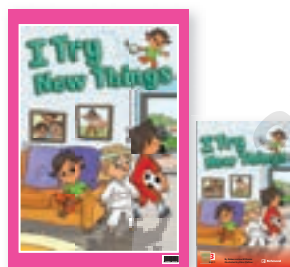


# Overview

# Unit 1

Lessons	Early Learning Goals	Vocabulary	Language
1–4	<ul style="list-style-type: none"> <li>To say one's name and to greet others</li> <li>To identify and say daily classroom routines</li> <li>To say which school activities one can do</li> <li>To say one's gender and age</li> <li>To describe school routines one likes or doesn't like to do</li> <li>To say what Dino's favorite things are</li> <li>To describe one's favorite things</li> </ul>	sing, speak English, write, count, cut, draw, color, boy, girl, listen to stories, clean up, food, colors, toys, friend, play, paint	<i>What's your (his / her) name? My (His / Her) name is (Dino). Where is (Jimmy)? He's / She's not here. What can Jimmy and Kelly do at school? They can sing. Are you a boy or a girl? I'm a (boy / girl). How old are you? I'm (five) years old.</i>
5–8	<ul style="list-style-type: none"> <li>To name the days of the school week</li> <li>To trace the days of the school week</li> <li>To identify special classes at school</li> <li>To review numbers 1–20</li> <li>To say when one has special classes and whether he / she likes them</li> <li>To learn how to tell time on the hour</li> <li>To identify special school activities and times</li> </ul>	school days, PE, art, computer class, music, science, clock, time, numbers 1–12, days of the school week (Monday, Tuesday, Wednesday, Thursday, Friday)	<i>What day is today? Today is Monday. When do they have art? They have art on Tuesday. Do we have music? Yes, we do. / No, we don't. Do you like science? Yes, I do. / No, I don't. What time is it? It's six o'clock. Is it 8 o'clock? Yes, it is. / No, it isn't. It's 7 o'clock.</i>
9–12	<ul style="list-style-type: none"> <li>To name and trace the days of the school week</li> <li>To identify and name weekend (recreational) activities</li> <li>To trace days of the weekend</li> <li>To say which activities one likes to do on the weekend</li> <li>To trace days of the weekend</li> <li>To identify and trace the parts of the day</li> </ul>	weekday, weekend (Saturday, Sunday), go to the supermarket, visit my grandparents, go to the movies, stay home, play with my pet, play with my toys, play with my friends, watch TV, ride my bike, morning, afternoon, evening	<i>We go to school (stay home) on (Monday). What do you do on the weekend? I visit my grandparents on the weekend. Do you like to play with your pet? Yes, I do / No, I don't. When do you watch TV, in the morning, afternoon or evening? I watch TV in the (morning). What's Jimmy doing? He's playing with his toys. What does Dino do on Wednesdays? He plays video games with his friend. Does Dino go to the movies on Tuesday? No, he doesn't.</i>
13–16	<ul style="list-style-type: none"> <li>To identify more special classes</li> <li>To listen attentively to a story</li> <li>To predict what a story is about</li> <li>To identify characters and feelings in a story</li> <li>To sequence events in a story</li> <li>To talk about activities one is good at and a new skill one would like to learn</li> <li>To understand the importance of working hard to learn new things</li> </ul>	karate, science, soccer, swimming, math, love, hate, good at, excited, scared, afraid, angry, bored, proud, sad, ride a bike, play tennis, do karate, play the recorder	<i>She loves his / her class. He / She is good at (soccer). I'm (angry). What class does Andy have on Wednesday? He has music class on Wednesday. What time does he have his soccer class? He has his soccer class at 6 o'clock. What's he doing? He's swimming. Are you good at swimming? What are you good at? I'm good at (dancing).</i>



## Informative Reader: We Have Fun at School

### Pre-reading Activities: During Lesson 1

#### 1 Introduce the Topic

Show students the school activities at the bottom of **Poster 1**. Point out the first two pictures.

**T:** *Look! Jimmy and Kelly are doing activities at school. Jimmy and Kelly are singing songs. They are speaking English.*

Point to some of the remaining school activities on **Poster 1** and then mime them to introduce the topic. Ask students if they do similar activities at school.

#### 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 girl in a classroom. She looks happy. She's in front of a calendar. What day is it? It's Monday!*

Point to *Monday* above the calendar.

#### 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 **Poster 1** Cutouts in a pile: *go to the park, music class, PE, art class, science class, go to the movies, play with my pet, visit my grandparents, ride my bike, play video games, play with my toys, go to the supermarket, computer class, play with friends*. Point to the **Big Book** cover.

**T:** *What's in the book?* (Hold up a Cutout.)

**T:** *Is this in the book?*

Show the *go to the supermarket* Cutout.

Students nod and say *yes* or shake their heads and say *no*.

#### 5 Picture-Read the Book

Display the **Big Book** one page at a time. Ask students to name school activities.

**T:** *What do you see?*

Look at the pages again with the students. Have volunteers point to classroom activities. Have students repeat the words and then mime the actions. Then have them point to and name each activity. After pages 3, 5 and 7, invite a volunteer to turn the page.

### First Reading: During Lesson 1

#### 1 Listen to the Story

Display the **Big Book**. Read the title. Display the *look, listen and be quiet* CLCs. Play Track 16, *We Have Fun at 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 Cutouts from *Making Predictions* in the *Pre-reading* activity.

**T:** *Is this in the book?* (Hold up a Cutout.)

Students nod and say *yes* or shake their heads and say *no*.

Flip through the pages for them to confirm their predictions.

When they see a school activity, they hold up their hands and say *Stop*.

### Second Reading: After Lesson 4

#### Check Comprehension

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

**Pages 2–3:** Point to the children and talk about their activities. *Are these children playing a game? Is this boy drawing a picture? Is the teacher helping the girl? Is the boy reading a book?*

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 aloud.

**T:** *My name is...* (Point to David.)

**Ss:** *...(David).*

### Fourth Reading: After Lesson 12

#### Game: Choose an Object

Have students look through their **Informative Mini-readers** and find a picture of a school activity (*sing songs, count, listen to stories, paint pictures, play games, do experiments, use computers*). Have them point to the picture while remaining quiet. When everyone has found a school activity, ask a volunteer to point to it in the **Big Book**. Name the school activity 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 David and Andrea. Ask, *Is David five years old? Are David and Andrea in math class? Are they having fun at school? Do you have fun at school?*

**P3:** Point to the children and ask, *Are they in science class? Are the children doing experiments? What's this?*

**P4:** Point to the children sitting at the table and ask, *Are they reading books? Is David helping Andrea? What day do the children have computer lab class?*

**P5:** Point to the children sitting at the front table and ask, *Are the children in art class? Are they cutting paper? What is the boy painting green?*

**P6:** Point to the teacher and children and ask, *Is the teacher playing music? Does Luis like music class? Who's this? What day is gym class? Do you run in gym class?*

**P7:** Point to the child and his parent. Ask, *Are they riding bikes? Are they at a grocery store? What do you like to do on the weekend?*

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

**Early Learning Goals:** To say one's name and to greet others; To identify and say daily classroom routines

**Vocabulary:** *sing, speak English, write, count, cut, draw and color, listen to stories, clean up*

**Language:** *What's your (his / her) name? My (His / Her) name is (Dino). Where is (Jimmy)? He's / She's not here. What can Jimmy and Kelly do at school? They can sing. Can we sing? Yes, we can.*

**Materials:** **Dino Puppet, Stick Puppets** (Kelly, Jimmy), **CLCs, Poster 1, Finger Pointer, Big Book** (*We Have Fun at School*), **Stickers** (in **Student's Resource Book**), crayons, a box, students' name tags, **Activity Book**, a plastic bag

**Preparation:** Provide name tags for each student. (See instructions in *Welcome Week, Lesson 1*.) Detach **Activity Book** page 41 for each student. Follow the instructions on the reverse page. Store cards from this lesson for future lessons. NOTE: Check for activities on *Story Time Ideas*, page TG5B. Bring in **Poster 1** and Cutouts.

## Opening

### 1 Song: *Come into the Classroom* 1

Show the *line up* CLC. Use gestures to line students up outside the door in order to start the lesson. Play Track 1, *Come into the Classroom*. Sing along with the track, and encourage students to join in. Indicate that you want them to come in and sit on their chairs.

### 2 Song: *I Like to Say Hello* 2, 3

Explain that you will use a song to help students say hello to Dino, Jimmy, Kelly and the class. Play Track 2, *I Like to Say Hello*. Encourage students to wave and sing to **Dino Puppet**. Repeat with the Jimmy and Kelly **Stick Puppets**. Then play Track 3, *I Like to Say Hello* (karaoke version). Sing new versions of the song using students' names.

### 3 Attendance Routine Song: *Where Is Jimmy?* 4, 5

Play Track 4, *Where Is Jimmy?* Hold up the Jimmy **Stick Puppet** as you lead the students in singing the song. Explain to students how the song will be used to take attendance. Then, play Track 5, *Where Is Jimmy?* (karaoke version). NOTE: If wanted, hold up each student's name tag as you say their name.

Choose a student and lead the class in singing the song, replacing *Jimmy* with that student's name. Choose different students to sing to as you take attendance each day. When a student is absent, the class responds, *He's / She's not here*.

## Circle Time

### 1 Make a Circle Routine

**T:** *Make a circle.*

Show the *make a circle* and *sit down* CLCs. Lead the students in making a circle and sitting down quietly.

### 2 Language Presentation: *They Can Sing.*

Display **Poster 1**. Point to the pictures at the bottom of the poster. Elicit the activities Jimmy and Kelly do at school: *sing, speak English, write, count, cut, draw and color, listen to stories, clean up*. Use **Dino Puppet** to help. Point to the picture of Jimmy and Kelly singing.

**T:** *What can Jimmy and Kelly do at school?*

**T/Ss:** *They can sing.*

**T:** *Can we sing at school?*

**T/Ss:** *Yes, we can.*

### 3 Chant: *Together at School* 17, 18

Play Track 17, *Together at School*. Have **Dino Puppet** use the **Finger Pointer** to point to the activities on **Poster 1** as you lead the students in saying the chant. Then Play Track 18, *Together at School* (karaoke version) using other activities from **Poster 1**.

## Story Time: *We Have Fun at 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 16

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

## Work Time

### 1 Rhyme: *I Wiggle My Fingers* 19

Play Track 19, *I Wiggle My Fingers*. Lead students in saying and acting out the rhyme.

## 2 Student's Book: *Stick and color.*

Show the *listen, stick* and *work time* CLCs. Hand out the **Student's Books** opened to page 5. Distribute **Stickers**. Have students point to and identify the **Stickers**, starting with the *sing songs* **Sticker**.

**T:** *What can Jimmy and Kelly do at school?*

**T/Ss:** *They can sing.*

Then have students match the **Stickers** to the activities on the page. Stick them onto the corresponding outlines. Distribute crayons. Describe one of the activities and have students color the dots.

**T:** *They are singing. Show me your (pink) crayon. Color the dot (pink).*

Repeat for the remaining pictures, choosing different colors for students to color each dot.

Then choose a dot color and have students describe the activity and do it.

**T:** *Pink.*

**T/S1:** *I can sing at school.*

Students mime singing.

## Closing

### Time to Go Routine 15

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

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

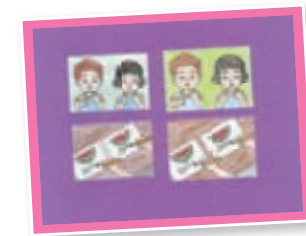
**T:** *It's time for Dino to go. Good-bye, Dino.*

Put **Dino Puppet** away in his special box or bag while students wait in line. Play Track 15, *It's Time to Say Good-bye*. Sing along with the track, and encourage students to join in.

## Extension Activity

### Activity Book: *Color, cut and play memory.*

Go to page 41, Lesson 1.





