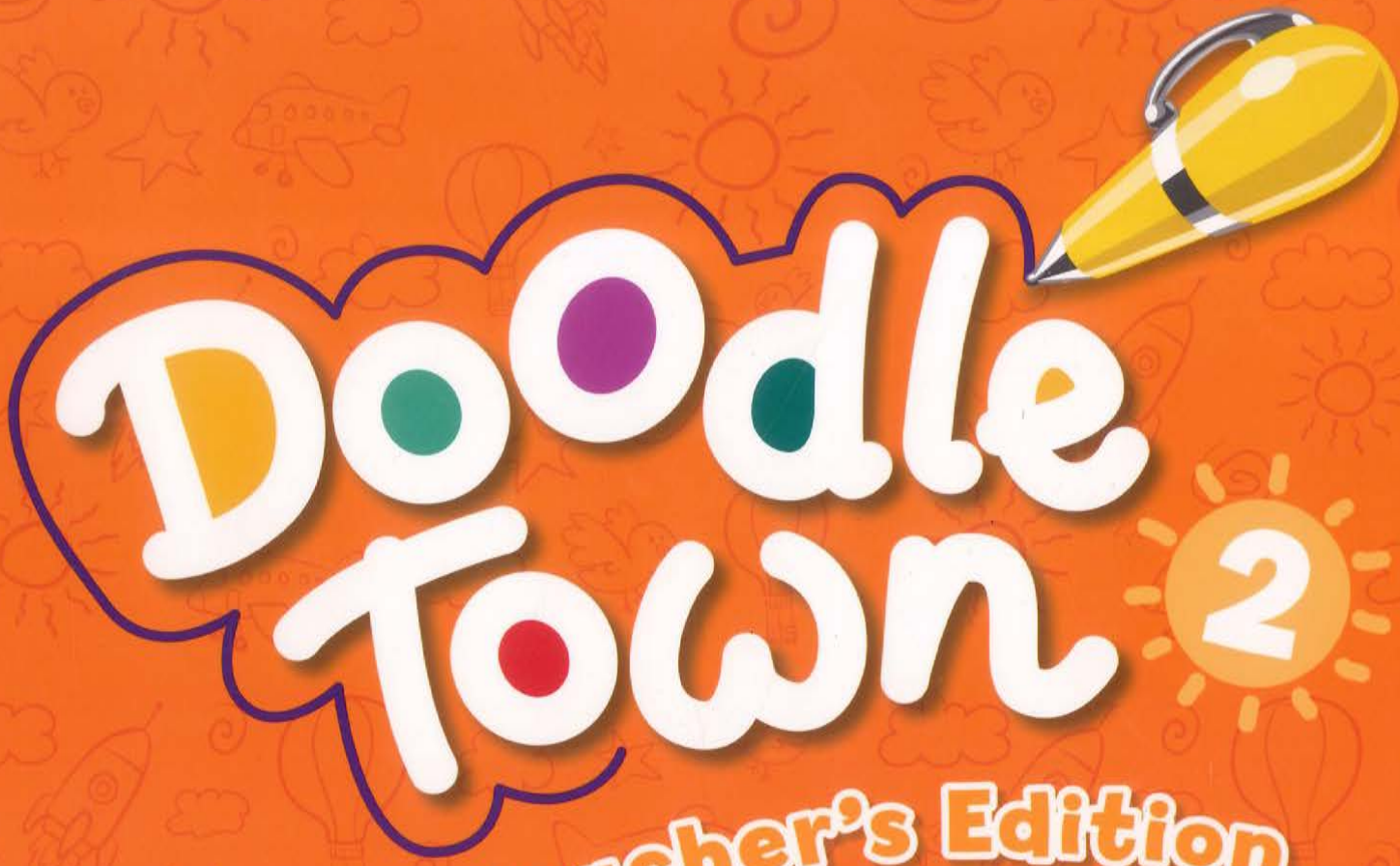

Teacher's Edition

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Mary Roulston

Doodle Town 2

Teacher's Edition

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Introduction to Doodle Town

Dear Teacher,

You are about to enter the exciting new world of *Doodle Town*! The four *Doodle Town* characters—Meg, her older brother Gus, their friend Kit, and Doodle Bunny—will take you and your class on a journey of discovery. The children will explore English through music, movement, dialogs, stories, values, and creative thinking. They will also be exposed to a rich variety of subject-based content based on the US English Language Arts and Math Common Core State Standards adapted for prekindergarten.

Doodle Town is designed to support you and your class across the key areas of preschool development.

Language

Doodle Town is a **language-rich** program, which supports children to develop listening comprehension and **oral skills**. Children are encouraged to repeat and then practice language to express their own ideas. As the program progresses, they are presented with a variety of grammar structures and vocabulary, since research has found that preschoolers with a larger vocabulary have a greater chance of **academic success** once they start school.

In Level 2, the children will:

- learn the names of familiar objects, animals, actions, food, places, and weather
- learn the names of ten colors and four shapes
- talk about pictures and answer questions, such as *What do you see?*
- role-play dialogs and stories
- rehearse and perform an end-of-year play

Literacy

In Level 2, the children begin to recognize letters and associate them with their sounds as part of the early literacy program. Phonological chants in the Phonics Fun lessons help them practice specific sounds such as the /t/ sound in *table* and *toys*. Children also begin to read simple words, blending and segmenting the sounds. The children also learn **narrative skills** through fiction and nonfiction texts, fulfilling recommendations made by the Common Core Standards for Arts and Literacy.

In Level 2, the children will:

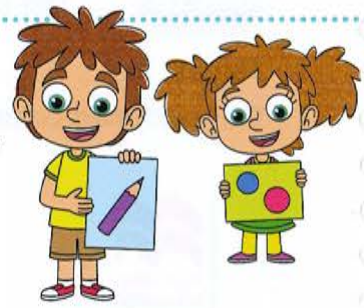
- practice and identify letters and sounds: /t/, /k/, /s/, /d/, /a/, /h/, /n/, /p/, /m/
- practice tracing lower- and uppercase letters and simple words
- become aware of print in both fiction and nonfiction stories
- follow text from left to right and top to bottom across a page
- act out stories
- begin to read simple sentences using the Pocket Chart
- create new verses for songs using the Pocket Chart

Math

In Level 2, the children practice counting in English through dedicated Let's Count lessons. They also begin to understand the concept of addition, solving simple sums.

In Level 2, the children will:

- count to 20 in English
- understand one-to-one correspondence
- begin simple addition
- trace numbers



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Cognitive Development

Doodle Town provides children with numerous opportunities to develop higher-order thinking skills. These include **predicting, classifying,** and **problem solving**. A "Think!" feature in the teaching notes introduces open-ended questions and activities for critical thinking.

In Level 2, the children will:

- identify the missing parts of objects/animals
- classify by attributes, such as animals with or without wings
- predict what will happen in a story
- recognize and continue patterns and sequences
- identify items they need in certain situations, such as when it's cold

Physical Development

Doodle Town provides children with opportunities to develop both **gross** and **fine motor skills**, alongside **hand-eye coordination**. There are many activities designed to help children develop these skills in the Student Book, in the Activity Book, and through the Learning Centers.

In Level 2, the children will:

- trace letters, numbers, lines, shapes, and paths
- use tools—such as crayons, pencils, and scissors—with increasing confidence
- develop their ability to change position, speed, and direction in a controlled manner and develop spatial awareness through action games and songs
- develop static and dynamic balance by standing on one foot and hopping
- develop bilateral coordination through activities that require the left and right sides of the body to operate together, such as manipulating clay

Creative Development

Drawing and doodling allow young children to express emotions, experience autonomy, and build confidence. The creation of a drawing involves all of the child's past and present experiences and gives the child a way to document his/her thoughts. For young children, it engages the mind and, when used in a **communicative** and **collaborative** manner, helps them understand and define words, make **cognitive connections** between different objects, and develop greater **narrative** and **communication skills**. *Doodle Town* encourages communication and creative thought processes through the colorful doodle artwork in the Let's Talk lesson and by encouraging children to draw as they learn.

In Level 2, the children will:

- draw pictures of key vocabulary items into scenes
- identify and complete drawings with missing elements
- draw pictures of themselves and friends doing activities
- draw pictures of themselves in imaginary situations
- draw objects they collect
- create pictures using cutout shapes
- play a drawing game to create imaginary characters

Socioemotional Development

Doodle Town aims to develop well-rounded, confident individuals, and **values** are at the heart of the course. One value is introduced in each of the first nine units. These values are highlighted in one particular lesson in both the Student and Activity Books and can be discussed in class and at home. In Level 2, value lessons are linked to inclusion, kindness, family appreciation, nature appreciation, politeness, and cooperation. Each values page is clearly marked with a values icon and includes a Values Song.

In Level 2, the children will:

- recognize different emotions in themselves and others
- talk about things they do with their families
- learn to say *please* and *thank you*
- learn to offer things and accept offers politely
- work collaboratively on projects
- learn to respect differences and take turns
- understand the importance of water in our lives
- learn to appreciate and enjoy books

Doodle Town provides the tools for you to create a rich environment where children can thrive and become inquisitive, happy, independent individuals and confident language learners.

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Level 2 Scope and Sequence

Vocabulary	Language Structures	Early Literacy
Unit 1 School is Cool! *marker, pencil, picture, book, tape, new, paint, paintbrush, purple, pink, blue, boat, water, T-shirt, journal, backpack, jacket, orange, green, favorite, red, table, toys, turtle, tape, sing, letter, crayons*, letter names, numbers 1–5 *Math: graph*	*Is this your (marker)? Yes. Thanks! What do you see? I see (purple) (paint). How are you? What color is your (journal)? It's (orange). How many children like (red)? What's your favorite color? We take turns with the (toys). Who is (she)? How old is (she)? She's (five). How old are you? I'm (four). I see (one) (pencil). How many pencils do you see?*	Recognizing, tracing, and writing *T* and *t*; recognizing words and letters; reading rebus sentences; writing your name
Unit 2 My Five Senses *see, hear, feel, smell, taste, bird, grass, flower, banana, cymbals, flute, drum, tap, listen, tree, ball, rectangle, triangle, circle, big, little, lime, soap, tea, scratch, sticker, computer, cake, car, cow, count, cookie, candy, egg, taste, sweet, hands, feel, wall, rope, elephant, trunk, side, leg, tail, cute, tree, creeping, coconut, caterpillar, sneeze*, number 0 *Science: same*	*What can you (hear)? I can (hear) a (bird). Use your (eyes). What shape can you see? A (rectangle). Is it little or big? It's big. Are they the same? Yes, they are. / No, they aren't. (Count) the (cars). Taste the (cookie). Is it sweet? Yes, it is. / No, it isn't. Use your hands to feel. What does it feel like? It feels like a (wall).*	Recognizing, tracing, and writing *C* and *c*; recognizing words and letters; reading speech bubbles
Unit 3 At Home *kitchen, living room, bedroom, bathroom, house, Mom, Dad, Grandma, family, floor, window, sisters, play, swim, read, run, dance, brother, build, apartment, box, knee, elbow, shoulder, head, soap, sink, sofa, sing, beds, lamps, bears, bathtub, elephant, swim, work, go shopping, help, play music, fly kites, children, paper dolls, boys, girls, together*, numbers 6–10 *Math: record, height*	*Where are (you)? Where is (Mom)? She is in the (kitchen). They are in the (bedroom). What do you like to do? I like to (play). I like to (swim) with my (brother). Where do you live? How tall is it? It's as tall as my (elbow). Sing a song. Wash your hands. There is (one elephant). How many (beds) are there? There are two (beds). How many?*	Recognizing, tracing, and writing *S* and *s*; recognizing words and letters; reading captions
Unit 4 Animal Fun *bat, mouse, bee, owl, lizard, sky, ground, wings, chick, puppy, rabbit, spots, stripes, tail, nice, fun, hide, gray, brown, leaf, frog, rock, log, dog, duck, doll, dish, snake, butterfly, fish, animal, hen, farmer, pen*, numbers 11–12 *Science: camouflage*	*(A) (bat) has wings. A (mouse) doesn't have wings. It can fly. It can't fly. Which animals have wings? (Chicks) have wings. (Rabbits) don't have wings. I like it! I like you. A (gray) frog can hide on a (rock). I can dance with a (doll). Does a rabbit have (ears)? Yes, it does. / No, it doesn't. Farmer Ben has (twelve) hens.*	Recognizing, tracing, and writing *D* and *d*; recognizing words and letters; reading and listening to a factual text
Unit 5 Healthy Kids *pears, plums, mangos, carrots, peppers, tomatoes, vegetables, fruit, eat, cucumbers, chicken, rice, salad, foot, elbow, crab, stand, walk, apple, alphabet, ant, alligator, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, pizza, burger, beans and rice, ice cream, ride our bikes, run, go for a walk, swim in the pool, healthy, more*, numbers 13–14 *PE: balance*	*Does (he) like (pears)? Yes, (he) does. / No, (he) doesn't. (She) likes (pears). They like vegetables. What does (he) like to eat? (He) likes to eat (tomatoes). Would you like some (chicken)? Yes, please. / No, thank you. Please pass the (chicken). Thank you very much. Stand on one foot. Walk like a (crab). Put your (elbow) on your (foot). Can (you) do it? Yes, (I) can. / No, (I) can't. Auntie Ann likes (apples). Today is (Sunday). On (Sunday), we eat (salad).*	Recognizing, tracing and writing *A* and *a*; recognizing words and letters; reading and listening to a factual text

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Level 2 Scope and Sequence

Vocabulary	Language Structures	Early Literacy
Unit 6 Collections *small, old, new, long, short, shells, different, same, collection, plane, helicopter, rocket, hat, hand, cat, Dad, sad, smaller, bigger, tiny, gold, ring, a beautiful thing, marble, silver*, number 15 *Math: measure*	*This car is (big). These cars are (small). Which shells are the same? What's that? This is a (big) (blue) (plane). How long is it? My backpack is (three) crayons long. Dad has a hat. Which (hat) is (bigger)? This one. I can't get my ring. I'm too big. Are you sad? I can try.*	Recognizing, tracing, and writing *H* and *h*; recognizing words and letters; tracing words; word blending; reading and listening to a story
Unit 7 Day and Night *eggs, pancakes, yogurt, cereal, bread, eat, breakfast, morning, lunch, lunchbox, sandwich, milk, happy, tired, silly, angry, day, bear, night, nine, nuts, nose, sand, good night, moon, pajamas, nightgown, hug, town, upstairs, downstairs, knocking, calling, lock, eight o'clock, running, hopping, walking, dancing, stars, shining*, numbers 16–17 *Science: nocturnal*	*Good morning. It's time for (breakfast). What are you eating? I'm eating (pancakes). We're eating (eggs). What is she (eating)? She's (eating) (a sandwich). How are you feeling today? I'm (tired). The (bat) is sleeping. The (bear) is not sleeping. The (bear) is awake. These animals are awake. They're wearing pajamas. She's wearing a nightgown. What (are) the (brothers) doing? They're brushing their teeth. She's combing her hair. We're putting on our pajamas. Wee Willie Winkie is (running) through the town.*	Recognizing, tracing, and writing *N* and *n*; recognizing words and letters; tracing words; word blending; reading and listening to a story rhyme
Unit 8 Our Community *library, park, airport, toy store, pool, game, puppet, fire station, fire fighter, truck, next to, under, between, pizza shop, police station, bakery, school, hospital, teacher, doctor, pilot, police officer, pan, tap, pat, reading, swimming, playing games, sharing, listening, using the computer, getting books, take care of, pizza*, numbers 18–19 *Social Studies: professions, workplaces*	*Where are (you) going? (I'm) going to the (library). Where is (she) going? (She) is going to the (pool). Where are they going? They're going to the (airport). The (fire station) is (under) the (doll). Which toy does he want? (He) wants a (game). What do you want? I want a (truck). Where is the (bakery)? It's next to the (police station). The (police station) is between the (pizza shop) and the (bakery). I want to be a (teacher). A (teacher) works in a (school). I love (reading) at the (library). We love (going to the library). We take care of our (books).*	Recognizing, tracing, and writing *P* and *p*; recognizing words and letters; tracing words; word blending; reading and listening to a factual text
Unit 9 Rainy Day *rainy, windy, sunny, snowy, cloudy, umbrella, bench, puddle, rain, boots, jump, make a puppet, watch TV, play a game, weather, man, moon, map, Sam, app, mittens, sunglasses, wonderful, living things, plants, animals, people, raindrops*, number 20 *Science/Math: chart*	*What's the weather like today? It's (cloudy). It's a (rainy) day today. The rain falls on our (umbrella). What do you want to do? I want to (make a puppet). What does (he) need? What do (you) need? He needs (a jacket). I need (mittens). We all need (water).*	Recognizing, tracing, and writing *M* and *m*; recognizing words and letters; tracing words; word blending; reading and listening to a factual text
Unit 10 The Gift *gift, food, carrot, lucky, give, crow, leave, door, basket, berries*	*It's our lucky day. We can (show we care).*	Reading rebus sentences; reading and listening to a story; reading aloud; making a story map

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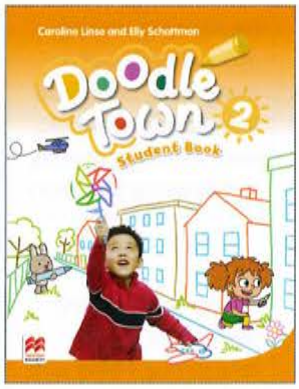
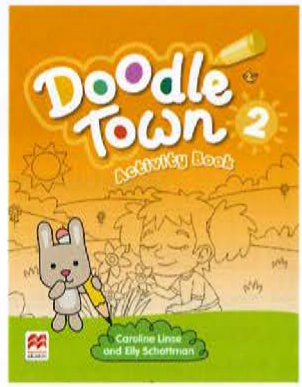
Component Overview

What's in *Doodle Town* for Students?

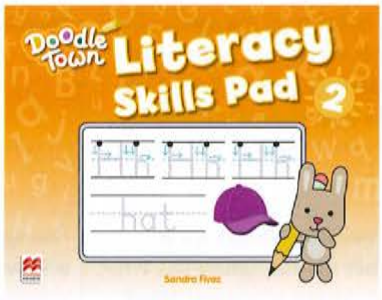


Student Book (SB): There are nine units, each containing ten lessons, plus midyear and end-of year reviews. Unit 10 presents an engaging play for children to perform at the end of the year. Lovable characters model the key language and lesson activities through real-world dialogs in an engaging, age-appropriate way. In each unit, children are introduced to letters, numbers, and values.

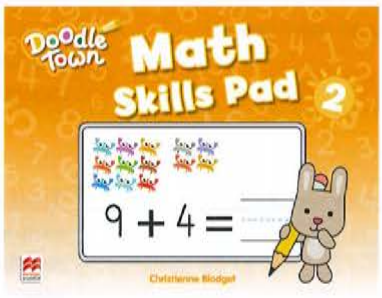


Activity Book (AB): Practices and consolidates the language, values, and concepts introduced in the SB. Children practice fine motor skills essential for developing early writing.

The **Student Practice Kit** contains all the songs and videos from the course, as well as fun games to practice the key language from Level 2. Parents can access and download this material using the code printed in the inside front cover of the SB.



Literacy Skills Pad (LSP): Practices six important areas of early literacy: fine motor skills, auditory and visual discrimination, letter-sound correspondence, early reading, and word blending. In Level 2, the children trace and draw upper- and lowercase letters and simple words. They also begin to read simple words through blending sounds.



Math Skills Pad (MSP): Contains activities that practice fine motor skills, recognizing and writing numbers, counting and ordering numbers, and simple addition. Level 2 focuses on counting 1 to 20 objects, recognizing and writing numerals, and learning number names. Children also begin to understand addition and to solve simple sums.

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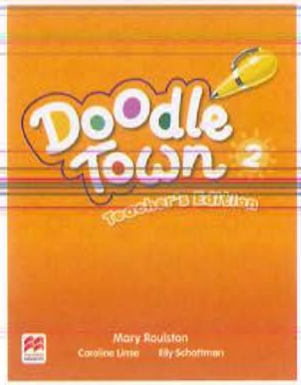
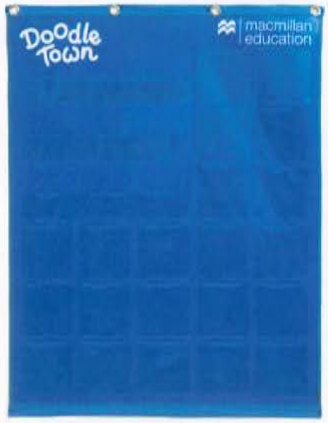
What's in *Doodle Town* for Teachers?



Teacher's Edition (TE): Includes a four-page overview at the start of each unit for class planning and Learning Center activities. The interleaved teaching notes provide before-, with-, and after-the-page support for each lesson, audio scripts, and ideas for using the Pocket Chart to develop literacy. The TE also offers assessment support for midyear and end-of-year reviews.

The Doodle Bunny hand puppet has a moveable mouth and arms can be used for encouraging creativity and critical thinking in class. **Cutout puppets of Meg and Gus** are at the back of the TE and can be glued onto craft sticks or plastic forks to model dialogs in class.

Presentation Kit (PK): Includes page-faithful versions of the SB and AB that can be used with both a projector and an interactive whiteboard. The PK also features vocabulary games, class audio, animated videos, and digital Photo Cards. It can be accessed and downloaded using the code printed in the inside cover of the TE.



The **Pocket Chart** can be used to help children develop thinking skills and creativity by giving them a framework to make their original verses for songs. The chart is also perfect for cognitive games that develop matching and memory skills.

Teacher's Resource Center (TRC): Provides a range of downloadable materials for the classroom and beyond, including Print and Play Pictures of key vocabulary that may be used for games with the Pocket Chart and Print and Play Templates for classroom activities. The TRC also provides all the Class Audio as downloadable mp3 files.

Photo Cards show the key vocabulary in Lessons 1 and 2 and can be used with the Pocket Chart to develop early language and literacy.

Posters: Feature scenes from the SB for reviewing key language. An additional literacy poster can be used to review the alphabet and to support the development of phonological awareness and early literacy.

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Component Overview

About the Student Book

Lesson 1: Language Presentation

Children learn five new words related to the unit theme.

Children listen to a character dialog, then repeat, practicing the new vocabulary.

Children sing a Language Presentation Song.

Lesson 2: Think and Doodle

Children look at a photo and answer a guiding question designed to help them talk about what they see and think. They doodle an item of key vocabulary into the scene.

Children review the Language Presentation song, or sing a new song, and then collaborate to create a new verse.

Lesson 3: Project Talk

Children learn three new words related to the unit theme. They listen to and repeat a dialog and place stickers on the page.

Children do a project, making something, then use it to act out and personalize the dialog.

The Values Song is a floating feature in every unit of the Student Book. The children sing a song related to the unit value and the teacher leads a discussion.

Lesson 4: Let's Explore

Children are introduced to content language integrated learning (CLIL) through a project or experiment.

Children document the outcome of their experiment or answer a personalization question.

The running footers include subject specific language that the teacher can use within the class.

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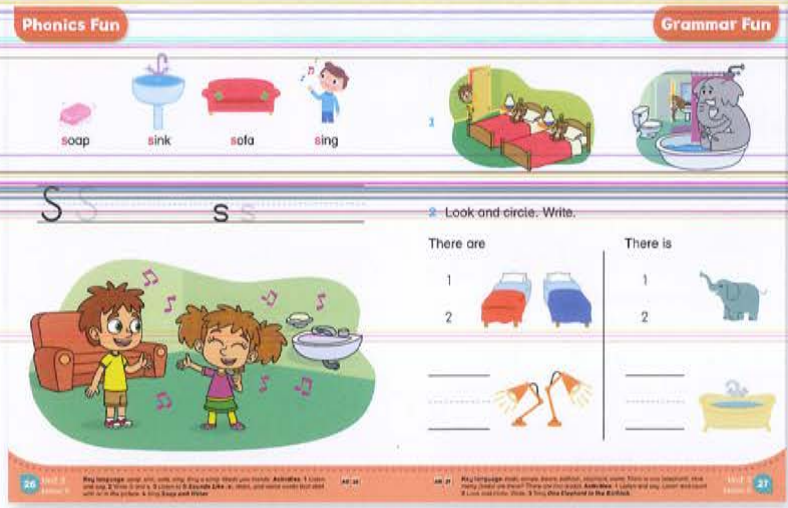
Lesson 5: Phonics Fun

Children are introduced to a new letter of the alphabet, and its associated sound, each unit. They trace and copy the letter in both upper- and lowercase forms.

Children identify objects that start with the letter and practice pronunciation and recognition of the sound through a chant.



Lesson 6: Grammar Fun

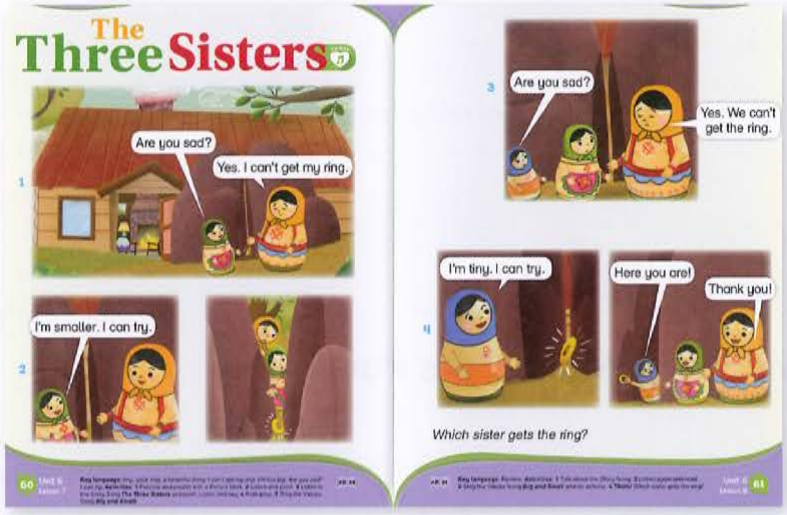
Children are introduced to a language structure through a realistic, authentic situation.

They sing a song that illustrates and practices the structure.

Lesson 7: Reading

Children explore a fiction or nonfiction text.

Children do a prediction activity, listen to a reading, and sing the Story Song or a Values Song.



Lesson 8: Reading

Children revisit the reading text. They look at the pictures, point, and say the story. Then, they sing the Story Song or Values Song again. Finally, they are encouraged to think about and personalize an element of the story.

Lesson 9: Let's Count

Children practice numeracy through number presentation, counting, one-to-one correspondence, and tracing and drawing activities.

In later units, children begin to learn addition and to solve simple sums.

Lesson 10: Let's Check

Lesson 10 reviews the key language learned in the unit. The children listen and circle the correct image.

Children point to key vocabulary items and say the words. They check the words they can say. In this way children begin to assess their own learning.

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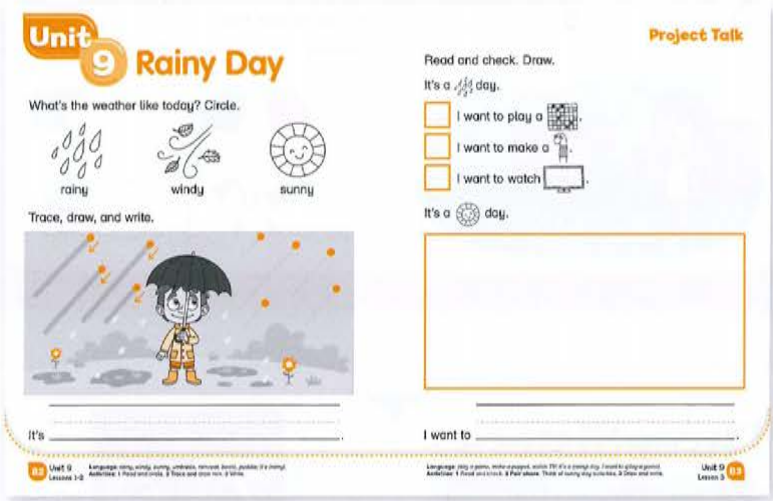
Component Overview

About the Activity Book

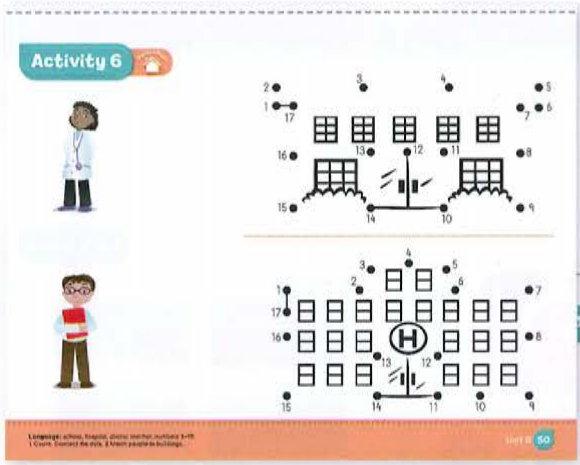
Activities review key language, while developing a range of psychomotor skills.



Value and subject concepts introduced in the SB are developed further in the Activity Book.

About the Literacy and Math Skills Pads

These workbooks are designed to develop early literacy and numeracy skills. They build on the work done in the SB, extending it and providing further practice. They are especially appropriate for schools wishing to boost literacy and numeracy-based competencies.



Pages are perforated so they can be removed easily for classroom display.

Parent Page activities at the end of each unit have been designed to support the home-school connection. Children can either do the activities at home with their family or complete them in class and take the pages home to showcase their learning.

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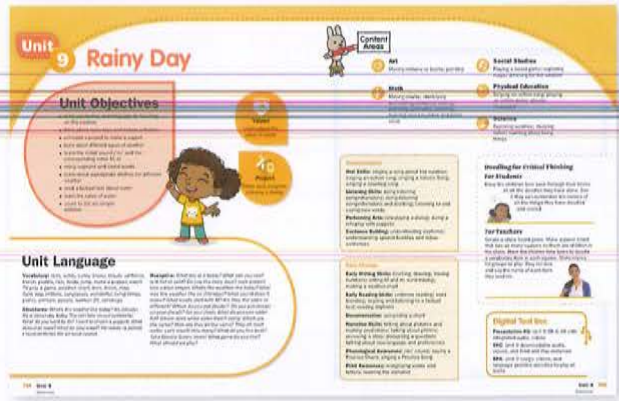
About the Teacher's Edition

Interleaved teacher's notes for ease of planning and teaching.

Unit objectives and language for ease of planning.

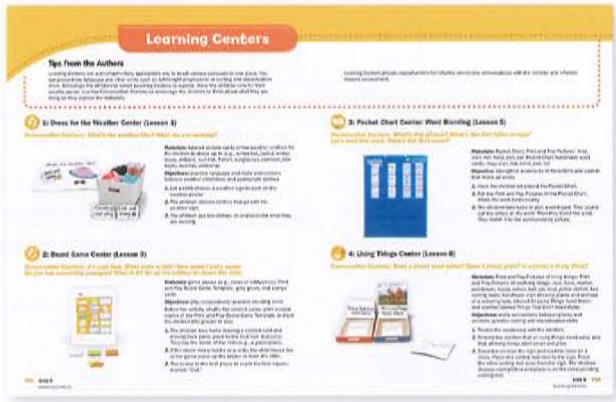
A breakdown of how different content areas are practiced and developed in the unit.



Suggestions for drawing activities to support cognitive development, both with and after the Student's Book.

Tips for using the digital components in each unit.

Learning Centers: Support language learning, literacy, critical thinking, and socioemotional development, allowing the children to explore new concepts in one place. Each Learning Center can be created in three easy steps.



Tips from the Authors: Fun, easy-to-implement suggestions for using the Learning Centers in class.

Conversation Starters: Ideas for encouraging critical thinking while the children explore.

Lesson Objectives: Each lesson has a brief overview section. This shows the lesson objectives, key language, and review language. It also includes the receptive language the teacher would expect to use when teaching the lesson. Finally, it gives a list of all the materials needed to teach the class.

Using Page X: The Using Page X section of the lesson notes gives the teacher step-by-step instructions on how to teach and use the content of the Student Book page. The lesson notes follow the stages in the running footer in the Student Book.

Before the Page: This section includes ideas for warm-up activities to get the children ready to learn. The warm-up often starts with a Classroom Routine Song. There will also be a game to review language and/or introduce new language.

After the Page: This section suggests ideas for giving the children a more hands-on look at the language. The children will be encouraged to make connections with prior knowledge to extend their learning. Activities will involve exploring the language through a content area (science, art, social studies, physical education, or math).

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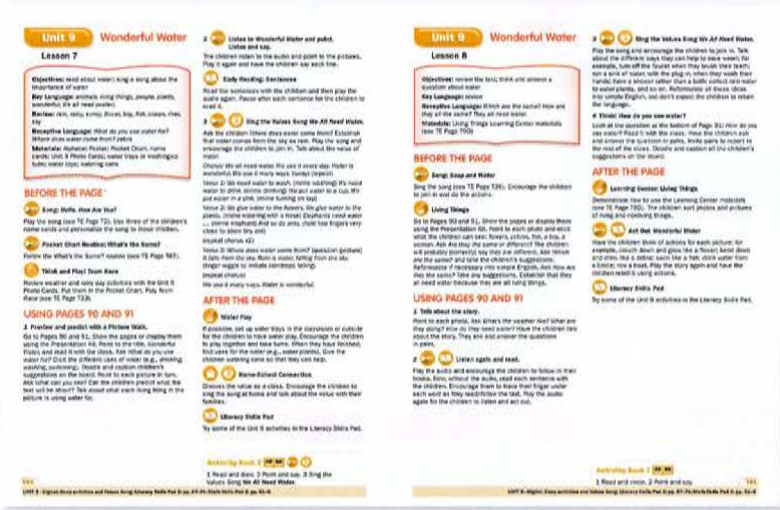
Component Overview

About the Teacher's Edition

Teacher-to-Teacher Tips: Offer advice on teaching strategies for young learners and classroom management suggestions.



Think!: Activities designed to promote critical thinking.

Activity Book: Instructions are included in the relevant lesson plans.

Footers: Relevant digital materials and Skills Pad page references are provided for each page of teaching notes.

About the Presentation Kit

Page-faithful reproductions of the Student Book and Activity Book. Projecting the SB or AB page enables you to focus the children's attention on the page and demonstrate activities to the class.

All the course audio and video files are embedded within the lessons. This means you can easily find the track you need without any problems.

Interactive vocabulary and language games enable the children to practice and learn the language through play. They can play the games individually or working collaboratively in groups.

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Features in *Doodle Town*

The Music Program

Music is an integral part of the *Doodle Town* curriculum. Young children love to sing and move to music, and language is easier to remember when it is set to music and paired with Total Physical Response (TPR) actions.

Doodle Town Hop and *Doodle Town Dance Mix*

Play the *Doodle Town Hop* for the children at the beginning of the year so they can "meet" the *Doodle Town* characters. Replace the characters' names with the names of children in your class and have the children sing the song again. Teaching them the actions will make the lyrics more fun and memorable, and the song can be played throughout the year to energize the children and get them ready to learn! The *Doodle Town Dance Mix* is a bonus track. It is lively, catchy, and fun, and you and the children will enjoy singing and dancing to it!

Language Presentation Songs

There is a Language Presentation Song in every unit, which has been designed to reinforce target language. Display Photo Cards of the key vocabulary in the Pocket Chart as a visual prompt for the children when singing the song, and use TPR actions to help them understand and memorize the vocabulary.

Classroom Routine Songs

The Classroom Routine Songs can be played regularly to help the children understand what will happen next, encouraging them to feel secure and confident in their environment.

Values Songs

There is a Values Song in every unit. Play these songs to help the children remember and understand the values taught.

Concept Songs

Counting songs are great for reinforcing numbers through rhythm, rhyme, and repetition. Play them often as a fun way to review numbers. Other songs are designed to help the children understand concepts such as size and feelings.

Story Songs

In Level 2, the story in Lessons 7 and 8 is always followed by a Story Song. These songs are designed to make the main message of the story more memorable and help children engage with it in an easy, stress-free way. In some units, the story is closely related to the unit value, and in these units the Values Song appears in Lessons 7 and 8, reinforcing the value and the story. In Unit 10, the Story Song is a musical play that children explore over four lessons. This gives them the chance to become familiar with the language and the themes in the Story Song as they sing, play games, make props and costumes, and finally perform the song for parents or peers.

Karaoke

The songs are also supplied as instrumental karaoke tracks for the children to sing along to on their own. Encourage the children to create new verses to songs by replacing key words with new vocabulary. The karaoke tracks can also be used as on-task music for heads-down activities or during vocabulary games to support language recall. You could also consider playing the karaoke versions of the songs before introducing the lyrics so the children can internalize the tune before being exposed to the language.

Chants

In Level 2, the focus is on phonics. Each unit focuses on one letter and its corresponding sound. These are practiced through listening activities and chants. Level 2 also continues to expose the children to rhyming patterns, which help to develop auditory processing skills. Developing young children's awareness of letter sounds, syllables, and rhymes significantly increases their later success in learning to read and write.

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Features in *Doodle Town*

Content and Language Integrated Learning

Teaching English to children through another curriculum subject is a great way to introduce language in a meaningful context, since they are learning as part of a real-life situation. In *Doodle Town*, content-based language learning is provided in Lesson 4 of each unit, through the following subject areas:

Math **Science** **Art**

Physical Education **Social Studies**

Doodle Bunny introduces a subject-based project, which also contains a documentation panel for children to record their thoughts and findings.

The terminology *[content area] Talk* has been introduced to the footer. This includes topic-related vocabulary and structures to encourage the children to share with one another what they have been doing, noticing, and thinking about, related to the area they are exploring. Subject specific language has also been provided, which you may use if you wish to introduce more academic language.

Assessment

Ongoing assessment is an important part of *Doodle Town*. In Level 2, the Lesson 10 Let's Check activities in each unit of the SB and AB provide opportunities for you to assess the children's understanding.

The Review 1 and Review 2 scenes in the SB allow you to monitor longer-term progress and retention through listening and speaking activities. These assessment activities are similar to those used in Cambridge Young Learner Exams and help develop the skills the children will need to take these exams later on. The *Doodle Town* assessments are supported by notes in the Teacher's Edition and by posters that you can display throughout the year to continually review the key vocabulary. A range of poster activity ideas is available in the Teacher's Resource Center.

Home-School Connection

In preschool, it is crucial that families feel involved in their child's education so that learning can continue outside of the classroom. In Level 2, *Doodle Town* supports you to create strong home-school connections by providing:

- a Student Practice Kit with vocabulary games, songs, videos, and flashcards to download and play on a mobile device
- Parent Page activities in the Literacy and Math Skills Pads that children can do at home with their families
- fun teaching tips, such as choosing a child to take home the Doodle Bunny puppet
- downloadable letters from the Teacher's Resource Center to keep families informed of their child's progress

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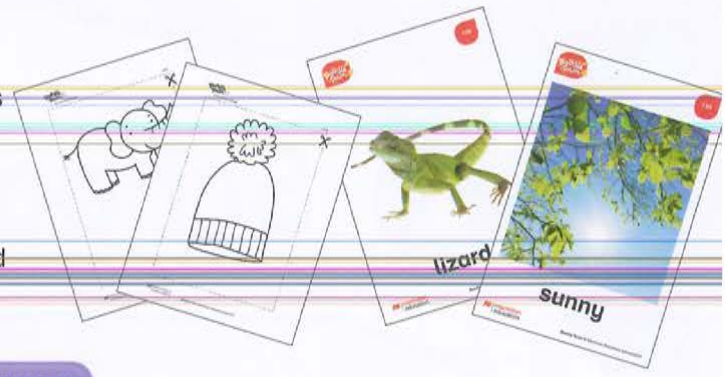
Photo Cards and Print and Play Resources

Doodle Town provides both Photo Cards and Print and Play materials for use in the Pocket Chart. The Print and Play resources (available in the Teacher's Resource Center) include numbers (0–20), letters, and pictures of the key vocabulary words for games and templates to be used as instructed in the teaching notes. To help you plan, the *Doodle Town* resources included to complete each unit are listed below.



Unit 1

Photo Cards: backpack, ball, book, crayon, jacket, journal, marker, pencil, picture, tape; **Print and Play Pictures**: book, crayon, table, tape, toys, turtle; **Print and Play Templates:** Gus, Kit, Meg

Unit 2

Photo Cards: circle, feel, hear, rectangle, see, smell, taste, triangle; **Print and Play Pictures:** apples, bananas, cake, candy, car, caterpillars (0–5), coconuts (0–5), cookie, cow, drum, ears, egg, elephant, eyes, grapes, hands, lime, mouth, nose, oranges, rope, tree, wall; **Print and Play Templates:** Elephant Tail, Elephant Trunk, Large Elephant

Unit 3

Photo Cards: bathroom, bedroom, house, kitchen, living room, play, read, swim; **Print and Play Pictures**: 2 bears, 2 beds, 2 elephants, 2 lamps; **Print and Play Templates**: Dolls, House Floor Plan

Unit 4

Photo Cards: bat, bee, lizard, mouse, owl, spots, stripes, tail; **Print and Play Pictures**: bee, butterfly, fish, frog, lizard, no wings, snake, wings; **Print and Play Templates**: Paper Frog, Rabbits

Unit 5

Photo Cards: carrots, chicken, mangos, pears, peppers, plums, rice, salad; **Print and Play Pictures**: apples, bananas, carrots, chicken, clap, cucumber, grapes, hop, mangos, oranges, pear, pepper, plum, rice, run, sad face, salad, smiley face, swim, tomato, walk, wiggle, zucchini; **Print and Play Templates**: Gus, Kit, Meg

Unit 6

Photo Cards: helicopter, long, new, old, plane, rocket, short, small; **Print and Play Pictures**: big bird, bird, car, cat, elephant, mouse, ring, turtle, *food items*; **Print and Play Templates**: Cat, Dad, Hat

Unit 7

Photo Cards: bread, cereal, eggs, happy, pancakes, silly, tired, yogurt; **Print and Play Pictures**: apples, bananas, bat at night, bear at night, bread, cereal, chicken, egg, grapes, ice cream, lunchbox, milk, oranges, owl at night, pancakes, pizza, plum, popcorn, rabbit at night, rice, salad, sandwich, yogurt; **Print and Play Template**: Sand

Unit 8

Photo Cards: airport, bakery, library, park, pizza shop, police station, pool, school, toy store; **Print and Play Pictures**: 10 pilots, 11 schools, 12 helicopters, 13 planes, 14 books, 15 markers, 16 teddy bears, 17 games, 18 cakes, 19 pizzas, airport, ball, bananas, bear, book, bread, cake, car, computer, cookie, doctor, doll, fire fighter, fire station, game, hospital, kite, nuts, pajamas, pan, pancakes, pants, pear, pencil, pilot, pizza, plum, police officer, police station, pool, puppet, sandbox, school, seesaw, slide, swing, table, teacher; **Print and Play Template**: Workers

Unit 9

Photo Cards: cloudy, make a puppet, play a game, rainy, snowy, sunny, watch TV, windy; **Print and Play Pictures**: ball, boat, book, car, cat, cloudy, hand, hat, house, man, map, marker, paintbrush, pan, police station, rainy, rock, school, snowy, sunny, windy; **Print and Play Templates**: Board Game, Boots, Mitten, Raindrops

Unit 10

Print and Play Pictures: berries, bugs, carrots, caterpillars, children, frogs, ice cream, leaves, nuts, The Gift: bears, The Gift: crows, The Gift: rabbits; **Print and Play Templates**: Basket, Carrot, Frame, The Gift

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Unit 1 School Is Cool!

Unit Objectives

- review greetings; learn vocabulary and language by focusing on classroom items and belongings
- complete a project to make a journal
- create a favorite colors graph
- learn the /t/ sound and the corresponding letters *T, t*
- learn the value of taking turns and putting away belongings
- learn to express and give ages; learn to differentiate between *he* and *she*
- learn the alphabet and sing ***The Alphabet Song***
- review counting to 5

Values
Learn to take turns.

Project
Make a journal and talk about color.

Unit Language

Vocabulary: *marker, pencil, picture, book, tape, new, paint, paintbrush, purple, pink, blue, boat, water, T-shirt, journal, backpack, jacket, orange, green, favorite, red, graph, table, toys, turtle, tape, sing, letter, crayons,* letter names, numbers 1–5

Structures: *Is this your (marker)? Yes. Thanks! What do you see? I see (purple) (paint). How are you? What color is your (journal)? It's (orange). How many children like (red)? What's your favorite color? We take turns with the (toys). Who is (she)? How old is (she)? She's (five). How old are you? I'm (four). I see (one) (pencil). How many pencils do you see?*

Receptive: *Who's this? What's his/her name? What's this? Is this a boy or girl? Do you have a (blue) (backpack)? What color is this? How do we make (green)? Do you like (red)? What sound do you hear? This letter is* T. *It makes a /t/ sound. Who do you see? Can you take turns? age, four-year-olds (clap); What's this letter? What sound does it make? Look,* (M). Meg *starts with* (M). *What letter does your name start with? I'm a (monkey)! (Hop) three times. What's this number? Let's count. Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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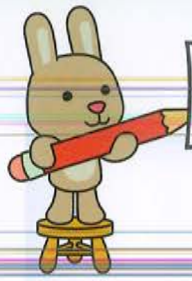

Content Areas

Art
Painting pictures; making journals; making paper chains

Math
Identifying objects from size and shape; counting, recording data in a graph; sorting and classification; number and age correlation; estimating place value 1–5

Social Studies
Helping each other; taking turns

Physical Education
Playing an action game

Science
Identifying colors; mixing colors

Communication

Oral Skills: singing a greetings song; practicing greetings; singing counting songs

Listening Skills: doing listening comprehensions; playing a listening game

Performing Arts: role-playing a dialog

Sentence Building: understanding captions; understanding speech bubbles

Early Literacy

Early Writing Skills: doodling; writing *T* and *t*; drawing; writing letters and names; tracing

Early Reading Skills: recognizing names; making a new verse for a song

Documentation: reading and responding to a question

Narrative Skills: talking about a photo; talking about new language and preferences

Phonological Awareness: /t/ sound; saying a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet

Doodling for Critical Thinking

For Students

If your class used *Doodle Town 1*, have the children look through their old books. Talk about the doodles they did to review language.

For Teachers

Help the children to remember and review language by doodling pictures of learned items on the board. From now on, always caption your pictures. This helps raise print awareness and recognition.

Digital Tool Box

Presentation Kit: Unit 1 SB and AB with integrated audio, videos

TRC: Unit 1 downloadable audio, videos, and Print and Play materials

SPK: Unit 1 songs, videos, and language practice activities to play at home

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Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Name Writing Center (Lesson 2)

Conversation Starters: ***What's your name? What's his/her name? Can you write your name? I can write my name.***

Materials: index cards; markers; smartphone, tablet, or digital camera; tape

Objectives: build early writing skills and text recognition skills

1. Gather markers and index cards. Take photos of the children and print them out (or have the children draw themselves).
2. The children write their names on index cards and tape these onto their photo or drawing. If the children in your class do not use the Roman alphabet, you could have them trace their names instead.
3. The children practice reading their names and their classmates' names.

2: Paper Chain Center (Lesson 4)

Conversation Starters: ***What color is this? What's this? What can you make?***

Materials: strips of colored construction paper, rulers, scissors, glue sticks

Objectives: strengthen hand-eye coordination; explore color and making patterns

1. The children loop and glue the strips together to create paper chains.
2. Encourage the children to make color patterns in their chains (e.g., *blue, blue, red*).
3. Use the paper chains to decorate the classroom.

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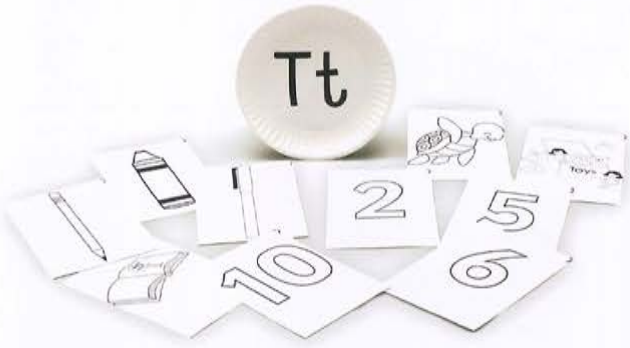
When you do phonological awareness activities with the children, make sure you overemphasize the initial sound to help raise awareness and help them to discriminate. For example, say *What letter does turtle start with? That's right—it's a /t/.*

3: Phonological Awareness Center: /t/ (Lesson 7)

Conversation Starters: *What letter does* turtle *start with? What other words start with /t/?*



Materials: Print and Play Pictures and Numbers of items beginning with /t/: *turtle, tape, table, toys*, 2, 10; Print and Play Pictures and Numbers of items that don't begin with /t/: *book, pencil, marker, crayon*, 5, 6; paper plate with *Tt* written on it

Objectives: build phonological awareness of /t/; practice sorting and classification skills

1. Have the children sit in a circle. Put the Print and Play Pictures and Numbers in the middle face up.
2. The children find pictures of words that start with /t/ and place them on the *Tt* paper plate.
3. Encourage the children to say the words.

4: Pocket Chart Center: Sorting Numbers 1–5 (Lesson 9)

Conversation Starters: *How many? What number is this?*

Materials: Pocket Chart; Print and Play Pictures: *turtle, crayon,* and *pencil* (copied five times each); Print and Play Numbers: 1–5

Objectives: increase awareness of numeral and quantity correlation

1. Choose some Print and Play Pictures (e.g., *turtle, crayon,* and *pencil*) and print each one out five times. Put each set of pictures in a pile.
2. Place Print and Play Number 2 in the left-hand side of the Pocket Chart. Ask a child to select the correct number of turtles, for example, and place them next to the 2. Repeat with different children, numbers, and pictures.
3. Encourage the children to draw pictures of different numbers of objects to sort.

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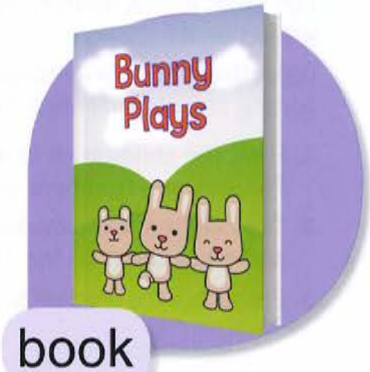
Unit 1 School Is Cool!

marker

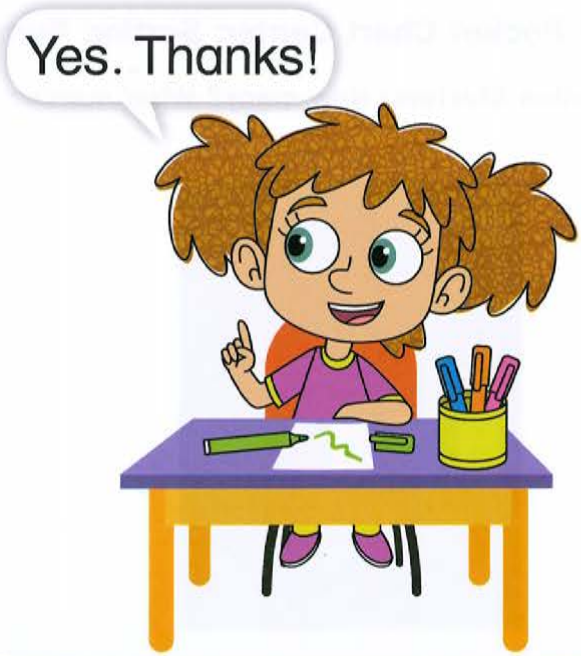
pencil

picture



book

tape



Key language: *marker, pencil, picture, book, tape, new; Is this your (marker)? Yes. Thanks!*
Activities: 1 Listen, point, and say. **2** Listen and say dialog, then role-play. **3 Language check:** Listen and circle. **4** Sing ***My Cool New Marker.***

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Think and Doodle

What do you see?

AB 2

Key language: *paint, paintbrush, purple, pink, blue, boat, water, T-shirt; What do you see? I see (purple) (paint). How are you?* **Activities**: **1** Listen and say. **2 Pair share**: Talk about the picture. **3** Listen and point. **4** Sing ***Hello, Amy***. **5 Let's doodle**: Listen and draw.

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Unit 1 School Is Cool!

Lesson 1

Objectives: review greetings; learn language for classroom items

Key Language: *book, marker, new, pencil, picture, tape; Is this your (marker)? Yes. Thanks!*

Review: *boy, crayon, girl, school, scissors, teacher, cool, hello, thanks; Hello. How are you? What's your name?*

Receptive Language: *Who's this? What's his/her name?*

Materials: Print and Play Templates: Meg, Gus, Kit; Photo Cards: *book, marker, pencil, picture, tape*; Pocket Chart

BEFORE THE PAGE

Song: *Doodle Town Hop*

Play the song and model the actions. Replay the song and encourage the children to join in with the actions.

Verse 1: Hello! Hello, Meg. Hello, Gus. Hello, Kit. Come play with us! Hello! Doodle Bunny, come play too. Let's have some fun. Take a crayon and we'll doodle with you. (repeat)

Chorus: Wiggle, wiggle, here we go! Come on, wiggle wiggle. Put a finger on your nose. (repeat) *Doodle Bunny, hop, hop, hop. Hop, hop, hop, hop! We're in Doodle Town. Hop, hop, STOP!*

Verse 2: Look up. Look down. We have fun in Doodle Town. Around the room, Whoa! And through the door. We learn English as we explore. (repeat)

(repeat chorus)

Verse 3: Yeah!

Song: *Hello. How Are You?*

Wave and say *Hello. How are you?* The children say *Hello.* Have the Meg Print and Play Template say *Hello.* Ask *What's her name?* Repeat with Gus and Kit. Ask individual children *What's your name?*

Play the song. Encourage the children to join in and do the actions.

Verse 1: ***Adult:*** *Hello, Meg. How are you? How are you? How are you? Hello, Meg. How are you? How are you today?*
Meg: *Fine, thank you!*

Verse 2: Gus; Verse 3: Kit

Introduce Key Language

Show the Photo Card *marker*. Say *marker* and have the children repeat. Put the Photo Card in the Pocket Chart. Repeat with the other Photo Cards.

USING PAGE 2

Explore the Page

Go to Page 2. Show the page or display it using the Presentation Kit. Ask *What can you see?* Point to Kit. Say *Kit is Meg, Gus, and Doodle Bunny's friend.*

1 Listen, point, and say.

Play the audio. The children listen and point. Play the audio again. The children listen and repeat.

Sentence Building: Captions

Point to and read the captions to the children.

2 Listen and say dialog, then role-play.

Choose a confident child. Pick up his or her book. Ask *Is this your book?* Elicit *Yes. Thanks!* Play the audio. The children listen and point to the items.

Split the class. Group 1 role-plays Kit. Group 2 role-plays Meg. Replay the dialog. Pause after each speaker's line and have the children repeat. The groups switch parts.

Kit: *Is this your marker/pencil/picture/book/tape?*
Meg: *Yes. Thanks!*

Sentence Building: Speech Bubbles

Read the speech bubbles with the class.

3 Language check: Listen and circle.

Play the audio. The children listen and circle the pencil, book, and tape.

4 Sing *My Cool New Marker.*

Play the audio. The children point to the items.

Verse 1: ***Kit:*** *Is this your marker? Your cool new marker?*
Meg: *Yes, this is my marker, my cool new marker! Thanks, thanks, thanks!*

Verse 2: pencil; Verse 3: picture; Verse 4: book; Verse 5: tape

AFTER THE PAGE

Think and Play! *Touch and Feel*

The children sit in a circle with two children in the middle. Child A puts both hands behind his or her back. Child B places a classroom object in Child A's hands. Child A identifies the object. Repeat with different children and objects.

Home-School Connection

Hand out the Unit 1 Letter to Parents for the children to take home.

UNIT 1 - Digital: Vocabulary practice activities and song; Literacy Skills Pad: pp. 3–10; Math Skills Pad: pp. 3–8

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Unit 1 Think and Doodle

Lesson 2

Objectives: talk about a picture; practice new vocabulary

Key Language: *paint, paintbrush, blue, pink, purple, boat, water, T-shirt; What do you see? I see (purple) (paint). How are you?*

Review: *book, marker, new, pencil, picture, tape; How are you? Is this your (marker)? Yes. Thanks!*

Receptive Language: *What's this? Is this a boy or girl?*

Materials: Name Writing Learning Center materials (see TE Page T1C); Pocket Chart; paints; paintbrushes

BEFORE THE PAGE

Learning Center: Name Writing

Demonstrate how to use the Learning Center materials (see TE Page T1C). The children create name cards.

005 Song: *Hello. How Are You?*

Choose three children's name cards. Put them in the Pocket Chart. Play the karaoke version of the song (see TE Page T2). Choose different children whenever you play this song.

Introduce Key Language

Hold up a pot of paint. Say *What's this? Paint, paint.* Repeat for *paintbrush*. Doodle a purple splash on the board. Say *What's this? Purple, purple*. Repeat for *pink*. Say *Show me paint*. The children point to the paint pot. Repeat for other items.

Teacher-to-Teacher

Some children won't have learned English in the previous year. If the children did learn English the previous year, it is normal for them to forget much of what they have learned. Don't worry—it will come back quickly.

USING PAGE 3

1 011 Listen and say.

Play the audio. The children listen and say.

Paint. Paint. Paintbrush. Paintbrush. Purple. Purple. Pink. Pink.

2 Pair share: Talk about the picture.

Go to Page 3. Show the page or display it using the Presentation Kit. The children work in pairs. Ask *What can you see?* Encourage the children to share their ideas, point, and say the words they know. Use the pictures to review *blue, boat,* and *T-shirt* and to introduce *water*.

3 012 Listen and point.

Tell the children to look at the page. Play the narrative and encourage the children to point to the items as they hear them.

Hello! My name is Amy. I am at school. This is my paintbrush. I have purple paint, pink paint, and blue paint. I am painting water. Look at my picture. What do you see?

Ask *What can you see?* Elicit *(a) boat.*

4 013 Sing *Hello, Amy*.

Play the song. The children sing and wave.

Hello, Amy. How are you? How are you? How are you? Hello, Amy. How are you? How are you today? ***Amy:*** *Fine, thank you!*

5 014 Let's doodle: Listen and draw.

Review the concept of doodling. Take a pencil and your book and doodle a picture of a pencil on Page 3. Say *What's this?* Elicit *pencil*. Repeat with other doodles to review the target vocabulary items from Lesson 1.

Explain to the children that they are going to listen and doodle. Play the audio. The children doodle a paintbrush on the page.

AFTER THE PAGE

Paint Pictures

Give each child a sheet of paper and a brush. Put the paints and water in the middle of each table. Encourage the children to share. Let the children paint whatever they choose. Go around the class and ask *What's this? Cool!* If you wish, play the song ***Doodle Town Hop*** (**Track 002**) while the children are painting.

Help Put Things Away

Encourage the children to help you clean up and put things away after painting. Then they wash their hands.

Activity Book 2 AB 2 009

1 Point to Meg, Gus, and Kit and say *hello*.
2 Trace and say. 3 Sing ***My Cool New Marker***.

UNIT 1 - Digital: Language practice activity and song; Literacy Skills Pad: pp. 3–10; Math Skills Pad: pp. 3–8

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Project Talk

journal

backpack

jacket

Key language: *journal, backpack, jacket, orange, green; What color is your (journal)? It's (orange).* **Activities**: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle. **4** Sing ***Hang Up Your Jacket!*** **5 Project**: Make a journal. Role-play.

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Unit 1 Project Talk

Lesson 3

Objectives: learn new vocabulary; learn about putting belongings away neatly

Key Language: *backpack, jacket, journal, green, orange; What color is your (journal)? It's (orange).*

Review: greetings, *blue, red, yellow*

Receptive Language: *Do you have a (blue) (backpack)?*

Materials: name cards; handmade word cards; Photo Card: *backpack*; Pocket Chart; letter-size (8.5" x 11") card stock paper in various colors

BEFORE THE PAGE

Early Reading: Name Cards

Lay out all the name cards. The children find their card. They move around and greet each other, saying *Hello. How are you? What's your name?*

Introduce Key Language

Write *blue, red, yellow, green, orange,* and *pink* on the handmade word cards. Put them in row 4 of the Pocket Chart. Say the words and have the children repeat. Show the *backpack* Photo Card. Ask *What color is your backpack?* Point to each color in turn. Say *Do you have a (blue) backpack?* and have children raise their hands.

Teacher-to-Teacher

Giving visual clues to text (like writing color words in the corresponding color) helps build early reading skills and word recognition.

USING PAGE 4

1 015 **Listen and say.**

Go to Page 4. Show the page or display it using the Presentation Kit. Ask *What can you see?* Use the pictures to introduce *journal, backpack,* and *jacket*. Play the audio. The children listen and say.

2 016 **Listen, place stickers, and say.**

Play the dialog. The children listen and point. Show the children where to find the stickers at the back of their books. Replay the audio. The children listen and place the stickers.

Child 1: *What color is your journal?* ***Child 2:*** *It's orange.*

Child 1: *What color is your backpack?* ***Child 2:*** *It's green.*

Child 1: *What color is your jacket?* ***Child 2:*** *It's blue.*

Sentence Building: Speech Bubbles

Read the speech bubbles with the class.

3 017 **Listen and circle.**

Play the audio. The children listen and circle the backpack sticker.

Sentence Building: Captions

Read the captions to the children. Have them point to the captions and repeat the words.

4 018 **Sing *Hang Up Your Jacket!***

Play the song. The children sing and do the actions.

Chorus / Verse 1: Every morning I come into school, I take off my jacket, and what do I do?

Verse 2: You hang up your jacket. Hang up your jacket. Hang up your jacket. You're ready for school! Verse 3: take off / backpack; Verse 4: unpack / backpack; Verse 5: take out / journal; Verse 6: write in / journal

5 **Project: Make a journal. Role-play.**

Give each child five sheets of blank paper. They fold the paper in half. They choose a piece of colored card stock paper, fold it in half, fit the pieces of paper inside, and staple the pages and cover together. They write their names on and color the covers of their journals.

AFTER THE PAGE

Journals

The children pair up with someone who has a different color journal. They talk about and compare journals: *What color is your journal? It's (orange).*

010 **Song: *My Cool New Marker***

Put the *Is this your* sentence strip in the Pocket Chart. Add the *backpack* Photo Card. Play the karaoke version of the song (see TE Page T2). The children sing and follow the new verse in the Pocket Chart.

Activity Book 2 AB 3

1 Read. 2 Color and say.

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Unit 1 Let's Explore

Lesson 4

Objectives: talk about colors; do a math project

Key Language: *favorite, red; How many children like (red)? What's your favorite color?*

Subject Specific Language: *graph*

Review: colors, numbers 1–5

Receptive Language: *What color is this? How do we make (green)? Do you like (red)?*

Materials: yellow, blue, red, and white paint; paper plates (x4); paintbrushes (x4); small pieces of colored card stock paper (red, orange, black, blue, white, pink, yellow, purple, and green); Doodle Bunny puppet; large sheet of paper; sticky tack; Paper Chain Learning Center materials (see TE Page T1C); Print and Play Numbers: 1–5

BEFORE THE PAGE

Song: *Hello. How Are You?*

Play the karaoke version of the song (see TE Page T2). Two children make a bridge with their hands. The others sing and skip in a circle going under the bridge. Sing two children's names per verse. They sit down when their names have been sung. Finish by singing the names of the children making the bridge.

