

TEACHER'S EDITION

# BIG

3

# FUN

Mario Herrera  
Barbara Hojel



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# A Letter from the Authors



Hello! Welcome to the world of *BIG Fun*. We hope you will enjoy using this extraordinary program!

The language in each unit is presented through themes children are familiar with. Such themes provide foundations for the vocabulary and sentence structures that students learn in each unit. *Big Fun* also has engaging songs that use the language from the unit.

Playing is big in *Big Fun*! Children practice what they are learning by singing, reciting chants and poems, and playing games. To keep the classroom experience vibrant, we offer suggestions for small, large, and whole group activities.

*Big Fun* also introduces math concepts, provides pre-reading and beginning reading and writing activities, and highlights values while putting them into practice. *Big Fun* includes projects, where children use all the English they know to learn and talk about amazing topics from nature.

To top it all off, children participate in the assessment process throughout the year as they prepare for the end-of-year performance called *Show Time*, which parents can attend to witness what their children have learned during the year.

The most important thing is to have **big fun** in the classroom!

Enjoy teaching English!

Barbara Hojel  
Mario Herrera

## Mario Herrera



Mario Herrera holds a BA in Education and an MA in TEFL. He has authored and co-authored bestselling ELT programs worldwide, including *Balloons*, *Pockets*, *Parade*, *Backpack*, *Big English*, and *Cool Chat*, which range from preschool to secondary school levels. He has 25 years of experience training teachers and travels around the world on behalf of Pearson Education conducting seminars and workshops with large numbers of participants. He has won several academic awards.

## Barbara Hojel



Barbara Hojel has an MA in education from The Johns Hopkins University and over 34 years of experience teaching very young children and training teachers. She has led workshops and trained teachers around the world. She has authored and co-authored material for very young learners: *Pockets*, *Hip Hip Hooray Starter Level*, *My ABC Storybook*, *Buttons*, *English for Me! Storybooks*, *Balloons*, and the *My English Book* series. She has also written material for teachers: *EFL/ESL Class Starters*, *Poems*, and *Fingerplays*.





# Components

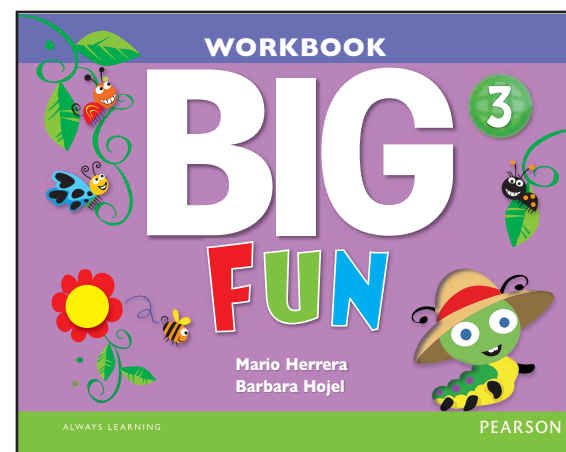
## Student Book with CD-ROM

The Student Book contains eight units with developmentally appropriate and fun theme-related activities. Each unit is 12 pages long. After each unit, students are guided to the Show Time unit, where they keep track of what they are learning in preparation for a final, end-of-year show. *Big Fun* presents target language in context. A cute insect mascot (ant in Level 1, cricket in Level 2, and caterpillar in Level 3) leads the children through their practice activities. Press-outs or Cutouts and Stickers provide additional fun and enhance psychomotor skill development. Skills that young learners need are systematically introduced so that, by the end of Level 3, they are able to read and write words and simple sentences. Theme-related Little Books promote children's interest in reading and provide an important home-school connection. A well-developed math curriculum presents numbers 1–3 in Level 1, 1–20 in Level 2, and 1–100 in Level 3. Children develop basic math skills, beginning with shape recognition, followed by counting and, finally, sequencing. The *Amazing nature* segment allows students to explore an aspect of nature, with a hands-on project to extend learning. The CD-ROM includes various fun theme-related activities as well as the Little Book animations.



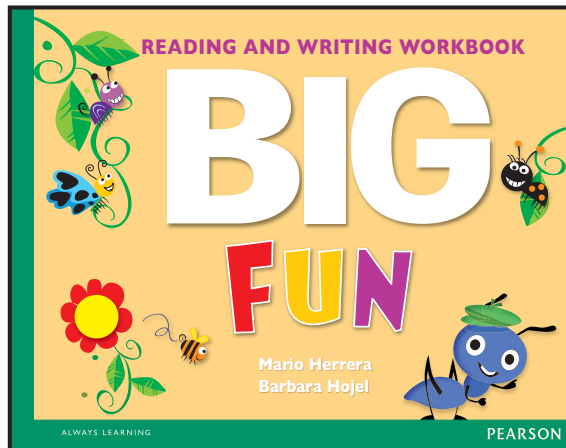
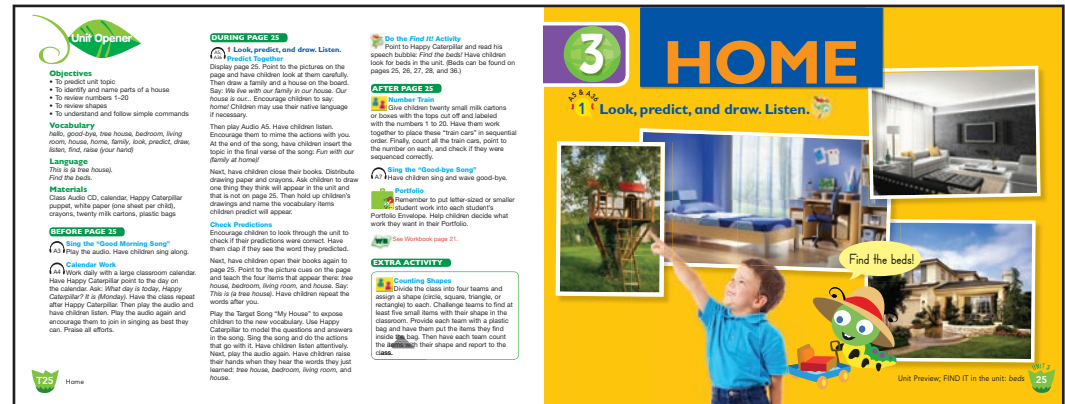
## Workbook with Audio CD

The Workbook gives children focused reinforcement and extension. It can be completed in class or as homework. A variety of activities recycle the vocabulary and language structures. The accompanying Audio CD contains the Little Book audio tracks and the songs and chants from the Student Book. Together with their families, children can read the stories, sing, and chant along with the Audio CD as they demonstrate the gestures they have learned in class.



# Interleaved Teacher's Edition with ActiveTeach

The Teacher's Edition contains full-size Student Book pages and provides step-by-step, teacher-friendly lesson plans. The first two pages of each unit give an overview of content and materials. The lessons follow a three-step plan for using each Student Book page: *Before*, *During*, and *After*. The Teacher's Edition contains photocopiable letters to students' families that explain what the children are learning and that enable the families to understand and support their children's growth. The ActiveTeach contains an interactive version of the Student Book, resource material for teachers, and a Songs video, including TPR gestures and movements for teachers and children to follow. There is also a wonderful Show Time video, which demonstrates how to set up the end-of-year show. In addition, it includes the Little Book animations, songs, chants, and Picture Cards.



## Reading and Writing Workbook

The Reading and Writing Workbook offers additional letter, pre-reading, and pre-writing practice for Level 3. Illustrations and photographs provide strong visual support.



## Class Audio CD

Original songs and chants will delight both teachers and children. Vocabulary structures, conversations, listening activities, and Little Book narrations are also included on the Audio CD.



## Posters



Five posters per level provide additional reinforcement of important concepts. The *Show Time* Posters will help teachers pull together children's ideas and create a fantastic year-end show!

## Picture Cards



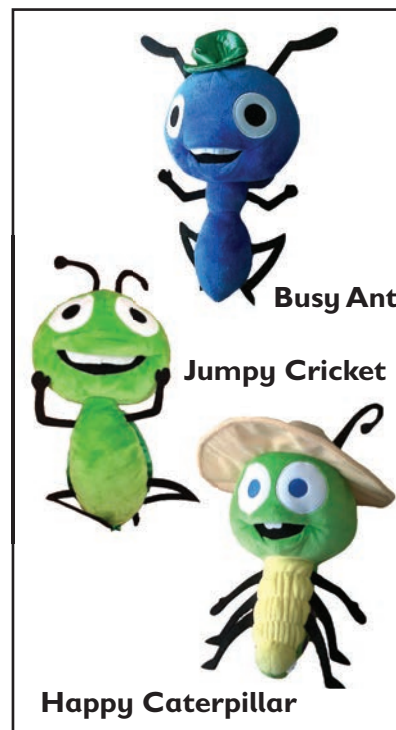
A set of Picture Cards with photos provides fun ways to recycle and practice target vocabulary. The Picture Cards also appear in the ActiveTeach.

## DVD

The DVD program entertains as it educates. It contains three elements: 10 songs per level that showcase gestures (TPR), the Little Books—which come to life as Animated Stories—and the Show Time video, which demonstrates to teachers how to prepare for the end-of-the-year show. These three elements are also found in the ActiveTeach.



## Puppets



Plush puppets, one per level, help teachers model the language using the adorable Student Book mascots.

## Companion Website

Since *Big Fun* is the steppingstone to *Big English*, visit [www.pearsonelt.com/bigenglish](http://www.pearsonelt.com/bigenglish) for more information on the program and a preview of what's to come!







# The Big Ideas behind *Big Fun*

*Big Fun* teaches young children English in the same way they learn their native tongue—by making sure they listen, imitate, repeat, and begin to speak on their own. Starting with basic vocabulary and target language, children learn English in the context of eight engaging themes. They learn about math, reading and writing readiness, values, and nature as they practice their motor skills and have fun doing creative projects. Children learn English, transfer knowledge, and become critical thinkers.

## Language Development

Children enjoy learning as they use English in meaningful ways. Once children can understand and follow directions, understand what others are saying, and be understood, they are communicating. *Big Fun* helps students reach this language development goal by means of simple conversation practice and memorable songs included in the audio program. Additional songs and chants in the Teacher's Edition enrich the overall program.

## Reading and Writing Readiness

Readiness helps children master the skills that are the bases for reading and writing in English. By the end of Level 2, children will have learned a few letters and sounds, and, by the end of Level 3, they will have begun to read and write words. Since English is not a phonetic language, children will learn sight words and how to sound out words. They will be able to read simple sentences and write a few sentences. A Reading and Writing Workbook supports and extends these skills.

## 21st Century Skills

Young learners need to acquire knowledge and skills to live successfully in today's increasingly complex world. *Big Fun* presents language and engages children in activities embedded within the four “C’s” that are foundational for 21st Century Skills: Critical thinking/problem solving, Creativity/Innovation, Communication, and Collaboration. The Teacher's Edition supports the development of these skills through fun and challenging activities.

## Young Learners English (YLE)

Children are guided to learn listening and speaking skills for practical use in natural contexts. The dialogues introduced in each unit begin preparation for the kinds of listening and speaking assessments in the YLE exams.

## Competency-based Education (CBE)

*Big Fun* features competency-based activities that promote learning through discovery and the development of life skills within the following formative areas: *Personal and Social Development, Physical Development and Health, Mathematical Thinking, Language and Communication, Artistic Expression and Appreciation, and Discovering Our World.* *Big Fun* helps young children achieve autonomy and develop critical thinking skills, enabling them to integrate successfully into the real world.

# Program Features

## Little Books

Theme-related Little Books offer children interesting and entertaining reading and provide an important home-school connection. Parents will be delighted to see how much their children are learning and can share in the process. The Little Books are also provided as “Animated Stories” on the CD-ROM that children can take home. They show the same language and vocabulary in the Little Books, but the scenes come alive with movement and music! Teachers can also use these stories in class by playing the DVD video or by accessing them on the ActiveTeach.

## Values

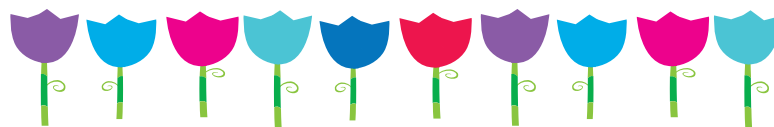
Encouraging values in young children is as important as teaching skills in the classroom! Teachers are given illustrated scenarios throughout the Student Book, plus songs, chants, and games, to help convey the meaning of a particular value to children. By the time children finish Level 3, many will be able to talk about the values in a meaningful way.

## Amazing! and Projects

*Amazing!* is a special feature focusing on nature, with a gentle introduction of CLIL (Content and Language Integrated Learning). *Amazing!* is divided into two parts. The first part showcases close-up photographs to engage children and make them want to learn about the topic. Teachers can also bring in real objects for children to observe, touch, smell, listen to, or taste. The second part offers a project page where children can make something to enhance their understanding of the previous lesson.

## Show Time

*Show Time* assesses children’s progress and invites collaboration in an end-of-the-year show for friends and parents. Based on principles of Assessment for Learning, children review what they have learned throughout the year, as a step toward reflecting on their own learning. Their awareness that they are learning and their understanding about when they need to ask for help are the first steps in helping children assess their own learning. Children record what they liked best after completing each unit in the unit Wrap-up. In Unit 9 the teacher uses these personal responses to plan the show. The *Show Time* Poster helps teachers organize all the children’s ideas. Then the class makes background scenery and costumes, and everyone enjoys Show Time!



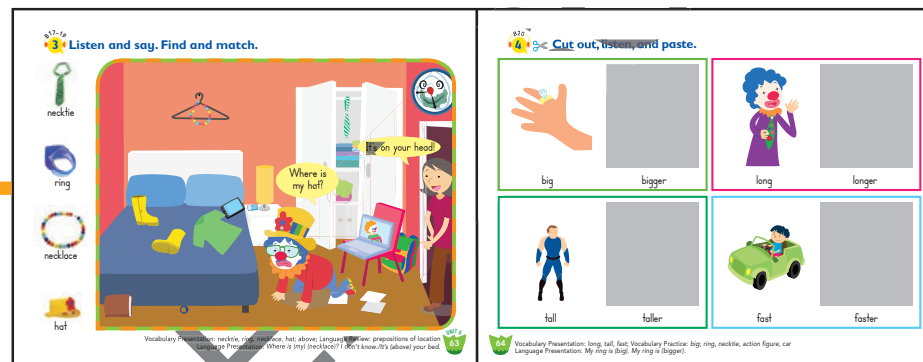
# A Student Book Unit

The unit opener includes a “Find It” vocabulary item that children search for throughout the unit. Children use picture clues to predict the unit theme, and they work on academic skills such as reasoning and critical thinking.



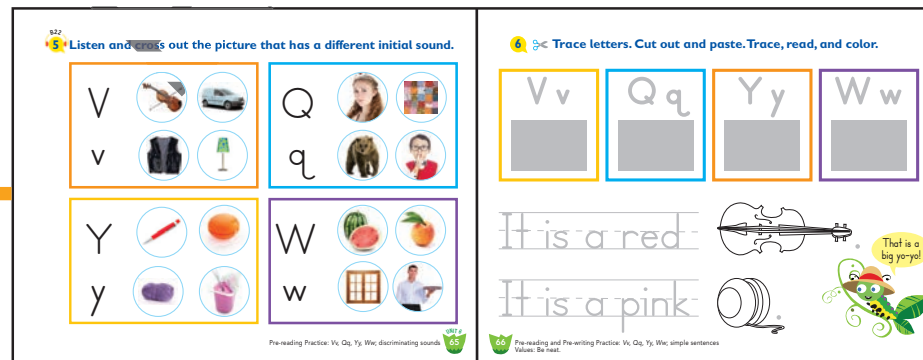
Target language is introduced and practiced with half of the new vocabulary. Children play games and sing songs.

A new context is used to review the target structure presented on the previous page. Children are introduced to the second half of the new target vocabulary, which is related to the vocabulary learned on the previous page.



Additional vocabulary and language practice is provided. Cutouts provide more fun and help develop psychomotor skills.

Children continue to develop reading readiness by identifying uppercase and lowercase letters and discriminating initial sounds.



Reading and writing development continues in Level 3. Children trace uppercase and lowercase letters. They also read and write simple sentences. There is a section on the Reading and Writing Readiness page in the Teacher's Edition where values are presented and reinforced with a task.





Each unit has a pull-out Little Book with audio support. Role-plays and Animated Stories on the CD-ROM, the DVD, and ActiveTeach provide extensions.



Children identify and trace numbers. They count from 1 to 100 and start to tell time.



Amazing! provides an introduction to CLIL using nature photography. Students are asked to take a closer look at the natural world that surrounds them.

A project extends the learning from Amazing! It helps develop problem-solving skills, creativity, and imagination.



The Wrap-up revisits language and vocabulary. Then children go to the Show Time page, choose their favorite activity from the unit, and draw or write a personal response.



# TIPS FOR TEACHERS

**Create an environment for learning.** Make sure children can access materials on their own. You can label shelves and containers of the materials with symbols or shapes so children know where to put away the items. This makes dealing with materials easier.

**Create a Helper chart.** This chart will help teach children responsibilities. You can do this daily by picking names at random so children get different tasks.

**Create a Classroom Rules chart.** This chart will remind children how you expect them to behave. Keep the rules positive and simple, for example: *We are all friends; We use inside voices; We walk in class; We help each other; We keep our classroom neat.*

**Create a Portfolio for each student.** Portfolios are a very visual and concrete way of assessing children's progress throughout the year. In their portfolio, they will keep work they feel good about and that shows their progress. As children advance through the program, they will become more aware of what to include in the portfolio.

**Plan, plan, plan!** Read your Teacher's Edition before you plan your week. It will give you an overview of what materials are needed and ideas for activities that you can add to your own.

**Use icons for quick reference.** The following icons appear throughout the *Big Fun* Student Books and Teacher's Editions.



Find It!



21st Century Skills



Math



Show Time



Speaking



Workbook



Home-School Connection



Portfolio



Competency-based Education



Game



Art



Audio



Assessment for Learning



Project



Amazing

# Time Guidelines

The Student Book can be taught one unit per month. If you teach 30 minutes each day, five days a week, follow the white section of the chart below. The gray section shows how to teach more. If you teach fewer days a week, spend less time on each section of the lesson.

Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	<b>Opener</b> BEFORE, DURING	AFTER + WB	<b>Target Language</b> BEFORE, DURING	AFTER + WB	<b>Target Language</b> BEFORE, DURING
	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER
<b>2</b>	AFTER + WB	<b>Practice</b> BEFORE, DURING	AFTER + WB	<b>Reading Readiness</b> BEFORE, DURING	AFTER + WB
	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework
<b>3</b>	<b>Reading and Writing Readiness</b> BEFORE, DURING	AFTER + WB	<b>Little Book</b> BEFORE, DURING	AFTER + WB	<b>Math</b> BEFORE, DURING
	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER
<b>4</b>	AFTER + WB	<b>Amazing</b> BEFORE, DURING	AFTER + WB	<b>Project</b> BEFORE, DURING, AFTER	<b>Wrap-up</b> BEFORE, DURING, AFTER
	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	BEFORE, DURING, AFTER

WB = Workbook

The WB can be done in class or taken home as homework, in which case an Extra Activity can be done in class.

# Scope and Sequence

Unit and Theme	Topics and Themes	Communication Objectives	
<b>1 At School</b>	School workers; school workers' tasks; places at school; days of the week; numbers (zero to nineteen); action verbs	Identify and name school workers; describe school workers' tasks; identify location of people (upstairs, downstairs, inside, outside); identify and trace numbers 1–19; count to 19; count sets of ten; understand and follow simple commands	
<b>2 Feelings</b>	Feelings/healthy habits; parts of the body; numbers (twenty to twenty-nine); action verbs	Identify and name feelings; identify and name healthy habits; identify and trace numbers 20–29; count to 29; count sets of ten; understand and follow simple commands	
<b>3 Home</b>	Parts of a house; furniture items; numbers (thirty to thirty-nine); action verbs	Identify and name parts of a house; identify and name furniture items; identify location of family members in a house; identify activities families do at home; indicate location of furniture items; identify and trace numbers 30–39; count to 39, count sets of ten; understand and follow simple commands	
<b>4 Recycle</b>	Recyclable items; art supplies; numbers (forty to forty-nine); action verbs	Identify and name recyclable items; identify and name art supplies; communicate what one is using; express needs; communicate what one is making; identify and trace numbers 40–49; count to 49; count sets of ten; understand and follow simple commands	
<b>5 Eating Out</b>	Food and drinks; tableware; food categories; numbers (fifty to sixty-nine); action verbs	Identify and name people and items in a restaurant; identify and name food and drinks; identify and name tableware items; order in a restaurant; learn the possessive adjective <i>your</i> ; categorize food; express likes and dislikes; identify and trace numbers 50–69; count to 69; count sets of ten; understand and follow simple commands	
<b>6 Our Things</b>	Things/belongings; numbers (seventy to eighty-nine); action verbs	Identify and name belongings; communicate what one is looking for; indicate location of things; use possessive adjectives; compare things; identify and trace numbers 70–89; count to 89; count sets of ten; understand and follow simple commands	
<b>7 Animals</b>	Zoo animals; numbers (ninety to one hundred); action verbs	Identify and name zoo animals; describe animals; describe animals' actions; use time expressions in relation to zoo tasks; identify and trace numbers 90–100; count to 100; count sets of ten; understand and follow simple commands	
<b>8 Places</b>	Places; outdoor activities; telling time; action verbs	Identify and name places; express wants; identify and name outdoor activities; identify and name types of weather; use sequence words ( <i>first, then, last</i> ); describe means of transportation; tell time (o'clock); understand and follow simple commands	

	Target Language	Reading and Writing Readiness	CLIL Math	CLIL Amazing! Nature and Science	Value	
	Who is (he)? (He) is the (music teacher). What does the (janitor) do? (He) (cleans the school).	Where is the (secretary)? (She) is in the (office).	Identify and trace uppercase and lowercase letters Ff, Ss, Mm, and Aa; identify initial sounds /f/, /s/, /m/, and /æ/; trace words and use rebuses to read simple phrases; practice motor skills; practice visual discrimination	Numbers (1–19)	Observing how bees work together to make a honeycomb	Respecting others
	Are you OK? Yes, I am. I'm (amazed)./No, I am not. I'm (sad).	What are you doing? I'm (exercising).	Identify and trace uppercase and lowercase letters L, T, P, and E; identify initial sounds: /l/, /t/, /p/, and /e/; read phrases using words and rebuses; practice motor skills; practice visual discrimination	Numbers (20–29)	Observing how animals protect themselves	Staying healthy
	Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing with a ball).	Where is the (bed). It is (in the bedroom).	Identify and trace uppercase and lowercase letters Nn, Cc, Gg, and Ii; identify initial sounds /n/, /k/, /g/, and /i/; trace words and use rebuses to read simple sentences; practice motor skills; practice visual discrimination	Numbers (30–39)	Observing that spiders make webs to catch food	Respecting differences
	What are you using? I'm using (tape). What do you need? I need (glue).	What are you making? We're making (a duck).	Identify and trace uppercase and lowercase letters Hh, Rr, Bb, and Oo; identify initial sounds /h/, /r/, /b/, and /o/; trace words and use rebuses to read simple sentences; practice motor skills; practice visual discrimination	Numbers (40–49)	Observing how seeds travel	Not wasting things
	May I have (a menu), please? Yes, of course. Is this your pizza? Yes, it is. Thank you./No, it isn't. What do you want for (the main dish)? I want (chicken), please.	What do you want to (drink)? I want (water), please. Do you like (milk)? Yes, I do./No, I don't.	Identify and trace uppercase and lowercase letters Jj, Kk, Dd, and Uu; identify initial sounds /j/, /k/, /d/, and /u/; trace words and use rebuses to read simple sentences; complete words by writing the initial letter; practice motor skills; practice visual discrimination	Numbers (50–69)	Observing patterns in nature	Helping each other
	What are you looking for? I'm looking for my (cell phone). Where is (my necklace)? I don't know./It's (above) your bed.	My ring is (big). My ring is (bigger).	Identify and trace uppercase and lowercase letters Vv, Qq, Yy, and Ww; identify initial sounds /v/, /kw/, /y/, and /w/; trace words and use rebuses to read simple sentences; practice motor skills; practice visual discrimination	Numbers (70–89)	Observing how feathers help male peacocks get attention	Being neat
	Do you see the (kangaroos)? Yes, I do. They're (fast)! What are the (monkeys) doing? They are (eating). They're hungry!	(In the morning), the zookeeper (opens the zoo).	Identify and trace uppercase and lowercase letters Xx and Zz; identify initial sound /eks/ and final sound /ks/; identify initial sound /z/; trace words and read simple sentences; practice motor skills; practice visual discrimination	Numbers (90–100)	Observing life around a coral reef	Working as a team
	Where do you want to go? I want to go to the (mountains). What can we do? Let's go (hiking). Today is (sunny).	(First), we can go (hiking). What time is it? It's (2) o'clock. I see (a plane). It is (big).	Trace and write words; read simple sentences; write simple sentences; practice fine motor skills; practice visual discrimination	Tell time (o'clock)	Observing that caterpillars make cocoons and then become butterflies	Sharing



## Communication Objectives

Identify and name school workers

Describe school workers' tasks

Understand and follow simple commands

Identify places at school

Identify location of people:  
*upstairs, downstairs, inside, outside*

## Topics and Key Vocabulary

### School Workers:

*principal, secretary, English teacher, music teacher, gym teacher, janitor, gatekeeper, bus driver*

### Places at School:

*classroom, office, bathroom, playground*

### Days of the Week

### Numbers:

*zero to nineteen*

### Action Verbs:

*run, jump, walk, hop, clap, sleep, wiggle, sing, dance, march, turn around, wave, shake, stretch, stand up, sit down, look, predict, draw, listen, say, find, match, guess, teach, clean, open, close, drive, help, play, learn, tap, trace, cross out, scratch, roar, cut out, paste, read, respect, count, stick, blink, stomp, work, build, make, fold, tape, paint, bend, ask, answer, check*

### Nature and Science Words:

*bee, honeycomb*

## Target Language and Structures

*Who is (he)? (He) is the (music teacher).*

*What does the (janitor) do? (He) (cleans the school).*

*Where is the (secretary)? (She) is (in the office).*

## Content Connections

### Math:

Identify and trace numbers: 1–19

Identify and count sets of 10

Count to 19

### Nature and Science:

Observe how bees work together to make a honeycomb

### Art

Make bees

### Music:

Sing and act out songs

Move and dance to music

### Language Arts:

Say and act out chants

Role-play

## Amazing and Project

Observe how bees work together to make a honeycomb

**Project:** *Make Bees*

## Little Book

*Who Is She?*

# UNIT 1 OVERVIEW

## Reading and Writing Readiness

Practice motor skills

Practice visual discrimination

Identify and trace uppercase and lowercase letters: *Mm, Ss, Ff, Aa*

Identify initial sounds: /m/, /s/, /f/, /æ/

Trace words and use rebuses to read phrases

## Competency-based Education

Competency work within the following formative areas:

### Mathematical Thinking:

Use numbers in diverse situations to draw on the principles of counting; Math page, p. T9

### Language and Communication:

Obtain information through diverse forms of oral expression; Vocabulary pages, pp. T2–T3

## Home-School Connection

Take home the Little Book

Use props to role-play at home

Take home Show Time drawings

## Values

Respecting others

Overview

# Unit Opener

## Objectives

- To exchange greetings
- To predict unit topic
- To identify school workers
- To understand and follow simple commands

## Vocabulary

hello, good-bye, bus driver, music teacher, English teacher, run, jump, walk, hop, clap, sleep, wiggle, sing, dance, march, turn around, wave, shake, stretch, stand up, sit down, look, predict, draw, listen


## Language

Do we find (a music teacher) at school?  
Find the bus drivers.

## Materials

Class Audio CD, Happy Caterpillar puppet, paper, pencils, Portfolio Envelopes

## BEFORE PAGE 1

 **Sing the “Good Morning Song”**  
A3 Play the audio and have Happy Caterpillar welcome children to class. Turn to the puppet and say: *Good morning, Happy Caterpillar! I am glad to see you.* Have him answer: *Good morning, teacher and children.* Then encourage children to say: *Good morning.*

## Actions Whisper Game

Invite a child to the front and whisper a familiar action to him/her: *run, jump, walk, hop, clap, sleep, wiggle, sing, dance, march, turn around, wave, shake, stretch, stand up, or sit down.* Invite him/her to perform the action, and have the rest of the class call out the name of

the action and mimic the child. Continue the procedure for the rest of the actions and with other children.

## DURING PAGE 1

### **1 Look, predict, and draw. Listen.**

#### **Predict Together**

Display page 1 and have children look at the pictures. Ask: *Where can we find these people?* They may say it in their native language if they cannot say it in English: *Yes, very good. We can find these people at school. What do you think this unit will be about?* Encourage children to answer: *School.* Then play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing word: *Fun with (school)!* Next, have children close their books. Hand out paper and pencils and invite children to draw one more person of school worker that they imagine will appear in the unit based on the topic they just predicted. When finished, invite children to hold up their drawings and name the item that they drew.

#### **Check Predictions**

Have children flip through the pages of the unit to check their predictions. Have children clap if they see the school worker they predicted. Then display page 1 again. Point to the pictures on the page and ask: *Do we find a music teacher at school? Do we find a bus driver at school?* Elicit affirmative answers in each case. Continue the procedure for the rest of the pictures.

Next, point to the top left picture and ask children what they see. Elicit: *children, musical instruments, teacher, etc.* Point to the woman and tell children: *She is a music teacher.* Have children repeat after you. Continue the procedure with the rest of the pictures.

Finally, play the Target Song “People at School” (A8) to expose children to the new vocabulary.

Encourage children to mimic your gestures for the song. As each target word is mentioned, have children jump in place. Encourage them to clap at the end of the song.

### **Do the Find It! Activity**

Point out Happy Caterpillar with the bus driver and say: *Find the bus drivers.* Encourage children to flip through the Unit 1 pages. Repeat: *Find the bus drivers.* (There are bus drivers on pages 1, 2, 3, and 12.)

## AFTER PAGE 1

### **Sing the “We Have Finished Chant”**

A6 Play the audio and invite children to join in with the actions. Play the audio a second time and have children join in when they can.

### **Sing the “Good-bye Song”**

A7 Play the audio. Invite children to sing along and wave good-bye.

### **Portfolio**

Gather letter-sized or smaller work throughout the year for Portfolios for Level 3. Use the Stickers envelope as the Portfolio. Attach one “Portfolio” Sticker to each envelope and write the child’s name on it. Add to the Portfolio work that children feel good about and that shows their progress.

 See Workbook page 1.

## EXTRA ACTIVITY

### **School Tour**

Take children on a tour of the school. Introduce them to each school worker in turn and say what they do: *This is (Ms. Thompson). (She) is the (music teacher).* Encourage children to greet each person they meet.



# 1

# AT SCHOOL

A5 & A8

1 Look, predict, and draw. Listen.



Find the bus drivers.



Unit Preview; **FIND IT** in the unit: *bus drivers*

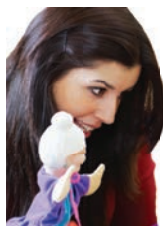
# 2 Listen and say. Find and match.



principal



secretary



English teacher



music teacher



# Vocabulary

## Objectives

- To identify school workers
- To repeat names of school workers
- To review inside and outside
- To review the days of the week
- To understand and follow simple commands

## Vocabulary

*school, principal, secretary, English teacher, music teacher, inside, outside, days of the week, listen, say, find, match, guess*

## Language

*Who is (he)? (He) is the (music teacher).*

## Materials

Class Audio CD, Happy Caterpillar puppet, *principal, secretary, English teacher, and music teacher* Picture Cards, a large calendar with the days of the week, pencils

## BEFORE PAGE 2

### Vocabulary Presentation

Hold up each Picture Card in turn and name it: *principal, secretary, English teacher, and music teacher*. Have Happy Caterpillar name them after you. Then invite children to repeat the names. Next, point to yourself and say: *I am (an)...* Pause and elicit: *English teacher*.

### Sing "How Many Days?"

A4 Display a large calendar and have children look at it. Point to each day of the week, have Happy Caterpillar say the day, and have children repeat after him. Then play the audio and have children join in when they can. Have the puppet point to each day as it is mentioned.

### Sing the Target Song

A8 Play the Target Song "People at School." Sing the questions and have Happy Caterpillar sing the answers. Show the appropriate Picture Card each time a person is mentioned.

## DURING PAGE 2



2 Listen and say. Find and match.

principal secretary English teacher  
music teacher

Use the puppet to say the dialogue that goes with the scene: *Who is he? He is the music teacher*. Play Audio A10 and point to the corresponding illustrations as children repeat the target language.

Who is she? She is the principal.  
Who is she? She is the secretary.  
Who is she? She is the English teacher.  
Who is he? He is the music teacher.

## AFTER PAGE 2



### Guess Who!

Invite a child to the front and give him/her one of the four Picture Cards, ensuring that the rest of the class does not see it. Invite him/her to act out the person on the card. Invite him/her to use props in the classroom to help. Ask children: *Who is (he)?* Invite them to guess which person is being acted out: *(He) is the (music teacher)*. Continue the procedure for the rest of the Picture Cards and with other children.



See Workbook page 2.

## EXTRA ACTIVITY



### Make Me Guess

Show a Picture Card for one of the school workers to the children without looking yourself. Invite a volunteer to impersonate the school worker on the card and have you guess which person it is. Continue the procedure for all the Unit 1 Picture Cards.

# Vocabulary

## Objectives

- To identify school workers
- To repeat names of school workers
- To describe school workers' tasks
- To review: *inside, outside, upstairs, downstairs*
- To understand and follow simple commands

## Vocabulary

*school, principal, secretary, English teacher, music teacher, gym teacher, janitor, gatekeeper, bus driver, inside, outside, upstairs, downstairs, listen, say, find, match, teach, clean, open, close, drive, help, play, learn, sing*

## Language

*Is the (English teacher) (upstairs) or (downstairs)? (He) is (upstairs). What does the (janitor) do? (He) (cleans the school).*

## Materials

Class Audio CD, Happy Caterpillar puppet, Unit 1 Picture Cards, pencils, ball

## BEFORE PAGE 3

### Vocabulary Presentation

Hold up each Picture Card and have Happy Caterpillar say the name of the corresponding person. Have children repeat after the puppet. Then hold up each Picture Card again and have children say the name and mimic the action.

### Sing the Target Song

A8 Play the Target Song "People at School" and have children listen attentively and join in when they can. Each time a person at school is mentioned, hold up the corresponding Picture Card.

## DURING PAGE 3

**CBE** **A11-A13** **3 Listen and say. Find and match.**

Play Audio A11. Point to the photos of the vocabulary items, name them, and have children repeat them after you. Next, point to the scene and ask: *Is the English teacher upstairs* (mime climbing stairs) *or downstairs* (mime descending stairs)? Then point to the upper section of the picture and then to the lower section. Elicit: *He is upstairs!* Next, point to the bus driver and ask: *Is the bus driver inside or outside?* Elicit: *Outside.* Continue to ask about the location of each person. Then show children how to trace a line from the photo of each person at school to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil.

gym teacher janitor gatekeeper bus driver

Next, point to each person in turn and ask: *What does a bus driver do?* Elicit a simple action for each person. Then point to the scene and say the dialogue that goes with it: *What does the janitor do? He cleans the school.* Play Audios A12 and A13 and point to the corresponding scenes as children repeat the target language.

What does the gym teacher do?  
She teaches us exercises and games.  
What does the janitor do? He cleans the school.  
What does the gatekeeper do? He opens and closes the gate.  
What does the bus driver do? She drives the school bus.

What does the principal do? She helps the teachers.  
What does the secretary do? She helps the principal.  
What does the English teacher do? He teaches us English.  
What does the music teacher do? He plays the piano. He helps us learn to sing.

## AFTER PAGE 3

### Name the School Worker

Attach the Unit 1 Picture Cards to the board and give a description of a school worker: (*She drives the school bus*). Have children point to the appropriate Picture Card and say the name of the school worker. Continue the procedure for all the Picture Cards.

**WB** See Workbook page 3.

## EXTRA ACTIVITY

### School People Ball Toss

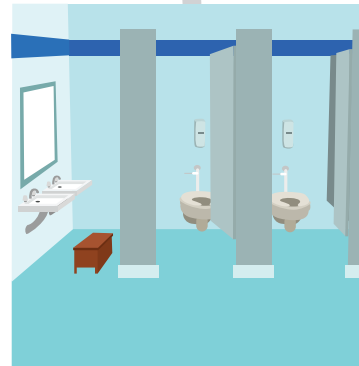
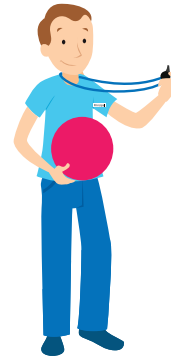
Have children stand and form a circle. Show a picture of a school worker and toss a ball to a child. Invite the child to name the person and have the rest of the class repeat: (*English teacher*). Then invite the child to toss the ball to a classmate and have him/her say what the corresponding school person's tasks are: (*She teaches us English*). Help children when needed. Continue until all children have participated.



# Listen and say. Find and match.



# Listen, trace, and say.



## Practice

### Objectives

- To identify and name school workers
- To identify location of school workers
- To practice visual discrimination
- To understand and follow simple commands

### Vocabulary

*school, classroom, office, bathroom, playground, secretary, principal, gym teacher, janitor, listen, trace, say, look, guess, run, tap*

### Language

*Where is the (secretary)? (She) is (in the office).*

### Materials

Class Audio CD, Happy Caterpillar puppet, pencils, Unit 1 Picture Cards

### BEFORE PAGE 4

#### School Workers Review

Hold up the *secretary, principal, gym teacher,* and *janitor* Picture Cards in turn. Ask children: *Who is (he)?* Elicit: *(He) is the (janitor).* Then, if possible, take children for a short trip around the school premises to teach: *classroom, office, bathroom, and playground.* Take Happy Caterpillar with you and have him say the names of the places. Have children repeat. For each place, hold up the appropriate Picture Card of the school worker. Say: *The (secretary) is (in the office).* Have children repeat after you.

### DURING PAGE 4

#### 4 Listen, trace, and say.

A14 Display page 4. Point to the school workers, name them, and have children repeat after you. Repeat the procedure with *classroom, office, bathroom, and playground.* Next, play the audio. Have children listen. Play the audio again. Encourage children to follow and trace the paths from the workers to the corresponding places. Finally, ask: *Where is the secretary?* Encourage a volunteer to answer: *She is in the office.* Continue with the remaining school workers.

### AFTER PAGE 4

#### Sing the Target Song

A8 Display the Picture Cards one by one and elicit the name of each school worker. Then distribute the Picture Cards randomly to children and have them form a circle. Play Audio A8 and have children join in when they can. Each time a school worker is mentioned, pause the audio and have the child with the corresponding Picture Card hold it up for everyone to see. Next, redistribute the Picture Cards and repeat the exercise.

#### Look and Guess

Divide the class into two teams: A and B. Invite a child from team A to come up. Whisper a school worker and have the child mime the actions of that worker. Encourage children on team A to try to guess the worker. If they do so, they win a point for their team. Repeat the procedure until all school workers have been identified, alternating teams. The team with the most points wins the game.

WB See Workbook page 4.

### EXTRA ACTIVITY

#### Run and Tap!

Attach the Picture Cards to the board and have children form two lines on the other side of the room. Call out the name of a school worker and invite the first child in each line to race to and tap the corresponding Picture Card. Once a child has tapped the correct Picture Card, have those two children go to the back of their lines. Repeat the procedure until all children have participated.

## Objectives

- To identify initial sounds: /m/, /s/, /f/, /æ/
- To discriminate initial sounds
- To identify uppercase and lowercase letters: Mm, Ss, Ff, Aa
- To understand and follow simple commands

## Vocabulary

moon, milk, monkey, lollipop, sandwich, sun, seal, banana, farmer, fish, carrot, fan, alligator, ant, apple, nest, listen, cross out, scratch, roar

## Language

Does (lollipop) start with (/m/)? (No!)  
Cross out the (lollipop).

## Materials

Class Audio CD, Happy Caterpillar puppet, pictures of the Phonics words from the lesson, Unit 1 Picture Cards, pencils

## BEFORE PAGE 5

### Initial Sounds

Write Mm on the board and ask children to tell you the name of the letter. Say: *Does this letter say M when it talks? No, it says /mmmm/! /Mmmm/ like mmmother!* Display pictures for moon, monkey, and milk. Say the words and have children repeat. Then show a picture of a lollipop and elicit its initial sound (/l/). Ask children: *Is this sound the same or different?* Elicit that it is different. Introduce the letters Ss, Ff, and Aa in the same way, each time having children discriminate the sounds and using a picture that represents each letter sound.

## DURING PAGE 5

### 5 Listen and cross out the picture that has a different initial sound.

Have children look at page 5. Point to the upper left box and say the initial /m/ sound. Have children repeat the sound after you. Then play the first part of the audio and have children repeat each word. Ask children: *Which word has a different sound?* Elicit: *Lollipop*. Does lollipop start with /m/? Elicit: *No!* Have Happy Caterpillar draw an X in the air and have him say: *Cross out the lollipop*. Invite children to air draw an X before crossing out the lollipop with a pencil. Repeat the procedure for the rest of the initial sounds.

moon milk monkey lollipop  
sandwich sun seal banana  
farmer fish carrot fan  
alligator ant apple nest

## AFTER PAGE 5

### Sounds All Around

Write Mm, Ss, Ff, and Aa on the board. Display the Unit 1 Picture Cards and have children name them one by one. After each picture, ask: *Does secretary begin with /m/?* Elicit: *No!* Continue the procedure for the rest of the initial sounds. Elicit Yes when you say /s/. If the Picture Card does not represent any of the letters, have children call out *No!*



See Workbook page 5.

## EXTRA ACTIVITY



### Scratch for M! Roar for L!

Have children stand and form a semicircle. Say a list of words, some that begin with the /m/ sound and some that do not. Teach *scratch* by mimicking a monkey scratching its armpits. Have children scratch for each word that begins with /m/ and stay still for each word that does not. Repeat the procedure for words beginning with /l/. Teach children to roar like a lion for each word beginning with /l/.



Listen and cross out the picture that has a different initial sound.

M  
m






S  
s






F  
f



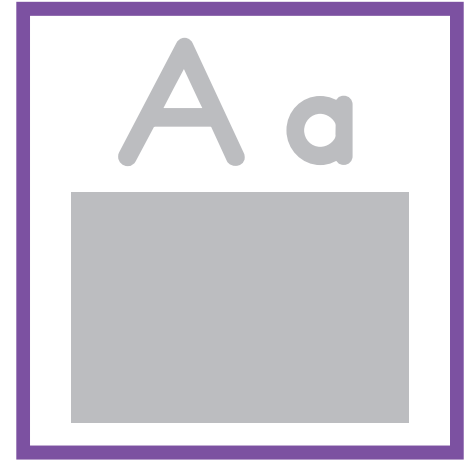
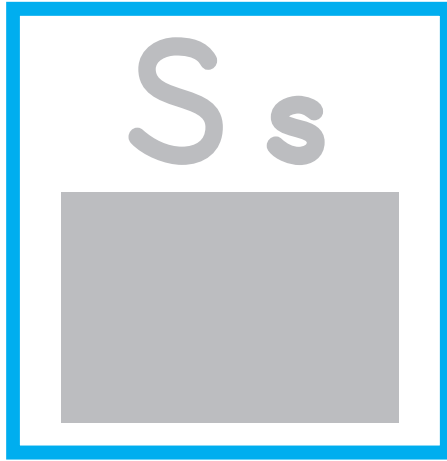



A  
a






6 ✂ Trace letters. Cut out and paste. Trace and read.



## Objectives

- To identify and trace uppercase and lowercase letters: Ff, Ss, Mm, Aa
- To trace the word: a
- To read phrases using words and rebuses
- To learn the value: We respect others
- To understand and follow simple commands

## Vocabulary

fish, sandwich, monkey, ant, sun, moon, flower, snake, trace, cut out, paste, read, respect

## Language

What letter is this? It is the letter (M).

What is this? A (sun).

## Materials

Class Audio CD, Happy Caterpillar puppet, Cutouts, music CD, Alphabet Poster, Values Poster, paper, pencils, glue, scissors

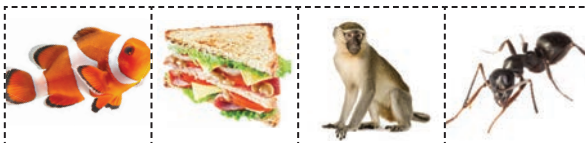
## BEFORE PAGE 6



### Sounds Fun!

On the board, write Ff, Ss, Mm, and Aa. Review their sounds as a class. Then play music for children to dance to. After a few moments, have Happy Caterpillar tap a pencil on your desk to get children's attention. Have him point to Mm on the board. Children stop dancing and make the /m/ sound as loudly as they can until Happy Caterpillar taps the desk again for children to continue dancing. Repeat the procedure to review the remaining three sounds.

## DURING PAGE 6



### 6 Trace letters. Cut out and paste. Trace and read.

Display page 6 and point to each letter. Have children say the sound for each. Have Happy Caterpillar air draw each letter in turn. Ask: *What letter is this? It is the letter (M).* Have children mimic him. Then invite children to trace the letters. Next, guide children to the Cutouts. Have children say each word represented. Have them look back at the letters and match each Cutout to the corresponding letters. Finally, children stick the Cutouts in place.

Direct children to the section at the bottom of the page and have them read the word a. Have them say the word while Happy Caterpillar air draws it. Invite children to mimic him. Next, have children trace the first a and focus on the rebus beside it. Ask: *What is this? A sun.* Repeat the procedure for the remaining rebuses.

## AFTER PAGE 6

### Alphabet Poster

Display the Alphabet Poster and invite four children to come to the front and find the letters Ff, Ss, Mm, and Aa respectively and make the sound of each letter. Have the class mimic them. Invite four more children to come up to find the corresponding picture on the Poster for each letter. As each picture is identified, have the class call out the name of the item.

## VALUES ACTIVITY

### Value: We respect others

A16 Display the Values Poster and ask children what they see. Elicit that the boy is opening the door for the girl. Say: *The boy is showing respect.* Next, role-play the scene on the Poster by having Happy Caterpillar open the classroom door for you to go through. Say: *Thank you, Happy Caterpillar!* Then invite pairs of children to repeat the procedure.

Distribute paper and pencils. Invite children to draw a picture of someone they respect: their mom, dad, sister, brother, etc. Then ask: *What do we do to show respect?* Elicit ideas such as *open the door, let others speak*, and so on. Finally, play the audio. Have children join in singing.



See Workbook page 6.

## EXTRA ACTIVITY

### Alphabet Song

Sing the song and have children join in when they can. Repeat the song several times.

A, B, C, D, E, F, G,  
H, I, J, K, L, M, N, O, P,  
Q, R, S, T, U, and V,  
W, X, Y, and Z.

Now I know my ABCs.

Come along and sing with me.



## AUDIO SCRIPT

### A17 Who Is She?

1. Teacher: This is our new friend, Tomoko.
2. Tomoko: Who is he?  
Carol: He is the gym teacher.
3. Tomoko: What does he do?  
Carol: He teaches us games.
4. Carol: He's dancing!  
Tomoko: We're dancing, too.

## HOME SCHOOL CONNECTION



Encourage children to take their books home to share with their families. Since this book covers several topics, including new classmates, school, and gym class, there are many things to talk about. The children in the story dance with hoops. Children may enjoy dancing with hoops at home, too.

## SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. It is important for them to have a context for their learning that they can understand.



# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review school workers
- To understand and follow simple commands

## Vocabulary

*gym teacher, hoops, friend, games, page, number, title, teach, dance, guess*

## Language

*Who is (he)? (He) is the (gym teacher).*

*What does he do? He teaches us games.*


*He's dancing.*

*We're dancing, too.*

## Materials

Class Audio CD, Happy Caterpillar puppet, Unit 1 Picture Cards, DVD or ActiveTeach, paper, crayons

## BEFORE THE LITTLE BOOK

 **Sing the Target Song**  
A8 Before singing the Target Song "People at School," hold up each Picture Card in turn. Have Happy Caterpillar say each word and have children repeat after him. Then play the audio and have children join in when they can. Hold up the corresponding Picture Card each time a school worker is mentioned.

## DURING THE LITTLE BOOK

### **Who Is She?**

1. Have children turn to page 7. Show them how to tear out the page from the book and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Have children name people, colors, shapes, and other things. Praise all efforts.
3. Review the conventions of the Little Books with students: the title is on the front page; the page numbers help you find your place; the pictures help tell the story; and the drawings of the characters next to the lines tell you which characters are speaking.
4. Play the audio while you show children the pages. Don't point or gesture—just let children listen and look at the pages.
5. Play the audio again. This time, point to the drawings next to the lines that show who is speaking. Point to the pictures to help clarify meaning.
6. Check comprehension. Point to different things in the story and ask: *Who is he? Who is she? What does she do?* Provide help with answers when needed.

## AFTER THE LITTLE BOOK

### **Role-play**

Role-play with the puppet to reinforce story comprehension. Use the *gym teacher* Picture Card as a prop to act out the story. Try to imitate the voices of the characters on the audio. Invite four children to the front and assign a character to each one. Have children mime the actions while you say the lines. Repeat with other children. Next, you may invite advanced children to role-play the story and say the lines. Praise all children for their efforts.



## Home-School Connection

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.



## Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.



See Workbook page 7.

## EXTRA ACTIVITY



## Guess the School Worker

Hand out paper and crayons. Go around the class, show a Picture Card of a school worker, and whisper the name to each child. Invite each to make a drawing of that person at school. When finished, invite a child to the front and have him/her show his/her picture to the rest of the class. Invite him/her to ask the rest of the class: *Who is (he)?* Encourage the rest of the class to guess which person it is: *(He) is the (art teacher)!* Once the person has been guessed, invite another child to the front and continue the procedure.

## Objectives

- To review numbers: 0–19
- To count to 19
- To count sets of ten
- To practice visual discrimination
- To review days of the week
- To understand and follow simple commands

## Vocabulary

*number, listen, say, count, stick, trace, roar, scratch, jump, clap, hop, blink, stomp, days of the week*

## Language

*This is a set of ten markers.*

*How many markers do you see?*

## Materials

Class Audio CD, Happy Caterpillar puppet, yarn, Stickers, a large calendar with the days of the week

## BEFORE PAGE 9

### Numbers 0 to 19

Section off a large portion of the classroom with yarn. Point to the space and ask: *How many children are there?* Say *Zero* and invite children to repeat after you. Then invite a child to the front, tap him/her lightly on the shoulder, and say: *One!* Have the rest of the class repeat after you. Have him/her enter into the sectioned off part of the classroom. Then invite another child to the front and elicit *Two* from the class. Continue the procedure until *Nineteen*. Each time, count from *One* and have the class join in.

## Sing the “Counting to 19 Chant”

A18 Have Happy Caterpillar say *Zero* and have children repeat. Air draw a 0 and have children mimic you. Repeat the procedure for numbers 1 to 19. Play the audio and draw each number in the air in turn. Play it again and invite children to mimic your actions and join in when they can.

## DURING PAGE 9



CBE 1 2 3 A19 **7 Listen and say. Count, stick, and trace.**

Play the audio. Have Happy Caterpillar say the numbers and invite children to repeat after him.

ten eleven twelve thirteen  
fourteen fifteen sixteen seventeen  
eighteen nineteen

Have children look at the page and direct them to the colored markers at the top. Count the markers as a class Ask: *How many markers do you see? Ten.* Then air draw the number 10 and have children mimic you. Next, point to the first picture of ten markers and say: *This is a set of ten markers.* Point the empty space for eleven and elicit how many are needed. Direct children to the Stickers and have them locate the one that illustrates the correct number. Help them count the markers as a class before having children stick the Stickers in place. Next, have children trace the number. Continue the procedure for the rest of the numbers. Finally, have children point to and call out each number in unison.

## AFTER PAGE 9

### Sing “How Many Days?”

A4 Display a large calendar and have children look at it. Point to each day of the week, have Happy Caterpillar say the day, and have children repeat after him. Then play the audio and have children join in when they can. Have the puppet point to each day as it is mentioned.

WB See Workbook page 8.


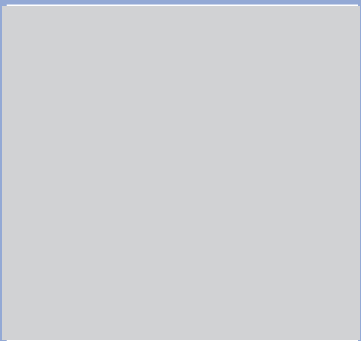


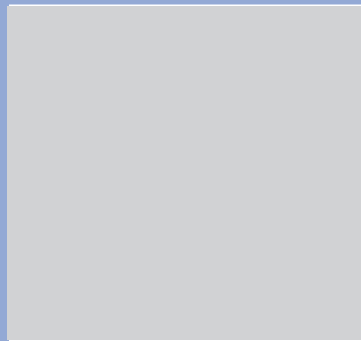
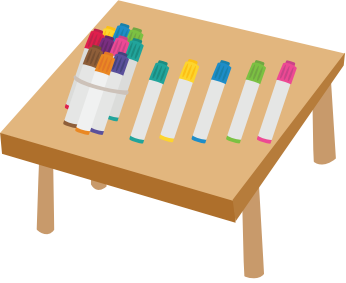

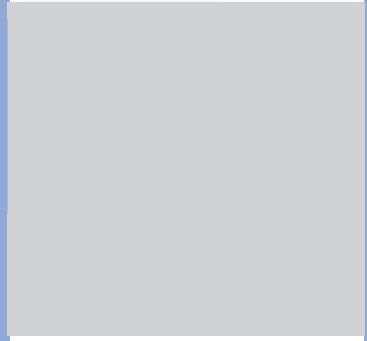


## EXTRA ACTIVITY

### Actions Dance

Have children stand up. Call out actions, such as *roar, scratch, jump, clap, hop, blink, and stomp*, and a number of times to repeat each action: (*Roar fifteen times!*) Have children carry out the action for the specified number of times.

Listen and say. Count, stick, and trace.



 10	 11	 12	 13	 14
 15	 16	 17	 18	 19





8 ✂ Look closely. Cut out and paste the cutouts in order.

1

2

3



# Amazing

## Objectives

- To appreciate nature
- To observe details
- To observe how bees work together to make a honeycomb
- To review school workers
- To understand and follow simple commands

## Vocabulary

bee, honeycomb, honey, look, cut out, paste, work, build, make

## Language

*This is a honeycomb.*

*Bees work together to make a honeycomb.*

*They build honeycombs to store honey.*

*Do you like honey? Yes, I do./No, I don't.*

## Materials

Class Audio CD, a jar of honey, Cutouts, Unit 1 Picture Cards, paper, crayons, sheets of colored paper, scissors, glue

## BEFORE PAGE 10

### Sing the "Amazing Nature" Song

A20 Have children stand and form a circle. Play the audio and use mime when appropriate. Have children mimic you. Then play the audio again and invite children to join in when they can.

### Who Makes Honey?

Show children a jar of honey. Say *Mmm* and rub your tummy. Invite children to mimic you. Elicit what is in the jar or tell children that it is honey. Then ask: *Who makes honey?* Make a buzzing sound and pretend to fly around the room. Elicit: *Bees*. Tell children that they are going to learn about honey and bees today.

## DURING PAGE 10



### 8 Look closely. Cut out and paste the cutouts in order.

Display page 10. Point to the honeycomb and say: *This is a honeycomb*. Have children repeat *honeycomb* after you. Say: *Bees work together to make a honeycomb. They build honeycombs to store honey*. Then show a jar of honey. Say: *This is honey*. Ask children: *Do you like honey?* Next, direct children to the Cutouts for page 10. Encourage children to cut them out and to put some glue on the back of each picture. Then ask children to paste the Cutouts in the shaded areas in the corresponding order: The bee lands on a flower to pick up nectar. Bees work together to make honeycombs. People take the honey out of the honeycombs and store it in jars to eat.

## AFTER PAGE 10

### Sing the Target Song

A8 Play Audio A8 and invite children to join in singing when they can. Show the corresponding Picture Card each time a school person is mentioned. Then invite volunteers who are ready to sing with the audio to perform the song. Invite each child to sing the names of the school workers as you hold up the appropriate Picture Cards. At the end, applaud all children.

### Drawing Honeycombs!

Tell children that a honeycomb is a special shape made of six sides. Draw a hexagon on the board and say: *This is a honeycomb*. Count the sides of the shape as a class. Then hand out paper and invite children to draw a honeycomb, using your model on the board to help them. When finished, have children hold up their drawings for the rest of the class to see.

WB See Workbook page 9.

## EXTRA ACTIVITY

### Busy Bees

Assign half of the class to be "bees" and the other to be "flowers." Hand out a sheet of colored paper to each flower and have them stand around the classroom. Invite each bee to buzz around the classroom and tap each flower to start the process of making honey. Once all bees have visited each flower, have them congregate at the front of the class and mime making a honeycomb and honey. When finished, have children switch roles.

# Project

## Objectives

- To do an art and science project
- To follow directions
- To use fine motor skills
- To review days of the week

## Vocabulary

*bee, honeycomb, days of the week, nose, tail, body, black, fold, tape, paint, stick, bend, cut, make, work, see*

## Language

*Who makes honey? Bees.*

*Do bees work together or alone?*

*Fold and tape.*

*Paint the bee yellow and wait.*

*Paint the bee's nose and tail black.*

*Make stripes.*

*Bend and tape.*

*Cut and tape.*

*How many bees do you see? Two.*

## Materials

Class Audio CD, Happy Caterpillar puppet, a jar of honey, egg cartons, black and blue pipe cleaners, black and yellow tempera paint, scissors, tape, crayons, paintbrushes, a large calendar with the days of the week, music CD

## BEFORE PAGE 11

### Honey and Bees Review

Display a jar of honey and have Happy Caterpillar ask children: *Who makes honey?* Elicit *Bees* and draw a hexagon on the board. Point to it and ask children what bees make

to store honey in: *A honeycomb*. Finally, ask children: *Do bees work together or alone?* Elicit that they work together.

## DURING PAGE 11



### Make Bees

Before class, assemble the art supplies needed for the project. You will need egg cartons, black and yellow tempera paint, paintbrushes, scissors, tape, and black and blue pipe cleaners. Cut the tops off of the egg cartons and discard them. Cut the bottoms into parts, two egg sections in each part, and give one to each child. Show children page 11 and read the title of the project aloud: *Make Bees*. Then show children how to follow these steps:

1. Fold the piece of egg carton so that the egg sections form a rounded shape. Tape it closed. Say: *Fold and tape.*
2. Paint the bee yellow and wait for the paint to dry. Say: *Paint the bee yellow and wait.*
3. Paint the nose and tail black. Say: *Paint the bee's nose and tail black.*
4. Take two strips of masking tape and paint them black. Wait for them to dry and have children tape them to make the bee's stripes. Say: *Make Stripes.*
5. Bend blue pipe cleaners to make wings. Tape them on. Say: *Bend and tape.*
6. Cut black pipe cleaners for antennae. Tape them on. Say: *Cut and tape.*

Point to Happy Caterpillar and read his speech bubble aloud: *How many bees do you see?* Have children count the bees on the page and say the answer aloud: *Two.*

## AFTER PAGE 11



### Sing the "How Many Days?" Song

A4 Display the calendar and have Happy Caterpillar ask children: *What day is it today?* Invite a child to the front and have him/her point to and say the corresponding day. Have the rest of the class repeat the day after him/her. Then play the audio and invite children to join in when they can. Have Happy Caterpillar point to each day as it is mentioned.

### Fly and Buzz

Have children hold their bees. Play some music and encourage them to fly around the room and buzz like bees.

PROJECT

# Make Bees



How many bees do you see?