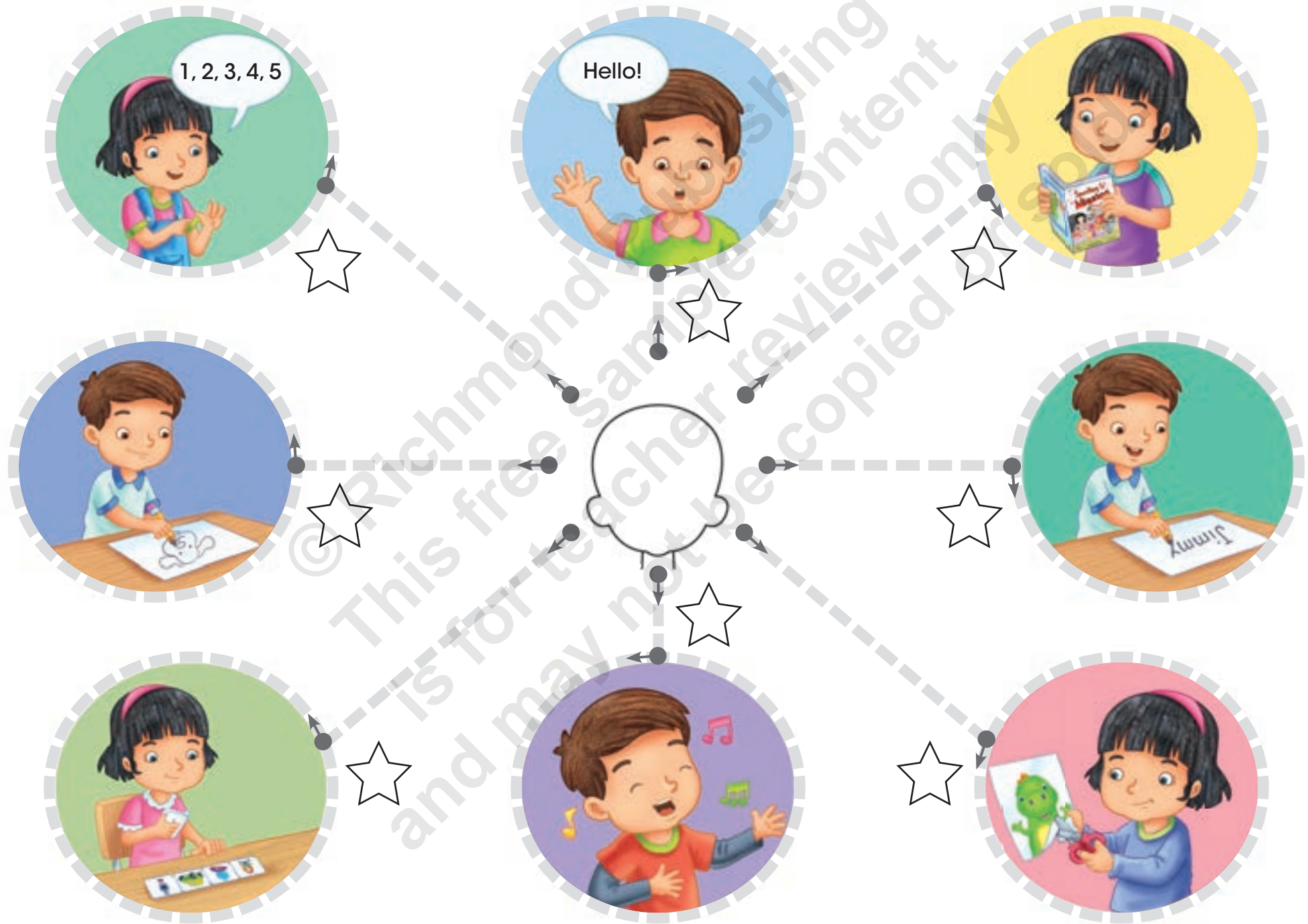
# My Busy Week

## Unit 1

Stick and color.



Draw, trace and color.



**Early Learning Goals:** To describe daily school routines; To say which school activities one can do  
**Vocabulary:** *sing, speak English, write, count, cut, draw and color, listen to stories, clean up*  
**Language:** *What are they doing? They are singing. What's he / she doing? He's / She's writing. Can you write? Yes, I can write. I'm a star.*  
**Materials:** **Dino Puppet**, Jimmy and Kelly **Stick Puppets**, **CLCs**, **Poster 1**, feelings **Response Fans** (in **Student's Resource Book**), crayons and colored pencils, a pompom (or bean bag) for each student, name tags (as mentioned in *Lesson 1*)

## Opening

### 1 Song: *Come into the Classroom*

Show the *line up CLC*. Play Track 1, *Come into the Classroom*. Do the routine to signal the beginning of class.

### 2 Song: *I Like to Say Hello*

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 3 Attendance Routine

Play Tracks 4 and 5, *Where Is Jimmy?* Hold up the Jimmy **Stick Puppet** as you lead the students in singing the song and taking attendance. Count the number of students together.

### 4 Review Chant: *Together at School*

Play Track 17, *Together at School* (karaoke version). Put students in pairs and have them do the actions together.

## Circle Time 1

### 1 Make a Circle Routine

**T:** *Make a circle.*

Show the *make a circle* and *sit down CLCs*. Lead the students in making a circle and sitting down quietly.

## 2 Vocabulary Review: School Activities

Display **Poster 1**. Point to the pictures at the bottom of the poster and ask questions.

Point to Jimmy and Kelly singing songs.

**T:** *What are they doing?* **T/Ss:** *They are singing.*

**T:** *Can you sing? Stand up if you can sing.*

Students who are standing say, *Yes, we can sing.*

Repeat with the remaining pictures: *speaking English, writing, counting, cutting, drawing and coloring, listening to stories, cleaning up.*

### 3 Chant: *We Can Do It!*

Display **Poster 1**. Divide students into pairs to act out the chant. Point to Jimmy and Kelly speaking English at the bottom of the poster. Play the first verse of Track 20, *We Can Do It!* Ask students questions and help students respond together.

**T:** *What is he doing?*

**T/Ss:** *He's speaking in English.* (X3)

**T/Ss:** *We can do it, too!*

**T/Ss:** *I can speak in English, (Point to yourself.) and so can you. (Point to your partner.)*

Repeat this procedure with the second verse of the chant with Kelly / counting to five.

Then play Track 21, *We Can Do It!* (karaoke version). Use the remaining activities pictured at the bottom of the poster and do new versions of the chant. (*They're singing a song. He's writing his name. She's cutting with scissors. He's drawing a picture. They're listening to a story. They're cleaning up the classroom.*)

## Work Time

### Student's Book: Draw, trace and color.

Show the *listen* and *work time CLCs*. Hand out **Student's Books** opened to page 6. Have students point to and identify the school activities. Then point to Kelly counting.

**T:** *What's she doing?*

**T/Ss:** *She's counting to five.*

Show the *color CLC*. Distribute colored pencils and crayons.

Focus students' attention on the blank face in the middle of the page. Have students draw in the face and hair and color them in. Then give instructions for tracing the dotted lines around each school activity.

**T:** *Point to Kelly counting to five.*

Students point to the corresponding picture.

**T:** *Show me your (red) colored pencil. Trace around the picture using your (red) colored pencil.*

Repeat with the remaining pictures, using different colored pencils for each picture.

Finally, have students look at each activity once more. If students can do the activity, they use the corresponding colored pencil to trace the dotted line from the activity to their face in the middle of the page. They color the associated star the same color, too.

When students have completed tracing and coloring, have individual students say what they can do. Guide them as necessary.

**T:** *(Luis), what can you do?*

**T/S1:** *I can sing. I'm a star.*

## Circle Time 2

### 1 Game: Concentration

See page xi for instructions on how to play *Concentration*. Students use the cards from **Activity Book**, Lesson 1, page 41.

### 2 Game: Listen and Toss

Have students sit in a circle and give each one a pompom or a bean bag. Put a box in the middle of the circle. Put students' name tags in a pile near you, face down. Choose a name tag.

**T:** *I'm thinking of someone whose name starts with /t/, /t/, /t/. (Say the initial sound.) Toss your pompom in the box if your name starts with /t/, /t/, /t/.*

Students whose names begin with *T* toss their pompoms in the box. Next, hold up the name tag from your pile so all the students can see it.

**T:** *Whose name is this?*

**T/Ss:** *Tomas.*

**T:** *Say hello to Tomas.*

**T/Ss:** *Hello!*

Repeat with the remaining name tags.

## Closing

### Time to Go Routine

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

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

Play Track 15, *It's Time to Say Good-bye!* Lead the class in singing and waving.



**Early Learning Goals:** To say one's gender and age;  
To describe school routines one likes or doesn't like to do  
**Vocabulary:** *boy, girl, sing, speak English, write, count, cut, draw and color, listen to stories, clean up*  
**Language:** *What's your (his / her) name? My (His / Her) name is (Kelly). Are you a boy or a girl? I'm a (boy / girl). How old are you? I'm (five) years old. I like to (speak English). I don't like to (count). How old is he / she? What does he / she like to do? He / She likes / doesn't like to (draw).*  
**Materials:** **Dino Puppet, Stick Puppets** (Jimmy and Kelly), **CLCs**, bean bag, **Poster 1**, crayons, **Fast Finishers** Lesson 3 (on **Teacher's Resource CD**)

## Opening

### 1 Song: Come into the Classroom CLC

Show the *line up* CLC. Play Track 1, *Come into the Classroom*. Do the routine to signal the beginning of class.

### 2 Song: I Like to Say Hello 2, 3

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 3 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?* Hold up the Jimmy **Stick Puppet** as you lead the students in singing the song and taking attendance.

## Circle Time

### 1 Make a Circle Routine CLC

Show the *make a circle* and *sit down* CLCs. Lead the students in making a circle and sitting down quietly.

### 2 Review: How Old Are You? 12

Draw a simple birthday cake on the board and write the following beneath it: *My name is \_\_. I am a \_\_. I am \_\_ years old.*

Ask the Kelly **Stick Puppet** questions.

**T:** *What's your name?* **KP:** *My name is Kelly.*  
**T:** *How old are you?* **KP:** *I'm six years old.*

Have Kelly draw six candles on the cake. Play Track 12, *How Old Are You?* Lead the class in singing to Kelly and have her respond at the appropriate time. Next, have Kelly tell the class her name, gender and age and then complete the sentences: *My name is Kelly. I'm a girl. I'm six years old.* Ask questions about Kelly.

**T:** *What's her name? Is Kelly a boy or a girl? How old is she?*

Students respond by answering:

**Ss:** *Her name is Kelly. She's a girl. She's six years old.*

Call students to the front and repeat the procedure several times.

### 3 Bean Bag Toss: How Old Are You?

Have students stand in a circle. Have them toss a bean bag to each other and ask and answer questions.

**T:** *How old are you?*

**S1:** *I'm (five) years old. How old are you?*

**S2:** *I'm (six) years old.*

### 4 Language Presentation: I like to... / I don't like to... P

Display **Poster 1**. Have students name the school activities at the bottom of the poster. Act out one of the school activities.

**T:** (Smile and mime singing a song.) *Look! I'm singing.*

*What am I doing?*

**T/Ss:** *You're singing.*

**T:** *Yes! I like to sing. What do I like to do?*

**T/Ss:** *You like to sing.*

Repeat with something you don't like to do.

**T:** (Frown and mime counting.) *I'm counting. What am I doing?*

**T/Ss:** *You're counting.*

**T:** *I don't like to count. What don't I like to do?*

**T/Ss:** *You don't like to count.*

Ask students about their likes / dislikes.

### 5 Game: Roll and Ask

See page xi for instructions on how to play *Roll and Ask*. Use the following language.

**T:** *I like to (draw). Do you like to (draw)?*

**S1:** *Yes, I like to (draw). Do you like to (draw)?*

**S2:** *No, I don't like to (draw).*

## Work Time

### Student's Book: Write, draw and color. CLC SB

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

Distribute crayons. Have them complete the two sentences above and below the blank face: *My name is \_\_. I'm a (boy / girl).* Then have them draw in their faces and hair.

Have students complete the rest of the page, guiding them as needed.

*Top right:* Write age and draw corresponding number of candles; *Bottom left (right):* Write an activity they like (don't like) to do and draw it. Then have students color the pictures.

Invite them to come to the front and describe their **Student Book** pages.

