



Why is school important?

Essential Question	Objectives Students can:	Key Vocabulary	Key Language
<p>How are you? Across Subjects – Social Studies</p>	<ul style="list-style-type: none"> greet and say their names. identify the first letter of their name. say what people are doing at school. discriminate between inside and outside activities. say the phoneme /s/. write the letter s. address their classmates politely. 	classroom, cutting, friend, inside, name, outside, paintbrush, painting, playing, polite, school, scissors, shapes, singing a song, student, teacher	Hello! What's your name? Hello! My name is Julian. How are you? I'm fine, thank you. What are they doing? They're singing a song. They are inside the classroom. They're painting. They have a paintbrush. Cricket is a student. The students are playing in the school. They have scissors.
<p>What are the rooms in my school? Across Subjects – Math</p>	<ul style="list-style-type: none"> identify and name places at school. say the phoneme /k/. write the letter c. identify numbers from 1 to 15. identify and name school supplies. identify people in their classroom. 	classroom, color, crayon, gym, library, over here, over there, playground, school office, science lab; numbers 1 to 15	Where is the playground? It's over there. We are in the playground. The (classroom) is over here. What room is this? This is the playground. What room is that? That is the library. I have a purple crayon. What is your favorite color? Cricket likes his classroom. Find number 1 in the school. What color is number 1? Red. Color the parts with the number 1 red.
<p>Who and what is in my class? Across Subjects – Art</p>	<ul style="list-style-type: none"> identify and name school supplies. identify people in their classroom. follow and understand a story. identify colors, numbers and shapes. understand how colors are mixed to make new colors. 	book, color wheel, crayons, boy, forgets, friends, girl, magic cape, primary colors, secondary colors, teacher; colors, numbers 1 to 15, shapes	My name is Ricardo. They are my friends. She is a girl. Her name is Karina. This is my book and these are my crayons. Danny practices the numbers at home, but he forgets 12 and 13. He practices the shapes, but he forgets triangle and rectangle. This time the cape has many colors on it. Danny puts on the cape and he can remember the colors.
<p>What do I do in the school? Across Subjects – Social Studies</p>	<ul style="list-style-type: none"> identify what they do in certain rooms at school. say the phoneme /p/. write the letter p. say what they do in certain rooms at school. 	books, classroom, do exercise, do experiments, draw pictures, experiments, games, gym, library, pictures, play, playground, school office, science lab, visit the principal	In the library, I read books. In the gym, I do exercise. What do you do in the library? We read books in the library. Where do you play? We play games in the playground. Where do you do experiments? In the science lab.



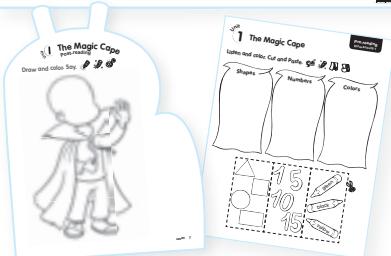
Remember, the poster is on the Teacher's Resource CD. You can also find a projectable version of the flashcards on the same component.



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

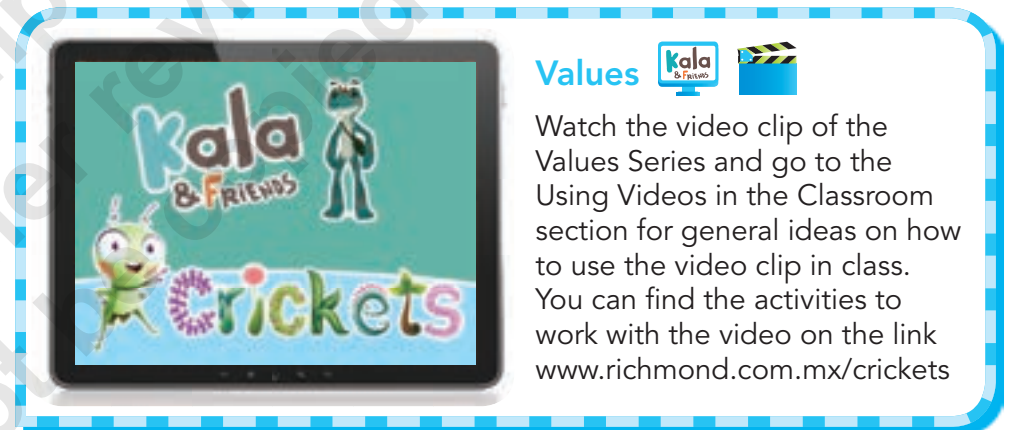
Story

In Unit 1, students will read and enjoy the story *The Magic Cape* (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 use information they already know about the school environment to acquire new related information. They will identify colors and shapes. They will also classify objects and identify similarities and differences.

Phonemic Awareness and Phonics: Beginning sounds /s/, /k/ and /p/



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 on the link www.richmond.com.mx/cricket

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 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.

Listen and point.



Unit

1



Objectives

Students can greet and say their names.
Students can identify the first letter of their name.

Vocabulary

Key: classroom, friend, name, school, teacher
Extended: boy, girl, play, students

Language

Key: Hello! What's your name? Hello! My name is Julian. How are you? I'm fine, thank you.
Extended: Who is in the picture? Cricket, boys and girls, a teacher. Where is Cricket?

Materials

white construction paper, poster (on the Teacher's Resource CD), Class CD, stick puppets, glitter, glue

Preparation

Print out the pictures of the *Crissy*, *Cal*, *teacher* and *Cricket* characters (on the Teacher's Resource CD), and make stick puppets. Draw the first letter of each student's name on the white construction paper and cut them out. Make sure you make big capital letters.

Warm Up

Do the activity *My Name is...*, on page xx of the Warm-Up and Closing Activities section.

Engage

Project the poster (see Materials). Say *Look, this is the school. What's this?* Encourage students to answer *The school*. Then, review the words *school*, *classroom*, *boy*, *girl* and *teacher*. Do the activity *Work with the Poster*, on page xxii of the Vocabulary Presentation

and Review section. Use the stick puppets (see Materials).

Listen and point.

Distribute Student's Books opened on page 4. Call students' attention to the picture and ask *Who is in the picture?* Elicit answers. Ask *Where is Cricket?* Encourage students to answer. Help students realize that is the first day of school. Next, hold up the Student's Book page so that students can see it clearly. Tell them to point to the boy with a blue shirt. Say *Look, this is Julian. He's at school with Cricket*.

Introduce the girl with the green blouse and the teacher. Say *Look, this is Luisa. And she's Miss Cristina, the teacher*. Have students point to the corresponding pictures. Then, invite them to listen to Cricket's first day at school. Play Track 01. Have students listen and point to the people as they are mentioned.

Track 01

Cricket: Hello! What's your name?

Boy: Hello! My name is Julian. This is Luisa, my friend.

Cricket: Hi, Luisa! How are you?

Girl: I'm fine, thank you. What's your name?

Cricket: I'm Cricket. Is she the teacher?

Boy: Yes! This is Miss Cristina.

Woman: Hi Cricket, this is your new school. This is your new classroom. These are your new friends.

Review the word *friend* by giving examples. For example, say *Claudia and Mario play together. They are friends*. Next, ask a student *Hi, (Liz)! How are you?* Encourage the student to answer *Fine. Thank you*. Repeat the activity with individual students. Finally, have students close their books.

Closing Activity

Play Track 02, *Cricket's Here Today*, and do the activity *Cricket Sings, Too*, on page xxvi of the Songs and Chants Activities section. Use the Cricket stick puppet (see Materials).

Track 02

Cricket's Here Today

Cricket's here today (x2).

Everybody say, "Hooray!"

Cricket's here today. Hooray!

Julian's here today (x2).

Everybody say, "Hooray!"

Julian's here today. Hooray!

Luisa's here today (x2).

Everybody say, "Hooray!"

Luisa's here today. Hooray!

We are good students and we like to play.

Hooray!

