

Early Learning Goals:

To greet classmates.
To sing a song.

Vocabulary:

hello, bye-bye

Language:

Hello, (Ricardo). How are you? Bye-bye.

Materials:

crayons, name tags, toys, stickers

Before the Class

1. Warm-Up

Write students' names on tags. Stick students' name tags on their clothes. Greet each student: *Hello, (Ricardo)*. Give each student a toy. Allow some time for students to play with their toys. Allow time for students to feel comfortable with their new teacher. Finally, invite them to put the toys away.

2. Song: How Are You? 

Explain to students that they are going to listen to a song. Play Track 1, *How Are You?* Sing and act out the song. Invite students to act out or dance to the rhythm of the song. Play the song several times.

During the Class

1. Presentation: My School

Talk to students about all the things they can do at school, for example, play, sing, color, etc. Ask students if they like their school.

2. Student's Book: Color with crayons. 

Hand out the Student's Book opened to page 8. Explain to students that it is a picture of a school and a teacher. Tell students that they will learn about school in this unit. Distribute crayons and allow students to color the picture freely. Save students' work for their portfolios.

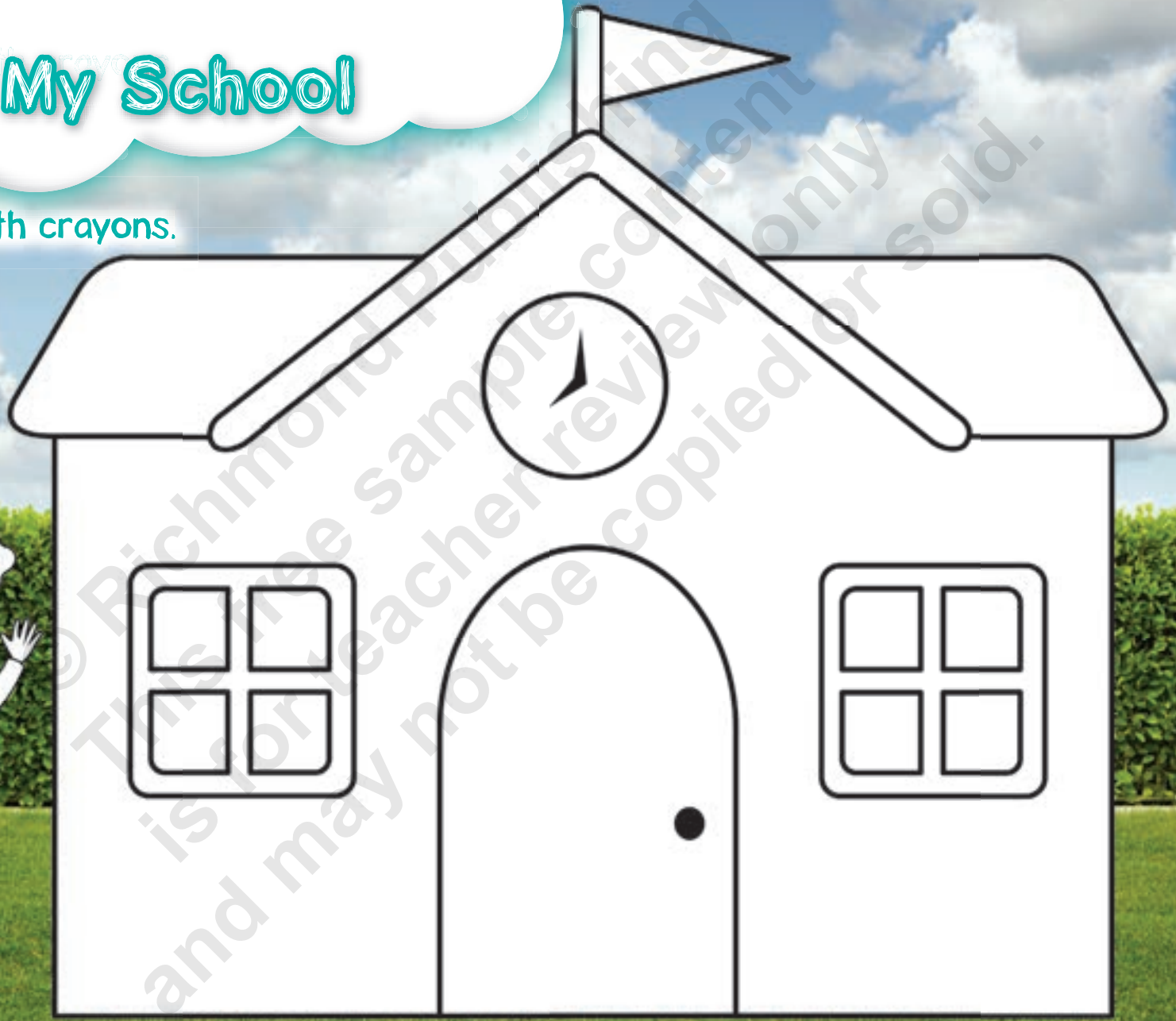
After the Class

1. Wrap-Up

Congratulate students on their first day of school. Give them a sticker as you say *bye-bye* to each one.



Color with crayons.



Early Learning Goals:

