



Why is school important?



| Essential Question | Objectives Students can: | Key Vocabulary | Key Language |
|--|--|--|--|
| <p>Who is in my school? Across Subjects – Social Studies</p> | <ul style="list-style-type: none"> identify people at school. greet and say good-bye. identify and say the alphabet. understand what a music teacher does. | alphabet, art teacher, bus driver, classmate, gatekeeper, gym teacher, instruments, janitor, music teacher, principal | She's the art teacher. He's the music teacher. I'm Cricket. This is my school. This is Cal and Crissy. We are friends! Is she the gym teacher? Yes, she is. / No she isn't. Is he the music teacher? Yes, he is. / No, he isn't. What letter is this? This is the letter... What is a music teacher? A music teacher teaches you to sing or play instruments. |
| <p>What school supplies do I have? Across Subjects – Math</p> | <ul style="list-style-type: none"> identify and name school supplies. identify colors. count from 1 to 10. ask for school supplies politely. say the phonemes /s/, /k/, /t/ and /p/. write letters s, c, t and p. | backpack, book, circle, crayon, eraser, glue stick, lunch box, notebook, paintbrush, paper, pen, pencil, pencil case, rectangle, scissors, seven, square, ten; colors, numbers 1 to 10 | What do you have? I have white paper, five pink paintbrushes, seven purple crayons and ten glue sticks. I have a pencil. Do you have another paintbrush? Yes, I do. / No, I don't. Can I borrow one? Yes, here you are. What shape can you see? A square. |
| <p>What subjects do I study? Across Subjects – Social Studies</p> | <ul style="list-style-type: none"> identify and name school subjects. identify the days of the week. | art class, book, classmate, computer class, English class, forgetful, math class, music class, paintbrush, PE class, pencil, science class; days of the week | Do you have art class on Monday? Yes, we do. We have art class on Monday. Do you have PE class on Monday, too? No, we don't. On Thursday we have music class. Frida forgets to bring her paintbrush. She asks her classmate. Can I borrow a paintbrush? Yes, here you are. Thank you. Frida forgets her book. Can I borrow a book? Yes, here you are. Thank you. |
| <p>What do I learn about? Across Subjects – Social Studies</p> | <ul style="list-style-type: none"> identify what they do in certain school subjects. say what they do in class. say the phonemes /a/, /n/, /i/ and /m/. write letters a, n, i and m. understand the importance of following rules in class. | art class, computer, music class, musical instruments, nature, paint, play, soccer, use; days of the week, school subjects | In science class we learn about nature. Do you like to learn about nature? Yes, I do. / No, I don't. Cricket, Cal and Crissy have science class on Monday. What do you do in science class, Cricket? I learn about nature. Keep your materials in order. Share your materials with your classmates. |



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 *Forgetful Frida* (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 review /a/, /i/, /m/, /n/, /s/, /k/, /p/ 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 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 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. Write.



Unit

1



Objectives

Students can identify people at school.
Students can greet and say good-bye.

Vocabulary

Key: art teacher, bus driver, classmate, gatekeeper, gym teacher, janitor, music teacher, principal

Extended: art class, friends, music class, PE class, school, school bus

Language

Key: She's the art teacher. He's the music teacher. I'm Cricket. This is my school. This is Cal and Crissy. We are friends!

Extended: Good Morning! Hello / Good-bye.

Materials

poster (on the Teacher's Resource CD), Class CD, flashcards Unit 1 (*art class, gatekeeper, music class, janitor, school bus, PE Class*)

Warm Up

Sit with students in a circle. Point to yourself and say your name and a color you like; for example, *I'm Maria and I like yellow*. Then, have students say their names and the color they like around the circle.

Engage



Display the poster (see Materials). Present the words *gatekeeper, music teacher, gym teacher, janitor* and *bus driver*. Point to the gatekeeper and say the word *gatekeeper*. Have students repeat. Then, point to the picture of the gatekeeper again and say *What does a gatekeeper do? A gatekeeper watches the school door*. Hold up the gatekeeper flashcard (see Materials) to show students what a gatekeeper does.

Now point to the picture of the music teacher. Say the words *music teacher* and have students repeat. Then, say *What does a music teacher do? A music teacher teaches music*. Show students the corresponding flashcard. Do the same with the *gym teacher—teaches PE class, janitor—keeps the school clean and bus driver—drives the school bus*.

Listen and point. Write.

Distribute Student's Books. Have students open their books on page 4. Make sure everybody opens their book on the correct page. Ask students *Can you see Cricket in the picture? Can you see his friends?* Elicit answers. Then, ask *Where are they?* Encourage students to answer *They are at school*. Say *Yes, they are at school. Who is in Cricket's school? Let's listen*. Play Track 01. Encourage students to point to the people as they are mentioned.

Track 01

Cricket: Good Morning! It's time for school. Off the school bus. Good-bye, bus driver. Hello, gatekeeper. Look, she's the art teacher. He's the music teacher. He's the gym teacher. She's the janitor. I'm Cricket. This is my school. This is Cal and Crissy.
Crissy: Hi, I'm Crissy. Look, she's the principal. This is Cal and he's my classmate. We are friends!

Distribute colored pencils. Help students read the word *school*. Show students that they read it from left to right. Then, have them trace over each letter. Make sure students hold the pencils correctly. Monitor and provide help as needed. Next, ask students if these people work in their schools. Finally, have students close their books.

Closing Activity

Play Track 02, *Hello, Cricket*, and do the activity *March!* on page xxvi of the Songs and Chants Activities section.

Track 02

Hello, Cricket!

*Hello, Cricket. It's nice to see you again.
Hello, Cricket. I'm happy you're my friend.
Hello, boys. Hello, girls. It's nice to see you again.
Hello, boys. Hello, girls. I'm happy you're my friends.*

Play the track again and do the activity *Act Out the Song*, also on page xxvi.

Extension Activity

Play Track 03, *Good-bye, Cricket!*, and do the activity *Follow Me!*, on page xxvi of the Songs and Chants Activities section.

Track 03

Good-bye, Cricket!

*Good-bye, Cricket. Until we meet again.
Goodbye, Cricket. See you soon, my friend.*

Explore

Have students complete page 4 of the Practice Book. Encourage them to draw themselves and two of their classmates.

Objectives

Students can greet and say good-bye.
Students can identify the people they can see at school.

Vocabulary

Key: art teacher, bus driver, classmate, gatekeeper, gym teacher, janitor, music teacher, principal

Extended: Cricket, school

Language

Key: Is she the gym teacher?