Extension Activity

Call out a student's name, for example, *Linda*. Hold up the letter *L* you made of construction paper (see Preparation). Say *Linda starts with L*, and give Linda her letter. Repeat the same procedure with the rest of the students. Then, distribute glitter and glue (see Materials). Tell students to decorate the letter with glitter. When they are finished, call students by their name and have them come to the front of the class and show their artwork.

Explore

PB

Have students complete page 4 of the Practice Book. Encourage them to draw themselves in their classroom. Then, help them write their name in the space provided.

Objectives

Students can say what people are doing at school.

Students can discriminate between inside and outside activities.

Vocabulary

Key: classroom, cutting, inside, outside, paintbrush, painting, playing, scissors, shapes, singing a song

Extended: friends, school, playground

Language

Key: What are they doing? They're singing a song. They are inside the classroom. They're painting. They have a paintbrush.

Extended: Where is Cricket? At school. Cricket is happy at school. What are Cricket and his friends doing at school?

Materials

Class CD, poster (on the Teacher's Resource CD), real objects: scissors, paintbrush, paper shapes (circle, triangle, square), colored pencils

Preparation

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

Warm Up 02

Review the words *scissors*, *paintbrush* and *shapes*. Do the activity *Pass It*, on page xxii of the Vocabulary Presentation and Review section. Use the real objects (see Materials).

Explain

Project the poster (see Materials). Present the language *They're playing / singing / cutting / painting*. Do the activity *Look at the Poster*, on page xxiv of the Language Presentation and Review section.

Listen and point.

Circle the paintbrush. 03

Distribute Student's Books. Have students open their books on page 5. Call students' attention to the scene. Ask *Where is Cricket?* Encourage students to answer *At school*. Say *Cricket is happy at school. What are Cricket and his friends doing at school? Let's listen*. Play Track 03. Have students point to the actions as they are mentioned.

Track 03

Cricket: What are they doing?

Julian: They're playing outside the classroom.

Cricket: What are they doing?

Luisa: They're singing a song. They are inside the classroom.

Cricket: What are they doing?

Julian: They're painting. They have a paintbrush.

Cricket: What are they doing?

Luisa: They're cutting shapes. They have scissors.

Next, distribute colored pencils (see Materials). Hold up the Student's Book page so that students can see it clearly. Point to the scissors and ask *Is this a paintbrush?* Have students answer *No*. Ask *What are these?* Encourage students to answer *Scissors*. Now point to the paintbrush. Ask *Is this a paintbrush?* Have students answer *Yes*.

Say *Show me your red colored pencil. Circle the paintbrush*. Have students circle the paintbrush. Monitor and provide help as needed. Then, say *Look, the girl and boy are painting. They have...* Have students complete the sentence saying *paintbrushes*.

Closing Activity

Continue working on page 5 of the Student's Book. Hold up the Student's Book page so that students can see it clearly. Point to the children singing in the music class. Explain to students that this is an activity you do inside (in the classroom). Now point to the students that are playing. Explain to students that they are playing in the playground, so they are playing outside. Take students out of the classroom and say *Outside*. Now, go back to the classroom and encourage them to say *Inside*. Next, ask *What are the activities you do inside the classroom? What are the activities you do outside the classroom?* Encourage students to answer. Finally, have them close their books.

Extension Activity 02

Play Track 02 (see page T4), and do the activity *Sing Along*, on page xxvi of the Songs and Chants Activities section. As an extension, you can encourage students to sing the song *a cappella* and substitute *Julian* or *Luisa* for their own names.

Explain

Have students complete page 5 of the Practice Book. Have students match the activity to the object people need to perform it. Then, have students say what the people are doing in each picture.

Listen and point. Circle the paintbrush.



Listen and repeat. Write and match.



S s



scissors



school



student

Objectives

Students can say the phoneme /s/.
Students can write the letter s.

Vocabulary

Key: school, scissors, student

Extended: playing

Language

Key: Cricket is a student.

The students are playing in the school. They have scissors.

Extended: This is the letter 's.' It makes the sound /s/. Point to the letter 's.' Say /s/.

Materials

Class CD, Scissor Card (on the Teacher's Resource CD), a ball, a hat, Alphabet Cards (letter s, on Teacher's Resource CD), page 1a of phonemic awareness and phonics (on the Teacher's Resource CD), pipe cleaners (2 per student)

Preparation

Print out the Scissors Card. Print out the Alphabet Card. Print out the page of phonemic awareness and phonics (1 per student).

Warm Up



Display the Scissors Card (see Preparation) on the board. Point to the picture, call out the word and have students repeat. Then, do the activity *Sounds*, on page xix, of the Phonemic Awareness and Phonics section.

Explain



Do the activity *Ball and Hat*, on page xix of the Phonemic Awareness and Phonics section to practice the beginning sound /s/ as in *scissors*. Use the Alphabet Card (see Preparation).

Listen and repeat.

Write and match.



Distribute Student's Books opened on page 6. Ask *Can you see a pair of scissors?* Elicit answers. Encourage students to say the word emphasizing the sound /s/. Then, call students' attention to the word *scissors*. Help them notice that it starts with the letter *s*. Say *This is the letter "s." It makes the sound /s/. Point to the letter "s."* Say /s/. Have students point to both the capital and the small letters and the letter *s* in the word *scissors*. Encourage them to say the corresponding sound. Help them realize that both the capital and the small letter sound the same. Then, say *Let's listen to other words with /s/.* Play Track 04. Have students listen and point to the corresponding pictures.

Track 04

Narrator: *They have scissors.*

/s/ /s/ /s/. *Scissors. Cricket is a student.*

/s/ /s/ /s/. *Student.*

The students are playing in the school.

/s/ /s/ /s/. *School.*

Play the track again and have students repeat, as they point to the pictures. Then, distribute crayons. Say the sound /s/ and have students point to the letters. Then, ask them to write

the capital and the small letters, first in the air and then in their books. Now hold up the Student's Book page so that students can see it clearly. Point to the word *scissors* and read it out loud with students. Have them point to each letter, from left to right, as they sound it out. Tell them to write over the letter *s*. Next, have students draw a line to match the word with the corresponding picture. Do the same with the rest of the words. Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity



Do the activity *The Beat*, on page xix of the Phonemic Awareness and Phonics section. Then, distribute the page of phonemic awareness and phonics (see Preparation). Help students do the activities suggested.

Extension Activity

Distribute pipe cleaners (see Materials). Tell students to twist the pipe cleaners to make S shapes. Demonstrate the activity and show them how to make a capital and a small S with their pipe cleaners. Finally, have them say the sound /s/.

Explain



Have students complete page 6 of the Practice Book. Have them look at the pictures and call out the corresponding words. Then, help them write the words. Finally, have students say the words aloud.

Objectives

Students can address their classmates politely.

Vocabulary

Key: polite

Extended: boy, children, classroom, girl

Language

Key: Hello! How are you? I'm fine, thank you.

Extended: Where are the children?

Materials

flashcards Unit 1 (*playing, singing, cutting, painting*), beanbag, stick puppets; real objects: a book, a crayon, scissors, a pencil, a glue stick; markers, sheets of paper

Warm Up



Do the activity *Beanbag Toss*, on page xx, of the Warm-Up and Closing Activities section. Use the flashcards (see Materials).

Elaborate



Review polite expressions. Have the Teacher and the Cricket stick puppets (see Materials) have the following conversation:

Teacher: *Hello, Cricket. How are you?*

Cricket: *Fine, thank you.*

Then, have the Teacher give Cricket a crayon. Act out the following part of the dialogue:

Cricket: *Thank you.*

Teacher: *You're welcome.*

Help the class realize the importance of being polite to have a harmonious environment in the classroom.

Listen, point and repeat.



Distribute Student's Books opened on page 7. Draw students' attention to the pictures. Ask *Where are the children?* Elicit answers. Then, hold up the Student's Book page so that students can see it clearly. Point to the girl and the boy saying hello. Say the following and have students point to the corresponding pictures:

T: *Point to the girl. Look, she's saying "Hello! How are you?" Repeat. (Encourage students to repeat). Point to the boy. He's saying "I'm fine, thank you." (Shake hands and smile to a student). Repeat. (Encourage students to repeat).*

Explain to students that when someone says hello, you smile to show you are happy to see a person.

