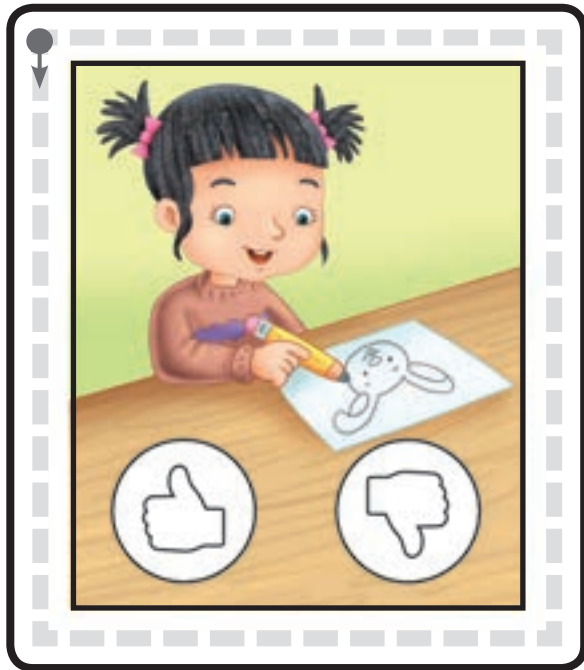
Time to Go Routine ³

Play Track 3, *Good-bye Song*. Have the class sing and wave.

Listen, color and trace.



Listen, trace and color.



Early Learning Goal: To review and practice naming classroom activities

Vocabulary: draw, glue, cut, color, paint, write

Language: Jimmy is cutting. Show me your (yellow) crayon. Trace around the square. Do you like to draw? Yes, I do. / No, I don't. I like to draw. I don't like to glue.

Materials: sets of classroom activities **Mini-flashcards**, real classroom objects (pencil, crayon, scissors, glue stick, paintbrush, colored pencil, etc.), **CLCs**, crayons, Jimmy and Kelly **Stick Puppets**, **Response Fans** (in **Student's Resource Book**), **Assessment Unit 1**, **Activity Book**

Preparation: Print **Assessment Unit 1** (on Teacher's **Resource CD**) for each student.

Opening

1 Song: *I Like My English Class* ¹

Play Track 1, *I Like My English Class*. Do the routine to signal the beginning of class.

2 Mini-flashcards: Show Me

Give out the classroom activities **Mini-flashcards**. Display the draw **Mini-flashcard**.

T: *What's this boy doing?*

Ss: *He's (drawing).*

T: *Show me (drawing).*

Students hold up the appropriate **Mini-flashcard**. Repeat with the remaining classroom activities.

3 Review Song: *You Can Do It, Too!* ¹⁶

Play Track 16, *You Can Do It, Too!* As you play the track, have volunteers come to the front and mime the corresponding classroom activity as you sing each verse.

4 Game: *Musical Chairs*

See page xi for directions on how to play *Musical Chairs*.

Put the following school objects on the chairs: pencil, crayon, scissors, glue stick, paintbrush and colored pencil. Students who sit on a chair with a classroom object identify it and describe it while the other students mime the action associated with that object.

S1: *We cut with our scissors at school.*

Work Time

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

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

Have students point to and identify the classroom activities in each picture.

Have students point to and name the classroom activities: *drawing, gluing, cutting, coloring, painting, writing*.

T: *Jimmy is writing. Point to the picture.*

Students point to the picture.

T: *Show me your (yellow) crayon. Trace around the square.*

Repeat the procedure for the remaining five pictures, choosing different colors for students to trace around each frame.

Once students have completed tracing around the frames, have them point to the pictures again.

T: *Do you like to draw?*

S1: *Yes, I do. / No, I don't.*

Students color in the *thumbs up* or *thumbs down*, depending on their answer.

Finally, have students share their work with the class. Call individual students to the front.

S1: *I like to draw. I don't like to glue.*

2 Let's Think About It! I like it! I don't like it!

¹² 

Play Track 12, *You're My Friend*. Use the Kelly and Jimmy **Stick Puppets** (on page TG168) to model how to rate the songs and activities presented in Unit 1. Have Kelly hold up a **Response Fan** with *three stars* on it. Have her clap and say, *I like it!* Next, have Jimmy hold up a **Response Fan** with *one star* on it. Have him shake his head and say, *I don't like it!* Remind students that *holding up two stars* indicates it was so-so.

Distribute **Response Fans** to students.

Play Track 12, *You're My Friend* once more and ask, *Do you like the song?*

Have them use the **Response Fans**.

Repeat with a few other songs. Then show students some of the **Student's Book** pages and activities that are stored

in the *Portfolio Classroom* that the teacher has put together. Follow the same procedure for rating the activities and talking about which ones were the most popular.

3 I Did My Best! / I Need to Work Harder.

Give students instructions for holding up the *thumbs up* and *thumbs down* **Response Fans**. Show students some of the **Student's Book** and **Activity Book** activities that are stored in the *Portfolio Classroom*. Explain to students that they are going to rate how hard they tried on a particular activity. If they feel they really tried hard on the activity and did the best they could, they should hold up the *thumbs up* **Response Fan**. If they feel they didn't try their hardest or that they could do better on the activity, they should hold up the *thumbs down* **Response Fan**.

Closing

Time to Go Routine ⁷

Play Track 7, *English Class Is Over*. Have the class sing and wave.

Assessment Unit 1

Download *Assessment Unit 1* from the **Teacher's Resource CD** and follow the instructions. Print a set for each student and help them complete it.