Introduce Key Language

Review numbers 1–5. Hold up the Print and Play Numbers in order. Say each number. The children hold up the correct number of fingers and repeat.

Mixing Colors

Show the blue paint. Ask *What color is this paint?* Elicit *blue*. Squeeze some blue paint onto a paper plate. Repeat with the yellow paint. Ask *How do we make green?* Demonstrate that by mixing blue and yellow paint, we get green paint. Ask *What color is this paint?* Elicit *green*. Repeat with pink (red and white), purple (red and blue), and orange (red and yellow).

USING PAGE 5

1 Sing *Look for Red* and play.

Play the song. The children listen. Play the song again. This time children move around the class, do the actions, and follow the instructions. Encourage them to sing the child's line.

Verse 1: ***Adult:*** *Red, red. Look for red.* (hand above eyes, look around) *Look up, look down.* (look up and down) *Look all around.* (look around)

Child: *I see red! Red!* (point to something red) **Adult:** *Put your hand on red!* **Children:** *Red.*

Verse 2: purple; Verse 3: orange; Verse 4: blue; Verse 5: pink

2 Look and say. Count.

Go to Page 5. Show the page or display it using the Presentation Kit. Ask *What can you see?* Point to each color and ask *What color is this?* Establish that the children are recording their favorite colors on a graph. Ask *How many children like (blue)?* Count the cards with the children.

3 Documentation: Think and paint.

Early Reading: Sentence Reading

Use the Doodle Bunny puppet to point to the documentation panel. Read *What's your favorite color?* with the class, pointing to each word as you say it. Have them all hold up a crayon or marker of their favorite color.

Point to and read the word *Paint*. Now point to the paint splat and tell the children to color it in their favorite color.

4 Try it out! Create a Favorite Colors graph.

Stick a large sheet of paper on the wall and write the color words on it. Have pieces of colored card stock in piles and some sticky tack at the front of the class. Have the children come up, select a piece of card of their favorite color, and tape it on the graph.

When all the children have finished, count together and find out what is the class's favorite color.

AFTER THE PAGE

Think and Play! *Group Action*

The children move around the class, asking and telling each other what their favorite color is. They group up if they have the same favorite color. Are the results the same as on the graph?

Learning Center: Paper Chain

Demonstrate how to use the Learning Center materials (see TE Page T1C). The children make paper chains.

Activity Book 2 AB 4

1 Look and color. 2 Say.

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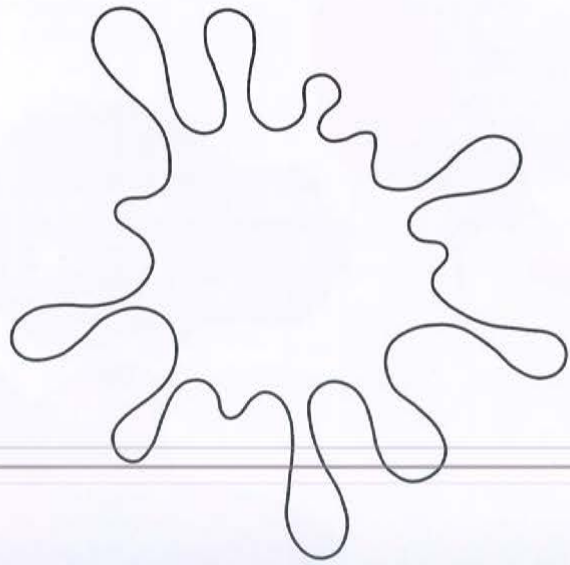
Let's Explore

What's your favorite color? Paint.



Math Talk. Key language: *favorite, red; How many children like (red)? What's your favorite color?* **Subject specific language**: *graph* **Activities**: **1** Sing ***Look for Red*** and play. **2** Look and say. Count. **3 Documentation**: Think and paint. **4 Try it out!** Create a Favorite Colors graph.

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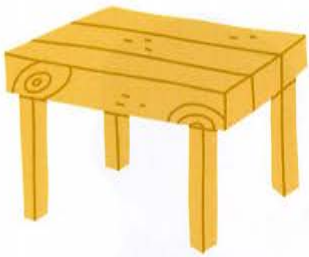
Phonics Fun



table

toys

turtle

tape

T T t t

Key language: *table, toys, turtle, tape; We take turns with the (toys).* **Activities**: **1** Listen and say. **2** Write T and t. **3** Listen to ***T Sounds Like /t/***, chant, and circle words that start with /t/ in the picture. **4** Sing the Values Song ***We Take Turns***.

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Unit 1 Phonics Fun

Lesson 5

Objectives: learn to write *T* and *t*; listen to the /t/ sound; listen to a Phonics Chant

Key Language: *table, tape, toys, turtle; We take turns with the (toys).*

Review: *no, yes, friend, toys*

Receptive Language: *What sound do you hear? This letter is T. It makes a /t/ sound. Who do you see? Can you take turns?*

Materials: Pocket Chart; Photo Card: *tape*; handmade sentence strip; toys

BEFORE THE PAGE

Think and Play! *Doodle Game*

Review names of toys. Slowly doodle these toys on the board: bike, bear, boat, doll, ball, car, truck. Have the class guess what you are drawing and call out the name (or put their hands up to answer).

Phonological Awareness: /b/ Sound

Review /b/. Name the toys again. The children stand up if the word starts with /b/.

USING PAGE 6

1 022 **Listen and say.**

Go to Page 6. Show the page or display it using the Presentation Kit. Play the audio and point to the items on the page. Replay the audio. The children point to the items. Play it again, and the children repeat.

2 **Write T and t.**

Point to the letters *T/t*. Say *This letter is T* (say the letter name). *It makes a /t/ sound*. Point to *T* and say /t/. Point to *t* and say /t/. Write a large uppercase *T* on the board. Air-trace it and say */t/, /t/, /t/*. The children air-trace it. Repeat for *t*. The children finger-trace the letters in their book. They trace the letters with a pencil and write two or three freehand letters on the lines.

Teacher-to-Teacher

Air-trace letters and numbers with your back to the class so you're tracing in the correct direction for the children to copy. Also use your left hand for left-handed learners. Children can practice finger-tracing letters on their desks. Call out big /t/ or little /t/.

3 023 **Listen to *T Sounds Like* /t/, chant, and circle words that start with /t/ in the picture.**

Play the Phonics Chant at least twice. The children clap each time they hear /t/. Ask *Who do you see? What do you see?* Establish that the characters are playing with toys and a turtle. Replay the chant. The children circle items beginning with /t/.

What do you see? /t/, /t/, T. What words start with T? Table, toys, turtle, tape. They all start with T.

4 024 025 Values **Sing the Values Song *We Take Turns*.**

Play the song. The children listen and join in. Replay the song. The children clap when they hear /t/.

Kit and Meg: *We take turns with the turtle.* (repeat) ***Kit:*** *My turn. Nice turtle. Your turn.* ***Meg:*** *Nice turtle.* ***Kit and Meg:*** *We take turns with the turtle.*

Display the Pocket Chart. Write *We take turns with the* on the sentence strip and put it in the Pocket Chart. Elicit another item the children can take turns with beginning with */t/ (tape)*. Put the *tape* Photo Card in the Pocket Chart on the right of the sentence strip. Play the karaoke version of the song and sing the new verse.

Values **Home-School Connection**

Discuss the importance of taking turns as a class. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Values **Taking Turns**

Give children some structured playtime. Put toys out and let them choose what to play with. Go around the class and encourage the children to say which toy they are taking turns with.

025 Values **Song: *We Take Turns***

Play the karaoke version of the song as the children play. Have the children personalize the song with whatever toy they are playing with.

Literacy Skills Pad

Try some of the Unit 1 activities in the Literacy Skills Pad.

Activity Book 2 5 6 024 Values

1. Cut out and fold book. Write your name. 2 Look and read. 3 Draw a line under words that start with /t/. 4 Take book home. 5 Sing the Values Song ***We Take Turns***.

UNIT 1 - Digital: Literacy activity and Values Song; Literacy Skills Pad: pp. 3–10; Math Skills Pad: pp. 3–8

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Unit 1 Grammar Fun

Lesson 6

Objectives: learn to ask and answer questions about age; differentiate between *he* and *she*

Key Language: *Who is (she)? How old is (she)? She's (five). How old are you? I'm (four).*

Review: *birthday, Happy Birthday! brother, sister, cake, candles,* actions

Receptive Language: *age, four-year-olds (clap)*

Materials: Meg and Gus cutout puppets; Pocket Chart; Print and Play Numbers: 1–5

BEFORE THE PAGE

020 Song: *Look for Red*

Sing the song and play the game (see TE Page T5).

Think! Introduce Key Language

Take out the Meg cutout puppet. Ask the class *Who is she?* Have Meg say *It's my birthday!* Sing ***Happy Birthday*** to Meg with the class. Ask *How old are you?* Have Meg answer *I'm four*. Hold up Print and Play Number 4 and put it in the Pocket Chart. Repeat with the Gus cutout puppet (*I'm five*).

Think! Making Connections

Do the children remember Gus and Meg's relationship? (*They are brother and sister.*) Have the children who have a brother or a sister stand up. Ask the children *How old are you?* and *How old is your brother/sister?*

USING PAGE 7

Explore the Page

Go to Page 7. Show the page or display it using the Presentation Kit. Point to Gus and Meg and ask *Who is he/she?* Ask *What can you see?* Review *cake* and *candles*.

1 **028 Listen, say, and count.**

Play the audio. Have the children listen and point to Gus and Meg in their book. Play it again, pausing it to let the children count the candles.

Verse 1: This is Meg. How old is she? Count the candles with me. One, two, three, four. She's four.

Verse 2: Gus / five

2 **Think! Draw and say.**

Read the question *How old are you?* with the class. Ask the class the question. Have the children show four fingers if they are four, five fingers if they are five, and so on. Now have the children draw the correct number of candles on the cake for their age.

3 **027 Sing *How Old Are You?***

Stick Print and Play Numbers 4 and 5 on opposite walls of the classroom. Stick up any other numbers you need to include the ages of all the children in your class. Play the song. Encourage the children to sing and point to the corresponding number. In Verse 3, have the children call out their own age and point to the corresponding number.

Verse 1: ***Adult:*** *How old are you? How old are you? Tell us, Meg. How old are you?* (question gesture) ***Meg:*** *I'm four.* ***Children:*** *She's four!* (hold up four fingers)

Verse 2: Gus / five; Verse 3: blank for personalization

AFTER THE PAGE

Think and Play! *Group Action*

The children move around the class asking and answering the question *How old are you?* (They then group up with children who are the same age.) When they are in groups, ask each group *How old are you?*

Give the groups TPR actions. Say, for example, *Four-year-olds clap; five-year-olds hop*. Model the actions to help the children remember.

Estimates

Have the children stay in their age groups. See if they can tell you which age is the most prevalent in the class from the relative sizes of the groups.

Literacy Skills Pad

Try some of the Unit 1 activities in the Literacy Skills Pad.

Activity Book 2 AB 7

1 Count and circle. 2 Write. 3 Point and say.

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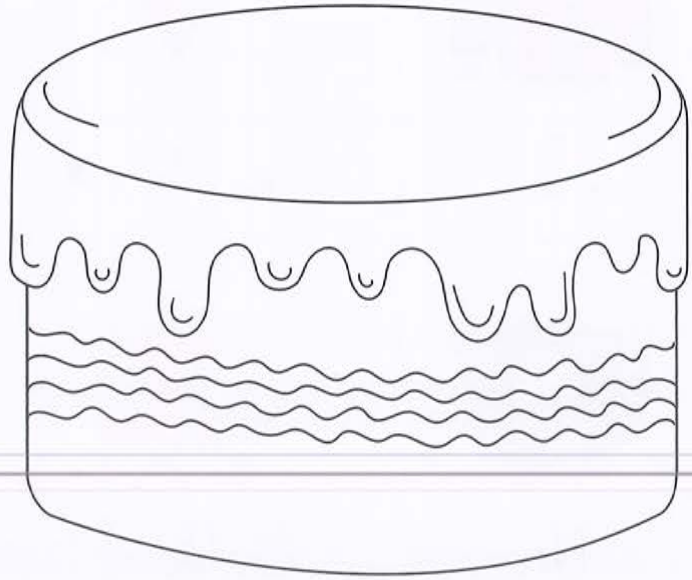
How old are you?



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The Alphabet Song

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Key language: *sing*, *letter*, letter names. **Activities**: **1** Preview and predict with a Picture Walk. **2** Play a game. **3 Word game**: Name the first letter. **4** Sing ***The Alphabet Song***.

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Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

Write your name.

_____

_____

Key language: Review. **Activities**: **1** Review letters and pictures. **2** Sing ***The Alphabet Song***. **3** Circle the first letter of your name. **4 Think!** Write your name.

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Unit 1 The Alphabet Song

Lesson 7

Objectives: learn the alphabet; look at words with initial letter sounds; sing ***The Alphabet Song***

Key Language: *sing, letter,* letter names

Review: *cat, dog, fish, rabbit, turtle, book, jacket, pencil*

Receptive Language: *What's this letter? What sound does it make?*

Materials: Print and Play Letters: a–z; Phonological Awareness Learning Center materials (see TE Page T1D)

BEFORE THE PAGE

Values Song: *We Take Turns*

Play the Values Song and encourage the children to join in and clap when they hear the /t/ sound (see TE Page T6).

Introduce Key Language

Review the phonemes the children were introduced to in Level 1: /b/, /k/, /w/, /p/, /s/. Ask the children if they can think of a word, or words, that begin with each letter sound. Praise all suggestions. Write correct suggestions on the board and doodle a picture. Group the words and pictures according to the initial letter sound.

Teacher-to-Teacher

Accept suggestions that have the correct sound for each letter, even if it's a brand name. Praise suggestions of Language 1 words that have the correct initial sound (the children are showing phonological awareness), but don't write them on the board.

USING PAGES 8 AND 9

1 Preview and predict with a Picture Walk.

Go to Pages 8 and 9. Show the pages or display them using the Presentation Kit. Point to the title, ***The Alphabet Song***, and read it with the class. Ask *What can you see?* Have the children work in pairs and see how many of the pictures they can name in English. As a class, point to each picture and elicit the word. Supply any words they don't know.

2 Play a game.

Do a TPR action for one of the alphabet words; for example, put your hands palm-to-palm and open them for book. The first child to guess the word can come to the front and do an action for one of the other words. Repeat a few more times.

3 Word game: *Name the First Letter.*

As a class, point to each letter. Say the letter name and have the children repeat after you. Hand each child a Print and Play Letter. Make sure every letter is handed out. (If you have a small class, play with half the alphabet now and play with the other half later on.) Say one of the letters of the alphabet. Use the letter name. The child with the letter holds it up. The class says the letter name. Have the children swap their Print and Play Letters. Say one of the alphabet words (e.g., *cat*). The child with the letter *c* holds it up. The class says the letter name. Say *Good*—cat *starts with* C. Repeat with the other words and letters.

4 Sing *The Alphabet Song*.

Play the song. Have the children point to the letters in their book.

Play the song again and encourage the children to join in.

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

I can sing ABC. Next time you can sing with me.

AFTER THE PAGE

Chant: *T Sounds Like /t/*

Play the Phonics Chant (see TE Page T6). Have the children join in and clap when they hear the /t/ sound.

Learning Center: Phonological Awareness: /t/

Demonstrate how to use the Learning Center materials (see TE Page T1D). The children identify words with the /t/ sound.

Literacy Skills Pad

Try some of the Unit 1 activities in the Literacy Skills Pad.

Activity Book 2 AB 8

1 Trace and match. 2 Say letters and sounds.

UNIT 1 - Digital: Story activities and Story Song; Literacy Skills Pad: pp. 3–10; Math Skills Pad: pp. 3–8

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Unit 1 The Alphabet Song

Lesson 8

Objectives: review the alphabet; write own name

Key Language: review

Receptive Language: *Look, (M). Meg starts with* M. *What letter does your name start with? I'm a (monkey)!*

Materials: Pocket Chart; name cards; handmade sentence strips; Print and Play Numbers: 4, 5; handmade color word cards; Gus and Meg cutout puppets; Alphabet Poster; Unit 1 Photo Cards

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Use this routine to celebrate each child. You will be able to develop this routine as the knowledge of your class increases.

Place the children's name cards in a can. Pull out a name and place it in the Pocket Chart. The class reads and says the name.

Ask the child *What's the first letter of your name?* If your class has learned to write that letter, air-trace the capital letter with the class.

Ask *How many letters are there in* (child)*'s name? Let's count.* (At the beginning of the year, do this only if there are fewer than five letters in the child's name. Later on, the children will learn to count to 20.)

Ask the child *How old are you?* Place a sentence strip with *I am* in the Pocket Chart and let the child insert the correct Print and Play Number. Sing ***How Old Are You?*** (see TE Page T7) with the class.

Ask the child *What's your favorite color?* Place a sentence strip with *My favorite color is* in the Pocket Chart and let the child insert a color word card (e.g., *blue*).

USING PAGES 8 AND 9

1 **Review letters and pictures.**

Go to Pages 8 and 9. Show the pages or display them using the Presentation Kit. Play the TPR action game and/or the word game (*Name the First Letter*) from Lesson 7 (see TE Page T8).

2 **029 Sing *The Alphabet Song*.**

Play the song (see TE Page T8) and encourage the children to join in and point to the letters on the alphabet chart in their book. Sing the song again. When you come to the first letter in each child's name, everyone should jump up and cheer.

3 **Circle the first letter of your name.**

Have the Meg cutout puppet point to *M* on the Alphabet Poster and say *Look,* M! Meg *starts with* M (say the letter name). *I'm a monkey!* Repeat with the Gus cutout puppet and G.

The children find and circle the first letter of their name. They compare with a partner. They say their letter word; for example, *I'm a (dog)!*

4 **Think! Write your name.**

The children find all the letters in their name in the chart. Have them write their name on the line provided.

Teacher-to-Teacher

Many children of this age will not know how to spell their name. Give them support if they need it. If your children's Language 1 doesn't use the Roman alphabet, help them to write their names as they are normally represented in the Roman alphabet or give them their name cards to copy.

AFTER THE PAGE

Think and Play! *What's Missing?*

Display the Pocket Chart. Put the Unit 1 Photo Cards in the Pocket Chart. Elicit the name of each item. Say *Look!* Jacket *starts with* J (say the letter name). Repeat for the other items.

Have the children close their eyes. Remove one of the cards. The children have to say what's missing. Repeat with the other cards.

Think! Making Connections

With your help, have the children stand in alphabetical order according to the first letter of their first name. Have them say the alphabet but saying only the first letter of their own name. You fill in any gaps.

Literacy Skills Pad

Try some of the Unit 1 activities in the Literacy Skills Pad.

Activity Book 2 AB 9

1 Read, trace, and draw. 2 Say.

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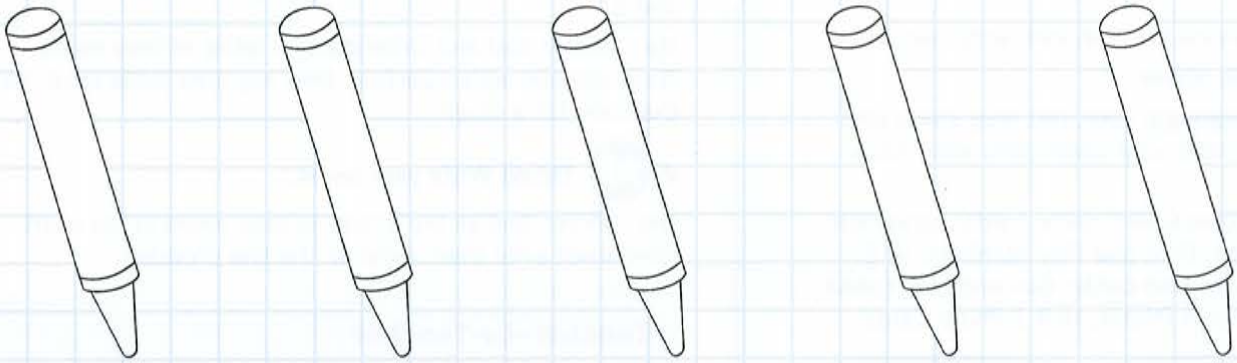
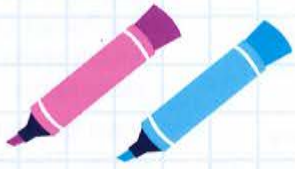
Let's Count



1 2 3 4 5

Count and circle.

(1) 2 3 4 5



1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

Key language: numbers 1–5, *crayons; I see (one) (pencil). How many pencils do you see?*
Activities: **1** Place crayons on page. **2** Count and trace. **3** Chant ***Let's Count Crayons!*** **4** Count and circle. **5** Sing ***How Many?***

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Unit 1 Let's Count

Lesson 9

Objectives: review numbers 1–5; sing a counting song

Key Language: *crayons*, numbers 1–5; *I see (one) (pencil). How many pencils do you see?*

Review Language: *journal, marker, pencil, picture,* actions; *How old are you? I'm (four).*

Receptive Language: *(Hop) three times. What's this number? Let's count.*

Materials: Child of the Day materials; Doodle Bunny puppet; crayons (five per child); Sorting Numbers 1–5 Learning Center materials (see TE Page T1D)

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Review Numbers 1–5

Show the class the Print and Play Numbers 1–5. Say the numbers. Have the class clap hands the correct amount of times for each number.

Think and Play! *Doodle Bunny Says ...*

Play a TPR game. Have the children stand up and move into a space. Have the Doodle Bunny puppet give an instruction; for example, *Hop three times*. The children do the action the correct amount of times. Repeat with different numbers to five and different actions.

USING PAGE 10

Explore the Page

Go to Page 10. Show the page or display it using the Presentation Kit. Point to the crayons and ask *What can you see? How many?*

1 Place crayons on page.

Ask the children to find five crayons. Tell them to place their crayons on each of the crayons at the top of the page.

2 Count and trace.

Have the children count the crayons they placed on the page. Now, air-trace each of the numbers 1–5 for the children to guess. Have the children air-trace each number. Have the children finger-trace the numbers in their book and then trace them with a pencil.

3 031 Chant *Let's Count Crayons!*

Play the chant. The children listen and point to the numbers in their books. Put the children in pairs. Play the chant again and have the children count and do the actions with their partner.

One crayon, two crayons, three crayons, boo! Four crayons, five crayons, I love you! (hug self, then point at a child)

4 Count and circle.

Point to the items at the bottom of Page 10. Point to each and ask *What's this / What are these?* Explain that the children have to count each item, and then find and circle the correct number. Go around the class helping where necessary.

5 032 Sing *How Many?*

Play the song. Encourage the children to join in and count the items in the book as they are heard in the song.

Verse 1: How many pencils do you see, do you see, do you see? How many pencils do you see? How many do you see?

Verse 2: markers; Verse 3: pictures; Verse 4: backpacks; Verse 5: journals

AFTER THE PAGE

Think and Play! *How Many?*

Divide the class into five teams. Assign each team an item to collect (e.g., pencils, markers, pictures, backpacks, journals). Each team has to go around the class and find five of their items. If you prefer, rather than using real items, hide five Print and Play Pictures of each item around the classroom for the children to find.

The team that finds their five items first is the winner.

If you wish, play the karaoke version of ***How Many?*** (**Track 033**) for the children to sing to as they hunt for the items.

Learning Center: Pocket Chart: Sorting Numbers 1–5

Demonstrate how to use the Learning Center materials (see TE Page T1D). Use this Learning Center whenever you want the children to practice math skills during the unit.

Math Skills Pad

Try some of the Unit 1 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 1 Parent Page in the Math Skills Pad.

Activity Book 2 AB 10

1 Trace and say. 2 Count and match.

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Unit 1 Let's Check

Lesson 10

Objectives: review the unit; do a listening comprehension

Key Language: review

Receptive Language: *Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

Materials: Child of the Day materials; Unit 1 Print and Play Pictures (at least two of each); Unit 1 Photo Cards; Pocket Chart; Doodle Bunny puppet

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Sorting

Give each child a Print and Play Picture of one of the Unit 1 vocabulary items. Make sure at least two children have each picture. The children move around the class to look for other children with the same picture. They should say the name of their picture as they move around. When they have finished, ask each group to name their picture.

Review Language

With books closed and without any visual prompts, ask the children what words they have learned in English. Accept, with plenty of praise, any words from this unit. Every time they offer a word from this unit, put the corresponding Photo Card in the Pocket Chart or point to the item.

USING PAGE 11

1 034 Listen and circle.

Go to Page 11. Show the page or display it using the Presentation Kit. Talk about the pictures. Ask questions like *What's this? What can you see?* to elicit language. Play the audio. The children listen and point. Play it again. This time the children circle the correct answers in their books.

(1) ***Child 1:*** *What color is your backpack?* ***Child 2:*** *It's blue.*

(2) ***Adult:*** *How many turtles do you see?* ***Child:*** *Four turtles.*

2 Point, say, and check.

Point to the picture at the bottom of Page 11. Encourage the children to name all the items. Have the children work in pairs and talk about the picture. They check the items they know the name for in English (*backpack*, *tape*, *book*, *marker*).

Say */b/*. Elicit which items start with the sound /b/. Repeat for /p/ and /t/.

AFTER THE PAGE

032 Song: *How Many?*

Divide the class into five teams. Assign each team an item from the song (see TE Page T10) to collect (pencils, markers, pictures, backpacks, journals). Each team has to go around the class and find five of their items. If you prefer, rather than using real items, hide five Print and Play Pictures of each item around the classroom for the children to find.

Think and Play!

Allow the children to look through the unit in their books and talk about the things they particularly enjoyed. If you have the chance here, explain and do the Activity Book review, Page 11, with the children.

Draw their attention to any of their artwork or project work from the unit that's on display around the classroom and talk about it.

Home-School Connection: Doodle Bunny Sleepover

Each Lesson 10 (or more frequently if you have a large class), choose a child who has worked particularly hard or demonstrated the unit's value, and let him or her take the Doodle Bunny puppet home.

Turn a blank notebook into Doodle Bunny's Journal. The child who takes the Doodle Bunny puppet home should draw a picture of himself or herself with the bunny doing an activity at home, and, if possible, write a one-word caption.

Try to make sure every child gets the chance to take the Doodle Bunny puppet home during the course of the year. This type of reward will really help to motivate the children as they learn together.

Literacy Skills Pad

Ask the children and their parents to complete the Unit 1 Parent Page in the Literacy Skills Pad.

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.

Activity Book 2 AB 11

1 Circle your favorite new word. 2 Write your favorite letter. 3 Color, then circle your favorite new color.

UNIT 1 - Digital: Review activities; Literacy Skills Pad: pp. 3–10; Math Skills Pad: pp. 3–8

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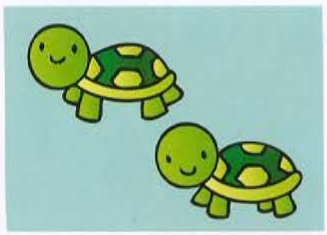
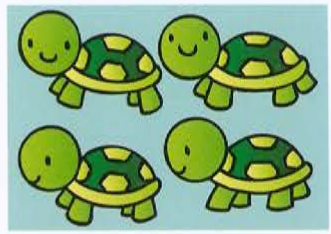
Let's Check

Listen and circle.

1

2





Point, say, and check.

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Unit 2 My Five Senses

Unit Objectives

- learn vocabulary and language by focusing on the five senses
- review the names for parts of the body and learn musical instruments
- complete a project of a shape picture
- do a science experiment with smells
- learn the value of working and playing together
- learn the /k/ sound and the corresponding letters *C, c*
- answer questions with *Yes, it is. / No, it isn't.*
- read a story about using senses
- learn to count back from 5; learn 0

Values
Learn about the value of playing together.

Project
Cut out shapes and create pictures; do show and tell with pictures.

Unit Language

Vocabulary: *see, hear, feel, smell, taste, bird, grass, flower, banana, cymbals, flute, drum, tap, listen, tree, ball, rectangle, triangle, circle, big, little, lime, soap, tea, scratch, sticker, same, computer, cake, car, cow, count, cookie, candy, egg, taste, sweet, hands, feel, wall, rope, elephant, trunk, side, leg, tail, cute, tree, creeping, coconut, caterpillar, sneeze,* number 0

Structures: *What can you (hear)? I can (hear) a (bird). Use your (eyes). What shape can you see? A (rectangle). Is it little or big? It's big. Are they the same? Yes, they are. / No, they aren't. (Count) the (cars). Taste the (cookie). Is it sweet? Yes, it is. / No, it isn't. Use your hands to feel. What does it feel like? It feels like a (wall).*

Receptive: *What are these? I (see) with my (eyes). Touch your (nose). What does your (nose) do? What can you (see)? What can you (hear)? Make yourself (big). Draw a (big) (purple) (triangle). rocket; What can you see/hear? What can you (smell)? Do you like it? Which is your favorite smell? What sound do you hear? This letter is* C. *It makes a /k/ sound. Who do you see? I like sweet food. I like food that's not sweet. rough, smooth, soft, living things, animals; Touch the … Can elephants feel? How many? What's this number? Let's count. Can you (see) a (tree)? Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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Content Areas

Art
Drawing things you can see; drawing food; making a musical instrument; making shape pictures; making a caterpillar collage

Math
Completing a sorting activity; exploring shapes; counting down; learning 0 (zero); identifying shape patterns

Social Studies
Playing together

Physical Education
Playing an action game

Science
Identifying the senses; exploring smell and taste; using technology

Communication

Oral Skills: singing a song about senses; singing a counting song; singing an action song

Listening Skills: playing a listening game; doing listening comprehensions

Performing Arts: singing and acting out a song; role-playing a story; role-playing a dialog

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Early Literacy

Early Writing Skills: circling; writing *C* and *c*; drawing; doodling; writing letters; tracing numbers

Early Reading Skills: making a new verse for a song

Documentation: reading and responding to a question

Narrative Skills: talking about a photo; talking about new language and preferences

Phonological Awareness: /k/ sound; saying a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet; reading rebus sentences

Doodling for Critical Thinking

For Students

The children will build listening comprehension through listening and circling and doodling on their books.

For Teachers

You can turn the tables on yourself and have the children give you a picture dictation. Get one aspect of the picture wrong so the children have to correct you; for example, *No, (not a) big blue triangle, a little blue triangle!*

Digital Tool Box

Presentation Kit: Unit 2 SB and AB with integrated audio, videos

TRC: Unit 2 downloadable audio, videos, and Print and Play materials

SPK: Unit 2 songs, videos, and language practice activities to play at home.

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Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Musical Instrument Center (Lesson 2)

Conversation Starters: ***What's this? What can you hear? Let's play our instruments!***

Materials: cardboard tubes; chip tubes; plastic tubs; aluminum foil; fillers: lentils, beans, rice; markers; construction paper

Objective: use creative and musical expression

1. The children can make a shaker or a drum. Let them choose what they want to make and collect the materials they need to make it (a plastic tub with a lid for the drum or a chip tube with a filler for the shaker).
2. The children make their instruments. They choose what filler they would like to use for their shaker. They decorate their instruments with markers.
3. Play songs from *Doodle Town 2* for the children to accompany with their instruments.

2: Tasting Center (Lesson 4)

Conversation Starters: ***What is it? Is it sweet? Do you like it?***

Materials: different fruit cut up (e.g., apples, bananas, strawberries, limes); other food (e.g., salty popcorn, candy); paper plates; blindfold

Objectives: build sensory awareness; practice key language

1. Set up the tasting center materials on a front desk.
2. Invite one pair of children up at a time. Blindfold one of each pair. The other child gives his or her partner different foods to taste.
3. The children swap roles. Encourage them to talk about what they are tasting as much as possible.

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Invite parents to send in some of the materials for the Learning Centers or to help create them. Parents enjoy developing materials that the children will use and knowing what their children are learning.

3: Phonological Awareness Center: /k/ (Lesson 7)

Conversation Starters: ***What words do you know that start with the letter C or the sound /k/?***

Materials: poster board; Print and Play Pictures: *cow, cake, car, cookie, candy, elephant, tree, rope, wall, drum*; toy items; real items

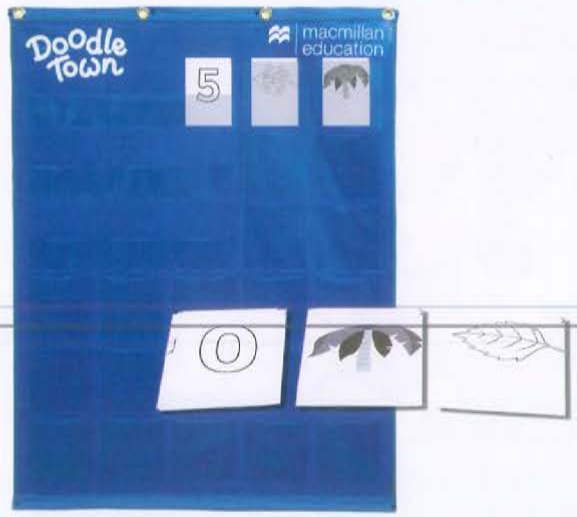
Objectives: learn to discriminate between words that start with /k/ and have the corresponding grapheme *C/c* and those that do not. (Note: At this stage, the children will not be introduced to the grapheme *K/k*, so be careful not to include items such as *kite*.)

1. Have the children sit in a circle around the Learning Center materials.
2. Write the letters *Cc* on the poster paper and then place it on the table or floor.
3. The children place objects, picture cards, and items that start with /k/ on the poster and say the words. Encourage the children to identify words around them that start with /k/.

062

4: Pocket Chart Center: Counting Down (Lesson 9)

Conversation Starters: ***How many do you see? How many are there altogether?***



Materials: Pocket Chart; Print and Play Numbers: 0–5; Print and Play Pictures: *coconuts (0–5), caterpillars (0–5)*

Objective: build awareness of number and place value of ascending and descending numbers

1. Show the children the pictures and elicit what they are.
2. Play the chant ***Five Cute Coconuts***. The children listen and put the correct numeral and the correct number of coconuts in the Pocket Chart to match the song.
3. Have the children put the coconut and caterpillar pictures in ascending and descending order.

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Unit 2 My Five Senses

see

hear

feel

smell

taste

Key language: *see, hear, feel, smell, taste, bird, grass, flower, banana; What can you (hear)? I can (hear) a (bird). Use your (eyes).* **Activities**: **1** Listen, point, and say. **2** Listen and say dialog, then role-play. **3 Language check**: Listen and circle. **4** Sing ***Use Your Eyes***.

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Think and Doodle

What can you see?

AB 12

Key language: *cymbals, flute, drum, tap, listen, tree, ball.* **Activities: 1** Listen and say. **2 Pair share**: Talk about the picture. **3** Listen and point. **4 Let's doodle**: Listen and draw. **5** Sing ***Listen to the Drum***.

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Unit 2 My Five Senses

Lesson 1

Objectives: learn about the five senses; review parts of the body

Key Language: *feel, hear, see, smell, taste, banana, bird, flower, grass; What can you (hear)? I can (hear) a (bird). Use your (eyes).*

Review: *ears, eyes, fingers, hands, mouth, nose*

Receptive Language: *What are these? I (see) with my (eyes). Touch your (nose). What does your (nose) do?*

Materials: Child of the Day materials; Doodle Bunny puppet; Photo Cards: *see, hear, feel, smell, taste*; Pocket Chart; handmade sentence strips; Print and Play Pictures: *eyes, nose, mouth, ears, hands*

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Introduce Key Language

Point to the Doodle Bunny puppet's eyes. Ask *What are these?* The Doodle Bunny puppet says *My eyes. I see with my eyes.* Continue with *nose/smell, mouth/taste, hands/touch, ears/hear.*

Show the Photo Cards and say the sense. The children repeat. Put the cards in the Pocket Chart.

USING PAGE 12

1 035 Listen, point, and say.

Go to Page 12. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point. Replay the audio. The children listen and repeat.

Sentence Building: Captions

Point to each caption and read it to the class. Ask *Can you see a word that starts with /t/?*

2 036 Listen and say dialog, then role-play.

Use the picture to review/teach *bird, flower, grass,* and *banana*. Point to Meg and Gus and read their speech bubbles. The children say the picture words. Play the dialog. Put the children in pairs. Replay the dialog, pausing after each speaker, for the pairs to role-play.

Gus: *What can you hear?* ***Meg:*** *I can hear a bird.* ***Meg:*** *What can you see?* ***Gus:*** *I can see a bird.* ***Gus:*** *What can you smell?* ***Meg:*** *I can smell the flower!* ***Meg:*** *What can you feel?* ***Gus:*** *I can feel the grass.* ***Meg:*** *What can you taste?* ***Gus:*** *I can taste the banana.*

3 037 Language check: Listen and circle.

Play the audio. The children circle *see, hear,* and *taste*.

4 038 Sing *Use Your Eyes*.

Play the audio. The children listen and point to the pictures. Replay and have the children do the actions.

Write *Use your* on a sentence strip. Put it in row 1 of the Pocket Chart. Put the Print and Play Picture for *eyes* to the right of the sentence strip. Write *What can you* on another sentence strip, put it in row 2 of the Pocket Chart, and put the Photo Card for *see* to the right of it. Replay the song. The children read and sing.

*Chorus: Use your eyes. Use your eyes. (*point to eyes) *Use your eyes to see.* (point to eyes and move head around the room) *Look! Look!* (put hand above eyes) *What can you see? (*shrug shoulders, hands out in question gesture)

Gus: *I can see a bird.* ***Meg:*** *I can see a flower.*

(repeat chorus)

Gus: *I can see a banana.* ***Meg:*** *I can see Gus!*

AFTER THE PAGE

039 Song: *Use Your Eyes*

Leave the sentence strips from the previous activity in the Pocket Chart. The children suggest another part of the body (e.g., *nose*). Put the *nose* Print and Play Picture in the Pocket Chart. Ask *What does your nose do?* Elicit *smell* and add the *smell* Photo Card. Ask *What can you smell?* Choose two suggestions and doodle pictures to put in the Pocket Chart. Play the karaoke version of the song and have the children sing the new verses. Repeat with other body parts and senses.

What Can You See?

The children draw a picture of something they can see. Ask *What can you see?*

Home-School Connection

Hand out the Unit 2 Letter to Parents for the children to take home.

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Unit 2 Think and Doodle

Lesson 2

Objectives: talk about a picture; practice new vocabulary

Key Language: *cymbals, drum, flute, listen, tap, tree, ball*

Review: *ears, eyes, fingers, hands, mouth, nose, feel, hear, see, smell, taste; I can (see) a (bird). Use your (eyes).*

Receptive Language: *What can you (see)? What can you (hear)?*

Materials: Child of the Day materials; Doodle Bunny puppet; Musical Instrument Learning Center materials (see TE Page T2C)

BEFORE THE PAGE

038 Song: *Use Your Eyes*

Play the song (see TE Page T12). Encourage the children to join in and do the actions.

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Think and Play! *Doodle Bunny Says ...*

The children all stand up. Have the Doodle Bunny puppet give instructions; for example, *Doodle Bunny says touch your nose.* The children touch their nose. Have the Doodle Bunny puppet say *I can* (pause to give the children time to answer) ... *smell*. Follow the instructions yourself so that the activity is clear for the children. Repeat with other parts of the body and their sense: *eyes/see, ears/hear, mouth/taste,* and *hands/touch*.

USING PAGE 13

Explore the Photo

Go to Page 13. Show the page or display it using the Presentation Kit. Ask the children *What can you see?* Supply the names of the instruments (*drums, cymbals, flute*).

1 **040 Listen and say.**

Play the audio. The children listen and say the new words.

Cymbals. Cymbals. Flute. Flute. Drum. Drum.

2 **Pair share: Talk about the picture.**

Put the children in pairs. Encourage them to point and name the items and then to mimic the sounds of the instruments.

3 **041 Listen and point.**

Play the audio and encourage the children to point to the instruments as they hear them. Play it again and have the children repeat each line. See if the children can identify the speaker. Talk about the things that helped them know which photo was of the speaker. (*It was a girl speaking; she says she has a drum.*)

Hi! My name is Mimi. Use your ears. Listen. What can you hear? Use your eyes. Look. What can you see? That's me, with a drum.

Use your ears. Listen. What can you hear? Use your eyes. Look. What can you see? That's Marcos, with a flute.

Use your ears. Listen. What can you hear? Use your eyes. Look. What can you see? That's Tina, with cymbals.

4 **042 Let's doodle: Listen and draw.**

Play the audio. The children listen and draw a bird in the picture.

5 **043 Sing *Listen to the Drum*.**

Explain to the children that they are going to listen to a song and follow instructions. They listen, tap their desks, and keep the rhythm.

Tap, tap, tap. I can tap the drum. Tap, tap, tap. It's lots of fun.

Listen to the drum, then tap like me. Are you ready? 1, 2, 3! (repeat)

AFTER THE PAGE

043 044 Song: *Listen to the Drum*.

Play the song again. This time the children can use the instruments they have made. Now play the karaoke version and create new rhythms for the children to follow.

Learning Center: Musical Instrument

Demonstrate how to use the Learning Center materials (see TE Page T2C). The children make musical instruments. If you wish, play some music while they do so (e.g., the karaoke version of ***Doodle Town Hop***).

Activity Book 2 AB 12

1 Find and circle. 2 Color. 3 **Pair share:** Talk about the picture.

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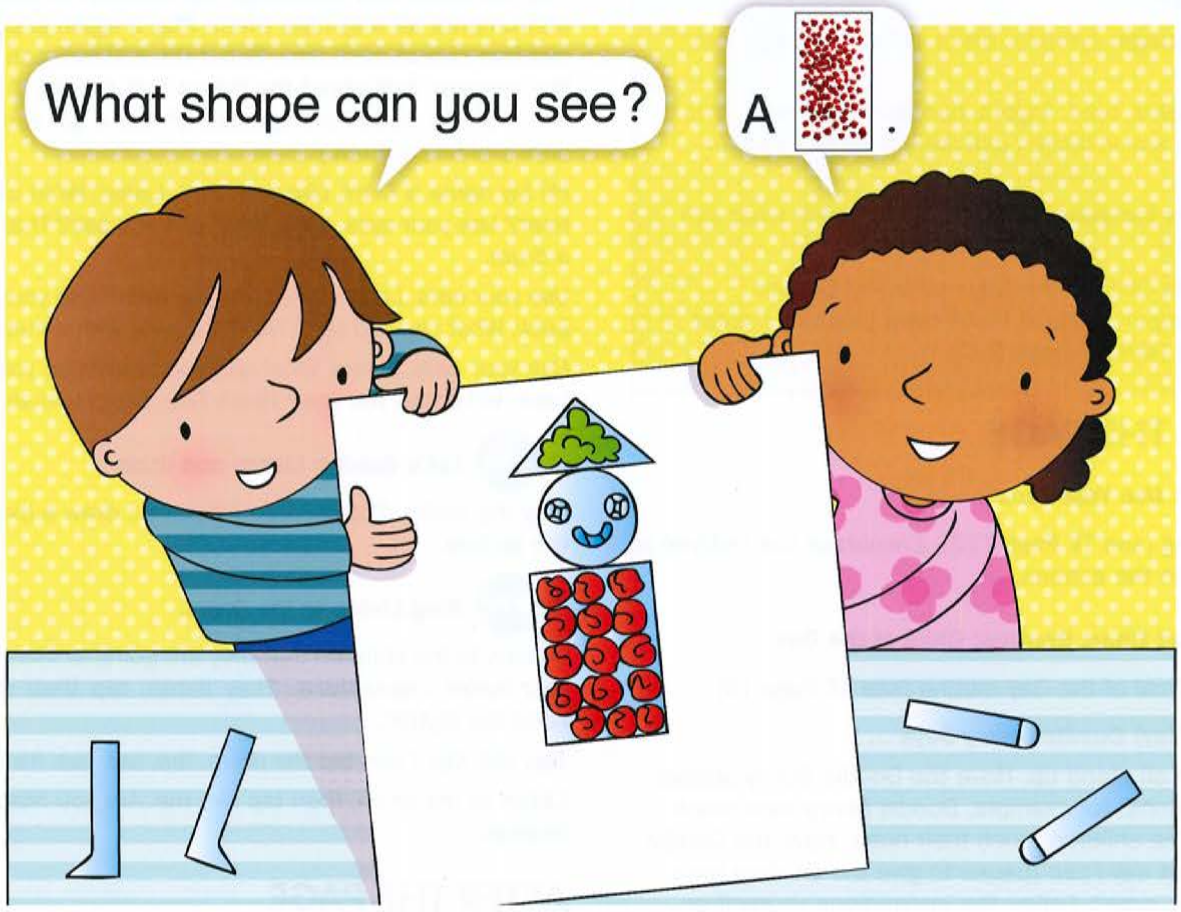
Project Talk



rectangle

triangle

circle

Key language: *rectangle, triangle, circle, big, little; What shape can you see? A (rectangle). Is it little or big? It's big.* **Activities**: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle. **4** Sing ***Let's Play Together***. **5 Project**: Make shape pictures. Role-play.

AB 13

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Unit 2 Project Talk

Lesson 3

Objectives: learn about shapes; review colors and size

Key Language: *circle, rectangle, triangle, big, little, What shape can you see? A (rectangle). Is it little or big? It's big.*

Review: colors

Receptive Language: *Make yourself (big). Draw a (big) (purple) (triangle). rocket; What can you see/hear?*

Materials: Photo Cards: *rectangle, circle, triangle*; Pocket Chart; pieces of thin cardboard; sheets of cardstock paper; pieces of tissue paper in various colors; glue sticks; large sheets of paper; digital camera, smartphone, or tablet

BEFORE THE PAGE

020 Song and Game: *Look for Red*

Play the song and play the game (see TE Page T5).

Review Language

Review shapes. Show the shape Photo Cards and say the names. Have the children repeat. Have the children count the number of sides on the rectangle and triangle with you. Put the shape Photo Cards on display in the Pocket Chart.

Review *big* and *little*. Say *Make yourself little*. Have the children crouch down in a little ball. Say *Make yourself big*. The children jump up and spread their arms and legs.

Shape Dictation

Do a shape picture dictation. Say *Draw a big purple triangle. Draw a little pink circle. Draw a big orange rectangle*. When they have finished, have the children compare their picture with a friend.

USING PAGE 14

Explore the Page

Go to Page 14. Show the page or display it using the Presentation Kit. Ask what the children are using to make their picture. Ask *What shapes can you see? What colors can you see?* Read the speech bubbles as a class.

1 045 Listen and say.

Play the audio. The children listen and repeat the shape names.

2 046 Listen, place stickers, and say.

Help the children find the Unit 2 stickers. Play the audio. The children listen and place the stickers. Replay the audio and the children repeat.

Verse 1: What shape can you see? A rectangle. Is it little or big? It's big.

Verse 2: triangle/little; Verse 3: circle/big

Early Reading: Sentence Reading

Read the speech bubbles with the class.

3 047 Listen and circle.

Play the audio. The children listen and circle the circle sticker.

4 048 Sing *Let's Play Together*.

Have each child make a cardboard shape to hold up. Put the children in pairs. Play the song and encourage the children to join in and do the actions. Collect the shapes.

Let's play together, you and me. (point to partner, point to self) *I hold a shape.* (hold up a shape) *What can you see?*

Let's play together, you and me. (point to partner, point to self) *Name the shape. What can you see?*

Let's play together, you and me. (point to partner, point to self) *We change places.* (swap places with partner) *One, two, three!*

5 Project: Make shape pictures. Role-play.

Give the children sheets of cardstock paper and shapes to trace. Have them cut out shapes and decorate them with scrunched-up pieces of tissue paper. When they are finished, encourage them to talk about what shapes and colors they used.

AFTER THE PAGE

Think and Play! *Making Shapes*

Have groups of children make shapes with their bodies by lying on the floor. Take photos of the shapes they have made. Show the children the photos in the Presentation Kit.

Math Skills Pad

Try some of the Unit 2 activities in the Math Skills Pad.

Activity Book 2 AB 13

1 **Pair share:** Talk about the pictures.
2 Trace numbers. 3 Color shapes.

UNIT 2 - Digital: Vocabulary practice activity and song; Literacy Skills Pad: pp. 11–18; Math Skills Pad: pp. 9–14

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Unit 2 Let's Explore

Lesson 4

Objectives: talk about different smells; do a science experiment

Key Language: *lime, soap, tea, scratch, sticker; Are they the same? Yes, they are. / No, they aren't.*

Subject Specific Language: *same*

Review: the senses

Receptive Language: *What can you (smell)? Do you like it? Which is your favorite smell?*

Materials: cardboard shapes from Lesson 3; adhesive labels; cotton swabs; bowls of lime juice, mint tea, and liquid soap; Doodle Bunny puppet; Tasting Learning Center materials (see TE Page T2C)

BEFORE THE PAGE

Song: *Let's Play Together*

Hand out the cardboard shapes the children made in the previous lesson. Play the song (see TE Page T14) and have the children join in and do the actions.

Explore Senses

If possible, take the children to different places in your school (e.g., playground, school kitchen). In each place, ask *What can you see/hear/smell/feel?* Take notes of what the children say. Write and draw your findings on the board when you get back to the classroom.

USING PAGE 15

***1* Pair share: Talk about the pictures.**

Go to Page 15. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them ask and answer *What can you see?*

Use the picture to introduce *lime*, *soap*, and *tea*.

***2* Try it out! Make your own stickers.**

Re-create the activity on Page 15. Put adhesive labels and cotton swabs in the center of a table. Add bowls of lime juice, mint tea, and soap. Explain the experiment to the class. Have the children come up in small groups. They each make three scratch-and-sniff stickers, one of each type. They dip a clean cotton swab into the bowl of lime juice and rub it on a sticker. They repeat this for the soap and the mint tea. Say *Scratch your sticker. What can you smell?* Talk about the different smells. Ask *Are they the same?* Elicit *No, they aren't.* Have a show of hands to see which smell the class likes the best.

***3* Documentation: Think and check *yes* or *no*.**

Building Print Awareness: Understanding Words

Use the Doodle Bunny puppet to point to the documentation panel. Read aloud *Smell the stickers. Are they the same?* Point to each word as you say it. Let the children answer the question.

Now point to the two options, *Yes* and *No*. Have the children check a box to answer the question.

***4* Sing the Values Song *Let's Work Together*.**

Play the song. Encourage the children to join in. Talk about the value of playing together. Ask *What are the advantages of playing together?* Take suggestions in Language 1 and reformulate them into simple English.

Let's work together, you and me. (point to self, point to partner) *Let's make stickers from lime, soap, and tea.* (mime pointing to items)

Your sticker, my sticker. (point to partner, point to self) *scratch and smell.* (mime scratching and smelling sticker) *Are they the same?* (question gesture) *Smell and tell!* (mime smelling sticker)

Home-School Connection

Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Learning Center: Tasting

Demonstrate how to use the Learning Center materials (see TE Page T2C). The children do a blindfold taste test.

Cooperative Play

Allow the children some free time to do an activity of their choice with a partner or group of friends (e.g., drawing, reading). They practice the value of working/playing together.

Activity Book 2 AB 14

1 Look, read, and draw a happy or sad face for *yes* or *no*.
2 Ask a friend and draw faces for *yes* or *no*.
3 Sing the Values Song ***Let's Work Together***.

UNIT 2 - Digital: Science activity and Values Song; Literacy Skills Pad: pp. 11–18; Math Skills Pad: pp. 9–14

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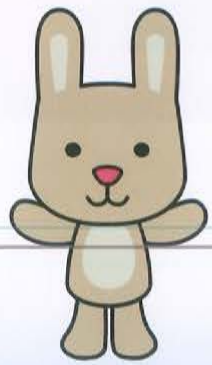
Smell the stickers. Are they the same?



☐ Yes ☐ No

Science Talk. Key language: *lime, soap, tea, scratch, sticker; Are they the same? Yes, they are. / No, they aren't.* **Subject specific language**: *same.* **Activities**: **1 Pair share:** Talk about the pictures. **2 Try it out!** Make your own stickers. **3 Documentation**: Think and check *yes* or *no*. 4 Sing the Values Song: Let's Work Together

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Phonics Fun

computer

cake

car

cow

C C c c

Key language: *computer, cake, car, cow, count; (Count) the (cars).* **Activities: 1** Listen and say. **2** Write C and c. **3** Listen to ***C Sounds Like /k/***, chant, and circle words that start with /k/ in the picture. **4** Chant ***On My Computer***.

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Unit 2 Phonics Fun

Lesson 5

Objectives: learn to write *c* and *C*; listen to the /k/ sound; listen to a Phonics Chant

Key Language: *cake, car, computer, count, cow; (Count) the (cars).*

Review: the senses

Receptive Language: *What sound do you hear? This letter is C. It makes a /k/ sound. Who do you see?*

Materials: Child of the Day materials; Unit 2 Photo Cards

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Think and Play! *Mime*

Show the senses Photo Cards. Have the children say the name of each one and do an action.

USING PAGE 16

Explore the Page

Go to Page 16. Show the page or display it using the Presentation Kit. Use the pictures to teach/review *computer, cake, car*, and *cow*. See if the children can say which sound they all start with (*/k/*).

1 052 Listen and say.

Play the audio. Have the children listen and point to the items in their books. Play it again, pausing after each item for the children to repeat.

2 Write C and c.

Point to the letters *C/c*. Ask *Are they the same?* Establish that they are the same shape but one is big and one is little.

Say *This letter is* C (say the letter name). *It makes a /k/ sound* (see TE Page T6).

3 053 Listen to *C Sounds Like /k/*, chant, and circle words that start with /k/ in the picture.

Point to the bottom of Page 16. Ask *Who can you see?* Establish that Meg is playing on a computer. The children name the items in the picture. Play the Phonics Chant ***C Sounds Like /k/***. Have the children listen and point. Play it again. The children circle the items that start with the /k/ sound in the picture.

What do you see? /k/, /k/, C. What words start with C? Computer, cake, car, cow. They all start with C.

4 054 Chant *On My Computer.*

Play the Phonics Chant. The children listen and point. Play the chant again and have the children stand up when they hear the /k/ sound.

On my computer, on my computer, count the cars. One, two, three. Can you see?

On my computer, on my computer, count the cows. One, two, moo! On my computer, on my computer.

AFTER THE PAGE

Think and Play! *Explore Technology: Computer Games*

If possible, take the children to the computer/IT room at school. Let them play coloring games and/or counting games on the computers.

054 Phonics Chant: *On My Computer*

Play the chant as the children play on the computers. Go around and ask the children what they are doing on the computer.

Literacy Skills Pad

Try some of the Unit 2 activities in the Literacy Skills Pad.

Activity Book 2 15 16

1 Cut out and fold book. Write your name.
2 Look and read. 3 Draw a line under words that start with /k/. 4 Take book home.

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Unit 2 Grammar Fun

Lesson 6

Objective: think about how things taste

Key Language: *candy, cookie, egg, sweet, taste; Taste the (cookie). Is it sweet? Yes, it is. / No, it isn't.*

Review: *apples, bananas, food, grapes, lime, oranges; I (don't) like ...*

Receptive Language: *I like sweet food. I like food that's not sweet.*

Materials: Meg and Gus cutout puppets; name cards; Print and Play Pictures: *apples, bananas, oranges, grapes, candy, cake, cookie, lime, egg*; Pocket Chart; handmade sentence strips; paper plates

BEFORE THE PAGE

004 005 **Song: *Hello. How Are You?***

Play the song (see TE Page T2). Do the actions with the Gus and Meg cutout puppets. Choose two of the children's name cards and play the karaoke version of the song.

Introduce Key Language

Stick the *candy, cake*, and *cookie* pictures on one side of the board. Stick the *lime* and *egg* pictures on the other side. Have the Meg puppet point and say *I like sweet food. I like candy, cake, and cookies.* Have the Gus puppet point and say *I like food that's not sweet. I like limes and eggs.*

USING PAGE 17

Explore the Page

Go to Page 17. Show the page or display it using the Presentation Kit. The children find Gus and Meg in the chart. Point to the food and ask *What's this?* Use the pictures to teach the names of the foods.

1 055 **Listen and say. Point to words that start with /k/.**

Play the audio. The children listen and say. Play it again. The children point to the food words at the bottom of the page that start with /k/ *(candy, cookie)*.

2 056 **Listen, mime, and answer.**

Play the audio. Pause before Meg/Gus speaks and allow the children to answer first.

Adult: *Taste the cookie. Is it sweet?* ***Meg:*** *Yes, it is!*
Adult: *Taste the lime. Is it sweet?* ***Gus:*** *No, it isn't.*

3 **Sorting chart: Talk and draw.**

Point to each food item at the bottom of the page. Ask *What's this? Is it sweet?* Encourage the children to answer *Yes, it is. / No, it isn't.* The children draw one more item in each column of the chart. They compare with a friend.

4 057 **Sing *Is It Sweet?***

Play the song. The children listen and point to the food in their books. Play it again and encourage them to join in.

Verse 1: ***Children:*** *Taste the cookie. Is it sweet?* (question gesture) ***Child 1:*** *Yes, it is. What a treat!* (rub tummy)

Verse 2: ***Children:*** *Taste the lime. Is it sweet?* (question gesture) ***Child 2:*** *No, it isn't. But it's still a treat! Yum! I like limes.* (rub tummy)

Verse 3: candy/yes; Verse 4: egg/no/ Yum! I like eggs.

AFTER THE PAGE

058 **Song: *Is It Sweet?***

Brainstorm foods. Doodle the children's suggestions on the board and write captions. Show the children Print and Play Pictures of fruit and review the vocabulary. For each one ask *Is it sweet?* Elicit *Yes, it is*. Write *Taste the* on a sentence strip and put it in row 1 of the Pocket Chart. Write *Is it sweet?* on another sentence strip and put it in row 2 of the Pocket Chart.

Let the children choose one of the fruit pictures. Put it in the Pocket Chart. Play the first verse of the karaoke version of the song and sing the new verse. Repeat with other foods.

Draw Food

Hand out paper plates. The children draw their favorite food and talk about their pictures. Ask *Is it sweet?* Elicit *Yes, it is. / No, it isn't.*

Literacy Skills Pad

Try some of the Unit 2 activities in the Literacy Skills Pad.

Home-School Connection

The children take their pictures home to share with their families.

Activity Book 2 AB 17

1 Point and say. 2 Read, look, and check.
3 Color food that tastes sweet.

UNIT 2 - Digital: Language practice activity and song; Literacy Skills Pad: pp. 11–18; Math Skills Pad: pp. 9–14

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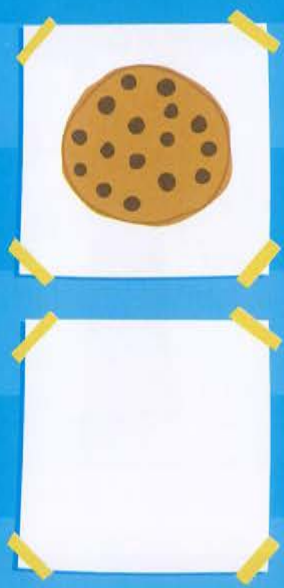
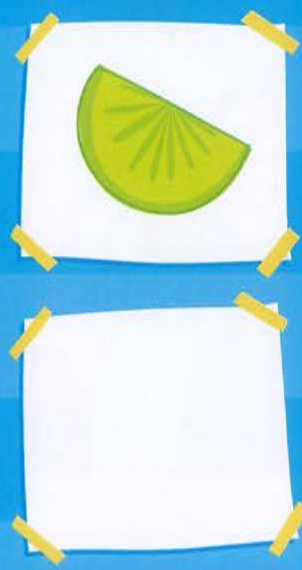
Is it sweet?

Yes, it is.	No, it isn't.

1





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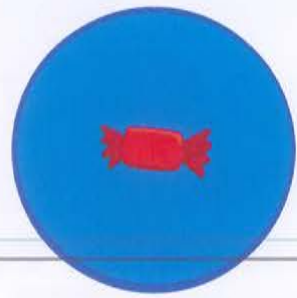

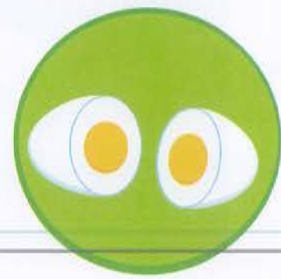

cookie lime candy egg

Key language: *cookie, candy, egg, taste, sweet. Taste the (cookie). Is it sweet? Yes, it is. / No, it isn't.* **Activities**: **1** Listen and say. Point to words that start with /k/. **2** Listen, mime, and answer. **3 Sorting chart**: Talk and draw. **4** Sing ***Is It Sweet?***

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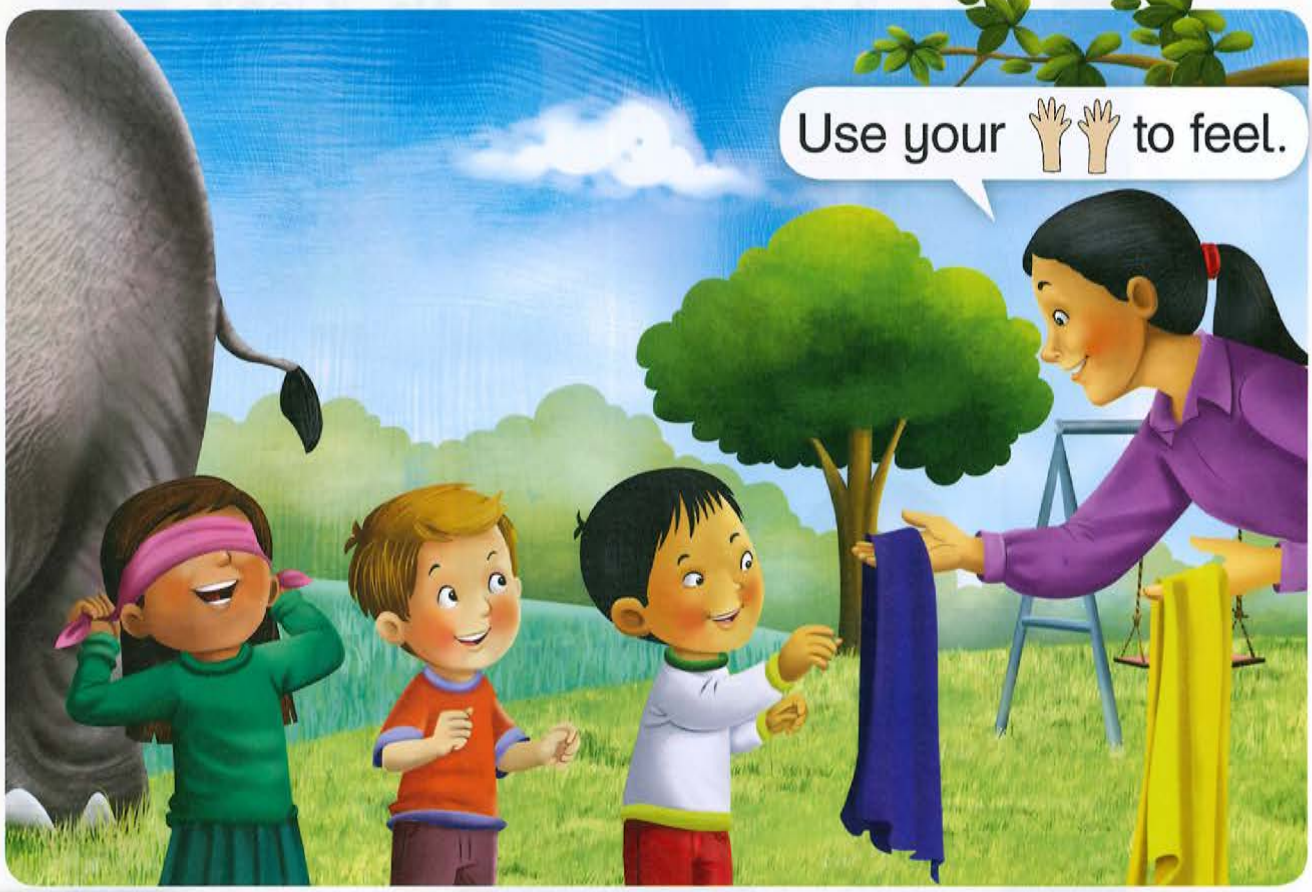
What Is It?