To learn when to say good morning.
To learn when to say good-bye.

Vocabulary:

*sun, morning, good morning,
good-bye, clap, nod, jump*

Language:

*Look, it's the sun! It's morning. Look
at the sun outside. Good morning.
Good-bye.*

Materials:

yellow crayons, tongue depressors, glue

Before the Class

1. Warm-Up

Play Track 1, *How Are You?* Sing and act out the song. Invite students to do the same.

During the Class

1. Presentation: Good Morning!

Draw a sun on the board and say: *Look, it's the sun! It's morning. Look at the sun outside.* Explain to students that when it's early in the morning and the sun comes out, we say *good morning*, and that we are going to color the sun. Say, *Good morning*, several times. Encourage students to say *Good morning* back. Do not worry if students cannot produce anything. Allow students to get used to the new language.

2. Value: Greetings

Explain to students that it is important to say *good morning* to people.

3. Student's Book: Make a stick puppet.

Hand out the Student's Book opened to page 9. Distribute yellow crayons. Encourage students to color the sun within the lines. Monitor the activity. Then pop out the sun and have students glue the tongue depressor onto the back of the sun to make a stick puppet. Keep the sun stick puppets for further use.

4. Song: I Clap and Say Good Morning

Play Track 2, *I Clap and Say Good Morning*. Give stick puppets to students and have them listen to the song as they wave their stick puppets to the rhythm of the music.