Now point to the boy with the blue shirt. Say the following and have students point to the corresponding pictures:

T: *Point to the boy. Look, he's saying "Thank you." Repeat. (Encourage students to repeat). Point to the other boy. He's saying "You're welcome." Repeat. (Encourage students to repeat).*

Pretend you are borrowing a pencil from a student. Say *Thank you*. Encourage the student to say *You're welcome*. Explain to students that if someone helps you, you say *Thank you*. If you help someone and he or she says *Thank you*, you should reply *You're welcome*. Next, have students work in pairs. Encourage them to greet and say to their partner *Thank you* and *You're welcome*. Monitor and provide help as needed. Finally, have students close their books.

Closing Activity



Do the activity *Puppet Time*, on page xxi of the Warm-Up and Closing Activities section. Review *Hello. How are you? I'm fine, thank you*. Then, have the stick puppet (see Materials) give students one of the real objects (see Materials) and have them practice *Thank you. You're welcome*.

Extension Activity



Distribute markers 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. Help students read the sentence *I'm fine!* aloud. Have them copy the corresponding expression in Cricket's empty face.

Listen, point and repeat.



Hello!
How are you?

I'm fine,
thank you.

Thank you!

You're
welcome.

Listen and point. Circle the room where you are.



Objectives

Students can identify and name places at school.

Vocabulary

Key: classroom, gym, library, over here, over there, playground, school office, science lab,

Extended: teacher

Language

Key: Where is the playground? It's over there. We are in the playground. The (classroom) is over here.

Extended: Where are they? They're at school. What places are they?

Materials

big ball, small ball, stick puppets, poster (on the Teacher's Resource CD), Class CD, flashcards Unit 1 (gym, classroom, science lab, playground, library, school office), colored pencils

Warm Up



Review the words *big* and *small*. Do the activity *Facial Expressions*, on page xxiv of the Language Presentation and Review section. Show students the big ball (see Materials) and say *Look, this ball is big*. Use body language to convey meaning. Do the same with the small ball and *small*.

Engage



Display the poster (see Materials). Present the words *playground, gym, library, classroom, science lab* and *school office*. Do the activity *Repeat!*, on page xxii of the Vocabulary Presentation and Review section. Use the stick puppets (see Materials).

What are the rooms in my school?

Listen and point. Circle the room where you are.



Distribute Student's Books opened on page 8. Ask *Where are Cricket and the teacher?* Encourage students to answer *They're at school. Say Look, there are many places at school. What places are they? Let's listen.* Play Track 05. Have students point to the rooms as they are mentioned.

Track 05

Teacher: Come with me, Cricket. This is the classroom.

Cricket: Where is the playground?

Teacher: It's over there. Look, this is the gym.

Cricket: Where is the library?

Teacher: It's over here.

Cricket: Wow! The gym is big. The library is small.

Teacher: This is the school office and that is the science lab.

Next, distribute colored pencils (see Materials). Hold up the Student's Book page so that students can see it clearly. Point to the library and say *What's this?* Encourage them to answer *The library*. Ask *Are we in the library now?* Have students answer. Do the same with the rest of the pictures. Have students circle the picture of the place at school where you are at the moment. Then, have students say *We are in the (classroom)*. Finally, have students close their books.

Closing Activity



Present the meaning of *over here* and *over there*. Go to the school playground. Describe the location of, for example, your classroom and the school office. Say *We are in the playground. The (classroom) is over here*.

Point to the classroom and have students do the same. Encourage them to notice that the place you are pointing to is near. Now say *The school office is over there*. Point to the school office and have students do the same. Encourage them to notice that the place you are pointing to is far. Then, go back to the classroom. Display the flashcards (see Materials) near to or far from the students, according to the song lyrics (see below). Then, play Track 06, *Where's the Classroom?* Have students sing as they point to the corresponding flashcards.

Track 06

Where's the Classroom?

Where's the classroom? Over here, over here! Where's the playground? Over there, over there! Where? Where? Over here, over here.

Where? Where? Over there, over there.

Where's the library? Over here, over here.

Where's the gym? Over there, over there.

Where? Where? Over here, over here.

Where? Where? Over there, over there.

Extension Activity



Display the poster (see Materials). Do the activity *Reviewing with the Poster*, on page xxiii of the Vocabulary Presentation and Review section. Say *Put the girl in the classroom. Put the boy in the science lab, etc.*

Explore



Have students complete page 8 of the Practice Book. Have students color the rooms there are in their school.

Objectives

Students can identify and name places at school.

Vocabulary

Key: classroom, gym, library, playground, school office, science lab

Extended: boys, friends, girls, over here, over there, school; playground objects

Language

Key: What room is this? This is the playground. What room is that?

That is the library.

Extended: Who's in the picture? Cricket, boys and girls. Cricket and his friends are in different places at school. What places are they?

Materials

flashcards and mini-flashcards Unit 1 (*gym, classroom, science lab, playground, library, school office*), Class CD, small ball, 3 sheets of poster paper, objects: building blocks, lids, small trays, crayons

Warm Up



Play Track 06 (see page T8). Do the activity *March!*, on page xxvi of the Songs and Chants Activities section. Have students march around the classroom to practice *over here* and *over there*.

Explain



Display the flashcards (see Materials) around the classroom. Do the activity *Flashcard Race*, on page xxx of the Flashcards and Mini-flashcards Activities section. Point to a flashcard that is near you and say, for example, *This is the library. Run to the library.* Do the same with a flashcard that is far from you. Continue until you have called out all the flashcards.

Listen and point.



Distribute Student's Books opened on page 9. Call students' attention to the scenes. Ask students *Who's in the picture?* Encourage students to say *Cricket, boys and girls.* Say *Cricket and his friends are in different places at school. What places are they? Let's listen.* Play Track 07. Have students point to the places as they are mentioned.

Track 07

Narrator: What place is this?

Cricket: This is the playground.

Narrator: What room is that?

Cricket: That is the library.

Narrator: What room is that?

Cricket: That is the gym.

Narrator: What room is this?

Cricket: This is the science lab.

Display the flashcards (see Materials) around the classroom as follows: Put the flashcards depicting *playground* and *science lab* near you and the students; put the flashcards depicting *library* and *gym* far from you and the students. Point to the playground and

ask *What room is this?* Encourage students to point to the flashcards and answer *This is the playground.* Now point to the gym and ask *What room is that?* Have students point to the flashcard and answer *That is the gym.* Do the same with the remaining flashcards. Finally, have students close their books.

Closing Activity



Do the activity *Bowling*, on page xxx of the Flashcards and Mini-flashcards Activities section. Use the small ball (see Materials).

Extension Activity

Put the poster paper (see Materials) on the floor and put crayons and the objects (see Materials) close to the reach of students. Invite them to sit around the poster paper and the objects. Tell them you are going to draw a playground with all the things you like. Demonstrate the activity: Grab one of the objects and trace around it using a crayon to make a slide or a swing. Tell them to help you draw more things for the playground. Remind them to share the materials. Encourage them to say "Thank you" and "You're welcome." When they are finished, display students' work on the classroom walls.

Explain



Have students complete page 9 of the Practice Book. Have students look at the pictures and identify the rooms. Next, have students circle the library.

Listen and point.



Listen and point. Write and match.



color

classroom

crayon

Objectives

Students can say the phoneme /k/.
Students can write the letter c.

Vocabulary

Key: classroom, color, crayon

Extended: cricket, cutting, school, sing

Language

Key: I have a purple crayon. What is your favorite color? Cricket likes his classroom.

Extended: What sound do you hear at the beginning of *cricket*? Yes, it's /k/. It's the letter c. Let's write the letter c.