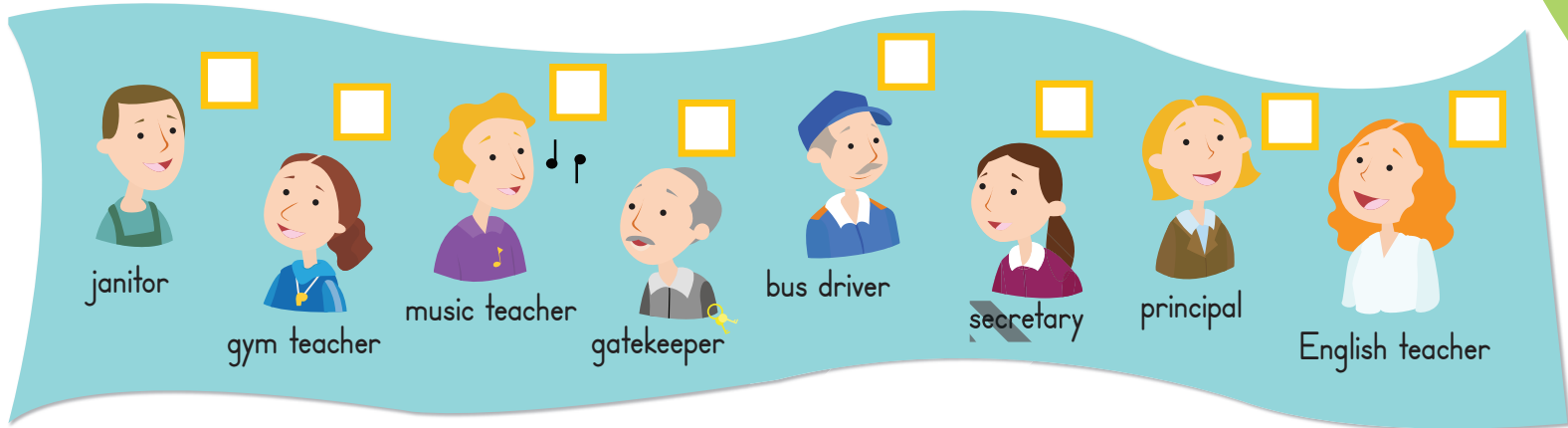
Amazing Project: Make bees from an egg carton.  
Science and Art Connections

UNIT 7

11



**9** Ask, answer, and check.



Who is he?

He is the janitor.  
He cleans our school.



## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

janitor, gym teacher, music teacher, gatekeeper, bus driver, secretary, principal, English teacher, ask, answer, check

### Language

Who is (he)? (He) is the (janitor). What does the (janitor) do? He (cleans our school). Where is the (secretary)? (She) is (in the office).

### Materials

Class Audio CD, Happy Caterpillar puppet, Portfolio Envelopes, paper, crayons

### BEFORE PAGE 12

#### Stop and Sing

Revisit the songs and chants from Unit 1 (Audios A3, A4, A5, A6, A7, A8, A16, A18, and A20). Then invite a volunteer to the front. Have him/her say *Stop!* when he/she hears a song that he/she likes. Play the audio and encourage the whole class to sing along. You may repeat the procedure with other children and songs.

#### Think about Learning

Review Unit 1 page by page. Have children look at each page attentively and remind them what they learned on each, for example: *What is this? What do you see? Who is (he)? What does (he) do? Where is the (secretary)? What letter is this? How many markers do you see? Do bees work together?* Encourage children to clap if they liked the page or to make a sad face if they didn't.

### DURING PAGE 12

#### 9 Ask, answer, and check.

Have children look at the first picture on the banner. Ask: *Who is he?* Elicit: *He is the janitor.* Then ask: *What does he do?* Direct children to the picture below to help them answer. Lead them into saying: *He cleans our school.* Invite children to flip back to the Vocabulary pages to find a picture of the janitor and check their answer. Next, have children check the box beside the janitor. Continue the procedure for the rest of the school workers. Clap for a job well done!

### AFTER PAGE 12

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 100. Help children decide what they liked most from Unit 1. Say: *What I liked most from Unit 1 was learning about bees!* Use an excited voice as you point to the bees on the Amazing page (10). Encourage children to draw what they liked most from Unit 1: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

#### Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Andrea) liked learning (school workers). (Daniel), did you also like that? What did you like, then?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

#### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

#### Sing the Target Song

A8 To consolidate what children have learned in the unit, play the Target Song "People at School." First, practice the conversation with Happy Caterpillar. Then encourage children to join in and sing their part.

#### Portfolio

Have children review the things in their Portfolio Envelope to date. Walk to each child's place and have him/her show you his or her favorite work. Make sure children put all pages back inside their Portfolio.

 See Workbook page 10.



## Communication Objectives

Identify and name feelings

Understand and follow simple commands

Identify and name healthy habits

## Topics and Key Vocabulary

### Feelings:

*amazed, happy, sad, sleepy, excited, mad, scared, sick*

### Healthy Habits:

*brush teeth, take a shower, eat healthy food, wash hands, comb hair, exercise*

### Parts of the Body

### Numbers:

*twenty to twenty-nine*

### Action Verbs:

*take a nap, play soccer, climb a tree, have a picnic, claw, sting, prick, charge, protect, mold*

### Nature and Science Words:

*quills, hedgehog, tusks, elephant, claws, tiger*

# UNIT 2

## OVERVIEW

## Target Language and Structures

*Are you OK? Yes, I am.*

*I'm (amazed)./No, I am not.*

*I'm (sad).*

*What are you doing?*

*I'm (exercising).*

## Content Connections

### Math:

Identify and trace numbers:  
20–29

Identify and count sets of 10

Count to 29

### Nature and Science:

Observe how animals protect themselves

### Art:

Make hedgehogs

### Music:

Sing and act out songs

Move and dance to music

### Language Arts:

Say and act out chants

Role-play

## Amazing and Project

Observe how animals protect themselves

**Project:** *Make Hedgehogs*

## Little Book

*Are You OK?*

# UNIT 2

## OVERVIEW

## Reading and Writing Readiness

Identify and trace uppercase and lowercase letters: *Ll, Tt, Pp, Ee*

Identify initial sounds: */l/, /t/, /p/, /e/*

Read phrases using words and rebuses

Practice motor skills

Practice visual discrimination

## Competency-based Education

Competency work within the following formative areas:

### Social Development:

Develop sensitivity toward the feelings of others; Little Book page, p. T20

### Discovering Our World:

Make observations about living creatures in nature; Amazing page, p. T22

## Home-School Connection

Take home the Little Book

Use props to role-play at home

Take home Show Time drawings

## Values

Staying healthy

Overview



# Unit Opener

## Objectives

- To exchange greetings
- To predict unit topic
- To identify feelings
- To review days of the week
- To understand and follow simple commands

## Vocabulary

*feelings, happy, sad, mad, excited, days of the week, look, predict, draw, listen*


## Language


*Is she (happy), or is she (sad)?  
Find the sleepy children.*

## Materials


Class Audio CD, Happy Caterpillar puppet, a large calendar with the days of the week, Portfolio Envelopes, paper, crayons

### BEFORE PAGE 13

 **Sing the “Good Morning Song”**  
A3 Play the audio and have Happy Caterpillar welcome children to class. Turn to the puppet and say: *Good morning, Happy Caterpillar! I am happy to see you.* Have him answer: *Good morning, teacher and children.* Then encourage children to say: *Good morning.*

 **Sing “How Many Days?”**  
A4 Display a large calendar and have children look at it. Point to each day of the week, have Happy Caterpillar say the day, and have children repeat after him. Then play the audio and have children join in when they can. Have the puppet point to each day as it is mentioned.

### DURING PAGE 13

 **1 Look, predict, and draw. Listen.**  
A5 A21 Display page 13 and have children look at the pictures. Have them say how each child appears to be feeling. Then ask them what they think the unit topic is. They may say it in their native language if they cannot say it in English. Then play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, fill in the missing word: *Fun with (feelings)!*

Next, have children close their books. Hand out paper and crayons and invite children to draw one more feeling that they imagine will appear in the unit based on the topic they just predicted. When finished, invite children to hold up their drawings and name the item that they drew.

### Check Predictions

Have children flip through the pages of the unit to check their predictions. Have children clap if they see a feeling they predicted. Then display page 13 again. Point to the scowling child on the page, mimic him, and have children do the same. Ask the class: *Does he feel mad?* Elicit an affirmative answer. Then ask: *Is mad a feeling?* Again, elicit an affirmative answer. Repeat the procedure for the rest of the children pictured on the page.

Next, point to the child on the far left and ask: *Is she happy, or is she sad?* Elicit that she is happy because she is smiling. Say *happy* and have children repeat after you. Continue the procedure with the rest of the children pictured on the page.


Finally, play the Target Song “My Feelings” (A21) to expose children to the new vocabulary. Encourage children to mimic your gestures for the song. As each target word is mentioned, have children jump in place. Encourage them to clap at the end of the song.




### Do the Find It! Activity

Point out Happy Caterpillar with the sleepy caterpillar and read what he says: *Find the sleepy children.* Encourage children to flip through the Unit 2 pages. Repeat: *Find the sleepy children.* (There are sleepy children on pages 13, 14, and 24.)

### AFTER PAGE 13

 **Say the “We Have Finished Chant”**  
A6 Play the audio and invite children to join in with the actions. Play the audio a second time and have children join in when they can.

 **Sing the “Good-bye Song”**  
A7 Play the audio. Invite children to sing along and wave good-bye.



### Portfolio

Remember to put letter-sized or smaller student work into each student's Portfolio Envelope. Help children to decide what work they want in their Portfolio.



See Workbook page 11.

### EXTRA ACTIVITY



### Happy and Sad Portraits

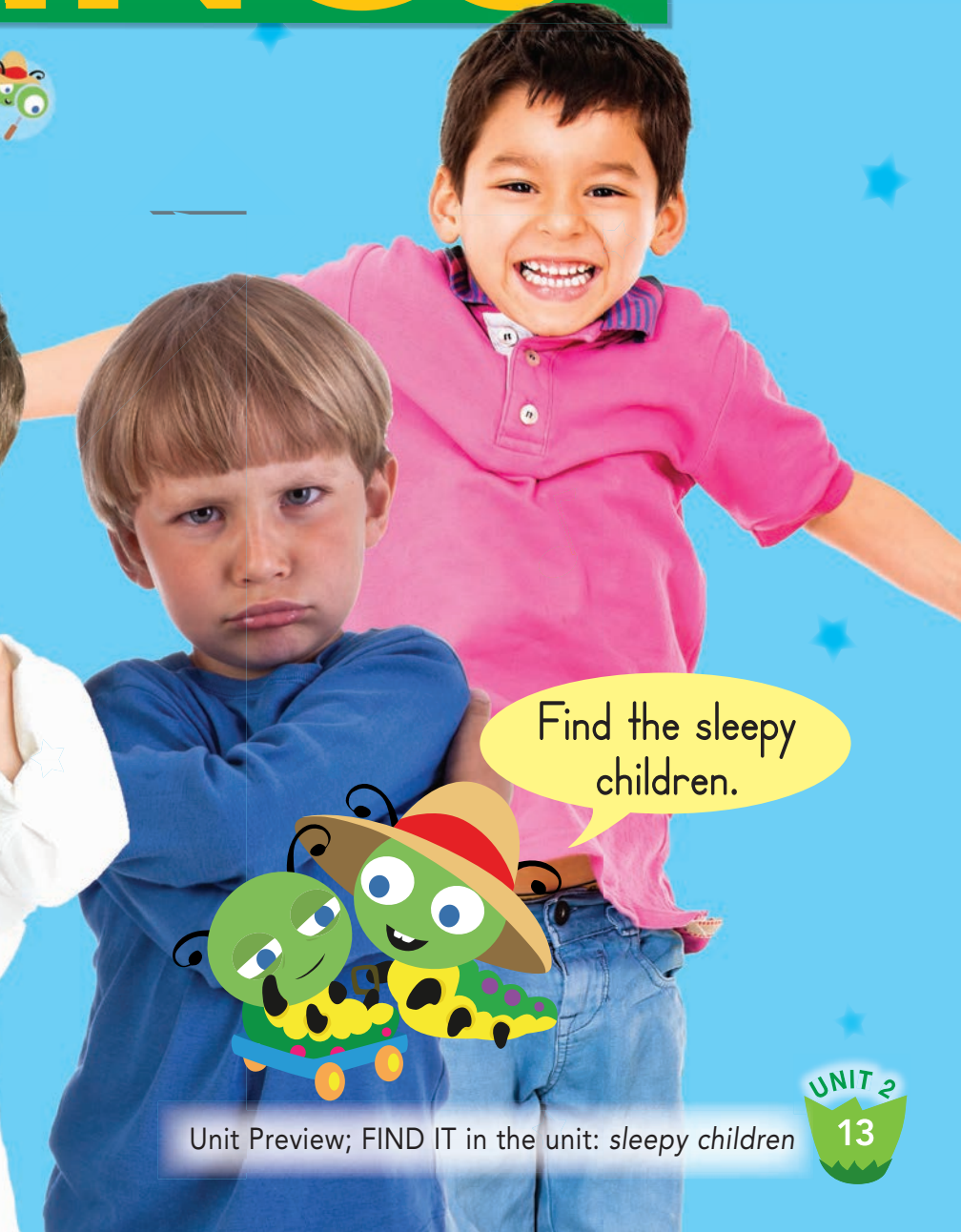
Distribute a sheet of paper and crayons to each child. Form pairs and say: *Sad face!* Have all children make a sad face and invite them to use half of the sheet of paper to draw a picture of their partner with a sad face. When finished, have them show their picture to the rest of the class. Then say: *Happy face.* Repeat the procedure, having children draw their partner with a happy face.

# 2

# FEELINGS

A5 & A21  
1

Look, predict, and draw. Listen.



Find the sleepy children.



Unit Preview; FIND IT in the unit: *sleepy children*



A22-23

## 2 Listen and say. Find and match.



amazed



happy



sad



sleepy





# Vocabulary

## Objectives

- To identify feelings
- To repeat names of feelings
- To understand and follow simple commands

## Vocabulary

feelings, amazed, happy, sad, sleepy, listen, say, find, match

## Language

Are you OK? Yes, I am. I'm (amazed)./No, I am not. I'm (sad).

## Materials


Class Audio CD, Happy Caterpillar puppet, amazed, happy, sad, and sleepy Picture Cards, pencils

## BEFORE PAGE 14

### Vocabulary Presentation


Hold up each Picture Card in turn, mimic the emotion, and have children do the same. Have Happy Caterpillar name each feeling in turn and invite children to repeat after him. Next, smile and say: *I am...* Pause and elicit: *happy!* Repeat the procedure for the remaining three feelings.

### Sing the Target Song "My Feelings"

 Play the Target Song. Sing the questions and have Happy Caterpillar sing the answers. Show the appropriate Picture Card each time a feeling is mentioned.

## DURING PAGE 14

### 2 Listen and say. Find and match.

 Play Audio A22. Have Happy Caterpillar point to each feeling in turn and have children do the same. Say the words and have children repeat. Next, have children look at the scene. Point to each person in turn and ask: *Is (she) happy?* Elicit: *No, (she) is (sad).* Continue the procedure with the rest of the people. Then show children how to trace a line from the photos of the feelings to the corresponding illustrations in the scene. Encourage children to trace lines with their index finger before they do so with a pencil.

amazed happy sad sleepy

Use the puppet to say the dialogue that goes with the scene: *Are you OK? Yes, I am. I'm amazed.* Play Audio A23 and point to the corresponding photos as children repeat the target language. As each feeling is mentioned, change your expression to show each feeling. Have children mimic you.

Are you OK? Yes, I am. I'm amazed.  
Are you OK? Yes, I am. I'm happy.  
Are you OK? No, I am not. I'm sad.  
Are you OK? No, I am not. I'm sleepy.

## AFTER PAGE 14

### Guess the Feeling

Invite a child to the front and give him/her one of the four Picture Cards, ensuring that the rest of the class does not see it. Invite him/her to act out the feeling on the card. Have the rest of the class guess which feeling it is. Continue the procedure for the rest of the Picture Cards and with other children.

 See Workbook page 12.

## EXTRA ACTIVITY

### Make Me Guess

Show a Picture Card for one of the feelings to the children (without looking yourself). Invite volunteers to make a face that corresponds to the emotion. Guess which feeling it is. Continue the procedure for the remaining Picture Cards.

# Vocabulary

## Objectives

- To identify feelings
- To repeat names of feelings
- To understand and follow simple commands

## Vocabulary

*feelings, amazed, happy, sad, sleepy, excited, mad, scared, sick, take a nap, exercise, play soccer, climb a tree, have a picnic*

## Language

*Are you OK? Yes, I am. I'm (excited).*

*What are you doing? I'm (exercising). We're (playing soccer).*

## Materials


Class Audio CD, Happy Caterpillar puppet, Unit 2 Picture Cards, pencils

## BEFORE PAGE 15

### Vocabulary Presentation


Hold up each Picture Card and have Happy Caterpillar say the name of the corresponding emotion in a voice expressive of the feeling. Have children repeat after the puppet, imitating his tone of voice. Then hold up each Picture Card again and have children name the feeling.

### Sing the Target Song "My Feelings"

 A21 Play the Target Song and have children listen attentively and join in when they can. Each time a feeling is mentioned, hold up the corresponding Picture Card.

## DURING PAGE 15

### 3 Listen and say. Find and match.

 A24 Play Audio A24. Point to the photos of the vocabulary items, name them, and have children repeat after you. Next, point to the scene and elicit what children can see. Ask: *Who is excited?* Have children point to the corresponding scene in the illustration. Then show children how to trace a line from the photos of the emotions to the corresponding illustrations. Encourage children to trace lines with their index finger before they do so with a pencil.

excited mad scared sick

Next, play Audio A25 and have children listen and point to the photos as they repeat the target language.


Are you OK? Yes, I am. I'm excited.  
Are you OK? No, I'm not. I'm mad.  
Are you OK? No, I'm not. I'm scared.  
Are you OK? No, I'm not. I'm sick.

Next, point to each scene in turn and mimic the activities that are being carried out: playing soccer, climbing a tree, etc. Have children copy your actions as Happy Caterpillar names them in turn. Have children repeat the names of the activities after him. Have him point to each person in turn. Play Audio A26 and point to the corresponding scenes as children repeat the target language.

What are you doing? I'm climbing a tree.  
What are you doing? I'm taking a nap.  
What are you doing? We're playing soccer.  
What are you doing? We're having a picnic.  
What are you doing? I'm exercising.

## AFTER PAGE 15

### Have Big Fun Talking!

 A27 Play the audio. Have Happy Caterpillar model the conversation with mime.

**A:** Are you OK?  
**B:** No, I'm not. I'm sick. My head hurts.  
**A:** I'm sorry. Let's call you mother!

Have children take turns coming to the front to role-play the dialogue with Happy Caterpillar. Have children repeat the lines after you.

 See Workbook page 13.

## EXTRA ACTIVITY

### What Are You Doing?

Invite a child to the front. Whisper an activity to him/her: take a nap, exercise, play soccer, climb a tree, have a picnic. Invite him/her to act it out for the rest of the class to guess. Repeat the procedure with other children.

# 3 Listen and say. Find and match.



excited



mad



scared

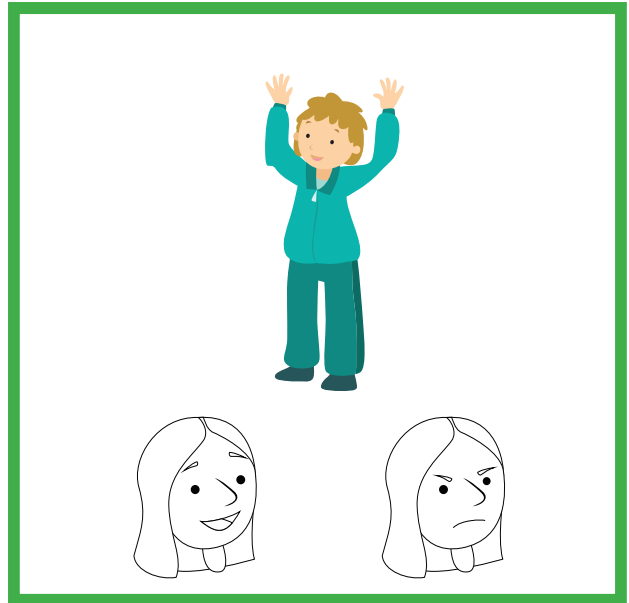
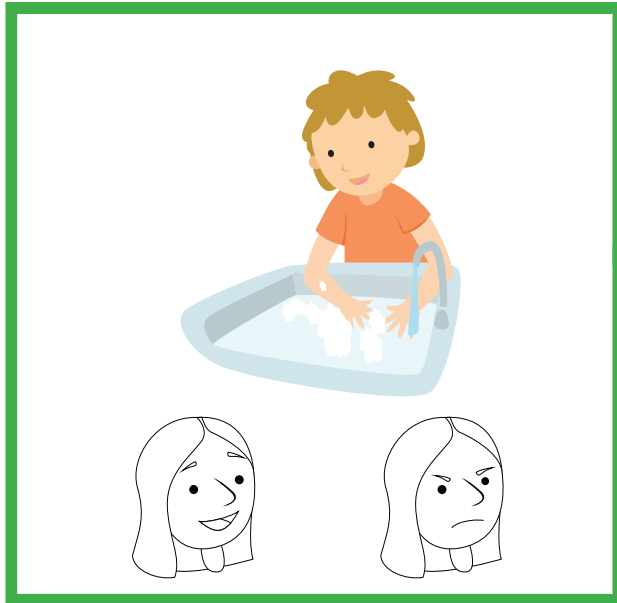
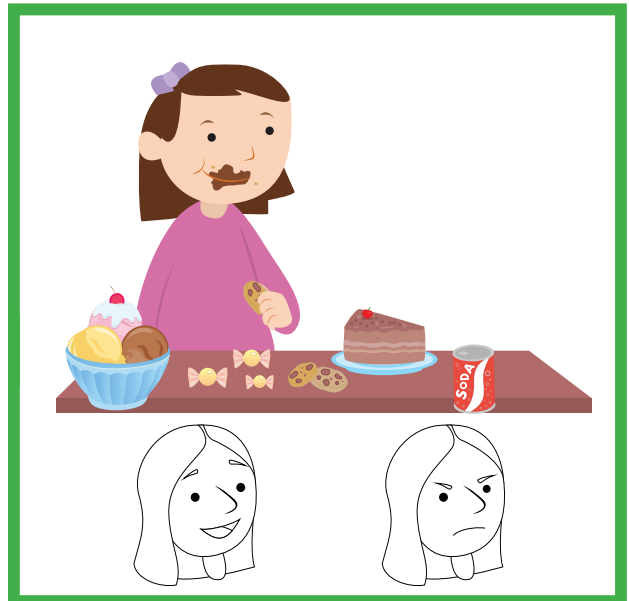
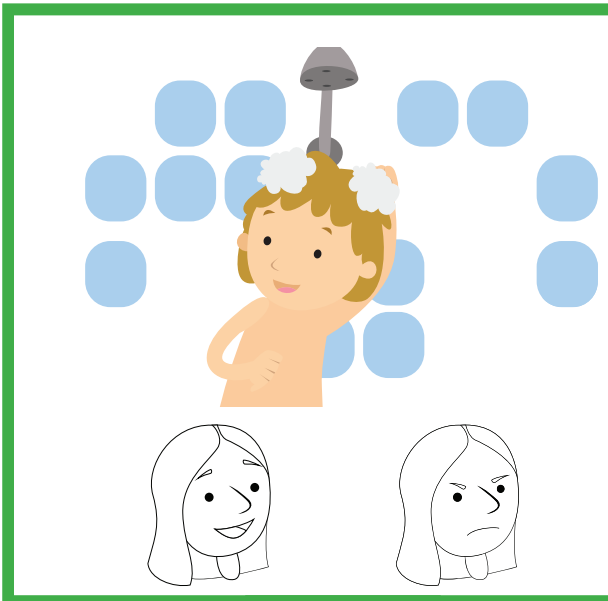
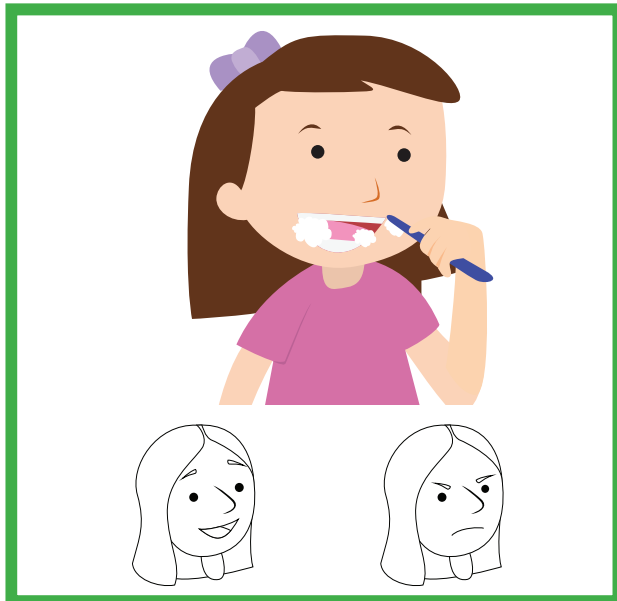


sick



Vocabulary Presentation: *excited, mad, scared, sick*; Language Practice: *Are you OK? Yes, I am. I'm (excited).*  
 Language Presentation: *What are you doing? I'm (exercising). We're (playing soccer).*

# Listen and color Mom's face.



## Practice

### Objectives

- To identify and name feelings
- To identify and name healthy habits
- To practice visual discrimination
- To review parts of the body
- To understand and follow simple commands

### Vocabulary

*brush my teeth, take a shower, eat healthy food, wash my hands, comb my hair, exercise, happy, mad, scared, sleepy, sick, amazed, excited, sad, jump, clap, run, walk, swim, wiggle, parts of the body, listen, color*

### Language

*What are you doing? I'm (brushing my teeth).*

### Materials

Class Audio CD, Happy Caterpillar puppet, Unit 2 Picture Cards, crayons, *Feelings* Poster, sheets of paper in different colors, paper, tempera paint, paintbrushes

### BEFORE PAGE 16

#### Sing the "Feelings Song"

A28 Have Happy Caterpillar show the Picture Cards one by one and have children call out the corresponding feeling. Next, introduce *tired*. Run in place and then mime being very tired. Sit down and say: *I am tired!* Have children mime being tired. Finally, play the audio. Use expression and gesture and have children mimic you.

#### Sing the "Let's Wiggle!" Song

A29 Have Happy Caterpillar point to your hands and ask you: *What are these?* Say: *They are my...* Pause and elicit: *fingers*. Repeat the procedure for the rest of the parts of the body. Then play the audio and touch each body part as it is mentioned. Have children mimic your actions.

### DURING PAGE 16

#### 4 Listen and color Mom's face.

A30 Mime brushing your teeth and have children follow your example. Have Happy Caterpillar ask you: *What are you doing?* Say: *I'm brushing my teeth*. Have children repeat after you. Repeat the action again and have children say the phrase again. Follow the same procedure for: *take a shower, eat healthy food* (mime eating an apple), *wash my hands, comb my hair, and exercise*. Next, direct children to page 16 and have them look at the first picture. Elicit *what* they see. Then play the audio and have children say what the girl is doing. Have them look at the faces below the first scene. Say: *This is Mom*. Have them say what feeling she is showing in each case. Next, ask: *Is Mom happy or mad?* Elicit: *She is happy*. Say: *Color the happy face*. Repeat the procedure for the remaining pictures.

### AFTER PAGE 16

#### Sing the Target Song "My Feelings"

A21 Display the Picture Cards one by one and elicit the name of each feeling. Then distribute the Picture Cards randomly to children and have them form a circle. Play Audio A21 and have children join in when they can. Each time an emotion on a Picture Card is mentioned, pause the audio and have the child with the corresponding Picture Card hold it up for everyone to see. Next, redistribute the Picture Cards and repeat the activity.

#### Feelings Poster

Display the *Feelings* Poster and point to each word in turn. Have Happy Caterpillar say the word, and invite children to repeat after him, making the appropriate expression each time. Then invite a child to match one feeling with a picture. Have the child say the feeling before pointing to the corresponding picture. Repeat the procedure for all the words.

Next, ask a child: *Are you OK?* Invite the child to choose a feeling from the Poster and reply: (*No*), *I am (mad)!* Repeat the procedure with other children.



See Workbook page 14.

### EXTRA ACTIVITY



#### Painting Our Feelings

Hold up sheets of paper of different colors and ask children: *How does (red) make you feel? Do you feel (excited)? (happy)? (sad)?* Have them hold up their hand to indicate what they feel. Then distribute a sheet of white paper, tempera, paint, and a paintbrush to each child. Assign a feeling to everyone in the class and have them act it out to ensure understanding. Next, invite each child to "paint" his/her assigned feeling. Finally, call out each feeling and have the children assigned that feeling hold up their artwork. Assign a section of the classroom wall for each feeling and display children's work. Praise all children.



## Objectives

- To identify initial sounds: /l/, /t/, /p/, /ɛ/
- To discriminate initial sounds
- To identify uppercase and lowercase letters: Ll, Tt, Pp, Ee
- To understand and follow simple commands

## Vocabulary

lion, lollipop, lamb, moon, telephone, tiger, sun, toothbrush, pencil, pizza, police officer, fish, elephant, egg, envelope, dog, listen, cross out

## Language

Does moon start with /l/?

## Materials

Class Audio CD, Happy Caterpillar puppet, pictures of the phonics words from the lesson, pencils, Unit 2 Picture Cards

## BEFORE PAGE 17

### Initial Sounds

Write Ll on the board and ask children to tell you the name of the letter. Say: *Does this letter say L when it talks? No, it says /l/!* Have children repeat after you. Display pictures for *lion, lollipop, and lamb*. Say the words and have children repeat. Then show a picture of the moon and elicit its initial sound (/m/). Ask children: *Is this sound the same or different?* Elicit that it is different. Introduce the letters Tt, Pp, and Ee in the same way, each time having children discriminate those sounds and using a picture that represents a different one.

## DURING PAGE 17

### 5 Listen and cross out the picture that has a different initial sound.

Have children look at page 17. Point to the upper left box and say the initial /l/ sound. Have children repeat the sound after you. Then play the first part of the audio and have children repeat after each word is heard. Next, ask children: *Which word has a different sound?* Elicit: *moon*. Ask: *Does moon start with /l/?* Elicit: *No!* Have Happy Caterpillar draw an X in the *air* and have him say: *Cross out the moon*. Invite children to air draw an X before crossing out the moon with a pencil. Repeat the procedure for the rest of the initial sounds.

lion lollipop moon lamb  
telephone tiger sun toothbrush  
pencil fish pizza police officer  
envelope egg elephant dog

## AFTER PAGE 17

### Sing the "Feelings Song"

Have Happy Caterpillar show the Picture Cards one by one and have children call out the corresponding feeling. Then play the audio. Use expression and gesture and have children mimic you. Play the audio again and have children join in when they can.



See Workbook page 15.

## EXTRA ACTIVITY



### Doggy in the Window

Have children stand and form a circle. Invite one child to stand in the center of the circle to be the "doggy." Sing the song and have the child in the center of the circle act like a dog. Repeat the song several times and have children take turns being the doggy.

How much is that doggy in the window,  
(woof woof)

The one with the waggly tail?

How much is that doggy in the window,  
(woof woof)

I do hope that doggy's for sale.

Listen and cross out the picture that has a different initial sound.

L

l






T

t






P

p





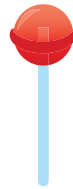
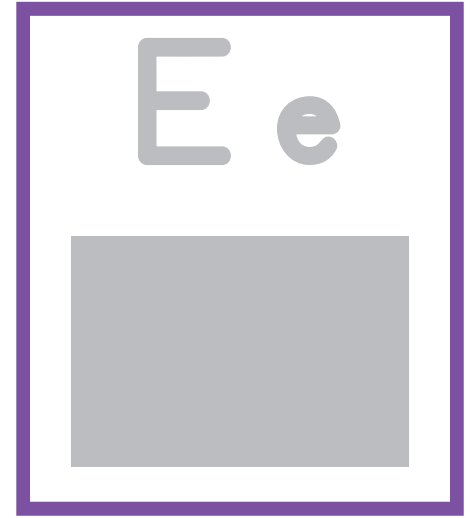
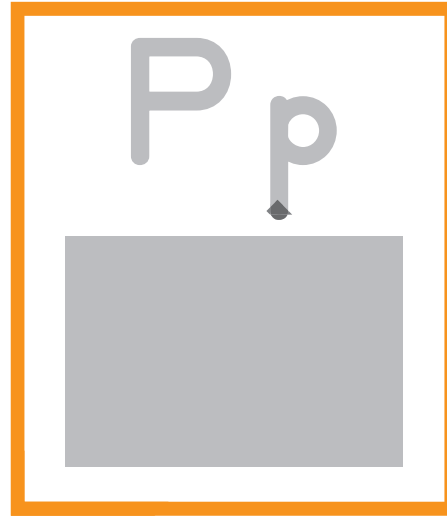
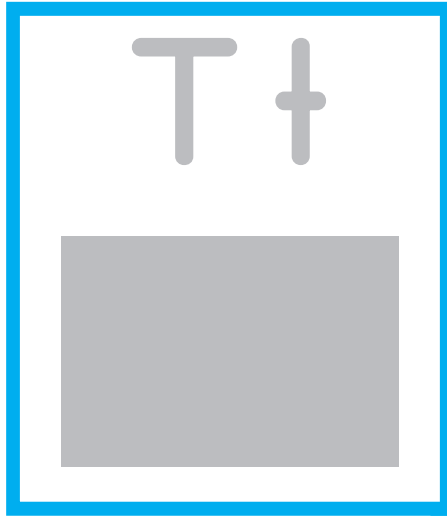
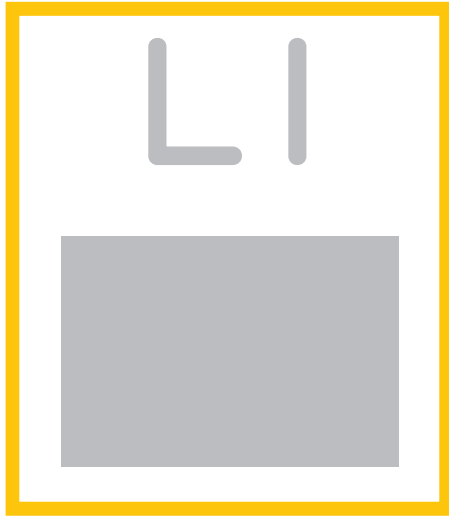

E

e






6 ✂ Trace letters. Cut out and paste. Trace, write, and read.



## Objectives

- To identify and trace uppercase and lowercase letters: Ll, Tt, Pp, Ee
- To identify initial sounds: /l/, /t/, /p/, /ɛ/
- To trace the word: a
- To read phrases using rebuses
- To learn the value: We stay healthy
- To understand and follow simple commands

## Vocabulary

lion, tent, pizza, elephant, pencil, tiger, lollipop, tree, healthy, exercise, take a shower, eat healthy food, comb my hair, brush my teeth, respect, trace, cut out, paste, read, write

## Language

What letter is this? It is the letter (L).

What is this? It is (a pencil).

What is the girl doing? She is riding her bike.

Exercise keeps us healthy. It is good for us.

What do you do to stay healthy? I (ride a tricycle).

## Materials

Class Audio CD, Happy Caterpillar puppet, Cutouts, a picture of a lion, tent, pizza, and elephant, pencils, scissors, glue, Values Poster, a sponge, a toothbrush, an apple, a comb, a tricycle, paper, crayons

## BEFORE PAGE 18



### Guess the Sound!

Shuffle pictures of a lion, tent, pizza, and elephant and, without looking at them, show one to the class. Ask children to make the initial sound of the word in unison without saying the word. Then guess the word and have children affirm or reject your guess. Finally, look at the picture and say the word all together.

## DURING PAGE 18



### 6 Trace letters. Cut out and paste. Trace, write, and read.

Have children look at page 18 and point to each letter in turn. Ask: *What letter is this? It is the letter (L).* Have them say the sound for each. Have Happy Caterpillar air draw each letter. Have children mimic him. Then, invite children to trace the letters. Next, guide children to the Cutouts. Have children name each Cutout. Have children look back at the letters and match each Cutout to the corresponding letter. Children stick the Cutouts in place.

Direct children to the section at the bottom of the page and have them focus on the word a. Have them say the word as Happy Caterpillar air draws it. Invite children to mimic him. Next, have them trace the first a and focus on the picture beside it. Ask: *What is this?* Elicit: *It is a pencil.* Repeat the procedure for the lion. Finally, invite children to write a next to lollipop and tree and read the rebuses aloud.

## AFTER PAGE 18

### VALUES ACTIVITY



#### Value: We stay healthy

A16 Display the Values Poster and ask children what they see. Ask: *What is the girl doing?* Lead children into saying: *She is riding her bike.* Say: *Exercise keeps us healthy. It is good for us.* Then display a toothbrush and mime brushing your teeth. Say: *I am...* Pause and elicit: *brushing my teeth.* Say: *Brushing our teeth keeps us healthy.* Have children repeat. Continue the procedure with a sponge for *take a shower*, an apple for *eating healthy food*, and a comb for *combing my hair*.

Then ask: *Who wants to stay healthy?* Have volunteers come to the front and assign a tricycle (ask a child to bring one to school), a toothbrush, a sponge, an apple, or a comb to each one. Say: *Go!* Have the children use their object to show a healthy habit. After a few minutes, say: *Stop!* Invite other children to the front to repeat the procedure.

Distribute paper and crayons and invite children to draw a picture of themselves doing a healthy activity. Display the objects at the front to help them. When finished, ask: *What do you do to stay healthy, (Juan)?* Elicit: *I (ride a tricycle).* Finally, play Audio A16 and have children join in when they can.



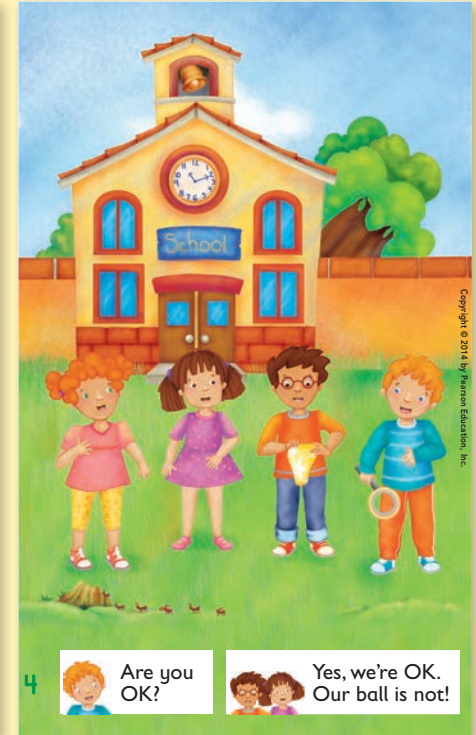
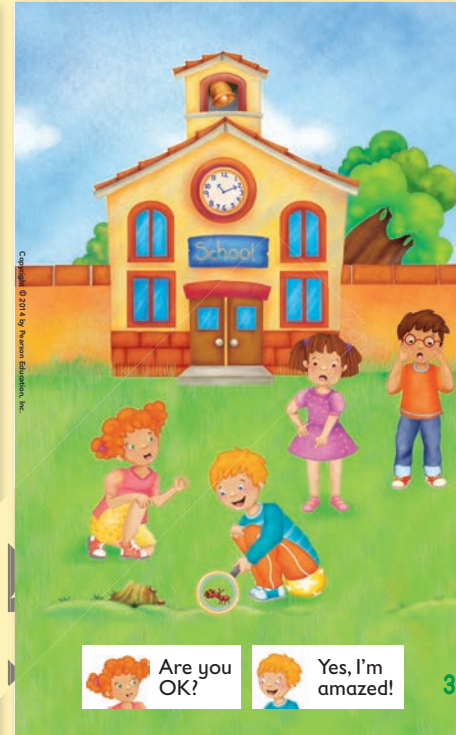
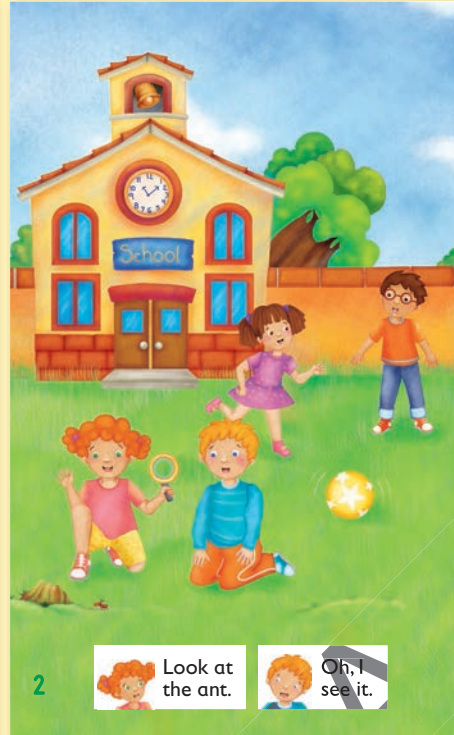
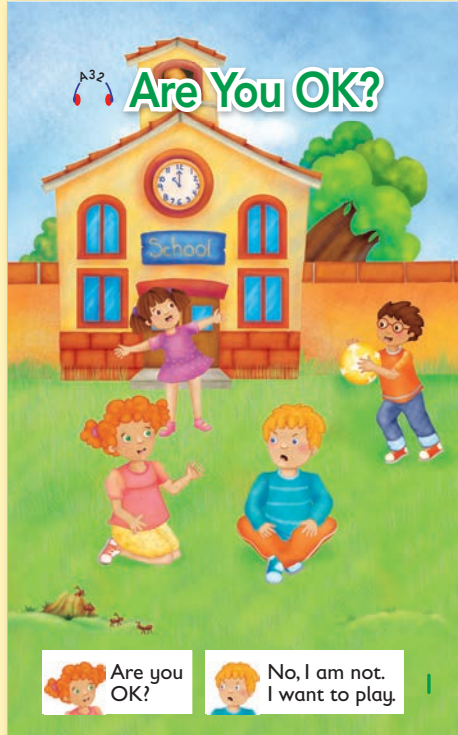
See Workbook page 16.

## EXTRA ACTIVITY

### Sound Pictures

Divide the class into four groups and assign a sound (/l/, /t/, /p/, or /ɛ/) to each. Give each group a sheet of paper and crayons and invite each group to draw as many items as possible that begin with its assigned sound. Have children look at their book for ideas. When finished, have groups hold up their drawings for the rest of the class to see.





## AUDIO SCRIPT

### A32 Are You OK?

1. Tina: Are you OK?  
Paul: No, I am not. I want to play.
2. Tina: Look at the ant.  
Paul: Oh, I see it.
3. Tina: Are you OK?  
Paul: Yes, I'm amazed!
4. Paul: Are you OK?  
Josh and Anna: Yes, we're OK!  
Our ball is not!

## HOME SCHOOL CONNECTION



Encourage children to take their Little Books home to share with their families. Since this book covers a lot of topics, including school, ball games, science (ants), and feelings, there are many things to talk about. The children in the story use a magnifying glass to examine an ant. Children will want to do this at home with their families.

## SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. Have children examine things with a magnifying glass and say how they feel: *amazed*, *happy*, or *excited*, and so on.



# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review feelings
- To understand and follow simple commands

## Vocabulary

ball, ant, amazed, happy, mad, sad, scared, sleepy, sick, excited, page, number, title, see, play

## Language

Are you OK? No, I'm not. I want to play.

Look at the ant.

Are you OK? Yes. I'm amazed!

## Materials

Class Audio CD, Happy Caterpillar puppet, Unit 2 Picture Cards, DVD or ActiveTeach, a ball, a magnifying glass

## BEFORE THE LITTLE BOOK

### Sing the Target Song "My Feelings"

Before singing the song, hold up each Picture Card in turn. Have Happy Caterpillar say each word and have children repeat after him. Then play the audio and have children join in when they can. Hold up the corresponding Picture Card each time a feeling is mentioned.

## DURING THE LITTLE BOOK

### Are You OK?

1. Have children turn to page 19. Show them how to tear out the page from the book and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Have children name people, colors, shapes, feelings, and other things. Praise all efforts.
3. Review the conventions of the Little Books with children: the title is on the first page; the page numbers help you find your place; the pictures help tell the story; and the pictures of the characters next to the lines tell you which characters are speaking.
4. Play the audio while you show children the pages. Don't point or gesture—just let children listen and look at the pages.
5. Play the audio again. This time, point to the drawings of the characters that show who is speaking. Point to the pictures to help clarify meaning.
6. Check comprehension. Point to different parts of the story and ask questions. Turn to page 1. Ask: *Is Paul OK? No, he is not. He wants to play.* Turn to page 2. *What does he see? An ant.* Turn to page 3: *Is he OK, now? Yes! He is amazed.*

## AFTER THE LITTLE BOOK

### Role-play

Role-play with the puppet to reinforce story comprehension. Use a ball and a magnifying glass as props to act out the story. Try to imitate the voices of the characters on the audio. Invite four children to the front and assign a character to each one. Have children mime the actions while you say the lines. Repeat with other children. Next, you may invite advanced children to role-play the story and say the lines. Praise all children for their efforts.

### Home-School Connection

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

### Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

 See Workbook page 17.

## EXTRA ACTIVITY

### Are You OK?

Have Happy Caterpillar hold up a Picture Card for only you to see. Have him ask you: *Are you OK?* Say: *No, I am not. I am...* Pause and make an angry expression. Have the rest of the class guess the feeling: *mad*. Then invite a child to the front and have Happy Caterpillar show a different Picture Card to him/her. Repeat the procedure until all the emotions have been reviewed.

## Objectives

- To identify numbers: 20–29
- To identify sets of 10
- To count to 29
- To review numbers: 1–19
- To practice visual discrimination
- To review shapes
- To understand and follow simple commands

## Vocabulary

rectangle, triangle, circle, square, number, listen, say, count, stick, trace

## Language

*How many (sets of ten) do you see?*

*Happy Caterpillar has twenty paintbrushes.*

## Materials

Class Audio CD, Happy Caterpillar puppet, a ball, Stickers, four sheets of paper with a circle, rectangle, triangle, or square drawn on each

## BEFORE PAGE 21

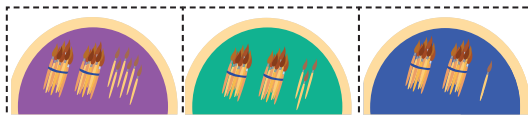
### Numbers 20 to 29

Say *One* and have children repeat after you. Then, toss a ball to the puppet and have him say: *Two*. Have children repeat. Have the puppet toss the ball back to you. Say: *Three*. Continue the procedure until you reach *Twenty-nine*. Then have children form a circle. Have them toss the ball around the circle and call out numbers. Have the rest of the class repeat each number until they reach *Twenty-nine*. Provide help when needed.

### Say the “Counting to 19 Chant”

A18 Have Happy Caterpillar say *Zero* and have children repeat. Air draw a 0 and have children mimic you. Repeat the procedure up to *Nineteen*. Play the audio and draw each number in the air in turn. Play it again and invite children to mimic your actions and join in when they can.

## DURING PAGE 21



### 7 Listen and say. Count, stick, and trace.

Play Audio A33 and invite children to join in singing when they can. Then play Audio A34. Have Happy Caterpillar say the numbers and invite children to repeat after him.

twenty twenty-one twenty-two  
twenty-three twenty-four twenty-five  
twenty-six twenty-seven twenty-eight  
twenty-nine

Display page 21 and ask: *How many sets of ten do you see?* *Two*. Have children count the first set of paintbrushes with you. Elicit: *Ten*. Repeat with the second set. Then point to the number 20 and have children say it aloud. Say: *Happy Caterpillar has twenty paintbrushes*. Next, show the Stickers for page 21. Have children count the paintbrushes on each Sticker and then paste it in the corresponding shaded area. Finally, point to the number 20 on the palette. Have children count the paintbrushes and encourage them to trace the number. Repeat the procedure with the numbers 21 to 29. Then have children trace the numbers. Repeat the procedure for 23 and 26. Finally, have children point to and call out each number in unison.

## AFTER PAGE 21

### Sing the “Shape Song”

A35 Play the audio and, after each verse, pause it. Air draw the shape that is being described and elicit what it is from the class. Play the audio a second time and have children join in when they can.



See Workbook page 18.

## EXTRA ACTIVITY



### Shape Hunt

Display sheets of paper with a triangle, a square, a rectangle, or a circle drawn on each. Elicit the name of the shape, have Happy Caterpillar air draw it, and invite children to mimic him. Next, divide the class into four groups and assign a shape to each one. Have groups take turns going around the classroom trying to find objects that correspond to their shape. Ensure that there is a sufficient number of shaped items in the room. Have children place the shapes on your desk when they are found.

Listen and say. Count, stick, and trace.


 $= 20 =$







8



Look closely. Cut out and paste.





## Objectives

- To appreciate nature
- To observe details
- To observe how animals protect themselves
- To understand and follow simple commands

## Vocabulary

quills, hedgehog, tusks, elephant, claws, tiger, claw, sting, prick, charge, protect, look, cut, paste

## Language

How does (a hedgehog) protect itself? It has (quills).

## Materials

Class Audio CD, Happy Caterpillar puppet, a large leaf shape cut out of green paper, a picture of a cat, a picture of a bee, Cutouts, Unit 2 Picture Cards, scissors, glue

## BEFORE PAGE 22

### How Do Animals Protect Themselves?

Hold up Happy Caterpillar and ask him: *Happy Caterpillar, how do you protect yourself?* Place the puppet on a large leaf cut from green paper. Have him say: *I protect myself with the color of my body. When I am on a green leaf, you cannot see me.* Ask children if the puppet is the same color as the leaf and elicit an affirmative answer. Then hold up a picture of a cat. Ask children: *How does a cat protect itself?* If needed, point to its claws. Say: *A cat has claws.* Have children repeat. Make a claw shape with your hand and pretend to extend your claws like a cat. Have children mimic you. Next, hold up a picture of a bee, elicit what it is, and repeat the procedure. Have children identify its stinger as its protection.

## DURING PAGE 22



### CBE 8 Look closely. Cut out and paste.

Have children look at the picture of the hedgehog on page 22. Say its name and have children repeat after you. Then point to its body and ask: *How does a hedgehog protect itself?* Encourage children to point to its quills. Say: *It has quills.* Have children repeat after you. Take a pencil and prod yourself lightly on the arm. Say: *Ouch! Quills hurt!* Next, point to the top right picture and elicit: *Quills.* Ask children again: *What animal has quills?* Elicit: *Hedgehog.*

Next, point to the picture below and have children focus on the tusks. Hold out your arms and make fists. Have children do the same. Say *tusks* and have children repeat after you. Ask children: *What animal has tusks?* Elicit: *An elephant has tusks.* Repeat the procedure for *claws* and *tiger*. Finally, direct children to the Cutouts and have them place each one next to its protection mechanism. Check the order as a class by having children call out the protection mechanism and the animal. Have children stick the Cutouts in place.

## AFTER PAGE 22

### A21 Sing the Target Song "My Feelings"

Play Audio A21 and invite children to join in singing when they can. Show the corresponding Picture Card each time a feeling is mentioned. Then invite volunteers who are ready to sing with the audio to perform the song. Invite each child to sing the feelings as you hold up the appropriate Picture Cards. At the end, applaud all children.

### Protect Yourself!

Have children stand. Say *Claw!* and extend your fingers to make a clawing motion like a cat. Have children mimic you. Then say *Sting!* and point outwards with your index fingers. Have children mimic you. Repeat the procedure for *Prick!* by tapping your index finger on your hand and *Charge!* by creating tusks with your arms and fists. Call out the actions a few times to familiarize children with them. Then have children walk around the room. Call out the actions at random and have children carry them out.

WB See Workbook page 19.

## EXTRA ACTIVITY

### Mr. Hedgehog

Have children stand and form a circle. Say the rhyme and have children join in when they can. Repeat it several times.

Good morning, Mr. Hedgehog.

And how are you, today?

The morning's fine.

The sunbeams shine.

We hope you've come to stay.

We love your bright eyes twinkling,

And your shiny prickles, too.

So small and round, upon the ground,

How funny to be you.

# Project

## Objectives

- To do an art and science project
- To follow directions
- To use fine motor skills
- To review the days of the week

## Vocabulary

*hedgehog, quills, tiger, claws, bee, stinger, elephant, tusks, clay, eyes, toothpicks, hands, mold, glue, stick, wash*

## Language

*How does a (hedgehog) protect itself? It has (quills).*

*Mold the clay.*

*Glue the eyes.*

*Stick toothpicks.*

*Wash your hands afterward.*

## Materials

Class Audio CD, Happy Caterpillar puppet, pictures of a tiger, a hedgehog, an elephant, and a bee, brown clay or play dough, toothpicks, googly eyes (two per child), glue, a large calendar with the days of the week

## BEFORE PAGE 23

### Animal Protection Review

Hold up a picture of a hedgehog and elicit what it is. Then ask: *How does a hedgehog protect itself?* Elicit: *It has quills.* Continue the procedure for the pictures of a tiger, an elephant, and a bee. Next, invite children to stand. Show a picture of an animal and invite children to walk around the room and mime the protective mechanism of the corresponding animal.

## DURING PAGE 23



### Make Hedgehogs

Before class, assemble the art supplies needed for the project. You will need: brown clay or play dough, toothpicks, glue, and googly eyes. Show children page 23 and read the title of the project aloud: *Make Hedgehogs*. Have children work in pairs. Help children follow these steps:

1. Mold the clay into the shape of a hedgehog. Say: *Mold the clay.*
2. Glue the eyes. Say: *Glue the eyes.*
3. Stick toothpicks all over the hedgehog. Say: *Stick toothpicks.*

Point to Happy Caterpillar and read his speech bubble aloud: *Wash your hands afterward.* When they have finished working, have children wash their hands.

## AFTER PAGE 23



### Sing the "How Many Days?" Song

A4 Display the calendar and have Happy Caterpillar ask children: *What day is it today?* Invite a child to the front and have him/her point to and say the corresponding day. Have the rest of the class repeat the day after him/her. Then play the audio and invite children to join in when they can. Have Happy Caterpillar point to each day as it is mentioned.



### Guess the Animal

Divide the class into two teams and have them form two lines in front of the board. Attach the pictures of the hedgehog, tiger, bee, and elephant to the board. Then give a description of how an animal protects itself: *I have (big tusks) to protect myself.* Invite the two children at the front of the lines to race to touch the corresponding animal. The first child to touch the correct animal wins a point for his/her team. Have those children then go to the back of their line. Continue the procedure until all animals have been reviewed.

PROJECT

# Make Hedgehogs



Wash your hands afterward.



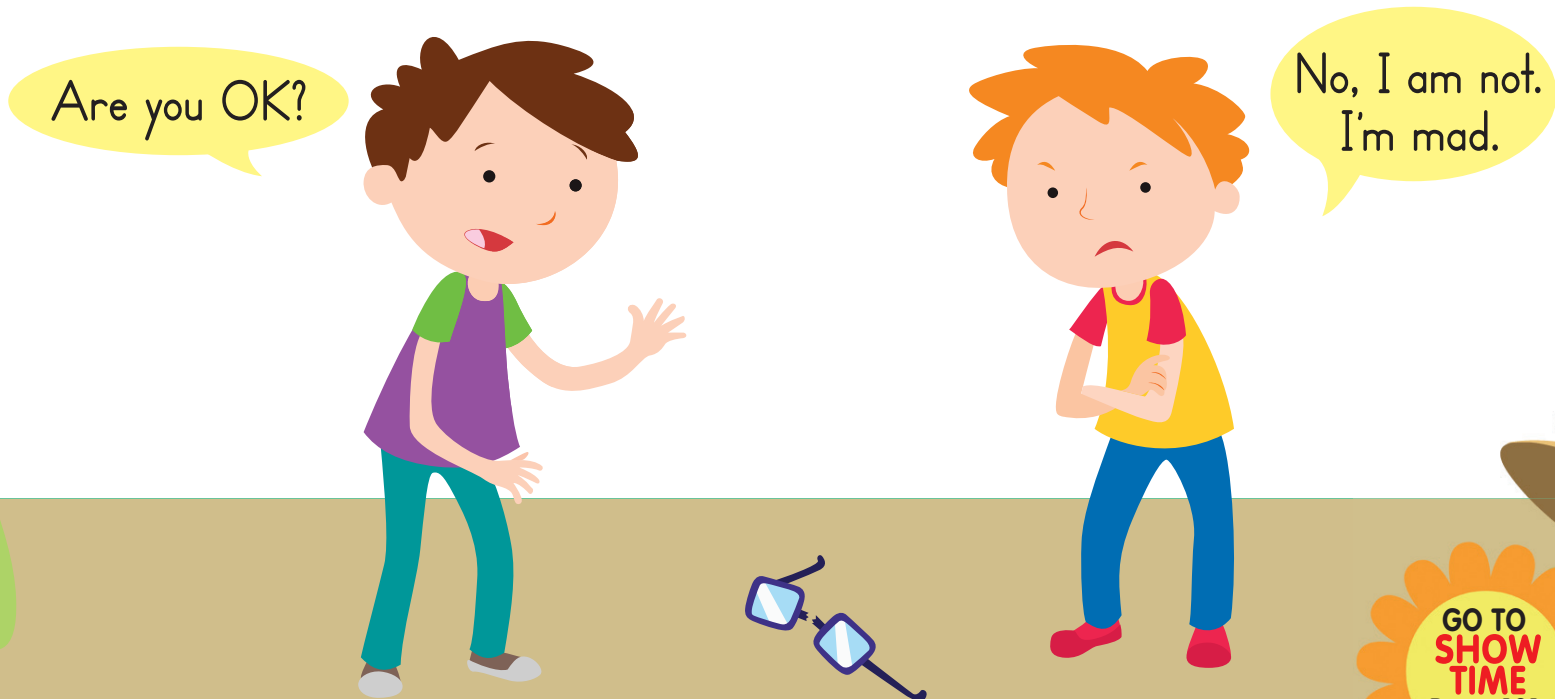
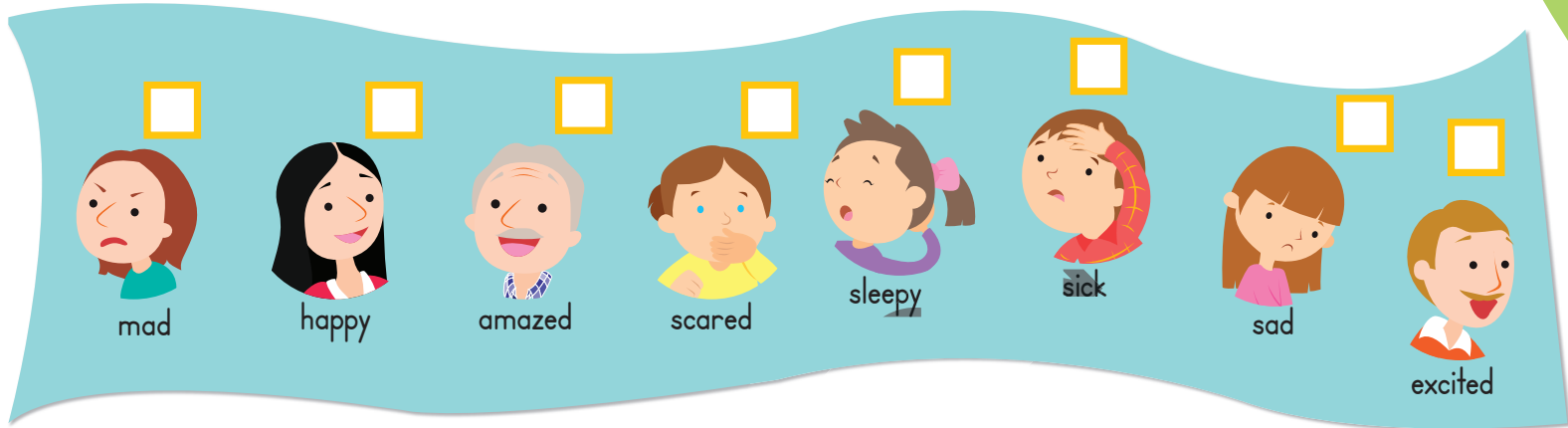
Amazing Project: Make hedgehogs with clay and toothpicks.  
Science and Art Connections

UNIT 2

23



## 9 Ask, answer, and check.





## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

*feelings, mad, happy, amazed, scared, sleepy, sick, sad, excited, ask, answer, check*

### Language

*Are you OK? (No, I am not.) I'm (mad).*

*What letter is this?*

*How many paintbrushes do you see?*

*How does a hedgehog protect itself?*

### Materials

Class Audio CD, Happy Caterpillar puppet, Portfolio Envelopes, pencils, paper, crayons

### BEFORE PAGE 24

#### Stop and Sing

Revisit the songs and chants from Unit 2 (Audios A21, A28, A29, A33, and A35.) Then invite a volunteer to the front. Have him/her say *Stop!* when he/she hears a song that he/she likes. Play the audio and encourage the whole class to sing along. You may repeat the procedure with other children and songs.

#### Think about Learning

Review Unit 2 page by page. Have children look at each page attentively and remind them what they learned on each, for example: *Look. Is the girl OK? What are the children doing? What letter is this? How many paintbrushes do you see? How does a hedgehog protect itself?*

Encourage children to clap if they liked the page or to make a sad face if they didn't.

### DURING PAGE 24

#### 9 Ask, answer, and check.

Have children look at the scene and elicit what happened. (The boy's glasses broke). Role-play the dialogue with Happy Caterpillar. Then invite two children to role-play the same dialogue for the class, using expression. Next, direct children to the banner, say each feeling, and have children repeat after you expressively.

Finally, invite two children to the front. Have one child ask: *Are you OK?* Have the other reply: *Yes, I am. I'm happy.* Say the answer when needed and have the child repeat after you. Have the child and the rest of the class make a happy face. Next, say: *Check the box for happy.* Encourage children to draw a checkmark in the appropriate box. Continue the procedure, having children come to the front to role-play the dialogue for the remaining feelings. Clap for a job well done!