Yes, she is. / No, she isn't. Is he the music teacher? Yes, he is. / No, he isn't.

Extended: She's the art teacher. He's the gym teacher.

Materials

crayons, poster (on the Teacher's Resource CD), Class CD, stick puppets, flashcards Unit 1 (*bus driver, classmate, gatekeeper, janitor, principal, music teacher*), plastic bag

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

Play Track 02 (see page T4), and do the activity *Cricket Sings, Too!*, on page xxvi of the Songs and Chants Activities section. Use the Cricket stick puppet (see Materials and Preparation). As an extension, you can encourage students to sing the song *a cappella* and substitute the word *Cricket* for *Crissy* and *Cal*. Use the corresponding puppets (see Materials and Preparation).

Explain

Do the activity *Pass the Flashcard*, on page xxxi of the Flashcards and Mini-flashcards Activities section. Then, put the flashcards in the plastic bag (see Materials) and do the activity *Slow Motion*, also on page xxxi.

Listen and circle. Say.

Distribute Student's Books. Have students open their books on page 5. Make sure everybody opens their book on the correct page. Hold up the Student's Book page so that students can see it clearly. Point to the pictures and say *Look, these are the people that Cricket sees at school*. Call students' attention to the first picture and say *She's the...* Encourage them to complete the sentence by saying *art teacher*. Do the same with the rest of the pictures. Then, say *Let's see if you know who is in Cricket's school!* Play Track 04. Have students point to the people as they are mentioned.

Track 04

Narrator: Is she the gym teacher?

Boy: No, she isn't.

Narrator: Is he the music teacher?

Boy: Yes, he is.

Narrator: Is he the gatekeeper?

Boy: No, he isn't.

Narrator: Is she the janitor?

Boy: Yes, she is.

Narrator: Is she Cricket's classmate?

Boy: Yes, she is!

Next, play the track again. Stop the recording after each question and encourage students to answer *Yes* or *No*. Help them circle the corresponding word. Finally, have students close their books.

Closing Activity

Project the poster (see Materials). Do the activity *Thumbs Up, Thumbs Down*, on page xxiv of the Language Presentation and Review section. Use the Teacher stick puppet (see Materials and Preparation) to point to the pictures of the people and say true or false statements. For example, point to the picture of the bus driver and say *He's the classmate*. Encourage students to respond.

Extension Activity

Put the flashcards in the plastic bag (see Materials). Do the activity *Flashcards Bag*, on page xxii of the Vocabulary Presentation and Review section.

Explain

Have students complete page 5 of the Practice Book. Help them read the words. Encourage them to match the pictures to the words. Then, have students trace the words.

Listen and circle. Say.



Yes No



Yes No



Yes No



Yes No



Yes No

Listen and repeat. Write.



| | | | | |
|--|--|--|--|--|
|  Aa | Bb  | Cc  | Dd | Ee |
|  Ff | Gg | Hh | Ii | Jj  |
| Kk | Ll  | Mm  | Nn | Oo  |
| Pp  | Qq | Rr | Ss  | Tt |
| Uu  | Vv | Ww | Xx | Yy  |
| Zz | | | | |

Objectives

Students can identify and say the alphabet.

Vocabulary

Key: alphabet

Extended: bee, cat, classmates, frog, jelly, ladybug, pig, star, umbrella, yo-yo

Language

Key: What letter is this? This is the letter...

Extended: What's this? It's a bee / cat / pig, etc.

Materials

Class CD, flashcards Unit 1 (*classmate*), construction paper in different colors, glue, watercolors, scissors, Alphabet Cards (on the Teacher's Resource CD), Name Initial Templates (on the Teacher's Resource CD)

Preparation

Print out the Alphabet Cards. Print out the page of phonemic awareness and phonics (1 per student). Print out the Name Initial Template (1 per student, depending on their name initials).

Warm Up

Greet students; say *Hello. How are you today?* Encourage them to answer *Fine, thank you.* Then, do the activity *Commando*, on page xx of the Warm-Up and Closing Activities section.

Explain

Hold up the flashcard depicting *classmate* (see Materials). Ask *Who is she? Is she a teacher? Is she the principal? Is she the classmate?* Elicit answers. Then, say *Very Good. She's the classmate.* Say the beginning sound and have students repeat. Say *C-c-classmate*. Encourage students to call out more words that start with the same sound. Allow them to say words in their first language.

Listen and repeat. Write.

Distribute Student's Books. Have students open their books on page 6. Make sure everybody opens their book on the correct page. Draw students' attention to the picture. Point to the picture and say *Look, they are classmates. What are they learning at school? What can you see?* Encourage students to answer *Letters. Say Yes, they are learning the alphabet. Do you want to learn the alphabet, too? Let's listen.* Now play Track 05, *The Alphabet*. Have students listen and point to the letters as they are mentioned. Hold up the corresponding Alphabet Card to help students carry out the task.

Track 05

The Alphabet

Boy: We're learning the alphabet at school! Say the alphabet with me. A, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

Next, play the track again and this time have students repeat. Then, display some Alphabet Cards on the board and ask *What letter is this?* Have students say the letters. Now distribute colored pencils. Have students trace over the letters as they call them out. Monitor and provide any needed help. Next, hold up the Student's Book page so that students can see it clearly. Call their attention to the pictures of the objects and animals next to the letters. Say *Point to the bee. This is letter b, as in bee.* Demonstrate the activity and have students point to the picture and say the word. Continue in the same way with the rest of the pictures. Finally, have students close their books.

Closing Activity

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

Extension Activity

Distribute the Name Initial Templates (see Preparation). Make sure students have the templates with their initials. Have them trace over the letters and decorate them. Encourage them to find other students whose name and last name start with the same letters. Keep their work in their portfolios.

Explain

Have students complete page 6 of the Practice Book. Have them trace and say the letters.

Objectives

Students can understand what a music teacher does.

Vocabulary

Key: instruments, music class, music teacher, instruments

Extended: art class, bus driver, classmate, gatekeeper, janitor, principal, PE class

Language

Key: What is a music teacher? A music teacher teaches you to sing or play instruments.

Extended: Do you have a music teacher? What's his or her name? Is she or he at school? Do you learn music at school or at home?

Materials

poster (on the Teacher's Resource CD), paint and paintbrushes, sheets of paper, flashcards and mini-flashcards Unit 1 (*bus driver, classmate, gatekeeper, janitor, principal, music teacher, music class, PE class, art class, instruments*), small ball, sheets of white cardboard, circles of colored construction paper, markers, scissors, googly eyes (2 per student), pipe cleaners (1 per student), glue

Warm Up



Review vocabulary and present the word *instruments*. Do the activity *Hold Up the Mini-flashcards*, on page xxx of the Flashcards and Mini-flashcards Activities section. Then, do the activity *Bowling*, also on page xxx. Use the small ball (see Materials).