**S1:** *My name is (Kai). I'm a (boy). I am (five) years old. I like to (listen to stories). I don't like to (clean up).*

## Closing

### Time to Go Routine 15 CLC

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

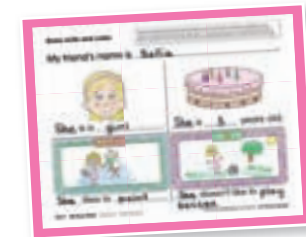
**T:** *It's time to say good-bye. Line up.*

Play Track 15, *It's Time to Say Good-bye!* Lead the class in singing and waving.

## Extension Activity

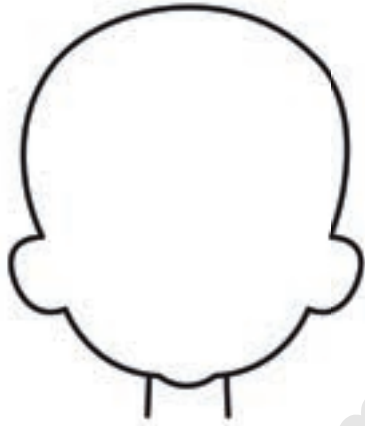
### Fast Finishers: Draw, write and color. FF

Go to the **Teacher's Resource CD** and have the class do the Lesson 3 **Fast Finishers** activity.



Write, draw and color.

My name is \_\_\_\_\_.



I'm a \_\_\_\_\_.



I am \_\_\_\_\_ years old.



I like to \_\_\_\_\_.



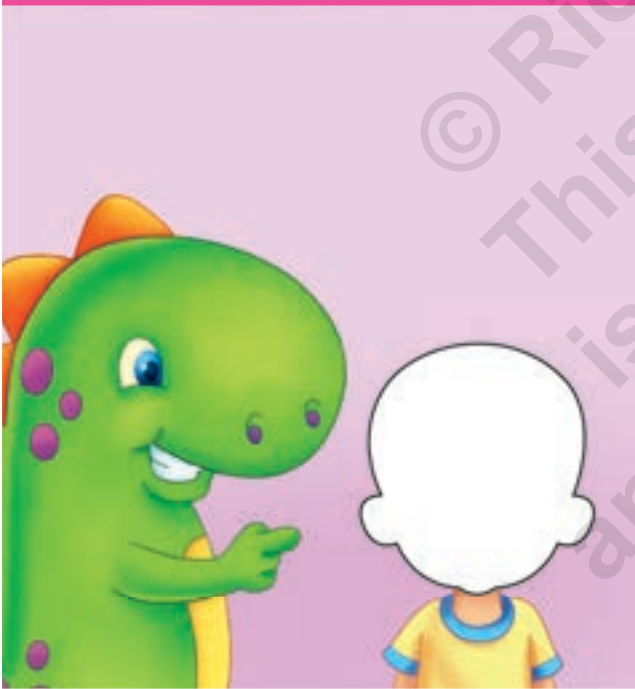
I don't like to \_\_\_\_\_.





Look and color.

Dino's Favorite Things



**Early Learning Goals:** To listen to and follow a rhyming chant; To say what Dino's favorite things are; To describe one's favorite things

**Vocabulary:** food, colors, toys, friend, play, paint, sing, count

**Language:** *What's Dino's (your) favorite (color)? Dino's (My) favorite (color) is (blue). What do you like to do? I like to (sing songs).*

**Materials:** Dino Puppet, Stick Puppets (Jimmy and Kelly), CLCs, crayons, Activity Book, Big Book and Informative Mini-readers (*We Have Fun at School*), thumbs up, thumbs down and feelings Response Fans (in Student's Resource Book)

**Preparation:** Assemble *We Have Fun at School*

**Mini-readers** for students.

NOTE: Check for an additional activity on *Story Time Ideas*, page TG5B.

## Opening

### 1 Song: Come into the Classroom 1

Show the *line up* CLC. Play Track 1, *Come into the Classroom*.

### 2 Song: I Like to Say Hello 2, 3

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 3 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?* Hold up the Jimmy **Stick Puppet** as you lead the students in singing the song and taking attendance.

## Chant Time: Dino's Favorite Things

### 1 Chant Preview: Look and Point

Hand out **Student's Book** opened to page 8. Display your book and read the title, *Dino's Favorite Things*.

### 2 Name Dino's Favorite Things

Have students point to and name Dino's favorite things on the **Student's Book** page 8. Prompt with beginning sounds if necessary.

**T:** *What's Dino's favorite food?*

**T/Ss:** *Dino's favorite food is chicken.*

Dino's other favorite things are: *color (blue); toy (robot); friend (you); activity (painting).*

### 3 Listen and Follow: Dino's Favorite Things

 22 

Play Track 22, *Dino's Favorite Things*. Point to the pictures in your book while students follow.

### 4 Oral Cloze

Point to each picture on the **Student's Book** page. Read the chant (Track 22) slowly, pausing before key words to give students a chance to say them.

## Work Time

### Student's Book: Look and color.

Show the *look* and *work time* CLCs. Return to **Student's Books** page 8. Have students point to and identify Dino's favorite things.

**T:** *What's Dino's favorite color?*

**T/Ss:** *Dino's favorite color is blue.*

**T:** *Who's Dino's favorite friend?*

**T/Ss:** *Dino's favorite friend is you.*

Repeat for the remaining pictures. Distribute crayons. Have students color in Dino's favorite things according to the colored outlines.

Afterward, point to the last picture and have individual students respond.

**T:** *(Clara), what do you like to do?*

**S1:** *I like to (sing).*

## Extension Activity

### Activity Book: Trace, draw and color.

Go to page 3, Lesson 4.



## Extra Lesson

### End-of-the-Week Review Activities 17, 19, 20, 12, 22

Review songs and chants from Lessons 1 to 4 as well as activities (and any incomplete work) from the **Student's Book** and **Activity Book**. Have students look for items in the **Student's Book** and say *Stop* when they see them. For example, *Look for a teacher reading a story.*

## Presentation Time

### Students Present Their Favorite Things

Invite volunteers to come forward and show and describe their favorite things for the class (from **Activity Book**, page 3). Use **Dino Puppet** to model with students responding after Dino.

**DP:** *Hello! My name is Dino. I'm a dinosaur. My favorite food is chicken...*

## Story Time: We Have Fun at School

### 1 Talk About the Cover

Display the **Big Book**, *We Have Fun at School*. Show students the cover on their books. Ask, *What's in the book?*

### 2 Listen and Follow 16

Distribute assembled **Informative Mini-readers**. Play Track 16, *We Have Fun at School*. Help students follow along in their books.

### 3 Check Comprehension

Distribute **Response Fans**. Give instructions for holding up the *thumbs up* and *thumbs down* **Response Fans** and feelings **Response Fan**. Ask questions similar to the following.

**Page 2**

**T:** *Point to David. Is he nine years old?*

**Ss:** *Yes. / No.*

**T:** *Is David happy or angry?*

Ask individual students the following:

**T:** *Point to the calendar. What day (month) is it?*

**T/S1:** *It's Monday (September).*

Model responses and have students repeat.

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

**Early Learning Goals:** To name the days of the week;  
To identify special classes at school; To review numbers 1–20;  
To trace the days of the school week

**Vocabulary:** *school days (Monday, Tuesday, Wednesday, Thursday, Friday), PE, art, computer class, music, science*

**Language:** *What day is today? Today is Monday. When do they have art? They have art on Tuesday. Do we have music? Yes, we do. / No, we don't.*

**Materials:** **Dino Puppet, Stick Puppets** (Jimmy and Kelly), **CLCs, Number Cards 1–20** and **Days of the Week Cards** (see Preparation), **Finger Pointer, Poster 1**, special classes Cutouts\*, **Stickers**

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

**Preparation:** Print a set of the **Number Cards** and **Days of the Week Cards** (from Welcome Week, Lessons 2 and 4) and laminate to use throughout the year.

## Opening

### 1 Song: *Come into the Classroom*

Show the *line up* **CLC**. Play Track 1, *Come into the Classroom*.

### 2 Song: *I Like to Say Hello*

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 3 Attendance Routine

Play Tracks 4 and 5, *Where Is Jimmy?* Hold up the Jimmy **Stick Puppet** as you lead the students in singing the song and taking attendance.

## Circle Time 1

### 1 Make a Circle Routine

Lead the students in making a circle and sitting down quietly.

## 2 Vocabulary: Days of the Week

Draw a large calendar on the board with the **Days of the Week** cards along the top.. Attach the **Numbers Cards 1–20** to the calendar for the days that have already gone by this month. Display the remaining **Numbers Cards** nearby and write additional numbers from 21 to 31. Have a volunteer come forward.

**T:** *What day is today?* (Guide student to point to the corresponding day.)

**T/S1:** *Today is (Monday).*

**T:** *Right! Today is (Monday), (August) (25th), 20XX.* (Include the correct year.)

Write the date on the board. Guide the volunteer to find the corresponding **Numbers Card** (or written number) for the calendar.

Now play Track 8, *Every Week Has Seven Days*. Use **Dino Puppet** and the **Finger Pointer** to point to the days of the week on the calendar as you lead the students in singing. Finally, point at the **Days of the Week Cards** for Monday through Friday on the board.

**T:** *These are the days of the week that we go to school. Monday, Tuesday, Wednesday, Thursday, Friday. They are the weekdays. How many days do we go to school? Let's count. One, two, three, four, five.*

Point to each day, name it and have students repeat after you. Have a volunteer come to the front and point to the corresponding day on the calendar drawn on the board.

## 3 Presentation: Special Classes

Display **Poster 1**. Attach the special classes Cutouts (*music, art, science, PE, computer class*) below each day on the poster. In preparation for Today is Monday song in the next activity, attach the Cutouts: Monday / music, Tuesday / art, Wednesday / PE, Thursday / computer class, Friday / science. Hold up the Jimmy and Kelly **Stick Puppets** and explain to students that they have a special class each day of the school week.

**T:** *Jimmy and Kelly have music on Monday. When do they have music?*

**T/Ss:** *They have music on Monday.*

## 4 Song: *Today Is Monday* <sup>23,24</sup>

Display **Poster 1**. Play Track 23, *Today Is Monday*. Lead students in singing the song as you point to the corresponding Cutouts.

Play the track again and have a volunteer point to the Cutouts with the **Finger Pointer**.

Then attach different *special classes* Cutouts on **Poster 1** on the days when your class actually has them (if applicable).

**T:** *Do we have (computer class)?*

**T/Ss:** *Yes, we do. / No, we don't.*

**T:** *When do we have (computer class)?*

**T/Ss:** *We have (computer class) on (Thursdays).*

Next, play Track 24, *Today Is Monday* (karaoke version). Sing a new version of the song with different classes.

## 5 Game: *Find the Cutouts*

Show the *look* and *listen* **CLCs**. See page xi for instructions on how to play *Find the Cutouts*. Use the *special classes* Cutouts and say, *They (We) have science on Friday*.

## Work Time

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

Show the *listen, stick* and *work time* **CLCs**. Hand out **Student's Books** opened to page 9. Distribute colored pencils. Have students point to and trace the days of the week. Then distribute **Stickers**. Have students point to and identify the **Stickers** and then attach them to the page.

**T:** *When do they have music?*

**Ss:** *They have music on Monday.*

Guide students in writing their own favorite special class at the bottom of the page.

## Closing

### Time to Go Routine <sup>15</sup>

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

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

Play Track 15, *It's Time to Say Good-bye*. Lead the class in singing and waving.



Trace and stick.



Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Monday

Tuesday



Wednesday

Thursday

Friday



My favorite class is \_\_\_\_\_.



Look and trace.

Monday

Tuesday

Wednesday

Thursday

Friday



Monday



Tuesday



Wednesday



Thursday



Friday

We have special classes.





**Early Learning Goals:** To name the days of the school week; To say when one has special classes and whether he / she likes them; To trace the days of the school week

**Vocabulary:** *school days (Monday, Tuesday, Wednesday, Thursday, Friday), special classes (art, computer, music, PE, science)*

**Language:** *When do they (we) have music? They (We) have music on Tuesday. Does Jimmy like art? Yes, he does. / No, he doesn't. Do you like science? Yes, I do. / No, I don't.*

**Materials:** Dino Puppet, Stick Puppets (Jimmy and Kelly), CLCs, Poster 1, Finger Pointer, special classes Cutouts\*, thumbs up, thumbs down and feelings Response Fans, Days of the Week Cards, colored pencils, ball, Activity Book  
\* See Cutouts List on Teacher's Resource CD.