1



2

Key language: *hands, feel, wall, rope, elephant, trunk, side, leg, tail; Use your hands to feel. What does it feel like? It feels like a (wall).* **Activities**: **1** Preview and predict with a Picture Walk. **2** Listen to ***What Is It?*** and point. Listen and say. **3** Sing the Story Song ***Five Senses***.

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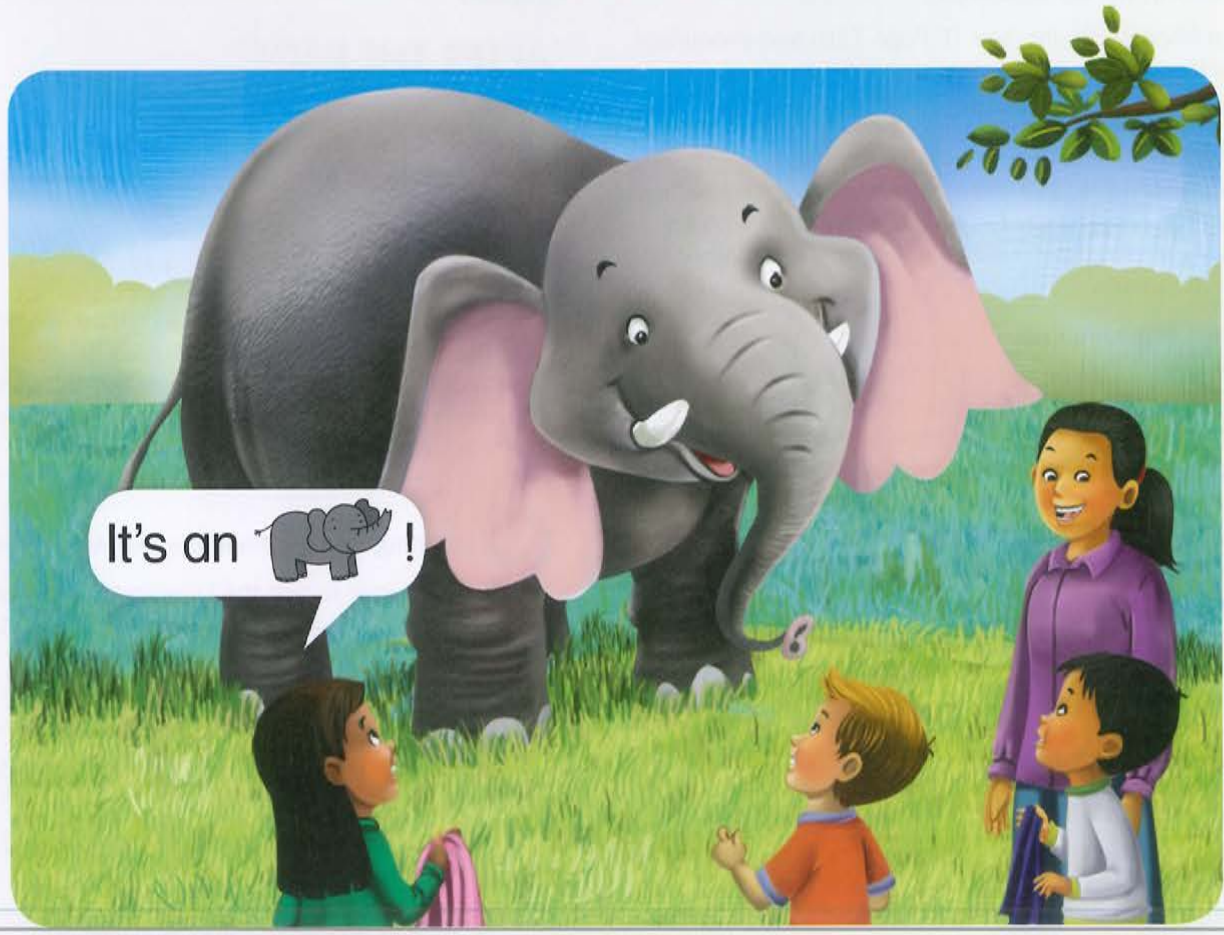
3



4

Can elephants feel?

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Unit 2 What Is It?

Lesson 7

Objectives: read a story; sing about senses

Key Language: *feel, hands, rope, wall, elephant, leg, side, tail, trunk; Use your hands to feel. What does it feel like? It feels like a (wall).*

Review: the senses

Receptive Language: *rough, smooth, soft*

Materials: scarves for blindfolds; a piece of rope; a short branch or piece of bark; a brick; Phonological Awareness Learning Center materials (see TE Page T2D)

BEFORE THE PAGE

Chant: *On My Computer*

Play the Phonics Chant (see TE Page T16) and encourage the children to join in and clap each time they hear the /k/ sound.

Think and Play! *Senses*

Review the senses. Call out a body part; for example, *eyes*. The children have to say the sense associated with the body part; for example, *I can see*. Continue with other body parts and senses.

Introduce Key Language

Invite a group of three or four children to the front. Put blindfolds on them. Let them touch the three items (rope, branch or bark, and brick) you have at the front. Make sure they don't pick up the items, as the brick will be too heavy for them to hold safely. Ask *What does it feel like?* Supply language as needed. Establish that we use bricks to build walls and that the branch or bark is from a tree.

Have the children sit down and pass the rope and the branch or bark around the class for all the children to feel. They can come to the front to touch the brick. Say *Use your hands to feel*.

USING PAGES 18 AND 19

1 Preview and predict with a Picture Walk.

Go to Pages 18 and 19. Show the pages or display them using the Presentation Kit. Point to the title, *What Is It?*, and read it with the class. Have the children look at the pictures and encourage them to suggest what might happen in the story.

2 Listen to *What Is It?* and point. Listen and say.

The children listen to the story and point to the pictures. Play it again and have the children say each line.

Building Print Awareness: Reading Rebus Sentences

Read the speech bubbles with the children and then play the audio again.

3 Sing the Story Song *Five Senses*.

Play the song for the children to listen to. Play it again and have the children join in and do the actions. Divide the class into two groups. Play the song again and have each group take alternate lines.

Verse 1: I use my hands to feel. (make feeling gesture) *I use my eyes to see.* (put hand above eyes) *That is how I learn about the world around me.* (point all around).

Verse 2: I use my ears to hear. (cup ears) *I use my nose to smell.* (point to nose and sniff) *I use my mouth to taste,* (smack lips together) *and smile and tell.* (smile)

(repeat)

AFTER THE PAGE

Think!

Ask the children why the children in the story didn't recognize it as an elephant. (*It's too big to feel it as a whole.*)

Think and Play! *Touch and Feel*

Have the children work in pairs. Blindfold one of each pair. The partner who's not blindfolded guides the other child around the room, giving him or her things to feel. Encourage them to model the dialog from the story; for example, *Use your hands to feel. It feels like a ...* Swap roles so the other partner is blindfolded.

Learning Center: Phonological Awareness: /k/

Demonstrate how to use the Learning Center materials (see TE Page T2D). The children sort words that start with /k/.

Literacy Skills Pad

Try some of the Unit 2 activities in the Literacy Skills Pad.

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Unit 2 What Is It?

Lesson 8

Objectives: review the story; act out a story

Key Language: review

Receptive Language: *living things, animals; Touch the … Can elephants feel?*

Materials: Child of the Day materials; Print and Play Pictures: *wall, rope, tree, elephant*; Print and Play Large Elephant Template; Print and Play Elephant Tails and Elephant Trunks Templates, one per child; blindfolds; sticky tack; Alphabet Poster

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Think and Play! *Touch the …*

Play a TPR game. Stick the Print and Play Pictures (*wall, rope, tree, elephant*) around the classroom. Say *Touch the tree*. The children run to touch the tree picture. Repeat with the other pictures.

USING PAGES 18 AND 19

1 Talk about the story.

Go to Pages 18 and 19. Show the pages or display them using the Presentation Kit. Ask *What can you see? What does it feel like?* In pairs, the children talk about the story. They ask and answer the questions.

2 059 Listen again and read.

Play the story and encourage the children to follow the words in their books.

3 059 Act out.

Put the children in groups of four. Let them decide in their group who plays each of the parts: teacher, three children. If there is any dispute over roles, they can swap roles after the first turn.

Play the story for the children to listen and role-play. Then, they can act it out again without the audio, swapping roles if they wish.

4 060 Sing the Story Song *Five Senses*.

Play the song (see TE Page T18) and encourage the children to join in and do the actions.

5 Think! Can elephants feel?

Look at the question at the bottom of Page 19 and read it with the class. Talk about the question with the children. Establish that elephants can feel, as they are animals/living things. Take suggestions from the class of other living things that can feel (*cats, dogs, rabbits*).

Teacher-to-Teacher

Young children are interested in other living things but may still be a little rough. Use this as an opportunity to reinforce that the children should be kind and respectful to animals as animals feel like they do.

AFTER THE PAGE

Think and Play! *Pin the Tail on the Elephant*

Give half the class an elephant tail and the other half an elephant trunk. Have them write their name on the back. Give them each a bit of sticky tack.

Stick the large elephant on the wall. Have the children come up in small groups with their tails or trunks. Blindfold them one at a time. The blindfolded child has to try to stick his or her tail or trunk in the correct place on the elephant.

When all the children have had a turn, decide with the class which trunk and tail are the closest to their correct places. Read the names on the back of each. Those children are the winners.

029 Song: *The Alphabet Song*

Display the Alphabet Poster. Ask *What's the first letter in* elephant? Have all the children whose names start with *E* stand up. Play ***The Alphabet Song*** and have the children join in (see TE Page T8).

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.

Literacy Skills Pad

Try some of the Unit 2 activities in the Literacy Skills Pad.

Activity Book 2 AB 18 029

1 Read and say. 2 Sing ***The Alphabet Song***.
3 Color *e* pink. Color *c* blue. Color *t* green.

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Let's Count

5

4

3

2

1

0

Key language: number 0, *cute, tree, creeping, coconut, caterpillar, sneeze*. **Activities**: **1** Count and trace. **2** Talk about the pictures. **3** Chant ***Five Cute Coconuts***.

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Unit 2 Let's Count

Lesson 9

Objectives: count back from 5 to 0; sing a counting song

Key Language: *caterpillar, coconut, creeping, cute, sneeze, tree,* number 0

Review: the senses, *circle*

Receptive Language: *How many? What's this number? Let's count. Can you (see) a (tree)?*

Materials: Print and Play Numbers: 0–5; paper circles (five per child or pair); paints; brushes; Counting Down Learning Center materials (see TE Page T2D)

BEFORE THE PAGE

032 Song: *How Many?*

Play the song (see TE Page T10). The children join in and do the actions.

Think! Review Numbers 0–5

Give five children a Print and Play Number 1–5. The class helps them make a number line. Count them to check. Give a child Print and Play Number 0. Does the child know where to stand in the number line? The class makes suggestions.

Introduce Key Language

Doodle a palm tree on the board and caption it. Ask *What is it?* Elicit *tree*. Ask *What letter does* tree *start with?* Accept /t/ or *T*. Add some coconuts and write a caption. Teach *coconut*. Ask *What letter does* coconut *start with?* Accept /k/ or *C*. Doodle a caterpillar, caption it, and teach the word. Ask *What letter does* caterpillar *start with?* Accept /k/ or *C*.

USING PAGE 20

Explore the Page

Go to Page 20. Show the page or display it using the Presentation Kit. Ask *What can you see?* Read the speech bubble *How many coconuts?* Use the pictures to introduce *cute* and *sneeze*.

***1* Count and trace.**

The children count the coconuts in each tree. Now, air-trace each of the numbers 0–5 for the children to guess. Have the children copy you. Have the children finger-trace the numbers in their book. Then they trace the numbers with a pencil.

***2* Talk about the pictures.**

The children point to each picture and say, for example, *two coconuts*.

***3* 062 Chant *Five Cute Coconuts*.**

Play the rhyme. The children listen and point to the numbers in their books. Ask what words in the rhyme have the /k/ sound *(cute, coconuts, creeping, caterpillar)*. Play the rhyme again and have the children clap each time they hear the /k/ sound.

Verse 1: Five cute coconuts in a tree. (show five fingers)
One creeping caterpillar has a big sneeze … (make caterpillar wriggling motion with one finger; pinch nose)
What can you see? (hand above eyes)

Verse 2: Four cute coconuts; Verse 3: Three cute coconuts; Verse 4: Two cute coconuts; Verse 5: One cute coconut; Verse 6: Zero cute coconuts / Wow! No more coconuts.

AFTER THE PAGE

Make Caterpillars

Hand out five paper circles to each child or pair. Ask *What shape can you see?* Have the children count them. Show the children how to stick the circles together to make a caterpillar: one circle will be the caterpillar's head and the others will be sections of its body. Hand out glue.

Hand out paints and brushes for the children to use to decorate their caterpillars. When they are dry, make a class display. Group the caterpillars in fives.

062 Learning Center: Pocket Chart: Counting Down

Follow the instructions for using the Learning Center materials (see TE Page T2D). Use this Learning Center whenever you want the children to practice math skills during the unit.

Math Skills Pad

Try some of the Unit 2 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 2 Parent Page in the Math Skills Pad.

Activity Book 2 AB 19

1 Count and say. 2 Trace. 3 Cut out and play.

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Unit 2 Let's Check

Lesson 10

Objectives: review the unit; do a listening comprehension

Key Language: review

Receptive Language: *Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

Materials: Child of the Day materials; Unit 2 Photo Cards; Pocket Chart; Doodle Bunny puppet; caterpillar number cards from Activity Book Page 19; Doodle Bunny sleepover materials

BEFORE THE PAGE

Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Review Senses

Show the Photo Cards of the senses to review the words. Leave them on display in the Pocket Chart. Teach an action for each sense: *see*—hand above eyes; *hear*—cup ear; *smell*—sniff air; *taste*—smack lips together; *feel*—move hands. Say *I can see.* The children have to do the correct action. Repeat several times to practice all the senses.

USING PAGE 21

1 Listen and circle.

Go to Page 21. Show the page or display it using the Presentation Kit. Talk about the pictures on Page 21. Have the Doodle Bunny puppet ask questions to elicit language; for example, *What's this? What can you see?* Play the audio. The children listen and point. Play it again. This time the children circle the correct answers in their books.

(1) ***Adult:*** *What can you feel? Is it a rectangle?* ***Child:*** *Yes, it is.*

(2) ***Adult:*** *How many cookies can you see?* ***Child:*** *Zero. No more cookies!*

2 Point, say, and check.

Point to the picture at the bottom of Page 21. Encourage the children to say each word (*drum, cookie, hear, elephant*). Have the children work in pairs and talk about the picture.

Point to each item and have the children say its first letter and/or initial letter sound. They check the items they know the name for in English.

AFTER THE PAGE

Chant: *Five Cute Coconuts*

Play the audio (see TE Page T20). Have the children chant, count, and do the actions.

Let the children play with the caterpillar number cards they made in the Activity Book. Have them put them in ascending and descending order.

Put the children in groups of three or four and have them put their cards together. Let them play *Snap*.

Think and Play!

Allow the children to look through their books and talk about the things they particularly enjoyed in Unit 2. If you have the chance, explain and do the Activity Book Review, Page 21, with the children.

Draw their attention to any of their artwork or project work from the unit that's on display around the classroom and talk about it.

Home-School Connection: Doodle Bunny Sleepover

Choose a child who has worked particularly hard or demonstrated the unit's value to take the Doodle Bunny puppet home (see TE Page T11).

Home-School Connection

Ask the children and their parents to complete the Unit 2 Parent Pages in the Literacy Skills Pad.

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.

Activity Book 2 AB 21

1 Circle your favorite new word. 2 Circle what they see. 3 Circle what you like to do.

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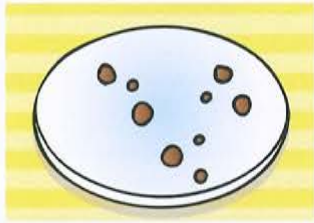
Let's Check

Listen and circle.

1

2



Point, say, and check.

Key language: Review. Activities: 1 Listen and circle. 2 Point, say, and check.

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Unit 3 At Home

Unit Objectives

- learn vocabulary and language by focusing on homes and family
- complete a project to draw a picture of a favorite activity
- learn about buildings
- learn the /s/ sound and the corresponding letters S, s
- use *there is / there are* for singular and plural items
- understand a reading text about spending time with family members
- learn the value of spending time with families
- review numbers 1–10

Values
Learn about the importance of spending time with our families.

Project
Draw a picture of a favorite activity and talk about it.

Unit Language

Vocabulary: *kitchen, living room, bedroom, bathroom, house, Mom, Dad, Grandma, family, floor, window, sisters, play, swim, read, run, dance, brother, build, apartment, box, knee, elbow, shoulder, head, record, height, soap, sink, sofa, sing, beds, lamps, bears, bathtub, elephant, swim, work, go shopping, help, play music, fly kites, children, paper dolls, boys, girls, together,* numbers 6–10

Structures: *Where are (you)? Where is (Mom)? She is in the (kitchen). They are in the (bedroom). What do you like to do? I like to (play). I like to (swim) with my (brother). Where do you live? How tall is it? It's as tall as my (elbow). Sing a song. Wash your hands. There is (one elephant). How many (beds) are there? There are two (beds). How many?*

Receptive: *garage, office; Where are they? What senses do you use? What does Gus have? What does (Gus) like to do? Who's this? Touch your … Do you live in a (house)? toes; What sound does it make? What words start with S? Are they the same? Where is (Gus)? Where are the bears? Where are you? (Daddy) Finger; What do they like to do? What do you like to do with your family? add, equals; What's this number? Let's count. How old is your (sister)? Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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Content Areas

Art
Making the rooms of a house; drawing pictures; decorating boxes; making paper dolls

Math
Sorting and classifying; estimating, building, counting, and measuring; differentiating between singular and plural; counting to 10; addition to 10

Social Studies
Enjoying spending time together as a family; washing hands; playing cooperatively

Physical Education
Playing action games; flying a kite

Science
Exploring soap; talking about hygiene

Communication

Oral Skills: singing a song with the Pocket Chart; saying new vocabulary; singing counting songs

Listening Skills: doing a listening comprehension

Performing Arts: role-playing a dialog; singing and acting out a song

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Early Literacy

Early Writing Skills: doodling; drawing, writing letters, writing S and s; tracing numbers

Early Reading Skills: reading captions; reading about families; making a new verse for a song; reading sentences

Documentation: reading and responding to a question

Narrative Skills: talking about a picture; talking about new language and preferences

Phonological Awareness: /s/ sound; chanting a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet

Doodling for Critical Thinking

For Students

Put the children in pairs and have them give each other simple picture dictations. They need to include only two details (e.g., color and object). Differentiate in mixed-ability classes by having children who are quicker learners dictate more complex pictures to each other.

For Teachers

Add humor to your own doodles and drawings. This will help the children to remember the vocabulary.

Digital Tool Box

Presentation Kit: Unit 3 SB and AB with integrated audio, videos

TRC: Unit 3 downloadable audio, videos, and Print and Play materials

SPK: Unit 3 songs, videos, and language practice activities to play at home.

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Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Rooms in a House Center (Lesson 1)

Conversation Starters: ***(Mom's) (eating). Where's (Mom)? Where is the bathroom?***

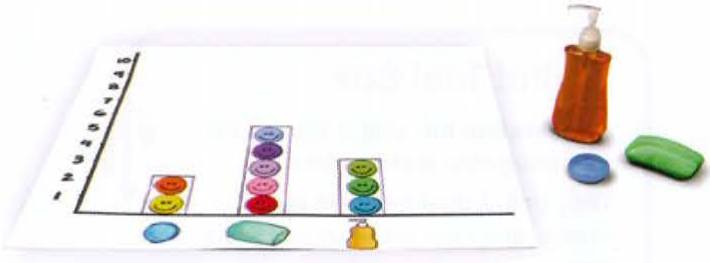
Materials: doll furniture; cutout pictures of furniture; Print and Play Templates: Meg, Gus, Kit, House Floor Plan

Objectives: practice creative expression; play cooperatively; use target language

1. The children color their house plans. They can attach a strip of paper to the back of the cutout puppets to create finger puppets.
2. The children put the characters and objects in different rooms of the house.
3. Play a guessing game to find where people are.

2: Soap Center (Lesson 5)

Conversation Starters: ***Do you like this soap? Yes, I do. / No, I don't. What can you smell? What color is it?***



Materials: three different soaps (e.g., two different bars of soap and a bottle of liquid soap); large poster paper; paper for children to draw a happy face

Objectives: explore with senses; think about hygiene

1. The children wash their hands using the three different kinds of soap. Play the song ***Soap and Water*** (**Track 079**) for them to sing as they wash.
2. Encourage them to talk about each soap and what it smells like. Talk about the importance of hand washing.
3. Make a chart on the poster paper with a column for each type of soap. The children draw a happy face on a piece of paper and cut it out. They show which soap they like best by sticking a happy face on the chart.

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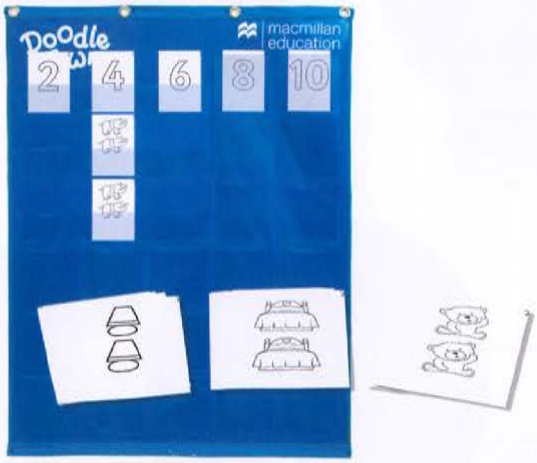
There are many different types of families, such as one-parent families and extended families. Learning Centers are a great way to celebrate all the different types of families of children in your classroom. The Learning Centers are an opportunity for children to celebrate differences.

3: Pocket Chart Center: Number Sorting (Lesson 6)

Conversation Starters: ***How many lamps are there? How many are there in all? Let's count.***



Materials: Print and Play Numbers: 2, 4, 6, 8, 10; Print and Play Pictures: 2 *elephants,* 2 *bears,* 2 *lamps,* 2 *beds* (copied five times each); Pocket Chart

Objectives: count and match; raise awareness of counting in twos

1. The children read the numerals on the Print and Play Numbers. They count the objects on the Print and Play Picture pairs.
2. The children choose a numeral to place in the Pocket Chart. Then they place the appropriate number of Print and Play Picture pairs to match.
3. Encourage the children to count in twos.

4: Sign Making Center (Lesson 8)

Conversation Starters: ***What sign are you making? What letter does*** **sink** ***start with? What letter are you writing?***

Materials: sticky notes, markers

Objectives: build print awareness; practice early writing skills

1. The children look at the signs and captions in the classroom.
2. The children write signs for different objects, places, and people on the sticky notes.
3. Have the children stick the signs around the classroom.

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Unit 3 At Home

Lesson 1

Objectives: learn about the rooms of the house; review family members

Key Language: *bathroom, bedroom, house, kitchen, living room, Dad, family, Grandma, Mom; Where are (you)? Where is (Mom)? She is in the (kitchen). They are in the (bedroom).*

Review: *in, on, under, garden, Grandpa*

Receptive Language: *garage, office*

Materials: Child of the Day materials; Photo Cards: *kitchen, living room, bedroom, bathroom, house*; Meg and Gus cutout puppets; handmade sentence strips; Pocket Chart; Rooms in a House Learning Center materials (see TE Page T3C)

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Introduce Key Language

Doodle a large house on the board and caption it. Teach *house*. Stick the Photo Cards for the rooms in the house. Say the name of each room. Hold the Meg cutout puppet in front of the *living room* Photo Card. Ask *Where is Meg?* Elicit *(She is in the) living room*. Repeat with Gus and other rooms. Doodle Grandma and Grandpa on the board and review the names.

USING PAGE 22

1 064 Listen, point, and say.

Go to Page 22. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point. Play it again. The children repeat.

2 065 Listen and say dialog, then role-play.

Point to Gus and Grandpa. Ask *Who's this?* and identify Grandpa. Play the dialog. Put the children in pairs, with one child taking each role. Play the dialog again, pausing after each speaker. The children repeat. Then they role-play.

Gus: *Where is Mom?* ***Grandpa:*** *She is in the kitchen.*

Dad / bathroom; Grandma / living room; Kit and Meg / bedroom

Sentence Building: Speech Bubbles

Read the speech bubbles with the class.

3 066 Language check: Listen and circle.

Play the audio. The children circle *bathroom, kitchen,* and *bedroom.*

4 067 Sing *Hello, Mom.*

Play the audio. The children point to the pictures as they are named in the song. Play it again. The children do the actions.

Write *Where are you?* on a sentence strip. Put it in row 1 of the Pocket Chart. Write *I'm in the* on another sentence strip and put it in row 2 of the Pocket Chart. Put the *kitchen* Photo Card to the right of it. Replay the song. The children read the verses. For verses 4 and 5, write *We are in the* on a sentence strip.

Verse 1: ***Gus:*** *Hello, Mom. Hello, Mom.* (wave) *Where are you? Where are you?* (hold out hands in questioning gesture, look around)

Mom: *I am in the kitchen. I am in the kitchen.* (point to kitchen in books) ***Gus:*** *Hello, Mom! I see you!* (wave and point)

Verse 2: Dad / bathroom; Verse 3: Grandma / living room; Verse 4: Meg and Kit / bedroom; Verse 5: family / house; Hello, Gus. We see you! (repeat)

AFTER THE PAGE

068 Song: *Hello, Mom.*

Leave the sentence strips from the previous activity in the Pocket Chart. Can the children remember any more family members (e.g., *brother, sister*)? The children suggest another room or place in the house (e.g., *garden*). Quickly doodle a garden and put it in the Pocket Chart after *I'm in the.*

Play the karaoke version of the song and sing your new verse with *garden*. Sing it once for *brother* and repeat for *sister*.

Learning Center: Rooms in a House

Demonstrate how to use the Learning Center materials (see TE Page T3C). The children play with family cutout characters in the house plan.

Home-School Connection

Hand out the Unit 3 Letter to Parents for the children to take home.

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Unit 3 Think and Doodle

Lesson 2

Objectives: talk about a picture; practice new vocabulary

Key Language: *floor, window, sisters*

Review: *Dad, Mom, house,* rooms

Receptive Language: *Where are they?*

Materials: Child of the Day materials; Pocket Chart; Unit 3 Photo Cards; beanbag

BEFORE THE PAGE

027 **Pocket Chart Routine: Child of the Day**

Follow the Child of the Day routine (see TE Page T9).

Think and Play! *Team Race*

Display the Pocket Chart at the front of the class and put in the Unit 3 Photo Cards.

Divide the class into two teams. The teams stand in two rows, about three meters away from the Pocket Chart. Say the name of one of the Photo Cards. The first members of each team race to touch the correct Photo Card in the Pocket Chart. The first child to touch the correct item wins a point for his or her team. The children go to the back of the row. Continue with different words and different children so that every child gets at least one turn.

Introduce Key Language

Point to the window and say *window, window*. The children point to the window and repeat after you. Repeat to teach *floor.* Say *window, floor, floor, window,* and so on and have the children point. Get faster and faster.

USING PAGE 23

1 069 **Listen and say.**

Play the audio. The children listen and say the new words.

Floor. Floor. Window. Window.

2 **Pair share: Talk about the picture.**

Go to Page 23. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them ask and answer *Who can you see?* Supply the names of the family members you see.

3 070 **Listen and point.**

Play the audio and encourage the children to point to the items and family members as they hear them. Play it again and have the children repeat each line.

Where is the family? They are in the living room. Do you see the window? I see a mom, dad, and two sisters. They are on the floor. They are playing a game.

4 071 **Let's doodle: Listen and draw.**

Play the audio. The children listen and draw a window in their books. Have them compare their picture with a friend.

5 067 **Sing *Hello, Mom*.**

Play the song (see TE Page T22). Encourage the children to join in and do the actions.

AFTER THE PAGE

Think and Play! *Point to the Window*

Play this TPR game. Have the children sit in a circle. Teach them this rhyme and do the actions:

Point to the window, (point) *point to the door.* (point) *Point to the window,* (point) *point to the floor.* (point) *Clap your hands together. One, two, three.* (clap hands) *Tell me, what can you see?* (toss a beanbag to a child)

The child who catches the beanbag says one thing he or she can see. Repeat and encourage the children to join in each time.

Activity Book 2 AB 22

1 Find and match. 2 Point and say.

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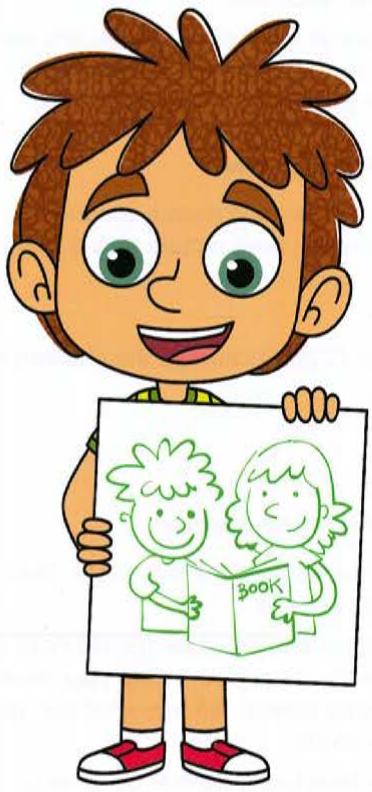
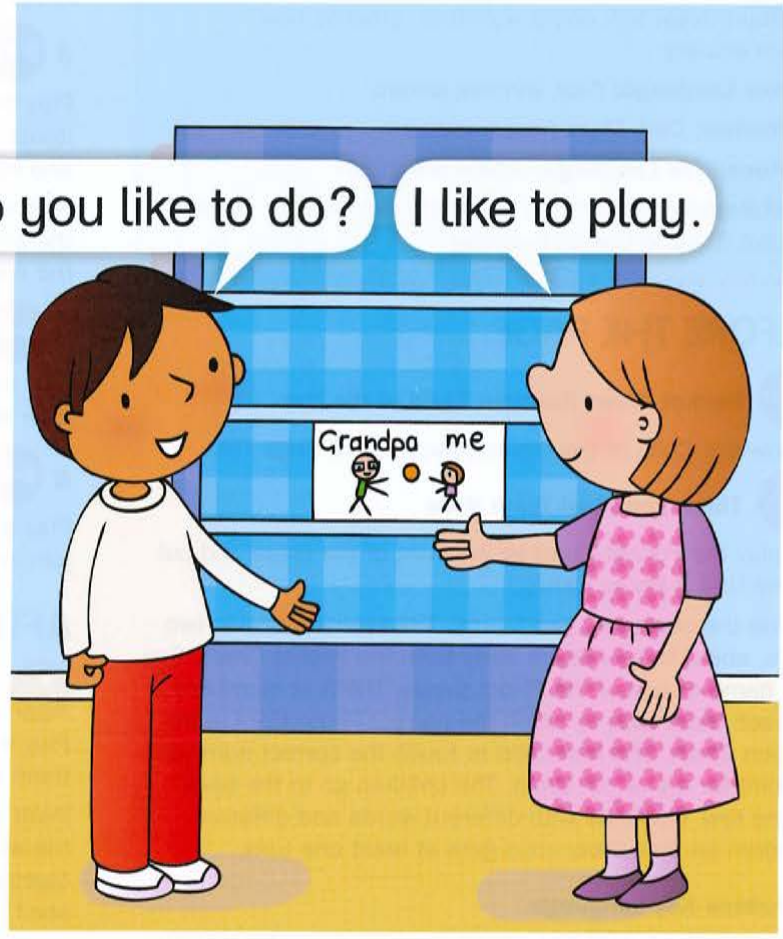
Project Talk





play

swim

read

Key language: *play, swim, read, run, dance, brother; What do you like to do? I like to (play). I like to (swim) with my (brother).* **Activities**: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle. **4** Sing ***What Do You Like to Do?*** **5 Project**: Draw and write. Role-play.

AB 23

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Unit 3 Project Talk

Lesson 3

Objectives: learn about activities; talk about preferences

Key Language: *dance, play, read, run, swim, brother; What do you like to do? I like to (play). I like to (swim) with my (brother).*

Review: *family*, the senses

Receptive Language: *What senses do you use? What does Gus have? What does (Gus) like to do? Who's this?*

Materials: Photo Cards: *play, swim, read*; Pocket Chart; handmade sentence strips

BEFORE THE PAGE

Song: *Five Senses*

Play the Story Song (see TE Page T18). The children join in and do the actions.

Introduce Key Language

Show the Photo Cards and review the words. Elicit what senses the children use for each activity. Put the Photo Cards in the Pocket Chart.

Teacher-to-Teacher

Reviewing language helps children remember what they have learned. It also helps them to learn new language by putting it in a familiar context.

USING PAGE 24

Explore the Page

Go to Page 24. Show the page or display it using the Presentation Kit. Ask *What does Gus have?* Establish that he has a picture of himself with his mom.

1 Listen and say.

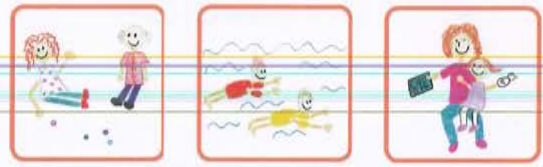
Play the audio. The children listen and repeat.

2 Listen, place stickers, and say.

Ask *What can you see?* Read the speech bubbles with the class. Help the children find the Unit 3 stickers. Play the audio. The children listen and place the stickers. Replay the audio. The children repeat.

(1) ***Child 1:*** *What do you like to do?* ***Child 2:*** *I like to play with my grandpa.*

(2) swim / brother (3) read / mom



Sentence Building: Speech Bubbles

Read the speech bubbles with the class.

3 Listen and circle.

Read the captions with the class. Play the audio. The children circle *swim*.

4 Sing *What Do You Like to Do?*

Review *run* and *dance*. Play the song twice. The children join in and do the actions.

Verse 1: ***Adult:*** *What do you do with your family?* (hands open in questioning gesture) *What do you like to do?* ***Child:*** *I like to play outside.* (make fists, stick out thumb and little finger, and shake hands up and down) *I like to play outside with my family.* (clasp hands together) *How about you?*

Verse 2: read (mime opening a book); *Verse 3: run* (run on the spot); *Verse 4: dance* (dance on the spot)

5 Project: Draw and write. Role-play.

The children draw a picture of themselves with a family member, doing an activity they like (see Gus's picture). Ask, for example, *Who's this? What do you like to do?* They write the name of the family member on their picture. Write family words *Mom, Grandpa* on the board for them to copy.

When the children have finished, put them into pairs. Play the dialog again. The children listen and then role-play the dialog with their pictures.

AFTER THE PAGE

Song: *What Do You Like to Do?*

Write *I like to* on a sentence strip and put it in the Pocket Chart. Show the *swim* Photo Card and elicit the word. Put it in the Pocket Chart next to the sentence strip. Play the karaoke version of the song and sing your new verse.

Sorting and Classification

Put the *swim, read*, and *play* Photo Cards in the Pocket Chart. Ask *What do you like to do?* The children decide which activity they like best. They move around and form groups with children who like to do the same thing. Look at the size of each group. What is the class's favorite activity?

Activity Book 2 AB 23

1 Read and check. 2 Say.

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Unit 3 Let's Explore

Lesson 4

Objectives: talk about different types of buildings; build an apartment building

Key Language: *apartment, box, build, elbow, head, knee, shoulder; Where do you live? How tall is it? It's as tall as my (elbow).*

Subject Specific Language: *height, record*

Review: parts of the body, numbers 1–10

Receptive Language: *Touch your … Do you live in a (house)? toes*

Materials: Child of the Day materials; small cardboard boxes; Doodle Bunny puppet; markers; small dolls/figurines

BEFORE THE PAGE

Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Think and Play! *Doodle Bunny Says …*

Play this game to review and teach body parts (see TE Page T10). Begin by practicing known body parts. Say, for example, *Doodle Bunny says touch your nose*. Then introduce the new body parts: *knee*, *elbow*, *shoulder*, and *head*. Model the actions yourself so the children know what part of the body to touch.

Teach a TPR rhyme. Say *Head, shoulders, knees and toes, knees and toes* (repeat). *And eyes, and ears, and mouth, and nose. Heads, shoulders, knees and toes, knees and toes.* The children touch each part of their body as you say it. Do it faster and faster and see if the children can keep up.

USING PAGE 25

***1* Pair share: Talk about the picture.**

Go to Page 25. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them talk about the picture on Page 25. Have them ask and answer *What can you see?*

Point to the pictures of the house and the apartment building in the book and say the name of each. The children repeat after you. Ask the class *Where do you live?* Have the children who live in an apartment building stand up. Those who live in a house remain seated.

***2* Try it out! Build your own apartment.**

Put the children into groups. Give each group some cardboard boxes. Teach *cardboard*. The children stack their boxes to make apartment buildings. Let them decide together how many boxes they want to have in their building. Count the boxes with the children.

***3* Documentation: Measure and draw.**

Tell the children they are going to use their bodies to measure their apartment buildings. The children stand next to their buildings and say which part of their body the top reaches.

Early Reading: Sentences

Use the Doodle Bunny puppet to point to the documentation panel. Read the question *How tall is your apartment?* aloud to the class, pointing to each word as you say it. Ask the children the question.

The children draw their apartment on the documentation panel. If their apartment reached their knees, for example, their drawing should reach the knees of the child in the picture.

AFTER THE PAGE

Decorate Your Apartments

Cut out the backs of some of the boxes that the children have made into apartment buildings. Stick the boxes together. Have the children use markers to draw windows, doors, and other details on their apartment buildings. Encourage them to draw family members looking out of the windows.

Cooperative Play

Give the children small dolls/figurines to play with. In their groups, allow them some free time to play with the dolls and their apartment buildings. Encourage them to use as much English as possible as they play. Say *We like to play!*

Activity Book 2 AB 24

1 Trace boxes. 2 Draw two more floors.
3 Count floors and say.

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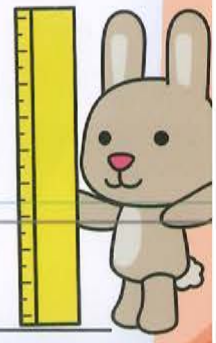
Let's Explore

How tall is your apartment? Draw.



Math Talk. Key language: *build, apartment, box, knee, elbow, shoulder, head; Where do you live? How tall is it? It's as tall as my (elbow).* **Subject specific language**: *record, height.* **Activities**: **1 Pair share**: Talk about the picture. **2 Try it out!** Build your own apartment. **3 Documentation**: Measure and draw.

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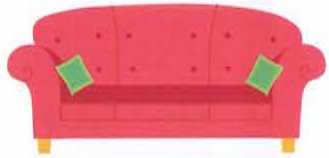
Phonics Fun

soap

sink



sofa

sing

S S s s

Key language: *soap, sink, sofa, sing; Sing a song. Wash your hands.* **Activities**: **1** Listen and say. **2** Write S and s. **3** Listen to ***S Sounds Like /s/***, chant, and circle words that start with /s/ in the picture. **4** Sing ***Soap and Water***.

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Unit 3 Phonics Fun

Lesson 5

Objectives: learn to write s and S; listen to the /s/ sound; listen to a Phonics Chant

Key Language: *sing, sink, soap, sofa; Sing a song. Wash your hands.*

Review: *sand, see, sing, sister, slide, swing, sun, six, seven*

Receptive Language: *What sound does it make? What words start with S? Are they the same?*

Materials: Alphabet Poster; Soap Learning Center materials (see TE Page T3C)

BEFORE THE PAGE

029 **Song: *The Alphabet Song***

Play the song and encourage the children to join in (see TE Page T8). Display the Alphabet Poster and point to each letter as it is sung.

Introduce *S/s*

Write the letter S on the board. See if the children remember the letter name and the sound it makes. Have any children who have the /s/ sound at the start of their name stand up. Have the children look at Pages 8 and 9 and find the letter S. Elicit what the word for s is (*sun*). Can the children think of any other words starting with /s/? (See Review above.) Doodle all their suggestions on the board and caption them.

USING PAGE 26

Explore the Page

Go to Page 26. Show the page or display it using the Presentation Kit. Use the pictures to teach and review *soap, sink, sofa,* and *sing*. See if the children can say which sound they all start with (/s/). Point to the captions. Encourage the children to follow the words with their fingers. Say */s/, soap, /s/, sink, /s/, sofa, /s/, sing*. Do this again and have the children repeat after you.

1 077 **Listen and say.**

Play the audio. Have the children listen and point to the items in their book. Play it again and pause after each one for the children to repeat.

2 **Write S and s.**

Point to the letters *S/s*. Ask *Are they the same?* Establish that they are the same shape but one is big and one is little.

Say *This letter is* S (say the letter name). *It makes a /s/ sound* (see TE Page T6).

3 078 **Listen to S *Sounds Like* /s/, chant, and circle words that start with /s/ in the picture.**

Play the Phonics Chant. Encourage the children to clap each time they hear the /s/ sound. Play the chant again and have the children circle the items in the picture that begin with /s/.

What do you see? /s/, /s/, S. What words start with S? Soap, sink, sofa, sing. They all start with S.

4 079 **Sing *Soap and Water.***

Play the song. The children listen and do hand-washing actions. Play the song again and have the children stand up when they hear the /s/ sound.

Sing a song of soap and water, sing it at the sink. Soapy Meg, wash your hands! Sing it at the sink. (repeat)

AFTER THE PAGE

080 values **Song: *Soap and Water***

Talk about washing hands. Ask the children when they should wash their hands (e.g., after touching animals, after going to the bathroom, before eating). See if the children know why they should wash their hands at these times.

Play the karaoke version of the song. Ask a volunteer to do the hand-washing actions at the front of the class and use his or her name in the song.

078 **Learning Center: Soap**

Demonstrate how to use the Learning Center materials (see TE Page T3C). The children decide on their favorite soap.

Literacy Skills Pad

Try some of the Unit 3 activities in the Literacy Skills Pad.

Activity Book 2 25 26

1 Cut out and fold book. Write your name.
2 Look and read. 3 Draw a line under words that start with /s/. 4 Take book home.

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Unit 3 Grammar Fun

Lesson 6

Objectives: learn *there is / there are* to talk about singular and plural objects; learn the names of more household objects

Key Language: *bathtub, beds, lamps, bears, elephant, swim; There is one (elephant). How many (beds) are there? There are two (beds).*

Review: *bathroom, bedroom, house, kitchen, living room; I like to (read).*

Receptive Language: *Where is (Gus)? Where are the bears?*

Materials: Pocket Chart; Unit 3 Photo Cards; Meg and Gus cutout puppets; Number Sorting Learning Center materials (see TE Page T3D)

BEFORE THE PAGE

Song: *Hello, Mom*

Play the song (see TE Page T22). Encourage the children to join in and do the actions.

Review Language

Display the Pocket Chart. Put the Photo Cards in the Pocket Chart. Have the children name each one. Slot the Meg and Gus cutout puppets into the same pocket as two of the Photo Cards. Ask *Where is Meg/Gus?* Elicit answers.

USING PAGE 27

Explore the Page

Go to Page 27. Show the page or display it using the Presentation Kit. The children look for Gus and Meg in the pictures. Ask *What can you see? What can Gus see? (two bears / a bedroom) What can Meg see? (an elephant / a bathroom).* Point to the first picture. Ask *Where are the bears?* When the children say *(in the) bedroom*, say *That's right, in the bedroom on the bed.* Point to the lamps next to the beds. Say *Look, two lamps.* Repeat with *elephant* and *bathtub.*

1 Listen and say. Listen and count.

Play the first question on the audio. Pause and have the children count and answer. They listen to check their answer. Repeat for the second question.

Meg: *How many beds are there?* ***Gus:*** *There are two beds!*
Gus: *How many elephants are there?* ***Meg:*** *There is one elephant!*

Tell the children they are going to count the things in Gus's bedroom. Play the second audio and have the children listen and count. Repeat for Meg's bathroom.

Gus: *This is my bedroom. There are two beds and there are two lamps. Look at the bears. Let's count! How many bears are there? Yes, there are two bears.*

Meg: *This is my bathroom. There is one bathtub and there is one elephant in the bathtub!*

2 Look and circle. Write.

Point to the activity at the bottom of the page. Ask *How many beds?* Have the children count and then circle the correct number. Repeat *with elephant.*

Now the children count the lamps and write the correct number on the lines. Repeat with *bathtub.* Ask *What is there?* Elicit *There are two lamps. There is one bathtub.*

3 Sing *One Elephant in the Bathtub.*

Quickly review *swim.* Play the song twice. The children join in and do the actions.

Verse 1: One elephant in the bathtub, (hold up one finger) *going for a swim,* (mime swimming) *knock,* (clap once) *splash,* (slap knees once) *come on in!*

Verse 2: two elephants / Knock (x2) */ Splash* (x2)*; Verse 3: three elephants / Knock* (x3) */ Splash* (x3)*; Verse 4: four elephants / Knock* (x4) */ Splash* (x4)*; Verse 5: five elephants / Knock* (x5) */ Splash* (x5) */ And they all fell in!*

AFTER THE PAGE

Draw Bedrooms

The children think about what there is in their bedroom and what they like to do there. They draw a picture. Do a show and tell with their pictures. Encourage them to say, for example, *There is one (bed). There are two (dolls). I like to (read) in my bedroom.*

Learning Center: Pocket Chart: Number Sorting

Demonstrate how to use the Learning Center materials (see TE Page T3D). Use the Pocket Chart to count and sort.

Home-School Connection

The children take their pictures home to share with their families.

Activity Book 2 27 28

1 Cut out and fold book. 2 Look and read.
3 Role-play story. 4 Take book home.

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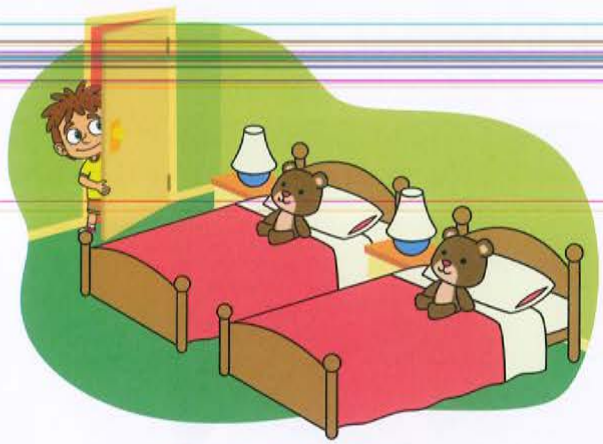
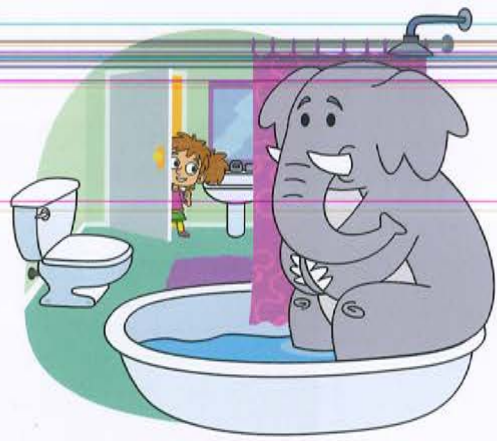
1



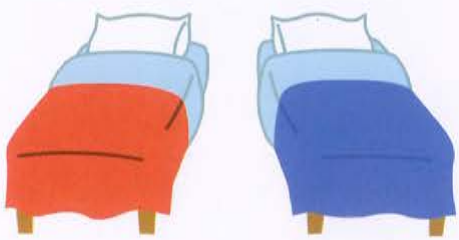


2 Look and circle. Write.

There are

1

2



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There is

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2

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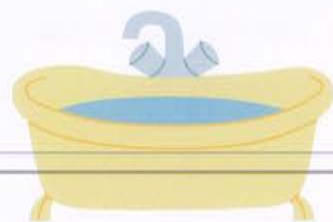

Key language: *beds, lamps, bears, bathtub, elephant, swim; There is one (elephant). How many (beds) are there? There are two (beds).* **Activities**: **1** Listen and say. Listen and count. **2** Look and circle. Write. **3** Sing ***One Elephant in the Bathtub***.

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Our Families

Values

Families work together.

1 I like to go shopping with my mom.

2 I like to help my dad.

Key language: *work, go shopping, help, play music, fly kites.* **Activities**: **1** Preview and predict with a Picture Walk. **2** Listen to ***Our Families*** and point. Listen and say. **3** Sing the Values Song ***Families***.

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Families play together.

3 I like to play music with my grandpa.

4 We like to fly kites together.
We love our families.

What do you like to do with your family?

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Unit 3 Our Families

Lesson 7

Objectives: read about families; sing a Values Song

Key Language: *fly kites, go shopping, help, play music, work*

Review: *brother, Dad, Grandma, Grandpa, Mom, sister; What do you like to do?*

Receptive Language: *Where are you? (Daddy) Finger*

Materials: a kite, musical instruments

BEFORE THE PAGE

Think and Play! *Finger Play*

Teach the children a *Finger Play*. Say *Daddy Finger, Daddy Finger, where are you?* Now hold up your thumb and say *Here I am, here I am. Hello to you!* Repeat for *Mommy Finger* (hold up your index finger), *Brother Finger* (hold up your middle finger), *Sister Finger* (hold up your ring finger), and *Baby Finger* (hold up your little finger). Repeat and encourage the children to join in.

If you wish, you can repeat this activity and replace *Brother* and *Sister* with *Grandma* and *Grandpa*.

003 **Think and Play! *Mime***

Play this TPR action game to review key language. Have the children move around the class to music. (Play an instrumental track, such as the karaoke version of ***Doodle Town Hop***.) When you stop the music, give them an action to mime (e.g., *read*, *play*, *swim*, *dance*, *sing*). Repeat. Nominate children to give the action.

Teacher-to-Teacher

Let the children lead activities as often as possible. This will help their self-esteem and help them think about and use the language they have learned.

USING PAGES 28 AND 29

***1* Preview and predict with a Picture Walk.**

Go to Pages 28 and 29. Show the pages or display them using the Presentation Kit. Point to the title, *Our Families*, and read it with the class. Have the children look at the pictures. Encourage them to suggest what's happening in each picture. Use the pictures to review/teach *go shopping*, *help*, *play music*, and *fly kites*.

2 085 **Listen to *Our Families* and point. Listen and say.**

The children listen to the story and point to the pictures. Play it again and have the children say each line.

Early Reading: Captions

Read the captions with the children and then play the audio again. Pause after each sentence for the children to read the caption.

3 086 **Sing the Values Song *Families*.**

Play the song for the children to listen to. Play it again. The children join in. Talk about the value of enjoying time with families.

Verse 1: Families, families. We love our families every day. We go shopping with our families. We work and play.

Verse 2: We help our families. Verse 3: We play music with our families. Verse 4: We fly kites with our families.

Home-School Connection

Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Fly a Kite

Bring a kite into school. Go outside into the playground with the children and fly the kite with them. Let the children take turns holding the kite. Say *We like to fly a kite together.*

Play Music Together

Hand out musical instruments. They could be the instruments the children made in Unit 2 (see TE Page T13). Say *We like to make music together.* Play some songs from *Doodle Town 2* and have the children play their instruments in time.

087 **Values Song: *Families***

Doodle on the board the children's suggestions of things they do with their families. Choose a suggestion. Play the karaoke version of the song and have the children sing the new verse.

Literacy Skills Pad

Try some of the Unit 3 activities in the Literacy Skills Pad.

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Unit 3 Our Families

Lesson 8

Objectives: review the story; talk about what you like to do with your family

Key Language: review

Receptive Language: *What do they like to do? What do you like to do with your family?*

Materials: Child of the Day materials; Alphabet Poster; Sign Making Learning Center materials (see TE Page T3D)

Teacher-to-Teacher

Encourage the children to share the things they learn in school with their families. Give them pieces of artwork and projects to take home and talk about with their families whenever possible.

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Think and Play! *Mime*

Play this TPR game. Mime one of the activities from the reading text on Pages 28 and 29. The children have to guess what you are doing. Invite children to come up and mime an activity from the reading text.

USING PAGES 28 AND 29

***1* Talk about the story.**

Go to Pages 28 and 29. Show the pages or display them using the Presentation Kit. Ask *What can you see? What do they like to do?* Have the children talk about the story. They ask and answer the questions in pairs.

2 **085 Listen again and read.**

Play the story and encourage the children to follow in their books. Encourage the children to read the captions. Play it again and have them follow the text.

3 **086 Sing the Values Song *Families*.**

Play the song (see TE Page T28). Encourage the children to join in and do the actions.

***4* Think! What do you like to do with your family?**

Point to the question at the bottom of Page 29. Read it with the children. Ask *What do you like to do with your family?* Have the children ask and answer the question in pairs. Then have the children tell the class. Try to hear as many children as possible.

AFTER THE PAGE

029 Song: *The Alphabet Song*

Ask *What letter does* family *start with?* Let the children look at the Alphabet Poster, and accept both the letter name and the sound. Have all the children whose names start with *F* stand up. Play ***The Alphabet Song*** (see TE Page T8) and have the children join in.

Learning Center: Sign Making

Demonstrate how to use the Learning Center materials (see TE Page T3D). The children write signs for things in the classroom.

Literacy Skills Pad

Try some of the Unit 3 activities in the Literacy Skills Pad.

Activity Book 2 AB 29 086

1 Complete the pictures. 2 Point and say.
3 Sing the Values Song ***Families***.

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Let's Count

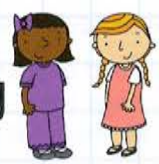
1 2 3 4 5

6 7 8 9 10

Count and write. Add.

How many ?

6

How many  ?

_____

6 + 4 =

_____

Key language: numbers 6–10, *children*, *paper dolls*, *boys*, *girls*, *together*; *How many?*
Activities: **1** Count and trace. **2 Pair share**: Talk about the picture. **3** Count and write the numbers. **4** Sing ***Ten Little Children***.

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Unit 3 Let's Count

Lesson 9

Objectives: count to 10; sing a counting song

Key Language: *boys, children, girls, paper dolls, together, numbers 6–10; How many?*

Review: *boys, girls, school, slide, swing, brother, sister; How old are you?*

Receptive Language: *add, equals; What's this number? Let's count. How old is your (sister)?*

Materials: Print and Play Numbers: 1–10; Print and Play Paper Dolls Templates

BEFORE THE PAGE

Song: *One Elephant in the Bathtub*

Play the song (see TE Page T27). The children join in and do the actions.

Review Numbers 1–10

Show Print and Play Numbers 1–10 and count them with the class. Repeat and have the children hold up the correct number of fingers. Give five children the numbers 1–5. The class helps them get into the right order. Count them to check. Give five other children the numbers 6–10. Have them take their places in the number line. Count the children with the class.

Review Language

Ask *How old are you?* Say *four*. All the four-year-olds stand up. Say *five* and repeat. Continue until all the children are standing up. Everyone sits down. The children with a brother stand up. Ask *How old is your brother?* Have the children hold up the correct number of fingers and say how old their brother is. Repeat with *sister.*

USING PAGE 30

1 Count and trace.

Teach *paper dolls.* The children count the paper dolls. Air-trace numbers 1–10 for the children to copy. The children finger-trace the numbers in their book and then trace them with a pencil.

2 Pair share: Talk about the picture.

Point to the playground scene at the bottom of Page 30. Put the children in pairs. They ask and answer *What can you see?* They report. Doodle and caption their suggestions on the board (e.g., *children, girls, boys, school, swing, slide*).

3 Count and write the numbers.

Ask *How many boys? Let's count.* The class looks at the picture and counts. Point to the question and read it with the class. The children trace 6. Repeat the steps with the question *How many girls?*

Now ask *How many children all together? Let's count.* The children look and count. Point to the sum 6 + 4 = 10. Say *Six boys and four girls equals 10 children altogether.* They write *10* in their books.

4 Sing *Ten Little Children.*

Play the song twice. The children join in and do the actions.

Verse 1: ***Boy:*** *One little, two little, three little children, four little, five little, six little children, seven little, eight little, nine little children, ten little children at school.* (hold up correct number of fingers)

Verse 2: ***Girl and Boy:*** *They play and they play and they play all together,* (repeat x2) (make hands into fists, stick out thumb and little finger, shake hands) *ten little children at school!* (hold up 10 fingers)

(repeat Verse 1)

AFTER THE PAGE

Make Paper Dolls

Hand out Print and Play Paper Dolls Templates. Show the children how to fold them like an accordion. Help the children to cut them out and unfold them. Let them add features like clothes and faces to their dolls.

Song: *Ten Little Children*

Put the children in pairs. Have them each count their paper dolls and then count how many there are altogether. Say *Five dolls add five dolls equals 10 dolls altogether.* Play the karaoke version of the song. Have the children sing and play with their dolls.

Math Skills Pad

Try some of the Unit 3 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 3 Parent Page in the Math Skills Pad.

Activity Book 2 AB 30

1 **Pair share**: Talk about the picture. 2 Find and count. 3 Read and write the answers.

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Unit 3 Let's Check

Lesson 10

Objectives: review the unit; do a listening comprehension

Key Language: review

Receptive Language: *Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

Materials: Child of the Day materials; Unit 3 Photo Cards; Doodle Bunny sleepover materials

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Think and Play! *What's Missing?*

Play this game (see TE Page T9) to review the new vocabulary for Unit 3. Use the Unit 3 Photo Cards.

Build Phonological Awareness

Ask what letter and sound they have learned. Elicit S and /s/. Have the children air-trace S as they say the sound.

USING PAGE 31

1 090 Listen and circle.

Go to Page 31. Show the page or display it using the Presentation Kit. Talk about the pictures on Page 31. Ask, for example, *What's this? What can you see? How many?* to elicit language. Play the audio. The children listen and point. Play it again. This time the children circle the correct answers in their books.

(1) ***Adult:*** *Where is Mom?* ***Child 1:*** *She is in the kitchen.*

(2) ***Adult:*** *How many sofas are there?* ***Child 2:*** *There are seven sofas.*

2 Point, say, and check.

Point to the picture at the bottom of Page 31. Encourage the children to say the name of the room and the name of the objects in the room (*house; bedroom: bed, mom; bathroom: bathtub, sink, grandpa; kitchen: dad, table; living room: sofa*). Have the children work in pairs. Child A says the names of the rooms in the house. Child B assesses his or her partner and checks each word the partner remembers. Then they swap roles.

Point to each room and have the children say its first letter and/or initial letter sound. Then point to the household objects and repeat.

AFTER THE PAGE

079 Song: *Soap and Water*

Play the Phonics Song (see TE Page T26). Have the children sing the song and do the actions. Have the children stand up each time they hear the /s/ sound.

Think and Play!

Allow the children to look through the unit in their books and talk about the things they particularly enjoyed. Have them draw a circle around their favorite activity to do with their families. If you have the chance here, explain and do the Activity Book Review, Page 31, with the children.

Draw their attention to any of their artwork or project work from the unit that is on display around the classroom and talk about it.

Home-School Connection: Doodle Bunny Sleepover

Choose a child who has worked particularly hard or demonstrated the unit's value to take the Doodle Bunny puppet home (see TE Page T11).

Home-School Connection

Ask the children and their parents to complete the Unit 3 Parent Pages in the Literacy Skills Pad.

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.

Activity Book 2 AB 31

1 Circle your favorite room. 2 Circle the family activity you like. 3 Circle the activity you like.

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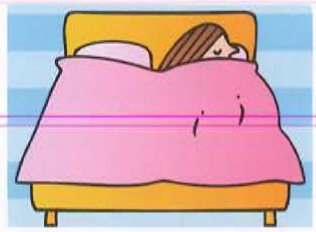
Let's Check

Listen and circle.

1



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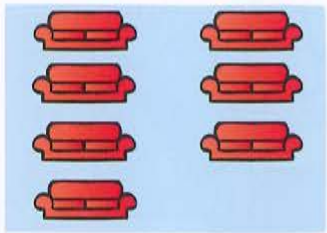

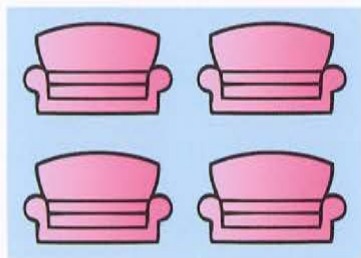

Point, say, and check.

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Unit 4 Animal Fun

Unit Objectives

- learn vocabulary and language by focusing on wild animals and baby animals
- complete an art project about patterns
- learn about camouflage
- learn the value of being kind
- learn the /d/ sound and the corresponding letters *D, d*
- talk about what attributes animals have / don't have
- understand a factual text about animals and solve a puzzle
- learn to count to 12; add 1

Values
Be kind to one another.

Project
Paint a picture of a lizard and talk about its patterns.