Elaborate



Project the poster (see Materials). Do the activity *Reviewing with the Poster*, on page xxiii of the Vocabulary Presentation and Review section. Ask students to drag the pictures of the art teacher, the janitor, the music teacher, the gym teacher and the principal, and drop them on different locations in the scene.

Read. Listen and point.



Distribute Student's Books. Have students open their books on page 7. Make sure everybody opens their book on the correct page. Draw students' attention to the pictures. Say *Look at the children. Are they in PE class? Are they in art class? Are they in music class?* Elicit answers. Then, say *Point to the music teacher*. Encourage students to point to the pictures of the three different teachers. Then, call students' attention to the question and help them read it aloud, by pointing to each word, from left to right. Next, say *What is a music teacher? Do you want to know what a music teacher does?* Say the following and have students listen and point to the pictures you describe.

T: *A music teacher teaches you to sing or play instruments. Point to the instruments.*

A music teacher teaches you to play the piano. Point to the piano. (Help students if needed).

A music teacher works in a school or teaches lessons just for one person. Look, the children are at school. Point to the classroom.

Next, ask students follow up questions, such as *Do you have a music teacher? What's his or her name? Is she or he at school? Do you learn music at school or at home?* Elicit answers. Finally, have students close their books.

Closing Activity



Distribute paint, paintbrushes and sheets of paper (see Materials). Do the activity *Paint a Picture*, on page xxi of the Warm-Up and Closing Activities section. Encourage them to paint a picture that shows what they learned about music teachers. Keep students' work in their portfolios.

Extension Activity

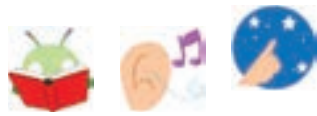
Make a spelling caterpillar. Give each student colored construction paper circles, a pair of googly eyes and a pipe cleaner. Give students as many circles as there are letters in their names (for example, *Maria* needs 5 circles). Instruct them to write the letters of their name on the circles, one letter per circle. Show them how to make a caterpillar by ordering the circles to spell their names and paste them onto a sheet of white construction paper. Assist as needed. Tell students to glue the googly eyes to their caterpillar. Instruct them to fold the pipe cleaner in half and glue it to make the caterpillar's antennae. Keep students' work in their portfolios.

Evaluate



Have students complete page 7 of the Practice Book. Have them do the following:
1. *Draw a line from the art teacher to the PE teacher.* 2. *Circle the janitor.* 3. *Color the gatekeeper red.* 4. *Color the music teacher green.* 5. *Color the friends blue.*

Read. Listen and point.



What is a music teacher?



Listen and point. Count and say.



Objectives

Students can identify and name school supplies.
Students can identify colors.
Students can count from 1 to 10.

Vocabulary

Key: backpack, book, crayon, eraser, glue stick, lunch box, notebook, paintbrush, paper, pen, pencil, pencil case, scissors; colors, numbers 1 to 10

Extended: boy, classroom, girl

Language

Key: What do you have? I have white paper, five pink paintbrushes, seven purple crayons and ten glue sticks.

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

Materials

stick puppets, poster (on the Teacher's Resource CD), Class CD, music, pieces of origami paper (or construction paper) in the following colors: blue, brown, gray, green, orange, pink, purple, red, yellow; real school supplies: backpack, notebook, book, crayon, eraser, glue stick, lunch box, paintbrush, paper, pen, pencil, pencil case, scissors

Warm Up

Review numbers 1 to 10. Do the activity *Erase the Number*, on page xxviii of the Games section. Next, play some music (see Materials) and have the students walk around the classroom. Stop the music and call out a number from two to ten. Students must get together in groups of the number you called out.

What school supplies do I have?

Engage

Review the words *backpack, book, crayon, glue stick, lunch box, pencil and scissors*. Also, present *eraser, notebook, paintbrush, paper, pen and pencil case*. Do the activity *Pass It*, on page xxii of the Vocabulary Presentation and Review section. Use the real school supplies (see Materials). Then, display the poster (see Materials). Check comprehension by doing the activity *Repeat!*, also on page xxii. Use the stick puppets (see Materials).

Listen and point.

Count and say.

Distribute Student's Books. Have students open their books on page 8. Make sure everybody opens their book on the correct page. Ask some questions about the scene. Ask *Where are the boy and the girl?* Encourage students to answer *They're in the classroom*. Continue saying *Look, the boy and the girl have many different school supplies. Let's listen and point to the supplies*. Then, play Track 06. Have students listen to the recording and point to the corresponding pictures in their books.

Track 06

Girl: What do you have?

Boy: I have a yellow lunch box, a red notebook, a blue book, a yellow and black pen, an orange pencil, a brown eraser, a green pencil case, and brown and gray scissors. What do you have?

Girl: I have white paper, five pink paintbrushes, seven purple crayons and ten glue sticks.

Next, hold up the Student's Book page so that students can see it clearly. Point to the notebook and say *What's this?* Encourage them to answer *It's a notebook*. Ask *How many notebooks are there?* Have students count the notebooks aloud and say *There is one notebook*. Do the same with the rest of the school supplies. Finally, have students close their books.

Closing Activity

Encourage students to work in pairs (Student A and Student B). Have Student A show Student B what school supplies he or she has. Tell Student B to ask *What do you have?* and Student A to answer *I have...*

Extension Activity

Play music (see Materials). Do the activity *Color Game*, on page xxviii of the Games section. Use the pieces of origami paper (see Materials).

Explore

Have students complete page 8 of the Practice Book. Have them count the school supplies. Have them write the number of colored pencils.

Objectives

Students can name school supplies.
Students can ask for school supplies politely.

Vocabulary

Key: paintbrush, pencil

Extended: backpack, book, crayon, eraser, glue stick, lunch box, notebook, paper, pen, pencil case, scissors

Language

Key: I have a pencil. Do you have another paintbrush? Yes, I do. / No, I don't. Can I borrow one? Yes, here you are.

Extended: What do you have? I have a crayon. I don't have a crayon.