**Preparation:** Assemble Days of the Week Cards (from Welcome Week, Lesson 2)

## Opening

### 1 Song: Come into the Classroom 1

Show the *line up* CLC. Play Track 1, *Come into the Classroom*.

### 2 Song: I Like to Say Hello 2, 3

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to Dino Puppet and Jimmy and Kelly Stick Puppets and then to each other.

### 3 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?* Hold up the Jimmy Stick Puppet as you lead the students in singing the song and taking attendance.

## Circle Time

### 1 Make a Circle Routine

Show the *make a circle* and *sit down* CLCs. Lead the students in making a circle and sitting down quietly.

## 2 Special Classes Review 24

Display Poster 1 with the special classes Cutouts attached randomly below the days of the school week. Point to three of the Cutouts with the Finger Pointer. Then have students name the special classes in the order you pointed to them. Repeat several times.

Next, play Track 24, *Today Is Monday* (karaoke version). Sing new versions of the song based on the placement of the special classes Cutouts (or Flashcards) and the days.

## 3 Listen and Place

Display Poster 1 with the specials Cutouts placed nearby. Hold up the Jimmy Stick Puppet.

**JP:** *We have (art) on (Monday).*

Call a volunteer to the front to place the *art* Cutout under *Monday* on the poster.

Hold up the Kelly Stick Puppet.

**KP:** *We have (music) on (Friday).*

Call another volunteer to the front to place the *music* Cutout under *Friday* on the poster.

Repeat with the three remaining school days. Leave the Cutouts on the poster.

## 4 Correct Dino

Ask Dino Puppet questions about the special classes and days on Poster 1 from Activity 3.

**T:** *When do Jimmy and Kelly have (science)?*

**DP:** *They have (science) on (Wednesday).*

**T/Ss:** *No, Dino! They have (science) on (Friday).*

## 5 Ask the Puppets: I Like... / I Don't Like...

Ask Jimmy and Kelly Stick Puppets about the special classes and days on Poster 1. Point to the *computer class* Cutout.

**T:** *Which special class is this?* **T/Ss:** *Computer class.*

**T:** *(Jimmy), do you like computer class?*

**JP:** *No, I don't like computer class.*

**T:** *Kelly, do you like computer class?*

**KP:** *Yes, I do. I like computer class.*

Help confident volunteers ask the puppets more questions.

## 6 Response Fans: Do you like...?

Display Poster 1 with the special classes Cutouts attached below the days of the school week. Divide the class into two groups. Distribute Response Fans.

Point to one of the special classes Cutouts. Lead group 1 in asking the questions. Lead group 2 in responding with their Response Fans.

**T/G1:** *Do you like (science)?*

**G2:** *Yes, I do.* (Hold up the thumbs up fan.)

**G2:** *No, I don't.* (Hold up the thumbs down fan.)

**T/G1:** *How do you feel in (science) class?* (Hold up the corresponding emoji)

Count the number of students who like (science) together. Repeat with the number who don't like it. Do more students like (science)?

## Work Time

### Student's Book: Look and trace.

Show the *listen* and *work time* CLCs. Hand out Student's Books opened to page 10. Distribute colored pencils. Have students point to, identify and say when Jimmy and Kelly have each class.

**T:** *When do they have science?*

**T/Ss:** *They have science on Monday.*

Students then trace over Monday. Repeat for the remaining days. Afterward, ask students additional questions. Guide them to talk about what they do in each class.

**T:** *When do they have art?*

**T/Ss:** *They have art on Wednesday.*

**T:** *What do they do in art class?*

**T/Ss:** *They draw and paint in art class.*

**T:** *Does Kelly (Jimmy) like art class?*

**T/Ss:** *Yes, she does. (No, he doesn't.)*

## Extension Activity

### Activity Book: Trace, draw and color.

Go to page 4, Lesson 6.





**Early Learning Goal:** To learn how to tell time on the hour  
**Vocabulary:** *clock, time, numbers 1–12*

**Language:** *What time is it? It's six o'clock. Is it 8 o'clock? Yes, it is. / No, it isn't. It's 7 o'clock.*

**Materials:** **Dino Puppet, Stick Puppets** (Jimmy and Kelly), **CLCs**, a real clock, red and blue construction paper, paper clock, **Number Cards 1–12** and **Templates 1, 2** (see **Preparation**), scissors, **Finger Pointer**, pencils, **Activity Book**

**Preparation:** Assemble **Number Cards 1–12** (from Welcome Week, Lesson 4), **Paper Clock:** Make a photocopy of the clock from **Activity Book** page 43 and assemble it (using red construction paper to make a minute hand and blue construction paper to make an hour hand). Print copies of **Templates 1, 2** (Telling Time) for each student (on **Teacher's Resource CD**). Detach **Activity Book** page 43 for each student.

NOTE: Store students' sets of digital and analog clocks from **Templates 1, 2** for use in future lessons.

## Opening

### 1 Song: *Come into the Classroom* **CLC**

Show the *line up* **CLC**. Play Track 1, *Come into the Classroom!* Do the routine to signal the beginning of class.

### 2 Song: *I Like to Say Hello* <sup>2, 3</sup>

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 3 Attendance Routine <sup>4, 5</sup>

Play Tracks 4 and 5, *Where Is Jimmy?* Hold up the Jimmy **Stick Puppet** as you lead the students in singing the song and taking attendance. Count the number of students together.

### 4 Review Song: *Today Is Monday* <sup>24</sup>

Play Track 24, *Today Is Monday* (karaoke version). Lead the class in singing the song.

## Circle Time 1

### 1 Review: *Numbers 1–12*

Lead the students in making a circle and sitting down quietly. Write the numbers 1–12 on the board. Say a number at random and have students clap the corresponding number of times.

**T:** *Six.*

Students clap six times.

### 2 Concept: Telling the Time

NOTE: Initially, use analog clocks (with long and short hands) for telling time with students. (Digital clocks will follow.) Show students a real clock and a paper clock (see **Preparation**) and point to the numbers on it. Have students identify numbers 1–12 in order.

Point out the hour hand (the short hand) and the minute hand (the long hand) on the clock.

**T:** *These are hands. Each clock has a short hand and a long hand.*

Next, arrange **Number Cards** 1 to 12 on the floor to make a large clock. Put the long hand on 12 and put the short hand on 1 (see **Preparation**). Show a volunteer how to set your paper clock while you set the real clock to 1:00. Write the digital form of the time on the board. For example, 1:00. Point to the digital time on the board.

**T:** *What time is it?*

**T/Ss:** *It's one o'clock.*

Repeat the procedure with 2:00 to 12:00.

### 4 Song: *What Time Is It?* <sup>25, 26</sup>

Display a real clock or a paper clock and set it to 1:00. Play Track 25, *What Time Is It?* Lead the class in singing the song and pointing to the clock.

Call a volunteer to the front have him or her set the real clock or paper clock to display another time (from 2:00 to 12:00). Play Track 26, *What Time Is It?* (karaoke version). Lead students in singing a new version of the song.

## Work Time

### 1 Digital Clocks: Show Me

Hand out **Template 1** (Telling Time) to each student. Give students instructions for pointing to different times on the digital clocks on the template.

**T:** *Show me (2:00).*

Students point to the digital clock that shows 2:00. Repeat

with all the times on the template. Then hand out **Template 2** (Telling Time) and repeat the activity using the analog clocks.

### 2 Student's Book: Look, trace and write. **CLC** **SB**

Show the *look, write* and *work time* **CLCs**. Hand out **Student's Books** opened to page 11. Distribute pencils. Have students point to and identify the clock times on the analog clocks.

Point to the analog clock showing 3 o'clock.

**T:** *What time is it?*

**T/Ss:** *It's three o'clock.*

Have students trace the small hand on the clock and the 3 in the digital clock.

Repeat the procedure for the remaining six sets of clocks. Guide students as necessary.

Afterward, ask students questions about the clocks. Point to the analog clock showing three o'clock.

**T:** *Is it three o'clock?*

**T/Ss:** *Yes, it is.*

Point to the digital clock showing 7:00.

**T:** *Is it 8:00?*

**T/Ss:** *No, it isn't. It's 7:00.*

## Circle Time 2

### 1 Matching

Distribute scissors and have students cut their **Templates 1** and **2** (Telling Time) into cards. Have students work in pairs to match the digital clocks with their corresponding analog clocks.

### 2 Expand on the Activity Book **AB**

Distribute students' clocks from **Activity Book** page 43 (completed in Extension Activity). Tell students to listen carefully. Whisper a time and have students set their paper clocks accordingly.

## Extension Activity

### Activity Book: Make a Clock **AB**

Go to page 43, Lesson 7.



Look, trace and write.





Look, trace and say.

Art



Monday

P.E.




Tuesday

Music



Wednesday

Computer

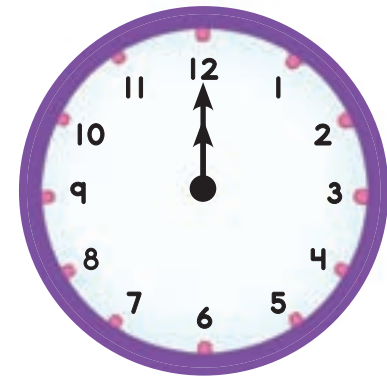


Thursday

Science



Friday





**Early Learning Goals:** To name days of the week / school days; To identify special school activities and times; To tell time on the hour

**Vocabulary:** *special classes (art, computer, music, science, karate, soccer, swimming, math) school days (Monday, Tuesday, Wednesday, Thursday, Friday), clock, time*

**Language:** *What day does Dino have music? Dino has music on Wednesday. Does he have science (on Monday / at 10 o'clock)? Yes, he does. He has (science on Monday). / No, he doesn't. What time does Dino have music? He has music at 9 o'clock.*

**Materials:** a real or paper clock, crayons or colored pencils, **Fast Finishers** Lesson 8 (two pages on **Teacher's Resource CD**), **Dino Puppet**, **Big Book** and pre-assembled **Mini-readers** (*We Have Fun at School*)

NOTE: Check for an additional activity on *Story Time Ideas*, page TG5B.

## Opening

### 1 Song: Come into the Classroom

Show the *line up* CLC. Play Track 1, *Come into the Classroom!* Do the routine to signal the beginning of class.

### 2 Song: I Like to Say Hello

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 3 Attendance Routine

Play Tracks 4 and 5, *Where Is Jimmy?* Hold up the Jimmy **Stick Puppet** as you lead the students in singing the song and taking attendance. Count the number of students together.

### 4 Review Song: What Time Is It?

Display a real clock or a paper clock and set it for 1:00. Play Track 25, *What Time Is It?* Lead the class in singing the song and pointing to the clock.

Have volunteers call out new clock times (from 2:00 to 12:00). Play Track 26, *What Time Is It?* (karaoke version). Lead students in singing a new version of the song.

## Work Time

### Student's Book: Look, trace and say.

Show the *look* and *work time* CLCs. Hand out **Student's Books** opened to page 12. Distribute crayons or colored pencils. Have students point to and say the days of the week. Point to *Monday*.

**T:** *What day is this?*

**T/Ss:** *It's Monday.*

Then have students identify the special classes. Dino has each day. Point to the picture of Dino painting.

**T:** *What class is this?*

**T/Ss:** *Art.*

**T:** *What day does Dino have art class?*

**T/Ss:** *Dino has art class on Monday.*

Repeat for the four remaining pictures. Next, have students trace the dotted lines from the special classes / days to the analog clocks below. Afterward, ask students when Dino has his special classes:

**T:** *What times does Dino have (art) class?*

**T/Ss:** *Dino has (art) class at 2 o'clock.*

**T:** *Does Dino have science class on (Monday)?*

**T/Ss:** *Yes, he does. / No, he doesn't.*

## Extension Activity

### Fast Finishers: Make a booklet.

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



## Extra Lesson

### End-of-the-Week Review Activities

Review songs and chants from Lessons 1 to 4 as well as activities (and any incomplete work) from the **Student's Book**

and **Activity Book**. Have students look for items in the **Student's Book** and say *Stop* when they see them. For example, *Look for a girl who doesn't like PE*.