Materials

Class CD, 4 clothespins, Alphabet Cards (letters s and c, on the Teacher's Resource CD), flashcards Unit 1 (*classroom, school, singing, cutting*), page 2a of phonemic awareness and phonics (on the Teacher's Resource CD), old magazines and old newspapers, glue sticks, sheets of paper

Preparation

Write the letter s in 2 clothespins and the letter c in the other 2. Print out the Alphabet Cards. Print out the page of phonemic awareness and phonics (1 per student).

Warm Up



Display the flashcards and the Alphabet Cards (see Materials and Preparation) on the board. Point to the letter s and say *This is the letter "s."* How does it sound? Encourage students to reply. Say *This sound is in 'school'* (point to the flashcard) and in *'sing'* (point to the flashcard). Do the same with the letter c and its sound (/k/).

What are the rooms in my school?

Explain



Do the activity *Sound Match-Up*, on page six of the Phonemic Awareness and Phonics section to practice the beginning sounds /s/ as in *school* and /k/ as in *classroom*. Use the clothespins and the flashcards (see Materials and Preparation).

Listen and point.

Write and match.



Distribute Student's Books opened on page 10. Ask *What can you see?* and encourage students to identify the pictures. Then, call out the letter c and encourage students to point to both the capital and the small letters. Write *_ricket* on the board. Say *cricket* twice, as you point to the incomplete word on the board. Then, ask *What sound do you hear at the beginning of 'cricket'?* Elicit answers from students. Say *Yes, it's /k/. It's the letter c. Let's write the letter c.* Write the letter to complete the word and encourage students to write the letter in the air. Then, say *Let's listen to other words with c.* Play Track 08. Have students listen to the sounds and point to the corresponding pictures.

Track 08

Narrator: I have a purple crayon. /k/ /k/

/k/. Crayon.

What is your favorite color?

/k/ /k/ /k/. Color.

Cricket likes his classroom.

/k/ /k/ /k/. Classroom.

Play the track again and have students repeat. Then, distribute crayons. Say the sound /k/ and have students point to both the capital and small letters. Then, ask them to trace the letters.

Next, hold up the Student's Book, so that students can see it clearly. Point to the word *color*. Say *Look at this word. It says color.* Read the word slowly, blending the sounds together. Have students read the word along with you, as they point to it from left to right. Next, have students match the word with the corresponding picture. Do the same with the rest of the words and pictures. Monitor and provide help as needed. Check. Finally have students close their books.

Closing Activity



Do the activity *Two Sounds*, on page six of the Phonemic Awareness and Phonics section. Use the flashcards (see Materials). Then, distribute the page of phonemic awareness and phonics (see Preparation). Help students do the activities suggested.

Extension Activity



Distribute old magazines and newspapers, glue sticks and sheets of paper (see Materials). Do the activity *Alphabet Touch*, on page xxii of the Vocabulary Presentation and Review section. Encourage students to cut out the letters c they find and paste them on the sheet of paper to make a collage. Keep students' work in their portfolio.

Explain



Have students complete page 10 of the Practice Book. Have students write the letter c in each word. Then, have them trace over the lines and draw a picture to illustrate each word.

Objectives

Students can identify numbers from 1 to 15.

Vocabulary

Key: colors; numbers 1 to 15

Extended: classroom, gym, library, playground, school office, science lab; shapes

Language

Key: Find number 1 in the school. What color is number 1? Red. Color the parts with the number 1 red.

Extended: What shapes can you see?

Materials

blue, red, yellow and purple construction paper, beanbag, Class CD, Number Cards (1 to 15, on the Teacher's Resource CD), plastic bag, Numbers Extra Practice page for the Student's Book (10 to 15, on the Teacher's Resource CD), Rooms page for the Practice Book

Preparation

Make big paper shapes (circles, squares, triangles and rectangles) of colored construction paper. Print out the Number Cards. Numbers Extra Practice page (1 per student). Print out the Rooms page for the Practice Book (1 per student).

Warm Up

Review colors and shapes. Do the activity *Shapes*, on page xxix of the Games section. Use the construction paper shapes and the beanbag (see Materials).

Elaborate



Review numbers 1 to 10. Do the activity *Erase the Number*, on page xxviii of the Games section. Then, present numbers 11 to 15. Do the activity *Number Bag*, on page xxii of the Vocabulary Presentation and Review section. Use the Number Cards and the bag (see Materials and Preparation).

Look and color. Say.

Distribute Student's Books opened on page 11. Ask students to identify the shapes. Ask *What shapes can you see?* Elicit answers from students. Then, ask students to identify the colors. Next, call out the numbers 1, 5, 10 and 15 and have students say the corresponding colors. For example, say *Ten* and have students say *Yellow*. Then, distribute crayons. Call students' attention to the school. Say *Find number 1 in the school. What color is number 1?* Call students' attention to the color code and have them answer *Red*. Say *Show me your red crayon. Color the shapes with the number 1 red.* Monitor and check. Continue in the same way with the rest of the numbers and colors. Monitor and check. Finally, have students close their books.

Closing Activity



Distribute the Numbers Extra Practice page (see Preparation). Have students identify and trace the numbers. Next, do the activity *Call Out the Number*, on page xxi of the Warm-Up and Closing Activities section. Review numbers from 5 to 15.

Extension Activity



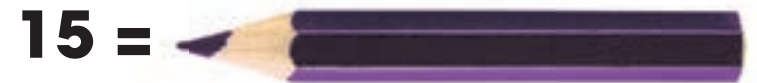
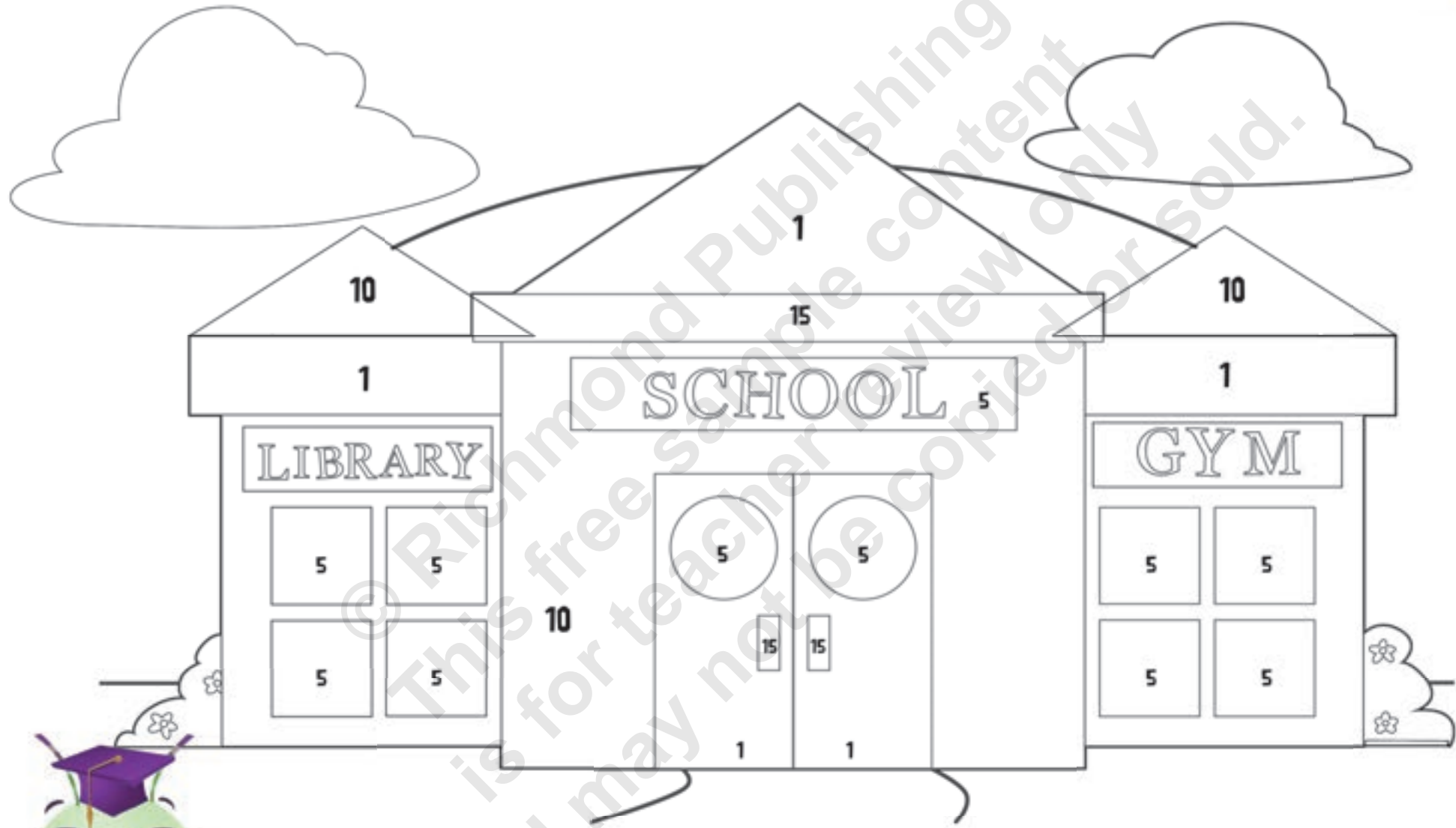
Do the activity *Listen to the Number*, on page xxix of the Games section. Use the Number Cards (see Preparation).