Materials

poster (on the Teacher's Resource CD), Class CD, real school supplies: backpack, notebook, book, crayon, eraser, glue stick, lunch box, paintbrush, paper, pen, pencil, pencil case, scissors; stuffed animal or puppet

Warm Up



Display the poster (see Materials). Do the activity *Reviewing with the Poster*, on page xxiii of the Vocabulary Presentation and Review section. Ask individual students to drag and drop the pictures of school supplies in different locations in the scene. For example, say *Put the notebook on the floor. Put the crayon on the boy.*

Explain



Do the activity *Puppets*, on page xxiv of the Language Presentation and Review section. Use the stuffed animal or puppet (see Materials) to present language. Display the real school supplies (see Materials) on your desk. Do the following: Invite a student to the front. Give

him or her a crayon. Then, ask *What do you have?* Encourage him or her to answer *I have a crayon. Say Oh! I don't have a crayon. Can I borrow one?* Encourage the student to give the stuffed animal the crayon and say *Yes, here you are.* Have the stuffed animal reply *Thank you.* Repeat the activity with two more students.

Listen, point and repeat.

Color the paintbrush.

Distribute Student's Books. Have students open their books on page 9. Make sure everybody opens their book on the correct page. Ask students *Who's in the picture?* Encourage students to say *Cricket, Cal and Crissy.* Have students identify the school supplies. Say *Point to the pencil. Point to the paintbrush.* Make sure students point to the correct pictures. Then, call students' attention to the first scene. Point to Cricket's pencil and say *Cricket has a...* Encourage students to complete the sentence by saying *pencil.* Say *Look, Crissy and Cal are painting* (mime painting). *Can Cricket use a pencil to paint?* Help students answer *No.* Then, point to the paintbrush in Cricket's thought bubble and say *He needs a paintbrush to paint! Let's see what Cricket does.* Play Track 07. Have students point to the items as they are mentioned.

Track 07

Cricket: Oh, no! I can't paint the picture! I don't have a paintbrush!

Crissy: What do you have?

Cricket: I have a pencil. Do you have another paintbrush?

Crissy: No, I don't.

Cricket: Cal, Do you have another paintbrush?

Cal: Yes, I do.

Cricket: Can I borrow one?

Cal: Yes, here you are.

Cricket: Thank you.

Play the track again and stop it after each character speaks. Have students repeat. Next, distribute crayons. Say *Cricket needs a paintbrush.* Point to the pencil in the first scene and ask *Is it a paintbrush?* Elicit answers. Point to the paintbrush in the third scene and ask *Is it a paintbrush?* Elicit answers. Say *Color it blue.* Monitor and provide help as needed. Finally, have students close their books.

Closing Activity

Encourage students to work in pairs (Student A and Student B). Have Student A borrow a school supply from Student B. Tell Student A to ask, for example, *Do you have a crayon? Can I borrow one?* Encourage Student B to answer *Yes, here you are.* Tell Student A to reply *Thank you.*

Extension Activity

Review colors pink, purple, brown and gray. Do the activity *I Spy*, on page xxix of the Games section.

Explain

Have students complete page 9 of the Practice Book. Have students look at the pictures and identify the school supplies. Next, have them cross out the school supply the children need in each case.

Listen, point and repeat. Color the paintbrush.



Listen and repeat. Write.



S s seven



C c crayon



S

S

T t ten



P p paintbrush



T

t

P

p

Objectives

Students can say the phonemes /s/, /k/, /t/ and /p/.

Students can write letters s, c, t and p.

Vocabulary

Key: crayons, paintbrushes, seven, ten

Extended: numbers 1 to 10

Language

Key: I have seven crayons and ten paintbrushes.

Extended: Do you have a crayon? Do you have a paintbrush?

Materials

Class CD, flashcards and mini-flashcards Unit 1 (*art class, bus driver, classmate, gatekeeper, instruments, janitor, music class, notebook, paintbrush, pen, pencil, PE class, principal, school bus*), a ball, a hat, Alphabet Cards (letters s, c, t and p, from the Teacher's Resource CD), pages 1a to 1c of phonemic awareness and phonics (on the Teacher's Resource CD), pipe cleaners (1 per student), big beads in different colors (10 per student)

Preparation

Print out the Alphabet Cards. Print out the pages of phonemic awareness and phonics (1 per student).

Warm Up



Do the activity *Alphabet Mini-flashcards*, on page xxx of the Flashcards and Mini-flashcards Activities section. Review the beginning letters of the mini-flashcards listed in the Materials section.

Explain



Do the activity *Ball and Hat*, on page xix of the Phonemic Awareness and Phonics section to practice the following beginning sounds: /s/ as in *seven*, /k/ as in *crayon*, /t/ as in *ten* and /p/ as in *paintbrush*. Use the Alphabet Cards (see Preparation).

Listen and repeat. Write.



Distribute Student's Books. Have students open their books on page 10. Make sure everybody opens their book on the correct page. Ask *What can you see?* and encourage students to identify the pictures. Then, call out the letters and encourage students to point to both the capital and the small letters. Ask students *Do you have a crayon? Do you have a paintbrush?* Elicit answers from students. Then, say *Let's listen to what Cricket has*. Play Track 08. Have students listen to the sounds and point to the corresponding letters and words.

Track 08

Cricket: I have seven crayons and ten paintbrushes.

/s/ /s/ seven.

/k/ /k/ crayon.

/t/ /t/ ten.

/p/ /p/ paintbrush.

Play the track again and have students repeat. Distribute crayons. Say the sound /s/ and have students point to the letter. Then, ask them to trace the capital and the small letters. Help them continue writing capital and small letters S, several times, in the spaces provided. Do the same with the remaining letters. Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity



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

Extension Activity

Distribute pipe cleaners (see Materials). Tell students to thread their pipe cleaner through the beads. Encourage them to count as they place the beads. Monitor and provide any needed assistance. When they are done, assist students to bend and twist the pipe cleaner to make a bracelet they can wear. Have them touch and move the beads to count how many there are.

Explain



Have students complete page 10 of the Practice Book. Have them match the letters to the words and the pictures. Then, have them trace the letters and the words.

Objectives

Students can identify shapes in school supplies.

Vocabulary

Key: circle, eraser, lunch box, notebook, paper, rectangle, scissors, square

Extended: colors

Language

Key: What shape can you see? A square.

Extended: What's this? It's a notebook.

Materials

sheets of colored paper, beanbag, real school supplies: sheets of paper, a notebook, an eraser, scissors and a lunch box; sheets of white paper (1 per student), construction paper in different colors, glue sticks

Preparation

Make large shapes with the sheets of colored paper. Make a circle, a square and a rectangle. Make small shapes (circles, rectangles, squares) from construction paper (5 to 10 per student).

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).

