



Why is school important?



Essential Question	Objectives Students can:	Key Vocabulary	Key Language
<p>How do we greet each other? Across Subjects – Social Studies</p>	<ul style="list-style-type: none"> say their name. greet and say their name. greet and say good-bye. discriminate between pictures. distinguish boys from girls. follow simple commands. recognize their own name. identify different ways to greet. 	<p>boy, Cricket, classroom, girl, name, school, student, teacher</p>	<p>Good-bye. Hello. Hi. I'm Julian. She's Luisa. I'm a boy. He's a boy. She's a girl. Are you a boy? No, I'm a girl. Who is she? She's the teacher. She's a student. How are you? Fine, thank you. What's your name? My name is... I'm Cricket. She's Luisa. Stand up. Sit down. Come to the front. They are shaking hands / bowing / kissing / rubbing their noses to say hello.</p>
<p>Why do I need school supplies? Across Subjects – Science</p>	<ul style="list-style-type: none"> identify and name school objects. identify colors. count from 1 to 3. identify the location of objects. say what school objects are used for. identify colors in nature. 	<p>apple, backpack, blue, box, chair, closed, color, crayon, cut, door, draw, friend, glue stick, in, on, open, pair of scissors, paper, pencils, poster, red, rose, strawberry, table, under, yellow; numbers</p>	<p>This is my classroom. This is the door / window. It's closed / open. It's a book. It's in / on / under the box. It's red.. Is it a crayon? Yes, it is. No, it isn't. Where's the...? It's in / on / under the... What's this? It's a... What's it for? It's for drawing / cutting / sticking. What color is the...? It's... What color are the...? They're a... What is red in nature? Roses, apples and strawberries are red.</p>
<p>How do we make friends at school? Across Subjects – Math</p>	<ul style="list-style-type: none"> identify and name school objects and people. identify and name feelings. follow and understand a story. identify colors, numbers and shapes. count from 1 to 3. 	<p>boy, circle, crayon, Cricket, friends, girl, glue stick, happy, sad, school, scissors, square, teacher, triangle; colors; numbers</p>	<p>Hello. Hi. This is Regina / Ben. He's a boy. She's a girl. They're friends. Is he / she happy or sad? He's / She's happy / sad. I'm happy / sad. Are you happy? No, I'm sad. I'm your teacher. What's your name? I'm Cricket. Look! This is a crayon. It's for coloring. Look! A triangle, a circle and a square. They're friends.</p>
<p>Why do we need classroom rules? Across Subjects – Math</p>	<ul style="list-style-type: none"> understand and follow commands. understand and carry out classroom rules. count from 1 to 3 objects. 	<p>books, box, boy, crayon, door, girl, hand, in, floor, on, pencil, scissors, table, teacher, window; numbers</p>	<p>Pick up the crayon. Put away the crayon. Push in your chair. Close your books. Close the door. Open the window. Are they scissors? Yes, they are. / No, they aren't. Please listen! Raise your hand, please! Stand up. Sit down. Line up. Open your books. Please pass the crayon / pencils. Thank you. Put the crayon in / on the box. How many crayons / books / pencils are there? One / Two / Three.</p>



Remember that the poster is on the TRCD. You can also find a projectable version of the flashcards on the same component.

Refer to the *Methodology, Cognitive Skills and Classroom Management* sections when preparing your lesson.

Story

In Unit 1, students will read and enjoy the story *Cricket Goes to School* (pages 13 and 14). You will find a cycle of reading activities for this story in *Cricket Tales* (pages 5 to 8), and extra reading activities on the Teacher's Resource CD.



Cognitive Skills: Students will begin the basics for learning expressions, numbers (1 to 3) and colors. They will be involved in activities that require critical thinking and problem solving skills (identifying similarities and differences).

Phonemic Awareness:

Beginning sounds /s/, /c/ and /t/



Values

Watch the video clip of the Values Series and go to the Using Videos in the Classroom section for general ideas on how to use the video clip in class. You can find the activities to work with the video clip on the link www.richmond.com.mx/cricket's.

Extra Resources

Fast Finishers

Use the Fast Finishers pages, included on the Teacher's Resource CD, for students who finish activities before the rest of the class. This gives them the opportunity to continue learning and helps you have a better control of the group.

Home Connection

Print out and distribute the Home Connection pages for this unit. Tell students to give them to their parents so that they have a clear idea of the objectives of this unit as well as the instructions to carry out the Practice Book activities.

Sing. Circle the teacher.



Unit

1



Objectives

Students can say their name.
Students can greet and say good-bye.
Students can discriminate between pictures.

Vocabulary

Key: boy, cricket, classroom, girl, name, school, student, teacher
Extended: finger, hand

Language

Key: Good-bye. Hello.
Extended: What's your name? My name is...
Point to the...

Materials

crayons, poster (on the Teacher's Resource CD), Class CD

Warm Up

Welcome students as they arrive. Smile at the class and wave your hand to students. Say *Hello, my name is...* Encourage students to wave back to you. Say *Wave your hand and say Hello!* Next, do the activity *My Name is...*, on page xx of the Warm-Up and Closing Activities section. Explain to students that every time they say their name they have to say *Hello, my name is...*, waving their hands. Demonstrate the activity. Be sure to memorize students' names, as it will help you build confidence and a comfortable class environment.

Engage

Use the poster to present the words *teacher, boy, girl, school* and *classroom*. Point to the teacher and say the word *teacher*. Have students repeat. Point to the boy and say *boy*. Have students repeat. Do the same with *girl*. Have some choral and individual repetitions.

Sing. Circle the teacher.

Next, distribute Student's Books opened on page 4. Ask students *Who can you see in the picture?* Elicit answers. Then encourage them to point to the *teacher* in their books. Have them say *teacher*. Do the same with the boy, the girl and Cricket. Encourage students to point to the other boys and girls in the scene and say the corresponding words. Next, play Track 01, *Put Your Finger on the Boy*, sing along and perform the actions with the class. Play the track again and ask students to perform the actions by themselves.

Track 01

Put Your Finger on the Boy

Put your finger on the (boy), on the (boy).
Put your finger on the (boy), on the (boy).
Put your finger on the (boy).
Put your finger on the (boy).
Put your finger on the (boy), on the (boy).

Finally, draw students' attention to the circled pictures. Point to the girl and say *Is she a teacher?* Encourage students to say *No*. Ask *Is she a girl?* Encourage students to say *Yes*. Show the meaning of *Yes* and *No* by nodding or shaking your head.

Now distribute crayons. Have students point to the picture of the teacher and trace over the circle around the teacher's face. Demonstrate the activity by drawing a big circle on the board. Monitor and provide help as needed. Finally, have students close their books.

Closing Activity

Do the activity *Let's Sing*, on page xxi of the Warm-Up and Closing Activities section. Project the poster and play Track 01. Encourage students to point to the pictures in the poster.

Extension Activity

Do the activity *Good-bye, Good-bye*, on page xxi of the Warm-Up and Closing Activities section.

Explore

Have students complete page 4 of the Practice Book. Encourage them to say *Hello!* as they wave their right hand. Then have them trace around their right hand and paint the traced picture.

Objectives

Students can greet and say their name.
Students can distinguish boys from girls.

Vocabulary

Key: boy, cricket, girl, name

Extended: classroom, school, teacher

Language

Key: Hi. Good-bye. I'm Julian. She's Luisa.