### AFTER PAGE 24

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 101. Help children decide what they liked most from Unit 2. Say: *What I liked most from Unit 2 was learning about how animals protect themselves!* Use an excited voice as you point to the Amazing page (22). Encourage children to draw what they liked most from Unit 2: a song or chant, the Little Book story, the Amazing project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

#### Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Paola) liked (making hedgehogs). (Daniel), did you also like that? What did you like, then?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

#### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

#### Sing the Target Song "My Feelings"

A21 To consolidate what children have learned in the unit, play the Target Song. First, practice the conversation with Happy Caterpillar. Then encourage children to join in and sing their part.

#### Portfolio

Have children review the things in their Portfolio Envelope to date. Walk to each child's place and have him/her show you his or her favorite work. Make sure children put all pages back inside the Portfolio.

 See Workbook page 20.

## Communication Objectives

Identify and name parts of a house	Identify activities families do at home
Identify and name furniture items	Indicate location of furniture items
Indicate location of family members in a house	Understand and follow simple commands

## Target Language and Structures

*Where is (Baby)? (He) is (in the bedroom).      Where is the (bed)? It is (in the bedroom).*

*Where is (Sister)? (She) is (in the hallway).*

*What is (she) doing? (She) is (playing with a ball).*

## Topics and Key Vocabulary

### Parts of a House:

*kitchen, living room, bedroom, bathroom, hallway, stairs, closet, dining room*

### Furniture Items:

*bed, stove, sofa, toilet, fridge, TV, lamp, sink*

### Numbers:

*thirty to thirty-nine*

### Action Verbs:

*raise (your hand), start, have fun, crawl, drink, talk, take care, do, cook, catch, glue, hang*

### Nature and Science Words:

*spider, web, fly*

# UNIT 3

## OVERVIEW

## Content Connections

### Math:

Identify and trace numbers: 30–39

Count to 39

Identify and count sets of 10

### Nature and Science:

Observe that spiders make webs to catch their food

### Art:

Make spiders

### Music:

Sing and act out songs

Move to music

### Language Arts:

Say and act out chants

Role-play

## Amazing and Project

Observe that spiders make webs to catch their food

**Project:** *Make Spiders*

## Little Book

*Where Is Meg?*

# UNIT 3 OVERVIEW

## Competency-based Education

Competency work within the following formative areas:

### Social Development:

Develop sensitivity toward the needs, viewpoints, and feelings of others; Values section, p. T30

### Language and Communication:

Identify characteristics of the writing system; Reading and Writing Readiness page, p. T30

## Reading and Writing Readiness

Identify initial sounds: /n/, /k/,  
/g/, /l/

Practice motor skills

Practice visual discrimination

Trace letters: *Nn, Cc, Gg, Ll*

Trace words and use rebuses to read simple sentences

## Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about house and furniture items at home

Sing songs and say chants at home

## Values

Respecting differences

Overview



# Unit Opener

## Objectives

- To predict unit topic
- To identify and name parts of a house
- To review numbers: 1–20
- To review shapes
- To understand and follow simple commands

## Vocabulary

hello, good-bye, tree house, bedroom, living room, house, home, family, look, predict, draw, listen, find, raise (your hand)


## Language


This is (a tree house).  
Find the beds.

## Materials


Class Audio CD, classroom calendar, Happy Caterpillar puppet, white paper (one sheet per child), crayons, twenty milk cartons, Portfolio Envelopes, plastic bags

## BEFORE PAGE 25

 **Sing the “Good Morning Song”**  
A3 Play the audio. Have children sing along.

 **Calendar Work**  
A4 Work daily with a large classroom calendar. Have Happy Caterpillar point to the day on the calendar. Ask: *What day is today, Happy Caterpillar? It is (Monday).* Have the class repeat after Happy Caterpillar. Then play the audio and have children listen. Play the audio again and encourage them to join in singing as best they can. Praise all efforts.

## DURING PAGE 25

 **1 Look, predict, and draw. Listen.**  
**Predict Together**

Display page 25. Point to the pictures on the page and have children look at them carefully. Say: *Our house is our...* Encourage children to say: *home!* Then say: *Houses have many...* Encourage children to answer: *rooms.* Invite them to name rooms in a house. Children may use their native language if necessary.

Then play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, have children insert the topic in the final verse of the song: *Fun with (my home)!*

Next, have children close their books. Distribute drawing paper and crayons. Ask children to draw one thing they think will appear in the unit and that is not on page 25. Then hold up children's drawings and name the vocabulary items children predict will appear.

## Check Predictions

Encourage children to look through the unit to check if their predictions were correct. Have them clap if they see the item they predicted.

Next, have children open their books again to page 25. Point to the picture cues on the page and teach the four items that appear there: *tree house, bedroom, living room, and house.* Say: *This is (a tree house).* Have children repeat the words after you.

Play the Target Song “My House” to expose children to the new vocabulary. Use Happy Caterpillar to model the questions and answers in the song. Sing the song and do the actions that go with it. Have children listen attentively. Next, play the audio again. Have children raise their hands when they hear the words they just learned: *tree house, bedroom, living room, and house.*



## Do the Find It! Activity

Point to Happy Caterpillar and read his speech bubble: *Find the beds!* Have children look for beds in the unit. (Beds can be found on pages 25, 26, 27, 28, and 36.)

## AFTER PAGE 25



## Number Train

Give children twenty small milk cartons or boxes with the tops cut off and labeled with the numbers 1 to 20. Have them work together to place these “train cars” in sequential order. Finally, count all the train cars, point to the number on each, and check if they were sequenced correctly.



## Sing the “Good-bye Song”

A7 Have children sing and wave good-bye.



## Portfolio

Remember to put letter-sized or smaller student work into each student's Portfolio Envelope. Help children decide what work they want in their Portfolio.



See Workbook page 21.

## EXTRA ACTIVITY



## Counting Shapes

Divide the class into four teams and assign a shape (circle, square, triangle, or rectangle) to each. Challenge teams to find at least five small items with their shape in the classroom. Provide each team with a plastic bag and have them put the items they find inside the bag. Then have each team count the items with their shape and report to the class.

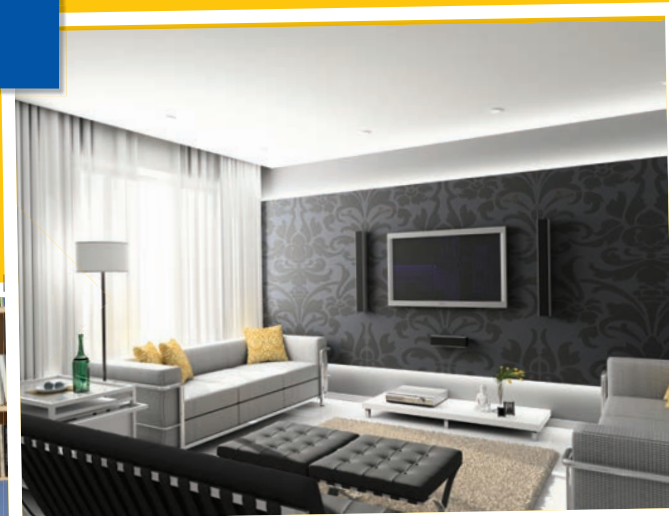


# 3

# HOME

A5 & A36

1 Look, predict, and draw. Listen.



Find the beds!



Unit Preview; FIND IT in the unit: beds



## 2 Listen and say. Find and match.



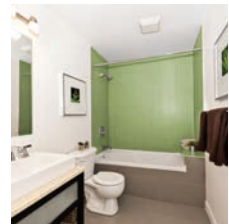
kitchen



living room



bedroom



bathroom



# Vocabulary

## Objectives

- To identify rooms in a house
- To repeat names of rooms in a house
- To indicate the location of family members in a house
- To review family members
- To review pets
- To understand and follow simple commands

## Vocabulary

*kitchen, living room, bedroom, bathroom, Mom, Dad, Baby, Brother, Grandma, cat, start, have fun, listen, say, find, match*

## Language

*What is this? It is the (kitchen).*

*Where is (Baby)? (He) is (in the bedroom).*

## Materials

Class Audio CD, beanbag, music CD, *kitchen, living room, bedroom, bathroom, hallway, and stairs* Picture Cards, pencils, Happy Caterpillar puppet, a pot, a towel, a pillow, a book, a spoon, a blanket, a bottle of shampoo

## BEFORE PAGE 26

### Vocabulary Presentation

Draw a house on the board. Ask: *What is this? It is a house.* Next, display the *kitchen, living room, bedroom, and bathroom* Picture Cards. Hold up the cards as you say the words. Then hold up the *kitchen* Picture Card. Ask: *What is this?* Happy Caterpillar answers: *It is the kitchen.* Have children repeat *kitchen* after Happy Caterpillar. Repeat the procedure with *living room, bedroom, and bathroom.*

## Hot Potato

Attach the *kitchen, living room, bedroom, and bathroom* Picture Cards to the board. Have children sit in a circle. Give a child a beanbag, which will be the hot potato. Play some music and have children pass the hot potato around. Stop the music. Name a room in a house: (*Kitchen*). Invite the child with the beanbag to stand up and point to the corresponding card on the board. Repeat with the remaining cards. Play several rounds.

## DURING PAGE 26

### 2 Listen and say. Find and match.

Play Audio A37. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the *kitchen, living room, bedroom, and bathroom* in the scene. Then show children how to trace a line from the kitchen to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Repeat the procedure with *living room, bedroom, and bathroom.*

kitchen living room bedroom bathroom

Explain to children that *Mom, Dad, Grandma, and Grandpa* are affectionate names for *Mother, Father, Grandmother, and Grandfather.*

Next, point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Where is Mom? She is in the kitchen.* Play Audio A38 and point to the scene as children repeat.

Where is Mom? She is in the kitchen.  
Where is Grandma? She is in the living room.

Where is Baby? He is in the bedroom.  
Where is the cat? It is in the bathroom. It is playing with some yarn!

### Say the "We Have Finished Chant"

A6 Play the audio and have children join in. Invite them to sing and do the actions that go with the song.

## AFTER PAGE 26

### Target Song "My House"

A36 Play the Target Song "My House" to expose children to the new vocabulary. Display the *bedroom, hallway, stairs, and living room* Picture Cards around the room. Use Happy Caterpillar to model the questions and answers in the song. He sings the children's part. Walk around the room and have Happy Caterpillar point to the cards as they are mentioned in the song. Have children listen and look attentively.

WB See Workbook page 22.

## EXTRA ACTIVITY

### Where Can You Find This?

Attach the *kitchen, living room, bedroom, and bathroom* Picture Cards to the board at children's eye level. Hold up a pot and ask: *Where can you find this?* Have Happy Caterpillar answer: *In the kitchen!* Repeat with other objects: a towel, pillow, book, spoon, blanket, bottle of shampoo, and so on. Then pose the same questions to the children. Accept all logical answers.

# Vocabulary

## Objectives

- To identify rooms and parts of a house
- To repeat names of rooms and parts of a house
- To review family members
- To review pets
- To indicate the location of family members in a house
- To identify activities families do at home
- To understand and follow simple commands

## Vocabulary

kitchen, living room, bedroom, bathroom, hallway, stairs, closet, dining room, upstairs, downstairs, ball, cat, dog, water, Sister, Baby, Mom, Grandma, Dad, Brother, play, crawl, sleep, drink, talk, read, take care, eat

## Language

Where is (Sister)? (She) is (in the hallway).  
What is (she) doing? (She) is (playing with a ball).

## Materials

Class Audio CD, hallway, stairs, closet, dining room, bedroom, and living room Picture Cards, Happy Caterpillar puppet, pencils, soft ball, white paper (one sheet per child), crayons

## BEFORE PAGE 27

### Vocabulary Presentation

Draw a house on the board. Ask: *What is it? It is a house.* Say: *Let's learn other rooms and parts of a house.* Hold up the hallway, stairs, closet, and dining room Picture Cards. Name the new words and have children repeat after you.

### Target Song "My House"

A36 Attach the bedroom, hallway, stairs, and living room Picture Cards to the board. Play the Target Song and point to the cards as they are mentioned. Use Happy Caterpillar to model the questions and answers. He sings the children's part. Have children listen and look attentively.

## DURING PAGE 27

### 3 Listen and say. Find and match.

A39-A41 Play Audio A39. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the hallway, the stairs, the closet, and the dining room in the scene. Then show children how to trace a line from the photo of the hallway to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil.

hallway stairs closet dining room

Next, have children match the remaining photos with the corresponding pictures. Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Where is Baby? He is crawling up the stairs!*

Play Audios A40 and A41 and point to the scene as children repeat.

Where is Sister? She is upstairs. She is in the hallway.  
What is she doing? She is playing with a ball.  
Where is Baby? He is on the stairs.  
What is he doing? He is crawling up the stairs!  
Where is the cat? It is in the closet.  
What is it doing? It is sleeping.  
Where is Mom? She is in the dining room.  
What is she doing? She is drinking water and talking to Grandma.

Where is Dad? He is upstairs. He is in the bedroom.  
What is he doing? He is reading.  
Where is Brother? He is in the living room.  
What is he doing? He is taking care of Baby!  
Where is the dog? It is in the kitchen.  
What is it doing? It is eating.  
Where is Grandma? She is in the dining room.  
What is she doing? She is eating and talking to Mom!

## Vocabulary Practice

Display page 26. Invite a child to come up. Ask: *Where is (Mom)? (She) is (in the kitchen).* Repeat with other family members and other children and for page 27.

## AFTER PAGE 27

### Upstairs, Downstairs

Display page 27. Ask: *Is Dad upstairs or downstairs?* Have Happy Caterpillar answer: *Upstairs.* Then throw a soft ball to a child. Ask: *Is Sister upstairs or downstairs?* Elicit: *Upstairs.* Repeat with other family members and other children. Play several rounds.

 See Workbook page 23.

## EXTRA ACTIVITY

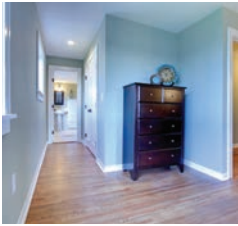
### My House

Distribute drawing paper and crayons. Encourage children to draw their homes. Finally, invite children to come up and show their drawings to the rest of the class. Have them name the rooms in their homes.

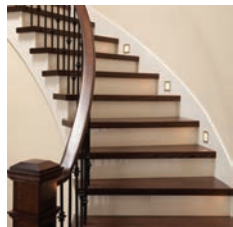
A39-47

3

Listen and say. Find and match.



hallway



stairs



closet



dining room



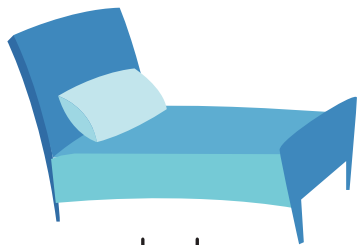
Vocabulary Presentation: hallway, stairs, closet, dining room; Review: upstairs, downstairs  
 Language Presentation: Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing with a ball).

UNIT 3

27



# Listen, look, and match.



bed



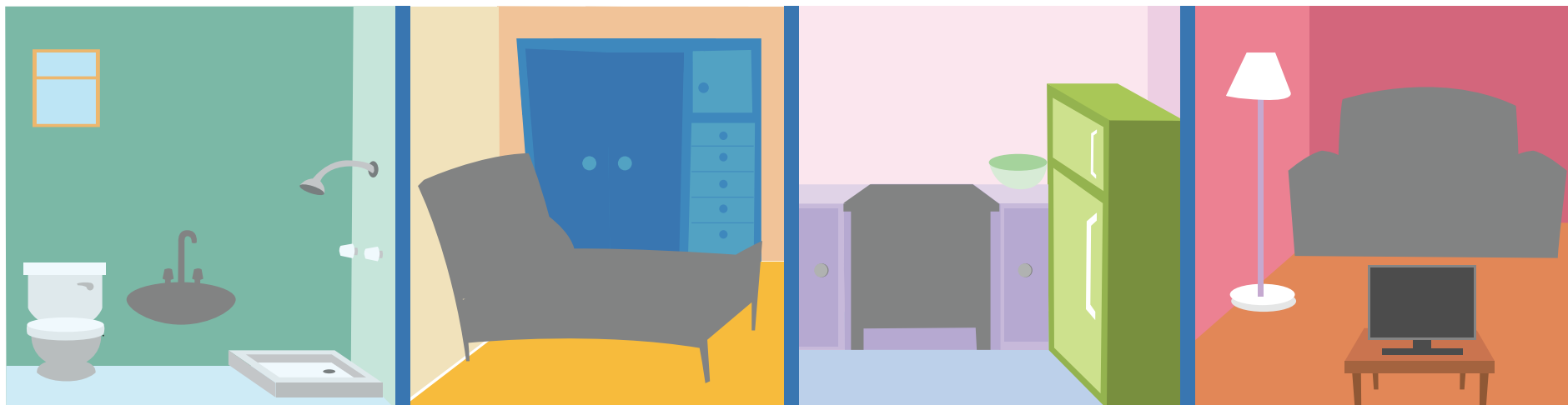
stove



sofa



sink



## Practice

### Objectives

- To identify and name furniture items
- To indicate location of furniture items
- To understand and follow simple commands

### Vocabulary

*bed, stove, sofa, sink, toilet, fridge, TV, lamp, bathroom, bedroom, living room, kitchen, dining room, listen, look, match, trace, find, sing*

### Language

*What is this? It is (a bed).*

*Where is the (bed)? It is in the (bedroom).*

### Materials

Class Audio CD, Happy Caterpillar puppet, pictures of a bed, a stove, a sofa, a sink, a lamp, a toilet, a fridge, and a TV, pencils, *bedroom, kitchen, bathroom, and living room* Picture Cards

### BEFORE PAGE 28

#### What Is This?

Hold up the picture of the bed. Ask: *What is this?* Happy Caterpillar answers: *It is a bed.* Have children repeat *bed* after Happy Caterpillar. Repeat with: *stove, sofa, and sink.*

Next, attach the pictures of the bed, stove, sofa, sink, lamp, toilet, fridge, and TV to the board at children's eye level. Invite a child to come up. Happy Caterpillar points to a picture and asks the child: *What is this?* The child answers: *It is (a bed).* Repeat with the rest of the pictures and other children.

### DURING PAGE 28

#### 4 Listen, look, and match.

A42, A43 Display page 28. Play Audio A42. Point to the pictures as children repeat.

It is a bed. Where is the bed? It is in the bedroom.  
It is a stove. Where is the stove? It is in the kitchen.  
It is a sofa. Where is the sofa? It is in the living room.  
It is a sink. Where is the sink? It is in the bathroom.

Next, distribute pencils and encourage children to trace a line from each item to the shaded area in the corresponding room.

Play Audio A43 and have children find the closet, the lamp, the toilet, the fridge, and the TV in the rooms at the bottom of the page. Invite volunteers to answer each question by completing the sentence: *It is in the...*

Find the closet. Where is the closet?  
Find the lamp. Where is the lamp?  
Find the toilet. Where is the toilet?  
Find the fridge. Where is the fridge?  
Find the TV. Where is the TV?

### AFTER PAGE 28



#### The Bed Is in the Bedroom

Place the *bedroom, kitchen, bathroom, and living room* Picture Cards around the room. Have children sit in a circle. Walk around the circle. Stop and tap a child on the shoulder. Hand him or her the picture of the bed. Say: *The bed is in the bedroom.* Have the child walk around the room and look for the *bedroom* Picture Card. Encourage him or her to hold up the card and the picture and say: *The bed is in the bedroom.*

Repeat the procedure with *kitchen/stove, bathroom/sink, and living room/sofa.*

#### Target Song "My House"

A36 Play the audio. Sing the song along with Happy Caterpillar. He sings the children's part. Play the audio again and encourage children to join in as best they can. Praise all efforts.



See Workbook page 24.

### EXTRA ACTIVITY

#### Let's Sing!

Sing the following song to the tune of "For He's a Jolly Good Fellow."

The stove is in the kitchen.  
The lamp is in the living room.  
The closet is in the bedroom.  
Everything is in place!  
The table is in the dining room.  
The sink in the bathroom.  
The fridge is in the kitchen.  
Everything is in place!

## Objectives

- To identify uppercase and lowercase letters: *Nn, Cc, Gg, Ii*
- To identify initial sounds: /n/, /k/, /g/, /I/
- To discriminate initial sounds
- To understand and follow simple commands

## Vocabulary

letter, nurse, nest, nine, lion, cat, cake, car, banana, fish, garden, gate, guitar, ice cream, iguana, igloo, truck, listen, cross out


## Language

This is big (N).  
This is small (n).  
(N) is for (nose).

## Materials

Class Audio CD, pencils, craft sticks, sandbox

## BEFORE PAGE 29

 **Sing the “Let’s Wiggle!” Song**  
A29 Sing this song to get children started. Play the audio and encourage children to join in as best they can. Praise all efforts.

### N Is for Nose

Write the letter *Nn* on the board. Point to uppercase *N* and say: *This is big N*. Point to lowercase *n* and say: *This is small n*. Then point to your nose and say: *Nnnose starts with the /n/ sound*. *N is for nose*. Have children repeat *nnnose* after you, exaggerating the /n/ sound. Follow the same procedure with the letters *Cc*, *Gg*, and *Ii* and words that begin with each letter.

## DURING PAGE 29

 **5 Listen and cross out the picture that has a different initial sound.**


Point to the letters *Nn*, *Cc*, *Gg*, and *Ii* and have children identify them. Then point to the photos in each box, name the items, and have children repeat after you. Exaggerate the beginning sounds.

Next, play Audio A44. Distribute pencils. Encourage children to cross out the word that has a different initial sound in each group of four. Before the activity, draw a big X on the board and say: *Cross out*.

nurse nest nine lion  
cat banana cake car  
fish garden gate guitar  
ice cream iguana igloo truck

Finally, have volunteers say which picture they crossed out in each group.

## AFTER PAGE 29

 **“Let’s Make Letters!” Song**  
A45 Explain to children that they will make letters with their bodies. Set furniture aside and divide children into groups of four. Play the audio, sing along, and have children listen.

Play the audio again. At the end of the song, fill in the blank with a letter and encourage children to form it with their bodies.

## Trace Letters

Take children to the playground. Have them stand around the sandbox. Hand a stick to a child and say: *Nnnest starts with the /n/ sound*. Encourage the child to write the uppercase and lowercase letter *Nn*. Repeat the procedure with other children and the letters *Gg*, *Cc*, and *Ii*.



See Workbook page 25.

## EXTRA ACTIVITY

### Same or Different?

Say a pair of words: *nnnine/nnnurse*. Exaggerate the initial sounds. Have children clap if the words have the same initial sound and ask them to remain silent if the words have different initial sounds. Repeat with other pairs of words and the /n/, /k/, /g/, and /I/ sounds.



**Listen and cross out the picture that has a different initial sound.**

N



n



C



c



G



g



I

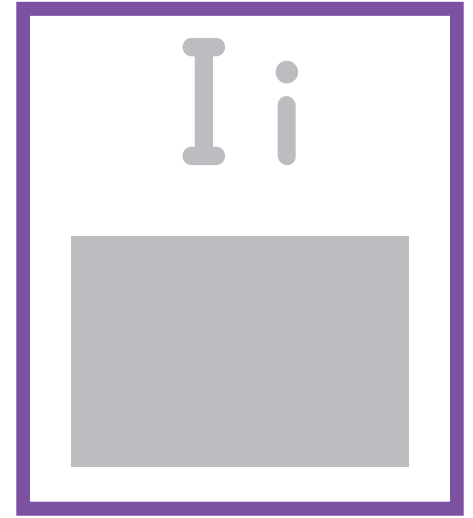
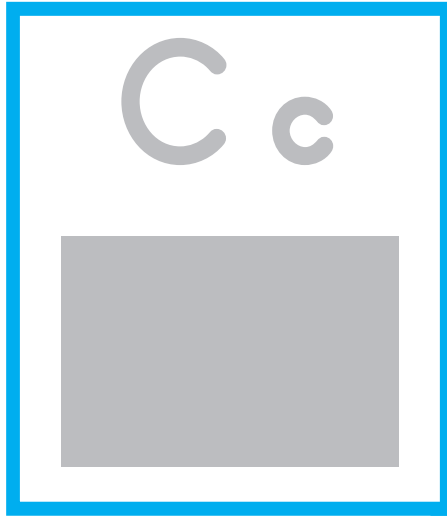
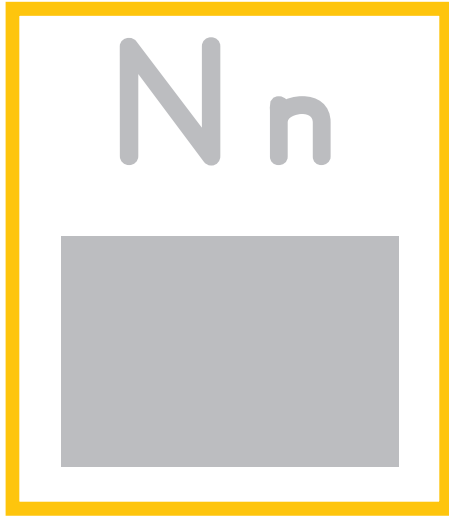


i

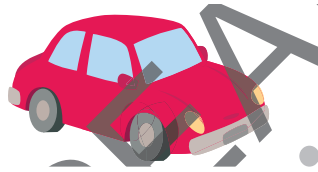




6 ✂ Trace letters. Cut out and paste. Trace and read.



It is a



.

It is a period.

It is a



.



## Objectives

- To identify and trace letters: *Nn, Cc, Gg, li*
- To discriminate initial sounds
- To read and write simple sentences
- To practice fine motor skills
- To learn a value: We respect differences
- To use language to express a value
- To understand and follow simple commands

## Vocabulary

letter, sound, nurse, cat, girl, igloo, differences, trace, cut out, paste, read, respect, care

## Language

*What letter is this? It is the letter (N).*

*(N) is for (nose).*

*It is a car.*

*It is a period.*

*We respect differences.*

## Materials

Class Audio CD, Happy Caterpillar puppet, Cutouts, scissors, glue, pencils, *Values* Poster, white paper (one sheet per child), crayons

## BEFORE PAGE 30

### Yes or No

Write the letters *Nn, Cc, Gg, and li* on the board. Point to them and have children identify them. Next, say: *N is for nnnose*. Exaggerate the beginning sound. Have Happy Caterpillar say: *Yes!* Then say: *C is for nnnest*. Have Happy Caterpillar say: *No!* Next, have Happy Caterpillar say: *(C) is for cccar*. Invite a volunteer to say *Yes!* or *No!* If his or her answer is correct, have the class clap. Repeat several rounds with the letters *Nn, Cc, Gg, and li* and other children.

## DURING PAGE 30



### CBE 6 Trace letters. Cut out and paste. Trace and read.

Point to the letters *Nn, Cc, Gg, and li* and have children identify them: *What letter is this? It is the letter (N)*. Next, distribute pencils and encourage children to trace the letters.

Then hold up the Cutouts for page 30. Point to each Cutout. Name the items and have children repeat after you: *nurse, cat, girl, and igloo*. Exaggerate the beginning sounds.

Next, have children cut out the Cutouts and put a small amount of glue on the back of each. Explain they will have to paste each Cutout under the letter the word begins with.

Next, direct children's attention to the words and rebuses below the letters and Cutouts. Encourage children to trace the words.

Then read the first sentence aloud with the class. Underline each word and point to the rebus as you read: *It is a car*. Then have the class read both sentences aloud. Invite volunteers to read the sentences.

Finally, read the speech bubble: *It is a period*. Have children repeat after you and point to the periods at the ends of the sentences. Explain that we always use a period at the end of a sentence. Have children trace the periods.

## AFTER PAGE 30

### VALUES ACTIVITY

#### CBE Value: Respecting Differences

Display the *Values* Poster. Have children sit in a semicircle. Point to the value: *Respect differences*. Read it aloud and have children repeat after you. Then point to the two children. Say: *Look, at the boys' drawings. They are bicycles*. Point to the bike on the left. Then invite a child to come up, and ask: *What color is this bike? It is red*. Then point to the bike on the right: *What color is this bike? It is purple*. Very good! *The two drawings are bikes, but they are different. One is red, and the other one is purple. The two bikes are pretty! These boys respect differences! We respect differences, too!*

Next, have children go back to their seats. Distribute drawing paper and crayons. Encourage the boys to draw a toy car and the girls a doll. Next, invite a pair of girls to the front and have them show their dolls to the rest of the class. Describe each doll and then ask: *Are the dolls different? Yes!* Then say: *The dolls are different, and they are very pretty*. Encourage the children to clap and then say: *We respect differences*.

Repeat with a pair of boys. Continue until all children have shown their drawings to the class. Praise all efforts.

WB See Workbook page 26.

### EXTRA ACTIVITY



#### "Values Are Important" (Part 1)

A16 Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.



## AUDIO SCRIPT

### A46 Where Is Meg?

1. Pam: Hello, is Meg here?  
Mom: Hello, Pam. Meg is in our living room.
2. Pam: Meg, I'm here. Where are you?  
Meg: I'm here. Find me!
3. Pam: What are you doing?  
Meg: I am cooking.
4. Meg: I'm cooking in my kitchen.  
Pam: In your living room? Oh!

## HOME SCHOOL



Encourage children to take their Little Books home to share with their families. This book is about children playing and about rooms in a house. The girls in the story play with a stove made out of a cardboard box. Children may enjoy making a stove out of a box and playing with their family members at home.

## SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. Encourage them to use art supplies, clothes, props, and the stove they made as they role-play.

# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review family members and rooms in a house
- To understand and follow simple commands

## Vocabulary

hello, living room, kitchen, bathroom, bedroom, dining room, box, play, do, cook, find

## Language

What is this? It is (a box).

Who is this? It is (Mom).

Meg is in our living room.

Where are you?

I'm here.

Find me.


What are you doing?

I am cooking.

## Materials

Class Audio CD, Happy Caterpillar puppet, hallway, stairs, bedroom, and living room Picture Cards, tape, large box, five medium-sized boxes, colored paper, crayons, art supplies, blocks, DVD or ActiveTeach

## BEFORE THE LITTLE BOOK

 **Sing the Target Song "My House"**  
Before you sing the Target Song, attach the bedroom, hallway, stairs, and living room Picture Cards to the board at children's eye level and draw a tree house and a TV next to the cards. Name each item and invite children to come up and point to it. Then play the audio. Use Happy Caterpillar to model the conversation. Have children listen. Stop the audio every time an item

is mentioned and invite a child to come up and point to it.

## DURING THE LITTLE BOOK

 **Where Is Meg?**

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and clothes.
3. Point to the title and say: *This is the title. The title of the story is "Where Is Meg?"* Point to the numbers on each page for children to identify the page numbers.  
Next, point to the pictures next to the lines. This will help children know who is speaking: *This is what Mom says. This is what Meg says. This is what Pam says.*

4. Play the audio while you show children the pages. Have them listen.
5. Play the audio again. This time, point to the pictures next to the lines that show who is speaking on each page. Point to the scenes and pantomime to help clarify meaning.
6. Check children's comprehension. Point to the different items and characters and ask: *What is this? It is (a box). Who is this? It is (Mom).* Next, point to the first scene. Say: *Pam wants to play with Meg. Who opens the door? Mom. Where is Meg? In the living room.* Turn to page 2. Ask: *What does Meg say? Find me!* Display page 3. Ask: *What is Meg doing? She is cooking.*  
Finally, turn to page 4. Point to the box and ask: *What is this? It is a stove. Where is the stove? In the living room.* Then say: *Pam and Meg are playing with a toy stove in the living room. Where can we find a real stove?* Encourage children to answer: *In the kitchen!*


## AFTER THE LITTLE BOOK

 **Role-play**

Role-play the story with Happy Caterpillar. Next, invite three children to come up. Assign a character to each, say the lines, and have children repeat after you. Provide them with a box so they can use it as a toy stove as they role-play.

 **Home-School Connection**

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

 **Play the DVD**

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

 See Workbook page 27.

## EXTRA ACTIVITY

### Build a Room

Cover the inside of five medium-sized boxes with different colored paper. Tell children that each box will be a room in a house—bedroom, dining room, bathroom, living room, or kitchen. Divide the class into five groups. Provide a box and assign a room to each group. Provide blocks and art supplies for children to draw and furnish their rooms.



## Objectives

- To learn numbers: 30–39
- To count to 39
- To count sets of ten
- To review shapes
- To understand and follow simple commands

## Vocabulary

number, fork, set, listen, say, count, stick, trace, run

## Language

We have thirty forks.

Each set has ten forks.

Let's count by tens.

How many forks do we have? Thirty forks.

## Materials

Class Audio CD, 30 plastic forks, three rubber bands, pencils, Stickers, flashlight, kitchen, living room, bedroom, bathroom, hallway, stairs, closet, and dining room Picture Cards

## BEFORE PAGE 33

### Sing the “Shape Song”

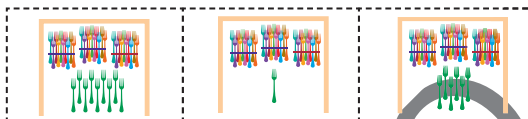
A35 Play the audio and have children listen. Play the audio again. Pause after each shape's description and have children guess the shape. Finally, play the audio again and encourage children to join in singing as best they can. Praise all efforts.

### Say the “Thirties Family Chant”

A47 Play the audio and have children listen. Play the audio and invite children to chant along. Before the chant, write the numbers 30 to 39 on the board and point to them as they are mentioned in the audio.

Next, put thirty plastic forks on a table. Have children stand around the table and have them count the forks with you: 1, 2, 3,... 30! Say: *We have thirty forks!* Then make three sets of ten forks and put a rubber band around each set. Say: *Each set has ten forks. We have three sets of ten forks each. Let's count by tens. Ready? 10, 20, 30. How many forks do we have?* Encourage children to answer: *Thirty forks.*

## DURING PAGE 33



### 7 Listen and say. Count, stick, and trace.

Have children count the forks at the top of the page along with you. Say: *Let's count the forks by tens: 10, 20, 30... 30 forks!* Next, point to the number 30 and ask: *What number is this?* Invite a volunteer to answer: *30! Very good! This is the number 30.* Have children repeat *thirty* after you. Then point to Happy Caterpillar on the page and say: *Look! Happy Caterpillar has three sets of ten forks each.* Hold up the three sets you used in the previous activity. Say: *Each set has ten forks.* Finally, ask: *How many forks does Happy Caterpillar have?* Encourage children to answer: *Thirty!*

Play the audio. Have children listen and repeat as they point to the corresponding number on the page.

thirty thirty-one thirty-two thirty-three  
thirty-four thirty-five thirty-six  
thirty-seven thirty-eight thirty-nine

Then show the Stickers for page 33. Have children count the forks on each Sticker. Remind children that each set has ten forks, so they

can count by tens and then count the individual forks. Next, have children stick the Stickers in the correct boxes. Then have them count the forks in each box on the page. Finally, show children how to trace the numbers 30 to 39, first with their index finger and then with a pencil.

## AFTER PAGE 33

### Flashlight Fun!

Play a numbers guessing game. Turn off the lights and pull down the shades so the room is dark. Then turn on a flashlight and draw big numbers, from 1 to 39, on the wall. See if children can guess the numbers correctly!

### TIP: Hints

In the “Flashlight Fun!” game you can give children hints to make it easier, such as: *I am writing a number between 30 and 39.*

 See Workbook page 28.

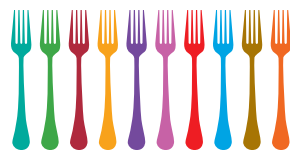
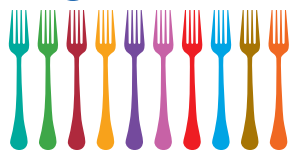
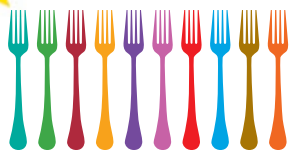
## EXTRA ACTIVITY

### On the Count of Three!


Take children to the playground. Put the *bedroom, bathroom, living room, dining room, hallway, closet, stairs, and kitchen* Picture Cards around the playground. Have children stand in a circle in the center of the playground. Then say: *On the count of three, let's all run to the kitchen. Ready? One, two, three, kitchen!* Have children race and look around the playground for the *kitchen* Picture Card. Repeat the procedure with the remaining cards.

A47-48

**7** Listen and say. Count, stick, and trace.



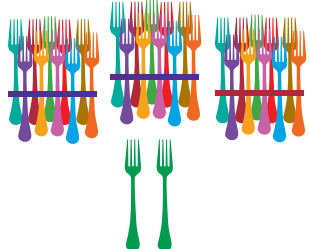
= 30 =


30




31



32




33



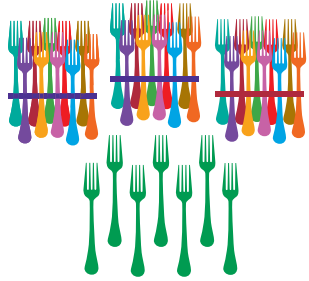
34



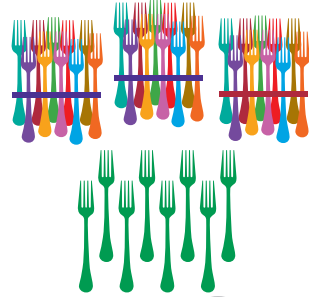
35



36



37



38



39

Math Connection: Numbers 30–39; sets of 10



8

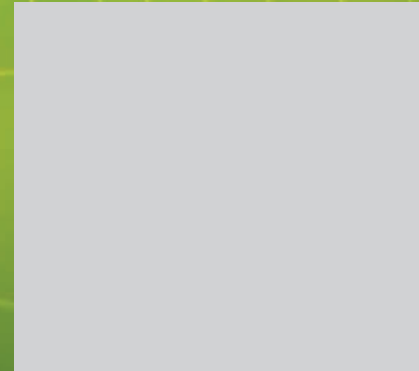


Look closely. Cut out and paste the cutouts in order.

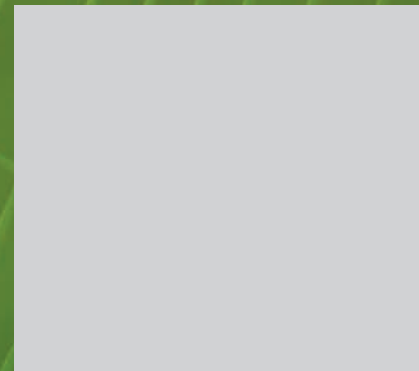
1



2



3





# Amazing

## Objectives

- To appreciate nature
- To observe details
- To learn how spiders catch food in their webs
- To practice fine motor skills
- To understand and follow simple commands

## Vocabulary

spider, fly, web, food, catch, make, look, cut out, paste

## Language

Spiders catch food in their webs.  
Spiders eat flies.

## Materials

Class Audio CD, Happy Caterpillar puppet, pictures or drawings of a spider, a spider web, and a fly, Cutouts, scissors, glue, string, chalk, sponge ball

## BEFORE PAGE 34

**Sing the “Amazing Nature” Song**  
A20 Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.

## Build Background

Attach the pictures of a spider, a web, and a fly to the board at children’s eye level. Point to each item and name it. Have children repeat after you. Then explain that spiders make webs to catch their food. Then have Happy Caterpillar say: *Spiders eat flies*. Have him point to the fly on the board. Have Happy Caterpillar ask children: *Do you eat flies? No!*

**Sing the “Spider Web Song”**  
A49 Play the audio. Have children listen as you sing and do the actions. Then play the audio and encourage children to do the actions with you. Encourage them to join in singing as best they can. Praise all efforts.

## DURING PAGE 34



**8 Look closely. Cut out and paste the cutouts in order.**

Display page 34. Say: *Look at the spider. It makes a web to catch flies. Spiders catch food in their webs*. Have children point to the spider and to the web. Have them repeat *spider* and *web* after you.

Next, show the Cutouts for page 34. Describe each Cutout. Have children cut out the pictures. Ask them to put a small amount of glue on each Cutout. Children will have to paste the Cutouts in order: 1: fly, 2: fly caught in the web, 3: spider eats the fly.

## AFTER PAGE 34

**Let’s Make a Giant Spider Web!**  
Take children to the playground. Have them form five concentric circles. Pass out string and guide them in passing it around in such a way that the class forms a giant spider web.

**Catch Flies!**  
Draw a giant spider web on the playground with chalk. One child is the spider and the rest are flies. Hand a sponge ball to the spider. Have the flies run around the spider web. The spider cannot leave the web. The spider has to throw the ball and hit a child. If the ball hits a child, he or she gets caught by the spider and has to jump into the web. Continue playing until the spider has caught several flies. Play several rounds so children take turns being spiders and/or flies.

**WB** See Workbook page 29.

## EXTRA ACTIVITY

### Sing the “Eensey Weensy Spider Song”

Sing the song and do the actions. Have children listen. Then sing it again and encourage children to do the actions and to sing along with you as best they can. Praise all efforts.

Eensey weensy spider  
Went up the water spout. (*move your fingers to simulate a walking spider*)  
Down came the rain  
And washed the spider out. (*wiggle your fingers to simulate rain*)  
Out came the sun  
And dried up all the rain. (*draw a sun on the board*)  
And eensey weensy spider  
Went up the spout again. (*move your fingers to simulate a walking spider*)



# Project

## Objectives

- To do an art project
- To talk about spiders
- To learn how spiders make webs to catch their food
- To use fine motor skills
- To understand and follow simple commands

## Vocabulary

*spider, pom-pom, legs, ceiling, look, say, make, bend, glue, stick, hang*

## Language

*What are these? They are spiders.*

*Glue the pom-poms.*

*Stick the legs into the body.*

*Bend the legs.*

*Glue the eyes.*

*Hang your spider from the ceiling!*

## Materials

Class Audio CD, pom-poms (one bigger than the other, two per child), pipe cleaners cut in half (eight halves per child), glue, string, scissors, glue gun (optional), and googly eyes (two per child), tape, white cards, scissors, markers, candy, Unit 3 Picture Cards, pictures of a spider, a spider web, and a fly

## BEFORE PAGE 35

### Revisit the “Spider Web Song”

A49 Play the audio. Sing the song and do the actions. Play the audio again. Invite children to do the actions with you. Encourage them to sing along as best they can. Praise all efforts.



## Look and Say

Divide the class into two teams: A and B. Invite a member of each team to come up. Show the children the pictures of a spider, a web, and a fly briefly, one at a time. Ask the two children to look at the pictures and try to remember the order in which they appeared.

Have the child from team A name the items in order. If his or her response is correct, the child wins a point for his or her team. If not, the child from Team B has a chance to answer. Continue playing. During the second round, the child who gets to answer first is the child from Team B. Play several rounds with other pairs. The team with the most points wins the game.

## DURING PAGE 35



## Make Spiders

Before class, assemble the materials needed for the project. You will need: pom-poms, pipe cleaners cut in half, glue, string, and googly eyes. Show children page 35 and read the title of the project aloud: *Make Spiders*.

Then show children how to follow these steps:

1. Glue two pom-poms together. (The smaller one will be the spider's head. The larger one will be the spider's body). Say: *Glue the pom-poms*.

2. Stick the ends of eight pipe cleaner halves into the larger pom-pom. Say: *Stick the legs into the body*.

3. Bend the pipe cleaners. Say: *Bend the legs*.

4. Glue the eyes onto the smaller pom-pom. Say: *Glue the eyes*.

Point to Happy Caterpillar and read his speech bubble aloud. Underline each word as you read: *Hang your spider from the ceiling!* Then point to the ceiling. Glue a string onto the larger pom-pom of each spider and use tape to hang the spiders from the ceiling.

(If you notice that glue does not keep all the materials together, you might wish to use a glue gun and help children assemble their spiders. Make sure children do not touch the glue gun). Have children look at the ceiling, and ask: *What are these? They are spiders!*

## AFTER PAGE 35



## Spider or Candy?

Before class, draw four spiders and four pieces of candy on white cards and cut them out. Move furniture aside and have children sit in a circle. Ask children to close their eyes, and tape the spiders and candies randomly in the center of the circle.

Put a Picture Card from Unit 3 on top of each spider or candy. Invite a child to choose a card. Have him or her name the item depicted on the card. If the response is correct, invite the child to lift up the card. If there is a spider under the card, have the child leave the card on the floor and put the spider on top of it. If there is a candy, the child gets a real piece of candy and can take the card. Continue playing until all items have been identified. Play several rounds.

PROJECT

# Make Spiders



Hang your spider  
from the ceiling!

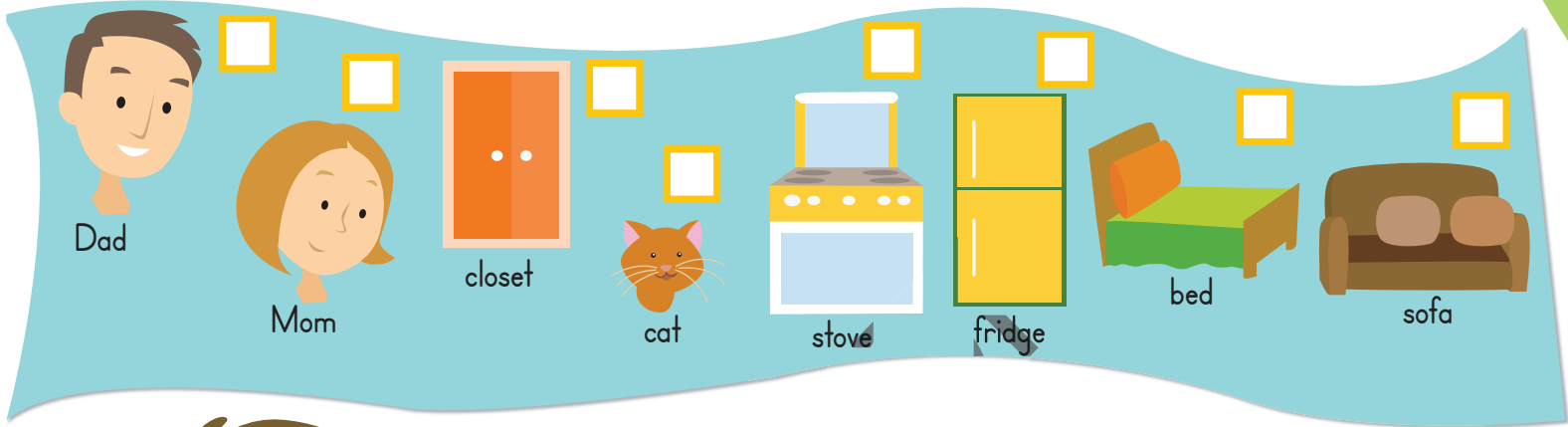


Amazing Project: Make hanging spiders.  
Science and Art Connections

UNIT 3

35

9 Ask, answer, and check.



Where is Dad?

He is in the living room.



GO TO  
SHOW  
TIME  
Page 102

## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

Dad, Mom, closet, cat, stove, fridge, bed, sofa, ask, answer, check

### Language

Who is (he)? He is (Dad).  
What is this? It is (a closet).  
Where is (Dad)? (He) is (in the living room).  
Where is (Sister)? (She) is (in the hallway).  
What is (she) doing? (She) is (playing ball).  
Where is the (bed)? It is (in the bedroom).  
Is (N) for (nnnest)? Yes.  
Is (N) for (ggguitar)? No.  
Spiders catch food with their webs.

### Materials

Class Audio CD, pencils, crayons, Happy Caterpillar puppet, Portfolio Envelopes

### BEFORE PAGE 36

#### AFL Songs and Chants

Revisit the Songs and Chants from Unit 3 (Audios A36, A45, A47, and A49). Divide the class into four groups and assign a song to each one. Play the audios and encourage each group to sing along and do the actions.

#### AFL Think about Learning

Review Unit 3 page by page with children. Have them look at each page attentively and remind them what they learned on each, for example: *Look. Where is (Mom)? (She) is (in the kitchen). Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing ball). Where is the (bed)? It is (in the bedroom). Is (N) for (nnnest)? Yes. Is (N) for (ggguitar)? No! Spiders catch food with their webs.* Encourage children to clap if they liked the page or to make a sad face if they didn't.

### DURING PAGE 36

#### 9 Ask, answer, and check.

Elicit each of the vocabulary items pictured on the banner: *Who is (he)? (He) is (Dad). What is this? It is (a closet).* Next, point to the boy and the girl and read the speech bubbles: *Where is Dad? He is in the living room.*

Next, elicit the second item on the banner: *Mom.* Invite a pair of children to come up. Have one child ask the question: *Where is Mom?* Have the second child look into the house and answer: *She is in the bedroom.* Then ask the class to check off the pictures of Mom and Dad in their books because they have already asked and answered questions about them. Continue the activity with the remaining items on the banner and other pairs of children. Finally, clap for a job well done!

### AFTER PAGE 36

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 102. Help them think of what they liked most from Unit 3. Say: *I liked how spiders make webs to catch their food!* Say this with a very excited voice and smile as you point to the spider on page 34. Encourage children to draw what they

liked most from Unit 3: a song or chant, the Little Book story, the Amazing page, the project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

#### AFL Children Decide!

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Betty) liked (to trace numbers and to count to thirty-nine)! (Jimmy) what is your favorite part of Unit 3?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.



#### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.



#### Sing the Target Song "My House"

A36 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Happy Caterpillar. Then encourage children to join in and sing their part.



#### Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.



See Workbook page 30.



## Communication Objectives

Identify and name recyclable items	Communicate what one is making
Identify and name art supplies	Express needs
Communicate what one is using	Understand and follow simple commands

## Topics and Key Vocabulary

### Recyclable Items and Art Supplies:

tape, paper plates, boxes, string, paint, paintbrushes, sticks, glue, newspaper, balloons, plastic bottles

### Numbers:

forty to forty-nine

### Action Verbs:

recycle, use, touch, tell, need, hit, break, fall, rush, collect, apply, spin, pop, remove, add, poke, tie, grow, waste, fly, travel, land, bloom, flip, attach

### Nature and Science Words:

seed, seedling, flower

# UNIT 4

## OVERVIEW

## Target Language and Structures

<i>What is this? It is (a plastic bottle).</i>	<i>What do you need? I need (glue).</i>
<i>What are these? They are (paintbrushes).</i>	<i>What are you making? We are making (a duck).</i>
<i>What are you using? I'm using (tape).</i>	

## Content Connections

### Math:

Identify and trace numbers: 40–49

Count to 49

Identify and count sets of 10

### Nature and Science:

Observe how seeds travel

Make a spinning helicopter

### Music:

Sing and act out songs

Move to music

### Language Arts:

Say and act out chants

Role-play

## Amazing and Project

Observe how seeds travel

**Project:** *Make a Spinning Helicopter*

## Little Book

*We Need Books!*

## Reading and Writing Readiness

Identify initial sounds: /h/, /r/,  
/b/, /c/

Practice motor skills

Practice visual discrimination

Trace letters: Hh, Rr, Bb, Oo

Trace words and use rebuses  
to read simple sentences

# UNIT 4

## OVERVIEW

## Competency-based Education

Competency work within the following formative areas:

### Discovering Our World:

Take care of the environment and  
propose solutions for its conservation;  
Unit Opener page, p. T37

### Mathematical Thinking:

Use numbers in diverse situations to  
draw on the principles of counting;  
Math page, p. T45

## Home-School Connection

Take home the Little Book

Take home Show Time  
drawings

Talk about recycling, art  
supplies, and crafts at home

Sing songs and say chants at  
home

## Values

Not wasting things

Overview

# Unit Opener

## Objectives

- To predict unit topic
- To identify and name recyclable items
- To sort recyclable and non-recyclable items
- To understand and follow simple commands

## Vocabulary

can, string, plastic bottles, newspaper, paper, toilet paper roll, paper plate, box, egg carton, jar, month, look, predict, draw, listen, recycle

## Language

Find string!


Is it recyclable?


Yes, it is./No, it is not.

## Materials

Class Audio CD, Happy Caterpillar puppet, paper, crayons, two empty cans, string, Portfolio Envelopes, classroom calendar, recyclable and non-recyclable materials

## BEFORE PAGE 37

 **Sing the “Good Morning Song”**  
A3 Play the audio. Have children sing along.

 **Calendar Work**  
A50 Work daily with a large classroom calendar. Have Happy Caterpillar point to the day on the calendar. Ask: *What day is today, Happy Caterpillar? It is (Monday).* Have the class repeat after Happy Caterpillar. Introduce the word *month*. Point to the month and say: *What month is it? It is (September).* Then play the audio and have children listen. Play the audio again, sing the song, and encourage children to join in as best they can. Praise all efforts.

## DURING PAGE 37

  **1 Look, predict, and draw. Listen. Predict Together**

Display page 37. Point to the recycling box and say: *Look at all the things in the box. Do you think we can use them to make other things?* Encourage children to answer: *Yes!* Point to the recycling symbol and say: *We can... them!* Encourage children to complete the sentence with the word *recycle*. They may use their native language if necessary.

Then play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, have children insert the topic in the final verse: *Fun with (recycled things)!*

Next, have children close their books. Distribute drawing paper and crayons. Ask children to draw one recyclable thing they think will appear in the unit that is not on page 37. Then hold up children's drawings and name the items children predict will appear.

## Check Predictions

Encourage children to look through the unit to check if their predictions were correct. Have them clap if they see the items they predicted.

Next, have children open their books again to page 37. Point to the items, name them, and have children repeat: *cans, string, toilet paper rolls, paper plate, newspaper, plastic bottles, egg carton*. Say: *We can recycle these things to make something nice!*

Play the Target Song “Recycling” to expose children to the new vocabulary. Use Happy Caterpillar to model the questions and answers. Sing the song and do the actions. Have children listen attentively. Play the audio again. Have children jump in place when they hear the new words: *string, plastic bottles, newspaper, paper plates, and cans*.

## Do the Find It! Activity

Point out Happy Caterpillar and read his speech bubble: *Find string!* Have children look for string in the unit. (String can be found on pages 37, 38, 39, 48, and Little Book page 2.)

## AFTER PAGE 37

### Telephone Conversation

Before class, make a telephone using two empty cans and string. Then direct children's attention to the children on page 37. Say: *Look, the children are using a telephone like this one.* Model a simple conversation with Happy Caterpillar. Invite a pair of children to come up. Encourage them to use the telephone and have a similar conversation to the one you acted out with Happy Caterpillar. Continue with other pairs.

### Sing the “Good-bye Song”

A7 Play the audio. Have children sing and wave good-bye.

### Portfolio

Remember to add to the Portfolio work that children feel good about and that shows their progress.

 See Workbook page 31.

## EXTRA ACTIVITY

### Is It Recyclable?

Place several recyclable and non-recyclable things, such as plastic bottles, egg cartons, and organic garbage, on a table. Have children stand around the table. Point to the items and ask: *It is recyclable?* Have them answer *Yes, it is* or *No, it is not*. Finally, have children put the recyclable items in a recycling bin and the others in a wastebasket.



4

# RECYCLE

A5 & A51

1 Look, predict, and draw. Listen.



Find string!



Unit Preview; FIND IT in the unit: string

UNIT 4

37



# 2 Listen and say. Find and match.



tape



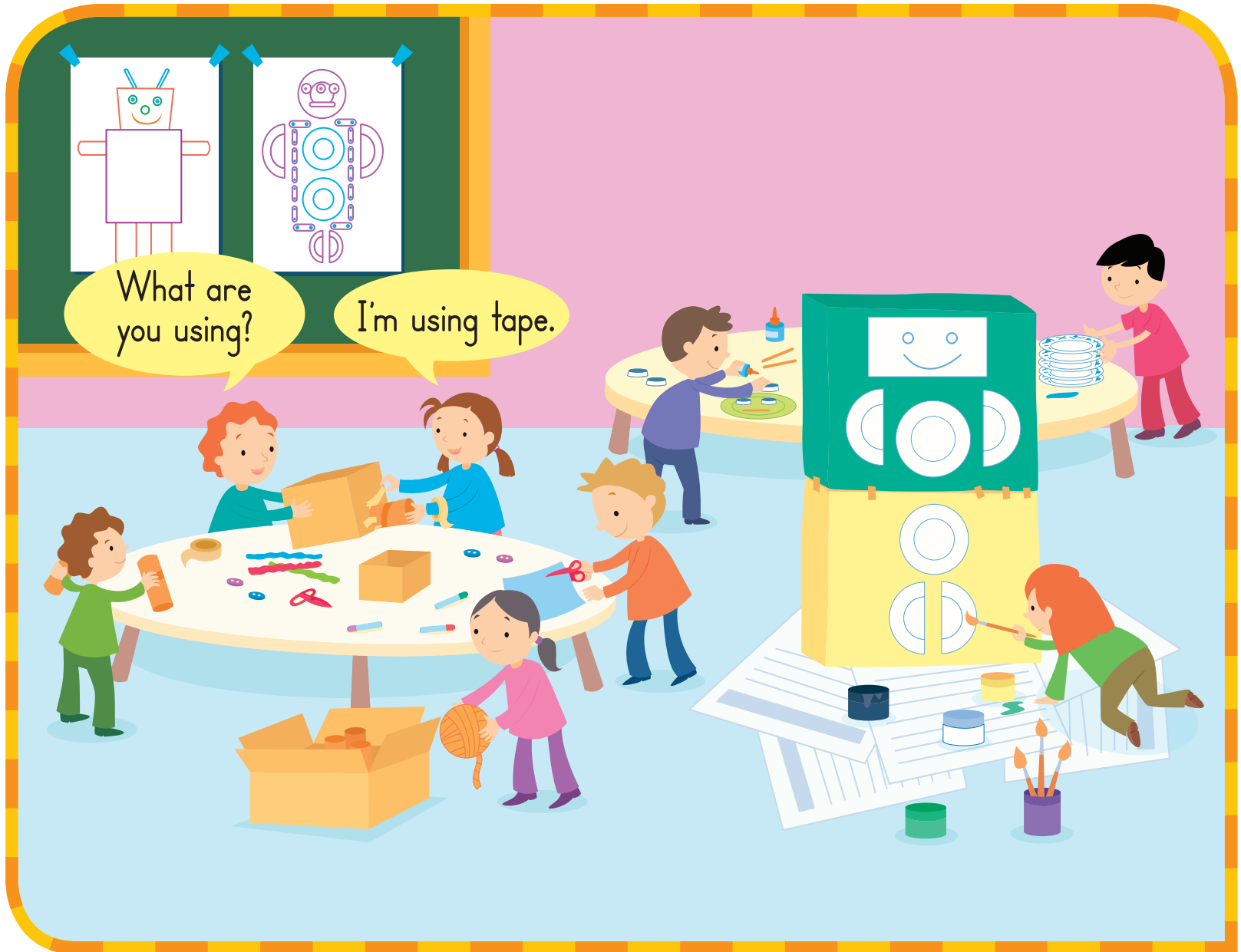
paper plates



boxes



string



# Vocabulary

## Objectives

- To identify recyclable items
- To repeat names of recyclable items
- To communicate what one is using
- To express wants
- To review prepositions
- To identify the location of objects
- To understand and follow simple commands

## Vocabulary

tape, paper plates, boxes, string, on, next to, under, in front of, behind, use, listen, say, find, match, want, touch, tell

## Language

What is this? It is (tape).

What are these? They are (paper plates).

What are you using? I'm using (tape).

Where is the (tape). It is (on the table).

## Materials

Class Audio CD, tape, paper plates, boxes, string, pencils, Happy Caterpillar puppet, another puppet, tape, boxes, paper plates, and string Picture Cards, black plastic bag, blindfold

## BEFORE PAGE 38

### Vocabulary Presentation

Place tape, paper plates, some boxes, and string on a table. Have children stand around the table. Hold up the tape and ask Happy Caterpillar: *What is this? It is tape.* Have children repeat *tape* after Happy Caterpillar. Repeat the procedure with *paper plates*, *boxes*, and *string*.



### Where Is It?

Place the tape, the paper plates, boxes, and string in different places around the room for children to practice prepositions. Ask a child: *Where is the (tape)?* Have him or her walk

around the room and look for the tape. When the child finds it, have him or her answer: *It is (on the table).* Continue in the same manner with the other objects. Play several rounds changing the locations of the objects.

## DURING PAGE 38



### 2 Listen and say. Find and match.

Play Audio A52. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the tape, paper plates, boxes, and string in the scene. Then show them how to trace a line from the photo of the tape to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Repeat the procedure with the paper plates, boxes, and string.

tape paper plates boxes string

Next, point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *What are you using? I'm using tape.* Play Audio A53 and point to the scene as children repeat.

What are you using? I'm using tape.  
What are you using? I'm using paper plates.  
What are you using? I'm using boxes.  
What are you using? I'm using string.

## AFTER PAGE 38



### Have Big Fun Talking!

Before the activity draw a puppet, a play house, and a robot on the board. Play the audio and have children listen. Point to each item as it is mentioned in the audio. Then play the

audio and use Happy Caterpillar and another puppet to model the conversation.

Finally, invite one boy and two girls to come up and act out the conversation. Encourage them to point to the corresponding items on the board. Repeat the procedure with other children.