Elaborate



Review vocabulary related to shapes. Do the activity *Draw It!*, on page xxi of the Warm-Up and Closing Activities section.

Look and trace. Say.



Distribute Student's Books. Have students open their books on page 11. Make sure everybody opens their book on the correct page. Ask students to identify the items. Point to the picture of the notebook and ask *What's this?* Encourage students to answer *It's a notebook.* Do the same with the rest of the items. Next, explain to students that we can find shapes everywhere; for example, in school supplies or in nature. Then, distribute colored pencils. Call students' attention to the notebook again. Point to the shapes formed by the dotted lines in the pictures. Ask *What shape can you see?* Elicit answers from students. Have students trace over the square on the notebook. Do the same with the scissors (circle), eraser (rectangle), lunch box (square), and paper (rectangle). Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity

Take students to the schoolyard or to the playground. Ask *What shapes can you see?* Encourage students to find circles, rectangles and squares in nature, buildings, etc. Have students count the shapes they find.

Extension Activity

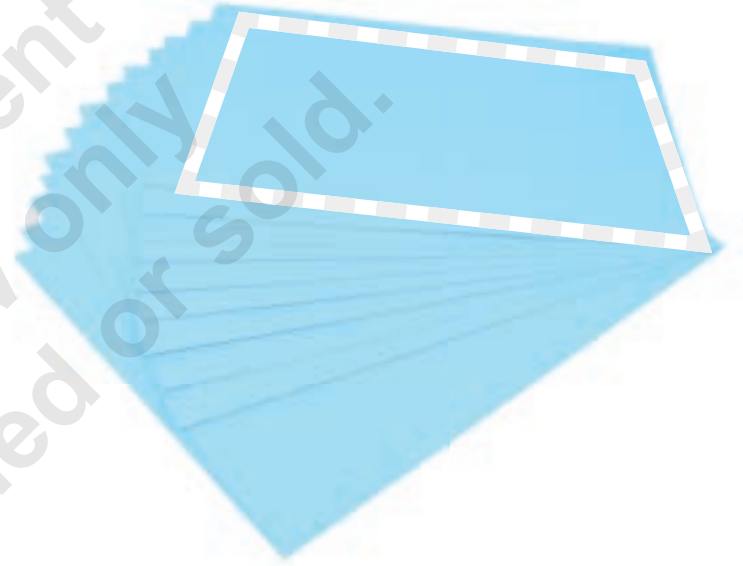
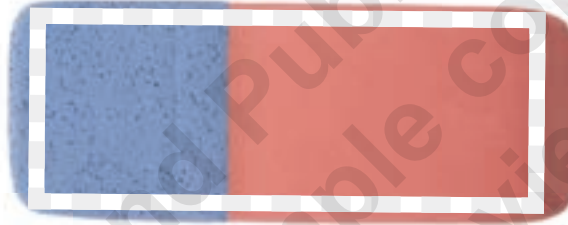
Distribute glue, sheets of paper and shapes of construction paper (see Materials and Preparation). Have students paste the shapes onto the sheet of paper. Encourage them to make different forms; for example, a car, a house, an airplane, etc., using the shapes. Display students' work on the classroom walls and encourage them to say which shapes they used. Keep their work in their portfolios.

Evaluate



Have students complete page 11 of the Practice Book. Say the following and have students circle the corresponding picture:
Column 1. *I don't have a lunch box.*
Column 2. *Do you have another notebook?*
Column 3. *He has a pencil.*

Look and trace. Say.



Listen and point. Sing.



We have art class on Monday.

Objectives

Students can identify and name school subjects.
Students can identify the days of the week.

Vocabulary

Key: art class, computer class, English class, math class, music class, PE class, science class; days of the week

Extended: family, calendar, school, weekend

Language

Key: Do you have art class on Monday?
Yes, we do. We have art class on Monday.
Do you have PE class on Monday, too?
No, we don't.

Extended: Look, this is the children's calendar. They use this calendar to organize their school day.

Materials

Class CD, sheets of paper, watercolors, small mirrors, flashcards Unit 1 (*art class, music class, PE class, computer*), calendar, School Subjects page for the Practice Book (on the Teacher's Resource CD)

Preparation

Print out the School Subjects page (1 per student).

Warm Up



Review the words *art class* and *PE class*. Present the word *computer*. Hold up the flashcards, call out the corresponding words and have students repeat. Then, do the activity *Flash!*, on page xx of the Warm-Up and Closing Activities section.

Engage



Distribute Student's Books. Have students open their books on page 12. Make sure everybody opens their book on the correct page. Call students' attention to the calendar. Say *Look, this is a calendar children use at school*. Point to the pictures of the school subjects and say *They use this calendar to organize their school day*. Look, this is the art class. This is PE class and this is computer class. Now point to the days of the week and say *They can see the days of the week, too! Let's learn the days of the week*. Present the days of the week. Play Track 09, *The Days of the Week*. Point to a calendar (see Materials) as students listen and sing.

Track 09

The Days of the Week

Monday, Tuesday, Wednesday, Thursday, Friday (x 2).

These are the days of the week.

These are the days I go to school.

Saturday and Sunday, Saturday and Sunday (x 2).

These are the days I play.

These are the days I play with my family.

Listen and point. Sing.



Make sure books are opened on page 12. Draw students' attention to the calendar again. Say *Point to the days of the week*. Play Track 09 again and have students sing along. Next, point to each day and picture and describe the calendar; say *Look, they have art class on Monday, PE class on Tuesday and computer class on Wednesday*. What class do they have on Thursday? Let's listen. Play Track 10 and have students point to the pictures.

Track 10

Girl: Do you have art class on Monday?

Boy: Yes, we do. We have art class on Monday.

Girl: Do you have PE class on Monday, too?

Boy: No, we don't. We have PE class and Math class on Tuesday. We have computer class on Wednesday. We have music class and English class on Thursday. We have science class on Friday.

Girl: Saturday and Sunday are the weekend! We don't go to school. We play and see our family on the weekend.

Next, name the subjects at random and help students call out the day the boy and girl have that class. Finally, have students close their books.

Closing Activity



Play Track 09 again and do the activity *Clap!*, on page xxvi of the Songs and Chants Activities section. Have students clap when they hear the days of the week mentioned.

Extension Activity



Do the activity *Days of the Week March*, on page xxii of the Vocabulary Presentation and Review section.

Explore



Have students complete page 12 of the Practice Book. Distribute the School Subjects page (see Preparation). Have students cut out and paste the subjects that they have at school.

Objectives

Students can follow and understand a story.
Students can identify the days of the week.
Students can identify school supplies.