I'm a boy. He's a boy. She's a girl.

Are you a boy? No, I'm a girl.

What's your name? My name is...

How are you? Fine, thank you.

Extended: See you soon. Point to the...

Put your finger on the... Wave your hand.

Materials

crayons, poster (on the Teacher's Resource CD), Class CD, stick puppets

Preparation

Print out the pictures of the *boy*, *girl*, *teacher* and *Cricket* (on the Teacher's Resource CD) and make stick puppets.

Warm Up

Open the class using Cricket puppet. Introduce Cricket to the class. Say *This is Cricket*. Have students repeat *Cricket*. Say *Hello!* and then *Hi!* Encourage students to greet Cricket. Have students go around the classroom greeting each other saying *Hi! My name's...* Demonstrate the activity.

Explain

Do the activity *Puppets*, on page xxiv of the Language Presentation and Review section. Use the stick puppets (see *Materials and Preparation*) to model *Hello. What's your name? Are you a girl / boy?*

Listen, point and repeat.

Distribute Student's Books opened on page 5. Point to the picture and have students identify the boys and the girls.

Then draw students' attention to the picture of Cricket. Ask *Who is this?* Encourage students to say *Cricket*. Tell students to point to the boy who is speaking (the boy in blue).

T: Look, this is Julian. He's at school with Cricket. They're in the classroom.

Continue introducing the rest of the characters (Luisa and Ben). Then play Track 02 and encourage students to point to the characters as they are mentioned. Play the track again and have students repeat.

Track 02

Julian: Hello. What's your name?

Cricket: I'm Cricket. What's your name?

Julian: I'm Julian. Cricket, are you a girl?

Cricket: No. I'm a boy. She's a girl.

She's Luisa.

Julian: I'm a boy. He's a boy, too. He's Ben.

Next, ask individual students *Are you a boy? Are you a girl?* and encourage them to answer. Have them work with other students to introduce each other. Encourage them to point to themselves as they say *I'm (Linda)*.

I'm a girl. Then have them point to a partner and say, for example, *He's (Tony)*. *He's a boy*. Monitor the activity and make sure they are asking and answering correctly. Provide help as needed. Finally, have students close their books.

Closing Activity

Play Track 03, *What's Your Name?*, and do the activity *Sing the Song*, on page xxvi of the Songs and Chants Activities section. Use the Cricket stick puppet (see *Materials and Preparation*) to act out the song.

Track 03

What's Your Name?

Children: What's your name?

Cricket: I'm Cricket. I'm Cricket. I'm Cricket.

Children: Hello, Cricket. How are you?

Cricket: Fine, thank you.

Children: Good-bye, Cricket. See you soon.

Explain

Have students complete page 5 of the Practice Book. Encourage them to draw and color a picture of themselves. Tell them to color the picture of Cricket. Have them say *This is Cricket. He's a boy. I'm (name). I'm a boy. / I'm a girl.*

Listen, point and repeat.



Listen and point. Circle the student.



Objectives

Students can greet and say their name.
Students can follow simple commands.
Students can discriminate between pictures.
Students can recognize their own name.

Vocabulary

Key: name, student, teacher

Extended: girl

Language

Key: Stand up. Sit down. Come to the front.
How are you today? Fine, thank you. Hi.

Hello. What's your name? My name is... I'm...

Extended: Who is she? She's the teacher.

Point to the...

Materials

crayons, blank cards, Class CD, paper balls,
bucket or box

Preparation

Write each student's name on a blank card.
Use a yellow crayon.

Warm Up

Greet students; say *Hello. How are you today?* Encourage them to answer *Fine, thank you.* Then do the activity *Listen to Your Name*, on page xxix of the Games section, using the paper balls and the bucket or box (see Materials).

Explain

Introduce *sit down, stand up* and *come to the front* by doing the activity *Stand Up, Sit Down*, on page xx of the Warm-Up and Closing Activities section.

Listen and point.

Circle the student.



Distribute Student's Books opened on page 6. Draw students' attention to the picture. Point to the picture and ask *Who is she?* Encourage students to answer *She's the teacher.* Ask the same question about the girl. Now point to the teacher and say *She's the teacher*, then point to the girl and say *She's a girl. She's a student.* Have students repeat. Now play Track 04. Have students listen and point to the character who is speaking.

Track 04

Teacher: Stand up, please. Come to the front. Hello! How are you today?

Ana: Fine, thank you.

Teacher: What's your name?

Ana: I'm Ana. Look! My name.

Teacher: Yes, Ana, it's your name. Here you are. Sit down, please.

Ana: Thank you.

Then point to the picture of the girl and to the picture of her name. Say *She's a student. Her name is Ana. Point to Ana.* Say the name clearly and slowly, as you trace each letter with your finger, first on the picture and then in the air. Have students do the same. Next, play the track again and ask students to point to the girl and her name.

Now distribute crayons. Ask a student to come to the front. Have him or her point to the picture of the teacher first and then to the picture of the student. Encourage the whole class to say if they agree or disagree with their classmate's choice. Ask *Is she the teacher? Is she the student?* Encourage them to answer Yes or No. Then tell

students to trace over the circle around the face of the student. Monitor and provide help as needed. Check. Finally, have students close their books

Closing Activity

Distribute cards with students' names (see Preparation). Have them trace over your writing using a dark crayon. Ask students *What's your name?* And have them answer *My name is...* and *I'm...* as they hold up the card with their names. Then role play the conversation (Track 04) several times with different students. Continue until students can follow the commands *Stand up. Sit down. Come to the front*, without your help.

Extension Activity

Help students recognize their name in print by looking at the beginning letter of their names on the cards (see Preparation). Take each card and point to and say the phoneme aloud and then the complete name, for example, *P... P... Pedro.* Have students repeat as they trace the beginning letter in the air. Then mix up all the cards on a table. Encourage students to recognize their own names. Provide help as needed.

Explain



Have students complete page 6 of the Practice Book. Write students' names on the line using a pencil. Encourage them to trace over your writing using a crayon. Finally, have them decorate their name tags. Have them say *My name is...* and *I'm...*

Objectives

Students can identify different ways to greet.

Vocabulary

Key: bow, kiss, people, rub noses, shake hands, wave

Extended: greet

Language

Key: Stand up. Sit down. Come to the front. How are you today? Fine, thank you Hello. Hi. They are shaking hands / bowing / kissing / rubbing their noses to say hello.

Extended: Point to the... How do we greet each other? We wave our hands. How do you say hello?

Materials

stick puppets (see page T5), paints and paintbrushes, sheets of paper

Warm Up

Greet students; say *Hello. How are you today?* Encourage them to answer *Fine, thank you.* Then do the activity *Boys and Girls*, on page xxviii of the Games section. Model the activity first. Say *Come to the front, Stand up and Sit down.*

Elaborate

Say *Hi! Hello!* as you wave your hand. Have students greet as they wave their hands. Then ask students *How do we greet each other? How do we say hello? We wave our hands!* Encourage students to say *Hello!* and wave their hands. Ask them to say hello to each other waving their hands.

Listen and point.

Distribute Student's Books opened on page 7. Draw students' attention to the pictures. Explain to the students that there are different ways of saying hello. Ask them to point to the boy and the girl in the first picture. Say *Look, they are saying 'Hello.'* *They are shaking hands to say hello.* Mime the action and have students say *They are shaking hands to say hello,* and mime the actions, too. Do the same with the rest of the pictures saying *They're bowing to say hello, They're kissing and They're rubbing noses.* Have students bow and mime kissing and rubbing noses. Next, ask students *How do you say hello at home? How do you say hello in the school?* Elicit answers from students. Finally, have them close their books.