Unit Language

Vocabulary: *bat, mouse, bee, owl, lizard, sky, ground, wings, chick, puppy, rabbit, spots, stripes, tail, nice, fun, hide, gray, brown, leaf, frog, rock, log, camouflage, dog, duck, doll, dish, snake, butterfly, fish, animal, hen, farmer, pen,* numbers 11–12

Structures: *(A) (bat) has wings. A (mouse) doesn't have wings. It can fly. It can't fly. Which animals have wings? (Chicks) have wings. (Rabbits) don't have wings. I like it! I like you. A (gray) frog can hide on a (rock). I can dance with a (doll). Does a rabbit have (ears)? Yes, it does. / No, it doesn't. Farmer Ben has (twelve) hens.*

Receptive: *What's (Gus)? Are these animals? Where do they live? Who's this? Do you have the letter* b *in your name? A puppy is a baby dog. Which animal has wings? What other animals don't have wings? Does it have spots or stripes? Where is the frog? Frogs use camouflage. Why do animals use camouflage? What sound does it make? What words start with* D*? Are they the same or different? What do you have? What's hiding? Does it have a tail? How many legs does it have? insects, reptiles; This animal has (stripes). It has (six) legs. It has (wings). It doesn't have (spots). What is it? live in water; What's next? What's this number? Let's count. Listen and circle. What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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Content Areas

Art
Painting; making collages; doing a picture dictation

Math
Sorting and classifying; estimating; counting; learning number and place value; adding 1; exploring patterns

Social Studies
Playing cooperatively

Physical Education
Playing a TPR game; playing an outdoor game; dancing; balancing; playing hopscotch

Science
Exploring animal species and attributes; exploring patterns in nature; exploring camouflage

Communication

Oral Skills: singing an action song; doing a TPR chant

Listening Skills: doing a listening comprehension and doodle; listening to a factual text; listening to and saying new words

Performing Arts: role-playing a dialog; acting out a song

Early Literacy

Early Writing Skills: writing *D* and *d*; tracing numbers; doodling, drawing; writing letters

Early Reading Skills: reading speech bubbles; reading captions; reading and answering a puzzle; reading a factual text; making a new verse for a song

Documentation: reading sentences and responding

Narrative Skills: talking about a photo; talking about new language and preferences

Phonological Awareness: /d/ sound; saying a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet; reading rebus sentences

Sentence Building: understanding sentences and responding; understanding captions; understanding speech bubbles and rebus sentences

Doodling for Critical Thinking

For Students

The children will begin to listen to longer instructions for doodling and listening comprehension. They will understand and decode structures that are more complex and express their enhanced listening skills with their doodling.

For Teachers

Encourage the children to come and doodle on the board. When you elicit language, write the words the children suggest on the board. Then, invite children to the front to draw pictures for the labels.

Digital Tool Box

Presentation Kit: Unit 4 SB and AB with integrated audio, videos

TRC: Unit 4 downloadable audio, videos, and Print and Play materials

SPK: Unit 4 songs, videos, and language practice activities to play at home

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Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Pocket Chart Center: Sorting (Lesson 2)

Conversation Starters: ***Does the (bat) have wings? Yes, it does. Does a (lion) have wings? No, it doesn't.***

Materials: Pocket Chart; Print and Play Pictures: *wings*, *no wings*; pictures of animals cut out of magazines or printed from the Internet (pictures must fit in Pocket Chart)

Objectives: build awareness of animal attributes; practice sorting and classification skills

1. Have the children sit in a circle around the Print and Play Pictures and the pictures of the different animals.
2. The children use the Pocket Chart to sort them into two categories: animals with and without wings.
3. Have the children sort them from largest on the top to smallest on the bottom of the Pocket Chart.

2: Camouflage Center (Lesson 4)

Conversation Starters: ***Hide the frog. Where is the bird? Can you find the bird?***

Materials: small, different-colored toy animals, other items (e.g., paper, clothes) of different solid colors

Objective: explore camouflage

1. The children choose which animals to hide under which item with the aim of using camouflage to hide the animal. For example, they could hide a red bird under a red hat.
2. The children hide the animals.
3. Other children look for the animals. They talk about what they have found.

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As well as using the Learning Centers suggested for each unit, recycle Learning Centers from previous units to review language. Let the children choose Learning Centers that they particularly enjoyed to explore again.

3: Phonological Awareness Center: /d/ (Lesson 5)

Conversation Starters: ***What letter is this? What sound does it make? Can you write the letter? What sound does dog start with?***

Materials: magazine pictures of words that start with /d/ or pictures printed from the Internet, large sheets of paper, glue sticks

Objectives: increase awareness of items that start with */d/*; practice writing letters *D* and *d*

1. Have the children neatly write the letters *D* and *d* five times on a sheet of writing paper.
2. Give each child a large sheet of paper. Explain that they are going to make a poster. They write *D* and *d* in the middle of the paper as neatly as they can.
3. The children draw and/or glue pictures of objects that begin with /d/ around the letters.

4: Pattern Center (Lesson 9)

Conversation Starters: ***What color are the stripes? The stripes are ... What are you making?***

Materials: colored markers; glue sticks; paper; photos of the children

Objective: increase awareness of patterns

1. Ask the children to look around the classroom and in books for patterns.
2. Explain that the children are going to make a frame for a photo of themselves. Help the children draw a frame onto the sheet of paper. The children draw a pattern on their frame.
3. The children glue their photo into their frame.

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Unit 4 Animal Fun

bat

mouse

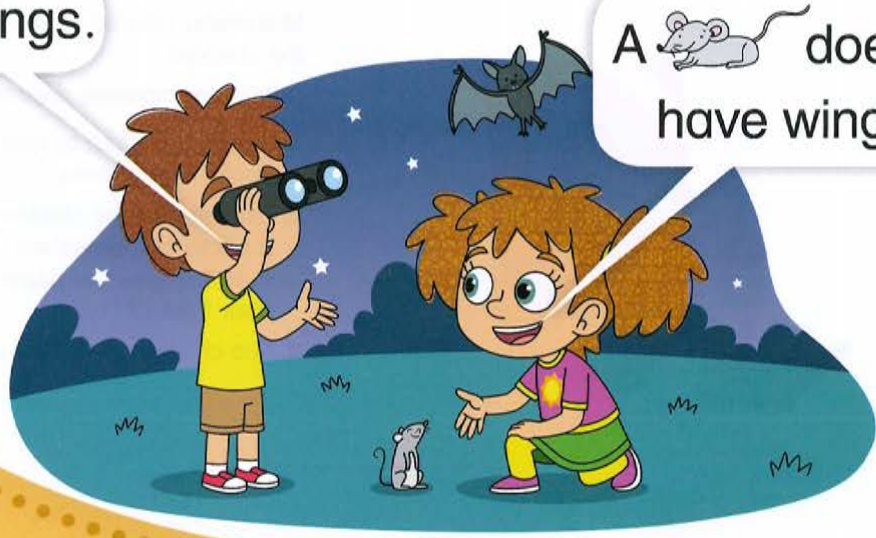
bee

owl

lizard

A has wings.

A doesn't have wings.



Key language: *bat, mouse, bee, owl, lizard, sky, ground, wings; (A) (bat) has wings. A (mouse) doesn't have wings. It can fly. It can't fly.* **Activities**: **1** Listen, point, and say. **2** Listen and say dialog, then role-play. **3 Language check**: Listen and circle. **4** Sing ***A Bat Has Wings***.

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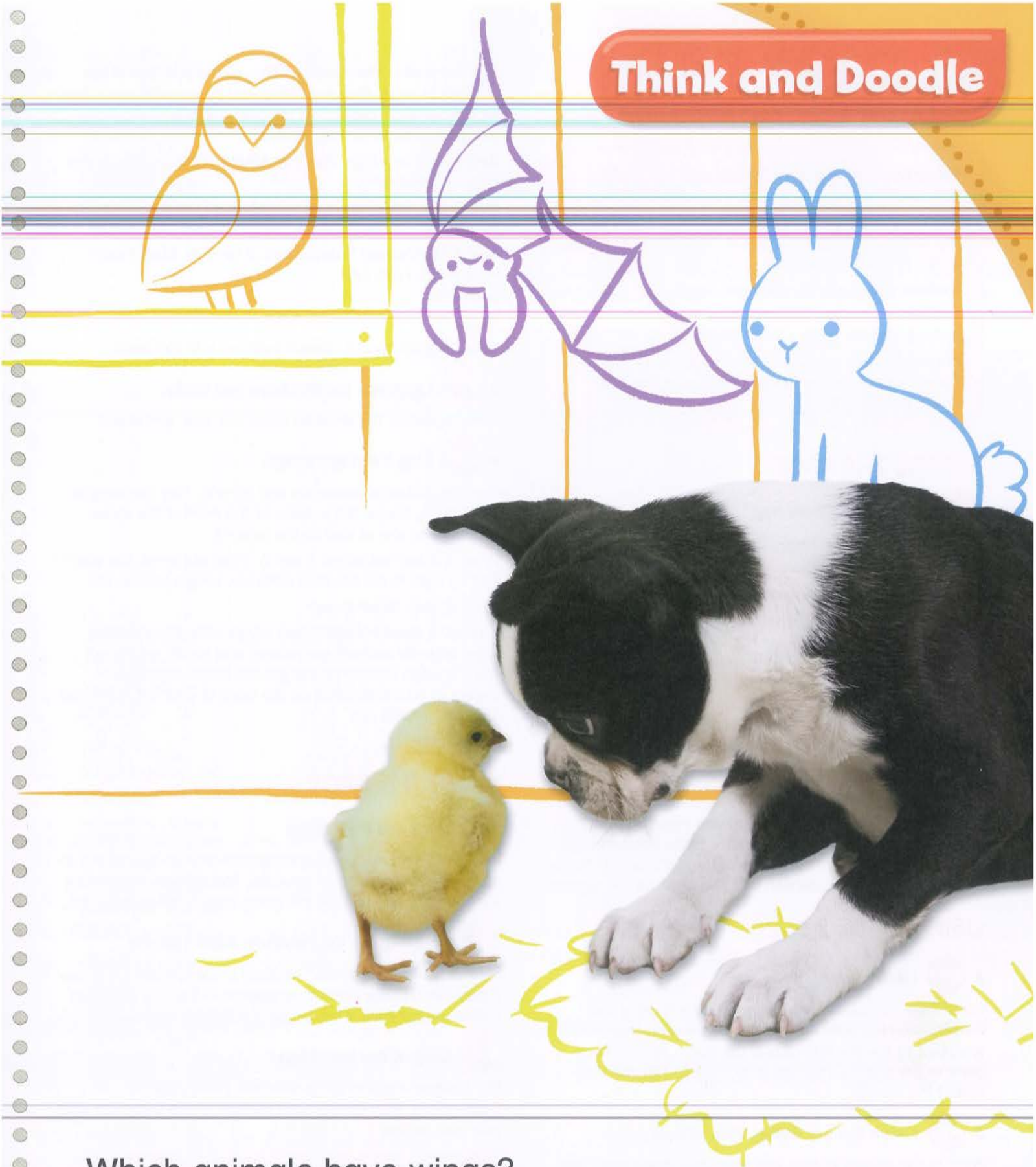
Think and Doodle



Which animals have wings?

Key language: *chick, puppy, rabbit; Which animals have wings? (Chicks) have wings. (Rabbits) don't have wings.* **Activities**: **1** Listen and say. **2 Pair share**: Talk about the picture. **3** Listen and point. **4 Let's doodle**: Listen and draw. **5** Sing ***A Bat Has Wings***.

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Unit 4 Animal Fun

Lesson 1

Objectives: learn about wild animals; talk about animal attributes

Key Language: *bat, bee, lizard, mouse, owl, ground, sky, wings; (A) (bat) has wings. A (mouse) doesn't have wings. It can fly. It can't fly.*

Review: *bear, cat, dog, elephant, frog*

Receptive Language: *What's (Gus)? Are these animals? Where do they live? Who's this?*

Materials: Meg and Gus cutout puppets; Doodle Bunny puppet; Photo Cards: *bat, mouse, bee, owl, lizard*; Pocket Chart

BEFORE THE PAGE

002 Song: *Doodle Town Hop*

Play the song (see TE Page T2). The children stand up, sing, and do the actions.

Making Connections: Animals

Show the Gus cutout puppet. Ask *What's Gus?* Elicit *boy/child*. Repeat with Meg. Show the Doodle Bunny puppet. Ask *What's Doodle Bunny?* Take the children's suggestions (e.g., *bunny, rabbit, boy/girl*). Ask *Is Doodle Bunny an animal?* Establish that Doodle Bunny is an animal. Can the children think of other animals? Doodle and caption their suggestions on the board (e.g., *cat, dog, frog, elephant, bear*).

Introduce Key Language

Show the animal Photo Cards. Ask *Are these animals?* Name each one and place the cards in the Pocket Chart. Ask *Where do they live?* Give two options if needed. Say *In a house or outside?* Establish that the animals live outside.

USING PAGE 32

1 091 Listen, point, and say.

Go to Page 32. Show the page or display it using the Presentation Kit. Play the audio. The children listen while you point to the photos. Replay the audio. The children point to the photos. Play the audio again. The children repeat the words.

2 092 Listen and say dialog, then role-play.

Point to the picture of Gus and Meg. Ask *Who's this?* The Meg cutout puppet says *It's Gus and me. We're outside.*

Play the audio. The children listen to the dialog. Put the children in pairs. Play the dialog and pause after each line for the pairs to repeat. The children role-play the dialog using the photos in their books.

Gus: *A bat has wings. It can fly.* ***Meg:*** *A mouse doesn't have wings. It can't fly.*

Gus: *A bee has wings. It can fly.* ***Meg:*** *An owl has wings. It can fly, too.*

Gus: *A lizard doesn't have wings. It can't fly.* ***Meg:*** *I don't have wings. I can't fly.*

Sentence Building: Speech Bubbles

Read Meg and Gus's speech bubbles with the class.

3 093 Language check: Listen and circle.

Play the audio. The children circle *owl*, *bee*, and *lizard*.

4 094 Sing *A Bat Has Wings*.

Use the picture to teach *sky* and *ground*. Play the song at least twice. Model the actions at the front of the class. The children join in and do the actions.

Verse 1: A bat has wings; it can fly. (hold out arms, like wings) *Way up high, in the sky.* (flap arms like wings) (repeat x1)

Verse 2: bee; Verse 3: owl

Verse 4: A mouse doesn't have wings—No, no, no. (hold arms close to body, at your sides, and shake your head "no") *It walks around on the ground below.* (walk the fingers of your right hand on the back of your left hand and forearm) (repeat x1)

Verse 5: lizard

AFTER THE PAGE

Think and Play! *Mime*

Play this TPR game. Give an instruction with an animal and an action; for example, *A mouse walks*. The children mime being a mouse and walk around the class. Repeat for each animal.

Exploring the Environment: Animal Search

Take the children outside. Put them in small groups and see if they can find any animals or insects. If they do, ask *Does it have wings?* Elicit *It has wings. / It doesn't have wings.*

095 Song: *A Bat Has Wings*

The children think of other animals. Doodle their suggestions. Play the karaoke version of the song and sing your new verses.

Home-School Connection

Hand out the Unit 4 Letter to Parents for the children to take home.

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Unit 4 Think and Doodle

Lesson 2

Objectives: talk about a picture; practice new vocabulary

Key Language: *chick, puppy, rabbit; Which animals have wings? (Chicks) have wings. (Rabbits) don't have wings.*

Review: *bat, bee, dog, lizard, mouse, owl, big, little, black, white*

Receptive Language: *Do you have the letter* b *in your name? A puppy is a baby dog. Which animal has wings? What other animals don't have wings?*

Materials: Print and Play Letters: B, b; Pocket Chart, Photo Cards: *bat, mouse, bee, owl, lizard*; Alphabet Poster; name cards; toy animals; Sorting Learning Center materials (see TE Page T4C)

BEFORE THE PAGE

029 Pocket Chart Routine: Letter of the Day

Choose the initial letter of one of the unit's new words (e.g., *B/b* for *bat*). Put the Print and Play upper- and lowercase Letters and the corresponding Photo Card in the Pocket Chart. Say *This letter is* B. *It makes a /b/ sound.*

A child finds the letter on the Alphabet Poster. Elicit what the picture is.

Air-trace the upper- and lowercase letters with the children.

Sing ***The Alphabet Song*** (see TE Page T8). The children clap when they hear the letter.

On the board, doodle and caption the word from the Alphabet Poster (book) and the word from the Photo Card *(bat)*. The children listen for the same initial sound. Say */b/, /b/, book, /b/, /b/, bat.* Elicit two examples of words that begin with the same sound (e.g., *backpack, bed, bedroom, bathtub, bathroom, building, bee)*. Doodle and caption them on the board. Say the Phonics Chant (see TE Page T6) using the four words on the board.

Distribute the name cards to the children for a Letter Hunt. Ask *Do you have the letter* b *in your name?* The children who do put their name cards in the Pocket Chart. (If a child's name begins with that letter, draw attention to the use of a big letter at the beginning of his or her name.)

USING PAGE 33

1 096 Listen and say.

Go to Page 33. Show the page or display it using the Presentation Kit. Play the audio. The children listen and say the new words.

Chick. Chick. Puppy. Puppy. Rabbit. Rabbit.

2 Pair share: Talk about the picture.

Put the children in pairs. They ask and answer *What can you see?* Explain that a puppy is a baby dog. Ask *Which animals have wings?* Elicit *Chicks (have wings).*

3 097 Listen and point.

Quickly review the animal names with the class. Play the audio. Pause after each question and give the children time to answer. They listen to check their answers.

Some animals have wings. Some animals don't have wings.

Look at the picture. Which animals have wings? That's right! Chicks have wings. Bats and owls have wings, too. Rabbits don't have wings. Which other animal doesn't have wings? That's right! A puppy doesn't have wings.

Early Reading: Sentences

Read the question with the class.

4 098 Let's doodle: Listen and draw.

Play the audio. The children listen and draw an animal of their choice that doesn't have wings. (Audio suggestions are *cat* and *cow*.) The children compare their picture with a friend.

5 094 Sing *A Bat Has Wings*.

Play the song (see TE Page T32). The children join in and do the actions.

AFTER THE PAGE

Practice Social Skills: Cooperative Play

Provide toy animals for the children to play with. Encourage the children to use as much English as possible as they play. Go around the class. Ask *What's this? Does it have wings?*

Learning Center: Pocket Chart: Sorting

Demonstrate how to use the Learning Center materials (see TE Page T4C). The children sort the animals into two groups: those that have wings and those that don't have wings.

Activity Book 2 AB 32

1 Sort, draw, and match. 2 **Pair share:** Talk about the pictures.

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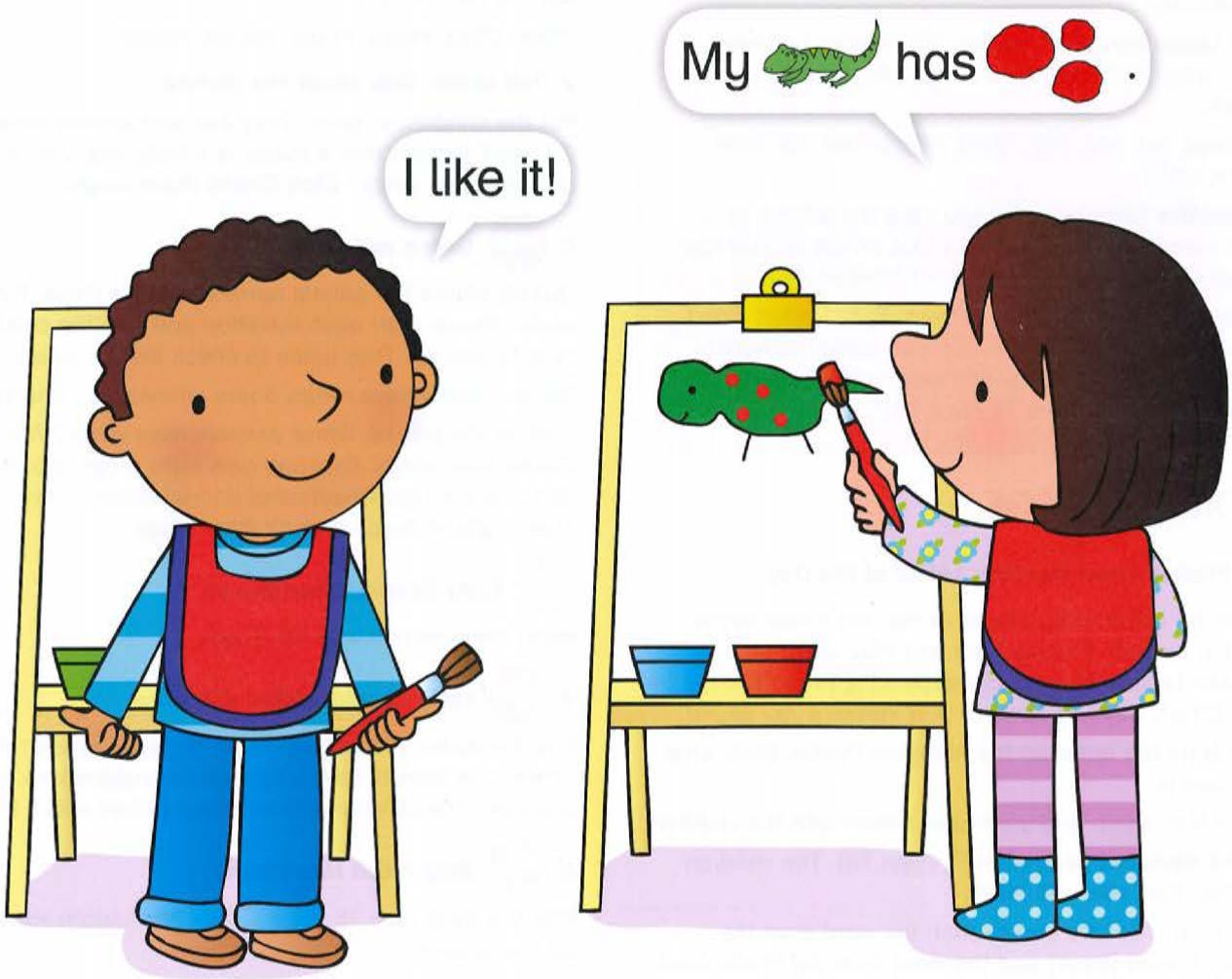
Project Talk



red spots green stripes orange tail

Key language: *spots, stripes, tail, nice, fun; I like it! I like you.* **Activities**: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle. **4** Sing the Values Song ***I Like You***. **5 Project**: Paint a lizard. Role-play.

AB 33

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Unit 4 Project Talk

Lesson 3

Objectives: learn about patterns on animals' coats and skin; paint pictures; talk about the value of being kind

Key Language: *spots, stripes, tail, fun, nice; I like it! I like you.*

Review: animals, colors

Receptive Language: *Does it have spots or stripes?*

Materials: Pocket Chart; Print and Play Letters: S, s; Alphabet Poster; Photo Cards: *spots, stripes*; name cards

BEFORE THE PAGE

Song and Game: *Look For Red*

Play this singing game to review the colors (see TE Page T5).

Introduce Key Language

Doodle a spotted lizard and a striped lizard on the board. Caption them *spots* and *stripes*. Point to the (spotted) lizard. Say *It has spots.* The children repeat. Say *What letter does* (spots) *start with?* Elicit */s/* or S. Repeat with *tail*.

Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33). Choose *S/s* for *spots* and *stripes*. Use the Photo Cards for *spots* and *stripes*.

USING PAGE 34

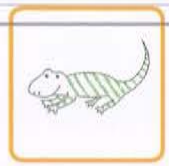
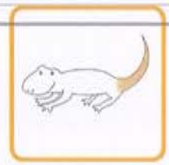
1 Listen and say.

Go to Page 34. Show the page or display it using the Presentation Kit. Doodle Bunny asks *What can you see?* Play the audio. The children listen and repeat.

2 Listen, place stickers, and say.

Help the children find the Unit 4 stickers. Play the audio. The children listen and place the stickers. Replay the audio. The children repeat.

(1) ***Child 1:*** *My lizard has spots.* ***Child 2:*** *I like it!* ***Child 1:*** *Thank you. (2) stripes (3) an orange tail*

Sentence Building: Speech Bubbles

Read the speech bubbles with the class.

3 Listen and circle.

Play the audio. The children circle the sticker of the lizard with stripes.

Early Reading: Captions

Read the captions with the class.

4 Sing the Values Song *I Like You*.

Play the song. The children join in and do the actions. Half the class sings the lines for Child 1 and the other half for Child 2. Talk about the value of being kind to one another.

Verse 1: ***Child 1:*** *I like your picture.* (thumbs up) ***Child 2:*** *Thank you!* (small bow) *I like your picture.* ***Child 1:*** *Thanks! Do you want to play?* ***Child 2:*** *OK!* (thumb and index finger form a circle)

Chorus: I think you're nice. I like the things you do. I think you're fun. I like to play with you. (sway)

Verse 2: ***Child 1:*** *I think you're nice.* (point at self, point at partner) ***Child 2:*** *I think you're nice!* (repeat action) ***Child 1:*** *I think you're fun.* (repeat action) ***Child 2:*** *I think you're fun!* (repeat action) ***Child 1:*** *Hey … I like you.* (reach out a hand) ***Child 2:*** *I like you, too!* (hold hands with partner)

(repeat chorus)

Home-School Connection

The children sing the song at home and talk about the value with their families.

5 Project: Paint a lizard. Role-play.

The children paint a picture of a lizard. Go around the class asking questions; for example, *What's this? Does it have spots?*

Put the children into pairs. Play the dialog again. The children role-play the dialog with their pictures.

AFTER THE PAGE

Help Clean Up

The children wash their hands and help clean up. They can sing ***I Like You*** (**Track 103**) as they help.

Sorting and Classification: Spots and Stripes

The children sort the paintings into three groups: spots, stripes, and no stripes or spots. Encourage the children to say *I like it!* Display and caption each group.

Activity Book 2 AB 33

1 Decorate lizard. 2 **Pair share**: Talk about your lizard. 3 Sing the Values Song ***I Like You.***

UNIT 4 - Digital: Vocabulary practice activity and Values Song; Literacy Skills Pad: pp. 27–34; Math Skills Pad: pp. 21–26

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Unit 4 Let's Explore

Lesson 4

Objective: learn about camouflage

Key Language: *brown, gray, frog, hide, leaf, log, rock; A (gray) frog can hide on a (rock).*

Subject Specific Language: *camouflage*

Review: *in, on, under,* colors

Receptive Language: *Where is the frog? Frogs use camouflage. Why do animals use camouflage?*

Materials: Letter of the Day materials; Print and Play Paper Frogs Templates; sticky tack; Doodle Bunny puppet; Camouflage Learning Center materials (see TE Page T4C)

BEFORE THE PAGE

029 Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33).

Introduce Key Language

Draw a log on the board, caption it, and see if the children remember what it is. Repeat with *rock*, *flower,* and *leaf*. Show a paper frog and elicit *frog*. Use sticky tack and put the frog on your log doodle. Ask *Where is the frog?* Elicit *On a log.* Invite a child to the front to put the frog somewhere else. Repeat with other positions and children.

USING PAGE 35

1 Pair share: Talk about the picture.

Go to Page 35. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them talk about the picture. Have them ask and answer *What can you see?* Draw their attention to the colors. Teach *brown* and *gray*. Review *green*.

Explain that when an animal is the same color as the place it lives, it is called *camouflage*. Say *Frogs use camouflage*. See if the children know any other animals that use camouflage (e.g., *lizards*, *bugs*, *zebras*). Accept all contributions with plenty of praise and reformulate in English where necessary. Ask *Why do animals use camouflage?* Again, accept all suggestions and reformulate in English.

Building Print Awareness: Reading Rebus Sentences

Read the speech bubble with the class.

2 Documentation: Read and color.

Use the Doodle Bunny puppet to point to the documentation panel. Have Doodle Bunny read the rebus sentence with the children. The children read and color the frog.

If you have children in your class who need more support, do the activity in stages. First, ask *What color is the leaf?* Elicit *green*. Now refer the children to the frogs. What color frog do they think can hide on the leaf or log? Have them color the frog.

3 Try it out! Color and hide Activity Book frogs.

Hand out Print and Play Paper Frog Templates, or have the children cut them out from Activity Book Page 34. Have the children color in their frogs. Put the children in pairs. Have them hide their frogs for their partner to try to find them. Encourage them to think about the places they can put their frogs where they will be camouflaged.

AFTER THE PAGE

Learning Center: Camouflage

Demonstrate how to use the Learning Center materials (see TE Page T4C). The children look at camouflage in nature.

Think and Play! *Hide and Seek*

Take the children outside, if possible, to play the game. Encourage them to think about the best place to hide in terms of the color of the clothes they are wearing.

Activity Book 2 AB 34

1 Count and write. 2 Color frogs.
3 Cut out frogs and use with Student Book.

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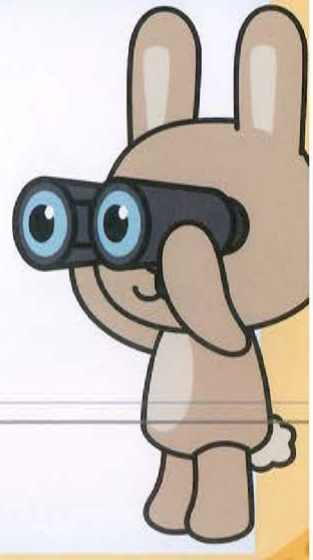
A gray can hide on a .

Read and color.

A green can hide on a .



Science Talk. Key language: *hide, gray, brown, leaf, frog, rock, log; A (gray) frog can hide on a (rock).* **Subject specific language**: *camouflage.* **Activities**: **1 Pair share**: Talk about the picture. **2 Documentation**: Read and color. **3 Try it out!** Color and hide Activity Book frogs.

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Phonics Fun

dog

duck

doll

dish

D D d d

Key language: *dog, duck, doll, dish; I can dance with a (doll).* **Activities**: **1** Listen and say. **2** Write D and d. **3** Listen to ***D Sounds Like /d/***, chant, and circle words that start with /d/ in the picture. **4** Sing ***I Can Dance***.

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Unit 4 Phonics Fun

Lesson 5

Objectives: learn to write *D* and *d*; listen to the /d/ sound; listen to a Phonics Chant and Song

Key Language: *dish, dog, doll, duck; I can dance with a (doll).*

Review: *doctor, down, dress, Mom*

Receptive Language: *What sound does it make? What words start with* D? *Are they the same or different?*

Materials: Alphabet Poster; Phonological Awareness Learning Center materials (see TE Page T4D); paper plates

BEFORE THE PAGE

029 **Song: *The Alphabet Song***

Play the song (see TE Page T8). Encourage the children to join in. Display the Alphabet Poster and point to each letter as it is sung. If your class is confident, you could sing the karaoke version of this song.

Introduce *D/d*

Write *D* and *d* on the board (then see TE Page T26 for the procedure).

USING PAGE 36

Explore the Page

Go to Page 36. Show the page or display it using the Presentation Kit. Use the pictures to teach/review *dog, duck, doll,* and *dish*.

1 104 **Listen and say.**

Play the audio. Have the children listen and point to the items in their book. Play it again, pausing after each one for the children to repeat.

2 **Write D and d.**

Point to the letters *D/d*. Ask *Are they the same or different?* Establish that they are different. Say *This letter is* D (say the letter name). *It makes a /d/ sound* (see TE Page T6).

3 105 **Listen to *D Sounds Like /d/*, chant, and circle words that start with /d/ in the picture.**

Point to the bottom of Page 36. Ask *Who can you see?* Talk about what Gus and Dad are doing. The children name as many items as they can. Play the Phonics Chant. Have the children listen and point. Play it again. The children circle the items beginning with /d/.

What do you see? /d/, /d/, D. What words start with D? *Dog, duck, doll, dish. They all start with* D.

4 106 **Sing *I Can Dance*.**

Play the song. The children listen and point. Play the song again and have the children clap each time they hear /d/.

Gus: *I can dance with a doll.* ***Dad:*** *I can dance with a dog.*
Gus: *I can dance with a dish on my head.*

Gus: *I can dance with my dad.* ***Dad:*** *I can dance, dance, dance.* ***Gus:*** *I can dance with a dish on my head.*

AFTER THE PAGE

Learning Center: Phonological Awareness: /d/

Demonstrate how to use the Learning Center materials (see TE Page T4D). The children write the letters *D* and *d* and draw or stick pictures of words that start with /d/.

106 **Song: *I Can Dance***

Hand out paper plates to the children. Have them put them on their heads. See if they can walk around with the plates balanced on their heads. Now see if they can dance with plates. Play the song and have the children dance. Count how many children still have plates on their heads at the end of the song.

Literacy Skills Pad

Try some of the Unit 4 activities in the Literacy Skills Pad.

Activity Book 2 35 36

1 Cut out and fold book. Write your name. 2 Look and read. 3 Draw a line under words that start with /d/. 4 Take book home.

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Unit 4 Grammar Fun

Lesson 6

Objective: learn to ask and answer about what animals have

Key Language: *Does a rabbit have (ears)? Yes, it does. / No, it doesn't.*

Review: *ears, eyes, legs, nose, tail, wings*

Receptive Language: *What do you have?*

Materials: Doodle Bunny puppet; toy animals; Print and Play Rabbit Templates; gray tissue paper; cotton balls

BEFORE THE PAGE

094 Song: *A Bat Has Wings*

Play the song (see TE Page T32). Encourage the children to join in and do the actions.

Think and Play! *Doodle Bunny Says ...*

Play this game to review parts of the body (see TE Page T10). Give instructions for the children to *touch your tail* and *touch your wings* and see what they do and say.

USING PAGE 37

Explore the Page

Go to Page 37. Show the page or display it using the Presentation Kit. Point to the rabbit. Ask *What can you see?*

1 108 Listen and say.

Play the first part of the audio. Have the children listen and answer the question. Then ask them to carry out the instruction. See what the children do and say when they are asked to point to their tails. Observe that they don't have tails.

Verse 1: Does a rabbit have ears? Yes, it does. Very long ears. Point to the rabbit's long ears. Point to your ears.

Verse 2: nose; Verse 3: legs; Verse 4: tail

2 Trace the words and match.

Point to the captions: *ears, nose, legs, tail*. See if the children can say the initial letter name or sound of each word. Have the children finger-trace each word and then trace them in pencil. Then, match the words to the correct body parts by tracing the lines.

3 109 Chant *Go, Rabbit, Go!*

Play the chant. Play it again and encourage the children to join in and do the actions.

Verse 1: A rabbit has ears. (repeat) (flap hands above head) *I have ears.* (repeat) (point to own ears) *Hop, hop, hop! Go, rabbit, go!* (hop)

Verse 2: eyes; Verse 3: nose; Verse 4: legs; Verse 5: tail / I don't have a tail.

4 Read and circle.

Read the first rebus sentence with the children and ask them the question. Reformulate *Yes* answers to *Yes, it does*. Repeat with the second sentence and *No, it doesn't*.

Now have the children read the answers to each question and circle the correct answer. Ask questions about other animals and body parts.

AFTER THE PAGE

Field Trip: Pet Shop

If you have a pet shop near your school, take the children on a field trip to see the animals. Talk about the animals and what they have / don't have. Alternatively, look at toy animals. Have the children ask and answer about the animals.

Rabbit Collages

Hand out the Print and Play Rabbit Templates. Put gray tissue paper, cotton balls, and glue on each table. Show the children how to scrunch the tissue paper into little balls and stick it on the rabbit. Hold up a cotton ball and ask the children what they think it looks like (*a rabbit's tail*). Have them stick cotton balls on the rabbit's tail. The children can write a caption for their pictures.

Home-School Connection

Let the children take their collages home to share with their families.

Activity Book 2 AB 37

1 Draw the missing parts. 2 Read and check.

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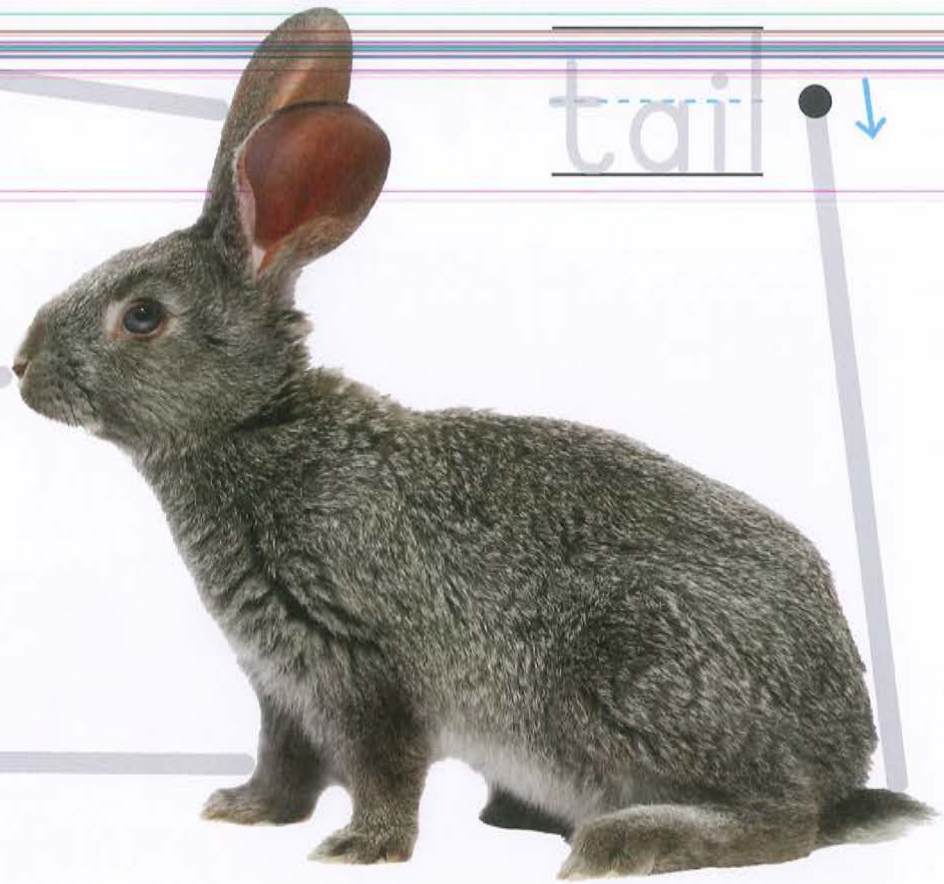
ears

tail

nose

legs



Read and circle.

Does a have ? Yes, it does. No, it doesn't.

Does a have ? Yes, it does. No, it doesn't.

Key language: *Does a rabbit have (ears)? Yes, it does. / No, it doesn't.* **Activities**: **1** Listen and say. **2** Trace the words and match. **3** Chant ***Go, Rabbit, Go!*** **4** Read and circle.

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Spots and Stripes

1 This frog has spots.

2 This snake has stripes.

3 This butterfly has spots AND stripes.

Key language: *snake, butterfly, fish, animal*. **Activities**: **1** Preview and predict with a Picture Walk. **2** Listen to ***Spots and Stripes*** and point. Listen and say. **3** Sing the Story Song ***Look for Animals***.

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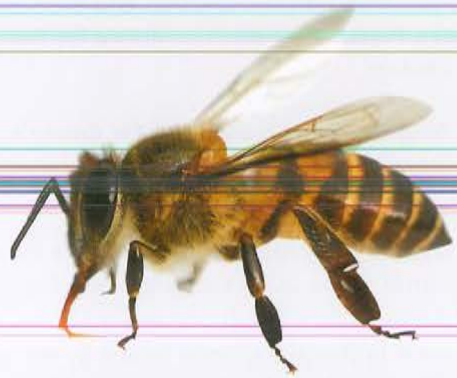
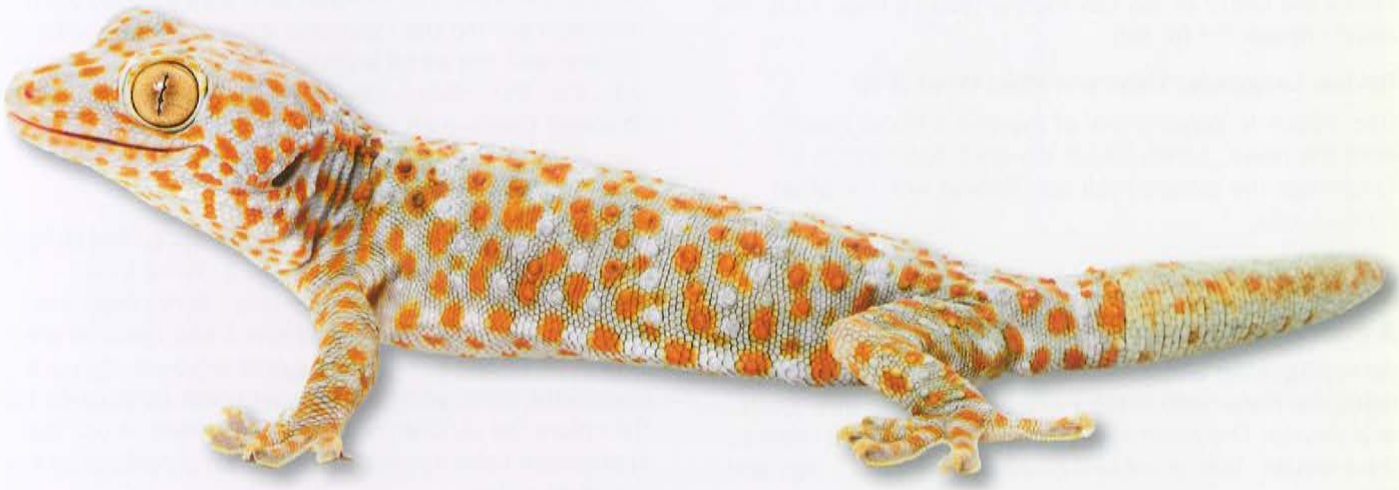


4 Does this animal have stripes that are red?



5 Does this animal have spots on its back and its head?

It has spots.
It doesn't have legs.
Can you find the mystery animal?

Key language: Review. **Activities**: **1** Talk about the story. **2** Listen again and read. **3** Sing the Story Song ***Look for Animals***. **4 Think!** Can you find the mystery animal?

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Unit 4 Spots and Stripes

Lesson 7

Objectives: read a factual text about animals; sing a song

Key Language: *animal, butterfly, fish, snake*

Review: *bee, frog, lizard; Does (this animal) have (stripes)?*

Receptive Language: *What's hiding? Does it have a tail? How many legs does it have?*

Materials: Pocket Chart; Print and Play Letters: F, f; name cards; Alphabet Poster; Unit 4 Photo Cards; Print and Play Pictures: *snake, frog, butterfly, bee, lizard, fish*; handmade sentence strips; Pocket Chart; handmade color word cards

BEFORE THE PAGE

029 Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33). You could choose *F/f* for *fish*.

Review Language: Think and Play! *What Is It?*

Use a book to conceal one of the Unit 4 Photo Cards from the class. Slowly reveal the card. Ask *What is it?* Encourage the class to call out. Repeat with the other Photo Cards.

USING PAGES 38 AND 39

***1* Preview and predict with a Picture Walk.**

Go to Pages 38 and 39. Show the pages or display them using the Presentation Kit. Point and read the title, *Spots and Stripes*. The children look at the pictures and describe the animals. Talk about and count features (e.g., legs and tails).

***2* 110 Listen to *Spots and Stripes* and point. Listen and say.**

The children listen and point to the pictures. Play the audio again. The children say each line.

Early Reading: Captions

Read the captions with the children and then play the audio again. Pause after each sentence for the children to read the caption.

***3* 111 Sing the Story Song *Look for Animals*.**

Play the song. Demonstrate the actions. Play it again. The children join in and do the actions.

Verse 1: Some snakes are red. (make snake movement with hand and arm) *Some butterflies are blue.* (flap arms) *Some fish have spots,* (wiggle hand) *and pretty stripes, too.*

Verse 2: Look in the grass, (look down) *in the water, in the sky.* (look up) *Look for animals that hop and crawl,* (hop and crawl) *and swim and fly!* (mime swimming, flap arms)

Verse 3: Lots of animals, (spread arms out) *for us to see.* (hand above eyes) *There are bees in the flowers,* (point down) *and birds in the trees.* (point up)

AFTER THE PAGE

Sorting and Classification: Class Survey

Put multiple copies of Print and Play animal pictures on a desk at the front. The children pick their favorite animal. They walk around the class and get into a group with other children with the same animal. Line the groups up side by side. Can the children identify which group has the most children? Check their estimate by counting.

112 Song: *Look for the Animals*

Make an alternative first verse for the song. The children suggest different animals for Verse 1. Write their suggestions on sentence strips (e.g., *Some frogs are, Some fish are*) and put them in row 1 and row 2 of the Pocket Chart. Now children suggest different colors. If necessary, make additional Pocket Chart color cards for the colors the children suggest. Remember to use the appropriate color marker. Place the word cards after the sentence strips.

Play the karaoke version of the song. Point to the new lines for the children to read and sing.

Literacy Skills Pad

Try some of the Unit 4 activities in the Literacy Skills Pad.

Activity Book 2 AB 38

1 Point and say. 2 Circle pictures that are different. 3 **Pair share**: Talk about the pictures.

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Unit 4 Spots and Stripes

Lesson 8

Objectives: review the text; solve a puzzle

Key Language: review

Receptive Language: *insects, reptiles; This animal has (stripes). It has (six) legs. It has (wings). It doesn't have (spots). What is it? live in water*

Materials: drawing paper

BEFORE THE PAGE

Song: *A Bat Has Wings*

Sing the song (see TE Page T32). Encourage the children to join in and do the actions.

Think and Play! *Animal Sounds*

Think of a sound for each animal (e.g., frog—*croak*; snake—*hiss*; butterfly—whisper *flutter-flutter*; bee—*buzz*; fish—*pop* sound as you open and close mouth; lizard—stay silent). Have the class move around. Say *Stop* and the name of an animal. The children have to make the correct sound. Repeat.

USING PAGES 38 AND 39

1 Talk about the story.

Go to Pages 38 and 39. Show the pages or display them using the Presentation Kit. Ask *What can you see? What does it have?* Have the children talk about the story. They ask and answer the questions in pairs.

Play a guessing game. Give clues, pausing after each for the children to guess. Say, for example, *This animal has stripes. It has six legs. It has wings. It doesn't have spots. What is it? (bee).* Invite children to give clues about another animal.

2 Listen again and read.

Play the audio and encourage the children to follow in their books. Now, without the audio, read each caption with the children. Encourage them to follow with their finger. Play the audio again for the children to listen.

3 Sing the Story Song *Look for Animals.*

Play the song and encourage the children to join in and do the actions (see TE Page T38).

4 Think! Can you find the mystery animal?

Look at the clues and the question at the bottom of Page 39. Read them with the class. Talk about the first clue: *It has spots. Which animals could it be? (frog, butterfly, fish, lizard).* Talk about the second clue: *It doesn't have legs. Which animals could this be? (snake, fish).* Now, see if the children can point to the only animal on the page that fits both descriptions. Ask *What is it? (fish).* You may need to point out that the butterfly has legs even though we can't see them.

AFTER THE PAGE

Monster Dictation

Give each child a piece of drawing paper. Tell them you are going to describe a monster and they have to draw it. Say, for example, *It has four eyes. It has five legs. It has two wings. It has one mouth. It has three noses.* If you think your class is capable, include colors as well (e.g., *It has four green eyes*). Have the children compare their monster with a friend. Are they the same?

Think! Making Connections

Talk about the animals on Pages 38 and 39. Talk about how they are the same and how they are different. Talk about color, markings, number of legs, and so on. If you think your children have a good understanding, make other connections between the animals; for example, *The fish and the frog live in water; The butterfly and the bee are insects.* Keep it simple and don't expect the children to retain the language you use.

Literacy Skills Pad

Try some of the Unit 4 activities in the Literacy Skills Pad.

Activity Book 2 AB 39

1 Color circles with spots orange and circles with stripes green. Color wings purple and body red. 2 Point and say.

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Let's Count

1 2 3 4 5

6 7 8 9 10

11

12

Key language: numbers 11–12, *hen, farmer, pen; Farmer Ben has (twelve) hens.* **Activities**: **1** Count and trace numbers 1–10. **2** Sing ***Farmer Ben Has 12 Hens***. **3** Count and trace. **4** Act out song.

AB 40

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Unit 4 Let's Count

Lesson 9

Objectives: count to 12; sing and act out a counting song

Key Language: *farmer, hen, pen,* numbers 11–12; *Farmer Ben has (twelve) hens.*

Review: *spots, stripes,* numbers 1–10; *How many?*

Receptive Language: *What's next? What's this number? Let's count.*

Materials: Print and Play Numbers: 1–12; Pattern Learning Center materials (see TE Page T4D); beanbags; chalk

BEFORE THE PAGE

088 **Song: *Ten Little Children***

Play the song (see TE Page T30). Encourage the children to join in and do the actions.

Introduce Numbers 11 and 12

Write the numbers 1–10 on the board. Count with the class. Ask *What's next?* Write *11* and *12*. Now count the numbers again with the class. Show the number cards 1–12 in any order. Have the children clap the correct amount of times for each number. Count with them to support for the higher numbers.

USING PAGE 40

***1* Count and trace numbers 1–10.**

Go to Page 40. Show the page or display it using the Presentation Kit. Point to the hens. Say *hens*. Point to one hen. Ask *How many legs/wings does a hen have?* Have the children count the hens. Ask *How many hens are there?* Air-trace each of the numbers 1–10 for the children to copy. Have the children finger-trace the numbers in their book. Then they trace them with a pencil.

2 113 **Sing *Farmer Ben Has 12 Hens*.**

Play the song and demonstrate the actions. Play the song and have the children do the actions.

Let's sing!

Verse 1: Farmer Ben has 10 hens, (flap arms like a chicken) *10 hens in a pen.* (repeat action) *Look! Here comes 1 more hen ...* (show one finger) *11 hens in the pen.*

Verse 2: 11 hens / 12 hens

Verse 3: Farmer Ben has 12 hens, 12 hens in a pen. 12 nice hens!

***3* Count and trace.**

Point to the first picture at the bottom of Page 40. Ask the children *How many hens?* Have them count. Air-trace number 11 for the children to copy. Have the children finger-trace the number in their book. Then they trace it with a pencil. Repeat for the other picture and number 12.

4 113 **Act out song.**

Make a group of 13 children. One child plays the part of Farmer Ben, and the other 12 are hens. The rest of the children can watch and have a turn acting out the second time. Make a pen with chairs. Have the children help you count 10 "hens" and put them in the pen. Encourage the children acting out hens to make clucking sounds and do a chicken walk.

Play the song. Have the children join in. For the second verse, have Farmer Ben put the other "hens" in the pen. When the song is finished, count the hens in the pen.

AFTER THE PAGE

Learning Center: Pattern

Demonstrate how to use the Learning Center materials (see TE Page T4D). The children explore patterns.

Think and Play! *Hopscotch*

Take the children outside or to a large area such as a school hall. Draw a hopscotch grid on the floor with chalk. Draw a single square, then a double square above it, then a single square, and so on until you have 12 squares. Write the numbers 1–12 in the squares. Play *Hopscotch*. The children take turns to throw a beanbag on the grid. They hop on one foot to land on a single square and on two feet to land on a double square to retrieve the beanbag. They count as they hop.

Math Skills Pad

Try some of the Unit 4 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 4 Parent Page in the Math Skills Pad.

Activity Book 2 AB 40

1 Count, trace, and write.

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Unit 5 Healthy Kids

Unit Objectives

- learn vocabulary and language by focusing on healthy food and activities
- talk about likes and dislikes
- do an art project about food
- learn the value of being polite
- do physical challenges
- learn the /a/ sound and the corresponding letters *A, a*
- learn about what people eat on the days of the week
- understand a factual text about healthy activities
- count to 14; do simple addition

Values
Be polite.

Project
Make a plate of food; role-play

Unit Language

Vocabulary: *pears, plums, mangos, carrots, peppers, tomatoes, vegetables, fruit, eat, cucumbers, chicken, rice, salad, foot, elbow, crab, stand, walk, balance, apple, alphabet, ant, alligator, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, pizza, burger, beans and rice, ice cream, ride our bikes, run, go for a walk, swim in the pool, healthy, more,* numbers 13–14

Structures: *Does (he) like (pears)? Yes, (he) does. / No, (he) doesn't. (She) likes (pears). They like vegetables. What does (he) like to eat? (He) likes to eat (tomatoes). Would you like some (chicken)? Yes, please. / No, thank you. Please pass the (chicken). Thank you very much. Stand on one foot. Walk like a (crab). Put your (elbow) on your (foot). Can (you) do it? Yes, (I) can. / No, (I) can't. Auntie Ann likes (apples). Today is (Sunday). On (Sunday), we eat (salad).*

Receptive: *I like (pears). What do you like? What color is it? Do you like it? Draw your favorite vegetable. What would you like? How do we keep healthy? good balance, not good balance; What sound does it make? What words start with A? Are they the same or different? An aunt is Mom or Dad's sister. Do you have an aunt? Menu for the Week; What do you eat on (Sunday)? How about you? What do you do on (Monday)? What are they doing? What healthy things do you do? What's next? What's this number? Let's count. What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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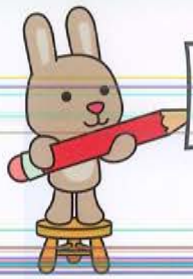

Content Areas

Art
Making models of food; making plates of food; drawing food; making a picture menu

Math
Completing sorting and classification activities; counting to 14; learning about place values; adding 1; exploring patterns

Social Studies
Talking about which food they like / don't like and role-playing; working together in a team

Physical Education
Playing action games; playing outside

Science
Exploring healthy food; finding out about fruit and vegetables; thinking about healthy lifestyles

Communication

Oral Skills: singing a song about likes and dislikes; singing an action song

Listening Skills: doing listening comprehensions; doing a listening comprehension and a doodle; listening to and answering questions; listening to and saying new words

Performing Arts: role-playing a dialog

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Early Literacy

Early Writing Skills: writing *A* and *a*; writing letters; doodling; drawing; tracing numbers

Early Reading Skills: reading captions; retelling a story through sounds; reading and drawing; reading and listening to a factual text; making a new verse for a song

Documentation: reading sentences and responding

Narrative Skills: talking about a picture; reviewing a text; talking about new language and preferences

Phonological Awareness: /a/ sound; saying a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet

Doodling for Critical Thinking

For Students

Have the children play a drawing game. Fold paper into three sections. One child draws a head in the top section. The next child draws a body. The next child draws legs. When the children unfold the paper, they will see the person/animal they have created.

For Teachers

Have the children create a picture dictionary or vocabulary cards. Have them doodle the vocabulary items and then help them to write labels for them.

Digital Tool Box

Presentation Kit: Unit 5 SB and AB with integrated audio, videos

TRC: Unit 5 downloadable audio, videos, and Print and Play materials

SPK: Unit 5 songs, videos, and language practice activities to play at home

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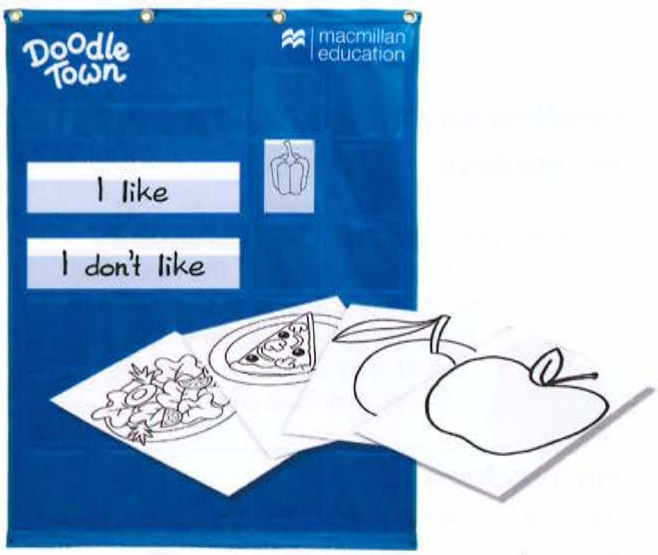
Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Pocket Chart Center: Sentences (Lesson 3)

Conversation Starters: ***What do you like (to eat)? What don't you like? Do you like (peppers)?***



Materials: Pocket Chart; handmade sentence strips; Print and Play Pictures: *apples, bananas, oranges, grapes, mangos, plum, pear, pepper, carrots, zucchini, tomato, cucumber, chicken, rice, salad*

Objectives: strengthen print awareness; practice sentence building; practice left-right orientation

1. Make two sentence strips. Write *I like* and *I don't like*. Put them in the Pocket Chart. Have the children sit in a circle. Put the Print and Play Pictures and the Pocket Chart in the middle of the circle. The children identify the food items.
2. Have a child choose a picture of an item he or she likes and an item he or she doesn't like and put them in the Pocket Chart to create a sentence. Support the child to read the sentences he or she has made.
3. The children take turns to make and read sentences that are true for them.

2: Math Activity Center (Lesson 4)

Conversation Starters: ***Let's count. (Hop) (fourteen) times. (Smile) (eight) times.***

Materials: Print and Play Pictures: *clap, hop, wiggle, walk, swim, run*; Print and Play Numbers: 1–14

Objective: improve number recognition (children will learn and remember the value of each number through TPR)

1. The children identify all the numerals and the actions. Put the cards face down.
2. The children take turns to pick one number card and one action card. They do their action the number of times on their number card. The rest of the class counts.
3. The children take turns playing teacher and telling the other children what to do.

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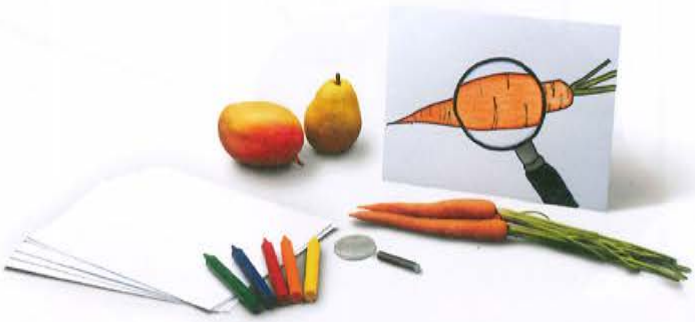
Encourage the children to re-create their favorite Learning Centers at home. Provide them with additional Print and Play Pictures if need be. The children can do the activities and play the games with their families.

3: Looking Center (Lesson 5)

Conversation Starters: ***What's this? What does it look like? Draw a picture.***



Materials: real food items from Unit 5: mangos, plums, pears, carrots, peppers, tomatoes, cucumbers, chicken, rice, salad; magnifying glasses; drawing materials

Objectives: review language; use hands-on exploration

1. The children identify the real food items.
2. The children use the magnifying glass to look at the different food items.
3. They draw pictures of what they see under the magnifying glass.

4: Food Center (Lesson 7)

Conversation Starters: ***I like (apples). I don't like (mangos). Do you like (cherries)? What do you want? I'd like some chicken, please.***

Materials: play food or pictures of food from the Internet: pears, plums, mangos, chicken, rice, salad, pizza, burger, beans, fish, ice cream; toy money

Objectives: participate in cooperative play; practice language and polite words

1. The children identify the food items.
2. They talk about food they like and don't like.
3. The children role-play buying and selling the different food items.

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Unit 5 Healthy Kids

Lesson 1

Objectives: learn about healthy food; talk about what people like

Key Language: *carrots, mangos, pears, peppers, plums; Does (he) like (pears)? Yes, (he) does. / No, (he) doesn't. (She) likes (pears).*

Review: *apples, bananas, grapes, oranges*

Receptive Language: *I like (pears). What do you like?*

Materials: Letter of the Day materials; Print and Play Pictures: *apples, bananas, grapes, oranges, cucumber, pear, plum, mangos, carrots, pepper*; Photo Cards: *pears, plums, mangos, carrots, peppers*; Pocket Chart; red and blue crayons (one per child)

BEFORE THE PAGE

029 Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33).

Introduce Key Language

Review the food items from *Doodle Town 1* (see Review). Doodle and caption the children's suggestions on the board. Use the Print and Play Pictures to elicit the items if necessary.

Hold up the Photo Cards. Name them. The children repeat. Place the cards in the Pocket Chart. Ask *Do you like (plums)?* Have a show of hands.

USING PAGE 42

1 116 Listen, point, and say.

Go to Page 42. Show the page or display it using the Presentation Kit. Play the audio. The children listen and point. Play it again. The children repeat.

Early Reading: Captions

Read the captions aloud. Ask questions about the initial letters; for example, *What sound does* carrots *start with? What letter does* pears *start with? What other words start with /p/?*

2 117 Listen and say dialog, then role-play.

Ask *What can you see?* Point to Meg's thought bubble. Ask *Who are Meg and Kit talking about?* (*Gus*) Play the audio. The children listen. Replay it. The children say the dialog, then role-play it in pairs. Read the rebus sentences with the class.

(1) ***Kit:*** *Does Gus like pears?* ***Meg:*** *No, he doesn't.*

(2) plums / yes (3) mangos / yes (4) carrots / no (5) peppers / no

Create a chart. Choose two name cards. Stick them on the board in a column. Stick the Photo Cards at the top in a row. Ask each child, for example, *Do you like (pears)?* Put a check or an X next to the Photo Card.

The children role-play the dialog, asking and answering questions by referring to the chart.

3 118 Language check: Listen and circle.

Play the audio. The children circle *pears* and *carrots* in blue, and *plums* and *mangos* in red.

4 119 Sing *Meg Likes Pears.*

Play the song. Act it out with the cutout puppets and the Photo Cards. Play it again. The children join in.

Verse 1: Meg likes pears. She likes pears. (thumbs up, or nod and smile) *Meg likes pears. Do you?* (point to children)

Verse 2: Gus / plums; Verse 3: Meg / carrots; Verse 4: Gus / mangos

Verse 5: Meg doesn't like peppers. Gus doesn't like peppers. (thumbs down, or look sad) *They don't like peppers. Do you?* (point to children)

AFTER THE PAGE

Sorting and Classification: Class Survey

The children pick their favorite food from the Print and Play Pictures. They walk around and make a group with other children with the same food. Line the groups up. Can the children identify which group has the most children? Check their estimate by counting. Say what the class's favorite food is.

120 Song: *Meg Likes Pears*

Play the karaoke version of the song. Use the information recorded in the chart earlier in the lesson to make new verses.

Think and Play! *Gus Likes ...*

Play a TPR game. The children sit in a circle. Hand out the Print and Play Pictures. Ensure at least two children have each item. Say, for example, *Gus likes / doesn't like plums.* All the children with a plum picture change places. Repeat.

Home-School Connection

Hand out the Unit 5 Letter to Parents for the children to take home.

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Unit 5 Think and Doodle

Lesson 2

Objectives: talk about a picture; practice new vocabulary

Key Language: *cucumbers, eat, fruit, tomatoes, vegetables; They like vegetables. What does (he) like to eat? (He) likes to eat (tomatoes).*

Review: *bananas, carrots, mangos, pears, peppers, plums; Does (he) like (pears)? Yes, (he) does. / No, (he) doesn't. (She) likes (pears).*

Receptive Language: *What color is it? Do you like it? Draw your favorite vegetable.*

Materials: Print and Play Templates: Meg, Gus, Kit; name cards; Pocket Chart; toy or real food: pear, plum, mango, carrot, pepper; cloth bag or pillowcase; blindfold; Print and Play Pictures: *smiley face, sad face*; handmade word cards; Photo Cards: *pears, plums, mangos, carrots, peppers*; handmade sentence strips; modeling clay

BEFORE THE PAGE

Song: *Hello. How Are You?*

Play the song using the Meg, Kit, and Gus Templates (see TE Page T2). Choose three name cards and put them in the Pocket Chart. Play the karaoke version of the song with their names.