## Presentation Time

### Students Present Dino's Favorite Things

Invite volunteers to come up and show and describe Dino's favorite special classes from the **Fast Finishers** activity. Use **Dino Puppet** to model for the students.

**T:** *Hello, Dino! What's your favorite special class?*

**DP:** *My favorite special class is art class.*

**T:** *When do you have art class?*

**DP:** *I have art on Monday.*

**T:** *What time do you have art class?*

**DP:** *I have art class at 2:00.*

## Story Time: We Have Fun at 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

Distribute assembled **Informative Mini-readers**. Play Track 16, *We Have Fun at 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 clocks and activities and ask questions.

**Page 4:** Point to the classroom.

**T:** *Are the children in computer class? Are they using tablets? Is it 9 o'clock? Is the teacher helping Andrea? Do you like working on computers?*

**Ss:** *Yes. / No.*

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

**Early Learning Goals:** To say the days of the week; To identify weekend (recreational) activities; To say where one goes on the weekend; To trace days of the weekend  
**Vocabulary:** *weekday, weekend, go to the park, go to the supermarket, visit my grandparents, go to the movies, stay home*

**Language:** *We go to school (stay home) on (Monday). Where does Kelly go on Saturday? Kelly goes to the park on Saturday. What do you do on the weekend? I visit my grandparents on the weekend.*

**Materials:** **Dino Puppet, Stick Puppets** (Jimmy and Kelly), **CLCs, Days of the Week Cards** (see **Preparation**), sets of days of the week / places to go **Mini-flashcards, Finger Pointer, Poster 1**, places to go Cutouts\*, pencils, crayons  
\* See **Cutouts List** on **Teacher's Resource CD**.

**Preparation:** Assemble **Days of the Week Cards** (from *Welcome Week, Lesson 2*)

## Opening

### 1 Song: Come into the Classroom 1

Show the *line up CLC*. Play Track 1, *Come into the Classroom*. Do the routine to signal the beginning of class.

### 2 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?* Do the routine and take attendance. Count the number of students present together.

### 3 Review Song: Every Week Has Seven Days 8

Hold up the **Days of the Week Cards** and have students listen and repeat. Invite seven students to come to the front and hold a card. Play Track 8, *Every Week Has Seven Days*. Students with cards step forward when they hear the day of the week they are holding.

## Circle Time 1

### 1 Presentation: Weekdays and Weekends

Attach the **Days of the Week Cards**, in order from Sunday to Saturday, to the top of the board. Draw a picture of a house beneath Saturday and Sunday. Then write the following chant on the board, beneath the days of the week:

*Mondays, Tuesdays,  
Wednesdays, Thursdays,  
And Fridays, go to school.  
Then point to the Saturday card.  
Saturdays and Sundays.  
These are fun days!  
Weekends sure are cool!*

Lead students in reading the chant as you run the **Finger Pointer** below the text.

**T:** *Saturday. Is it a school day?* (Point to the picture of the house.)

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

**T:** *We stay home on Saturday. Saturday is on the weekend.* Point to the *Thursday* card.

**T:** *Thursday. Is it a school day?*

**T/SS:** *Yes, it is.*

**T:** *Thursday is a weekday. We go to school on Thursday.* Next name the days at random for the class to say *weekday* or *weekend*. Students stand up for weekends and they remain seated for weekdays.

### 2 Language Presentation: Where do you go on the weekend?

Display Poster 1. Hold up places to go Cutouts (*go to the park, visit my grandparents, go to the movies, go to the supermarket*). Describe each and have students repeat after you.

**T:** *I (go to the supermarket) on the weekend.*

Have a volunteer come to the front.

**T/SS:** *(Ben), where do you go on the weekend?*

**S1:** *I (go to the movies).*

**T:** *When do you (go to the movies), Saturday or Sunday?*

**S1:** *I (go to the movies) on (Saturday).*

Have the volunteer place the *go to the movies* Cutout below Saturday on the poster. Repeat with other places to go Cutouts.

### 3 Song: Weekends Are Cool 27, 28

Continue to display **Poster 1**. Play Track 27, *Weekends Are Cool*. Hold up the Kelly **Stick Puppet** for the first verse and use her to put the *go to the park* Cutout in the Saturday oval on the poster. Then hold up the Jimmy **Stick Puppet** for the second verse and have him place the *go to the movies* Cutout in the Sunday oval on the poster.

## Work Time

### 1 Mini-flashcards: Show Me

Distribute sets of the Days of the Week **Mini-flashcards**. Put students into pairs. Have them sort the cards into weekdays and weekends. Then have them put the cards in order from Sunday to Saturday.

### 2 Student's Book: Trace, listen and color.

Show the *listen* and *work time CLCs*. Hand out **Student's Books** opened to page 13. Distribute pencils. Have students point to the weekend words on the page and then trace over them with a pencil. Students then point to the pictures and identify what the characters are doing. Point to Kelly on the swing.

**T:** *Where does Kelly go on Saturday?*

**T/SS:** *Kelly goes to the park on Saturday.*

Repeat for the remaining four pictures.

NOTE: For the second picture on Saturday, prompt students to say, *Jimmy stays home on Saturday*. (He is giving his pet a bath.)

Show the *color CLC*. Distribute crayons. Give students instructions for coloring the frames around each weekend activity picture.

Point to the picture of Kelly in the park.

**T:** *Show me your (orange) crayon. Color the frame (orange).*

Then students color the check circle or the X circle to show whether they do that activity on the weekend. Continue with the other pictures.

Finally, ask students about their pages.

**T:** *(Raul), where do you go on the weekend?*

**S1:** *I (go to the movies) on the weekend.*

## Circle Time 2

### Game: Find a Partner

See page xi for directions on how to play *Find a Partner*. Use the places to go **Mini-flashcards**.

Trace, listen and color.

Saturday



Sunday

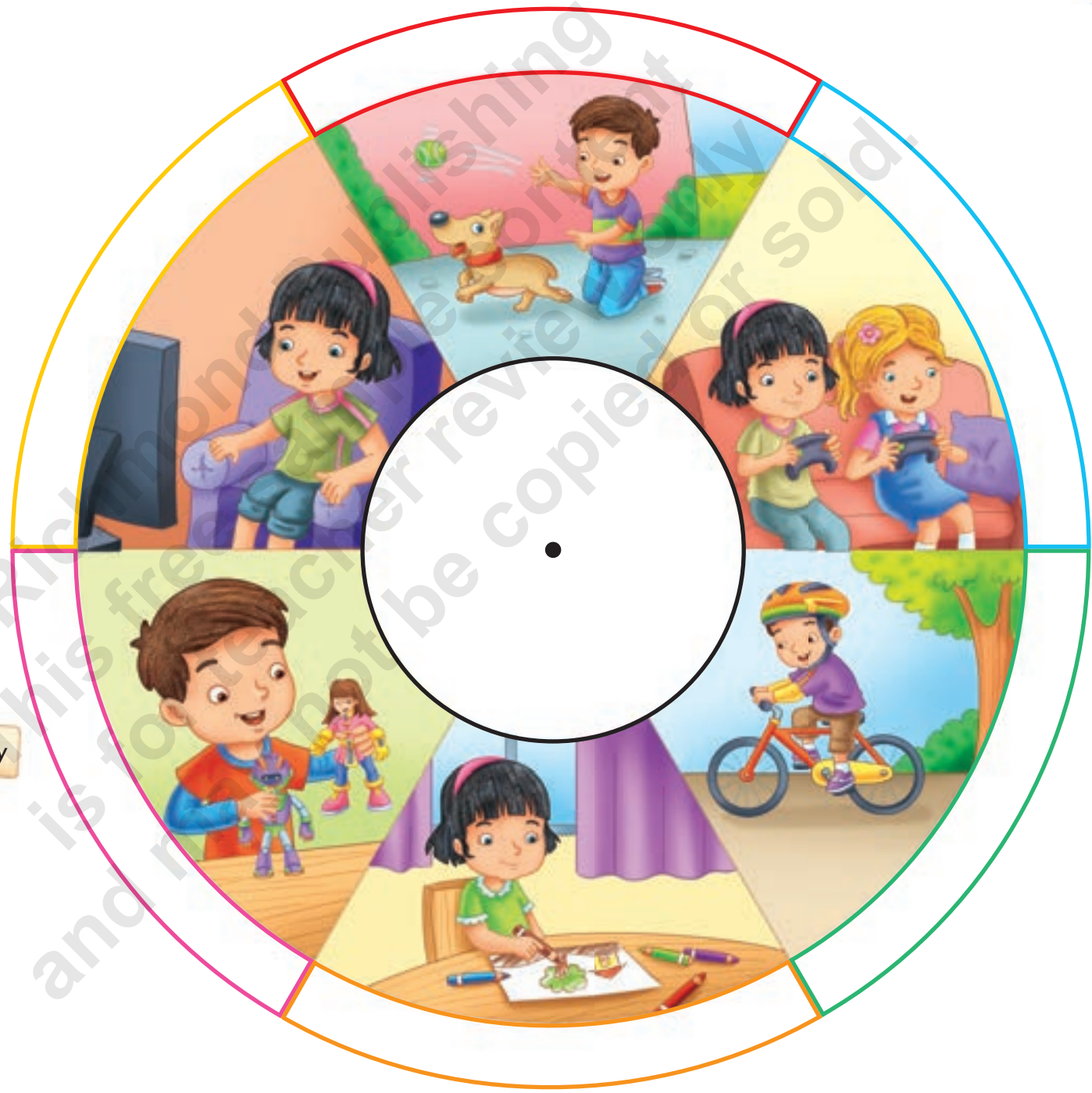




Listen, color and play.



What do you like to do on weekends?



**Early Learning Goals:** To say the days of the week;  
To name weekend activities; To say which activities one  
likes to do on the weekend

**Vocabulary:** *play with my pet, play with my toys, play with  
my friends, draw pictures, play video games, watch TV,  
ride my bike*

**Language:** *What does Jimmy like to do on the weekend?  
He likes to play with his pet. Do you like to play with your  
pet? Yes, I do. What do you like to do on the weekend?  
I like to play with my toys.*

**Materials:** **Dino Puppet**, **Stick Puppets** (Jimmy and  
Kelly), places to go / weekend activities Cutouts\*, **CLCs**,  
**Response Fans**, crayons, paper clips (one for each pair  
of students), pencils, **Activity Book**

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

## Opening

### 1 Song: *I Like to Say Hello* 2, 3

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in  
singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets**  
and then to each other.

### 2 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?* Lead the students in  
singing the songs and taking attendance.

### 3 Review Song: *Weekends Are Cool* 27, 28

Display the places to go Cutouts on the board. Play  
Track 27, *Weekends Are Cool*. Have students point to the  
corresponding Cutout when they are mentioned in the chant.  
Call two volunteers to the front and have them each choose  
a Cutout. Play Track 28, *Weekends Are Cool* (karaoke  
version) and do a new version of the song.

## Circle Time 1

### 1 Language Presentation: More Weekend Activities

Make a circle and sit down together. Display the weekend  
activities Cutouts on the board: *play with my pet, play with  
my toys, play with my friends, play video games, ride  
my bike.*

Use **Dino Puppet** to help you point to and describe  
an activity.

**T:** *Look! There are so many things we can do on  
the weekend.*

**DP:** (whispering) *I like to (play video games).*

**T:** *I couldn't hear Dino. What did he say?*

**T/Ss:** *I like to (play video games).*

Repeat with the remaining activities.

## 2 Song: *What Do You Like to Do on the Weekends?* 29, 30

Continue to look at the weekend activities Cutouts. Ask  
a volunteer to come to the front. Play Track 29, *What  
Do You Like to Do on the Weekends?* As you play the  
first verse of the track, have the volunteer point to the  
corresponding Cutout. Have a different volunteer point to  
the corresponding Cutout for each verse.

Call on volunteers to say what activities they like to do on  
the weekend. Then play Track 30, *What Do You Like to Do  
on the Weekends?* (karaoke version). Sing new versions of  
the song based on the volunteers' responses.