Closing Activity

Do the activity *Puppet Time*, on page xxi of the Warm-Up and Closing Activities section using the stick puppets (see Materials).

Extension Activity

Distribute paints and paintbrushes and sheets of paper (see Materials). Do the activity *Paint a Picture*, on page xxi of the Warm-Up and Closing Activities section.

Evaluate

Have students complete page 7 of the Practice Book. Have them circle the pictures that represent the following: Column 1. *Hello*; Column 2. *I'm a boy*; Column 3. *Good-bye*; Column 4. *I'm a girl*.

Listen and point.



Listen and point. Say.



Objectives

Students can identify and name school objects.

Students can identify colors.

Students can count from 1 to 3.

Vocabulary

Key: backpack, blue, box, chair, closed, color, crayon, door, friend, glue stick, open, paper, pencils, poster, red, scissors, table, yellow; numbers 1, 2 and 3

Extended: boy, classroom, girl, school, schoolbag

Language

Key: This is my classroom. This is the door / window. It's closed / open. I can see a table, chairs and a friend. I can see one, two, three crayons. They are red, yellow, and blue

Extended: What is this? Point to the... Where are the boy and the girl? They're at school. They're in the classroom.

Materials

stick puppets, poster (on the Teacher's Resource CD), Class CD, real school objects: crayons, pencils, glue stick, book, backpack, paper, poster, scissors, mini-flashcards Unit 1 (backpack, box, chair, crayon, door, glue stick, scissors, table, window)

Warm Up



Do the activity *Show Me the...*, on page xxii of the Vocabulary Presentation and Review section. Use the real classroom objects (see Materials). Explain to students that a *backpack* can also be a *schoolbag*. Then do the activity *What's Missing?*, on page xxix of the Games section.

Engage



Display the poster. Ask some questions about the scene. Ask *Where are the boys and the girls?* Encourage students to answer *They are at school. They are in the classroom.*

Continue saying *There are many things in the classroom. Look...* Next, use the poster to present the following vocabulary words: *door, window, table, chairs, box, red, yellow, blue.*

Do the activity *Repeat!*, on page xxii of the Vocabulary Presentation and Review section.

Then, check comprehension by doing the activity *Work with the Poster*, also on page xxii. Use the stick puppets (see Materials).

Listen and point. Say.



Distribute Student's Books opened on page 8. Point to a scene and say *Look the boy and the girl are in the classroom; they have different school objects. Let's listen and point to the objects.* Then play Track 05. Have students listen to the recording and point to the corresponding pictures in their books.

Track 05

Boy: Hello! This is my classroom. This is the door. It's open. This is the window. It's closed. I can see a table, chairs and a friend. I can see one, two, three crayons. They are red, yellow and blue. I can see a glue stick, scissors, one, two books, one, two pencils, a schoolbag, paper, a poster and a box.

Next, encourage students to point to and name each object in the picture. Then help them count and say the number of objects in the picture. Say *How many crayons are there? Let's count.* Count with students. Say *One, two, three. Three crayons.* Have them show three fingers and write the number 3 on the board. Point to the number and have students say *Three.* Do the same with the books and the pencils. Continue asking about the color of the crayons. Ask *What color are the crayons?* Help students answer *They're red, yellow and blue.* Finally, have students close their books.

Closing Activity



Make sure students have their mini-flashcards (see Materials). Do the activity *Memory*, on page xxxi of the Flashcards and Mini-flashcards Activities section.

Extension Activity



Do the activity *Colors*, on page xxii of the Vocabulary Presentation and Review section.

Explore



Have students complete page 8 of the Practice Book. Ask them to carry out different actions: Color the picture of the crayon red; draw a book in the space provided; cut a magazine picture of a pencil and paste it in the space provided, and cut and paste a magazine picture of a pair of scissors in the space provided.

Objectives

Students can identify and name school objects.
Students can identify the location of objects.

Vocabulary

Key: backpack, box, crayon, glue stick, in, on, pencil, table, under

Extended: chair, classroom, poster

Language

Key: Is it a crayon? Yes, it is. / No, it isn't. Put the crayon in / on / under the box.

Extended: What can you see? Where's the...? It's in / on / under the...

Materials

poster (on the Teacher's Resource CD), Class CD, flashcards Unit 1 (*backpack, box, chair, crayon, door, glue stick, scissors, table, window*), real school objects: crayons, pencils, glue stick, backpack, empty crayon box

Warm Up



Do the activity *Touch the Flashcards*, on page xxxi of the Flashcards and Mini-flashcards Activities section.

Explain



Display the poster. Present the word *floor*. Point to the floor in the poster and have students repeat. Then invite different students to point to the window, the door and the floor in the poster and in the classroom. Next, display the real school objects (see Materials) on your desk. Hold up a crayon and ask *Is it a crayon?* Encourage students to say *Yes, it is*. Continue in the same manner with the rest of the objects.

Formulate questions to which students can answer *Yes, it is* or *No, it isn't*. Next, invite a student to the front. Give him or her commands, for example, say *Put the crayon in the box. Put the pencil on the table. Put the glue stick on the table. Put the backpack under the table*. Demonstrate the activity.

Listen and point. Trace.



Distribute Student's Books opened on page 9. Ask students *What can you see?* Encourage students to name the school objects. Then play Track 06 and ask students to point to the objects as they are mentioned. Play the track again and have them trace over the lines with their fingers to follow the commands.

Track 06

Narrator: Is it a crayon?

Boy: Yes, it is.

Narrator: Put the crayon in the box.

Is it a glue stick?

Girl: No. It's a pencil.

Narrator: Put the pencil on the table.

Is it a glue stick?

Boy: Yes, it is.

Narrator: Put the glue stick on the table.

Is it a poster?

Girl: No. It's a backpack.

Narrator: Put the backpack under the table.

Next, hold up the Student's Book page so that students can see it clearly. Point to the crayon and ask *Is it a crayon?* Encourage students to answer. Then point to the crayon and trace over the line with your finger as you say *Put the crayon in the box*. Have them trace over the line with a crayon. Do the same with the rest of the objects. Finally, have students close their books.

Closing Activity



Play Track 07, *Where's the Backpack?*. Have students point to the pictures on page 9. Then do the activity *A Cappella*, on page xxvi of the Songs and Chants Activities section.

Track 07

Where's the Backpack?

Narrator: Under the window, on the door?

Where's the backpack?

Children: On the floor.

Narrator: Where's the crayon?

Children: It's in the box.

Narrator: Where's the glue stick?

Children: It's on the table.

Narrator: Where's the backpack?

Children: It's under the table.

Extension Activity



Have the whole class say the chant (Track 07) and do the activity *Reviewing with the Poster*, on page xxiii of the Vocabulary Presentation and Review section.

Explain



Have students complete page 9 of the Practice Book. Have them trace and color the pictures. Have them say where the things are (*in the box, on the chair, under the table*). Then have them trace number 1 and help them count the objects as they say *one glue stick, one crayon, one backpack*, etc.

Listen and point. Trace.



Listen, point and repeat.



Objectives

Students can say what school objects are used for.