Think and Play! *Touch and Tell*

Put a pear, plum, mango, carrot, and pepper in a cloth bag or pillowcase. Invite a child to the front and fasten the blindfold. The child reaches into the bag and takes out one of the foods. The class asks *What's this?* The child tries to identify the item. If you are using real food, remind the children that they can use their sense of smell to help.

Take the blindfold off. The child shows the smiley face or sad face Print and Play Picture depending on whether or not he or she likes the food. Ask the class *Does (he) like (plums)?* Elicit *Yes, (he) does. / No, (he) doesn't.* Repeat with other children.

Introduce Key Language

Write *fruit* and *vegetables* on word cards and read them out. Put them in the Pocket Chart. The children put the Photo Cards in the correct place.

USING PAGE 43

1 Listen and say.

Play the audio. The children listen and repeat.

Tomatoes. Tomatoes. Vegetables. Vegetables.

2 Pair share: Talk about the picture.

Go to Page 43. Show the page or display it using the Presentation Kit. Put the children in pairs. They ask and answer *What can you see?*

Early Reading: Questions

Read the question with the class.

3 Listen and point.

Play the audio. The children point to the tomatoes. Play it again. The children repeat each line.

Mmm! Look at all the vegetables. Mike and his mom are happy. They like vegetables! Mike likes to eat tomatoes. Mike's mom likes to eat tomatoes, too. Yum! Tomatoes taste good.

4 Let's doodle: Listen and draw.

Play the audio. The children draw their favorite vegetable. They compare their picture with a friend.

5 Sing *Mangos and Plums*.

Play the song. The children join in and do the actions.

She likes to eat, eat, eat mangos and plums. (mime eating) (repeat x2) *Yum, yum, yum.* (rub tummy)

He likes to eat, eat, eat tomatoes and peppers (mime eating) (repeat x2) *Yum, yum, yum.* (rub tummy)

AFTER THE PAGE

Song: *Meg Likes Pears*

Write *Meg likes* on a sentence strip and put it in the Pocket Chart with the Photo Card for *tomatoes*. Repeat for *Gus likes* and the Photo Card for *cucumbers*. Play the karaoke version of the song (see TE Page T42). The children sing the new verses.

Make Fruit and Vegetables

The children make a model of a fruit or a vegetable with modeling clay. Ask *What's this? Is it a fruit or a vegetable? What color is it? Do you like it?*

Activity Book 2 AB 42

1 Draw. 2 **Pair share**: Ask and answer.

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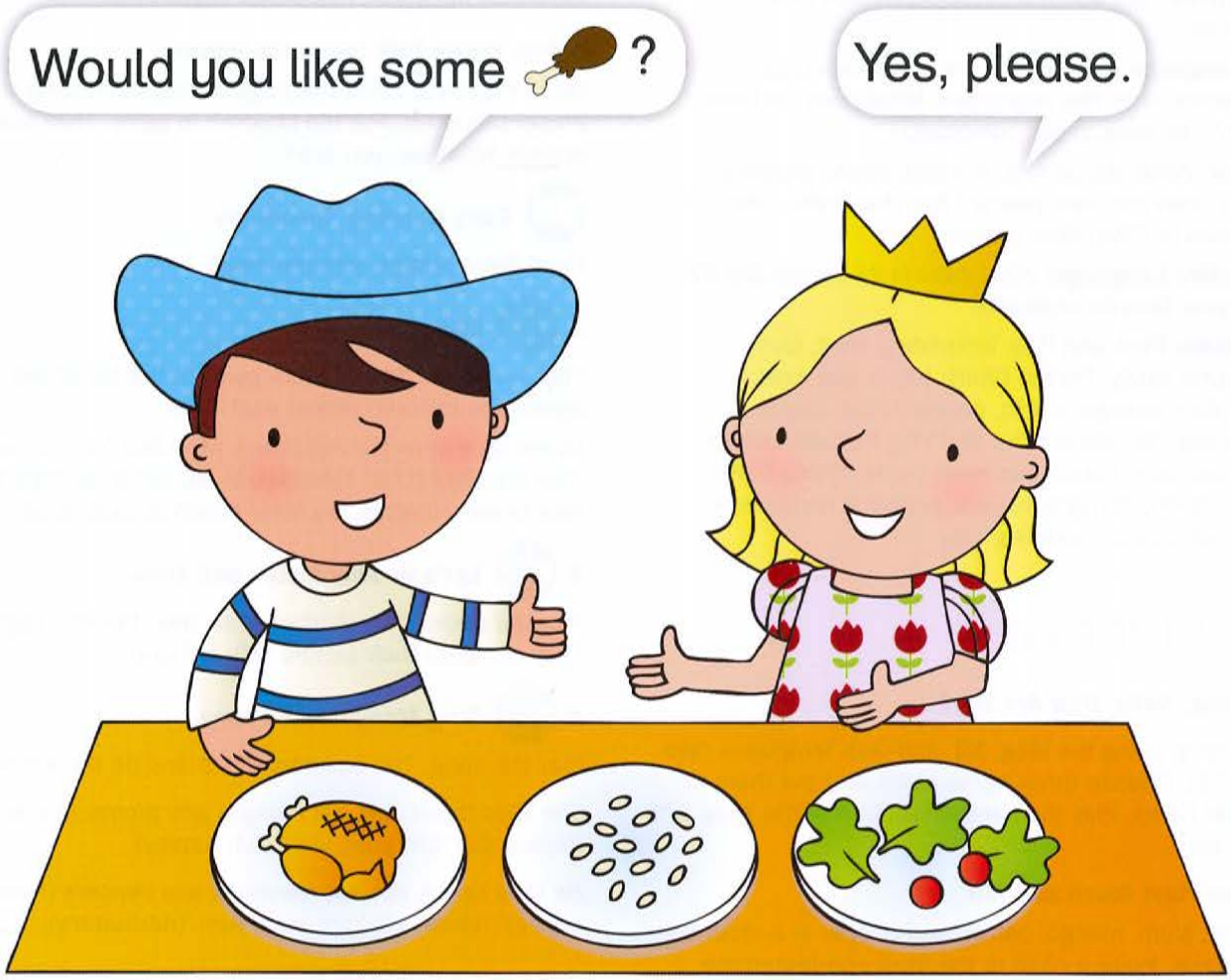
Project Talk

Values



chicken

rice

salad

Key language: *chicken, rice, salad; Would you like some (chicken)? Yes, please. / No, thank you. Please pass the (chicken). Thank you very much.* **Activities**: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle. **4** Sing the Values Song ***Would You Like Some Salad?*** **5 Project**: Make a plate of food. Role-play.

AB 43

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Unit 5 Project Talk

Lesson 3

Objectives: do an art project; talk about the value of having good manners

Key Language: *chicken, rice, salad; Would you like some (chicken)? Yes, please. / No, thank you. Please pass the (chicken). Thank you very much.*

Review: fruit and vegetables, *boy, girl*

Receptive Language: *What would you like?*

Materials: Print and Play Letters: P, p; Photo Cards: *peppers, pears, plums, rice, chicken, salad*; Pocket Chart; paper plates; plastic spoons; dry rice; glue; Sentences Learning Center materials (see TE Page T5C)

BEFORE THE PAGE

Song: *Mangos and Plums*

Play the song (see TE Page T43). The children join in and do the actions.

Phonological Awareness: /p/

The children think of fruit/vegetables that start with /p/. Put the Print and Play Letter P, p and Photo Cards of *peppers*, *pears*, and *plums* in the Pocket Chart. Point to each card in turn. The children say */p/, /p/, peppers. /p/, /p/, pears. /p/, /p/, plums*. Repeat and get faster.

Introduce Key Vocabulary

Use the *rice*, *chicken*, and *salad* Photo Cards to teach the new words. Ask *Do you like (rice)?* Have a show of hands.

USING PAGE 44

1 **Listen and say.**

Go to Page 44. Show the page or display it using the Presentation Kit. Ask *What can you see?* Review *boy* and *girl*. Play the audio. The children listen and repeat.

2 **Listen, place stickers, and say.**

Help the children find the Unit 5 stickers. Play the audio. The children listen and place the stickers. Replay the audio. The children repeat.

*(1) **Child 1:** Would you like some chicken? **Child 2:** Yes, please. **Child 1:** Here you are. **Child 2:** Thank you!*

(2) rice (3) salad

Sentence Building: Rebus Sentences

Read the rebus sentences with the class. Encourage them to follow the words with their finger.

3 **Listen and circle.**

Play the audio. The children circle the *chicken* sticker.

Early Reading: Captions

Read the captions. Can the children recognize the letters?

4 **Sing the Values Song *Would You Like Some Salad?***

Play the song. The children join in and do the actions. Talk about the value of being polite.

*Verse 1: **Girl:** Would you like some salad? Salad, salad? **Boy:** Yes, I'd like some salad. Thank you very much. **Boy:** Please pass the salad. Thank you, thank you! Please pass the salad. Thank you very much! Verse 2: chicken; Verse 3: rice*

Home-School Connection

Discuss the value as a class. The children can sing the song at home and talk about the value with their families.

5 **Project: Make a plate of food. Role-play.**

Put the children into groups. Group 1 draws chicken on their plates. Group 2 draws salad. Group 3 helps you mix rice with glue. They use spoons to scoop out the gluey rice onto their plates. Let their plates dry. Play the Values Song again. Then children role-play without the audio.

AFTER THE PAGE

Song: *Would You Like Some Salad?*

The children suggest foods to sing about. Play the karaoke version of the song. The children sing new verses.

Learning Center: Pocket Chart: Sentences

Demonstrate how to use the Learning Center materials (see TE Page T5C). The children build sentences.

Activity Book 2 AB 43

1 **Pair share**: Talk about the pictures. 2 Think and circle good friends. 3 Sing the Values Song ***Would You Like Some Salad?***

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Unit 5 Let's Explore

Lesson 4

Objectives: try out some physical challenges; document what you can do

Key Language: *crab, elbow, foot, stand, walk; Stand on one foot. Walk like a (crab). Put your (elbow) on your (foot). Can (you) do it? Yes, (I) can. / No, (I) can't.*

Subject Specific Language: *balance*

Review: parts of the body, food, actions

Receptive Language: *How do we keep healthy? good balance, not good balance*

Materials: Letter of the Day materials; Unit 5 Photo Cards; Pocket Chart; Doodle Bunny puppet; Math Activity Learning Center materials (see TE Page T5C)

BEFORE THE PAGE

Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33).

Think! Healthy Kids

Talk about what we can do to keep our bodies healthy. Ask what foods we can eat to keep healthy. Doodle the children's suggestions on the board, or put the Photo Cards in the Pocket Chart. Elicit what else we can do to keep healthy. Accept all ideas and reformulate into simple English. Talk about exercise. See if the children remember any words for actions and exercise (e.g., *swim, dance, run, hop, play, walk, wiggle*). Act them out with the children.

USING PAGE 45

1 **Listen, point, and say.**

Go to Page 45. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them talk about the pictures. Have them ask and answer *What can you see?* Draw their attention to the different actions the children are doing. Explain that the children are trying out difficult actions that test their balance. Demonstrate *balance* by standing on one foot, first with good balance. Say *Good balance!* Then wobble and say *Oh, no, not good balance!*

Play the audio. Encourage the children to point to the photos as they listen. Play it again and pause for the children to repeat.

(1) Stand on one foot. Count to 5. 1, 2, 3, 4, 5. Stand on one foot and count to 5. Can you do it?

(2) Walk like a crab. (3) Put your elbow on your foot.

2 **Try it out! Listen again and do actions.**

Have each child stand in a space. Play the audio and have each child try the actions out when it says *Can you do it?*

Put the children into pairs. Play the audio again. Child 1 does the action and Child 2 assesses his or her partner. They swap roles. Play the audio again.

3 **Documentation: Read and check.**

Use the Doodle Bunny puppet to point to the documentation panel. Have Doodle Bunny read the question with the children: *What can you do?* Then read each rebus sentence with the children. The children check the boxes of the actions they could do.

AFTER THE PAGE

Learning Center: Math Activity

Demonstrate how to use the Learning Center materials (see TE Page T5C). The children do the actions and count.

Think and Play! *Mirrors*

Put the children in pairs. Have them stand up facing each other. One child in each pair is the mirror and has to copy whatever his or her partner does. Encourage the children to think about all the actions they know and to say what they are doing in English. After a few minutes, have the pairs swap roles.

Activity Book 2 AB 44

1 **Pair share**: Talk about the pictures.
2 Read and circle.

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Let's Explore

1

2

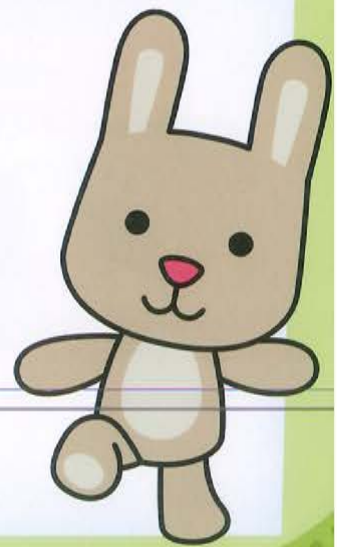
3

What can you do? Check.

1 Stand on one . ☐

2 Walk like a . ☐

3 Put your on your . ☐



AB 44

Physical Education Talk. Key language: *foot, elbow, crab, stand, walk; Stand on one foot. Walk like a (crab). Put your (elbow) on your (foot). Can (you) do it? Yes, (I) can. / No, (I) can't.* **Subject specific language**: *balance.* **Activities**: 1 Listen, point, and say. **2 Try it out!** Listen again and do actions. **3 Demonstration**: Read and check.

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Phonics Fun

apple

alphabet

ant

alligator

A A a a

Key language: *apple, alphabet, ant, alligator; Auntie Ann likes (apples).* **Activities**: **1** Listen and say. **2** Write A and a. **3** Listen to ***A Sounds Like /a/***, chant, and circle words that start with /a/ in the picture. **4** Sing ***Auntie Ann***.

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Unit 5 Phonics Fun

Lesson 5

Objectives: learn to write a and A; listen to the /a/ sound; listen to a Phonics Chant and Song

Key Language: *ant, alligator, alphabet, apple; Auntie Ann likes (apples).*

Review: *banana, dad, mom, sister*

Receptive Language: *What sound does it make? What words start with A? Are they the same or different? An aunt is Mom or Dad's sister. Do you have an aunt?*

Materials: Alphabet Poster; Looking Learning Center materials (see TE Page T5D); apples

BEFORE THE PAGE

029 Song: *The Alphabet Song*

Play the song (see TE Page T8). Encourage the children to join in. Display the Alphabet Poster and point to each letter as it is sung. If your class is confident, you could sing the karaoke version of this song (**Track 030**).

Introduce *A/a*

Write *A* and *a* on the board (see TE Page T26).

USING PAGE 46

Explore the Page

Go to Page 46. Show the page or display it using the Presentation Kit. Use the pictures to teach/review *apple, alphabet, ant,* and *alligator.* See if the children can say which sound they all start with (/a/).

1 **132 Listen and say.**

Play the audio. Have the children listen and point to the items in their book. Play it again and pause after each one for the children to say.

2 **Write A and a.**

Point to the letters A/a. Ask *Are they the same or different?* Establish that they are different. *Say This letter is* A (say the letter name). *It makes an /a/ sound* (see TE Page T6).

3 **133 Listen to *A Sounds Like /a/*, chant, and circle words that start with /a/ in the picture.**

Point to the bottom of Page 46. Ask *Who can you see?* Explain that the woman is Kit's aunt. Explain in simple English that an aunt is Mom or Dad's sister. Ask *Do you have an aunt?* Have the children raise hands.

The children name as many items as they can. Play the Phonics Chant. Have the children listen and point. Play it again. The children circle the items beginning with /a/.

What do you see? /a/, /a/, A. What words start with A? *Apple, alphabet, ant, alligator. They all start with* A.

4 **134 Sing *Auntie Ann*.**

Play the song. The children listen and point. Play the song again and have the children stand up each time they hear /a/.

Auntie Ann likes apples. (repeat x2) *But Auntie Ann doesn't like bananas.*

Auntie Ann likes alligators. (repeat x2) *But Auntie Ann doesn't like ants!*

AFTER THE PAGE

Learning Center: Looking

Demonstrate how to use the Looking Learning Center materials (see TE Page T5D). This time use apples. You could slice them, or cut them into halves or quarters for the children to study. The children look at the apples and draw them.

Literacy Skills Pad

Try some of the Unit 5 activities in the Literacy Skills Pad.

Activity Book 2 45 46

1 Cut out and fold book. Write your name.
2 Look and read. 3 Draw a line under words that start with /a/. 4 Take book home.

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Unit 5 Grammar Fun

Lesson 6

Objective: learn about what people eat on different days of the week

Key Language: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, beans and rice, burger, ice cream, pizza; Today is (Sunday). On (Sunday), we eat (salad).*

Review: fruit and vegetables

Receptive Language: *Menu for the Week; What do you eat on (Sunday)?*

Materials: Unit 5 Photo Cards; Meg and Gus cutout puppets; pieces of card or paper; food pictures from magazines or the Internet

BEFORE THE PAGE

Song: *Would You Like Some Salad?*

Play the Values Song (see TE Page T44). Encourage the children to join in and do the actions.

Think and Play! *What Is It?*

Play this game to review the new vocabulary for this unit. Use the Unit 5 Photo Cards. Use a book to conceal one of the cards from the class. Slowly reveal the card. Ask *What is it?* Encourage the class to call out when they know the answer. Repeat with the other Photo Cards.

USING PAGE 47

Explore the Page

Go to Page 47. Show the page or display it using the Presentation Kit. Read the title, *Menu for the Week.* Ask *What can you see?* Establish that the words on the left are the days of the week. Read them with the class. Use the pictures to review/teach the food items.

1 Listen, point, and say.

Play the audio twice. Have the children listen and point, and then listen and say.

2 Sing *The Days of the Week.*

Play the chant. Play it again and encourage the children to join in and do the actions.

Verse 1: ***Adult and children:*** *Sunday, Monday, Tuesday, too. Wednesday, Thursday, just for you. Friday, Saturday: that's the weekend. Would you like to sing again?*

Adult: *Yes? Or no?* ***Children:*** *Yes!*

(repeat verse 1)

Adult: *Yes? Or no?* ***Children:*** *No.* ***Adult:*** *OK! That is the end …*

3 Listen and point.

Play the audio. The children listen and point. Talk to the children about what they eat on a given day. Ask *What do you eat on (Monday)?* Write each day of the week and draw their suggestions on the board.

Today is Sunday. On Sunday we eat salad. Today is Monday. On Monday we eat pizza. Today is Tuesday. On Tuesday we eat burgers. Today is Wednesday. On Wednesday we eat beans and rice. Today is Thursday. On Thursday we eat fish. Today is Friday. On Friday we eat chicken. Today is Saturday. On Saturday we eat ice cream.

4 Draw.

Read the question at the bottom of the page with the children. Ask the question to the Meg and Gus cutout puppets and have them choose their favorite food. Have the children draw their favorite food on the plate. Have them share their pictures with a partner.

AFTER THE PAGE

Make a Menu

Give each child a sheet of card or paper. They make their own picture menu. Give them food pictures from magazines or the Internet to stick down, or they can draw food items. Help them to write *Menu* at the top. If you wish, you could play the karaoke version of ***The Days of the Week*** (**Track 138**) while the children are working.

Role-Play: Restaurants

Put the children in small groups. Help them get into roles: waiter and people at a restaurant. Have the children sit around a table. The waiters hand out menus for the diners to choose their food. Help the children use as much English as possible as they play.

Home-School Connection

Let the children take their menus home and role-play with their families.

Activity Book 2 AB 47

1 Point and say. 2 Cut out pictures. 3 Play game.

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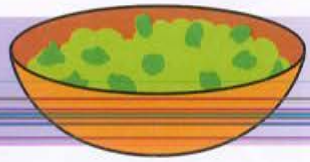
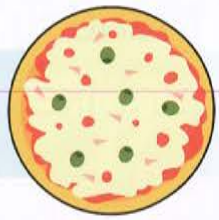
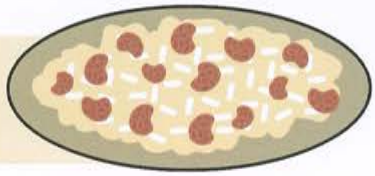
Menu for the Week

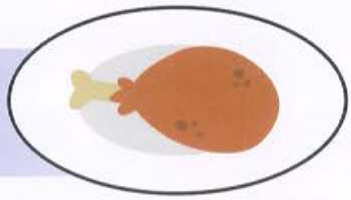
Sunday 

Monday 

Tuesday

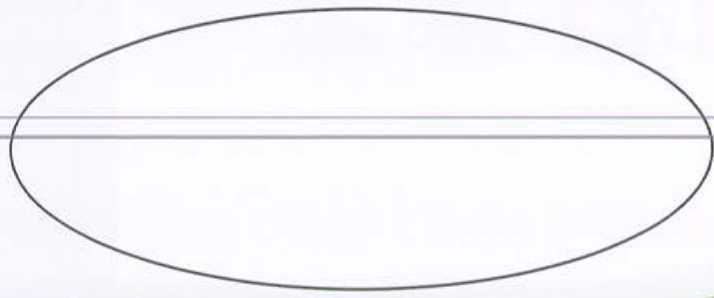
Wednesday 

Thursday

Friday 

Saturday

Look at the menu.
What do you like to eat?



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Unit 5 Healthy and Happy

Lesson 7

Objectives: read a factual text about people doing healthy activities; sing a song

Key Language: *go for a walk, healthy, ride our bikes, run, swim in the pool*

Review: *happy, carrots, boys, girls*

Receptive Language: *How about you? What do you do on (Monday)?*

Materials: Print and Play Letters: H, h; Alphabet Poster; Pocket Chart; name cards; Print and Play Picture: *smiley face*; Food Learning Center materials (see TE Page T5D); handmade sentence strips

BEFORE THE PAGE

029 Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33). You could choose H/h for *happy* and use the *smiley face* Print and Play Picture.

Think and Play! *Mime*

Play this TPR game (see TE Page T28) to review the key language: *run, swim, ride a bike, walk.* Choose some instrumental tracks such as **Tracks 049**, **084**, or **107**.

USING PAGES 48 AND 49

***1* Preview and predict with a Picture Walk.**

Go to Pages 48 and 49. Show the pages or display them using the Presentation Kit. Point to the title, *Healthy and Happy*, and read it with the class. Have the children look at the pictures and encourage them to describe the people and say what they are doing. See if the children can identify the days of the week words in the captions. Encourage the children to suggest what might happen in the story.

2 **140 Listen to *Healthy and Happy* and point. Listen and say.**

The children listen to the audio and point to the pictures. Play the audio again and have the children say each line.

Early Reading: Captions

Read the captions with the children and then play the audio again. Pause after each sentence for the children to read the caption.

3 **141 Sing the Story Song *We're Happy and We're Healthy.***

Play the song. Demonstrate the actions. Play it again and the children join in and do the actions.

Verse 1: Today is Monday. Today is Monday. Monday, we ride our bikes. (mime riding bike) *We're happy and we're healthy.* (run on spot / smile) *How about you?* (point to friend)

Verse 2: Tuesday / run and play (mime run and play)
Verse 3: Wednesday / go for a walk (mime walking)
Verse 4: Thursday / swim in the pool (mime swimming)
Verse 5: Friday / eat carrots (mime eating carrots) *We're happy and we're healthy … All week long! All week long!*

AFTER THE PAGE

Learning Center: Food

Demonstrate how to use the Learning Center materials (see TE Page T5D). The children role-play shopping.

142 Song: *We're Happy and We're Healthy*

Make two alternative verses for the song. Have the children say which two days they want to sing about. (It could be Saturday and Sunday, if appropriate.) Have the children suggest two new activities. On four sentence strips write, for example, *Today is (Saturday). We (fly our kites). Today is (Sunday). We (eat chicken).* Put them in row 1 and row 2 of the Pocket Chart. Play the karaoke version of the song and sing your new verses.

Literacy Skills Pad

Try some of the Unit 5 activities in the Literacy Skills Pad.

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Unit 5 Healthy and Happy

Lesson 8

Objectives: review the reading; talk about keeping healthy

Key Language: review

Review: food items

Receptive Language: *What are they doing? What healthy things do you do?*

Materials: Doodle Bunny puppet; Pocket Chart; handmade sentence strips from Lesson 7

BEFORE THE PAGE

124 Song: *Mangos and Plums*

Sing the song (see TE Page T43). Encourage the children to join in and do the actions.

Think and Play! *Doodle Bunny Says ...*

Play this game to review the activities from the reading text: *go for a walk, ride a bike, swim in the pool, run and play* (see TE Page T10).

Teacher-to-Teacher

Use the above game to test listening and attention skills. The children only do the action if you say *Doodle Bunny says* before giving the instruction. If you only say the action, the children who do it are out.

USING PAGES 48 AND 49

1 Talk about the story.

Go to Pages 48 and 49. Show the pages or display them using the Presentation Kit. Ask *What can you see? What are they doing?* Have the children talk about the story and ask and answer the questions in pairs.

Play a guessing game. Give clues about each picture, pausing after each for the children to guess. Say, for example, *There are two people. They are a boy and a girl. They like to swim.* The children point to the correct picture. Invite the children to give clues.

2 140 Listen again and read.

Play the audio and encourage the children to follow in their books. Now, without the audio, read each caption with the children. Encourage them to trace their finger under each caption as they read/follow the text. Play the audio again for the children to listen. If your children are emergent readers, have them circle the days of the week and underline the action words.

3 141 142 Sing the Story Song *We're Happy and We're Healthy.*

Play the song (see TE Page T48). Encourage the children to join in and do the actions. Play the karaoke version with new verses in the Pocket Chart.

4 Think! What healthy things do you do?

Read the question: *What healthy things do you do?* Have the children ask and answer the question in pairs. Invite pairs to report to the rest of the class. Encourage them to use *we* + activity. As the children report, doodle and caption their healthy activities on the board.

Point to a doodle (e.g., *swim*). Have all the children who swim stand up and chorus *We swim (in the pool)*. Continue with the other doodles.

AFTER THE PAGE

Story Sounds

Think of a sound with the class for each activity in the story (e.g., ride our bikes—*ting-ting*, run and play—*hurray*, go for a walk—tap feet, swim in the pool—*splash*, eat carrots—*crunch crunch*). Now, read out one of the captions from the story and have the children make the correct sound.

If the children are coping well with this, start saying only the day of the week; for example, *It's Monday*. The children check in their books and make the correct sound for *ride our bikes*.

Go Outside

If possible, take the children outside to play. Encourage them to play using gross motor actions such as hopping, running, and skipping.

Literacy Skills Pad

Try some of the Unit 5 activities in the Literacy Skills Pad.

Activity Book 2 AB 49

1 Follow path and say. 2 Read and say.

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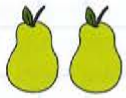
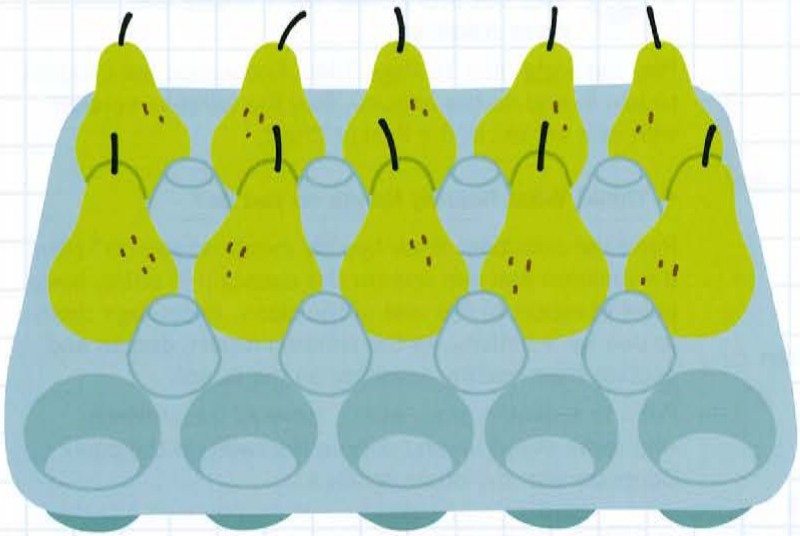
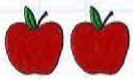
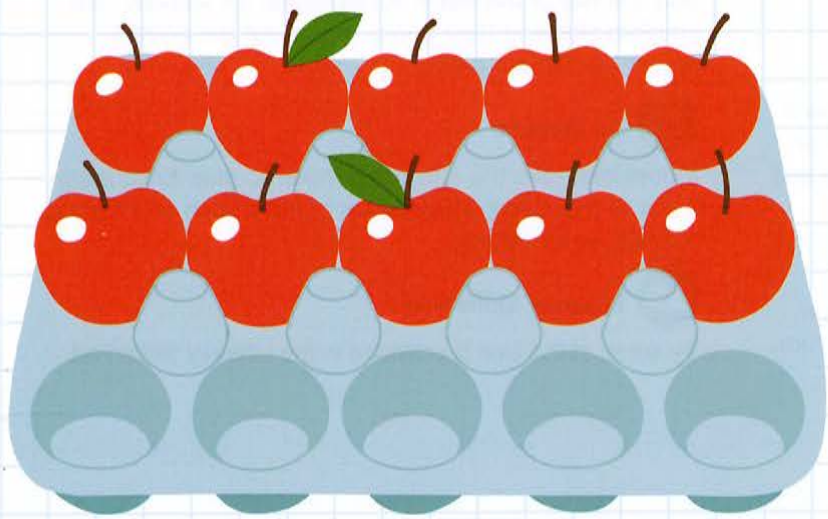
Let's Count

There are 10  . Draw 3 more pears.



10 + 3 = 13

There are 10  . Draw 4 more apples.



10 + 4 = 14

Key language: numbers 13–14, *more*. **Activities**: **1** Count and draw pears. **2** Count again and trace. **3** Count and draw apples. **4** Count again and trace. **5** Sing ***14 Little Apples***.

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Unit 5 Let's Count

Lesson 9

Objectives: count to 14; build awareness of addition; sing and act out a counting song

Key Language: *more*, numbers 13–14

Review: *little, pears; How many?* numbers 1–12

Receptive Language: *What's next? What's this number? Let's count.*

Materials: Print and Play Numbers: 1–14 (enough for one per child)

BEFORE THE PAGE

113 *Song: Farmer Ben Has 12 Hens*

Play the song (see TE Page T40). Encourage the children to join in and act it out.

Introduce Numbers 1–14

Hand out the Print and Play Numbers 1–12 to 12 children. Help the children make a number line. Count them with the class to check. Ask for two more volunteers. Invite them to join the number line after 12. Give them numbers 13 and 14. Count the children again to 14. Air-trace 13 and 14 with the children.

USING PAGE 50

1 Count and draw pears.

Go to Page 50. Show the page or display it using the Presentation Kit. Read the instruction with the children. Have them count the pears and confirm there are 10. Now have the children draw three more pears.

2 Count again and trace.

Have the children count the pears again. Ask *How many pears now?* Say *That's right, 13 pears. Ten pears and three pears is 13 pears.* Have the children point to the number 13 in their books and trace the number.

3 Count and draw apples.

Repeat Step 1 for the picture of the apples. The children draw four more apples.

4 Count again and trace.

Repeat Step 2 for the apples. There are 14 apples altogether.

5 143 Sing *14 Little Apples.*

Hand out number cards 1–14 to the children. Make sure each child has one card. Play the counting song. The children stand up when they hear their number. Have the children swap numbers. Play the song again and repeat.

One, two, three, four, five, six, seven. Eight, nine, ten, eleven. Twelve! Thirteen! Fourteen! Twelve! Thirteen! Fourteen! Twelve! Thirteen! Fourteen! Fourteen little apples.

AFTER THE PAGE

Think and Play! *Number Sorting*

Have the children move around the class. Say a number between 1 and 14. The children have to get themselves in groups of the number you say. For some of the numbers, not all the children will have a group, so keep the pace quick.

Think and Play! *Run to ...*

Stick the Print and Play Numbers 1–14 around the class. Have the children move around the classroom. Say, for example, *Run to (12).* The children run to the correct number card. Practice listening and attention skills by giving other actions in your instructions, such as *Hop to (6). Swim to (10). Walk to (14).*

Math Skills Pad

Try some of the Unit 5 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 5 Parent Page in the Math Skills Pad.

Activity Book 2 AB 50

1 Color ten carrots orange. 2 Color four carrots purple. 3 Count colored carrots.

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Unit 5 Let's Check

Lesson 10

Objectives: review the unit; do a listening comprehension

Key Language: review

Receptive Language: *What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

Materials: Letter of the Day materials; food plates from Lesson 3; Learning Center materials (see TE Pages T5C and T5D); Review 1 Poster; Doodle Bunny sleepover materials

BEFORE THE PAGE

029 **Pocket Chart Routine: Letter of the Day**

Follow the Letter of the Day routine (see TE Page T33).

129 Values **Song: *Would You Like Some Salad?***

Distribute the plates of food the children made in Lesson 3. Have the children get in groups of three so that each child in the group has a different food item. Play the Values Song (see TE Page T44). Have the children join in and role-play with their plates of food. Talk about the value of having good manners.

Review Language: Learning Centers

Let the children vote on a Learning Center from the unit they wish to explore again. Use their chosen center as described (see TE Pages T5C and T5D).

USING PAGE 51

1 145 **Listen and circle.**

Go to Page 51. Show the page or display it using the Presentation Kit. Talk about the pictures and ask questions like *What's this? Do you like (mangos)? How many?* Play the audio. The children listen and point. Play it again. This time the children circle the correct answers in their books.

(1) ***Adult:*** *Does he like mangos?* ***Child 1:*** *Yes, he does.*

(2) ***Adult:*** *How many plums are there?* ***Child 2:*** *There are 13 plums.*

***2* Point, say, and check.**

Point to the picture at the bottom of Page 51. Encourage the children to say each word *(salad, rice, pears, chicken)*. Have the children work in pairs and talk about the pictures. Say the initial letter sound or initial letter name of each of the items. The children point to and say the correct one. They check the items they know in English.

Home-School Connection

Encourage the children to take their books home and share Unit 5 with their families.

AFTER THE PAGE

134 ***Song: Auntie Ann***

Play the song (see TE Page T46). Have the children sing the song. Play it again and have the children clap each time they hear the /a/ sound.

Think and Play!

Allow the children to look through the unit in their books. Have them draw a circle around their favorite food and favorite activity. If you have time, explain and do the Activity Book Review, Page 51, with the children.

Draw their attention to any of their artwork or project work from the unit that is on display around the classroom and talk about it.

Team Race

Have the Review 1 Poster on display. Divide the class into two teams. Say an item from the poster, and one member of each team has to race to touch the item on the poster. The first child to touch the correct item wins a point for his or her team. Continue with different words and different children.

This activity fosters the social skill of teamwork.

Home-School Connection: Doodle Bunny Sleepover

Choose a child who has worked particularly hard or demonstrated the unit's value to take the Doodle Bunny puppet home (see TE Page T11).

Home-School Connection

Ask the children and their parents to complete the Unit 5 Parent Page in the Literacy Skills Pad.

Activity Book 2 AB 51

1 Circle your favorite healthy food.
2 Circle what they do. 3 Circle what you like to do.

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Let's Check

Listen and circle.

1

2

10 + 2 = 12

10 + 3 = 13

Point, say, and check.

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Review 1

Listen and circle. Find and circle.

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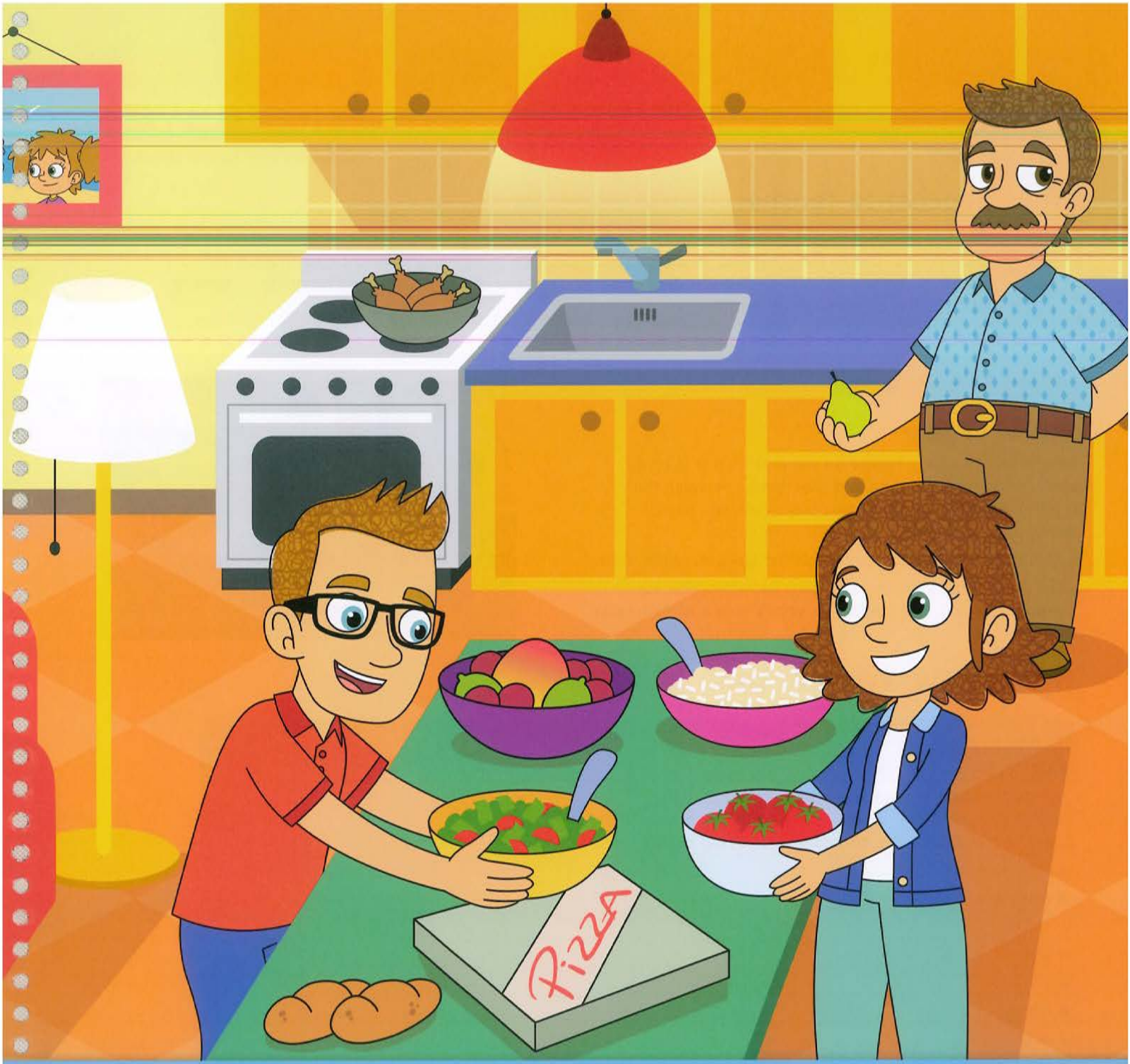

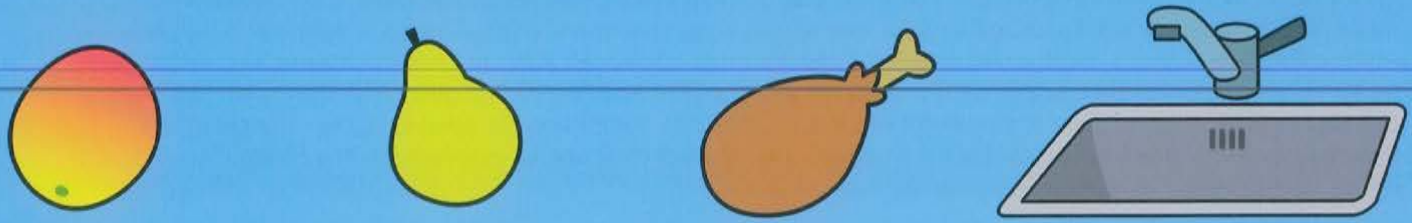

Language: Review Units 1–5. **Activities: 1 Warm up:** Listen and point. **2** Listen and circle. Find and circle: marker, rectangle, jacket, picture, chicken, mango, pear, sink. **3 Receptive check:** Listen and follow directions. **4 Speaking check:** Listen and answer.

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Review 1

Teacher-to-Teacher

Choose different Learning Center activities from Units 1–5 that you know the children can do by themselves. Divide the class into small groups. Have each group do a different Learning Center activity while you assess a small group of children. That way all the children will be doing something and you will not lose group control.

Units 1–5 Review

Review 1 Poster

Display the Review 1 Poster on the wall. Use it to review vocabulary from the units and play games in which the children have to find the vocabulary words you say to develop visual discrimination skills. You could:

- point to different items and have the children name them.
- put the children into pairs and have them describe, for example, what's in the bedroom, what's on the kitchen table.

The Review: What to Do

Names →				
PART 2: Listen and circle.				
Ask the children to listen and circle each vocabulary item they hear at the bottom of the page. Then have them find and circle the same item in the big picture.				
1 marker				
2 rectangle				
3 jacket				
4 picture				
5 chicken				
6 mango				
7 pear				
8 sink				

Review 1 (Midyear Review) is best done in small groups so you can watch and see which picture each child is circling or pointing to. Print a copy of this checklist from the Teacher's Resource Center for each group. Write a child's name at the top of each column. There are four parts to this assessment. First there is a warm-up with audio. The children are not assessed for this; they should simply listen and point. There are three parts that are scored. For Parts 2 and 3, write a checkmark (✓) for a correct answer, an ✗ for an incorrect answer, and a dash (–) for no response. For Part 3, give each child in the group a Print and Play Kit Template. Play the audio. The children listen and follow the directions with Kit. Please note that children do not need to answer the questions they hear in Part 3. These are included for a relaxed, interactive feeling in this assessment. The children should not be scored based on whether they answer.

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PART 3: Receptive check: Follow directions.				
Ask the children to listen to the directions and point to the vocabulary items they hear.				
1 Go to the lizard.				
2 Go to the computer.				
3 Go to the cymbals.				
4 Go to the pear.				
5 Go to the tomatoes.				
6 Go to the plums.				
PART 4: Speaking check: Listen and answer.				
4A: Two-option questions Point to a person or an object in the picture scene. Ask each child two questions, for example: *Is this a (lizard) or a (frog)?* *Does this have (spots) or (stripes)?* *Is this a (mango) or a (plum)?*				
4B: Open questions Point to a familiar object or person in the picture. Ask each child two questions, for example: *What does (Meg) have?* *What color is the backpack?*				

For Part 4 (the only part without audio), jot down the words each child says and use the scoring instructions below to document each child's speaking ability. Later, you can transfer your notes to each child's individual progress checklist.

1 = not yet 2 = sometimes—with support 3 = yes

Allow plenty of "wait time." If the child doesn't respond, give the answer. Then point to the same object and ask the question again.

1 146 Warm up: Listen and point.

Hello, Kit. Look at Gus. He has a purple lizard.
There is a computer on the table. Do you see it?
Next to the sofa, there is a turtle. Do you like turtles?
Let's wash our hands. There is a sink in the bathroom.
Where is the bed?
Yes, it's in the bedroom.
Let's go to the kitchen. Look for the plums.

2 147 Listen and circle. Find and circle: marker, rectangle, jacket, picture, chicken, mango, pear, sink.

Marker. I see a marker. Circle.
Rectangle. I see a rectangle. Circle.
Jacket. The jacket has stripes. Circle.
Picture. I can draw a picture. Circle.
Chicken. I like chicken. Circle.
Mango. I see a mango. Circle.
Pear. I taste a pear. Circle.
Sink. The sink is big. Circle.

3 148 Receptive check: Listen and follow directions.

Hello, Kit. Look at Gus. He has a purple lizard. Go to the lizard.
There is a computer on the table. Go to the computer.
Look at the floor. There are some cymbals in a box. Go to the cymbals.
Let's go to the kitchen. Look at Grandpa. He has a pear. Go to the pear.
Look at the table. What can you see?
Go to the tomatoes. Look for the plums. Go to the plums. Do you like plums?

This is the end of Review 1.

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Unit 6 Collections

Unit Objectives

- learn vocabulary and language by focusing on vehicles and collections
- learn to describe things
- do an art project making model vehicles
- learn about measuring
- learn the initial sound /h/
- start orally segmenting and blending words
- learn to compare two items
- understand a story about three sisters
- learn the value of appreciating all shapes and sizes
- learn to count to 15; do simple addition

Values
Appreciate all shapes and sizes of people and things.

Project
Make a model vehicle; role-play.

Unit Language

Vocabulary: *small, old, new, long, short, shells, different, same, collection, plane, helicopter, rocket, measure, hat, hand, cat, Dad, sad, smaller, bigger, tiny, gold, ring, a beautiful thing, marble, silver,* number 15

Structures: *This car is (big). These cars are (small). Which shells are the same? What's that? This is a (big) (blue) (plane). How long is it? My backpack is (three) crayons long. Dad has a hat. Which (hat) is (bigger)? This one. I can't get my ring. I'm too big. Are you sad? I can try.*

Receptive: *What is this collection? The (cars) are all different. Are they the same or different? How are they the same? What color are they? Is it (long) or (short)? count down; Blast off! What's the girl using to measure? Let's count the crayons. newspaper; What sound does it make? What words start with* H*? (Are they the) same or different? Who's (smaller)? Which word is* (cat)*? Who's (happy)? They can reach high places. You can put your arms around it. You can put it in your pocket. Which sister gets the ring? You can drive in it. What's one more? What shape is it? Ten and five more is fifteen. What color is next? What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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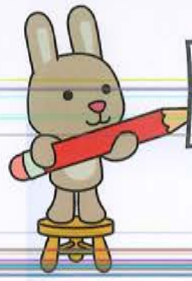

Content Areas

Art
Making models; drawing; making dolls

Math
Exploring and comparing sizes; counting; comparing; counting down; measuring; comparing; learning about number and place value; adding 1

Social Studies
Doing show and tell

Physical Education
Playing TPR action games; playing *Hopscotch*

Science
Learning about animals

Communication

Oral Skills: singing a song about sizes; singing action songs

Listening Skills: doing listening comprehensions and doodling; listening to and saying new words

Performing Arts: role-playing dialogs; role-playing a story

Early Literacy

Early Writing Skills: writing *h* and *H*; tracing words and numbers; doodling; drawing; writing numbers

Early Reading Skills: word blending; reading and responding to a question; reading and listening to a story; reading speech bubbles; making a new verse for a song; reading captions

Documentation: reading and completing a sentence

Narrative Skills: talking about a photo; talking about new language and preferences; reviewing a story

Phonological Awareness: /h/ sound; saying a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet; reading rebus sentences

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Doodling for Critical Thinking

For Students

Have the children play a doodle game in pairs. One child does a doodle on a piece of paper. The other child has to turn the doodle into something recognizable.

For Teachers

It may be hard for the children to differentiate between *short* and *small* and *long* and *big*. Draw exaggerated pictures of short and long and big and small items (e.g., cars, cats) on the board to help the children understand the concept.

Digital Tool Box

Presentation Kit: Unit 6 SB and AB with integrated audio, videos

TRC: Unit 6 downloadable audio, videos, and Print and Play materials

SPK: Unit 6 songs, videos, and language practice activities to play at home

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Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Math Sorting Center (Lesson 4)

Conversation Starters: ***Look at your hand. Look at the (doll). Is the (doll) smaller or bigger? Are these things smaller or bigger?***

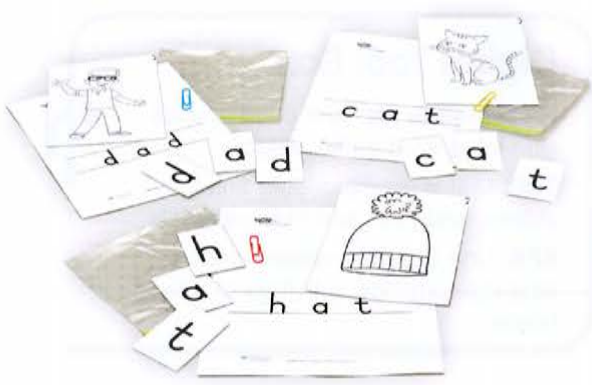
Materials: two handmade sorting mats (to make these, paint shoebox lids) with a sign on each to represent *smaller than my hand* and *bigger than my hand*; selection of classroom items and toys: tape, book, cars, boats, planes, dolls, and two toy animals the children can name

Objectives: measure and compare sizes

1. Have the children sit in a circle around the Learning Center materials. The children hold each object next to their hand and say whether it is smaller than or bigger than their hand.
2. The children place the object on the correct sorting mat.
3. Have the children talk about the size of specific objects and the size of the objects in each group.

2: Write and Draw Center (Lesson 5)

Conversation Starters: ***Let's write* hat. *What's the first letter? What's next? What's this letter?***



Materials: resealable bags (one per child); Print and Play Pictures and Tracing Templates: *hat, cat, dad*; Print and Play Letters: h-a-t, c-a-t, d-a-d (Before the lesson, put a Print and Play Picture and its letters into each bag.)

Objectives: practice early reading and writing skills and word recognition; practice spelling and word blending

1. Put the children into groups. Hand out Print and Play Templates so each group has a different one. The children trace the word at the bottom of the worksheet and sound it out. They draw a picture of the word.
2. The children find a bag with the matching Print and Play Picture and Print and Play Letters.
3. The children spell the word. Repeat Steps 1 to 3 until the children have completed each worksheet.

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Learning Centers encourage the children to simultaneously explore materials and content and practice familiar language in a meaningful context. Circulate as the children work and engage them in conversation, using some of the language listed as Conversation Starters. Encourage the children to talk with each other as well.

3: Russian Doll Center (Lesson 7)

Conversation Starters: ***Which is big? Which is smaller? Which is tiny?***

Materials: polystyrene cups, markers, gold paper, tissue paper

Objectives: practice fine motor skills by cutting out shapes to make different sizes; use creative and imaginative self-expression

1. Give each child three polystyrene cups. The children cut the tops off two polystyrene cups in order to make three different-sized dolls. The children draw features and faces on their dolls.
2. The children cut out pieces of gold paper and glue them around the middle of their dolls. These are the dolls' "gold rings," as in the story.
3. The children role-play the story with their dolls. Allow them free play to imagine different scenarios for their dolls.

4: Pocket Chart Center: Big and Small Animals (Lesson 8)

Conversation Starters: ***Is it big or small? Can it reach? Can it hide? Can it run fast? Is it good for this animal to be big?***

Materials: Pocket Chart; Print and Play Pictures: *mouse, cat, elephant, turtle, bird, big bird*

Objective: explore animals and the advantages of being big or small

1. Put the Print and Play Pictures in the Pocket Chart.
2. The children say the name of the animal. They identify whether the animal is big or small.
3. The children talk about the advantages of the animals' sizes; for example, *It can reach up. It can hide. It can fly.*

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Unit 6 Collections

small

old

new

long

short

Key language: *small, old, new, long, short; This car is (big). These cars are (small).*
Activities: **1** Listen, point, and say. **2** Listen and say dialog, then role-play. **3 Language check**: Listen and circle. **4** Sing ***Old and New***.

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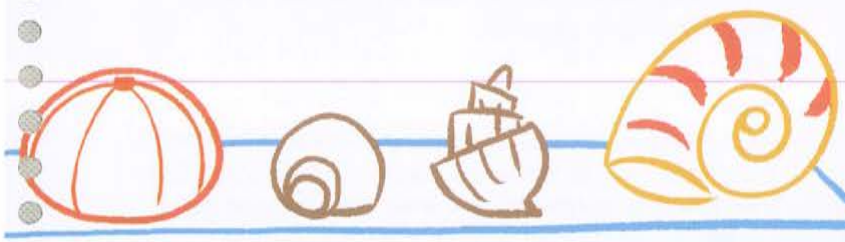
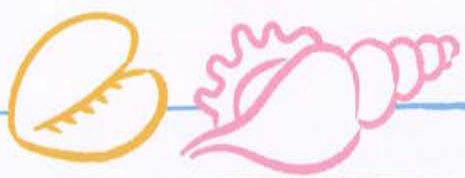
Think and Doodle

Which shells are the same?





AB 52

Key language: *shells, different, same, collection; Which shells are the same?* **Activities**: **1** Listen and say. **2 Pair share**: Talk about the picture. **3** Listen and point. **4 Let's doodle**: Listen and draw. **5** Sing ***My Shells***.

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Unit 6 Collections

Lesson 1

Objectives: learn words to describe objects; describe things

Key Language: *new, old, long, short, small; This car is (big). These cars are (small).*

Review: *big, car, little*

Receptive Language: *What is this collection? The (cars) are all different.*

Materials: Meg and Gus cutout puppets; Pocket Chart; Print and Play Letters: C, c; name cards; Alphabet Poster; Photo Cards: *small, old, new, long, short*; red and blue crayons (one per child)

BEFORE THE PAGE

Song: *Hello. How Are You?*

Use the Meg and Gus cutout puppets. Play the song (see TE Page T2). Have the children join in and wave to Meg and Gus.

Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33). You could use the letter *C/c* for *car*.

Introduce Key Language

Show the Photo Cards and say each adjective. Hold your hands far apart and close together to differentiate between *long* and *short*. Explain that *small* is the same as *little*. Put the Photo Cards in the Pocket Chart.

USING PAGE 54

Introduce the Topic

Go to Page 54. Show the page or display it using the Presentation Kit. Read the unit title, *Collections*, with the children. Explain that a collection is when you have a lot of one type of thing (e.g., teddy bears). Ask *What is this collection?* Praise all the children who say *cars*. Say *The cars are all different.*

1 Listen, point, and say.

Play the audio, and the children listen and point to the photos. Play it again and encourage the children to repeat the words.

Early Reading: Captions

Read the captions with the class. Can they tell you any of the letter names or sounds?

2 Listen and say dialog, then role-play.

Point to Kit and Meg. Ask *Who's this?* Take out the Meg cutout puppet and have her say *It's Kit and me*. Ask *What do they have?*

Play the audio. The children point to Kit and Meg and say the dialog. Put the children in pairs. Have them say the dialog together.

Kit: *This car is big.* ***Meg:*** *These cars are small.* ***Kit:*** *This car is old.* ***Meg:*** *These cars are new.* ***Kit:*** *This car is long.* ***Meg:*** *These cars are short.*

Sentence Building: Rebus Sentences

Read the speech bubble rebus sentences with the class. Encourage them to follow the words with their finger. Draw their attention to how *BIG* and *small* have been printed.

3 Language check: Listen and circle.

Play the audio. Make sure the children have a red and a blue crayon ready. The children listen and circle the old car in blue and the new car in red.

4 Sing *Old and New*.

Play the song. Play it again and encourage the children to join in and do the actions.

Verse 1: Old and new. (clasp hands together, fling arms up to make a V shape) *Old and new. This car is old.* (clasp hands together) *These cars are new.* (fling arms up)

Verse 2: Long and short. (hands far apart, hands close together); *Verse 3: Big and small.* (children make themselves big and small)

AFTER THE PAGE

Think! Talk About Collections

Ask the children if they have a collection. It can be any theme but should contain at least four objects. (It could be three or four toys or a collection of shells, fossils, buttons, etc.) Doodle and caption their collections on the board. Ask the children to bring their collection to class for the next lesson. If their collection is large or fragile, they can bring a photo of it.

Home-School Connection

If you have the chance, mention to the parents that you would like the children to bring in a collection of objects to the next lesson.

Hand out the Unit 6 Letter to Parents for the children to take home.

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Unit 6 Think and Doodle

Lesson 2

Objectives: talk about a picture; practice new vocabulary

Key Language: *collection, shells, different, same, Which shells are the same?*

Review: *new, old, big, long, short, small*

Receptive Language: *Are they the same or different? How are they the same? What color are they? Is it (long) or (short)?*

Materials: Pocket Chart; Photo Cards: *small, old, new, long, short*; a collection of your own (e.g., your old toys)

BEFORE THE PAGE

152 153 Song: *Old and New*

Play the song (see TE Page T54). The children join in and do the actions. Ask the children for suggestions for a new verse. Doodle and caption their suggestions on the board. Play the karaoke version of the song and sing the new verse.

Think and Play! *What's Missing?*

Put the Photo Cards in the Pocket Chart. Chant the words with the children. Now play the game (see TE Page T9).

Introduce Key Language

Show the Photo Cards for *old* and *new*. Ask *Are they the same or different?* Talk about how they are different (*one old, one new; one blue, one red*). Ask *How are they the same?* (*They are both cars.*)

USING PAGE 55

1 **154 Listen and say.**

Go to Page 55. Show the page or display it using the Presentation Kit. Play the audio. The children listen and say the new words.

Shells. Shells. Different. Different. Same. Same.

2 **Pair share: Talk about the picture.**

Put the children in pairs. Say *Point to two shells that are the same. Point to two shells that are different.* They ask and answer *What can you see?* Have them describe each of the girl's shells.

Early Reading: Questions

Read the question at the top of the page with the class. Encourage them to follow the words with their finger.

3 **155 Listen and point.**

Play the narrative. The children listen and look at the picture. Play it again. The children listen and point to the shells as they are described.

Hi. My name is Sue. This is my shell collection. Some of my shells are big and some of my shells are small. Look at the shells.

Are they all the same or different? Two shells are the same. The other shells are different. I have brown shells and pink shells. Some shells are orange. One shell has stripes.

4 **156 Let's doodle: Listen and draw.**

Play the audio. The children draw a small pink shell.

5 **157 Sing *My Shells.***

Play the song twice. The children join in and do the actions.

Chorus: My shells, my shells, I love my shells. (make heart shape with hands)

Verse 1: Some shells are small, (hands close together) *Some shells are big,* (hands far apart) *Some shells are brown,* (point to something brown) *And some shells are pink.* (point to something pink)

(repeat chorus)

Verse 2: Some shells are different. Two shells are the same. (hold up two fingers) *One shell has stripes,* (hold up one finger) *Zero shells are gray.* (hold up fist, no fingers showing)

AFTER THE PAGE

Show and Tell

The children take turns to do a show and tell with the collections they have brought in (see TE Page T54). Encourage them to say as much as possible about their items (e.g., what they are, the colors, the sizes, how they are the same/different).

Teacher-to-Teacher

Bring in a collection of your own and start off the show and tell session. It doesn't have to be a real collection, just some items that will interest the children. (The children would love to see your old toys.)

Counting

The children count the number of shells on Page 55. Then they count the number of items in their collection. Do they have more or fewer items in their collections compared with the girl on Page 55?

Activity Book 2 AB 52 162

1 Point and say. 2 Color toys.
3 Sing ***Old and New***.

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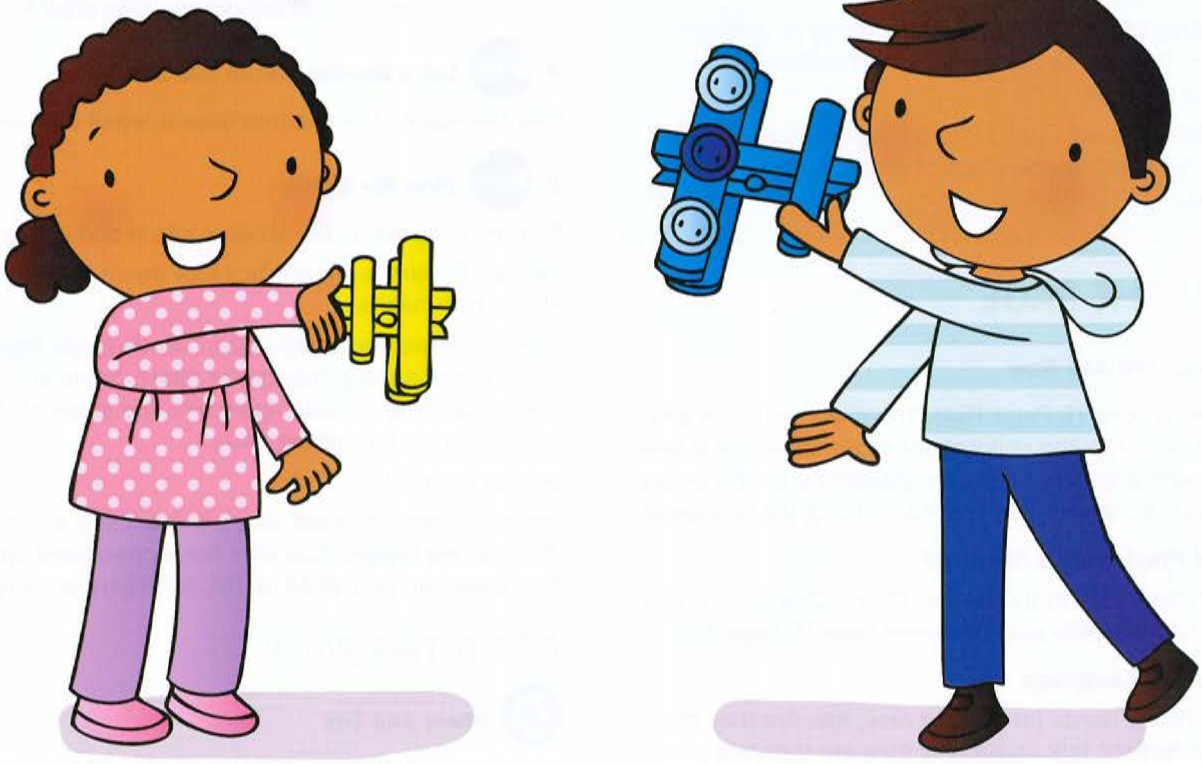
Project Talk



plane helicopter rocket

Key language: *plane, helicopter, rocket; What's that? This is a (big) (blue) (plane).*
Activities: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle.
4 Project: Make a toy. Role-play.

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Unit 6 Project Talk

Lesson 3

Objectives: do an art project; describe objects

Key Language: *helicopter, plane, rocket; What's that? This is a (big) (blue) (plane).*

Review: colors, *bike, boat, bus, car, train*

Receptive Language: *count down; Blast off!*

Materials: Pocket Chart, Photo Cards: *plane, helicopter, rocket*; craft sticks; water bottle; straws; cardboard rolls; construction paper; Print and Play Numbers: 1–10

BEFORE THE PAGE

020 021 **Song: *Look for Red***

Play the singing game with the children (see TE Page T5). Teach *gray*. Play the karaoke version of the song and have the children sing and look for *gray*.