Vocabulary

Key: art class, book, classmate, computer class, forgetful, music class, paintbrush, pencil; days of the week

Extended: brush, classroom, hair, school

Language

Key: On Monday we have art class. Frida forgets to bring her paintbrush. She asks her classmate. Can I borrow a paintbrush? Yes, here you are. Thank you.

Extended: What does Frida forget on Monday?

Materials

Class CD, Story Cards Unit 1, Scenes 1 to 4, Cricket Tales, Extra Reading Activities (on the Teacher's Resource CD)

Warm Up

Review the days of the week. Do the activity *Days of the Week Game*, on page xxviii of the Games section.

Explain

Display the Story Cards, Scenes 1 to 4 (see Materials), on the board. Then, do the activity *Where are They?*, on page xxvii of the Reading Stories section. Have students say where the children are (at school / in the classroom) and what class they are taking (art class).



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

Listen and point.

Circle the school supplies.



Distribute Student's Books. Have students open their books on page 13. Make sure everybody opens their book on the correct page. Then, tell students you are going to read a story about Frida, a girl who is very forgetful. Explain to students the meaning of *forgetful*, a person who never remembers to do things. Play Track 11, *Forgetful Frida* (Scenes 1 to 4), and have students point to Frida and the school supplies mentioned.

Track 11

Forgetful Frida (Scenes 1 to 4)

Narrator: This is Frida. Frida loves to read, but Frida is very forgetful. She usually forgets to brush her hair.

On Monday we have art class. Frida forgets to bring her paintbrush. She asks her classmate...

Frida: Can I borrow a paintbrush?

Girl: Yes, here you are.

Frida: Thank you.

Narrator: On Tuesday we have PE class. Frida forgets to bring her notebook. She asks her classmate...

Frida: Can I borrow a notebook?

Boy: Yes, here you are.

Frida: Thank you.

Narrator: On Wednesday we have computer class. Frida forgets her pencil. She asks her classmate...

Frida: Can I borrow a pencil?

Girl: Yes, here you are.

Frida: Thank you.

Play the track again and have students listen and read the dialogues, by pointing to each word from left to right. Demonstrate the activity. Stop the recording when necessary.

Next, ask *What does Frida forget on Monday?* Elicit answers and have students circle the school supplies she forgets from Monday to Wednesday. Monitor and check. Finally, have students close their books.



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

Closing Activity

Do the activity *Act Out the Story*, on page xxvii of the Reading Stories section. Encourage students to use real school supplies. Play Track 11 (Scenes 1 to 4) again, if necessary.

Extension Activity

Say false and true statements about the story and encourage students to say *Yes* or *No*, accordingly. For example, show the Story Card Scene 2 and say, as you point to the corresponding pictures, *Frida has a paintbrush*. Encourage students to answer *No*. Do the same with the remaining Story Cards (Scenes 1, 3 and 4).



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 look at the pictures and help them read the names of the school subjects. Ask them to cross out the school subject depicted.

Listen and point. Circle the school supplies.



Listen and point. Read.



Objectives

Students can follow and understand a story.
Students can identify the days of the week.
Students can identify school supplies.

Vocabulary

Key: art class, backpack, book, classmate, computer class, glue stick, music class, notebook, paintbrush, PE class, pencil, science class; days of the week

Extended: things, week

Language

Key: On Thursday we have music class. Frida forgets her book. Can I borrow a book? Yes, here you are. Thank you.

Extended: And this week she remembers to bring her own things. Does Frida have art class on Thursday? What does Frida borrow in science class?

Materials

Class CD, Story Cards Unit 1, Scenes 1 to 8, Cricket Tales, Extra Reading Activities (on the Teacher's Resource CD), Days of the Week Cards (on the Teacher's Resource CD), ball

Preparation

Print out the Days of the Week Cards.

Warm Up



Hold up the Days of the Week Cards (see Preparation) and call out the days. Have students repeat. Then, do the activity *Beat the Clock!*, on page xxviii of the Games section.

Explain



Display the Story Cards, Scenes 1 to 4 (see Materials), on the board. Play Track 11 (Scenes 1 to 4) and do the activity *Who Said That?*, on page xxvii of the Reading Stories section.

Listen and point. Read. 11

Distribute Student's Books. Have students open their books on page 14. Make sure everybody opens their book on the correct page. Play Track 11 (Scenes 5 to 8) and have students point to the pictures as they are mentioned in the recording. Play the track again and encourage students to point to the school supplies Frida borrows.

Track 11

Forgetful Frida (Scenes 5 to 8)

Narrator: On Thursday we have music class. Frida forgets her book. She asks her classmate...

Frida: Can I borrow a book?

Boy: Yes, here you are.

Frida: Thank you.

Narrator: On Friday we have science class. Frida forgets her glue stick. She asks her classmate...

Frida: Can I borrow a glue stick?

Girl: Yes, here you are.

Frida: Thank you.

Narrator: On Saturday Frida is at home. She opens her backpack.

Frida: Oh no! I have my classmates' things!

Narrator: She has her classmate's paintbrush from art class, a notebook from PE class, a pencil from computer class, a book from music class and a glue stick from science class.

On Monday Frida returns everything.

Frida: Thank you!

Boy and Girl: You're welcome.

Narrator: And this week she remembers to bring her own things.

Play the track again and have students listen and read the dialogues, by pointing to each word from left to right. Demonstrate the activity. Stop the recording when necessary.

Closing Activity



Display the Story Cards, Scenes 1 to 8, on the board. Do the activity *Retell the Story*, on page xxvii of the Reading Stories section. Finally, encourage students to say how they can keep their school supplies in order and in good condition.



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

Extension Activity



Do the activity *Bomb!*, on page xxviii of the Games section. Ask general questions about the story, such as *Does Frida have art class on Thursday? What does Frida borrow in science class?* Allow students to check the story in their Student's Book. Use the ball (see Materials).



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 color the things Frida borrows in the story. Then, have students trace the words.

Objectives

Students can identify days of the week and school subjects.

Vocabulary

Key: calendar; days of the week, school subjects

Extended: book, girl

Language

Key: Point to the days of the week. Do you have PE class on Monday?

Extended: Point to the calendar. What's this?

Materials

flashcards and mini-flashcards Unit 1 (all), small ball, sheets of construction paper (1 per student), markers or colored pencils, rulers (1 per student), construction paper (8 sheets per student), hole puncher, yarn

Preparation

Make "books" by punching two holes through sheets of construction paper and securing them with yarn. Each book should have 8 pages (one for the cover and one for each day of the week).