Vocabulary

Key: backpack, box, crayon, glue stick, pair of scissors, paper, pencil

Extended: blue, boy, girl, hand, friendship tree, red, yellow

Language

Key: What's this? It's a... What's it for? It's for drawing / cutting / sticking.

Extended: Look at the girl. She is drawing. Is it a crayon? Yes, it is. / No, it isn't.

Materials

Class CD, flashcards and mini-flashcards Unit 1 (*backpack, board, box, boy, chair, crayon, door, floor, girl, glue stick, scissors, table, teacher, window*), poster paper (1 per every 3 or 4 students)

Preparation

Make sure students have crayons (red, yellow and blue), pencils, glue sticks and scissors (1 per student)

Warm Up



Do the activity *What Flashcard is It?*, on page xxxi of the Flashcards and Mini-flashcards Activities section. Ask *Is it a...?* and encourage students to answer *Yes, it is* or *No, it isn't*.

Explain



Ask students to hold up the objects they have (see Preparation), as you mention them.

Listen, point and repeat. 08

Distribute Student's Books opened on page 10. Hold up the Student's Book so that students can see page 10 clearly. Point to the girl and say *Look at the girl. She is drawing*. Have students repeat *Drawing*. Then point to the crayon and ask *Is it a crayon?* Encourage students to answer. Continue asking about the scissors and the glue stick. Then say *Let's see what the boys and the girl are doing*. Play track 08 and have students point to the pictures of the school objects as they are mentioned.

Track 08

Boy 1: What's this?

Girl: It's a crayon.

Boy 1: What's it for?

Girl: It's for drawing.

Narrator: Draw your hand on the piece of paper.

Boy 1: What's this?

Boy 2: A pair of scissors.

Boy 1: What's it for?

Boy 2: It's for cutting.

Narrator: Cut out your paper hand.

Boy 1: What's this?

Girl: It's a glue stick.

Boy 1: What's it for?

Girl: It's for sticking.

Narrator: Stick your paper hand on the friendship tree.

Next, hold up a pair of scissors. Ask *What's this? What's it for?* Encourage students to answer. Do the same with crayons and a glue stick. Play Track 08 again and ask students to repeat what they hear as they act out the actions drawing, cutting and sticking. Finally, have students close their books.

Closing Activity 09

Play Track 09, *A Crayon is for Coloring*. Do the activity *Act Out the Song*, on page xxvi of the Songs and Chants Activities section. Use real classroom objects (see Preparation) to mime the actions.

Track 09

A Crayon is for Coloring

*A crayon for drawing,
red and yellow and blue.*

*A pair of scissors for cutting,
red and yellow and blue.*

*A glue stick for sticking,
red and yellow and blue.*

*Drawing, cutting, coloring, sticking.
Lots of things to do!*

Extension Activity 08

Distribute paper, crayons, scissors, glue sticks and poster paper (see Materials and Preparation). Have students work in groups of three or four. Tell them to follow the instructions on Track 08 and make a friendship tree. Walk around the classroom as they work and ask *What's this? What's this for?* about the school objects they are using to create the tree. Display the finished friendship trees on the classroom walls.

Explain

Have students complete page 10 of the Practice Book. Have them identify the school objects and the actions. Then ask them to trace over the lines to match the objects with the corresponding actions.

Objectives

Students can identify colors in nature.

Vocabulary

Key: apple, blue, red, rose, strawberry, yellow

Extended: scissors, sticking; school supplies

Language

Key: What color is the...? It's... What color are the...? They're... What is red in nature? Roses, apples and strawberries are red.

Extended: Put the red crayon in the box.

Materials

lively music, squares of colored construction paper (red, yellow and blue), real school objects: crayons (red, yellow and blue), a pencil, a glue stick and a pair of scissors, a box, Class CD, old magazines, page 1 of phonemic awareness (on the Teacher's Resource CD)

Preparation

Print out the page of phonemic awareness (1 per student).

Warm Up

To review vocabulary and language, do the activity *Colors in a Circle*, on page xx of the Warm-Up and Closing Activities section. Play lively music and use the colored construction paper squares (see Materials).

Elaborate

Put the box on a table with different school objects (see Materials). Give individual students commands for putting school objects in the box. For example, say (*Martha*), *put the red crayon in the box*. Have all students participate. Use red, blue and yellow crayons.

Listen and point. Color.

Distribute Student's Books opened on page 11. Present the words *rose*, *apples* and *strawberries* by pointing to the picture and saying the words. Have students repeat. Explain to students that we find these things in nature, for example, in trees or in a garden. Explain to students that there are different colors in nature. Then ask *What color are roses, apples and strawberries?* Elicit answers from students. Next, ask students to hold up their red crayon, and have them color the pictures. Finally, ask *What is red in nature?* Encourage students to answer *Roses, apples and strawberries*. Finally, have students close their books.

Closing Activity

Play Track 09 (see page T10). Write the letter *s* on the board and do the activity *The Beat*, on page xix of the Phonemic Awareness and Phonics section to teach the beginning sound of *scissors*, *sticking* and *strawberry*. Point to the letter on the board to help students associate the sound with the letter. Then distribute the page of phonemic awareness (see Preparation). Help students do the activities suggested.