**G1:** What do you want to make?

**B1:** We want to make puppets. What do you want to make?

**G1:** We want to make a play house. What do you want to make?

**G2:** We want to make a robot.



### Target Song "Recycling"

Play the Target Song "Recycling" to expose children to the new vocabulary. Display the *tape*, *boxes*, *paper plates*, and *string* Picture Cards around the room. Use Happy Caterpillar to model the questions and answers in the song. He sings the children's part. Walk around the room and have Happy Caterpillar point to the cards as they are mentioned in the song. Have children listen and look attentively.



See Workbook page 32.

## EXTRA ACTIVITY

### Touch and Tell

Put tape, a paper plate, a box, and string inside a black plastic bag. Invite a child to come up, and blindfold him or her. Have the child take an object from the bag. Ask: *What is it?* If his or her answer is correct, he or she gets to take the object with him or her. If not, the child has to put it back in the bag. Play several rounds.

# Vocabulary

## Objectives

- To identify and name art supplies
- To repeat names of art supplies
- To express needs
- To communicate what one is making
- To understand and follow simple commands

## Vocabulary

*paint, paintbrushes, sticks, glue, listen, say, find, match, need, make*

## Language

*What is this? It is (paint).*

*What are these? They are (paintbrushes).*

*What do you need? I need (glue).*

*What are you making? We're making (a duck).*

## Materials

Class Audio CD, paint, paintbrushes, sticks, and glue, Happy Caterpillar puppet, *tape, boxes, paper plates, glue, paintbrushes, sticks, paint, and string* Picture Cards, pencils, soft ball

## BEFORE PAGE 39

### Vocabulary Presentation

Have children sit in a circle. Put paint, paintbrushes, sticks, and glue in the center of the circle. Hold up the paint and ask Happy Caterpillar: *What is this? It is paint.* Have children repeat *paint* after Happy Caterpillar. Repeat the procedure with the rest of the items.

### Target Song "Recycling"

A51 Attach the *paint, paintbrushes, sticks, glue, tape, boxes, paper plates, and string* Picture Cards to the board. Play the Target Song "Recycling." Have Happy Caterpillar point to the

cards as the items are mentioned in the song. Use Happy Caterpillar to model the questions and answers in the song. He sings the children's part. Have children listen and look attentively.

## DURING PAGE 39

### 3 Listen and say. Find and match.

A55-A57 Play Audio A55. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the paint, paintbrushes, sticks, and glue in the scene. Then show them how to trace a line from the photo of the paint to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.

paint paintbrushes sticks glue

Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *What do you need? I need paintbrushes.*

Play Audio A56 and point to the scene as children repeat.

What do you need? I need paint.

What do you need? I need paintbrushes.

What do you need? I need sticks.

What do you need? I need glue.

Next, play Audio A57. Have children listen and repeat. Encourage them to point to the group of children working on each project as it is mentioned on the track.

What are you making? We're making a duck.  
What are you making? We're making a cow.  
What are you making? We're making a bunny. Wow! That's great!

## AFTER PAGE 39

### Vocabulary Practice

Attach the Unit 4 Picture Cards to the board at children's eye level. Have children sit in a semicircle. Hand a soft ball to a child. Say: *Hit the (boxes).* Have the child throw the ball and hit the corresponding card. Repeat the same procedure with other cards and children. Play several rounds.



See Workbook page 33.

## EXTRA ACTIVITY



### Duck, Duck, Goose

Invite children to sit in a circle. Walk around the circle, lightly tapping each child on the shoulder as you say: *Duck*. When you tap a child's shoulder and say *Goose*, that's a signal for the child to stand up and chase you around the circle. The object of the game is for you to run around the circle and sit in the child's place before the child tags you. If you are tagged before sitting down, repeat the procedure. If you sit before being tagged, the child who is standing walks around the circle, tapping shoulders. Play the game over and over, giving many children a turn to tap shoulders.

A55-57  
3

Listen and say. Find and match.



paint



paintbrushes



sticks



glue



Vocabulary Presentation: paint, paintbrushes, sticks, glue  
Language Presentation: What do you need? I need (glue). What are you making? We're making (a duck).



4 Listen and circle the piñata. Listen again and circle the materials.



### Materials for piñata

Plastic bottles



Tape



Newspaper



Balloons



Boxes



Paper



Sticks



Paint



# Practice

## Objectives

- To identify and name recyclable materials
- To identify and name art supplies
- To express needs
- To understand and follow simple commands

## Vocabulary

*piñata, plastic bottles, newspaper, balloons, tape, boxes, paper, sticks, paint, glue (n), listen, circle (v), hit, break, fall, rush, collect, make, need, apply, glue (v), pop, remove, paint (v), add, poke (holes), tie, hang*

## Language

*This is a piñata.*

*What are you making? I'm making (a piñata).*

*What do you need? I need (newspaper).*

## Materials

Class Audio CD, Happy Caterpillar puppet, drawing or picture of a piñata, drawing or picture of a broken piñata, pencils, balloons, bowls, watered-down glue, tape, paintbrushes, newspaper strips, paint, colored paper, pipe cleaners, scissors, string, blindfold, large wooden stick, candy

## BEFORE PAGE 40

### What Is a Piñata?

Show children the picture of a piñata. Have Happy Caterpillar say: *This is a piñata. At parties children take turns hitting it with a stick. Have Happy Cricket mime hitting the piñata. Then show a drawing of a piñata that has been broken. Have Happy Cricket say: When it breaks, candy falls out, and children rush to collect it.*

## DURING PAGE 40



### 4 Listen and circle the piñata. Listen again and circle the materials.

Display page 40. Say: *Look! Here we have two piñatas. Listen and circle the correct piñata.* Play the audio and have children listen attentively. Encourage children to say what piñata they circled: *The teddy bear!*

Next, have children look at the list of materials. Point to the materials and read the list as you underline the words with your index finger. Have children repeat after you. Play the audio again, pause after each material, and have children circle the ones needed to make the piñata. Encourage volunteers to say which materials they circled: *plastic bottles, tape, balloons, paper, and paint.*

## AFTER PAGE 40



### Let's Make a Piñata

Divide the class into three groups. Before the activity, assemble all the materials you will need for each group: balloons, bowls, strips of newspaper, tape, watered-down glue, paintbrushes, paint, colored paper, and pipe cleaners. Assign an animal to each group: bird, cat, or fish. Explain to the children how to follow these steps:

1. Blow up a balloon and place it inside a bowl so that it stands up while applying the glue. Apply watered-down glue to the balloon with a paintbrush. Say: *Apply glue.*
2. Then glue the strips of newspaper, leaving the end uncovered. Let dry. Say: *Glue newspaper strips.*
3. When it is dry, apply another layer of newspaper strips. Let dry. Say: *Glue more newspaper strips. Let dry.*

4. Pop the balloon and remove it. Say: *Pop the balloon. Remove it.*

5. Paint the piñata with the paintbrush. Let dry. Say: *Paint your piñata.*

6. Add features to the piñata using colored paper and pipe cleaners. Say: *Add (features).*

7. Poke two small holes into the top of the piñata on both sides of the top hole. Run a piece of string through these holes. Say: *Poke two holes. Run string.*

8. Tie the ends together to form a loop, which can be used to hang the piñata. Say: *Tie the string. Form a loop.*

9. Finally, hang children's piñatas to decorate the room. Say: *Let's hang the piñatas!*



### Sing the Target Song "Recycling"

Play the audio. Sing the song along with Happy Caterpillar. He sings the children's part. Play the audio again and encourage children to join in as best they can. Praise all efforts.



See Workbook page 34.

## EXTRA ACTIVITY

### Break the Piñata

Before class, make a piñata and fill it with candy. Hang the piñata, invite a child to come up, and blindfold him or her. Hand the child a large wooden stick and encourage him or her to hit the piñata. Continue with other children until the piñata breaks. Encourage children to pick up the candy.

## Objectives

- To identify uppercase and lowercase letters: *Hh, Rr, Bb, Oo*
- To discriminate initial sounds
- To understand and follow simple commands
- To use fine motor skills

## Vocabulary

*letter, big, small, horse, lion, hen, hat, toothbrush, rain, ring, rabbit, barn, bananas, baby, pizza, ox, ostrich, octopus, eggs, listen, cross out, catch, say*

## Language

*This is big (H).*

*This is small (h).*

*(H) is for (horse).*

*Does (rabbit) start with the (/r/) sound?*

## Materials

Class Audio CD, classroom calendar, pencils, play dough, soft ball, picture of a horse, a rabbit, a baby, and an ox

## BEFORE PAGE 41

### Sing the “Months of the Year” Song

Play this song to get children started. Play the audio and have them listen. Point to the months on the classroom calendar as they are mentioned in the song. Next, play the audio again and invite children to join in singing as best they can. Praise all efforts.

### *H Is for Horse*

Write the letters *Hh* on the board. Point to uppercase *H* and say: *This is big H*. Point to lowercase *h* and say: *This is small h*. Then hold up the picture of a horse and say: *Hhorse starts*

*with the /h/ sound*. Have children repeat *hhhorse* after you, exaggerating the */h/* sound. Say: *H is for horse*.

Follow the same procedure with the letters *Rr, Bb, and Oo* and words that begin with each letter.

## DURING PAGE 41

### 5 Listen and cross out the picture that has a different initial sound.

Point to the letters *Hh, Rr, Bb, and Oo* and have children identify them. Then point to the photos in each box, name the items, and have children repeat after you. Exaggerate the beginning sounds.

Next, play Audio A59. Distribute pencils. Encourage children to cross out the word in each group of four that has a different initial sound. Before the activity, draw a big X on the board and say: *Cross out*.

horse lion hen hat  
toothbrush rain ring rabbit  
barn banana baby pizza  
ox ostrich octopus eggs

Finally, have volunteers say which picture they crossed out in each group of four.

## AFTER PAGE 41

### Play Dough Letters

Distribute play dough. Write the letters *Hh, Rr, Bb, and Oo* on the board. Point to the letter *Hh* and say: *Hhen starts with the /h/ sound*. Point to the hen on page 41. Then encourage children to make the letters *Hh* using play dough. Repeat the procedure with the letters *Rr, Bb, and Oo*.

## Listen, Catch, and Say

Have children sit in a circle. Say: *Hhorse starts with the /h/ sound*. Throw a ball to a child and have him or her say *Yes* or *No*. Repeat with other words and children and the sounds */h/, /r/, /b/, /c/*.



See Workbook page 35.

## EXTRA ACTIVITY

### “Little Peter Rabbit” Song

Say the word *rrabbit*. Ask: *Does rrrabbit start with the /h/ sound? No! Does it start the /b/ sound? No! Does it start with the /r/ sound? Yes! Very Good! Rabbit starts with the /r/ sound*.

Next, teach children “Little Peter Rabbit.”

Little Peter Rabbit  
Had a fly upon his nose.  
Little Peter Rabbit  
Had a fly upon his nose.  
Little Peter Rabbit  
Had a fly upon his nose,  
So he flipped it,  
And it flew away.

Encourage children to exaggerate the */r/* sound in *rrabbit* as they sing.

Listen and cross out the picture that has a different initial sound.

H  
h






R  
r






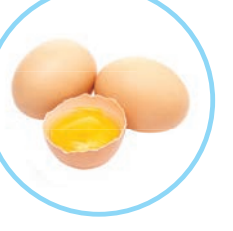



B  
b



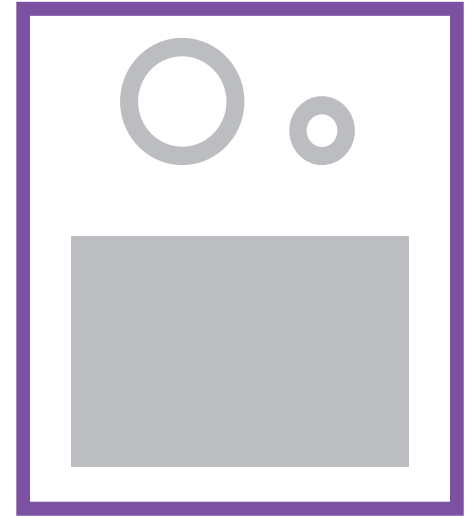
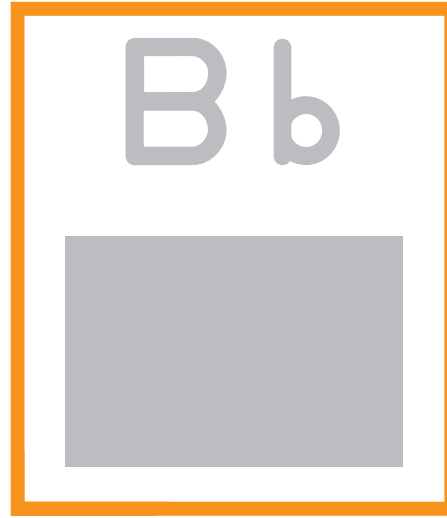
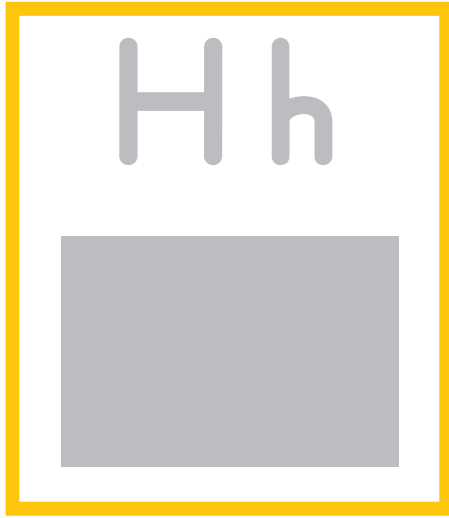



O  
o

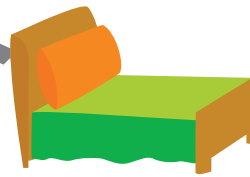


6 ✂ Trace letters. Cut out and paste. Trace and read.

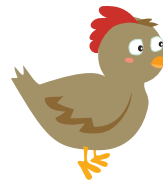


It is a bed.

PELA



It is a hen.



## Objectives

- To identify and trace letters: *Hh, Rr, Bb, Oo*
- To discriminate initial sounds
- To read and write simple sentences
- To practice fine motor skills
- To learn a value: We don't waste things
- To use language to express a value
- To understand and follow simple commands

## Vocabulary

*letter, house, rabbit, ball, octopus, bed, hen, sleepy, plants, egg carton, wasteful, water (v), grow, recycle, waste, trace, cut out, paste, read*

## Language

*What letter is this? It is the letter (R).*

*It is a bed.*

*It is a hen.*

*I'm sleepy.*

*We don't waste things.*

## Materials

Class Audio CD, Happy Caterpillar puppet, chalk, beanbag, Cutouts, scissors, glue, pencils, Values Poster, white paper (one sheet per child), crayons, egg cartons (one per child), paint, paintbrushes, classroom objects

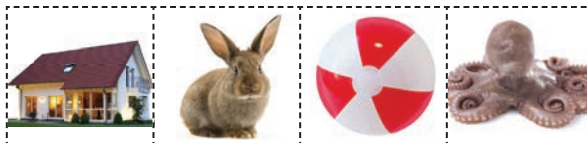
## BEFORE PAGE 42



### Jump to the Letter

Take children to the playground and have them stand in a circle. Write giant letters on the ground in random order for *Hh, Rr, Bb, and Oo*. Next, throw a beanbag to a child and say: *Jump to the big R*. Have the child jump and stand on the uppercase *R*. Repeat the procedure with the remaining letters and other children. Play several rounds.

## DURING PAGE 42



### 6 Trace letters. Cut out and paste. Trace and read.

Point to the letters *Hh, Rr, Bb, and Oo* and have children identify them: *What letter is this? It is the letter (R)*. Next, distribute pencils and encourage children to trace the letters.

Then hold up the Cutouts for page 42. Point to each Cutout. Name the items and have children repeat after you: *house, rabbit, ball, and octopus*. Exaggerate the beginning sounds.

Next, have children cut out and put a small amount of glue on the back of each Cutout. Explain that children will have to paste each Cutout under the letter the word begins with.

Next, direct children's attention to the words and rebuses below the letters and Cutouts. Encourage them to trace the words and periods. Then read the first sentence aloud with the class. Underline each word and point to the rebus as you read: *It is a bed*. Then have the class read both sentences aloud. Next, invite individuals to read the sentences aloud.

Finally, read the speech bubble: *I'm sleepy*. Have children repeat after you and point to the bed at the end of the first sentence. Explain that Happy Caterpillar is sleepy and wants to go to bed. Have children mime *sleepy* along with you.

## AFTER PAGE 42

### VALUES ACTIVITY

#### Value: We Don't Waste Things

Display the Values Poster. Have children sit in a semicircle. Point to the value: *We don't waste things*. Read it aloud and have children repeat after you. Then point to the boy on the Poster. Say: *Look at the boy. He is watering the plants. The plants are growing in an egg carton! The boy is not wasteful. He recycles material.*

Next, have children go back to their seats, and distribute drawing paper and crayons. Encourage children to draw something to show how they don't waste things and they recycle them. When children finish, invite them to come up and show their drawings to the rest of the class. Encourage them to say: *I don't waste things*.

Continue until all children have shown their drawings. Praise all efforts.

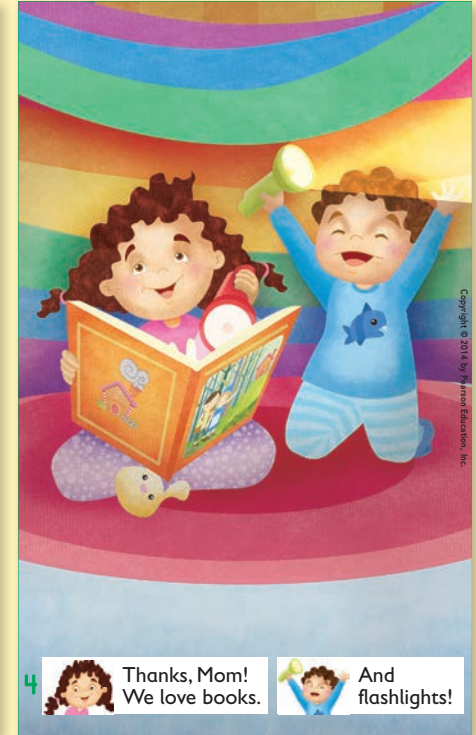


See Workbook page 36.

## EXTRA ACTIVITY

### We Don't Waste Things!

Before class, have each child bring an egg carton to class. Place paint and paintbrushes in the center of each table. Encourage children to paint their egg cartons. Let dry. Then collect the cartons and say: *We don't waste things. Look!* Start putting classroom materials such as blocks, counters, paper clips, and so on inside the egg cartons. Say: *Let's keep our materials in here!*



### AUDIO SCRIPT

#### A60 **We Need Books!**

1. Kids: Can you help us, Mom?  
Mom: Yes!
2. Mom: We need books to hold the tent down.
3. Mom: What else do you need?  
Dana: We need more books.
4. Dana: Thanks, Mom! We love books.  
Mike: And flashlights!

### HOME SCHOOL CONNECTION



Encourage children to take their Little Books home to share with their families. This book is about two children who play inside a home-made tent. They use books to hold their tent down. At the end, they discover that reading books is fun! Children may enjoy making a tent at home, too.

### SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. Encourage children to act out this story, which they may present to their parents and friends during Show Time.

# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To understand and follow simple commands

## Vocabulary

books, Mom, tent, flashlight, need, help, hold down, love, read

## Language

We need books!

Can you help us, Mom?

What else do you need?

We need more books.


Thanks, Mom!

We love books.

## Materials

Class Audio CD, Happy Caterpillar puppet, tape, boxes, paper plates, glue, paintbrushes, sticks, paint, string, plastic bottles, cans, newspaper, buttons, blanket, books, DVD or ActiveTeach, music CD

## BEFORE THE LITTLE BOOK

 **Sing the Target Song “Recycling”**  
Before you sing the Target Song, place the following items around the room: tape, boxes, paper plates, glue, paintbrushes, sticks, paint, string, plastic bottles, cans, newspaper, and buttons. Play the audio and use Happy Caterpillar to model the conversation. Have children listen. Stop the audio every time a recyclable item is mentioned and invite a child to point to it.

## DURING THE LITTLE BOOK

 **We Need Books!**

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, and clothes.
3. Point to the title and say: *This is the title. The title of the story is “We Need Books!”* Point to the numbers on each page for children to identify the page numbers. Next, point to the pictures next to the lines. This will help children know who is speaking: *This is what Dana and Mike say. This is what Mom says. This is what Dana says. This is what Mike says.*
4. Play the audio while you show children the pages. Have them listen.
5. Play the audio again. This time, point to the pictures next to the lines on each page to show who is speaking. Point to the scenes and pantomime to help clarify meaning.
6. Check children’s comprehension. Point to the different items and characters and ask: *What is this? It is (a box). What are these? They are (books). Who is this? It is (Mom).*  
Next, point to the first scene. Say: *Dana and Mike need Mom’s help.* Turn to page 2. Ask: *What do they need? They need books.* Encourage children to complete the sentence: *They need books to hold their... down.* Have children say: *tent!* Display page 3. *Who says “We need more books?”* Dana. Turn to page 4. Point to the flashlight. *What is this? It is a flashlight.* Say: *The kids are using the flashlight to...* Encourage children to say: *read books!*


## AFTER THE LITTLE BOOK

 **Role-play**

Role-play the story with Happy Caterpillar. Next, invite children to come up. Assign a character to each, play the audio, and have children repeat. Provide them with props so they can make a tent as they role-play.

 **Home-School Connection**

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

 **Play the DVD**

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

 See Workbook page 37.

## EXTRA ACTIVITY

### Book Hunt!

Hide books around the room. Divide the class into two teams: A and B. Put two boxes on a table. Label them A and B. Say: *At the count of three, start looking for books around the room.* Have children put the books they find in the corresponding box. Say: *Ready? 1, 2, 3. Go!* Play some music as children go on a book hunt. Stop the music and count the books in each box. The team that collected the most books wins the game.



## Objectives

- To learn numbers: 40–49
- To count to 49
- To count sets of ten
- To understand and follow simple commands

## Vocabulary

number, marker, set, listen, say, count, stick, trace, bring, circle (v)

## Language

Let's count the markers by tens.

What number is this? This is the number 40.

Happy Caterpillar has four sets of ten markers each.


How many markers does Happy Caterpillar have? Forty!

## Materials

Class Audio CD, forty-nine markers, four rubber bands, pencils, Stickers, beanbag, soft ball

## BEFORE PAGE 45

### Say the "Forties Family Chant"

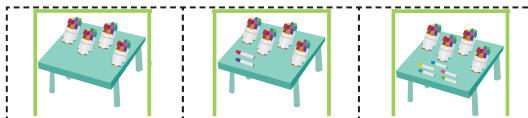
 A61 Play the audio and have children listen. Play the audio again and invite children to chant along. Before the chant, write the numbers 40 to 49 on the board and point to them as they are mentioned in the audio.

Next, put forty markers on a table. Have children stand around the table and have them count the markers with you: 1, 2, 3,... 40! Say: *We have forty markers!* Then make four sets of ten markers and put a rubber band around each set. Say: *This is a set of ten markers.*

Hold up the four sets and say: *Each set has ten markers. We have four sets of ten markers each.*

Let's count by tens. Ready? 10, 20, 30, 40. How many markers do we have? Encourage children to answer: *Forty markers.*

## DURING PAGE 45



### 7 Listen and say. Count, stick, and trace.

Display page 45. Have children count the markers at the top of the page along with you. Say: *Let's count the markers by tens: 10, 20, 30, 40 markers!* Next, point to the number 40 and ask: *What number is this?* Invite a volunteer to answer 40! *Very good! This is the number 40.* Have children repeat *forty* after you. Then point to Happy Caterpillar on the page and say: *Look! Happy Caterpillar has four sets of ten markers each.* Ask: *How many markers does Happy Caterpillar have?* Encourage children to answer: *Forty!*

Play the audio. Have children listen and repeat as they point to the corresponding number on the page.

forty forty-one forty-two forty-three  
forty-four forty-five forty-six  
forty-seven forty-eight forty-nine

Then show the Stickers for page 45. Have children count the markers on each Sticker. Remind children that each set has ten markers, so they can count by tens and then count the individual markers. Next, have children stick the Stickers in the correct boxes and have them count the markers in each box on the page.

Finally, show children how to trace the numbers 40 to 49, first with their index finger and then with a pencil.

## AFTER PAGE 45



### Bring Me Markers

Have children sit in a circle. Put four sets of ten markers each and nine individual markers in the center of the circle. Throw a beanbag to a child. Say: *Bring me (forty-three markers).* Have the child hand you the markers and invite the class to count the markers along with you. If the number is correct, have them clap. Ask the child to put the markers back in the center of the circle. Continue playing several rounds with other children.



See Workbook page 38.

## EXTRA ACTIVITY



### Circle the Number

Write the numbers 40 to 49 on the board in random order. Have children sit in a semicircle. Roll a ball to a child and have him or her circle a number. Say: *Circle the number (45).* Have the class clap if the child circles the correct number. Continue playing until all numbers have been circled. Play several rounds.

A61-62  
7

Listen and say. Count, stick, and trace.



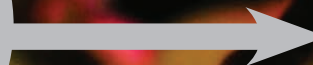
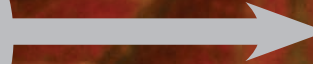
= 40



40	41	42	43	44
45	46	47	48	49



8  Look closely. Cut out and paste.





# Amazing

## Objectives

- To appreciate nature
- To observe details
- To learn how seeds travel
- To practice fine motor skills
- To understand and follow simple commands

## Vocabulary

seed, seedling, flower, trees, water, bird, parachute, helicopter, wind, water, fall, fly, travel, grow, land, bloom, spin, twirl, look, cut out, paste


## Language

This is (a seed).  
Seeds can travel.

## Materials

Class Audio CD, pictures of a dandelion, a parachute, a maple tree, and a helicopter, Cutouts, scissors, glue, CD with Vivaldi's "Spring" from *The Four Seasons*, white paper (one sheet per child), crayons, musical instruments (flute, triangle, drum, and tambourine), seeds, watering can, pot with some soil

## BEFORE PAGE 46

 **Sing the "Amazing Nature" Song**  
A20 Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.

## Build Background

Draw a seed, a seedling, and a flower on the board. Point to each and name it. Have children repeat after you. Then explain that a seed turns into a seedling and then into a flower. Finally, show the pictures of a dandelion and a parachute. Say: *This a dandelion. This is a dandelion seed. Seeds don't have feet or wings, but they are good travelers. Some seeds fly.*

*The dandelion seeds have a kind of "parachute." Point to the parachute. The wind carries the seeds away. Then the seeds land on the ground and start growing in another place.*

*Some trees have spinning, or helicopter, seeds. Draw or show a picture of a maple tree. Hold up the picture of a helicopter. Point to the leaves of the tree and to the helicopter. Say: This is a maple tree. The seeds of this tree are spinning, or helicopter, seeds. They spin and twirl. Do the movements and have children mime them with you. Some seeds fall into the water and the water takes them away. Draw a river and some seeds traveling in the water. Finally, say: Some other seeds need the help of birds to travel from one place to another. Draw some cherries on a tree and a bird eating them,*



## TIP: Traveling Seeds

Look on the Web for videos on how seeds travel. Here is an example:  
<http://youtu.be/6hcjxBz8mw>

## DURING PAGE 46



## 8 Look closely. Cut out and paste.

Display page 46. Next, show the Cutouts for page 46. Have children cut out the pictures. Ask children to put a small amount of glue on each Cutout. Children will have to paste the Cutouts of the plants or flowers (maple tree, dandelion flower, milk thistle) next to the corresponding seeds.



## Sing the "Seeds Can Travel" Song

A63 Play the audio. Have children listen as you sing and do the actions. Then play the audio and encourage children to do the actions with you.

Encourage them to join in singing as best they can. Praise all efforts.

## AFTER PAGE 46



## Blooming Flowers

Distribute white paper and crayons. Have children draw one flower each. Invite children to show their flowers to the rest of the class. Next, play Vivaldi's "Spring" from *The Four Seasons*. Say: *This piece of music is called "Spring."* Explain to children that spring is the season of the year in which flowers bloom or grow. Have children hold up their flowers as the music plays, and encourage them to squat. Then ask them to stand up little by little and finally "bloom" like flowers.



See Workbook page 39.

## EXTRA ACTIVITY

### Musical Seeds

Take children to the playground. Take a watering can. Have children sit in a circle, and put a pot filled with soil in the center of the circle. Then invite a child to put some seeds in the pot and water them. Invite a child to play the drum as his or her classmate is watering the seeds. Then have another child water the seeds and invite a classmate to play the triangle. Next, invite a third child to water the seeds and have a classmate play the flute. Finally, invite another child to water the seeds and a classmate to play the tambourine. Repeat several times until all children have had the opportunity to either water the seeds or play a musical instrument.



# Project

## Objectives

- To do a science project
- To talk about how seeds travel
- To use fine motor skills
- To understand and follow simple commands

## Vocabulary

seed, seedling, helicopter, flower, wind, fly, half, paper clip, make, travel, cut out, fold, flip over, attach, drop, observe, spin, make

## Language

Cut out.

Fold in half.

Fold to the right.

Flip it over.

Fold and flip over.

Attach a paper clip.

Drop the helicopter.


Observe how it spins.

It spins like a spinning seed!

## Materials

Class Audio CD, picture of a helicopter, Happy Caterpillar puppet, tape, scissors, white strips of construction paper (one per child), paper clips (one per child), two paper plates, two small boxes, string, paint, paintbrushes, sticks, glue, bag

## BEFORE PAGE 47

 **Revisit the “Seeds Can Travel” Song**  
A63 Play the audio. Sing the song and do the actions. Play the audio again. Invite children to do the actions with you. Encourage them to sing along as best they can. Praise all efforts.



## Spinning Seeds

Attach the picture of a helicopter to the board. Next, display page 47 and point to the spinning seed. Say: *Happy Caterpillar, do you remember this seed? Yes! It is a spinning seed. Very good! This seed spins around like a helicopter.* Point to the helicopter on the board. Start spinning around and encourage children to spin along with you.

## DURING PAGE 47



## Make a Spinning Helicopter

Before class, assemble the materials needed for the project. You will need: strips of white construction paper (one per child), paper clips (one per child).

Show children page 48 and read the title of the project aloud: *Make a Spinning Helicopter.*

Then show children how to follow these steps:

1. Cut out a strip of paper. Say: *Cut out.*
2. Fold the strip of paper in half. Say: *Fold in half.*
3. Fold the top piece to the right. Say: *Fold to the right.*
4. Flip the strip over. Say: *Flip it over.*
5. Repeat for the other side.
6. Attach a paper clip to the bottom. Say: *Attach a paper clip.*

Point to Happy Caterpillar and read his speech bubble aloud. Underline each word as you read: *It spins like a spinning seed!*

Finally, supervise children as they drop their helicopters from a high place (a staircase or a second floor) and observe how they spin.

## AFTER PAGE 47



## What Are You Using?

Place tape, two paper plates, two small boxes, string, paint, paintbrushes, some sticks, and glue in a bag. Secretly choose one material and mime using it. Have children guess which material you are using. Once they guess, take the material from the bag and show it to the class. Encourage them to chant as they mime using the material: *(Tape, tape), you are using (tape).* Continue until all items have been identified.

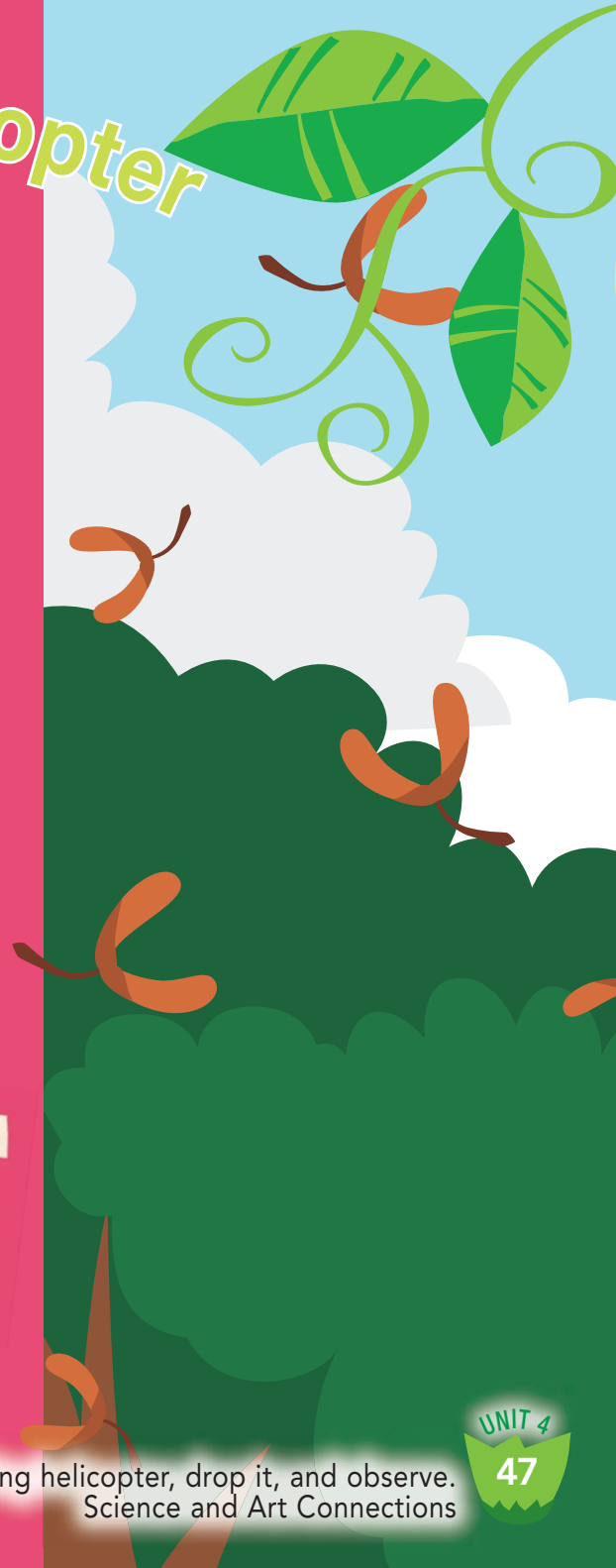


## Sing the “Let’s Wiggle!” Song

A29 Sing this song to wrap up the day. Play the audio, sing along, and do the movements. Encourage children to join in. Invite them to sing and do the movements as best they can. Praise all efforts.

# PROJECT

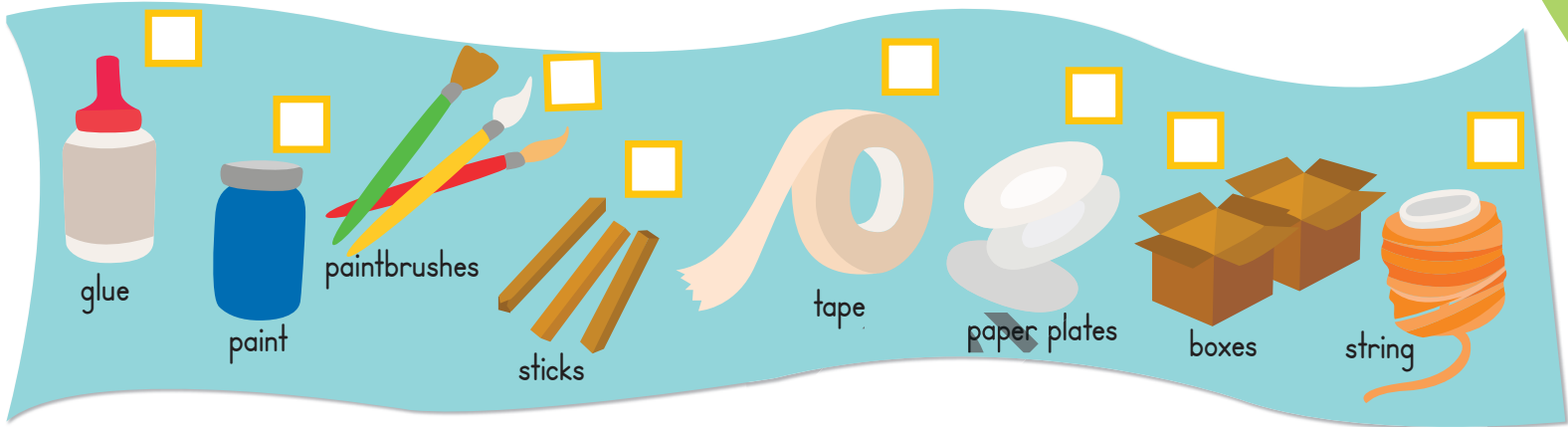
## Make a Spinning Helicopter



Amazing Project: Make a spinning helicopter, drop it, and observe.  
Science and Art Connections



9 Ask, answer, and check.



## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

glue, paint, paintbrushes, sticks, tape, paper plates, boxes, string, travel, use, need, make, ask, answer, check

### Language

*What are you using? I'm using (tape).*

*What do you need? I need (glue).*

*What are you making? We're making (a duck).*

*Is (H) for (hhh)horse)?*

*Seeds can travel.*

### Materials

Class Audio CD, glue, paint, paintbrushes, newspaper, pencils, crayons, sticks, tape, paper plates, boxes, string, white paper (one sheet per child), Happy Caterpillar puppet, Portfolio Envelopes

### BEFORE PAGE 48

#### **Guess the Song**

Revisit the Songs and Chants from Unit 4 (Audios A50, A51, A61, and A63). Play a few notes and have children guess the song. Then play all the songs and invite children to sing along and do the actions that go with each one.

#### **Think about Learning**

Review Unit 4 page by page with the children. Have them look at each page attentively and remind them what they learned on each. Display pages 38 and 39. Encourage children to

read the speech bubbles: *What are you using? I'm using tape. What do you need? I need glue. What are you making? We're making (a duck).* Then display page 41. Ask: *Is (H) for (hhh)horse)? Yes. Is (H) for (ttt)toothbrush)? No.* Show the Amazing page. Say: *Look at the seeds. Seeds can travel. What makes them travel?* Continue in the same manner with the other pages. Encourage children to clap if they liked the page or to make a sad face if they didn't.

### DURING PAGE 48

#### **9 Ask, answer, and check.**

Have children imagine they are going to make a piñata. Distribute glue, paint, paintbrushes, and newspaper. Walk around the room and ask a child: *What are you making? I'm making a piñata.* Ask a child holding glue: *What are you using? I'm using glue.* Ask children holding nothing: *What do you need? I need (newspaper).*

Then display page 48. Elicit each of the vocabulary items pictured on the banner: *What is this? It is (glue). What are these? They are (sticks).* Next, point to the two boys and read their speech bubbles: *What are you using? I'm using glue.* Have children repeat after you. Ask the class to check off the picture of glue.

Next, point to the child holding the glue and the sticks. Invite a pair of children to come up. Distribute the corresponding props. Have one child ask the question: *What are you using?* Have the second child answer: *I'm using sticks.* Have their classmates repeat, and ask them to check off the picture of the sticks. Continue the activity with the remaining items on the banner and other pairs of children. Finally, clap for a job well done!

### AFTER PAGE 48

#### **Prepare for Show Time!**

Point out the mascot with the flower at the

bottom of the page. Direct children to page 103. Help them think of what they liked most from Unit 4. Say: *I liked the spinning helicopters.* Say this with a very excited voice and smile as you display the Project page (p. 47). Encourage children to draw what they liked most from Unit 4: a song or chant, the Little Book story, the Amazing page, the project, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.

#### **Children Decide!**

After children complete their drawings, invite them to display them. Hold up a drawing and say: *(Bridget) liked (the Little Book). (Rob), did you like that, too?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.

#### **Home-School Connection**

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

#### **Sing the Target Song**

A51 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Happy Caterpillar. Then encourage children to join in and sing their part.

#### **Portfolio**

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.

 See Workbook page 40.



## Communication Objectives

Identify and name people and items in a restaurant	Learn the possessive adjective <i>your</i>
Identify and name food and drinks	Express likes and dislikes
Identify and name tableware items	Categorize food
Order in a restaurant	Understand and follow simple commands

## Target Language and Structures

<i>This is (a table).</i>	<i>Do you like (milk)? Yes, I do./ No, I don't.</i>
<i>He is a waiter. She is a waitress.</i>	<i>What do you want for (the main dish)? I want (chicken), please.</i>
<i>This is (pizza). These are (straws).</i>	<i>What do you want to (drink)? I want (water), please.</i>
<i>May I have (napkins), please? Yes, of course.</i>	
<i>Is this your (pizza)? Yes, it is. Thank you./No, it isn't.</i>	

## Topics and Key Vocabulary

### Food and Drinks:

*pizza, spaghetti, ice cream, cake, water*

### Tableware:

*menus, napkins, straws*

### Food Categories:

*main dishes, vegetables, drinks, desserts*

### Numbers:

*fifty to sixty-nine*

### Action Verbs:

*eat out, order, wait, decorate, carry, press, dip, rub*

### Nature and Science Words:

*patterns*

# UNIT 5

## OVERVIEW

## Content Connections

### Math:

Identify and trace numbers: 50–69

Count to 69

Identify and count sets of 10

### Nature and Science:

Observe patterns in nature

### Art:

Make a snowflake

### Music:

Sing and act out songs

Move to music

### Language Arts:

Say and act out chants

Role-play

## Amazing and Project

Observe patterns in nature

**Project:** *Make a Snowflake*

## Little Book

*Lunch with Grandma*

# UNIT 5

## OVERVIEW

## Reading and Writing Readiness

Identify initial sounds: /i/, /k/, /d/, /v/

Discriminate initial sounds

Trace uppercase and lowercase letters: Jj, Kk, Dd, Uu

Trace words and use rebuses to read simple sentences

Complete words by writing the initial letters

Practice motor skills

Practice visual discrimination

## Home-School Connection

Take home the Little Book

Take home Show Time drawings

Talk about eating out at home

Sing songs and say chants at home

Use props to role-play at home

## Values

Helping each other

## Competency-based Education

Competency work within the following formative areas:

### Personal and Social Development:

Understand the external rules and conventions that regulate one's conduct in different settings; Values section, p. T54

### Artistic Expression and Appreciation:

Represent real or imaginary characters and situations through play or dramatic expression; Little Book page, p. T56

# Unit Opener

## Objectives

- To predict unit topic
- To identify and name people and items found in a restaurant
- To understand and follow simple commands

## Vocabulary

restaurant, table, chair, tablecloth, plate, fork, knife, waiter, waitress, menu, cake, work, carry, look, predict, draw, listen

## Language

*This is (a menu).*

*He is a waiter.*

*She is a waitress.*


*They work at a restaurant.*


*Find the menus.*

## Materials

Class Audio CD, Happy Caterpillar puppet, paper, crayons, Portfolio Envelopes, plastic tray, disposable plate and cup, tape, classroom calendar

## BEFORE PAGE 49

 **Sing the “Good Morning Song”**  
A3 Play the audio. Have children sing along.

 **Calendar Work**  
A50 Have Happy Caterpillar point to the day and the month on the calendar. Ask: *What day is today, Happy Caterpillar? It is (Monday).* Have the class repeat after Happy Caterpillar. Then point to a month and ask: *What month is it? (January).* Then play the audio and sing “Months of the Year.” Have children listen. Then play the audio again, sing the song, and encourage children to join in as best they can. Praise all efforts.

## DURING PAGE 49

 **1 Look, predict, and draw. Listen.**  
**Predict Together**

Display page 49. Point to the scene and say: *Look at the people. Look at the chairs and table. We find these people and things at a...* Encourage children to complete the sentence: *restaurant!* Children may use their native language if needed. Then say: *I eat out at restaurants with my family and friends.*

Then play Audio A5. Have children listen. Encourage them to mime the actions with you. At the end of the song, have children insert the topic in the final verse: *Fun with (food)!*

Next, have children close their books. Distribute drawing paper and crayons. Ask children to draw things they think will appear in the unit that are not on page 49. Then hold up children's drawings and name the vocabulary items children predict will appear.

## Check Prediction

Encourage children to look through the unit to check if their predictions were correct. Have them clap if they see the item they predicted.

Next, have children open their books again to page 49. Point to the items, name them, and have children repeat after you: *table, chairs, tablecloth, plate, fork, knife, menu, cake, waiter, waitress, tray.*


Then point to the man and woman. Say: *He is a waiter. She is a waitress. They work at a restaurant.* Have children repeat *waiter* and *waitress* after you.




## Do the Find It! Activity

Point out Happy Caterpillar and read his speech bubble: *Find the menus.* Have children look for menus in the unit. (Menus can be found on pages 49, 50, 51, 52, 60 and Little Book pages 1, 2, and 3.)

## AFTER PAGE 49

 **Sing “At the Restaurant”**  
B1 Display page 49 and play the audio. Use Happy Caterpillar to model the questions and answers in the song. Sing the song and have children listen attentively. Next, play the audio again. Encourage children to join in singing as best they can. Praise all efforts.

 **Sing the “Good-bye Song”**  
A7 Play the audio. Have children sing and wave good-bye.



## Portfolio

Gather letter-sized or smaller student work throughout the year for Portfolios for Level 3. Add to the Portfolio work that children feel good about and that shows their progress.



See Workbook page 41.

## EXTRA ACTIVITY

### Waiters and Waitresses

Before the activity tape a disposable plate and cup to a plastic tray. Display page 49. Point to the waiter and the waitress and name them. Have children repeat after you.

Next, place the tray on a table. Say: *Let's be waiters and waitresses.* Hold up the tray in one hand and walk around the room, carrying the tray. Then say: *Now you carry the tray.* Invite volunteers to come up and try to carry the tray with one hand. If they can't, invite them to hold it with both hands. Have the class clap if the “waiters” and “waitresses” can walk a few steps carrying the tray with only one hand.

# 5

# EATING OUT

A5 & B7

1 Look, predict, and draw. Listen.



Find the menus.



Unit Preview; FIND IT in the unit: menus



# Listen and say. Find and match.



menus



napkins



water



straws



# Vocabulary

## Objectives

- To identify and name food and drinks
- To identify and name tableware items
- To repeat names of tableware items
- To order in a restaurant
- To understand and follow simple commands

## Vocabulary

*menus, napkins, water, straws, listen, say, find, match, have*

## Language

*What is this? It is (water).*

*What are these? They are (menus).*

*May I have a menu, please? Yes, of course.*

## Materials

Class Audio CD, *menus, napkins, water, straws, pizza, spaghetti, ice cream, and cake* Picture Cards, Happy Caterpillar puppet, tape, two menus made out of cardboard and magazine cutouts, napkins, plastic cup, water, straws, pencils, pictures or drawings of milk, soup, fish, watermelon, and salad

## BEFORE PAGE 50

### Vocabulary Presentation

Attach the *menus, napkins, water, and straws* Picture Cards to the board. Have children sit in a semicircle. Point to the *menus* Picture Card and ask Happy Caterpillar: *What are these? They are menus.* Have children repeat *menus* after Happy Caterpillar. Repeat the procedure with *napkins, water, and straws*.



### On the Table

Before class, make two menus with cardboard and magazine cutouts. Then hide the menus, the napkins, a plastic cup with

water, and some straws around the room. Put a table in the center of the room. Have children walk around the room. Ask a child to look for the menus: *Find the menus and put them on the table, please.* Encourage the child to shout *Menus!* when he or she finds them. Have him or her put the menus on the table.

Repeat the procedure with the napkins, the glass of water, the straws, and other children. Play several rounds.

## DURING PAGE 50



### 2 Listen and say. Find and match.

Play Audio B3. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the *menus, napkins, water, and straws* in the scene. Then show them how to trace a line from the menus to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil.

Repeat the procedure with *napkins, water, and straws*.

menus napkins water straws

Next, point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *May I have napkins, please? Yes, of course.* Play Audio B4 and point to the scene as children repeat.

May I have a menu, please? Yes, of course.  
May I have napkins, please? Yes, of course.  
May I have water, please? Yes, of course.  
May, I have a straw, please? Yes, of course.

## AFTER PAGE 50



### Target Song “Eating Out”

Play the Target Song “Eating Out” to expose children to the new vocabulary. Attach the pictures or drawings of milk, soup, fish, watermelon, and salad and the *pizza, spaghetti, cake, ice cream, napkins, and straws* Picture Cards to the board. Use Happy Caterpillar to model the questions and answers in the song. He sings the children’s part. Have Happy Caterpillar point to the pictures and cards as they are mentioned in the song. Have children listen and look attentively.



See Workbook page 42.

## EXTRA ACTIVITY

### May I Have...?

Attach the *menus, napkins, water, and straws* Picture Cards to the board at children’s eye level. Invite a child to the board. Then have Happy Caterpillar ask the child: *May I have a menu, please?* Encourage the child to take the corresponding card and hand it to Happy Caterpillar. Have the child answer: *Yes, of course.* Repeat with the remaining cards and other children. Play several rounds.

# Vocabulary

## Objectives

- To identify and name food items
- To repeat the names of food items
- To order food in a restaurant
- To learn possessive adjectives
- To say *Thank you* and *You're welcome*
- To understand and follow simple commands

## Vocabulary

*pizza, spaghetti, ice cream, cake, menus, napkins, water, straws, thirsty, your, may, have, listen, say, find, match*

## Language

*What is this? It is (pizza).*

*Is this your (pizza)? Yes, it is./No, it isn't.*

*May I have some ice cream, please? Yes, of course.*

*Here it is. Thank you. You're welcome.*

## Materials

Class Audio CD, Happy Caterpillar puppet, Unit 5 Picture Cards, pencils, plastic cup with water, white paper, tape, marker, beanbag


## BEFORE PAGE 51

### Vocabulary Presentation

Put a table in the center of the room. Have children stand around the table. Put the *pizza, spaghetti, ice cream, and cake* Picture Cards on the table. Hold up the *pizza* Picture Card and ask Happy Caterpillar: *What is this? It is pizza. Yummy!* Have children repeat *pizza* after Happy Caterpillar. Repeat the procedure with *spaghetti, ice cream, and cake*.

## DURING PAGE 51

### 3 Listen and say. Find and match.

 Play Audio B5. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the *pizza, spaghetti, ice cream, and cake* in the scene. Then show them how to trace a line from the photo of the *pizza* to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil.

Next, have them match the remaining *photos* with the corresponding illustrations.

*pizza spaghetti ice cream cake*

Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Is this your pizza? Yes, it is. Thank you.* Play Audio B6 and point to the *photos* as children repeat.

*Is this your pizza? Yes, it is. Thank you.*

*Is this your spaghetti? No, it isn't.*


*Is this your ice cream? Yes, it is. Thank you.*

*Is this your cake? No, it isn't.*

*May I have some ice cream, please? Yes, of course.*

## AFTER PAGE 51

### Have Big Fun Talking!

 Play the audio. Have children listen, and act out the conversation with Happy Caterpillar. Play the audio again. Invite a boy and a girl to come up, repeat the lines, and act out the conversation. Provide them with props to use as they role-play. Repeat with other pairs.

**B:** I'm very thirsty. May I have a glass of water, please?

**G:** Yes, of course. Here it is.


**B:** Thank you.

**G:** You're welcome!

## Vocabulary Practice

Cover the back of each Unit 5 Picture Card with white paper and write a number (1 to 8) on each card. Have children sit in a circle. Put the cards with the numbers facing up in the center. Throw a beanbag to a child: *Find the number (8)*. The child should find the card, turn it around, and show it to the class: *What (is it)? (It is pizza.)* Repeat the procedure with the remaining cards and other children. Play several rounds, changing the numbers on the cards.

## Target Song "Eating Out"

 Place the *pizza, spaghetti, cake, ice cream, napkins, menus, and straws* Picture Cards around the room. Play the audio. Use Happy Caterpillar to model the questions and answers. Have children listen and point to the cards as they are mentioned.

 See Workbook page 43.

## EXTRA ACTIVITY

### Sing "This Is the Way I Order..."

Sing to the tune of "Here We Go Round the Mulberry Bush."

This is the way I order pizza,  
Order pizza,  
Order pizza.

This is the way I order pizza,  
When I eat out.  
May I have pizza, please? (spoken)

Repeat for the words *water, spaghetti, ice cream, and cake*.

# Listen and say. Find and match.



pizza



spaghetti



ice cream



cake



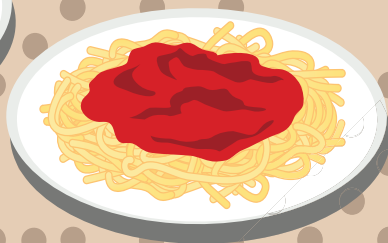
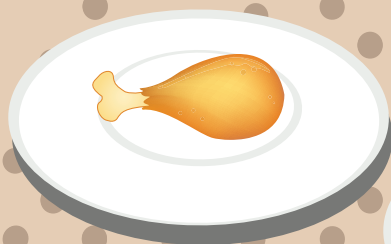
Vocabulary Presentation: pizza, spaghetti, ice cream, cake  
Language Presentation: Is this your (pizza)? Yes, it is./No, it isn't.



Listen and circle the food the customer orders.

# MENU

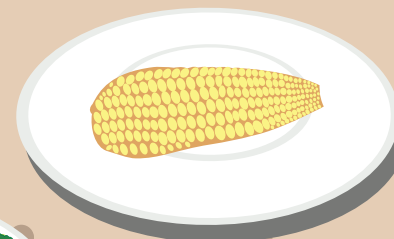
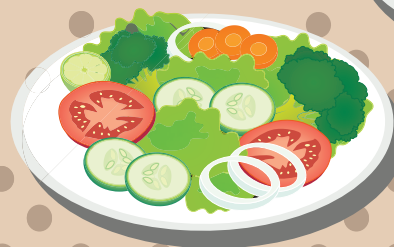
## Main Dishes



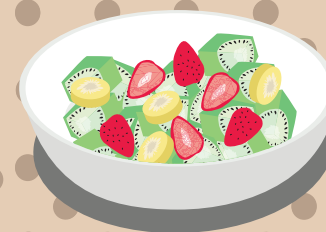
## Drinks



## Vegetables



## Dessert



# Practice

## Objectives

- To identify and name food items
- To express likes and dislikes
- To look at a menu
- To categorize food
- To order at a restaurant
- To understand and follow simple commands

## Vocabulary

menu, main dish, vegetables, drinks, dessert, chicken, spaghetti, corn, salad, milk, juice, water, ice cream, fruit salad, listen, circle, order, eat, drink, want, like

## Language

This is (chicken).

Are you ready to order? Yes, I am.

What do you want for (the main dish)? I want (chicken), please.

What do you want to (drink)? I want (water), please.

Do you like (chicken)? Yes, I do./No, I don't.

## Materials

Class Audio CD, Happy Caterpillar puppet, drawings or pictures of chicken, corn, spaghetti, cake, salad, glass of milk, juice, water, ice cream, and fruit salad, copy of menu from Student Book page 52, tablecloth, plastic tableware: plate, spoon, fork, knife, glass, and paper napkin, pencils, notepad, menu Template (one copy per child), crayons, Food Poster

## BEFORE PAGE 52

### Do You Like...?

Hold up the picture of chicken. Ask Happy Caterpillar: *Do you like chicken? No, I don't.* Then show him the picture of cake. Ask: *Do you like cake? Yes, I do! Yummy!* Then have Happy

Caterpillar hold up the different pictures of food and drinks and ask individuals: *Do you like (corn)?* Encourage each child to answer: *Yes, I do./No, I don't.*

## DURING PAGE 52



B8

### 4 Listen and circle the food the customer orders.

Display page 52. Say: *Look at the menu. Here are the (main dishes).* Point to the pictures, name them, and have children repeat after you: (Chicken). Play the audio and have children listen attentively.

Next, play the audio again. Have children listen and then circle the food the customer orders.

**W:** Are you ready to order?

**C:** Yes, I am.

**W:** What do you want for the main dish: chicken or spaghetti?

**C:** I want chicken, please.

**W:** What do you want for the vegetable: corn or salad?

**C:** Corn, please.

**W:** What do you want to drink?

**C:** What do you have?

**W:** We have milk, juice, or water.

**C:** I want milk, please.

**W:** What do you want for dessert: ice cream or fruit salad?

**C:** Let me think. I want fruit salad, please. And ice cream, too!

Make a copy of the menu on page 52. Put a tablecloth on a table. Set the table and invite a pair of children to come up. Play the audio and have children repeat and role-play the conversation. Provide the "waiter" with a notepad and pencil so he can "write" what the "customer" orders.

## AFTER PAGE 52

### Let's Make a Menu

Make copies of the menu Template (one per child). Distribute menus and crayons. Have children draw main dishes, vegetables, drinks, and desserts on their menus. Then have them share their menus with the rest of the class. Have children name the food items on their menus. Provide English language support as needed.



### Sing the Target Song "Eating Out"

**B2** Play the audio. Sing the song along with Happy Caterpillar. He sings the children's part. Play the audio again and encourage children to join in as best they can. Praise all efforts.



See Workbook page 44.

## EXTRA ACTIVITY



### Touch the Food

Attach the Food Poster to the board at children's eye level. Divide the class into two teams: A and B. Have each team line up single file at the back of the classroom. Name a food item and have the first child in line for each team run up and touch the corresponding food. The first child to touch the correct food wins a point for his or her team. Play several rounds. The team with the most points wins the game. Finally, invite a pair of children to the front. Have one child be the waiter/waitress. Invite him or her to ask: *Can I help you?* Encourage the customer to point to a food item and answer: *I want (milk), please.* Repeat with other pairs.

## Objectives

- To identify uppercase and lowercase letters: *Jj, Kk, Dd, Uu*
- To discriminate initial sounds
- To use fine motor skills
- To understand and follow simple commands

## Vocabulary

*letter, big, small, jacket, jar, jump rope, ball, mouse, key, kangaroo, kite, dress, dog, nest, doll, under, umbrella, underwear, hand, listen, cross out*

## Language

*This is big (J).*

*This is small (j).*

*Jjacket starts with the /i/ sound.*

## Materials

Class Audio CD, jacket, pencils, picture of a boy, picture of a girl

## BEFORE PAGE 53

### J Is for Jacket

Write the letters *Jj* on the board. Point to the uppercase *J* and say: *This is big J*. Point to the lowercase *j* and say: *This is small j*. Then put on your jacket and say: *This is my jacket*. *Jjacket starts with the /i/ sound*. Have children repeat *jijacket* after you, exaggerating the /i/ sound.

Follow the same procedure with the letters *Kk, Dd, and Uu* and words that begin with each letter.

## DURING PAGE 53



### 5 Listen and cross out the picture that has a different initial sound.

Point to the letters *Jj, Kk, Dd, and Uu* and have children identify them. Then point to the photos in each box, name the items, and have children repeat after you. Exaggerate the beginning sounds.

Next, play Audio B9. Distribute pencils. Encourage children to cross out the word in each group of four that has a different initial sound. Before the activity, draw a big X on the board and say: *Cross out*.

jacket jelly ball jump rope  
mouse key kite kangaroo  
dress nest dog doll  
under umbrella underwear hand

Finally, have volunteers say which picture they crossed out in each group of four.

## AFTER PAGE 53



### Listen and Point

Write the letters *Jj, Kk, Dd, and Uu* on the board at children's eye level. Divide the class into two teams: A and B. Have a child from team A come up. Say a word, exaggerating the beginning sound: *kkkite*. Have the child point to the letter the word begins with. If the answer is correct, the child wins a point for his or her team. Continue with the other initial sounds, words, and children. The team with the most points wins the game.



### Listen and Jump

Write a letter on the board. Say: *This is the letter (D)*. Say a series of words, emphasizing their beginning sounds. Have children jump in place if they hear a word that starts with the /d/ sound: *dddogg*. Have them stand still if they hear a word that does not start with the /d/ sound: *kkkite*. Repeat with other sounds and words.



See Workbook page 45.

## EXTRA ACTIVITY

### "Jack and Jill"

Show the picture of a boy and say: *This is Jack*. Ask: *Does the name Jjack start with the /k/ sound? No! Does it start the /v/ sound? No! Does it start with the /d/ sound? No! Does it start with the /i/ sound? Yes! Very Good! Jack starts with the /i/ sound*. Next, show the picture of a girl. Say: *This is Jill*. Repeat the procedure. Finally, teach children the "Jack and Jill" rhyme.

Jack and Jill  
Went up the hill  
To fetch a pail of water.  
Jack fell down  
And broke his crown.  
And Jill came tumbling after.

Encourage children to exaggerate the /i/ sound in *Jack* and *Jill* as they sing.