Think and Play! *Mime*

Play a TPR game to review transportation words. The children may remember *car, train, boat, bus,* and *bike*. Mime the words and have the children call out. Once they've guessed correctly, doodle and caption the word on the board. Invite individual children to come to the front and mime one of the words for the class to guess.

Introduce Key Language

Display the Photo Cards in the Pocket Chart and teach the words.

USING PAGE 56

1 159 **Listen and say.**

Go to Page 56. Show the page or display it using the Presentation Kit. Ask *What can you see?* Play the audio. The children listen and repeat.

2 160 **Listen, place stickers, and say.**

Help the children find the Unit 6 stickers. Point to the stickers. Ask *How are they different?* Establish they are different colors and sizes and different types of transportation. Ask *How are they the same?* Praise any children who say *(They can) fly*.

Play the audio. The children listen and place the stickers.

Replay the audio. The children repeat.

Child 1: *What's that?* ***Child 2:*** *This is a big blue plane.* ***Child 1:*** *What's that?* ***Child 2:*** *This is a small orange helicopter.* ***Child 1:*** *What's that?* ***Child 2:*** *This is a big gray rocket.*

Early Reading: Speech Bubbles

Read the question and answer at the top of the page with the class. They follow the words with their finger.

3 161 **Listen and circle.**

Play the audio. The children circle the sticker of the big blue plane.

Early Reading: Captions

Read the captions at the bottom of the page with the class. They follow the words with their finger. Ask *What letter does* plane *start with?* Accept the letter name or sound. Repeat for *helicopter* and *rocket*.

4 160 **Project: Make a toy. Role-play.**

Point to the Pocket Chart. Have the children come up and stand by the Photo Card of the transportation model they want to make. Give them the construction objects they will need. Help them to make their models. They use the sticker pictures on Page 56 as reference.

Put the children in pairs when they have finished their models. Play the audio for the children to listen to again. The children role-play using their models.

AFTER THE PAGE

Think and Play! *Blast Off!*

Hand out the Print and Play Numbers 1–10 to 10 children. They make a number line. Count them to check. Now have the children stand in descending order 10–1. Count down 10–1. Ask the class which kind of transportation in Lesson 3 this is associated with *(rockets)*.

All the children pretend to be rockets. They crouch down. With the class, count down 10–1. Then the children all leap into the air and shout *Blast off!* Invite individual children to count down, but have everyone shout *Blast off!* and do the actions.

Activity Book 2 AB 53

1 Trace. 2 Read and color. 3 Point and say.

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Unit 6 Let's Explore

Lesson 4

Objectives: measure objects using other objects; document findings

Key Language: *How long is it? My backpack is (three) crayons long.*

Subject Specific Language: *measure*

Review: colors, *backpack, crayon*

Receptive Language: *What's the girl using to measure? Let's count the crayons.*

Materials: Pocket Chart; Print and Play Letters: B, b; name cards; Alphabet Poster; Photo Cards: *backpack, new, long, old, small, short, plane, helicopter, rocket*; large ruler; crayons; long sheet of paper; Doodle Bunny puppet; Math Sorting Learning Center materials (see TE Page T6C)

BEFORE THE PAGE

Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33). You could use *B/b* for *backpack*.

Think and Play! *TPR Actions*

Show each of the Photo Cards and elicit the words. Put the Photo Cards in the Pocket Chart. With the class, think of gestures for each of the words. Say the words in any order. The children have to do the correct actions.

USING PAGE 57

***1* Pair share: Talk about the picture.**

Go to Page 57. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them talk about the picture. They ask and answer *What can you see?*

Use a large ruler to explain *measure*. Use it to measure some things in the classroom.

Point to the girl and ask *What's the girl using to measure?* Establish that she is using crayons and counting the number of crayons.

***2* Try it out! Measure your backpack.**

Have the children go and get their backpacks. (If the children don't use them, they can measure lunch boxes.) Have the children lay their backpacks flat and line crayons up, end-to-end, beside them. Help them to make sure the crayons are correctly aligned. Have the children count the number of crayons they have used.

***3* Documentation: Write.**

Use the Doodle Bunny puppet to point to the documentation panel. Have Doodle Bunny read the rebus sentences with the children. Point to the sentence the children have to complete. Explain that they complete the sentence with the number of crayons their backpack measured.

Check the children's answers. Count slowly to 10. The children stand up when they hear the number of crayons their backpack measures.

AFTER THE PAGE

Place Value

Put the children in groups. See if they can line up their backpacks in order of size, either in ascending or descending order. Help them to measure the backpacks against each other.

Measure Strides

Make a ruler on a long sheet of paper. Draw a line 50 centimeters long. Make a notch every 5 centimeters. Number from the beginning of the line 0–10. Tape the paper to the floor. Have the children take turns to come up, put their toe on 0, and take a stride. Note the nearest number to where the toe of their front foot lands on the ruler. See who has the longest stride in the class.

Teacher-to-Teacher

Make sure the children who are waiting for their turn, or who have had their turn, are occupied and engaged so they don't get restless. Some children can help you count. Other children can stick name cards on the board, and children who are good at writing can record the results next to each name card.

Learning Center: Math Sorting

Demonstrate how to use the Learning Center materials (see TE Page T6C). The children measure and compare items.

Activity Book 2 AB 54

1 Color rockets. 2 Measure and count. 3 Write the answer. 4 Point and say.

UNIT 6 - Digital: Math activity; Literacy Skills Pad: pp. 43–50; Math Skills Pad: pp. 33–38

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Let's Explore

Measure your . Use .

My is _____ long.

Math Talk. Key language: *How long is it? My backpack is (three) crayons long.* **Subject specific language**: *measure.* **Activities**: **1 Pair share**: Talk about the picture. **2 Try it out!** Measure your backpack. **3 Documentation**: Write.

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Phonics Fun

hat

hand

house

hen

H H h h

hat

cat

Dad has a hat.

The cat has a hat.

Key language: *hat, hand, cat, Dad, sad; Dad has a hat.* **Activities**: **1** Listen and say. **2** Write H and h. **3** Listen to ***H Sounds Like /h/***, chant, and point to words that start with /h/. **4 Word blending**: Listen, play, and say. Then write. **5** Listen and read the phonics story.

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Unit 6 Phonics Fun

Lesson 5

Objectives: learn to write *H* and *h*; listen to the /h/ sound; listen to a Phonics Chant and a Phonics Song; orally segment and blend words

Key Language: *hand, hat, cat, Dad, sad; Dad has a hat.*

Review: *happy, hello*

Receptive Language: *newspaper; What sound does it make? What words start with* H? *Are they the same or different?*

Materials: Alphabet Poster; Meg cutout puppet; Write and Draw Learning Center materials (see TE Page T6C)

BEFORE THE PAGE

Song: *The Alphabet Song*

Play the karaoke version of the song (see TE Page T8). The children join in. Display the Alphabet Poster and point to each letter as it is sung.

Introduce *H/h*

Write *H* and *h* on the board (see TE Page T26).

USING PAGE 58

Explore the Page

Go to Page 58. Show the page or display it using the Presentation Kit. Use the pictures to teach/review *hat, hen, house,* and *hand*. See if the children can say which sound they all start with (/h/).

1 Listen and say.

Play the audio. The children listen and point. Play it again. Pause after each word. The children repeat.

2 Write H and h.

Point to the letters *H/h* at the top of Page 58. Ask *Are they the same or different?* Establish that they are different.

Say *This letter is* H (say the letter name). *It makes a /h/ sound* (see TE Page T6).

3 Listen to *H Sounds Like /h/*, chant, and point to words that start with /h/.

The children look at the pictures at the top of the page. Play the Phonics Chant. The children listen, chant, and point to the items as they hear them. Repeat.

What do you see? /h/, /h/, H. What words start with H? *Hat, hand, house, hen. They all start with* H.

4 Word blending: Listen, play, and say. Then write.

From this unit, children will start building up phonological awareness by orally segmenting and blending words. Being able to recognize the sounds that make up a word is an important prewriting skill.

Use the Meg cutout puppet. Explain that the children are going to play a game with Meg. Meg is going to say the letter sounds in a word. Point to the hat picture in the middle of the page and the word next to it. Have Meg say *h-a-t*. Encourage the children to sound out and blend the word. Repeat for *cat*.

Play the audio. Replay it. Pause after each word is sounded out. The children sound out and blend the word.

Adult: *Meg sounds out each letter. Meg likes to play. Meg sounds out each letter. Which words does she say?*

Meg: *h-a-t* ***Children:*** *h-a-t—hat!* ***Meg:*** *c-a-t* ***Children:*** *c-a-t—cat!* ***Meg:*** *D-a-d* ***Children:*** *D-a-d—Dad!*

The children trace the words *hat* and *cat*. Encourage them to sound out and blend the words as they trace them.

5 Listen and read the phonics story.

Point to the pictures at the bottom of Page 58. Ask *What can you see?* Talk about the pictures. Play the story. The children listen and follow the captions.

Adult: *Dad has a hat. The cat is sad.* ***Cat:*** *Meow. I am sad. I don't have a hat.* ***Dad:*** *Hello, Cat. Here's a hat.* ***Cat:*** *Mew, mew! Thank you, Dad!* ***Adult:*** *The cat has a hat.*

Early Reading: Sentences

Read the sentences at the bottom of the page with the class. They follow the words with their finger. Sound out and blend *Dad, hat,* and *cat* with the class as you read.

AFTER THE PAGE

Learning Center: Write and Draw

Demonstrate how to use the Learning Center materials (see TE Page T6C). The children sound out and write words.

Literacy Skills Pad

Try some of the Unit 6 activities in the Literacy Skills Pad.

Activity Book 2 55 56

1 Cut out and fold book. Write your name. 2 Look and read. 3 Draw a red line under *hat*. Draw a green line under *Dad*. Draw a blue line under *cat*. 4 Take book home.

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Unit 6 Grammar Fun

Lesson 6

Objectives: learn to compare items; read and answer questions about comparative size

Key Language: *bigger, smaller; Which (hat) is (bigger)? This one.*

Review: *cat, doll, hat*

Receptive Language: *Who's (smaller)? Which word is* (cat)?

Materials: sheets of paper or newspaper; Unit 6 Photo Cards; Pocket Chart

BEFORE THE PAGE

165 Role-Play Phonics Story

Help the children to make paper hats out of sheets of paper or newspaper (like the hat that Dad makes for the cat). Put the children in pairs. One child in each pair plays the role of Dad and the other plays the cat. Play the audio (see TE Page T58) and have the children role-play the story using their hats.

Think and Play! *What's Missing?*

Play this game to review the language. Use the Unit 6 Photo Cards (see TE Page T9).

Introduce Key Language

Invite two children to the front of the class. (Make sure they are different heights.) Ask *Who's bigger?* and point to the bigger of the two children. Ask *Who's smaller?* and have the class point to the smaller of the two children.

USING PAGE 59

1 166 Listen, point, and say.

Go to Page 59. Show the page or display it using the Presentation Kit. Ask *What does Meg have?* Establish that she has a hat. Play the audio. Have the children listen and point to the speaker's hat. Play it again and have the children repeat.

Meg: *Look at my hat!* ***Kit:*** *My hat is smaller.* ***Gus:*** *My hat is bigger!*

Early Reading: Captions

Read the captions with the class. Ask *What letter does* smaller *start with?* Accept the letter name or sound. Repeat for *bigger.* Draw the children's attention to the use of different font sizes.

2 Read, trace, and circle.

Point to the two cats. Sound out and blend *c-a-t—cat.* Encourage the children to sound out and blend *cat.* Read Question 1 with the children: *Which cat is smaller?* Ask *Which word is* cat? Have the children point to the word *cat.* They finger-trace the word, then trace it in pencil. Now have them point to and circle the smaller cat. Repeat with Question 2.

3 167 Sing *Smaller Hat, Bigger Hat.*

Play the grammar song and do the actions. Play it again and encourage the children to join in and do the actions.

Smaller hat, bigger hat, (hands close together, hands far apart) *Which hat do you like?* (question gesture)

Smaller cat, bigger cat, (hands close together, hands far apart) *Which cat do you like?* (question gesture)

AFTER THE PAGE

Sort Sizes

Divide the class into groups of five or six. Have the children arrange themselves in order of size (height). Go around the class and check the groups. Point to children in line and say *smaller* and *bigger.*

Think! Explore Comparatives

Show the *long* and *short* Photo Cards. Elicit the words. Show the *short* Photo Card and say *This car is shorter.* Show the *long* Photo Card and say *This car is …* Wait for the children to say *longer*. Repeat with *old* and *new* Photo Cards.

168 Song: *Smaller Hat, Bigger Hat*

You can decide whether to change the objects or the adjectives to make a new song. Decide which you want to change and then ask the children for suggestions. Doodle and caption their suggestions on the board. Put the appropriate Photo Cards in the Pocket Chart. Play the karaoke version of the song and have the children sing the new version.

Activity Book 2 AB 57

1 Point and say. 2 Circle things that are bigger.

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smaller

bigger

Read, trace, and circle.

1 Which cat is smaller?

2 Which doll is bigger?

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The Three Sisters

Values

1

2

Key language: *tiny, gold, ring, a beautiful thing; I can't get my ring. I'm too big. Are you sad? I can try.* **Activities**: **1** Preview and predict with a Picture Walk. **2** Listen and point. **3** Listen to the Story Song ***The Three Sisters*** and point. Listen and say. **4** Role-play. **5** Sing the Values Song ***Big and Small.***

AB 58

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3

4

Which sister gets the ring?

Key language: Review. **Activities**: **1** Talk about the Story Song. **2** Listen again and read. **3** Sing the Values Song ***Big and Small*** and do actions. **4 Think!** Which sister gets the ring?

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Unit 6 The Three Sisters

Lesson 7

Objectives: read a story; sing a Values Song

Key Language: *a beautiful thing, gold, ring, tiny; I can't get my ring. I'm too big. Are you sad? I can try.*

Review: *angry, happy, sad, brother, sister*

Receptive Language: *Who's (happy)? They can reach high places. You can put your arms around it. You can put it in your pocket.*

Materials: Print and Play Letters: R, r; Print and Play Picture: *ring*; Alphabet Poster; name cards; Pocket Chart; Meg and Gus cutout puppets; Russian Doll Learning Center materials (see TE Page T6D)

BEFORE THE PAGE

Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33). You could choose *R/r* for *ring*.

Review Emotions

Review *happy, sad,* and *angry.* Say each word and have the children make the appropriate face.

USING PAGES 60 AND 61

1 Preview and predict with a Picture Walk.

Go to Pages 60 and 61. Show the pages or display them using the Presentation Kit. Point to the title, *The Three Sisters,* and read it with the class. Take out the Meg and Gus cutout puppets. Ask *Who is the sister?* Establish that Meg is the sister. Point to the characters in the story. Ask *Who's smaller/bigger? Who's sad?* Have the children describe the characters and say what they are doing. Encourage them to suggest what might happen in the story.

2 Listen and point.

Play the audio. The children listen and point to each sister.

3 Listen to the Story Song *The Three Sisters* and point. Listen and say.

Play the Story Song. The children listen and follow the spoken part of the song in their books. Replay the audio. Pause after each line. The children listen and repeat.

Early Reading: Speech Bubbles

Read the speech bubbles with the children and replay the audio.

4 Role-play.

Put the children in groups of three. They decide who plays the role of each sister. Observe if they assign roles on the grounds of size. Use tables with a small space between as the rocks. Use a small classroom item as the lost ring.

Play the audio. The children role-play the story. Then let the groups role-play without the support of the audio.

5 Sing the Values Song *Big and Small.*

Play the song twice. The children join in and do the actions. Talk about the value of appreciating all shapes and sizes of people and things.

Chorus: Big and small. (make yourself big, make yourself small) *Which is better? Big and small.* (repeat actions) *Both are good.* (thumbs up) (repeat)

Verse 1: Big kids are tall. (stand on tiptoes) *They can reach high places.* (reach up high) *Little kids are small.* (crouch down) *They can reach in small spaces.* (reach down)

Verse 2: A big bear is nice. You can put your arms around it. (wrap arms round yourself) *A small bear is nice. You can put it in your pocket.* (put hand in pocket)

(repeat chorus)

Home-School Connection

Discuss the value as a class. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Learning Center: Russian Doll

Demonstrate how to use the Learning Center materials (see TE Page T6D). The children make Russian dolls.

Imaginative Play

Let the children have some playtime with their Russian dolls. Encourage them to talk about the comparative size of their dolls. Let them act out the story with the dolls and invent new stories.

Literacy Skills Pad

Try some of the Unit 6 activities in the Literacy Skills Pad.

Activity Book 2 AB 58

1 Circle and count rings. Color house brown. Color rocks gray.

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Unit 6 The Three Sisters

Lesson 8

Objective: review the story

Key Language: review

Receptive Language: *Which sister gets the ring? You can drive in it.*

Materials: Pocket Chart; handmade sentence strips; Big and Small Animals Learning Center materials (see TE Page T6D)

BEFORE THE PAGE

Song: *Smaller Hat, Bigger Hat*

Sing the song (see TE Page T59). Encourage the children to join in and do the actions.

Think and Play! *Show Me!*

Make sure the children have crayons or pencils on the desk in front of them. Say *Show me (a) big (crayon)*. The children have to show you a big crayon. Repeat with *smaller (crayon)* and *tiny (crayon)*.

USING PAGES 60 AND 61

***1* Talk about the Story Song.**

Go to Pages 60 and 61. Show the pages or display them using the Presentation Kit. Ask *What can you see? Why is she sad?* Have the children talk about the story and ask and answer the questions in pairs.

***2* Listen again and read.**

Play the audio and encourage the children to follow the story in their books. Now, without the audio, read each speech bubble with the children. Encourage them to trace their finger under each word as they read/follow the text. Play the audio again for the children to listen. They should follow the story in their books.

3 Sing the Values Song *Big and Small* and do actions.

Play the song and encourage the children to join in and do the actions (see TE Page T60).

***4* Think! Which sister gets the ring?**

Look at the question at the bottom of Page 61: *Which sister gets the ring?* Read it with the class. Have the children ask and answer the question in pairs. Invite pairs to report back to the rest of the class. Ask why the tiny sister got the ring. Establish that she was the only one small enough to reach it. Point to the roof of the house. Ask *Which sister can reach it here?* Establish that the bigger sister can reach the ring on the roof.

AFTER THE PAGE

Values Song: *Big and Small*

Make alternative verses for the song (see TE Page T60). Have the children talk about the advantages of a big toy car. Write a good suggestion on a sentence strip; for example, *You can drive in it.* Talk about the advantages of a small toy car and write a suggestion on a sentence strip; for example, *You can push it along the floor*. Put the sentences in the Pocket Chart. Play the karaoke version of the song and sing your new verse about big and small cars.

Learning Center: Pocket Chart: Big and Small Animals

Demonstrate how to use the Learning Center material (see TE Page T6D). The children talk about big and small animals.

Literacy Skills Pad

Try some of the Unit 6 activities in the Literacy Skills Pad.

Activity Book 2 AB 59

1 Write numbers to put story in correct order.
2 Sing the Values Song ***Big and Small***.

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Let's Count

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

There are 10 . Draw 5 more .

Key language: number 15, *marble*, *silver*. **Activities**: **1** Count gold marbles. **2** Count silver marbles. Trace. **3** Read and draw. **4** Sing ***How Many Marbles?***

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Unit 6 Let's Count

Lesson 9

Objectives: count to 15; build awareness of addition; sing and act out a counting song

Key Language: *marble, silver,* number 15

Review: *circle, blue, gold, green, balls, books, dolls, toys, pens, trucks,* numbers 1–14

Receptive Language: *What's one more? What shape is it? Ten and five more is fifteen. What color is next?*

Materials: Print and Play Numbers: 1–15, handmade sentence strips; Pocket Chart; selection of Photo Cards and Print and Play Pictures

BEFORE THE PAGE

Song: *14 Little Apples*

Play the song (see TE Page T50). Encourage the children to join in. Hand out Print and Play Numbers 1–14. Play the song again and have the children show their number when they hear it in the song.

Introduce Number 15

Write the numbers 1–10 on the board and count with the children. Ask *What's one more?* Elicit *Eleven* and write it on the board. Continue until you get to 15.

USING PAGE 62

1 Count gold marbles.

Go to Page 62. Show the page or display it using the Presentation Kit. Point to the marbles and teach the word. Explain they are tiny balls. Review *gold*. Now have the children count the gold marbles. Elicit that there are 10 gold marbles. Ask *What shape are the marbles?* Establish they are circles. Have the children air-trace a circle.

2 Count silver marbles. Trace.

Point to the five silver marbles and teach *silver*. Have the children count them. They then count both rows of marbles and say how many there are altogether. Say *Ten and five more is 15.* Have the children trace the numbers 11–15.

3 Read and draw.

Read the rebus sentences with the children. Look at the 10 marbles at the bottom of the page. Ask *What color are they?* Elicit *silver*. Have the children draw five gold marbles. Now have the children count all the marbles.

4 Sing *How Many Marbles?*

Play the counting song and let the children listen. Put the children in pairs (Child A and Child B). Have the children hold up the correct number of fingers in pairs and sing along.

Verse 1: ***Boy:*** *I have ten marbles …* (Child A shows 10 fingers) *You have one more.* (Child B shows 1 finger) *Let's put them down on the floor.* (reach down to the floor) *Ten marbles and one more.* (Child A shows 10 fingers, Child B shows 1 finger) *How many marbles are on the floor?* (reach down) ***Girl and Boy:*** *Ten, eleven! Eleven marbles.* (show fingers)

Verse 2: ***Girl:*** *two more / Ten, eleven, twelve! Twelve marbles. Verse 3:* ***Boy:*** *three more / Ten, eleven, twelve, thirteen! Thirteen marbles. Verse 4:* ***Girl:*** *four more / Ten, eleven, twelve, thirteen, fourteen! Fourteen marbles. Verse 5:* ***Boy:*** *five more / Ten, eleven, twelve, thirteen, fourteen, fifteen! Fifteen marbles.*

AFTER THE PAGE

Song: *How Many Marbles?*

Make a new verse about counting to 15 for the song with the Pocket Chart. Ask the children to suggest different toys or classroom items. Create a new verse with their suggestion. Write *I have 10* on a sentence strip. Put it in the Pocket Chart. Choose one of the children's suggestions and put the appropriate Photo Card or Print and Play Picture in the Pocket Chart. On another sentence strip write *You have 5 more.* Put it in the Pocket Chart. Play the karaoke version of the song and have the children read the new lines and join in.

Think and Play! *Hopscotch*

Play *Hopscotch* with a 15-square grid (see TE Page T40).

Math Skills Pad

Try some of the Unit 6 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 6 Parent Page in the Math Skills Pad.

Activity Book 2 AB 60

1 Count stickers. 2 Color bees yellow and owls brown. Color cats orange and fish blue. 3 Point and say patterns. 4 Color ducks and frogs to make a pattern and say.

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Unit 6 Let's Check

Lesson 10

Objectives: review the unit; do a listening comprehension

Key Language: review

Receptive: *What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

Materials: Letter of the Day materials; Pocket Chart; Unit 6 Photo Cards; Doodle Bunny sleepover materials

BEFORE THE PAGE

029 Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33).

172 Values Song: *Big and Small*

Play the song (see TE Page T60). Have the children join in and do the actions. Talk again about the value of appreciating all shapes and sizes.

Think and Play! *Memory*

Play a game to review the new language. Put the Unit 6 Photo Cards in the Pocket Chart. Let the children look at them for a minute. The children close their eyes while you turn the cards over. The children open their eyes and say which cards there were. Repeat with a different combination of cards. If you wish, invite a child to doodle a word for the class.

USING PAGE 63

1 176 Listen and circle.

Go to Page 63. Show the page or display it using the Presentation Kit. Talk about the pictures. Ask questions, such as *What's this? Which is smaller? Is this old or new?*, to elicit language. Play the audio. The children listen and point. Play it again and this time the children circle the correct answers in their books.

(1) ***Child 1:*** *What's this?* ***Child 2:*** *This is my old hat.*

(2) ***Adult:*** *Which backpack is bigger? The red backpack is bigger.*

2 Point, say, and check.

Point to the picture at the bottom of Page 63. Encourage the children to say each word (*plane, rocket, car, helicopter*). Have the children work in pairs and talk about pictures. Say the initial sound of each of the items. The children point to and say the correct one. The children check the words they know.

Home-School Connection

Encourage the children to take their books home and talk about and share Unit 6 with their families.

AFTER THE PAGE

174 Song: *How Many Marbles?*

Play the song (see TE Page T62) and have the children sing it. Put the children in pairs. Play the song again and have the children act it out in pairs.

Think and Play!

Allow the children to look through the unit in their books and talk about the things they particularly enjoyed. Have them draw a circle around their favorite vehicle. If you have the chance here, explain and do the Activity Book Review, Page 61, with the children.

Draw their attention to any of their artwork or project work from the unit that's on display around the classroom and talk about it.

Home-School Connection: Doodle Bunny Sleepover

Choose a child who has worked particularly hard or demonstrated the unit's value to take the Doodle Bunny puppet home (see TE Page T11).

Home-School Connection

Ask the children and their parents to complete the Unit 6 Parent Page in the Literacy Skills Pad.

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.

Activity Book 2 AB 61

1 Circle your favorite new word. 2 Circle the sister who gets the ring. 3 Draw your collection.

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Let's Check

Listen and circle.

1

2

Point, say, and check.

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Unit 7 Day and Night

Unit Objectives

- learn vocabulary and language by focusing on food and drink
- ask and answer about what someone is eating/drinking
- explore feelings
- do an art project to make feelings faces
- learn the value of empathizing with others' feelings
- learn to describe what people are doing and wearing; talk about routines
- learn about nocturnal animals
- learn the /n/ sound and the corresponding letters *N, n*
- start orally segmenting and blending words
- read and enjoy a traditional story rhyme
- count to 17; do simple addition

Values
Empathize with others' feelings.

Project
Make a paper plate face to show your feelings; role-play a dialog.

Unit Language

Vocabulary: *eggs, pancakes, yogurt, cereal, bread, eat, breakfast, morning, lunch, lunchbox, sandwich, milk, happy, tired, silly, angry, day, bear, nocturnal, night, nine, nuts, nose, sand, good night, moon, pajamas, nightgown, hug, town, upstairs, downstairs, knocking, calling, lock, eight o'clock, running, hopping, walking, dancing, stars, shining,* numbers 16–17

Structures: *Good morning. It's time for (breakfast). What are you eating? I'm eating (pancakes). We're eating (eggs). What is she (eating)? She's (eating) (a sandwich). How are you feeling today? I'm (tired). The (bat) is sleeping. The (bear) is not sleeping. The (bear) is awake. These animals are awake. They're wearing pajamas. She's wearing a nightgown. What (are) the (brothers) doing? They're brushing their teeth. She's combing her hair. We're putting on our pajamas. Wee Willie Winkie is (running) through the town.*

Receptive: *Is it day or night? Is it hot or cold? It's morning. It's time for lunch. Are you (happy)? Show me … When are they (awake)? What sound does it make? What words start with* N? *Are they the same or different? What am I / is the sister / are the brothers doing? Are all the children in their beds? What's your favorite rhyme? What is Wee Willie Winkie doing? Meg and Gus are counting stars. How many? What's one more? What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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Content Areas

Art
Drawing faces; making pictures; painting and making a collage picture

Math
Counting; sorting; learning about number and place value; adding 1

Social Studies
Empathizing with other people's emotions; learning about daily routines

Physical Education
Playing an action game

Science
Studying animal behavior; exploring sand; studying nutrition

Communication

Oral Skills: singing songs about breakfast and counting; singing a Values Song

Listening Skills: doing a listening comprehension and doodling; playing a listening game; listening to new words

Performing Arts: role-playing a dialog; doing a finger play; role-playing a story rhyme

Early Literacy

Early Writing Skills: writing *N* and *n*; tracing words and numbers; doodling; drawing

Early Reading Skills: word blending; reading speech bubbles; making a new verse for a song

Documentation: reading and responding to a question

Narrative Skills: talking about pictures and animals; talking about new language and preferences; discussing a question; reviewing a story

Phonological Awareness: /n/ sound; saying a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet; reading rebus sentences; reading and listening to a story rhyme

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Doodling for Critical Thinking

For Students

Have the children think about how they are feeling each day. Have them doodle a face reflecting the emotion they are feeling at the bottom of each lesson.

For Teachers

Draw a visual breakfast buffet on the board or stick up the Photo Cards. Have the children come up and circle two items they would like.

Digital Tool Box

Presentation Kit: Unit 7 SB and AB with integrated audio, videos

TRC: Unit 7 downloadable audio, videos, and Print and Play materials

SPK: Unit 7 songs, videos, and language practice activities to play at home

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Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Nutrition Center (Lesson 1)

Conversation Starters: ***What are you eating? I'm eating (pizza). Do you like (cereal)? Yes, I do. / No, I don't. Is it (sweet)?***

Materials: Print and Play Pictures: *egg, pancakes, yogurt, cereal, sandwich, bread, apple, plum, chicken, rice, salad, pizza, ice cream*; a lunchbox or paper lunch bag

Objectives: practice key language; think about food

1. The children take turns taking a food Print and Play Picture out of a lunchbox or paper bag. Child A takes a card. The class asks *What are you eating?*
2. Child A mimes eating the food on the Picture. Then Child A says *I'm eating (bread).*
3. The class asks *Do you like it?* Child A answers *Yes, I do. / No, I don't.* The class asks *Is it (sweet)?* Child A thinks and decides whether the food is sweet or not. He/she answers the class.

2: Pocket Chart Center: Meals (Lesson 2)

Conversation Starters: ***What's this? Do you like this food? Do you eat this for breakfast or for lunch or both?***

Materials: Pocket Chart; three handmade sentence strips with *breakfast*, *lunch*, and *breakfast and lunch* written on them; Print and Play Pictures: *egg, pancakes, yogurt, cereal, bread, apple, plum, chicken, rice, salad, pizza, ice cream, sandwich, popcorn, oranges, grapes, bananas*

Objective: increase awareness of food typically eaten for different meals

1. Use the Print and Play Pictures to review the names of food items with the children.
2. Have each child come up and choose a Print and Play Picture. They say what it is and whether they like it.
3. Set out the sentence strips and explain the three groups to the children. With the help of the class, each child sorts the food into the correct category according to whether it's eaten for breakfast, lunch, or both.

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The Learning Centers suggestions can be easily modified to fit your classroom. You may want to prepare multiple copies of the materials needed for a particular Learning Center so that all children can simultaneously explore the same Learning Center working in small groups, individually, or in pairs.

3: Sand Center (Lesson 5)

Conversation Starters: ***Show me the word*** **sand.** ***Let's count the letters. What's the first letter in*** **sand?**

Materials: Print and Play Sand Template; markers; sand tray /cup of sand; glue

Objective: practice reading, word blending, and word recognition

1. Give each child a Print and Play Sand Template. The children trace over the word with a marker.
2. The children use glue to trace the word *sand*. Then they sprinkle sand onto the glue or place the paper face down in dry sand.
3. Leave the papers to dry. The children touch the letters to feel the texture.

4: Night Picture Center (Lesson 6)

Conversation Starters: ***Is it day or night? What do you see? Is the (bat) sleeping?***

Materials: Print and Play Pictures of animals at night; black paint; brushes; crayons

Objective: use different materials and media

1. Use the Print and Play Pictures to review night animals.
2. Have the children use crayons to draw a night scene. They should press down hard.
3. The children can write a word in crayon to label their picture. Have the children brush black paint over their drawing. Observe how the paint doesn't cover the crayon marks.

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Unit 7 Day and Night

Lesson 1

Objectives: learn words for breakfast foods; ask and answer about what someone is eating

Key Language: *bread, breakfast, cereal, eat, eggs, morning, pancakes, yogurt; Good morning. It's time for (breakfast). What are you eating? I'm eating (pancakes). We're eating (eggs).*

Review: fruit, vegetables, *Dad, Mom*

Receptive Language: *Is it day or night? Is it hot or cold?*

Materials: Meg and Gus cutout puppets; Letter of the Day materials; Pocket Chart; brown and green crayons (one per child); Photo Cards: *eggs, pancakes, yogurt, cereal, bread*; Nutrition Learning Center materials (see TE Page T7C)

BEFORE THE PAGE

Song: *Meg Likes Pears*

Use the Meg and Gus cutout puppets. Play the song (see TE Page T42) and act it out with the puppets. Have the children talk about what fruit they like.

Pocket Chart Routine: Letter of the Day

Follow the Letter of the Day routine (see TE Page T33).

Introduce the Topic

Go to Page 64. Show the page or display it using the Presentation Kit. Read the unit title with the children. Ask *Is it day or night now?* Draw a sun and say *day.* Draw a moon and say *night*. Point to Meg and her family. Tell the children it is *day* and *morning*. Establish that Meg's family is eating breakfast. Point to the different breakfast foods and name them. Ask *Do you like this?* for each one. The children raise their hands if they do.

USING PAGE 64

1 Listen, point, and say.

Play the audio. The children listen and point to the photos. Play it again and encourage the children to repeat the words.

Early Reading: Captions

Read the captions with the class. Can they tell you the initial letter names for the words? Can they tell you the initial letter sound for *pancakes* or *bread*?

2 Listen and say dialog, then role-play.

Point to Meg and her mom and dad. Ask *What are they eating?*

Play the audio, and the children point to Meg and her dad and say the dialog. Put the children in pairs. Have them say the dialog together. Brainstorm different foods you can eat for breakfast (e.g., *fruit*). Have the children role-play the dialog with their favorite fruit.

(1) ***Meg:*** *Good morning. What are you eating?* ***Dad:*** *We're eating eggs.* ***Meg:*** *Mmm! Smells good!*

(2) pancakes (3) yogurt / Looks good! (4) cereal / Looks good! (5) bread

Sentence Building: Speech Bubbles

Read the speech bubbles with the class.

3 Language check: Listen and circle.

Play the audio. The children listen and circle the pancakes in brown and the bread in green.

4 Sing *What Are You Eating?*

Put the Photo Cards in the Pocket Chart. Play the song and point to each card as it is mentioned in the song.

Intro: It's morning. It's time for breakfast. What are you eating for breakfast today?

Verse 1: ***Girl:*** *What are you eating? What are you eating? What are you eating today?* ***Boy:*** *I'm eating pancakes. I'm eating pancakes. I'm eating pancakes today.*

Verse 2: eggs; Verse 3: yogurt; Verse 4: cereal; Verse 5: bread

AFTER THE PAGE

Think! Talk About Breakfast

Ask the children what they have for breakfast. (If appropriate, have them say whether the food item is a fruit or a vegetable.) Put their suggestions in the Pocket Chart. Explain that some of the breakfasts are hot and some are cold. Have the children help you sort the pictures according to whether they are hot or cold food.

Learning Center: Nutrition

Demonstrate how to use the Learning Center materials (see TE Page T7C). The children talk about the food.

Home-School Connection

Hand out the Unit 7 Letter to Parents for the children to take home.

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Unit 7 Think and Doodle

Lesson 2

Objectives: talk about a picture; talk about what people are eating

Key Language: *lunch, lunchbox, milk, sandwich; What is she (eating)? She's (eating) (a sandwich).*

Review: food items

Receptive: *It's morning. It's time for lunch.*

Materials: Child of the Day materials; Print and Play Pictures: *lunchbox, sandwich, milk* (two sets), food and drink items; bowl; name cards; Pocket Chart; handmade sentence strips; Photo Cards: food and drink items; Meals Learning Center materials (see TE Page T7C)

BEFORE THE PAGE

027 Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Think and Play! *Doodle Game*

Play this game to review the key language from Lesson 1 (see TE Page T6).

Introduce Key Language

Use the Print and Play Pictures to teach *lunchbox, sandwich,* and *milk*. Hold them up in turn, say the word, and the children repeat. Play the game *Musical Corners* to practice the new words. Put a picture in each corner of the classroom. Fold up the second set of pictures and put them in a bowl.

The children move around the room and choose a corner when the music stops. Pick a picture out of the bowl (or have a child do this). The class calls out the name of the picture. The children who were standing in that corner are out. They sit down. Continue until you have a winner.

USING PAGE 65

1 **182 Listen and say.**

Play the audio. The children listen and repeat.

Lunch. Lunch. Lunchbox. Lunchbox. Sandwich. Sandwich. Milk. Milk.

2 **Pair share: Talk about the picture.**

Go to Page 65. Show the page or display it using the Presentation Kit. Put the children in pairs. They ask and answer *What can you see?* They describe the girl's lunch. Ask *Is it day or night?* Say *Yes, it's day. It's time for lunch.*

3 **183 Listen and point.**

Play the audio. The children point to the items. Play it again. The children repeat.

It's time for lunch. Paula's lunchbox is open. What is she eating? Let's take a look. She is eating a sandwich. The sandwich is made from bread. She is eating a yogurt, an egg, and an apple, too. Yum! What is she drinking?

Early Reading: Questions

Read the question with the class. Elicit the correct answer.

4 **184 Let's doodle: Listen and draw.**

Play the audio. The children draw their lunch in the lunchbox.

5 **185 Sing *It's Time For Lunch!***

Play the song. The children join in and do the actions.

Chorus: It's time for lunch. (repeat x2) (point to clock) *Put away your books.* (mime closing a book) *What's in your lunchbox?* (question gesture) *Let's have a look.* (point to eyes)

Verse: Paula is eating a sandwich for her lunch today. (mime eating sandwich) *Paula is drinking milk before she goes out to play.* (mime drinking)

(repeat chorus)

AFTER THE PAGE

186 Song: *It's Time For Lunch!*

Pick a name card and put it in the Pocket Chart. That child says what's in his or her lunchbox. Doodle and caption the items on the board. Make two sentence strips for *is eating a* and *is drinking*. Put them in the Pocket Chart. Choose one of the food items. Put the corresponding Photo Card or Print and Play Picture in the Pocket Chart. Do the same for the child's drink. (Alternatively, doodle a food/drink item onto a sheet of paper and put it in the Pocket Chart.) Play the karaoke version of the song and sing your new verses.

Learning Center: Pocket Chart: Meals

Demonstrate how to use the Learning Center materials (see TE Page T7C). The children sort the food.

Activity Book 2 AB 62

1 Talk about food. 2 Draw you and your breakfast. Say.

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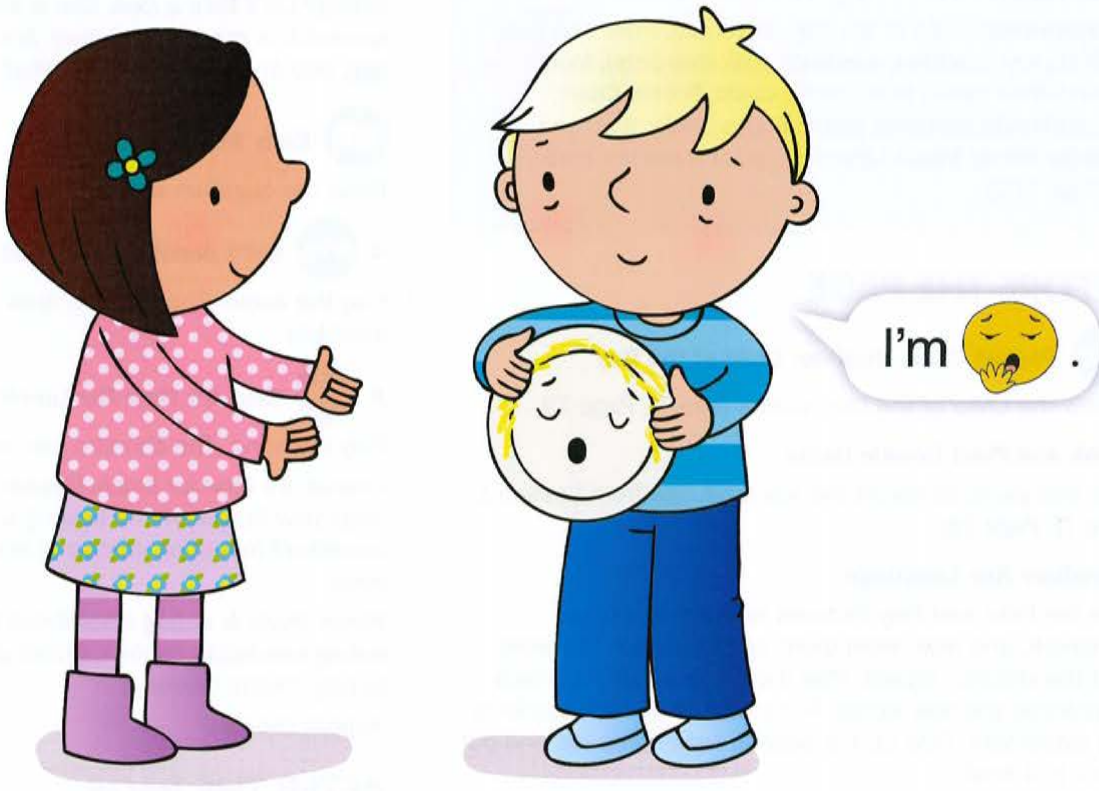
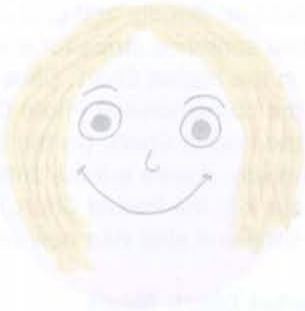
Project Talk

Values

How are you feeling today?





happy

tired

silly

Key language: *happy, tired, silly, angry; How are you feeling today? I'm (tired).* **Activities**: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle. **4** Sing the Values Song ***How Are You Feeling?*** **5 Project**: Make a feelings face. Role-play.

AB 63

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Unit 7 Project Talk

Lesson 3

Objectives: talk about feelings; do an art project

Key Language: *angry, happy, silly, tired; How are you feeling today? I'm (tired).*

Review: *eyes, feet, head*

Receptive Language: *Are you (happy)? Show me …*

Materials: Child of the Day materials; Photo Cards: *happy, tired, silly*; paper plates

BEFORE THE PAGE

Pocket Chart Routine: Child of the Day

Follow the Child of the Day routine (see TE Page T9).

Introduce Key Vocabulary

Show the Photo Card for *happy*. Say *happy* and ask the children to repeat and mime. Repeat with *tired* and *silly*. Then draw a sad face, and do the same.

USING PAGE 66

1 Listen and say.

Go to Page 66. Show the page or display it using the Presentation Kit. Ask *What can you see?* Play the audio. The children listen and repeat the words.

Sentence Building: Rebus Sentences

Read the question and answer in the speech bubbles with the class. Have them follow the words with their finger. Encourage them to say *tired* as they read the rebus sentence.

2 Listen, place stickers, and say.

Help the children find the Unit 7 stickers. Play the audio. The children listen and place the stickers. Play the audio again and have the children repeat the dialogs.

Child 2: *How are you feeling today?* ***Child 1:*** *I'm tired.*
Child 3: *How are you feeling today?* ***Child 2:*** *I'm happy!*
Child 2: *How are you feeling today?* ***Child 1:*** *I'm silly!*

3 Listen and circle.

Play the audio. The children listen and circle *happy*.

Early Reading: Captions

Read the captions with the class. Say *Which word starts with /t/? (tired)* Repeat with /s/ and /h/.

4 Sing the Values Song *How Are You Feeling?*

Play the song. Encourage the children to join in and do the actions contained in the lyrics. Talk about the values of empathizing with others' feelings.

Chorus: How are you feeling? How are you feeling today? How are you feeling? How are you feeling today?

Verse 1: Are you feeling happy? If you're feeling happy today, smile a happy smile, smile a happy smile today.

Verse 2: sad / Give yourself a hug; Verse 3: tired / Close your eyes and yawn; Verse 4: angry / Stomp your feet really loud!; Verse 5: silly / Wiggle from your head to your feet! (repeat chorus)

Home-School Connection

Discuss the value as a class. Encourage the children to sing the song at home and talk about the value with their families.

Teacher-to-Teacher

It's important for children of this age to speak about how they are feeling. It is also important for them to ask others how they feel and act appropriately and with empathy.

5 Project: Make a feelings face. Role-play.

Give out paper plates and drawing materials. Have the children draw their face on the plate to show how they are feeling. If you wish, play the Values Song while they are drawing.

Put the children in pairs and have them role-play the dialog. Play the Values Song again. Have the children act out the verse that correlates to the emotion on their face.

AFTER THE PAGE

Sorting

Have the children move around the class with their feeling faces. Have them ask and answer *How are you feeling?* They get in a group with the children who are feeling the same. When all the children are in a group, have each group say how they are feeling. Count the children in each group with the class. Which group is bigger?

Activity Book 2 AB 63

1 Point and say. 2 Cut out cards. 3 Match and glue.
4 Sing the Values Song ***How Are You Feeling?***

UNIT 7 - Digital: Vocabulary practice activity and Values Song; Literacy Skills Pad: pp. 51–58; Math Skills Pad: pp. 39–44

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Unit 7 Let's Explore

Lesson 4

Objectives: learn about nocturnal animals; demonstrate understanding through documentation

Key Language: *bear, day; The (bat) is sleeping. The (bear) is not sleeping. The (bear) is awake. These animals are awake.*

Subject Specific Language: *nocturnal*

Review: *bat, owl, rabbit, snake, tired*

Receptive Language: *When are they (awake)?*

Materials: Pocket Chart; name cards; Alphabet Poster; Doodle Bunny puppet; large sheet of paper (x2); either wildlife magazines, access to the Internet, or Print and Play Pictures: *owl at night, bear at night, rabbit at night, bat at night*

BEFORE THE PAGE

Pocket Chart Routine: What's the Same?

Put two name cards in the Pocket Chart. The names should have at least one letter in common (e.g., *Isabel, Anna*). Alternatively, they should have the same number of letters (e.g., *Yoko, Elly*).

Look at the first name with the class. Read it, spell it, and count the letters. Invite the child whose name it is to come to the front and point to his or her initial letter on the Alphabet Poster. Sing ***The Alphabet Song*** (see TE Page T8). Stop the audio when you come to that letter. (Use the karaoke version of this song, if you wish.)

Repeat with the second name.

Have the class look for the letter(s) that appear in both names. Alternatively, if the names have the same number of letters, ask *How are these two names the same?*

Think and Play! *Doodle Game*

Play this game to review the animal names (see TE Page T6).

USING PAGE 67

1 Pair share: Talk about the picture.

Go to Page 67. Show the page or display it using the Presentation Kit. Put the children in pairs. They talk about the picture. They ask and answer *What can you see?* Point to each animal. Ask *What's this?*

Use the picture to teach *bear*.

Think! Talk About Nocturnal Animals

Explain that some animals (e.g., bats and owls) sleep in the daytime. Ask *When are they awake?* Elicit *at night*. Establish that animals that are awake at night and asleep in the day are *nocturnal*. Can the children name any other nocturnal animals (e.g., *foxes, moths, fireflies, hedgehogs*)?

2 192 Listen and answer.

Play the audio. The children listen and point to the animals in the boy's picture display. Play it again. The children answer the questions and name the animals that are sleeping (*bat, owl*) and the animals that are awake (*bear, snake*).

Adult: *It's daytime. Some animals are sleeping. Some animals are not sleeping.* ***Child 1:*** *The bat is sleeping.* ***Child 2:*** *The bear is not sleeping. The bear is awake.* ***Adult:*** *Look at the picture. Which animals are sleeping? Which animals are awake?*

Early Reading: Speech Bubbles

Read the speech bubble with the class.

3 Documentation: Read and check.

Use the Doodle Bunny puppet to point to the documentation panel. Have Doodle Bunny read the question. The children check the animals that are awake during the day.

4 Try it out! Make a wall display.

Let the children search for animal pictures on the Internet or in wildlife magazines. Alternatively, give the children a selection of Print and Play Pictures. Take two large pieces of paper. Label one sheet *daytime animals* and the other *nocturnal animals*. The children come and stick their pictures in the correct section.

AFTER THE PAGE

Think and Play! *Awake or Sleeping?*

The children choose to be a bat, an owl, a bear, or a rabbit. They move around the classroom in the manner of their chosen animal. Call out *daytime* or *nocturnal*. If you say *daytime*, all the owls and bats have to pretend to be asleep; if you say *nocturnal*, the bears and rabbits pretend to be asleep. You could make it competitive by eliminating the last children to stop and pretend to be asleep each time.

Activity Book 2 AB 64

1 Name the room. 2 Read, circle, and draw.
3 Point and say.

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The is sleeping.

Which animals are awake during the day? Check.

Science Talk. Key language: *day, bear; The (bat) is sleeping. The (bear) is not sleeping. The (bear) is awake. These animals are awake.* **Subject specific language**: *nocturnal.* **Activities**: **1 Pair share**: Talk about the picture. **2** Listen and answer. **3 Documentation**: Read and check. **4 Try it out!** Make a wall display.

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Phonics Fun

night nine nuts nose

N N n n

hands

sand

Hands and sand. Sand on my hands!

Key language: *night, nine, nuts, nose, sand.* **Activities**: **1** Listen and say. **2** Write N and n. **3** Listen to ***N Sounds Like /n/***, chant, and point to words that start with /n/. **4 Word blending**: Listen, play, and say. Then write. **5** Listen and read the phonics story.

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Unit 7 Phonics Fun

Lesson 5

Objectives: learn to write *N* and *n*; listen to the /n/ sound; orally segment and blend words with /n/

Key Language: *night, nine, nose, nuts, sand*

Review: *nest, hands*

Receptive Language: *What sound does it make? What words start with* N? *Are they the same or different?*

Materials: What's the Same? materials; Meg cutout puppet; Sand Learning Center materials (see TE Page T7D); sandbox or sand tray

BEFORE THE PAGE

029 **Pocket Chart Routine: What's the Same?**

Follow the What's the Same? routine (see TE Page T67).

Introduce *N/n*

Write the letters *N* and *n* on the board (see TE Page T26).

USING PAGE 68

Explore the Page

Go to Page 68. Show the page or display it using the Presentation Kit. Use the pictures to teach/review *night, nine, nuts,* and *nose*.

1 193 **Listen and say.**

Play the audio. Have the children listen and point. Play it again. Pause after each word. The children repeat.

2 **Write N and n.**

Point to the letters *N/n* at the top of Page 68. Ask *Are they the same or different?* Establish that they are different.

Say *This is letter* N (say the letter name). *It makes an /n/ sound* (see TE Page T6).

3 194 **Listen to *N Sounds Like /n/*, chant, and point to words that start with /n/.**

The children look at the pictures at the top of the page. Play the Phonics Chant. The children listen, chant, and point to the items as they hear them. Repeat.

What do you see? /n/, /n/, N. What words start with N? *Night, nine, nuts, nose. They all start with* N.

4 195 **Word blending: Listen, play, and say. Then write.**

Explain that the children are going to play a game with Meg. Point to the picture of hands in the middle of the page and to the word next to it. Use the Meg cutout puppet. Have Meg say *h-a-n-d-s*. Encourage the children to hold up their hands and sound out and blend the word. Repeat for *s-a-n-d*.

Play the audio. Play it again. Pause after each word is sounded out. Encourage the children to sound out and blend the words.

Adult: *Meg sounds out each letter. Meg likes to play. Meg sounds out each letter. Which words does she say?*

Meg: *h-a-n-d-s* ***Children:*** *h-a-n-d-s—hands!*

Meg: *s-a-n-d* ***Children:*** *s-a-n-d—sand!*

The children trace the words *hands* and *sand.*

5 196 **Listen and read the phonics story.**

Point to the pictures at the bottom of Page 68. Ask *What can you see?* Talk about the pictures. Play the story. The children listen and follow the captions.

Adult: *Sand. Hands and sand. Sand on my hands.* ***Kit:*** *I love sand!*

Early Reading: Sentences

Read the sentences at the bottom of the page with the class. They follow the words with their finger. Sound out and blend *hands* and *sand* with the class as you read.

AFTER THE PAGE

Learning Center: Sand

Demonstrate how to use the Learning Center materials (see TE Page T7D). The children write words in sand.

196 Values **Cooperative Play**

If you have a sandbox or tray in your classroom, let the children have some free time to play with and explore the sand. Have them chant the phonics story as they play.

Literacy Skills Pad

Try some of the Unit 7 activities in the Literacy Skills Pad.

Activity Book 2 65 66

1 Cut out and fold book. Write your name.
2 Trace title and say. 3 Look and read.
4 Draw a yellow line under *sand*. Draw a blue line under *hands*. 5 Take book home.

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Unit 7 Grammar Fun

Lesson 6

Objectives: talk about nighttime routines; ask and answer about what people are doing

Key Language: *good night, hug, moon, nightgown, pajamas; They're wearing pajamas. She's wearing a nightgown. What (are) the (brothers) doing? They're brushing their teeth. She's combing her hair. We're putting on our pajamas.*

Review: *brothers, sister, wash your hands*

Receptive Language: *What am I / is the sister / are the brothers doing?*

Materials: Night Picture Learning Center materials (see TE Page T7D)

BEFORE THE PAGE

Values Song: *How Are You Feeling?*

Play the song (see TE Page T66). Have the children join in and do the actions.

Introduce Key Language

Mime washing your hands. Ask *What am I doing?* See if the children remember how to say *Wash your hands.* Say *That's right! I'm washing my hands.* Mime brushing your teeth. Teach *I'm brushing my teeth.* Mime combing your hair. Teach *I'm combing my hair.*

USING PAGE 69

1 **Pair share: Talk about the picture.**

Go to Page 69. Show the page or display it using the Presentation Kit. Have the children talk in pairs about the picture. Ask *Is it day or night? What are the brothers doing? What is the sister doing?* Establish that it's night and they are getting ready for bed. (You could also practice counting. Ask *How many boys? How many girls? How many children altogether?*)

2 **Read and circle.**

Point to the question in the first speech bubble and read it with the class. The children circle the picture of the brothers brushing their teeth. Read the second speech bubble with the class.

Think!

Talk about brushing teeth. Ask the children why they brush their teeth (*to keep them clean and healthy*). Ask what things are bad for teeth (*candy, sweet drinks*).

3 **Sing *Good Night!***

Play the song and do the actions. Play it again and encourage the children to join in and do the actions.

Verse 1: It's nighttime, it's nighttime. The moon is in the sky. (point to sky) *We're putting on our pajamas.* (pull on pajamas) *It's time to say good night.* (wave and yawn)

Verse 2: brushing our teeth / Brush, brush, brush! (mime brushing teeth);

Verse 3: hugging Dad / Hug, hug, hug. (wrap arms around self);

Verse 4: climbing into bed ... and closing our eyes. (mime sleeping, close eyes)

AFTER THE PAGE

Learning Center: Night Picture

Demonstrate how to use the Learning Center materials (see TE Page T7D). The children draw nighttime pictures.

Think! Make Connections

Ask the children what they do before they go to bed. Doodle and caption their suggestions on the board. If they eat a snack or have a warm drink, remind them to brush their teeth afterward.

Activity Book 2 AB 67

1 Cut out pictures. 2 Glue pictures in order. 3 Say.

UNIT 7 - Digital: Language practice activity and song; Literacy Skills Pad: pp. 51–58; Math Skills Pad: pp. 39–44

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Grammar Fun

Read and circle.

1 What are the doing?

2 What is the doing?

Key language: *good night, moon, pajamas, nightgown, hug; They're wearing pajamas. She's wearing a nightgown. What (are) the (brothers) doing? They're brushing their teeth. She's combing her hair. We're putting on our pajamas.* **Activities**: **1 Pair share**: Talk about the picture. 2 Read and circle. 3 Sing. Our Time

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Wee Willie Winkie

is running through the .

Upstairs and downstairs, in his .

Key language: *town, upstairs, downstairs, knocking, calling, lock, eight o'clock, running, hopping, walking, dancing; Wee Willie Winkie is (running) through the town.* **Activities**: **1** Preview and predict with a Picture Walk. **2** Listen to the Story Song ***Wee Willie Winkie*** and point. Listen and say. Say and [illegible] again and do finger play.

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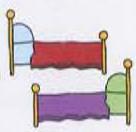
Knocking at the , calling at the .

"Are all the in their  ?

It's almost !"

What is *doing?*

Key language: Review. **Activities**: **1** Talk about the Story Song. **2** Listen again and read. **3** Act out. **4** **Think!** What is Wee Willie Winkie doing?

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Unit 7 Wee Willie Winkie

Lesson 7

Objectives: read a traditional story rhyme; act out a story

Key Language: *town, downstairs, upstairs, lock, eight o'clock, calling, dancing, hopping, knocking, running, walking; Wee Willie Winkie is (running) through the town.*

Review: action words, numbers, *children, nightgown, window*

Receptive Language: *Are all the children in their beds? What's your favorite rhyme?*

Materials: Alphabet Poster; Pocket Chart; name cards; Unit 7 Photo Cards; English language book of nursery rhymes or rhymes printed from the Internet; large sheets of paper

BEFORE THE PAGE

029 Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Think and Play! *Team Race*

Review vocabulary with the Photo Cards. Put them in the Pocket Chart. Divide the class into two teams. Teams line up 2–3 meters away from the Pocket Chart. Name one of the items in the Pocket Chart. The first children in each team race to be the first to touch the correct Photo Card. Repeat so everyone has a turn.

Review Language

Review action words. Have the children stand in a space. Say an action word and a number, for example, *Hop four times.* The children follow the instruction. Repeat with other actions. Include *run, walk,* and *dance.* Teach *knock* and include this in the game.

USING PAGES 70 AND 71

***1* Preview and predict with a Picture Walk.**

Go to Pages 70 and 71. Show the pages or display them using the Presentation Kit. Point to the title and read it with the class. Explain that *Wee Willie Winkie* is a name. Ask *Where is Wee Willie Winkie?* Have the children point to him in their books. Ask *Is it day or night?* Ask the children if any of them know the rhyme. Encourage the children to suggest what might happen in the story.

Use the pictures to teach *town, upstairs,* and *downstairs.* Review *window* and *nightgown.*

2 199 Listen to the Story Song *Wee Willie Winkie* and point. Listen and say.

The children listen to the Story Song and point to the pictures. Play it again and have the children say each line.

Building Print Awareness: Reading Rebus Sentences

Read the rebus sentences with the children and then play the audio again. Pause after each sentence for the children to read the captions.

3 199 Learn a finger play. Listen again and do finger play.

Teach the following finger play for *Wee Willie Winkie.* Line 1—use two fingers as legs and run along desk. Line 2—run two fingers up arm to shoulder then back down. Line 3—knock on desk, put hands around mouth. Line 4—sleep gesture. Line 5—point to imaginary watch on wrist.

Play the audio and have the children do the finger play. Adapt actions for Line 1 of each verse.

AFTER THE PAGE

Reading Rhymes

Find a nursery rhyme book in English and read some more traditional rhymes to the class. Alternatively, print some from the Internet. Have the class sit in a circle on the floor and share the rhymes with them. Encourage them to join in. Ask if they have similar rhymes in their language.

Teacher-to-Teacher

Sharing rhymes is a great way to engage small children. It also practices listening and attention skills. It doesn't matter if the children don't understand every word; it won't lessen their enjoyment.

Class Big Book of Rhymes

The children draw pictures of their favorite rhyme. They can choose *Wee Willie Winkie*, a rhyme you read in the activity above, or a rhyme they know well. Have them try to tell you their rhyme in English; supply words where necessary. If your children are already writing, have them label their pictures. Put all the pictures together and make a class Big Book of Rhymes.

Literacy Skills Pad

Try some of the Unit 7 activities in the Literacy Skills Pad.

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Unit 7 Wee Willie Winkie

Lesson 8

Objectives: review the story; think and answer a question about a story

Key Language: review

Receptive Language: *What is Wee Willie Winkie doing?*

Materials: large sheets of paper (one per child); class Big Book of Rhymes

BEFORE THE PAGE

Song: *Good Night!*

Sing the song (see TE Page T69). Encourage the children to join in and do the actions. Help the class make two new verses. Doodle and caption a comb on the board. Change *brushing our teeth* to *combing our hair*. Doodle and caption *Mom* on the board. Change *hugging Dad* to *hugging Mom*. Play the karaoke version of the song. Sing the new verses with the children.

Think and Play! *Mime*

Play this TPR game (see TE Page T28). Say *It's time for breakfast! It's time for lunch!* or *It's nighttime!* The children mime stretching and eating for breakfast, eating for lunch, or sleeping for nighttime.

USING PAGES 70 AND 71

1 Talk about the Story Song.

Go to Pages 70 and 71. Show the pages or display them using the Presentation Kit. Ask *What can you see? Who is this?* Have the children talk about the story. They ask and answer the questions in pairs. Read the class the Story Song and see if they remember how to do the finger play.

2 Listen again and read.

Play the song and encourage the children to follow in their books. Now read each caption with the children. Encourage them to trace their finger under each word as they read/follow the text. Play the audio again for the children to listen.

3 Act out.

Put the children in groups of four. One child plays the role of Wee Willie Winkie and the other three act out children going to bed. Have them swap the Wee Willie Winkie role for each verse so all the children in each group get to play him.

Play the audio and have the children role-play the Story Song.

4 Think! What is Wee Willie Winkie doing?

Look at the rebus question: *What is Wee Willie Winkie doing?* Read it with the class. Have the children ask and answer the question in pairs. Invite pairs to report to the rest of the class. Establish that he is making sure the children are in bed early. Explain that children need to go to bed early and have lots of sleep to be healthy kids. Discuss what other things children need to do to be healthy. Write and draw all the children's suggestions on the board.

AFTER THE PAGE

Think and Play! *Wee Willie Winkie*

If possible, play this game in a large space. Give each child a sheet of paper. Have them put it on the floor. Explain that the sheets of paper are their "beds." Recite or play the *Wee Willie Winkie* rhyme. The children move around the room in the manner of Wee Willie Winkie. When you get to *Are the children in their beds? It's almost 8 o'clock!*, the children have to race to find a sheet of paper and lie down on it. Repeat with the other verses.

Read Big Book of Rhymes

If you made a Big Book of Rhymes in the last lesson, read it with the class. Let the children talk about the page they made and say their rhyme.

Literacy Skills Pad

Try some of the Unit 7 activities in the Literacy Skills Pad.

Activity Book 2 AB 69

1 Follow path, then decorate it. 2 Say and sing the Story Song ***Wee Willie Winkie***.

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Unit 7 Let's Check

Lesson 10

Objectives: review the unit; do a listening comprehension

Key Language: review

Receptive Language: *What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

Materials: Pocket Chart; Alphabet Poster; name cards; Unit 7 Photo Cards; Doodle Bunny sleepover materials

BEFORE THE PAGE

029 Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

199 Song: *Wee Willie Winkie*

Play the song (see TE Page T70) and have the children join in and do the finger play.

Review Language

Ask the children what words they have learned in English. Every time they offer a word from this unit, put the corresponding Photo Card in the Pocket Chart.