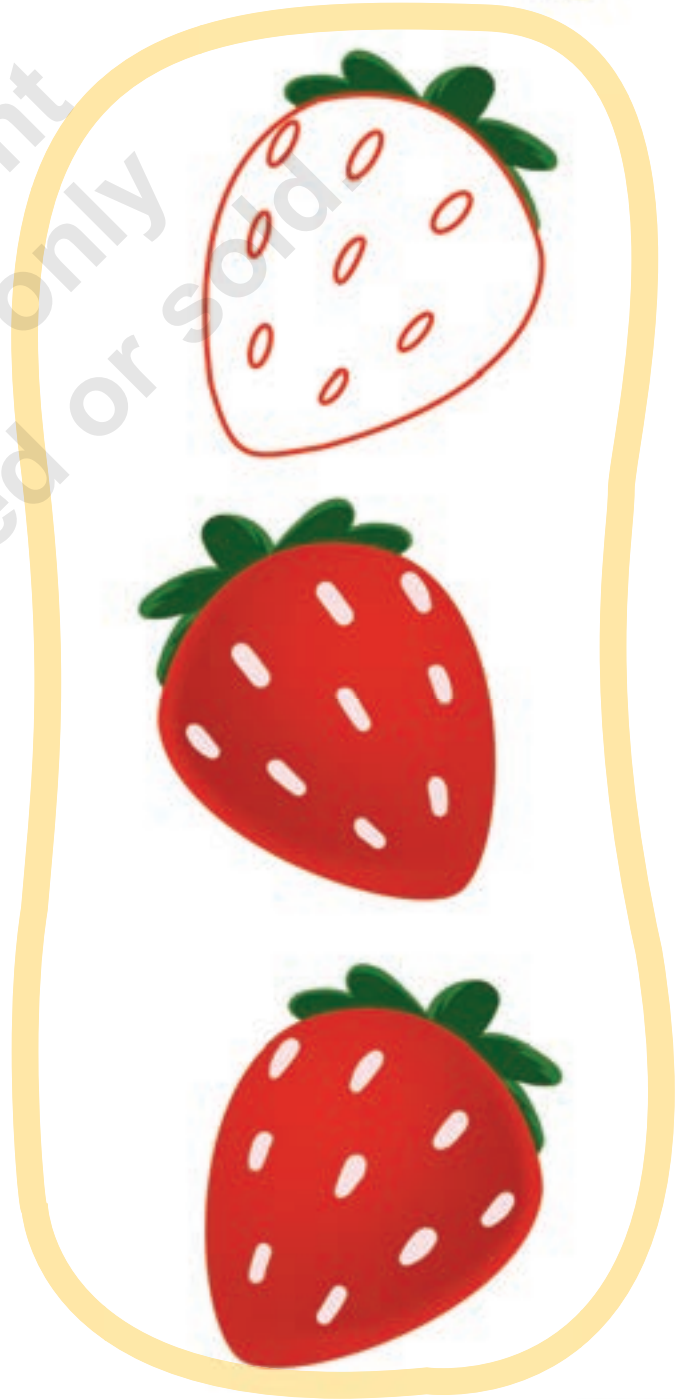
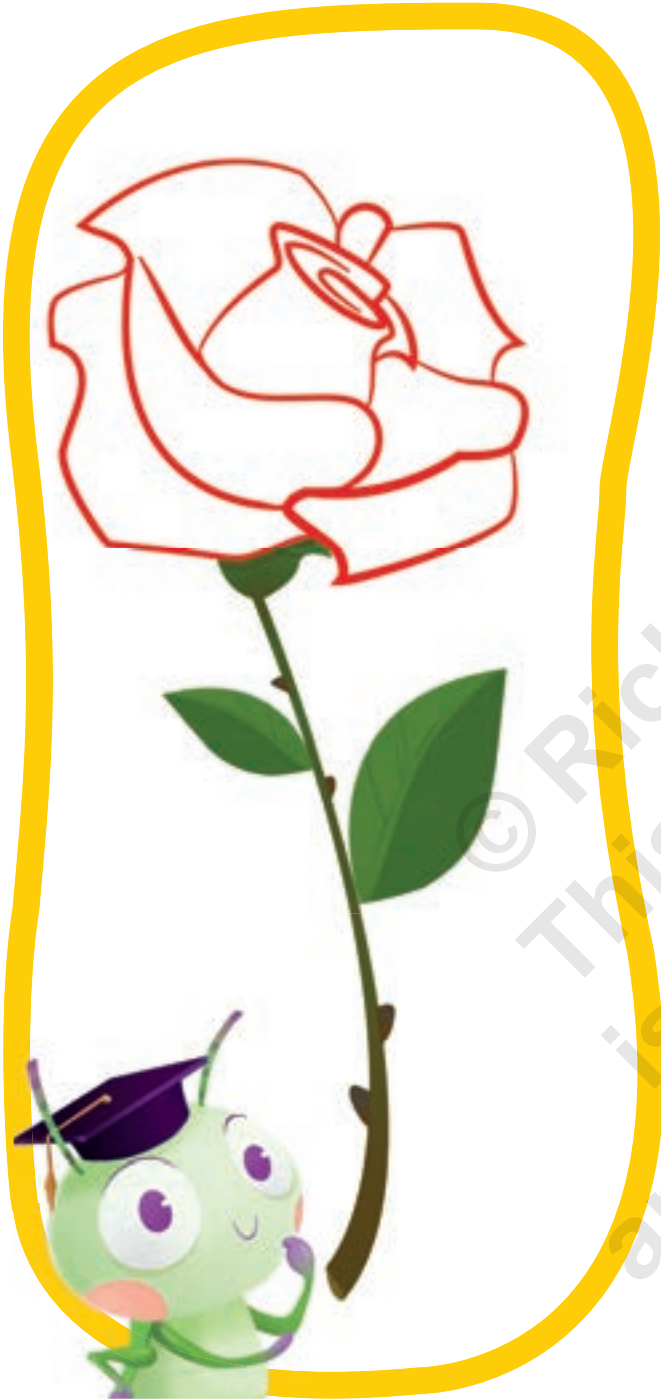
Extension Activity

Have students work in groups of three or four. Distribute sheets of paper, scissors, glue sticks and old magazines (see Materials). Tell them to find pictures of things that are yellow and blue in nature and stick them on sheets of paper to make a collage. Display the finished collage on the classroom walls.

Evaluate

Have students complete page 11 of the Practice Book. Have them identify the school objects and circle them.

Listen and point. Color.



Point to the friends. Color the crayons. 🌐 ✂️



Objectives

Students can identify and name school objects and people.
Students can identify and name feelings.

Vocabulary

Key: boy, crayon, friends, girl, glue stick, happy, sad, scissors, teacher; colors

Extended: cut, paste

Language

Key: Hello. Hi. This is Regina / Ben. She's a girl. He's a boy. They're friends. Is he / she happy or sad? He's / She's happy / sad. I'm happy / sad.

Extended: What can you see? Is the boy / girl cutting or pasting? Cutting / Pasting. Who is she? She's the teacher.

Materials

Class CD, sheets of paper, watercolors, paintbrushes, small mirrors, flashcards and mini-flashcards Unit 1 (backpack, box, chair, crayon, glue stick, happy, sad, scissors)

Warm Up

Do the activity *Attention!*, on page xx of the Warm-Up and Closing Activities section.

Engage

Do the activity *Hold up the Mini-flashcards*, on page xxx of the Flashcards and Mini-flashcards Activities section. Use the school objects flashcards (see Materials).

Point to the friends.

Color the crayons. 10

Distribute Student's Books opened on page 12. Draw students' attention to the picture. Point to it and ask *What can you see? Is the boy cutting or pasting? Is the girl cutting or pasting?* Encourage students to say the words they know. Now point to the girl and say *This is Regina*. Point to Ben and say *This is Ben*. Point to the teacher and ask *Who is she?* Encourage students to say *The teacher*. Then introduce the words *happy* and *sad*. Point to your face and make a big smile. Say *Look, I'm happy*. Then, point to your face and make a sad face. Say *Look, I'm sad*. Show the flashcard illustrating *happy* and name the feeling again. Say *I'm happy*. Do the same with the flashcard illustrating *sad* and say *I'm sad*. Encourage students to say *I'm happy / I'm sad* as they hold up the corresponding mini-flashcard. Introduce the word *friends* by giving examples. For example, say *Luis and Martin play together. They are friends*. Next, play Track 10. Have students listen and point to the friends (Ben and Regina).

Track 10

Narrator: Hello!

Children: Hi!

Narrator: This is Regina. This is Ben. He's a boy. She's a girl. They're friends. Is she happy or sad?

Children: Happy.

Narrator: Is he happy or sad?

Children: Happy.

Narrator: She's the teacher. Is she happy or sad?

Play the track again and encourage them to answer the question *Is she happy or sad?* Next, hold up the Student's Book opened on page 12. Have a student stand up and point to the crayons in the scene. Have the whole class color the crayons red, yellow and blue. Finally, have students close their books.

Closing Activity

Distribute the sheets of paper, the paintbrushes and the watercolors (see Materials). Have students paint a picture of themselves with a friend. Then do the activity *Let's Share Our Work*, on page xxi of the Warm-Up and Closing Activities section. Finally, display students' work on the walls.

Extension Activity

Distribute the mirrors (see Materials). Do the activity *Faces*, on page xxviii of the Games section.

Explore

Have students complete page 12 of the Practice Book. Have them trace the heart shape. Then tell students to cut pictures from old magazines of things that make them happy. Encourage them to say *I'm happy*.