Warm Up



Do the activity *Bowling*, on page xxx of the Flashcards and Mini-flashcards Activities section. Use all the flashcards and mini-flashcards from Unit 1 and the small ball (see Materials).

Elaborate



To review the days of the week, do the activity *Days of the Week March*, on page xxii of the Vocabulary Presentation and Review section.

Listen and point.

Make a calendar.



Distribute Student's Books. Have students open their books on page 15. Make sure everybody opens their book on the correct page. Then, call students' attention to the picture of the girl holding up a calendar. Say the following and have students listen and point to the pictures you describe:

T: *Point to the calendar. What's this?*

Ss: *A calendar.*

Remind students that a calendar is a list that shows the days of the week and the events or activities you do on each day. Then, say:

T: *Point to the days of the week. Point to the school subjects the girl has each day. Point to computer class. Point to math class. Point to English class. Point to PE class.*

Monitor and provide help as necessary. Then, ask students to point to the picture of the girl making a calendar. Say *Look, she's making her calendar.* Explain to the students that they will make a calendar to show the days of the week and the classes they have on each day. Tell them they can mark on the calendar the classes they have every day or important dates, like a friend's birthday.

Distribute sheets of construction paper, markers or colored pencils and rulers (see Materials). Divide the board into five columns. Write the

days of the week in each of the columns. Have students trace the lines and write the days of the week on the construction paper.

T: *Do you have PE class on Monday?*

Elicit answers from students. Continue asking similar questions to elicit the classes students have on Monday. Have them draw pictures that represent the classes they have on that day. Do the same with the rest of the days of the week. Monitor and provide any needed help. Finally, have students close their books. Display the calendars in the classroom.

Closing Activity



Do the activity *Let's Share Our Work*, on page xxi of the Warm-Up and Closing Activities section.

Extension Activity

Give students their, "book," (see Preparation). Instruct them to write *Days of the Week* on the cover. Instruct them to write the days of the week on each page. Then, have students decorate each day of the week by drawing things they do on each day. Ask them to decorate the cover of their book. When they are finished, have students share their books with the rest of the class. Keep students' work in their portfolio.

Evaluate



PB

Have students complete page 15 of the Practice Book. Help students match the abbreviation to the day of the week.

Listen and point. Make a calendar.



Listen and point. Write.



learn **about nature**



a **musical instrument**



use **the computer**



paint



play **soccer**

Objectives

Students can identify what they do in certain school subjects.

Vocabulary

Key: computer, musical instrument, nature, paint, play, soccer, use; days of the week, school subjects

Extended: fun

Language

Key: Cricket, Cal and Crissy have science class on Monday. What do you do in science class, Cricket? I learn about nature.

Extended: What do you do in science class?

Materials

Class CD, ball

Warm Up

Do the activity *Ball!*, on page xxviii of the Games section. Make questions such as *What school subject do you have on (day of the week)? Do you like PE Class?* Elicit answers from students. Use the ball (see Materials).

Engage

Do the activity *Pass the Secret*, on page xxix of the Games section. Say, for example, *I have computer class on Friday. I have music class on Tuesday*, etc.

Listen and point. Write. 12

Distribute Student's Books. Have students open their books on page 16. Make sure everybody opens their book on the correct page. Call students' attention to the pictures and ask *Who is in the picture?* Encourage students to answer *Cricket, Cal and Crissy*. Say *Look, they are doing many fun things at school. Let's listen*.

Play Track 12. Have students point to the pictures as they are mentioned.

Track 12

Narrator: Cricket, Cal and Crissy have science class on Monday. What do you do in science class, Cricket?

Cricket: I learn about nature.

Narrator: They have music class on Tuesday.

What do you do in music class, Cal?

Cal: I play a musical instrument.

Narrator: They have computer class on

Wednesday. What do you do in computer class, Crissy?

Crissy: I use the computer.

Narrator: They have art class on Thursday.

What do you do in art class, Cricket?

Cricket: I paint.

Narrator: They have PE class on Friday.

What do you do in PE class, Crissy?

Crissy: I play soccer.

Distribute colored pencils. Point to the first picture and ask *What do you do in science class?* Encourage students to answer *I learn about nature*. Call students' attention to the first picture and the phrase below it. Point to each word and help students read the phrase aloud. Then, point to the word *learn*. Help students read the word aloud. Have them trace over the word. Do the same with the rest of the pictures and phrases. 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 section. Have students act out *learn about nature, play a musical instrument, use the computer, paint and play soccer*.

Extension Activity 09

Play Track 09 (see page T12). Have students sing and do the activity *Dance!*, on page xxvi of the Songs and Chants Activities section.

Explore

Have students complete page 16 of the Practice Book. Have students draw what they learn at school.

Objectives

Students can say what they do in class.

Vocabulary

Key: computer, musical instrument, nature, paint, play, soccer, use; days of the week, school subjects

Extended: bored, happy, play soccer, sad

Language

Key: In science class we learn about nature.

Do you like to learn about nature?

Yes, I do. / No, I don't.

Extended: What subject is this? What do you do in computer class?

Materials

Class CD, Class Activities Cards (on the Teacher's Resource CD), stick puppets or stuffed animal, paints, sheets of paper, paintbrushes (1 per student)

Preparation

Print out the Class Activities Cards.

Warm Up

Do the activity *Stand Up, Sit Down*, on page xx of the Warm-Up and Closing Activities section. Include the actions presented on page 16: *paint, learn about nature, use the computer, play a musical instrument, play soccer.*

Explain

Hold up the Class Activities Cards (see Preparation), one by one. Encourage students to identify the subjects and activities depicted. Ask, for example, *What subject is this? What do you do in computer class?*

Listen and point.

Color the activities Cricket likes.



Distribute Student's Books. Have students open their books on page 17. Make sure everybody opens their book on the correct page. Call students' attention to the pictures and say *Look, it's Cricket, Cal and Crissy. They are at school. What are they doing?* Help students say what the characters are doing. Provide help with any needed vocabulary. Then, draw students' attention to the first picture and ask *Is Cricket happy or sad?* Encourage students to answer. Draw students' attention to the second picture and ask *Is Cal happy or bored?* Elicit answers from students. Then, say *There are subjects Cricket likes and there are some subjects he doesn't like. Let's listen.* Play Track 13. Have students point to the pictures as they are mentioned.

Track 13

Crissy: *In science class we learn about nature. Do you like to learn about nature, Cricket?*

Cricket: *Yes, I do.*

Cricket: *In art class we paint. Do you like to paint, Cal?*

Cal: *No, I don't.*

Cricket: *In computer class we use the computer. Do you like to use the computer, Crissy?*

Crissy: *Yes, I do.*

Cal: *In music class we play instruments.*

Do you like to play instruments, Cricket?