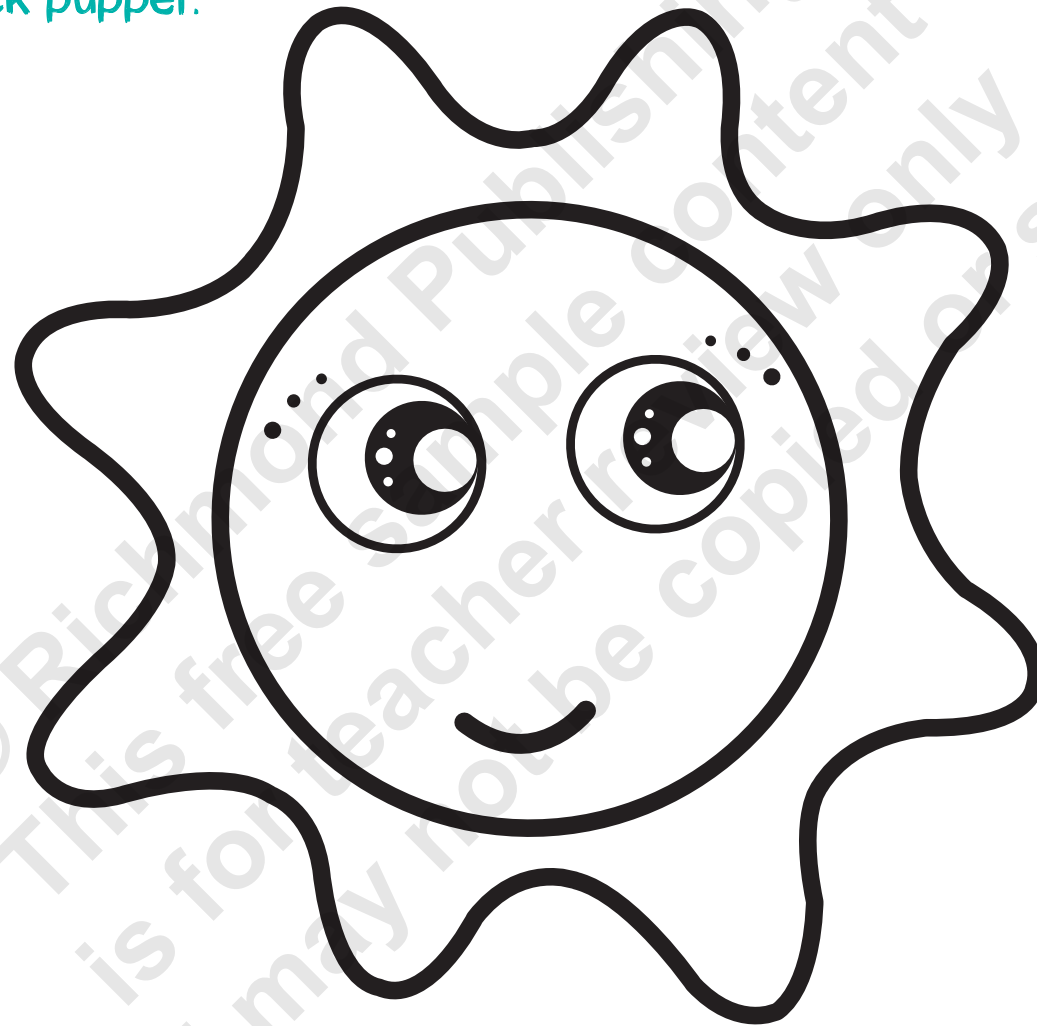
After the Class

1. Wrap-Up

Explain to students that we greet each other in the morning, and when it's time to go, we say *good-bye*. Say *Good-bye* to each student as you wave your hand. Invite students to wave back as you leave the classroom.



Make a stick puppet.



Good morning!

Early Learning Goals:

To identify and name the school.
To greet school members.
To say good-bye.

Vocabulary:

*school, good morning,
good-bye*

Language:

*This is our school. Point to the school.
Can you say the word "school"?*

Materials:

stick puppets from previous lesson,
photograph of students' school, finger paint,
plastic containers

Before the Class

1. Warm-Up 2

Distribute stick puppets to students as you say:
Good morning. Play Track 2, *I Clap and Say
Good Morning.* Have students mime the song.
If possible, invite students to sing along.

During the Class

1. Presentation: School

Show students the photograph of their school.
Ask them if they can identify the place. Say:
This is our school. School. Repeat the word *school*
several times. Give students enough time to
listen to the word. Attach the picture to the
board. Invite different students to come up
and point to the picture: (*Carlos*), *point to the
school.* Invite students to repeat the word *school*
if possible: *Can you say the word "school"?*

2. Student's Book: Follow the maze.

Hand out the Student's Book opened to page
11. Explain to students that we go to school
almost every day. Ask students who takes them
to school. Have students look at the maze
and identify the children and the school. Pour
finger paint into containers. Distribute finger
paint. Help students imprint a fingerprint on
each circle so they can take the characters
to school.