Objectives

Students can follow and understand a story.
Students can identify and name feelings.

Vocabulary

Key: boy, Cricket, girl, happy, sad, school, teacher

Extended: backpack, book, chair, classroom, crayon, poster, table

Language

Key: This is Cricket / the teacher. Hi. Hello. Are you happy? No, I'm sad. I'm your teacher. What's your name? I'm Cricket.

Extended: Who is he / she? Where are they? Is Cricket happy or sad?

Materials

Class CD, Story Cards Unit 1, Scenes 1 and 2, lively music, mini-flashcards Unit 1 (*happy* and *sad*), stick puppets (see the Preparation section on page T5), Cricket Tales, Extra Reading Activities (on the Teacher's Resource CD)

Warm Up

Have students sit in a circle. Distribute the mini-flashcards (see Materials) at random. Make sure that some students have the mini-flashcard depicting *happy* and others have the one depicting *sad*. Play some music (see Materials). Have students pass the mini-flashcards around the circle. Pause the music. Say *Happy. Stand Up*. Ask students holding a happy face to stand up. Repeat with *sad*.

Explain

Hold up the stick puppets (see Materials) and have students identify them.

Ask students *Who is he? Who is she?* and encourage them to answer.

Hold up the Cricket stick puppet. Explain to students that you are going to listen to a story about Cricket and his first day at school.



You can also use the Cricket Tales pre-reading activity on page 5 before reading.

Listen, point and repeat.



Display the Story Cards, Scenes 1 and 2 (see Materials), on the board. Then, do the activity *Where are They?*, on page xxvii of the *Reading Stories* section. Ask questions like *Is Cricket happy or sad? Is the teacher happy or sad? Is the boy happy or sad? Is the girl happy or sad?* Next, distribute Student's Books opened on page 13. Play Track 11, *Cricket Goes to School* (Scenes 1 and 2), and have students point to Cricket and the teacher as they listen.

Track 11

Cricket Goes to School (Scenes 1 and 2)

Narrator: This is Cricket. Hi, Cricket.

Are you happy?

Cricket: No, I'm sad.

Narrator: Oh, no!

Narrator: This is the teacher.

Miss Lucy: Hello! I'm your teacher.

What's your name?

Cricket: I'm Cricket.

Miss Lucy: I'm Miss Lucy. How are you?

Cricket: I'm sad.

Miss Lucy: Oh, no!

Play the track again and have students listen and repeat Cricket's lines. Stop the recording when necessary. Then play the track once more and do the activity *Gestures*, on page

xxvii of the *Reading Stories* section. Finally, have students close their books.



You can also use the Cricket Tales while-reading activity, on page 6, to be completed during reading.

Closing Activity

Say false and true statements about the reading and encourage students to say *No* or *Yes*, accordingly. For example, show the Story Card Scene 1 and, as you point to the corresponding pictures, say *Cricket is happy. Cricket goes to school*. Encourage students to answer *No* and *Yes*, respectively. Do the same with Story Card scene 2.

Extension Activity

Display the Story Cards, Scenes 1 and 2 (see Materials), on the board. Then do the activity *Vocabulary Check*, on page xxvii of the *Reading Stories* section. Have students point to the school, the teacher, the classroom, the boy, the girl, the crayon, the table, the backpack, the book and the chair.



Remember, you can find extra reading activities on the Teacher's Resource CD.

Explain



Have students complete page 13 of the Practice Book. Have them count the children and trace the number. Then ask them how the children are feeling. Have them trace the mouths as they say *happy* or *sad*.

Listen, point and repeat.



Listen and point. Color.    



Objectives

Students can follow and understand a story. Students can identify and name colors and shapes.

Vocabulary

Key: boy, circle, Cricket, friends, girl, happy, sad, square, teacher, triangle; colors

Extended: rectangle; numbers

Language

Key: This is Sandy. She's a girl. Look! This is a crayon. It's for coloring. Look! A triangle, a circle and a square. Is he happy or sad? Are you happy or sad? I'm happy. They're friends.

Extended: Hi. Hello. Bye.

Materials

beanbag, sheets of colored paper (yellow, blue and red), Class CD, Story Cards Unit 1 Scenes 1 to 4, Cricket Tales, Extra Reading Activities (on the Teacher's Resource CD)

Preparation

Make large shapes with the sheets of colored paper. Make a circle, a triangle, a square and a rectangle.

Warm Up

Hold up the paper shapes (see Preparation) and name them. Have students repeat as they draw the shapes in the air with their fingers. Then do the activity *Shapes*, on page xxix of the Games section. Use a beanbag (see Materials).

Explain



Display the Story Cards Scenes 1 and 2 (see Materials) on the board. Play Track 11 (Scenes 1 and 2) and do the activity *What's Next?*, on page xxvii of the Reading Stories section.

Listen and point. Color.



Distribute Student's Books opened on page 14. Play Track 11 (Scenes 3 and 4). Encourage students to check the predictions they made in the activity *What's Next?* (see above). Play the track again and have students point to the pictures as they are mentioned in the recording.

Track 11

Cricket Goes to School (Scenes 3 and 4)

Narrator: This is Sandy. She's a girl.

Sandy: Hi! What's your name?

Cricket: I'm Cricket. I'm a boy.

Sandy: Hello, Cricket! Look! This is a crayon.

It's for coloring, red, yellow and blue. Look!

A triangle, a circle and a square. Let's share!

Narrator: Look at Cricket. Is he happy or

sad? Hi, Cricket! Are you sad?

Cricket: No, I'm happy. Look! A triangle, a

circle, a square, red, yellow, blue.

This is my friend, Sandy. This is my friend,

Ben. This is Miss Lucy. She's the teacher.

I'm happy. Bye!

Narrator: They're friends. Cricket is happy.

Then say *Circle*, and have students point to the circle. Ask *What color is the circle?* Encourage students to answer *Yellow*. Then say *Show me your yellow crayon*, and have students color the circle yellow. Continue

in the same way to have students color the square blue and the triangle red. Finally, have students close their books.

Closing Activity



Display the Story Cards Scenes 1 to 4 on the board. Do the activity *Thoughts and Feelings*, on page xxvii of the Reading Stories section. Finally, say *Cricket is happy now: he has friends*. Encourage students to say how they can make friends at school, for example, sharing, smiling and being polite.



You can also use the Cricket Tales post-reading activity on page 7 after reading.

Extension Activity



Do the activity *Hold It Up*, on page xxiv of the Language Presentation and Review section. Use the paper shapes (see Preparation).



Remember, you can find extra reading activities on the Teacher's Resource CD.

Explain



Have students complete page 14 of the Practice Book. Have them identify the numbers and trace them using crayons. Then ask them to identify and trace the shapes. Finally, help them say how many shapes there are in total.

Objectives

Students can identify colors, numbers and shapes.

Students can count from 1 to 3.

Vocabulary

Key: blue, circle, one, red, square, three, triangle, two, yellow

Extended: classroom, closed, crayon

Language

Key: What color is number...? It's blue. Let's count the colors. I can see three colors, red, yellow and blue. One, two, three.

Extended: Point to number...

Materials

poster (from the Teacher's Resource CD), 3 large sheets of white construction paper, mini-flashcards Unit 1, page 2 of phonemic awareness (on the Teacher's Resource CD)

Preparation

Write numbers 1 to 3 on each card. Print out the page of phonemic awareness (1 per student).