## 3 Game: *Pass the Cutouts*

See page xi for directions on how to play *Pass the Cutouts*.  
Use the places to go and weekend activities Cutouts. When  
the music ends, have students say whether or not they like  
to do the activity. Provide guidance, as needed.

**S1:** *I like to (go to the park).*

**S2:** *I don't like to (go to the supermarket).*

## Work Time

### Student's Book: Listen, color and play.

Show the *listen, color* and *work time CLCs*. Hand out **Student's  
Books** opened to page 14. Have students identify the weekend  
activities that Jimmy and Kelly like to do. Point to one of the  
pictures.

NOTE: Jimmy and Kelly are doing weekend activities mention  
earlier as well: watching TV and drawing and coloring a picture.

**T:** *What's Kelly doing?*

**Ss:** *She's (watching TV).*

Distribute crayons. Have students color the outer bands of the  
circle the outlined color if they like doing that weekend activity.

**T:** *Do you like to (watch TV)?*

**Ss:** *Yes, I do.*

**T:** *Color the band yellow.*

**T:** *Do you like to draw:*

**Ss:** *No, I don't.*

**T:** *Don't color the band.*

Next, put the students into pairs. Show them how to place a  
paper clip on the dot in the middle of the circle on **Student's  
Book** page 14. Have them hold it down with a pencil tip. Then  
explain how to play the game.

Students take turns spinning the paper clip held down by the  
pencil point. When the paper clip stops spinning and lands on a  
weekend activity, they say what the corresponding character(s)  
like(s) to do. They say whether or not they like to do activity as well.

**S1:** *What does Jimmy like to do on the weekend?*

**S2:** *He likes to play with his pet.*

**S1:** *Do you like to play with your pet?*

**S2:** *Yes, I do. / No, I don't.*

## Circle Time 2

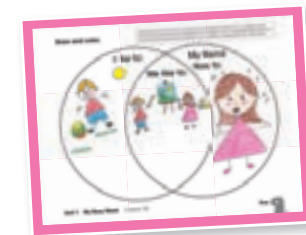
### Weekend Mind Map

Write the word *weekend* in the middle of a mind map on the  
board. Ask students to brainstorm all the places they can go  
or things they can do on the weekend. If students mention an  
activity that hasn't been presented, provide vocabulary and  
draw a simple picture next to the word.

## Extension Activity

### Activity Book: Draw and color.

Go to page 5, Lesson 10.



**Early Learning Goals:** To identify the parts of the day; To identify weekend activities; To trace parts of the day

**Vocabulary:** *weekend, morning, afternoon, evening, visit my grandparents, play with my toys, read a book, go to the movies, ride a bike, go to the park, watch TV, play with my pet*

**Language:** *What's Jimmy doing? He's playing with his toys. Do you like to play with your toys on the weekend? Yes, I do. / No, I don't. When do you watch TV, in the morning, afternoon or evening? I watch TV (in the evening).*

**Materials:** **Dino Puppet**, **Stick Puppets** (Jimmy and Kelly), **CLCs**, all Unit 1 Cutouts, **Poster 1**, colored pencils, crayons,

**Fast Finishers** Lesson 11 (on **Teacher's Resource CD**)

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

**Preparation:** Make three easy-to-read cards: *morning, afternoon, evening*.

## Opening

### 1 Song: *I Like to Say Hello* <sup>2, 3</sup>

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 2 Attendance Routine <sup>4, 5</sup>

Play Tracks 4 and 5, *Where Is Jimmy?* Lead the students in singing the songs and taking attendance.

## Circle Time 1

### 1 Presentation: Morning, Afternoon and Evening

P

Write *morning, afternoon* and *evening* on the board. Then draw a window with the sun coming up below *morning*, one with the sun high in the sky below *afternoon*, and one with the sun going down below *evening*. Name the parts of the day.

Display **Poster 1**. Elicit the days of the week as you point to them. Distribute all of the **Poster 1** Cutouts to students in the class and have them come to the front. Ask the class which activities they can name.

**T:** *In the morning, we are at school. We have (music class) in the morning.*

Have students repeat after you as the student holding the *music class* Cutout attaches it below the word *morning*. Repeat with activities for the afternoon (*play with my pet, play with my toys ...*) and the evening (*go to the movies, play video games ...*).

### 2 Song: *Parts of the Day* <sup>31, 32</sup>

Distribute the *play with my toys, go to the park* and *go to the movies* Cutouts to three students and have them come to the front. Play Track 31, *Parts of the Day*. Use **Dino Puppet** to point to the corresponding parts of the day on the board while students holding the Cutouts step forward when the activity they are holding is mentioned in the song. Call on volunteers to say what activities they like to do on the weekend. For example, *ride my bike, play with my friends, draw lots of pictures, play video games, watch TV*. Then play Track 32, *Parts of the Day* (karaoke version). Sing new versions of the song based on the volunteers' responses.

### 3 Game: *Go to the Corner*

Make *morning, afternoon* and *evening* cards (see **Preparation**) and display them in different locations in the classroom. Then hold up the places to go and the weekend activities Cutouts one at a time. Hold up the *go to the supermarket* Cutout.

**T:** *What do they do on the weekend?*

**Ss:** *They go to the supermarket.*

**T:** *When do you go to the supermarket?*

Students go to the part of the day sign that indicates when they do the activity. Then have each group say where they go (and / or what they do): *I go to the supermarket in the morning*. Repeat with the remaining Cutouts.

## Work Time

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

Show the *listen* and *work time* **CLCs**. Hand out **Student's Books** opened to page 15. Distribute colored pencils. Review the parts of the day with students: *morning, afternoon* and *evening*. Then have

students trace the words. Next, have students point to and identify the weekend activities, one at a time. Point to Jimmy and his grandpa.

**T:** *What's Jimmy doing?*

**T/Ss:** *He's playing with his toys.*

Show the **color CLC**. Distribute yellow, brown and blue crayons. Explain that students will color the frame of each activity according to when they do the activity: in the morning (yellow), afternoon (brown) or evening (blue). Do an example with an individual student.

**T:** *(Gia), when do you watch TV, in the morning, afternoon or evening?*

**S1:** *I watch TV (in the morning).*

**T:** *Show me your yellow crayon. Color the frame yellow.*

Walk around the class as students complete the activity. Assist them as necessary.

## Circle Time 2

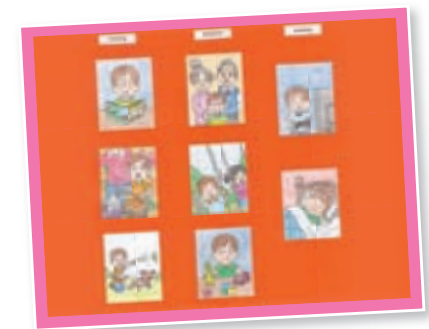
### Mime and Guess

Display the places to go and the weekend activities Cutouts on the board. Students take turns acting out one of the activities for the classes to guess.

## Extension Activity

### Fast Finishers: Color, cut and glue. <sup>FF</sup>

Go to the **Teacher's Resource CD** and have the class do the Lesson 11 **Fast Finishers** activity.





Trace and color.



morning

afternoon

evening



Trace and write.

Sunday



Th



M



W



Tu



S



W



**Early Learning Goals:** To say the days of the week (both weekdays and weekends); To identify weekend activities; To trace days of the week

**Vocabulary:** *days of the week, visit my grandparents, play tennis, swim, play video games, ride my bike, go to the movies, go to the park*

**Language:** *What does Dino do on Wednesday? He plays video games with his friend. Does Dino go to the movies on Tuesday? No, he doesn't. When does he go to the movies? He goes to the movies on Saturday. Do you like to play video games?*

**Materials:** CLCs, weekend activities Cutouts, colored pencils, crayons, **Activity Book**, **Dino Puppet**, **Big Book** and **Informative Mini-readers** (*We Have Fun at School*)  
\* See **Cutouts List** on **Teacher's Resource CD**.

**Preparation:** Detach **Activity Book** page 45 for each student. Follow the instructions on the reverse page.  
NOTE: Check for an additional activity on Story Time Ideas, page TG5B.

## Opening

### 1 Song: Come into the Classroom 1

Show the *line up* CLC. Play Track 1, *Come into the Classroom*. Do the routine to signal the beginning of class.

### 2 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?* Lead the students in singing the songs and taking attendance.

### 3 Review Song: Every Week Has Seven Days 8

Play Track 8, *Every Week Has Seven Days*. Lead the class in singing the song.

### 4 Review Song: What Do You Like to Do on the Weekend? 29

Attach weekend activities Cutouts on the board. Play Track 29, *What Do You Like to Do on the Weekend?* Lead the class in singing the song. Point to the corresponding Cutout for each verse.

## Work Time

### Student's Book: Trace and write.

Show the *look, trace, write* and *work time* CLCs. Hand out **Student's Books** opened to page 16. Distribute colored pencils. Remind students about the days of the week and their order. Have students trace *Sunday*. Then they write in the remaining days of the week. Guide students as necessary. Present the new vocabulary: *play tennis*. Have students point to and identify the weekend activities. Then have students say what Dino does each day of the week.

**T:** *Point to Wednesday. What does Dino do on Wednesday?*

**T/SS:** *He plays video games with his friend.*

Distribute crayons. Have students color Dino in each picture. Afterward, ask students questions about Dino's week.

**T:** *Does Dino go to the movies on Tuesday?*

**T/SS:** *No, he doesn't.*

**T:** *When does he go to the movies?*

**T/SS:** *He goes to the movies on Saturday.*

Finally, ask students about their week.

**T:** *(Drew), do you like to play video games?*

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

**T:** *(Alecia), do you play video games on Wednesday?*

**S2:** *Yes, I do. / No, I don't.*

## Extension Activity

### Activity Book: Make an accordion book.

Go to page 45, Lesson 12.



## Extra Lesson

### End-of-the-Week Review Activities 27, 29, 31

Review songs and chants from Lessons 9 to 12 as well as activities (and any incomplete work) from the **Student's Book** and **Activity Book**. Have students look for items in the **Student's**

**Book** and say *Stop* when they see them. For example, *Look for a boy riding his bike*.

## Presentation Time

### Students Present their Busy Week Booklets

Invite volunteers to come up and describe their busy weeks for the class. Use **Dino Puppet** to model for the students.

**DP:** *Hello! I'm Dino. I visit my grandparents on Sunday. What do you do on Sunday?*

**S1:** *Hello! I'm (Angela). I go (to the supermarket) on Sunday.*

Prompt students with questions, if necessary.

## Story Time: We Have Fun at School

### 1 Talk About School Activities

Distribute pre-assembled **Informative Mini-readers**. Review the **Big Book**, revisiting activities from Lessons 1 to 11.

### 2 Focus on School Activities

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 Check Comprehension

Display the back cover of your *We Have Fun at School* **Big Book**. Help students find the back cover of their **Mini-readers**. Point to the first picture and have students do the same. 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 an additional activity.



**Early Learning Goals:** To identify more special classes; To listen attentively to a story; To predict what a story is about; To identify characters and feelings in a story

**Vocabulary:** class, karate, science, soccer, swimming, math, love, hate, good at, excited, scared, afraid, angry, bored, proud, sad

**Language:** She has karate class. He / She loves his / her class. He / She is good at (soccer). I'm (angry).

**Materials:** special classes / feelings **Flashcards**, **Feelings Cards** (see **Preparation**), **Story Cards** (*I Try New Things*), **Finger Pointer**, colored pencils, **Activity Book**

**Preparation:** Assemble **Feelings Cards** from *Welcome Week* (on **Teacher's Resource CD**).

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

## Opening

### 1 Song: Come into the Classroom 1

Play Track 1, *Come into the Classroom*. Do the routine to signal the beginning of class.

### 2 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?* Sing the songs and take attendance.

### 3 Vocabulary: More Special Classes

Use the special classes **Flashcards** (*karate, science, soccer, swimming and math classes*) to review and introduce students to more special classes children can do after school. Explain that the classes can include sports and school subjects. Display the **karate Flashcard**.

**T:** *The children are at karate class. Where are they?*

**T/Ss:** *They're at karate class.*

### 4 Vocabulary: Feelings

Look at the emojis on the **Feelings Cards** (from *Welcome Week*) and review *happy, sad, angry, scared, sick, excited, tired*.