After the Class

1. Visiting Our School

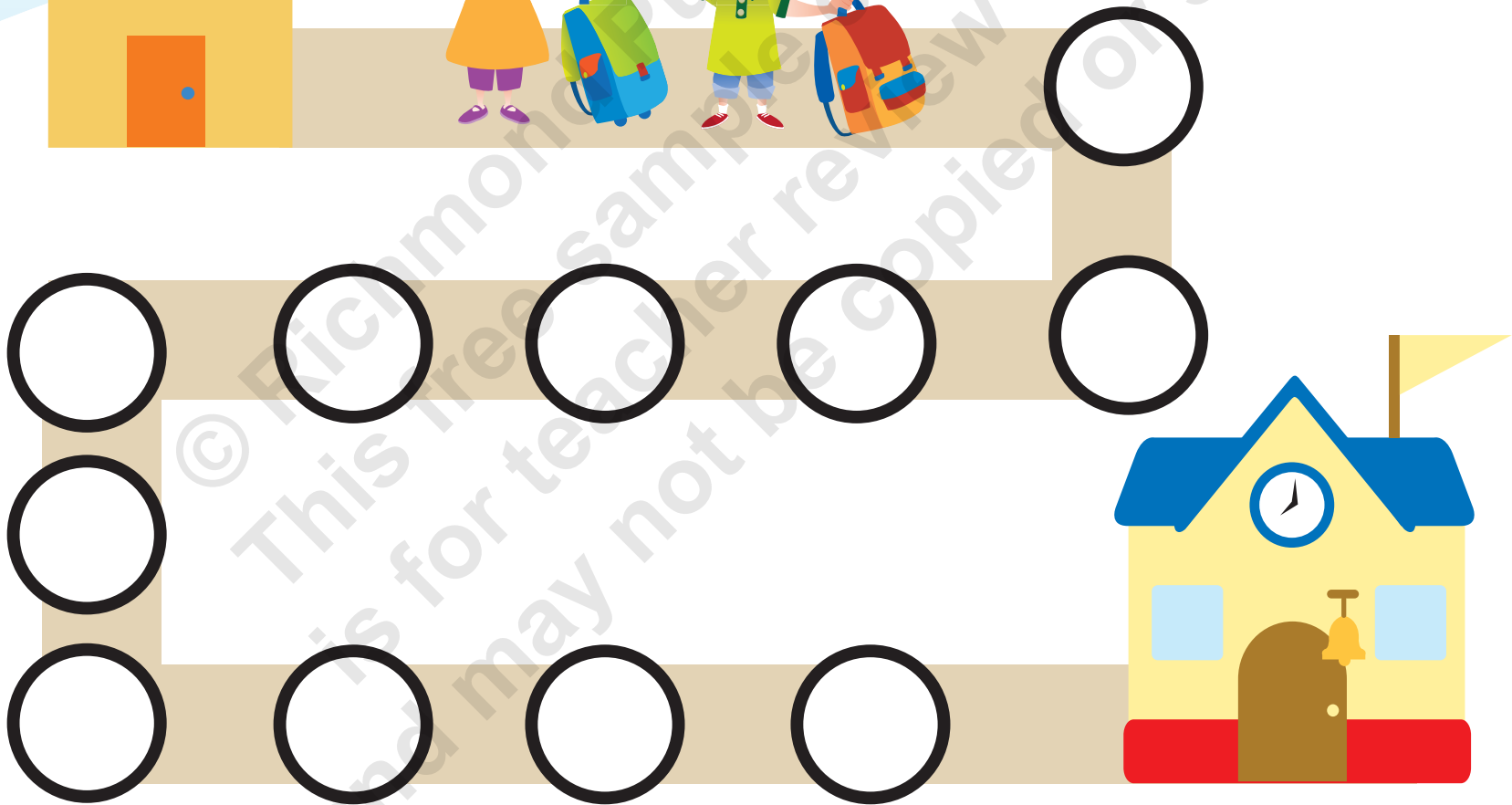
Take students around the school. Show them
where the principal's office, the restrooms,
the yard, and the infirmary are. Introduce the
school's staff to the children. Encourage them
to greet the different staff members:
Good morning, Miss (Martha).