**Listen and cross out the picture that has a different initial sound.**

J



j



K



k



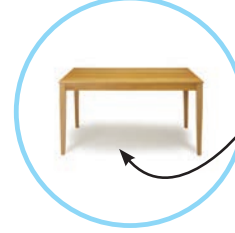
D



d



U

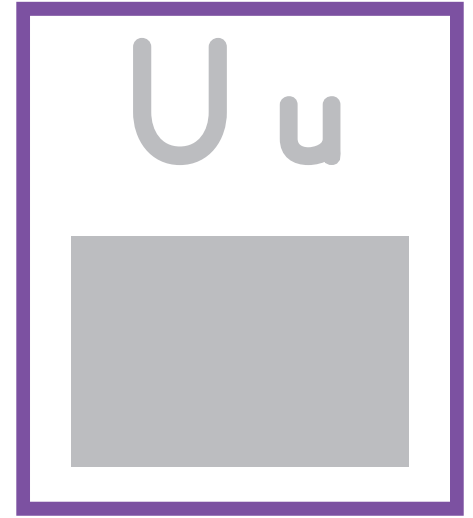
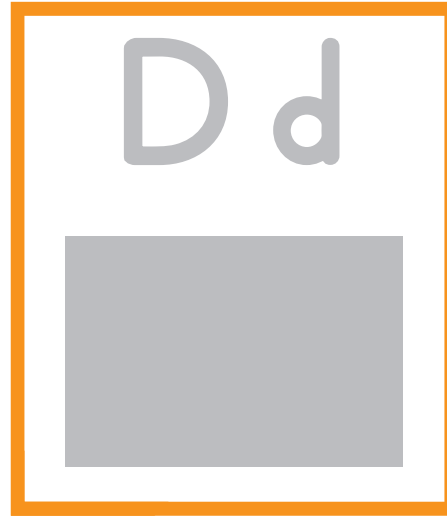
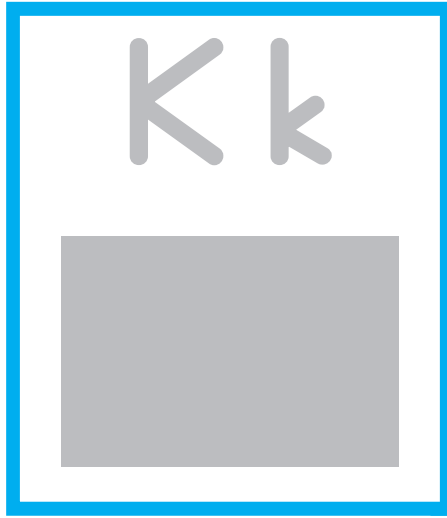
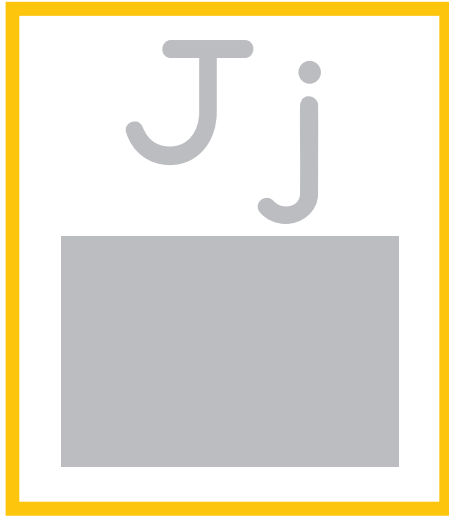


u

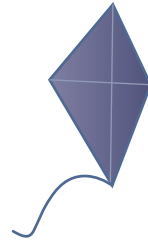




6 ✂ Trace letters. Cut out and paste. Trace, write, and read.



It is a kite.



It is a dog.



## Objectives

- To identify and trace letters: Jj, Kk, Dd, Uu
- To discriminate initial sounds
- To write and read simple sentences
- To practice fine motor skills
- To learn a value: We help each other
- To use language to express a value
- To understand and follow simple commands
- To use visual discrimination

## Vocabulary

letter, sound, jacket, kitchen, duck, umbrella, trace, cut out, paste, write, read, help, open (the door), decorate

## Language

What letter is this? It is the letter (J).

This is big (J).

This is small (j).

It is (a kite).

Remember the period!

We help each other.

## Materials

Class Audio CD, Happy Caterpillar puppet, picture of a boy or girl, tape, Cutouts, scissors, glue, pencils, Values Poster, white paper (one sheet per child), crayons, sticks, glitter, construction paper

## BEFORE PAGE 54

### Sentences

Attach the picture of a boy or girl to the board and draw a big speech bubble. Have Happy Caterpillar hold up a book and say: *It is a book.* Write the sentence in the speech bubble and read it aloud. Underline each word and the period as you read. Have children repeat. Then invite a child to stand up, walk around the room,

and look for a crayon. Have him or her hold it up and dictate a sentence: *It is a crayon.* Write the sentence inside the speech bubble and repeat the procedure. Continue in the same manner with other sentences and children.

## DURING PAGE 54



### 6 Trace letters. Cut out and paste. Trace, write, and read.

Point to the letters Jj, Kk, Dd, and Uu and have children identify them: *What letter is this? It is the letter (J).* Distribute pencils and encourage children to trace the letters. Then hold up the Cutouts for page 54. Point to each Cutout, name the items, and have children repeat: *jacket, kitchen, duck, umbrella.* Exaggerate the beginning sounds. Next, have children cut out and put a small amount of glue on the back of each Cutout. Children paste each Cutout in the shaded area under the letter the word begins with.

Next, direct children's attention to the words and rebuses below the letters and Cutouts. Encourage children to trace the words. Have children look at the rebuses and write the missing letter in the last word of each sentence. Finally, have them trace the periods. Read the first sentence aloud with the class. Underline each word and point to the rebus as you read: *It is a kite.* Repeat with the second sentence. Then have the class read both sentences aloud. Invite individuals to read the sentences aloud.

Finally, point to Happy Caterpillar and read his speech bubble: *Remember the period!* Have children point to the period at the end of each sentence. Have Happy Caterpillar say: *Remember to put a period at the end of a sentence.* Have children trace periods in the air.

## AFTER PAGE 54

### VALUES ACTIVITY



#### Value: We Help Each Other

Display the Values Poster. Point to the value: *We help each other.* Read it aloud and have children repeat after you. Point to the girl on the Poster: *Look at the girl. She is opening the door. The teacher has many books. She can't open the door. The girl is helping the teacher.* Distribute drawing paper and crayons. Encourage children to draw how they help another person either at home or school. When they finish, invite them to show their drawings. Have them say: *We help each other.*



#### Sing "Values Are Important" (Part 2)

B10 Play the audio and sing along. Display the Values Poster and point to the values children have learned so far. Have children listen and look attentively. Play the audio again and invite children to sing along as best they can. Praise all efforts.



See Workbook page 46.

## EXTRA ACTIVITY

### Decorate Your Letters

Distribute construction paper, sticks, glue, and glitter. Write the letters Jj, Kk, Dd, and Uu on the board. Have children look at the board, dip a stick in the glue, and trace the letter they want (uppercase and lowercase). Have children sprinkle glitter to decorate the letters. When the letters are dry, invite children to show them to the class and say: *This is big (J). This is small (j).*



## AUDIO SCRIPT

### B11 Lunch with Grandma

1. Grandma: May we have pizza, please?  
Waiter: Yes, but wait.
2. Grandma: May we have spaghetti, please?  
Waiter: Yes, but wait.
3. Grandma: May we have chicken, please?  
Waiter: Yes, but wait.
4. Grandpa: Surprise! Is this your food?  
Kids: Wow! It's Grandpa!

## HOME SCHOOL CONNECTION



Encourage children to take their Little Books home to share with their families. This book is about children who eat out at a restaurant with their grandmother. The waiter keeps them waiting. Finally, their grandfather shows up, bringing their food. Children may enjoy eating out with their families.

## SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. Children may cook something at school and then role-play eating out as part of their Show Time presentation.



# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To understand and follow simple commands

## Vocabulary

restaurant, Grandma, Grandpa, waiter, boy, girl, food, spaghetti, chicken, pizza, surprise, happy, amazed, eat out, order, wait

## Language

May we have (pizza), please?

Yes, but wait.

Surprise!


Is this your food?

It's Grandpa!

## Materials

Class Audio CD, pizza, spaghetti, cake, menus, ice cream, napkins, and straws Picture Cards Happy Caterpillar puppet, pictures of pizza, spaghetti, and chicken, table, chairs, tableware, glasses, pencil, notepad, menus, clothes for characters (Grandpa, Grandma, waiter, and kids), DVD or ActiveTeach

## BEFORE THE LITTLE BOOK

 **Sing the Target Song "Eating Out"**  
B2 Before you sing the Target Song, place the pizza, spaghetti, cake, menus, ice cream, napkins, and straws Picture Cards around the room. Play the audio and use Happy Caterpillar to model the conversation. Have children listen. Stop the audio every time a food or tableware item is mentioned in the song and invite a child to point to it and hand it to you.

## DURING THE LITTLE BOOK



### Lunch with Grandma

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, clothes, food, tableware, and so on.
3. Point to the title and say: *This is the title. The title of the story is "Lunch with Grandma."* Point to the page numbers and have children say them. Next, point to the pictures next to the lines. This will help children to know who is speaking: *This is what Grandma says. This is what the waiter says. This is what Grandpa says. This is what the kids say.*
4. Play the audio while you show children the pages. Have them listen.
5. Play the audio again. This time, point to the pictures next to the lines on each page to show who is speaking. Point to the scenes and pantomime to help clarify meaning.
6. Check children's comprehension. Point to the different items and characters and ask: *Who is this? (She) is (Grandma). What are these? They are (menus).* Next, point to the first scene. Say: *The boy and the girl are eating out with their grandma. They are looking at their menus. What do they want to eat? Pizza. What does the waiter say? "Yes, but wait."*

Turn to page 2. *What do they want to eat now? Spaghetti. What does the waiter say? "Yes, but wait."*

Turn to page 3. *What does Grandma order now? Chicken. What does the waiter say? "Yes, but wait."*

Display page 4. Point to Grandpa. *Look at the waiter. Who is this? It is Grandpa! How do*

*Grandma and the children look, happy or sad? Happy! Are they amazed, too? Yes!*

## AFTER THE LITTLE BOOK



### Role-play

Role-play the story with Happy Caterpillar. Next, invite five children to come up. Assign a character to each, play the audio, and have children repeat. Provide them with props to use as they role-play.



### Home-School Connection

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.



### Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.



See Workbook page 47.

## EXTRA ACTIVITY



### Big Fun!

A2 Play the audio. Have children parade around the room. Have them raise their hands and shout *Big Fun!* every time these words are mentioned in the song.



## Objectives

- To learn numbers: 50–69
- To count to 69
- To count sets of ten
- To understand and follow simple commands

## Vocabulary

number, straws, set, listen, say, count, write

## Language

*This is a set of ten straws.*

*Let's count by tens.*

*We have (fifty-nine) straws!*


*How many straws do you see?*

## Materials

Class Audio CD, sixty-nine colored straws, rubber bands, pencils, small cards with the numbers 50 to 69 written on them, marker, shoebox, blindfold, music CD

## BEFORE PAGE 57

### Let's Count Straws!

 B12 Write the number 50 on the board. Say: *This is the number 50.* Have children repeat *fifty* after you. Next, put 59 straws on a table. Have children stand around the table and have them count the straws with Happy Caterpillar: 1, 2, 3,... 59! Say: *We have fifty-nine straws!* Then make five sets of ten straws each and put a rubber band around each set. Hold up one set of straws and say: *This is a set of ten straws.*

Hold up the five sets and say: *Each set has ten straws. We have five sets of ten straws each. Let's count by tens. Ready? 10, 20, 30, 40, 50.*

Then continue counting the nine individual straws: 51, 52, 53... 59! *How many straws do we have? Fifty-nine.* Write the numbers 50 to 59 on the board. Repeat the procedure with 60 to 69.

Finally, play the audio. Have children listen and repeat the numbers. Have Happy Caterpillar point to the numbers on the board.

fifty fifty-one fifty-two fifty-three  
fifty-four fifty-five fifty-six fifty-seven  
fifty-eight fifty-nine

sixty sixty-one sixty-two sixty-three  
sixty-four sixty-five sixty-six  
sixty-seven sixty-eight sixty-nine

## DURING PAGE 57

### 7 Listen and say. Count and write the numbers.

Display page 57. Have children point to the number 50. *What number is this? Fifty. Let's count the straws by tens: 10, 20, 30, 40, 50. How many straws do you see? Fifty!* Next, direct children's attention to the purple boxes under the number 50. Point to the first box. Say: *Let's count the straws in this box by tens: 10, 20, 30, 40, 50. Now let's count the individual straws: 1, 2, 3, 4. How many straws do you see?* Point to the number 54 and have children answer: *Fifty-four straws.* Point to the second purple box and ask: *How many straws do you see? Fifty-three straws.* Write the number 53 on the board. Children copy the number on the line. Finally, point to the third purple box. Have children count the straws. Write the number 56 on the board and have children write it on the line: *How many straws do you see? Fifty-six straws.* Finally, point to the number 60 and repeat the procedure.

## AFTER PAGE 57

### Listen, Write, Check

Before class, make cards with the numbers 50 to 69 and put them inside a shoebox. Have children sit in a circle. Play some music and have children walk in a circle. Stop the music and invite a child to the center of the circle. Blindfold the child. Have him or her take a number from the box. Ask the class: *What number is this? (63.)* Have the child give you the card. Remove the blindfold and ask the child to write the number on the board. Next, show the card to the child and have him or her check if the number on the card is the same as the one he or she wrote on the board. Continue in the same way with the rest of the numbers and other children.



See Workbook page 48.

## EXTRA ACTIVITY



### Jump and Count!

Have children jump in place as they count from 50 to 69. As they jump, shout: *Stop!* Invite a child to the board and have him or her write on the board the number on which they stopped jumping. Encourage them to jump and count again, starting from 50. Continue in the same way until all numbers have been written on the board.



Listen and say. Count and write the numbers.



$$50 = \text{five bundles of ten sticks each}$$

Three bundles of ten sticks each and two individual sticks are shown. The equation is:  $\text{three bundles of ten sticks each} + \text{two individual sticks} = 54$

Three bundles of ten sticks each and two individual sticks are shown. The equation is:  $\text{three bundles of ten sticks each} + \text{two individual sticks} = \underline{\hspace{2cm}}$

Three bundles of ten sticks each and four individual sticks are shown. The equation is:  $\text{three bundles of ten sticks each} + \text{four individual sticks} = \underline{\hspace{2cm}}$

$$60 = \text{six bundles of ten sticks each}$$

Six bundles of ten sticks each and one individual stick are shown. The equation is:  $\text{six bundles of ten sticks each} + \text{one individual stick} = \underline{\hspace{2cm}}$

Six bundles of ten sticks each and two individual sticks are shown. The equation is:  $\text{six bundles of ten sticks each} + \text{two individual sticks} = \underline{\hspace{2cm}}$

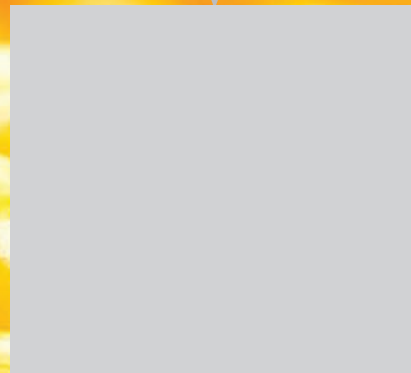
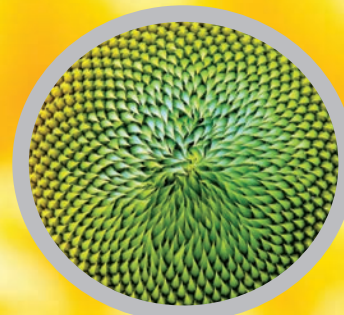
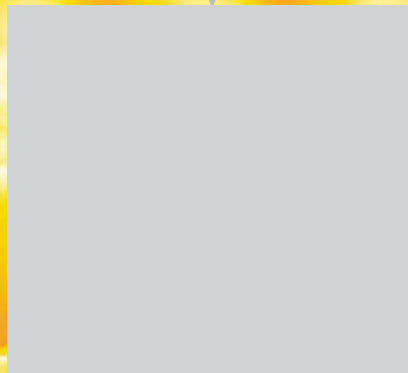
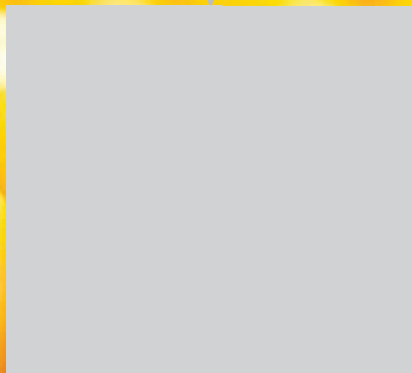
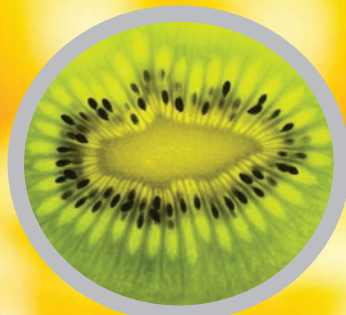
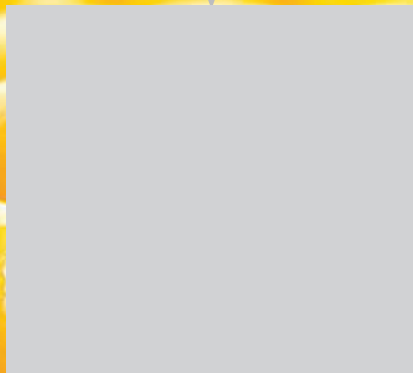
Six bundles of ten sticks each and four individual sticks are shown. The equation is:  $\text{six bundles of ten sticks each} + \text{four individual sticks} = \underline{\hspace{2cm}}$



8



Look closely. Cut out, match, and paste.





# Amazing

## Objectives

- To appreciate nature
- To observe details
- To learn about patterns in nature
- To practice fine motor skills
- To understand and follow simple commands

## Vocabulary

*patterns, log, kiwifruit, shell, sunflower, thumbprint, alike, look, cut out, match, paste, press, collect, observe, dip, rub*

## Language

*This is an orange.*

*Let's see how it looks inside.*

*A pattern is something that repeats.*

*We find patterns in nature.*

## Materials

Class Audio CD, pictures of a zebra and a rattlesnake, orange, lemon or lime, knife, Cutouts, glue, scissors, white paper, washable ink, plastic containers, magnifying glass, leaves, crayons

## BEFORE PAGE 58

### Sing the "Amazing Nature" Song

A20 Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.

## Build Background

Put a table in the center of the room. Have children stand around it. Hold up an orange and ask: *What is this? It is an orange. Let's see how it looks inside.* Slice the orange in half and say: *Wow! Look at the orange. It is amazing!* Point out the circles and triangles inside the orange slices and say: *A pattern is something that repeats. Look at the pattern in the orange.* Repeat the procedure with a lemon or lime.

Then say: *Not only fruits have patterns. Many other things in nature have patterns.* Hold up the pictures of the zebra and the rattlesnake. Say: *Now, look at the zebra and the snake. Do they have patterns?* Encourage children to answer affirmatively.

## DURING PAGE 58



### 8 Look closely. Cut out, match, and paste.

Display page 58. Next, show the Cutouts for page 58. Name them and have children repeat after you: *log, kiwifruit, shell, sunflower.* Have children cut out the pictures. Ask them to put a small amount of glue on each Cutout. Children will have to paste the Cutouts of the items under the corresponding patterns.

## AFTER PAGE 58

### Fingerprint Patterns

Distribute white paper. Place a container with washable ink in the center of each table. Have children dip their right thumb into the ink and press it on the paper. Let dry. Then explain that our thumbs have patterns. Have children observe their own thumbprints. Finally, help children notice that no two thumbprints are alike! You may use a magnifying glass for children to appreciate the patterns better.

 See Workbook page 49.

## EXTRA ACTIVITY

### Leaf Patterns

Hold up a leaf and say: *This is a leaf. It has patterns, too. Let's go outside and collect leaves!* Take children to the playground and have them collect leaves.

Back in the classroom, distribute white paper and crayons. Have children put a leaf under the paper and rub it with a crayon. Encourage children to observe the patterns in their leaves.



# Project

## Objectives

- To do a science and art project
- To talk about patterns in nature
- To use fine motor skills
- To understand and follow simple commands

## Vocabulary

snowflake, triangle, rectangle, window, make, fold, cut, decorate

## Language

*This is a snowflake.*

*Cut the paper the way you want!*

*Leave some places folded.*

*Open the paper.*

*Look at your snowflake.*

*Decorate a window with snowflakes!*

*Each snowflake has a unique pattern!*

## Materials

Class Audio CD, snow-related items, snow globes, photographs of snowflakes from the Internet, nature magazines, or books, white paper (one large sheet per child), safety scissors (one per child), triangles and rectangles cut out of colored paper, music CD, Happy Caterpillar puppet, tape, candy (for prizes)

## BEFORE PAGE 59

### Build Background: What Are Snowflakes?

Bring in snow-related items to show children, for example, snow globes, photographs of snowflakes from the Internet, nature magazines, or books, etc.

Explain that in winter, when the weather is cold, snow falls in some places. Snow is formed by very small snowflakes. Show the photo of a

snowflake and say: *This is a snowflake.* Have children repeat *snowflake* after you.

## DURING PAGE 59



### Make a Snowflake

Before class, assemble the materials needed for the project. You will need: white paper (one large sheet per child) and safety scissors (one per child).

Show children page 59 and read the title of the project aloud: *Make a Snowflake.*

Fold the paper ahead of time so that children only have to cut.

1. Hold the bottom right corner of the paper and fold it to the upper left corner to make a triangle.
2. Cut off the small rectangle at the top.
3. Fold the paper again to make another triangle.
4. Show the folded paper to children. Show them how to cut it in different ways. Say: *Cut the paper the way you want.* Encourage them to cut out triangles, straight lines, and circles if the paper is large enough.
5. Remind children to leave some places folded. Cuts can be made on both sides and on the corners, but children should avoid cutting all the way through. Say: *Leave some places folded.* Demonstrate doing one correctly and doing one incorrectly before children start cutting.
6. Open the paper. Say: *Open the paper and look at your snowflake!*
7. Have some back-up paper available if some children have a hard time understanding or if they cut all the way through. Have children show their snowflakes to the rest of the class.

Direct children's attention to Happy Caterpillar on the page. Read his speech bubble: *Each snowflake has a unique pattern!* Finally, tape children's snowflakes to the classroom windows.

## AFTER PAGE 59



### Triangles and Rectangles!

Cut triangles and rectangles out of colored paper and hide them around the room. Have children stand in a circle. Play some music. Have children hold hands and walk around the circle. Then stop the music and shout: *Triangles!* Have children look for triangles in the room. If they find one, have them keep it. Play the music again and have children hold hands and walk around the circle again. Stop the music and shout: *Rectangles!* Repeat the procedure. Play several rounds. Give a prize to the child who has the most triangles and rectangles.



### Target Song

B2 Sing this song to wrap up the day. Use Happy Caterpillar to model the questions and answers in the song. Play the audio, and encourage children to try to sing their part. Praise all efforts.

PROJECT

# Make a Snowflake

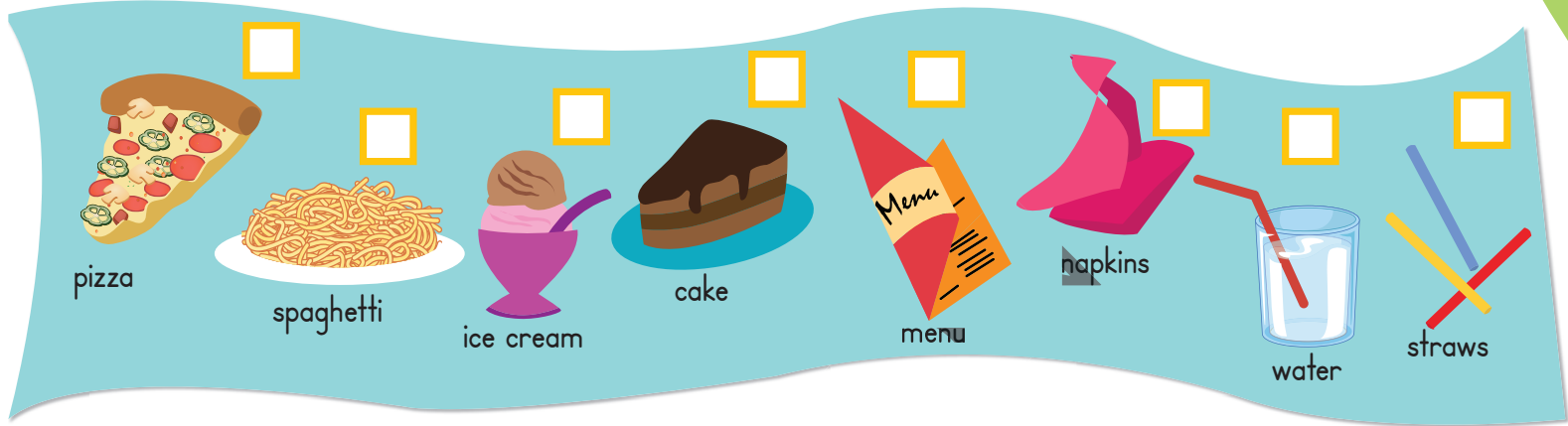


Each snowflake has  
a unique pattern!



Amazing Project: Make a snowflake.  
Science and Math Connections

9 Ask, answer, and check.





## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

menus, napkins, water, straws, pizza, spaghetti, ice cream, cake, have, want, begin, find, ask, answer, listen, check

### Language

*May I have (napkins), please? Yes, of course. Is this your (pizza)? Yes, it is. Thank you. What do you want for (the main dish)? I want (chicken), please. What do you want to (drink)? I want (water), please. Does (jacket) begin with the /i/ sound? (Yes!) We can find patterns in nature.*

### Materials

Class Audio CD, menus, tablecloth, tableware, Unit 5 Picture Cards, pencils, crayons, Happy Caterpillar puppet, Portfolio Envelopes

### BEFORE PAGE 60



#### Revisit the Songs

Revisit the songs from Unit 5 (Audios B1, B2, and B10). Divide the class into three groups. Have one group sing “At the Restaurant,” another group sing “Eating Out,” and the final group sing “Values Are Important” (Part 2).



#### Think about Learning

Review Unit 5 page by page. Have children look at each page attentively and remind them what they learned on each. Display pages 50 and 51. Encourage children to read the speech

bubbles: *May I have napkins, please? Yes, of course. Is this your (pizza)? Yes, it is. Thank you. Then display page 52. Have children look at the menu: What do you want for (the main dish)? I want (chicken), please. What do you want to (drink)? I want (water), please. Turn to page 53: Does (jacket) begin with the (/i/) sound? (Yes!) Show the Amazing page: We can find patterns in nature. Continue with the remaining pages. Encourage children to clap if they liked the page or to make a sad face if they didn't.*

### DURING PAGE 60

#### 9 Ask, answer, and check.

Have children imagine they are at a restaurant. Set a table at the front of the room. Invite three children to come up. Two will be the customers, and one will be the waiter/waitress. Have the waiter/waitress give the menus to the customers and have children practice the Unit 5 dialogues. Ask them to repeat the lines after you. Invite other children to come up and role-play. Some may be able to practice the dialogues without your help.

Display page 60. Elicit each of the vocabulary items pictured on the banner: *What is this? It is (pizza). What are these? They are (napkins).* Point to the two boys and read their speech bubbles: *May I have pizza, please? Yes, of course.* Have children repeat after you. Ask the class to check off the picture of pizza.

Next, invite a pair of children to come up. Have one child sit at the table. The other will be the waiter/waitress. Point to the picture of spaghetti on the banner. Invite the children to role-play the conversation. Have the class check off the picture of spaghetti. Continue with the remaining items on the banner and other pairs of children. When finished, have the class clap for a job well done!

### AFTER PAGE 60

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 104. Help them think of what they liked most from Unit 5. Say: *I liked the Little Book!* Say this with a very excited voice and smile as you display the Little Book. Have children draw what they liked most from Unit 5: a song, the Little Book story, the Amazing page, the project, a conversation, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.



#### Children Decide!

Have children show their drawings. Hold up a drawing and say: *(Juan) liked (the Little Book). (Sean), did you like that, too?* Provide English language support when needed. Repeat the procedure with the remaining drawings. Take notes on children's preferences so you can determine what to include in the end-of-the-year show.



#### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.



#### Sing the Target Song

B2 To consolidate what children have learned in the unit, play the Target Song. First, practice the questions and answers with Happy Caterpillar. Then encourage children to join in and sing their part.



#### Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.



See Workbook page 50.



## Communication Objectives

Identify and name belongings	Use possessive adjectives
Communicate what one is looking for	Compare things
Indicate location of things	Understand and follow simple commands

## Topics and Key Vocabulary

### Things/Belongings:

cell phone, tablet, laptop,  
backpack, necktie, ring,  
necklace, hat

### Action Verbs:

look for, dress up, wear,  
wash, dry, put, spread, get  
attention, organize, sort

### Numbers:

seventy to eighty-nine

### Nature and Science Words:

peacock, feather

# UNIT 6

## OVERVIEW

## Target Language and Structures

<i>What is it? It is (a cell phone).</i>	<i>Where is my (necklace)?</i>
<i>What are you looking for?</i>	<i>I don't know./It's (above your bed).</i>
<i>I'm looking for my (cell phone).</i>	<i>My ring is (big). My ring is (bigger).</i>

## Content Connections

### Math:

Identify and trace numbers:  
70–89

Count to 89

Identify and count sets of 10

### Nature and Science:

Observe how feathers help  
male peacocks get attention

### Art:

Make peacock feathers

### Music:

Sing and act out songs

Move to music

### Language Arts:

Say and act out chants

Role-play

## Amazing and Project

Observe how feathers help male peacocks get attention

**Project:** *Make an Eco-collage*

## Little Book

*At the Store*

# UNIT 6

## OVERVIEW

## Reading and Writing Readiness

Identify initial sounds: /v/, /kw/, /y/, /w/

Trace words and use rebuses to read simple sentences

Discriminate initial sounds

Practice motor skills

Trace uppercase and lowercase letters: Vv, Qq, Yy, Ww

Practice visual discrimination

## Home-School Connection

Take home the Little Book

Talk about one's belongings at home

Take home Show Time drawings

Sing songs and say chants at home

## Competency-based Education

Competency work within the following formative areas:

### Discovering Our World:

Make observations about living creatures; Amazing page, p. T70

### Artistic Expression and Appreciation:

Creatively communicate and express ideas, feelings, or fantasies using different art materials and techniques; Project page, p. T71

## Values

Being neat

Overview



# Unit Opener

## Objectives

- To predict unit topic
- To identify and name things or belongings
- To review the months of the year
- To understand and follow simple commands

## Vocabulary

cell phone, necklace, bracelet, laptop, predict, draw, listen, find

## Language

*The children have different things.*


*Find the backpacks.*


*This is my favorite thing.*

## Materials


Class Audio CD, Happy Caterpillar puppet, white paper (one sheet per child), crayons, a backpack, a cell phone, a necktie, a ring, a necklace, tablet Picture Card, small stuffed toy animal, Portfolio Envelopes, classroom calendar

## BEFORE PAGE 61

 **Sing the “Good Morning Song”**  
A3 Play the audio. Have children sing along.

 **Sing the “Five Fingers” Song**  
B13 Sing this song to get children moving. Play the audio, sing along, and do the actions that go with it. Have children look and listen attentively. Then play the audio again. Encourage children to sing and do the actions. Praise all efforts.

## DURING PAGE 61

 **1 Look, predict, and draw. Listen. Predict Together**  
A5, B14 Display page 61. Point to the scene and say:

*Look at the children. Look at the first boy. He is holding something in his hand. Look at the girl. She is wearing something around her neck. Look at the last boy. He is holding something in his hands. The children have different...* Encourage children to complete the sentence: *things!* Children may use their native language if needed. Then play Audio A5. Have children listen. Encourage them to mime the actions with you. Play the audio again and encourage children to sing along. At the end of the song, have children insert the topic in the final verse: *Fun with (our) things!*

Next, have children close their books. Distribute drawing paper and crayons. Ask children to draw things they think will appear in the unit that are not on page 61. Then hold up children's drawings and name the vocabulary words children predict will appear.

## Check Predictions

Encourage children to look through the unit to check if their predictions were correct. Have them clap if they see the item they predicted.

Next, have children open their books to page 61. Point to the items, name them, and have children repeat after you: *cell phone, necklace, laptop.*

Display page 61 and play the Target Song “My Things” to expose children to the new vocabulary. Place a backpack, a cell phone, a necktie, a ring, and a necklace around the room. Put the tablet Picture Card inside the backpack. Happy Caterpillar looks for his tablet as he sings. Have him point to the items as they are mentioned in the song. Have Happy Caterpillar look inside the backpack and hold up the tablet Picture Card at the end of the song, once he has found it. Have children listen and look attentively.

## Do the Find It! Activity


Point out Happy Caterpillar and read his speech bubble: *Find the backpacks.*


Have children look for backpacks in the unit. (Backpacks can be found on pages 61, 62, 63, 72, and Little Book pages 1, 2, 3, and 4.)

## AFTER PAGE 61

### My Favorite Thing


Have Happy Caterpillar hold up a small stuffed toy animal and say: *This is my favorite thing!* Then distribute drawing paper and crayons. Encourage children to draw their favorite thing or belonging. Invite them to share their drawings with the rest of the class. Have them name the item. Provide language support when necessary. Praise all efforts.

 **Sing the “Good-bye Song”**  
A7 Play the audio. Have children sing and wave good-bye.

 **Portfolio**  
Gather letter-sized or smaller student work to include in children's Portfolios. Add to the Portfolio work that children feel good about and that shows their progress.

 See Workbook page 51.

## EXTRA ACTIVITY

 **Listen and Jump!**  
A50 Display the classroom calendar. Point to the month you were born in and say: *My birthday is in (May).* Play the audio and point to the months as they are mentioned in the song. Encourage children to jump when they hear the month they were born in. Praise all efforts. Explain to children that it does not matter if they do not know the month they were born in.



# 6

# OUR THINGS

A5 & B74

1 Look, predict, and draw. Listen.



Find the backpacks.



Unit Preview; FIND IT in the unit: *backpacks*

UNIT 6

61



# Listen and say. Find and match.



cell phone



tablet



laptop



backpack



What are you looking for?

I'm looking for my cell phone.

# Vocabulary

## Objectives

- To identify and name belongings
- To repeat names of belongings
- To communicate what one is looking for
- To understand and follow simple commands

## Vocabulary

*cell phone, tablet, laptop, backpack, listen, say, find, match, look for*

## Language

*What is this? It is (a cell phone).*

*What are you looking for? I'm looking for my (cell phone).*

## Materials

Class Audio CD, Happy Caterpillar puppet, *cell phone, laptop, tablet, backpack, necktie, ring, and necklace* Picture Cards, a book, a purple crayon, a marker, glue, a puppet, pencils


## BEFORE PAGE 62

### Vocabulary Presentation

Attach the *cell phone, laptop, tablet, and backpack* Picture Cards to the board at children's eye level. Have children sit in a semicircle. Point to the cell phone and ask Happy Caterpillar: *What is this? It is a cell phone.* Have children repeat *cell phone* after Happy Caterpillar. Repeat the procedure with *laptop, tablet, and backpack*.

## DURING PAGE 62

### 2 Listen and say. Find and match.

 B15, B16 Play Audio B15. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the cell phone, tablet, laptop, and backpack in the scene. Then show

children how to trace a line from the cell phone to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Repeat the procedure with the laptop, tablet, and backpack.

cell phone   tablet   laptop   backpack

Next, point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *What are you looking for? I'm looking for my cell phone.*

Play Audio B16 and point to the photos as children repeat.

What are you looking for? I'm looking for my cell phone.  
What are you looking for? I'm looking for my tablet.  
What are you looking for? I'm looking for my laptop.  
What are you looking for? I'm looking for my backpack.

## AFTER PAGE 62

### Help Happy Caterpillar!

Hide the *cell phone, laptop, tablet, and backpack* Picture Cards in different places around the room. Have Happy Caterpillar mime looking for his things. Ask: *What are you looking for? I'm looking for my cell phone.* Encourage children to look around for Happy Caterpillar's cell phone. Once a child finds it, have him or her hand the corresponding card to Happy Caterpillar. Repeat the procedure with the remaining items.

### Target Song "My Things"

B14 Play the Target Song "My Things" to expose children to the new vocabulary. Display the *backpack, tablet, cell phone, necktie, ring, and necklace* Picture Cards around the room. Have Happy Caterpillar sing the song. Walk around the room and have Happy Caterpillar point to the cards as they are mentioned in the song. Have children listen and look attentively.



See Workbook page 52.

## EXTRA ACTIVITY



### Look for Things!

Divide the class into two teams. Hide the *cell phone, laptop, tablet, and backpack* Picture Cards, a book, a purple crayon, a marker, glue, and a puppet in different places around the room. Have a child from each team come up. Say: *Look for (a cell phone).* Have children look for the corresponding card or item around the room. When a child finds the item have him or her shout: *(Cell phone)!* Then have the child hand the item to you. The child wins a point for his or her team. Repeat the procedure with the remaining things. The team with the most points wins the game.

# Vocabulary

## Objectives

- To identify and name belongings
- To repeat names of belongings
- To indicate the location of things
- To use possessive adjectives
- To understand and follow simple commands

## Vocabulary

*necktie, ring, necklace, hat, listen, say, find, match*

## Language

*What is this? It is (a necktie).*

*Where is (my) (necklace)? I don't know./It's (above) your bed.*

## Materials


Class Audio CD, necktie, ring, necklace, hat, cell phone, laptop, tablet, backpack, necktie, ring, necklace, and hat Picture Cards, Happy Caterpillar puppet, tape, a hula hoop, a paper flower, a clown hat, a balloon, a drum, and a ball

## BEFORE PAGE 63

### Vocabulary Presentation


Put on a necktie, a ring, a necklace, and a hat. Have Happy Caterpillar point to the necktie and ask you: *What is this?* Reply: *It is a necktie.* Have children repeat *necktie* after you. Follow the same procedure with *ring*, *necklace*, and *hat*.

### Target Song "My Things"

 B14 Attach the *backpack*, *tablet*, *cell phone*, *necktie*, *ring*, and *necklace* Picture Cards to the board. Play the audio and have Happy Caterpillar sing along. Point to the items as they are mentioned in the song. Have children listen and look attentively.

## DURING PAGE 63

### 3 Listen and say. Find and match.

 B17 Play Audio B17. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the necktie, ring, necklace, and hat in the scene. Then show children how to trace a line from the photo of the necktie to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil.

Next, have children match the remaining photos with the corresponding illustrations.

necktie ring necklace hat

Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Where is my hat? It's on your head.*

Play Audio B18 and point to the scene as children repeat.

Where is my necktie? It's in the closet.  
Where is my ring? It's under the bed.  
Where is my necklace? It's above your bed.  
Where is my hat? I don't know. Oh, there it is! It's on your head!

### B19 Vocabulary Practice

Display page 63 and play the audio. Have children listen. Then invite a pair of children to act out the conversation. One child will be the clown and the other child will play the mother's role. Have children listen, repeat the lines, and point to the items in the scene. Encourage children to imitate the voices and intonation on the audio. Repeat with other pairs of children. (The child role-playing the clown may wear a clown's hat.)

**C:** Oh, no! Where is my cell phone?  
**M:** It's next to the lamp.  
**C:** Where is my computer?  
**M:** It's on the chair.  
**C:** Where is my backpack?  
**M:** It's behind the chair.  
**C:** Where is my tablet?  
**M:** It's on the bed.

## AFTER PAGE 63

### Look and Point

Attach the *cell phone*, *laptop*, *tablet*, *backpack*, *necktie*, *ring*, *necklace*, and *hat* Picture Cards to the board at children's eye level. Say: *I'm looking for my (cell phone).* Invite a volunteer to come up and point to the corresponding card. Have him or her name the item: *Cell phone.* Continue until all items have been identified.

 See Workbook page 53.

## EXTRA ACTIVITY

### Where Is My...?

Put on a clown hat and role-play the helpless clown. Put the following items in different places around the room: a hula hoop, a paper flower, a drum, a balloon, and a ball. Make a very sad face and ask: *Where is my (hula hoop)?* Invite a volunteer to look around the room for the item. When the child finds it, have him or her say: *It's (on the table).* Retrieve the item and make a happy face. Repeat the procedure with the remaining objects. Make sure to use the prepositions *in*, *on*, *under*, *behind*, and *above*.

B17-19

# 3 Listen and say. Find and match.



necktie



ring



necklace



hat

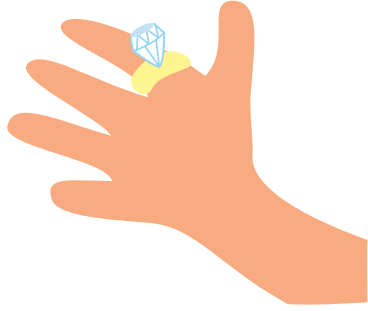


Vocabulary Presentation: necktie, ring, necklace, hat; above; Language Review: prepositions of location  
 Language Presentation: Where is (my) (necklace)? I don't know./It's (above) your bed.





Cut out, listen, and paste.



big



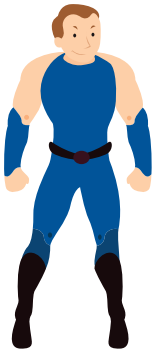
bigger



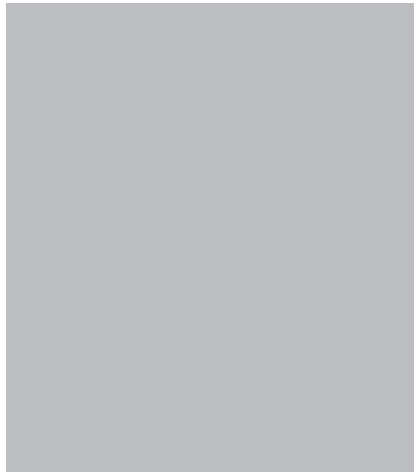
long



longer



tall



taller



fast



faster

# Practice

## Objectives

- To identify and name belongings
- To compare things
- To use possessive adjectives
- To understand and follow simple commands

## Vocabulary

*big, bigger, long, longer, tall, taller, fast, faster, ring, necktie, action figure, car, dress-up, wear, cut out, listen, paste*

## Language

*My ring is (big). My ring is (bigger).  
Let's play dress-up.*

## Materials

Class Audio CD, Happy Caterpillar puppet, two long pieces of string (one longer than the other), picture of a rabbit, picture of a lion, two stuffed toy animals (one bigger than the other), Cutouts, glue, scissors, adult clothes (have children bring from home): woman's hat, shirt, necktie, dress, necklace, ring, etc.

## BEFORE PAGE 64

### Comparing Things

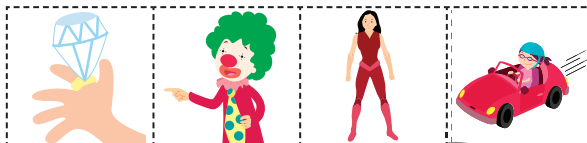
Hold up a piece of string. Say: *Look, this piece of string is long.* (Mime long.) Then show a longer piece of string. Hold it up next to the other one so children can see the difference, and say: *This piece of string is longer!* Have children repeat *long* and *longer* after you.

Next, have two tall children come up and compare their heights. Say: *(Mike) is tall. (Alan) is taller!* Have children repeat *tall* and *taller* after you.

Next, show the picture of a rabbit and the picture of a lion. Say: *The rabbit is fast.* (Mime fast.) *The*

*lion is faster!* Have children run in place. Say: *Run fast! Now, run faster!* Have children repeat *fast* and *faster* after you. Finally, show a big stuffed toy animal. Say: *This (bear) is big.* (Mime big.) Then show a bigger stuffed animal and say: *This (bear) is bigger!* Have children repeat *big* and *bigger* after you.

## DURING PAGE 64



### 4 Cut out, listen, and paste.

B20 Display page 64. Point to the items and name them. Have children repeat after you: *ring, necktie, action figure, car.* Next, show the Cutouts for page 64. Children cut them out and put some glue on the back. Ask children to paste the Cutouts in the corresponding shaded areas.

Play the audio. Have children listen and look at the items on the page.

## AFTER PAGE 64

### Let's Have Fun Talking!

B21 Play the audio. Act out the conversation with Happy Caterpillar. Use props. Put on the clothes and other items as you role-play. Have children listen and look attentively.

- A:** Let's play dress-up!  
**B:** Great idea!  
**A:** Here are my dress-up clothes.  
**B:** These clothes are really big!  
**A:** They belong to my mother and father. They are both very tall.  
**B:** Oh, I like this hat with flowers! Can I wear it?  
**A:** Of course! I want to wear this big red hat.

- B:** Can I wear the purple shirt and the orange necktie?  
**A:** Sure. I want to wear the pink dress. Oh! And I want to wear the rainbow necklace and the ring.  
**B:** Here they are! Put them on. That necklace is really long.  
**A:** It is! It almost touches my toes!  
**B:** We look funny. Let's play!

Next, invite two children to come up. Play the audio and have them repeat the lines and role-play the conversation. Encourage them to use the props as they role-play. Repeat with other pairs of children.

### Sing the Target Song "My Things"

B14 Play the audio. Happy Caterpillar sings the song and children listen. Play the audio again and have children join in singing as best they can. Praise all efforts

**WB** See Workbook page 54.

## EXTRA ACTIVITY

### Play Dress-up

Have children bring in old clothes, purses, hats, shoes, and so on from their parents. Encourage children to play dress-up. Allow them to dress up and say who they are: *I am (Mother)!* Then encourage them to play freely with the props and clothing.

## Objectives

- To identify uppercase and lowercase letters: Vv, Qq, Yy, Ww
- To discriminate initial sounds
- To use fine motor skills
- To follow simple commands

## Vocabulary

letter, big, small, violin, van, vest, lamp, queen, quilt, bear, quiet, pen, yo-yo, yarn, yogurt, watermelon, peach, window, waiter, listen, cross out

## Language

*This is big (V).*

*This is small (v).*

*(V) is for (violin).*

*Vvviolin starts with the /v/ sound.*

## Materials

Class Audio CD, picture of a violin, pencils, four large cards, markers, tape, sponge ball

## BEFORE PAGE 65

### Play the Violin

A2 Show the picture of a violin and say: *This is a vviolin*. Then mime playing the violin. Play the “Big Fun Theme Song” and encourage children to parade around the room as they mime playing a violin.

## V Is for Violin

Write the letters Vv on the board. Point to uppercase V and say: *This is big V*. Point to lowercase v and say: *This is small v*. Then hold up the picture of a violin and say: *Vvviolin starts with the /v/ sound. (V) is for violin*. Have children repeat *vviolin* after you, exaggerating the /v/ sound. Follow the same procedure with the letters Qq, Yy, and Ww and words that begin with each letter.

## DURING PAGE 65

### 5 Listen and cross out the picture that has a different initial sound.

B22 Point to the letters Vv, Qq, Yy, and Ww and have children identify them. Then point to the photos in each box, name the items, and have children repeat after you. Exaggerate the beginning sounds.

Next, play Audio B22. Distribute pencils. Encourage children to cross out the word in each group of four that has a different initial sound. Before the activity, draw a big X on the board and say: *Cross out*.

violin van vest lamp  
queen quilt bear quiet  
pen yo-yo yarn yogurt  
watermelon peach window waiter

Finally, have volunteers say which picture they crossed out in each group of four.

## AFTER PAGE 65

### Hit the Letter!

Write the letters Vv, Qq, Yy, and Ww on large cards and attach them to the board. Have children sit in a semicircle. Throw a sponge ball to a child and say a word: *(Vv)vest*. Have the child come up and hit the corresponding letter. Then ask: *Does (vv)vest start with the (/v/) sound?* Encourage the child to answer affirmatively. Repeat with different words and children.

WB See Workbook page 55.

## EXTRA ACTIVITY

### Four Words

Have children stand in a circle. Say four words twice: *vviolin, vvvan, yyyogurt, vvvest*. The first time you say the words, have children listen attentively. The second time, encourage children to jump in place when they hear a word that has a different initial sound. Praise all efforts.

Listen and cross out the picture that has a different initial sound.

V

v






Q

q






Y

y






W

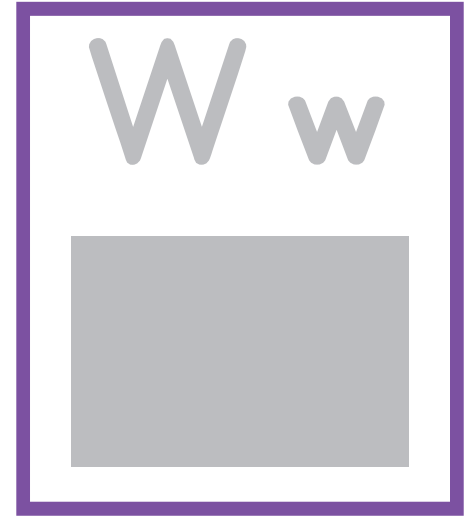
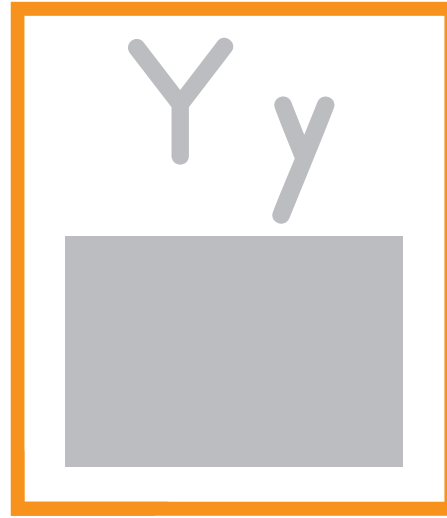
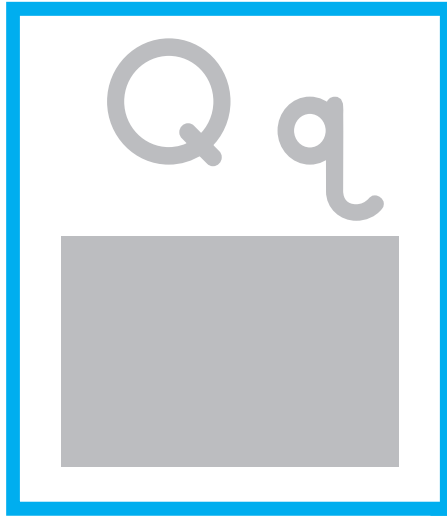
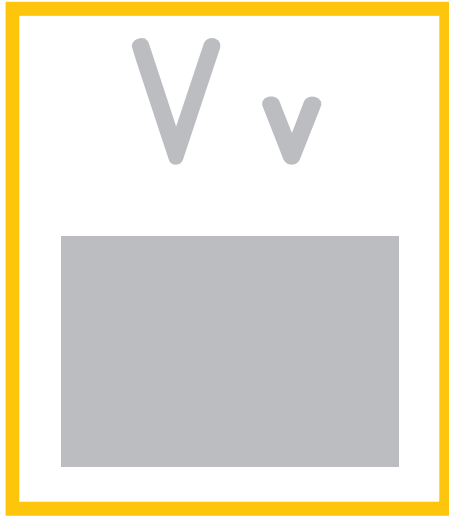
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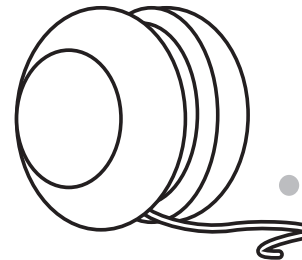
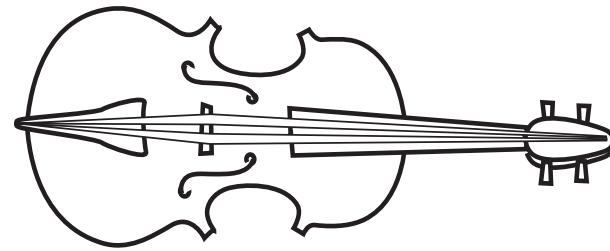



6 ✂ Trace letters. Cut out and paste. Trace, read, and color.



It is a red

It is a pink



## Objectives

- To identify and trace letters: Vv, Qq, Yy, Ww
- To discriminate initial sounds
- To read and write simple sentences
- To practice fine motor skills
- To learn a value: Be neat
- To use language to express a value
- To understand and follow simple commands

## Vocabulary

letter, sound, neat, van, queen, yarn, watermelon, violin, yo-yo, clean, spoons, drawer, trace, cut out, paste, read, color, wash, dry, put

## Language

What letter is it? It's the letter (V).

It is a red violin.

It is a pink yo-yo.

Is the yo-yo big or small? It is big.

That is a big yo-yo!

We are neat.

## Materials

Class Audio CD, Happy Caterpillar puppet, Cutouts, scissors, glue, pencils, Values Poster, white paper (one sheet per child), crayons, spoons, kitchen towel, ten tissue boxes covered with white paper (label each with a different color: white, yellow, blue, green, brown, pink, purple, orange, black, red)

## BEFORE PAGE 66

- A2** Move furniture aside and have children stand in a circle. Play the "Big Fun Theme Song" and have children listen. Encourage them to do the actions in the song along with you and parade around the room.

## DURING PAGE 66



### 6 Trace letters. Cut out and paste. Trace, read, and color.

Point to the letters Vv, Qq, Yy, and Ww and have children identify them: *What letter is it? It's the letter (V).* Next, distribute pencils and encourage children to trace the letters. Then hold up the Cutouts for page 66. Point to each Cutout. Name the items and have children repeat after you: *van, queen, yarn, and watermelon.* Exaggerate the beginning sounds.

Next, have children cut out and put a small amount of glue on the back of each Cutout. Explain that children will have to paste each Cutout under the letter the word begins with.

Next, direct children's attention to the words and rebuses below the letters and Cutouts. Encourage children to trace the words and the periods.

Then read the first sentence aloud with the class. Underline each word and point to the rebus as you read: *It is a red...* Encourage children to complete the sentence: *violin.* Have the class read the complete sentence aloud: *It is a red violin.*

Repeat the same procedure with the next sentence. Have children read it aloud: *It is a pink yo-yo.* Then have the children color the violin red and the yo-yo pink.

Finally, point to the yo-yo and ask: *Is the yo-yo big or small?* Encourage children to answer: *It is big.* Finally say: *Let's read what Happy Caterpillar says about his yo-yo.* Read the speech bubble: *That is a big yo-yo!* Have children repeat after you.

## AFTER PAGE 66

### VALUES ACTIVITY

#### Value: Be Neat

Display the Values Poster. Have children sit in a semicircle. Point to the value: *We are neat.* Read it aloud and have children repeat. Then point to the girl. Say: *Look at the girl. She washed and dried the spoons.* (Use props to mime the actions.) *Now, she is putting the clean spoons inside the drawer.* Point to the spoons and to the drawer. Say: *She is neat.*

Next, distribute drawing paper and crayons. Encourage children to draw something to show how they are neat. Then invite them to show their drawings and say: *I am neat.* Continue until all children have shown their drawings. Praise all efforts.

#### Sing "Values Are Important" (Part 2)

**B10** Play the audio and have children listen. Play the audio again and invite children to sing along as best they can. Praise all efforts.

**WB** See Workbook page 56.

## EXTRA ACTIVITY

### Color Hunt

Display the tissue boxes. Say: *Let's go on a color hunt!* Have children look for items of different colors and put the items inside the corresponding boxes. Finally, empty the boxes and check if all the items in each box are the same color.



## AUDIO SCRIPT

### B23 At the Store

- Salesclerk: What are you looking for?  
Sarah: I'm looking for hats.
- Salesclerk: The hats are next to the sweaters.  
Sarah: Thank you.
- Mom: I'm looking for my daughter.  
Sarah: Here I am. I'm hungry.
- Sarah: What are you looking for?  
Mom: I'm looking for a restaurant!

## HOME SCHOOL CONNECTION



Encourage children to take their Little Books home to share with their families. This book is about shopping and eating out. A mom and her daughter go shopping. The girl is looking for hats. After going shopping, they feel hungry and look for a restaurant. Children may enjoy pretending to go shopping and to eat out with their family members at home.

## SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. Encourage children to act out this story, which they may present to their parents and friends during Show Time.

# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To review prepositions
- To understand and follow simple commands

## Vocabulary

*hats, sweaters, next to, thank you, daughter, hungry, restaurant, look for, listen, walk, freeze*


## Language

*What are you looking for? I'm looking for (hats).  
The hats are next to the sweaters.  
I'm looking for my daughter.  
Here I am!  
I'm hungry.*

## Materials

Class Audio CD, *backpack, tablet, cell phone, necktie, ring, and necklace* Picture Cards, Happy Caterpillar puppet, pictures of or, if available, real sweaters and hats, DVD or ActiveTeach

## BEFORE THE LITTLE BOOK

 **Sing the Target Song "My Things"**  
B14 Before you play the audio, invite six children to come up. Give each a Picture Card: *backpack, tablet, cell phone, necktie, ring, or necklace*. Play the audio and have Happy Caterpillar sing. Have the class listen.

Play the audio again. Encourage the children at the front to jump in place every time their item is mentioned in the song. You may repeat the procedure with other children.

## DURING THE LITTLE BOOK

 **At the Store**

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, clothes, and places.
3. Point to the title and say: *This is the title. The title of the story is "At the Store."* Point to the numbers on each page for children to identify the pages. Next, point to the pictures next to the lines. This will help children know who is speaking: *This is what the sales clerk says. This is what Sarah says. This is what Mom says.*
4. Play the audio while you show children the pages. Have them listen!
5. Play the audio again. This time, point to the pictures next to the lines on each page to show who is speaking. Point to the scenes and pantomime to help clarify meaning.
6. Check children's comprehension. Point to the different items and characters and ask: *What is this? It is (a store). What are these? They are (hats). Who is this? It is (Mom).* Next, point to the first scene. Say: *Sarah and her mom are at the store. What is Sarah looking for? She's looking for hats.* Turn to page 2. Ask: *Where are the hats? The hats are next to the sweaters.* Turn to page 3. Ask: *What does Mom say? "I'm looking for my daughter." Is Sarah hungry? (Mime being hungry for clarity.) Yes! Display page 4. Ask: What is Mom looking for? She's looking for a restaurant.*

## AFTER THE LITTLE BOOK

 **Role-play**

B23 Role-play the story with Happy Caterpillar. Put the picture of sweaters or the real sweaters on a table and a picture of hats or the real hats next to the sweaters. Next, invite three children to come up. Assign a character to each child, play the audio, and have the children repeat the lines. Encourage them to use the props as they role-play. Repeat with other children.

 **Home-School Connection**

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

 **Play the DVD**

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

 See Workbook page 57.

## EXTRA ACTIVITY

### Listen, Walk, and Freeze

Have children stand and ask them to walk in a circle. Name things that can be found at a store. Explain to children that, if they hear an item that can be found at a store, they should walk. If they hear an item that cannot be found at a store, they should freeze. For example, say: *sweaters, books* (children walk). Then say: *rain* (children freeze).



## Objectives

- To learn numbers: 70–89
- To count to 89
- To count sets of ten
- To understand and follow simple commands

## Vocabulary

number, crayons, set, look, catch, circle, listen, say, count, write

## Language

Let's count the crayons by tens.

How many crayons do you see? (Seventy!)

## Materials

Class Audio CD, Happy Caterpillar puppet, beanbag, crayons

## BEFORE PAGE 69



### Look, Catch, Listen, Circle!

**B24** Write the number 70 on the board at children's eye level. Say: *This is the number 70.* Have children repeat *seventy* after you. Continue in the same manner with numbers 71 to 89. Then throw a beanbag to a child. Say a number and have him or her come up and circle the number on the board. Have the class clap if the number is correct. Repeat with other children until all the numbers have been identified.

Then play the audio. Have children listen and repeat the numbers. Have Happy Caterpillar point to the numbers on the board.

seventy seventy-one seventy-two  
seventy-three seventy-four seventy-five  
seventy-six seventy-seven  
seventy-eight seventy-nine

eighty eighty-one eighty-two  
eighty-three eighty-four  
eighty-five eighty-six eighty-seven  
eighty-eight eighty-nine

## DURING PAGE 69



### 7 Listen and say. Count and write the numbers.

Display page 69. Have children point to the number 70. *What number is this? 70. Let's count the crayons by tens: 10, 20, 30, 40, 50, 60, 70. How many crayons do you see? Seventy!*

Next, direct children's attention to the two purple boxes under the number 70. Point to the first box. Say: *Let's count the crayons by tens: 10, 20, 30... 70. Now let's count the individual crayons: 1. How many crayons do you see?* Point to the number 71 and have children answer: *Seventy-one crayons!* Have children count the crayons in the second purple box. Write the number 79 on the board and encourage children to write it on the line. Point to the second purple box and ask: *How many crayons do you see? Seventy-nine crayons.*

Finally, point to the number 80 and repeat the procedure.

## AFTER PAGE 69



### Sing "My Crayon Box"

**B25** Play the audio. Hold up a red, yellow, blue, purple, pink, black, orange, white, brown, or green crayon as each color is mentioned in the song. Play the audio again, hold up the corresponding crayons, and encourage children to sing along as best they can. Praise all efforts.



See Workbook page 58.