Warm Up

Project the poster (see Materials). To review colors and shapes, do the activity *I Spy*, on page xxix of the Games section.

Elaborate

To review numbers, do the activity *Listen to the Number*, on page xxix of the Games section.

Listen, point and repeat.

Distribute Student's Books opened on page 15. Give students commands to point to the numbers. Say *One*. Encourage students to point to the corresponding number. Speak clearly and slowly. Do the same with the rest of the numbers, the colors and the shapes. Repeat the activity, but this time have students repeat the words as they point to the pictures. Next, ask *What color is number one? What color is the circle?* Have students answer. Continue in the same way with the rest of the numbers and shapes. Ask students to count the colors. Say *Let's count the colors. One, two, three. I can see three colors, red, yellow and blue.* Have students repeat. Continue in the same way with the numbers and the shapes. Finally, have students close their books.

Closing Activity

Write the letter c on the board. Say the sound /k/ as you point to the letter. Have students repeat. Then do the activity *Whisper Down the Line*, on page xix of the Phonemic Awareness and Phonics section to teach the sound /k/, in words like *classroom*, *closed* and *crayon*. Then make sure students have all their mini-flashcards for Unit 1 (see Materials). Do the activity *Sounds*, on page xxxi of the Flashcards and Mini-flashcards Activities section. Practice beginning sounds /s/ and /k/. Then distribute the page of phonemic awareness (see Preparation). Help students do the activities suggested.

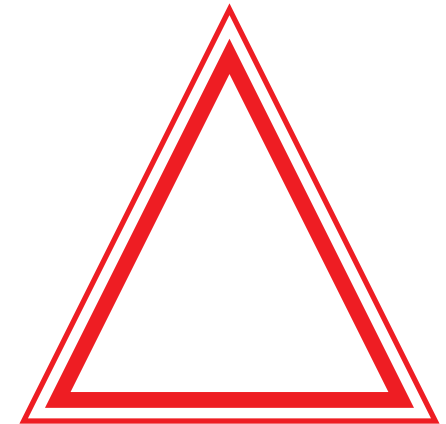
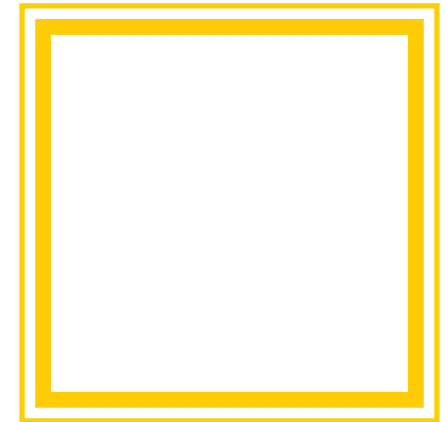
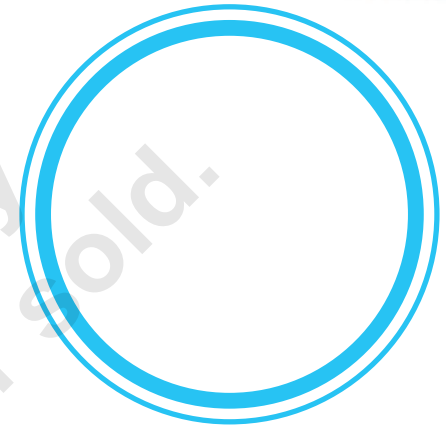
Extension Activity

Have students go around the classroom or the school. Have them find things that look like or have circles, squares, triangles and rectangles. For example, a clock can be a circle, the table can be a rectangle and a book can be a square.

Evaluate

Have students complete page 15 of the Practice Book. Tell them to do the following activities: 1. Color the circle red. 2. Color the triangle blue. 3. Color the square yellow. 4. Color *happy* yellow. 5. Color *sad* blue. 6. Circle the friends.

Listen, point and repeat.



Listen and point. Trace.



Objectives

Students can understand and follow commands.

Vocabulary

Key: books, crayon, door, floor, pencil, scissors, table, window

Extended: classroom; prepositions

Language

Key: Pick up the crayon. Put away the crayon. Push in your chair. Close your books. Close the door. Open the window.

Extended: Are they scissors? What's this? It's a pencil. The crayon is on the floor. The door is open. The window is closed. This is the door.

Materials

poster (on the Teacher's Resource CD), real school objects: books, crayons, pencils, scissors; Class CD, flashcards and mini-flashcards Unit 1 (board)

Warm Up

To present and review vocabulary, do the activity *Pass It*, on page xxii of the Vocabulary Presentation and Review section. Use the real school objects (see Materials).

Engage

Project the poster (see Materials). Do the activity *Reviewing with the Poster*, on page xxiii of the Language Presentation and Review section.

Listen and point. Trace.

Set a scene similar to the one on page 16 in your classroom. Then tell students. *Look! The crayon is...* and encourage students to reply *On the floor. Say Pick up the crayon. Put it away.* Invite a student to perform the corresponding action. Continue in the same way with *Open the window, Close the door, close the books, Put the scissors / pencil on the table and Push in the chair.* Encourage different students to participate. Next, distribute Student's Books opened on page 16. Call students' attention to the picture and say *Look at the classroom! It's a mess. We need to pick up things and put them away. Let's listen.* Say the following to students and encourage them to point to the pictures you mention.

T: *Look at the classroom. Is it a crayon? The crayon is on the floor. Are they scissors? The scissors are on the floor. What's this? It's a pencil. It's on the floor. This is the door. The door is open. This is the window. The window is closed. Pick up the crayon. Pick up the scissors. Pick up the pencil. Put away the crayon. Put away the scissors. Put away the pencil. Push in your chair. Close your books. Close the door. Open the window.*

Read the text again and ask students to trace over the lines with a crayon. Check and provide help as needed. Finally, have students close their books.

Closing Activity

Show the flashcard depicting *board*. Have students repeat as they hold up the corresponding mini-flashcard. Play Track 12, *This is the Window*. Do the activity *Follow the Directions*, on page xxvi of the Songs and Chants Activities section. Use the real school objects (see Materials).

Track 12

This is the Window

*This is the window. This is the door.
This is the board. This is the floor.
Point to the window. Point to the door.
Point to the board. Point to the floor.
Open the window. Open the door.
Put the pencil on the board. Put the crayon on the floor.*

Extension Activity

Have the whole class say the chant and do the activity *Jump*, on page xxvi of the Songs and Chants Activities section.

Explore



Have students complete page 16 of the Practice Book. Give them a command (*Pick up / Put away / Open / Close the...*). Tell them to draw themselves doing the action.

Objectives

Students can understand and carry out classroom rules.

Vocabulary

Key: book, boy, girl, hand, teacher

Extended: classroom, school

Language

Key: Please listen! Raise your hand, please! Stand up. Sit down. Line up. Open your books.

Extended: They are boys and girls. They are at school. Who gives instructions in class?

Materials

paper, paints, paintbrushes, old newspaper

Warm Up

Do the activity *Attention!*, on page xx of the Warm-Up and Closing Activities section.

Explain

Do the activity *Stand Up, Sit Down*, on page xx of the Warm-Up and Closing Activities section. Include the actions presented on page 17: *listen, raise your hand, line up* and *open your book*.

Listen and point.

Point to the teacher.