2. Wrap-Up 3

Play Track 3, *Good-bye.* Encourage students to
mime the actions for saying *good-bye.*



Follow the maze.



Early Learning Goals:

To identify a boy and a girl.
To learn that boys and girls can do the same things.

Vocabulary:

good morning, boy, girl, good-bye

Language:

*This is a girl. (Gaby) is a girl.
(Ana), are you a boy or a girl?*

Materials:

crayons, pictures or cutouts of girls and boys

Before the Class

1. Warm-Up 2

Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. Invite students to sing along if possible.

During the Class

1. Presentation: **Girl and Boy**

Divide the board into two sections. Attach the pictures of girls on one side and the pictures of boys on the other. Point to a picture of a girl and say: *This is a girl. Girl, girl*. Continue in the same manner with the rest of the girl pictures. Then name all the girls and have them stand in front of the girl pictures: *(Gaby) is a girl. (María) is a girl. (Carmen) is a girl*. Repeat the procedure with the boys.

2. Student's Book: **Color with crayons.**

Hand out the **Student's Book** opened to page 12. Ask students to identify the girl and the boy. Ask each child to point to the corresponding picture and say if he/she is a boy or a girl: *(Ana), are you a boy or a girl?* Distribute the crayons. Then have students color the corresponding picture. Save students' work for their portfolios.

After the Class

1. **Boys and Girls Can Do the Same Things**

Tell students that boys and girls can do the same things. Girls can play with dolls, toy cars, and boys, too. Give more examples to students of activities and games that boys and girls can do.

2. Wrap-Up 3

Play Track 3, *Good-bye*. Encourage students to mime the actions. Invite students to sing along if possible.



Color with crayons.



girl



boy

Early Learning Goals:

To identify a teacher.
To develop fine motor skills.

Vocabulary:

girl, boy, teacher

Language:

Girls, stand up. Boys, stand up. Girls jump! (Raúl) is a (boy). I am your teacher. Can you say teacher?

Materials:

scissors, glue stick, pieces of cloth

Before the Class

1. Warm-Up 2

Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. If possible, invite students to sing along.

2. Review: **Girl and Boy**

Divide the class into two groups: boys and girls. Give each group simple instructions. Mime the instructions so students can follow them:
Girls, stand up. Boys, stand up. Girls jump!

During the Class

1. Presentation: **Teacher**

Invite a little boy and girl up to the front of the class. Say: *(Betty) is a girl. (Raúl) is a boy. I am your teacher. Teacher. Can you say teacher?* Talk to students about what teachers do with students, for example, they read stories, they play, they help us learn, they sing, etc.

2. Student's Book: **Glue pieces of cloth.**

Hand out the **Student's Book** opened to page 13. Ask students to identify the teacher in the book. Distribute the materials. Then invite students to glue pieces of cloth on the teacher's dress.

After the Class

1. Wrap-Up 3

Play Track 3, *Good-bye*. Encourage students to mime the actions.



Glue pieces of cloth.



teacher

Early Learning Goals:

To identify the color red.
To name the color red.

Vocabulary:

good morning, red, good-bye

Language:

What color is it? Red. Can you say red?

Materials:

red markers, red objects, red blown-up balloons (1 per student)

Before the Class

1. Warm-Up 2

Play Track 2, *I Clap and Say Good Morning*.
Have students mime the song. Invite students to sing along if possible.

During the Class

1. Presentation: Red

Have students sit in a circle. Place red objects in the middle of the circle. Hold up an object and ask students its color: *What color is it? Red, red. Can you say red?* Invite students to repeat if possible. Repeat with the rest of the objects. Then ask each student to take an object and ask him or her what color it is. If he or she cannot answer, give the answer. Continue in the same manner until all students have participated.