Evaluate



Have students complete page 11 of the Practice Book. Distribute the Rooms page for the Practice Book (see Preparation). Have students cut out the pictures and paste them in order in the corresponding spaces. Finally, name the places at random and have students call out the corresponding number.

Look and color. Say.



Listen and point. Circle the girl.    



Objectives

Students can identify and name school supplies.

Students can identify people in their classroom.

Vocabulary

Key: book, boy, crayons, friends, girl, paintbrush, teacher,

Extended: people, things

Language

Key: My name is Ricardo. They are my friends. She is a girl. Her name is Karina. This is my book and these are my crayons.

Extended: This is his classroom. There are things and there are people. Who and what is in Ricardo's classroom?

Materials

Class CD, real objects: paintbrushes, crayons, colored pencils, glue sticks, scissors and books; poster (on the Teacher's Resource CD), stick puppets, ball, construction paper, colored chalk

Warm Up

Review vocabulary related to school supplies. Do the activity *Show Me the...*, on page xxii of the Vocabulary Presentation and Review section. Use the real objects (see Materials).

Engage

Project the poster (see Materials). Review the words *boy*, *girl*, *teacher* and *classroom*. Invite individual students to the front and give them the stick puppets (see Materials). Say *Point to the boy*. Have students point to the corresponding picture and say the word *boy*. Do the same with *girl*, *teacher* and *classroom*.

Listen and point. Circle the girl.

Distribute Student's Books opened on page 12. Hold up the Student's Book page so that students can see it clearly. Point to the boy with the green T-shirt. Say *Look, he's Ricardo. This is his classroom. There are things and there are people. Who and what is in Ricardo's classroom? Let's listen*. Play Track 09. Have students point to the people and the school supplies as they are mentioned.

Track 09

Ricardo: Hello! My name is Ricardo. They are my friends. She is a girl. Her name is Karina. He is a boy. His name is Mario. This is my teacher, Miss Monica. This is my book and these are my crayons. This is my paintbrush. Tell me about you. What's your name?

Next, distribute colored pencils (see Materials). Hold up the Student's Book page so that students can see it clearly. Point to the book. And ask *Is this a girl?* Have students answer *No*. Ask *What is it?* Have students answer *It's a book*. Point to the girl. Say *She's Karina. Is she a girl?* Have students answer *Yes*. Say *Show me your blue pencil. Circle the girl blue*. Monitor and provide help as needed. Check. Encourage students to answer the question

What's your name? Finally, have students close their books.

Closing Activity

Do the activity *Bomb!*, on page xxviii of the Games section. Ask questions like *What's your name?* or hold up a real object (see Materials) and ask *What is it?* Use the ball (see Materials).

Extension Activity

Distribute colored chalk and construction paper (see Materials). Have students draw the things and people in their classroom. Then, display students' work on the classroom walls. Do the activity *Let's Share Our Work*, on page xxi of the Warm-Up and Closing Activities section. Encourage students to name the people and objects they drew.

Explore

Have students complete page 12 of the Practice Book. Have students color the girls, boys and the teacher blue. Ask them to color the things red.

Objectives

Students can follow and understand a story. Students can identify colors, numbers and shapes.

Vocabulary

Key: forgets, magic cape, teacher; colors, numbers 1 to 15, shapes

Extended: classroom, closet, school, math class

Language

Key: Danny practices the numbers at home, but he forgets 12 and 13. He practices the shapes, but he forgets triangle and rectangle.

Extended: In the story, Danny forgets the numbers. Can you help Danny remember the numbers?

Materials

Class CD, Story Cards Unit 1 Scenes 1 to 3, Cricket Tales, Extra Reading Activities (on the Teacher's Resource CD), Number Cards (numbers 1 to 15, see page T11), plastic bag, blue, red, yellow, pink, brown, orange and purple construction paper

Preparation

Make big paper shapes (circles, squares, triangles and rectangles) of colored construction paper.

Warm Up

Review shapes and colors. Do the activity *I Spy*, on page xxix of the Games section. Say *I can see something blue*. Encourage students to call out the blue shapes.

Explain



Do the activity *Number Bag*, on page xxii of the Vocabulary Presentation and Review section. Use the Number Cards and the plastic bag (see Materials).



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

Listen and point.

Say the numbers.



Display the Story Card Scene 1 (see Materials) on the board. Point to the main character and say *Look, He's Danny*.

Tell students you are going to read a story about Danny and a problem he has in math class. Then, distribute Student's Books opened on page 13. Play Track 10, *The Magic Cape* (Scenes 1 to 3), and have students point to the scenes as they are mentioned.

Track 10

The Magic Cape (Scenes 1 to 3)

Narrator: At school, the teacher asks Danny to count to 15. She also asks him to say the shapes and the colors. But he doesn't know the numbers, he doesn't know the shapes and he doesn't know the colors. "It's OK, Danny," says the teacher, "You can practice at home." Danny practices the numbers at home, but he forgets 12 and 13. He practices the shapes, but he forgets triangle and rectangle. He practices the colors, but he forgets brown and pink. Then, Danny finds a cape in his closet. "What is this? It is a cape!" The cape has numbers on it. Danny puts on the cape and he can count from 1 to 15. "Wow, This is a magic cape!" Danny says. He puts the cape back in the closet.

Next, say *In the story, Danny forgets the numbers. Can you help Danny remember the numbers?* Point to the numbers in the Story Card Scene 1 and have students call them out. Provide help as necessary. Finally, have students close their books.



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

Closing Activity



Display the Story Cards, Scenes 1 to 3 (see Materials), on the board. Do the activity *Thoughts and Feelings*, on page xxvii of the Reading Stories section.

Extension Activity



Display the Story Cards, Scenes 1 to 3 (see Materials), on the board. Do the activity *Vocabulary Check*, on page xxvii of the Reading Stories section. Review shapes and colors.