Then introduce students to the new vocabulary by displaying *proud and bored* on the feelings **Flashcards**.

**T:** *This girl is proud. What is she?*

**Ss:** *She's proud.*

Look at the other feelings **Flashcards** and have students tell you how each child is feeling. Show the **sad Flashcard**.

**T:** *How does the boy feel?*

**T/Ss:** *He's sad.*

NOTE: Mention that *scared* and *afraid* mean the same thing.

## Story Time: I Try New Things

### 1 Talk About the Cover

Display the **look CLC**. Then display the cover **Story Card** and read the title *I Try New Things* aloud. Guide students in talking about the illustration on the cover. Encourage students to name the feelings the children are expressing.

### 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 the students see them.

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

Encourage students to make predictions about the story.

**T:** *The little boy is sad. / The big boy and girl go to classes.*

### 3 Picture Walk: Listen, Point and Repeat

Display the **Story Cards** one card at a time. Point to familiar objects and feelings and help students name them. Point to **Story Card 1**.

**T:** *I can see a boy. He's...*

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

Have students point to other people or objects.

Continue with the remaining **Story Cards**.

### 4 Listen to the Story: I Try New Things 33

Play Track 33, *I Try New Things*. 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

### Student's Book: Look and draw.

Show the **look, draw and work time CLCs**. Hand out **Student's Books** opened to page 17. Distribute colored pencils. Have students point to each of the feelings down the left side of the page. Then describe each scene. Students draw in the face to represent how the character (with the blank face) feels.

**T:** *Andy's brother has soccer class. He loves his soccer class.*

*He is good at soccer. Look at Andy. He feels...*

**T/Ss:** *...sad.*

Students draw a sad face on Andy. Repeat with the remaining three pictures.

**Top right:** Andy wants to play. His mom is cooking. She tells Andy to play outside. Andy doesn't want to play outside. He's *bored*.

**Bottom left:** Andy's mom has a surprise for Andy. Andy has swimming class today. Andy is afraid to go in the pool. He's *scared*.

**Bottom right:** Andy is swimming. He loves swimming.

He's *excited*. His mom says he's good at swimming. She's *proud* of Andy.

## Extension Activity

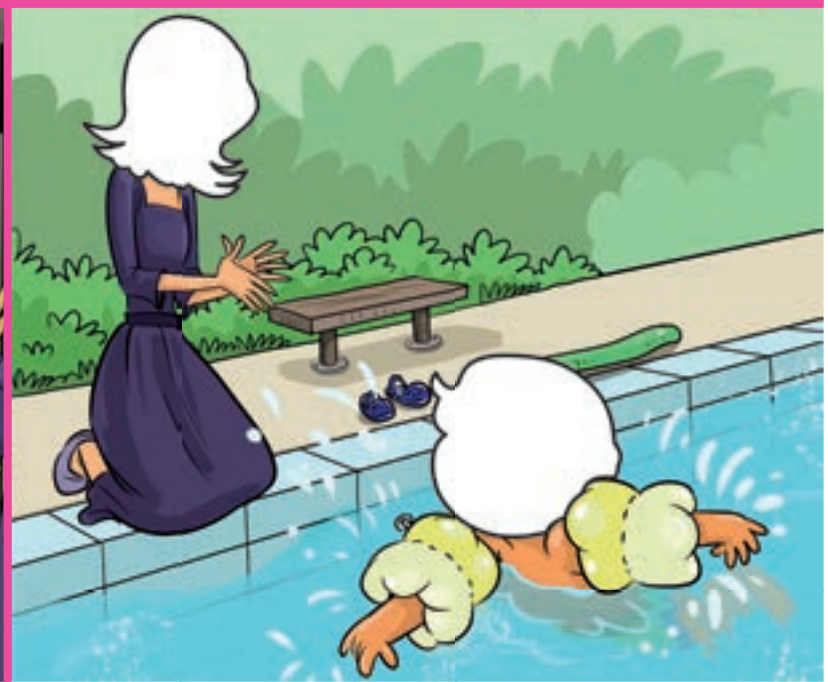
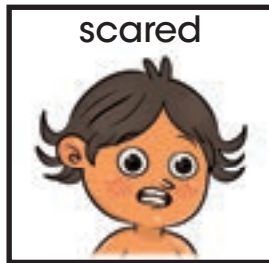
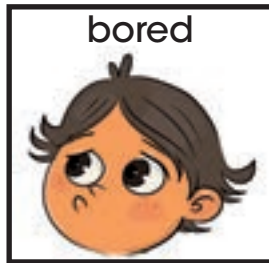
### Activity Book: Color, cut and play

Go to page 47, Lesson 13.

NOTE: Store students' feelings spinners for use in future lessons.



Look and draw.





Trace, draw and say.

Mon. Tues. Wed. Thurs. Fri.





**Early Learning Goals:** To listen attentively to a story; To predict what a story is about; To identify characters and feelings in a story

**Vocabulary:** *days of the week, karate class, swimming class, soccer class, math class*

**Language:** *What class does Andy have on Wednesday? He has music class on Wednesday. What time does he have his soccer class? He has his soccer class at 6 o'clock.*

**Materials:** a real or paper clock, special classes

**Mini-flashcards, Narrative Mini-readers and Story Cards** (*I Try New Things*), students' feelings spinners (from Lesson 13), sets of clocks from **Templates 1, 2** (from Lesson 7), thumbs up, thumbs down and feelings **Response Fans** (in **Student's Resource Book**), **Finger Pointer, CLCs**, colored pencils, **Fast Finishers** Lesson 14 (two pages on **Teacher's Resource CD**)

**Preparation:** Assemble *I Try New Things Narrative Mini-readers* for students.

## Opening

### 1 Song: *I Like to Say Hello* <sup>2,3</sup>

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 2 Attendance Routine <sup>4,5</sup>

Play Tracks 4 and 5, *Where is Jimmy*, as you lead the students in singing the song and taking attendance.

### 3 Review Song: *What Time Is It?* <sup>26</sup>

Display a real clock or a paper clock. Have volunteers call out clock times (from 2:00 to 12:00) and set the clock. Play Track 26, *What Time Is It?* (karaoke version). Lead students in singing a new version of the song.

### 4 Review Song: *Today Is Monday* <sup>24</sup>

Play Track 24, *Today Is Monday* (karaoke version). Sing new versions of the song based on your class's special (or imagined) schedule. Lead the class in singing the song and miming the actions. Review activities from special classes **Mini-Flashcards**.

## Story Time: I Try New Things

### 1 Listen and Follow <sup>33</sup>

Hand out pre-assembled *I Try New Things Narrative Mini-readers*. Play Track 33, *I Try New Things*. Help students follow along in their own readers. Remind them to turn the page when they hear the "magical bell." Afterward, students say what they remember about the story.

### 2 Talk About the Cards: Point and Do

Have students discuss how the characters feel on each page of the story.

#### Story Card 1

**T:** *Point to Andy. How old is he? What day is it? Does he like Tuesdays? No, he doesn't. He hates Tuesdays. What does he do in the morning (afternoon)? How does he feel? Why is Andy angry?*

#### Story Cards 2–6

Continue asking questions about the characters, their activities, their feelings, their relationships and any known vocabulary items.

### 3 Check Comprehension

Distribute **Response Fans** and give students instructions for holding up the *thumbs up* and *thumbs down* and feelings **Response Fans**. Ask questions and model responses. *Does Andy love Tuesday? Does he stay home on Tuesday mornings? How does he feel on Tuesdays? Is he five years old? Does his sister love karate class?* Students hold up their **Response Fans**. (*They show thumbs up if the answer is Yes or thumbs down if the answer is No. If the answer is a feeling they should hold up the corresponding emoji.*)

### 4 Matching the Days of the Week and Their Abbreviations

Write the days of the week (from Sunday to Saturday) at the top of the board. Write their abbreviations (*Sun., Mon., Tues., Wed., Thurs., Fri., Sat.*) at the bottom of the board. Invite volunteers to match the days with their abbreviations. Guide as necessary.

## Work Time

### 1 Analog / Digital Mini-clock Work

Distribute students' sets of digital and analog clocks from

**Templates 1, 2** (Lesson 7). Have students work individually or in pairs to match the digital and analog times.

### 2 Student's Book: Trace, draw and say.

Show the look, draw and work time **CLCs**. Hand out Student's Books opened to page 18. Review the days of the week abbreviations at the top of the page. Distribute pencils and have students trace the abbreviations. Next, review the activities on the page. Then have students say which day Andy has different classes.

**T:** *What class does Andy have on Monday?*

**T/Ss:** *He has karate class.*

Then focus students' attention on the digital clocks in the middle of the page. Ask students what time Andy has his different classes.

**T:** *What time does he have his karate class?*

**T/Ss:** *He has his karate class at 3:00.*

Students trace the dotted line from the digital clock to the analog clock below. Then they draw in the big and little hands on the clock face to match the digital time. Provide guidance as needed.

## Closing

### Time to Go Routine <sup>15</sup>

Show the *stand up and line up CLCs*.

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

Play Track 15, *It's Time to Say Good-bye*. Lead the class in singing and waving.

## Extension Activity

### Fast Finishers: Color, cut and dress Andy.

Go to the **Teacher's Resource CD** and have the class do the Lesson 14 **Fast Finishers** activity (two pages).



**Early Learning Goals:** To listen to and respond to a story; To sequence events in a story; To talk about activities one is good at and a new skill one would like to learn

**Vocabulary:** swim, ride a bike, play tennis, do karate, play the recorder

**Language:** *What's he doing? He's swimming. Can you swim? Are you good at swimming? Do you want to learn to swim? What are you good at? I'm good at (dancing). I like my (dance class). What do you want to learn how to do? I want to learn how to (swim).*

**Materials:** Narrative Mini-readers and Story Cards (*I Try New Things*), feelings spinners from Lesson 13, CLCs, colored pencils, crayons, Activity Book

## Opening

### 1 Song: Come into the Classroom

Show the *line up* CLC. Play Track 1, *Come into the Classroom!* Do the routine to signal the beginning of class.

### 2 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?*, as you lead the students in singing the song and taking attendance.

## Story Time: I Try New Things

### 1 Listen and Follow 33

Hand out pre-assembled Narrative Mini-readers. Play Track 33, *I Try New Things*. Help students follow along in their own readers. Remind them to turn the page when they hear the “magical bell.” Afterward, students say what they remember about the story.

### 2 Focus on Feelings

Distribute students' feeling spinners (from Lesson 13). Talk about the characters in *I Try New Things* and describe which activities or things they *like*, *love*, *don't like* and *hate*. For example, *Andy's sister loves her soccer class. Andy hates Tuesdays.* Have the students set the dials on their feelings spinners to match their statements.

Then have students tell you which activities they are good at or what things they love. Expand the conversation to include what students would like to learn how to do.

### 3 Sequence the Story Cards

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. Alternatively, call on another student to position them in the correct story order.

### 4 Concept Presentation: I'm Learning New Things

Talk to students about growing up and learning new things. Remind them that a few years ago they couldn't speak English or ride a bike. Explain that when we are learning how to do something new, we must practice and work hard.

### 5 Language and Vocabulary Presentation

Hold up your Student's Book opened to page 19. Draw students' attention to the five pictures at the top of the page. Point to the boy swimming.

**T:** *He's swimming. What's he doing?*

**T/Ss:** *He's swimming.*

Repeat the procedure for the remaining four pictures (*riding his bike, playing tennis, doing karate, playing the recorder*).

### 6 Song: I'm Learning Many Things 34, 35

Display your Student's Book opened to page 19. Play Track 34, *I'm Learning Many Things*. Lead the class in singing and acting out the song. Point to the picture of the boy swimming in your Student's Book at the appropriate time. Point to a different picture at the top of the page and play Track 35, *I'm Learning Many Things* (karaoke version). Lead students in singing a new version of the song.

## Work Time

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

Show the *look, draw and work time* CLCs. Hand out Student's Books opened to page 19. Have students identify the activities at the top of the page. Point to the boy swimming.

**T:** *What's he doing?*

**T/Ss:** *He's swimming.*

Then have students talk about activities they are good at doing and activities they want to learn.