Put the children in pairs. Have them ask and answer questions about each other's daily routine. To support them, divide the board into three sections. Label the sections *It's time for breakfast. It's time for lunch. It's nighttime*. Read the sentences with the children. Encourage them to talk about what they are eating/doing at these times.

USING PAGE 73

1 203 Listen and circle.

Go to Page 73. Show the page or display it using the Presentation Kit. Talk about the pictures and ask questions (e.g., *What is she doing? Is it day or night?*) to elicit language. Play the audio. The children listen and point. Play it again. The children circle the correct answers in their books.

(1) ***Child 1:*** *Is it day or night?* ***Child 2:*** *It's night. She's brushing her teeth.*

(2) ***Child 2:*** *What are the rabbits doing?* ***Child 1:*** *They are sleeping.*

2 Point, say, and check.

Point to the picture at the bottom of Page 73. Encourage the children to say each word (*tired, moon, stars, owl*). Have the children work in pairs.

Say the initial sound or initial letter of each of the items. The children point to and say the correct one. They check the words they know.

Home-School Connection

Encourage the children to take their books home. They can talk about and share Unit 7 with their families.

AFTER THE PAGE

201 Song: *17 Little Stars*

Play the song (see TE Page T72). Have the children sing the song. Put the children in pairs. Play the song again and have the children show the correct number of fingers in pairs.

Think and Play!

Allow the children to look through the unit in their books and talk about the things they particularly enjoyed. Have them draw a circle around their favorite animal. If you have the chance here, explain and do the Activity Book Review, Page 71, with the children.

Draw their attention to any of their artwork or project work from the unit that is on display around the classroom and talk about it.

Home-School Connection: Doodle Bunny Sleepover

Choose a child who has worked particularly hard or demonstrated the unit's value to take the Doodle Bunny puppet home (see TE Page T11).

Home-School Connection

Ask the children and their parents to complete the Unit 7 Parent Page in the Literacy Skills Pad.

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.

Activity Book 2 AB 71

1 Circle your favorite new word.
2 Circle what Wee Willie Winkie does. 3 Draw.

UNIT 7 - Digital: Review activities; Literacy Skills Pad: pp. 51–58; Math Skills Pad: pp. 39–44

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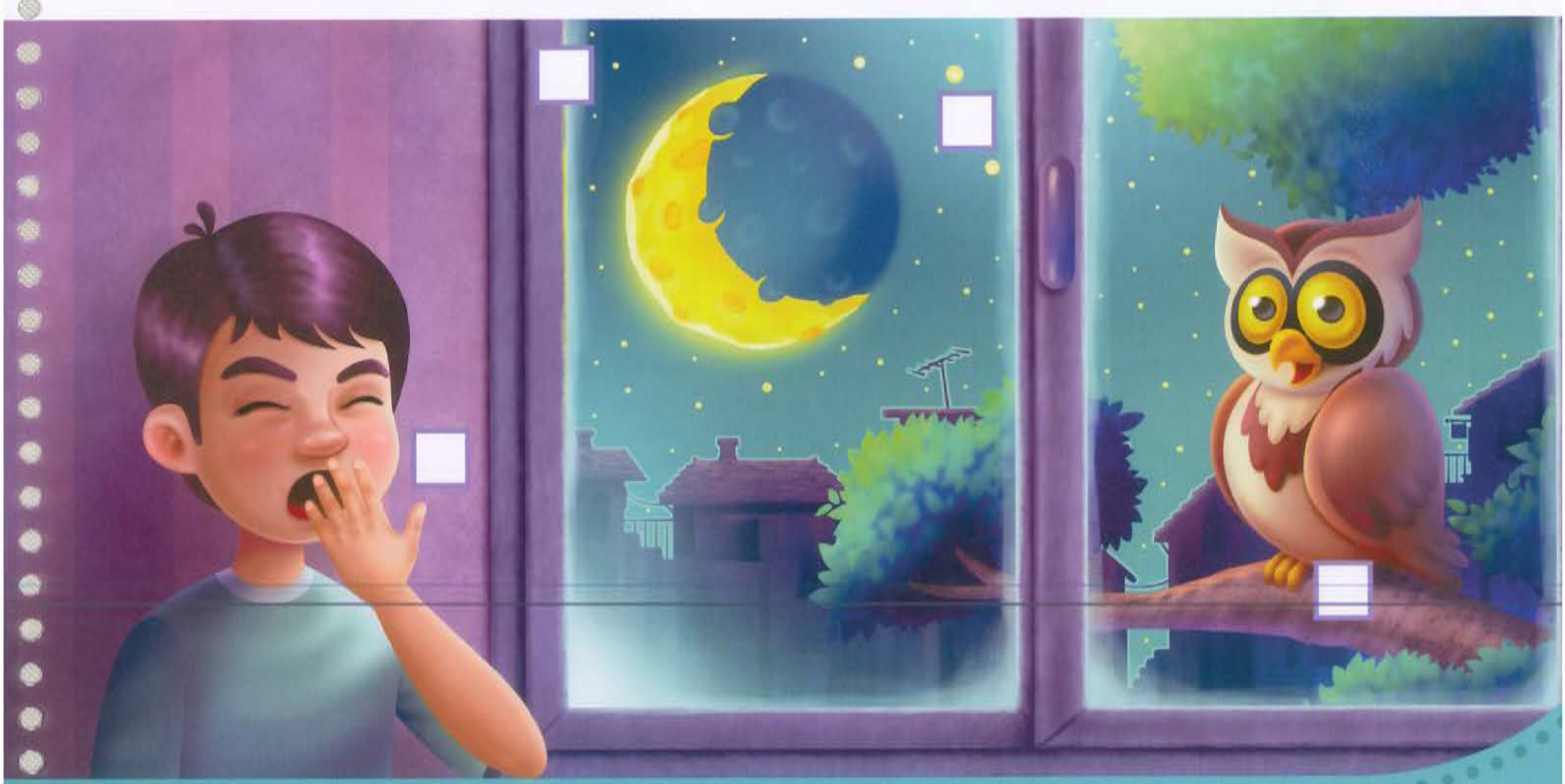
Let's Check

Listen and circle.

1

2

Point, say, and check.



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Unit 8 Our Community

Unit Objectives

- learn vocabulary and language by focusing on community places and workers
- talk about what toys people want
- do a community map project
- think about where things are
- think about what jobs you like
- learn about workers
- learn the initial sound /p/ and the corresponding letters P, p
- orally segment and blend words
- talk about what people enjoy doing at different places
- read a factual text about libraries
- learn the value of taking care of books
- count to 19; do simple addition

Values

Values
Learn to take care of books.

Project
Make buildings and a map to create a community; role-play a dialog.

Unit Language

Vocabulary: *library, park, airport, toy store, pool, game, puppet, fire station, fire fighter, truck, next to, under, between, pizza shop, police station, bakery, school, hospital, teacher, doctor, pilot, police officer,* professions, workplaces, *pan, tap, pat, reading, swimming, playing games, sharing, listening, using the computer, getting books, take care of, pizza,* numbers 18–19

Structures: *Where are (you) going? (I'm) going to the (library). Where is (she) going? (She) is going to the (pool). Where are they going? They're going to the (airport). The (fire station) is (under) the (doll). Which toy does he want? (He) wants a (game). What do you want? I want a (truck). Where is the (bakery)? It's next to the (police station). The (police station) is between the (pizza shop) and the (bakery). I want to be a (teacher). A (teacher) works in a (school). I love (reading) at the (library). We love (going to the library). We take care of our (books).*

Receptive: *Why do you like it? What's your favorite toy? I'm going to the toy store to buy a (car). I'm going to hide Doodle Bunny. Where's Doodle Bunny? I'm going to (swim). I'm going to buy a (toy). Where does a (teacher) work? What do you want to be? What sound does it make? What words start with* P? *Are they the same or different? What do you love doing? Where do you (read)? What can you see? What are the children doing? librarian; Who works in a library? What are books made of? Where does paper come from? What do (you) love doing at the library? Do you take care of books? Let's count! What is he making? How many? What shape are they? Where's the (pool)? It's next to the (police station). What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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Content Areas

Art
Drawing; making pizza collages

Math
Sorting; learning about counting, numbers, and place value

Social Studies
Exploring community places; finding out about community workers; exploring libraries; visiting a library

Physical Education
Act out walking around using a map

Science
Exploring properties; learning about recycling

Communication

Oral Skills: singing songs about community places, workers, and counting; singing a Values Song

Listening Skills: doing a listening comprehension and a doodle; listening to and saying new words

Performing Arts: role-playing a dialog and a story rhyme; role-playing with maps

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Early Literacy

Early Writing Skills: writing *P* and *p*; tracing words and numbers; drawing

Early Reading Skills: word blending; speech bubbles; making predictions about pictures; reading and listening to a factual text; captions; doing a class survey; making a new verse for a song

Documentation: completing a rebus sentence

Narrative Skills: talking about a picture; talking about an item you want; reviewing a story; talking about new language and preferences

Phonological Awareness: /p/ sound; saying a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet; reading rebus sentences

Doodling for Critical Thinking

For Students

Encourage the children to doodle with different materials and media in different places. For example, make chalk pictures outside, write letters in sand, use mini-whiteboards, and so on.

For Teachers

Go outside and draw a large map on the ground in chalk. Have the children help by drawing different community places.

Digital Tool Box

Presentation Kit: Unit 8 SB and AB with integrated audio, videos

TRC: Unit 8 downloadable audio, videos, and Print and Play materials

SPK: Unit 8 songs, videos, and language practice activities to play at home

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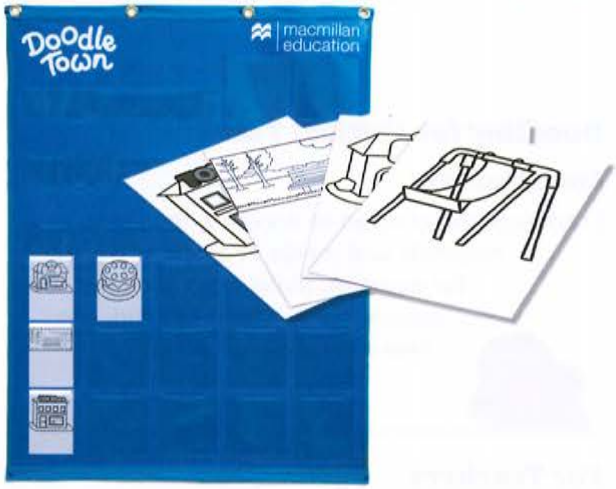
Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Pocket Chart Center: Community Places (Lesson 3)

Conversation Starters: ***Where are you going? I'm going to the (bakery). What do you like?***



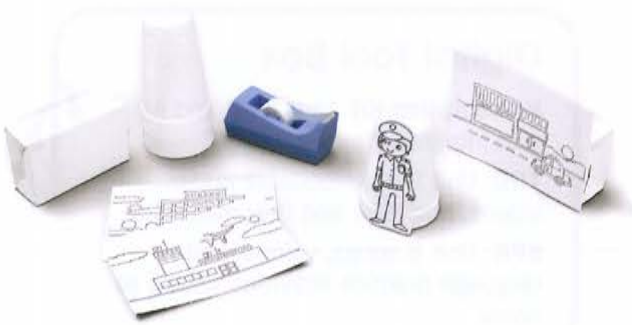
Materials: Pocket Chart; Photo Cards: *bakery, toy store, park*; Print and Play Pictures: *cake, bread, cookies, ball, kite, puppet, game, seesaw, sandbox, slide, swing*

Objective: make connections between community places and the items you can find there

1. Place the Print and Play Pictures of the places on the left-hand side of the Pocket Chart. Ask the children where they are going.
2. The children choose pictures of objects they would find in that location. They place them in the Pocket Chart.
3. Ask the children to look at the items in the Pocket Chart and say which ones they like.

2: Community Workers Center (Lesson 4)

Conversation Starters: ***Hello, (teacher). Where do you work? I work in a (school). Who works in a (bakery)?***



Materials: Print and Play Pictures: *police station, fire station, school, hospital, airport*; Print and Play Workers Template; small boxes (x8); paper cups (x5); tape

Objective: practice expression through play and role-play

1. Tape the Print and Play Pictures of the buildings on the boxes. Cut out the Print and Play Templates of workers. Hand them out to the children. The children tape the workers to the cups so they can stand independently. The children place workers in front of their workplaces and say, for example, *A (teacher) works in a (school).*
2. The children use the workers as puppets and role-play conversations; for example, *Hello! Where do you work? Where is the (fire station)?*
3. Ask the children *What do you want to do? Where do you want to work?*

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If the children have enjoyed a particular Learning Center, adapt that center for use in later units. You can substitute different vocabulary, initial letters, numbers, or lyrics. It's important to build on the children's enthusiasm whenever possible.

3: Phonological Awareness Center: /p/ (Lesson 5)

Conversation Starters: ***What's this word? Does it start with the sound /p/? Point to the letter P.***

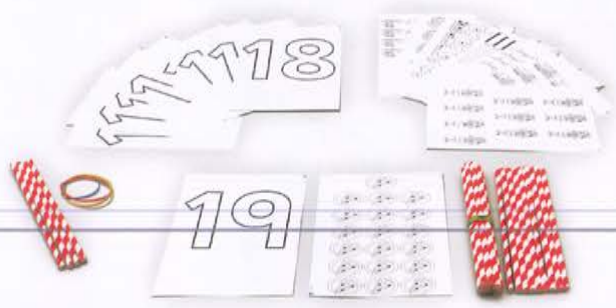
Materials: Print and Play Pictures: *pears, plums, police officer, police station, pilot, pool, pan, pencil, pants, pajamas, pizza, pancakes, airport, doctor, hospital, book, bananas, computer, car, nuts, teacher, table*; two sorting mats

Objectives: sort and classify words with initial /p/ sound; make a book

1. The children sit in a circle. Put the sorting mats and Print and Play Pictures in the middle. The children sort the pictures onto the correct sorting mats.
2. The children fold two pieces of paper in half and staple them. They write the letters *P p* on the cover.
3. They draw pictures of things that start with /p/ in their books.

4: Tens and Ones Center (Lesson 9)

Conversation Starters: ***Let's point and count. How many sticks are there in all?***



Materials: Pocket Chart; Print and Play Numbers: 10–19; Print and Play Pictures: 10 *pilots*, 11 *schools*, 12 *helicopters*, 13 *planes*, 14 *books*, 15 *markers*, 16 *teddy bears*, 17 *games*, 18 *cakes*, 19 *pizzas*; bundles of 10 straws (or pencils) held with rubber bands; loose straws or pencils

Objective: increase awareness of number and quantity correlation

1. The children sit in a line and look at the Print and Play Picture 10 *pilots*. They count and place a bundle of 10 straws on the picture. They find the matching Print and Play Number and put it next to the picture.
2. The children look at the Print and Play Picture 11 *schools*. The children place a bundle of 10 straws plus a single straw on the picture. They find the matching Print and Play Number.
3. The children repeat Step 2 until they count to 19.

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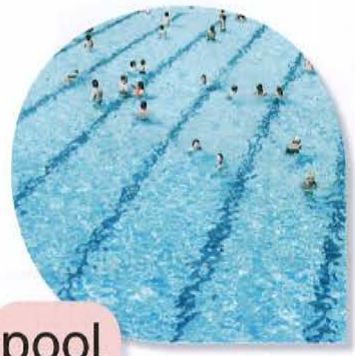
Unit 8 Our Community

library

park

airport

toy store


pool

Where are you going?

I'm going to the .

Key language: *library, park, airport, toy store, pool; Where are (you) going? (I'm) going to the (library). Where is (she) going? (She) is going to the (pool). Where are they going? They're going to the (airport).* **Activities**: **1** Listen, point, and say. **2** Listen and say dialog, then role-play. **3 Language check** Listen and circle. **4** Sing ***Where Are You Going?***

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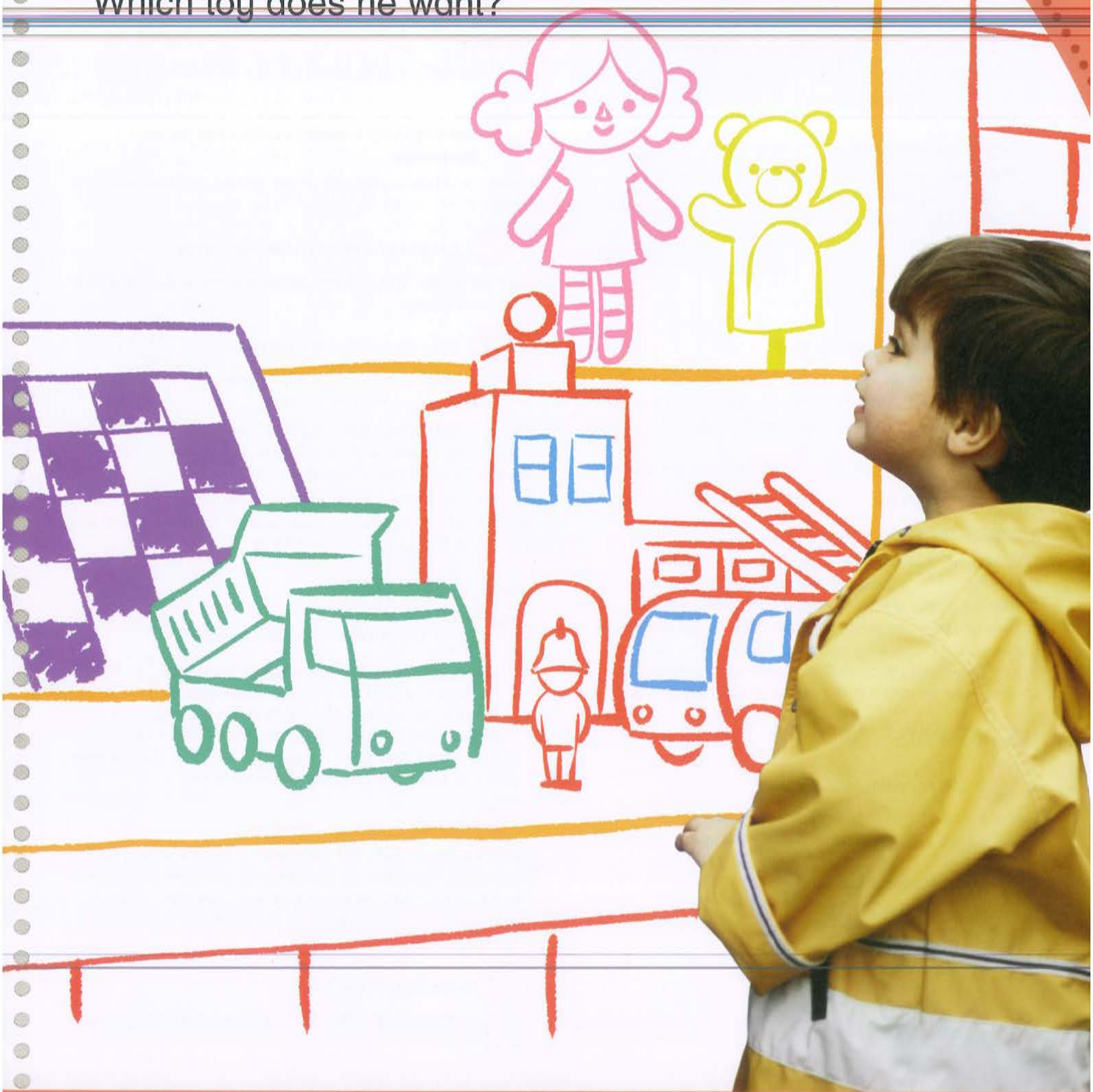
Think and Doodle

Which toy does he want?



AB 72

Key language: *game, puppet, fire station, fire fighter, truck, next to, under; The (fire station) is (under) the (doll). Which toy does he want? (He) wants a (game). What do you want? I want a (truck)* **Activities**: **1** Listen and say. **2 Pair share**: Talk about the picture. **3** Listen and point. **4 Let's doodle**: Listen and draw. **5** Sing. **Time to Share**

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Unit 8 Our Community

Lesson 1

Objectives: learn words for places in towns; ask and answer about where someone is going

Key Language: *library, park, airport, toy store, pool; Where are (you) going? (I'm) going to the (library). Where is (she) going? (She) is going to the (pool). Where are they going? They're going to the (airport).*

Review: *school*

Receptive Language: *Why do you like it?*

Materials: name cards; Pocket Chart; Alphabet Poster; Meg and Gus cutout puppets; Photo Cards: *library, park, airport, toy store, pool*; handmade sentence strips; Print and Play Picture: *school*

BEFORE THE PAGE

005 Song: *Hello. How Are You?*

Pick three of the children's name cards and put them in the Pocket Chart. Sing the karaoke version of the song with the names of the children (see TE Page T2).

029 Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Introduce the Topic

Go to Page 74. Show the page or display it using the Presentation Kit. Read the unit title with the children. Ask *Where are these places?* Establish that these are all places in a community like your own town/city. Show the Photo Cards of each place. Have the children raise their hands if they have that place in their community. Teach the children the words. Put the cards in the Pocket Chart.

USING PAGE 74

1 204 Listen, point, and say.

Play the audio. The children listen and point to the photos. Play it again. Encourage the children to repeat the words.

Early Reading: Captions

Read the captions with the class.

2 205 Listen and say dialog, then role-play.

Point to Meg and Gus. Ask *What do they have?* Establish that Meg has her swimming things and Gus has a book.

Play the audio. Use the Meg and Gus cutout puppets to role-play the dialog at the front of the class. Put the children in pairs. Have them say the dialog together.

(1) ***Meg:*** *Gus, where are you going?* ***Gus:*** *I'm going to the library.*

(2) Meg / pool (3) she / park (4) he / toy store (5) they / airport

Building Print Awareness: Reading Rebus Sentences

Read the rebus sentences in the speech bubbles with the class.

3 206 Language check: Listen and circle.

Play the audio. The children listen and circle the toy store, pool, and airport.

4 207 Sing *Where Are You Going?*

Play the song. Point to the Photo Cards in the Pocket Chart as they are mentioned in the song.

Verse 1: ***Boy:*** *Where are you going? Are you going far away?* (question gesture) ***Girl:*** *I'm going to the library. To the library today.* (mime opening a book)

Verse 2: park (use arm to make sliding action) *Verse 3: airport* (pretend to be a plane) *Verse 4: toy store* (point at a toy) *Verse 5: pool* (mime swimming)

AFTER THE PAGE

208 Song: *Where Are You Going?*

Choose a place the children know (e.g., school). Write *Where are you going?* on one sentence strip. Write *I'm going to the* on another. Put them in the top two rows of the Pocket Chart. Put the Print and Play Picture for *school* in the Pocket Chart after *I'm going to the*. Play the karaoke version of the song and sing the new verse.

Sorting

Stick the Photo Cards of the community places around the classroom. Have the children go and stand next to their favorite place. Ask each group *Why do you like it?* Help them explain in simple English; for example, *(There are) toys. (I like) swimming.*

Home-School Connection

Hand out the Unit 8 Letter to Parents for the children to take home.

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Unit 8 Think and Doodle

Lesson 2

Objectives: talk about a photo; talk about what people want

Key Language: *game, puppet, fire station, fire fighter, truck, next to, under; The (fire station) is (under) the (doll). Which toy does he want? (He) wants a (game). What do you want? I want a (truck).*

Review: *toys, boy, girl*

Receptive Language: *What's your favorite toy? I'm going to the toy store to buy a (car).*

Materials: Pocket Chart; Photo Cards: *library, park, airport, toy store, pool*; Print and Play Pictures: *bear, car, boat, doll, game, puppet, fire station, fire fighter*

BEFORE THE PAGE

207 Song: *Where Are You Going?*

Put the community places Photo Cards in the Pocket Chart. Play the song and point to each place in turn (see TE Page T74).

Think and Play! *What Is It?*

Play this game to review the names of toys. Use the Print and Play Pictures (see TE Page T47).

Introduce Key Language

Use the Print and Play Pictures of *game, puppet, fire station*, and *fire fighter* to introduce the new language.

USING PAGE 75

1 209 Listen and say.

Go to Page 75. Show the page or display it using the Presentation Kit. Play the audio. The children listen and repeat the words.

Game. Game. Puppet. Puppet. Fire station. Fire station. Fire fighter. Fire fighter.

2 Pair share: Talk about the picture.

Put the children into pairs. Ask *What can you see?* They describe the toy store window. Say *I want the truck.* Point to it. Ask *What do you want?* The children point and say.

3 210 Listen and point.

Play the audio. The children point to the toys as they are described. Repeat.

Look in the toy store. There are lots of toys. There is a game. There is a toy truck! I see a puppet next to the doll. That's right. The puppet is next to the doll. Look at the toy that is under the doll. There is a fire station under the doll. Look at the little boy. He wants the puppet!

Early Reading: Questions

Read the question with the class. Have the class answer.

4 211 Let's doodle: Listen and draw.

Play the audio. The children draw a puppet next to the doll.

5 212 Sing *The Toy Store*.

Play the song. The children join in and do the actions.

Chorus: ***Children:*** *We're going to the toy store.* (walk on spot) *We're looking for toys.* (hand above eyes, look around) *A toy for a girl,* (girls stand up) *and a toy for a boy. (boys stand up)*

Verse: ***Girl:*** *I want a puppet.* (pretend to have a puppet on hand) ***Boy:*** *I want one too.* (pretend to have a puppet on hand) ***Girl:*** *I want a fire station, that's red and blue.* (pretend to play with a fire station)

(repeat chorus)

AFTER THE PAGE

213 Song: *The Toy Store*

Divide the class into three groups. Give each group a Print and Play Picture of a toy. Stick copies of the pictures on the board and point to them at the appropriate time. Play the karaoke version of the song. Each group stands up and sings their line; for example, *I want a (doll).* Change the toys around and play the song again.

Think and Play! *Chain Game*

Play this memory game with small groups of children. It also helps them practice their listening skills. Say *I'm going to the toy store to buy a car.* The child to your left repeats the sentence and adds another item, for example, *I'm going to the toy store to buy a car and a doll.* Continue with the children adding a new item each time until someone forgets or repeats.

Activity Book 2 AB 72

1 Look and match. 2 Point and say.

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Project Talk

pizza shop

police station

bakery

Key language: *between, pizza shop, police station, bakery; Where is the (bakery)? It's next to the (police station). The (police station) is between the (pizza shop) and the (bakery).* **Activities**: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle. **4 Project**: Make buildings and a map. Role-play.

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Unit 8 Project Talk

Lesson 3

Objectives: talk about where things are; do a community map project

Key Language: *pizza shop, police station, bakery; Where is the (bakery)? It's next to the (police station). The (police station) is between the (pizza shop) and the (bakery).*

Review: *in, next to, on, under*

Receptive Language: *I'm going to hide Doodle Bunny. Where's Doodle Bunny?*

Materials: Doodle Bunny puppet; a box; large sheets of paper; half letter-sized pieces of paper; small dolls/figures; toy cars; Community Places Learning Center materials (see TE Page T8C)

BEFORE THE PAGE

212 Song: *The Toy Store*

Play the song. Encourage the children to join in and do the actions (see TE Page T75).

Introduce Key Language: Think and Play! *Where's Doodle Bunny?*

Take out the Doodle Bunny puppet and have it greet the class. Tell the children they are going to play a game. Say *I'm going to hide Doodle Bunny.* Have the children close their eyes. Hide the puppet somewhere in the classroom in, on, under, or next to something (e.g., in a box). Have the children open their eyes and look for it. When they find the puppet, ask *Where's Doodle Bunny?* Encourage them to describe the puppet's position. Now have a child hide the Doodle Bunny puppet. If you have a large class, play this game with smaller groups in turn.

USING PAGE 76

1 214 Listen and say.

Go to Page 76. Show the page or display it using the Presentation Kit. Ask the guiding question *What can you see?* Listen to the children's suggestions. Play the audio. The children listen and repeat the words.

2 215 Listen, place stickers, and say.

Help the children find the Unit 8 stickers. Play the audio. The children listen and place the stickers. Play the audio again and have the children repeat the dialogs.

Child 2: *Where is the pizza shop?* ***Child 1:*** *It's next to the police station.*

Child 2: *Where is the police station?* ***Child 1:*** *It's between the pizza shop and the bakery.*

Child 2: *Where is the bakery?* ***Child 1:*** *It's next to the police station.*

Building Print Awareness: Reading Rebus Sentences

Read the question and answer in the speech bubbles with the class.

3 216 Listen and circle.

Play the audio. The children listen and circle the sticker of the police station.

4 215 Project: Make buildings and a map. Role-play.

Put the children in groups. Give each child a small piece of paper. Let them decide in their groups who draws which community place. Encourage them to share the drawing materials between them. When they have finished, give each group a large sheet of paper. Have them draw a road on it and stick down their places. Play the dialog again. Now have the children role-play the dialog with their maps.

AFTER THE PAGE

Cooperative Play

Hand out small dolls or figures and toy cars to the groups. Give them some free time to play with them on the maps they made. Encourage them to continue the dialogs in English with their toys.

Learning Center: Pocket Chart: Community Places

Demonstrate how to use the Learning Center materials (see TE Page T8C). The children talk about community places and what you can get there.

Activity Book 2 AB 73

1 Point and say. 2 Cut out places and workers and use with Student Book.

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Unit 8 Let's Explore

Lesson 4

Objectives: learn about jobs; think about jobs you'd like to do

Key Language: *school, hospital, teacher, doctor, pilot, police officer; I want to be a (teacher). A (teacher) works in a (school).*

Subject Specific Language: professions, workplaces

Review: *fire fighter,* community places; *Where's the (pool)? It's (next to) the (library).*

Receptive Language: *I'm going to (swim). I'm going to buy a (toy). Where does a (teacher) work? What do you want to be?*

Materials: Pocket Chart; name cards; Alphabet Poster; Unit 8 Photo Cards; Doodle Bunny puppet; Print and Play Pictures: *teacher, doctor, police officer, pilot, fire fighter*; Community Workers Learning Center materials (see TE Page T8C)

BEFORE THE PAGE

Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Review Language

Review the words for community places. Put the Unit 8 Photo Cards in the Pocket Chart. Ask *Where's the (pool)?* Have the children answer using *next to* or *between* in relation to its position in the Pocket Chart.

Give a clue for one of the places; for example, *I'm going to swim / buy a toy.* The children say which place you are going to. Invite the children to give clues.

USING PAGE 77

1 Pair share: Talk about the picture.

Help the children find Page 73 in their Activity Books. The children cut out the pictures of the community places and the workers. Elicit the names of the community places. Do they know the names of any of the jobs in English? Support them to say the job names. Point to each worker and ask *Where does he/she work?* The children match the workers to the places. Go around the room helping the children. The children compare their answers with a friend.

2 Documentation: Draw.

Use the Doodle Bunny puppet to point to the documentation panel. Point to the picture Doodle Bunny is holding; ask *What does Doodle Bunny want to be? (a fire fighter)* Have Doodle Bunny read the sentence *I want to be a* with the children. Have them draw a picture of their chosen profession. Tell them the name of their chosen profession in English.

3 Try it out! Do a class survey.

Stick the job Print and Play Pictures in a column on the left-hand side of the board. Have the children take turns to come up and draw a stick person (or a large dot) next to their preferred job. Count with the class how many children want to do each job. Have the children say which job is the class's favorite.

4 Sing *What Do You Want to Be?*

Play the song. The children join in and do the actions.

Verse 1: ***Girl:*** *I want to be a teacher. A teacher works every day. A teacher works in a school. Teachers are great—hooray!* (mime writing on a whiteboard)

Verse 2: ***Boy:*** *doctor / hospital* (mime using a stethoscope)
Verse 3: ***Girl:*** *pilot / airport* (pretend to be an airplane)
Verse 4: ***Boy:*** *police officer / police station* (stand very straight and still)
Verse 5: (blank for girls to complete)
Verse 6: (blank for boys to complete)

AFTER THE PAGE

Learning Center: Community Workers

Demonstrate how to use the Learning Center materials (see TE Page T8C). The children role-play community workers.

Home-School Connection

Ask the children to talk to their parents/carers about their jobs when they go home. Encourage them to talk about what they want to work as.

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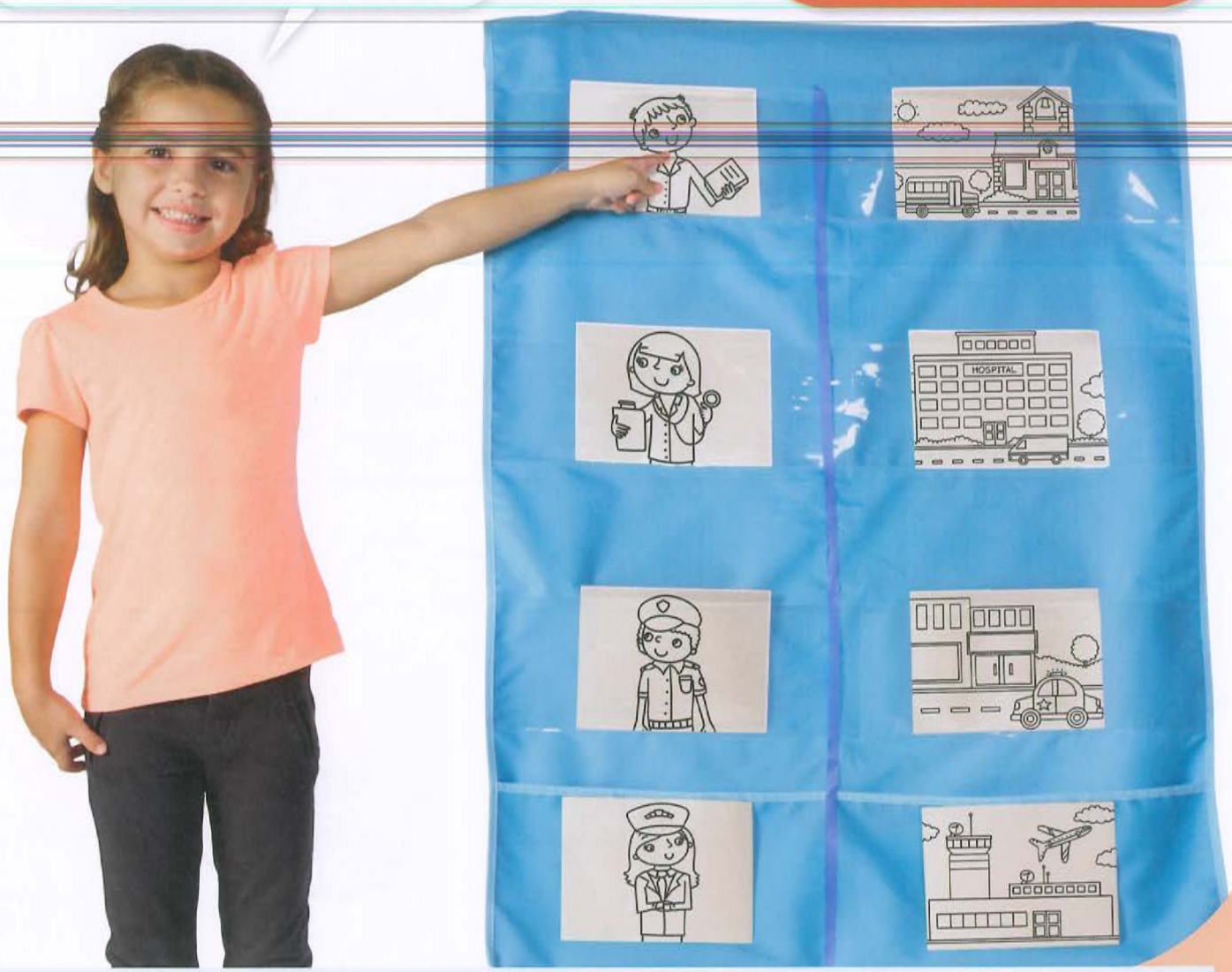
Let's Explore

I want to be a teacher.



I want to be a .

Social Studies Talk. **Key language**: *school, hospital, teacher, doctor, pilot, police officer; I want to be a (teacher). A (teacher) works in a (school).* **Subject specific language**: professions, workplaces. **Activities**: **1 Pair share**: Talk about the picture. **2 Documentation**: Draw. **3 Try it out!** Do a class survey. **4 Sing *What Do You Want to Be?***

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Phonics Fun

pool

pilot

park

pan

P P p p

pan

pat

Tap, tap! Tap the pan.

Pat, pat. Pat the cat.

Key language: *pan, tap, pat*. **Activities**: **1** Listen and say. **2** Write P and p. **3** Listen to ***P Sounds Like*** **/p/**, chant, and point to words that start with /p/. **4 Word blending**: Listen, play, and say. Then write. **5** Listen and read the phonics story. Do actions.

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Unit 8 Phonics Fun

Lesson 5

Objectives: learn to write *P* and *p*; listen to the /p/ sound; orally segment and blend words with /p/

Key Language: *pan, pat, tap*

Review: *park, pilot, pool, cat, puppet, pears, peas, pants*

Receptive Language: *What sound does it make? What words start with* P? *Are they the same or different?*

Materials: What's the Same? materials; Meg cutout puppet; Phonological Awareness Learning Center materials (see TE Page T8D); Unit 8 Photo Cards; Pocket Chart

BEFORE THE PAGE

028 Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Introduce *P/p*

Write *P* and *p* on the board (see TE Page T26). Ask what job words start with /p/ (*pilot, police officer*).

USING PAGE 78

Explore the Page

Go to Page 78. Show the page or display it using the Presentation Kit. Use the pictures to teach/review *pool, pilot, park,* and *pan*.

1 219 Listen and say.

Play the audio. The children listen and point. Play it again. Pause after each word. The children repeat.

2 Write P and p.

Point to the letters *P/p* at the top of Page 78. Ask *Are they the same or different?* Establish that they are the same but one is big and one is little. Say *This letter is* P (say the letter name). *It makes a /p/ sound* (see TE Page T6).

3 220 Listen to *P Sounds Like /p/*, chant, and point to words that start with /p/.

The children look at the pictures at the top of the page. Play the Phonics Chant. Have the children listen, chant, and point. Repeat.

What do you see? /p/, /p/, P. What words start with P? *Pool, pilot, park, pan. They all start with* P.

4 221 Word blending: Listen, play, and say. Then write.

Explain that the children are going to play a game with Meg. Point to the picture of *pan* and *pat* and to the words next to them. Use the Meg cutout puppet. Have Meg say *p-a-n*. Encourage the children to sound out and blend the word. Repeat for *p-a-t*.

Adult: *Meg sounds out each letter. Meg likes to play. Meg sounds out each letter. Which words does she say?*

Meg: *p-a-n* ***Children:*** *p-a-n—pan!* ***Meg:*** *p-a-t* ***Children:*** *p-a-t—pat!*

The children trace the words *pan* and *pat*.

5 222 Listen and read the phonics story. Do actions.

Point to the pictures at the bottom of Page 78. Ask *What can you see?* Talk about the pictures. Play the story. The children listen and do the actions.

Adult: *Tap, tap! Tap the pan. Tap, tap! Tap the cat!*
Kit: *Sorry!* ***Adult:*** *Pat, pat. Pat the cat.*

Early Reading: Sentences

Read the sentences at the bottom of the page with the class. They follow the words with their finger. Sound out and blend *tap, pan, pat,* and *cat* with the class as you read.

AFTER THE PAGE

Learning Center: Phonological Awareness: /p/

Demonstrate how to use the Learning Center materials (see TE Page T8D). The children make picture books.

Phonological Awareness: /p/

Put all the Unit 8 Photo Cards in the Pocket Chart. Point to them and have the class say each word. Point to them again and have the children stand up if they start with a /p/ sound.

Literacy Skills Pad

Try some of the Unit 8 activities in the Literacy Skills Pad.

Activity Book 1 75 76

1 Cut out and fold book. Write your name. 2 Trace title and say. 3 Look and read. 4 Draw a brown line under *tap*. Draw a red line under *pat*. Draw a green line under *cat*. 5 Take book home.

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Unit 8 Grammar Fun

Lesson 6

Objectives: talk about activities you enjoy; think about where you do activities

Key Language: *reading, swimming, playing games; I love (reading) at the (library).*

Review: *library, park, pool, school,* activities

Receptive Language: *What do you love doing? Where do you (read)?*

Materials: Meg and Gus cutout puppets; blue crayons (one per child) sheets of paper; drawing materials

BEFORE THE PAGE

Song: *What Do You Want to Be?*

Play the song and have the children join in and sing their own verses at the end (see TE Page T77).

Introduce Key Language

Model the following dialog with the Meg and Gus cutout puppets. Meg asks *What do you love doing, Gus?* Gus replies *I love reading.* Meg ask *Where do you read?* Gus replies *In the library.* Go around the class with the puppets. Have Meg and Gus ask the children *What do you love doing? Where do you ...?*

USING PAGE 79

1 Pair share: Talk about the pictures.

Go to Page 79. Show the page or display it using the Presentation Kit. In pairs, children talk about the pictures. They name the activities and places they can see. Ask *What does (he) love doing?* for each one.

2 Listen and point.

Play the audio. Have the children listen and point to the people and activities.

Grandma: *I love reading at the library.* ***Girl:*** *I love swimming at the pool.* ***Boys:*** *We love playing games at the park.*

3 Read and match.

Support the children to read the rebus sentences. The children trace a line to match the speakers and the activities they love to the places in which the activities are done.

Teacher-to-Teacher

The children will already know a lot of words for activities. This lesson introduces them to the *–ing* form of the words. When they talk about the activities, accept either form.

4 Listen and circle.

Play the audio. The children listen and circle the girl with a blue crayon.

AFTER THE PAGE

What I Love Doing Pictures

Put drawing materials, markers, crayons, and so on central to each table. Help the children find Page 77 in their Activity Books. Read the rebus sentence with the class. The children draw pictures of themselves doing something they love. Encourage them to share the crayons and markers between them. Help them to write a caption for their picture; for example, *I ♥ reading.*

Show and Tell

Have the children do show and tell with their pictures. Encourage them to say what they love doing and where they do it. More confident children can also be encouraged to say who they like doing it with.

Activity Book 2 AB 77

1 Read and draw. 2 **Pair share**: Ask and answer.

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Read and match.

1

I ♥ reading ●

at the .

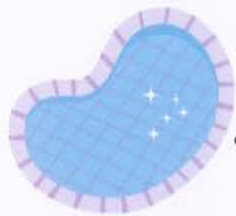
2

I ♥ swimming ●

at the .

3

We ♥ playing games ●

at the  .

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We Love Our Library

Values

1 We love going to the library.

2 We love sharing books.

3 We love listening to stories.

Key language: *sharing, listening, using the computer, getting books, take care of; We love (going to the library). We take care of our (books).* **Activities**: **1** Preview and predict with a Picture Walk. **2** Listen to ***We Love Our Library*** and point. Listen and say. **3** Sing the Values Song ***We Love Books***.

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4 We love using the computer.

5 We love getting books. We take care of them.

What do you love doing at the library?

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Unit 8 We Love Our Library

Lesson 7

Objectives: read about a community place; sing a song about looking after books

Key Language: *sharing, listening, using the computer, getting books, take care of; We love (going to the library). We take care of our (books).*

Review: community places

Receptive Language: *What can you see? What are the children doing?*

Materials: Alphabet Poster; Pocket Chart; name cards; Unit 8 Photo Cards; books; carpet; chairs

BEFORE THE PAGE

029 Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Think and Play! *Memory*

Put any five Unit 8 Photo Cards in the Pocket Chart. Let the children look at them for a minute. The children close their eyes while you turn the cards over. The children open their eyes and say which cards there were. Repeat with a different combination of cards.

USING PAGES 80 AND 81

1 Preview and predict with a Picture Walk.

Go to Pages 80 and 81. Show the pages or display them using the Presentation Kit. Point to the title: *We Love Our Library.* Read it with the class. Ask *Do you love your library?* Have the children raise their hands. Point to each photo and ask *What can you see? What are the children doing?* Have the children predict the story.

2 225 Listen to *We Love Our Library* and point. Listen and say.

The children listen to the audio and point to the pictures. Play it again and have the children say each line.

Early Reading: Sentences

Read the sentences with the children. Play the audio again. Pause after each sentence for the children to read it.

3 226 Values Sing the Values Song *We Love Books.*

Talk about the different places you can find books (e.g., school, home, libraries). Play the song. The children join in. Discuss how the children can take care of their books.

Chorus 1: Books are here. Books are there. (point to two different places) *Books can take you anywhere!* (mime opening a book)

Verse 1: We love books. (make heart sign with hands) *Yes, we do.* (nod) *We take care of our books.* (point to self) *How about you?* (question gesture) *In the library, at home, and at school. We love books.* (make heart sign with hands) *Yes, we do.*

Chorus 2: Books are here. Books are there. (as before) *Books teach things that we can share.* (mime opening a book)

Verse 2: Wash your hands. (mime washing hands) *Be gentle. Be good to your book!* (thumbs up) *You can turn the pages and take a look.* (mime turning pages) *Tell your mom, tell your dad, "I take care of my books!"* (point to self) *We love books.* (as before) *Yes, we do.*

Values Home-School Connection

Discuss the value as a class. Encourage the children to sing the song at home and talk about the value with their families.

AFTER THE PAGE

Field Trip: Library Visit

If possible, take the children on a visit to a local library or the school library. Try to find children's books in English to share with them. Can the children find any of their favorite books to share with the class?

Teacher-to-Teacher

Sharing stories is a great way to engage small children. It also practices listening and attention skills. It doesn't matter if the children don't understand every word; it won't lessen their enjoyment.

Class Project

Set up a book corner in your classroom to create a literacy-rich environment. Make the area comfortable with a carpet and chairs so the children will enjoy relaxing with books. Have as many books in English as possible.

Home-School Connection

Ask parents to let their children bring in their favorite book from home to share with the class.

Literacy Skills Pad

Try some of the Unit 8 activities in the Literacy Skills Pad.

Activity Book 2 AB 78 226 Values

1 **Pair share**: Talk about the pictures. 2 Read and circle. 3 Sing the Values Song ***We Love Books***.

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Unit 8 We Love Our Library

Lesson 8

Objectives: review the text; think and answer a question about a story

Key Language: review

Receptive Language: *librarian; Who works in a library? What are books made of? Where does paper come from? What do (you) love doing at the library? Do you take care of books?*

Materials: children's books in English

BEFORE THE PAGE

Song: *What Do You Want to Be?*

Play the song and have the children join in. Pause after Verse 4 (see TE Page T77). Ask *Who works in a library?* Teach *librarian*. Sing Verse 5 with *librarian* and *library.*

Books

Have the children look at their books. Ask *What are books made of?* Flick through a book and feel a page between your fingers to convey meaning. Give lots of praise to any children who say *paper*. Ask *Where does paper come from?* See if any of the children know that paper comes from trees. Draw a tree on the board. Say *That's right! Paper comes from trees.* Talk about not wasting paper and recycling paper. Set up a bin for recycling paper in your classroom.

USING PAGES 80 AND 81

1 Talk about the story.

Go to Pages 80 and 81. Show the pages or display them using the Presentation Kit. Ask *Where are they? What do they love doing?* Have the children talk about the story and ask and answer the questions in pairs.

2 Listen again and read.

Play the audio and encourage the children to follow in their books. Now, without the audio, read each sentence with the children. Encourage them to trace their finger under each word as they read/follow the text. Play the audio again for the children to listen and read.

3 Sing the Values Song *We Love Books.*

Play the song and encourage the children to join in. Talk about the different ways to take care of books: carry them carefully, don't draw on them (explain that *Doodle Town* is an exception), don't tear them, put them away safely, and so on. Talk about how you shouldn't treat books.

4 Think! What do you love doing at the library?

Look at the question at the bottom of Page 81: *What do you love doing at the library?* Read it with the class. Have the children ask and answer the question in pairs. Invite pairs to report to the rest of the class.

AFTER THE PAGE

Show and Tell

Have the children do a show and tell with the books they have brought from home. (If they haven't brought in a favorite book from home, let them choose their favorite book from your selection.) Have them talk about their books as much as possible in English.

Free Reading

Give the children some free time to choose a book to read. They can read on their own or share books with friends.

Literacy Skills Pad

Try some of the Unit 8 activities in the Literacy Skills Pad.

Activity Book 2 AB 79

1 **Pair share**: Talk about the picture.
2 Circle the sister. 3 Write.

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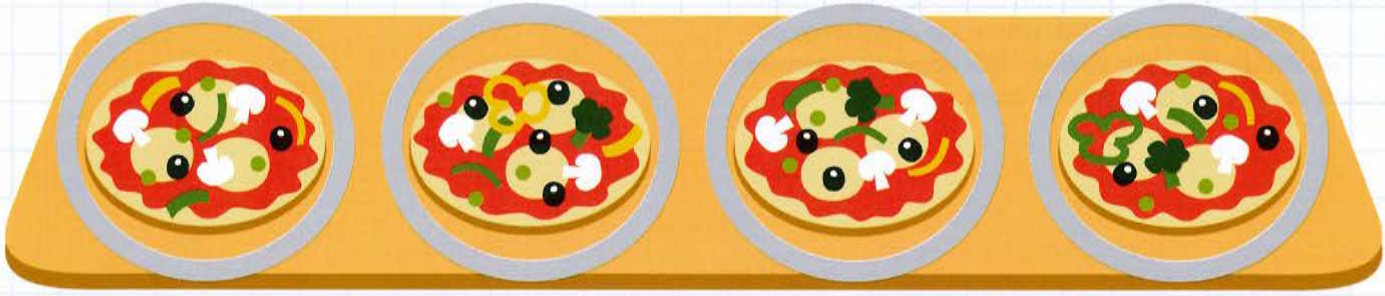
Let's Count

11 12 13 14 15



16 17 18 19

Key language: numbers 18–19, *pizza*. **Activities**: **1** Point and count pizzas 1–10. **2** Count and trace. **3** Trace pizzas. **4** Sing ***19 Pizzas***.

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Unit 8 Let's Count

Lesson 9

Objectives: count to 19; sing a counting song

Key Language: *pizza*, numbers 18–19

Review: *circle, shape, corn, cheese, pepper, tomato,* numbers 1–17

Receptive Language: *Let's count! What is he making? How many? What shape are they?*

Materials: Print and Play Numbers: 1–19; large circles of beige cardstock paper; red, green, and yellow paper; Tens and Ones Learning Center materials (see TE Page T8D)

BEFORE THE PAGE

Song: *17 Little Stars*

Play the song (see TE Page T72). Encourage the children to join in. Put the children in pairs. Play the song again. The children show the correct number of fingers.

Review Numbers 1–17

Have the children sit in a circle. Hand out the Print and Play Numbers 1–17 at random. Play music. Choose an instrumental track (e.g., **Track 061**, **089**, or **114**). The children pass the numbers around the circle. Stop the music. Say *Let's count!* Count to 17 with the class. The children holding a number hold it up when their number is called. Play the game again.

USING PAGE 82

1 Point and count pizzas 1–10.

Go to Page 82. Show the page or display it using the Presentation Kit. Ask *What can you see? What is he making?* to elicit language. Point to the pizzas and review the word. Say *He's making pizzas. Let's count.* Have the children point and count the first 10 pizzas.

2 Count and trace.

Count from 10 to 19 with the children. Have them point to the numbers as they count. Now have the children trace the numbers 11–19 with their fingers and then a pencil.

3 Trace pizzas.

Have the children point at the pizzas. Ask *What shape are they?* Elicit *circles*. Have the children air-trace circles. Now, have the children trace the circles with their finger and then a pencil. They should start at the top and follow a counter-clockwise direction.

4 Sing *19 Pizzas*.

Play the song and let the children listen. Have the children join in and do the actions. In pairs, they hold up the correct number of fingers.

One, two, three, four. (show corresponding fingers) *The pizza man opens the oven door.* (mime opening a door)

Five, six, seven, eight. (show corresponding fingers) *He puts the pizzas on a plate.* (mime putting a pizza on a plate)

Nine, ten, eleven, twelve. (show corresponding fingers in pairs) *Baking on the oven shelf.* (put one hand on other hand)

Thirteen, fourteen, fifteen, sixteen. (show corresponding fingers in pairs) *The best pizzas we've ever seen!* (do thumbs up or OK gesture)

Seventeen, eighteen, nineteen! (show corresponding fingers in pairs) *Nineteen pizzas for you and me!* (point to partner and self)

AFTER THE PAGE

Make Pizzas

Hand out large circles of beige card. The children choose different-colored paper to represent their pizza toppings (e.g., green peppers, tomato, corn, and cheese). They cut out shapes and stick them on their pizzas.

Song: *19 Pizzas*

When the children's pizzas have dried, play the song again. Have the children come up with their pizzas as they are counted in the song so you end up with 19 children with pizzas at the front.

Learning Center: Tens and Ones

Demonstrate how to use the Learning Center materials (see TE Page T8D). The children explore tens and units.

Math Skills Pad

Try some of the Unit 8 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Unit 8 Parent Page in the Math Skills Pad.

Activity Book 2 AB 80

1 Color ten pizzas yellow. Color nine pizzas red.
2 Count and write.

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Unit 8 Let's Check

Lesson 10

Objectives: review the unit; do a listening comprehension

Key Language: review

Receptive Language: *Where's the (pool)? It's next to the (police station). What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

Materials: Pocket Chart; Alphabet Poster; name cards; Unit 8 Photo Cards; large sheets of paper; Doodle Bunny sleepover materials

BEFORE THE PAGE

029 Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Review Language: Think and Play! *Street Map*

Put the Unit 8 Photo Cards in the Pocket Chart and have the children name each one.

Put sheets of paper on the floor to make a road. Put the Photo Cards down either side of the road. Have small groups come up in turn to play on the road. Have them ask and answer questions about the street; for example, *What's this? Where's the (pool)? It's next to the (police station).*

Teacher-to-Teacher

If you don't have room in your classroom to make a street map, or you have too many children, doodle a street map on the board instead.

USING PAGE 83

1 230 Listen and circle.

Go to Page 83. Show the page or display it using the Presentation Kit. Talk about the pictures on Page 83. Ask questions, for example, *Where is she going? Where's the (bakery)?* to elicit language. Play the audio. The children listen and point. Play it again. This time the children circle the correct answers in their books.

(1) ***Child 1:*** *Where is Anna going?* ***Child 2:*** *She's going to the library.*

(2) ***Child 2:*** *Where is the library?* ***Child 1:*** *It's between the bakery and the fire station.*

2 Point, say, and check.

Point to the picture at the bottom of Page 83. Encourage the children to say each word (*bakery, park, hospital, fire station*). Have the children work in pairs. Have them ask and answer questions with *Where's …?*

Say the initial letter or initial letter sound of each of the items. The children point to and say the correct one. The children check the boxes for the words they know.

AFTER THE PAGE

228 Song: *19 Pizzas*

Play the song (see TE Page T82). Have the children join in. Put the children in pairs. Play the song again. Have the children show the correct number of fingers and do the actions in pairs.

Think and Play!

Allow the children to look through the unit in their books and talk about the things they particularly enjoyed. Have them draw a circle around their favorite worker. If you have the chance here, explain and do the Activity Book Review, Page 81, with the children.

Draw their attention to any of their artwork or project work from the unit that's on display around the classroom and talk about it.

Home-School Connection: Doodle Bunny Sleepover

Choose a child who has worked particularly hard or demonstrated the unit's value to take the Doodle Bunny puppet home (see TE Page T11).

Home-School Connection

Ask the children and their parents to complete the Unit 8 Parent Page in the Literacy Skills Pad.

Think and Play!

Let the children choose a game to play from the unit. You can give them a choice of two games that you are ready to play.

Activity Book 2 AB 81

1 Circle your favorite place. 2. Circle what you want to be. 3 Draw the cover of your favorite book.

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Let's Check

Listen and circle.

1

2

Point, say, and check.

Key language: Review. **Activities**: 1 Listen and circle. 2 Point, say, and check.

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Unit 9 Rainy Day

Unit Objectives

- learn vocabulary and language by focusing on the weather
- think about rainy days and indoor activities
- complete a project to make a puppet
- learn about different types of weather
- learn the initial sound /m/ and the corresponding letters *M, m*
- orally segment and blend words
- learn about appropriate clothes for different weather
- read a factual text about water
- learn the value of water
- count to 20; do simple addition

Values
Learn about the value of water.

Project
Make sock puppets; role-play a dialog.

Unit Language

Vocabulary: *rainy, windy, sunny, snowy, cloudy, umbrella, bench, puddle, rain, boots, jump, make a puppet, watch TV, play a game, weather, chart, man, moon, map, Sam, app, mittens, sunglasses, wonderful, living things, plants, animals, people, raindrops*, number 20

Structures: *What's the weather like today? It's (cloudy). It's a (rainy) day today. The rain falls on our (umbrella). What do you want to do? I want to (make a puppet). What does (he) need? What do (you) need? He needs (a jacket). I need (mittens). We all need (water).*

Receptive: *What day is it today? What can you see? Is it hot or cold? Do you like rainy days? sock puppet; Use a blue crayon. What's the weather like today? What was the weather like on (Monday)? What sound does it make? What words start with* M*? Are they the same or different? Where do you put (boots)? Do you put (boots) on your (head)? On your (feet). What do you use water for? Where does water come from? zebra; Which are the same? How are they the same? They all need water. Let's count! How many? What do you like best? Take Doodle Bunny home! What game do you like? What should we play?*

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Content Areas

Art
Making mittens or boots; painting

Math
Making charts; identifying and making patterns; sorting; exploring symmetry; counting; learning about number and place value

Social Studies
Playing a board game; exploring maps; dressing for the weather

Physical Education
Singing an action song; playing an action game; playing *Hopscotch*

Science
Exploring weather; studying water; learning about living things

Communication

Oral Skills: singing a song about the weather; singing an action song; singing a Values Song; singing a counting song

Listening Skills: doing listening comprehensions; doing listening comprehensions and doodling; listening to and saying new words

Performing Arts: role-playing a dialog; doing a role-play with puppets

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Early Literacy

Early Writing Skills: doodling; drawing; tracing numbers; writing *M* and *m*; word tracing; making a weather chart

Early Reading Skills: sentence reading; word blending; reading and listening to a factual text; reading captions

Documentation: completing a chart

Narrative Skills: talking about pictures and making predictions; talking about photos; reviewing a story; discussing a question; talking about new language and preferences

Phonological Awareness: /m/ sound; saying a Phonics Chant; singing a Phonics Song

Print Awareness: recognizing words and letters; learning the alphabet

Doodling for Critical Thinking

For Students

Have the children look back through their books at all the doodles they have done. See if they can remember the names of all the things they have doodled and circled.

For Teachers

Create a class board game. Make a game board that has as many squares as there are children in the class. Have the children take turns to doodle a vocabulary item in each square. Make copies for groups to play. They roll dice and say the name of each item they land on.

Digital Tool Box

Presentation Kit: Unit 9 SB and AB with integrated audio, videos

TRC: Unit 9 downloadable audio, videos, and Print and Play materials

SPK: Unit 9 songs, videos, and language practice activities to play at home

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Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Dress for the Weather Center (Lesson 1)

Conversation Starters: ***What's the weather like? What are you wearing?***

Materials: labeled picture cards of the weather; clothes for the children to dress up in (e.g., winter hat, jacket, winter boots, mittens, sun hat, T-shirt, sunglasses, raincoat, rain boots, rain hat, umbrella)

Objectives: practice language and make connections between weather conditions and appropriate clothes

1. Let a child choose a weather sign to post on the weather poster.
2. The children choose clothes that go with the weather sign.
3. The children put the clothes on and describe what they are wearing.

2: Board Game Center (Lesson 3)

Conversation Starters: ***It's your turn. What color is this? How many? Let's count. Do you see something (orange)? What is it?***

Materials: game pieces (e.g., coins or tiddlywinks); Print and Play Board Game Template; gray, green, and orange cards

Objectives: play cooperatively; practice counting skills

Before the activity, shuffle the colored cards, print several copies of the Print and Play Board Game Template, and put the children into groups to play.

1. Put children in groups of 2–4.
2. The children take turns drawing a colored card and moving their game piece to the first item that color. They say the name of the item (e.g., *a green plant*).
3. The winner is the first player to reach the final square, marked "End."

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Learning Centers provide opportunities for informal one-to-one conversations with the children and informal student assessment.

3: Pocket Chart Center: Word Blending (Lesson 5)

Conversation Starters: ***What's this picture? What's the first letter in*** **map?** ***Let's read this word. What's the first sound?***

Materials: Pocket Chart; Print and Play Pictures: *map, man, hat, hand, pan, cat*; Pocket Chart handmade word cards: *map, man, hat, hand, pan, cat*

Objective: strengthen awareness of the letters and sounds that make up words

1. Have the children sit around the Pocket Chart.
2. Put the Print and Play Pictures in the Pocket Chart. Stack the word cards nearby.
3. The children take turns to pick a word card. They sound out the letters in the word. Then they blend the word. They match it to the corresponding picture.

4: Living Things Center (Lesson 8)

Conversation Starters: ***Does a (tree) need water? Does a (tree) grow? Is a (tree) a living thing?***

Materials: Print and Play Pictures of living things; Print and Play Pictures of nonliving things: *rock, book, marker, paintbrush, house, school, ball, car, boat, police station*; two sorting mats; handmade sign showing plants and animals at a watering hole, labeled *All Living Things Need Water*, and another labeled *Things That Don't Need Water.*

Objectives: make connections between plants and animals; practice sorting and classification skills

1. Review the vocabulary with the children.
2. Remind the children that all living things need water and that all living things start small and grow.
3. Show the children the sign and read the label as a class. Place one sorting mat next to the sign. Place the other sorting mat away from the sign. The children discuss each picture and place it on the corresponding sorting mat.

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Unit 9 Rainy Day

rainy

windy

sunny

snowy

cloudy

Key language: *rainy, windy, sunny, snowy, cloudy; What's the weather like today? It's (cloudy).* **Activities**: **1** Listen, point, and say. **2** Listen and say dialog, then role-play. **3 Language check**: Listen and circle. **4** Sing ***What's the Weather Like Today?***

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Think and Doodle

What's the weather like?

AB 82

Key language: *umbrella, bench, puddle, rain, boots, jump; It's a (rainy) day today. The rain falls on our (umbrella).* **Activities**: **1** Listen and say. **2 Pair share**: Talk about the picture. **3** Listen and point. **4 Let's doodle**: Listen and draw. **5** Sing ***Jump in the Puddles***.

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Unit 9 Rainy Day

Lesson 1

Objectives: learn words for talking about the weather; ask and answer about the weather

Key Language: *rainy, windy, sunny, snowy, cloudy; What's the weather like today? It's (cloudy).*

Review: *beach, flower, grass, sun, trees, cold, hot,* days of the week

Receptive Language: *What day is it today? What can you see? Is it hot or cold?*

Materials: name cards; Alphabet Poster; Pocket Chart; pink, black, and blue crayons (one per child); Photo Cards: *rainy, windy, sunny, snowy, cloudy*; handmade sentence strips; Dress for the Weather Learning Center materials (see TE Page T9C)

BEFORE THE PAGE

Song: *The Days of the Week*

Play the song (see TE Page T47). The children join in. Ask *What day is it today?*

Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

USING PAGE 84

Introduce the Topic

Go to Page 84. Show the page or display it using the Presentation Kit. Read the unit title aloud. Ask *What can you see?* Point to each of the weather photos. Ask *Is it hot or cold?* Some weather conditions can be hot or cold.