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

Explain

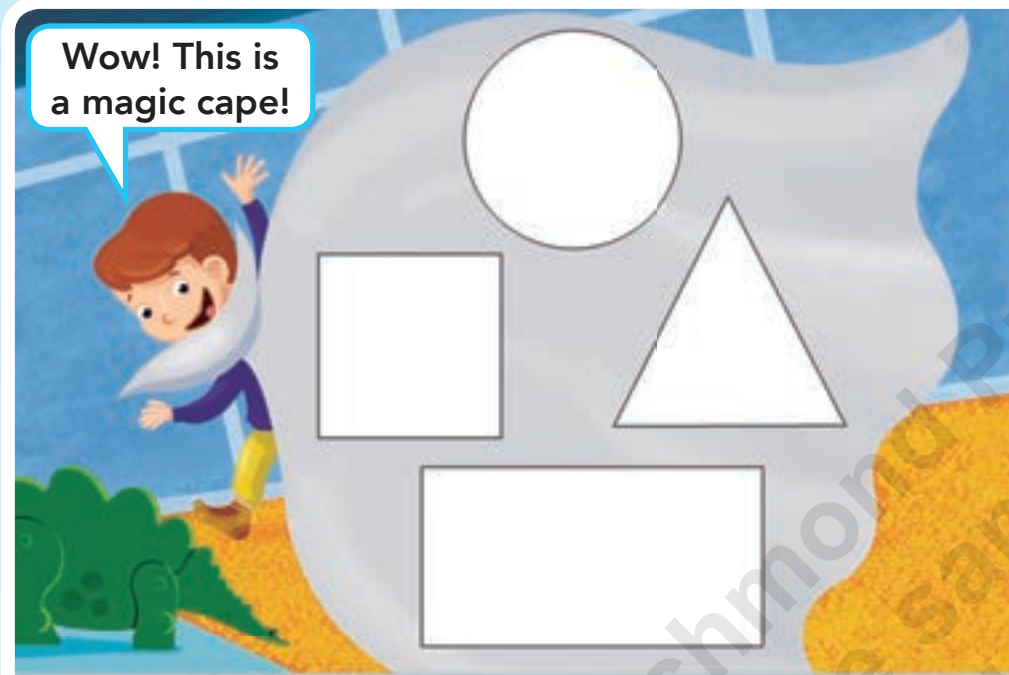


Have students complete page 13 of the Practice Book. Have students identify the shapes in the magic cape. Then, help them read the color code and have students color the shapes in the cape accordingly.

Listen and point. Say the numbers.



Listen and point. Color the shapes .



Objectives

Students can follow and understand a story. Students can identify colors, numbers and shapes.

Vocabulary

Key: magic cape; colors; numbers 1 to 15, shapes

Extended: closet, school, teacher

Language

Key: This time the cape has many colors on it. Danny puts on the cape and he can remember the colors.

Extended: In the story, Danny can say the shapes. Do you know the shapes?

Materials

Class CD, Story Cards Unit 1, Scenes 1 to 6, Cricket Tales, Extra Reading Activities (on the Teacher's Resource CD), colored paper shapes (see page T13), colored pencils, glue and glitter, white construction paper

Preparation

Trace the shape of different numbers (1 to 15) on the white construction paper. Each student should get one number.

Warm Up



Review colors. Place the colored paper shapes on the floor (see Materials). Then, do the activity *Color Game*, on page xxviii of the Games section.

Explain



Display the Story Cards, Scenes 1 to 3 (see Materials) on the board. Play Track 10 (Scenes

1 to 3) and do the activity *Retell the Story*, on page xxvii of the Reading Stories section.

Listen and point.

Color the shapes.   

Distribute Student's Books opened on page 14. Play Track 10 (Scenes 4 to 6) and have students point to the pictures as they are mentioned in the recording.

Track 10

The Magic Cape (Scenes 4 to 6)

Narrator: Later he opens the closet again. This time the cape has shapes on it. Danny puts on the cape and he can remember the shapes. "Circle, square, triangle, rectangle. Wow! This is a magic cape!" Danny says. He puts it back in the closet. Then, later, he looks in the closet again. This time the cape has many colors on it. Danny puts on the cape and he can remember the colors. "Red, yellow, blue, green, orange, purple, brown, pink, black and white. Wow! This is a magic cape!" Danny says. He puts it back in the closet. The next morning he goes to school without the magic cape. When the teacher asks Danny to count to 15, he puts on an imaginary cape and counts from 1 to 15. Then, he says the shapes. Finally, he says the colors. "Well done, Danny!" He doesn't need the magic cape after all.

Display the Story Cards, Scenes 1 to 6, on the board. Play the track again and have students listen and read the text, by pointing to each word from left to right. Demonstrate the activity. Encourage students to point to the text in their books. Stop the recording when necessary. Next, say *In the story, Danny can say the shapes. Do you know the shapes?* Point to the shapes

in the Story Card Scene 4 and have students call them out. Provide help as needed. Next, distribute crayons. Have students color the shapes. Say *Show me your purple crayon. Color the circle purple.* Continue in the same way with *square-gray, triangle-yellow* and *rectangle-black.* Finally, have students close their books.

Closing Activity



Display the Story Cards, Scenes 1 to 6 on the board. Do the activity *Act Out the Story*, on page xxvii of the Reading Stories section.



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

Extension Activity

Distribute colored pencils, glue, glitter and the construction paper numbers (see Materials and Preparation). Have students identify the number they got. Instruct them to color their number and decorate it with glitter. When they are finished, elicit the number they colored and the colors they used. For example, say *Patrick, show us your number. What number is it? What color is it?*



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 read and write over the words. Then, ask them to draw the shapes and numbers that appear in the story in the corresponding capes. Then, help them color the blotches.

Objectives

Students can understand how colors are mixed to make new colors.

Vocabulary

Key: color wheel, primary colors, secondary colors; colors, numbers 10 to 15

Extended: mix, new

Language

Key: Yellow and red make orange. What color can you see? Green.

Extended: Do you want to know how we can make new colors? Let's do it.

Materials

colored pencils (yellow, red, orange, blue, green and purple), sheets of white construction paper, red, yellow and blue tissue paper, glue

Preparation

Cut squares of red, yellow and blue tissue paper. Each student must have a square of each color.

Warm Up

Review the numbers from 10 to 15. Do the activity *Erase the Number*, on page xxviii of the Games section.

Elaborate

To review *yellow, red, orange, blue, green and purple*, do the activity *Hold It Up!*, on page xxiv of the Vocabulary Presentation and Review section. Use the colored pencils (see Materials).

Make a color wheel.

Distribute Student's Books opened on page 15. Call students' attention to the picture. Have students call out the colors and the numbers. Explain to them that the big circle is a color wheel. Tell students that a color wheel shows how basic colors (or primary colors) can help us get new colors (or secondary colors). Say *Yellow, red and blue are primary colors* (hold up the corresponding colored pencils), *and you can mix them to make purple, green and orange* (hold up the corresponding colored pencils). Ask *Do you want to know how we can make new colors? Let's do it.* Tell students they are going to complete the color wheel on page 15 to see how you can mix red, blue and yellow in order to get new colors. Distribute colored pencils and say *Show me the blue and the yellow pencils.* Hold up the Student's Book page so that students can see it clearly. Point to the blue and yellow color blotches and then point to the section that should be colored. Say *Color the part with the number 15 green.* Then, have them color the area green, on top of the blue color. Demonstrate the activity on the board, if necessary. Next, ask *What color can you see?* Encourage them to answer *Green.* Continue in the same way with the rest of the color wheel. Monitor and provide help as needed. When students have finished coloring the sections of the color wheel, Encourage them to say what they see in the code below the wheel. For example,

encourage students to say *Yellow and red make orange.* Have students color the circle accordingly. Do the same with the remaining of the color codes. Finally, have students close their books.

Closing Activity

Do the activity *Pass the Secret*, on page xxviii of the Games section. Have students say *Yellow and red make orange, red and blue make purple and blue and yellow make green.*

Extension Activity

Distribute sheets of white construction paper, glue, blue, yellow and red tissue paper squares (see Materials and Preparation). Encourage students to glue the squares so they overlap in order to get the secondary colors (purple, green and orange) as follows: First, have students glue the red paper square onto the sheet of white construction paper. Then, ask students to glue one corner of the blue square on top of a corner of the red square. Next, have them glue the yellow square on top of both the red and the blue squares. Finally, have students say what colors they can see. Keep students' work in their portfolio.