## EXTRA ACTIVITY

### Write the Missing Number

Write the numbers 70 to 89 on the board, omitting some numbers. Have children sit in a semicircle. Throw a beanbag to a child and have him or her come up and write the first missing number. Have the class clap if the child writes the correct number. Continue playing until all numbers have been written.



Listen and say. Count and write the numbers.

$$70 = \text{7 boxes of 10 crayons each}$$

7 boxes of 10 crayons each and 1 loose crayon = 71

7 boxes of 10 crayons each and 6 loose crayons = \_\_\_\_\_

$$80 = \text{8 boxes of 10 crayons each}$$

8 boxes of 10 crayons each and 2 loose crayons = \_\_\_\_\_

8 boxes of 10 crayons each and 4 loose crayons = \_\_\_\_\_

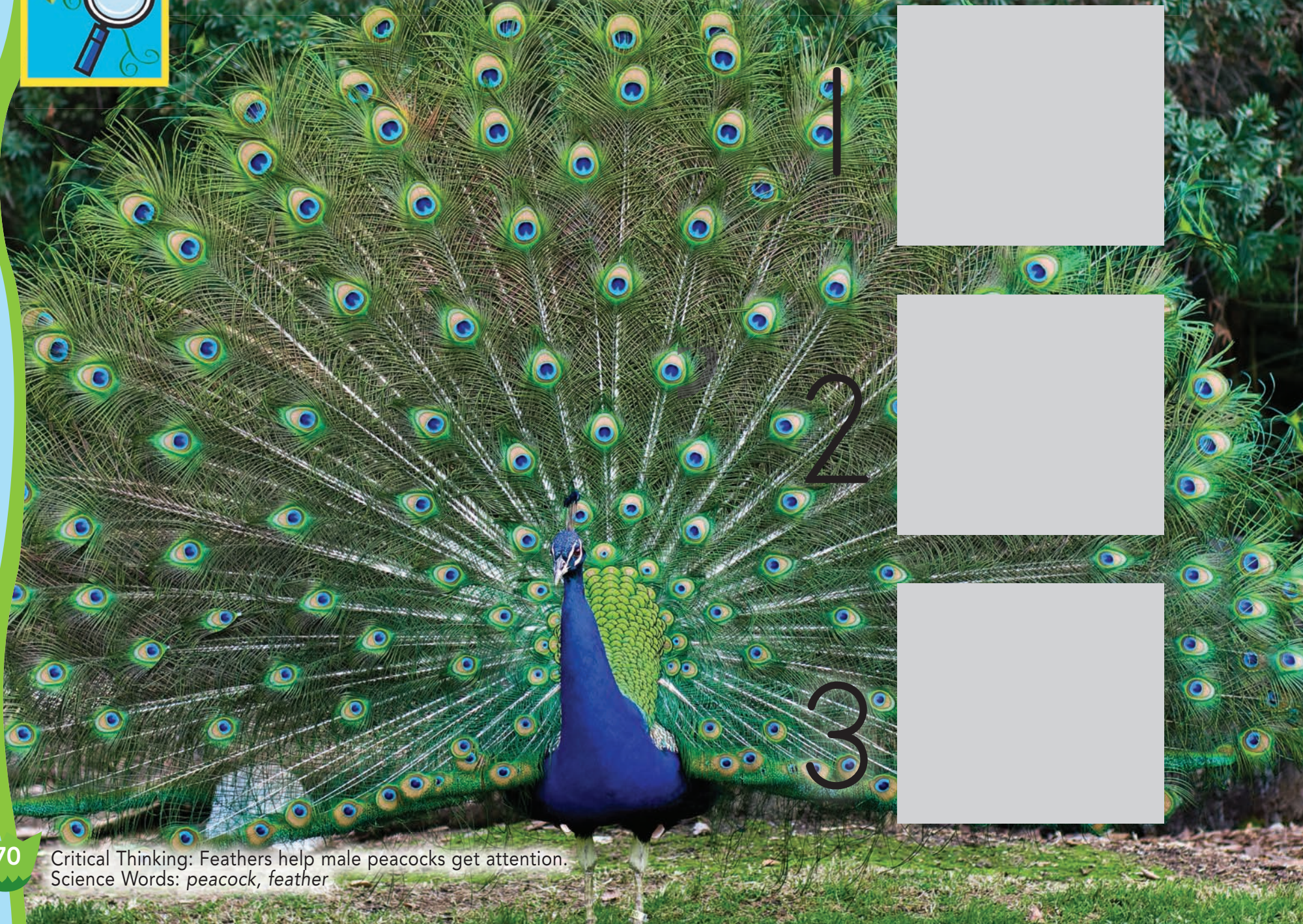




8



Look closely. Cut out and paste cutouts in order.





# Amazing

## Objectives

- To appreciate nature
- To observe details
- To observe that feathers help male peacocks get attention
- To practice fine motor skills
- To understand and follow simple commands

## Vocabulary

peacock, feather, help, get attention, look, cut out, paste

## Language

*What is this? It is a peacock.*

*Look at his feathers.*

*Feathers help male peacocks get attention.*

*What color are the feathers?*

## Materials

Class Audio CD, picture of a peacock, Cutouts, scissors, glue, Happy Caterpillar puppet, green, blue, yellow, and black crayons

## BEFORE PAGE 70

**Sing the “Amazing Nature” Song**  
A20 Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.

## Build Background

Show the picture of a peacock. Say: *Look, this is a male peacock. Look at his feathers. They are beautiful! Male peacocks use their feathers to get attention.*

Have children imagine they are peacocks and ask them to act out fanning their feathers. Show children how to stretch their arms in a big circle and then hold them up as they prance around the room.

## DURING PAGE 70



**8 Look closely. Cut out and paste cutouts in order.**

Display page 70. Point to the peacock and ask: *What is this? It is a peacock.* Direct children's attention to the feathers. Then ask: *What color are the feathers? Green, blue, yellow, and black.* Feathers help male peacocks get attention. Next, show the Cutouts for page 70. Have children cut out the pictures. Ask them to put a small amount of glue on each Cutout. Children will have to paste the photos of the peacock opening his feathers in chronological order. Invite children to show their work to the rest of the class.

## TIP: Extra Information

You may look on the Internet for websites and videos about peacocks to provide children with more information about these exotic birds.

## AFTER PAGE 70

**Sing the “Amazing Peacock” Song**  
B26 Play the audio. Sing the song and do the actions that go with it. Have children listen and look attentively. Then play the audio again. Invite children to do the actions with you. Play the audio a third time. Encourage children to do the actions and to join in singing as best they can. Praise all efforts.

**WB** See Workbook page 59.

## EXTRA ACTIVITY

**Listen and Do!**  
Display page 70 again. Ask Happy Caterpillar: *What color are the feathers?* Hold up a green, a blue, a yellow, and a black crayon. Have Happy Caterpillar answer: *They are green, blue, yellow, and black! Very good, Happy Caterpillar!*

Next, have children stand in a circle. Distribute green, blue, yellow, and black crayons randomly (one to each child). Give some commands, for example: *Green crayons, clap! Blue crayons, jump! Yellow crayons, stretch your arms!*



# Project

## Objectives

- To do an art and science project
- To talk about peacock feathers
- To understand and follow simple commands

## Vocabulary

*peacock, feathers, circles, make, cut out, trace, paste, organize, sort*

## Language

*Wow! What is it?*

*It is a peacock.*

*Trace around.*

*Cut out the feathers and circles.*

*Sort the feathers by color.*

*Organize the feathers.*


*Paste the feathers.*

## Materials

Class Audio CD, Happy Caterpillar puppet, old magazines, recycled wrapping paper, scraps of colored paper, large sheet of black construction paper (if the project is for small groups) or black chart paper (if it is for the whole class), safety scissors, glue sticks, *feather* Template, thick white cardboard, pencils, large sheets of royal blue construction paper (for the peacock's body), small boxes (to sort feathers by color)

## BEFORE PAGE 71

### Sing "Amazing Peacock"

 B26 Play the audio, do the actions, and have children listen and look attentively. Play the audio again. Encourage children to join in singing and doing the actions as best they can. Praise all efforts.

## DURING PAGE 71



### Make an Eco-collage

Here are two options for the project:

#### A: Class project.

Every child makes feathers that are put together to make a large peacock, which will be displayed on the bulletin board.

#### B: Small group project.

Groups of four or five children work together to cut out feathers to form the peacock.

Before class, assemble the materials needed for the project. You will need: old magazines, recycled wrapping paper, scraps of colored paper, large sheet of black construction paper (if the project is for small groups) or black chart paper (if it is for the whole class), safety scissors, glue sticks, *feather* Template, thick white cardboard, pencils, large sheets of royal blue construction paper (for the peacock's body), and small boxes (to sort feathers by color).

Show children page 71 and read the title of the project aloud: *Make an Eco-collage*. Direct children's attention to Happy Caterpillar and read his speech bubble: *Wow! What is it?* Encourage children to say: *It is a peacock*. Explain to children that they will make peacock feathers.

Before class, cut the body and legs of the peacock out of royal blue construction paper. Glue the body in the center of a sheet of black construction paper (if the project is for small groups) or onto a sheet of black chart paper on the bulletin board (if it is a class project).

Use the *feather* Template to trace several feathers and circles on white cardboard. Cut them out.

Show children how to follow these steps:

1. Distribute the cardboard feathers, circles, and pencils. Have children put the feathers and circles on top of the magazine scraps or colored paper and then trace around them. Say: *Trace around*.

2. Have children cut out the feathers and circles they traced on the magazine scraps or colored paper. Say: *Cut out the feathers and circles*.


3. Sort the feathers and circles by color into different boxes. If the feathers are cut out of magazines, children will not be able to sort them by color. Have children put these feathers together in a separate box. Say: *Sort the feathers by color*.

4. Help children organize the feathers into sections around the peacock's body, by color. You can trace the sections lightly with a pencil. Remember to indicate a section for the multi-color feathers. Say: *Organize the feathers*.

5. Once the feathers have been organized around the peacock's body, have children paste them. Say: *Paste the feathers*.

## AFTER PAGE 71

### Sing the Target Song

 B14 Sing this song to wrap up the day. Happy Caterpillar sings the children's part. Play the audio and encourage children to try to sing the song. Praise all efforts.

PROJECT

# Make an Eco-collage



Wow!  
What is it?

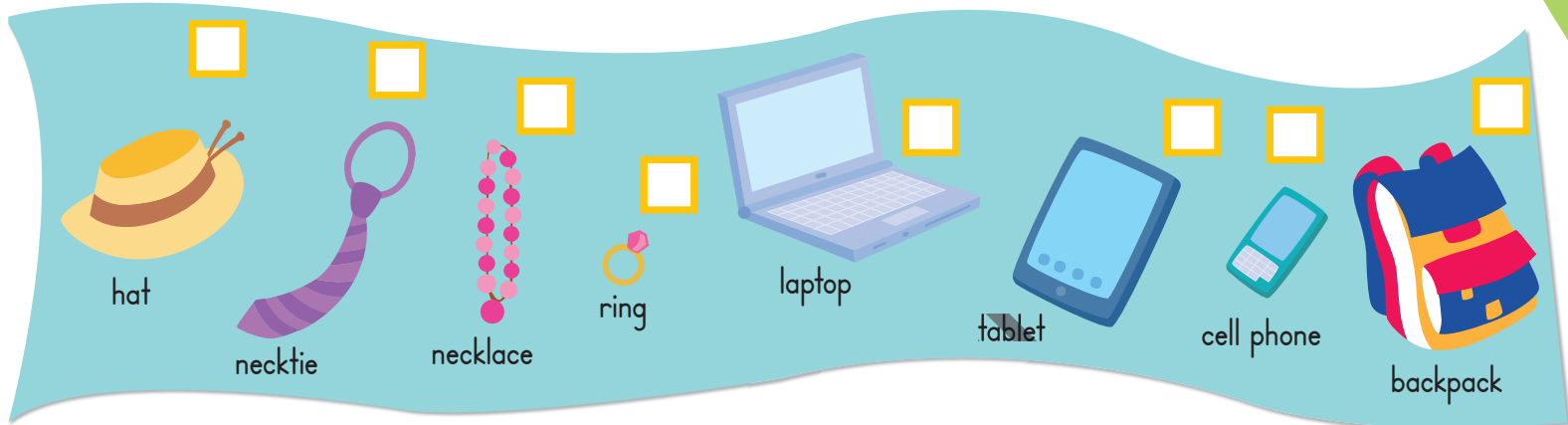


Amazing Project: Work together to make an eco-collage.  
Science and Art Connections

UNIT 6

71

9 Ask, answer, and check.



Where is my cell phone?



It's in the backpack.



GO TO  
SHOW  
TIME  
Page 105

## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

*hat, necktie, necklace, ring, laptop, tablet, cell phone, backpack, in, on, next to, under, in front of, behind, above, ask, answer, check*

### Language

*What are you looking for? I'm looking for my (cell phone).*

*Where is my (hat). It's (on your head)!*

*My (ring) is (big). My (ring) is (bigger).*

*Does (violin) begin with the /v/ sound? Yes!*

*Feathers help male peacocks get attention.*

### Materials

Class Audio CD, pencils, crayons, Happy Caterpillar puppet, Portfolio Envelopes

### BEFORE PAGE 72

#### Revisit the Songs and Chants

Revisit the songs and chants from Unit 6 (Audios B13, B14, B25, and B26). Play the audios and have children sing along and do the corresponding actions.

#### Think about Learning

Review Unit 6 page by page with the children. Have them look at each page attentively and remind them what they learned on each.

Display pages 62 and 63. Encourage children to read the speech bubbles: *What are you looking for? I'm looking for my cell phone. Where is my hat? It's on your head!*

Display page 64. Have children look at the items. Say: *My (ring) is (big). My (ring) is (bigger).* Children repeat after you. Continue in the same manner with the remaining items. Turn to page 65. Ask: *Does (violin) begin with the /v/ sound?* Children answer: *(Yes)!* Show the Amazing page: *Feathers help male peacocks get attention.* Continue in the same manner with the other pages.

Encourage children to clap if they liked the page or to make a sad face if they didn't.

### DURING PAGE 72

#### 9 Ask, answer, and check

Display page 72. Elicit each of the vocabulary items pictured on the banner: *What is this? It is (a hat).* Next, point to the two boys and read their speech bubbles: *Where is my cell phone? It's in the backpack.* Have children repeat after you and check off the cell phone. Then invite a pair of children to role-play: *Where is my hat? It's (under your bed).* Have the class check off the hat.

Continue the activity with the remaining items on the banner and other pairs of children. Make sure you review the prepositions *in, on, next to, under, in front of, behind, and above.* When all pictures have been checked off, have the class clap for a job well done!

### AFTER PAGE 72

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 105. Help them think of what they liked most from Unit 6. Say *I liked the peacock!* with a very excited voice as you display the Amazing page. Invite children to draw what they liked most

from Unit 6: a song, the Little Book story, the Amazing page, the project, a conversation, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.


#### Children Decide!

Invite children to display their drawings. Hold up a drawing: *(Nina) liked (writing sentences). (Sam), what did you like?* Provide language support. Repeat the procedure with the remaining drawings and take notes on children's preferences for Show Time.

#### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

#### Sing the Target Song

 B14 To consolidate what children have learned in the unit, play the Target Song. First, have Happy Caterpillar sing the song. Then play the audio again and have children sing along.

#### Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.

 See Workbook page 60.



## Communication Objectives

Identify and name zoo animals	Use time expressions in relation to zoo tasks
Describe animals	Understand and follow simple commands
Describe animals' actions	

## Topics and Key Vocabulary

### Zoo Animals:

giraffe, tiger, kangaroo, seal, zebra, elephant, lion, monkey

### Action Verbs:

swim, splash, swing, laugh, scare, hold, pick up, live, feed

### Numbers:

ninety to one hundred

### Nature and Science Words:

coral, jellyfish, sea horse

# UNIT 7

## OVERVIEW

## Target Language and Structures

What is it? It is (a lion).	What are the (monkeys) doing?
Do you see the (giraffes)? Yes, I do. They're (tall).	They are (eating). They're (hungry).
	(In the morning), the zookeeper (opens the zoo).

## Content Connections

### Math:

Identify and write numbers: 90–100

Count to 100

Identify and count sets of ten

### Nature and Science:

Observe that there are plants and animals that live underwater

### Art:

Make fish for a coral reef

### Music:

Sing and act out songs

Move to music

### Language Arts

Say and act out chants

Role-play

## Amazing and Project

Observe life around a coral reef

**Project:** *Make Fish for a Coral Reef*

## Little Book

*At the Zoo*

# UNIT 7

## OVERVIEW

## Reading and Writing Readiness

Identify initial sound /eks/ and final sound /ks/

Trace words and read simple sentences

Identify initial sound /z/

Practice fine motor skills

Identify and trace uppercase and lowercase letters: Xx, Zz

Practice visual discrimination

## Competency-based Education

Competency work within the following formative areas:

### Artistic Expression and Appreciation:

Use the body in different situations for self-expression through singing or music; Practice page, p. T76

### Discovering Our World:

Make observations about living creatures and elements in nature; Amazing page, p. T82

## Home-School Connection

Take home the Little Book

Talk about zoo animals at home

Take home Show Time drawings

Sing songs and say chants at home

## Values

Working as a team

Overview



# Unit Opener

## Objectives

- To predict unit topic
- To identify and name zoo animals
- To understand and follow simple commands

## Vocabulary

zebra, monkey, lion, elephant, zoo, gray, look, predict, draw, listen, find

## Language

What are these? They are animals.

Where can you find these animals? At the zoo.


Find the lions.

The elephant is gray.

## Materials

Class Audio CD, sponge ball, Happy Caterpillar puppet, white paper (one sheet per child), pencils, crayons, zebra, elephant, lion, monkey, giraffe, kangaroo, and seal Picture Cards, tape, Portfolio Envelopes, jars of black and white paint, empty jar, gray crayons


## BEFORE PAGE 73

 **Sing the “Good Morning Song”**  
A3 Play the audio. Have children sing along.

## Actions Game

Play an actions game to get children started. Have children stand in a circle. Throw a sponge ball to a child. Say: *Jump!* Have the child jump in place. Then encourage the child to throw the ball to another child. Have that child catch the ball. Say: *Stretch your arms!* Continue giving children different commands. Play until all children have participated.

## DURING PAGE 73

 **1 Look, predict, and draw. Listen.**  
**Predict Together**

Display page 73. Point to the scene and say: *Look! What are these?* Encourage children to say: *They are animals.* Next, ask: *Can we find these animals on a farm?* Encourage children to answer *No.* *Where can we find them?* Encourage children to say they can find these animals at the zoo. Children may use their native language if necessary. Then play Audio A5. Have children listen. Encourage them to mime the actions with you. Play the audio again and encourage children to sing along. At the end of the song, have children insert the topic in the final verse: *Fun with (zoo animals)!*

Next, have children close their books. Distribute drawing paper and crayons. Ask children to draw animals they think will appear in the unit that are not on page 73. Then hold up children's drawings and name the vocabulary items children predict will appear.

## Check Predictions

Encourage children to look through the unit to check if their predictions were correct. Have them clap if they see the animal they predicted.

Next, have children open their books again to page 73. Point to the animals, name them, and have children repeat after you: *zebra, monkey, elephant, lion.*


Display page 73 and play the Target Song “Animals Everywhere” to expose children to the new vocabulary. Attach the *zebra, kangaroo, giraffe, seal, elephant, lion,* and *monkey* Picture Cards to the board. Write the word *Zoo* above the Picture Cards. Next, play the audio and model the questions and answers in the song

with Happy Caterpillar. Have Happy Caterpillar point to the animals as they are mentioned in the song. Encourage children to listen and look attentively.

## Do the Find It! Activity

Point out Happy Caterpillar and read his speech bubble: *Find the lions.* Have children look for lions in the unit. (Lions can be found on pages 73, 74, 75, 76, and 84.)

## AFTER PAGE 73

 **Sing the “Good-bye Song”**  
A7 Play the audio. Have children sing and wave good-bye.

## Portfolio

Gather letter-sized or smaller student work to include in children's Portfolios. Add to the Portfolio work that children feel good about and that shows their progress.

 See Workbook page 61.

## EXTRA ACTIVITY

### Elephant Drawings

Display a jar of black paint and a jar of white paint. Ask children to name the colors. Then mix equal amounts of black and white paint in a third jar. Point to the new color and say: *This is gray.* Show page 73 and ask: *What animal is gray?* Encourage children to answer: *The elephant! Very good! The elephant is gray.* Distribute drawing paper, pencils, and gray crayons. Have children draw an elephant and color it gray. Invite children to show their elephants to the rest of the class. Praise all efforts.

# 7

# ANIMALS

A5 & B27  
1

Look, predict, and draw. Listen.



Unit Preview; **FIND IT** in the unit: *lions*



## Listen and say. Find and match.



giraffe



tiger



kangaroo



seal



# Vocabulary

## Objectives

- To identify and name zoo animals
- To repeat names of zoo animals
- To describe animals
- To understand and follow simple commands

## Vocabulary

*giraffe, tiger, kangaroo, seal, zookeeper, strong, cute, tall, fast, listen, say, find, match, see, swim, splash*

## Language

*Do you see the (kangaroos)?  
Yes, I do. They're (fast)!*

## Materials

Class Audio CD, Happy Caterpillar puppet, *giraffe, tiger, kangaroo, zebra, elephant, lion, monkey, and seal* Picture Cards, pencils, beanbag

## BEFORE PAGE 74

### Vocabulary Presentation

Place the *giraffe, tiger, kangaroo, and seal* Picture Cards around the room. Say: *Let's imagine we are at the zoo.* Have children walk with you around the room. Point to the giraffe and say: *Look at the giraffe!* Have children repeat *giraffe* after you. Continue in the same manner with *tiger, kangaroo, and seal*.

## DURING PAGE 74

**2 Listen and say. Find and match.**  
B28, B29 Play Audio B28. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the giraffe, tiger, kangaroo, and seal in the scene. Then show children how to trace a line from the giraffe to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Repeat the procedure with the tiger, kangaroo, and seal.

giraffe tiger kangaroo seal

Next, point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Do you see the giraffes? Yes, I do. They're tall!* Play Audio B29 and point to the scene as children repeat.

Do you see the giraffes? Yes, I do. They're tall!  
Do you see the tigers? Yes, I do. They're strong!  
Do you see the kangaroos? Yes, I do. They're fast!  
Do you see the seals? No, I don't. Wait! Now I see them. The baby seal is cute!

## AFTER PAGE 74

**Target Song "Animals Everywhere"**  
B27 Play the Target Song "Animals Everywhere" to expose children to the new vocabulary. Use Happy Caterpillar to practice the questions and answers in the song. Hold up the corresponding Picture Card as each animal is mentioned in the song.

### The Tigers Are Strong!

Display page 74. Have children sit in a semicircle. Then ask: *Which animals are tall?* Throw a beanbag to a child and encourage him or her to answer: *The giraffes!* Then ask: *Which animals are strong?* Mime *strong* for clarity. Throw the beanbag to another child and encourage him or her to answer: *The tigers!* Repeat the procedure with the remaining animals on the page and other children.

**WB** See Workbook page 62.

## EXTRA ACTIVITY

### Zookeeper Says

Explain that the zookeeper is the person who takes care of the animals at the zoo. Then play "Zookeeper Says" using *stand up, sit, sleep, eat, climb*, and other familiar actions. Explain that children should do what you say only when you say *Zookeeper says* first. For example, when you say *Zookeeper says stand up*, children should stand up. But when you just say *Stand up*, children should remain seated. Model this a few times.

# Vocabulary

## Objectives

- To identify and name zoo animals
- To repeat names of zoo animals
- To describe animals' actions
- To describe animals
- To understand and follow simple commands

## Vocabulary

zebra, elephant, lion, monkey, fast, thirsty, tired, hungry, funny, run, drink, sleep, eat, listen, say, find, match, swing, stand up tall, roar, climb, swim, jump, walk

## Language

What is this? It is (a zebra).

What are the (monkeys) doing? They are (eating).

They're (hungry)!

## Materials


Class Audio CD, zebra, elephant, kangaroo, giraffe, seal, lion, and monkey Picture Cards, bag, Happy Caterpillar puppet, Music CD, pencils

## BEFORE PAGE 75

### Vocabulary Presentation


Put the zebra, elephant, lion, and monkey Picture Cards inside a bag. Have Happy Caterpillar take a card out of the bag. Ask him: *What is this? It is a zebra.* Have children repeat zebra after Happy Caterpillar. Repeat the same procedure with elephant, lion, and monkey.

### Target Song "Animals Everywhere"

 B27 Have children stand in a circle. Put the zebra, kangaroo, giraffe, seal, elephant, lion, and monkey Picture Cards in the center of the circle. Play the audio. Practice the questions and answers in the song with Happy Caterpillar. Have

children listen and look at the cards attentively. Then play the audio again and walk outside the circle. Tap a child on the shoulder when an animal is mentioned in the song. Pause the audio and ask the child to pick up the corresponding card and hand it to you. Repeat the procedure with the remaining cards and other children.

## DURING PAGE 75

 B30, B31 **3 Listen and say. Find and match.** Play Audio B30. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the zebra, elephant, lion, and monkey in the scene. Then show them how to trace a line from the photo of the zebra to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Next, have them match the remaining photos with the corresponding illustrations.


zebra elephant lion monkey

Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *What are the monkeys doing? They are eating.*

Play Audio B31 and point to the scene as children repeat.

What are the zebras doing? They are running. Wow! They're fast!  
What are the elephants doing? They are drinking. They're thirsty.  
What are the lions doing? They are sleeping. They're tired.  
What are the monkeys doing? They are eating. They're hungry. Hey, look! That monkey is funny!

## Vocabulary Practice

 Divide the class into two teams: A and B. Invite a child from team A to come up. Whisper an animal to the child. Have the child mime the animal to his or her team. If the children guess the animal, they win a point for their team. Continue the procedure with a child from team B. Play several rounds. The team with the most points wins the game.

## AFTER PAGE 75

### Swim Like a Seal

Hold up the elephant Picture Card. Say: *Swing your trunk like an elephant.* Let your arm hang in the front of you to model swinging your trunk. Repeat this for *stand up tall like a giraffe*, *roar like a lion*, *climb like a monkey*, *swim like a seal*, and *jump like a zebra*.

 See Workbook page 63.

## EXTRA ACTIVITY

### Animal Walk

Have children make a circle. Play music and gesture for children to walk in time to the music. Then call out an animal: *(Elephant)!* Have children pretend to walk like that animal. Repeat with other animals.

# Listen and say. Find and match.



zebra



elephant



lion



monkey

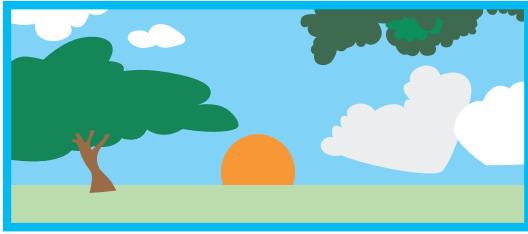


Vocabulary Presentation: zebra, elephant, lion, monkey; thirsty, tired, hungry  
Language Presentation: What are the (monkeys) doing? They are (eating). They're hungry!

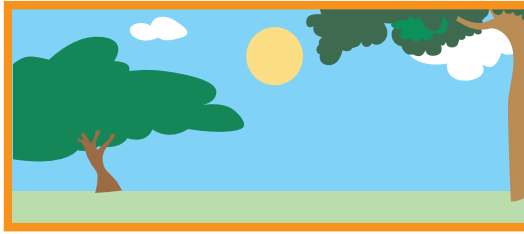




Listen. Cut out, listen again, and paste.



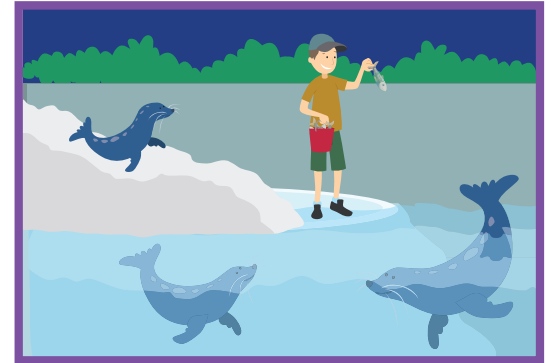
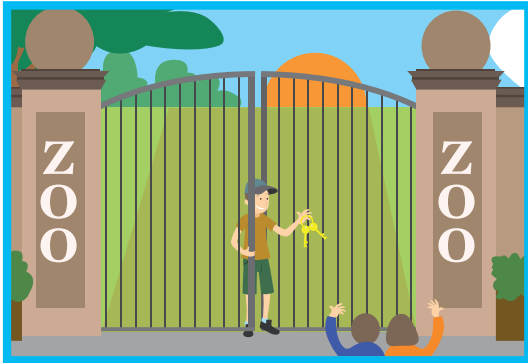
morning



afternoon



night



# Practice

## Objectives

- To identify and name zoo animals
- To describe zoo animals
- To use time expressions
- To name one's favorite zoo animal
- To understand and follow simple commands

## Vocabulary

*morning, afternoon, night, zookeeper, open the zoo, wash the elephant, feed the (lions), sweep the monkey exhibit, close the zoo, listen, cut out, paste, think, laugh, scare*

## Language

*In the (morning), the zookeeper (opens the zoo).  
In the (afternoon), the zookeeper (sweeps the monkey exhibit).*

*At (night), the zookeeper (closes the zoo).  
Which is your favorite zoo animal?  
The (monkeys). They are (funny).*

## Materials

Class Audio CD, Happy Caterpillar puppet, Cutouts, scissors, glue, *tiger, seal, zebra*, and *monkey* Picture Cards, stuffed toy animals, white paper (one sheet per child), crayons

## BEFORE PAGE 76

### Jump for the Zoo Animals

Take children to the playground and have them make a large circle. Name animals children know and have them jump if you name a zoo animal: (*Zebra*). Have them remain standing if you name a farm animal or a pet. Play several rounds.

## DURING PAGE 76



### 4 Listen. Cut out, listen again, and paste.

Display page 76. Play the audio. Have children listen. Point to each scene as it is mentioned in the audio. Have children point along with you!

Then show the Cutouts for page 76. Say: *The zookeeper washes the elephants.* Have children repeat after you. Continue with: *The zookeeper sweeps the monkey exhibit. The zookeeper closes the zoo.*

Have children cut the pictures out. Then play the audio again and have children listen. Ask them to put some glue on the back of the Cutouts and paste them in the corresponding areas. Then invite volunteers to show where they pasted each Cutout.

## AFTER PAGE 76

### Let's Have Fun Talking!

Play the audio. Act out the conversation with Happy Caterpillar. Use the Picture Cards or stuffed toy animals if available.

- A:** What's your favorite zoo animal?  
**B:** Hmm... Let me think. The monkeys. They are funny and make me laugh.  
**C:** I love the tigers. They are strong and beautiful!  
**D:** Tigers scare me! I don't like cats. I love the zebras. Their stripes are amazing to look at.  
**E:** Well, I love the seals. They swim so fast! They are very playful, too.

Next, invite five children to come up. Give a Picture Card to four children: *monkey, tiger, zebra, or seal*. The first child does not need a Picture Card; he or she just asks the first question. Play the audio again and have children repeat the lines and role-play the conversation. Encourage them to hold up the corresponding animal Picture Card as each animal is mentioned in the audio. Repeat with other groups of children.

### Sing the Target Song

Play the audio. Use Happy Caterpillar to practice the questions and answers in the song. Have children listen. Play the audio again and have children join in singing their part as best they can. Encourage them to dance around the room, making all the animal movements mentioned in the song. Praise all efforts.

See Workbook page 64.

## EXTRA ACTIVITY

### My Favorite Zoo Animal

Distribute drawing paper and crayons. Encourage children to draw their favorite zoo animal. Have children share their drawings with the rest of the class. Ask: *What's your favorite animal?* Encourage children to answer: *The (monkeys).* Provide language support if necessary.

## Objectives

- To identify and trace uppercase and lowercase letters: Xx, Zz
- To identify initial sound /ɛks/ and final sound /ks/
- To identify initial sound /z/
- To use fine motor skills
- To follow simple commands

## Vocabulary

letter, big, small, x-ray, fox, box, ax, zebra, zipper, zoo, zigzag, listen, trace, write, race

## Language

*This is big (X).*

*This is small (x).*

*(X) is for (x-ray).*

*(Xxx-ray) starts with the /ɛks/ sound.*

## Materials

Class Audio CD, pictures of x-rays, zebra Picture Card, pencils, uncooked spaghetti

## BEFORE PAGE 77

### X Is for X-ray

Write Xx on the board. Point to uppercase X and say: *This is big X*. Point to lowercase x and say: *This is small x*. Then hold up the picture of the x-ray and say: *Xxx-ray starts with the /ɛks/ sound*. Have children repeat xxx-ray after you, exaggerating the /ɛks/ sound. Say: *(X) is for (x-ray)*.

Hold up the zebra Picture Card. Follow the same procedure with Zz and the word zebra.

## DURING PAGE 77

**5 Listen, trace, and write the letters.**  
B34 Point to the letters Xx and Zz and have children identify them. Play Audio B34 and have children listen. Point to the items on the page as children listen.

x-ray fox box ax  
zebra zipper zoo zigzag

Next, play the audio again and have children repeat the words aloud, exaggerating the beginning or ending sounds.

Next, distribute pencils and have children trace the uppercase and lowercase letters Xx and Zz.

Then have children trace the words and write the lowercase letters x or z on the lines to complete the words.

Finally, invite volunteers to come up, point to the items, and read the words aloud.

### TIP: Promoting Confidence

Allowing children to come up and show their work to the rest of the class promotes self-confidence and assurance.

## AFTER PAGE 77

### Spaghetti Letters

Place some uncooked spaghetti in the center of each table. Have children use the spaghetti to form the letters Xx and Zz. They will have to break the spaghetti to make the lowercase letters. Walk around the room and ask children: *What letter is this?* Encourage them to say: *It is (big) (X).*

**WB** See Workbook page 65.

## EXTRA ACTIVITY

### Race and Write

Divide the class into two teams: A and B. Invite a child from each team to stand at the back of the room. Then say a word: *(Zipper)!* Have children race to the board and write the letter the word starts with. The first child to do so correctly wins a point for his or her team. Continue playing several rounds, naming words with all the letters children know. The team with the most points wins the game.

Listen, trace, and write the letters.

X x



x-ray



fo\_\_



bo\_\_



a\_\_

Z z



zebra



\_\_ipper



\_\_oo



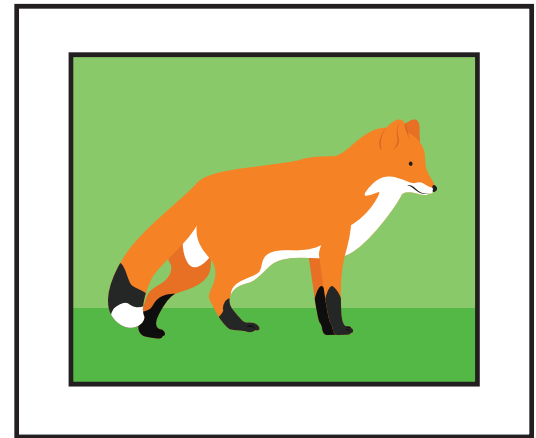
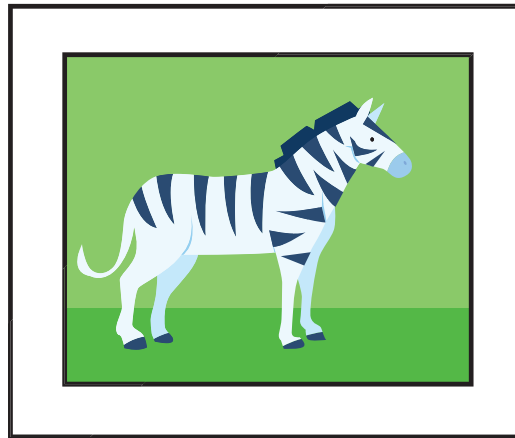
\_\_igzag



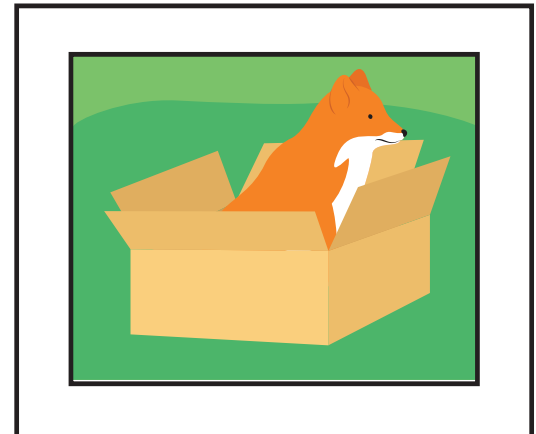
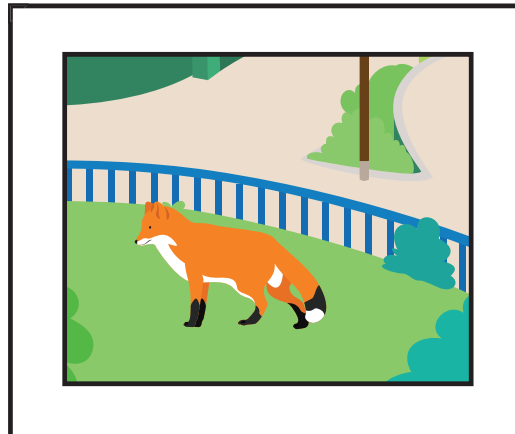
6 Trace and read. Color the frame around the correct picture.



I see a fox.



It is in a zoo.



## Objectives

- To identify and trace uppercase and lowercase letters: Xx, Zz
- To trace words
- To read simple sentences
- To practice fine motor skills
- To learn a value: We work as a team
- To use language to express a value
- To understand and follow simple commands

## Vocabulary

letters, words, I, fox, it, a, in, zoo, sentences, team, frame, picture, trace, read, color, work, hold, pick up, put, walk, look for

## Language

What letter is it? It is (big) (X).  
(Anna), please read this sentence.  
I see a fox.  
It is in a zoo.  
You are reading!  
We work as a team.

## Materials

Class Audio CD, plastic containers with flour, pencils, blocks, box, Values Poster, paper (one sheet per child), recycled materials, art supplies, crayons

## BEFORE PAGE 78

### Letters Xx and Zz

Put plastic containers with flour in the center of each table. Have children take turns tracing the letters Xx and Zz with their index finger in the flour. Walk around the room as children trace the letters and ask: *What letter is it?* Encourage them to answer: *It is (big) (X).*

## DURING PAGE 78

### 6 Trace and read. Color the frame around the correct picture.

Direct children to the sentences on the page. Distribute pencils and have children trace the words in each sentence.

Next, read the sentences aloud. Have children repeat after you. Underline each word with your finger as you read. Then invite volunteers to read the sentences aloud.

Next, distribute crayons. Point to the first sentence and invite a volunteer to read it aloud. Say: *(Anna), please read this sentence.*

Next, direct children's attention to the two pictures on the right. Have the children color the frame around the corresponding picture.

Repeat the procedure for the second sentence.

## AFTER PAGE 78

### VALUES ACTIVITY


#### Value: We Work as a Team

Before the activity, place blocks all around the room. Put a box on a table at the front of the room. Then display the Values Poster. Have children sit in a semicircle. Point to the value: *We work as a team.* Read it aloud and have children repeat after you. Then point to the children on the Poster. Say: *Look, at the children. The girl is holding a bag. The boys are picking up papers from the floor and putting them inside the bag. They are working as a team! Let's work as a team now. Please walk around the room and look for blocks. Help me put them inside this box.* When children finish putting the blocks inside the box, say: *Very good! We work as a team! We are a good team!*

Next, have children go back to their seats. Distribute drawing paper and crayons. Encourage children to draw a situation in which

they have worked as a team. When children finish, invite individuals to come up and show their drawings to the rest of the class. Encourage children to say: *We work as a team.* Continue until all children have shown their drawings. Praise all efforts.

### Sing "Values Are Important" (Part 3)

 B35 Play the audio and have children listen. Play the audio again and invite children to sing along as best they can. Praise all efforts.

 See Workbook page 66.

## EXTRA ACTIVITY

### We Work as a Team

Distribute recycled items and art supplies. Say: *Each table has recycled items and art materials. Work as a team to make something with the materials you have.* You may encourage children to make a toy, an animal, a vehicle, a building, etc. Finally, invite children to come up and show their work to the rest of the class. Have them name what they made: *This is (a school bus).*



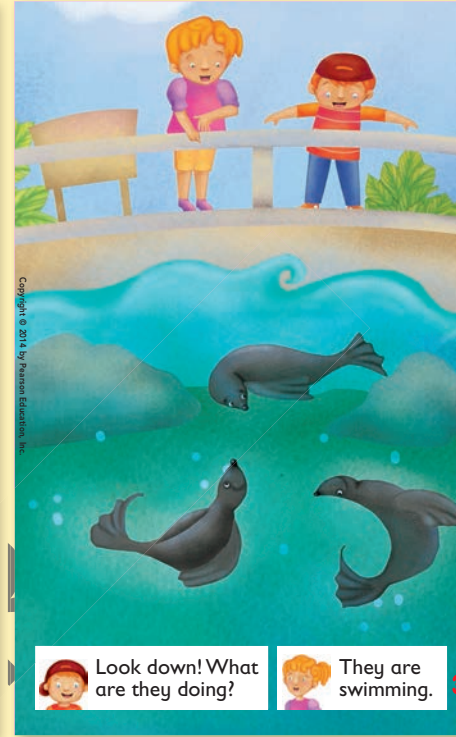
Do you see the tigers?

Yes, I do. Let's find the seals.



Do you see the seals?

No. Where are they?



Look down! What are they doing?

They are swimming.



Do you see Mom and Dad?

Yes! They are behind us!

## AUDIO SCRIPT

### B36 At the Zoo

1. Emilio: Do you see the tigers?  
Sofia: Yes, I do. Let's find the seals.
2. Emilio: Do you see the seals?  
Sofia: No, where are they?
3. Emilio: Look down! What are they doing?  
Sofia: They are swimming.
4. Emilio: Do you see Mom and Dad?  
Sofia: Yes! They are behind us.

## HOME SCHOOL CONNECTION



Encourage children to take their Little Books home to share with their families. This book is about a visit to the zoo. The two children in the story visit the zoo with their parents. Children may enjoy pretending to visit a zoo at home. They can draw or make play dough animals. They can use stuffed animals and recreate a zoo at home.

## SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. Encourage children to act out this story, which they may present to their parents and friends during Show Time.

# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To understand and follow simple commands

## Vocabulary

tigers, seals, Mom, Dad, zoo, behind, see, swim, find

## Language

Do you see the (tigers)? Yes, I do.

Let's find the seals.

Do you see the seals? No. Where are they?

Look down! What are they doing?

They are swimming.

Do you see Mom and Dad? Where are they?


Yes! They're behind us.

## Materials

Class Audio CD, Happy Caterpillar puppet, zebra, kangaroo, giraffe, seal, elephant, lion, tiger, and monkey Picture Cards, DVD or ActiveTeach, paper bags (one per child), scraps of material, paint, markers, large buttons, paintbrushes, glue

## BEFORE THE LITTLE BOOK

### Sing the Target Song

 B27 Before you play the audio, invite seven children to come up. Give each a Picture Card: zebra, kangaroo, giraffe, seal, elephant, lion, or monkey. Play the audio and use Happy Caterpillar to practice the questions and answers in the song. Have the class listen. Next, play the audio again. Encourage the children at the front to jump in place every time their animal is mentioned in the song. You may repeat the procedure with other children.

## DURING THE LITTLE BOOK

### B36 At the Zoo

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, shapes, clothes, animals, and so on.
3. Point to the title and say: *This is the title. The title of the story is "At the Zoo."* Point to the numbers on each page for children to identify the pages. Next, point to the pictures next to the lines. This will help children know who is speaking: *This is what Emilio says. This is what Sofia says.*
4. Play the audio while you show children the pages. Have them listen!
5. Play the audio again. This time, point to the pictures next to the lines on each page to show who is speaking. Point to the scenes and pantomime to help clarify meaning.
6. Check children's comprehension. Point to the different items and characters and ask: *Who is this? It is (Dad). What are these? They are (lions). Say: Dad, Mom, Emilio, and Sofia are at the zoo. Point to the first scene. Ask: What does Emilio say? "Do you see the tigers?" Does Sofia see the tigers? Yes. What does Sofia want to see? She wants to see the seals.*  
Turn to page 2. Ask: *Does Sofia see the seals? No.*  
Turn to page 3. *What are the seals doing? They are swimming!*  
Turn to page 4. Ask: *Where are Mom and Dad? They are behind Emilio and Sofia!*

## AFTER THE LITTLE BOOK

### B36 Role-play

Role-play the story with Happy Caterpillar. Place the *tiger* and the *seal* Picture Cards around the room. Pretend you are visiting the zoo with Happy Caterpillar. Next, invite four children to come up. Assign a character to each child, play the audio, and have children repeat the lines. Encourage them to point to the corresponding Picture Cards as they role-play. Repeat with other children.

### Home-School Connection

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

### Play the DVD

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

 See Workbook page 67.

## EXTRA ACTIVITY

### B27 Animal Puppets

Have children make paper bag animal puppets. Provide children with scraps of material, paint, paintbrushes, markers, large buttons for eyes and noses, a paper bag, and glue. Play the Target Song "Animals Everywhere" and have children parade around the room with their puppets.



## Objectives

- To learn the numbers: 90–100
- To count to 100
- To count sets of ten
- To understand and follow simple commands

## Vocabulary

number, tickets, listen, say, count, write

## Language

This is the number (90).

Let's count the tickets by tens.

Let's count.

How many tickets do you see?

I see (ninety) tickets.

What number comes next?

## Materials

Class Audio CD, beanbag, Happy Caterpillar puppet, pencils, eleven small cards, markers, tape

## BEFORE PAGE 81



### Circle the Number

**B37** Write the number 90 on the board at children's eye level. Say: *This is the number 90.* Have children repeat *ninety* after you. Continue in the same manner with numbers 91 to 100. Then throw a beanbag to a child. Say a number and have the child come up and circle the number on the board. Have the class clap if the number is correct. Repeat with other children until all numbers have been identified.

Then play the audio. Have children listen and repeat the numbers. Have Happy Caterpillar point to the numbers on the board.

ninety ninety-one ninety-two  
ninety-three ninety-four ninety-five  
ninety-six ninety-seven ninety-eight  
ninety-nine one hundred

## DURING PAGE 81



### 7 Listen and say. Count and write the numbers.

Display page 81. Have children point to the number 90. Say: *What number is this? 90. Let's count the tickets by tens: 10, 20, 30, 40, 50, 60, 70, 80, 90. How many tickets do you see? Ninety!*

Next, direct children's attention to the two purple boxes under the number 90. Point to the first box. Say: *Let's count the tickets by tens: 10, 20, 30... 90. Now let's count the individual tickets: 1, 2. How many tickets do you see?* Have children answer: *Ninety-two tickets!* Encourage them to write the number 92 on the line. Then point to the number 92 on the board for children to see if they wrote the number correctly.

Next, have children count the tickets in the second purple box and encourage them to write the number on the line. Point and ask: *How many tickets do you see? Ninety-six tickets!* Have children write the number on the line. Point to the number ninety-six on the board and have children check their work.

Next, point to the number 100. Ask: *What number is it? It is number 100.* Say: *Let's count the tickets by tens. Ready? 10, 20, 30,... 100! How many tickets do you see? One hundred tickets! Very good!*

Next, point to the numbers at the bottom of the page and have children name them: *ten, twenty... one hundred.*

## AFTER PAGE 81



### Sing "I Can Count by Tens"

**B38** Play the audio. Sing along and have children listen. Then play the audio again. Have children sing this song in groups of five. Have each group stand in a circle. Encourage children to jump and raise their hands, palms open, on each number as it is mentioned in the song.

Play the song a third time, have children repeat the actions, and encourage them to sing along. Praise all efforts.



See Workbook page 68.

## EXTRA ACTIVITY

### What Number Comes Next?

Before class, write the numbers 90 to 100 on cards. Attach the cards to the board in random order at children's eye level. Then take the card with the number 90 on it and put it first in line. Say: *What number comes next?* Invite a volunteer to come up, choose the corresponding card, and put it next to the number 90. Continue with other volunteers until all numbers have been put in the correct order. Finally, point to the cards and have children count the numbers 90 to 100 aloud.

Listen and say. Count and write the numbers.

$$90 = \text{9 tens}$$

Counting by tens to 90:

10 20 30 40 50 60 70 80 90

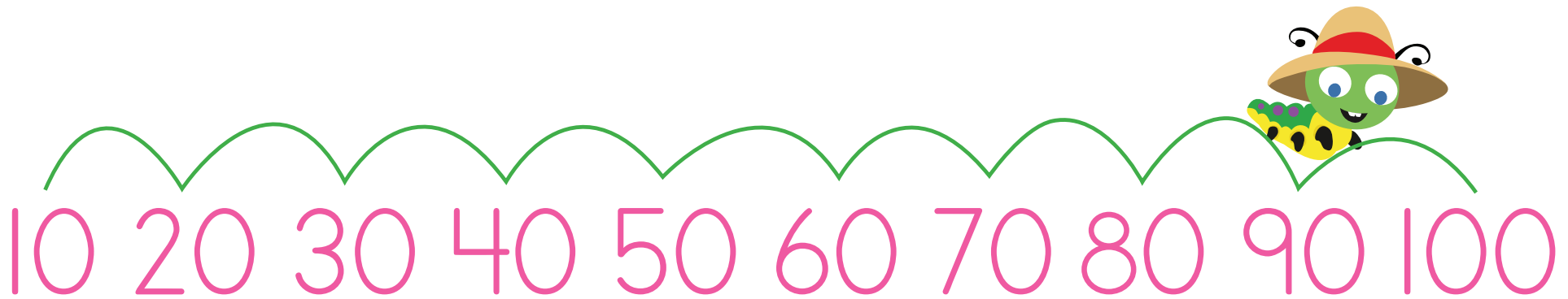
90 = \_\_\_\_\_

Counting by tens to 100:

10 20 30 40 50 60 70 80 90 100

100 = \_\_\_\_\_

$$100 = \text{10 tens}$$



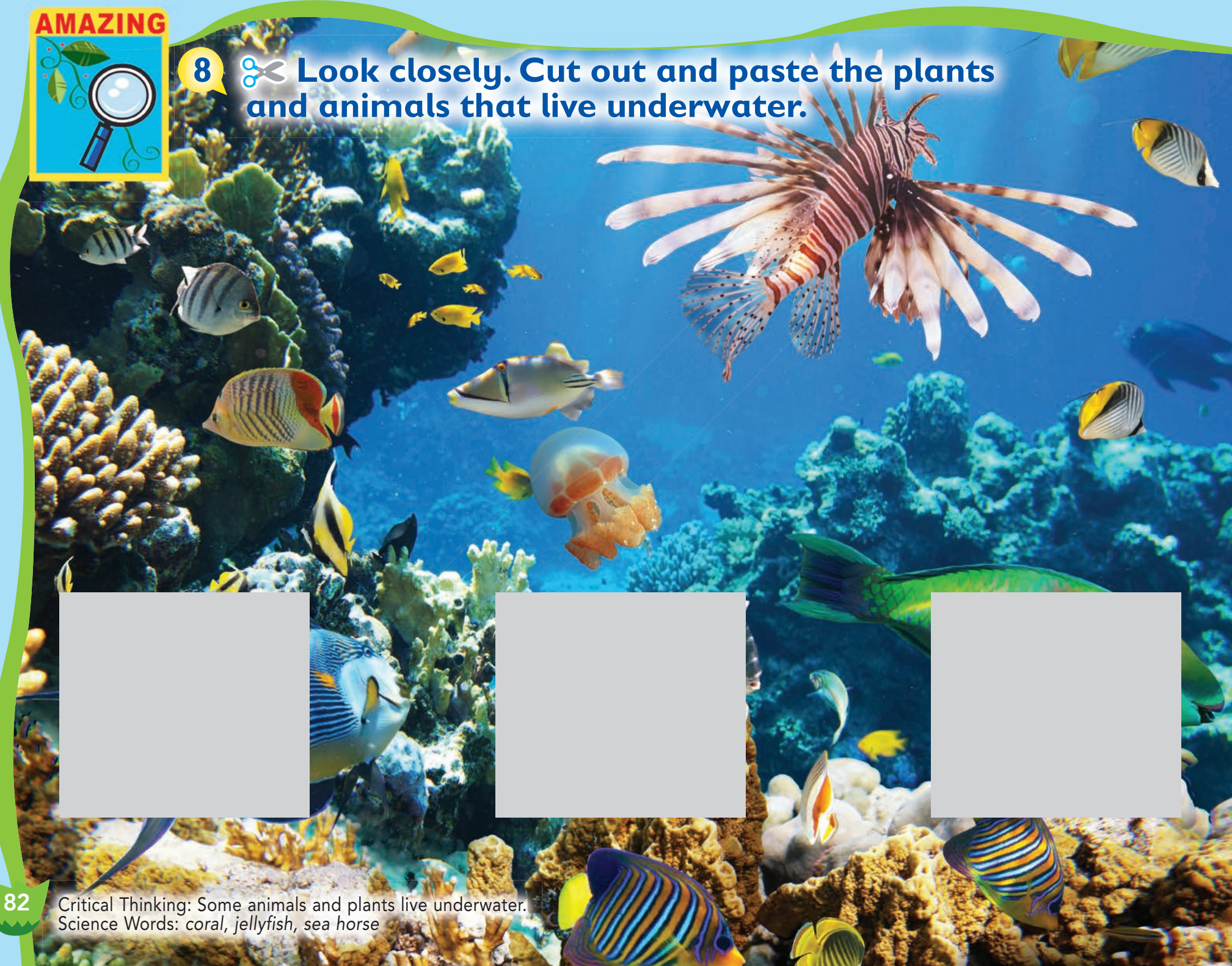




8



Look closely. Cut out and paste the plants and animals that live underwater.





## Objectives

- To appreciate nature
- To observe details
- To observe that there are animals and plants that live underwater
- To practice fine motor skills
- To practice visual discrimination
- To understand and follow simple commands

## Vocabulary

coral, jellyfish, sea horse, underwater garden, animals, penguin, flower, butterfly, fish, live, look, cut out, paste


## Language

Many animals and plants live underwater.  
A coral reef is like an underwater garden.

## Materials

Class Audio CD, Happy Caterpillar puppet, pictures of the ocean, a tree, an elephant, a fish, a dog, a cat, a crab, a sponge, a tiger, algae, and seagrass, beanbag, Cutouts, glue, safety scissors, large colored paper, tape, zoo entrance tickets made out of colored cardboard, play money

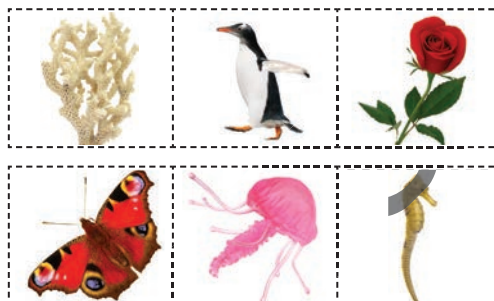
## BEFORE PAGE 82

 **Sing the “Amazing Nature” Song**  
A20 Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.

## Build Background

Show the picture of the ocean. Say: *This is the ocean.* Next, show the picture of a tree and ask Happy Caterpillar: *Do you see trees in the ocean? No! Do you see elephants in the ocean? No!* Then say: *Well, trees and elephants do not live in the ocean, but there are other animals and plants that do live in the ocean. They live underwater.* Show the picture of a fish and say: *Fish live underwater!* Then invite children to brainstorm animals that live underwater. Provide language support if necessary.

## DURING PAGE 82



**8 Look closely. Cut out and paste the plants and animals that live underwater.**

Display page 82. Point to scene and say: *Look, there are many plants and animals that live underwater.* Then show the Cutouts for page 82. Point to and name them. Have children repeat after you: *coral, butterfly, penguin, jellyfish, flower, sea horse.* Have children cut out the pictures. Ask them to put a small amount of glue on each Cutout. Have children choose the three creatures that live underwater and paste them in the shaded areas on the page.

## AFTER PAGE 82

### Coral Reefs

Before class, make a large coral reef with colored paper. Attach the coral reef to the board

and have children sit in a semicircle. Explain to children that a coral reef is an underwater community where plants, fish, and many other creatures live. Say: *A coral reef is like an underwater garden!*

On the other side of the board, attach the pictures of an elephant, a dog, a fish, a cat, a crab, a sponge, a tiger, algae, and seagrass at children's eye level. Throw a beanbag to a child and have him or her choose a picture. Have the child decide whether the animal or plant depicted can be found around a coral reef. Then have him or her paste the picture near the coral reef. Say: *Very good, (Ed), you can find (fish) around a coral reef. No, (Pam), (dogs) don't live near coral reefs. Try again.*



See Workbook page 69.

## EXTRA ACTIVITY



### Have Fun at the Zoo!

Before class make zoo entrance tickets with colored cardboard. Then invite a pair of children to come up. Have children role-play using the tickets. One child buys the tickets. Have him or her repeat after you: *Two tickets, please.* (Give the child play money to pay for the tickets). The ticket seller answers: *Of course, twenty dollars, please. Here you are.* (Give this child all the tickets.) Make sure he or she gives the correct number of tickets to the customer. Continue with the dialogue: *Thank you! Have fun at the zoo!* Invite other pairs to come up and role-play.



# Project

## Objectives

- To do an art and science project
- To talk about coral reefs
- To understand and follow simple commands

## Vocabulary

coral reef, fish, underwater garden, draw, color, decorate, glue, swim, make

## Language

*Make fish for a coral reef.*

*Draw a fish.*

*Color the fish.*

*Decorate the fish.*

*Let the fish dry.*

*It is important to be careful when you are near a coral reef!*

*It's an underwater garden!*

## Materials

Class Audio CD, Happy Caterpillar puppet, white construction paper, pencils, fluorescent crayons or pens (yellow, green, pink, orange), glitter, scraps of fluorescent paper, safety scissors, glue, craft sticks, play dough (preferably in fluorescent colors), large strip of cardboard painted aquamarine

## BEFORE PAGE 83



### Coral Reefs Trivia

Divide the class into two teams: A and B. Ask a child from team A a question about coral reefs based on the information you provided them in the previous lesson, for example: *Do dogs live near coral reefs?* If the child's answer is correct, he or she wins a point for his or her team. If the child's answer is wrong, give the child from team B a chance to answer the

question. If that child's answer is right, he or she wins a point for team B. Continue playing several rounds. The team with the most points wins the game.

## DURING PAGE 83



### Make Fish for a Coral Reef

Before class, assemble the materials needed for the project. You will need: white construction paper, pencils, fluorescent crayons or pens (yellow, green, pink, orange), glitter, scraps of fluorescent paper, glue, play dough (preferably in fluorescent colors), large strip of cardboard painted aquamarine, and craft sticks.

Show children page 83 and read the title of the project aloud: *Make Fish for a Coral Reef*. Direct children's attention to Happy Caterpillar and read his speech bubble: *It's an underwater garden!*

Then show children how to follow these steps:

1. Draw a fish on the construction paper. Say: *Draw a fish.*
2. Color the fish with the fluorescent crayons or pens. Say: *Color the fish.*
3. Use glitter or scraps of fluorescent paper to decorate the fish. Say: *Decorate the fish.*
4. Glue the fish to a craft stick and let dry. Say: *Glue the fish on a craft stick. Let the fish dry.*

Next, have the class work together to make the coral reef. Hand out colorful play dough (preferably in fluorescent colors) and have children sculpt different plants and animals. Encourage children to be creative and use their imagination. Place all of their creations on a large strip of cardboard painted aquamarine and allow them to dry.

Next, ask children to hold up their fish and encourage them to role-play swimming carefully around the coral reef. When children role-play,

tell them not to swim over the cardboard strip. They will have to swim with their fish puppet on one side of the cardboard, taking care not to step on the coral reef. Explain the importance of protecting coral reefs: *Sea life there is very fragile, and coral reefs can break easily. It is important to be very careful when you are near a coral reef!*

## AFTER PAGE 83



### Sing the Target Song

B27 Sing this song to wrap up the day. Use Happy Caterpillar to practice the questions and answers in the song. Play the audio and encourage children to try to sing the song. Praise all efforts.