2. Student's Book: Color with markers.

Hand out the **Student's Book** opened to page 14. Ask students to identify what color the balloon is. Distribute the markers. Then invite students to color the balloon red. Encourage students to color the picture within the lines.

After the Class

1. Playing with Red Balloons

Take students to the playground. Distribute red balloons to each student: *What color is the balloon? Red. Can you say red?* Allow students some free time to play with the balloons. Monitor the activity.

2. Wrap-Up 3

Play Track 3, *Good-bye*. Encourage students to mime the actions.



Color with markers.



red

Early Learning Goals:

To count up to one.
To identify number one.
To trace number one.

Vocabulary:

*good morning,
one, good-bye*

Language:

*How many books? One. How many boys are there?
One. Can you say "one"?*

Materials:

book, crayon, toy, marker, tongue depressors,
glue

Before the Class

1. Warm-Up

Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. Invite students to sing along if possible. Then ask the girls to stand up and sing and dance to the song. Repeat the procedure with the boys.

During the Class

1. Presentation: One

Place a book, a crayon, a toy, and a marker on your desk. Explain to students that they are going to count objects. Show the book and ask how many books they see: *How many books are there? One, one*. Write number one on the board as you show one finger. Invite students to show one finger, too. Continue in the same manner with the rest of the objects.

2. Student's Book: Pop out and glue.

Hand out the **Student's Book** opened to page 15. Write number one on the board. Ask students to identify the number in their book. Have students trace number one with their fingers in their books. Point to Andy and ask students how many boys they see: *How many boys are there? One, one. Can you say "one"?* Help students pop out number one and have students glue the tongue depressor onto the back of number one.

3. Song: Show Me One

Play Track 4, *Show Me One*. Show students one finger as you move it to the rhythm of the music. Invite students to show you one finger. Repeat the song several times. Have students sing the song if possible.

After the Class

1. Wrap-Up

Play Track 3, *Good-bye*. Encourage students to mime the actions.



Pop out and glue.



one

Early Learning Goals:

To review the concept of boy, girl and teacher.
To review the color red.
To review number one.

Vocabulary:

girl, boy, teacher, red,
one

Language:

Girls, stand up. Boys, stand up. Girls jump!
What color is it? Red. How many (books) are there? One. Can you say one? Point to the (girl.)

Materials:

crayons, glue stick, old magazines, cardboard, school objects (a book, a pencil, etc.)

Before the Class

1. Warm-Up

Play Track 2, *I Clap and Say Good Morning*. Have students mime the song. Invite students to sing along if possible. Then ask the girls to stand up and sing and dance to the song. Repeat the procedure with the boys.

During the Class

1. Review: Girl and Boy

Divide the class into two groups: boys and girls. Give each group simple instructions. Mime the actions and encourage students to follow along: *Girls, stand up. Boys, stand up. Girls, jump!*

2. Review: Red

Give the children old magazines. Ask students to find red objects and cut them out. Glue the pictures to a piece of cardboard. Ask students the color of the objects: *What color is it? Red.*

3. Review: One

Display several objects on your desk. Make sure there is one object of each. Ask students to count the objects. Point to an object and ask: *How many (books) are there? One. Can you say one?* Then play Track 4, *Show Me One*. Show students one finger as you move it to the rhythm of the music. Invite students to show you one finger. Repeat the song several times. Have students sing the song if possible.

4. Student's Book: Point and color.

Hand out the **Student's Book** opened to page 17. Have students point to the different characters as you name them, *Point to the girl. Point to the boy. Point to the teacher.* Then distribute crayons and ask students to color the pictures.

After the Class

1. Wrap-Up

Play Track 3, *Good-bye*. Encourage students to mime the actions.

Review

Point and color.