**T:** *(Delia), can you swim?*

**S1:** *Yes, I can.*

**T:** *Are you good at swimming?*

**S1:** *Yes, I am.*

**T:** *(Hector), can you swim?*

**S2:** *No, I can't.*

**T:** *Do you want to learn to swim?*

**S2:** *Yes, I do. / No, I don't.*

Distribute colored pencils and crayons. Have students draw and color pictures of activities they are good at and activities they would like to learn how to do. Finally, have students share their pages with the class.

**T:** *(Gina), what are you good at?*

**S3:** *I'm good at (dancing). I like my (dance class).*

**T:** *And what do you want to learn how to do?*

**S3:** *I want to learn how to (swim).*

## Closing

### Time to Go Routine 15

Show the *stand up and line up* CLCs.

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

Play Track 15, *It's Time to Say Good-bye*. Lead the class in singing and waving.

## Extension Activity

### Activity Book: Trace, draw and color

Go to page 6, Lesson 15.



Look, draw and color.



I'm good at...

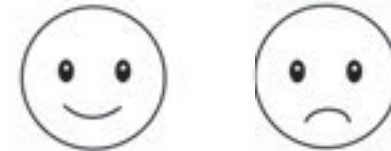
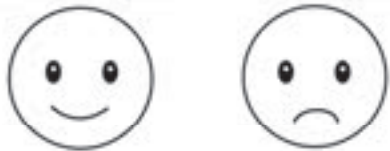


I want to learn how to...





Look and color.



## Lesson 16 Value: *I Can Learn New Things*

**Early Learning Goal:** To understand the importance of working hard to learn new things

**Vocabulary:** *play the recorder, swim, read, ride my bike, play soccer, do karate*

**Language:** *What's Dino doing? He's playing the recorder. Is he working hard to learn something new? Yes, he is.*

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

### Opening

#### 1 Song: *Come into the Classroom* 1

Play Track 1, *Come into the Classroom*. Do the routine to signal the beginning of class.

#### 2 Song: *I Like to Say Hello* 2, 3

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

#### 3 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?*, and lead the students in singing the song and taking attendance.

#### 4 Talk About the Value: *I Can Learn New Things*

CLC VP SRB

Show the *look* and *listen* CLCs. Display the **Unit 1 Values Poster**. Explain that the children in the photographs are learning new things like Andy in *I Try New Things*. 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 can do and what things they are learning.

**T:** *Look at the poster. What are they doing? They're learning to do new things. Do you and your classmates learn new things at school and at home? What do you learn? Do you like learning new things? Do you work hard to learn new things?*

**P1:** *Look at the girl. What's she doing? She's swimming. Is she learning something new? Is she working hard to learn how to swim? Can you swim?*

**P2:** *Look at the girl. What's she doing? She's playing the recorder. Is she learning something new? Is she working hard to learn how to play the recorder? Can you play the recorder?*

**P3:** *Look at the boy. What's he doing? He's reading. Is he learning something new? Is he working hard to learn how to read? Can you read?*

**P4:** *Look at this boy. What's he doing? He's riding his bike. Is he learning something new? Is he working hard to learn how to ride a bike? Can you ride a bike?*

**P5:** *Look at the girl. What's she doing? She's tying her shoes. Is she working hard to learn how to tie her shoes? Can you tie your shoes?*

**P6:** *Look at this girl. What's she doing? She's dancing. Is she working hard to learn how to dance? Can you dance? Do you work hard to learn new things?*

### Work Time

#### 1 Student's Book: Look and point.

Show the *look*, *point* and *work time* CLCs. Hand out **Student's Books** opened to page 20. Explain that the page shows pictures of Dino doing activities. In some pictures, Dino is confidently learning new activities. In some pictures, Dino is scared to learn new things. Describe each picture. Point to the top left picture.

**T:** *Look at Dino. What's he doing? He's playing the recorder. Is he working hard to learn something new? Yes, he is. Is he practicing? Yes, he is.*

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

**T:** *Dino's at the pool. He isn't swimming. He isn't practicing.* Students point to the top middle picture.

**NOTE:** Discuss with students how we also need to support from others to learn new things. Perhaps Dino is scared.

#### 2 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 playing the recorder. Is he working hard to learn a new activity?*

**Ss:** Yes, he is.

**T:** *That's right. He is working hard to learn how to play the recorder. Color the happy face. (Model.)*

**T:** *Put your finger on the picture of Dino at the pool. Is he working hard to learn a new activity?*

**Ss:** No, he isn't.

**T:** *Oh, no! He's scared. He is NOT working hard to learn a new activity. Color the sad face. (Model.)*

#### 3 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 working hard to learn a new activity or not.

### Closing

#### Time to Go Routine 15

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

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

Play Track 15, *It's Time to Say Good-bye*. Lead the class in singing and waving.

**Early Learning Goals:** To review the days of the week; To review special classes

**Vocabulary:** days of the week, PE, art, computer class, music, science, go to the movies, go to the park

**Language:** *What day is today? Today is Monday. When do they have art? They have art on Tuesday. Do we have music? Yes, we do. / No, we don't.*

**Materials:** Days of the Week Cards (see Preparation), days of the week Mini-flashcards, Poster 1, Unit 1 Cutouts, CLCs, crayons, Big Book (We Have Fun at School)

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

**Preparation:** Assemble Days of the Week Cards (from Welcome Week, Lesson 2)

## Opening

### 1 Song: I Like to Say Hello <sup>2,3</sup>

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 2 Attendance Routine <sup>4,5</sup>

Play Tracks 4 and 5, *Where Is Jimmy?* Hold up the Jimmy **Stick Puppet** as you lead the students in singing the song and taking attendance. Count the number of students present together.

### 3 Song: Today Is Monday <sup>23</sup>

Play Track 23, *Today Is Monday*. Lead the class in singing the song.

### 4 Review: Show Me

Distribute the days of the week **Mini-flashcards**. Display the **Monday Mini-flashcard**.

**T:** *What day is this?*

**Ss:** *It's Monday.*

**T:** *Show me Monday.*

Students hold up the **Monday Mini-flashcard**. Repeat with the remaining days of the week.

## 5 Yes or No?

Display **Poster 1** with the special classes Cutouts attached in the Monday through Friday ovals and the *go to the park* and the *go to the movies* Cutouts attached in the weekend days. Point to different Cutouts and ask students questions about them.

**T:** *Does Jimmy have PE on (Friday)?*

**Ss:** *Yes, he does. / No, doesn't.*

**T:** *When does Kelly have (art)?*

**T/Ss:** *She has art on (Tuesday).*

**T:** *What does Jimmy do on (Saturday)?*

**T/Ss:** *He goes to the movies.*

## 6 Song: Every Week Has Seven Days <sup>8</sup>

Hold up the **Days of the Week Cards** (see Preparation), one card at a time. Have students read aloud each day. Invite seven students to come to the front and hold a card. Play Track 8, *Every Week Has Seven Days*. Lead the class in singing the song. The seven students with cards step forward when they hear the day of the week they are holding.

## Work Time

### 1 Stand Up

Hold up the special classes Cutouts one at a time. Have students stand up if they like the activity. Hold up the *science* Cutout.

**T:** *Do you like (science)? Stand up if you like it.*

Students who like (science) stand up.

**Ss:** *I like (science).*

Then have everyone sit back down.

Hold up the *science* Cutout again.

**T:** *Stand up if you don't like (science).*

**Ss:** *I don't like (science).*

Repeat with the remaining Cutouts.

Display the special classes Cutouts on the board. Put students into pairs and have them take turns asking each other questions.

**S1:** *Do you like (art)?*

**S2:** *Yes, I do. Do you like (art)?*

**S1:** *No, I don't.*

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

Show the *listen, color* and *work time CLCs*. Hand out **Student's Books** opened to page 21. Have students point to and identify the days of the week. Point to Sunday.

**T:** *What day is this?*

**T/Ss:** *It's Sunday.*

Explain that each of the days of the week is set in a different color. For example, *Sunday is red, Monday is blue*, etc. Call out a color and have students say the day of the week.

**T:** *Red.*

**T/Ss:** *Sunday.*

Next, have students point to and identify what the characters are doing in each picture. Point to Jimmy in PE.

**T:** *What special class is Jimmy in?*

**T/Ss:** *He's in PE.*

Distribute crayons. Have students color the dots next to each activity according to your instructions. Use a different day for each activity.

**T:** *Jimmy goes to the park on Sunday. What color is Sunday?*

**T/Ss:** *Red.*

**T:** *Show me your red crayon. Color the dot red.*

Then ask about the characters and their activities.

**T:** *What does Jimmy do on Sunday?*

**T/Ss:** *He goes to the park.*

**T:** *When does Kelly have music?*

**T/Ss:** *She has music on (Wednesday).*

## 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 special classes Cutouts.

## Story Time: We Have Fun at 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.



Listen and color.



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



Listen and color.





**Early Learning Goals:** To review and practice naming classroom activities; To review and practice clock time

**Vocabulary:** *swim class, music class, play my video games, ride my bike, play with my pet, visit my grandparents, eat dinner, soccer class, do karate, clock time, numbers 1–12*

**Language:** *Jimmy plays with his pet at 10 o'clock in the morning. Color the dot blue. What time does Jimmy play video games? He plays video games at 7 o'clock in the evening.*

**Materials:** Unit 1 Cutouts, sets of clocks from **Templates 1, 2** (from Lesson 7), a real or paper clock, **CLCs**, crayons, **Stick Puppets** (Jimmy and Kelly), feelings **Response Fans** (in **Student's Resource Book**), **Assessment Unit 1**

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

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

## Opening

### 1 Song: *I Like to Say Hello* 2, 3

Play Tracks 2 and 3, *I Like to Say Hello*. Lead students in singing to **Dino Puppet** and Jimmy and Kelly **Stick Puppets** and then to each other.

### 2 Attendance Routine 4, 5

Play Tracks 4 and 5, *Where Is Jimmy?* As you sing the song and take attendance.

### 3 Review Song: *What Do You Like to Do on the Weekends?* 29

Attach the weekend activities Cutouts on the board. Ask a volunteer to come to the front. Play Track 29, *What Do You Like to Do on the Weekends?* Have the volunteer point to the corresponding Cutout for each verse.

### 4 Game: *Musical Chairs*

See page xi for directions on how to play *Musical Chairs*. Put the following Cutouts on the chairs: *swimming class, music class, play video games, ride my bike, play with my*

*pet, visit my grandparents, soccer class and karate class.* Students who sit on a chair with a Cutout identify it and describe it while the other students mime the action.

**S1:** *We play with our pet.*

## 5 Show Me: Digital and Analog Clock Times

Distribute the analog clocks from **Templates 1, 2** (from Lesson 7).

**T:** *Show me (10 o'clock).*

Students hold up the appropriate analog clock. Then distribute the digital clocks to accompany the analog clocks. Put students into pairs. Have them match the times. Then have them put the cards in order from one to twelve.

## Work Time

### 1 Student's Book: Listen 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 name the activities the characters are doing in each picture. Then have students color the dots in each picture according to your instructions.

**T:** *Jimmy is playing with his pet. Point to the picture.*

Students point to the picture.

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

Students color the dot blue. Once students have completed coloring the dots, ask them questions about what times the characters do their activities.

**T:** *What time does Jimmy play video games?*

**S1:** *He plays video games at 7 o'clock.*

### 2 Let's Think About It! I like it! I don't like it! 29

Play Track 29, *What Do You Like to Do on the Weekends?* Use the Kelly and Jimmy **Stick Puppets** to model how to rate the songs and activities presented in Unit 1. Have Kelly hold up a feeling **Response Fan**. Have her clap and say, *I feel (emotion)!* Next, have Jimmy hold up a feeling **Response Fan** with a different emotion. Have him shake his head and say, *I feel (emotion)!* Encourage students to reflect upon how they felt with each song and activity presented in Unit 1.

Distribute feelings **Response Fans** to students.

Play Track 29, *What Do You Like to Do on the Weekends?* once more and ask, *How do you feel with the song?* Have them use the feelings **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*. 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 emoji **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 should hold up the corresponding *feeling Response Fan* according to how they felt when doing the activity.

## Closing

### Time to Go Routine 15

Show the *stand up and line up CLCs*.

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

Play Track 15, *It's Time to Say Good-bye*. Lead the class in singing and waving.

## 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.