Evaluate

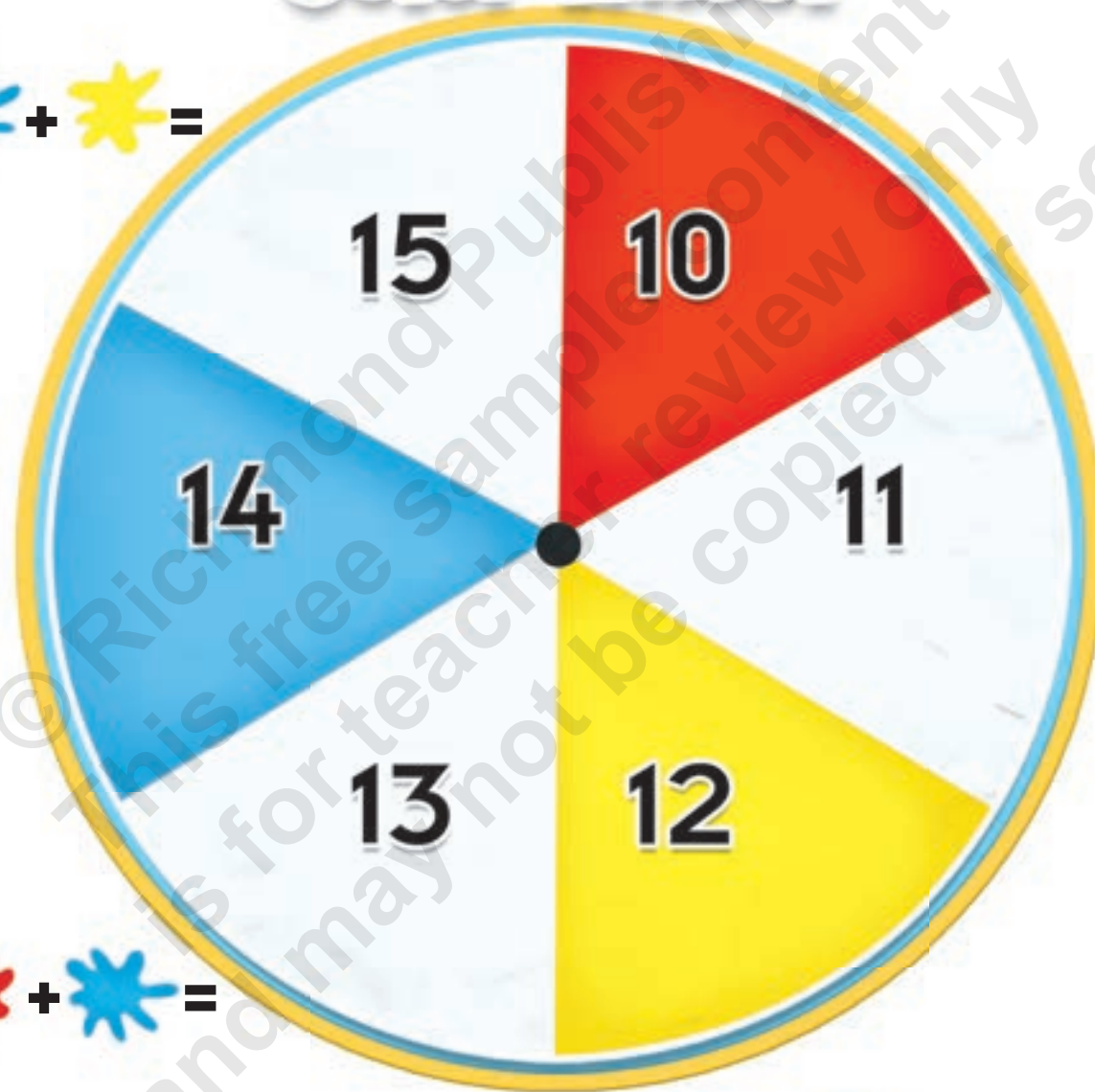
Have students complete page 15 of the Practice Book. Help students read the words in the crayons. Have them color the crayons accordingly. Then, encourage them to say what color they get when each pair of colors is mixed. Have them color the shapes using the corresponding secondary color.

Make a color wheel.



Color Wheel

$$\text{blue star} + \text{yellow star} =$$



$$= \text{yellow star} + \text{red star}$$

$$\text{red star} + \text{blue star} =$$



$$\text{yellow circle} + \text{red circle} = \text{orange circle}$$

$$\text{red circle} + \text{blue circle} = \text{purple circle}$$

$$\text{blue circle} + \text{yellow circle} = \text{green circle}$$



Listen and point. Say.



Objectives

Students can identify what they do in certain rooms at school.

Vocabulary

Key: classroom, gym, library, playground, school office, science lab, visit the principal

Extended: boy, mom

Language

Key: In the library, I read books.

In the gym, I do exercise.

Extended: Where are they? At school / In the library / the gym / the school office / the playground / the science lab. What do they do there?

Materials

poster (on the Teacher's Resource CD), Class CD, flashcards Unit 1 (*gym, classroom, science lab, playground, library, school office, visit the principal*), plastic bottle

Warm Up

Review the words *gym, classroom, science lab, playground, library* and *school office* (see Materials). Do the activity *Spin the Bottle*, on page xx of the Warm-Up and Closing Activities section. Use the plastic bottle (see Materials).

Engage



Do the activity *Commando*, on page xx of the Warm-Up and Closing Activities section. Say *read a book, do exercise, play a game, do experiments* and *draw pictures*. Then, present *visit the principal*. Hold up the corresponding flashcard (see Materials). Say *Look, this boy and his mom are visiting the principal* (point to the corresponding pictures). Say *Visit the principal* and have students repeat.

Listen and point. Say.



Distribute Student's Books opened on page 16. Hold up the Student's Book page so that students can see it clearly. Call their attention to the pictures in the first row and say *Look, here's Cricket* (first picture). *This is his friend, Cal* (second picture). *And this is his other friend, Crissy* (third picture). Encourage students to say *Cricket, Cal* and *Crissy*. Ask *Where are they?* Have students answer *At school / In the library / the gym / the school office / the playground / the science lab / the classroom*. Then, ask *What do they do there?* *Let's listen*. Play Track 11. Have students point to the pictures as they are mentioned.

Track 11

Cricket: In the library, I read books.

Cal: In the gym, I do exercise.

Crissy: In the school office, I visit the principal.

Cal: In the playground, I play a game.

Cricket: In the science lab, I do experiments.

Crissy: In the classroom, I draw pictures.

Next, Hold up the Student's Book page again. Point to the picture of Cricket in the library. Say *In the library, I...* Encourage students to complete the sentence by saying *I read books*. Have students mime the corresponding action as they answer. Do the same with the rest of the pictures and sentences. Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity



Do the activity *Charades*, on page xxviii of the Games activities section. Have students act out *read books, do exercise, visit the principal, play a game, do experiments* and *draw pictures*.

Extension Activity



Project the poster (see Materials). Do the activity *Thumbs Up, Thumbs Down*, on page xxiv of the Language Presentation and Review section. Point to the rooms in the school and have students say if what you say is correct or incorrect. For example, point to the school office and say *This is the gym*. Have students put their thumbs down and say the correct sentence *This is the school office*.

Explore



Have students complete page 16 of the Practice Book. Have students look at the pictures and call out the activities. Then, have them circle their favorite activity.

Objectives

Students can identify what they do in certain rooms at school.

Vocabulary

Key: books, classroom, draw pictures, experiments, games, library, playground, science lab

Extended: everyone, gym, learn, school, school office

Language

Key: What do you do in the library?

We read books in the library.

Extended: Look, it's Cricket. What is he doing?

Materials

Class CD, flashcards Unit 1 (gym, classroom, science lab, playground, library, school office, visit the principal, do exercise, draw pictures, do experiments), colored pencils, mini-flashcards Unit 1 (library, gym, classroom, school office), music, whistle

Warm Up

Do the activity *Freeze*, on page xx of the Warm-Up and Closing Activities section. Include the actions *read books, do exercise, visit the principal, play a game, do experiments* and *draw pictures*. Use the whistle (see Materials).