PROJECT

# Make Fish for a Coral Reef



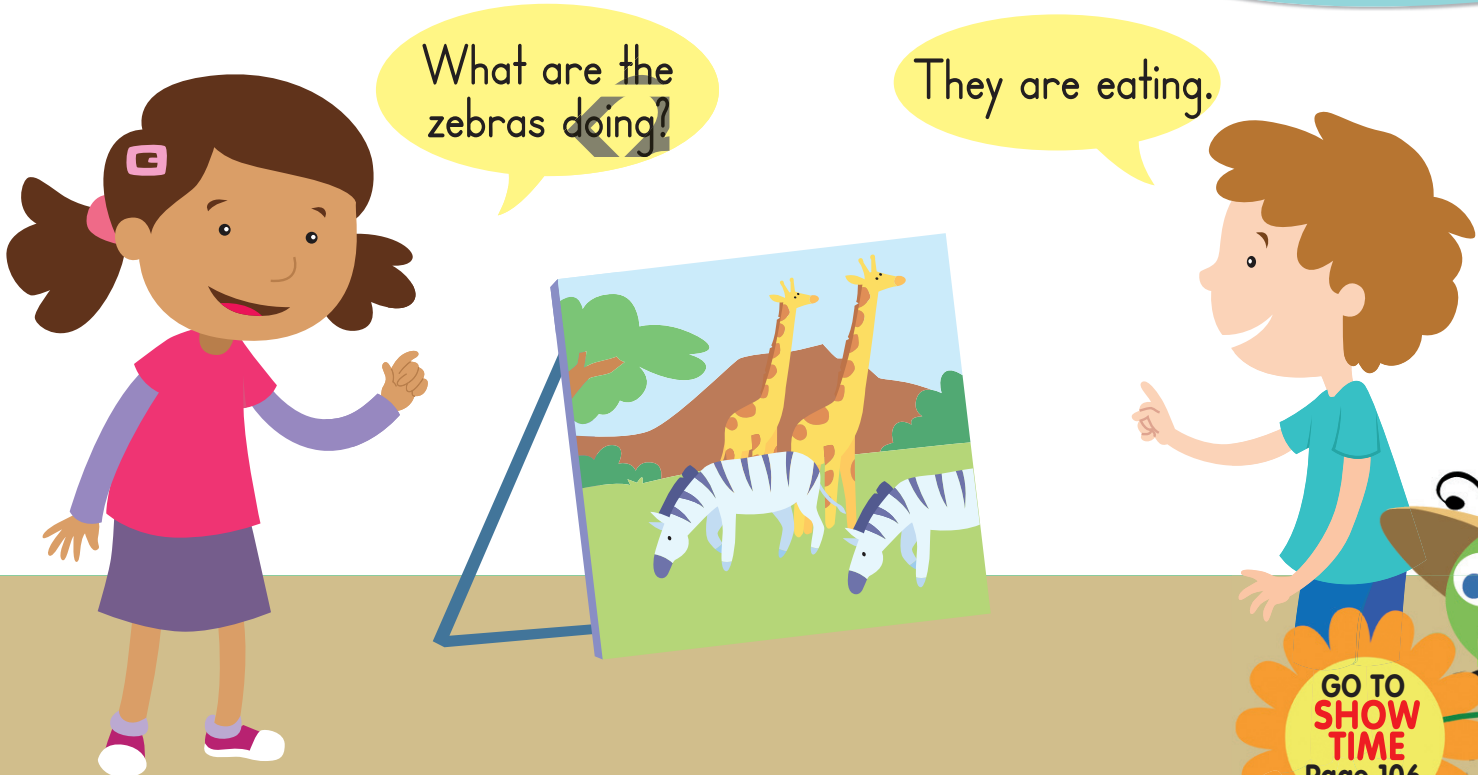
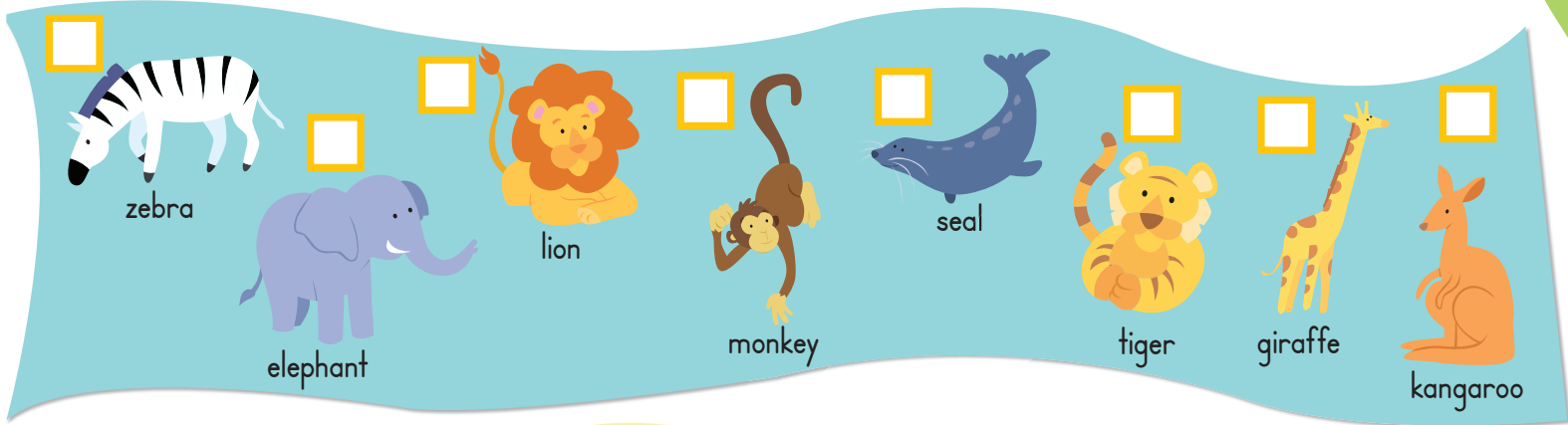
It's an underwater garden!

Amazing Project: Make a coral reef and role-play swimming around it carefully.  
Science and Art Connections

UNIT 7

83

9 Ask, answer, and check.



GO TO  
SHOW  
TIME  
Page 106



## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

zebra, elephant, lion, monkey, seal, tiger, giraffe, kangaroo, tall, morning, afternoon, night, zookeeper, coral reef, underwater garden, eat, ask, answer, check, open, close, feed

### Language

*Do you see the (giraffes)? Yes, I do. They're (tall). What are the (monkeys) doing? They are (eating). In the (morning), the zookeeper (opens the zoo). At (night), he (closes the zoo). This is a coral reef. It's an underwater garden!*

### Materials

Class Audio CD, pencils, crayons, Happy Caterpillar puppet, Portfolio Envelopes, Unit 7 Picture Cards

### BEFORE PAGE 84

#### Songs and Chants

Revisit the songs and chants from Unit 7 (Audios B27, B35, and B38). Play the audios and have children sing and do the actions.

#### Think about Learning

Review Unit 7 page by page. Have children look at each page attentively, and remind them what they learned on each.

Display pages 74 and 75. Encourage children to read the speech bubbles: *Do you see the giraffes? Yes, I do. They're tall! What are the*

*monkeys doing? They are eating.* Then display page 76. Children look at the pictures and complete the sentences: *In the morning, the zookeeper... (opens the zoo). In the afternoon, the zookeeper... (feeds the lions). At night, the zookeeper... (closes the zoo).*

Turn to page 77. Point to the photos. Have children read the words. Display page 78. Children read the sentences aloud. Turn to page 81. Children count by tens from 10 to 100. Show the Amazing page: *This is a coral reef. It's an underwater garden!* Continue in the same manner with other pages. Encourage children to clap if they liked the page or to make a sad face if they didn't.

### DURING PAGE 84

#### 9 Ask, answer, and check.

Place the Unit 7 Picture Cards around the room. Explain that you will visit the zoo. Walk around and point to the animals. Ask a child: *What are the (zebras) doing?* Have the child use his or her imagination and answer: *They are (eating).* Continue with the rest of the animals. Finally, say: *It's great to visit the zoo! Zoo animals are amazing!*

Then display page 84. Elicit the vocabulary items pictured on the banner: *What is this? It is (a zebra).* Point to the two children and to the poster in the scene. Read their speech bubbles: *What are the zebras doing? They are eating.* Have children repeat and check off the picture of the zebra.

Next, invite a pair of children to come up. This time, have one child ask what the elephants are doing and the other child answer with something different from *eating*. Have the class check off the picture of the elephant. Continue the activity with the remaining zoo animals on the banner and other pairs of children. When all pictures have been checked off, have the class clap for a job well done!

### AFTER PAGE 84

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Direct children to page 106. Next, help children think of what they liked most from Unit 7. Say: *I liked the project!* Say this with a very excited voice and display the Project page. Next, encourage children to draw what they liked most from Unit 7: a song, the Little Book story, the Amazing page, the project, a conversation, or just a word. Reassure them that any personal response is fine! Revisit their ideas from Think about Learning.


#### Children Decide!

Invite children to display their drawings. Hold up a drawing and say: *(Cristina) liked the (song "I Can Count by Tens"). (Sam), what did you like?* Provide language support. Repeat the procedure with the remaining drawings. Take notes on children's preferences for Show Time.

#### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.

#### Sing the Target Song

 B27 To consolidate what children have learned in the unit, play the Target Song. First, sing the song, using Happy Caterpillar to sing the children's part. Play the audio again and have children sing their part.

#### Portfolio

Have children review the things in their Portfolio Envelopes to date. Walk to each child's place and have him or her show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.

 See Workbook page 70.



## Communication Objectives

Identify and name places	Use sequence words: <i>first, last, then</i>
Express wants	
Identify and name outdoor activities	Tell time
Identify and name types of weather	Describe means of transportation
	Understand and follow simple commands

## Topics and Key Vocabulary

### Places:

*beach, mountains, lake, stream*

### Outdoor Activities:

*camping, hiking, fishing, jogging, roast marshmallows, build a campfire*

### Telling Time

### Action Verbs:

*visit, enjoy, get up, start school, eat lunch, go home, eat dinner, go to bed, come out, become, creep, get out, plan, meet, share, change, punch*

### Nature and Science Words:

*caterpillar, cocoon, butterfly*

## Target Language and Structures

<i>Where do you want to go?</i>	<i>First, we can go (hiking).</i>
<i>I want to go to the (mountains).</i>	<i>Then, we can go (swimming).</i>
<i>What can we do?</i>	<i>Last, we can (roast marshmallows).</i>
<i>Let's go (hiking).</i>	
<i>Today is (sunny).</i>	<i>What time is it? It's (2) o'clock.</i>
	<i>I see (a plane). It is (big).</i>

## Content Connections

### Math:

*Tell time (o'clock)*

*Review numbers 1–100*

### Nature and Science:

*Observe that caterpillars make cocoons and then become butterflies*

### Art:

*Make butterfly wings*

### Music:

*Sing and act out songs*

*Move to music*

### Language Arts:

*Say and act out chants*

*Role-play*

## Amazing and Project

Observe that caterpillars make cocoons and then become butterflies

**Project:** *Make Butterfly Wings*

## Little Book

*Camping*



## Reading and Writing Readiness

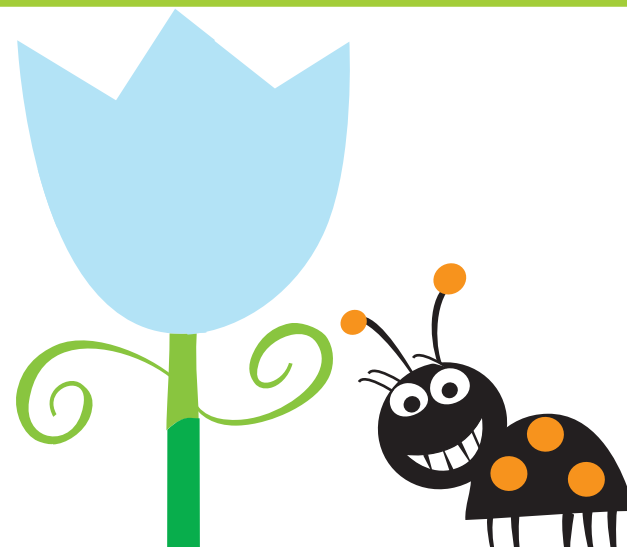
Trace and write words

Practice fine motor skills

Read simple sentences

Practice visual discrimination

Write simple sentences



## Home-School Connection

Take home the Little Book

Talk about places and outdoor activities at home

Take home Show Time drawings

Sing songs and say chants at home

## Values

Sharing

## Competency-based Education

Competency work within the following formative areas:

### Language and Communication:

Obtain and share information through diverse forms of oral expression; Vocabulary pages, pp. T86–T87

### Personal and Social Development:

Understand that there are certain rules and conventions that regulate one's behavior; Values section, p. T90



Overview



# Unit Opener

## Objectives

- To predict unit topic
- To identify and name places
- To understand and follow simple commands

## Vocabulary

girl, boy, mom, dad, places, mountains, beach, lake, outdoors, tent, campfire, camping, hiking, fishing, jogging, swimming, weekend, nature, tent, campfire, visit, walk, sleep, enjoy, look, predict, draw, listen

## Language

What is this? It is the beach.

What is this? It is a lake.


What are these? They are mountains.


Find mountains!

## Materials


Class Audio CD, Happy Caterpillar puppet, white paper (two sheets per child), crayons, mountains, beach, and lake Picture Cards, classroom calendar, Portfolio Envelopes

## BEFORE PAGE 85

 **Sing the “Good Morning Song”**  
A3 Play the audio. Have children sing along.

 **Sing the “Let’s Wiggle!” Song**  
A29 Sing this song to get children started. Play the audio and do the actions. Have them listen and look attentively. Next, play the audio again and encourage children to sing along and do the corresponding actions.

## DURING PAGE 85

 **1 Look, predict, and draw. Listen.**  
**Predict Together**

Display page 85. Point to the scene and say: *Look at the girl. Look at the boys. Are they at home?* Encourage children to answer negatively. Next, say: *They are visiting different...* Invite children to complete the sentence: *places!* Children may use their native language if necessary. Then ask Happy Caterpillar: *Do you visit different places with your family? Yes! I visit many places with my mom and dad.* Invite volunteers to say if they visit places with their families.

Then play Audio A5. Have children listen. Encourage them to mime the actions with you. Play the audio again and encourage children to sing along. At the end of the song, have children insert the topic in the final verse: *Fun with (places)!*

Next, have children close their books. Distribute drawing paper and crayons. Ask children to draw places they think will appear in the unit that are not on page 85. Then hold up children’s drawings and name the vocabulary words children predict will appear.

## Check Predictions

Encourage children to look through the unit to check if their predictions were correct. Have them clap if they see the place they predicted.

Next, have children open their books to page 85. Point to the lake and ask: *What is this?* Encourage children to say: *It is a lake.* Repeat for *beach* and *mountains*. Display page 85 and play the Target Song “Places” to expose children to the new vocabulary.

Then attach the *mountains*, *beach*, and *lake* Picture Cards to the board. Write the word *Places* above the Picture Cards. Explain to children that they will hear the word *weekend* in the audio. Say: *The weekend is the two days*


*at the end of the week.* Invite volunteers to name the days: *Saturday* and *Sunday*. Point to the days on the calendar. Then say: *We go to different places with our family on weekends.*


Next, play the audio and model the questions and answers in the song with Happy Caterpillar. You sing the questions and Happy Caterpillar sings the answers. Point to the different places as they are mentioned in the song. Encourage children to listen and look attentively.

 **Do the Find It! Activity**

Point out Happy Caterpillar and read his speech bubble: *Find mountains!* Have children look for mountains in the unit. (Mountains can be found on pages 85, 86, 87, 88, and 96.)


## AFTER PAGE 85

 **Sing the “Good-bye Song”**  
A7 Play the audio. Have children sing and wave good-bye.

 **Portfolio**  
Gather letter-sized or smaller student work to include in children’s Portfolios. Add to the Portfolios work that children feel good about and that shows their progress.

 **See Workbook page 71.**

## EXTRA ACTIVITY

 **Weekends!**  
Distribute drawing paper and crayons. Invite children to draw what they usually do with their families on weekends. Have children share their drawings with the class. Have them say what they do on the weekends. Provide language support if necessary.

# 8

# PLACES

A5 & B3.9

1 Look, predict, and draw. Listen.



Find mountains!



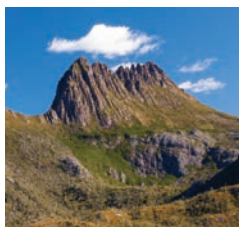
Unit Preview; **FIND IT** in the unit: *mountains*



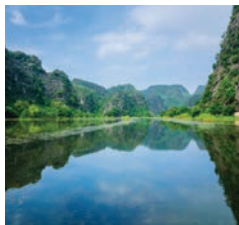
# 2 Listen and say. Find and match.



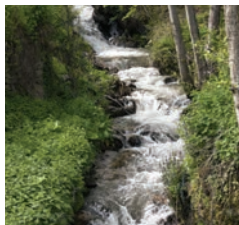
beach



mountains



lake



stream



# Vocabulary

## Objectives

- To identify and name places
- To repeat names of places
- To identify types of weather
- To express wants
- To understand and follow simple commands

## Vocabulary

*beach, mountains, lake, stream, weather, favorite, cold, hot, rainy, windy, sunny, snowy, listen, say, find, match, like, play, want, go*

## Language

*This is the (beach).*

*These are (mountains).*

*Where do you want to go? I want to go to the (mountains).*

*Today is (sunny).*

*I like (sunny days).*

*I (play in the park) on sunny days.*

## Materials

Class Audio CD, Happy Caterpillar puppet, *beach, mountains, lake, and stream* Picture Cards, paper, crayons, tape, pencils

## BEFORE PAGE 86

### Vocabulary Presentation

Attach the *beach, mountains, lake, and stream* Picture Cards to the board. Point to the beach. Happy Caterpillar says: *This is the beach.* Have children repeat *beach* after Happy Caterpillar. Repeat the procedure with the remaining cards.

## DURING PAGE 86



### 2 Listen and say. Find and match.

Play Audio B40. Point to the photos of the vocabulary items, say the words, and have children repeat. Underline each word with your finger as you name each item. Next, invite children to find the beach, mountains, lake, and stream in the scene. Show children how to trace a line from the beach to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil. Repeat the procedure with the mountains, lake, and stream.

beach mountains lake stream

Next, point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Where do you want to go? I want to go to the beach!* Play Audio B41. Point to the scene as children repeat.

Where do you want to go? I want to go to the beach.

Where do you want to go? I want to go to the mountains.

Where do you want to go? I want to go to the lake.

Where do you want to go? I want to go to the stream.

## AFTER PAGE 86



### Target Song "Places"

Play the Target Song "Places" to expose children to the new vocabulary. Use Happy Caterpillar to practice the questions and answers in the song. Hold up the corresponding Picture Card as each place is mentioned in the song.



### Sing the "Weather Song"

Draw on the board and act out the different kinds of weather: *cold, hot, rainy, windy, sunny, and snowy.* Have children repeat each word and act out the weather after you.

Then play the audio, sing along, and mime each type of weather. Play the audio and encourage children to join in singing and miming as best they can. Praise all efforts. Finally, look out the window and say: *Today is (sunny).*



See Workbook page 72.

## EXTRA ACTIVITY

### My Favorite Kind of Weather

Distribute drawing paper and crayons. Have children draw the type of weather they like the most and encourage them to include in their drawings activities they do in that weather. When finished, have children share their drawings with the rest of the class. Encourage them to say: *I like (sunny) days. I (play in the park) on sunny days.*

# Vocabulary

## Objectives

- To identify and name outdoor activities
- To repeat names of outdoor activities
- To express likes
- To understand and follow simple commands

## Vocabulary

camping, hiking, fishing, jogging, listen, say, find, match

## Language

*I like (camping).*

*What can we do? Let's go (hiking).*

## Materials

Class Audio CD, Happy Caterpillar puppet, camping, hiking, fishing, jogging, beach, mountains, lake, and stream Picture Cards, soft ball, picture of a campfire, beanbag, large piece of cardboard (for a mural), crayons, tape, music CD, paint, paintbrushes

## BEFORE PAGE 87

### Vocabulary Presentation

Hide the *camping, hiking, fishing, and jogging* Picture Cards around the room. Show the picture of a campfire and say: *I like camping.* Have Happy Caterpillar look for the *camping* Picture Card. When he finds it, have him hold up the card and say: *Camping!* Have children repeat *camping* aloud. Then say: *I like hiking.* Mime *hiking* and repeat the procedure. Continue in the same manner with *fishing* and *jogging*.

### Target Song "Places"

B39 Attach the *beach, mountains, lake, stream, camping, hiking, fishing, and jogging* Picture Cards to the board at children's eye level. Play

the audio. Practice the questions and answers in the song with Happy Caterpillar. Have children sit in a semicircle. Ask them to listen to the song and look at the cards attentively.

Then play the audio again. Roll a soft ball to a child when a place or an activity is mentioned in the song. Pause the audio and ask the child to point to the corresponding card on the board. Repeat the procedure with other children until all cards have been identified.

## DURING PAGE 87



### 3 Listen and say. Find and match.

Play Audio B43. Point to the photos of the vocabulary items, say the words, and have children repeat. Next, invite children to find the people who are camping in the scene. Then show them how to trace a line from the photo of the tent to the corresponding illustration in the scene. Encourage children to trace lines with their index finger before they do so with a pencil.

camping hiking fishing jogging

Next, have children match the remaining photos with the corresponding illustrations. Point to the scene and to the speech bubbles. Say the dialogue that goes with the scene: *Where do you want to go? I want to go to the mountains. What can we do? Let's go hiking.*

Finally, play Audio B44 and point to the scene as children repeat.

What can we do? Let's go camping.  
What can we do? Let's go hiking.  
What can we do? Let's go fishing.  
What can we do? Let's go jogging.

## Vocabulary Practice

Have children sit in a circle. Put the Unit 8 Picture Cards in the center of the circle. Hand a child a beanbag, which will be the hot potato. Play some music and have children pass the hot potato. Stop the music and say a word: *(Hiking)!* Have the child holding the beanbag pick up the corresponding card and give it to you. Continue in the same manner until all cards have been picked up. Play several rounds.

## AFTER PAGE 87

### Catch and Say

Have children sit in a circle. Show the *mountains* Picture Card. Then throw a soft ball to a child and say: *I want to go to the mountains. What can we do?* Encourage the child to answer: *Let's go (hiking).* Repeat the procedure with *beach, lake, and stream* and different children. Provide language support if necessary.



See Workbook page 73.

## EXTRA ACTIVITY



### Favorite Places Mural

Ask children to collaborate on a mural. Each child gets a chance to draw a picture of his or her favorite place to go on a family trip. When the mural is done, ask children to talk about the place. If children draw new places, say the name in English and ask children to repeat.



camping



hiking



fishing



jogging







Trace the words and read. Listen and match.

first

then

last



## Practice

### Objectives

- To identify and name outdoor activities
- To use sequence words
- To understand and follow simple commands

### Vocabulary

*first, then, last, trip, weekend, hiking, swimming, roast marshmallows, fishing, mountains, stream, lake, campfire, plan, build, go, meet, trace, read, listen, match*

### Language

*First, we can (go hiking).*

*Then, we can (go swimming).*

*Last, we can (roast marshmallows).*

### Materials

Class Audio CD, Happy Caterpillar puppet, pencils, paper, crayons, magazine cutouts of common activities (three per table), white paper (one sheet per table), glue

### BEFORE PAGE 88

#### First, Then, Last

Distribute drawing paper and crayons. Have children follow these instructions:

1. Hold up a sheet of paper and say: *First, draw your favorite place.* (Draw a lake, for example.)
2. Use a crayon and color the place. Say: *Then, color your drawing.*
3. Finally, say: *Last, show your drawing to a friend.* Hold up the drawing and show it to Happy Caterpillar. *Look! This is my favorite place.*

Write the words *first, then, and last* on the board. Read them aloud and have children repeat after you.

### DURING PAGE 88

#### **4 Trace the words and read. Listen and match.**

Display page 88. Have children read the words *first, then, and last* aloud. Distribute pencils and invite children to trace the words. Next, play the audio. Have children listen.

**A:** Let's plan our trip for this weekend.  
**B:** Great! Do you have any ideas?  
**A:** Yes! First, we can go hiking.  
**B:** Where do you want to go?  
**A:** Let's go hiking in the mountains.  
**B:** That sounds great! Then, what can we do?  
**A:** Then, we can go swimming. We can swim in a stream.  
**B:** Good thinking! And after that?  
**A:** Last, we can build a campfire and roast marshmallows.  
**B:** Mmmm... I love roasted marshmallows. That's the best idea of all!

Then have children match the words with the corresponding pictures at the bottom of the page.


### AFTER PAGE 88

#### Plan Your Day

Place three magazine cutouts of different activities in the center of each table. Encourage children to plan their day and decide on the order of the activities. Have children paste the pictures on a white sheet of paper. Then all groups will have to share their plans with the rest of the class: *First, we can go swimming. Then, we can eat lunch. Last, we can watch TV.*




#### **Let's Have Fun Talking!**

 B46 Play the audio. Practice the conversation with Happy Caterpillar. Have children listen. Then invite a boy and a girl to

come up. Play the audio and have them repeat the lines and act out the conversation. Repeat with other pairs of children. Have children use their own names in the conversation.

**A:** Hi, Kylie.  
**B:** Hi, Ray.  
**A:** What are you doing on Saturday?  
**B:** We are going to the lake. We're going fishing!  
**A:** Wow! That sounds like fun!  
**B:** Do you want to come with us?  
**A:** Sure, thanks!  
**B:** Let's meet at my house on Saturday morning.  
**A:** OK. See you then. Bye!  
**B:** Bye!

#### **Sing the Target Song "Places"**

 B39 Play the audio. Use Happy Caterpillar to practice the questions and answers in the song. Have children listen. Play the audio again and have children join in singing their part as best they can. Praise all efforts.



See Workbook page 74.

### EXTRA ACTIVITY

#### Right or Wrong?

Say and mime three activities. Have children look and listen. Encourage them to say if you are doing the activities in the correct order. For example, say: *First, I put on my clothes. Then, I take a bath. Last, I wake up.* Ask: *Right or wrong?* Have children say: *(Wrong)!* Repeat with other activities.

## Objectives

- To trace words
- To read simple sentences
- To identify and name means of transportation
- To describe means of transportation
- To practice fine motor skills
- To practice visual discrimination
- To understand and follow simple commands

## Vocabulary

*I, car, bus, plane, red, long, big, see, read, trace, stick*

## Language

*What is this? It is (a car).*

*I see (a car).*

*It is (red).*

## Materials

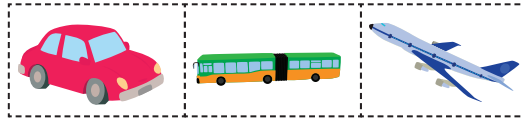
Beanbag, *Letters* Poster, Stickers, white paper (one sheet per child), crayons, foam food tray, black marker, safety scissors, glue, colored construction paper, pencils

## BEFORE PAGE 89

### Review Letters

Display the *Letters* Poster. Have children sit in a semicircle. Throw a beanbag to a child. Name a letter and have the child come up and point to it. Next, have him or her say the word that corresponds to that letter. Continue in the same manner until all letters have been identified. Provide language support if needed.

## DURING PAGE 89



### 5 Read, trace, and stick.

Distribute pencils. Display page 89 and read the first pair of sentences aloud: *I see a car. It is red.* Have children trace the word *car*. Then read the second pair of sentences: *I see a bus. It is long.* Have children trace the word *bus*.

Finally, read the third pair of sentences: *I see a plane. It is big.* Have children trace the word *plane*. Then direct children to the Stickers page for Unit 8. Point to each picture and ask: *What is this? It is (a car).* Then have children stick each picture in the corresponding shaded area on page 89. Invite volunteers to come up, read the three pairs of sentences aloud, and point to the corresponding pictures.

## AFTER PAGE 89

### Draw and Describe

Write the words *car*, *bus*, and *plane* on the board. Read them aloud and have children repeat.

Then distribute drawing paper and crayons. Have children choose one word and draw the corresponding item. Have them write the word under their picture. As children draw, walk around the room and ask: *What is this? It is (a car).*

Finally, have children come up. Invite them to show their drawings to the class. Have volunteers describe their classmates' drawings: *I see (a car). It is (big).* Provide language support when necessary.



See Workbook page 75.

## EXTRA ACTIVITY



### Make a Plane

Help children draw on a foam tray the oblong body of an airplane viewed from the side and a V-shape for the wings. Help them draw an oval-shaped stabilizer to go on the tail of the airplane. Next, have them cut out the airplane parts and place them on colored construction paper. Show children how to cut around the edges of the parts to create matching shapes of colored paper. Children should cut out two paper shapes for each side of the airplane's body. Then show children how to match and paste the construction paper shapes onto the foam airplane parts. Help them cut a slit in the middle of the plane for the wings and another one in the tail. Have them slide the wings and the stabilizer through these slits. Finally, have children draw windows and decorate their airplanes.

**5** Read, trace, and stick.

I see a car.

It is red.



I see a bus.

It is long.



I see a plane.

It is big.



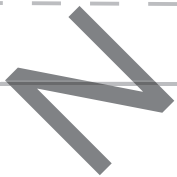


6



Trace and complete. Cut out, choose, and paste. Write.



I see a  .



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

## Objectives

- To write simple sentences
- To practice fine motor skills
- To review the value: We share
- To use language to express a value
- To understand and follow simple commands

## Vocabulary

bird, dog, cat, fish, happy, see, trace, complete, cut out, choose, paste, write, share

## Language

What do you see? I see (a cat).

What is this? It is (a dog).

We share.

## Materials

Class Audio CD, Happy Caterpillar puppet, Feelings and Values Posters, Cutouts, safety scissors, glue, pencils, drawing paper (one sheet per child), crayons, lunchboxes

## BEFORE PAGE 90

**A28** **Review Feelings** Play the audio, sing the song, and mime each feeling. Use the Feelings Poster and have Happy Caterpillar point to each feeling as it is mentioned in the song. Next, play the audio again and encourage children to sing along as best they can and mime the feelings. Praise all efforts.

## DURING PAGE 90



### 6 Trace and complete. Cut out, choose, and paste. Write.

Display page 90. Point to the first picture and ask: *What do you see? I see a cat.* Then invite a volunteer to read the first sentence aloud: *I see a cat.* Distribute pencils and have children trace the first sentence: *I see a cat.*

Next, show the Cutouts for page 90. Point to each picture and ask: *What is this? It is (a dog).* Have children cut out the pictures and choose two of them.

Go back to page 90. Ask children to put some glue on the back of the Cutouts they chose. Have them paste the pictures in the shaded areas. Encourage them to write sentences for each picture, using the first sentence as a model. Encourage volunteers to come up, show the pictures they chose, and read their sentences aloud. Remind children to write the period at the end of the last sentence.

### TIP Sentences

Give children picture books with simple sentences. Ask them to point to the capital letters at the beginning of sentences and the periods at the end.

## AFTER PAGE 90

### VALUES ACTIVITY

#### Value: We Share

Display the Values Poster. Read the value aloud: *We share.* Say: *Look. Where is the family? They are at the beach. The boy is sharing grapes with Mom and his sister. How does the boy feel, happy or sad? Happy! Very good! When we share things with others, we feel happy. It's good to share what we have.*

Next, have children go back to their seats, and distribute drawing paper and crayons. Encourage children to draw a situation in which they have shared something with others. When finished, invite children to come up and show their drawings. Have them say: *I share.* Continue until all children have shown their drawings. Praise all efforts.

#### Sing "Values Are Important" (Part 3)

**B35** Play the audio and have children listen. Play the audio again and invite children to sing along as best they can. Praise all efforts.

See Workbook page 76.

## EXTRA ACTIVITY

### Sharing

Take children to the playground. Have them take along their lunchboxes. Have children sit in pairs, and encourage them to share their lunch with their partner.



### AUDIO SCRIPT

#### B47 Camping

1. Dad: What do you want to do?  
Zoe: I want to go hiking!
2. Dad: Look, a stream!  
Zoe: I see birds and butterflies.
3. Zoe: What's THAT! I'm scared!
4. Dad: It's a bird!  
Zoe: Wow! I want to see it.

### HOME SCHOOL CONNECTION



Encourage children to take their Little Books home to share with their families. This story is about camping and wildlife. The dad and girl in this story go hiking. Children may enjoy finding out more about places to go hiking with their families at home.

### SHOW TIME PREPARATION



Tell children that role-playing the story is something they can do as part of the end-of-the-year Show Time! Remind children that they are learning English for speaking in class and at home, but also for their Show Time celebration. Encourage children to act out this story, which they may present to their parents and friends during Show Time.



# Little Book

## Objectives

- To assemble a Little Book
- To listen to and read a story
- To role-play a story
- To understand and follow simple commands

## Vocabulary

*hiking, stream, birds, butterflies, scared, want, see*

## Language

*What do you want to do? I want to go hiking.*

*Look, a stream!*

*I see birds and butterflies.*

*What's that?*

*I'm scared!*


*It's a bird.*

*I want to see it.*

## Materials

Class Audio CD, Happy Caterpillar puppet, Unit 8 Picture Cards, pictures of an owl, birds, and butterflies, DVD or ActiveTeach

## BEFORE THE LITTLE BOOK

 **Sing the Target Song "Places"**  
B39 Attach the Unit 8 Picture Cards to the board. Play the audio and use Happy Caterpillar to practice the questions and answers in the song. Have the class listen. Play the audio again and pause every time a place or an outdoor activity is mentioned. Invite volunteers to come up, take the corresponding card, and give it to you.

## DURING THE LITTLE BOOK

 **Camping**

1. Carefully tear out the page along the margin and fold it in half to make a Little Book.
2. Preview the story with the class. Show children each page and ask: *What do you see?* Children can name people, colors, clothes, animals, and so on.
3. Point to the title and say: *This is the title. The title of the story is "Camping."* Point to the numbers on each page for children to identify the pages. Next, point to the pictures next to the lines. This will help children know who is speaking: *This is what Dad says. This is what Zoe says.*
4. Play the audio while you show children the pages. Have them listen!
5. Play the audio again. This time, point to the pictures next to the lines on each page to show who is speaking. Point to the scenes and pantomime to help clarify meaning.
6. Check children's comprehension. Point to the different items and characters and ask: *Who is this? It is (Zoe). What are these? They are (trees). Say: Zoe and her family are camping. Zoe wants to go hiking with her dad. Point to the first scene. Ask: What does Zoe say? "I want to go hiking." What are Mom and the boys doing? Mom is playing the guitar. One boy is singing. The other boy is eating a sandwich.*  
Turn to page 2. Ask: *What does Dad find? A stream. What else do they see? They see birds and butterflies.*  
Turn to page 3. *Zoe hears a noise. How does she feel? Scared!*  
Turn to page 4. Ask: *What do Zoe and her dad find? A bird. What does Zoe want to do? See the bird.* Explain to children that the bird is an owl.

## AFTER THE LITTLE BOOK

 **Role-play**

B47 Role-play the story with Happy Caterpillar. Pretend you are hiking in the mountains with Happy Caterpillar. Attach the *stream* Picture Card and the pictures of birds, butterflies, and an owl around the room. Next, invite two children to come up. Assign a character to each child, play the audio, and have children repeat the lines. Have them point to the corresponding pictures as they act out the story.

 **Home-School Connection**

Have children take the story home to share with their families. Children can look at the pictures to remember the story and role-play with their families.

 **Play the DVD**

As a final reward, show children the animated version of the story on the *Big Fun* DVD or in the ActiveTeach.

 See Workbook page 77.

## EXTRA ACTIVITY

### Let's Go Hiking!

Take children to the playground. Place the Unit 8 Picture Cards in different places. Say: *Imagine we are in the mountains. Let's go hiking!* Encourage children to look around. When they find a card, have them say: *I see a (lake)!* Continue "hiking" until all cards have been found.



## Objectives

- To tell time
- To learn o'clock
- To review numbers: 1–100
- To review counting by tens
- To understand and follow simple commands

## Vocabulary

*o'clock, time, get up, start school, eat lunch, go home, eat dinner, go to bed, listen, stick*

## Language

*What time is it? It's (2) o'clock.*

*It is time to (go home)!*

## Materials

Class Audio CD, large poster board clock with movable hands, Stickers, cards for each group of ten numbers, marker, butterfly clip, tape

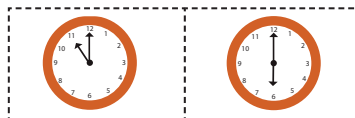
## BEFORE PAGE 93

### What Time Is It?

Before class, make a large analog clock out of poster board. Use a butterfly clip to attach the hands. Attach the clock to the board. Have children sit in a semicircle. Then set the clock and say: *It's 7 o'clock*. You may use children's native language to explain the meaning of *o'clock*.

Then invite a volunteer to come up. Say: *Now, it's 10 o'clock*. Have the child move the clock's hands accordingly. Continue in the same manner with other children.

## DURING PAGE 93



### 7 Listen and stick.

B48 Display page 93. Play the audio and have children listen.

What time is it?  
It's 7 o'clock. Time to get up!  
What time is it?  
It's 9 o'clock. Time to start school!  
What time is it?  
It's 11 o'clock. Time to eat lunch!  
What time is it?  
It's 2 o'clock. Time to go home!  
What time is it?  
It's 6 o'clock. Time to eat dinner!  
What time is it?  
It's 8 o'clock. Time to go to bed!

Next, direct children to the Stickers for page 93. Have them stick the clocks in the corresponding shaded areas.

Then invite two children to come up. Encourage them to look at the clocks and the pictures on the page and to act out the conversation above. Provide help when necessary.

Repeat with other pairs of children.

## AFTER PAGE 93

### "I Can Count by Tens"

B38 Before class make cards with the numbers 10, 20, 30, 40, 50... 100. Invite ten children to the front and give each child a card. Play the audio. Have each child hold up the card when his or her number is mentioned. Repeat the procedure with other children.



See Workbook page 78.

## EXTRA ACTIVITY

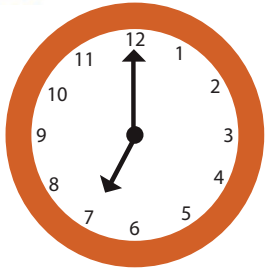
### Sing "Hickory, Dickory, Dock"

Attach the clock to the board and set it to 12 o'clock. Have children stand in a semicircle. Sing the song. When the "clock strikes 1," set the clock accordingly and have children "fall" to the ground.

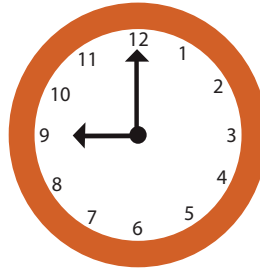
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck 1,  
The mouse fell down,  
Hickory, dickory, dock.

Continue the procedure for each hour. Have children join in singing as best they can. Praise all efforts.

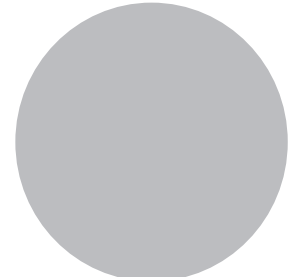
# Listen and stick.



7 o'clock



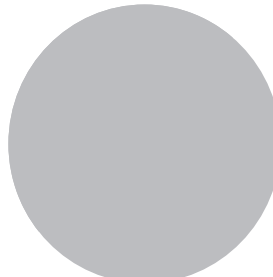
9 o'clock



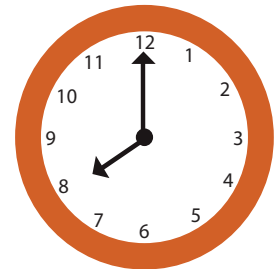
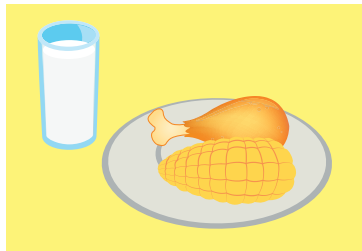
11 o'clock



2 o'clock



6 o'clock



8 o'clock

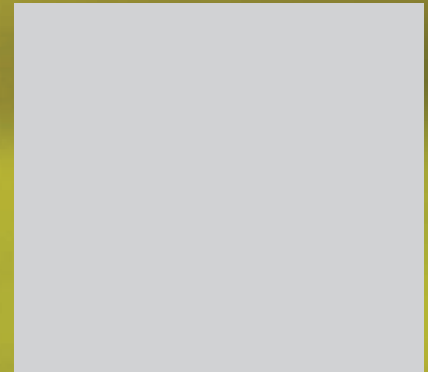




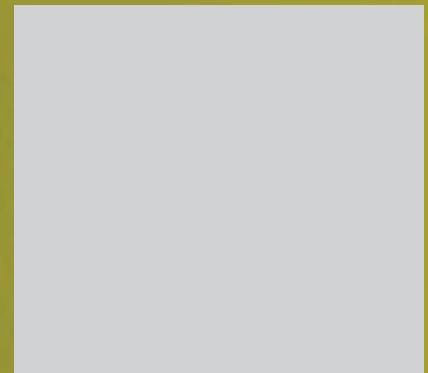
8  Look closely. Cut out and paste the cutouts in order.



1



2



3

## Objectives

- To appreciate nature
- To observe details
- To observe that caterpillars make cocoons and then become butterflies
- To practice fine motor skills
- To practice visual discrimination
- To understand and follow simple commands

## Vocabulary

caterpillar, cocoon, butterfly, leaves, fat, eat, make, come out, become, creep, crawl, work, play, get out, stretch, fly, live, grow, look, cut out, paste

## Language

*What is this? It is (a cocoon).*

*First, the caterpillar eats leaves and gets very fat. Then, the caterpillar makes a cocoon.*

*Last, the caterpillar comes out of the cocoon as a butterfly!*

## Materials

Class Audio CD, pictures of a caterpillar and a butterfly, Cutouts, safety scissors, glue

## BEFORE PAGE 94

**Sing the “Amazing Nature” Song**  
A20 Play the audio and have children listen. Play the audio again and encourage children to sing along as best they can. Praise all efforts.

## Build Background

Show pictures of a caterpillar and a butterfly. Say: *Look at the caterpillar. It becomes a butterfly. Let's find out how this happens.*

## DURING PAGE 94



## 8 Look closely. Cut out and paste the cutouts in order.

Display page 94. Point to the scene and say: *Look, this is a cocoon, and this is a butterfly. Let's see how a caterpillar turns into a beautiful butterfly.* Then show the Cutouts for page 94. Point to the first Cutout and ask: *What is this? It is a cocoon.* Repeat with the second and third Cutouts: *It is a butterfly. It is a caterpillar.*

Next, have children cut out the pictures. Go back to page 94. Point to the numbers 1, 2, and 3 and say: *First, the caterpillar eats leaves and gets very fat. Then, the caterpillar makes a cocoon. Last, the caterpillar comes out of the cocoon as a butterfly!* Have children put some glue on the back of each Cutout and ask them to paste the pictures in the correct shaded areas, according to the life stages of a butterfly.



## TIP: Reinforcing Vocabulary

Reinforce nature and science vocabulary by pointing to the Cutouts and asking: *Is this (a cocoon) or (a butterfly)?*

## AFTER PAGE 94

**Sing “Caterpillars and Butterflies”**  
B49 Play the audio and have children listen. Hold up the pictures of the caterpillar and the butterfly as you sing. Also mime the following actions that are mentioned in the song: creep, crawl, stretch, fly, grow, etc. Next, play the audio again and encourage children to sing and do the actions as best they can. Praise all efforts.



See Workbook page 79.

## EXTRA ACTIVITY

### Revisiting Amazing Pages

Revisit the other Amazing pages that include 3-step processes: the peacock opening its feathers (Unit 6) and the spider catching a fly (Unit 3). Describe the steps of each process as children point to the corresponding pictures. Use the words *first*, *then*, and *last*. Then have children act out the process of a spider catching a fly. One child can be the fly, and another can be the spider. This will be a fun activity and will make the process even clearer for children.



# Project

## Objectives

- To do an art and science project
- To talk about how caterpillars become butterflies
- To practice fine motor skills
- To understand and follow simple commands

## Vocabulary

caterpillar, cocoon, butterfly, snail, snake, eagle, owl, wing, paint (n), ribbon, hole, loop, fist, then, last, crawl, fly, make, grow, change, fold, cut, decorate, punch, poke

## Language

*You are changing and growing!*

*Fold and cut out a wing shape.*

*Decorate with paint.*

*Punch holes.*

*Poke the ribbon through the holes.*

*Make a loop.*

*Put on your wings and fly!*

## Materials

Class Audio CD, Happy Caterpillar puppet, pictures of a snail, a caterpillar, a snake, an eagle, an owl, and a butterfly, poster board (one sheet per child), markers, crayons, paint, paintbrushes, long ribbons, tape, safety scissors, hole punch, three sleeping bags, CD of *The Nutcracker Suite*

## BEFORE PAGE 95

### Crawling and Flying

Mime crawling and flying. Have children mime along with you. Then show pictures of different animals and have children say if they crawl or fly.

Show the picture of a caterpillar. Children shout: *Crawl!* Then show the picture of an owl. Children shout: *Fly!* Repeat with the remaining pictures.

## DURING PAGE 95



### Make Butterfly Wings

**B49** Before class, assemble the materials needed for the project. You will need: poster board (one sheet per child), markers, crayons, paint, paintbrushes, long ribbons, tape, and safety scissors.

Show children page 95 and read the title of the project aloud: *Make Butterfly Wings*. Point to the girl and the supplies that are behind her. Say: *You are going to make butterfly wings*. Direct children's attention to Happy Caterpillar and read the speech bubble: *You are changing and growing!*

Then show children how to follow these steps:

1. Fold a sheet of poster board in half and cut out a wing shape. Say: *Fold and cut out a wing shape*.
2. Decorate the wing shapes with watercolor paint. Let dry. Say: *Decorate with paint*.
3. When the paint is dry, punch two holes near the center at the top and two more holes at the bottom. Say: *Punch holes*.
4. Take a length of ribbon and poke it through the holes to make arm straps. Say: *Poke the ribbon through the holes*.
5. Tie a loop so children can put on the wings as if they were a backpack. Say: *Make a loop*.
6. Have children wear their wings. Play "Caterpillars and Butterflies" (Audio B49) and have children flutter around the room like butterflies. Say: *Put on your butterfly wings. Fly!*

## AFTER PAGE 95

### From Caterpillars to Butterflies!

Role-play using the sleeping bags as cocoons. You should have three sleeping bags for this activity. Invite three children to come up and give each one a sleeping bag to use as their cocoon. Use *first*, *then*, and *last* to describe the three steps in the process of a caterpillar becoming a butterfly as children act it out. At the end, have children wear their wings and fly around the room. Repeat until all the children in the class have participated in the activity.

Finally, have all children wear their wings. Play "Dance of the Sugar Plum Fairy" from *The Nutcracker Suite* as children dance around the room.



### Sing the Target Song "Places"

**B39** Sing this song to wrap up the day. Use Happy Caterpillar to practice the questions and answers in the song. Play the audio, and encourage children to try to sing the song. Praise all efforts.

PROJECT

# Make Butterfly Wings

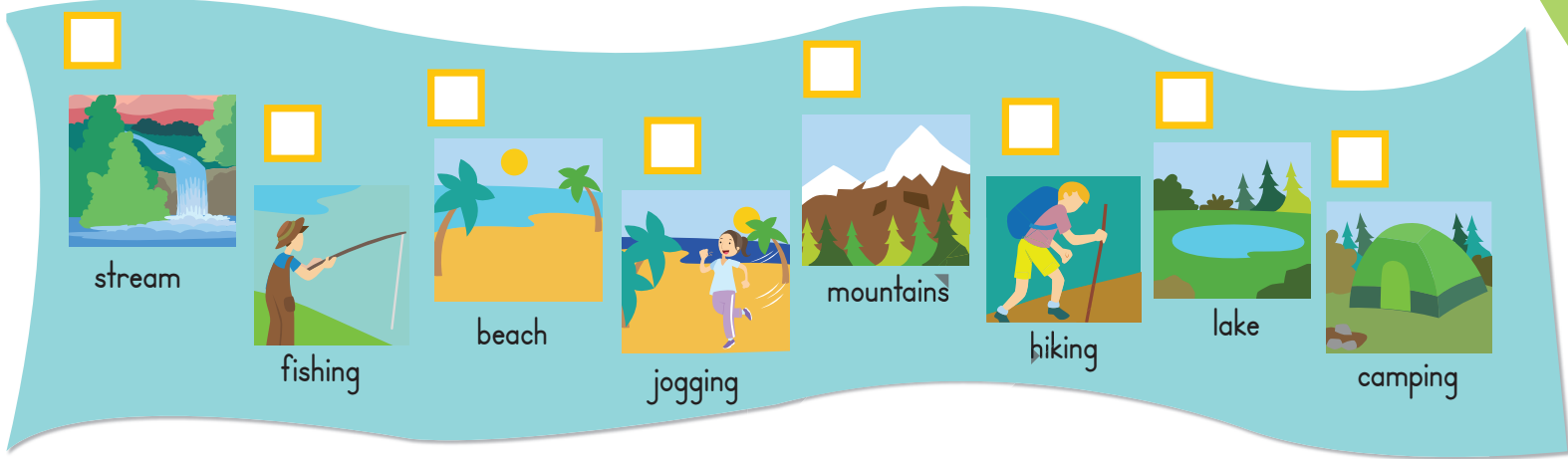


You are changing  
and growing!



Amazing Project: Make butterfly wings and act out how caterpillars make cocoons and become butterflies.  
Science and Art Connections

9 Ask, answer, and check.



## Wrap-up

### Objectives

- To assess vocabulary and language learned in the unit
- To prepare for Unit 9 Show Time
- To use Assessment for Learning to reflect on their own learning
- To understand and follow simple commands

### Vocabulary

stream, fishing, beach, jogging, mountains, hiking, lake, camping, ask, answer, check

### Language

Where do you want to go? I want to go to the (mountains).

What can we do? Let's go (hiking).

First, we can (go hiking). Then, we can (go swimming). Last, we can (roast marshmallows).

I see (a car).

It is (red).

It's (7) o'clock. Time to (get up)!

Caterpillars make cocoons, and then they become butterflies.

### Materials

Class Audio CD, pencils, crayons, Happy Caterpillar puppet, Portfolio Envelopes

### BEFORE PAGE 96

AFL



#### Sing the Songs

Revisit the songs from Unit 8 (Audios B39, B42, and B49). Divide the class into two groups. Have each group sing a song and do the corresponding actions.

AFL

### Think about Learning

Review Unit 8 page by page with the children. Have them look at each page attentively and remind them what they learned on each. Display pages 86 and 87. Children read the speech bubbles: *Where do you want to go? I want to go to the beach! Where do you want to go? I want to go to the mountains. What can we do? Let's go hiking.* Then display page 88. Children look at the pictures and complete the sentences: *First, we can... go hiking. Then, we can... go swimming. Last, we can... roast marshmallows.*

Turn to page 89. Point to the Stickers and invite volunteers to read the sentences about them. Display page 90. Children read aloud the sentences they wrote about the pictures. Turn to page 93. Children tell the time and mention a related activity. Show the Amazing page: *Caterpillars make cocoons, and then they become butterflies.* Have children look at the three steps of the process. Encourage children to clap if they liked the page or to make a sad face if they didn't.

### DURING PAGE 96

#### 9 Ask, answer, and check.

Display page 96. Elicit the vocabulary items pictured on the banner. Point to the two children on the page. Read their speech bubbles: *Where do you want to go? I want to go to the beach.* Have children repeat. Ask the class to check off the picture of the beach.

Next, invite a pair of children to come up. This time, have one child ask: *What do you want to do?* Have the other child look at the pictures, choose the activity that corresponds to the beach, and answer: *I want to go jogging.* Have the class check off the picture of *jogging*. Continue with the remaining places and activities and other pairs of children. When finished, have the class clap for a job well done!

### AFTER PAGE 96

#### Prepare for Show Time!

Point out the mascot with the flower at the bottom of the page. Say: *Look! Happy Caterpillar is different! Now he is a beautiful...* Have children complete the sentence: *butterfly.* Next, direct children to page 107. Help children think of what they liked most from Unit 8. Say *I liked telling time!* and display page 93. Encourage children to draw what they liked most from Unit 8. Revisit their ideas from Think about Learning.

AFL

### Children Decide!

Have children display their drawings: *(Isabel) liked (the Little Book).* *(Arthur), what did you like from Unit 8?* Provide language support. Repeat the procedure with the remaining drawings. Take notes on children's preferences for Show Time.



### Home-School Connection

Have children take home their drawings to show family members. Help children practice talking about their work so they can use English when they show it to their families.



### Sing the Target Song

B39 Play the Target Song. First, sing the song, using Happy Caterpillar to sing the children's part. Play the audio again and have children sing their part.



### Portfolio

Have children review the things in their Portfolio Envelopes to date. Have each child show you his or her favorite work so far. Make sure children put all pages back inside the Portfolio.



See Workbook page 80.



## Communication Objectives

Identify and name school workers, feelings, rooms in a house and furniture items, recyclable items, art supplies, food, drinks, tableware items, belongings, zoo animals, places, and outdoor activities  
Describe school workers' tasks  
Indicate location of school workers  
Identify healthy habits  
Indicate location of family members  
Identify activities families do at home

Indicate location of furniture items  
Communicate what one is using  
Communicate what one is making  
Express needs  
Order in a restaurant  
Understand possessive adjectives  
Categorize food items  
Communicate what one is looking for  
Indicate location of objects  
Describe animals  
Describe animals' actions  
Express wants  
Tell Time

## Target Language and Structures

*Who is (he)? (He) is the (music teacher).*

*What does the (janitor) do? (He) (cleans the school).*

*Where is the (secretary)? (She) is (in the office).*

*Are you OK? Yes, I am. I'm (amazed)./ No, I am not. I'm (sad).*

*What are you doing? I'm (exercising).*

*Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing with a ball).*

*Where is the (bed)? It is (in the bedroom).*

*What are you using? I'm using (tape).*

*What are you making? We're making (a duck).*

*What do you need? I need (newspaper).*

*May I have (a menu), please? Yes, of course.*

*Is this your (pizza)? Yes, it is./No, it isn't.*

*What do you want for (the main dish)? I want (chicken), please.*

*What are you looking for? I'm looking for my (cell phone).*

*Where is my (necklace)? I don't know./It's (above your bed).*

*Do you see the kangaroos? Yes, I do. They're (fast)!*

*What are the (monkeys) doing? They are (eating). They're (hungry)!*

*Where do you want to go? I want to go to (the mountains). What can we do? Let's go (hiking).*

*What time is it? It's (2) o'clock.*

# UNIT 9

## OVERVIEW

## Topics and Key Vocabulary

School

Feelings

Name

Recycling

Eating Out

Our Things

Animals

Places

Numbers

Action Verbs

**Show Time Vocabulary:**  
*mask, puppet, invitation, scenery, costumes, props, signs*

## Content Connections

**Math:**

Identify numbers: 1–100

Count to 100

Identify and count sets of ten

Telling Time (o'clock)

**Art:**

Make puppets and masks

Make props and signs

**Music:**

Sing and act out songs

Move to music

**Language Arts:**

Say and act out chants

Role-play

## Show Time Projects

*Make Puppets and Masks*

*Make Props and Signs*

## Little Books

*Who Is She?, Are You OK?, Where Is Meg?,  
We Need Books!, Lunch with Grandma, At the  
Store, At the Zoo, Camping*

## Show Time Materials

Show Time Invitation,  
ActiveTeach, stockings,  
hangers, yarn, buttons,  
markers, colored paper, cereal  
boxes, paint, paintbrushes,  
tape, foam balls, strips of  
paper, cardboard, safety

scissors, crayons, long socks,  
glue, drawing paper, pencils,  
white cards, hole punch, Units  
1–8 Picture Cards, *Show  
Time* Poster, *Big Fun* Level  
3 Posters, Class Audio CD,  
construction paper, glue

# UNIT 9

## OVERVIEW

## Home-School Connection

Talk about Show Time at  
home

Send home the Show Time  
invitation

Sing songs and say chants at  
home

Use props to role-play at  
home

Take home the Show Time  
picture frame

## Competency-based Education

Competency work within the following formative areas:

### Artistic Expression and Appreciation:

Represent real or imaginary  
characters and situations through  
play or dramatic expression; Unit  
Opener page, p. T97

### Artistic Expression and Appreciation:

Creatively communicate ideas using  
different art materials; Project  
pages, pp. T98–T99

## Values

Respecting others, Staying healthy, Respecting differences, Not  
wasting things, Helping each other, Being neat, Working as a  
team, Sharing

# Unit Opener

## Objectives

- To assess vocabulary and language learned in Units 1–8
- To prepare for Show Time
- To use Assessment for Learning to reflect on their own learning

## Vocabulary

Vocabulary from Units 1–8, *listen, sing, find, hum, show, tell*

## Language

*Find the bugs.*

*Let's get ready for Show Time!*

## Materials

Class Audio CD, *Alphabet* Poster, Happy Caterpillar puppet, Units 1–8 Picture Cards, music CD

### BEFORE PAGE 97

 **Sing the “Good Morning Song”**  
A3 Have children sing and wave hello.

  **Let's Have Fun Talking!**

Revisit some of the conversations children learned in Units 1 to 8 (Audios A27, A54, B7, B21, B33, and B46). Play the audios. Have children repeat each line after you and Happy Caterpillar. Next, invite pairs to come up and perform the conversations. Provide language support as needed. Praise all efforts.

### AFL Let's Look Back!

Look back at all the Unit Opener pages. Point to photos and illustrations on every Unit Opener. Have children clap and make a happy face if they liked the opener or make a sad face if they didn't.

### DURING PAGE 97

#### 1 Listen and sing.

B50 Display page 97. Have children look at the children pictured. Say: *Look at the boys and girls. Ask: Are they happy or sad? Happy! Then say: They are getting ready for Show Time! Let's get ready for Show Time, too!*

Play the audio. Sing and pantomime. Have children listen. Play the audio several times. Encourage children to pantomime and to sing as well. Praise all efforts.

#### Do the Find It Activity

Point out the butterfly. Remind children that Happy Caterpillar became a beautiful butterfly. Read the speech bubble aloud: *Find the bugs.* Have children look for bugs in the unit. (Bugs can be found on pages 97, 99, 104, and 107.)

### AFTER PAGE 97

#### Run Along

Begin humming a Target Song or another song that you know children enjoyed very much. See if children can remember the lyrics. It does not matter if they can only sing a few words. Then play the audio and have children join in singing and doing the actions.

#### Review Letters!

Attach the *Alphabet* Poster to the board at children's eye level. Have children sit in a semicircle. Write the numbers 1 to 26 on the board. Divide the class into two teams: A and B. Have a child from team A come up. Then name a number and have the child circle it with his or her index finger.

Have this child point to the “Start” box and have him or her count the corresponding number of boxes. Ask the child to name the object in the box and then match it with the corresponding initial letter.

If his or her answer is correct, the child wins a point for his or her team. Play several rounds until all items have been identified and matched with the corresponding letters. The team with the most points wins the game.

#### Sing the “Good-bye Song”

A7 Play the audio. Have children sing and wave good-bye.

 See Workbook page 81.

### EXTRA ACTIVITY

#### Show and Tell

Have children stand in a circle. Give each child a Picture Card from Units 1 to 8. Play some music and have children dance. Then stop the music and have children freeze. Tap a child on his or her shoulder and have him or her name the item on the card. Play several rounds until all items have been identified. Repeat with other cards.



9

# SHOW TIME!



Listen and sing.



Find the bugs.



Unit Preview; FIND IT in the unit: bugs

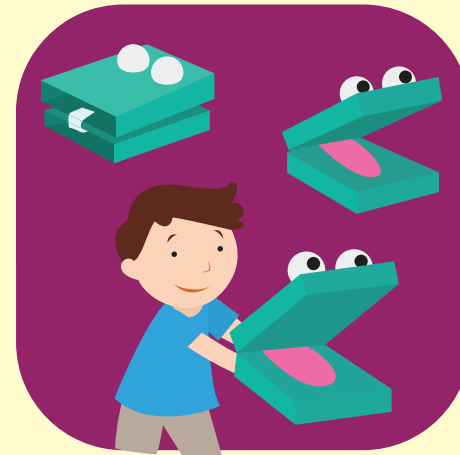


# Make Puppets and Masks

Hanger Mask



Box Puppet



Headbands



Sock Puppet



# Project

## Objectives

- To do an art project
- To follow directions
- To use fine motor skills

## Vocabulary

*hanger, mask, stocking, yarn, buttons, petals, boxes, dots, eyes, arm, headband, strip, bird, zebra, circle, shapes, triangles, beak, oval, body, head, ears, rectangle, neck, tail, legs, black, white, sock, puppet, nose, bend, put, glue, cut out, paint, tape, make, color, move, talk, decide, decorate*

## Language

*What is this? It is (a mask).*

*Let's make puppets and masks.*

## Materials

Class Audio CD, for each child you will need: one stocking, a hanger, yarn, buttons, markers, colored paper, two cereal boxes, paint, paintbrushes, tape, two foam balls, a strip of paper to fit around the head, cardboard, safety scissors, crayons, one long sock, two black buttons, one extra button for the puppet's nose, and glue

## BEFORE PAGE 98

### Sing "Let's Wiggle!"

A29 Sing this song to get children started. Play the audio. Invite children to sing along and do the actions.