Cricket: *No, I don't.*

Crissy: *In PE class we play sports and do exercise. Do you like to play sports, Cricket?*

Cricket: *Yes, I do!*

Play the track again and encourage students to nod their head when the answer is *Yes* or shake it if the answer is *No*. Next, distribute colored pencils. Hold up the Student's Book page so that students can see it clearly. Point to the first picture and ask *Does Cricket like to learn about nature?* Encourage students to say *Yes*. Continue in the same way with the rest of the pictures. Ask about what Cal and Crissy like. Next, ask students to color the frames of the pictures showing the activities Cricket likes. Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity

Do the activity *Crazy Pass*, on page xxi of the Warm-Up and Closing Activities section. Use the Class Activities Cards (see Preparation). Encourage students to say if they like the activities or not; for example, ask *Do you like to use the computer, Alberto?* Help students answer *Yes, I do* or *No, I don't*.

Extension Activity

Do the activity *Puppet Time*, on page xxi of the Warm-Up and Closing Activities section. Then, distribute paper, paintbrushes and paints (see Materials) and do the activity *Paint a Picture*, also on page xxi. Encourage students to draw what they mentioned in the previous activity.

Explain

Have students complete page 17 of the Practice Book. Have them match the pictures to the phrases. Then, have students color the happy or sad face according to what they like or don't like. Finally, have them trace the words.

Listen and point. Color the activities Cricket likes.



Listen and point. Write and read.



art class



nature



instruments



music class

Objectives

Students can say the phonemes /a/, /n/, /i/ and /m/.

Students can write the letters a, n, i and m.

Vocabulary

Key: art class, instruments, music class, nature

Extended: computer class, science class

Language

Key: Point to the art class. Say *art class*.

Extended: In computer class, I use computers. In science class, I learn about nature. What can you see?

Materials

Class CD, Class Activities Cards (see page T17), flashcards and mini-flashcards Unit 1 (*art class, instruments, music class*), 4 clothespins, pages 2a to 2c of phonemic awareness and phonics (on the Teacher's Resource CD)

Preparation

Print out the pages of phonics and phonemic awareness (1 per student).

Warm Up

Do the activity *Vocabulary Basketball*, on page xxii of the Vocabulary Presentation and Review section. Use the Class Activities Cards (see Materials). Encourage students to say *In computer class, I use computers. In science class, I learn about nature, etc.*

Explain

Do the activity *Sound Match-Up*, on page xix of the Phonemic Awareness and Phonics section, to practice the following beginning sounds: /a/ as in *art class*, /n/ as in *nature*, /i/ as in *instruments* and /m/ as in *music class*. Use the Class Activities Cards, the flashcards and the clothespins (see Materials).

Listen and point.

Write and read.

Distribute Student's Books. Have students open their books on page 18. Make sure everybody opens their book on the correct page. Ask *What can you see?* and encourage students to identify the pictures. Help students say what you do in art class or in music class. Also, say *I study nature in... class. I play instruments in... class*. Encourage students to complete the sentences by saying *science* and *music*, respectively. Next, draw students' attention to the letters in gray. Tell them to listen to the sound of each letter. Play Track 14 and have students listen to the sounds and point to the corresponding letters.

Track 14

Narrator: /a/ /a/ /a/. Point to the art class.

Say art class. Art class.

/n/ /n/ /n/. Point to nature. Say nature.

Nature.

/i/ /i/ /i/. Point to the instruments. Say

instruments. Instruments.

/m/ /m/ /m/. Point to the music class. Say

music class. Music class.

Play the track again and have students repeat the phrases. Then, distribute crayons. Say the sound /a/ and have students point to the letter. Then, ask them to trace the letter a in *art class*. Say *Art class* and help students read the phrase by pointing to each word, from left to right. Do the same with the remaining letters and phrases. Monitor and provide help as needed. Check. Finally, have students close their books.

Closing Activity

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

Extension Activity

Do the activity *Scattergories*, on page xxiii of the Vocabulary Presentation and Review section. Use the mini-flashcards (see Materials).

Explain

Have students complete page 18 of the Practice Book. Have students trace and say the words. Have them draw a picture for each word.

Objectives

Students can understand the importance of following rules in class.

Vocabulary

Key: art class, rules

Extended: teacher

Language

Key: Keep your materials in order.

Share your materials with your classmates.

Wear a smock to protect your clothes. Pay attention to the teacher.

Extended: What class is this? Art class. Point to the art teacher. This is the art class. The teacher has some rules for art class.

Materials

sheets of paper (1 per student), markers, assessment Unit 1 (on the Teacher's Resource CD)

Preparation

Print out the assessment (1 per student).

Warm Up

Review commands. Do the activity *Follow Me!*, on page xxi of the Warm-Up and Closing Activities section.

Elaborate

Have students sit in a circle. Take some time to talk to students about the importance of having and following rules in the classroom. Give examples of situations students are familiar with and help them realize how following rules help them work happily and in an organized way.

Listen and point. Say.

Distribute Student's Books. Have students open their books on page 19. Make sure everybody opens their book on the correct page. Draw students' attention to the pictures. Say *What class is this?* Encourage students to say *Art class*. Now say *Point to the art teacher*. Encourage students to point to the corresponding pictures. Say *This is the art class. The teacher has some rules for art class*. Point to sentence on page 19 and help students read it. Tell them to point to individual letters; for example, say *Point to the letter s. Point to the letter a. Point to the letter c*, etc. Then, say *Do you want to know these rules? Listen and point*. Say the following and have students listen and point to the corresponding pictures:

T: *Keep your materials in order.*
Share your materials with your classmates.
Wear a smock to protect your clothes.
Pay attention to the teacher.

Say the rules again and have students repeat. Then, ask students if they have these rules in art class. Help them say other rules they have in that class or in other classes. Provide help with any unknown vocabulary. Finally, have students close their books.

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 depicting *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/, /p/ and /t/.

Extension Activity

Do the activity *Alphabet Touch*, on page xxii of the Vocabulary Presentation and Review section. Have students review the letters *s*, *p*, *c* and *t*.



Values Series: Video Clip 1

Evaluate

Have students complete page 19 of the Practice Book. Say the following and have students circle the picture: Column 1. *In science class we learn about...* Column 2. *In art class we...* Column 3. *In computer class we...*

Assessment

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

Listen and point. Say.



Rules for Art Class