Explain

Review vocabulary related to rooms at school. Do the activity *Musical Pictures*, on page xxiv of the Language Presentation and Review

section. Use the flashcards and the music (see Materials).

Read and match. Say. 12

Distribute Student's Books opened on page 17. Call students' attention to the pictures in the left column say *Look, it's Cricket. What is he doing?* Elicit answers. Draw students' attention to the pictures in the right column and say *Look, these are the places at school where Cricket does fun things. Let's listen.* Play Track 12. Have students point to the pictures in the left column as they are mentioned.

Track 12

Narrator: What do you do in the library?

Cricket: We read books in the library.

Narrator: What do you do in the classroom?

Cricket: We draw pictures in the classroom.

Narrator: What do you do in the playground?

Cricket: We play games in the playground.

Narrator: What do you do in the science lab?

Cricket: We do experiments in the science lab.

Play the track again. Have students point to the pictures in the right column as they are mentioned. Next, distribute colored pencils (see Materials). Hold up the Student's Book page so that students can see it clearly. Point to the first sentence and say *Let's read*. Point to the word *We* as you read it aloud. Have students repeat as they point to the word. Point to the picture and prompt students to call out the activity. Do the same with the word *books*. Then, have them read

the complete sentence *We read books*. Encourage them to point to the words and pictures from left to right. Then, ask *What do you do in the library?* Encourage students to answer *We read books in the library*. Have students trace over the line as they say the sentence again. Continue in the same way with the rest of the sentences. Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity 13

Play Track 13, *School is Great*. Encourage students to listen to the chant and hold up the corresponding mini-flashcard (see Materials) when the rooms at school are mentioned.

Track 13

School is great.

School is great. School is fun.

We love school. It's for everyone!

I like the library. There are lots of books.

I like the gym. There are things to do.

I like the classroom. I can learn and draw.

I like the office. There are people to meet.

School is great. School is fun.

We love school. It's for everyone!

Extension Activity 13

Play Track 13 again. Do the activity *Follow Me!*, on page xxvi of the Songs and Chants Activities section.

Explain

Have students complete page 17 of the Practice Book. Have them match the activities to the places where they are performed.

Read and match. Say.



We



books.



We



pictures.



We



games.



We



experiments.



Listen and repeat. Write.



play



playground



pictures

Objectives

Students can say the phoneme /p/.
Students can write the letter p.

Vocabulary

Key: pictures, play, playground

Extended: classroom, draw, games, science lab, school office

Language

Key: Where do you play?

We play games in the playground.

Extended: What can you see? Children playing, a playground and pictures.

Materials

Class CD, flashcards Unit 1 (*gym, classroom, science lab, playground, library, draw pictures, playing, school office*), ball, Alphabet Cards (letter p, on the Teacher's Resource CD), music, page 3a of phonemic awareness and phonics (on the Teacher's Resource CD)

Preparation

Print out the Alphabet Card. Print out the page of phonemic awareness and phonics (1 per student).

Warm Up



Hold up the flashcards depicting rooms at school (see Materials), one by one. Encourage students to identify the place. Ask, for example, *What do you do in the library?* Encourage students to answer *We read books in the library.*

Explain



Display the Alphabet Card (see Preparation) on the board. Say *This is the letter p. It sounds /p/ as in "playground."* Have students produce the letter sound. Do the activity *Bounce It*, on page xix of the Phonemic Awareness and Phonics section to practice the beginning sound /p/ as in *playing* and *playground*. Use the flashcards and the ball (see Materials).

Listen and repeat. Write.



Distribute Student's Books opened on page 18. Call students' attention to the pictures. Ask *What can you see?* Encourage students to answer *Children playing, a playground and pictures*. Then, draw their attention to the word *play*. Help them notice that it starts with the letter p. Say *Point to the letter "p."* Say /p/. Have students point to both the capital and the small letters and the letter p in *play*. Encourage them to say the corresponding sound. Help them realize that both the capital and the small letter sound the same. Then, say *Let's listen to other words with /p/*. Play Track 14. Have students listen and point to the corresponding pictures.

Track 14

Narrator: Where do you play?

/p/ /p/ /p/. Play.

Child: We play games in the playground.

/p/ /p/ /p/. Playground.

Child: We draw pictures in the classroom.

/p/ /p/ /p/. Pictures.

Play the track again and have students repeat the letter sound and the words *play, playground* and *pictures* as they point to the

pictures. Then, distribute crayons. Say the sound /p/ and have students point to the letters. Ask them to write the capital and the small letters, first in the air and then in their books. Now, hold up the Student's Book page so that students can see it clearly. Point to the word *play* and read it out loud with students. Have them point to each letter, from left to right, as they sound it out. Tell them to write over the word, first in the air and then in their books. Do the same with the rest of the words. Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity



Review the beginning letter sounds /s/, /k/ and /p/. Do the activity *Musical Chairs*, on page xix of the Phonemic Awareness and Phonics section. Use the flashcards *science lab, school office, classroom, playing* and *playground* (see Materials). Then, distribute the page of phonemic awareness and phonics (see Preparation). Help students do the activities suggested.

Extension Activity



Do the activity *Robot*, on page xix of the Phonemic Awareness and Phonics section. Review the words *play, playground* and *pictures*.

Explain



Have students complete page 18 of the Practice Book. Have students cross out the pictures representing the words that start with /p/.

Objectives

Students can say what they do in certain rooms at school.

Vocabulary

Key: books, classroom, do experiments, do exercise, games, gym, library, playground, school office, science lab

Extended: draw pictures, everyone, learn, school

Language

Key: Where do you do experiments? In the science lab.

Extended: I like the library. There are lots of books.

Materials

poster (on the Teacher's Resource CD), mini-flashcards Unit 1 (*gym, classroom, science lab, playground, library, school office, visit the principal, do exercise, draw pictures, do experiments*), School Template and School Rooms Labels (on the Teacher's Resource CD), assessment Unit 1 (on the Teacher's Resource CD), scissors, glue sticks, Class CD

Preparation

Print out the School Template and the School Rooms Labels (1 per student). Print out the assessment (1 per student).

Warm Up



Do the activity *Memory*, on page xxxi of the Flashcards and Mini-flashcards Activities section. Use the mini-flashcards (see Materials).

Elaborate



Project the poster (see Materials). Review *read books, do exercise, visit the principal, play a game, do experiments* and *draw pictures*. Do the activity *Mime It!*, on page xxiv of the Language Presentation and Review section.

Make a school.



Distribute Student's Books opened on page 19. Draw students' attention to the pictures. Explain that the children are making a school. Tell them they are going to make a school, too. Have students close their books. Next, distribute markers, scissors, glue sticks, School Templates (see Materials and Preparation). Have students name the rooms at school. Ask them to color the pictures. Next, distribute the School Rooms Labels (see Materials and Preparation). Help students read the words. Ask them to cut the words out and paste them in the corresponding room (see the model on page 19). Now, read the phrases, one at a time. Encourage students to identify the room in the School Template where they perform the activities. For example, read *Do experiments. Where do you do experiments?* Have students answer *In the science lab*, and say *Yes, point to the science lab*. Help students identify and hold up the corresponding label. Say *Paste "do experiments" on the science lab*. Instruct them how to paste the label on the corresponding place. Do the same with the rest of the labels. Monitor and check. Keep students' work in their portfolio.

Closing Activity



Play Track 13 (see page T17). Do the activity *Clap!*, on page xxvi of the Songs and Chants Activities section. Have students clap when they hear the words *library, gym, classroom, office*.

Extension Activity



Write *do experiments, do exercise, read books, play games, gym, playground, science lab* and *library* on the board. Help students read the phrases or words, pointing to each word from left to right. Then, do the activity *Magic Finger*, on page xx of the Warm-Up and Closing Activities section.



Values Series: Video Clip 1

Evaluate



Have students complete page 19 of the Practice Book. Help students read the phrases and have them circle the pictures of the places where they do the activities mentioned.

Assessment



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

Make a school.