Distribute Student's Books opened on page 17. Point to the pictures (except the first) and say *They are boys and girls. They are at school*. Then draw their attention to the first picture and ask *Who is she?* Encourage students to say *The teacher*. Tell them she is giving instructions to follow in class. Ask *What actions can you see in the pictures?* Elicit answers from students.

Say the following to students and encourage them to point to the pictures as you mention the actions.

T: *Please listen!*

Raise your hand, please!

Stand up.

Sit down.

Line up.

Open your books.

Next, ask students *Who gives instructions in class? The boys and girls? The teacher?* Encourage them to answer *The teacher*. Have them point to the picture of the teacher. Say *That's right. The teacher gives instructions. We need classroom rules to work in order. See? It is important to have classroom rules.* Finally, have students close their books.

Closing Activity

Do the activity *Follow Me!*, on page xxi of the Warm-Up and Closing Activities section. Read the text several times and have students act out the instructions. Encourage them to notice who can follow the instructions easily or which instructions they need to review. Keep a record of students' progress in the following classes.

Extension Activity

Cover the tables with newspaper. Distribute paper, paintbrushes and paints (see Materials) and do the activity *Paint a Picture*, on page xxi of the Warm-Up and Closing Activities section.

Explain

Have students complete page 17 of the Practice Book. Tell them to trace over the line to match the opposite actions. Encourage them to name the actions: *Open your book, Close your book, Stand up, Sit down, Open the door, Close the door.*

Listen and point. Point to the teacher.



Listen and point. Color.



Objectives

Students can understand and follow commands.

Vocabulary

Key: book, box, crayon, door, in, on, pencils, please, thank you, window

Extended: colors

Language

Key: Please pass the crayon / pencils. Thank you. Put the crayon in / on the box. Close the door. Open the window.

Extended: Is it a crayon? Yes, it is. / No, it isn't. What can you see?

Materials

stick puppets, backpack with real school objects (colors, crayons, scissors, pencils, glue stick, books)

Warm Up

Do the activity *Actions!*, on page xxiii of the Vocabulary Presentation and Review section. Act out the commands *Please listen, Raise your hand, please, Stand up, Sit down, Line up, and Open your books.*

Explain

Put the school objects inside the backpack (see Materials), and put it on your desk. Hold up the Cricket puppet (see Materials) and say *Cricket, take an object from the school bag.* Have Cricket show the object to the class. Ask questions to identify the object.

T: *Is it a crayon?*

S: *No, it isn't.*

T: *Is it a red pencil?*

S: *Yes, it is!*

Have students come to the front and take an object from the bag. Help the class ask questions and encourage the student to answer.

Listen and point. Color.

Distribute Student's Books opened on page 18. Call students' attention to the pictures. Ask *What can you see?* Encourage students to name the school objects. Then say *Look, students are doing many things with the school objects. What are they doing? Let's see...* Invite a student to the front to perform the actions as you name them. For example, give him or her a crayon and say *Please, pass the crayon. Thank you.* Encourage him or her to perform the action. Continue in the same way with the rest of the actions. Next, say the following to students and encourage them to point to the pictures as you mention the actions.

T: *Please pass the crayon. Thank you.*

Please pass the pencils. Thank you.

Put the crayon in the box.

Put the pencils on the book.

Close the door. Open the window.

Then point to the last picture and have students color the window. Then encourage them to say what command it is. Finally, have students close their books.

Closing Activity

Have students sit in a circle on the floor. Sit with them. Give a command to the student to your left. Say (*Juan*), *pass the crayon, please. Thank you.* Give the student a crayon (see Materials) and encourage him or her to perform the action and say the command to the student next to him or her. Continue until you have practiced all the commands students learned on page 18 of the *Student's Book*. Make sure students notice they have to say *please* and *thank you* when they give the commands.

Extension Activity

Do the activity *Neck Rolls*, on page xxi of the Warm-Up and Closing Activities section.

Explain

Have students complete page 18 of the Practice Book. Give them the following commands: *Put the crayon in the box. Put the pencils on the book.* Have them trace the lines to complete the tasks.

Objectives

Students can count from one to three objects.

Vocabulary

Key: books, crayon, one, pencils, three, two

Extended: board, door, window

Language

Key: How many crayons / books / pencils are there? One / Two / Three.

Extended: This is a crayon. Let's count! Show me two boxes.

Materials

Class CD, poster (on the Teacher's Resource CD), pencils, crayons, colored paper, mini-flashcards (Unit 1), page 3 of phonemic awareness, assessment Unit 1 (both on the Teacher's Resource CD)

Preparation

Make 12 large circles of colored paper. Make two sets of only one circle, two sets of two circles and two sets of three. Print out the page of phonemic awareness (1 per student). Print out the assessment Unit 1 (1 per student).

Warm Up

Play Track 12 (see page T16). Do the activity *Clap!*, on page xxvi of the Songs and Chants Activities section. Use the pencils and crayons (see Materials). Have students clap when the words *window*, *door*, *board*, *crayon*, *pencil* and *floor* are mentioned.

Elaborate

Review numbers 1 to 2. Distribute the sets of paper circles around the classroom (see Materials). Do the activity *Run!*, on page xx of the Warm-Up and Closing Activities section.

Count and color.

Write numbers 1, 2 and 3 on the board. Distribute Student's Books opened on page 19. Draw students' attention to the first picture. Say *this is a...* Encourage students to say *Crayon*. Continue saying *That's right. This is a crayon. How many crayons are there? Let's count*. Count together with students and have them say *One*. Point to the number written on the board and show one finger; have students do the same. Then have them point to the crayon, number one and the colored square on page 19 as they say *One crayon. One crayon. One crayon*. Continue in the same way with *Two books* and *Three pencils*. Tell students to color the corresponding number of squares. Next, have students work in groups of three. Make sure they have their mini-flashcards (see Materials). Ask them to show you different numbers of mini-flashcards. Say, for example, *Show me two boxes. Show me one circle. Show me three rectangles*. Encourage students to share their mini-flashcards in order to complete the task.

Closing Activity

Write the letter *t* on the board. Say the sound /t/ as you point to the letter. Have students repeat. Then encourage them to hold up their mini-flashcards *table* and *teacher* as they say the words. Next, do the activity *Star*, on page xix of the Phonemic Awareness and Phonics

section. Review the beginning sounds /s/, /k/ and /t/. Then distribute the page of phonemic awareness (see Preparation). Help students do the activities suggested.

Extension Activity

Project the poster (see Materials) and do the activity *Alphabet Touch*, on page xxii of the Vocabulary Presentation and review section.



Values Series: Video Clip 1

Evaluate

Have students complete page 19 of the Practice Book. First, have students point to the pictures that represent the following commands and have students circle the correct picture: Column 1. Pass the pencils; Column; 2. Put the crayon on the box; Column 3. Close the window. Then have them color the pencils blue.

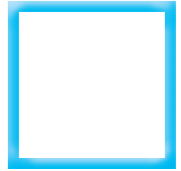
Assessment

Check students' progress. Distribute the assessment (see Preparation). Provide help as necessary (see instructions on the assessment pages).

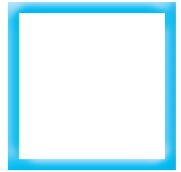
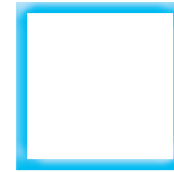
Count and color. 



1



2



3