1 Listen, point, and say.

Play the audio. The children listen, point, and say.

2 Listen and say dialog, then role-play.

Point to Meg and Dad. Ask *Who's this?* Establish that Meg is inside and Dad is outside.

Play the audio. The children listen. Play it again. Pause after each line. The children repeat. Put the children in pairs. They say the dialog.

(1) ***Meg:*** *What's the weather like today?* ***Dad:*** *It's cloudy.*

(2) windy (3) sunny (4) snowy (5) rainy

Have the children look out of the window. Ask *What's the weather like today?* The children say what the weather is like.

Early Reading: Captions

Read the captions with the class. Encourage them to follow the words with their finger. Ask *Which words start with /s/? Which word starts with /k/?*

3 Language check: Listen and circle.

Play the audio. The children listen and circle *cloudy* with a pink crayon, *windy* with a black crayon, and *snowy* with a blue crayon.

Early Reading: Speech Bubbles

Read the speech bubbles with the class. Encourage them to follow the words with their finger. Say *Point to a word that starts with /t/. Point to a word that starts with /k/.*

4 Sing *What's the Weather Like Today?*

Play the audio twice. The children listen and join in. Write *What's the weather like today?* on a sentence strip and put it in the Pocket Chart. Invite five children to the front and give each of them one of the weather Photo Cards. Play the song again. The children put their Photo Cards in the Pocket Chart at the appropriate time.

Chorus: What's the weather like today? What's the weather like today? (question gesture) *Look out the window.* (point to window) *What do you see?* (hand up shading eyes)

(1) It's cloudy today! (air-trace cloud shape) *(2) windy* (wave arms around) *(3) sunny* (wipe forehead as if hot) *(4) snowy* (shiver and wrap arms around self) *(5) rainy* (draw fingers down to indicate raindrops)

AFTER THE PAGE

Learning Center: Dress for the Weather

Demonstrate how to use the Learning Center materials (see TE Page T9C). The children talk about appropriate clothes for different weather.

Sorting

Stick the weather Photo Cards around the classroom. The children stand next to their favorite weather. Ask each group *Why do you like it?* Help them to explain in simple English; for example, *We play outside*. Provide words as needed. The children look at the different groups. What is the class's favorite weather?

Home-School Connection

Hand out the Unit 9 Letter to Parents for the children to take home.

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Unit 9 Think and Doodle

Lesson 2

Objectives: talk about a picture; talk about rainy days

Key Language: *umbrella, bench, puddle, rain, boots, jump; It's a (rainy) day today. The rain falls on our (umbrella).*

Review: *cloudy, rainy, snowy, sunny, windy, girls*

Receptive Language: *Do you like rainy days?*

Materials: Pocket Chart; Photo Cards: *rainy, windy, sunny, snowy, cloudy*; sheets of paper

BEFORE THE PAGE

234 **Song: *What's the Weather Like Today?***

Put the weather Photo Cards in the Pocket Chart. Play the song and point to each type of weather as it is mentioned. (See TE Page T84.)

Think and Play! *What's the Weather Like?*

Hide one of the weather Photo Cards behind a book. Reveal a small part of it and ask *What's the weather like?* If the children don't guess right, show a bit more of the card. Repeat with the other cards.

Introduce Key Language

Teach *umbrella, puddle*, and *bench*. Doodle and caption them on the board. Say the words and have the children repeat after you.

USING PAGE 85

1 236 **Listen and say.**

Play the audio. The children listen and say the new words.

Umbrella. Umbrella. Bench. Bench. Puddle. Puddle.

2 Pair share: Talk about the picture.

Go to Page 85. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them ask and answer the question *What can you see?* Say *I like rainy days*. Ask *Do you like rainy days?* and have the children answer.

3 237 **Listen and point.**

Play the audio and encourage the children to point to the items as they are described. Play it again and have the children repeat each line.

What's the weather like today? Listen. What do you hear? Rain. It's a rainy day. The rain falls on our umbrella. The rain falls on our bench. The rain falls on us. The rain makes puddles. The rain is fun!

Early Reading: Questions

Read the question with the class. Encourage them to follow the words with their finger. Point to the picture and elicit the answer *It's rainy*.

4 238 **Let's doodle: Listen and draw.**

Play the audio. The children listen and draw rain falling in the puddle.

5 239 **Sing *Jump in the Puddles.***

Play the song and demonstrate the actions. Have the children join in and do the actions.

With my red rain boots (stamp feet) *and my yellow rain hat,* (point to head) *I can jump in the puddles* (jump) *with a big SPLISH, SPLASH!* (stamp alternate feet) (repeat)

The puddle is wet. (point to ground) *But my feet are dry.* (point to feet) (repeat x2) *As the rain falls down,* (wiggle fingers in downwards motion) *from the cloudy sky.* (point to sky) (repeat)

I can jump in the puddles, with a big SPLISH, SPLASH!

AFTER THE PAGE

Draw Weather

Hand out sheets of paper and drawing materials. Have the children draw a picture of themselves doing a favorite activity in their favorite type of weather. Encourage the children to share the drawing materials. When they have finished, have them compare their pictures in pairs.

Think and Play! *Mime*

With the children, decide on a mime for each type of weather (e.g., sunny—fan hands in a circle motion, rainy—wiggle fingers in a downward motion, cloudy—air-trace cloud shapes, snowy—wrap arms around self and shiver, windy—wave arms and make blowing sounds) (see TE Page T28). Say, for example, *It's sunny.*

Activity Book 2 AB 82

1 Read and circle. 2 Trace and draw rain.
3 Write.

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Project Talk

make a puppet watch TV play a game

Key language: *make a puppet, watch TV, play a game; What do you want to do? I want to (make a puppet).* **Activities**: **1** Listen and say. **2** Listen, place stickers, and say. **3** Listen and circle. **4 Project**: Make sock puppets. Role-play.

AB 83

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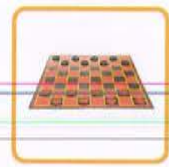
Unit 9 Project Talk

Lesson 3



Objectives: talk about preferences and agree; do an art project

Key Language: *make a puppet, watch TV, play a game; What do you want to do? I want to (make a puppet).*

Review: *cloudy, rainy, snowy, sunny, windy, ears, eyes, hair, mouth, nose*

Receptive Language: *sock puppet; Use a blue crayon.*

Materials: socks (one per child); yarn; googly eyes or white fuzzy balls; pieces of colored felt; Doodle Bunny puppet; Board Game Learning Center materials (see TE Page T9C)

BEFORE THE PAGE

239 **Song: *Jump in the Puddles***

Play the song (see TE Page T85). Encourage the children to join in and do the actions.

Show and Tell

Have the children take out the pictures they drew at the end of the previous lesson. Have them take turns and come to the front of the class to talk about their pictures. Encourage them to say what the weather is like in their picture and what they are doing. When the children have all had a turn, make a classroom display of their pictures.

USING PAGE 86

1 241 **Listen and say.**

Go to Page 86. Show the page or display it using the Presentation Kit. Ask the guiding question *What can you see?* and listen to the children's suggestions. Establish that the children are playing at home on a rainy day. Say *Show me the puppet* and have the children point. Play the audio and have the children listen and repeat.

2 242 **Listen, place stickers, and say.**

Help the children find the Unit 9 stickers. Play the audio. The children listen and place the stickers. Play the audio again and have the children repeat the dialogs.

(1) ***Child 2:*** *It's a rainy day. What do you want to do?*
Child 1: *I want to make a puppet!* ***Child 2:*** *Me, too!*
(2) watch TV (3) play a game

Early Reading: Speech Bubbles

Read the speech bubbles with the class. Encourage them to follow the words with their finger.

3 243 **Listen and circle.**

Make sure the children have their crayons ready. Play the audio. The children listen and circle the sticker of the game in blue.

Early Reading: Captions

Read the captions with the class. Encourage them to follow the words with their finger.

4 **Project: Make sock puppets. Role-play.**

Let each child choose a sock to make into a puppet. Put other puppet-making materials central to each table of children. Encourage them to share the materials. The children use yarn to make hair. They stick eyes on, and pieces of colored felt for other features. Go around and help where needed. Ask *What's this?* to elicit language. Take the Doodle Bunny puppet around the class and have Doodle Bunny interact with the other puppets.

Have the children get into pairs and create a role-play with their puppets. Brainstorm ideas with the class. Puppet 1: *What's the weather like today?* Puppet 2: *It's a (sunny)* day. *What do you want to do?* Puppet 1: *I want to (go to the pool).* Puppet 2: *Me, too!*

AFTER THE PAGE

Think and Play! *Chain Game*

Brainstorm activities with the children. Doodle and caption the children's suggestions on the board. Erase them before you start the game (see TE Page T75). This time, say, for example, *I want to ride my bike.* The child to your left says, for example, *I want to ride my bike and make a puppet.*

Learning Center: Board Game

Demonstrate how to use the Learning Center materials (see TE Page T9C). The children play a board game.

Activity Book 2 AB 83

1 Read and check. 2 **Pair share**: Think of sunny day activities. 3 Draw and write.

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Unit 9 Let's Explore

Lesson 4

Objectives: learn about weather; create a weather chart

Key Language: *weather*

Subject Specific Language: *chart*

Review: days of the week, *cloudy, rainy, snowy, sunny, windy*

Receptive Language: *What's the weather like today? What was the weather like on (Monday)?*

Materials: Print and Play Pictures: *sunny, rainy, snowy, cloudy, windy* (one set per child); Doodle Bunny puppet; large sheet of poster paper; smaller pieces of paper for weather symbols; blue pieces of paper or hoops

BEFORE THE PAGE

Song: *The Days of the Week*

Play the song (see TE Page T47). The children join in. Ask *What day is it today? What's the weather like today?*

Think and Play! *Pairs*

Give each child a set of weather Print and Play Pictures. Put the children into pairs. The children turn the pictures face down and spread them out. The children take turns to turn over two pictures to see if they can find a matching pair. If they find a pair, they keep the pictures. If they do not find a pair, they turn the pictures face down again.

USING PAGE 87

1 Pair share: Talk about the picture.

Go to Page 87. Show the page or display it using the Presentation Kit. Put the children in pairs. Have them ask and answer the question *What can you see?* Chant the days of the week with the children.

Explain that the child in the picture is making a chart to record the weather for each day of the week.

2 Documentation: Write and draw.

Use the Doodle Bunny puppet to point to the documentation panel. Point out the weather symbols. The children write the previous two days of the week and today's day on the panel. Write the words on the board to support them. Make them as big as you can. Invite some children to trace over the words with different colors. Have the other ones trace the words on their tables using their index finger. Then, ask them to write the complete days in their book. Monitor and check. Help if necessary.

Ask *What day is it today?* They find the right day on the chart. Ask *What's the weather like today?* They draw the symbol that represents today's weather.

Ask *What was the weather like on (Monday)?* They draw the weather symbol on the chart. Repeat.

Teacher-to-Teacher

Before asking the children to write words by themselves, have them trace over them on the board, on the table, using sandpaper, behind their backs, and so on using their index finger, their elbows, or their feet, for example. That way it is going to be easier for them to write them in their books.

3 Try it out! Make a weather chart.

With the children's help, make a large version of the weather chart for your classroom wall. Have the children color in the weather symbol pictures. Use this chart as part of your warm-up from now on.

4 Sing *Today I Want to Play!*

Play the song. Encourage the children to join in. They do the weather actions (see TE Page T85).

Verse 1: It's Monday and it's rainy, it's rainy, it's rainy. It's Monday and it's rainy, I want to play a game.

Verse 2: Tuesday / sunny / ride my bike; Verse 3: Wednesday / windy / fly my kite; Verse 4: Thursday / cloudy / read my book; Verse 5: Friday / snowy / play outside

AFTER THE PAGE

Song: *Jump in the Puddles*

Doodle and caption a pair of rain boots and a rain hat on the board. Ask the children to choose colors for them. Play the karaoke version of this song (see TE Page T85). Encourage the children to join in, sing the new verses, and do the actions.

Think and Play! *Jump in the Puddles*

Try to find a big space in which to play this game. Give each child a piece of blue paper or a hoop. Have them put them on the ground. These represent puddles. Play music and have the children move around the class. Stop the music and say *Jump in the puddles!* Each child has to jump in a puddle. Repeat. Take away a puddle each time. Eliminate children who are not standing in a puddle.

Activity Book 2 AB 84

1 Read and circle. 2 **Pair share:** Talk about what Meg is wearing.

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Write the day and draw.

sunny rainy cloudy windy

_____ _____ _____

_____ day _____ day _____ day

Science and Math Talk. Key language: *weather.* **Subject specific language:** *chart.* **Activities: 1 Pair share**: Talk about the picture. **2 Documentation**: Write and draw. **3 Try it out!** Make a weather chart. **4** Sing ***Today I Want to Play!***

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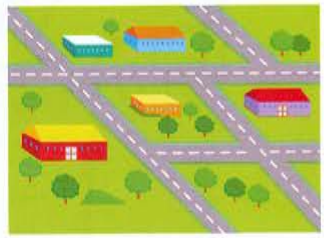
Phonics Fun

man

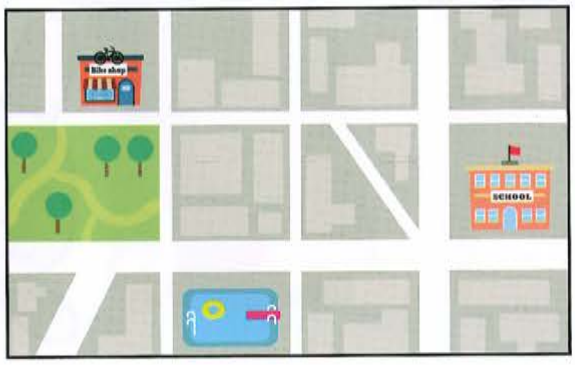
mouse

moon



map

M M m m



map man

Sam has maps.
Gus wants a map app.

Key language: *man, moon, map, Sam, app.* **Activities**: **1** Listen and say. **2** Write M and m. **3** Listen to ***M Sounds Like /m/***, chant, and point to words that start with /m/. **4 Word blending**: Listen, play, and say. Then write. **5** Listen and read the phonics story.

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Unit 9 Phonics Fun

Lesson 5

Objectives: learn to write *M* and *m*; listen to the /m/ sound; orally segment and blend words

Key Language: *man, moon, map, Sam, app*

Review: *monkey, monkey bars, mouse*

Receptive Language: *What sound does it make? What words start with* M? *Are they the same or different?*

Materials: What's the Same? materials; Meg cutout puppet; Doodle Bunny puppet; Word Blending Learning Center materials (see TE Page T9D)

BEFORE THE PAGE

029 **Pocket Chart Routine: What's the Same?**

Follow the What's the Same? routine (see TE Page T67).

Introduce *M/m*

Write *M* and *m* on the board (see TE Page T26).

USING PAGE 88

Explore the Page

Go to Page 88. Show the page or display it using the Presentation Kit. Use the pictures to teach/review *man, moon, map,* and *mouse*. See if the children can say which sound they all start with (/m/).

1 246 **Listen and say.**

Play the audio. Have the children listen and point to the items in their book. Play it again. Pause after each one for the children to say.

2 **Write M and m.**

Point to the letters *M/m*. Ask *Are they the same or different?* Establish that they are different. Say *This letter is* M (say the letter name). *It makes a /m/ sound* (see TE Page T6).

3 247 **Listen to *M Sounds Like /m/*, chant, and point to words that start with /m/.**

Play the chant. Have the children listen, chant, and point to the items beginning with /m/. Repeat.

What do you see? /m/, /m/, M. What words start with M? *Man, mouse, moon, map. They all start with* M.

4 248 **Word blending: Listen, play, and say. Then write.**

Explain that the children are going to play a game with Meg. Point to the pictures of *map, man,* and *Sam* and to the words next to them. Use the Meg cutout puppet. Have Meg say *m-a-p*. Encourage the children to sound out and blend the word. Repeat for *m-a-n* and *S-a-m*.

Adult: *Meg sounds out each letter. Meg likes to play. Meg sounds out each letter. Which words does she say?*

Meg: *m-a-p* ***Children:*** *m-a-p—map!* ***Meg:*** *m-a-n* ***Children:*** *m-a-n—man!* ***Meg:*** *S-a-m* ***Children:*** *S-a-m—Sam!*

The children trace the words *map* and *man.*

5 249 **Listen and read the phonics story.**

Point to the pictures at the bottom of the page. Ask *What can you see?* Play the phonics story *Sam Is the Map Man*. The children listen. They read the sentences in their books. They read the speech bubble.

Adult: *This is a map shop. Sam is a map man.*
Gus: *Hello, Sam.* ***Sam:*** *Hello, Gus.*

Adult: *Sam has maps. Gus wants a map app.*

Gus: *A map app, please.* ***Sam:*** *Here you are, Gus. Here is your school. Here is the bike shop. Here is the pool.*
Gus: *Thank you, Sam! Goodbye.* ***Sam:*** *Goodbye.*

AFTER THE PAGE

Think and Play! *I Spy ...*

Have the Doodle Bunny puppet say *I spy with my little eye, something beginning with /m/*. The children have to look around the classroom and guess /m/ words. The first child to guess correctly has a turn. The other letter sounds they have learned in Level 2 are /t/, /k/, /s/, /d/, /a/, /h/, /n/, and /p/.

Learning Center: Pocket Chart: Word Blending

Demonstrate how to use the Learning Center materials (see TE Page T9D). The children sound out and blend words.

Literacy Skills Pad

Try some of the Unit 9 activities in the Literacy Skills Pad.

Activity Book 2 85 86

1 Cut out and fold book. Write your name. 2 Trace title and say. 3 Look and read. 4 Draw a red line under *map*. Draw a green line under *man*. Draw a brown line under *Sam*. 5 Take book home.

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Unit 9 Grammar Fun

Lesson 6

Objective: learn about appropriate clothes for different weather

Key Language: *mittens, sunglasses; What does (he) need? What do (you) need? He needs (a jacket). I need (mittens).*

Review: clothes, body parts

Receptive Language: *Where do you put (boots)? Do you put (boots) on your (head)? On your (feet).*

Materials: Unit 9 Photo Cards; Pocket Chart; Doodle Bunny puppet; Print and Play Mitten and Boot Templates; paper; paints; scissors

BEFORE THE PAGE

Song: *What's the Weather Like Today?*

Put the weather Photo Cards in the Pocket Chart. Invite a child to the front. Play the song. The child points to each type of weather as it is mentioned (see TE Page T84).

Think and Play! *Doodle Bunny Says ...*

Play this game to review clothes and parts of the body (see TE Page T10). To review clothes say, for example, *Doodle Bunny says put on your boots.*

Introduce Key Language

Doodle a quick picture of a pair of boots on the board. Elicit the word and write it underneath. Ask *Where do you put boots?* If the children don't understand, offer a few alternatives, for example, *Do you put boots on your head? Do you put boots on your hands?* Elicit *(on your) feet.* Doodle and caption *mittens.* Teach the word. Ask *Where do you put (mittens)?* Repeat for *sunglasses.*

USING PAGE 89

1 Match.

Go to Page 89. Show the page or display it using the Presentation Kit. Put the children in pairs. They talk about the pictures and name the types of weather and clothes they can see.

Point to the snowy-day child and ask *What does he need?* Establish that his hands are bare, so he needs mittens. Have the children trace a line from *need* to the picture of the mittens. The children complete the rest of the page.

2 Trace and read.

Look at the pictures of the children and read the sentences with the class. The children follow the words in their books. Say *It's snowy. I need ...* Pretend to have very cold hands. Elicit *mittens.* Prompt gently if necessary. Repeat the sentence *I need mittens.* Have the children trace the words and then read each sentence.

3 250 Listen, point, and say.

Play the audio. The children listen and point. Play it again. Pause after each question. The children listen and answer.

(1) It's snowy! Look at my hands. What do I need? Yes. I need mittens.

(2) It's sunny! Look at the boy. Look at the sun. The sun is bright. The boy can't see. What does the boy need? Yes. He needs sunglasses.

(3) It's rainy! Look at the puddle. Look at the children's feet. What do the children need? Yes. They need boots.

(4) It's windy! Look at the girl. She is shivering. What does she need? Yes. She needs a jacket!

AFTER THE PAGE

Make Matching Boots or Mittens

Hand out sheets of paper and provide paints. The children fold their paper in half. They choose a Print and Play Mitten or Boot Template and draw around it. They open up their paper and paint a pattern on one mitten/boot. They fold their paper in half again and press down. They open the paper. Let the paintings dry. Cut out the mittens/boots. The children will have matching patterns on their pairs of mittens/boots.

Hide the boots and mittens around the classroom for the children to find and match.

Activity Book 2 AB 87

Look, read, and draw.

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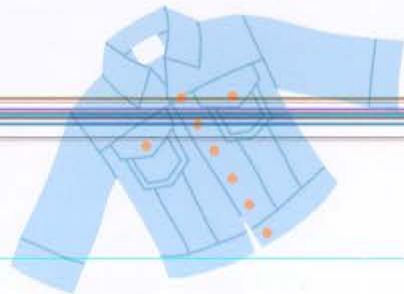
1

It's snowy.



I need.

2

It's sunny.

He needs.

3

It's rainy.

They need.

4

It's windy.

She needs a.

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Wonderful Water

values

1 All living things need water.
Plants need water.

2 Animals need water.

Key language: *wonderful, living things, plants, animals, people; We all need (water).*
Activities: **1** Preview and predict with a Picture Walk. **2** Listen to ***Wonderful Water*** and point. Listen and say. **3** Sing the Values Song ***We All Need Water***.

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3 Fish need water.

4 People need water.

5 Water is wonderful.

How do you use water?

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Unit 9 Wonderful Water

Lesson 7

Objectives: read about water; sing a song about the importance of water

Key Language: *wonderful, living things, plants, animals, people; We all need (water).*

Review: *rain, rainy, sunny, flower, boy, fish, ocean, river, sky*

Receptive Language: *What do you use water for? Where does water come from? zebra; water bottle*

Materials: Alphabet Poster; Pocket Chart, name cards; Unit 9 Photo Cards; water trays or washing-up tubs; water toys; watering cans

BEFORE THE PAGE

Song: *Hello. How Are You?*

Play the karaoke version of the song (see TE Page T2). Use three of the children's name cards and personalize the song to those children.

Pocket Chart Routine: What's the Same?

Follow the What's the Same? routine (see TE Page T67).

Think and Play! *Team Race*

Review weather and rainy day activities with the Unit 9 Photo Cards. Put them in the Pocket Chart. Play *Team Race* (see TE Page T23).

USING PAGES 90 AND 91

1 Preview and predict with a Picture Walk.

Go to Pages 90 and 91. Show the pages or display them using the Presentation Kit. Point to the title, *Wonderful Water,* and read it with the class. Ask *What do you use water for?* Elicit the different uses of water (e.g., *drinking, washing, swimming*). Doodle and caption children's suggestions on the board. Point to each picture in turn. Ask *What can you see?* Elicit responses (e.g., *rain, flower, zebra, water bottle*). Can the children predict what the text will be about? Talk about what each living thing in the picture is using water for.

2 Listen to *Wonderful Water* and point. Listen and say.

The children listen to the audio and point to the pictures. Play it again and have the children say each line.

Early Reading: Sentences

Read the sentences with the children and then play the audio again. Pause after each sentence for the children to read it.

3 Sing the Values Song *We All Need Water.*

Ask the children *Where does water come from?* Establish that water comes from the sky as rain. Play the song and encourage the children to join in. Talk about the value of water.

Chorus: We all need water. We use it every day. Water is wonderful. We use it many ways. (sway) (repeat)

Verse 1: We need water to wash. (mime washing) *We need water to drink.* (mime drinking) *We put water in a cup. We put water in a sink.* (mime turning on tap)

Verse 2: We give water to the flowers. We give water to the plants. (mime watering with a hose) *Elephants need water …* (mime elephant) *And so do ants.* (hold two fingers very close to show tiny ant)

(repeat chorus x2)

Verse 3: Where does water come from? (question gesture) *It falls from the sky. Rain is water, falling from the sky.* (finger wiggle to imitate raindrops falling)

(repeat chorus)

We use it many ways. Water is wonderful.

AFTER THE PAGE

Water Play

If possible, set up water trays in the classroom or outside for the children to have water play. Encourage the children to play together and take turns. When they have finished, find uses for the water (e.g., water plants). Give the children watering cans so that they can help.

Home-School Connection

Discuss the value as a class. Encourage the children to sing the song at home and talk about the value with their families.

Literacy Skills Pad

Try some of the Unit 9 activities in the Literacy Skills Pad.

Activity Book 2 AB 88

1 Read and draw. 2 Point and say. 3 Sing the Values Song ***We All Need Water.***

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Unit 9 Wonderful Water

Lesson 8

Objectives: review the text; think and answer a question about water

Key Language: review

Receptive Language: *Which are the same? How are they the same? They all need water.*

Materials: Living Things Learning Center materials (see TE Page T9D)

BEFORE THE PAGE

Song: *Soap and Water*

Sing the song (see TE Page T26). Encourage the children to join in and do the actions.

Living Things

Go to Pages 90 and 91. Show the pages or display them using the Presentation Kit. Point to each photo and elicit what the children can see: *flowers, zebras, fish, a boy, a woman.* Ask *Are they the same or different?* The children will probably (correctly) say they are different. Ask *Which are the same?* and take the children's suggestions. Reformulate if necessary into simple English. Ask *How are they the same?* Take any suggestions. Establish that they all need water because they are all living things.

USING PAGES 90 AND 91

***1* Talk about the story.**

Point to each photo. Ask *What's the weather like? What are they doing? How do they need water?* Have the children talk about the story. They ask and answer the questions in pairs.

***2* Listen again and read.**

Play the audio and encourage the children to follow in their books. Now, without the audio, read each sentence with the children. Encourage them to trace their finger under each word as they read/follow the text. Play the audio again for the children to listen and act out.

3* Sing the Values Song *We All Need Water.

Play the song and encourage the children to join in. Talk about the different ways they can help to save water; for example, turn off the faucet when they brush their teeth; run a sink of water, with the plug in, when they wash their hands; have a shower rather than a bath; collect rain water to water plants, and so on. Reformulate all these ideas into simple English, but don't expect the children to retain the language.

***4* Think! How do you use water?**

Look at the question at the bottom of Page 91: *How do you use water?* Read it with the class. Have the children ask and answer the question in pairs. Invite pairs to report to the rest of the class. Doodle and caption all the children's suggestions on the board.

AFTER THE PAGE

Learning Center: Living Things

Demonstrate how to use the Learning Center materials (see TE Page T9D). The children sort photos and pictures of living and nonliving things.

Act Out *Wonderful Water*

Have the children think of actions for each picture; for example, crouch down and grow like a flower; bend down and drink like a zebra; swim like a fish; drink water from a bottle; row a boat. Play the story again and have the children retell it using actions.

Literacy Skills Pad

Try some of the Unit 9 activities in the Literacy Skills Pad.

Activity Book 1 AB 89

1 Read and circle. 2 Point and say.

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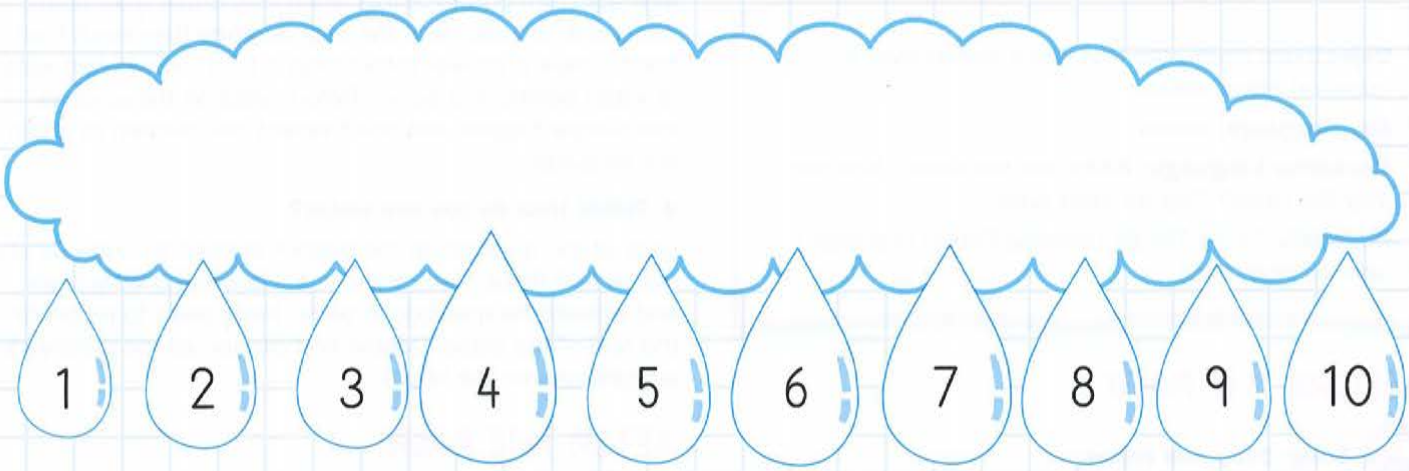
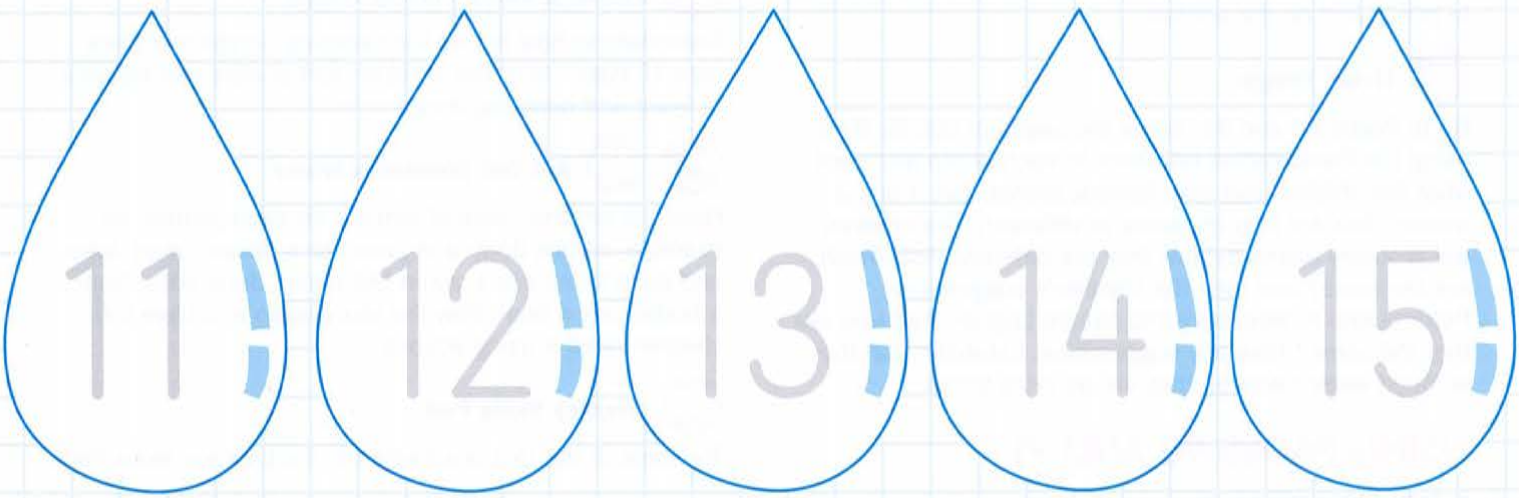
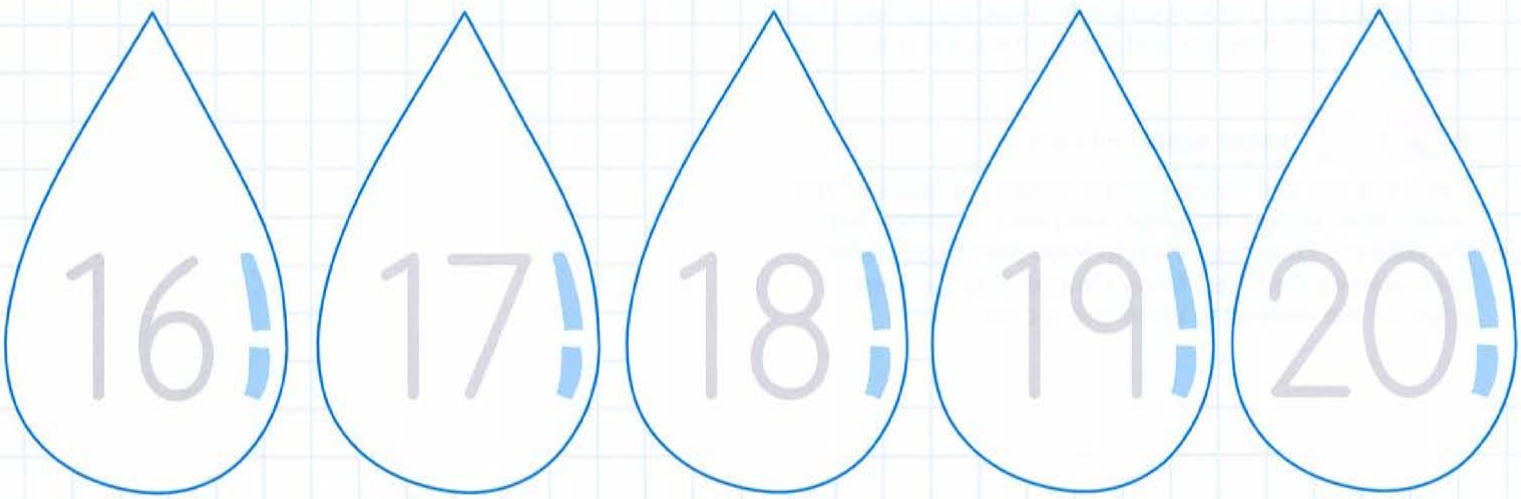
Let's Count







Key language: number 20, *raindrops*. **Activities**: **1** Point and count raindrops 1–10. **2** Count and trace. **3** Sing ***20 Raindrops*** and color raindrops.

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Unit 9 Let's Count

Lesson 9

Objectives: count to 20; sing a counting song

Key Language: number 20, *raindrops*

Review: *cloud*, numbers 1–19

Receptive Language: *Let's count! How many?*

Materials: Print and Play Numbers: 1–20; Print and Play Raindrop Templates (20 per child); strips of paper

BEFORE THE PAGE

239 **Song: *Jump in the Puddles***

Play the song (see TE Page T85). Encourage the children to join in and do the actions.

228 **Song: *19 Pizzas***

Randomly hand out Print and Play Numbers 1–19. Play the song (see TE Page T82). Have the children stand up when they hear their number. Have the children with numbers give them to a child who doesn't have one already, or, with smaller classes, swap numbers. Repeat.

USING PAGE 92

1 Point and count raindrops 1–10.

Go to Page 92. Show the page or display it using the Presentation Kit. Ask *What can you see? What's the weather like?* to elicit language. Point to the raindrops and teach the word. Say *Raindrops are falling from the clouds. Let's count.* Have the children point and count the first 10 raindrops.

2 Count and trace.

Count from 10 to 20 with the children. Have them point to the numbers as they count. Now have the children trace the numbers 11–20 with their fingers and then a pencil.

3 254 **Sing *20 Raindrops* and color raindrops.**

Play the song and let the children listen. Put the children in pairs. Have the children show the correct number of fingers in pairs. They do the actions and sing along.

Make sure the children have their crayons ready. Play the song again. The children listen and color the raindrops.

One, two, three, four, five, six, seven. (count to seven on fingers) *It's a rainy day.* (wiggle fingers in downward motion)

Eight, nine, ten raindrops. (count to 10 on fingers) *Color the raindrops gray.*

Eleven, twelve, thirteen (count to 13 on fingers with a partner) *raindrops on my shoe.* (point to shoes) *Fourteen, fifteen raindrops.* (count to 15 on fingers with a partner) *Color them blue.*

Sixteen, seventeen, eighteen (count to 18 on fingers with a partner) *raindrops on my head.* (point to your head) *Nineteen, twenty raindrops.* (count to 20 on fingers with a partner) *Color them red.*

AFTER THE PAGE

Make Raindrop Patterns

Hand out 20 Print and Play Raindrop Templates to each child. Have the children stick them down in a row on a strip of paper. Encourage them to count them as they do. Have the children color their raindrops in alternate colors to create a pattern. Have them compare their raindrop patterns with their friends.

Think and Play! *Hopscotch*

Play *Hopscotch* with a 20-square grid (see TE Page T40).

Math Skills Pad

Try some of the Unit 9 activities in the Math Skills Pad.

Home-School Connection

Ask the children and their parents to complete the Parent Page in the Math Skills Pad.

Activity Book 2 AB 90

1 Count and connect. Color Meg's umbrella red and yellow.

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Unit 10 The Gift

Unit Objectives

- review the vocabulary and language learned in *Doodle Town 2*
- review numbers 1–20
- learn a story, *The Gift*
- work toward a performance
- perform a play

Values
Learn about the value of sharing.

Project
Perform a play.

Unit Language

Vocabulary: *gift, food, carrot, lucky, give, crow, leave, door, basket, berries*

Structures: *It's our lucky day. We can (show we care).*

Receptive: *Point to the … , There's enough for all. burrow, cave, nest, hedgehog, chipmunk; How did you feel? Did you enjoy the play? Did your families like it?*

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Content Areas

Art
Coloring pictures; making costumes; making scenery; making props and pictures

Math
Learning about division; reviewing numbers 0–20

Social Studies
Sharing

Physical Education
Playing an action game

Science
Studying animal habitats

Communication

Oral Skills: singing a Values Song

Listening Skills: doing listening comprehensions; listening to and saying new words

Performing Arts: role-playing a story; acting out a story with puppets; rehearsing a play; performing a play

Early Literacy

Early Writing Skills: coloring

Early Reading Skills: strengthening word recognition; reading aloud; making a story map

Narrative Skills: talking about pictures and making predictions about a story

Phonological Awareness: reviewing the language learned in *Doodle Town 2*

Print Awareness: making a class Big Book; reading rebus sentences

Sentence Building: understanding captions; understanding speech bubbles and rebus sentences

Doodling for Critical Thinking

For Students

Have the children actively document the stages of preparing for their play by drawing pictures. They can also document by taking photos, filming rehearsals, and so on.

For Teachers

You can make a Big Book of the play with the class to enjoy with the children.

Digital Tool Box

Presentation Kit: Unit 10 SB and AB with integrated audio, videos

TRC: Unit 10 downloadable audio, videos, and Print and Play materials

SPK: Unit 10 songs, videos, and language practice activities to play at home

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Learning Centers

Tips from the Authors

Learning Centers are a developmentally appropriate way to teach various concepts in one place. You can present key language and other skills such as left-to-right progression or sorting and classification skills. Encourage the children to select Learning Centers to explore. Have the children vote for their favorite center. Use the Conversation Starters to encourage the children to think about what they are doing as they explore the materials.

1: Fair Share Center (Lesson 1)

Conversation Starters: ***One for you. One for me. How many (cookies) do you have? How many (cookies) does (Maria) have?***

Materials: modeling clay (orange, dark brown, beige, green, purple); paper plates (x4)

Objectives: practice the value of sharing; build awareness of simple division

1. Do this with a group of four children. Have the children make model food: 4 carrots, 8 cookies, and 12 grapes. Give each child a paper plate.
2. Encourage the children to say *One for you. One for you. One for you. One for me!* as they share each type of food.
3. The children count the carrots, cookies, and grapes on each plate to check the food is divided equally.

2: Story Map Center (Lesson 2)

Conversation Starters: ***Where do the (rabbits) go? What is in the bag? What do the (crows) have in their basket? The (crows) see the carrot. What do they say? What are the animals eating? How do the animals feel?***

Materials: large poster board; Print and Play *The Gift* Templates, stuck onto card with tape or sticky tack; audio recording device

Objective: build awareness of the chronology of the story

1. Set up a Story Map with the animals' homes at each point of the triangle. The children move the characters and foods on the Story Map as they listen to *The Gift.*
2. Pause the audio to discuss what the characters are doing and to predict what happens next.
3. Help the children use the Story Map to retell the story themselves. Record the children retelling the story. Let them listen afterward.

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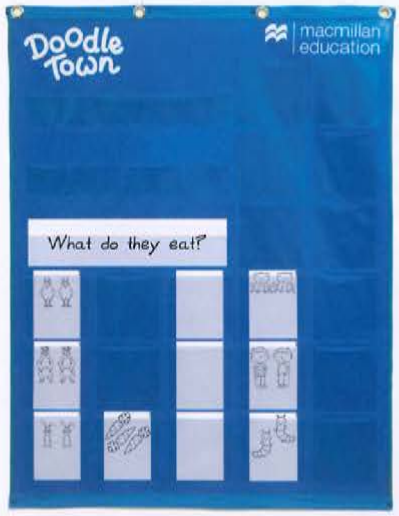
You can get ideas for more Learning Centers from the children themselves. Have a class brainstorming session to come up with other ways to practice concepts or language. Write down children's suggestions and put them in a box. The children will love seeing their own ideas put into use.

3: Pocket Chart Center: What Do They Eat? (Lesson 3)

Conversation Starters: ***What do (rabbits) eat? Who eats (leaves)? Do (children) like to eat leaves?***



Materials: Pocket Chart; handmade sentence strip; Print and Play Pictures: *The Gift: crows, The Gift: bears, The Gift: rabbits, caterpillars, frogs, children, carrots, nuts, berries, ice cream, leaves, bugs*

Objective: explore animals' diets

1. Set up the Pocket Chart. Put the pictures of the crows, bears, and rabbits in row 4, column 1. Write *What do they eat?* on a sentence strip and put it in the Pocket Chart above the pictures of the animals. Read it aloud. The children say what the animals eat in *The Gift.*
2. The children place the matching food pictures in column 2. They name them.
3. Put the pictures of the frogs, caterpillars, and children in column 4 of the Pocket Chart. Elicit names. Review remaining food pictures. The children determine the best match for each one.

4: A Picture for Our Friends Center (Lesson 4)

Conversation Starters: ***What can we give to our friends? What picture can we draw? What do our friends like? Thank you. This is our lucky day.***

Materials: Print and Play Frame Templates; construction paper; scissors; glue; drawing paper; crayons and markers

Objective: think about what your friends like

1. The children cut out and decorate a picture frame.
2. They choose a friend in the class. You may wish to assign "friends" to ensure that each child receives a framed picture. They think about what that friend likes and draw a picture of his or her favorite thing. They glue the frame on.
3. The children give the picture to their friend and say *This is a gift for you.* The children receiving the gift say *Thank you!* Ensure that every child receives a framed picture.

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The crows come home.
They have a with lots of .

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The crows fly to the bears' .
They leave the at the .

AB 93

Key language: Review. **Activities**: 1 **Literacy focus**: Find and circle: *rabbits, crows, bears, lucky*. 2 Listen to the Story Song ***The Gift*** and point. 3 Act out story with Activity Book puppets. 4 Make costumes for rabbits, crows, and bears.

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The bears come home.
They have a with lots of .

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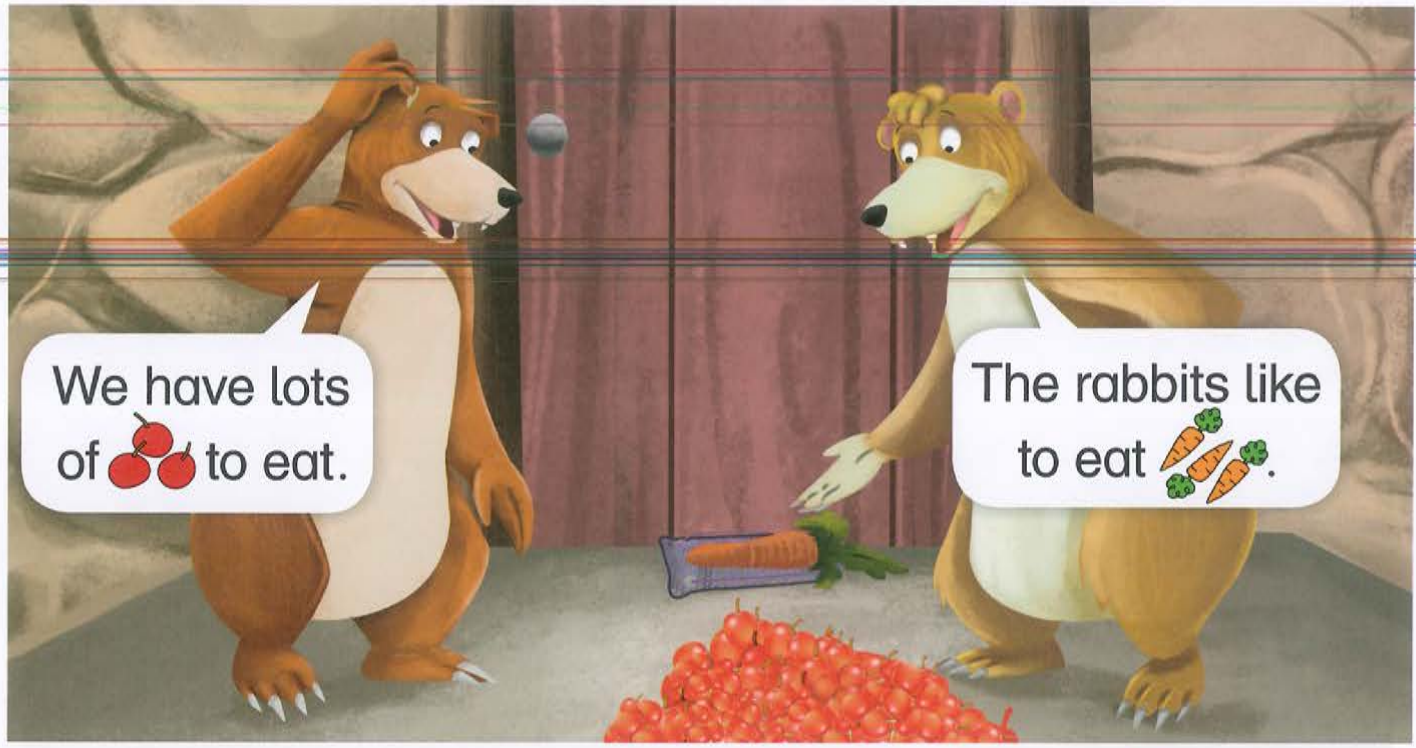

The bears run to the rabbits' .
They leave the at the .

Key language: Review. **Activities**: 1 Sing ***It Feels Good to Share***. 2 Listen to the Story Song ***The Gift*** and say dialog. 3 Make props. 4 Rehearse ***The Gift***.

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Unit 10 The Gift

Lesson 1

Objectives: review language; preview a story; sing a song about sharing

Key Language: *gift, food, carrot, lucky, give, crow, leave, door, basket, berries; It's our lucky day. We can (show we care).*

Review Language: *rabbit, living things, tree, hop, nuts; What can you see? What's the weather like? What are (they) doing?*

Receptive Language: *Point to the … , There's enough for all.*

Materials: Pocket Chart; Units 1–9 Photo Cards; Print and Play coloring Templates of each frame of the story; crayons; markers; Fair Share Learning Center materials (see TE Page T10C)

BEFORE THE PAGE

Song: *Doodle Town Hop*

Play the song (see TE Page T2). Encourage the children to join in and do the actions.

Think and Play! *What's Missing?*

Play this game (see TE Page T9) with the Pocket Chart to review the different lexical sets that the children have learned in *Doodle Town 2* (see TE Page Txv). Choose two sets that you particularly want to review. (Don't play with all the sets of Photo Cards at one time, as it will take too long and the children will lose attention.)

USING PAGES 94–101

1 Preview and predict with a Picture Walk.

Look at one page at a time. Ask *What can you see? What's the weather like? What are they doing?* Say *Point to the (rabbits/carrot/tree/living things).* Encourage the children to ask questions, too.

Use the pictures to teach the key language.

At the end of each page, encourage the children to predict what will happen next in the story.

2 Listen to the Story Song *The Gift* and point.

Tell the children they are going to listen to the whole Story Song (download the script from the Teacher's Pack). They will need to listen carefully and follow the captions in their books with their finger. Play the spoken part of the story. Pause the audio when it's time to turn the page. Monitor to make sure all the children are following the story.

Early Reading: Sentences

Read the sentences and speech bubbles as a class. Encourage the children to read and say the rebus sentences. Sound out and blend decodable words (e.g., *hop, can, nut*).

3 Sing *It Feels Good to Share.*

Play the song and do the actions. Play it again and encourage the children to join in and do the actions.

Chorus: It's our lucky day. (smile and thumbs up) *We can show we care.* (hug self) *We can help each other.* (point to other children) *It feels good to share!* (smile and thumbs up)

Verse: A carrot here. (mime pulling up a carrot) *Some nuts and berries there.* (mime picking berries) *There's enough for all, when we all share.* (hold hands out wide)

(repeat chorus)

4 Role-play dialog.

Put the children in pairs to role-play the spoken part of the Story Song. First they will be rabbits digging for carrots, then crows flying, then bears carrying a heavy basket. For the last frame of the story, have groups of children sit around a table and pretend to eat. Play the story and let the children practice the role-play.

AFTER THE PAGE

Make a Class Big Book

Put the children in pairs. Hand out the coloring pictures of each frame of the story. Make sure that each pair has a different picture. Have the children color in their pictures with crayons or markers. Put all their pictures together into a book. Have the children help you put the pictures into order. (If you have a large class, make multiple books so all the children's pictures get used.) Tell the story at circle time using the class Big Book.

Learning Center: Fair Share

Demonstrate how to use the Learning Center materials (see TE Page T10C). The children explore division.

Home-School Connection

Hand out the Unit 10 Letter to Parents for the children to take home.

Math Skills Pad

Try some of the Unit 10 activities in the Math Skills Pad.

Activity Book 2 AB 92

1 Trace paths and say. 2 Draw brown nuts in the crow's basket. 3 Draw red berries in the bear's basket.

UNIT 10 - Digital: Language practice activity and song; Literacy Skills Pad: pp. 75–80; Math Skills Pad: pp. 57–64

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Unit 10 The Gift

Lesson 2

Objectives: sing the Story Song; act out a story

Key Language: review

Receptive Language: *burrow, cave, nest*

Materials: Alphabet Poster; craft sticks; crayons and markers; construction paper; colored tissue paper; black paint; Story Map Learning Center materials (see TE Page T10C); Doodle Bunny puppet; Pocket Chart; Unit 3 Photo Cards

BEFORE THE PAGE

Song: *Hello. How Are You?*

Play the karaoke version of the song and substitute the names of the children in your class in the verses (see TE Page T2).

Think and Play! *Clues*

With the class, think of an action for each animal (e.g., rabbits: hop, crows: flap arms, bears: make fingers into claws). Practice the actions. Have the children stand up. Describe the animals. Say, for example, *This animal has two eyes. This animal doesn't have wings. This animal has long ears.* By the third clue, all the children will recognize *rabbit* and do the appropriate actions. Repeat.

USING PAGES 94–101

1 Literacy focus: Find and circle: *rabbits, crows, bears, lucky.*

Doodle two rabbits on the board and elicit what they are. Caption your picture *rabbits*. Display the Alphabet Poster. Ask *What letter does* rabbits *start with?* Elicit the letter name and sound. Have a child point to *Rr* on the Alphabet Poster. Repeat with *crows, bears,* and *lucky*. For *lucky,* draw a lucky symbol (e.g., a horseshoe) on the board if appropriate.

Leave the words written on the board. The children read the text and circle each occurrence of the words. You can have the children circle each word in a different color. Have the children compare with a friend.

2 Listen to the Story Song *The Gift* and point.

Play the spoken part of the Story Song again. Have the children point to the words they circled in the previous activity as they hear them.

3 Act out story with Activity Book puppets.

Have the children color and cut out the animals from Activity Book Page 93. Glue them onto craft sticks to make puppets.

Play the Story Song and have the children act out the story with their puppets.

4 Make costumes for rabbits, crows, and bears.

Make headbands for the rabbit and bear costumes and wings for the crow costumes. Divide the class into three groups: rabbits, bears, and crows. Help the first two groups draw and cut out rabbit and bear ear shapes. The children decorate the ears with scrunched-up tissue paper. They cut out a headband and stick the ears onto their headband.

Help the third group to draw wing shapes on pieces of construction paper. Have the children put their hands in black paint and make hand prints on the wings for feathers. Help the children cut out the wings and attach them to bands of paper to go around their chests.

AFTER THE PAGE

Song: *Soap and Water*

Play the song for the children to sing as they wash their hands after painting (see TE Page T26).

Learning Center: Story Map

Demonstrate how to use the Learning Center materials (see TE Page T10C). The children map out the story.

Animal Habitats

Ask the children where they live. Ask *What rooms are there in your home?* Put the Unit 3 Photo Cards of rooms of the house in the Pocket Chart to review the words.

Have the Doodle Bunny puppet ask *Where do rabbits live?* Point to the pictures in the book and supply the word *burrow*. Repeat with *bears* and *cave* and *crows* and *nest*.

Literacy Skills Pad

Try out some of the Unit 10 activities in the Literacy Skills Pad.

Activity Book 2 AB 93

1 Cut out cards. 2 Act out story with puppets.

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Unit 10 The Gift

Lesson 3

Objectives: rehearse a play; review numbers

Key Language: review

Receptive Language: *hedgehog, chipmunk*

Materials: What's the Same? materials; Print and Play Numbers: 1–20; musical instruments made in Unit 2; Print and Play Basket Templates; Print and Play Carrot Templates; paints; cotton balls; large sheets of card or paper; What Do They Eat? Learning Center materials (see TE Page T10D)

BEFORE THE PAGE

029 **Pocket Chart Routine: What's the Same?**

Follow the What's the Same? routine (see TE Page T67).

254 **Numbers 1–20**

Show the Print and Play Numbers 1–10 one at a time and have the children say the number and hold up the correct number of fingers.

Invite 20 children to the front of the class. Give the children the numbers 1–20. With the help of the rest of the class, have the children line up in the correct order. Play the song ***20 Raindrops*** (see TE Page T92). The children hop when they hear their number in the song.

USING PAGES 94–101

1 258 **Sing *It Feels Good to Share*.**

Hand out the instruments the children made in Unit 2. Play the song and have the children sing along and play their instruments (see TE Pages T94–T95).

Talk about sharing. Ask the children what they like to share with their friends. Doodle and caption their ideas on the board.

2 257 **Listen to the Story Song *The Gift* and say dialog.**

Play the spoken part of the story and have the children listen and point to the pictures and speech bubbles in the book. Play it again. Pause after each frame for the children to read and repeat.

3 **Make props.**

Hand out the Print and Play Carrot Templates for the children to color. Hand out the Print and Play Basket Templates. The children color their baskets, then cut them out, fold them, and glue them. They put cotton balls in their baskets. Half the class should paint their cotton balls brown, for nuts. The other half should paint their cotton balls red, for berries.

4 257 **Rehearse *The Gift*.**

Allocate roles to the children. Possible roles are two (or more) rabbits, two (or more) crows, two (or more) bears, or other woodland animals (e.g., hedgehogs, chipmunks). You could also have children playing the carrots.

For this rehearsal, the children playing the part of the animals wear their costumes. Do this rehearsal in the place where you will do the final performance for the parents.

Do the rehearsal with and without the audio track. It's up to you to decide whether you do the final performance with or without the audio track, depending on the children's confidence.

Teacher-to-Teacher

Rehearse the play as much as you can so they feel really confident. Invite another class or year group to come and watch one of the final rehearsals so that the children can get used to performing for an audience.

AFTER THE PAGE

Make Scenery

Draw trees and a house on large sheets of card or paper, or glue two or more pieces of paper together. Have the children paint the scenery. Talk about what colors to use. You can glue on cotton balls to make a snowy scene.

Learning Center: Pocket Chart: What Do They Eat?

Demonstrate how to use the Learning Center materials (see TE Page T10D). The children explore what animals eat.

Activity Book 2 AB 95

1 Trace the path between the crows' house and the bears' house. 2 Paint the path between the bears' house and the rabbits' house orange. Paint the path between the rabbits' house and the crows' house purple. 3 Follow paths with puppets.

UNIT 10 - Digital: Language practice activity and song; Literacy Skills Pad: pp. 75–80; Math Skills Pad: pp. 57–64

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Unit 10 The Gift

Lesson 4

Objective: perform a play

Key Language: review

Receptive Language: *How did you feel? Did you enjoy the play? Did your families like it?*

Materials: Activity Book animal puppets; animal costumes; props; scenery; A Picture for Our Friends Learning Center materials (see TE Page T10D)

BEFORE THE PAGE

258 Song: *It Feels Good to Share*

Sing the song and have the children join in (see TE Pages T94–T95).

Rehearse *The Gift*

Have the children help you set up the area where they are going to perform the play. Put up the scenery and let the children put on their costumes and get the appropriate props.

Rehearse the play again if you have time before the parents arrive.

USING PAGES 94–101

1 257 Listen to the Story Song *The Gift* and say dialog.

Play the spoken part of the Story Song. Pause after each caption for the children to say.

2 257 Act out story with Activity Book puppets and Story Map.

Give out the children's animal puppets (Activity Book Page 93). Play the spoken part of the Story Song. Have the children act out the story with the puppets. Then have the children act out the story without the audio. Give prompts where needed.

3 Perform *The Gift*.

Have the children perform *The Gift* for their families.

Teacher-to-Teacher Special

Class Performances

The most important thing about putting on a performance for families is that the children enjoy it.

Make sure you rehearse the play many times so the children are completely comfortable with the content. If, at any point, a child decides he or she is not confident in a role, then allow the child to take a more background role. Find a volunteer to cover the role.

If you plan to support from the sidelines during the final performance, adopt this position quite early on so the children are accustomed to your position.

If the performance is in the morning after drop-off, make sure you take the children away from their families to get ready and have preparation time. Do not expect the children to leave their families and go directly onto the stage/performance area, as they will feel reluctant to do so.

Film the performance so that the children can watch themselves afterwards. Have another person take photos of the performance.

Remember to follow your school's protocol for families taking photos and filming the performance and make sure everyone complies.

Plan other things for the day to take advantage of having the children's families in school. Set up displays of the children's artwork from the year so the children can tell their families about them; have the children demonstrate some of the Learning Centers you have used; perform some more of the Values and Story Songs from *Doodle Town 2*.

AFTER THE PAGE

Talk About the Performance

Before the children go home, or on a different day, talk about their performance: *How did you feel? Did you enjoy it? Did your families enjoy it?*

Show them the film that was made of their performance.

Learning Center: A Picture for Our Friends

Demonstrate how to use the Learning Center materials (see TE Page T10D). The children make a picture frame for a friend.

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Review 2

Teacher-to-Teacher

Choose different Learning Center activities from Units 6–10 you know the children can do by themselves. Divide the class into small groups. Have each group do a different Learning Center activity while you assess a small group of children. That way all the children will be doing something and you will not lose group control.

Units 6–10 Review

Review 2 Poster

Display the Review 2 Poster on the wall. Use it to review vocabulary from the units (see TE Page T52 for ideas for activities and games).

The Review: What to Do

Names →				
PART 2: Listen and circle.				
Ask the children to listen and circle each vocabulary item they hear at the bottom of the page. Then have them find and circle the same item in the big picture.				
1 rocket				
2 pancakes				
3 helicopter				
4 eggs				
5 puppet				
6 library				
7 park				
8 rainy				

Review 2 (End-of-Year Review) is best done in small groups so you can watch and see which picture each child is circling or pointing to. Print a copy of this checklist from the Teacher's Resource Center for each group. Write a child's name at the top of each column. There are four parts to this assessment. First there is a warm-up with audio. The children are not assessed for this; they should simply listen and point. Then there are three parts that are scored. For Parts 2 and 3, write a checkmark (✓) for a correct answer, an ✗ for an incorrect answer, and a dash (–) for no response. For Part 3, give each child in the group a Print and Play Kit Template. Play the audio. The children listen and follow the directions with Kit. Please note that the children do not need to answer the questions they hear in Part 3. These are included for a relaxed, interactive feeling in this assessment. The children should not be scored based on whether they answer.

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Names →				
PART 3: Receptive check: Follow directions.				
Ask the children to listen to the directions and point to the vocabulary items they hear.				
1 Go to the planes.				
2 Go to the blue kite.				
3 Go to the bread.				
4 Go to the pilot.				
5 Go to the pool.				
6 Go to the sunny day.				
PART 4: Speaking check: Listen and answer.				
4A Two-option questions Point to a person or an object in the big picture. Ask each child two questions, such as: *Is this a (rocket) or a (plane)?* *Is it (sunny) or (cloudy)?*				
4B Open questions Point to a familiar object in the picture. Ask each child two questions, such as: *What's next to the (police station)?* *Which toy do you like?*				

For Part 4 (the only part without audio), jot down the words each child says and use the scoring instructions below to document each child's speaking ability. Later, you can transfer your notes to each child's individual progress checklist.

1 = not yet 2 = sometimes—with support 3 = yes

Allow plenty of "wait time." If the child doesn't respond, give the answer. Then point to the same object and ask the question again.

1 259 Warm up: Listen and point.

Hello, Kit. Look at the planes. The planes are next to the rockets.

I see a blue kite. The blue kite is next to the red kite. I like the blue kite.

I like bread. I see some bread. I want some bread. Mmm.

Do you see a fire fighter? Look at the fire fighter's hat.

Do you see a snake next to the bear? The snake has spots.

Look at the weather pictures. It is Wednesday and it is sunny.

2 260 Listen and circle. Find and circle: rocket, pancakes, helicopter, eggs, puppet, library, park, rainy.

Rocket. I see a rocket. Circle.

Pancakes. He likes pancakes. Circle.

Helicopter. I hear a helicopter. Circle.

Eggs. I like eggs. Circle.

Puppet. I see a happy puppet. Circle.

Library. I like the library. Circle.

Park. I am going to the park. Circle.

Rainy. It is a rainy day. Circle.

3 261 Receptive check: Listen and follow directions.

Hello, Kit. Look at the planes. The planes are next to the rockets. Go to the planes.

I see a blue kite. The blue kite is between the red kite and the small helicopter. I like the blue kite. Go to the blue kite.

I like bread. I see some bread. I want to eat some bread for breakfast. Mmm. Go to the bread.

There's a pilot next to the fire fighter. I want to be a pilot. Go to the pilot.

Do you see the pool next to the park? I love swimming at the pool. Go to the pool.

Look at the weather pictures. Do you see the sunny day? Go to the sunny day.

This is the end of Review 2.

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Doodle Town 2

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Think, explore, create, and learn with Doodle Town!

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