## DURING PAGE 98



### Make Puppets and Masks

Before class, assemble the art supplies needed for the project. Display page 98. Read the title of the project aloud: *Make Puppets and Masks*. Point to the red mask the girl is holding. Ask: *What is this? It is a mask*. Then point to the sock puppet and ask: *What is this? It is a puppet. Let's make puppets and masks*.

Finally, show children how to follow these steps:

#### Hanger Mask:

1. Bend the hanger into a circle. Say: *Bend the hanger*.
2. Say: *Put the hanger into a stocking*.
3. Glue on yarn for the mouth and buttons for the eyes. Say: *Glue yarn and buttons*.
4. Cut flower petals out of colored paper. Say: *Cut out petals*.
5. Glue the petals around the outside of the hanger. Say: *Glue the petals*.

#### Box Puppet:

1. Paint two cereal boxes. Say: *Paint the boxes*.
2. Tape the boxes together. Say: *Tape the boxes*.
3. Make a black dot on each of the two foam balls. Say: *Make dots*.
4. Glue the balls on the top box for eyes. Say: *Glue the eyes*.
5. Say: *Put your arms inside the boxes*.
6. Say: *Move the boxes up and down to talk*.

#### Headbands:

1. Cut a strip of paper to fit around your head. Say: *Cut a strip of paper*.
2. Say: *Decide which animal to make, a bird or a zebra*.

3. Say: *For a bird, cut out circle shapes for eyes and a triangle for the beak*.

4. Say: *For a zebra, cut out ovals for the body and the head. Cut out triangles for the ears and a rectangle for the neck. Cut out the tail and legs. Color the pieces to make them black and white*.

#### Sock Puppet:

1. Glue buttons on top of a long sock for eyes. Say: *Glue the eyes*.
2. Glue paper on the sides for ears. Say: *Glue the ears*.
3. Glue on a button nose. Say: *Glue the nose*.
4. Decorate the puppet with markers. Say: *Decorate the puppet*.

Help children create their puppets, masks, and headbands.

## AFTER PAGE 98



### Have Big Fun Talking!

Invite a pair of children to come up. Have them use their puppets and masks to practice the conversations they learned in Level 3.

# Project

## Objectives

- To do an art project
- To follow directions
- To use fine motor skills

## Vocabulary

poster, mural, signs, scenery, letters, words, sentences, sleeping bag, cocoon, props, need, make, paint, write, peek, prepare

## Language

The children are preparing for Show Time.  
They need scenery.  
They need props and signs.  
Let's make posters, a mural, and signs for Show Time!

## Materials

Class Audio CD, drawing, paper, pencils, crayons, paint, paintbrushes, scissors, white cards, markers, yarn, hole punch, sleeping bag (ask a volunteer to bring one from home)

## BEFORE PAGE 99

### Review Shapes

A35 Play the "Shape Song." Invite children to join in singing as best they can. Praise all efforts.

### "Let's Make Letters!"

A45 Divide the class into groups. Play the audio. Have children listen and make letters with their bodies.

## DURING PAGE 99



### Make Props and Signs

Display page 99. Say: *Look at the children. They are preparing for Show Time. They need scenery to put behind them. They also need props and signs for their show. Then say: Let's make posters, a mural, and signs for Show Time!*

Divide the class into groups of four and assign an item to each group.

### Peeking Posters:

Direct children to Unit 7. Have one group decide what animals they would like to be in the show. Then encourage children to draw and color the animals on large pieces of drawing paper in order to make animal posters. Help children make eyeholes to peek through.

### Murals:

Have children decide what they want to use as a backdrop for their show. Have one group draw and paint a mural on a large piece of drawing paper. Encourage children to draw plants or other things, such as bugs and butterflies, that live in a garden.

### Sleeping Bag Cocoon:

Ask a volunteer to bring a sleeping bag to use in the show. Have one child get inside the sleeping bag to demonstrate how a butterfly comes out of a cocoon.

## Letter and Word Signs:

Have one group make words and letters on cards. Indicate the letters and words they have to write. Then poke holes and string some yarn through the holes. Tie the ends of the string so children can wear the cards around their necks. Children can hang words or single letters around their necks and line up to form words or sentences.

Help children make the posters, mural, and signs.

## AFTER PAGE 99

### Review Numbers

Play the number songs and chants in Level 3 for children to review numbers (Audios A18, A33, A47, A61, B13, and B38). Invite children to sing along as best they can. Praise all efforts.

PROJECT

# Make Props and Signs

Peeking Posters

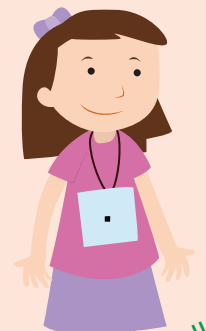


Murals



Sleeping Bag Cocoon

What is this?



Show Time Project: Make props and signs.



**SHOW TIME**

**Unit 1 AT SCHOOL**

Color a face and draw. Say.

I know Unit 1 I need help!

Welcome!

100 Show Time Personalization; Assessment for Learning

**SHOW TIME**

**Unit 2 FEELINGS**

Color a face and draw. Say.

I know Unit 2 I need help!

Our Class Show!

Show Time Personalization; Assessment for Learning

UNIT 2 101

**SHOW TIME**

**Unit 3 HOME**

Color a face and draw. Say.

I know Unit 3 I need help!

Sing!

102 Show Time Personalization; Assessment for Learning

**SHOW TIME**

**Unit 4 RECYCLE**

Color a face and draw. Say.

I know Unit 4 I need help!

Let's count!  
1, 2, 3!

Show Time Personalization; Assessment for Learning

UNIT 4 103

# Show Time

## Objectives

- To review vocabulary and language learned in Units 1–8
- To choose material for the Show Time presentation
- To practice for Show Time

## Vocabulary

school, feelings, home, recycling, eating out, personal belongings, animals, places

## Language

*Who is (he)? (He) is the (music teacher).*

*What does the (janitor) do? (He) (cleans the school).*

*Are you OK? Yes, I am. I'm (amazed)./No, I am not. I'm (sad).*

*Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing with a ball).*

*What are you (using)? I'm using (tape). What do you need? I need (glue).*

*What are you making? We're making (a duck).*

*May I have (a menu)? Yes, of course.*

*Is this your (pizza)? Yes, it is./No, it isn't.*

*What are you looking for? I'm looking for my (cell phone).*

*Where is my (necklace). I don't know./It's (above) the bed.*

*Do you see the (kangaroos)? Yes, I do. They're (fast). What are the (monkeys) doing? They are (eating). They're (hungry).*

*Where do you want to go? I want to go to the (mountains). What can we do? Let's (go hiking).*

## Materials

Class Audio CD, Units 1–8 Picture Cards

## BEFORE SHOW TIME PAGES

### Target Songs

Sing the Units 1–8 Target Songs for children to practice vocabulary and language (Audios A8, A21, A36, A51, B2, B14, B27, and B39). Play the audios and have children sing their part.

### Vocabulary and Language Review

Play the vocabulary audios (Units 1–8) and show the Picture Cards for every unit. Ask: *What is this? Who is this?* Have children identify each item.

Next, practice the target language. Play the target language audios (Units 1–8) and have children listen. Then invite pairs to the front and encourage them to practice the dialogues. Say the lines and have children repeat after you. More advanced children will be able to practice the conversations on their own.

## DURING SHOW TIME PAGES

### Planning the Show

Explain to children that they are going to share their personal response page for every unit. Children will work with you to choose things from every unit that they want to include in the Show Time presentation. They will enjoy being part of the decision-making process. Take notes on children's preferences so you can start assembling the Show Time program.

Have each child share his or her personal response page for every unit with the class. Encourage children to say what they drew: *This is (my family)*. Repeat the procedure until all children have shown their drawings to the class. Provide language support as necessary. If you have shy children in the class, ask them direct questions about their drawings: *What is this? Is this (a giraffe)?*

As children show their response pages, ask the class: *Do you want this in the show? Do you want to sing this song? Do you want to read this book?* Have children shake their heads No or nod their heads Yes. Take notes on children's preferences so you can start assembling the Show Time program. Look at the *Show Time* Poster in the ActiveTeach for ideas of what to include in the show.

### Sing "Show Time"

Play the audio and have children listen. Play it again and encourage children to sing along. Children can sing this song and do the corresponding gestures to open their Show Time performance.

## AFTER SHOW TIME PAGES

### Show Time Rehearsal

Explain to children that they have to practice the activities, songs, and conversations before they present the show to their parents and friends. Say: *Let's practice for the show!* Refer to your notes to check the activities children have chosen for every unit. Help children decide what to practice first. Ask: *What do you want to do now? Sing the song? Practice a conversation? Role-play the story in the Little Book?*

 See Workbook pages 82–89.



# Show Time

## Objectives

- To get ready for Show Time
- To prepare Show Time props and material

## Vocabulary

*invitation, parents, garden, butterflies, bees, ants, props, costumes, frame, make, dress up*

## Language

*Let's make an invitation.*

## Materials

Show Time Invitation (print out from ActiveTeach and photocopy, 1 per child), large green construction paper, crayons, art supplies, markers, props, costumes, box, music CD, Units 1–8 Picture Cards, *Show Time* Poster, *Big Fun* Level 3 Posters, Class Audio CD, construction paper, glue

## GETTING READY FOR SHOW TIME!

### Make an Invitation

Invite parents to Show Time personally. Create and send personal invitations. Say: *Let's make an invitation!* Before class, make copies for every child of the Show Time Invitation and fill in the information: date, time, place, and child's name. Next, distribute invitations and art supplies. Encourage children to draw and color a picture of their show. Finally, send the invitations home. This will show parents that their children want them to participate in their school activities and will make them feel welcome.

### Show Time Program

Once children have decided what to include in the show, start planning the program. Integrate children's choices and balance the activities for variety. Make a list of participants to avoid omitting anyone.

### Making the Scenery

Use large sheets of green construction paper and encourage children to take turns drawing items they can find in a garden: flowers, butterflies, bees, ants, etc. During Show Time, attach the sheets of green paper to the back of the "stage" to form scenery with a garden theme. You can also use the scenery children made for their Art Project on page T99.

### Props and Costumes

Look at your program and start gathering all the props you will need for every activity. Have children identify the items. Ask: *What is this?* Provide language support if needed. Finally, put all props in a box so you have them readily available.

You may wish children to wear special costumes or dress up for a particular activity or for singing a particular song. This will make the show come alive.

### Seating Arrangement

During Show Time, there will be plenty of pair and small group activities, so it is important that children have mobility and easy access to the stage. For that reason, avoid lining children up in rows. The best classroom arrangement option for Show Time is a horseshoe or semicircle, with students facing the stage.

Next, arrange the remaining furniture so that parents are as comfortable as possible and have a clear view of the stage. If classroom space is limited, consider moving the event to a larger space where all parents and guests can be seated.

### Background Music

You may wish to play some background music while children role-play or perform some activities. Prepare some instrumental music CDs for this purpose.

### Picture Cards, Posters, and Class Audio CD

Check your program again to ensure which Picture Cards, Posters, and audios will be required.

### Show Time Photo Frame

Provide art supplies and show children how to make a picture frame so that parents can frame a photo from the Show Time performance! Have children follow your instructions the way they do when they are carrying out a class project. This little Show Time souvenir will remind parents about the wonderful time they spent with their children at school!

# Unit 5 EATING OUT

Color a face and draw. Say.

104

Show Time Personalization; Assessment for Learning

# Unit 6 OUR THINGS

Color a face and draw. Say.

Show Time Personalization; Assessment for Learning

UNIT 6

105

# Unit 7 ANIMALS

Color a face and draw. Say.

106

Show Time Personalization; Assessment for Learning

# Unit 8 PLACES

Color a face and draw. Say.

Show Time Personalization; Assessment for Learning

UNIT 8

107



## Audio Scripts

**A1** Big Fun, Level 3. Copyright 2014 Pearson Education Incorporated. All rights reserved. The use of this audio program for the purpose of copying, transforming, or adapting in any manner—in whole or in part—is strictly prohibited without prior consent of Pearson Education.

Class Audio CD A.

### A2 “Big Fun Theme Song”

From the sky to the ground (*point to sky and ground*)

And all the way around— (*spin around in place*)

We can have big fun! (*open arms out*)

If there’s rain, (*wiggle fingers to mimic falling raindrops*)

If there’s sun, (*form a circle with arms over head*)

Let’s play with everyone. (*sweep arm to invite “everyone”*)

We can have big, big fun! (*open arms out*)

Take a walk outside. (*walk in place, knees high, arms pumping*)

Our world is big and wide.

There are flowers and trees (*point toward the ground, then up toward “trees”*)

And yellow bumblebees. (*mime being a bee, index fingers as antennae*)

Buzz, Buzz, Buzz! (*move around buzzing*)  
(chorus)

Join your hands with me. (*point to self with both hands*)

Let’s see what we can see! (*search gesture*)

Then take a closer look. (*same gesture, but lean forward*)

We’ll learn beyond our book.

Look, oh, look! (*gesture toward objects*)

(chorus)

(repeat last line of chorus)

## Unit 1, At School

### A3 “Good Morning Song”

Good morning! Good morning!  
We are ready to start a new day!  
We are ready to listen and work  
And have fun today!

### A4 “How Many Days?”

On the calendar I see  
There are 7 days in a week!  
There are 7 days in a week!  
Sunday, Monday,  
Tuesday, Wednesday,  
Thursday, Friday,  
Saturday.  
Yes, that makes a week!  
1, 2, 3, 4, 5, 6, 7 days in a week!

### A5 “Let’s Have Fun”

Look and point. (*point to eyes, point*)  
New things to think about. (*tap head*)  
Look and point. (*point to eyes, point*)  
New things to talk about. (*point to mouth*)  
Look and smile. (*point to eyes, smile*)  
Are you ready? (*gesture “what” with hands*)  
Let’s have fun.  
Fun with \_\_\_\_\_. YAY! (*hold arms up*)

### A6 “We Have Finished Chant”

We have finished working  
In our book today! (*hold up book*)  
Let’s close our books (*close book*)  
And then clean up (*gesture cleaning*)  
So we can work and play!  
Yay! (*hands high in the air*)

### A7 “Good-bye Song”

Good-bye, Teacher, good-bye, friends.  
Good-bye, good-bye, good-bye! (*wave*)  
I’ll see you tomorrow.  
Good-bye, good-bye, good-bye! (*wave*)

### A8 Target Song “People at School”

**C:** I don’t know your school well.  
Can you please help me? Can you please tell me who is he? Who is she?

**T:** He is the music teacher.  
**C:** What does he do?  
**T:** He helps us learn to sing! (*mime singing*)  
**C:** Now, who is she?  
**T:** She is the janitor.  
**C:** What does she do?  
**T:** She keeps our school clean. (*mime sweeping*)  
**C:** Now, who is he?  
**T:** He is the gatekeeper. (*mime opening gate*)  
**C:** What does he do?  
**T:** He takes care of the gate.  
**C:** Now, who is she?  
**T:** She is the principal. (*smile and wave*)  
**C:** What does she do?  
**T:** She helps everybody here at our school.  
**C:** She is the one I’m looking for. Thank you for helping me.  
**T:** You are very welcome. Welcome to our school!  
**C:** Welcome to our school!

### A9 SB page 2, Vocabulary

**MN:** principal (pause) secretary (pause) English teacher (pause) music teacher (pause)

### A10 SB page 2, Language

**F1:** Who is she? (pause)  
**F2:** She is the principal. (pause)  
**F1:** Who is she? (pause)  
**F2:** She is the secretary. (pause)  
**F1:** Who is she? (pause)  
**F2:** She is the English teacher. (pause)  
**F1:** Who is he? (pause)  
**F2:** He is the music teacher. (pause)

### A11 SB page 3, Vocabulary

**MN:** gym teacher (pause) janitor (pause) gatekeeper (pause) bus driver (pause)

### A12 SB page 3, Language

**M:** What does the gym teacher do? (pause)  
**F:** She teaches us exercises and games. (pause)  
**M:** What does the janitor do? (pause)  
**F:** He cleans the school. (pause)  
**M:** What does the gatekeeper do? (pause)  
**F:** He opens and closes the gate. (pause)

**M:** What does the bus driver do? (pause)

**F:** She drives the school bus. (pause)

### **A13 SB page 3, Language**

**M:** What does the principal do? (pause)

**F:** She helps the teachers. (pause)

**M:** What does the secretary do? (pause)

**F:** She helps the principal. (pause)

**M:** What does the English teacher do? (pause)

**F:** He teaches us English. (pause)

**M:** What does the music teacher do? (pause)

**F:** He plays the piano. He helps us learn to sing.

### **A14 SB page 4, Practice**

**M:** 1. Who is she?

**F:** She is the secretary.

**M:** Where is she?

**F:** She is in the office.

**M:** 2. Who is he?

**F:** He is the principal.

**M:** Where is he?

**F:** He is in the classroom.

**M:** 3. Who is he?

**F:** He is the gym teacher.

**M:** Where is he?

**F:** He is on the playground.

**M:** 4. Who is she?

**F:** She is the janitor.

**M:** Where is she?

**F:** She is in the bathroom.

### **A15 SB page 5, Pre-reading Practice**

**FN:** moon (pause) milk (pause) monkey (pause) lollipop

**FN:** sandwich (pause) sun (pause) seal (pause) banana

**FN:** farmer (pause) fish (pause) carrot (pause) fan

**FN:** alligator (pause) ant (pause) apple (pause) nest

### **A16 “Values Are Important” (Part 1)**

Having values is important!

They show others that we care.

We care about our planet

And people everywhere! (*kids open arms wide*)

We need to remember—always be polite.

Say, *Please* and *Thank you*,  
*Good morning*, and *goodnight*!

### **A17 Unit 1 Little Book Who Is She?**

Page 1. Teacher: This is our new friend, Tomoko.

Page 2. Tomoko: Who is he?

Carol: He is the gym teacher.

Page 3. Tomoko: What does he do?

Carol: He teaches us games.

Page 4. Carol: He's dancing!

Tomoko: We're dancing, too.

### **A18 “Counting to 19 Chant”**

I can count today. Yes! Do you want to see?

I can start with 0. Then it's 1, 2, 3!

4 and 5 and 6 and 7, then it's 8 and 9!

The next, I know, is number 10!

I feel mighty fine. I can count to **10** today.

And I can count some more.

Listen to me counting now.

Let's sit on the floor!

11, 12, and 13, 14, and 15.

16 is the next one. Then comes 17.

I am almost finished now. The next one is 18,

And the last number that I know is number 19.

### **A19 SB page 9, Math**

**FN:** ten (pause) eleven (pause) twelve (pause)  
thirteen (pause) fourteen (pause) fifteen (pause)  
sixteen (pause) seventeen (pause) eighteen  
(pause) nineteen (pause)

### **A20 “Amazing Nature”**

What is nature? Do you know?

Nature is grass and things that grow!

Plants and flowers, bugs and bees,

Rivers, lakes, and all our trees!

Mountains, beaches, butterflies,

Puffy clouds up in our skies!

Tiny ants that are so small!

And giraffes that are so tall!

Dolphins, monkeys, birds that fly,

Moon and stars in a nighttime sky.

Rain and lightning, winds that blow.

This is nature. Now you know!

## **Unit 2, Feelings**

### **A21 Target Song “My Feelings”**

**T:** Oh, my goodness! Are you OK?

**C:** No, I'm not! I'm sad and mad!

I can't play soccer today!

**T:** Oh, my goodness! Are you OK?

**C:** No, I'm not! I'm scared!

I broke my bike. What will Dad say?

**T:** Oh, my goodness! Are you OK?

**C:** No, I'm not. I'm sleepy.

I'm feeling sick today!

**T:** Oh, my goodness! Are you OK?

**C:** Yes, I am! I'm amazed—

My teacher is very happy today!

**T:** Oh, my goodness! Are you OK?

**C:** Yes, I am. I'm excited!

I'm going to my friend's house to play!

### **A22 SB page 14, Vocabulary**

**MN:** amazed (pause) happy (pause) sad (pause)  
sleepy (pause)

### **A23 SB page 14, Language**

**F:** Are you OK? (pause)

**M:** Yes, I am. I'm amazed. (pause)

**F:** Are you OK? (pause)

**G1:** Yes, I am. I'm happy. (pause)

**F:** Are you OK? (pause)

**G2:** No, I am not. I'm sad. (pause)

**F:** Are you OK? (pause)

**B:** No, I am not. I'm sleepy. (pause)

### **A24 SB page 15, Vocabulary**

**MN:** excited (pause) mad (pause) scared (pause)  
sick (pause)

### **A25 SB page 15, Language**

**M:** Are you OK? (pause)

**B1:** Yes, I am. I'm excited. (pause)

**M:** Are you OK? (pause)

**B2:** No, I'm not. I'm mad. (pause)

**M:** Are you OK? (pause)

**G:** No, I'm not. I'm scared. (pause)

**M:** Are you OK? (pause)

**B3:** No, I'm not. I'm sick. (pause)

**A26 SB page 15, Language****F2:** What are you doing? (pause)**B1:** I'm climbing a tree. (pause)**F2:** What are you doing? (pause)**G1:** I'm taking a nap. (pause)**F2:** What are you doing? (pause)**B2:** We're playing soccer. (pause)**F2:** What are you doing? (pause)**F1:** We're having a picnic. (pause)**F2:** What are you doing? (pause)**M1:** I'm exercising. (pause)**A27 TE page T15, Conversation****F:** Are you OK? (pause)**B:** No, I'm not! I'm sick. My head hurts. (pause)**F:** I'm sorry! Let's call your mother!**A28 "Feelings Song"**

I am happy. Can you see? Happy, happy—all of me!

I am mad. Can you see? Mad, so mad—all of me!

I am sad. Can you see? Sad, sad—all of me!

I am scared. Can you see? Scared, scared—all of me!

I am tired. Can you see? Tired, tired—all of me!

I am excited. Can you see? Excited, excited—all of me!

I am amazed. Can you see? Amazed, amazed—  
all of me!

All of me!

**A29 "Let's Wiggle!"**We can jump, jump, jump. (*jump*)We can clap like this. (*clap*)We can run and walk. (*walk in place*)We can swim like fish. (*swim with arms*)

But sometimes what we really want to do

Is wiggle, wiggle. (*wiggle*)

Do you like to wiggle, too?

Let's wiggle our fingers. (*wiggle fingers*)Can you wiggle your nose? (*wiggle nose*)Let's wiggle our shoulders. (*wiggle shoulders*)Now let's wiggle our toes. (*wiggle toes*)Let's wiggle our bodies. (*wiggle body*)

Let's wiggle all day.

STOP! Phew! We're done wiggling for today.

**A30 SB page 16, Practice****F:** What are you doing?**G:** I'm brushing my teeth. (pause)**M:** Is Mom happy or mad? (pause)**F:** What are you doing?**B:** I'm taking a shower. (pause)**M:** Is Mom happy or mad? (pause)**F:** What are you doing?**G:** I'm eating candy! I'm *not* eating healthy food!**M:** Is Mom happy or mad? (pause)**F:** What are you doing?**B:** I'm washing my hands. (pause)**M:** Is Mom happy or mad? (pause)**F:** What are you doing?**G:** I'm *not* combing my hair today! (pause)**M:** Is Mom happy or mad? (pause)**F:** What are you doing?**B:** I'm exercising! (pause)**M:** Is Mom happy or mad? (pause)**A31 SB Page 17, Pre-reading Practice****FN:** lion (pause) lollipop (pause) moon (pause) lamb**FN:** telephone (pause) tiger (pause) sun (pause)  
toothbrush**FN:** pencil (pause) fish (pause) pizza (pause)

police officer

**FN:** envelope (pause) egg (pause) elephant

(pause) dog

**A32 Unit 2 Little Book Are You OK?**

Page 1 Tina: Are you OK?

Paul: No, I am not. I want to play.

Page 2. Tina: Look at the ant.

Paul: Oh, I see it.

Page 3. Tina: Are you OK?

Paul: Yes, I'm amazed!

Page 4. Paul: Are you OK?

Josh and Anna: Yes, we're OK. Our ball  
is not!**A33 "Twenties Family Chant"****T:** What comes after number 19?

The Twenties Family!

Listen to the numbers now

And say them along with me.

**All:** 20, 21, 22, 23, 24, 25, 26, 27, 28, 29.

That's the Twenties Family!

**T:** Say 28. **C:** 28.**T:** Say 22. **C:** 22.**T:** Say 26. **C:** 26.**T:** Say 24. **C:** 24. The Twenties Family!**A34 SB page 21, Math****FN:** twenty (pause) twenty-one (pause) twenty-  
two (pause) twenty-three (pause) twenty-four  
(pause) twenty-five (pause) twenty-six (pause)  
twenty-seven (pause) twenty-eight (pause)  
twenty-nine (pause)**A35 "Shape Song"****C1:** Do you know me?

Listen carefully to the song.

I have two short sides

And two sides that are long.

Do you know me?

I am shaped like a door.

I bet you can guess what I am.

**C2:** Do you know me?

I'm a mountain so high.

Though I sit on the ground,

I reach up to the sky.

Do you know me?

If I have three sides,

I bet you can guess what I am.

**All:** Shapes and sizes, we have them all.

It doesn't matter if we're big or small.

Rectangles, triangles, circles, and squares.

We have all shapes and sizes.

And we are everywhere.

**C3:** Do you know me?

I am round like the sun.

I am shaped like a ball.

We can have lots of fun.

Do you know me?

Though I don't have any sides,

I bet you can guess what I am.

**C4:** Do you know me?

I'm a window in the hall.

I'm the shape of a box

And sometimes a wall.  
Do you know me?  
If I have four sides,  
I bet you can guess what I am.

**All:** (repeat chorus then final two lines)

## Unit 3, Home

### A36 Target Song “My House”

**T:** Good morning, children!  
It's time for Show and Tell!

**C:** May I go first, Teacher?  
I have something to tell!

**T:** Sure! Come here so everyone can see and hear you! (spoken)

**C:** I have a new house,  
But I don't live there yet. Here is a picture of it.

**T:** Wow, it looks great!  
Where are the bedrooms?

**C:** They are upstairs. Here is the hallway.  
And there are the stairs.

**T:** Where is the living room?

**C:** Here! Can you see?  
I can play and work here  
And also watch TV!  
I have a surprise to show you.  
In the yard! Can you see?  
A big tree with a tree house  
For my friends to play with me.

### A37 SB page 26, Vocabulary

**FN:** kitchen (pause) living room (pause) bedroom (pause) bathroom (pause)

### A38 SB page 26, Language

**G:** Where is Mom?

**M:** She is in the kitchen. (pause)

**G:** Where is Grandma? (pause)

**M:** She is in the living room. (pause)

**G:** Where is Baby? (pause)

**M:** He is in the bedroom. (pause)

**G:** Where is the cat? (pause)

**M:** It is in the bathroom. It is playing with some yarn! (pause)

### A39 SB page 27, Vocabulary

**FN:** hallway (pause) stairs (pause) closet (pause) dining room (pause)

### A40 SB page 27, Language

**B:** Where is Sister? (pause)

**F:** She is upstairs. She is in the hallway. (pause)

**B:** What is she doing? (pause)

**F:** She is playing with a ball. (pause)

**F:** Where is Baby? (pause)

**B:** He is on the stairs. (pause)

**F:** What is he doing? (pause)

**B:** He is crawling up the stairs! (pause)

**B:** Where is the cat? (pause)

**F:** It is in the closet. (pause)

**B:** What is it doing? (pause)

**F:** It is sleeping. (pause)

**G:** Where is Mom? (pause)

**B:** She is in the dining room. (pause)

**G:** What is she doing? (pause)

**B:** She is drinking water and talking to Grandma.

### A41 SB page 27, Language

**B:** Where is Dad? (pause)

**F:** He is upstairs. He is in the bedroom. (pause)

**B:** What is he doing? (pause)

**F:** He is reading. (pause)

**G:** Where is Brother? (pause)

**F:** He is in the living room. (pause)

**G:** What is he doing? (pause)

**F:** He is taking care of Baby! (pause)

**B:** Where is the dog? (pause)

**F:** It is in the kitchen. (pause)

**B:** What is it doing? (pause)

**B:** It is eating. (pause)

**B:** Where is Grandma? (pause)

**G:** She is in the dining room. (pause)

**B:** What is she doing? (pause)

**G:** She is eating and talking to Mom! (pause)

### A42 SB page 28, Vocabulary

**F1:** It is a bed. Where is the bed? (pause)

**F2:** It is in the bedroom. (pause)

**F1:** It is a stove. Where is the stove? (pause)

**F2:** It is in the kitchen. (pause)

**F1:** It is a sofa. Where is the sofa? (pause)

**F2:** It is in the living room. (pause)

**F1:** It is a sink. Where is the sink? (pause)

**F2:** It is in the bathroom. (pause)

### A43 SB page 28, Vocabulary

**FN:** Find the closet. Where is the closet?

**FN:** Find the lamp. Where is the lamp?

**FN:** Find the toilet. Where is the toilet?

**FN:** Find the fridge. Where is the fridge?

**FN:** Find the TV. Where is the TV?

### A44 SB page 29, Pre-reading Practice

**MN:** nurse (pause) nest (pause) nine (pause) lion

**MN:** cat (pause) banana (pause) cake (pause) car

**MN:** fish (pause) garden (pause) gate (pause) guitar

**MN:** ice cream (pause) iguana (pause) igloo (pause) truck

### A45 “Let’s Make Letters!”

Let's make letters with our bodies.

Get in small groups of four.

Some letters only need one child.

Other letters may need more!

Get ready, listen, think!

Then work together, please.

Put your hand up when you are ready—

Make the capital letter \_\_\_\_.

### A46 Unit 3 Little Book *Where Is Meg?*

Page 1. Pam: Hello, is Meg here?

Mom: Hello, Pam. Meg is in our living room.

Page 2. Pam: Meg, I'm here. Where are you?

Meg: I'm here. Find me!

Page 3. Pam: What are you doing?

Meg: I am cooking.

Page 4. Meg: I'm cooking in my kitchen.

Pam: In your living room? Oh!

### A47 “Thirties Family Chant”

**T:** What comes after number 29?

The Thirties Family! Listen to the numbers now

And say them along with me.



**All:** 30, 31, 32, 33, 34, 35, 36, 37, 38, 39.

That's the Thirties Family!

**T:** Say 32. **C:** 32.

**T:** Say 38. **C:** 38.

**T:** Say 33. **C:** 33. The Thirties Family!

### **A48 SB page 33, Math**

**MN:** thirty (pause) thirty-one (pause) thirty-two (pause) thirty-three (pause) thirty-four (pause) thirty-five (pause) thirty-six (pause) thirty-seven (pause) thirty-eight (pause) thirty-nine (pause)

### **A49 "Spider Web Song"**

In my garden, sometimes I see spider webs!  
Tiny ones. Bigger ones.  
Some up above my head! Spider webs are fragile.  
They glisten in the sun!  
They are just amazing things!  
They're different—every one.  
How does a spider spin? I don't know how.  
But, if I find out some day, then I'll tell you how.

## **Unit 4, Recycle**

### **A50 "Months of the Year"**

There are twelve months in a year.  
They are in this song.  
We can learn the names by singing along.  
January, February, March, April, May, June,  
July, August, September, October, November,  
December. (repeat)  
There are twelve months in a year.  
They are in this song.  
We just learned the names by singing along.

### **A51 Target Song "Recycling"**

**T:** What do you want to make  
With all these recycled things?  
What do you want to make?  
A boat or a crown for a king?  
**B1:** I want to make a telephone.  
**G1:** I want to make a mask.  
**B2:** I want to make a robot.  
**G1:** It's not a difficult task!

**C:** We need tape and boxes,  
Paper plates, and glue.  
We need paintbrushes and sticks.  
We need paint and string, too!

**C:** We need plastic bottles,  
Cans, and newspaper, too.  
We're using Grandma's buttons,  
And even an old shoe!

**C:** Let's hurry up and finish.  
We want to start to play!

**B1:** Hello, can you hear me  
On my telephone today?

**G2:** Hello, is Peter there?

**B1:** Hi! This is Peter.

**G2:** Hi Peter. It's Stephanie. (laughter)

### **A52 SB page 38, Vocabulary**

**FN:** tape (pause) paper plates (pause) boxes (pause) string (pause)

### **A53 SB page 38, Language**

**M:** What are you using? (pause)

**F:** I'm using tape. (pause)

**M:** What are you using? (pause)

**F:** I'm using paper plates. (pause)

**M:** What are you using? (pause)

**F:** I'm using boxes. (pause)

**M:** What are you using? (pause)

**F:** I'm using string. (pause)

### **A54 TE page T38, Conversation**

**G1:** What do you want to make?

**B1:** We want to make puppets. What do you want to make?

**G1:** We want to make a play house. What do you want to make?

**G2:** We want to make a robot!

### **A55 SB page 39, Vocabulary**

**FN:** paint (pause) paintbrushes (pause) sticks (pause) glue (pause)

### **A56 SB page 39, Language**

**F:** What do you need? (pause)

**M:** I need paint. (pause)

**F:** What do you need? (pause)

**M:** I need paintbrushes. (pause)

**F:** What do you need? (pause)

**M:** I need sticks. (pause)

**F:** What do you need? (pause)

**M:** I need glue. (pause)

### **A57 SB page 39, Language**

**F:** What are you making? (pause)

**G1:** We're making a duck. (pause)

**F:** What are you making? (pause)

**B:** We're making a cow. (pause)

**F:** What are you making? (pause)

**G2:** We're making a bunny. (pause)

**F:** Wow! That's great!

### **A58 SB page 40, Practice**

**G:** What are you making?

**B:** I'm making a piñata! It's for my birthday party.

**G:** That's exciting! What kind of piñata?

**B:** A teddy bear!

**G:** A teddy bear? How cute!

**B:** I'm making my piñata from recycled materials.

**G:** Really? What do you need to make a piñata?

**B:** I need plastic bottles for the legs and the nose.

**G:** Plastic bottles? Really? What else?

**B:** I need tape and newspaper. Oh! And I also need balloons! Two big balloons.

**G:** Balloons?

**B:** Yes, the balloons are for the teddy bear's head and body.

**G:** Oh! What else do you need?

**B:** I need brown paper.

**G:** Brown paper? For what?

**B:** To make the ears.

**G:** I see.

**B:** To decorate my piñata, I need paint.

**G:** Are you going to paint your bear brown?

**B:** Yes, brown and white!

**G:** Can I help you?

**B:** Sure!

### **A59 SB page 41, Pre-reading Practice**

**MN:** horse (pause) lion (pause) hen (pause) hat

**MN:** toothbrush (pause) rain (pause) ring (pause) rabbit

**MN:** barn (pause) banana (pause) baby (pause) pizza

**MN:** ox (pause) ostrich (pause) octopus (pause) eggs

### **A60 Unit 4 Little Book We Need Books!**

Page 1. Kids: Can you help us, Mom?  
Mom: Yes!

Page 2. Mom: We need books to hold the tent down.

Page 3. Mom: What else do you need?  
Dana: We need more books.

Page 4. Dana: Thanks, Mom! We love books.  
Mike: And flashlights!

### **A61 “Forties Family Chant”**

**T:** What comes after number 39?  
The Forties Family!  
Listen to the numbers in order  
And say them along with me.

**All:** 40, 41, 42, 43, 44, 45, 46, 47, 48, 49.  
That’s the Forties Family!

**T:** Say 44. **C:** 44.

**T:** Now say 41. **C:** 41.

**T:** Say 43. **C:** 43. The Forties Family!

### **A62 SB page 45, Math**

**MN:** forty (pause) forty-one (pause) forty-two (pause) forty-three (pause) forty-four (pause) forty-five (pause) forty-six (pause) forty-seven (pause) forty-eight (pause) forty-nine (pause)

### **A63 “Seeds Can Travel”**

I never knew that seeds could travel (*shake head*)  
When the wind gives them a push! (*push arms*)  
See them go, see them fly—(*flap arms like wings*)  
When the wind goes *Swoosh! Swoosh! Swoosh!*  
Did you know that there are trees—(*question gesture*)

With seeds that twirl around? (*twirl hands*)  
They spin and twirl like helicopters (*twirl hands*)  
Down, down, down to the ground!  
Nature is fun for everyone!

**MN:** This is the end of CD A.

### **CD B**

**N:** Class Audio CD B.

## **Unit 5, Eating Out**

### **B1 “At the Restaurant”**

What do you see at the restaurant?  
What do you see?

(repeat verse)

Waiter, waitress, menu, check!

That’s what I see at the restaurant.  
(chorus)

Do you see main dishes?

**C1:** Yes—fish and spaghetti.  
Do you see vegetables?

**C1:** Yes—salad and corn.  
Do you see fruit?

**C1:** Yes—apples and bananas.  
Do you see desserts?

**C1:** Yes—ice cream and cake!

### **B2 Target Song “Eating Out”**

**C1:** We’re going out to eat now,  
But I don’t know where!  
Let’s go to a restaurant!  
I’m hungry as a bear!

**M:** Is this your pizza? (spoken)

**C:** No, it isn’t. (spoken)

**C:** May I have a pizza, spaghetti, and cake?  
Is ice cream on the menu? I like ice cream!

**M:** Oh, for goodness sake! (spoken)

**C:** May I have watermelon,  
Milk, soup, and fish?  
A salad with carrots!  
Will this fit on my dish?

**M:** No! I’m sorry! You’re going to get sick!

**C:** I’m just kidding! Can’t you see?  
I want a big pizza. And I want it for me!

**C:** Waiter, may I have a pizza, a napkin, and a straw, please? (spoken)

**M:** Yes, of course you may! (spoken)

**C:** Thank you very much!

### **B3 SB page 50, Vocabulary**

**M2:** menus (pause) napkins (pause) water (pause) straws (pause)

### **B4 SB page 50, Language**

**M:** May I have a menu, please? (pause)

**F:** Yes, of course. (pause)

**M:** May I have napkins, please? (pause)

**F:** Yes, of course. (pause)

**M:** May I have water, please? (pause)

**F:** Yes, of course. (pause)

**M:** May I have a straw, please? (pause)

**F:** Yes, of course. (pause)

### **B5 SB page 51, Vocabulary**

**MN:** pizza (pause) spaghetti (pause) ice cream (pause) cake (pause)

### **B6 SB page 51, Language**

**F:** Is this your pizza? (pause)

**M:** Yes, it is. Thank you. (pause)

**F:** Is this your spaghetti? (pause)

**M:** No, it isn’t. (pause)

**F:** Is this your ice cream? (pause)

**M:** Yes, it is. Thank you. (pause)

**F:** Is this your cake? (pause)

**M:** No, it isn’t. May I have some ice cream, please? (pause)

**F:** Yes, of course. (pause)

### **B7 TE page T51, Conversation**

**B:** I’m very thirsty. May I have a glass of water, please?

**G:** Yes, of course. Here it is.

**B:** Thank you.

**G:** You’re welcome!

### **B8 SB page 52, Language**

**F:** Are you ready to order?

**M:** Yes, I am.

**F:** What do you want for the main dish: chicken or spaghetti?

**M:** I want chicken, please.

**F:** What do you want for the vegetable: corn or salad?

**M:** Corn, please.

**F:** What do you want to drink?  
**M:** What do you have?  
**F:** We have milk, juice, or water.  
**M:** I want milk, please.  
**F:** What do you want for dessert: ice cream or fruit salad?  
**M:** Let me think. I want fruit salad, please. (short pause) And ice cream, too!

### **B9 SB page 53, Pre-reading Practice**

**MN:** jacket (pause) jelly (pause) ball (pause) jump rope

**MN:** mouse (pause) key (pause) kite (pause) kangaroo

**MN:** dress (pause) nest (pause) dog (pause) doll

**MN:** under (pause) umbrella (pause) underwear (pause) hand

### **B10 “Values Are Important” (Part 2)**

When we work together,  
 We show friends that we share.  
 We don't learn just for teachers.  
 We learn because we care. (*open arms wide*)  
 Staying healthy is important.  
 Exercising every day! Caring for our planet  
 As we work and play.

### **B11 Unit 5 Little Book Lunch with Grandma**

Page 1. Grandma: May we have pizza, please?  
 Waiter: Yes, but wait.

Page 2. Grandma: May we have spaghetti, please?  
 Waiter: Yes, but wait.

Page 3. Grandma: May we have chicken, please?  
 Waiter: Yes, but wait.

Page 4. Grandpa: Surprise! Is this your food?  
 Kids: Wow! It's Grandpa!

### **B12 SB page 57, Math**

**FN:** fifty (pause) fifty-one (pause) fifty-two (pause) fifty-three (pause) fifty-four (pause) fifty-five

(pause) fifty-six (pause) fifty-seven (pause) fifty-eight (pause) fifty-nine (pause)

**FN:** sixty (pause) sixty-one (pause) sixty-two (pause) sixty-three (pause) sixty-four (pause) sixty-five (pause) sixty-six (pause) sixty-seven (pause) sixty-eight (pause) sixty-nine (pause)

## **Unit 6, Our Things**

### **B13 “Five Fingers”**

Clap your hands five times—  
 One, two, three, four, five! (*clap 5X*)  
 Stamp your feet five times—  
 One, two, three, four, five! (*stamp 5X*)  
 Wiggle five fingers. (*shake one hand*)  
 Wiggle five toes. (*shake one foot*)  
 Hop five times and wiggle your nose.  
 One, two, three, four, five! (*hop 5X*)  
 (repeat with increasing speed)

### **B14 Target Song “My Things”**

**C:** I can't find anything! It's time to go to school!  
 I'm looking for my backpack.  
 My tablet's missing, too.  
**C:** Mom, look on the stairs or under the chair.  
 Here is your cell phone, Mom.  
 My backpack is over there!  
**C:** But where is my tablet? Please don't hide!  
 Are you in my backpack?  
 Yes! My tablet is inside!  
**C:** What's this in my backpack?  
 It's dad's new necktie!  
 Here's Mom's ring and necklace!  
 Take them out! Oh, my!  
**C:** Phew! I'm finally ready.  
 I hear the school bus now.  
 No more things to look for.  
 I found everything somehow!

### **B15 SB page 62, Vocabulary**

**MN:** cell phone (pause) tablet (pause) laptop (pause) backpack (pause)

### **B16 SB page 62, Language**

**M:** What are you looking for? (pause)  
**F:** I'm looking for my cell phone. (pause)  
**M:** What are you looking for? (pause)  
**F:** I'm looking for my tablet. (pause)  
**M:** What are you looking for? (pause)  
**F:** I'm looking for my laptop. (pause)  
**M:** What are you looking for? (pause)  
**F:** I'm looking for my backpack. (pause)

### **B17 SB page 63, Vocabulary**

**M:** necktie (pause) ring (pause) necklace (pause) hat (pause)

### **B18 SB page 63, Language**

**M:** Where is my necktie? (pause)  
**F:** It's in the closet. (pause)  
**M:** Where is my ring? (pause)  
**F:** It's under the bed. (pause)  
**M:** Where is my necklace? (pause)  
**F:** It's above your bed. (pause)  
**M:** Where is my hat? (pause)  
**F:** I don't know. (pause) Oh, there it is! It's on your head! (pause)

### **B19 SB page 63, Vocabulary**

**M:** Oh no! Where is my cell phone? (pause)  
**F:** It's next to the lamp. (pause)  
**M:** Where is my computer? (pause)  
**F:** It's on the chair. (pause)  
**M:** Where is my backpack? (pause)  
**F:** It's behind the chair. (pause)  
**M:** Where is my tablet? (pause)  
**F:** It's on the bed. (pause)

### **B20 SB page 64, Language**

**F1:** Look! My diamond ring is big.  
**F2:** My diamond ring is bigger!  
**F1:** Wow! (long pause)  
**M2:** (FUNNY CLOWN VOICE) Look at my necktie.  
 My necktie is long.  
**M1:** (FUNNY CLOWN VOICE) Yes, it is. But look!  
 My necktie is longer!  
**M2:** (FUNNY CLOWN VOICE) Oh! What a loooong necktie! (long pause)

**B:** I have a new action figure.  
**G:** I have a new action figure, too.  
**B:** My action figure is tall. Look!  
**G:** He is tall. But my action figure is taller. Look!  
**B:** You're right. She is taller! (long pause)  
**B:** Beep, beep! My car is fast.  
**G:** Beep, beep! My car is faster! Bye-bye!  
**B:** Good-bye! (long pause)

### B21 TE page T64, Conversation

**G1:** Let's play dress-up!  
**G2:** Great idea!  
**G1:** Here are my dress-up clothes.  
**G2:** These clothes are really big!  
**G1:** They belong to my mother and father. They are both very tall.  
**G2:** Oh, I like this hat with flowers! Can I wear it?  
**G1:** Of course! I want to wear this big red hat.  
**G2:** Can I wear the purple shirt and the orange necktie?  
**G1:** Sure. I want to wear the pink dress. Oh! And I want to wear the rainbow necklace and the ring.  
**G2:** Here they are! Put them on. (pause) That necklace is really long!  
**G1:** It is! It almost touches my toes!  
**G2:** We look funny. Let's play!

### B22 SB page 65, Pre-reading Practice

**MN:** violin (pause) van (pause) vest (pause) lamp  
**MN:** queen (pause) quilt (pause) bear (pause) quiet  
**MN:** pen (pause) yo-yo (pause) yarn (pause) yogurt  
**MN:** watermelon (pause) peach (pause) window (pause) waiter

### B23 Unit 6 Little Book At the Store

Page 1. Salesclerk: What are you looking for?  
 Sarah: I'm looking for hats.  
 Page 2. Salesclerk: The hats are next to the sweaters.  
 Sarah: Thank you.  
 Page 3. Mom: I'm looking for my daughter.  
 Sarah: Here I am. I'm hungry.  
 Page 4. Sarah: What are you looking for?  
 Mom: I'm looking for a restaurant!

### B24 SB page 69, Math

**F1:** seventy (pause) seventy-one (pause)  
 seventy-two (pause) seventy-three (pause)  
 seventy-four (pause) seventy-five (pause)  
 seventy-six (pause) seventy-seven (pause)  
 seventy-eight (pause) seventy-nine (pause)  
**F2:** eighty (pause) eighty-one (pause) eighty-two (pause) eighty-three (pause) eighty-four (pause) eighty-five (pause) eighty-six (pause) eighty-seven (pause) eighty-eight (pause) eighty-nine (pause)

### B25 "My Crayon Box"

There are many colors in my crayon box. Red, yellow, blue!  
 Purple and pink, black and orange, too.  
 White, brown, and green. Some for me, some for you.  
 There are many colors in my crayon box.  
 Like a rainbow, you see.  
 There are many colors in my crayon box.  
 Come use them with me!

### B26 "Amazing Peacock"

Peacock! Peacock! Amazing peacock! (*strut*)  
 What fabulous feathers I see! (*shade eyes*)  
 So colorful, they shine and glisten. How can it be?  
 Peacock! Peacock! Amazing peacock! (*strut*)  
 I like your shiny head.  
 You have a wonderful tail. I love to watch it spread.  
 Thank you, thank you, thank you, nature—  
 For the wonders that we see! (*point to eyes*)  
 I love nature very much!  
 I'm as happy as can be! (*point to self*)

## Unit 7, Animals

### B27 Target Song "Animals Everywhere"

**C1:** Animals, animals, everywhere—  
 Wonderful animals to see.  
 Short ones, tall ones,  
 Big ones, small ones—  
 They're all amazing to me!  
**C1:** Do you see the zebras and the kangaroos?  
 Do you see the tall giraffes?  
 A treat for me and you!

**T:** Do you see the big seals?  
**C1:** Yes, I do. How cool! (spoken)  
**T:** What are the big seals doing?  
**C1:** They're swimming in the pool.  
**T:** Do you see the elephants?  
**C1:** Yes, I do. I see their trunks!  
**T:** What are the elephants doing?  
**C1:** Splashing water with their trunks!  
**T:** Do you see the lions?  
**C1:** No, no, no! No, I don't! (spoken)  
**T:** That sign says don't feed them!  
**C1:** No, no! No, I won't! (spoken)  
**T:** Do you see the monkeys?  
**C1:** How cute! Yes, I do!  
**T:** What are the monkeys doing?  
**C1:** They are looking right at you.

### B28 SB page 74, Vocabulary

**FN:** giraffe (pause) tiger (pause) kangaroo (pause) seal (pause)

### B29 SB page 74, Language

**M:** Do you see the giraffes? (pause)  
**F:** Yes, I do. They're tall! (pause)  
**M:** Do you see the tigers? (pause)  
**F:** Yes, I do. They're strong! (pause)  
**M:** Do you see the kangaroos? (pause)  
**F:** Yes, I do. They're fast! (pause)  
**M:** Do you see the seals? (pause)  
**F:** No, I don't. (short pause) Wait! Now I see them. The baby seal is cute!

### B30 SB page 75, Vocabulary

**FN:** zebra (pause) elephant (pause) lion (pause) monkey (pause)

### B31 SB page 75, Language

**M1:** What are the zebras doing? (pause)  
**M2:** They are running. Wow! They're fast! (pause)  
**M1:** What are the elephants doing? (pause)  
**M2:** They are drinking. They're thirsty. (pause)  
**M1:** What are the lions doing? (pause)  
**M2:** They are sleeping. They're tired. (pause)



**M1:** What are the monkeys doing? (pause)

**M2:** They are eating. They're hungry. Hey, look!  
That monkey is funny! (pause)

### **B32 SB page 76, Language**

**FN:** The zookeeper is very busy! He works hard all day long.

In the morning, he opens the zoo. (pause)

Then, he washes the elephants. (pause)

In the afternoon, he feeds the lions. They are very hungry! (pause)

In the afternoon, he also sweeps the monkey exhibit. (pause)

At night, he feeds the seals. He feeds them fish. (pause)

Then, he closes the zoo. It's late. Time to go home!

### **B33 TE page T76, Conversation**

**F:** What's your favorite zoo animal?

**G1:** Hmm... let me think. The monkeys. They are funny and make me laugh.

**B1:** I love the tigers. They are strong and beautiful!

**G2:** Tigers scare me! I don't like cats. I love the zebras. Their stripes are amazing to look at.

**B2:** Well, I love the seals. They swim so fast! They are very playful, too.

### **B34 SB page 77, Pre-reading Practice**

**FN:** x-ray (pause) fox (pause) box (pause) ax

**FN:** zebra (pause) zipper (pause) zoo (pause) zigzag

### **B35 "Values Are Important" (Part 3)**

We care for our pets, our parks, and gardens, too.

We also care for nature; we hope that you do, too!

Having values is important.

They show others that we care.

We care about our planet

And people everywhere! (*kids open arms wide*)

### **B36 Unit 7 Little Book At the Zoo**

Page 1. Emilio: Do you see the tigers?

Sofia: Yes, I do. Let's find the seals.

Page 2. Emilio: Do you see the seals?

Sofia: No, where are they?

Page 3. Emilio: Look down! What are they doing?

Sofia: They are swimming.

Page 4. Emilio: Do you see Mom and Dad?

Sofia: Yes! They are behind us.

### **B37 SB page 81, Math**

**MN:** ninety (pause) ninety-one (pause) ninety-two (pause) ninety-three (pause) ninety-four (pause) ninety-five (pause) ninety-six (pause) ninety-seven (pause) ninety-eight (pause) ninety-nine (pause) one hundred (pause)

### **B38 "I Can Count by Tens"**

I can count by tens! I can count by tens!  
10, 20, 30, 40, and 50.

I can count by tens! I can count by tens!  
60, 70, 80, 90, and 100.

I did it! Good for me! Let's try again!

10, 20, 30, 40, 50,  
60, 70, 80, 90, and 100!

## **Unit 8, Places**

### **B39 Target Song "Places"**

**B:** It's the weekend—time for fun!

What do you want to do?

**G:** I want to go jogging and swimming

And walking along a trail, too.

**G:** It's the weekend—time for fun!

What do you want to do?

**B:** I want to go hiking and camping.

I want to go fishing, too.

**G:** Good for you. Sounds like fun!

Now, where do you want to go?

To the mountains or to a lake?

To a beach? Do you know?

**B:** I want to be outdoors, camping!

I want to be outdoors all day,

Sleep in a tent near a campfire,

Enjoy nature. Yes! Hooray!

### **B40 SB page 86, Vocabulary**

**FN:** beach (pause) mountains (pause) lake (pause) stream (pause)

### **B41 SB page 86, Language**

**F:** Where do you want to go? (pause)

**M:** I want to go to the beach. (pause)

**F:** Where do you want to go? (pause)

**M:** I want to go to the mountains. (pause)

**F:** Where do you want to go? (pause)

**M:** I want to go to the lake. (pause)

**F:** Where do you want to go? (pause)

**M:** I want to go to the stream. (pause)

### **B42 "Weather Song"**

Sometimes it is cold. Sometimes it is hot.

Sometimes it is rainy. Sometimes it is not.

Sometimes it is windy,

And things blow and blow!

What is the weather like?

Let's go outside, and we'll know.

### **B43 SB page 87, Vocabulary**

**FN:** camping (pause) hiking (pause) fishing (pause) jogging (pause)

### **B44 SB page 87, Language**

**M:** What can we do? (pause)

**F:** Let's go camping. (pause)

**M:** What can we do? (pause)

**F:** Let's go hiking. (pause)

**M:** What can we do? (pause)

**F:** Let's go fishing. (pause)

**M:** What can we do? (pause)

**F:** Let's go jogging. (pause)

### **B45 SB page 88, Language**

**B1:** Let's plan our trip for this weekend.

**B2:** Great! Do you have any ideas?

**B1:** Yes! First, we can go hiking.

**B2:** Where do you want to go?

**B1:** Let's go hiking in the mountains.

**B2:** That sounds great! Then, what can we do?

**B1:** Then, we can go swimming. We can swim in a stream.

**B2:** Good thinking! And after that?

**B1:** Last, we can build a campfire and roast marshmallows.

**B2:** Mmmm... I love roasted marshmallows. That's the best idea of all!

#### **B46 TE page T88, Conversation**

**B:** Hi, Kylie.

**G:** Hi, Ray.

**B:** What are you doing on Saturday?

**G:** We are going to the lake. We're going fishing!

**B:** Wow! That sounds like fun!

**G:** Do you want to come with us?

**B:** Sure, thanks!

**G:** Let's meet at my house on Saturday morning.

**B:** OK. See you then. Bye!

**G:** Bye!

#### **B47 Unit 8 Little Book *Camping***

Page 1. Dad: What do you want to do?

Zoe: I want to go hiking!

Page 2. Dad: Look, a stream!

Zoe: I see birds and butterflies.

Page 3. Zoe: What's THAT? I'm scared!

Page 4. Dad: It's a bird!

Zoe: Wow! I want to see it.

#### **B48 SB page 93, Math**

**B:** What time is it?

**F1:** It's 7 o'clock. Time to get up!

**B:** What time is it?

**F2:** It's 9 o'clock. Time to start school!

**B:** What time is it?

**F2:** It's 11 o'clock. Time to eat lunch!

**B:** What time is it?

**M:** It's 2 o'clock. Time to go home!

**B:** What time is it?

**F1:** It's 6 o'clock. Time to eat dinner!

**B:** What time is it?

**F1:** It's 8 o'clock. Time to go to bed!

#### **B49 "Caterpillars and Butterflies"**

**C1:** Caterpillars creep and crawl.

They eat green leaves, big and small.

AMAZING CATERPILLAR! (repeat)

Caterpillars work and play,

And love the Earth night and day.

AMAZING CATERPILLAR! (repeat)

Caterpillars make cocoons.

They change so much.

You'll find out soon.

AMAZING CATERPILLAR! (repeat)

**MN:** Oh, my goodness! Look at that. (spoken quietly)

The cocoon is moving. Shhhh! Something in there is moving... Look at that! I think it wants to get out.

**C1:** Butterflies stretch and fly—

Over the grass,

Into the sky.

AMAZING BUTTERFLY! (repeat)

Butterflies live and grow

In our world

That we love so.

AMAZING BUTTERFLY! (repeat)

Butterflies find their way,

Just like us

Every day.

WE ARE AMAZING, TOO!

AMAZING ME AND YOU.

### **Unit 9, Show Time!**

#### **B50 "Show Time"**

We are growing, growing, growing.

We are stars, and we shine.

We are learning lots of English.

Come and see. It's Show Time!

In our show you will find out

What we have learned this year.

We have much to talk about.

We'd like you to see and hear.

It's been fun to work together

With our teacher and our friends.

Please sit down to see our show.

Our learning never ends!

We are growing, growing, growing.

We are stars, and we shine.

We are learning lots of English.

Come and see. It's Show Time!

We are learning lots of English.

Come and see. It's Show Time!

**FN:** This is the end of CD B.

# MENU

**Main Dishes**

**Drinks**

**Vegetables**

**Dessert**







Dear

We are learning about school workers this month. We need to practice saying sentences like these:

*Who is he? He is the music teacher.*

We need to practice using these words:

*principal, secretary, English teacher, music teacher, gym teacher, janitor, gatekeeper, bus driver*

Can you also help me practice these things?

1. Counting to 19
2. Counting sets of 10
3. Finding the letters *F/f, S/s, M/m, and A/a*
4. Demonstrating or talking about the value: respecting others

I love showing you what I'm learning.

Thank you for helping me practice English!

**To the Teacher:** Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about feelings this month. We need to practice saying sentences like these:

*Are you OK? Yes, I am. I'm amazed! No, I am not. I am sad.*

We need to practice using these words:

*amazed, happy, sad, sleepy, excited, mad, scared, sick*

Can you also help me practice these things?

1. Counting to 29
2. Counting sets of 10 (up to 20)
3. Finding and tracing the letters *L/l*, *T/t*, *P/p*, and *E/e*
4. Demonstrating or talking about the value: staying healthy

I love showing you what I'm learning.

Thank you for helping me practice English!

**To the Teacher:** Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about our home this month. We need to practice saying sentences like these:

*Where is Sister? She is in the hallway. What is she doing? She is playing with a ball.*

We need to practice using these words:

*kitchen, living room, bedroom, bathroom, hallway, stairs, closet, dining room*

Can you also help me practice these things?

1. Counting to 39
2. Counting sets of 10 (up to 30)
3. Finding and tracing the letters *N/n, C/c, G/g, and I/i*
4. Demonstrating or talking about the value:  
respecting differences

I love showing you what I'm learning!

Thank you for helping me practice English!

**To the Teacher:** Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about recycling this month. We need to practice saying sentences like these:  
*What are you using? I'm using tape. What do you need? I need glue. What are you making?*  
*We're making a duck.*

We need to practice using these words:

*tape, paper plates, boxes, string, paint, paintbrushes, sticks, glue*

Can you also help me practice these things?

1. Counting to 49
2. Counting sets of 10 (up to 40)
3. Finding and tracing the letters *H/h, R/r, B/b, and O/o*
4. Demonstrating or talking about the value:  
not wasting things

I love showing you what I'm learning.

Thank you for helping me practice English!

**To the Teacher:** Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.







Dear

We are learning about eating out this month. We need to practice saying sentences like these:

*May I have a menu, please? Yes, of course. Is this your pizza? Yes, it is./No, it isn't.*

We need to practice using these words:

*menus, napkins, water, straws, pizza, spaghetti, ice cream, cake*

Can you also help me practice these things?

1. Counting to 69
2. Counting sets of 10 (up to 60)
3. Finding and tracing the letters *J/j, K/k, D/d, and U/u*
4. Demonstrating or talking about the value:  
helping each other

I love showing you what I'm learning!

Thank you for helping me practice English!

**To the Teacher:** Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about our belongings this month. We need to practice saying sentences like these:  
*What are you looking for? I'm looking for my cell phone. Where is my necklace. I don't know. It's above your bed.*

We need to practice using these words:

*cell phone, tablet, laptop, backpack, necktie, ring, necklace, hat*

Can you also help me practice these things?

1. Counting to 89
2. Counting sets of 10 (up to 80)
3. Finding the letters V/v, Q/q, Y/y, and W/w
4. Demonstrating or talking about the value: being neat

I love showing you what I'm learning.

Thank you for helping me practice English!

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**To the Teacher:** Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about zoo animals this month. We need to practice saying sentences like these:

*Do you see the kangaroos? Yes, I do. They're fast! What are the monkeys doing? They are eating. They're hungry!*

We need to practice using these words:

*giraffe, tiger, kangaroo, seal, zebra, elephant, lion, monkey*

Can you also help me practice these things?

1. Counting to 100
2. Counting sets of 10 (up to 100)
3. Finding the letters X/x and Z/z
4. Demonstrating or talking about the value: working as a team

I love showing you what I'm learning.

Thank you for helping me practice English!

**To the Teacher:** Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about places this month. We need to practice saying sentences like these:

*Where do you want to go? I want to go to the mountains. What can we do? Let's go hiking.*

We need to practice using these words:

*beach, mountains, lake, stream, camping, hiking, fishing, jogging*

Can you also help me practice these things?

1. Telling time (o'clock)
2. Reviewing the letters A/a through Z/z
3. Demonstrating or talking about the value: sharing

I love showing you what I'm learning.

Thank you for helping me practice English!

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**To the Teacher:** Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.







Please come to our show!

\_\_\_\_\_

Date

\_\_\_\_\_

Time

\_\_\_\_\_

Place

\_\_\_\_\_

Name

